

ANALYZING CONTRACEPTION OPTIONS



LESSON INTRODUCTION:

The purpose of this lesson is to identify and categorize the various forms of contraception and discuss influences on, and reasons why, students may or may not choose to utilize contraceptive methods.



OBJECTIVES:

Students will be able to...

- Analyze influences on choosing a contraceptive method
- Understand different forms of contraception
- Categorize types of birth control
- Examine real life scenarios related to using contraception



VOCABULARY:

- Barrier method
- Hormonal method



STANDARDS:

Wisconsin Standard for Health Education

- Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

National Sexuality Education Standards

- **PR.12.CC.1** Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms.
- **PR.12.INF.1** Analyze influences that may have an impact on making choices about contraception including abstinence and condoms.
- **SH.12.INF.1** Analyze factors that may influence condom use and other safer sex decisions.

GRADE: High School

LENGTH OF LESSON: 55 min

SEQUENCE: 9



ACTIVITIES:

9.1 Anonymous Question Box

9.2 Reasons for Contraceptives

9.3 Contraceptive Speed Sort

9.4 Scenarios and Influences:
Which Method?



MATERIALS/TECHNOLOGY:

- “Birth Control Method” Cards (cut into individual cards, 1 full set for each group)
- Worksheet: Which Method?
- Answer Key: Which Method?
- Assessment Rubric



Activity 9.1: Anonymous Question Box (5 minutes)

Take a moment to check in on the ground rules for the Human Growth and Development unit. If there are questions in the anonymous question box, answer them using the **Answering Difficult Questions Protocol** found in the introduction of the curriculum. Remind students that the box will be available throughout the remainder of the Human Growth and Development unit.



Activity 9.2: Reasons for Contraceptives (5 minutes)

Get a quick assessment of the class as you start this lesson by asking them to brainstorm “Reasons People Use Birth Control/Contraception” and “Reasons People Choose Not to Use Birth Control/ Contraception.” Answers may include: they are abstinent, not engaging in sexual activity with risk of pregnancy or contracting an STD, they are in a monogamous relationship and both partners have been tested, etc. Ask students to think about these reasons as they go through the activities in the lesson. You should feel free to address these and/or refer to them as you go through the activities as well, particularly if there is conversation around why one would not want to use contraception. Students may feel pressure from other students to not use contraception or do not want their parents to know.

Remind students that high school students in Wisconsin have been increasingly using condoms the last time they had sex – it is the most common method. Use of the birth control pill has remained stable over time. The percentage of students using no method to prevent pregnancy or STIs/STDs has decreased over time.

NOTE TO TEACHER: Because this lesson focuses on contraception, it may be difficult to keep language inclusive. Be aware that many students that identify as gay or lesbian also have penis-in-vagina sex that puts them at risk for unintended pregnancy. This is particularly true in communities where there is still a great deal of stigma or non-acceptance of same-sex relationships.



Activity 9.3: Contraceptive Speed Sort (20 minutes)

Let students know now they're going to learn about contraceptive methods. Teach the contraceptive methods here, using the contraceptive speed sort cards and definitions as a guide:

- Abstinence
- Birth control pills
- Patch
- Vaginal ring (NuvaRing)
- Implant (Nexplanon)
- Depo-Provera injections
- Emergency Contraception
- External Condom
- Internal Condom
- Sponge

Break the class into groups of four. Pass out a set of **Birth Control Method Cards** to each group. Let students know this is a sorting game with multiple rounds. You're going to call out and discuss the categories for each round, and the teams should start sorting when you say go and start the timer. Once a team has its cards sorted, a team member should stand up. Once every team has someone standing, have the first team standing read out the cards they placed in the categories for that round. Have the whole class help you check for accuracy.

Round 1: Definitions

Set a timer for three minutes. Instruct students to match the contraceptive method to the proper description. When three minutes is up, or all teams have someone standing, do an informal assessment by looking around the classroom to notice how many matches groups got. If there is a method that most students did not know about, talk about its definition as a group.

Round 2: Hormonal or Barrier

Next tell students that different methods work to prevent pregnancy in different ways. Some methods are hormonal, meaning they change the hormones in a person's body to prevent pregnancy, and some are barrier methods, meaning they create a barrier to block sperm from reaching an egg.

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Examples: The ring releases hormones to stop the releasing of an egg, which means no fertilization and no pregnancy. The external condom wraps around the penis to prevent sperm from entering the vagina.

Set a timer for three minutes. Instruct students to sort the methods into hormonal or barrier categories.

Repeat the game for the following three rounds providing clarification and further teaching as needed.

Round 3: Prescription or Over-the-Counter

Let students know that some of the methods are available by prescription only and some are available over the counter.

Round 4: Long-Acting (weeks, months, years), Daily, or With Each Act of Intercourse

Let students know that some of the methods are long-acting, some must be used daily, and some must be used with each act of intercourse.

Round 5: Protects Against STIs/STDs and Does Not Protect Against STIs/STDs

Let students know that some methods protect against STIs/STDs while others protect against pregnancy only and not STIs/STDs.



Activity 9.3: Birth Control Method Cards

<h1>Abstinence</h1>	Choosing not to have vaginal, oral, or anal sex; 100% effective; 100% STI/STD protection; cost = free
<h1>Oral contraceptives</h1>	Birth control pills work by hormones which block the LH surge and prevent an egg from being released. A pill is taken at the same time daily. No STI/STD protection.
<h1>Intrauterine Device (IUD)</h1>	A T-shaped piece of plastic that gets inserted into the uterus that prevents sperm from fertilizing an egg. Offers between three and twelve years of protection, available in hormonal and nonhormonal forms. No STI/STD protection.
<h1>Patch</h1>	Slowly releases hormones into skin to prevent ovulation. Replaced weekly. No STI/STD protection.
<h1>The Implant (Nexplanon)</h1>	Small rod implanted in upper arm; slowly releases progesterone to prevent release of the egg. Good for three years. No STI/STD protection.

<h1>Depo-Provera Injections</h1>	<p>Shot given once every four months. Progesterone that prevents ovulation. No STI/STD protection.</p>
<h1>Vaginal ring (NuvaRing)</h1>	<p>Ring inserted vaginally and remains there for three weeks; releases hormones to inhibit the releasing of the egg; replace monthly; reversible; 99%effective; No STI/STD protection</p>
<h1>Emergency Contraception</h1>	<p>Prevents release of the egg from the ovary and may prevent fertilization. Should not be used as regular form of birth control—best in the first 24 hours although some now available that can be used up to 72 hours after unprotected sex. No STI/STD protection.</p>
<h1>External Condom</h1>	<p>Latex covering for the penis. Traps sperm and prevents contact with an egg. STI/STD protection when used properly.</p>
<h1>Internal Condom</h1>	<p>Polyurethane liner fitted into the vagina. Blocks sperm from entering the uterus. STI/STD protection when used properly.</p>



Activity 9.4: Scenarios and Influences: Which Method?

(20 minutes)

Remind students of the four steps of analyzing influences that they learned in **Lesson 8**. Let students know they're going to spend time working in pairs to complete a worksheet. The **Which Method? Worksheet** will describe scenarios of young people facing influences around sex and needing to make decisions about contraception. Post the four steps to analyzing influences in the room and encourage students to practice using it in completing their worksheets.

1. Identify people and things that might influence you (e.g. family, culture, peers, media, technology, perceptions of norms, personal values, health risk behaviors [such as alcohol and other drugs], public health policies).
2. Evaluate how the influence might affect your health behavior and decisions.
3. Choose positive influences on health.
4. Protect yourself from negative influences on health.

Once students have gone through the scenarios in pairs and written down their answers, discuss each scenario as a large group capturing the influences the students identified and the contraceptive choices that need to be considered with each scenario. Use the **Probable Answer Key for Which Methods? Worksheet** at the end of the lesson to guide discussion. At the end of this activity, collect the completed worksheets.



Activity 9.4: Worksheet: Which Method?

The decision to be abstinent, or sexually active and use a contraceptive method, is a very personal one. Read the scenarios below and determine what birth control method you think best fits the situation best. There are no “right” answers, just be sure to think through the questions using the four-step analyzing influences model before you decide.

1. Identify people and things that might influence you (e.g. family, culture, peers, media, technology, perceptions of norms, personal values, health risk behaviors [such as alcohol and other drugs], public health policies).
Example: Students deciding how to protect themselves from pregnancy and STDs may be influenced by their sexually active friends, their families, and messaging they see on social media.
2. Evaluate how the influence might affect your health behavior and decisions.
Example: Some friends use condoms, some condoms and the pill, and some nothing. Our families have beliefs that people should not have sex until marriage. Messaging on social media aimed at teens make it seem like everyone our age is having sex.
3. Choose positive influences on health.
Example: Keep parents' views in mind and learn from friends who have experience with condoms and with the pill.
4. Protect yourself from negative influences on health.
Example: Avoid relying on social media ads for advice on sexual health. Seek out reliable online sources of information specifically for teens. Seek out more friends who have decided not to have sex or to use a barrier method and a hormonal method. Ask about their experiences. Communicate with each other about ways to be physically intimate that would not be against your families' beliefs.

1. Trista is very religious and committed to her family. Although she is very in love with her boyfriend of eight months, she does not want to disrespect her parents. She is a first-generation American and her family struggles to pay the bills. She doesn't really have the money to spend on birth control either.

What influences is Trista facing?

Which birth control method may be best for Trista?

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2. *Dave and Sula are both 17. They just started seeing each other and there was immediate chemistry. They met at their after-school jobs and they are both very focused on the future. Sula wants to be a doctor and Dave is hoping to study international economics and travel abroad. They know marriage and a family would be at least six-to-eight years away.*

What influences are Dave and Sula facing?

Which birth control method may be best for Dave and Sula?

3. *Sam and Alex are both in chaotic living situations. Sam lives with their sister and sister's family, which includes two small children. In fact, Sam shares a bedroom with two small children. Alex goes to the alternative school and works full time to help support their family. Alex and Sam have been together for almost two years and have stayed together through some very rough times for their families. They started having sex five months ago, but it is hard to find a place where they can be alone together. Sam sees firsthand how challenging it is to raise children and is not interested in getting pregnant any time soon.*

What influences are Sam and Alex facing?

Which birth control method may be best for Sam and Alex?

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4. *Katie and Trey have been using condoms for the past six months. They both went and got STD tests. They both feel like it would be nice not to have to use condoms. Katie is afraid of hormones because her mother said she gained weight taking the pill when she was younger. Katie has a great relationship with her mom and they have talked about sex openly. She wants to learn more and make her own choice.*

What influences are Katie and Trey facing?

Which birth control method may be best for Katie and Trey?

5. *Mai Lo and Mike have been going out for a few months and just made the decision to be sexually active. They want to be responsible since they both have plans to leave their small town and go to college next year. They have both had other sexual partners. The family planning clinic near them has closed and neither of them have regular access to a car. There is a pharmacy in town that they can walk to from the high school.*

What influences are Mai Lo and Mike facing?

Which method may be best for Mai Lo and Mike?



Activity 9.4: Probable Answer Key for Which Method? Worksheet

- **Trista**
What influences? Which method? (**Probable answer:** abstinence; committed to family values)
- **Dave and Sula**
What influences? Which method? (**Probable answer:** LARC/IUD; long acting and reliable)
- **Sam and Alex**
What influences? Which method? (**Probable answer:** shot, implant, LARC-long acting, do not need to take it every day or every time you have sex)
- **Katie and Trey**
What influences? Which method? (**Probable answer:** the pill; concern about reaction to hormones so could stop taking it at any time, but based on condom use could do a daily method)
- **Mai Lo and Mike**
What influences? Which method? (**Probable answer:** condoms; easily accessible in their rural community and protect against STDs)

NOTE: *Students may have chosen other influences or methods for these scenarios for valid reasons, which is also acceptable.*

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Homework (5 minutes)

Have students write a letter to themselves to be opened one year from now. In their letter, they should address if they want to practice abstinence or use contraception. In writing their letter, they should use the four steps of analyzing influences to: identify people and things that might influence them (e.g. family, culture, peers, media, technology, perceptions of norms, personal values, health risk behaviors [such as alcohol and other drugs], public health policies); evaluate how these influences might affect their decision; discuss how they will utilize positive influences that support their decision; and how they will protect themselves from negative influences that could derail their decision. Students do not need to hand this letter in to you but check in during the next class to ensure students completed the assignment and address any lingering questions.

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Assessment Rubric

Use the following rubric to assess student mastery of learning objectives, based on classroom participation in the contraceptive sorting game and the scenarios and influences worksheet.

Student name:			
Learning Outcome	Not Present	Developing	On Target
Analyze influences on choosing a contraceptive method	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Understand different types of contraception	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Categorize types of birth control	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Choose a contraception option or other healthy decision for real life scenarios	Student participation and work reflects minimal to no understanding of the objective.	Student participation and work reflects some understanding of the objective.	Student participation and work reflects thorough understanding of the objective.
Teacher comments:			