

STUDYING CONTRACEPTION

Lesson 2

8
GRADE

LEARNER OUTCOME¹ W-8.14:

Identify and describe basic types of contraceptives; i.e., abstinence, condom, foam, birth control pills.



MATERIALS:

1. HANDOUT: [Birth Control Pre-Test](#)
2. ANSWER KEY: [Birth Control Pre-Test](#)
3. MANIPULATIVES: Birth Control Kit Contents (see activity D for details)
4. SLIDE: [Female Reproductive System](#)
5. SLIDE: [Male Reproductive System](#)
6. SLIDE: [Effectiveness Rate \(Pregnancy\)?](#)
7. SLIDE: [Effectiveness Rate \(STI\)?](#)
8. HANDOUT: [Contraceptive Methods Chart](#)



INTRODUCTION:

Studying contraceptive methods requires the most up to date information available. This topic provides an excellent opportunity to access community health resources such as an approved guest speaker. Using the [Birth Control Fact Sheets](#) will give you the background information you need to know in order to complete this lesson.



APPROACHES/STRATEGIES:

A. Ground Rules

Ensure ground rules are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.

B. Discussion Questions

These discussion questions help students make personal decisions about abstinence or postponing sexual activity.

1. If you choose abstinence, how can you ensure it will work for you consistently?

NOTES:

(5 - 15 min)

(10 – 15 min)

2. How often should you review your decision about abstinence and your reasons for choosing it? Why?
3. If you choose abstinence, when and under what circumstances might you cease to use this method?
4. If you decide abstinence is no longer right for you, how will you choose another method to protect yourself?

C. Birth Control Pre-Test

Students determine how much they know about contraception, and where their knowledge gaps are.

1. Distribute the handout Birth Control Pre-Test, and have students complete it individually.
2. Correct the handout through group discussion using the answer key provided.

D. Birth Control Kit

The Birth Control Kit is an optional tool that may be used to assist in teaching the common methods of contraception.

It is important for the teacher to be familiar with the kit's contents and the discussion points for each item before doing the following activity.

BIRTH CONTROL KIT CONTENTS:



The Abstinence, Chance, Natural Family Planning, and Withdrawal cards are not in the Birth Control Kit if you have borrowed it from your school nurse. Teachers may want to make up their own cards.

*1 Different Birth Control Pill Packages
*1 Depo-Provera (empty vile)
*1 Vaginal Contraception Ring
*1 Birth Control Patch
*1 Plan B (Emergency Contraception)
*1 Female Condom
*5 Male Condoms
*1 Diaphragm
*1 Spermicidal Jelly
*1 Vaginal Contraceptive Film

(10 min)

(15 – 20 min)



Alberta Health Services lends *Birth Control Kits*

that contain the starred items. Teachers can access these kits at community health centers or through their school nurse. For teachers who are unable to access these kits, or for those who are in other regions, these materials can be collected separately. While many are available at the pharmacy, some may require a doctor's prescription. It may be possible to get such supplies from a doctor or clinic in your community. Teachers can also use pictures of the methods if they are unable to access.

*1 Contraceptive Foam and Applicator
*1 Protectaid Sponge
*1 IUD - Copper
*1 IUD Hormonal (Mirena)
*1 Male Anatomy Overhead
*1 Female Anatomy Overhead
*1 What is the Effectiveness Rate- Pregnancy Overhead
*1 What Is the Effectiveness Rate – STI Overhead
1 Card stating “Abstinence”
1 Card stating “Chance”
1 Card stating “Natural Family Planning”
1 Card Stating “Withdrawal”

Procedure:

1. Introduce the “[Birth Control Kit](#).” Tell the students that you are going to use it to teach them about the common contraceptive methods available to them.
2. Distribute the handout [Contraceptive Methods Chart](#).
3. Display the items from the kit. You may also cluster products (i.e., barrier methods such as condoms and diaphragms could go together).
4. Present each item to the class one at a time. Have students brainstorm answers to these questions:
 - What is the item?
 - How would the item be used?
 - How does this item prevent pregnancy?
 - How effective is this method?
 - Advantages/Disadvantages?
5. Inform students that each item in the kit is a contraceptive method, and that they will complete a handout after this activity that tests their knowledge about each method.
6. Present each item to the class, adding comments from the slides and the [Birth Control Fact Sheets](#) to enhance the discussion. Depending on time and/or level of class, pass around each item for students to examine.
7. Have students, or pairs of students, complete the handout: [Contraceptives Methods Chart](#). They can use information from the class discussion, or can do their own research.



For more information link to the [Birth Control Fact Sheet](#) for each method



Methods such as the IUD and Emergency Contraception are sometimes controversial because they could prevent a fertilized egg from implanting in the uterine wall. It is important to be sensitive to various belief systems when discussing these types of contraception.



Visit our [Provincial Resources](#) to help you find local agencies for Sexual and Reproductive Health care.

8. Debrief this activity. Questions can include:

What do you think is the best method of contraception? Why?

- Emphasize that abstinence is the only 100% effective method if used properly.

What do you think is the best method of protecting oneself from STI? Why?

- If someone is sexually active, dual protection (the use of hormonal contraception and a condom) is the best protection.

In a sexual relationship, who is responsible to ensure contraception is used?

- Using contraception is a shared responsibility.

If a teen chooses to have sexual intercourse, what skills is he or she going to need?

- Emphasize the need for STI testing.
- Comfort with one's body.
- Comfort discussing pregnancy, birth control and STI with a partner, a doctor and other important people in one's life.
- Ability to go to a pharmacy or health clinic to access the contraceptive supplies.



QUESTION BOX:

(10 min)

If time permits, address student questions.



TAKE IT HOME:

Emphasize that it is important to think about one's values and decisions. Encourage students to discuss values and decisions with their parents. Other adults who can help students examine values and decisions include doctors, teachers or school health nurses.



Keep in mind that all students do not live in a "traditional" family nor do they have equal opportunities for open discussion within their "family." Although it is best for students to complete this assignment with a supportive parent or guardian, it may not be possible. Be sensitive to the needs of your students.



SELF REFLECTION:

- 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:

During the lesson, did students:

- Knowledge:**
- Examine common methods of contraception (including abstinence)?
- Skills:**
- Describe basic methods of contraception?
 - Describe how to access common methods of contraception?
- Attitudes:**
- Decide what method(s) is/are best used to protect against pregnancy and STI?



You may want to use the [Contraceptives Methods Chart](#) for formal evaluation.

¹ Alberta Education. (2002). *Health and life skills guide to implementation: Kindergarten to grade 9*. Retrieved from <http://education.alberta.ca/media/352993/pos.pdf>