Getting Savvy about STD Testing

A Lesson Plan from Rights, Respect, Responsibility: A K-12 Curriculum

Fostering responsibility by respecting young people's rights to honest sexuality education.

NSES ALIGNMENT:

By the end of 12th grade, students will be able to:

SH.12.SM.1 – Analyze individual responsibility about testing for and informing partners about STDs and HIV status.

SH.12.ADV.1 – Advocate for sexually active youth to get STD/HIV testing and treatment.

TARGET GRADE: Grade 12 Lesson 4

TIME: 50 Minutes

MATERIALS NEEDED:

- Desktop or Laptop Computer with internet access
- LCD projector and screen
- Speakers to project sound from videos
- White board and markers
- Extra pencils in case students don't have their own
- Copies of "Worksheet: Getting Savvy about STD Testing" – one per each group of three students

ADVANCE PREPARATION FOR LESSON:

- Ask the IT person at your school to make sure you can access the website, **https://www.youtube.com/watch?v=u2O6Fhfl-mo**. Go to the website ahead of time and preview the STD Zombie video.
- Ask the IT person at your school to make sure you can access the website, **https://gettested.cdc.gov/** and preview it to make sure when you enter your zip code, some STD testing options come up. Your students will need to locate those testing options during this lesson.
- Ask the IT person at your school to make sure you can access the website, **https://vimeo.com/43631114** and either stream it from the web or download and save it to your desktop. It is important to preview the five minute video so you can lead a discussion about it with your students.

LEARNING OBJECTIVES:

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

1. List at least two reasons why a person might choose to get tested for STDs, and at least two reasons why they might choose not to. [Knowledge]
2. Identify at least two resources for STD testing in their own community. [Knowledge]
3. Describe the rights young people have regarding STD testing including confidentiality and the quality of care they should receive from the provider. [Knowledge]

A NOTE ABOUT LANGUAGE:

Language is really important and we've intentionally been very careful about our language throughout this curriculum. You may notice language throughout the curriculum that seems less familiar - using the pronoun "they" instead of "her" or "him", using gender neutral names in scenarios and role-plays and referring to "someone with a vulva" vs. a girl or woman. This is intended to make the curriculum inclusive of all genders and gender identities. You will need to determine for yourself how much and how often you can do this in your own school and classroom, and should make adjustments accordingly.

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PROCEDURE:

STEP 1: Tell the students that you will be talking today about STDs, specifically the importance of getting tested. Play the STD Zombie video. When the clip is over, ask students, "Okay, so this is intended to be funny, but it also brings up an important point – the zombie really wanted to eat the person, but didn't because they hadn't been tested. What did you think of that?" (5 minutes)

STEP 2: Say, "STD testing can be complicated. There are reasons why people choose to get tested, and reasons why people choose not to." As you are speaking, write on the board, "Why people get tested" and to the right of that "Why people DON'T get tested," with a decent space between the two. Underline both.

Ask, "What are some of the reasons why someone might choose to get tested?" Write these on the board beneath the first heading, probing for:

- Because they had unprotected sex with someone and are now thinking they should get tested.
- Because they thought they and their partner were in a monogamous relationship (only having sex with each other) and found out later that their partner was having sex with other people.
- Because they started to experience some symptoms and didn't know if that meant they had an STD.
- Because they were sexually assaulted and need to know whether it resulted in an STD of some kind.
- Because they're excited about starting a new relationship and want to show their partner that they care about them.

Ask, "If there are all these reasons why people would want to get tested, why do you think anyone would choose not to?" Record these answers in the next column, probing for:

- Because they don't want to know (discuss why people might not want to know)
- Because they are worried about the actual test itself being painful or uncomfortable.
- Because they're scared of doctors'/clinicians' offices (or needles)
- Because they're worried that if they have an STD they'll never be able to have sex again.
- Because they're nervous their parents will find out.
- Because they don't have transportation to get to the clinic
- Because they don't have insurance or think they can't afford to get tested.

(10 minutes)

STEP 3: Tell students to get into small groups with two or three people they are seated near. Give each small group a copy of the worksheet "Getting Savvy about STD Testing" and have each person in the group write their name at the top. Explain by saying, "Each group will be assigned one of the reasons people may have for not wanting to get tested for STDs. Their task is two-fold. First they are to come up with at least two things someone could say in response to encourage them to get tested. They should write these responses down on their group's worksheet. Then, part two is to go to the following website on your phone or the class computer.

***Note to the Teacher**: Write the website on the board while you are talking -* **https://gettested.cdc.gov/**

Then write down two possible locations nearby where a teen could get tested for STDs. They should also write the name and location of the two STD testing sites on their group's worksheet." Go through each of the bullets on the list that's generated for why people might not want to get tested and assign one to each of the small groups.

***Note to the Teacher:** The number of small groups and number of reasons will differ for each class. It's okay if more than one group is working on the same reason as this will just generate a wider variety of responses.*

Give students 10 minutes to complete their two-part task. (5 minutes)

STEP 4: After ten minutes has passed, gather students' attention and have them stop working. Have each small group share their reason, one of their responses and one of the community resources they found for STD testing. Continue until you have heard from each small group. Process the activity by asking the following questions and when discussion is done collect worksheets from each group.

- What was it like to do that?
- What was [insert responses] about it?
- What did you notice about the responses groups created? Did anything surprise you?
- What does this tell you about how you might support a friend who is nervous or hesitant to get tested for STDs? (20 minutes)

STEP 5: Say, "Knowing you should get tested for STDs and actually going to see a health care provider can be two different things. People have real concerns about what will happen during the test, how they will be treated by the staff and if their visit will be kept confidential. This next video will address some of those concerns." Play the following five minute video called Let's Talk about Sexual Health - https://vimeo.com/43631114. Once the video is over, process by asking students the following questions:

- What do you think of what you saw in the video?
- Did anything surprise you?
- Did you learn any new information from the video? If so, what was it?

Close the lesson by reminding students that the only way for someone to know whether they have an STD is to get tested, and that there are places in the community (insert the specific names and locations from the students' research) where teens can be tested. (10 minutes)

RECOMMENDED ASSESSMENT OF LEARNING OBJECTIVES AT CONCLUSION OF LESSON:

The first and second learning objectives will be accomplished during the group brainstorm and resulting small group activity. The third learning objective will be accomplished during the final video and subsequent discussion.

HOMEWORK:

None.

Worksheet: Getting Savvy about STD Testing

NAMES OF GROUP MEMBERS:

1) _____ 2) _____

3) _____ 4) _____

INSTRUCTIONS: Write the reason someone might not want to get tested for STDs you were assigned below. Then create two responses that will address their concern about being tested. Then go to the assigned website and find two STD testing locations that are nearby.

A) Reason why someone might not want to get tested for STDs we were assigned:

_____

_____

Response 1

_____

_____

Response 2

_____

_____

B) Two local STD Testing sites found on this website - **https://gettested.cdc.gov/** are:

1) _____

2) _____