HEALTHSmart

# Lesson 6: STI Facts

## Overview

In this lesson, students study facts about sexually transmitted infections (STIs). They define STI and learn how STIs are transmitted. After reading more about STIs, they work in small groups to review the facts, including symptoms, which STIs can and cannot be cured, and the physical, social and emotional consequences of STIs.

## Lesson Objectives

**Students will be able to:**

1. Describe symptoms of common STIs.
2. Explain that some STIs are asymptomatic.
3. Explain how common STIs are transmitted.
4. Explain the negative consequences of common STIs.
5. Summarize which STIs can be cured and which can be treated.
6. Describe why sexual abstinence is the safest, most effective way to avoid STIs.

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**Time:** 45 - 60 minutes

**Healthy Behavior Outcomes**

- **SH-5:** Be sexually abstinent.
- **SH-6:** Engage in behaviors that prevent or reduce sexually transmitted infections (STIs), including HIV.

**National Health Education Standards**

- **Standard 1:** Comprehending Concepts
- Performance Indicator 1.8.1: Analyze the relationship between healthy behaviors and personal health.
- Performance Indicator 1.8.9: Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

## Materials & Preparation

**Prepare**

- Review slides for Lesson 6.
- Hang 6 pieces of chart paper at different places in the classroom. Label the papers as follows:
  - What are some common STIs?
  - How can people know if they have an STI?
  - Which STIs can be cured?
  - What are the health consequences of STIs?
  - What are other consequences of STIs?
  - How can people protect themselves from STIs?
- Practice expressing the teaching steps in your own words.

- Determine which Supercharge Techniques you will use to call on many different students during the class.

**Copy**

- **Group Roles Cards** (Master 6A), one set for each small group of 4 students. Use different colored card stock or paper for each set to help put students into groups. Laminate the cards, if possible, so they can be used for small-group work in later lessons.

**Assign**

- **Student Journal** for Lesson 6 (*Student Workbook* page 24), for use during the lesson.
- **STI Facts** (*Student Workbook* pages 25–26), for use during the lesson.
- **What I Learned About STIs** (*Student Workbook* page 27), for assessment.

**Review**

- **Student Journal** for Lesson 6.
- **STI Facts**.
- **What I Learned About STIs**, **What I Learned About STIs** teacher key, page 90, and **Scoring Rubric**, page 215.

**Health Terms**

Review the teaching steps, slides and activity sheets for any terms or concepts your students may not know, and be prepared to explain them as needed. Refer students to the Health Terms Glossary in the Student Workbook for definitions. Examples:

- chlamydia
- condom
- discharge
- genital warts
- gonorrhea
- groin

- hepatitis
- herpes
- HPV (human papillomavirus)
- NGU (nongonococcal urethritis)
- polyurethane
- rectum

- semen
- sexually transmitted infection (STI)
- symptom
- syphilis
- trichomoniasis
- vaginal fluid

**Support for Diverse Learners**

***To ensure student success with comprehending concepts:***

- Pre-teach new concepts and terms. Write new terms on the board. Review key terms from previous lessons that apply to this lesson.

- Frequently use verbal checks for comprehension.
- Further define and explain sexually transmitted infections (STIs) and give examples, as your school district policy and state education code or regulations dictate.

***To ensure student success with reading:***

- Make a slide or poster of the **STI Facts** reading sheet. Read aloud, clarify terms and respond to students' questions.
- Pair students with stronger reading skills or peer tutors with students who may need help with the **STI Facts** reading sheet.
- Highlight students' **STI Facts** activity sheets to help them focus on key concepts or terms.

***To ensure student success with writing:***

- Pair students with stronger writing skills or peer tutors with students who may need help completing the **What I Learned About STIs** activity sheet. Allow students to draw or record their responses.
- Allow students to create posters that document the answers to the **What I Learned About STIs** activity sheet.

# Teaching Steps

*(Note: The terms sexually transmitted disease (STD) and sexually transmitted infection (STI) mean the same thing. They describe illness caused by the transmission of pathogens (germs) from one person to another through sexual contact, such as vaginal, oral or anal intercourse, or genital touching.)*

### Get students ready for learning

**Transition**

`Direct students to turn to the` **`Student Journal`** `for Lesson 6 and complete the journal entry.`

**Show Slide 6A**

List as many different diseases as you can think of.

`Allow students to focus and work quietly for a minute or two. Then call on students to share some of the diseases they listed and make a list on the board. If students have mentioned any STIs, such as HIV, circle them. If students haven't mentioned any STIs, add "STI" to the list.`

We'll be talking more about one kind of disease people can get in just a minute.

**Show Slide 6B**

How much do you think young people worry about getting a disease? Do they believe they are at risk of getting sick? Or do they tend to think "that won't happen to me"?

**Motivate**

`Allow students to respond to the question and discuss their ideas.` *`(Note: Be sensitive to students who may be dealing with a chronic disease such as asthma or diabetes.)`*

People can't always control whether they get sick or get a disease. But often there are things you can do to help yourself stay healthy and reduce the chances of getting a disease. Today we're going to be talking about another possible consequence of sexual activity—diseases people can get from having sex.

**Share HBO and Objectives**

**Show Slide 6C**

`Share the Healthy Behavior Outcome with students.`

Today's lesson supports the healthy behavior of preventing sexually transmitted infections (STIs).

**Show Slide 6D**

`Review the Lesson Objectives with students.`

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

1. Describe symptoms of common STIs.
2. Explain that some STIs don't have symptoms.
3. Explain how common STIs are transmitted.
4. Explain the negative consequences of common STIs.
5. Summarize which STIs can be cured and which can be treated.
6. Describe why sexual abstinence is the safest, most effective way to avoid STIs.

**Define STI**

**Show Slide 6E**

An STI, or sexually transmitted infection, is an infection that is passed from one person to another during sex. These infections are also called STDs, or sexually transmitted diseases.

**Survey**

What percent of STIs do you think happen to young people?

`Allow several students to guess the answer. Ask other students to raise their hands if they agree with the guess. Advance the slide to show the answer.`

**State**

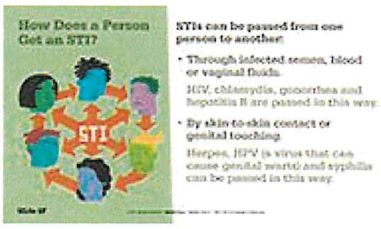
About half, or 50%, of new cases of STIs occur in young people ages 15 to 24.

**Demonstrate**

`Have students number off from 1 to 4. Then have all the 1s and 2s stand.`

This represents the 50% or half of STIs that happen to young people. But nobody in this class has to get an STI, because you're going to be learning how to prevent them.

**Teach about STI transmission**



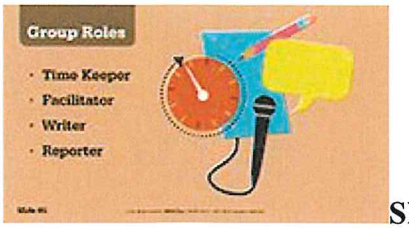

**Show Slide 6F**

STIs can be passed from one person to another:

- Through infected semen, blood or vaginal fluids. HIV, chlamydia, gonorrhea and hepatitis B are passed in this way.
- By skin-to-skin contact or genital touching. Herpes, HPV (a virus that can cause genital warts) and syphilis can be passed in this way.

`Further explain and clarify transmission methods if students have questions or are confused.`

**Small groups test their knowledge**




**Show Slide 6G**

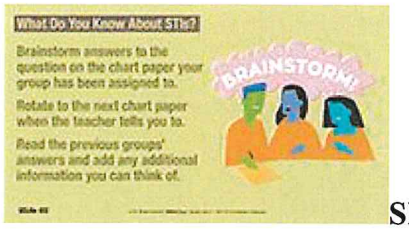
You'll be working in groups to see how much you already know about STIs.

`Put students into 6 small groups and assign each group to one of the chart paper stations.`

`Distribute the Group Roles Cards, and assign up to 4 students in each group the following jobs:`

- **Time Keeper:** Keeps track of time and makes sure everyone stays focused.

- **Writer:** Writes the group member responses on the chart paper.
- **Facilitator:** Leads discussion and makes sure everyone in the group participates.
- **Reporter:** Reports the group answers to the class.



**Show Slide 6H**

Look at the question written on the chart paper your group has been assigned to, and brainstorm answers. You can use what you might already know or take your best guess. The group writers will record your group's ideas

You'll rotate when I tell you to. Each time you move to a new question, read the previous groups' answers and add any additional information you can think of.

Each group will have a chance to brainstorm answers for all of these questions.

### Complete

Direct groups to begin brainstorming answers to the question on their assigned chart paper.

When groups have listed at least 1 answer to the question (allow about 1 minute), direct the groups to rotate to the next piece of chart paper. Remind them to read the question and the answer(s) from the previous group, and add any additional answers they can think of for that question.

Be sure groups do not rotate until you direct them to. You may want to use a signal such as a hand clap or ringing a bell to let the groups know when it's time to switch. It's important to keep the groups moving every 1–2 minutes.

Have groups continue to rotate until they have written on all 6 pieces of chart paper and are back at their original stations. Then have students return to their seats.

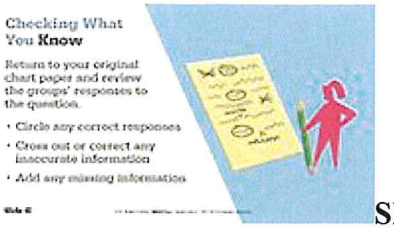
### Small groups review facts about STI

**Read**

Now let's read some facts about STI.

Direct students to turn to **STI Facts** on page 25 of the Student Workbook.

Call on volunteers to read the information aloud while all students follow along. Stop after each section to summarize key points.




**Show Slide 6I**

When the reading is finished, ask students to return to their small groups and go back to their original chart paper stations.

Now you're going to use what you've learned to review and make sure the class responses to the question on the chart paper are correct.

### Review & Share

Direct students to go through the responses written on the chart paper. Have them:

- Circle correct responses.
- Cross out or correct any inaccurate responses.
- Add any missing information.

When groups have finished reviewing, have the reporter from each group summarize the information on their chart paper for the class. Clarify key points and correct any misinformation, as needed. Be sure the following information is discussed:

- Common STIs include chlamydia, gonorrhea, syphilis, genital warts (HPV), herpes, hepatitis B, HIV, NGU and trichomoniasis.
- Common symptoms include burning or pain when urinating (peeing), itching, swelling, flu-like feelings, and sores, bumps or blisters on or near the sex organs. It's also very likely for a person to have an STI without any symptoms and to pass that STI to a partner.
- Untreated STIs can lead to other illnesses, make people unable to have children, damage other parts of the body, and be very uncomfortable.
- Other consequences include having to tell partner(s), losing trust in a relationship, worry and regrets.
- Some STIs can't be cured. They stay in the person's body even after treatment.
- The surest way to avoid STIs is to be abstinent, which means not doing any sexual activity that can result in pregnancy or an STI.

# Assessment & Closure

### Students demonstrate learning

**Complete & Share**

Direct students to turn to **What I Learned About STIs** on page 27 of the Student Workbook and have them complete the activity sheet individually.

## End the lesson

### Close

Pretend you have a friend who says: "STIs aren't a big deal. If you have symptoms, you just go see a doctor and get some medicine."

What would you say to convince your friend that STIs are serious?

### Supercharge

Try one of the Supercharge Techniques to supercharge the lesson.

Allow as many students as possible to respond to the question. Try to elicit the main points learned in the lesson:

- People with an STI don't always have symptoms.
- Some STIs can't be cured.
- A person with an STI can give it to a sexual partner.
- STIs can have serious physical, social and emotional consequences.

### Assess

Collect students' **What I Learned About STIs** activity sheets and evaluate their work for this lesson.

### Assessment Evidence

#### Objective 1

Students described symptoms of common STIs by:

- Completing the **What I Learned About STIs** activity sheet.

#### Objective 2

Students explained that some STIs are asymptomatic by:

- Completing the **What I Learned About STIs** activity sheet.

#### Objective 3

Students explained how common STIs are transmitted by:

- Completing the **What I Learned About STIs** activity sheet.

#### Objective 4

Students explained the negative consequences of common STIs by:

- Completing the **What I Learned About STIs** activity sheet.

#### Objective 5

Students summarized which STIs can be cured and which can be treated by:

- Completing the **What I Learned About STIs** activity sheet.

**Objective 6**

Students described why sexual abstinence is the safest, most effective way to avoid STIs by:

- Completing the **What I Learned About STIs** activity sheet.

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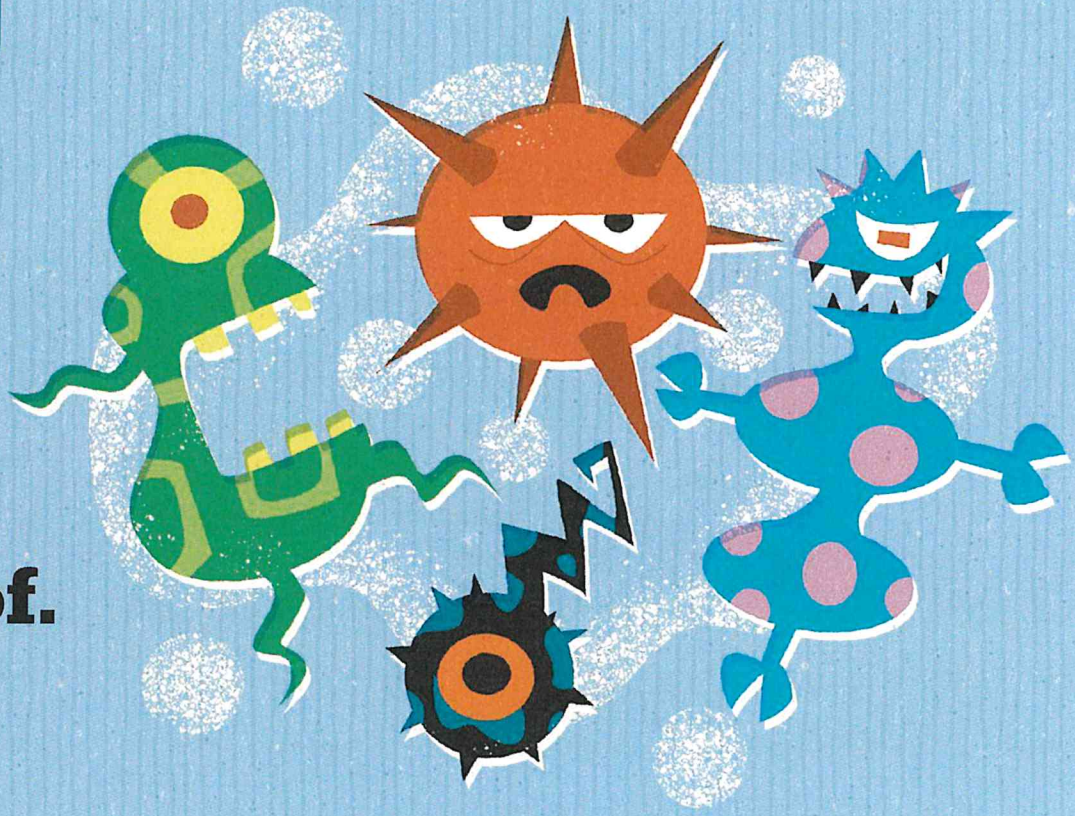
# Lesson 6
# Journal entry



**List as many different diseases as you can think of.**

**Slide 6A**

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How much do you think young people worry about getting a disease?

Do they believe they are at risk of getting sick?

Or do they tend to think "that won't happen to me"?

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## Healthy behavior

# Preventing sexually transmitted infections (STIs).

**Slide 6C**

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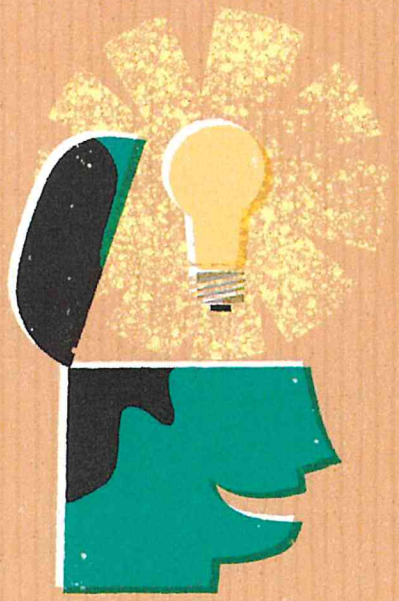
# By the end of this lesson, you will be able to…



1. Describe symptoms of common STIs.
2. Explain that some STIs don't have symptoms.
3. Explain how common STIs are transmitted.
4. Explain the negative consequences of common STIs.
5. Summarize which STIs can be cured and which can be treated.
6. Describe why sexual abstinence is the safest, most effective way to avoid STIs.

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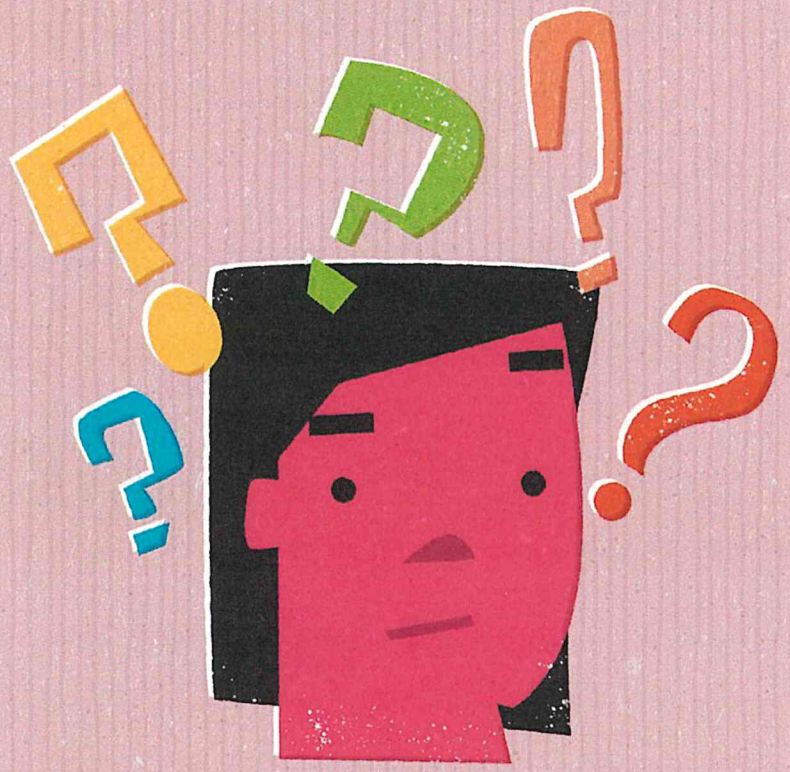
# What Is an STI?



An STI, or sexually transmitted infection, is an infection that is passed from one person to another during sex.

What percent of STIs do you think happen to young people?

**About half, or 50%, of new cases of STIs occur in young people ages 15 to 24.**



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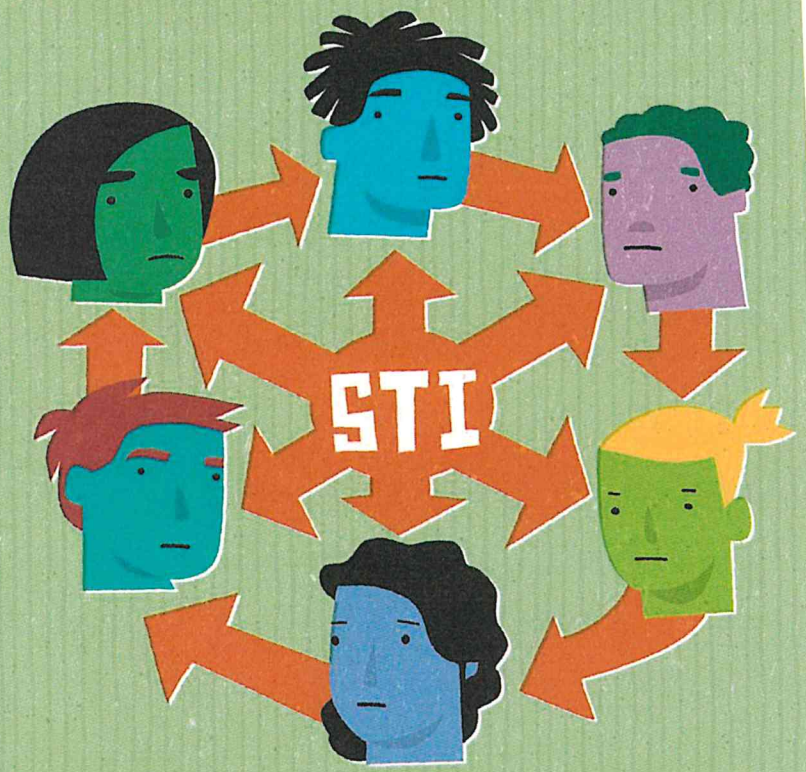
# How Does a Person Get an STI?




**STIs can be passed from one person to another:**

- Through infected semen, blood or vaginal fluids.

  HIV, chlamydia, gonorrhea and hepatitis B are passed in this way.

- By skin-to-skin contact or genital touching.

  Herpes, HPV (a virus that can cause genital warts) and syphilis can be passed in this way.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# Group Roles

- Time Keeper
- Facilitator
- Writer
- Reporter

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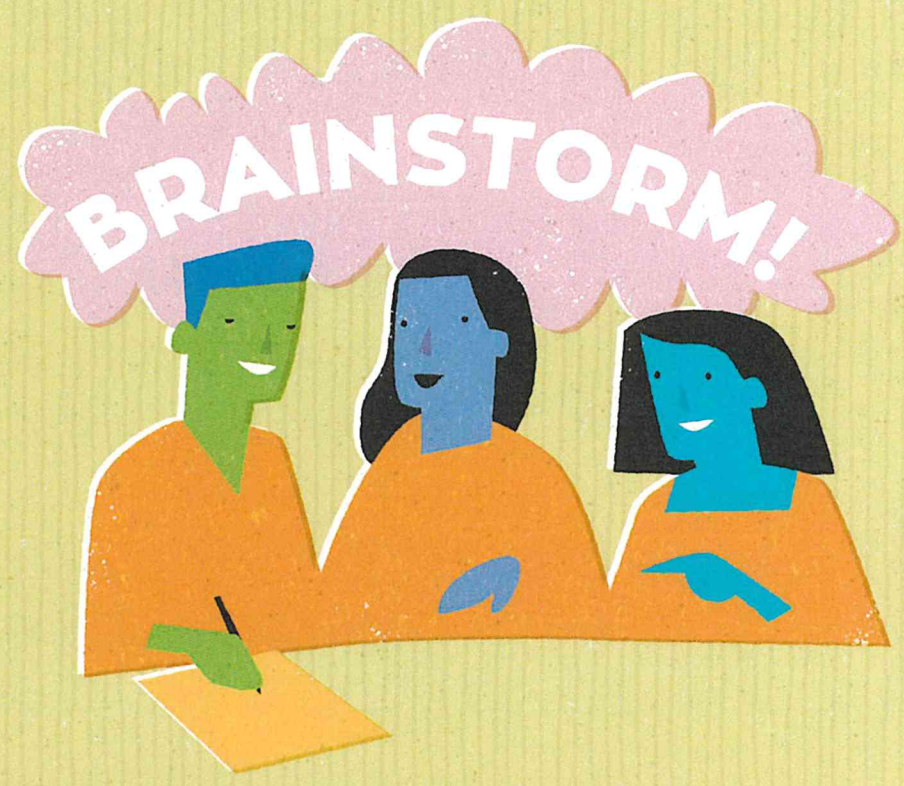
# What Do You Know About STIs?

**Brainstorm answers to the question on the chart paper your group has been assigned to.**

**Rotate to the next chart paper when the teacher tells you to.**

**Read the previous groups' answers and add any additional information you can think of.**



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# STI Facts

**STI stands for sexually transmitted infection. STIs are infections that can be passed from one person to another during sex. STIs are serious. They can cause many health problems.**

## What are some STIs?

Common STIs include:

- chlamydia (kla-MID-ee-uh)
- gonorrhea (gone-uh-REE-ah)
- HPV (human papillomavirus)—a virus that can cause genital warts
- herpes (HER-pees)
- hepatitis B (hep-uh-TIE-tis)
- HIV (human immunodeficiency virus)—the virus that causes AIDS
- NGU (nongonococcal urethritis)
- syphilis (SIF-uh-liss)
- trichomoniasis (TRICK-uh-mo-NIE-uh-sis), or "trich"

## How can people know if they have an STI?

You can't tell by looking if someone has an STI. **Many people can have an STI with no signs or symptoms.** They look and feel fine. But they can still pass the STI to a sexual partner.

People who have symptoms may notice:

People with a vagina often don't have any symptoms. Those who do may also notice:

- pain in the pelvic area—the area between the belly button and genitals
- burning or itching around the vagina
- bleeding from the vagina that is not a regular period

## Which STIs can be cured?

Many STIs can be cured. Some cannot. But all STIs can and must be treated.

Chlamydia, gonorrhea, syphilis, NGU and trich can be cured with antibiotics. People are given pills or a shot. They have to be sure to take all of their medicine, even if they start to feel better.

Some STIs can't be cured. The person can be treated, but the STI virus may stay in the person's body. Herpes, HIV and sometimes HPV and hepatitis B are STIs that can be treated but not cured. Sometimes the STI symptoms come back. These STIs can also be passed to someone else, even if the person with the STI no longer has symptoms.

# Student Workbook

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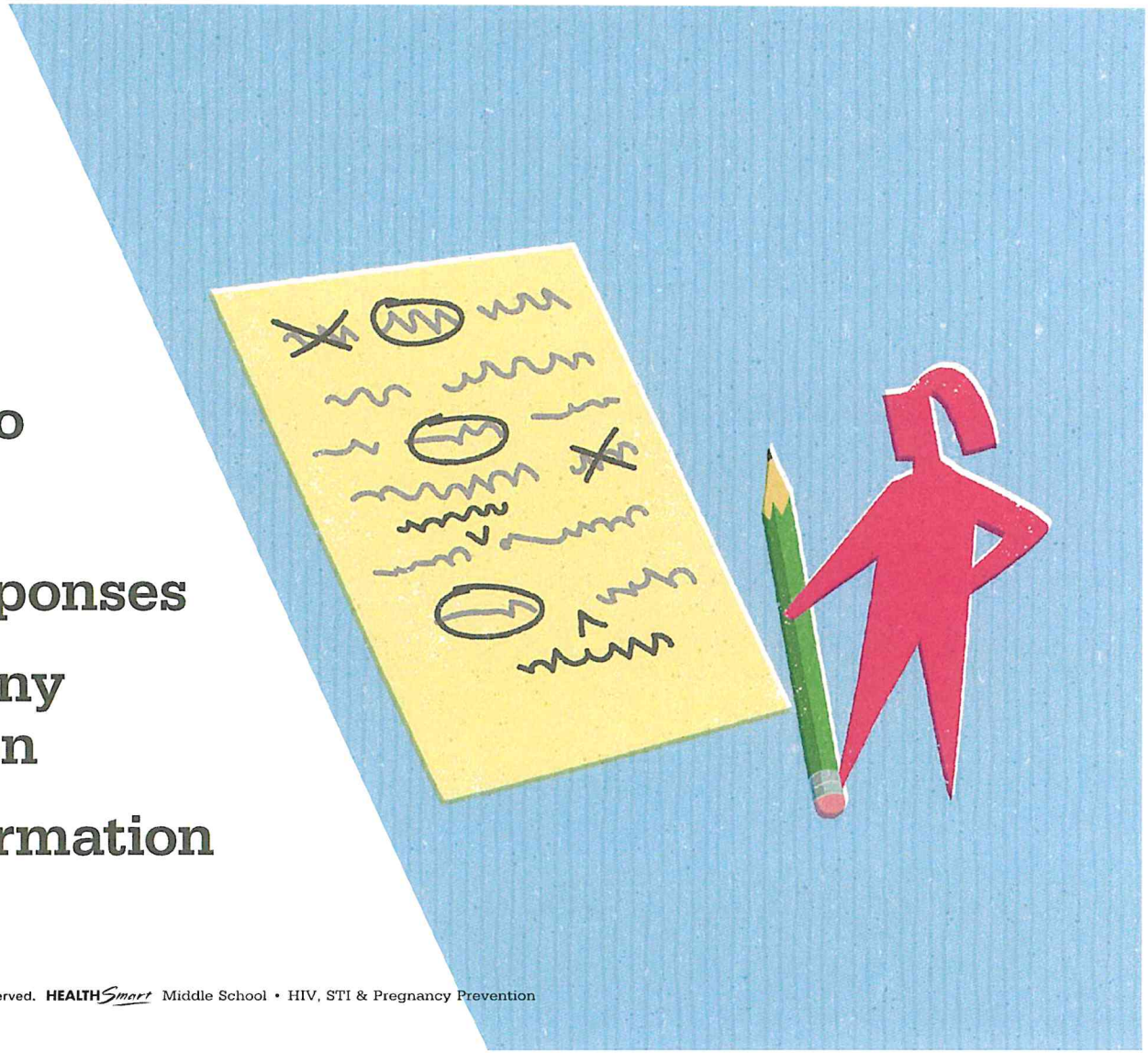
# Checking What You Know

Return to your original chart paper and review the groups' responses to the question.

- Circle any correct responses
- Cross out or correct any inaccurate information
- Add any missing information





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# What I Learned About STIs

**Directions:** Use what you learned today to answer the questions.

1. Describe 3 symptoms of STIs.

2. Can you tell by looking whether a person has an STI? Why or why not?

3. How does a person get an STI?

4. Describe 4 negative consequences of STIs.

5. List 2 STIs that can be treated and cured:

List 2 STIs that can be treated but not cured:

# Student Workbook

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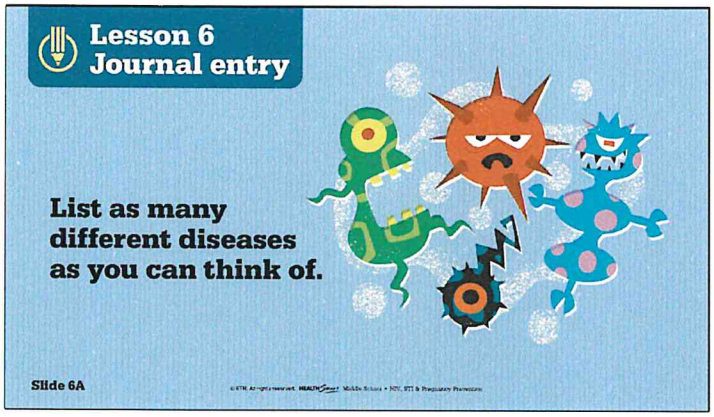



*(Note: The terms* sexually transmitted disease [STD] *and* sexually transmitted infection [STI] *mean the same thing. They describe illness caused by the transmission of pathogens [germs] from one person to another through sexual contact, such as vaginal, oral or anal intercourse, or genital touching.)*

**GET STUDENTS READY FOR LEARNING**

-- **Transition ------**

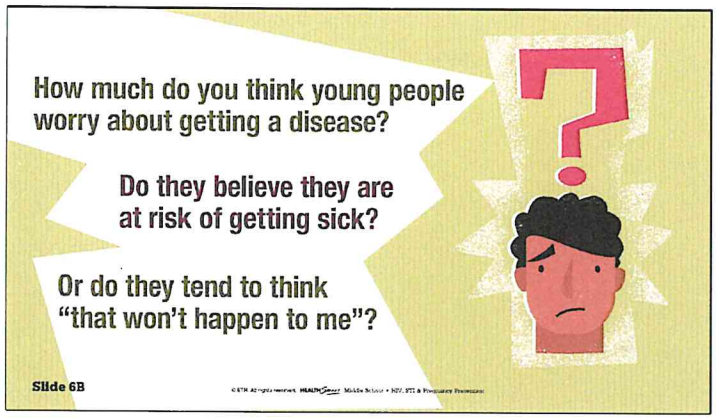
*(Direct students to turn to the Student Journal for Lesson 6 and complete the journal entry.)*

-- **Show Slide 6A ------**

List as many different diseases as you can think of.

*(Allow students to focus and work quietly for a minute or two. Then call on students to share some of the diseases they listed and make a list on the board. If students have mentioned any STIs, such as HIV, circle them. If students haven't mentioned any STIs, add "STI" to the list.)*

We'll be talking more about one kind of disease people can get in just a minute.



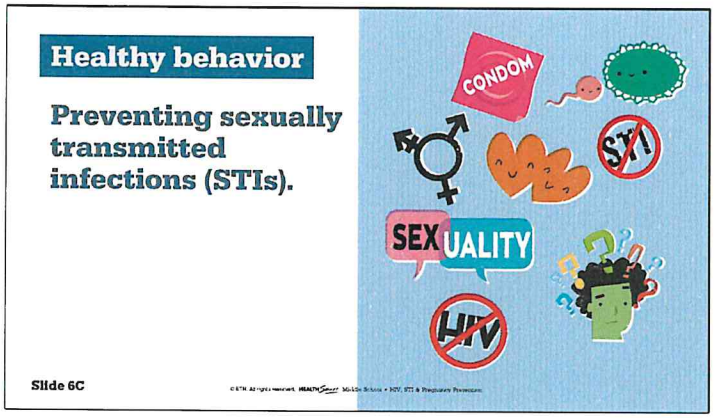

**-- Show Slide 6B ------**

How much do you think young people worry about getting a disease? Do they believe they are at risk of getting sick? Or do they tend to think "that won't happen to me"?

**-- Motivate ------**

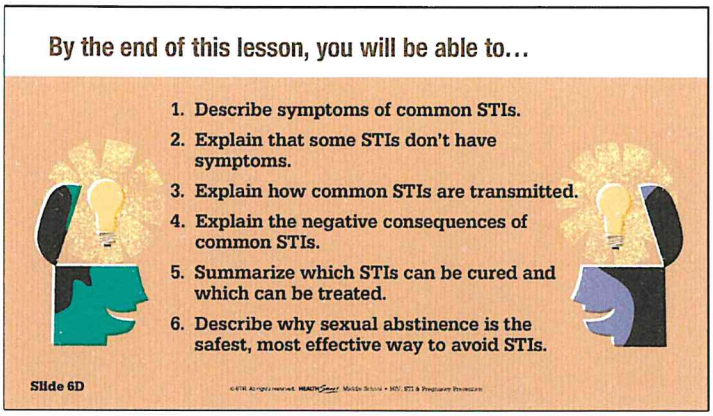
*(Allow students to respond to the question and discuss their ideas. [Note: Be sensitive to students who may be dealing with a chronic disease such as asthma or diabetes.])*

People can't always control whether they get sick or get a disease. But often there are things you can do to help yourself stay healthy and reduce the chances of getting a disease. Today we're going to be talking about another possible consequence of sexual activity—diseases people can get from having sex.




**SHARE HBO AND OBJECTIVES**

-- **Show Slide 6C ------**
*(Share the Healthy Behavior Outcome with students.)*
Today's lesson supports the healthy behavior of preventing sexually transmitted infections (STIs).

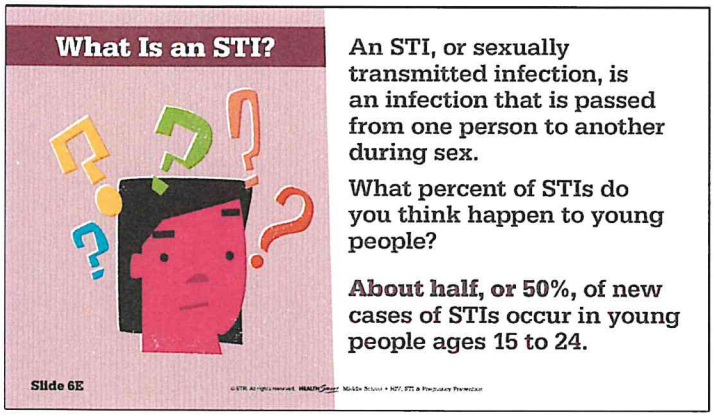



-- **Show Slide 6D ------**

*(Review the Lesson Objectives with students.)*

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

1. Describe symptoms of common STIs.
2. Explain that some STIs don't have symptoms.
3. Explain how common STIs are transmitted.
4. Explain the negative consequences of common STIs.
5. Summarize which STIs can be cured and which can be treated.
6. Describe why sexual abstinence is the safest, most effective way to avoid STIs.




**DEFINE STI**

-- **Show Slide 6E** ------

An STI, or sexually transmitted infection, is an infection that is passed from one person to another during sex. These infections are also called STDs, or sexually transmitted diseases.

-- **Survey** ------

What percent of STIs do you think happen to young people?

*(Allow several students to guess the answer. Ask other students to raise their hands if they agree with the guess. Advance the slide to show the answer.)*

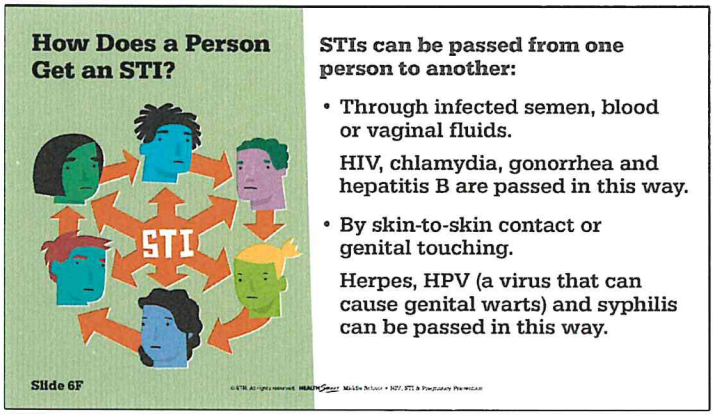
-- **State** ------

About half, or 50%, of new cases of STIs occur in young people ages 15 to 24.

-- **Demonstrate** ------

*(Have students number off from 1 to 4. Then have all the 1s and 2s stand.)*

This represents the 50% or half of STIs that happen to young people. But nobody in this class has to get an STI, because you're going to be learning how to prevent them.



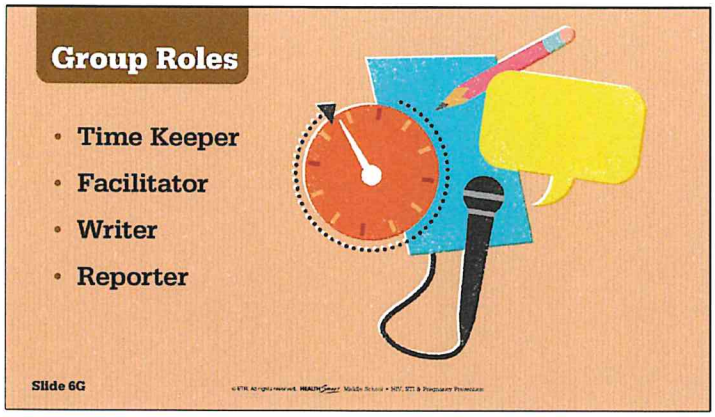

**TEACH ABOUT STI TRANSMISSION**

-- **Show Slide 6F ------**

STIs can be passed from one person to another:

- Through infected semen, blood or vaginal fluids. HIV, chlamydia, gonorrhea and hepatitis B are passed in this way.
- By skin-to-skin contact or genital touching. Herpes, HPV (a virus that can cause genital warts) and syphilis can be passed in this way.

*(Further explain and clarify transmission methods if students have questions or are confused.)*




**SMALL GROUPS TEST THEIR KNOWLEDGE**

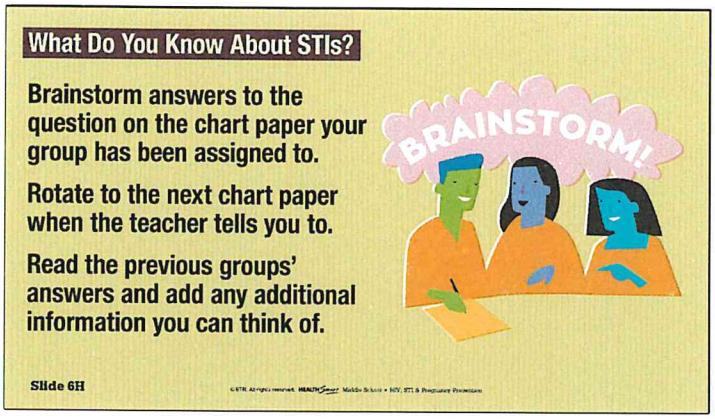
-- **Show Slide 6G ------**

You'll be working in groups to see how much you already know about STIs.

*(Put students into 6 small groups and assign each group to one of the chart paper stations.)*

*(Distribute the* **Group Roles Cards***, and assign up to 4 students in each group the following jobs:)*

- ***Time Keeper:*** Keeps track of time and makes sure everyone stays focused.
- ***Writer:*** Writes the group member responses on the chart paper.
- ***Facilitator:*** Leads discussion and makes sure everyone in the group participates.
- ***Reporter:*** Reports the group answers to the class.




-- **Show Slide 6H** ------

Look at the question written on the chart paper your group has been assigned to, and brainstorm answers. You can use what you might already know or take your best guess. The group writers will record your group's ideas

You'll rotate when I tell you to. Each time you move to a new question, read the previous groups' answers and add any additional information you can think of.

Each group will have a chance to brainstorm answers for all of these questions.

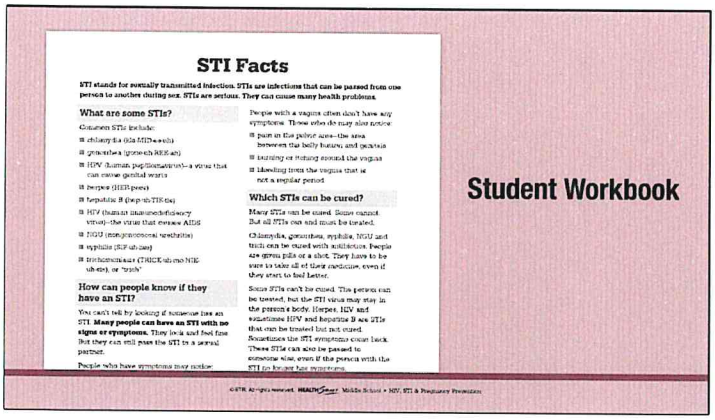
-- **Complete** ------

*(Direct groups to begin brainstorming answers to the question on their assigned chart paper.)*

*(When groups have listed at least 1 answer to the question [allow about 1 minute], direct the groups to rotate to the next piece of chart paper. Remind them to read the question and the answer[s] from the previous group, and add any additional answers they can think of for that question.)*

*(Be sure groups do not rotate until you direct them to. You may want to use a signal such as a hand clap or ringing a bell to let the groups know when it's time to switch. It's important to keep the groups moving every 1–2 minutes.)*

*(Have groups continue to rotate until they have written on all 6 pieces of chart paper and are back at their original stations. Then have students return to their seats.)*



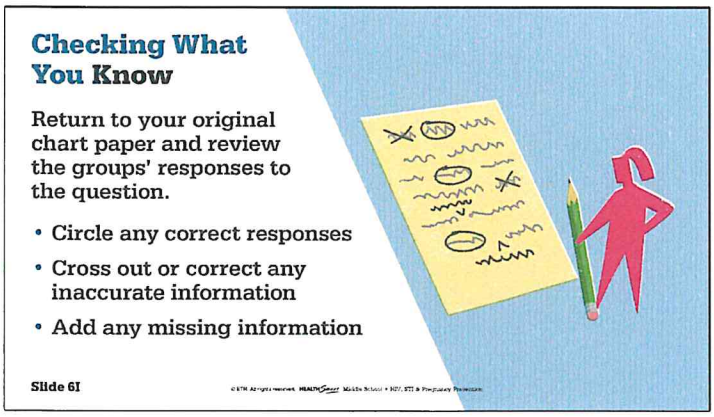

**SMALL GROUPS REVIEW FACTS ABOUT STI**

-- **Read ------**

Now let's read some facts about STI.

*(Direct students to turn to* **STI Facts** *on page 25 of the* Student Workbook.*)*

*(Call on volunteers to read the information aloud while all students follow along. Stop after each section to summarize key points.)*




**-- Show Slide 6I ------**

*(When the reading is finished, ask students to return to their small groups and go back to their original chart paper stations.)*

Now you're going to use what you've learned to review and make sure the class responses to the question on the chart paper are correct.

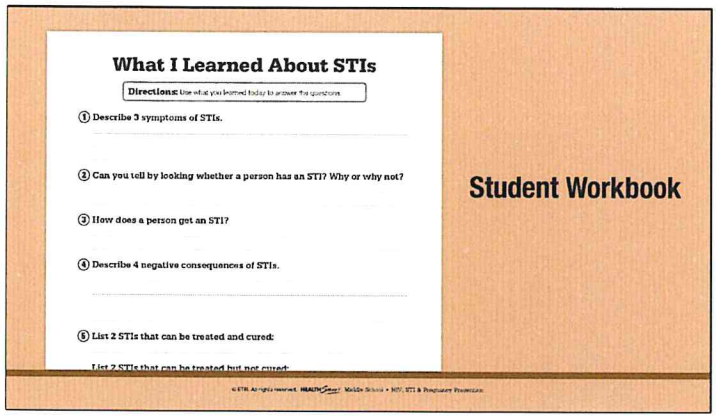
**-- Review & Share ------**

*(Direct students to go through the responses written on the chart paper. Have them:*

- *Circle correct responses.*
- *Cross out or correct any inaccurate responses.*
- *Add any missing information.*

*(When groups have finished reviewing, have the reporter from each group summarize the information on their chart paper for the class. Clarify key points and correct any misinformation, as needed. Be sure the following information is discussed:*

- *Common STIs include chlamydia, gonorrhea, syphilis, genital warts (HPV), herpes, hepatitis B, HIV, NGU and trichomoniasis.*
- *Common symptoms include burning or pain when urinating (peeing), itching, swelling, flu-like feelings, and sores, bumps or blisters on or near the sex organs. It's also very likely for a person to have an STI without any symptoms and to pass that STI to a partner.*
- *Untreated STIs can lead to other illnesses, make people unable to have children, damage other parts of the body, and be very uncomfortable.*
- *Other consequences include having to tell partner(s), losing trust in a relationship, worry and regrets.*
- *Some STIs can't be cured. They stay in the person's body even after treatment.*
- *The surest way to avoid STIs is to be abstinent, which means not doing any sexual activity that can result in pregnancy or an STI.)*




**STUDENTS DEMONSTRATE LEARNING**

-- **Complete & Share** ------

*(Direct students to turn to* **What I Learned About STIs** *on page 27 of the* Student Workbook *and have them complete the activity sheet individually.)*

**END THE LESSON**

-- **Close** ------

Pretend you have a friend who says: "STIs aren't a big deal. If you have symptoms, you just go see a doctor and get some medicine."

What would you say to convince your friend that STIs are serious?

*(Allow as many students as possible to respond to the question. Try to elicit the main points learned in the lesson:*

- *People with an STI don't always have symptoms.*
- *Some STIs can't be cured.*
- *A person with an STI can give it to a sexual partner.*
- *STIs can have serious physical, social and emotional consequences.)*

-- **Assess** ------

*(Collect students'* **What I Learned About STIs** *activity sheets and evaluate their work for this lesson.)*

# Group Roles
## Cards

**Directions:** Copy and cut apart the cards. Make a set for each small group.

| | |
|---|---|
| **Time Keeper**<br>Keeps track of time and makes sure everyone stays focused. | **Writer**<br>Writes down the group member responses. |
| **Facilitator**<br>Leads discussion and makes sure everyone in the group participates. | **Reporter**<br>Reports the group answers to the class. |
| **Time Keeper**<br>Keeps track of time and makes sure everyone stays focused. | **Writer**<br>Writes down the group member responses. |
| **Facilitator**<br>Leads discussion and makes sure everyone in the group participates. | **Reporter**<br>Reports the group answers to the class. |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# What I Learned About STIs

**Directions:** Use what you learned today to answer the questions.

**1 Describe 3 symptoms of STIs.**

itching, burning or pain during urination, swelling, flu-like symptoms, sores, bumps or blisters on or near sex organs

**2 Can you tell by looking whether a person has an STI? Why or why not?**

no, because sometimes people with an STI have no symptoms

**3 How does a person get an STI?**

through infected semen, blood, vaginal fluids; skin-to-skin contact or genital touching

**4 Describe 4 negative consequences of STIs.**

uncomfortable or painful symptoms, embarrassment at having to tell partners, worry, regrets, losing trust in the relationship, partner(s) must also be treated, damage to other parts of the body (liver, reproductive organs), loss of ability to have children, cancer, skin diseases, blindness, brain damage, heart disease, death; for STDs that can't be cured, have to tell other partners about it for the rest of their lives

**5 List 2 STIs that can be treated and cured:**

chlamydia, gonorrhea, syphilis, NGU, trichomoniasis

**List 2 STIs that can be treated but not cured:**

herpes, HPV, HIV, hepatitis B

**6 What is the safest, surest way to avoid STIs and why?**

sexual abstinence, because if a person does not have sex, they won't come into contact with body fluids that transmit STIs

**Self-Check**

- ☐ I described 3 signs or symptoms of STIs.
- ☐ I explained why you can or cannot tell by looking whether a person has an STI.
- ☐ I explained how a person gets an STI.
- ☐ I described 4 negative consequences of STIs.
- ☐ I listed 2 STIs that can be treated and cured.
- ☐ I listed 2 STIs that can be treated but not cured.
- ☐ I explained the safest, surest way to avoid STIs and why.

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# What I Learned About STIs

**Directions:** Use what you learned today to answer the questions.

**1** **Describe 3 symptoms of STIs.**

**2** **Can you tell by looking whether a person has an STI? Why or why not?**

**3** **How does a person get an STI?**

**4** **Describe 4 negative consequences of STIs.**

**5** **List 2 STIs that can be treated and cured:**

**List 2 STIs that can be treated but not cured:**

**6** **What is the safest, surest way to avoid STIs and why?**

### Self-Check

- ☐ I described 3 signs or symptoms of STIs.
- ☐ I explained why you can or cannot tell by looking whether a person has an STI.
- ☐ I explained how a person gets an STI.
- ☐ I described 4 negative consequences of STIs.
- ☐ I listed 2 STIs that can be treated and cured.
- ☐ I listed 2 STIs that can be treated but not cured.
- ☐ I explained the safest, surest way to avoid STIs and why.

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