

Objective: Slide 1- 9.ICR.3.3 Illustrate skills related to safe and effective use of methods to prevent STDs as well as access resources for testing and treatment.

Skills:

Accessing Resources - The students will be able to identify appropriate resources they can access for STD prevention, testing, treatment.

Communication - Students will be able to communicate the importance of condom use with a partner. **Self-management** - Students will be able to identify the appropriate order of steps to effectively use a condom.

Essential Question: Slide 2- How could someone reduce their risk for sexually transmitted infections and where could they access testing and treatment resources?

Materials:

PPT

*****Penis Model(s) and condom(s) If school permits, teachers should demonstrate how to put a condom on a penis model then have students practice putting a condom on a penis model. Some schools may only permit a demonstration by the teacher, but not practice by students. ***Check with your district***

Notebooks for students to take notes.

Appendix 1: Reasons People Do Not Get Tested for STIs

Appendix 2:Condom Negotiation

Appendix 3: Sample Infographic for Assessment

Appendix 4: Rubric for Infographic

Resources:

All PPT images are free for commercial use from Pixabay or Unsplash

Focus Step:

Slide 3: Teachers will print (we suggest on cardstock) “Reasons People Do Not Get Tested for STI’s” for each group/pairing (Teacher’s choice whether to have students work in groups or pairs) and cut them into strips. Strips are then placed into an envelope for each group/pairing. Students are asked to rank these barriers (reasons students do not get tested) in order. Feel free to let the groups/pairs know there is no right or wrong answer, this activity is their opinion. Each group will discuss their top 2 answers and why they chose that.

Statement of Objectives:

Today we’re reviewing the best ways to reduce risk for sexually transmitted infections or STIs. We’re also going to cover how to access resources for testing and treating.

Teacher Input:

Slide 4: Debunk the myths - explain each statement that debunks reasons teens give to not get tested.

- The Health Department is accessible to everyone

- All STIs are treatable and some are curable
- STIs can happen to anyone
- The most common symptom is no symptom
- Correct and consistent use of condoms and dental dams reduce your risk
- STIs can cause illness, lifetime consequences, and death
- Public transportation if available or ask a trusted adult for a ride

Slide 5: STD Testing: What to Expect? <https://www.youtube.com/watch?v=hjdz3ahmKJY>

Follow-up questions to accompany video:

- According to the video what are some reasons that a person would want to get tested for a Sexually Transmitted Diseases (STD)
- What were some of the different types of STD tests described in the video?
- What would you tell a friend that wants to be tested but does not know how to start the process?

Slide 6: How to Find Local Resources (*All information is based on your school location*)

- Show students how to use the CDC website
 - Enter their zip code (services within 10 miles will show up)
- Show students the website for local Health Department (county based)
 - Services available
- School Nurse -
 - discuss location of office
 - days that school nurse is on campus

Slide 7: FDA approved methods for preventing STIs (STDs)

- FDA - The Food and Drug Administration
- FDA mission - to ensure the safety and effectiveness of medicines and medical devices
- FDA approved methods for preventing STIs
 - Condom (latex and polyisoprene/polyurethane) - oral, anal, vaginal sex
 - Internal condom - vaginal and anal sex
 - Dental dams - oral sex on a female

Slide 8: Condom Line Up - (Prior to this activity identify 13 student volunteers. The cards they will put in order are attached at the bottom of this lesson.)

If you have been given a card, I want you to come up to the front of the room and arrange yourself in the proper order. Those that are not at the front of the room should be paying attention and identifying any cards that could be out of order.

Slide 9: Ask students if they were surprised by the number of steps to using a condom? Ask them if they thought that this was an easy task? Why or why not? Ask the observing students if they agree with the order of the steps and allow them to point out changes if necessary.

****If school permits,** teachers should demonstrate how to put a condom on a penis model as you go through slides 10-12 and then have students practice putting a condom on a penis model. (Some schools permit demonstration, but not student practice)*

Slide 10: Before (Not all steps need to be done in this exact order, but must be completed)

- 1. Discuss Safer Sex** - What do you say? Talk about previous sexual history, Talk about testing status and agree to testing if needed, talk about the

importance of condom use.

2. Obtain latex/latex free (polyisoprene or polyurethane) condoms - Where can you get condoms? Better sources are drug stores, grocery stores, or health department. Another option is the gas station.

3. Store condoms in a cool dry place - What is considered a cool dry place? Remind students that it is not a car or wallet as they are exposed to heat. If stored in a purse they need to be kept in a puncture proof container and never leave their purse in a hot car or exposed to extreme heat.

4. Both partners give consent to have sex, consent is maintained throughout - Remind students that consent is reversible and if they start to feel uncomfortable, they can stop their partner at any time.

5. Check the condom expiration date and the integrity of packaging - If the condom is expired or there is no air bubble felt in the unopened condom package, you need to throw it away and purchase a condom that is not expired with the packaging intact.

Slide 11: In the moment

6. Wash up - It is important to wash your hands before engaging in any sexual acts

7. Slide condom to the side and carefully tear the package open - It is important to move the condom out of the way before tearing the package so that you do not rip or tear the condom. NEVER use your teeth or scissors to open a condom.

8. Squeeze the tip of the condom to remove air and place it right side up on the penis - Remind students that while holding the tip of the condom they can roll it down one time to make sure it is going the right way before touching it to the head of the penis.

9. Unroll condom to the base of an erect penis before ANY sexual contact

10. Have intercourse

Slide 12: After

11. Hold the base of the condom and withdraw penis while still erect. - It is important to hold the

condom so that it does not slide off the penis and remain inside their partner.

12. Carefully remove the condom, tie it off, and throw it in the trash. - Never throw the condom in

the toilet as it will cause it to clog.

13. Wash up - Both partners should clean up after.

***If you feel your students need more of a refresher on condom use, show them the Amaze video,

Condoms: How to use them effectively <https://www.youtube.com/watch?v=oaLdNErJ-Fk>

Slide 13: What is the most likely reason for a condom to fail?

Have students brainstorm four or five answers. Click the PPT for the correct response: Human error. Ask for common ways that this occurs (storage place too hot, expired, air pocket gone, not put on correctly)

*** Virtual option

- Go to <https://sexetc.org/fun/condom-game/>
- In this activity there are eight steps for proper condom use
- Arrange by clicking and dragging each condom into its proper place

Have students volunteer to share one step at a time. Afterwards click the PPT to get the correct lineup from Sex Etc.

Slide 14: Condom Negotiation Practice

The following instructions are included on the PPT slide:

- Put students into partners
- Each student will receive 6 excuses
- Students will take turns reading their excuse and their partner will come up with a response.
- Students should remember when responding to demonstrate the following:
 - Maintain eye contact
 - Match body language with verbal content
 - Be confident
 - Use I messages
- Do not:
 - Use aggressive words or body language
 - Use passive word or body language

Assessment:

Slide 15: Infographic

Students will use a template from Canva.com (see example Appendix 3) or template from Microsoft Word application (like PowerPoint, Publisher, or Word). The following elements must be included:

- Name, Title
- Identify at least three skills associated with condom use
- Identify a cause for condom failure or how to be successful using a condom
- Who should get testing for STIs
- Identify steps taken to access local resources for STI testing and treatment
- Appropriate visuals

Provide students with a rubric for scoring information (Appendix 3).

Closure:

You all have created a very cool resource for young people to promote condom use for those who are sexually active. You've also provided a great resource for local STI testing and treatment.

Reasons People Do Not Get Tested for STIs

Fear: would rather not know

Don't know where to go for testing

Afraid parents (others) will find out

Unaware of risks

Don't want to change behavior

Afraid partner(s) will be told

Unaware of treatments

It won't happen me

Belief it can wait:

(not having symptoms)

Cannot pay for testing

Belief other groups are more
susceptible

Do not have transportation

Condom Negotiation

[Assertive refusal to engage in unprotected sexual intercourse.]

1. Excuse: Condoms kill the mood for sex.
2. Excuse: Condoms don't feel as good as the real thing . . . they're not natural.
3. Excuse: Condoms are messy and smell funny.
4. Excuse: People who use condoms do not trust each other.
5. Excuse: I love you. Would I give you an infection?
6. Excuse: Condoms are for people with diseases. Do I look sick to you?
7. Excuse: I know I am disease-free. I have not had sex with anyone in months.
8. Excuse: I do not have a condom with me.
9. Excuse: It's no big deal to skip a condom once.
10. Excuse: We're going to get married someday; why do we need to keep using condoms?
11. Excuse: I don't know where to get condoms.
12. Excuse: Condoms do not fit me.

Sample Infographic





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Staying Safe & Accessing Care


It's important to take care of yourself and those you care about. Assertive communication helps with safer sex and finding health care providers.




Below are tips for how to be an assertive communicator to keep you and your partner safe. There are also suggestions for good condom use. Following are skills useful for good condom practice:

-  **Both partners agree to sex**
Text to explain the title
-  **Check expiration date**
Text to explain the title
-  **Use a new condom every time!**
Text to explain the title
-  **Why do condoms sometimes fail?**
Text to explain the title

 Who should get tested? Text here	 How to get tested: Text here	 What to expect: Text here
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 **young people have an STI**
additional information here

IMPORTANT POINTS! 

-  **9 Assertive communication means...**
text here
-  **10 Practice with a friend**
text here

Rubric for Infographic

Creating an Infographic

Student Name: _____

CATEGORY	4	3	2	1
Required Elements	The infographic includes all required elements as well as additional information.	All required elements are included on the infographic.	All but 1 of the required elements are included on the infographic.	Several required elements were missing.
Content - Accuracy	All facts are accurate facts as displayed on the infographic.	Most facts (90%) on the infographic are accurate.	Most facts (70-89%) on the infographic are accurate.	Less than 69% of facts on the infographic are accurate.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and most make it easier to understand.	All graphics relate to the topic.	Graphics do not relate to the topic.
Attractiveness	The infographic is exceptionally attractive in terms of design, layout, and neatness.	The infographic is attractive in terms of design, layout and neatness.	The infographic is acceptably attractive though it may be a bit messy.	The infographic is distractingly messy or very poorly designed. It is difficult to read and/or understand.

Answer Key for Condom Line-UP

Before

1. Discuss safer sex
2. Obtain latex/latex free (polyisoprene/polyurethane) condoms
3. Store condoms in a cool dry place.
4. Both partners consent to sex and consent is maintained throughout
5. Check the condom expiration date and the integrity of the packaging

In the moment

6. Wash-up
7. Slide the condom to the side and carefully tear the package open
8. Squeeze the tip of the condom and place it right side up on the the head of the penis
9. Unroll the condom to the base of the penis before ANY sexual contact
10. Have intercourse

After

11. Hold the base of the condom and withdraw the penis while it is still erect
12. Carefully remove the condom, tie it off, and throw it in the trash
13. Wash up

Discuss
Safer Sex

Obtain latex/latex
free (polyisoprene
or polyurethane)
condoms

Store condoms in
a cool dry place.

Both partners consent
to sex and consent
is maintained
throughout.

Wash up

Check the
expiration date
on the condom

Slide condom to
the side and
carefully tear the
package open.

Squeeze the tip of the
condom to remove air
and place right side up
on the penis.

Unroll condom to the
base of an erect penis
before ANY sexual
contact.

Have intercourse

Hold the base of
the condom and
withdraw penis
while still erect.

Carefully remove
the condom, tie
it off, and throw
it in the trash.

Wash up

