



## Healthy Pregnancy: Jenny's Story

# Teacher's Guide

This guide accompanies “Student Activities: Healthy Pregnancy.”

“In the tradition of our culture, this teaching about choosing life  
will be told through a story.”

- *Dr. Gilles Pinette, Métis, author “Healthy Pregnancy.”*

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## introduction

Adolescent pregnancy in Canada is highest among disadvantaged socio-economic groups, and is a particular health concern for young Aboriginal women. Pregnancy is four times higher among First Nations adolescents, twelve times higher in Inuit communities, and eighteen times higher on reserves than in the general population (Canadian Institute of Child Health, 2000).

For all women and families, pregnancy is a great unknown for an expectant first time mother. Teaching healthy pregnancy habits in a positive story format will benefit all new and young families. Direct the student to the websites or pamphlets available so the student will know where to go to get other information as needed.

## plot summary

“Healthy Pregnancy: Jenny’s Story” is a fictional story about a young married woman who is about to experience motherhood for the first time. Though she is nervous and a little unsure, with the support of her husband Vernon she is excited about the day of her birth. From the start Jenny decides to learn all she can about the process and she goes to two people who will guide her throughout the nine months. The first is Dr. Pratt, her doctor, and the other is her wise grandmother, Edna. Both provide advice and support to Jenny.

Her doctor offers the scientific medical view of birth while her grandmother offers a nurturing and traditional based support. Jenny learns all about the birth process throughout the nine months until the successful delivery of her child.

## rubrics

The Rubrics (except the last one) are designed for student self-assessment. After the student has finished the first Rubric in Part 1, check their work and their assessment of their work. This will give you a chance to see if the student understands and is comfortable with the level of the material being presented. This will also present a chance to decide how you would like to have the student proceed with the written sections.

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## BEFORE READING



Review the ‘Go Further’ section to familiarize yourself with the activities that are suggested. Before beginning this lesson, make sure you are comfortable with the content and that you have thought about how you may handle any emotional crises that may arise. Do not feel that you have to do this by yourself. Familiarize yourself with your local community health resources, to refer students if necessary.

### Help resource websites for Pregnancy

Health Canada – Healthy Pregnancy and Babies site

<http://www.hc-sc.gc.ca/fniah-spnia/famil/preg-gros/index-eng.php>

Voices from the Field – First Nation and Inuit Perspective on Nutrition

<http://www.child-encyclopedia.com/documents/DoranANGps.pdf>

Teen Pregnancy Prevention

[http://www.beststart.org/resources/rep\\_health/pdf/teen\\_pregnancy.pdf](http://www.beststart.org/resources/rep_health/pdf/teen_pregnancy.pdf)



## Part 2

A. 1) 1 2) 4 3) 4 4) 2

### B. Revisit the Story

Dr. Pratt asked Jenny if she has considered all the issues that come with raising a child. What are some of the issues that Dr. Pratt talks about with Jenny?

*Some of the things Dr. Pratt mentions are: Raising a child is a lifetime job, many sleepless nights and tiring days, cost of extra food, diapers, clothes etc.*

### C. Self-Reflection

What is a bad habit that you have given up? How long did it take you to break it? What was the hardest part about breaking your bad habit?

*Any bad habit is okay to use here. Make sure the student lists the reasons for how they broke the habit and the hardest part about the habit.*

*What are some things that you do that keep you balanced? This could be diet, exercise, or even a favourite hobby.*

## Part 3

A.1) 3 2) 1 3) 3 4) 1

### B. Revisit the Story

What are the four areas of the medicine wheel? What happens if some of these areas are out of balance?

*The four areas are: Body, mind and thoughts, feelings, spirit. It can leave you feeling ill or stressed out.*

*ADDITIONAL: Jenny says Meegwitch. Have students research five words in their own language or in a language they are interested in.*

### C. Self-Reflection

Jenny went to her grandmother for advice. Who is someone that you trust that you go to for advice? What makes this person special?

*A parent, friend, or sibling would be a good answer. Make sure there are reasons stated for what makes them a good person to go to.*

## Part 4

A. 1)1 2) 4 3)2 4) 4

### B. Revisit the Story

Jenny is very involved with the planning of her pregnancy and her doctor includes Jenny in the process. How has the role of women changed during pregnancy throughout the years? Use the sample mind map found in the back of this guide to answer this question. Your instructor will show you how to do this.

### C. Self-Reflection

Dr. Pratt gave some suggestions on what to do for morning sickness. Talk to someone who has experienced morning sickness and write about the home remedies that they used.

*Any remedy the student has heard of, including old wives tales.*

*Discussion on old superstitions relating to the finding out the sex of the baby.*

## Part 5

A. 1) 2    2) 4    3) 2    4) 1

### B. Revisit the Story

In the picture Jenny is getting an ultra sound performed. Write a brief creative description on how you think Jenny might feel when she sees her baby for the first time. You could also try writing from Vernon's point of view. What do you think he would be thinking?

### C. Self-Reflection

Pregnancy and birth are dealt with differently in various cultures. Research online another cultures ways of dealing with pregnancy. What are the similarities and the differences between your and the differing culture in the approach to childbirth?

## Part 6

*Write the best answer. Their sentences don't have to be exactly as shown.*

1. What did Jenny bring her grandmother from town?  
She brought a tin of coffee.
2. Why did Jenny's grandmother say it is important to talk to the baby?  
The baby is bonding by listening to Jenny's words and heartbeat.
3. What is the very special power that Jenny's grandmother tells Jenny about?  
That woman can create and grow a child inside.
4. What is Jenny told to do if she suffers from cramps, in the legs and calves?  
Stretch out her legs and feet. Have a strong, deep massage.

### B. Revisit the Story

Briefly summarise Edna's explanation of the 'special power' that she says women possess. Make sure the student understands how to write a summary and does not just copy from the book.

### C. Self-Reflection

What is the best or the worst advice you have ever received? This can be about anything you want. What happened? Did you take the advice or did you wish you had/hadn't?

Make sure the student provides the outcome of the bad advice.

## Part 7

A. 1) 4    2) 1

3. What does Vernon say he would like to include in the list for the birth plan?  
That he wants a T.V. and chocolate ice-cream for a snack.
4. Who is Jenny's backup coach?  
Jenny's grandmother, Edna.
5. What is an IV (intra-venous) used for?  
An IV is used to administer fluids or medicine to a patient by a needle, usually inserted in the wrist area.

### **B. Revisit the Story**

Jenny is very well prepared for her childbirth. How do you think she is feeling waiting for the day of her delivery? What are some of the things she is most anxious about?

Nervous, excited, unsure...

### **C. Self-Reflection**

Jenny's Birth plan is a way of preparing her for the day of the birth. What is a big event that you have had to prepare for? Did you make a plan? What happened?

Make sure the student provides the outcome of the big event that they had planned.

## **Part 8**

A. 1) 4 2) 2

3. Breastfeeding is natural, Edna says, but not easy. What does Edna tell Jenny she must do if she wants to breastfeed?

She tells Jenny that she will need to practice and keep at it to be successful.

4. What does Edna tell Jenny her lack of sleep is preparing her for?

It is nature's way of preparing mothers for the demands of a child breastfeeding every few hours.

5. How will Jenny know that the time for delivery is near?

She will feel full of energy.

### **B. Revisit the Story**

Jenny's grandmother is very helpful with her advice to Jenny. What do you think some of the things Vernon's grandfather might say to him for advice. Make a list of some of the advice that he might give to Vernon.

### **C. Self-Reflection**

Jenny's grandmother tells Jenny some different ways she can relax. Make a list of some things that you like to do to relax? Many people approach relaxation in different ways. Although some people like a hot bath another might find snowboarding a relaxing way to spend the day.

Baths, yoga, sport, TV, Reading....

## **Part 9**

A. 1) 1 2) 4

3. What is GBS?

Although not dangerous to expectant mothers, Group B Strep (GBS) is an infection that can cause a newborn baby to be ill, if exposed during childbirth.

4. What is 'False Labour'?

False labour consists of contractions that are irregular and will get weaker or disappear when the mother moves around.

5. How long did Jenny's labour last?

Jenny's labour lasted for seven hours.

### **B. Revisit the Story**

Order the events in the order in which they happen in the story:

1. Contractions five minutes apart
2. Meeting nurse at the triage desk
3. Jenny's water breaking
4. Attach a heart monitor on Jenny's stomach
5. Jenny's grandmother feeding her ice chips
6. Baby born

### **C. Self Reflection**

### **Culminating Activity**

Final Essay / Compare and Contrast Essay

Jenny gets advice from both Dr. Pratt and her grandmother. Compare and contrast the different types of advice she receives from each. Ask your instructor for information about how to write a comparison essay.

## **GO FURTHER**

### **Group Activities:**

Here are a few ideas for activities that can be used as a group.

Midwife:

- Have a midwife come in and discuss the role/career of being a midwife or have students research online
- students take notes and ask questions / have students prep ahead of the time the midwife delivers talk
- break into small groups (2-3) have students prepare a 3-5 minute presentation on what they have learned
- If individual, have the student write a five-paragraph essay on the presentation, such as 'The role of the midwife in today's Society.' Or a compare/contrast essay between a doctor's/midwife's role in the birth of a child.

Hollywood:

- Film a two minute commercial for vitamins /maternity clothes/foot massager etc.for a prospective mother
- Have students develop a short (thirty seconds / one minute) commercial with a script
- Film short commercial and upload it as a YouTube video

Radio

- Write and record a one minute radio commercial
- Have students write out a one-minute radio ad (roughly 150 words) with dialogue and sound effects.
- Record and play the commercials in class. Which were the most effective. Why?

## Shakespeare

- Improvise or write a scene between two characters in the play
- Have students improvise a scene between two characters from the book in a different situation
- Some situations could include Vernon not wanting the baby / What are some reasons he might not want to have a baby now? Perhaps Jenny does not want the baby and Vernon does?
- Write down some situations and put them into a hat and two people improvise and develop the scene (3-5 minutes per scene)

## Self-Directed

### Hemingway

- Have a student write up a news report about a birth in the community.
- Use the idea map to outline ideas.
- Student should use the 'Five W's (who, what, where, why, and how).
- Student may be as creative as they like when constructing details.

### Journal Time

- Have the students create a journal entry by Jenny or Vernon describing the day that they first heard the news that they were going to have a baby.  
Journal starter questions:
  - Got the best news today...
  - I'm going to be a dad /mom!
  - I'm trying to be happy but I'm really very nervous...

### Picasso

- Design a poster advertising an awareness for Teen Pregnancy
  - Can be warnings or things a mother/father might need to know
- Design and draw a book cover about pregnancy for expectant mothers

### Rock and Roll

- Write (and sing if you like) a song about mothers and fathers
  - Can be their own or they can write new lyrics to a popular song
  - It does not necessarily need to be a happy song
  - If there are instruments the student can perform / have them record and upload as a YouTube video

## How to Write a Compare/Contrast Essay

Compare and contrast essays are the another big essay type in academic writing. These essays will follow a specific question and are fairly easy to complete. There are several ways to write this type of essay. The most important thing to remember is structure. Many wonderful essays fall victim to the woes of bad structure, making any ingenuity to fall by the wayside. Go over the rules on how to write a general essay. Structure your compare/contrast essay in the following format.

1. Introduction

Your introduction — like the five-paragraph-essay, should open generally (with a quotation, anecdote, generalization), and lead into the thesis statement.

2. Topic 1

This next portion of your essay (which may consist of one paragraph or several) should cover only the first topic of the comparison and contrast. Compare/Contrast essays take two topics and illustrate how they are similar and dissimilar. Do not mention topic 2 in this first portion.

3. Topic 2

This next portion of your essay (which may also consist of one or more paragraphs) should cover the second of the two topics. Do not discuss Topic 1 in this section. Since you have already gone into great detail about it, you may allude to Topic 1 briefly; however, do not analyze Topic 1 in this section. This portion of the paper is to discuss Topic 2 in great detail.

4. Topics 1 and 2 Together

Now that you have analyzed both Topic 1 and Topic 2 independently, it is time to analyze them together. This section may also be one or several paragraphs.

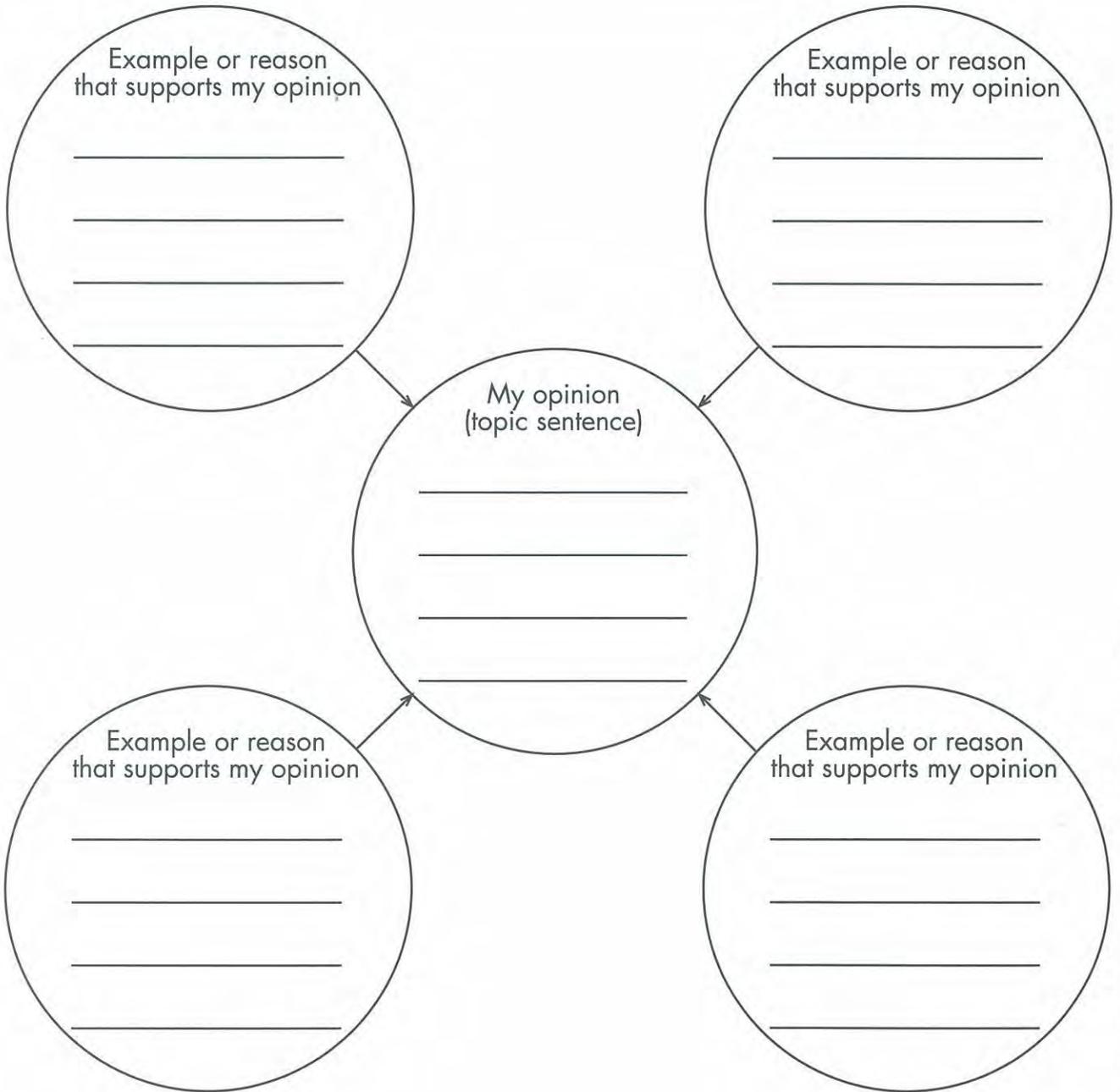
5. Conclusion

The conclusion, like the introduction, should be a generalization of the thesis. This paragraph should express your certainty and absolute knowledge on the subject matter. You should re-affirm your thesis (essentially restate it in new words) and show how you've proven it.

# Idea Map

Write your topic on the line below. In the center circle, write a topic sentence summarizing your opinion about the topic. In the surrounding circles, list examples or reasons that support your topic sentence. You can add more circles if you'd like.

**My Topic** \_\_\_\_\_



Persuasive Essay : Three/Five paragraph Essay

Teacher Name:

Student Name: \_\_\_\_\_

CATEGORY	4 - Excellent	3 - Good	2 - Needs Work	1 - Review	Score
Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.	
Organization	Arguments and support are provided in a logical order that makes it easy and interesting to follow the student's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the student's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.	
Development and details	Achieves coherent development with specific details and examples.	Has focused but sometimes uneven development. Uses some specific detail.	Has some development but lacks specific detail; may be limited to listing, repetitions; or generalizations.	Demonstrates little or no development; usually lacks details or examples or presents irrelevant information.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the student's position. Effective restatement of the position statement begins the closing paragraph.	The conclusion is recognizable. The student's position is restated within the first two sentences of the closing paragraph.	The student's position is restated within the closing paragraph, but not near the beginning.	There is no conclusion - the paper just ends.	
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation in structure.	Most sentences are not well-constructed or varied.	
Grammar & Spelling	Student makes no errors in grammar or spelling that distract the reader from the content.	Student makes 1-2 errors in grammar or spelling that distract the reader from the content.	Student makes 3-4 errors in grammar or spelling that distract the reader from the content.	Student makes more than 4 errors in grammar or spelling that distract the reader from the content.	