

Preventing HIV and Other STDs

Grades 9-12, Lesson 11

Summary

Students complete sentence stems on graffiti sheets to learn key concepts about STDs, including transmission, consequences and prevention. The teacher leads a condom demonstration exercise so students can learn the steps to using a condom correctly. The lesson concludes with students setting personal goals that will help them avoid getting or giving an STD.

Student Learning Objectives

The student will be able to ...

1. Describe common symptoms of and treatments for STDs, including HIV.
2. Explain the importance of STD and HIV testing and counseling if sexually active.
3. Describe the steps to using a condom correctly.
4. Develop a plan to attain a personal goal to avoid or reduce the risk of contracting an STD.
5. Make a commitment to practice healthy sexual behaviors.

Lesson Timing

Warm up	Bell work + 2 minutes
Purpose of lesson	1 minute
Graffiti sheet activity	25 minutes
Condom demonstration	9 minutes
Journaling activity	10 minutes
Assign homework	
Exit ticket	3 minutes
Total	50 minutes

FLASH Key Concepts

People can prevent getting HIV and other STDs by not having sex, by using condoms if they do have vaginal or anal sex, and by not sharing needles.

Condoms are easy to get and easy to use.

Many teens successfully use condoms.

Abstaining from oral, anal and vaginal sex means a person does not have to worry about pregnancy or STDs.

Most high school students are abstinent.

The only way to know if you have HIV or other STDs is to get tested.

In this community, teens can get a pregnancy test, STD test or birth control at [insert local clinic].

People of all sexual orientations and gender identities need to protect themselves from HIV and other STDs.

Standards

National Health Education Standards (SHECAT)

Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
SH1.12.10	Summarize ways to prevent pregnancy and the sexual transmission of HIV and other common STDs.
SH1.12.15	Summarize how common STDs are transmitted.
SH1.12.16	Summarize how HIV is transmitted.
SH1.12.17	Summarize the signs and symptoms of common STDs.
SH1.12.19	Summarize the problems associated with asymptomatic STDs and HIV.
SH1.12.20	Summarize the short- and long-term consequences of common STDs.
SH1.12.21	Summarize the short- and long-term consequences of HIV.
SH.1.12.27	Describe the increased risks associated with having multiple sexual partners including serial monogamy.
SH1.12.35	Explain the importance of STDs and HIV testing and counseling if sexually active.
Standard 6	Students will demonstrate the ability to use goal-setting skills to enhance health.
SH6.12.1	Assess personal practices and behaviors related to sexual health.
SH6.12.2	Set a realistic personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.
SH6.12.3	Assess the barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.
SH6.12.4	Develop a plan to attain a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.
SH6.12.5	Implement strategies, including self-monitoring, to achieve a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.
SH6.12.6	Use strategies to overcome barriers to achieving a personal goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.
SH6.12.7	Formulate an effective long-term personal plan to achieve a goal to avoid or reduce the risk of pregnancy and transmission of HIV and other STDs.
Standard 7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
SH7.12.1	Analyze the role of individual responsibility for sexual health.
SH7.12.2	Evaluate personal practices and behaviors that reduce or prevent sexual risk behaviors.
SH7.12.4	Make a commitment to practice healthy sexual behaviors.

National Sexuality Education Standards

PR.12.SM.1	Describe the steps to using a condom correctly
SH.12.SM.2	Describe the steps to using a condom correctly
SH.12.CC.1	Describe common symptoms of and treatments for STDs, including HIV
SH.12.CC.2	Evaluate the effectiveness of abstinence, condoms, and other safer sex methods in preventing the spread of STDs, including HIV
SH.12.CC.3	Describe the laws related to sexual health care services, including STD and HIV testing and treatment
SH.12. AI.1	Explain how to access local STD and HIV testing and treatment services
SH.12.GS.1	Develop a plan to eliminate or reduce risk for STDs, including HIV
SH.12.SM.1	Analyze individual responsibility about testing for and informing partners about STDs and HIV status

Rationale

This lesson focuses on big-picture concepts related to STD prevention—transmission, testing and condom use. As such, it does not contain detailed information about individual STDs. Health behavior change research shows that focusing on skills, attitudes and behaviors is more effective at improving health outcomes than memorizing facts.¹ Therefore, FLASH deemphasizes memorizing details related to specific STDs.

FLASH does not use graphic images of genitals infected with STDs. These images produce visceral, negative reactions in students and falsely lead them to believe that end-stage or worst-case scenario symptoms are the sign of sexually transmitted infection.² End-stage pictures of STDs may also discourage young people from getting tested if they do not have these same symptoms. Given that the majority of STDs are asymptomatic, many students with STDs may falsely believe that they are not infected after viewing these kinds of pictures. It's very important for students to understand that they can get STDs, that a test at a clinic is the only sure way to know if they have an STD, and that completing treatment is imperative if a person is diagnosed with an STD.

Sexually transmitted diseases are referred to as STDs in this lesson, as opposed to the also acceptable term sexually transmitted infection (STI). Both terms can be used interchangeably and are medically accurate. This lesson follows the guidance of the CDC in choosing to use STD.

FLASH focuses on abstinence and the use of condoms for vaginal and anal sex to prevent STDs. This is because unprotected vaginal and anal sex are the most common way that STDs including HIV are transmitted. There is very little risk of getting or transmitting HIV from oral sex.³

STDs that are spread through oral sex mostly cause infections of the throat. Oral infections do not have the same negative consequences as infections in the reproductive system. Other modes of transmission include genital skin-to-skin contact (HPV and herpes) and cold sore on the mouth to genitals (herpes). Using condoms during anal or vaginal sex substantially decreases the risk of spreading STDs, although they do not completely eliminate the risk. Based on current information about STD transmission, FLASH stresses the importance of condom use for couples having vaginal or anal sex, and abstaining from oral, anal and vaginal sex.

Materials Needed

Student Materials

- *STD Graffiti Stations Worksheet*
- *Sexual Health Resources - King County, National, or develop a local resource sheet*
- *My Plan for Avoiding STDs*
- *Individual Homework: Sexually Transmitted Diseases (STDs) Cartooning Activity*
- *Family Homework: Talking about HIV & Other STDs, available in multiple languages on the FLASH website*
- *Cartoon 1: The Couple*
- *Cartoon 2: The Clinic*
- *Lesson 11 Exit Ticket*

Classroom Materials

- *Lesson 11 Warm Up*
- Condom for teacher to use during demonstration (one per class period)

Teacher Materials

- *Developing a Local Sexual Health Resources List: Teacher Guide* for those developing a local resource sheet

Teacher Preparation

Write each of the following five statements at the top of a large sheet of newsprint or on the white board, and place the sheets in five places around the classroom:

- Why would someone want to avoid getting an STD?
- People can get an STD by...
- People might think they have an STD if...
- If people think they might have an STD, they should...
- People can reduce their risk of giving or getting an STD by...

Activities

1. Warm up

Display warm up as bell work.

Prompt: The best way to avoid getting or giving an STD is not to have sex. For people who are having vaginal or anal sex, the best way to avoid getting or giving an STD is to use a condom every time. Choose one of the following statements and write 1 or 2 sentences about why you agree with it.

- One great thing about condoms is that they prevent both pregnancy and STDs.
- If I have vaginal or anal sex, I will use condoms.
- Abstinence—not having sex—is a great choice for people who don't want to worry about pregnancy or STDs.
- I will choose not to have vaginal or anal sex unless I have a plan to protect myself from getting or giving an STD.
- People of all sexual orientations and gender identities need to protect themselves from HIV and other STDs.

2. Explain purpose of lesson

The purpose of the lesson is to learn important basic information about STDs: how they are transmitted, the ways they can hurt people's bodies, and how to protect against getting or giving an STD.

Sexually transmitted diseases (STDs) are infections that people can catch by having oral, anal or vaginal sex, or skin-to-skin sexual contact, with a person who has one. STDs are transmitted either through the infected person's blood, semen or vaginal fluids or—for some STDs—by skin-to-skin touching when the genitals touch.

However, there are important things people can do to prevent getting or giving an STD, which is what we will learn about today.

3. Lead graffiti sheet exercise

This activity addresses STD facts, attitudes and myths. Students will walk around the room answering the question or completing the sentence stem on each sheet. Students should write on at least 3 sheets.

1. Why would someone want to avoid getting an STD?
2. People can get an STD by...
3. People might think they have an STD if...
4. If people think they might have an STD, they should...
5. People can reduce their risk of giving or getting an STD by...

Around the room you'll notice 5 learning stations. Please walk around and write your answers on at least 3 sheets. You can also write comments, facts or even questions. If someone has written something you agree with, place a check mark next to it. If someone has written something you think may not be right, put a question mark next to it. You will

have 5 minutes to complete this activity. Then we'll discuss what you wrote.

4. Debrief graffiti sheets

Debrief the graffiti sheets by discussing them one at a time, correcting misinformation and pointing out correct information. Group comments by theme when discussing them whenever possible (i.e., all comments related to condoms, or about testing). Have students fill out the *STD Graffiti Stations Worksheet* as you review the activity.

Be sure to include the points in the script, if students don't come up with them during the discussion.

Review Questions and Answers

1. Why would someone want to avoid getting an STD?

- *It can be hard for people to know that they have an STD, and if they have it for a long time it can damage the body. STDs can cause damage to organs such as the heart and brain, and can harm the reproductive system.*
- *Some STDs can be cured and some cannot.*
- *STDs are the leading cause of infertility and are especially dangerous if a person is pregnant. They can cause miscarriages and birth defects.*
- *Some STDs, such as HIV, can cause death.*
- *Some STDs are easy to get rid of. If a person gets tested and treated right away, the STD won't hurt the body.*
- *Finding out you have an STD can be emotionally difficult. It can be embarrassing and uncomfortable. Telling partners you may have gotten an STD from them, or given them an STD, can be a really hard conversation.*

2. People can get an STD by...

- *The most common way to get an STD is by having vaginal or anal sex without using a condom with someone who already has the STD.*
- *Some STDs, including HIV, can be spread by sharing needles.*
- *Some STDs, including HIV, can be spread from to a baby, through pregnancy, childbirth or breastfeeding if the pregnant person had HIV.*
- *Some can be spread through oral sex. STDs that are spread through oral sex mostly cause infections of the throat, and do not have the same negative consequences as infections in the reproductive system.*
- *Some STDs can be spread through genital skin-to-skin contact (HPV and herpes) and cold sore on the mouth to genitals (herpes).*
- *People cannot get HIV or other STDs from casual contact such as holding hands, sharing drinks or kissing.*
- *Having more sexual partners increases the chances that a person could catch an STD.*

3. People might think they have an STD if...

- *They have symptoms. STDs usually don't cause symptoms. But, if they do, these are the most common: sores; unusual discharge from the vagina, penis or anus; itching;*

- pain when urinating; a rash, redness or swelling in the genital or anal areas.
- A partner has an STD and tells them, or they learn from someone else that a previous partner has an STD.
- They have had unprotected sex with someone who has ever had unprotected sex with anyone else.
- The only way to know for sure is to get tested.

4. If people think they might have an STD, they should...

- Stop having sex with other people until the STD is cured. If the STD isn't curable—for example, HIV—they should use condoms every time they have sex.
- Go to the clinic for testing and treatment.
- Tell anyone they have had sex with to also get tested.

5. People can reduce their risk of giving or getting an STD by...

- Not having sex.
- Using a condom if they do have vaginal or anal sex.
- Not sharing needles.
- Getting tested for STDs regularly.
- You can't tell if people have HIV or other STDs by looking at them. There are many people who have HIV or other STDs but don't know it.

5. Do condom demonstration

Demonstrate the correct steps to using a condom while students write the steps down in their notebooks or on a piece of notebook paper. Do not demonstrate with fruits or vegetables, as some people find this offensive or trivializing. A penis model is ideal for demonstrating condoms, if you can obtain one. If that is not an option, demonstrate by rolling a condom onto your fingers. Do not roll a condom onto someone else's fingers. You can use the following script as you demonstrate in front of the class with a condom.

The best ways to avoid getting or giving an STD are not to have sex, or to use a condom if a person does have vaginal or anal sex. If people choose to use condoms, it's important that they know the correct way to use one, so we're going to take a few moments now to learn the steps to proper condom use. While I'm going over these steps, please write them down on a piece of paper or in your notebook for this class.

I want to start by letting you know that many teens successfully use condoms. In fact, teens use condoms more often than adults! Condoms are easy to get at the health clinic or at many stores, and they are very easy to use. There are only a few steps to using them correctly.

Most condoms are made of latex. If someone is allergic to latex, there are condoms made of other kinds of material such as plastic and polyurethane.

Here are the steps:

1. *First, the person looks at the package to check the expiration date and make sure there aren't any holes.*

2. Then they carefully open the package.
3. Before having sex, the condom is placed on the tip of the erect penis. It should look like a little hat, with the rolled side facing out.
4. Then the person pinches the tip of the condom and unrolls the rest of the condom all the way down to the base of the penis. Pinching the tip makes a space to catch the semen when the ejaculation happens.
5. Once the condom is on, the couple has sex.
6. After sex, before the penis gets soft, the condom is held in place while the penis is pulled out.
7. The condom is taken off and thrown away. Condoms can only be used once.

To sum it up, the main steps are to pinch the tip of the condom and roll it down over the penis before having sex. With practice, people find condoms very easy to use. Tomorrow we will review the steps for using a condom and everyone will have a chance to practice.

6. Students plan how they will avoid STD (journaling activity)

Students will make a plan for themselves about how they will avoid getting or giving an STD. Hand out *My Plan for Avoiding STDs* and the *Sexual Health Resource Sheet* (King County, National, or the local one you developed) and instruct students to answer the questions. Explain that the *Resource Sheet* contains important legal information and clinical resources that they may need to know when making their plan. Assure them that no one else will see their answers.

Students will answer the following questions:

- What's one thing I'm already doing that helps protect me from giving or getting an STD?
- What's one more thing I will commit to do for the next 6 months to lower my chances of giving or getting an STD?
- What things could make it hard to stick to this commitment? What will I do if any of these things happen to make sure I can stick to my goal?
- Why is it important that I take steps to protect myself from STDs, instead of just letting my partner handle it?

Now that you've learned about STDs and how to protect yourselves from getting or giving one, let's take a moment and think about how this information applies to your own life. I'm going to pass out a worksheet where you will answer questions about how you can personally avoid STDs in your life. I am also going to pass out a resource sheet that lists places in our community that people can get sexual health services. This information may be an important part of your plan, so please read it carefully.

7. Assign homework

Allow students to choose between the individual or family homework and explain the assignments as needed. (Note: Both assignments require a copy or copies of the two Cartoons.)

Individual Homework: Sexually Transmitted Diseases (STDs) Cartooning Activity and 1 copy of each cartoon: Cartoon 1: The Couple and Cartoon 2: The Clinic

High School FLASH, 3rd edition

Family Homework: Talking about HIV & Other STDs and 2 copies of each cartoon: Cartoon 1: The Couple and Cartoon 2: The Clinic. Family homework is available in multiple languages on the FLASH website.

8. Exit ticket

Hand out the *Lesson 11 Exit Ticket*.

Question: What are the ways that someone can prevent getting or giving an STD?

Answers: Not having vaginal or anal sex; using a condom if having sex; not sharing needles; getting tested for STDs regularly.

Warm Up

The best way to avoid getting or giving an STD is not to have sex. For people who are having vaginal or anal sex, the best way to avoid getting or giving an STD is to use a condom.

Chose one of the following statements and write 1 or 2 sentences about why you agree with it.

One great thing about condoms is that they prevent both pregnancy and STDs.

If I have sex, I will use condoms.

Abstinence—not having sex—is a great choice for people who don't want to worry about pregnancy or STDs.

I will choose not to have vaginal or anal sex unless I have a plan to protect myself from getting or giving an STD.

People of all sexual orientations and gender identities need to protect themselves from HIV and other STDs.

STD Graffiti Stations Worksheet

1. Why would someone want to avoid getting an STD?

2. People can get an STD by...

3. People might think they have an STD if...

4. If people think they might have an STD, they should...

5. People can reduce their risk of giving or getting an STD by...

My Plan for Avoiding STDs

1. What's one thing I'm already doing that helps protect me from giving or getting an STD?

2. What's one more thing I will commit to do for the next 6 months to lower my chances of giving or getting an STD?

3. What things could make it hard to stick to this commitment? What will I do if any of these things happen to make sure I can stick to my goal?

4. Why is it important that I take steps to protect myself from STDs, instead of just letting my partner handle it?

Sexual Health Resources In King County

Student Handout

Confidential

Teens of any age can get all the services listed on this handout confidentially in Washington State. Confidential services include birth control, condoms, emergency contraception, pregnancy tests, STD and HIV tests, prenatal care, abortion and adoption.

Birth Control and STD Clinics

These clinics have birth control, condoms, emergency contraception, pregnancy tests, STD tests and HIV tests. Services are confidential. Teens in Washington State can sign up for free birth control insurance, called Take Charge, at Public Health and Planned Parenthood.

Public Health – Seattle & King County
Free or low cost teen clinics
206-263-1505
www.teenclinic.com

Planned Parenthood Great Northwest
1-800-769-0045
www.plannedparenthood.org

- Birth control method information (World Health Organization): Scroll down to see chart.
<http://www.who.int/mediacentre/factsheets/fs351/en/>
- STD information (Centers for Disease Control): <http://www.cdc.gov/std/>
- HPV vaccine information (Centers for Disease Control): <http://www.cdc.gov/vaccines/vpd-vac/hpv/>

Help Finding a Clinic and Other Services

Community Health Access Program
(CHAP Line)
206-284-0331 or 1-800-756-5437
Also helps people apply for health insurance
chap@kingcounty.gov

Teen Link
1-866-833-6546
www.866teenlink.org

Prenatal Care

Public Health – Seattle & King County
Maternity Support Clinics and WIC
206-263-1505
www.kingcounty.gov/healthservices/health/personal/MSS.aspx

Abortion Clinics

Cedar River Clinics
(425) 255-0471
www.cedarriverclinics.org

Planned Parenthood
1-800-769-0045
<http://www.plannedparenthood.org/planned-parenthood-great-northwest>

Adoption Agencies

Amara
(206) 260-1700
<http://amaraparenting.org>

Open Adoption & Family Services
1-800-772-1115
<http://www.openadopt.org/>

Sexual Health Resources In the U.S.

Student Handout

Confidential

Click on the map to find out if sexual health services are confidential in your state.
<http://sexetc.org/action-center/sex-in-the-states/>

Birth Control and STD Clinics

There are many websites and phone numbers to help teens find birth control, condoms, emergency contraception, pregnancy tests, STD tests and HIV tests.

- Enter your zip code or call to find the nearest Planned Parenthood clinic.
www.plannedparenthood.org 1-800-230-PLAN
- Enter your zip code to find the nearest birth control clinic that is free or low cost.
<http://www.hhs.gov/opa/>
- Enter your zip code to find a clinic for HIV tests, birth control, counseling and other services.
www.aids.gov
- Enter your zip code to find the nearest place to get emergency contraception.
www.not-2-late.com
- Call your local public health department to get information about local birth control and STD clinics.
- Birth control method information (World Health Organization): Scroll down to see chart.
<http://www.who.int/mediacentre/factsheets/fs351/en/>
- STD Information (Centers for Disease Control): <http://www.cdc.gov/std/>
- HPV Vaccine Information (Centers for Disease Control): <http://www.cdc.gov/vaccines/vpd-vac/hpv/>

Help Finding a Clinic and Other Services

- Enter your address to find the nearest health clinics that are free or low cost. These clinics are for all health issues, not just sexual health.
<http://findahealthcenter.hrsa.gov/>

Prenatal Care

- Scroll to your state to find the phone number for the Women, Infants, Children (WIC) Program.
<http://www.fns.usda.gov/wic/toll-free-numbers-wic-state-agencies>
- WIC is a nutrition program that helps pregnant women, new mothers, and young children eat well, learn about nutrition and stay healthy. They also give information about where to get prenatal care.

Abortion Clinics

- Click on the map to see a list of abortion clinics in your state.
<http://prochoice.org/think-youre-pregnant/find-a-provider/>
- Call 1-877-257-0012 to find the nearest abortion clinic.
- Call 1-800-772-9100 to get more information about abortion and where to get financial help.

Adoption Agencies

- Call 1-800-772-1115 to talk with an adoption counselor at Open Adoption and Family Services.
- The phone line is open 24 hours a day.

Developing a Local Sexual Health Resources List

Teacher Guide

In order to ensure that students have access to the health care services they need, it is important for teachers to develop a sexual health resource sheet specific to their geographic area. FLASH provides a resource sheet for King County, Washington, as an example that can be used as a template. If you are not familiar with the resources in your area, the following national resources will help you in compiling a local resource sheet. If, for some reason, you cannot develop a local resource sheet, a national resource sheet has been provided for you.

FLASH recommends referring young people to clinics and agencies that are teen and LGBT friendly, culturally competent, supportive of all pregnancy options, and that consider the teen to be their primary client. When creating your local resource sheet, keep these criteria in mind.

Confidential

Individual state policies on teens accessing reproductive health care are provided by Sex, etc., a project of Rutgers University. <http://sexetc.org/action-center/sex-in-the-states/>

Birth Control and STD Clinics

To find local birth control and STD clinics, call your local health department. If you need further assistance finding clinics that offer a full array of services, the following links may be of help.

- www.plannedparenthood.org to find a local Planned Parenthood clinic
- <http://www.hhs.gov/opa/> to find a local Title X clinic
- www.not-2-late.org to find locations for accessing emergency contraception
- <http://locator.aids.gov/> to find HIV testing locations

Help Finding a Clinic and Other Services

The U.S. Department of Health and Human Services, Health Resources and Services Administration maintains a list of sliding scale or free clinics across the United States.
<http://findahealthcenter.hrsa.gov/>

Prenatal Care

To find prenatal care providers who serve teens, call your local WIC provider. The link below provides a State number, that can direct you to a local provider.

www.fns.usda.gov/wic/toll-free-numbers-wic-state-agencies

Abortion Clinics

The National Abortion Federation maintains a list of abortion providers by state.
<http://prochoice.org/think-youre-pregnant/find-a-provider/>

Adoption Agencies

Open Adoption and Family Services works with clients from across the nation. Should a client prefer a local resource, they will work with her to identify a local provider.
<http://www.openadopt.org/>

Individual Homework: Sexually Transmitted Diseases (STDs) Cartooning Activity

Name: _____

Period: _____

Choose one of the two cartoons: The Couple OR The Clinic. What are the people thinking? What are they saying? In the thought and speech bubbles, write or draw what **you** think they're thinking and saying. Be creative and use information you learned in today's class. Then write a one paragraph description of your cartoon on the back of the cartoon, with your name and the date. Turn it in for credit.

Family Homework: Talking about HIV & Other STDs

All Family Homework is optional. Students may complete Individual Homework instead.

Purpose: Family Homework is a chance to share your beliefs about sexuality and relationships, and the beliefs of your family, culture or religion.

Directions: Student will do the homework with a family member or trusted adult who is like family. Find a quiet place where the two of you can talk privately for 5-10 minutes. Please follow these guidelines:

- It is okay for either of you to skip a question.
- What you discuss will not be shared with anyone else, unless you give one another permission to share it.
- Take turns asking questions. When it is your turn to listen, try to understand the other person's response.

Ask the student: What did you learn from today's class about sexually transmitted diseases (STDs) that seemed important?

Complete the cartoons: Choose *The Couple* or *The Clinic* cartoon. In the thought and speech bubbles, each of you will write what the people in the cartoon might be thinking or saying.

Ask each other:

- What were your characters thinking or saying?
- Would they think or say something different if they had better communication skills?
- Would they think or say something different if they understood how STDs are passed from person to person?
- In real life, what might you want to talk over with a partner (someone you dated, boyfriend, girlfriend, husband, wife) about STDs?
- In real life, what might you say to a doctor or other health care provider about STDs?



Family Homework Confirmation Slip: Talking about HIV and Other STDs

Due: _____

We have completed the family homework.

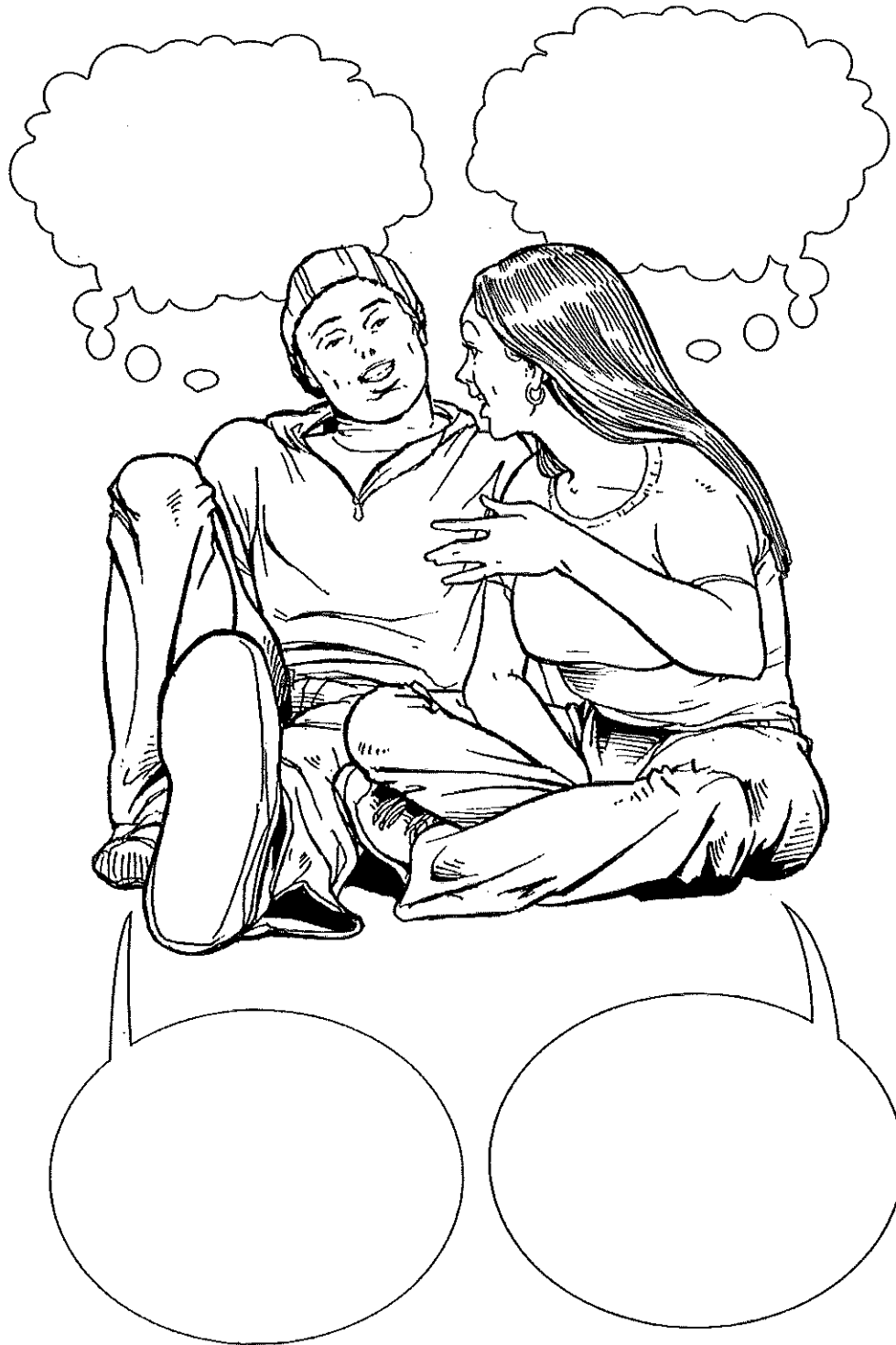
Date

Signature of family member or trusted adult

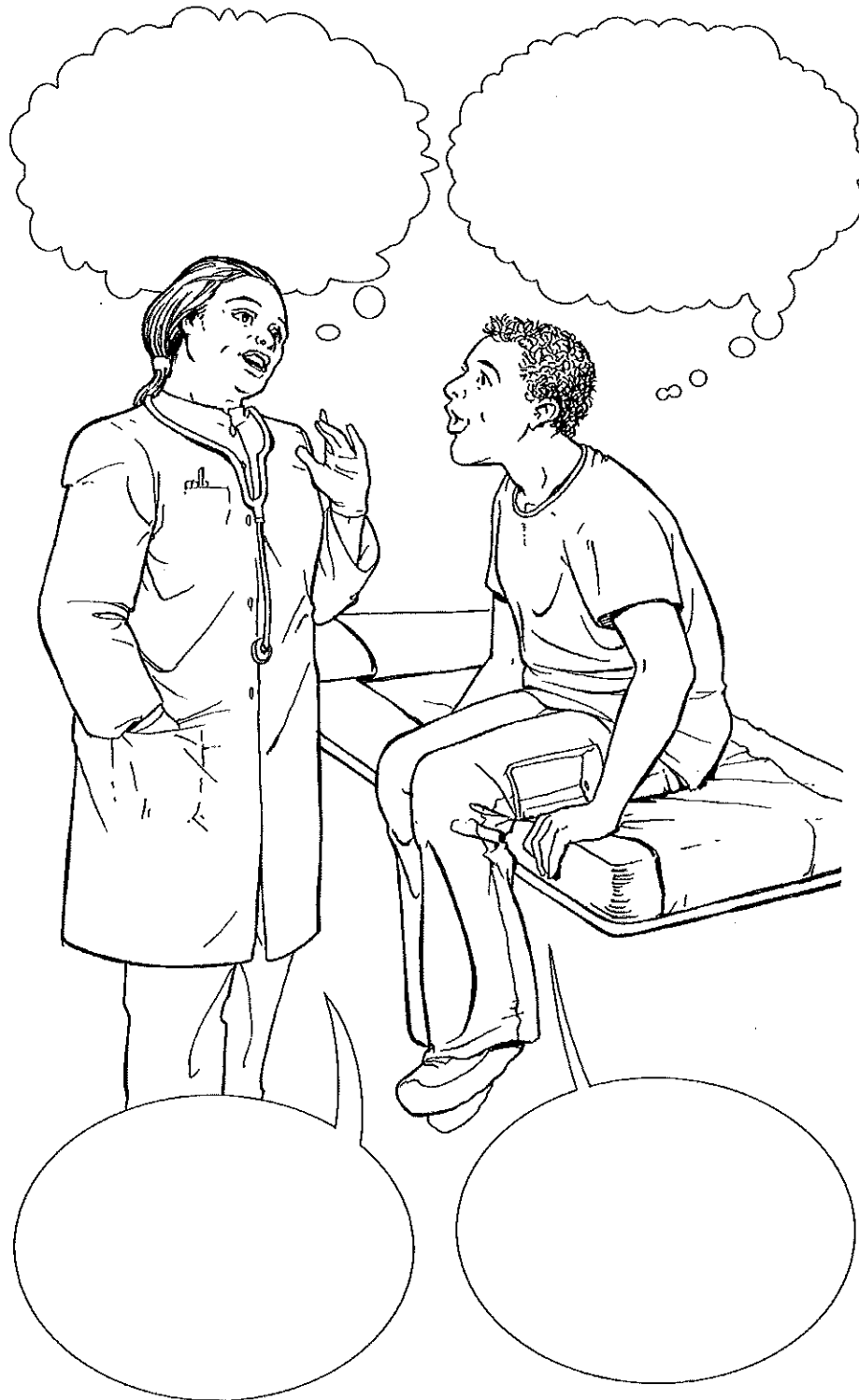
Student's name

Signature of student

Cartoon 1: The Couple



Cartoon 2: The Clinic



Exit Ticket

What are the ways that someone can prevent getting or giving an STD?

Lesson 11: Assessment Questions

1. List 2 possible symptoms of STDs.
2. Why is it important for people who are sexually active to get an STD test? (Choose all that apply.)
 - A. It's important for sexually active people to get an STD test, so they don't accidentally spread STDs to others.
 - B. If you have an STD, the STD test will tell who you got it from.
 - C. An STD test is the only way to know if a person has an STD.
 - D. STD tests are important so people can receive the medical treatment they need.
3. Place the following steps to using a condom in the correct order:
 - ___ Pinch the tip of the condom and roll the condom down to the base of the penis
 - ___ Check the expiration date and check for holes in package
 - ___ Put the condom on the tip of the erect penis
 - ___ Take the condom off and throw it away
 - ___ Carefully open the package
 - ___ Couple has vaginal or anal sex
 - ___ After sex, before the penis gets soft, hold the condom in place while the penis is pulled out
4. List at least 2 things someone could do to prevent getting or giving an STD.
5. Which of the following ways can STDs and HIV be transmitted? Choose all that apply.
 - A. Kissing
 - B. Vaginal sex
 - C. Anal sex
 - D. Masturbation
6. List at least one short-term and one long-term consequence of having an STD.
7. Do teenagers need a parent's permission to get birth control and STD services in this state?

Lesson 11: Assessment Key and Standards Alignment

Question	Answer	Standards
1. List 2 possible symptoms of STDs.	Possible correct answers: <ul style="list-style-type: none"> • Sores • Unusual discharge • Itching • Pain when urinating • Rash • Redness or swelling • No symptoms 	NHES: SH1.12.17 NSES: SH.12.CC.1
2. Why is it important for people who are sexually active to get an STD test? (Choose all that apply.) A. It's important for sexually active people to get an STD test, so they don't accidentally spread STDs to others. B. If you have an STD, the STD test will tell who you got it from. C. An STD test is the only way to know if a person has an STD. D. STD tests are important so people can receive the medical treatment they need. E. All are true except B	E	NHES: SH1.12.35 SH1.12.19
3. Place the following steps to using a condom in the correct order: — Pinch the tip of the condom and roll the condom down to the base of the penis. — Check the expiration date and check for holes in package — Put the condom on the tip of the erect penis — Take the condom off and throw it away. — Carefully open the package — Couple has vaginal or anal sex. — After sex, before the penis gets soft, hold the condom in place while the penis is pulled out.	4 Pinch the tip of the condom and roll the condom down to the base of the penis. 1 Check the expiration date and check for holes in package 3 Put the condom on the tip of the erect penis 7 Take the condom off and throw it away. 2 Carefully open the package 5 Couple has vaginal or anal sex. 6 After sex, before the penis gets soft, hold the condom in place while the penis is pulled out.	NSES: PR.12.SM.1 SH.12.SM.3

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4. List at least 2 things someone could do to prevent getting or giving an STD.	Don't have sex Use a condom Only have sex with one uninfected person who also only has sex with you	NHES: SH1.12.10 SH.12.CC.2
5. Which of the following ways can STDs and HIV be transmitted? Choose all that apply A. Kissing B. Vaginal sex C. Anal sex D. Masturbation	B, C	NHES: SH1.12.15 SH1.12.16
6. List at least one short-term and one long-term consequence of having an STD.	Short term: can't have sex, embarrassment, any of the STD symptoms Long term: damage to organs, damage to the reproductive system, infertility, problems with pregnancy, death	NHES: SH1.12.20 SH1.12.21
7. Do teenagers need a parent's permission to get birth control and STD services in this state?	Answer depends on state.	NSES: SH.12.CC.3
<i>My Plan for Avoiding STDs</i> worksheet		NSES: SH.12.GS.1 SH.12.SM.1 NHES: SH6.12.1 SH6.12.2 SH6.12.3 SH6.12.4 SH7.12.1 SH7.12.2 SH7.12.4
Exit Ticket: What are the ways that someone can prevent getting or giving an STD?	Not having oral, anal or vaginal sex Using a condom if having vaginal or anal sex. Not sharing needles. Getting tested for STDs regularly.	NHES: SH1.12.10

Integrated Learning Activities

LANGUAGE ARTS or DRAMA: The Next Level

Write a story or skit about a couple who have been dating for a few months and are talking about taking their relationship to the next level by having oral, anal or vaginal sex. Script some conversations they have before having sex. Include facts learned from this lesson about STDs as part of the story or skit.

HISTORY: Tuskegee

Read about the Tuskegee Syphilis Study, either online or in books from a school or local library. Write a one-page summary about this study and the impact it had on future studies involving human subjects. Include one paragraph of subjective response (your feelings) about this historical event.

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References

¹ Schaalma, H.P., Abraham, C., Gilmore, M.R., and Kok, G. (2004). Sex education as health promotion: What does it take? *Archives for Sexual Behaviour*, 33, 3, 259-269.

² Making clear messages: What works best? *AIDS Action*, 40, 1-2.

³ CDC. Oral Sex and HIV Risk. <http://www.cdc.gov/hiv/risk/oralsex.html>