Birth Control Methods
Grade 9, Lesson 1

Student Learning Objectives:

To be able to...

1. Summarize how to prevent pregnancy and STIs.
2. Summarize the importance of using birth control and condoms correctly and consistently.
3. Explain the value of using condoms at the same time as another form of birth control.
4. Define emergency contraception and how it works.
5. Identify the laws related to getting birth control and STI services.
6. Know how to access medically accurate information about birth control and condoms.

Materials

Local Sexual Health Resource List
Birth Control Education Kit

Agenda:

1. Ground Rules.
2. Introduce lesson and review previous knowledge.
3. Review male and female reproductive anatomy.
4. Discuss the process of conception.
5. Define and discuss Abstinence
7. Share helpful resources.
8. Close and answer student questions.

Activities:

1. Ground Rules
   a. ASKING questions is critical to learning.
      i. Students may ask questions aloud, in writing or in private.
      ii. They may think of questions or issues they want to discuss with their parents, their doctors, their clergy or others.
      iii. Any question is a good question, even if they cannot think of the medical/standard term for something.
iv. Students should try to use medical/standard words, but it is better to ask a question using slang or baby—talk than not to ask it at all.
b. PASSING (choosing not to respond or participate) is every person’s essential right.
i. Acknowledge that sexuality is a personal issue and that discussing it can feel awkward and embarrassing.
ii. Admit that you may occasionally decline to answer a personal or embarrassing question ... this models the important skills of limit—setting.
iii. Assure students that they also have permission to “pass.”
c. PROTECTING peoples’ feelings is critical to the building of trust.
i. That means not laughing at classmates, not trying to figure out who authored an anonymous question, not putting people or groups down.
ii. It means respecting others’ rights to disagree.
iii. Protecting one’s own and other peoples’ privacy means not sharing very personal issues in the large group, not using names or relationships when you talk about personal issues, and not quoting classmates outside of class.
d. LISTENING respectfully is essential.
i. You deserve it, students deserve it and guest speakers deserve it.
e. ENCOURAGING others to follow these rules ... means positive peer pressure.
i. Students can gently remind one another of the ground rules.

2. Introduce Lesson and Explain Purpose
   a. Ask students what they remember about human reproduction:
      i. What are the cells called?
      ii. When do the systems mature?
      iii. How does a pregnancy start?
   b. Ask students, then, how does birth control prevent a pregnancy?
      i. Stops the sperm cell and egg cell from meeting.

3. Review Male and Female Reproductive Anatomy
   a. Male System
      i. Creates sperm cells and produces testosterone, the male hormone.
      ii. Describe the path of the sperm cells through the system and highlight key terms.
   b. Female System
      i. Creates egg cells and produces testosterone.
      ii. Describe the path of the egg cell during ovulation, define menstruation, and highlight other key terms.

4. Discuss the Process of Conception
   a. The human body is made of billions of cells: brain cells, blood cells, bone cells and many more.
i. This includes egg cells and sperm cells.
b. It takes an egg cell and a sperm cell to start a pregnancy.
   i. The egg cell and sperm cell are different from all the other cells in the human body.
   ii. They have half as many chromosomes.
      1. Chromosomes are the parts inside a cell that determine which characteristics are passed from generation to generation.
   iii. When sperm and egg join, their chromosomes form into pairs, making them like all the other body cells, with 2 pairs of 23 chromosomes, for a total of 46.
c. Egg cell and sperm cell can join in a few different ways: through vaginal intercourse, donation of sperm to a woman, or the help of medical technology.
d. When a man ejaculates during vaginal intercourse, a teaspoon of semen goes in the woman’s vagina.
   i. The semen contains about 300 million sperm.
   ii. Thousands enter the uterus, with help from the fluid in the woman’s cervix, and travel toward the Fallopian tubes.
e. It takes 2 days for sperm to begin reaching a Fallopian tube.
f. If the woman recently ovulated and an egg cell is present, only one sperm cell may enter the egg.
g. Fertilization is complete when the egg cell and sperm cell have joined.
   i. Over half of all fertilized eggs die for various reasons.
h. If the fertilized egg doesn’t die, then, within 12 hours, it begins to divide, becoming two cells, then four, then eight.
i. As it is dividing, it travels down the fallopian tube toward the uterus.
j. By the fourth or fifth day, the fertilized egg is only the size of a grain of sand.
k. It enters the uterus and burrows into the rich lining.
   i. This nesting process is called implantation.
l. Now conception is complete.

5. Define and Discuss Abstinence
   a. Explain to students that people have a lot of personal definitions of abstinence.
      i. The definition we are going to use in this class is that abstinence means not having oral, anal or vaginal sex.
         1. Oral sex is when one person’s mouth goes on another person’s genitals;
         2. anal sex is when a penis goes in someone’s anus or butt;
         3. and vaginal sex is when a penis goes in someone’s vagina.
   b. The reason we are including all of these types of sex in our in our definition of abstinence is because abstinence is a 100% effective way to not get pregnant or catch an STI.
   c. Since people can get STDs from oral, anal and vaginal sex, and can get pregnant from vaginal sex, we are going to include all of these types of sex in our definition of abstinence.
i. List at least 2 benefits of being abstinent, or not having sex.
   1. Possible answers: Not getting pregnant, not getting an STI, not having to worry about being pregnant, not having to worry about getting an STD, not adding pressure to the relationship.

d. The majority of high school students are abstinent.
   i. Among U.S. high school students surveyed in 2015, 54% had never had sexual intercourse.

e. When people have sexual feelings, they can still make the choice not to have sex.
   i. If people have already had sex, they can still make the choice not to have sex at any time.

6. Guess Who Game
   a. Birth control is used by people who have vaginal sex in order to prevent getting pregnant or starting a pregnancy.
   b. There are many different types of birth control to choose from. We are going to play a Guess Who game to see what you remember about birth control, and to test your knowledge of each method!
      i. IUD
      ii. Implant (Nexplanon)
      iii. Condoms
      iv. Emergency Contraception
      v. Depo shot
      vi. Pill
      vii. Vaginal ring (Nuva Ring)
      viii. Patch
      ix. Withdrawal
   c. Conclude game with including that there are other methods we did not discuss today, but the purpose of today’s lesson is to expose the community to the different options, and understand how they are similar as well as different.
   d. Not every single person is the same, so people will choose different methods of birth control as well!

7. Share Helpful Resources
   a. Sexual Health
      i. PlannedParenthood.org
      ii. StayTeen.org
      iii. SexEct.org
   b. Birth Control Methods
      i. Bedsider.org
   c. Local Sexual Health Resource Sheet
8. Answer Student Questions and Close

For questions pertaining to this specific lesson, please contact the Hult Center for Healthy Living at 309-692-6650, or by e-mailing info@hulthealthy.org
Preventing HIV and Other STIs
Grade 9, Lesson 2

Student Learning Objectives:

To be able to...

1. Describe common symptoms of and treatments for STIs, including HIV.
2. Explain the importance of STI and HIV testing and counseling if sexually active.
3. Describe the steps to using a condom correctly.
4. Make a commitment to practice healthy sexual behaviors.

Agenda:

1. Ground Rules.
2. Review STI basic concepts with video.
3. Team TurningPoint Activity- STI trivia.
4. Review local rates of STIs.
5. Discuss testing and sexual health services.
6. Condom steps demonstration.
7. Answer student questions and close.

Materials:

Local Sexual Health Resource List
Male and female condom for demonstration

Activities:

1. Ground Rules
   a. ASKING questions is critical to learning.
      i. Students may ask questions aloud, in writing or in private.
      ii. They may think of questions or issues they want to discuss with their parents, their doctors, their clergy or others.
      iii. Any question is a good question, even if they cannot think of the medical/standard term for something.
      iv. Students should try to use medical/standard words, but it is better to ask a question using slang or baby—talk than not to ask it at all.
   b. PASSING (choosing not to respond or participate) is every person’s essential right.
i. Acknowledge that sexuality is a personal issue and that discussing it can feel awkward and embarrassing.

ii. Admit that you may occasionally decline to answer a personal or embarrassing question ... this models the important skills of limit—setting.

iii. Assure students that they also have permission to “pass.”

c. PROTECTING peoples’ feelings is critical to the building of trust.

i. That means not laughing at classmates, not trying to figure out who authored an anonymous question, not putting people or groups down.

ii. It means respecting others’ rights to disagree.

iii. Protecting one’s own and other peoples’ privacy means not sharing very personal issues in the large group, not using names or relationships when you talk about personal issues, and not quoting classmates outside of class.

d. LISTENING respectfully is essential.

i. You deserve it, students deserve it and guest speakers deserve it.

e. ENCOURAGING others to follow these rules ... means positive peer pressure.

i. Students can gently remind one another of the ground rules.

2. Review STI Basic Concepts

a. Ask students what they remember learning about STIs last year.

b. Play a video reviewing basic concepts:

i. Definition

ii. Transmission

iii. Prevalence

iv. Abstinence and Prevention

v. Condoms and lubricant

vi. Testing

3. STI Trivia- Team Activity

a. Tell students they will be competing on teams to test their knowledge of STIs, HIV, condoms, and more!

b. They will not necessarily know who their score is on their team, but the more correct answers they get, the better.

c. Once a question has been answered, we will review some additional concepts or important points about the topic being addressed.

d. Tell students to pick a team and begin the game.

i. Which type of sex can pass an STI?

ii. Which body fluid can pass an STI?

iii. True or False: An STI could pass just from genital skin to skin contact.

iv. What STI will always show symptoms?

v. What is the only way to guarantee you won’t get an STI?

vi. What is a dental dam?

vii. What can lubricant do?
viii. How often should someone get tested?

4. Review Local Rates of STIs
   a. Share current STI statistics with the class.
      i. In 2016, Peoria was ranked as the #2 county with the highest rates of Chlamydia infection in Illinois, and #1 county with the highest rates of Gonorrhea infection in Illinois.
      ii. Chlamydia rates are 482/1,000 15-19 year olds.
      iii. Gonorrhea rates are 120/1,000 15-19 year olds.
   b. Ask students what this information means to them, and how we can change those numbers.

5. Discuss Testing and Sexual Health Services
   a. Brainstorm a list of places someone could go to get tested for STIs in our community.
      i. Review the Local Sexual Health Resource List
      ii. Other Sexual Health Resources
         1. PlannedParenthood.org
         2. StayTeen.org
         3. SexEct.org
         4. Bedsider.org
      iii. STI Testing in Peoria
         1. Peoria City/County Health Department
         2. Planned Parenthood
   b. Local Sexual Health Resource Sheet*
   c. Walk through what can be expected when someone goes to get an STI test.
      i. Many tests involve a urine sample- like Chlamydia and Gonorrhea.
      ii. Other tests may require a sample of blood- like HIV, Genital Herpes or Syphilis.
      iii. If there are signs of an infection, the medical professional will take a swab of the area, which is like a Q-tip.
      iv. It is very important to tell the medical professional what kind of sex a person is having, because this will help them administer the correct tests.
         1. That means that if a person is having oral and/or anal sex, but does not say so, those sites may be infected as well but will not necessarily be tested unless the patient tells their doctor.
         2. Genital swabs or urine samples may not be positive but a person could still have an infection elsewhere (oral, anal).
      v. All of this information is confidential- what does that mean?
         1. The medical professional cannot discuss any of this information with another person without your consent.
d. *If available, the In School Health Clinic staff will come to present information about testing and treatment services, and how to access the In School Health clinic.

6. **Do Condom Demonstration**
   a. The best ways to avoid getting or giving an STD are not to have sex, or to use a condom every time if a person does have sex.
   b. If people choose to use condoms, it’s important that they know the correct way to use one, so we’re going to take a few moments now to learn the steps to proper condom use.
   c. Most condoms are made of latex. If someone is allergic to this latex, there are condoms made of other kinds of material such as plastic and polyurethane.
      i. Here are the steps:
         1. First, the person looks at the package to check the expiration date and make sure there aren’t any holes.
         2. Then they carefully open the package.
         3. Before having sex, the condom is placed on the tip of the erect penis. It should look like a little hat, with the rolled side facing out.
         4. Then the person pinches the tip of the condom and unrolls the rest of the condom all the way down to the base of the penis. Pinching the tip makes a space to catch the semen when the man ejaculates.
         5. Once the condom is on, the couple has sex.
         6. After sex, before the penis gets soft, the condom is held in place while the penis is pulled out.
         7. The condom is taken off and thrown away. Condoms can only be used once.
      ii. To sum it up, the main steps are to pinch the tip of the condom and roll it down over the penis before having sex.
         1. With practice, people find condoms very easy to use.
         2. Tomorrow we will review the steps for using a condom and everyone will have a chance to practice.

7. **Answer Student Questions and Close**

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Condoms to Prevent Pregnancy, HIV and other STIs
Grade 9, Lesson 3

Student Learning Objectives:

To be able to...

1. Summarize how HIV is transmitted.
2. Summarize the importance of using condoms consistently and correctly to reduce the risk of pregnancy and HIV/STI infection.
3. Describe and demonstrate the steps to using a condom correctly.

Materials:

- Demonstration condoms
- Penis models for demonstration
- Lubricant
- Various condom brands to show variety
  a. Male condoms
  b. Female condoms
- Local Sexual Health Resource List

Agenda:

1. Ground Rules.
2. HIV/AIDS review and PrEP discussion.
4. Condom demonstration.
5. Answer student questions.
6. Condom Trivia challenge class activity.
7. Close lesson.

Activities:

1. Ground Rules
   a. ASKING questions is critical to learning.
      i. Students may ask questions aloud, in writing or in private.
      ii. They may think of questions or issues they want to discuss with their parents, their doctors, their clergy or others.
      iii. Any question is a good question, even if they cannot think of the medical/standard term for something.
      iv. Students should try to use medical/standard words, but it is better to ask a question using slang or baby—talk than not to ask it at all.
b. **PASSING** (choosing not to respond or participate) is every person’s essential right.
   i. Acknowledge that sexuality is a personal issue and that discussing it can feel awkward and embarrassing.
   ii. Admit that you may occasionally decline to answer a personal or embarrassing question ... this models the important skills of limit—setting.
   iii. Assure students that they also have permission to “pass.”

c. **PROTECTING** peoples’ feelings is critical to the building of trust.
   i. That means not laughing at classmates, not trying to figure out who authored an anonymous question, not putting people or groups down.
   ii. It means respecting others’ rights to disagree.
   iii. Protecting one’s own and other peoples’ privacy means not sharing very personal issues in the large group, not using names or relationships when you talk about personal issues, and not quoting classmates outside of class.

d. **LISTENING** respectfully is essential.
   i. You deserve it, students deserve it and guest speakers deserve it.

e. **ENCOURAGING** others to follow these rules ... means positive peer pressure.
   i. Students can gently remind one another of the ground rules.

2. **HIV/AIDS Review and PrEP Discussion**

   a. HIV is the virus that causes AIDS. It can only affect humans. HIV stands for Human Immunodeficiency Virus.

   b. HIV breaks down a person’s immune system so they can’t fight off infections. HIV attacks a special cell called T-Cells, and uses those cells to make more copies of the virus.

   c. When a person’s immune system is completely broken because of HIV, that’s when it becomes AIDS.
      i. AIDS is a disease called Autoimmune Deficiency Syndrome.
      ii. That is a terminal illness.

   d. How can we prevent HIV?
      i. Abstinence from sex and IV drugs, wearing condoms correctly and consistently, not sharing needles

   e. Can people live with HIV?
      i. Yes- medications exist that can help a person live a longer, healthy life with HIV.
      ii. The medication does not remove the virus from their body, but suppresses it- and can even make it undetectable.
         1. A person living with HIV on antiretroviral therapy (ART) with an undetectable HIV viral load in their blood for at least six months has a negligible risk of transmitting HIV to a sexual partner.
         2. Negligible means: so small as to not be worth considering; insignificant.
3. Therefore, HIV experts and health educators have described the transmission risk in public health communications as: "not transmittable", "no longer infectious", "zero risk", "no infection risk", "do not transmit", and "cannot transmit."

iii. PrEP
1. Ask the class if they have ever heard of the medication called PrEP- Pre-Exposure Prophylaxis.
2. Meant for people without HIV to take on a daily basis in order to prevent HIV.
   a. Have an HIV+ partner.
   b. Have multiple partners.
   c. Best way to reduce risk is ALSO using a condom.
3. Do you think this prevents other infections?
   a. No. This medication is only related to HIV infections.
4. Does it prevent pregnancy?
   a. No. This medication is not a birth control method.

3. Benefits of Using Condoms
   a. Ask the class to brainstorm the benefits of using condoms- or why teens would use condoms over other methods.
      i. Reduce risk of HIV and other STDs
      ii. Reduce risk of pregnancy
      iii. Variety – colors, flavors, sizes
      iv. Availability
      v. No side effects
      vi. No prescription needed
      vii. Cheap (free at some clinics)
      viii. Easy to use
      ix. Enhances responsibility and mutual respect between partners
      x. Can use with another birth control method for extra protected against pregnancy
   b. Of course, condoms work BEST when used correctly every time, because every time a couple has sex without a condom, there is a chance they could get pregnant or get an STI.

4. Demonstrate correct condom use and have students practice
   a. Demonstrate the correct steps to using a condom.
   b. The skill of using a condom correctly is very important. Lots of people find that condoms are easy to use with practice. Here are the steps.
      i. First, the person looks at the package to make sure there aren’t any holes in it and to check the expiration date.
ii. Then they carefully open the package.

iii. Before having sex, the condom is placed on the tip of the erect penis.
   1. It should look like a little hat, with the rolled side facing out.

iv. Then, the person pinches the tip of the condom and unrolls the rest of the condom all the way to the base of the penis. Pinching the tip makes a space to catch the semen when the man ejaculates.
   1. Ask the class: Can you guess what might happen if there wasn't room at the tip?
      a. Exactly: if there’s no place to catch the semen, there’s a chance that the semen might leak out the bottom of the condom into their partner’s body or even break the condom, although this is rare.
      b. Condoms work well and don’t break very often, so this is an important point.

v. Once the condom is on, the couple has sex.

vi. After sex, before the penis gets soft, the condom is held in place while pulling out.
   1. Ask the class: Why do you think it’s important to pull out the penis before it gets soft?
      a. That’s right: if the condom isn’t snug on the penis any more, there’s a chance that semen could leak out or that the condom could slip off.

vii. The condom is taken off and thrown away. Condoms can only be used once.

c. To sum it up, the main steps are to pinch the tip of the condom and roll it down the penis. And that’s how to use condoms correctly!

d. Reinforce the steps to correct condom use by having students practice.
   i. Give each student a condom and have them:
      1. (1) Check the package to see what the condom is made of and when it expire
      2. (2) Practice putting the condom on a penis model.
      3. Expect nervous giggles; let students have fun, but ask them to stay focused.
      4. Make sure to reiterate the 9 steps:
         a. Check expiration date.
         b. Carefully open package.
         c. Pinch tip of condom.
         d. Roll condom down erect penis.
e. Intercourse with condom.
f. Ejaculation with condom.
g. Hold condom on penis while pulling out.
h. Take condom off penis.
i. Throw condom in the garbage.

5. **Answer Student Questions**

6. **Condom Trivia Challenge**
   a. Break the class into 2-3 trivia teams.
   b. Read one question at a time- first team member to hit the bell and answer correctly gets a point.
   c. Play the trivia game until class concludes.

7. **Close Lesson**

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