

Summary of Key Findings

To understand better how students and teachers feel about sexual education classes, we conducted interviews with four participants. Unfortunately, no high school or university teachers responded to our interview inquiries so all four participants are former sexual education students. The participants had a wide range of comfort in their classes, ranging from totally uncomfortable to fairly comfortable. The participants also had a wide range of trust in the sources provided in class, from thinking that the materials provided were severely dated and biased to being quite trusting of the material. We found that all of our participants believed their sexual education experience was highly un-specific and seemed anything but tailored to them as well as believing that they were missing at least one essential topic in each class. They were all, however, allowed to ask anonymous questions in class, written on paper slips.

Participant Research

To complete our design research, we interviewed several high school and university students of different genders and sexual orientations who attended different schools for their sexual education. All participants were asked the same questions. The interview participants and their backgrounds are detailed as follows:

Participant #1: Participant #1 is an 18-year-old senior currently enrolled in high school at Central Kitsap High School in Central Kitsap School District and took a semester-long sexual education course in his sophomore year of high school. The participant identifies as a cis, straight male and will be referred to as Bob for the entirety of the document to preserve anonymity. The interview was conducted via Skype as the participant lives quite far from Seattle.

Participant #2: Participant #2 is a 19-year-old university freshman currently enrolled at the University of Washington. She attended Skyline High School and took a trimester-long health class, which included a unit on sexual education, in her junior year. The participant identifies as cis female and will be referred to as Brenda for the entirety of the document to preserve anonymity. The interview was conducted in-person in the atrium of a building on-campus.

Participant #3: Participant #3 is a 21-year-old junior currently enrolled at the University of Washington. He attended Issaquah High School and did a two-week unit on sexual education in 10th grade as part of a larger health class. The participant identifies as a cis, gay male and will be referred to as Jack for the entirety of the document to preserve anonymity. The interview was conducted in person in an on-campus building.

Participant #4: Participant #4 is a 21-year-old junior currently enrolled at the University of Washington. They attended Shorewood High School and participated in sex ed during their health class. The participant identifies as female and will be referred to as Jane for the entirety

of the document to preserve anonymity. The interview was conducted off campus in the person's residence.

Common Themes

Student Comfort: Our participants generally said they were comfortable in their sex education classes, suggesting that discomfort within a sexual education setting is not as common as we thought it might be. The one exception to this was Jack, and his discomfort stemmed from his teacher's discomfort, not the material itself. It seems that because school is already a fairly familiar environment, students are less likely to be uncomfortable. This will help inform our design process as we now know that student discomfort (at least with setting / general sex ed material) is not a large problem.

Relevance of information: Another common theme was the relevance of information. Several candidates expressed that content often felt it was not targeted at them, or contained information not relevant to them. More specifically, Jack described how there was a severe lack of content about safe sex for gay men which would have been relevant to him. This exposes a potentially interesting space creating solutions in terms of bring more relevant and appropriate content to people. As Jack's interview shows, the informational needs of people vary widely, and by better understanding what people's individual needs are we can potentially feed them the most relevant information. An important caveat to this is that students often are not aware when they are in sex ed exactly what information *will* be relevant to them long term, so it does seem like a good idea to err on the side of providing too much non essential information. However as Jack's experience demonstrates, if even basic needs are not being there is still lots of room to bring more helpful and relevant information to people.

Seeking outside information: Several of our candidates had to seek out information outside the classroom at some point after their sex ed class. Although some of our candidates were pointed towards health resources / clinics, they did not seem to be pointed toward sources for general information. This leaves this as a potential area for design work. It seems like there is room for a robust source of sexual health information that is easily accessible and trustworthy. With the amount of irrelevant/absent information our participants reported providing high quality outside sources to students has a strong potential to help fill in the gaps in students knowledge.

Taking the class seriously: One thing we were worried about when preparing our inquiry was that students would not take sex ed seriously and that this would be detrimental to their learning. We found that most candidates said they did not take the class super seriously, but that despite this they still largely trusted their teachers and the information they were getting. Knowing that students take the content of these classes seriously certainly is positive to the degree that we can utilize this trust to present them high quality information.

Task Analysis

Who is going to use the design?

Public high school students in the Puget Sound region will use our design to aid their learning during sexual education classes.

What tasks do they now perform?

Students currently listen to lectures given by teachers and complete reading assignments from a textbook or online. Some are given assignments such as individual or group presentations to engage with the material in more depth. Most are encouraged to ask anonymous questions by writing their question on a piece of paper and slipping it into a box, which the teacher answers during class.

What tasks are desired?

Some students wanted resources or access to someone who could answer very personal questions, such as professionals they could see outside of school. They also enjoyed hearing from guest speakers and wanted access to a more diverse collection of perspectives and experiences. Students also thought that a more anonymous method for asking questions would be helpful to students who are very shy and scared about being “seen” submitting questions.

How are the tasks learned?

Material is learned based on level of experience with previous teaching styles, such as submitting homework answers online or listening to lecture with powerpoint slides. Therefore, students can learn from the task, rather than focusing on how to interpret it.

Where are the tasks performed?

Tasks are performed in the classroom or wherever students study (i.e. libraries, home, coffee shops).

What is the relationship between the person and data?

Interview method is used to collect subjective data about participants(people) ' attitudes, and we can extract useful information through collation and analysis from the data directly obtained by the participants(people), which may be chaotic and disorderly at the first time.

What other tools does the person have?

The person has traditional tools acquired through their sexual education class such as their textbook, pamphlets, and videos shown in class as well as outside resources including family practitioners, peers, family members, and the internet.

How do people communicate with each other?

People in sexual education classes usually communicate with each other through public question asking, anonymous question asking, and through completion of assignments.

How often are the tasks performed?

People in high school sexual education classes usually attend class five days a week, or a total of five hours a week depending on how class scheduling works at a particular school. Therefore, tasks related to such a class happen at least five times a week, generally on weekdays.

What are the time constraints on the tasks?

High school sexual education classes usually last for one quarter to one semester. This means that the tasks in total will only be performed from ten weeks to about fourteen weeks in total.

What happens when things go wrong?

When things go wrong with sexual education, misinformation can be spread. Misinformation in terms of sexual education can manifest in sexually transferable disease spread, accidental pregnancy, confusion about sexuality/gender, drug abuse, and many other issues.