

# LESSON PLAN 2

Key Stage 4

CONTRACEPTION CHOICES:  
MAKING THE CHOICE



YOU  
BEFORE  
TWO

## Making the choice

This is the second of two lessons from You Before Two on contraception, for key stage 4.

This lesson focuses on why and how to access emergency contraception, and overcoming barriers to accessing sexual health services.

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:

- the factors that can influence choices about contraception
- emergency contraception options and how someone can overcome barriers to accessing sexual health services

## Learning outcomes

### Students will be able to:

- describe some of the factors that may affect the type of contraception that is most suitable for someone
- describe types of emergency contraception and why someone may need to use these
- identify some barriers to accessing sexual health services and strategies for overcoming these

## Resources required

- Students' baseline assessments from Lesson 1.
- Students' completed Resource 1: Contraception fact file and Resource 1a: Contraception gap fill from Lesson 1
- Resource 1: Character quotes [1 set per class, displayed on tables around the room]
- Resource 2: Barriers cards [1 set per group of 3-4]
- Resource 2a: Advice menu [1 per student, as required]
- Question box
- Post-it notes

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## Key words

barrier	ovulation
condom	copper coil
emergency contraception	menstrual period
pill	sexual health clinic

## 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. Reconnecting activity	Respond to students' questions from the prior lesson.	5 mins
3. Contraception match up	Students match contraception types and respond to quotes from characters around the room.	15 mins
4. Accessing emergency contraception	Students watch a video about emergency contraception and then complete a quiz.	10 mins
5. Overcoming barriers	Students suggest what a friend might advise someone if they were experiencing barriers to accessing sexual health services.	10 mins
6. Endpoint assessment	Students return to their baseline assessment from Lesson 1 to make any changes or add learning to demonstrate progress.	10 mins
7. Signpost support	Signpost sources of support in and out of school.	5 mins

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## Baseline assessment

10 Minutes

### Introduction: 5 mins

Prior to starting the lesson ensure **Resource 1**: Character quotes are displayed around the classroom on tables, as students will need to leave their post-it notes next to the quotes.

**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 some of the factors that influence choices around contraception; how and when people access emergency contraception; and how people overcome barriers to using sexual health services.

### Reconnecting activity: 5 mins

**Question and answer:** Use this time to respond to student questions from Lesson 1 with pre-prepared answers.

As these answers may generate further questions or students may want clarification, it can help to allow students time to submit any follow-up questions they have to the question box now or during the course of the lesson.

If there are limited questions to respond to from Lesson 1, direct students to discuss in partners one thing they can each remember from the previous lesson.

Take feedback by asking a volunteer pair to share what they have discussed, and then for other volunteers to add any learning they recalled that has not been mentioned.

## Core Activity 1: Contraception match up

15 Minutes

**Contraception match up slide 1:** Ask pairs of students to move around the room reading each of the quotes from **Resource 1**: Character quotes and on a post-it note suggest which type of contraception they think would be best for that character.

Explain that they can use the information from their Contraception fact file or Contraception gap fill from Lesson 1 to support them in making decisions.

Make students aware that more than one suggestion might be appropriate for each character, but they need to choose the one that they think is the best match.

**Contraception match up slide 2:** To take feedback, share and review whether the suggestions on the slide are similar or different to the suggestions students have given.

Ask volunteers to explain why they agreed or disagreed with the suggestion on the slide.

**Key Messages:** Share key learning messages with students.

**Challenge:** Ask students to consider whether there is additional advice any of the characters would benefit from, including what they might want to ask a sexual health clinic nurse or their GP.

They should add these additional suggestions to a post-it note and leave this with each character.

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## Core Activity 2: Accessing emergency contraception

10 Minutes

**Before Watching:** Ask students to find a partner and explain that they're going to watch a video on accessing emergency contraception and then answer a 6 question quiz.

The fastest pair to answer each question will get a point. Consider whether there are appropriate reward systems in your school that can be used to congratulate the pair with the most points at the end of the quiz, or students who correctly answer each question first.

**Play the video:** Accessing emergency contraception video.

**Quiz:** Ask each quiz question 1-6 and get the students to answer. The answer for each question is given on the slide following the question, to ensure that students have immediate feedback and to dispel any lingering misconceptions.

**Key messages:** Share key messages and emphasise to students that young people do not have to make decisions about contraceptives alone, and that professionals such as staff in sexual health services and GPs can help young people to access the type of contraceptive that's right for them.

Explain that young people may want to consider whether they feel able to talk to a parent or carer about this as they may be able to help provide healthcare professionals with medical information, and help young people to access services and make decisions.

## Core Activity 3: Overcoming barriers

10 Minutes

Hand out to small groups of students **Resource 2:** Barriers cards and ask them to work through the cards suggesting what advice a friend could give someone who was experiencing each barrier to accessing sexual health services.

To take feedback, ask groups to choose the piece of advice they thought was most helpful and share this with the group.

**Key messages:** Share key messages on accessing sexual health services to clarify that staff at sexual health services will help young people to make decisions.

Any information shared will be confidential, unless the member of staff is concerned about the young person's safety, in the same way a teacher would have to report similar concerns.

**Support:** Give students **Resource 2a:** Advice menu and ask them to choose which advice might be helpful for each of the barrier cards.

## Endpoint assessment

10 Minutes

**What have we learnt?** Ask students to return to their baseline assessment from Lesson 1.

They should make any changes or additions they would like to their answers, based on their learning during the lessons.

Remind students of the topics each of the lessons have explored, including:

- Types of contraception
- The factors that may affect which contraception choice
- Accessing emergency contraception
- Overcoming barriers to accessing sexual health services

Use students' additions and changes to their advice to evidence their progress across the two lessons.

Advise students that if they have any remaining questions on this topic, they should submit them to the question box as they leave the classroom. Make sure these are answered at an appropriate time (i.e. the following lesson).

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## Signposting support

5 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 a member of staff at a sexual health clinic.

They can also speak to staff in school, such as a head of year or form tutor.

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

They could also find out more from:

**NHS emergency contraception:** [www.nhs.uk/conditions/contraception/emergency-contraception](http://www.nhs.uk/conditions/contraception/emergency-contraception)

**NHS:** [www.nhs.uk/conditions/contraception](http://www.nhs.uk/conditions/contraception)

**Brook:** [www.brook.org.uk](http://www.brook.org.uk)

## Extension Activity

**Starting the conversation script:** Ask students to create a script showing how a young person could start a conversation with a parent, carer, or trusted adult to ask for help making decisions about contraception.