

**TOPIC**

Sexual Transmitted Infections

**Audience**

LGBTQ Youth/Young Adults

**TIME NEEDED**

60 minutes

**Healthy People 2030 Objectives**

- Preventative Care - Reduce the syphilis rate in men who have sex with men - STI-05
- Infectious disease - Reduce infection of HPV types prevented by the vaccine in young adults - IID-07
- Adolescent - Reduce the number of new HIV infection - HIV-01

**LEARNING OBJECTIVES**

By the completion of this program,

1. At the completion of the lesson plan, at least 60% of participants will be able to list at least two preventative factors on the quiz.
2. At the end of the risk factor section, at least 60% of participants will be able to identify two STI risk factors on the post-section test.

**MATERIALS NEEDED**

- Internet with Wifi connection
- Access to Zoom with chatbox enabled
- Appendix A- Activity 1
- Appendix B- Post-Test Sections
- Appendix C- Reflection Questions
- “What is an STI” Video
- Condoms (latex/water-based)
- Scissors

**PREPARATION**

Prior to the session set up a zoom meeting and send out the zoom link to the intended audience. Next, load Appendix A, Appendix B and Appendix C on to the computer for the start of the lesson. Check to be sure chat boxes are enabled and internet connection is strong.

## PROCEDURE:

### Introduction (3 MINUTES)

1. Introduce yourself as the presenter and also state the purpose of this lesson by stating the following,
  - a. Hello my name is (insert name) and today I will be informing all of you about Sexually Transmitted Infections also known as STIs. Since all of you are either a part of the LGBTQ community or are young adults who may be sexually active it is important for you to know about STIs and what they can do to your body.
2. Inform the audience that young adults around their age are one of the highest risk groups for contracting an STI by stating the following:
  - a. Young adults around your age are one of the highest risk groups for contracting an STI, although some of you may think that it could not happen to you. Which is why I will be teaching today's lesson to help you all stay safe.
3. Next ask everyone to go to the top of their zoom screens and find the annotate button.
4. Ask everyone to list the different types of STIs that they know of on the white board.
  - a. Correct any incorrect answers, affirm correct answers.
  - b. Explain that today they will learn all about different STI, some they may know and some that may be new to them.

### What is an STI? (10 MINUTES)

1. Inform the group that sexually transmitted infections (STIs) are infections that are primarily spread by sexual contact vaginal, anal or oral sex. STIs are caused by viruses, bacteria, or parasites that enter and grow in or on your body (American Sexual Health Association, n.d.).
2. Some STIs are passed through non-sexual measures like blood or blood products.
  - a. Tell the students that we will watch a video that defines STIs.
  - b. Play "What is an STI?"
    - i. Video : <https://www.youtube.com/watch?v=llnXtPZOazM>
3. After the video here is a question you can ask the audience:
  - a. What percentage of young adults will contract an STI?
  - b. Inform the students that the video highlights the types of STIs that we will address later.

### Most common STIs (10 MINUTES)

1. Inform students that anyone can get an STIs, but gay, bisexual, and men having sex with men are at a higher risk of developing STIs. Syphilis rates are increasing among men in

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the gay community, and more than half of new HIV cases are from men having sex with men (Centers for Disease Control and Prevention, 2020).

2. Some of the most common STI that women can experience are genital herpes, genital warts, trichomoniasis, chlamydia and gonorrhea, and syphilis (United Kingdom National Health Service, 2019).
3. Introduce Activity 1, “Appendix A” with questions to complete allowing the audience to test what students have learned so far.
  - a. Mention to students to relate back to the video that was played prior.
4. After Activity 1, state to your audience:
  - a. STIs are real and it is important to know about you and your partner's sexual history. Explain that men having sex with men are diagnosed with HIV/AIDS at an increased rate. There is no cure for this disease, meaning once you contract HIV it becomes a part of your life forever.
5. Inform the audience that it is crucial that they understand that syphilis, gonorrhea, chlamydia, trichomoniasis, human papillomavirus, and HIV/AIDS are all common STIs that people around all of their ages can contract.
6. Emphasize that according to Philadelphia Department of Public Health (n.d.) research, 1 in 4 teenagers will contract an STI, 70% contracted gonorrhea, 63% contracted chlamydia, 49% contracted HPV, 45% genital herpes 26% contracted HIV and 20% contracted syphilis.

## Risk Factors: (10 Minutes)

1. List general risk factors of getting STI to the students (CDC, n.d.):
  - a. Sexually Active
    - i. Having any kind of sexual contact without condom:
      1. Anal, Oral, Vaginal
  - b. More than one partner: (a partner is someone you are sexually active with)
  - c. Lack of communication with partner about making a plan to get tested and practice safe sex
    - i. Safe sex: using contraceptive, mutual monogamy or limiting sex partners
  - d. Not having health insurance to get regular screening for STIs
  - e. Using drugs and alcohol before sex
1. **Ask the class the discussion question:** What influence can drugs and alcohol have in regards to sexual activity?

Answers can be out loud or in the chat box

  - i. **Possible Answers:** Increase risky behaviors which could lead to no condom use during sex or for the entire duration of sex, multiple partners, anonymous sexual partners
2. **Group Activity:** Put the following question in the chat box in zoom to be answered aloud and discussed as a group.

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- a. Have the audience answer questions in the chat box.
  - i. **What does the spread of STIs look like with only one sexual partner?**
    1. **Possible Answers:** the chance of infection is limited because people are practicing abstinence, monogamy, or limiting partners. Each line connecting the people indicates sexual activity.
  - ii. Read the answers sent in the chat. Confirm correct answers and correct any incorrect answers.

**Post-Section Test:** The answers should be in the chat box.

1. Share the Appendix B labeled “Post-Section Test” in the chat box. Give the students 2 minutes to answer.

## **Prevention: (17 minutes total)**

1. Go over the information below with the class:
  - a. Practicing safe sex such as limiting sex partners and using condoms can prevent a sexually transmitted infection (CDC, n.d.).
  - b. Receive HPV vaccine before age 26 and Hepatitis vaccine (National LGBT Health Education Center, 2019).
  - c. Contraceptives are normally for preventing unintended pregnancies, while this is important, some of the students in the classroom may not be at risk for unintended pregnancies.
  - d. Barrier contraceptives: prevent the spread of STIs
    - i. Male and female condoms.
    - ii. Gloves or finger cots: may be used for fingering to prevent germs found on hands or under the fingernail to get on genitals (Abrams, et al., n.d.).
    - iii. Dental Dams are used for oral sex to create a barrier between a vagina or anus (CDC, 2013).
  - e. In order for condoms to prevent the spread of STIs: check the expiration date, never reuse a condom (CDC, 2013)

**Demonstration:** Before starting the demonstration go over the Center for Disease Control and Prevention (2016), Do’s and Don’ts

1. Do: use a new latex or polyurethane, check the expiration date, check that there are no tears, put on before starting oral sex and until finished, prevent breakage with a water-based or silicone-based lubricant, store in a cool, dry place
2. DON’T: never reuse, only use once, stretching it to far can cause it to tear, use a condom with spermicide, it can cause irritation, use oil-based products like baby oil, lotion, petroleum jelly, or cooking oil because they will cause the dental dam to break, throw away in trash can not toilet.

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3. Get the Condom and Scissors
4. Complete the demonstration using the instructions on the CDC website:  
<https://www.cdc.gov/condomeffectiveness/Dental-dam-use.html>

**Storytelling/Giving Advice to “Peers:”** This section is a listening and discussion activity to engage the students. Explain to the class that it is their turn to pretend that they are listening to a peers story and help give them safe sex advice.

*Peer 1: Mikayla (Pronouns: She, Her, Hers; Sexual Orientation: Lesbian)*

I have been getting to know this girl Alyssa and overall I love her personality. I am not currently looking for a relationship but it has been great hanging out with her. Yesterday, Alyssa asked how I felt about having sex and I told her I was worried about STIs. I have not been recently tested and she did not really seem to mind. However, I want to get tested before I have sex with her and I asked her if she would get tested too. She agreed to go to her doctor and we both made appointments. I know Alyssa is talking to someone else, but I do not feel comfortable asking if they are having sex too. *What should I do?*

- a. Now that the question came up, allow the class to discuss and give advice.
- b. Answers in the chat are fine, but encourage using a microphone to talk.
- c. No right or wrong answer. As long as it is on the topic of prevention.

*Peer 2: Kevin (Pronouns: He, Him, His; Sexual Orientation: Gay)*

My partner and I have been dating for 3 months. Last night we were texting and Lamar brought up sex. I awkwardly pushed the conversation off to the side and I am scared I hurt his feelings. When we first started dating, I told Lamar I wanted to take things slow and they have respected that. Things have been getting pretty serious and I genuinely like them. Since I have HIV and this is my first serious relationship, I do not know how to have a conversation with Lamar about it. My viral load is low and I have been taking antiviral medication. I want to move forward in our relationship and I think telling them in person is the best way. *What can I say to them?*

- d. Now that the question came up, allow the class to discuss and give advice.
- e. Answers in the chat are fine, but encourage using a microphone to talk.
- f. No right or wrong answer. As long as it is on the topic of prevention.
  - i. Make sure to prompt going to the doctor to talk about medication that prevents the spread of HIV.
  - ii. PrEP is an antiretroviral medication that is for those who are uninfected by HIV, but at high risk (National LGBT Health Education Center, 2019).

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## **Conclusion (10 minutes):**

1. Wrap up the class by briefly repeating important information:
  - a. Try and prevent the spread of STIs to avoid the health impact each infection has
  - b. The most at risk group is teens and young adults
  - c. Best prevention for those who are sexually active is limiting sexual partners and using condoms
2. Ask the reflection questions on Appendix C. Share the document link with the students and give them 3 minutes to fill out the questions.
3. Go over some of the answers the students responded with.
4. Then answer any questions the students may have shared on the poll.
5. Thank the audience for participation.

## References

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## Appendix A

### Activity 1

1. What are the most common STIs for your age group?
2. What are three different types of STIs?
3. Out of the different types of STIs which one can be cured?
4. What STI has more than half of new cases being diagnosed among men having sex with men?
5. Which STIs can not be cured?
6. Name a Sexually Transmitted Infection that gay, bisexual and gay men may encounter?



## Appendix B

### Post-Section Test Answers

1. What are two risk factors for STIs?

Possible Answers:

1. Having more than one partner
2. Lack of communication with partner
3. Safe sex
4. Not having health insurance to get regular screening for STIs
5. Using drugs and alcohol before sex

2. How do you think the risk factors can be used to know how to prevent the spread?

Possible Answer: When people are aware of the risk factors, they know what to avoid to decrease spread of STI's.

3. List at least two preventative factors.

Possible Answers:

1. Practicing safe sex
2. Receive HPV vaccine before age 26 and Hepatitis vaccine
3. Contraceptives
4. Barrier contraceptives

## Appendix C Reflection Questions

1. What are at least two sexually transmitted infections that you learned today?
2. Why is it important to prevent the spread of STIs?
3. Now what can you do differently to help others learn about STIs?
4. Any further questions?