



Class 21 Guide: Sexually Transmitted Infections and Protection

Pre-teach

This week's class covers sexually transmitted infections, or STIs. Students will learn about STI testing and treatment, and will also explore STI protection methods. A significant portion of this class builds on the previous week's introduction of condoms and personal lubricant, or lube. To help students prepare for this session, ask them what they remember about where condoms and lubricants can be purchased. Make a list together on a whiteboard or piece of flipchart paper. If possible, you can take a field trip as a group to one of these locations to learn more about where condoms and lubricants can be found within a store. If it is not feasible to take a trip with your students, you can also do an internet search for images of where condoms and lubricants are found within stores. Typically, these are found in the "family planning" aisle of grocery stores and pharmacies. You can also help students locate online retailers who sell condoms and lubricants.

Explain that there are lots of different types of condoms and lubricants, and that it might take some time for them to find the right kind for them. Some condoms are glow-in-the-dark, brightly colored, or textured. Some personal lubricants have chemicals that make them feel hot, cold, or tingly. Educators know the importance of safer sex, and it's also our job to show students that safer sex can be fun! Take some time to help your students locate online providers of dental dams. Dental dams are often flavored.

Finally, in the days leading up to this class, introduce the vocabulary from this lesson's Important Words Sheet (see suggested definitions below). To enhance understanding, you can ask students to come up with their own definitions for vocabulary words or to provide a sentence or scenario using the new word.

Vocabulary terms and definitions

- Oral sex: using the mouth, lips, or tongue to touch the genitals or anus of another person
- Anal sex: when a penis goes into the anus (or hole in the bottom/butthole)
- Vaginal sex: when a penis goes into the vagina
- Sick: when your body does not feel good
- Healthy: when your body feels good
- Doctor: someone who helps keep your body healthy
- Medicine: things you take to feel better when you are sick
- Clinic: a place you can go for medical care
- Condom: a piece of rubber that goes over the hard penis and catches semen

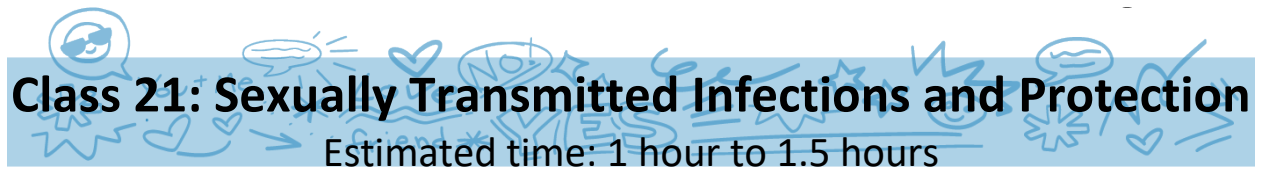
- Dental dam: a piece of rubber that goes over the vulva or the anus when you have oral sex

Post-teach

Part of being a sexual self-advocate is taking care of one's sexual health. Have a more in-depth conversation with your students about the importance of personal hygiene when being sexual. Talk to students about how they need to clean their genitals before and after sex. You can also emphasize how crucial it is to see a doctor on a regular basis when being sexual to be tested for STIs and pregnancy. Ask your students to create a plan for what they would do if they suspected they had an STI, or if they wanted to go get tested for STIs. Students can create a plan together as a class, in small groups, or individually.

Part of the students' STI testing and treatment plans will include where they want to go for services. Do some research as a class to find the nearest sexual and reproductive health organizations in your community. You might even make a chart that shows the name of the organization, how far away it is, what services it provides, what insurances are accepted, and if they provide free or low-cost care to people without insurance. Look together to find out what bus routes, if any, students could take to get to these offices from your site or from their homes. If feasible, you could even coordinate with one of the offices to have your students do a tour of their facility.

As part of your tour, or when back in the classroom, have a more in-depth discussion about the different types of STIs. For accessibility purposes, we chose not to include the names of STIs (chlamydia, syphilis, HIV) in the PowerPoint for this lesson. In the week following the lesson, it could be a good idea for students to learn some of the names of the STIs, and to research a little about each one. You can also ask students if they have any questions about any of the STIs you discuss. Empower your students with the knowledge and resources they need to be healthier when they are being sexual.



Class 21: Sexually Transmitted Infections and Protection

Estimated time: 1 hour to 1.5 hours

Objectives

Students will:

- Learn how sexually transmitted infections, or STIs, are spread.
- Understand the importance of testing and treatment for minimizing STI risks.
- Identify STI protection methods, including dental dams and condoms.

Materials

- Whiteboard and dry erase markers or flipchart paper and makers
- Pens/pencils for all students
- Blank index cards
- Class Healthy Relationship Toolbox
- Class Healthy Relationship Tools (I Statement, Relationship Map, NO!, and Consent Check-In Tools)
- Computer
- Projector
- Projector screen
- Class 21 PowerPoint
- Printed copies of Class 21 PowerPoint for all students (one slide per page)
- Class Safer Sexuality Checklist
- Class 1. Safe and Private Place; 2. Safer Sexual Partner; 3. Sexual Limits; 4. Consent; and 5. Birth Control Plan Manipulatives
- Student Safer Sexuality Checklists with 1. Safe and Private Place; 2. Safer Sexual Partner; 3. Sexual Limits; 4. Consent; and 5. Birth Control Plan Graphics glued on
- Class 6. STI Testing and Protection Manipulative (see template at end of lesson)
- Velcro
- Printed copies of 6. STI Testing and Protection Graphic for all students (see template at end of lesson)
- Glue sticks for all students
- Bottle of personal lubricant
- Hand wipes
- Dental dams
- Dildo*
- Zucchini**
- Condoms**

*If allowed in your setting. If not, a zucchini may be used.

****If allowed in your setting, get one zucchini and one condom for each student, and have students participate in the condom practice.**

Class Preparation (5-10 minutes)

Give each student a copy of the PowerPoint so they can follow along and take notes. We found that student understanding increases when they have two options for viewing information: on the screen at the front of the room and on their own printed PowerPoint.

Display and discuss slides 1-6.

What Are Sexually Transmitted Infections? (10-15 minutes)

Display and discuss slides 7-14. Give students time to process the information, and check in periodically for questions.

Testing and Treatment (5-10 minutes)

Display and discuss slides 15-20. Give students time to process the information, and check in periodically for questions.

Brain Break (5 minutes)

Display slide 21. Use one of the suggested brain break activities from the slide notes, or come up with your own.

Protection (10-15 minutes)

Display slides 22-27. Give students time to process the information, and check in periodically for questions.

Condom Practice (15-20 minutes)

Display and discuss slides 28-30. Give students time to process the information, and check in periodically for questions. Use the instructions in the notes of slide 29 to lead students through a condom practice.

Slide 30 includes instructions for the Safer Sexuality Checklist activity. Students will be adding 6. STI Testing and Protection to the class and student Safer Sexuality Checklists. For this activity, students will need glue sticks, as well as their copies of the Student Safer Sexuality Checklist and Student 6. STI Testing and Protection Graphic. See templates at the end of the lesson plan.

Questions (5 minutes)

Display slide 31. Collect any notecard questions from students. Before your next class session, research and prepare answers to students' private questions.

Exit Ticket (5 minutes)

Use slides 32-34 to check for student comprehension of major class topics.

Closing (5 minutes)

Display and discuss slides 35-37.



Class 6. STI Testing and Protection Manipulative

This is the sixth item for the Class Safer Sexuality Checklist. Print and laminate the graphic below. Add a piece of Velcro to the back of the laminated graphic that fits the piece of Velcro next to the corresponding checkbox on your Class Safer Sexuality Checklist.



STI Testing and Protection

Student 6. STI Testing and Protection Graphic

Print and cut out one STI Testing and Protection Graphic for each student in your class. Students will glue these onto their Student Safer Sexuality Checklists.



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