

## **Activity: 1 in 4**

**Objective:** Students will analyze the causes, modes of transmission, signs and symptoms, and treatment and prevention of STDs. Students will also determine lifestyle factors which place the student at risk for disease.

### **Common Core Tie-In:**

- Lifetime Wellness (9-12): Course Standards #1.1, 1.2, 1.3, 1.4, 1.6, 6.6, 6.8
- Health Education (6-8): Course Standard #3.2, 7.3, 9.1, 9.2, 9.3, 9.4

### **Supplies Needed:**

- 1 in 4 cards

### **Instructions to make:**

- Gather 4 pieces of the same color construction paper.
- On one of the pieces, glue a white piece of paper smaller than the construction paper (small enough no white shows when you look at it from behind) to it.
- On the white piece of paper, write an STD (gonorrhea, syphilis, HPV, HIV, herpes, Chlamydia, etc.)
- Laminate the four pieces of paper for better durability. Make sure that from the back, all four of the pieces of paper look exactly the same.

### **Directions:**

Quick version: Show the students the cards.

**Say:** *These cards represents that 1 in 4 teens get an STD each year in the United States.*

Show them how the backs of the cards all look exactly alike.

**Say:** *This represents how you usually can't tell a partner has an STD just by looking at them.*

Ask for volunteers to try their luck at choosing a partner that does not have an STD. Fan the cards out like a deck of cards and go around the room, allowing one student to pull a card. If it is not the STD card, tell them they got lucky and move on to the next student. When they do pull an STD, talk about how they had no idea which one they were going to pull because you can't

tell just by looking. Most students find this activity fun and may ask you to let them try again. At the end:

**Say:** *Now remember, this was just a game and no one actually has STDs in this class. However, it is important for us to understand that we cannot tell if a person has an STD just by looking at them.*

Longer version: Show the students the cards.

**Say:** *These cards represents that 1 in 4 teens get an STD each year in the United States.*

Have four students who have good “poker faces” come and stand in line at the front of the room. Pass the cards out to them after explaining that they are not to reveal who got the STD using their facial expressions. Hand them the cards in such a way that the other students can’t see what they are holding.

**Say:** *I want everyone to line in front of the person they feel “safe” with, meaning who you think doesn’t has the STD card.*

If you notice them all clumping up with one student based off popularity, try to get them to spread out a little bit. Afterwards , one by one reveal the cards. The students who were standing in front of the student who has the STD card are now “infected” and have to worry about infecting other partners in the future.

**Say:** *Now remember, this was just a game and no one actually has STDs in this class. However, it is important for us to understand that we cannot tell if a person has an STD just by looking at them.*

Make sure they do not go out and talk about other people having STDs or embarrass anyone who played the game. This game requires a certain amount of maturity from its participants.