F2F Approach	Synchronous Platform	Asynchronous Platform	Sex Ed Specific Thoughts
Anonymous questions	The good news is that if your video platform doesn't include a process by which participants can ask anonymous questions, there are a plethora of other options available to you. PollEverywhere (for synchronous settings) and Google Forms (for asynchronous settings) are two great platforms that have anonymous options.	The good news is that if your LMS doesn't offer a process by which participants can ask anonymous questions (because most of them don't), there are a plethora of other options available to you. PollEverywhere (for synchronous settings) and Google Forms (for asynchronous settings) are two great platforms that have anonymous options.	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 ask for them, but don't answer them (or at least address why you aren't answering them), participants may lose trust in the online process.
Brainstorming	The platform that seems to be filling this space for most facilitators is Mural (mural.co). There are other ways to brainstorm depending on the size of the group and if everyone has at least sound capacity, like the facilitator writing on a physical white board in front of their webcam or a white board app. (A white tiled bathroom shower also works with a whiteboard marker!)	A Google Doc works really well for asynchronous brainstorming. Everyone can access it and anyone can change or add things. These may also be downsides, however, because it means that participants may overwrite something that someone else has added. To that end, including google doc etiquette is a criticial element for settings that use it.	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 (as through Mural or a Google Doc). 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, and address anything problematic that is added as quickly as possible.

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Condom Demonstrations	This is fairly easy to do, because you just present the demonstration via video rather than doing 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 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).	This is fairly easy to do, because you can either record yourself putting a condom on a 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 somewhat 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 a cucumber (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).	It is useful to remember that putting a condom on is a relatively simple proceedure when compared to having a conversation about condoms and other forms of contraceptives and STI prevention methods with a partner or a potential partner. It may not be worth a substantial amount of your time to focus on how to replicate the portion of this activity where participants practice putting a condom on a penis model. Rather, focus on how to convey dialogue through role play or other activities.
Creative expressions (writing or drawing)	If participants are assigned to prepare their written or drawn expression prior to class, they can take a picture of it and send it to the facilitator. The facilitator can make a slide show of all the contributions or a subset of them to display via a slide show during class. If participants create their expressions during class, they can turn on their cameras to share visuals or they can turn on their microphones to share written words with their fellow participants.	Participants can easily share written words via discussion board. You can allow participants to respond to others' posts or not, depending on the goal of the assignments. Participants can share pictures they've drawn via the same medium if they are able to take a photograph of their picture and post it or by directly uploading digital photographs.	Previewing participant-created content (as with the slide show example) 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	Translating games/physical activities that were designed for a F2F experience into a sychronous, 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 somewhere in between. Whether you are able to do this will depend on your learning goals, the specifics of the game, and the resources you have available to you. There are an increasing number of games available online, and using those is a great idea!	Playing games that are designed for a F2F experience in an asychronous 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.	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 everrything else, it may be easier to forget about in an attempt to be more fun.
In class speaker	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!	Have a speaker work with you to collect readings for the week, write your LMS processes, respond to them, and grade them (as applicable).	This is a great thing! Especially if you know people who are able to come and speak who are part of a population that your participant group may not have much connection with or experience hearing from. Some examples include someone who is HIV positive, who is trans or nonbinary, has been in an abusive relationship, etc. You do need to make sure that the speaker is prepared and ideally has experience discussing their personal experiences in a public environment. Collecting questions from your participants to share with the speaker beforehand is often useful.

Large group discussion	This is hard to do in a sychronous classroom with more than 10 or so participants. In fact, unless you and your participants all have extraordinary technology and internet access, large group sychronous discussions should just be skipped in favor of small group discussions.	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 post from one of their peers.	For a best practices approach to asynchronous discussions, you have to read everything! You don't have to respond to everything, but you should actively take part in the conversations, as you would in a F2F large group discussion.
Lecture	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 screens to black (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 (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 6 - 8th grades, 7 minutes for 9 - 10th grades, and 10 minutes for 11 - 12th grades. Immediately follow any lecture time with an active engagement activity.	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.	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. This means 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 topc and should probably be requried reading for people working in online sex ed every six months or so: http://www.cardeaservices.org/resourcecenter/guide-to-trauma-informed-sex-education (available in English and Spanish)

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Passing around items (i.e., menstrual products or contraception options)	Have either videos or an assortment of high quality pictures, from different angles, and showing all elements of the item. 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 potentially include some of these items, especially disposable menstrual products, in a list of class supplies.	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.	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 clearly detailed as possible when modifying the F2F experience of actually holding them will offer a substantial support to participants who have never seen or held these items but who may find themselves needing to use them without any additoinal F2F support.
Readings	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 PowerPoint 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.	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.	Whether synchronous or asynchronous it's important that readings are used 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 necessariy for grades, but to clarify participant engagement and to make sure they grasped the information from the reading. This data also allows you to keep track of participant progress at different points through out a class.
Referring to resources	This is relatively easy to do, as all platforms have a chat box where you can drop in book titles, links, images, and more.	This is incredibly easy to do, either through the discussion boards, announcements, or a combination of both.	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 becaue 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	If participants have access to video cameras and microphones, you can invite them to volunteer to role play with each other. Most video programs will allow participants to volunteer by virtually raising their hands, turning on their video (if it is typically off), 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 about role play, you can have them create scripts (either to act out or to just read through). This can be done in pairs or small groups in breakout rooms and then shared out with the whole group in a variety of ways.	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 each participant begins an interaction or dialogue. responds to at least two of their peers' beginning dialogues, and makes sure that the conversation they started continues.	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	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 and provide them with questions to discuss and then participants can return to share their conversations with the large group just as they would in a F2F classroom.	Most LMS's allow you to put together small discussion groups. 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.	When you are putting together breakout rooms for synchronous discussions, each group should have between 4 and 5 participants a facilitator in it 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. However, even in this situation, the facilitator should still move constantly between the rooms to provide support, information, and guidance. For asynchronous small group discussions, you have the benefit of reading everything that is said, and you should. This allows you to respond directly to problematic or inaccurate information.

Voting activities	Voting activities are where participants stand at different points from Strongly Agree to Strongly Disagree, pick between predetermined solutions/options, etc, and 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 Poll Everywhere and provide the link in the chat box. You can also use a program like Google Forms for participants to fill out prior to the session (it is not as useful sychronously). 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 OR you can have everyone type a number to indicate a preference into the chat box and wait until your go-ahead to hit send all at once.	Many LMS's have polling systems. If yours does not, you can use third party platforms, like Google Forms or Survey Monkey. Participants can answer the questions and you can post the collected responses and invite dialogue about them in a discussion board.	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 result of this kind of activity in an asynchronous setting, it is important to highlight all parts of the spectrum and discuss 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 protection.

Writen by Karen Rayne, PhD, CSE; Jessica Smarr, MPH; Ryan Dillon, LPC

Layout/Artwork by Nyk Rayne