

# STUDYING STI/HIV

## Lesson 1

GRADE

8

### LEARNER OUTCOME<sup>1</sup> W-8.13:

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



#### MATERIALS:

1. **HANDOUT: STI Chart**
2. **HANDOUT: STI Fact Sheets**
3. **ANSWER KEY: STI Chart**
4. **HANDOUT: Health Services Detective**



#### INTRODUCTION:

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



STI (Sexually Transmitted Infection) has replaced the term STD (Sexually Transmitted Disease). The two terms are interchangeable; however, these resources use the term STI as it is the most up-to-date term.



#### 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/HIV (10-15 min)**

*These discussion questions help students define STI/HIV and provide a rationale for learning about STI/HIV 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/HIV?**

- It helps one be able to take care of one's own body.
- Untreated STI can jeopardize a person's health and future ability to have children.
- It helps a person to discuss STI with a boy or girlfriend.
- It helps us recognize myths like "It's easy to tell if a person has a STI/HIV 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?**

- Encourage students to share feelings and reactions.
- Common student responses may be that these words are "disgusting," or that it makes them think about death.
- Identify common themes throughout the discussion.

### **3. What is the definition for STI, or sexually transmitted infection?**

- STI are infections spread primarily by close sexual contact and sexual intercourse.

### **4. What are some STI 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 a disease, 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. STI that are viral include genital warts (HPV), HIV, hepatitis B, hepatitis C and genital herpes.
- **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 vaginitis.

### **6. 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 sexual intercourse as well as other means such as blood transfusions, sharing needles, or body piercing or tattooing equipment.

**7. 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 or STI Clinic)
- Teachers, counsellors, or school nurse
- Fact Sheets from a reliable source (Health Region)

**C. STUDYING STI'S (30-35 min)**

*Students describe symptoms, effects, treatments, and prevention's for common STIs.*

1. Distribute the **STI Chart**.
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 on 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 findings to the entire class, or using a jigsaw approach (see Using Small Groups).
5. Debrief this activity using the following questions using the **STI Chart Answer Key**:
  - What are some symptoms of STIs?
  - How would you know if you had an STI?
  - Who would tell you 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
    - Communication with partner
    - Not having sex if you see a sore, etc.
    - Regular STI testing (annually or as recommended by a doctor)

**D. 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/HIV. Please see [Community Resources](#) list on our website.

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.



**QUESTION BOX (10min)**

Address questions from last class. Have students fill out questions and address them next class.



**TAKE IT HOME**

Students complete the Health Services Detective handout.



Schools engaged with high risk students who may be more likely to engage in risky sexual behaviour need to emphasize the importance of community support networks. You may want to consider turning this activity into a field trip during which you visit agencies in your community.



**SELF REFLECTION**

During the lesson, were:

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

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?

**Skills**

- Identify symptoms, effects, treatments and prevention for common STI?
- Identify community-based resources where information and testing for STI is available?

**Attitudes:**

- Accept the need to prevent STI/HIV?

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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>.

Name: \_\_\_\_\_

# STI CHART

Using the information provided on the STI Fact Sheets, fill in the chart below. The first section discusses transmission and symptoms the second section discusses testing, treatment & prevention.

Infection	Bacteria/ Parasite or Virus?	Transmission	Symptoms	
			Male	Female
Chlamydia				
Genital Herpes				
Genital Warts (HPV)				
Gonorrhea				
Hepatitis B				
HIV/AIDS				

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Pelvic Inflammatory Disease					
Pubic Lice (Crabs)					
Syphilis					
Vaginitis					
Infection	Testing		Treatments/ Management	Effects	Prevention
	Male	Female			
Chlamydia					
Genital Herpes					
Genital Warts (HPV)					
Gonorrhea					

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Hepatitis B					
HIV/AIDS					
Pelvic Inflammatory Disease					
Pubic Lice (Crabs)					
Syphilis					
Vaginitis					



# STI CHART ANSWER KEY

Infection	Bacteria/ Virus?	Transmission	Symptoms	
			Male	Female
<b>The majority of STI are asymptomatic. There are often no symptoms!</b>				
<b>Chlamydia</b>	Bacteria	Unprotected vaginal, anal, or oral sex with a person who has Chlamydia. Infected fluid contact with mucous membranes (eg. eye).	<ul style="list-style-type: none"> <li>• Watery or milky discharge from penis</li> <li>• Burning when urinating</li> <li>• Pain or swelling of the testicles</li> <li>• Itchy urethra</li> </ul>	<ul style="list-style-type: none"> <li>• Unusual discharge from the vagina</li> <li>• Bleeding/spotting between periods</li> <li>• Bleeding or pain during or after sex</li> <li>• Lower abdominal pain</li> <li>• Burning when urinating</li> </ul>
<b>Genital Herpes</b>	Virus	<ul style="list-style-type: none"> <li>• Vaginal, anal, sexual contact with infected partner with or without symptoms present.</li> <li>• If a mother has genital sores during childbirth, herpes can be passed to the baby</li> </ul> <p>Cold sores are a form of the herpes virus. If a cold sore comes into contact with someone's genitals (oral sex) there is a risk for development of genital herpes.</p>	<ul style="list-style-type: none"> <li>• Same for males and females</li> <li>• Tingling or itching of the skin around the genitals</li> <li>• One or a group of painful, watery blisters in or around the genitals, or wherever there is skin to skin contact (hips, nipples, anus)</li> <li>• These blisters break and form open sores that crust or scab lasting 7-21 days</li> <li>• Burning when you urinate (pee)</li> <li>• Flu-like symptoms (usually during the outbreak)</li> <li>• Tender, swollen glands in the groin</li> <li>• Symptoms that start 2-21 days after contact with an infected person, but may take weeks or months to appear</li> <li>• Outbreaks of herpes that vary and can return as often as every month or as rarely as once a year or longer</li> <li>• Stress, illness, diet, fever, sun exposure, your period, pregnancy or vigorous sex may cause outbreaks</li> </ul>	
<b>HPV</b>	Virus	Through direct skin to skin contact or unprotected vaginal, oral or anal sex	<ul style="list-style-type: none"> <li>• Warts may be round, flat or raised small cauliflower-like bumps that are flesh/grey coloured</li> <li>• Warts can be single or in clusters</li> <li>• Warts can be found in and around the genital area.</li> </ul>	<ul style="list-style-type: none"> <li>• See male symptoms</li> <li>• They can also appear on the vaginal walls and cervix (opening of the uterus)</li> <li>• Itchy or irritated; bleeding</li> </ul>

GRADE 8 STI/HIV LESSON 1 STI CHART ANSWER KEY

<b>Gonorrhea</b>	Bacteria	<ul style="list-style-type: none"> <li>· By having unprotected vaginal, oral or anal sex with a person who has gonorrhea</li> <li>· Childbirth</li> <li>· Infected fluid contact with mucous membranes.</li> </ul>	<ul style="list-style-type: none"> <li>· Yellow/green pus from the penis; discharge</li> <li>· Burning/pain when urinating</li> <li>· Rectal discharge from anal sex</li> <li>· Blood in the stool</li> <li>· Sore throat from oral sex</li> <li>· Testicular pain or swelling</li> <li>· Itchy</li> </ul>	<ul style="list-style-type: none"> <li>· See male symptoms</li> <li>· Thick yellowish vaginal discharge</li> <li>· Abnormal vaginal bleeding</li> <li>· Lower abdominal pain</li> <li>· Pain during intercourse</li> </ul>
<b>Hepatitis B</b>	Virus	<ul style="list-style-type: none"> <li>· Contact with blood, semen or vaginal secretions</li> <li>· Sex (vaginal, anal, oral sex etc.)</li> <li>· Pregnancy – from an infected mother to an unborn baby during childbirth</li> <li>· Use or re-use of needles or syringes with traces of the blood of an infected person (eg: tattooing, sharing needles, piercing)</li> <li>· Exposure to infected blood or blood products</li> </ul>	<ul style="list-style-type: none"> <li>· Same for males and females</li> <li>· 45-60 days after exposure, may develop</li> <li>· fever</li> <li>· nausea</li> <li>· weight loss/ loss of appetite</li> <li>· yellow tinge to skin or whites of the eyes</li> <li>· dark coloured urine, pale stool</li> <li>· skin rash</li> <li>· swollen, painful joints</li> <li>· fatigue</li> <li>· pain over liver (right side of abdomen under ribcage)</li> <li>· 50% show no signs of infection</li> </ul>	

GRADE 8 STI/HIV LESSON 1 STI CHART ANSWER KEY

Infection	Bacteria/ Virus?	Transmission	Symptoms	
			Male	Female
<b>HIV and AIDS</b>	Virus	<ul style="list-style-type: none"> <li>• Contact with blood, semen, vaginal secretions or breast milk</li> <li>• Unprotected sex – including vaginal, anal, oral sex and sharing sex toys etc.</li> <li>• Pregnancy – from an infected mother to an unborn baby, breastfeeding, childbirth</li> <li>• Sharing needles, syringes or other drug supplies with traces of the blood of an infected person (e.g., tattooing, sharing needles, piercing) or other blood exposure to infected blood/blood products</li> </ul>	<ul style="list-style-type: none"> <li>• Same for males and females</li> <li>• HIV – infected people often have no symptoms and look and feel fine. Some people with HIV will have symptoms like fatigue; loss of appetite, night sweats etc.</li> <li>• AIDS – (occurs after the virus has damaged the immune system) People may have symptoms like extreme weight loss, unusual skin infections, pneumonias or cancers</li> <li>• AIDS can be delayed with proper follow-up care.</li> </ul>	
<b>Pelvic Inflammatory Disease</b>	Bacteria	<ul style="list-style-type: none"> <li>• Failure to be treated for an STI like Chlamydia or other non-STI bacteria infection</li> <li>• Sometimes an IUD (Intra-Uterine Device) in place can increase the risk, especially if you have an infection)</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• Pain in the pelvic area (lower stomach)</li> <li>• May feel like a bladder infection, appendicitis or cramps</li> <li>• Unusual pain during intercourse or during menstrual period</li> <li>• Abdominal vaginal discharge</li> <li>• Fever or chills</li> <li>• Some women do not have any symptoms</li> </ul>
<b>Pubic Lice (Crabs)</b>	Insect/ Parasite	<ul style="list-style-type: none"> <li>• From sexual and non-sexual skin to skin contact</li> <li>• By sharing clothes, towels, soap, bedding or sleeping bags</li> <li>• Pubic lice can live off the body 24-48 hours</li> </ul>	<ul style="list-style-type: none"> <li>• Same for males and females</li> <li>• You may have itchiness and redness around your genitals. Itching is often worse at night.</li> <li>• Nits (eggs) attached to hair shaft</li> </ul>	

GRADE 8 STI/HIV LESSON 1 STI CHART ANSWER KEY

<b>Syphilis</b>	Bacteria	<ul style="list-style-type: none"> <li>By having direct contact with a syphilis sore</li> <li>Oral, vaginal, anal sex with infected partner</li> <li>Mother to fetus</li> </ul>	<ul style="list-style-type: none"> <li>Symptoms are the same for both males and females. However many people have no symptoms</li> <li>Painless sore(s) (chancere) from pinpoint size to as large as a quarter</li> <li>Flu-like symptoms, fever, fatigue, pain in the joints and muscles</li> <li>Painless rash on hands, feet or whole body</li> <li>Swollen lymph nodes</li> <li>Hair loss</li> <li>Untreated may result in headache, dizziness, changes in personality, dementia</li> </ul>	
<b>Vaginitis</b>	Yeast – Fungal Bacterial Vaginosis – Bacterial Trichomoniasis- Bacterial	<ul style="list-style-type: none"> <li>Not always caused by sexual intercourse</li> </ul> <p>Yeast – most often caused by antibiotics, birth control pills, perfumed products, vaginal contraceptives, foams or jellies</p> <p>Bacterial Vaginosis – is caused by unchecked growth of the bacteria that normally lives in and around the vagina</p> <p>Trichomoniasis- is an organism that is sexually transmitted</p>	<p>Yeast- Genital itching or a mild rash on the penis</p> <p>Bacterial Vaginosis –need treatment</p> <p>Trichomoniasis – Usually no symptoms but may have burning during urination</p> <ul style="list-style-type: none"> <li>Discharge from urethra</li> </ul>	<p>Yeast – Clumpy white discharge from the vagina and/or itching and redness around the vagina</p> <p>Bacterial Vaginosis – “Fishy” smelling, thin watery, grayish or yellowish discharge and/or burning or irritation around the vagina.</p> <p>Trichomoniasis – Foamy yellow or green discharge, foul or musty smelling discharge and/or burning or itching around the vagina</p>

Name: \_\_\_\_\_

Parent/Adult Support: \_\_\_\_\_

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

Adapted from: Canada Federation of Sexual Health. (2005). *Beyond the Basics: A Sourcebook on Sexuality and Reproductive Health Education*.