

# STD Brochure Project

**Topic: Sexually Transmitted Diseases.** Each group will research one of the following STDs. You will use the first couple of days in the computer lab to gather research about your particular STD. BOTH you and your partner are required to take notes on the information you have found. These notes will be turned in and counted toward your final project grade. The remaining computer lab times will be used to create your brochure. Then, you and your partner will give a 5-10 minute presentation to the class about the information you have found.

- Chlamydia
- Public Lice (Crabs)
- Hepatitis B
- Herpes
- Human Papillomavirus (Genital Warts)
- Gonorrhea
- Pelvic Inflammatory Disease
- Syphilis

**Required Information:** The following information must be included in your brochure.

- Definition of the STD
- Which virus or bacteria causes the STD
- How common is the STD
- How is the STD contracted/spread (how might one get the STD?)
- Signs and symptoms of the STD (DO NOT use pictures to show symptoms)
- Complications of the STD on the body
- Treatment for the STD
- Prevention
- Any other information you feel is important.

**Resources:** Make sure you are keeping track of where you get all of your information. It is a requirement to list your sources on the back side of the brochure. You must use at least three different sources in your brochure.

- Suggested websites:
  - [www.cdc.gov](http://www.cdc.gov) Centers for Disease Control
  - [www.plannedparenthood.org](http://www.plannedparenthood.org) Planned Parenthood
  - [www.youngwomenshealth.org](http://www.youngwomenshealth.org)
  - [www.ashastd.org](http://www.ashastd.org) American Social Health Association
  - [www.idph.state.il.us/health/std/index.htm](http://www.idph.state.il.us/health/std/index.htm) Illinois Dept. of Public Health

**\*Remember:** You will have to turn in your notes with your final project. All pictures must be approved by me before use in your brochures.

**Grading:** The attached rubric is what will be used to grade this project. You and your partner are required to do equal work. If there are problems with one partner doing more than another please bring that to my attention.

**\*If you and your partner are unable to complete all of the requirements during computer lab time you must meet on your own time to finish. I am giving you plenty of time to complete this during class time; however, if you do not use your time wisely you may have to meet outside of class to complete your project.**

**Due Date/Date of Presentation:** \_\_\_\_\_

# STD Brochure Project Rubric

Topic \_\_\_\_\_ Group Members: \_\_\_\_\_

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Sources</b>  /4	Careful and accurate records were kept, documenting the source of 95%-100% of the facts and graphics in the brochure.	Careful and accurate records were kept, documenting the source of 85%-94% of the facts and graphics in the brochure.	Careful and accurate records were kept, documenting the source of 75%-84% of the facts and graphics in the brochure.	Sources are not documented accurately or have not been kept on many facts as graphics.
<b>Content-Accuracy</b>  /4	All facts in the brochure are accurate.	90%-99% of the facts in the brochure are accurate.	80%-89% of the facts in the brochure are accurate.	Fewer than 80% of the facts in the brochure are accurate.
<b>Attractiveness and Organization</b>  /4	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well organized.	The brochure has well-organized information.	The brochure's formatting and organization of materials are confusing to the reader.
<b>Spelling and Proofreading</b>  /4	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than one spelling error remains aft one person other than the typist reads and corrects the brochure.	No more than three spelling errors remain after one person other than the typist reads and corrects the brochure.	Several (more than three) spelling errors remain in the brochure.
<b>Knowledge Gained</b>  /4	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.
<b>Graphics and Pictures</b>  /4	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems text-heavy.	Graphics do not go with the accompanying text or they appear as if they were selected at random.
<b>Writing and Organization</b>  /4	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle, and end.	Most sections of the brochure have a clear beginning, middle, and end.	Less than half of the sections of the brochure have a clear beginning, middle, and end.