



<b>Activity:</b> HPV and attitudes towards sexual health	
<b>Connection to APP material:</b> HPV vaccination - Safer sex/Onioni haumarū ake	<b>Time:</b> 50 minutes
<p><b>Learning intentions:</b> Examine further ways in which we can take care of our sexual health and well-being.</p> <p><b>Ākongā will:</b> Learn about more ways to prevent STIs and the key facts about cervical screening. Have the opportunity to think critically about attitudes to sexual health.</p>	<p><b>Underlying Concepts:</b> Knowledge about safer sex practices and skills for accessing health care Knowledge about the body and how to enhance physical and sexual health</p> <p><b>Key Competency:</b> Thinking Relating to others</p>
<p><b>Quotes from rangatahi/young people:</b></p> <p>“How to identify STIs / How do I know if I have an STI/ How do I know what STI I have?”</p> <p>“Information about STIs. What is the treatment like/where to get tested”</p> <p>“Sexual Health and who to talk to about facts etc.”</p>	
<p><b>Background information for educator:</b></p> <p>[Please see Part 1 lesson for explanation of HPV and vaccination.]</p> <p>This lesson aims to cover the basics of cervical screening, as well as the broader context of taking care of your sexual health, including STI screening. (Note: owing to the ongoing changes to the cervical screening programme, we have kept this section brief.)</p> <p>Whilst HPV isn’t screened for during routine STI testing (though visible genital warts may be diagnosed by a clinician during a check-up), we have still decided to include it in this lesson plan. This is because STI testing is an excellent way to diagnose (and therefore treat/manage) other STIs. Discussion of STI testing also provides a space for rangatahi to think critically about sexual health stigma, attitudes towards STIs in general and the impact of this.</p> <p>For more information about HPV, vaccination and more, visit: <a href="http://hpv.org.nz">hpv.org.nz</a></p>	
<p><b>Resources:</b> Powerpoint and a screen or projector to display it. Pieces of A3 paper: enough for one for each group. Whiteboard and markers. Students need one laptop per group of 4-6.</p>	

(Ideally, explanation/demonstration of barrier methods including correct condom use, using either a video resource or condoms & condom demonstrator should be included if not covered in the previous HPV or another RSE lesson.)

### **Introduction**

**5 min:** Ask students for a quick-fire reminder of what was covered in the previous lesson (what HPV is, the way it can affect the body, the HPV vaccination and barrier methods.)

**2 min:** Remind the group of the safety guidelines, including where they can go if they need more information about STIs or sexual health (e.g. school nurse or local services).

**2 min:** Introduce the learning intentions and explain how these are going to be achieved.

### **Development**

**5 min:** Ask ākonga to think/pair/share again: have they heard about something called cervical screening? What do they think it could be (based on what they've learnt so far about HPV)? Then, explain the key information included in the slides.

**5-10 min:** Explain to ākonga, so cervical screening aims to pick up abnormal cells in the cervix before they become a problem. If you have a cervix, going along to these check-ups when you're at the age where you need to is a great way to care for your health.

Another brilliant way to look after your sexual health is to get tested for STIs if you're sexually active. Explain that you're going to watch a video, and while they're watching you'd like students to write down on their whiteboard any myths around STIs and testing that they hear in the video.

Video link: <https://www.youtube.com/watch?v=8ikd8KoMcLo>

Myths include:

- You can't get an STI from oral sex so you don't need to use a condom
- STIs always have symptoms
- Getting an STI test is painful.

**10 min:**

- The next activity is a continuum activity. Explain to ākonga where the continuum will run. Explain that one end is "Agree" and one end is "Disagree". Kaiako reads a statement and after each statement they get a minute to discuss their position with the person next to them. When they have claimed their position on the continuum, kaiako should facilitate group discussions. The statements are:
  - Most people talk about STIs and sexual health openly.
  - Embarrassment can stop people from taking care of their health.
  - All cultures in all societies have always viewed sex, sexuality and sexual health as shameful (an opportunity to explore/acknowledge that sex = shameful is a colonial concept).

Throughout this discussion, encourage ākonga to think about the impact of these attitudes and why this matters.

**10 min: Activity - how can we de-stigmatise STIs and sexual health?**

Ask students to work in groups to think about how we can de-stigmatise sexual health. Invite them to write down or draw a small message (this could be a mini poster, small 'Instagram post'-type design or a slogan for a campaign) that they would like to share with others. Prompt them to think of what message other people should know that might help shift (or affirm) their mindset around sexual health. This could form part of a display on this topic.

**5 min: Anonymous question and feedback box**

Give each ākonga a slip of paper and ask them to write:

1. One thing they learnt today or one thing they found interesting.
2. Any remaining questions they have on this topic.