

Selecting a Contraceptive Method

Introduction

This lesson introduces students to different methods of contraception. Extensive use of the materials from the www.sexualityandu.ca web site is part of this lesson plan.

Grade Level

Grades 7-9

Learning Outcomes

Students will be able to:

1. List at least four birth control methods, including abstinence;
2. Know where to get more information on contraception;
3. Explain that any method is more effective than not using a method and is safer than pregnancy and childbirth;
4. Explain that two types of contraception are the best way to prevent pregnancy and STI;
5. List at least two good reasons to communicate with parents and loved ones about birth control.

Prerequisites/Prior Learning

As a homework assignment prior to this lesson, ask the students to visit www.sexualityandu.ca and take the [Birth Control Quiz](#).

Materials

- Computer with access to the Internet while in class (or you will need to have previously downloaded and organized the web pages that will be used in this lesson). The web pages from www.sexualityandu.ca are:

[Contraceptive Methods](#)
[Contraception Comparison Chart](#)
[Contraception Myths and Realities](#)
[Controlling Your Periods with Contraception](#)
[Choosing a Contraception Method](#)
[Emergency Contraception](#)
[Talking with your partner about Contraception](#)

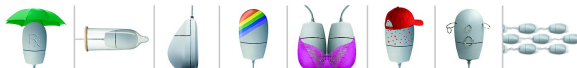
- Projector
- Alternatively, you can download and print the web pages for your class

Time Required

One class period

Lesson Procedure (With Suggested Discussion Points/Content)

1. Explain the relevance of today's lesson.	Some points that you may want to make in your introduction to this lesson: <ul style="list-style-type: none">• you are <u>not</u> assuming that all your students - or even the majority - are having intercourse;• most people will want to make decisions about birth control some day.
2. Brainstorm birth control methods, including abstinence.	List the different methods on the blackboard and ask the students to describe briefly the method in their own words.



<p>3. Introduce methods, focusing on what each is and how it reduces pregnancy risk. (Use the web pages) (Discuss abstinence as a method as well)</p>	<p>Use the web pages Contraceptive Methods and Contraception Comparison Chart (either online, using the downloaded pages, or printed versions) to elaborate on the list and the descriptions.</p>
<p>4. Discuss myths about contraception.</p>	<p>Ask students to identify questions or issues that might confuse teens about contraception. Build a list of myths or misunderstandings about contraception. Then hand out or present the Contraception Myths and Realities page.</p>
<p>5. Have the students calculate the advantages and disadvantages of various contraceptive methods</p> <p>Ask the students to select and compare different methods of contraception.</p>	<p>This comparison should be done online, either in class as a group, or as a homework assignment. Use Choosing a Contraception Method from the www.sexualityandu.ca web site. If this is done as a homework assignment, ask the students to record their answers in their Student Health Journal.</p>
<p>6. Discuss Emergency Contraception</p>	<p>Present the web page Emergency Contraception and discuss the information presented.</p>
<p>7. Introduce topic of communicating with a physician, partners and parents about contraception.</p>	<p>Indicate that, if you are thinking about having sex, communicating with your partner before you do is very important. Also, advise students that it is a good idea to talk with their doctor and their parents about this.</p>

Closure

Pass around blank sheets of paper and ask students to write down a question or comment for the question box. (If they do not have a question or comment, ask them to simply write down a brief sentence on what they learned so that everyone hands in a sheet of paper with some writing on it.)

Follow-up/Enrichment

Ask the students to read the handouts [Controlling Your Periods with Contraception](#) and [Talking with Your Partner about Contraception](#) in preparation for a future lesson on communicating about sex and contraception.

Assessment/Evaluation Criteria/Tools

Ask the students to complete the [Individual/Group Participation Sheet](#) and keep it in their [Student Health Journal](#). As the teacher, you should take notes on the participation of students and record them in your [Student Evaluation Tracker](#).