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TNO report

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E-coaching on teacher's competencies and situated lessons: The example of sex education

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1 Introduction

1.1 Background

For teachers at a secondary school, it is often a major challenge to give lessons that aim at personal social behaviours of the students. The teachers might not have the required competencies to discuss specific sensitive issues and concrete support for the situated teaching activities might be lacking. This short report explores the possibilities of an e-coach that supports teachers on these aspects, taking sex education as an example. More general and in-depth analyses of coaching approaches for professional development and learning theories for adults, are provided in the TNO-report “How to coach teachers for professional development”.

In the domain of sex education, teachers are facing the challenge of creating a safe environment for learners to openly discuss sexual relationships and to build competencies involved in making adequate decisions about lifestyle.
Challenges involve handling insecurities, potential escalations, stereotypes, negativity towards homo-sexuality and for instance very different moral perceptions due to differences in cultural background. The “Lang Leve de Liefde (LLdL)” project provided teachers with well-designed curriculum material, in the past introduced, conveyed and explained by experts of the “Gemeentelijke of Gemeenschappelijke Gezondheidsdienst” (GGD). However, the limited availability of such experts is a serious bottleneck for the actual implementation of the curricula. Our envisioned e-coach aims at supporting the teachers to initiate and implement a “LLdL” sex education curriculum on their own account, focusing on their individual competencies and situated teaching.

The competencies that teachers need for the LLdL-courses are way beyond standard teaching competencies. Teachers do need both training and coaching to be able to reach the objectives of LLdL, in particular the less experienced. Originally the GGDs invested much effort in training and coaching, however, their capacity to train and coach has been decreasing over the years. Therefore, the intention is to provide part of the coaching via electronic means, as to reduce the effort needed from GG and GD and to facilitate a 24/7- on demand support. Previous studies have made evident that following the steps from the LLdL curriculum is beneficial (Wiefferink et al., 2005); still, many LLdL teachers are found to deviate substantially from the curriculum.

1.2 Coaching needs and constraints

Implementation of e-coaching in support teachers in a curriculum such as LLdL is far from trivial. E-coaching frequently produces frustration instead of providing effective support. It is crucial that coaching is well-tailored to the individual needs of the user. By definition coaching is ‘helping to identify the skills and capabilities that are within the person, and enabling them to use them to the best of their ability’ (cf., Cox et al., 2010). As such, an experienced human coach will analyse the individual needs of the user and tailor interventions according to those needs, yet, as of now, e-coaching generally lacks sufficient personalisation.

Most of presently functional online-coaching provides a digitized connection to a human coach and, although, the bandwidth of communication is limited, several examples of good practice can be found (e.g., Hisschemöller, 2006).
However, e-coaching that doesn't involve human coaches is still in its infancy. There are still very few examples of fully digitized personalized coaching, certainly not in realistic domains (Pommeranz et al., 2011). In addition to the general lack of personalisation (mentioned above), the following issues are frequently acknowledged as important shortcomings of current e-coaching solutions.

1 *Directive*: Experienced teachers have developed their own ways to handle a curriculum. As made clear in Wiefferink et al. (2005), 'self-efficacy is often found to be a strong predictor of curriculum innovations, in general, and of innovations in sex education, in particular (Burak, 1994; Paulussen, 1994). It involves teachers' perceived control over the teaching and management strategies' (p325). Ideally, coaching should allow teachers to preserve what works for them and improve what needs to be improved. As e-coaching lacks the mechanisms to work from the learners own processes, it usually coaches users to follow a standardized 'good' approach and disapprove of any deviations from that approach. Wiefferink et al. (2005) acknowledge that in health education, such 'top-down approaches fall short because they tend to neutralize or bypass the development of user capacities and congruent belief structures'.
   All in all, e-coaching is frequently found to be far too directive and is found to invoke resentment, see e.g. Microsoft's "Guardian Angel".
2 *Insensitive*: In coaching it is crucial to respectfully address the coaches and acknowledge the competencies they bring into play. Coaches may express emotions such as e.g. resentment in subtle manners, by subtle verbal cues or non-verbal communication. Such subtleties are beyond automated coaches.
3 *Obtrusive*: Human coaches will provide their comments and support while a learner is in the middle of a task; they will wait for a natural break, as not to disrupt the task performance. E-coaches have no knowledge of natural breaks and will comment whenever a comment is available. E-coaching is frequently found to be obtrusive and as a consequence it may divert from the main task (Xiao et al., 2003). Microsoft Word's Clippy, for instance, is a perfect example of fairly obtrusive coaching, it pops up when you don't want it to. Worst of all, it usually addresses the wrong need, and that is the final issues to be addressed here.
4 *Addressing the wrong need* As it is hard to assess the real needs of a user, an e-coach will frequently be providing support that is a mismatch to the users needs (see Microsoft's "Guardian Angel" Somehow more annoying than clippy).

Users are found to be wary of asking for e-coaching. The needs analysis amongst teachers of LLdL3 (Van der Borne, 2011) once again made this very evident. Teachers expressed that they didn't need and didn't want any coaching, except for, maybe being provided with some more background information.

1.3 Tailoring the lessons

The sex education lessons comprise situated collaborative learning. An e-coach should support the knowledge and/or experience sharing between the persons involved. For the tailored computerized assistance, we distinguish the teaching community, the teacher and his or her class.

Teaching community. Learning to give sex education to adolescents can be viewed as a collaborative activity of the concerning teachers. The e-coach environment should support the sharing of experiences, so that less-experienced teachers can learn from more-experienced ones (cf. Zone of Proximal Development, Vygotsky, 1978). Incentives to participate in the virtual community of teachers should be provided (cf. social media). In addition, policies for communication that comply with ethical norms should be developed and implemented (e.g., on privacy).
Teacher. Based on an evolving user model, e.g. containing teacher's preferences and competencies, the advices can be tailored to his or her specific needs.
The teacher should stay in control of the content of the user model.
Class. The heterogeneity, history and social processes can differ enormously for classes, setting specific needs for instruction and discussion. Helping to deal with these differences and to anticipate on the dynamics of the social processes is crucial (e.g., during the preparation and evaluation of the lessons).

1.4 Aim of this report

The question addressed in this short report is how to define concepts for e-coaching that coach teachers in a highly non-directive and non-obtrusive way, addressing the right need and still following the structure and guidelines of a curriculum.
In this research LLdL will be the initial context for the research, however, the application of the newly to be developed concepts will not be limited to this context only.
Chapter 2 provides a general concept and development method for an e-coach.
Chapter 3 presents a first design and prototype, centring on the iSelf application and the provision of feedback on teacher's competencies.

2 Concept and design method for an e-coach

To address the coaching needs and the constraints of current e-coach technology (see previous Chapter), we aim at services or applications that complement the human coaches. Teacher's competencies, the courseware material and guidance, teacher's relevant experiences and social context (e.g., colleagues), and the specific characteristics of his or her class determine the effectiveness of the lessons. This chapter provides a general e-coach concept to address these determinants coherently, and described a general methodology to work out and study this concept systematically.

2.1 Design and test of e-coaches

Interactive, human-centred e-coaches should be built on theory and empirical research. To support the development processes systematically, a situated Cognitive Engineering (sCE) method was constructed for building, maintaining and re-using design knowledge based on the following development principles:

- Creating human-centred automation is a multi-disciplinary collaborative activity.
- Functional modules are defined and tested incrementally in an iterative refinement process.
- Design decisions are explicitly based on claims analyses, explicating the up-downside trade-offs.
- Keeping and sharing the design rationale is key for progress and coherence in automation development.

The sCE method combines approaches from user-centred design, cognitive engineering and requirements analyses to establish a "self-explaining" requirements baseline consisting of (See Figure 1):

1 The domain, human factors and technological foundation (see the next sections).
2 The specification of the requirements and the corresponding use cases and claims (5 use cases with corresponding requirements and claims have been formulated, see appendix A and B for an example).
3 The evaluations that validate these claims Situated Cognitive Engineering (sCE): theoretical and empirical founded requirements with design rationale.

The incremental and iterative sCE-process has been started as shown in the following sections. A more extensive and in-depth literature study and first validation to establish a sound foundation is documented in the TNO-report "How to coach teachers for professional development".

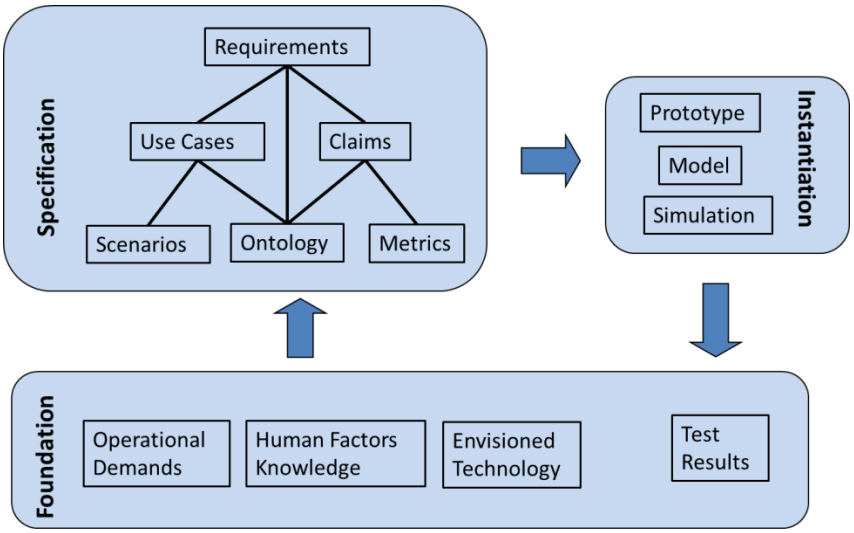

Figure 1 Situated Cognitive Engineering.

2.2 Operational Demands: Coach objectives

In addition to the improvement of *competencies* by providing feedback (see next Chapter 3), major objectives of the e-coach are to share information, to gain more in-depth knowledge and to provide personalized assistance. Therefore, the e-coach maintains (meta-)knowledge of the courseware, the values that affect the implementation of this courseware, and models of the different stakeholders.

- The *courseware* contains the material with guidance and tips for its usage (i.e., when and how to provide which content with notifications on the coping with possible incidents or disturbances in the class). In the example of Chapter 2, the SOA-aids website provides this part of the assistance.
- *Values* are “guiding principles of what people consider important in life” (cf. Pommeranz et al., 2011; Cheng and Fleischmann, 2010). Whereas preferences are concrete and unstable, the underlying abstract values are more stable and more difficult to articulate (LeDantec et al., 2009). Values should not be assessed in isolation, but in combination (e.g., there can be trade-offs among competing values with different priorities and implications; Schwartz, 1996).
- *Models*:
  - The *teacher model* of Chapter 2 contained the relevant competencies and the corresponding progress over time. This model will be extended with their personal values, preferences and experiences.
  - A *class model* is needed to establish class-type related advices (e.g., level, size, diversity).
  - A *school model* contains the relevant values.

The sharing of this knowledge should help:

- To prepare for next (series) of lessons.
- To keep track of scholar’s lessons (progress, …).
- To share and learn from experiences.

2.3 Human Factors: Work, motivational and affective aspects

Whether the implementation of a specific course is successful, will depend on teacher's motivation to give the course, the workload of the course and the emotions that the teaching brings about (see Figure 2). When these work conditions are in disharmony, the chance of ineffective or inefficient teaching increases. An effective e-coach should therefore support motivation, help to reduce the workload and mediate affective processes.

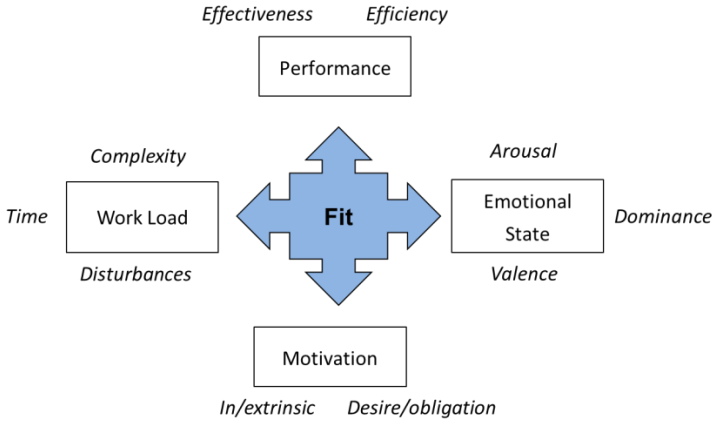

Figure 2 Teaching performance as function of motivation, workload and emotional state.

To establish an enduring effort for the course, a teacher should be intrinsically motivated and incorporate sound arguments to invest this effort. This motivation should be attuned to his or her values. These values can be formulated as a teaching "desire" to be worked-out in more concrete teaching "intentions" (in contrast to assessing the teaching as an obligation).

- The e-coach shall recognize the personal values, help to derive realistic intentions from desires and positively reflect on the intention attainment.

Three key load factors are complexity, time and disturbances (Neerincx, 2003). When a new course asks for adaptive supervision and instructions, the teacher will hardly have developed simple routines for a smooth situated learning process. In such situation the teaching is complex. When time is limited and/or disturbances in this process are common, the work load increase more.

- The e-coach shall support the development of situated teaching routines, and not cause extra time or disturbances.

The emotional state of the teacher can show dynamics, and coping with these dynamics can help to improve the effectiveness and efficiency of teaching. Based on the Pleasure-Arousal-Dominance (PAD, Russell and Mehrabian, 1977) model, we distinguish the valence (positive-negative or pleasure-displeasure), arousal (low-high activity) and dominance (avoidance-approach).

- The e-coach shall address the emotional state of the teacher and provide feedback on the state in relation to teacher's behaviour.

2.4 Technology: Network of personal of e-coaches

The progress and adoption of network technology, such as social media, has a major impact on social behaviours and eLearning approaches. An e-coach for teachers may utilize this infrastructure, directing teachers to relevant expertise and experience, and supporting the maintenance and sharing of experiences (e.g., “lessons learned”). The effectiveness, efficiency, satisfaction and familiarization of the course can improve substantially by distributing and allocating e-coach-functions to the different actors in the process of creating, applying, consuming, enriching and sharing lessons. Figure 3 provides an overview of the general concept with the “actors” of expert, teacher and classmates, and the “virtual assistants” that guide and mediate the preparation, teaching and learning for all actors:

- The *expert* can be a courseware author, who created and/or assembled multimedia content for the course. He or she can also provide online or face-to-face instruction on support and may coach teachers on request (note that an e-coach can be useful in combination with a human coach).
- The *teacher* will give the lessons to his or her class and can make use of experiences that (s)he or colleagues gained with other classes. This can be viewed as “collaborative learning”, in which teachers can learn from colleagues with somewhat more expertise.
- The *classmates* are the students that get into the courseware, such as commenting on the content (e.g., dilemmas) and completing specific assignments (e.g., knowledge tests).

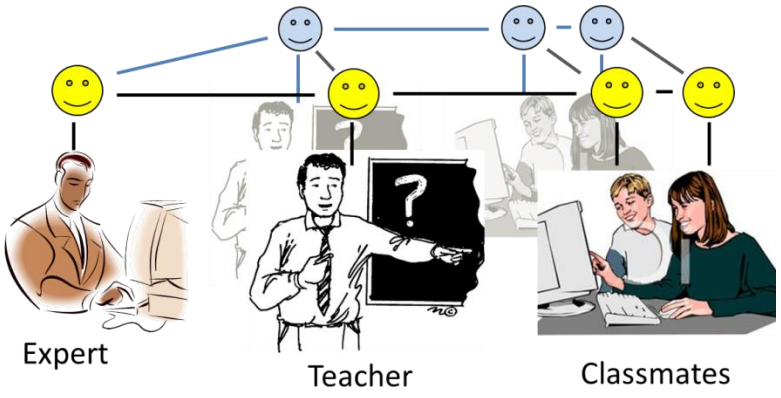

Figure 3 The distributed e-coach concept.

3 The iSELF for non-intrusive e-coaching

Based on the e-coach concept of Chapter 2, and related research at TNO, we started to refine and instantiate the iSelf tool for non-obtrusive coaching on competencies.

3.1 iSELF method: Self-evaluation

The iSelf is an Internet-tool developed for Self-Evaluation and Learner Feedback to stimulate self-directed learning in ubiquitous learning environments (Theunissen et al, 2011). The self-evaluation tool enables learning anywhere and anytime and helps the learner to gain insight in his/her own development by supporting self-directed learning.
The 5 crucial elements of self-directed learning, (1) learner control, (2) self-regulating learning strategies, (3) reflection, (4) interaction with the social environment and (5) interaction with the physical environment (Stubbé et al, 2008) formed an important requirement for the development of the iSelf.
The fifth, interaction with the physical environment, formed an important element for determining what to evaluate with the iSelf. It means the learning experience should be set in 'the real world' and should relate to 'real-life' experiences (Theunissen et al, 2011). This element is addressed in the iSelf by assessing competencies.
By making use of context specific questionnaires with competency statements, the learner can reflect on his/her 'real life' (work)experiences.
The competencies are assessed in a card-sort module (looking somewhat like a 'solitaire' game) in which competency statements are placed on cards representing a Likert scale. Supplementary to the card-sort module the tool consists of a profile to evaluate the core competencies and a feedback module to suggest learning possibilities.

3.2 Applying iSELF for sex education

Use cases for the application of the iSelf have been defined with the corresponding user requirements. These design specifications have been worked out into two lines:

1 Story board that instantiates the envisioned e-coach (see Appendix B).
2 A constrained e-coach prototype that is linked to the SoaAid website (see Figure 4).

In this section the second line (the iSelf linked to the SoaAid website) is further elaborated.

The development of the SoaAids website had its own set of restrictions, so that the ambitions of the envisioned e-coach had to be scaled down. The tailored integration of the iSelf model into the SoaAids Website encountered a number of constraints.

The basic idea was to enrich the SoaAids website content as follows:

1 Self-evaluation with iSelf.
2 Dealing with dilemmas:
   a Background information;
   b Video's;
   c Stories and experiences (see Figure 5);
   d Tips.
3 Lang Leve de Liefde Curricula content and practical tips.

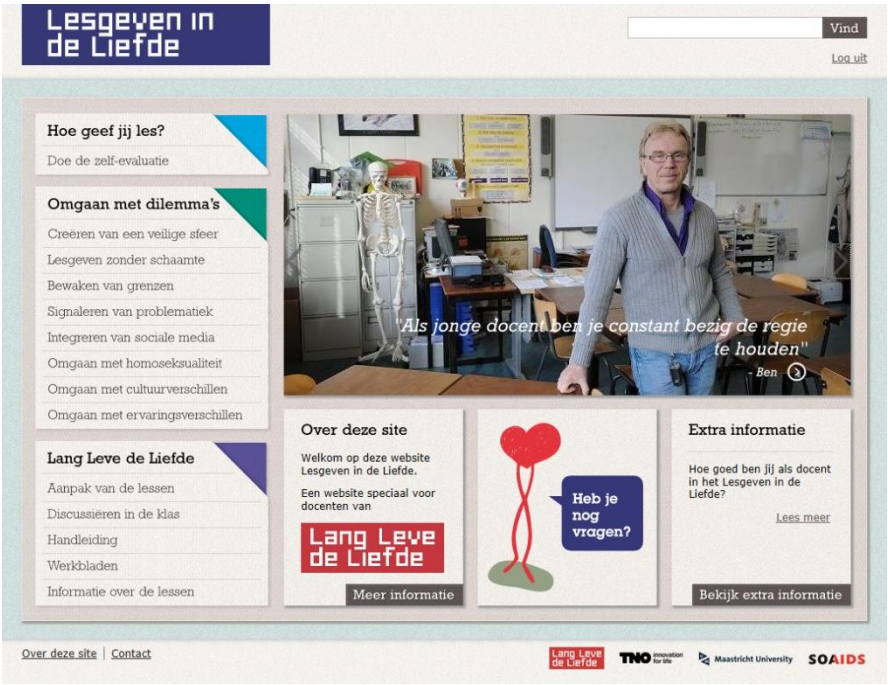

Figure 4 SoaAids website for LLdL with integrated iSelf (Hoe geef jij les?).

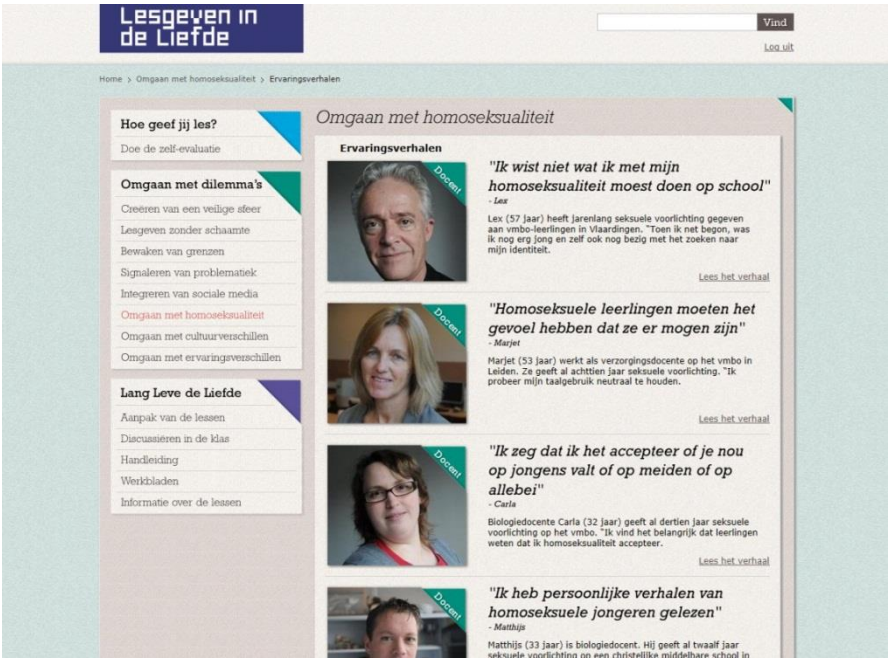

Figure 5 Personal stories of teachers dealing with dilemmas.

3.3 Questionnaire results

As mentioned before it is important that the learner can reflect on ‘real-life’ (work)situations. Therefore a questionnaire with competency statements was developed for the themes identified as essential for teaching the Lang Leve de Liefde curriculum. For example *creating a safe atmosphere: ‘I establish communication rules with my students to create a safe atmosphere’ or Dealing with homosexuality: ‘I make clear that I do not accept homo-negative reactions’*.
The complete questionnaire can be found in Appendix C.

3.4 Technical results: The prototype

A previously developed prototype of the iSelf, which consist of separate components including a flash application for the card-sort module (see Figure 6) was linked to the SoaAids website. Although the software was not integrated, the interface was embedded as an integral part of the website. However the look and feel deviated from the rest of the website and the implementation required the user to log-in separately for the iSelf section.

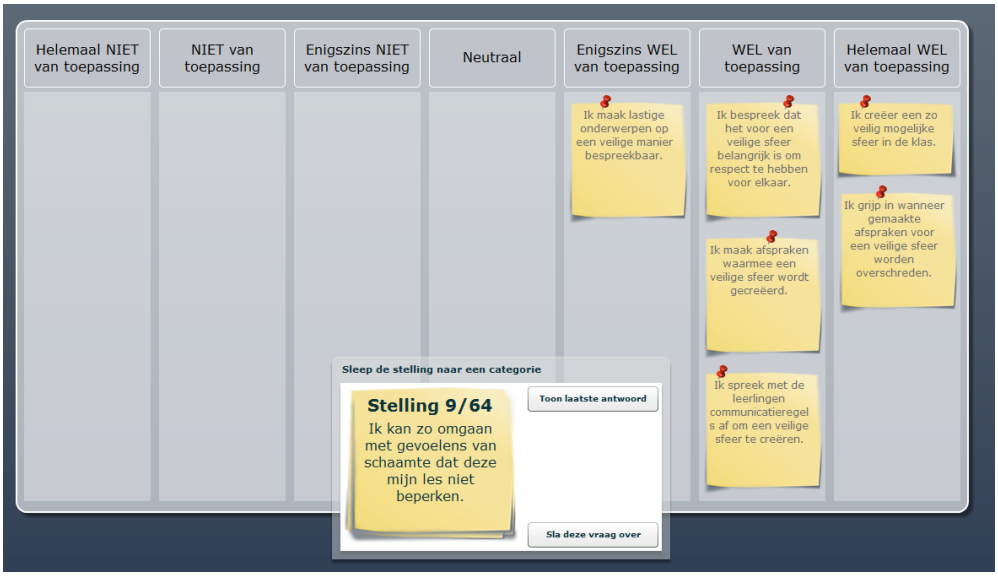

Figure 6 Screenshot of iSelf card-sort module with LLdL competency statements.

3.5 Recommendations for iSELF method

A number of recommendations came out of this explorative study:
The method of dilemma confrontation was not implemented, but is viewed as an effective and possibly motivating approach for discussing sensitive topics in groups. Competencies concern teacher’s knowledge, skills and attitudes on sexual education. These competencies will show when dealing with dilemmas. Therefore, dilemmas could be used as primers in the iSelf. A confrontation with these dilemmas might help the teachers to reflect on their behaviour and enable them to better assess their competencies.

4 Discussion and conclusions

This “light report” summarizes the first development and instantiation of an e-coach concept for teachers who have to start, change or improve a curriculum.
The teachers might not have (yet) the required competencies and concrete support for the situated teaching activities might be lacking. We explored the possibilities of an e-coach, that supports teachers in a highly non-directive and non-obtrusive way, addressing the right need and still following the structure and guidelines of a curriculum. Sex education was taken as an example, i.e., LLdL was the initial context for the research, but the application of the newly to be developed concepts should not be limited to this context only.

Based on project group’s expertise and experiences on coaching, e-learning and computer assistants, a general e-coach concept was assembled. This concept presumes a network in which personal e-coaches can act in combination (e.g., also with human coaches on the background). A theoretical foundation of such support is needed and documented in a separate TNO-report. In addition, a general design and test method was summarized for developing e-coach prototypes.

Based on this method, we identified core e-coach functions, focussing on competencies and collaborative learning. We started with the iSelf support for competence reflection and progress. The iSelf is a core element of the e-coach concept that has broad possibilities for reflection and “self-learning”. It can be tailored to learning routines and specific curricula, and used as a starting point for sharing of knowledge and experiences. For LLdL, there were different types of resource constraints so that the target user group could hardly be involved in the different phases of the design process. The iSelf was integrated into the Soa-Aids website. Unfortunately, due to technical constraints, the integration was suboptimal causing some usability problems. So far, the usage has been minimal.

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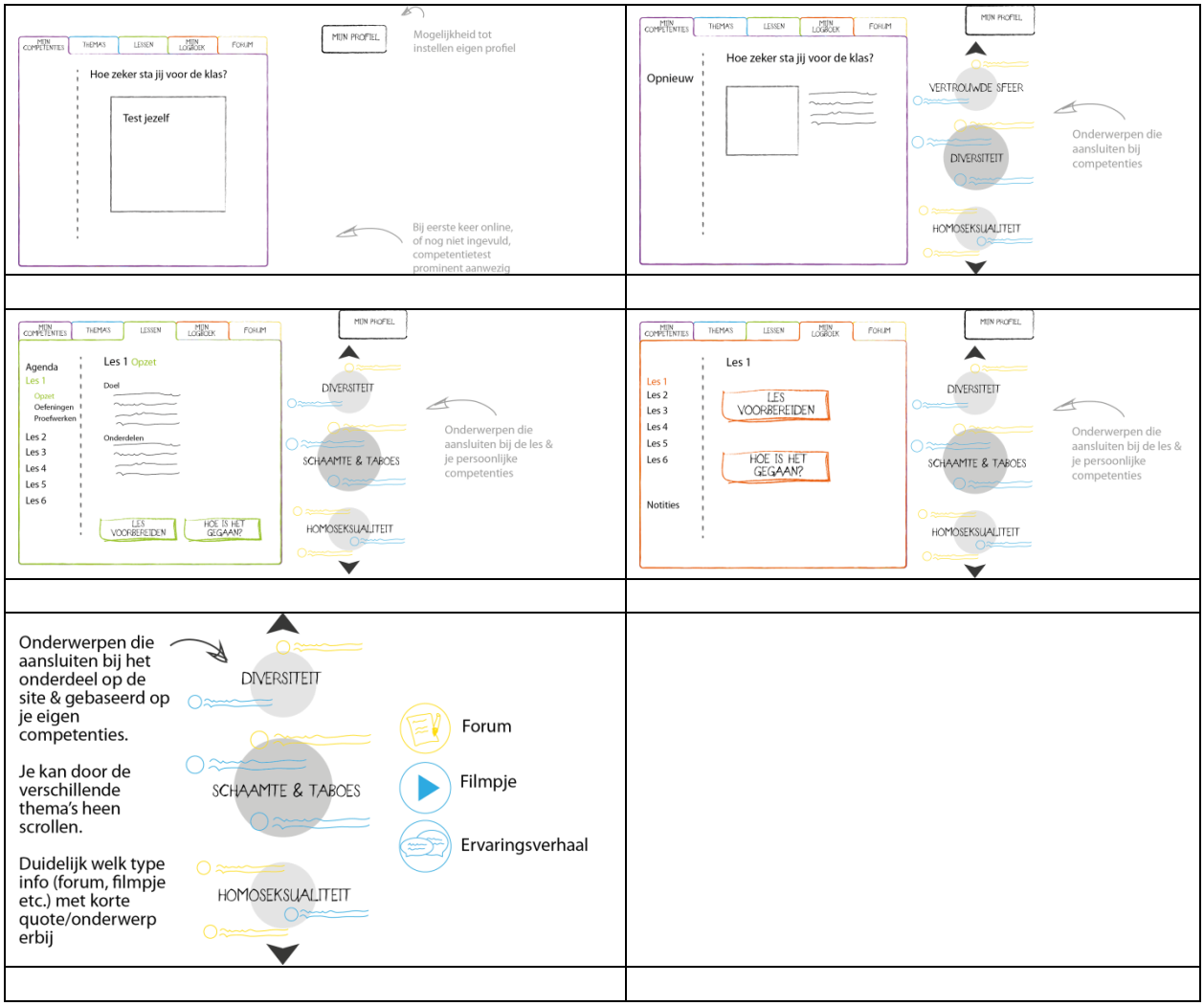
A Example Use Case, Requirement and Claim

UC 1	**Basic competency-evaluation of teacher**
Description:	The teacher creates a personal profile on the website. This includes an extensive competency-evaluation with iSelf.
Goal:	Getting an initial idea of the competencies and limitations of competencies from the user.
Actor:	teacher/user
Pre-condition:	The teacher has not yet a personalized profile on the website.
Post-conditions	The teacher has a personalized profile on the website. This profile gives a first overview on the competencies of the teacher, especially on the competencies that can be improved.
Trigger	The user wanting a personalized profile.
Main action sequens	• 1. The teacher clicks on a link 'make personalized profile' (or sth. comparable). • 2. The user is asked questions/ has to rate statements relating to basic competencies for LLdL teaching. • 3. The user answers the questions. • 4. After finishing all the questions, a personalized competency-map is given to the user and saved on the website.
Alternative action sequens	• 1. The teacher clicks on a link 'make personalized profile' (or sth. comparable). • 2. The user is asked questions/ has to rate statements relating to basic competencies for LLdL teaching. • 3. The user answers the questions. • 4. The user interrupts answering the questions. • 5. No new competency-map is shown, and the answers up to that moment are not kept.
Requirements:	Competency map

Requirement 1	**Competency map**
Type:	Functional
Description:	The system shall analyse the teacher's competencies and save a competency map.
Claim	The teacher gets a deeper insight in his competencies.
	+ 1. The teacher can target specific competencies and thus learn better/more targeted and thus more effective.
	- 2. The teacher might be too optimistic about competencies that are evaluated to be present.
Use cases:	UC1: Basic competency-evaluation of teacher

B Storyboard



C Competency questionnaire LLdL

Creëren van een veilige sfeer

1 Ik creëer een zo veilig mogelijke sfeer in de klas.
2 Ik spreek met de leerlingen communicatieregels af om een veilige sfeer te creëren.
3 Ik maak afspraken waarmee een veilige sfeer wordt gecreëerd.
4 Ik bespreek dat het voor een veilige sfeer belangrijk is om respect te hebben voor elkaar.
5 Ik kijk kritisch naar mezelf in hoeverre ik bijdraag aan een veilige sfeer.
6 Ik bewaak de gemaakte afspraken voor een veilige sfeer.
7 Ik grijp in wanneer gemaakte afspraken voor een veilige sfeer worden overschreden.

Lesgeven zonder schaamte

8 Ik geef aan dat het niet erg is om gêne te voelen over een onderwerp.
9 Ik weet hoe ik mijn schaamtegevoelens kan verminderen.
10 Ik heb manieren gevonden ontspannen om te gaan met mijn schaamtegevoelens.
11 Ik kan ontspannen omgaan met onderwerpen die gêne op kunnen roepen.
12 Ik neem een open houding aan zonder schaamte en taboes.
13 Ik benadruk dat we elkaar accepteren om zo schaamte en taboes weg te nemen.
14 Ik werk aan respect en acceptatie van verschillen zonder schaamte en taboes.

Bewaken van grenzen

15 Ik ken mijn grenzen in wat ik wil delen met leerlingen.
16 Ik bedenk van te voren welke persoonlijke vragen ik wel of niet zal beantwoorden.
17 Ik maak duidelijk dat er grenzen zijn aan persoonlijke informatie die ik zal delen met de klas.
18 Ik kan mijn grenzen bewaken wanneer leerlingen persoonlijk gerichte vragen aan mij stellen.
19 Ik geef leerlingen een antwoord dat binnen mijn eigen grenzen past.
20 Ik zeg het als een vraag te persoonlijk is.
21 Ik zet persoonlijke informatie in zonder mijn eigen grenzen te overschrijden.

Signaleren van problematiek

22 Ik ben alert op individuele problemen.
23 Ik geef aan dat leerlingen bij problemen bij mij terecht kunnen.
24 Ik check bij de leerling of mijn observatie over individuele problematiek klopt.
25 Ik praat met de leerling over mogelijkheden voor hulp of verwijzing.
26 Ik ga op zoek naar geschikte doorverwijzing voor een leerling met problemen.
27 Ik houd in de les rekening met eventuele ernstige problematiek van een leerling.
28 Ik bied de klas nazorg wanneer zij horen over de problemen van een klasgenoot.

Integreren van sociale media

29 Ik waarschuw de leerlingen voor de risico's van sociale media wat betreft relaties en seks.
30 Ik vertel hoe ze ongewenste ervaringen op sociale media rondom relaties en seks kunnen voorkomen.
31 Ik maak de afspraak dat gedeelde informatie tijdens de les niet op sociale media terecht komt.
32 Ik spreek met leerlingen af dat zij geen beelden van de les mogen verspreiden op sociale media.
33 Ik ben alert op incidenten in de sociale media over relaties en seks.
34 Ik verwerk incidenten in de sociale media over relaties en seks in de les.
35 Ik bespreek met de leerlingen de gevolgen van incidenten in de sociale media over relaties en seks.

Omgaan met homoseksualiteit

36 Ik bespreek het thema homoseksualiteit ondanks mogelijke negatieve reacties.
37 Ik maak duidelijk dat ik homo-negatieve reacties afkeur.
38 Ik voorkom dat homo-negatieve reacties de les verstoren.
39 Ik grijp in wanneer er homo-negatieve reacties ontstaan in de klas.
40 Ik verwerk het thema homoseksualiteit als vanzelfsprekend in de les.
41 Ik werk aan respect en acceptatie van homoseksualiteit in de klas.
42 Ik bescherm een leerling met mogelijke homoseksuele gevoelens tegen negatieve reacties.

Omgaan met cultuurverschillen

43 Ik voorkom dat cultuur-negatieve reacties de les verstoren.
44 Ik grijp in als leerlingen negatieve uitspraken doen over andermans culturele achtergrond.
45 Ik stimuleer discussie over verschillende inzichten vanuit culturele achtergronden.
46 Ik verwerk culturele diversiteit als vanzelfsprekend in de les.
47 Ik werk aan respect voor ideeën vanuit een verschillende culturele achtergrond.
48 Ik voorkom dat een leerling zich ongemakkelijk voelt vanwege culturele achtergrond.
49 Ik respecteer het als een leerling niet wil praten over een thema vanwege de eigen cultuur.

Omgaan met ervaringsverschillen

50 Ik voorkom dat negatieve reacties over verschillen in seksuele ervaring de les verstoren.
51 Ik grijp in wanneer leerlingen elkaars seksuele ervaring niet respecteren.
52 Ik streef naar respect en acceptatie van verschillen in seksuele ervaring.
53 Ik verwerk de verschillen in seksuele ervaring in de les.
54 Ik houd tijdens de les rekening met de verschillen in seksuele ervaring van leerlingen.
55 Ik bescherm leerlingen met veel of weinig seksuele ervaring tegen negatieve reacties.
56 Ik voorkom dat leerlingen zich ongemakkelijk voelen over verschillen in seksuele ervaring.

Schaal

1 Helemaal NIET van toepassing.
2 NIET van toepassing.
3 Enigszins NIET van toepassing.
4 Neutraal.
5 Enigszins WEL van toepassing.
6 WEL van toepassing.
7 Helemaal WEL van toepassing.

D Dilemma’s

Creëren van een veilige sfeer
- De discussie in de klas komt niet op gang.
- Een tweetal moslima's houdt zich geheel afzijdig bij de gesprekken binnen LLdL.
- Een jongen geeft aan dat de LLdL discussies zozeer tegen z'n geloof ingaan dat hij de lessen niet meer wil bijwonen.

Lesgeven zonder schaamte
- Je vertelt over je eigen relatie.
- Een ervaren jongen vertelt over zijn ervaringen, maar begint te hakkelen bij het onderwerp Soa's.
- Een meisje loopt de klas uit bij de condoominstructie.

Bewaken van grenzen
- Een leerling vraagt naar de geaardheid van de docent.
- Een leerling vraag hoe oud was u bij de eerste keer.
- Een jongen vraagt aan een meisje of ze al seks heeft gehad.

Signaleren van problematiek
- Een meisje uit de klas reageert terughoudend bij het thema loverboys.
- Een meisje uit je klas vertelt je in vertrouwen dat ze ongewenst zwanger is en het niemand durft te vertellen.
- Jongens vertellen dat ze het vermoeden hebben dat een van hun vrienden door z'n vader misbruikt is.

Omgaan met homoseksualiteit
- Een populaire jongen gebruikt voortdurend 'homo' als scheldwoord.
- Een Marokkaanse jongen in de klas vindt homoseksualiteit verwerpelijk. (dubbel)
- Een lesbisch meisje vertelt over haar ervaringen en de klas reageert ongemakkelijk.

Omgaan met diversiteit (cultuurverschillen, ervaringsverschillen)
- Een Marokkaanse jongen in de klas vindt homoseksualiteit verwerpelijk.
- Een Somalische jongen in de klas vindt dat vrouwen besneden moeten worden.
- Een ervaren meisje kleineert een jongen zonder seksuele ervaring.

Integreren van sociale media
- Een meisje uit je klas maakt het uit via Twitter.
- Een jongen uit je klas verspreidt webcam foto’s van z'n ex-vriendin.
- Veel leerlingen blijken regelmatig stiekem porno te kijken.