**My Future-My Choice (MFMC) Guidance for Distance Learning**

In response to the COVID-19 pandemic and school closures, the Oregon Department of Human Services’ My Future-My Choice program has created the following guidance document which outlines recommendations and lesson adaptations to support MFMC delivery using a comprehensive distance learning approach. We recognize that not all students in Oregon have access to the technology necessary to support virtual learning. MFMC supports equitable approaches to distance learning and have included recommendations to address this.

We acknowledge that each school district will have their own unique approach to comprehensive distance learning based on resources available and the needs of the community and students. We hope our guidance can support district plans for distance learning.

We want to thank our schools and educators across Oregon for all their hard work supporting comprehensive distance learning during this unprecedented and challenging time.

**General Recommendations for Teaching MFMC via Distance Learning**

**Prior to Lesson Delivery:**

* Notify parents/guardians about MFMC implementation by providing a notification/opt out letter with a link to the MFMC website and materials.
* Shorten each lesson from 50-55 minutes to about a 25-30-minute timeframe. Following the suggested adaptations will shorten the lessons.
* All MFMC materials, including PDFS of lessons, PDFs of posters and materials, PowerPoints (for lessons 1, 2, 9, 10), and videos can be found on here on the [My Future-My Choice Website](https://www.oregon.gov/dhs/children/MFMC/Pages/curriculum.aspx).
* Allow students to use a school Wi-Fi hotspot and an assigned laptop if available and needed.
* Create lesson packets for students without access to technology.
* Make online fillable worksheets or self-scoring worksheets that students can keep track of via whatever platform is available to your school district.
* We have identified a few new videos to replace some lesson content. All new videos will be highlighted in the adaptations listed below. Review videos prior to implementation.
* Create pre-filled worksheets or have students complete worksheets prior to activity or discussion delivery.
* For areas that typically deliver lessons with the support of Teen Leaders, contact your local coordinator to explore having trained Teen Leaders deliver pieces of Lessons 4-8 in your virtual classroom. It is OK to move forward without Teen Leaders if this feels too complicated for this school year.

**During Lesson Delivery:**

* Ensure all students receive an introduction to each lesson prior to beginning the material.
* Remind students of the Ground Rules and that they will continue to be followed even in a virtual classroom. In a live classroom, emphasize Ground Rule #1: *Respect each other’s ideas and opinions* and Ground Rule #4: *It’s OK to Pass.* Add additional Ground Rules to support virtual learning such as *Stay* *present and close other computer applications* and *Participate as much as possible through our class discussion forum, text, or voice.* Post the Ground Rules to a chat window.
* Let students know the best way to reach you if they have questions throughout the lessons. Let them know you are available for 1:1 support.
* Continue using pieces of MFMC lesson scripts to guide lesson delivery, particularly for a live or pre-recorded classroom.
* When available in a live classroom, use polling/voting and other discussion tools to keep activities interactive. Then assign additional tasks listed below to address other lesson content, such as assigning a video.
* If you are not delivering your class live, replace activities and group discussions with worksheets, discussion forums, online games or videos.
* Continue using a Question Box for students to ask questions that may come up during MFMC lessons. You can create an anonymous form using an online survey platform, polling tool, or have students mail questions to you. Share question responses with students via a pre-recorded or live video or send a written response to all students.
* Encourage students to talk with a parent/guardian, or other trusted adult to address questions.

**Post Lesson Delivery:**

* Assign the Learning Outside the Classroom at the end of every lesson to be completed with a parent/guardian or trusted adult. Homework can be made optional or extra credit. We recognize that not all students have safe and supportive parents/guardians to complete these assignments with. Your student may need help identifying a trusted adult.

The following is a list of specific lesson adaptations for distance learning.

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| **Lesson** | **Adaptations for Distance Learning** |
| **Lesson 1: Changes** | **Task 1 (3 minutes):**  Pre-record, deliver live or have students read an introduction to the program (pages 14-19).  **Task 2 (10 minutes):**  Pre-record or deliver live the definitions found on pages 20-29 as you go over the anatomy graphics in the Lesson 1 PowerPoint or have students review the Teens Health website below. Have students complete the “Fill in the Blank with the Correct Vocabulary Term” worksheet found on page 48 of Lesson 1 PDF by using:   * [Teens Health- Female Reproductive System](https://kidshealth.org/en/teens/female-repro.html?WT.ac=ctg#catchanging-body) \*New * [Teens Health- Male Reproductive System](https://kidshealth.org/en/teens/male-repro.html#catchanging-body) \*New   Another option for completing this worksheet is by having students review the “Vocabulary Terms and Definitions” PDF cards.  **Task 3 (12 minutes):**  Have students watch:   * [Top Signs Boys are in Puberty](https://www.youtube.com/watch?v=onggxBVl4qw) — 3:24 * [Top Signs Girls are in Puberty](https://www.youtube.com/watch?v=r6oka_hqMJk) — 1:57 * [Bodies: Different Shapes and Sizes. All Beautiful](https://www.youtube.com/watch?v=Fcy_VQZG5Dg) — 1:53 * [Where do Babies Come From?](https://www.youtube.com/watch?v=vudZePDq8Bw&feature=youtu.be) — 3:35   **Task 4 (3 minutes):**  For the Changes of Puberty Activity on pages 34-37, have students read the answer key on pages 36-37 and journal about what stood out to them or surprised them about this list.  **Task 5 (4 minutes):**  Provide medically accurate and age-appropriate online resources for adolescents to get support with the physical, emotional, and social changes that happen during puberty. For example, have students review the Amaze.org website and identify videos they found helpful.  **Homework:**  Learning Outside the Classroom 1- to be completed with a parent/guardian or trusted adult if possible (Page 47) |
| **Lesson 2: Who I am** | **Task 1 (8 minutes):**  Have students watch:   * [Gender Identity: Being Female, Male, Transgender or Genderfluid](https://www.youtube.com/watch?v=W9YwOE8ndnc&t=7s) — 2:10 * [Expressing Myself. My Way.](https://youtu.be/ITRdvGnplLU) — 3:36 * [Sexual Orientation Explained](https://youtu.be/P5x5Fo7rMvY?list=PLwKLUKhFLWhav9H3gXizjzcubZ6QP4Yhh) — 2:02   **Task 2 (5 minutes):**  Pre-record, deliver live or have students read slides 3-15 of the Lesson 2 PowerPoint.  **Task 3 (8 minutes):**  Have students complete the Gender and Sexual Orientation: Understanding Terms worksheet on page 39 or provide the answer key on page 41 for students to review.  **Task 4 (5 minutes):**  Pre-record, deliver live or have students read the story of Cinderella (pages 17-20) and answer three pre-selected questions from the pages 21-22. Have students submit their answers.  **Task 5 (4 minutes):**  Pre-record, deliver live, or have students read through the Myth and Facts activity and use answer key found on page 25-29.  **Homework:**  Learning Outside the Classroom 2- to be completed with a parent/guardian or trusted adult if possible (Page 45)  Share resources for LGBTQ students. For example: [ODE's How to Support LGBTQ+ Youth](https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/How%20to%20Support%20LGBTQ+%20Youth.pdf) |
| **Lesson 3: Everyone Deserves Respect and Support** | **Task 1 (12 minutes):**  Have students watch:   * [Sesame Street: Respect](https://www.youtube.com/watch?v=GOzrAK4gOSo)— 4:46 \*New Video * [My Friend is Transgender](https://youtu.be/9DO7wSU1tCA)— 4:25 \*New Video * [Love is Love: Free to Be Me](https://www.youtube.com/watch?v=cXtsiWoMsxs)  — 2:19   **Task 2 (4 minutes):**  Have students read the statements on page 21 and reflect on whether they have heard any of these statements.  **Task 3 (10 minutes):**  Pre-record or deliver live pages 22-25. Another option is to have students complete a journal entry by responding to the following prompts:   * How does it feel to be disrespected? * Why is it important to treat each other with respect? * How do we treat all people with respect?   **Task 4 (8 minutes):**  Have students complete the Making Our classroom and School a Safe Place worksheet (page 33).  **Homework:**  Learning Outside the Classroom 3- to be completed with a parent/guardian or trusted adult if possible (Page 35). |
| **Lesson 4: Advantages of Postponing Sexual Involvement** | **Task 1 (3 minutes):**  Pre-record, deliver live, or have students read pages 12-15. This section addresses the definition of sexual involvement and sexual assault.  **Task 2 (5 minutes):**  Have students read pre-filled “Reasons Why Teens Might Choose to Have Sex” and “Reasons Why Teens Might Choose to Wait to Have Sex” worksheets from (pages 16-20, and 31 and 32) or ask them to come up with these lists themselves.  **Task 3 (8 minutes):**  Have students reflect on these two lists by creating a journal entry or posting to a class forum responding to the following:   * Why they think the reasons for having sex can be unhealthy or risky for someone in middle school? * Why they think these reasons for waiting to have sex can be healthy or important to someone in middle school.   **Task 4 (5 minutes):** Pre-record, deliver live or have students read about goals and how having sex can impact achieving them (pages 23-25).  Have students write down one short term and one long term goal to post to a class forum or chat.  **Task 5 (4 minutes):**  Ask students to come up with ten things two teens who are in a romantic relationship can do together rather than being sexually involved. Have them share ideas on a class forum, journal, or email teacher responses. Compile class responses and send them back out to all students.  **Homework:**  Learning Outside the Classroom 4- to be completed with a parent/guardian or trusted adult if possible (Page 35-36) |
| **Lesson 5: Media and Other Influences** | **Task 1 (5-8 minutes):**  Have students review a pre-filled “Messages and Pressures About Sex” diagram from page 39 demonstrating different sources of pressure and how these messages conflict. You can also have them complete this themselves with guided questions from pages 16-20.  Have student answer the following reflection questions in a journal entry or class forum:   * It’s clear that teens get lots of different messages about sex. Why do you think these messages may be confusing? * What sources of pressure do you think impact teens the most and why?   **Task 2 (2 minutes):**  Pre-record, deliver live or have students read page 22.  **Task 3:** **(5 minutes)**  Share an advertisement with sexual messages for student to view and have students journal about how these messages impact young people using 2 discussion questions from pages 23-25.    **Task 4 (5 minutes):**  Have students listen to a song with sexual messages and journal about what sexual messages they heard and how these messages can impact young people (pages 28-29). They can also post about the impact of these messages on a discussion forum.  \*The song MFMC recommends this school year is “Only Human” by The Jonas Brothers.  **Task 5 (8 minutes):**  Have students watch:   * [Being Safe on the Internet](https://youtu.be/HxySrSbSY7o) — 2:57 \*New video * [What is bullying?](https://youtu.be/KQZ9hDDz704) — 2:28 \*New video * [Sexting: What Should You Do?](https://youtu.be/RWxAimnKupE)  — 2:20 \*New video   **Task 6 (5 minutes):**  Have students answer the following reflection questions in a journal entry:   * What are the positive parts about social media? * What are the negative parts about social media? * How can you help make social media a more positive place?   **Homework:** Learning Outside the Classroom 5- to be completed with a parent/guardian or trusted adult if possible (Page 43) |
| **Lesson 6: Handling Peer Pressure and Setting Boundaries** | **Task 1 (6 minutes):**  Have students watch:   * [How To Talk To Girls, Boys, and Everyone In Between](https://youtu.be/9_0IJRaaXkM) — 2:37 \*New video * [What is Sexual Assault?](https://youtu.be/Y_yJZ9G-tt4) — 2:47 \*New video   **Task 2 (2 minutes):**  Pre-record, deliver live or have students read pages 22-23 which address boundaries.  **Task 3 (8 minutes):**  Have students complete 1 of the Setting Limits and Respecting Limits worksheets (pages 49-53).  **Task 4 (5 minutes):**  Have students complete 1 of the Clearly Communicating Your Limits Worksheets (pages 55-57)  **Task 5 (2 minutes):**  Pre-record, deliver live or have students read page 39.  **Homework:**  Learning Outside the Classroom 6- to be completed with a parent/guardian or trusted adult if possible (Page 59) |
| **Lesson 7: Healthy and Unhealthy Relationships** | **Task 1 (2 minutes):**  Have students fill out the Healthy Relationships Traits Worksheet (page 41).  **Task 2 (5 minutes):**  Have students watch:   * [Healthy vs. Unhealthy Relationships](https://youtu.be/Gn7ZQ2x0cOE)— 2:16 * [Finding an Adult That You Can Trust](https://youtu.be/OWtPnjSoppc) — 2:10   **Task 3 (10 minutes):**  Pre-record, deliver live, or have students complete the quiz on pages 18-24 and review the correct answers. See adapted quiz provided by MFMC.  **Task 4 (2 minutes):**  Have students review the “Healthy Relationships” poster PDF on page 25.  **Task 5 (2 minutes):**  Pre-record, deliver live or ask students to read the section about sexual abuse on page 27. Remind students that they can submit any questions about this to the question box.  **Task 6 (5 minutes):**  Have students complete the “Support During a Break-Up” worksheet on page 45. Compile ideas from these lists and send back out to students to review.  **Homework:**  Learning Outside the Classroom 7- to be completed with a parent/guardian or trusted adult if possible (Page 47) |
| **Lesson 8: Making Healthy Decisions** | **Task 1 (5 minutes):**  Have students watch:   * [Making Tough Choices with Kid President](https://www.youtube.com/watch?v=gdsCUExLE-Y) — 4:59 \*New video   **Task 2 (6 minutes):**  Pre-record, deliver live or have students read about the Three-Step Decision Making Model on pages 20-23. You can also show students the Three-Step Decision Making Model PDF poster and have students read through the Decisions, Decisions Student-delivered Role-play on page 58 to think about how they would apply this model to this particular situation.  **Task 3 (7 minutes):**  Have students fill out the Making Healthy Decisions Scenario worksheet on page 44 .  **Task 4 (5 minutes):**  Have students complete 1 of the Role Play situations found on pages 48-54.  **Homework:**  Learning Outside the Classroom 8- to be completed with a parent/guardian or trusted adult if possible (Page 56). |
| **Lesson 9: Recognizing and Reducing Risks** | **Task (8 minutes):**  Have students watch:   * [STD Prevention Beyond Condoms](https://youtu.be/41cFmDTABJY) — 3:57 \*New video * [Condoms: How to Use Them Effectively](https://youtu.be/oaLdNErJ-Fk) — 2:54 \*New video * [Birth Control 101: Pregnancy](https://www.youtube.com/watch?v=yqu7ZsOt4Ek&feature=youtu.be) — 1:00 \*New video   **Task 2 (10 minutes):**  Pre-record, deliver live or have students read the information found on pages 17-24. Show PowerPoint. Using this information, have students complete the “Recognizing and Reducing Risks” worksheet found on page 67.  **Task 3(10 minutes):**  Have students review the Risk Behavior Cards PDFs and decide if each activity is a red, yellow or green light activity. Have students review the answer key on pages 30-31 to compare answers.  **Task 4 (5 minutes):**  Have students journal or submit answers to questions on page 32 that explores the impact of red, yellow, and green activities.  **Task 5 (5 minutes):**  Have students read the “Steps to Putting on a Condom" cards in order on page 61-63.  **Homework:**  Learning Outside the Classroom 9- to be completed with a parent/guardian or trusted adult if possible (Page 69-70). |
| **Lesson 10: Consent** | **Task 1 (7 minutes):**  Have students watch:   * [Consent Explained](https://www.youtube.com/watch?v=5vmsfhw-czA) — 1:47 * [How to Deal with Rejection](https://youtu.be/RkZsDqH80Qs) — 2:09 \*New video * [Rejection: it Happens to Everyone](https://www.youtube.com/watch?v=p1HFymHtGho) — 2:15 \*New video   **Task 2 (2 minutes):**  Pre-record, deliver live or have students read the definition of consent and the Elements of Consent on pages 27-29.  **Task 3 (5 minutes):**  Have students review the PowerPoint images and determine if consent is or isn’t present in each slide (pages 20-24)  **Task 4 (5 minutes):**  Have students journal about rejection using the questions found on pages 31-34.  **Task 5 (5 minutes):**  Have each student share 1 part of the MFMC curriculum that made an impact on them. They can do so by journaling, creating art, posting this to a forum, etc. |

These are suggested adaptations to the MFMC lessons that meets Oregon’s Health Education Standards for 6th grade sexuality education. If there are other sites or platforms that are supported by your district, please feel free to adapt these recommendations to your needs. For more resources visit:

* [ODE Distance Learning Guidance](https://www.oregon.gov/ode/educator-resources/standards/Pages/Distance-Learning-for-all.aspx)
* [ETR Adapting Sexual Health Education for a Virtual Environment](https://www.etr.org/default/assets/File/projects/ETR-VirtualVitality-TipSheet-2.pdf)

For questions, please contact the My Future-My Choice Program Staff:

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