

# Lesson Plan: Setting the Record Straight – Clarifying Information about Sexual Health

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**Overview and Purpose:** The purpose of this lesson is to promote teen sexual health through an interactive activity. This lesson is designed to clarify knowledge and boost the comfort level with the topic of sexually transmitted infections (STIs).

**Grade Level:** Grades 9-12

**Estimated Time Allotment:** four class periods

*(based on 50-minute class periods, with 45 minutes of instructional time for this lesson; specific durations of activities are provided within the Lesson Procedures section)*

**Curriculum Focus:** Health

## Learning Objectives

The student will be able to...

- list several common sexually transmitted infections (STIs)
- describe the relevance, symptoms, treatment, and prevention of seven common STIs
- utilize prior knowledge to answer questions about STIs
- collaborate with other students

## Standards Addressed

### Health

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD) and American Association for Health Education (AAHE), National Health Education Standards

Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention

1.12.5. (9-12) Propose ways to reduce or prevent injuries and health problems

1.12.8. (9-12) Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors

Health Education Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health

3.5.2 (3-5) Locate resources from home, school and community that provide valid health information

3.8.2. (6-8) Access valid health information from home, school, and community

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Health Education Standard 4: Students will demonstrate the ability to use intercommunication skills to enhance health and avoid or reduce health risks

4.12.1. (9-12) Utilize skills for communicating effectively with family, peers, and others to enhance health

Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

7.12.1. (9-12) Analyze the role of individual responsibility in enhancing health

Health Education Standard 8: Students will demonstrate the ability to advocate for personal, family and community health

8.5.1 (3-5) Express opinions and give accurate information about health issues

Mid-Continent Research for Education and Learning (McREL) Standards, Curriculum Standards for Health Education Content Standard 10. Understands the fundamental concepts of growth and development

Level IV (Grades 9-12) Benchmark 2. Understands how physical, mental, social, and cultural factors influence attitudes and behaviors regarding sexuality

Knowledge/skill statements

Understands how physical factors influence attitudes regarding sexuality  
Understands how physical factors influence behaviors regarding sexuality  
Understands how mental factors influence attitudes regarding sexuality  
Understands how mental factors influence behaviors regarding sexuality  
Understands how social factors influence attitudes regarding sexuality  
Understands how social factors influence behaviors regarding sexuality  
Understands how cultural factors influence attitudes regarding sexuality

Content Standard 11. Knows health risk factors and techniques to manage and reduce those risks

Level IV (Grades 9-12) Benchmark 3. Knows how to make positive health decisions related to injury, tobacco, nutrition, physical activity, sexuality, and alcohol and other drugs

Knowledge/skill statements

Knows how to make positive health decisions related to sexuality

Sexuality Information and Education Council of the United States, Guidelines for Comprehensive Sexuality Education

Key Concept 4: Sexuality is a central part of being human, and individuals express their sexuality in a variety of ways.

Topic 4: Sexual Abstinence

Level 2: Children are not physically or emotionally ready for sexual intercourse and other sexual behaviors

Level 3: Abstinence from intercourse has benefits for teenagers and adults

Level 3: Sexual abstinence is the best method to prevent pregnancy and STDs/HIV

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Level 3: Teenagers considering sexual activity should talk to a parent or other trusted adult about their decisions, contraception, and disease prevention

Key Concept 5: The promotion of sexual health requires specific information and attitudes to avoid unwanted consequences of sexual behavior.

Topic 1: Reproductive Health - Men and women must care for their reproductive health

Level 3: Individuals who suspect something is wrong with their sexual or reproductive organs, such as genital discomfort or itching or a lump in a breast or testicle, should seek medical attention immediately

Level 3: Untreated STDs during adolescence can be especially dangerous to a boy's or girl's future reproductive capability

Topic 2: Contraception

Level 3: Some methods of contraception, such as condoms, can also prevent the transmission of STDs/HIV. The most effective methods of contraception, such as the Pill, injection, and the birth control patch do not help prevent the transmission of STDs/HIV. Couples who want to reduce their risk for both pregnancy and STDs/HIV need to use male or female condoms along with another effective method of contraception.

Level 4: When choosing contraception, people must weigh the advantages and disadvantages of a particular method as well as its effectiveness in preventing pregnancy and STDs/HIV

Topic 5: Sexually Transmitted Diseases

Level 2: STDs are sometimes referred to as sexually transmitted infections or STIs. STDs include diseases such as gonorrhea, syphilis, HIV infection, chlamydia, genital warts, and herpes. The viruses and bacteria that cause STDs are usually found in the semen, vaginal fluids, and blood of an infected person. STDs are most commonly passed during sexual contact, but some can also be passed by sharing unsterilized needles or from a mother to child during pregnancy, birth, or breastfeeding. Abstinence from sexual activity is an effective way to avoid STDs. STDs can be passed during vaginal, oral, or anal intercourse. STDs can be transmitted even if the person does not have signs of infection. Anyone, regardless of age or sexual orientation, can get STDs if they have sexual contact with an infected person. Uninfected individuals who engage in sexual behavior cannot get an STD from each other. A person can have more than one STD at a time and can get an STD more than once. Those STDs caused by bacteria, such as gonorrhea, Chlamydia, or syphilis, can be cured with prescription medication. Those STDs caused by viruses, such as HIV, human papillomavirus (one type of HPV causes genital warts), herpes, and hepatitis, can be treated but not cured.

Level 3: Many teenagers who have vaginal, oral, or anal intercourse will become infected with an STD. The major symptoms of most STDs include genital discharge, sores on the genitals or mouth, abdominal pain, painful urination, skin changes, genital itching, or sore throat. The symptoms of STDs can be hidden, absent, or unnoticed, especially in women. One cannot determine who has an STD by just looking at that person or at that person's genitals.

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The only sure way to know if someone is infected with an STD is from testing and a medical exam. Individuals suspecting that they have an STD should stop having sexual intercourse, promptly go to a healthcare provider for testing, and refer sexual partners to a healthcare provider as well. Untreated STDs can lead to serious health problems, including infertility. Hepatitis B is the only STD that can be prevented by a vaccine. Proper use of latex condoms, along with water-based lubricants, can greatly reduce but not eliminate the chance of getting an STD.

Level 4: Individuals can help fight STDs by serving as an accurate source of information, by being a responsible role model, and by encouraging others to protect themselves.

### Curriculum Integrations

Reading and Language Arts, International Reading Association and National Council of Teachers of English Standards, Standards for the English Language Arts

4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes

11: Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities

12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information)

### Lesson Procedures for Teacher

#### *Before teaching the Lesson*

**Teacher Background:** Content Background and Resources, Lesson Vocabulary and Instructional Strategy Overview (Teacher Resources 1, 4 and 5)

#### **Teacher Preparation:**

##### **Materials and Planning Notes**

**Prepare** for the students to work in small groups and move around the room

**Prepare** to list common STIs (Teacher Resource 3) on a blank overhead, chart paper or the board

**Prepare** charts for the Carousel Brainstorm activity using a poster maker or copying the outline from Teacher Resource 7 onto seven posters. Write the name of one of the STIs on top of each poster (HIV, hepatitis B, HPV/genital warts, herpes, syphilis, gonorrhea, chlamydia). Place the posters around the room.

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**Additional Materials:** chart paper, markers, tape, index cards (two per student, plus a stack of extras), a covered box with slot cut into the lid (wide enough to drop in an index card), a box of envelopes (at least one per student – less may be needed), blank paper (one sheet per student)

### *During teaching of the Lesson*

#### **Index Card Survey**

**30 minutes**

1. Explain that you want to begin this lesson by giving students time to reflect about the topic of sexually transmitted infections on their own. Ask them to decide what their knowledge level is on a scale from 1 to 10, 10 being very knowledgeable and 1 being not knowledgeable at all. Please encourage students to think independently. This information is not intended to be shared with the whole group. Explain that in a moment you will ask them to anonymously write this number on an index card.
2. Give each student an index card. Ask the students to write their knowledge level number on one side of the index card and on the other side to write one question they have about sexually transmitted infections. If they knew the answer to this question, it may increase their knowledge level number. Again, reinforce to students that this is an anonymous activity. If they have no questions, encourage students to write a piece of information on the card that they feel may increase another student's knowledge level.
3. Explain to students that you will also be placing an anonymous question box with extra index cards in the front of the room. Students may place questions in this box at any time during this lesson.
4. Tally the knowledge level numbers from the index cards. Share the totals with the class to motivate students for this lesson. For example, you might say, "Based on the information collected, over half of you rated your knowledge level as under five, meaning you feel somewhat knowledgeable about STIs. This is a great starting point, because it seems like we have some things about STIs to learn or clarify, but a lot of knowledge to share with each other as well."

*Preparation Note: After collecting the index cards, you will need to copy the questions from each card onto the front of the envelopes for the closing activity (Mail Call) in order to protect the students' anonymity during this lesson.*

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### Activate Prior Knowledge – Whole Class Discussion

45 minutes

1. Explain to the students that you asked them to complete the index cards because as a class you will be spending more time learning about sexually transmitted infections. The cards were a way to get them thinking about what they know and what they want/need to know about this important topic. It was also a way for you to gauge their knowledge level and plan accordingly for this important topic.
2. Define STIs (sexually transmitted infections). Ask the students to suggest a meaning for this acronym. Using their input, provide a common meaning for the students.  
*(Preparation note: Use Teacher Resource 1 - Content Background and Resources to become familiar and well versed with this discussion material. As the discussion continues, the teacher will supplement the students' knowledge with the necessary background information to begin this lesson.)*
3. Conduct a whole class discussion to develop a list of STIs. The steps to facilitate the discussion are provided on Teacher Resource 2.
4. Once the discussion is complete and there is a list of STIs on the board, check mark the seven STIs that the students will be learning about during this lesson (hepatitis B, HIV/AIDS, syphilis, human papillomavirus (HPV) and genital warts, chlamydia, gonorrhea and genital herpes). Ask students why they think you marked those seven. Explain to students that the seven you marked are the most common infections among teenagers.
5. Explain to students that they will be participating in an activity with their classmates to learn more about these infections. They will be discovering the relevance, symptoms, treatment, and prevention for each of the infections listed through an activity called a Carousel Brainstorm.

### Learning Activity – Carousel Brainstorm

90 minutes

1. Create seven groups. Each group will move to one of the seven posters positioned on the wall for this activity. Have the students count off so that there is a balanced number at each poster.
2. Introduce and conduct the Carousel Brainstorm activity.
  - Each group will go to the poster they are assigned.
  - They will appoint a “scribe” for their group, the teacher will give each group a different color marker for the “scribe” to use.
  - The group will brainstorm answers in the first column on the poster, the “scribe” will record the group’s predictions/responses/opinions.

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- Review brainstorming guidelines: be encouraging (everyone has a voice) and be polite (do not cross out answers or write any unkind remarks on the posters).
  - When the teacher signals, the groups will rotate clockwise to a new poster. They will read what the group before them wrote in the first column, and they will respond in the second column.
  - When the teacher signals, the groups will rotate again to the next poster. They will read what the two groups before wrote in the first and second columns. They will add their opinions to the second column using check marks when they agree, and by adding any additional information.
  - When the teacher signals again, the groups will rotate again - repeating the process until each group has visited all seven posters.
3. After every group has visited all posters, ask the students to return to their seats.
  4. One at a time, take each poster and bring it to the front of the room. Tell the students that you are going to build on what they know and use their posters to “set the record straight” about STIs.
  5. Discuss the completed posters. Use the posters to provide the answers to the questions. Reflect on what the students wrote and then give the students the accurate information (use Content Background, Teacher Resource 1 and Teacher Resource 7 to help you with this process). Repeat this process for all seven STIs for this lesson (HIV/AIDS, hepatitis B, HP V/Genital Warts, genital herpes, syphilis, gonorrhea, and chlamydia).

### Closing Activity – Mail Call and Revisit Index Card Survey

45 minutes

1. **Before conducting this closing activity** select questions from the students’ index cards from the opening activity and from the question box that you have had out during this lesson. Re-write each question on the front of an envelope. (*Note: you will need to preview the questions and purposefully select and/or reword questions appropriately for this activity. You may need to set some time aside to directly answer the questions that will not work and cannot be used with this activity*).
2. Depending on the number of questions selected for the activity, determine if the students should work independently, in partners, trios, or small groups to research and answer the questions.
3. Now that the students have learned about sexually transmitted infections, explain that you will be using an activity called Mail Call to answer the questions that other classmates

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- posed at the beginning of the lesson and some of the questions that were placed in the questions box.
4. Remind students that the questions have been randomly selected and/or reworded and that the questions were collected and submitted anonymously.
  5. Distribute a piece of paper to each student and an envelope (with a question written on the front) to each person or group. Have the students use the blank piece of paper to write the answer to the question they were given. They can use the Carousel Brainstorm activity posters and their notes from the activity as a resource. If they are working in pairs or with a small group, they can discuss the answers they have written.
  6. When they have finished, have the students fold the sheets of paper and place them in the envelope. Collect the envelopes. Randomly redistribute the envelopes, ensuring that each student or group gets a new envelope.
  7. Have the students (or groups) read the question on the envelope and the answer inside, they can add information, confirm the answer, or offer a new answer. When they have finished have students place the answer sheet back into the envelope. Collect the envelopes.
  8. Read the questions and answers to the whole class.
  9. After the mail call activity explain to the students that you want to end this lesson the same way you began the lesson, by giving students time to reflect about the topic of sexually transmitted infections on their own. Tell students now that they have participated in the lesson you will be asking them to reassess their knowledge level. Ask them to decide what their new knowledge level is on a scale from 1 to 10, 10 being very knowledgeable and 1 being not knowledgeable at all. Please encourage students to think independently. As before, each individual's information will not be shared whole group. Explain that in a moment you will ask them to anonymously write this number on an index card.
  10. Give each student a new index card. Ask the students to write their knowledge level number on the index card. Reinforce to students that this is an anonymous activity.
  11. Tally the new knowledge level numbers from the index cards. Share the totals with the class to conclude the lesson. For example you might say, "Based on the information collected, nearly all of you rated your knowledge level as eight or more, meaning you feel pretty knowledgeable about STIs. This is compared to a starting point of most of you rating yourselves at about a level five. This is a great representation of all of the work you put into this lesson."

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### Supplemental Materials

*Resources to accompany this lesson plan have been created and are provided after this section. This lesson plan contains the following supplemental materials (as referenced throughout this section).*

#### Teacher Resources

Teacher Resource 1: Content Background and Resources for Vaccine Education

Teacher Resource 2: Activating Prior Knowledge/Leading a Class Discussion

Teacher Resource 3: List of Sexually Transmitted Infections

Teacher Resource 4: Instructional Strategy Overview

Teacher Resource 5: Lesson Vocabulary

Teacher Resource 6: Group Work Evaluation Rubric

Teacher Resource 7: Carousel Master

Teacher Resource 8: STI Quick Write

Teacher Resource 9: Reference List

### Modifications

- Assign the students to mixed ability groups, rather than numbering off.
- Rotate the “Scribe” role.
- Display the posters from the Carousel. Assign a small group of “Investigators” to each STI Poster. Have the students complete the research to discover the accuracy of the information on the posters. Have the groups report their finding to the whole class (See Teacher Resource 1 for additional resources and websites that students could use to conduct the research).
- Have students refer to the posters after the teacher shares the information. Assign each group a poster and have that group make corrections to the poster based on the prior class discussion.

### Assessment

- Assessment of Learning Process: Anecdotally observe students during class and small group discussion.
- Assessment of Group Skills: Informally observe students working together. If appropriate, use the Group Work Evaluation Rubric (Teacher Resource 6) or create your own.

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- Assessment of Content Knowledge: If appropriate, use the STI Quick Write activity (Teacher Resource 8) at the end of the lesson, collect and evaluate. The Quick Write can also be utilized as a Pre- and Post-Assessment.

### *After teaching the Lesson*

#### **Extension and Additional Activities (Take Home Component)**

- Plan to teach this lesson as well as other activities in honor of National STD Awareness Month in April.
- Teach another subject using the Carousel strategy.
- Have students work in small groups using this information to create a public service announcement about STIs.

### **Lesson At – A– Glance**

<b>Opening:</b> Index Card Survey (before)	<b>45 minutes</b>
<b>Learning Activity:</b> Carousel Brainstorm	<b>90 minutes</b>
<b>Closing:</b> Index Card Survey (after) & Mail Call	<b>45 minutes</b>

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### **Teacher Resource 1: Content Background & Resources**

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**“The primary goal of sexuality education is the promotion of adult sexual health. It assists children in understanding a positive view of sexuality, provides them with information and skills about taking care of their sexual health, and helps them acquire skills to make decisions now and in the future.”**

*Statement from the Guidelines for Comprehensive Sexuality Education  
From the National Guidelines Task Force*

**“Each year, there are approximately 19 million new STD infections in the United States, and almost half of them are among youth aged 15 to 24. Thirty-four percent of young women become pregnant at least once before they reach the age of 20. These behaviors usually are established during childhood, persist into adulthood, are inter-related, and are preventable. In addition to causing serious health problems, these behaviors also contribute to the educational and social problems that confront the nation, including failure to complete high school, unemployment, and crime.”**

*Statement from the National Center for Chronic Disease Prevention and Health Promotion  
Division of Adolescent and School Health*

**“Research indicates one out of every two teenagers will leave high school having been engaged in sexual activity. Research also shows increased numbers of teenagers who are contracting sexually transmitted diseases and HIV.”**

*Statement from American Pediatric Association and the  
Centers for Disease Control and Prevention*

#### **Important Facts About Teen Sexual Health**

- Sexually transmitted infections (STIs) affect men and women of all backgrounds and economic levels. They are most common among teenagers and young adults. Nearly half of all STIs occur in young people 15 to 24 years old. A recent study by the CDC released in March of 2008 estimates that one in four, 26 percent of young women between the ages of 14 and 19 in the United States – or 3.2 million teenage girls – are infected with at least one of the most common sexually transmitted diseases

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### **Teacher Resource 1: Content Background & Resources**

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(human papillomavirus (HPV), chlamydia, herpes simplex virus, and trichomoniasis). Many STIs have no symptoms.

- Even when no symptoms appear, an infected person may be able to pass the infection along to others. That is why many healthcare providers recommend periodic testing or screening.
- STIs can have serious consequences. Health problems caused by STIs tend to be more severe and more frequent for women than for men. They can lead to pelvic inflammatory disease (PID), fertility issues, genital warts, and/or cervical cancer.
- Many experts believe that having an STI increases the risk of becoming infected with HIV.
- If diagnosed and treated early, many STIs can be treated effectively.
- There are several steps that can be taken to prevent STIs.
- Education and effective communication can also assist in the process of preventing STIs in young people. The surest way to prevent all STIs remains abstinence. It is valuable for young adults to learn more about sexual health regardless of their choices. Teens need to be able to understand these issues in order to make good choices themselves and to help their peers make good choices as well. It is important to ensure that students have the necessary tools and knowledge to make healthy choices.

#### **Key Points from the Department of Health and Human Services, Centers for Disease Control and Prevention**

- The surest way to prevent any STI is not to have sex or to have sex only with someone who's not infected and who has sex only with you.
- Condoms can reduce your risk of getting an STI if used the right way every single time you have sex.
- Washing the genitals, urinating, or douching after sex will not prevent any STI.
- Touching doorknobs, toilet seats, sharing drinking cups, etc. does NOT spread STIs.
- STIs are NOT spread by coughing or sneezing.

#### **Defining Sexually Transmitted Infections with Students**

- Sexually transmitted infections (STIs) are infections that are transmitted through genital contact during sexual activity with another person who is contagious.

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### **Teacher Resource 1: Content Background & Resources**

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- STI means the same thing as the term venereal disease (VD), which is no longer used because it does not accurately explain the infections that can be passed through sexual activity.
- STI means the same thing as the term sexually transmitted disease (STD). STI is more accurate and more commonly used because of the word infection instead of disease. Many infections don't cause diseases or symptoms.
- The term reproductive tract infection (RTI) is also sometimes used because not all the infections in the genitals are transmitted sexually. But this leaves out infections in the oral and anal areas

#### **Discussing the Relevance of this Material with Students**

- Some STIs are more common than the common cold.
- Some STIs are mostly uncomfortable and embarrassing, while others are deadly serious.
- Teenagers are one of the highest risk groups for STIs.
- There are ways to prevent or reduce the risk of every STI.
- Almost every STI is treatable and/or curable.
- This lesson will be a review for some students, or some may feel they do not need it. It is still relevant for everyone because our knowledge and need for knowledge about sexual health is always changing. Even if students feel that they do not need this information for themselves, they can utilize it to help their friends and families.

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### **Teacher Resource 1: Content Background & Resources**

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#### **WEB RESOURCES**

##### **Content Background**

[http://www.guttmacher.org/pubs/fb\\_sexEd2006.html](http://www.guttmacher.org/pubs/fb_sexEd2006.html)

<http://www.siecus.org/>

<http://www.washingtonpost.com/wpdyn/content/story/2008/03/13/ST2008031302113.html>

##### **Group Work Rubric**

[http://www.uen.org/Rubric/rubric.cgi?rubric\\_id=12916](http://www.uen.org/Rubric/rubric.cgi?rubric_id=12916)

##### **Create your own rubric**

<http://rubistar.4teachers.org/index.php>

## Setting the Record Straight - Clarifying Information about Sexual Health

### Teacher Resource 2:

### Activating Prior Knowledge/Leading a Class Discussion

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#### Step 1: Identify the Topic

Make sure students understand what sexually transmitted infections (STIs) are before beginning the brainstorming activity. Sexually transmitted infections (STIs) are infections that are transmitted through genital contact during sexual activity with another person who is infected. Most STIs are curable, but some are not. If you have sex with someone who has an STI, you can get it too. Many people who have an STI don't know it because many STIs have no symptoms. The surest way to prevent STIs is not to have sex.

#### Step 2: Ask the Question

Can the students name any sexually transmitted infections (STIs)? Ask students to name infections that they believe to be sexually transmitted.

#### Step 3: Record Answers

Create a list on the board of all of the infections students provide.

#### Step 4: Clarify the List

Review the list that the students have provided. Indicate to the students which infections are classified as STIs and which are not and why. There are many resources that provide information about STIs some of which may classify some of these infections differently. Explain that for the purpose of this lesson we will rely on the classifications of credible organizations such as the CDC. Infections such as colds can technically be transmitted through sexual contact but it is more likely that these common infections are transmitted through things like coughing and sneezing first, so they are not considered STIs. Mark the infections that are STIs. Move the infections that are not STIs to a separate list on the board entitled, "Not Considered STIs."

#### Step 5: Add to the list

Using Teacher Resource 3, add any additional STIs to the list that the students did not name. The final product on the board should be a written list of all of the STIs on the List of Sexually Transmitted Infections - Teacher Resource 3.

#### Step 6: Discuss STIs

Supplement the students' responses (using Teacher Resource 3) to ensure that the correct information is provided. Ask the students if they know which of the STIs listed is caused by a virus and which is caused by a bacterium. Explain the difference to the students. A **bacterium** is a tiny one-celled organisms present throughout the environment that require a microscope to be seen. Not all bacteria are harmful, but some cause disease. Diseases caused by bacteria can be cured with drugs called antibiotics. A **virus** is a tiny organism that multiplies within cells and causes diseases. Antibiotics, do not affect viruses. Discuss and identify STIs which can be transmitted ONLY through sexual contact and those which can SOMETIMES be transmitted through sexual contact.

## Setting the Record Straight - Clarifying Information about Sexual Health

### Teacher Resource 3: List of Sexually Transmitted Infections (STIs)

<b>Sexually Transmitted Infections</b>			
	<b>Overview</b>	<b>Type of Organism</b>	<b>Transmission Method</b> ( <b>ONLY</b> sexual contact or <b>SOMETIMES</b> sexual contact)
<b>Bacterial Vaginosis (BV)</b>	BV is the name of a condition in women where the normal balance of bacteria in the vagina is disrupted and replaced by an overgrowth of certain bacteria.	Bacterium	Sometimes
<b>Chlamydia</b>	A bacterial infection that can scar the fallopian tubes affecting a woman's ability to have children.	Bacterium	Only
<b>Genital Herpes</b>	Genital herpes is a recurrent skin condition that can cause skin irritations in the genital region (anus, vagina, penis).	Virus	Only
<b>Gonorrhea</b>	A bacterial infection of the penis, vagina or anus.	Bacterium	Only
<b>Hepatitis A and B</b>	A disease that affects the liver. There are more than four types. "A" and "B" are the most common.	Virus	Only
<b>HIV Disease and AIDS</b>	Human immunodeficiency virus or HIV is a virus that attacks the immune system resulting in Acquired Immunodeficiency Syndrome, or AIDS.	Virus	Only
<b>Human Papillomavirus (HPV) and Genital Warts</b>	HPV is a virus that affects the skin in the genital area, as well as a female's cervix. HPV usually clears the body on its own, without causing visible symptoms. Some types of persistent HPV infection can cause warts, abnormal cell changes, or cancer.	Virus	Only
<b>Nongonococcal Urethritis (NGU)</b>	NGU is a treatable bacterial infection of the urethra (the tube within the penis) often times associated with chlamydia.	Bacterium	Sometimes
<b>Pelvic Inflammatory Disease (PID)</b>	PID is a general term that refers to infection of the uterus (womb), fallopian tubes (tubes that carry eggs from the ovaries to the uterus) and other reproductive organs. It is a common and serious complication of some sexually transmitted infections.	Bacterium	Only
<b>Pthiriasis (Pubic Lice or Crabs)</b>	Also known as pediculosis pubis, crabs are parasites or bugs that live on the pubic hair in the genital area.	Insect	Sometimes
<b>Syphilis</b>	A treatable bacterial infection that can spread throughout the body and affect the heart, brain, nerves. Also known as "syph".	Bacterium	Only
<b>Trichomoniasis</b>	Trichomoniasis is a common sexually transmitted infection that affects both women and men.	Protozoan	Only
<b>Urethritis</b>	An infection of the urethra, the tube that urine goes through to leave the body. Urethritis is often caused by an STI.	Bacterium	Sometimes

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### Teacher Resource 3: List of Sexually Transmitted Infections (STIs)

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<i>Commonly Confused</i>	
<b>Non-Sexually Transmitted Infections</b>	
<i>Infections the students may incorrectly name as STIs during the discussion</i>	
<b>Cytomegalovirus (CMV)</b>	CMV is a common virus that infects people of all ages. Once CMV is in a person's body, it stays there for life.
<b>Epstein-Barr Virus (EBV) and Mononucleosis</b>	Many children become infected with EBV, and these infections usually cause no symptoms or are indistinguishable from the other mild, brief illnesses of childhood. When infection with EBV occurs during adolescence or young adulthood, it causes infectious mononucleosis.
<b>Giardiasis</b>	Giardiasis is a parasitic disease caused by a microscopic parasite. The parasite is found on surfaces or in soil, food, or water that has been contaminated with the feces from infected humans or animals. People can become infected after accidentally swallowing the parasite. Giardia causes diarrheal illness, and giardiasis is a common cause of waterborne disease in humans in the United States.
<b>Group A Streptococcus (GAS)</b>	Group A Streptococcus is a bacterium often found in the throat and on the skin. Most GAS infections are relatively mild illnesses such as "strep throat," or impetigo. These bacteria are spread through direct contact with mucus from the nose or throat of persons who are infected or through contact with infected wounds or sores on the skin.
<b>Hepatitis C</b>	Hepatitis C is a liver disease caused by the hepatitis C virus (HCV). HCV infection sometimes results in an acute illness, but most often becomes a chronic condition that can lead to cirrhosis of the liver and liver cancer. It spreads through contact with the blood of an infected person, primarily through sharing contaminated needles to inject drugs.
<b>Human Parainfluenza Viruses (HPIVs) or Common Cold</b>	HPIVs can also cause serious lower respiratory tract disease with repeat infection (e.g., pneumonia, bronchitis, and bronchiolitis).
<b>Influenza (Flu)</b>	Influenza is a contagious respiratory illness caused by influenza viruses.
<b>Pediculosis (Head Lice)</b>	Head lice infest the head and neck and attach their eggs to the base of the hair shaft. Lice move by crawling; they cannot hop or fly. Head lice infestations are spread most commonly by close person-to-person contact.
<b>Scabies</b>	Scabies is an infestation of the skin with the microscopic mite <i>Sarcoptes scabiei</i> . Scabies spreads rapidly under crowded conditions and frequent skin-to-skin contact between people, such as in hospitals, institutions, child-care facilities, and nursing homes.
<b>Tinea Cruris (Jock Itch) Tinea Pedit (Athlete's Foot)</b>	Dermatophytes are types of fungi that cause common skin, hair and nail infections. One example of a very common dermatophyte infection is athlete's foot, which is also called tinea pedis. Another common dermatophyte infection affecting the groin area is jock itch, also known as tinea cruris.
<b>Candidiasis (Yeast Infection)</b>	Candidiasis is a fungal infection that occurs when there is overgrowth of fungus called <i>Candida</i> . <i>Candida</i> is normally found on skin or mucous membranes.

## Setting the Record Straight - Clarifying Information about Sexual Health

### Teacher Resource 4: Instructional Strategy Overview

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#### Carousel Brainstorm

A carousel brainstorm is a cooperative learning strategy that actively involves students. It can be used for a variety of purposes such as activating background knowledge or checking for understanding after learning about a topic. In small groups, the students rotate to different charts/posters around the room and record answers, thoughts, or ideas. The charts/posters are pre-labeled with a subtopic within a unit of study. The charts/posters can be used for formatting predictions, answering questions or solving problems, brainstorming ideas, or debating/discussing information on a topic. A carousel brainstorm is sometimes referred to as a Graffiti Brainstorm. It is an inclusive activity that involves all students.

#### Steps:

- Determine a number of subtopics within a unit of study. (For example if the class is studying the continents there would be seven groups (and seven posters). Pre-label the posters with a different subtopic and any questions or directions. Place the posters in several accessible locations in the classroom.
- Assign students a group/poster number and provide directions for what they will need to do at the poster. Ask each group to appoint one person as a recorder for the group. Give the recorder the marker. Each group should have a different color marker.
- Let students know that they will have a particular length of time at each poster. Explain that when you signal they will rotate to the next poster and continue to add information at that poster.
- At the end of the time period, tell students to cap their markers. Remind them to keep their markers, and ask them to rotate to the next poster. Have them rotate until each group returns to their original poster.

#### Carousel Brainstorm Secret:

When the activity is complete, use a Gallery Walk strategy to share the information from the posters. A Gallery Walk is when students walk around with a partner or in a small group to discuss what has been recorded on the posters, similarly to the way people would walk around discussing the art at an art gallery.

## Setting the Record Straight - Clarifying Information about Sexual Health

### Teacher Resource 5: Lesson Vocabulary

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#### *antibiotic*

Definition: A substance that fights bacteria

Context: Antibiotics, like Tetracycline or Erythromycin, can cure chlamydia.

#### *bacteria*

Definition: Tiny one-celled organisms present throughout the environment that require a microscope to be seen

Context: While not all bacteria are harmful, some cause disease. Examples of bacterial disease include diphtheria, pertussis, tetanus, Haemophilus influenza and pneumococcus (pneumonia).

#### *bacterium*

Definition: The singular version of the word bacteria

Context: Syphilis is a sexually transmitted infection caused by the bacterium *Treponema pallidum*.

#### *carrier*

Definition: A person or animal that harbors a specific infectious agent without visible symptoms of the disease. A carrier acts as a potential source of infection.

Context: There are an estimated 1-1.4 million carriers of hepatitis B in the U.S.

#### *cirrhosis*

Definition: Irreversible scarring of the liver, due to ongoing damage, which may affect liver function. Cirrhosis can lead to liver failure and even death.

Context: HBV can result in serious illness, such as cirrhosis of the liver.

#### *contact*

Definition: Exposure to a source of an infection, or a person so exposed

Context: If symptoms of gonorrhea develop, they usually appear within two to 10 days after genital contact with an infected partner.

#### *cure*

Definition: A means of healing or restoring to health

Context: The bad news is that there is no cure for genital herpes.

## Setting the Record Straight - Clarifying Information about Sexual Health

### Teacher Resource 5: Lesson Vocabulary

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#### *disease*

Definition: A condition of the living animal or plant body or of one of its parts that impairs normal functioning and is typically manifested by distinguishing signs and symptoms.

Context: Some diseases can be prevented with vaccines.

#### *diagnose*

Definition: To recognize (as a disease) by signs and symptoms.

Context: Syphilis is diagnosed by a doctor through blood tests.

#### *ectoparasite*

Definition: A parasite that lives on the exterior of its host

Context: A parasite, such as a flea, lives on the exterior of another organism.

#### *epidemic*

Definition: The occurrence of more cases of disease than expected in a given area or among a specific group of people over a particular period of time

Context: The epidemic has now spread to every part of the United States.

#### *exposure*

Definition: Coming in direct contact with an agent that might cause a disease or infectious process

Context: Mixing sex with alcohol or other drugs increases the chances of unintended pregnancy and exposure to sexually transmitted infections.

#### *fungus*

Definition: Any of a diverse group of eukaryotic, single-celled or multinucleate organisms that live by decomposing and absorbing the organic material in which they grow

Context: Ringworm is a disease caused by a fungus.

#### *immunity*

Definition: Protection against a disease. There are two types of immunity, passive and active. Immunity is indicated by the presence of antibodies in the blood and can usually be determined with a laboratory test.

Context: Without evidence of immunity, it is beneficial to give the vaccine within 3-5 days of exposure.

## Setting the Record Straight - Clarifying Information about Sexual Health

### Teacher Resource 5: Lesson Vocabulary

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#### *infection*

Definition: The state produced by the establishment of an infective agent in or on a suitable host

Context: Pelvic inflammatory disease can result from a sexually transmitted infection.

#### *intravenous*

Definition: Situated, performed, or occurring within or entering by way of a vein

Context: Both men and women have acquired HIV through sex with an intravenous drug user.

#### *lesion*

Definition: Any localized, defined area of diseased tissue, as a spot, canker, blister, or scab

Context: Approximately 10,000 women each year in the U.S. will develop cervical cancer, and about 500,000 women will experience serious cervical lesions that may need treatment.

#### *liver*

Definition: A large reddish-brown human organ located in the upper right portion of the abdominal cavity, it performs several vital functions, which are necessary for survival.

Context: Hepatitis is a virus that causes inflammation of the liver.

#### *organism*

Definition: A form of life. A complex structure of interdependent and subordinate elements whose relations and properties are largely determined by their function in the whole.

Context: The organism has both an inner (cytoplasmic) and outer membrane, separated by a cell wall.

#### *prevent*

Definition: To keep from occurring; avert; or hinder

Context: Abstinence is the only 100 percent effective way to prevent unplanned pregnancy and sexually transmitted infections.

#### *protozoan*

Definition: Any of a large group of single-celled, usually microscopic, eukaryotic organisms

Context: Amoebas, ciliates, flagellates, and sporozoans are protozoans.

## Setting the Record Straight - Clarifying Information about Sexual Health

### Teacher Resource 5: Lesson Vocabulary

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#### *risk*

Definition: The probability that an event will occur

Context: Using condoms can lower the risk of getting a sexually transmitted infection.

#### *syndrome*

Definition: A group of symptoms that together are characteristic of a specific disorder or disease

Context: Chronic fatigue syndrome shares symptoms with many other disorders.

#### *symptom*

Definition: A sign or an indication of disorder or disease, especially when experienced by an individual as a change from normal function, sensation, or appearance

Context: Genital herpes is one of those tricky infections that often have no symptoms.

#### *vaccine*

Definition: A substance that protects a body against a disease by causing the body's immune system to produce antibodies

Context: Some vaccines provide lifelong protection against infection, while others require several doses given at regular intervals.

#### *universal precautions*

Definition: Recommendations issued by the CDC to minimize the risk of transmission of bloodborne pathogens, particularly HIV and HBV

Context: Universal precautions are intended to prevent skin exposures of health-care workers to bloodborne pathogens.

#### *virus*

Definition: An infectious agent that multiplies within cells and causes diseases such as chickenpox, measles, mumps, rubella, pertussis and hepatitis. Antibiotics, the drugs used to kill bacteria, do not affect viruses.

Context: Viruses are a major cause of disease and can infect human beings with measles, influenza, and the common cold.

## Setting the Record Straight - Clarifying Information about Sexual Health

### Teacher Resource 6: Group Work Evaluation Rubric

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**Directions:** Explain the rubric to the class before the activity begins. First, have students complete a self-evaluation using the first Group Work Rubric on the sheet. Second, give the sheet to a group member to complete the second rubric. Finally, based on anecdotal observations, the teacher completes the third rubric on the page.

STUDENT NAME \_\_\_\_\_

#### SELF EVALUATION

Carousel Activity	Point Total ____/12				
	1	2	3	4	Total
Contributed to the group’s response to the statements	never	rarely	often	always	
Listened to others, offered ideas and shared information	never	rarely	often	always	
Encouraged and supported teammates	never	rarely	often	always	

#### PEER EVALUATION

Carousel Activity	Point Total ____/12				
	1	2	3	4	Total
Contributed to the group’s response to the statements	never	rarely	often	always	
Listened to others, offered ideas and shared information	never	rarely	often	always	
Encouraged and supported teammates	never	rarely	often	always	

#### TEACHER EVALUATION

Carousel Activity	Point Total ____/12				
	1	2	3	4	Total
Contributed to the group’s response to the statements	never	rarely	often	always	
Listened to others, offered ideas and shared information	never	rarely	often	always	
Encouraged and supported teammates	never	rarely	often	always	

Evaluation Point Total \_\_\_\_/36

**Setting the Record Straight - Clarifying Information about Sexual Health**  
**Teacher Resource 7: Carousel Master**

Name of STI:	Prediction	Agree/Disagree
	Opinion of the 1 <sup>st</sup> Group to visit Poster	Opinion of other groups in relation to the answer of first group
Is it a viral or bacterial infection?		
Are there always symptoms?		
Is there a cure?		
Are condoms very effective at preventing it?		
Is it life threatening?		
Estimate how many people in the U.S. are infected each year.		

## Setting the Record Straight - Clarifying Information about Sexual Health

### Teacher Resource 7: Carousel Master

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#### Carousel Answer Key

	HPV/ Genital Warts	HIV/AIDS	Hepatitis B	Herpes	Gonorrhea	Syphilis	Chlamydia
Is it a viral or bacterial infection?	Virus	Virus	Virus	Virus	Bacteria	Bacteria	Bacteria
Are there always symptoms?	No – Often there are none, sometimes the warts are visible	No – Most of the time there are none	No – Most of the time there are none	No – Often there are none, sometimes there are sores	No – Often there are none, sometimes there is discharge, pain, and burning	No – Often there are none, sometimes there are sores	No – Often there are none, sometimes there is discharge, pain, and burning
Is there a cure? (viral doesn't have cure/bacteria does)	No	No	No	No	Yes – Antibiotics can cure it, but there are some drug resistant strains, making treatment more difficult	Yes – Penicillin can cure those who have been infected for less than a year	Yes - Antibiotics can cure it
Are condoms effective at reducing the risk of becoming infected?	No – Condoms might not cover the infected area	Yes – When used correctly, condoms can reduce the risk	Yes – When used correctly, condoms can reduce the risk	No – Condoms might not cover the infected area. To prevent, you need to refrain from skin to skin	Yes – When used correctly, condoms can reduce the risk	No – Condoms might not cover the infected area	Yes – When used correctly, condoms can reduce the risk

**TEEN SEXUAL HEALTH AND VACCINE EDUCATION**

A CURRICULUM PROJECT TO SUPPORT AND PROMOTE  
THE PREVENTION OF SEXUALLY TRANSMITTED INFECTIONS

**Setting the Record Straight - Clarifying Information about Sexual Health**  
**Teacher Resource 7: Carousel Master**

	HPV/ Genital Warts	HIV/AIDS	Hepatitis B	Herpes	Gonorrhea	Syphilis	Chlamydia
				contact while it is in the active phase. Also, herpes can still be spread without the presence of sores			
Is it life threatening?	Yes – Most people clear HPV, but some types of HPV can lead to cervical cancer – which can be fatal. There is a vaccine that prevents the types of HPV that cause most cancers. Genital warts are from a type of HPV that do not turn into cancer	Yes – AIDS severely weakens the body's ability to fight infections and certain cancers	Yes – If your body does not clear the disease on its own it can lead to serious liver problems like cancer. There is a vaccine to prevent it	No – but having herpes doubles your risk for getting HIV	No – When left untreated it can lead to pelvic inflammatory disease in women, which can lead to infertility. In men, it can lead to chronic pain with urination	Yes – If it is left untreated it can progress to a third stage and be fatal. Most of the cases never reach that point since it can be cured in Stage 1 or 2 with antibiotics	No – When left untreated it can lead to pelvic inflammatory disease in women, which can lead to infertility. In men, it can lead to chronic pain with urination

## TEEN SEXUAL HEALTH AND VACCINE EDUCATION

A CURRICULUM PROJECT TO SUPPORT AND PROMOTE  
THE PREVENTION OF SEXUALLY TRANSMITTED INFECTIONS

### Setting the Record Straight - Clarifying Information about Sexual Health Teacher Resource 7: Carousel Master

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	HPV/ Genital Warts	HIV/AIDS	Hepatitis B	Herpes	Gonorrhea	Syphilis	Chlamydia
Estimate how many people in the U.S. are infected each year.	6 million	35,000  *1,000,000 are living with AIDS	77,000	1 million  *Almost 9 in 10 people are unaware they have it	700,000	10,000	3 million

## Setting the Record Straight - Clarifying Information about Sexual Health

### Teacher Resource 8: STI Quick Write

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**Directions:** For each of the STIs we learned about today, choose two of the following questions.

1. Why is this infection relevant?
2. What causes the infection?
3. What are the symptoms?
4. What are the consequences?
5. How is it prevented?

#### HPV

I am answering questions \_\_\_\_\_ and \_\_\_\_\_.

#### HIV/AIDS

I am answering questions \_\_\_\_\_ and \_\_\_\_\_.

#### Herpes

I am answering questions \_\_\_\_\_ and \_\_\_\_\_.

## **Setting the Record Straight - Clarifying Information about Sexual Health**

### **Teacher Resource 8: STI Quick Write**

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#### **Hepatitis B**

I am answering questions \_\_\_\_\_ and \_\_\_\_\_.

#### **Gonorrhea**

I am answering questions \_\_\_\_\_ and \_\_\_\_\_.

#### **Syphilis**

I am answering questions \_\_\_\_\_ and \_\_\_\_\_.

#### **Chlamydia**

I am answering questions \_\_\_\_\_ and \_\_\_\_\_.

## Setting the Record Straight - Clarifying Information about Sexual Health

### Teacher Resource 9: Reference List

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