

A Healthy Look at Sexuality

Lesson Seven

Barrier and Other Contraceptive Methods

(Adapted from 9/10 F.L.A.S.H., Lessons 20 -24,
www.kingcounty.gov/health/FLASH; and Safer Choices, Level 1, Classes 8 and 10.)

LESSON 7: BARRIER AND OTHER CONTRACEPTIVE METHODS

Time needed

One class period

Student learning objectives

1. Categorize the contraceptive methods according to how they work to prevent pregnancy (barrier, hormonal, and other), their effectiveness, and protection against sexually transmitted infections.
2. List and describe a minimum of 8 contraceptive methods.
3. Describe several individual factors that can influence people's decisions regarding contraception.
4. Recommend appropriate contraceptive options for different individuals and couples in hypothetical decision-making scenarios.
5. Demonstrate assertive communication regarding using protection.

Agenda

1. Introduction and Overview
2. Barrier and Other Methods of Contraceptives
3. Best Method
4. What Can I Say or Do?
5. Closure

Materials needed

1. Whiteboard or Newsprint
2. Appropriate markers
3. Brochure: *Birth Control: Choosing a Method That's Right for You (DOH)*
4. Contraceptive Method Kit (if available)
5. Handout: *Case Studies* (cut into strips, 1 case study per strip)
6. Worksheet: *What are the Best Methods?* (1 per student)
7. Worksheet: *What Can the Person Say?* (1 per student)
8. Anonymous Question Bag or Box
9. Index Cards of the Same Shape, Size, and Color

Preparation

1. Print 1 copy per student of the following (located under Worksheets and Printouts at the end of the lesson):
 - **Brochure: *Birth Control: Choosing a Method That's Right for You (DOH)***
 - **Handout: *Case Studies*,**
 - **Worksheet: *What Methods Could They Choose?*, and**
 - **Worksheet: *What Can I Say or Do?***

(Adapted from 9/10 F.L.A.S.H., Lessons 20 -24,
www.kingcounty.gov/health/FLASH; and Safer Choices, Level 1, Classes 8 and 10.)

Instructions

1. Introduction and Overview

- a. Ask the group what they learned in the previous lesson.
- b. In this lesson we will finish learning about the different kinds of contraceptive methods (barrier and other methods) and we will be doing an activity that demonstrates that no matter what your situation, there is a contraceptive method that will work for you if you do not want to risk getting pregnant.

2. Barrier and Other Contraceptive Methods

- a. Tell the group that we will start off with an activity that is part of a review of the **Video: “Sex Smart for Teens: Birth Control”** and the **Worksheet: Contraceptive Methods**.
- b. Draw the following chart on newsprint or whiteboard or use a transparency:

	Method of Contraceptives	M/F?	Does it require a prescription?	Does it protect against STIs?	How effective is it at preventing pregnancy?	How often is this method administered?
Barrier						
Other						

- c. Ask the group to name some barrier and other contraceptive methods. As they identify barrier and other contraceptive methods, write the names into the chart.

(Adapted from 9/10 F.L.A.S.H., Lessons 20 -24, www.kingcounty.gov/health/FLASH; and Safer Choices, Level 1, Classes 8 and 10.)

- d. Go over each of the above barrier and other contraceptive methods and as you do, fill out the remainder of the chart like the following:

	Method of Contraceptives	M/F?	Does a person need a prescription?	Does it protect against STIs?	How effective is it at preventing pregnancy?*	How often is this method administered?
Barrier	External Condom	M	No	Yes	B	Before Sex
	Internal Condom	F	No	Yes	B	Before Sex
	Diaphragm	F	Yes	No	B	Before Sex
	Sponge	F	No	No	B	Before Sex
	Spermicide (alone)	M & F	No	No	B	Before Sex
	Copper IUD	F	Yes	No	A+	Every 10 Years
Other	Continuous Abstinence	M & F	No	Yes	A+	Continuous
	Fertility Awareness Method (FAM)	F	No, but classes recommended	No	B-	Daily
	Hormonal Method + Condom	M & F	Yes	Yes	A+	Various and Before Sex
	Withdrawal	M	No	No	B-	Before Ejaculation
	Sterilization	M & F	No, but a doctor must do the procedure	No	A+	Once
*KEY¹		B- About 80%	B 81-90%	A 91-99%	A+ Over 99%	

3. Best Method

- Explain that now that they are familiar with the different kinds of contraceptive methods available, we are going to look at some case studies that describe different situations that involve making decisions about contraception. Working in small groups, their task will be to thoroughly assess the situation and make recommendations for which method(s) of contraception could meet the needs of that person or couple.
- Determine in advance how many case studies you need, and select the ones you feel are most relevant to your group if not all 10 are needed.
- Give the following instructions: Each group must select one person to read the case study aloud to the others, one person to record the group's recommendations on the worksheet, and one or two people to present the group's work to the rest of the class. Show the worksheet "What Methods

¹ Hatcher RA, Trussell J, Nelson AL, Cates W, Stewart FH, Kowal D. *Contraceptive Technology: Nineteenth Revised Edition*. New York NY: Ardent Media, 2007

(Adapted from 9/10 F.L.A.S.H., Lessons 20 -24, www.kingcounty.gov/health/FLASH; and Safer Choices, Level 1, Classes 8 and 10.)

Could They Choose?”, and explain that they need to complete both sides of the worksheet. Side 1 asks them to think about specific issues (like effectiveness, cost and personal beliefs) that need to be considered to help narrow down the list of possible methods. Side 2 asks them to then choose which methods could be appropriate for this situation. Encourage them to refer to their completed charts for information that could help them make good recommendations.

- d. Divide the participants into small groups (2-4 per group). Distribute one case study and one worksheet to each group. Give 10-15 minutes for groups to form, complete the activity, and be ready to present their recommendations to the class.
- e. One at a time, have each group read or briefly describe their case study to the class, and discuss their group’s responses to both sides of the worksheet. Use the following answers as a guide to supplement or modify the groups’ responses for each scenario as needed:

CASE STUDY 1: Tamara and Zachary

Important Considerations:

Effectiveness (Tamara wants to go to college.)

Beliefs (They have only been dating for four weeks. Zachary wants to wait to have sex until he is married.)

Recommended Methods:

Abstinence

CASE STUDY 2: Michelle

Important Considerations:

Effectiveness (she's not in a very stable situation to be a parent)

Cost (she's homeless)

STI protection (she's at very high risk, with multiple partners)

Recommended Methods:

Abstinence, hormonal method + condom, ring, shot, implant, condoms; EC on hand just in case.

CASE STUDY 3: Rebecca and Josh

Important Considerations:

Effectiveness (her life is in danger if she gets pregnant)

Medical risks (obviously)

Religious beliefs (depending upon whether they share the Vatican's belief about contraception—some American Catholics do)

Recommended Methods:

Sterilization, abstinence, FAM, IUD (non-hormonal or hormonal), hormonal method depending on their beliefs (**pill,**

(Adapted from 9/10 F.L.A.S.H., Lessons 20 -24, www.kingcounty.gov/health/FLASH; and Safer Choices, Level 1, Classes 8 and 10.)

patch, ring, shot, implant, hormonal IUD), hormonal contraceptive + condom; EC on hand just in case (again, depending on beliefs).

CASE STUDY 4: Jamie and Stan

Important Considerations:

Effectiveness (They don't know what their future holds for their relationship, and Stan wants to join the military. Jamie also lives in 2 different houses & may have difficulty remembering to bring her birth control with her when she switches houses.)

Beliefs (depends what they believe about premarital sex)

STI protection (they aren't yet in a "long-term" committed relationship)

Cost (They are high school students but Stan has a job.)

Recommended Methods:

Abstinence, hormonal method (patch, ring, shot, implant, hormonal IUD), condoms, non-hormonal IUD, hormonal method + condom, sponge, spermicide; EC on hand just in case.

CASE STUDY 5: Liz and Tony

Important Considerations:

Effectiveness (they may not be ready for children)

STI protection (they aren't in a "long-term" committed relationship beyond friendship and they may be dating other people.)

Recommended Methods:

Abstinence, condoms, hormonal method (pill, patch, ring, shot, implant, hormonal IUD), hormonal method + condoms; EC on hand just in case.

CASE STUDY 6: Casey and Anna

Important Considerations:

Effectiveness (they aren't in a stable relationship and may not be ready for children)

STI protection (they may have dated other people while they were broken up.)

Recommended Methods:

Abstinence, condoms, EC, withdrawal.

They could wait until Anna starts on a hormonal method.

CASE STUDY 7: Sonya

Important Considerations:

Effectiveness (she may not be ready for children.)

Recommended Methods:

EC if intercourse occurred

***She also may want to get tested for STIs.**

(Adapted from 9/10 F.L.A.S.H., Lessons 20 -24, www.kingcounty.gov/health/FLASH; and Safer Choices, Level 1, Classes 8 and 10.)

CASE STUDY 8: Kim and Matt

Important Considerations:

Effectiveness (they may not be ready for children)

STI protection (they aren't in a "long-term" committed relationship beyond friendship and they may be dating other people)

Recommended Methods:

Abstinence, condoms, hormonal method (pill, patch, ring, shot, implant, hormonal IUD), non-hormonal IUD, hormonal method + condoms; EC on hand just in case.

****Matt could also offer to go to the clinic with Kim, to help her feel less nervous.***

CASE STUDY 9: Rick and Stacy

Important Considerations:

Effectiveness (they seem very motivated to not get pregnant, based on their birth control history)

STI protection (they may need to get tested before they stop using condoms)

Recommended Methods:

Pill, patch, ring, shot, implant, hormonal IUD, non-hormonal IUD), diaphragm, spermicide, sponge; EC on hand just in case.

CASE STUDY 10: Jennifer and Tim

Important Considerations:

Effectiveness (they don't want to have children yet)

Recommended Methods:

Condoms, hormonal method (Implanon, patch, pill, Nuva-Ring, Depo shot, hormonal IUD), hormonal method + condoms; EC on hand just in case.

- f. Summarize the activity by asking the group to notice how each situation warranted a different decision. Ask the group: Why do you think we did that activity? Answer: To make the point that there is a method of contraception out there for everyone no matter what their situation, and that birth control needs change over time as your relationship status and lifestyle changes.

4. What Can I Say or Do? (If time allows or as homework)

- a. Introduce the situations by reminding the group of the communication skills they learned previously: aggressive, passive, and assertive communication. (Note: these situations are purposefully vague in language to make them accessible to same-sex couples.)

(Adapted from 9/10 F.L.A.S.H., Lessons 20 -24,
www.kingcounty.gov/health/FLASH; and Safer Choices, Level 1, Classes 8 and 10.)

- b. Give everyone a copy of **Worksheet: *What Can I Say or Do?*** and read the situations aloud.
- c. Tell students to imagine that they are this person, to think about what they would do in these situations, and answer the questions. Be sure to stress that these are hypothetical situations that they or their peers may find themselves in.
- d. After everyone has answered the questions, encourage people to share their responses if they feel comfortable. Stress that their answers may help others know what to say or do in pressure situations.

5. Closure

- a. Ask the students what they learned in this lesson.
- b. Pass anonymous question bag or box around.
- c. Answer anonymous questions.

Worksheets and Printouts

(Adapted from 9/10 F.L.A.S.H., Lessons 20 -24,
www.kingcounty.gov/health/FLASH; and Safer Choices, Level 1, Classes 8 and 10.)

Transparency: Barrier & Other Methods Chart

	Method of Contraceptives	M/F?	Prescription needed?	Does it protect against STIs?	How effective at preventing pregnancy?	How often is this method administered?
Barrier	External Condom					
	Internal Condom					
	Diaphragm					
	Sponge					
	Spermicide (alone)					
	Copper IUD					
Other	Continuous Abstinence					
	Fertility Awareness Method (FAM)					
	Hormonal Method + Condom					
	Withdrawal					
	Sterilization					
*KEY²	B- About 80%	B 81-90%	A 91-99%	A+ Over 99%		

² Hatcher RA, Trussell J, Nelson AL, Cates W, Stewart FH, Kowal D. *Contraceptive Technology: Nineteenth Revised Edition*. New York NY: Ardent Media, 2007

(Adapted from 9/10 F.L.A.S.H., Lessons 20 -24,
www.kingcounty.gov/health/FLASH; and Safer Choices, Level 1, Classes 8 and 10.)

Handout: Case Studies

CASE STUDY 1: *Tamara and Zachary*

Tamara and Zachary are both freshmen in high school. They have been dating for four weeks but have known each other since camp this past summer. The other day they made out and things got a little heated. Up to this point, Zachary had wanted to wait until he was married to have sex. Tamara hasn't given much thought to her beliefs about having sex, but she knows that she wants to go to college and possibly medical school.

CASE STUDY 2: *Michelle*

Michelle is 17. Seven months ago, she ran away from home after being molested by her father. Since then, she has been living on the streets and sometimes stays with friends. In order to survive, Michelle has been having sex for money, drugs, or a place to sleep. She reports having dated someone for a while but has been single for a couple of weeks.

CASE STUDY 3: *Rebecca and Josh*

Rebecca and Josh are both 34 years of age and have been married for twelve years. After the birth of their twins, Rebecca suffered two miscarriages. The couple was informed by their physician that future pregnancies would be very dangerous to Rebecca's health. Both Rebecca and Josh came from large Catholic families and were hoping to add more children to their own family. They express feeling disappointed but thankful for the four healthy children they have.

CASE STUDY 4: *Jamie and Stan*

Jamie and Stan have been dating for five months. Jamie is a sophomore in high school and lives with her father one week and with her mother the next. Stan is a senior in high school and is considering joining the Navy after he graduates. The couple doesn't want to think too far ahead and is not sure what the future holds for their relationship after Stan graduates.

CASE STUDY 5: *Liz and Tony*

Tony and Liz are both juniors in high school. In the 7th grade Liz came out to her parents as lesbian. Her bravery inspired Tony to come out to his family as gay. The two have been best friends ever since. About a month ago they had sex with each other for the first time. Tony and Liz still identify as gay and lesbian, they still refer to the other as their best friend, and they are still sexually active with one another. They find it confusing to define their relationship – but when they are together they feel comfortable and things feel right.

CASE STUDY 6: *Casey and Anna*

Casey and Anna recently broke up after having dated for a few months. They had been sexually active, and Anna had been on birth control but stopped using it when the break-up happened. Now they're at Casey's house, have decided to get back together, and really feel like having sex.

CASE STUDY 7: *Sonya*

Sonya was at a party last night, had too much to drink, and ended up going further than she intended to with someone she met there.

CASE STUDY 8: *Kim and Matt*

Kim and Matt have been dating for 1 year and having sex once or twice a week for the last couple months. They've been using withdrawal (the "pull-out" method), and it has seemed to work okay... until two weeks ago when Kim's period was late. For 10 days they worried that she might be pregnant... until finally, Kim's period came. They both realized that they never wanted to go through that experience again and want to use a more effective method of birth control, but Kim is nervous about going to a family planning clinic.

CASE STUDY 9: *Rick and Stacy*

Rick and Stacy have been together for two years and have a great relationship. A couple months ago they decided to start having sex, and agreed that Rick would use condoms and Stacy would take birth control pills. Now, Rick would like to stop using the condoms, and Stacy wants to try a method she doesn't have to take every day.

CASE STUDY 10: *Jennifer and Tim*

Jennifer and Tim are getting married soon. Both of them have waited for marriage to have sex. Although they want to begin a family in a couple of years, they want to wait until they both graduate from college before they start having children.

Worksheet: What Methods Could They Choose?

Directions: The following is a list of considerations that could influence a person's choice of contraceptive method. Use the information given in your scenario to determine how important each of these considerations might be to the person(s).

1. **How important is the effectiveness for this person or couple?**
 probably very important to this person/couple
 somewhat important to them
 probably not so important to them
 not enough information for us to guess

2. **How important is the cost for this person or couple?**
 probably very important to this person/couple
 somewhat important to them
 probably not so important to them
 not enough information for us to guess

3. **How important is STI protection for this person or couple?**
 probably very important to this person/couple
 somewhat important to them
 probably not so important to them
 not enough information for us to guess

4. **How important do medical risks need to be considered for this person or couple?**
 probably very important to this person/couple
 somewhat important to them
 probably not so important to them
 not enough information for us to guess

5. **How important are their personal beliefs about sex & contraception for this person or couple?**
 probably a major factor in this decision
 somewhat important to them
 probably not so big a factor in this decision
 not enough information for us to guess

Worksheet: What Methods Could They Choose? Side 2...

Directions: Using your knowledge of different birth control methods, and the important considerations from Side 1 of this worksheet, identify which methods would be best for the person or couple in your case study.

Check ALL that are good possibilities. Be prepared to explain your choices.

Hormonal Methods:

- Pill
- Patch
- Ring
- Shot
- Implant
- Hormonal IUD
- Emergency Contraception Pills (EC, morning after pills)

Barrier Methods:

- External Condoms
- Internal Condoms
- Diaphragm
- Sponge
- Spermicide
- Copper IUD

Other Methods:

- Abstinence
- Fertility Awareness Method (FAM)
- Hormonal Contraceptive + Condom
- Sterilization (tubal ligation or vasectomy)
- Withdrawal Method

Worksheet: What Can I Say or Do?

Directions: Read the following situations and answer the questions that follow as if you were the person in the situation. Be sure to use assertive communication, not aggressive or passive communication.

Situation 1:

You and your partner have been going out for six months and care for each other very much. You have never had sex, but have talked about it a little. There's going to be a small party at a good friend's house, where you could be alone. Your partner hints about having sex at the party. You're not ready to have sex but are worried about losing your partner.

1. State 1 reason for not wanting to have sex.

I do not want to have sex because _____

2. Describe 2 things you could say or do before going to the party to avoid being pressured to have sex before you are ready.

3. Describe 2 things you could say or do at the party to keep from having sex until you are ready.

4. Describe 2 things you could say or do after the party to delay having sex and keep the relationship going.

Worksheet: What Can I Say or Do? continued...

Situation 2:

You and your partner have been going out for 6 months and care about each other very much. *You have had sex before, but have not used protection.* There's going to be a small party at a friend's house, where you can be alone. Your partner hints about having sex again. You don't want to have sex without protecting yourselves, but are worried about how to bring it up, and how it will affect your relationship.

1. State 1 reason for not wanting to have unprotected sex.

I do not want to have unprotected sex because _____

2. Describe 2 things you could say or do before going to the party to avoid having unprotected sex.

3. Describe 2 things you could say or do at the party to keep from having unprotected sex.

5. Describe 2 things you could say or do after the party to avoid having unprotected sex and keep your relationship going.

