

## Decision Making and Contraception

Grades: 8

### Social & Emotional Learning Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making



### Purpose

Students will learn about sexual health and safety including sexual consent, contraception, and prevention of STIs.

### Growth and Development (1998) – Grade 8 Specific Expectations

- Explain the importance of abstinence as a positive choice for adolescents;
- Identify methods used to prevent pregnancy;
- Apply living skills (e.g., decision-making, assertiveness, and refusal skills) in making informed decisions, and analyse the consequences of engaging in sexual activities and using drugs;
- Identify sources of support (e.g. parents/guardians, doctors) related to healthy sexuality issues.

### HPE Curriculum Expectations (2015) - Human Development and Sexual Health

- Grade 8 - 1.4, 1.5, C2.4, C3.3

### Materials

- [Birth Control Options](#) pamphlet or handout (minimum 2 copies)
- Failure Rate poster
- Two samples of each birth control method: IUS, BC pill, patch, male condom, and ring to be distributed into small paper bags – one per group (Sample supplies are available by emailing [shc@york.ca](mailto:shc@york.ca), calling 1-800-361-5653 and selecting '1' for the sexual health line, or ordering through the YRDSB professional library at [media.library.resources@yrdsb.ca](mailto:media.library.resources@yrdsb.ca)).
- Benefits and Risks sheet (page 3)
- ["Cycling through Consent"](#) video

### Instructions

1. Discuss ground rules for the group – respect each other, no name calling, one person speaks at a time, confidential setting and cell phones away.
2. Divide into groups of three.
3. Ask students to think about the pros and cons of being in an intimate or romantic relationship and discuss their ideas within their groups. Invite a few ideas to be shared with the class. Emphasize the concepts of support, understanding, hurt or broken trust if the relationship ends.
4. Explain that some relationships may lead to a range of intimate behaviours (i.e. kissing, touching body parts, etc.). Ask students, "When considering the level of intimacy, what do both partners need to consider?". Highlight the concept of mutual consent.

5. Show the video, "[Cycling through Consent](#)". Invite students to share some important points about sexual consent (i.e., age of consent, influences of drugs/ alcohol, people of influence, consent at every stage, etc.)
6. Explain that if both partners consent to sexual activity, it is important for them to understand the benefits and risks of various methods of contraception.
7. Provide each group with a "Benefits and Risks" sheet (page 3) and a bag with a sample birth control method.
8. Ask each group to identify the benefits and risks associated with the type of Birth Control method in their bag - give groups approximately 10 mins to research or guess before giving each group a '[Birth Control Options](#)' handout to complete the benefits and risks sheet.
9. Allow each group to present their benefits and risks to the rest of the groups. Facilitate the discussion and ensure information presented accurately. Topics to emphasize are safe sex, preventing unintended pregnancy, preventing STIs (therefore needing condom use with each method) and the importance of pre-sexual planning.
10. Summarize the lesson reminding students to reflect on the decision making and personal commitments they made in the last lesson, "[Personal Commitments to Sexual Health Decision-Making](#)". Remind students about the advantages of abstinence and the importance of protecting themselves should they decide to be sexually active.

<b>Benefits</b>	<b>Risks</b>