

High School Sexually Transmitted Infections (STIs) Lesson

Time: 45-60 minutes

This presentation is designed to help participants learn more about Sexually Transmitted Infections, including: the different types of infections, ways they are transmitted, possible symptoms, and testing. Additionally, participants will explore the various strategies for avoiding and reducing a person's risk of contracting STIs.

Outline

- Introduction (3 mins)
- Activity One: STI 101 PowerPoint (15 mins)
- Activity Two: Protection Files-Exploring Risk Avoidance and Risk Reduction (20 mins)
- Optional Activity Three: Accessing Care Line-Up (10 mins)
- Conclusion (5 mins)



National Sexuality Education Standards

- SH.10.CC.1 Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception)
- SH.10.CC.2 Identify factors that impact the risk of unintended pregnancy and potential transmission of STDs, including HIV, from a variety of sexual behaviors, including vaginal, oral, and anal sex
- SH.10.CC.3 Describe common symptoms, or lack thereof, and treatments for STDs, including HIV
- SH.12.CC.1 Evaluate the benefits of biomedical approaches to prevent STDs (e.g., hepatitis B vaccine, HPV vaccine) and HIV (e.g., PrEP, PEP)
- SH.10.AI.3 Identify medically accurate sources of information about and local services that provide prevention, testing, care, and treatment of STDs, including HIV, including steps to obtain PrEP and PEP
- SH.10.IC.1 Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms and/or contraception, getting tested, and seeking treatment for STDs (including HIV).
- SH.10.SM.1 Demonstrate the steps to using barrier methods correctly (e.g. external condoms, internal condoms, dental dams).



Colorado Comprehensive Health Standards

2.4 Use a decision-making process to make healthy decisions about relationships and sexual health.

- Analyze the possible emotional, mental, social, and physical consequences of early sexual activity.
- Analyze the possible emotional, mental, social, and physical benefits for delaying sexual activity.
- Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity.
- Compare the difference between risk avoidance, risk reduction and strategies one can utilize for each as it relates to STDs and pregnancy.

2.5 Support others in making positive and healthful choices about sexual activity.

- Examine the benefits of avoiding or reducing the risk of unwanted pregnancy and sexually transmitted diseases, including HIV.
- Communicate the importance of HIV and sexually transmitted disease (STD) testing and counseling to those who are sexually active.

2.6 Develop and maintain ongoing evaluation of factors that impact health, and modify lifestyle accordingly.

- Explore the importance of health screenings, immunizations, and checkups, including screenings, and examinations that are necessary to maintain health.



New Mexico Health Education Standards

C1 Students will comprehend concepts related to health promotion and disease prevention.

- B1: analyze how behavior can impact health maintenance and disease prevention (PS1-4 fully met).
- B2: describe the interrelationships of mental, emotional, social and physical health throughout life (PS2&4 fully met).
- B3: explain the impact of personal health behaviors on the functioning of body systems (PS1-2 fully met).
- B5: analyze how the environment influences the health of the community (PS1-3 fully met).

C2 Students will demonstrate the ability to access valid health information and health-promoting products and services.

- B2: demonstrate the ability to evaluate and utilize resources from home, school and community that provide valid health information (PS1-4 fully met).
- B3: evaluate factors that influence personal selection of health products and services (PS4 fully met).
- B4: demonstrate the ability to access school and community health services for self and others (PS1 fully met).
- B6: analyze situations requiring professional health services (PS3 fully met).

C3 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- B1: analyze the role of individual responsibility for enhancing health (PSa fully met).
- B2: evaluate a personal health assessment to determine strategies for health enhancement and risk reduction (PS1 fully met).
- B3: analyze the short-term and long-term consequences of safe, risky and harmful behaviors (PS1&3 fully met).

C6 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

- B1: demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults (PS1 fully met).
- B3: predict the immediate and long-term impact of health decisions on the individual, family, peers and community (PS1 fully met).

C7 Students will demonstrate the ability to advocate for personal, family, peer and community health.

- B2: express information and opinions about health issues (PS1 fully met).
- B3: utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about health issues (PS1 fully met).

