

Condom Demo and Related Stuff

Introduction

This lesson will demonstrate the proper use of a male condom and provide other related information about condoms.

Grade Level

Grade 7-9

Learning Outcomes

Students will be able to:

1. Describe the proper steps involved in using a condom.
2. Recognize that effective condom use also requires communication with a partner and may involve overcoming initial embarrassment.
3. Understand that condoms alone are not 100 per cent effective and that other forms of contraception should be used as well.

Prerequisites/Prior Learning

Students should have already received instruction on the different forms of contraception.

You can use the enrichment activity as a pre-lesson homework assignment. This assignment asks students to record the number of times that condoms are used (or implied) in TV shows over a selected time period compared to the number of times that sex is shown or implied in those same TV shows.

Materials

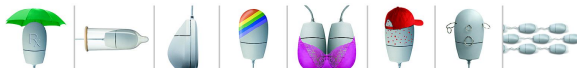
- A computer, with a connection to the Internet as well as a projector for the classroom is best for this lesson. Alternatively, this information can be printed from the www.sexualityandu.ca web site and used in that format.
- Several condoms that can be passed around the class as the lesson proceeds.

Time Required

One class period

Lesson Procedure (With Suggested Discussion Points/Content)

<ol style="list-style-type: none">1. Introduce the lesson.2. Introduce the condom demonstration on the www.sexualityandu.ca web site. Go through the demo, step by step, asking for questions or discussing the procedures.3. Have the class identify the steps that will need to precede this application of the male condom.4. Have the class list potential barriers to each of these three preceding steps	<p>After going through the online demonstration, explain to students that those steps may be the easy part to using a condom.</p> <p>These steps will include:</p> <ul style="list-style-type: none">• purchasing a condom• discussing and agreeing on the use of the condom with your partner• having the condom with you when you are about to have sex <p>These will include embarrassment or shyness in purchasing the condom, not being able to purchase a condom because of distance to the drug store, knowing the store clerks, not being able to discuss condom use with your partner, disagreeing with your partner about the use of a condom, storing the condom while on a date without risking having your</p>
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<p>5. Ask two confident students to assume the role of the two people in the drug store (boy and male clerk) (see role play below) and ask them to come to the front of the class. Forewarn them that this might be embarrassing but it is only role-playing. Ask the two students to have a simple dialogue where one asks where the condoms are, gets reply and answers to his questions.</p> <p>6. While the students are up front, ask the students to describe the thing that they have identified as what could go wrong with this simple purchase. Ask the two students up front on how they would handle it.</p>	<p>parents find it in your things, not planning to have sex but being presented an opportunity, etc.</p> <p>Ask the other students in the class to identify and write down things that could go wrong with this simple purchase. These could include:</p> <ul style="list-style-type: none"> • the two young men know each other from school • the clerk does not know where the condoms are in the store • there is a little old lady listening nearby • the male clerk is the brother of the boy's girlfriend • there is a long line up at the check out counter with lots of girls and ladies in line • the boy's neighbour is at the check out counter. She is a good friend with his mother. • The store has moved the condoms to behind the pharmacy counter • Etc.
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Closure

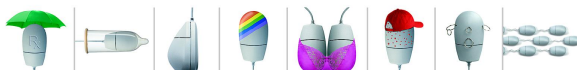
Pass around blank sheets of paper and ask students to write down a question or comment for the question box. (If they do not have a question or comment, ask them to simply write down a brief sentence on what they learned so that everyone hands in a sheet of paper with some writing on it.)

Follow-up/Enrichment

Ask the students to record the number of times they see people on television having sexual intercourse over a specified time period. (This will include movies, regular shows, soap operas, etc). Ask the students to record the number of times (date, show, time) that it is understood that the people had intercourse but not showing them having sex (e.g. we see them the next morning) and how many times they actually see the two people having intercourse or kissing/making out before intercourse (although they will not likely see many parts of the anatomy). Also have the students record the number of times where the people discuss or use a condom (even if it is only implied in the show).

Assessment/Evaluation Criteria/Tools

Ask the students to complete the [Individual/Group Participation Sheet](#) and keep it in their [Student Health Journal](#). As the teacher, you should take notes on the participation of students and record them in your [Student Evaluation Tracker](#).



Role Play
"At the Store"
Person #1:

You walk into a drug store to get some condoms and you can't find them. You are walking up and down the aisles, not wanting to look silly, so you look at other things as you go. Even if you could find them, you would want advice about which kind to get, so you figure you'd better ask someone.

The scene opens as you walk up to a clerk (Person #2), who is emptying a carton on aisle 3.

Person #2:

You are a clerk in a drug store. You have worked there a year, so you know your way around pretty well. Nobody has ever asked you about contraceptives before, but you are fairly knowledgeable, if a little uncomfortable.

You are putting Band-Aids on the shelf when Person #1 (a customer) approaches you.

