



Modules

Commonly Used Sex Education Strategies

This module covers climate building, role plays, student values exploration, sorting activities, and small group work. These learning activities are used in a variety of sex education curricula and the best practices can be applied and adapted to fit the needs of diverse classrooms.

Learning Objectives:

Describe three strategies that can be used to create a safe and supportive learning environment for teaching sex education.

Describe at least three best practices for using a role play as a learning strategy.

Describe at least two techniques for intervening during a values exploration activity.

Describe at least two techniques for preventing controversy when using a values exploration activity.

By the end of the session, participants should be able to explain the best practices for implementing sorting as an educational strategy.

Identify at least two techniques that can help keep participants on task and engaged in the lesson when facilitating small group work.

LGBTQ Inclusive Sex Education

LGBTQ-identified youth experience health disparities at a much higher rate than heterosexual-identified youth. Using facilitation techniques that are inclusive of these youth is essential to helping them feel included in sexual health conversations. In this module, we will explore the foundational elements of sex education with an LGBTQ-inclusive lens.

Learning Objectives:

Describe three strategies that can be used to create a safe and supportive learning environment for teaching sex education.

Articulate an argument, grounded in data, illustrating the need for LGBTQ-inclusive sex education.

Define LGBTQ-inclusive sex education.

Identify two community or policy resources providing support for LGBTQ-inclusive sex education.

Match 17 key LGBTQ terms with the correct definition.

Describe two assumptions frequently made concerning LGBTQ youth.

List 4 elements of effective climate setting.

Describe 1 strategy to increase the inclusivity of climate-setting activities.

List 2 steps for inclusively answering questions.

Give an example of inclusive processing questions for each stage of the experiential learning cycle.

Trauma-Informed Sex Education

Trauma can have a direct impact on a young person's learning experience in sex education classes. Facilitating from a trauma-informed approach will reduce the chances of re-traumatizing your students and help to create compassionate, resiliency-focused classrooms. This module defines trauma and its impact, provides an overview of a trauma-informed approach, and helps educators apply it in their classes.

Learning Objectives:

Describe three strategies that can be used to create a safe and supportive learning environment for teaching sex education.

Describe three types of trauma.

Identify a range of traumatic experiences common to youth.

List three impacts of trauma.

List the six components of a trauma-informed approach.

Describe at least one facilitation strategy for each component.

Explain how core skills can be applied to a trauma-informed approach.

Cultural Proficiency Sex Education

A culturally proficient framework helps to inform and develop an environment where diverse students feel safe and comfortable discussing the many sensitive topics included in sex education. In this module, participants will become familiar with the Transtheoretical model. They will also explore how diverse identities, power and privilege may present in a multicultural classroom.

Learning Objectives:

Describe three strategies that can be used to create a safe and supportive learning environment for teaching sex education.

Participants will identify where their learning environment is on the Transtheoretical model.

Identify at least three visible identities that may present in a multicultural classroom.

Identify at least three invisible identities that may present in a multicultural classroom.

Explain how understanding assumptions and realities around various cultural values will help us navigate and answer values-laden questions and comments.

Create at least one processing question for each stage of the experiential learning cycle that considers the impact that power and privilege can have on sex education.