LEARNER OUTCOMES:
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. MATERIALS for Fluid Exchange Game:
   • 1 large container full of water
   • 1 small container with 1 teaspoon of Sodium Hydroxide (NaOH)
   • Phenyl Red Indicator solution or phenol-phthaline reactant
   • small plastic cups (3 oz or less) or test tubes - one for each participant
   • 1 eye dropper
   • straws (cut in half) – one for each participant

2. CARDS: Fluid Exchange Game Cards
3. HANDOUT: STI Sentence Completion
4. HANDOUT: STI Pre-test
5. ANSWER KEY: STI Answer Key
6. HANDOUT: STI Review

INTRODUCTION:

Learning about STIs helps students to be able to take care of their own bodies, therefore preventing possible health and infertility problems associated with having an STI. This lesson helps students define and learn about STIs and HIV, as well as describe symptoms, effects, treatments, and prevention for common sexually transmitted infections.

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.

NOTES:

(5 - 15min)

The term STD (Sexually Transmitted Disease) and the term STI (Sexually Transmitted Infection) mean the same thing but STI is the current and preferred term.
B. Fluid Exchange Game

Students learn the ways that STI and HIV are spread and the risk of infection. Note: This activity involves the use of chemicals. Please use extra caution, and perform under supervision.

Preparation:

1. Fill the large water container before you go to your class.
2. Put three (3) small plastic cups (or test tubes) full of water in a small container with dry NaOH. Do NOT mix the water and NaOH before you go to class as the container gets very hot.
3. Fill three (3) plastic cups (or test tubes) with the NaOH solution and the rest of the plastic cups (or test tubes) with water.

Procedure:

1. Have students sit in a circle.
2. Warn the students not to drink the liquid or put the straws in their mouths.
3. Provide each student with a plastic cup (or test tube) and a straw. The students will not know what the liquid is. They are told only that the liquid simulates their body fluids.
4. Show your students how to use a straw.
   - The straw is placed in the fluid. Then the student’s finger is placed on the top of the straw.
   - The straw is moved over the other person’s cup.
   - The finger is removed so the fluid will be released.
5. Pass one Fluid Exchange Game Card to each person. Each card indicates something that may happen at a party, and that may or may not result in transmission of fluid for risk of HIV infection. Blank cards may be used to allow students to create their own situations.
6. Individually, have each student read his or her card to the class. The class will then discuss the risk of infection and determine if the person should exchange, give or receive fluids from another person. Have students determine the risk of each decision by providing explanations throughout the simulation. If possible transmission occurs, and then the person will give fluid by placing their straw into their cup (or test tube) and then give fluid to a person of their choice in the group. If they are to receive fluid, then another person will give them fluid from their cup (or test tube). They may give, receive or exchange with one or more people depending on their card.
7. After each student has read his/her card, and the exchange
of fluids has occurred, place a drop of Phenol Red reactant or phenol-phthaline in each cup (or test tube). The fluid will change color for those who have been “infected” with NaOH.

8. Debrief this activity using the following questions:
   • Were you surprised about the color changes?
   • How does this activity relate to STI and HIV prevention?
   • What would be the worst thing about finding out you had an STI?

C. STI Pre-test

Students determine how much they know about STI and HIV, and identify where their knowledge gaps are.

OPTION ONE: STI Sentence Completion

1. Distribute the handout: STI Sentence Completion.
2. Allow students to complete the handout individually.
3. Form small groups.
4. Have groups share their responses and record any responses they do not have.
5. Debrief this activity by reviewing each question. You may choose to have one student from a group share the group’s response to a question, and ask other groups to add anything missed. Use the following points to guide the discussion:

When I hear the words **Sexually Transmitted Infection**, I think about/feel:
   • Responses will vary. Students will share thoughts and feelings.

Various STI include: (list all STI you can think of)
   • Chlamydia
   • Genital herpes
   • Genital warts (HPV)
   • Gonorrhea
   • Hepatitis B/C (also a blood-borne disease)
   • HIV and AIDS (also a blood-borne disease)
   • Molluscum Contagiosum
   • Pelvic Inflammatory Disease
   • Pubic Lice (crabs)
   • Scabies
   • Syphilis
   • Vaginitis

The worst STI I could get would be ___________ because:
   • Responses will vary.

The best way to avoid getting an STI is:
   • Abstaining from sexual contact.
Other GOOD ways to avoid getting an STI might be:
- Using a latex or polyurethane male or female/internal condom or a dental dam
- Communicating with your partner
- Mutual monogamy
- Practicing lower risk sexual activities (i.e. masturbation; oral sex carries a risk of STI transmission, but it is less risky than vaginal or anal sex)
- Have regular STI testing done if you are sexually active

Some common symptoms of STI could be:
- No symptoms (most common)
- Unusual discharge or odor from penis or vagina
- Abdominal pain or genital pain or swelling
- Burning when urinating
- Spotting between periods
- Tingling or itching of genital area
- Sores or bumps in and around the genital area
- Sore throat after oral sex
- Flu-like symptoms such as nausea, fatigue, fever, weight loss

If I thought I had an STI, I would:
- Get tested at a doctor’s office, STI or Sexual and Reproductive Health clinic, or walk-in clinic
- Tell my partner

If I thought my friend had an STI, I would:
- Encourage my friend to get tested at a doctor’s office or sexual and reproductive health clinic
- Encourage my friend to tell his/her partner

If I tested positive for an STI, I would:
- Get treatment
- Have regular pap tests
- Tell my partner
- Practice safer sex/use lower risk activities

OPTION TWO: STI Pre-test

1. Distribute the handout: STI Pre-Test, and have students complete it individually.

2. Correct the handout through group discussion using the answer key provided.
D. STI Review

_Students review their knowledge about common STI._

1. Divide class into small groups or pairs.

2. Distribute the handout: **STI Review**.

3. Assign each group one of the STI to study.

4. Have groups present their STI to the class. Presentations must include factual information but can be presented in a creative format (in the form of a play, video, website, etc)

(20 min)

**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.

**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:**

- Identify ways STI and HIV are spread?
- Examine symptoms, effects, treatments, prevention for common STI?

**Skills:**

- Examine thoughts and feelings about STI and HIV?

**Attitudes:**

- Accept the consequences of STI and HIV and appreciate
prevention?
• Support friends or self if diagnosed with a STI and HIV?