

LESSON PLAN 1

Key Stage 4

CONTRACEPTION CHOICES:
EXPLORING THE OPTIONS



YOU
BEFORE
TWO

What are the options?

This is the first of two lessons from You Before Two on contraception, for key stage 4. This lesson focuses on the options available to young people, including barrier methods and long-acting reversible contraceptives.

See the teacher guidance document for further information on embedding these resources into your broader PSHE education curriculum.

Ground Rules

2 Minutes

Listen and respect each other

One person speaking at a time

Openness but no personal stories

No such thing as a silly question

During discussions we have the right to pass

We won't laugh at, judge, or make assumptions about anyone else in the group

Learning objective

To learn:

- about the types of contraception available and strategies to use these effectively

Learning outcomes

Students will be able to:

- explain why contraception is used
- describe different types of contraception
- identify strategies to help someone use contraceptives effectively

Resources required

- Resource 1: Contraception fact file [1 per pair – print A3]
- Resource 1a: Contraception gap fill [1 per student or pair, as required – print A4 or A3]
- Item to throw to students (e.g. ball)
- Paper or post-it notes for questions
- Question box

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Key words

barrier	implant
condom	copper coil
sexually transmitted infection	hormonal coil
oestrogen	intrauterine device
progesterone	injectable
combined pill	progesterone-only pill

Climate for learning

Make sure you have read the accompanying teacher guidance notes before teaching this lesson. These include guidance on establishing a safe learning environment, inclusion and safeguarding.

Activity	Description	Timing (60 mins)
1. Introduction	Introduce learning objective and outcomes, set up the question box and introduce ground rules.	5 mins
2. Baseline assessment	Students respond to a question from a fictional young person, asking what they need to know about contraception, and how to access it.	10 mins
3. What is contraception?	Students watch a contraception video and respond to questions. They give advice to characters about their contraception concerns.	15 mins
4. Getting the pill	Students add information about the contraceptive pill to their fact file, and rank strategies to use this effectively.	10 mins
5. Long-acting reversible contraceptives	Students find out about long-acting reversible contraceptives and summarise key differences between these and other contraceptives.	15 mins
6. Endpoint assessment	Students pass an item around the classroom, recalling facts about contraception against a timer.	3 mins
7. Signpost support	Signpost sources of support in and out of school. Invite students to add questions to the anonymous question box.	2 mins

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Baseline assessment

15 Minutes

Introduction: 5 mins

Ground rules: Agree class ground rules for discussion and set up the anonymous question box.

Learning objective and outcomes: Introduce the learning objective and outcomes. Explain that today's lesson will explore choices about contraception and strategies to use these effectively.

Baseline assessment activity: 10 mins

What do we already know: Ask students to write a response to the post from a young person giving advice on:

- what types of contraception are available,
- how this can be used effectively, and
- where they can access support.

Take feedback by asking volunteers to give brief answers to each of the young person's questions.

Use this assessment to adapt teaching where necessary, for example by taking time to focus class discussion on addressing misconceptions about contraception (such as those about the withdrawal method or 'pulling out') in the "What is contraception?" activity.

Core Activity 1: What is Contraception?

15 Minutes

Before Watching: Hand pairs of students **Resource 1:** Contraception fact file.

Explain that they will use this resource to gather information from the videos for this lesson and Lesson 2, so it is important to keep this safe.

Ask students to read the questions in the following sections of the fact file:

- Contraception introduction
- Hormonal contraception

Play the video: Ask pairs of students to answer the questions on their fact file as they watch the video.

What is contraception fact file completion: Once the video has played, give students a couple of minutes to answer any remaining questions from these sections.

What is contraception quote: Then ask pairs of students to join another pair to form a group of four and respond to the quote from a young person on the following slide.

To take feedback, ask a volunteer group to summarise their advice to the character, and then ask groups to raise their hands if their advice was similar, and then to raise their hand if their advice was different.

Key messages: Select volunteers to describe the differences in the advice they gave and use these responses to adapt further teaching and address any remaining misconceptions, drawing on the key messages on contraception.

Support: Hand students Resource 1a: Contraception gap-fill which includes a word bank to support students in collecting information for this lesson and for Lesson 2.

Ask students to complete the Contraception introduction and Hormonal contraception section.

Challenge: Ask students to summarise three key points they've taken from the video.

When reviewing the key messages on contraception ask if their key points match up with those on the slide, or if there are additional points they think are important for young people to know.

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Core Activity 2: Getting the Pill

10 Minutes

Before Watching: Ask students to return to their pairs and read the questions from the Contraceptive pills section of Resource 1: Contraception fact file.

Play the video: Ask pairs of students to answer the questions on their fact file as they watch the video.

Getting the pill fact file completion: Give students a couple of minutes to complete any remaining questions once the video has played.

Getting the pill ranking strategies: Remind students that the video discussed strategies to remember to take the pill to help increase its efficacy. Ask students on their own to rank the strategies on the slide for remembering to take the pill.

To take feedback, ask students to show numbers 1-5 using their fingers to vote for both the most effective strategy and the least effective strategy.

Count how many students have voted for each strategy to determine which they think is the most and least effective. Select volunteers to justify why they agree or disagree with the class vote.

This would be a good opportunity to invite feedback from students undertaking the challenge task to share any additional strategies they have considered.

Key messages: Share key messages slide to ensure students know that a strategy must be effective even on weekends or school holidays.

Support: Ask students to complete the Pills section of Resource 1a: Contraception gap-fill.

Challenge: Explaining to students that the pill should be taken around the same time every day, ask students to suggest any additional strategies a young person could use to remind them to take the pill.

Core Activity 3: Long-acting reversible contraceptives

15 Minutes

Before Watching: In their pairs, ask students to read the questions in the following sections of Resource 1: Contraception fact file:

- Implants
- Coils
- Injectables

Play the video: Ask pairs of students to answer the questions on their fact file as they watch the video.

Fact file completion: Give students a couple of minutes to complete any remaining questions once the video has played.

Summary Activity: Ask students to summarise the key differences between long-acting reversible contraceptives and other contraceptives such as the pill.

Key messages: Then share the key learning. Are there any points they missed about long-acting contraceptives from this slide?

Support: Ask students to complete the Implants, Coils and Injectables section of Resource 1a: Contraception gap-fill.

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Endpoint assesment

3 Minutes

What have we learnt? Set a timer for 3 minutes. Choose a student to throw an object such as a soft ball and ask them to recall one fact they have learnt about contraception.

They should then pass the object to another student who should share a fact they have learnt.

Repeat this with as many students recalling a fact as possible within the time, without repeating a fact that has already been said. This will help you to assess how much the class have retained about contraception from the lesson.

Any questions: When students have completed this, ask them to write down the most interesting fact they have learnt that week, about any topic from this lesson or another subject area.

They should also write down any questions they have, and submit both of these to the question box. This means that all students are writing something and it's more difficult for other students to tell which members of the class are submitting questions.

Ensure you have read and prepared answers to students' questions in time for Lesson 2.

Signposting support

2 Minutes

Remind students that if they have concerns or would like to talk to someone about sexual health, contraception, or any of the topics explored in the lesson, they could talk to a trusted adult such as a parent or carer, their GP or from a member of staff at a sexual health clinic.

Highlight who they can speak to in school, such as a head of year, school nurse or form tutor.

If they're concerned, for example about pressure to have sex, they can contact Childline:
www.childline.org.uk 0800 1111

They could also find out more from:

NHS: www.nhs.uk/conditions/contraception

Brook: www.brook.org.uk

Extension Activity

Contraception questions: Ask students to create a list of key questions a young person could ask a member of staff in sexual health services or their GP about types of contraception.

DO NOT FORGET TO DISTRIBUTE RESOURCE 1: CONTRACEPTION FACT FILE AND RESOURCE 1a: CONTRACEPTION GAP FILL THAT ACCOMPANY THIS LESSON.