

Using the Internet to Research STI (Group Assignment)

Introduction

This lesson will ask students to work in small groups to conduct research into sexual health infections using the Internet.

Grade Level

Grades 7-9

Learning Outcomes

Students will be able to:

1. Identify various sexually transmitted infections and describe their impact on health and reproduction;
2. Present that information in an effective manner through a student project.

Prerequisites/Prior Learning

Determine if students have already received instruction on conducting research on the Internet. Also determine if the school computers can access sexual health web sites.

Materials

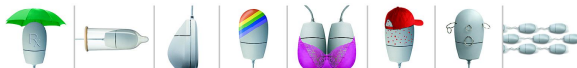
- chalkboard or white board
- PCs with access to the Internet in the classroom, students' homes, or a library
- Printed pages from the [Safe Passage](#) section of the www.media-awareness.ca web site, including the pages on [web sites](#), and [Are You Aware? – Web Sites](#), [Effective OnLine Searching](#), and [Authenticating Online Information](#).

Time Required

One class period

Lesson Procedure (With Suggested Discussion Points/Content)

<ol style="list-style-type: none">1. Introduce the purpose of the lesson.2. Divide the class into small groups for the project work. Try to form groups that will have the different skills sets noted in the assignment sheet below.3. Review the pages from the www.mediaawareness.ca web site on effective and safe searching of the Internet. Ensure that all students are aware of that information.4. Review the worksheet presenting questions that need to be answered in the group assignment. Ensure that all students are aware of the expected content as well as the process whereby each member of the group will be responsible for part of the work.5. Review the evaluation rubrics that will be used to assess the student projects. (You will likely need to adapt the rubrics to suit your class.)6. Establish a project schedule for the groups that includes weekly updates on progress.7. Hear the group presentations to the class and then	
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conclude with a review exercise as suggested under the follow up section below.	
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Closure

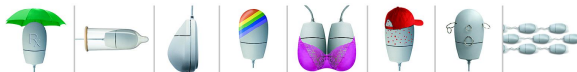
Advise students to seek the advice from parents and guardians and trusted health professionals on sexual health matters, particularly when they have personal questions. Pass around blank sheets of paper and ask students to write down a question or comment for the question box. (If they do not have a question or comment, ask them to simply write down a brief sentence on what they learned so that everyone hands in a sheet of paper with some writing on it.)

Follow-up/Enrichment

Ask students to take the quiz on [Assess your STI/HIV/AIDS Risk Quiz](#) or [Sexually Transmitted Infection \(STI\) Quiz](#) as a homework assignment or use the questions as a class test after the presentations.

Assessment/Evaluation Criteria/Tools

Ask the students to complete the [Individual/Group Participation Sheet](#) and keep it in their [Student Health Journal](#). As the teacher, you should take notes on the participation of students and record them in your [Student Evaluation Tracker](#).



Using the Internet to Research STI Worksheet

You will be working on a group project (3-4 in a group). Each group member should be assigned a job. The following is a list of jobs necessary to complete the assignment. Although one person is responsible for each of the jobs, they will still have to involve the other students by consulting on drafts etc.

Research person - gather information on the STI and narrow the information down to what is specifically related to the assignment.

Computer person - person familiar and comfortable on working with computers.

Creative/Idea person - person responsible for creating a presentation, responsible for art work, pictures, brochures, etc.

Presenter - may involve the entire group, actual presentation to the class, make sure all parts are included, time limit 10-15 minutes.

Your group will be assigned a specific STD/STI. You will be given two days in the library to research information on the internet, a host list will be provided, and books will be pulled out by the librarian.

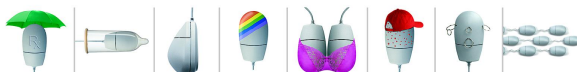
After you gather the information your group must create and present the information to the class. You must provide a copy of the information to the class in either a flyer or brochure format (other ideas may be approved by the teacher).

Your presentation must involve everyone in the group and must include a **visual** aide (poster, pictures, drawings, power point, etc.) that must be approved by the teacher. Your presentation may include a summary of information, review, game, or any method approved by the teacher. The presentation must be a minimum of ten minutes to a maximum of fifteen (other times may be approved in advance).

You must provide information on whether the disease is a bacteria or a virus, signs and symptoms, types of transmission and any treatment or cure. If there is a target age for the disease it should be provided and any appropriate and approved pictures may be provided. Information on the number of people acquiring the disease, percentages or any facts indicating how communicable the disease is in Canada or other parts of the world. This will help provide information regarding the dangers of promiscuous or unsafe behaviors. Remember to list all your sources.

Your group's work can be presented in a variety of ways. See these Evaluation Rubrics on the different presentation options and how they can be evaluated:

- [Student Display](#)
- [Student Web Pages](#)
- [Student Poster](#)
- [Student Brochure](#)



Questions to be Answered in this Assignment

Make sure the following questions can be answered on your display, web page, flyer or brochure:

1. Did your group verify if the sexually transmitted infection is a virus or bacteria?
2. Did your group summarize the signs and symptoms of this particular sexually transmitted infection?
3. Did your group illustrate the dangers of acquiring this particular sexually transmitted infection?
4. Did your group provide statistics or records indicating the number of people acquiring this particular sexually transmitted infection?
5. Did your group justify the information provided through a list of sources?
6. Did your group make recommendations to help reduce the chance of acquiring that particular sexually transmitted infection?

Make sure the following questions can be answered in your presentation:

1. Did your group design a creative presentation communicating the importance of preventing the transmission of sexually transmitted infections?
2. Did your group provide any recall or review on the information provided?
3. Did each group member clearly illustrate the information provided to the class?

