

1- Accessing and Completing Sexual Education Class Homework

Logan is a sophomore in high school who is currently enrolled in a sexual education class. Earlier in the day, his sexual education teacher assigned reading homework from the textbook that needs to be done by the next day. Logan decides that he will do his homework that night, so needs to bring his heavy and old textbook back home for the night and bring it back to class the following day. He reads the assigned section and answers some assigned reading questions on a loose-leaf paper. The next day, he brings his textbook and assignment back to school and turns them in when class starts. Logan wishes that he didn't have to lug his textbook to and from school everyday along with all of the other textbooks for all of his other classes. While Logan is completely capable of bringing textbooks to and from home and expending loose-leaf paper for assignments, using our design he could avoid these struggles.

2- Accessing Sexual Health and Education Resources

Jessica is a high school junior who was enrolled in a sexual education class last year. While she was taking sex ed, she felt like the content was informational but not always applicable to her, so she didn't have any questions. In the past few weeks, she has formed several questions that weren't applicable to her then, but are now. She had received a few resource cards detailing health services in the area from her class, which have been helpful. However, there are still some questions she feels embarrassed talking about with people at the health service, her parents, or other adults, so she has resorted to looking up her questions on the web or asking friends, which may not give her the most reliable answers. Jessica is in need of quick, credible guidance where she can remain anonymous. She could benefit from a way to be connected to reliable resources that extend beyond the time period of her class, which also make communication easier and more comfortable. She could have also used additional resources during her class to help her stay engaged when the subject didn't seem relevant.

3- Asking and Receiving Answers to Anonymous Questions

Giving students a discrete avenue to ask questions is an important part of sex ed because the students can feel uncomfortable or embarrassed by subject matter or gaps in their knowledge. Specifically it gives students a chance to clear up misconceptions they might be unable to clear up from other sources. However it is critical that students have a high degree of confidence in the anonymity of the format used for these questions. Teachers want to be available to answer student questions and provide reliable information, but if students are not confident that the process for doing this is discrete then teachers will not get those questions and be unable to provide them the information they need.

Brenda is a student in a high school health class. During the sex education portion of the class students are told they can ask anonymous questions to their teacher so they can get information about topics they find embarrassing or uncomfortable. Brenda asks her teacher a question in the hall outside the classroom, because she feels uncomfortable asking her question in front of the whole class. Brenda's teacher later answers this question in front of the entire class. Because all the students saw Brenda interact with the teacher, they are able to figure out that she is the one who asked the anonymous question. This causes Brenda a

great deal of embarrassment. Brenda then thinks of sex ed as a very uncomfortable experience rather than something that helped answer her questions.

4- Tracking Progress and/or Grades

David is a high school student currently enrolled in a sex ed class. As part of the class, he is assigned weekly readings from the course textbook. In order to get credit for these readings, one of his parents must sign a form that he then turns in to his teacher. Since David's parents don't really care that he does his sex ed assignments, they usually sign the form even if he has not done the reading for the week. This leads David to not take his class very seriously because he can get away with not doing the assignments. In addition, he sometimes skips assignments and also forgets to have his parents sign the form. Since David's teacher marks assignment completion in a written gradebook inaccessible to students, he has no idea how many assignments he has skipped or how that is affecting his grade. The inability for David to see his grades and monitor his course progress leads him to not feel motivated to improve.

5- Using a Class Schedule to Prepare for Certain Topics and Organize

Olivia is a senior high school student who took the sex ed course last quarter and said that she had a poor class experience. The class schedule was quite messy seem like not well-prepared at all. Per the instructor's instruction, students can hardly find an organized class syllabus and certain topics focus. The class lecture files were full of a bunch of dated opinions and knowledge. When she was taking that class, she felt confused about what exactly topics the instructor wanted to teach and talk for every class. What she expected is every lecture and contents are all organized and the instructor was fully-prepared the certain topics. In addition, it is better to have a class schedule online tool like "canvas" we used. The class syllabus, schedule to prepare all the relevant topics, assignments and more reading materials with the internal and external links for students to explore after class.

6- Using a Discreet Discussion Forum

Lindsay is a high school student who is taking sexual education class now. Her family members are both busy with work and seldom teach her and discuss any about sex. The sex ed teacher is just "indiscriminately imitated" from the textbook. She always had some reflections and questions which were too shy to speak out. Especially when she was in a relationship and found that there are still something details which were not included in the sex ed class. She was eager to find someone to speak out and share about sexual matters to each other, she felt really embarrassed about the face-to-face discussion moments. Our design she could be able to lift the awkwardness emotion and have the free talk in a discreet discussion forum with peers and professions ideally.