Objectives:

After this lesson, the students:

- Understand what family planning means
- Know that family planning is a reproductive right
- Know what both men and women need for effective family planning

Lesson Outline (1 hour sample lesson plan)

Use this outline as an example of a good and complete learning process which includes: new knowledge, skill building and changing attitudes.

0.00 – 0.05 Introduction: Introduce the topic, by making a link to existing knowledge and make it real – connect to real life.

0.05 – 0.15 Warm up: Get the energy going with an interactive exercise. This should create a good atmosphere and make sure everyone feels at ease.

0.15 – 0.30 Information: Share the information with the students. The information should be presented clearly without difficult terms. Make sure to keep it factual and present without judgment.

0.30 – 0.40 Discuss: Give students time to reflect on the information and form their own opinions.

0.40 – 0.55 Practice: Let students practice the skills they need to use the new information in their own lives.

0.55 – 1.00 Take action: Come up with a plan on what the students can do in their own time to use the new information.

Introduction

Start by introducing the topic. When you introduce new information it is important to link it to existing knowledge the students already have. This can be done by:

- Referring to previous lessons when this topic builds on what was discussed in those lessons. For example the information on contraceptives: How could you plan a family without contraceptives?
- Introducing the lesson by asking the opinion of the students. Do you think you have the right to plan your family? How can you make sure you exercise your right to family planning?
- Using the videos that are on the platform. Share a story from one of the videos and ask the students to some reflective questions like: do you recognise this situation, can you relate to the person in the story?
- Using the quote to start the lesson and ask the students what they feel it means and if they agree.
Quote: “When women have the tools they need to plan their families – information, access to contraceptives, and high-quality health care – they are much more likely to finish their education. That gives them the opportunity to do what they do best: build thriving families, communities and nations.” – Melinda Gates

Warm-up

Goal: Students understand the importance of sharing responsibility over planning a family for the future.

Step 1. Bring some soccer balls to the class.
Step 2. Tell students to pair up with a friend. Give each pair of students a ball. If you don’t have enough balls for each pair of students, tell them to pass the ball through once they finished the warm-up.
Step 3. Explain students they have to stand in front of each other, and place the ball in between their belly, holding each other’s shoulders not to let the ball fall on the ground.
Step 4. Tell the students they have to walk around in the room with the ball between their belly. They cannot let the ball fall on the ground, so they have to work and coordinate together. End the game when you see it has saturated.
Step 5. The warm-up is over and you can do a short recap of the previous lesson or explain what students will do and learn in today’s lesson.

Information

Let the students read through the lesson content on their own, give them some time to form their own opinions and ask them if they have any questions. Share the information from the platform with the students.

• If they have access to the platform you can ask them to read it on their own.
• You can create a Powerpoint presentation where you create slides with images and the most important information
• You can present the information to the whole group. Use keywords for yourself and if possible also write the keywords on a board as reminders for the listeners.
• You could make handouts with the key information.

Make sure that you take enough time to present everything clearly and that you build in moments where the students can reflect on the information and ask questions. The information has already been written in paragraphs – after each paragraph you can ask a reflective question.

You can use these questions to engage the group:

• What contraceptives are youth in your location using?
• Do you think a lot of youth are using contraceptives? Why (not)?
• Where would you get information on Family Planning?

Family planning is important, because it secures the health and the future of mother, father and child. For example, effective family planning reduces unintended pregnancies and the need for (unsafe) abortions. It also secures the financial situation of the family, because raising children is often a costly
matter. To encourage family planning, it is important that young people as you are educated about the responsibilities of parenthood.

In effective family planning both women and men are involved. They need;

- Access to quality information
- Access to quality services and contraceptives
- Support from partners and communities
- Support of strong national health systems
- Supportive policies from the national government

Contraceptive methods help you to manage your family planning. Different methods are;

- Condom
- Female condom
- IUD (Intra-uterine device)
- Diaphragm
- Contraceptive pill
- Contraceptive injection
- Norplant implants
- Vasectomy and tubal ligation
- Abstinence

See the lesson on contraceptives in the Youth Friendly Services course to know more about these contraceptives and where to access them.

**Discuss**

Allow some time to reflect on the information and to form their own opinion. This is important because it helps the students to process the information by reflecting on how this information is related to their own situation. You can use the following activities:

- You can facilitate a discussion by using the reflective questions. Or use the story as a starting point for a debate.
  - Why is family planning important for young people?
  - What are the advantages of good family planning?

- Use the story as a starting point for the students to come up with their own story based on their realities. This can be in the form of a roleplay, comic, story etc.

**Story:**

*Sisper Agandi - Kenya*

When Sisper Agandi, a cleaner at the Tupange-supported Migosi Health Center in Kisumu, Kenya, was invited to a training on family planning, she was sure there had been some mistake. "Those things are always for the nurses and doctors only--why would they ever want a sweeper to go to that class?" she asked herself. But the 32-year-old mother of seven is exactly the kind of woman the program hopes to reach. "We learned so much about family planning in those classes," Sisper
speak of the Jhpiego-led urban reproductive health initiative, supported by the Bill and Melinda Gates Foundation. "Everybody had questions--even the nurses! I asked so many. With seven children, I knew I just couldn't manage anymore. I was so tired. But I was fearing that it was going to hurt my body." After attending just two of the series of classes, Silper started using Depo Provera. "Family planning is good. Tupange made me feel like I belong to myself again," she says. "Now that I have taken those classes I tell everybody about family planning. I show them how well I am, and I tell them that I am not having any problems. Because they can see me with their eyes, they believe me."

Source: Gatesfoundation.org

*Use the quiz on the platform to see if students understand the difference between different sorts of contraceptives. Read out the statements and ask the group which contraceptive is referred to. Make sure you provide the correct answer without judging those who gave a wrong answer.*

**Quiz**

The game on the platform asks the students to choose which quality is represented.

Click on the contraceptive method which is explained

1. Deciding to refrain from sexual intercourse. **Abstinence** – IUD - Condom
2. A slipcover made out of rubber for the penis in erection. **Female condom** – Condom - IUD
3. A thin rubber which needs to be placed in the vagina before having sexual intercourse – **Female condom** – Condom - **Diaphragm**
4. A soft latex or silicon dome which is placed in the vagina before having sexual intercourse – **Diaphragm** – Female condom - condom
5. Small T-shaped device which is placed in the uterus by a professional doctor – **IUD** – Contraceptive injection
6. Oral method for women which prevents the liberation of an egg – **the pill** – Contraceptive injection - IUD
7. Injection of hormones which prevents the liberation of an egg – **Contraceptive injection** – IUD – the pill

**Conclusion:** You can manage your family planning by using one (or more) of the contraceptive methods above.

**Tip:** Go to the lesson on Youth Friendly Services to see how and where to access these contraceptives.

**Practice**

Use the outcomes from the discussion to ask the students come up with a plan on how to do something in their own community, peer group or family.
Since such an activity requires skills, make sure you practice these first. Some of the skills you could practice for this lesson are:

**Body language:**

If you facilitate or present certain information to other people, then you might encounter sensitive issues, or topics which are more difficult to talk about. It is therefore very important that you have the right body language when talking about these topics.

Read the tips below and then do this exercise;

- Practice the different body languages described below in the mirror
  - Being defensive
  - Being open, relaxed
  - Being confident
  - Being bored
  - Being thoughtful
  - Being angry or frustrated
  - Being honest
  - Being positive or negative
  - Being impatient
  - Being interested
  - Being insecure

**Posture** – Your posture includes how you hold your head, shoulders, legs, arms, and hips. Each of these parts of your body work separately as well as together to send non-verbal cues. Examples include tilting your head, slumping your shoulders, turning your hips sideways, and the like.

The tips below will help you with this:

- Take an active listening pose by focusing on what the other person is saying, looking that person in the eyes and not being distracted by factors around you (such as you cell phone)
- Don’t cross your arms over each other while talking, because this shows you are very defensive
- Shake hands when someone new enters the room to introduce yourself and connect with that person
- Have an open facial expression, for example by smiling
- Use your hands when talking, this will support what you are saying and make the audience better understand.
- Eye contact: Express feelings based on intensity and length of eye contact, and the like. Don’t lock your eyes to only couple of people, but try to make everyone feel like you’re talking to them.
• Movement: Your movement, whether using your entire body or just part of your body, is both flexible and commanding. For instance, moving toward another person may send a message of dominance or assertiveness, while moving away from another person may send a message of avoidance, submission, or simply bringing the interaction to a close.

**Take action**

Wrap up today’s lesson by asking what the students have learnt, liked, found difficult etc.

Give an assignment to put the new knowledge and skills into action:

• Identify the places where you can get information on family planning and investigate them. Is it easy to get information there? Are the people friendly and willing? Is the information correct? Do they also provide contraceptives?