

## **CONDOMS + BIRTH CONTROL = PROTECTION: Using Digital Education Tools to Talk About Dual Use**

### **Objectives**

By the end of this lesson, participants will be able to:

1. Articulate the sexual health benefits of dual use.
2. Demonstrate the skills to open up a conversation about dual use with a partner.
3. Have a phone number for a health care provider that provides birth control.
4. Identify at least one strategy they plan to use/learn more about to prevent STIs and one strategy they plan to use/learn more about to prevent an unplanned pregnancy.
5. Identify at least one digital education resource to use on a phone or computer to get more information about condoms and contraception.

### **Audience**

High school-aged teens (ages 15-18)

### **Time**

45 minutes

### **Rationale**

You may be looking for new and compelling ways to show teens the benefits of using condoms and birth control together (dual use). Dual use is the most effective way to prevent both pregnancy and sexually transmitted infections for those who engage in vaginal sex. In the U.S., dual use is not practiced widely, but it continues to be practiced more by young people.<sup>1</sup> This lesson uses one of Planned Parenthood Federation of America's digital tools, "Been There. Done That," which includes videos that depict real-life situations to encourage teens to practice dual use when they choose to have sex. In this lesson, a digital tool is used alongside other interactive activities, including brainstorming, small group discussion, exploring attitudes, and reflective learning.

Planned Parenthood Federation of America's digital education tools are based on science about what works to help young people make good choices and engage in healthy behavior.<sup>2,3</sup> They were developed with the guidance of a prestigious national advisory board that included experts in adolescent development, effective health interventions, public health, and online games and digital entertainment; and were rigorously tested and made available for beta-testing online. The tools were carefully designed to ensure that they would be appealing to and relevant for youth, particularly African-American and Latino

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<sup>1</sup> Eisenberg, D. L. et al. (2012). "Correlates of dual-method contraceptive use: an analysis of the National Survey of Family Growth (2006-2008)." *Infectious Diseases in Obstetrics and Gynecology*, doi:10.1155/2012/717163.

<sup>2</sup> Guilamo-Ramos et al. (2008). A conceptual framework for the analysis of risk and problem behaviors: The case of adolescent sexual behavior. *Social Work Research*, 32(1), 29-45.

<sup>3</sup> Kirby, Douglas (2007). *Emerging Answers 2007: Research Findings on Programs to Reduce Teen Pregnancy and Sexually Transmitted Diseases*. Washington, DC: National Campaign to Prevent Teen and Unplanned Pregnancy.

youth who experience higher rates of sexually transmitted infections and unintended pregnancy.

*Please Note: The “Been There. Done That” tool itself is targeted toward teens who identify as heterosexual; however, it is important to make this lesson inclusive of LGBTQ youth because (1) LGBTQ youth are at risk of pregnancy<sup>4</sup> and (2) all youth should have the facts about sexual health risks, including pregnancy prevention.<sup>5</sup> While the target audience of the tool is heterosexual youth, this lesson aims to be inclusive of LGBTQ youth.*

## **Materials**

- A computer, projector, and speakers to use the “Been There. Done That” (beentheredonethatapp.org) digital tool.  
*Facilitator Note: This lesson uses a computer to look at this tool with the full group to facilitate a large group discussion and then participants break out into smaller groups and explore the tool using cell phones. Make sure at least one person per group has a cell phone. If cell phone use is not allowed in your classroom, you can adapt this activity by doing it as a large group discussion or having the small groups work on computers or tablets, if available.*
- Copies of **Handout - My Protection Plan** (1 per participant)
- Copies of **Educator Resource - Video Discussion Cards: Pages 1 and 2** (2 cards per each group of 2-4 participants)
- Copies of **Educator Resource - Palm Cards: High School Tools** (1 card per participant)
- Optional: Extra pens or pencils for participants to fill out handouts.
- Optional: Birth control method and STI brochures and palm cards with health center information.

## **Preparation**

In advance of the lesson:

- Become familiar with “Been There. Done That” (beentheredonethatapp.org) tool by trying it out on a computer as well as a mobile phone.
- Make copies of the handout and educator resources.
- Cue up the “Been There. Done That” digital tool at the appropriate spots (detailed in the lesson plan) on your computer and projector.

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<sup>4</sup> Saewyc, Elizabeth M., et al. (1999). “Sexual Intercourse, Abuse and Pregnancy Among Adolescent Women: Does Sexual Orientation Make a Difference?” *Family Planning Perspectives*, 31(3), 127–31.

<sup>5</sup> Blake, Susan M., et al. (2001). “Preventing Sexual Risk Behaviors among Gay, Lesbian, and Bisexual Adolescents: The Benefits of Gay-Sensitive HIV Instruction in Schools.” *American Journal of Public Health*, 91(6), 940-946.

### **Introduction (3-5 minutes)**

1. Tell the group: There are both positive and negative consequences of having sex. Today we are going to talk about some of the possible negative consequences of having sex so we will know how to avoid them. Before we start, I want to be clear that I'm not assuming that anyone here has had sex or plans to have sex anytime soon. However, it's important for all teens to have the facts about sex and sexuality so they can make healthy decisions when they are ready to have sex. Also, this is information you may be able to share with others (like friends, family members, etc.) to help them make healthy decisions, too.
2. Ask the group: Can someone please define sex for me?  
*Facilitator note: This lesson is for high school-aged youth who have learned basic information about reproductive anatomy, pregnancy, STIs, birth control, and condoms.*
3. Tell the group: If you choose to have vaginal sex (penis in vagina), you could be at risk of becoming pregnant or causing a pregnancy. If you have oral sex (a mouth touching a penis or vulva), anal sex ( penis in anus), or any other type of sex where genitals touch or body fluids are exchanged, you can be at risk of getting an STI or giving an STI to your partner. Fortunately, these are all preventable! Today's lesson is about how to prevent both pregnancy and STIs.

### **What Do You Think about Condoms and Birth Control? (25-30 minutes)**

4. Tell the group: You may have heard a lot of different things about birth control, condoms, and other methods of protection. We are going to explore more about protection by watching some brief videos. We will be breaking into small groups to discuss the videos, but we will watch the first video together.
5. Introduce the “Been There. Done That” tool (<http://beentheredonethatapp.org>).
6. Tell the group: this is a digital tool or “app” called “Been There. Done That.” It has videos about birth control, sex, and condoms from teens who've been there. You are going to get a chance to watch some of the videos, but we are going to start off by watching one together.
7. Show the first video (**Felicity, 18**)  
(<https://www.youtube.com/watch?v=dRmomUX49-M>)  
*Note: Make sure to pull up the videos in full screen mode by clicking the “[ ]” symbol on the bottom right of the video.*
8. Ask the following questions.

### **Discussion Questions**

- a. What did Felicity say she and her partner do to make it easier to use both condoms and birth control?
  - b. What are some reasons why some couples don't use both condoms and birth control?
  - c. What are some reasons why some couples do use both condoms and birth control?
  - d. Since using both condoms and birth control is the most effective way to protect against pregnancy and STIs for those who have vaginal sex, what are some other ways that couples who have vaginal sex can make it easier to use both?
9. Tell the group: Now we are going to use this app to look at some more videos.  
*Note: You will need ample space to separate the groups to watch the videos so they can focus on the videos they are assigned and not hear the other videos playing in the room. If you do not have a lot of space, try breaking participants into pairs and have them share headphones.*
10. Write down the URL (**beentheredonethatapp.org**) on the board/flipchart.
11. Break the room into small groups (3-4 people) and pass out the video discussion cards (**Educator Resource - Video Discussion Cards: Page 1 and Page 2**). Each group will watch the video on their card and answer the questions on their card about the video. Give the groups 10 minutes to discuss each video. Repeat this activity twice, so each group discusses 2 videos.
12. After the groups have watched their videos, go around the room and ask each group the following questions:

### **Discussion Questions**

- a. What happened in the videos you watched?
- b. In the videos, what were some of the challenges that were mentioned for why people don't use condoms and birth control?
- c. In the videos, what were some of the things mentioned that couples can do to make it easier to use condoms and birth control?
- d. What did your group discuss?
- e. Why is it important for couples to discuss condoms and birth control?

*Facilitator Note: If not mentioned during the discussion, when the groups talk about the “Malik” video, reinforce the message from the video that 9 out of 10 is actually the national number of kids who used some kind of protection the last time they had sex.*

### **My Protection Plan (10-15 minutes)**

13. Tell the group: Whether you plan to have sex soon or not for a long time, it’s important to think about what type of protection you and your boyfriend/girlfriend may use. I am going to pass out a worksheet that will help you start planning what protection methods you and your boyfriend/girlfriend may use (See: **Handout - My Protection Plan**).

14. Pass out the worksheet and give participants 7-8 minutes to complete.

*Facilitator Note: Because this worksheet requires participants to write down information that may be personal to them, make sure they have space to fill it out where others can’t see their answers. Also consider assigning this as a homework lesson. Another way to do this activity would be to have them individually complete the full “It Takes 2” app (<http://takestwoapp.org>) on their phones during class or as a homework assignment. Please note that the “It Takes 2 app” is targeted toward heterosexual couples, so the worksheet is more inclusive of LGBTQ youth.*

15. Ask the group the following questions.

#### ***Discussion Questions***

- a. What kinds of things did you include in your protection plan?
- b. How did it feel to create your protection plan?
- c. What can make it difficult to use protection?
- d. What can make it easier to use protection?
- e. Why is it important to talk with a boyfriend/girlfriend about sex and protection?
- f. How confident do you feel about talking to a boyfriend/girlfriend about sex and protection?
- g. Based on what you learned today, what will you do differently?

16. Bring the group back together and tell them: This worksheet is just a start. I encourage you to look at it at home and/or discuss with your boyfriend/girlfriend, trusted adult, and/or health provider.

### **Summary and Conclusion (2 minutes)**

17. Thank the participants for their efforts and emphasize the following key messages:
  - Using condoms and birth control together (dual use) is the most effective way to prevent both pregnancy and sexually transmitted infections for those who engage in vaginal sex.
  - Whether you plan to have sex soon or not for a long time, it's important to think about what type of protection you and your boyfriend/girlfriend may use.
  - It's important to talk to your boyfriend/girlfriend about using protection. It may feel difficult at first, but it will get easier with practice.
18. Hand out the palm cards (**Educator Resource – Palm Cards: High School Tools**) and tell participants that there are some apps that can help them think more about birth control and condoms as well as other situations in their lives. Refer the participants to the palm cards, and write the address **plannedparenthood.org/apps** on the board/flip chart.
19. Optional: You can also hand out other resources, such as brochures about birth control and STIs, palm cards with information about health clinics to access testing, condoms, birth control, and other services.

## My Protection Plan

**Directions:** Answer the questions below. This is just a starting point to help you think about your protection options. Bonus: Use this worksheet to talk to your partner.

**I will make an appointment at this health provider:** \_\_\_\_\_

**The phone number to make an appointment is:** \_\_\_\_\_

**The address of the health center is:** \_\_\_\_\_

**At the health center, I would like to learn more about:**

- |   |   |
|---|---|
| <input type="checkbox"/> STI testing    | <input type="checkbox"/> Birth control/pregnancy prevention |
| <input type="checkbox"/> STI prevention | <input type="checkbox"/> Other: _____                       |

**To protect against STIs, I plan to use/learn more about:**

- Abstinence from oral, vaginal, and anal sex
- Condoms
- Dental Dams
- Other: \_\_\_\_\_

**To protect against pregnancy, I plan to use/ learn more about:**

- |  |                                       |
|--|---------------------------------------|
| <input type="checkbox"/> Abstinence from vaginal sex |                                       |
| <input type="checkbox"/> Implant                     | <input type="checkbox"/> The Ring     |
| <input type="checkbox"/> Patch                       | <input type="checkbox"/> Condoms      |
| <input type="checkbox"/> The Pill                    | <input type="checkbox"/> IUD          |
| <input type="checkbox"/> The Shot                    | <input type="checkbox"/> Other: _____ |

**I will talk to the following people about my plan:**

- A parent/guardian
- Friend: \_\_\_\_\_
- Boyfriend/girlfriend/partner
- Health care provider/doctor
- Other: \_\_\_\_\_

**What is easy/good about my plan?**

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**What may get in the way/make it difficult to stick to my plan?**

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**What can I do if something gets in the way of my plan?**

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## Educator Resource

### Video Discussion Cards: Page 1

Cut out the cards and pass at least (2) cards out to each small group to prompt conversation about dual use. You may need to make multiple copies if you have a large group.

Watch the following video: **Michael, 19**

With your group, discuss the following questions:

- What do you think about what Michael said in the video?
- What reasons did Michael give for using condoms even though his partner uses an IUD? What do you think about his reasons?
- Do you think your parent/guardian would want you to use condoms and birth control if you had sex? Why or why not?

Watch the following video: **Michael, 19**

With your group, discuss the following questions:

- What do you think about what Michael said in the video?
- What reasons did Michael give for using condoms even though his partner uses an IUD? What do you think about his reasons?
- Do you think your parent/guardian would want you to use condoms and birth control if you had sex? Why or why not?

Watch the following video: **Alicia, 17**

With your group, discuss the following questions:

- What do you think about what Alicia said in the video?
- Do you think that getting birth control is easy to do?
- What may be difficult about getting birth control?
- How would you overcome each thing you listed as difficult?

Watch the following video: **Alicia, 17**

With your group, discuss the following questions:

- What do you think about what Alicia said in the video?
- Do you think that getting birth control is easy to do?
- What may be difficult about getting birth control?
- How would you overcome each thing you listed as difficult?

Watch the following video: **Malik, 17**

With your group, discuss the following questions:

- What do you think about what Malik said in the video?
- Do most teens you know use some form of birth control or condoms if they are having sex? Do you think most teens in the U.S. do?
- It is a fact that most teens use protection. Why might some teens think that most teens don't use protection?

Watch the following video: **Malik, 17**

With your group, discuss the following questions:

- What do you think about what Malik said in the video?
- Do most teens you know use some form of birth control or condoms if they are having sex? Do you think most teens in the U.S. do?
- It is a fact that most teens do use protection. Why might some teens think that most teens don't use protection?



**Video Discussion Cards: Page 2**

Cut out the cards and pass at least (2) cards out to each small group to prompt conversation about dual use. You may need to make multiple copies if you have a large group.

Watch the following video: **Marie, 18**

With your group, discuss the following questions:

- What do you think about what Marie said in the video?
- How would you feel if you got pregnant or got someone else pregnant at your age?
- Have you heard myths about birth control methods like the pill?
- How can you find accurate information about things you hear about birth control?

Watch the following video: **Marie, 18**

With your group, discuss the following questions:

- What do you think about what Marie said in the video?
- How would you feel if you got pregnant or got someone else pregnant at your age?
- Have you heard myths about birth control methods like the pill?
- How can you find accurate information about things you hear about birth control?

Watch the following video: **Devon, 18**

With your group, discuss the following questions:

- What do you think about what Devon said in the video?
- Where can teens get condoms?
- How would you feel about getting condoms?
- What would make it easier to get condoms?
- Why is it important to get condoms before you need them?

Watch the following video: **Devon, 18**

With your group, discuss the following questions:

- What do you think about what Devon said in the video?
- Where can teens get condoms?
- How would you feel about getting condoms?
- What would make it easier to get condoms?
- Why is it important to get condoms before you need them?

Watch the following video: **Lourdes, 19**

With your group, discuss the following questions:

- What do you think about what Lourdes said in the video?
- How would it feel if your partner asked you not to use condoms or birth control?
- What would you say if your partner didn't want to use condoms or birth control?
- What body language and tone of voice could you use to communicate to your partner that you are serious about using condoms and birth control?

Watch the following video: **Lourdes, 19**

With your group, discuss the following questions:

- What do you think about what Lourdes said in the video?
- How would it feel if your partner asked you not to use condoms or birth control?
- What would you say if your partner didn't want to use condoms or birth control?
- What body language and tone of voice could you use to communicate to your partner that you are serious about using condoms and birth control?

**Palm Cards: High School Tools**

Make copies of these cards and hand them out to participants to access the tools on their own for further learning.

**Want to learn more?  
Try out these apps!**

**Been There. Done That**  
beentheredonethatapp.org

**My Birth Control**  
mybirthcontrolapp.org

**It Takes Two**  
takestwoapp.org

**Fast Forward**  
fastforwardapp.org

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