

COURSE: Health	GRADE: 12 th Grade
UNIT: Contraception	TIMEFRAME: 4 Lessons

NATIONAL STANDARDS:	
STANDARD 1:	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
STANDARD 2:	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
STANDARD 3:	Students will demonstrate the ability to access valid information and products and services to enhance health.
STANDARD 5:	Students will demonstrate the ability to use decision-making skills to enhance skills.
STANDARD 6:	Students will demonstrate the ability to use goal-setting skills to enhance health.
STANDARD 7:	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

STATE STANDARDS:	
10.1. Concepts of Health	
10.1.12.A.	Evaluate factors that impact growth and development during adulthood and late adulthood.
10.1.12.B.	Evaluate factors that impact the body systems and apply protective/preventive strategies.
10.1.12.E.	Identify and analyze factors that influence the prevention and control of health problems.
10.2. Healthful Living	
10.2.12.A.	Evaluate health care products and services that impact adult health practices.
10.2.12.B.	Assess factors that impact adult health consumer choices.
10.3. Safety and Injury Prevention	
10.3.12.A.	Assess the personal and legal consequences of unsafe practices in the home, school or community.
<i>Reading Assessment Anchors:</i>	
R11.A.2 Understand nonfiction appropriate to grade level	
R11.A.2.1	Identify and apply the meaning of vocabulary in nonfiction
R11.A.2.3	Make inferences, draw conclusions, and make generalizations based on text
R11.A.2.4	Identify and explain main ideas and relevant details
R11.B.3 Interpret, describe, and analyze concepts and organization of non-fictional text	
R11.B.3.1	Interpret, describe, and analyze the characteristics and uses of facts and opinions in non-fictional text.

UNIT OBJECTIVES:	CONTENT:
Compare and contrast ABSTINENCE and other methods of birth control.	<p>I. <i>Birth Control</i> is designed to alter the conditions necessary for conception and/or pregnancy to occur.</p> <p><i>Contraception</i> interferes with successful fertilization of an ovum by chemical, physical, or surgical methods. Interception prevents the implantation of a fertilized ovum by chemical or physical means.</p>

Differentiate between methods of birth control for effectiveness; cost, ease of use, complications, availability, embarrassment level, and side effects.

- Methods of Birth Control
 - o Abstinence is choosing not to have sexual intercourse. Person must have definite convictions and relay them to their partner.
 - Positives:
 - No health side effects
 - 100 % effective against pregnancy
 - 100% prevention of STD's
 - No future physical complications
 - No regret
 - No guilt
 - Parents approval and reinforcement
 - No worry, no emotional stress
 - Keep and maintain self-worth
 - No fear of rumors, bad reputation
 - Develop good, lasting relationships
 - Free
 - Always available
 - No embarrassment
 - Secure in knowing partner really likes you for you.
 - Develop more intimate relationships.
 - Learn to communicate
 - More creativity in dating situations.
 - More variety in dating situations.
 - Learning to be assertive and stand up for what you feel is right for you
 - Negatives
 - Societal pressures towards sexual experimentation.
 - Males-possibility of social ridicule, teasing.
 - Difficult to do if not discussed with partner.
 - Sexual frustration
 - Difficult in the heat of the moment- must be discussed and planned a head (which all contraceptives should be).
 - o Outercourse is the expression of sexual intimacy without genital contact, kissing, petting, and fondling.

- 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 percent effective.
 - *The Progestin-Only Pill (Mini-Pill)* Contains synthetic progesterone which affects the lining of the uterus making implantation difficult. It also causes thick cervical mucus that blocks the sperm from the uterus.
 - *Quarterly Combination Pill - Seasonal*: This is a 90-day oral contraceptive regiment. The number of expected menstrual periods that a woman experiences are reduced from about once a month to once every three months. As with the conventional 21-day regiment, women will have their period while taking the placebo tablets. The active hormones are taken for 12 weeks (84 days) followed by one week (7 days) of the placebo tablets.
- Injectable Contraceptives (Injectable Progestin): A shot every three months which inhibits ovulation and thickens the lining of the uterus making implantation difficult. Effectiveness is 99%, slightly lower during the first three to six months.
- Subdermal Implants (Norplant): A hormone is implanted under the skin in the upper arm where it releases small amounts of progestin, changing the lining of the uterus. 97 to 99% effective against pregnancy.
- The Patch: Looks like a square band-aid and is applied to abdomen, buttocks, upper arm, or upper torso. It is changed each week for a schedule of 3 weeks on and one week off. It works by slowly releasing a combination of estrogen and progestin hormones through the skin. In the fourth week, no patch should be worn and the woman's period should start.
- Barrier Methods:
 - *Diaphragm*: 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. In actual use, 75 to 80% effective because of user error.

- *Cervical Cap*: A cup-shaped device that fits over the cervix and acts as a mechanical barrier. Actual effectiveness is 75 to 80% effective due to improper fit.
- *Spermicidal Preparations*: Foam, gel or cream chemical that kills sperm. 78% effective.
- *Male Condom*: Thin sheath of latex or natural rubber that is placed over an erect penis to collect semen during ejaculation. This is the most effective method in reducing STD transmission. Nonoxynol-9 should be used with this method. Effectiveness: 86-95%.
- *Female Condom*: A lubricated sheath that fits the contours of the vagina, collects sperm, and prevents against STD's. Pregnancy rate of 4 to 5 %.
- *Intrauterine Devices (IUD)*: A small plastic design that fits inside the uterus and prevents pregnancy by impairing implantation. 95 to 98% effective.
- *Invasive*
 - *Tubal Ligation*: Fallopian Tubes are cut and sealed. 99% effective.
 - *Vasectomy* - Vas Deferens are cut and sealed. 99% effective.
- *Other*
 - *Douche*: Rinsing the vagina with water or spermicide to kill sperm. Less than 60% effective. Some feel this enhances the chances of pregnancy by pushing the semen higher into the vagina.
 - *Basal Body Temperature Method*: The female uses her basal body temperature to predict ovulation and then plan sexual activity. 65 to 85% effective.
 - *Natural Family Planning*: Female predicts the day of ovulation then abstains from sex during fertile days. 65% effective.
 - *Withdrawal*: This is the removal of penis before ejaculation occurs. 75% effective. Pre-ejaculatory fluid, which starts to seep out of the penis immediately upon erection; but can not be felt by the male. Can cause pregnancy, even without ejaculation (or penetration).
 - *Cervical Mucous Method*: Consistency of cervical mucous changes as ovulation approaches. Goes from clear watery to thick, sticky and stringy. The stickier and stringier, the more fertile and closer to ovulation.

<p>ACTIVITIES:</p> <p>Brainstorm methods of contraception and students place them in appropriate category.</p> <p>View and discuss the following abstinence based films:</p> <ul style="list-style-type: none"> ➤ <i>Choosing to Wait - Sex and Teenagers</i>, Sunburst – 35 minutes ➤ <i>Just Wait</i>, United Learning 14 minutes <p>Introduce upcoming contraceptives and discuss <i>Newest Contraceptives: MTV</i>: 15 minutes, 2000</p> <p>Question/ Answer Session: Students ask any questions they may have following the films. Teacher or students may answer them. (Interpersonal Communication)</p> <p>Presentation/ Explanation: Show forms of birth control; diaphragm, female condom, spermicides, IUD's with use of actual contraceptive or display. (Accessing Information, Interpersonal Communication, Advocacy) Class Discussions (Interpersonal Communication)</p> <p>Birth Control Pictionary, Meeks, Heit, pP.382 Describe different methods of birth control and how they differ from one another. (Interpersonal Communication)</p> <p><i>What's My Hat?</i>, Meeks, Heit, pp. 383 Define methods of birth control and tell how they work, instructions for proper use, their effectiveness rate, benefits and side effects. (Self-Management, Accessing Information, Interpersonal Communication)</p> <p><i>Teacher directed differentiated instructional projects and activities are ongoing and based on student need.</i></p> <p>RESOURCES:</p> <p><i>Education for Sexuality</i>, Meeks, Heit Publishing Company 1997</p> <p>Filmstrips: <i>Teenage Birth Control--Why it doesn't work</i>, Sunburst Com. 1991-92 Part 1 - Taking Chances 15 minutes Part 2 - The Facts Are 16 minutes</p>	<p>ASSESSMENTS:</p> <p>Contraceptive Graph Analysis: Students will graph 10 contraceptives including abstinence and make comparisons for effectiveness, risks, cost, and ease of use, complications, side effects, comfort level, and availability. Using the graph results, students will determine which contraceptive is the best and write an essay in support of their choice. Student or Group presentations: In a group presentation, students will research and explain the following information on a contraceptive Method.</p> <ul style="list-style-type: none"> ✧ How it works ✧ Advantages of the method ✧ Disadvantages of the method ✧ Effectiveness ✧ Availability ✧ Complications: long term, short term <p>Written Test: Choose one out of three options. Students will score seventy-percent or higher on a written test of their choice.</p> <ul style="list-style-type: none"> ✧ T/F/Multiple Choice ✧ Completion ✧ Essay <p>REMEDIATION:</p> <p>Supply study sheets with material covered in class for students who were absent for an extended period of time.</p> <p>Students will talk to a member of planned parenthood discussing the process they utilize to disseminate birth control.</p> <p>Partner student up with peer tutor from class.</p> <p>Extended time</p> <p>ENRICHMENT:</p> <p>Extra credit given for summary/critique of current event articles on contraception.</p> <p>Credit given for presenting new information about contraceptives from reputable sources.</p> <p>Credit given for finding and scheduling a qualified speaker to present new information about</p>
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<p><i>Contraceptive Update</i>, Current Health Magazine 1999</p> <p>Contraceptives: YM Magazine: 2000</p> <p>WEBSITES:</p> <p>http://www.reproline.jhu.edu/</p> <p>http://www.rickmd.com/BCMMAP.HTM</p> <p>http://healthcentralsympatico.com/mhc/top/001886.cfm</p>	<p>contraceptives.</p> <p>Research the process for an FDA approved drug.</p> <p>Review a case study of oral contraceptives explaining it in a short power point presentation.</p>
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