

Lesson 9: Using Condoms & Dental Dams Effectively Rights and Resources

This lesson is adapted from after "Advocates for Youth: Right. Respect. Responsibility" Curriculum

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
2. Describe how an internal condom is used.
3. Describe how a dental dam is used.
4. Become familiar with, and increase their knowledge about local teen clinics, the services offered and how to access those services.

AGENDA

5 minutes	Do now and Review Group Agreements
15 minutes	Introduction to Condoms and Condom Demonstration
10 minutes	Condom demonstration Practice
10 minutes	Youth rights and Resources
5 minutes	Closure and homework

MATERIALS

- Flipchart or whiteboard
- Markers
- Student Journals
- Wooden penis model – School Health Programs has class sets if needed.
- At Least three latex external ("male") condoms
- Plastic Pelvic Model
- One Internal ("female") condom
- Copies of condom order activity sheet, one per every 3 students
- Copies of Homework worksheet: "Media Hunt -- Did They Use Condoms? One per student

SUGGESTED ACCOMMODATIONS

- Do Now: Provide students with pre-written sentence starters and answer options.
- Introduction to Condoms and Condom Demonstration:
 - For students with assistive communication needs participating in the steps to using an external condom review, collaborate with Special Education Staff to

provide participation opportunities, (i.e., pre-program voice output device, have student point to correct sheet).

- Exit Ticket:
 - Consider alternative exit ticket format, (i.e., multiple choice, fill in the blank).

CALIFORNIA HEALTH EDUCATION STANDARDS

1.5.G Explain the effectiveness of FDA – approved condoms and other contraceptives in preventing HIV, other STDs, and unintended pregnancy.

1.7.G Identify ways to prevent or reduce the risk of contracting HIV, AIDS, and other STDs.

3.2.G Locate medically and scientifically accurate sources of information on reproductive health.

3.3.G Identify health care providers for reproductive and sexual health services

DO NOW ACTIVITY

5 minutes

Write on board and have students complete the following sentences.

What do you remember about yesterday's lesson...

What did you like about yesterday's lesson...

Something I still have a question about...

Introduction to Condoms and Condom Demonstration

15 minutes

1. Tell the students that you are going to focus today on condoms, which are the only methods that provide protection against both pregnancy and STIs, so it's a healthy choice to use condoms in addition to another 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!"

2. Explain that condoms are extremely effective when they are used 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. Once they are in their groups, explain that you will be providing each group with an identical set of sheets that list each of the steps to using an external condom correctly. Instruct them to work together and put their sheets in order from the beginning to the end of the sex act.

Answer any questions and distribute the sheets, advising the students that they have approximately 5 minutes in which to work together.

3. After students have worked for five minutes, have your wooden penis model and several condoms in front of you. Explain that you are going to go through the work they did and model what these steps look like. Go around the room and ask each group to provide one of the steps in order (so group one would say, “check the expiration date”). 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, etc., you couldn’t re-use it.

Teacher Tip: The following represents the correct order in which to use a condom for your reference:

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*
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

Teacher Tip: School Health Programs has class sets of wooden penis models. If you would like to give each student an opportunity to practice a condom demonstration check out a class set of penis models. Contact us at <http://sfusdhealtheducation.org>

- 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)

Internal Condom Demonstration and Dental Dams**10 minutes**

Teacher Script: *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 STDs."*

Teacher Script: *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."*

1. Take the plastic pelvic model and internal condom. Explain that while there are fewer steps to using the pouch, it is still important to do them correctly. Hold up the pouch and check the expiration date. Open the pouch and hold it up for the students to see. Gently squeeze the smaller ring, explaining what you are doing as you do it, and place the ring inside the vaginal opening of the pelvic model. Hold the model up so the students can see how the pouch is inside the vagina, and what is left hanging outside. Explain that once intercourse is over the pouch should come out of the vagina. Twisting once or twice, pull the pouch from the model and talk about throwing it away.
2. Using Dental Dams is another way to protect yourself and your partner during oral sex. Take the dental dam and open it. Explain that dental dams are placed over a partners genitals before performing oral sex. Dental dams act as a barrier between a person's mouth and the partners genitals.
3. Option Video for Review
www.plannedparenthood.org/learn/stds-hiv-safer-sex/safer-sex

Student Health Rights**10 minutes****Your Body. Your Rights.****Teens in California have the right to:**

- Get testing and treatment for STIs, including HIV testing
- Access birth control, including emergency contraception
- Access pregnancy testing and prenatal care
- Seek pregnancy options counseling and abortion services

If you are 12 or older, you do not need anyone else's permission to access these services. You can decide for yourself, and you should expect that all information you share in a clinic will be kept confidential unless you decide to share it.

For help finding a clinic that's right for you, visit your school social worker or school nurse.

Closure**5 minutes****Exit Ticket:**

Name: _____ Period: _____

Write down three things you learned today and will share with a friend.

1.

2.

3.

Healthy Me Resource Guides & Homework**5 minutes**

1. Pass out the Healthy Me Resource Guide
2. Pass out the homework sheet

Homework:

Name: _____ Period: _____ Date: _____

Directions: Use the *Healthy Me* resource guide that was passed out in the class to answer the following questions.

In your own words describe what teens in California have a right to.

What three sexual health websites does the Healthy Me resource guide suggest?

- 1.
- 2.
- 3.

What health center or clinic should I recommend for someone who lives in...

Mission & Castro area	Western Addition & Haight area	Chinatown, Downtown & Tenderloin are
Name of Clinic Phone # What services does it provide?	Name of Clinic Phone # What services does it provide?	Name of Clinic Phone # What services does it provide?
Visitation Valley & Bayview Hunters Point	Mission Bay & Potrero Hill	Potrero Hill & Excelsior
Name of Clinic Phone # What services does it provide?	Name of Clinic Phone # What services does it provide?	Name of Clinic Phone # What services does it provide?

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	Ejaculate
Withdraw penis from partner, holding condom on at the base	Remove condom from penis
Throw condom away in trash	