Protecting Your Health: Understanding and Preventing STDs

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum
Fostering responsibility by respecting young people’s rights to honest sexuality education.

ADVANCE PREPARATION FOR LESSON:

• Post the 11 STD Clues Sheets around the room with enough space between them so that students will not get crowded around each.
• Copy and cut the Behaviors for STD Risk cards creating one set for each trio.
• Tear off pieces of masking tape for the high/low/no risk activity.

LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. Define STDs and HIV. [Knowledge]
2. Name at least three common STDs and how they are transmitted. [Knowledge]
3. Compare sexual behaviors that put people at high, low or no risk for STDs. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we’ve intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun “they” instead of “her” or “him”, using gender neutral names in scenarios and role-plays and referring to “someone with a vulva” vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

PROCEDURE:

STEP 1: Explain that today’s lesson is about sexually transmitted diseases (STDs) and HIV.

Say the following, writing key terms on the board as needed: “A sexually transmitted disease means a disease a person can get from another person when they do something sexual with that person. You can only get an STD from someone who has one. You may hear ‘STD’ or ‘STI’ used out in the world; the ‘D’ refers to ‘disease,’ and the ‘I’ to infection. There is a minor difference between the two, but for the purposes of this lesson, we will be referring to STDs.

We’re also going to be talking about HIV, which stands for the Human
Immunodeficiency Virus. The ‘Human’ part means only people can get it and transmit to other people. While there are animal versions of HIV, a person cannot get HIV from a cat or a dog or any other animal, or vice versa. ‘Immunodeficiency’ is actually two words stuck together — you might remember from science class that our immune system is the system in our body that fights off infection. A deficiency is when something isn’t working the way it should. So when a person has HIV, they have a deficient immune system — meaning, infections their body could usually fight off on its own are harder or even impossible to fight off. So HIV is a virus that weakens the immune system that, if it is not successfully treated, can become AIDS.”

Tell the students that there are many STDs, but that they tend to have at least a few things in common with other STDs. So they are going to be doing an activity where they are going to be assigned an STD and try to discover which one they have. (3 minutes)

**STEP 2:** Divide the class into nine groups. Say, “Each small group will receive a worksheet with a list of clues on it. Around the room are clues with characteristics of different STDs. Your job is to go around the room, and based on what’s listed on those sheets of paper, determine which STD is on your paper. At the bottom of your sheet is a word bank of different STDs. When you find something that doesn’t apply to you, just cross it off. By the end of the activity, you should be able to determine the STD.” Tell them that they will have 10 minutes in which to work on these. Distribute the worksheet, and ask them to get started (12 minutes).

**STEP 3:** Once 10 minutes have elapsed, have the groups return to their seats, staying in their groups. Go through the responses using the answer key. (8 minutes)

**STEP 4:** Say, “One of the things all these STDs have in common is that they can be transmitted through sexual behaviors. But some behaviors put people at higher risk than others. We’re going to do an activity now where we will look at which behaviors carry a lot of risk, which put you at some risk, and which have no risk for transmitting STDs.” Since students are already in their groups from the first activity, ask them to remain in their groups. Tell them that you are going to hand out a list of sexual behaviors people can do. Ask them to read each of them and decide together whether they think each behavior puts a person at high risk for getting an STD, some (but lower) risk, or no risk. Ask them to make three piles on the desk or table in front of them. Tell them that they will have 10 minutes to complete the activity. (12 minutes)

**Note to the Teacher:** As students are working, post the “High Risk, Low Risk, No Risk” signs to the board with at least 2 – 3 feet between each for easy reading.

**STEP 5:** Once ten minutes have passed, ask one of the groups to bring their answers up and tape them to the board beneath each of the signs you have posted using the prepared masking tape. Go through the responses using the Answer Key as a guide making corrections as necessary.

Once you have been through all the answers, say, “A key point about STDs and your risk for them is that one person has to have an STD in order to give it to someone else. None of these behaviors, including the high risk behaviors, can spontaneously create an STD. They are caused by bacteria, they are caused by viruses, they are caused by parasites or bugs.
This means that just as you can be exposed to them by someone who has one, you can take specific steps to lower or eliminate your chances of getting one.”

Answer any questions they may have about the activity. Describe the homework, which is a worksheet specifically on HIV and AIDS, which needs to be completed using the internet and handed in at the next class. (15 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:
Student participation in the two small group activities will enable the teacher to measure whether the learning objectives have been achieved. The small groups increase the chance of participation by all members, and going over the answers in front of the whole class will reinforce the content.

HOMEWORK:
Ask students to complete the HIV and AIDS worksheet, the answers to which can be found on the website listed on the assignment. An answer key is provided for the teacher.

1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.

2. You can be cured easily.

3. Condoms offer very good protection against you.

4. You are one of the most common STDs among adolescents in the US.

5. You are not detected by a blood test.

6. You can be transmitted through oral sex.

7. You are not transmitted via skin-to-skin contact.

8. You do not cause an outbreak of sores within two weeks of having it.

9. You are not caused by a parasite or “bug.”

10. You do not have a vaccine.

CHLAMYDIA       HIV/AIDS
TRICHOMONIASIS   SCABIES
HUMAN PAPILLOMAVIRUS (HPV)   GONORRHEA
HEPATITIS B       SYPHILIS
PUBLIC LICE      GENITAL HERPES
1. You are spread through sexual contact, including vaginal sex, anal sex, and oral sex.

2. You can be treated, but not cured.

3. Condoms don’t provide really good protection, only some protection against you.

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STD CLUE #1

Are you spread through sexual contact, including vaginal sex, anal sex, and oral sex?

You could be…

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GENITAL HERPES
HUMAN PAPILLOMAVIRUS (HPV)
GONORRHEA
HEPATITIS B
HIV/AIDS
SCABIES
PUBLIC LICE
SYPHILIS
TRICHOMONIASIS
STD CLUE #2

Can you be **CURED** easily?

You could be…

CHLAMYDIA
GONORRHEA
SYPHILIS
SCABIES
PUBLIC LICE
TRICHOMONIASIS
Can you be TREATED, but NOT cured?

STD CLUE #3

HIV/AIDS
HEPATITIS B
HUMAN PAPILLOMAVIRUS (HPV)
GENITAL HERPES

You could be...
STD CLUE #4

Does a condom offer really good protection against you?

You could be…

CHLAMYDIA
GONORRHEA
HEPATITIS B
SYPHILIS
HIV
TRICHOMONIASIS
STD CLUE #5

Are you one of the MOST COMMON STDs among adolescents in the US? If so, you could be...

CHLAMYDIA
HUMAN PAPILLOMAVIRUS (HPV)
GONORRHEA
GENITAL HERPES
TRICHOMONIASIS
STD CLUE #6

Can you be transmitted through ORAL SEX?

You could be...

CHLAMYDIA
GONORRHEA
SYPHILIS
HPV
GENITAL HERPES
HIV
HEPATITIS B
TRICHOMONIASIS
PUBLIC LICE
SCABIES
Can you be transmitted via SKIN-TO-SKIN CONTACT?

You could be...

GENITAL HERPES
HPV
SYPHILIS
TRICHOMONIASIS
PUBIC LICE
SCABIES
Do you cause a sore or outbreak of sores within two weeks of having it?

You could be...

GENITAL HERPES
SYPHILIS
STD CLUE #9

Are you **CAUSED BY A PARASITE** or “bug?”

You could be...

TRICHOMONIASIS
SCABIES
PUBIC LICE
STD CLUE #10

Do you have a **VACCINE**?

You could be...

**HPV**
**HEPATITIS B**
STD CLUE #11

Can you be detected by a BLOOD TEST?

You could be...

HERPES
HEPATITIS B
HIV/AIDS
SYPHILIS
HIGH RISK FOR STDS

Unprotected oral, vaginal and anal intercourse are high risk behaviors for transmitting STDs. “Unprotected” means not using a latex barrier, such as a condom.

LOW RISK FOR STDS

Just as the key to the high risk behaviors was “unprotected,” the key word for low risk behaviors is “correctly.” These behaviors are only low-risk if condoms or other barriers are used consistently and correctly – which means every time two people are sexual together, from the beginning of the sex act to the end. As soon as body parts come into contact with each other, and/or mouths come into contact with body parts, STD transmission is possible.

The level of risk also depends on the STD. For example, deep or “tongue” kissing is high risk for herpes, but not for HIV.

In addition, although using external and internal condoms and latex barriers significantly reduce the risk of STD transmission, they don’t protect partners completely. While semen and vaginal fluids are blocked by the condom, they do not cover bodies completely. When bodies rub against each other, they can also cause microscopic openings in the skin, which are small enough for some viruses to pass through in order to transmit an STD.

NO RISK FOR STDS

Aside from continuous abstinence – meaning, not having oral, anal or vaginal sex with another person for a period of time – very few shared sexual behaviors carry no risk for STDs. The activities here are more related to intimacy – with the exception of masturbation and mutual masturbation. These behaviors are important because they can help people learn about their bodies and build connection between people without any risk of STDs (or pregnancy).
Homework: HIV and AIDS

Name: ____________________   Date: ________________

Instructions: There are some unique aspects of HIV and AIDS that are different from other STDs. Complete the questions below by going to [http://teens.webmd.com/hiv-aids-and-teens-faq](http://teens.webmd.com/hiv-aids-and-teens-faq).

1. What does HIV cause?

2. HIV weakens which system in the human body?

3. That means it’s harder for people with HIV to fight off certain ________________.

4. Which three body fluids do NOT transmit HIV?

5. Can you get HIV from someone sneezing on you?

6. You can’t tell whether someone has HIV just by looking at them. How can people know for sure whether they have HIV?

7. If someone doesn’t know where to go get tested, what number can they call that’s both free and confidential (no one will know they called)?
HIGH RISK for STDs

LOW RISK
Unprotected vaginal sex
Deep kissing ("tongue")

Bathing together
Vaginal sex using an external or internal condom correctly
Kissing on the lips

Unprotected oral sex
Mutual masturbation

Anal sex using a condom correctly
masturbation
Solo

Oral sex using a latex barrier or condom correctly
Holding hands

Abstaining from sexual activity