

STI and HIV:

Lesson 2

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LEARNER OUTCOMES:¹

Examine aspects of healthy sexuality, sexual wellness and responsible sexual behaviour.

- Describe sexually healthy choices for one's body, including abstinence.
- Assess the consequences of being sexually active.



MATERIALS

1. CARDS: [Risk Continuum Cards](#)
2. HANDOUT: [STI Role-Plays](#)
3. SLIDE: [STI Role-Plays](#)
4. HANDOUT: [Be a Health Services Detective](#)



INTRODUCTION:

The second plan in this series helps students understand how knowing about STI and HIV prevention can help them make sexually healthy choices, and provides students with an opportunity to practice skills required to make those choices



APPROACHES/STRATEGIES:

NOTES:

A. Ground Rules

(5 min)

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. Defining STI and HIV

(10-15 min)

Students define STI and HIV and provide a rationale for learning about STI and HIV through class discussion around these questions.

1. What is the definition for STI, or sexually transmitted infections?

- STIs are infections spread primarily by close sexual contact and/or sexual intercourse.
- Inform students that the term STI (sexually transmitted infection) is a new term that they may hear when discussing what used to be called Sexually Transmitted Diseases (STD). It means the same thing.

2. Why is it important to learn about STI and HIV?

- It helps one be able to take care of one's own body.
- It helps us recognize myths like, “It’s easy to tell if a person has a STI because he/she will look sick” that could prevent a person from using effective prevention methods or seeking needed treatments.
- Untreated STIs can jeopardize a person's health and future ability to have children.
- It helps a person be able to discuss STIs with a partner.

3. How do HIV and AIDS and Hepatitis B and C differ from other STI?

- Because they are blood borne diseases, they can be spread by close sexual contact and/or anal/oral/vaginal sexual intercourse, as well as other means such as blood transfusions (low risk in Canada), sharing needles, or body piercing or tattooing equipment.

4. STI can be viral, or bacterial/parasitic. What do those words mean?

- **Viral:** If a virus causes a disease, it is possible for it to remain “inactive” 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 STI can be treated with medications, but not cured. A person with a viral STI will have that virus for life. STI that are viral include genital warts (HPV), HIV and AIDS, hepatitis B and C and genital herpes. There is a vaccination available for HPV for both women and men.
- **Bacterial/Parasitic:** If bacteria or a parasite causes a disease, it needs to be treated with antibiotic or antimicrobial medication. STIs that are bacterial/parasitic include gonorrhea, chlamydia, syphilis, pubic lice, scabies and some types of vaginitis.

5. If you want to find out about STI, what sources can provide accurate information?

- Doctor or public health clinics (such as the Sexual and Reproductive Health Clinic and STI Clinics)
- Teachers, counselors or school nurses
- Internet – see Links for Students
- Fact Sheets from a reliable source (Alberta Health Services)
- Community Resources

C. Risk Reduction Continuum

Students determine effective ways to reduce the risk of STI and HIV.

1. Ask for eight student volunteers.
2. Give each volunteer one of the Risk Continuum Cards²
3. Have the volunteers each read their card aloud to the class.
4. Ask the class to assess the severity of risk for each card, and have them arrange the volunteers in a continuum of risk, from most risky to least risky.
5. Debrief this activity using the following questions:
 - What can a person do to reduce his/her risk for STI and HIV?
 - What should a person who has engaged in risky behaviour do?
 - Get testing and treatment if required
 - Stop the risky behaviour

D. STI Role Plays

Students develop and practice STI and HIV prevention skills that can help them make sexually healthy choices.

1. Divide the class into groups.
2. Provide each group with one scenario from the handout: STI Role Plays.
3. Students must read and complete the questions for the scenario they have been given.
4. Have pairs follow the instructions on the slide: STI Role-Plays to plan a role-play presentation.
5. Give each group time to present their role-play.
6. After each role-play, ask the class to determine the adequacy and accuracy of the responses chosen by the characters in the presentation.
7. Finally, debrief the entire activity using the following questions:
 - What are the most effective ways to prevent STI and HIV?

(10-15 min)

(25-30 min)



Do not assume all relationships are heterosexual. Try to use inclusive language and be aware of other relationships as well.



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.

- If a person suspects that he/she has STI or HIV, what should they do?

D. Health Services Detective

Students identify community-based resources where they could go to get testing and information about STI and HIV. Link to [Community Resources](#).

1. Distribute the handout: [Health Services 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 as follows:
 - Verify that students completed the exercise. You may offer a draw-prize to one of the students who had the handout signed by a parent.
 - As a class, create a list of clinics/community-based resources. Ensure that all those on the list are appropriate community resources.
 - Take some time to debrief. Suggestions for debriefing questions include:
 - What advice would you give someone who thought he/she had a 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

(5 min. today, 30 min. at home, 5 min. next class)



Try to seek out the agencies in your area to list for your students. Look in the [Community Resources](#) section of teachingsexualhealth.ca



QUESTION BOX:

(10 min)

Introduce the question box. You could have students fill out questions every lesson, or have students begin to think about questions that they might ask next lesson.



TAKE IT HOME:

Students complete the handout [Health Services Detective](#).



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.



SELF REFLECTION:

- During the lesson, were:
- Ground rules being followed?
 - Good practices established regarding discussion?
 - Role-play 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 with other groups?



STUDENT ASSESSMENT:

During the lesson, did students:

- Knowledge:**
- Define STI and HIV?
 - Identify effective ways to reduce the risk of STI and HIV?
 - Identify community-based resources where students can get information or testing for STI and HIV?
- Skills:**
- Demonstrate effective STI and HIV prevention skills?
- Attitudes:**
- Accept the importance of learning about STI and HIV?

¹ Alberta Education. (2002). *Career and life management guide to implementation*. Retrieved from <http://education.alberta.ca/teachers/program/health/resources/calmguide.aspx>