



# ETR Virtual Vitality

## Adapting Teaching Strategies for a Virtual Environment



Teaching sexual health education virtually, through live and self-paced delivery, provides an opportunity to re-envision how we engage students in activities using varied strategies. Many strategies can be translated to an online format easily, such as group brainstorms, while others seem more challenging. Below are ideas on adapting common teaching strategies for a virtual environment.

### Role-Plays

- + Share partially scripted role-plays and ask students to complete them. Live responses can be crafted individually on notepaper and shared via live chat or voice. For self-paced delivery, responses can be posted in a discussion forum or submitted as homework.
- + Conduct unscripted role-plays for live sessions by text, voice, or on webcam. Be sure to let students know ahead of time that they will be demonstrating the skill and assess comfort level and ability to engage by text, voice, or webcam.
- + Assign pairs to role-play in real time for the full group using a text chat feature, voice only, or on webcam to type or speak their lines. Alternatively, for self-paced delivery, assign pairs to engage in the role-play as homework. Have them record the role-play (either audio or video) and submit it. **Note:** *If using live or recorded video or audio ask for role-play volunteers well in advance to allow preparation time and to ensure that those who volunteer have the technological resources required (microphone, webcam, etc.). Be sure to adhere to your school/agency privacy policy around student recorded video/audio.*

### Demonstration/Modeling

- + Pre-record a video or demonstrate the skill live on camera. For either format, stand for the demonstration. This will help you get in your teaching groove. Note: When demonstrating a skill such as "The Steps to Putting on a Condom" use the materials that are available to you. This may be a condom and penis model or a sock and water bottle. Whatever your circumstance, clearly state each step as you demonstrate the skill. If you use something other than a condom in the demonstration, reinforce that **only a condom**, used correctly and consistently, protects against sexually transmitted infections (STIs) & pregnancy.
- + Use videos and media that already exist. For example, check out [Amaze.org](https://www.amaze.org) and search by topic area (puberty, STD & HIV, pregnancy & reproduction, gender identity etc.) for medically-accurate and engaging content.

- + Bring on a guest star. This is an excellent time to invite experts to share their knowledge, since physical distance is no longer prohibitive! **Note:** *When identifying and booking guest speakers follow school guidelines and processes.*

## Pair Share/Small Group Discussion

- + Direct student pairs to work together via shared online documents (e.g., Google Doc) just as they would on chart paper.
- + Identify the learning platform's breakout room features for live delivery. Create pairs/small groups (either randomly assigned or based on birthdays or a method of your choice) and have them chat or type within their assigned breakout room. Give clear instructions, specific time guidelines, and a way to contact you if there are questions.
- + Assign groups to work together outside of instructional time and return to present their task to the large group. Have them exchange email addresses or other contact information, as appropriate, and set a time to meet up virtually.

## Full Group Discussion

- + Invite different sections of the group to participate at different times. For example, open the discussion to those with certain birth months or by letters of first names.
- + Encourage the discussion to go beyond the lesson time if possible. Post the discussion prompt on a shared online document so that students can consider and post their responses to the lesson and have an opportunity to contribute after lesson. This gives everyone a chance to contribute, even if they don't speak during the lesson.
- + Brainstorm with the group in real time or over the course of a designated time using shared online documents. You may prepopulate a few ideas to jumpstart the brainstorm.
- + Launch anonymous polls to gauge opinions, gather thoughts, and to facilitate agree/disagree activities. Polling allows for everyone to contribute to the conversation with low vulnerability.



### **We hope these tips are helpful! Let us know if you have questions**

ETR will be continuing the Virtual Vitality series to provide support for best practices in designing and delivering virtual learning processes. In addition, we are offering consultation services to assist constituents in learning best practices for virtual design, delivery and follow-up.

If you have questions, suggestions, or just want us to have your contact information for future tips and resources on virtual learning, you can contact Debra Christopher at [D4L@etr.org](mailto:D4L@etr.org) and share your request, your name, and your contact information. We look forward to connecting with you.