

9th Grade, Objective 9.05

Objective:

Demonstrate skills related to safe and effective use of methods to prevent STDs (including abstinence) as well as access resources for testing and treatment.

Materials Needed:

Appendix 1, 2 – Condom Line Up and Master

Appendix 3, 4 – Be a Hero Poster; Keys, Cards, Condoms Poster (Advocates for Youth, Washington, DC)

PowerPoint on Reducing Risks for STDs (Condoms)

PowerPoint on STD Testing

Appendix 5 – Looking Ahead

Appendix 6 – Pressure Lines

Appendix 7 – Negotiating Condom Use

Appendix 8 – Observer Checklist for Independent Practice Step

Appendix 9 – Alternate Observer Checklist (does not include practicing condom use skill)

Variety of latex condoms

Penis models, if permitted

Review:

First we will review the definition of abstinence, as we know that abstinence (if practiced consistently) is the most certain means of preventing unintended pregnancy or sexually transmitted diseases.

Provide this sentence on the blackboard whiteboard and ask students to fill in the missing terms:

Abstinence is voluntarily _____(1)_____ from intimate _____(2)_____ behavior which could result in _____(3)_____ or unintended _____(4)_____. The responses are (1) refraining, (2) sexual, (3) sexually transmitted diseases, and (4) pregnancy. Ask what behaviors are included in “intimate sexual behavior” (oral, anal, and vaginal sexual intercourse). Ask for examples of sexually transmitted diseases (syphilis, gonorrhea, chlamydia, HIV, HPV, and herpes).

Now we will review for the appropriate steps of condom use, the most effective method (aside from abstinence) in reducing the risk for sexually transmitted diseases. Copy Appendix 1 onto colored paper then cut into strips and place all strips in envelopes for individual students or pairs.

In your envelope, you will have 11 strips of paper. Order them, top to bottom, in steps for effective condom use.

Using the Master (Appendix 2), check student work to ensure they recall the proper steps for condom use. [The of the first four steps are important to have, but they may vary in order by gender or experience. The sequence does not matter for those steps, but having all four does. The sequence of the remaining steps is important.]

Focus:

There are two posters available to use as the Focus step (Appendix 3 and 4). Select the one that you think would be most relatable to your students. Print the poster or convert into an overhead or PPT slide. Ask students to internally (not aloud) respond to the following questions:

Be a Hero:

When you see the message, “Be a Hero. Respect Yourself. Protect Yourself”, what do you think the poster is saying? How does that message make you feel? How might the message apply to you?

Keys, Cards, Condoms:

When you see this poster, what do you think the message is suggesting? How does that message make you feel? How might the message apply to you?

Ask students if they would like to share any of their thoughts about the poster.

Statement of Objectives:

We have been learning about STDs, how they are transmitted and the short-term and long-term effects. Today we will go over skills for risk reduction and learn to access resources. We will practice assertive communication to prevent STDs. We will also discuss how to access resources for testing and treatment.

Teacher Input:

[Note: For the content portion of this lesson, the teacher must be aware of local education policy around condoms in the classroom.]

Options included in this lesson:

Option 1

Teacher shows condoms and images of to how they are used. [See PowerPoint on Reducing Risks for STDs.] Stress the concept that latex condoms must be used consistently and correctly to be effective.

Option 2

Teacher shows condoms and demonstrates condom use on fingers

- Check the expiration date.
- Open new condom package with fingers (not scissors or teeth)

- Hold the condom between thumb and fingers for the group to see. *There is a correct and an incorrect way to put on a condom. Look at the rolled up condom and you will see that it can roll easily one way but not the other. The correct way, looking down on the condom, a crease is visible between the condom and the roll. Check to see which direction the condom will roll before contacting the penis. If the person starts to roll it the wrong way on the penis, it must be discarded. If it is then turned over and rolled it the correct way, the person's partner will be exposed to body fluids, placing them at risk for an STD.*
- As you place the condom onto your index and middle fingers, explain that the tip of the condom should be squeezed to make room for the semen after ejaculation and to help prevent leakage.
- Roll the condom down your fingers and explain that on the penis the person would use two hands – pinch the tip, place on the penis head, and roll down. Now the partners are ready for sexual activity.
- Then, explaining that ejaculation has occurred, unroll the condom. Then, be sure to hold the base of the model or your fingers (explain that to prevent spilling of the semen, the condom must be held at the base while withdrawing from the partner's body); throw condom in the trash.

Option 3

Teacher demonstrates condom use on model and allows students to practice on models or fingers.

- Check the expiration date.
- Open new condom package with hands (not scissors or teeth)
- Hold the condom between thumb and finger for the group to see. *There is a correct and an incorrect way to put on a condom. As you look at the rolled up condom you will see that it can roll easily one way but not the other. The correct way, looking down on the condom you will see a crease between the condom and the roll. Check to see which direction the condom will roll before contacting the penis. If the person starts to roll it the wrong way on the penis, it must be discarded. If it is turned over and then rolled the correct way, the partner will be exposed to body fluids, placing them at risk for an STD.*
- Roll the condom down to the base of the model. Being sure to leave a reservoir at the tip (explain that space must be left at the tip to hold the ejaculated semen).
- Then, explaining that ejaculation has occurred, unroll the condom. Then, be sure to hold the base of the model or your fingers (explain that to prevent spilling of the semen, the condom must be held at the base while withdrawing from the partner's body); throw condom in the trash.
- Have teens form pairs and give each participant a condom. Ask them to take turns demonstrating how to use the condom correctly, with fingers or model.

Slide 5 of the PowerPoint on Reducing Risks for STDs provides a line drawing and written instructions for condom use.

For this lesson, I want us to work on two things: knowing when and where to get condoms and develop skills that ensure condoms are used correctly and consistently with every act of intercourse. By the end of the lesson, students will

- *Explain why condoms are the best option for STD risk reduction (except for abstinence)*
- *Explain how to access condoms and other resources in the community*
- *Demonstrate assertive communication skills during condom negotiation*
- *Demonstrate steps for effective condom use*

This objective also includes coverage of information on testing for STDs and community resources. Use PowerPoint on STD Testing.

Guided Practice:

To practice the skills covered in the presentation, we will consider the important steps one must take to reduce his or her risks for sexually transmitted diseases. Use Appendix 5, Looking Ahead, to process these questions.]

Stop for a moment and think about a time in your life when you will be ready for sexual intercourse. It could be this year, in the next few years or after marriage. Using the handout (Appendix 5), consider the following and explain how you would address each:

1. *What are the possible risks?*
2. *What do you need to know about STD risk-reduction (including information and where to get condoms)?*
3. *What are essential elements to correct and consistent condom use?*
4. *What are potential outcomes based on the decision to have intercourse?*
5. *Who should get tested for STDs? What information should be shared with the health care provider?*

Independent Practice:

Now, let's practice accessing condoms, condom negotiation and correct condom use. I will distribute pressure lines (to have sexual contact) to pairs (Appendix 6). As we are practicing skill-building, don't worry about who your partner is, just focus on what a person can do to have safer sex to reduce the risk for STDs. In your pairs, you will need someone to read the pressure line to have sex without a condom and the other person to negotiate use. Use the Negotiating Use handout to guide you (Appendix 7). Don't forget to discuss when, where and who will be responsible for obtaining condoms. Finally, practice putting condoms on (model or fingers) and review the important components of each step. [Note: If students cannot practice this skill, have them review the steps for proper condom use. Use Alternate Observer Checklist (Appendix 9)].

Another pair of students will review your scenario to make sure you included all of the important information and skills necessary for correct and consistent condom use (Appendix 8).

Closure:

Today we learned more about the importance of condom use in reducing the risk for sexually transmitted diseases. You did a great job applying skills to reduce risk, including how to access resources and negotiate condom use.

Condom Line Up Cards



Discuss safer sex

Agree to have sex

Choose and buy latex condoms

Store in a cool, dry place

Check expiration date

Carefully remove condom from package

Leave airspace in the tip and squeeze out any air

Unroll condom onto erect penis before ANY sexual contact

Have intercourse

Hold onto the rim of the condom and withdraw the penis

Carefully remove condom and throw it away

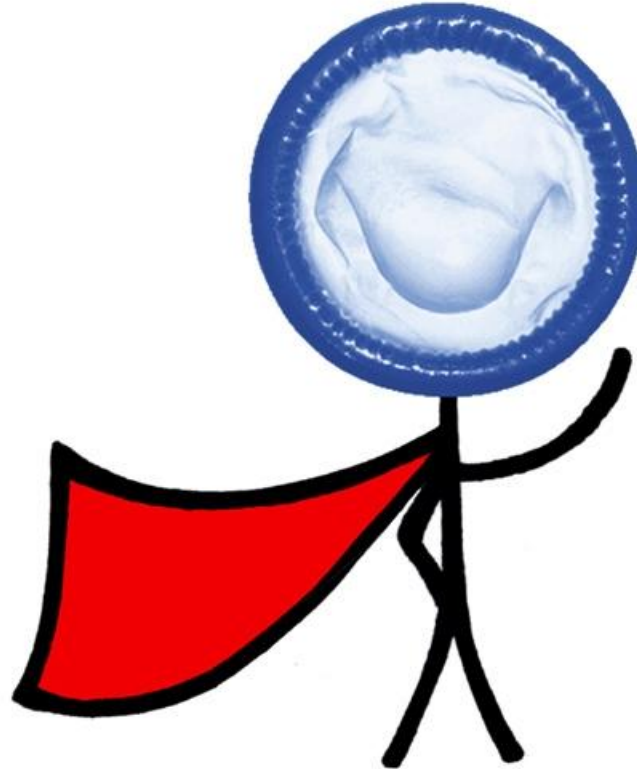
Wash up*

Condom Line Up Master

Correct Order:

1. Discuss safer sex
2. Agree to have sex
3. Choose and buy latex condoms
4. Store in a cool, dry place
5. Carefully remove condom from package
6. Leave airspace in the tip and squeeze out any air
7. Unroll condom onto erect penis before ANY sexual contact
8. Have intercourse
9. Hold onto the rim of the condom and withdraw the penis
10. Carefully remove condom and throw it away
11. Wash up* [Men should wash before and after sex; women only after. Washing before will remove women's natural lubrication making her vulnerable to micro-tears in the vaginal lining.]

Be a Hero!



sex,
etc.
why wonder?

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**Advocates
For Youth**



Got your keys?

Got your cards?

Got your condoms?

www.advocatesforyouth.org

www.mysistahs.org



TALK TO YOUR FRIENDS. TALK TO YOUR PARTNER.
TOGETHER, WE CAN STOP HIV.

Looking Ahead

Stop for a moment and think about a time in your life when you will be ready for sexual intercourse. It could be this year, in the next few years, or after marriage. Consider the following and explain how you would address each:



1. What are the possible risks?
2. What do you need to know about STD risk-reduction (including information and where to get condoms)
3. What are some essential elements for correct and consistent condom use?
4. What are potential outcomes based on the decision to have intercourse?
5. Who should get tested for sexually transmitted diseases? What information should he or she share with health care provider?

Pressure Lines for

Intercourse Without Condoms

[Assertive refusal to engage in unprotected sexual intercourse.]

Excuse: Condoms kill the mood for sex.

Excuse: Condoms don't feel as good as the real thing . . . they're not natural.

Excuse: Condoms are messy and smell funny.

Excuse: People who use condoms do not trust each other.

Excuse: I love you. Would I give you an infection?

Excuse: Condoms are for people with diseases. Do I look sick to you?

Excuse: I know I am disease-free. I have not had sex with anyone in months.

Excuse: I do not have a condom with me.

Excuse: It's no big deal to skip a condom once.

Excuse: We're going to get married someday; why do we need to keep using condoms?

Excuse: I don't know where to get condoms.

Negotiating Condom Use

The Goal	To protect yourself and your partner from sexually transmitted diseases and/or pregnancy
Content	Clear, specific, use words like "I feel, think, want..."
Voice	Clear, even, don't hesitate
facial expression	Give direct eye contact
Posture	Self-assured
Your feelings	Confident of your feelings and decisions, self-respecting
Another's feelings	Respected

Participants: _____

Observers: _____

Observer Checklist

Behavior	Y/N	Comments
Response to pressure		
Content Clear, specific, use words like "I feel, think, want..."		
Voice Clear, even, don't hesitate		
Facial expression Give direct eye contact		
Posture Self-assured		
Your feelings Confident of your feelings and decisions, self-respecting		
Another's feelings Respected		
Discussed obtaining condoms and getting tested		
When		
Where		
Who		
Condom Practice		
Practiced using condoms		
Discussed important components for steps (example, making sure condom would roll in proper direction)		

Participants: _____

Observers: _____

Alternate Observer Checklist

Behavior	Y/n	Comments
Response to pressure		
Content Clear, specific, use words like "I feel, think, want..."		
Voice Clear, even, don't hesitate		
Facial expression Give direct eye contact		
Posture Self-assured		
Your feelings Confident of your feelings and decisions, self-respecting		
Another's feelings Respected		
Discussed obtaining condoms and getting tested		
When		
Where		
Who		
Condom Steps		
Discussed important components for steps (example, making sure condom would roll in proper direction)		