



### Learner Outcomes

#### **P12 Examine aspects of healthy sexuality and responsible sexual behaviour**

- **describe sexually healthy actions and choices for one's body, including abstinence**

### How To Use

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This lesson is designed to be completed AFTER the [lesson on sexually transmitted and blood-borne infections](#) (STBBIs). This lesson plan contains numerous activities to achieve the learner outcome above. You may choose to do some or all of the activities, based on the needs of your students and the time available. Some of the activities build on the ones that come before them, but all can be used alone.

For a quick lesson, combine activities A, C and I.

### Classroom Activities & Timing

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- A. Ground Rules (5-10 minutes)
- B. Introducing Birth Control (15-20 minutes)
- C. Birth Control Kit (15-20 minutes)
- D. Promoting Birth Control (40-60 minutes)
- E. Birth Control Values Clarification (10-20 minutes)
- F. Benefits and Barriers (15-25 minutes)
- G. Birth Control Role Plays (30-40 minutes)
- H. Birth Control Kahoot! Quiz (15-20 minutes)
- I. Question Box (5-10 minutes)

See also the [Differing Abilities](#) lesson plans on [Preventing Pregnancy](#).

### Required Materials

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HANDOUTS: [Birth Control Kit](#)

HANDOUTS: [Birth Control Health Information Sheets](#)

HANDOUT: Promoting Birth Control

[SLIDES](#): Reproductive Systems

[SLIDE](#): Effectiveness

[KAHOOT! QUIZ](#) and ANSWER KEY: CALM Birth Control

HANDOUT: Benefits and Barriers

HANDOUT: Birth Control Scenarios 1-6

Poster paper

All the diagrams/slides are also available as PDFs in [CALM Diagrams](#).

## Background Information for Teachers

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### Abstinence and Birth Control

The only sure way to avoid pregnancy is to abstain from any activity where a penis or semen are near the vaginal area (including anal and vaginal sex or penis/vaginal touching).

For students who engage in sexual activity, these strategies can reduce the risk of pregnancy:

- Choosing sexual activities that cannot lead to pregnancy (e.g., mutual masturbation, oral sex)
- Correctly and consistently using dual protection. Condom plus another method of birth control increases birth control effectiveness and also reduces the risk for STBBIs.
- Clear communication with partners about intentions, limits and safer sex

For the most up-to-date information about birth control methods, see the [Birth Control Health Information Sheets](#).

All birth control methods work by preventing either ovulation, fertilization, or implantation. Typical effectiveness of a method is related to how often the person using it has to think about and correctly use the method.

When teaching about birth control, methods can be grouped in different ways. For example, in the past educators often divided birth control methods into groups based on how they prevented pregnancy (barrier, hormonal, spermicides and other).

Recently, health educators are grouping birth control methods into a different set of categories, in part to emphasize the high effectiveness of long-acting reversible contraceptives (LARCs) over time:

<b>Long-acting reversible contraceptives (LARCs)</b>	<b>Short-acting reversible contraceptives (SARCs)</b>	<b>Used in the moment</b>
<ul style="list-style-type: none"> <li>• Birth control implant</li> <li>• Copper IUD</li> <li>• Hormonal IUD</li> </ul>	<ul style="list-style-type: none"> <li>• Birth control injection</li> <li>• Birth control patch</li> <li>• Birth control pill</li> <li>• Birth control ring</li> </ul>	<ul style="list-style-type: none"> <li>• Abstinence</li> <li>• Diaphragm*</li> <li>• External Condom</li> <li>• Fertility awareness</li> <li>• Internal Condom</li> <li>• Vaginal spermicide**</li> <li>• Withdrawal(pulling out)</li> </ul>

\*Diaphragms are rarely used in Canada, as the required spermicidal jelly is no longer available.

\*\*Vaginal spermicides come as film or foam. It is recommended that vaginal spermicides be used with another form of birth control such as condoms.

**Inclusive Language**

Language is complex, evolving, and powerful. In these lessons, [inclusive language](#) is used to include all students, including those with diverse gender identities, gender expressions and sexual orientations. This includes the use of ‘they’ as a singular gender-neutral pronoun.

A person’s sex can be assigned at birth as male or female. Some people are intersex (the reproductive, sexual, or genetic biology of a person is unclear, not exclusively male or female or otherwise does not fit within traditional definitions of male or female). Assigned sex is independent of gender.

Gender identity is a person’s internal sense of identity as girl/woman, boy/man, fluid among genders or no gender (regardless of what sex they were assigned at birth).

For many people, their gender is the same as the sex they were assigned at birth (cisgender). For others, their gender identity is different from the sex they were assigned at birth. They may use terms like transgender, trans, non-binary, gender fluid, gender queer, agender or others, to describe their gender identity. The umbrella term ‘trans’ is primarily used here, to describe people whose gender identity and sex assigned at birth differ. While this umbrella term does not fit everyone, the intention is to be as inclusive as possible.

When teaching about birth control, it is important not to assume that sexual orientation or gender identity defines a person's sexual behaviours (e.g., that youth identifying as gay don't need birth control). Talk about birth control, activities, people, body parts and processes without assigning gender, sex or sexual orientation.

## A. Ground Rules

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Ensure [ground rules](#) are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can help ensure a successful lesson.

## B. Introducing Birth Control

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Students begin to examine birth control. Comprehensive background information for each method can be found in the [Birth Control Health Information Sheets](#). This material is a review of concepts covered in grade 8 Health.

### What is birth control?

- Birth control refers to the different methods used to prevent pregnancy.
- Birth control works by stopping ovulation, fertilization or implantation.
- Birth control is often called “contraception”.

A [national study of Canadian teens](#) in 2018 showed about **16% of grade 9 students** and **26% of grade 10 students** reported having had sex.

### Why is it important to learn about birth control?

- Factual information is critical to make healthy decisions now and in the future.
- Some people have sex in their teen years. Many do not.
- Birth control methods help to prevent pregnancy. Some methods also protect against STBBIs. All students benefit from understanding birth control methods and the role of abstinence and condoms for STBBI protection no matter their sex assigned at birth, gender identity, gender expression or sexual orientation.
- Many people use hormonal birth control methods like the pill for other reasons, such as to regulate menstrual cycles or limit PMS symptoms (cramping, heavy periods, acne, etc.)

### What are some different methods of birth control? List all the methods you have heard of, even if you don't think they are reliable.

- List the methods identified by students on the board under the heading **Methods of Birth Control**.

- If students need prompting to get started, display the [Birth Control Tool](#)

**In the list we just created, which of the methods do not work (unreliable)?**

Cross out any myths and explain why they do not work. If you do not know the reliability of a particular method mentioned in the discussion, this can be an excellent opportunity to model the use of evidence-based resources to find out, or ask for volunteers to research and report back to the class.

## C. Birth Control Kit

The [Birth Control Kit](#) can be downloaded and printed for use in the classroom. Some schools/teachers may also be able to borrow a kit that contains samples of a few birth control methods from the public health nurse or public/community health centre assigned to the school. This material is a review of concepts covered in grade 8 Health.

For more information on each method of birth control, see the [Birth Control Health Information Sheets](#).

The birth control kit contains one page of pictures and one page with general information for each of the following birth control methods:

- Abstinence
- Birth Control Injection
- Birth Control Patch
- Birth Control Pill
- Birth Control Ring
- External Condom
- Emergency Contraception
- Fertility Awareness
- Internal (vaginal) Condom
- Implant
- IUD
- No Method
- Tubal Ligation
- Vasectomy
- Withdrawal

The effectiveness rate of each birth control method is given for typical use. Most methods have a higher “perfect use” rate. For a comparison of typical vs. perfect use, see the [Birth Control Effectiveness Graph](#).

1. Print all of the pages of the birth control kit single-sided. Consider using card stock or laminating the pages. On the general information pages, cover up the name of the birth control method using tape.
2. Give each student one page from the kit. Some students will have pictures, some will have general information pages. If there are not enough pages for every student, have some students share or print additional copies of some methods.

3. Ask the students with the picture pages to move about the room and find the person who has the corresponding information page for that method of birth control.
4. When all the pairs are matched, check and make sure that each pair has correctly matched the picture and the information page for the same birth control method. They can peel the tape off to check their match is correct. Make any changes as needed.
5. Ask each pair to form a group with other pairs into these categories:
  - LARCs
  - SARCs
  - Used in the moment
  - Other
6. Ask each group to decide if their methods offer fair, good or excellent protection against pregnancy and sexually transmitted and blood-borne infections (STBBIs).
7. Display or handout copies of the [Which Birth Control Methods Protect Against STIs?](#) table for groups to check their answers.
8. You may find it helpful to review reproductive anatomy and physiology, using the **Reproductive System** diagrams, when explaining different birth control methods.
9. Debrief this activity. Questions can include:

**What do you think is the best method of birth control? Why?**

- There is not one method that is best for everyone. The best method for any one person is the one that is safe for them, that they want to use and that they use correctly and consistently. When looking at single method birth control, the implant and hormonal IUD are most effective with typical use.
- If someone is sexually active, dual protection is the most effective strategy. Dual protection means using a condom to decrease the chances of getting an STI, and using another method of birth control (such as the pill, patch, ring, or IUD) to prevent pregnancy.

**In a sexual relationship, who is responsible to ensure birth control is used?**

- Using birth control is a shared responsibility, especially as dual protection is the most effective way to prevent unintended pregnancies and STIs. It is the responsibility of all partners to be informed about proper use.
- Being open and honest with sexual partners about the use of birth control is part of ethical behaviour in relationships.

- Telling a partner you are taking birth control when you are not, promising to 'pull out' with no intention of doing so, or removing a condom without your partner's knowledge, are examples of unethical behaviour in sexual relationships.

## D. Promoting Birth Control

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*Students work together to create promotional materials encouraging their peers to use birth control if they are sexually active.*

1. Form groups of 3-5 students, and assign each group one method of birth control to promote. Give students copies of the [Birth Control Health Information Sheet](#) that corresponds to the birth control method they will be promoting.
2. Give each group the **Promoting Birth Control** handout.
3. Allow groups time to plan and create their promotional material as outlined on the handout.
4. Have groups present their promotional material to the class.
5. Consider displaying completed assignments in the class or around the school.
6. Debrief using the following discussion questions:
  - What are some of the most important things to know about each of these methods of birth control?
  - How realistic were the promotions? Are there any other suggestions to make these products more appealing to teens who have decided to become sexually active?

## E. Birth Control Values Clarification

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*Students explore their own thoughts around becoming sexually active and the use of birth control.*

1. Place the following signs around the room indicating a range of acceptance levels for different statements.
  - **Yes, Strongly Agree**
  - **Yes, Agree**
  - **Neutral**
  - **No, Disagree**
  - **No, Strongly Disagree**
2. Remind students that everyone has a right to their own opinion. Reinforce the ground rules, particularly about confidentiality and

respecting differences. You may want to remind students about the difference between facts and values, and the role each plays in making decisions.

3. Read each statement one at a time, and ask students to stand near the sign that best describes their values or beliefs.

Statements:

- It is a boy's responsibility to buy condoms.
  - Birth control is only a girl's responsibility.
  - Abstinence is a realistic birth control option for most teens.
  - If you can't talk with your partner about sex or birth control ahead of time, then you shouldn't be having sex.
  - I would not buy condoms from a store where I might know someone.
  - Having sex without using birth control for the first 1 or 2 times is OK because the chances of getting pregnant are very low.
  - Using birth control is against my beliefs.
4. After each statement is read and students have placed themselves beneath a heading, encourage students to explain why they chose to stand under one heading over another. Use the following questions to guide the discussion:
    - What made you decide to stand where you did?
    - How does your decision to stand there affect other people?
    - Are you comfortable where you are standing?
    - Would there be a situation that would make you stand somewhere different?

## F. Benefits and Barriers

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*Students examine various reasons for not using birth control at all, or for using it inconsistently or incorrectly, and strategize ways to overcome those barriers.*

1. Have students form groups of 3-5 students.
2. Distribute the **Benefits and Barriers** handout to each student.



3. Ask half of the groups to fill in the Benefits section, and the other half of the groups to fill in the Barriers section.
4. Dissolve the groups and ask students to pair up with someone who filled in the other half of the **Benefits and Barriers** handout.
5. Have pairs explain what they wrote on their half to their partner, and see if they can come up with any additional ideas to add to either side.
6. Come back together as a large group. Ask the students to share some benefits and some of the barriers they identified to using birth control consistently and correctly. Brainstorm solutions or alternatives to overcome as many of the barriers as the group can think of.

Sample answers:

Benefits (depend greatly on the type of birth control, some apply only to certain methods) may include:

- Prevent pregnancy
- Manage painful periods
- Regulate menstrual cycle
- Control acne

Students may come up with many barriers, these are just a few suggestions to show how solutions can be framed for each barrier.

Barriers	Solutions
<b>Forgetting to take it daily</b>	<ul style="list-style-type: none"> <li>• Consider a LARC such as the shot or IUD</li> <li>• Consider a SARC such as ring or patch instead of pill</li> <li>• Use a reminder app</li> </ul>
<b>Side effects such as acne</b>	<ul style="list-style-type: none"> <li>• Talk to doctor about changing brand or method</li> <li>• Know that side effects are likely to lessen with time and that some methods actually help control acne</li> </ul>
<b>Afraid of losing sensation during sex</b>	<ul style="list-style-type: none"> <li>• Use a different brand or type of condom</li> <li>• Use lubricant</li> </ul>
<b>Not being able to afford birth control prescription</b>	<ul style="list-style-type: none"> <li>• Talk to health care provider about free or lower cost options</li> </ul>

## G. Birth Control Role Plays

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*Students develop communication and decision-making skills related to effective birth control use.*

*Everyone has the right to information about birth control, even if they don't use it. Using gender inclusive language avoids excluding people who are trans, non-binary and gender diverse.*

1. Explain that the following role play activity will allow students to practice skills required for discussing, deciding about and using birth control.
2. Divide the class into small groups.
3. Give each group a **Birth Control Scenario** card.
4. Explain that groups must plan and present a role play based on the scenario they were given.
5. Give groups 5-10 minutes to plan and practice their role play. You can choose to have everyone play a character in the role play, or allow some students to help plan the presentation but not have a speaking role.
6. Instruct the audience to listen carefully to each presentation, and inform them that there will be a discussion after each presentation.
7. Have each group begin by reading the scenario and introducing the actors and their roles. Groups then act out the role play.
8. After each presentation, use the following questions to lead a discussion:
  - What skills were used to decide about or use birth control?
  - Can you suggest other ways the characters may have handled this situation?
  - What were your feelings as you watched this role play?
9. Debrief the entire activity using the following questions :
  - Why can communicating about birth control with a partner be so difficult?
  - How can a person talk with their partner about their feelings regarding having sex at this time/age/situation?
  - What are some effective ways to start talking about birth control with a partner?

## H. Birth Control Kahoot! Quiz

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*This quiz can be a pre- and post-test, great review, wrap-up of the unit, or a fun energizer in between other activities. For more information on using Kahoot!, visit [kahoot.com](https://kahoot.com)*

1. Open the Kahoot! Quiz: [CALM Birth Control](#)
2. As a class, answer the quiz questions and discuss the answers together. You can play the quiz in individual or team mode.

## I. Question Box

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*Answer any questions from the [question box](#) in the previous lesson. Have students submit any new questions and address them next class.*

*Addressing the questions at the next class allows you time to review the questions and prepare responses.*

## Self-Reflection

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During the lesson, were:

- Ground rules being followed?
- Good practices established regarding group work and discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?

## Student Assessment

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During the lesson, did students:

### Knowledge:

- Define birth control?
- Outline the importance of learning about birth control?

### Skills:

- Exemplify appropriate listening and speaking skills during class discussion?
- Practice communication and decision making skills for birth control use?

### Attitudes:

- Recognize the importance of using birth control?

# Promoting Birth Control

*Together with your group, produce material for a teen audience that promotes the correct and consistent use of birth control. Follow the steps outlined below.*

1. Choose one of the following types of promotional material for your group to create:
  - Poster:** a one-sided poster complete with colour and graphics
  - Pamphlet:** a fold-out pamphlet complete with colour and graphics
  - Commercial:** a advertisement complete with written script and a live or recorded presentation
  
2. Choose **one** of the following commonly used birth control methods as a focus for your group:
  - Abstinence
  - Birth control pill, patch or ring
  - Birth control injection
  - IUD
  - Condom (internal or external)
  
3. Do your research. Your promotion must address each of the following questions:
  - a. What is the method?
  - b. How does the method work?
  - c. How effective is this method at protecting against pregnancy/STBBIs?
  - d. What are 3 pros and 3 cons of this method?
  - e. Do you need a prescription?
  - f. What does it cost to use this method?

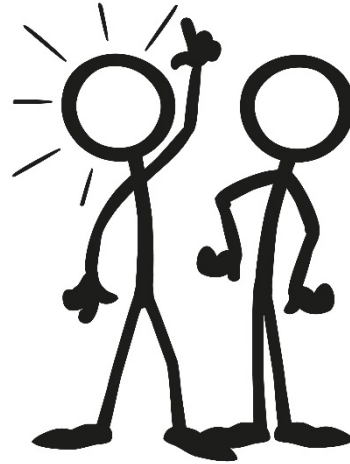


4. Plan the layout/design of your promotion. **Ensure that the promotion could convince a teen audience to use the method.**

5. Work together to develop a finished product.

6. Use the following checklist to ensure you have created high quality promotional material:

- Topic is obvious
- Design/format appeals to a teen audience
- Design/format is creative
- Design/format is easy to understand and highlights the most important information
- Information is accurate
- Information is appropriate
- Information is complete (all 6 questions in step 3 are answered.)
- The promotion could convince a teen audience to use the method.**



7. Present your finished project to the class.

# Benefits and Barriers

**List all the benefits of using birth control.**

Some people use birth control consistently and effectively because...

**List all the possible barriers to using birth control consistently and effectively.**

Some people use birth control incorrectly or don't use birth control at all because...

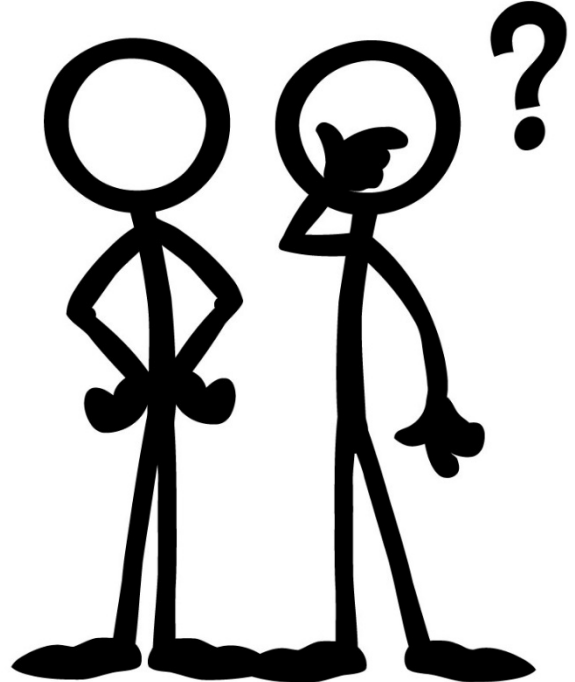
# Birth Control Scenario 1

Pete and Indri regularly use condoms to protect themselves against STBBIs and unplanned pregnancies. One evening the condom breaks during sex.

Work together as a group to write and perform a conversation with appropriate suggestions about birth control decision making and birth control use.

Role-play scenarios can include conversations between any combination of:

- Pete
- Indri
- A friend
- A parent or teacher
- A doctor, nurse or pharmacist



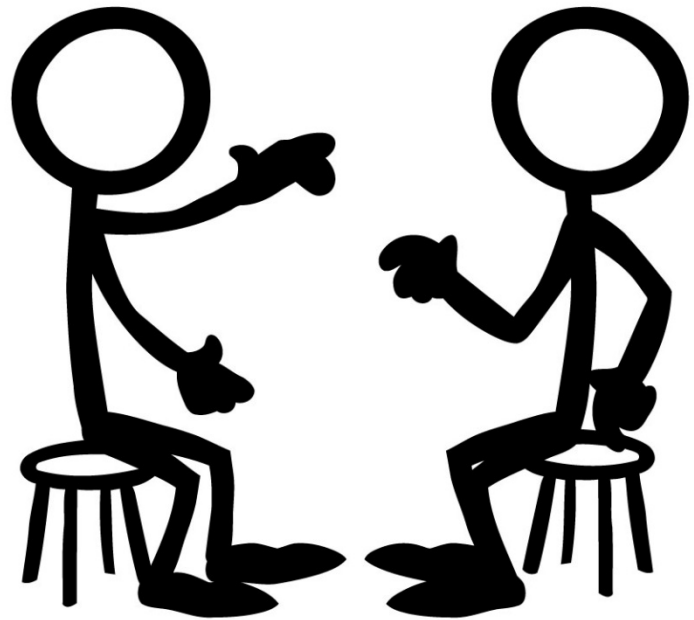
# Birth Control Scenario 2

Karen has been dating Hashim for a few months. Karen is considering having sex with Hashim, but isn't sure what method of birth control to use.

Work together as a group to write and perform a conversation with appropriate suggestions about birth control decision making and birth control use.

Role-play scenarios can include conversations between any combination of:

- Karen
- Hashim
- A friend
- A parent or teacher
- A doctor, nurse or pharmacist





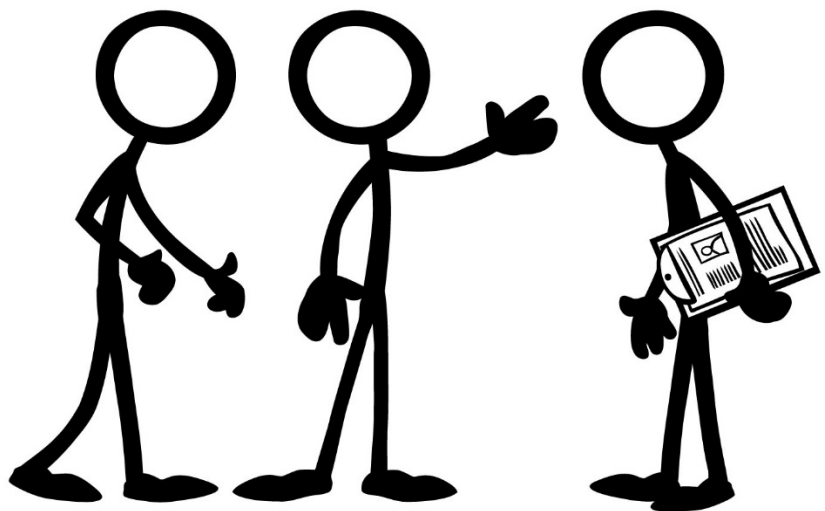
# Birth Control Scenario 3

Julian and Phuong just had sex for the first time. They chose to use the withdrawal (pulling out) method for birth control.

Work together as a group to write and perform a conversation with appropriate suggestions about birth control decision making and birth control use.

Role-play scenarios can include conversations between any combination of:

- Julian
- Phuong
- A friend
- A parent or teacher
- A doctor, nurse or pharmacist



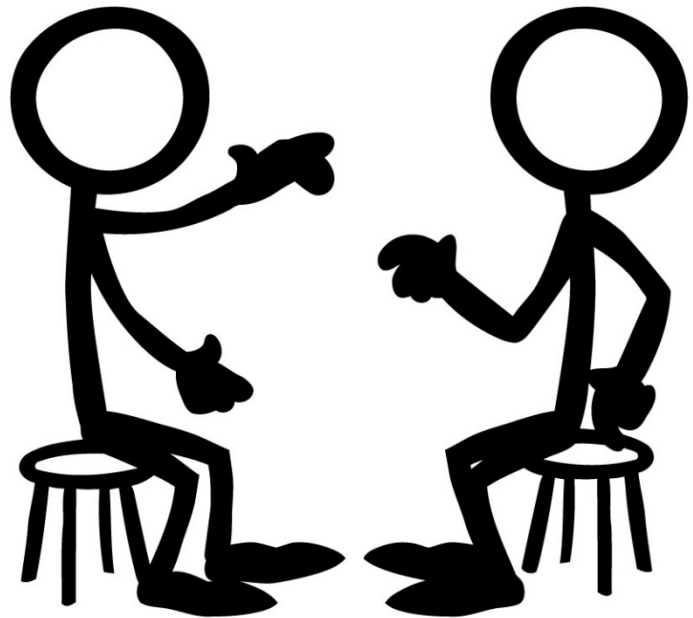
# Birth Control Scenario 4

Zev and Lian have been dating for six months and they have talked about having sex. Lian is on the pill, but wants Zev to use a condom as well. Zev doesn't want to wear a condom because they think it will decrease sensation.

Work together as a group to write and perform a conversation with appropriate suggestions about birth control decision making and birth control use.

Role-play scenarios can include conversations between any combination of:

- Zev
- Lian
- A friend
- A parent or teacher
- A doctor, nurse or pharmacist



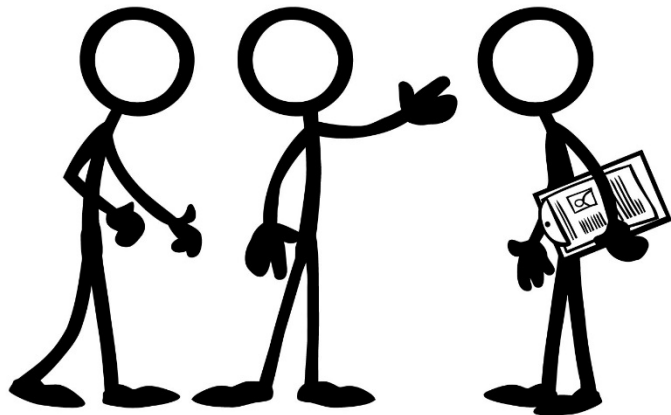
# Birth Control Scenario 5

Japheth and Halah have been in a monogamous relationship for many months. They have both been tested for STBBIs and have received results showing they are clear of any infection. They no longer use condoms. Instead, Halah takes a birth control pill. She is careful to take it at breakfast each day. One Friday night, when Japheth and Halah are making out and planning to have sex, Halah realizes she forgot to take her pill that morning.

Work together as a group to write and perform a conversation with appropriate suggestions about birth control decision making and birth control use.

Role-play scenarios can include conversations between any combination of:

- Japheth
- Halah
- A friend
- A parent, teacher or counsellor
- A doctor, nurse or pharmacist



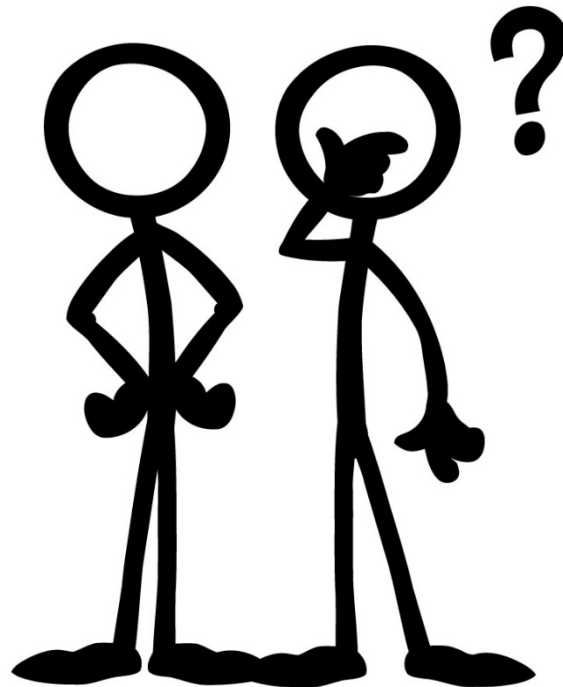
# Birth Control Scenario 6

Kim and Arjun have been going out for quite a while and find themselves becoming closer and closer to having sex. Neither of them is comfortable talking about birth control.

Work together as a group to write and perform a conversation with appropriate suggestions about birth control decision making and birth control use.

Role-play scenarios can include conversations between any combination of:

- Kim
- Arjun
- A friend
- A doctor, nurse or pharmacist
- A parent, teacher or counsellor



## ANSWER KEY: CALM Birth Control Quiz

Correct answers are in bold text.

1. A person can get pregnant if they have sex during their period.
  - **True**
  - False

A person is not protected from pregnancy during menstruation. Since each person's menstrual cycle is different, it's almost impossible to predict which days are 'safe'. Sperm can survive for several days in the fallopian tubes, so sex well before ovulation could still result in a pregnancy.

2. A female must have an orgasm to become pregnant.
  - True
  - **False**

Pregnancy occurs when a sperm fertilizes an egg. This can happen whether or not the female has an orgasm.

3. Reasons for taking the birth control pill include:
  - **A person's menstrual periods might become more regular.**
  - **A person may get fewer cramps before or during their period.**
  - **A lower chance of getting pregnant if sexually active.**
  - A person can't get an STI on the pill.

Some people may choose to be on the birth control pill because of its effects on menstrual periods or premenstrual symptoms, even if they don't require birth control for sexual activity. The pill does not provide any protection from STIs. With typical use, the pill is 91% effective at preventing pregnancy.

4. Which of the following are methods of emergency contraception?
  - **Plan B® pills**
  - **Copper IUD**
  - Spermicide
  - All of the above

There are 3 types of emergency contraception.

**Copper IUD:** The most effective form of emergency contraception. Decreases the risk of pregnancy by 99% if put in within 5 days of unprotected sex. The copper IUD provides ongoing protection from pregnancy. You need a prescription and will need to see a health care provider to have it inserted.

**Levonorgestrel:** (e.g., Plan B®, NorLevo®, Next Choice®, Option 2®) Decreases the risk of pregnancy by 50-90% depending on when it's taken. Effectiveness decreases significantly after 72 hours of having unprotected sex. Levonorgestrel does not provide ongoing protection from pregnancy and is not intended to be used as a regular form of

## Kahoot! Quiz Answer Key

birth control. You do not need a prescription and levonorgestrel is available at most drug stores and sexual health clinics.

**Ulipristal Acetate:** (e.g., Ella®) Decreases the risk of pregnancy by about 85% and has the same effectiveness if taken within 5 days of having unprotected sex. You need a prescription for ulipristal acetate pills.

None of the methods of emergency contraception protect against STIs.

5. If someone chooses to be sexually active, using the condom and the pill is
- the least effective method for protecting against pregnancy
  - **a good method of pregnancy prevention and STI protection**
  - overkill and unnecessary
  - only necessary if one person has an STI

For those who are sexually active, combining a hormonal method with a barrier method provides good protection from pregnancy and STIs.

6. The birth control injection is
- **given every 3 months to prevent pregnancy.**
  - given every month to prevent STIs.
  - given twice a year to prevent acne.
  - given every month to prevent pregnancy.

The birth control injection Depo-Provera® (also known as the shot or the injection) is given every 3 months (12 weeks). It contains the hormone progestin, which prevents the egg from being released. It works within 24 hours if the shot is given within the first 5 days after a person's period starts.

7. An IUD prevents the sperm from fertilizing the egg.
- **True**
  - False

The IUD works primarily by preventing fertilization. It can also prevent implantation after fertilization. A hormonal IUD may also prevent ovulation in some users.

8. After ejaculation, sperm may live longer than 48 hours.
- **True**
  - False

Sperm can live inside the body for 3 to 5 days after ejaculation.

## Kahoot! Quiz Answer Key

9. A person can become pregnant without having vaginal sex.

- **True**
- False

Any time a penis or semen come into contact with the vaginal area there is a risk of pregnancy even if the penis does not enter the vagina. In addition, many people become pregnant using assisted reproductive technologies like in vitro fertilization (IVF) that don't involve sex at all.

10. A condom can become damaged by:

- **being carried in a person's pant pocket**
- **finger nail tear when opening the package**
- **using oil-based lubricants like Vaseline**
- **being left in a car's glove box**

Condoms need to be stored at room temperature and out of direct sunlight. You can store latex condoms in a wallet for up to one month. Condoms carried in the pocket of pants can be placed under strains that could rupture packaging or create small tears in the condom. Other common reasons condoms break include fingernail tears, exposure to heat or sunlight, unrolling the condom before putting it on and using oil based lubricants like lotion, mineral oil or Vaseline.

11. Using two condoms is safer than using just one.

- True
- **False**

Two condoms are not better than one. Putting on more than one condom at a time will not increase protection. In fact, there is increased friction between the two condoms which means that the condoms are more likely to break during sex. The same is true for the internal (vaginal) condom - it should not be used at the same time as an external (male) condom.

12. Talking about birth control before having sex is an important part of healthy relationships.

- **True**
- False

There are physical and emotional consequences, as well as relationship consequences, that come from the decision to be sexually active. Effective communication skills are an important part of setting sexual limits and ensuring that a person's actions align with their values.