

Know Your Options

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering respect and responsibility through age-appropriate sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, 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: Grade 10
Lesson 2

TIME: 50 Minutes

MATERIALS NEEDED:

- 6 computers, laptops, tablets or smartphones with the ability to see the following quiz on this website – <http://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/>
- Teen Worksheet #1-6 – one copy of each
- Wrenches Worksheet (prepared as described)
- One copy of the Wrenches Worksheet – Teacher’s Guide
- Handout “Your Birth Control Choices” - one per student
- Extra pencils in case students don’t have their own

ADVANCE PREPARATION FOR LESSON:

- Check that you can access the “Which Contraception is Right for Me?” quiz on the following website (if it’s blocked, work with your IT department to unblock site): <https://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/>
- 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 here: https://www.your-life.com/static/media/pdf/download-materials/campaign-materials/WCD_Contraception-Compendium_FINAL.pdf
- Print one copy of the Wrenches Worksheet and cut into six separate cards as indicated.

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]
1. 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, condoms, the shot, etc.

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Specifically, we're going to look at what might affect a person's decision to use birth control, whether to prevent pregnancy and/or for the 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."

Note to the Teacher: *Create two columns on the board and write in one column all of the reasons the students suggest, making sure to include the following if students don't suggest them:*

- don't want to start a pregnancy
- don't want to get an STD
- want to have shorter periods
- want to have lighter periods
- need to regulate hormones because of a health issue
- want to reduce acne
- want to have predictable periods
- want to have less cramping during periods

Ask, "To whom does most of this list apply?" 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 that 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."

Note to the Teacher: *Write these on the board in the other column making sure to include 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
 - 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 go to <https://www.your->

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life.com/en/contraception-methods/which-contraception-is-right-for-me/ and take the 'Which Contraception is Right for Me?' quiz on the website.

Note to the Teacher: It can help to write both the website and name of quiz on the board.

You may not know the answer to every quiz question based on the information you were given, so it's okay to guess on some answers. Explain that this online resource is great because of how thorough the information is and the technology is useful in figuring out which method is best depending on a person's circumstance. 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.

Once you have completed the quiz, write down on your worksheet the top three ranked birth control methods that were recommended." Ask if there are any questions about the directions and if not, distribute the six teen worksheets, one to each group and ask them to move to one of the eight computer stations. Give students about five minutes to complete the task. (5 minutes)

STEP 3: Once five minutes has 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." Give students another five minutes to complete. 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.

Once an additional five minutes have passed, 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.

Note to the Teacher: Clear up any misinformation and provide accurate information as necessary. The *Respect Yourself, Protect Yourself* handout has helpful background for this discussion as needed. (8 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 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."

Note to the Teacher: You may need to help facilitate the passing of worksheets to make sure each group has a new teen worksheet to use.

Then distribute the "wrench" to each group that matches the character they have and

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give them five minutes to discuss and record what they would recommend. (7 minutes)

STEP 5: Call time once five minutes have passed and 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 Teacher’s Guide to offer additional ideas students may not have thought of.

***Note to the Teacher:** If time permits, have a volunteer from each group report back on their ‘wrench’ and ideas addressing it. 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 teen characters? Would you recommend other methods for your teen character 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 those body parts feel about accessing and using contraception? What role should the partner of a person who can get pregnant have?
- How could you help a friend who wanted to use birth control?
(10 minutes)

STEP 7: Distribute copies of the “Your Birth Control Choices” handout and remind students 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 is power.
(2 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The small group activity will accomplish the first learning objective while the initial brainstorm will accomplish the second and third learning objectives.

HOMEWORK:

None.

Teen Worksheet #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 <https://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. _____

Teen Worksheet #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 <https://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. _____

Teen Worksheet #3 – Louise

Louise 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 <https://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. _____

Teen Worksheet #4 – Aimee

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

INSTRUCTIONS: Go to <https://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. _____

Teen Worksheet #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 hasn't had a serious relationship yet. He hooked up one time and had oral sex, but 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 <https://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. _____

Teen Worksheet #6 – Ashley

Ashley has been dating Felix for almost the entire school year and they just started having vaginal sex last week. Ashley 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. Ashley 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 <https://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. _____

Wrenches Worksheet



WRENCH #1 – MARISSA

Doesn't have transportation



WRENCH #2 - CHANTAL

Doesn't feel comfortable touching her genitals



WRENCH #3 – LOUISE

Doesn't have any money



WRENCH #4 – AIMEE

Afraid of parents/caregivers finding out



WRENCH #5 – MARCUS

Embarrassed to go to store to buy condoms



WRENCH #6 – ASHLEY

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

Wrenches Worksheet: Teacher's Guide

Wrench #1 – Marissa - 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 #2 – Chantal - Doesn't feel comfortable touching her genitals

- 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
- Maybe reflect on whether discomfort might indicate she's not comfortable or feels ready to have sex with another person

Wrench #3 – Louise - 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 or low-cost, might have payment plan
- Ask potential partner to contribute to expense to share responsibility

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

- Reflect on whether fear of parents finding out might be connected to 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 partner or friend for support

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

Wrench #6 – Ashley - 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, 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