

Lesson 4

Reach Your Goal: Setting Limits to Stay on Track

Overview

Lesson 4 Learning Objectives

In Lesson 4: Reach Your Goal: Setting Limits to Stay on Track, students will be able to:

- Discuss warning signs and how road trips can affect their camino;
- Recognize pressures teens face to have unwanted and/or unprotected sex;
- Recognize external and situational factors that can lead to unwanted or unprotected sex; and
- Describe challenges associated with being a young parent.

Key Messages

- **El Camino Program**
 - You are in charge of setting and reaching your goals.
 - To reach your goal, use **STAR**: **S**tate your goal; **T**hink about the steps; **A**ssert your camino; **R**each your goal.
 - Being assertive could help you stay on your camino and reach your goals.

MATERIALS FOR THIS LESSON

-  Painters tape
-  Markers
-  Flip chart (smartboard, PowerPoint)

LESSON AT-A-GLANCE

4A. Welcome to Lesson 4! (2 min)

4B. Review of **STAR** (5 min)

4C. Sofia's and Santiago's Story/Novela: Pedro's Party (continued; 15 min)

4D. Vote with Your Feet: Teen Parent Reality Check (17 min)

4E. Slogan and Closure (3 min)

- **Lesson 4**
 - Only have sex when you are ready.
 - Experience life's road trips and identify tools or resources that support reaching your camino.

Preparation for Virtual Adaptation

1. Familiarize yourself with the following PPT slides:
 - Group Agreements (see Activity 4A)
 - Key Messages (see Activity 4A)
 - STAR (see Activity 4B)
 - Seeing Amanda and Sebastian (see Activity 4C)
 - Discussion Questions (see Activity 4C)
 - Lesson 4 – Key Points (see Activity 4D)
2. Before students log in to Zoom:
 - Cue up PPT slides, student workbook, and other documents you are using during this lesson.
 - Write a fun welcome message in the **Chat** box before students log in.
 - Organize your Zoom dashboard the way you like it.



Lesson 4 Procedures

Activity 4A: Welcome to Lesson 4! (2 minutes)

1. **Welcome** students to Lesson 4.
2. **Review** the lesson learning objectives so that students know what they will do/cover in the lesson.
3. **Tell students:** *Please note, this lesson may contain graphic images of reproductive systems. You might also not feel comfortable if others around you heard the discussion. If you don't feel comfortable with others hearing our discussion, please use headphones.*
4. **Review** the group agreements.
5. Ask students to turn to **Lesson 4: Key Messages** in their workbooks.
6. **Ask for a volunteer** to read the new Key Message for Lesson 4.

Virtual Adaptation

Follow Lesson 1 recommendations for opening *El Camino* lessons on Zoom. Show the PPT slide titled “Lesson 4: Overview” as the student reads the learning objectives and the PPT slide titled “Key Messages” as the student reads the key message.

MATERIALS

- Flipchart 1.2:** El Camino Group Agreements

STUDENT HANDOUTS

- Lesson 4:** Key Messages



Activity 4B: Reviewing **STAR** (5 minutes)

REVIEW OF FOUR STEPS (5 minutes)

1. Tell students:

- *The purpose of the next activity is to briefly review the four-step **STAR** technique that we have been discussing for the last four sessions. Remember that the purpose of the **STAR** technique is for you to be able to set a goal and stay on your camino.*

2. Post **Flipchart 1.3: El Camino Map** with **STAR** definition.

Virtual Adaptation

Rather than a flipchart that would be used in face-to-face delivery, show the PPT slide titled “STAR” as you review the definition.

3. Tell the students that you will read the definition and you want them to give an example.

4. Read each definition. If necessary, prompt students to help them think about examples.

- a. **STATE** Your Goal – (What do you want to be doing when you are 25?)
- b. **THINK** about the Steps – (get good grades, graduate from high school)
- c. **ASSERT** Your camino – (What are warning signs and what do you need to do to stay on your camino?)
- d. **REACH** Your Goal – (How will you know when you reached your goal?)

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box. If students chat their answers, be sure to read them aloud. If the comment is unclear, ask the student to clarify verbally if they feel comfortable.

MATERIALS

- Flipchart 1.3:** El Camino Map with **STAR** Definition

STUDENT HANDOUTS

- Handout 1.1:** El Camino Map with **STAR** definition.



5. **Tell the students:**

- *Today we will focus on **REACH YOUR GOAL** and discuss ways that you can be taken off track and what tools or resources you can use to stay on track. Being off track doesn't mean you can't reach your goal, but it might take a longer time.*



6. **Tell the students:**

- *To stay or get back on track there are a lot of tools or resources available to you including trusted friends, family, facilitators and school counselors, extra classes such as SAT preparation, internships, and scholarships. You also have tools within yourself such as skills, knowledge, experiences. We will continue to learn about tools or resources that are available to you to help you stay on your camino.*

7. **Tell the students** that we will continue to refer to **STAR** over the next seven sessions.



Activity 4C: Sofia’s and Santiago’s Story/Novela: Pedro’s Party (continued) (15 minutes)

REVIEW FROM LESSON (2 minutes)

1. **Ask the students** to tell you about Sofia’s experience at Pedro’s Party. Remind the students that last time we discussed “warning signs”.

Virtual Adaptation

Allow students to answer verbally or using the **Chat** box.

2. **Tell the students** that today we will talk about Santiago’s experience at Pedro’s party.
3. **Tell the students** to open their workbooks to **Handout 4.1. Sofia’s and Santiago’s Story/Novela: Pedro’s Party: Seeing Amanda and Sebastian.**

Virtual Adaptation

As students find their handouts, show the PPT slides titled “Seeing Amanda and Sebastian.” Click through these slides with the text from the role play as students read aloud.

MEETING SEBASTIAN AND AMANDA (ROLE PLAY) (8 minutes)

1. **Ask students** for four volunteers to play the roles of Sebastian, Amanda, Santiago, and the Narrator.

Virtual Adaptation

There are several ways you can ask students to indicate that they would like to volunteer: 1) raise their hands in front of their webcam, 2) use Zoom’s **Reactions** feature, or 3) type the role they would like to play in the **Chat** box.

STUDENT HANDOUTS

- **Handout 4.1** Sofia’s and Santiago’s Story/Novela: Seeing Amanda and Sebastian

2. **Give the volunteers** a minute to look over the role play.

Narrator: Sofia invited Santiago to Pedro's birthday party. Santiago works at his parents' store and hopes to go to business school and have a business of his own in the future. When Santiago arrives at the party, he sees Sebastian and Amanda - two of his friends from middle school who he has not talked to in a while.

Santiago: Hey Sebastian and Amanda, how have you been? I haven't seen you around in a while.

Amanda: (Gives Santiago a quick hug) Good to see you here. I've been living with my dad this past year and I'm just over visiting my mom for the weekend.

Santiago: This is a great party. I want to introduce you to a couple of my friends.

Sebastian: Uh, sure. But first come out back for a few minutes and let's catch up.

Santiago: (Shrugs) Okay.

Narrator: Santiago, Sebastian and Amanda go out to Pedro's back porch. When they get out there, Sebastian pulls out weed and lights up. Amanda takes a puff and hands it to Santiago.

Santiago: (Hesitates) Sure, I guess so. (Santiago takes a deep breath).

Amanda: (Leans in closer to Santiago). This party is boring. Why don't we grab a bottle of something good and head back to my mom's house? My boyfriend is coming over there after work. She'll be at work all night. No bus tonight - I have the car (pulls out car keys).

Santiago: Well, I need to be home soon to help close the store.

Sebastian: C'mon. I haven't seen you in a year. They can close the store one night without your help.

Narrator: Amanda grabs a pack of cigarettes sitting on a table on the porch. She lights one for herself and offers the pack to Santiago.

Meanwhile, Sebastian quickly goes inside and comes back out with a bottle of liquor. Amanda and Sebastian start walking toward the street, as Santiago lags a few steps behind. Santiago is undecided about whether he wants to go with Amanda and Sebastian.

DISCUSSION QUESTIONS (5 minutes)

1. **How does Santiago feel when Amanda hands him marijuana? How might smoking marijuana affect decisions he makes later?
2. Amanda, Sebastian, and Santiago have been drinking and smoking marijuana. How can that affect what happens when they leave to go to Amanda's house?
3. **Does Santiago feel any "warning signs"?
4. **What resources (knowledge, skills, experience) can Santiago use to help him make a decision?
5. Think about Santiago's goal. What could happen tonight that would take Santiago off track?
6. What could happen tonight that could take Amanda off track?

Facilitator Note:

Questions that include the asterisk (**) in the front are the questions to prioritize in this discussion if you are running out of time.

When discussing resources, remind students of different types of resources:

- Personal strengths, knowledge, skills, experience
- School staff (facilitators, counselors)
- Trusted adults (parents, guardians, older siblings, other relatives)
- Peers (friends with similar interest, cousins, or other relatives that are the same age)
- Internet/websites
- Clinic staff (health providers, counselors)

Virtual Adaptation

Show the PPT slide titled "Discussion Questions" as you lead a discussion with the questions listed above.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?



Activity 4D: Vote with Your Feet: Teen Parent Reality Check (17 minutes)

INTRODUCTION (2 minutes)

1. Some students mention that becoming a parent is a challenge to reaching their goals.

 2. **Tell the students:**

- *Today we are going to talk about some of the challenges associated with teen pregnancy and parenting. We recognize that you might have friends or family who are young parents. In this activity, we want you to think about and discuss how having a baby affects a young person's life.*
- *We are going to "Vote with Your Feet" and discuss questions about challenges for young parents.*
- *After I read a question, stand by the sign that best represents your answer. As before, if you are not sure, it is okay to stand in the middle. You can also change your mind based on what you hear in the discussion and move to a new position.*

Virtual Adaptation

Explain to students why this activity is called "Vote with Your Feet" (or Vote with Zoom) and how it has been adapted for virtual learning. Remind the students that we want to hear from them and that it is ok to change your answer if someone changes your mind.

Every class will have different needs and preferences for participation. We have developed 4 main options to facilitate this activity.

Option 1: Ask students to use Zoom's Reactions feature and provide some guidance on how to pick a reaction. For example, if students agree with a statement, they can click on the "thumbs up" icon. If they disagree with the statement, they can click the "surprised face" reaction. You should then call on students to verbally share why they agree or disagree. Alternatively, the facilitator can tell students to use whatever reaction they prefer to respond to the statement and to be prepared to discuss why they chose the

MATERIALS

- Facilitator Resource 4.1: Vote with Your Feet**
Teen Parent Reality Check
- "YES" and "NO" signs

reaction. Facilitators can then call on students to verbally state why they used that reaction.

Option 2: Students can respond via the **Chat** box using words or emojis. Please note that sometimes students respond directly to the presenter. If you have slides in presenter mode, you may not be able to see the chat. You can instruct students to message your cofacilitator or you can choose to actively monitor the chat.

Option 3: We have included "yes" and "no" signs in the student workbooks. Students can hold up the sign they want to respond with. This option would only work in a class where most or all students are on camera.

Option 4: If there are no responses of any kind you can call on students and ask them to share if they agree or disagree.

Remember that as in the face-to-face version of this activity, students can change their opinion.

Ask each student to respond to what the other students are saying. What do they think about what the other students are saying?

TEEN PARENT REALITY CHECK AND DISCUSSION (15 minutes)

-  **1. Read each question on the Facilitator Resource 4.1: Vote with Your Feet Teen Parent Reality Check.** It is important that facilitators read these questions as they are written and not stray from this script. Prompt a discussion for each group (the “YES” group and the “NO” group) using prompts after each of the major questions on **Facilitator Resource 4.1: Vote with Your Feet Teen Parent Reality Check.**
2. After the activity, **review the following points:**
 - *Becoming a parent during your teens doesn't mean you cannot graduate high school or have a good job in the future – it just means that you could face more challenges.*
 - *The only 100% sure way of preventing unintended pregnancy is not having penile-vaginal sex. If you decide to have penile-vaginal sex, then you should use contraception every time you have sex to avoid pregnancy. For all partners, to prevent sexually transmitted infections, you also need to use a condom*

consistently. Some people are forced into having sex and this is not their fault.

- *There are some safe and very effective contraceptive methods for teens. We are going to learn more about these methods over the next few sessions of El Camino. This information about pregnancy and contraceptive methods will help you stay on track of your camino and **REACH YOUR GOAL.***

Virtual Adaptation

Show the PPT slide titled “Lesson 4-Key Points” as you review the key points above.



Activity 4E: Slogan and Closure (Optional) (3 minutes)

A SLOGAN FOR TODAY'S CLASS AND CLOSURE (3 minutes)

1. **Tell the class to complete the following sentences:**
 - Today I learned...
 - My favorite part today was...
2. **Remind the students** of the key messages for Lesson 4.
3. On a flipchart, **write down students' responses**.
4. **Tell the students** that in the next lessons we will start to talk more about pregnancy, sex, and contraceptives.

Virtual Adaptation

After giving students a minute to think about what they learned today or what their favorite part of the class was, ask them to either (1) write their idea in the **Chat** box or (2) share verbally. Provide positive feedback.

Facilitator Resource 4.1

Vote with Your Feet: Teen Parent Reality Check

Background

During this exercise, I want you to think about being a parent of a healthy 6-month-old baby. You are in tenth grade and get good grades. You are on track to graduate on time, and you want to go to college.

If you have experience being a parent, think about that experience. If you have not been a parent, imagine how having a baby might affect your life.

Questions

1. Will you live at home with your family?
 - **PROBE FOR THE YES GROUP:** Would your parents/guardian let your partner live at home with you? How do you feel about that?
 - **PROBE FOR THE NO GROUP:** Where do you live? How will you afford to live away from your home?
2. Do you stay in school?
 - **PROBE FOR THE YES GROUP:** Who watches your baby during the day? When will you make time to study?
 - **PROBE FOR THE NO GROUP:** How do you think you will get a high school diploma or GED later?
3. Do you have a job?
 - **PROBE FOR THE YES GROUP:** Who watches your baby while you're at work?
 - **PROBE FOR THE NO GROUP:** How do you pay for diapers and baby clothes?

4. When your child is sick, do you miss school and work?
- **PROBE FOR THE YES GROUP:** What would you do if your child got sick on a day you had a big test?
 - **PROBE FOR THE NO GROUP:** Who watches your child when they are sick?
5. Do you hang out with your friends on the weekends?
- **PROBE FOR THE YES GROUP:** What kinds of things do your friends do on the weekends? Are these activities appropriate for a 6-month-old baby?
 - **PROBE FOR THE NO GROUP:** What are you doing instead?

Materials in Student Workbook:

- Lesson 4 Key Messages
- Handout 4.1. Sofia's and Santiago's Story/Novela: Pedro's Party: Seeing Amanda and Sebastian

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