

# CONTRACEPTION

## Lesson 2

**LEARNER OUTCOME<sup>1</sup> P12:**  
 Examine aspects of healthy sexuality and responsible sexual behaviour.  
 Describe sexually healthy actions and choices for one's body, including abstinence.



**MATERIALS:**

1. HANDOUT: [Contraceptive Review Quiz](#)
2. ANSWER KEY: [Contraceptive Review Quiz](#)
3. POSTERS: [Values Continuum Headings](#)
4. HANDOUT: [Contraception Choices](#)
5. CARDS: [Contraception Role-Play Scenarios](#)



**INTRODUCTION:**

This lesson encourages students to explore various issues around contraception including personal values and beliefs about contraception, reasons some adolescents do not use contraception or use it improperly, and scenarios encouraging proper use of contraception if choosing to be sexually active.



**APPROACHES/STRATEGIES:**

**NOTES:**

**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.

(5 min)

**B. Review of the Different Methods of Contraception**

*Students assess their knowledge about different methods of contraception.*

1. Distribute the [Contraception Review Quiz](#) handout, and have students complete it individually.
2. Correct the handout through group discussion using the answer key provided.

(10-15 min)

## C. Contraceptive Values Clarification Exercise

*Students explore their own thoughts around becoming sexually active and the use or non-use of contraception.*

1. Place Values Continuum Headings around the room indicating a range of acceptance levels for different statements. Headings include:
  - Yes, Strongly Agree
  - Yes, Agree
  - Neutral
  - No, Disagree
  - No, Strongly Disagree
2. Ask students to stand under or near the sign that best describes their values or beliefs in response to each of the following statements, one statement at a time. Remind students that everyone has a right to his or her own opinion. Ensure confidentiality is reinforced.

### Statements:

- It is mainly the guy's responsibility to buy condoms.
  - Teens who abstain from sex are less likely to be harmed emotionally.
  - Teens who abstain from sex are less likely to be harmed physically.
  - If you can't talk with your partner about sex or contraception ahead of time, then you shouldn't even consider having sex.
  - I would not buy condoms from a store where I might know someone.
  - Having sex without using contraception for the first 1 or 2 times is OK because the chances of getting pregnant are minimal.
3. After each statement is read and students have placed themselves beneath a heading, encourage students to explain why they choose 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?

(15-20 min)



Some people have sexual intercourse in their teen years. Many do not. Cultural and religious values influence our individual decisions. It is important to realize that these values may be reflected in the attitudes of students in the class and teens may be struggling with sexual decision making. Some adolescents may not agree with sex before marriage, or the use of different contraceptive methods.



Students with differing abilities may need a whole lesson dedicated to personal boundaries due to a potential misinterpretation of verbal cues. People living differing abilities can be the target of sexual pressure and may need more practice with role-play and refusal skills. You may choose to play gross motor games using role-play that necessitate assertive, STOP and walk away behaviours. Have each student take several turns both saying STOP and responding appropriately to another person's STOP. Outline steps for reporting violations or sexual pressure. For example, teach students who to report to, how to call the police, and what local resources are available for students.

- Would there be a situation that would make you stand somewhere different?

(10-15 min)

#### D. Debating Choices Around Using Contraception

*Students examine various reasons for not using contraception at all, or for using it inconsistently or incorrectly.*

1. Have students form groups of 3-5 students.
2. Distribute the handout: Contraception Choices, one per student. Ask half of the groups to fill in the Pro's section, and the other half of the groups to fill in the Con's section.
3. Groups complete the handout.
4. Ask one of the Con groups to read a statement against using contraception.
5. Have Pro groups respond with a statement for using contraception.
6. After all statements have been addressed, have groups complete the entire handout.

#### E. Contraception Role-Plays

*Students develop skills that promote decision making around contraception and that encourage proper contraception use.*

1. Explain that the following role-play activity will allow students to practice skills required for deciding about and using contraception.
2. Form student groups of 2-3 students.
3. Give each group a Role-Play Scenario card.
4. Explain that groups must plan and present a role-play as outlined on the card they received. The role-play must provide appropriate examples of contraception use. Role-plays should range from 1-3 minutes in length. No inappropriate language is allowed.
5. Give groups 5-10 minutes to plan and practice their role-play.
6. Instruct the audience to listen carefully to each presentation, and inform them that there will be a discussion after each

(35-40 min)



When using role-play activities that highlight relationship issues, it is important to be cognizant of students in your class who may be involved in or questioning alternative relationships. Also, be sensitive to the fact that some students may not feel comfortable participating in certain role-play scenarios. Consider how to best meet the needs of each of your students.

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 contraception?
  - 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 contraception with one's partner be so difficult?
  - How can an adolescent start talking with his/her partner about one's feelings about having sex or not having sex at this time/age/situation?
  - What are the most effective ways to start talking about contraception with a partner?



### **QUESTION BOX:**

**(10 min)**

If time permits, address student questions.



### **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:**
- Define contraception?
  - Outline the importance of learning about contraception?
- Skills:**
- Categorize the different methods of contraception?
  - Analyze the effectiveness of different methods of contraception?
  - Develop skills to negotiate contraception use?
  - Exemplify appropriate listening and speaking skills during class discussion?
- Attitudes:**
- Recognize the importance of using contraception within a sexual relationship?



You may want to use the [Contraception Choices](#) handout and the role-play presentations for formal evaluation.

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<sup>1</sup> Alberta Education. (2002). *Career and Life Management Guide to Implementation*. Retrieved from: [http://education.alberta.ca/media/313521/calm\\_pos.pdf](http://education.alberta.ca/media/313521/calm_pos.pdf)