Lesson Four

Title: Sexually Transmitted Infections

Theme: How STIs including HIV/AIDS are prevented, transmitted, detected, and treated.

Time: 125 minutes

Materials:
* STI Fact Sheets
* STI Chart # 1 (Student Handout)
  o STI Chart #1 (Answer Key)
* STI Chart # 2 (Student Handout)
  o STI Chart # 2 (Answer Key)
* STI – QUIZ
  o STI Quiz (Answer Key)
* Video Handout
* Homework Detective

Objectives:
- For students to assess their own knowledge of STIs including HIV/AIDS pre and post instruction.
- For the educator to use a pre and post test to measure student knowledge of STIs including HIV/AIDS.
- To be able to define what a sexually transmitted infection is.
- To help students learn basic information about STIs.
- For students to describe the symptoms, consequence, treatments and prevention options for sexually transmitted infections.
- To explain how quickly a virus can spread within a population.

Curriculum Expectations:

9p7 – Describe the relative effectiveness of methods of preventing sexually transmitted diseases (e.g. abstinence, condoms).

9p8 – Demonstrate understanding of how to use decision-making skills effectively to promote healthy sexuality (e.g. avoiding unwanted STIs such as HIV/AIDS).

9p10 – Identify community support services related to sexual health concerns.

9p23 – Use appropriate social skills when working collaboratively with others.
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4MAT Quadrant Code(s):

3L – Teacher as Facilitator, applying ideas, skills and knowledge: Worksheets, tests, and quizzes.

4L – Teacher as colleague, dynamic learning, risk taking: Group work, preparation for group presentation, organizing information and researching.

Background Information:

Sexually transmitted infections (STIs) are infections which are transmitted through sexual contact, including sexual intercourse and/or intimate contact with the genitals, mouth and/or rectum. Some STIs are also transmitted through blood. STIs are caused by either viruses or bacteria. Some STIs are treatable and curable while others are not. Accurate and factual information will dispel myths and give students the chance to make informed decisions about how to protect themselves.

Activity One: GROUND RULES: 5 - 10 minutes

Ensure ground rules are established before beginning this lesson. For classes that have already established ground rules (lesson one p. 36), quickly reviewing them can promote a successful lesson.

Suggestions for Classroom Rules

- Everyone is responsible for his/her own learning.
- Everyone has the right to his/her own beliefs and opinions.
- Everyone will be treated with respect.
- Everyone has the right to be heard.
- We will use only the proper terms for body parts and sexual activities.
- We will not make fun of our peers.
- We will not name-call or put people down.
- We will not ask personal questions during our discussions.
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_Pre-Test QUIZ – 10 minutes_
The focus of this lesson will be on sexually transmitted infections (STI). Start the lesson off with a short true/false pre-test. This will illustrate the students’ current STI knowledge (See Student Handout – STI Quiz). Allow students 10 minutes to complete the quiz. Once students have completed the quiz make sure to collect all copies, do not hand quizzes back until the conclusion of lesson 4. At the end of this lesson, give this identical quiz to the students as a post-test. You can then use the data collected to measure student knowledge gained of STI and HIV/AIDS.

**Activity Two: Defining STIs including HIV/AIDS Class discussion – 20 minutes**
These discussion questions aim to help students define STIs including HIV/AIDS and provide a rationale for learning about STIs including HIV/AIDS through class discussion. With the class, discuss answers to the following questions. Discussion notes are provided.

1. **Why is it important to learn about STI including HIV/AIDS?**
   - It helps one be able to take care of one’s own body
   - Untreated STI including HIV/AIDS can jeopardize a person’s health and future ability to have children.
   - It helps a person to discuss STI including HIV/AIDS with a partner.
   - It helps us recognize myths like “It’s easy to tell if a person has a STI including HIV/AIDS because he/she will look sick” that could prevent a person from using effective prevention methods or seeking needed treatments.

2. **When you hear the words STI or HIV, what do you think of?**
   - Encourage students to share feelings and reactions.
   - Identify common themes throughout the discussion.
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3. What is the definition for STI, or sexually transmitted infection?
   - STIs are infections spread primarily by close sexual contact and sexual intercourse.

4. What are some STIs you have heard of?
   - List student suggestions on the board.

5. STI can be viral, or bacterial/parasitic. What do those words mean?
   - **Viral:** If a virus causes an infection, it is possible for it to remain “asymptomatic” for periods of time (meaning there are no symptoms). It is possible to have the virus and not know it, and it is possible to pass it to another person without either person knowing it. Viral STIs can be treated with medications, but not cured. A person with a viral STI will have that virus for life. STIs that are viral include genital warts (HPV), HIV, hepatitis B, hepatitis c and genital herpes.

   - **Bacterial/Parasitic:** If bacteria or a parasite causes an infection, it needs to be treated with antibiotic or antimicrobial medication. It is important to note that bacterial infections can be “asymptomatic” for periods of time (meaning there are no symptoms) as well. It is possible to have the bacteria and not know it, and it is possible to pass it to another person without either person knowing it. STI that are bacterial/parasitic include gonorrhea, chlamydia, syphilis, pubic lice, scabies and vaginitis.
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6. Can all STIs be treated? Where can you go for help?
   - Some STIs can be cured with antibiotics (chlamydia, gonorrhea, syphilis).
   - STIs caused by viruses cannot be cured. For some viruses there are medications available that will help control the symptoms.
   - A vaccine against Hepatitis B is available. The vaccine can protect you from getting Hep B if you are exposed in the future.
   - There are a number of people you can go to for help and information. You can visit your family physician, local Sexual Health Clinic, Community Health Centres, Sexual Health Information Line. {e.g. Health Line Peel 905-799-7700}

7. How do HIV/AIDS and Hepatitis B differ from other STIs?
   - Unlike other STIs, they are blood borne diseases. Therefore, HIV/AIDS and Hep B can be spread not only through sexual intercourse (vaginal/anal) but these infections can also be transmitted by other means such as blood transfusions (prior to mandatory blood screening in Canada. 1985), sharing needles, or unsterile body piercing or tattooing equipment.

8. If you want to find out about STIs, where can you go to get accurate information?
   - Doctor or public health clinics (such as Peel Health – Healthy Sexuality Clinic)
   - Teachers, counsellors, or school nurse (if available)
   - Internet – make sure sources are reliable, for example:
     - http://www.peelsexualhealth.ca
   - Fact sheets from a reliable source (e.g. Region of Peel Public Health)
   - Call Health Line Peel 905-799-7700
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Activity Three: STI Chart – 30-35 minutes
During this activity students will attain a better understanding of the facts about STIs. For example: the ways in which they are spread, their common symptoms, and how they can be treated. This knowledge is the first step toward prevention. Through discussion, prior knowledge and research, students will describe symptoms, consequences, treatments and prevention for common STIs.

1. Distribute the handout “STI Chart # 1&2” (p. 98,99).

2. Divide the class into small groups. Assign each group a specific STI by giving each group a different STI Fact Sheet.

3. Ask each group to complete the appropriate section in the STI Chart using the information from the STI Fact Sheet.

4. Have groups share their findings with other groups, while students fill in all sections of the chart. This can be accomplished by asking groups to present their findings to the entire class.

5. Debrief this activity using the following questions and the answer key for the STI Chart.
   - What are some symptoms of the STI?
   - How would you know if you had an STI?
   - What does a person with an STI look like?
     → Stress that anyone can get an STI. You can’t tell by looking at someone if they have an STI.
   - What are the best ways to prevent STIs?
     → Abstinence
     → Limiting number of sexual partners
     → Use condoms correctly and consistently
     → Communication with partner e.g. sexual history, STI testing, etc...
     → Not having sex if you see a sore, etc...
     → Regular STI testing (annually or as recommended by a doctor)

6. Hand out a copy of the STI answer key to each student for future reference.
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Activity Four: Don’t Pass it Along – 20 minutes

Don’t Pass It Along

This is an excellent activity to be used as a means to discuss STIs (types, transmission, testing, treatment options, etc...). It is a graphic strategy for showing the spread of STIs.

1. Prepare enough (3” x 5”) cards so that there is one for each participant.

2. The back of each card should be pre-marked with one of the following letters A, C, S CB, and O – The letters should be distributed evenly depending on the number of participants.

3. Hand out one card to each participant.

4. Ask participants to move around the room and ask 5 different people one of the following questions:

**STI Questions**

**QUESTION 1: What are the names of some STIs (Sexually Transmitted Infections)?**

- Chlamydia
- Gonorrhea
- *HIV/AIDS* (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome)
- *Human Papilloma Virus (HPV)* causes genital warts
- *Herpes* (*one strain of this virus causes cold sores on and around the mouth*)
- *Hepatitis B*
- *Syphilis*
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QUESTION 2: How are STIs transmitted/spread?

- Through sexual contact: vaginal intercourse, anal intercourse, oral sex
- Some transmitted through blood-to-blood contact (needle sharing, piercing or tattooing equipment that is not properly sterilized)
- Many can be passed from a pregnant woman to her unborn baby (before or during birth, HIV can also be passed from an infected mother to her baby through breast milk)
- Close skin to skin contact (e.g. herpes, and HPV)

QUESTION 3: How do you know if you have an STI?

- Get tested
- People can have STIs without any symptoms!!!!
- People may also have symptoms such as:
  - Burning during urination
  - Clear, white or yellowish discharge from the male’s urethra
  - A change in the usual vaginal discharge that a woman experiences (different colour, increased amount, unusual odour)
  - Pain in testicles
  - Lower abdominal pain (for women), pain during intercourse
  - Sores or “bumps” on the genitals
  - Unexpected bleeding from the vagina (not a period)

QUESTION 4: Can all STIs be treated? Where can you go for help?

- Some STIs can be cured with antibiotics (Chlamydia, gonorrhea, syphilis).
- STIs caused by viruses cannot be cured: Although there is often medication that can slow the virus down and improve symptoms. A vaccine against Hepatitis B is available.
- For help: Family physician, Sexual Health Clinic, Community Health Centres, AIDS and Sexual Health Information Line. {e.g. Health Line Peel 905-799-7700}

QUESTION 5: How can you protect yourself?

- Choose not to have sex (the only choice that is 100% effective in preventing STIs)
- Engaging in lower-risk sexual activities (e.g. kissing, petting, etc...)
- Using condoms EVERY TIME you have sex (condoms can be used with water based lubricant and must be used correctly)
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5. Have a time limit for discussing each question (1 -2 mins).

6. Have students sign each other’s cards at the end of each discussion.

7. After all five rotations, ask the person(s) with an ‘S’ stand up.

8. Explain that the person(s) with the “S” has an STI. Ask those with the “S” to read the names on their papers; they are the sexual contacts and should also stand.

9. The people with C, O or A on their cards may sit down. Condoms, outercourse and abstaining all decreased the risk and those individuals do not have an STI.

10. Explain that this shows how easily STIs can be spread through sexual intercourse.

11. Bring the activity to a close with a follow-up discussion, suggestions for discussion below.

Discussion Questions

Q: Why did the people with a C, O, or A on their card sit down?

Condoms, outercourse and abstaining all decreased the risk and those individuals do not have an STI.

Q: How would you feel if you found out you had a STI?

Student’s reactions might include feeling:

- Fear
- Confusion
- Guilt
- Shame
- Angry
- Embarrassed
- Worried
- Frustrated

Conclude by pointing out how an infection can rapidly spread throughout a community. The best ways for people to protect themselves from STIs and HIV is to abstain from intercourse, engage in lower risk sexual activities, or if having intercourse, use condoms each and every time.
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**Activity Five: Screen the Video – 35 minutes - The Truth About Sex**

In this video, teens are presented with the facts and the realities of having sex at an early age, with a special focus on unwanted pregnancies and sexually transmitted infections.

Viewers meet several sexually active teens, many of whom are having unprotected sex. A teen father and a teen mother talk about their struggles of being a teen parent. A young couple facing the prospect of being pregnant is also introduced to viewers.

A group of teenagers tour a microbiology lab, where hundreds of cases of sexually transmitted infections are diagnosed each year. There, they participate in a mock HIV/AIDS test and meet Lisa, a 33-year-old heterosexual woman who has full-blown AIDS.

Introduce the video to your class. Tell your students that they have already learned about a number of the topics that the film will be covering, so some of the material will be a review.

Just before you begin, distribute the Video Handout so students may write down their questions and thoughts throughout viewing of the film. Tell the students they should deposit their sheets into the Question Box at the end of the film and that you will address these questions at a later time.
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**Activity Six: Health Service Detective – HOMEWORK / RESEARCH ASSIGNMENT**

(5 minute in-class explanation – 30 minutes at home – 5 minute take up)

This activity encourages students to identify community-based organizations where they could go to get testing and information about STI including HIV/AIDS.

1. Distribute the handout: Health Service Detective. Review it with students.
2. Invite students to complete this assignment at home with a parent or guardian*.
3. Be sure to debrief this activity next class.

* Keep in mind that all students do not live in a “traditional” family nor do they have equal opportunities for open discussion within their “family”. Although it is best for students to complete this assignment with a supportive parent or guardian, it may not be possible. Be sensitive to the needs of your students.

**Activity Seven: Post Test**

Distribute the post test to each student (quiz/answers). Collect the completed quizzes and evaluate. Hand back both the pre/post quiz together. Once the quizzes have been returned, review the correct answers together as a group. Were students surprised at how they answered the questions the first time compared to the second time? Why or why not?
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Possible Extensions:

1. Many teachers will be familiar with the very popular Egg Babies assignment. Here, children are required to “parent” an egg for a short period of time (a week or so). The assignment is designed to teach students a powerful lesson about the responsibilities of parenthood. Since there have been numerous problems with Egg Babies breaking, teachers have come up with some alternatives. They are as follows: Flour Babies (bags of flour), Sugar Babies (bags of sugar), Potato Babies, and Sock Babies (stuffed socks sewn into baby-shapes).

The Baby Think It Over © Program, which is designed to help young people understand the full-time commitment and responsibility of parenting. This program is made up of two parts, a comprehensive parenting education curriculum and a computerized infant simulator. The RealCare® Baby, the most current infant simulator, requires feeding using a bottle or breastfeeding device, changing diapers, rocking and burping. The schedules of RealCare® Baby are based on those of real infants. Teachers can electronically track how well a student has done with the parenting simulation. Samples of The Baby Think It Over © Program curriculum can be found at www.realityworksinc.com.

Possible Assessment:

This lesson lends itself to multiple forms of assessment, for example the Pre-test and Post-test quiz. This data collected can be used to measure student knowledge of STIs and HIV/AIDS. Should you decide to evaluate participation during the STI chart group-work time and presentations, group members could evaluate themselves and/or each other in terms of their presentations. Finally, the homework assignment includes a mark breakdown for a total of 10 marks.
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Resources:


The College of Family Physicians of Canada. (2002). STIs (Sexually Transmitted Infections) – Common STIs and Tips on Prevention. Patient education information was developed by The College of Family Physicians of Canada in cooperation with the American Academy of Family Physicians.
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STI/HIV Homework Assignment

Student Name: _____________________

Parent/Guardian Support: ____________

Be a Health Service Detective

Suppose your best friend believed he/she has an STI. Your friend decided to get treatment and counselling. Where would you suggest your friend go for help? Fill out the handout with information from a clinic in your community. If possible, ask your parent or guardian for advice as to where to go.

1. Name of Clinic: (1 mark)

2. Address and phone number of clinic: (2 marks)

3. Clinic hours: (1 mark)

4. The following services are available at this clinic: (2 marks)

5. What is the clinic’s policy on confidentiality? (1 mark)

6. Would you visit this clinic for an examination or consultation about protection? Write 2-4 sentences telling why or why not. (3 marks)

Total Marks: _____/ 10

Adapted from: Planned Parenthood Federation of Canada (2001). Beyond the Basics: A Sourcebook on Sexuality and Reproductive Health Education. Available online at: www.ppfc.ca
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STI Quiz

Student Handout

Name: ____________________

Mark the Following Statements TRUE (t) or FALSE.

1. _____ STI stands for sexually transmitted infection.
2. _____ All STIs are caused by viruses.
3. _____ AIDS is the most common STI in Ontario.
4. _____ All STIs can be cured easily.
5. _____ Some STIs have no symptoms.
6. _____ You can’t get an STI the first time you have sex.
7. _____ Most people infected with HIV know they are infected.
8. _____ Using a condom provides 100% protection against STIs.
9. _____ The 24 to 39 year old age group are most commonly affected by STIs.
10. _____ STI are passed through sexual intercourse.
11. _____ You can get more than one STI at a time.
12. _____ If you had an STI, you are immune to it and cannot get it again.
13. _____ Some STIs can cause infertility.
14. _____ HIV is most commonly passed from one person to another sexually.

Adapted with permission of Alberta Health and Wellness
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STI Quiz - Answer Key

Purpose:
- For students to assess their own knowledge of STI/HIV prior to and after the instruction
- For the educator to use as a pre and post test to measure student knowledge of STI/HIV.

15. __T___ STI stands for sexually transmitted infection.
16. __F___ All STIs are caused by viruses.
17. __F___ AIDS is the most common STI in Ontario.
18. __F___ All STIs can be cured easily.
19. __T___ Some STIs have no symptoms.
20. __F___ You can’t get an STI the first time you have sex.
21. __F___ Most people infected with HIV know they are infected.
22. __F___ Using a condom provides 100% protection against STIs.
23. __F___ The 24 to 39 year old age group are most commonly affected by STIs.
24. __T___ STIs are passed through sexual intercourse.
25. __T___ You can get more than one STI at a time.
26. __F___ If you had an STI, you are immune to it and cannot get it again.
27. __T___ Some STIs can cause infertility.
28. __T___ HIV is most commonly passed from one person to another sexually.

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Video Handout

As you view the video, “The Truth About Sex” please write down any questions that you may have. Here are some possible topics to guide you. If you have other questions, feel free to include them. Also remember NOT to write your name on this sheet!

- Sexually transmitted infections (STIs)
- Contraception, protection, safer sex
- Pregnancy
- The importance of making good decisions about sexual activity
- HIV/AIDS (contraction, transmission, disease, symptoms, testing)

Are there topics that you have heard about but do not understand?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What do you want to know more about?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Is there something you are concerned or worried about?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Any other questions?
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