

Lesson 8

Promoting Sexual Health and Staying on Your Camino

Overview

Lesson 8 Learning Objectives




In Lesson 8: Promoting Sexual Health and Staying on Your Camino, students will be able to:

- Discuss how effective hormonal methods of contraception work;
- Discuss ways to feel more comfortable talking about contraception with a health care provider;
- Discuss how contraceptives can help them protect their camino; and
- Describe the role both partners can play in using condoms.

Key Messages

- **El Camino Program**
 - You are in charge of setting and reaching your goals.
 - To reach your goal, use **STAR**: **S**tate your goal; **T**hink about the steps; **A**ssert your camino; **R**each your goal.
 - Being assertive can help you stay on your camino and reach your goals.
 - Only have sex when you are ready.
 - Both partners are responsible for preventing unintended pregnancy and/or STIs.

MATERIALS FOR THIS LESSON

-  Painters tape
-  Markers
-  Flip chart (smartboard, PowerPoint)

LESSON AT-A-GLANCE

8A. Welcome to Lesson 8! (1 min)

8B. Promoting Sexual Health on Your Camino (10 min)

8C. Sofia and David Go to the Clinic: Meeting with a Nurse Practitioner (23 min)

8D. Review of Assignment #2: A Question for your Parent/Guardian or other trusted adult (3 min)

8E. Student Questions & Review of Talking Points about Contraceptives and Condoms and Question Box (3 min)

8F. Slogan and Closure (3 min)

- **Lesson 8**

- Healthcare providers are a resource for choosing and using an effective contraceptive.

Preparation for Virtual Adaptation

1. Familiarize yourself with the following PPT slides:

- Group Agreements (see Activity 8A)
- Key Messages (see Activity 8A)
- Handout 6.4: Contraceptive Timeline (see Activity 8B)
- Handout 8.1: Contraception and Reproductive Health Goals on Your Camino (see Activity 8B)
- Discussion Questions (see Activity 8B)
- Handout 6.1: Hormonal Contraceptive Methods – What Teens Need to Know (see Activity 8C)
- Handout 8.2: Sofia and David Going to the Clinic: Meeting with a Nurse Practitioner (see Activity 8C)
- Discussion Questions 8C (see Activity 8C)
- Assignment #2 (see Activity 8D)
- Discussion Questions 8D (see Activity 8D)

2. Before students login to Zoom:

- Cue up PPT slides, student workbook, and other documents you are using during this lesson.
- Write a fun welcome message in the **Chat** box before students login.
- Organize your Zoom dashboard the way you like it.



Lesson 8 Procedures

Activity 8A: Welcome to Lesson 8! (1 minute)

1. **Welcome** students to Lesson 8.
2. **Review** the lesson learning objectives so that students know what they will do/cover in the lesson.
3. Please note, this lesson may contain graphic images about the reproductive systems of people with penises and people with vaginas.

- **During virtual implementation tell students:** *You might also not feel comfortable if others around you heard the discussion. If you don't feel comfortable with others hearing our discussion, please use headphones.*

4. **If this lesson is not being taught by a reproductive health expert, tell the students:** I am not a reproductive health expert. I will do my best to answer all the questions you have. The best place for you to get information on reproduction is with your health provider.
5. **Review** the group agreements.
6. **Ask students** to turn to **Lesson 8: Key Messages** in their workbooks.
7. **Ask for a volunteer** to read the new Key Message for Lesson 8.

Virtual Adaptation

Follow Lesson 1 recommendations for opening *El Camino* lessons on Zoom. Show the PPT slide titled “Lesson 8: Overview” as the student reads the learning objectives and the slide titled “Key Message” as the student reads the key message.

MATERIALS

- ☐ **Flipchart 1.1:** El Camino Group Agreements

STUDENT HANDOUTS

- ☐ **Lesson 8:** Key Messages



Activity 8B: Promoting Sexual Health on Your Camino (10 minutes)

INSTRUCTIONS (2 minutes)

1. **Ask students** to turn to **Handout 6.5 Contraceptive Timeline**.

Virtual Adaptation

Show the PPT slide titled “Handout 6.5: Contraceptive Timeline.”

2. **Remind the students** that **Handout 6.5 Contraceptive Timeline on page 34** helped Sofia think about which contraceptive method would work best to help her stay on her camino.

3. **Tell the students:**

- *In this next activity, you will use a worksheet to help you think about your reproductive health goals and which contraceptive methods are best to help you stay on track with the long-term goal you set in Lesson 1.*

4. **Ask students** to turn to **Handout 8.1: Contraception and Reproductive Health Goals on Your Camino**.

Virtual Adaptation

Show the PPT slide titled “Handout 8.1: Contraception and Reproductive Health Goals on Your Camino.”

5. **Tell the students:**

- *Think about your long-term goal and the steps that you wrote down in Lesson 2 to reach that goal.*
- In this activity you will fill out the “Reproductive Health Goal” section on the new El Camino map.
- *If you want, you can also update or change your goal and steps toward your goal based on what you’ve learned in the past lessons.*

MATERIALS

- ☐ **Facilitator Resource 7.5:** Talking Points (Condoms).

STUDENT HANDOUTS

- ☐ **Handout 6.4:** Contraceptive Timeline
- ☐ **Handout 8.1:** Contraception and Reproductive Health Goals on Your Camino

6. **Students should write** at least one reproductive health goal in a green box and at least two steps on the orange road that will help them reach those reproductive health goals.
7. Some example goals are:
 - a. Decide which contraceptive method is right for me
 - b. Get the contraceptive method I have decided on
 - c. Get condoms
 - d. Use the contraceptive method I have decided on
 - e. Protect myself against STIs
 - f. Protect myself against an unwanted pregnancy
 - g. Delay or abstain from sex
8. Some example steps are:
 - a. Research contraceptive methods
 - b. Talk to my partner about using contraception
 - c. Keep contraceptive methods/condoms in a safe place
 - d. Use contraceptive method/condoms every time I have sex
 - e. Visit a reproductive health center
 - f. Get tested for STIs
 - g. Get treated for STIs
9. In addition, they should think about one possible obstacle that could take them off track of reaching their reproductive health goal. For example:
 - a. Partner does not want to use contraception
 - b. Using a condom in such a way that it is less effective at preventing unintended pregnancy and/or STIs (such as if the condom is expired or opened in a way that damages the condom)
 - c. Not having a condom available when ready to have sex
 - d. Not feeling comfortable with a contraceptive method and wanting to make a change

- e. Missing a dosage of a birth control pill (i.e., forgetting to take a pill every day)

10. **Finally, they will identify** at least two resources that can help them achieve their goal and “assert their camino”. They should write these resources down in the “Resource Box” on their worksheet. Some examples of resources are:

- a. Youth-friendly reproductive health clinics
- b. Drug stores or other places where one can get condoms
- c. Trusted adults in their lives
- d. School counselor or case manager
- e. School nurse
- f. Partner

INDIVIDUAL WORK (5 minutes)

1. **Tell students** that they will have five minutes to complete the worksheet.
2. **Regularly announce how much time students have left to complete the activity.**

Virtual Adaptation

In a virtual setting, this activity can be completed in a group setting. Facilitators can call upon one student for each time marker and ask them what their reproductive health goal, their obstacle, and their resource is for that specific time marker.

LARGE GROUP DISCUSSION (3 minutes)

1. After five minutes, **ask students** to return their attention to the front of the room.



2. Ask the students:

- ***What is the surest way to avoid a pregnancy?*
- *What is one way to avoid pregnancy? What is one way to avoid STIs?*
- *What are possible obstacles to reaching your goal and how can you avoid or overcome these obstacles?*
- ***What resources are available to you to help you take the steps necessary to reach your goal?*

Virtual Adaptation

Questions that include the asterisk (**) in the front are the questions to prioritize in this discussion if you are running out of time.

Show the PPT slide titled “Discussion Questions” as you lead a discussion with questions listed above.

Allow students to answer verbally or using the **Chat** box. If students chat their answers, be sure to read them aloud. If the comment is unclear, ask the student to clarify verbally if they feel comfortable.



Activity 8C: Sofia and David Going to the Clinic: Meeting with a Nurse Practitioner (23 minutes)

INSTRUCTIONS TO SOFIA AND DAVID GOING TO THE CLINIC: MEETING WITH A NURSE PRACTITIONER ACTIVITY (5 minutes)

STUDENT HANDOUTS

- ☐ **Handout 6.1:** Hormonal Contraceptive Methods—What Teens Need to Know
- ☐ **Handout 8.2:** Sofia and David Going to the Clinic: Meeting with a Nurse Practitioner

1. Tell the students:

- *We are going to start today's lesson with an activity that will allow us to review what we learned about two of the most effective contraceptive methods and how to obtain them – the IUD and the Implant.*
- *Avoiding pregnancy at your age will help keep you on track of your camino. To protect against STIs, you must also use a condom.*

2. Ask students to find **Handout 6.1: Hormonal Contraceptive Methods – What Teens Need to Know** and **Handout 8.2: Sofia and David Going to the Clinic: Meeting with a Nurse Practitioner** in their workbooks.

Virtual Adaptation

Show the PPT slide titled “Handout 6.1: Hormonal Contraceptive Methods – What Teens Need to Know” and then the PPT slide titled “Handout 8.2: Sofia and David Going to the Clinic: Meeting with a Nurse Practitioner.”

3. Ask for a student volunteer to read the following continuation of Sofia's and David' story/novela.

In previous lessons, we heard that Sofia and David have been spending a lot of time together. They have not had sex and both Sofia and David want to be prepared in case they decide to have sex. David and Sofia have looked at different contraceptive methods to decide which can best help them stay on track and reach their goals of finishing school and getting the jobs that they want in the future. Sofia is deciding between two method that she prefers – implant and the IUD.

Sofia was initially unsure where to go to obtain contraceptives. She spoke to a friend who recommended a clinic near where they live. Sofia's friend said the nurse practitioner gave her a lot of information and helped her decide what birth control method was best for her.

However, Sofia still feels nervous about making the appointment and going to the clinic. David has agreed to go to the clinic with Sofia. Knowing David would go along helped Sofia make the appointment.

On the day of the appointment, Sofia and David take the bus to the clinic. They're both quiet during the trip. Sofia is wondering how David is feeling. David is wondering the same thing about Sofia. When they arrive at the clinic, they are surprised at how busy it is. There are many young people in the waiting room. The woman at the reception desk is very helpful and makes sure that they filled out the information forms correctly.

There's a lot of information about contraceptives, pregnancy, and STIs in the waiting room. Sofia picks up some of the pamphlets. Sofia is again feeling a little overwhelmed. How would she make the right decision about which contraceptive to use? Finally, Sofia is called into the consulting room.

4. **Divide the students** into groups of 4.

Facilitator Note: An option is to identify 4 students in the class to complete the scenario and present to the larger group. The preferred method is to use the small group approach.

5. **Explain to students:**

- *You are going to have 8 minutes to complete the scenario for what happens during the conversation between the nurse practitioner and Sofia and David.*
- *Your job is to complete the scenario for the nurse practitioner based on the questions that Sofia and David ask. You will use **Handout 6.1: Hormonal Contraceptive Methods – What Teens Need to Know** to complete the scenario.*
- *Each group will be assigned either the IUD or the Implant.*

- *Each group will elect three people to come to the front of the room to give a 2 to 3-minute skit based on the scenario they write. One person should play Sofia, another person should play David, and a third person should play the role of the nurse practitioner. The gender of the actors does not matter just as long as we know who is playing what character.*
- *In these skits, we are demonstrating both the patient seeking hormonal contraception AND their partner participating in the appointment. In real life, some people will feel comfortable having their partner with them during the appointment; others will not. This decision about who should be involved in talking to the health care provider is personal and the decision is ALWAYS up to the person receiving care.*

6. **Tell students** that they should assume the following four things:
 - a. The clinic is one that serves teens who are documented and undocumented. People of all genders are served at the clinic.
 - b. The clinic has funding to provide free or low-cost contraceptive methods to teens.
 - c. Contraceptive services can be provided to adolescents and young adults without notifying their parents.
 - d. All services are confidential.
7. **Assign half the groups** to focus on IUDs and the other half to focus on Implants.
8. Tell students that they can find the skit that they will be filling out in **Handout 8.2: Sofia and David Going to the Clinic: Meeting with a Nurse Practitioner** in their workbooks.
9. **Ask students** if they have any questions about their assignment.
10. **Answer** questions.

Virtual Adaptation

Tell students that you will be breaking them up into small groups (using Zoom's Breakout Rooms feature). There should be as many breakout rooms as there are facilitators. Therefore, if there are 2 facilitators, there should be 2 breakout rooms.

Click on the **Breakout Rooms** icon on the bottom of your Zoom navigation bar (4 small squares). A window will appear that will allow you to determine the number of rooms you would like to create. Then click on "Create Breakout Rooms."

Next, you will see a new window with each breakout room listed and the students assigned to each (the assignment will be done randomly). You will see that you have the ability to move students around if you think there would be better combinations of students in each breakout room. Alternatively, you can preassign students to breakout rooms.

Assign either the IUD or Implant to each of the groups.

Tell students:

- Tell students that they can find the skit that they will be filling out in Handout 8.2: Sofia and David Going to the Clinic: Meeting with a Nurse Practitioner in their workbooks.
- As they enter their breakout room, they should quickly determine who is going to serve as: 1) activity facilitator, 2) timekeeper, and 3) skit actors.
- They will have 8 minutes to come up with a 2-3-minute skit (follow the same instructions above as you would for face-to-face instruction.)
- When there is one minute left, they will see a timer count down 60 seconds on their screen. After 60 seconds, they will all be joined together as a large group again. Note that you can change this 60-second warning on Zoom to be more or less time.

When you are ready, click on "Open All Rooms."

As the host of the Zoom meeting, you have the ability to join and exit breakout rooms (to check in) if you think it would be helpful to students.

When there is one minute left, click on "Close All Rooms." This will give students 60 seconds to wrap up.

Before dividing students into breakout rooms, be sure students know how breakout rooms work. If not, give them a brief orientation.

SMALL GROUP WORK (8 minutes)

1. **Invite students to begin** their assignment.
2. **Remind the students** to use **Handout 6.1: Hormonal Contraceptive Methods – What Teens Need to Know** to help them to write their skit.
3. **Circulate the room** and help if needed.
4. **Provide** regular time checks.

PRESENTATIONS (5 minutes)

1. After eight minutes, **ask students** to bring their attention back to the front of the room.
2. **Ask one of the groups** that was assigned to the IUD to volunteer to come to the front of the room to present their 2 to 3-minute skit. The students can choose to stand or sit.
3. Before presenting, **ask each small group** to tell the larger group who is playing which character in their skit.
4. **Ask students** to use clear and loud voices.
5. After the first group presents their skit on the IUD, **ask one of the other groups** that was assigned the Implant to come to the front of the room to present their 2 to 3-minute skit.
6. **Repeat the process** used in the first skit.

Virtual Adaptation

Students will present their skits on Zoom similarly as they would in a face-to-face setting. Again, do not force anyone to turn their video on.

LARGE GROUP DISCUSSIONS (5 minutes)

1. **Lead a large group discussion** using the questions listed below:
 - a. **How were Sofia and David feeling before they talked to the nurse practitioner? How were they feeling after they met with the nurse practitioner?
 - b. Why was it important for Sofia and David to learn about contraceptive methods before going to the clinic?
 - c. **Why was it important that Sofia and David went to the clinic before they ever had sex?
 - d. How did going to the clinic together affect Sofia's and David's relationship?
 - e. **In the family you grew up in, would a man go to a reproductive health clinic? Why or why not?
 - f. How were Sofia and David "asserting their camino" by going to the reproductive health clinic?
 - g. **What questions do you still have about the IUD, Implant or the other four hormonal contraceptive methods we learned about in the last lesson?

Virtual Adaptation

Questions that include the asterisk (**) in the front are the questions to prioritize in this discussion if you are running out of time.

Show the PPT slide titled "Discussion 8C" as you lead a discussion with the questions listed above.

Allow students to answer verbally or using the **Chat** box.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?



Activity 8D: Review of Assignment #2: A Question for Your Parent/Guardian or Other Trusted Adult (3 minutes)

STUDENT HANDOUTS

- ☐ **Assignment #2:** A Question for Your Parent/Guardian or Other Trusted Adult

1. Ask students to turn to **Assignment #2**.

- QUESTION: *What is the right time to start a family?*

Virtual Adaptation

Show the PPT slide titled “Assignment #2.”

2. Ask for volunteers to read the answers they got from their parent/guardian or share what they think their parent/guardian would say.



3. Ask students:

- *Was what your parent/guardian or other trusted adult said different or the same as your own time to start a family?*
- *Why do you think they are the same?*
- *Or why do you think they are different?*

Virtual Adaptation

Show the PPT slide titled “Discussion Questions 8D” as you lead a discussion with the questions listed above.

Allow students to answer verbally or using the **Chat** box.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?



Activity 8E: Student Questions and Review of Talking Points about Contraceptives and Condoms and Question Box (3 minutes)

MATERIALS

- ☐ Question Box
- ☐ 3x5 cards

1. **Ask students** if they have any questions about the information they learned in Lesson 7 about condoms.
2. **Address selected questions** and/or comments from the Question Box.
3. If there are no additional questions, the facilitator should choose 3 questions that were not addressed in the previous lesson from **Facilitator Resource 7.5: Talking Points (Condoms)**.

Virtual Adaptation

For virtual implementation, create a “Virtual Question Box” – an anonymous online form where students can submit questions they have. You can use Google Forms, SurveyGizmo, SurveyMonkey, or another free survey platform.

Students can also submit questions by sending a direct message to the facilitator during implementation.

Finally, you can also tell students that they can email you directly with questions before the next lesson if they prefer. Be sure students have your email address.



Activity 8F: Slogan and Closure (Optional) (3 minutes)

A SLOGAN FOR TODAY'S CLASS AND CLOSURE (3 minutes)

1. **Tell the class to complete the following sentences:**
 - Today I learned...
 - My favorite part today was...
2. **Remind the students** of the key messages for Lesson 8.
3. On a flipchart, **write down** students' responses.
4. Tell students that the next lesson, Lesson 9, will focus on setting limits regarding sex and protected sex and using assertive communication to protect their limits.

Virtual Adaptation

After giving students a minute to think about what they learned today or what their favorite part of the class was, ask them to either (1) write their idea in the **Chat** box or (2) share verbally. Provide positive feedback.

Materials in Student Workbook:

- Lesson 8: Key Messages
- Handout 8.1: Contraception and Reproductive Health Goals on Your Camino
- Handout 8.2: Sofia and David Going to the Clinic: Meeting with a Nurse Practitioner

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