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## *Educación sexual: camino a la prevención del embarazo precoz*

### *Sex education: way to the prevention of early pregnancy*

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**Resumen:** El artículo hace referencia al embarazo precoz como problemática que incide en el desarrollo de la personalidad del adolescente. Tiene como objetivo proponer técnicas participativas de educación sexual para la prevención del embarazo precoz en esta etapa. Se utilizaron métodos del nivel teórico y empírico, fundamentalmente la experiencia pedagógica vivencial. Se proponen técnicas participativas de educación sexual de carácter preventivo, reflexivo y vivencial dirigidas a mejorar el nivel de conocimiento sobre los métodos y vías de prevención, nivel de comunicación con padres o tutores, sus consecuencias, y significación personal que le conceden a la maternidad y la paternidad responsables.

**Palabras clave:** Educación sexual; Prevención del embarazo precoz; Técnicas participativas; Maternidad y paternidad responsables

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**Abstract:** The article refers to early pregnancy as a problem that affects the development of the adolescent's personality. Its objective is to propose participatory techniques of sexual education for the prevention of early pregnancy at this stage. Methods of the theoretical and empirical level were used, fundamentally the experiential pedagogical experience. Participatory techniques of sexual education of a preventive, reflective and experiential nature are proposed aimed at improving the level of knowledge about methods and ways of prevention, level of communication with parents or guardians, its consequences, and personal significance that they give to responsible motherhood and fatherhood.

**Keywords:** Sex education; Prevention of early pregnancy; Participatory techniques; Responsible motherhood and fatherhood.

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## **Introduction**

Prevention, in our social context, plays a fundamental role in that it requires seeking educational methods and styles that reinforce the formation of the personality of adolescents, in order to guarantee their preparation to face current and everyday risks. All contexts of action is one of the essential functions of the school as a cultural institution. In this sense, prevention from the educational institution has ample potential for comprehensive education, since it would be impossible to continue defining the development of the personality of adolescents, leaving out the anticipatory, the preventive,

the transforming and the systematic, regardless of whether or not they manifest certain irresponsible or risky behavior.

The comprehensive formation of the adolescent's personality must be characterized by changes expressed in the way they feel, think and act independently, according to their level of development and individual characteristics. These changes must also be evidenced in demonstrating a healthy lifestyle, expressed in responsible sexuality, as well as correct prevention habits.

The theme of sexuality, from the perspective of comprehensive education, seeks to improve the quality of life for men and women. Therefore, it is necessary to contribute from the integral educational process to the formation and development of the psychosexual sphere as a dimension of personality. In the national context, some problems prevail, with more intensity than in other times, related to the sexual and reproductive health of adolescents:

“Insufficient preparation of adolescents and young people for responsible motherhood and fatherhood processes; high fertility rates in adolescents; early initiation of unprotected sex; improper use of the contraceptive structure. Intrauterine device (IUD), hormonal and condom; the voluntary abortion rate increases.” (MINED, 2016, p. 49)

Priority is the necessary preparation for adolescents on how to prevent in order to achieve an optimal quality of life, based on the fact that sexual education provided in educational classrooms is heterogeneous and complex, covers all ages of development and remains until old age, and constitutes a fundamental scope of fulfillment and satisfaction for people in the encounter with others and with himself, also implies the right to inhabit educational institutions in which the rights of females and males are respected equally.

In the adolescence period, sexuality education encounters great challenges and enormous possibilities, it is here that attitudes, values and behaviors are forged in life and it is the responsibility of the family and the school to take the initiative and help guide the new generations. Therefore, preventive activities contribute to developing responsible sexual and reproductive health, where adolescents receive a series of influences from all factors and contexts in order to achieve an optimal quality of life by fulfilling the guiding function of teacher.

In this direction, adolescents who, due to lack of information and responsibility, have not understood the risks of an early pregnancy are harmed, to this is added the need to find a way that motivates them more to want to investigate the world of prevention for the sake of of a responsible sexuality and that provokes in the development of adolescents, the ability to think, feel, act and transform their environment, in a flexible way and that manifests itself at the individual and group level, a fundamental aspect in the sexual education of the most young boys.

Participatory techniques of a preventive, reflective and experiential nature, contextualized and developed constitute a tool for orientation and promotion for the prevention of early pregnancy in adolescents and contribute to developing capacities, knowledge and attitudes to manifest responsible sexual behaviors in the prevention of early pregnancy. In this way, adolescents will have more objective knowledge and less tendency to the formation and transmission of taboos regarding sexuality, in addition to the fact that many diseases can be prevented, knowing the body and controlling reproduction.

## **Development**

“Man conquers the future through creative imagination, the orientation towards tomorrow (...) if man's activity were limited to the production of the old, he would be a being turned only to the past and would know how to adapt to the future only to the extent that reproduce that past (...) It is precisely the creative activity of the human that makes him a being projected into the future, a being that creates and transforms his present”. (Vigotsky, 1996, p. 135)

Taking into account what Vigotsky expressed, it is considered that, in the life of the adolescent, constant transformations take place regarding the formation and development of his personality, starting from the historical context in which he develops, the meaning of the different experiences and events that faces the subject and the influences of people, groups and institutions, as well as the characteristics and the system of tasks corresponding to the stage, as assumed by Collazo and Albá (1992):

I. Tasks that relate to attitudes and activities towards himself and the orientation of his life:

1. The task of attention and care of physical and mental health.

2. The task of knowing and valuing yourself (The concept and valuation of yourself)

3. The task of achieving independence, self-control and self-regulation.

4. The task of forming a hierarchy of values and life goals, plans and projects.

5. The task of forming a scientific world view.

II. Tasks related to attitude and activities or conduct towards others and groups (Interpersonal and group coexistence)

6. The task of learning social norms and of prosocial, cooperative, collectivist coexistence.

7. The task of living and getting along with peers (groups of friends and colleagues).

8. The task of active and creative participation in society.

9. The task of coexistence in the family sphere, of getting along with the family and fulfilling the roles corresponding to the family.

10. The task of heterosexual relationships, choosing a partner and dating, etc.

III. Tasks related to study, to school and extracurricular activities, to the development of capacities and abilities and to the choice and professional preparation.

11. The task of school learning in secondary education and studying efficiently.

12. The task of linking study with work in its various forms.

13. The task of career guidance, choice and preparation for profession or work.

14. The task of using free time.

It is evident that couple relationships are of interest at this stage, where the first sexual experiences relatively begin. Biological maturity is reached at this stage, but psychological and social maturity is generally not yet complete. The search for an own identity is the central task. Conflicts with parents are numerous, as they often pressure and push them to make decisions according to their definitions. They make harsh criticism of society and create strong friendships and begin to establish relationships.

Secondary sexual characters appear, this reinforces the feeling of adulthood, typical of the stage, the sexual hormones are activated so that sexual needs appear that bring about falling

in love, establishing relationships, etc., finding to satisfy different pathways that can range from masturbation, as the first form of sexual activity, to intercourse. It is in the latter where there are the greatest risks that lead to irresponsible sexual behaviors and with it an inadequate sexual and reproductive health.

As a result of the educational process, man comes to understand his time and possess the dynamism and creativity necessary so that he is not crushed by circumstances. The school is not only the place where the teaching-learning process is developed, but it constitutes the general framework that favors the formation and development of the personality and the appropriation of an integral culture in the individual, preparing man for life means transmitting all the knowledge in an updated way and without leaving behind the feelings that have taught us taking love as the driving force of educational work, from what we learn in our walk but with planning and responsibility, taking into account our experiences and those of others. As one of our classics Lenin (1961) referred well to the way of knowledge, which goes from living contemplation to abstract thought and from this to practice.

Teens of these times must be taught objectively, and with all the updates so that they make the appropriate decisions to obtain the maximum personal, academic and social development and to achieve their transition to active life as a responsible citizen. prevention of early pregnancy, it is necessary to start from the integral formation of the personality as the objective of the teacher in initial formation manifested in his way of feeling, thinking and acting.

Seen in this way, it coincides with the analysis carried out by Dra. Beatriz Castellanos, when she stated that "sexuality is then a properly psychological aspect of sexual life, where processes, priorities and psychic formations that are at the base of the establishment are combined of forms of conduct and interpersonal social relationship and that, in the course of its development, acquires the character of a personological phenomenon, a vital manifestation of the personality, thus assuming that there is an organic and indissoluble relationship between sexuality and personality " (Castellanos, 1997, p. 24).

González and Castellanos define Sexuality Education from an Alternative and Participatory approach "as the active process that empowers the individual for a free, full and responsible

encounter with the other sex and with sexuality itself, in correspondence with their needs and that of the context, guaranteeing protagonism and the ability to choose the personal limits of sexuality, as well as respect for that of the people with whom it is related. " (González and Castellanos, 2006, p. 161)

In relation to the previous definition, it is evident that to the extent that we are able to contribute to the sexual education of adolescents, we will be contributing a grain of sand to make them aware of the importance of the prevention of early pregnancy, in addition to the Known Sexually Transmitted Infections (STIs) and HIV / AIDS.

González and Castellanos (2006), define sexuality education from an alternative and participatory approach "as the active process that empowers the individual for the free, full and responsible encounter with the other sex and with sexuality itself, in correspondence with his needs and that of the context, guaranteeing the leading role and the ability to choose the personal limits of sexuality, as well as respect for that of the people with whom he relates. " (González and Castellanos, 2006, p. 161)

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You cannot deprive the adolescent of the new world, of the changes trying to preserve old customs and rules of the society that precedes them, you just have to give them the necessary tools to learn to live in it, where the anticipatory, the preventive and the Attention to diversity are features of prevention in contextualized work.

When we refer to sex education, it is necessary to emphasize the set of activities related to teaching and promotion about human sexuality in all ages of development, including aspects of interest such as: the female and male reproductive system, orientation sexual, where in addition they are essential in the adolescence stage, sexual relations, family planning and the

use of contraceptives, safe sex, reproduction - and, more specifically, human reproduction -, sexual rights and reproductive rights , gender studies and other aspects of human sexuality, with the aim of achieving satisfactory sexual and reproductive health.

In this direction; prevention is generally used to designate strategies that aim to reduce risk factors for specific diseases, or to reinforce personal factors that decrease susceptibility to the disease. (Collective of authors, 2007, p.57)

It is also conceived as:” a dialectical process of systematic orientation, anticipated, continuous and that attends to diversity, which starts from the systemic diagnosis of the subject, consciously directed to the formation and strengthening of qualities, motives, interests, feelings in adolescents, where the curriculum and family are integrated into an interactive socializing connection”. (Díaz, 2001, p.19)

In this sense, prevention is considered as a systemic, systematic, participatory, integrating, cooperative, equitable, flexible, combative, transforming, experiential, contextualized and developing process that starts from the diagnosis and allows personal growth by anticipating reality, transform it and have the methods and means to solve future problem situations.

The prevention of adolescent pregnancy must be seen in an integral way in both sexes and constitutes a challenge in today's society, where all contexts of action play a fundamental role in that adult orientation towards adolescents is essential.

Teen pregnancy or early pregnancy is that pregnancy that occurs in a teenage woman; between the initial adolescence or puberty –beginning of the fertile age– and the end of adolescence.

"With regard to adolescent pregnancy, two situations can manifest themselves: first, that the pregnancy reaches term (childbirth), generally without being biologically, psychologically or socially prepared for motherhood, and second, that the termination of the pregnancy is decided upon. through an abortion, regardless of the risks and consequences of this intervention.” (Collective of authors, 2011, p. 95)

It is evident that the challenge that early pregnancy represents for the personal, school, family and social development of the adolescent and the boy who will also be affected in this process, which constitutes a problem of two and not an individual one, involves all the

socializers agents to prepare in the direction of prevention in order to develop effective reproductive health in adolescents in formation, in correspondence with their stage. In accordance with the above, all adolescents have the opportunity and right to have accessible family planning and public health services that allow adequate professional assistance to the pregnant woman and allow childbirth to occur safely and guarantee the birth of healthy children, that is, without any disability. But it is essential before becoming teenage parents, the ways of prevention towards early pregnancy, simply because the physical, biological, psychological and economic conditions are not the most conducive to developing motherhood and fatherhood.

The WHO and most education and health professionals point out that preventing early pregnancy means having a complete sexual education, access to contraceptive methods (both precoital, sexual and postcoital) as well as family planning services. (WHO, 2009)

The prevention of early pregnancy is considered as: an experiential process since adolescence and with the influence of all contexts and factors that allow for adequate family planning, as well as knowledge and attitudes about contraceptive methods and other means of protection with the purpose to achieve a responsible sexual education and with it adequate sexual and reproductive health.

The analysis of the previous considerations on preventive work in the face of this problem shows that it is necessary to safeguard the normal development of adolescents; put ourselves before and ensure the development and perfection both physical and spiritual of the new adolescent generation. The development of promotion and prevention strategies plays a significant role fundamentally in the training of adolescents, on whom the success of our society will depend.

### **Participatory techniques to contribute from the orientation to the prevention of early pregnancy.**

The Cuban educational concept assumes the process of sexual education with a preventive approach, gender and sexual rights from a comprehensive, cross-cutting perspective, which promotes, among other essential elements: “the development of forms of reflection and assertive, participative, equitable and horizontal dialogue in the school, family and social

environment as a way to develop the knowledge, skills, values, attitudes and behaviors that underpin the development of healthy, free and responsible sexuality and forms of human relations between people of both sexes supported by respect, equality of possibilities and opportunities, autonomy, solidarity, empathy, self-care and shared responsibility. ”  
(Collective of authors, 2011: 13)

In this direction, participatory techniques are recognized as a socializing space that allows for active and experiential exchange and the definitions of:

Núñez (1996), argues that participatory techniques serve as open educational tools, provoking participation for reflection and analysis without closing a topic forever.

Mitjans (1993), who defines them from a creative nature, as a process of discovery or production of something new, valuable, original and adequate, that meets the demands of a certain social situation in which the link between cognitive and affective of personality is expressed.

Guzmán (2009), defines as participatory techniques the instruments or tools used in the assimilation process that are based on the formation of skills, where knowledge is created and recreated.

(Rivas, 2017) based on personal growth, defines it as a process of help, participatory, dynamic, productive, reflective and experiential, which conditions a formative learning of objective and subjective reality, based on the regulation and self-regulation of behavior in function of achieving personal growth.

In correspondence with the elements that are related in the previous definitions, it is understood that participatory techniques of a preventive, conscious, motivating, cooperative, dynamic, productive, reflective and experiential nature constitute an orientation and promotion tool for the prevention of early pregnancy in adolescence. It is complex to achieve adolescents self-management in learning in all spheres of life based on their own interest and motivation. Even though it has been a topic of interest in various informal spaces, including through the teaching of certain content; today's adolescents demand that the orientation spaces that are given in educational institutions be motivating, experiential and

cooperative, thus they will feel more aware and interested in how to face current and daily challenges.

M. A. Rodríguez (2008), addresses the opportunities provided by these techniques for verbalization and contribution to the more detailed analysis of problems and their implementation.

Participatory techniques aimed at preventing early pregnancy should never be applied mechanically, their application depends largely on the characteristics of the group in which the techniques are applied, the objective and material conditions in which the process takes place, and the selection of content taking into account the themes and, above all, the objectives to be achieved.

Taking into account the structure for the elaboration and application of participatory techniques proposed and applied by Rodríguez (2008) and Rivas (2017), the following structure is considered: title, classification, objective, time, materials, procedure, discussion point.

### **Participatory technique # 1**

**Title: I dare.**

**Classification:** presentation technique.

**Objective:** to get to know the members of the group through an individual presentation where trust and acceptance prevail among all.

**Time:** 45 minutes. **Materials:** paper strips, small box.

**Procedure:** the coordinator refers to the need to know each other and the importance that this has in establishing respect, trust, empathy and adequate interpersonal relationships. Then he orients that he will distribute in a small box some blank strips of paper, within which only one is written and is identified with the phrase "I dare"; the one who takes this role will be the first to present himself with the questions: Who am I? Where do I come from? How am I? What do I want in life? At the end, this participant will ask the same questions to another member of the group that they want, but in the second person.

**Discussion Points:** Who am I? Where do I come from? How am I? What do I want in life?

## **Participatory technique # 2**

**Title:** I teenager  
technique.

**Classification:** animation

**Objective:** to motivate the members of the group towards the exchange of experiences where they express their main needs and motives.

**Time:** 60 minutes.

**Materials:** Two chairs.

**Procedure:** the coordinator begins explaining about the importance of exchanging experiences because they are positive or negative experiences that they teach; in some cases alternative solutions and in others, evaluations that allow us to grow and incorporate new behaviors into our lives. After arranging the two chairs in front, he explains that the first chair will be identified as "yesterday's teenager" and the second chair will be identified as "adolescent self", when sitting in both chairs each member will have a minute and a half to express the needs and reasons that identify him and he will quickly stop and request to sit in the chair of the next person who will come to the front as a relay and successively so will be done with the rest of the group.

**Discussion Points:** What was it like before? Who I am? What experience do I remember from before? What significant experience do I have so far in my teens?

## **Participatory technique # 3**

**Title:** My doubts.

**Classification:** reflection technique.

**Objective:** to motivate group members to express their doubts in writing and anonymously.

**Time:** 60 minutes. **Materials:** pencil and paper

**Procedure:** The coordinator addresses that sometimes it is difficult for adolescents to ask concerns and solutions to a problem that is already manifesting between them, sometimes for fear of someone's reaction, lack of confidence or communication. Then it proposes that each participant express in writing and anonymously in a time of 5 minutes, the questions

that are asked every day and that constitute doubts necessary to clarify and then give an answer because perhaps the doubt of one is the doubt of all.

**Discussion Points:** What concerns are common to everyone? How can they be solved?

#### **Participatory technique # 4**

**Title:** The inflated balloon.

**Classification:** animation technique.

**Objective:** to motivate group members to express how they feel about having an inflated balloon in their abdomen.

**Time:** 45 minutes.

**Materials:** condom

**Procedure:** The coordinator will proceed to distribute condoms or condoms to everyone, then guide them to inflate them and place them on the abdomen below the garment, including females and males; when everyone is organized, the coordinator will ask the necessary questions so that the adolescents understand the role of females and males when faced with a pregnancy at this age.

**Discussion Points:** How do you feel about an inflated balloon in your abdomen? How would you feel if the one that was inflated was your abdomen and there was a baby inside? What is the difference between the female and the male before a pregnancy?

#### **Participatory technique # 5**

**Title:** I'm going for my brochure

**Classification:** animation technique.

**Objective:** to encourage the group in game conditions through answers to questions about adolescent relationships.

**Time:** 45 minutes.

**Materials:** sex education brochures.

**Procedure:** The coordinator hints at the importance of trust and respect in relationships among teenage boyfriends. Then he explains that taking into account the above, some questions will be asked and whoever knows the answer will come to the front quickly and competitively to answer, if he does it correctly he will take a sex education brochure.

**Discussion points:** What should couple relationships be like in adolescence? How should they differ from adult couple relationships? Why is respect important? How important is trust and communication for you in your relationship? And what are the limits that you should not exceed?

### **Participatory technique # 6**

**Title:** I choose you.

**Classification:** animation technique.

**Objective:** to encourage the group in playing conditions to understand the importance of choosing a partner in adolescence.

**Time:** 45 minutes.

**Materials:** - sex education brochures.

**Procedure:** The coordinator refers to the importance of choosing a partner in adolescence. Then he guides that the group will organize in a circle and on the count of three duos will be formed, this explains that it is not about any duets just to compete, but that they share qualities that they consider necessary to possess to raise a baby together, it is emphasized that it does not influence in which participants of the same sex are chosen because they will take into account the qualities, not the physical conditions.

**Discussion Points:** Why were they chosen? What qualities must mom and dad have for the education of children between two to be effective? And how would you like your parents or guardians to be?

### **Participatory technique # 7**

**Title:** The model

**Classification:** animation technique.

**Objective:** to encourage the group in playing conditions where everyone demonstrates how the condom or condom is used.

**Time:** 60 minutes.

**Materials:** condom, wooden model.

**Procedure:** the coordinator addresses the importance of protecting oneself not only from a pregnancy, but also from sexually transmitted diseases and infections, then demonstrates

how a condom or condom is used on a wooden model; he then proposes that each participant demonstrate in a competitive way how the condom is used.

## **Conclusions**

The systematization of the theoretical references showed that sexual education favors the prevention of early pregnancy, as long as it fulfills its systemic and integrative nature, to face the challenges of society and that, in this direction, it conducts the integral formation of the manifested personality in an optimal quality of life from responsible sexuality.

Participatory techniques contribute to developing the level of knowledge about prevention methods and ways, level of communication with parents or guardians to prevent early pregnancy, its consequences, and personal significance that they give to responsible motherhood and fatherhood.

Participatory techniques, developed and applied, supported by a preventive, reflective and experiential nature, constitute a tool for orientation and promotion for the prevention of early pregnancy and, at the same time, a way for the sexual education of adolescents.

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