

Lesson 6: Sexually Transmitted Infections and HIV/AIDS



Cluster of Learning Outcomes

Students will...

- ✓ **K.5.S1.E.4a** **Examine behaviours that may decrease the risk of contracting HIV** (e.g., practising abstinence, using condoms...), **and behaviours that increase the risk of contracting HIV** (e.g., having intercourse with infected persons, using contaminated needles, using or handling body fluids, giving birth once infected...).
 - ✓ **K.5.S1.E.4b** **Describe the symptoms of, effects of, and treatments for the most common sexually transmitted infections** (e.g., gonorrhoea, chlamydia, syphilis, herpes...).
 - K.3.8.B.4** ➡ **K.3.S1.B.4** **Demonstrate the ability to access valid health information and health-promoting products and services available in the community** (e.g., doctors, public health nurses, health agencies and associations related to cancer, heart disease, kidney disease, sexuality education, alcoholism; youth advocates, helplines, school/community counselling programs, friendship centres, ombudsperson, the Internet...).
 - K.4.S1.B.4** **Identify examples of potentially dangerous situations** (e.g., physical abuse, verbal abuse, use of harmful substances, peer pressure...) **and effective strategies for avoidance/refusal.**
- ✓ Indicates targeted learning outcomes.

Lesson Focus



As a result of the learning activities within this lesson students will be able to

- complete an HIV/AIDS/STI knowledge test
- discuss risky behaviours
- identify causes, symptoms, and effects on the body of common STIs, as well as treatments for common STIs



Resources

Blackline Masters

- BLM S1-6.1: HIV/AIDS/STI Knowledge Test and Answer Key
- BLM S1-6.2: STI Quiz and Answer Key
- BLM S1-6.3: Sexually Transmitted Infections (STIs) Chart and Answer Key
- BLM G-10: Sexual Health Information and Crisis Lines for Youth

Resource Masters (See Appendix C)

- RM 9: The Prevention of HIV/AIDS
- RM 10: Demonstration: Using a Male Condom Properly

Audiovisual

- STI video

Print/Publications

- Manitoba Education and Training. *Health Education (Senior 2) Curriculum Guide*. Winnipeg, MB: Manitoba Education and Training, 1993.
- Ontario Physical and Health Education Association (OPHEA). *Ontario Health and Physical Education Curriculum Support: Grades K-10*. Toronto, ON: OPHEA, 2000.

- Ottawa, City of. People Services Department. *Teaching Sexuality Resource Kit*. 2nd ed. Ottawa, ON: City of Ottawa, People Services Department, 2002.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001. Available online at: <<http://www.pffc.ca>>. Refer to this publication for examples of pre- and post-tests. For information about STIs, see page 338.

Organizations/Websites

- Canadian Public Health Association (CPHA)—Canadian HIV/AIDS Information Centre/Clearinghouse: <<http://www.clearinghouse.cpha.ca>>
- Klinik Community Health Centre—Teen Talk: <<http://www.klinik.mb.ca/teentalk.htm>>
- Sexuality Education Resource Centre (SERC), Manitoba: <<http://www.serc.mb.ca/>>

Professionals

- physician
- public health nurse

Notes to Teacher

Consider RM 10: Demonstration: Using a Male Condom Properly (see Appendix C) as an instructional activity, in accordance with school/division policy and procedures.

Before beginning the learning activities suggested for this lesson, teachers may wish to show a video on STIs.



Curricular Connections



PE/HE:

K.5.S1.E.3c



Suggestions for Instruction

1. Stay Safe

To demonstrate and assess their knowledge of HIV/AIDS and other STIs, students complete the BLM provided. They assess their own responses using the posted answer key.



Refer to BLM S1-6.1: HIV/AIDS/STI Knowledge Test and Answer Key.

Discuss any topic-related questions/concerns, particularly issues related to the behaviours that increase or decrease the risk of contracting HIV.

2. Risky Behaviours?

Students individually list behaviours that may

- **decrease** the risk of contracting HIV
- **increase** the risk of contracting HIV

In a class discussion, students share their lists, record the responses, and create a master list. For each behaviour identified, students rank the level of risk for contracting HIV. (For example, having unprotected intercourse with an infected person poses a much higher level of risk for contracting HIV than maintaining a monogamous relationship with a partner who is HIV-negative.)

Examples of Behaviours:

- having unprotected intercourse with infected person(s)
- sharing needles or other drug-use equipment
- practising abstinence
- handling body fluids with no protection
- using protection/contraceptive methods (e.g., condoms) during intercourse
- using contaminated needles for ear-piercing or tattooing
- maintaining a monogamous relationship
- handling body fluids with protection
- other



Refer to RM 9: The Prevention of HIV/AIDS (see Appendix C).

3. STI Pre-Quiz

To demonstrate their current knowledge of STIs and how to avoid contracting the infections, students complete an STI pre-quiz.



Refer to BLM S1-6.2: STI Quiz and Answer Key.

4. STIs

Students select two of the STIs listed below. (Ensure that all STIs are selected.)

- Chlamydia
- Gonorrhoea
- Hepatitis B
- Herpes
- Human immunodeficiency virus (HIV)
- Human papilloma virus (HPV)
- Pubic lice
- Syphilis

With the aid of the support systems identified in the Support Links activity in Lesson 5 (suggested for learning outcome K.5.S1.E.3c), students research their selected STIs and record their findings in a chart provided. Combine all students' information and generate a master STIs Chart.



Refer to BLM S1-6.3: Sexually Transmitted Infections (STIs) Chart and Answer Key.



Refer to BLM G-10: Sexual Health Information and Crisis Lines for Youth

Suggestions for Assessment



Paper and Pencil Task: All Activities

Self-Assessment: Inventory

With the use of a posted answer key, students assess their responses to the knowledge test.



Refer to BLM S1-6.1: HIV/AIDS/STI Knowledge Test and Answer Key.

Paper and Pencil Task: All Activities

Self-Assessment: Inventory

Students take the STI quiz again to assess their knowledge. They mark their own responses, using the posted answer key.



Refer to BLM S1-6.2: STI Quiz and Answer Key.