

LESSON: STD Jeopardy

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 about 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

Level: High School

Time: 60 minutes

Preparation and Materials:

- Pamphlet on STDs and HIV from Washington State Department of Health
- Internet access for additional research on STDs and HIV

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 Washington State Department of Health Sexually Transmitted Diseases pamphlet.
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, different consequences for males/females, cause, 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: HPV is the STD that has been linked to cervical cancer. (Which STD has been linked to cervical cancer?)

Level 2: The appearance of this STD is often accompanied by a painless sore called a chancre. (Name a symptom that often accompanies the appearance of syphilis.)

Level 3: HIV is caused by a virus and it can go undetected for as long as 10 years. (What causes HIV [a bacteria or a virus], and how long can it go undetected?)

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 point 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.

Extension Activity

Have the students perform the CDC's "Sex In The City – an inside view." The script and activity can be found at CDC.gov

Assessment

Students should demonstrate a working knowledge of STDs. For example, students should understand the differences among HIV, Gonorrhea, Chlamydia, Syphilis, Herpes, HPV, Trichomoniasis and Pubic Lice.