

UNIT 6: Advocacy for Healthy Relationships & Sexual Health**LESSON 6:** Sexual Health - STIs, Treatment & Prevention**Health Literacy Skill:**

- Advocacy

MSDE Performance Indicator:

8.HS.b Demonstrate how to influence and support others to make positive health choices

1c.HS2.10 Summarize common symptoms, or lack thereof, of and treatments for STIs, including HIV.

1c.HS2.11 Demonstrate the steps to using barrier methods correctly (e.g. external and internal condoms and dental dams).

1c.HS2.12 Identify the efficacy of biomedical approaches to prevent STIs, including HIV (e.g., hepatitis B vaccine, HPV vaccine, and PrEP, PEP).

OBJECTIVE:

Describe symptoms, testing options and prevention methods for STIs.

Explore biomedical approaches to prevent and treat STIs.

TEACHER NOTES :

1. Only the resources outlined in this lesson plan are approved for use with this lesson.
2. Teachers are encouraged to use best practices when presenting material to students.
3. Before starting lesson, review class expectations and Family Life norms with the class.
4. **Remind students of anonymous question protocol.**
 - a. **Teacher Suggestion:** Question box and/or Anonymous Padlet Page.
 - b. Padlet page for students to use throughout the family life unit and/or quarter. This should be added to each lesson. Be sure to review the settings...attribution should be off; require approval should be on.
5. **Teachers should review Family Life Teacher Resources:**
 - a. Secondary Family Life Teacher Vocabulary Resource
 - b. Answering Difficult Question Document
 - c. Teaching Sensitive Topics in Health Education

MATERIALS:

- Lesson PowerPoint
- What's Next
- STI Prevention Advocacy Video Handout
- STI Prevention Methods Handout

VOCABULARY:

Abstinence	PrEP (pre-exposure prophylaxis for HIV)
HIV/AIDS	PEP (post-exposure prophylaxis for HIV)
HPV	Hepatitis
Hepatitis B	Genital Herpes
Condoms	

LESSON PROCEDURES:

***Prior to beginning this lesson, review the family life unit norms with students to continue clear expectations for this unit.**

1. **MOTIVATION: Warm-up** - Provide the warm-up question below for students to respond to. After providing students time to think individual about their responses, allow students to share with the class. Warm - Up Question:

- a. What information about STIs have you learned in previous years of health?
2. This portion of the lesson will focus on reviewing STI information.
 - a. Use the STI Review Activity Questions to create a review game to complete with your class.
 - i. You may choose to create a Quizziz or use another HCPS approved webtool, or you may choose to complete a low-tech review activity.
 - ii. Link to view HCPS Approved WebTools - <https://hcps365.sharepoint.com/sites/OrganizationalDevelopment/InsTech/SitePages/Digital-Tools-&-Resources.aspx>
3. Explain that the remaining time in class will focus on the prevention and treatment of STIs. Provide a moment for students to review the skill cues for self-advocacy and advocacy for others. Ask students to pair off with an elbow partner in class. Then assign students one of the two types of advocacy (advocacy for self or advocacy for others). Ask students to refer to the skill cues on the board when responding to the following question:
 - a. **What impact could effective advocacy (for self or others) have in the prevention and treatment of STIs?**
4. Provide a **What's Next** handout to students. The **What's Next** activity provides various scenarios that a person or couple is experiencing, students will provide a response to share actions that person or people should take to support positive health choices. Encourage students to think about self-advocacy skill cues when providing a response of what the individual should do in the scenario.
 - a. Once students complete the handout, review responses as a whole class.
5. Next, explain to students that they are going to participate in an activity to test their knowledge on STI prevention and treatment. There are 6 different statements (slide 7-12) that will be shared during this activity. Once you read a statement to the class, have students show whether they believe the statement is true or false. You may choose to have students show their response by:
 - a. Hanging true and false signs on opposite sides of the room and students move to the sign that aligns with their response
 - b. Ask students to stand if they think the statement is true and sit if they think it is false
 - c. Provide students colored cards to hold one - one color represents true and the other represents false
6. Once students have returned to their seats, explain that today we are going to talk about a few biomedical advances and by the end of the lesson they will understand why these statements were true or false.
 - a. Explain how a virus impacts the human body. Viruses replicate when they enter a host (meaning a **person who is newly infected**).
 - b. Unfortunately, there are no cures for viral STDs like HIV, Hepatitis, Herpes and HPV. However, **there are treatments that can minimize symptoms and the virus reproduction in the body.**
 - c. A few viral STDs also have vaccines that can prevent becoming infected. For instance, you may have received the Hepatitis B vaccine as a baby and maybe the HPV vaccine, Gardasil, as a **preteen**.
 - d. Two medications that can be taken to prevent the transmission of HIV, are pre-exposure Prophylaxis, also known as PrEP, and post-exposure prophylaxis, also known as PEP. Further explain that there are also vaccines available for HPV (human papilloma virus) and Hepatitis B.
 - i. Note - HPV vaccinations only work on the strain of HPV that causes cancer, but are not effective for preventing genital warts. Also, for many people, HPV can clear up on its own (even though it's a virus) but a person can easily get re-infected.
7. Explain to students that they will complete an activity where they will watch videos to learn about medications and vaccinations that are available to prevent the spread of STIs. They will also reflect on the advocacy efforts of the organization that created the video.
 - a. Consider doing this activity in a jigsaw style. Group students into small groups of 4. Each group of 4 will watch one of the videos and complete the questions provided for their assigned topic on the "STI Prevention Advocacy Video Handout". Then each group of 4 will be regrouped to a new group of four which has one person who watched each of the 4 videos. In the new group, each member will share the information about the medication or vaccine from the video they viewed and will also share the information they discussed in their original group in relation to the advocacy efforts of the organization. Video links:
 - i. PEP Video - <https://www.youtube.com/watch?v=hsgQNimo7o0>

- ii. PrEP Video - https://youtu.be/1_eo17YahCo
 - iii. HPV Vaccine Video - <https://www.youtube.com/watch?v=YvlbhCc4vYM>
 - iv. Hepatitis B Vaccine - <https://www.youtube.com/watch?v=hshTiqPSMI4>
8. With an elbow partner, students will complete the **STI Prevention Handout** . They will discuss correct answers to statements from the video they watched and the information they receive in their small group (jigsaw) discussions.
- a. After students work with their partner, consider reviewing the responses as a class. Use the **STI Prevention Handout Teacher Answer Key** as a guide.
9. After students complete the jigsaw activity to learn about the medications and vaccinations, as well as completing the STI prevention handout, hold a class discussion using the questions provided as a guide.
- a. What information about STI prevention and treatment was new to you?
 - b. How does this information on prevention and treatment for STIs support a person in making positive health choices?
 - c. Why is it important for an individual to understand STI prevention and treatment methods?

Closure:

Have students complete the **Venn Diagram on the STI Prevention Handout** .

Directions:

On the Venn Diagram below, draw or write details that tell how the viruses are different in the outer circles. Draw or write details that tell how the viruses are the same where the circles overlap.

ASSESSMENT:

- What's Next Activity
- STI Prevention Handout
- Venn Diagram