New Guidance on Online Sexuality Education

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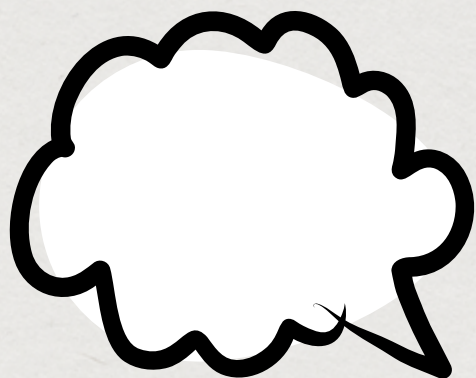55, Rue Royale │ 1000 Brussels │ Belgium

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Glossary

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There is an ==evolving language around digital learning== that is specific, important, and useful for those working to implement and discuss implementation of innovative learning techniques. The language included here is not complete, as this is a constantly evolving area of both techniques and words to describe techniques.

ASYNCHRONOUS (adjective)

Asynchronous describes an online class that does not meet via video or voice at one, prescribed time. Rather, the class is organized such that all participants can take part whenever they are able to.

BREAKOUT ROOM (noun)

A virtual meeting area where a smaller group of participants "breakout" of a large online meeting. These can be used to hold more directed and focused conversations that can then be taken back to the larger group.

CHAT (noun)

This is referring to the chat box feature in an online platform. In the late 80s early 90s these were called "chat rooms". Modern apps use this as an integrated feature (rather than a separate platform) where participants can dialogue via text sent back and forth.

DISCUSSION BOARDS (noun)

Discussion boards describe a way for conversations to happen digitally in written form. Participation via discussion board is usually a requirement of asynchronous classes and sometimes also a requirement of synchronous classes. Responses can be threaded (nested under each other so that they read in a conversation flow) or posted in order of time and date. Threading allows for full conversations to happen among participants rather than merely a collection of responses to the initial prompt.

F2F (adjective)

F2F stands for Face to Face, and describes a class that meets at one, prescribed time, in person.

FLIPPED CLASSROOM (noun)

Flipped classroom describes a class where the facilitator has recorded themselves presenting material in a lecture-like format for participants to watch between F2F classes. During classes, participants do home-work, write essays, etc., while the facilitator moves between them, supporting their individual processes. This is "flipped" from a standard classroom, where facilitators lecture in person and participants do home-work between classes.

GAMIFICATION (noun)

Gamification is a teaching technique where a game, including points and the potential to win, is a part of the learning process. While not done (yet!) for very much online sex ed related content, this is a common approach to F2F sex ed classrooms. There will probably be an increasing number of online games related to learning about sexuality and sexual health. You can see the three games UN|HUSHED has developed here: unhush.us/arcade.

CLICK HERE   Welcome to the Arcade!

unhush.us/arcade

LMS (noun)

LMS stands for Learning Management System. It refers to systems like Canvas, Blackboard, Edmodo, and Google Classroom (there are more!) where facilitators create online classes. They typically include ways to have online discussions, quizzes, assignment submission, and more.

SCREEN SHARING (verb)

Using software (usually during a video call) to show someone your computer desktop remotely.

SCREEN TIME (noun)

The amount of time spent watching or engaging with technological devices like televisions, game consoles, computers, smart phones, etc.

SUSTAINED ATTENTION (noun)

Continued focus on one task and/or stimulus. The amount of sustained attention a student is capable of usually increases as they age.

SYNCHRONOUS (adjective)

Synchronous describes an online class that meets via voice or video at one, prescribed time. The facilitator is offers real time lectures and activities that participants must be present for. They may also do asynchronous activities that function as homework.

VIRTUAL CLASSROOM (noun)

A "place" on the Internet that offers interactivity between facilitators and learners that feels like a classroom. It is often a part of a larger LMS. The most common example is a bitmoji classroom.

ZOOM (noun)

While Zoom is a specific platform, much like the phrase "google it" zoom has become a verb meaning to meet virtually using a web conferencing application. Example: Let's zoom about it later.

ZOOM BOMBING (verb)

The act of someone entering a zoom meeting or webinar that did not have permission to enter, and then shares violent and/or graphic content. That could be audio, video, graphics, or in the chat box. It is important as a facilitator to have a plan on how to handle this if it were to happen in your classroom. There are also a variety of settings to implement to avoid this in your meetings.

ZOOM FATIGUE (noun)

The feeling of exhaustion that comes from back-to-back video meetings without the usual break that in person meetings once had. These breaks might have been as small as walking from one office to another.

Revised with permission from UN|HUSHED's Online Teaching Terms Glossary, available here:

CLICK HERE

Online Teaching Terms Glossary

https://v3.unhushed.org/onlineTerms

Introduction: Crisis, strategy and CSE

Five Questions to Ask Yourself → p. 13

The COVID-19 crisis sent the entire world into uncharted waters. The severity of the crisis, and the global reach, was unprecedented. Most organizations did not have a process prepared for how to react to such an event. Nevertheless, organizations continued and developed ways to get through. Finding a balance of meeting their mission statements while prioritizing the physical health of staff, volunteers and participants became a necessary endeavour.
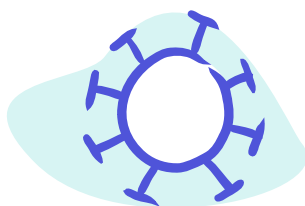
What we have learned from this experience is that it is possible to continue organizational work in the face of a global crisis, that the skills that we have learned are applicable far beyond this narrow experience, and that while this may have been the first of a truly global crisis it is not going to be over soon and it is not going to be the last crisis of this magnitude.

Comprehensive sexuality education (CSE) organizations hold a special kind of space in responding to a global crisis of any nature: we offer insight into the intersection of human relationships, communication, and physical health. This intersection of information, skills, and knowledge was the crux of people's experiences in how they responded to and eventually moved through to a non-crisis space. The services we have to offer are necessary to that process.

This document is designed to provide a blueprint for the global CSE community about continuing to provide our critical services when a crisis strikes and compels us to shift our outreach and education to digital environments. Because the ideal time to plan for a crisis is before it begins, this document is best used during non-crisis times, but it can also be used in the heat of the moment.

From theory to practical application, there are clear steps for global CSE organizations to continue their effective, engaging, challenging, lifesaving work even in times of crisis. Working through these steps provides organizations with a mapping tool for advance planning and crisis response.

Acknowledging a Crisis

The moment when COVID-19 became a crisis was a highly localized issue, impacting different places at different times. This localized, moving target of determining when the crisis started and when to respond to it was a confounding factor. Furthermore, the "beginning" moment of a crisis is often hard to pinpoint. In fact, by the time an organization is aware of and mobilizing against a crisis, it may have already been impacting people for weeks, months, or even years. Consider, for example, when a war begins. Local civilians, particularly those living near borders or on contested ground, may well have had significant, traumatic, and painful experiences long before a formal pronouncement of war. If you phrase your work with them as responding to a sudden or urgent crisis, your participants may tune you out because it would be clear that you are not connected to their experiences of the ongoing nature of their own crisis related experiences.

Organizations that respond more quickly and look to how organizations which have responded effectively to similar crises for guidance on next steps, are more often successful. Taking these stories into account, here are a few key elements to keep in mind:

- A crisis does not discriminate, but is often more harmful for those already grappling with stigma and marginalized status. Considering your organization and/or location to be vulnerable will help you respond more quickly.

- Speed is necessary when a crisis is looming. Do not drag your feet because you do not want to admit it is happening.

- There are likely to have been similar crises in other places and at other times, and looking for successful responses can inform your response.

A Digital Landscape → p. 15

When the world of education moved from in-person to online, much of the CSE global community were attempting digital sex education for the first time. Most of these organizations did not have a firm handle on what online education can or should look like, hindering their initial approaches. While many found ways through, basing additional work in this area on a solid foundation will provide structure and ultimately result in a more effective educational paradigm. This section of the guidelines offers:

- A theoretical introduction to digital media and education
- A concrete guide to the tools and skills necessary to produce high quality, online, educational, CSE content

Safety Considerations → p. 24

When working in in-person CSE classrooms, there are a number of standard protocols for ensuring and supporting the safety of participants. In the digital space, however, many organizations were making up these protocols as they went along. This section includes a series of best practices approaches addressing how to best obtain:

- Participant physical and psychological safety
- Staff, facilitator, and volunteer physical and psychological safety

Training → p. 36

When an urgent paradigm shift occurs, particularly into a space that is entirely new, training can feel unobtainable (because it may seem that no one has the skill set to provide it) and inaccessible (because there is not time or funding to provide it). Nevertheless, the skills that training can provide are urgently needed. This section provides:

- Information about why training during a crisis is so critical to provide
- Ideas on how to creatively access training
- Guidelines on what to focus on with extremely limited time and budget

What to Teach → p. 41

During a crisis situation, educational content must often be curtailed to allow for the realities of participants, staff, and volunteers working with substantially fewer resources, often including time and access to one another. Reducing what was intended to be comprehensive sexuality curricula can feel like cutting the legs out from under the program, reducing its impact, and providing sub-par programming. However, when provided with the options of providing shorter programming versus providing no programming at all, making sure that some content continues to be accessible is the best answer. This section provides guidelines on:

- Considering the most urgent needs of participants, staff, and volunteers and using these to guide content
- Identifying the first content that can be cut

How to Teach → p. 48

For many organizations the bulk of how to move online as a result of a crisis will involve the detailed specifics of how to take their existing content (that was written to be delivered in-person) and provide it in a digital format. The urgency of this question is heightened by a wide range of digital access across the world and the types of digital tools that organizations are able to use. Without a systemic answer to these questions,

organizations may be less able to rely on each other to provide successful ideas. This section provides concrete, specific ways to translate activities that were designed to be in-person into digital settings, including:

- Synchronous tools (mostly focused on real time, live video conference type settings)
- Asynchronous tools (mostly focused on LMS systems)
- Social media tools (based on social media that incorporates text, photo, and video options)
- A general consideration of how presenting this kind of CSE activity into a digital space might impact the experience

Evaluation → p. 66

While organizations can provide CSE without evaluation, and many do, this is not a best practices approach. Without knowing the effectiveness of an intervention, it is much more difficult to know if it should be replicated, if it should be modified, or if new approaches should be developed. Nowhere is this truer than in a crisis moment, with quickly evolving needs and massive unrest. This section includes:

- Context on what to evaluate
- Ideas on how to evaluate
- Considerations for analysis of evaluation data, particularly in a quickly evolving environment

Conclusion

The sections included in these guidelines offer a strategy for CSE organizations responding to a crisis situation, with a focus on when that crisis requires that the organization shift the elements of their educational paradigm to a digital space. None of this is able to effectively remove the emotional strain associated with living during a crisis while working to maintain critical elements of providing CSE to young people. Acknowledging the enormity of this request, and the emotional drain that it involves, along with having concrete steps to make the process more accessible, is what will ultimately provide professionals and volunteers with the wherewithal to continue in face of such adversity.

Questions to Ask Yourself

As you are preparing yourself or your organization to respond to a local, regional, or global crisis, here are five actionable questions to do to get you started:

? **Where is your target audience collectively engaging during the crisis?**
→ *Hint: Be sure to consider digital spaces!*

? **Who is experiencing the worst of the crisis and how can you target your response to meet their needs?**
→ *Hint: It is often the people you don't see who are hurting the most!*

? **Who are your allies in this work during this crisis, who should be delivering this online CSE, and how can you collectively support each other?**
→ Hint: For certain groups who are most vulnerable and/or marginalized, it might be better if you don't try to insert yourself into their homes via the internet. Instead, consider supporting other professionals and community leaders in reaching them.

? **What new and potentially surprising resources can you find and use at this time?**
→ *Hint: They may be things that you weren't willing to consider as resources before the crisis!*

Questions to Ask Yourself

? **When can you project that the crisis may end and clean-up may begin?**
→ *Hint: If it's entirely unclear when the crisis will end, that is painful and critical to acknowledge!*

? **How will your organization stay connected during a crisis?**
→ *Hint: Consider situations in which each of your standard communication tools, including in person connections, are cut off!*

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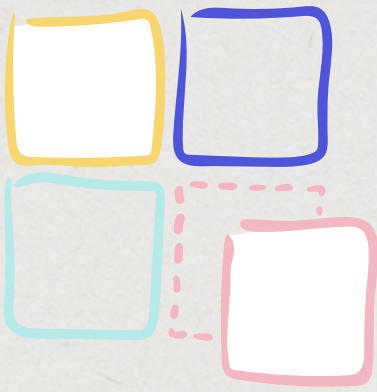
The digital landscape

Five Questions to Ask Yourself → p. 22

People have seen the promise of computer-based education for sixty years. In the early years, the attempts were overwhelming failures. However, they led to the many innovations that now allow global approaches to education to regularly use digital platforms as well as making fast, digital pivots during crises.

During the initial years of digital education, computers functioned primarily as platforms for reading and listening rather than interacting. However, the research on learning has made it clear that people learn best through active participation with information, whether that engagement is internally through active manipulation of thoughts, ideas and processes or with others through conversation and activity. While skilled teachers and facilitators were able to approximate and spur some elements of interactivity through digital education, it was not an easy or intuitive process.

The most recent twenty years of digital education has seen substantial digital growth, primarily through the dramatic expansion of internet functioning and speed. The advent of modern digital education can be seen in the first video cell phone in 1999 and the start of social media as we know it in 2000. The ability to watch videos and read content hasn't changed, but the ability to interact through discussion boards, social media posts, private communication, and so much more has allowed videos and words to be shared back and forth, between teachers and learners and among learners, in remarkable ways.

While the last twenty years saw growth and creative exploration of digital education, they have collectively paled in comparison with the explosion of online education that have come about since 2020. New tools and refinements of old ones are now being regularly released and, perhaps more importantly, the ways that people thought to use the available tools expanded dramatically. Creativity of use and new tool functions became a feedback loop where teachers and facilitators were asking for new functionality and the tech companies were providing.

Taking this historical evolution into account allows for a broader perspective of the digital landscape as it applies to providing comprehensive sexuality education.

DIGITAL MEDIA LANDSCAPE

Understanding the three primary perspectives of digital media allows for a platform-generic understanding of potential digital educational tools:

1. Elements of all digital media
2. Media format
3. Interactivity

— *Elements of all digital media* —

Digital media refers broadly to anything (including pictures, words, videos or a combination of those elements) that is stored on a computer, a phone, the cloud, or any other digital format. Researcher and theorist danah boyd (who spells her name with all lowercase letters) says that digital media is different than physical media in four specific ways:

- Permanent – it lasts forever
- Searchable – it can be found through word and image searches
- Sharable – it can be sent to many people in quick succession
- Viewable – it can be seen

boyd posits that it is these four elements that makes digital media different from physical media and suggests that thinking of it in these terms allows us to generalize digital media trends outside of specifics. For example, thinking about these four elements allows us to consider social media broadly rather than focusing on which specific platform someone is discussing. Focusing on the specifics has the drawback of being about a constantly evolving form of interaction. If this document were to focus on the social media platforms that were popular during the 2020 crisis, it would miss a substantial opportunity to generalize our learning and growth in ways that will allow readers, teachers and facilitators to use these guidelines in 2025 and beyond.

— *Media format* —

The other useful consideration to take into account when considering digital media is the format that it comes in:

- Primarily or exclusively written words
- Primarily or exclusively images
- Primarily or exclusively video
- Some combination of two or three of the above

This question is particularly relevant in an educational context because the format of the communication can have wide reaching impacts on how it is accessed by learners.

— *Interactivity* —

The final question about media is whether it is:

- Extensively interactive (social media)
- Designed to be created by one person or a finite group of people and then consumed (viewed/listened to/read) by a wide audience (traditional media)
- A combination of the two

The first group currently includes Facebook, Instagram and TikTok, but has included a wide range of other options in the past and no doubt will include more in the future. The second group changes less often. Some common examples include movies, popular music, and news reports. The third category includes platforms where some people use them exclusively as an audience while others interact extensively through them. Some examples include YouTube and online computer games.

Considered together, these three perspectives of digital media allow for a robust discussion of the best kind of tools for any CSE setting based on the unique collection of needs. For example, in environments where privacy of the learner is paramount, the elements of all digital media will be the top priority to consider. For other learning situations, however, it might be that proving skillsets like condom use is most important, and so an extensively interactive platform will be necessary.

MAKING A PLATFORM CHOICE

With an apparently infinite number of tools and options now available to support online sexuality education, figuring out what works best for you, with your style, and for your participants, with their style, during a crisis situation is a particularly difficult task. Here are core questions to ask yourself as you're deciding what kind of platform is best for you at this time:
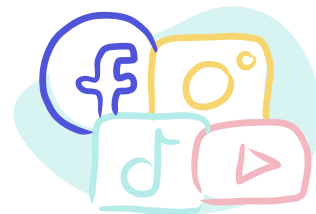
- Who is my target audience?
- Are there any elements of all digital media that my audience would be more concerned with than normal, as they relate to learning about CSE through digital means? How will I account for that?
- What media format does my audience consume the most of right now?

Am I able to produce content in that format or can I figure out how to quickly?

- How much interactivity is my audience used to when learning about CSE? How much interactivity are they available for during the current crisis? How available am I/is my organization to participate in that level of interactivity?

- Do I have any pre-existing tools that I have used in person that I would like to transfer to digital media? What kinds of platforms will I need for this process?

In considering your answers to those five questions, it is useful to know what is available. All types of social media have the potential to play a role in CSE learning spaces, depending on the resources (including technological savviness) available to both the teacher/facilitator and the learners. If one or more of them is of particular interest, based on the types of activities you are modifying from F2F options or are creating for online learning from scratch, do an internet search to find the one(s) that are the most consistently in use by your target group because the learners are the most likely to be familiar, and thus comfortable, with that one.

In addition to social media, there is a full range of education-specific tools which offer important options outside of social media tools:

- Assessment and Feedback (Examples: Spiral, Kaizena)
- Class Website Creation (Examples: Edublogs, Google Sites)
- Communication and Discussion (Examples: Flipgrid, Parlay)
- Learning and Classroom Management (Examples: Edmodo, Schoology, Canvas, Google Classroom)
- Lesson Planning (Examples: Common Curriculum, Planboard)
- Parent, Caregiver and Family Messaging (Examples: Remind, TalkingPoints)
- Plagiarism Checks (Examples: TurnItIn, Duplichecker)
- Polling (Examples: Polleverywhere, Mentimeter)
- Quizzes (Examples: Kahoot, Mentimeter)
- Slideshows and Lesson Delivery (Examples: Nearpod, Pear Deck)
- Student Portfolios (Examples: Seesaw, Bulb)
- Video Lesson Creation (Examples: Screencast-O-Matic, Edpuzzle)
- Video Conferencing (Examples: Zoom, Microsoft Teams)
- Virtual Classrooms (Example: Bitmoji office)
- Whiteboards (Examples: JamBoard, Zoom)

And so much more! Indeed, new tools and new kinds of tools are being developed every day. Staying abreast of these changes and evolution can feel overwhelming. The important thing to remember is that using all – or even many or most or some –

of this wide range of digital tools is entirely up to the facilitator and the educational needs that they are addressing. In fact, it is possible to use very few of them and provide a high-quality digital learning experience.

BUILDING THE DIGITAL CONTENT

Populating any digital platform with content requires some level of technical skill. What kind of skills depends not only on the format of the platform (words, images, sounds, and/or video) but also on the final goals of the educational system. For example, some teachers receive assignments from students and want to check to make sure that they are original work, while other teachers do not receive assignments from students and so a plagiarism check is inconsequential.

Building digital skill sets can be accomplished prior to (or between) crisis situations much more effectively than during one, and so prioritizing which of the following skills are most important is a critical element of pre-crisis planning.

There are two general sets of skills that sexuality education teachers benefit from having: technical and research.

— Technical skills and supplies —

The relative importance of each of these technical skills is closely tied to the technology that a teacher or facilitator feels that they will be best served by using. Basic computer and internet literacy is critical for each of them. All of them are augmented by some level of awareness of the user experience and making that as seamless as possible for the students. With each teacher using different approaches to education, including the structure and the tools in the learning setting, students may be confused or overwhelmed by the variety. Having a highly structured approach that is as easy to follow as possible, collects all of the links in one place, and otherwise respecting that students are rarely able to follow different approaches from each of their learning settings, will benefit the students substantially.

Specific technical skills for teachers to learn and use post pandemic and in preparation for future potential crisis situations include:

- Build webpages
- Capture screenshots for visual explanations
- Check for plagiarism
- Create a virtual space for your classroom
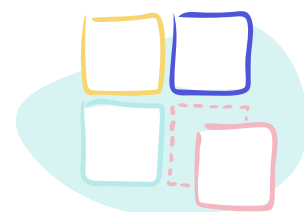
- Create, edit and manage digital audio
- Edit digital images (Example: https://canva.com)
- Make infographics and posters to simplify topics
  (Examples: https://piktochart.com/ • www.easel.ly)
- Photo Caricature and cartoons (Examples: https://cartoon.pho.to •
  https://picjoke.org/en/tag/Sketch • www.cartoonize.net –
  Makes an animation or caricature to more explicitly demonstrate emotions)
- Produce, edit and share videos
- Secure usage of online technology (Examples: www.athinline.org •
  https://safety.google/ • www.stopbullying.gov

Having the appropriate tools to manage digital technology is also important. Most smartphones and tablets provide sufficient quality cameras and microphones, often along with useful editing apps, to complete most of the necessary visual and video tasks associated with digital education. However, for high quality products, a video and sound studio tools like a camera, microphone, green screen, etc is necessary. Large digital storage capacity, like external hard drives, is necessary for substantial media production.

Expensive software (and associated training) also makes a huge difference in production quality. This is particularly true for video and image production.

A computer (either a laptop or a desktop) is incredibly useful for more complex tasks like building websites, bitmoji classrooms, or other interactive online spaces.

None of these higher quality options or the training associated with them are cheap, and thus planning for integrating technology over time into the educational process will spread out the financial impact and prepare for a more effective response to the next crisis situation.

— *Research skills* —

The skill of "finding the right answers" is one that used to be primarily relegated to librarians – and they still serve critical functions for those who have access to them – but most CSE teachers and facilitators do not have access to a librarian. Nevertheless, it is critical to know how to access evolving information about sexuality and to stay up to date with educational technology. Your organization should provide all educators with a list of local reliable resources for information about sex and sexuality.
Reliable resources for evolving ed tech include:

- https://www.techlearning.com
- https://www.edutopia.org
- https://thejournal.com/Home.aspx

Questions to Ask Yourself

As you are preparing yourself or your organization to dive deep (or deeper, if you've already started this process!) into online sexuality education, here are five actionable questions to do to get you started:

? **Where does your target audience spend their time online?**
→ *Hint: You'll want to focus your attention on the same platform!*

? **Who is your target audience?**
→ *Hint: This might be the same group of people who you've been working with. However, given the shifting dynamic of crisis situations, there might be a smaller subset or an entirely different group that you feel you can best meet the needs of at this time.*

? **Who on your team knows, understands, and maybe even loves this platform themselves?**
→ *Hint: They'll be the best person to help you make your time on this platform as effective as it can be!*

? **Who needs extra support to ensure the new delivery platform?**
→ *Hint: Teachers who will actually be in the classrooms with participants if you must use the Wizard of Oz Method or otherwise reach people through schools. Families may need support, especially in understanding synchronous interventions that will reach into their homes and other spaces.*

? **What hardware/skills/etc do you need to be creative on this platform?**
→ *Hint: Don't forget about visual appeal!*

Questions to Ask Yourself

(?) **When is your target audience most likely to be able to engage with your new platform?**
→ *Hint: Ask them!*

(?) **How should your team ask for additional support when they need it?**
→ *Hint: Share this information with them!*

The digital landscape

Safety considerations

4

Safety considerations

In face-to-face training participants benefit from anonymity and safety and are free from their families and communities' involvement in their educational process. Meeting young people outside and away from their immediate communities and families is often key to implementing training and educating on the more divisive and personal topics included in comprehensive sexuality education (CSE). However, during the global pandemic, online activities increased and became the primary (or exclusive!) way to discuss, train, inform and create knowledge on all topics, including CSE. The shift to digital platforms brought new challenges for organisations: the adaptation of the training and teaching in an online setting, unequal and often low-quality access to the internet and safety concerns that were not as pervasive, divisive or cumbersome as with in-person learning spaces.
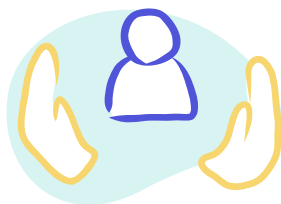
The challenge of maintaining safety in digital CSE spaces for both participants and educators, including both staff and volunteers, is of utmost importance. Without safety, participation plummets, participants are unwilling or unable to engage and educators may be at risk. Some examples of ways that safety may be violated include photographing or screenshotting either participants or educators, additional people being present, but unseen by the camera (either because it is off or because they are outside of its scope) or a family member walking into a room and hearing content that they disagree with or generally find offensive. All of these things violate participants' (and educators') anonymity, security and integrity, potentially putting members of the CSE learning community at risk.

However, there are ways to address these issues and create a safer, more trauma informed space for online CSE learning.

WITHIN THE LEARNING SPACE ITSELF

Online CSE groups and activities must come with group agreements or ground rules to ensure a safe space. Here are a few examples of ways to achieve this goal:

- **Acceptance:** Some participants will feel more comfortable expressing themselves on digital platforms – which is great! However, others feel more comfortable in person and will hesitate to engage digitally. Given the dynamics of the digital space, you may not even be able to see the quieter participants or even have any idea that they are present. Some ways to increase participants' feelings of acceptance include emphasising that there is no such thing as a wrong question, that you want to know and support each of them, even the ones you don't see or know and that your space is open to everyone.

- **Inclusivity**: Foremost, a digital CSE learning environment must expressly acknowledge all races, identities, religions and sexualities. Because personal connections like eye contact and body language are so much more difficult to express and interpret, even via synchronous video platforms, participants are less likely to receive these messages and thus feel included without overt discussion. Any discriminatory behaviour, including by other participants in the space, must not be tolerated. Interrupting this behavior can be difficult, even in an in-person setting, and staff and volunteers are often even less sure of themselves on how to do it digitally. In order to address this difficulty, create organisational guidelines on how, for example, to handle a biggoted comment on a social media platform or on what grounds to kick out a participant out of a synchronous video platform and then making sure everyone, including the participants, is trained in and aware of these guidelines.

- **Introductions**: The first step to creating a safe space is being aware of the people we are with. Always begin with a round of introductions before each session with questions like "What is your name? Do you want to share your pronouns, ethnicity or any other element of your identity? What is it that we need to take into consideration for you to feel safe?" Even with an established group who knows each other, it is important to recognise who is in the space and who may be absent.

- **Mandatory Reporting**: Laws around what is necessary to report, and to whom, vary dramatically on region. Be sure to know your local laws and be sure that participants know the laws as well. If you are required to make a report if they tell you they are being harmed, they need to have full knowledge of that fact before they tell you any personal details. There are many reasons why partici-pants may choose not to disclose harm or abuse. Let them know that you can talk about theoretical situations of harm without being required to make a report. Most young people are able to make this cognitive leap by around age 12 or 13. Note that this process may be different for online vs. in-person disclosures.

- **Privacy and Access**: Having access to a safe space at home to attend and discuss topics around SRHR is necessary for participants to engage. While it is not possible for organisations to ensure that all young people interested in

accessing their materials or learning environments have access to this, they can offer their services at a range of times, on a variety of platforms and through both spoken and written formats. This will provide potential participants with as many different access points as possible.

- **Support:** Because of the sensitive nature of SRHR topics, participants may need additional mental health support – or other kinds of practical support – that is beyond the scope of what a CSE learning space is designed to provide. Always have local or regional digital and in-person resources on hand to provide to participants. Necessary topics will vary depending on the ages of your participants, but may include housing, suicide prevention, counselors, female genital mutilation, child abuse, abortion access, contraception access, STI testing and treatment, sexual assault reporting, and more. At the beginning of CSE programmes, always highlight that supporting programs are available if a young person is grappling with topics outside the scope of what the program is designed to provide.

- **Technological Support:** Particularly in a synchronous setting, the person facilitating activities will struggle if they are also expected to run the technology associated with those activities. Having another person to do those details will allow the facilitator to engage more deeply, more thoughtfully and in more trauma informed ways than if they were trying to do both at the same time. If the group is particularly large, it is beneficial to have a third person on hand to step in if there are problematic statements or breaches of group agreements.

Utilizing these approaches to digital CSE learning spaces dramatically increases the safety of those spaces. However, it is impossible to guarantee complete safety in a digital space, much as it is impossible to guarantee safety in an in-person space. There are potential risks associated with each platform. Reducing risks and then weighing the remaining risk against the potential benefit is a necessary piece of consideration for organisations, staff, volunteers and participants alike.

Cameras On or Off?

One of the most constant concerns in synchronous digital CSE environments is how to handle expectations about camera usage. There are safety and trauma reasons to require cameras to remain on and reasons to allow participants to turn cameras off.

Reasons to require cameras on
- Allows participants to see who is in the learning space.
- Allows educators to see participant reactions so they can be responsive.
- Encourages group engagement and fruitful discussion.
- Increases trust through visual connection.

Reasons to allow cameras off

- Allows participants to have control over how much of their personal space they share with the group.

- Allows participants to have privacy in their reactions to the content.

- Encourages individual comfort and confidence.

- Increases safety through visual distance.

Here are two facilitator perspectives with different ideas about the best approach:

> *"Teachers should insist on participants turning on their cameras as a ground rule, as participants often refuse to turn them on as a way of withdrawing. When cameras are off, it often results in an inactive and passive group, which directly affects the quality of the workshop. So for many reasons, educators need to insist that the cameras be turned on."* – CSE Educator

> *"Learning to deal with a Zoom screen full of little black squares was an important part of facilitators letting go of their egos. For them, it was unnerving and they had all the worries you might expect, about not knowing who was in the room, feeling like they were talking to themselves and not enjoying the lack of instant feedback from smiling faces/ puzzled looks etc. However, they had hard evidence that proved the participants were just fine, such as lively text chat, participation in whiteboard activities and positive feedback on questionnaires. So, they felt uneasy, but their participants were looking after themselves and getting what they needed from the session. However, putting participant needs above the facilitator's habitual comfort zone (within safe boundaries) is important."* – CSE Educator

If participants are not engaging – if they are leaving their cameras off and are not participating in auxiliary activities – then it is worth considering whether a synchronous video platform is not serving the participants as well as another platform might. If this is the direction that you find, and you are able to determine your own platform method, consider the options described in the ***Digital Landscape section.***

Supporting Youth in Crisis

When young people are in crisis, they often reach out to people who they have talked about high stakes content with and who they feel they can trust. CSE educators often fit

this description. While many educators are fully aware of what they can offer participants in person and in non-crisis times, when a crisis emerges, the stakes and the need both increase substantially. Educators may find it even more difficult to find and deliver resources and to set critical boundaries for their own bandwidth in these situations.

—— Emotional support ——
Providing for participant emotional well-being in digital CSE is very similar to providing for participant emotional well-being in in-person CSE:

- **Check-ins and Check-outs:** Taking a moment at the beginning and the end of the session will allow the educator(s) to assess the well being of the participants so they will know who might need additional support.

- **End with Resources:** Make sure all participants have additional resources at the end of each session. This list can include email addresses, websites and local professionals.

- **Partnering with Mental Health:** CSE organisations that are able to partner with mental health organisations will allow participants to reap the benefits of a full range of services.

- **Setting the Scene:** Educational activities are not intended to be therapy sessions and this should be made clear at the beginning of the sessions. If participants begin to process their own experiences and feelings it is important to remind them of the goal and let them know you will share resources for mental health support at the end of the session.

—— Boundary setting for facilitators ——
There are times when participants want and need help that a facilitator is unable to offer. Their needs can range things far outside of a facilitator's purview (like a need for a car to transport them to and from work) to items that are closer to what a facilitator has to offer but are still outside of their capacity (like an unhealthy relationship that a young person insists on staying in but frequently requests help in navigating). Here are some questions that may help educators decide where that boundary is:

- Is the problem about a lack of information?
  → This is something that an educator can help with.

- Is the problem about a long term, physical need?
  → Educators cannot help with this and need to refer out.

- Is the problem about a short term, physical need?
  → Unless the need is something readily accessible to many educators like condoms, educators cannot help with this and need to refer out.

- Is the problem about either long term or short term mental health needs?
  → Educators are not mental health professionals and should always refer mental health needs to appropriate professionals.

- Is the problem negatively impacting the educator's mental health or wellbeing?
  → No professionals are required to put their own wellbeing at risk in order to support the youth they work with. This is a time to refer out.

Many educators find it difficult to set boundaries even when they know that it is an appropriate time to. They may find it even more difficult during a crisis when people's needs, including their own, can become so much more dire. For example, while an educator may be experiencing the same crisis that their learners are, they will ideally keep their own traumas private rather than sharing them with the learners. This allows the space to remain focused on the learners' experiences rather than through a shared trauma bonding experience. In the online space, for example, this means that the facilitator should ensure, to the degree that they are able, that their camera is tightly focused on them and a wall rather than a chaotic or difficult living situation. Thus, setting boundaries with participants is necessary – and even teaches them a critical lesson because they will need to set their own boundaries with people in the future. Doing so with a kind, assertive communication style where you make sure to connect participants with other resources where they can get their needs met (to the degree that you are able) is a gift to them. Educators need to make sure they are meeting, and continuing to meet, their own needs before they try to meet the needs of their participants. Otherwise they will burn out and not be able to support youth in the future.

Organizational responsibilities towards young peer educators

Organizations that oversee young people's work as peer educators have additional responsibilities in terms of ensuring the safety of those volunteers. Coordinators of youth-volunteer-led peer or near-to-peer education programmes should set up mechanisms to assess the capacities of the volunteers they support, specifically related to online provision. They should then consider how to provide adequate support to them, bearing in mind that the demands of online delivery can be quite different to in-person. Coordinators should pay attention to questions around setting boundaries, ensuring that young people are confident about answering all the questions in the relevant section above, and about making sure they keep boundaries around their own time and privacy when operating online.

Questions that coordinators monitoring young volunteers working in online provision should reflect on include:

- What policies does your organization have to cover the safety of young volunteers who are delivering online sexuality education? Are they up to date? Do they cover all the platforms of delivery that the volunteers may be using (synchronous, asynchronous, social media)?

- Do you need to update your working agreement with your young volunteers to reflect the changed nature of their online work?

- What training have the young volunteers already received in delivering CSE? How much did it cover?

- What additional training needs do they have? What topics covered in this guidelines document are they more confident on and what topics are new to them?

- How would they like to receive support during the provision of online education?

- How can you support them to protect their privacy and their volunteering/life balance? They may be doing more intensive or more frequent educational work than before, for example, if they are running asynchronous activities or using social media platforms as educational tools.

- What kinds of challenges are they facing during their online education?

- How can you make it easier for them to ask for help in the event of a problem? How can you support them to identify when they should report something formally?

Handling Opposition and Internet Trolls

Opposition to CSE exists around the world. In a move to digital CSE, the global opposition is able to target learning environments around the world. While there are always new ways to increase safety in online CSE spaces, opposition and trolls will stay ahead of technology and find new and painful ways to infiltrate or otherwise reduce the safety of digital CSE spaces. Keeping up to date on both the trolls' methods and ways to combat them is critical.

Here are guidelines for maintaining an opposition-free and troll-free learning environment:

- Create a "No trolls" policy or rule.
- Create organisational guidelines on deleting comments. Many organisations prefer not to delete comments unless there are death threats/insults/racist/discriminatory. Sometimes they will replace the deleted comments with a statement to that effect so that the flow of the comments makes sense.

Example statement: "This comment replaced one that included death threats/ insults/ racist/discriminatory. We do not condone this kind of language and will not offer a platform for its use."

- Designate a moderator to watch over all aspects of the space whose primary job is to consider and take action on opposition or trolls. This way the facilitator can focus on their job without being distracted.

- Focus on building a friendly, safe and educational community! Nothing builds walls against inappropriate use more effectively than the young people in the community.

- Ignore trolls. Do not give them visibility. Remember, trolls want visibility and buzz and will often find another place to troll if they do not get traction in your space.

- Report, report, report. Online platforms have rules that all online users must respect. If you receive threats or insults, take screenshots, report to the platform and if you do not feel safe, go to the police.

- Take breaks from the internet. Talk to your friends and colleagues. Make sure that your community is present, engaged and willing to support you should you come under internet attack.

Questions to Ask Yourself

As you turn your attention to ensuring both felt and experienced safety in your online programs, here are five questions to get you started:

? **Where can the youth you are reaching go if they are feeling or experiencing a lack of safety in your programs?**
→ *Hint: This information, including both resources within your program as well as local and regional support systems, can and should be posted and referenced regularly in all delivery modes.*

? **Who in your target audience may be the most likely to be targeted negatively for their engagement in your program?**
→ *Hint: It might be the minority groups that even you don't think about often, so dig deep into who your participants are when you're answering this question. They will need and benefit from your support.*

? **What digital options are most important to your target audience's safety?**
→ *Hint: Different audiences will need different approaches to safety. Asynchronous approaches may be safest for some, like those who don't have access to a private physical space to access synchronous spaces. Synchronous approaches may be safest for some, like those who don't have access to a private digital device or social media account.*

Questions to Ask Yourself

? **When a youth's safety is breached in your program, how do you offer support?**
→ *Hint: Support may be necessary in the form of legal, emotional, physical, and many other ways. Either providing support or providing access to other groups providing support is your responsibility.*

? **How can you ensure that the information you are offering access to will provide more positive support than exposure to harm?**
→ *Hint: If you're not sure, you might do well to consult with other organizations or partners who work more closely with a particular marginalized group within your target audience.*

4

New Guidance on Online Sexuality Education

Safety considerations

CSE, crises, and training

Five Questions to Ask Yourself → p. 40
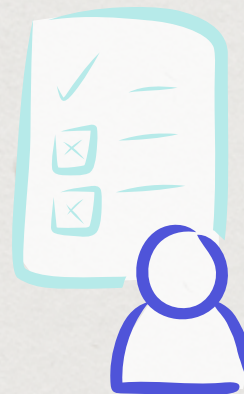
Skills acquired through training are essential for providing effective comprehensive sexuality education to young people. Training empowers and gives security to the trainers when they are making and preparing sessions and other learning activities and resources. Training helps to ensure the safety of the trainees and the confidentiality of the questions asked. Ultimately it allows the dissemination of reliable and science-based information and serves as a form of empowerment and freedom of informed choices for facilitators.

WHY TRAINING MATTERS BEFORE A CRISIS

Preparing and training for a crisis allows organizations to function as effectively as possible during crisis moments. Here are a few tips and points to consider including in your preparation training:

- Have a crisis-response person. This person should, ideally, attend large scale training offered through local, national, and international organizations that specifically focus on crisis preparedness. This will ensure your organization is kept up to date on the best global thought on potential crises and crisis response plans.

- Collectively create a communications plan among staff members, volunteers, and others who are integral to the work of your organization that addresses communications interruptions, including both physical and digital access. Make sure that everyone has both digital and paper access to the plan in the event that one or the other becomes difficult to access.

- Regularly revisit the organizational crisis preparation plans with staff, volunteers, and others who need to know. Integrating this content as a normal part of your training conversations ensures that folks new to the organisation will be caught up to date quickly and also that those who have been involved for longer don't forget the plans.

Collectively these training points will support your organization, staff, volunteers, and others will the necessary components to continue providing the necessary information associated with CSE as effectively as possible when (rather than 'if') a crisis occurs.

WHY TRAINING MATTERS DURING A CRISIS

The importance of training for comprehensive sexuality education (CSE) facilitators is often respected and adhered to in non-crisis times. However, when crises emerge,

maintaining the outlay of attention and resources on training can be more difficult. It nevertheless remains as important as – if not more important than – training during non-crisis times. Acquisition of new knowledge and skills improves the efficiency and effectiveness of the content, maximises time and resources, and reaches young people more quickly and more effectively than when staff and volunteers hesitate to continue their mission due to crisis-related barriers.

Staff and volunteers can only deliver CSE via changing platforms and in difficult times to young people if they have training that contains adequate and up-to-date information about those platforms and the ways that difficult times interact with the experiences associated with sex and sexuality. For example, at the beginning of the COVID-19 crisis, CSE facilitators needed training and support around appropriate Zoom protocols and additional information about the safety issues associated with sexting. However, many of them did not receive this training and either were unable to reach their target audience or did so by guessing at the necessary knowledge.

Given the expansive nature of digital resources and crisis theory, it is not necessary to wait to provide training that would be applied during a crisis. Training prior to crisis situations can provide staff and volunteers with the skills to deal with the constant changes that may occur during a crisis. Pre-crisis crisis training can provide staff and volunteers with the tools to respond to the challenges of access, attention, communication and turmoil in critical ways.

HOW TO TRAIN WHEN YOU DON'T HAVE ANSWERS OF HOW TO CONTINUE IN A CRISIS ENVIRONMENT

One of the primary challenges to providing training before or during a crisis is projecting what information will be necessary to carry forward with CSE education during a specific crisis. For example, some crises may push people away from being in physical contact with each other while others may bring people physically together in unforeseen ways (as with a weather event that forces people to share storm shelters or evacuation facilities).

However, now that we are collectively more aware, as a field, of the ways that our work providing CSE could be disrupted, we are also more prepared to project and create novel solutions to novel crises before they occur and as they are occurring. Indeed, it is the collective awareness and expanded skill sets that will allow the field of comprehensive sexuality educators to survive and thrive during times of crisis. Among our ranks and those of our colleagues and collaborators there are professionals and volunteers who have the necessary knowledge and skills to continue CSE during any crisis situation that may evolve.

Creating training protocols to allow CSE to respond to novel and potentially devastating situations where there was nothing before requires determination, collaboration and imagination. Here are a few elements to keep in mind as critical during the process:

- The training should ideally deliver the content to staff and volunteers in the same format that they should deliver CSE content to young people. This allows them to learn the theory and ideas and also have them modeled at the same time. For example, if an organization plans to use an image-based social media platform (like Instagram), they should create image-based guidelines for staff on how to use that platform for CSE purposes.

- Consider the evolving needs of the target audience and incorporate that information into the training. It is likely that staff and volunteers would also be experiencing the same crisis, and so may not be able to take their participants' evolving needs into account without explicit guidance.

- Consider Maslow's Hierarchy of Needs and reduce the amount of content that is provided to staff, volunteers and the target CSE audience. When managing a crisis, everyone involved will dedicate substantial amounts of their available capacity into their basic needs. This means that they are less able to consider their psychological and self-fulfillment needs. While this does not mean that CSE learning (or training on how to implement it) is any less important, it does mean that many people will need to move more slowly through that content. It may be necessary to reduce the content by as much as half.

- Count on the collaboration and active involvement of the young people themselves. This requires connecting with youth before a crisis so that you can continue the organizational relationship during it. They will be able to provide access to other young people, current commentary on youth needs and energy to be effective at supporting their communities of friends and peers.

- Encourage the training participants to be involved in the planning and implementing of the training. This may mean that the training becomes more of a collective of professionals, and that's okay, particularly if no one is inherently an expert because the crisis is novel and quickly evolving. If everyone takes portions of the content that is needed for the completed training and becomes an expert on that small portion, and then shares what they know with the other participants, everyone is able to increase their skills and knowledge in far-reaching and impressive ways.

Taken collectively, and put together into a crisis-responsive training, these recommendations allow for staff and volunteers to connect and reconnect with their CSE work, to be prepared to manage evolving needs and to know how to expand their knowledgebase. All of this equals higher staff and volunteer moral and commitment to the organization and its goals.

TRAINING TOPICS FOR PROVIDING DIGITAL CSE DURING A CRISIS

Regarding what to provide training on during a crisis situation, the specifics will depend substantially on quickly evolving needs of the situation. Here is a list to get started:

• The ability to seamlessly use the tools deemed necessary based on **The Digital Landscape section** of this document. Digital tools training cannot be overlooked. While it may seem that many digital tools are intuitive – and they sometimes are – many people feel hesitant to explore for fear of doing something wrong.

• The current social media tools most frequently used by the target population. Because social media tools change frequently, are highly location and topic based and young people are notoriously at the forefront of the evolution of social media, many staff and volunteers will be unfamiliar or only passingly familiar with the platforms that young people are most likely to use. Maintaining a presence on those platforms and getting information to young people in those spaces will always have the strongest results.

• The concerns of parents and other caregivers as they apply to sexuality during a crisis moment, along with caregiver availability, may be a dynamic and changing element of CSE. Striving to provide caregivers with as many tools and information as possible while maintaining participant confidentiality may require different approaches during a crisis. Work together with staff and volunteers to draft evolving protocols that focus on safety and respect. For more information, see the Safety Considerations section of this document.

• When a shift to digital CSE is required due to a crisis, it is likely that other elements of young peoples' lives are also moving online. This shift requires staff and vo-lunteers to increase their availability to discuss topics like sexting, cyberbullying, online sex, grooming, pornography and non-consensual content sharing. Indeed, all sexual connections, both good and bad, have the potential to exist both on- and off-line duringa crisis. But with increased focus on a digital landscape for all contact, they may be more readily experienced through that format than IRL.

• Digital group dynamics function differently than in-person groups function. Staff and volunteers should be prepared for this difference and ways that they will need to accommodate through digital tools like synchronous polling and breakout sessions as alternatives to in-person group building exercises. These structural differences are important to consider in both synchronous and asyn-chronous environments. The How to teach section of this document has more information on this topic.

• Finally, how to stay in touch with young people from their region and their immediate concerns and questions so that the programs they are creating are responsive will allow them to create the most effective interventions possible.

Questions to Ask Yourself

As you consider the ways that you can implement training for crisis response, both before and during a crisis, here are five questions to get you started:

? Where can your staff find information about how to respond to a crisis?
→ *Hint: This should be in their handbook and also easily accessible in both digital and print formats.*

? Who in your organization would be the best crisis preparedness point person?
→ *Hint: Consider who is highly organized and tends to think of all the ways that things could go wrong.*

? What does your staff and volunteers need to know in order to present CSE in an online environment?
→ *Hint: Finding ways to present all of your content in both on-line and in-person formats even in non-crisis times would allow you to continue even if one of these methods suddenly became inaccessible due to a crisis.*

? When can you integrate training on your crisis plans into your regular work flow?
→ *Hint: An annual training on this topic that is always on the calendar serves to keep it integrated.*

? How can your organization provide up to date information on services when they are changing as a result of the crisis?
→ *Hint: Connect with organizations in your region as part of your preparedness training to exchange and integrate crisis plans so that you can work in tandem.*

CSE, crises, and training

What to teach

Five Questions to Ask Yourself → p. 46

Comprehensive sexuality education (CSE) programs have a broad and deep scope and sequence of topics to cover, and all trained CSE educators will be familiar with these. Each of these key topics is broken out into distinct knowledge, skills and abilities that are outlined in specific learning objectives and key messages. Incorporating all of these into a program is what ultimately classifies as comprehensive sexuality education. However, many programs are unable to cover this wide range of content due to time, access and financial resources. This strain is made worse during crisis situations, which diminish all resources, but particularly time, access and financial resources. Crises also increase potential safety-related issues that intersect with CSE related content. Figuring out how to reduce the structure of a full CSE program during a crisis into something that is still meaningful and safe across as many topic areas as possible is a substantial struggle and absolutely necessary.

There are three primary considerations when considering how to shorten a CSE program most effectively during a crisis: participant needs, organizational/staff needs and content needs.

During a crisis, all of the human and non-human elements associated with delivering comprehensive sexuality education programs are reduced dramatically. Accounting for this in crisis response planning – rather than in the middle of the crisis and out of necessity – allows for an intentional use of the limited resources.

PARTICIPANT NEEDS

Participants will have an increased need for safety considerations as drivers of the CSE they access. Crises increase risk in all kinds of ways in addition to the obvious risk associated with the specific crisis. Marginalized populations, relating to all elements of identity, are targeted at higher levels during crises. Therefore, it is critical to assess your primary participant population and consider what additional risks and subsequent safety measures are necessary.

Participants will have a reduced capacity for learning, and one that CSE programs have no choice but to accommodate or to lose their position of trust and engagement with the

participants. Even when participants are available for similar amounts of time as pre-crisis, through either choice or academic requirements, they will not be able to bring their full attention and learning capacity to the moment. They won't learn if you don't pair down.

Participant-related considerations that come into play when you are considering what content to prioritize include:

- How old are the participants?
  → If they are older, they will be able to absorb more content.

- How much time will participants have available?
  → As time is reduced, content must be reduced more.

- How much access to private, digital resources, including wifi, computers/tablets/smartphones will participants have?
  → Programs must be reduced as other resources are reduced.

- What kind of sexuality-related trauma is the current crisis situation manifesting?
  → Possible examples include reduced access to sexual health care, increased gender based violence, increased violence against racialized and queer people, etc.

- Is increasing your highly visible education about the increasing elements of sexual trauma likely to increase or decrease your participants' safety?
  → If it will decrease safety, how might you use underground connections to provide education more safely?

ORGANIZATIONAL/ STAFF NEEDS

Organizations grappling with a local, regional or global crisis are rarely able to maintain their pre-crisis organizational tempo. Reduced financial resources and human resources, coupled with additional barriers like access to practical goods (like condoms) and services (like public transportation) are huge factors.

The realities of staff and volunteer needs increase the complications of providing CSE during a crisis in the same ways that they do for participants. The very human needs of staff and volunteers attending to their own and their families' needs cannot be dismissed or ignored. A responsible organization that cares for their staff will need to reduce the amount of working time expected from staff and volunteers during a crisis in order to

allow them to account for these needs. While this increases costs and potentially decreases organizational impact, it has the long-term, post-crisis benefit of building commitment and retention of staff and thus the long-term organizational impact.

So how much content needs to be cut based on organizational, and staff needs? There are as many different ways to approach this problem as there are programs. Considerations that will come into account include the following:

- How experienced are the facilitators?
  → More experienced facilitators will be able to navigate more content more effectively and know when their participants have hit their maximum content absorption.

- What content are the facilitators trained to provide?
  → Staff and volunteers are often lost during a crisis. Remaining staff and volunteers should not try to cover content they are not trained to provide.

- How much time do the facilitators have available?
  → Facilitators will need at least 1:4 ratio of presentation time to preparation time in order to prepare new, crisis-content approaches to presenting CSE.

- How much access to private, digital resources, including wifi, computers/tablets/smart phones will facilitators have?
  → Programs must be reduced as other resources are reduced.

- What content can the staff and volunteers teach while maintaining their own safety?
  → Being a public face of CSE via social media platforms, public campaigns, or even just as a publicly listed facilitator of a workshop, can put staff or volunteers at risk. Consider the intersection of the crisis and the political climate.

CONTENT NEEDS

Prioritizing content so that the most important elements from a CSE curriculum are maintained while the other elements are saved for post-crisis learning environments is a stressful process, to be sure.

And what content should be cut first should be based on what the learners are most likely to be grappling with in this time of crisis. Here are a few elements to keep in mind:

- The potential for increased violence as a result of increased stress (both interpersonal and familial)

- Communication complications (access to communication is likely to change, either becoming notably more or less digital)

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- Reduced access to sexual health care (including everything from condoms to medical professionals to STI and pregnancy tests to abortions and menstrual care products)

Based on this information:

- Which of these areas (or others) feel the most urgent for your participants? Can you poll them to find out?
- Are these topics that you have previous approaches to education about?
- If you narrow your program to only this content, what would that look like?
- Could you use direct intervention time with participants in person to prioritize this content and use media and other asynchronous, indirect spaces to cover other CSE content?

Many professionals struggle with cutting CSE programs so substantially. Nevertheless, it makes a substantial difference in learners' ability to retain the information, particularly when done with thoughtfulness and consideration for the elements that are most important to their current situation.
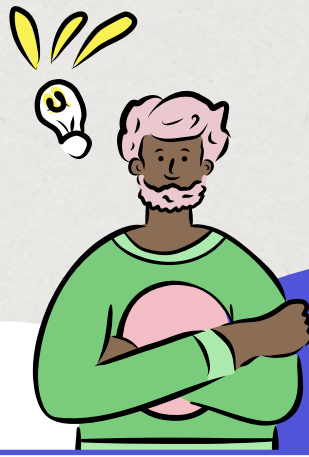
Questions to Ask Yourself

As you identify the content that is most critical to incorporate into your programming as you shift to respond to a crisis, here are five questions to get you started:

? **Where can you provide cues in your crisis education for participants to consider their own safety as they are accessing CSE routinely?**
→ *Hint: This may involve pop-ups reminding participants about clearing their search or browser history, providing alternate ways to access your services or verbal or video-based reminders in synchronous or asynchronous platforms.*

? **Who among your staff and volunteers is trained to cover which content elements of your CSE?**
→ *Hint: Expanding this so as many people as possible are trained on all of the content increases your capacity to continue providing a wider range of content during a crisis.*

? **What additional safety risks might your participants experience in their evolving living environments?**
→ *Hint: Consider whether they are sharing digital devices and how additional people knowing that they are accessing your services might decrease their safety.*

Questions to Ask Yourself

? **When can you prepare scaled-back versions of your services in your crisis planning processes?**
→ *Hint: Consider working on this during otherwise slow times in your annual educational cycle.*

? **How can you assess participant safety and associated content needs during a crisis?**
→ *Hint: Anonymous polls are a great way to do this.*

How to teach

Five Questions to Ask Yourself → p. 65

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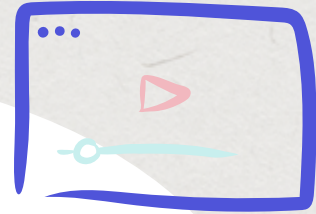
How to teach

During a crisis disruption of normal CSE delivery, there is usually uncertainty about how CSE could – and indeed whether it even should – continue. There are many questions, but foremost among them is the question of how to go about providing CSE in a digital format. This chapter answers that question.

Digital and hybrid approaches to CSE are limited in what they can provide, but so is in-person CSE. Being aware of the ways that these platforms may not meet everyone's needs allows us, in times where we have the option, to choose mindfully what kind of pros we absolutely need and cons we are most able to accept.

For the purposes of this document, online learning is broken up into three large categories of ways to reach learners online: synchronous, asynchronous, and hybrid. Synchronous learning is structured so that teachers/facilitators and learners/participants are all engaging at the same time while asynchronous approaches happen across time with teachers and learners engaging at whatever times they are available. Because these categories are so different, they require entirely different approaches and must be considered independently. Hybrid methods are some combination of synchronous, asynchronous, and even in-person approaches. The most common hybrid approaches have some combination of in-person and online participation.

Regardless of the approach, each of the digital and hybrid methods requires adjusting the timing of sessions/activities that have typically worked in-person. Time moves differently online and accounting for that difference is necessary for the learning to feel natural in the online modality. For example, running faster through something isn't the same as trimming or modifying it for the new approach.

Synchronous Teaching and Learning

As schools and organizations turned to online learning, synchronous video platforms, like Zoom, Google Meet, and Microsoft Teams, skyrocketed in popularity. The benefits of moving from synchronous, in-person classes to synchronous, virtual classes felt substantial. The lesson plans and activities felt like they would translate easily and authentically, there was more control over the space and ways to see the learners' attention as present or lagging. Over time it became clear that, while maintaining a synchronous lens, moving from in-person to digital was not a simple process.

"Adapting the learning aids can be challenging at the beginning, but the creativity and dedication of the peer-educators are what got us through and resulted in an amazing end product. The materials needed to be adapted to the platform itself, which can be hard, yet is manageable by closely following the reactions of the participants in every single situation and thus perpetually adapting them to be as stimulating as possible." – HERA Educator

There are notable pros and cons to synchronous learning environments.

Pros:

- **Control** – facilitator can see participants and can determine their ability to interact withmeach other.
- **Dialogue** – real time interaction in large and small groups.
- **Screen sharing** – showing participants slide shows, video clips, and other elements displayed on your computer screen.

The benefits that come with digital, synchronous CSE are notable! Indeed, it should not be seen as a deficit model when compared with in-person CSE. Leaning into, for example, being able to reach a huge audience at one time, and maintaining intimacy through breakout groups, should not be underestimated. Participants, whether they are parents or youth, may have an easier time attending while working around obligations at home and at work. Automatic closed captioning is only one of the many ways that synchronous sessions can be more accessible to a wider audience than in-person learning.

Cons:

- **Technological complexity** – managing the details in a video conference call takes attention and involves a learning curve.
- **False sense of connectedness** – because it is possible to see each others' faces, but it does not offer true eye contact or the possibility of seeing full body language.
- **Security** – zoom bombing is one example, another would be participants taking screenshots or photos of the screen, and so on.

"Our experiencia has consisted in multiple mixed formats, that means the educator is online while the group is face to face. In this cases the difficulties multiply: faces are not seen, contributions and discussions are not heard well, people from the group are 'anonymous'; gestures got unnoticed, etc. Therefore, it is essential to have an ally on the other side, predictably the regular educator. Meeting with her/him/them beforehand is vital in order to work on the content, the structure and giving them clearly instructions of what is needed. The success or the failure depends on this." – Sedra contibution

The biggest challenge that comes with digital CSE is the safety of the participants and the educators, which is why we have devoted an entire chapter to this issue. Before moving forward with any synchronous CSE, be sure to consult with this chapter to ensure the program is not bringing more harm than good.

Tips: Making the process of teaching CSE feel more organic and natural to the virtual space itself is essential. Consider the kinds of online tools that interface with synchronous structures and make them central to the curricular structure. Ways to modify existing programming in ways that feel natural are instrumental, and having a good grasp on what feels natural is a great place to start.

Here are a few examples of digital elements to use strategically:

- Whiteboard feature
- Polling feature
- Breakout rooms (can be used for small group conversations and also for when a participant needs a one-on-one chat with a facilitator)
- Private and group chat/messaging systems
- Digital slides that are shared
- Social media groups that are formed after the learning experience to continue connection
- Anonymous question platform (can be something that is for general use like google forms or a polling softward or ones that are designed for anonymous questions)

Many of these elements are available within synchronous video platforms and also via outside platforms. Consider the whiteboard feature. While the one available within Zoom is sufficient, there are benefits to using Google's JamBoard because of its integration with Google Image Search or even much more robust whiteboards like Mural or Miro. The more robust the program, however, the more time will need to be spent training participants on how to use it. The costs and benefits of this trade off will depend on many factors, including how much time total the program uses (the more time, the more likely it is that additional technical training will pay off on a more robust program) and the average and range of quality of the Wi-Fi and computers the participants will be using (the lower the quality, the less useful the more robust whiteboard systems).

Finally, however optimized your digital CSE is, there is always room to grow.

"At the beginning of our digitization process, we encountered some setbacks due to the general skepticism towards digitalization. We dealt with this by consulting an external expert regarding the adaptation of our manual and our teaching style. Our first attempt looked nothing like what we have now. We started by adapting our workshops into a debate-centered format in order to make up for the visual aids we had not yet developed online. This experience helped us find our weak and strong suits in the virtual world and further adapt our curriculum." – HERA Educator

Asynchronous Teaching and Learning

Platforms that allow for students to interact with teachers can take many forms, including a place for students to submit assignments, for educators to provide readings and give feedback, and for interactions among students. During a crisis (or for exclusively online schools), these platforms can be the sole source of student/teacher interaction.

The other form of asynchronous learning is social media. During a crisis, these platforms can become the sole sources of interaction between young people and the world outside their home. Young people need social interaction at all times. When a local, regional, or global crisis necessitates restrictions in-person interactions, social media can allow for a semblance of continued engagement. Educators and organizations can benefit from this need for social interaction and interact with a substantial youth audience online. Other platforms that may be utilized during a crisis include radio and television. Finding the platforms that youth are most likely to engage with is the most important part of deciding where to put the most energy in content creation.

There are pros and cons to asynchronous learning platforms.

Pros:

- **Organization** – you can readily create a calendar based organization system that allows students to easily follow along over time.

- **Time for reflection** – participants are never put on the spot, but rather really have time to dig into their thoughts before providing answers.

- **So many resources!** – this modality really lends itself to a network of information gathered from across the web.

- **Constant connection** – social media in particular allows for participants (i.e., followers)mto stay engaged with CSE related topics for a much longer time than any other learning structure.

Cons:

- **It's easy to be distracted** – with so much text and so little real-time interaction, participants who are not excited about asynchronous learning are often lost very quickly.

- **It's hard to be trauma-informed** – without being able to see participants, you must rely on them to directly share if something is upsetting or triggering.

- **Very few pedagogical ideas/insights for LMSs** – these platforms just haven't yet inspired substantial evidence-based (or even evidence-informed) creativity on the part of facilitators and teachers.

Tips: Asynchronous education requires a commitment to production costs. Without video and image production, asynchronous education falls back exclusively on written text, which young people often see as boring and not worth their attention. In a world where a person's attention is often sought after and fought for, educational systems often need to engage at least somewhat in this process. This is even more true during a crisis, when young people's attention is often at an even higher premium.

While free or very cheap image and video editing programs do exist (the smartphone app market is a great place to look for these), using them effectively, knowledgeably and in a way that has on-point information requires skill. These are skill sets that are best built pre-crisis so that they are ready to be employed when a crisis strikes.

Hybrid Teaching and Learning

A hybrid approach to CSE is one that blends any two approaches. It includes all digital environments that blend synchronous and asynchronous methods, environments that have both in person and synchronous methods or in person and asynchronous methods. There are so many different approaches to hybrid learning that it's difficult to summarize. Nevertheless, there are some important elements to consider when using hybrid approaches to teaching and learning.

Pros:

- A learning approach that uses a combination of digital platforms (synchronous and asynchronous) tends to be very effective. Teachers are able to pick from a wider range of platforms for each activity and content area and participants are able to be more flexible in their own learning styles and available times. This allows teachers to capitalize on the pros and reduce the cons of digital learning.

Cons:

- A learning approach that uses a mix of in-person and digital participation is much less successful. These groups must, essentially, be taught as though they were entirely digital so that the online participants do not lose out on critical elements of the learning. This is true whether the teacher is in-person and the students are a mix of online and in-person or the teacher is online and the students are in-person or a mix of in-person or online.

Tips: If you are using the first approach to hybrid teaching and learning, lean in heavily on the pros for each of the methodologies. Really use them to their fullest extent.

If you must use a hybrid approach that mixes in-person and online approaches, regardless of who is online and who is in-person, here are some things to consider:

- All participants, regardless of their positionality in the learning space, will need access to digital technology.

- Use exclusively digital means for 1:1 teacher-to-student communication so that the students in both online and in-person settings have equal access.

Wizard of Oz side-note

One of the most common approaches to hybrid teaching and learning is referred to as "The Wizard of Oz" approach. This is where the teacher is in a different location from the students and is typically projected onto a screen. The students are all in person together. This particular approach is not recommended for the following reasons:

- The facilitator is not able to ensure a safe or trauma informed environment because they cannot hear or respond to student comments that other students can both hear and respond to.

- The teaching approach is almost always didactic rather than activity based because the facilitator cannot interact with the students.

- Technical glitches are rife for a range of reasons. Among other things, it is rare for schools to be equipped with sufficient microphones for all students in a classroom to be heard by the teacher on the other end of the video call.

The most effective response to the proposal to run a learning series via a Wizard of Oz approach is to suggest that the local schoolteacher is trained to do the sex education instead of the organization staff member or volunteer. When this is just not possible for

whatever reason, there are workarounds for some of these problems, However, they are imperfect and still primarily rest on training for the school staff who will be in the room.

It is not possible to safely facilitate an in-person space via a video call. When a teacher with specific CSE knowledge is required to do this, the adults who are actually in the room must be trained to maintain a safe space. Here are a few recommendations to include in that training:

- The on-site adult should know what to listen for that would indicate an unsafe space. This includes, but is not limited to, hurtful or bigoted language, calling someone names, identifying or sharing someone else's sexual experiences (whether that person is present or not), and providing inacurate information.

- The on-side adult should have open communication with the teacher. This includes knowing how to interrupt the teacher should something from the classroom need to be addressed because it is harmful or inaccurate.

- The on-site adult should know how to troubleshoot if the technology fails.

Accessibility

Hopefully, you would already have in place a checklist to ensure that your in-person workshops would be fully accessible to all of your participants. If your organization does not have such a checklist, this is your sign to develop one! Disability justice organizations often have more information and ideas about how to do this. The requirements are often different for a digital space.

Wherever possible, ask your participants in advance what their needs are. If you use a registration form for people to sign up, include space for them to let you know if they have access requirements.

Some tips to get you started which may be appropriate for increasing the accessibility of your offer, depending on the needs of your group:

- Ideally contact anyone who has indicated they have a disability or particular access needs before your session to check in with them about their wishes, technology and support preferences

- Include accessibility measures in your ground rules setting for your activities, so that they are treated as normal elements of creating a safer community of learning

- Ask all participants to say their name before speaking whenever they make an intervention

- Give a short audio description of any presentation slide or visual tool used, including describing your actions if you are highlighting or pointing to something if that is unavoidable

- Build in activities that work with the abilities of everyone in your group. For example, if your group includes blind or visually impaired people, make sure all activities are fine to run on audio description only, i.e. avoid using the Zoom whiteboard stamping tool to interact with an image, or energizers that include copying the physical actions of someone on screen.

- Avoid, as far as possible, any exercise that involves collaborative writing on a Jamboard/Google doc in plenary – instead, get participants to go into breakout rooms in small groups even if the entire group is working on one collective document, so that discussions can happen aloud with one teammate active as scribe.

- Double check that any platform used will work with a screen reader (Google tools are all fine)

- Get into the habit of adding alt text descriptions of all images you share on social media and other asynchronous platforms

- If participants in a synchronous session are sharing ideas on multiple topics at the same time that need to be grouped together on one single document (for example, "Successes" and "Challenges"), privilege more orderly forms of organizing their ideas (e.g. list making in columns) over more chaotic ones (e.g. sticky notes everywhere) to make the whole document easier to unders-tand with a screen reader

- If your funding allows, hire professional closed caption providers to add captions to your synchronous sessions. Zoom and other video platforms also have an in-built automatic captioning function on paid accounts but these will be of lower quality.

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Ways to Adapt Face-to-Face Activities for a Digital Platform

Anonymous questions

Synchronous Platforms

The good news is that if your video platform doesn't include a process by which participants can ask anonymous questions, there are a lethora of other options available to you. Google Forms, for example, can gather fully anonymous questions that you can see in real-time.

Asynchronous Platforms

The good news is that if your learning management system doesn't offer a process bywhich participants can ask anonymous questions (because most of them don't), there are a plethora of other options available to you. Google Forms is a great structure that participants can use whenever they are engaging.

Social Media

This is so easy to do on social media! The possibility of anonymous interaction is often baked into the social media experience. The only caveat is that followers who have used their real names may want another way to offer an anonymous question, like through a google form.

Sex Ed Specific Thoughts

Answering every single question that's asked can be daunting, particularly when participants have time to sit and think about what they want to ask (or even text a friend to see what they should ask!). Consider how long it may take you to answer every anonymous question as a factor in how often you invite participants to ask them. If you invite anonymous questions, but don't answer them (or at least address why you aren't answering them), participants may lose trust in the online CSE process.

Brainstorming

Synchronous Platforms

Digital whiteboards, shared Google Docs, or even just screen sharing a word processing document all work to fill this need. Many video conferencing platforms have internal whiteboards and more robust internet programs (like Mural and Miro) also exist.

Asynchronous Platforms

A Google Doc works really well for asynchronous brainstorming. Everyone can access it and anyone can change or add things.

Social Media

Finding ways for followers to engage in conversations and build on each other's ideas can happen through comments on or reactions to organizational posts or using a broader approach like creating a brainstorm- or topicspecific hashtag.

Sex Ed Specific Thoughts 💭	Brainstorming within a sexuality context always requires immediate feedback and interaction with ideas, as they are suggested. All young people know examples of language and ideas that are harmful and hurtful and these surface regularly during brainstorming sessions. It is the facilitator's job to quickly address them rather than to let them sit as part of the visual brainstorming process. However, this is substantially more difficult to do if participants are adding their own ideas. If you are allowing participants to add their own ideas to a brainstorm, either synchronously or asynchronously, be sure to address the group rules and dynamics prior to opening the brainstorm, including not overwriting other people's contributions, and address problematic contributions as quickly as possible.

Condom Demonstrations

Synchronous Platforms	This is fairly easy to do, because you can present the demonstration via video rather than doing it in person. What is more complex is having the participants practice putting a condom on a penis model. Depending on your resources, you might be able to include condoms and a cucumber as part of a class supply list or mail each participant a package of condoms and have them bring a cucumber to class to practice with. Make sure that you mention that the cucumber is a standin for a penis model and that putting a condom on a penis is what they should do to protect against pregnacy or disease transmission.
Asynchronous Platforms	This is fairly easy to do, because you can either record yourself putting a condom on a penis model or link to a YouTube video of someone else putting a condom on a penis model. Recording yourself, when possible, is better because it builds connections between you and your participants that may otherwise feel missing in an asychronous classroom. What is more complex is having participants practice putting a condom on a penis model. If your participants' technology and resources are sufficient, you can have them record themselves putting a condom on a cucumber and share the video with you. Make sure that you mention that the cucumber is a stand-in for a penis model and that putting a condom on a penis is what they should do to protect against pregnancy or disease transmission.
Social Media	These are already readily available online in both video and image format. Linking to one is an easy way to provide the information to followers. Making an organizational-specific version allows you to brand it, make sure that the information is accurate, and make connections with your other content.
Sex Ed Specific Thoughts 💭	It is useful to remember that putting a condom on is a relatively simple pro-cedure when compared to having a conversation with a partner or a potential partner about contraceptives and STI prevention methods. It is critical for STI and pregnancy prevention activities to include a focus on how to hold these conversations through role play or other activities.

Creative expressions (writing or drawing)

Synchronous Platforms
If participants are assigned to prepare a written or drawn expression prior to class, they can take a picture of it and either send it to the facilitator or add it to a shared document (like Google Slides). The facilitator can show the contributions or a subset of them to display via a slide show during class or he participants can look over the shared document that they directly contributed to. If participants create their expressions during class, they can turn on their cameras to share visuals or they can turn on their microphones to read aloud what they wrote.

Asynchronous Platforms
Participants can easily share written words and digital pictures that they take of their creations via discussion boards or shared documents (like Google Slides). You can allow participants to respond to others' posts or not, depending on the goal of the assignments.

Social Media
Invite followers to share their creative expressions through their own accounts using a specific hashtag or through direct message with your organizational account for you to share out anonymously (with the same hashtag!).

Sex Ed Specific Thoughts
Previewing participant-created content prior to sharing it with all the participants allows the facilitator to preview the content to attend to anything that is potentially problematic before it is distributed to all of the participants.

Games and other physical activities

Synchronous Platforms
Translating games/physical activities that were designed for a F2F experience into a synchronous, online experience can be very difficult (like going to a store to buy condoms), easy (like having small groups brainstorm synonyms for sexuality related words in breakout rooms and then report back to the big room), technology heavy (like turning a physical card game into an online card game), or anywhere in between. Whether you are able to do this will depend on your learning goals, the specifics of the activity, and the resources available to you and your participants. There are an increasing number of existing CSE games available online, and using those is a great idea!

Asynchronous Platforms
Playing games that are designed for a F2F experience in an asynchronous format is incredibly difficult. There are a few games (often called simulations or sims) that are specifically designed for learning in an asynchronous way, but there are few (possibly zero) designed for sexuality education. As education increases its digital integration, it is possible that we will see increasing numbers of sims for sex ed online. In the meantime, it may be possible to modify some of your F2F games if you are creative with the tools available in your LMS.

Social Media	Online games are often fun, but maintaining attention over social media can be difficult. Games on these kinds of platforms are best organized through live video streams with lots of viewers. If this is not something that is possible, it may be best to leave games for another time.
Sex Ed Specific Thoughts	As with all content related to sexuality and sexual health, and particularly when it is being presented digitally, it's critical to keep a trauma informed lens in mind. While this is as true with games and physical activities as with everything else, it may be easier to forget about in an attempt to be more fun.

In class speaker

Synchronous Platforms	Have a speaker come in and participate in the Zoom from their own location. Be sure to do a test run with their technology beforehand!
Asynchronous Platforms	Have a speaker work with you to collect readings for the week, write your LMS processes, respond to them, and grade them (as applicable).
Social Media	Guest posters on social media platforms can be very fun and can capitalize on synergy between social media accounts
Sex Ed Specific Thoughts	This is a great thing! Especially if you know people who are able to speak who are part of a population that your participant group may not have much connection with. Some examples include someone who is living with HIV, who is trans or nonbinary, has been in an abusive relationship, etc. You do need to make sure that the speaker is prepared and has experience discussing their personal experiences in a public environment. Collecting questions from your participants to share with the speaker beforehand is useful.

Large group discussion

Synchronous Platforms	This is hard to do in a synchronous space with more than 10 participants. In fact, unless you and your participants all have extraordinary technology and internet access, large group synchronous discussions should just be skipped in favor of small group discussions.
Asynchronous Platforms	This is the standard discussion option in most LMS's. It's high quality, useful, and can produce really effective discussions, especially when you opt for responses to be threaded and require participants to respond to one or more posts from their peers.
Social Media	This is, in many ways, exactly what social media was originally created for. Drawing followers into a conversation takes skill and finesse, but it can definitely be done!

Sex Ed Specific Thoughts	For a best practices approach to asynchronous discussions, you have to read everything! You don't have to respond to everything, but you should respond to some of the discussion threads, actively taking part in the conversations, as you would in a F2F large group discussion.
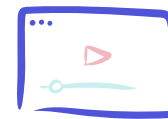
Lecture

Synchronous Platforms	You can lecture in a video call just the same way as you would in a classroom, including presenting your slides. However, in the online space it's very difficult to tell if your participants are paying attention to a lecture. They may turn their cameras off (for legitimate reasons like their wifi can't handle the load, or because they are tuning out or even walking away). They may click off of the video conference screen so that they can take notes (legitimate) or because they're messaging a friend (probably not legitimate). While they may zone out in a classroom, this is obviously different. So keep lectures short – absolutely no more than 5 minutes for ages 11–14, 7 minutes for ages 15–16, and 10 minutes for those aged 17 and over. Immediately follow any lecture time with an active engagement activity.
Asynchronous Platforms	You can record yourself giving a lecture, just as you would in a flipped classroom, and students can use it in much the same way. They will be able to pause the video to work out details or take notes. The videos must be short – absolutely no more than 5 minutes for 6–8th grades, 7 minutes for 9–10th grades, and 10 minutes for 11–12th grades – and make sure that they provide information that directly applies to an activity that comes immediately after the video in the classroom flow. This can be something like a short, factual, multiple choice quiz, but is ideally more dynamic and engaging. Have a look over the other approaches for ideas.
Social Media	Lectures can be a bit harder because followers rarely spend a long time in one place on social media. Breaking down lecture topics into short, bite-sized pieces that are presented as a series will allow participants to continuously engage with more complex topics over time.
Sex Ed Specific Thoughts	When lecturing F2F, you are able to assess participants' reactions to your lecture. Even though you will miss some reactions, you will have something to gauge the flow of your lecture. This is never true in online lectures, whether they are synchronous or recorded. You will not know if a student is hurt or triggered by something you say, and so your attentiveness to your language and how it is trauma informed is critical. This guide by Cardea on trauma informed sex ed is a great introduction to the topic and should probably be required reading for people working in online sex ed every six months or so:

CLICK HERE   **Guide to Trauma-Informed Sex Education**

www.cardeaservices.org/resourcecenter/guide-to-trauma-informed-sex-education (available in English and Spanish)

Passing around items (i.e., menstrual products or contraception options)

Synchronous Platforms

Have either videos, an assortment of high quality pictures, from different angles, and showing all elements of the item, or the items to hold up to your own camera. For example, when showing images of a tampon, there should be pictures of each of the following: a tampon in its closed wrapper, a tampon mostly out of its wrapper, a tampon without the wrapper, a tampon partly pushed out of its applicator, and a tampon pushed completely out of its applicator. This step-by-step imagery will allow you to verbally go over each element of a tampon in detail. You could include some menstrual products, especially disposable menstrual products, in a list of class supplies.

Asynchronous Platforms

There are often YouTube videos that capture details of these items, but if you cannot find one that you feel adequately shows the item you are trying to provide information around, you could create your own or you could use the picture technique described in the synchronous options and post them in your LMS along with detailed descriptions.

Social Media

From a distance, this is difficult, but the possibilities of links, pictures, descriptions, and personal information sharing offers many alternative possibilities for follower learning.

Sex Ed Specific Thoughts

The things that facilitators pass around during sex ed classes are typically items that people use and manipulate in very personal ways. Finding ways to be as detailed as possible when modifying the F2F experience of holding them will offer support to participants who have never seen or held these items but who may find themselves needing to use them without any additional F2F support.

Readings

Synchronous Platforms

While in person it's common to ask for volunteers to read things aloud, this is somewhat more difficult to do as part of a synchronous class because there are not the same kinds of body language cues. Instead, you can integrate the written words into slides and read them yourself or include videos of people on YouTube reading. Follow up with small group discussions or integrated polls that ask for responses, thoughts, and opinions.

Asynchronous Platforms

These are easy to provide to participants as part of the learning flow, in a discussion board question (if you would like responses), as a video of you (or someone on YouTube) reading it, etc. Participants can respond via the discussion board or through assignments.

Social Media	Many social media platforms are visualrather than word-based. However, when followers have a trusted relationship with an organization they are more likely to click links and read blog posts and other information on the organization's website.
Sex Ed Specific Thoughts	Whether synchronous or asynchronous it's important that readings are used to create participant engagement. Similar to lectures, keep them short and sweet. You also have the option of adding on short quizzes at the end of the reading. These quizzes aren't necessary for grades, but to clarify participant engagement and to make sure they grasped the information. The data also allows you to keep track of participant progress at different points throughout a class.

Referring to resources

Synchronous Platforms	This is relatively easy to do, as all platforms have a chat box where you can drop in book titles, links, images, and more. Make sure that any resources you mention verbally are included in the chat box for participants who may have missed what you said.
Asynchronous Platforms	This is incredibly easy to do, either through the discussion boards, announcements, or a combination of both.
Social Media	This is also easy to do through normal social media links and connections. What may be important to consider is the ways that hashtags can increase connection and resource access via social media.
Sex Ed Specific Thoughts	Some facilitators are heavy on providing additional resources and some facilitators don't give out as many. This is as true online as it is in F2F classes. Online classes do lend themselves to more additional, outside resources because they are so easy to give. Make sure that your resources are accurate, live, and up to date every time before distributing them.

Role play

Synchronous Platforms	If participants have access to video cameras and microphones, you can invite them to volunteer to role play with each other either in the large group or in breakout rooms. Most video programs will allow participants to volunteer by virtually raising their hands, turning on their video (if it is typically off), or raising their actual hands or a piece of paper (if their video is typically on). This will only work if you have a group who is really excited about role playing! If your group is somewhat less excited, you can have them create scripts (either to act out or to just read through). This can be done individually, in pairs, or small groups in breakout rooms and then shared out with the whole group in a variety of ways.

Asynchronous Platforms	There are at least two creative ways for roleplays to take place asynchronously: (1) The facilitator can assign small groups to create scripts for a scenario that are then shared with the large group. (2) The facilitator can assign a large group discussion where participants begin an interaction or dialogue and then respond to at least two of their peers' beginning dialogues, continuing the conversation that they started.
Social Media	This is a complex, if not impossible, process via social media because of the problems associated with a clear back-andforth between two specific people. Rather than focusing on a project that would be really difficult, it may be easier to ask followers to think about (and post about, with a hashtag), how they would respond to a certain situation.
Sex Ed Specific Thoughts	Facilitator engagement with role plays online is just as crucial as facilitator engagement is F2F. Because role playing brings up many examples of problematic communication and potentially triggering responses, facilitators always need to be on top of their game when creating this kind of environment. Given the difficulties of ensuring that triggering issues are fully addressed in the online space, role plays need to be even more closely tended to. Therefore, facilitators should respond to online roleplays immediately after the roleplays or scripts are presented and in the same format.

Small group discussion

Synchronous Platforms	This is a well loved component of many sex ed classrooms, and doesn't need to go away just because you're working in an online, synchronous setting. Most video meeting and conference platforms have the capacity for small breakout rooms. The facilitator can assign participants to the rooms or have them randomly assigned and drop the discussion question(s) into the chat box. After the discussions, participants can share their conversations with the large group just as they would in a F2F classroom, although the share-out is typically less engaging online than it is in person. If you opt not to have a live small group share-out, you may use the option described in the asynchronous column.
Asynchronous Platforms	Most LMS's allow you to put together small discussion groups. You will have the benefit of reading everything that is said, and you should. This allows you to respond directly to problematic or inaccurate information. Reporting out to the large group can happen, although it may be best for the small groups to submit a file summarizing their discussion to the facilitator who then posts that for everyone to see and (potentially) respond to. A slide show, where each group has their own slide reporting out, is a great way to do this.
Social Media	These are difficult to do via standard social media protocols, but with groups that would benefit from small group discussions, these are possible via direct messaging or by switching over to another platform like WhatsApp.

Sex Ed Specific Thoughts 💭	When you are putting together digital discussion groups, each group should have between 4 and 5 participants and a facilitator to maintain and support respectful dialogue and redirect as needed. It is possible that for a particularly strong group, or an older group, a facilitator will feel comfortable either letting the participants discuss independently or assigning a peer leader to each small group.

Voting activities

Synchronous Platforms 🕐	Voting activities can be very effective in an online space. Many video platforms have an integrated polling function. If yours doesn't, you can always use an external one like Mentimeter and provide the link in the chat box. You can also use a program like Google Forms for participants to fill out prior to or during the session. If your participants all have video and associated wifi capacity available to them, you can ask them to have red, yellow, and green pieces of paper on their desk to hold up in front of their faces or everyone can give a thumbs up, to the side, or down.
Asynchronous Platforms 🕐	Many LMS's have polling systems. If yours does not, you can use third party platforms, like Google Forms. Participants answer the questions and you can post the collected responses and invite dialogue about them in a discussion board or assignment.
Social Media 💬	Many social media platforms have polling options now that can readily be used for voting activities. If the one you are on does not, you can use an external one that includes an asynchronous option like Poll Everywhere.
Sex Ed Specific Thoughts 💭	It is critical to respond to and discuss voting activities. Because these answers are often so personal, leaving them unaddressed can feel disrespectful to participants. Discussing the results of a voting activity poll in a synchronous setting can be done very similarly to a F2F classroom. The facilitator can discuss why people may have answered as they did, provide input from perspectives that are different from the class's, and even invite individual participants to share their thoughts if they have microphone access. When discussing the results of this kind of activity in an asynchronous setting, it is important to highlight all parts of the spectrum and outline potential motivation for where people may have selected to land. This doesn't mean sharing your personal opinion, just a possible opinion. You may decide to provide space for participants to actively discuss their answers or not.
	If you are collecting anonymous responses, participants may actually appreciate using a platform other than the video/LMS platform because it adds a layer of privacy.

Questions to Ask Yourself

As you consider how you will continue to teach CSE during a crisis situation, here are five questions to get you started:

? **Where online does your audience spend most of their time?**
→ *Hint: Ask them!*

? **Who in your organization can be the point person for modifying your in-person content to online spaces?**
→ *Hint: People who love being online themselves, who are very familiar with your existing programs, and who is excited about pedagogy are the best people to invite to do this work.*

? **What modalities connect most naturally to your content?**
→ *Hint: Consider your most successful in-person interventions and create and test digital interventions for them when there is not a crisis to prepare to lean more heavily on those modalities when a crisis does occur.*

? **When is the best time to prepare your organization's crisis teaching modalities?**
→ *Hint: Before a crisis happens.*

? **How can you integrate youth perspective into your online teaching modalities?**
→ *Hint: Invite youth volunteers to offer their opinions and tell you where they and their peers want to spend time online.*

Evaluation

Program evaluation allows organizations to constantly evolve their interventions into high quality, high impact interventions that improve the lives of participants and followers and allows for the most effective allocation of resources, including time and money. However, conversations about evaluation techniques like the balance between summative and formative assessments, a full range of evaluation methods and creativity in the evaluation process take on a slightly different tenor when it comes to program evaluation during a crisis.

Nevertheless, even when a crisis requires a move from In Real Life (IRL) comprehensive sexuality education (CSE) programs, evaluation of that process is necessary, but will look different from a program evaluation that is implemented in non-crisis environments.

The most important thing to start with is space for critique, revision of approach, and suggestions. Because crisis situations are by their nature changing quickly, the response needs to be similarly nimble. This involves openness to creativity, concerns, and new approaches to everything from the program itself to the evaluation of the program.

The goals for any evaluation or analysis during a crisis should be immediate. Rather than considering how effective the program is (which is fruitless, since crisis situations change too quickly and inevitably the next crisis will be entirely different from this one), the goals are to inform changes for the next iteration of crisis-level support and intervention. Below are a series of ways to incorporate this approach, rather than a strict program evaluation, into a crisis environment.

WHAT TO EVALUATE

Changing human and technological landscapes needs aside, there are a few considerations that transcend these transitory issues that can become overwhelming during a crisis. Hiring M&E professionals can help immensely with this process, when finances and timing allow.

— *Participant Participation* —
The degree to which participants are participatory and responsive is a great way to eva-

luate the effectiveness of an intervention. Particularly during a crisis, when attention is at a premium, if participants are choosing to allocate some to your program, it is clear that you are doing something right.

On a synchronous platform, participation can be considered in a variety of ways. When everyone's cameras are turned on, it is visually clear whether or not they are participating in thought if not verbally. In evaluation mode, make sure that someone other than the facilitator is taking notes on participants' level of engagement. Asking participants to engage in specific ways like typing something into the chat box, answering a poll, engaging in a shared document etc, can provide information about whether participants are actively engaged even if they have their camera turned off.

It is easy to assess participant engagement with synchronous LMS platforms because it is not possible to participate passively. Reading participants' responses and contributions to make sure that they offer meaningful, thoughtful content that is clearly from them is important. It is also critical for the staff member or volunteer to model that active participation. If they are not setting a standard of replying, engaging in active dialogue on the platform, no one else will either.

— *Social Media* —
Figuring out how and what to evaluate in relation to social media is a constantly evolving process that professionals are hired to do all the time. However, if an organization wants to dive in, but without the financial expenditures associated with hiring someone with an expertise in social media marketing, here are some resources to get started:

- How to Measure the Effectiveness of a Social Media Campaign 1
- How to Measure the Effectiveness of a Social Media Campaign 2
- The most important social media metrics to track

Using these resources as a guide, along with the other guidance on how to assess programs during a crisis situation, staff will be able to design a social media campaign assessment specific to their specific needs.

— *Pre- and Post-Tests* —
When participants are engaged for long enough (which may only be an hour!), it becomes possible to do very short pre- and post-tests to allow for a more standard form of programme analysis. Very quick questions like:

- What do you want to learn today?

- What did you learn today?

- What technology do you have available to you right now?
  Was the technology today easy to use?

- How did you find out about this programme?
  Rate the programme on a scale of 1–5 (where 1 is the worst and 5 is the best)

These three questions have the potential to offer very clear directions on the immediate content and how to make the content more targeted, accessible and findable. They can also be used for both synchronous and LMS programmes. Polling (via a synchronous platform or using an external platform) is a great way to do this process. Take care to consider whether you want the participants' answers to be anonymous and/or viewable. It is possible for anonymous answers to be viewable or not and there are pros and cons to both approaches.

These questions can also be used on social media platforms, particularly when dispersed among other content. However, it is important to note that the pre- and post- nature of the questions will not be relevant because it is not necessarily clear at what point the participants who answer the questions joined the social media platform or started engaging with the social media campaign.

Whenever you give participants tools to provide feedback on your sessions, make sure that you give clear directions to them about the difference (if any) between tools to evaluate their experience of the session (e. g. post-session questionnaires) and other communication channels available to them in case they need to report a concern about their safety (e. g. an email address that links them to your organization's safeguarding person).

— *Facilitator's Journal* —

Keep a facilitator's journal to note reflections regarding the process, concerns, resistances, difficulties/challenges but also successes and achievements. It is important to record participants' reactions, and particularly the changes observed in participants' knowledge, attitudes and stances. Essentially, journal writing needs to concentrate on thoughts, feelings, fears, desires and needs of both the trainer and the participants. Sample questions to guide the trainer's self-reflection could include:

- Overall, how did you feel after the class/intervention?
- What do you think went well? What are you most happy about?
- How did participants respond when you implemented the activities?

- What made a particular impression on your participant's positive responses or reactions?
- What made a particular impression on your participant's negative responses or reactions?
- What was particularly challenging for you? How did you overcome this challenge?
- Next time what would you do differently?

Kept over time, a facilitator's journal is a particularly powerful method of formative assessment, which is the most appropriate kind to use during a crisis intervention. It can also be used as a wellbeing monitoring tool that organizations can use to help keep an eye on peer educators.

—— *Program Review/Support by External Experts* ——
Collaboration is a critical element of the most effective CSE implementation at any time. Because the goals and the necessary approaches to achieve them during a crisis are ever-shifting, even experienced sexuality educators need support to achieve those goals. Outside experts in a range of fields, including those in fields neighbouring CSE like social media, public health and youth engagement may all have unique and useful ways to add to intervention evaluation during a crisis.

What may be different in this process from a standard program review is that the expert(s) need to engage with the initial program design and implementation rather than merely reviewing it after the fact. This way they can offer a formative perspective rather than merely a summative one.

—— *Post-Crisis Evaluation* ——
After a crisis has ebbed, and a return to some normalcy has taken place, assessing the organizational CSE response, both internally and externally, has a lot of value. Evaluating the program, intervention, campaign or curriculum that was specifically implemented is not critical. Rather, evaluate elements like crisis preparedness, team communication and cohesion and speed of re-creating and revising the new program based on the crisis because these are all elements that speak to the organization's preparedness to handle the next crisis (whatever it might be) as effectively as possible.

ANALYSING AND USING EVALUATION DATA
Gathering data about an intervention, or an intervention process implemented during a local, regional or global crisis offers nothing without an effective analysis and subsequent revisions based on outcome. How each piece of data is analysed will depend on the kind of data. To analyse open-ended

evaluation responses (as in pre- and post-tests), look for overlapping patterns or 'themes.' Group replies together under the same 'theme,' even if they're worded differently. For example, "it was interesting" and "I learned about new things" and "super thought provoking" could all be grouped together as "Interesting." Pay attention to content that participants particularly mention. For example, if multiple people mention that they have continued to think about sexting since the intervention, this is important to note. Pick out only the responses and categories that appear most often. There is no need to report on every single answer, especially if that answer seems to be stand-alone. Other kinds of data, like social media metrics and program reviews and support from experts obviously require different kinds of analysis and implementation based on the kinds of information they provide – extensive metrics and detailed, qualitative information.

Evaluation data often provides specific and useful direction for what has been done well. It does not always provide insight into how to implement CSE more effectively – particularly when participants are experiencing a crisis and may not be able to consider how participants will want to engage with CSE in different crisis situations (even including the current crisis, only at a point further down the line). Therefore, instead of looking to evaluation data for specific guides for modifications, instead use it to point towards possibilities. Organizational expertise, creativity and openness to rethinking from staff, volunteers and youth, is what takes evaluation data to the next level. This perspective is what will allow the evaluation process to shape and reshape interventions to be increasingly effective.

WHEN NOT TO EVALUATE

It is important to note that evaluation may not always be in the best interest of a CSE organization during a crisis situation. When a disaster or other crisis has shifted the way an organization works, it is likely to continue shifting it relatively quickly. Therefore, organizational impact may be based on its ability to shift the way it works quickly. Being restricted by an evaluation protocol may be costly both financially and in ways that it reduces effectiveness rather than allowing it to increase over time.

Instead of focusing on the rigorous evaluation methods that are usually recommended, track implementation activities, have a core set of questions that guides immediate decision-making (like the **Questions to Ask Yourself** at the end of each of the sections in this set of Guidelines), continually engage with learners on what is the most effective, safest way to reach them throughout the crisis, and follow their lead. For example, if you have been reaching out to participants via two social media platforms and find that one consistently results in more responses, you may shift your focus to the more active platform. (Be sure to let your users on the smaller platform know you're moving so they can go with you!)

Questions to Ask Yourself

As you are considering how to assess and evaluate your programmatic shifts in response to crisis, here are five questions to get you started:

? Where can you be creative in your evaluation process?
→ *Hint: Everywhere! Creativity in evaluation will allow you to have measures in place that could be continued even during a crisis.*

? Who has the most expertise in evaluation in your organization and how can you support them?
→ *Hint: Expand their knowledge through M&E training prior to a crisis situation.*

? What are your most important content areas in a crisis situation and how can you focus your evaluation on those?
→ *Hint: Consider the content from the What to Teach section of these Guidelines and focus on those.*

? When can you begin a rigorous evaluation process prior to a crisis so that you have benchmark data prior to attempting to evaluate the effectiveness of your crisis response?
→ *Hint: Start now!*

? How can you ensure participant safety during an evaluation process?
→ *Hint: Anonymity is critical, particularly when provided alongside access to legal, physical,and mental health support for those in need of such services.*

Annexe I: Sources

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Image source

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p. 32 → The guidelines on addressing trolling are based on those developed by End FGM EU.

p. 55 → The designation "Wizard of Oz" for this methodology was first used by Jessica Smarr, MPH.