

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.ppfca.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.