

Ground Rules

2 minutes

- Listen to and respect each other
- One person speaking at a time
- Openness but no personal stories
- No such thing as a silly question
- During discussions we have the right to pass
- We won't laugh at, judge, or make assumptions about anyone else in the group

Learning Objective

We are learning about:

- How to maintain penile health and hygiene, including how condoms are used.
- How pressures and myths can affect a person's feelings and expectations around sex.

Intended Learning Outcomes

We will be able to:

- Describe features of penile health and the hygiene practices that support this.
- Describe or demonstrate safe use of a condom.
- Analyse why someone may experience 'performance pressure' and explain how this may affect them.

Resources Required

- Plentiful supply of condoms so that each student has one in front of them in the class if possible.
- Pen and paper for each student and colouring pencils/pens if possible.
- Box for anonymous questions.

Optional:

- Condom leaflets pack of 50 from FPA. Enter discount code 'youbeforetwo' at check out: <https://www.fpa.org.uk/product/condoms-contraceptive-methods-booklets-pack-of-50>
- Condom demonstrator(s): <https://www.fpa.org.uk/product/fpa-condom-demonstrator>

Keywords

Penis	Condoms
Ejaculation	Communication
Emotions	Personal
Private	Intimate

Baseline Assessment

10 minutes

Introduce learning objectives, outcomes and ground rules. **5 minutes**

Key questions: **5 minutes**

On their own, ask students to answer the following questions as best they can on a piece of paper or in their books.

1. What is penile health and how can someone help to maintain this?
2. How and why do people use condoms?
3. What factors might influence how someone feels about their penis or sexual performance?

Core Activity 1

15 minutes

Play the [‘Penis Pressure’](#) video and then complete the quiz below.

What is the average penile length?

Each penis is unique and will develop at different ages and rates. The average length of an erect penis is just under 14cm, and as an average, that means there will be bigger ones and smaller ones. What is really important is people develop a healthy relationship with their bodies so that they do not harbour feelings of inadequacy about whatever size they are, as this can have a damaging effect on someone’s self-confidence. Many men relate their penis size to their confidence, but it is important to know that in studies of heterosexual couples, the vast majority of women are satisfied with their partner’s penis size, yet 45 percent of men feel like their penis is too small. Studies have shown over and over again that many female partners prioritise how their partner acts towards them rather than penis size, for example whether they are romantic, tender and sensitive to their needs and desires.

When do penises stop growing?

The penis and testicles will carry on growing until the end of puberty which is between the ages of 18-21, although the most rapid rate of growth happens between the ages of 11-18.

What is smegma?

Smegma is a build-up of dead skin cells, oil, and other fluids on the tip of the penis in uncircumcised men which is entirely normal. If a foreskin is present it needs to be retracted daily to clean the smegma away to prevent the build-up of this so it does not lead to irritation of the glans penis and / or odour.

What is premature ejaculation?

International guidelines define premature ejaculation as regularly ejaculating within 1 minute of entering a partner. However, it’s up to couples to decide if they are happy with the time it takes to ejaculate.

How long should people have sex for?

The average time couples have sex is about 5 minutes but it is between the two people having sex and what satisfies them. There is very little published research into how long sex usually lasts. The studies that exist have significant limitations — most, for example, considered sex only to be penile-vaginal intercourse or only included heterosexual couples. A 2005 multinational study which defined sex as penile-vaginal intercourse asked participants to time sex from penetration through to male ejaculation. Within their very limited parameters, the team found that reports ranged from 33 seconds to 44 minutes, with the average session lasting 5.4 minutes.

Why do we use condoms?

They are the only barrier contraception to protect from sexually transmitted infections as well as pregnancy. Remind students that pills, implants, patches, coils etc and all other forms of contraception are used to prevent an unplanned pregnancy, but they do not protect from STIs. They are not ‘barriers’ between partners like condoms are.

Teacher link: <https://www.contraceptionchoices.org/about>

What things do you check for on a condom before using it?

Check in-date and intact. Check that the condom features the kite/CE mark.

Core Activity 1 Continued...

How do you correctly put on and remove a condom?

Tear (do not cut or rip with teeth) open the packet so as not to damage the condoms. Nip the top and roll the condom down onto the erect penis. After sex is completed, hold the base of the condom secure on the base of the penis and withdraw fully. Then remove condom and place in the rubbish bin.

What influences are there before or during sex which can mean condoms are not used properly or safely?

Alcohol consumed, darkness, feeling nervous. Fear, embarrassment or shame around using a condom. Lack of availability of condoms or knowledge of how to access or use them. Also emphasise that unsafe use of condoms can result in increased risk of catching an STI or pregnancy.

What do you need to remember to look for when choosing a lubricant?

Make sure it is water-based as oil-based can damage/corrode the condom which increases the risk of it splitting.

Core Activity 2

10 minutes

Students create a storyboard showing step-by-step how a condom should be used.

For students who require further support: Talk through the flow chart on Slide 16 and ask them to add illustration to this.

Core Activity 3

10 minutes

Practice putting condoms onto the demo-models if you have invested in these.

Remind students to use their storyboards for support if needed. Students who have visual impairment may require additional support in this lesson to help them recognise when a condom is inside out by how it feels, this is an especially important part of the lesson to ensure that you or a teaching assistant are able to support them.

Exploring Sources of Influence

5 minutes

Ask students to consider what they think influences the amount of pressure a person feels about their sexual performance.

Ask the students to draw a vertical line with “less influence” at the bottom and “more influence” at the top. Students should then write the sources they have come up with along the line.

For students requiring further support: Suggest sources for students to sort along the line. For example:

- Social media
- Their partner
- Films and TV
- Pornography
- Stereotypes about masculinity
- Adverts for sexual health products

Plenary/assessment for end of learning

10 minutes

Return to the baseline assessment

Share the sources of support that the students can also find on their handouts: To browse online:

C card: <https://youngandfree.org.uk>

<https://www.nhs.uk/common-health-questions/sexual-health/can-premature-ejaculation-be-controlled>

<https://www.nhs.uk/conditions/contraception/how-do-i-use-condom>

DO NOT FORGET TO GIVE EACH STUDENT THE HAND-OUT THAT ACCOMPANIES THIS LESSON. (These are with the lesson plan downloads).