

<p>Lesson Overview and Context: STIs and Safe Sex</p> <p>This lesson forms part of the final week activities for year 12 students. Activities aimed at minimising the harms students may face after school are organised and include road safety, CPR, substance use and sexual health. These activities build on and reinforce the concepts students have been taught each year at Glenmore SHS through the Health Promoting Schools subject. Much of this content has been presented to students in a year 11 Sexual Health unit, allowing prior knowledge to inform discussion and the new concepts to fit into their existing knowledge and understanding of the topic. The focus of the session is on STIs and particularly the rising rates of chlamydia amongst young people. Birth control is not the focus of the session but is addressed if raised during discussions. The lesson requires the use of an Interactive White Board (IWB) with active poll devices to record and display student responses anonymously and in real time to promote authentic discussion of the topic.</p>	
<p>Lesson Intro (5 mins)</p> <ul style="list-style-type: none"> • As students enter class ask all to take a small card with a different symbol on it and to have a pen handy for this session. • Intro purpose of today's session – Preparations for end of school year, schoolies celebrations and their moving into the high risk age group. • Introduce Bev Hewett (SBYHN) and discuss behaviour expectations and maturity required to discuss these issues in a group setting. 	<p>Resources:</p> <p>Symbol cards, Approx 20 of each symbol for a group of 100 students.</p>
<p>Activity 1 (5 mins)</p> <ul style="list-style-type: none"> • STI myths and ice breaker discussion <ul style="list-style-type: none"> ○ Display a range of myths on the board for discussion starters and to gauge student's level of knowledge ○ <i>Discuss each briefly and ask students to contribute any other myths they would like discussed.</i> 	<p>Sexual Health Flipchart <i>Activinspire</i> IWB and speakers. Laptop with <i>Activinspire</i> software.</p>
<p>Activity 2 (20 mins)</p> <ul style="list-style-type: none"> • STI Handshake Activity <ul style="list-style-type: none"> ○ Explain that students will need to move around the room and shake the hand of 5 different people and record the names of those people on their cards. Emphasise need to move around the room and shake hands with a range of people within the room. ○ All students return to their place. Then ask students with selected Chlamydia symbol (eg star) to stand (symbol will be 1/5 of the cards and determined on the day when we've seen who receives which cards). ○ Ask all students who shook hands with one of these 5 to stand. Then ask all students who shook hands with some one now standing to also stand etc. ○ When all are standing (or thereabouts) ask for those students with 2 selected symbols (eg circle and triangle) to sit back down as they had used protection so their chances of contracting Chlamydia are reduced. ○ <i>Discuss why so many students stood to begin with to highlight the levels of Chlamydia infection amongst 15-29yo's (approx 1 in 5) and how easily it is spread through an unprotected population.</i> 	<p>Spare symbol cards for any students who did not receive one at the start.</p> <p>Chlamydia infection rates displayed on IWB for discussion</p>

<p>Activity 3 (5 mins)</p> <ul style="list-style-type: none"> • Protection Methods <ul style="list-style-type: none"> ○ Discuss different protection methods and record all that students can recall on the board. ○ <i>Explain positives and negatives of the 5 selected as most commonly used including rates of effectiveness if used correctly. Include data on approximate percentage use of each method. (Secondary Students and Sexual Health 2008 survey data (on school network) (Bev)</i> ○ <i>Discuss why protection isn't used all of the time and how can young people be more prepared/empowered to take care of their own sexual health. Record sample answers in flipchart.</i> 	<p>Protection method and % use slides displayed on IWB to prompt discussion and questioning.</p>
<p>Activity 4 (20mins)</p> <ul style="list-style-type: none"> • Present a range of safe sex information campaigns/condom ads to demonstrate different approaches to promoting condom use. <ul style="list-style-type: none"> ○ Students use their active poll device to rate each ad's effectiveness in projecting a safe sex message they will remember. ○ Open the poll for 30 seconds after ad has finished, then display results on the board for discussion and feedback. • Encourage discussion amongst the group of the most effective message for them. <ul style="list-style-type: none"> ○ Why may different genders, cultures, ages respond to different messages? ○ How does humour allow people to discuss this topic more openly? ○ Encourage students to take ownership of their health by recalling these messages when it counts. 	<p>Inspire presentation slides with embedded video.</p> <p>Active poll devices (approx. 1 between 2 students)</p>
<p>Activity 5 (10mins)</p> <ul style="list-style-type: none"> • Hands on demonstration and show and tell type session of different contraceptives/barrier protections. <ul style="list-style-type: none"> ○ Place on prominent display table. ○ Include opportunities for students to demonstrate how to safely put on a condom. Call for volunteers who wish to demonstrate how to safely protect themselves. <ul style="list-style-type: none"> ▪ boy v girl race ▪ a blindfold race to simulate dark room ▪ spin them several times to simulate alcohol intoxication 	<p>FPQ Contraceptive Kit</p> <p>Other resources sourced by SBYHN as needed to supplement FPQ kit</p>
<p>Lesson Closure (5mins)</p> <ul style="list-style-type: none"> • End with question and answer session from students and handing out information brochures for take away. Brochures obtained from PCYC, FPQ, Schoolies flyers and Qld Health. 	<p>Brochures, pamphlets, reminder cards and flyers sourced for distribution to students</p>