

# Contraception, Day 4: Communication

Grade 9 and 10, Lesson #23

## Time Needed:

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One class period

## Student Learning Objectives:

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To be able to ...

1. Demonstrate assertive parent/child, doctor/patient, customer/clerk, or partner/partner communication regarding contraception

## Agenda:

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1. Review ground rules.
2. Remind class of communication skills (Lesson 9) using the Communication Reference Sheet and Transparency.
3. Have volunteers demonstrate "how-to" communication about contraception, using Demonstration Script 3.
4. Have individuals and pairs of students write 1 or 2 scripts, reflecting good communication.
5. Facilitate role-plays, expressing approval of assertiveness and listening skills. Assign homework.

**Note:** The teacher's script is indicated by italics. This script is meant to be a guide for teachers who might find it helpful.

**Materials Needed:**

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**Classroom Materials:** (1 per class)

- One transparent copy of Communication Transparency
- Two transparent copies of Demonstration Script 3
- Three copies of Contraception Role Plays  
(3 pages x 3 copies, each page cut in half – enough for one per team in a class of 36)
- FROM EARLIER LESSONS: One class set of Communication Reference Sheet (Lesson 9)

**Student Materials:** (1 per student)

- Family Homework Exercise: Birth Control
- Individual Homework Exercise: Birth Control

**Activities:**

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**1. Review the ground rules.**

Again, consideration for one another's feelings will be vital.

**2. Remind class of communication skills (Lesson 9) using the Communication Reference Sheet and Transparency.**

Introduce the Contraception Role Plays by reminding the class of the "good communication" skills they have been practicing throughout the unit. Ask people to glance back at the Communication Reference Sheet from Lesson 9. (**Note:** If you have not done Lesson 9, hand out the Communication Reference Sheet now, and have volunteers read it aloud.) Put the Communication Transparency on the screen, to summarize the concepts from the Reference Sheet.

**3. Have volunteers demonstrate "how-to" communication about contraception, using Demonstration Script 3.**

Have two volunteers enact Demonstration Script 3. As in Lesson 9, comment on the successes of the communication ... point out any of the following ways in which they used good communication skills:

- The players stood tall and looked at one another, without engaging in "power stares."
- They spoke loudly enough to be heard, to sound like they meant what they said.
- They were honest and said what they had to, without trying to hurt the other person.
- They asked questions of one another to make sure they were understanding, and really listened to the answers.

**4. Have individuals and pairs of students write 1 or 2 scripts, reflecting good communication.**

Have the class divide into pairs. A few students may prefer to work individually; that's OK. Give each pair or individual one copy of a role-play situation (A,B,C,D,E, or F).

**Note:** Some students may express discomfort using examples in which unmarried couples are engaging in (or considering) sexual intercourse. It is perfectly OK to offer these students situations C, D, E or F (parent/child, clerk/customer, nurse practitioner/patient, and husband/wife communication, respectively).

Students' task: write a script, as if this were a scene in a play. They should be illustrating, through their script or role-play, assertive ways to handle these situations.

A script would look "like this (put this on the blackboard):

John: \_\_\_\_\_.

Jane: \_\_\_\_\_.

John: \_\_\_\_\_?

and so forth.

Let them know that they need not perform their scripts. Those who do volunteer to, will receive extra credit for their efforts. Allow 6 or 8 minutes for the writing.

As students write, you can survey the group to see how many role-plays you need to allow time for. If there seems to be enough time, have students trade their situations with you, and write a second script, before beginning the role-plays.

**5. Facilitate role-plays, expressing approval of assertiveness and listening skills.  
Assign homework.**

Finally, invite teams who would like to enact their scripts, to do so for extra credit. After each role-play, discuss the emotions involved and affirm the team for the particular assertive behaviors they demonstrated (e.g., making eye contact; standing or sitting tall; having a serious facial expression; using a fairly loud, confident tone of voice, etc.)

Collect all the scripts, regardless of whether they've been enacted, so that you can give participation credit.

Assign homework, possible assignments include:

- Family Homework Exercise: Birth Control (Students will also need to take home Contraception Worksheet 1 from lesson 20, to complete the assignment), and
- Individual Homework Exercise: Birth Control.

## Demonstration Script 3: How to Communicate About Contraception

Husband = H	Wife = W
H: Honey, let's put the kids to bed so we can have some time alone.	W: Well... yeah. I guess. I don't know. I'd kind of like to have a third baby soon, and be done. We could get them through the toddler business all one right after the other and not have to deal with it any more. But I really don't think I'll get pregnant this one time anyway... You know, we have never really talked about when to have another. How long do you want to wait?
W: Good idea. Why don't you fix us some decaf, while I'm getting them ready... and then we can change into something more comfortable.	H: I don't know. A couple of years maybe, 'til my business picks up.
H: Right. You did pick up condoms at the store, this afternoon. Didn't you?	W: Look, if it's this important to you, we can wait. Do you feel like going to the store while I'm reading the kids a bedtime story?
W: Oops. I forgot. Oh well, just this once won't matter. I'm about to start my period...the chances I could get pregnant are slim. I'll be back in a few minutes.	H: OK, thanks. I love you.
H: Wait a minute. Just this once might matter. I don't want to risk it.	W: Me too.
W: Oh, babe, you're making such a big deal out of it.	
H: I couldn't handle another mouth to feed right now! This is important. Don't you want to wait before we have another baby, too?	

## Contraception Role Plays



### SITUATION A

**SKILL PRACTICE WITH A PARTNER:**  
**"Don't worry"**

**Person #1 (female):**

You have been going out with person #2 for three months. You are thinking about having sex, but you don't have any birth control. You don't want to risk pregnancy.

The scene opens with him asking if you love him.

**Person #2 (male):**

You want very much to get more involved with Person #1 (your girlfriend). You want to know what the big deal about sex is... and besides, you love her. You worry sometimes that she means more to you than you mean to her. If she's worried about pregnancy, you don't want her to worry... you'll agree to pull out.

You are sitting on the couch. The scene opens with you asking whether she loves you.

### SITUATION B

**SKILL PRACTICE WITH A PARTNER:**  
**"I count too"**

**Person #1 (male):**

You have been engaged to Person #2 for six months. You are going to be married in June. All this time, you have been using condoms. But the truth is you don't care for the condoms ... and, after all, neither of you is seeing anyone else, and neither of you uses IV drugs, so AIDS isn't a risk. You wish she would get another kind of birth control.

The scene opens with you saying you want to talk.

**Person #2 (female):**

When you and your fiancé (Person #1) started sleeping together, he brought up the question of birth control. You suggested condoms, because you really were nervous about getting a pelvic exam. Since then, though, your sister convinced you to get a pap test and you feel OK about pelvic exams . The issue of birth control has never come up again, though.

The scene opens with him wanting to talk.



SITUATION C

**SKILL PRACTICE WITH A PARTNER:**  
**"Growing up"**

**Person #1:**

Your teenager (Person #2) has been dating the same person for over a month. You imagine it might be getting serious. You hope your kids both wait until they're older to have sex, but if they are going to have sex before they're married, you at least hope they'll use birth control. Maybe it's time you brought the subject up.

The scene opens when the two of you are home alone. You begin by asking Person #2 if he or she has a few minutes.

**Person #2:**

You have always been close to your family. You've gone to them when problems have come up ... but you've never talked about anything as personal as your (or their) love life.

The scene opens when one of your parents (Person #1) knocks on your bedroom door, where you've been listening to music.

SITUATION D

**SKILL PRACTICE WITH A PARTNER:**  
**"At the Store"**

**Person #1:**

You walk into a drug store to get some condoms and you can't find them. You are walking up and down the aisles, not wanting to look silly, so you look at other things as you go. Even if you could find them, you would want advice about which kind to get, so you figure you'd better ask someone.

The scene opens as you walk up to a clerk (Person #2), who is emptying a carton on aisle 3.

**Person #2:**

You are a clerk in a drug store. You have worked there a year, so you know your way around pretty well. Nobody has ever asked you about contraceptives before, but you are fairly knowledgeable ...if a little uncomfortable.

You are putting Band-Aids on the shelf when Person #1 (a customer) approaches you.



SITUATION E  
**SKILL PRACTICE WITH A PARTNER:**  
**"At the Clinic"**

**Person #1 (female):**

You have never had a pelvic exam before. Today, you'll be having your first one, because you have decided to get birth control pills. You are nervous. Your friend came with you, and you really do want someone to hold your hand, during the exam. When the nurse practitioner (Person #2) calls you, apparently *only* you, you want to say something ... but would he or she think you were silly for wanting your friend to come, too? You guess not. You go into the office and sit down.

The scene opens with you saying, "Look could I ask you a favor?"

**Person #2:**

You are a nurse practitioner in a family planning clinic. You like to put your patients as much at ease as possible. You also like to see patients alone, at least for a few minutes, because some of the things you have to ask are very private.

The scene opens after you have invited a patient (Person #1) into your office. Both of you sit down.

SITUATION F  
**SKILL PRACTICE WITH A PARTNER:**  
**"Ten Year Anniversary"**

**Person #1 (female):**

You have been married (to Person #2) for ten years. You are pregnant with your second child, and you have both decided that two is enough. Before your first child was born, and between the two pregnancies, you used birth control pills. But you forgot them occasionally, so you worried a lot. All in all, pills were a bit of a hassle. Now that you are done having children, you wish your husband would take over responsibility for birth control by having a vasectomy. It's cheaper and easier than for you to get your tubes tied, after all.

The scene opens with you, lying on the couch, as he brings you a snack. Begin by saying you'd like to talk.

**Person #2 (male):**

You have never really thought about birth control before, except a couple of times when your wife (Person #1) thought she might be pregnant ...that was pretty scary... you were unemployed at the time and she was only working for minimum wage. But anyway, that was years ago. You sure are glad it's women who have babies, because you hate hospitals and you're a baby when it comes to pain.



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## Communication Transparency

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### ASSERTIVENESS + REALLY LISTENING

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#### GOOD COMMUNICATIONS

**ASSERTIVENESS**: Standing up for yourself,  
without standing on top of others.

1. honesty
2. eye contact
3. sitting or standing tall
4. being willing to negotiate...to not always be "*the winner*".

**REALLY LISTENING**: Trying to understand the  
other person's point of view

1. using your ears
2. using your eyes
3. asking questions to check out whether you understand

# Birth Control

## Family Homework Exercise

ALL FAMILY HOMEWORK EXERCISES ARE OPTIONAL.

READ THIS TOGETHER:

Birth control information changes every year, as new methods are developed. In class, we have been studying seventeen methods of birth control, legal and available in the United States today.

Working together, but without looking at notes from class, how many of those methods can you name?

Now, review and discuss Contraceptive Worksheet 1 from class. Then ...

ASK THE ADULT: What do you believe about birth control?

ASK THE STUDENT: How about you? What are your beliefs about birth control?

ASK THE ADULT: Have you (or a partner) ever used birth control? If so, what kinds? If not, why not ... was it a matter of beliefs ... did you want children?

ASK THE STUDENT: Do you think you'll want children? If so, when and how many and when?

**NOTE: If any of these questions feels too private, remember that it's perfectly OK to "pass"... just say, "That's too personal. I'd rather not discuss it with you at this point."**

FOR FULL CREDIT, THIS EXERCISE IS DUE: \_\_\_\_\_

IF YOU WANT CREDIT, SIMPLY TURN IN THE SLIP, BELOW.



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### FAMILY HOMEWORK CONFIRMATION SLIP

We have completed "Family Homework Exercise: Birth Control".

Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_

Adult's signature: \_\_\_\_\_

# Birth Control

## Individual Homework Exercise

NAME \_\_\_\_\_ DUE \_\_\_\_\_

**DIRECTIONS:** Do EITHER number 1 or number 2.

1. List at least four reasons many teens decide to abstain from sexual intercourse.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. List at least four reasons it is good for couples to communicate about birth control.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**DIRECTIONS:** Do EITHER number 3 or number 4.

3. Circle the following terms in the word search below:

ABSTINENCE	PILL	CONTRACEPTIVE	SPERMICIDE
CONDOM	FOAM	STERILIZATION	SPONGE
PLAN	TALK	WAIT	
DIAPHRAGM	FILM	SUPPOSITORY	LOVE
WITHDRAWAL	IUD	FERTILITY	AWARENESS

S T E F E R T I L I T Y N O M L I F O X  
 P I A W A R E N E S S O C E R F E R O M  
 O U P L A N R E W Q I E W P I L S C V B  
 N Y B F A C O I X T I N I R E C U D E H  
 G F N C O N T R A C E P T I V E P H C Y  
 E D S N R P A Z F O A B H U G G P O N E  
 D U D L L O I G Y F F M D I A L O V E T  
 C O C E R L D L R E F O R S T S S U N A  
 M W I T I A T D L R E C A W D U I U I L  
 O C E R V I C A L C A P W M A B T A T K  
 A B E S A A M G A R H P A I D K O L S S  
 I T A W A Z T V U N B R L T O T R I B G  
 S P O P L E D I C I M R E P S T Y H A K

4. Find an ad for contraceptives in a magazine or newspaper. Cut it out or photocopy it and attach it to this page.

