

STUDYING STI/HIV

Lesson 2

8
G
R
A
D
E

LEARNER OUTCOME¹ W-8.13:

Describe symptoms, effects, treatments, prevention for common sexually transmitted infections; i.e., chlamydia, HPV, herpes, gonorrhea, hepatitis B, C, HIV.



MATERIALS:

1. CARDS: STI Autograph Game Cards.
Instructions: Use small pieces of paper or index cards, one per student. On the backs of the cards, using small print, write the letter 'd' on one, the letter 'c' on five, the letter 'a' on six. Write nothing on the remainder of the cards.
2. CARDS: [Risk Behaviour](#)
3. ANSWER KEY: [Risk Behaviours](#)
4. HANDOUT: [STI Quiz](#)
5. ANSWER KEY: [STI Quiz](#)



INTRODUCTION:

One of the greatest deterrents to the practice of safer sex is the mindset, "It can't happen to me." Statistics show that over 56% of STIs occur in the 15 – 24 year old group within Alberta.² This lesson shows the progression in the spread of an STI, prompts thinking about the reasons many people do not protect themselves, and encourages students to assess risk and make personal decisions concerning sexual behaviour that may prevent STI/HIV.



APPROACHES/STRATEGIES:

A. Ground Rules

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

B. Be a Health Services Detective Follow-up

Students debrief last class' homework assignment identifying community-based resources where they could go to get testing and information about STI/HIV.

1. For those classes that completed [Be a Health Services](#)

NOTES:

(5 min)

(5 min)



You may offer a draw-prize to one of the students who had the handout signed by a parent.

- Detective, verify that students completed the exercise.
2. As a class, create a list of clinics/community-based resources. Ensure that all those on the list are appropriate. See [Provincial Resources](#) on teachingsexualhealth.ca.
 3. Take some time to debrief. Suggestions for debriefing questions include:
 - What advice would you give someone who thought he/she had an STI?
 - Which of the clinics we identified looks like a good place to go for support?
 - How would you get to the clinic you have chosen if you needed to go for yourself or with a friend?

C. STI Autograph Game³

(20-30 min)

Students become aware of how rapidly an STI can spread with unprotected intercourse, and identify different protective measures.

1. Distribute the STI Autograph Game cards, one to each student.
2. Ask students to stand and mingle, then find a partner. Partners cannot be repeated during this game.
3. With the first partner, students sign their name to their partner's card, and then discuss some names and characteristics of common STIs.
4. With a second partner, students sign their name to their partner's card, then discuss one reason people do not protect themselves from STI.
5. With a third partner, students sign their name to their partner's card, then discuss two ways people can protect themselves from STI's.
6. Have students sit back down in their seats, holding onto their own cards (each card should have three different names on it).
7. Ask students to look at the back of their card. Ask the person with the 'd' on his/her card to stand. Explain that for the purpose of the game, this person has an STI.
8. Ask the person with the 'd' to read out the names of people written on his/her card. You explain that these people have had contact with the infected person and now have the

potential to be infected with an STI.

9. These people now stand, and read out the names written on their cards. Continue this procedure until everyone whose name is read is standing. (It will be most of the class).
10. Ask those students who are standing to examine the back of their cards. Those standing with an 'a' may sit. The 'a' indicates that although they have had relationships, they were 'abstinent' (did not have sexual contact).
11. Those standing with a 'c' may step to the side of the classroom. The 'c' indicates that any sexual contact that person has had involved using a condom or other protective method that reduced the risk of STI.
12. Before the students who remain standing take their seats, discuss the fact that here are many bright, healthy, intelligent, students who have been exposed to an STI. They didn't know until the 'contact' let them know that they had been infected.
13. Debrief this activity using the following questions:
 - How does this activity relate to the spread of disease?
 - You can't always tell who (including you) has the disease and who doesn't.
 - You can totally protect yourself from STIs by remaining abstinent
 - You can reduce your risk of STI by being monogamous or using protection against a condom.
 - How did it feel to find out you had been exposed to an STI?
 - How did it feel to find out you had exposed others to an STI?
 - For those of you who were able to sit down because you were abstinent, how did it feel to be able to sit down again?
 - For those of you who were able to move to the side because you and your partner always used a condom or other protective method, how did it feel to be able to move to the side?

D. Assessing your Risk⁴

Students identify those activities that are high risk, medium risk, and low risk for STI/HIV.

1. Draw or cut out three circles to represent the three colors of traffic lights: red, yellow and green.
2. Tape these three circles to the wall at the front of the classroom. Explain to student that the three traffic lights at



Students may embarrass easily when identified as "having" an STI. It is important to remind students that this is a game, and reinforce the need for them to be sensitive to one another's feelings. Reinforce the Ground Rules.

Also, it is very important for the teacher to ensure that for this reason that the "d" card discretely goes to a confident type of student in the class as opposed to one of the shyest students who may not be able to handle it as well.

(25 – 30 min)

the front of the class represent points along a risk continuum
Green means virtually no risk. Yellow means some risk. Red means definite risk.

3. Distribute the Risk Behaviour cards, one to each student, until all cards are distributed. If a student does not have a card, they can partner up with one who does.
4. Ask students to place their cards beneath the appropriate traffic light.
5. When all cards have been placed along the wall, review each behaviour and its place along the continuum. Ask if any cards should be moved, discuss why, and do so if appropriate. Remember that any activity that is not risk free puts a person at risk of STI, and the purpose of the activity is to identify relative risk. Use the answer key: Risk Behaviours to ensure proper placement of cards.
6. Debrief this activity using the following questions:
 - What can a person do to reduce his/her risk for STI?
 - What should a person who has engaged in risky behaviour do?
 - Get testing and treatment if required
 - Stop the risky behaviour



Be sure to review the cards to ensure that they are appropriate for use in your classroom. Remove or add cards appropriately.

(10 min)

E. STI Quiz

Students assess their knowledge about STI/HIV.

1. Distribute the handout: STI Quiz, and have students complete it individually.
2. *Correct the handout through group discussion using the STI Quiz answer key.*



QUESTION BOX:

(10 min)

If time permits, address student questions.



SELF REFLECTION:

- During the lesson, were:
- Ground rules being followed?
 - Good practices established regarding discussion?

- Skill building activities handled appropriately by the students?

What will you change for future classes with this group?

What will you change for future use of this lesson?



STUDENT ASSESSMENT:

During the lesson, did students:

- Knowledge:**
- Identify community-based resources where they could go for information and STI testing?
 - Identify prevention methods for STI/HIV?
- Skills:**
- Assess low, medium and high risk activities for STI/HIV?
- Attitudes:**
- Become aware of how rapidly an STI can spread with unprotected intercourse??

¹ Alberta Education. (2002). *Health and life skills guide to implementation: Kindergarten to grade 9*. Retrieved from <http://www.education.alberta.ca/media/352993/pos.pdf>

² Alberta Health Services: Calgary Zone. (2010). *Get the facts on... teen pregnancy, sexually transmitted infections (sti), hiv and aids, and teen sexuality*. Retrieved from: <http://www.tascc.ca/wp-content/uploads/2010/11/Teen-Facts-20102.pdf>

³ Adapted from: Family Planning Queensland. (2008). *Sexual behaviours in children and adolescents*. Retrieved from: http://www.fpq.com.au/publications/fsBrochures/Fs_Sexual_Behaviours.php

⁴ Barth, Richard P. (1996). *Reducing the risk: Building skills to prevent pregnancy, STD and HIV*. ETR Associates, Santa Cruz, CA., p. 180-185.