

Sexual Health & Education Group Protocol

Description

The Sexual Health & Education Group will provide developmentally appropriate, medically accurate information on a broad set of topics related to sexuality, including abstinence, contraception, and disease prevention. Sexual health education will address the biological, sociocultural, psychological, and spiritual dimensions of sexuality from the cognitive, affective, and behavioral domains. The overall goal of the Sexual Health & Education Group is to provide young adults with the knowledge and skills to promote their health and well-being.

Theories, Models, and FORs

- Developmental FOR is used to ensure that the activity matches the young adult's capabilities and will lead to increased comprehension of sexual health knowledge
- Cognitive-Behavioral FOR can be used to develop effective problem-solving skills in sexual health-related scenarios through challenging thoughts and practicing new behaviors;
- MOHO considers the utilization of motivation to create healthier patterns, this is relevant to the using young adult's desire to improve their health and well-being
- PEO was selected to enhance the young adult's occupational performance which is shaped by the interaction between the person, environment, and occupation.

Rationale and Purpose

Rationale: Young adults need to learn sexual health education to effectively and safely engage in the occupation of sexual activity. According to The National Coalition for Sexual Health (2020), young adults are more likely to practice safe sex, have healthier sexual relationships, and minimize the risk of unplanned pregnancy after having received sexual health education. Improving sexual health knowledge can lead to better client outcomes and increased occupation engagement.

The purpose of the Sexual Health & Education Group is to increase young adults' understanding of sexual health and therefore improve their ability to apply this information in future scenarios. The young adults will complete multiple activities and participate in group discussions.

Goals

1. Young adults will discuss exercising responsibility regarding sexual relationships, including addressing the use of contraception and other sexual health measures.

2. Young adults will develop and understand their values, attitudes, and insights about sexuality
3. Young adults will demonstrate improved relationships and interpersonal skills
4. Young adults will report increased knowledge in utilizing and applying their health education knowledge.
5. Young adults will demonstrate an increase in the average score between the baseline and post-test results.

Method (utilizing Cole's Seven Steps):

Prior to beginning the group, ensure that the clients have completed the baseline assessment

The leader will provide an introduction of themselves and then explain the purpose, rules, and goals of the group. Following this, the leader will provide an outline for the session:

- Rules:
 - This is an open group so feel free to participate as you desire
 - If you are uncomfortable with a subject or need to take a break
 - Only share as much as you are comfortable with
 - Any personal information stays in the group
- Outline:
 - Warm-up activity for the next 10-minutes
 - Sexual Health PPT
 - Education:
 - Sexual Activity
 - Safe Sex Practices
 - Reproductive Health
 - STD & STIs
 - Consent
 - Body Image
 - Sexual Orientation
 - Healthy Masturbation; Sexual Pleasure
 - Sexual Relationships
 - Activities:
 - Why Do Young Adults Have Sex? Why Don't Young Adults Have Sex?
 - What's in the Box?
 - Condom Card Game
 - Handshake
 - STI Risk
 - Sexual Health Bingo
 - Values Exercise

- Body Image
 - Relationship Spectrum Activity
- Discussion
 - Debrief after each activity
 - Anonymous Q&A
- Conclusion

Warm-Up:

- Sexual Health Knowledge Check-In
 - On a scale of 1-10, how confident do you feel (right now) in your sexual health knowledge?
- “Condom Catch”
 - Description: Group members throw a condom around a circle while listing sexual health terms corresponding to alphabetical letters (following an A-Z format). The purpose of this activity is to allow group members to become comfortable discussing sexual health terms and handling condoms in an interactive, enjoyable manner.
 - Materials: Water and a condom
 - Steps:
 - Fill a condom with a little water, tie it up, and use it as a “throw ball” with your group
 - The leader starts with a sexual health word beginning with “A” and then throws the condom across to the next person who will come up with a word beginning with “B” etc.
 - Other group members can assist if a person is having difficulty
 - Usually, the condom remains fully intact at the end and you can comment on how robust and safe condoms are if used properly

Education: Provided on PPT

Activities:

- Why Do Young Adults Have Sex? Why Don’t Young Adults Have Sex?
 - Description: Brainstorm reasons why young adults do and don’t have sex.
 - Materials:
 - Long Sheets of Paper
 - Markers
 - Steps:
 - Invite individuals to write ideas under the prompts: (1) “Why do young adults have sex?” and (2) “Why don’t young adults have sex?”
 - If a participant had the same idea as another group member, the participant may add a star next to the group member’s response
 - The answers will be reviewed for Question 1
 - The leader will discuss the following if not included:

- Want to
- Feels good
- Are ready
- Are horny
- To keep their partner
- Peer pressure
- Debrief
 - Acknowledge that there are many reasons why young adults choose to have sex
 - Have young adults reflect on their personal motivation.
 - The leader will pose the question “ What does it mean to be ready for sex?”
 - Whether they want to do it
 - Figuring out what sexual activity means to them
 - How comfortable they are with the idea of a sexual relationship
 - Talking about consent with a partner
 - Being able to talk about limits and boundaries (what they want and don’t want) with a partner
 - Having information about contraceptives and protection from STI/HIV
 - Understanding how pregnancy happens and how STIs/HIV is spread
 - Feeling comfortable with condoms/sex dams
 - Getting tested for STI/HIV
 - Feeling comfortable with your body
 - The answers will be reviewed for Question 2
 - The leader will discuss the following if not included:
 - Don’t want to
 - Not ready
 - Scared of pregnancy/STI/HIV
 - Too busy/no time
 - Not interested
 - Past experience
 - Have poor body-image
 - Beliefs (religion/culture/spirituality)
 - Partner doesn’t want to
 - Debrief
 - Normalize all the reasons people have for not having sex
 - Any reason someone has for not having sex is okay as no one should ever feel pressured to have sex or do anything sexually they aren’t comfortable with.

- The leader will pose the question “What are some signs that someone may not be ready for sex?”
 - You feel pressured
 - You or your partner needs to get drunk or stoned to do it
 - You’re not sure about it
 - You can’t talk about it with your partner
 - You don’t have a way to protect yourself from STIs and pregnancy
 - Conclusion: The purpose of this activity is to understand different people’s perspectives and by gaining insight into their reasons, we can be respectful of their choices. Regardless of the individual’s engagement in sexual activity, it is important to be educated on utilizing safe sex practices.
- What’s in the Box?
 - Description: A form of contraceptive will be placed in a box and the leader will provide information on this contraceptive. Participants will then guess based on the facts what contraceptive is being described
 - Materials:
 - Box
 - Contraceptives (can be physical or visual representations)
 - Steps:
 - Select and gather forms of contraceptives
 - Place one contraceptive in a box without the participants seeing it
 - Read 2-3 facts about the contraceptive
 - Allow participants to guess and then reveal the answer
 - Conclusion: It is important to know general information for your own use as well as others. Seek further help from a medical professional if this contraceptive is not over-the-counter
- Condom Card Game
 - Description: A card sorting activity to exhibit appropriate condom use (i.e. application and removal)
 - Materials:
 - Condom Card Set(s)
 - Steps: Select Version
 - Large Group
 - Provide participants with a card set and ask them to work as a group to place the cards in the correct order.
 - Small Group
 - Make multiple card sets, divide participants into small groups, and have them race against each other to sequence their cards.
 - Line Up

- Hand out one condom card from the set to each participant. Ask them to arrange themselves in a line representing the correct arrangement. If you don't have 12 participants, give the cards to the whole group or more than one card to some participants. If you have more than 12 participants, print off some extra consent cards as they can easily be placed at multiple points of the sequence.
 - For all versions:
 - Review card order and the questions on the back of each card
 - Discuss local services where young people can access condoms and contraception as well as sexual health services and support.
 - Use this activity in conjunction with a condom demonstration activity.
 - Conclusion/Key Points:
 - Condoms are the best protection against STIs and prevent unplanned pregnancies
 - Condoms are most effective when used properly
 - Consent can be given and taken away at any time
- Handshake Activity
 - Description: Sexual health game demonstrating transmission of infections and the benefits of safe sex
 - Materials:
 - Small pieces of paper
 - Pen
 - Steps:
 - Cut and fold one piece of paper for each participant.
 - On one piece, write the letter 'G' before folding. On another, write the letter "I"
 - Leave all other pieces blank.
 - Fold pieces of paper, mix them up, and give one to each person before the game. Instruct them not to look at the paper.
 - Ask the group to stand and each person to approach two people, introduce themselves or share a fun fact and then shake hands. Once completed sit back down
 - Tell the group to look at their paper. The person with an "I" just found out that they have a handshake infection. It is spread by shaking hands so unfortunately if they shook your hand, you may have the infection – so please stand up.
 - Tell them it is so easily passed via handshake, so those who shook hands with the people standing now have the infection too.
 - Then ask everyone who shook hands with a standing person to stand up as well. Continue until all 'infected' persons are standing.

- Ask those who had a ‘G’ on their paper to identify themselves. Tell them this person used gloves! So they were the only ones protected from the infection.
 - Conclusion:
 - Simulates how STIs & STDs spread
 - Most STIs don’t have symptoms and you can’t tell who has a STD just by looking at them
 - Review that condoms protect against STIs
 - STIs are treatable
 - Get tested every time you change partners
- STI Risk Game: Unsafe, Safer, Safest
 - Description: Categorize scenarios into the categories of unsafe, safer, and safest. This game helps us learn about risky behaviors and methods to combat these practices.
 - Materials:
 - Unsafe, Safer, Safest, and risk scenario cards
 - Tape for posting signs and cards on the wall
 - Steps:
 - Post the Unsafe, Safer, and Safest signs around the room.
 - Instruct the group”
 - “We are going to do an activity that looks at someone’s risk for getting an STI. There are three categories: unsafe, safer, and safest. Unsafe means there is a high risk of spreading STIs. Safer means people are finding ways to reduce the risk. Safest means there is no chance of spreading STIs.”
 - Hand out cards to small groups or individual volunteers, give them a few minutes to read the card and decide, then ask them to post their cards under Unsafe, Safer, or Safest.
 - Review Answers:
 - Starting with Unsafe, read out each scenario and ask, “Is this card in the right place?”, “Why?” and “How could this behavior be made safer?”
 - Emphasizing using condoms, sex dams, and getting tested.
 - Address the Safer category. Ask, “Is the Safer category an ok place to be?”
 - Yes- If someone is choosing to have sex, the Safer category is a great place to be.
 - Safest is not the end goal for everyone and the Safer category shows that someone can be sexually active and make positive choices to protect their and their partner’s sexual health.

- Sexual Health Bingo
 - Description: Participants can review sexual health concepts through playing bingo
 - Materials:
 - Sexy bingo playing cards
 - Sexy bingo caller's cards
 - Pens
 - Prizes (optional)
 - Steps:
 - Give each participant a sexy bingo playing card and pen.
 - Explain game rules:
 - One at a time, draw a sexy bingo caller's card
 - Read the item on the caller's card and an associated health message.
 - Anyone with this item on their playing card can mark it off with a cross.
 - The first person to cross off a complete horizontal, vertical, or diagonal row and call out "bingo!" wins the game.

- Values Exercise*
 - Description: Identifying our values by identifying as "Agree", "Disagree", or "Neutral" in response to a statement
 - Materials:
 - Value Statements
 - Signs/Tape for each category
 - Steps:
 - Ask the young adult, "What is a value?"
 - A value is what is right or wrong for you, or what you believe in.
 - Instructions:
 - Explain that you will read a series of statements.
 - After each statement, the young adult should move under the sign ("Agree", "Disagree", or "Neutral") they feel most accurately reflects their feelings about that statement.
 - Explain that "Neutral" includes not being sure what their feelings are
 - Remind participants that this is a silent activity.
 - This is important in maintaining a safe space where people feel comfortable participating.
 - Let young adults know they will have a chance to share after the activity.
 - Everyone should start the activity at "Neutral."
 - Debrief
 - Ask young adults
 - "What did you think of the exercise?"
 - "Have you thought about these issues before?"

- “Did you learn anything new about your classmates/friends?”
 - It is important to think about our values because they influence the decisions we make, what we do, and how we take care of ourselves.
 - Values can change. A part of maturing means finding your own values.
- Body Image
 - Description: This is a three-part activity that looks at the “ideal” body image, combating negative body image, and completing a body image booster
 - Materials:
 - Sheets of paper (2-3) per person
 - Body Booster Sheet
 - Markers
 - Steps:
 - For all: Can have participants complete individually or in small groups
 - “Ideal Not Real” Body Image Activity
 - Have participants draw the “ideal” or “perfect” male and female body.
 - Ask young adults, “What does the media tell us the “ideal” female/male body should look like?”
 - Share results
 - Identify common themes
 - Discussion Questions
 - Do most people in the world look like this?
 - Why aren’t all people equally represented?
 - How can it make people feel when they compare themselves to a beauty ‘ideal’?
 - Body Image Action Planning Activity
 - Respond to the following prompts
 - Prompt 1: How can I feel better about my body?
 - Prompt 2: How can I help others feel better about their bodies?
 - Share Responses
 - Potential Responses for Prompt 1:
 - Give yourself compliments: think about the things you like or enjoy about your body and try to stop the negative self-talk.
 - Don’t compare your body to others as we’re all unique.
 - Eat food you like and that fuels you!

- Hang out with people who love you the way you are.
 - Listen to your body! Pay attention to what makes you feel good (eating well, sleeping enough, being in motion).
 - Exercise to feel good, not to lose weight or bulk up.
 - Wear clothes you feel good in.
 - Be critical of the media.
 - Recognize that our bodies are changing at this age & that's a good thing!
 - Potential Responses for Prompt 2:
 - Compliment people for what they do, as well as how they look
 - Don't judge anyone's looks or compare people's bodies
 - Be a good example - don't put yourself down.
 - Challenge media images that tell us only certain body characteristics are beautiful (i.e. thin, white, blond, able-bodied, etc.).
 - Support companies that are body positive.
- Body Image Booster
 - Ask young adults to fill out the Body Image Booster
 - Share Responses
 - Questions
 - Why is it important for us to think about the things we like about ourselves?
 - Connect to forming healthy relationships
- Relationship Spectrum Activity
 - Description: Participants will identify characteristics of a healthy and unhealthy relationship and apply this knowledge to scenarios
 - Materials
 - Paper and Markers
 - Relationship Scenarios
 - Steps:
 - Have clients create "healthy" and "unhealthy" signs on their paper
 - As a group, identify qualities in a relationship that make it healthy vs. unhealthy
 - Read scenarios and have participants respond by indicating "healthy" or "unhealthy" on their sign
 - Debrief
 - Trusting ourselves, our instincts and our feelings can help us figure out where we are on the relationship spectrum.

- We are all deserving of having healthy boundaries, support, and respect in our relationships.
- Activities Adapted From:
 - New South Wales Sexually Transmissible Infections Programs Unit (NSW STIPU) Resource Page
 - Link: <https://stipu.nsw.gov.au/gp/sexual-health-for-young-people/working-with-young-people-around-sexual-health/section-3-games-and-activities/>
 - Teen Talk Activities Binder
 - Developed by Sexuality Education Resource Center MB (SERC) and Klinik Community Health Education
 - Link: <https://teentalk.ca/wp-content/uploads/2017/01/Teen-Talk-Activities-Binder-2019.pdf>

Sharing: Performed throughout activities and group discussions

Processing: The leader will use questions to guide the expression of thoughts and feelings about the experience

- What was it like for you to do these exercises?
- What was it like to have this experience with your peers?
- Do others feel similar or want to respond?
- After doing this experience, on a scale of 1-10 how confident do you feel in utilizing your health education knowledge in your daily life?

Generalizing: The leader will summarize the group's responses and highlight the commonalities and differences among the group participants.

- Application:
 - The leader explains how the knowledge and skills learned in the group is relevant to the young adult's daily living.
 - How would you use these skills when making future decisions?

Summary: The leader will thank members for their participation and review the goals and content. End group on time.

At the end of the group, ensure that the clients have completed the post-test assessment.

References

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