

Lesson

11

El Camino and Your Future

Overview

Lesson 11 Learning Objectives


In Lesson 11: **El Camino and Your Future**, students will be able to:

- Complete the steps for using the El Camino Goal Map;
- Set, communicate, and maintain limits regarding sex and protected sex with partners;
- Use the **STAR** approach to work towards their goals and delay having sex;
- Explain how condoms and contraception, if sexually active, supports the achievement of goals in El Camino maps; and
- Explain the role a person can play in supporting their partners in using hormonal contraception.


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.
 - Only have sex when you are ready.
 - Preventing unintended pregnancy and STIs involves both partners.

MATERIALS FOR THIS LESSON

 Painters tape

 Markers

 Flip chart (smartboard, PowerPoint)

LESSON AT-A-GLANCE

11A. Welcome to Lesson 11! (2 min)

11B. Slogans (4 min)

11C. A Review of Handout 1.1: My El Camino Map with **STAR** Definition (3 min)

11D. A Story/Novela about Angela's and Carlos' Camino (27 min)

11E. Healthy Relationships (5 min)

11F. Closure (1 min)

- In a healthy relationship, support the other person's camino, as well as your own.

Facilitator Note: There is no new key message in Lesson 11. Students will use the "Program Key Messages" as a review and to work on a slogan for the El Camino program.

Preparation for Virtual Adaptation

1. Familiarize yourself with the following PPT slides
 - Group Agreements (see Activity 11)
 - Key Messages (see Activity 11B)
 - STAR (see Activity 11C)
 - Handout 11.2: Steps along Angela's and Carlos' Caminos (see Activity 11D)
 - Discussion Questions (see Activity 11E)
1. Before students login 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 login.
 - Organize your Zoom dashboard the way you like it.



Lesson 11 Procedures

Activity 11A: Welcome to Lesson 11! (2 minutes)

1. **Welcome** students to Lesson 11.
2. **Review** the lesson learning objectives so that students know what they will do/cover in the lesson.
3. **Review** the group agreements.
4. **Tell the students** that this is the final lesson and they will have a chance to review what they have learned throughout El Camino.

MATERIALS

- ☐ **Flipchart 1.2:** El Camino Group Agreements

STUDENT HANDOUTS

- ☐ **Lesson 11 Key Messages**



Activity 11B: Slogan (4 minutes)

A SLOGAN FOR THE EL CAMINO PROGRAM (6 minutes)

1. Post Flipchart 11.1 Program Key Messages.

Virtual Adaptation

Rather than using a flipchart, show the PPT slide titled “Key Messages.”

2. Hand out blank paper to the students.
3. Ask the students to turn to Handout 11.1: Program Key Messages in their workbook.
4. Ask for a volunteer to read the Program Key Messages that they have learned over the past 10 lessons.
5. Tell the students to:
 - Use Handout 11.1 to write about what you learned or your favorite part of the El Camino Program using the six Key Program Messages.
6. Give students a minute to write their response.
7. Provide tape and ask students to post their responses on the wall.
8. Ask students to volunteer to read their responses.

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.

MATERIALS

- ☐ Flipchart 11.1: Program Key Messages
- ☐ 8 x 11 blank paper
- ☐ Markers

STUDENT HANDOUTS

- ☐ Handout 11.1: Program Key Messages



Activity 11C: A Review of Handout 1.1: My El Camino Map and STAR Definition (3 minutes)

INTRODUCTIONS (1 minute)

1. Tell the class:

- *Think about what you learned throughout the El Camino program that helps you with writing or editing your camino. You can look back at **Handout 1.1: My El Camino Map and STAR Definition**, or if your camino has changed over the course of the program, you can find a new copy of the map on **Handout 11.2***

Virtual Adaptation

Show the PPT slide titled “STAR.”

- #### 2. Ask for a volunteer student to read the four parts of **STAR**:
- (**S**tate your goal; **T**hink about the steps; **A**ssert your camino; **R**each your goal).

3. Tell the class:

- *Take two minutes to review your **Handout 1.1: El Camino with STAR Definition** and add or edit anything that you think is important on **Handout 11.2***

INDIVIDUAL WORK (2 minutes)

- #### 1. Invite students to begin their assignment.

STUDENT HANDOUTS

- ☐ **Handout 1.1:** El Camino Map with **STAR** Definition
- ☐ **Handout 11.2:** El Camino Map with **STAR** Definition



Activity 11D: A Story/Novela about Angela's and Carlos' Caminos (27 minutes)

INSTRUCTIONS (2 minutes)

Facilitator Note: This is a large group activity. However, as an option, it can be done in small groups. If done in small groups, in each group volunteers will read each act and the small group will answer questions. The facilitator should move from group to group to provide support and answer questions.

1. **Ask students** to turn to **Handout 11.3: Steps along Angela's and Carlos' Caminos**.

Virtual Adaptation

Show the PPT slide titled "Handout 11.2: Steps along Angela's and Carlos' Caminos."

2. **Tell the class:**

- ***Handout 11.3** is a four-act, four-year story/novela about Angela, her boyfriend Carlos and their caminos. If you remember, we heard about Angela in Lesson 1 – she is Sofia's oldest cousin. Each act represents a time when Angela and Carlos need to communicate limits and make important decisions to protect their caminos. The story starts when they are in 10th grade and follows them through high school to their first year in college.*
- *We will use what we have learned in the El Camino program to answer the questions about each act in the story.*

3. **Review the directions** for the assignment at the top of **Handout 11.3**.
4. **Tell the students** that they can use **Handout 6.1: Hormonal Contraceptives – What Teens Need to Know** and **Handout 6.2: Referral List of Youth-Friendly Sexual and Reproductive Health Centers and Condom Resources** to help them answer questions.

STUDENT HANDOUTS

- ☐ **Handout 6.1:** Hormonal Contraceptives Methods – What Teens Need to Know
- ☐ **Handout 6.2:** Referral List of Youth-Friendly Sexual and Reproductive Health Centers and Condom Resources
- ☐ **Handout 9.1:** Two Communication Styles
- ☐ **Handout 11.3:** Steps along Angela's and Carlos' Caminos

LARGE GROUP WORK (25 minutes)

1. **Ask for a student volunteer** to read Act 1.
2. After Act 1 has been read, **discuss the questions** with the full group of students.
3. **Continue to read and discuss questions** for the remaining acts in the story.
4. At the end of the Four Acts, **discuss the questions** about Sofia and David (in **Handout 11.3**).

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.

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



Activity 11E: Healthy Relationships (5 minutes)

MATERIALS

☐ Post-it Notes

1. Ask students what they remember about what consent means?
2. **Pass out** a piece of printer paper or post-it note paper to each student.
3. **Ask students:**
 - *Take 30 seconds to write one healthy relationship characteristic on the paper/post-it note.*
 - *After writing the characteristic on printer paper, quickly come to the front of the room and tape or post your characteristic on the wall.*
4. After students post their characteristics, **read through** some of their responses.

Virtual Adaptation

Rather than using paper or post-it notes as you would in a face-to-face setting, ask students to share their answers verbally or in the **Chat** box. Read them aloud as they appear.

5. **Ask the students:**
 - ***Does it seem realistic to expect these characteristics from someone you are involved with romantically? If not, why not?*
 - *Are there characteristics of a healthy relationship that you would add to the ones posted on the board?*
 - ***What characteristics of an unhealthy relationship would be a “deal breaker” for you? In other words, what relationship characteristics would you simply never tolerate?*
 - *Why are healthy romantic relationships important in helping you stay on your camino and reaching your goals?*

Virtual Adaptation

Share the PPT slide titled: “Discussion Questions” as you lead a discussion with the questions listed above.

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

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



Activity 11F: Closure (1 minutes)

1. **Thank students** again for their good work today and throughout the lessons.
2. **Remind the students** to continue to work on their caminos and to stay on track as they achieve each step and their final goal.
3. **Tell the students** that they can take their workbooks home today.

Virtual Adaptation

Step 3 is not necessary in a virtual adaptation of this lesson.

Flipchart 11.1

Program Key Messages

- 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.
- Only have sex when you are ready.
- Preventing unintended pregnancy and STIs involves both partners.
- In a healthy relationship, support the other person's camino, as well as your own.

Materials in Student Workbook:

- Handout 11.1: Program Key Messages
- Handout 1.1: El Camino Map with **STAR** Definition
- Handout 11.3: El Camino Map with **STAR** Definition
- Handout 11.2: Steps Along Angela's and Carlos' Caminos