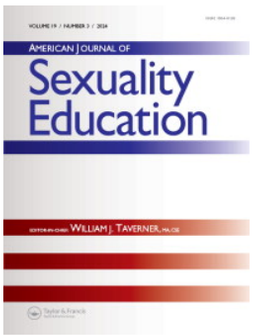

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"My Sex Ed Teacher Was Extremely Averse to Talking About Sex": Massachusetts Students' Experiences With and Recommendations for Sex Education

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ABSTRACT

This qualitative interview study investigated the opinions of 28 high school–attending youth in Massachusetts related to the content of their sexuality education, what they wished they could learn from a sex education class, and whether and how pornography was addressed. Participants felt that the sex education they received was not in-depth and did not provide them with the information they needed. Further, participants indicated that their instructors were not engaging, approachable, or credible sources of sex-related information. There was strong support for including healthy relationships education as part of sex education as well as including multiple subtopics related to pornography (e.g., body image and pornography, compulsive pornography use, misogyny and pornography). Although there was no clear consensus on whether the ideal modality for delivering sex education is in-person or self-delivered, there was enthusiasm for the "gamification" of sex education content.

KEYWORDS

Sex education; pornography; dating violence; relationships; adolescent health

Introduction

More than one-third of U.S. high school students have ever had sex (38%), but only half (54%) used a condom during their last sexual intercourse, and only 9% were tested for sexually transmitted infections (STIs) during the past year (Centers for Disease Control and Prevention, National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention, 2020). Moreover, 8% experience physical or sexual dating violence each year (Centers for Disease Control and Prevention, National Center for HIV/AIDS, Viral

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Hepatitis, STD, and TB Prevention, 2020). These are compelling reasons to ensure that high school–attending adolescents receive comprehensive, medically accurate, and high-quality sex education and are part of the reason why the U.S. Department of Health and Human Services' Healthy People 2030 initiative includes objectives to provide education to U.S. youth on delaying sex, using birth control methods, and preventing STIs (Guttmacher Institute, 2022a). However, only half of U.S. adolescents (53%–54%) receive sex education that meets the Healthy People 2030 minimum standards (Guttmacher Institute, 2022a). Worse still, U.S. adolescents today are approximately 25% less likely to report having received sex education on key topics such as birth control than their counterparts did in 1995 (Guttmacher Institute, 2022a). Only 20 states and the District of Columbia (DC) require that schools provide information on contraception, and only 11 states require that schools teach the importance of consent to sexual activity (Guttmacher Institute, 2022b). Moreover, even in states where sex education is mandated, only 57% of those states require that the program content be medically accurate (Guttmacher Institute, 2022b).

Massachusetts is known as being a politically liberal state with a preponderance of Democratic voters (i.e., a "blue state"). Despite this, the state does not mandate sex education and permits local school boards to decide what content should be taught in communities where sex education is provided. As a result, more than 70% of Massachusetts school districts use abstinence-plus instructional materials, often in gender-segregated settings and in compliance with a state-level Health Curriculum Framework that was first introduced in the 1990s and is not up-to-date (Siecus, 2021). In 2017–2018, only 28% of Massachusetts secondary schools taught students all 20 sexual health education topics that the Sexuality Information and Education Council of the United States (SIECUS) defines as critical in a required course in any grades 6 through 8, and only 62% of secondary schools did so in grades 9 through 12 (Siecus, 2021).

Given that the sex education provided through Massachusetts schools is uneven and incomplete, two important research questions are as follows: What do Massachusetts high school–attending youth think about the sex education that they have received? And what topics do they feel should be part of their sex education experience while in high school?

A third question is inspired by the new national sex education standards put forward by the group Future of Sex Education (FoSE), which is a collaboration between Advocates for Youth, Answer, and SIECUS: Sex Ed for Social Change (Future of Sex Education Initiative, 2020). The new sex education standards recommend including pornography literacy education as part of school-based sex education. Therefore, an additional research question for Massachusetts youth is: What do they think high schoolers need to

learn about pornography, or—to put it another way—what aspects of pornography literacy should be prioritized for inclusion in sex education in school?

Finally, given that public health measures during the COVID-19 pandemic required students to learn from home for an extended period of time and online learning tools are now available to high school instructors, a fourth research question is: When sex education is taught, should it be taught in person in a classroom, or should it be self-delivered and self-paced, through online modules? What modality would be optimal for student learning? The present research was designed to investigate all four of these sex education–related research questions. Specifically, the present study explores the opinions and perspectives of Massachusetts high school–attending youth about their sex education experiences and documents their recommendations for what sex education should include in order to be more useful to them.

Materials and methods

Study participants and recruitment

We conducted 28 semi-structured interviews with Massachusetts high school students during July to December 2021. Youth were recruited through targeted outreach via social media, public and private school teachers or administrators sharing information with students about the opportunity to participate in research, and snowball sampling. Eligible youth were 14 to 18 years old, were currently enrolled in a high school in Massachusetts, had a valid email address, had access to the Internet, and spoke English. Youth interested in taking part in the study used a QR code on the recruitment flyer which directed them to a website where the eligibility survey was hosted, or the youth were sent a link to the eligibility survey via email. After completing the eligibility survey online, youth who were eligible were automatically routed to an online assent/consent form. Youth younger than 18 years old were asked to enter a parent's email address, and parents were contacted to obtain informed consent.

Demographic data are provided in Table 1. The 28 youth in this sample ranged in age from 14 to 18 years (mean, 15.8 years; SD, 1.1 years). Slightly more than half of the sample identified as female (61%), 25% identified as male, 4% identified as nonbinary, 7% identified as transgender, and 4% identified in some other way. Approximately half identified as White (57%), 29% as Black/African American, 11% as Hispanic/Latine, and 4% as Asian. With respect to sexual orientation, 57% identified as heterosexual, 11% identified as gay or lesbian, 18% identified as bisexual, 11% identified as pansexual, and 4% identified as asexual.

Table 1. Demographics.

Youth (n = 28)	% (No.)
Age (years)	
Average ± SD	15.8 ± 1.1
Range	14-18
Gender identity	
Female	61% (17)
Male	25% (7)
Gender nonbinary or genderqueer	4% (1)
Transgender	7% (2)
Prefer not to answer	4% (1)
Race/ethnicity	
White	57% (16)
Black or African American	29% (8)
Hispanic/Latine	11% (3)
Asian	4% (1)
Prefer not to answer	0% (0)
Sexual orientation	
Heterosexual	57% (16)
Gay/lesbian	11% (3)
Bisexual	18% (5)
Pansexual	11% (3)
Asexual	4% (1)

Interview guides and procedures

Interviews were conducted via Zoom and lasted between 30 and 50 minutes. Youth were asked 15 open-ended questions designed to uncover information about their school context (location, public or private, urban or rural, etc.), when they had a sex education class and what content was covered in it, whether and how pornography was addressed in sex education, what they wanted to learn in a sex education class, what they thought teenagers need to know about sex that is not taught in school, what they would include if they were designing a class on healthy dating and sexual relationships, whether an online or in-person sex education class would be preferable, and where they think teenagers are currently learning how to understand pornography. Example interview questions included: "If you could learn anything that you want from a sex ed class—like it would answer any question in the world that you had (or that other students had)—what would that sex ed class cover?" and "If you were going to design a class for teenagers that talked about pornography, what specific topics would you cover and why?" (see Appendix). Audio was recorded and transcribed verbatim using a transcription service. All transcripts were de-identified prior to analysis. Participants received a $40 electronic gift card via email. All protocols and procedures were approved by the Institutional Review Board at Boston University Medical Campus.

Data analysis

A thematic content analysis was conducted to identify key themes using NVivo (Krippendorff, 2012; QSR International Pty Ltd, 2021). An initial

coding framework was developed using a deductive approach. Inductive codes were developed after reading all transcripts, and a codebook was finalized by synthesizing codes across pairs of coders. Each transcript was double coded to assure internal validity. Coding pairs met frequently (i.e., after every three transcripts) to discuss discrepancies in code application. Interrater reliability was calculated to assess the validity of the data analysis process for each group. The kappa score was 0.92, indicating excellent interrater reliability (McHugh, 2012). Key themes and illustrative quotations were extracted after coding was completed.

Results

Theme 1: Existing sex education is insufficient and not taught by engaging educators

Youth described their sex education as nonexistent or limited to one or two brief discussions embedded within a health or wellness class that was primarily focused on promoting exercise, nutrition, and preventing substance use. Further, several youth shared that their sex education was taught by people who seemed uncomfortable talking about sex, were uninformed, or were unlikable. For example, one 17-year-old girl reported that the entirety of her sex education was two class sessions about sexuality, anatomy, and how to use a condom. She said:

> So, we did a brief, one-class summary just about sexuality in general and then we did some anatomy stuff—like basic information—and then we learned how to use condoms and stuff like that. It was kind of just a brief couple classes, yeah.

Another 16-year-old girl reported that the health classes at her high school were almost entirely focused on nutrition and physical activity, not on sex education:

> All the high school stuff [health education] was mostly dieting and exercise.

Another 17-year-old girl reported that although she had health classes in middle school and high school, the content was uninformative and did not cover basics such as puberty:

> I've had maybe one or two health classes in middle school and then one in high school and they have never talked about how males can have wet dreams or random erections in class as puberty. They never talked about discharge, never talked about menstruation or anything like that. And if you talk about stuff like that, it's really taboo. I think there's a puberty video that was 30 minutes long. That was it.

This same student also reported that the health classes were so packed full of other topics (e.g., nutrition, physical activity) that there was no time for her to ask questions about sex and sexuality, and when she did, she was simply referred to the school nurse:

> I've never talked about [sex] with the health teacher because everything, like the entire class, was just very busy. We always kept moving onto the next unit or it had different quizzes and projects. And also, then I didn't have much confidence to talk about it until this year. … [When I finally did], they'd be like, "Okay, I think there's this thing like a nurse will give you condoms." That's it. That's the closest related sex ed thing. That's it, yeah.

A 16-year-old boy reported that he received virtually no sex education:

> A couple of my friends I've talked to about this have said they didn't learn anything [about sex] except for what they found online or from other friends our same age.

Youth reported that sex education was taught by wellness teachers and physical education (i.e., gym) teachers and that certain aspects of sex education were taught by police officers. Moreover, designated sex education teachers were in some cases underprepared or unqualified. For example, one 16-year-old girl reported:

> I think with my sex ed teacher I remember she was extremely averse to talking—adverse or whatever—to talking about sex in any sense because she found it to be … she said it was like, "oh, it's a little uncomfortable. I need to get to know you first."

Other students complained that because sex education in Massachusetts is often taught by gym teachers, to whom they did not relate and did not view as credible sources of information about sex and sexuality, the education was useless. In the words of one dismayed female 16-year-old student: "It's a 60-year-old gym teacher." Another 17-year-old girl who recalled that police officers were brought into the school to talk about sex described the experience this way:

> I feel like police officers can be a little intimidating that you don't really want to talk about that kind of stuff with them, but he came in to talk about all different kinds of topics about sex and most of it just revolved around age of consent in Massachusetts.

We specifically asked youth whether they could recall ever discussing the topic of pornography in any class at school. With the exception of one student who recalled talking about a Supreme Court free speech case in a history class and a second student who reported that it had come up in a wellness class in the context of addiction, no student could recall any teacher ever saying anything about pornography to them. The one 17-year-old girl who recalled a health class discussion on pornography reported:

> It came up in my wellness class last year, but mostly just talking about kids that are addicted to it and then if you need help you can't really get it as a kid because you're under 18 or something like that. But that was pretty much I think the only time I've heard about it in school.

A different 17-year-old girl commented that the topic of pornography is actively avoided:

> I feel like it's definitely more of an avoided subject and just if it's not brought to mind, it doesn't have to be thought about ever. It's just pushed to the side and it's like, 'No.'

Theme 2: Youth want sex education to teach them about communication, healthy relationships, and pornography

Youth expressed an interest in being taught several topics that are not currently covered in their health, wellness, biology, or sex education classes, including communicating in intimate relationships, setting and respecting boundaries, developing nonsexual intimacy with a partner, drawbacks of working in the pornography industry, compulsive pornography use, underage sexting, and body image problems stemming from watching pornography. A primary theme that came through many youth comments and unites several of the aforementioned subtopics was that information about the psychological, emotional, and communicative aspects of relationships was sorely absent from sex education. As one 16-year-old girl described:

> I feel like a lot of [teens] know about STDs already because that was the main focus in our wellness classes. So, I feel like it's more of the mental aspect more, not as much the physical aspect of it.

The idea that teenagers do not know how to talk about sex with each other and urgently need education about how to communicate with one another, verbally, about sex and relationships came up repeatedly. In the words of one 16-year-old nonbinary teen:

> [I'd like to learn …] how to talk to people that you're maybe considering having sex with about consent and what's gonna happen without it being awkward or uncomfortable because it shouldn't be, but I think oftentimes it is because people just don't know how to say it, I guess.

And a 15-year-old boy reiterated the idea that knowing how to talk about sex with a partner is important. He said:

> I think that is something that all teenagers should know about sex is how to talk about it, and how to talk about it with your partner beforehand and during and after.

One 17-year-old girl explained why education about how to communicate is so vitally important. In her opinion, even when youth are aware of problems, it's challenging to bring those forward in a relationship. She said:

> Sometimes you might be aware that there's a problem in your relationship, but you don't know how to bring it up. Either you don't want to hurt the other person's feelings or you just can't really bring yourself to talk about it. So, I think that would be very helpful [to have education about].

Youth, such as this 16-year-old girl, also commented that they would like education about pleasure and valuing themselves (i.e., self-worth):

> [The] No. 1 [topic should be]: pleasure … especially for women. That's just never talked about ever. It's always like sex you have to protect yourself or just don't do it—abstinence, right? … And they don't even get to how to have good sex. They probably wouldn't teach that. That'd be weird, but equal sex I guess—pleasure on both sides. … A lot of the questions that we all have about sex it'd be weird if they taught, but there are definitely questions about this like, "Would it hurt? How does it actually work anatomy-wise?"

There were also multiple comments about the importance of addressing pornography as part of sex education, given that it is not currently being taught. For example, one 16-year-old boy wanted information about compulsive porn use and underage sexting because, in his words, it was "so common." He said:

> [Sex education should teach us] about compulsive porn use, underage sexting as well. Everyone in my school could be arrested for child pornography at this point. It is so common.

One 17-year-old transboy said that they wanted a more comprehensive explanation about pornography, not just a lecture about the negative effects of pornography. Specifically, they said:

> I think I would want there to be a wider unit on porn, not just its effects which are not really talked about in classes that much.

A 17-year-old boy suggested that youth are in need of information about "porn addiction." He said, when asked what a priority topic for sex education was:

> Porn. Probably addiction because I know a lot of people have addiction to it. So, probably how to overcome it.

Finally, one 16-year-old girl emphasized the importance of providing youth with information about underage sexting, and sexting in general. She said:

> [We need information about] how there's always traces when you send nudes. It can spread over the whole internet.

Theme 3: Youth are primarily concerned about the impact of pornography on body image, misogyny, and the normalization of the use of violence during sex

On the whole, youth conveyed that they understood that pornography was not reality and that they really want sex education to reach beyond a surface-level dismissal of porn as "not realistic" and to provide even more

information about how to avoid some of the specific harms of pornography use they felt like they and their peers were experiencing. There was a powerful concern expressed by numerous youth that the primary negative impact of pornography on teenagers has to do with negative body image. Other concerns include becoming desensitized to violent-looking pornography and misogyny, that pornography normalizes cheating, and that youth get the impression that they should imitate what they see in pornography. On the topic of negative body image, youth, including this 17-year-old girl, said:

> Definitely a lot of body dysmorphia comes from porn because it's always plastic surgery or perfect and especially for guys it's like the male porn actors always have 10 inch or something like something extreme and, of course, they feel very insecure about it.

A 16-year-old nonbinary youth had similar opinions and said:

> I think [pornography] definitely does have an impact on body image in general because I know a lot of people who film porn are definitely … they have a specific body type oftentimes I think, which may or may not be realistic depending on the person. But there's not a lot of diversity so you may have that body type, but you probably don't.

Being desensitized to violence and misogyny in pornography was also a concern for some, such as this 16-year-old boy:

> [Porn shows you] just really no foreplay depending on what you watch. And for me—because I'm onto the extreme side—so I'm getting extremely desensitized to a bunch of things and, of course, that affects me obviously psychologically.

Similarly, a 15-year-old transgender youth said:

> I think what's more important about it to be taught in schools is it should be taught about from the perspective that it can be harmful to people's perspectives on women and female issues I think rather than just talking like, "Oh, it gives the wrong idea of sex," I think it's just more important to talk about how it can lead to, I don't know, like, misogyny and discrimination and stuff like that.

And a 17-year-old girl expressed concern about the violence in pornography and said:

> I also think [teens need education about pornography and] violence because I have noticed that in a lot of porn videos there's violence involved and so people begin to think that it's a normal part of having sex, which is not right at all.

And although several youth echoed the idea that pornography is not reality, there were nevertheless some youth who described the way in which pornography becomes a super-educator of youth for sex, such as this 17-year-old girl:

> [People watching porn think] "oh, this is how I should react" or "this is what I should do" and stuff like that. And just even down to, "this is how I should position myself" or "this is how I should sound like." People have even talked about it.

An interesting concern about pornography that surfaced was the way in which it might normalize unhealthy relationships to see clips depicting infidelity, as per this 17-year-old girl:

> I would say that just like when you see relationships in porn, you should know that they're staged and they're not real. So, you cannot use those things in your real life. For example, if it's you see a lot of cheating in porn. Apparently, it's okay I guess in porn. But there's a lot of messed up things like that regarding relationships that people need to be aware of and not incorporate it in their own lives.

Theme 4: There were mixed opinions on online, self-delivered sex education

Youth were asked to comment on the best methods for delivering sex education, such as in person versus online through a self-paced, self-delivered module. There was no clear consensus. For example, this 16-year-old boy thought in-person education would be better:

I feel like [education is] better in person, because they can actually take in the information. I've had sometimes, homework that they—it's self-paced. And sometimes I just don't—I just click it just to get it over with. I don't really take in any information.

One 14-year-old girl commented that in-person classes offer the advantage of peer interaction:

> I definitely think that is a lot more useful in general just because you'll be able to hear discussions from other classmates and be like maybe they ask a question and you'll be like, "Oh, actually, yeah that's a good question. I'm wondering that too." And especially in general I feel like it's good to have those discussions with other people as well rather than just on Zoom.

A 16-year-old girl commented that online modules can be less than optimal and said:

> I know a lot of people have a crazy hard time paying attention and getting work done when it's on Zoom or on an online module.

And a different 16-year-old girl said:

> If it's in person they kind of have to kind of pay attention, whereas I remember when I doing online school with my friends and everything at home, if we were ever assigned videos or something it's really easy to skip over and just write down or just think of … make up an answer for what you just learned. But going in person might be more effective … they're gonna be forced to listen through the whole class because you can't just press fast-forward.

On the other hand, some students expressed support for self-paced, self-delivered, online learning, such as this 15-year-old transgender student:

> But with things like Khan Academy, you can go at your own pace. So, I feel like something like that … would be really good for [sex education] especially because

> then it gives people options for how fast or how slow they want to go, what they want to focus on, like if they want to focus on one topic more than another.

One argument was that the interactive nature of online learning makes it more memorable, such as this comment by a 16-year-old girl:

> Because it's active. It's definitely engaging. You're clicking the screen or whatever and reacting, responding to the things it tells you. The thing I did it was about the constitutional amendments and I definitely remembered them after that like which ones are which and way better than I would have if I watched a video on it or read something. It's interactive.

Students expressed support for learning through games, or gamifying learning. For example, this 17-year-old girl said:

> No matter how old you are, you're all about games … I know I hate homework, but if it was like, "Okay, you have to play this game. This game is gonna test your knowledge and you'll be ranked among your class." It's like 20 questions … that's like a quiz … it's like you're already doing a quiz without even realizing it and you're learning.

Discussion

This qualitative study that involved interviews with 28 high school–attending youth in Massachusetts investigated their experiences with sex education and opinions about what school-based sex education should include. Themes that emerged from the interviews were that the sex education that they had received was not in-depth and did not provide them with enough of the information that they felt that they needed and was often delivered by instructors who were not engaging, approachable, or credible sources of sex-related information. Moreover, there was strong support for including healthy relationships education as part of sex education, including multiple subtopics related to pornography (e.g., body image and pornography, compulsive pornography use, and misogyny and pornography), and there was no clear consensus on whether the ideal modality for delivering sex education is in-person or self-delivered online. There was clear support expressed for "gamifying" sex education to engage students.

These results are consistent with prior studies that have found that youth report that the sex education they receive in school does not address all of their needs or provide the information they feel is critical to their sexual health and well-being (Charest et al., 2016; Estes, 2017; Harris et al., 2022; Muscari et al., 2022; Mustanski et al., 2011; Nelson et al., 2019; Stout et al., 2023). Further, it mirrors previous research which has shown that adolescents want sex education to be more explicit and cover basic health and behavior information (Estes, 2017; Harris et al., 2022); cover definitions of consent, sexual assault, intimate partner violence and healthy relationships

(Muscari et al., 2022); answer questions related to gender identity and sexual orientation (Mustanski et al., 2011); address the mechanics of how to have sex (Nelson et al., 2019); and teach communication skills (Stout et al., 2023).

Youth in this study were already relatively savvy in recognizing that pornography is not an accurate representation of what sexual relationships look like in real life. That said, most students felt that even with this knowledge, pornography use and the differences between what is portrayed in pornography and the reality of sex are important to cover in school-based sex education. Taken together, these results support the ongoing need for pornography-specific education in school-based sex education. Multiple pilot studies have shown that in-person and online pornography education programs outside of a school context are feasible and acceptable and shift sexual attitudes, knowledge, and behaviors in beneficial ways (Nelson et al., 2022; Rothman et al., 2018, 2020). A critical next step will be to assess the feasibility and acceptability of pornography education within a school context.

There are at least three limitations to this research. First, this study was conducted with youth who were based in Massachusetts. As such, the experiences and perspectives of the youth in this study may reflect regional attitudes. If the study were conducted in other states or using a national sample, results might be different. Second, we were unable to stratify the sample by demographic subcategories (e.g., boys vs. girls vs. nonbinary or rural area vs. urban area) and conduct analyses that might highlight whether perceptions about sex education vary by demographic subgroup. Future studies that explore the needs of Massachusetts or youth from other states related to sex education that also reveal whether those needs vary by demographic subgroup would benefit the field. Third, we did not collect information about socioeconomic status (SES) or about the precise city/-town or geographic region of Massachusetts in which youth lived. There may be differences in sex education preferences that vary by SES or geographic region, and these should be explored in follow-on research. Finally, the study included 28 youth, which might be considered a relatively small sample if our study was a quantitative study or if our goal was to stratify youth by demographic subcategories. Given that our aim was to conduct a methodologically rigorous qualitative study, that saturation was reached, and that sample sizes of 20 to 30 individuals are generally considered more than sufficient for most qualitative research studies (Hennink & Kaiser, 2022), we do not see the sample size as a limitation.

In conclusion, the results of this study suggest that Massachusetts school-based sex education is likely falling short of what students want to learn and that substantial improvements are necessary. Specifically, content

should consistently include additional topics such as healthy relationships education and information about pornography. In addition, attention should be paid to the selection of and training of sex education instructors. Finally, experimenting with in-person and online modalities for components of sex education is warranted, with attention to making the material interactive in order to maintain high levels of student engagement.

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The authors report there are no competing interests to declare.

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Data availability statement

De-identified data are available from the first author upon request.

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Appendix: Interview questions

1. Please tell me a bit about your school: Where is it located? Is it public or private? How many students? Is it urban, suburban or rural?
2. Please tell me a bit about your own background, I'd like to get to know you a bit. Who are you and what do you like to do? For example, what kinds of things do you like to do with your free time?
3. Have you ever had a class that covered sex ed? Please tell me all about it. For example, which class was it? What grade were you in? What did they cover exactly? Who taught it?
4. As far as you can remember, have you ever covered the topic of porn in any of your classes so far? Has it come up in any class? Please tell me all about that.

5. If you have talked about porn in a class, what was taught and how did other students react?
6. What do your parents say, or ask you, about porn?
7. What kind of information about sex do you think teenagers are getting from porn?
8. If you could learn anything that you want from a sex ed class—like it would answer any question in the world that you had (or that other students had)—what would that sex ed class cover?
9. What don't teenagers know about sex that you think they really need to know, that isn't taught in school?
10. If you were going to design a class for teenagers about *healthy dating and sexual relationships*, what specific topics would you cover and why?
11. If you were going to design a class for teenagers that talked about *pornography*, what specific topics would you cover and why?
12. We have a list of topics we think we should cover in a health class. What do you think of our list: is anything missing? Are any of these *not* good to include for some reason?
    (a) Why condom use is important
    (b) What are STIs and HIV and why is testing for them important
    (c) What is pre-exposure prophylaxis (PrEP)?
    (d) How to talk with partners about HIV/STIs
    (e) How to have consensual sex (obtain consent)
    (f) How to tell if your relationship is healthy vs. unhealthy
    (g) Ways in which porn may give the wrong impression about what sex sounds like, looks like/feels like
    (h) Ways in which porn may give the wrong impression about what other people enjoy sexually
    (i) Why underage sexting can be a problem, legally and otherwise
    (j) If a person feels like they have a compulsive porn use problem, how to get help
13. One of the ways we are thinking we could deliver our health class is online. Have you ever had a teacher assign you an online module to supplement your class work? For example, something from Khan Academy or another platform like that? What did you like about it? What did you not like about doing an online learning assignment like that?
    Probes: (a) Do you think online learning units are a good way for teenagers to learn things, or not as good as classroom lectures? Why do you feel that way?; (b) Are there certain games or activities that you have ever seen in an online learning unit that you thought were particularly good or fun?
14. You told me a bit about what your school teaches teens about pornography currently. I'm curious where else you think teenagers are learning about porn – note, that I did not say where else they are *seeing* porn. I mean, who tells teenagers how to understand porn, or what to make of it? And what messages are those people giving to teenagers?
15. Is there anything else you would like to share?