

Sexually Transmitted Infections

OVERVIEW

This lesson teaches students to recognize the transmission, symptoms and signs of sexually transmitted infections, helps the students recognize if they or a friend is infected, and how to reduce the risk of possible transmission.

SEL CONNECTIONS

- 2.E.4. Students recognize healthy social, emotional, and physical boundaries and use cultural norms, environmental, and social context cues to navigate these boundaries.
- 2.F.4. Students continuously strive toward meaningful, specific personal short- and long-term goals... Students use their voice and choice to demonstrate personal and collective agency.
- 3.D.4. Students identify and navigate different support networks. Students are advocates and allies for others' needs and recognize the interdependence of community resources.

CALIFORNIA HEALTH CONTENT STANDARDS

- 1.7.G Describe the short- and long-term effects of HIV, AIDS, and other STDs.
- 1.8.G Analyze STD rates among teens.
- 4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy.
- 6.1.G Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals.

LEARNING TARGET(S) & SUCCESS CRITERIA

Students will be able to describe how various STIs are transmitted, signs and symptoms, and how to reduce transmission.

- ☐ I can describe how various STIs are transmitted, signs and symptoms of different STIs, and how to reduce transmission. [Knowledge]

Students will be able to analyze STD rates among teens.

- ☐ I can analyze STD rates among teens. [Skill]

TEACHER PREPARATION

Materials

- There are 4 Options for lesson plans for this lesson. All materials linked below.
- There is an optional extension lesson for analyzing data. The graphs and question/answer sheet are linked below.

RATIONALE

Teaching the importance of understanding the transmission, symptoms and signs of sexually transmitted infections helps the students recognize if they or a friend is infected, and how to reduce the risk of possible transmission. The lesson provides the information necessary for students to be able to analyze the STI rates in their age group and make healthy decisions.

STEP-BY-STEP LESSON

- 1) Begin each day with a WARM-UP and/or [INCLUSIVE WELCOME](#)
- 2) **OPTION A:** Please note: for this option, teacher must have good tech skills--[see teacher directions on how to use](#)
 - [STI Clinic Escape Room](#)—individual or partner work— **and**
 - Discuss [CDC Fact Sheets](#)—[External Condom Use](#), [Internal Condom Use](#), [Dental Dams](#) and [Condom Use Demo](#) ([alternative animated video clip](#) or live teacher demo);
 - May add [Preventing STIs Google Slide Worksheet](#) (may also share [Preventing STIs Slides](#))
- 3) **OPTION B**—Individual work, partner work, or as a jigsaw activity
 - Student Reading: STI information [CDC Basic Fact Sheets](#) provided in Google Slide format for chlamydia, syphilis, HPV, gonorrhea, bacterial vaginosis, HIV, genital herpes, pubic lice and also PID and Complete [Google Docs STI Chart](#); **and**
 - Discuss CDC Fact Sheets—[External Condom Use](#), [Internal Condom Use](#), [Dental Dams](#) and [Condom Use Demo](#) ([alternative animated video clip](#) or live teacher demo)
 - May add [Preventing STIs Google Slide Worksheet](#) (may also share [Preventing STIs Slides](#))
- 4) **OPTION C**
 - [STI Slideshow](#) and [STI Wanted Posters](#) ([example](#)) with [Gallery Walk](#) (can be done digitally or on paper) **and**
 - Discuss CDC Fact Sheets—[External Condom Use](#), [Internal Condom Use](#), [Dental Dams](#) and [Condom Use Demo](#), ([alternative animated video clip](#) or live teacher demo);
 - May add [Preventing STIs Google Slide Worksheet](#) (may also share [Preventing STIs Slides](#))
- 5) **OPTION D**
 - [STI Slideshow](#) and [Learning Menu Assignment](#) **and**
 - [Condom Use Demo](#) ([alternative animated video clip](#) also in video or live teacher demo) **and**
 - [Preventing STIs Slides](#) and [Preventing STIs Google Slide Worksheet](#)

The CDC Fact Sheets are available in many languages. See the [website](#) to get a copy in the language needed by your students.

OPTIONAL EXTENSIONS

- [Analyzing STI statistics](#)
 - [California STI information](#)
 - [CDC National data and statistics](#) website

- 6) End each day with an EXIT TICKET and/or [INTENTIONAL CLOSE](#)

OPTIONS FOR HOME-SCHOOL PARTNERSHIP

- Student Handout: [Family Home Assignment #6: STIs](#)
- Encourage students to continue talking with a parent/guardian/trusted adult about what they learned today in Health class.

RESOURCES

- CA Educ. Code § 48205, 46010.1
- California Assembly Bill No. 1266 - School Success & Opportunity Act
- EGUSD Board Policies & Administrative Regulations
 - BP 0201 - Human Dignity Policy
 - BP 0415 - Ed Equity Policy
 - BP 0410 - Nondiscrimination
 - BP/AR 5022 - Student and Family Privacy Rights
 - BP 5030 - Wellness
 - BP 5113 - Absences And Excuses
 - BP 5125.1 - Release of Directory Information
 - AR 5125 - Student Records
 - BP 5132 - Dress and Grooming
 - BP 5141.22 - Infectious Diseases
 - BP/AR 5141.6 - School Health Services
 - BP 5142 - Safety
 - AR 5144 - Discipline
 - BP 5145.12 - Search and Seizure
 - BP 5145.14 - Photographing of Students
 - BP 5145.2 - Freedom of Speech/Expression
 - BP 5145.9 - Hate-Motivated Behavior
 - BP 6141 - Curriculum Development and Evaluation
 - BP/AR 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction
 - BP 6144 - Controversial Issues
 - BP/AR 6161.1 - Selection and Evaluation of Instructional Materials