

EXERCISE 12 "Contraception – Soft skills" 20r



Using the Five Os

TEACHER GUIDELINES

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



Outcome

Takes: 1 min; 19 left

- " In the last exercise you got some idea of the skills a person will need if they want to use a condom successfully.
- " But using a condom is not just about getting it out of the packet then putting it on and getting it off properly, it is also about how you manage the relationship you are in.
- " This is usually just as challenging as knowing the technical bits of how to use it.
- " Friends and their attitudes can also be a positive or negative influence on whether or not a couple uses a condom successfully."
- " In this next exercise we will be using a story with some short scenes to look at some of the social influences on condom use.
- " The exercise is designed to help you think about what factors, other than just the skills of handling a condom, affect whether or not a couple end up using a condom."



Organise

Takes: 1 min; 18 left

- " Divide up into seven groups of threes or fours. In a moment I will give you a script which is one of seven scenes. Make sure you can read it out loud. Then answer the questions and write the answers on your piece of paper. You will have about four minutes."



On-task

Takes: 5 mins; 13 left

(As you distribute the scenes say something to remind each team of their task)

(To first group)

- " Make sure you can read it out loud and write down your answers to the questions. You only have around four minutes."

(Repeat this routine until every group has a scene – be prepared to give out the same scene twice)



Out-loud

Takes: 7 mins; 6 left

1. "Well done. Right, we can only really make sense of the story if we read the scenes in the correct order. So, we'll need to start with Team One who are reading scene one- Telephone conversation

(Team One read out loud their scene)

" Thank you and well done."

In what way was the friend helpful in this situation?

- ☛ Suggested getting condoms, ☛ suggested where to get them. ☛ Made it seem they expected them to use condoms

2. "Excellent. Now, Team Two. They are reading Outside the nightclub.

(Team Two read out loud their scene)

" How could having loads to drink affect the couple's behaviour?"

- ☛ It could make it harder to control, ☛ more likely to take risks, ☛ make it harder to work out what you really want in a situation

" Is one condom enough?

- ☛ NO! you might spoil one; ☛ even more so if you are drunk

3. "Excellent. Now, Team Three – You have got In bed part one.

(Team Three read out loud their scene)

" How much pressure do you think Partner 2 is feeling from Partner 1?

- ☛ It sounds like it is something they have talked about, and Partner 1 would accept whatever Partner 2 said, so even though Partner 1 is taking the lead, Partner 2 is not feeling any real pressure

4. "Excellent. Now, Team Four – In bed part two.

" Both of the partners try to put the condom on – what affect does this have on the relationship? They both seem quite relaxed about it and they are both taking responsibility, ☛ so it is probably making the relationship stronger.

☛ " Team five. In bed part three "

" What would be the problem if they had sex even though Partner 2 wasn't ready?

- ☛ It would probably not be enjoyable and Partner 2 could feel they were pressured into doing it - this would be bad for the relationship.
- ☛ In a good relationship a person can change their mind at any stage and it should be ok.

5. "Team six Monday afternoon – a different pair of friends

- " Apart from drinking too much, what other reasons could there be for Friend 2 not using a condom?
- ☛ Casual sex and not a very good relationship, ☛ not enough confidence to ask to use a condom, ☛ didn't understand the importance of using a condom, ☛ pressure for partner to have unprotected sex

6. "Team seven Special memories

- " Overall, how would you say using a condom affected the relationship between Friend 2 and their partner?
- ☛ It seemed to bring them closer together and ☛ choosing to have safer sex meant that they were both concerned about each others health.
 - ☛ It could have shown they were both committed to the relationship

If you want to take more time over this exercise, this is the place to do it

NB Allow an extra 6 mins for the Overview at the end

Optional expansions

+ 3 -5 mins. **Teacher led focus**

The couple we followed in this story successfully managed to use condoms. There were quite a few times when something might have stopped them from using a condom, for example; if the friend hadn't suggested he went to the 'drop-in'.

Can you suggest some of the other times when something might have gone wrong and they didn't use a condom.

How important is the influence of people around a person as to whether or not they use a condom?

+ 5 – 8 mins. **Group work focus**

Go back over the story. How many places can you find where something might have stopped them from using a condom?

Could each group look for at least three examples, mark the place on their script and be prepared to explain, or read back the place where it might have gone wrong.

Decide what was the strongest factor at that moment in the story which made the couple to the right thing.



On-task

(Students examine scripts and look for examples -prepare their ideas)



Out-loud

(Pull together and discuss feedback)



Overview

Takes: 6 mins; 0 left

- " OK well done for reading them so well. First of all what would you say is the main message or theme in this story?
 - ☛ It looks at a relationship, ☛ more to using a condom than mechanics, ☛ friends can be supportive
- " What about friends, how useful are they in this situation?
 - ☛ It depends on their attitude and how mature and responsible they are. ☛ If they have a good attitude and are responsible they can be very helpful in this situation.
- " Can you think of situations when friends aren't helpful? Could you give an example?
 - ☛ If a friend said condoms don't feel good, or ☛ they don't give good protection or ☛ that nobody uses them.
- " Many people say that condoms don't 'feel' right. Here are some reasons why condoms could actually improve the experience of having sex.
 - Both parties would be less worried about pregnancy and STIs and could relax more.
 - It is a sign of respect between two people - they are not going to put each other at risk.
 - Condoms can slow down the increase of sensations and help delay the male orgasm – many females prefer this.
 - The close fit of the condom at the base can give a bigger erection
 - Some styles of condom are 'ribbed'. Others have special textures to increase female pleasure
- " Condom manufacturers produce different sizes and styles of condom and, after a bit of experimentation, people usually find what suits them best and work out ways of achieving maximum pleasure with minimum risk. It's cool to know what you want and have your way of doing things. It's even cooler not to be at risk.
- " If you needed free condoms or sexual health advice around here, where could you get it?
- " How would you get there?
- " What are the barriers to getting there?
- " You've got a good idea of how to use a condom, and some ideas of how different kinds of friendships and relationships can make a difference as to how effectively people use condoms. What advice would you give to someone who thought that they were going to have sex for the very first time?

" Just before we finish How was it for you? (15-30 secs)

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

- " All recent surveys with young people in the UK have shown that more than 60% of teenagers have not had sex by 16.
- " Whether you have had sex or not, what sort things will you be considering when it comes to planning for sexual intercourse?
- " Think of some positive influences and attitudes you would hope to have from your friends and partner.

For professional(s): This is the final exercise in the KS4 series from Apause. As well as reducing the likelihood of individual risk taking behaviour, the programme aims to influence the social environment so that young people feel supported and encouraged to take responsibility for their sexual and relational health. What further steps could you or the school take to support young people as they progress towards sexual maturity?

PLEASE CONTACT *Apause* WITH ANY REFLECTIONS, OR SUGGESTIONS FOR IMPROVEMENT, OR IDEAS FOR NEW EXERCISES.

(www.sreproject.org or enquiries@sreproject.org)

EXERCISE 12 “Contraception –Soft skills”



Using the Five Os

— *PLAN*

Mins
Takes Left



Outcome

(Briefly explain intended learning outcomes)

- We are going to be looking at the way a couple organise themselves so that they successfully use a condom for the first time.
- As we look through the scenes, you will see that although they both seem to know how to use a condom, there are also social influences which make the difference between using a condom or not.
- Managing your relationships with friends as well as a partner may be even more important than knowing how to follow the instructions on a condom packet.

1 19



Organise

(Set up and run)

- Working in 7 groups of 3 - 4
- Scripts are distributed and scenes allocated to each group
- Each group prepares to read back their scene and completes answers to questions relating to their scene

1 18



On-task

(Active learning processes)

- Students prepare scenes and answers


5 13



Out-loud

(Feedback to class)

- Groups read back their scenes
- Groups feedback answers from worksheet.

 Repeat and Praise

7 6




Overview

7 0

(Review, Reflection and Evaluation)

- Teacher led discussion using questions from Guidelines

 Repeat and Praise

Total time without Optional Expansion
mins

20

Other Equipment: Pens or pencils – one between two.

Teacher: White board & marker pen

Resource Includes : Teacher's Booklet (E12 T)

An A4 Pocket with 7 x A5 laminated scripts (E12 S1)

Teacher / health worker needs information about local services to hand

EXERCISE 12 “Contraception – Soft skills”

RATIONALE

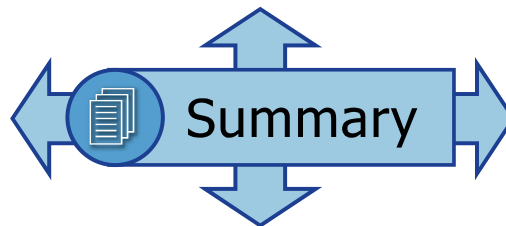
- It is probably normative beliefs, motivation and relationship skills which determine whether or not a couple use a condom.
- Often it is lack of anticipation and an inability to visualise how hard the process of using a condom is which causes people to fail to use them.
- Alcohol, and being in casual relationships where communication skills and mutual respect are a low priority will also contribute.
- This story, broken down into readable scenes, models a situation where a couple overcome these obstacles thus suggesting the social plausibility of more responsible behaviour.
- It provides a light-hearted dialogue in which the couple struggle in bed to cope with such impediments as not being able to get it out of the packet, putting it on the wrong way round, needing to go to the toilet and getting cold and losing interest.
- It is the quality of their relationship and giving themselves more time that ensures the success of the evening.

EXPECTATIONS

- The social skills and influences on condom use are examined.
- A friend can be very helpful in helping planning and giving advice.
- Planning condom use means starting negotiations and reaching agreement early enough for both parties to feel they are in control.
- Alcohol can prevent negotiation and inhibit sexual performance
- The group conclude that condom use is a sign of a respectful relationship and can strengthen it.

METHODS

- Students work in groups of 3 to 5
- Each group is given a script with one of seven short scenes depicting how a couple manage the challenge of having sex using a condom for the first time.
- Each group is allocated a short scene to practise reading aloud.
- They answer prepared questions on their scenes.
- Scenes are read back to whole class chronologically so the story is clear.
- Questions in Guidelines pertinent to each part of the story are asked by teacher. Responses are shared and discussed by class.
- In this story the main character is supported and guided by a friend towards making sound decisions.
- There is a second character who did not have protected sex over the weekend, preferring to take a risk. The class are asked to consider and critique his defence.



SYNOPSIS

- The mechanical skills of condom application are covered in Exercise 11, this exercise puts the use of those skill into the social context of a teenage couple agreeing to spend a night together.
- Seven short scenes depict how a supportive friendship and a respectful relationship influence the success of the evening, the class gain insight as to how a range of social influences can determine condom use.
- It is the perception and management of social influences as well as personal skills which often determine whether or not condoms are used regularly.