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*Artículos científicos*

## **Proyecto de intervención educativa sobre prevención del embarazo a temprana edad**

***Educational Intervention Project on Prevention of Early Pregnancy with  
Young People***

***Projeto de intervenção educativa na prevenção da gravidez precoce***

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## Resumen

Este trabajo presenta un proyecto de intervención que desarrollaron alumnos de cuarto grado de la licenciatura en Intervención Educativa de la Universidad Pedagógica Nacional 141. El objetivo del proyecto fue diseñar e implementar un taller que capacite a las y los adolescentes de tercer grado de la Escuela Secundaria Sor Juana Inés sobre las causas y consecuencias del embarazo a temprana edad, con la finalidad de crear un entorno que favorezca las decisiones libres, responsables e informadas sobre el ejercicio de su sexualidad. Metodológicamente, en primer lugar, se realizó un diagnóstico mediante encuesta para determinar los conocimientos previos de los alumnos. Así, más tarde, el taller contempló los temas propuestos por el alumnado y las omisiones del plan de estudios en materia de sexualidad. Las actividades dentro del taller incluyeron videos, exposiciones y juegos vivenciales que condujeran a la reflexión y tuvo una duración aproximada de tres horas. Los resultados demostraron la necesidad de ejecutar este tipo de proyectos de intervención, ya que la información que poseen los adolescentes es incompleta e inadecuada. Es fundamental que conozcan las formas de prevención para que tomen mejores decisiones y ejerzan una sexualidad de forma responsable. También es importante reconocer que este tipo de proyectos en contextos reales promueven el uso de los conocimientos y habilidades adquiridos por los estudiantes a lo largo de su trayecto educativo.

**Palabras clave:** competencias, educación secundaria, embarazo adolescente, intervención educativa, sexualidad.

## Abstract

This work presents an intervention project developed by fourth-grade students of the bachelor's degree in Educational Intervention at the Universidad Pedagógica Nacional 141. The objective of the project was to design and implement a workshop that trains third-grade adolescents at Escuela Secundaria Sor Juan Inés de la Cruz on the causes and consequences of early pregnancy, in order to create an environment that favors free, responsible and informed decisions about the exercise of their sexuality. Methodologically, a diagnosis was made through a survey to determine the students' prior knowledge. Thus, the workshop considered the topics proposed by the students and the omissions of the curriculum on sexuality. The activities within the workshop included videos, exhibitions and experiential games that led to reflection and lasted approximately three hours. The results demonstrated



the need to execute this type of intervention projects, since the information that adolescents have is incomplete and inadequate. It is essential that they know the forms of prevention so that they make better decisions and have responsible sexual behavior. It is also important to recognize that these types of projects in real contexts promote the use of the knowledge and skills acquired by students throughout their educational journey.

**Keywords:** educational competencies, middle school, early pregnancy, educational intervention, sexuality.

## Resumo

Este trabalho apresenta um projeto de intervenção desenvolvido por alunos do quarto ano do curso de Licenciatura em Intervenção Educacional da Universidade Pedagógica Nacional 141. O objetivo do projeto era conceber e implementar uma oficina de formação de adolescentes do terceiro ano do Ensino Secundário Sor Juana Inés sobre as causas e consequências da gravidez precoce, a fim de criar um ambiente que incentive decisões livres, responsáveis e informadas sobre o exercício da sexualidade. Metodologicamente, em primeiro lugar, foi feito um diagnóstico por meio de uma pesquisa para apurar os conhecimentos prévios dos alunos. Assim, posteriormente, a oficina considerou os temas propostos pelos alunos e as omissões do currículo em questões de sexualidade. As atividades da oficina incluíram vídeos, exposições e jogos vivenciais que propiciaram reflexão e duraram aproximadamente três horas. Os resultados demonstraram a necessidade de execução deste tipo de projetos de intervenção, visto que as informações de que dispõem os adolescentes são incompletas e inadequadas. É fundamental que conheçam as formas de prevenção para que possam tomar melhores decisões e exercer a sexualidade de forma responsável. É também importante reconhecer que este tipo de projetos em contextos reais promovem a utilização dos conhecimentos e competências adquiridos pelos alunos ao longo do seu percurso educativo.

**Palavras-chave:** competências, ensino médio, gravidez na adolescência, intervenção educativa, sexualidade.

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## Introduction

The adolescent stage is full of both physical and psychological changes. In adolescence, the search for an identity intensifies. By leaving childhood, and with it a certain dependence on parents, young people acquire autonomy. From then on, new social ties begin to form (Aberastury and Knobel, 2010; National Center for Gender Equity and Reproductive Health, 2016).

It is a stage characterized by different emotional, physical and psychological changes, modifications of the roles within and outside the family nucleus. In short, it is a key moment in the development of an individual (Krauskopf, 1999).

Now, it is impossible to talk about adolescence and not talk about sexuality. Likewise, when talking about training for young people, sexual education should be unavoidable. Multiple documents at the international and national level have discussed the importance of sexual education, as well as the need for it to be consistent and supported by scientific information and to guarantee the sexual and reproductive health of adolescents (National Population Council [National Population Council [Consejo Nacional de Population [CONAPO], 2005; United Nations Educational, Scientific and Cultural Organization [UNESCO], 2010; Secretariat of Health, 2013).

Information on sexuality in the adolescent stage is a necessity and both parents and teachers must be prepared when they need to answer and clarify doubts. It is necessary to delve into several aspects: from prevention to the correct way to treat adolescents who are already in a situation such as pregnancy or sexually transmitted diseases.

It is not enough to provide institutional information, but one that is linked to the consequences that exist, always based on the essential values for daily life, such as respect, freedom and self-esteem, among others.

According to the study plan of the Ministry of Public Education [SEP] (2017), in third grade of secondary school the subject "Training, civics and ethics" is taken, where it talks about teenage pregnancy, although the information is not extended at all levels, but is limited to some short course subjects. For example, in the Sor Juana Inés de la Cruz Secondary School, content on sex education is taught with the support of textbooks that is usually oriented towards anatomy, biology and risk prevention.

Precisely, one of the problems that most affect adolescents has to do with the lack of information or fragmented information on sexuality that they receive from the media or from their friends, and which usually has consequences such as an unwanted pregnancy (National Center for Gender Equity and Reproductive Health, 2016; CONAPO, 2005). The statistics on teenage pregnancy are striking both internationally and nationally. The United Nations Children's Fund (UNICEF) (Salinas, 2014) has reported two million births worldwide in children under 15 years of age, of which 90% occur in developing countries. Mexico is ranked first in adolescent pregnancy among the countries of the Organization for Economic Cooperation and Development (OECD) (Government of the Republic, 2014).

Due to this, the Government of the Republic announced in 2014 the National Strategy for the Prevention of Pregnancy in Adolescents (ENAPEA). In this proposal, it is estimated that pregnancy in minors between 10 and 14 years old has increased from 1.9% in 2012 to 2.1% in 2018, while pregnancy in adolescents between 15 and 19 years old has decreased from 77 births per 1000 to 70 births in the same period (Government of the Republic, 2018). This problem is of great relevance since it affects many aspects of the individual, including health, academic preparation, life project, education, economic and social aspects (National Center for Gender Equity and Reproductive Health, 2016; Salinas, 2014).

The adolescents who live in this situation come to suffer rejection, abuse, they can even continue with patterns of poverty and social exclusion. Among the factors that are pointed out as causes of this problem are low schooling, lack of opportunities due to poverty, traditional trajectory, from religious beliefs to cultural patterns, early sexual activity, inadequate legislation, lack of care to health, violence and child marriages, to mention the most important (Consejo de Investigación y Evaluación de la Política Social [CIEPS], 2014; Stern, 2004).

Looking from social and medical perspectives, adolescent pregnancy alters physical, emotional, educational, and economic health. Rangel, Valerio, Patiño, and García (2004) mention that the psychosocial needs of both the pregnant adolescent and in the family environment must be addressed: the changes not only occur for the mother, but also for each member of the family with the found, the functions that each individual has, quite possibly, will have to be modified with the process and the arrival of this new member, which can become a challenge for the family.

Loredo, Vargas, Casa, González and Gutiérrez (2015) add to the list of consequences of an adolescent pregnancy the breakdown of the life project, school dropout, family

conflicts, expulsion from home, abandonment of the partner, emotional alteration, difficulties in obtaining a job, lack of monetary income, inclination towards drug use and the tendency to prostitution or crime. "To face this problem, it is necessary to develop preventive strategies aimed at the risk of early pregnancy (...), through the implementation of educational programs of personal, family or school scope for this age group" (Loredo et al., 2015, p. 223).

Addressing the sexual and reproductive rights of young people so that they make free and informed decisions, a more rigorous legislation regarding sexual abuse and rape, access to contraceptive methods free of charge and improving health services are some of the strategies that have been proposed from different levels (CIEPS, 2014; Gobierno de la República, 2014).

Adolescent health is an international priority and is addressed from public policies. It is necessary to attend to sexual education, not only from a biological perspective, but also from a socio-cultural perspective, since there are expected behaviors that society regulates. The educational environment also contributes to decision-making, body care and to avoid risks in the adolescent population. It is of utmost importance that programs that promote the prevention of pregnancy at an early age are frequently carried out, based on issues related to sexual education, contraceptive methods and their correct use.

For the intervention project carried out as part of this research, opinions of both parents and experts were taken into account. Pi (August 4, 2016) argues that in Mexico sexuality and sex education continue to be taboo. For example, the organization of parents called Red Familia protests against the information given to children in schools. When talking about these issues, they argue, adolescent pregnancies are increasing, despite being informed about condom use.

However, health experts believe the opposite: they believe that each stage of life should always be enjoyed favoring social well-being, reducing gender gaps with conditions that provide freedom to life projects. In the different stages of life, according to the Fundación Host (2012), it is necessary to have clarity and information about sexual and reproductive health, so that the barrier of poverty, discrimination, exclusion and lack of opportunities is reduced.

In an interview with Mtra. Rocío Asencio Jaime (April 10, 2019, personal communication), who is coordinator of the Specialization in Gender Studies program at the National Pedagogical University Unit 141, comments that it is necessary to give information to third-grade high school youth about contraceptive methods and pregnancy prevention.

Even more, he believes that it is not only typical of secondary schools, but information on the subject should even be provided from primary school.

He mentions that there is a lot of ignorance of the sexual and reproductive rights of young people.

Parents argue that they decide for their children, when there are also sexual rights for girls, boys, and adolescents, where information about them should give them access to contraceptive methods. I do not think that it is a part that the parents have to decide, it is part of the educational curriculum, in that the parents have no influence (Asencio, 10 de abril de 2019, comunicación personal).

He also indicated that adolescents should have access to contraceptive methods free of charge in health centers and that their life expectancies influence their decisions.

On the other hand, Coleman and Hendry (1980) affirm, based on Piaget's theories, that intellectual development in the subsequent stage of puberty is of utmost importance, since this supports the individual's ability to approach maturity in such a way that facilitate their participation in society. At any stage of our lives we must assert our rights; to do so we need to know them. Following Rosales (2011) here, decisions must be grounded in order to act in a conscious and informed manner, taking into account aspects such as fertility, contraception, pregnancy, abortion and maternal health, in the case of reproductive health.

In short, comprehensive sexuality education is essential for young people. This must be adequate, well-founded and timely, according to the stage of life of the recipients. And given the refusal of some parents about the exposure of sexual content, the institutions must make an attempt to present the issues necessary for young people to lead a healthy and safe sexual life.

Being informed allows informed decision-making, that young people can assert their rights regarding sexuality with responsibility, and thus avoid not only early pregnancies, but also sexually transmitted diseases, among other aspects.

Due to everything discussed so far, the need to design and implement an intervention project aimed at the prevention of early pregnancy and its possible consequences was raised. The workshop is planned and aimed at third grade high school students, although its contents are also optimal for the different grades of the level, since topics of interest in this stage of life are reviewed, such as pregnancy prevention, prevention of sexually transmitted disease and knowledge and correct use of contraceptive methods.

## **Objectives of the project**

The general objective of the intervention project was to design and implement a workshop that would guarantee adolescents the right to receive a comprehensive sexual education that informs them about the causes and consequences of early pregnancy, in order to create an environment that favor free, responsible and informed decisions about the exercise of your sexuality.

Hence, three specific objectives emerged: 1) to design an informative workshop on causes and consequences of adolescent pregnancy, contraceptive methods and sexually transmitted diseases; 2) implement the sexuality workshop at Sor Juana Inés De La Cruz Secondary School aimed at third-grade adolescents to promote decision-making based on information and reflection, and 3) systematize the information resulting from the implementation of the workshop through observation.

## **Method**

### **Socio-educational intervention project**

This type of project arises as a strategy in the face of social reality. This is a series of activities that present solutions to problems detected in the educational field, where the auditors put into practice the skills and abilities acquired in their training journey. The approach for this type of project must take into account the characteristics of the population to which it is directed, consider the objective of the project according to the diagnosis of needs and, with this, make the solution proposal or project design, taking into account the material and human resources available to establish action strategies (Castillo y Cabrerizo, 2011).

## **Participants**

The intervention project was carried out at Sor Juana Inés de la Cruz High School, located in Tlajomulco de Zúñiga, Jalisco. The sample was non-probabilistic, since they were selected for their accessibility. In total, 109 adolescents from four third-grade groups participated, 48 males and 61 females.

## Needs assessment

It was decided to carry out a needs assessment on sexuality and the use of contraceptives to know the information that the students have and to know which are the absences that we must attend. In this case, the diagnosis is an indispensable tool and a phase in the intervention project that allows us to identify the reality that occurs in the social field to which we are going to access, which will allow us to prioritize actions and, with all this, make the workshop design. First, an interview was held with the school director, who mentioned the importance of applying the workshop. Among the data he provided is that there are only two cases of pregnant teens in a two-year period. The information was collected through a brief survey of the 109 students. The results of the survey indicate that 63% of adolescents consider the lack of information on contraceptive methods as causes of adolescent pregnancy, 19% say that there is a lack of information on sexuality, 11% mention the lack of values and 9% the absence of a project of life. Almost half of the students, 49%, think that getting a pregnancy requires more than one sexual relationship; in other words, they have the idea that it is not possible for a sperm to fertilize an egg because it is the only occasion.

This in contrast to 39% of the students, who think that there may be a pregnancy the first time; 12% could not answer. It should be noted that, despite the lack of information, the students consider that the consequences of having unprotected sex is a task that falls to both parties involved, male and female, equally; the number of students who believe responsible to other factors such as the family, or that the responsibility should fall on the pregnant adolescent is minimal.

## Process

The proposed workshop titled Better Take Care of Myself! (Live your life, before creating a life) was designed with the purpose of informing third-grade juniors about the prevention of early pregnancy and its possible consequences. Areas to address were the reasons that lead to adolescent sexual intercourse, its consequences, prevention, and contraceptive methods.

The aim of this workshop is to provide information and encourage them to be responsible for making decisions regarding adolescent pregnancy, so that they know the types and correct use of contraceptive methods, as well as their importance.

As part of the curricular design, three competencies were proposed that students should develop with the help of the workshop, namely: 1) that students have the capacity for autonomy and responsibility for their actions through the acquisition of adequate information on sexuality and reproduction. ; 2) students must generate their own concepts about contraceptive methods, sexually transmitted diseases, as well as risks before, during and after adolescent pregnancy based on reliable information, and 3) students must generate positive attitudes for a healthy sexuality that join a culture that encourages free, responsible and risk-free sexuality.

### **Workshop design**

At this point, it is important to ask ourselves how culture and society influence the cognitive development of young people. Vygotsky's sociocultural theory maintains that children internalize the behavioral structures of the society in which they operate. "Learning stimulates and activates a variety of mental processes that emerge within the framework of interaction with other people" (Carrera and Mazzarella, 2001, p. 43).

The environment in which one lives influences the learning of young people. Digital technologies have led us to a change in the communication process. The Internet presents new possibilities for relating to people and for accessing all kinds of information. At present, mobile devices have become the best or worst friend of young people, they do not separate from them, any questions they have are resolved through these devices (Yuste, 2017).

With this information we conclude that young people acquire information from various actors, such as the family, their peers, school, interaction with society and information technologies. It is important that adolescents are informed, but they must learn to select references that are reliable and truthful.

From an early stage such as childhood, it should be an obligation to talk about issues related to sexuality, always based on reliable information. It is for this reason that, when planning and carrying out this workshop, we hope that young people reflect on the importance of making use of the resources available to them to obtain information with critical thinking about their sexuality, that they delve into the correct use of contraceptive methods, as well as the causes and consequences of early pregnancy.

Fisher, Byrne y White (1983) have found that denial attitudes towards sex and the use of contraceptives have a negative correlation: denial attitudes towards sex do not discourage sexual activity, but they do discourage responsible contraceptive use. They also found that adolescents with positive attitudes towards sex tend to be more consistent and positive towards contraceptive use. By not teaching sexuality, or by teaching negative attitudes towards sex, schools will not prevent sexual activity, but they may discourage contraceptive use.

In this way, the workshop seeks to inform about how a pregnancy happens and what actions can be taken to reduce the risk; what are the different contraceptive methods and their correct use; shows the possible consequences of a pregnancy at an early age; in general, knowing how to identify if they are in a dangerous situation and that they have knowledge of the places where they can go for help and guidance.

After knowing a little about them, and identifying some of their concerns or learning needs on the subject through surveys and observation, the descriptive letters of the workshop in general (Table 1) and each of the activities presented with the participants were prepared. following topics: "Living with pregnancy" (table 2), "Adolescent pregnancy" (table 3) and "Contraceptive methods" (table 4).

## Presentation of the descriptive letters of the workshop

**Tabla 1.** Carta descriptiva general del taller

<b>Nombre del taller</b>	¡Mejor me cuido! (Vive tu vida antes de crear una vida)
<b>Perfil de los alumnos</b>	Jóvenes entre 13 y 15 años de edad. Alumnos de tercer grado de secundaria. Mayoritariamente, mujeres.
<b>Requisitos para el profesor</b>	Conocimiento teórico sobre temas de derechos sexuales y reproductivos, prevención del embarazo, métodos anticonceptivos, enfermedades de transmisión sexual y prevención de todos los anteriores.
<b>Campo formativo</b>	Exploración y conocimiento de la sexualidad.
<b>Competencia</b>	Conoce y practica hábitos para el cuidado de su cuerpo, prevención del embarazo adolescente y enfermedades.
<b>Técnica</b>	Refuerzo o ampliación.
<b>Teoría educativa que lo sustenta</b>	<ul style="list-style-type: none"> <li>• Teoría sociocultural de Vygotsky.</li> <li>• <i>El adolescente y la libertad</i> de Arminda Aberastury.</li> <li>• Pensar y razonar. En <i>Psicología de la adolescencia</i> de John Coleman y L. B. Henry.</li> <li>• <i>Derechos sexuales y reproductivos</i> de Adriana Leona Rosales.</li> </ul>
<b>Duración</b>	3 horas
<b>Conocimientos previos</b>	Desarrollo del adolescente tanto cognitivo como a nivel biológico, físico y social; causas y consecuencias de una vida sexual activa en la pubertad y adolescencia.
<b>Instrucciones</b>	<ul style="list-style-type: none"> <li>• Definir los materiales a utilizar.</li> <li>• Recolección de métodos anticonceptivos para demostración.</li> <li>• Dinámica de presentación (15 min).</li> <li>• Encuesta de conocimientos previos (10 min).</li> <li>• Actividad: “Simulador de embarazo” (20 min).</li> <li>• Demostración de video: “Todo a su tiempo” (15 min) .</li> <li>• Exposición del tema: “Causas y consecuencias del embarazo adolescente” (20 min).</li> <li>• Mural de mensajes (20 min).</li> <li>• Temas de prevención: “Métodos anticonceptivos” (20 min).</li> <li>• Actividad: “Demostración de métodos anticonceptivos” (30 min).</li> <li>• Evaluación (cuestionario) (10 min).</li> <li>• Cierre del taller (Colectivo Ollin) (20 min).</li> </ul>

<b>Material didáctico</b>	<ul style="list-style-type: none"> <li>• Carteles</li> <li>• Etiquetas para identificación</li> <li>• Simulador de embarazo</li> <li>• Videos</li> <li>• Tecnologías de la información</li> <li>• Métodos anticonceptivos</li> <li>• Trípticos informativos</li> <li>• Cuestionarios</li> </ul>
<b>Espacio</b>	Aula de la secundaria Sor Juana Inés de la Cruz
<b>Evaluación</b>	Uso de técnicas para obtener información que posibilite conocer el nivel de conocimiento que los y las adolescentes tienen sobre las relaciones sexuales y la prevención del embarazo. ¿Cuál es su experiencia, valores, participación y responsabilidades sobre la educación referente al cuidado de la sexualidad por medio de las actividades y cuestionarios?

Fuente: Elaboración propia

**Tabla 2.** Carta descriptiva de la actividad uno

<b>Nombre de la actividad</b>	Viviendo el embarazo
<b>Perfil de los alumnos</b>	Jóvenes entre 13 y 15 años de edad. Alumnos de tercer grado de secundaria. Mayoritariamente, mujeres.
<b>Requisitos para el profesor</b>	Conocimiento teórico sobre temas del embarazo adolescente, cuidado del cuerpo humano y sexualidad con causas y consecuencias.
<b>Campo formativo</b>	Desarrollo de la natalidad.
<b>Competencia</b>	Conoce y experimenta cómo se vive un embarazo.
<b>Técnica</b>	Observación de las etapas del embarazo.
<b>Duración</b>	3 horas
<b>Conocimientos previos</b>	Etapas del embarazo, cuidados médicos, alimentación adecuada.
<b>Instrucciones</b>	<ul style="list-style-type: none"> <li>• Recolección del material.</li> <li>• Voluntarios para la actividad (hombre y mujer).</li> <li>• Colocación del simulador de embarazo.</li> <li>• Llevar a cabo las etapas del aumento de peso durante el embarazo.</li> <li>• Testimonio de los participantes.</li> </ul>
<b>Material didáctico</b>	<ul style="list-style-type: none"> <li>• Simulador de embarazo</li> <li>• 6 bolsas de arroz de medio kilo cada una</li> </ul>
<b>Espacio</b>	Aula de la secundaria Sor Juana Inés de la Cruz
<b>Evaluación</b>	Conocimiento de las etapas del embarazo, actitud ante las dificultades. ¿Cuál es su experiencia, valores, participación y responsabilidades sobre la educación referente al cuidado de la salud por medio de la actividad?

Fuente: Elaboración propia

**Tabla 3.** Carta descriptiva de la actividad dos

<b>Nombre de la actividad</b>	Mural de mensajes
<b>Perfil de los alumnos</b>	Jóvenes entre 13 y 15 años de edad. Alumnos de tercer grado de secundaria. Mayoritariamente, mujeres.
<b>Requisitos para el profesor</b>	Conocimiento teórico sobre temas del embarazo adolescente, cuidado del cuerpo humano y sexualidad con causas y consecuencias.
<b>Campo formativo</b>	Desarrollo de la natalidad.
<b>Competencia</b>	Conoce y experimenta cómo se vive un embarazo .
<b>Técnica</b>	Observación y reconocimiento de palabras.
<b>Duración</b>	20 minutos
<b>Conocimientos previos</b>	Identificación de emociones, conceptos y visualización de palabras.
<b>Instrucciones</b>	<ul style="list-style-type: none"> <li>• Recolección del material.</li> <li>• Entrega de palabras para identificar.</li> <li>• Leer en voz alta y pasar al pizarrón a pegar en su casilla correspondiente.</li> <li>• Testimonio de los participantes.</li> </ul>
<b>Material didáctico</b>	<ul style="list-style-type: none"> <li>• Pósters de colores</li> <li>• Plumas</li> <li>• Pizarrón con casillas identificadas</li> </ul>
<b>Espacio</b>	Aula de la secundaria Sor Juana Inés de la Cruz
<b>Evaluación</b>	Conocimiento de los significados de diversas palabras relacionadas con la sexualidad. ¿Cuál es su experiencia, valores, participación y responsabilidades sobre la información referente a la sexualidad por medio de la actividad?

Fuente: Elaboración propia

**Tabla 4.** Carta descriptiva de la actividad tres

<b>Nombre de la actividad</b>	Demostración de métodos anticonceptivos
<b>Perfil de los alumnos</b>	Jóvenes entre 13 y 15 años de edad. Alumnos de tercer grado de secundaria. Mayoritariamente, mujeres.
<b>Requisitos para el profesor</b>	Conocimiento teórico sobre los métodos anticonceptivos y la manera correcta de utilizarlos.
<b>Campo formativo</b>	Desarrollo de habilidades técnicas.
<b>Competencia</b>	Conoce y experimenta cómo se utiliza un método anticonceptivo.
<b>Técnica</b>	Práctica participativa.
<b>Duración</b>	30 minutos
<b>Conocimientos previos</b>	Uso y funcionalidad de métodos anticonceptivos.
<b>Instrucciones</b>	<ul style="list-style-type: none"> <li>• Recolección del material.</li> <li>• Demostración de cómo se utilizan los métodos anticonceptivos.</li> <li>• Participación de algunos alumnos.</li> <li>• Testimonio de los participantes.</li> </ul>
<b>Material didáctico</b>	<ul style="list-style-type: none"> <li>• Pene y vagina de látex</li> <li>• Condones femeninos y masculinos</li> <li>• Trípticos</li> <li>• Juego con imágenes de los anticonceptivos</li> </ul>
<b>Espacio</b>	Aula de la secundaria Sor Juana Inés de la Cruz
<b>Evaluación</b>	Conocimiento de los métodos anticonceptivos, la utilización correcta de los mismos. ¿Cuál es su experiencia de la actividad, valores y participación en la actividad?

Fuente: Elaboración propia

### **Workshop implementation**

It was held from May 6 to 9, 2019; one day was allocated to each group. A record was made of the way of working of each group and a final evaluation where they were asked if the workshop was of their interest. The results were recorded through participant observation by the exhibitors.

### **Results of the experience by group**

The application of the workshop was carried out inside the classrooms with the support of audiovisual equipment provided by the secondary school administration. It is also worth noting that we have a wide disposition of teachers to allocate time from their classes to carry out the activities, which were completed with the continuity and time initially assigned.

In a general context, the process was carried out based on the methodology, organization, procedures and activities using the teaching instruments and materials in accordance with the action strategy.

### **Group 3.º A**

On Monday, May 6, 2019, we worked with group 3 A. The reaction of the students at the beginning was one of expectation. Participation was constant throughout the workshop and they showed interest in the topic “Pregnancy prevention”; however, the most active moment of the whole workshop was the demonstration of the correct use of contraceptive methods. During this, they encouraged each other to participate and expressed comments and laughter at the graphic nature of the materials. The activity was a test of the lack of knowledge of the correct use in practice, however, the participants gave each other support, remembering the information they had just received, and they managed to correctly place the different contraceptive methods in the didactic material.

Similarly, during the "Message Board" it was observed that they have a vague idea about the existence of different contraceptive methods. For the most part, they did not know what they are or how to use them. Almost all of the notes read "I know the condom", and in a few, "The operation like my mother" or "My mother has the IUD."

With the “Pregnancy simulator” activity, adolescents reflected on the difficulties they experience when they become parents at an early age. In the final testimony, they expressed that they would not like to be a young mom and dad. Some comments were like “dads”: “It is very annoying to be taking care of the pregnant woman”; and as "moms": "The belly weighs a lot, it is uncomfortable." To experience the sensation, some students wanted to put on the simulator to “see what it feels like” and commented on the weight and discomfort.

In this group they had limited prior knowledge; After the workshop, according to the feedback from the students, their understanding and interest in the subject increased.

### **Group 3.º C**

On Tuesday, May 7, 2019, we worked with group C. In this case, little participation was noticed and we experienced apathy on the part of the adolescents throughout the workshop. The contraceptive demonstration was taken less seriously and it took us a little more work to keep them focused on the information. It should be noted that it was the only group in which

the teacher was present during the workshop, which increased the shyness of the students and reduced participation, due to the fact that she directed questions and comments on the subject, which caused an atmosphere of tension and seriousness.

During the presentation of the descriptive technical sheets of contraceptive methods, there were comments such as: "Ay! I did not know that that existed ". One of the students shared that she had come in search of information to the local health center and the person who attended her made the following comment: "Girl, you are too young to ask that, does your mother know that you are looking for those things? ", which indicates that public institutions have little training for the personnel who work in them.

Regarding the activity "Pregnancy simulator", the testimony of the students was, in the case of a "mother": "With my belly I can't fit on the benches and I don't like to be taking care of myself so much"; in the case of a "dad": "I don't like having to be helping, how annoying."

### **Group 3.º B**

On Wednesday, May 8, 2019, the intervention was applied to group B. Here, a very active participation was obtained, with respect, seriousness and all the time they showed genuine interest. During the "Message Board" activity, it was demonstrated that in this group the knowledge about the existing variety of contraceptive methods was broader and more diverse. There were two students who described themselves as too sorry all the time, even one of their classmates mentioned that "she never wants to talk about sex, she is ashamed"; Despite this, the general attention and participation of the group was favorable and with a great disposition to learn. Presentations or activities for the resolution of emerging doubts were constantly interrupted, in which some made notes and commented among themselves.

During the demonstration, the attention they paid during the presentation of the theory was noted, they participated in the placement and jointly mentioned the procedures and ways of use exposed previously.

The testimonies of the participants in the "Pregnancy Simulator" activity were expressed in a more conscious way about the responsibility of being parents. In the case of the female students, it was mentioned: "This bringing the belly is very tiring, even my back hurt"; in the case of the students: "If it is a father to have a family of her own, but, as I am as a child, it is not cool, it is a lot of responsibility".

### **Group 3.º D**

On Thursday, May 9, 2019, we worked with this group. It was the most difficult, since it was characterized by being restless, with constant participation, but without seriousness on his part; Greater discipline had to be applied to maintain attention on the activities and not on the students' talks and jokes. In the "Message Board" activity, the group showed almost total misinformation, since the data they provided was repetitive and scarce. The notes mostly read "I don't know," and there were a lot of blank notes.

During the presentation and demonstration of contraceptive methods, there was a greater interest on the part of the female gender; there was a round of questions and answers on the forms and correct use of the methods, with comments such as: "I had never seen a condom". In the case of the male gender, disinterest and an attitude considered by us somewhat macho was observed due to comments such as: "I don't need to know that, I'm not going to use them when I have a girlfriend."

One of the students said: "They who pay attention, they are the ones who use them", which shows the enormous need to provide quality sex education to young people. These students were able to slightly change their opinion by explaining the symptoms and consequences of sexually transmitted diseases, and although with difficulty, a positive participation was achieved by commenting on the illustrations of said diseases.

The final testimonies about the "Pregnancy Simulator" activity were, in the case of the "mother": "No, well, I didn't like being pregnant"; and from the "dad": "He's down, I wouldn't like to be a dad, better when I'm older."

At the end of each of the workshops, an evaluation was applied with the help of a questionnaire specifically developed to show whether or not the workshops were significant and with the purpose of providing feedback and improving future project planning and their application. In general, they mentioned that the workshop provided them with information that they consider can be useful in everyday life and will help them to have an objective perspective for future decisions. The workshop, its activities and contents were generally rated as satisfactory and interesting. In this questionnaire, a special interest was also expressed in the need to receive this type of workshops and to address other important issues such as drugs, abortion, environmental education and depression, while in all the groups they reiterated how much they had liked the dynamics.

## Discussion

The results of the application of the workshop reflect a lack of knowledge of the subject and the need to address with adolescents the causes and consequences of early pregnancy and the methods that can be used to avoid it. Other intervention projects that have been carried out with the same theme highlight the importance of implementing these workshops at school, since it is a conducive space to tackle prevention actions with young people. Information gives them the opportunity to make responsible decisions (Rodrigues et al., 2010).

The need for young Mexicans to learn and resolve the doubts that afflict them in daily life is made aware, especially those who are socially disadvantaged. It is surprising that, despite the use and access to information at this time, there is still a culture of denial or prohibition on the part of some parents, who, far from laying the foundations for their children to be sexually healthy, prefer to ignore that the Adolescent sexuality exists, omitting their responsibility and leaving such an important task to the various sources that they may not be the most appropriate (Herrera et al., 2018).

Rodrigues et al. (2010) mention that school should be a space where adolescents find out and clarify their doubts in order to sensitize them and make conscious and responsible decisions. However, some teachers, for fear of the reactions of parents, ignorance or discomfort, prefer to avoid these topics.

How can adolescents assert their sexual and reproductive rights when they are not aware of them in the first place?

It is important to train teachers in sexuality issues so that they can attend to this important dimension in the lives of adolescents. Although this part also involves other issues of a personal nature that may limit teachers to share information free of prejudices and stereotypes, based simply on scientific evidence and human rights (Medina, 2017).

On the other hand, sexual education can be complemented in attention to society through educational interveners, who in other spaces are also called as social educators. Through non-formal education, they can support these educational processes, taking into account above all that they know how to establish bonds of trust so that students express themselves and that they are experts in the design of intervention projects due to their way of understanding complexity of the processes that occur in the socio-educational field (Carrillo and Cabrerizo, 2011).

Among the limitations of the work, it is considered that a single workshop is not enough for students to have the relevant information that leads them to make the appropriate decisions. Even so, it is worth mentioning it again, it was possible to sensitize the participants about the problem. The work was focused on a single school because the team of facilitators is small, but it is important that it can be replicated in other spaces to see the response of the adolescents.

Among the strengths of the study, on the other hand, we can mention the support and participation of all the teachers of the degree for the development of the work. Each of them contributed their knowledge in the area that was required to carry out the project. Equally valuable was the support of the secondary school authorities, where it is sometimes difficult to address these issues due to pressure from parents and the omission of teachers, as mentioned above.

Finally, among the weaknesses is the time of the workshop (three hours is a short time to deal in depth with the subject) and the contents (there are subjects that need to be incorporated, for example, knowledge of sexual and reproductive rights for adolescents) . The instruments applied to obtain the diagnosis and the impact survey of the project were also very brief; a better design is required that provides more information on what adolescents know about sexuality and the impact of the workshop.

## Conclusions

This workshop demonstrated that under the institutional context young people learn what is necessary to know how their body is physically made; however, there is still a long way to go in educational matters, which should provide the ability to decide and take actions based on better knowledge that reduce risk practices. It also highlights the importance of approaching sexuality from the playful part with the complexity that this implies, avoiding the reductionist approach of looking only from the biological part or giving it a negative connotation. A next proposal in the workshop would be to recognize the importance of addressing the sexual and reproductive rights of adolescents and also to emphasize the dimension of pleasure in sexuality.

According to the results in the evaluations, the subsequent comments of the teachers' visualization of the attitudes and improvements of their students and everything observed through the interaction lived with the students, we rescue that this project has been beneficial

and opens a sea of opportunities for research, design, implementation of intervention projects that promote responsible decision-making and, above all, to consider the distribution and exposure of appropriate and timely content according to each school level, taking into account the needs of the community you work with.

Work with teachers to train them on the management of comprehensive sexuality in adolescents and an analysis and evaluation of public policies aimed at the prevention of adolescent pregnancy that actually promote comprehensive education on sexuality and the construction of the life project, in order for them to take responsibility for their decisions.

Regarding the project in general, it is considered that this type of work as part of the school curriculum is necessary, because the knowledge and skills acquired during the courses are demonstrated during the development and implementation of the intervention in a real context. This project-based learning strategy promoted the use of the skills acquired so far during the undergraduate degree, stimulated research and critical thinking in students by generating solutions to real problems.

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