

GRADE 6

SEXUALLY TRANSMITTED DISEASES & HIV

In this lesson, the teacher and students will work collaboratively to set guidelines for learning about and discussing sensitive subjects. Students identify their own misconceptions about STD/STIs using a worksheet. Students sort scenario cards based on whether they are risky behaviors for contracting STD/STIs. Teacher shares facts about transmission and eliminating the risk of transmission using abstinence. Students watch a BrainPop video titled “HIV” and complete a concept map to practice their new learning. Students develop a plan to eliminate their risk of contracting an STD/STI.

TODAY'S OBJECTIVE

- Define STDs/STIs and HIV.
- Compare how abstinence lowers the risk of STDs/STIs and HIV.
- Describe the symptoms and impact of STDs/STIs and HIV.
- Develop a plan to reduce the risk of STDs/STIs and HIV.

TEACHER NOTES: CREATING A SAFE SPACE

- Estimated Time: 5 minutes
 - Activate Prior Knowledge/Engage
1. Begin lesson by establishing ground rules conducive towards a “safer” space.
 2. Due to the sensitive nature of these topics, remind students to avoid speaking about experiences of their fellow classmates.
 3. Let students suggest rules or limits of their own for the class to be mindful of throughout the discussion.

CREATING A SAFE SPACE

What are some ground rules we can agree upon to make this a safe space to talk about a sensitive topic?

TEACHER NOTES: WHAT DO YOU THINK ABOUT STI?

- Estimated Time: 5 minutes
 - ELL & SpEd Strategy: Sentence Stems
- I. Students complete the worksheet about their current knowledge of STIs.



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WHAT DO YOU THINK ABOUT STI?

What do you think about STI?

This activity encourages you to think about what you know about STI and help challenge some of the myths and stereotypes you may have.

Complete the following sentences.

1. When I hear the words sexually transmitted infections, I think...
2. People who get an STI are...
3. The best way to avoid getting and spreading STI is...
4. The worst STI would have to be...
5. STIs I have heard of are...
6. If I thought I had an STI, I would...
7. Abstinence is...

THINK – PAIR – SHARE

What is an STD/STI and HIV?

Infections that are spread by sexual contact.

TEACHER NOTES:TRANSMISSION CARD SORT

- Estimated Time: 5 minutes
 - ELL & SpEd Strategy: Mixed-Ability Partners
- I. Students sort the possible ways STDs are transmitted.

Kissing	Holding Hands	Talking	Watching a Movie
Mother to Baby	Genital to Genital Contact	Mouth to Genital Contact	Genital to Anal Contact
Abstinence	Sharing Needles	Unprotected Sex	Exchange of Body Fluids

S.T.I. TRANSMISSION

How are they transmitted?

STI TRANSMISSION

Risky Behavior	Non-Risky Behavior
Unprotected Sex	Abstinence
Exchange of Bodily Fluids	Kissing
Sharing Needles	Talking
Mother to Baby	Holding Hands
	Watching a Movie

EXCHANGE OF BODILY FLUIDS

- Blood
- Breast Milk
- Vaginal Fluid
- Semen

FACTS ABOUT STIs

- Many STIs show few or no symptoms in the early stages of infection.
- Some STIs, but not all, can be cured by antibiotics.
- STIs can be serious risks to your health.

ELIMINATING THE RISK

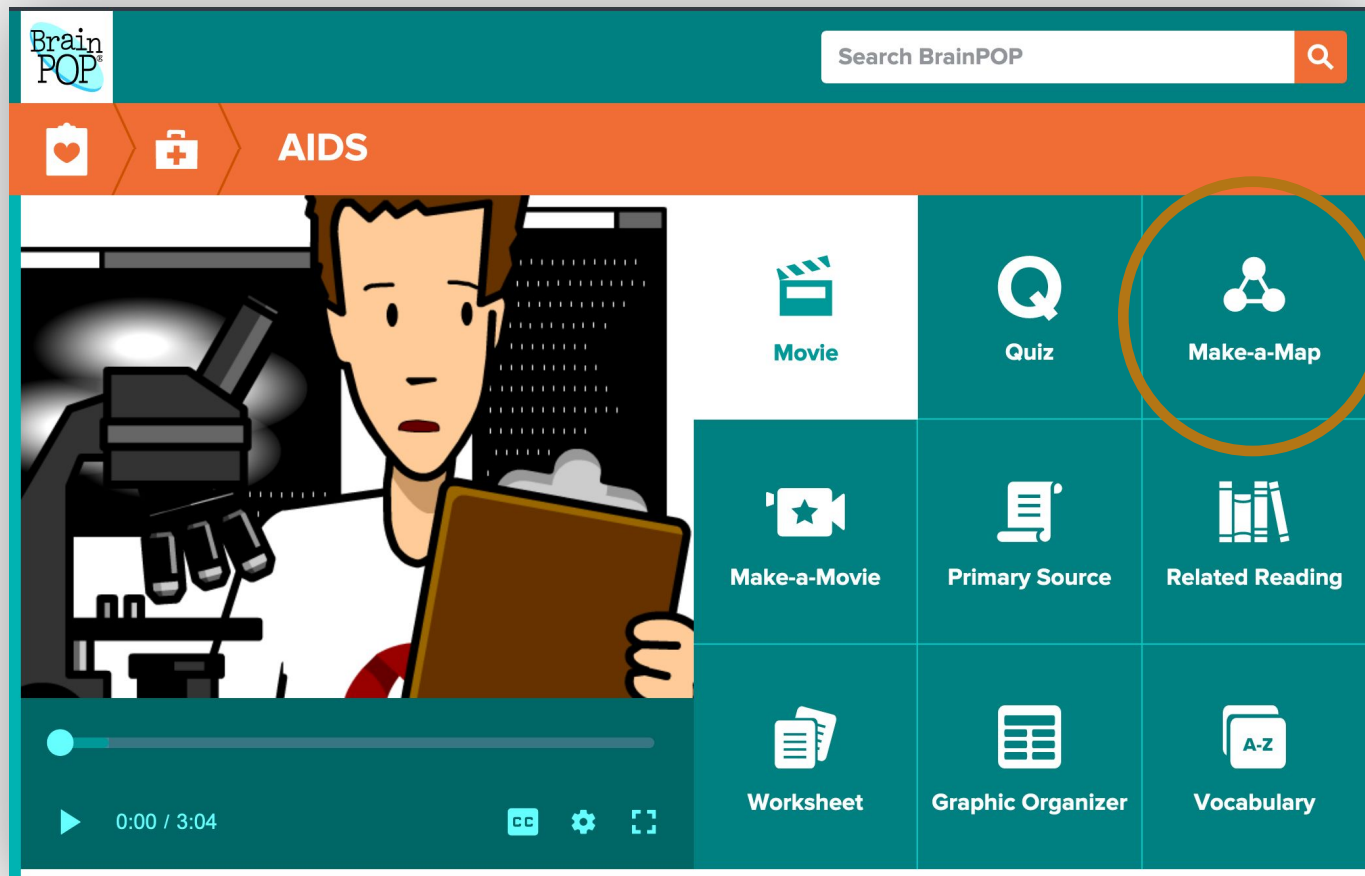
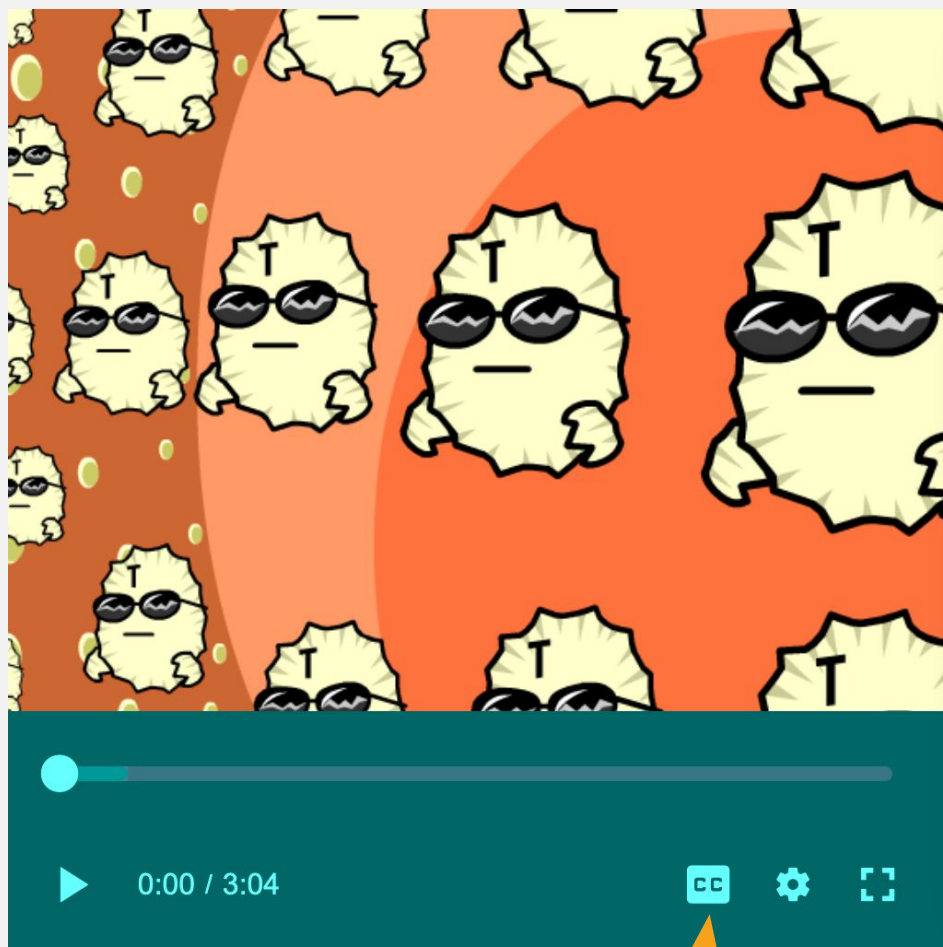
- Abstinence is 100% effective at preventing infection.

REDUCING THE RISK

- Delay the age of first sexual intimacy.
- Limit the number of sexual partners.
- Avoid sharing needles and other equipment for drug injection, body piercing, or tattooing.
- Get tested for STIs.

TEACHER NOTES: BRAINPOP VIDEO & MAKE A MAP

- Estimated Time: 10 minutes
 - ELL & SpEd Strategy: Closed Captioning
- I. Students watch the video on AIDS then create a mind map to organize the information.



TEACHER NOTES: DEVELOP A PLAN

- Estimated Time: 5 minutes
 - ELL & SpEd Strategy: TBD
- I. Students write a plan to eliminate or reduce the risk for STIs.

REFLECTION/QUICK WRITE:
WHAT CAN YOU DO TO ELIMINATE YOUR RISK OF
AN STI?

HOMEWORK: BE A HEALTH SERVICE DETECTIVE

CALM STI/HIV LESSON 2 HANDOUT: BE A HEALTH SERVICES DETECTIVE

Student Name: _____

Parent/Guardian: _____

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

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.

BIBLIOGRAPHY

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- “Lesson Plan & Resource Finder - Teachers:Teaching Sexual Health- UNDERSTANDING AND PREVENTING SEXUALLYTRANSMITTED INFECTIONS- Lesson 12.” *Teachers / Teaching Sexual Health*, Teachingsexualhealth.ca, 2015,
<https://teachingsexualhealth.ca/teachers/lesson-plans-resources/resource-finder/>. (Accessed October 2, 2019)

What do you think about STI?

This activity encourages you to think about what you know about STI and help challenge some of the myths and stereotypes you may have.

Complete the following sentences.

1. When I hear the words sexually transmitted infections, I think...
2. People who get an STI are...
3. The best way to avoid getting and spreading STI is...
4. The worst STI would have to be...
5. STIs I have heard of are...
6. If I thought I had an STI, I would...
7. Abstinence is...

Kissing	Holding Hands	Talking	Watching a Movie
Mother to Baby	Genital to Genital Contact	Mouth to Genital Contact	Genital to Anal Contact
Abstinence	Sharing Needles	Unprotected Sex	Exchange of Body Fluids

STI TRANSMISSION CARD SORT ANSWER KEY

Risky Behavior	Non-Risky Behavior
Unprotected Sex	Abstinence
Exchange of Bodily Fluids	Kissing
Sharing Needles	Talking
Mother to Baby	Holding Hands
	Watching a Movie

UNDERSTANDING AND PREVENTING SEXUALLY TRANSMITTED INFECTIONS

Lesson 12

DIFFERING ABILITIES

LEARNER OUTCOME

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



MATERIALS

What do you think about STI? - Activity

Condom Line-Up - Activity

Talking About STI Case Studies - Activity



INTRODUCTION

Learning about sexually transmitted infections (STIs) helps students to be able to take care of their own bodies, preventing possible health and infertility problems associated with having an STI or allowing an STI to go untreated. This lesson helps students learn about STIs/HIV, as well as describe symptoms, effects, treatments, and prevention for common STIs. Students will learn how to talk to partners and how to access services for testing and treatment.



This lesson follows on from Lesson 10: Decision-Making: Creating Safe Sexual Relationships and Lesson 11: Preventing Pregnancy: Talking About and Using Contraception. It is best suited to students who are able to discuss what it would be like to have a sexual relationship. Not all students will be ready for this level of information which is very practical and focuses on building knowledge and skills that teens can use if they are involved in a sexual relationship. There is no assumption that all teens are sexually active, rather an understanding that some are, and many will be in the future.



APPROACHES/STRATEGIES

A. GROUND RULES

- Ensure that ground rules are established before starting your classes. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.
- You should be prepared for giggles in your class. Acknowledge students' reactions to the subject by saying that it is common to feel uncomfortable talking about sexual relationships. Having these discussions helps teens feel prepared if they do have a sexual relationship.

B. DISCUSSION- WHAT ARE STI AND WHY DO WE NEED TO TALK ABOUT THEM?

Introduce this lesson by referring back to lesson 10 and doing a quick review. Discussion in lesson 10 focused on making decisions to have safe sexual relationships.

1. What does STI mean and what are they?
 - STI is short for sexually transmitted infections. Sometimes people use the term STD which is short for sexually transmitted diseases. In Canada we use the term STI.
 - STI are infections spread through close sexual contact and sexual intercourse. Some are spread through contact with blood that may happen when people share needles for drug use or tattooing and piercing such as HIV and hepatitis B and C.
2. Why is it important to learn about STI?
 - It helps to understand how to take care of your body.
 - Untreated STI can lead to health problems, make someone very sick or lead to infertility meaning it is very hard to get pregnant or get someone pregnant.
 - It is important to learn about how to talk to a partner about STI.
 - It helps to discuss the myths about STI that could lead to someone getting an STI e.g., "I can tell if someone has an STI as they will look sick!" Most STI do not show signs or symptoms!



Sexual health education occurs most effectively in a classroom where there is a mutual feeling of trust, safety and comfort. Having Ground Rules in place can be a very successful way to facilitate a positive classroom environment. Click [here](#) for more information on how to set up ground rules.



During this lesson you will probably talk about common STI such as chlamydia and human papilloma virus (HPV). While it is good for students to know about specific STI it is more important that they know the general prevention rules and have knowledge and understanding about what they can do to get tested and treated. For specific information about STI please see the [STI Health Information Sheets](#) which give details about causes, symptoms, testing, treatment and prevention.

3. What are some of the common symptoms of STI?
 - Genital itching
 - Burning when you urinate/ pee
 - Discharge (normal for females to have some discharge but if there is more, it smells different or is a different colour; for males anything other than urine or semen)
 - Sores, bumps, lumps or rashes around genitals
 - Pain during sex
 - Unusual bleeding, especially after sex
 - Most common symptom is no symptom at all.
4. Where can you go to talk about STI or get testing and treatment?
 - Doctor or walk-in clinic
 - Sexual and Reproductive Health Clinic
 - STI Clinic
 - Some public health offices
5. What are the best ways to prevent STI?
 - Abstinence meaning no sexual behaviour involving skin to genital, genital to genital or exchange of bodily fluids.
 - Using condoms correctly and consistently
 - Talking with partner about sexual history i.e., asking if they have used condoms in the past or if they have been for annual check-ups
 - Limiting number of sexual partners
 - Regular STI testing (annually or as recommended by a doctor).

C. ACTIVITY-WHAT DO YOU THINK ABOUT STI?

This activity encourages students to think about what they know about STI and helps to challenge the myths and stereotypes they might have. Students can complete the handout in pairs or groups or you can read out the sentences and have students discuss their responses as a group.

Responses may include the following:

1. People who get an STI are.....
 - **Dirty** Having good personal hygiene does not mean that you will not get an STI. If you have sexual contact with someone who is infected with an STI you are at risk of getting that STI.
 - **Sexually active** Sexual activity is the most common way to get an STI. This means coming into contact with a person's skin, genitals, body fluids or mucous membranes e.g., mouth. STI can also be spread through blood when sharing needles.
 - **Involved in prostitution** There is a stereotype that people involved in the sex trade get STI and no one else. It is important to understand that STI do not discriminate. If you have sexual contact with someone who is infected with an STI you are at risk of getting that STI.
 - **Gay** Another stereotype that persists is that only gay men get STI especially HIV. People involved in heterosexual, long term relationships can get STI.

2. The best way to avoid getting an STI is.....
- **Don't have sex** Abstinence from sexual activity that involves skin to skin, skin to genital and contact with body fluids is the only way to completely avoid STI.
 - **Use condoms** Although not 100% effective, using condoms provides good protection.
3. When I hear the words sexually transmitted infections I think.....
- **Gross/disgusting** Many people may think this but may believe they are not likely to get an STI, that only other people get STI. The fact is that some STI can lead to sickness and symptoms that are very unpleasant.
 - **Diseases** Sometimes people refer to STI as diseases. No matter what term you use STI make you sick.
 - **Death** Even though some STI can be cured and others treated and managed there is still no known cure for HIV that can lead to AIDS. HPV can lead to cancers that if left untreated can lead to death.
4. The worst STI I could have would be.....
- **AIDS** There is no known cure for HIV and it needs ongoing treatment and care. After many years of living with HIV a person's immune system may be damaged and unable to fight off infection. If someone with HIV develops certain illnesses they may then have AIDS. Some of these illnesses may lead to death.
5. STI I have heard of are..... Students may or may not know the names, correct or slang terms, of the following
- Chlamydia
 - Genital herpes
 - HPV – genital warts
 - Herpes Simplex Virus (genital sores)
 - Gonorrhoea or “the clap”
 - Hepatitis B/C (a blood borne pathogen)
 - HIV & AIDS (a blood borne pathogen)
 - Syphilis
 - Pubic lice or “crabs”
 - Scabies
6. If I thought I had an STI, I would.....
- **See a doctor** It is important to get tested and treated as soon as possible to be healthy and to stop the spread of STI.
 - **Freak out/cry** Having an STI can be very upsetting and can affect relationships. Talking to a health care professional about treatment and prevention can help someone with an STI manage.
 - **Tell someone** It is important to tell any sexual partners if you think or know that you have an STI.
7. Talking to a girlfriend or boyfriend about STI is.....
- **Embarrassing** Having a safe and responsible sexual relationship involves talking to partners about testing, treatment and protection from both STI and pregnancy. If someone is not able have these discussions the relationship may not be healthy and the decision to not have sex could be the best choice.
 - **A good idea** Starting a relationship with honesty shows respect and is a sign of a healthy relationship.

8. Condoms are.....

- A good way to prevent STI** Along with dental dams condoms are the best way to prevent STI if someone is sexually active.

- Awkward** This may be the case at first but once using condoms becomes a health habit they can be a comfortable part of a sexual relationship. Is it more awkward to tell a partner about a positive test for an STI?

D. CONDOM AND DENTAL DAM DEMONSTRATIONS

Condoms are a common method used by teens. They are easy to access and do not need lots of planning ahead of use. The following video demonstrations are designed to assist teachers who would like to show condom and dental dam demonstrations to students. The accompanying notes give step by step instructions to help guide teachers to perform the demonstrations.

E. EXTENSION ACTIVIT — CONDOM LINE-UP ACTIVITY

Condoms are a barrier method of contraception and the only form of contraception, besides abstinence, that can provide protection from sexually transmitted infections (STI). People who are sexually active are encouraged to use a condom with each sex activity. Using a condom correctly and consistently may help reduce the risk of STI as well as pregnancy if that is a risk. At the end of this activity, participants will be able to describe the proper sequence of steps to ensure correct condom use.

F. EXTENSION ACTIVITY — TALKING ABOUT STI CASE STUDIES

Talking about STI and sexual decision making with a boyfriend or girlfriend is an important skill that takes practice. In small groups or as a class use each case study to discuss communication strategies.



QUESTION BOX

Have students fill out questions and address them next class.



The process of asking questions is an important learning activity that helps students clarify and validate information being presented. Question Box is a method of individualized instruction which has been proven to enhance learning. Click [here](#) for more information on how to use the question box.



SELF RELECTION

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 preventions for common STI?
- Identify community based resources where information and testing for STI is available?

Attitudes:

- Accept the need to prevent STI/HIV?
-

¹Alberta Education. (2002). *Health and life skills guide to implementation: Kindergarten to grade 9*. Retrieved from <http://education.alberta.ca/media/352993/pos.pdf>

What do you think about STI?

This activity encourages you to think about what you know about STI and help challenge some of the myths and stereotypes you may have.

With a partner read through and complete the open ended sentences listed below. When you are done you will have an opportunity to share and discuss some of your answers with the class.

1. People who get an STI are.....
2. The best way to avoid getting and STI is.....
3. When I hear the words sexually transmitted infections I think.....
4. The worst STI I could have would be.....
5. STI I have heard of are.....
6. If I thought I had an STI, I would.....
7. Talking to a girlfriend or boyfriend about STI is.....
8. Condoms are.....

Talking About STI Case Studies

Talking about STI and sexual decision making with a boyfriend or girlfriend is an important skill that takes practice. In small groups or as a class use each case study to discuss communication strategies.

Kelly and Mark have been going out for several months. They are talking about the day they plan to have sex for the first time. Kelly explains that they will have to use a condom. Mark insists that there is no danger of any sexually transmitted infections (STI) and refuses to wear one. Mark is complaining that Kelly doesn't trust him; Kelly just wants to be safe.

What is Kelly concerned about?

What should Kelly do?

Silvia's friend Anna has been seeing her boyfriend for a while. Anna told Silvia that recently they've started having sex. Now Anna is noticing some symptoms that she never had before. She is really worried and is too embarrassed to go to the doctor.

What advice can Silvia give her friend?

Jamie and Jake are making plans to have sex for the first time and are planning to do it the night of a party at their friends. Jamie felt uncomfortable talking to Jake about using a condom, so she never brought it up. Jake did not discuss it either. The night of the party both Jake and Jamie are nervous about having sex for the first time and decide to have a few drinks first.

What might affect Jamie's ability to make healthy decisions at the party?

What should Jake and Jamie have done differently?

Kai and Riley have been together for a long time and are considering having sex for the first time.

What do both Kai and Riley need to do to prepare and make sure they are protected?

STI AND HIV

Lesson 2

GRADE

CALM

LEARNER OUTCOMES¹:

Examine aspects of healthy sexuality and responsible sexual behaviour.
Describe sexually healthy choices for one's body, including abstinence.
Assess the consequences of being sexually active.



MATERIALS:

1. CARDS: Risk Continuum Cards
2. HANDOUT: STI Role Play Scenarios
3. SLIDE: STI Role Plays
4. HANDOUT: Be a Health Services Detective



INTRODUCTION:

The second lesson plan in this series helps students understand how knowing about STI and HIV prevention can help them make sexually healthy choices, and provides students with an opportunity to practice skills required to make those choices.



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 and HIV (10-15 min)

Students define STI and HIV and provide a rationale for learning about STI and HIV through class discussion around the following questions.

1. What is the definition for STI, or sexually transmitted infections?
 - STIs are infections spread primarily by close sexual contact and/or sexual intercourse.
 - Inform students that the term STI (sexually transmitted infection) is a new term that they may hear when discussing what used to be called Sexually Transmitted Diseases (STD). It means the same thing.
2. Why is it important to learn about STI and HIV?
 - It helps one be able to take care of one's own body.
 - It helps us recognize myths like, "It's easy to tell if a person has a STI because he/she will look sick" that could prevent a person from using effective prevention methods or seeking needed treatments.
 - Untreated STIs can jeopardize a person's health and future ability to have children.
 - It helps a person be able to discuss STIs with a partner.
3. 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/or anal/oral/vaginal sexual intercourse, as well as other means such as blood transfusions (low risk in Canada), sharing needles, or body piercing or tattooing equipment.
4. 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 "inactive" 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 STI can be treated with medications, but not cured. A person with a viral STI will have that virus for life. STI that are viral include genital warts (HPV), HIV and AIDS, hepatitis B and C and genital herpes. There is a vaccination available for HPV for both women and men.
 - **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 some types of vaginitis.
5. 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 and STI Clinics)
 - Teachers, counsellors or school nurses
 - Fact Sheets from a reliable source (Alberta Health Services)
 - Community Agencies

6. RISK REDUCTION CONTINUUM (10-15 min)

Students determine effective ways to reduce the risk of STI and HIV.

1. Ask for eight student volunteers.
2. Give each volunteer one of the **Risk Continuum** cards.
3. Have the volunteers each read their card aloud to the class.
4. Ask the class to assess the severity of risk for each card, and have them arrange the volunteers in a continuum of risk, from most risky to least risky.
5. Debrief this activity using the following questions:
 - What can a person do to reduce his/her risk for STI and HIV?
 - What should a person who has engaged in risky behaviour do?
 - Get testing and treatment if required
 - Stop the risky behaviour

7. STI ROLE PLAYS (25-30 min)

Students develop and practice STI and HIV prevention skills that can help them make sexually healthy choices.

1. Divide the class into groups.
2. Provide each group with one scenario from the **STI Role Play Scenarios** handout.
3. Students must read and complete the questions for the scenario they have been given.
4. Have pairs follow the instructions on the **STI Role Plays** slide to plan a role-play presentation.
5. Give each group time to present their role play.
6. After each role play, ask the class to determine the adequacy and accuracy of the responses chosen by the characters in the presentation.
7. Finally, debrief the entire activity using the following questions:
 - What are the most effective ways to prevent STI and HIV?
 - If a person suspects that he/she has STI or HIV, what should they do?



Do not assume all relationships are heterosexual. Make every effort to use inclusive language.

8. 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 and HIV.

1. Distribute the **Health Services Detective** handout. 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 as follows:
 - Verify that students completed the exercise. You may offer a draw-prize to one of the students who had the handout signed by a parent.
 - As a class, create a list of clinics/community-based resources. Ensure that all those on the list are appropriate community resources.
 - Take some time to debrief. Suggestions for debriefing questions include:
 - What advice would you give someone who thought he/she had a STI?
 - Which of the clinics we identified looks like a good place to go for support?
 - How would you get to the clinic you have chosen if you needed to go for yourself or with a friend?



Students may embarrass easily when identified as “having” an STI during role plays. It is important to remind students that this is a game, and reinforce the need for them to be sensitive to one another’s feelings. Reinforce the Ground Rules.



Try to seek out the agencies in your area to list for your students. Look in the [Community Agencies](#) section of this website.



QUESTION BOX (10 min)

Answer questions from last class. Have student’s complete questions for next class.



Keep in mind that all students do not live in a “traditional” family nor do they have equal opportunities for open discussion within their “family.” Although it is best for students to complete this assignment with a supportive parent or guardian, it may not be possible. Be sensitive to the needs of your students.



SELF REFLECTION

During the lesson, were:

- Ground rules being followed?
- Good practices established regarding group work and discussion?
- Role-play activities handled appropriately by the students?

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 and HIV?
- Identify effective ways to reduce the risk of STI and HIV?
- Identify community-based resources where students can get information or testing for STI and HIV?

Skills:

- Demonstrate effective STI and HIV prevention skills?

Attitudes:

- Accept the importance of learning about STI and HIV?
-

1. Alberta Education. (2002). *Career and life management guide to implementation*. Retrieved from <http://education.alberta.ca/teachers/program/health/resources/calmguide.aspx>

CARDS: RISK CONTINUUM

Sex with someone who is having sex with others

Sex with one uninfected person who has only had sex with you

Frequent, chance sex with unknown partners

Sex, without a condom, with a partner you don't know well

Total abstinence

Sex with more than one person

Sex with a condom

**Sex with one person who currently only
has sex with you, but has had sex with
others in the past**

Scenario One

Jane and Chris have been dating for two months. Sometimes they have sex. Jane suspects that Chris is having sex with other partners, but isn't sure. What should Jane do?

Scenario Two

Shaun and Mary have been dating for a long time, and the relationship has progressed to a place where both partners want to have sexual intercourse. When Mary asks Shaun to use a condom, Shaun is insulted. He says he is clean, that condoms are unnatural, fake and a total turn off, and since Mary is on the pill it shouldn't be necessary. What should Mary do?

Scenario Three

Mark just learned that he has an STI. He wants to tell his partner himself, but is afraid of what his partner will think. What should Mark do?

Scenario Four

Corry's boyfriend Jerrold recently noticed an unusual discharge from his penis. When he got tested, the results showed that he had gonorrhea. He accused Corry of giving it to him, since he'd been faithful to Corry. Corry has had sex with other partners, but doesn't have any symptoms. Jerrold would like Corry to get tested, but Corry doesn't want to. What should Jerrold do?

Scenario Five

Roberta's younger sister thinks she may have an STI. She doesn't know where to go for testing. She also doesn't want her parents to know. She has asked Roberta for help. What should Roberta do?

Scenario Six

Daniel has never had sex. He recently shared needles with friends at a tattooing party. He realizes he has put himself at risk for HIV, Hepatitis B & C, and is worried. What should Daniel do?

Scenario Seven

Lisa is not in a steady relationship. She sometimes has sex with casual dates. She is worried about STI and wants to know how to recognize the symptoms. What should Lisa do?

Scenario Eight

Last year Javi was diagnosed with genital herpes. Since that time, she has been abstinent. Now she is dating someone new. What should Javi do?

Scenario Nine

Lorrie and Dale have been in a long term relationship, and have been having sex for the last 8 months. Dale has been trying to convince Lorrie to stop using condoms “now that they know each other so well.” What should Lorrie do?

Scenario Ten

Donny has been dating the same person for six months. When they first had sex, they used condoms, but stopped using them about a month ago. Now Donny has small itchy bumps on her genitals. What should Donny do?

Scenario Eleven

Fatima has been with the same partner for a year, and just tested positive for Chlamydia. What should Fatima do?

Scenario Twelve

Six months ago, Jonas was at a party and had too much to drink. He ended up having unprotected sex. Now he has heard a rumour that the person he had sex with is HIV positive. What should Jonas do?

STI ROLE PLAYS

1. Read the scenario you have been assigned.
2. Ensure your answers to this scenario are detailed and correct.
3. Choose a role for each partner to play as you present this scenario to the class.
 - One of the people in the scenario
 - A friend of someone in the scenario
 - A nurse or doctor
4. Plan a presentation that dramatizes and answers the scenario questions.
5. Practice your presentation.
6. Present your scenario to the class.

Student Name: _____

Parent/Guardian: _____

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

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.