



## Discussion Guide

For Adults Working with Teens

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### Lesson: Journey to the Condom Rack

**Learning Objectives:** By the end of this activity, participants will be able to:

- describe the differences between latex, polyurethane, and animal skin condoms
- list correct steps to condom use

#### Materials

- Copies of “Journey to the Condom Rack”
- Prepared 8 1/2 x 11 cards with one step of correct condom use written on each
- Prepared sets of index cards with latex male condoms, polyurethane male condoms or animal skin condoms written on each
- Chalkboard or flipchart paper
- Chalk or markers
- Masking tape
- Three small prizes for students on the winning team

#### Preparation

Review the list of condom steps in the article “Journey to the Condom Rack.” Then write one step on each 8 1/2 x 11 card. Take the index cards and write “latex male condoms” on a third of the cards, “polyurethane male condoms” on a third and “animal skin condoms” on the last third. You need to have enough pre-made index cards so that each small group can have a set of three.

1. Introduce the topic by sharing some of the trends in adolescent sexual behavior such as rates of condom use at last intercourse, etc. and then point out why it’s important for all teens to learn about correct condom use. (See the introduction to this activity for current research information.) Distribute the article “Journey to the Condom Rack” and read together with your students.

2. Divide students into small groups of three and ask each group to choose a team name. Write each team name on the chalkboard or flipchart paper and be prepared to keep score. To increase motivation, announce there is a prize for the winning team. Distribute a set of the prepared index cards to each team so that each team has one of the following: latex male condoms, polyurethane male condoms, and animal skin condoms. Tell the group that you will be asking a series of questions about condoms and that they are to come up with the answers with their team and indicate the answers by holding up the correct answer card(s). Tell the students that there may be more than one correct answer. There will be 10 questions; each team gets one point

for every correct answer (meaning with all the correct cards held up). There is a bonus question if you have a tie. At the end, the team with the most points wins the prize. Clarify any questions about the directions before you begin.

**Questions:**

- Which type of condom is most effective at preventing pregnancy? (Answer: latex)
- Which type of condom comes in a box of three for less than \$2? (Answer: latex)
- Which type of condom has naturally occurring pores that allow viruses, such as HIV, to pass through? (Answer: animal skin)
- Which type of condom should only be used with water-based lubrication such as K-Y Jelly or AstroGlide? (Answer: latex)
- Which type of condom can be used if someone is allergic to latex? (Answer: polyurethane and animal skin)
- Which type of condom comes in flavors for use during oral sex? (Answer: latex)
- Which type of condom can a person of any age buy in a drugstore or grocery store? (Answer: all)
- Which type of condom comes in different sizes and textures? (Answer: latex)
- Which type of condom will NOT protect against a sexually transmitted infection that is on part of a guy's genitals not covered by the condom? (Answer: all)
- Which type of condom can be used with lubrication inside the tip to help the guy feel more sensation? (Answer: all)

**Bonus Question**—Which condom was the first to be invented? (Answer: animal skin condom—dating back to the 1500s invented by Gabriello Fallopius, called “overcoats”, and made from animal membranes.)

3. Tell students that correct usage is key to ensuring that condoms prevent pregnancy and infections. Most often, a condom breaks or slips off because of human error, not because it was defective. Inform students that this next activity is designed to help them learn steps to correct condom use. Ask for fourteen volunteers and distribute a card with a step to correct condom use to each volunteer. Instruct them to arrange themselves in the proper sequential order for correct condom use, with the beginning steps at one end and the last steps at the other end. (Please note: You can have students tape the cards onto a wall or chalkboard, or have them stand in front of the room and read the steps aloud to the class and then discuss them.)

4. Once the students have arranged themselves, review the steps in the order they selected and correct any that are out of order. When finished, the steps should be in the following order:

1. Talk to your partner about protection.
2. Go to a grocery store, drugstore, or health clinic and buy condoms.
3. Check the expiration date.
4. Store the condoms in a cool, dry place not in your wallet.
5. Before having sex (oral, vaginal, or anal), open the package carefully and remove the condom.

6. Check to see which way the condom unrolls.
7. Get an erection.
8. Pull back the foreskin of the penis if uncircumcised.
9. Squeeze the air out of the tip of the condom.
10. Place the condom on the tip of the erect penis and roll it all the way down.
11. Have sex.
12. After orgasm and ejaculation, hold the condom at the base of the penis and withdraw.
13. Carefully remove the condom from the penis.
14. Tie the condom in a knot, wrap it in tissue, and throw it away

5. At this point, it is ideal for the students to practice a condom demonstration, if allowed.

6. Close the activity by asking students to brainstorm all the places a person can get condoms in their community. Make sure to include on-line resources in addition to local stores and clinics.

*This Discussion Guide was created by Nora Gelperin, M.Ed. For additional lessons, go to [http://answer.rutgers.edu/page/lesson\\_plans](http://answer.rutgers.edu/page/lesson_plans).*

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