

Lesson 8

STD & Responsible Actions

Overview

This lesson reinforces taking care of sexual health by teaching responsible actions around STD prevention. After discussing the responsibilities of a person who has an STD, students learn more about the importance of testing and treatment. Then they work in pairs to read scenarios about relationships in which one person has an STD, and answer questions about the responsibilities of each partner.

Time: 45–60 minutes

Lesson Objective

Students will be able to:

1. Describe responsible actions for someone who has an STD.

National Health Education Standards

Standard 1: Comprehending Concepts

Performance Indicator 1.8.1: Analyze the relationship between healthy behaviors and personal health.

Standard 3: Accessing Resources

Performance Indicator 3.8.4: Describe situations that may require professional health services.

Standard 7: Demonstrating Health-Enhancing Behaviors

Performance Indicator 7.8.1: Explain the importance of assuming responsibility for personal health behaviors.

Materials & Preparation

Prepare

- Have **If You Had an STD** (Slide 18), or make a transparency, if needed.

Review

- **STD Scenarios** (*Student Workbook* pages 17–18), **STD Scenarios Key** pages 91–92, and Scoring Rubric, page 183.

Health Terms

Review the teaching steps, slide and activity sheet for any terms or concepts your students may not know, and be prepared to explain them.

Examples:

- antibiotics
- treatment

Support for Diverse Learners

To ensure student success with comprehending concepts:

- Pre-teach new concepts and terms. Write new terms on the board. Frequently use verbal checks for comprehension. Review the concept of personal responsibility.
- Clarify the points on the **If You Had an STD** slide and provide further information about testing and treatment, as needed.
- Create a handout with Megan and Jesse's story. Pair students to read the story and answer the questions about each person's responsibilities. Pair stronger readers with students who may need help.

To ensure student success with reading and writing:

- Create slides or transparencies of each scenario on the **STD Scenarios** activity sheet. Have students read the scenarios aloud, and then work in pairs to answer the questions for each one.
- Allow students to take the **STD Scenarios** activity sheet home to discuss and complete with a parent or other trusted adult.

Introduction

■ Get students ready for learning

Transition

You've been learning about STDs, including HIV. On a piece of paper, list some things you think would happen if a person had an STD and didn't do anything about it.

Allow students to focus and work quietly for a minute or two. Then allow them to share one of the things from their list. Ask other students to raise their hands if they also listed this outcome.

Motivate

What responsibilities do you have today that you didn't have when you were in elementary school?

Allow several students to respond.

What are some responsibilities you think you will have in high school that you don't have today?

Allow several students to respond.

As you get older, you take on more responsibilities. One of those responsibilities is to take care of your sexual health.

Teaching Steps

■ Teach about responsibilities and STD

Ask & Discuss

What are some responsibilities people have if they choose to be sexually active?

What responsibilities does a person who gets an STD have?

Allow students to respond to the questions and discuss their ideas.

Summarize

People who decide to be sexually active need to take steps to keep themselves and their partners safe from unplanned pregnancy and STD,

including HIV. They need to protect their own sexual health, as well as the sexual health of their partners. This means they should be tested for STD before having sex with a new partner, and, if they do get an STD, they need to act responsibly.

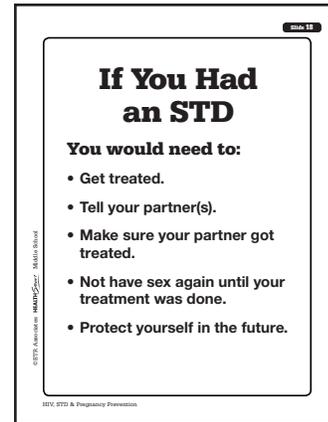
Prepare

Show the **If You Had an STD** slide.

Explain

If you had an STD, you would need to:

- **Get treated.** You must get checked by a doctor or other health care provider. The doctor will test you to find out which STD you have and prescribe treatment. The STD won't go away unless it's treated. Some STDs can't be cured.
- **Tell your partner(s).** Your partner might not have symptoms or know he or she has an STD.
- **Encourage your partner to get treated.** Your partner could get sick or give the STD back to you or to someone else if he or she doesn't get treated.
- **Not have sex again until your treatment is done.** If you're given medicine, you need to take it all, even if symptoms go away sooner. You can still give the STD to someone else if you have sex before you finish your treatment. If your partner has the STD, he or she needs to finish treatment too.
- **Protect yourself in the future.** Make a plan to be abstinent or use protection to help avoid STD in the future. Talk to your partner about STD and decide how you will protect yourselves. If you have an STD such as herpes, HPV or HIV that can't be cured, you will have to practice safer sex from now on. Sexually active people should get checkups and be tested for STD often.



Slide 18

Discuss

How can a sexually active person know if he or she has an STD?

Allow students to respond to the question and discuss their ideas.

Summarize

If a person has symptoms of STD, he or she should get checked right away. But it's also possible to have an STD without any symptoms. Anyone who's having sex should see a health care provider and get tested for STD. People who have been sexually active should abstain from having sex with a new partner until both of them have been tested for STD.

■ Explain STD testing and treatment

Explain

People have to ask to be tested for STD. It's usually not part of a regular health exam. Testing is easy and quick. There are different tests for each STD. There isn't a single test that can screen for all STDs.

Describe the testing process and answer any questions students might have.

- You can get tested at a doctor's office, health clinic or STD clinic.
- The health care provider might take a little blood from your finger or arm, have you urinate (pee) in a cup, or take a few cells or fluid from your body. This is called a sample.
- The sample is sent to a lab for testing. The results can take from a few minutes to 2 weeks.

Describe treatment options and answer any questions students might have.

- If you have an STD, you will have to get treated. Each STD is different. The health care provider will tell you what kind of treatment you need.
- You may be given pills or a shot. If you are prescribed pills, you have to be sure to keep taking them until they are gone, even if you start to feel better before then. The STD may come back if you stop treatment early.
- Treatment with *antibiotics*—drugs that help cure bacterial infections—can cure many STDs.
- Some STDs can be treated, but not cured. Treatment can relieve the symptoms and make you feel better. But the STD is still in your body. It may come back. You can still pass it to someone else, even if you no longer have symptoms.

Ask & Discuss

How do you think people feel when they find out they have an STD?

Allow students to respond to the question and discuss their ideas.

Summarize

People may feel embarrassed or scared. They may feel angry at themselves or a partner. They may be nervous about telling a partner about the STD. But no matter how a person feels, it's very important to get tested and, if he or she has an STD, to tell all partners and get treated as soon as possible.

Community Connection

Invite a nurse or health counselor to talk about confidential testing for HIV and other STD, as well as treatment options.

■ Students identify responsibilities

Read

Listen carefully to this story:

Megan and Jesse have been dating for a year. They had sex once, without using a latex condom, but then decided they weren't ready and went back to being abstinent. But then Megan became ill with flu-like symptoms. She had fever, chills and a swollen throat. When she went to the doctor, she found out she had chlamydia.

Ask & Discuss

What are Megan's responsibilities? What are Jesse's responsibilities?

Allow students to respond to the questions and discuss their ideas.

Make two columns on the board, labeled "Megan" and "Jesse," and write the responsibilities students suggest under each person's name.

Summarize

Megan's responsibilities are to get treated, tell Jesse about the STD and let him know he must see a doctor, and abstain from sex until her treatment is finished. Jesse's responsibilities are to see a doctor and get tested for chlamydia and treated if he has it. Both Megan and Jesse need to talk about protecting each other from STD in the future. They need to abstain from sex or use latex or plastic condoms if they decide to be sexually active again.

Assessment & Closure

Students demonstrate learning

Complete & Share

Now you'll have a chance to show what you've learned today by looking at some more stories about STD.

*Pair students or allow them to select partners. Direct them to turn to **STD Scenarios** on page 17 of the Student Workbook.*

Work with your partner to read each story and answer the questions.

Allow time for students to complete the activity sheet.

STD Scenarios (continued)

STD Scenarios

Directions: Read each scenario and answer the questions.

Scenario 1

Taylor and Morgan have been dating each other for 5 months. They've decided they want to be a couple. They were both sexually active in their last relationship, but neither one of them has ever been tested for STD.

What are Taylor's responsibilities?

What are Morgan's responsibilities?

What do Taylor and Morgan need to do to protect themselves from STD?

Scenario 2

Greg and Cecilia are in college. They've been dating for 7 months and recently started being sexually active together. Since Greg has a history of STD, he is cautious.

What are Greg's responsibilities?

What are Cecilia's responsibilities?

Could Greg and Cecilia have avoided this situation? _____

How? _____

(continued)

HIV, STD & Pregnancy Prevention 17

Workbook pages 17–18

End the lesson

Close

Look back at the lists you created at the beginning of class about what would happen if a person had an STD and did nothing about it. For each thing you described, how would following the responsibilities you learned about today change that outcome?

Allow students to share their responses until several consequences and all the key points from the lesson have been covered.

Assess

*Collect students' **STD Scenarios** activity sheets and evaluate their work for this lesson.*

Assessment Evidence

Objective 1

Students described the responsible actions for someone who has an STD by:

- Completing the **STD Scenarios** activity sheet.

(Scoring Rubric, page 183)

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STD Scenarios Activity Sheet				
Objective	4	3	2	1
1. Responsible Actions	Clearly and correctly describes the responsibilities of both partners in all 4 scenarios and offers clear and correct advice on how the situation could have been avoided or responsible actions the person or couple can take.	Clearly and correctly describes the responsibilities of both partners in 3 of the scenarios and offers clear and correct advice on how the situation could have been avoided or responsible actions the person or couple can take.	Clearly and correctly describes the responsibilities of both partners in 1 or 2 of the scenarios and offers clear and correct advice on how the situation could have been avoided or responsible actions the person or couple can take.	Does not correctly describe the responsibilities of both partners in any or the scenarios or offer clear and correct advice on how the situation could have been avoided or responsible actions the person or couple can take.