

Barrier Methods

PURPOSE

The more comfortable teens are with condoms and oral dams, the more likely they are to use them, whether they need them at this point in their lives or sometime in the future. It can be challenging to stop and think about using barrier methods in the heat of the moment. People are more likely to feel confident using barrier methods effectively when they have a chance to practice the steps to barrier use, identify and overcome challenges to barrier use and practice ways to communicate barrier use with partners.

STUDENT LEARNING OBJECTIVES

Participants will:

1. Understand how barrier methods prevent pregnancy and STI transmission.
2. List and demonstrate the steps for correct condom and oral dam use.
3. Identify and build skills to overcome challenges to using barrier methods.

LESSON SUMMARY

Activities	Minutes	Materials and Preparation Checklist
Introduce the Lesson	5	<input type="checkbox"/> Make participation cards by using note cards or paper marked with a P on one side NP on the other side. <input type="checkbox"/> Contact Maine Family Planning or purchase barrier methods to use in class demonstrations.
A Defining Barrier Methods	5	<input type="checkbox"/> Copy and cut the Barrier Definition Cards .
B Steps to Using Barrier Methods	40	<input type="checkbox"/> If possible, have samples of condoms (external and internal) and oral dams. <input type="checkbox"/> If using the suggested videos, preview ahead of time. <input type="checkbox"/> Review the Facilitator Key for demonstrating the steps for correct barrier method use. <input type="checkbox"/> For the Student Practice activity, provide condoms for each student. <input type="checkbox"/> Scissors for making an oral dam out of a condom. <input type="checkbox"/> Copy the illustrated Condom and Oral Dam Line-Up Cards , laminate if possible. <input type="checkbox"/> If students will read the talking points during the Line-Up activity, copy and paste these (from the Facilitator Key) to the back of the respective step cards.
C Barriers to Using Barrier Methods	15	<input type="checkbox"/> Copy and cut the Barriers to Barriers statements. One for each small group.
D Assessment & Closure	5	<input type="checkbox"/> Notecards or journaling option for students to complete assessment.



INTRODUCE THE LESSON



Say,
In the last class, we learned about STIs. What are some ways a person can reduce their risk for getting STIs?

Possible answers:

- *Don't have sex (be abstinent).*
- *Use a condom or oral dam every time you have sex.*
- *Get tested (and treated) regularly and make sure sexual partners are also tested and treated.*

Today, we're going to talk about barrier methods and how they work to prevent pregnancy and sexually transmitted infections (STIs). We know that anyone who is sexually active is at risk for STIs, whether they are engaging in anal, oral or vaginal sex. Learning about barrier methods may be important for you now or in the future. You can also share this information with others.

In Maine, less than half (38%) of high school students report they have ever had sex, and of those who have had sex, 60% used condoms. While it may not be surprising that youth are more sexually active as they get older, data shows that condom use actually decreases.

Why do you think condom use might decrease as youth get older?

Possible answers:

- *When people start to use hormonal methods, they may stop using condoms.*
- *They might be in a relationship with one partner and were tested, so they don't think they need to use condoms for STI protection anymore.*
- *People may not use condoms for every type of sex (oral, anal, vaginal).*

As we go through this lesson, we will talk about the importance of using dual methods, which is pairing a hormonal birth control method with a barrier method to lower the risk for both pregnancy and STIs.

FACILITATOR NOTE

2019 Maine Integrated Youth Health Survey data*

Ever had Sex

Rates of sexual activity increase with each grade. While 7% of 7th/8th graders reported they **have ever had sexual intercourse**, this rate increases to 19% among 9th graders and to 58% by the time students are in 12th grade.

Condom Use

Among high school age youth who are sexually active, 60% reported they or a partner **used a condom the last time they had sex**. The rate of condom use decreases from 66% among sexually active 9th graders to 60% of 12th graders.

This data shows the need to address sexual health and barrier use, and the use of dual methods, during the high school years, and to ensure that all youth learn about the different types of barrier methods regardless of their gender identity or sexual orientation.

**MIYHS data is collected every two years. You may be able to access data for your school district through your district administrators. Up-to-date and past State and Regional MIYHS data is available at:
<https://data.mainepublichealth.gov/miyhs/home>*

INTRODUCE PARTICIPATION CARDS

Elements of this lesson may be challenging or uncomfortable for some students, especially for those who have a history of trauma or who have different cultural or religious beliefs. If you do not already have a process that allows students the right to pass during specific activities in your classroom, you can use this option.

- Prepare note cards with a **P** (Participate) on one side and **NP** (Not Participate) on the other.
- Students can use the cards to indicate if they consent (or do not consent) to participate in a specific activity, like the condom and oral dam demonstrations.
- Explain the use of participation cards:

During this lesson, you have the right to pass if an activity is uncomfortable for you. It's your choice. For some people, these activities can bring up many feelings and it may be easier to listen and observe, rather than participate. Let's remember our group agreements and respect everyone's right to pass or participate. You can also change your mind about participating during an activity.



ACTIVITY 5A: DEFINING BARRIER METHODS



- Ask: **Why are condoms and oral dams called “barriers”?**

Possible answers:

- *They act as a barrier, or wall, that prevents a person from coming into contact with another person’s body fluids.*
- *They stop STIs from passing from one person to another.*

FACILITATOR NOTE

In this curriculum, barrier methods are referred to as **external** (male) and **internal** (female) condoms and **oral** (dental) dams. Changing the wording of condoms to **external** and **internal** demonstrates inclusive language, describing how the condom is used rather than who is using it. Likewise, the term **oral** dam is more descriptive for sexual activity including the mouth on the vulva or anus. The term **dental** dams is more appropriate for dental offices providing dental procedures.

- Ask for three volunteers to read the **Barrier Definition Cards** for external condom, internal condom and oral dam. As the volunteers are reading the definitions, hold up examples of external and internal condoms and an oral dam, if available. If you don’t have samples, show students the pictures of the methods by passing around these cards.
- If you have not already reviewed sexual anatomy, for the oral dam card you may need to explain that the vulva is the external genitals of a person with a vagina. The vulva surrounds the opening to the vagina and includes the inner and outer labia and clitoris.
- Explain to students that while there are both varieties of condoms - internal and external - this curriculum uses the general term **condoms** to refer to both.
- After reviewing the barrier method definitions, ask:

Where can someone get condoms and oral dams?

Possible answers:

- *family planning clinics*
- *other health care providers*
- *school based health centers or school nurse’s office (depending on the school district)*
- *pharmacies*
- *grocery or convenience stores*
- Let students know that some places (like family planning clinics, school health centers or school nurse offices) may offer free barrier methods. Not all stores carry oral dams but they can be easily made from a condom or by using plastic wrap. This process is included in the demonstration part of this lesson.

Barrier Definition Cards



External condom: A thin sheath of latex or polyurethane that covers the penis. Condoms reduce the risk of pregnancy and STIs during vaginal, anal or oral sex.



Internal condom: A polyurethane pouch placed inside the vagina or anus to reduce the risk of pregnancy and STIs during vaginal sex and for STI protection during anal sex.



Oral dam: A thin sheet of latex placed over the vulva or anus creating a barrier during oral sex to prevent STIs. Plastic wrap or a condom (with the tip removed and the condom cut open) can be used if an oral dam is not available.





ACTIVITY 5B: STEPS TO USING BARRIER METHODS



Explain that you are now going to review the steps for using condoms and oral dams. Options include providing a demonstration to the class yourself or showing the suggested videos.

TEACHER DEMONSTRATION



FACILITATOR NOTE

If you are doing the demonstration yourself and would like to see how, watch the suggested videos. They are helpful examples of how to do the demonstrations and how to make an oral dam from an external condom. Internal condoms are not readily available and you may have difficulty finding samples. Contact education@mainefamilyplanning.org to request a sample, or use the video below to demonstrate to students how an internal condom is used.

If you are short on time, one option is to combine the teacher demonstration with the student demonstration, passing condoms out to students and having them follow along as you demonstrate the steps to condom and oral dam use. If your school district does not allow condoms in the classroom, you can use the videos and the line-up activities to demonstrate the correct steps.

- Demonstrate the steps for using an external condom by using a penis model, a dowel or your fingers. Refer to the steps listed in the **Facilitator Key** for **External Condom Steps**.
- Demonstrate the steps for using an oral dam by using your hand to indicate how the oral dam covers the vulva or anus. Refer to the steps listed in the **Facilitator Key** for **Oral Dam Steps**.
- Demonstrate an internal condom, if you have one, or show a video demonstrating the internal condom. If you have a sample of an internal condom, use your hand to show how the pouch can be placed in a vagina or anus with the outer rim covering the outside of the body.
- Demonstrate making an oral dam from a condom. Refer to the steps provided in the notes of the **Facilitator Key** for the **Oral Dam Steps**.

Alternatively, you can show students these videos.

Suggested videos for demonstrating external condoms:

- How to Use a Condom from Teaching Sexual Health
<https://teachingsexualhealth.ca/teachers/resource/using-a-condom-video/>
- Condoms: How to Use Them Effectively from Amaze.org
<https://amaze.org/video/pregnancy-reproduction-condoms/>

Suggested videos for demonstrating internal condoms:

- The Internal Condom Tutorial from SHAG (Brown University's sexual health club)
<https://www.youtube.com/watch?v=Jc3wrRJHUA0>

Suggested videos for demonstrating oral dams (includes how to make one from a condom):

- Using a Dental Dam from Teaching Sexual Health
<https://teachingsexualhealth.ca/teachers/resource/using-a-dental-dam/>
- How to Use a Dental Dam! from SHAG (Brown University's sexual health club)
<https://www.youtube.com/watch?v=JNSXkDZYNIw>

FACILITATOR NOTE

You may use the talking points below when you do the demonstration or you can copy and paste the talking points to the back of each of the **Condom Line-Up Cards** and students can read them during the condom line-up activity.

FOLLOW THESE STEPS:**1. Ask or give consent to have sex.**

- Talk with a partner about whether they want to have sex.
- Ask if they are okay with using a condom.
- Talk with a partner about what feels good.
- Ask what they need to feel comfortable (like lubricant, condom type or size/fit).
- Discuss the importance of giving and getting consent at each step of sexual activity.

2. Check expiration date.

- Buy or get condoms from a store or clinic. Condoms may be available at no/low cost at family planning clinics.
- Store condoms in a cool, dry place away from light and extreme temperatures to prevent damage.
- It's important to check that the package is sealed before opening it — each package should feel like a pillow of air is sealed inside.

3. Carefully open the package and remove the condom.

- Inspect the condom for signs of damage, dryness or wear (this can occur from keeping it for a long time in a back pocket, wallet, purse or glove box of a car).
- If there are any doubts, start with a new one and try to have more than one condom with you.

4. Make sure the condom tip is pointing up so it can easily roll down the penis.

- Placing a condom on backwards is a common mistake. If this happens, throw it away.
- Pre-ejaculate (pre-cum) can contain sperm. If a condom is placed on the penis the wrong way, then turned right side up again, sperm can be on the outside of the condom.
- Add a few drops of lube inside the condom before putting it on to increase comfort.
- Due to anxiety or other emotions, it's common to lose an erection. This might be easier for some or embarrassing for others. Just know that it happens.

5. Pinch tip of condom to squeeze the air out.

- Leaving room at the tip of the condom will allow a place for ejaculate/semen.

6. Place the condom on the erect penis and roll it down all the way.

- Condoms should fit snugly to the base of the penis.
- Loss of erection can occur at any point during sexual activity. This is normal. If this happens, you may decide to take a break. By practicing putting on a condom, it may make it easier when you are ready to have sex with a partner.

7. Apply water-based lube to the outside of the condom or on a partner.

- Not enough lubrication is one of the main reasons that condoms break during sex.
- Water-based or silicone-based lube prevents the condom from breaking and lubricates the skin reducing the risk of an STI.
- Oil-based lube, like lotions, baby oil or massage oils, can damage latex and cause condoms to break.
- Lube also can make condoms more pleasurable.

8. Engage in safer oral, anal or vaginal sex.

- Check in to make sure you and your partner are still comfortable and enjoying sex.
- Either of you can stop at any time if it doesn't feel right.

9. When finished, hold the condom at the base of the penis while pulling out.

- This is to make sure that the condom does not fall off and spill sperm inside a partner's body.

10. Carefully take the condom off the penis and throw the condom in the garbage.

- Remove the condom before the penis goes soft, so the condom doesn't get too loose and lets semen out.
- If some semen gets on your hands or body, wash it off.
- Do not flush down the toilet as it may cause plumbing problems.

FACILITATOR NOTE

You may use the talking points below when you do the demonstration or you can copy and paste the talking points to the back of each of the **Oral Dam Line-up Cards** and students can read them as they do the oral dam line-up activity.

FOLLOW THESE STEPS:

1. **Ask or give consent to have oral sex.**
 - Talk with a partner about whether they want to have oral sex.
 - Ask if they are okay with using an oral dam.
 - Talk with your partner about what feels good.
 - Ask what they need to feel comfortable by discussing things like lubricant.
2. **Obtain oral dam, plastic wrap or make one out of a condom.**
 - Buy or get oral dams from a store or clinic.
 - They may be available at no/low cost at family planning clinics.
 - Use plastic wrap in the same manner as a purchased oral dam.
 - If you don't know how, Google instructions for making an oral dam out of a condom.
3. **Check expiration date.**
 - It's important to check that the package is sealed before opening it.
 - Store oral dams in a cool, dry place away from light and extreme temperatures. Heat, cold and moisture can damage oral dams.
4. **Carefully open the package and remove the oral dam.**
 - Inspect the oral dam for signs of damage, dryness or wear (this can occur from keeping it for a long time in pocket, wallet, purse, or glove box of a car).
 - If there are any doubts, start with a new one. Try to have more than one oral dam with you.
5. **If partners agree, apply lubricant.**
 - Be sure to use a water-based or silicone-based lube.
 - Oil-based lube, like lotions, baby oil or massage oils, can break down the material of the oral dam.
 - Lube can also make oral dams more pleasurable to use.

6. Place oral dam over vulva or anus and hold in place.

- Do not use the reverse side of the oral dam once it has come in contact with the vulva or anus. This could increase the risk for spreading STIs.

7. Engage in safer oral sexual activity.

- Check in to make sure you and your partner are still comfortable and enjoying sex.
- Either of you can stop at any time if it doesn't feel right.

8. When finished, carefully remove the oral dam and throw in the garbage.

- If you get bodily fluids on your hands or body, wash it off.
- Do not flush down the toilet as it may cause plumbing problems.

FACILITATOR NOTE

To make an oral dam from a condom, follow these steps:

1. Obtain a condom.
2. Check the expiration date.
3. Make sure the condom package isn't damaged and there is a pillow of air sealed inside.
4. Open the condom package.
5. While the condom is still rolled up, cut off the tip and cut down the side of the condom to open it up.
6. Unroll the condom.

It is now a rectangular shape and ready to be used as a barrier for oral sex on a vulva or anus.

CONDOM LINE-UP



FACILITATOR NOTE

If you didn't include the talking points during the teacher demonstration, you can include them here during the student **Condom and Oral Dam Line-ups**. You can copy and paste the talking points on the back of the respective condom and oral dam line-up cards and ask students to read the talking points along with each step.

The illustrations for the line-up cards are attributed to www.cdc.gov/condomeffectiveness.

Say,

Now that you've seen the correct steps for using barrier methods, it is your chance to put the steps in the correct order. Condoms and oral dams are very effective at preventing both STIs and pregnancy, if they are used correctly every time someone has oral, anal or vaginal sex.

- Divide the students into two groups. Give each group one set of either the **Condom Line-Up Cards** or **Oral Dam Line-up Cards**. You can print the sets of cards in different colors to prevent them from getting mixed up.
- Ask the two groups to work together to put their cards in the correct order.
- Options for doing the activity:
 1. Ask the groups to stay seated as you move to each group to see if they have placed the steps in the correct order.
 2. Once each group believes they have the steps in the right order, have them line up with their cards in order. If appropriate, the groups can even compete to see who can finish first.
 3. Ask the group with the Oral Dam Line-up Cards and the group with the Condom Line-up Cards to come to the front of the room to show their line-ups, one after the other.
- Have the students line up the cards in order and read them. If you have copied the talking points to the back of the line-up cards, ask each person holding a card to read the step as well as the talking points.
- After all steps have been read, ask for feedback on the line-ups. Give students a chance to ask any questions they may have about the steps or talking points.

STUDENT PRACTICE



FACILITATOR NOTE

Before handing out condoms, be sure to ask if anyone has latex allergies. If a person is allergic or sensitive to latex, they should not touch the condom. If available, offer non-latex condoms to those with latex allergies or sensitivities.

- On the board, post the **Condom and Oral Dam Line-up Cards**.
- Say: **You will each have a chance to practice the steps for using an external condom or oral dam. You may use your participation cards if you do not want to participate.**
- Give students an opportunity to place their Participate/Non-Participate cards where they are visible. Ask students who want to participate to raise their hand to find a partner. For those not wanting to participate, they may choose to observe.
- Give each pair two condoms. Each student can choose to practice the condom steps or oral dam steps (including making one from a condom). Their partner can coach them through the steps in the correct order, if needed. Students choosing the condom steps can use their fingers to demonstrate. Students choosing to make an oral dam from a condom can use the palm of their hand to indicate the vulva or anus.

DEBRIEF THE ACTIVITY

Debrief the condom activities by asking the following questions:

1. **Were the steps to correct condom and oral dam use easier or more difficult than you expected?**
2. **Do you think people would be more likely to use these barrier methods knowing and practicing the correct steps?**
3. **Why is it important to follow these steps?**

Possible answer: If a person doesn't use these methods correctly, it can raise the risk for pregnancy and STIs.

SUMMARIZE

In summarizing the activity, include these key points:

- **Barrier methods are very effective at preventing STIs during vaginal, oral and anal sex.**
- **Talking with your partner about using barrier methods is a great way to discuss pleasure and practice consent.**



ACTIVITY 5C: BARRIERS TO USING BARRIER METHODS



Say,

Condoms and oral dams are easy to use, so let's talk about some of the reasons people may not use a barrier method. Even though the scenarios we will be using mention having a partner, we recognize not everyone may decide to have sex.

- Divide the class into small groups of 2-3 students. Give each group a **Barriers to Barriers** statement.
- Have the groups choose a note-taker and reporter who will share the group's responses to the larger group.
- Give them a few minutes to complete their responses. Remind students to use assertive communication skills.
- After 5 minutes, come back together and ask each small group to read their barrier statement and responses. You can supplement their answers by using the **Facilitator Key**.
- You may want to use this example, or one of your own, to demonstrate the activity:

Example:

When your partner says – *I'd use condoms, but there's no place close where I can get them.*

1. Validate what the person is saying:

I agree with you. That is a problem where we live.

2. Provide suggestion(s):

Maybe we can ask a friend to buy some the next time they go to the store.

3. What can you do to work together for a solution?

- *Discuss the importance of using condoms and risks of not using a condom.*
- *Make a plan to get condoms through a friend or family member.*
- *Wait to have sex until you can get condoms.*

DEBRIEF THE ACTIVITY

1. Are these realistic statements or barriers that someone might say or experience?
2. Why is it important to talk about barrier method use?

Possible answers:

- *Talking about condoms and oral dams openly and honestly can break down the barriers to using them.*
 - *Barriers provide protection from STIs and unintended pregnancy.*
3. How would you answer these questions differently if they came from a friend, rather than your partner?

Possible answer:

- *You could validate their concerns and help them problem-solve to find a solution.*

SUMMARIZE

In summarizing this activity, include these key points:

- It is important to identify barriers to using barrier methods and solutions to overcome them.
- Using a dual method that includes barrier methods in combination with another method of birth control is the most effective way to prevent both unintended pregnancy and STIs.
- Communicating boundaries and problem solving the use of barrier methods are essential skills in staying sexually healthy and building positive, healthy relationships.

Barriers to Barriers



When your partner says: *Using a barrier doesn't feel good.*

1. Validate what the person is saying:
 2. Provide suggestions:
 3. How can you work together for a solution?
-

When your partner says: *I'm already on a hormonal method, so we don't need a condom.*

1. Validate what the person is saying:
 2. Provide suggestions:
 3. How can you work together for a solution?
-

When your partner says: *I don't have enough money to buy condoms/oral dams.*

1. Validate what the person is saying:
 2. Provide suggestions:
 3. How can you work together for a solution?
-

Barriers to Barriers



When your partner says: *I don't have an STI, so we don't need to use a condom/oral dam.*

1. Validate what the person is saying:
2. Provide suggestions:
3. How can you work together for a solution?

When your partner says: *I can't find an oral dam anywhere.*

1. Validate what the person is saying:
2. Provide suggestions:
3. How can you work together for a solution?

When your partner says: *I don't want anything between us during sex.*

1. Validate what the person is saying:
 2. Provide suggestions:
 3. How can you work together for a solution?
-

FACILITATOR KEY**Barriers to Barriers**

Use the following for suggested responses to these statements.



When your partner says: *Using a barrier doesn't feel good.*

1. Validate what the person is saying: **I understand, I want us both to feel good. It would also feel good if we don't have to worry about getting an STI/pregnancy.**
 2. Provide suggestions: **We could use lube or try different sizes and brands to increase pleasure.**
 3. How can you work together for a solution? **Make using a barrier method part of the sexual activity. Talk about ways to make each other feel good while using a method.**
-

When your partner says: *I'm already on a hormonal method, so we don't need a condom.*

1. Validate what the person is saying: **It's great that you are using a hormonal method.**
2. Provide suggestions: **Since hormonal methods don't protect against STIs, let's use a barrier method too.**
3. How can you work together for a solution? **Visit a clinic together for testing or to get condoms/oral dams. Research or discuss what barrier method works best for you.**

FACILITATOR NOTE

Discuss dual protection. Using a hormonal method + barrier method = increased protection against pregnancy and STIs. Many young people stop using barrier methods when they are also using other forms of birth control, putting them at a greater risk for an STI.

When your partner says: *I don't have enough money to buy condoms/oral dams.*

1. Validate what the person is saying: **I know they can be expensive in the stores.**
 2. Provide suggestions: **Family Planning provides free condoms. We could ask our school nurse/counselor, or a parent, sibling or trusted adult. We can make an oral dam out of a condom or use plastic wrap.**
 3. How can you work together for a solution? **Together, research online where and how to get free or low cost barrier methods. Talk with someone on a clinic chat line. Ask a school nurse/counselor/trusted adult.**
-

Barriers to Barriers

Use the following for suggested responses to these statements.



When your partner says: *I don't have an STI, so we don't need to use a condom/oral dam.*

1. Validate what the person is saying: **I am glad you know your STI status.**
 2. Provide suggestions: **Let's not take chances, I feel better if we used a barrier to be sure we don't get STIs. Let's get tested together. We can make using barrier methods fun and practice being safe together.**
 3. How can you work together for a solution? **Talk about where to get free or low cost testing. Decide what barrier method would work best for you.**
-

When your partner says: *I can't find an oral dam anywhere.*

1. Validate what the person is saying: **You're right, they're not easy to find. I don't know if I know where to get one either.**
 2. Provide suggestions: **We could make one from a condom or use plastic wrap as a barrier. We could find out if Family Planning has them.**
 3. How can you work together for a solution? **Google where to find oral dams, ask others if they know where to get oral dams. Find out where they are located in a store. Make one, or look online for how to make one out of a condom. Use plastic wrap as a barrier for oral sex.**
-

When your partner says: *I don't want anything between us during sex.*

1. Validate what the person is saying: **I hear you; it is nice to feel close to each other.**
 2. Provide suggestions: **Talking about barrier methods and practicing using them together will also help us feel close and safe. We will also be protecting ourselves from STIs/pregnancy. We could find methods that would make it fun too.**
 3. How can you work together for a solution? **Talk about why it is important to protect each other from STIs/pregnancy. An STI or pregnancy could come between us too.**
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ACTIVITY 5D: ASSESSMENT & CLOSURE



ASSESSMENT

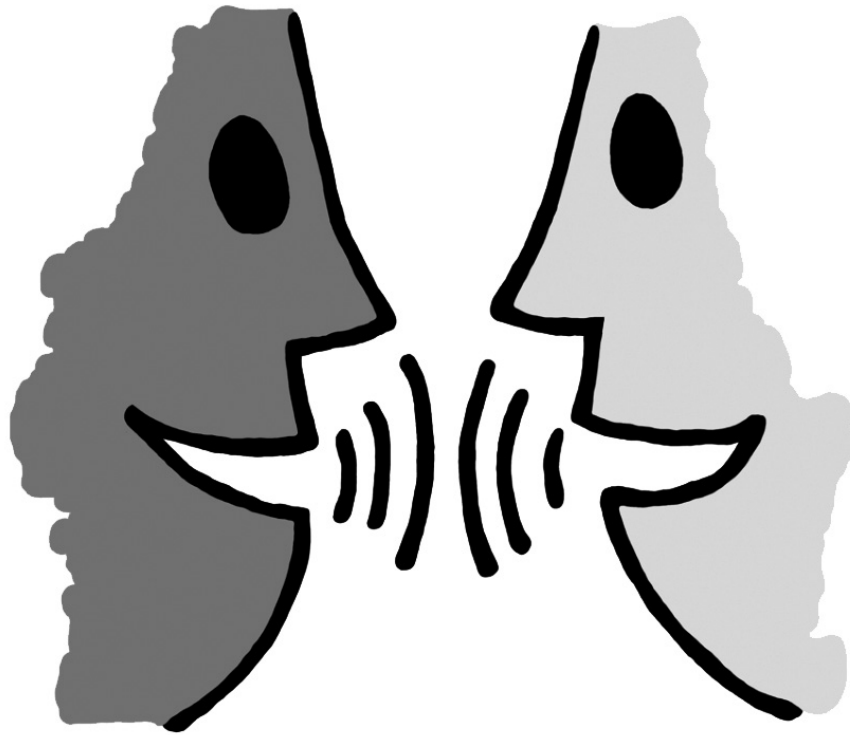
To assess learning, pass out a note card to each student and ask them to write down (or have them write in a journaling activity) their responses to the following questions:

1. What's something new you learned about barrier methods?
2. Why is it important to use condoms and oral dams correctly?
3. What does it mean to use a dual method of protection?

CLOSURE

In closing the lesson, be sure to make these key points:

- Remember, not having sex is the best way to prevent pregnancy and STIs.
- If you are engaging in sexual activity, it is important to use a barrier method every time you have sex.
- The dual method of protection, using a barrier along with another form of birth control, prevents both pregnancy and STIs.
- Practice affirmative consent when talking with your partner about having sex and using a barrier method. This is the best way to ensure you will both feel heard, supported, and protected from STIs and unintended pregnancy.
- Even if you are not planning to have sex, you now have information and skills to keep yourself healthy in the future or to inform friends or family.

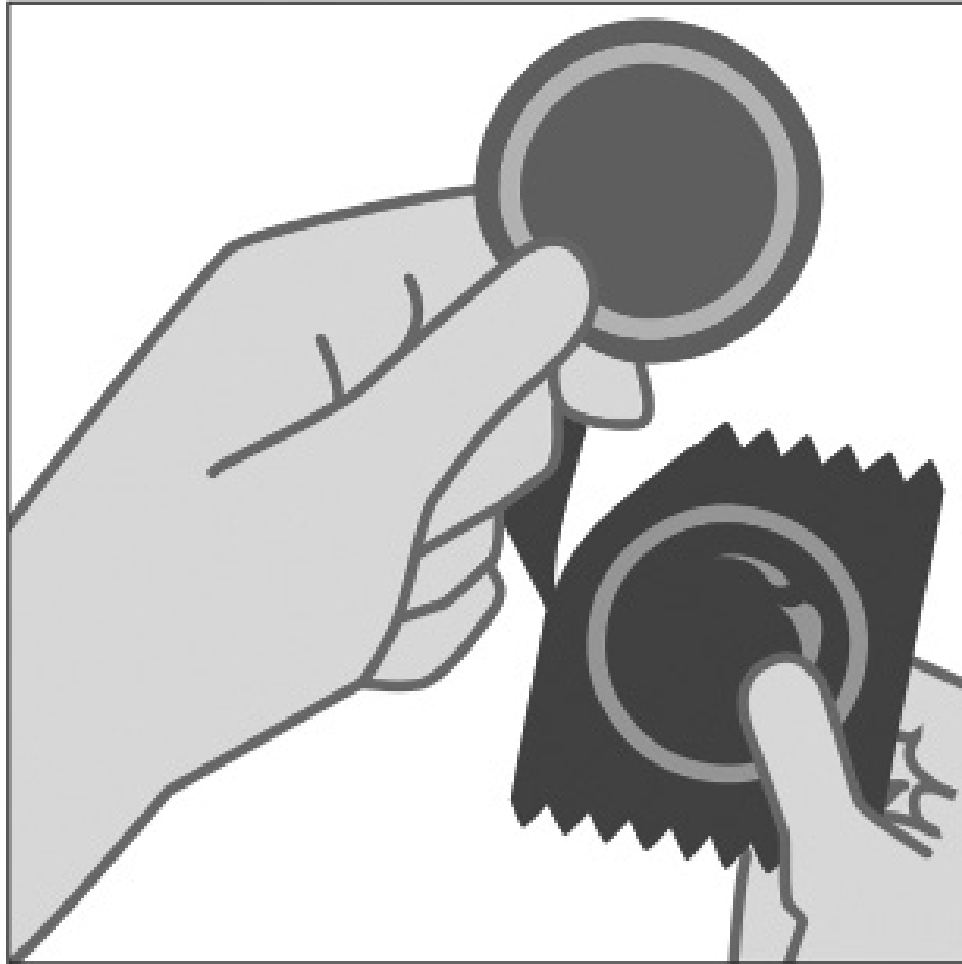


**Ask or give consent
to have sex.**

ACTIVITY 5B: CONDOM LINE-UP CARDS



**Check
expiration date.**



**Carefully open the
package and
remove the condom.**

ACTIVITY 5B: CONDOM LINE-UP CARDS



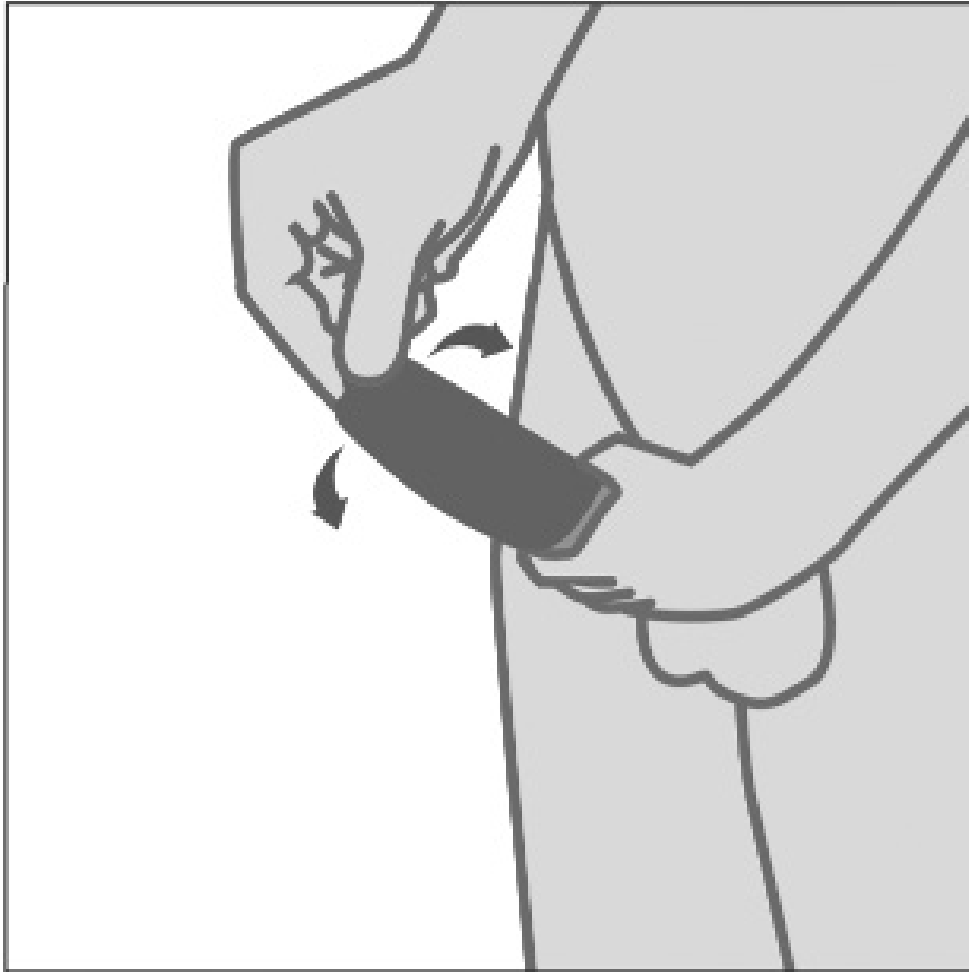
Make sure the condom tip is pointing up so it can easily roll down the penis.

ACTIVITY 5B: CONDOM LINE-UP CARDS



**Pinch tip of condom
to squeeze the air out.**

ACTIVITY 5B: CONDOM LINE-UP CARDS



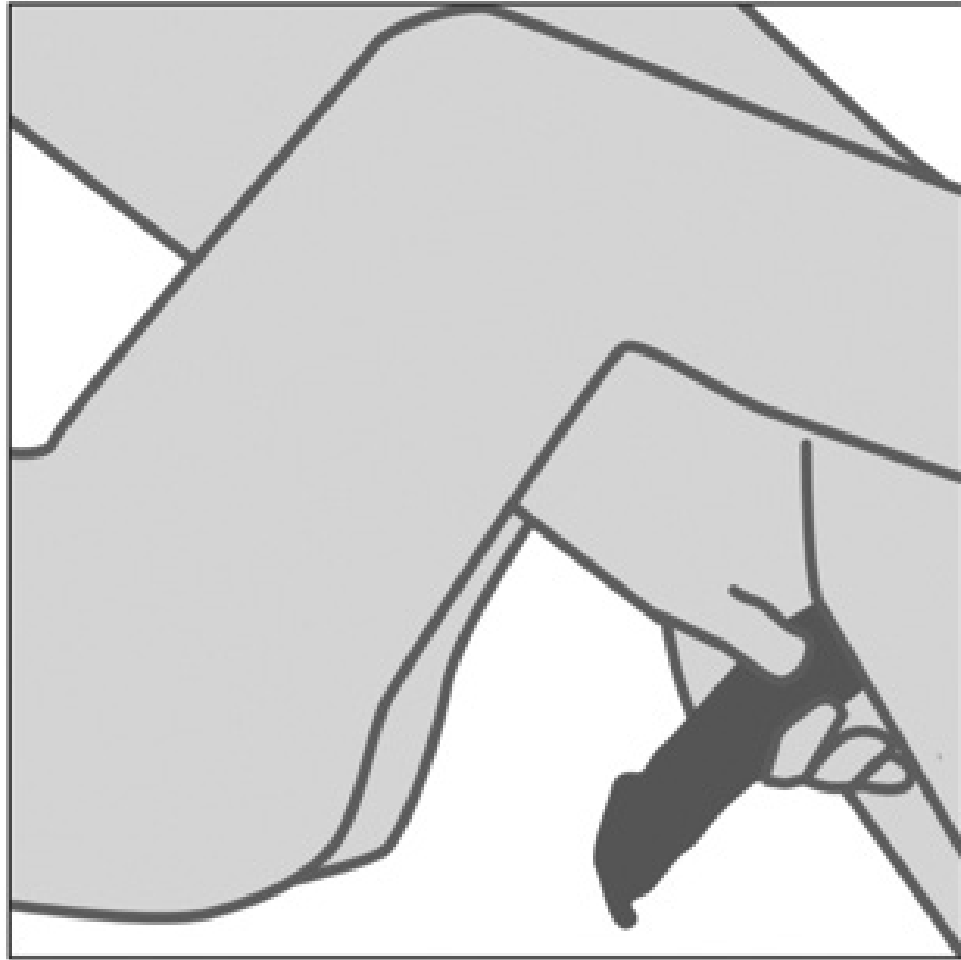
**Place the condom on the
erect penis and roll it
down all the way.**



**Apply water-based lube
to the outside of the
condom or on a partner.**



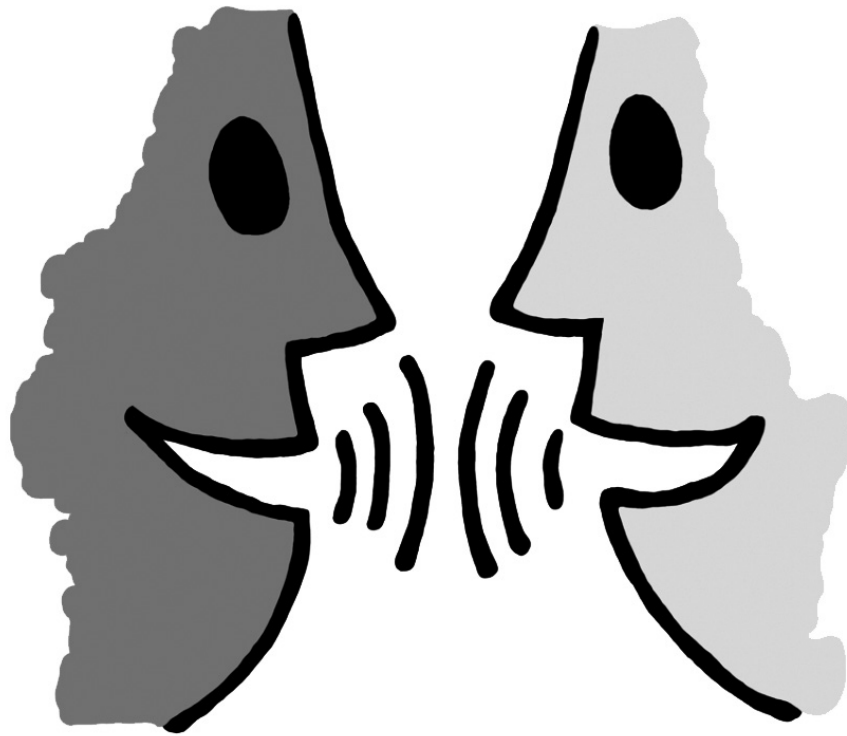
**Engage in safer oral,
anal or vaginal sex.**



When finished, hold the condom at the base of the penis while pulling out.

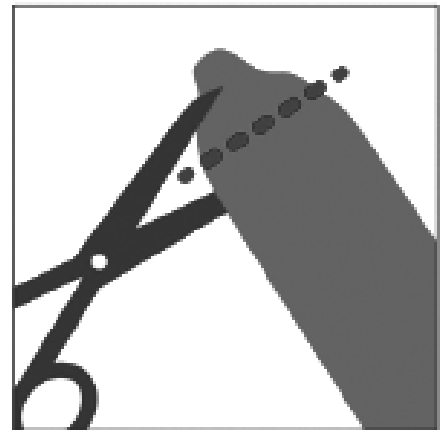
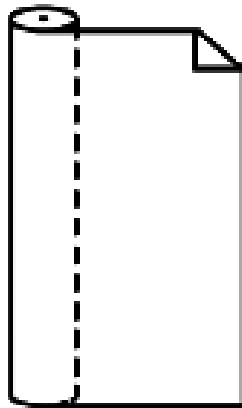
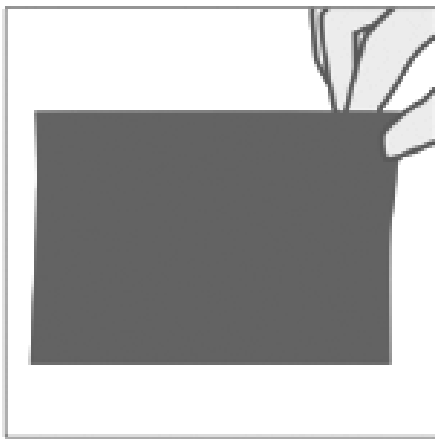


**Carefully take the
condom off the penis
and throw the condom
in the garbage.**



**Ask or give consent to
have oral sex.**

ACTIVITY 5B: ORAL DAM LINE-UP CARDS

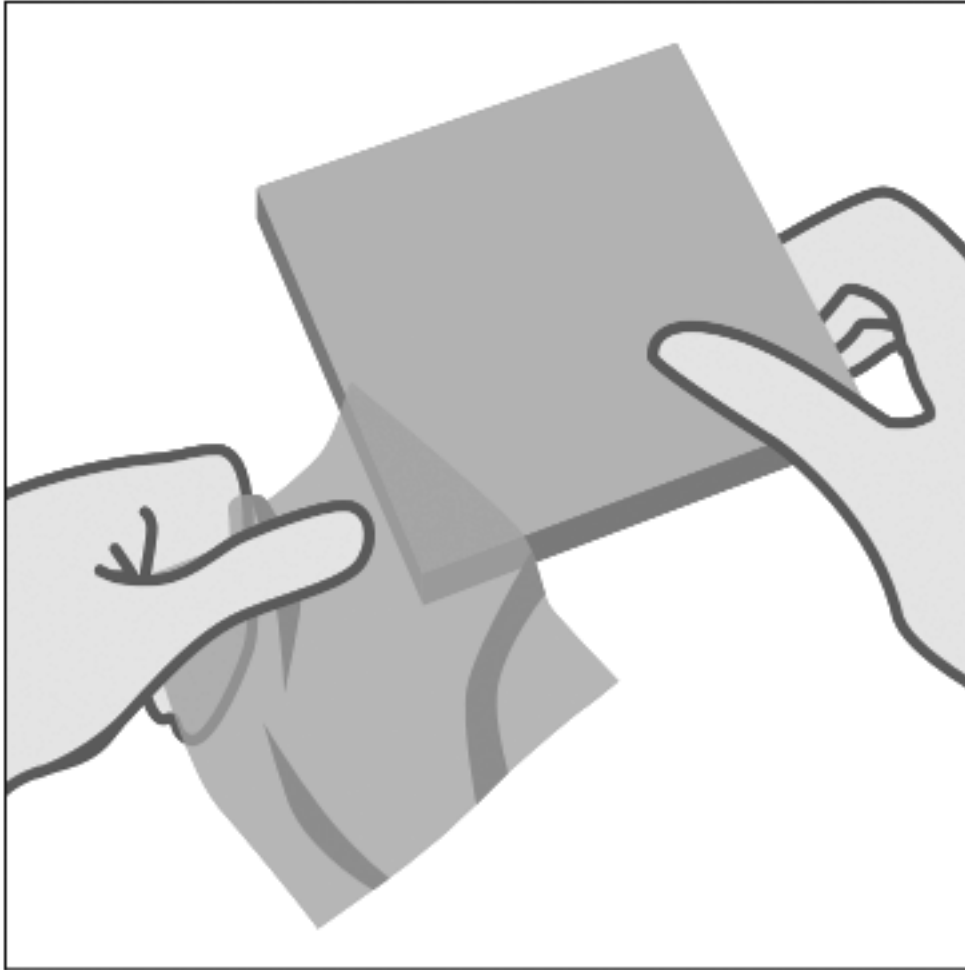


**Obtain oral dam,
plastic wrap or make one
out of a condom.**

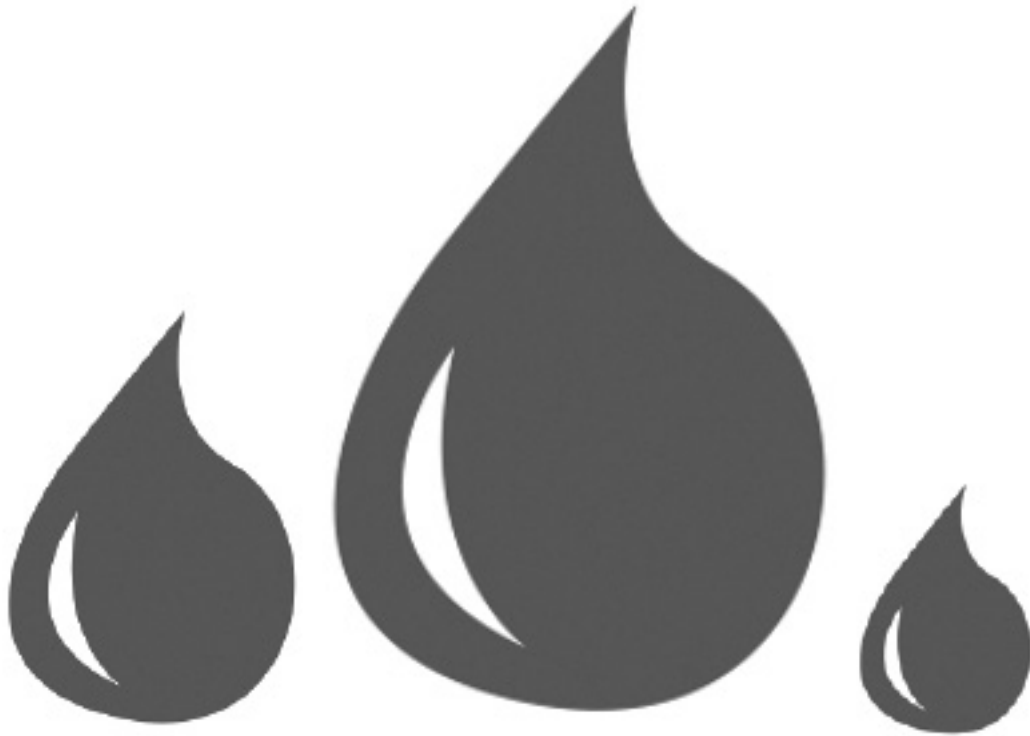
ACTIVITY 5B: ORAL DAM LINE-UP CARDS



Check expiration date.

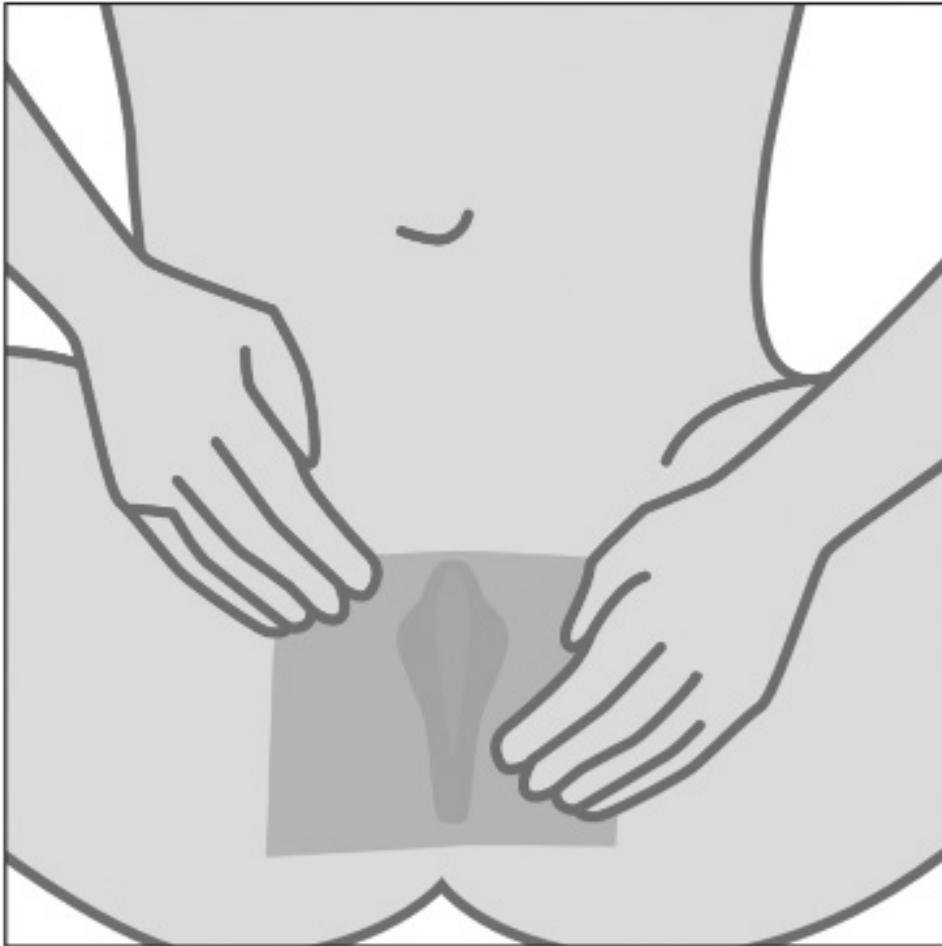


Carefully open the package and remove the oral dam.



**If partners agree,
apply lubricant.**

ACTIVITY 5B: ORAL DAM LINE-UP CARDS

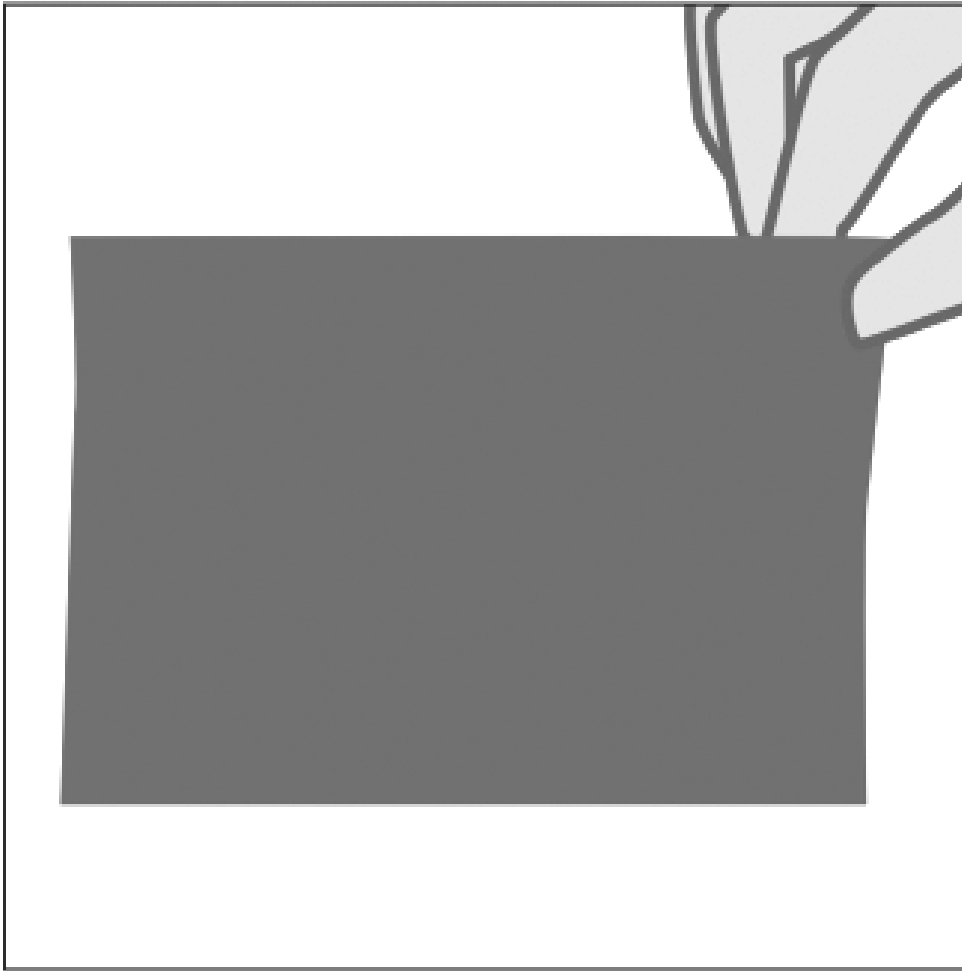


**Place oral dam over vulva
or anus and hold in place.**



**Engage in safer oral
sexual activity.**

ACTIVITY 5B: ORAL DAM LINE-UP CARDS



When finished, carefully remove the oral dam and throw in the garbage.