Lesson 18: Sexually Transmitted Infections (STIs)

OBJECTIVES

1. Students will be able to identify what “STI” stands for, name at least 3 STIs, and understand the differences among viral, bacterial, and other STIs.

2. Students will understand how STIs are transmitted and how to prevent STIs including abstinence, safer sex techniques and testing.

3. Students will be able to list two places to get tested and treated for STIs.

4. Students will become familiar with the variety of barrier methods that are available to reduce the risk of STIs.

AGENDA

5 minutes        Do Now
10 minutes       STIs: PowerPoint & Discussion (part 1)
10 minutes       Risk Spectrum
10 minutes       STIs: PowerPoint & Discussion (part 2)
15 minutes       Small Group STI Awareness Poster Activity
Homework         STI Research

MATERIALS

• Vocabulary Reference List
• STIs: PowerPoint Presentation
• Sexual Activity Cards
• High Risk, Low Risk, No Risk Signs
• Teacher Key: Risk Spectrum STIs: PowerPoint Slide Note
• Poster Paper & Markers
• Homework: STI Research
• Handout: A Teen’s Guide to Sexually Transmitted Diseases & Other Infections

CALIFORNIA HEALTH EDUCATION STANDARDS

1.4.G Identify why abstinence is the most effective method for the prevention of HIV, other STDs, and pregnancy.

1.7.G Describe the short- and long-term effects of HIV, AIDS, and other STDs.

1.8.G Analyze STD rates among teens.
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1.12.G Evaluate the safety and effectiveness (including success and failure rates) of FDA approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.

6.1.G Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals.

6.2.G Identify short- and long-term goals related to abstinence and maintaining reproductive and sexual health, including the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.
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DO NOW ACTIVITY 5 minutes

Materials
- Every student needs a notebook, journal, or paper and a pen
- PowerPoint slides #1 – 2, or flipchart or whiteboard and markers

Activity
Project the PowerPoint or write on board and have students complete the following question.

What are some ways that STIs can be passed from one person to another?

If there is time, ask a few students to share their responses.

STI DISCUSSION 10 minutes

Materials
- PowerPoint slides #3 – 8
- PowerPoint slide notes

Activity
Let students know that you will be reviewing information about STIs. The PowerPoint slides contain notes to assist you in presenting this material. Please refer to the notes in the slides for more information about the topics presented.

Suggested Script:
Today we will be learning about STIs. I want to remind you to be respectful as we talk about STIs today. Sometimes people think STIs don’t affect teens but actually 2014 CDC data reports 1 in 4 sexually active females has an STI and 50% of people will get an STI by the time they are 25 years old. Today we will talk about STIs, what they are, how they are transmitted, and how they can be prevented.

RISK SPECTRUM 10 minutes

Materials
- Activity Cards
- High Risk, Low Risk, & No Risk signs
- Tape
- Teacher Key: Risk Spectrum

Activity
In this activity students will learn about which activities have a higher risk for STI transmission, which activities have a lower risk for STI transmission, and which activities have no risk for STI transmission. Put the three signs on the board/wall under the order of high, low, and no risk to
create a risk spectrum. Explain to students that different activities have different possible risk for STI transmission.

Pass out the activity cards and give students a moment to decide where on the risk spectrum they think the card belongs. Call students up in small groups to put their cards on the board. After all the cards are up, ask student to look at the board and see if there are any cards they think need to move to a different spot on the risk spectrum. Correct any misinformation as you debrief the activity. See the teacher handout for risk spectrum answers and talking points. Ask the students to look at the cards and determine which activities may actually protect someone from getting or transmitting an STI (learning about STIs, getting tested, and communicating about boundaries). Remind the students that if someone chooses to be abstinent, they can still engage in many of the activities listed on the board. Ask students which activities someone who is abstinent would definitely not engage in (oral, anal, and vaginal sex). Be sure to honor that there are different definitions of abstinence.

**Suggested Script:**

There is a wide variety of sexual activities that a person or couple may consider engaging in. Some of these activities have a high risk for STI transmission, some have a low risk for STI transmission, and some have no risk for STI transmission. 2014 CDC data reports 1 in 4 sexually active females has an STI and young people 15-24 acquire half of all new STIs. Each of you will get a card with a sexual activity written on it. You will then put the card up on the board/wall where you think it belongs under the appropriate sign. After all the cards are up, we will go over each one together as a group.

**REReducing Risk**

| 10 minutes |

**Materials**

- PowerPoint slides #9 – 17
- PowerPoint slide notes

**Activity**

Use the PowerPoint slides to review some risk reduction strategies. The PowerPoint slides contain notes to assist you in presenting this material. Please refer to the notes in the slides for more information about the topics presented.

**Suggested Script:**

We learned earlier that 1 in 4 sexually active teens will get an STI this year. One of the reasons that teens are likely to get STIs is that many teens don’t have the tools they need to make educated and informed decisions about their reproductive health. Also, many teens don’t get the information you are getting in this class. Or they do not have access to things like wellness centers or clinics for testing, information, and to safer sex supplies. Teens often don’t know their status or their partner’s status, and may not use barriers such as condoms or dental dams to reduce the risk of STI transmission. Some teens are in relationships with people who control their decisions about using protection.

There are many ways to reduce the risk of getting and passing on STIs. Let’s review some of these harm reduction strategies.
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**SMALL GROUP STI AWARENESS POSTER ACTIVITY**

**Materials**

- PowerPoint slide #18
- Poster paper
- Markers or colored pencils

**Activity**

In this activity students will be asked to create a poster to bring awareness to one of the risk reduction strategies for STIs and sexually associated infections. Break the class up into 8 groups and assign each group one of the risk reduction strategies. Give each group 10 minutes to create their poster then hang the posters up around the room and have the whole class do a gallery walk around the class to view the different posters.

Debrief the activity:

- How was this activity for you?
- Which poster(s) do you think would be effective to change the behaviors of people in this school?
- What did you and your group think about when creating your poster?

**HOMEWORK**

**STI Research**

Handout: A Teen’s Guide to Sexually Transmitted Diseases and Other Infections
Lesson 18: Vocabulary

1. **Abstain**: Choosing not to engage in an activity or set of activities. (Example: Someone could choose to abstain from oral, vaginal, and anal sex as a way to reduce the risk of STIs.)

2. **Asymptomatic**: When the body does not show symptoms of an infection or illness.

3. **Curable**: An infection or medical condition that can be put to an end.

4. **Dental dam**: A barrier that can be used during oral sex, on a vulva or anus, to reduce the risk of STIs.

5. **Harm reduction**: Ways to lessen the negative health consequences of practicing high-risk behaviors.

6. **Infection**: When the body is attacked by a disease.

7. **STI (Sexually Transmitted Infection)**: A disease that is passed from person to person through sexual contact.

8. **Symptom**: A physical sign showing that someone has an infection or illness.

9. **Transmission**: When an infection is passed from person to person.

10. **Treatable**: An infection or medical condition where symptoms can be reduced.

11. **Vaccine**: A medical shot (injection) given by a health care provider to protect against infections.
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High Risk
Lesson 18: Sexually Transmitted Infections (STIs)

Be Real. Be Ready.

No Low Risk
Lesson 18: Sexually Transmitted Infections (STIs)

Be Real. Be Ready. No Risk.
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Teacher Key: Risk Spectrum

High Risk Activities

- Blacked out and can't remember (If someone is blacking out due to drug or alcohol use this is high risk because being under the influence changes how someone makes decisions. A person cannot consent to sex while under the influence. It is difficult to use safer sex supplies correctly while under the influence. The Wellness Center has counselors that can support someone who is having problems with drugs or alcohol)
  - Anal sex without a condom
  - Vaginal sex without a condom
  - Oral sex without a barrier (condom or dental dam)

Low Risk Activities

- Anal sex with a condom
- Vaginal sex with a condom
- Oral sex with a barrier
- Hand sex on a penis (very low risk)
- Hand sex on a vulva/vagina (very low risk)

No Risk Activities

- Abstained from sex
- Body massage
- Dry humping with clothes on
- Held hands
- Hugged
- Hung out with friends
- Kissed
- Learned about STIs
- Masturbation
- Met each other’s friends and family
- Sent naked pics to each other (no risk for STI transmission, but not recommended)
- Shared food and drink
- Showered together
- Slept in the same bed
- Talked about future plans
- Texted until 2am
- Touched breasts
- Talked about sexual boundaries
- Used a public toilet
- Went dancing
- Went for a walk
- Went in a hot tub
- Went to a clinic to get tested for STIs

*Indicates activities that can protect someone from STIs
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**Homework: STI Research**

Name: ______________________________________________________________

Period: ___________________  Date: ___________________

**Directions:** Complete the table below using the STI handout and these websites: [www.plannedparenthood.org](http://www.plannedparenthood.org) and [http://www.scarleteen.com](http://www.scarleteen.com).

<table>
<thead>
<tr>
<th></th>
<th>Chlamydia/ Gonorrhea</th>
<th>Herpes</th>
<th>HPV</th>
</tr>
</thead>
<tbody>
<tr>
<td>What type of STI is this? (virus, bacteria, parasite, or sexually associated)</td>
<td></td>
<td></td>
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<tr>
<td>Is there a cure?</td>
<td></td>
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<td></td>
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<tr>
<td>Is there vaccine?</td>
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<td></td>
<td></td>
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<tr>
<td>How is this STI transmitted?</td>
<td></td>
<td></td>
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<tr>
<td>What are the symptoms of this STI?</td>
<td></td>
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<td></td>
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<tr>
<td>What could possibly happen if this STI is not treated?</td>
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<tr>
<td>Where can someone go to get tested or treated?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>How can someone reduce the risk of getting or transmitting this STI?</td>
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</tr>
</tbody>
</table>
### Lesson 18: STI Slide Notes

<table>
<thead>
<tr>
<th>Slide 1:</th>
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<tbody>
<tr>
<td><strong>STIs</strong></td>
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<table>
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<tr>
<th>Slide 2:</th>
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<tbody>
<tr>
<td><strong>Do Now</strong></td>
</tr>
<tr>
<td>What are some ways that STIs can be passed from one person to another?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Slide 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What does STI stand for?</strong></td>
</tr>
<tr>
<td><strong>Sexually Transmitted Infection</strong></td>
</tr>
</tbody>
</table>

Have students complete the do now. If there is time, ask a few students to share their responses. Correct any misinformation.

Ask whether anyone knows what the letters in STI stand for. **Sexually Transmitted Infection.** Clarify these words:
- Sexually = through sexual activity. (sharing infected bodily fluids and skin-to-skin contact if one person has an infection)
- Transmitted = passed to or received from someone
- Infection = illness, sickness, disease, etc

STI and STD refer to the same set of infections that are mainly spread through sex. The "D" in STD stand for disease.

**Suggested script:**
Some people refer to these as STIs or STDs. **STI and STD refer to the same group of things** – infections that can be spread through sexual contact. **STIs can be spread from fluid-to-fluid transmission** – meaning infected bodily fluid from one person gets into the body of another person. The 'bodily fluids' we are talking about can include mucous membrane secretions, semen, vaginal fluids, and blood. **STIs can also be spread from skin-to-skin contact with an area of a person’s**
| body that has an infection. |  |
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Slide 4:

Ask students the name some STIs that they have heard of before showing the names of the STIs on this power point slide.

Explain that there are different categories of infections:
- **Viral** = caused by a virus, these are treatable but not curable (symptoms can be managed, but the virus cannot be completely eliminated)
- **Bacterial** = caused by a bacteria, treatable and curable
- **Parasitic** = caused by a parasite, treatable and curable. Can be transmitted through sexual or non-sexual contact.
- **Other** = can be caused by sexual contact but are not always caused by sexual contact. These are not transmitted from one person to another during sex; rather these could be caused as a result of having sexual contact.

After explaining each category, ask the students which group of STIs on the board belongs in that category. Click to have the categories appear.

Ask students which infections they think can be completely cured – which means the infection goes away. Click to reveal which STIs are curable. Let students know that the bacterial, parasitic, and sexually associated infections can be cured.

Ask students which infections have a vaccine – which means someone can get the vaccine (a shot or multiple shots) that will prevent someone from getting that infection if they come into contact with it. Click to reveal which STIs have a vaccine. Let students know that most people have received the Hepatitis vaccine, but students should talk to a parent/caregiver or doctor about the HPV and Hep A+B vaccine if they have not yet received it.

*not usually sexually associated but can be sexually associated
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Slide 5:

Remind students that STIs are spread through fluid exchange or skin-to-skin contact. Ask students which infections they think are spread through skin-to-skin contact. Click to reveal the answer.

Herpes (mouth-to-mouth, mouth-to-genital, or genital-to-genital contact, or hand to infected area)
HPV (mouth-to-genital or genital-to-genital contact)
Parasitic infections (skin-to-skin contact with where the infection is on the body, or sharing clothing, towels, sheets, or other items that could have the parasites on them)
Syphilis (mouth-to-mouth, mouth-to-genital, or genital-to-genital contact)

*for simplification please highlight that “genital” also includes the anus as the comprehensive term in anogenital

Slide 6:

Ask students which infections they think are spread through the exchange of fluids (fluid to fluid contact). Click to reveal the answer.

The infections are transmitted through mucous membranes and/or fluids being shared (semen, pre-cum, vaginal fluids, or blood):
- HIV
- Hepatitis
- Chlamydia
- Gonorrhea

Let students know that HIV will be discussed in detail on another day.

Slide 7:

STI Symptoms
Ask students to name common symptoms of STIs, then show the slide of possible STI symptoms.

Ask the students to look at the list and identify the most common STI symptom. Once some students have guessed, reveal that the most common symptom is “no symptom.”

Suggested script:
Although we usually think of STIs as having many uncomfortable symptoms, STIs are very commonly asymptomatic—meaning that when someone has a bacterial or viral STI, the person usually will not have or notice any symptoms. This is why we call these STIs instead of STDs, because the I stands for ‘infection’ and the D stands for ‘disease.’ Medically, something is only called a disease if there are symptoms. Since the most common symptom of STIs is no symptom, we call them ‘infections,’ or STIs.
Slide 8:

Ask students, “What could happen if someone had an STI but didn’t know it?” Brainstorm answers and then reveal answers on the slide.

- Can unknowingly pass it to someone else
- Could be causing harm/problems internally – even though there are no external symptoms – or more serious medical concerns if left untreated
- Having one STI puts people at higher risk for contracting (getting) other STIs if they come in contact with them
- Could cause fertility issues (make it more difficult to start a pregnancy) in the future

Slide 9:

Suggested script:

We learned earlier that 2014 CDC data reports 1 in 4 sexually active females has an STI and young people 15-24 acquire half of all new STIs. One of the reasons that teens are likely to get STIs is that many teens don’t have the tools they need to make educated and informed decisions about their reproductive health. Also, many teens don’t get the information you are getting in this class. Or they do not have access to things like wellness centers or clinics for testing, information, and to safer sex supplies. Teens often don’t know their status or their partner’s status, and may not use barriers such as condoms or dental dams to reduce the risk of STI transmission. Some teens are in relationships with people who control their decisions about using protection. There are many ways to reduce the risk of getting and passing on STIs. Let’s review some of these harm reduction strategies.

Slide 10:

Abstinence = 100% effective

STIs can be transmitted through oral, vaginal, and anal sex as well as genital-to-genital contact and sharing needles. Abstaining from these types of sex is a very effective way of reducing the risk of spreading STIs.

Brainstorm reasons why someone might choose abstinence with students. Suggested script: When we talked about birth control, we talked about how abstaining from sex that involves putting a penis into a vagina is the only 100% effective way to prevent a pregnancy. With STIs, in order to prevent them 100% someone must abstain from all the activities that put them at risk. Different people choose abstinence at different times of their lives for different reasons. What are the reasons that someone might choose abstinence?

Religious/spiritual reasons, waiting for the right person/relationship, wanting to focus on a personal goal like finishing school, waiting to feel more comfortable/prepared, not wanting to risk STIs/pregnancy, not
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#### Slide 11:

**STI Testing and Treatment**

Knowing your status and the status of your partner(s) can greatly reduce the risk of STIs. STIs don’t appear out of thin air—they can only be spread if a partner has one. If someone is sexually active, getting tested regularly can ensure that they know what their STI status is and receive treatment for positive test results.

- STI testing is recommended annually (once a year) but more frequent testing (usually every 3-6 months) for people with multiple partners or new partners.
- Testing usually involves taking a urine sample and/or blood sample.
- There is no single test for all STIs and not all STIs can be tested for. Ask which tests are being done.
- Teens can get tested at local clinics and get more information about testing from the school wellness center.

#### Slide 12:

**Vaccines**

Vaccines are available to protect against a few STIs. The HPV vaccine (Gardasil) protects against strains of HPV that can lead to certain types of cancer and genital warts. Vaccines are also recommended for all people age 9-26. Vaccines are also available for Hepatitis A and B. Talk to a parent/guardian or doctor about vaccines.
**Slide 13:**

**Reducing the Risk of STIs & Sexually Associated Infections**
- Abstinence = 100% effective
- STI testing & treatment
- Vaccines
- Communicate with partners(s) about protection and possible risk

**Communicate with Partner(s) about Protection and Possible Risk**
Talking about your status and your partner’s status before engaging in sexual activities can help someone make informed decisions about their body and their health.

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**Slide 14:**

**Reducing the Risk of STIs & Sexually Associated Infections**
- Abstinence = 100% effective
- STI testing & treatment
- Vaccines
- Communicate with partners(s) about protection and possible risk
- **Barrier methods (condoms, dental dams, gloves)**

**Barrier Methods**
Using barrier methods helps prevent the sharing of body fluids from one person’s body to another. Barrier methods include external and internal condoms, dental dams, and gloves.
Remind students: Hormonal birth control methods (pill, patch, shot, implant, hormonal IUCs) do not prevent STI transmission. Someone using one of these methods might want to pair it with a barrier method to prevent both pregnancy and STIs.

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**Slide 15:**

**Reducing the Risk of STIs & Sexually Associated Infections**
- Abstinence = 100% effective
- STI testing & treatment
- Vaccines
- Communicate with partners(s) about protection and possible risk
- Barrier methods (condoms, dental dams, gloves)
- **Washing hands**

**Washing Hands**
It is a healthy idea to wash hands before and after touching your own body or someone else’s body. This is especially important to avoid passing bodily fluids from one person to another if they are on the hands.
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#### Slide 16:

**Reducing the Risk of STIs & Sexually Associated Infections**
- Abstinence = 100% effective
- STI testing & treatment
- Vaccines
- Communicating with partner(s) about protection and possible risk
- Barrier methods (condoms, dental dams, gloves)
- Washing hands
- Urinating (pee) before and after sex

**Urinate (pee) Before and After Sex**
This can help prevent UTIs. It will not prevent something like Chlamydia or HIV, but it is a healthy idea to urinate (pee) before and after any sexual contact because it can help clean the urethra of any bacteria that might have been pushed inside during sexual contact.

Douching is washing or flushing out the vaginal canal with soaps, harsh chemicals, or unnatural substances.

#### Slide 17:

**Reducing the Risk of STIs & Sexually Associated Infections**
- Abstinence = 100% effective
- STI testing & treatment
- Vaccines
- Communicating with partner(s) about protection and possible risk
- Barrier methods (condoms, dental dams, gloves)
- Washing hands
- Urinating (pee) before and after sex
- Avoid shaving, waxing, or removing pubic hair

**Avoid Shaving, Waxing, or Removing Pubic Hair**
Pubic hair is on the genitals for a reason – it helps protect the body. Many people think they have to remove their pubic hair, but it is healthy to leave it on the genitals. Shaving and waxing can irritate the skin which can make it easier for infections to enter the body. If someone wants to remove their pubic hair, trimming carefully is less irritating than shaving or waxing.

#### Slide 18:

**Reducing the Risk of STIs**
- Abstinence = 100% effective
- STI testing & treatment
- Vaccines
- Communicating with partner(s) about protection and possible risk
- Barrier methods (condoms, dental dams, gloves)
- Washing hands
- Urinating (pee) before and after sex
- Avoid shaving, waxing, or removing pubic hair
- Avoid sharing or using used equipment to inject substances into the body

Someone looking for support around STI risk prevention could go to a teen clinic or health center for counseling, testing, and treatment. All of these services are available to anyone 12 or older in California, and minors can access them confidentially (without their parent/guardian’s permission/consent).

IDU - injection drug use can lead to HIV/Hep C if contaminated equipment is used for injection.