

# Teaching Sexuality Online

## Tip Sheet for Educators

Sexuality education is inherently engaging. Here are some tips to make it work effectively online.

### Setting Up for Success

#### Build your professional self esteem

- Take some new PD re: teaching sexuality
- Learn about your board/agency supports
- Learn and practice platform and other tech

#### Have realistic expectations

- Recognize online education is more physically, emotionally & intellectually taxing for everyone
- Aim for about ½ of content/time as in-person
- Plan for IT challenges

#### Build a plan

- Logistics - invites, confidential question box
- Logical scope & sequence: chunk similar topics
- Have reporting mechanism for disclosure
- Have a classroom management process

#### Prepare students in plain language

- Encourage participation
- Content description
- Expectations and boundaries.

#### Prepare parents in plain language

- how parents can participate outside of class
- clearly setting boundaries (not be in class space)
- promoting private, secure space to learn
- role of parents who are acting learning assistants



#### You can do this!

What makes you a good educator makes you a good sexuality educator, online or in-person.

#### Increase the Dose!

**Dose** – amount of impact an intervention has on population outcomes

**Reach** – number of people exposed to intervention

**Strength** – amount of behavior change in each exposed person

**Dose = reach x strength**

Videos, webinars and podcasts reach and inspire many, but may not lead to significant behavior change.

With fewer people impacted, interactive facilitated classes have the relationship and active learning that leads to significant behavior change.

*How can you increase the dose for your group?*





## More Strategies

### Provide a rich introduction

- Take a deep breath; ground self & group
- Introduce self ; consider pronouns
- Acknowledge:
  - the land & first peoples
  - your gratitude, privilege, that you don't know everything, your assumptions about the group
  - their strengths & expertise
  - that tech can be uncertain
- Housekeeping items – how to participate & other FAQs
- Create and explain group agreements
- Content and activity roadmap
- Review prior learning (expect less due to COVID & online learning)

**Start with fun:** a poll like “what flavor is your day – sweet, spicy, salty, sour?” reduces tension and gives you an idea where the group is at.

**Create active learning opportunities:** use interactive tech each class (e.g. breakout rooms, annotation, chat, videos, polls, Mentimeter, Kahoot)

**Invite students to share their knowledge**

**Build relationship: use eye contact with your camera; use body language like head nods & facial expressions to show you're listening; avoid outsourcing to a series of external digital resources; create some of your own activities, demos & videos**



## Safety Tips

- Be alert to signs of trauma and discomfort
- Continually offer supports (e.g. embed resource links in your email signature)
- Respond immediately to disrespectful chat
- Use group agreements
- Encourage but don't require cameras on
- Provide specific sites for any research
- Clarify that teachers & their invited guests are to be the only adults present

### Safety for Educators:

**Set boundaries** with your time, personal information and resources (i.e. personal devices)

**Reach out** to your board/agency with concerns

**Practice self-care** to avoid moral or mental health injury

## Synchronous vs Asynchronous

### Synchronous benefits:

- Read and respond to needs in real time
- Allows for small groups
- Community of learning
- Builds relationship and communication skills
- Recognize signs of abuse/concern
- Normalizes sexuality

### Asynchronous benefits:

- Time to prepare and deliver presentations
- Builds skills for online communication
- Flexibility in access