

## Activity: 9-10.4.3

### Key Messages

- Sexual activity carries some risk and young people need to be prepared to look after their sexual health.
- Always using a condom is the most effective way of helping to prevent transmission of STIs and reduces the risk of pregnancy.
- To be most effective, condoms need to be used correctly.

### Activity Details

#### Victorian Curriculum

**Health & PE** Evaluate health information from a range of sources and apply to health decisions and situations VCHPEP148

**Time** 20 minutes

**Levels** 9 & 10

**Equipment**

- condom demonstrator
- class set of condoms
- *Condoms* Teacher reference sheet

# Condom demonstration

## Purpose

To provide students with the opportunity to observe and practise the correct way to put on a condom.

## Teaching notes

The correct use of condoms is a major factor in preventing both unplanned pregnancy and the transmission of STIs, hence the importance of students learning to use them correctly.

## Procedure

1. Show the students how to properly use a condom by talking through the steps below using a penis model to demonstrate:
  - Check condom's expiry date; always do this before starting to have sex.
  - Getting turned on; make sure a condom is available before any sexual activity begins.
  - The male gets an erection.
  - Carefully remove condom from packet; rip close to the side of the packet. Don't use your teeth to open the packet, the condom could rip. Check that the condom is the correct way up.
  - Pinch top of condom; to dispel the air. This is where the semen will be collected.
  - Roll on condom. If you have placed it inside out, the condom won't roll down the shaft of the penis and must be discarded, otherwise pre cum on the top may cause pregnancy/ STIs.
  - Add lube (if available). Insufficient lubrication often leads to discomfort during intercourse and breakage of the condom.
  - Have sex.
  - Ejaculation.
  - Hold rim of condom. This is to ensure the condom is withdrawn with the penis.
  - Withdrawal. Withdraw the penis before the erection is lost. This will help to ensure the condom does not come off inside the other person's body.
  - Loss of erection. The penis will reduce in size and become flaccid once an erection is lost.
  - Remove condom.
  - Dispose of condom in the rubbish bin. Tie a knot in the top of the condom. Wrap in tissue. Do not flush the condom down the toilet as it will cause blockage.

2. Allow the students an opportunity to practise this procedure themselves and to generally handle the condoms.
3. Use the *Teacher reference sheet* to discuss the research – *Reasons people give for not using condoms*. Ask students to brainstorm strategies to address these reasons. To extend this activity you may wish pairs of students to role-play ways of negotiating condom use.
4. End the session with a brief discussion on where young people can go locally to purchase condoms.



# Condoms—teacher reference sheet

## Condom sequencing—correct order

1. Check condom's expiry date
2. Getting turned on
3. Erection
4. Carefully remove condom from packet
5. Pinch top of condom
6. Roll on condom
7. Add lube
8. Have sex
9. Ejaculation
10. Hold rim of condom
11. Withdrawal
12. Loss of erection
13. Remove condom
14. Dispose of condom in the rubbish bin

## Reasons for not using a condom the last time they had sex. (Research data)

		1997	2002	2008
<b>It just happened</b>	Males	18.9	41.2	34.4
	Females	10.1	28.9	39.7
	<b>Total</b>	<b>14.5</b>	<b>33.1</b>	<b>38.5</b>
<hr/>				
<b>It is not my responsibility</b>	Males		4.8	6.5
	Females		1.9	0.4
	<b>Total</b>		<b>2.9</b>	<b>1.7</b>
<hr/>				
<b>Too embarrassed</b>	Males		3.7	1.4
	Females		2.9	2.4
	<b>Total</b>		<b>3.2</b>	<b>2.2</b>
<hr/>				
<b>We have both been tested for HIV/STIs</b>	Males	2.6	4.5	9.3
	Females	5.6	10.4	13.8
	<b>Total</b>	<b>4.1</b>	<b>8.4</b>	<b>12.8</b>
<hr/>				
<b>I don't like them</b>	Males	5.5	30.5	19.8
	Females	7.0	16.5	24.7
	<b>Total</b>	<b>6.3</b>	<b>21.3</b>	<b>23.6</b>

Source: Smith, A et al 2009, *Secondary students and sexual health 2008: results of the 4th national survey of Australian secondary students*, HIV/AIDS and sexual health, Australian Research Centre in Sex, Health and Society, Melbourne