

PRACTICING HEALTH ENHANCING BEHAVIORS: ABSTINENCE, CONTRACEPTION & BIRTH CONTROL



LESSON INTRODUCTION:

The purpose of this lesson is for students to learn and practice the skill of goal-setting, to access reliable health information on birth control, and demonstrate self-management by describing how abstinence, and barrier and hormonal contraceptive methods prevent pregnancy.



OBJECTIVES:

By the end of 8th grade Students will be able to...

- Develop a goal to adopt, maintain, or improve a personal health practice.
- Apply strategies and skills needed to attain a personal health goal.
- Describe seven highly effective birth control methods.
- Assess the pros and cons of each contraceptive method.



STANDARDS:

Wisconsin Standard for Health Education

- Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
- Students will demonstrate the ability to use goal-setting skills to enhance health.
- Students will demonstrate the ability to access valid health information and products and services to enhance health.

National Sexuality Education Standards

- **PR.8.CC.2** Define sexual abstinence as it relates to pregnancy prevention.
- **PR.8.AI.1:** Identify medically accurate resources about pregnancy prevention and reproductive health care.
- **PR.8.AI.2:** Identify medically-accurate information about emergency contraception.

GRADE: Middle School
LENGTH OF LESSON: 60 min
SEQUENCE: 6



ACTIVITIES:

- 6.1** Goal-Setting to Enhance Health
- 6.2** Introduction to Birth Control Methods & Accessing Valid Health Information



MATERIALS/TECHNOLOGY:

- Goal-Setting to Enhance Health worksheet
- Accessing Valid Health Information skill cue
- Accessing Valid Health Information about Birth Control Methods handout
- Birth Control Commercial worksheet
- Birth control methods info for teacher reference: <https://www.plannedparenthood.org/learn/birth-control>
- Assessment rubric



Revisit classroom ground rules and the Anonymous Question Box

(5 minutes)

Take a moment to check in on the ground rules. Ask if there are any questions or observations from **Lesson 1**. Remind students of the anonymous question box. If there were questions in the box, answer them. Remind students that the box will be available throughout the entire Human Growth and Development unit.



Activity 6.1: Goal-Setting to Enhance Health (25 minutes)

Let students know that to start today's lesson they are going to learn the skill of goal-setting. To introduce the skill, tell students that **goal-setting is the process of setting and working towards a goal, including the steps necessary for addressing short- and long-term goals.** When it comes to health, goal-setting is an important way for young people to think through what they want for their future and make plans for how to achieve it. The process of setting a goal looks like this:

1. *Assess* and *identify* the areas of health that need improvement or that you want to maintain or enhance.
2. *Create* a **SMART** goal that will address the improvement or maintenance of one health need.
3. *Apply* strategies and skills to assist with accomplishing the goal.
4. *Record, reflect on,* and *evaluate* goal progress.¹

Assessing and identifying needs: this is a process through which you evaluate personal health practices and use the results to identify an area to improve or strengthen.

Creating a SMART goal: setting a goal that is **s**pecific, **m**easurable, **a**ddjustable, **r**ealistic, and **t**imely.

Applying strategies and skills to accomplish the goal: tracking progress and considering what may help or hinder achieving the goal.

Record, reflect and evaluate: Was my plan appropriate? What went well? What could I have improved? Did I make progress? Did I adjust my goal? If so, why, and did it help? Can I continue with this goal? Do I need additional strategies to keep working on it?

To model the skill, write examples on the board of health issues identified for Wisconsin middle schoolers from the 2017 YRBS.² Examples could include: trouble sleeping, including staying asleep, falling asleep during the day (share with students that 42% of Wisconsin middle schoolers indicated they had trouble sleeping for two or more weeks straight); unprotected sexual intercourse, or withdrawal as a

¹ Benes, S. & Alperin, H. (2016). The essentials of teaching health education: Curriculum, Instruction, and Assessment. Human Kinetics: Champaign, IL.

² <http://mps.milwaukee.k12.wi.us/MPS-English/CIO/Research--Development/2016-17MSYRBS-DistrictReport.pdf>.

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pregnancy prevention method (let students know that 93% of students indicated that they had never had sexual intercourse, but of those 7% that had, 28% indicated that they did not use a method to protect against pregnancy, or they weren't sure what or whether a method was used); physical inactivity (inform students that 48% of Wisconsin middle schoolers were not active for at least 60 minutes a day, 3 days per week).

As a group, have students brainstorm **SMART** goals for these topics. Examples could include:

- Sleep: Go to bed before 10:00 p.m. at least 5 days per week.
- Unprotected sex: When I am ready to have sex, I will discuss and choose pregnancy prevention method with my partner.
- Physical inactivity: I will walk the dog for at least 30 minutes a day, five days a week.

Let students know that to practice setting a health goal, they are going to receive a worksheet to complete in class. Students can pair up to talk with another student about their goal as they each complete their own worksheet with a personal goal. As students work on the worksheet in class, the instructor should move from pair to pair, checking on progress and offering reinforcement and feedback. For homework, students should take their completed worksheets home to share their goal with a family member and complete a weekly journal to assess and evaluate their own progress toward reaching their goal.



Activity 6.1: Goal-Setting to Enhance Health Worksheet

Health behavior to address:

Why I am choosing to focus on this behavior:

My knowledge about this behavior and how it affects health:

My attitude toward this behavior currently:

My **SMART** health goal:

Is it **S**pecific:

Is it **M**easurable:

Is it **A**ddressable:

Is it **R**ealistic:

Is it **T**ime-based:

My plan for achieving my **SMART** goal:

One person who will help me is:



Activity 6.2: Introduction to Birth Control Methods & Accessing Valid Health Information

(30 minutes)

Now let students know that to build on the normative data they learned about middle schoolers and unprotected sex, the class will spend the rest of the lesson learning about contraceptive methods. In doing this, students will also have another chance to practice the skill of accessing valid health information they learned in the last lesson.

Whether students are abstinent, sexually active now, or will be sexually active at some point in the future, it's important to know how to reduce the risk of unintended pregnancy and sexually transmitted infections. Consistent and accurate use of birth control often enables couples to choose if, when, and how many children to have. It's important to know about birth control so you can prevent pregnancy and STIs and plan for the future.

Ask students to tell you what methods of birth control they have heard about and write their answers on the board. Once their list is complete, make sure it includes the following methods—abstinence, condoms, birth control pill, implant, IUD, injectable contraception, vaginal ring, and emergency contraception. If they have not offered these methods, add them to the list. Next explain to students that you will be focusing class time on these seven methods.

Write the following acronym³ on the board and remind students of the last lesson when they first practiced accessing valid health information.

A - Is it **accurate**?

C - Is it **credible**?

C - Is it **current**?

E - Is it **easy** to use and access?

S - What **situations** is it best used in?

S - Are claims or information **supported** by scientific evidence?

³ Benes, S. & Alperin, H. (2016). The essentials of teaching health education: Curriculum, Instruction, and assessment. Human Kinetics: Champaign, IL.

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Split the class into groups of about 4 students per group. Assign each small group a method of birth control by passing out a method and the questions they should answer. Methods and questions are available in the **Accessing Valid Health Information about Birth Control Methods Handout** at the end of the lesson. Have them write their answers on a separate sheet of paper. Explain to students that they will now have 15 minutes in class to research their method online at one of the following websites:

- CDC
- Bedsider
- Planned Parenthood
- HHS.gov

Once students have completed researching their assigned method bring students' attention back and pass out the **Birth Control Commercial Worksheet**. Have groups present the information they learned about their assigned method one by one, starting with abstinence. As each group presents, the rest of the class should complete their worksheet, and hand it in to the instructor at the end of class. This will later be used by the teacher to assess how well learning outcomes were met. As the groups present, the instructor should answer any clarifying questions and correct any information as needed.



Activity 6.2: Accessing Valid Health Information about Birth Control Methods

Abstinence

- What is it? (as it relates to pregnancy prevention)
- How effective is this method at preventing pregnancy?
- Do you need to have a prescription to use this method?
- How much does it cost?
- Can this method also protect against STIs?

Pro:

Con:

Condom

- What is it?
- How effective is this method at preventing pregnancy?
- Do you need to have a prescription to use this method?
- Does it cost money?
- Where can you get it?
- Can this method also protect against STIs?

Pro:

Con:

Birth Control Pill

- What is it?
- How effective is this method at preventing pregnancy?
- Do you need to have a prescription to use this method?
- Where can you get it?
- Can this method also protect against STIs?

Pro:

Con:

Implant

- What is it?
- How effective is this method at preventing pregnancy?
- Do you need to have a prescription for this method?
- Where can you get it?
- Can this method also protect against STIs?

Pro:

Con:

Intrauterine Device (IUD) Copper or Hormonal

- What is it?
- How effective is this method at preventing pregnancy?
- Do you need to have a prescription to use this method?
- Where can you get it?
- Can this method also protect against STIs?

Pro:

Con:

Injectable

- What is it?
- How effective is this method at preventing pregnancy?
- Do you need to have a prescription to use this method?
- Where can you get it?
- Can this method also protect against STIs?

Pro:

Con:

Vaginal Ring

- What is it?
- How effective is this method at preventing pregnancy?
- Do you need to have a prescription to use this method?
- Where can you get it?
- Can this method also protect against STIs?

Pro:

Con:

Emergency Contraception

- What is it?
- How effective is this method at preventing pregnancy?
- Do you need to have a prescription to use this method?
- Does it cost money?
- Where can you get it?
- Can this method also protect against STIs?

Pro:

Con:



Activity 6.2: Birth Control Commercial Worksheet

Student Name:

Abstinence

What is it?

How effective is this method at preventing pregnancy?

Do you need to have a prescription to use this method?

How much does it cost?

Can this method also protect against STIs?

Pro:

Con:

Condom

What is it?

How effective is this method at preventing pregnancy?

Do you need to have a prescription to use this method?

Does it cost money?

Where can you get it?

Can this method also protect against STIs?

Pro:

Con:

Birth Control Pill

What is it?

How effective is this method at preventing pregnancy?

Do you need to have a prescription to use this method?

Where can you get it?

Can this method also protect against STIs?

Pro:

Con:

Implant

What is it?

How effective is this method at preventing pregnancy?

Do you need to have a prescription for this method?

Where can you get it?

Can this method also protect against STIs?

Pro:

Con:

Intrauterine Device (IUD) Copper or Hormonal

What is it?

How effective is this method at preventing pregnancy?

Do you need to have a prescription to use this method?

Where can you get it?

Can this method also protect against STIs?

Pro:

Con:

Injectable

What is it?

How effective is this method at preventing pregnancy?

Do you need to have a prescription to use this method?

Where can you get it?

Can this method also protect against STIs?

Pro:

Con:

Emergency Contraception

What is it?

How effective is this method at preventing pregnancy?

Do you need to have a prescription to use this method?

Does it cost money?

Where can you get it?

Can this method also protect against STIs?

Pro:

Con:



A - Is it **accurate**?

C - Is it **credible**?

C - Is it **current**?

E - Is it **easy** to use and
access?

S - What **situations** is it best
used in?

S - Are claims or information
supported by scientific
evidence?

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Assessment Rubric

The instructor should collect completed **Birth Control Commercials Worksheet** and assess for mastery of learning objectives. Instructors can use the following rubric to assess student learning:

Student name:			
Learning Outcome	Not Present	Developing	On Target
Develop a goal to adopt, maintain, or improve a personal health practice.	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.
Apply strategies and skills needed to attain a personal health goal.	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.
Describe seven highly effective birth control methods.	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.
Assess the pros and cons of each 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.
Teacher comments:			