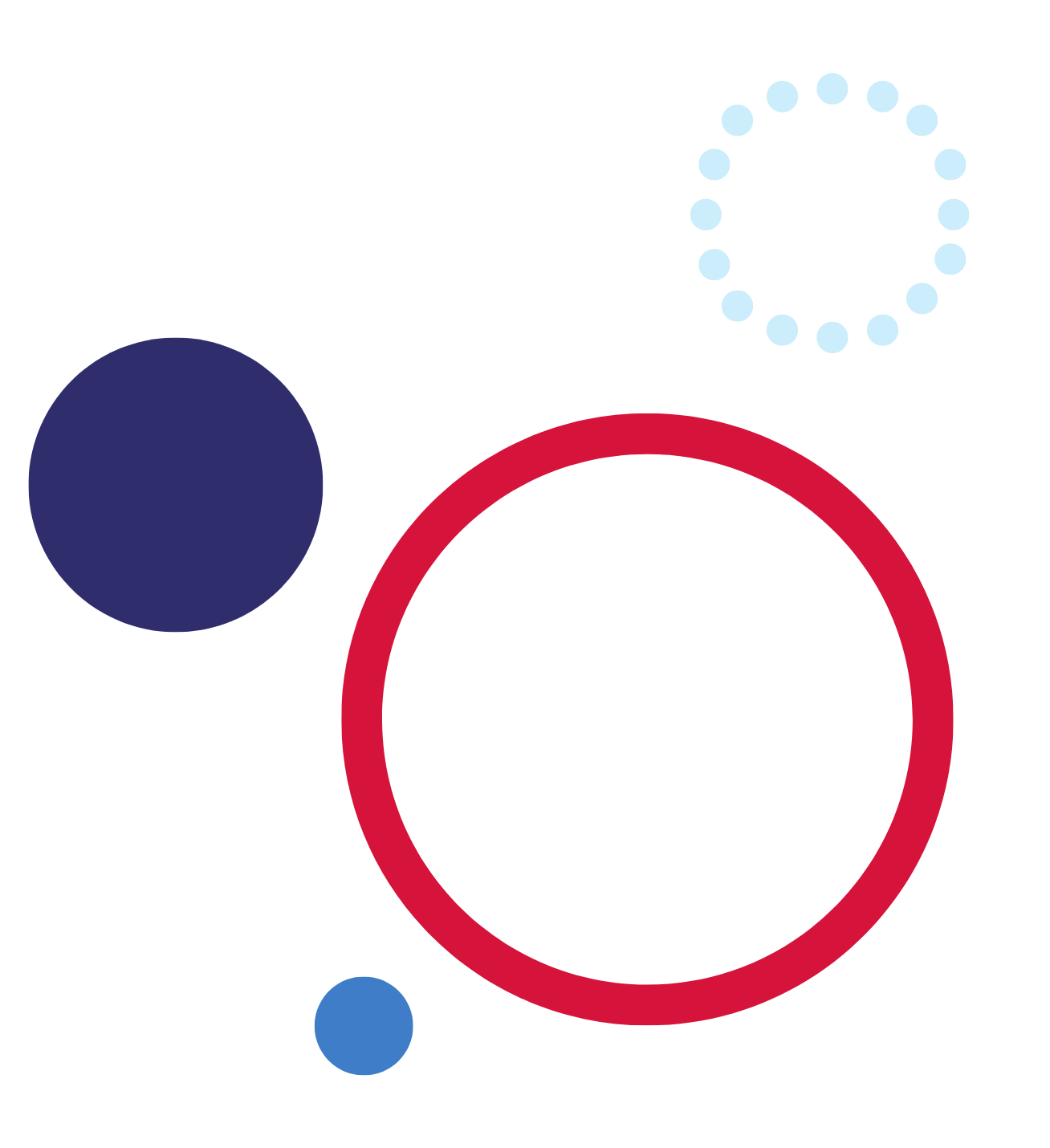
PDHPE Stage 4

# Speed dating – STIs

This activity is based on the concept of “speed dating”. Student’s research STIs and BBVs, and share what they know with others.

**Duration**: 20-30 minutes



## Educative purpose

Big idea - Why is this learning important, e.g. evidence, research, student need)?

Young people are disproportionately affected by STIs. This is not solely due to sexual behaviour. If left untreated, STIs can cause serious and painful health problems, such as pelvic inflammatory disease in women, which can result in infertility. Among men, there is also some evidence that untreated STIs can lead to infertility. Early detection and treatment are crucial if we want to reduce infection rates.

Young people’s knowledge about STIs and BBVs has been found to be lacking when questioned through the [National survey of secondary students and sexual health 2018](https://www.latrobe.edu.au/__data/assets/pdf_file/0004/1031899/National-Survey-of-Secondary-Students-and-Sexual-Health-2018.pdf). Key findings from the survey demonstrate that there continues to be room to improve young peoples’ sexual health knowledge; that students are largely engaging in responsible behaviours, though there is room to increase risk reduction practices; and that students are accessing a diverse array of educational sources to learn about BBVs and STIs, though more could be done to improve programs both in and out of schools.

Reducing stigma and normalising STIs, prevention and protection against STIs, treatment and testing are crucial to protect the sexual health of young people and the broader community.

Syllabus learning context – Personal identity, Sexuality and sexual health

## PDHPE skills focus

Table 1 – Skill domain and evidence of learning

|  |  |
| --- | --- |
| Skill domain and skills | Evidence of learning – what do we want students to be able to do? |
| Interpersonal skills   * Communication (verbal and nonverbal communication, listening, eg active) | * Communicate clearly with others * Actively listen to others * Listen without interruption |

## Syllabus content

### Outcomes

* **PD4-7** investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities

All outcomes referred to in this unit come from the [PDHPE K-10 syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018). © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2018.

### Content

Table 2 – Key inquiry questions and syllabus content

|  |  |
| --- | --- |
| Key inquiry question | Relevant syllabus content |
| How can I effectively manage my own and support others’ health, safety, wellbeing and participation in physical activity? | * propose and develop protective strategies to effectively manage their own personal health, safety and wellbeing (ACPPS073) * identify and plan preventive health practices and behaviours that assist in protection against disease, eg blood-borne viruses, sexually transmissible infections S I |

### Assumed knowledge and understanding

This learning activity sequence assumes that students have some understanding of:

* What is an infection?
* Infections can be transferred from one person to another.
* Infections can be treated, and transmission reduced or prevented.

## Learning intentions and success criteria

Table 3 – Learning intentions and success criteria

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Recognise the impact of protective behaviours on themselves and others. | * understand the issues associated with STIS and BBVS * identify ways to prevent STIS and BBVS |

## Teaching notes

### Considerations when selecting activities

* Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context.
* Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care.
* Apply professional judgements to all strategies, teaching and learning approaches and resources including audiovisual materials (e.g. videos, media clips and YouTube), interactive web-based content (e.g. games, quizzes and websites) and texts.
* Seek endorsement by the school principal before use of materials in NSW government schools.
* Select the activities most suitable for your students.
* Individual students within the group have differing needs and backgrounds. Modify or extend some aspects of suggested activities accordingly.
* Consider and tailor lessons to cater for differing cultural perceptions of what should be taught at a certain age.
* Undertake a comprehensive step by step process to assess any physical or psychological risks associated with an activity before following using a variety of teaching strategies.
* Enable students to withdraw if they find issues personally confronting.
* Recognise that some students may find it difficult to contribute to class discussions and may say little in group activities. Don’t assume they are not engaged in the activities but rather provide all students with the opportunity to contribute in less public ways.
* Use the [resource review flowchart](https://nswpdhpecurriculum.coassemble.com/enter/b6fNd0S) to decide about the suitability of teaching and learning resources.

### Communication with parents and caregivers

Some aspects of PDHPE may be viewed as sensitive or controversial, such as learning about abuse, child protection, drugs, respectful relationships, sexual health, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the PDHPE program, so that parents and caregivers have time to exercise their rights of withdrawing their child from a particular session. In this regard, a parents or caregiver’s wish must be respected.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. Where parents and caregivers indicate they wish to withdraw their child from a program it is useful to negotiate which parts of the PDHPE program they are concerned about. [Sample information letters](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/pdhpe-syllabus-implementation/pdhpe-communication#Sample1) are available on the PDHPE curriculum website.

### Creating a safe and supportive learning environment

There are a number of strategies that can be used to create a supportive learning environment which enables students to feel safe to learn and ask questions. They include:

* making students aware at the beginning of PDHPE lessons that disclosing personal information that indicates they may be at risk of harm will be reported to the school principal in all instances. This includes personal disclosures related to instances of abuse, drug use, neglect or sexual activity under the legal age of consent.
* being aware that some parts of PDHPE can be confronting and sensitive for some students.
* enabling students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise as a result of a student making a public disclosure in the classroom.

It is recommended that staff use a question box to allow for students to ask difficult questions anonymously through the unit. The question box provides staff with information on student prior and post knowledge by assessing the questions which arise through the question box. Students should be provided with a piece of paper at the beginning of each lesson which they can write their question on and submit. All students should submit a piece of paper, even if it is blank to ensure anonymity.

More information on creating a [safe and supportive learning environment](https://education.nsw.gov.au/teaching-and-learning/curriculum/pdhpe/pdhpe-syllabus-implementation/learning-environment) can be found on the PDHPE curriculum website.

## Learning experiences

**Teacher note:** Introduce the learning and develop a supportive environment within your classroom. As a class, brainstorm some clear expectations which will be in place during the unit. For example, always support each other, respect other’s cultural traditions, beliefs, values and languages, everyone has the right not to offer an opinion.

### Activity

1. Introduce the content of the lesson. Use an activity like [alphabet soup](https://pro.playsafe.health.nsw.gov.au/games/alphabet-soup/) to engage students on sexual health concepts. This will open discussions about aspects of safe relationships, condom use, consent and protective behaviour.
2. Divide the class into groups of 8. Each student is allocated one of the following STIs/BBVs: chlamydia, gonorrhoea, hepatitis B, syphilis, herpes simplex virus, human papilloma virus (HPV), HIV and hepatitis C.
3. Use the [STI fact sheets](https://stipu.nsw.gov.au/resources/patient-resources/) from the NSW STI programs unit to create a summary of the STI or BBV according to:
4. What is it? BBV or STI or both?
5. Are there any signs or symptoms?
6. How is it passed from one person to another??
7. How can it affect an individual - short-term and long-term?
8. Is there any treatment?
9. How can it be prevented?
10. Students form two circles, one inside the other with the students facing each other.
11. Each student discusses their STI or BBVs with the student facing them.
12. After a set time, the students on the inside stay where they are while the outside circle moves clock-wise to the next student. Repeat until all STI and BBVs have been covered.
13. Conclude this activity with the following questions:
14. Did your knowledge about STIs and BBVs improve?
15. What is the difference between a BBV and an STI?
16. Do all STIs or BBVs have symptoms?
17. What behaviours and health practices will minimise the risk of contracting STIs?
18. What behaviours and health practices will minimise the risk of contracting a BBVs?