

## 9<sup>th</sup> Grade, Objective 9.06

Note to Teachers: *If contraception was not taught to this class in the 8<sup>th</sup> grade, before teaching this lesson, 8.03 FDA-Approved Contraceptives to Prevent Unintended Pregnancy must be taught.* You can determine this by asking your class how many remember being taught about contraceptive methods last year? Or, you might ask them a few questions about contraception such as a following and have them write their answers on a sheet of paper without their names, pass them to someone else, and then find out what percentage of the class knew the correct answers. Questions: What method requires four injections per year (DepoProvera)? What method also gives protection against STDs? (male or female condom) What is “Double Dutch?” (Using a condom and hormonal method) What method should smokers not use? (hormonal methods) What method is worn inside the female’s vagina? (sponge, vaginal ring)

### **Objective:**

Demonstrate skills and problem solving relative to safe and effective use of methods to prevent unintended pregnancy, including abstinence.

### **Materials:**

Appendix 1 – Contraceptive Choices (cut and taped to index cards)

Appendix 2 – Contraceptive Effectiveness Key

Appendix 3 – What 50 Years of Research Tells us about a Teen Mom’s Future

“Too Young” video clip. National Campaign to Prevent Teen Pregnancy, available for purchase, on website, or linked at YouTube

Index cards (one per student)

“Too Young” fact sheet 2 (pdf), National Campaign to Prevent Teen Pregnancy

Appendix 4 – Decision Making for Health. National Health Education Standards

Appendix 5 – Goal Setting for Health. National Health Education Standards

Appendix 6a,b – Five-Step Decision-making Model

Appendix 7a, b – Teen Goals and Dreams

Appendix 8a, b – Overcoming Barriers

Appendix 9 – Letter to Teen

### **Review:**

Using Contraceptive Choices cut and taped to index cards (Appendix 1), have groups of students make a Correct Order for Contraceptive Effectiveness chart (Grade 8, 3.08)

(cut in current paragraph)

### **Focus:**

Show “What 50 Years of Research Tells Us about a Teen Mom’s Future” (Appendix 3). Ask students, *How this makes you feel and why is the statement true? Is it different for teen fathers?*

### **Statement of Objectives:**

*In this lesson we consider the possible outcomes of sexual activity, specifically focusing on unintended pregnancy at a young age and its consequences. The lesson will help you examine*

*your long-term goals and how a teen pregnancy would impact them. Finally, the lesson engages you in decision-making and problem-solving activities to help you reduce the likelihood of becoming a teen parent.*

**Teacher Input:**

Distribute note cards and ask students to write down one thing that surprises them or that they find interesting, or one question you have about the video. Show the video segment “Too Young” from the National Campaign to Prevent Teen Pregnancy clip:

<http://www.youtube.com/watch?v=PXTCoWfWI8o>

Distribute the handout “Too Young” fact sheet 2 (pdf document) from the National Campaign to Prevent Teen Pregnancy.

Have a different student volunteer to read each of the 17 bullets from the sections,

1. Too young to be parents... (3 bullets)
2. Too young to get left behind... (3)
3. Too young for healthy babies... (3)
4. Too young to support a family... (3)
5. Too young to do it alone...(2)
6. Too young to be forgotten... (2)

Ask students which of these comments surprises them (or to share what they wrote on their note card). Why? Ask students how this information makes them feel. Why? Ask what choices teens have when it comes to reducing their risk for an unintended pregnancy (responses should be abstinence or contraception or “birth control”).

*Two skills that can help you to decrease the chances of being a parent before you are ready are decision making and goal setting (show transparencies from Appendix 4 and 5).*

These are standards 5 and 6 from the National Health Education Standards, 2007 along with the specific performance indicators for the skills, grades 9 -12.

Decision Making/Problem Solving:

- examines barriers to healthy decision making;
- determines value of applying thoughtful decision making;
- justifies when individual or collaborative decision making is appropriate;
- generates alternatives;
- predicts potential short-term and long-term impact of alternatives; and
- defends healthy choices and evaluates effectiveness of health-related decisions.

*How is this skill useful in preventing an unplanned pregnancy? (possible responses: aligns values with behavior, requires one to think about consequences, have to consider if the behavior helps to accomplish goals)*

Goal Setting:

- assesses personal health practices and health status;
- develops a plan to attain a personal health goal;
- implements strategies, including self-monitoring, to achieve the goal; and
- formulates effective long-term personal health plan.

*How is this skill useful in preventing an unplanned pregnancy? (possible responses: have to think about how to accomplish future goals, requires planning to develop education/skills to attain goals, accountability for behavior)*

*Here is a basic decision making model that we will use (Appendix 6).*

**Guided Practice:**

**Teen Goals and Dreams:** Distribute handout Teen Goals and Dreams (copy Appendix 7 a, b front and back). *I am going to have you work in small groups (pairs or 3 students per group) to think about how to apply a decision making plan to a young person's life. You will each receive a brief description of your teen, including their sex, age. As a group, you must give your teen a name and description. Then you will create some short and long term goals for your teen. Consider some of your own goals for this activity.*

After groups have completed that task, ask them to list some behaviors that might be contribute to their goals beside the smiley face, and barriers to accomplishing these goals beside the frowny face.

*Now, I want you to think about your teen considering being sexually active. Using the other side of the handout, apply the decision-making model to help your teen work through the process, taking into consideration his/her short-term and long-term goals.*

Have students pair with another group and share their process. Ask the following questions:

- *What were some of the common short-term goals that you saw?*
- *Long-term goals?*
- *Was there a relationship between sexual activity and accomplishing these goals?*
- *What were some of the options for the teen that you came up with?*
- *What were there consequences?*

**Overcoming Obstacles to Teen Pregnancy Prevention:**

Place students in groups of 4 with both sexes represented in each group. Let each group “draw” a scenario card (Appendix 8 “Overcoming Barriers”) and read it to their group. Students first discuss and write down key information provided, and other information they wish they knew. Then they fill in any missing information by group consensus.

Next, using decision-making and problem-solving skills, they complete the task as provided at the bottom of the scenario card. Allow adequate time for students to be successful. Move around the room giving help or asking questions to get them “unstuck”. If one group finishes early, break them out into other groups to help.

Have three or more volunteer groups present their situation to the rest of the class. After each presentation, have students give the group a “thumbs up” if they agree with the outcome or think it is a realistic solution, “thumbs down” if they don’t think so, or “cross their arms” if they are not sure. Ask students in the audience why they voted the way they did. Try to ask questions to bring them to positive solutions.

**Independent Practice:**

*Individually, I would like you to write a letter to your teen. Educate him or her about the importance of goal setting and decision making and how each affects the other. Tell him/her about abstinence and contraceptive choices that can reduce his/her chances of becoming a teen parent. Include some of the facts about teen pregnancy from the “Too Young” handout.*

Let students use their own paper or computers or use the template from Appendix 8.

**Closure:**

*Today you have applied decision-making and goal-setting skills to prevent unplanned pregnancies. Your letters indicate that you can teach others how to use these skills to make important life decisions. Be ready to use these skills in your own life when the time comes.*

# Contraceptive Effectiveness Template (1 set per column)

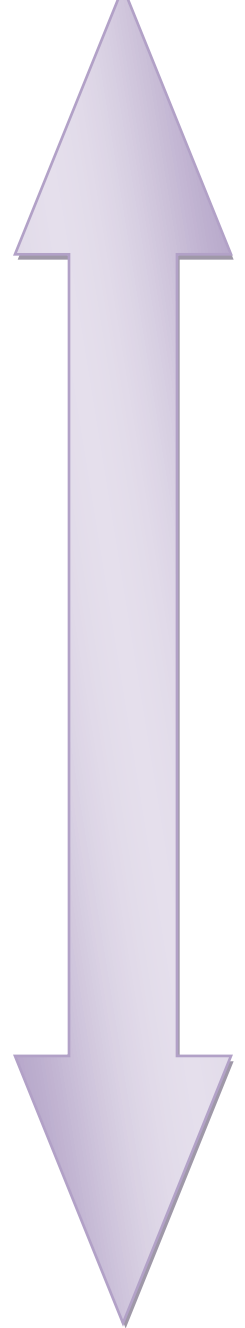


Contraceptive implants	Contraceptive implants
Injectable contraceptives	Injectable contraceptives
Oral contraceptives	Oral contraceptives
Contraceptive skin patch	Contraceptive skin patch
Vaginal contraceptive ring	Vaginal contraceptive ring
Male condom	Male condom
Female condom	Female condom
Contraceptive sponge	Contraceptive sponge
Vaginal spermicides	Vaginal spermicides
Withdrawal	Withdrawal

## Correct Order for Contraceptive Effectiveness

1. Condom plus another effective method
2. Contraceptive implants
3. Injectable contraceptives
4. Oral contraceptives
5. Contraceptive skin patch
6. Vaginal contraceptive ring
7. Male condom
8. Female condom
9. Contraceptive sponge
10. Vaginal spermicides
11. Withdrawal

Most



Least

**A teenage girl**



**who gets**

**pregnant**

**has**

**written 90% of**

**her life's**

**script**

# Decision Making for Health

NHES

National Health  
Education Standards

ACHIEVING  
EXCELLENCE

- examines barriers to healthy decision making;
- determines value of applying thoughtful decision making;
- justifies when individual or collaborative decision making is appropriate;
- generates alternatives;
- predicts potential short-term and long-term impact of alternatives; and
- defends healthy choices and evaluates effectiveness of health-related decisions.





# Goal-Setting for Health



- assesses personal health practices and health status;
- develops a plan to attain a personal health goal;
- implements strategies, including self-monitoring, to achieve the goal; and
- formulates effective long-term personal health plan.



# **Step Decision-Making Model**

1. Describe the situation that requires a decision.
2. Brainstorm options. Consider resources required.
3. Evaluate the consequences of each decision.
4. Choose the best decision and create a plan of action.
5. Act on your decision and evaluate the results.

# Teens for Decision Making Model

1. Female, 15
2. Male, 13
3. Male, 14
4. Female, 14
5. Male, 15
6. Female, 17
7. Male, 16
8. Male, 17
9. Female, 18
10. Male, 18
11. Female, 13
12. Female, 16

# Teen Goals and Dreams

Group # \_\_\_\_\_

Names:

Teen name:

Sex: M F

Age:

Characteristics (What is \_\_\_\_\_'s favorite activity/ class/ tv show? any siblings? Physical appearance?)

- 1.
- 2.
- 3.
- 4.
- 5.

Short-term goals:

- 1.
- 2.
- 3.
- 4.
- 5.



Long-term goals:

- 1.
- 2.
- 3.
- 4.
- 5.



# Applying the Model

Teen:

1. Describe the situation/problem that requires a decision or solution.

2. Brainstorm options. Consider resources required.

- 
- 
- 
- 

3. Evaluate the consequences of each decision.

- 
- 
- 
- 

4. Choose the best decision and create a plan of action.

*Action chosen:*

5. Act on your decision and evaluate the results.

*Impact on goals?*

## Overcoming Barriers to Teen Pregnancy Prevention

Natalie and Tyrese have been dating for four months and have been practicing abstinence. Neither has had sex before, however, they feel they are getting close to sexual intercourse and have talked about it. While they want to have sex they don't want to get pregnant. Natalie wants to use one of the highly effective methods of contraception. She researched birth control pills online and found that the kind that she thinks is best cost \$35.00 a month. She tells Tyrese that she cannot afford this. (Role-play Natalie and Tyrese's discussion at this point and how they can overcome this problem.)

Melissa has been talking to Adrian for almost a year and feels that it is time to take their relationship further. Melissa has never been sexually active but knows that Adrian has had multiple sexual partners. Melissa and Adrian have had many conversations about having sexual intercourse and both partners feel that they are ready. However, Melissa is uncertain of which method of contraception would be best because she wants to protect herself from STDs as well as pregnancy. (Discuss possible options for Melissa and Adrian.)

Sean has heard from his older brother and friends that condoms are uncomfortable and do not feel good. Recently Sean has been pressuring his girlfriend Amber to have unprotected sex, but she does not feel that they are ready and would like to remain abstinent. Amber tries to reason with Sean and wants to discuss possible options for contraception. Sean is unwilling to listen to Amber and argues that "pulling out" is just as effective as any method of contraception. Every idea she presents he just says no. Amber realizes that she has at least three options...(Discuss what Amber's options are and what the consequences of each are and what you think she should do.)

Megan and Dan have been sexually active for almost a month with no use of contraception. After watching a documentary on teen pregnancy in health class Dan has decided he wants to be abstinent till they find an effective form of contraception. After school Dan tells Megan about his decision and they begin to discuss the different methods of contraception but neither one of them knows where to go to get the birth control. By the way, Megan is a smoker...(Talk about the different resources they could use to have access to contraception.)

Catalina has been seriously dating her boyfriend Hernandez for two years. They both want to have sexual intercourse but Catalina refuses to have intercourse without contraception. Hernandez asks Catalina why she does not just go to the doctor and ask for a prescription. Catalina shyly informs Hernandez that she has never gone to the doctor alone and that her parents have always been there with her. Hernandez tells Catalina not to worry and that he will happily go with her however she still says no. Finally, Catalina admits to Hernandez that she is too scared to get a pelvic exam. (Role-play Catalina and Hernandez's conversation at this point and how they can overcome this problem.)

Daren finally had to admit to himself that he likes having sex with girls for fun. He has no interest in being in a relationship and for sure, doesn't want to end up on a Maury Povich "Who's Your Daddy?" show. He has already had a bad experience with gonorrhea and has recently decided that he will start using condoms every time he has sex. (Do you think Daren will be successful? Why/why not? What will help him use condoms every time? Write Daren's conversation (if any) with a potential hook-up partner.

Brian and Crystal have been sexually active for almost a year and that entire time Crystal was responsible for providing the method of contraception. Crystal decided that since both of them were engaging in the sexual activity that Brian should take some responsibility in providing protection. Crystal told Brian that if he did not get the contraception they would no longer be having sexual intercourse. Brian begged and pleaded with Crystal saying he did not know where to go to get a method. Crystal gave Brian a list of places that provided condoms and Brian finally admitted he was too embarrassed to purchase condoms or ask for them in the public eye. He also knew he could not acquire birth control for her unless she gave him her prescription. (Role-play Brian and Crystal's discussion at this point and how they should address Brian's embarrassment.)

Jessica's parents do not believe in premarital sex and have always taught her to save herself for marriage. She even signed a chastity pledge at church to please her parents. Jessica has been in a serious relationship with her boyfriend Brandon of three years and feels that they are ready to have sexual intercourse. Brandon wants to have sexual intercourse with a good method of contraception. He suggests that Jessica go on birth control pills but she refuses saying that is not an option. Jessica tells Brandon she is afraid her parents might find it and that they would go ballistic if they found out that Jessica and Brandon were having sex. (Discuss possible options for Jessica and Brandon.)

# Write a Letter

Assignment: Write a letter to your teen about considering becoming sexually active. Educate him or her about the importance of goal setting and decision making and how each affects the other. Tell him/her about abstinence and contraceptive choices that can reduce his/her chances of becoming a teen parent. Include some of the facts about teen pregnancy from the "Too Young" handout.

A large rectangular area for writing a letter. It features a vertical red margin line on the left side. The rest of the area is filled with horizontal lines: a blue line, a red line, a blue line, and a red line, repeating down the page. This layout is typical of primary or secondary school handwriting paper.