

Birth Control Methods

7

PURPOSE

Understanding how a pregnancy happens and the range of birth control options available can empower young people to avoid an unintended pregnancy and make healthy decisions. All young people deserve to know that they have a right to access reproductive health services and can benefit from knowing where and how to access birth control methods and related services, whether for pregnancy prevention, or for other health reasons, now or in the future.

STUDENT LEARNING OBJECTIVES

Participants will:

1. Understand the process of how a pregnancy happens.
2. Identify birth control methods, including abstinence, and how they work, their effectiveness and the benefits of using birth control.
3. Understand the importance of using a dual method of protection to avoid both STIs and unintended pregnancy.
4. Analyze factors that impact a person's ability to obtain and use birth control.
5. Identify valid web and community resources for birth control information and services.

LESSON SUMMARY

Activities	Minutes	Materials and Preparation Checklist
A What Do You Think?	10	<input type="checkbox"/> Review statements and choose a polling method.
B How a Pregnancy Happens	10	<input type="checkbox"/> Select a method for reviewing How a Pregnancy Happens . Review the Facilitator Key and videos. <input type="checkbox"/> If using, copy, cut and laminate (if possible) the How a Pregnancy Happens Cards .
C Birth Control Methods	25	<input type="checkbox"/> If using, review and select video(s) on birth control methods. <input type="checkbox"/> Copy, cut and laminate the Birth Control Match-up Cards, one set for each small group. <input type="checkbox"/> Review alternative options for teaching birth control methods and prepare as needed.
D What Method is Right for Me?	15	<input type="checkbox"/> Make copies of the What Method is Right for Me? scenarios – one scenario for each small group.
E Assessment & Closure	5	<input type="checkbox"/> Notecards or other student journaling option.



INTRODUCE THE LESSON

Ask,

Reviewing what we've covered so far, what are two effective ways to prevent STIs and pregnancy? Possible answers should include abstinence and barrier methods. **Today we're going to take a closer look at birth control methods. Other than not having sex, using dual method of protection – barrier method along with a birth control method – is the most effective way to prevent pregnancy and STIs at the same time.**



ACTIVITY 7A: WHAT DO YOU THINK?



This activity can be done as an agree or disagree activity, in which students move to one side of the room or the other, or students can give a thumbs up or thumbs down from their seats, based on how they feel about the statements you read. You can also use any number of online polling features, like Google Forms, Kahoot, Socrative, etc.

Say,

First, we're going to take a short poll about your thoughts and feelings about birth control.

- Read the following statements and ask students to either agree or disagree. If they feel “in between” tell them they should go with their gut and choose one or the other. There is no right or wrong answer.
- Ask for volunteers to briefly share why they chose to agree or disagree.
- Reinforce the positive message that birth control and pregnancy prevention is everyone's personal choice and responsibility.

POLLING STATEMENTS

Do you agree or disagree with the following statements about birth control?

1. **You don't need to know about birth control unless you're sexually active and trying to not get pregnant.**

Talking points:

- If people are having the kind of sex that could lead to pregnancy, they should know about birth control options if they want to prevent a pregnancy. This is true whether the person could get pregnant or cause a pregnancy.
- People use birth control for other reasons as well. Can you think of some of those reasons?

Possible Answers:

- *to have shorter, lighter or no periods*
- *to regulate hormones because of a health issue*
- *to reduce acne*
- *to have no period or predictable periods*
- *to have less cramping during periods*

2. Birth control methods are affordable and easy to access.

Talking points:

- In Maine, people under the age of 18 can access birth control without needing permission from a parent or guardian.
- There may be challenges to getting birth control methods, like lack of transportation, no family planning clinic or health center nearby or the perception that birth control is too expensive. Some clinics are able to offer telehealth visits. Others provide services on a sliding fee scale as well as accept many insurances, so fees may be low to no cost.
- It may not be easy for everyone, but there are many ways people can get affordable birth control. We'll talk about this more during this lesson.

3. If someone is engaging in sexual behavior that doesn't cause a pregnancy, they don't need to know about birth control.

Talking points:

- It's true that not all sexual behaviors can lead to a pregnancy. Regardless of the behaviors someone engages in, or who their partners are, having information about birth control can help you, or others you know, stay healthy and avoid unplanned pregnancy.
- If the information in this lesson doesn't pertain to you, share it with a friend or family member. Plus, some people take birth control for reasons other than to prevent pregnancy, so having knowledge about different kinds can help anyone be a better partner or friend.

4. Birth control can have side effects and be harmful to someone's health.

Talking points:

- As we will learn in this lesson, there are many kinds of birth control methods. Some are more effective than others, and some also have side effects.
- For some people, these side effects are challenging and can even be harmful, depending on their situation and medical history.
- It's important for individuals to discuss this information with a health care provider to find a method that works best for them.

5. You don't really need to tell your partner if you are on a method of birth control.

Talking points:

- There may be reasons someone doesn't feel comfortable or safe telling a sexual partner they are on birth control. It's a personal choice whether or not someone wants to tell others they are on birth control, even if it's a sexual partner.
- Sometimes it's a conversation that can be uncomfortable or awkward to bring up.
- Letting a partner know you are on a birth control method can be an important part of communication and consent in a relationship. Informing a partner that you are on birth control can help lessen worry about the chance of an unintended pregnancy.

SUMMARIZE

In summarizing the activity, include these key points:

- Everyone is responsible for their own health and for using protection to prevent STIs and unintended pregnancy. People in relationships can support each other, including discussing and using birth control along with barrier methods.
- Ideally, partners can openly discuss and make decisions on how to protect themselves from STIs and unintended pregnancy.
- While some birth control methods are very effective, abstinence from penis-vagina sex is the most effective way to prevent pregnancy.
- Having medically accurate information about birth control methods is an important step in staying sexually healthy, whether it's relevant in your own life, or by sharing the information with friends or family members.



ACTIVITY 7B: HOW A PREGNANCY HAPPENS



Say,

Before we learn about the many birth control methods, it's helpful for everyone to have the same basic knowledge of how a pregnancy happens.

To introduce or review how a pregnancy happens, select one of the following:

1. Use the ***How a Pregnancy Happens PowerPoint*** slides and read the script aloud. You can access the PowerPoint slides by filling out a short form to access the Best Practices resources on the curriculum page at: <https://mainefamilyplanning.org/for-educators/teaching-materials/> or email education@mainefamilyplanning.org.
2. Give each student the ***How a Pregnancy Happens*** handout and ask for volunteers to read the script.
3. Print the ***How a Pregnancy Happens*** cards, and have students, in small groups or as a class, place the steps in the correct order, using the **Facilitator Key** to check the correct order and provide additional information.
4. Show one of these short videos on how a pregnancy happens as an introduction or review.

Stay Teen Birth Control 101: Pregnancy, <https://www.youtube.com/watch?v=yqu7ZsOt4Ek>

Although the stayteen.org website is no longer active, their YouTube channel has a series of *Birth Control 101* videos, including this 1-minute video on how pregnancy happens.

How Do You Get Pregnant? <https://www.youtube.com/watch?v=n04NPtZI4QQ>

This 2-minute video from Planned Parenthood explains the steps of becoming pregnant.

5. There are other ways people (including those that identify as LGBT) can get pregnant and have children. Here are some other videos you may want to show students so they understand all the possibilities if they decide they want to have children in the future.
 - <https://amaze.org/video/where-do-babies-come-from/>
 - <https://amaze.org/video/sexual-orientation-how-do-lbtq-couples-become-parents/>

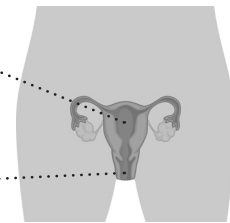
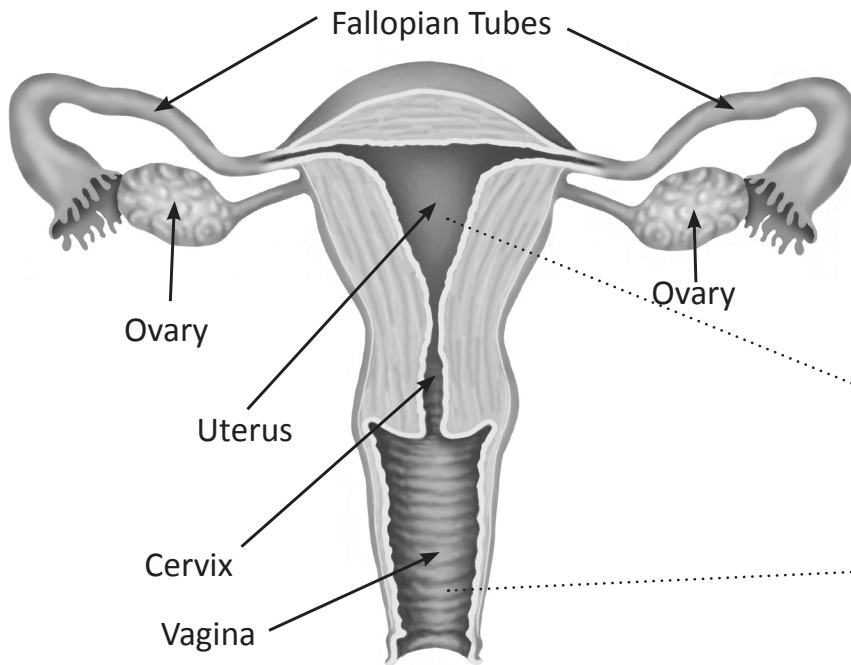


HANDOUT

HOW A PREGNANCY HAPPENS

Internal view of a body with a uterus.

Most people assigned female at birth have reproductive organs that include the **ovaries** which contain eggs, the **fallopian tubes** and the **uterus** which is where a pregnancy can develop.

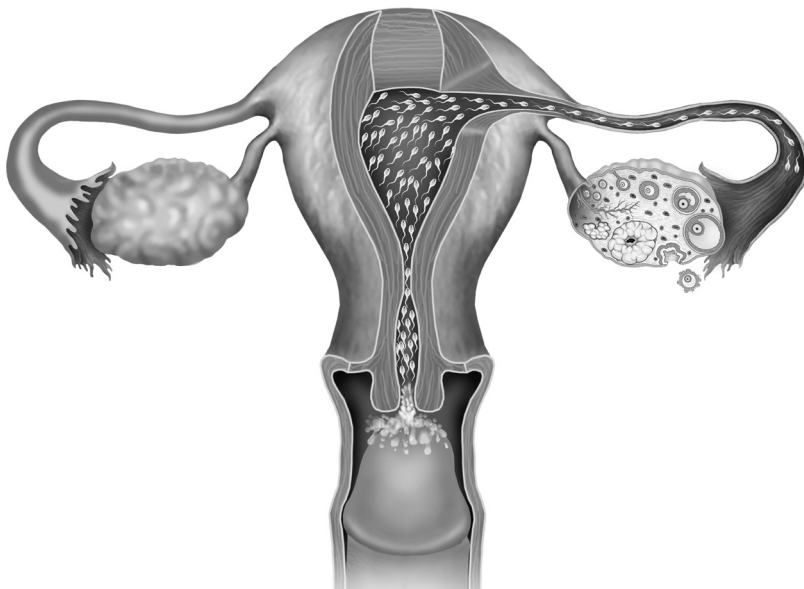


Ovulation

Each month, an egg is released from one of the ovaries. It travels through the fallopian tube and into the uterus. **This is called ovulation.** If the egg is not fertilized by a sperm, it simply dissolves and leaves the body with the menstrual blood, also known as a period.

Ejaculation

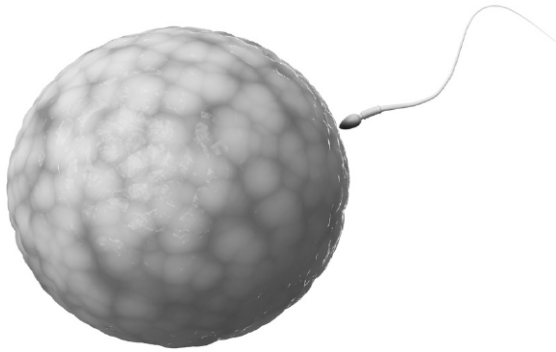
When a penis ejaculates inside or around the vagina, millions of sperm swim up the vagina through the cervix, the uterus and into the fallopian tubes where they may find an egg if ovulation has occurred. Sperm can live for 3 - 5 days, so a pregnancy can occur even if ovulation happens after unprotected vaginal sex.





HANDOUT

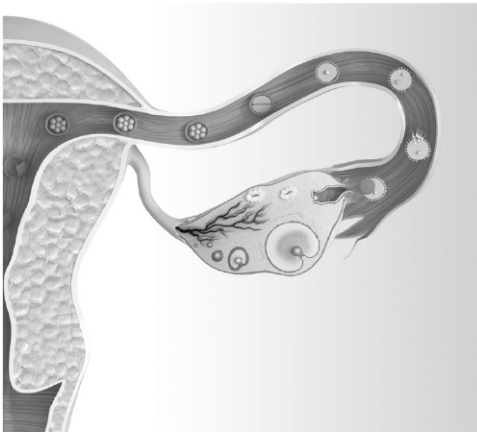
HOW A PREGNANCY HAPPENS



Fertilization

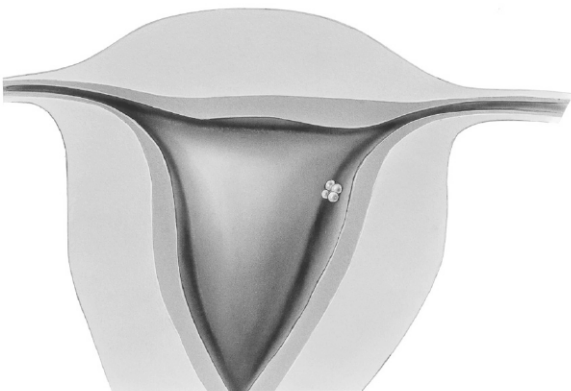
After ejaculation occurs, millions of sperm swim up the vagina through the cervix and uterus, and into the fallopian tubes where it may find an egg to fertilize.

If an egg has been released, one sperm (though sometimes more) joins with and fertilizes the egg.



Cell Division

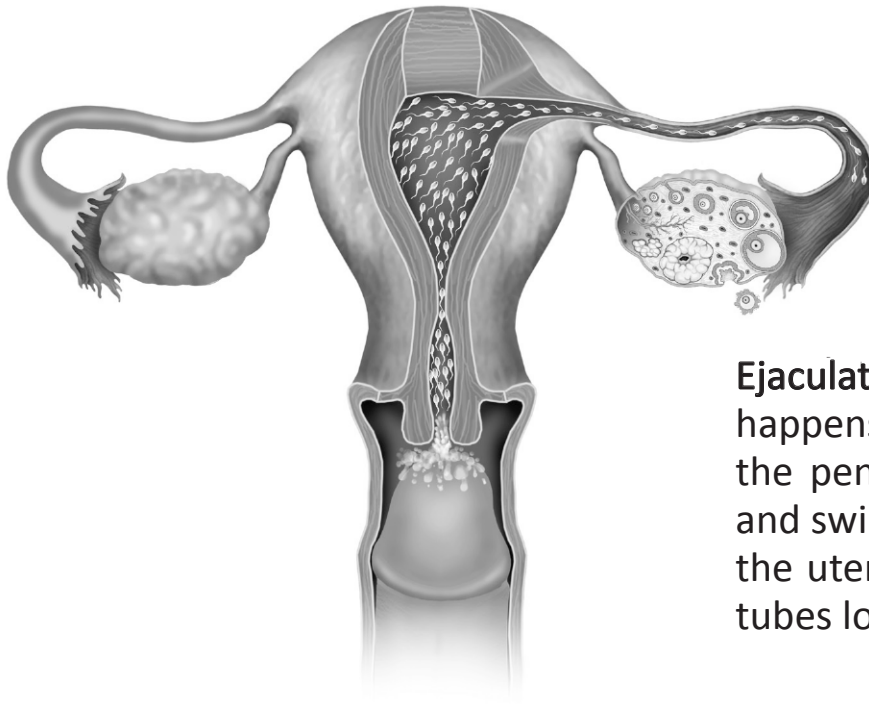
The fertilized egg, now called a **zygote**, divides into many cells and travels down the fallopian tube to the uterus. During this time, the zygote becomes a ball of cells that can divide and grow into a fetus.



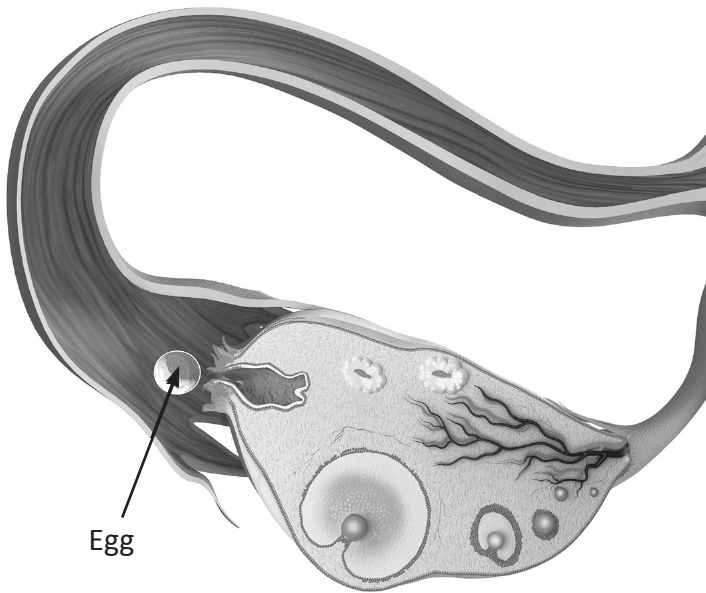
Implantation

After 3 or 4 days, the fertilized egg attaches to the lining of the uterus. **This is called implantation** and is the point when a pregnancy begins. If this happens, menstruation will not occur. This missed or late period is one of the signs of early pregnancy.

How a Pregnancy Happens Cards

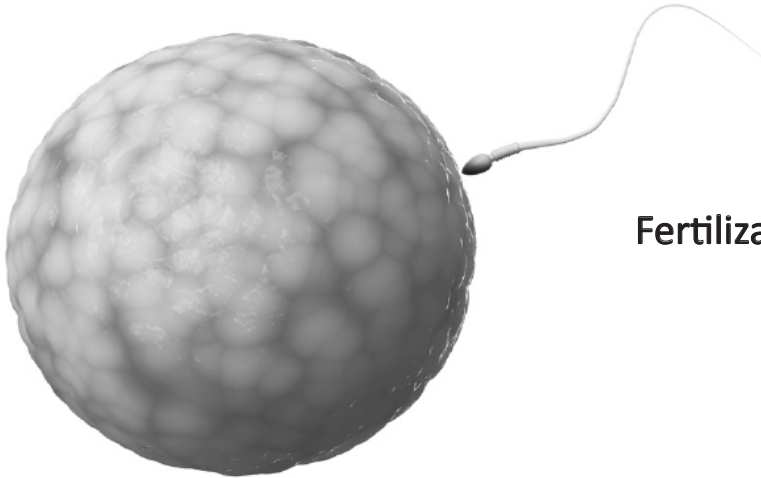


Ejaculation: When ejaculation happens, semen comes out of the penis and enters the vagina and swims up through the cervix, the uterus and into the fallopian tubes looking for an egg.

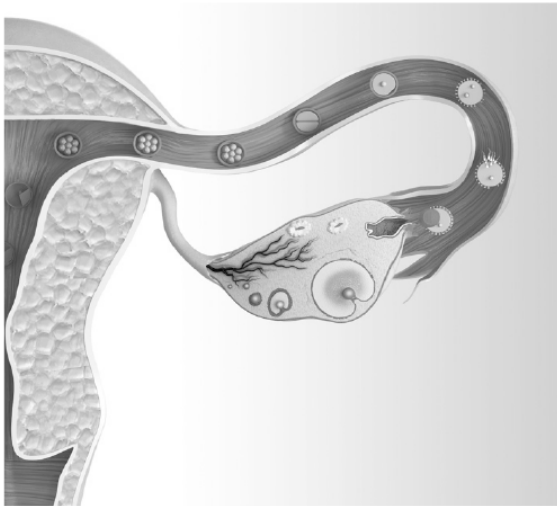


Ovulation: An ovary releases an egg into the fallopian tube.

How a Pregnancy Happens Cards



Fertilization: Sperm fertilizes the egg.



Cell Division: The fertilized egg, now called a zygote, divides into many cells and travels to the uterus.



Implantation: The fertilized egg may implant in the uterine lining and pregnancy begins.

Instructions: Use this Facilitator Key along with the **How a Pregnancy Happens Cards** to ensure the proper order and to provide additional information.

1. **Ejaculation.** When ejaculation (*without a condom*) happens, semen comes out of the penis and enters the vagina and swims up through the cervix, the uterus and into the fallopian tubes looking for an egg.

Sperm can enter the vagina even if ejaculation happens around the opening of the vagina.

***Interesting fact: Scientists believe sperm cells find a waiting egg cell by following higher concentrations of molecules released by the egg and the high-temperature areas of the reproductive tract, where the egg is found. Only a few hundred sperm will make it close to the egg, and only one (in most cases) will actually join with the egg. The rest of the sperm will dissolve.*

2. **Ovulation.** An ovary releases an egg into the fallopian tube.

Sperm can live 3 - 5 days inside the body, so a pregnancy can happen even if ovulation takes place after unprotected vaginal sex. The egg can only be fertilized for about 24 hours after it is released from the ovary.

3. **Fertilization.** Sperm fertilizes the egg.

The combined sperm and egg is called a zygote. The zygote contains all of the genetic information (DNA) needed to become a baby. Half the DNA comes from the egg and the other half from the sperm.

Sometimes fraternal twins form when there are two (or more) eggs released. Each one is fertilized by a separate sperm. Genetically, fraternal twins are no more alike than siblings. Identical twins start off as one fertilized egg.

Identical twins come from one fertilized egg that divides early in development to form two embryos with the same DNA.

4. **Cell Division.** The fertilized egg, now called a zygote, divides into many cells travels to the uterus.

The fertilized egg, now called a zygote, spends a few days traveling down the fallopian tube. During this time, it divides to form a ball of cells that has the potential of becoming a fetus.

5. **Implantation.** The fertilized egg may implant in the uterine lining and pregnancy begins.

If all of the previous steps happen successfully, menstruation will not occur. This missed or late period is one of the signs of early pregnancy. When a fertilized egg does not develop correctly in the uterus, a miscarriage can occur, ending the pregnancy.



ACTIVITY 7C: BIRTH CONTROL METHODS



INTRODUCE THE ACTIVITY

Even as many teens are waiting to have sex, it is still helpful to have information about safer sex and birth control.

Video Options

If time and technology allow, show one or more of these videos on birth control methods.

- **Keep it Simple** is a 4-minute motion graphic from Healthy Teen Network that discusses birth control methods and accessing services. Note that language refers to guys and girls.
<https://www.healthyteennetwork.org/resources/keep-it-simple/>
- **Amaze.org** has several short, animated videos on birth control methods. While best suited for younger teens, they may still be appropriate for high school health classes.
 - ♦ *Long acting contraception explained* is a 2-minute video that covers the longer acting hormonal methods available.
<https://www.youtube.com/watch?v=VCHyEzIWMMI>
 - ♦ *Condoms, pill and patch*, also a 2-minute video covering these methods.
<https://www.youtube.com/watch?v=50vmQzjRkuk>
 - ♦ *Birth Control: The Final Frontier*, a 5-minute video that provides an overview of protection and includes STI prevention, abstinence, the importance of consent and birth control methods. Language is inclusive.
<https://www.youtube.com/watch?v=QUCe1xrm7OU>
- **Stay Teen Birth Control 101** is a video series including live action drawings on how pregnancy happens and an overview of the individual birth control methods.
<https://www.youtube.com/user/StayTeen>

FACILITATOR NOTE

The birth control methods covered in this activity include abstinence and withdrawal—two behavioral methods used by teens. Studies show withdrawal is more effective than doing nothing to prevent pregnancy. It is also a method commonly used, so it is worthwhile for teens to compare withdrawal to other, more effective methods.

Fertility awareness is not included in this lesson as it is not often used by or recommended for teens. It is a method best used by someone who may have a regular cycle and can take the time to monitor their fertility and abstain or use condoms when having sex when they are most likely to conceive.

Permanent methods, such as tubal ligation and vasectomy, are not included as they are not typically recommended for teens.

BIRTH CONTROL MATCH-UP CARDS

- Cut and laminate (if possible) the **Birth Control Method Match-Up Cards**.
- Depending on the size of your class, you can:
 - ♦ Make one set of the Match-Up Cards and distribute them among students. Some will have picture cards and others will have description cards.
 - ♦ Ask students to get up and roam around the room, matching up the birth control method with the respective description card.
 - ♦ Alternatively, make multiple sets of the cards, and provide a full set of the Match-Up Cards to groups of 3-5 students and have them match up the cards in small groups.
- After matching up the birth control method cards with the description cards, use the **Birth Control Methods Facilitator Key** to ask students to organize and group the methods in various categories, resorting the methods for each round. Note: If there isn't time to complete all rounds, at a minimum complete Rounds 3 and 4.
- After each round of sorting, have students present their methods by category. Review, making corrections and answering questions. If time allows, ask processing questions.

DEBRIEF THE ACTIVITY

Once all of the methods are presented, debrief with the following questions:

1. What is the best way for someone to protect themselves from both pregnancy and STIs?

Possible answers:

- *Choosing abstinence.*
- *Using dual method of birth control and condoms.*

2. Where are some of the places you can go to get birth control information and services?

Possible answers:

- *Family Planning clinic or doctor's office.*
- *School nurse or school based health center (in some schools).*
- *Barrier methods are available at the drug store, grocery or convenience store.*

3. What is the role of communication and consent in birth control use?

Possible answers:

- *Prevention of pregnancy and STIs is most effective when there is open communication and consent. This includes discussing and agreeing on the methods of protection that are best for each person in a relationship.*

FACILITATOR NOTE

Birth Control Method Alternative Activities

There are many options for teaching about birth control methods. We recommend choosing one of the suggested videos along with the Birth Control Match-Up Cards as a way to both present and analyze the various methods in a way that is clear and interactive. Below are alternative options for teaching birth control methods.

- **Birth Control Scavenger Hunt** – Provide a copy of the scavenger hunt handout to each student. This activity could be done individually or in small groups in class, used as a homework or distance learning activity and also as an assessment tool.
- **Student-created PSA using video, print or multi-media presentation** - Using your preferred video platform, ask students to create a birth control infomercial or public service announcement that highlights the method, or range of methods, and encourages young people to learn more and use birth control methods, if appropriate for their life. This includes choosing to be abstinent and accessing services when they become sexually active. This activity could also be done as homework or as a distance learning activity.
- **Birth Control Kit and Guest Speaker** - Contact education@mainefamilyplanning.org to request a sample birth control kit so that students can see and feel the different methods. Our education staff can also provide guest speaking, if appropriate, in person or through video conference. This is also a great way to have students ask questions from a family planning professional.
- **Clinic Visit** - If time, proximity and transportation allow, set up an on-site family planning clinic tour. To find out about scheduling a clinic tour, email education@mainefamilyplanning.org. You and your students can find the closest family planning clinic at mainefamilyplanning.org. In southern Maine, find the closest Planned Parenthood clinic at <https://www.plannedparenthood.org/planned-parenthood-northern-new-england>.
A clinic visit could also be done in conjunction with Lesson 9.

Facilitator Instructions: Ask students to organize and group the methods in various categories, resorting the methods for each round. If there isn't time to complete all rounds, at a minimum complete Rounds 3 and 4. After each round of sorting, have students present their methods by category. Review the students work after each round and make corrections and answer questions as needed.

ROUND 1: EFFECTIVENESS RATE. Ask the students to sort the methods from **most effective** to **least effective** at preventing pregnancy.

Process Round 1

Do you notice any similarities among the methods that are most effective at preventing pregnancy? What about the methods that are less effective?

Possible answers:

- *Point out the difference between methods that need to be remembered, either every day/week/month or every time someone has sex.*
 - *The most effective methods are long-acting and “forgettable” –once started they do not need regular attention or action. These methods are also referred to as LARCs (long-acting, reversible contraception).*
 - *Tell students that effectiveness rates range from **perfect** use to **typical** use, since many methods are dependent on the user following instructions (such as taking the pill every day at the same time, not skipping dates when the methods needs to be changed or using a condom correctly).*
-

ROUND 2: WHERE TO GET THE METHOD. Ask students to sort the cards by those they can: **get at a clinic**, **buy at a drug store (over-the-counter)** or **control on their own**.

Process Round 2

What are the advantages of the methods you get at a clinic?

Possible answers:

- *They are often the most effective at preventing pregnancy.*
- *Highlight the confidential, low-cost services and methods available at their nearest family planning clinic. If you don't know where that is, look up the information together online.*

What about the methods you get over-the-counter or you can use on your own?

Possible answers:

- *They are easier to access, but may not be as effective.*
 - *Have students brainstorm where they might find those methods in their community.*
 - *Abstinence can be very effective and used anytime.*
 - *Withdrawal can be used in the moment. It is less effective than other methods and does not protect from STIs.*
-

ROUND 3: TYPE OF METHOD. Next, ask students to sort the methods by **hormonal**, **barrier** and **behavioral**. To assist students, you may explain or write on the board these categories:

Hormonal Methods prevent ovulation (the release of an egg from the ovaries).

Barrier Methods keep the sperm from reaching the egg.

Behavioral Methods require personal actions to prevent pregnancy.

Process Round 3

What are the major differences between these three categories?

Possible answers:

- *Hormonal methods are taken by the person who can become pregnant and are also more effective at preventing pregnancy.*
- *For the LARC methods, they are effective for a much longer time and typical vs. perfect use are very similar.*
- *Barriers are very common, easy to use and can be obtained more quickly.*
- *Behavioral methods can be used anytime and in the moment, but require communication, cooperation and commitment to work effectively.*

ROUND 4: TYPE OF PROTECTION. Finally, have students sort the cards by those that **prevent pregnancy only** and those that **prevent pregnancy and STIs**.

Process Round 4

How did this sorting compare to the previous one?

Possible answers:

- *All the hormonal methods fell under the ‘pregnancy only’ category while the barrier methods and abstinence, were the only methods that provide protection from both pregnancy and STIs.*
- *Identifying the methods that do not prevent STIs is important so that people can understand the importance of using dual methods,— supplementing a hormonal method along with barrier methods— to prevent both STIs and unintended pregnancy.*

Birth Control Match-Up Cards

WHAT BIRTH CONTROL METHOD AM I?

EFFECTIVENESS

- 93% effective (99% effective if used perfectly).
- Taken orally at the same time everyday to be effective.
- Lasts as long as it is being used effectively.

WHAT IT IS & HOW IT WORKS

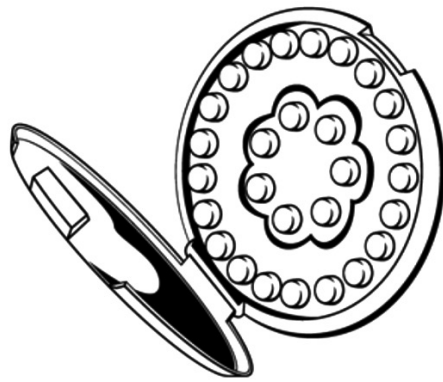
- Taken orally at the same time every day.
- Contains estrogen and progestin or just progestin to stop ovulation and thicken the cervical mucus that stops sperm from meeting the egg.

ACCESS

- Available at family planning clinics and doctors' offices.
- Must be prescribed by a health care provider

STI PROTECTION

- Does not protect against STIs.



BIRTH CONTROL PILLS

WHAT BIRTH CONTROL METHOD AM I?

EFFECTIVENESS

- 85% effective (98% effective if used perfectly).
- Must be used every time someone has sex.

WHAT IT IS & HOW IT WORKS

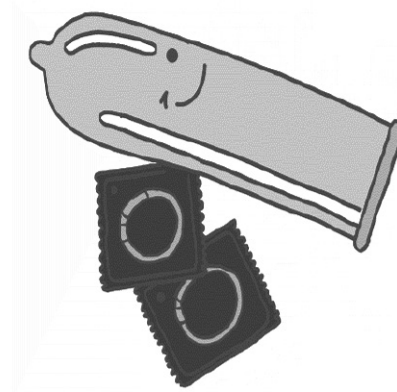
- A pouch made of latex, plastic, or lambskin.
- Two types: external and internal.
- Covers penis or inserted inside of vagina to collect semen.

ACCESS

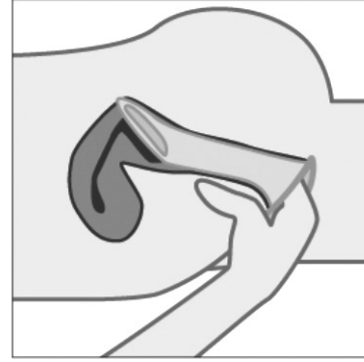
- Can be provided at clinics, some school health centers/nurse's office, or purchased at stores or pharmacies.
- No prescription needed.

STI PROTECTION

- Most types can protect against STIs. Natural or lambskin condoms provide protection from pregnancy, but not STIs.



CONDOMS



Birth Control Match-Up Cards

WHAT BIRTH CONTROL METHOD AM I?

EFFECTIVENESS

- More than 99% effective at preventing pregnancy.
- Effective for up to 2 to 12 years, depending on the brand.

WHAT IT IS & HOW IT WORKS

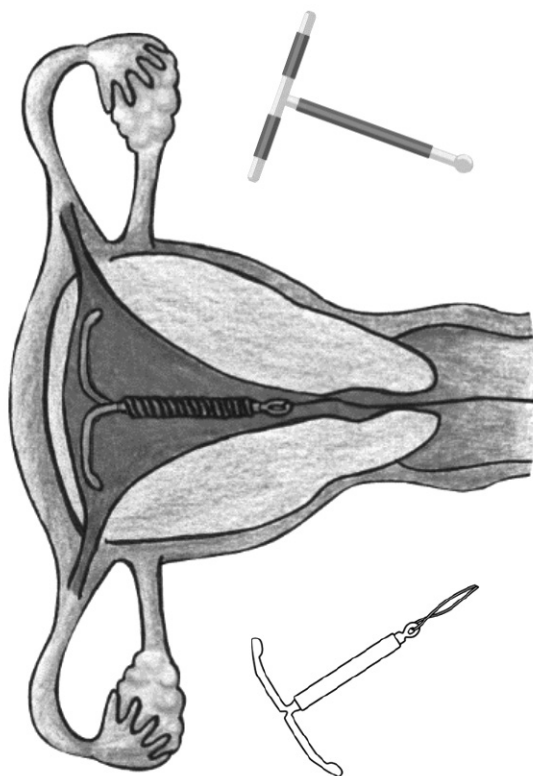
- A device, made of either plastic (with the hormone progesterin) or with copper, that is inserted into the uterus by a health care provider.
- Hormonal IUDs prevent ovulation. The copper IUD prevents sperm from reaching the egg and may also prevent implantation.

ACCESS

- Available at family planning clinics and doctors' offices.
- Must be inserted by a health care provider.

STI PROTECTION

- Does not protect against STIs.



IUD (INTRAUTERINE DEVICE)

WHAT BIRTH CONTROL METHOD AM I?

EFFECTIVENESS

- More than 99% effective.
- Lasts for up to 5 years.

WHAT IT IS & HOW IT WORKS

- A thin, flexible rod about the size of a matchstick inserted by a health care provider into the upper arm.
- Works by releasing the hormone, progesterin, which prevents pregnancy by thickening the cervical mucus and sometimes stops ovulation entirely.

ACCESS

- Available at family planning clinics and doctors' offices.
- Must be inserted by a health care provider.

STI PROTECTION

- Does not protect against STIs.



IMPLANT (NEXPLANON)

Birth Control Match-Up Cards

WHAT BIRTH CONTROL METHOD AM I?

EFFECTIVENESS

- 93% effective (99% effective if used perfectly).
- Lasts for 21 days then must be changed.

WHAT IT IS & HOW IT WORKS

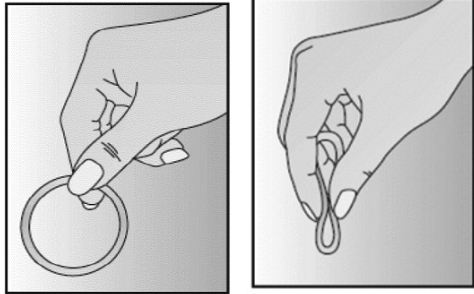
- A small flexible ring worn inside the vagina by the cervix.
- Contains estrogen and progestin to stop ovulation and thicken the cervical mucus to block sperm from getting to the egg.
- Inserted into the vagina and left for three weeks, then removed for one week for menstruation. Can be left in for a full month to skip menstruation.

ACCESS

- Available at family planning clinics and doctors' offices.
- Must be prescribed by a health care provider.

STI PROTECTION

- Does not protect against STIs.



THE RING (NUVARING)

WHAT BIRTH CONTROL METHOD AM I?

EFFECTIVENESS

- 100% effective (if used correctly)
- Must be used every time to avoid sexual activity.
- Lasts for as long as it is used as a method.

WHAT IT IS & HOW IT WORKS

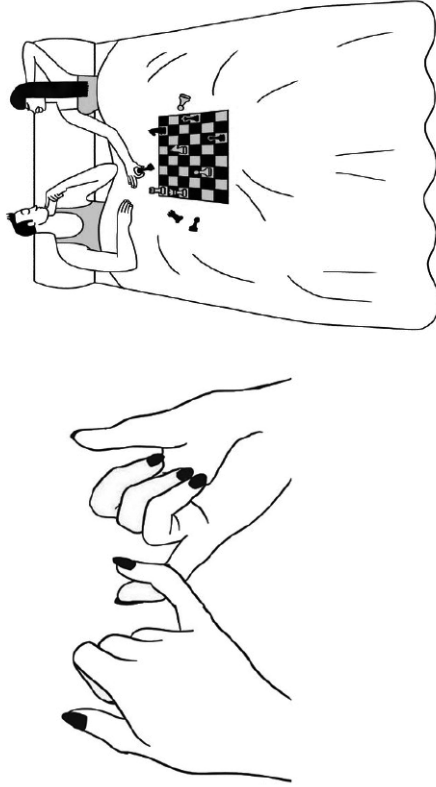
- Works by not engaging in sexual behavior that could lead to pregnancy or transmission of STIs.

ACCESS

- Does not require a clinic visit or prescription.

STI PROTECTION

- The most effective method that prevents both pregnancy and STIs.



**ABSTINENCE
(NOT ENGAGING IN SEXUAL ACTIVITY)**

WHAT BIRTH CONTROL METHOD AM I?

EFFECTIVENESS

- 80% effective.
- Must be used every time someone has sex to be effective.
- Lasts as long as it is being used effectively.

WHAT IT IS & HOW IT WORKS

- The act of removing the penis prior to ejaculation.
- Does not allow the sperm to enter the vagina.

ACCESS

- Does not require a clinic visit or prescription.

STI PROTECTION

- Does not protect against STIs.



WITHDRAWAL (PULLING OUT)

WHAT BIRTH CONTROL METHOD AM I?

EFFECTIVENESS

- 92% effective (99% effective if used perfectly).
- Lasts for 21 days then must be changed.

WHAT IT IS & HOW IT WORKS

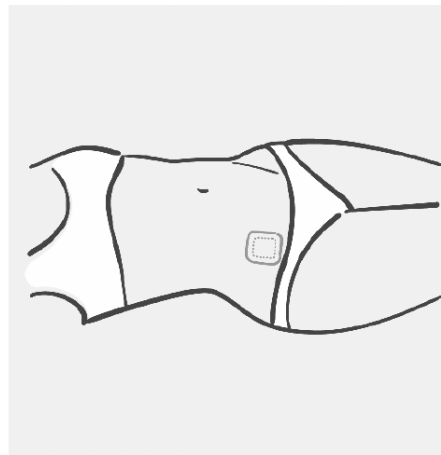
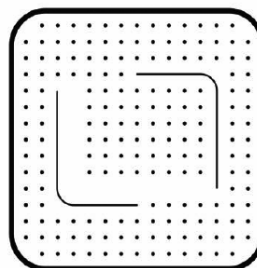
- Contains estrogen and progestin to stop ovulation and thicken the cervical mucus.
- Applied to skin for one week at a time, then replaced with a new one each week on the same day, for three weeks in a row. Removed for one week for menstruation.

ACCESS

- Available at family planning clinics and doctors' offices.
- Must be prescribed by a health care provider.

STI PROTECTION

- Does not protect against STIs.



THE PATCH (ORTHO EVRA)

Birth Control Match-Up Cards

WHAT BIRTH CONTROL METHOD AM I?

EFFECTIVENESS

- 75% to 85% effective at preventing pregnancy.
- More effective the sooner it's taken after unprotected sex.

WHAT IT IS & HOW IT WORKS

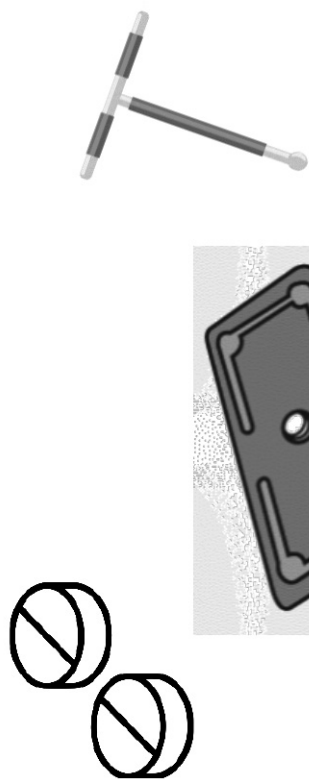
- Medication taken after unprotected sex.
- Prevents pregnancy by stopping ovulation and thickening the cervical mucus to prevent the sperm from meeting the egg.
- Copper IUD is also a form of this method if inserted within 5 days after unprotected sex by preventing a pregnancy to form in the uterus.

ACCESS

- Available at family planning clinics and doctors' offices.
- Available over the counter, or by prescription.
- IUD must be inserted by a health care provider.

STI PROTECTION

- Does not protect against STIs.



EMERGENCY CONTRACEPTION

WHAT BIRTH CONTROL METHOD AM I?

EFFECTIVENESS

- 99% effective.
- Lasts for 3 months.

WHAT IT IS & HOW IT WORKS

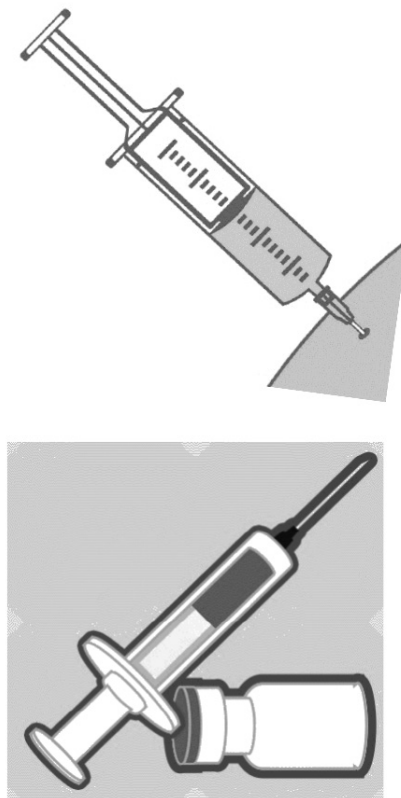
- Contains the hormone progesterin, which prevents ovulation and thickens the cervical mucus.
- Injected by a health care provider every 13 weeks.

ACCESS

- Available at family planning clinics and doctors' offices.
- Must be prescribed by a health care provider.

STI PROTECTION

- Does not protect against STIs.



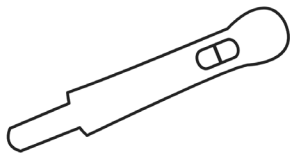
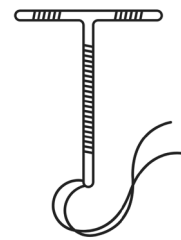
THE SHOT (DEPO-PROVERA)

BIRTH CONTROL METHODS SCAVENGER HUNT

Instructions: Find the answers to the following questions about birth control methods, using a reliable website, such as:

<https://www.bedsider.org/methods> or

<https://powertodecide.org/sexual-health/your-sexual-health/find-your-method>.

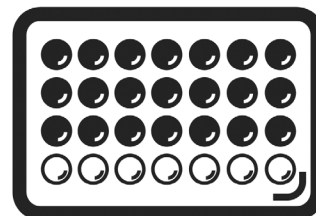


1. Complete this table of information about: hormonal, barrier, and behavioral methods of birth control.

	HORMONAL METHODS	BEHAVIORAL METHODS	BARRIER METHODS
WHAT ARE THEY?			
HOW DO THEY WORK?			
WHAT ARE TWO POSSIBLE ADVANTAGES OF USING THESE METHODS?			
WHAT ARE TWO POSSIBLE DISADVANTAGES OF USING THESE METHODS?			
WHAT ARE SOME EXAMPLES OF THIS METHOD?			

2. Answer these questions about hormonal birth control methods.

a. What do most hormonal birth control methods have in common?



b. What are the primary differences between them?

c. What are 2 examples of long-acting, reversible contraception (LARCs) and the advantages of using these methods?

d. In addition to pregnancy prevention, what are other reasons someone may decide to use a hormonal birth control method?

3. Name at least three things a person should consider when deciding what birth control method is right for them.

4. What are the advantages of using both a hormonal and a barrier method?

5. Where can someone go in your community to get birth control methods?

Instructions: Find the answers to the following questions about birth control methods, using a reliable website, such as:

<https://www.bedsider.org/methods> or

<https://powertodecide.org/sexual-health/your-sexual-health/find-your-method>.

1. Complete this table of information about: hormonal, barrier, and behavioral methods of birth control.

	HORMONAL METHODS	BEHAVIORAL METHODS	BARRIER METHODS
WHAT ARE THEY?	→ contain progestin or a combination of progestin and estrogen hormones.	→ abstinence: not having sex.	→ internal or external condoms or oral dams made out of latex or polyurethane.
HOW DO THEY WORK?	→ hormones are given by: taking pills, getting a shot, using a patch or ring, or inserting an IUD in the uterus or a small rod in the arm. → prevents ovulation (the release of an egg from the ovaries) or thickens the cervical mucus (helps to prevent the sperm from entering the uterus). Some do both.	→ withdrawal: pulling the penis out before ejaculation. → natural family planning: using a calendar and other methods to monitor menstrual cycle and only have sex during certain times of the month. → requires the ability to communicate, respect boundaries and trust your partner.	→ prevents pregnancy by creating a physical barrier so the sperm cannot reach an egg. → prevents bodily fluids (semen, vaginal fluids) from being exchanged. → prevents skin-to-skin contact to reduce the risk of STI transmission.
WHAT ARE TWO POSSIBLE ADVANTAGES OF USING THESE METHODS?	→ there are different kinds of hormonal methods, some can be long lasting and other are shorter lasting. → some you don't need to remember every day. → the hormones can make periods and cramps lighter and possibly go away all together. → they are highly effective at preventing pregnancy.	→ they don't cost anything. → can be used at anytime. → don't need to go to a doctor's office or get a prescription. → person has control over when, where, how and if ever, they are sexually active.	→ doesn't require a prescription or visit to a doctor's office/clinic. → can prevent both STIs and pregnancy. → can be easy to purchase or obtain.

	HORMONAL METHODS	BEHAVIORAL METHODS	BARRIER METHODS
WHAT ARE TWO POSSIBLE DISADVANTAGES OF USING THESE METHODS?	<ul style="list-style-type: none"> → requires a visit to a doctor's office or clinic (except for emergency contraception). → some hormonal methods may be expensive. → some people cannot take hormones for health reasons. → some people experience side effects when using hormonal methods. → they don't provide protection from STIs. 	<ul style="list-style-type: none"> → increased risk of pregnancy and STIs. → effectiveness dependent on ability to remain abstinent. → withdrawal effectiveness is dependent on partner's ability to 'pull out' before ejaculation. 	<ul style="list-style-type: none"> → must be used every time you have sex. → must have them with you when having sex. → may be difficult to obtain due to lack of transportation to get to a clinic or store. → can be expensive if buying at the store. → can be difficult to find oral dams and internal condoms. → some people are allergic or don't like the feel of them.
WHAT ARE SOME EXAMPLES OF THIS METHOD?	<ul style="list-style-type: none"> → birth control pills → the patch → the vaginal ring → IUDs → implant → Depo-Provera shot → emergency contraception (EC) 	<ul style="list-style-type: none"> → abstinence → outercourse → withdrawal → natural family planning 	<ul style="list-style-type: none"> → external condoms → internal condoms → oral dams

2. Answer these questions about hormonal birth control methods.

a. What do most hormonal birth control methods have in common?

Possible answers:

- *Safe, reliable and effective way to prevent pregnancy.*
- *They contain hormones--either estrogen and progestin or progestin only.*
- *Require a prescription and often times a visit to a clinic is required (except for EC).*
- *Can be used in advance of sexual activity.*
- *They primarily work by preventing ovulation.*

b. What are the primary differences between them?

Possible answers:

- *Delivery method varies. A person can use hormonal methods by: pill, patch, vaginal ring, having a shot or a doctor/nurse practitioner inserting an IUD or implant.*
- *Cost can vary. Sometimes not all insurances cover all types of methods or brands.*
- *Effectiveness rate can vary depending on the method and typical use.*
- *Side effects can vary.*

c. What are two examples of long-acting, reversible contraception (LARCs) and the advantages of using these methods?

Possible answers:

- *Methods include copper or hormonal IUDs and implant.*
- *Advantages: preventing pregnancy for a number of years, don't have to think about them, can be removed if considering becoming pregnant, not easily recognized/seen, does not require cooperation of sex partner.*

d. In addition to pregnancy prevention, what are other reasons someone may decide to use a hormonal birth control method.

Possible answers:

- *Regulate irregular periods (menstrual cycles).*
- *Reduce the number and flow of periods, and skip periods.*
- *Reduce cramping during periods.*
- *Help reduce acne.*

3. Name at least three things a person should consider when deciding what birth control method is right for them.

Possible answers:

- *Effectiveness in preventing STIs and pregnancy.*
- *Lifestyle/convenience – are they good at remembering to take a pill or carry a barrier method with them, are they in a setting which supports their choices.*
- *How often they have sex.*
- *Side effects and health history.*
- *Affordability (including insurance coverage).*
- *Access—is it possible to go or make return visits to a clinic.*
- *Privacy—do they not want others to know they are using a birth control method.*

4. What are the advantages of using both a hormonal and a barrier method?

Possible answers:

- *The advantages of using both a hormonal and barrier method (dual methods) are the increased protection against an unintended pregnancy and lowering the risk of STIs.*
- *Both people can feel invested in protecting themselves and their partner from an unintended pregnancy and STI transmission.*

5. Where can someone go in your community to get birth control methods?

Possible answers:

- *Family planning clinics.*
- *Primary care physician or other health care provider.*
- *School based health center.*
- *EC can be purchased at a pharmacy or drug store.*
- *Barrier methods can be purchased at a drug store, grocery store, etc.*



ACTIVITY 7D: WHAT METHOD IS RIGHT FOR ME?



Say,

Someone's decision to be sexually active and to use birth control is personal, and is influenced by many factors. What are some of the personal and health related factors that might affect someone's decision in selecting a birth control method that is right for them?

Possible answers:

- *Whether they are using birth control for pregnancy prevention or some other health reason.*
- *Their ability to get to a clinic.*
- *Confidentiality (not wanting others to know they are using a method).*
- *Medical history or conditions (i.e., allergic to latex, unable to take certain hormones).*
- *Religious or other personal beliefs around using birth control.*
- *Partner cooperation.*
- *Ability or comfort in following the directions needed for certain methods.*
- *Having negative experiences with some methods, or in seeking health care.*

FACILITATOR NOTE

The websites included in this activity cover a broader range of method options than are covered in the Birth Control Match-Up Cards. Check out the sites ahead of time to identify the website best suited for your students and to familiarize yourself with the full range of birth control methods.

- Next, we are going to look at some different scenarios and make birth control recommendations for each situation.
- Ask students to work in groups of 2-3. Give each group a scenario, and have them complete the questions. Students can use the Birth Control Method Match-Up Cards as a resource, or the following websites to get information about birth control methods.
- If you have time constraints, students can work on this activity in pairs or individually as an out-of-class homework assignment or as an assessment.

WEB RESOURCES FOR METHODS OF BIRTH CONTROL.

<https://powertodecide.org/sexual-health/your-sexual-health/find-your-method>

This website is geared toward a teen audience and includes information on individual birth control methods categorizing them as Most Effective, STI Prevention and Hormone Free.

<https://www.bedsider.org/tools/methods>

This website offers interactive tools for exploring and comparing different birth control methods. While very thorough, it is a website intended for older youth, and contains information and articles that may not suit all high school health classes. Check it out before using it for this activity.

<https://www.your-life.com/en/contraception-methods/#methods->

Although this website is sponsored by Bayer, a pharmaceutical company, it is supported by many not for profit sexual and reproductive health care associations. It offers a highly engaging, interactive format to review the various birth control methods. Users can answer a set of questions to find matches for the best birth control methods for the individual's situation.

For the ***What's Right for Me?*** scenarios, students can answer the questions based on the information from the characters in their scenario cards.

<https://www.your-life.com/en/contraception-methods/which-contraception-is-right-for-me/>



WHAT'S RIGHT FOR ME? SCENARIOS

SCENARIO #1: JESS

JESS is a healthy, good natured, positive person who is very sporty and loves to be out with friends exercising and having fun. Except for when they get their period. Then Jess is miserable and can't take part in their usual activities. Jess' periods are heavy and come with a lot of cramps and discomfort. Jess has a lot of friends and has dated a few people for short periods of time, but is generally not interested in serious relationships. Jess is spontaneous and takes things as they come, rarely making solid plans. Jess has conservative parents and although loving, they are not very open about talking about sexual health related topics. Jess has a trusted health care provider that is also Jess' mom's best friend.

Review the methods of birth control and provide Jess with a few different options that might be best for their situation:

1. _____
2. _____
3. _____

What barriers, if any, may Jess need to overcome in using any of these methods?



WHAT'S RIGHT FOR ME? SCENARIOS

SCENARIO #2: MARNIE and JT

MARNIE and JT have been sexually active for about 6 months. They've been using condoms and oral dams, most of the time anyway. They both will be graduating this year and each have plans for after high school. Because their plans will bring them to different states, they don't really know what their relationship will look like in the future. Neither of them wants to be a parent for a while, so pregnancy prevention is important to them. Marnie and JT live in a rural area and although they have a drug store nearby, getting to a clinic can be challenging. Still, they're pretty organized people, and motivated to avoid pregnancy (and STIs). While they both come from traditional, religious backgrounds, they are open-minded and have supportive parents.

Review the methods of birth control and provide Marnie and JT with a few different options that might be best for their situation:

1. _____
2. _____
3. _____

What barriers, if any, may Marnie and JT need to overcome in using any of these methods?



WHAT'S RIGHT FOR ME? SCENARIOS

SCENARIO #3: PATRICK and DEVAN

PATRICK and DEVAN recently met. Devan had just moved to a new town and met Patrick on the cross-country team at school. They both have pretty chaotic lives. Devan has been in foster care and over the years has been back and forth between her biological parents and living with foster parents. Some of the stress in Devan's life has caused migraine headaches and other health issues. Patrick also moves around a lot, staying with friends and family when his parents aren't getting along. The chaos and health issues in Devan's life have not stopped her from staying focused. Devan will do anything to reach her goals of going to school to get a degree in early childhood development. While Devan loves kids, an unplanned pregnancy would not fit in her current plans. Patrick is exploring options for life beyond high school and while his plans are wide open, he is super supportive of Devan.

Review the methods of birth control and provide Patrick and Devan with a few different options that might be best for their situation:

1. _____
2. _____
3. _____

What barriers, if any, may Patrick and Devan need to overcome in using any of these methods?



WHAT'S RIGHT FOR ME? SCENARIOS

SCENARIO #4: CASEY

CASEY is 16 and has spent the last few years thinking about their sexual orientation and gender identity. They've always felt attracted to both guys and girls and has also been exploring feelings they've had since they were younger about identifying as male. They are part of their school's diversity team and have a lot of support around being transgender. Casey has been interested in hooking up with a couple of people, and knows they're at risk of getting pregnant or an STI, so they want to be protected before being sexually active. Casey has also been part of a support group for teens thinking about transitioning, and would really be interested in not getting their period anymore, and going on hormones.

Review the methods of birth control and provide Casey with a few different options that might be best for their situation:

1. _____
2. _____
3. _____

What barriers, if any, may Casey need to overcome in using any of these methods?



WHAT'S RIGHT FOR ME? SCENARIOS

SCENARIO #5: CARLOS and EVA

CARLOS and EVA have been dating for a few months. They have both had sexual partners in the past, but neither one has been tested for STIs. They've fooled around and had oral sex, but just started having vaginal sex too. When they first had sex, they only used withdrawal because neither one is very good at planning ahead. They've also used barrier methods a few times as well, but last time the condom broke. They panicked and didn't know what to do. Even though they have a lot of fun being spontaneous, they've realized maybe they should be more careful and check out more reliable methods of birth control so they don't have any surprises!

Review the methods of birth control and provide Carlos and Eva with a few different options that might be best for their situation:

1. _____
2. _____
3. _____

What barriers, if any, may Carlos and Eva need to overcome in using any of these methods?



WHAT'S RIGHT FOR ME? SCENARIOS

SCENARIO #6: JAMAL

JAMAL is a pretty popular guy and gets a lot of attention at school from girls. He's pretty shy and doesn't really know how to go about starting a relationship. He had a one-time hook up with someone at a party a while back. They didn't use protection and it became really awkward afterwards since the person he hooked up with was worried she was pregnant! He decided he wants to go slower next time and get to know someone before having sex. Prom is coming up and there's someone he wants to ask. He also wants to think ahead about ways to protect himself and his partner, but doesn't have a lot of information. His parents aren't exactly open about these kinds of conversations, and he has a tight knit family, so if he asked anyone else in his family, he's worried they'll tell his parents.

Review the methods of birth control and provide Jamal with a few different options that might be best for his situation:

1. _____
2. _____
3. _____

What barriers, if any, may Jamal need to overcome in using any of these methods?

SCENARIO #1: JESS

JESS is a healthy, good natured, positive person who is very sporty and loves to be out with friends exercising and having fun. Except for when they get their period. Then Jess is miserable and can't take part in their usual activities. Jess' periods are heavy and come with a lot of cramps and discomfort. Jess has a lot of friends and has dated a few people for short periods of time, but is generally not interested in serious relationships. Jess is spontaneous and takes things as they come, rarely making solid plans. Jess has conservative parents and although loving, they are not very open about talking about sexual health related topics. Jess has a trusted health care provider that is also Jess' mom's best friend.

Review the methods of birth control and provide Jess with a few different options that might be best for their situation:

Answers may vary.

- Jess may want to use a birth control method that helps regulate and minimize their heavy, crampy periods, such as the pill, patch, ring, hormonal IUD or implant.
- Jess may want a method that is confidential.
- Jess may want to have barrier methods handy if their spontaneous character puts them in a position to have sex. It's also not clear if Jess has had past sexual partners and may need STI testing.

What barriers, if any, may Jess need to overcome in using any of these methods?

- This may be an opportunity to talk to their parents about wanting to be on birth control, even if they haven't seemed open to talking about these topics the past.
- Jess will need to decide what method may be most private and confidential if they do not want their parents to know they are on birth control.
- Some methods require every day, weekly, monthly use, etc. so Jess will need to decide what method will work best with their 'spontaneous' lifestyle.
- Health care providers are required to keep patient information confidential—even if it's someone they know, or a child of their best friend! Jess may still feel uncomfortable going to a provider they know, so they may decide to go to another clinic.

SCENARIO #2: MARNIE and JT

MARNIE and JT have been sexually active for about 6 months. They've been using condoms and oral dams, most of the time anyway. They both will be graduating this year and each have plans for after high school. Because their plans will bring them to different states, they don't really know what their relationship will look like in the future. Neither of them wants to be a parent for a while, so pregnancy prevention is important to them. Marnie and JT live in a rural area and although they have a drug store nearby, getting to a clinic can be challenging. Still, they're pretty organized people, and motivated to avoid pregnancy (and STIs). While they both come from traditional, religious backgrounds, they are open-minded and have supportive parents.

Review the methods of birth control and provide Marnie and JT with a few different options that might be best for their situation:

Answers may vary.

- Marnie and JT can continue to use barrier methods, trying to use them every time they have oral, anal or vaginal sex. If they have had past sexual partners and have not been tested, they may want to do that now.
- They could also look into a hormonal birth control method for pregnancy prevention. If the partner who can become pregnant wants to use a hormonal method, given the distance to the clinic, they may want a method that requires fewer clinic visits.
- Since they are both highly motivated to prevent pregnancy, they may want to look into a long-acting reversible hormonal method.
- Depending on their future, they can think about how they will protect themselves if they become involved with other people. This would include STI testing and barrier method use.

What barriers, if any, may Marnie and JT need to overcome in using any of these methods?

- Distance to their closest clinic.
- Deciding if they want to inform their parents, or if they want to make sure their birth control use remains confidential.
- Being unsure of their future together, they may want to talk about expectations to stay together or if they will see other people when they are living apart.

SCENARIO #3: PATRICK and DEVAN

PATRICK and DEVAN recently met. Devan had just moved to a new town and met Patrick on the cross-country team at school. They both have pretty chaotic lives. Devan has been in foster care and over the years has been back and forth between her biological parents and living with foster parents. Some of the stress in Devan's life has caused migraine headaches and other health issues. Patrick also moves around a lot, staying with friends and family when his parents aren't getting along. The chaos and health issues in Devan's life have not stopped her from staying focused. Devan will do anything to reach her goals of going to school to get a degree in early childhood development. While Devan loves kids, an unplanned pregnancy would not fit in her current plans. Patrick is exploring options for life beyond high school and while his plans are wide open, he is super supportive of Devan.

Review the methods of birth control and provide Patrick and Devan with a few different options that might be best for their situation:

Answers may vary.

- Condoms and abstinence (when they are living apart) are methods that they can use and would not require a visit to a clinic. They may also want to have emergency contraception available in case they are in a situation where they may have unprotected sex.
- It's not clear if they have had past sexual experience or have been tested for STIs.
- Depending on Devan's health issues, safe hormonal methods (those that do not contain estrogen) would provide effective protection from pregnancy, which they are both highly motivated to prevent.
- A method that is long acting would not require Devan to visit a clinic regularly, which may be helpful given that she moves back and forth between homes.

What barriers, if any, may Patrick and Devan need to overcome in using any of these methods?

- Devan will want to check with a health care provider to see what birth control method can be an issue with migraine headaches or her other health issues.
 - If Devan is on medication for her health issues she also should share that information with a provider to see if they may interfere with hormonal methods.
 - With both Devan and Patrick moving around to different households, they may not have regular times when they are together, so they may want to plan ahead to be sure they have barrier methods when they are together.
 - If Devan's living situation is not consistent, being on a method that is 'forgettable' and doesn't require regular clinic visits may make pregnancy prevention less stressful. Forgetting pills, or not being near a clinic may add to her chaotic life.
-

SCENARIO #4: CASEY

CASEY is 16 and has spent the last few years thinking about their sexual orientation and gender identity. They've always felt attracted to both guys and girls and has also been exploring feelings they've had since they were younger about identifying as male. They are part of their school's diversity team and have a lot of support around being transgender. Casey has been interested in hooking up with a couple of people, and knows they're at risk of getting pregnant or an STI, so they want to be protected before being sexually active. Casey has also been part of a support group for teens thinking about transitioning, and would really be interested in not getting their period anymore, and going on hormones.

Review the methods of birth control and provide Casey with a few different options that might be best for their situation:

Answers may vary.

- Casey may want to have a supply of oral dams and condoms available.
- It's not clear if Casey has had past sexual experiences, but if so, may want to get STI testing.
- Casey can talk to a provider about hormonal methods that may prevent pregnancy and also reduce the frequency of menstruation. Methods using progesterone (like the implant, shot, hormonal IUDs) can cause periods to be very light and infrequent, or stop altogether.
- These long-acting reversible methods are highly effective for pregnancy prevention and do not require remembering daily, weekly or monthly use.

What barriers, if any, may Casey need to overcome in using any of these methods?

- Casey should find a health care provider that understands and is accepting of people who are transitioning and have experience with offering hormonal therapies for those purposes.
- Casey's support group may be able to help with referrals to an open and accepting provider.
- In their process of transitioning, Casey should use barrier methods to protect from STIs and pregnancy.

SCENARIO #5: CARLOS and EVA

CARLOS and EVA have been dating for a few months. They have both had sexual partners in the past, but neither one has been tested for STIs. They've fooled around and had oral sex, but just started having vaginal sex too. When they first had sex, they only used withdrawal because neither one is very good at planning ahead. They've also used barrier methods a few times as well, but last time the condom broke. They panicked and didn't know what to do. Even though they have a lot of fun being spontaneous, they've realized maybe they should be more careful and check out more reliable methods of birth control so they don't have any surprises!

Review the methods of birth control and provide Carlos and Eva with a few different options that might be best for their situation:

Answers may vary.

- Since Carlos and Eva have not been tested for STIs, they may want to make appointments at a clinic to do that first.
- They can also continue to use barrier methods to prevent STIs for oral, anal or vaginal sex.
- Having an extra pack of emergency contraception (which they can get for reduced price at family planning) will be a good back up in case a condom breaks again or if they use withdrawal.
- They may want to find out about long term hormonal methods (IUD, implant, shot) if they want to continue to be spontaneous and also not have any more surprises.

What barriers, if any, may Carlos and Eva need to overcome in using any of these methods?

- Not planning ahead, being spontaneous and their past experience with condom breaking are some barriers they've had in the past.
- Using emergency contraception is not only less effective than other birth control methods, it can also be expensive.
- They may want to try lubricant or different types or sizes of condoms to prevent breakage in the future.

SCENARIO #6: JAMAL

JAMAL is a pretty popular guy and gets a lot of attention at school from girls. He's pretty shy and doesn't really know how to go about starting a relationship. He had a one-time hook up with someone at a party a while back. They didn't use protection and it became really awkward afterwards since the person he hooked up with was worried she was pregnant! He decided he wants to go slower next time and get to know someone before having sex. Prom is coming up and there's someone he wants to ask. He also wants to think ahead about ways to protect himself and his partner, but doesn't have a lot of information. His parents aren't exactly open about these kinds of conversations, and he has a tight knit family, so if he asked anyone else in his family, he's worried they'll tell his parents.

Review the methods of birth control and provide Jamal with a few different options that might be best for his situation:

Answers may vary.

- Jamal can wait to have sex until he is in a relationship where both he and his partners are comfortable and can talk about protection.
- Barrier methods are relatively easy to access and are available without having to rely on a partner for protection. They are also easy to access and don't require parents/guardians to know.

What barriers, if any, may Jamal need to overcome in using any of these methods?

- If Jamal wasn't sure he was ready for sex, didn't use protection and felt awkward about his prior sexual experience, he may want to take time next time to have a conversation, get consent and talk about protection with future partners.
- Prom can be an occasion when people may feel pressured to have sex. This can lead to situation where there is not consent, or protection like condoms or oral dams. If Jamal has a date for prom, he should make sure to discuss their expectations around sex ahead of time.
- Another barrier might be that Jamal doesn't feel he has anyone to go to for support and does not want his parents to know if he is sexually active.



ACTIVITY 7E: ASSESSMENT & CLOSURE



ASSESSMENT

Let students know if you will be collecting their responses.

- Give all students a notecard, or use a student journaling option.
- Ask students to write their answers to the following questions:
 1. What is one thing you learned today about birth control methods?
 2. What do you think is the best way for you to prevent both pregnancy and STIs?
 3. In making safer sex decisions for your life, who are the support people and places you can go to for getting the information and services you need?

CLOSURE

In closing the lesson, include the following key points:

- Sexual health includes protecting oneself from an unintended pregnancy or STIs.
- Other than abstinence, the dual method of using barriers along with a hormonal method is the most effective way to prevent both STIs and unintended pregnancy.
- Everyone is different. A health care provider can help you choose a birth control method that is right for you.
- Communication and consent can help partners in making decisions about which methods of protection will work in their relationship(s).
- Remember that young people in Maine can access confidential family planning services at low or no cost, without needing permission from a parent or guardian.
- Everyone can benefit from learning about birth control methods. This includes people who are having sex or not, using birth control methods for other health reasons or sharing the information with friends or family.

