

Lesson 5: Sexually Transmitted Infections and HIV/AIDS

Cluster of Learning Outcomes



Students will...

- ✓ **K.5.S2.E.4a** Explain health issues related to HIV/AIDS (e.g., prostitution, intravenous drug use, unsafe sex practices, infection transmitted at birth, use and handling of body fluids...).
- ✓ **K.5.S2.E.4b** Describe ways to prevent STIs to promote the health of society (e.g., practising abstinence, using condoms, avoiding intercourse with infected victims, requesting blood test for partners, maintaining monogamous relationships...).
- K.3.S2.B.4** Investigate the contributions self and/or others can make to community/global health and sustainable development (i.e., maintaining safe and healthy lifestyle practices, volunteering, reducing, reusing, recycling).
- ✓ Indicates targeted learning outcomes.

Lesson Focus



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

- list health issues related to HIV/AIDS
- identify risky and safer behaviours
- complete an HIV/AIDS quiz
- participate in a learning activity demonstrating the transmission of a sexually transmitted infection (STI)
- identify ways to prevent STI transmission
- identify responsibilities regarding treatment of STIs
- identify high-risk behaviours and formulate ideas for social health planning

Resources



Blackline Master

- BLM S2-5.1: HIV/AIDS Quiz and Answer Key

Education. Ottawa, ON: Planned Parenthood Federation of Canada, 2001. Available online at: <<http://www.ppfc.ca>>.

Audiovisual

- UNICEF Canada. *The Global HIV/AIDS Pandemic: What Are You Going to Do about It?* VHS. Toronto, ON: UNICEF Canada, 2003. (The actors in this video are from the TV show *Degrassi: The Next Generation*.)

Organization/Website

- Klinik Community Health Centre—Teen Talk: <<http://www.klinik.mb.ca/teentalk.htm>>

Print/Publication

- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health*

Professionals

- physician
- public health nurse
- representative from Klinik Community Health Centre—Teen Talk

Notes to Teacher



Before beginning the learning activities suggested for this lesson, teachers may wish to

- show a video on STIs
- review the term “monogamous”—having sex with only one partner for the duration of a relationship
- review STI-related resource masters (see Senior 1, Lesson 6)
- review the Rotating Reel strategy (see below)

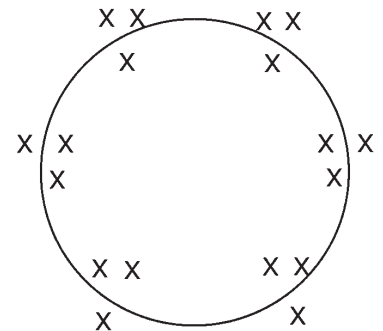
Treat the learning activities in this lesson with sensitivity and ensure that students do not personalize the activities.

Rotating Reel

Rotating Reel helps students actively recall information and discuss it in small- and large-group settings. This active learning strategy involves movement, communication, discussion, and responsible social behaviours. Questions are posed and small-group members rotate in a circular fashion, sharing their answers with the new group.

Procedure

1. Have students form groups of three and assign each person a number (e.g., 1, 2, 3).
2. Have students in each small group distribute themselves evenly on a large circle.
3. Ask the class a question and have each group discuss it to determine a small-group answer.
4. Choose a number and ask the person with that number to move in a specific direction (e.g., clockwise, counter-clockwise, skip a group) to the next group.
5. The moving person shares the answer with the new group, thereby generating discussion.
6. Students present the answer to the large group.
7. Clarify the answer to ensure that all groups have the correct response.
8. Continue the sequence of asking/answering a question, selecting a number to identify the “messenger” who should move in a specified direction to the next group, and sharing the answer.



Curricular Connections



PE/HE:

K.5.S1.E.4b

K.5.S2.E.1b

Suggestions for Instruction



1. Health Issues and HIV/AIDS

Students brainstorm and create a master list of health issues that relate to HIV/AIDS.

They identify

- risky behaviours/practices
- safer behaviours/practices

Students pair up, select a health issue from the master list, research the issues, and present information to classmates. Students complete a post-quiz.



Refer to BLM S2-5.1: HIV/AIDS Quiz and Answer Key.

2. Handshake

To demonstrate how easily STIs can become a societal epidemic, students participate in the following handshake activity:

- Prepare a set of index cards for the class, marking one card with an X (representing an STI) and leaving the others blank. Each student takes an index card.
- Students shake hands with five classmates. With each handshake, the two individuals sign each other's cards. Students return to their seats.
- The student who has an X on his or her card stands up and reads the five names that are signed on the card.
- The five students whose names are on that card also stand up. Those students now are infected (for the purpose of this learning activity). They each read the five names that are signed on their cards.
- The activity continues until all infected students are standing up.

Treat the Handshake learning activity with sensitivity and ensure that students do not personalize it. The purpose of this learning activity is to help students understand and respect behaviours that help prevent the transmission of STIs.

3. Prevention and Promotion

Using a Rotating Reel strategy (see Notes to Teacher), students share responses to the following questions:

- a. What are the ways to prevent STIs?
- b. What precautions should be taken if one is sexually active?
- c. What actions should be taken if STI contraction occurs or is a possibility?

4. Society's Health Plan

Working in small teams, students create a list of high-risk behaviours that increase the spread of STIs (e.g., having multiple sex partners, having several tattoos and piercings, participating in the sex trade, using intravenous drugs). Once the teams have created their lists, they come back together in a large group to create a master list of high-risk behaviours.

Student teams select one high-risk behaviour from the master list and develop a health plan that could be implemented within society to help the people involved in that behaviour prevent the spread of STIs.

Each health plan should address the following questions:

- a. What makes this behaviour high risk?
- b. What programs will have to be created for people involved in this behaviour?
- c. How might the implementation of this health plan affect the broader health care system?
- d. What are some of the positive social effects that would result from implementing the health plan?

Groups present their health plan to the class for assessment.



Suggestions for Assessment

Paper and Pencil Task: All Activities

Peer/Self-Assessment: Inventory

Students assess responses to the HIV/AIDS quiz, using the answer key provided.



Refer to BLM S2-5.1: HIV/AIDS Quiz and Answer Key.

Observation: Prevention and Promotion

Teacher Assessment: Inventory

As students participate in the Rotating Reel strategy, observe their ability to describe ways to prevent STIs to promote the health of society.

Performance Task: Society's Health Plan

Peer Assessment: Rating Scale

Peers assess each other's health plans, using the following criteria and rating scale.

Peer Assessment of Health Plan			
Criteria	3 Exemplary	2 Satisfactory	1 Needs Work
Research Process	<ul style="list-style-type: none"> Provides a comprehensive and detailed plan. 	<ul style="list-style-type: none"> Provides a detailed plan. 	<ul style="list-style-type: none"> Requires more detail for the plan.
Content	<ul style="list-style-type: none"> Includes extensive and pertinent ideas. 	<ul style="list-style-type: none"> Includes relevant ideas. 	<ul style="list-style-type: none"> Includes ideas not directly related to the topic.
Presentation	<ul style="list-style-type: none"> Keeps the audience's attention from start to finish. 	<ul style="list-style-type: none"> Generally keeps the audience's attention. 	<ul style="list-style-type: none"> Does not hold the audience's attention.