

COURSE: Health	GRADE(S): 9 th Grade
UNIT: Sexuality - Pregnancy Prevention	TIMEFRAME: 4 Lessons

<p>NATIONAL STANDARDS:</p> <p>STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>STANDARD 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <p>STANDARD 3: Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p>STANDARD 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>STANDARD 5: Students will demonstrate the ability to use decision-making skills to enhance skills.</p> <p>STANDARD 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>STANDARD 8: Students will demonstrate the ability to advocate for personal, family and community health.</p>
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<p>STATE STANDARDS:</p> <p>10.1. Concepts of Health</p> <p>10.1.9.A Analyze factors that impact growth and development between adolescence and adulthood.</p> <p>10.1.9.E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.</p> <p>10.2.9 Healthful Living</p> <p>10.2.9.A. Identify and describe health care products and services that impact adolescent health practices.</p> <p>10.2.9.E. Explain the interrelationship between the environment and personal health.</p> <p><i>Reading Assessment Anchors:</i></p> <p>R11.A.2 Understand nonfiction appropriate to grade level</p> <p>R11.A.2.1 Identify and apply the meaning of vocabulary in nonfiction</p> <p>R11.A.2.3 Make inferences, draw conclusions, and make generalizations based on text</p> <p>R11.A.2.4 Identify and explain main ideas and relevant details</p> <p>R11.B.1 Interpret, compare, describe, analyze, and evaluate components within and between text</p> <p>R11.B.1.2 Make connections between text</p>
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<p>UNIT OBJECTIVES:</p> <p>Compare and contrast various methods of birth control for reliability and effectiveness.</p>	<p>CONTENT:</p> <p>I. Birth control is designed to alter the conditions necessary for conception and/or pregnancy to occur. Contraception interferes with successful fertilization of an ovum by chemical or physical means.</p> <ul style="list-style-type: none"> - Considerations for choosing birth control <ul style="list-style-type: none"> o Pregnancy can occur without penetration. o Abstinence is a normal/acceptable choice.
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Identify ABSTINENCE as the most effective means of preventing pregnancy and STDs including AIDS.

Compare and contrast the various methods of birth control.

Analyze his or hers own personal choice of contraceptives based on personal needs and beliefs.

- o Any method is better than none.
- o The method should be mutually acceptable.
- o Both partners should be mutually responsible.
- o Any method that will best avoid user failure must be used prior to the act of intercourse.
- o Half of all of the pregnancies in the U.S. are unintended, resulting in 1.4 million abortions and 1.1 million births.

- Methods of Birth Control

- o Abstinence: is choosing not to have sexual intercourse.
- o Outercourse: is the expression of sexual intimacy without genital contact, i.e., kissing, petting, and fondling.
 - Reasons to abstain:
 - For religious reasons and moral beliefs.
 - Reduces the risk of STDs.
 - Only method that is 100% effective against pregnancy.
 - Reduces the risk of cervical cancer (connection between early sexual activity, multiple sex partners and increased cervical cancer in women under age 25).
 - Shows that you are stronger than peer pressure
 - Parents may discover.
 - Develop a deeper relationship based on communication, mutual interests, and shared experiences.
 - Allows time to test the relationship beyond the first attraction.
 - Allows you to explore a wide range of ways to express love and sexual feelings.
- o Oral contraceptives:
 - The combination pill, introduced in the 60's is the most widely used. It contains both synthetic estrogen and progestin, which together prevent ovulation. It is 99% to 100% effective.
 - The progestin-only pill (mini pill) contains synthetic progesterone that affects the lining of the uterus making implantation difficult. It also

causes thick cervical mucus that blocks sperm from the uterus.

o Injectable contraceptives (progestin)

- Given every three months: inhibits ovulation, thickens the lining of the uterus making implantation difficult.
- Effectiveness is 99%, slightly lower during the first three to six months.

o Subdermal implants(Norplant)

- Six silicone capsules containing progestin are implanted under the skin in the upper arm. Releases a small amount of the hormone continuously for five years. It works to prevent ovulation, thicken cervical mucus, and alter uterine lining. 97% to 99% effective.

o Barrier methods

- *Diaphragm* is a dome shaped cup that fits snugly over the cervix providing a mechanical barrier to keep sperm from entering the uterus. It should always be used with spermicidal cream or jelly.
- *Cervical cap* is a cup-shaped device that fits over the cervix and acts as a mechanical barrier. Should be used with a spermicide.
- *Spermicides* are chemicals, inserted into the vagina, prior to each act of intercourse. They kill sperm and act as a barrier. Come in foam, cream, gel, or suppository. May also be found in pre-packaged condoms.
- *Male condom* is a sheath of latex or animal skin placed over an erect penis to collect semen during ejaculation. Latex is effective in preventing STDs.
- *Female condom* is a lubricated sheath that fits the contours of the vagina. It collects sperm and prevents against STI's.

o Intrauterine devices (IUD)

- Small, flexible, plastic devices that a doctor inserts into the uterus. They affect the lining of the uterus, prohibiting implantation of fertilized egg.

o Invasive

- *Tubal ligation* is a surgical procedure that cuts and seals the fallopian tubes.
- *Vasectomy* is a surgical procedure that cuts and seals the vas

	<p>deferens.</p> <ul style="list-style-type: none"> o <u>Natural Family Planning</u> is a method in which the female predicts when ovulation will occur and abstains during this time. Involves taking temperature daily, checking cervical mucus for consistency, and tracking menstrual cycle. o <u>Withdrawal</u> is the removal of the penis before ejaculation occurs. Very ineffective. o <u>Miscellaneous</u> <ul style="list-style-type: none"> ▪ Emergency contraception pills are high-dose hormone drugs that must be used within 72 hours of unprotected sex. Recently approved by the FDA for OTC use in women age 18 and older. Prevents pregnancy by keeping a fertilized egg from implanting on the uterus. Use in emergency only! ▪ Two types: Plan B and Prevent
<p>ACTIVITIES:</p> <p>Student teams select and present one method of birth control, describing how it works, its advantages and disadvantages, its effectiveness and availability. The students who view the presentation write the information down on the "Contraceptive Study Guide" (PMSD Materials book). (Analyzing Internal/External Influences)</p> <p>Lecture on various birth control methods.</p> <p>Students create and present a pamphlet on a method of birth control. (Accessing Information and Advocacy)</p> <p>Write a short essay on which contraceptive would be the best choice for them based on their values and beliefs.</p> <p>Health Educators – PMSD Peer Education group <u>S.T.P. (Stop Teen Pregnancy)</u> Interactive presentation on the advantages of abstinence and pregnancy prevention. (This lesson is taken from the "Abstinence, Sex and Protection- Pregnancy Prevention Emphasis" packet in the PMSD Materials book.) (Self-Management and Advocacy)</p> <p>List 7 reasons to be abstinent and discuss.</p>	<p>ASSESSMENTS:</p> <p>Students will complete the "Contraceptive Study Guide" packet that compares and contrasts the various birth control methods.</p> <p>In a group, students will research and present a birth control method to the class explaining the following information: how it works, advantages and disadvantages, effectiveness, and reliability.</p> <p>Students will score a 70% or higher on a written test on birth control.</p> <p>Students will list 7 reasons to be abstinent and discuss their lists with the class.</p> <p>Students will write a personal essay on a contraceptive that he or she would choose based on needs and beliefs.</p> <p>REMIEDIATION:</p> <ul style="list-style-type: none"> ✧ Handouts that accompany lecture. ✧ Extra time as needed. ✧ Teacher assistance. ✧ Peer helpers.

Completion of worksheet "What Abstinence Means to Me." (PMSD materials book)
Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

RESOURCES:

Reducing the Risk & Building Skills to Prevent Pregnancy, STD, & HIV, by Richard P. Barth, ETR Associates (PMSD Planning Center)

Education for Sexuality, Meeks Heit Publishing Company, 1993

Birth Control Flip Chart, ETR Associates

Contraceptive Kit, Planned Parenthood (PMSD Planning Center)

Websites:

Adolescent Pregnancy, School Health Education Clearinghouse, (2005)
Retrieved on June 21, 2006 from:
<http://www.siecus.org/school/preg/preg0000.htm>

Youth Development (2005), School Health Education Clearinghouse
Retrieved on June 21, 2006 from:
<http://www.siecus.org/youth/index.html>

ENRICHMENT:

Create a poster on birth control with current prices and information.

Contact a family planning clinic and ask them to describe the services offered. Be prepared to share this information with the class via power point, poster, brochure, etc.

Research new birth control methods that will be on the market soon or are currently on the market.

Pick a contraceptive and show how it evolved through the years.