

Safe Teens LESSON

Musical STIs

Learning Objectives

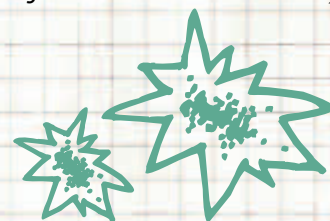
1. To recognize how quickly STIs can spread.
2. To identify methods to prevent STI transmission.
3. To foster personal and interpersonal responsibility for sexual health.

Preparation

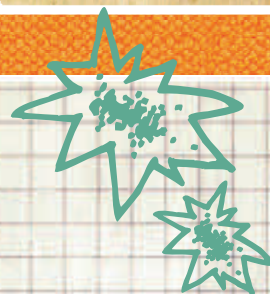
1. Prepare one index card per student: six cards numbered 3 through 1, with a space after each number; six cards numbered 2 through 1, with a space after each number; six cards numbered 1 with a space after the number; leave two cards blank. On the back of one or two of the cards numbered 3 through 1, draw an inconspicuous red dot. (You may have to adjust the number of cards.)
2. Prepare music to be played and paused.

Instructions

1. Distribute the index cards, one to each student.
2. Ask all students with a '3' on their cards to stand. Tell students to begin walking around the room when the music plays. Play the music for a minute or so, pause it, and instruct students to partner with another standing student. Tell partners to write their names on each other's cards on the spaces marked 3.
3. Ask all students with a '2' on their cards to stand. Tell students partners cannot be repeated throughout the game. Play the music for a minute or so, pause it, and instruct students to partner with another standing student. Tell partners to write their names on each other's cards on the spaces marked 2.
4. Ask all students with a '1' on their cards to stand. Play the music for a minute or so, pause it, and instruct students to partner with another standing student. Tell partners to write their names on each other's cards on the spaces marked 1.



Instructions (cont'd)



5. Have students sit, and return to their original seats if necessary.
6. Ask students with a blank card to raise their hands for a moment.
7. Ask the students to look at the backs of their cards. Ask the student(s) with red dots on the backs of their cards to stand. Explain that for the purpose of this game, this person has an STI.
8. Ask the standing student(s) to read the names on their cards. Explain that for the purpose of this game, these people have had unprotected contact with the infected person and have been exposed to the STI, too.
9. Have these students stand and read the names written on their cards. Repeat this process until no more students are named.
10. Explain that students who had previously raised their hands because their cards were blank had no contact with other students and therefore have not been exposed to an STI. Emphasize that they remained abstinent. If there are students remaining, explain that they had unprotected contact with the students named on their cards and had the potential to be exposed to an STI but lucked out: they have not been exposed to an STI.

Discussion

1. Ask students how this activity relates to the spread of STIs.
 - STIs can spread rapidly through unprotected “contact.” Emphasize that “contact” refers to more than just vaginal sex. Some STIs, such as herpes, can be transmitted through oral sex and open-mouth kissing.
 - While having multiple unprotected “contact” partners increases your chances of being exposed to an STI, you can be exposed with only one unprotected “contact.”
 - You can’t tell by looking at someone that they have been exposed to an STI. Point out that most people with an STI don’t know it—and that someone who claims they don’t have an STI might be lying without even realizing it. Ask students how they might feel if partner unknowingly exposed them to an STI.
 - Without testing, you often don’t realize that you have been exposed to an STI until after the “contact.” And, if you had unprotected sex since then, you exposed others to STIs. Ask students how they might feel if they unknowingly exposed a partner to an STI.



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Discussion (cont'd)

2. Ask students how they could have prevented STI transmission.

- **Abstinence.** The students without “contact” never had to worry about being exposed to an STI at all.
- **Condoms.** Consistent and correct use of male latex condoms can greatly reduce (though not eliminate) the risk of STI transmission. Point out STIs like Herpes can be transmitted through genital-to-genital contact or open-mouth kissing. Explain that condoms must be used both consistently and correctly to achieve the maximum protective effect and that inconsistent use can lead to STI exposure with just a single act of intercourse.
- **Treatment.** A visit to a family planning clinic for treatment can prevent the transmission of STIs. Bacterial STIs, like Chlamydia, are curable, and all STIs are treatable. Once cured, an STI cannot be transmitted, and once treated, an STI is less likely to be transmitted if the doctor’s advice is followed. Ask students how they might use treatment (a) to prevent transmitting an STI to others (b) to prevent getting an STI from others.
 - To prevent transmitting an STI to others, get tested before “contact.” In addition to consistent and correct use of condoms, regular STI testing can protect your partners against STIs. Emphasize that the most common symptom of STIs is no symptom at all, so a family planning visit could and should be scheduled before any problems arise—for you and your partner’s sake.
 - You can help prevent getting an STI by making sure your partner is tested. Emphasize that students shouldn’t be embarrassed to ask when their partner was last tested—or to request that they get tested.

Tip

Because students may embarrass when identified as ‘having’ an STI, make sure the dotted card goes to a confident type of student. Remind students that this is just a game and reinforce the need for them to be sensitive to one another’s feelings.



SafeTeens.org and the SafeTeens Hotline make finding a family planning center easy. Just click or call to find a center near you. For teens under 18, these centers are always free and confidential.



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