

8th Grade CSHE Lesson Plan
Curriculum: *Goodheart-Wilcox Essential Health Skills for Middle School*
Chapter 18
(last updated 4/12/22)

DAY 1 Chapter 18.1 Sexually Transmitted Infections (STIs)

- Set classroom expectations for sexual health lessons
- Time for students to browse the textbook chapter 18
- While students are browsing textbook handout index cards for anonymous questions that relate to STIs and HIV/AIDS to be collected at the end of class (daily/new cards given for day 2)
- **Key Terms Preview** (1st time) Activity E Chapter 18 (Workbook page 216) worksheet - Formative
- How Healthy Are You? (survey from textbook, page 583) answers on back of worksheet
- Companion Website - **Health and Wellness** (video 2:50 min)
- Chapter 18.1 (p. 584-593) - Whole Class Read **Sexually Transmitted Infections**
- **Teacher-Directed STIs & HIV/AIDS True/False** in Instructor Resources (as time allows)

Day 2 Chapter 18.2 HIV/AIDS

- Hand out blank index cards for anonymous questions, collect at end of class
- **HIV:Reality vs. Misconceptions** Class Lead Activity C (p. 213 Workbook) - Formative.
- Chapter 18.2 - Whole Class Read **HIV/AIDS** p. 594-601
- **Key Terms Review** (2nd time) Activity E Chapter 18 (Workbook page 216) worksheet - Formative
- **Teacher-Directed STIs & HIV/AIDS True/False** in Instructor Resources (as time allows)
- Parent/Trusted Adult Engagement Assignment: **STIs & HIV/AIDS Interview** (Instructor Resources Guide - Chapter 18.2)

Day 3

- Answer anonymous questions from index cards that relate to STIs and HIV/AIDS.
- Summative Assessment Ch 18

HMS
8th Grade

CSHE Printed Materials

Spring 2022

Expectations for Sexual Health Lessons

- maintain maturity
- respect each other
- no personal questions or stories
- it's okay to pass on verbal questions
- anonymous written questions are welcome
- try to use correct terms for body parts and activities
- use inclusive language
- listen when others are speaking
- remember the appropriate places and times to discuss these topics outside of class
- we will be sensitive to diversity, and be careful about making careless remarks

Activity E Chapter 18

Key Terms Review

Read each definition and indicate which term is being described.

Definitions

- _____ 1. Emergency course of ART that a person can take after potential exposure to HIV to reduce the risk of transmission.
- _____ 2. Bloodborne virus that infects and kills white blood cells, weakening the body's immune system; can lead to AIDS.
- _____ 3. Communicable diseases spread from one person to another during sexual activity.
- _____ 4. Commitment to refrain from sexual activity; only method that is 100 percent effective in preventing STIs.
- _____ 5. Treatment for HIV/AIDS in which a combination of drugs is given to interfere with HIV reproduction
- _____ 6. Most commonly contracted STI that causes genital infections and sometimes cancer.
- _____ 7. People living with HIV whose infection progresses to AIDS very slowly.
- _____ 8. Bacterial infection divided into stages that causes extremely serious health conditions and disability.
- _____ 9. Curable infection caused by protozoa.
- _____ 10. Device that provides a barrier to microorganisms that cause STIs.
- _____ 11. Bacterial infection that primarily affects the genitals, rectum, and throat.
- _____ 12. Viral infection that results in sores on the genitals, mouth, or rectum.
- _____ 13. Conditions that occur when pathogens take advantage of a weakened immune system; the cause of death in HIV/AIDS cases.
- _____ 14. Bacterial infection known as a "silent" disease because it has few or no symptoms.
- _____ 15. Health condition in which the body cannot fight infections and diseases.
- _____ 16. Course of ART that helps prevent HIV transmission; comes in a pill taken daily.

Terms

- A. abstinence
- B. acquired immunodeficiency syndrome (AIDS)
- C. antiretroviral therapy (ART)
- D. chlamydia
- E. condom
- F. genital herpes
- G. gonorrhea
- H. human immunodeficiency virus (HIV)
- I. human papillomavirus (HPV)
- J. long-term non-progressors
- K. opportunistic infections
- L. post-exposure prophylaxis (PEP)
- M. pre-exposure prophylaxis (PrEP)
- N. sexually transmitted infections (STIs)
- O. syphilis
- P. trichomoniasis

18: Sexually Transmitted Infections and HIV/AIDS



Hide transcript

Transcript:

Chapter 18 Sexually Transmitted Infections and HIV/AIDS

Summary of video:

What do you know about STIs and HIV/AIDS?

Sexually transmitted infections (STIs) are communicable diseases that spread from one person to another during sexual activity.

Common STIs include: Chlamydia, Gonorrhea, Syphilis, Trichomoniasis, Genital Herpes, Human Papillomavirus (HPV)

Another important STI to be aware of is HIV, which can progress to the health condition AIDS.

Globally, more than 37 million people are living with HIV/AIDS.

The World Health Organization estimates 35 million people have died from AIDS-related causes.

HIV/AIDS knows no national boundaries.

It affects people of all sexes, ages, races, nationalities and ethnic groups. HIV/AIDS does not discriminate.

There is a lot of misinformation about HIV/AIDS. We randomly asked people what they know about HIV/AIDS.

Guest #2: Whatever you decide, be safe and be healthy.

Guest #3: Make healthy decisions.

Guest #5: Get the facts on HIV and AIDS.

What is the most effective method for preventing HIV/AIDS? What are some additional methods?

How can you help educate others in your community about how HIV/AIDS spreads and how to prevent and treat HIV/AIDS?

Chapter 18

Teacher-Directed Activity: STIs & HIV/AIDS True/False

Activity Goals

- Practice the skill of interpersonal communication.
- Arouse students' curiosity and assess previously learned knowledge about STIs and HIV/AIDS.

Materials Needed

- *STIs & HIV/AIDS True or False Statements and Answers* (on the next page)
- Copies of the *STIs & HIV/AIDS True or False Signs* for each pair or small group of students in the class (optional: laminate signs)

Activity Instructions

1. Divide students into small groups or pairs, and have students sit in their groups. Distribute one set of *STIs & HIV/AIDS True or False Signs* to each group or pair.
2. Read one of the statements about STIs and HIV/AIDS from the *STIs & HIV/AIDS True or False Statements and Answers* on the next page. Instruct each small group or pair of students to discuss the statement and decide whether it is true or false. Upon your request, instruct groups to display their answers by holding up the *True* or *False* signs.
3. Discuss the correct answer. Continue until all statements are discussed. As an option, you can reward points for correct answers and make the activity a competition.
4. Inform students that, throughout the chapter, they will be learning about these topics and more.

(continued)

Teacher-Directed Activity:

STIs & HIV/AIDS True/False *(continued)*

STIs & HIV/AIDS True or False Statements and Answers	
True or False Statements	Answers
A person will not contract an STI if engaging in sexual activity only once or with only one partner who has an STI.	False —Engaging in sexual activity just one time with a person who has an STI can result in contracting an STI.
STIs can be caused by bacteria, viruses, or protozoa.	True —Chlamydia, gonorrhea, and syphilis are bacterial STIs. Trichomoniasis is an STI caused by protozoa. Genital herpes and human papillomavirus (HPV) are viral STIs.
Abstinence is the only 100 percent effective method for preventing STIs.	True —Other methods such as condoms reduce the chance of STI transmission, but can be ineffective if damaged or applied incorrectly.
All STIs are curable and can be treated with antibiotics.	False —Some STIs cannot be cured, but symptoms can be managed with prescribed medications. Viral infections cannot be treated with antibiotics, but can be controlled with antiviral medications.
STI resources for testing, treatment, and support are few in number and difficult to access.	False —Communities, doctors, public health departments, private and nonprofit organizations, counseling services, and support groups provide easily accessible resources for people who suspect they may have an STI.
HIV is only transmitted through sexual activity and use of contaminated needles, <i>not</i> through casual contact, kissing, or by mosquitoes.	True —HIV is found in certain bodily fluids such as blood, semen, vaginal fluids, and breast milk. HIV is <i>not</i> found in tears, saliva, or sweat.
HIV progresses through three stages and typically moves very quickly to an AIDS diagnosis.	False —Stage 2 can last for 10 years or more, and treatment can potentially extend this stage indefinitely.
If a person's HIV test comes back positive, healthcare providers must report that person's name and other identifying information to the state.	False —Positive test results must be reported to the state, but healthcare providers are prohibited from revealing the person's identity.
There are laws in place to prohibit discrimination against people with HIV and to protect the families of people living with HIV.	True —The <i>Americans with Disabilities Act (ADA) of 1990</i> and the <i>Rehabilitation Act of 1973</i> are two examples of laws that protect people living with HIV from discrimination.
It is possible to reduce the risk of contracting HIV with medication.	True —Pre-exposure prophylaxis (PrEP) and post-exposure prophylaxis (PEP) are two courses of antiretroviral therapy (ART) that help protect an individual from contracting HIV before or after exposure.

Chapter

18

STIs & HIV/AIDS True or False Signs

True

False

Activity C Lesson 18.2

HIV: Reality Versus Misconceptions

There are still a lot of myths and misconceptions about HIV/AIDS today. After reading Lesson 18.2 of the textbook, read the following HIV statements and decide if the statement is accurate or inaccurate. If the statement is accurate, indicate *Reality* in the space provided. If the statement is inaccurate, indicate *Misconception* and revise the statement to make it accurate. Then, answer the reflection questions.

HIV Information	Reality or Misconception?
Some cities and states have passed laws requiring HIV-positive individuals to disclose information about their disease to sexual and needle-sharing partners.	
There is a cure for HIV.	
Individuals with HIV will suffer discrimination at their workplace.	
PrEP and PEP are two types of medications that can reduce a person's risk of contracting HIV.	
HIV can develop at different rates for different people.	
If a person tests positive for HIV, that means the person automatically has AIDS.	
HIV can be transferred by blood, breast milk, saliva, and tears.	
Antiretroviral therapy (ART) can reduce the amount of HIV in a person's blood to the point of being undetectable.	

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May 23, 2022

Hello Parents / Trusted Adults:

In your child's science class, students will be learning Comprehensive Sexual Health Education (CSHE) on May 25-27, 2022. This year we are piloting the adopted CSHE curriculum *Goodheart-Wilcox Essential Health Skills for Middle School*; therefore, will only be covering chapter 18: *Sexually Transmitted Infections and HIV/AIDS*.

A key part of your child's understanding of these topics occur from conversations at home. The curriculum provides "Parent and Trusted Adult Engagement Assignments" that correspond with classroom learning. We will be sending home a one page assignment on May 26th with your student. The prompts within the assignment are meant to initiate the conversation. The pledge at the bottom is between you and your child; we are not requiring the papers to be returned.

Sincerely,

HMS Science Team
Heidi Hoiland, MollyAnn Callen
Heather Stivers, Mark Muckerheide

Chapter 18

Name _____ Date _____ Period _____

Parent/Trusted Adult Engagement Assignment: STIs and HIV/AIDS Interview

Interview a parent, guardian, or trusted adult to learn more about the importance of preventing STIs and HIV/AIDS today and as you age. Ask the following four questions and a question of your own. Discuss each response and ask further clarifying questions, if needed. Then, summarize the person's responses in the space provided. Write a reflection that summarizes your thoughts and feelings about the interview at the end of this activity.

1. What advice do you have for me about preventing sexually transmitted infections (STIs) today and as I age?

2. What are effective ways to say no to risky situations involving sexual activity?

3. Human immunodeficiency virus (HIV) can be transmitted through sexual activity and contaminated needles. What advice do you have for me about preventing HIV today and as I age?

4. Have any of your friends, loved ones, or acquaintances experienced discrimination as individuals living with HIV? Describe how their lives were impacted.

(continued)

Parent/Trusted Adult Engagement Assignment: STIs and HIV/AIDS Interview *(continued)*

5. My question:

Reflection

Write a short reflection in the space below summarizing the experience of interviewing a trusted adult about preventing STIs and HIV/AIDS. How was the experience? What did you learn?

Pledge

I commit to having these crucial conversations.

Parent/Guardian Signature _____ Date _____

Student Signature _____ Date _____