

Using Condoms Effectively

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:

Students will be able to:

PR.8.SM.1/SH.8.SM.1 – Describe the steps to using a condom correctly.

TARGET GRADE:

High School – Lesson 7

TIME: 50 Minutes

MATERIALS NEEDED:

- *Condom Steps* cards (one set of cards per each group of 3-4 students)
- Envelopes for *Condom Steps* cards (one envelope per set of cards)
- Birth Control Kit for condom and dental dam demonstrations
- **Homework:** “Media Hunt: Did They Use Condoms?” (one per student)

ADVANCE PREPARATION FOR LESSON:

- If you have not performed a condom demonstration in front of a class before, it is a good idea to practice in advance.
- Print enough copies of the *Condom Steps* cards for each group of 3-4 students to have a full set. Cut out the individual cards (i.e., steps) and put each set into an envelope.

LEARNING OBJECTIVES:

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

1. Describe correctly, and in order, the steps to using an external condom. [Knowledge]
2. Describe how an internal condom is used. [Knowledge]

A NOTE ABOUT LANGUAGE:

Throughout this lesson and curriculum, we are using the language of “internal” and “external” rather than “female” and “male” condom. This is to emphasize the body parts the different condoms are used with rather than a particular gender. This makes your classroom more gender-inclusive—as well as more accurate, as the so-called “female” condom, for example, can be used for anal sex. A cut-open, flavored “male” condom can be used for oral sex.

PROCEDURE:

STEP 1: Tell students that you are going to focus today on condoms, which are the only methods that provide protection against both pregnancy and STIs. Tell student that if they do decide to have sex, and they are different gender partners, it's a healthy choice to use condoms in addition to another birth control method for double protection. Say, “**You are going to hear me use very specific language when we talk about condoms. People tend to use the word ‘condom’ to mean a latex condom that goes on a penis. But as you will see in a moment, there are different kinds of condoms that can be used in different ways on different people’s bodies, regardless of their gender. For this reason, when we talk about a condom that goes on a penis, we will call it an ‘external’ condom. When we talk about a so-called ‘female’ condom or pouch, we’ll call it an ‘internal’ condom. You’ll see how this works in a minute!**” (6 minutes)

STEP 2: Explain that condoms are extremely effective when they are used consistently and correctly—that means, every time a couple has oral, anal, or vaginal sex, from the beginning of the act to the end. Break the class into groups of 3 or 4 students. Once they are in their groups, explain that you will be providing each group with an identical

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set of cards that list each of the steps to using an external condom correctly. Instruct them to work together and put their cards in order from the beginning to the end of the sex act. Answer any questions and distribute the envelopes with the cards in them, advising the students that they have approximately 5 minutes in which to work together. (8 minutes)

STEP 3: After students have worked for five minutes, have the wooden penis model and several external (i.e., “male”) condoms from the Birth Control Kit ready. Explain that you are going to model what the correct steps to using an external condom look like.

Go around the room and ask each group to provide one of the steps in order (so the first group would say, “Check expiration date on condom”). As each step is read in the correct order, model doing that step. Show the students, for example, where the expiration date is on the condom wrapper; demonstrate which way is the right way up to place the condom on the head of the penis; and so on. Be sure to highlight that you have several external condoms with you, which is a good idea in general; if one were to tear, fall on the floor, or if it was put on the wrong way, you could not re-use it. (YOU MAY THROW AWAY EACH EXTERNAL CONDOM AS YOU USE THEM. WE WILL SUPPLY NEW ONES EACH SCHOOL YEAR.)

The following represents the correct order in which to use a condom:

1. *Check expiration date on condom*
2. *Have erection*
3. *Take condom from wrapper*
4. *Put condom right side up on head of penis*
5. *Pinch the tip of the condom*
6. *Roll condom down penis*
7. *Begin intercourse*
8. *Ejaculation*
9. *Withdraw penis from partner, holding condom on at the base*
10. *Remove condom from penis*
11. *Throw condom away in trash*

If a group gets one of the steps incorrect, demonstrate that—and then ask another group to pick up where that group left off.

Next, talk about the common mistakes that can be made, probing for these:

- Not checking the expiration date
- Storing condoms someplace that’s too hot or too cold
- Putting the condom on wrong side up
- Not putting the condom on before the penis goes inside the other person’s body (some people put their penis inside then pull out and only put a condom on before ejaculation) (20 minutes)

STEP 4: Say, “When people refer to condoms, they usually refer to condoms that go on a penis, like the one we just modeled putting on correctly. But there is another kind of condom that is as effective at preventing pregnancy and providing some very good protection against STIs.”

Have the internal (i.e., “female”) condom and the speculum from the Birth Control Kit ready.

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Explain that while there are fewer steps to using this type of condom, it is still important to do them correctly.

Hold up the internal condom and check the expiration date of the wrapper. Open the condom and hold it up for the students to see. Open the speculum explaining that the opening will represent the opening of a vagina and the two ends of the speculum represent the vulva. Gently squeeze the smaller ring, explaining what you are doing as you do it, and place the ring inside the speculum opening to mimic placing in within the vaginal opening, and hook the outer ring around the ends of the speculum, which represent the vulva, to hold it in place. Hold the model up so the students can see how the pouch of the condom is inside the vagina, and how the outer ring of the condom is on the outside. Explain that once intercourse is over the condom should come out of the vagina. Take the condom off of the speculum and talk about throwing it away. (DO NOT THROW AWAY THE INTERNAL CONDOM. PLEASE RETURN IT TO THE BIRTH CONTROL KIT.)

Say, **“People have referred to this condom as a ‘female’ condom, but this can be used by someone of any gender for either penis-vagina sex or during anal sex if the couple removes the interior ring.”** (6 minutes)

Tell students that there is one last barrier method that can protect against STIs during oral sex on a vulva or rectum of another partner. Take out the dental dam from the Birth Control kit and take it out of the package. Hold one of your hands to form an “O” and place the dental dam over this hand, and explain to students that this represents placing the dental dam being placed over a vulva or rectum. Tell students that dental dams are flavored because they are designed specifically for safer oral sex, and just like the condoms you talked about today, they are designed to be used just once and thrown away. (DO NOT THROW AWAY THE DENTAL DAM. PLEASE RETURN IT TO THE BIRTH CONTROL KIT.)

STEP 5: Explain to students about their legal right to access condoms by saying, **“In California, people of any age and any gender may legally and confidentially obtain condoms to protect themselves from STIs, HIV, and pregnancy.”** Remind students that they can go to the Student Support website (www.sandiegounified.org/Support) to find local health clinics and online programs that offer condoms to young adults for no or low cost.

Answer any questions that came up during the class session about either kind of condom. Remind students that since condoms are the only method of birth control that protect against STIs, it is a good choice to use them in addition to another method of birth control—for different sex couples—for double protection. Explain and distribute the *“Media Hunt: Did They Use Condoms”* homework sheet, telling them that they have a week in which to complete and return it. (10 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The individual small group practice, along with the modeling by the teacher, will enable the teacher to determine whether students understand the steps to using a condom and will accomplish Learning Objectives 1 and 2.

HOMework:

In the the *“Media Hunt: Did They Use Condoms”* homework sheet, students will be asked to find examples in the media of when a couple refers to having sex and say whether the couple discussed or used condoms.

**Check expiration date
on condom**

Have erection

Take condom from wrapper

**Put condom right side up on
head of penis**

**Pinch the tip
of the condom**

Roll condom down penis

Begin intercourse

Ejaculation

**Withdraw penis from partner,
holding condom on at the base**

Remove condom from penis

**Throw condom away
in trash**

Media Hunt: Did They Use Condoms?
Homework (HS-7)

Name _____ Date _____

Instructions:

- Over the next week when you are watching TV shows, videos, or movies, please keep this sheet with you.
- Share three examples of couples that are either in a sexual relationship or talking about being in that relationship.
- Describe whether and how they talk about or actually use condoms.
- In each case, answer the questions that follow.

Example One:

Name of Show/Video: _____

Characters in a relationship: _____

Did they talk about using condoms? YES NO

Did they actually use them? YES NO

Describe the scene(s): _____

Do you think they did a good job? Why or why not? _____

Example Two:

Name of Show/Video: _____

Characters in a relationship: _____

Did they talk about using condoms? YES NO

Did they actually use them? YES NO

Describe the scene(s): _____

Do you think they did a good job? Why or why not? _____

(Continued on back.)

Example Three:

Name of Show/Video: _____

Characters in a relationship: _____

Did they talk about using condoms? YES NO

Did they actually use them? YES NO

Describe the scene(s): _____

Do you think they did a good job? Why or why not? _____
