

Know Your Options

A Lesson Plan from *Rights, Respect, Responsibility: A K-12 Curriculum*

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

Students will be able to:

PR.12.CC.1 – Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms.

PR.12.CC.2 – Define emergency contraception and describe its mechanism of action.

TARGET GRADE:

High School – Lesson 7

TIME: 50 Minutes

MATERIALS NEEDED:

- White board and markers
- Computer with PowerPoint
- PowerPoint: “*Know Your Options*”
- 6 computer or tablets with Internet access
- “*Teen Options #1-6*” worksheets (one copy of each)
- “*Wrenches*” worksheet (one copy cut into 6 cards)
- “*Wrenches*” Teacher’s Resource
- Birth Control Kit to show students examples of each birth control method
- “*Respect Yourself, Protect Yourself*” brochures (one per student)
- **Homework:** “*Emergency Contraception Investigation*” (one per student)
- “*Method: Emergency Pill*” handout (optional for students who might not have Internet access at home)
- “*Emergency Contraception Investigation*” Answer Key

ADVANCE PREPARATION FOR LESSON:

- Review information about birth control methods in order to accurately answer students’ questions and clarify misinformation. A detailed overview on each method can be found in this “*All About Contraception*” guide: www.your-life.com/static/media/pdf/educational-material/waiting-room/WCD-Contraception-Compendium-Screen.pdf
- Have this website on the student computers or tablets: www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me
- Print one copy each of the “*Teen Worksheets*” and print one copy of the “*Wrenches Worksheet*” and cut into six separate cards.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. List at least three methods of effective birth control for teens. [Knowledge]
2. Analyze at least three factors that have an impact on a teen’s ability to successfully use birth control. [Knowledge]
3. Recall at least two reasons why a teen might want to use birth control that are independent from preventing pregnancy. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we’ve intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar —using the pronoun “they” instead of “her” or “him,” using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom and should make adjustments accordingly.

PROCEDURE:

STEP 1: Introduce the topic by saying, “**Today we’re going to look at contraception—or birth control—such as abstinence, the pill,**

Know Your Options

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

condoms, the shot, etc. As you might remember from lessons in middle school, in order for a pregnancy to occur, a sperm must fertilize an egg and implant in a uterus. This typically happens during vaginal sex when a penis ejaculates into a vagina and the semen—which contains the sperm—travels through the cervix, uterus, and fallopian tubes to come into contact with an egg. When a fertilized egg implants in a uterus, this is called a pregnancy.

The only 100% effective way to avoid a pregnancy is to not have vaginal sex; however, if different sex people do decide to have sex, then contraception—or birth control—can safely and effectively decrease the risk of an unplanned pregnancy if used correctly and consistently.

Today, we're going to look at what might affect a person's decision to use birth control, whether to prevent pregnancy or for other reasons that have nothing to do with sex. Let's start by brainstorming why a person might want to use birth control for either sexual or non-sexual reasons." Create two columns on the white board and write in one column all of the reasons the students suggest, making sure to include the following:

- Don't want to start a pregnancy
- Don't want to get an STI
- Want to have shorter or lighter periods
- Need to regulate hormones because of a health issue
- Want to reduce acne
- Want to have predictable periods or less cramping during periods

Ask, "**Who does most of this list apply to?**" Probe for "people with ovaries or a uterus" (although your students will likely say "girls" or "women"). Ask, "**How do their partners come into play? What rights and responsibilities do they have?**"

Ask, "**Which of these could apply to people in same-sex relationships?**" After a few students have responded, say, "**We typically tend to think of different-sex couples as being the only ones at risk for pregnancy. But some of these concerns apply to all people regardless of their sexual orientation or gender. Please keep this mind as we go through the lesson.**"

Next say, "**So there are a lot of reasons why a person might choose to use contraception or birth control in addition to preventing pregnancy. Now let's brainstorm some of the factors that might impact whether a person or a couple uses birth control or not.**" Write their suggestions on the board in the other column, including the following if students don't suggest them:

- Afraid of parents/caregivers finding out
- Falsely believe they need parental permission to get birth control
- Don't have enough money
- Don't have a car/transportation to get method
- Health reasons
- Embarrassed to go to a clinic or pharmacy to get birth control
- Don't feel comfortable touching their or their partner's genitals to use method correctly

Know Your Options

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

- Don't know what birth control methods are available
- Unsure if partner is willing to use birth control (10 minutes)

STEP 2: Divide students into 6 groups. Say, **“We just created two lists of reasons why teens might want to use birth control and some things that might get in their way of actually doing so. Now we’re going to look at some scenarios of different teens who are considering using birth control. You will get some information about each teen and, using the information you have been given, you will take the ‘Which Contraception is Right for Me?’ quiz on this website: www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me.”** Write the website address and name of quiz on the board.

Tell students, **“You may not know the answer to every quiz question based on the information you are given, so it’s okay to guess on some answers.”** Explain that this online resource is great because of the thorough information and how useful the technology is in figuring out which method is best depending on a person’s circumstances. Be sure to highlight, however, that while this resource targets cisgender girls and women in different-sex relationships, much of the information applies to people of all genders and orientations.

Explain to students, **“Once you have completed the quiz, write down the top three ranked birth control methods that were recommended on your worksheet.”** Distribute the 6 *“Teen Options”* worksheets, one to each group, and ask them to move to one of the six computer stations that have the website already displayed on them. Give students about five minutes to complete the task. (12 minutes)

STEP 3: Once five minutes have passed, ask the groups to stop working. Say, **“Now that you have come up with the top three birth control methods recommended by this website for your teen, take a few minutes to discuss why you think those three methods were the ones most highly recommended. Write down ideas from your group below each method on your worksheet.”** Circulate among the groups while they are working to answer questions, asking them to consider all of the reasons why a particular method of birth control might have been recommended.

After five minutes, ask the groups to stop working and to select one method and reason from their list that they will share with the entire class. Call on each group and have them share the information about their teen, one of the methods recommended for their teen, and the reason why the group believes this method was recommended. As they talk about the method that they recommend, show students an example of this particular method from the Contraceptive Kit provided to your school.

Note to the Teacher: *Clear up any misinformation and provide accurate information as necessary. The **“All About Contraception”** guide and the **“Respect Yourself, Protect Yourself”** brochure have helpful background information.* (5 minutes)

STEP 4: Explain by saying, **“Next we will rotate papers so each group gets a new teen to look at. This time a ‘wrench’ will be thrown into your teen’s plans to use birth control. So take a look at your teen, the methods recommended for them, and the ‘wrench’— or thing that could get in the way of using the methods. Then, figure out how your teen could deal with that wrench in order to successfully use birth**

Know Your Options

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

control. The ideas must be realistic for teens in your community and not a Hollywood movie ending! So now please pass your worksheet clockwise to the next group closest to you.”

Then distribute a “*Wrench*” card to each group that matches the character they have and give them five minutes to discuss and record what they would recommend. (5 minutes)

STEP 5: After five minutes have passed, ask students to stop working. Ask for a few volunteers to share what their ‘wrench’ was and the ideas they came up with to address that factor. Use the “*Wrenches*” Teacher’s Resource to offer additional ideas students may not have thought of. While groups are reporting, make sure to affirm whether their ideas are realistic for teens in your community. Have students return to their original seats. (8 minutes)

STEP 6: Process the entire activity by asking the following discussion questions:

- **What was it like to do that?**
- **What was [insert student responses] about it?**
- **Did you notice anything about the methods that were recommended most highly for the teens? Would you recommend other methods for your teen that might be different from the quiz results?**
- **Since most birth control is geared towards people with ovaries and a uterus, how might someone who doesn’t have these body parts feel about accessing and using contraception? What role should the partner of a person who can get pregnant play in this process?**
- **How could you help a friend who wanted to use birth control? (5 minutes)**

STEP 7: Open the “*Know Your Options*” PowerPoint presentation and briefly review the slides that summarize each of the FDA-approved birth control methods that the students just researched. You may hold up the demonstration birth control methods in your Birth Control Kit to further illustrate these methods as you read through these slides.

Tell students that there is one additional birth control method that is not mentioned in the presentation because this method is permanent and not reversible. Tell students, **“A tubal ligation, sometimes called “getting your tubes tied,” is a safe and effective surgical procedure that permanently prevents pregnancy by closing or blocking the fallopian tubes. So even though an egg leaves an ovary into a fallopian tube once a month during ovulation, the tubes are blocked so a sperm can’t get to an egg and cause a pregnancy. A tubal ligation will not protect against STI or HIV transmission, and a person needs to be 18 years old or have the consent of their parent or legal guardian in order to receive this procedure.”**

STEP 8: Distribute copies of the “*Respect Yourself, Protect Yourself*” brochures and tell students that this brochure contains information on all FDA-approved contraceptive methods. Remind them that it is important for everyone to know about contraception because even if they might not use it personally, they might have friends in sexual relationships with someone of a different sex, or be a partner of someone in a different-sex relationship, and knowledge about protecting one’s health is power. Tell students, **“In California, anyone of any age is allowed to get birth control—including condoms and also methods that require a prescription—without notifying parents or getting their permission.”**

Know Your Options

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

In addition, students may be released from school by a staff member, such as a School Nurse or Counselor, to attend a sexual healthcare appointment at a clinic. We will be learning more about this in another lesson.”

Then distribute the “*Emergency Contraception Investigation*” homework sheet and explain that they will be investigating Emergency Contraception and circumstances in which someone might use this method. (5 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The small group activity will accomplish the Learning Objective 1 while the initial brainstorm will accomplish Learning Objectives 2 and 3.

HOMEWORK:

“*Emergency Contraception Investigation*” homework sheet, in which students will investigate this method by using an online resource, or please print the “*Method: Emergency Pill*” handout if students do not have Internet access at home. They will also create scenarios like the ones in class to describe when someone might choose this method.

Teen Options #1 – Marissa

Marissa is someone who always sees the best in people. She is pretty happy most of the time except for when she gets her periods. She gets really bad cramps and a super heavy period and sometimes even has to stay home from school because her period is so bad. Otherwise, Marissa loves to be carefree and spontaneous and feels that getting pregnant now would really affect her future. She's not with anyone right now and is fine with that, since she has such a great group of friends.

Instructions: Go to <http://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me> and, representing Marissa, take the “Which Contraception is Right for Me?” quiz. Write the top three ranked birth control methods from the quiz results below.

1. _____

2. _____

3. _____

Our Recommended Method: _____

Teen Options #2 – Chantal

Chantal has always been the most organized person in her group of friends. She never turns in her school assignments late and loves to have a full but predictable schedule. Lately, her acne has gotten really bad, so her Mom took her to the dermatologist. So far, the medicine they've tried hasn't really worked.

Instructions: Go to <http://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me> and, representing Chantal, take the “Which Contraception is Right for Me?” quiz. Write the top three ranked birth control methods from the quiz results below.

1. _____

2. _____

3. _____

Our Recommended Method: _____

Teen Options #3 – Nicole

Nicole is a huge supporter of environmental issues and is president of the high school environmental awareness club. She is a distance runner, eats only organic food, and rarely takes medicine since she believes the natural approach is best. She's always been attracted to girls but recently she's been flirting with this guy that just transferred to her school. She thinks he likes her too but doesn't know where this all might lead.

Instructions: Go to <http://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me> and, representing Nicole, take the "Which Contraception is Right for Me?" quiz. Write the top three ranked birth control methods from the quiz results below.

1. _____

2. _____

3. _____

Our Recommended Method: _____

Teen Options #4 – Yolanda

Yolanda has been in a steady and loving relationship for the past six months. For Yolanda, going to college would be huge since she would be the first in her family. Yolanda and her partner help each other study and support each other in their respective team sports. Yolanda wants to make sure she does not get pregnant until after college. She would love to find a way to not have to deal with her periods anymore.

Instructions: Go to <http://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me> and, representing Yolanda, take the “Which Contraception is Right for Me?” quiz. Write the top three ranked birth control methods from the quiz results below.

1. _____

2. _____

3. _____

Our Recommended Method: _____

Teen Options #5 – Marcus

Marcus is a really hard worker and in the top 10th percentile in the junior class. He is also really cute, but super shy, and he hasn't had a serious relationship yet. He hooked up one time and had oral sex, but he got his heart broken so he's been hesitant to put himself out there again. Marcus knows there will be a big party after the home game tonight and he hopes the person he's been crushing on for a while will be there too so he can make a move. He wants to be ready just in case things go well and he hopes he doesn't chicken out from talking to them.

Instructions: Go to <http://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me> and, representing Marcus, take the "Which Contraception is Right for Me?" quiz. Write the top three ranked birth control methods from the quiz results below. Note: Some of the quiz questions refer to periods, so they won't apply to Marcus.

1. _____

2. _____

3. _____

Our Recommended Method: _____

Teen Options #6 – Tatiana

Tatiana has been dating Felix for almost the entire school year and they just started having vaginal sex last week. Tatiana is really, really worried that her parents will find out. Even though they like Felix, they would freak out if they found out she was having sex. Tatiana is the oldest of five siblings, and since both her parents work, they rely on her to help with getting the kids to and from school, their homework, meals, and more. She knows that getting pregnant right now would affect everyone in her family, not just her.

Instructions: Go to <http://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me> and, representing Tatiana, take the “Which Contraception is Right for Me?” quiz. Write the top three ranked birth control methods from the quiz results below.

1. _____

2. _____

3. _____

Our Recommended Method: _____

WRENCHES



WRENCH #1 – MARISSA

Doesn't feel comfortable touching her body



WRENCH #2 – CHANTAL

Doesn't have transportation



WRENCH #3 – NICOLE

Doesn't have any money



WRENCH #4 – YOLANDA

Afraid of parents/caregivers finding out



WRENCH #5 – MARCUS

Embarrassed to go to store to buy condoms



WRENCH #6 – TATIANA

Doesn't know what birth control methods are available or how Felix feels about using birth control

WRENCHES

Teacher's Resource

Wrench #1 – Marissa - Doesn't feel comfortable touching her body

- Reflect on whether discomfort might indicate she's not comfortable with her own body or does not feel ready to have sex with another person.
- Maybe use a method that does not involve someone touching their genitals (i.e. the pill, the shot, the patch, external condom, implant, etc.).
- Maybe talk with a trusted adult about why she is uncomfortable touching herself to make sure there is no history of abuse.

Wrench #2 – Chantal - Doesn't have transportation

- Maybe get a ride with a friend, partner, trusted adult, etc.
- Explore options for mass transportation and/or ride sharing.
- Delaying having sex, withdrawal, and condoms are much more easily available than any other method.

Wrench #3 – Nicole - Doesn't have any money

- Explore borrowing money or getting loan from partner, friend, or caregiver.
- Go to a clinic that works with clients with limited income and may provide services at no-cost, low-cost, or might have payment plan.
- Ask potential partner to contribute to expense to share responsibility.

Wrench #4 – Yolanda - Afraid of parents/caregivers finding out

- Reflect on whether fear of parents finding out might be connected to her not being sure or ready to have sex right now.
- Look at methods that are not visible, such as the IUD, shot, ring, and condoms, so there would not be anything for parents to find.
- Find courage to talk with parents about this important issue and decision, maybe with support from partner or friend.

Wrench #5 – Marcus - Embarrassed to go to store to buy condoms

- Reflect on whether fear or embarrassment means might not be comfortable or ready to have sex with another person right now.
- Explore other places to get condoms including health clinics, HIV testing locations, and websites that send them discretely to your home. Remind students that these website can be found on the *Student Support* website.

Wrench #6 – Tatiana - Doesn't know what birth control methods are available or how Felix feels about using birth control

- Find way to approach issue with Felix before having sex (i.e., asking him how he feels about birth control by asking him in person, texting, or emailing, etc.).
- Research methods of birth control from trusted source to educate self about available options.
- Talk with trusted adult/caregiver to learn more about what's available.

Teens Rights to Reproductive and Sexual Health Services

What are my rights to birth control, HIV and STD testing, and privacy?

Young people’s access to birth control, confidential visits with a healthcare provider, and HIV and STD testing vary from state to state. Visit www.plannedparenthood.org to find your nearest Planned Parenthood clinic. Or Google your state, county, and/or community name and “Health Department” to find a local health department clinic.

In some states a doctor may have the right to inform your parents of the services they have provided you. Find the law in your state by visiting www.sexetc.org/state

But, clinics that receive a certain type of government funding are required by law to offer confidential services, including HIV and STD testing and prescriptions for birth control, to all young people. Over 4,600 clinics nationwide receive this type of funding. That means that Planned Parenthood clinics, and many state and local health departments, hospitals, community health centers, and independent clinics all offer confidential services. Some services offered by these clinics include:

- Pelvic exams and pap tests
- Safer sex counseling
- Prescriptions for birth control
- Administering Depo-Provera (the shot) or inserting an IUD
- Counseling about abortion and abortion services

Many clinics offer free or reduced services, and you can pay in cash. If you pay for your bill by using your family’s health insurance, the bill may be sent to your parents and they may see that you have received services.

Some steps to make sure your visit is private are:

- Call the clinic or healthcare provider before you go to learn what their policies are.
- Tell the clinic staff how to contact you personally without your parents’ knowledge.
- Ask about reduced pricing, and pay in cash.

Can I get emergency contraception (aka “EC” or “the morning after pill”)?

You can take EC to prevent pregnancy after unprotected or unwanted sex. It works best if you take it 12 hours or less after unprotected sex but may still work if you take it up five (5) days after unprotected sex. It is more effective the earlier you take it. It contains a strong dose of the same hormones in regular birth control pills and will not cause an abortion.

If you are 17 or older you can go directly to a pharmacy and ask to buy emergency contraception. You can ask for Plan B or Next Choice (a generic version of Plan B). Be sure to bring ID with you. Males 17 or older can also buy EC from a pharmacy.

Girls under 17 can get emergency contraception from a health care provider or at Planned Parenthood.

How can I get a pregnancy test?

You do not need a prescription from a health care provider to get a pregnancy test. You can purchase a pregnancy test from a drugstore, grocery store, or online. They cost between \$10 and \$18. You can also get a pregnancy test at a clinic.

Where can I get condoms?

You can get condoms for free at most clinics but you can also purchase them at any drug store regardless of how old you are. Condoms cost between \$5-\$20 per box.

How can I talk about condoms and contraception with my partner?

It can be hard to talk to a partner about condoms and contraception. But unprotected sex puts you both at risk. Here are a few tips to make the conversation a success:

Know what you want and don’t want. Don’t engage in any sexual behavior that makes you uncomfortable, but always protect yourself. Remember, the more you engage in safer sex practices, the less your risk of STIs and pregnancy.

Discuss abstinence, sex, and safer Sex. Be honest about your sexual history and your sexual health. Discuss and make mutual decisions on your safer sex options. Go together to get tested for sexually transmitted infections (STIs). Educate yourself about safer sex options and make sure you are prepared to discuss them.

State what you want, and don’t want, clearly. Don’t be afraid! You have the right to protect yourself and to state your needs. If your partner doesn’t respond in a supportive way, then think about the relationship as a whole and if your partner respects and cares about you. No one should ever ask you to compromise your health and well-being!

Advocates for Youth

Established in 1980 as the Center for Population Options, Advocates for Youth champions efforts to help young people make informed and responsible decisions about their reproductive and sexual health. Advocates believes it can best serve the field by boldly advocating for a more positive and realistic approach to adolescent sexual health.

If you would like more information about contraceptive access or methods of contraception, visit www.amplifyyourvoice.org/issues/contraceptiveaccess

Check out Advocates for Youth’s websites:

Advocates for Youth
www.advocatesforyouth.org

Amplify
An online youth activism hub with information, resources, and advocacy opportunities
www.amplifyyourvoice.org

MySistahs
Information and support by and for young women of color
www.mysistahs.org

YouthResource
Information by and for gay, lesbian, bisexual, transgender, and questioning youth
www.youthresource.org

Did you know? A sexually active teen who does not use birth control has a 90% chance of becoming pregnant in the first year.

Advocates for Youth shall not be liable for any direct, indirect, incidental, consequential, or any other damages resulting from the use of the information contained herein.

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respect yourself protect yourself

birth control and STD prevention options for teens



Rights. Respect. Responsibility.

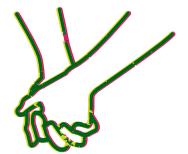
how well do they work?

METHODS YOU CAN USE TO PREVENT PREGNANCY

PREVENTING PREGNANCY AND STDs, INCLUDING HIV

the only methods you can use that prevent pregnancy AND reduce the risk of STDs, including HIV:

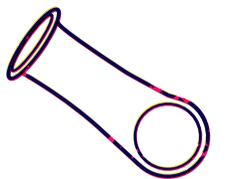
abstinence
100% EFFECTIVE
 in preventing pregnancy and STDs, including HIV when used consistently and correctly every time



male condom
98% EFFECTIVE against pregnancy, **99% EFFECTIVE** against HIV, and also reduces the risk of many other STDs when used consistently and correctly every time



female condom
95% EFFECTIVE against pregnancy and may reduce the risk of STDs, including HIV, when used consistently and correctly every time

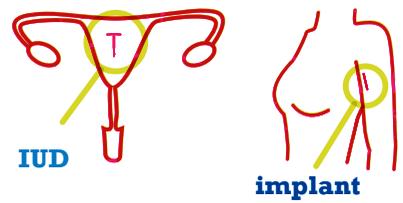


did you know?
 Dental dams as a barrier between the mouth and genitals may reduce the risk of getting an STD, including HIV, through oral sex.

Remember to use your protection method each and every time you have sex.

PREVENTING PREGNANCY

MORE EFFECTIVE
 Less than 1/100 women will get pregnant in one year using these methods



With typical use, less than 8/100 women will get pregnant in one year using these methods



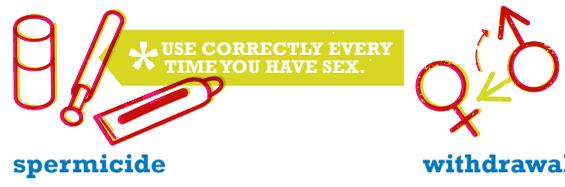
WHEN USED CORRECTLY AND EVERY TIME LESS THAN 1/100 WOMEN WILL GET PREGNANT USING THESE METHODS IN ONE YEAR

With typical use, between 15/100 and 21/100 women will get pregnant in one year using these methods



WHEN USED CORRECTLY AND EVERY TIME -- 2/100 -- 6/100 -- 5/100 -- 9/100 -- WOMEN WILL GET PREGNANT USING THESE METHODS IN ONE YEAR

LESS EFFECTIVE
 With typical use about 29/100 women will get pregnant in one year using these methods



WHEN USED CORRECTLY AND EVERY TIME -- 18/100 -- 4/100 -- WOMEN WILL GET PREGNANT USING THESE METHODS IN ONE YEAR

LEAST EFFECTIVE
 85/100 women will get pregnant in one year using no method



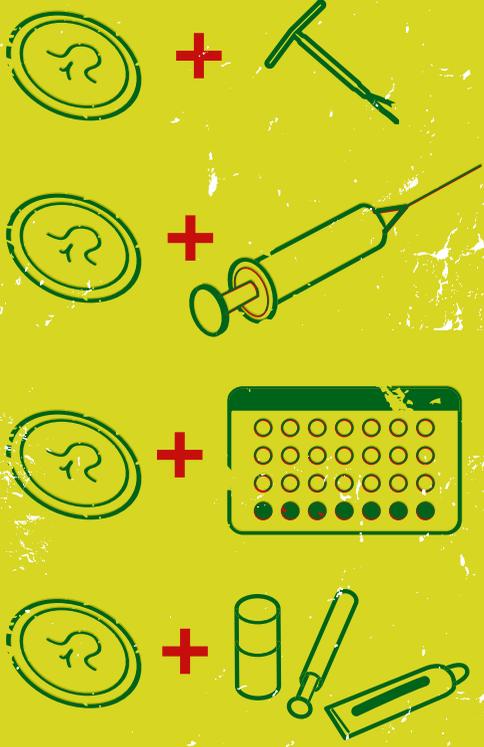
Be prepared! Use protection the first time you have sex.

Find a method you like and stick with it.

One method is better than none!

Both you and your partner are responsible for protection.

two methods are better than one (for example a condom and the patch or a condom and the pill).



Sources: Comparing effectiveness of birth control methods <http://www.plannedparenthood.org>; Contraceptive Options 2008 Bridging the Gap Communications, Inc.; Hatcher RA et al. Contraceptive Technology. 19th rev. edition. New York, NY: Ardent Media, 2007

METHOD: EMERGENCY PILL



(often known as the “morning after pill”)

HOW EFFICIENT IS IT?

Reasonable efficacy when used as directed.

HOW DOES IT WORK?

It typically contains hormones that are similar to oral contraceptives, but are much higher dosed. It changes the womb, that a fertilized egg cannot implant there. It may prevent or delay an egg from being released. An emergency pill is to be taken as soon as possible after unprotected sex or if you suspect that your chosen method of contraception has failed, e.g. torn condom.

HOW DO I USE IT?

Take it ideally within 12 hours, but no later than 3 to 5 days after unprotected intercourse, depending on the type of pill. The sooner you take it the more efficient it will be.

WOULD THIS METHOD SUIT ME?

This emergency method of contraception is only intended as a back-up method. Do not use it regularly!

- It can be used if unprotected sex has taken place or if another method of contraception has failed, e.g. torn condom or forgotten pill.
- After using emergency contraception you should use another form of contraception for the rest of your cycle to protect yourself if you do not want to become pregnant.



HORMONAL METHODS

PLEASE TALK TO YOUR HEALTHCARE PROFESSIONAL TO FIND OUT IF THIS METHOD IS RIGHT FOR YOU

	Injection	Contraceptive Implant	Emergency Pill
Method	Progestogen injection. Prevents sperm reaching egg and egg from being released.	One or two small rods containing the hormone progestogen which is inserted under the skin in the arm by healthcare professionals. Prevents egg from being released and sperm from reaching egg.	Contains hormones that are similar to oral contraceptives, but are much higher dosed. It changes the womb, that a fertilized egg cannot implant there. It may prevent or delay an egg from being released.
Advantages	Lasts for 12 weeks. Can be used if you are breastfeeding.	Effective for three up to five years, but reversible. You don't have to remember to take a pill. Contraceptive implants are reversible, but not easily reversible.	If you've had unprotected sex or a method of contraception has failed, this method can stop you from getting pregnant.
Considerations	Return to fertility may be delayed. Weight gain is possible. Not promptly reversible in case of side effects.	Requires a small surgical procedure and has to be applied and removed by a trained physician. Should be taken as soon as possible after unprotected intercourse.	Should be taken as soon as possible after unprotected intercourse. The sooner a woman takes it the more efficient it will be.
Efficacy	Over 99% efficient when used properly.	Over 99% efficient when used properly.	Risk of pregnancy is substantially reduced with highest efficiency when taken within 12 hours of unprotected intercourse.
STI and HIV Protection	No protection against STIs or HIV/AIDS.	No protection against STIs or HIV/AIDS.	No protection against STIs or HIV/AIDS.

EMERGENCY CONTRACEPTION INVESTIGATION

HOMEWORK (HS-7)

Name _____ Date _____

Emergency Contraception – sometimes referred to as “EC” or the “Morning After Pill” – is another birth control method that we did not explore in much detail in class today. This particular method is a bit different than the other methods that we explored, all of which would be used in advance of – or at the same time as – having vaginal sex. EC is a method that is used after having vaginal sex and only in cases when a back-up method is needed. If a pregnancy has started already, EC will not affect this existing pregnancy; EC can only decrease the chance of becoming pregnant if a pregnancy has not already occurred.

Instructions:

1. Please visit this website (or see the handout provided by your teacher) to answer the questions about EC below:

www.your-life.com/static/media/pdf/educational-material/waiting-room/WCD-Contraception-Compendium-Screen.pdf (see pages 20 and 42)

2. Create two scenarios (like the ones you read in class today) in which you would recommend Emergency Contraception to a person.

Internet Research: (Please write the answer to your questions below.)

- 1) What is Emergency Contraception (EC)?

- 2) How does EC work?

- 3) If someone decides to take EC, how long after vaginal sex should they take it?

- 4) In what circumstances would someone take EC?

- 5) Does EC protect against STIs or HIV?

- 6) Should EC be used as a birth control method in a regular basis?

(Continued on back.)

EMERGENCY CONTRACEPTION INVESTIGATION

HOMEWORK (HS-7)

Scenarios: (Create two scenarios in which you would recommend Emergency Contraception to a person.)

- Scenario 1:

- Scenario 2:

EMERGENCY CONTRACEPTION INVESTIGATION

ANSWER KEY

Internet Research:

1) What is Emergency Contraception (EC)?

If you've had unprotected sex or a method of contraception has failed, this method can stop you from getting pregnant.

2) How does EC work?

EC contains hormones that are similar to contraceptives, but are much higher dosed. It changes the womb so that a fertilized cannot implant there, and it may also prevent or delay an egg from being released from an ovary.

3) If someone decides to take EC, how long after vaginal sex should they take it?

It should be taken as soon as possible after unprotected intercourse, ideally within 12 hours, but no later than 3-5 days after intercourse depending on the type of pill.

4) In what circumstances would someone take EC?

It can be used if unprotected sex has taken place or if another method of contraception has failed, such as a torn condom or forgotten pill.

5) Does EC protect against STIs or HIV?

EC does not protect against STIs or HIV.

6) Should EC be used as a birth control method in a regular basis?

No. After using EC, another form of birth control should be used after that to decrease the risk of pregnancy.