

## Lesson Plan – Correct and Consistent Condom Use

<b>TOPIC:</b> Correct and Consistent Condom Use	<b>TARGET-AGE RANGE:</b> 12–18	<b>TIME:</b> 45 minutes
<b>SUBJECT:</b> Life Skills		
<b>IDEAL NUMBER OF LEARNERS:</b> 40		
<p><b>WHAT ADVANCE PREPARATION, IF ANY, IS REQUIRED OF THE TEACHER FOR THIS LESSON?</b></p> <ul style="list-style-type: none"> <li>• Find out if the female condom is available locally and where. Review the information about male and female condoms from a reliable source.</li> <li>• Review the Correct Steps in External or Male Condom Use – Teacher Answer Key.</li> <li>• Review the Teacher’s Resource about Condoms.</li> <li>• Prepare one set of 10 pieces of paper for steps on external or male condom use (see “Correct Steps in Condom Use – Teacher Answer Key”).</li> </ul>		
<p><b>LEARNING OUTCOMES:</b></p> <p>By the end of this lesson learners will be able to:</p> <ol style="list-style-type: none"> <li>1) Describe at least three obstacles to condom use and how these obstacles can be addressed. [knowledge]</li> <li>2) Describe correct steps for the use of a male, latex condom. [knowledge]</li> </ol>		
<p><b>LIFE SKILLS DEMONSTRATED IN THIS LESSON:</b></p> <ol style="list-style-type: none"> <li>1) Critical thinking skills</li> <li>2) Decision-making skills</li> <li>3) Negotiation skills</li> <li>4) Communication skills</li> </ol>		
<p><b>RESOURCE MATERIALS FOR TEACHER:</b></p> <ul style="list-style-type: none"> <li>• Chalkboard and chalk</li> <li>• Correct Steps in External or Male Condom Use – Teacher Answer Key</li> <li>• Teacher’s Resource about Condoms</li> <li>• 10 prepared pieces of paper for steps for the use of the male condom</li> <li>• If appropriate, sample male and female condoms for demonstration purposes</li> </ul>		
<p><b>MATERIALS FOR LEARNER:</b></p> <ul style="list-style-type: none"> <li>• None</li> </ul>		



## Lesson Plan – Correct and Consistent Condom Use

This lesson is enhanced when learners have the following background knowledge: Content from the International Technical Guidance on Sexuality Education—Key Concept 6 – Sexual and Reproductive Health; 6.1 – Pregnancy Prevention

### PROCEDURE:

#### Step 1)

Introduce the concept by explaining the following, “Today we will be discussing condom use and how to use condoms consistently and correctly.” Ask the following questions and write down learners’ responses on the chalkboard:

“What do you know about condoms?”

“Why is it important to know about condoms?”

#### Step 2) 5 minutes for Steps 1 & 2

Introduce the topic by explaining, “One of the reasons that people don’t use a condom is that they do not know how to use one. That is not a good reason to end up with a serious health problem, so we are now going to learn the proper way to use a male condom. Being old enough to learn how to use a condom does NOT mean you are ready to have sex, but it is better to know how to use a condom BEFORE you need it, not after you have sex, when it’s too late. When using condoms, you can take some steps well ahead of time, that is, before you are in an intimate situation. Some steps you can take when you are already in an intimate situation but immediately before sex actually takes place. You should know what to do regarding condom use before, during, and after sex.” **[Teacher’s Note: On the board, create four columns and write “well ahead of time,” “immediately before,” “during sex,” and “after sex,” at the top of each column.]**

#### Step 3) 5 minutes

Explain the activity by saying, “I have broken down all the steps involved in correct use of a male condom and put each step on 10 separate pieces of paper. I will hand out these papers to some volunteers. Each volunteer should work with one or two learners seated near them to figure out which column the step goes in.” Point out the four columns on the board. Go on to explain, “The first column will include steps that should be carried out well ahead of time. The next column will show the steps to be carried out immediately before sex. The third column will include steps that may be involved during sex. The fourth column will display steps to be taken after sex. Within the columns, try to put each step in order as well. You have five minutes.”

#### Step 4) 10 minutes

Stop the process after five minutes and bring the whole group together. Review each of the four columns together with the learners ensuring the steps are in the correct order as indicated on the Correct Steps in External or Male Condom Use – Teacher Answer Key. Make sure to rearrange any steps that were in the wrong column or within a column, in the wrong sequence.

Once each of the 10 steps is in the correct column, go on to tell students about the female condom by saying, “In addition to a condom worn on a penis, there is also a condom that can be worn inside the vagina. **[Teacher’s Note: If you are able to show a female condom, this is a great time to display it for your students to see.]** This condom is inserted into the vagina before sex with a partner and captures the semen inside the condom so it does not get into the body. The condom should be removed after sex and thrown away. The female condom, like the male condom, should only be used one time and can be obtained from some of the same places where male condoms are available.”



## Lesson Plan – Correct and Consistent Condom Use

### PROCEDURE (CONTINUED):

#### Step 5) 5 minutes

Next brainstorm with learners five reasons why some young people don't use condoms each time they have sex. Ask whether these reasons are different if you are male or female and why. Write these reasons or barriers on the chalkboard as your learners brainstorm the first five that come to mind. The list might include barriers such as:

- Embarrassed to talk about or buy condoms
- Believe it is boys' responsibility to bring condoms or that "good girls" don't carry condoms
- Can't afford to buy condoms
- Don't think they are at risk for pregnancy or STIs
- Don't think sex will feel as good with a condom

*[Teacher's Note: If you are doing this lesson with very young learners, you will need to help them brainstorm these responses since they are likely to be too young to know why young people may not use condoms.]*

#### Step 6) 10 minutes

Have learners form pairs with someone seated near them and have each pair select one of the five barriers from the chalkboard to work with. Explain the directions by saying, "You and your partner will come up with one way that young people could overcome that barrier to using condoms. For example, if you select "can't afford condoms" as your barrier, you and your partner might suggest that a young person could either borrow money or find a youth center that gives away condoms for free. So first select the barrier you want to work with from the list on the chalkboard and then come up with a way that a young person could overcome that barrier." Give learners a few minutes to complete the task. *[Teacher's Note: If learners come up with a lot of myths about condom use instead of barriers to their use, use the Teacher's Resource about Condoms to refute those myths as needed.]*

#### Step 7)

When most pairs seem to be done, gather the attention of learners and ask for three volunteers to share the barrier they chose and what ideas they had for ways young people could overcome those barriers. Write the suggestions on the chalkboard. The suggestions for overcoming common barriers might include:

- Good communication between partners
- Knowing how to use a condom and where to get them
- Understanding the risks of unprotected sex (how you get pregnant and how you can acquire STIs, including HIV)

#### Step 8) 10 minutes for Steps 7 & 8

As a closure to this lesson, ask the following question and try to bring in gender perspectives:

- Who is responsible for condom use?

End the lesson by saying, "It is critical and in fact it is your right as young people to know how to use condoms consistently and correctly and how to anticipate potential barriers to condom use and ways to overcome those barriers. This information protects health and saves lives."



## Lesson Plan – Correct and Consistent Condom Use

### KEY MESSAGES OF LESSON:

- 1) The consistent and correct use of condoms is an important strategy to protect oneself and one's partner from unintended pregnancy and STIs, including HIV. Male and female condoms are currently the only method that provides dual protection (protection against pregnancy and STIs, including HIV). It is also possible to use a male or female condom with another method of contraception to maximize protection, such as the pill or injectables.
- 2) There are many steps to using condoms correctly.
- 3) While there are challenges to using condoms, it's possible to anticipate these and identify solutions.

### ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON

- Teachers can ask learners to write down one barrier and one solution to using condoms correctly and consistently and submit for assessment of the learning objectives.

### HOMEWORK WITH FOCUS ON FAMILY INVOLVEMENT ACTIVITIES:

- None

### POSSIBLE ADAPTATIONS:

- 1) Large class size—Teachers can conduct the activity on identifying solutions to barriers in small groups instead of pairs or as a whole class.
- 2) Limited materials/technology—None

Adapted from: *It's All One, Activity 47 – Gender and Condom Use*, pages 150–155, Copyright © 2009 The Population Council, Inc. Revised first edition, printed 2011 and Source: NHS Choices - <http://www.nhs.uk/Livewell/teenboys/Pages/Condoms.aspx>



## Correct Steps in External or Male Condom Use – Teacher Answer Key

Note to Teachers: Prepare 10 pieces of paper and write one step from the list below on each piece. DO NOT INCLUDE THE STEP NUMBER, as those are shown just for your reference in the answer key guide and will make the activity too easy for learners. Remember that steps 1–3 in the “Well Ahead of Time” column are all flexible in terms of sequence.

### Well Ahead of Time Column

1. Buy condoms (and lubricant) or find a health center or community-based organization that gives them away for free.
2. Check the expiration date of the condom and be sure the date has not passed.
3. Practice putting on a condom—on the penis, or your hand, or if available, a banana—so that you are comfortable using one later.

### Immediately Before Sex Column

4. Open the condom gently, being careful not to rip it (don't use teeth!)
5. When the penis is erect, squeeze the tip of the condom and place it over the head of the penis with one hand while you unroll the condom over the length of the penis with the other hand. Make sure penis is covered completely.
6. If having vaginal sex, ensure that the vagina is lubricated or if having anal sex, that the anus is lubricated so that the condom will not break or tear. Use additional lubricant as needed, but never use oil-based lubricant, as it will cause the condom to break.

### During Sex Column

7. If the condom breaks during sex, the male should pull out immediately and the couple should consider using emergency contraception to prevent pregnancy.
8. After ejaculation, while the penis is still erect, hold onto the condom at the base of the penis and pull out of partner's body.

### Immediately After Sex Column

9. Turn away from partner's body and carefully remove condom from the penis without spilling any semen that may be inside the condom.
10. Dispose of the condom as you would do for other trash (do not flush down a toilet). Never re-use a condom.



## Teacher's Resource About Condoms

Below is a list of common myths about condoms and the factual information to dispel the myth. The following publication from UNFPA might also be helpful:

[https://www.unfpa.org/sites/default/files/pub-pdf/myths\\_condoms.pdf](https://www.unfpa.org/sites/default/files/pub-pdf/myths_condoms.pdf)

**MYTH:** It's safer if you use two condoms.

**TRUTH:** Whether it's two male condoms or a male and female condom, using two condoms is not better than one as they are more likely to break. Only use one condom at a time.

**MYTH:** Condoms break easily.

**TRUTH:** No they don't. To avoid a condom breaking, you need to put it on carefully and make sure there's no air bubble at the end. Be careful of sharp nails, jewelry or teeth. If the condom won't roll down, it's the wrong way round. Throw this condom away and start again with a new one as there could be semen on the tip of the previous condom.

If a condom breaks and you're not using any other contraception, go to a health center as soon as possible and ask about emergency contraception. You may also need to get tested for sexually transmitted infections (STIs), including HIV.

**MYTH:** Condoms are the only type of contraception I need to think about.

**TRUTH:** No they're not. Condoms can provide protection from STIs and unplanned pregnancy. But to get the best protection, it's better if you and your partner use a condom and another form of contraception. There are lots of different types of contraception, including the implant, injectables, the copper IUD coil, or the pill. It's worth exploring all options.

**MYTH:** You need extra lube. Vaseline is good.

**TRUTH:** No it's not. A bit of extra lubrication is good but don't use anything with oil in it as it can dissolve the condom. That includes baby oil, Vaseline and hand cream. Lipstick has oil in it too. Use a water-based lubricant, such as KY jelly from a pharmacy or supermarket.

**MYTH:** Condoms make me less sensitive.

**TRUTH:** Using a condom doesn't have to spoil the moment. They can make some men last longer before they come, which is good news for both partners. There are lots of different sizes, shapes, colors, textures and flavors of condoms, so enjoy finding the one that suits you both best.

**MYTH:** Condoms cut off my circulation.

**TRUTH:** No they don't. A condom can stretch to 18 inches round. There are many different shapes and sizes that you can try.

**MYTH:** My girlfriend is on the pill, so we don't need condoms.

**TRUTH:** Yes you do. The pill does not protect you or your partner from STIs, including HIV. Also, if your girlfriend forgets to take a pill, has been sick or has been using antibiotics, the effectiveness of the pill is lower and she could still get pregnant.



## Teacher's Resource About Condoms

**MYTH:** If I ask to use a condom, my partner will think less of me.

**TRUTH:** Insisting that you use a condom suggests that you know how to take care of yourself and shows that you know what you want, which can be very sexy.

**MYTH:** You don't need a condom if you're having oral sex.

**TRUTH:** Actually, HPV, gonorrhea, chlamydia, herpes, and HIV can be passed on by oral sex. You can protect yourself with a condom (worn on the penis for a male receiving oral sex or cut into a sheet for a female receiving oral sex).

**MYTH:** As a young person, you aren't allowed to get condoms.

**TRUTH:** Young people can usually get condoms from peer educators, community health workers, health centers, pharmacies, stores, or community-based organizations.

**MYTH:** I don't need a condom because my partner seems healthy.

**TRUTH:** The way someone looks is no indicator of whether they have an STI, including HIV. A person may look healthy and still have an STI, including HIV. Lots of STIs don't have any symptoms, so you could infect each other without even knowing it.

**MYTH:** All condoms provide the same level of safety.

**TRUTH:** Not necessarily—while most condoms are very effective, it's important to use them correctly and consistently. Condoms need to be stored properly and not be expired to be used correctly. Also, there are some novelty condoms for sale that are made for fun, such as glow in the dark condoms, that don't provide protection from pregnancy and STIs. Choose condoms that are from a well-known brand or source and check the expiration date before use.

Source: NHS Choices - <http://www.nhs.uk/Livewell/teenboys/Pages/Condoms.asp>

