

SAFER SEX

Lesson 2

9
GRADE

LEARNER OUTCOME¹ W-9.12:

Determine “safer” sex practices; e.g., communicate with partner, maintain abstinence, limit partners, access/use condoms/contraceptives properly.



MATERIALS:

1. VIDEO: [Male Condom Demonstration](#)
2. HANDOUT: [Assertive Communication](#)
3. HANDOUT: [Let's Talk About Condoms Example-Ineffective](#)
4. HANDOUT: [Let's Talk About Condoms Example-Effective](#)
5. HANDOUT: [Let's Talk](#)



INTRODUCTION:

The second lesson plan addressing “safer” sex practices gives students the opportunity to discuss the importance of condom use and the skills on how to raise the topic of protection with a partner. This lesson explores the use of assertive communication to express feelings and ideas.



APPROACHES/STRATEGIES:

NOTES:

A. Ground Rules

Ensure ground rules are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.

B. Be a Health Services Detective Follow-up

Students debrief last classes' homework assignment where they identified community-based resources that provide information, advice and/or contraception.

1. For those classes that completed [Be a Health Services Detective](#)², verify that students completed the exercise.
2. As a class, create a list of clinics/community-based resources. Ensure that all those on the list are appropriate.

(5-15 min)

(5 min)



Refer to provincial community resources at <http://www.teachingsexualhealth.ca/teacher/resources/regionalresources.html>

3. Take some time to discuss the resource list. Suggestions for discussion questions include:

- What advice would you give someone who is thinking about becoming sexually active?
- Which of the clinics that was listed looks like a good place to go for support? Why?
- How would you get to the clinic you chose if you needed to go by yourself or with a friend?

C. Introduction to Condoms

Students explore rationales for using condoms, learn procedure for correct condom use and begin to explore the ideal of communicating about condom use.

Before beginning this section reinforce the importance of making individual decisions and also discussing sexual decisions and safer sex with partner communication surrounding decisions to have sex and using condoms to provide good protection from STI.

1. Brainstorm the reasons to use a condom.

- Condoms are 85-98% effective at protecting against pregnancy.³
- Condoms help to minimise the risk of acquiring or transmitting most STI.
- Condoms are easily available without a prescription.
- Most condoms are inexpensive.

2. Explain that you are going to show a video demonstration of how to use a male condom. Be sure to review the teacher notes, and prescreen before showing the video:

- [Male Condom Video](#)
- [Teacher Notes](#)

3. While many of your students may not be sexually active, others may be involved in different sexual activities. It is important to **reinforce that condoms should be used for any and all types of sexual activity from genital rubbing to oral sex. Any type of sexual activity can transmit different types of STI.**

4. Remind students that abstinence is the most effective method of protection from pregnancy and STIs. If students choose to be



You and your students may feel uncomfortable with the condom demonstration. The demonstration of proper condom use is important because condoms are a safe and effective method of protection only if they are used correctly.

(15-20 min)



If students ask about *double bagging*, it refers to wearing two condoms at the same time, one on top of the other in the mistaken belief that this will provide greater protection. Students should be advised that wearing two condoms will not reduce the chances of pregnancy or STI. In fact, wearing two condoms may actually cause problems due to slippage or breakage.

sexually active, they must think about how to protect themselves and others.

5. Distribute the handout Assertive Communication. Discuss the elements of assertive communication. Teachers may find it helpful to ask students to provide examples from their communication with family and friends.

Highlight the following:

- Partners must communicate about using condoms.
- Assertive communication is helpful in expressing ideas and feelings about condoms.
- Assertive language is both verbal and non-verbal.

D. Communicating about Condoms⁴

Students practice effective and ineffective communication techniques regarding negotiation of condom use.

1. The following role-play activity can be demonstrated by students in front of the class or in small groups. Distribute the handout Let's Talk About Condoms Example-Ineffective. After students have performed the role-play record feedback on the board. Repeat the process with the handout Let's Talk About Condoms Example-Effective. As a group discuss the following:
 - Which communication is more effective?
 - What makes one communication better?
 - What elements of assertive communication did Steven use?
2. Distribute the handout Let's Talk. This final activity gives students the opportunity to practice assertive communication regarding condom use. Ask students to pair up and role-play their conversations from the handout. Debrief the exercise by asking students to reflect upon their responses and to decide if they have demonstrated assertiveness.



QUESTION BOX:

Introduce the question box. You could have students fill out questions every lesson, or have students begin to think about questions that they might ask next lesson.



Female/Internal condoms also provide GOOD protection against pregnancy and STI. Some youth may not feel comfortable with using a female/ internal condom now but mentioning the female/internal condom will allow them to consider this option in the future. For more information on condoms, follow the links to our demonstrations from the resources page of our teacher index.



Some students from different religious or cultural backgrounds may have different beliefs about the use of condoms. It is important to address this if it is raised and reinforce the importance of personal values, and that many people choose to use condoms to provide protection from STI before and during involvement in a committed relationship.

(15-20 min)

(10 min)



SELF REFLECTION:

During the lesson, were:

- Ground rule being followed?
- Good practices regarding discussion?

What will you change for future classes with this group?

What will you change for future use of this lesson?



Students who have differing abilities may experience different types of sexual pressure. It may be necessary to extend the assertiveness section of this lesson and develop role plays for different situations. Concrete examples and repetitiveness in your messages is important with this group of students.



STUDENT ASSESSMENT:

During the lesson, did students:

- Knowledge:**
- Identify community-based resources to access information, advice and/or contraception?
 - Observe a condom demonstration?
 - Identify reasons to use a condom as a form of protection?
 - Identify qualities of assertive communication
- Skills:**
- Use assertiveness skills to practice condom negotiation?
- Attitudes:**
- Accept the need for safer sex practices?

¹ Alberta Education. (2002). *Health and life skills guide to implementation: Kindergarten to grade 9*. Retrieved from <http://www.education.alberta.ca/media/352993/pos.pdf>

² Canadian Federation for Sexual Health. (2005). *Beyond the basics: A sourcebook on sexuality and reproductive health education*. Ottawa: Author

³ Hatcher, R.A., Trussell, J., Nelson, A., Cates, W., Stewart, F. & Kowal, D. (2009). *Contraceptive technology* (19th ed.). New York: Ardent Media, Inc.

⁴ Adapted from Canadian Federation for Sexual Health. (2005). *Beyond the basics: A sourcebook on sexuality and reproductive health education*. Ottawa: Author