

# ERC 1: Contraception

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It is highly recommended that this lesson follow one that discusses contraception (ST 6). Time spent on each component of this lesson depends on allotted time for varying classrooms.

All activities can be shortened or extended based on student response and teacher facilitation.

## Aim/Rationale

Students will broaden their knowledge and understanding of various methods of contraception through brainstorming, researching, and presentation activities.

### Competencies:

- 1) *Reflects on ethical questions*
  - *Students will take a stance on the use of contraceptives*
- 2) *Engages in dialogue*
  - *Students will work in groups to research and present categories of contraception*
  - *Depending on time restrictions, students may engage in a debate on the use of contraception*

## Lesson

### Materials

- Computer lab, board to write on.

### Hook [5-10 min]

Word cloud: Contraception - Based on student response, the teacher will determine how detailed this discussion will be, especially if there are time constraints.

## Development/Teaching Methods

1. Based on responses from the word cloud activity, with the teacher's guidance, facilitate a discussion with the following questions.
  - a. *What is contraception? Come up with and record a class definition.*
    - Possible answer: Prevention of conception or pregnancy (the joining of the ovum with the sperm cell and implanting in the wall of the uterus).
  - b. *Why is it important to learn about contraception?*
    - Possible answer: Factual information is important to making healthy decisions now and in the future.
  - c. *Who might not be concerned with contraception?*

***Make it clear that not everyone has to be concerned with contraception when they engage in sexual activity. Not all students are sexually active and all may not need to be concerned of birth control. Students can give ideas about who might not have contraception as a concern: People who are abstinent, same sex couples, women after menopause, etc.***

2. Identify as many methods of contraception as possible: Guide students into identifying the categories of hormonal, barrier, spermicidal and natural contraceptives.
3. Record these answers in categories in a visible place in the classroom and ask students to copy down this information as well.
4. Group research and presentations [35 min]
  - a. Divide the class up into groups of four or five students.
  - b. Using the recorded categories, each group will be assigned one category of contraceptives and will research and present these methods with the larger class. If there is time, students may want to debate on the most effective method.
  - c. Suggested websites for research:
    - [www.scarleteen.com](http://www.scarleteen.com)
    - [www.sexualityandu.ca](http://www.sexualityandu.ca)
    - Visit [sexedtoolkit.com](http://sexedtoolkit.com) for additional web options for student research
  - d. Students will present the pros and cons of each, how the method it is effective, and how it is used. Facilitate discussion after each to fill in any missed information.
  - e. Visit <http://www.sexandu.ca/contraception/> for a comprehensive overview of methods available.

## Culmination

### 1. General discussion [10-15 min]

Pose questions to all students following the presentations to see what the students retained.

### Question suggestions:

- Why would some people choose a hormonal instead of a natural method of contraception?
- What do you think is the best method of protecting from STIs? (Barriers)
- In a relationship, who is responsible for contraception?
- If you or a friend were trying to choose a method, what factors could go into your/their decision?
- How could you negotiate use of a contraceptive method with a partner?
- To conclude, brainstorm where students could get more information about contraception. Write these suggestions on the board.
- At some point in the discussion, it is recommended to indicate that if you are thinking about having sex, communicating with your partner before you do is very important.

Advise students that it is a good idea to speak with their doctor and their parents about it.

## Performance Objectives

By the end of this lesson:

- Students will have been exposed to various forms of contraception.
- Students will have practiced working as a team.
- Students will have explored and understood pros and cons of these forms of contraception.
- Students will have exercised brainstorm, research, and presentation skills.

## Assessment Ideas

- 1) Students can be asked to submit their notes from their research as well as the points that they present to the class
- 2) If debating, students can be asked to outline arguments and counter arguments addressed in the debate
- 3) The teacher will informally assess student participation in brainstorming activity as well as in group work. Students can be asked to mark each other on their participation in their group.



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