

UNIT 6: Advocacy for Healthy Relationships & Sexual Health**LESSON 5:** Sexual Health - Contraceptives: Pregnancy and STI Prevention**Health Literacy Skill:**

- Advocacy

MSDE Performance Indicator:

8.HS.b Demonstrate how to influence and support others to make positive health choices

1c.HS1.15 (review) Compare and contrast types of contraceptive and disease-prevention methods.

1c.HS2.11 Demonstrate the steps to using barrier methods correctly (e.g. external and internal condoms and dental dams).

OBJECTIVE:

- Review types of contraceptive and disease-prevention methods
- Evaluate factors that impact decisions about contraceptive options
- Describe the steps of proper condom use

TEACHER NOTES :

1. Only the resources outlined in this lesson plan are approved for use with this lesson.
2. Teachers are encouraged to use best practices when presenting material to students.
3. Before starting lesson, review class expectations and Family Life norms with the class.
4. Remind students of anonymous question protocol.
 - a. **Teacher Suggestion:** Question box and/or Anonymous Padlet Page.
 - b. Padlet page for students to use throughout the family life unit and/or quarter. This should be added to each lesson. Be sure to review the settings...attribution should be off; require approval should be on.
5. **Teachers should review Family Life Teacher Resources:**
 - a. Secondary Family Life Teacher Vocabulary Resource
 - b. Answering Difficult Question Document
 - c. Teaching Sensitive Topics in Health Education

MATERIALS:

- Lesson PowerPoint
- Contraceptive Review Chart Handout
- Evaluating Contraceptive Options Scenario Handout
- What Do You Already Know Handout
- Condom Use Sort Cards

VOCABULARY:

Contraception	Abstinence	Dental Dam	Internal Condom (Female)	External Condom (Male)
Oral Contraceptive (The Pill)	Vaginal Ring	Contraceptive Patch	Birth Control Shot	Contraceptive Sponge
Diaphragm	Copper T IUD (Intrauterine Device)	Hormonal IUD (Intrauterine Device)	Contraceptive Implant	Emergency Contraception
Tubal Ligation	Vasectomy	Contraceptive Sponge		

LESSON PROCEDURES:

*Prior to beginning this lesson, review the family life unit norms with students to continue clear expectations for this unit.

1. **MOTIVATION: Warm-up** - Provide the warm-up question below for students to respond to. Students will complete a “quick write” of everything they remember learning about contraceptives in previous health education classes. Allow students to share with the class, after they have had time to write their own responses. Warm - Up Question:
 - a. Brainstorm or “Quick Write” everything you remember learning about contraceptives in previous health classes.
2. Review the definition of abstinence with students. Remind students that abstinence from sexual activity in which a sperm and egg can meet is the best way to prevent a pregnancy. Further explain that it is the only 100% effective way to prevent against pregnancy and STIs.
 - a. Then explain that today’s lesson focuses on ways to prevent pregnancy for individuals who make the choice to be sexually active.
3. Review the definition of contraception with students.
 - a. Explain that some contraceptive methods can also reduce the spread of STIs. Ask students if they can recall the contraceptives that reduce the spread of STIs (Answers: Abstinence and Condom - both internal (female) and external(male) - and dental dams)
4. Explain that the class is going to watch a short video that reviews information on contraceptive methods. While students watch the video, ask them to focus on the various types of contraceptives that are discussed and how the contraceptives work to prevent pregnancy. Then show the video.
 - a. Video Link - <https://www.youtube.com/watch?v=Zx8zbTMTncs> (4 min, 21 sec)
5. Provide students with the Contraceptive Review chart. Then share the list of types of contraceptives. Give students time to place the name of each contraceptive into the correct column of the chart.
 - a. Once students are finished and you move forward to discuss the types of contraceptives, ask students to correct their chart as you move through the lesson.
6. Review Slides 6-14 to review information about the types of contraceptives. Use the notes on the slides to provide information about the various types of contraceptives to students. Also refer to the “Types of Contraceptives Explained, teacher guide” to share necessary information or to provide responses to student questions.
7. Pose the question below to the class and provide an every person response (EPR) structure for students to respond (i.e. [Think-Pair-Share](#), [Numbered Heads](#), etc.). Brainstorm Question:
Why do you think there are so many different contraceptive/birth control options?
 - a. After providing students time to brainstorm, allow students to share their ideas with the class. During the discussion, explain that people have different and unique situations and that individuals have varying needs in relation to pregnancy prevention.
8. Then pose the second question and provide students time to brainstorm: What factors should a person consider when choosing a contraceptive option?
 - a. After students share responses, share additional ideas on the slide (slide 6).
 - b. Explain to students that people have different reasons for preferring one type of birth control over another. For best results, people should talk to their doctor to determine the method that is most appropriate for them. A person should choose a method that is accessible and will be effective for them. The method should also align with the person’s values and beliefs. Remember, abstinence is the only 100% effective way to prevent pregnancy and STIs. If a person is choosing to be sexually active, there is a risk of pregnancy and STIs, even if contraceptives are used consistently and effectively.
9. Next, students will use the information learned in class, prior knowledge, and the two links provided to research information about contraceptive options in order to provide responses to the 6 scenarios on this student handout. Links approved for research:
 - a. [Center for Disease Control](#)
 - b. [TeensHealth](#)
10. Pair students into small groups of 2-3 students. Provide the “Evaluating Contraceptive Options Scenario” handout to all students. Review the directions with students and then provide time to complete the assignment. Once students complete the activity, consider reviewing some of the students’ responses as a whole class.

11. Explain that the remaining time in class will focus on the proper use of condoms. Provide each student with a “What do you already know” handout. Ask students to respond to questions using their prior knowledge of consent and condom use. Ask students to place this paper on the side of their desk, tell students you will come back to it at the end of the part of the lesson.
12. Place students into pairs (2 people). Give each pair a set of condom use cards. Tell students their task is to place the cards in the correct order of condom use. When students finish, ask them to leave the cards in order on their desk.
13. Tell students they are going to watch a short video that will demonstrate the proper use of external condoms. Ask students to check their condom sort card ordering as the video plays and make any necessary changes to ensure they are in the right order. Show the condom demonstration video to students.
 - a. Video Link: <https://www.youtube.com/watch?v=pnKHltDJKSo>
14. Next, ask students to refer back to their cards and the ordering they have. Review the correct order of condom use with students.
15. Ask students to refer back to the “What do you already know” handout. Ask students to add information based on what they learned in the lesson. If possible, have students use a different colored pen to differentiate their prior knowledge and their knowledge learned.
 - a. Teachers may choose to collect this handout to grade or to review as a class before the end of the class period.

Closure:

Allow students time to respond to the closure question. Then ask students to share their response with the class. Closure Question:

- What information from today’s class period would you share with a peer who does not have health class this year?

ASSESSMENT:

- Evaluating Contraceptive Options Scenario Activity
- What do you Already Know Handout