

Condom Demonstrator Information

This is a facilitator led 'hands on' interactive lesson delivered by a verbal explanation and demonstration.

The students need to be shown how to put a condom on correctly following the recommended guidelines; (See Appendix C4 the facilitator should be trained to do this).

The facilitator demonstrates the correct method of applying a condom on a demonstrator.

The learners should be given the opportunity to try and put a condom on a demonstrator themselves. The facilitator should remind the students that they have the 'right to pass', if they do not want to have a go, that is ok. Tell them however that it is better and safer to try and learn how to do it correctly in the classroom, than fail when they choose to use a condom with their partner. (Some learners may find this very distasteful and refuse to try). Do not make an issue of their refusal.

Try to make the activity, informative, relaxed and fun, but not 'silly'. Students may be quite embarrassed about watching a condom demonstration so once it has taken place you might like to try some of these extra activities (Decide whether they are appropriate for your group, taking into account their maturity your SRE policy and any sensitive issues).

1. Before the demonstrations give each student a different condom in an envelope, get them to open the envelope and discuss their initial feelings/thoughts. Let them look at the condom packet and discuss what it feels like, looks like, if it's in a box what does that look feel like? Let the students each put a condom on a demonstrator either individually or one per group.
2. Have a selection of condoms to show them, different sizes, flavours, sorts, (e.g. novelty ones, ribbed, non-latex, intensity, ultra, conform, Show the students that there are different types, (although if they register with the C Card Scheme, see appendix C2 they only get one type), types without the kite mark; CE sign* (usually found in some pubs, or abroad, are not to be recommended. Advise students to take ones from this country if they go abroad when they are older). Decide if you are going to talk about and answer questions on oral/anal sex, you might also want to mention dental dams as a means of protection from STIs.
3. Use a box with a hole cut out of it, (or blindfold) then ask the students to try to put the condom on the demonstrator without looking at what they are doing.
4. Use the 'drunk goggles' ask to them try and put a condom on the demonstrator when under the influence of alcohol. You could also use the box with the goggles.

It is important, during this lesson, to explore that young people can and have the right to say 'NO' to sex and that 'NO' should always mean NO. If someone says no and it is ignored then this is abuse or rape. The young person should report it.

Discuss the myth that 'all young people are having sex'. This is actually not true and that in most cases young people just say they are 'doing it' to make themselves look grown up, special and 'big!' They should never have sex just to stop or give in to Peer Pressure. This is a form of bullying and should be reported.

