



Students Together Against Negative Decisions

SEXUALLY TRANSMITTED DISEASES

Activity Purpose: Learn about sexually transmitted infections and how to prevent them.

Youth will:

- Learn about STIs/STDs.
- Discuss the importance of getting tested for STIs/STDs.

Activity Outline	Core Content Components	Instructional Method	Timing
1 Welcome & Introductions	<ul style="list-style-type: none"> • Welcome Students • Review Last Lesson • Question Box • Words of Wisdom (WoW) 	<ul style="list-style-type: none"> • Mini-Lecture • Q&A • Cultural Teaching 	5 minutes
2 Introduce Topic: Sexually Transmitted Infections	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • Large Group Discussion 	8 minutes
3 Native VOICES	<ul style="list-style-type: none"> • Show Native VOICES video • Discuss their reactions 	<ul style="list-style-type: none"> • Watch Video • Large Group Discussion 	10 minutes
4 STD/STI Trivia	<ul style="list-style-type: none"> • Trivia Competition 	<ul style="list-style-type: none"> • Video • Discussion 	15 minutes
5 Learning through Traditional Stories	<ul style="list-style-type: none"> • Storytelling 	<ul style="list-style-type: none"> • Cultural Teaching 	7 minutes
6 Closing	<ul style="list-style-type: none"> • Q&A • Preview next session • WoW 	<ul style="list-style-type: none"> • Q&A • Mini-Lecture • Cultural Teaching 	5 minutes

Materials:

- Question Box (QB)
- STD Brochures (optional)

Handouts:

- Facilitator Resource 14.0: Questions & Answers for STD/STI Trivia Game
- Student Handout 14.0: STD/STI Trivia Response Sheet
- Student Handout 14.1: Learning Through Traditional Stories

Preparation:

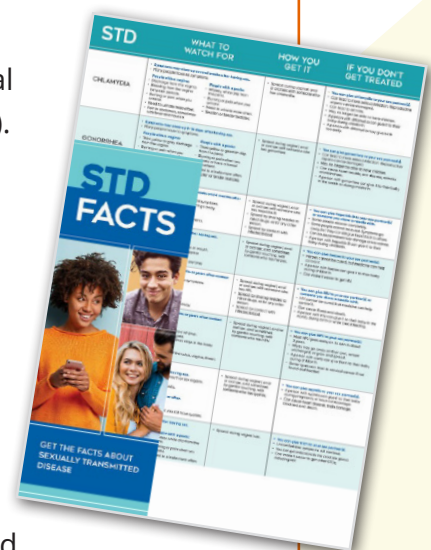
- Print Handouts
- Display Words of Wisdom (WoW)
- Set up laptop, computer with Internet connection, and screen for videos:
 - **Pull up Native VOICES Episode 2:** https://youtu.be/_459D9D55Zk
 - **Pull up Episode 3:** <https://youtu.be/b4VaiqUEUfg>

Facilitator's Note

You can order STD Facts brochure as an optional handout/resource (produced by ETR Associates).

This is an excellent resource that opens into an easy-to-read poster-sized table that describes different STDs, signs and symptoms, treatment, potential complications. (Ordering information for the STD Facts pamphlet can be found at: etr.org/store)

If sharing this resource, tell students they can familiarize themselves with the brochure on their own or use it to help inform their peers and advocate for healthy behaviors.



1. Welcome & Introductions



5 minutes,
Large Group

- Review Session 13: Condoms and Contraception
- Answer questions in the Question Box.
- Introduce today's session: Sexually Transmitted Infections
- Ask a student to read today's WOW.



*If we wonder often, the gift of
knowledge will come.*

- Arapaho

2. Introduce Topic: Sexually Transmitted Infections



8 minutes, Group
Discussion

- Today, we are going to discuss Sexually Transmitted Diseases, which are also known as Sexually Transmitted Infections. I will use both terms or might abbreviate them as STD/STI.
- We often refer to the infections that people may get from sexual activity as STDs, however when we think about diseases, we often think about things that are deadly or things that we may have for the rest of our lives. There are some STDs that are like that and others that are similar to an infection you might get like a cold or flu.
- **Ask:** Which STDs can you think of that are incurable (meaning you can't rid of them)? Take a few responses, then thank the students for sharing. Their responses should include:
 - HIV
 - Herpes
 - HPV
 - Hepatitis
- While each of these STDs can be treated, they cannot be cured because they are viral infections.
- It is important to know that some of the infections that people get from sexual activity may be curable, but that doesn't mean they aren't serious if left untreated.
- **Ask:** Which STIs can you think of that are curable (meaning you can take a medication to help you overcome the infection)? Take a few responses, then thank the students for sharing. Their responses should include:
 - Chlamydia
 - Gonorrhea
 - Syphilis
- All of these sexually transmitted infections can be cured by taking antibiotics because they are bacterial infections. However, some of these infections may be difficult to treat or have lasting impacts if they are not treated soon after infection.
- This is why STI/STD testing is very important once you become sexually active because whether someone is infected with a viral STD or a bacterial STI, early treatment can prevent more serious effects to their health and wellbeing.
- Today, we're going to continue watching another episode of Native VOICES, play an STD trivia game, and learn about protecting ourselves and others through traditional stories.
- Safety Statement: I know that some of this content can be a little sensitive to discuss, but we'll try to remember our group agreements, support each other, and ask for what we need throughout the lesson. If you need to take a break or step away for a moment, please just let me know.

3. Native VOICES Episodes 2 & 3



10 minutes

- Now we're going to watch the next episode of Native VOICES. Then we will discuss what we learned in the video in small groups.
- Play Episode 2: https://youtu.be/_459D9D55Zk and
- Play Episode 3: <https://youtu.be/b4VaiqUEUfg>
- After you finish the episodes, break students into groups of 3-4 students and ask them to discuss the following questions:
 - What were some of the reasons why Jamie says he doesn't want to use condoms?
 - What would you say to Jamie if you were his friend?
- Give students 5 minutes in their groups to discuss then come back to the full group and (if time allows) ask each group to share 1-2 comebacks or reasons for using a condom to prevent STDs/STIs.
- Thank the students for their ideas, then say, next we're going to do a trivia game to test our knowledge about STDs/STIs.

4. STD/STI Trivia



15 minutes, Interactive Game

- Keep students in the groups they were already in or break them into 2-3 groups for an STD/STI trivia game, ask them to quickly name their trivia teams.
- Let them know there will be bonus points awarded to the team with the name you like the most! Each team should assign a recorder to write down their responses during the game, a grader to grade responses for another team and track their team's point totals, and a reporter who will share verbal answers to some selected questions each round.
- **Explain the trivia rules:** You will read a question out loud, teams will discuss and write their best answer on their answer sheets. There will be 3 rounds of trivia where teams will earn 1 point for their correct answers to true or false questions with an opportunity for 2 bonus points if they correctly answer why their true or false response is correct to a randomly chosen question in each round.
- Ask each group to share their team name and award 3 points to the team name you like the most.
- Check with each group to make sure they are ready before reading the first question in Round 1. Ask the teams to answer true or false and indicate the reason why their true or false response is correct. Pause to give them an opportunity to discuss with their teammates before reading the next question.
- At the end of each round, tell the teams to select one team member to read the team's "why" answer out loud for the question you have chosen for a chance to win 2 additional points if they answer correctly.
- For example, in Round 1, Question 1 indicates that the correct answer is "false." The reason the answer is false is that a Pap Smear is checking for cancerous or pre-cancerous cells, not an STD/STI.
- Once all 3 rounds have concluded, have each team swap their answer sheets with another team to grade as you list the correct responses. The grader should award 1 point for each correct true/false answer and hand the score sheet back to the team.
- Team graders can keep their own team's scores, but graders from another team may double check the score totals.
- If a tie breaker is needed, additional questions are included.

Facilitator's Note

If you are short on time, select fewer questions for each round or only complete 2 rounds of trivia to keep the game within the time you have available.

Facilitator Resource 14.0

Questions & Answers for STD/STI Trivia Game

Below are the statements for each round of STI trivia, with the correct True/False answer after each statement. If you are choosing a statement for extra points, the bullets below each statement provide more detail about why each statement is either true or false. Sources are linked below for your reference.

Round 1 Questions

1. A Pap Smear checks for STDs. FALSE

- Pap Smears look for precancerous cells and cervical cell changes that might indicate risk for cervical cancer. Sometimes a pap smear may be combined with STI screening, such as HPV tests, urine tests for other STIs or a pelvic exam that is part of your general health and wellness appointment.

Source: <https://kidshealth.org/en/teens/pap-smears.html>

2. Douching is recommended to prevent STDs. FALSE

- Douching is not recommended to prevent STIs or pregnancy and both can actually increase your risk for STIs, cause allergic reactions and/or irritation. Vaginas can be cleaned by using soap and water just like you do on the rest of your body. If you suspect you have an infection due to strong odor, it is important to see a doctor to get checked out, instead of covering up the smell by douching.

Sources: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3199592/>

<https://kidshealth.org/en/teens/feminine-hygiene.html>

3. Some untreated STDs can scar the fallopian tubes and cause infertility. TRUE

- Pelvic Inflammatory Disease (PID) is caused by untreated STIs and can result in the scarring of the fallopian tubes, ectopic pregnancies, infertility and long term pain. If you suspect you have PID or an STI, get tested and see a doctor as soon as possible. Signs of PID include: pelvic pain, discharge, painful sexual activity, burning when urinating or bleeding between periods.

Source: <https://www.cdc.gov/std/pid/stdfact-pid.htm>

4. Cervical cancer is associated with an STD. TRUE

- Human Papilloma Virus (HPV and an STI) is the leading cause of cervical cancer. To prevent cervical cancer, get the HPV vaccine when you are a teen, get regular check-ups once you become sexually active, and get pap smears starting at age 21 if you are sexually active.

Source: https://www.cdc.gov/cancer/cervical/basic_info/index.htm

5. Condoms lubricated with spermicide are effective at preventing STDs. FALSE

- Spermicide may help prevent pregnancy, but it will not help protect you against STIs. If you use spermicide too often, it may actually increase your risk for HIV and STIs due to irritation.

Source: <https://www.plannedparenthood.org/learn/birth-control/spermicide/how-effective-spermicide>

Round 2 Questions

6. **Drug and alcohol use can increase your chances of getting an STD or pregnant. TRUE**
 - Drugs and alcohol affect our ability to make decisions, put on condoms correctly or take risks we might not normally take if we were not under the influence.
Source: <https://www.cdc.gov/hiv/basics/hiv-transmission/substance-use.html>
7. **Oil-based lubricants should be used with condoms. FALSE**
 - Oil-based lubricants damage latex condoms and make them less effective and more likely to break.
Source: <https://www.plannedparenthood.org/learn/teens/ask-experts/why-cant-you-use-baby-oil-with-a-condom>
8. **STDs always have signs and symptoms. FALSE**
 - It is common for STIs not to have symptoms or have mild symptoms we may not notice. Even if we don't have symptoms, we can still spread the infection to others.
Source: <https://medlineplus.gov/sexuallytransmitteddiseases.html>
9. **Having an STD can increase your chances of getting HIV. TRUE**
 - Having an STI does increase your chances of getting HIV because some of the same activities cause both HIV and STIs (such as unprotected sex, having sex with multiple partners, not getting tested) and because STIs that cause lesions, sores or inflammation may make you more susceptible to contracting HIV.
Source: <https://www.cdc.gov/std/hiv/stdfact-std-hiv-detailed.htm>
10. **You can tell if someone has an STD by the way they look. FALSE**
 - Many STIs do not have symptoms so you cannot tell by looking at someone if they have an STI.
Source: <https://medlineplus.gov/sexuallytransmitteddiseases.html>

Round 3 Questions

11. **You can get HIV the first time you have sex. TRUE**
 - HIV can be spread anytime there is exposure to the blood, semen, vaginal fluid, and breast milk of an HIV infected person. It doesn't matter if it is your first time having sex or not, you are at risk every time you are exposed to the fluids that transmit the virus.
Source: <https://www.plannedparenthood.org/learn/stds-hiv-safer-sex/hiv-aids/how-can-i-prevent-hiv>
12. **You should use protection against STDs and pregnancy every time you have sex. TRUE**
 - The only way to prevent STIs and HIV is to avoid sexual activity or if you are sexually active to use condoms, limit your sexual partners and take other steps to minimize your risk.
Source: <https://www.cdc.gov/std/hiv/stdfact-std-hiv-detailed.htm>
13. **Only people who sleep around get STDs. FALSE**
 - Anyone who is sexually active is at risk for HIV, STIs, and pregnancy, whether they have one partner or more than 1. Having more partners increases your risk because you are exposed to more people, but all it takes to contract an STI is having sex with one person who has an infection.
Source: <https://www.cdc.gov/std/hiv/stdfact-std-hiv-detailed.htm>

- 14. Condoms protect you against all STDs equally well. FALSE**
- Condoms provide strong protection against most STIs, but they only protect what they cover. STIs that are spread by skin-to-skin contact may still be spread if the infected skin of one person comes into contact with the skin of another person. These infections include Herpes, Syphilis, some types of HPV, and Chancroid.
Source: <https://www.cdc.gov/condomeffectiveness/latex.html>
- 15. All STDs are curable. FALSE**
- STIs caused by viruses such as HIV, Herpes, Hepatitis, and a few others are incurable but may be managed with treatment options. STIs caused by bacteria and parasites, such as Chlamydia, Gonorrhea, Pubic Lice and others are curable with medication. Some can be difficult to cure or resistant to medications, though.
Source: <https://www.nichd.nih.gov/health/topics/stds/conditioninfo>

Additional Questions (if needed to break a tie)

- 16. You can get an STD in your rectum (butt) from anal sex. TRUE**
- STIs can be spread through exchange of bodily fluids with an infected person, including during oral, anal and vaginal sex as well as by skin-to-skin contact with an infected person. The rectum is no exception! Any part of someone's body that's exposed to the bodily fluids or skin of an infected person may result in transmission of a sexually transmitted infection.
Source: <https://www.cdc.gov/std/hiv/stdfact-std-hiv.htm>
- 17. Most people with genital herpes never know they have it. TRUE**
- Many people who have herpes have no or minimal symptoms. They may even mistake herpes sores for pimples or ingrown hairs.
Source: <https://www.cdc.gov/std/herpes/stdfact-herpes.htm>
- 18. You can get an STD in your throat and mouth from oral sex. TRUE**
- Exposure to an infected partner's bodily fluids or genitals, including through Oral Sex, can transmit an STI. Using condoms and asking our partners about their testing status can minimize our exposure to STIs.
Source: <https://www.cdc.gov/std/healthcomm/stdfact-stdriskandoralsex.htm>
- 19. Many STDs can be passed on to a baby during pregnancy or delivery. TRUE**
- Yes, STIs can be very dangerous for newborn infants if they are present in the birthing parent's body during childbirth. All pregnant people should be tested for STIs during their pregnancy so steps can be taken to prevent transmission to the fetus in utero or during childbirth. Pregnancy does not prevent someone from contracting STIs so if additional risks (sex without a condom, sex with a new partner, etc.) were taken or you had exposure to an infected person after you were tested, you should be tested again.
Source: <https://www.cdc.gov/std/pregnancy/stdfact-pregnancy.htm>
- 20. Compared to most races, American Indian/Alaska Natives have higher rates of STDs. TRUE**
- STIs often disproportionately affect American Indian and Alaskan Native people at greater rates compared to their white, non-Hispanic peers. These differences may be related to regional differences, lack of access to testing and treatment, or a range of other issues. It's important to remember that any sexual activity that puts us at risk for exposure to an infected person's skin or bodily fluids can result in contracting an STI.
Source: <https://www.cdc.gov/nchhstp/healthdisparities/americanindians.html>

Student Handout 14.0: STD/STI Trivia Response Sheet

STD/STI Trivia Team Name:

Trivia Rules:

1. Each team will record their answers to True/False questions below. The answers must be in the right space so listen for the question number.
2. Teams will discuss and decide on one answer. Try to keep your answers to your teammates if you are trying to win the most points.
3. There will be 3 rounds of trivia, with a bonus question selected in each round for a chance to win if you correctly answer why True or False is the right answer.
4. This is a friendly game to test our knowledge with a little competition thrown in!

	QUESTION:	TRUE OR FALSE:	EXTRA POINT - ANSWER WHY:
ROUND 1	1.		
	2.		
	3.		
	4.		
	5.		

	QUESTION:	TRUE OR FALSE:	EXTRA POINT - ANSWER WHY:
ROUND 2	1.		
	2.		
	3.		
	4.		
	5.		

	QUESTION:	TRUE OR FALSE:	EXTRA POINT - ANSWER WHY:
ROUND 3	1.		
	2.		
	3.		
	4.		
	5.		

SCOREKEEPING:

	ROUND 1 POINTS	ROUND 2 POINTS	ROUND 3 POINTS	EXTRA POINTS
TRUE/FALSE POINTS:				
ANSWER WHY POINTS:				
TOTALS:				

FINAL GAME SCORE: _____

5. Learning Through Traditional Stories

7 minutes,
Storytelling

- **Introduce Topic:** Even though STD/STI prevention seems like a topic that has only come up recently, oral traditions in Native cultures have warned about the dangers of sexual activity and the need to use caution when in engaging in sexual activity.
- **Explain:** Traditional stories play an important role in Native American culture. Stories guide us in making decisions and teach us lessons for life, including lessons related to sex. The stories we will read today are traditional stories that teach us about the potential for risk when engaging in sexual activity. While these stories may not be familiar to you or from your culture specifically, it's important to try to understand the challenges we face today by connecting to history and culture.

While sometimes traditional stories may be challenging for us to understand within the context of our current lives, they do provide an important link the wisdom of our ancestors. Even in struggling to make sense of a traditional story can be valuable for us. With that in mind, we're going to break into groups, read a story and then discuss what the meaning of the stories might be.

- Divide the students into small groups and assign each group to read the story and discuss using the discussion questions, below.
- Refer students to the Traditional Stories Discussion Questions in the Student Handout 14.1
- After the small groups discuss the stories, reconvene the large group and have a representative from each smaller group give a brief description of the story and share how they think the story relates to the prevention of STD/HIV, pregnancy, or sexual behavior in general.
- **Ask** general discussion questions:
 - What is the meaning of the story?
 - How does the story relate to the prevention of STDs, pregnancy, or sexuality?
 - What does the story mean to you personally?
 - Do you know of any other traditional stories that are about sexuality?

Alternative Note:

You can substitute the stories provided here with more locally-relevant ones. Be aware that certain stories should not be told at certain times of year.

For example, some Tribal elders only tell certain stories inside at night, during the short days of the dark winter months. In other tribes, such as the Dine (Navajo), certain stories should only be told after the first hard frost, but before the first spring rain.

Certain stories may involve specific constellations, and so are only told during times of the year when those stars are visible. It's important to know that there are certain taboos and consequences for not following the traditional way; when in doubt, it's best not to tell a story or to try and get permission from that Tribe or a member of that Tribe.

Check in with your culture and heritage departments to identify relevant stories and when to share them during your program. You may also consider inviting an elder to your program to share a relevant story that relates to being careful or protecting oneself.

Facilitator's Note

Some of the stories provided may feel at odds with the students in your group, but keep in mind that it's important to balance student safety and comfort with the opportunity to connect with history and culture. Allow them to struggle with the meaning of the stories or to wonder about why these stories are told in this way. Reflecting and critically thinking about a traditional story can be valuable in helping them think about their own values, perspectives and ideas.



Student Handout 14.1: Learning Through Traditional Stories

Coyote's Carelessness Story:

Coyote was going along and he came to a river where five pretty sisters were bathing and washing clothes some distance from each other. "What pretty girls," Coyote said to himself. "I wonder how I can enjoy them all." He thought a little and then turned himself into a baby laced up on a papoose board and set himself adrift on the river.

Pretty soon he drifted down to the oldest sister. "Oh! What a beautiful baby!" she said. She pulled it ashore and picked it up. Well, that Coyote turned back into himself and before she knew what was happening he had his way with her. Then he became a baby again and drifted down to the second oldest sister. "Oh, my! What a cute baby!" she said. "I must save it!" But when she picked it up out of the water, it was that Coyote! And so he went, fooling two more sisters along the way until he reached the youngest.

When she saw the baby drifting down she said, "There's something funny about this. Let me see." She held the baby in the water with one hand and quickly unlaced it with the other. Sure enough, it was that Coyote! It seems that when he turned himself into a baby, he forgot to change his penis, too. When the youngest sister saw he was no baby, she threw him far out into the river. He was careless, but she was careful.

Tribal Information:

This story is from the Confederated Tribes of Warm Springs, located in central Oregon. For more information, visit: <http://www.warmsprings.com>

Possible Interpretation:

This story teaches people to be careful when it comes to sex. The youngest sister sensed that something was wrong, so she checked the situation out and protected herself by casting coyote away. In STD/HIV education, it is important to teach people to be careful, think critically about relationships, to take steps to practice safer sex.

Discussion Questions:

- What do you think about this story?
- What was Coyote's motivation for his actions?
- Was Coyote's behavior acceptable?
- Why didn't the other sisters get suspicious?

We R Native Resource:

Text **SEX** to **94449** to learn more about STDs and how to prevent them.

Student Handout: Traditional Stories



Iktome and the Ignorant Girl Story:

A pretty winchinchala—a girl—had never been with a man yet, and Iktome—Spider Man—was eager to sleep with her. He dressed himself up like a woman and went looking for the girl. He found her about to cross a stream. “Hello, how are you friend?” he asked. “Let’s wade across the river together.” They lifted their robes and stepped into the water. “You have very hairy legs,” said the girl to Iktome. “That’s because I am older. When women get older, some are like this.”

The water got deeper and they lifted their robes higher. “You have a very hairy backside,” said the girl to Iktome. “Yes, some of us are like that,” answered Iktome. The water still got deeper and they lifted their robes up very high. “What’s that strange thing dangling between your legs?” asked the girl, who had never seen a naked man. “Ah,” complained Iktome, “It’s a kind of a growth, like a large wart.” “It’s very large for a wart,” said the girl.

“Yes, oh my! An evil magician wished it on me. It’s cumbersome, it’s heavy; it gets in the way. How I wish to be rid of it!” “My elder sister,” said the girl, “I pity you. We could cut this thing off.” “No, no, my younger sister. There’s only one way to get rid of it, because the evil growth was put there by a sorcerer.” “What might this be, the way to get rid of it?” “Ah, the only thing to do is to stick it in there, between your legs.” “Is that so? Well, I guess women should help each other.” “Yes, pilamaye—thanks—you are very kind. Let’s get out of this water and go over there where the grass is soft.”

Spider Man made the girl lie down on the grass, got on top of her, and entered her. “Oh, my,” said the girl, “it sure is big. It hurts a little.” “Think how it must hurt me!” said Iktome, breathing hard. “It hurts a little less now,” said the girl. Iktome finished and got off the girl. The winchinchala looked and said, “Indeed, it already seems to be smaller.”

“Yes, but not small enough yet,” answered Iktome. “This is hard work. Let me catch my breath, then we must try again.” After a while, he got on top of the girl once more. “It really isn’t so bad at all,” said the ignorant winchinchala, “but it seems to have gotten bigger. It is indeed powerful magic.”

Iktome did not answer her. He was busy. He finished and rolled off. “There’s little improvement,” said the girl. “We must be patient and persevere,” answered Iktome. So, after a while, they went at it again. “Does it hurt very much?” the girl asked Iktome. “Oh, my, yes, but I am strong and brave,” answered Iktome, “I can bear it.” “I can bear it, too,” said the girl. “It really isn’t altogether unpleasant,” said the girl after they did it for a fourth time. “But I must tell you, sister, I don’t believe you will ever get rid of this strange thing.” “I have my doubts, too,” answered Spider Man. “Well,” said the ignorant winchinchala, “one could get used to it.” “Yes,” answered Iktome, “one must make the best of it. But let’s try once more just to be sure.”

Tribal Information:

This is a Brule Sioux story. Brules are one of the seven Western Sioux tribes; today they occupy the Rosebud reservation in southwestern South Dakota. For more information, visit: <http://www.rosebudsiouxtribe-nsn.gov>.

Possible Interpretation:

The story illustrates that we must inform young people about their bodies and sex so they are aware of their own and other’s anatomy and how to stay safe when they become sexually active. Education is our most powerful tool in STI/HIV prevention and we need to teach people of all ages to practice safer sex and to know the facts about STIs, STDs, and HIV.

Discussion Questions:

- What was Coyote’s motivation behind his actions?
- What do you think of this story?
- What was Iktome’s motivation behind his actions?
- Was his behavior acceptable?
- Does the girl realize what is happening to her?



6. Closing

5 minutes,
Large Group

- Repeat the Words of Wisdom.



If we wonder often, the gift of knowledge will come.

- Arapaho

- Preview the Next Session: HIV/AIDS
- Adjourn

**Native
STAND**

Students Together Against Negative Decisions