

EXERCISE 11 "Contraception Hardware" 20 mins

Using the Five Os

TEACHER GUIDELINES

(Timings based on a minimum 20 minute session but can be more leisurely/ expanded)

Outcome

Takes: 3 min; 17 left

- " In this exercise we are going to be looking at some of the stages and skills of using a condom correctly. Almost all couples who use contraception will use condoms at some point in their relationship. Many couples, even if they are using the pill, agree to use condoms because they give protection against Sexually Transmitted Infection.
- " How effective are condoms against pregnancy? Research shows that for 100 women having sex regularly in long term relationships and using condoms properly, there would be less than ten pregnancies. So condoms are 92 – 95% effective per woman year, and when it comes to protection against STIs they are simply the best.
- " So, for your future and long term sexual health, condom use is one of the most important skills you can learn.

Organise

Takes: 1 min; 16 left



! **Apause** Ground Rules

-  No put downs
-  No personal comments
-  LISTEN

(Organise class into eight groups – twos, threes or fours)

- " Each group will get one set of six picture cards - E11S1
- " Each picture card is a stage in the correct use of a condom. Share them out between you. Now arrange them in order, left to right, from the first stage to the last stage. You have about three minutes.

On-task

Takes: 4 mins; 12 left

(Check they have got the correct order)

Ask 'n Agree 1	Find 'n Check 6	Squash 'n Tear 2	Squeez e 'n Roll 4	Hold 'n Pull 3	Wrap 'n Bin 5
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- " Now once you have got the picture cards in the correct order, share out this new set of question cards (E11S2). Read the words on the question cards carefully, they have information and questions about the picture cards. Using the words as clues, match the question cards to the picture cards.

Ask 'n Agree 1	Find 'n Check 6	Squash 'n Tear 2	Squeeze 'n Roll 4	Hold 'n Pull 3	Wrap 'n Bin 5
A	C	D	E	F	B

(Go around the groups, check that the two sets of cards match and give each group a name from a stage in the "Condom Code" and a piece of A5 paper)

" This group will be called "Ask and agree" – you concentrate on writing answers on your paper for that stage in the Condom code. Next group will be "Find 'n check" etc

(Continue to give a name to each group – NB you will probably have to give the same name to two or more groups)

(Faster groups can complete two or more sets of questions)



Out-loud

Takes: 7 mins; 5 left

1 'Ask 'n agree'

" Well done. OK the 'Ask 'n agree' group, just a few quick questions on the first stage on the condom code. Reaching agreement."

(NB several stages will have been worked on by more than one group – if so spread the questions between them)

" If a couple are going to have sex, who needs to agree?

☞ Both of them

" They agree to keep themselves safe and use a condom. What will this protect them against?

☞ Pregnancy, STIs

" What other decisions do they need to make?

☞ Practical things like privacy ☞ time and ☞ venue and ☞ getting a condom

Repeat and Praise

2 'Find 'n check'

" Now for the 'Find 'n check' group. Checking the packet – the date is fine and it has the kite mark.

" What signs could there be on the packet that a condom is not suitable for use?

The packet may be damaged ☞ cracked, broken ☞ the condom is dry ☞ or exposed ☞ or out of date

Repeat and Praise

3 'Squash 'n tear'

" The 'Squash 'n tear' group, you are doing the third stage.

" When does this happen?

☞ Before sexual contact ☞ when the penis is erect)

" Why is the condom squashed to the bottom of the packet?

☞ It keeps the condom safely out of the way when the foil is being torn open

 Repeat and Praise

" Greasy fingers, sharp teeth and nails are hazardous – can you explain why?

☞ grease degrades latex ☞ tearing

" Who gets it out?

☞ Either of them

" What can go wrong?

☞ condom may get damaged

 Repeat and Praise

4 'Squeeze 'n roll'

" The 'Squeeze 'n roll' group. You are on to the fourth stage.

" Inside out – can you really get it wrong? ☞ Yes

" "How can you check?

☞ If it is not rolling down easily, you can check by looking

" What do you squeeze ? ☞ The teat

 Repeat and Praise

5. ' Hold 'n pull'

" Hold 'n pull' group, you are doing the stage after ejaculation – holding the condom and pulling out?

" " Why is the penis still erect in this picture?

☞ Because he has withdrawn soon after ejaculation - ☞ it has not had time to go soft

" " Where is the sperm? ☞ In the teat

" "What could happen if the condom is not held in place when pulling out?

☞ Sperm can leak out of the bottom of the condom and into vagina

 Repeat and Praise

6. 'Wrap 'n bin'

" Finally, the 'Wrap 'n bin' group , you are dealing with disposal."

" "Why not just flush it down the toilet?

☞ Won't always go down ☞ could float ☞ could block the drains

" Wrap it in a tissue – Where should the condom end up?

☞ In a waste bag or bin

 Repeat and Praise

" Most of the sperm is in the condom – where is the rest and does it matter?

☞ On the penis and could still cause a pregnancy if it gets to the wrong place



Overview

Takes: 5 mins; 0 left

- " Well done so far, you've really sorted out the important stages of using a condom – 'six out of six'. If, in real life, someone only succeeded in doing five out of the six stages, for example someone forgets to check the packet, how serious would that be?"
- ☛ It depends on the stage, but each one, if not done correctly can cause problems - ☛ some can cause pregnancy and STIs
- " How serious would it be if the condom slipped off as they pulled out?"
- ☛ Sperm could leak out of the base of the condom and into the vagina
- " The six stages might not all be equally important, but there is a sensible reason for following the Condom Code and scoring six out of six."
- " Could anyone suggest a seventh precaution – something else that could cause a pregnancy?"
- ☛ Make sure the sperm left on the penis doesn't get to the place where it can make babies!
Or cause an STI

If you want to take more time over this exercise AND you want to demonstrate condoms and/or their application, this is the place to do it, otherwise go to below these boxes.

Optional Expansions

(During pilots it has proved quite practical and achievable to complete both the "Adult-led focus" and the "Group work focus" within a 10 - 12 minute extension).

Teacher/Adult led focus 5-10 minutes extra

- *Equipment:*
 - A) One pristine condom in its foil packet, plus one condom in damaged/out of date packet.
 - B) One applicator
 - C) Tissues
 - D) Wet-wipes
 - *Follow the last five stages of the Condom Code. Engage the class so that students explain what to do next. You could begin like this:*
 - Hold up both condoms in their foils*
- " What are we looking for when we check the packet?"
- " Which condom packet is the one we should be using?"
- " I am going on to the next stage in slow motion, shout out 'Stop' as soon as you think I am about to do something wrong."
- (In slow motion begin to mime opening the packet with your teeth
Continue with the class coaching you through the skills of the Condom Code*

(If you want to demonstrate application and have the equipment follow the guidelines in the extension box on the next page.)

 **On-task**

Group work focus with applicators 5-10 mins

(Distribute the condoms and applicators among the eight groups).

- " Please do not open the packet straight away.
- " We will follow the stages of the Condom Code starting with checking the packet. Each person will do one stage, whilst another member of the group gives instructions.
- " After each stage someone else take over these two jobs. If you are not doing one of these jobs, you are an observer and you ensure they are following the condom code.

(Ask them to put the condom on the applicator using the Condom Code.

Allow three minute)

*Give out tasks of: distributing tissues, wet-wipes
 collecting in applicator
 and used condoms tissues and wipes)*

 **Out-loud**

(Ask each group to evaluate their experience and report on one thing they found easy and one thing that was more difficult.)

- " Can each group suggest one way in which using a condom might be more complicated in real life than in a classroom practice situation.
- ☉ Nervous ☉ embarrassed to ask ☉ doing it for the first time ever with a partner ☉ doing it in the dark ☉ doing it while you're drunk ☉ interrupts the moment ☉ not physically ready, ☉ no private place, ☉ greasy hands and ☉ nowhere to wash.

- " What would you say to someone who said : "I never use a condom, it spoils the moment" ?
- " Or
- " "I wouldn't use a condom. It's just too embarrassing."
- " Or
- " "I don't like the smell of condoms, they don't feel right, and anyway it's up to her to use the pill".
- " Or
- " **Just before we go (or 'move on' if another exercise) How was it for you? (15-30 secs)**

For students: *(They will just reflect in silence)*

- " In what ways would using a condom in real life be more complicated than in a classroom practise situation?

For professional(s): Handling condoms and normalising their use could promote the normative belief that most teenagers have sex before the age of sixteen. What could you do, if anything, to dispel that belief.

- " In the next condom exercise – Exercise 12 - we will use a story to look at how social and personal situations make a difference to condom use.

EXERCISE 11 "CONTRACEPTION HARDWEAR"



Using the Five Os

– PLAN

Mins
Takes Left

3 17



Outcome

(Briefly explain intended learning outcomes)

- Explain importance of condoms as a form of contraception and the best form of protection against STIs.
- Explain how effectiveness of a contraceptive system is calculated (conceptions per 100 woman years)
- Establish that having the ability and confidence to negotiate and use condoms is one of the most important skills students can learn.

1 16



Organise

(Set up and run)

- Students work in small groups of around 2 – 4.
- Distribute 'Picture cards' sheets (E11S1) and 'Question cards' sheets (E11S2) to each group.
- Each group is named after a stage in condom use e.g. 'Ask 'n agree', 'Wrap 'n bin'

4 12



On-task

(Active learning processes)

- Students arrange the 'Picture cards' showing the six stages of condom use in correct order.
- Students, arrange and match the 'Question cards' to the picture cards
- Students write answers to questions for their stage on their A5 paper.

7 5



Out-loud

(Feedback to class)

- Teacher asks set questions for each group corresponding to each of the stages
- Students feed back to whole class their understandings
- All six stages are examined

Repeat and Praise



Overview

(Review, Reflection and Evaluation)

- Broader questions about condom application are asked.  Repeat and Praise
- Examples of excuses people might give for not using condoms are discussed and discredited.  Repeat and Praise

Total time without Optional Expansion

20 minutes

Other Equipment: A5 paper and pens or pencils – one between two.

Teacher needs: White board & marker pen

Resource Includes:

Teacher's Booklet (E11 T)

An A4 pocket with 8 pockets in it each with a set of 6 laminated Picture cards (E11S1)

AS above but with 8 x sets of 6 laminated Question cards (E11S2)

Teacher/ Health worker needs information about local services to hand
Health professional might bring in condoms and applicators

EXERCISE 11 “Contraception Hardware”

RATIONALE

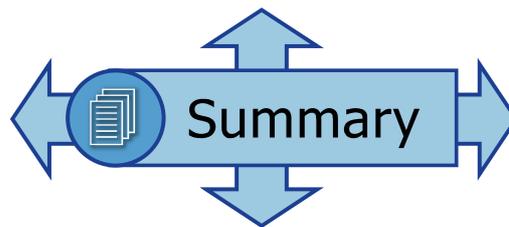
- Condoms are used almost universally at some stage by people who practice contraception.
- For young people, even those on the pill, the condom is strongly recommended as virtually the only protection against STIs.
- Condoms are extremely effective as protection against STIs and pregnancy if used every time, but only around 50% of sexually active teenagers use them every time.
- Poor usage is probably not attributable to lack of skill or knowledge, but rather personal and social impediments.
- Learning condom application in a classroom among friends is a step towards normalising condom use.
- Anticipating impediments to using condoms and expressing views such as “selfishness”, and “unnecessary risk taking” should increase the social pressure to use condoms every time.

EXPECTATIONS

- Know condoms are effective protection against STIs and pregnancy.
- Using cards with pictures and text, students identify 6 important stages in condom negotiation, use and disposal.
- Increased vocabulary, confidence and communication skills allow each group to report back to the class on one of the six stages.
- If desired and time allows, condom application is observed and practised.

METHODS

- Explanation of how contraceptive effectiveness is calculated and emphasis on high degree of protection offered by condoms – if used correctly and every time.
 - Working in small groups, students receive a set of 6 picture cards which they order according to the correct sequence of condom use.
 - Pictures are matched with a set of 6 question cards which ask practical questions on condom use specific to each of the pictures.
 - Each group is given a particular stage to concentrate on.
 - Questions raised by the teacher (from guidelines) ensure each group, in turn, reads back their answers specific to the stage on which they have been focusing.
 - If a health worker is present, condom(s) and applicator(s) may be used for interactive demonstration and/or whole class practise.



SYNOPSIS

- This exercise places the knowledge and skill acquisition of condom use in a sociable learning experience. Structured learning with transparent routines ensure everyone has the opportunity to safely share their understanding, firstly with their peers in small group work and then with the whole class.
- Learning acquired using pictures and cards is reinforced with demonstration using condom and applicator (optional)
- Some of the personal and social impediments to condom use are identified and discredited.
- Extension is demonstration and practise with applicators.