

Preventing STDs

Grade 6–8, Lesson 5

Summary

Students review STD transmission by doing a True/False activity. Working in pairs or triads, they use a persuasion map to develop convincing argument about preventing STDs. Then pairs/triads create STD prevention Public Service Announcements for social media and share them with the class.

Student Learning Objectives

The student will be able to ...

1. Describe the benefits of sexual abstinence as the safest, most effective risk avoidance method of protection from STDs.
2. Describe the benefits of condoms in reducing the risk of STDs.
3. Describe the benefits of testing in reducing the spread of STDs.
4. State a health-enhancing position on the prevention of STDs supported with medically accurate information.
5. Collaborate with others to advocate for behaviors that prevent STDs.

Lesson Timing

Warm up	Bell work + 3 minutes
Introduce topic and warm-up answer key	5 minutes
Testing locations	5 minutes
STD review exercise	10 minutes
Persuasion maps	10 minutes
Public service announcements	14 minutes
Assign homework	
Exit ticket	3 minutes
Total	50 minutes

Bottom Line Statements

- Abstain from sex to protect yourself from HIV and other STDs.
- Use a condom for vaginal, anal and oral sex with a penis.
- Go to a clinic to get tested for HIV and other STDs if you ever have unprotected sex.

FLASH Key Concepts

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

Condoms are easy to get and easy to use.

Many teens successfully use condoms.

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

In this community, teens can get tested for HIV and other STDs at *(insert clinic name)* in this community.

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

Choosing abstinence means a person does not have to worry about pregnancy or STDs.

Standards

National Health Education Standards (SHECAT)

Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
SH1.8.7	Determine the benefits of being sexually abstinent.
SH1.8.9	Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs, and pregnancy.
SH1.8.16	Explain how the most common STDs are transmitted.
SH1.8.17	Explain how HIV is transmitted.
SH1.8.18	Describe usual signs and symptoms of common STDs.
SH1.8.19	Describe usual signs and symptoms of HIV.
SH1.8.20	Explain that some STDs and HIV are asymptomatic.
SH1.8.21	Explain the short- and long-term consequences of common STDs.
SH1.8.22	Explain the short- and long-term consequences of HIV.
SH1.8.24	Summarize ways to decrease the spread of STDs and HIV by not having sex, using condoms consistently and correctly when having sex, not touching blood, and not touching used hypodermic needles.
SH1.8.25	Describe how the effectiveness of condoms can reduce the risk of HIV, and other STDs including HPV (Human Papillomavirus).
SH1.8.26	Describe ways sexually active people can reduce the risk of HIV, and other STDs including HPV (Human Papillomavirus).
Standard 3	Students will demonstrate the ability to access valid information, products, and services to enhance health.
SH3.8.4	Describe situations that call for professional sexual healthcare services.
SH3.8.8	Locate valid and reliable sexual healthcare services.
Standard 4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
SH4.8.1	Demonstrate the effective use of verbal and nonverbal communication skills to promote sexual health and healthy relationships.
Standard 5	Students will demonstrate the ability to use decision-making skills to enhance health.
SH5.8.4	Explain how family, culture, media, peers, and personal beliefs affect a sexual health-related decision.
SH5.8.7	Choose a healthy alternative when making a sexual health-related decision.
Standard 7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
SH7.8.1	Explain the importance of being responsible for practicing sexual abstinence.
Standard 8	Students will demonstrate the ability to advocate for personal, family, and community health.
SH8.8.1	State a health-enhancing position on a sexual health-related topic, supported with accurate information, to improve the health of others.
SH8.8.2	Persuade others to avoid or reduce risky sexual behaviors.
SH8.8.5	Collaborate with others to advocate for opportunities to avoid or reduce risky sexual behaviors.

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National Sexuality Education Standards

PR.8.IC.1	Demonstrate the use of effective communication skills to support one's decision to abstain from sexual behaviors.
SH.8.CC.1	Define STDs, including HIV, and how they are and are not transmitted.
SH.8.CC.2	Compare and contrast behaviors, including abstinence, to determine the potential risk of STD/HIV transmission from each.
SH.8.CC.3	Describe the signs, symptoms and potential impacts of STDs, including HIV.
SH.8.AI.1	Identify medically accurate information about STDs, including HIV.
SH.8.AI.2	Identify local STD and HIV testing and treatment resources.
SH.8.IC.1	Demonstrate the use of effective communication skills to reduce or eliminate risk for STDs, including HIV.
HR.8.SM.2	Describe strategies to use social media safely, legally and respectfully.

Rationale

STD prevention is critical for young people. Ten million new cases of STDs each year in the United States are acquired by people between the ages of 15 and 24.¹ This lesson is geared toward middle school students who are currently at risk for acquiring an STD, as well as those who may not need to use prevention strategies for years to come.

The lesson aims to create health-enhancing social norms related to STD prevention by having students create and hear each other's public service announcements. It also incorporates gist-based decision making related to sexual behavior. Research on this new model demonstrates the importance of teaching young people to apply a "bottom line" rather than teaching a decision-making model that focuses on risks and benefits. In this lesson, the bottom lines are the three primary prevention strategies: abstain from sex, use a condom, and get tested for STDs, including HIV.^{2 3 4}

Abstinence and condoms are taught side-by-side in this lesson, as most people use both strategies at different points in their lives. Research has demonstrated that teaching about condoms before a person is sexually active does not cause them to become sexually active any sooner, and in fact, increases the chances that they will use condoms in the future when needed.⁵

From a public health perspective, testing for HIV and other STDs is a key strategy in reducing transmission. There is treatment for all STDs, including HIV; there is a cure for most STDs. In all cases, prompt identification and treatment for STDs, including HIV, not only improves the health and well-being of the person treated, but greatly reduces chances of transmission to others. Additionally, people who are tested for HIV and other STDs typically receive counseling in reducing their future risk of acquiring an infection and in preventing transmission. From an educational perspective, increasing testing and treatment for STDs is a key behavioral goal toward STD reduction, along with increased condom use and abstinence.⁶

The lesson includes a general overview of HIV and other STDs, but 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.⁷ Therefore, FLASH deemphasizes memorizing details related to specific STDs.

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.

Materials Needed

Student Materials

- *Lesson 5 Warm Up*
- *Sexual Health Resources - King County, U.S., or develop a local resource sheet*
- *Persuasion Map Worksheet*
- *Facts about STDs Handout*
- *Individual Homework: Preventing STDs*
- *Family Homework: Talking About STDs, Including HIV, available in English, Spanish, Russian, Chinese, Vietnamese and Arabic*
- *Lesson 5 Exit Ticket*

Classroom Materials

- *Lesson 5 Warm Up Answer Key*
- *Using Social Media to Help Others Visual*

Teacher Materials

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

Teacher Preparation

1. Prepare Visual for document camera or projector.
2. *Optional:* Create a local Sexual Health Resource Sheet for students, following the instructions in the *Developing a Local Sexual Health Resources List: Teacher Guide*. For teachers outside of Washington State: Visit <http://sexetc.org/action-center/sex-in-the-states/> to learn about laws for minors seeking testing for HIV and other STDs.

Activities

1. Warm Up

Hand out the *Lesson 5 Warm Up* to students and have them complete the STD Crossword Puzzle. Encourage them to help each other.

2. Introduce topic and show puzzle answers

Define STDs and explain the topic's relevance. Show answers to the *Warm Up*, including where to get testing for STDs and HIV. Pass out *Sexual Health Resources in the U.S.*, in *King County, WA*, or create your own list.

Today we're going to learn about preventing HIV and other sexually transmitted diseases. Sexually transmitted diseases, or STDs for short, are common illnesses that a person gets from having sex with someone who already has an STD.

Some students need to know how to prevent STDs because they're having sex now or will in the future. Some students won't need the information for many years, or maybe ever, but learning about it will help them act as health educators for their friends and families. It's an interesting topic, and I'm sure everyone will learn a lot.

Display the answer key, and answer questions.

For answer 4 (Testing), distribute the *Sexual Health Resources* sheet. Point out if local STD testing services are free or low cost.

3. STD review

Read each statement aloud. Have students indicate their agreement after each item:

- Stand up = true
- Sit down = false
- Hold up both hands = unsure

Give students the correct answer and respond to any questions after each item. When debriefing answers, be cautious about giving away the answers to subsequent items.

Let's start with a quick review. I'm going to read a statement aloud. If you think the statement is true, stand up, or false, sit down. If you're unsure, hold up both your hands. We'll answer any questions as we go. Ready?

Statement	Answer	Teacher talking points
1. HIV is a virus.	True	
2. HIV is found in the blood, semen, vaginal fluids and breast milk of someone who has the virus.	True	
3. Bumps, sores, painful urination and unusual fluid from the penis or vagina are possible signs of an STD.	True	

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4. People who have HIV and other STDs often have no symptoms at all.	True	
5. HIV can be spread through sweat, tears or urine.	False	
6. Some people can't get pregnant after having an STD.	True	<i>This usually happens when someone has had an STD a long time or many times without knowing and without getting treatment.</i>
7. HIV can be cured with medicine.	False	<i>There is still no cure for HIV, despite all of the advances in medicine.</i>
8. People can live a very long time with HIV with the help of a doctor.	True	<i>Medicine helps people live longer and healthier; helps make them less likely to pass HIV to others; and helps pregnant women not pass HIV to their babies.</i>
9. Anyone can get an STD: male, female, trans, straight, gay, lesbian, bisexual, poor, or rich.	True	
10. A person can get an STD by having unprotected oral, anal or vaginal sex with someone who already has an STD.	True	<i>STDs can spread by semen, vaginal fluid, blood, breast milk or skin-to-skin, depending on the specific type of STD. The most common ways are vaginal sex and anal sex.</i>
11. The most effective ways to protect against HIV and other STDs is to not have sex and not inject drugs.	True	
12. Vaginal, anal or oral sex with a penis is much safer when using a condom.	True	<i>Condoms are the best way for a person who has vaginal, anal or oral sex with a penis to protect themselves from HIV and other STDs.</i>
13. Some STDs can be cured with medicine.	True	<i>Many STDs can be cured, and all of them can be made better with treatment.</i>
14. A person usually can tell if they have an STD by their symptoms.	False	<i>Most of the time people have no symptoms.</i>
15. There is a vaccine to help people prevent getting Human Papillomavirus, a cancer-causing STD.	True	
16. It is risky to receive donated blood.	False	<i>The blood supply is very safe. It is tested for HIV.</i>
17. A person can choose abstinence at any point in their life.	True	

4. Persuasion maps

Distribute the *Persuasion Map Worksheet* and *Facts About STDs Handout*. Working in pairs or triads, have students fill in the *Persuasion Map* to create a convincing argument about preventing STDs. The *Persuasion Map* has three options for main messages that students can choose from.

I'm handing everyone a Persuasion Map worksheet and Facts About STDs handout. The purpose of a persuasion map is to help you create a convincing argument about something. Today, we're going to create convincing arguments about how to prevent STDs.

Your first task will be to pick one main message out of the three choices in the first box, and circle it. It's up to you. All are good messages. Then fill in the box with the reasons you think the main message is important, and the facts that support your opinion. The Facts About STDs handout can help you.

You can be creative, as long as you support your opinion with facts, and don't put down any of the other messages: abstinence, condoms or testing.

We'll be doing this activity in small groups. (Break the class into pairs or triads.)

5. STD prevention messages

Display the *Using Social Media to Help Others Visual*.

Now we're going to create Public Service Announcements about preventing STDs. Does anyone know what a Public Service Announcement is? They're short ads put out by TV, radio, or social media to help change people's behavior or attitude about important topics.

Read aloud the *Using Social Media to Help Others Visual*, which includes the activity instructions. Let students know how the PSA's will be shared, if permitted.

Allow time for each pair/triad to create an STD prevention Public Service Announcement for social media, using their completed *Persuasion Map* worksheet. Leave 5 minutes for each small group to take turns reading their Public Service Announcement at the end of class.

I'm excited to hear what everyone came up with. Let's take turns hearing each group's Public Service Announcement.

Work with your school administrator to determine opportunities for posting the Public Service Announcements online. If this isn't an option, look at options for sharing the messages within the school building: reader board, school announcements, hallways, classroom, etc.

6. Assign homework

Allow students to choose between the individual or family homework and explain the assignments as needed.

Individual Homework: Preventing STDs

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Family Homework: Talking About STDs including HIV, available in English, Spanish, Russian, Chinese, Vietnamese and Arabic

7. Exit ticket

Hand out the *Lesson 5 Exit Ticket*.

Question: List at least 2 ways to prevent getting an STD, including HIV.

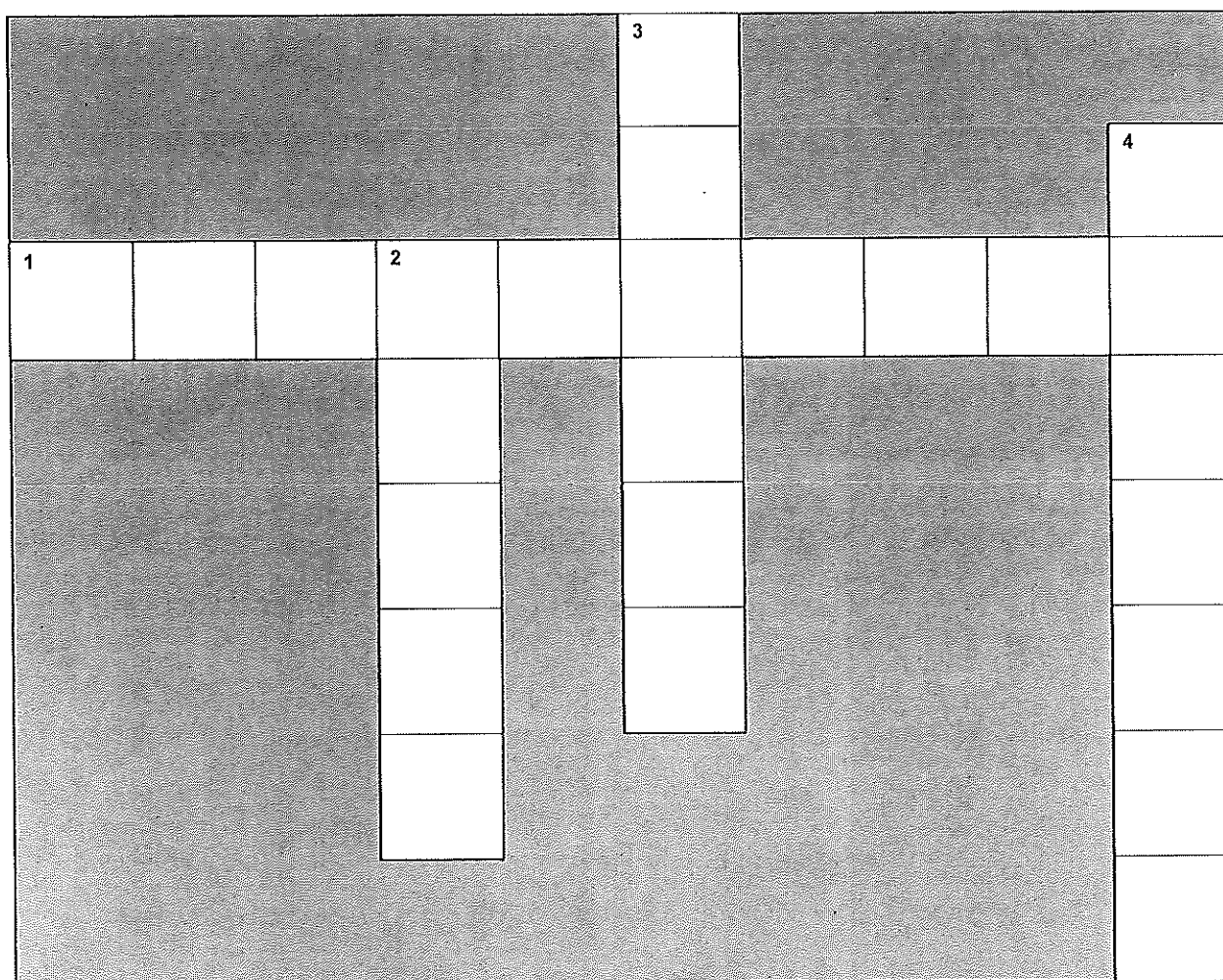
Possible Answers:

- Not having sex
- Not using injection drugs
- Using condoms
- Getting tested and treated for STDs, including HIV
- Getting the vaccine for Human Papillomavirus

Warm Up

Handout

STD Crossword Puzzle – OK to get help from a neighbor



Across

1. Not having oral, anal or vaginal sex. An excellent way to prevent pregnancy, HIV and other STDs. Chosen by most high school students.

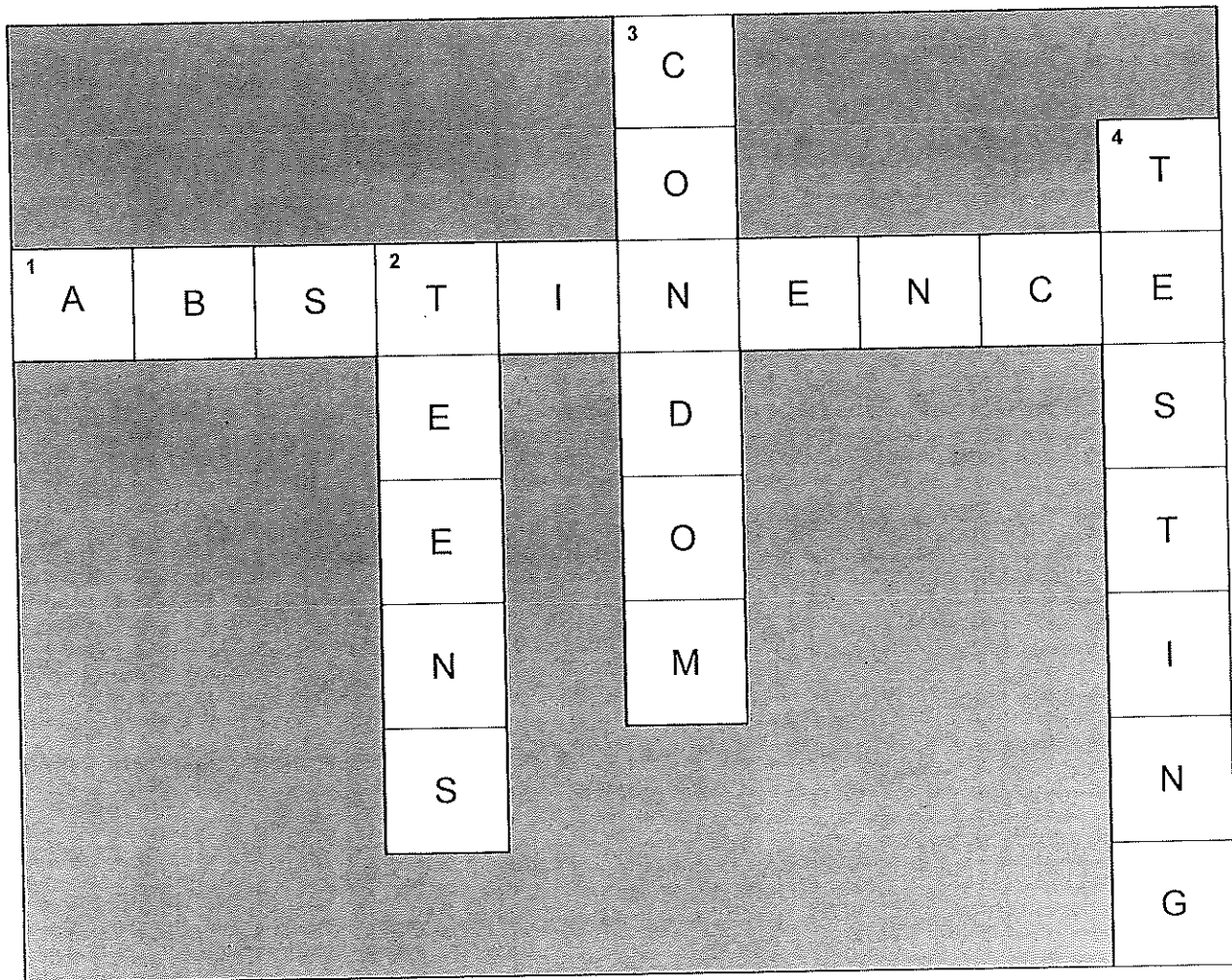
Down

2. This age group is more responsible about STD protection during sex than any other age group.
3. A thin, stretchy piece of rubber or latex worn over the penis during sex. An excellent way to prevent pregnancy, HIV and other STDs.
4. The only way for someone to know if they have HIV or any other STDs.

Warm Up

Answer Key

STD Crossword Puzzle



Across

1. Not having oral, anal or vaginal sex. An excellent way to prevent pregnancy, HIV and other STDs. Chosen by most high school students.

Down

2. This age group is more responsible about STD protection during sex than any other age group.
3. A thin, stretchy piece of rubber or latex worn over the penis during sex. An excellent way to prevent pregnancy, HIV and other STDs.
4. The only way for someone to know if they have HIV or any other STDs.

Sexual Health Resources In King County

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.

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](http://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/>

Persuasion Map

Worksheet

For this exercise, the class will act as peer educators, encouraging others to take action against the spread of HIV and other STDs. The purpose of this persuasion map is to help you map out a convincing argument.

Select one main message out of the three choices below. Then fill in the boxes with the reasons you think the main message is important, and the facts that support your opinion. The *Facts About STDs* handout can help you. You may not create an argument for your main message by writing negatively about the other messages (abstinence, condoms or testing).

Main message (circle one)

Abstain from sex to protect yourself from HIV and other STDs.

Use a condom for vaginal, oral or anal sex with a penis.

Go to a clinic to get tested for HIV and other STDs if you ever have unprotected sex.

Why we think it's important

--

Supporting fact

--

Supporting fact

--

Supporting fact

--

Facts About STDs

Handout

HIV:

- HIV is a very serious illness that eventually causes death.
- People who have HIV can live for a long time with the help of a doctor.
- HIV is a type of STD.

STDs:

- An STD is an illness that people catch from having sex with someone who already has it.
- The most common way to get an STD is by having vaginal or anal sex with someone who already has an STD.
- Some STDs, including HIV, are spread by sharing needles.
- Some STDs, including HIV, are spread from mother to baby, through pregnancy, childbirth or breastfeeding.
- Lots of teens and young adults have STDs—10 million new cases of STDs each year in the United States are acquired by people between the ages of 15 and 24.

Prevention:

- People can prevent getting HIV and other STDs by not having sex.
- People can prevent getting HIV and other STDs by using a condom if they do have vaginal, anal or oral sex with a penis.
- People can prevent getting HIV and other STDs by not sharing needles.
- People can prevent getting the STD called Human Papillomavirus by getting the vaccine.

Abstinence:

- Most high school students are abstinent.
- Abstinence is choosing not to have oral, anal and vaginal sex.
- Abstinence is a 100% effective way to not get pregnant or catch an STD.

Condoms:

- Almost all teens who have vaginal sex have used a condom at some point.
- Condoms are easy to get and easy to use.
- Condoms are the only method of birth control that protects against pregnancy, HIV and other STDs.

Testing:

- The only way to know if you have HIV or other STDs is to get tested.
- Most people who have an STD, including HIV, do not have any symptoms.
- You can't tell if someone has HIV or other STDs by looking at them.

Clinics:

- See the websites listed on the *Sexual Health Resources* handout.

Using Social Media to Help Others

Visual

Public Service Announcements are short messages put out by TV, radio or social media to help change people's behaviors or attitudes about important topics.

Many organizations use social media to get important information out to the public. Only use social media with the permission of your family or guardian.

Public Service Announcements should be short and easy to read. They can be serious, funny, memorable, etc.

Instructions

On a separate piece of paper, write a Public Service Announcement for social media that encourages people to protect themselves from HIV and other STDs. Your announcement must encourage abstinence, condoms or testing. It should be 3 to 5 sentences long.

- Use your Persuasion Map to get ideas.
- The announcement must be rated G or PG.
- Avoid scare tactics and negative judgments.
- Be sure it is medically accurate.

Individual Homework: Preventing STDs

Name: _____

Period: _____

In the space below, write a Public Service Announcement encouraging people to protect themselves from HIV and other STDs, using a different main message than the one you selected in the classroom activity. You may use any of the handouts from today's class to help you.

Your Public Service Announcement must encourage abstinence, condoms, or testing. It should be 3 to 5 sentences long. It must be rated G or PG. Avoid scare tactics and negative judgments, and be sure it is medically accurate.

Begin by circling the main message of your Public Service Announcement.

Main message (circle one)

Abstain from sex to protect yourself from HIV and other STDs.

Use a condom for vaginal, oral or anal sex with a penis.

Go to a clinic to get tested for HIV and other STDs if you ever have unprotected sex.

Family Homework: Talking About HIV and Other STDs

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

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

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 OK 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 adult: When you were teen, how did people learn about sexually transmitted diseases?

Ask the student: What was the most interesting or surprising thing you learned about STDs today?

Ask the adult: In class we focused on abstinence (not having sex), condoms and testing as ways to prevent getting or giving STDs. In your opinion, what is the best way for middle school students to protect themselves against STDs and why?

Ask the student: What do you think would help people be more aware about how to prevent STDs, including HIV?



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

Exit Ticket

Handout

List at least 2 ways to prevent getting an STD, including HIV.

Lesson 5: Assessment Questions

1. If a person has HIV, the virus can be spread through which of the following body fluids?
 - A. Blood
 - B. Sweat
 - C. Tears
 - D. Urine
2. People who have HIV and other STDs often have no symptoms at all.
 - A. True
 - B. False
3. Vaginal, anal or oral sex with a penis is much safer when using a condom.
 - A. True
 - B. False
4. A person can choose abstinence at any point in their life, whether or not they've had vaginal, oral or anal sex before.
 - A. True
 - B. False
5. Circle the true statement.
 - A. Some STDs can be cured.
 - B. No STDs can be cured.
 - C. HIV can be cured.

Lesson 5: Assessment Key and Standards Alignment

Question	Answer	Standards
1. If a person has HIV, the virus can be spread through which of the following body fluids? A. Blood B. Sweat C. Tears D. Urine	A. Blood	NHES: SH1.8.17 NSES: SH.8.CC.1 SH.8.AI.1
2. People who have HIV and other STDs often have no symptoms at all. A. True B. False	A. True	NHES: SH1.8.18 SH1.8.19 SH1.8.20 NSES: SH.8.CC.3
3. Vaginal, anal or oral sex with a penis is much safer when using a condom. A. True B. False	A. True	NHES: SH1.8.24 SH1.8.25
4. A person can choose abstinence at any point in their life, whether or not they've had vaginal, oral or anal sex before. A. True B. False	A. True	NHES: SH1.8.7
5. Circle the true statement. A. Some STDs can be cured. B. No STDs can be cured. C. HIV can be cured.	A. Some STDs can be cured.	NSES: SH.8.AI.1
Exit Ticket: List at least 2 ways to prevent getting an STD including HIV.	Any of the following answers are correct: <ul style="list-style-type: none"> Not having sex Not using injection drugs Using condoms Getting tested and treated for STDs including HIV Getting the vaccine for Human Papillomavirus 	NHES: SH1.8.16 SH1.8.24 SH1.8.25 SH1.8.26 NSES: SH.8.CC.1
Individual Homework	Correct answers support the main message using any information from <i>Facts about STDs</i> or from the review exercise at the beginning of the lesson.	

Integrated Learning Activities

TECHNOLOGY: STD Clinic Brochure

Enter a zip code to find a clinic that offers HIV testing at www.aids.gov. Develop a flyer or wallet card for the clinic using Microsoft Word, Publisher, PowerPoint or other program. The flyer or wallet card should include the name, clinic hours, address, and statements that encourage testing, without negative judgments or scare tactics.

SOCIAL STUDIES: Racism in STD Research

People of all ethnic and racial backgrounds get STDs. One particular study of an STD called syphilis is well-known in the history of medicine for its injustice. Write a research report on the Tuskegee Syphilis Experiment, in which life-saving medicine was withheld from African-American men from 1932 to 1972. Be sure to include how the public became aware of the study, and what laws were put in place to prevent it from happening in the future.

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