

# High School Birth Control Lesson

Time: 45-60 minutes

This presentation is designed to help participants understand the types of birth control methods available to them, what factors to consider when picking a method, and where to find birth control in their community.

## Outline

- Introduction (2 mins)
- Activity One: Defining Contraception/Birth Control, Factors and Access (15 mins)
- Activity Two: Exploring Methods (25 mins)
- Conclusion (3 mins)



## National Sexuality Education Standards

- SH.10.CC.1 Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception).
- SH.10.CC.2 Identify factors that impact the risk of unintended pregnancy and potential transmission of STDs, including HIV, from a variety of sexual behaviors, including vaginal, oral, and anal sex.
- SH.10.INF.2 Analyze state and federal laws and guidelines (e.g., CDC) that address sexual healthcare services for minors (e.g., contraception, emergency contraception, prenatal care, adoption, abortion, STD, including HIV, prevention, testing, and treatment).
- SH.12.INF.2 Analyze factors that can influence condom use and other safer sex decisions (e.g., availability, affordability, perception of risk, pleasure).
- SH.10.AI.2 Identify medically accurate sources of information about and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, adoption, and prenatal care).
- SH.10.DM.1 Apply a decision-making model to choices about contraceptive use, including abstinence and condoms.
- SH.10.GS.1 Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STDs (including HIV) and identify ways to overcome potential barriers to prevention.
- SH.12.GS.1 Develop a plan to access local resources and services related to reducing the risk of pregnancy and/or STDs (including HIV) transmission, including ways to overcome potential barriers to access.
- SH.10.SM.1 Demonstrate the steps to using barrier methods correctly (e.g., external and internal condoms, dental dams).



## Colorado Comprehensive Health Standards

2.4 Use a decision-making process to make healthy decisions about relationships and sexual health.

- Analyze the possible emotional, mental, social, and physical benefits for delaying sexual activity.
- Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity.
- Analyze factors that influence the choice, use, and effectiveness of contraception, including the availability of contraceptive methods.
- Compare the difference between risk avoidance, risk reduction and strategies one can utilize for each as it relates to STDs and pregnancy.



## New Mexico Health Education Standards

C1 Students will comprehend concepts related to health promotion and disease prevention.

- B1: analyze how behavior can impact health maintenance and disease prevention (PS2 fully met).
- B5: analyze how the environment influences the health of community (PS2 fully met).
- B6: describe how to delay onset and reduce risks of potential health problems during (PS2 fully met).

C2 Students will demonstrate the ability to access valid health information and health promoting products and services.

- B1: evaluate the ability and validity of health information, products, and services (PS1 fully met).
- B2: demonstrate the ability to evaluate and utilize resources from home, school and community that provide valid health information (PS3-4 partially met).
- B4: demonstrate the ability to access school and community health services for self and others (PS1 fully met).

C3 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- B1: analyze role of individual responsibility for enhancing health (PSa fully met).
- B3: analyze the short-term and long-term consequences of safe, risky and harmful behaviors (PS1 fully met).

C6 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health

- B3: predict the immediate and long-term impact of health decisions on the individual, family, peers and community (PS1 fully met).

