



## 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).	<a href="#"><i>Lesson Plans and Learning Theory for Sex Educators course</i></a> Spark*ED self-paced course	4 hour self-paced course on how to read a lesson plan, making adaptations with fidelity, Bloom’s Taxonomy, and how to apply Universal Design for Learning to meet learners where they’re at.
		<a href="#"><i>Understanding by Design</i></a> Jay McTighe and Grant Wiggins, ASCD, 2012	A short article written by classroom teachers highlighting the basics of Understanding by Design
		<a href="#"><i>Why does teaching learning intentions matter?”</i></a> Fletcher-Wood, Harry, <i>Improving Teaching</i> , 2013	Description of the importance of identifying and teaching to expected lesson outcomes
A2	Read curricula and understand the linkages between activities and desired outcomes.	<a href="#"><i>Lesson Plans and Learning Theory for Sex Educators course</i></a> Spark*ED self-paced course	4 hour self-paced course on how to read a lesson plan, making adaptations with fidelity, Bloom’s Taxonomy, and how to apply Universal Design for Learning to meet learners where they’re at.
		<a href="#"><i>Understanding by Design</i></a> Jay McTighe and Grant Wiggins, ASCD, 2012	A short article written by classroom teachers highlighting the basics of Understanding by Design



## EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

### Sex Educator Skills Assessment Indicators

		<p><u><i>What makes great pedagogy? Nine claims from Research.</i></u> Chris Husbands and Joe Pearce, National College for School Leadership, 2012</p>	Summarized research findings on the importance of curricula relevant to a learner, while maintaining flexibility to accommodate different types of learners
		<p><u><i>Five Standards of Effective Pedagogy</i></u> Learning for Justice</p>	Overview of foundational aspects of effective teaching
A3	Assess the participants' learning needs before adapting or creating the lesson.	<p><u><i>Lesson Plans and Learning Theory for Sex Educators course</i></u> Spark*ED self-paced course</p>	4 hour self-paced course on how to read a lesson plan, making adaptations with fidelity, Bloom's Taxonomy, and how to apply Universal Design for Learning to meet learners where they're at.
		<p><u><i>How To assess student's prior knowledge</i></u> Eberly Center: Teaching Excellence &amp; Education Innovation, Carnegie Mellon University, 2019</p>	Short article that include 5 tools to assess student knowledge before teaching
A4	Adapt lessons to be inclusive of all participants (for example: ability, community, socio-economic status, culture, LGBTQ+, trauma informed, etc.).	<p><u><i>Lesson Plans and Learning Theory for Sex Educators course</i></u> Spark*ED self-paced course</p>	4 hour self-paced course on how to read a lesson plan, making adaptations with fidelity, Bloom's Taxonomy, and how to apply Universal Design for Learning to meet learners where they're at.
		<p><u><i>Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course</i></u> SparkED.net self-paced course</p>	This 3-hour self-paced course provides background information about key factors to consider when adapting lessons to be culturally responsive, intersectionality, and applying culturally responsive strategies in the learning space.



## EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

### Sex Educator Skills Assessment Indicators

		<u><i>Spark*ED Cultural Humility and Responsiveness Instructor-Led Course</i></u> SparkED.net virtual instructor-led training	A 10-hour instructor-led course focused on learning to apply a cultural humility and responsive lens in the learning environment, as well as how to respond to microaggressions.
		<u><i>Being There for Nonbinary Youth</i></u> Jey Ehrenhalt, Learning for Justice, 2016	Article describing the experience of a transgender youth, the importance of support in schools and from families. Includes tips for interacting with families
		<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>Speaking Up Without Tearing Down</i></u> Loretta J Ross, Learning for Justice, 2019	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.	<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>Assessing Journal Quality</i></u> Boston College University Press	Tips on how to assess if a journal is a reliable source
		<u><i>Savvy Info Consumers: Data &amp; Statistics</i></u> University of Washington, 2020	Provides information on how to discern if data is reliable
A6	Seek and incorporate feedback from colleagues when adapting or creating a	<u><i>Lesson Quality Checklist</i></u> SparkED.net, LLC	Short checklist to help assess the quality of a lesson, and identify adaptation needs to provide comprehensive sex education

	lesson, prior to and after delivering the lesson.	<u><a href="#">Lesson Plan Review Rubric</a></u> SparkED.net, LLC	Rubric with questions/indicators to consider to for a high quality and comprehensive sex ed lesson
		<u><a href="#">Five Ways to Incorporate Feedback Into Your Work Life Every Day</a></u> GP Strategies, Training Industry series	Brief article on how to incorporate feedback when it is received
		<u><a href="#">Where did that come from? Giving and Receiving Feedback</a></u> 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.	<u><a href="#">Lesson Plans and Learning Theory for Sex Educators course</a></u> Spark*ED self-paced course	4 hour self-paced course on how to read a lesson plan, making adaptations with fidelity, Bloom’s Taxonomy, and how to apply Universal Design for Learning to meet learners where they’re at.
		<u><a href="#">Understanding by Design</a></u> Jay McTighe and Grant Wiggins, ASCD, 2012	A short article written by classroom teachers highlighting the basics of Understanding by Design
		<u><a href="#">Writing Lesson Objectives for Classroom Teachers video</a></u> Teachings in Education, 2018	2 minute video explaining how to write SMART Objectives (Specific, Measurable, Achievable, Relevant and Time Bound)
A8	Sequence lesson activities to teach foundational concepts and skills before more complex ones (scaffolding).	<u><a href="#">Lesson Plans and Learning Theory for Sex Educators course</a></u> Spark*ED self-paced course	4 hour self-paced course on how to read a lesson plan, making adaptations with fidelity, Bloom’s Taxonomy, and how to apply Universal Design for Learning to meet learners where they’re at.
		<u><a href="#">Teaching about Sexuality and HIV: Principles and Methods for Effective Education.</a></u>	Chapter 6 discusses sequencing, adapting to your learners, and many other aspects of lesson planning



## EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

### Sex Educator Skills Assessment Indicators

		Evonne Hedgepeth and Joan Helmich, New York, New York University Press, 2000	
		<u><i>Empowering Students: The 5E Model Explained</i></u> Lesley University	Simple explanation of the 5E model and it's impact on learner outcomes
		<u><i>E-Learning with Bloom's Taxonomy</i></u> Higher E-Learning, Online Help for Higher Ed – Jason Paul Johnston, 216	9 minute video detailing how to write SMART Learning Objectives
<b>A9</b>	Design and/or select warm-up/icebreaker activities to support the participants' unique experience.	<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	A treasure trove of facilitation ideas including warm ups, closure activities, and using arts as part of facilitation
<b>A10</b>	Design and/or select activities using a variety of learning methods and tools.	<u><i>Lesson Plans and Learning Theory for Sex Educators course</i></u> Spark*ED self-paced course	4 hour self-paced course on how to read a lesson plan, making adaptations with fidelity, Bloom's Taxonomy, and how to apply Universal Design for Learning to meet learners where they're at.
		<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	Part 2, Chapter 6, pages 107 – 120. Discusses different learning methods, learning systems, and designing effective sexuality lessons.
		<u><i>Using Different Learning Styles in Homeschooling</i></u> Time4Learning	Description of different learning styles and how to adapt for them



## EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

### Sex Educator Skills Assessment Indicators

		<a href="#"><u>Spark*ED Advanced Educator Training course in development. Check back in January 2023</u></a>	New training course focused on advanced skills for delivering sex education
<b>A11</b>	Incorporate activities and materials that support participants to apply skills to their lives outside of the learning environment.	<a href="#"><u>Lesson Plans and Learning Theory for Sex Educators course</u></a> Spark*ED self-paced course	4 hour self-paced course on how to read a lesson plan, making adaptations with fidelity, Bloom’s Taxonomy, and how to apply Universal Design for Learning to meet learners where they’re at.
		<a href="#"><u>Making It Relevant: Helping Students Connect Their Studies to the World Today</u></a> The New York Times, 2018	Tips on how to incorporate current events into lesson activities
		<a href="#"><u>Ways to Make Lessons “Relevant” to Students’ Lives</u></a> Larry Ferlazzo, Education Week, 2020	Tips on how to incorporate learners’ interests into lesson activities Includes a video on adapting for distance learning
<b>A12</b>	Write clear and understandable lesson plans that are easy to replicate.	<a href="#"><u>Lesson Plans and Learning Theory for Sex Educators course</u></a> Spark*ED self-paced course	4 hour self-paced course on how to read a lesson plan, making adaptations with fidelity, Bloom’s Taxonomy, and how to apply Universal Design for Learning to meet learners where they’re at.
		<a href="#"><u>Understanding by Design</u></a> (pgs. 69 – 82) Jay Mctigh & Grant Wiggins, ASCD, 2005	A short article written by classroom teachers highlighting the basics of Understanding by Design
		<a href="#"><u>Bloom’s Taxonomy in 5 Minutes</u></a> Simplilearn, 2021	6 minute video
		<a href="#"><u>Bloom’s Taxonomy Question Stems</u></a> Jason Johnston, Higher E-Learning, 2021	Suggested sentence stems for writing learning objective (or essential questions)



## EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

### Sex Educator Skills Assessment Indicators

<b>B</b>	<b>Skills for Creating Positive Learning Environments</b>	<b>Resource Citation</b>	<b>Notes</b>
<b>B1</b>	Coordinate/collaborate with the teacher/group leader to set expectations, learn about learning needs, and become aware of local context (classroom, school, community, ....)	<u><a href="#">Spark*ED Facilitating Sex Ed training</a></u> SparkED.net	10 hour virtual instructor-led training focused on how to deliver exemplary sex education
		<u><a href="#">New Sex Educator Training – Planned Parenthood Affiliates Only</a></u> SparkED.net	40 hour training including 20 hours of self-directed and 20 hours of virtual instructor-led training
		<u><a href="#">What to Expect from our Sex Educators and What Is Expected of You</a></u>	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
<b>B2</b>	Creating a safe, welcoming, and respectful learning environment.	<u><a href="#">Spark*ED Facilitating Sex Ed training</a></u> SparkED.net	10 hour virtual instructor-led training focused on how to deliver exemplary sex education
		<u><a href="#">New Sex Educator Training – Planned Parenthood Affiliates Only</a></u> SparkED.net	40 hour training including 20 hours of self-directed and 20 hours of virtual instructor-led training
		<u><a href="#">National Teacher Preparation Standards for Sexuality Education – Future of Sex Ed</a></u> (pg. 6, Standard 5) The Future of Sex Education, 2019.	A set of 7 suggested standards for sex education facilitators
		<u><a href="#">Seven Tips for Youth-Supporting Professionals for Talking with Youth about Sexual and Reproductive Health</a></u> ACTIVATE, 2022	Recommendations to promote effective and open conversations about sexual and reproductive justice with young people, particularly systems-involved youth



## EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

### Sex Educator Skills Assessment Indicators

		<p><u><i>Group Agreements</i></u> The Derek Bok Center for Teaching and Learning, Harvard University</p>	How to create and importance of group agreements
		<p><u><i>Facilitating Effective Group Discussions</i></u> The Harriet W. Sheridan Center for Teaching and Learning, Brown University</p>	Details the Facilitator’s role in creating an inclusive learning environment, maintaining constructive discussions, and encouraging participants
		<p><u><i>Processing Current Events with Teen Council Groups</i></u> SparkEd.net, LLC</p>	Guide on facilitating conversations about challenging current events with youth
<b>B3</b>	Apply the “Program Strength and Connectedness Model” into my facilitation (high warmth, high structure, high expectation).	<p><u><i>Spark*ED Facilitating Sex Ed training</i></u> SparkED.net</p>	10 hour virtual instructor-led training focused on how to deliver exemplary sex education
		<p><u><i>New Sex Educator Training – Planned Parenthood Affiliates Only</i></u> SparkED.net</p>	40 hour training including 20 hours of self-directed and 20 hours of virtual instructor-led training
		<p><u><i>Teen Council Program Strength &amp; Connectedness Model</i></u> SparkED.net, LLC</p>	3 page handout explaining how to apply the model
		<p><u><i>A randomized controlled trial of the impacts of the Teen Council peer education program on youth development</i></u> Foss et al, Health Education Research, 2022</p>	Peer reviewed article detailing why the model works.





## EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

### Sex Educator Skills Assessment Indicators

<b>B4</b>	Establish clear group norms and expectations.	<u><a href="#">Spark*ED Facilitating Sex Ed training</a></u> SparkED.net	10 hour virtual instructor-led training focused on how to deliver exemplary sex education
		<u><a href="#">New Sex Educator Training – Planned Parenthood Affiliates Only</a></u> SparkED.net	40 hour training including 20 hours of self-directed and 20 hours of virtual instructor-led training
		<u><a href="#">Seven Tips for Youth-Supporting Professionals for Talking with Youth about Sexual and Reproductive Health</a></u> Activate, 2022	Recommendations to promote effective and open conversations about sexual and reproductive justice with young people, particularly systems-involved youth
		<u><a href="#">Sample Group Agreements</a></u> SparkED.net, LLC	Sample group agreements and explanations
		<u><a href="#">Group Agreements Trading Cards Activity</a></u> Tim McLeod, SparkED.net, LLC	Interactive way to have groups develop and discuss norms
<b>B5</b>	Hold the group accountable for upholding group norms and expectations.	<u><a href="#">Spark*ED Facilitating Sex Ed training</a></u> SparkED.net	10 hour virtual instructor-led training focused on how to deliver exemplary sex education
		<u><a href="#">New Sex Educator Training – Planned Parenthood Affiliates Only</a></u> SparkED.net	40 hour training including 20 hours of self-directed and 20 hours of virtual instructor-led training
		<u><a href="#">Seven Tips for Youth-Supporting Professionals for Talking with Youth about Sexual and Reproductive Health</a></u> Activate, 2022	Recommendations to promote effective and open conversations about sexual and reproductive justice with young people, particularly systems-involved youth



## EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

### Sex Educator Skills Assessment Indicators

<b>B6</b>	Avoid the use of negative tactics such as deception, intimidation, fear, shaming, or guilt.	<a href="#"><u>Spark*ED Facilitating Sex Ed training</u></a> SparkED.net	10 hour virtual instructor-led training focused on how to deliver exemplary sex education
		<a href="#"><u>New Sex Educator Training – Planned Parenthood Affiliates Only</u></a> SparkED.net	40 hour training including 20 hours of self-directed and 20 hours of virtual instructor-led training
		<a href="#"><u>Why We Need To Avoid ‘Sexual Risk Avoidance</u></a> Zach Eisenstein, SIECUS	Article about the dangers of abstinence only and fear-based sex education.
		<a href="#"><u>2017 Youth Policy Agenda</u></a> Advocates for Youth, 2017	Policy agenda detailing young people’s vision for a society that they deserve
		<a href="#"><u>End the Stigma</u></a> No Teen Shame, 2022.	Instagram page with updated resources and tips
		<a href="#"><u>Guide to Trauma-Informed Sex Education - Cardea Services, 2016</u></a> (particularly p.8-9) Cardea Services, 2016	Guide includes discussion of avoiding shaming language and how to reframe messaging
<b>B7</b>	Create an environment where participants share in decision making	<a href="#"><u>Meaningful Adolescent and Youth Engagement and Partnership in Sexual and Reproductive Health Programming: A Strategic Guide</u></a> High Impact Practices, 2022	Guide for creating meaningful relationships between youth and adults, and how to involve youth in decisions
		<a href="#"><u>Youth-Adult Partnerships</u></a> Advocates For Youth, 2023	Three page handout on developing youth- adult partnerships

<b>B8</b>	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.	<a href="#"><i>Spark*ED Facilitation Skills training</i></a> SparkED.net, 2022	10 hour virtual instructor-led course
		<a href="#"><i>Unlocking the Secrets of Classroom Management</i></a> Healthy Teen Network, 2018	Self-paced “course”/interactive article
		<a href="#"><i>Using The Stages of Team Development</i></a> Judith Stein, MIT	Describes five stages of a group: forming, storming, norming, performing, adjourning. Corporate adjacent but applicable
<b>B9</b>	Respond to distracting learner behaviors, including dominating, interrupting, side-tracking, side conversations, etc. Find newer resource	<a href="#"><i>SparkED Instructor-Led Facilitation Skills Training course</i></a> SparkED.net	10 hour virtual instructor led training about foundational facilitation skills
		<a href="#"><i>Unlocking the Secrets of Classroom Management</i></a> Healthy Teen Network, 2018	Self-paced “course”/interactive article
<b>B10</b>	Respond to distracting observer behaviors (teachers/other adults), including dominating, interrupting, side-tracking, side conversations, etc.	<a href="#"><i>What to Expect from our Sex Educators and What Is Expected of You</i></a>	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
		<a href="#"><i>Lesson Plans and Learning Theory for Sex Educators course</i></a> Spark*ED self-paced course	4 hour self-paced course on how to read a lesson plan, making adaptations with fidelity, Bloom’s Taxonomy, and how to apply Universal Design for Learning to meet learners where they’re at.
<b>B11</b>	Navigate conflict and disagreement among group members.	<a href="#"><i>SparkED Instructor-Led Facilitation Skills Training course</i></a> SparkED.net	10 hour virtual instructor led training about foundational facilitation skills



## EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

### Sex Educator Skills Assessment Indicators

		<p><u><i>Facilitating Effective Group Discussions</i></u> The Harriet W. Sheridan Center for Teaching and Learning, Brown University</p>	Details the Facilitator’s role in creating an inclusive learning environment, maintaining constructive discussions, and encouraging participants
		<p><u><i>Unlocking the Secrets of Classroom Management</i></u> Healthy Teen Network, 2018</p>	Self-paced “course”/interactive article
<b>B12</b>	Respond to challenges and engage “resistance” from group members without becoming defensive.	<p><u><i>SparkED Instructor-Led Facilitation Skills Training course</i></u> SparkED.net</p>	10 hour virtual instructor led training about foundational facilitation skills
		<p><u><i>Using The Stages of Team Development</i></u> Judith Stein, MIT</p>	General explanation of the stages of team development
		<p><u><i>Working with Youth – Group Development</i></u> Youth Workin’ It, 2012</p>	Article on the five stages of group development with youth
		<p><u><i>The Storming Stage of Group Development</i></u> Youth Workin’ It, 2013</p>	Details how to facilitating conflicts when working with groups of youth
		<p><u><i>Developing Facilitation Skills, Section 2</i></u> Community Toolbox, 2022</p>	Details the purpose and skill of strong facilitation
		<p><u><i>Facilitating Effective Group Discussions</i></u> The Harriet W. Sheridan Center for Teaching and Learning, Brown University</p>	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

		<i>Facilitating Political Discussions</i> (pages 13 – 16) Nancy Thomas and Mark Brimhall-Vargas, Institute for Democracy and Higher Education, Tufts University, 2016	Facilitator Training Workshop Guide
<b>B13</b>	Name and discuss group dynamics with participants and use them as “teachable moments” to facilitate deeper learning.	<i>SparkED Instructor-Led Facilitation Skills Training course</i> SparkED.net	10 hour virtual instructor led training about foundational facilitation skills
		<i>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>Developing Facilitation Skills, Section 2</i> Community Toolbox, 2022	Details the purpose and skill of strong facilitation
<b>B14</b>	Respond appropriately to participant disclosures and other potentially traumatizing behavior while maintaining focus on the group needs.	<i>Applying a Trauma Informed Lens to Sex Education self-paced course</i> Spark*ED	4 hour self-paced course focused on building a trauma-informed environment for young people.
		<i>Spark*ED Facilitating from a Trauma Informed Lens Virtual Instructor-led training</i> Spark*ED	10 hour virtual instructor-led course focused on creating trauma-informed environments for young people, recognizing signs of trauma, and applying trauma-informed teaching techniques.
		<i>Circles of Care: Navigating Participant Disclosures with Compassion and Skill</i> Linking Families & Teens (LiFT) SparkED.net, LLC	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.	<a href="#"><i>SparkED Instructor-Led Facilitation Skills Training course</i></a> SparkED.net	10 hour virtual instructor led training about foundational facilitation skills
		<a href="#"><i>Ensuring Virtual Events Are Accessible for All</i></a> Respect Ability, 2022	Tips for creating virtual sessions that are accessible for all
		<a href="#"><i>Teachers Guide Supplement for Students with Disabilities</i></a> (pages 5 – 11) Rights, Respect, Responsibility: K-12 Sex Education Curriculum, Advocates for Youth, 2022	Guidelines for creating accessibility in sex education
		<a href="#"><i>Creative Facilitation Activities Manual</i></a> Partners for Youth Empowerment, 2022	Suggestions for learning activities
		<a href="#"><i>Elevatus Online Training Workshops</i></a> 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, ....)	<a href="#"><i>SparkED Instructor-Led Facilitation Skills Training course</i></a> SparkED.net	10 hour virtual instructor led training about foundational facilitation skills
		<a href="#"><i>Virtual Training Checklist</i></a> Spark*ED, 2022	Checklist on how to prepare to deliver a virtual lesson



## EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

### Sex Educator Skills Assessment Indicators

C3	Use a Power Packed Introduction.	<a href="#"><i>SparkED Instructor-Led Facilitation Skills Training course</i></a> SparkED.net	10 hour virtual instructor led training about foundational facilitation skills
		<a href="#"><i>Five Finger Intro Worksheet</i></a> SparkED.net, LLC	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.)	<a href="#"><i>SparkED Instructor-Led Facilitation Skills Training course</i></a> SparkED.net	10 hour virtual instructor led training about foundational facilitation skills
		<a href="#"><i>Platform Skills Tips</i></a> SparkED.net, LLC	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.).	<a href="#"><i>SparkED Instructor-Led Facilitation Skills Training course</i></a> SparkED.net	10 hour virtual instructor led training about foundational facilitation skills
		<a href="#"><i>Preparing Presentations: 5 Ways To Practice 'til Perfect</i></a> Bigfish Presentations, 2012	Strategies for creating a strong presentation
		<a href="#"><i>Virtual Training Checklist</i></a> 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).	<a href="#"><i>SparkED Instructor-Led Facilitation Skills Training course</i></a> SparkED.net	10 hour virtual instructor led training about foundational facilitation skills
		<a href="#"><i>Theories of Learning and Teaching What Do They Mean for Educators?</i></a> (pages 9 – 13)	Provides background, contemporary ideas, benchmarks

		Suzanne M. Wilson and Penelope L. Peterson, 2006	
C7	Help participants recognize assumptions.	<a href="#"><i>Teaching adolescents how to evaluate the quality of online information</i></a> Julie Corio, Edutopia, 2017	Article detailing how to discuss assessing information with students
		<a href="#"><i>High School Teachers</i></a> 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.	<a href="#"><i>Teaching adolescents how to evaluate the quality of online information</i></a> Julie Corio, Edutopia, 2017	Article detailing how to discuss assessing information with students
		<a href="#"><i>Savvy Info Consumers: Scholarly Sources</i></a> University of Washington, 2020	Resources and tools to discern if a web source is a reliable source of information and data
		<a href="#"><i>High School Teachers</i></a> 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).	<a href="#"><i>SparkED Instructor-Led Facilitation Skills Training course</i></a> SparkED.net	10 hour virtual instructor led training about foundational facilitation skills
		<a href="#"><i>Creative Facilitation Activities Manual</i></a> Partners for Youth Empowerment, 2022	Activity list to help educators switch up their facilitation tactics
		<a href="#"><i>Using Humor in the Classroom</i></a> Maurice Elias, Edutopia, 2015	Details strategies for effectively using humor in the classroom





## EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

### Sex Educator Skills Assessment Indicators

		<p><u><i>The Importance of High-Quality Discussions</i></u> Teaching Channel, 2019</p>	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
		<p><u><i>Creative Training: A Train the Trainer Field Guide</i></u> (Pages 139 – 140) Becky Pike Pluth, Creative Training Productions, 2016</p>	Book on instructor-led participant centered (ILPC) creative training model
<b>C10</b>	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).	<p><u><i>SparkED Instructor-Led Facilitation Skills Training course</i></u> SparkED.net</p>	10 hour virtual instructor led training about foundational facilitation skills
<b>C11</b>	Manage time effectively, including moving discussions and activities along, and being flexible to adjust to needs as they arise	<p><u><i>Tips for Effective Time Management</i></u> Global Learning Partners, 2014</p>	8 time management tips
<b>C12</b>	Use a variety of facilitation techniques to reinforce learning, including clarifying, summarizing, open-ended questions, and paraphrasing.	<p><u><i>SparkED Instructor-Led Facilitation Skills Training course</i></u> SparkED.net</p>	10 hour virtual instructor led training about foundational facilitation skills
		<p><u><i>Creative Training: A Train the Trainer Field Guide</i></u> (Pages 139 – 140) Becky Pike Pluth, Creative Training Productions, 2016</p>	Book on instructor-led participant centered (ILPC) creative training model



## EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

### Sex Educator Skills Assessment Indicators

<b>C13</b>	Using appropriate boundaries with participants, and rarely but strategically disclose personal information	<a href="#"><u>SparkED Instructor-Led Facilitation Skills Training course</u></a> SparkED.net	10 hour virtual instructor led training about foundational facilitation skills
		<a href="#"><u>Regional Module for Teacher Training On Comprehensive Sexuality Education</u></a> _ (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)
<b>C14</b>	Answer challenging sex ed related questions, including values-based questions.	<a href="#"><u>Spark*ED Facilitating Sex Ed training</u></a> SparkED.net	10 hour virtual instructor-led training focused on how to deliver exemplary sex education
		<a href="#"><u>New Sex Educator Training – Planned Parenthood Affiliates Only</u></a> SparkED.net	40 hour training including 20 hours of self-directed and 20 hours of virtual instructor-led training
		<a href="#"><u>Teaching Sexuality and Answering Questions</u></a> SparkED.net	4 hour self-paced training about how to teach young people about sexuality and respond to sex education related questions
		<a href="#"><u>Fundamentals of Answering Questions in Sex Education</u></a> SparkED.net, LLC	Fact sheet with tips and sample questions and answers
		<a href="#"><u>Fundamental of Answering Values Questions</u></a> SparkED.net, 2020	Fact sheet with tips and sample questions and answers
<b>C15</b>	Routinely seek out and incorporate feedback to improve my facilitation.	<a href="#"><u>SparkED Instructor-Led Facilitation Skills Training course</u></a> SparkED.net	10 hour virtual instructor led training about foundational facilitation skills

		<i>Where did that come from? Giving and Receiving Feedback</i> MSFT Imagine, 2020	4 minute video
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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>Applying a Trauma Informed Lens to Sex Education self-paced course</i> Spark*ED	4 hour self-paced course focused on building a trauma-informed environment for young people.
		<i>Spark*ED Facilitating from a Trauma Informed Lens Virtual Instructor-led training</i> Spark*ED	10 hour virtual instructor-led course focused on creating trauma-informed environments for young people, recognizing signs of trauma, and applying trauma-informed teaching techniques.
		<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



## EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

### Sex Educator Skills Assessment Indicators

<b>D2</b>	Utilize strategies (such as empathy) to support participants when they express a trauma response.	<a href="#"><i>Applying a Trauma Informed Lens to Sex Education self-paced course</i></a> Spark*ED	4 hour self-paced course focused on building a trauma-informed environment for young people.
		<a href="#"><i>Spark*ED Facilitating from a Trauma Informed Lens Virtual Instructor-led training</i></a> Spark*ED	10 hour virtual instructor-led course focused on creating trauma-informed environments for young people, recognizing signs of trauma, and applying trauma-informed teaching techniques.
		<a href="#"><i>Let's Talk! Discussing Race, Racism and Other Difficult Topics with Students</i></a> Teaching Tolerance, 2015.	Worksheet to prepare for how to respond in the moment when a participant expresses an emotional response
		<a href="#"><i>Empathy vs. Sympathy video</i></a> <i>Dr. Brene Brown, 2017</i>	3 minute video about the difference between sympathy and empathy, and how to hone the skill of empathy.
<b>D3</b>	Recognize the topics or situations where I am likely to experience a stress response while facilitating.	<a href="#"><i>Applying a Trauma Informed Lens to Sex Education self-paced course</i></a> Spark*ED	4 hour self-paced course focused on building a trauma-informed environment for young people.
		<a href="#"><i>Spark*ED Facilitating from a Trauma Informed Lens Virtual Instructor-led training</i></a> Spark*ED	10 hour virtual instructor-led course focused on creating trauma-informed environments for young people, recognizing signs of trauma, and applying trauma-informed teaching techniques.
		<a href="#"><i>Grounding Plan</i></a> Leslie Briner, Social Strategies 2020	Worksheet to develop your own grounding plan
		<a href="#"><i>Tiny Survival Guide</i></a> The Trauma Stewardship Institute	Self-care infographic



## EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

### Sex Educator Skills Assessment Indicators

		<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
<b>D4</b>	Have a plan in place to respond to stressful situations in the learning environment in ways that apply trauma-informed practices.	<u>Applying a Trauma Informed Lens to Sex Education self-paced course</u> Spark*ED	4 hour self-paced course focused on building a trauma-informed environment for young people.
		<u>Spark*ED Facilitating from a Trauma Informed Lens Virtual Instructor-led training</u> Spark*ED	10 hour virtual instructor-led course focused on creating trauma-informed environments for young people, recognizing signs of trauma, and applying trauma-informed teaching techniques.
		<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
		<u>Processing Current Events with Teen Council Groups</u> SparkEd.net, LLC	Guide on facilitating conversations about challenging current events with youth
<b>D5</b>	Create a learning environment that promotes participants’ safety, agency, dignity, and belonging .	<u>Applying a Trauma Informed Lens to Sex Education self-paced course</u> Spark*ED	4 hour self-paced course focused on building a trauma-informed environment for young people.
		<u>Spark*ED Facilitating from a Trauma Informed Lens Virtual Instructor-led training</u> Spark*ED	10 hour virtual instructor-led course focused on creating trauma-informed environments for young people, recognizing signs of trauma, and applying trauma-informed teaching techniques.



## EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

### Sex Educator Skills Assessment Indicators

		<u><i>Guide to Trauma-Informed Sex Education</i></u> (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
		<u><i>Processing Current Events with Teen Council Groups</i></u> SparkEd.net, LLC	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.	<u><i>Applying a Trauma Informed Lens to Sex Education self-paced course</i></u> Spark*ED	4 hour self-paced course focused on building a trauma-informed environment for young people.
		<u><i>Spark*ED Facilitating from a Trauma Informed Lens Virtual Instructor-led training</i></u> Spark*ED	10 hour virtual instructor-led course focused on creating trauma-informed environments for young people, recognizing signs of trauma, and applying trauma-informed teaching techniques.
		<u><i>Circles of Care: Navigating Participant Disclosures with Compassion and Skill Linking Families &amp; Teens (LiFT), Planned</i></u> SparkED.net, LLC	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
<b>E1</b>	Demonstrate respect for all youth across both dominant and marginalized populations, and recognize all participants bring valuable contributions and viewpoints.	<u><a href="#">Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course</a></u> SparkED.net self-paced course	This 3-hour self-paced course provides background information about key factors to consider when adapting lessons to be culturally responsive, intersectionality, and applying culturally responsive strategies in the learning space.
		<u><a href="#">Spark*ED Cultural Humility and Responsiveness Instructor-Led Course</a></u> SparkED.net virtual instructor-led training	A 10-hour instructor-led course focused on learning to apply a cultural humility and responsive lens in the learning environment, as well as how to respond to microaggressions.
		<u><a href="#">Self-Guided Learning</a></u> Learning for Justice	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><a href="#">Begin Within: Prepare yourself to discuss race, racism and other difficult topics with students.</a></u> Learning for Justice, 2016	Article detailing how to begin to prepare yourself for discussions on difficult topics
<b>E2</b>	Recognize my own privilege and how I benefit from that privilege.	<u><a href="#">Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course</a></u> SparkED.net self-paced course	This 3-hour self-paced course provides background information about key factors to consider when adapting lessons to be culturally responsive, intersectionality, and applying culturally responsive strategies in the learning space.



## EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

### Sex Educator Skills Assessment Indicators

		<u><i>Spark*ED Cultural Humility and Responsiveness Instructor-Led Course</i></u> SparkED.net virtual instructor-led training	A 10-hour instructor-led course focused on learning to apply a cultural humility and responsive lens in the learning environment, as well as how to respond to microaggressions.
		<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
<b>E3</b>	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 self-paced course	This 3-hour self-paced course provides background information about key factors to consider when adapting lessons to be culturally responsive, intersectionality, and applying culturally responsive strategies in the learning space.
		<u><i>Spark*ED Cultural Humility and Responsiveness Instructor-Led Course</i></u> SparkED.net virtual instructor-led training	A 10-hour instructor-led course focused on learning to apply a cultural humility and responsive lens in the learning environment, as well as how to respond to microaggressions.
		<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
<b>E4</b>	Recognize my responsibility as the facilitator to create a supportive learning environment where participants can express and learn	<u><i>Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course</i></u> SparkED.net self-paced course	This 3-hour self-paced course provides background information about key factors to consider when adapting lessons to be culturally responsive, intersectionality, and applying culturally responsive strategies in the learning space.





## EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

### Sex Educator Skills Assessment Indicators

	<p>from each other’s values and beliefs.</p>	<p><u><a href="#">Spark*ED Cultural Humility and Responsiveness Instructor-Led Course</a></u> SparkED.net virtual instructor-led training</p>	<p>A 10-hour instructor-led course focused on learning to apply a cultural humility and responsive lens in the learning environment, as well as how to respond to microaggressions.</p>
		<p><u><a href="#">Self-Guided Learning</a></u> Learning for Justice, 2014 – 2017</p>	<p>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.</p>
		<p><u><a href="#">Culturally Connected</a></u> BC Women’s Hospital</p>	<p>Self-directed exploration on creating supportive learning spaces.</p>
<p><b>E5</b></p>	<p>Incorporate climate setting activities, warm ups, and ice breakers into a lesson that recognizes and celebrates participants’ multiple cultural experiences and backgrounds.</p>	<p><u><a href="#">Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course</a></u> SparkED.net self-paced course</p>	<p>This 3-hour self-paced course provides background information about key factors to consider when adapting lessons to be culturally responsive, intersectionality, and applying culturally responsive strategies in the learning space.</p>
		<p><u><a href="#">Spark*ED Cultural Humility and Responsiveness Instructor-Led Course</a></u> SparkED.net virtual instructor-led training</p>	<p>A 10-hour instructor-led course focused on learning to apply a cultural humility and responsive lens in the learning environment, as well as how to respond to microaggressions.</p>
		<p><u><a href="#">Speaking Up Without Tearing Down</a></u> Loretta J Ross, Learning for Justice, 2019</p>	<p>Article on the importance of inclusion in teaching sex ed in schools.</p>



## EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

### Sex Educator Skills Assessment Indicators

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.	<a href="#"><i>Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course</i></a> SparkED.net self-paced course	This 3-hour self-paced course provides background information about key factors to consider when adapting lessons to be culturally responsive, intersectionality, and applying culturally responsive strategies in the learning space.
		<a href="#"><i>Spark*ED Cultural Humility and Responsiveness Instructor-Led Course</i></a> SparkED.net virtual instructor-led training	A 10-hour instructor-led course focused on learning to apply a cultural humility and responsive lens in the learning environment, as well as how to respond to microaggressions.
		<a href="#"><i>Social Justice Standards</i></a> Learning for Justice, 2014 - 2017	Brief article on standards for social justice
		<a href="#"><i>History of Sex Education</i></a> 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.	<a href="#"><i>Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course</i></a> SparkED.net self-paced course	This 3-hour self-paced course provides background information about key factors to consider when adapting lessons to be culturally responsive, intersectionality, and applying culturally responsive strategies in the learning space.
		<a href="#"><i>Spark*ED Cultural Humility and Responsiveness Instructor-Led Course</i></a> SparkED.net virtual instructor-led training	A 10-hour instructor-led course focused on learning to apply a cultural humility and responsive lens in the learning environment, as well as how to respond to microaggressions.
		<a href="#"><i>Leading with Race: Are we talking about racial equity or equity?</i></a> Fakequity, 2016	This power, privilege and oppression resource addresses identities and intersectionality.



## EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

### Sex Educator Skills Assessment Indicators

		<u><i>Why lead with race? Challenging Institutional Racism to Create an Equitable Society for All.</i></u> City of Seattle Race and Social Justice Initiative	The City of Seattle’s approach to challenging oppression
		<u><i>Social Service or Social Change? Who Benefits from your Work.</i></u> Paul Kivel, 2020	Article exploring social change
E8	Recognize and effectively interrupt and address microaggressions.	<u><i>Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course</i></u> SparkED.net self-paced course	This 3-hour self-paced course provides background information about key factors to consider when adapting lessons to be culturally responsive, intersectionality, and applying culturally responsive strategies in the learning space.
		<u><i>Spark*ED Cultural Humility and Responsiveness Instructor-Led Course</i></u> SparkED.net virtual instructor-led training	A 10-hour instructor-led course focused on learning to apply a cultural humility and responsive lens in the learning environment, as well as how to respond to microaggressions.
		<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>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>	9 minute YouTube video providing more in-depth information on what microaggressions are.

		Tiffany Alvoid, TedXOakland, 2019	
		<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
<b>E9</b>	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 self-paced course	This 3-hour self-paced course provides background information about key factors to consider when adapting lessons to be culturally responsive, intersectionality, and applying culturally responsive strategies in the learning space.
		<u><i>Spark*ED Cultural Humility and Responsiveness Instructor-Led Course</i></u> SparkED.net virtual instructor-led training	A 10-hour instructor-led course focused on learning to apply a cultural humility and responsive lens in the learning environment, as well as how to respond to microaggressions.
		<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.
		<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
<b>E10</b>	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>Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course</i></u> SparkED.net self-paced course	This 3-hour self-paced course provides background information about key factors to consider when adapting lessons to be culturally responsive, intersectionality, and applying culturally responsive strategies in the learning space.



## EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

### Sex Educator Skills Assessment Indicators

	<p><u><i>Spark*ED Cultural Humility and Responsiveness Instructor-Led Course</i></u> SparkED.net virtual instructor-led training</p>	<p>A 10-hour instructor-led course focused on learning to apply a cultural humility and responsive lens in the learning environment, as well as how to respond to microaggressions.</p>
	<p><u><i>CPR Model for Responding when you Commit a Microaggression</i></u> Manser, Campbell, Criniti, Brown, 2018</p>	<p>Model to use when the facilitator commits a microaggression</p>

F	LGBTQ+ Inclusive and Affirming Skills	Resource Citation	Notes
F1	Demonstrating respect for all youth across both dominant and marginalized populations.	<p><u><i>Teaching Sexuality and Answering Questions Self-Paced Course</i></u> SparkED.net</p>	<p>4 hour self-paced course on how to teach about sexuality in a shame-free manner, sexuality through the lifespan, and how to answer sex ed related questions from young people.</p>
		<p><u><i>LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training</i></u> SparkED.net</p>	<p>10 hour virtual instructor-led course focused on staying updated on vocabulary, creating inclusive learning environments, applying the theory of intersectionality, and responding to microaggressions.</p>
		<p><u><i>LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course</i></u> Spark.net</p>	<p>3 hour self-paced course providing an overview of gender and identity, common vocabulary, homo and trans phobia, what microaggressions are, and what affirming sex ed looks like.</p>
		<p><u><i>Self-Guided Learning</i></u> Learning for Justice, 2014 – 2017</p>	<p>Multiple 1 page professional development tools on Inclusive Instruction, Classroom Climate and School Climate. Home page has several resources about</p>



## EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

### Sex Educator Skills Assessment Indicators

			tolerance, up-to-date news and articles. Includes a feature teachers can use to build their own plan.
		<u><a href="#">Teaching About SOGIE</a></u> Elizabeth Schroeder Consulting, 2022	Brief 2 page document describing tips for teaching about Sexual Orientation, Gender Identity and Expression (SOGIE)
<b>F2</b>	During facilitation, clearly explain common LGBTQ+ sexual and gender vocabulary and terminology.	<u><a href="#">LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training</a></u> SparkED.net	10 hour virtual instructor-led course focused on staying updated on vocabulary, creating inclusive learning environments, applying the theory of intersectionality, and responding to microaggressions.
		<u><a href="#">LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course</a></u> Spark.net	3 hour self-paced course providing an overview of gender and identity, common vocabulary, homo and trans phobia, what microaggressions are, and what affirming sex ed looks like.
		<u><a href="#">Inclusive Language Tool</a></u> SparkED.net, LLC	2 pages of inclusive language and tips for making lesson more inclusive
		<u><a href="#">Definitions</a></u> Trans Student Educational Resources (TSER), 2022	Website with current definitions on different genders, gender identity, and sexual orientation.
		<u><a href="#">Intersex 101: Everything you need to know!</a></u> InterAct	2 page fact sheet
<b>F3</b>	Adapt my language related to common sexual and gender identities as it evolves.	<u><a href="#">LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training</a></u> SparkED.net	10 hour virtual instructor-led course focused on staying updated on vocabulary, creating inclusive learning environments, applying the theory of



## EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

### Sex Educator Skills Assessment Indicators

			intersectionality, and responding to microaggressions.
		<u><a href="#">LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course</a></u> Spark.net	3 hour self-paced course providing an overview of gender and identity, common vocabulary, homo and trans phobia, what microaggressions are, and what affirming sex ed looks like.
		<u><a href="#">Teaching About SOGIE</a></u> Elizabeth Schroeder Consulting, 2022	Brief 2 page document describing tips for teaching about Sexual Orientation, Gender Identity and Expression (SOGIE)
		<u><a href="#">Inclusive Language Tool</a></u> SparkED.net, LLC	2 pages of inclusive language and tips for making lesson more inclusive
		<u><a href="#">Definitions</a></u> Trans Student Educational Resources (TSER), 2022	Website with current definitions on different genders, gender identity, and sexual orientation.
		<u><a href="#">Intersex 101: Everything you need to know!</a></u> InterAct, <a href="https://4intersex.org/">https://4intersex.org/</a>	2 page fact sheet
<b>F4</b>	Recognize microaggressions, prejudice, stereotypes, and exclusionary group dynamics, including homophobic, sexist, and racist comments in the learning environment.	<u><a href="#">LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training</a></u> SparkED.net	10 hour virtual instructor-led course focused on staying updated on vocabulary, creating inclusive learning environments, applying the theory of intersectionality, and responding to microaggressions.
		<u><a href="#">LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course</a></u> Spark.net	3 hour self-paced course providing an overview of gender and identity, common vocabulary, homo

			and trans phobia, what microaggressions are, and what affirming sex ed looks like.
		<u><i>What Do You Say to “That’s So Gay” &amp; 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.
<b>F5</b>	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	10 hour virtual instructor-led course focused on staying updated on vocabulary, creating inclusive learning environments, applying the theory of intersectionality, and responding to microaggressions.
		<u><i>LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course</i></u> Spark.net	3 hour self-paced course providing an overview of gender and identity, common vocabulary, homo and trans phobia, what microaggressions are, and what affirming sex ed looks like.
		<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.



		<p><u><i>CPR Model for Responding when you Commit a Microaggression</i></u> Manser, Campbell, Criniti, Brown, 2018 Manser, Campbell, Criniti, Brown, 2018</p>	Model to use when a facilitator commits a microaggression
		<p><u><i>When and How to Respond to Microaggressions</i></u> Harvard Business Review, 2020</p>	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.	<p><u><i>LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training</i></u> SparkED.net</p>	10 hour virtual instructor-led course focused on staying updated on vocabulary, creating inclusive learning environments, applying the theory of intersectionality, and responding to microaggressions.
		<p><u><i>LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course</i></u> Spark.net</p>	3 hour self-paced course providing an overview of gender and identity, common vocabulary, homo and trans phobia, what microaggressions are, and what affirming sex ed looks like.
		<p><u><i>CPR Model for Responding when you Commit a Microaggression</i></u> Manser, Campbell, Criniti, Brown, 2018 Manser, Campbell, Criniti, Brown, 2018</p>	Model to use when a facilitator commits a microaggression
F7	Respectfully correct misinformation, offensive language and outdated language by educating learners.	<p><u><i>LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training</i></u> SparkED.net</p>	10 hour virtual instructor-led course focused on staying updated on vocabulary, creating inclusive learning environments, applying the theory of intersectionality, and responding to microaggressions.



## EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

### Sex Educator Skills Assessment Indicators

		<a href="#"><u>LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course</u></a> Spark.net	3 hour self-paced course providing an overview of gender and identity, common vocabulary, homo and trans phobia, what microaggressions are, and what affirming sex ed looks like.
		<a href="#"><u>Speaking Up without Tearing Down</u></a> 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
		<a href="#"><u>What Do You Say to “That’s So Gay” &amp; other Anti-LGBTQ Comments?</u></a> Human Rights Campaign Foundation, Welcoming Schools, 2019	2 page tip sheet on strategies for responding to homophobic language
F8	Leverage learning opportunities to involve participants in shifting away from harmful culture norms.	<a href="#"><u>LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training</u></a> SparkED.net	10 hour virtual instructor-led course focused on staying updated on vocabulary, creating inclusive learning environments, applying the theory of intersectionality, and responding to microaggressions.
		<a href="#"><u>LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course</u></a> Spark.net	3 hour self-paced course providing an overview of gender and identity, common vocabulary, homo and trans phobia, what microaggressions are, and what affirming sex ed looks like.
		<a href="#"><u>Speaking Up without Tearing Down</u></a> 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.
F9	Designing activities that are inclusive of LGBTQ+ participants’	<a href="#"><u>The New Sex Ed</u></a> Loretta J Ross, Learning for Justice, 2019	Article on the importance of inclusion in teaching sex ed in schools.



## EDUCATOR PROFESSIONAL DEVELOPMENT RESOURCE LIST

### Sex Educator Skills Assessment Indicators

	multiple intersecting backgrounds and identities.	<a href="#"><i>LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training</i></a> SparkED.net	10 hour virtual instructor-led course focused on staying updated on vocabulary, creating inclusive learning environments, applying the theory of intersectionality, and responding to microaggressions.
<b>F10</b>	Understand how my own identities and life experiences may impact personal feelings, boundaries, and ability to facilitate the content.	<a href="#"><i>LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training</i></a> SparkED.net	10 hour virtual instructor-led course focused on staying updated on vocabulary, creating inclusive learning environments, applying the theory of intersectionality, and responding to microaggressions.
		<a href="#"><i>LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course</i></a> Spark.net	3 hour self-paced course providing an overview of gender and identity, common vocabulary, homo and trans phobia, what microaggressions are, and what affirming sex ed looks like.
		<a href="#"><i>Map for Managing One's Life Day</i></a> The Trauma Stewardship Institute	Infographic on self-care
		<a href="#"><i>Internalised Homophobia</i></a> The Rainbow Project	Concise explanation of different ways internalized homophobia can show up
		<a href="#"><i>Coming Out and Inviting In Guide Sheet</i></a> Rainbow Network, La Trobe University	2 page tip sheet on ways to support a young person who has come out
<b>F11</b>	Able to execute a self-care plan if personal boundaries are overstepped (including addressing it during facilitation).	<a href="#"><i>Circles of Care: Navigating Participant Disclosures with Compassion and Skill</i></a> Linking Families & Teens (LiFT) SparkED.net, LLC	7 page handout with tips on caring for self and for participants.