

# Contraception - Condoms

## LEARNING OUTCOMES

Knowledge, Skills  
& Actions



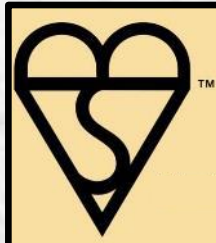
To understand the correct  
steps for using an external  
or male condom

To describe obstacles of  
condom use, and explain  
how they can be overcome

To know what a C-Card  
scheme is, and how it works

## NEW VOCABULARY

Condom, Condom  
Demonstrator, C-Card  
Scheme, Contraception



(CLICK TO REVEAL)



(CLICK TO REVEAL)

## STARTER ACTIVITY

Think about a time when you have seen  
these symbols. What do you think they mean?  
Define a condom in one sentence?  
Where can you get condoms from?



3 Minutes

# GROUND RULES



Be open and honest  
**No Personal Comments**  
Discussions must be about  
'general situations'



You don't have to say  
things about yourself if  
you don't want to

**It's OK to be embarrassed**  
by a topic but don't show  
that you are embarrassed  
through silliness



## Be Respectful

Listen & don't interrupt others  
Only 1 person talking at a time  
Use the agreed appropriate  
Language (Avoid slang terms)



**Don't Make Assumptions**  
about people's values,  
attitudes, behaviours, life  
experiences or feelings

## **PSHE CLASSROOM RULES**

### **DEALING WITH SENSITIVE TOPICS**

### **SAFEGUARDING YOUR WELFARE & HAVING YOUR INTERESTS AT HEART**

## Be Non-Judgemental

No put-downs. Challenge  
the opinion, not the  
person



Conversations on sensitive  
topics stay in the  
classroom unless it is a  
**safeguarding issue**

There are **no stupid questions**  
It's OK to get things wrong

**Enjoy the lesson, challenge your perceptions and understand how to seek further advice and support**



# Contraception - Condoms

ASSESSMENT  
FOR LEARNING

## BASELINE CONFIDENCE CHECKER



BEFORE THE LESSON	NOT CONFIDENT				CONFIDENT				VERY CONFIDENT	
Knowledge, Skills & Actions	1	2	3	4	5	6	7	8	9	10
I understand how to overcome obstacles of condom use										
I am able to explain all the steps of using a male condom										
I can explain the different intended uses for flavoured and non-flavoured condoms										



Complete a baseline assessment of where you think you are at for this lesson

(Discuss or complete sheet)



2 Minutes

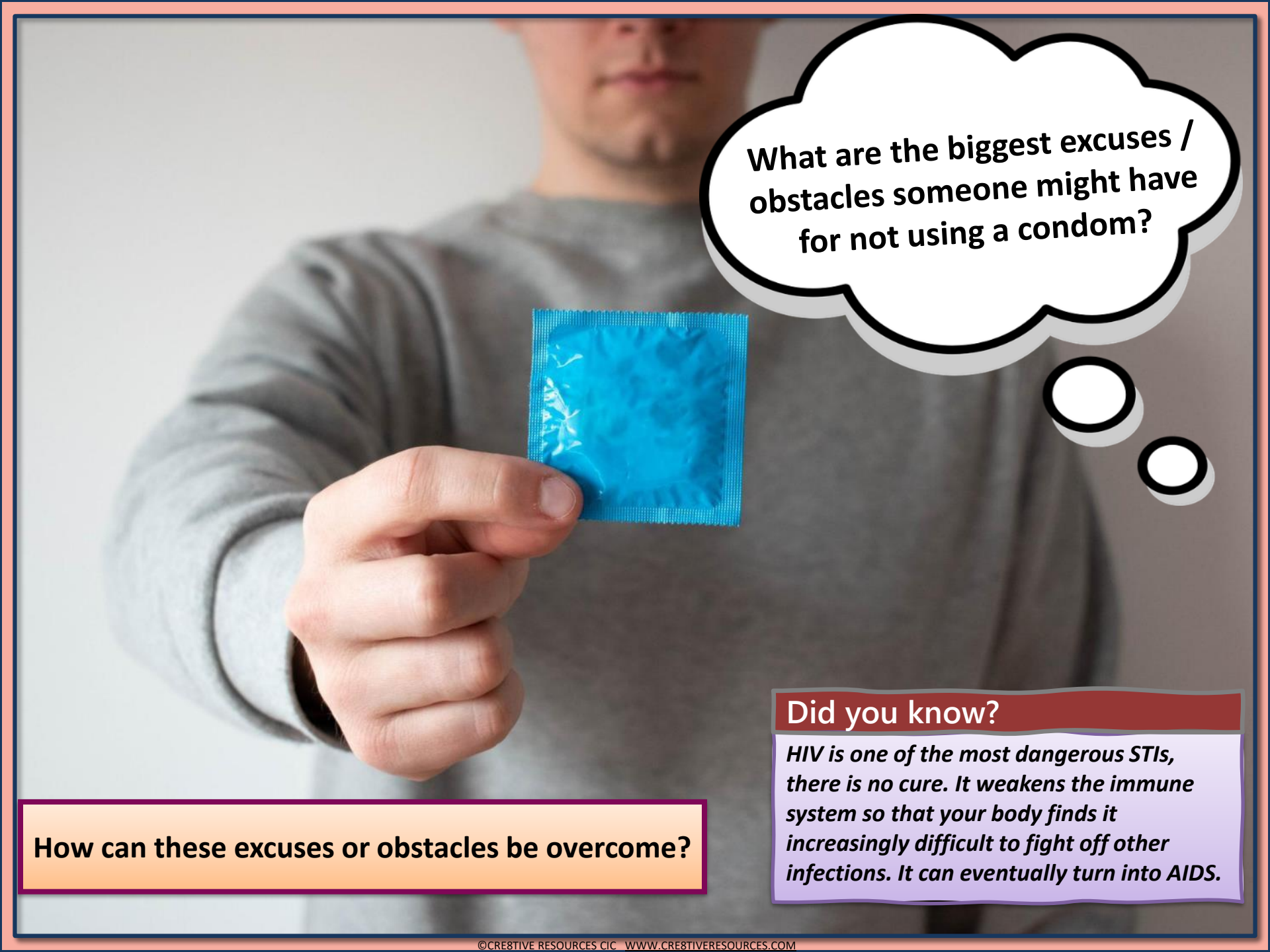
I'm not confident at all on this topic

A little confident

Confident

Very confident

I am super confident on this topic

A man in a grey sweater holds a blue condom packet. A thought bubble is positioned above his hand, and two informational text boxes are at the bottom of the frame.

What are the biggest excuses /  
obstacles someone might have  
for not using a condom?

How can these excuses or obstacles be overcome?

### Did you know?

*HIV is one of the most dangerous STIs, there is no cure. It weakens the immune system so that your body finds it increasingly difficult to fight off other infections. It can eventually turn into AIDS.*



**These superheroes are here to make sure more men and women are using contraception.**

**Think of names for these two superheroes.**

**What could their special powers be?**



# Putting on a Condom

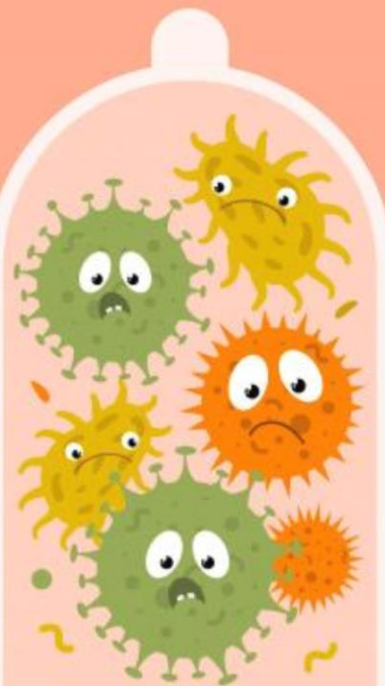
**YOUR TEACHER WILL NOW USE A  
CONDOM DEMONSTRATOR TO  
DEMONSTRATE THE PROCESS**

**YOU MAY HAVE AN OPPORTUNITY  
TO DO THIS LATER**

**How to put  
on a condom**

**3 Minutes**

**PLAY VIDEO**



**USE  
CONDOMS  
TO PROTECT  
YOUR  
PARTNER**

# STEP BY STEP PROCESS OF USING A CONDOM

1. Ask for consent from your partner! (never assume!)

2. Check the use-by date.

Why?

3. Check it has a kitemark or European Standard.

Why?

4. Push the condom to one side of the packet.

Why?

5. Rip the packet down the serrated edge.

6. Be careful of sharp nails!

7. Make sure the condom is going to unroll the right way.

8. Pinch the top between thumb and forefinger.

Why?

9. Unroll gently over an ERECT penis.

10. Withdraw holding the condom near the base of the penis,  
BEFORE the penis becomes flaccid.

Why?

11. Remove, ensuring all the fluid stays inside the condom.

12. Tie off the end of the condom, put in packet, and dispose of it in an  
environmentally friendly manner i.e. NOT DOWN THE TOILET!

Why?

# CONDOM PRACTICAL

One condom demonstrator per team and one condom each.

Have a go at putting the condom on the demonstrator, and talk through the different steps as you go along.

Make sure the teacher checks once completed to give permission for the next person to start.

Dispose of the condom by putting it back in the packet, wrapping it in tissue paper, and putting it in the classroom bin.





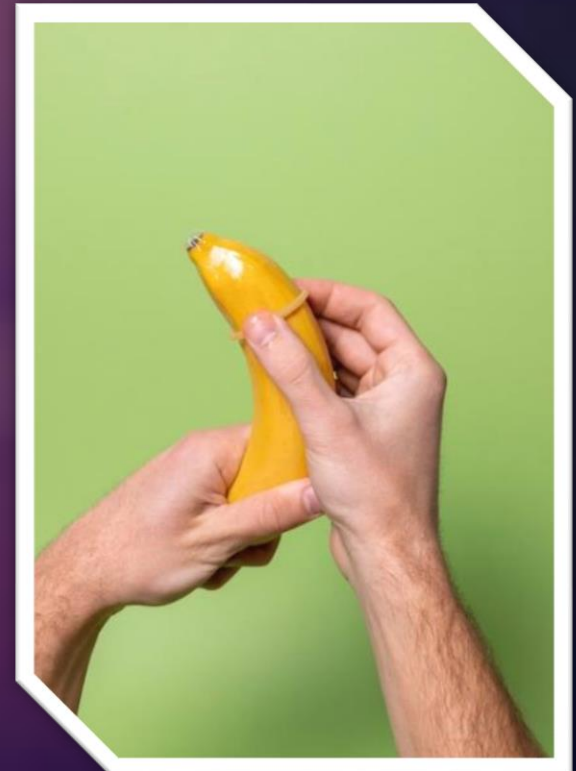
NO  
MAYBE  
YES



## Task

Each picture represents a different stage of using a condom.

1. Identify the stages.
2. Try to arrange them into the correct order.
3. Explain which stages are missing.



## Reducing Effectiveness

### Reusing condoms:

Condoms are designed for one-time use only. Reusing a condom increases the risk of breakage and failure.

### Putting the condom on too late:

Waiting too long to put on the condom can increase the risk of transmitting STIs or unwanted pregnancy.

### Not checking the expiration date:

Condoms have a shelf life, and using an expired condom can increase the risk of breakage or failure.

### Not using the right size:

Using a condom that is too small or too big can increase the risk of breakage or slipping off during sex.

### Not leaving enough space at the tip:

Leaving a small space at the tip of the condom helps prevent it from breaking and allows for semen to collect.

### Not checking for damage:

Before using a condom, check for any signs of damage, such as holes, tears, or leaks.

### Not using lubrication:

Not using enough lubrication can cause the condom to break or slip off during sex. Use a water-based or silicone-based lubricant to help prevent this.

## Common Mistakes When Using A Condom

oops!

# Did you know condoms are available in various flavours?



## Did you know?

*These are designed for oral sex (mouth to vagina or mouth to penis). The flavours mask the taste of latex, and make oral sex more pleasant. Using a condom during oral sex is the only way to protect yourself against sexually transmitted infections (STIs)*

# 'Get it on' - Condom Distribution Centres

Many areas up and down the country run a C-Card type scheme where young people, often aged between 13- 25, have access to free condoms. Below is an example from the outskirts of London.

## How does it work?

### Step one: registering with the scheme

A young person registers for a c-card with a trained professional, once registered you receive a C-Card that gives you regular, easy access to free condoms at any outlet displaying the C-Card logo.

### Step two: accessing supplies

Visit any **open access outlet** with your C-Card to get additional condoms supplies. Your card can be used up to ten times, at which point you'll need to do a quick re-registration/review.

### Step three: the review process

After 10 visits you'll have a quick review with your registration point- this gives you the chance to ask any questions you might have or find out about other sexual health services.

## Did you know?

***Flavoured condoms should not be used for vaginal sex because they carry an increased risk of causing a yeast infection (due to the sugars contained in the synthetic flavouring)***



# Discussion topics

Where can you get condoms from?

Do condoms affect the enjoyment of sex?

What's the difference between flavoured and non-flavoured condoms?

What if the condom splits during sex?

What if I don't know how to put a condom on?

Make up a discussion topic

## What Do You Think?



**“Putting a condom  
on is easy”**

### Talking Points



I think that ...

I don't think... is right because...

My opinion is...

I would argue the same because...

I disagree with... because...

Building on what... said. I think...

An alternate way of looking at this is...

I sort of agree, however....

I would challenge what.. said because ...

**Do you agree or disagree? Why?**

**Can you add to the statement?**

**Do you have a question about the statement?**

**Would you like to challenge what is being said?**

**Do you have an alternative idea?**



# “A condom is the most effective form of contraception”

## THOUGHTS & FEELINGS

What is your opinion on the statement above?

STRONGLY  
DISAGREE

DISAGREE

AGREE

STRONGLY  
AGREE

Start with one of these cards

Or one of these

There is  
evidence  
that...

Surely...

I'm not  
convinced  
that...

I understand  
that, but...

I'm not sure I  
understand,  
please could...

So, are you  
saying that...

In my  
opinion...

I think...

Therefore...

Clearly...

Yes, but on  
the other  
hand...

Perhaps...

So, you think  
that...

Does this  
mean...

So if ... does  
that mean  
that...

I wonder if...

I would  
contest...

Why do you  
think that...

Unlike...

I disagree...

I partially  
agree...

Consequently  
...

Obviously...

Something  
else to  
consider is...



**Task 1:** Discuss / Debate with your partner your personal views towards this statement / idea - use the cards to help get you started.

**Extension:** Can you think of specific examples of recent events that would support this statement, and other specific examples that would go against this statement?



2-3 Minutes



# REVIEW YOUR LEARNING OUTCOMES

ASSESSMENT  
FOR LEARNING

## CONFIDENCE CHECKER



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Complete the confidence checker of where you think you are at for this lesson

(Discussion or complete sheet)



3 Minutes

I'm not  
confident at all  
on this topic

A little  
confident

Confident

Very  
confident

I am super  
confident on  
this topic



# HOMEWORK SUGGESTION



## DUE DATE

It must be submitted by..

Hand / Google  
Classroom



## Homework Explained

Copy down and answer the following questions:

- a) What are the common mistakes people make when using condoms?
- b) How can using condoms promote safer and more responsible sexual behaviour?
- c) Why is it important to have open and honest communication with your sexual partner about condom use?





# IMPORTANT INFORMATION



2 Minutes



FOR MORE INFORMATION ABOUT THE TOPICS COVERED IN THIS UNIT  
WE WOULD ADVISE ONE OF THE BELOW:

SPEAK TO YOUR PARENTS/GUARDIANS, HEAD OF YEAR,  
A TRUSTED ADULT OR FRIEND.

IF YOU HAVE ANY CONCERNS ABOUT YOURSELF OR SOMEONE YOU KNOW.  
IT IS IMPORTANT TO SPEAK UP AND TELL SOMEONE!

SPECIFIC FURTHER INFORMATION ON THIS TOPIC CAN BE FOUND HERE:

<https://www.nhs.uk/live-well/sexual-health/stages-of-puberty-what-happens-to-boys-and-girls/> NHS  
A sexual health clinic (GUM clinic)

<https://kidshealth.org/#cattake-care> Information on a variety of topics

<https://www.brook.org.uk/your-life/puberty/> Brook Health lives for young people

<https://www.sexwise.org.uk/> run by The Department of Health and Social Care.

Call the National Sexual Health Helpline provided by The Department of Health and Social Care on 0300 123 7123

## SEEKING SUPPORT

RELATIONSHIPS  
& SEX EDUCATION

# REFLECTION PLENARY



A problem I overcame today was...

Before I only knew...  
now I also know...

The key words for this lesson  
were...

I'm really proud of the way I have...

Today I have tried to...

The most important thing I have  
learnt today is...

I used to feel ... but I now feel ...

Before I would have done...  
Now I will ...

Next lesson I would like to...

A question I would like to ask  
is...

I would like to learn more  
about...

I know if I need further support  
or help I could speak to.... or  
contact...

I now know I can supported  
others by...

One thing I didn't realise was...  
this will help me to...

2 Minutes







# REFER TO MINDFULNESS POWERPOINT

