

Lesson

9

Adult led lesson

Recognizing and reducing risks



Background and rationale

This lesson covers basic information about sexually transmitted infections (STIs), as well as pregnancy prevention. It is not intended to be a comprehensive overview of contraception or types of STI protection, but rather, an introduction. The lesson stresses that STIs often do not have any symptoms. Therefore, someone engaging in risky sexual behaviors should be tested. The lesson emphasizes that abstaining from risky sexual behaviors is the best option for people in this age group. The information provided may be all that students need at this stage of their lives. Others may need more information. For this reason, this lesson includes a “Teacher resource” section with more detailed information at the end of the lesson. These pages provide more comprehensive information on STI’s and contraception and serves to help teachers answer in-depth questions.

Parts of this lesson are adapted from:
Goldfarb ES, Schroeder E. Making SMART choices about sex: A curriculum for young
people. Rochester (NY): Metrix Marketing; 2004

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Before you go into the classroom



Objectives

By the end of this lesson, students will be able to:

- Recognize the potential risks of engaging in certain sexual behaviors.
- Understand that, at their age, not engaging in any risky sexual behavior is the safest, most effective method of protection from STIs and pregnancy.
- Identify the correct way to use a condom.



Oregon Health Education Standards

1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

- 1.6.1 – Analyze the relationship between healthy behaviors and personal health.
- 1.6.17 – Describe personal health care practices that prevent the spread of communicable and non-communicable diseases.
- 1.6.18 – Define sexual abstinence as it relates to pregnancy prevention.
- 1.6.19 – Recognize that HIV and STDs can be spread through sexual contact with someone who has HIV or another STD.
- 1.6.34 – Identify various methods of contraception, including abstinence, condoms and emergency contraception.
- 1.6.36 – Define the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence, condoms and emergency contraception.
- 1.6.37 – Identify myths and facts of how STDs are transmitted and not transmitted.



Oregon Health Education Standards

1.6.38 –Identify ways to prevent HIV and other STDs.

1.6.39 –Recognize the importance of getting tested for HIV and other STDs when people are sexually active.

2: Students will analyze the influence of family, peers, culture, media, technology and other factors in health behaviors.

2.6.20 –Examine factors that may influence condom use and other safer sex decisions.

3: Students will demonstrate the ability to access valid information, products and services to enhance health.

3.6.4 – Describe situations that may require professional health services.

3.6.14 –Identify medically accurate information about STDs and HIV transmission and prevention.

3.6.15 Identify medically accurate resources that provide assistance around sexual health, pregnancy and emergency contraception.

3.6.16 –Identify medically accurate sources of pregnancy-related information and support including pregnancy options, safe surrender policies and prenatal care.



Oregon Health Education Standards

7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7.6.1 – Recognize the importance of assuming responsibility for personal health behaviors.

7.6.10 – Identify behaviors to avoid or reduce health risks to self and others.

7.6.13 – Identify the steps to correctly use a condom.

8: Students will demonstrate the ability to advocate for personal, family and community health.

8.6.8 – Describe personal health practices that prevent the spread of HIV/AIDS and hepatitis B and C.



Legend



Activity



Spoken statements



Discussion and information



Worksheet



Teacher resources



Instructions



Video

This lesson takes 50–55 minutes as written. It can vary depending on the length of discussions.



Classroom setup and preparation

- Organize small mixed-gender groups. Do so, before class starts.
- Display ground rules and keep them up for the duration of all lessons.
- Handouts are at the end of the lesson.
- Copy one per student:
 - » “Recognizing and Reducing Risks” worksheet
 - » “Learning Outside the Classroom 9” worksheet
- Copy one per group:
 - » “Steps to Using a Condom” cards
 - ◇ Make enough sets of the cards for each small group to have one set.
 - ◇ Cut up condom cards.
- Hang up red, yellow, and green laminated traffic light signs.
- Gather the following materials:
 - » Ground rules copied onto poster paper or white board
 - » Poster paper
 - » Markers
 - » Tape
 - » Risk Behavior Cards from laminated materials
 - » Local sexual health resource list (created by Classroom Facilitator)
 - » Blank pieces of paper for question box
 - » Question box



Classroom setup and preparation

- Have projector ready to go. This way you are ready to show the “Recognizing and Reducing Risks” PowerPoint. If a projector is unavailable, make copies of PowerPoint slides to use with a document camera, or as handouts.
- Be sure to have information available on how students can access their local resources. For example, school-based health center, school nurse, local health department or clinic (including, if appropriate, where they can get information about pregnancy options, prenatal care and safe surrender policies). If possible, provide a handout with these resources.



Special instructions

- This lesson covers important information related to STI and pregnancy prevention. This includes contraception and safer sex practices. This information is required by the Oregon Health Education Standards. Each teacher, however, must determine how much and which parts of this lesson they are able to teach in their district.
- More information for instructor use is at the end of this lesson.
- When discussing STI treatment and testing, be sure you have appropriate referral information, if students have questions about resources in your area.
- If you have time, you can divide this lesson into two lessons. That way you can spend more time responding to students' questions. If appropriate, you can also show examples of different types of contraception. This includes condoms, birth control pills and emergency contraception. There is a teacher resource at the end of this lesson. It can help you cover the information from this lesson in more detail as well as answer questions.
- The teacher resource includes an “Alternate protection brainstorm” activity if the condom activity listed in the lesson is not feasible. It is important to know the policies of your school and district regarding what can be taught. This includes knowing if there can be the demonstration of proper condom use.

Introduction and ground rules



Discussion and information

3
Minutes



Today we will discuss the levels of safety and risk of different behaviors. Some of these behaviors can increase a person's risk for getting pregnant, causing a pregnancy or contracting a sexually transmitted infection (STI). Before we get started, let's review the ground rules.



Review ground rules from poster.

- Respect each other's ideas and opinions.
- Do not tell personal stories or ask personal questions.
- Everyone should participate as much as possible.
- It's OK to pass.
- Clapping pattern = stop and listen.

Pass out slips of paper for question box.




As we are going through today's lesson, we are going to use a worksheet to write down important information. You may want to refer to it later.



Hand out “Recognizing and Reducing Risks” worksheet to each student (page 67).



Recognizing and Reducing Risks 

1. Circle the bodily fluids that can transmit STIs:

- Blood
- Semen
- Vaginal secretions
- Tears
- Urine
- Sweat
- Saliva

2. Most STIs do not have any symptoms. Therefore, the only way for a person to know for sure if they have an infection is:

3. The most effective way to avoid a pregnancy or an STI is:

4. Two places where I can get condoms near me are:

5. A place I can get condoms for free near me is:

6. Types of protection against STI transmission are:

7. Places near me I can go to for more information about STI and pregnancy prevention are:

Communicable and non-communicable diseases and infections



Discussion and information

3
Minutes



Let's first talk about the difference between communicable and non-communicable diseases and infections.

Communicable diseases are contagious. This means that they can be passed from one person to another.

What are some examples of communicable diseases?



Possible answers:

- *The common cold*
- *A stomach virus*
- *The flu*
- *COVID-19*



“

Communicable diseases are caused by germs. These germs can lead to viral or bacterial infections. Remember, these diseases are contagious.

On the other hand, non-communicable diseases and infections cannot be spread from one person to another.

“

What are some examples of non-communicable diseases?



Possible answers:

- *Appendicitis*
- *Diabetes*
- *Asthma*
- *Cancer*

Sexually transmitted infections



Discussion and information

3
Minutes



In this lesson, we are going to talk about communicable or contagious infections that can be transmitted through certain sexual behaviors. These are called “sexually transmitted infections,” or STIs for short.

You may also hear them called “sexually transmitted diseases,” or STDs for short. Infection is a more accurate term. So, we are going to use that term during this lesson.

STIs can only be found in certain bodily fluids of someone who is infected. For example, they are not found in sweat, tears or urine.

Most STIs can only be transmitted through bodily fluids such as blood, semen or vaginal secretions. It is important to know that STIs transmit mostly by sexual activity. However, there are also non-STIs that can transmit through sexual activity. Kissing, heavy breathing and being close to someone can allow other diseases to spread.



Have students complete question 1 on the worksheet.

Note:

Some STIs, such as HIV, can also be found and transmitted through rectal secretions and breastmilk. In this lesson we will discuss the most common bodily fluids for STIs. For simplicity, we will not include breastmilk.

If a student asks, affirm that STIs can sometimes be found in these fluids as well.



You can only get an STI from someone who already has an STI. If neither person is infected, one cannot give it to the other.

We will discuss how STIs are spread and ways to prevent them. We will also talk about the risk of pregnancy and how to prevent it.

When I say, “risky sexual behaviors” I’m talking about behaviors that can lead to contracting or spreading an STI or having an unplanned pregnancy. These are behaviors in which blood, semen and vaginal secretions can be exchanged.

If someone who has an STI exchanges any of these fluids through vaginal, anal or oral sex with someone who is not infected, they can transmit the infection. Some STIs can also be transmitted from skin-to-skin contact with someone who has the infection.

There are many different types of STIs. Some can be cured with medicine. Others cannot be cured, but the symptoms can be reduced with medicine.

Although some STIs may have symptoms, many STIs have no symptoms at all. The only way for someone to know for sure if they have an infection is to be tested by a doctor or at a clinic so they can start treatment immediately.



Have students fill in question 2 on the worksheet.



Most STIs can be treated. However, ignoring STIs can cause them to turn into serious illnesses.

One common STI that, if ignored, can cause cancer is the human papillomavirus (HPV). There is a vaccine to prevent many cancer-causing strains of HPV called Gardasil. It is recommended for people your age.

Another STI which can have serious consequences if left untreated is the human immunodeficiency virus (HIV). The virus can potentially lead to acquired immunodeficiency syndrome (AIDS). This can become a life-threatening condition. While there is no vaccine for HIV, there are medicines that people can take to reduce their risk of infection.

If a person has a partner who is HIV positive (HIV+), they can use a medication called PrEP (pre-exposure prophylaxis) to reduce their risk. PrEP can be taken as a daily pill or as an injection the doctor gives you. If a person has a sexual encounter where fluids that can transmit HIV are exchanged, they can take a medication called PEP (post-exposure prophylaxis) within 72 hours to reduce their risk. If a partner who is HIV+ is on antiretroviral therapy (ART), they can get their “viral load,” or number of viruses in their body, to such a small rate that it is impossible to detect or transmit.



If you have time, cover additional STIs such as syphilis, chlamydia, gonorrhea and herpes. Information can be found in the “Teacher resource” section.



Abstaining from vaginal sex is the most effective way to prevent pregnancy. Abstaining from vaginal, anal and oral sex is the most effective way to prevent STIs.

Remember, most middle schoolers are not engaging in vaginal, anal or oral sex. Choosing to delay having sex until you are older can be a very healthy choice.



Have students fill in question 3 on the worksheet.

Types of protection



Discussion and information

2
Minutes

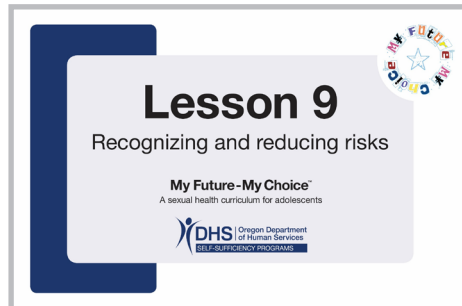


Teacher's note:

Show PowerPoint slides of different types of contraception/STI protection as you describe them below. If you are able to have actual examples to show, include these as you discuss each one.

Start Lesson 9 PowerPoint "Recognizing and Reducing Risks"

Slide 1:





There are many different types of protection that can help reduce the risks of pregnancy or getting an STI if a person decides to engage in risky sexual behaviors.

Contraception is a type of protection that prevents pregnancies. Some contraception methods can also protect against most STIs. They do so by stopping body fluids (blood, semen or vaginal secretions) from spreading from one person to another.



Show slide 2:



“

These are called “**barrier methods.**” The most common barrier method is a **condom**. Condoms that fit on a penis, are called **external condoms**.



Show slide 3:



“

Condoms that go inside a vagina or anus, are called **internal condoms**.

Where are some places in the community where people can get condoms?



Possible answers:

- *Drug store*
- *Supermarket*
- *Some health clinics*

Teacher's note:

Share the names of local clinics where condoms are available, including where they are given away at no cost.

Have students fill in questions 4 and 5 on the worksheet.



Show slide 4:



“

A **dental dam** is a barrier method that helps prevent transmission of STIs. However, it is not used for pregnancy prevention.

Dental dams are usually made of the same material as an external condom. The material is in the shape of a square.

They are used as a barrier between the mouth on the vagina or the mouth on the anus.

You don't need a prescription and there is no age restriction. However, they can be expensive and hard to find. Some people use plastic wrap instead. Other people make their own dental dam by cutting open an external condom. Some people cut up latex or nitrile gloves.

Gloves or finger cots are barrier methods that can be used to prevent STI transmission when someone is engaging in manual sex. Gloves and cots prevent bodily fluids coming in contact with a person's hands or fingers. They are not often used for pregnancy prevention, though they may fit better on some trans or intersex people than external condoms.

Thoroughly washing the hands with soap and water can also reduce the risk of STI or other infection transmission, if someone does not have access to gloves or finger cots.

Finger cots and gloves can be made of latex or nitrile and can be found in pharmacies in the first aid section.

While the level of risk for manual sex is not as high as other sexual behaviors, there is still some level of risk that is important to consider.



Show slide 5:





Show slide 6:



Some contraception methods prevent pregnancy by changing hormone (chemical) levels so that the person does not get pregnant.

It is important to note that these forms of contraception do not protect against STIs.

Most of these methods require a prescription from a doctor. People can buy one type of contraceptive pill called 'Opill' from a pharmacy without a prescription. A few of these methods can last for years at a time. Some hormonal methods include the pill, the patch, a shot, an implant, and some intrauterine devices (IUDs). Implants and IUDs need to be inserted into the body by a doctor.



Show slide 7:



“

Emergency contraception, is used to prevent pregnancy after someone has unprotected vaginal sex, which means having sex without using barriers or contraceptives. There are two types of emergency contraception: pills and intrauterine devices (IUDs).

Emergency contraception pills are medicine that prevents pregnancy after unprotected vaginal sex. People can get both types from a doctor or a clinic, and people can buy one of the pills from a pharmacy without a prescription – you just ask the pharmacist for it. The two types work differently for people with different sized bodies. Someone can ask a trusted medical professional which medication will work best for them.

Another option for emergency contraceptive is getting an IUD from a doctor or clinic. IUDs are the most effective method of emergency contraceptive.

Note for teacher: Both copper and hormonal IUDs can be used for emergency contraception.



Have students fill in question 6 on the worksheet.

Teacher's note:

Be prepared to address questions such as, "I've heard that condoms can break or can have holes in them. Does that mean an STI can get through?"

See "STIs and Protection Fact Sheet" (pages 42–48).
Refer to additional information on STIs (pages 49–57).

Knowing the risks



Activity

18
Minutes

“

You can reduce the likelihood of pregnancy or STI transmission by not engaging in certain behaviors. You can also change behaviors you engage in. Different behaviors carry different levels of safety or risk. Some ways people can show affection are safer and carry a lot less risk. It is important to know which are which.



Hang red, yellow and green risk signs. Spread them out in a line on the wall. Shuffle the Risk Behavior Cards and distribute two or three cards to each group.

Tell the students that “sex” for this activity means oral, anal or vaginal intercourse.

“

High-risk or “red light” behaviors carry a lot more risk. This includes the transmission of blood, semen, vaginal secretions and other body fluids. These body fluids can transmit STIs or cause a pregnancy.

Low to medium risk or “yellow light” behaviors may create some danger of STIs or pregnancy.

No risk or “green light” behaviors do not involve the exchange of body fluids. They are not risky.



In this activity, each group has some cards with behaviors on them. In your group, for each card, decide the level of risk for an STI or someone getting pregnant. We will then discuss them as a group. We will see if we agree or disagree.

Once you have decided the level of risk, have someone from your group put the card in that category.

Ready, go!



Risk Behavior Cards can be placed between categories. High, low-to-medium risk and no risk represent a range. Some behaviors do not fall completely within any one category.

Once all Risk Behavior Cards are under a risk sign, have each group state where they placed their cards. Discuss as a class using the “Risk Assessment Activity Answer Key” on pages 31-33. Decide on which risk level to place each behavior.

Clear up any mistaken beliefs. Some Risk Behavior Cards can be placed at any of the levels. It depends on the students’ reasoning. Refer to the answer key for guidance.



Which group would like to go first and share where they put their risk cards and how they decided where to put them? As a class, let’s all help to decide if each card is in the correct spot.



Risk Assessment Activity Answer Key	Red light	Yellow light	Green light
Abstinence			●
Anal sex <ul style="list-style-type: none"> • If unprotected (R) • If a condom is used correctly and consistently each time (Y) 	●	●	
Doing drugs or drinking alcohol	●		
Doing your homework			●
Dry kissing*		●	
Finishing your education			●
Giving a friend a hug			●
Giving or receiving a shoulder or back massage			●
Going on a date to the movies or a dance			●
Having sex with multiple partners and not using barrier methods	●		
Having sex with multiple partners and using condoms <ul style="list-style-type: none"> • If using a condom correctly and consistently each time 		●	
Having sex with only one person (being monogamous) <ul style="list-style-type: none"> • If unprotected (R) • If using a condom correctly and consistently each time (Y) 	●	●	



Risk Assessment Activity Answer Key	Red light	Yellow light	Green light
Having unprotected sex with someone who injects drugs	●		
Holding hands			●
Learning about the risks of sexual activity			●
Learning to play an instrument			●
Masturbation			●
Oral sex <ul style="list-style-type: none"> • <i>If unprotected (R)</i> • <i>If a barrier method is used correctly and consistently each time (Y)</i> 	●	●	
Playing sports			●
Sharing a soda on a date*		●	
Thinking about how you feel and planning for the future			●
Vaginal sex <ul style="list-style-type: none"> • <i>If unprotected (R)</i> • <i>If a condom is used correctly and consistently each time (Y)</i> 	●	●	
Wet (tongue) kissing or making out*		●	
Manual Sex <ul style="list-style-type: none"> • <i>If unprotected (Y)**</i> • <i>If hand washing or a barrier method is used correctly and consistently each time (G)</i> 		●	●



(page 32 footnotes)

(R) = red light

(Y) = yellow light

* Certain infections such as herpes simplex virus-1, can be spread through kissing and exchange of saliva. There may also be risk of transmission through sharing drinks and eating utensils.

** <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6404546/>

<https://hshc.ca/gloves/>

<https://www.frank.org.au/gloves/>



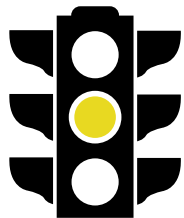
Teacher's note:

Once all groups have placed their cards on the red, yellow and green lights, talk it through as a large group using the following questions.



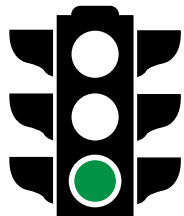
What types of activities are around the red light?

What could happen if someone takes part in a red light activity?



What types of activities are around the yellow light?

Why were these activities placed at the yellow light and not at the red or green light?



What types of activities are around the green light?

Can you think of other activities that would fall into this category?



“

As you can see from this activity, there are plenty of behaviors that are no risk, or green light.

What's the most effective way to protect yourself from pregnancy, disease or infection? It's to not engage in risky sexual behaviors. At least, until you are prepared to handle the possible consequences.

If or when a person chooses to engage in sexual behaviors, there is risk. So, it is important to use protection correctly and consistently 100 percent of the time.

Why use protection



Activity

10
Minutes



Write the heading **“Why Teens Use a Condom When Having Sex”** on the board or poster paper.



Can anyone tell me why they think teens would use condoms?



Possible answers:

- *To prevent STIs.*
- *To prevent pregnancy.*
- *To keep yourself safer.*

Write the answers on the board.

Then, write **“Why Some Teens Don’t Use Condoms When Having Sex”** on the board or poster paper.



Why do you think teens might not use a condom?



Write the responses on the board.

Possible answers:

- *They are embarrassed to buy them.*
- *They don't know where to get them.*
- *They don't know how to use them.*
- *Their partner doesn't want to use them.*
- *Their parent or guardian may find out.*
- *It doesn't feel natural.*
- *They don't think they are at risk.*



What would you say to a friend who decided not to use protection because of one of the reasons on the list?

Let's look at the list. Are any of the reasons more difficult than dealing with an unintended pregnancy or sexually transmitted infection?

Most (if not all) of you agreed that dealing with an STI or an unintended pregnancy as a teen would be more difficult than dealing with anything on that list.



It's important for people to communicate with their sexual partner about their plans to stay safe if they decide to be sexually active.

Being uncomfortable discussing protection with a partner may mean a person is not ready to have sex.

Remember that using a condom correctly and consistently is important. It can reduce a person's chances of pregnancy and STIs. However, the most effective way to prevent pregnancy and STIs is to not engage in risky sexual behaviors.



Teacher's note:

Be sure to have information on hand about how students can access their local resources. Examples are school-based health center, school nurse, local health department or clinic. Please include, if appropriate, where they can get information about pregnancy options, prenatal care and safe surrender policies. Share this information with the class.

Have students fill in question 7 on the worksheet.

How to use a condom



Activity

10–15
Minutes



Teacher's note:

If you cannot teach the following activity in your class, you will find an “Alternate Protection Brainstorm” activity at the end of this lesson.



Most often, a condom “fails” because it was not used correctly. Let’s identify the steps in correctly using a condom.



Distribute a set of “Steps to Putting on a Condom” cards to each group. (Be sure to shuffle the cards first.) These cards represent the steps to correctly use a condom.

Tell students you will give each group between three to five minutes to put the cards in the correct order.

As groups finish, have them re-check their work to make sure the steps are in the right order.



Each group is going to receive a set of cards. Each card lists a different step to putting on and using a condom correctly. In your groups, put the steps in the correct order. Once your group is done, raise your hands. We will then go over the order together.

Ready, go!



Verbally walk through the correct order with the entire class.



Does anyone have any questions about how to correctly use a condom?

If a person chooses to engage in a risky sexual behavior, correct and consistent use of a condom every time is vital. It reduces the risk of getting an STI. It also reduces the risk of an unplanned pregnancy.

When a person engages in sexual activity they should visit a doctor. This way they can get tested regularly.

If you have any questions about what we have discussed today, put your question in the question box. You can also talk to a parent, guardian or trusted adult.

Closure



Discussion and information

1
Minute



For the “Learning Outside the Classroom 9” worksheet, talk to a parent, guardian or trusted adult about some of the things we learned today. See what you remember and what they know about this important topic.

Next week, will be our last lesson. We will discuss the importance of consent in a sexual relationship.



Pass out the “Learning Outside the Classroom 9” worksheet (pages 71-73).



Learning Outside the Classroom 9

Dear Parent, Guardian or Trusted Adult,
Please work with your student to complete the following worksheet assignment. These concepts are part of the My Future-My Choice program.

Today in class we talked about the potential risks of some sexual behaviors. This included unintended pregnancy, it also included the transmission of sexually transmitted infections (STIs). We looked at how to reduce these risks by not engaging in certain behaviors. We looked at other methods of protection, as well. Please take some time to answer the following questions and go over the answers together.

1. Please circle each statement true (T) or false (F).
(See answers in the Answer Key after completion.)

a. A person will always know if they have an STI because they will have symptoms. T F

b. The longer a person waits to engage in risky sexual behaviors, the less likely they are to get an STI. Also, they are less likely to have or cause an unintended pregnancy. T F

c. There are multiple ways to protect yourself against STIs and pregnancy. T F

d. All STIs have a cure. T F

e. There is a vaccine for the human papillomavirus (HPV) STI. It is recommended for people your student's age. T F

2. Make a list of five healthy and enjoyable activities a person in a relationship could do. These are things that do not involve sexual involvement:

1. _____ 4. _____
2. _____ 5. _____
3. _____

Collect questions for the question box.

Teacher resource



STIs and Protection Fact Sheet

(for teacher reference only)

What do I need to know about STIs and condoms?

The most effective ways to avoid transmission of sexually transmitted infections are as follows:

- Not to engage in any behaviors that can put you at risk for an STI or an unintended pregnancy.
- Be in a long-term mutually monogamous relationship with a partner who has been tested and you know is uninfected.

However, for people whose sexual behaviors place them at risk for STIs, correct and consistent use of the following can reduce the risk of STI transmission:

- Dental dams
- Condoms
- Gloves and finger cots

Condoms cannot provide absolute protection against STIs, mostly due to human error. However, they are the best line of defense for people whose sexual behaviors place them at risk.

The Centers for Disease Control and Prevention (CDC) states, “Latex condoms, when used consistently and correctly, are highly effective in preventing transmission



of HIV, the virus that causes AIDS. In addition, consistent and correct use of latex condoms reduces the risk of other sexually transmitted diseases (STDs), including diseases transmitted by genital secretions, and to a lesser degree, genital ulcer diseases. Condom use may reduce the risk for genital Human Papillomavirus (HPV) infection and HPV-associated diseases, such as genital warts and cervical cancer.”

What are condoms?

Condoms are a barrier method of contraception. Condoms can prevent pregnancy by keeping semen out of the vagina. Latex condoms also help prevent STIs spread by semen, blood or vaginal secretions, or by contact with infected sores in the genital area. There are external and internal condoms, defined below. Both can also be used to protect the anus.

External or male condom — This is the most common type of condom. It is worn on the penis. An external condom keeps sperm from getting into a partner’s body. Latex condoms, the most common type, help prevent pregnancy and STIs, as do the newer synthetic condoms. “Natural” or “lambskin” condoms help prevent pregnancy. However, they may not provide protection against STIs, including HIV. Male condoms are 85–98 percent effective at preventing pregnancy. Condoms can only be used once. They are most effective when used consistently and correctly. You can buy condoms and water-based lubricants (such as K-Y Jelly) at a drug store or health departments. Do not use oil-based lubricants such as massage oils, baby oil, lotions or petroleum



jelly with latex condoms. They will weaken the condom, causing it to tear or break.

Internal or female condom — This is a type of condom designed to fit inside the vagina or rectum. The internal condom keeps sperm from getting into the body. It is packaged with a lubricant and is available at drug stores or health departments. It can be inserted up to eight hours before sexual intercourse. Internal condoms are 79–95 percent effective at preventing pregnancy when used consistently and correctly. They also help prevent STIs.

Dental dams — Dental dams are square. They are made of latex, silicone, polyethylene, or polyisoprene. This barrier method is used during oral-vaginal or oral-anal sex to prevent the transmission of STIs. It is held over the vulva or anus during oral sex to minimize direct contact and exchange of bodily fluids. Dental dams are a newer device. They are not available everywhere. However, they can be found at local health departments or family planning clinics.

Source: Brown University [Internet]. Dental Dams. [cited 2018 Jun 21]. Available from: <https://www.brown.edu/campus-life/health/services/promotion/content/dental-dams>

Gloves and finger cots - Gloves and finger cots are made from latex or nitrile. They are a barrier method used during manual sex to prevent the transmission of STIs. Gloves are put on the hands or fingers of a person to minimize direct contact, exchange of bodily fluids, and exchange of other bacteria. Gloves are readily available in most grocery stores and pharmacies. Finger cots are available in most pharmacies. In stores they can be found in the first aid section. Both are important barrier methods but rarely discussed in the context of safer sex.



Gloves and finger cots can prevent the spread of herpes viruses and syphilis (which can both be spread by skin-to-skin contact, as well as HPV and HIV which are spread through bodily fluid exchange.) Gloves and finger cots can also prevent pregnancy. Finger cots can not only be used as a condom for smaller penises or larger clitorises, but they can also prevent semen on the fingers from coming into contact with the vagina.

What are condoms made of?

Latex is the most common material used to make condoms today. Viruses such as HIV cannot get through it. However, some people are allergic to latex. Condoms made of polyurethane or polyisoprene are a good substitute for people with latex allergies. Natural membrane or lambskin condoms offer protection against pregnancy, but not STIs.

Source: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6404546/>
<https://www.cdc.gov/std/herpes/stdfact-herpes-detailed.htm>
<https://www.cdc.gov/hiv/basics/hiv-transmission/body-fluids.html>
https://www.scarleteen.com/article/sexual_health/the_sti_files_syphilis
<https://plannedparenthood.tumblr.com/post/143383578098/surgical-gloves-and-finger-cots-not-just-for>



How are condoms used?

Condoms are most effective when used correctly and consistently. The following are some tips for using condoms:

- Store condoms away from too much heat, cold or friction.
- Do not keep them in wallets or car glove compartments.
- Check the expiration date. Don't use expired condoms.
- Be careful not to tear the condom in these ways:
 - » Don't open a condom package with your teeth.
 - » Be careful of your fingernails or jewelry.
 - » Be careful of body jewelry in or around the penis or vagina.
- Use a new condom every time you have sex, or when the penis moves from the anus to the vagina.
- Only use one condom at a time. Do not use an external condom (also called male condom) and an internal condom (also called female condom) at the same time.
- Check the condom during sex, especially if it feels strange. Make sure it is still in place and unbroken.
- Use water or silicon based lubricants rather than oil-based lubricants with latex condoms. Oils in Crisco, butter, baby oil, Vaseline or cold cream will make latex fall apart.
- Condoms and dental dams can be used for oral sex to protect against STIs.



Myths about condoms

There is still misinformation and misunderstanding about condom effectiveness. The CDC provides the following information to address some common myths about condoms.

This information is based on findings from recent epidemiologic, laboratory and clinical studies.

- **Myth #1: Condoms don't work.**

The fact is that latex condoms are highly effective, but only when they are used properly. Research indicates that only 30 to 60 percent of men who claim to use condoms for contraception actually use them for every act of intercourse. Further, even people who use condoms every time may not use them correctly. Incorrect use contributes to the possibility that the condom could leak from the base or break.

- **Myth #2: HIV can pass through condoms.**

A commonly held misperception is that latex condoms contain “holes” that allow passage of HIV. Although this may be true for natural membrane condoms (such as lambskin condoms), laboratory studies show that intact correctly used latex condoms provide a continuous barrier to sperm and disease, including HIV.



- **Myth #3: Condoms frequently break.**

Condoms are classified as medical devices and are regulated by the Food and Drug Administration. Every latex condom manufactured in the United States is tested for defects before it is packaged. During the manufacturing process, condoms are double-dipped in latex and undergo stringent quality control procedures. Several studies clearly show that condom breakage rates in this country are less than 2 percent. Most of the breakage is due to incorrect usage rather than poor condom quality. Using oil-based lubricants can weaken latex, causing the condom to break. In addition, condoms can be weakened by exposure to heat or sunlight or by age. Teeth or fingernails can tear them.

Sources:

Condom Effectiveness [Internet]. Centers for Disease Control and Prevention. Centers for Disease Control and Prevention; 2013 [cited 2018 Jun 27]. Available from: <https://www.cdc.gov/condomeffectiveness/brief.html>

HIV/AIDS - Condoms and Sexually Transmitted Diseases [Internet]. U S Food and Drug Administration Home Page. Center for Biologics Evaluation and Research; [cited 2018 Jun 27]. Available from: <https://www.fda.gov/forpatients/illness/hivaids/ucm126372.htm>



Additional information on STDs and STIs

(for teacher reference only)

STI vs. STD. What is the difference?

STD stands for a sexually transmitted disease. STI stands for a sexually transmitted infection. Often the terms STD and STI are used interchangeably. However, there is a slight difference. From a medical standpoint, the term “disease” is defined as an infection that causes symptoms. Because many STDs may not have symptoms, it is technically more accurate to call these infections (STI). This may be a good reminder that a person should be tested for STDs, even when symptoms are not present.

Source:

STD vs. STI [Internet]. Planned Parenthood. 2012 [cited 2018 Jun 21]. Available from: <http://plannedparenthood.tumblr.com/post/33600737905/std-vs-sti>

Acquired immunodeficiency syndrome (AIDS)

AIDS stands for acquired immunodeficiency syndrome. AIDS is the final stage of HIV infection. Not everyone who has HIV advances to this stage.

AIDS is the stage of infection that occurs when your immune system is badly damaged. You then become vulnerable to opportunistic infections. When the number of your CD4 cells (the white blood cells that fight off infection) falls below 200 cells per cubic millimeter of blood, you are considered to have progressed to AIDS. (The CD4 count of an uninfected adult or adolescent who is generally in good health ranges from 500 to 1,600 cells per cubic millimeter of blood.) When the number of CD4 cells decreases significantly, the body can't fight off infections or diseases. You can also be diagnosed with AIDS if you develop one or



more opportunistic infections, regardless of your CD4 count.

Without treatment, people who are diagnosed with AIDS typically survive approximately three years. Once someone has a dangerous opportunistic illness, life expectancy without treatment falls to approximately one year. People with AIDS need medical treatment to prevent death.

Source:

HIV/AIDS - Condoms and Sexually Transmitted Diseases [Internet]. U S Food and Drug Administration Home Page. Center for Biologics Evaluation and Research; [cited 2018Jun27]. Available from: <https://www.fda.gov/forpatients/illness/hivaids/ucm126372.htm>

Bacterial vaginosis

Bacterial vaginosis (BV) is the most common vaginal infection. The cause of BV is not fully understood. BV is associated with an imbalance in the bacteria normally found in a vagina. The vagina normally contains mostly “good” bacteria, and fewer “harmful” bacteria. BV develops when there is a change in the environment of the vagina that causes an increase in harmful bacteria.

Source:

Bacterial Vaginosis (BV) [Internet]. Centers for Disease Control and Prevention. Centers for Disease Control and Prevention; 2017 [cited 2018Jun21]. Available from: <https://www.cdc.gov/std/bv/stdfact-bacterial-vaginosis.htm>

Chlamydia

Chlamydia is a common sexually transmitted disease or infection. It is caused by *Chlamydia trachomatis*, a bacterium that can damage reproductive organs. Symptoms of chlamydia are usually mild or absent. Therefore, serious complications that cause irreversible damage, including infertility, can occur “silently” before you recognize problems or symptoms.



Chlamydia can be transmitted during vaginal, anal or oral sex. Chlamydia can also be passed from an infected mother to child during vaginal childbirth.

Chlamydia is the most frequently reported bacterial sexually transmitted infection in the United States.

Under-reporting is substantial because most people with chlamydia are not aware of their infection and do not seek testing. An estimated three million Americans are infected with chlamydia each year.

Gonorrhea

Gonorrhea is a common sexually transmitted disease or infection. It is caused by *Neisseria gonorrhoeae*, a bacterium that can grow and multiply easily in mucous membranes of the body.

Gonorrhea bacteria can grow in the warm, moist areas of the reproductive tract. This includes the following areas:

- Cervix (opening to the uterus)
- Uterus (womb)
- Fallopian tubes (egg canals)
- Mouth
- Throat
- Anus
- Urethra (urine canal)

Chlamydia and gonorrhea are the two most common STIs for people under age 24. Also, cases have been increasing over the past five years.



Gonorrhea is spread through sexual contact (vaginal, oral or anal). This includes contact of:

- Penis-to-vagina
- Penis-to-mouth
- Penis-to-anus
- Mouth-to-vagina
- Mouth-to-anus

Ejaculation does not have to occur for gonorrhea to be transmitted or acquired. Gonorrhea can also be spread from mother to child during birth.

Gonorrhea infection can spread to other unlikely parts of the body. For example, after touching infected genitals and then the eyes, a person can get an eye infection.

Individuals who have had gonorrhea and received treatment may be infected again if they have sexual contact with people infected with gonorrhea.

Hepatitis B (HBV)

Hepatitis B (HBV) is a serious viral infection of the liver. HBV can cause the following:

- Chronic infection
- Cirrhosis (scarring) of the liver
- Liver cancer
- Liver failure
- Death

It is estimated that 4,000 to 5,000 people die each year in the United States due to the complications of cirrhosis and



liver cancer because of HBV. Most children in the United States are vaccinated against HBV as part of their routine vaccinations when they are very young.

Herpes

Genital herpes is caused by the herpes simplex viruses type 1 (HSV-1) and type 2 (HSV-2). Most individuals have no, or only minimal, signs or symptoms from HSV-1 or HSV-2 infection. When signs do occur, they typically appear as one or more blisters on or around the genitals, rectum, mouth or lips. The blisters break, leaving tender ulcers (sores) that may take two to four weeks to heal the first time they occur. Typically, another outbreak can appear weeks or months after the first, but it usually is less severe and for a shorter time than the first episode. Although the infection can stay in the body indefinitely, the number of outbreaks tends to go down over a period of years.

Human immunodeficiency virus (HIV)

HIV stands for human immunodeficiency virus. If left untreated, HIV can lead to the disease AIDS (acquired immunodeficiency syndrome).

Unlike some other viruses, the human body can't completely get rid of HIV. So, once you have HIV, you have it for life.

HIV attacks the body's immune system, specifically the CD4 cells (T cells). These cells help the immune system fight off infections. If left untreated, HIV reduces the number of CD4 cells (T cells) in the body, making the person more likely to get infections or infection-related cancers. Over time, HIV can destroy so many of these cells that the body can't fight off infections and diseases. These opportunistic infections or cancers take advantage of a very weak immune



system. This signals that the person has AIDS, the last state of HIV infection.

To lower the risk of HIV infection, a person can use medication called PrEP (pre-exposure prophylaxis). This medication is available as either a daily pill or an injection given every 2 months by a medical provider. PrEP reduces the HIV transmission risk by more than 90 percent when taken correctly and consistently. It takes 21 days for PrEP to accumulate enough to prevent transmission in vaginal tissue. It takes less than seven days for rectal tissue. Using PrEP in addition to condoms can further lower the risk of transmission.

No widespread effective cure for HIV currently exists. However, with proper treatment and medical care, HIV can be controlled. The medicine used to treat HIV is called antiretroviral therapy or ART. If taken the right way, every day, this medicine can dramatically prolong the lives of many people with HIV. It can keep them healthy and eliminate their risk of transmitting the virus to partners or others who come into contact with their bodily fluids. This includes eliminating transmission of HIV during childbirth. (https://58b1608b-fe15-46bb-818a-cd15168c0910.filesusr.com/ugd/de0404_966c29f826d4481abf8bba0690bdd439.pdf) A person exposed to HIV can also take ART within 72 hours of exposure to prevent HIV transmission.

This is called PEP (post-exposure prophylaxis). PEP is taken over the course of 28 days.

Today, a person who is diagnosed with HIV, can live as long as someone who does not have HIV. This is possible, if they are treated before the disease is far advanced and they stay on treatment.

The only way to know for sure if you have HIV is to be tested. Testing is relatively simple it can be done through



a saliva or blood sample and take as little as 20 minutes. You can ask your health care provider for an HIV test. Many medical clinics, substance abuse programs, community health centers and hospitals offer testing. You can also buy a home testing kit at a pharmacy or online.

Human papillomavirus (HPV)

Genital HPV infection is a common sexually transmitted disease or infection that is caused by human papillomavirus. Human papillomavirus, or HPV, is the name of a group of viruses that includes more than 100 different strains or types. More than 30 of these are sexually transmitted. They can infect the following:

- The skin of the penis
- Vulva
- Labia or anus
- The tissues covering the vagina and cervix.
- The throat and mouth.

Some viruses are considered “high-risk” types and may cause abnormal Pap smears and cancer of the cervix, anus and penis. Others are “low-risk,” and may cause mild Pap smear abnormalities and genital warts. Genital warts are single or multiple growths or bumps that appear in the genital area. They sometimes form a cauliflower-like shape.

An HPV vaccine is available for young people. This vaccine is called Gardasil. The CDC recommends this vaccine for everyone age 9-45. The CDC says the vaccine is most effective before a person becomes sexually active. It can prevent nine strains of HPV. This vaccine is given



in two or three doses for people 9-14 and three doses for 15-45 (<https://www.cdc.gov/vaccines/vpd/hpv/hcp/recommendations.html>) over a six-month time span.

People interested in getting vaccinated for these strains of HPV should talk to their parent or guardian and their health care provider to find out more about the vaccine. They can also go to their local health department to find out more.

Sources:

Your child could be one less at risk for certain HPV-related cancers and diseases. [Internet]. Gardasil@9 (Human papillomavirus 9-valent Vaccine, Recombinant). [cited 2018 Jun 21]. Available from: <http://www.gardasil.com/>

Centers for Disease Control and Prevention. Centers for Disease Control and Prevention; [cited 2018 Jun 21]. Available from: <http://www.cdc.gov/vaccines/hcp/vis/vis-statements/hpv-gardasil.html>

Syphilis

Syphilis is a complex sexually transmitted disease or infection caused by the bacterium *Treponema pallidum*. It has often been called “the great imitator” because so many of the signs and symptoms are indistinguishable from other diseases.

Syphilis is passed from person to person through direct contact with syphilis sores. Sores occur mainly on the following:

- External genitals
- Vagina
- Anus
- In the rectum
- Lips and mouth
- Throat



Transmission of the organism occurs during vaginal, anal or oral sex.

Pregnant women with the disease can pass it to the babies they are carrying. Syphilis cannot be spread by:

- Toilet seats
- Doorknobs
- Swimming pools
- Hot tubs
- Bathtubs
- Shared clothing
- Eating utensils

Alternate condom discussion



Activity

10–15
Minutes



Use this discussion if you cannot do the “How to use a condom” activity with your class.

“

People can use condoms when they have sex to reduce the risk of pregnancy or STIs. It’s important to use condoms correctly and consistently every time a person has sex.

What is the most effective way to avoid an unintended pregnancy or an STI?

Abstinence. This means to refrain from having sex or engaging in risky sexual behaviors.



Write on top of poster paper in large letters “Abstinence.”

“

For young people, abstinence is the safest choice. However, if a person chooses to have sex, there are ways to reduce the risks from unintended pregnancies and STIs.



What are those other ways?



Possible answers:

- *Barrier methods (condoms)*
- *Contraception (birth control)*

Write student responses below abstinence.



Are any one of these methods 100 percent effective?



Possible answer:

- *No. Abstinence is the only method that is 100 percent safe.*



Correct. However, some of them such as condoms can be very effective if used correctly and consistently, every time.



Do any of these methods protect a person from both unintended pregnancy and STIs?



Possible answers:

- *Condoms can reduce the risk of both STIs and pregnancy.*
- *Birth control, such as the pill, should be used with a condom to help reduce the risk of STIs.*



We have talked about how complicated making the decision to have sex can be. It can even be that way for adults.

We have also talked about different kinds of contraception and disease prevention methods.

Remember: Many STIs do not have signs or symptoms.

Steps to Using a Condom



These steps are listed in order.

Print on card stock, cut into separate cards, and mix up.

Consent to having sex with a partner.

Make sure the condom is not already open or torn and check the expiration date.

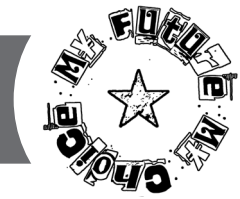
Open the package carefully and remove the condom.

Make sure the condom tip is up so that it can easily roll down the penis.

Pinch the tip of the condom to squeeze the air out.

Place the condom on an erect penis. Unroll it all the way down the base.

Steps to Using a Condom



Begin intercourse.

Ejaculate.

**Withdraw penis
from partner,
holding condom
on at the base.**

**Carefully remove
the condom and
tie a knot at
the end.**

**Throw condom
away in the trash.
Never reuse a
condom.**

Steps to Using a Condom Answer Key



1. Consent to having sex with a partner.
2. Make sure the condom is not already open or torn and check the expiration date.
3. Make sure the condom tip is up so that it can easily roll down the penis.
4. Pinch the tip of the condom to squeeze the air out.
5. Place the condom on an erect penis. Unroll it all the way down the base.
6. Begin intercourse.
7. Ejaculate.
8. Withdraw penis from partner, holding condom on at the base.
9. Carefully remove the condom and tie a knot at the end.
10. Throw condom away in the trash. Never reuse a condom.

Recognizing and Reducing Risks



1. Circle the bodily fluids that can transmit STIs:

- Blood
- Pre-ejaculatory fluid
- Semen
- Vaginal secretions
- Tears
- Urine
- Sweat
- Saliva
- Rectal Fluid

2. Many STIs do not have any symptoms. Therefore, the only way for a person to know for sure if they have an infection is:

3. The most effective way to avoid a pregnancy or an STI is:

4. Two places where I can get condoms near me are:

5. A place I can get condoms for free near me is:

6. Types of protection against STI transmission are:

7. Places near me I can go to for more information about STI and pregnancy prevention are:

Learning Outside the Classroom 9



Dear Parent, Guardian or Trusted Adult,

Please work with your student to complete the following worksheet assignment. These concepts are part of the My Future-My Choice program.

Today in class we talked about the potential risks of some sexual behaviors. This included unintended pregnancy. It also included the transmission of sexually transmitted infections (STIs). We looked at how to reduce these risks by not engaging in certain behaviors. We looked at other methods of protection, as well. Please take some time to answer the following questions and go over the answers together.

1. Please circle each statement true (T) or false (F).

(See answers in the Answer Key after completion.)

- | | | |
|--|---|---|
| a. A person will always know if they have an STI because they will have symptoms. | T | F |
| b. The longer a person waits to engage in risky sexual behaviors, the less likely they are to get an STI. Also, they are less likely to have or cause an unintended pregnancy. | T | F |
| c. There are multiple ways to protect yourself against STIs and pregnancy. | T | F |
| d. All STIs have a cure. | T | F |
| e. There is a vaccine for the human papillomavirus (HPV) STI. It is recommended for people your student's age. | T | F |

2. Make a list of five healthy and enjoyable activities a person in a relationship could do. These are things that do not involve sexual involvement:

1. _____ 4. _____
2. _____ 5. _____
3. _____

Answer Key



- a. **False.** The most common symptom of an STI is no symptom.
- b. **True.** If you are having sex, using a condom and getting tested for an STI can help protect you.
- c. **True.** Using condoms and getting tested for STIs help keep people safe, but not engaging in any risky sexual behaviors is the most effective method of protection.
- d. **False.** STIs caused by a virus (HIV, HPV, herpes, hepatitis B) do not have cures.
- e. **True.** The vaccine is called Gardasil.

