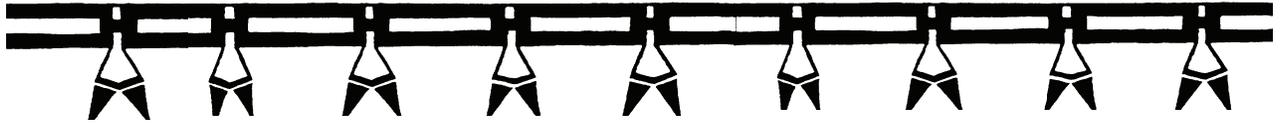


15: Sexually Transmitted Diseases - Part 2



Purpose:

To share information with Native STAND members about common STDs, including how they are transmitted, their signs and symptoms, sequelae, treatment, and prevention (routine screening).

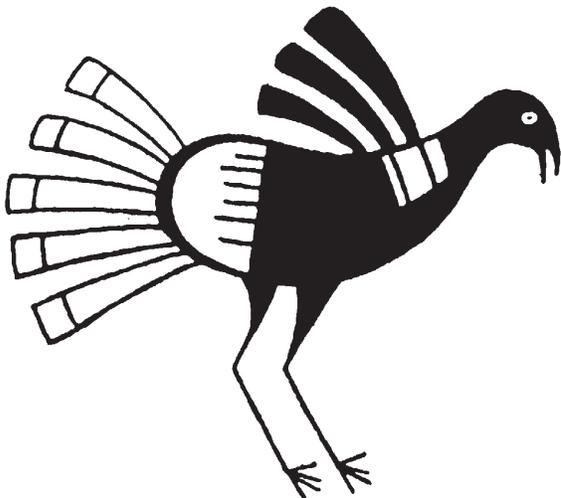
Stages of Change Process:

Getting information, involving the emotions

Learning Objectives:

By the end of this session, Native STAND members will be able to:

1. Describe their reproductive rights according to their state's laws.
2. Describe the role stories play in Native American culture and tradition and how stories can be used in STD/ HIV prevention work.
3. Review students' understanding of STDs.



Supplies/Materials:

- Scissors

Resources/Handouts:

	RM	PM	HO
Words of Wisdom	●		
Traditional Stories Discussion Questions	●	●	
Traditional Stories (6)	●	●	
STD Bingo	●	●	

Preparation:

- Display Words of Wisdom
- Cut out Caller's Cards and place in box or envelope, so they can be randomly drawn for STD Bingo.
- Find plenty of game pieces. (If you're in a pinch, you can use M&Ms or other small candies).



1. Welcome/Overview

3-5 minutes, large group lecture, adult co-facilitator

- Review Session 14: STDs Part 1.
- Answer questions in the Question Box.
- Introduce today's session: STDs Part 2
- Read today's WOW.

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

Arapaho

2. Review Call an STD Hotline Assignment

5-7 minutes, individual sharing, large group discussion, adult facilitator

- Ask for a show of hands of who called a hotline.
- Ask volunteers to share their experience with the group.
- Were there any hotlines that were especially good (or not) that they would recommend to other STAND members to use with peers?
- Ask the students to make note of the recommended hotlines in their PMs.

3. Getting Tested—Know Your Rights

12-15 minutes, large group lecture, adult facilitator

- Tell the students the following story:
 - ◇ Sam is a teen who lives on a very rural reservation. One morning, Sam wakes up feeling terrible, even vomiting and with a high fever. Sam calls out to Uncle Joe for help. Uncle Joe takes Sam to the local IHS clinic. They see a doctor, get medicine for Sam, and Uncle Joe handles all the paperwork and signatures, etc.
 - ◇ The next week Sam suspects that a small genital sore may be a STD. Now what? Does Sam call out to Uncle Joe for help? Probably not . . . Maybe Sam and Uncle Joe have a very strong and trusting relationship and Sam feels comfortable telling Uncle Joe about the lesion and Uncle Joe has no problem taking Sam to the clinic to see the doctor. While this is possible, it's not likely.
 - ◇ So Sam is hanging around the house wondering what to do about this lesion and with no way to get to the clinic. Luckily, Sam's friend, Anthony, happens to stop by; he's on his way to the clinic and can give Sam a ride. On the way to the clinic, Sam tells Anthony about the situation. Anthony tells Sam "Forget about seeing a doc at the clinic . . . without Uncle Joe there to say it's OK, you aren't going to see anybody."
- Ask the students: Is Anthony right? Do you think teens can get health care without a parent or guardian's approval?

- Depending on the health care service, the answer is yes. In most states minors (usually youth ages 12-18) can make decisions for themselves about certain health care needs, especially related to sexual health:
 - ◇ About half the states allow minors to consent to birth control services.
 - ◇ All states allow minors to consent to STD services.
 - ◇ Most states allow minors to consent to prenatal care.

4. Learning Through Traditional Stories

25-30 minutes, large group, adult facilitator

- Introduce topic: Even though STDs seem like a topic that has only come up recently or that only has to do with medicine, oral traditions in Native cultures have warned about the dangers of sexual activity and the need to use caution in engaging in sexual activity.
- Traditional stories play an important role in Native American culture. Stories guide us in making decisions and teach lessons for life, including lessons related to sex.
- Divide the students into small groups and assign each group one story to read and discuss using the discussion questions, below.
- Refer students to the Traditional Stories Discussion Questions in the PM.
- After the small groups have discussed 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 STDs, HIV, pregnancy, or sexual behavior in general.
- General discussion questions:
 - ◇ What is the meaning of the story?
 - ◇ How does the story relate to STDs/HIV, pregnancy, or sexuality?
 - ◇ What does the story mean to them personally?
 - ◇ How could they use the story in talking to a peer about STD, HIV, or teen pregnancy prevention?
 - ◇ Do they know of any other traditional stories that are about sexuality?
- For each of the included stories, here is some information on the tribe and some discussion questions specific to the story. (In alphabetical order.)

<p>Coyote's Carelessness</p> <ul style="list-style-type: none"> • What was Coyote's motivation for his actions? • Was Coyote's behavior acceptable? • Why didn't the other sisters get suspicious? 	
<p>Coyote Dances with a Star</p> <ul style="list-style-type: none"> • What lesson do you think Coyote learned from his experience with the first star? • What did he learn from the comet? • Why didn't he learn his lesson after the first star and not try and dance with the stars again? 	
<p>Coyote and the Mallard Duck</p> <ul style="list-style-type: none"> • What was Coyote's motivation behind his actions? • Was his behavior acceptable? • What could the sisters have done differently to prevent this from happening? • How was the sick girl healed? • Did Coyote deserve to be recognized as a powerful? 	
<p>Iktome and the Ignorant Girl</p> <ul style="list-style-type: none"> • What was Coyote's motivation behind his actions? • Was his behavior acceptable? • Does the girl realize what is happening to her? • What could have the girl done differently to prevent this from happening? • What will happen to the girl now? How will she be treated? How will she behave? 	
<p>Tolowin Woman and Butterfly Man</p> <ul style="list-style-type: none"> • What did the woman hope to gain? • Why didn't the woman hang onto the first Butterfly Man, as he instructed her to? 	
<p>The Woman Who Loved a Serpent Who Lived in a Lake</p> <ul style="list-style-type: none"> • Did the woman know she would kill her husbands if she had sex with them? Did she mean to kill her husbands? • Why did the last husband get suspicious? • What did she die from? 	

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.



Coyote's Carelessness

- **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/AIDS education, it is important to teach people not to be careless and to practice safer sex.
- **Discussion Questions:**
 - ◇ What was Coyote's motivation for his actions?
 - ◇ Was Coyote's behavior acceptable?
 - ◇ Why didn't the other sisters get suspicious?



Coyote Dances with a Star

- **Tribal Information:** This story is from the Cheyenne, who originated in Minnesota and later migrated to Oklahoma and Montana. For more information, visit: <http://www.cheyennenation.com>.
- **Possible Interpretation:** Although this story doesn't deal directly with sex, it can be useful in thinking about sexual behavior. This story teaches that people can become overconfident in themselves and place themselves in dangerous situations. People can get hurt by their own conceit and by their own actions. It is easy to be tempted by something flashy and challenging, but sometimes it is not safe to pursue those things.
- **Discussion Questions:**
 - ◇ What lesson do you think Coyote learned from his experience with the first star?
 - ◇ What did he learn from the comet?
 - ◇ Why didn't he learn his lesson after the first star and not try and dance with the stars again?



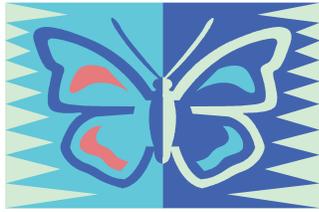
Coyote and the Mallard Duck

- **Tribal Information:** This is a Nez Perce story; Nez Perce traditionally lived in the deep canyons of the Snake, Clearwater and Salmon rivers in Idaho. For more information, visit: <http://www.nezperce.org>.
- **Possible Interpretation:** This story illustrates that people can be naive to their risks for STD/HIV, and that there are people who may take advantage of that naiveté. People must arm themselves with education—but also with caution—and learn to question things they do not understand.
- **Discussion Questions:**
 - ◇ What was Coyote’s motivation behind his actions?
 - ◇ Was his behavior acceptable?
 - ◇ What could the sisters have done differently to prevent this from happening?
 - ◇ How was the sick girl healed?
 - ◇ Did Coyote deserve to be recognized as a powerful?



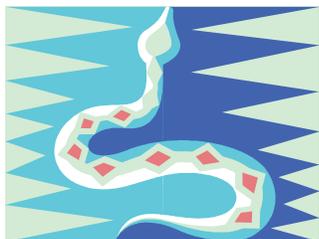
Iktome and the Ignorant Girl

- **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 cannot continue to allow people to be ignorant about sex and STDs/HIV. Education is our most powerful tool in STD/HIV prevention and we need to teach people of all ages to practice safer sex and to know the facts about STDs, HIV, and their transmission.
- **Discussion Questions:**
 - ◇ What was Coyote’s motivation behind his actions?
 - ◇ Was his behavior acceptable?
 - ◇ Does the girl realize what is happening to her?
 - ◇ What could the girl have done differently to prevent this from happening?
 - ◇ What will happen to the girl now? How will she be treated? How will she behave?



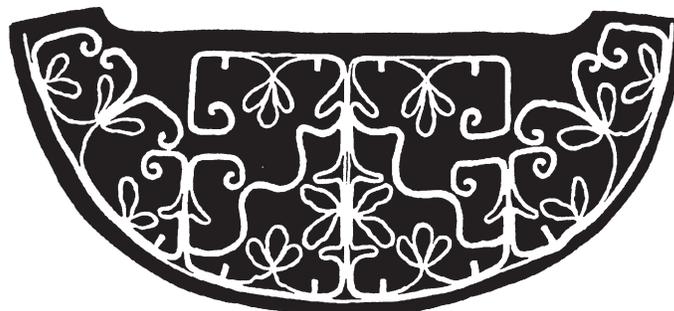
Tolowim Woman and Butterfly Man

- **Tribal Information:** Maidu live in Northern California in the central Sierra Nevada mountains. For more information, visit: <http://www.maidu.com> and <http://www.mechoopda-nsn.gov>.
- **Possible Interpretation:** This story illustrates temptation and the hopeless search for something better, just beyond one's reach. The woman foregoes her child and ultimately her life in search of something better.
- **Discussion Questions:**
 - ◇ What did the woman hope to gain?
 - ◇ Why didn't the woman hang onto the first Butterfly Man, as he instructed her to?



The Woman Who Loved a Serpent Who Lived in a Lake

- **Tribal Information:** The Passamaquoddy are located in Maine and are closely allied with the Penobscot. For more information, visit: <http://www.passamaquoddy.com>.
- **Possible Interpretation:** This story illustrates how sex can be dangerous, but also how people can hurt others they love without meaning to.
- **Discussion Questions:**
 - ◇ Did the woman know she would kill her husbands if she had sex with them? Did she mean to kill her husbands?
 - ◇ Why did the last husband get suspicious?
 - ◇ What did she die from?



5. STD Bingo

30-35 minutes, competing teams, two facilitators (adult and/or teen) OR individual players, adult or teen facilitator

- Give each student a game card. (There are 20 unique cards provided.)
- Give each student ~15-20 game pieces.
- Draw one card at a time and read it aloud. (Use the second copy of the caller's cards (not cut out) as a record sheet to track which cards have been used.)
- Players look for their answer on their game cards. If they have the answer on their game card, they cover that square with a game piece.
- When a player covers a straight line on their chart, they yell "BINGO!"
- Check the players' answers against the caller's record card.
- If you play more than one round, have players trade game cards.

6. Visualize Having an STD

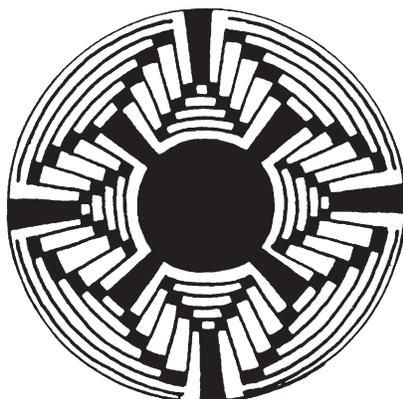
3-4 minutes, individual/large group activity, adult co-facilitator

- This activity can be challenging for some facilitators to lead. It's important to give it your best effort, as it supports the theoretical basis of the curriculum by engaging the students' emotions.
- Ask students to close their eyes and to think back to poor Sam, who had the genital sore.
- Read this aloud to them: "Picture waking up in the morning. You stretch in bed, get up, and stumble into the bathroom. As you start to pee, you realize something 'isn't right down there'. You look down and feel around. You feel swollen bump, it itches. You look down and see that a red and inflamed sore."
- Ask the students to keep their eyes closed and to think about how they might feel in this situation. What will they do? Who will they tell?
- Ask for a volunteer(s) to share their thoughts, what they will do, who they will tell. How did this exercise make them feel?

7. Closing

3-5 minutes, large group lecture, adult co-facilitator

- Preview Next Session: HIV/AIDS.
- Direct the students' attention to the Words of Wisdom on the wall. Ask a volunteer to read the words and to share with the group what those words mean to him or her and how they relate to today's session and activities.
- Adjourn.



NOTES

