

Sub-Task #7 Don't Be Clueless: STD Mystery Bag

Materials

Story of HIV and AIDS and worksheet from Sub-Task #6 – Homework Assignment
Collect the following objects or photocopy the list below to use instead.

The activity is more interesting and fun if you can find as many of these objects as possible:

- numbered paper bags
- toilet paper roll (almost empty)
- candle or light bulb or flashlight
- empty beer can
- toy stethoscope
- can of contraceptive foam
- pair of small hugging bears
- chocolate candy kiss or wax lips
- bar of soap
- toy needle/syringe
- a packaged and unpackaged condom
- toy telephone, cassette tape or letter in an envelope

Refer to Reference Sheet for Teachers for “Don't Be Clueless – STD Mystery Bag” and STD fact Sheets (Teacher Use Only)

Description

Through a guided discussion and an active participation exercise, students demonstrate an understanding of the symptoms, methods of transmission, prevention and high-risk behaviours related to common STDs, HIV and AIDS.

Expectation Code	Learning Expectation
8p10	Identify symptoms, methods of transmission, prevention and high-risk behaviours related to common STDs, HIV and AIDS

Assessment Opportunities: Suggestions for Assessing Expectations

- **Formative Assessment: Pencil and Paper Task:** Using items found in the STD Mystery Bag have students explain in writing how each item relates to the symptoms, methods of transmission, prevention and high-risk behaviours related to common STDs, HIV and AIDS. Follow a format similar to Appendix U.

Teaching/Learning Strategies

1. The Story of HIV and AIDS

- Review Appendix S, the Story of HIV and AIDS. Discuss/take up as a group the worksheet (see Appendix T). This was assigned as homework from Sub-Task #6.

2. Don't Be Clueless: STD Mystery Bag

- This activity reviews STDs and encourages students to take control in preventing STDs. Pass around the numbered bags containing one item each, and ask students to guess what is in each bag by inserting their hand into the bag (without peeking). They record their guesses. If you are

using the cards, pass out cards to students in small groups, and omit the “guessing game” portion of the exercise. Be sensitive to the cultural background and modesty level of the students in the class. Reveal each item. Give a prize to the student(s) having the most correct guesses. Divide students into small groups and pass out two or three items to each group. Groups discuss what each item suggests about STDs or preventing STDs. What other items could be included to help people understand how STDs can be prevented? Small groups report back to the large group and discuss.

Notes to Teacher

Ontario Catholic School Graduate Expectations

- CGE 3 A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- CGE 3d Makes decisions in light of gospel values with an informed moral conscience.
- CGE 6 A caring family member who attends to family, school, parish and the wider community.
- CGE 6b Recognizes human intimacy and sexuality as God-given gifts, to be used as the Creator intended.
- CGE 7 A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.
- CGE 7a Acts morally and legally as a person formed in Catholic traditions.

Fully Alive

Theme 3, **Created Sexual: Male and Female**, Topic 4, The Gift of Fertility, students will consider two issues related to fertility and sexuality transmitted diseases. **AIDS: A Catholic Educational Approach to HIV Ontario Catholic Schools** 2nd edition. Lessons 26, 27, 28 deal with basic information, transmission and prevention at the Grade 8 level.

Appendices

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| Unit 4 Appendix S | The Story of HIV and AIDS – Handout (3 pages) |
| Unit 4 Appendix T | The Story of HIV and AIDS – Worksheet |
| Unit 4 Appendix U | Teacher Reference for Don't Be Clueless: STD Mystery Bag – Reference Sheet |