

OOPS, YOU CAUGHT ME WITH CONDOMS!

Access
 Condom
 Gender
 Gender-based Violence
 HIV
 Protected sex
 Risk
 Sexual Activity
 Social norms
 STI
 Stigma
 Barrier methods
 Hormonal contraception

- ✓ 1. To help learners recognise the **stigma** associated with condoms.
- ✓ 2. To help learners understand how stigma increases vulnerability to HIV and **risky** behaviours.
- ✓ 3. For learners to think about how to challenge **stigma** related to condoms.
- ✓ 4. For learners recognise how stigma is gendered and affects boys and girls differently.

🕒 1 hour

★ **Scenario Cards : 'Oops, You Caught me with Condoms!' (provided)**

PROCEDURE

PRIOR TO CLASS

- 1 Print the 'Oops, You Caught me with Condoms!' Scenario cards (provided) onto paper or card. (Printing them onto card will make them more durable). Cut out and distribute scenario cards to learners.

IN CLASS

- 2 Tell learners that the decision to engage in **sexual activity** is a significant one, and that they should think carefully when they want to become sexually active with their first, or a new partner.
- 3 Explain that it is very important to discuss their options for **protected sex**. They should have this discussion if they are to become sexually active, or even if they are already sexually active.
- 4 Suggest to learners that there are several steps that they should take before becoming involved with a new sexual partner. Remind and reassure them that if they are already in a sexual relationship, and they have not done these things, it is not too late to start! Encourage them to:
 - Discuss **sexual activity** with their partner and make sure that they are clear about what each partner wants to do and does not want to do. These do's and don'ts should be revisited regularly, as people's feelings change.
 - Get information about the kinds of sexual acts they want to engage in, so that both partners feel confident and comfortable and know the implications of their choices.
 - Decide on what protective measures to use to minimise the risks of STIs and pregnancy. These include condoms or other **barrier methods** and **hormonal contraception**.
- 5 Explain that there is still **stigma** around using condoms, even though they are the safest and most accessible form of protection against **STIs** and pregnancy. Explain that this exercise is to help them become more comfortable talking about safer sex and condoms, as well as to think about how they may react in different potentially awkward or embarrassing situations involving condoms.
- 6 Remind them that even though they may find some of the content funny, or awkward, this is a serious issue, and they should engage as best as they can, and remain focused on the exercise.
- 7 Explain to the class that they will do some role playing and divide the class into groups of 3 or 4. Hand out one of the scenarios from the sheet to each group for them to role play.
- 8 Ask learners to prepare a short role play using the scenario. The scenarios usually involve two people, but the others in the group should take on the roles of helpful or unhelpful bystanders. These may include friends, family members or interested onlookers.

- 9 Give learners 10 minutes to prepare, during which time you should circulate among the groups and give suggestions or help keep the activity focused and on track.
- 10 Then ask learners to perform the role plays, group by group. While a role play is being performed the rest of the class should make notes about the scenario, including how realistic it was, how the person resolved the tension (confrontation and/or assertiveness, or backing down and/or avoidance), and what they themselves would have done.
- 11 Once everyone has performed their role play, ask the class to reflect on their notes and facilitate a class discussion by asking:
 - a. What was the source of stigma in each of the role plays?
 - b. How did the characters react?
 - c. How could they have reacted differently to reduce stigma in the situation?
 - d. Are there different **social norms** about sex for girls and boys that create different stigmas for each about condoms? What are the gendered expectations for boys, and girls? How are they the same, or different? Why?
 - e. Whose responsibility is it to get, carry, and facilitate the use of condoms?
 - f. How can we challenge the stigma associated with condoms.
 - g. How does stigma make girls and women more vulnerable to HIV, STIs and **gender-based violence**?
- 12 Conclude by reminding them that, even though **social norms** may make it difficult or uncomfortable to **access** condoms or to initiate discussion about using condoms, confronting this discomfort is necessary as condoms are important for safer sexual activity.



TEACHER TIPS



General

Learners may act silly or make jokes, mock each other or withdraw because of the overt sexual content in the exercise which adolescents might find amusing or uncomfortable. You can minimise this by preparing the class for the sexual content before the exercise. Tell them that you will be talking about sex and condoms, and even though they may find that amusing, this is a really important issue that they need to engage with in a mature and serious way. For this reason you would like them to focus on the exercise and give the issues their full attention.



Making the Link with Gender and Violence

This exercise explores stigma, gender and protected sex; how boys and girls face different challenges in negotiating safer sex. The exercise also introduces skills that learners may need to challenge stigma, negotiate sex, and prevent **coerced** and unsafe **sex**. This is particularly useful to young people whose personalities, cultures and life experiences may make them shy or unwilling to engage with issues of sex, gender and sexuality, and which may predispose them to violence.

Specifically, the issue of gender discrimination and gender-based violence will come up in discussion when asking questions d, e, and g in point 11. When addressing these questions it is important to highlight that negotiation of **contraceptives** and safer sex practices are heavily influenced by **power** in relationships. Teenage girls often find themselves in relationships where their partners refuse to wear **condoms**, thus putting them at a higher risk for contracting **STIs** and becoming pregnant. This happens in male dominated circumstances, especially because young girls are trained to be less **assertive**, and told that there is no need for them to know about sex, and that they do not have rights to demand safe sex. Because condoms are usually worn by men, **women** feel unable to insist that their partners wear condoms. Even older women face this problem. Specifically in **abusive** relationships, where women who face **violence** and **manipulation**, may not be able to assert their desire for safer sex.

Emphasise that safer sex is the responsibility of both partners, irrespective of gender. Both partners should feel empowered to make decisions about their sexual health.



Assessment Ideas

Design a poster, advertisement or campaign that demonstrates that the responsibility for condoms should be shared by both partners. The campaign should clearly indicate how the stigma around gender and protected sex can be challenged.



OOPS, YOU CAUGHT ME WITH CONDOMS! ROLE PLAY SCENARIOS

Print and cut out the following scenarios for role-play.

Scenario 1.

Jana and Willie have decided they are ready to have sex. They are talking about who should go to the shop to buy the condoms ...

Scenario 6.

Jason and his younger brother Nico (age 10) are play-wrestling on the floor, and a condom falls out of Jason's pocket. Nico asks him what it is ...

Scenario 2.

Kholiswa confronts her boyfriend Edward. She says she knows he is sleeping with other girls. She tells him that she wants them to use a condom ...

Scenario 7.

Lilly is buying condoms at the store and her aunty happens to walk in just as she's getting ready to pay at the counter ...

Scenario 3.

Tim's mother is doing the laundry and is checking the pockets of his pants to make sure they are empty. She finds a condom in his pocket. She turns to confront him ...

Scenario 8.

Thabo is going to get condoms from the clinic, and his aunty is there waiting to see the doctor. She asks him why he's there ...

Scenario 4.

Thuli asks her mother to pass her homework book to her from her school bag. Her mother pulls out the book, and a condom falls out of her bag...

Scenario 9:

Gabi is having lunch with a group of girl and boy friends, when Imran notices a condom sticking out of her bag. He starts to tease her about it ...

Scenario 5.

Mark and Thembi want to have sex. Thembi takes out a condom from her purse ...

Scenario 10:

Sylvi and Lindy are walking home when Sylvi says she wants to stop at the clinic for some condoms. Lindy is horrified and tells Sylvi she thought she was a 'good girl', and that she is disappointed in her ...