

Curriculum-Linked Activity:

STI Autograph

Grade:

7 to 12 – content should be adapted by facilitator/educator to meet the needs and developmental stage of the group

Curriculum Links

This activity meets the Ontario Health and Physical Education Curriculum expectations for Human Development and Sexual Health of the Healthy Living Strand (Grade 7 – D1.4, D1.5, Grade 8 - D1.4, D2.3, Grade 9 – C1.4 & C2.3)



Ontario Ministry of Health
Healthy Schools Effectiveness Framework

Purpose/Outcome

Students become aware of how rapidly an STI can spread with unprotected intercourse and identify different protective measures

Time commitment: 20-30 minutes

Space and Materials Required

- Index cards
- Pencil/pen
- STI – Giant Microbes (if available)

Instructions

1. Gather enough index cards to have one per student. On the back of one card, write a letter 'i'. On the backs of five other cards, write the letter 'c'. On the backs of six other cards, write the letter 'a'. On the rest of the cards, write random numbers or letters to disguise the meaning of the 'a', 'i' and 'c'
2. Distribute one card to each student. It is very important for the teacher to ensure that the 'i' card discretely goes to a confident student in the class as opposed to one of the shyest students who may not be able to handle being 'the one' who 'had' an STI. Do not tell the students anything about the letters on the back of their cards at this stage in the game
3. Ask students to stand and mingle, then find a partner. Partners cannot be repeated during the game. It is important that the students mix well between each round and choose partners from throughout the room

4. With the first partner, students sign their name to their partner's card and then discuss some names and characteristics of common STIs. Students may embarrass easily when identified as 'having' an STI. It is important to remind students that this is a game and reinforce the need for them to be sensitive to one another's feelings
5. With a second partner, students sign their name to their partner's card, then discuss one reason people do not protect themselves from STIs
6. With a third partner, students sign their name to their partner's card, then discuss two ways people can protect themselves from STIs
7. Have students sit back down in their seats, holding onto their own cards (each card should have three different names on it). Ask students to look at the back of their card. Ask the person with the 'i' on their card to stand. Explain that for the purpose of the game, this person has an STI. (Have them choose an STI- Giant Microbe if available)
8. Ask the person with the 'i' to read out the names of people written on their card. Explain that these people have had contact with the infected person and now have the potential to be infected with an STI
9. These people now stand and read out the names written on their cards. Continue this procedure until everyone whose name is read is standing. (It will be most of the class)
10. Ask those students who are standing to examine the back of their cards. Those standing with an 'a' may sit. The 'a' indicates that although they have had relationships, they were 'abstinent' (did not have sexual contact)
11. Those standing with a 'c' may also sit. The 'c' indicates that the person used a condom or latex barrier during all sexual contact, thereby reducing their risk of an STI
12. Before the students who remain standing take their seats, discuss the fact that here are many bright, healthy, intelligent, students who have been exposed to an STI. They didn't know until the 'contact' let them know that they had been infected
13. Debrief this activity using the following questions:
 - a. How does this activity relate to the spread of infection?
 - You can't always tell who (including you) has an infection and who doesn't
 - You can protect yourself from STIs by remaining abstinent
 - You can reduce your risk of getting an STI by limiting your sexual partners and always using condoms/latex barriers
 - b. How did it feel to find out you had been exposed to an STI?
 - c. How did it feel to find out you had exposed others to an STI?
 - d. For those of you who were able to sit down because you were abstinent, how did it feel to be able to sit down again?

Other Supporting Resources

Can be used with the [STI presentation](#) on our website

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Adapted from: Alberta Health Services. Teaching Sexual Health. 2019.