Peer Leadership

Aids/STDs

- About Sexually Transmitted Diseases
- 11 Facts About Teens and STIs
- HIV Transmission Game
- STD Jeopardy
- STD Factsheet
- Sex is Like a Box of Chocolates
Sexually transmitted diseases (also known as STDs — or STIs for "sexually transmitted infections") are infectious diseases that spread from person to person through intimate contact. STDs can affect guys and girls of all ages and backgrounds who are having sex — it doesn't matter if they're rich or poor.

Unfortunately, STDs have become common among teens. Because teens are more at risk for getting some STDs, it's important to learn what you can do to protect yourself.

STDs are more than just an embarrassment. They're a serious health problem. If untreated, some STDs can cause permanent damage, such as infertility (the inability to have a baby) and even death (in the case of HIV/AIDS).

**How STDs Spread**

One reason STDs spread is because people think they can only be infected if they have sexual intercourse. That's wrong. A person can get some STDs, like herpes or genital warts, through skin-to-skin contact with an infected area or sore.

Another myth about STDs is that you can't get them if you have oral or anal sex. That's also wrong because the viruses or bacteria that cause STDs can enter the body through tiny cuts or tears in the mouth and anus, as well as the genitals.

STDs also spread easily because you can't tell whether someone has an infection. In fact, some people with STDs don't even know that they have them. These people are in danger of passing an infection on to their sex partners without even realizing it.

Some of the things that increase a person's chances of getting an STD are:

- **Sexual activity at a young age.** The younger a person starts having sex, the greater his or her chances of becoming infected with an STD.

- **Lots of sex partners.** People who have sexual contact — not just intercourse, but any form of intimate activity — with many different partners are more at risk than those who stay with the same partner.

- **Unprotected sex.** Latex condoms are the only form of birth control that reduce your risk of getting an STD, and must be used every time. Spermicides, diaphragms, and other
birth control methods may help prevent pregnancy, but they don't protect a person against STDs.

**Preventing and Treating STDs**

As with many other diseases, prevention is key. It's much easier to prevent STDs than to treat them. The only way to completely prevent STDs is to abstain from all types of sexual contact. If someone is going to have sex, the best way to reduce the chance of getting an STD is by using a condom every time.

People who are considering having sex should get regular gynecological or male genital examinations. There are two reasons for this. First, these exams give doctors a chance to teach people about STDs and protecting themselves. And second, regular exams give doctors more opportunities to check for STDs while they're still in their earliest, most treatable stage.

In order for these exams and visits to the doctor to be helpful, people need to tell their doctors if they are thinking about having sex or if they have already started having sex. This is true for all types of sex — oral, vaginal, and anal. And let the doctor know if you've ever had any type of sexual contact, even if it was in the past.

Don't let embarrassment at the thought of having an STD keep you from seeking medical attention. Waiting to see a doctor may allow a disease to progress and cause more damage. If you think you may have an STD, or if you have had a partner who may have an STD, you should see a doctor right away.

If you don't have a doctor or prefer not to see your family doctor, you may be able to find a local clinic in your area where you can get an exam confidentially. Some national and local organizations operate STD hotlines staffed by trained specialists who can answer your questions and provide referrals. Calls to these hotlines are confidential. One hotline you can call for information is the National STD Hotline at 1-800-227-8922.

Not all infections in the genitals are caused by STDs. Sometimes people can get symptoms that seem very like those of STDs, even though they've never had sex. For girls, a yeast infection can easily be confused with an STD. Guys may worry about bumps on the penis that turn out to be pimples or irritated hair follicles. That's why it's important to see a doctor if you ever have questions about your sexual health.

http://kidshealth.org/teen/sexual_health/stds/std.html#
11 Facts About Teens and STIs


1. Nineteen million new sexually transmitted infections (STIs) occur each year, almost half of them among young people ages 15 to 24.
2. 10,000 teens are infected by STIs per day, one every eight seconds!
3. One out of every four sexually active teens has an STI, and one in two sexually active youth will contract an STI by age 25.
4. In 2006, adolescents and young adults 13-29 years old accounted for the greatest percentage of new HIV infections (34%) than any other age group.
5. African-American young adults are disproportionately affected by HIV infection, accounting for 60% of HIV/AIDS diagnoses in 13 to 24 year olds in 2006.
6. An estimated one in five Americans have genital herpes infection, and up to 90% of them don't know it.
7. Teenagers are more susceptible to human papilloma virus (HPV). Rates of HPV infection in teenagers can be as high as 40%, whereas in the adult population, the rate is less than 15%.
8. Teens are also more likely to develop precancerous growths as a result of HPV infection, and these growths more likely to develop into invasive cancer.
9. 40% of older adolescents surveyed incorrectly believe that the contraceptive “pill” and “shot” protect against STIs and HIV.
10. Some young people, including those who have had abstinence education, consider oral and anal sex to be abstinent behaviors and do not realize these behaviors present risks of STI transmission.
11. Although youth are at higher risk for acquiring STIs, only 1/3 of sexually active teens age 15 to 17, and 1/2 of sexually active young adults ages 18 to 24 say they have been tested for STIs.
HIV Transmission Game

Lesson Plan from Guide to Implementing TAP (Teens for AIDS Prevention): A Peer Education Program to Prevent HIV/STD Infection

Purpose: To increase awareness of how quickly HIV and other STIs can be spread and how they can be stopped and to illustrate effects of peer pressure

Materials: Hershey’s Hugs & Kisses, Hershey’s Almond Kisses, index cards, pens/pencils, and a small brown paper bag for each TAP member

Time: 30 minutes

Planning notes:

- In each participant’s bag (except one) place a mixture of approximately 10 to 12 Hugs & Kisses and one marked or unmarked index card. In one participant's bag put 10 to 12 Almond Kisses (instead of Hugs & Kisses) and an unmarked index card. Put a star (*) on the bottom of the bag with Almond Kisses.
- Mark the bottom corner of two index cards with a small “C.” Place each card in a different bag with Hugs & Kisses.
- Mark two other index cards with a small "IC." Place each card in a different bag with Hugs & Kisses.
- Write on a fifth index card: Do not participate. When asked, tell anyone who wants to exchange candy, 'I do not want to exchange hugs and kisses.' Place the card in a bag with Hugs & Kisses and put an “A” on the bottom of the bag.
- Write on two separate index cards: Do not participate with anyone other than your partner. When asked, tell anyone (other than your partner) who wants to exchange candy, 'I do not want to exchange hugs and kisses with anyone other than my partner.' Place each card in a different bag with Hugs & Kisses and put an “M” on the bottom of each bag. Give these two bags to the two participants who are willing to sit in the front of room.
- Do not place any of the seven, marked cards in with the bag with Almond Kisses.

Procedure:

1. Ask for two participants who are willing to be partners and to sit in the front of the room throughout the entire exercise. Give each of these two participants a bag marked with an “M.”
2. Hand out the other bags to the remaining participants. Explain that each participant is receiving a bag with Hershey’s Kisses and an index card. Ask each participant to pull the card out of his/her bag and follow the instructions on it (if there are any) and to keep secret any instructions on his/her card.
3. Tell the participants that they are to exchange candy and that they should write on their index cards the name of everyone with whom they exchange candy.
4. Give participants about five minutes to exchange candy and to write down names. Then, have everyone return to his/her seat.
5. Find out who got the most signatures.
6. Ask the one person whose bag has a star (*) on the bottom to stand up. Explain that this was the person who started out with Almond Kisses and that, for the purposes of this exercise, the Almond Kisses represent HIV infection.
7. Then, ask anyone who has an Almond Kiss in his or her bag to stand up. Explain that, because they exchanged Hugs & Kisses for Almond Kisses, they, too, have are infected with HIV.
8. Ask everyone who is still seated to check their index cards for the name of anyone who is standing. Ask participants to stand up if they see the name of someone who is standing on their index cards. Continue to ask participants to stand until everyone except the three participants with the “M” and the “A” on the bottom of their bags are standing.
9. Ask the participants with “C” written on their cards to sit down. Explain that the “C” means they always used condoms or clean needles and protected themselves from HIV infection. They are not infected with
HIV.

10. Ask the people with "IC" written on their cards to sit down. Then, ask them to stand right back up. Explain that these people used condoms and/or clean needles each time, but they used them incorrectly. They are infected with HIV.

11. Explain to the participants that this activity contains an error because someone might have received an Almond Kiss (HIV infection) and then given it away again. By contrast, you cannot give away HIV. Once you have it, you can share it with others; but, you can never get rid of it yourself.

12. Remind participants that this is a game. No one can become infected with HIV because he/she eats a particular kind of food nor by sharing or exchanging food.

Discussion Questions:

1. Did anyone notice anyone who did not stand up? Introduce the "abstinent" participant and the "monogamous" partners. Ask them how they felt not playing. How did the others feel when these people refused to exchange candy with them?

2. Why is it difficult not to participate when everyone else is participating?

3. How did the person with the Almond Kisses (HIV infection) feel?

4. The one person whose bag had a star did not know he/she was "infected" with HIV. How could we have known ahead of time?

**STD Jeopardy**

**Level:** High School

**Overview:**

This lesson is designed to help students learn the facts about STDs. By challenging the students to know the different signs, symptoms and complications of STDs, they will be able to distinguish fact from fiction. This lesson contains an interactive “game show,” designed to entertain while educating the students of the facts. It is recommended that the students already have a basic knowledge of different STDs.

**Objective:**

Demonstrate knowledge of different STDs and the characteristics of each, including symptoms and methods of transmission

**Preparation and Materials:**

- Handout: STD Fact Sheet

**Procedures:**

1. Explain to your students that they will be creating, and then playing, a game called “STD Jeopardy.” This will initially require research on the statistics and facts associated with different STDs, including Gonorrhea, Chlamydia, Syphilis, Herpes, HPV – genital warts, HIV and Hepatitis. A good place to start is the STD Fact Sheet handout.

2. As a class, determine the categories for your game of STD Jeopardy. There should be at least three topic categories, such as methods of transmission, symptoms, and different consequences for males/females, etc. After you have made sure the class understands the design of the game and has agreed on the categories, break the class into 4 groups, with each group designing some questions based on the information they have researched.

3. When the groups are designing their questions, remind them that there should also be at least three levels of difficulty (on Jeopardy, different levels are ascribed different values: harder questions are worth more money to contestants). Remember that when playing the game, students will give their answers in the form of a question, so game designers should come up with answers for different levels/categories. Here are some examples of “answers” that students might come up with for a category called “symptoms.”
Level 1: This STD may be asymptomatic. (What is Chlamydia?)

Level 2: The appearance of this STD is often accompanied by a painless sore called a chancre. (What is Syphilis?)

Level 3: This virus can go undetected for up to 10 years. (What is HIV?)

Activity:

This game is conducted similarly to the television game show Jeopardy. Students will have chances to advance to the final round by correctly answering the questions and scoring the highest points in their initial rounds. If in doubt on the instructions that follow, watch Jeopardy for clarification.

- Have the groups play each other’s versions of the game, STD Jeopardy. While playing, each group should have 1 questioner/announcer, and 1 scorekeeper. The questioner and scorekeeper should face the players so that the players can not see the answers or the question sheet.
- Players will decide who will pick the first category and question level. When the statement has been read, the student who raised their hand first will be allowed to give the answer in the form of a question. The scorer will be the one who decides who the first to raise their hand was.
- If the player who raises their hand first gets the answer right, the appropriate points value is added to their score and they get to choose the next category and statement level. If that student answers wrong, that amount is subtracted from their score and the other 2 contestants have the opportunity to answer. One round is played in this fashion.
- The winners of the initial round are then brought together for Final STD Jeopardy. The instructor will get to ask the final question after the students have been given the category and have made their wagers. The contestants have 30 seconds to write down their answers to the questions. The winner is the person who answers the final question correctly and has the most points.

Assessment:

Students should demonstrate a working knowledge of STDs. Students should understand the differences between Gonorrhea, Chlamydia, Syphilis, Herpes, HPV – genital warts, HIV and Hepatitis.
Handout

STD Fact Sheet

Use these statements to form the answers to the questions for “STD Jeopardy.” You may also find more information at your local library or on the internet.

Gonorrhea

- Nicknames are clap, drip, dose, strain, gleet or the whites.
- Caused by a bacterium.
- Incubation period of 1 – 30 days, averages 2 – 5 days.
- Discharge may be thick, milky white, yellowish or greenish.
- Burning sensation while urinating.
- Swollen and tender testicles in men.
- Most women are asymptomatic.
- Abdominal uterine bleeding.
- Women may experience Pelvic Inflammatory Disease (PID).
- Easily detected through lab testing and is cured with antibiotics.
- Damage to the body is permanent.

Chlamydia

- Caused by a bacterium.
- Incubation period is 1 – 3 weeks.
- May be asymptomatic.
- May need to urinate more often.
- Abnormal vaginal discharge in women.
- PID in women.
- Mucopurulent Cervicitis (MPC) in women.
- Penile discharge in men that may be runny or whitish.
- Swollen and tender testicles in men.
- Nongonococcal urethritis (NGU) in men.
- Easily detected with a urine test and easily cured by antibiotics.
- Damage to the body is permanent.

Syphilis

- Nicknamed Bad Blood, pox, lues or zipper cut.
Caused by a bacterium.

Incubates in 10 – 90 days, averages 21 days.

Painless sore called a chancre may be located on the genitals, lips, anus, or other area of direct contact.

The chancre will last 1 – 5 weeks and heal without treatment.

Skin rash, fever, swollen lymph glands, headache, hair loss and muscle aches are common in secondary stages.

Skin rash on palms of hands, bottoms of feet or any other part of the body.

Rash may last 2 – 6 weeks and heals without treatment.

This disease has three stages: primary, secondary and late stage.

Paralysis, insanity, blindness, personality changes, impotency, aneuysm, tumor on the skin or internal organs.

Mother can pass it on to unborn child.

Easily detected by a blood test.

Can be cured with antibiotics.

Damage to the body is permanent.

**Herpes**

There are two types both caused by viruses.

Type I is also called cold sores or fever blisters.

Type II is a genital type that incubates in 2 – 7 days.

Symptoms of type II are small red sores that last up to 3 weeks on the penis, vagina, anus, buttocks, thighs, mouth or fingers.

Type II symptoms include swollen lymph glands, muscle aches, headaches, fever and difficult urination.

Type II symptoms may or may not reoccur.

On average symptoms occur 5 times a year for type II.

There is no cure and it may cause stress and pain.

Can be lethal.

Detection by culturing the lesion.

Symptoms can be treated with medication, but there is no cure.

**HPV – genital warts**

Also known as venereal warts.

Caused by a virus.

Incubates in 3 weeks – 9 months.

Associated with cervical cancer and probably other anal, penile, vulvas and vaginal cancers.

Over 99% of cervical cancers have HPV DNA detected within the tumor.
Symptoms may include single or multiple fleshy growths around the penis, vagina, anus and urethra.

Symptoms may include itching, bleeding, burning and or pain.

Symptoms may recur from time to time.

May destroy body tissue around the genitals and anus.

May lead to cancers.

Can be detected in a clinical exam.

Can be treated by removal.

Virus can not be removed or destroyed so reoccurrence is possible.

HIV/AIDS

Can carry the virus for over 10 years and not know it.

Only way to know if you are infected is to be tested for the antibodies.

One in every 4 infected people does not know that he/she has been infected.

Medications may keep a person healthier, but there is no cure and people who are infected will die.

An infected person does not die from this disease, but will contract opportunistic infections and die from those complications.

This disease is spread through exchange of body fluids.

A mother can transmit HIV to an unborn child.

HIV is not transmitted by casual contact.

Having another STD increases your chances of being infected with HIV.

AIDS is one of the top ten leading causes of death for people 15 – 24.

Anyone can become infected with HIV, it does not discriminate by sex, income, race, social class or sexual orientation.
**Sex is Like a Box of Chocolates**

**Level:** Middle / High School

**Objective:**

Present messages in a novel way to raise student awareness of STIs and HIV

**Activity:**

Sometimes, to get your message across, you need a novel approach. One Teen Aware group decided to raise awareness in their school by making chocolates and placing small message strips inside. The theme for the activity was “Sex is Like a Box of Chocolates, You Never Know What You’ll Get.” Each piece of candy had a surprise inside. Students got to learn what they would get (i.e. pregnancy, STIs, HIV) after biting into their delicious looking choice of candy. The activity attracted a great deal of attention and was very successful.

Have your students try this novel approach by making candy or cookies with a message strip inside (fortune cookie style).