

# Using Condoms Effectively

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

*Fostering respect and responsibility through age-appropriate sexuality education.*

## NSES ALIGNMENT:

By the end of 8th grade, students will be able to:

### PR.8.SM.1/SH.8.SM.1 –

Describe the steps to using a condom correctly.

**TARGET GRADE:** Grade 8  
Lesson 9

**TIME:** 50 Minutes

## MATERIALS NEEDED:

- Wooden penis model (available for purchase from Total Access Group at [http://www.totalaccessgroup.com/wood\\_condom\\_demonstrator.html](http://www.totalaccessgroup.com/wood_condom_demonstrator.html)) or banana
- At least three latex external (“male”) condoms
- Plastic model of a uterus and accompanying reproductive anatomy (available for purchase from Buyamag at [https://www.buyamag.com/birth\\_control\\_models.php](https://www.buyamag.com/birth_control_models.php))
- One internal (“female”) condom
- Sheets for condom order activity prepared as described above – one set per every 3 students
- Envelopes for condom order activity sheets, one per every 3 students
- Homework: “Media Hunt—Did They Use Condoms?” one per student
- White board and markers
- Pencils in case students do not have their own

## ADVANCE PREPARATION FOR LESSON:

- Print out enough copies of the handout, “Condom Steps” for every three students to have a full set. Cut out the individual steps and place an entire set into an envelope (for example, if you have 21 students, you would make 7 sets of the sheets).
- If you have not performed a condom demonstration in front of a class, it is a good idea to practice in advance.
- Confirm with your supervisor or district policy that you are allowed to do a condom demonstration. If you are not able to do a condom demonstration, consider showing a video on how to use condoms correctly ([factsaboutcondoms.com](http://factsaboutcondoms.com)) or playing an online condom line-up game ([sexetc.org](http://sexetc.org)).

## LEARNING 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. [Knowledge]
2. Describe how an internal condom is used. [Knowledge]

## A NOTE ABOUT LANGUAGE:

Throughout this lesson and curriculum, we are using the language of “internal” and “external” rather than “female” and “male” condom. This is to emphasize the body parts the different condoms are used with rather than a particular gender. This makes your classroom more gender-inclusive – as well as more accurate, as the so-called “female” condom, for example, can be used for anal sex. A cut-open, flavored “male” condom can be used for oral sex.

## PROCEDURE:

**STEP 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.”

## STD Basics: Reducing Your Risks

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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!”  
(6 minutes)

**STEP 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.

(8 minutes)

***Note to the Teacher:** While they are working in their small groups, quickly go through the index cards and group them together so that you can be sure your explanation of how to use condoms includes as much of their questions as possible.*

**STEP 3:** After students have worked for five minutes, have your wooden penis model or banana 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.

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

*Check expiration date on condom*

*Have erection*

*Take condom from wrapper*

*Put condom right side up on head of penis*

*Pinch the tip*

*Roll condom down penis*

*Begin intercourse*

*Ejaculation*

*Withdraw penis from partner, holding condom on at the base*

*Remove condom from penis*

*Throw condom away in trash*

## STD Basics: Reducing Your Risks

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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
- 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) (20 minutes)

**STEP 4:** 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.”

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.

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.” (6 minutes)

**STEP 5:** Answer any questions that came up during the class session about either kind of condom. Remind students that since condoms are the only method of birth control that protect against STDs, it is a good choice to use them in addition to another method for double protection. Explain and distribute the media hunt homework assignment, telling them that they have a week in which to complete and return it. (10 minutes)

### RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The individual small group practice, along with the modeling by the teacher, will enable the teacher to determine whether students understand the steps to using a condom.

### HOMEWORK:

Students will be asked to find examples in the media of when a couple refers to having sex and say whether the couple discussed or used condoms.

**Check expiration date  
on condom**

**Have erection**

**Take condom from wrapper**

**Put condom right side up  
on head of penis**

**Roll condom down penis**

**Begin intercourse**

**Ejaculation**

**Withdraw penis from  
partner, holding condom  
on at the base**

**Remove condom from penis**

**Throw condom away  
in trash**

**Pinch the tip  
of the condom**

## Using Condoms Effectively

### Worksheet

### Media Hunt: Did They Use Condoms?

**Instructions:** Over the next week when you are watching tv shows, videos or movies, please keep this sheet with you. Please share three examples of couples that are either in a sexual relationship or talking about being in that relationship. Describe whether and how they talk about or actually use condoms. In each case, answer the questions that follow.

#### Example One:

Name of Show/Video: \_\_\_\_\_

Characters in a relationship: \_\_\_\_\_

Did they talk about using condoms?       YES       NO

Did they actually use them?               YES       NO

Describe the scene(s): \_\_\_\_\_

\_\_\_\_\_

Do you think they did a good job? Why or why not? \_\_\_\_\_

\_\_\_\_\_

#### Example Two:

Name of Show/Video: \_\_\_\_\_

Characters in a relationship: \_\_\_\_\_

Did they talk about using condoms?       YES       NO

Did they actually use them?               YES       NO

Describe the scene(s): \_\_\_\_\_

\_\_\_\_\_

Do you think they did a good job? Why or why not? \_\_\_\_\_

\_\_\_\_\_

## Using Condoms Effectively

### Worksheet

#### Example Three:

Name of Show/Video: \_\_\_\_\_

Characters in a relationship: \_\_\_\_\_

Did they talk about using condoms?       YES       NO

Did they actually use them?       YES       NO

Describe the scene(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Do you think they did a good job? Why or why not? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_