

Condoms to Prevent Pregnancy, HIV and Other STDs

Grade 9-12, Lesson 12

Summary

This lesson begins with a brief overview of HIV and other STDs, focusing on prevention, transmission, symptoms and consequences. Students then brainstorm reasons someone might not use condoms, and solutions to those problems. They also brainstorm a list of the benefits of condoms. The teacher then demonstrates correct condom use to the class, and students have the opportunity to practice correct condom use skills.

Student Learning Objectives

The student will be able to ...

1. Summarize how HIV is transmitted.
2. Summarize the importance of using condoms consistently and correctly to reduce the risk of pregnancy and HIV/STD infection.
3. Describe the steps to using a condom correctly.

Lesson Timing

Warm up	Bell work + 2 minutes
Purpose of lesson and HIV/STD overview	10 minutes
Brainstorm condom barriers, solutions and benefits	15 minutes
Discuss effectiveness of condoms	3 minutes
Demonstration and practice of condoms	16 minutes
Summarize	1 minute
Assign homework	
Exit ticket	3 minutes
Total	50 minutes

FLASH Key Concepts

People can prevent getting HIV and other STDs by not having sex, by using condoms if they do have vaginal or anal sex, and by not sharing needles.

Condoms are easy to get and easy to use.

Many teens successfully use condoms.

Abstaining from oral, anal and vaginal sex means a person does not have to worry about pregnancy or STDs.

Choosing abstinence means a person does not have to worry about pregnancy or STDs.

Most high school students are abstinent.

The only way to know if you have HIV or other STDs is to get tested.

In this community, teens can get a pregnancy test, STD test or birth control at [insert local clinic].

People of all sexual orientations and gender identities need to protect themselves from HIV and other STDs.

Standards

National Health Education Standards (SHECAT)

Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
SH1.12.10	Summarize ways to prevent pregnancy and the sexual transmission of HIV and other common STDs
SH1.12.16	Summarize how HIV is transmitted.
SH1.12.18	Summarize the signs and symptoms of HIV.
SH1.12.19	Summarize the problems associated with asymptomatic STDs and HIV.
SH1.12.21	Summarize the short- and long-term consequences of HIV.
SH1.12.23	Summarize the importance of using condoms consistently and correctly to reduce risk of pregnancy and infection of HIV and common STDs.
SH1.12.24	Explain the value of using a condom at the same time as using another form of contraceptive to reduce the risk of infection of HIV and common STDs and reduce the risk of pregnancy.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors
SH2.12.3	Analyze how peers and perceptions of norms influence healthy and unhealthy sexual health practices, behaviors, and relationships.
SH2.12.5	Analyze how some health risk behaviors influence the likelihood of engaging in risky sexual behaviors (e.g., alcohol and other drug use).
Standard 3	Students will demonstrate the ability to access valid information and products and services to enhance health.
SH3.12.4	Determine the accessibility of valid and reliable sexual healthcare products.

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Standard 5	Students will demonstrate the ability to use decision-making skills to enhance health.
SH5.12.1	Examine barriers to making a decision related to relationships or sexual health.
SH5.12.5	Generate alternatives when making a decision related to relationships or sexual health.
Standard 7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
SH7.12.3	Demonstrate practices and behaviors to improve the sexual health of oneself and others.

National Sexuality Education Standards

PR.12.CC.1	Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms.
PR .12. AI.1	Access medically-accurate information about contraceptive methods, including abstinence and condom.
PR.12.SM.1	Describe the steps to using a condom correctly.
SH.12.CC.2	Evaluate the effectiveness of abstinence, condoms, and other safer sex methods in preventing the spread of STDs, including HIV.
SH.12.INF.1	Analyze factors that may influence condom use and other safer sex decisions.
SH.12.SM.2	Describe the steps to using a condom correctly.

Rationale

Approximately half of all teens are sexually active,¹ making high school an important time to both support abstinence and to teach students condom skills. Condoms are the most effective technology to reduce the transmission of HIV and other STDs;² they are also effective barriers against unplanned pregnancy.³

Students who have had a chance to practice condom skills, especially before they are sexually active, are far more likely to use condoms correctly.^{4 5} This is especially important since condoms are one of the most commonly used methods of birth control by teens.⁶ 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 them correctly, they are more likely to use them consistently.^{7 8 9}

This lesson purposefully avoids labeling condoms as “male condoms” or “female condoms,” in order to be more inclusive of transgender and intersex individuals. Instead, the lesson describes condoms that are worn on the penis, and condoms that are worn in the vagina or anus. For ease they are also simply called a “penis condom” or a “vagina condom.” Teachers may have also heard condoms referred to elsewhere as external condoms or internal condoms. Although accurate, these terms are potentially confusing. For the sake of both clarity and inclusivity, FLASH instead relies on plain language and definitions that are specific to the body parts the condoms were designed for.

FLASH focuses on abstinence and the use of condoms for vaginal and anal sex to prevent STDs. This is because unprotected vaginal and anal sex are the most common way that STDs including HIV are transmitted. There is very little risk of getting or transmitting HIV from oral sex.¹⁰

STDs that are spread through oral sex mostly cause infections of the throat. Oral infections do not have the same negative consequences as infections in the reproductive system. Other modes of transmission include genital skin-to-skin contact (HPV and herpes) and cold sore on the mouth to genitals (herpes). Using condoms during anal or vaginal sex substantially decreases the risk of spreading STDs, although they do not completely eliminate the risk. Based on current information about STD transmission, FLASH stresses the importance of condom use for couples having vaginal or anal sex, and abstaining from oral, anal and vaginal sex.

Materials Needed

Student Materials

- Penis condoms, 1 for each student
- *Individual Homework: Condoms*
- *Family Homework: Talking About Condoms*, available in multiple languages on the FLASH website
- *Lesson 12 Exit Ticket*

Classroom Materials

- *Lesson 12 Warm Up*
- *Visual 1: Condom Facts*
- *Visual 2: Condom Variety*
- *Visual 3: Vagina Condom*
- Wooden or plastic penis model
- Penis condom (one per class period)
- Vagina condom (one per class period)
- Water or silicone-based lubricant

For districts that don't allow teachers to teach with condoms:

- *Condom Line-Up Cards*, 1 to 6 sets, depending on whether the activity is done as a class or in small groups.

Teacher Preparation

1. If doing the condom demonstrations:
 - Obtain a wooden or plastic penis model, if possible. www.totalaccessgroup.com
 - Practice the condom demonstration to become comfortable doing it in front of the class.
 - Practice showing a vagina condom and how a person would insert it, forming a tube with your other hand.
2. If doing the Condom Line-Up activity, make set(s) of *Condom Line-Up Cards* and put them in random order.
3. Prepare Visuals for document camera or projector.

Activities

1. Warm up

Display warm up as bell work.

Question: Over 95% of teen couples who have ever had vaginal sex have used condoms. Why do you think condoms are such a popular method among teens?

2. Explain purpose of lesson and give brief HIV overview lecture

Explain that today's lesson will focus on condoms, and that condoms are highly effective at preventing pregnancy and STDs including HIV for people having vaginal and anal sex. Then transition to the HIV and STD overview lecture.

Today's lesson is going to focus on condoms. Condoms are very effective at preventing pregnancy as well as preventing STDs, including HIV. Because condoms are the only protection against HIV and other STDs available for people who are having vaginal or anal sex, let's start with a review of how HIV and other STDs are transmitted.

Review important facts about HIV.

- *People of all sexual orientations and gender identities need to learn how to protect themselves from HIV and other STDs. STDs are very common, and it's important for everyone to know how to stay healthy.*
- *HIV is the virus that causes AIDS. Many people with HIV will eventually get very sick, especially if they don't have the help of medicine and a doctor. When they have become very sick, it is called AIDS.*
- *HIV stands for human immunodeficiency virus. This means it is a virus that humans can get, and that it hurts your immune system. The immune system is what keeps the body healthy.*
- *AIDS stands for Acquired Immune Deficiency Syndrome. That means that after a person has had HIV for a while, sometimes a very long time, the immune system won't work well and the person can get very sick.*
- *HIV is a very serious illness that can cause death. There is no cure for HIV. However, people who have HIV can live for a very long time with the help of a doctor.*
- *HIV is a type of STD, which stands for sexually transmitted disease. An STD is an illness that people get from having sex with someone who already has it. There are many types of STDs besides HIV. STDs are very common among teenagers. Some can be cured, and some cannot.*
- *People usually get HIV and other STDs from having vaginal or anal sex with someone who already has the STD. HIV is also commonly passed by sharing needles for injecting drugs with someone who has HIV.*

- *There is very little risk of transmitting HIV through oral sex, although other STDs can sometime be spread through oral sex.¹¹*
- *Sometimes babies can catch HIV. If a pregnant person has HIV, the baby can be born with HIV. If a breastfeeding person has HIV, the baby can get HIV from the breast milk. If the person with HIV is getting medical treatment, the chances of passing HIV to the baby are very low.*
- *When people have HIV, the HIV virus is in their blood, semen, vaginal fluids and breast milk. (Semen is the fluid with sperm in it that comes out of the penis. Vaginal fluids are the wetness in the vagina.) That's why people can get HIV from sex, sharing needles, or sometimes during childbirth or breastfeeding.*
- *HIV is NOT in other body fluids. It is not in tears, sweat, spit, pee or any other fluid. People cannot get HIV from being around someone who has it. They can't get it from hugging or kissing. They can't get it from a mosquito bite or from a toilet seat.*
- *Sometimes when people first catch HIV they feel sick, as if they have the flu. This could include symptoms such as a fever, sore throat, rash or headache. However, people often have no symptoms at all. This can be a problem because if people don't have symptoms, they may not realize they have HIV. Then, they might have sex with other people and pass on HIV without knowing it.*
- *Over time, HIV weakens the immune system so that it cannot fight off infections. A person with HIV can catch illnesses that a healthy person without HIV would not. Since the immune system cannot fight them off, these infections are what will eventually kill a person who has AIDS.*
- *People can prevent getting HIV and other STDs by not having vaginal or anal sex and by not sharing needles. They can also prevent HIV and other STDs by using a condom if they do have vaginal or anal sex. A condom is a stretchy piece of rubber that fits over the penis like a glove and prevents germs passing between each person. Today we are going to learn more about how to use condoms correctly.*

3. Brainstorm barriers, solutions and benefits

Ask students what they have heard about why people sometimes don't use condoms. Write 5-7 responses on the board.

Then, go through the list one by one, and ask students how someone could overcome each of these barriers to condom use. For example, if someone doesn't like the way condoms feel, what could be done to improve the feeling? Or, if someone is concerned that using a condom demonstrates mistrust in a partner, what could that person say to reassure a partner? Record suggested solutions on the board.

Conclude with a brainstorm of all of the benefits or positive things students have heard about condoms. It's OK if they use humor or come up with far-fetched benefits. Sample responses are provided in the charts in the script.

Reason People Don't Use Condoms	Solutions to This Barrier
Don't have condoms with them.	<ul style="list-style-type: none"> • Always carry condoms, not just when you think you are going to have sex. • Maybe the other person has one. • Engage in a different sexual activity that doesn't require a condom (i.e. manual stimulation).
Don't want partner to think they don't trust them or that they are cheating.	<ul style="list-style-type: none"> • Partners can talk ahead of time about why condoms are important, for some people as back-up birth control, as well as for STD protection. • Let partner know that you always use condoms every time you have sex, no matter what.
Don't like the way condoms feel.	<ul style="list-style-type: none"> • Try different brands. • Try putting lube inside and/or outside condom. • Try to focus on the pleasurable sensation of having sex with a condom.
Think only guys should carry condoms.	<ul style="list-style-type: none"> • Partners can talk ahead of time about why condoms are important, and why it's important for both partners to be prepared with condoms. • Friends can reassure them that carrying condoms is an important way to take care of your health and your partner. • Friends can reassure them that people of all genders carry condoms.
Condoms are too expensive.	<ul style="list-style-type: none"> • List locations where teens can get condoms for free. • Buy condoms at drugstores instead of convenience stores. • Find a trusted adult who would buy condoms for them.
Kills the mood.	<ul style="list-style-type: none"> • Partners talk ahead of time about the importance of using condoms so no one is surprised. • Condom use gets easier with practice and is less likely to change the mood once it has happened several times and becomes a habit.
Other teens don't use condoms.	<ul style="list-style-type: none"> • This isn't true. Almost all teenagers use condoms at least some of the time.
Will make people think you have an STD.	<ul style="list-style-type: none"> • Partners can talk ahead of time about why condoms are important as back-up birth control as well as for STD protection.

Some Benefits of Using Condoms

- Reduce risk of HIV and other STDs
- Reduce risk of pregnancy
- Variety – colors, flavors, sizes
- Availability
- No side effects
- No prescription needed
- Cheap (free at some clinics)

- Easy to use
- Enhances responsibility and mutual respect between partners
- Can use with another birth control method for extra protection against pregnancy

4. Discuss effectiveness of condoms

Show *Visual 1: Condom Facts*. Read the facts from the visual to the class or have student volunteers read them aloud.

A condom is a thin stretchy cover that is worn over the penis. It can be used during anal or vaginal sex or oral sex with a penis. It greatly lowers the chance of giving or getting HIV or another STD.

FACTS:

- Condoms reduce the spread of HIV.²
- Latex condoms do NOT allow anything to pass through—not air, water, sperm, bacteria or viruses, such as HIV.²

Explain that this information comes from the Centers for Disease Control and Prevention (CDC) and is based on science.

Read or have student volunteers read the points about the Actual Research Example from the visual aloud.

ACTUAL RESEARCH EXAMPLE:

- There were 124 couples in a research study.
- In each couple, one person had HIV and the other person did not.
- The couples used condoms correctly every time they had vaginal or anal sex for 2 years.
- At the end of the study, none of the people with HIV had passed it to their partners.¹²

Explain that this study was published in the New England Journal of Medicine, one of the most respected medical journals in the world.

Stress the importance of correct condom use.

Of course, condoms work BEST when used correctly every time, because every time a couple has vaginal or anal sex without a condom, there is a chance they could get pregnant or get an STD. Condoms also only work well when used correctly. So that's what we are going to work on next—the correct steps for using a condom.

5. Demonstrate correct condom use and have students practice

Demonstrate the correct steps to using a condom, as a review from Lesson 11 and to prepare students for practice. Let students know you will be teaching them about the two different types of condoms – condoms that are worn on the penis, and condoms that are worn in the vagina or anus.

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

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is not an option, demonstrate by rolling a condom onto your fingers, as you describe the steps. If the school district doesn't allow teaching with condoms, verbally describe the steps to correct use.

I'm going to do another condom demonstration today because the skill of using a condom correctly is very important. Right now we will be learning about the condom that is worn on the penis. Later we will learn about the condom that is worn in the vagina or anus. Lots of people find that condoms are easy to use with practice. Here are the steps.

- *First, the person looks at the package to make sure there aren't any holes in it and to check the expiration date.*
- *Then they carefully open the package.*
- *Before having vaginal or anal sex, the condom is placed 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.*

Ask the class: Can you guess what might happen if there wasn't room at the tip? Exactly: if there's no place to catch the semen, there's a chance that the semen might leak out the bottom of the condom into their partner's body or even break the condom, although this is rare. Condoms work well and don't break very often, so this is an important point.

- *Once the condom is on, the couple has vaginal or anal sex.*
- *After sex, before the penis gets soft, the condom is held in place while pulling out.*

Ask the class: Why do you think it's important to pull out the penis before it gets soft? That's right: if the condom isn't snug on the penis any more, there's a chance that semen could leak out or that the condom could slip off.

- *The condom is taken off and thrown away. Condoms can only be used once.*
- *Some people also like to use lubricant with condoms. Lubricant is a slippery gel. Some people put a little bit inside the condom, or on the outside, or both, depending on what feels good to them. Lubricants that work well with condoms are water-based and made for that purpose. They're usually sold in stores next to the condoms. Some of the lubricants that people find at home, such as cooking oil and lotion, are oil-based and can weaken the condom, sometimes causing it to break.*

To sum it up, the main steps are to pinch the tip of the condom and roll it down the penis. And that's how to use condoms correctly!

Finish by showing and reading *Visual 2: Condom Variety* and explaining that condoms come in slightly different shapes and sizes, and that non-latex condoms are available for those who have allergies. Remind students that condoms are easy to get at clinics or drugstores, and that they are easy to use.

There are lots of different brands of condoms made to be worn on the penis. Each brand is slightly different in shape and size to give people options. They all pass tests and work well. Drugstores and convenience stores sell them, and many clinics still provide them free of charge. For people who are allergic to latex, there are also plastic condoms, which are

made of polyurethane. Animal skin condoms reduce pregnancy risk but do not offer protection from HIV and other STDs.¹³

Some drugstores and clinics sell spermicide, a chemical that kills sperm. People sometimes put spermicide inside the vagina or onto a condom. Many experts have stopped recommending spermicide because it can cause irritation which can make it easier for HIV to get into a person's body if the other person has it.¹⁴

Condoms come in different sizes, shapes, thicknesses, materials, colors and flavors. All condoms sold in the United States at grocery stores and drug stores meet safety standards.

Reinforce the steps to correct condom use by having students practice. Give each student a condom and have students: (1) check the package to see what the condom is made of and when it expires, and (2) practice putting the condom on a penis model or their own fingers. Expect nervous giggles; let students have fun, but ask them to stay focused.

NOTE: Having students practice with condoms is the most effective way to teach condom skills. If the school district doesn't allow teaching with condoms, then conduct a Condom Line-Up activity one of two ways:

Alternative 1: Distribute the set of *Condom Line-Up Cards* to volunteers and ask them to arrange the steps for using a condom in the right order. They can tape the cards to the board or hold them up. Invite the rest of the class to give feedback until the steps are ordered correctly.

Correct order of *Condom Line-Up Cards*:

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

Alternative 2: Divide the class into 6 small groups. Give each group a set of the 9 *Condom Line-Up Cards* in random order. Let them compete to put the steps in order the fastest. They can arrange the cards on the floor or on tables.

Demonstrate correct use of the vagina condom

Show the class a condom that is worn in the vagina or anus and demonstrate how a person would insert it, by squeezing the inner ring and inserting it in a tube formed by your other hand. Show *Visual 3: Vagina Condom* so students can see how the condom fits inside the vagina. If the school district doesn't allow teaching with condoms, just show *Visual 3* and explain how to use them verbally.

The condom that is worn in the vagina or anus is an alternative to the penis condom. Just like a condom that is worn on the penis fits snugly over a penis, this condom was made to fit inside a vagina. It is only open on one end, which is where the penis goes in. It can also

be used during anal sex with the inner ring removed.

Show Visual 3: Vagina Condom

The condom is inserted into the vagina or anus to protect against HIV, other STDs and pregnancy. The most important step for using this condom is to make sure the penis goes into the condom, instead of to the side of it (demonstrate with your fingers). These condoms are more expensive than penis condoms. They are made of polyurethane, a type of plastic—they are not made of latex. Some drugstores sell them and they are also available at some clinics. Like all condoms, they can only be used once.

6. Summarize

Remind students that most teens successfully use condoms, and that they are easy to get and to use. Conclude by expressing your confidence in the class's ability to protect themselves from HIV, other STDs and pregnancy, now and in the future.

Let's do a quick review. Remind me, what's the very best way to prevent HIV and other STDs? Exactly: not having vaginal, anal or oral sex—also called "abstinence."

And what's the best way to prevent HIV and other STDs, for a person who has vaginal or anal sex? Right again: use a condom every time.

Remember, condoms are easy to get and easy to use. Almost all teens who have had vaginal sex have used a condom at some point. Condoms are very good at preventing pregnancy and STDs.

I was really impressed with all of you today, and I feel confident that you will be able to protect yourself from HIV, other STDs and pregnancy when you need to.

7. Assign homework

Allow students to choose between the individual or family homework and explain the assignments as needed. If condoms are not allowed in the classroom, be sure to assign only Option 1 in the individual homework.

Individual Homework: Condoms

Family Homework: Talking about Condoms, available in multiple languages on the FLASH website

8. Exit ticket

Hand out the *Lesson 12 Exit Ticket*.

Prompt: Name at least 3 benefits or positive things about condoms.

Answers: Any benefits listed in class are acceptable, including:

- Reduce risk of HIV and other STDs

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- Reduce risk of pregnancy
- Variety – colors, flavors, sizes
- Availability
- No side effects
- No prescription needed
- Cheap (free at some clinics)
- Easy to use
- Enhances responsibility and mutual respect between partners
- Can use with another birth control method for extra protected against pregnancy

Warm Up

Over 95% of teen couples who have ever had vaginal sex have used condoms. Why do you think condoms are such a popular method among teens?

Visual 1

Condom Facts

Facts:

- **Condoms reduce the spread of HIV.**
- **Latex condoms do NOT allow anything to pass through – not air, water, sperm, bacteria or viruses, such as HIV.**

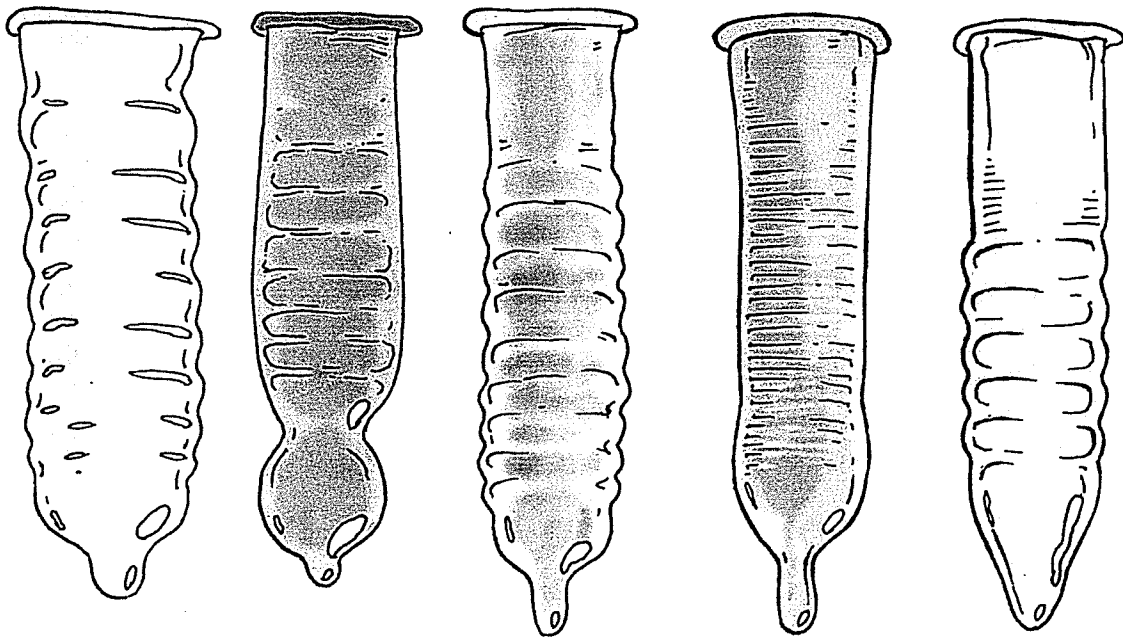
Actual research example:

- **There were 124 couples in a research study.**
- **In each couple, one person had HIV and the other person did not.**
- **The couples used condoms correctly every time they had vaginal and anal sex for 2 years.**
- **At the end of the study, none of the people with HIV had passed it to their partners.**

Visual 2

Condom Variety

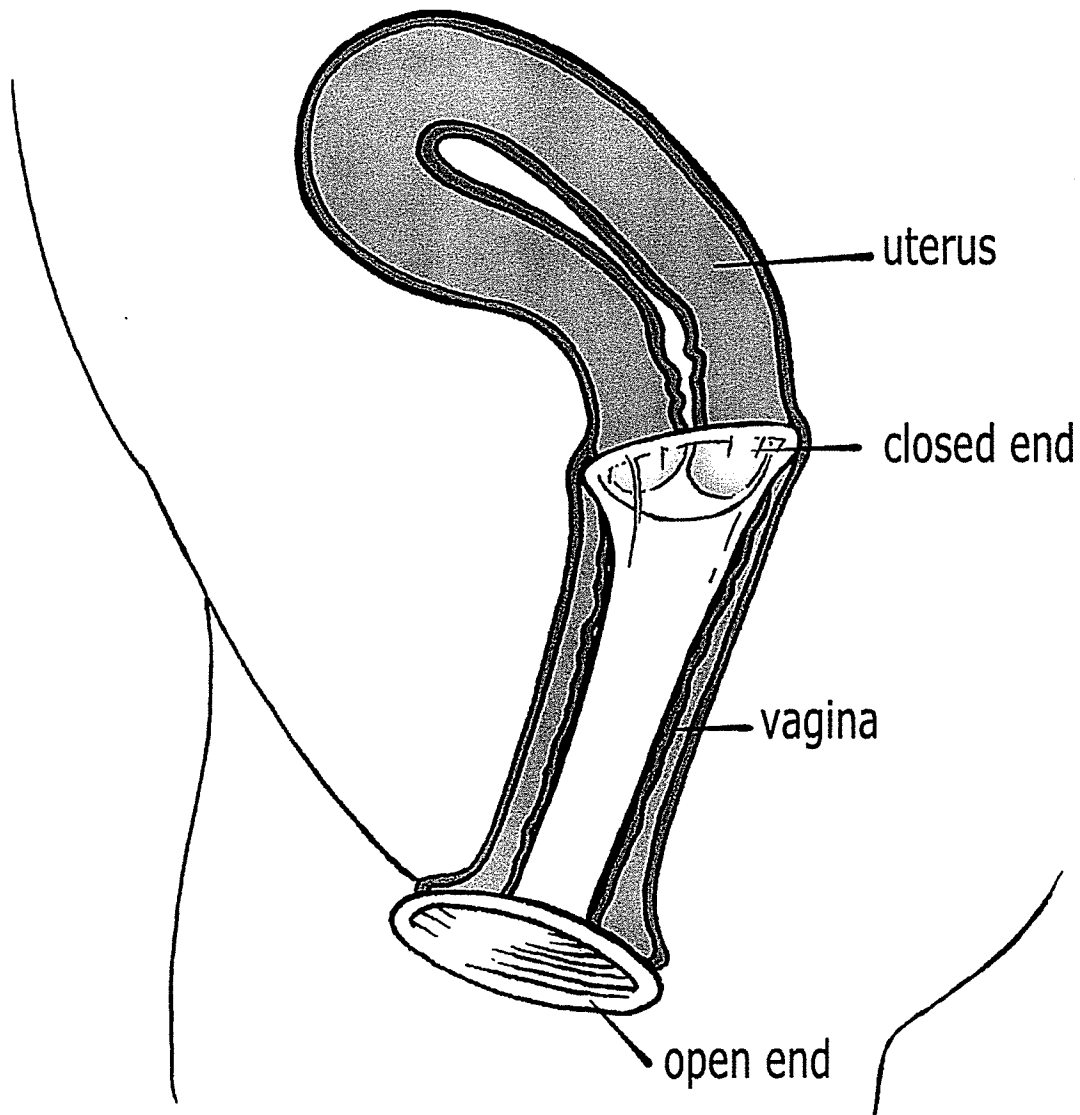
Condoms come in different sizes, shapes, thicknesses, materials, colors and flavors.



**All condoms sold in the
United States
meet safety standards.**

Visual 3

Vagina Condom



Condom Line-Up Cards

**Check
expiration
date**

**Carefully
open
package**

Condom Line-Up Cards

**Pinch tip
of condom**

**Roll condom
down erect
penis**

Condom Line-Up Cards

**Vaginal or
anal sex with
condom**

**Ejaculation
with
condom**

Condom Line-Up Cards

**Hold condom
on penis while
pulling out**

**Take condom
off penis**

Condom Line-Up Cards

**Throw
condom in
garbage**

Individual Homework: Condoms

Name: _____

Period: _____

DIRECTIONS: Please complete one of these two options.

Option 1: Being a Peer Educator

- Write an imaginary text message or email, encouraging a friend, brother or sister to use condoms.

- Describe what you think it would feel like to be a peer educator, educating others to keep themselves safe from HIV and other STDs.

Option 2: Obtaining condoms

- Obtain a condom and bring it to class to show that you obtained it.

In King County, Washington, condoms are available free at Public Health Centers. Go to www.teenclinic.com for clinic locations.

In most places in the United States, drug stores, supermarkets and clinics carry condoms.

In some schools, a clinic offers free condoms.

In some areas, HIV programs and needle exchange programs offer free condoms.

Family Homework: Talking about Condoms

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 okay 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 student: Tell me two new things you learned about condoms today.

Ask the adult: What did you know about condoms when you were my age?

Ask each other: When do you think a person should use a condom?



Family Homework Confirmation Slip: Condoms

Due: _____

We have completed the family homework.

Date

Signature of family member or trusted adult

Student's name

Signature of student

Exit Ticket

Name at least 3 benefits or positive things about condoms.

Lesson 12: Assessment Questions

1. Place the steps to using a condom in the right order:
 - Roll condom down erect penis.
 - Check expiration date.
 - Throw condom in the garbage.
 - Pinch tip of condom.
 - Vaginal or anal sex with condom.
 - Hold condom onto penis while pulling out.
 - Carefully open package
 - Take condom off penis.
 - Ejaculation with condom.
2. How can someone get HIV? Choose all that apply
 - A. Using the same toilet as someone who has HIV
 - B. Having vaginal or anal sex without a condom with someone who has HIV
 - C. Sharing needles with someone who has HIV
 - D. Hugging someone who has HIV
 - E. Being born or breastfeeding from someone who has HIV
 - F. Eating food prepared by someone who has HIV
3. What are the symptoms, if any, of HIV?
4. Most of the time when people have HIV or another STD, they don't have any symptoms. Name one problem that could cause for someone.
5. The two ways to avoid both pregnancy and STDs are to use condoms or to be abstinent (not have vaginal or anal sex). Name one benefit and one drawback to using condoms, and one benefit and one drawback to choosing abstinence. *(Note: Students must complete the Abstinence lesson AND the Condoms to Prevent Pregnancy, HIV and Other STDs lesson in order complete this assessment.)*
6. Explain why it is better to use condoms every time a couple has vaginal or anal sex, instead of just some of the time.
7. Thinking of our class discussion about condoms, name one reason why someone might not use a condom, and list at least one solution to that problem.

Lesson 12: Assessment Key and Standards Alignment

Question	Answer	Standards
<p>1. Place the steps to using a condom in the right order:</p> <ul style="list-style-type: none"> — Roll condom down erect penis. — Check expiration date. — Throw condom in the garbage. — Pinch tip of condom. — Vaginal or anal sex with condom. — Hold condom onto penis while pulling out. — Carefully open package — Take condom off penis. — Ejaculation with condom. 	<p>4. Roll condom down erect penis.</p> <p>1. Check expiration date.</p> <p>9. Throw condom in the garbage.</p> <p>3. Pinch tip of condom.</p> <p>5. Vaginal or anal sex with condom.</p> <p>7. Hold condom onto penis while pulling out.</p> <p>2. Carefully open package</p> <p>8. Take condom off penis.</p> <p>6. Ejaculation with condom.</p>	<p>NSES: PR.12.SM.1 SH.12.SM.2</p>
<p>2. How can someone get HIV? Choose all that apply</p> <ul style="list-style-type: none"> A. Using the same toilet as someone who has HIV B. Having vaginal or anal sex without a condom with someone who has HIV C. Sharing needles with someone who has HIV D. Hugging someone who has HIV E. Being born or breastfeeding from someone who has HIV F. Eating food prepared by someone who has HIV 	<p>B, C and E</p>	<p>NHES: SH1.12.16</p>
<p>3. What are the symptoms, if any, of HIV?</p>	<p>Acceptable answers include:</p> <ul style="list-style-type: none"> • No symptoms • Flu like symptoms • Fever • Sore throat • Rash • Headache 	<p>NHES: SH1.12.18</p>
<p>4. Most of the time when people have HIV or another STD, they don't have any symptoms. Name one problem that could cause for someone.</p>	<p>Acceptable answers include:</p> <ul style="list-style-type: none"> • You might not know you have it, and could pass it to others. • You might not know you should get a test. • You wouldn't know you need treatment. 	<p>NHES: SH1.12.19</p>

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	<ul style="list-style-type: none"> You could have it for a long time, and it could do more damage to your body. 	
<p>5. The two ways to avoid both pregnancy and STDs are to use condoms or to be abstinent (not have vaginal or anal sex). Name one benefit and one drawback to using condoms, and one benefit and one drawback to choosing abstinence.</p> <p><i>Note: Students must complete the Abstinence lesson AND the Condoms to Prevent Pregnancy, HIV and Other STDs lesson in order complete this assessment</i></p>	<p>Any of the following answers are acceptable:</p> <p><i>Benefits of abstinence</i></p> <ul style="list-style-type: none"> 100% effective against pregnancy and STDs Align with values (religious or otherwise) Saving yourself for love, marriage, graduation, etc. <p><i>Drawbacks of abstinence</i></p> <ul style="list-style-type: none"> Not a good choice if you want to have sex. If you slip up and have sex, you may not be prepared. <p>In addition to any point made in class, the following answers are acceptable:</p> <p><i>Benefits of condoms</i></p> <ul style="list-style-type: none"> Protect against pregnancy and STDs. Can be used by men. Can be back-up birth control. <p><i>Drawbacks of condoms</i></p> <ul style="list-style-type: none"> They can fail. You might forget to use them. Sometimes people don't like to use them. If you don't get them free at the clinic, they could be expensive. They can be found by others. 	<p>NSES: PR.12.CC.1 SH.12.CC.2</p> <p>NHES: SH1.12.10</p>
<p>6. Explain why it is better to use condoms every time a couple has vaginal or anal sex, instead of just some of the time.</p>	<p>Every time people have vaginal sex without a condom, there is a chance they could get pregnant or an STD. Every time people have anal sex without a condom, there is a chance they could get an STD.</p>	<p>NHES: SH1.12.23</p>
<p>7. Thinking of our class discussion about condoms, name one reason why someone might not use a condom, and list at least one solution to that problem.</p>	<p>Any of the reasons and solutions generated in class are acceptable.</p>	<p>NSES: SH.12.INF.1</p>
<p>Exit Ticket: Name at least 3 benefits or positive things about condoms.</p>	<p>Any of the benefits generated in class are acceptable.</p>	

Integrated Learning Activities

LANGUAGE ARTS: Condom Persuasion

Write a 5-paragraph persuasive essay about why a person should use condoms. Include a strong thesis statement, 3 supporting details, and a strong conclusion. Some important facts about condoms include: only birth control method that protects against pregnancy and STDs; only birth control method that most men can use; easy to get and easy to use; does not require a visit to the clinic; only STD protection available for people who are sexually active; used by most teens; can be used to back up another birth control method.

HISTORY: Condom Timeline

Research the history of condoms and create a timeline to show the significant developments over time, including the introduction of latex, polyurethane and nitrile condoms, and condoms designed for the vagina (search under “female condom”).

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