

# Condoms to Prevent HIV and Other STDs

Grade 6–8, Lesson 6

## Summary

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The lesson focuses on encouraging the correct use of condoms for students who may need condoms now or in the future. The lesson opens with a brainstorm about the benefits of condoms, and sets positive norms for condom use. Students learn correct condom use by assembling condom instructions in the correct order and by observing a teacher demonstration. In small groups, students come up with solutions to common problems related to correct and consistent condom use by responding to scenarios. The lesson concludes with students setting their own goals with regard to condoms.

## Student Learning Objectives

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The student will be able to ...

1. Describe how condoms can reduce the risk of HIV and other STDs.
2. Describe how condoms can reduce the risk of pregnancy.
3. Describe the steps to using a condom correctly.

## Lesson Timing

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Warm up	Bell work + 2 minutes
Brainstorm benefits and set norm	5 minutes
Condom card line-up	15 minutes
Condom demonstration	5 minutes
Condom solutions	15 minutes
Goal setting	5 minutes
Assign homework	
Exit ticket	3 minutes
Total	50 minutes

**FLASH Bottom Line Statement**

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Use a condom for vaginal, anal and oral sex with a penis.

**FLASH Key Concepts**

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Condoms are excellent at preventing pregnancy and STDs, including HIV.

Many teens successfully use condoms.

Condoms are easy to get and easy to use.

**Standards**

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**National Health Education Standards (SHECAT)**

Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
SH1.8.25	Describe how the effectiveness of condoms can reduce the risk of HIV, and other STDs including HPV (Human Papillomavirus).
SH1.8.31	Describe how the effectiveness of condoms can reduce the risk of pregnancy.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
SH2.8.1	Explain how perceptions of norms influence healthy and unhealthy sexual practices, behaviors, and relationships.
SH2.8.2	Explain how social expectations influence healthy and unhealthy sexual practices, behaviors, and relationships.
Standard 5	Students will demonstrate the ability to use decision-making skills to enhance health.
SH5.8.2	Determine when potentially risky sexual health-related situations require a decision.
SH5.8.5	Distinguish between healthy and unhealthy alternatives of a sexual health-related decision.
SH5.8.7	Choose a healthy alternative when making a sexual health-related decision.
Standard 6	Students will demonstrate the ability to use goal-setting skills to enhance health.
SH6.8.1	Assess sexual health practices.
SH6.8.2	Set a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.
SH6.8.3	Assess the barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.
SH6.8.4	Apply strategies to overcome barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.
SH6.8.5	Use strategies and skills to achieve a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.
Standard 7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
SH7.8.2	Analyze personal practices and behaviors that reduce or prevent sexual risk behaviors.
SH7.8.3	Demonstrate practices and behaviors to improve the sexual health of oneself and others.
SH7.8.4	Make a commitment to practice healthy sexual behaviors.
Standard 8	Students will demonstrate the ability to advocate for personal, family, and community health.
SH8.8.2	Persuade others to avoid or reduce risky sexual behaviors.

**National Sexuality Education Standards**

PD.8.DM.1	Demonstrate the use of a decision making model and evaluate possible outcomes of decisions adolescents might make.
PR.8.CC.3	Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms.
PR.8.DM.1	Apply a decision making model to various sexual health decisions.
PR.8.SM.1	Describe the steps to using a condom correctly.
SH.8.SM.1	
SH.8.GS.1	Develop a plan to eliminate or reduce risk for STDs, including HIV.

## **Rationale**

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Approximately half of all teens are sexually active,<sup>1</sup> although most middle school students are not yet having sex.<sup>2</sup> This makes middle school an important time to both support abstinence and to teach students condom skills they will need in the future. Teaching these skills before students are sexually active helps increase the likelihood that they will use condoms, and use them correctly, when they need them. It is for this reason that both the National Health Education Standards, published by the CDC, and the National Sexuality Education Standards recommend that condom teaching begin in middle school.<sup>3 4</sup> Furthermore, a large body of research clearly shows that sexual health education, including condom skill practice, does not encourage earlier sexual activity among teens. Instead, these programs can actually help students to postpone sexual activity, decrease their number of sexual partners and increase their condom use. Studies also reveal that when youth have positive attitudes about condoms and the knowledge to use condoms correctly, they are more likely to use condoms consistently.<sup>5 6 7</sup>

Condoms are the most effective technology to reduce the transmission of HIV and other STDs;<sup>8</sup> they are also effective barriers against unplanned pregnancy.<sup>9</sup> Students who have had a chance to observe a demonstration of correct condom use, especially before they are sexually active, are far more likely to use condoms correctly.<sup>10 11</sup> This is especially important since condoms are one of the birth control methods most commonly used by teens.<sup>12</sup>

## **Materials Needed**

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### **Student Materials**

- *Condom Goal Setting Worksheet*
- *Individual Homework: Condoms in the Community*
- *Family Homework: Talking with Family About Condoms*, available in multiple languages on the FLASH website
- *Lesson 6 Exit Ticket*

### **Small Group Handouts**

- *Steps to Using a Condom Cards*
- *Condom Scenarios Handout*

### **Classroom Materials**

- *Lesson 6 Warm Up*
- *Condom Solutions Visual*
- *Example Goal Statements Visual*
- Envelopes

## **Teacher Preparation**

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1. Make 10 sets of *Steps to Using a Condom Cards*. Each set should consist of the 9 cards in an envelope labeled "Condom Cards."
2. Prepare Visuals for document camera or projector.

## Activities

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### 1. Warm Up

Display warm up as bell work.

**Prompt:** Most teens who have vaginal sex use condoms. Pick the reason you think is most important and write 2 to 3 sentences about why you chose it.

- Using condoms helps prevent pregnancy.
- Using condoms helps a person not get or give an STD.
- Using a condom helps show care and concern for your partner.
- Using a condom shows that you are mature.
- Condoms are birth control that men can use.

### 2. Brainstorm condom benefits and set norm for condom use

Describe condoms and their purpose. Brainstorm the benefits of condoms. Explain that over 95% of teen couples who have vaginal sex have used condoms, reinforcing the information by writing it on the board.

*Today we are going to learn about condoms. A condom is a thin, stretchy piece of rubber made to fit over a penis to prevent pregnancy and STDs. They are used for vaginal, anal or oral sex with a penis. They work by catching the semen inside the condom, so neither person gets the other person's fluids in their body.*

*It's important for everyone to learn how to use condoms whether they need the information now or won't need it until the future. It's important even if people think they will never need condoms. Why would someone need to learn about condoms even if they think they will never need them? Right, so they can help educate their friends and family about them.*

*Could I get a few volunteers to share some of the benefits of condoms? Why would people choose to use condoms?*

- *Using condoms helps prevent pregnancy*
- *Using condoms helps a person not get or give an STD*
- *Using a condom helps show care and concern for your partner*
- *Using a condom shows that you are mature*
- *Condoms are birth control that men can use*
- *Because condoms are easy to get*
- *Because condoms are free or cheap*

*That's right—there are a lot of reasons condoms are a good choice for teens. That's probably why so many teens use them. Can you guess what percent of sexually active teen couples have used condoms? (accept a few guesses.) Actually, over 95% of sexually active teen couples have used condoms for vaginal sex. (Write this fact on the board.) In fact, more teens use condoms than adults!*

**3. Condom card line-up**

Divide the class into small groups of 3 or 4 students, giving each group a 9-card set of *Steps to Using a Condom* in random order. Allow 5 minutes for the groups to place their cards in the correct order. Ask the class to name each step, one at a time. Follow the script below to further explain each step. Have groups correct the order of their cards, if needed.

*Condoms are really easy to use. There are just a few simple steps to learn. It's important to learn the steps because there are a few common mistakes that people make that sometimes cause condoms to break or come off. When people know how to use condoms correctly, they almost never break or come off. Let's go over the steps, so you can all learn them. First you will all work in small groups to put the steps in order, then I will go over the steps with the whole class.*

Order	Cards	Teaching Points
Step 1	Check expiration date.	<i>The expiration date is important to make sure the condom is not old and more likely to be weak.</i>
Step 2	Carefully open package.	<i>This means being careful not to rip the condom with anything sharp like fingernails, teeth or scissors. Condoms are usually slippery and wet. This is to keep the condom from breaking.</i>
Step 3	Pinch tip of condom.	<i>Ask the class: Can you guess what might happen if there wasn't room at the tip? Answer: If there's no place to catch the semen, there's a chance it might leak out the bottom of the condom into the partner's body or even possibly break the condom. Condoms work well and don't break very often, so this is an important step.</i>
Step 4	Roll condom down erect penis.	<i>The penis gets harder before sex. The condom doesn't get rolled on until the penis is hard.</i>
Step 5	Sex – with condom.	<i>The couple has sex with a condom on, every time. This is true for vaginal sex, anal sex and oral sex with a penis.</i>
Step 6	Ejaculation – with condom.	<i>During ejaculation, the semen is caught inside the condom. With a condom, neither person gets the other's fluids in their body.</i>
Step 7	Hold condom onto penis while pulling out.	<i>After ejaculation, the penis gets soft again. The person holds the condom onto the base of the penis while pulling out, so that none of the semen leaks out and so the condom doesn't slip off.</i>
Step 8	Take condom off penis.	
Step 9	Throw condom in the garbage.	<i>Condoms can only be used once.</i>

#### 4. Condom demonstration

Demonstrate the steps for correct condom use, briefly explaining each step again as you model them. Do not demonstrate with fruits or vegetables, as some people find this offensive or trivializing. A penis model is ideal for demonstrating condoms, if you can obtain one. If that is not an option, demonstrate by rolling a condom onto your fingers.

- *Most condoms are made of latex. If someone is allergic to this material, there are condoms made of other kinds of materials such as a special kind of plastic called polyurethane.*
- *First the person looks at the package to check the expiration date and make sure there aren't any holes in it.*
- *Then they carefully open the package.*
- *Before having sex, the condom goes on the tip of the erect penis. It should look like a little hat, with the rolled side facing out.*
- *Then, the person pinches the tip of the condom and unrolls the rest of the condom all the way to the base of the penis. Pinching the tip makes a space to catch the semen when the man ejaculates.*
- *Once the condom is on, the couple has sex.*
- *After sex, before the penis gets soft, the condom is held onto the base of the penis while pulling out.*
- *The condom is taken off and thrown away. Condoms can only be used once.*
- *To sum it up, the main steps are to pinch the tip of the condom and roll it down the penis before having sex. With practice, people find condoms easy to use.*

#### 5. Condom solutions

Keep students in their small groups. Distribute a *Condom Scenarios Worksheet* to each small group and give them 5 minutes to begin answering the scenario questions.

*You have had a chance to learn why condoms are important and how to use them. I have also told you that most teens use them for vaginal sex. But, sometimes people's plans don't work out and they end up not using condoms, or they only use them some of the time. We are going to work together on coming up with solutions to this problem.*

*I'm going to hand each small group a Condom Scenarios worksheet. Small groups will work together to come up with at least 1 solution for each scenario. You may have never thought about these issues before, so just do your best. You have 5 minutes.*

After small groups come up with their initial answers, project the *Condom Solutions Visual* to provide additional ideas for solving the scenarios. Allow small groups 3 more minutes to add new information to their answers.

*I can see you've been doing good work on the scenarios. I'm going to show you all some common solutions to different types of condom problems. You can use information on the Condom Solutions visual to add more ideas to any of your scenario answers. You only have 3 minutes!*



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Discuss each scenario as a class. Be sure to affirm the bottom line statement: *Always use a condom for vaginal, anal or oral sex with a penis.* The purpose of this activity is to help students think ahead about overcoming any problems they might face using condoms in the future.

*Now let's discuss each scenario as a group. I'm interested to hear what you all came up with.*

Use the *Condom Solutions Visual* to help debrief the scenarios.

### Scenario answer key based on *Condom Solutions Visual*:

1. Aiden: All solutions related to embarrassment (2 and 3)
2. Savannah: All solutions related to partners (4 and 5)
3. CJ: All solutions related to having condoms available (1)
4. James: All solutions related to the physical feeling of using condoms (6)

## 6. Goal setting

Have students return to their seats. Distribute the *Condom Goal Setting Worksheet* and review the content. Students will have an opportunity to set their own goals about condoms, whether they need condoms now, in the future, or will be in the role of helping friends and family. Stress that these worksheets are private and will not be collected, although you will be watching to ensure that everyone is completing the activity. Display the *Example Goal Statements Visual* and read the statements out loud to assist students in completing the *Condom Goal Setting Worksheet*.

*The best way to help stick to a decision is to put in a little work ahead of time by setting goals and making plans to deal with any problems. We are going to take a little time to do that right now.*

*You will have 5 minutes to complete this Condom Goal Setting worksheet. You may use any information we learned in class today, or come up with new ideas. Let's take a look at the Example Goal Statements to give you an idea of some possible condom goals.*

*The information on this worksheet is private. Please don't write your name on it or turn it in. I won't be reading the worksheets, but I will check to see who is completing them. I hope this exercise is helpful to you, whether you need to use condoms now, or will be using them in future, or if your main role with condoms will be to support your friends and family.*

## 7. Assign homework

Allow students to choose between the individual or family homework and explain the assignments as needed.

*Individual Homework: Condoms in the Community*

*Family Homework: Talking With Family About Condoms* available in multiple languages on the FLASH website

**8. Exit ticket**

Hand out the *Lesson 6 Exit Ticket*.

**Prompt:** Place the following steps to using a condom in the correct order.

**Answer:**

1. Check expiration date.
2. Carefully open package.
3. Pinch tip of condom.
4. Roll condom down erect penis.
5. Sex – with condom.
6. Ejaculation – with condom.
7. Hold condom onto penis while pulling out.
8. Take condom off penis.
9. Throw condom in the garbage.

# Warm Up

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Visual

There are many important reasons most teens use condoms. Pick the reason you think is most important and write 2 or 3 sentences about why you chose it.

- Using condoms helps prevent pregnancy.
- Using condoms helps a person not get or give an STD.
- Using a condom helps show care and concern for your partner.
- Using a condom shows that you are mature.
- Condoms are birth control that men can use.

# Steps to Using a Condom

For "Condom Cards" Envelopes

Check expiration date	Carefully open package	Pinch tip of condom
Roll condom down erect penis	Sex – with condom	Ejaculation – with condom
Hold condom onto penis while pulling out	Take condom off penis	Throw condom in the garbage

# Condom Scenarios

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## Worksheet

1. Aiden wants to use condoms, but he feels embarrassed to go to the store to buy them, and embarrassed about what his friends will think if he has condoms. Do you have any ideas about how Aiden can overcome these problems so that he can use condoms?
2. Savannah wants to use condoms, but she doesn't know how to bring up the subject with her boyfriend. Give Savannah two pieces of advice: How can she tell her boyfriend she wants to use condoms? What should she do if he doesn't want to use condoms?
3. CJ believes in using a condom every time. But, CJ has not always had a condom available when needed. What ideas do you have that would help CJ always have a condom available?
4. James isn't planning to have sex until he is much older, but it doesn't seem to him like sex with a condom would feel very good. Once James starts having sex, what solutions can you think of to help him with this concern?

# Condom Solutions

Visual

It's important to always use a condom for vaginal, anal or oral sex with a penis.

## **Problem 1 - People don't have condoms with them when they need one.**

- Think of a few places you could easily keep condoms with you all the time.
- Find out where you can buy or get condoms in your community.

## **Problem 2 - People feel embarrassed to get condoms.**

- Have a friend or family member get condoms for you.
- Buy condoms at self-checkout.
- Get condoms from bathroom at clinic (more private).

## **Problem 3 - People feel embarrassed about what friends and family will think.**

- Keep condoms somewhere private when you carry them.
- Have friends carry condoms too.
- Tell yourself it is really important to be prepared by having condoms with you.
- Tell your parents if they don't already know, so you don't have to worry about the surprise or embarrassment of parents finding them.

## **Problem 4 - Partner doesn't want to use condoms.**

- Explain to your partner why it's important to you to use condoms.
- Talk about using condoms with your partner when you are not making out.
- Make sure you bring condoms, instead of relying on your partner to bring them.
- Choose not to have sex until your partner agrees to use condoms.

## **Problem 5 - People are nervous to talk with partner about using a condom.**

- Write a note or send a text instead of talking in person.
- Practice what you would say to your partner with a friend first.
- Bring up the subject of condoms by talking about a couple from TV.

## **Problem 6 - People are concerned that condoms might not feel as good.**

- Try different brands of condoms to find the one that feels best.
- Use lubricant.
- Remind yourself that most people use condoms, and don't mind the way they feel.

# Example Goal Statements

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Visual

- I will use a condom the next time I have sex.
- I will use a condom the first time I have sex.
- I will buy or get condoms and make sure I have them with me when I go out.
- I will tell my partner ahead of time that I want to use condoms when/if we have sex.
- I will help my friends who need condoms get them.

# Condom Goal Setting

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Worksheet

**Instructions:** The purpose of this worksheet is to help everyone become better condom users, whether that involves using condoms now, using them in the future, or helping friends and family. For each question below, you may use any of the information we discussed in class together, or come up with new ideas. Please do not write your name on this worksheet or turn it in. The teacher will make sure that everyone is completing the activity.

1. What do you think is the most important reason to use condoms?

2. Write one goal for yourself about using condoms in the future.





# Family Homework: Talking with Family About Condoms

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All Family Homework is optional. Students may complete Individual Homework instead.

**Purpose:** Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

**Directions:** Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is OK for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

**Ask the adult:** Today in class we learned that now over 95% of sexually active teens have used condoms, which is more than ever. Why do you think that more teens are using condoms now than when you were a teenager?

**Ask the student:** Why do you think some teens don't use condoms?

**Ask the adult:** What is one piece of advice you would like to give to a sexually active teenager or young adult about condoms?

**Ask the student:** What is one piece of advice *you* would like to give to a sexually active teenager or young adult about condoms?



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## Family Homework Confirmation Slip: Talking with Family About Condoms

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Due: \_\_\_\_\_

We have completed this family homework.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of family member or trusted adult

\_\_\_\_\_  
Student's name

\_\_\_\_\_  
Signature of student

# Exit Ticket

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Handout

Place the following steps to using a condom in the correct order.

Throw condom in the garbage

Roll condom down erect penis

Hold condom onto penis while pulling out

Carefully open package

Sex – with condom

Pinch tip of condom

Ejaculation – with condom

Check expiration date

Take condom off penis

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.



## Lesson 6: Assessment Key and Standards Alignment

Question	Answer	Standards
1. True or False? Using condoms reduces a person's risk of pregnancy and of catching an STD because people's body fluids don't get inside each other.	True	NHES: SH1.8.25 SH1.8.31
2. You learned that 95% of teens who have vaginal sex have used condoms. How can that information make it easier for someone to choose to use a condom when they have sex?	Any answer that supports the idea that knowing this information does make it easier is acceptable	NHES: SH2.8.1 SH2.8.2
<b>Exit Ticket:</b> Place the following steps to using a condom in the correct order:  Throw condom in the garbage Carefully open package Ejaculation - with condom Roll condom down erect penis Sex - with condom Check expiration date Take condom off penis Hold condom onto penis while pulling out. Pinch tip of condom	1. Check expiration date 2. Carefully open package 3. Pinch tip of condom 4. Roll condom down erect penis 5. Sex - with condom 6. Ejaculation - with condom 7. Hold condom onto penis while pulling out 8. Take condom off penis 9. Throw condom in the garbage	NSES: PR.8.SM.1 SH.8.SM.1
<b>Condom Goal Setting Worksheet</b>		NHES: SH6.8.1 SH6.8.2 SH6.8.3 SH6.8.4 SH6.8.5 SH7.8.2 SH7.8.4 SH7.8.3  NSES: SH.8.GS.1

# Integrated Learning Activities

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**SCIENCE: What Is Latex?**

Most male condoms are made of latex, but what is latex? What else is it used for? Write a 300-word paper about latex, including why it is a good material to make condoms out of.

Visit [www.explainthatstuff.com/rubber.html](http://www.explainthatstuff.com/rubber.html) to find the information you will use for your paper.

## *Middle School FLASH, 2<sup>nd</sup> edition*

### References

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- <sup>8</sup> Centers for Disease Control and Prevention. (2010). *Condoms and STDs: Fact sheet for public health personnel*. From [www.cdc.gov/condomeffectiveness/latex.html](http://www.cdc.gov/condomeffectiveness/latex.html). Accessed 5/11/16.
- <sup>9</sup> Hatcher, R. A., et al. (2011). *Contraceptive technology: 20th revised edition*. New York, NY: Ardent Media.
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