

### First Design Research Participant

Our first design research participant, named Bob here for anonymity, is an 18 year old high school senior who took a sexual education class in his sophomore year (10th grade). Because Bob lives far away, the interview was conducted via Skype and recorded on a phone.

We learned a lot of interesting things from Bob's interview. The first is that Bob did not feel uncomfortable for most of his class. He was offered an anonymous way to ask questions (paper slips) and trusted his teacher. On the other hand, Bob said that he thought that the class' textbook was severely outdated as well as the videos shown in class. He thought that the class was missing large topics that he feels would have been helpful, not necessarily for him, but for others (safe sex, STD treatment, consent, gender/sexuality). On top of this, Bob didn't take this class very seriously, the grading was easy and much of the content didn't seem tailored to him so he didn't feel very invested in learning many of the topics. There was no encouragement in Bob's class to dive deeper in any of the topics provided or in topics that his class didn't exclusively cover. He later found that many questions he ended up having from experiences after he took his sexual education class were not covered by his sexual education class, so he asks his peers instead.

One thing that we were reminded of during Bob's interview was that every school's sex ed class is a little bit different. Many guidelines are set at the state level, but each school district or school itself can make changes to its classes as long as they still fit into the given guidelines. It would be best to interview quite a few students to get a wide variety of responses to avoid specializing to a certain school or school district; however, we have decided that we do not have the time in this course to scope this project to fit classes across the whole country, so we are scoping to schools around the Puget Sound. We find an opportunity in how Bob described his sexual education class' textbooks and videos as out of date as we can tailor our project to remedy this issue.

In terms of difficulties in communication, there were very little. Some of our questions were quite long and may have needed to be repeated once or twice for the participant to grasp all nuances of the question, but, overall, the participant seemed open to the discussion and felt comfortable enough to answer all of the questions fully. Some questions were taken as "yes or no" question, but, looking for more insight into the motivation behind each question, we would ask the participant why they answered the way that they did.

### Additional Design Research Plan

Our remaining plan is to conduct additional interviews with another student, as well as two teachers, one at the University level and one at the highschool level. Although we will not be asking the same questions across all the interviews, our first interview will still help shape our focus. This should round out the perspective we get as it will allow us to see both sides of the teaching dynamic and gain insight into what both groups of stakeholders currently struggle with. Bob's interview revealed that lots of resources like textbooks/video content felt outdated in his class, so part of our focus will be understanding how teachers evaluate and choose these kinds of resources.

Going forward several of our interviews will be with teachers to provide an additional viewpoint. In order to better understand their needs we will ask an augmented set of questions aimed at HS teachers. The goal here is to understand both pain points that may be unique to the teaching side of education, as well as getting a better understanding of the teacher/student dynamic in sex ed. Listed are several examples of questions we will ask during these interviews (not all are listed, as we did not have space to include them all):

- Do you ever feel uncomfortable with the way discussions play out in class?
- If a student brings up a topic you feel you are unequipped to properly answer, what do you do to steer them towards appropriate resources?
- How do you feel about the expectations placed on you by your school (with regard to sexual education)? Does your school equip you to meet them?
- Do you have to do preparation outside of your normal teaching duties to prepare for sex-ed (if it's not your primary subject)?
- Do you encourage students to seek additional learning resources beyond the classroom? If so how do you tell students to judge the reliability of information?
- Do you feel students leave your class well informed and prepared?