

Creating Condom Confidence

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

PR.12.SM.1 – Describe the steps to using a condom correctly.

SH.12.SM.2 – Describe the steps to using a condom correctly.

TARGET GRADE: Grade 9
Lesson 11

TIME: 50 Minutes

MATERIALS NEEDED:

- Latex condoms – enough for each student in the class to have one, plus a good number of extras just in case
- One wooden penis model for the teacher (optional; you can also use a banana)
- Bananas – enough for half the class (alternatively, you can purchase low-cost, Styrofoam penis models for the entire class: https://www.a3bs.com/condom-trainers.pg_1063.html, which are \$58 for 20 Styrofoam models.)
- Teacher's Guide: Steps to Putting on A Condom – one copy
- Handout: Steps to Putting on a Condom – one per every two students
- One small tube of water-based lubricant, any type
- Hand wipes – one per student
- Homework: Creating Condom Confidence -- one per student
- Stack of paper towels or tissues, at least one for each student
- White board and markers
- Pencils in case students do not have their own

ADVANCE PREPARATION FOR LESSON:

- Be sure to confirm your school's policy on condom demonstrations. It is always a good idea to let your principal and students' parents/caregivers know you will be addressing this topic, especially considering the homework assignment.
- If you feel you need to brush up on your knowledge about condoms, review <http://www.webmd.com/sex/birth-control/birth-control-condoms> or www.factsaboutcondoms.com from the American Social Health Association.
- Review the teacher's guide: Steps to Putting on A Condom. If you have never done a condom demonstration in front of a room full of students before, you may wish to practice so that you are comfortable and confident when you present this in class.
- If you have a health center in your school that makes condoms available, you may wish to let them know you will be covering this topic so that they are prepared for a possible increase in questions and/or requests for condoms.

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Describe the steps to putting on a condom correctly. [Knowledge]
2. Demonstrate their understanding of the steps to correct condom use. [Knowledge, Skill]
3. Apply information relating to how to obtain condoms in their community by attempting to obtain condoms on their own. [Knowledge, Skill]

PROCEDURE:

STEP 1: Walk into the room, hold up the wooden penis model or

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banana and condom you will be using in a moment and announce, “Today’s the day!” After students stop laughing, put these on the desk and say, “Okay, that was a pretty dramatic way to tell you that we’re going to be talking about condoms today. Let’s start with what you know – what, if anything, have you ever heard about condoms?”

Record students’ responses on the board. As you write, validate what is correct and correct any misinformation you hear. For example, you may hear

- They protect against pregnancy and STDs (correct)
- They come in different sizes (correct)
- You can get them for free (correct)
- They don’t really work (incorrect – if used correctly and with every sex act that involves a penis, they are around 97% effective at preventing pregnancy and most STDs, including HIV, the virus that causes AIDS) (5 minutes)

STEP 2: Say, “These days, it’s really easy to find condoms. But finding them easily won’t amount to a whole lot if we don’t know how to use them correctly. So we’re going to practice.”

Take one condom out and either a banana or the wooden penis model. Go through the steps on the teacher’s guide one at a time, holding up the condom and/or model to make sure all students can see.

When you open the condom at the beginning of the demonstration, say, “You’ll notice that condoms come coated with a kind of liquid – that’s called ‘lubricant.’ As you’ll see in a minute, this can make the condoms kind of slippery. Most condoms come like this. Some, however, are unlubricated. If you were to have an unlubricated condom, you can add some of this [hold up the tube of lubricant], which is a lubricant made specifically to use during sex. There are lots of different kinds of lubricant; whatever you use should be water-based. Do NOT use hand lotion or Vaseline or anything else with oil in it as a lubricant, as the oil will break down the latex in the condom and can cause it to break.

There are also different materials that condoms can be made of including latex, polyurethane and lamb skin. Lamb skin condoms do not protect against STDs, including HIV. Unless you have a latex allergy, latex condoms are the most effective if used consistently and correctly.”

Once you have completed your demonstration, ask whether there are any questions. Take about five minutes worth of questions and tell the students that they are going to now practice doing this on their own. (10 minutes)

STEP 3: Divide the class into pairs. Distribute a banana and two condoms to each pair, as well as the Steps to Putting on a Condom handout. Decide who will go first, and have the other person follow along on the steps sheet while the first person tries to go through the steps in order as you just demonstrated, doing their best to recall each step and in the correct order. Instruct the second person to gently remind the first person of a missed step, but that they should give the first person a chance to try to remember what they can. Tell students that if anyone were to drop or tear a condom by accident, they should raise their hand for a replacement. Tell students they’ll have about 5 minutes in which to practice, and that they should not switch partners until you instruct them to. As students are working, walk around the room to observe their work. (10 minutes)

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STEP 4: After about 5 minutes, ask students to stop where they are and switch roles – the first person will now monitor the steps on the sheet, and the second person will practice putting a condom on the banana with the first person’s support as needed. Remind the students that they have about 5 minutes in which to do this. Again, walk around the room to observe students as they do this. (5 minutes)

STEP 5: Once the students have both gone, distribute the hand wipes and dispose of the used condoms. From the front of the room, process their experience using the following questions as a guide:

- What was it like to do that?
- What was [easy, difficult, fun, weird, awkward – fill in their responses here] about it?
- Did anything surprise you about doing this?
- Did you learn something new you didn’t know about condoms before?
- What’s one thing you plan to do differently now that you’ve practiced putting on and taking off a condom?
(10 minutes)

STEP 6: Say, “I said earlier that having condoms doesn’t mean anything if you don’t know how to use them. Well, knowing how to use condoms doesn’t mean anything if you don’t actually have them in the first place! What are some places you know of where you can get condoms? If you know whether these are free or whether you need to buy them, let’s be sure to add that.”

Record responses on the board, adding in any or all of these as they apply to your school or area:

- In the school health center/nurse’s office (free)
- At a local health clinic [be sure to name the ones in your area] (free)
- At different stores [be sure to name the ones in your area] (cost)
- From an older sibling, friend, parent/caregiver or other trusted adult (free)
- Online (cost – and you need a credit card to order them)

Say, “It’s great that we have all these options for getting condoms. Your homework for next class is to see what it’s like to actually try to get them yourselves.

Before the next class, you need to visit one of these places and get a condom. In each situation, you must interact with at least one adult. For example, if it’s here at school, you can’t just grab a condom from the basket and run off. You have to at least say to an adult, ‘May I have some condoms, please?’

Now, I don’t want you to spend any money, so if you were to go to a store, just go up to someone who works in the store and ask where the condoms are, go to the section, and look through them. You can even take a picture of them with your phone if you want. If an adult looks at you funny make a note of it on your worksheet and you can also show the adult your homework if that would help. Again, you don’t need to spend any money.

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I am going to give you a sheet with some questions on it about your experience doing this. Complete the sheet and bring it with you to the next class.

Now, one thing I am going to give you a heads up about. I am very intentional about you going as 9th graders because some adults might have a reaction to you, as ninth graders, asking about condoms. You need to know there is no minimum age at which you can get condoms – you have a right to access them at any age. So if any adult were to make a comment about your age, be sure to tell them that you know that using condoms is the responsible thing to do and that you have the right to get them if you wish.”

Answer any questions about the homework assignment. Then answer any remaining questions they may have about condoms or condom use and close the class. (10 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The modeling of condom use and actual practice will fulfill learning objective number one; the students practicing putting the condom on the model will reinforce the first learning objective and fulfill the second. The homework assignment will fulfill the third learning objective.

HOMEWORK:

“Creating Condom Confidence” Worksheet – after obtaining a condom through one of the sources mentioned in the lesson, students will write a brief reaction to the experience using this worksheet as a guide.

Teacher's Guide: Steps to Putting on a Condom

- 1. MAKE SURE YOU BOTH CONSENT TO WHATEVER YOU PLAN TO DO SEXUALLY.** We often see examples in the media of people spontaneously having sex – but regardless of whether either or both people have had sex before, with each other or anyone else, each new sex act is an opportunity to talk about what you do and don't want to do. If you haven't clearly told the other person you want to have sex, and they haven't told you, you shouldn't have sex – regardless of whether you plan to use condoms!
- 2. MAKE SURE YOU HAVE MORE THAN ONE CONDOM** (hold up a few). Condoms can be slippery, and if you only have one and it falls on the floor, you can't rinse it off and use it, you have to throw it away and get a new one.
- 3. CHECK THE EXPIRATION DATE.** On each condom pack, there is an expiration date based on when the condom was made. If it is past the expiration date, do NOT use the condom.
- 4. CAREFULLY OPEN THE CONDOM** using the jagged edge as your guide. Do NOT use your teeth.
- 5. CHECK WHETHER IT'S RIGHT SIDE UP.** The condom will only roll one way, so you want to make sure it's right side up. (Walk around the room with the condom in your hand to demonstrate this). If you were to put it on the wrong side up, it'd be best to throw that condom away and start fresh. That's because a penis produces a small amount of fluid called "pre-ejaculate" that can transmit STDs, and may sometimes contain sperm. If that gets into the condom's other side, it will get into the other person's body.
- 6. GENTLY PINCH THE TIP OF THE CONDOM** to get air out. This will create space for the semen during ejaculation.
- 7. PLACE THE CONDOM ON THE HEAD OF AN ERECT PENIS.** If a person is uncircumcised, you may need to gently pull back their foreskin as needed before putting the condom on.
- 8. ROLL THE CONDOM ALL THE WAY DOWN THE PENIS.** If you only roll down part of the way, you risk the condom coming off – and you expose both partners to more skin-to-skin contact, which is a higher STD risk if one partner has an infection.
- 9. SEX ACT – ORGASM AND EJACULATION.** You must use one condom per sex act. This includes if you're having more than one kind of sex during one encounter. For example, a penis that goes inside an anus should not go inside a vagina without taking that condom off and starting with a fresh one. That's to avoid getting bacteria from the rectum inside the vagina.
- 10. PULL THE CONDOM-COVERED PENIS OUT AND AWAY FROM THE OTHER PERSON'S BODY.** Especially as someone is just learning how to use condoms, they may be a little clumsy handling them. You want to avoid removing a condom over a partner's body to avoid spilling the contents on or inside them.
- 11. PULL THE CONDOM OFF, TIE THE END IN A KNOT TO AVOID SPILLAGE, AND THROW IT IN THE GARBAGE.** Never flush a condom down the toilet as it can clog the toilet. If you are someplace where you do not necessarily have privacy, you can wrap the used condom in some toilet paper to be more discrete about it before throwing it away.

[REMEMBER: YOU CANNOT RE-USE A CONDOM!]

Student Worksheet: Steps to Putting on A Condom

- 1. GIVE AND OBTAIN CONSENT FOR HAVING SEX.**
- 2. HAVE MORE THAN ONE CONDOM.**
- 3. CHECK THE EXPIRATION DATE.**
- 4. CAREFULLY OPEN THE CONDOM. NO TEETH!**
- 5. CHECK WHETHER IT'S RIGHT SIDE UP.**
- 6. GENTLY PINCH THE TIP OF THE CONDOM TO GET AIR OUT.**
- 7. PLACE IT ON THE HEAD OF AN ERECT PENIS.**
- 8. ROLL THE CONDOM ALL THE WAY DOWN THE PENIS.**
- 9. SEX ACT – ORGASM AND EJACULATION.**
- 10. PULL THE PENIS OUT AND AWAY FROM THE OTHER PERSON'S BODY.**
- 11. PULL THE CONDOM OFF, TIE THE END IN A KNOT TO AVOID SPILLAGE, AND THROW IT IN THE GARBAGE.**

[REMEMBER: YOU CANNOT RE-USE A CONDOM!]

Homework: Do You Have Condom Confidence?

Name: _____ Date: _____

INSTRUCTIONS: Please respond honestly to the following questions and hand your assignment in during our next class period. Your answers will NOT be shared with the class. (Remember, you can't just ask a friend or family member for one or to get one for you!)

1. Where did you go to get your condom? If it was a store or clinic, please put down the name and address here:

2. On what date did you get your condom? _____

3. Who did you talk with at the office/clinic/store about condoms?
(Feel free to say who this person was e.g. store manager, pharmacist, you don't need to get a name):

4. How did this person react to you when you asked for condoms or asked where they were located?

5. How did it feel to experience getting/asking about condoms? How do you think doing this may help you in the future?

