

STI AND HIV

Lesson 2

GRADE

CALM

LEARNER OUTCOMES¹:

Examine aspects of healthy sexuality 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 Play Scenarios**
3. **SLIDE: STI Role Plays**
4. **HANDOUT: Be a Health Services Detective**



INTRODUCTION:

The second lesson 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:

A. GROUND RULES (5-10 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 the following questions.

CALM STI AND HIV LESSON 2

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 gonorrhoea, 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, counsellors or school nurses
 - Fact Sheets from a reliable source (Alberta Health Services)
 - Community Agencies

6. RISK REDUCTION CONTINUUM (10-15 min)

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** cards.
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

7. STI ROLE PLAYS (25-30 min)

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 **STI Role Play Scenarios** handout.
3. Students must read and complete the questions for the scenario they have been given.
4. Have pairs follow the instructions on the **STI Role Plays** slide 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?
 - If a person suspects that he/she has STI or HIV, what should they do?



Do not assume all relationships are heterosexual. Make every effort to use inclusive language.

8. HEALTH SERVICES DETECTIVE (5 min today, 30 min at home, 5 min next class)

Students identify community-based resources where they could go to get testing and information about STI and HIV.

1. Distribute the **Health Services Detective** handout. 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?



Students may embarrass easily when identified as “having” an STI during role plays. 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.



Try to seek out the agencies in your area to list for your students. Look in the [Community Agencies](#) section of this website.



QUESTION BOX (10 min)

Answer questions from last class. Have student’s complete questions for 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.



SELF REFLECTION

During the lesson, were:

- Ground rules being followed?
- Good practices established regarding group work and 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?



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

CARDS: RISK CONTINUUM

Sex with someone who is having sex with others

Sex with one uninfected person who has only had sex with you

Frequent, chance sex with unknown partners

Sex, without a condom, with a partner you don't know well

Total abstinence

Sex with more than one person

Sex with a condom

Sex with one person who currently only has sex with you, but has had sex with others in the past

Scenario One

Jane and Chris have been dating for two months. Sometimes they have sex. Jane suspects that Chris is having sex with other partners, but isn't sure. What should Jane do?

Scenario Two

Shaun and Mary have been dating for a long time, and the relationship has progressed to a place where both partners want to have sexual intercourse. When Mary asks Shaun to use a condom, Shaun is insulted. He says he is clean, that condoms are unnatural, fake and a total turn off, and since Mary is on the pill it shouldn't be necessary. What should Mary do?

Scenario Three

Mark just learned that he has an STI. He wants to tell his partner himself, but is afraid of what his partner will think. What should Mark do?

Scenario Four

Corry's boyfriend Jerrold recently noticed an unusual discharge from his penis. When he got tested, the results showed that he had gonorrhea. He accused Corry of giving it to him, since he'd been faithful to Corry. Corry has had sex with other partners, but doesn't have any symptoms. Jerrold would like Corry to get tested, but Corry doesn't want to. What should Jerrold do?

Scenario Five

Roberta's younger sister thinks she may have an STI. She doesn't know where to go for testing. She also doesn't want her parents to know. She has asked Roberta for help. What should Roberta do?

Scenario Six

Daniel has never had sex. He recently shared needles with friends at a tattooing party. He realizes he has put himself at risk for HIV, Hepatitis B & C, and is worried. What should Daniel do?

Scenario Seven

Lisa is not in a steady relationship. She sometimes has sex with casual dates. She is worried about STI and wants to know how to recognize the symptoms. What should Lisa do?

Scenario Eight

Last year Javi was diagnosed with genital herpes. Since that time, she has been abstinent. Now she is dating someone new. What should Javi do?

Scenario Nine

Lorrie and Dale have been in a long term relationship, and have been having sex for the last 8 months. Dale has been trying to convince Lorrie to stop using condoms “now that they know each other so well.” What should Lorrie do?

Scenario Ten

Donny has been dating the same person for six months. When they first had sex, they used condoms, but stopped using them about a month ago. Now Donny has small itchy bumps on her genitals. What should Donny do?

Scenario Eleven

Fatima has been with the same partner for a year, and just tested positive for Chlamydia. What should Fatima do?

Scenario Twelve

Six months ago, Jonas was at a party and had too much to drink. He ended up having unprotected sex. Now he has heard a rumour that the person he had sex with is HIV positive. What should Jonas do?

STI ROLE PLAYS

1. Read the scenario you have been assigned.
2. Ensure your answers to this scenario are detailed and correct.
3. Choose a role for each partner to play as you present this scenario to the class.
 - One of the people in the scenario
 - A friend of someone in the scenario
 - A nurse or doctor
4. Plan a presentation that dramatizes and answers the scenario questions.
5. Practice your presentation.
6. Present your scenario to the class.

Student Name: _____

Parent/Guardian: _____

BE A HEALTH SERVICES DETECTIVE

Suppose your best friend believed he/she had 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:

2. Address and phone number of clinic:

3. Clinic hours:

4. The following services are available at this clinic:

- | | | |
|--|--|---|
| <input type="checkbox"/> STI testing | <input type="checkbox"/> Support groups | <input type="checkbox"/> Pregnancy tests |
| <input type="checkbox"/> STI treatment | <input type="checkbox"/> Birth control | <input type="checkbox"/> Prenatal care |
| <input type="checkbox"/> HIV testing | <input type="checkbox"/> Condom distribution | <input type="checkbox"/> Other agency referrals |
| <input type="checkbox"/> HIV counselling | | |

5. What is the clinic's policy on confidentiality?

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