

## Lesson

# 1

# State Your Goal: Intro to *El Camino*

## Overview

### Lesson 1 Learning Objectives

In Lesson 1: State Your Goal: Intro to El Camino, students will be able to:

- Explain how El Camino can help them set and achieve their goals;
- Agree on a set of group agreements;
- Explain the four **STAR** steps in the El Camino Goal Map;
- Identify a goal for themselves at age 25; and
- Use **STAR** to identify Sofia's and Santiago's (characters in a story they will read) goals and steps they will need to take to reach those goals.

### 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 can help you stay on your camino and reach your goals.
- **Lesson 1**
  - You are in charge of setting and reaching your goals.

### MATERIALS FOR THIS LESSON

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

### LESSON AT-A-GLANCE

1A. Welcome to El Camino Program Lesson 1! (2 min)

1B. Vote with Your Feet (7 min)

1C. Introduction to El Camino Group Agreements (5 min)

1D. **STAR**: **S**tate your goal; **T**hink about the steps; **A**ssert your camino; **R**each your goal (5 min)

1E. Sofia's and Santiago's Story/Novela (14 min)

1F. **STAR**: **S**tate your goal (5 min)

1G. Slogan and Closure (3 min)

## Preparation for Virtual Adaptation

1. Familiarize yourself with the following PPT slides:
  - Definition of El Camino (see Activity 1A)
  - Key Messages (see Activity 1C)
  - Group Agreements (see Activity 1C)
  - Sofia and Santiago (see Activity 1E)
  - El Camino Map (see Activity 1F)
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.

## Virtual Adaptation

**Connect with students right away.** Facilitating El Camino on a virtual platform like Zoom can feel less personal compared to face-to-face instruction. One way to increase the feeling of inclusion and connection is to welcome students by name as they enter Zoom. Simply saying something like “Hi Michael” or “Welcome Elena” makes a difference.

**Be sure student names are correctly listed.** When students enter Zoom, their names should show up under their faces and in the Participants box. If not, you can ask them to click on the Participants icon in the gray navigation bar at the bottom of the screen, then roll over their name in the white side bar, click on the blue “more” tab, and click on “Rename.” They can then type in the name they want to be referred to by. You can also opt to ask them to include pronouns if they feel comfortable doing so.

**Assess the need for a Zoom orientation.** After all students have logged on, welcome them to El Camino. Assess their familiarity with the Zoom learning platform. You can ask them something like: “How many of you have used Zoom before? If you have, please click on the Reactions button on the bottom of your screen and click on the “thumbs up” icon.” Depending on their responses, you may need to orient students to some of the basic Zoom functions—how to turn audio and video on and off, the Participants box, **Chat** box (chatting to “everyone” and “privately”), and Reactions. In addition to orienting them to the features, have them practice them. For example, have them write “hi” in the **Chat** box after showing it to them.

**Encourage students to turn on their video, but do not make it a requirement.** Some students may not feel comfortable turning on their video because of other people in their home who could be watching/listening, background of the home that they rather keep private, or other reasons. A few things that a facilitator can do to help students feel comfortable are: 1) explain how to use Zoom’s virtual background options, 2) suggest the use of earphones, and 3) allow students to use the **Chat** box to ask or respond to questions rather than respond verbally.

## Lesson 1 Procedures



### Activity 1A: Welcome to El Camino Program Lesson 1! (2 minutes)

#### WELCOME AND BRIEF PROGRAM OVERVIEW (2 minutes)

1. Review the lesson learning objectives so that students know what they will do/cover in the lesson.
2. Share the following program information with students:
  - a. Definition of “camino.”
    - What do you think “camino” means in Spanish?
    - Take a few responses.
    - If students are not aware of what the word means, explain that “camino” means “road.”
  - b. Goal of the El Camino Program

#### Virtual Adaptation

Show the PPT slide titled “Definition of El Camino” as you explain the definition and the goal of the program.

- *The goal of the El Camino program is for you to set, track, and achieve positive life goals, especially related to graduating high school and getting a good job – that is, a job that allows you to live the lifestyle you want for yourself and your family.*
- *To reach any goal, you need to take a series of steps – like following a “road” – to reach your destination.*
- *We are going to help you figure out what your road is to achieve your life goals, the steps you will need to take, and how to avoid and deal with challenges that can get in the way of developing healthy relationships and planning for education, work, and family. In the process, we will cover important information about sex, contraceptives, and pregnancy.*

- *Sex and sexuality can be sensitive topics and can sometimes be tough to talk about. Not everyone has had positive sexual experiences, and some young people have a difficult time talking about sexual experiences. This may be especially an issue if you have experienced bad things in the past. One of the goals of this program is to learn how to take good care of yourself sexually. If at any time you are feeling uncomfortable or having trouble participating, please let us know.*
  - *We know that some groups have experienced more negative sexual experiences than others. These can include people of color, women, LGBTQ+ individuals, and individuals with disabilities. We are here to help you.*
  - *Remember that as your facilitators, we are required to report instances of sexual abuse and neglect.*
  - *You will see how much power you have in determining your future and how you can really make your dreams for the future come true! We will always give a brief summary at the beginning of each lesson about the content and activities in the lesson, so students know what to expect that day. We will be talking about sex and relationships during some lessons, and we know that this might be triggering to some; some people have experienced abusive situations or been forced or coerced to have sex when they didn't want to.*
3. **Emphasize** that feeling uncomfortable or “triggered” during a lesson is nothing to feel ashamed of and that there are professionals at the school and within the community trained to help.
  4. **Explain to participants** the difference between being triggered by the subject matter (feeling panic, tightness in chest, shallow breathing, racing thoughts, shaking, etc.) and feeling uncomfortable with the subject matter (“butterflies” in the stomach or feelings of nervousness).
  5. **Quickly review** the mental health supports available to participants and how to access them.

**Facilitator note:**

1. Have a plan in place for youth who are triggered. Ideally, youth who are feeling triggered during a session could leave the room and be able to access help in working through what triggered them. If youth are not able to leave the room, or if there are not adults available to receive them, the facilitator could take a few minutes with the whole class to take some deep breaths together. Another option can be to put their head down for an activity.
2. Make arrangements ahead of time to identify a person (counselor, school nurse, other facilitator) who has the skills to help youth work through being triggered. Youth could be given the option to talk through their feelings, journal and reflect on their own, or do a mindful exercise (coloring, drawing, focus on breathing) that would help them process through what trigger them.
3. Finally, make sure that you have a list of resources, supports, and referrals available to your community to provide students if they need it.

**Virtual Adaptation**

Let students know that a list of resources can be found in their Workbook. Consider attaching this list of resources in the **Chat** box. Let students know that they can open this list without anyone knowing or download it to their computers.

Students can opt to turn off their audio and video. They can also minimize Zoom and turn off sound on their computer for a few minutes and then return to the session.

The facilitator should also provide their email, should students want to talk to them privately.



## Activity 1B: Vote with Your Feet (7 minutes)

**Facilitator Note:** Remember that El Camino is about what the students think, believe, do, and experience. They need the opportunity to express and discuss their opinions in this activity and throughout the curriculum. Facilitators should not sway students' opinions.

### INTRODUCTION (1 minute)

1. **Explain to students:**

- *The next activity is intended to help you further explore goal setting and working on your "camino."*

2. **Show students** the posters hung on the wall: "Agree" or "Disagree."

### 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 virtually.

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 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 "agree" and "disagree" 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.

### MATERIALS

- Flipchart 1.1:** Statements for Vote with Your Feet
- AGREE/DISAGREE Signs

Option 4: If there are no responses of any kind you can ask 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 at any time by clicking or unclicking their initial vote.

3. **Explain to students** that you are going to read four statements to them – one at a time.

**Facilitator Note:** Statements are available in **Flipchart 1.1**. If using a flipchart, fold the bottom of **Flipchart 1.1** up so that it covers the statements. Reveal them one by one. List them on the flipchart in the order you wish to discuss them.

4. **Explain to students:**

- *After I read each statement, I want each of you to decide which Vote with Your Feet sign best fits with your position on the statement and then go stand by that sign (that is, vote with your feet). If you are not sure how you want to answer, you can stand in the middle of the room.*
- *After everyone has chosen a position, I am going to ask for a few volunteers standing under different position signs to explain why they chose to stand where they are standing.*
- *At any time during the discussion, students can change their mind and are free to move quietly to a new position.*

5. **Ask the students** if they have any questions about how the activity is going to work.

### **VOTE WITH YOUR FEET (6 minutes)**

1. **Conduct the Vote with Your Feet activity** as described above.
2. **Choose statements** that are likely to generate a variety of responses between the students.
3. **Probe group** to explore their reasons for agreeing or disagreeing with each of the questions.
4. **Ask those who voted differently** about their reasons and how they feel about the reasons that others give.
5. **Allow students** the freedom to change their vote.

### **Virtual Adaptation**

When asking about why they agree or disagree, 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.

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



## Activity 1C: Introduction to El Camino and Group Agreements (5 minutes)

### INTRODUCTION (2 minutes)

1. **Distribute workbooks** and have students write their names in the notebooks.

#### Virtual Adaptation

Ask students to take out the workbooks that were mailed to them earlier and write their names on the front page. The facilitator may also want to upload the workbook to the **Chat** box for students to download if needed.

Alternatively, students may use the provided fillable PDF version of the workbook.

2. **Tell the students:**

- *The workbooks will help you to keep organized and will be a resource for reviewing information learned in the El Camino program.*

3. **Ask the students** to turn to the introduction to **Lesson 1: Key Message**.

4. **Ask for volunteers** to read the key messages.

#### Virtual Adaptation

Show a PPT slide titled “Key Messages” as students are reading the messages aloud.

### GROUP AGREEMENTS (3 minutes)

1. **Tell the students:**

- *To get the most out of the El Camino program it is important for everyone to feel comfortable during the program and respect each other.*
- *Group agreements are a list of ways we should act or not act during the El Camino program.*

### MATERIALS

- Flipchart 1.2:** El Camino Group Agreements.

### STUDENT HANDOUTS

- Lesson 1:** Key Messages

2. **Present a list** of group agreements to students on **Flipchart 1.2: El Camino Group Agreements**. These are suggestions and can be added to depending on the facilitators' and students' input.

### Virtual Adaptation

Rather than sharing a flipchart as you would in face-to-face instruction, **share the PPT slide titled "Group Agreements."** Review the agreements and then **ask students** to suggest edits or additions. Record these comments on the slide.

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

After the list of group agreements is complete, **ask students to use Reactions** to demonstrate how they feel about the list.

Tell students that each lesson will start with a quick review of the Group Agreements slide.

3. **Ask a student volunteer(s)** to read the group agreements out loud.
4. **Ask students** if they have any questions about the group agreements.
5. **Ask students** if they would like to add any other group agreements to the list.
6. **Record** appropriate additions on the flipchart.
7. **Ask students to nod their heads or raise their hands** if they agree with the list of group agreements.
8. **Check** to see if all students agree.
9. **Tell students:**
  - *We will have this list of group agreements posted during every class. We can refer to them whenever we need to. We can even add to the list if we feel that we need to.*



## Activity 1D: **STAR**: State your goal; Think about the steps; Assert your camino; Reach your goal (5 minutes)

**Facilitator Note:** The STAR model will emphasize a different step throughout Arc 1. Lesson 1: State your goal (S); Lesson 2: Think about the steps (T); Lesson 3: Assert your camino (A); Lesson 4: Reach your goal (R).

### REVIEW OF STAR (5 minutes)

#### 1. Explain to students:

- *To achieve any goal, we need to have a map of the road we are going to take to achieve that goal. Maps are visual tools that help us figure out how to get from where we are to where we want to go. If we look at a map, we could figure out a path for a short distance destination, say from [NAME OF HIGH SCHOOL] to a community health clinic. Or a long-distance destination, say from [NAME OF HIGH SCHOOL] to [LOCATION IN ANOTHER STATE]!*

#### 2. Ask students:

- *What kinds of maps have you used- maybe a paper map or a map on their phones?*
- *What are some situations when you might use a map?*
- *What makes you decide that you want or need to use a map?*
- *How do maps help you?*

### Virtual Adaptation

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

3. Have students open their workbooks to **Handout 1.1: El Camino Map with STAR Definition** and refer to **Flipchart 1.3: El Camino Map with STAR Definition** on the wall.

### Virtual Adaptation

Share the PPT slide titled STAR as you explain Handout 1.1.

#### 4. Tell students:

- *Today we are going to learn about another kind of map. Remember that we said the word “camino” means “road” in*

### MATERIALS

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

### STUDENT HANDOUTS

- Handout 1.1:** El Camino Map with **STAR** Definition

*Spanish. The map we are going to talk about today is going to help you follow a road (camino) to reach your future goal. The map is called El Camino. To figure out a route to your goal, you will use **STAR**.*

5. **Ask student volunteers** to read the definitions of the four parts of the **STAR** model. Another option is for the students to read the four parts of the **STAR** model (in bold) and the facilitator reads the definitions.
- **State your goal.** This is a goal that you would want to reach by the time you are 25 years old.
  - **Think about the steps you must take to reach that goal.**  
There are many steps that a person must take to reach their goal. Think about what you need to do now, what you need to do throughout high school, and what you need to do after high school to reach your goal.
    - Some examples are attending class regularly, completing homework, taking PSAT/SAT exams, completing applications to college/training schools, and getting experience in your area of interest (e.g., working or volunteering during the summers while in high school).
  - **Assert your camino.** It is important to actively keep your goal in mind and let others know about your goals. We all know that sometimes things will come up. While some “road trips” can help us to reach our goals, other “road trips” can take us off track. Remember that getting off track does not necessarily mean that you did something wrong or made a bad choice.
    - What are some road trips that might help you reach your goals? What are some road trips that might make it more difficult for you to reach your goal?
  - **Reach your goal.** Learn to identify “warning signs” that will tell you that you might be going off track of your goal. Think about how you will know that you reached your goal And how it will feel to reach your goal.

**Facilitator Note:** In Spanish, we have translated STAR to be PARA: Pon tu meta; Analiza los pasos; Reafirma tu camino; and Alcanza tu meta. Feel free to talk about this translation if you have a large Spanish-speaking population in your classroom.



## Activity 1E: Sofia's and Santiago's Story/Novela (14 minutes)

**Facilitator Note:** We strongly encourage that the class go through both Sofia and Santiago's caminos as part of this exercise. If time does not permit, focus on Sofia's Camino.

### INTRODUCTION (1 minute)

1. **Ask students** to open their workbooks to **Handout 1.2: Sofia's and Santiago's Story/Novela on page 5.**

2. **Tell the students:**

- *We are going to read a story/novela about Sofia and her cousin Santiago. After we read the story/novela, we are going to use the **STAR** map to plan a future for them.*

### Virtual Adaptation

Show the PPT slides titled "Sofia and Santiago." Click through these slides with the text from the novela as students read aloud.

3. **Ask a student to volunteer** to read the story/novela.

4. After the story is read, **lead a group discussion** with the questions listed under the story/novela.

### SOFIA'S AND SANTIAGO'S STORY/NOVELA (5 minutes)

Two years ago, Sofia moved to the United States to live with her Aunt Camila. Sofia is in ninth grade. Aunt Camila's oldest daughter, Angela, is in 11<sup>th</sup> grade and is two years older than Sofia. Angela and Sofia like to go shopping on Saturdays. Sometimes Sofia and Angela stay up late at night talking. Sofia feels comfortable talking to Angela. Angela wants to be an engineer and hopes to go to a good college. We will hear more about Angela and her boyfriend Carlos at the end of the program.

When Sofia first arrived at her aunt's house, Sofia met her cousin Santiago. Santiago has helped Sofia improve her English and introduced her to some of his friends. Santiago lives with his parents and four brothers and sisters. Santiago likes to listen to music and has been teaching himself how to play the guitar.

### MATERIALS

- ☐ **Flipchart 1.4a and 1.4b:** Sofia's and Santiago's Camino
- ☐ **Facilitator's Resource 1.2:** Sofia's and Santiago's Camino (Example)

### STUDENT HANDOUTS

- ☐ **Handout 1.2:** Sofia's and Santiago's Story/Novela

Santiago works after school and on weekends at his parents' grocery store. He studies hard and gets good grades, but sometimes he misses school to help his parents at the store. Santiago would like to go to business school and open his own business. However, he worries that his parents will not be able to pay for him to go to college.

Sofia could have higher grades, but she doesn't really like to study. Sofia spends a lot of time playing video games and hanging out with her friends. Since her Aunt Camila works two jobs, Sofia is often home alone.

There is a boy named David in Sofia's science class who she would like to spend more time with after school. However, David usually hangs around with some older boys and she rarely sees him outside of class.

Sofia joined the high school soccer team and is a first-string player. Sofia would like to do something sports-related when she is older - perhaps a physical therapist working with athletes or a high school coach. Right now, she thinks she would prefer being a physical therapist.

### DISCUSSION (8 minutes)

1. As you lead this discussion, draw a map of Sofia's and Santiago's Camino on **Flipcharts 1.4a and 1.4b**. An example of what this map might look like is found in **Facilitator Resource 1.2: Sofia's and Santiago's Camino (Example)**.

#### Virtual Adaptation

Share the power point slide called "**Sofia's and Santiago's Camino**". Students can fill in the boxes in their student workbook. The facilitator can type in the steps in the power point slide.

### SOFIA'S CAMINO

1. **STATE** what you think Sofia's long-term goal is?
  - a. How might Sofia's family and friends influence her decision about a long-term goal?
2. **THINK** about what steps Sofia needs to take to reach this long-term goal.

- a. What does she have to do now (immediately)?
  - b. What does she have to do in the next three to six months?
  - c. What does she have to do when she is in 12<sup>th</sup> grade?
  - d. What does she need to do after high school graduation?
  - e. What does she need when she is in her early 20s?
3. How does Sofia **ASSERT** her camino?
- a. What are “road trips” that might help Sofia stay on track of her camino?
  - b. What are some “road trips” that might take Sofia off track and affect her completing her goal?
4. How will Sofia know when she has **REACHED** her goal?
- a. How do you think Sofia will feel when she reaches her goal?

**Facilitator Note:** During the discussion about obstacles or road trips – help the students explore how certain actions or situations can be either positive or negative. For example, playing video games can be educational, but if someone spends too much time playing video games, they might be neglecting other responsibilities such as homework. Also, having a partner can be positive if they are supportive of you and your goals. Having a partner who expects you to spend a lot of time with them, however, can take you away from what you need to do to reach your goals.

### Virtual Adaptation

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

### SANTIAGO'S CAMINO

1. **STATE** what you think Santiago's long-term goal is.
  - a. How might Santiago's family influence his decision about a long-term goal?
2. **THINK** about the steps Santiago needs to take to reach this long-term goal.
  - a. What does he have to do now (immediately)?
  - b. What does he have to do in the next three to six months?
  - c. What does he have to do when he is in 12<sup>th</sup> grade?

- d. What does he need to do after high school graduation?
  - e. What does he need when he is in his early 20s?
3. How does Santiago **ASSERT** his camino?
    - a. What are “road trips” that might help Santiago stay on track of his camino?
    - b. What are some “road trips” that might take Santiago off track and affect his completing his goal?
  4. How will Santiago know when he has **REACHED** his goal?
    - a. How do you think Santiago will feel when he reaches his goal?

### Virtual Adaptation

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

5. After the discussion, **tell students:**
  - *We will continue to learn more about Sofia and Santiago and their friends and family throughout the program. Next time, we will discuss Sofia making decisions about going to a party and what happens when Sofia meets David at the party. David is the boy in Sofia’s science class and Sofia would like to spend more time with David.*



## Activity 1F: STAR: State Your Goal (5 minutes)

### INTRODUCTION (1 minute)

1. **Ask students** to turn to **Handout 1.1 El Camino Map with STAR Definitions** in their workbooks.

#### Virtual Adaptation

Show the PPT slide titled “El Camino Map.”

2. **Tell the students:**

- *Think about when you are 25 years old. Think about where you want to be in terms of a job or continuing with your education.*

#### Virtual Adaptation

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

3. Students should try to be as specific as possible, but the goal they choose should feel exciting to them. Instead of saying their goal is “have a job,” the students should think about what type of job they want to have (e.g., be a teacher, a computer programmer, hairstylist). Some students might also think they would still be in school, for example if they want to be a doctor.
4. **Ask students** if there are any questions about their assignment.

### INDIVIDUAL WORK (3 minutes)

1. **Invite students** to begin their assignment. Students should write their goal in the star in the upper corner of their El Camino map.
2. **Provide** a time check.

### LARGE GROUP SHARE (1 minute)

1. **Ask for a few students** to share what they wrote on their camino (as many students as time allows).

### MATERIALS

- Flipchart Paper or Whiteboard

### STUDENT HANDOUTS

- Handout 1.1:** El Camino Map with **STAR** Definition

## Virtual Adaptation

Consider inviting students to share their screen so that everyone can see how they completed their El Camino map.

2. As students share, the facilitator can **ask a question** about how they decided about what their goal would be.
3. **Remind students** that throughout the program we are going to talk about **STAR** and their goals and how they can reach those goals through following their camino.

**Facilitator Note:** If some students cannot think of a goal during this activity, tell them they will have an opportunity to write their goal on the map in the next lesson.



## Activity 1G: 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 1.
3. On a flipchart **write down** students' responses.
4. **Tell the students** that in the next lesson, you will continue to use **STAR** to work on your camino.

#### 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.

# Flipchart 1.1

## *Vote with Your Feet Statements*

1. I like to make decisions in the moment.
2. I can have fun now and let the future take care of itself.
3. Getting a good education and job is more important for guys than for girls.
4. I know a trusted adult I can talk to about my future.
5. For advice about life, I trust my friends more than my family.

## Flipchart 1.2

### *El Camino Group Agreements*

1. You only have to share what you feel comfortable sharing.
2. Do not make comments that could be insulting to anyone.
3. One person speaks at a time – no interrupting.
4. It's OK to disagree but do so in a respectful manner.
5. Treat others how you would like to be treated.
6. You have a right to leave the room / not participate if you are triggered.
7. Have fun!

## Signs for Vote with Your Feet



# Disagree



# Agree



# Flipchart 1.3

## El Camino and STAR



**State your goal!** 1) Think about a future goal that is meaningful to you, 2) The goal should be clear, realistic and help you grow into an even better person.

**Think about the steps!** 1) Think about the long- and short-term steps that you will have to complete to reach your goal, 2) On your camino, create a timeline listing your steps.

**Assert your camino!** 1) Think about at least one possible “road trip” that could take you off track of completing the steps to your goal, 2) Think about three people, things, or other resources that will help you overcome obstacles and help you complete your steps. Examples of resources are people in your family, a teacher or school counselor, information from a trusted website, 3) If you did go off track, what do you think you could do to get back on track? Remember that getting off track does not necessarily mean that you did something wrong or made a bad choice.

**Reach your goal!** 1) Review your goal and steps on a regular basis. For a short-term goal, it might be every week or even every day. For a longer-term goal, it might be every month, or every 3 months, or once a year, 2) Create a reminder for yourself. For example, use a calendar to mark down your due dates or a cell phone to send yourself messages about your due dates. You can also ask a family member/friend to help remind you, 3) If you are on track with completing steps, then continue with the next steps in your plan, 4) If you find that you are off track, don’t be discouraged! You can almost always find ways to get back on track!

# Flipchart 1.4a

## Sofia's Camino



**State your goal!** 1) Think about a future goal that is meaningful to you; 2) The goal should be clear, realistic and help you grow into an even better person.

**Think about the steps!** 1) Think about the long- and short-term steps that you will have to complete to reach your goal; 2) On your camino, create a timeline listing your steps.

**Assert your camino!** 1) Think about at least one possible “road trip” that could take you off track of completing the steps to your goal; 2) Think about three people, things, or other resources that will help you overcome obstacles and help you complete your steps. Examples of resources are people in your family, a teacher or school counselor, information from a trusted website; 3) If you did go off track, what do you think you could do to get back on track? Remember that getting off track does not necessarily mean that you did something wrong or made a bad choice.

**Reach your goal!** 1) Review your goal and steps on a regular basis. For a short-term goal, it might be every week or even every day. For a longer-term goal, it might be every month, or every 3 months, or once a year; 2) Create a reminder for yourself. For example, use a calendar to mark down your due dates or a cell phone to send yourself messages about your due dates. You can also ask a family member/friend to help remind you; 3) If you are on track with completing steps, then continue with the next steps in your plan; 4) If you find that you are off track, don't be discouraged! You can almost always find ways to get back on track!

# Flipchart 1.4b

## Santiago's Camino



**State your goal!** 1) Think about a future goal that is meaningful to you; 2) The goal should be clear, realistic and help you grow into an even better person.

**Think about the steps!** 1) Think about the long- and short-term steps that you will have to complete to reach your goal; 2) On your camino, create a timeline listing your steps.

**Assert your camino!** 1) Think about at least one possible “road trip” that could take you off track of completing the steps to your goal; 2) Think about three people, things, or other resources that will help you overcome obstacles and help you complete your steps. Examples of resources are people in your family, a teacher or school counselor, information from a trusted website; 3) If you did go off track, what do you think you could do to get back on track? Remember that getting off track does not necessarily mean that you did something wrong or made a bad choice.

**Reach your goal!** 1) Review your goal and steps on a regular basis. For a short-term goal, it might be every week or even every day. For a longer-term goal, it might be every month, or every 3 months, or once a year; 2) Create a reminder for yourself. For example, use a calendar to mark down your due dates or a cell phone to send yourself messages about your due dates. You can also ask a family member/friend to help remind you; 3) If you are on track with completing steps, then continue with the next steps in your plan; 4) If you find that you are off track, don't be discouraged! You can almost always find ways to get back on track!

# El Camino

State your goal  
Think about the steps.  
Assert your camino.  
Reach your goal!

My goal  
at age 25:

Physical  
therapist

## 1 Today

Obstacle: Going out to parties

Resource: Facilitator to help with study skills

1 Attend class regularly, study and prepare for lessons and tests

## 2 Next 3 months

Obstacle: Not studying

Resource: Facilitator/  
counselor

2 Improve grade point average to over 3.0

## 3 12th grade

Obstacle: Expensive tuition

Resource: Counselor to help obtain scholarship

3 Take SAT exam with a score of at least 1200

## 5 Age 20

Obstacle: Finding next step for career working

Resource: Summer job at clinic or hospital

5 Working on completing physical therapy degree

## 4 After HS graduation

Obstacle: Playing video games

Resource: Friends who do well in school

4 Attend university with good pre-physical therapy program

Facilitator's Resource 1.2  
Sofia's Camino

# Facilitator's Resource 1.2

## Sofia's and Santiago's Camino (Example)

### Sofia's Camino

**STATE YOUR GOAL:** Sofia would like to be a physical therapist who works with sports-related injuries. At the age of 25, Sofia wants to have completed her education and have a job as a physical therapist.

**THINK ABOUT THE STEPS:** 1) **Immediate Steps:** Attend class regularly, study and prepare for class lessons and tests; 2) **Next 3 to 6 months:** Improve grade point average to over 3.0; 3) **In 12<sup>th</sup> grade:** Take SAT exam with a score of at least 1200; 4) **After high school graduation:** Attend a university with a good pre-physical therapy program; 5) **In her 20s:** Working on completion of physical therapy degree.

**ASSERT YOUR CAMINO:** A 'Road Trip' for Sofia that could help her reach her goal would be to get a summer volunteer job at a clinic or hospital. A road trip that might take Sofia off track would be going out to parties and neglecting her studies. Resources would include facilitators and counselors at her school to help her improve her study skills. A counselor at her school can also help her find college funding that she is eligible to receive and recommend trusted websites for information on grants and scholarships.

**REACH YOUR GOAL:** Sofia will know she has reached her goal when she is working as a physical therapist at a sports clinic/facility. Before reaching her goal, Sofia needs to make good decisions and listen to **warning signs** that she might be going off-track.

# El Camino

State your goal  
Think about the steps.  
Assert your camino.  
Reach your goal!

My goal  
at age 25:

Own a  
business

## 1 Today

**Obstacle:** Working and not studying

**Resource:** Talk to parents about priorities

## 2 Next 3 months

**Obstacle:** Finances

**Resource:** School counselor to get a paid summer internship

## 3 12th grade

**Obstacle:** Paying for college

**Resource:** Financial aid, scholarships

## 5 Age 20

**Obstacle:** Maintaining scholarship while working

**Resource:** Friends to cover shifts in parents' store

## 4 After HS graduation

**Obstacle:** Needing to stay close to home to help parents

**Resource:** Career counselor to help find local options

5

Develop plan  
to open business

4

Attend university with strong business program or apply for business training/internship program

3

Work as a volunteer intern for a local company

2

Take time to learn more about parents' business

1

Attend class regularly, study and prepare for class lessons and tests

**Facilitator's Resource 1.2**  
**Santiago's Camino**

# Facilitator's Resource 1.2

## Sofia's and Santiago's Camino (Example)

### Santiago's Camino

**STATE YOUR GOAL:** Santiago would like to own his own business.

**THINK ABOUT THE STEPS:** 1) **Immediate Steps:** Attend class regularly, study and prepare for class lessons and tests; 2) **Next 3 to 6 months:** Take time to learn more about his parents' business; 3) **In 12<sup>th</sup> grade:** Work as a volunteer intern for a local company; 4) **After high school graduation:** Attend a university with a strong business program or apply for a business training/internship program; 5) **In his 20s:** Develop a plan to open his own business.

**ASSERT YOUR CAMINO:** A 'Road Trip' for Santiago that could help Santiago would be a chance to join an afterschool program about developing a business. A road trip that could take Santiago off track could be if he needs to stay close to home after high school to help his parents with their store. Resources would include talking to a career counselor to find out options for local colleges that he can attend part time or business training internship programs.

**REACH YOUR GOAL:** Santiago will know he has reached his goal when he is working full time at his own business. Before reaching his goal, Santiago needs to make good decisions and listen to **warning signs** that he might be going off-track.

## Materials in Student Workbook:

- Lesson One: Key Messages
- Handout 1.1: El Camino Map with **STAR** Definition
- Handout 1.2: Sofia's and Santiago's Story/Novela