

High School Health Lesson

Sexually Transmitted Infection (STI) Protection

OREGON STANDARDS:

- HE.1.4.8 Recognize that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.
- HE.1.5.8 Discuss that HIV and STDs can be spread through sexual contact with someone who has HIV/STD.
- HE.1.6.38 Identify ways to prevent HIV and other STDs.
- HE.1.6.39 Recognize the importance of getting tested for HIV and other STDs when people are sexually active.
- HE.1.7.40 Define ways to prevent HIV and other STDs.
- HE.1.7.41 Describe the importance of getting tested for HIV and other STDs when people are sexually active.
- HE.1.8.20 Explain how HIV and STDs can be spread through sexual contact with someone who has HIV/STD.
- HE.1.8.40 Explain ways to prevent HIV and other STDs.
- HE.1.8.41 List the reasons why it is important to get tested for HIV and other STDs when people are sexually active.
- HE.1.12.33 Describe the importance of getting tested for HIV and other STDs when people are sexually active.
- HE.7.12.5 Explain individual responsibility for testing and informing partners about STDs and HIV status.

PROCEDURE:

STEP 1: Tell students they are going to participate in three rounds of a discussion activity. Afterwards they will debrief and talk about the activity.

Ask students to stand up and walk around the room. After about 10 seconds, ask them to stop near the person closest to them so they can have a conversation.

Say, "I am going to give you a topic to discuss with this other person. You will have two minutes, and you need to keep the discussion going for that time." Write on the board, "Top three favorite movies." Say, "I'd like you to talk with each other about three of your favorite movies – and why they're your favorites. It doesn't matter who starts first; I'll tell you when two minutes have elapsed. Go!"

After two minutes, ask them to stop their conversations.

Ask them to thank their partner for their conversation and then start milling around the room

again, greeting each other, smiling, whatever they wish – and then ask them to stop again and partner up with whomever is closest.

Say, “I’m going to ask you to have another brief conversation with this person – but on a different topic.” Write “Travel anywhere” on the board and say, “If money were no option, and you could travel anywhere in the world, where would it be and why? Remember, you have about 2 minutes so you can choose more than one place if you wish. Ok, go!”

After 2 minutes, ask them to stop their conversations.

Ask them to thank their partner for their conversation and then start milling around the room one last time, greeting each other, smiling, giving high fives, whatever they wish – and then ask them to stop again and partner up with whomever is closest.

Say, “I’m going to ask you to have one more brief conversation with this person – but on a different topic.” Write “Super powers” on the board and say, “If you could have any three super powers, what would they be, and why? Remember, you have about 2 minutes. Ok, go!”

After 2 minutes, ask them to stop their conversations.

Ask them to take their seats.

STEP 2: Explain to the students that, for the purposes of this activity ONLY, they are going to consider the three conversations they just had not as conversations – but sexual encounters.

Tell students to imagine that three people in the room have sexually transmitted infections, and this number represents the statistics about STI’s.

Ask students to look around and think mathematically about their conversations. If they were sexual encounters, without protection, what has happened?

Ask students to write briefly about what this means.

Process, by asking the following questions:

- What was it like to do that activity? What was [easy, fun, hard, interesting – fill in their responses] about it?
- What does this activity tell us?
- What did you think about and learn?

Bring forward these points in the discussion...

- How it’s best to not have unprotected sex with multiple partners to reduce the chances of STIs spreading.
- How, if you’re going to have any kind of sex, it’s important to use condoms or

other barriers like dental dams correctly and every time (use CDC website on dental dams as a resource).

- How important it is to talk with a person about their sexual history to figure out what your own risk for STIs is.
- How if a person were to find out they had had some kind of sex with someone who has an STI they would need to get tested and to tell anyone else they may have been in a sexual relationship with that they need to get tested, too.

As people participate in the activity processing, write the five themes that should come up during the discussion on the board; if any of them do not, add them in at the end, saying, “I also saw from this activity that...”:

- Abstinence is the safest choice
- Condoms (and other latex barriers) are a must for reducing STI risk
- Talking with your partner is key
- Contraceptive methods like the pill are great for pregnancy prevention, but don’t protect against STIs
- If you are having sex, it is a good idea to get tested and to ask your partner(s) to get tested, too. Some couples will go to get tested together, which reinforces the care they have for each other.

Remind the students that someone needs to have an STI in order to transmit it to someone else, sexual behaviors don’t in and of themselves create STIs. Also remind them that this was only an activity, and that nothing about what you just did implies that the students who spoke with each other had sexual encounters.

STEP 4: Divide the class into five groups. Once they are in their groups, say, “It’s great to recognize that these five points are important – but it’s another thing altogether to remember them or put them into practice. When businesses want us to change our behaviors or buy certain things or act in certain ways, they buy time on tv or on websites and create commercials/ads. That’s what you’re going to do now.”

Assign each group one of the five categories. Tell them they will have 15-20 minutes to work together to create a commercial, public service announcement, or social media ad that has to do with that statement. They can video the commercial, PSA, or social media ad and email it to the teacher. Remind them that commercials/PSA’s/social media ads tend to be no longer than 30 – 45 seconds. As groups work, walk around the room to help them get started or point them in the right direction. You will also want to listen for any joking around or inappropriate language and help refocus the students on the activity.

STEP 5: After about 15-20 minutes, ask the groups to stop. Have each group submit their commercial/PSA/social media ad. The videos can then be reviewed by the teacher and shown to the class the next day. After each video is shown, ask for feedback from the class:

- What did you take away from this commercial?
- What was missing?
- What would be some other helpful take-away points?

STEP 6: Acknowledge the work of the class. Say, “STIs are a very real part of our world today. And considering 1 in 4 teens will end up with an STI once they start having some kind of sex, teens – and people of all ages – have a responsibility to know how to practice ways to reduce their chances of getting an STI.”