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).	*Lesson Plans and Learning Theory for Sex Educators course* 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.
		Understanding by Design Jay McTighe and Grant Wiggins, ASCD, 2012	A short article written by classroom teachers highlighting the basics of Understanding by Design
		Why does teaching learning intentions matter?" Fletcher-Wood, Harry, *Improving Teaching*, 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.	*Lesson Plans and Learning Theory for Sex Educators course* 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.
		Understanding by Design Jay McTighe and Grant Wiggins, ASCD, 2012	A short article written by classroom teachers highlighting the basics of Understanding by Design

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		What makes great pedagogy? Nine claims from Research. 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
		Five Standards of Effective Pedagogy Learning for Justice	Overview of foundational aspects of effective teaching
A3	Assess the participants' learning needs before adapting or creating the lesson.	*Lesson Plans and Learning Theory for Sex Educators course* 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.
		How To assess student's prior knowledge Eberly Center: Teaching Excellence & Education Innovation, Carnegie Mellon University, 2019	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 statis, culture, LGBTQ+, trauma informed, etc.).	*Lesson Plans and Learning Theory for Sex Educators course* 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.
		*Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course* 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.

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		*Spark*ED Cultural Humility and Responsiveness Instructor-Led Course* 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.
		Being There for Nonbinary Youth 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
		Teaching About SOGIE Elizabeth Schroeder Consulting, 2022	Brief 2 page document describing tips for teaching about Sexual Orientation, Gender Identity and Expression SOGIE)
		Speaking Up Without Tearing Down 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.	*Savvy Info Consumers: Scholarly Sources* University of Washington, 2020	Resources and tools to discern if a web source is a reliable source of information and data
		Assessing Journal Quality Boston College University Press	Tips on how to assess if a journal is a reliable source
		Savvy Info Consumers: Data & Statistics 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	*Lesson Quality Checklist* SparkED.net, LLC	Short checklist to help assess the quality of a lesson, and identify adaptation needs to provide comprehensive sex education

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	lesson, prior to and after delivering the lesson.	*Lesson Plan Review Rubric* SparkED.net, LLC	Rubric with questions/indicators to consider to for a high quality and comprehensive sex ed lesson
		Five Ways to Incorporate Feedback Into Your Work Life Every Day GP Strategies, Training Industry series	Brief article on how to incorporate feedback when it is received
		Where did that come from? Giving and Receiving Feedback 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.	*Lesson Plans and Learning Theory for Sex Educators course* 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.
		Understanding by Design Jay McTighe and Grant Wiggins, ASCD, 2012	A short article written by classroom teachers highlighting the basics of Understanding by Design
		Writing Lesson Objectives for Classroom Teachers video 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).	*Lesson Plans and Learning Theory for Sex Educators course* 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.
		Teaching about Sexuality and HIV: Principles and Methods for Effective Education.	Chapter 6 discusses sequencing, adapting to your learners, and many other aspects of lesson planning

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		Evonne Hedgepeth and Joan Helmich, New York, New York University Press, 2000	
		Empowering Students: The 5E Model Explained Lesley University	Simple explanation of the 5E model and it's impact on learner outcomes
		E-Learning with Bloom's Taxonomy Higher E-Learning, Online Help for Higher Ed – Jason Paul Johnston, 216	9 minute video detailing how to write SMART Learning Objectives
A9	Design and/or select warm-up/icebreaker activities to support the participants' unique experience.	*Catch the Fire: An Art-Full Guide to Unleashing the Creative Power of Youth, Adults and Communities* 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
A10	Design and/or select activities using a variety of learning methods and tools.	*Lesson Plans and Learning Theory for Sex Educators course* 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.
		Teaching about Sexuality and HIV: Principles and Methods for Effective Education 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.
		Using Different Learning Styles in Homeschooling Time4Learning	Description of different learning styles and how to adapt for them

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		*Spark*ED Advanced Educator Training course in development. Check back in January 2023*	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.	*Lesson Plans and Learning Theory for Sex Educators course* 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.
		Making It Relevant: Helping Students Connect Their Studies to the World Today The New York Times, 2018	Tips on how to incorporate current events into lesson activities
		Ways to Make Lessons "Relevant" to Students' Lives Larry Ferlazzo, Education Week, 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.	*Lesson Plans and Learning Theory for Sex Educators course* 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.
		Understanding by Design (pgs. 69 – 82) Jay Mctigh & Grant Wiggins, ASCD, 2005	A short article written by classroom teachers highlighting the basics of Understanding by Design
		Bloom's Taxonomy in 5 Minutes Simplilearn, 2021	6 minute video
		Bloom's Taxonomy Question Stems Jason Johnston, Higher E-Learning, 2021	Suggested sentence stems for writing learning objective (or essential questions)

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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, ….)	*Spark*ED Facilitating Sex Ed training* SparkED.net	10 hour virtual instructor-led training focused on how to deliver exemplary sex education
		New Sex Educator Training – Planned Parenthood Affiliates Only SparkED.net	40 hour training including 20 hours of self-directed and 20 hours of virtual instructor-led training
		What to Expect from our Sex Educators and What Is Expected of You	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.	*Spark*ED Facilitating Sex Ed training* SparkED.net	10 hour virtual instructor-led training focused on how to deliver exemplary sex education
		New Sex Educator Training – Planned Parenthood Affiliates Only SparkED.net	40 hour training including 20 hours of self-directed and 20 hours of virtual instructor-led training
		National Teacher Preparation Standards for Sexuality Education – Future of Sex Ed (pg. 6, Standard 5) The Future of Sex Education, 2019.	A set of 7 suggested standards for sex education facilitators
		Seven Tips for Youth-Supporting Professionals for Talking with Youth about Sexual and Reproductive Health ACTIVATE, 2022	Recommendations to promote effective and open conversations about sexual and reproductive justice with young people, particularly systems-involved youth

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		Group Agreements The Derek Bok Center for Teaching and Learning, Harvard University	How to create and importance of group agreements
		Facilitating Effective Group Discussions 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
		Processing Current Events with Teen Council Groups SparkEd.net, LLC	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).	*Spark*ED Facilitating Sex Ed training* SparkED.net	10 hour virtual instructor-led training focused on how to deliver exemplary sex education
		New Sex Educator Training – Planned Parenthood Affiliates Only SparkED.net	40 hour training including 20 hours of self-directed and 20 hours of virtual instructor-led training
		Teen Council Program Strength & Connectedness Model SparkED.net, LLC	2 page handout explaining how to apply the peer education model
		A randomized controlled trial of the impacts of the Teen Council peer education program on youth development Foss et al, Health Education Research, 2022	Peer reviewed article detailing why the model works.

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

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

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.	*Spark*ED Facilitation Skills training* SparkED.net, 2022	10 hour virtual instructor-led course
		Unlocking the Secrets of Classroom Management Healthy Teen Network, 2018	Self-paced "course"/interactive article
		Using The Stages of Team Development 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	*Spark*ED Instructor-Led Facilitation Skills Training course* SparkED.net	10 hour virtual instructor led training about foundational facilitation skills
		Unlocking the Secrets of Classroom Management Healthy Teen Network, 2018	Self-paced "course"/interactive article
B10	Respond to distracting observer behaviors (teachers/other adults), including dominating, interrupting, side-tracking, side conversations, etc.	*What to Expect from our Sex Educators and What Is Expected of You*	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
		Lesson Plans and Learning Theory for Sex Educators course 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.
B11		*Spark*ED Facilitation Skills training* SparkED.net, 2022SparkED.net	10 hour virtual instructor-led course

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	Navigate conflict and disagreement among group members.	*Facilitating Effective Group Discussions* 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
		Unlocking the Secrets of Classroom Management Healthy Teen Network, 2018	Self-paced "course"/interactive article
B12	Respond to challenges and engage "resistance" from group members without becoming defensive.	*Spark*ED Facilitation Skills training* SparkED.net, 2022SparkED.net	10 hour virtual instructor-led course
		Using The Stages of Team Development Judith Stein, MIT	General explanation of the stages of team development
		Working with Youth – Group Development Youth Workin' It, 2012	Article on the five stages of group development with youth
		The Storming Stage of Group Development Youth Workin' It, 2013	Details how to facilitating conflicts when working with groups of youth
		Developing Facilitation Skills, Section 2 Community Toolbox, 2022	Details the purpose and skill of strong facilitation
		Facilitating Effective Group Discussions 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
		Facilitating Political Discussions (pages 13 – 16)	Facilitator Training Workshop Guide

		Nancy Thomas and Mark Brimhall-Vargas, Institute for Democracy and Higher Education, Tufts University, 2016	
B13	Name and discuss group dynamics with participants and use them as "teachable moments" to facilitate deeper learning.	*Spark*ED Facilitation Skills training* SparkED.net, 2022SparkED.net	10 hour virtual instructor-led course
		Facilitating Effective Group Discussions 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
		Developing Facilitation Skills, Section 2 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.	*Applying a Trauma Informed Lens to Sex Education self-paced course* Spark*ED	4 hour self-paced course focused on building a trauma-informed environment for young people.
		*Spark*ED Facilitating from a Trauma Informed Lens Virtual Instructor-led training* 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.
		Circles of Care: Navigating Participant Disclosures with Compassion and Skill Linking Families & Teens (LiFT SparkED.net, LLC	7 page handout with tips on caring for self and for participants.

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C	Facilitation Skills	Resources to begin addressing skill gaps	Notes
C1	Use/arrange the physical or virtual environment to meet participant needs.	*Spark*ED Facilitation Skills training* SparkED.net, 2022SparkED.net	10 hour virtual instructor-led course
		Ensuring Virtual Events Are Accessible for All Respect Ability, 2022	Tips for creating virtual sessions that are accessible for all
		Teachers Guide Supplement for Students with Disabilities (pages 5 – 11) Rights, Respect, Responsibility: K-12 Sex Education Curriculum, Advocates for Youth, 2022	Guidelines for creating accessibility in sex education
		Creative Facilitation Activities Manual Partners for Youth Empowerment, 2022	Suggestions for learning activities
		Elevatus Online Training Workshops 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, ….)	*Spark*ED Facilitation Skills training* SparkED.net, 2022SparkED.net	10 hour virtual instructor-led course
		Virtual Training Checklist Spark*ED, 2022	Checklist on how to prepare to deliver a virtual lesson
C3	Use a Power Packed Introduction.	*Spark*ED Facilitation Skills training*	10 hour virtual instructor-led course

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		SparkED.net, 2022SparkED.net	
		Five Finger Intro Worksheet 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.)	*Spark*ED Facilitation Skills training* SparkED.net, 2022SparkED.net	10 hour virtual instructor-led course
		Platform Skills Tips 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.).	*Spark*ED Facilitation Skills training* SparkED.net, 2022SparkED.net	10 hour virtual instructor-led course
		Preparing Presentations: 5 Ways To Practice 'til Perfect Bigfish Presentations, 2012	Strategies for creating a strong presentation
		Virtual Training Checklist 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).	*Spark*ED Facilitation Skills training* SparkED.net, 2022SparkED.net	10 hour virtual instructor-led course
		Theories of Learning and Teaching What Do They Mean for Educators? (pages 9 – 13) Suzanne M. Wilson and Penelope L. Peterson, 2006	Provides background, contemporary ideas, benchmarks
C7	Help participants recognize assumptions.	*Teaching adolescents how to evaluate the quality of online information*	Article detailing how to discuss assessing information with students

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		Julie Corio, Edutopia, 2017	
		High School Teachers 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.	*Teaching adolescents how to evaluate the quality of online information* Julie Corio, Edutopia, 2017	Article detailing how to discuss assessing information with students
		Savvy Info Consumers: Scholarly Sources University of Washington, 2020	Resources and tools to discern if a web source is a reliable source of information and data
		High School Teachers 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).	*Spark*ED Facilitation Skills training* SparkED.net, 2022SparkED.net	10 hour virtual instructor-led course
		Creative Facilitation Activities Manual Partners for Youth Empowerment, 2022	Activity list to help educators switch up their facilitation tactics
		Using Humor in the Classroom Maurice Elias, Edutopia, 2015	Details strategies for effectively using humor in the classroom
		The Importance of High-Quality Discussions 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

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		Creative Training: A Train the Trainer Field Guide (Pages 139 – 140) Becky Pike Pluth, Creative Training Productions, 2016	Book on instructor-led participant centered (ILPC) creative training model
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).	*Spark*ED Facilitation Skills training* SparkED.net, 2022SparkED.net	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	*Tips for Effective Time Management* 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.	*Spark*ED Facilitation Skills training* SparkED.net, 2022SparkED.net	10 hour virtual instructor-led course
		Creative Training: A Train the Trainer Field Guide (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 strategically disclose personal information	*Spark*ED Facilitation Skills training* SparkED.net, 2022SparkED.net	10 hour virtual instructor-led course
		Regional Module for Teacher Training On Comprehensive Sexuality Education (Session 7, pages 230 – 237 of the	Self-Disclosure Assessment (pg 235 of the manual/Pg. 7 of the PDF)

		manual, pages 2 – 8 of the PDF document) UNESCO & Advocates for Youth, 2016	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.	*Spark*ED Facilitation Skills training* SparkED.net, 2022SparkED.net	10 hour virtual instructor-led course
		New Sex Educator Training – Planned Parenthood Affiliates Only SparkED.net	40 hour training including 20 hours of self-directed and 20 hours of virtual instructor-led training
		Teaching Sexuality and Answering Questions SparkED.net	4 hour self-paced training about how to teach young people about sexuality and respond to sex education related questions
		Fundamentals of Answering Questions in Sex Education SparkED.net, LLC	Fact sheet with tips and sample questions and answers
		Fundamental of Answering Values Questions SparkED.net, 2020	Fact sheet with tips and sample questions and answers
C15	Routinely seek out and incorporate feedback to improve my facilitation.	*Spark*ED Facilitation Skills training* SparkED.net, 2022SparkED.net	10 hour virtual instructor-led course
		Where did that come from? Giving and Receiving Feedback 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).	*Applying a Trauma Informed Lens to Sex Education self-paced course* Spark*ED	4 hour self-paced course focused on building a trauma-informed environment for young people.
		*Spark*ED Facilitating from a Trauma Informed Lens Virtual Instructor-led training* 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.
		Guide to Trauma-Informed Sex Education (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
		Fight, Flight, Freeze or Fawn: What this Response Means Mia Bell Frothingham, Simply Psychology, 2021	Details the body's fight or flight response
D2	Utilize strategies (such as empathy) to support participants when they express a trauma response.	*Applying a Trauma Informed Lens to Sex Education self-paced course* Spark*ED	4 hour self-paced course focused on building a trauma-informed environment for young people.
		*Spark*ED Facilitating from a Trauma Informed Lens Virtual Instructor-led training* 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.
		Let's Talk! Discussing Race, Racism and Other Difficult Topics with Students	Worksheet to prepare for how to respond in the moment when a participant expresses an emotional response

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		Teaching Tolerance, 2015.	
		Empathy vs. Sympathy video *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.	*Applying a Trauma Informed Lens to Sex Education self-paced course* Spark*ED	4 hour self-paced course focused on building a trauma-informed environment for young people.
		*Spark*ED Facilitating from a Trauma Informed Lens Virtual Instructor-led training* 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.
		Grounding Plan Leslie Briner, Social Strategies 2020	Worksheet to develop your own grounding plan
		Tiny Survival Guide The Trauma Stewardship Institute	Self-care infographic
		The Age of Overwhelm: Strategies for the Long Haul 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.	*Applying a Trauma Informed Lens to Sex Education self-paced course* Spark*ED	4 hour self-paced course focused on building a trauma-informed environment for young people.
		*Spark*ED Facilitating from a Trauma Informed Lens Virtual Instructor-led training*	10 hour virtual instructor-led course focused on creating trauma-informed environments for young

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		Spark*ED	people, recognizing signs of trauma, and applying trauma-informed teaching techniques.
		Guide to Trauma-Informed Sex Education (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
		Processing Current Events with Teen Council Groups SparkEd.net, LLC	Guide on facilitating conversations about challenging current events with youth
D5	Create a learning environment that promotes participants' safety, agency, dignity, and belonging .	*Applying a Trauma Informed Lens to Sex Education self-paced course* Spark*ED	4 hour self-paced course focused on building a trauma-informed environment for young people.
		*Spark*ED Facilitating from a Trauma Informed Lens Virtual Instructor-led training* 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.
		Guide to Trauma-Informed Sex Education (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
		Processing Current Events with Teen Council Groups 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	*Applying a Trauma Informed Lens to Sex Education self-paced course* Spark*ED	4 hour self-paced course focused on building a trauma-informed environment for young people.

	participant's needs, and tend to the group's needs.	*Spark*ED Facilitating from a Trauma Informed Lens Virtual Instructor-led training* 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.
		Circles of Care: Navigating Participant Disclosures with Compassion and Skill Linking Families & Teens (LiFT), Planned SparkED.net, LLC	7 page handout with tips on caring for self and for participants

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.	*Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course* 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.
		*Spark*ED Cultural Humility and Responsiveness Instructor-Led Course* 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.
		Self-Guided Learning Learning for Justice	Multiple short (1 page) professional development tools on Inclusive Instruction, Classroom Climate

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			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.
		Begin Within: Prepare yourself to discuss race, racism and other difficult topics with students. 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.	*Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course* 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.
		*Spark*ED Cultural Humility and Responsiveness Instructor-Led Course* 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.
		White Privilege: Unpacking the Invisible Knapsack: Daily Effects of White Privilege 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	*Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course* 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.

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	experience with and understanding of sex ed topics	*Spark*ED Cultural Humility and Responsiveness Instructor-Led Course* 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.
		Module 4. Cultural Responsiveness and Adolescent Health 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.	*Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course* 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.
		*Spark*ED Cultural Humility and Responsiveness Instructor-Led Course* 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.
		Self-Guided Learning 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.
		Culturally Connected BC Women's Hospital	Self-directed exploration on creating supportive learning spaces.

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E5	Incorporate climate setting activities, warm ups, and ice breakers into a lesson that recognizes and celebrates participants' multiple cultural experiences and backgrounds.	*Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course* 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.
		*Spark*ED Cultural Humility and Responsiveness Instructor-Led Course* 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.
		Speaking Up Without Tearing Down 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.	*Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course* 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.
		*Spark*ED Cultural Humility and Responsiveness Instructor-Led Course* 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.
		Social Justice Standards Learning for Justice, 2014 - 2017	Brief article on standards for social justice
		History of Sex Education SIECUS, 2021	Booklet detailing how historical events shaped the sex ed field

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E7	Recognize how an individual's cultural identity and experience could impact their responses to emotionally charged situations.	*Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course* 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.
		*Spark*ED Cultural Humility and Responsiveness Instructor-Led Course* 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.
		Leading with Race: Are we talking about racial equity or equity? Fakequity, 2016	This power, privilege and oppression resource addresses identities and intersectionality.
		Why lead with race? Challenging Institutional Racism to Create an Equitable Society for All. City of Seattle Race and Social Justice Initiative	The City of Seattle's approach to challenging oppression
		Social Service or Social Change? Who Benefits from your Work. Paul Kivel, 2020	Article exploring social change
E8	Recognize and effectively interrupt and address microaggressions.	*Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course* 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.

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		*Spark*ED Cultural Humility and Responsiveness Instructor-Led Course* 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.
		Responding to Hate and Bias at School: A Guide for Administrators, Counselors and Teachers 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.
		What are Microaggressions? Catharsis Productions, 2020	2 minute YouTube video describing what microaggressions are.
		Eliminating Microaggressions: The Next Level of Inclusion Tiffany Alvoid, TedXOakland, 2019	9 minute YouTube video providing more in-depth information on what microaggressions are.
		CPR Model for Responding when you Commit a Microaggression 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.	*Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course* 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.
		*Spark*ED Cultural Humility and Responsiveness Instructor-Led Course* 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.

		Speaking Up without Tearing Down 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.
		CPR Model for Responding when you Commit a Microaggression 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.	*Spark*ED Self-Paced Intro Cultural Humility and Responsiveness Course* 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.
		*Spark*ED Cultural Humility and Responsiveness Instructor-Led Course* 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.
		CPR Model for Responding when you Commit a Microaggression 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.	*Teaching Sexuality and Answering Questions Self-Paced Course* SparkED.net	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.

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		LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training 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.
		LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course 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.
		Self-Guided Learning 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.
		Teaching About SOGIE 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.	*LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training* 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.
		LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course 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.

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		Inclusive Language Tool SparkED.net, LLC	2 pages of inclusive language and tips for making lesson smore inclusive
		Definitions Trans Student Educational Resources (TSER), 2022	Website with current definitions on different genders, gender identity, and sexual orientation.
		Intersex 101: Everything you need to know! InterAct	2 page fact sheet
F3	Adapt my language related to common sexual and gender identities as it evolves.	*LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training* 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.
		LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course 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.
		Teaching About SOGIE Elizabeth Schroeder Consulting, 2022	Brief 2 page document describing tips for teaching about Sexual Orientation, Gender Identity and Expression SOGIE)
		Inclusive Language Tool SparkED.net, LLC	2 pages of inclusive language and tips for making lesson smore inclusive
		Definitions Trans Student Educational Resources (TSER), 2022	Website with current definitions on different genders, gender identity, and sexual orientation.

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		Intersex 101: Everything you need to know! 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.	*LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training* 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.
		LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course 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.
		What Do You Say to "That's So Gay" & other Anti-LGBTQ Comments? Human Rights Campaign Foundation, Welcoming Schools, 2019	2 page info sheet on how to respond to microaggressions
		What are Microaggressions? Catharsis Productions, 2020	2 minute YouTube video describing what microaggressions are.
		Responding to Hate and Bias at School: A Guide for Administrators, Counselors and Teachers 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	*LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training* SparkED.net	10 hour virtual instructor-led course focused on staying updated on vocabulary, creating inclusive learning environments, applying the theory of

	most impacted (example: checking in with the impacted individual(s) in the moment or after class).		intersectionality, and responding to microaggressions.
		LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course 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.
		Responding to Hate and Bias at School: A Guide for Administrators, Counselors and Teachers 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.
		CPR Model for Responding when you Commit a Microaggression Manser, Campbell, Criniti, Brown, 2018Manser, Campbell, Criniti, Brown, 2018	Model to use when a facilitator commits a microaggression
		When and How to Respond to Microaggressions 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.	*LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training* 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.
		LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course 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.
		CPR Model for Responding when you Commit a Microaggression Manser, Campbell, Criniti, Brown, 2018Manser, 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.	*LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training* 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.
		LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course 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.
		Speaking Up without Tearing Down 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
		What Do You Say to "That's So Gay" & other Anti-LGBTQ Comments? 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.	*LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training* SparkED.net	10 hour virtual instructor-led course focused on staying updated on vocabulary, creating inclusive learning environments, applying the theory of

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			intersectionality, and responding to microaggressions.
		LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course 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.
		Speaking Up without Tearing Down 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' multiple intersecting backgrounds and identities.	*The New Sex Ed* Loretta J Ross, Learning for Justice, 2019	Article on the importance of inclusion in teaching sex ed in schools.
		LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training 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.
F10	Understand how my own identities and life experiences may impact personal feelings, boundaries, and ability to facilitate the content.	*LGBTQ+ Inclusive and Affirming Sex Education Instructor-Led Training* 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.
		LGBTQ+ Inclusive and Affirming Sex Education Self-Paced Course 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.

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		Map for Managing One's ~~Life~~ Day The Trauma Stewardship Institute	Infographic on self-care
		Internalised Homophobia The Rainbow Project	Concise explanation of different ways internalized homophobia can show up
		Coming Out and Inviting In Guide Sheet 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).	*Circles of Care: Navigating Participant Disclosures with Compassion and Skill* Linking Families & Teens (LiFT) SparkED.net, LLC	7 page handout with tips on caring for self and for participants.