



## Discussion Guide

For Adults Working with Teens

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### Lesson: The Long Walk to the Pharmacy: Purchasing Plan B

#### Learning Objectives

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

- 1) Clarify and describe their decision-making regarding four scenarios involving the emergency contraception Plan B.
- 2) Describe the experience of a teen who purchased Plan B at a pharmacy after reading the Sex, Etc. story “The Long Walk to the Pharmacy: Purchasing Plan B.”

#### Materials

- Four signs, each with a number 1, 2, 3 or 4 on it
- Tape
- Copies of “The Long Walk to the Pharmacy: Purchasing Plan B” —one per student
- Copy of “Plan B: Four Corners Scenarios” —one per instructor

#### Preparation

Hang each sign in one corner of the room.

#### Procedure

1. Ask students, “Is there anything that people can do to prevent pregnancy after they have had unprotected sexual intercourse?” (Facilitator’s Note: Depending on your students’ responses, explain as much or as little of the following as needed. Emergency contraception, sometimes called the “morning-after pill,” is contraception girls can take up to five days after having unprotected sexual intercourse to prevent pregnancy. The sooner she takes Plan B, the better it works to prevent pregnancy.) [5 minutes]

2. Distribute copies of “The Long Walk to the Pharmacy: Purchasing Plan B” and read together with your students. Ask the following discussion questions:

- What do you think about the story?
- What could Emily, the author, have done differently when the pharmacist asked



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her personal questions?

- How do you think you would feel if you went to a pharmacy and tried to buy Plan B?

[10 minutes]

3. Next, explain that you will be reading a scenario and four choices about what to do next for each scenario. The task is to decide which of the four choices best represents what they would do in that situation.

(Facilitator's Note: Some students might resist the four choices and instead think of a better alternative. You can allow that discussion or ask them to choose one of the four options at your discretion.)

Once students have decided, they are to move to the corner of the room that represents their choice. They will then have time to discuss their choice with others in their group. Remind students that there are no right or wrong answers.

[2 minutes]

4. Read the first scenario twice, pointing to the corners that represent each option. Have students move to the appropriate corner that represents their choice. Once students have moved to a corner, instruct them to talk with others in their group about why they believe that choice is the best one, since people might have made the same choice but for different reasons. Give the group a few minutes to discuss.

(Facilitator's Note: If there is a group with one person, go to that corner and talk with that person about his or her choice.) [5 minutes]

5. Gather the groups' attention and ask for a few volunteers from each corner to share why they believe that specific choice is the best.

(Facilitator's Note: Start with the corner with the least number of people so as to validate all perspectives. If there is a corner with no one in it, ask the group why someone might choose that option.) [3 minutes]

6. Repeat procedure with the other three scenarios. After the fourth scenario ask participants to return to their seats. [20 minutes]



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7. Instruct participants to turn to someone sitting next to them and discuss how they would finish the following sentence: “One thing I learned today is....” Give pairs a minute to discuss. If time permits, ask for volunteers to share their answers with the large group.

[5 minutes]

1. Imagine that you live in Alaska, California, Hawaii, Maine, Massachusetts, Montana, New Hampshire, New Mexico, Vermont or Washington. As a teenager living in one of those states, you have the right to buy Plan B in the pharmacy without having to go to a doctor or clinic first. You go to the pharmacy to buy Plan B, but the person working at the pharmacy asks you a lot of personal questions about your sex life. Would you. . .

- A) Refuse to answer the questions and demand to buy Plan B?
- B) Answer the questions as vaguely as possible but still try to get Plan B?
- C) Ask to speak to a manager about your right to legally buy Plan B?
- D) Walk away and leave the pharmacy?

2. Imagine that you are an 18-year-old guy who has been dating the same 17-year-old girl, Angie, for more than six months. You and Angie had sexual intercourse last night and you used a condom, but it broke. You both want to get Plan B, but since Angie isn't 18, would have to go to the local clinic. She asks if you would buy Plan B for her. Would you. . .

- A) Go to the pharmacy and buy Plan B for your girlfriend?
- B) Go with her to a family planning clinic to get Plan B?
- C) Go to an STD clinic to get tested, just in case?
- D) Try not to worry, since it was just this one time?

3. Your younger cousin, Cheryl, has just told you that she and her boyfriend had sexual intercourse last night. Cheryl's boyfriend used a condom, but it broke right after he came/ejaculated. Cheryl is incredibly worried that she might get pregnant and is asking for your help. Would you. . .



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- A) Encourage Cheryl to talk with her parents about what happened?
- B) Help Cheryl get to a local family planning clinic to get Plan B?
- C) Brainstorm with Cheryl places she could go to get Plan B on her own?
- D) Tell Cheryl's parents about what happened?

4. Your younger brother, Devon, was at a party last night and ended up having sexual intercourse with a girl you know from school. Devon didn't plan to have sex, and they were both pretty drunk. Devon admits that they didn't use anything, meaning condoms or birth control, and now he's totally freaking out that he might have gotten this girl pregnant. Would you. . .

- A) Encourage Devon to talk with the girl he had sex with, so she can get Plan B?
- B) Contact the girl yourself and help her get Plan B?
- C) Together with Devon, talk with your parents about what happened?
- D) Tell him not to worry, it was just one time?

This Discussion Guide was created by Nora Gelperin, M.Ed. For additional lessons, go to [http://answer.rutgers.edu/page/lesson\\_plans](http://answer.rutgers.edu/page/lesson_plans).

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