



EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

Sex Educator Skills Assessment Indicators

As part of the Spark*ED Collaborative’s efforts to support professional development for folks who deliver sex education or want to be “Askable Adults”, we have curated the following resources list. Items on the resource lists correspond to specific indicators in the Spark*ED Sex Educator Professional Development Skills Self-Assessment. These resources are meant to provide general guidance and a starting point to help you expand our skills to deliver sex education that is comprehensive, medically accurate, trauma-informed, culturally responsive and LGBTQ+ inclusive. We also want to point out the first resource for most indicators is to a SparkED.net training course, followed by other resources on the topic.

A	Lesson Planning Skills	Resources to begin addressing skill gaps	Notes
A1	Read a pre-existing lesson plan and understand its goals and objectives (or Enduring Understanding and Essential Questions).	<u><i>Understanding by Design</i></u> Jay McTighe and Grant Wiggins, ASCD, 2012	A short article written by classroom teachers highlighting the basics of Understanding by Design
		<u><i>Why does teaching learning intentions matter?"</i></u> Fletcher-Wood, Harry, <i>Improving Teaching</i> , 2013	Description of the importance of identifying and teaching to expected lesson outcomes
		<u><i>Spark*ED Advanced Educator Training course in development.</i></u> <u><i>Check back in January 2023</i></u>	New training course focused on advanced skills for delivering sex education
A2	Read curricula and understand the linkages between activities and desired outcomes.	<u><i>Understanding by Design</i></u> Jay McTighe and Grant Wiggins, ASCD, 2012	A short article written by classroom teachers highlighting the basics of Understanding by Design
		<u><i>What makes great pedagogy? Nine claims from Research.</i></u> Chris Husbands and Joe Pearce, National College for School Leadership, 2012	Summarized research findings on the importance of curricula relevant to a learner, while maintaining flexibility to accommodate different types of learners



EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

Sex Educator Skills Assessment Indicators

		<p><u><i>Five Standards of Effective Pedagogy</i></u> Learning for Justice</p>	Overview of foundational aspects of effective teaching
		<p><u><i>Spark*ED Advanced Educator Training course in development.</i></u> <u><i>Check back in January 2023</i></u></p>	New training course focused on advanced skills for delivering sex education
A3	Assess the participants' learning needs before adapting or creating the lesson.	<p><u><i>How To assess student's prior knowledge</i></u> Eberly Center: Teaching Excellence & Education Innovation, Carnegie Mellon University, 2019</p>	Short article that include 5 tools to assess student knowledge before teaching
		<p><u><i>Spark*ED Advanced Educator Training course in development.</i></u> <u><i>Check back in January 2023</i></u></p>	New training course focused on advanced skills for delivering sex education
A4	Adapt lessons to be inclusive of all participants (for example: ability, community, socio-economic status, culture, LGBTQ+, trauma informed, etc.).	<p><u><i>Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course</i></u> SparkED.net, 2022</p>	A 3-hour self-paced course
		<p><u><i>Spark*ED Cultural Humility and Responsiveness Instructor-Led Course</i></u> SparkED.net, 2022</p>	A 10-hour instructor-led course
		<p><u><i>Being There for Nonbinary Youth</i></u> Jey Ehrenhalt, Learning for Justice, 2016</p>	Article describing the experience of a transgender youth, the importance of support in schools and from families. Includes tips for interacting with families



EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

Sex Educator Skills Assessment Indicators

		<p><u>Teaching About SOGIE</u> Elizabeth Schroeder Consulting, 2022</p>	Brief 2 page document describing tips for teaching about Sexual Orientation, Gender Identity and Expression (SOGIE)
		<p><u>The New Sex Ed</u> Loretta J Ross, Learning for Justice, 2019</p>	Article on the importance of inclusion in teaching sex ed in schools
A5	Utilize reliable resources to inform and/or adapt the content of the lesson.	<p><u>Savvy Info Consumers: Scholarly Sources</u> University of Washington, 2020</p>	Resources and tools to discern if a web source is a reliable source of information and data
		<p><u>Assessing Journal Quality</u> Boston College University Press</p>	Tips on how to assess if a journal is a reliable source
		<p><u>Savvy Info Consumers: Data & Statistics</u> University of Washington, 2020</p>	Provides information on how to discern if data is reliable
A6	Seek and incorporate feedback from colleagues when adapting or creating a lesson, prior to and after delivering the lesson.	<p><u>Lesson Quality Checklist</u> Planned Parenthood of the Greater Northwest and Hawaiian Islands, 2022</p>	Short checklist to help assess the quality of a lesson, and identify adaptation needs to provide comprehensive sex education
		<p><u>Lesson Plan Review Rubric</u> <u>Peer Education Institute</u>, Planned Parenthood of the Greater Northwest and Hawaiian Islands, 2022</p>	Rubric with questions/indicators to consider to for a high quality and comprehensive sex ed lesson
		<p><u>Five Ways to Incorporate Feedback Into Your Work Life Every Day</u> GP Strategies, Training Industry series</p>	Brief article on how to incorporate feedback when it is received



EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

Sex Educator Skills Assessment Indicators

		<i>Where did that come from? Giving and Receiving Feedback</i> MSFT Imagine, YouTube	4 minute video on how to ask for, receive and incorporate feedback
A7	Apply a backwards design process when developing lesson plan goals, objectives, and assessments.	<i>Understanding by Design</i> Jay McTighe and Grant Wiggins, ASCD, 2012	A short article written by classroom teachers highlighting the basics of Understanding by Design
		<i>Writing Lesson Objectives for Classroom Teachers video</i> Teachings in Education, 2018	2 minute video explaining how to write SMART Objectives (Specific, Measurable, Achievable, Relevant and Time Bound)
		<i>Anatomy of Lesson Planning</i> The Teacher Lab Blog, 2019	Describes how to begin lesson planning with the end result in mind
		<i>Spark*ED Advanced Educator Training course in development. Check back in January 2023</i>	New training course focused on advanced skills for delivering sex education
A8	Sequence lesson activities to teach foundational concepts and skills before more complex ones (scaffolding).	<i>Teaching about Sexuality and HIV: Principles and Methods for Effective Education.</i> Evonne Hedgepeth and Joan Helmich, New York, New York University Press, 2000	Chapter 6 discusses sequencing, adapting to your learners, and many other aspects of lesson planning
		<i>Empowering Students: The 5E Model Explained</i> Lesley University	Simple explanation of the 5E model and it's impact on learner outcomes
		<i>E-Learning with Bloom's Taxonomy</i> Higher E-Learning, Online Help for Higher Ed – Jason Paul Johnston, 216	9 minute video detailing how to write SMART Learning Objectives



EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

Sex Educator Skills Assessment Indicators

		<p><u><i>How do you prepare to teach?</i></u> Faculty Training, Academy of Art University</p>	Brief article on applying scaffolding in a student-centered learning environment
A9	Design and/or select warm-up/icebreaker activities to support the participants' unique experience.	<p><u><i>Catch the Fire: An Art-Full Guide to Unleashing the Creative Power of Youth, Adults and Communities</i></u> Peggy Taylor and Charlie Murphy, New Society Publishers, 2014</p>	A treasure trove of facilitation ideas including warm ups, closure activities, and using arts as part of facilitation
A10	Design and/or select activities using a variety of learning methods and tools.	<p><u><i>Teaching about Sexuality and HIV: Principles and Methods for Effective Education</i></u> Evonne Hedgepeth and Joan Helmich, New York University Press, 2000</p>	Part 2, Chapter 6, pages 107 – 120. Discusses different learning methods, learning systems, and designing effective sexuality lessons.
		<p><u><i>Tips for Teaching to Multiple Learning Styles. New Instructor Online</i></u> Academy of Art University's New Instructor Online Orientation Orientation</p>	2 page tip sheet detailing types of activities to use with different learning styles
		<p><u><i>Teaching to All Students</i></u> Faculty Evaluation and Coaching Department, Academy of Art University, 2015</p>	Brief article detailing types of activities to use with different learning styles
		<p><u><i>How to Embrace Different Learning Styles in Homeschooling</i></u> Time4Learning, 2022</p>	Description of different learning styles and how to adapt for them
		<p><u><i>Spark*ED Advanced Educator Training course in development. Check back in January 2023</i></u></p>	New training course focused on advanced skills for delivering sex education

A11	Incorporate activities and materials that support participants to apply skills to their lives outside of the learning environment.	<i>Making It Relevant: Helping Students Connect Their Studies to the World Today</i> The New York Times, 2018	Tips on how to incorporate current events into lesson activities
		<i>Ways to Make Lessons “Relevant” to Students’ Lives</i> Larry Ferlazzo, EducationWeek, 2020	Tips on how to incorporate learners’ interests into lesson activities Includes a video on adapting for distance learning
A12	Write clear and understandable lesson plans that are easy to replicate.	<i>Understanding by Design</i> (pgs. 69 – 82) Jay Mctigh & Grant Wiggins, ASCD, 2005	A short article written by classroom teachers highlighting the basics of Understanding by Design
		<i>Anatomy of Lesson Planning</i> The Teacher Lab Blog, 2019	Describes how to begin lesson planning with the end result in mind
		<i>Anatomy of a Lesson Handout</i> Professional Educator’s Toolbox, Campbell University Professional Education	3 page sheet detailing the purpose of different types of activities
		<i>Bloom’s Taxonomy in 5 Minutes</i> Simplilearn, 2021	6 minute video
		<i>Bloom’s Taxonomy Question Stems</i> Jason Johnston, Higher E-Learning, 2021	Suggested sentence stems for writing learning objective (or essential questions)
		<i>Spark*ED Advanced Educator Training course in development. Check back in January 2023</i>	New training course focused on advanced skills for delivering sex education



EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

Sex Educator Skills Assessment Indicators

B	Skills for Creating Positive Learning Environments	Resource Citation	Notes
B1	Coordinate/collaborate with the teacher/group leader to set expectations, learn about learning needs, and become aware of local context (classroom, school, community,)	<u><i>Spark*ED Facilitating Sex Ed training</i></u> SparkED.net, 2022	10 hour virtual instructor-led training
		<u><i>New Sex Educator Training – Planned Parenthood Affiliates Only</i></u> SparkED.net, 2022	40 hour training including 20 hours of self-directed and 20 hours of virtual instructor-led training
		<u><i>What to Expect from our Sex Educators and What Is Expected of You</i></u> PPGNHAIK, 2022	A sample agreement that can be used to delineate what is expected of teachers or community partners and what they can expect from the visiting sex educator
B2	Creating a safe, welcoming, and respectful learning environment.	<u><i>Spark*ED Facilitating Sex Ed training</i></u> SparkED.net, 2022	10 hour virtual instructor-led training
		<u><i>New Sex Educator Training – Planned Parenthood Affiliates Only</i></u> SparkED.net, 2022	40 hour training including 20 hours of self-directed and 20 hours of virtual instructor-led training
		<u><i>B-Healthy Cheat Sheet – Healthy Teen Network</i></u> Healthy Teen Network, 2016.	8 key strategies for creating safe and respectful learning environments
		<u><i>National Teacher Preparation Standards for Sexuality Education – Future of Sex Ed</i></u> (pg. 6, Standard 5) The Future of Sex Education, 2019.	A set of 7 suggested standards for sex education facilitators

		<u><i>Seven Tips for Youth-Supporting Professionals for Talking with Youth about Sexual and Reproductive Health</i></u> ACTIVATE, 2022	Recommendations to promote effective and open conversations about sexual and reproductive justice with young people, particularly systems-involved youth
		<u><i>Group Agreements</i></u> The Derek Bok Center for Teaching and Learning, Harvard University	How to create and importance of group agreements
		<u><i>Tips on Facilitating Effective Group Discussions</i></u> The Harriet W. Sheridan Center for Teaching and Learning, Brown University	Details the Facilitator’s role in creating an inclusive learning environment, maintaining constructive discussions, and encouraging participants
		<u><i>Processing Current Events with Teen Council Groups</i></u> Peer Education Institute, 2022	Guide on facilitating conversations about challenging current events with youth
B3	Apply the “Program Strength and Connectedness Model” into my facilitation (high warmth, high structure, high expectation).	<u><i>Spark*ED Facilitating Sex Ed training</i></u> SparkED.net, 2022	10 hour virtual instructor-led training
		<u><i>New Sex Educator Training – Planned Parenthood Affiliates Only</i></u> SparkED.net, 2022	40 hour training including 20 hours of self-directed and 20 hours of virtual instructor-led training
		<u><i>Teen Council Program Strength & Connectedness Model</i></u> PPGNHAIK, 2020	3 page handout explaining how to apply the model
		<u><i>A randomized controlled trial of the impacts of the Teen Council peer education program on youth development</i></u>	Peer reviewed article detailing why the model works.



EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

Sex Educator Skills Assessment Indicators

		Foss et al, Health Education Research, 2022	
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B4	Establish clear group norms and expectations.	<u><i>Spark*ED Facilitating Sex Ed training</i></u> SparkED.net, 2022	10 hour virtual instructor-led training
		<u><i>New Sex Educator Training – Planned Parenthood Affiliates Only</i></u> SparkED.net, 2022	40 hour training including 20 hours of self-directed and 20 hours of virtual instructor-led training
		<u><i>B-Healthy Cheat Sheet</i></u> Healthy Teen Network, 2016	8 key strategies for creating safe and respectful learning environments
		<u><i>Seven Tips for Youth-Supporting Professionals for Talking with Youth about Sexual and Reproductive Health</i></u> Activate, 2022	Recommendations to promote effective and open conversations about sexual and reproductive justice with young people, particularly systems-involved youth
		<u><i>Sample Group Agreements</i></u> SparkED.net, 2022	Sample group agreements and explanations
		<u><i>Group Agreements Trading Cards Activity</i></u> Tim McLeod, PPGNHAIK, 2022	Interactive way to have groups develop and discuss norms
B5	Hold the group accountable for upholding group norms and expectations.	<u><i>Spark*ED Facilitating Sex Ed training</i></u> SparkED.net, 2022	10 hour virtual instructor-led training
		<u><i>New Sex Educator Training – Planned Parenthood Affiliates Only</i></u> SparkED.net, 2022	40 hour training including 20 hours of self-directed and 20 hours of virtual instructor-led training



EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

Sex Educator Skills Assessment Indicators

		<u><i>B-Healthy Cheat Sheet</i></u> Healthy Teen Network, 2016.	8 key strategies for creating safe and respectful learning environments
		<u><i>Seven Tips for Youth-Supporting Professionals for Talking with Youth about Sexual and Reproductive Health</i></u> Activate, 2022	Recommendations to promote effective and open conversations about sexual and reproductive justice with young people, particularly systems-involved youth
B6	Avoid the use of negative tactics such as deception, intimidation, fear, shaming, or guilt.	<u><i>Spark*ED Facilitating Sex Ed training</i></u> SparkED.net, 2022	10 hour virtual instructor-led training
		<u><i>New Sex Educator Training – Planned Parenthood Affiliates Only</i></u> SparkED.net, 2022	40 hour training including 20 hours of self-directed and 20 hours of virtual instructor-led training
		<u><i>Why We Need To Avoid ‘Sexual Risk Avoidance</i></u> Zach Eisenstein, SIECUS	Article about the dangers of abstinence only and fear-based sex education.
		<u><i>2017 Youth Policy Agenda</i></u> Advocates for Youth, 2017	Policy agenda detailing young people’s vision for a society that they deserve
		<u><i>End the Stigma</i></u> No Teen Shame, 2022.	Instagram page with updated resources and tips
		<u><i>De-shaming ‘Teen Pregnancy Prevention Month’ – An Interview with Amelia Lopez</i></u> SIECUS, 2022.	Interview with Amelia Lopez, contributor at #noteenshame

		<i>Guide to Trauma-Informed Sex Education - Cardea Services, 2016</i> (particularly p.8-9) Cardea Services, 2016	Guide includes discussion of avoiding shaming language and how to reframe messaging
B7	Create an environment where participants share in decision making	<i>Meaningful Adolescent and Youth Engagement and Partnership in Sexual and Reproductive Health Programming: A Strategic Guide</i> High Impact Practices, 2022	Guide for creating meaningful relationships between youth and adults, and how to involve youth in decisions
		<i>Building Effective Youth-Adult Partnerships</i> Advocates For Youth, 2001	Older guide on involving youth in partnership and decision making
B8	Notice and respond to patterns of participation. For example, who is talking, quiet, interrupting, being interrupted, taking leadership, or has their ideas validated or ignored.	<i>Spark*ED Facilitation Skills training</i> SparkED.net, 2022	10 hour virtual instructor-led course
		<i>Unlocking the Secrets of Classroom Management</i> Healthy Teen Network, 2018	Self-paced “course”/interactive article
		<i>Using The Stages of Team Development</i> Judith Stein, MIT	Describes five stages of a group: forming, storming, norming, performing, adjourning. Corporate adjacent but applicable
B9	Respond to distracting learner behaviors, including dominating, interrupting, side-tracking, side conversations, etc. Find newer resource	<i>SparkED Instructor-Led Facilitation Skills Training course</i> SparkED.net, 2022	10 hour virtual instructor led training
		<i>Unlocking the Secrets of Classroom Management</i> Healthy Teen Network, 2018	Self-paced “course”/interactive article
B10	Respond to distracting observer behaviors (teachers/other adults), including dominating,	<i>What to Expect from our Sex Educators and What Is Expected of You</i> PPGNHAIK, 2022	A sample agreement that can be used to delineate what is expected of teachers or community partners



EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

Sex Educator Skills Assessment Indicators

	interrupting, side-tracking, side conversations, etc.		and what they can expect from the visiting sex educator
		<i>Spark*ED Advanced Educator Training course in development. Check back in January 2023</i>	New training course focused on advanced skills for delivering sex education
B11	Navigate conflict and disagreement among group members.	<i>Spark*ED Facilitation Skills training</i> SparkED.net, 2022	10 hour virtual instructor-led course
		<i>The Importance of High-Quality Discussions</i> Teaching Channel, 2019	6-minute video on importance of students engaging in discussions about controversial issues, creating a safe space to discuss issues impacting their lives and their families.
		<i>Tips on Facilitating Effective Group Discussions</i> The Harriet W. Sheridan Center for Teaching and Learning, Brown University	Details the Facilitator’s role in creating an inclusive learning environment, maintaining constructive discussions, and encouraging participants
		<i>Unlocking the Secrets of Classroom Management</i> Healthy Teen Network, 2018	Self-paced “course”/interactive article
B12	Respond to challenges and engage “resistance” from group members without becoming defensive.	<i>Spark*ED Facilitation Skills training</i> SparkED.net, 2022	10 hour virtual instructor-led course
		<i>The Importance of High-Quality Discussions</i> Teaching Channel, 2019	6-minute video on importance of students engaging in discussions about controversial issues, creating a safe space to discuss issues

			impacting their lives and their families.
		<u><i>Using The Stages of Team Development</i></u> Judith Stein, MIT	General explanation of the stages of team development
		<u><i>Working with Youth – Group Development</i></u> Youth Workin’ It, 2012	Article on the five stages of group development with youth
		<u><i>The Storming Stage of Group Development</i></u> Youth Workin’ It, 2013	Details how to facilitating conflicts when working with groups of youth
		<u><i>Developing Facilitation Skills, Section 2</i></u> Community Toolbox, 2022	Details the purpose and skill of strong facilitation
		<u><i>Tips on Facilitating Effective Group Discussions</i></u> The Harriet W. Sheridan Center for Teaching and Learning, Brown University	Details the Facilitator’s role in creating an inclusive learning environment, maintaining constructive discussions, and encouraging participants
		<u><i>Facilitating Political Discussions</i></u> (pages 13 – 16) Nancy Thomas and Mark Brimhall-Vargas, Institute for Democracy and Higher Education, Tufts University, 2016	Facilitator Training Workshop Guide
B13	Name and discuss group dynamics with participants and use them as “teachable moments” to facilitate deeper learning.	<u><i>Spark*ED Instructor-Led Facilitation Skills Training</i></u> SparkED.net, 2022	10 hour virtual instructor-led course
		<u><i>Tips on Facilitating Effective Group Discussions</i></u> The Harriet W. Sheridan Center for Teaching and Learning, Brown University	Details the Facilitator’s role in creating an inclusive learning environment, maintaining constructive discussions, and encouraging participants



EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

Sex Educator Skills Assessment Indicators

		<u><i>Developing Facilitation Skills, Section 2</i></u> Community Toolbox, 2022	Details the purpose and skill of strong facilitation
B14	Respond appropriately to participant disclosures and other potentially traumatizing behavior while maintaining focus on the group needs.	<u><i>Spark*ED Applying a Trauma Informed Lens to Sex Education self-paced course</i></u> , 2022	4 hour self-paced course
		<u><i>Spark*ED Facilitating from a Trauma Informed Lens Virtual Instructor-led training</i></u> , 2022	10 hour virtual instructor-led course
		<u><i>Circles of Care: Navigating Participant Disclosures with Compassion and Skill</i></u> Linking Families & Teens (LiFT), Planned Parenthood of the Great Northwest and Hawaiian Islands, 2019	7 page handout with tips on caring for self and for participants.



EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

Sex Educator Skills Assessment Indicators

C	Facilitation Skills	Resources to begin addressing skill gaps	Notes
C1	Use/arrange the physical or virtual environment to meet participant needs.	<i>Spark*ED Facilitation Skills training</i> SparkED.net, 2022	10 hour virtual instructor-led course
		<i>Ensuring Virtual Events Are Accessible for All</i> Respect Ability, 2022	Tips for creating virtual sessions that are accessible for all
		<i>Teachers Guide Supplement for Students with Disabilities</i> (pages 5 – 11) Rights, Respect, Responsibility: K-12 Sex Education Curriculum, Advocates for Youth, 2022	Guidelines for creating accessibility in sex education
		<i>Creative Facilitation Activities Manual</i> Partners for Youth Empowerment, 2022	Suggestions for learning activities
		<i>Elevatus Online Training Workshops</i> Elevatus Training	Free and paid resources and trainings on sex ed for people with developmental disabilities
C2	Effectively use virtual meeting platform(s) and troubleshoot problems (including closed captioning, break-out rooms, annotation tools,)	<i>Spark*ED Facilitation Skills training</i> SparkED.net, 2022	10 hour virtual instructor-led course
		<i>Virtual Training Checklist</i> Spark*ED, 2022	Checklist on how to prepare to deliver a virtual lesson
C3	Use a Power Packed Introduction.	<i>Spark*ED Facilitation Skills training</i> SparkED.net, 2022	10 hour virtual instructor-led course
		<i>Five Finger Intro Worksheet</i> SparkED.net, 2022	Worksheet on developing a power packed introduction

C4	Use strong facilitation platform skills (examples: voice projection, speaking clearly, body stance, eye contact, use of hands and gestures, virtual tools, etc.)	<i>Spark*ED Facilitation Skills training</i> SparkED.net, 2022	10 hour virtual instructor-led course
		<i>Platform Skills Tips</i> SparkED.net, 2022	Handout detailing platform skills
C5	Prepare to deliver pre-existing lessons and activities (examples include practice delivering lessons and activities, preparing materials, anticipating questions or issues, etc.).	<i>Spark*ED Facilitation Skills training</i> SparkED.net, 2022	10 hour virtual instructor-led course
		<i>Preparing Presentations: 5 Ways To Practice 'til Perfect</i> Bigfish Presentations, 2012	Strategies for creating a strong presentation
		<i>Virtual Training Checklist</i> Spark*ED, 2022	Checklist on how to prepare to deliver a virtual lesson
C6	Deliver a pre-existing lesson plan in my own style while still maintaining fidelity to the Enduring Understanding (Learning Goal) and Essential Questions (Learning Objectives).	<i>Spark*ED Facilitation Skills training</i> SparkED.net, 2022	10 hour virtual instructor-led course
		<i>Theories of Learning and Teaching What Do They Mean for Educators?</i> (pages 9 – 13) Suzanne M. Wilson and Penelope L. Peterson, 2006	Provides background, contemporary ideas, benchmarks
C7	Help participants recognize assumptions.	<i>Teaching adolescents how to evaluate the quality of online information</i> Julie Corio, Edutopia, 2017	Article detailing how to discuss assessing information with students
		<i>High School Teachers</i> The Foundation for Critical Thinking, 2019	The Critical Thinking site includes a variety of resources and activities to stimulate critical thinking skills in students

C8	Help participants differentiate between facts and interpretations.	<u><i>Teaching adolescents how to evaluate the quality of online information</i></u> Julie Corio, Edutopia, 2017	Article detailing how to discuss assessing information with students
		<u><i>Savvy Info Consumers: Scholarly Sources</i></u> University of Washington, 2020	Resources and tools to discern if a web source is a reliable source of information and data
		<u><i>High School Teachers</i></u> The Foundation for Critical Thinking, 2019	The Critical Thinking site includes a variety of resources and activities to stimulate critical thinking skills in students
C9	Use a variety of participant engagement techniques (examples: minimize lecturing and maximize posing questions, silence, humor, movement, modifying activities).	<u><i>Spark*ED Facilitation Skills training</i></u> SparkED.net, 2022	10 hour virtual instructor-led course
		<u><i>Creative Facilitation Activities Manual</i></u> Partners for Youth Empowerment, 2022	Activity list to help educators switch up their facilitation tactics
		<u><i>Using Humor in the Classroom</i></u> Maurice Elias, Edutopia, 2015	Details strategies for effectively using humor in the classroom
		<u><i>Using Effective Body Language to Establish Relationships with Students</i></u> Teaching Channel, 2018	3-minute video on using body language to establish strong relationships with students
		<u><i>The Importance of High-Quality Discussions</i></u> Teaching Channel, 2019	6-minute video on importance of students engaging in discussions of controversial issues and creating a safe space to discuss issues impacting student's lives

		<i>Creative Training: A Train the Trainer Field Guide</i> (Pages 139 – 140) Becky Pike Pluth, Creative Training Productions, 2016	Book on instructor-led participant centered (ILPC) creative training model
		<i>Virtual Facilitation Engagement Tools</i> Spark*ED, 2022	List describing a variety of virtual facilitation tools
C10	Assess participants’ understanding of the content and adjusting to meet participant needs and Essential Questions/learning objectives (examples: adjusting for fewer/more participants than expected, current events, classroom dynamics).	<i>Spark*ED Facilitation Skills training</i> SparkED.net, 2022	10 hour virtual instructor-led course
C11	Manage time effectively, including moving discussions and activities along, and being flexible to adjust to needs as they arise	<i>Tips for Effective Time Management</i> Global Learning Partners, 2014	8 time management tips
C12	Use a variety of facilitation techniques to reinforce learning, including clarifying, summarizing, open-ended questions, and paraphrasing.	<i>Spark*ED Facilitation Skills training</i> SparkED.net, 2022	10 hour virtual instructor-led course
		<i>Creative Training: A Train the Trainer Field Guide</i> (Pages 139 – 140) Becky Pike Pluth, Creative Training Productions, 2016	Book on instructor-led participant centered (ILPC) creative training model
C13	Using appropriate boundaries with participants, and rarely but	<i>Spark*ED Facilitation Skills training</i> SparkED.net, 2022	10 hour virtual instructor-led course

	strategically disclose personal information	<i>Regional Module for Teacher Training On Comprehensive Sexuality Education . .</i> (Session 7, pages 230 – 237 of the manual, pages 2 – 8 of the PDF document) UNESCO & Advocates for Youth, 2016	Self-Disclosure Assessment (pg 235 of the manual/Pg. 7 of the PDF) Guidelines on Self-Disclosure, pages (pages 236 – 237 of the manual/pages 8 – 9 of the PDF)
C14	Answer challenging sex ed related questions, including values-based questions.	<i>Facilitating Sex Ed Course</i> SparkED.net, 2022	12 hour virtual instructor-led training
		<i>New Sex Educator Training – Planned Parenthood Affiliates Only</i> SparkED.net, 2022	40 hour training including 20 hours of self-directed and 20 hours of virtual instructor-led training
		<i>Teaching Sexuality and Answering Questions</i> SparkED.net, 2022	4 hour self-paced training
		<i>Fundamentals of Answering Questions in Sex Education</i> SparkED.net, 2020	Fact sheet with tips and sample questions and answers
		<i>Fundamental of Answering Values Questions</i> SparkED.net, 2020	Fact sheet with tips and sample questions and answers
C15	Routinely seek out and incorporate feedback to improve my facilitation.	<i>Spark*ED Facilitation Skills training</i> SparkED.net, 2022	10 hour virtual instructor-led course
		<i>Where did that come from? Giving and Receiving Feedback</i> MSFT Imagine, 2020	4 minute video
		<i>Elements of Good Feedback</i> SparkED.net, 2022	Brief handout on what constitutes good feedback

D	Trauma Informed Facilitation	Resource Citation	Notes
D1	Recognize a participant’s trauma response in the learning environment, including physical, verbal and behavioral signs of trauma (Fight, Flight, Freeze, Appease).	<i>Spark*ED Applying a Trauma Informed Lens to Sex Education self-paced course</i> , 2022	4 hour self-paced course
		<i>Spark*ED Facilitating from a Trauma Informed Lens Virtual Instructor-led training</i> , 2022	10 hour virtual instructor-led course
		<i>Guide to Trauma-Informed Sex Education</i> (pages 5 – 6) Cardea, 2016	Concrete strategies for integrating a trauma-informed approach into sex education and includes background info on the prevalence of trauma and its effects the brain and behavior
		<i>Fight, Flight, Freeze or Fawn: What this Response Means</i> Mia Bell Frothingham, Simply Psychology, 2021	Details the body’s fight or flight response
		<i>The Body’s Survival Responses: Fight, Flight, Freeze, Appease</i> Spark*ED Facilitating from a Trauma-Informed Lens Virtual Instructor-led training, 2020	1 page description of survival brain responses to trauma or danger In the shared drive
D2	Utilize strategies (such as empathy) to support participants when they express a trauma response.	<i>Spark*ED Applying a Trauma Informed Lens to Sex Education self-paced course</i> , 2022	4 hour self-paced course
		<i>Spark*ED Facilitating from a Trauma Informed Lens Virtual Instructor-led training</i> , 2022	10 hour virtual instructor-led course
		<i>Let’s Talk! Discussing Race, Racism and Other Difficult Topics with Students</i> Teaching Tolerance, 2015.	Worksheet to prepare for how to respond in the moment when a participant expresses an emotional response



EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

Sex Educator Skills Assessment Indicators

		<u>Empathy vs. Sympathy video</u> Dr. Brene Brown, 2017	3 minute video about the difference between sympathy and empathy, and how to hone the skill of empathy.
D3	Recognize the topics or situations where I am likely to experience a stress response while facilitating.	<u>Spark*ED Applying a Trauma Informed Lens to Sex Education self-paced course</u> , 2022	4 hour self-paced course
		<u>Spark*ED Facilitating from a Trauma Informed Lens Virtual Instructor-led training</u> , 2022	10 hour virtual instructor-led course
		<u>Grounding Plan</u> Leslie Briner, Social Strategies 2020	Worksheet to develop your own grounding plan
		<u>Tiny Survival Guide</u> The Trauma Stewardship Institute	Self-care infographic
		<u>The Age of Overwhelm: Strategies for the Long Haul</u> The Trauma Stewardship Institute	A series or brief, recorded presentations on how current culture affects our emotional well-being, along with strategies and tools to shift intentions and actions
D4	Have a plan in place to respond to stressful situations in the learning environment in ways that apply trauma-informed practices.	<u>Spark*ED Applying a Trauma Informed Lens to Sex Education self-paced course</u> , 2022	4 hour self-paced course
		<u>Spark*ED Facilitating from a Trauma Informed Lens Virtual Instructor-led training</u> , 2022	10 hour virtual instructor-led course
		<u>Guide to Trauma-Informed Sex Education</u> (pages 7 – 19) Cardea, 2016	Concrete strategies for integrating a trauma-informed approach into sex education and includes background info on the prevalence of trauma and its effects the brain and behavior

		<i>Processing Current Events with Teen Council Groups</i> Peer Education Institute, 2022	Guide on facilitating conversations about challenging current events with youth
		<i>Future Trippng Podcast with Laura van Dernoot Lipsky</i> The Trauma Stewardship Institute	A series of recordings of the author about each chapter in the book (from the book launch)
D5	Create a learning environment that promotes participants' safety, agency, dignity, and belonging .	<i>Spark*ED Applying a Trauma Informed Lens to Sex Education self-paced course</i> , 2022	4 hour self-paced course
		<i>Spark*ED Facilitating from a Trauma Informed Lens Virtual Instructor-led training</i> , 2022	10 hour virtual instructor-led course
		<i>Guide to Trauma-Informed Sex Education</i> (pages 6 - 19) Cardea, 2016	Concrete strategies for integrating a trauma-informed approach into sex education and includes background info on the prevalence of trauma and its effects the brain and behavior
		<i>Processing Current Events with Teen Council Groups</i> Peer Education Institute, 2022	Guide on facilitating conversations about challenging current events with youth
D6	When a participant exhibits trauma-response, able to tend to my own needs, tend to the participant's needs, and tend to the group's needs.	<i>Spark*ED Applying a Trauma Informed Lens to Sex Education self-paced course</i> , 2022	4 hour self-paced course
		<i>Spark*ED Facilitating from a Trauma Informed Lens Virtual Instructor-led training</i> , 2022	10 hour virtual instructor-led course
		<i>Circles of Care: Navigating Participant Disclosures with Compassion and Skill</i> <i>Linking Families & Teens (LiFT)</i> , Planned Parenthood of the Great Northwest and Hawaiian Islands, 2019	7 page handout with tips on caring for self and for participants



EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

Sex Educator Skills Assessment Indicators

E	Cultural Humility & Responsiveness Skills	Resource Citation	Notes
E1	Demonstrate respect for all youth across both dominant and marginalized populations, and recognize all participants bring valuable contributions and viewpoints.	<i>Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course</i> SparkED.net, 2022	A 3-hour self-paced course
		<i>Spark*ED Cultural Humility and Responsiveness Instructor-Led Course</i> SparkED.net, 2022	A 10-hour instructor-led course
		<i>Self-Guided Learning</i> Learning for Justice, 2014 – 2017	Multiple short (1 page) professional development tools on Inclusive Instruction, Classroom Climate and School Climate. Home page has several resources for teachers about tolerance, as well as up-to-date news and articles. Includes a feature teachers can use to build their own plan.
		<i>Begin Within: Prepare yourself to discuss race, racism and other difficult topics with students.</i> Learning for Justice, 2016	Article detailing how to begin to prepare yourself for discussions on difficult topics
E2	Recognize my own privilege and how I benefit from that privilege.	<i>Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course</i> SparkED.net, 2022	A 3-hour self-paced course
		<i>Spark*ED Cultural Humility and Responsiveness Instructor-Led Course</i>	A 10-hour instructor-led course



EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

Sex Educator Skills Assessment Indicators

		SparkED.net, 2022	
		<u><i>White Privilege: Unpacking the Invisible Knapsack: Daily Effects of White Privilege</i></u> Peggy McIntosh, Wellesly Collage Center for Research on Women, 1990	Assessment to identify how much privilege a person has based on their class, religion, ethnic status, race, social status and geographic location
E3	Recognize how a participant’s culture, identity and experience with systems of oppression and privilege can impact their experience with and understanding of sex ed topics	<u><i>Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course</i></u> SparkED.net, 2022	A 3-hour self-paced course
		<u><i>Spark*ED Cultural Humility and Responsiveness Instructor-Led Course</i></u> SparkED.net, 2022	A 10-hour instructor-led course
		<u><i>Module 4. Cultural Responsiveness and Adolescent Health</i></u> Advocates for Youth	Lesson plan with a PPT slide deck and videos from the 3Rs curriculum
E4	Recognize my responsibility as the facilitator to create a supportive learning environment where participants can express and learn from each other’s values and beliefs.	<u><i>Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course</i></u> SparkED.net, 2022	A 3-hour self-paced course
		<u><i>Spark*ED Cultural Humility and Responsiveness Instructor-Led Course</i></u> SparkED.net, 2022	A 10-hour instructor-led course
		<u><i>Self-Guided Learning</i></u> Learning for Justice, 2014 – 2017	Multiple short (1 page) professional development tools on Inclusive Instruction, Classroom Climate and School Climate. Home page has several resources for teachers about tolerance, as well as up-to-date news and

			articles. Includes a feature teachers can use to build their own plan.
		<u>Critical Practices for Anti-bias Education Learning for Justice, 2014 - 2017</u>	Self-directed 4 module exploration of Anti-Bias instruction, classroom culture, family & community engagement & teacher leadership
		<u>Culturally Connected BC Women’s Hospital</u>	Self-directed exploration on creating supportive learning spaces.
E5	Incorporate climate setting activities, warm ups, and ice breakers into a lesson that recognizes and celebrates participants’ multiple cultural experiences and backgrounds.	<u>Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course</u> SparkED.net, 2022	A 3-hour self-paced course
		<u>Spark*ED Cultural Humility and Responsiveness Instructor-Led Course</u> SparkED.net, 2022	A 10-hour instructor-led course
		<u>The New Sex Ed</u> Loretta J Ross, Learning for Justice, 2019	Article on the importance of inclusion in teaching sex ed in schools.
E6	Able to adapt sex ed lessons based on how historical trauma and oppression may impact a learner’s access and relationship to the health care system.	<u>Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course</u> SparkED.net, 2022	A 3-hour self-paced course
		<u>Spark*ED Cultural Humility and Responsiveness Instructor-Led Course</u> SparkED.net, 2022	A 10-hour instructor-led course
		<u>Social Justice Standards</u> Learning for Justice, 2014 - 2017	Brief article on standards for social justice

		<i>History of Sex Education</i> SIECUS, 2021	Booklet detailing how historical events shaped the sex ed field
E7	Recognize how an individual’s cultural identity and experience could impact their responses to emotionally charged situations.	<i>Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course</i> SparkED.net, 2022	A 3-hour self-paced course
		<i>Spark*ED Cultural Humility and Responsiveness Instructor-Led Course</i> SparkED.net, 2022	A 10-hour instructor-led course
		<i>Leading with Race: Are we talking about racial equity or equality?</i> Fakequity, 2016	This power, privilege and oppression resource addresses identities and intersectionality.
		<i>Why lead with race? Challenging Institutional Racism to Create an Equitable Society for All.</i> City of Seattle Race and Social Justice Initiative	The City of Seattle’s approach to challenging oppression
		<i>Social Service or Social Change? Who Benefits from your Work.</i> Paul Kivel, 2020	Article exploring social change
E8	Recognize and effectively interrupt and address microaggressions.	<i>Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course</i> SparkED.net, 2022	A 3-hour self-paced course
		<i>Spark*ED Cultural Humility and Responsiveness Instructor-Led Course</i> SparkED.net, 2022	A 10-hour instructor-led course



EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

Sex Educator Skills Assessment Indicators

		<u><i>Responding to Hate and Bias at School: A Guide for Administrators, Counselors and Teachers</i></u> Learning for Justice, 2017	Guide on how to identify and address a crisis, and plan to prevent instances of bias and hate. Includes worksheets and templates for incident reports, meeting records, incident respond plans, and incident resolution evaluation.
		<u><i>AED Model for Responding to Microaggressions</i></u> SparkED.net, 2022	Model to use when a learner commits a microaggression in the learning environment
		<u><i>What are Microaggressions?</i></u> Catharsis Productions, 2020	2 minute YouTube video describing what microaggressions are.
		<u><i>Eliminating Microaggressions: The Next Level of Inclusion</i></u> Tiffany Alvoid, TedXOakland, 2019	9 minute YouTube video providing more in-depth information on what microaggressions are.
		<u><i>CPR Model for Responding when you Commit a Microaggression</i></u> Manser, Campbell, Criniti, Brown, 2018	Model to use when the facilitator commits a microaggression
E9	Address the impact vs. intention of microaggressions and prioritize the needs of the individuals who are most impacted by them.	<u><i>Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course</i></u> SparkED.net, 2022	A 3-hour self-paced course
		<u><i>Spark*ED Cultural Humility and Responsiveness Instructor-Led Course</i></u> SparkED.net, 2022	A 10-hour instructor-led course
		<u><i>Speaking Up without Tearing Down</i></u> Loretta Ross, Learning for Justice, 2019	Presents ways to engage students who use potentially offensive or oppressive language to promote thoughtful learning for the whole classroom, including strategies.



EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

Sex Educator Skills Assessment Indicators

		<i>AED Model for Responding to Microaggressions</i> SparkED.net, 2022	Model to use when a learner commits a microaggression in the learning environment
		<i>CPR Model for Responding when you Commit a Microaggression</i> Manser, Campbell, Criniti, Brown, 2018	Model to use when the facilitator commits a microaggression
E10	When I commit a microaggression, able to effectively recover by calming myself, taking responsibility for my actions, and addressing the impact of my words or actions.	<i>Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course</i> SparkED.net, 2022	A 3-hour self-paced course
		<i>Spark*ED Cultural Humility and Responsiveness Instructor-Led Course</i> SparkED.net, 2022	A 10-hour instructor-led course
		<i>CPR Model for Responding when you Commit a Microaggression</i> Manser, Campbell, Criniti, Brown, 2018	Model to use when the facilitator commits a microaggression

F	LGBTQ+ Inclusive and Affirming Skills	Resource Citation	Notes
F1	Demonstrating respect for all youth across both dominant and marginalized populations.	<i>Teaching Sexuality and Answering Questions Self-Paced Course</i> SparkED.net, 2022	4 hour self-paced course
		<i>LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training</i> SparkED.net, 2022	10 hour virtual instructor-led course
		<i>LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course</i>	3 hour self-paced course



EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

Sex Educator Skills Assessment Indicators

		Spark.net, 2022	
		<u><i>Self-Guided Learning</i></u> Learning for Justice, 2014 – 2017	Multiple 1 page professional development tools on Inclusive Instruction, Classroom Climate and School Climate. Home page has several resources about tolerance, up-to-date news and articles. Includes a feature teachers can use to build their own plan.
		<u><i>Teaching About SOGIE</i></u> Elizabeth Schroeder Consulting, 2022	Brief 2 page document describing tips for teaching about Sexual Orientation, Gender Identity and Expression (SOGIE)
F2	During facilitation, clearly explain common LGBTQ+ sexual and gender vocabulary and terminology.	<u><i>LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training</i></u> SparkED.net, 2022	10 hour virtual instructor-led course
		<u><i>LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course</i></u> Spark.net, 2022	3 hour self-paced course
		<u><i>Inclusive Language Tool</i></u> SparkED.net, 2022	2 pages of inclusive language and tips for making lesson more inclusive
		<u><i>Definitions</i></u> Trans Student Educational Resources (TSER), 2022	Website with current definitions on different genders, gender identity, and sexual orientation.
		<u><i>Intersex 101: Everything you need to know!</i></u> InterAct, https://4intersex.org/	2 page fact sheet
F3		<u><i>LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training</i></u>	10 hour virtual instructor-led course

	Adapt my language related to common sexual and gender identities as it evolves.	SparkED.net, 2022	
		<u><i>LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course</i></u> Spark.net, 2022	3 hour self-paced course
		<u><i>Teaching About SOGIE</i></u> Elizabeth Schroeder Consulting, 2022	Brief 2 page document describing tips for teaching about Sexual Orientation, Gender Identity and Expression (SOGIE)
		<u><i>Inclusive Language Tool</i></u> SparkED.net, 2022	3 page guide on using current language
		<u><i>Definitions</i></u> Trans Student Educational Resources (TSER), 2022	Website with current definitions on different genders, gender identity, and sexual orientation.
		<u><i>Intersex 101: Everything you need to know!</i></u> InterAct, https://4intersex.org/	2 page fact sheet
F4	Recognize microaggressions, prejudice, stereotypes, and exclusionary group dynamics, including homophobic, sexist, and racist comments in the learning environment.	<u><i>LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training</i></u> SparkED.net, 2022	10 hour virtual instructor-led course
		<u><i>LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course</i></u> Spark.net, 2022	3 hour self-paced course
		<u><i>What Do You Say to “That’s So Gay” & other Anti-LGBTQ Comments?</i></u> Human Rights Campaign Foundation, Welcoming Schools, 2019	2 page info sheet on how to respond to microaggressions

		<u><i>What are Microaggressions?</i></u> Catharsis Productions, 2020	2 minute YouTube video describing what microaggressions are.
		<u><i>Responding to Hate and Bias at School: A Guide for Administrators, Counselors and Teachers</i></u> Learning for Justice, 2017	Guide on how to identify and address a crisis, and plan to prevent instances of bias and hate.
F5	Address the impact vs. intention of microaggressions, and prioritize the needs of the individual(s) who are most impacted (example: checking in with the impacted individual(s) in the moment or after class).	<u><i>LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training</i></u> SparkED.net, 2022	10 hour virtual instructor-led course
		<u><i>LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course</i></u> Spark.net, 2022	3 hour self-paced course
		<u><i>Responding to Hate and Bias at School: A Guide for Administrators, Counselors and Teachers</i></u> Learning for Justice, 2017	Guide on how to identify and address a crisis, and plan to prevent instances of bias and hate. Includes worksheets and templates for incident reports, meeting records, incident respond plans, and incident resolution evaluation.
		<u><i>AED Model for Responding to Microaggressions</i></u> SparkED.net, 2022	Model to use when a learner commits a microaggression in the learning environment
		<u><i>CPR Model for Responding when you Commit a Microaggression</i></u> Manser, Campbell, Criniti, Brown, 2018 Manser, Campbell, Criniti, Brown, 2018	Model to use when a facilitator commits a microaggression
		<u><i>When and How to Respond to Microaggressions</i></u> Harvard Business Review, 2020	Guidance on different strategies to apply when responding to microaggressions

F6	When I commit a microaggression, able to effectively recover by calming myself, taking responsibility for my actions, and addressing the impact of my words or actions.	<u><i>LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training</i></u> SparkED.net, 2022	10 hour virtual instructor-led course
		<u><i>LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course</i></u> Spark.net, 2022	3 hour self-paced course
		<u><i>CPR Model for Responding when you Commit a Microaggression</i></u> Manser, Campbell, Criniti, Brown, 2018 Manser, Campbell, Criniti, Brown, 2018	Model to use when a facilitator commits a microaggression
F7	Respectfully correct misinformation, offensive language and outdated language by educating learners.	<u><i>LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training</i></u> SparkED.net, 2022	10 hour virtual instructor-led course
		<u><i>LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course</i></u> Spark.net, 2022	3 hour self-paced course
		<u><i>Speaking Up without Tearing Down</i></u> Loretta Ross, Learning for Justice, 2019	Presents strategies to promote thoughtful learning for the whole classroom, when a participant uses potentially offensive or oppressive language
		<u><i>What Do You Say to “That’s So Gay” & other Anti-LGBTQ Comments?</i></u> Human Rights Campaign Foundation, Welcoming Schools, 2019	2 page tip sheet on strategies for responding to homophobic language



EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

Sex Educator Skills Assessment Indicators

		<i>AED Model for Responding to Microaggressions</i> SparkED.net, 2022	Model to use when a learner commits a microaggression in the learning environment
F8	Leverage learning opportunities to involve participants in shifting away from harmful culture norms.	<i>LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training</i> SparkED.net, 2022	10 hour virtual instructor-led course
		<i>LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course</i> Spark.net, 2022	3 hour self-paced course
		<i>Speaking Up without Tearing Down</i> Loretta Ross, Learning for Justice, 2019	Presents ways to engage students who use potentially offensive or oppressive language to promote thoughtful learning for the whole classroom, including strategies.
		<i>AED Model for Responding to Microaggressions</i> SparkED.net, 2022	Model to use when a learner commits a microaggression in the learning environment
F9	Designing activities that are inclusive of LGBTQ+ participants' multiple intersecting backgrounds and identities.	<i>The New Sex Ed</i> Loretta J Ross, Learning for Justice, 2019	Article on the importance of inclusion in teaching sex ed in schools.
		<i>LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training</i> SparkED.net, 2022	10 hour virtual instructor-led course
F10	Understand how my own identities and life experiences may impact personal feelings, boundaries, and ability to facilitate the content.	<i>LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training</i> SparkED.net, 2022	10 hour virtual instructor-led course
		<i>LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course</i> Spark.net, 2022	3 hour self-paced course

		<u>Map for Managing One’s Life Day</u> The Trauma Stewardship Institute	Infographic on self-care
		<u>Internalised Homophobia</u> The Rainbow Project	Concise explanation of different ways internalized homophobia can show up
		<u>Coming Out and Inviting In Guide Sheet</u> Rainbow Network, La Trobe University	2 page tip sheet on ways to support a young person who has come out
F11	Able to execute a self-care plan if personal boundaries are overstepped (including addressing it during facilitation).	<u><i>Circles of Care: Navigating Participant Disclosures with Compassion and Skill</i></u> Linking Families & Teens (LiFT), Planned Parenthood of the Great Northwest and Hawaiian Islands, 2019	7 page handout with tips on caring for self and for participants