Enduring Understanding:

STDs are common among sexually active people and can be prevented.

Essential Questions:

1. What are some common STDs?
2. How are STDs transmitted?
3. How can a person reduce or eliminate their risk of transmitting STDs?

Assessments:

1. Answers on L27.2. STD Review
2. Contributions during L27.3. STD Risk Continuum
3. Participation in activity, STD Prevention Strategies Brainstorm

Note to Facilitator

The terms “STD” and “STI” (sexually transmitted infections) can be used interchangeably. STI is sometimes preferred because “infection” has less stigma attached to it than “disease.” However, “STD” is used throughout this manual.
Overview, Materials and Preparation:

- **Introduction**
  - No materials or preparation required

- **Activity, Typical Responses to the Term “STD” (described in lesson)**
  - 3x5 cards, one per participant

- **Activity, STD Brainstorm (described in lesson)**
  - No materials or preparation required

- **Activity, STD Information Stations (described in lesson)**

  - **L27.2. STD Review**
  - Completed STD homework from Teen Council Resource Notebook
  - Brochures and information for each STD
  - Prepare by making one copy of L27.2. STD Review for each participant and setting up 10 STD information stations, with one station for each of the following STDs: bacterial vaginosis, chlamydia, gonorrhea, herpes, hepatitis, HPV, lice, scabies, syphilis, and trichomoniasis; and gathering brochures from health centers or fact sheets from reputable sources, such as the Centers for Disease Control and Prevention

- **Mini lecture and discussion, STDs Transmission (described in lesson)**
  - Large female and male reproductive system diagrams
  - Prepare by organizing a mini lecture on STDs

- **Activity, L27.3. Risk Continuum**
  - Materials and/or preparation required. Refer to activity

- **Activity, Prevention Strategies Brainstorm (described in lesson)**
  - No materials or preparation required

- **Closing Activity, Barriers and Solutions (described in lesson)**
  - No materials or preparation required

- **Alternate activity, L27.6. STD Pageant**
  - Materials and/or preparation required. Refer to activity

- **Alternate activity, L27.7. Role Play Scenarios About STDs**
  - Materials and/or preparation required. Refer to activity
Learning Experiences and Instruction:

Introduction (1 minute)

Explain that this lesson will introduce participants to some common STDs. Share the lesson’s Essential Questions.

Activity, Typical Responses to the Term “STD” (8 minutes)

Distribute 3x5 cards to participants and invite them to write the first three words that they think would come to their peers’ minds when they hear the term STD. Invite participants to share those words with the large group.

Facilitate a brief discussion by asking the following questions:

- What do you notice about those words?
- What do they tell us about how people feel about STDs?
- How might those feelings affect people’s ability to get information, testing and treatment of STDs?
- Given such feelings, what is a Teen Council member’s role when teaching about STDs?

Clarify that the phrases “sexually transmitted infection (STI),” “reproductive tract infection (RTI),” and “sexually transmitted disease (STD)” are synonyms and that the term “STD” will be used throughout all lessons.

Activity, STD Brainstorm (5 minutes)

Ask participants to brainstorm a list of STDs and record their responses on the board. Ask them to identify the three types of STDs (Answer: Bacteria, virus, and parasite) and the primary difference between the types (Answer: STDs caused by bacteria and parasites are curable; viral STDs are treatable but not curable).

Activity, STD Information Stations (30 minutes)

As a group, review the answers to the STD homework from the Teen Council Resource Notebooks that participants completed beforehand. Introduce the 10 STD Information Stations and explain that participants will move in pairs from station to station, completing worksheet L27.2. STD Review. Divide the group into pairs, distribute copies of the worksheet to each participant, and invite the pairs to select a station and
begin. After three minutes, have pairs rotate to a new station and continue rotating until all groups have visited each station.

Ask volunteers to share what they have learned by reading the information from one column of their worksheet aloud until all columns have been read.

**Mini Lecture and Discussion, STDs Transmission (10 minutes)**

Present an overview of the transmission of STDs. Be sure to include the following information, check for understanding frequently, and answer all questions as they are raised.

- Draw and/or describe the types of skin on the genitals, differentiating between the skin that covers most of our bodies and the mucous membrane that covers the inside of the mouth, eyes, nose, and the penis, vagina, and anus.

- Healthy, intact skin cannot be penetrated by the bacteria and viruses that cause STDs but mucous membrane is vulnerable. Use the analogies of a solid door for healthy, intact skin—which is impossible to penetrate; a screen door for mucous membranes—which is permeable for bacteria and/or viruses to pass through; and an open door for a cut or opening in the mucous membrane—which allows bacteria and/or viruses to enter.

- STDs are passed when a bacteria or virus from one person’s body comes in contact with another person’s mucous membrane. Use reproductive anatomy diagrams as tools to reinforce these concepts and as reference guides when answering questions.

- Bacteria and viruses can live in body fluids such as blood, semen, and vaginal secretions or as sores (as in the case of herpes or invisible viral shedding, which is frequently the case with HPV).

- HIV and hepatitis can also be spread by needle sharing. Hepatitis A can be transmitted through oral-fecal contact as well.

- Scabies and pubic lice can spread by sharing towels or bedding, or from close body contact.

- Different sexual behaviors pose varying levels of risk.

**Activity, Risk Continuum (15 minutes)**

This activity teaches participants the relative risk of STD transmission. (See L27.3. Risk Continuum, L27.4. Risk Cards, and L27.5. Risk Continuum Behavior Cards)
Activity, Prevention Strategies Brainstorm (10 minutes)

Invite participants to brainstorm a list of all the strategies they can imagine that could eliminate or reduce one’s risk of giving or getting an STD. Record and post all ideas. Ask the group what a person can do if she thinks she may have an STD or knows she is at risk for contracting one. Discuss where she might go to get testing and treatment.

Closing Activity, Barriers and Solutions (10 minutes)

Ask participants to turn to the person next to them and, as a pair, identify one barrier a teen might experience while accessing STD testing and treatment, as well as one possible solution to that barrier. Invite pairs to share their ideas with the whole group one at a time and record all ideas on the board.

Alternate Activity, STD Pageant (45 minutes)

This activity can be used as an alternative to the activity STD Information Stations (described above) or in a follow-up lesson on STDs.
This activity teaches participants the basic facts about the most common STDs. (See L27.6. STD Pageant and L27.2. STD Review)

Alternate Activity, Role Play Scenarios About STDs (30 minutes)

This activity can be used in a follow-up lesson on STDs or, time allowing, for this lesson. In this activity, participants practice respectfully and non-judgmentally providing information to a peer about the transmission, testing, and treatment of STDs. (See L27.7. Role Play Scenarios About STDs [activity] and L27.8. Role Play Scenarios About STDs [materials])
## Infection Bacteria or virus? Curable or not? 3 most important facts for teens to know about it How common is it? Rare, common, very common?

<table>
<thead>
<tr>
<th>Infection</th>
<th>Bacteria or virus?</th>
<th>Curable or not?</th>
<th>3 most important facts for teens to know about it</th>
<th>How common is it? Rare, common, very common?</th>
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<tr>
<td>Bacterial vaginosis and yeast infection</td>
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<td>Syphilis</td>
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<td>Trichomoniasis</td>
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Purpose and Goals:
• To teach participants the relative risk of STD transmission

Time: 15 minutes

Materials:
- L27.4. Risk Cards
- L27.5. Risk Continuum Behavior Cards

Preparation:
- Print L27.4. Risk Cards
- Print and cut out L27.5. Risk Continuum Behavior Cards

Instructions:
Place the cards “HIGH RISK” and “NO RISK” on the floor at either end of the room. Distribute cards from L27.5. Risk Continuum Behavior Cards to participants. Explain that they have various behaviors on them. Invite participants to consider how risky the behavior on their card is or how likely it would be for a person to contract an STD if they are participating in that behavior. Instruct participants to place their cards along the continuum you’ve created on the floor, lining them from lowest to highest risk.

After cards are placed on the continuum, invite participants to read the cards aloud. Ask participants if they would like to change the placement of any cards they think are not in the right place.

Review the behaviors and explain the reasons why each poses the level of risk that it does. Move cards as necessary.

“NO RISK”
- Abstinence from sexual activity
- Abstinence from intercourse
- Masturbation
- Holding hands
- French kiss
- Touching each other with clothes on

Touching each other while naked
- Mutual masturbation
- Finger in vagina
- Oral sex on vulva
- Oral sex on penis
- Penis-vagina sex
- Penis-anus sex
- “HIGH RISK”
Debrief by asking the following questions:

- Are you surprised by how risky any of the behaviors are?
- Do you think people consider the risk of behaviors when choosing what sexual behaviors to engage in?
- What are the main messages of this activity?
Abstinence from sexual activity

Abstinence from intercourse
Masturbation

Holding hands
French kiss

Touching each other with clothes on
Touching each other while naked

Mutual masturbation
Finger in vagina

Oral sex on vulva
Oral sex on penis

Penis-vagina sex
Penis-anus sex
Purpose and Goals:
• To teach participants the basic facts about the most common STDs
Time: 30 minutes

Materials:
- Roll of butcher paper
- Markers
- L27.2. STD Review
- Teen Council Resource Notebooks

Preparation:
- Make one copy of L27.2. STD Review for each participant.
- Cut long strips of butcher paper to be used as pageant sashes

Instructions:
Explain that each participant will be representing an STD in a pageant. Their task will be to do a short presentation for the rest of the group explaining why they are the “best” STD. Their presentation must cover the following information:

- Ways in which the STD can be transmitted
- Possible symptoms
- How common the STD is
- Whether the STD is curable or only treatable

Assign each participant an STD from the following list and invite them to make a sash with the name of their STD on it to wear during the pageant. Give them 5–10 minutes to prepare their presentations using information from their Teen Council Resource Notebooks.

- Gonorrhea
- Chlamydia
- Syphilis
• Trichomoniasis
• Herpes
• Hepatitis B
• Pubic lice
• Scabies
• Bacterial vaginosis
• Yeast

Invite participants to take turns giving their presentations to the rest of the group. Ask them to complete L27.2. STD Review as they hear the contestants’ presentations. Following the presentations, have participants vote for their favorite STD by cheering for her/him.
Purpose and Goals:
• To practice providing information to peers about the transmission, testing, and treatment of STDs in a respectful and non-judgmental manner

Time: 30 minutes

Materials:
☐ L27.8. Role Play Scenarios about STDs

Preparation:
☐ Cut L27.8. Role Play Scenarios about STDs into strips, one scenario per strip

Instructions:
Divide the group into pairs and give each one scenario from L27.8. Role Play Scenarios about STDs. Explain that they are to take turns with their partners acting out a realistic discussion that could happen between a Teen Council member and the character in the scenario. Remind them that their goal as the Teen Council member is to provide the necessary information in a non-judgmental manner.

Once they have practiced on their own, invite volunteers to perform their discussions for the whole group. Following each performance, ask the actors:

• What was it like to play the role of the character in the scenario?
• What were you most hoping for from the Teen Council member?
• How was it to play the role of Teen Council member?
• What was challenging about that role?
• How did you decide what to say?

After everyone who wants to perform has done so, ask the whole group:

• What did you hear the person in the role of Teen Council member say that was especially helpful?
• What made it so?
**L27.8. Role Play Scenarios about STDs**

**Instructions:**

Print this page and cut along dotted lines.

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A girl approaches you after class and asks if you can talk in private. Once you get to a quiet corner, she says, “I am worried I might have gotten something from my boyfriend. We were messing around and now it kind of hurts when I pee.”

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At lunch everybody is talking about the Teen Council presentation you gave in class today. One person says, “STDs are gross! I mean you would have to be so dirty to get one of those!”

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Your best friends have been dating for over a year. They come up to you after school and shyly ask, “We want to get tested for STDs, you know just to be safe, but…what are they going to do exactly?”

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A friend-of-a-friend tracked down your number because she heard you were on Teen Council. She is freaked out! She just got home from the health center and found out she has chlamydia. She is so worried because she doesn't know if it’ll really ever go away! She is panicked that she’ll never be able to have kids!