

# Sexually Transmitted Diseases

Grades 7 and 8, Lesson #5

## **Time Needed**

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One class period

## **Student Learning Objectives:**

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To be able to...

1. Recognize that teens, like adults, even after one sexual partner, may have STDs but no symptoms
2. Assertively communicate a limit or boundary to a partner.
3. Assertively ask a parent or guardian for support accessing health care.
4. Assertively communicate with a health care provider about needing STD testing.

## **Agenda:**

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1. Complete the STD Reference Sheet begun as a large group activity yesterday in Lesson 4.
2. Review key concepts.
3. Discuss who can get an STD and help students personalize the issue.
4. Explain your perspective about students' risks and their need for this lesson in the long run.
5. Write scripts for role plays.
6. Present and reinforce skits.
7. Assign homework.

**Materials Needed:**

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**Student Materials (for each student):**

- *Family Homework Exercise: STDs*
- *Sexually Transmitted Diseases Worksheet* (two per student)

## Activities

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1. Complete the STD Reference Sheet together, from Lesson 4, if you weren't able to finish it in one class period.
2. Review key concepts from yesterday's lesson:
  - **Some STDs are very serious**, even life threatening. Some can seriously damage a baby during pregnancy or birth.
  - **The viral ones are not curable.** All the others are.
  - **Most STDs can be in your body without causing symptoms** (all except lice and scabies).
  - **Condoms are very good protection against most STDs** (the ones spread by semen and vaginal fluid).
  - **Common symptoms include: sores, abdominal pain, itching, burning with urination, bumps, and unusual discharge.**

2. Discuss who can get STDs and what that might be like, using these questions to draw out the group's understanding and misperceptions:
  - ◆ How would you know if a person had one? Could you tell by looking at them or by knowing they were "nice", "clean", or "good looking"?
  - ◆ Does someone have to have had sex with a lot of people to have one? In other words, some people think only certain kinds of people get STD's. Know what I mean? What have you heard about who gets them?
  - ◆ Could people in our school have STDs? [If you can find out how many in your school district or state report on the Youth Risk Behavior Survey having had an STD, share that here. Unfortunately, in Washington State, the Healthy Youth Survey doesn't ask about STD history.]

3. Explain your perspective about your students' risk:

*I know that most of you have not had sex. Nationally, only about 7% of students say they had vaginal intercourse for the first time before they were 13 years old.<sup>1</sup> That's about 1 person in 14, so 13 out of every 14 have not. But some of you will have intercourse in the next few years. And others will have intercourse for the first time in your late teens or twenties. Maybe after you are married.*

*You will still want to know how to communicate with your partner or spouse and your doctor or other health care provider. That is what this lesson is all about.*

4. Write scripts. Explain that students will prepare short skits based on situations you give to them. **Reinforce** that these are make-believe so no one should tease others outside of class. Some situations assume the actor has already had sex. **This does not mean you should be having sex.**

Divide class into groups of two or three. Each group will prepare a skit. The goal of each skit is to present real language that a teen could use in the situations given. Give them 5-10 minutes to prepare.

## Situations:

- a. Your boyfriend or girlfriend tells you they want to have sex for the first time, but you are scared of STDs and don't want to have sex.
  - b. You find out you have chlamydia and you have to tell your partner.
  - c. You think you may have an STD, but you are nervous about going to the clinic. You call to make an appointment.
  - d. You need to tell your partner that you cannot have sex until you finish your medication for your STD.
  - e. You think you might have an STD and want to ask your parent or guardian to make a doctor appointment.
  - f. You ask a friend how you can get more information about STDs.
  - g. You are HIV+ and you don't know how to tell your new boyfriend or girlfriend.
  - h. You are sexually assaulted and want to ask the emergency room staff for an STD test.
  - i. You see a friend's STD medicine and wonder if you have the same thing and if the pills would work. Your friend knows that using his or her pills would be dangerous.
  - j. You have had unprotected sex once, but now you want to make sure you don't get any STDs.
5. Choose a first team to present their skit. Prepare them by asking them not to ham it up, even if they feel silly, but to try to present it the way it might actually sound. When they are finished, offer praise for any of the ways in which they showed:
- ◆ honesty, even about their feelings of awkwardness
  - ◆ open communication
  - ◆ compassion or understanding
  - ◆ a knowledge of the facts
  - ◆ a knowledge of resources
  - ◆ a willingness to try communicating in *spite* of fears and qualms
  - ◆ their taking the exercise seriously
- Make sure to thank them for their bravery. Discuss other ways students could react after each skit. You may need to offer advice if students don't know how to react.

Call on as many teams to perform as you have time.

## Homework

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## Students' options:

- **A Family Homework Exercise: Sexually Transmitted Diseases** (Students will need to take home two copies of *The STD Worksheet* to complete this Family Homework.)
- Complete ***The STD Worksheet***, independently, and turn it in. If it is completed accurately, the "secret message" will be "LOVE IS A BIG RESPONSIBILITY!"
- Call one of the phone numbers on *STD Reference Sheet, Part C*, to get an answer to one or more of the anonymous questions asked by your class mates. Advice to teachers, if you use this assignment:

- a) Transcribe the questions on a computer or in your own handwriting to protect the anonymity of the askers.
- b) Assign specific questions to students who volunteer.
- c) Do not assign this to every student, or they will get a frustrating number of busy signals.
- d) Allow at least four days for students to complete the assignment, because these information sources may have restricted hours.

Students can report their findings orally, to you, to the class, or in writing. This is a good way to get students to rehearse an important skill - information seeking. If they report only to you, you can, in turn, report to the class.

# A Family Homework Exercise: Sexually Transmitted Diseases

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ALL FAMILY HOMEWORK EXERCISES ARE OPTIONAL.

## Read this aloud together:

Three million, or one out of every four, American teenagers contract an STD each year.<sup>2</sup> There are over 15 million new cases of STDs every year, counting adults, teens, children, and babies.<sup>3</sup> There are things you can do to reduce the risks from these infections. Knowledge is the first step. Communication is the second step.

## The first step:

Each of you try filling out The STD Worksheet, by yourself. Then compare and discuss your answers. If you need help with any questions, you will find some helpful phone numbers on the **STD Reference Sheet, question 13**. Call together, with one of you on each extension, if you have two phones. Or, if you have access to the Internet, see **STD Reference Sheet, question 14**. If you use the Internet, surf it together.

## The second step:

Take turns explaining to one another what you think the “secret message” at the end of the STD Worksheet means.

NOTE: Turn in a Family Homework Confirmation Slip by \_\_\_\_\_ if you want credit.

Answer Key: The following are true: 1, 3, 6, 7, 8, 9, 12, 13 a, c, d and f, 14 b, c and d, 15 a, c d, e, and f, 16 b, 17 c, d, e, f, g, and i.

# Sexually Transmitted Diseases (STD) Worksheet

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Name \_\_\_\_\_ Due Date \_\_\_\_\_

Directions: First, mark each statement T (True) or F (False). Then, if the statement is true, put the letter or punctuation mark that follows it into one of the blanks of the secret message at the end of this worksheet, starting with the first blank. If the answer is false, do not use the letter at the end of the sentence. If you are not sure of an answer, call one of the phone numbers on question 13 of the STD Reference Sheet for help.

1. \_\_\_\_\_ STD means the same thing as VD. (L)
2. \_\_\_\_\_ Only dirty people get STDs. (E)
3. \_\_\_\_\_ STDs have been around for many, many generations. (O)
4. \_\_\_\_\_ Most STDs are incurable ... you have them for life. (D)
5. \_\_\_\_\_ Usually only adults catch STDs. (J)
6. \_\_\_\_\_ You can have an STD and not get any symptoms. (V)
7. \_\_\_\_\_ Some STDs, like pubic lice, are annoying, but aren't dangerous. (E)
8. \_\_\_\_\_ Some STDs are very dangerous; a few can cause permanent damage or kill a person. (I)
9. \_\_\_\_\_ You might not know you had an STD unless the doctor or your boyfriend or girlfriend or husband or wife told you. (S)
10. \_\_\_\_\_ Only people who have sex with a lot of people get STDs. (?)
11. \_\_\_\_\_ Once you get an STD, you can never get it again. (!)
12. \_\_\_\_\_ Sometimes the symptoms go away, but the person can still be infected. (A)
13. \_\_\_\_\_ STD's include...
  - \_\_\_\_\_ a. Syphilis (B)
  - \_\_\_\_\_ b. Jock Itch (C)
  - \_\_\_\_\_ c. Gonorrhea (I)
  - \_\_\_\_\_ d. Chlamydia (G)
  - \_\_\_\_\_ e. Yeast (T)
  - \_\_\_\_\_ f. Genital Warts (R)

14. \_\_\_\_\_ Sometimes STDs can come from things besides sex, like...
- \_\_\_\_\_ a. Toilet seats (H)
  - \_\_\_\_\_ b. Sharing unsterile needles for body piercing (E)
  - \_\_\_\_\_ c. Sharing unsterile needles to shoot drugs (S)
  - \_\_\_\_\_ d. Beds and clothes (P)
  - \_\_\_\_\_ e. Coughing (M)
  - \_\_\_\_\_ f. Doorknobs (W)
15. \_\_\_\_\_ The most common symptoms of STDs are...
- \_\_\_\_\_ a. Sores (O)
  - \_\_\_\_\_ b. Blindness (U)
  - \_\_\_\_\_ c. Itching or burning (N)
  - \_\_\_\_\_ d. Warts or bumps on the genitals (S)
  - \_\_\_\_\_ e. Unusual discharge (I)
  - \_\_\_\_\_ f. Pain in the belly – the pelvic area (B)
16. \_\_\_\_\_ Untreated gonorrhea or Chlamydia can make a person...
- \_\_\_\_\_ a. Look different (W)
  - \_\_\_\_\_ b. Infertile...unable to have a biological child (I)
17. \_\_\_\_\_ You can lower your chances of giving or getting an STD by...
- \_\_\_\_\_ a. Being a nice person (O)
  - \_\_\_\_\_ b. Taking a bath or shower every day (E)
  - \_\_\_\_\_ c. Not having sex (L)
  - \_\_\_\_\_ d. Limiting the number of people you have sex with in your life (I)
  - \_\_\_\_\_ e. Only having sex with one other person who only has sex with you (T)
  - \_\_\_\_\_ f. Cuddling with clothes on, instead of having intercourse (Y)
  - \_\_\_\_\_ g. Getting regular, thorough STD check—ups (!)
  - \_\_\_\_\_ h. Only having sex with clean looking people (?)
  - \_\_\_\_\_ i. Using condoms or having your partner use them (!)

**Secret Message:**

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You can turn in this worksheet for credit or use it to do **Family Homework Exercise: Sexually Transmitted Diseases.**

<sup>1</sup> CDC Website. Youth Risk Behavior Surveillance Survey. Comprehensive Results: United States – 2003. Available at: <http://apps.nccd.cdc.gov/yrbss/>. Accessed May 13, 2006.

<sup>2</sup> Centers for Disease Control and Prevention Website. Sexually Transmitted Diseases. Available at: [www.cdc.gov/std/default.htm](http://www.cdc.gov/std/default.htm). Accessed: February 20, 2006.

<sup>3</sup> Ibid.