

*Rvsd 2/1/12*



## **Reasons and Methods for Preventing Pregnancy**

### **Lesson Goals**

Identify Important Future Goals

Understand How an Unplanned Pregnancy Could Interfere with Future Goals

Name and Describe Popular Methods for Pregnancy Prevention

Understand that Abstinence is the Only Way to Prevent Pregnancy and STIs/HIV

Understand that a Condom Will Protect Against Protect Against Pregnancy & STIs Most of the Time (A condom is not 100% Guaranteed)

Observe a Teacher Demonstration on the Correct Steps for Condom use

Identify all the Steps of Correct Condom Use

### **SEL Skills**

Self Awareness

Self Assessment

Relationship Skills

Responsible Decision Making

### **Terms to Use**

Personal Goals

Unplanned pregnancy

Share responsibility

Abstinence

Condom

Materials: Folders, Journals, Method's of Contraception, Condoms, Demonstration Tool for Condoms, *Steps to Correct Condom Use* handout, Posters, Markers

**Activity 1: Discuss Journal Reflections**

*~The purpose of this activity is to reflect on information taught in the previous lesson and share thoughts and ideas about STIs and HIV.*

1. How can you tell if you or someone else has an STI or HIV?
2. Given all we know about STI's - Why do so many teens contract them?
3. What are some strategies for reducing the number of new cases of STI's among teens?

**Activity 2: Anonymous Question Box (5 minutes)**

*~The purpose of the anonymous question box is to provide students with a way to ask those questions that they might feel uncomfortable asking out loud in class.*

Address student questions in the Anonymous Question Box. give students a new question to answer if they don't have one about the class material and remind them to place their anonymous questions in the box as they leave the classroom.

**Activity 3: Reasons for Preventing Teen Pregnancy**

*~ The purpose of this activity is to identify how unplanned pregnancy can change the course of one's future*

Ask students to write a personal goal on the top of their journals then ask the following questions.

- How could an unplanned pregnancy interfere with the goal you wrote down?
- How could unplanned pregnancy be difficult for a teenager?

Relate the topic of unplanned pregnancy back to the ideas discussed in the previous lessons. Stress that an unplanned teen pregnancy will have a tremendous effect on the relationship and will alter all future plans and goals. Also stress that teen pregnancy is another reason to abstain from sexual intercourse during the teen years.

## Process Questions

- How does shared responsibility about making decisions about sexual behavior apply to an unplanned pregnancy?
- How are both partners involved in pregnancy prevention?
- How does an unplanned pregnancy affect a female teen, a male teen?
- How does taking responsibility for a pregnancy affect a teenagers life?
- Who should take responsibility?

### ***Activity 4: What's in the Choosing? (20 minutes)***

***~ The purpose of this activity is to learn about popular methods of pregnancy prevention, learn how they work, how effective they are at preventing pregnancy and STIs, and what the side effects are. Students will see various samples of various methods of birth control***

Remind students that most teens choose not to have sex. [The last Metrowest Adolescent Health Survey reported that over 75% of Needham High School Seniors reported that they had not had sexual intercourse].

Remind students that wellness education is to be applied throughout their lifetime. Over the course of a lifetime, most people choose to become sexually active. Whether planned or unplanned, pregnancy is the consequence of a decision. For adults engaging in vaginal intercourse, there are a number of ways to help prevent pregnancy. Using protection during sexual activity is the best way to ensure against STI's.

Post a sign that show the names of protection methods commonly used by teens (abstinence, condoms, birth control pills, Depo-Provera shot, patch, Nuva Ring). Show students that you have hung five posters around the room, each with one of the following prompts written on it:

- "The method that you know the most about"
- "The method that you know the least about"
- "The method that is the easiest to use"
- "The method that most teens use"
- "The method that is easiest to get"

Read these prompts aloud to the class.

Give students markers and send them around to each of the posters. Each time they arrive at a poster, they should write on it the names of protection methods that they feel best fits the given prompt. Let students know that they do not have to write on every poster. After students have had a chance to write their answers on each poster, they should return to their seats to process the activity. [Another approach might be to have students write their response on a sticky note from their seats and then post them on the appropriate prompts. This might prevent students being influenced by other students responses].

Read through each prompt. Make note of some of the most popular answers. Ask students for facts they know about the methods, and correct and prompt as needed. As you go through the prompts, review key facts about use, efficacy, and access for all methods posted. Be sure to emphasize ways to move from “typical use” rate to “perfect use” rate (taking pills around the same time each day, etc.). Pass around sample materials from the Protection Kit.

### **Process Questions:**

1. What did people consider the most popular method? Why do you think this is?
2. Why would people choose one method over another?
3. Which methods are the easiest to get? Why?
4. What are some obstacles a person can encounter in trying to obtain certain methods?

**Show** students examples of various methods of birth control, explain how they work, how effective they are at preventing pregnancy and STI's, and any side effects.

### ***Activity 5: Introduction to Condom Use (10 minutes)***

***~ The purpose of this activity is to Introduce the correct steps for condom use***

Explain that aside from abstinence, only one of the methods reviewed protects against both pregnancy and sexually transmitted infections (STIs): the condom (made of latex or polyurethane). Ask students to explain how a condom is used. Tying into discussions of efficacy, explain that there are several steps to correct condom use and that following these steps can bring people closer to the “perfect” use” effectiveness of 98%.

Put up the Steps to Correct Condom Use Poster and demonstrate the steps using a condom and the demonstration tool. As an optional activity, the teacher can show that using an oil based lubricant is not safe. This can be demonstrated by inflating a condom with air and putting Vaseline on the outside of the condom. The condom will break.

### **Steps to Correct Condom Use**

- Discuss with partner decision to have sex
- Discuss protection with partner
- Check expiration date on condom
- Check the package of the condom for holes, tears, or any sign of damage
- Carefully open condom package
- Penis is erect
- Place the condom on the head of the penis
- Hold the tip of the condom to squeeze out any air
- Roll the condom down to cover the entire penis
- Use lubricant
- Have vaginal or oral sex
- Keep condom on penis until done (whether ejaculation occurs or not)
- Hold onto the rim of the condom at the base of the penis
- Withdraw the penis
- Carefully take the condom off the penis
- Throw the condom in the garbage

Use a new condom if you want to have sex again

***Condoms***

***Birth Control Pills***

***Depo-Provera Shot***

***Patch***

***Nuva Ring***

**Reflective Journaling Activity**  
Answer the following for yourself

1. What is something interesting I learned in class today?

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5. What are the benefits for me if I choose to not to participate in sexual behavior at this time in my life (physical, social, emotional, spiritual)?

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6. What might make it difficult for me to postpone participating in sexual behaviors at this point in my life?

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**Teacher's Notes:**