

Lesson 2

Think About the Steps: My Life at 25

Overview

Lesson 2 Learning Objectives




In Lesson 2: Think About the Steps: My Life at 25, students will be able to:

- Identify some of the steps they will need to take to achieve their goal they identified in Lesson 1; and
- Identify some of the tools and other resources they have available to them to help in achieving their goal.

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 2**
 - Take steps now to reach your goal.

MATERIALS FOR THIS LESSON

-  Painter's tape
-  Markers
-  Flip chart (smartboard, PowerPoint)

LESSON AT-A-GLANCE

2A. Welcome to Lesson 2! (3 min)

2B. Review: **STAR**: **S**tate your goal; **T**hink about the steps; **A**ssert your Camino; **R**each your goal (5 min)

2C. "Pass the ball": Think about the steps to your goal (13 min)

2D. My Camino Map: "Think about the Steps" to Achieve My Goal (15 min)

2E. Assignment #1: A Question for your Parent/Guardian or Other Trusted Adult (2 min)

2F. Slogan and Closure (3 min)

Preparation for Virtual Adaptation

1. Familiarize yourself with the following PPT slides:
 - Lesson 2 Overview (see Activity 2A)
 - Key Messages (see Activity 2A)
 - STAR (see Activity 2B)
 - Group Agreements (see Activity 2B)
 - Time Periods (see Activity 2D)
 - Resources (see Activity 2D)
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 2 Procedures

Activity 2A: Welcome to Lesson 2! (3 minutes)

1. **Welcome** students to Lesson 2.
2. **Review the lesson learning objectives so that students know what they will do/cover in the lesson.**
3. **Review the group agreements.**
4. **Ask students** to turn to **Lesson 2: Key Messages in their workbooks.**
5. **Ask for a volunteer** to read the new Key Message for Lesson 2.

Virtual Adaptation

Follow Lesson 1 recommendations for opening *El Camino* lessons on Zoom.

Show the PPT slide titled “Lesson 2: Overview” as student reads the learning objectives and the PPT slide titled “Key Messages” as the student reads the key message.

Show the PPT slide titled “Group Agreements” to quickly remind students of them. You can say something like:

Just a quick reminder of the group agreements we discussed in Lesson 1. Let’s all remember to abide by them.

MATERIALS

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

STUDENT HANDOUTS

- ☐ **Lesson 2:** Key Messages



Activity 2B: Review **STAR**: State your goals; Think about the steps; **A**ssert your Camino; **R**each your goal (5 minutes)

1. **Remind students** that during the last lesson we learned about a goal-planning map (El Camino) and **STAR**.
2. **Ask students:**
 - *Does anyone remember the first step in **STAR**? The second step? The third step? The fourth step?*

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.

3. Post **Flipchart 1.3: El Camino Map with **STAR** Definition**.
4. **Review** each of the **STAR** steps as needed (based on how much the students remembered).

Virtual Adaptation

Rather than showing the flipchart as you would in a face-to-face lesson, show the PPT slide titled “STAR” as you review the definition.

Facilitator Note: Remember to have the **Flipchart 1.2 Group Agreements** posted on the wall for this and all subsequent lessons.

MATERIALS

- **Flipchart 1.2:** El Camino Group Agreements
- **Flipchart 1.3:** El Camino Map with **STAR** Definition

STUDENT HANDOUTS

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



Activity 2C: “Pass the Ball:” Think about the steps to your goal (13 minutes)

MATERIALS

- ☐ Ball (or other object to toss, e.g., ball of yarn)

1. **Ask students** to stand up in a circle.
 - Option: If there are two co-facilitators, they can have the class divide into two groups to form two circles.
2. **Tell the students:**
 - *We are going to “Think about the steps” you should take to help achieve your goal.*
3. Using **Flipchart 1.3: El Camino Map with STAR Definition** the facilitator should point out the five different time periods.
4. For each time period listed on the El Camino figure, the facilitator will start the activity and give one example of a “step.” Some examples could be:
 - a. Round 1 (Today): “Attend class regularly,” “improve grade point average”
 - b. Round 2 (Next Three Months): “Find out about programs to help study for PSAT,” “join an after school program that can help you learn skills related to your goal”
 - c. Round 3 (12th Grade): “Find out about training programs,” “take SAT for college entry”
 - d. Round 4 (After High School Graduation): “Take courses at a community college,” “participate in an apprenticeship program”
 - e. Round 5 (At age 20): “Obtain an entry level job in field of interest”
5. After the facilitator provides an example, they will toss the ball to one of the students. Whoever receives the ball needs to state a step that they need to take for the time period that the facilitator specifies for the round (e.g., ‘today’, ‘next three months,’ and so on).

6. Have the students continue to toss the ball and change to the different time periods about every minute.
7. After the activity is completed, **tell the students:**
 - *You will now have a chance to work on the steps you need to take to reach your goal on your caminos.*

Virtual Adaptation

Rather than participants throwing an actual ball as they would in a face-to-face lesson, ask each student to throw an imaginary ball with their hands to another student and call out the other student's name as they do so.

Ask each student to do the same until all students have had a turn.

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



Activity 2D: My Camino Map: “Think about the Steps” to Achieve My Goal (15 minutes)

INTRODUCTION (2 minutes)

1. **Ask students** to find **Handout 1.1: El Camino Map with STAR Definition** in their workbooks.

Virtual Adaptation

Show the PPT slide titled “STAR” as students to turn to their handout.

2. Explain to students:

- *Today we will use the El Camino Map to focus on ourselves (rather than on Sofia and Santiago) and our identified long-term goals – especially as they relate to high school graduation and getting a good job – that is, a job that allows us to live the lives we want for ourselves and our families.*

3. **Remind the students** that last lesson they wrote their goal for when they are 25. If they didn’t write a goal last lesson, they can write one down during this lesson.
4. **Remind the students** that during the previous activity, they had a chance to brainstorm about “steps” they need to take to reach their goals.

STAR “THINK ABOUT THE STEPS”: INDIVIDUAL WORK (13 minutes)

1. Tell the students:

- *I will now read some questions to help you plan the steps for each of the time markers on El Camino. The questions are meant to help you imagine what your life might be over the next ten years. The questions will ask about specific time periods:*
 - a. Today (what steps can they start to take immediately)
 - b. The next 3 to 6 months

MATERIALS

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

STUDENT HANDOUTS

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

- c. During 12th grade
- d. After high school graduation
- e. When they are 20 years old

Virtual Adaptation

Show the PPT slide titled “Time Periods” as students to turn to their handout.

2. *After each question, you will have a couple of minutes to think about the steps that will help you reach your goal and write those steps down in the space on your camino (Handout 1.1).*
3. *After each step, you will have a chance to share your steps.*
4. **Ask students** if they have any questions about their assignment.

Virtual Adaptation

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

If this activity is being conducted verbally, allow each student to discuss the steps that they need to take for their own goal.

Facilitator Note: Probes are provided which can be used as needed if students seem uncertain about steps for a specific time period. Remind the students of steps mentioned during the ‘Pass the Ball’ activity. Use probes most relevant for students in your group.

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

STAR: THINK ABOUT THE STEPS

1. **Think about right now.** *What will you need to do to make sure you pass your classes?*
 - Probes: Regularly attend classes; talk to a trust adult about your goals.

- Ask student volunteers to share some of their steps. Help the students think more specifically about steps. For example, if a student says talk to a teacher, ask the student if there is a specific teacher they would talk to? Probe if necessary.
2. **Think about the next 3 to 6 months.** *What will you need to do to make sure you pass your classes and move on to the next grade level?*
 - Probes: Reach a certain grade point average; talk to a guidance/career counselor.
 - Ask student volunteers to share some of their steps.
 3. **Think about 12th grade.** *What will you need to do to make sure you finish high school? To get into a training program or go to college?*
 - Probes: Take SAT/ACT exams; identify training opportunities for area of interest; talk to guidance/career counselor about funding/scholarships.
 - Ask student volunteers to share some of their steps.
 4. **Think about after high school graduation.** *What will you need to do to get a good job? What will you need to do to be successful in college?*
 - Probes: Part-time work to help fund training/college; take community college courses.
 - Ask student volunteers to share some of their steps.
 5. **Think about when you are in your early twenties -- about 20 years old.** *Do you have a job? Are you still in college?*
 - Probes: Attend job fairs; discuss opportunities with career advisors at your college or training school.
 - Ask student volunteers to share some of their steps.

6. At the end of the activity, **emphasize to the students** that there are a lot of different types of tools or resources they can use to take the steps they need to reach their goal:
- School staff (facilitators, counselors)
 - Trusted adults (parents, guardians, older siblings, other relatives)
 - Peers (friends with similar interests, cousins, or other relatives that are the same age)
 - Internet/Websites (Remind the students that not all information on the internet is accurate)
 - Clinic staff (health providers, counselors)

Virtual Adaptation

Show the PPT slide titled “Resources” as you review the list above.

Facilitator Note: Develop a list of specific resources with contact information that are available at your school and in your community. This will help students more easily identify and use resources.

Virtual Adaptation

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



Activity 2E: Assignment #1: A Question for Your Parent/Guardian or Other Trusted Adult (2 minutes)

Facilitator Note: Early trials of the program suggest that students have probably not had this conversation with their parent/guardian before – therefore this is an important opportunity for them to start this discussion.

STUDENT HANDOUTS

- ☐ **Assignment 1:** A Question for your Parent/Guardian or other Trusted Adult

1. **Ask students** to turn to **Assignment #1** in their Workbook.

- **QUESTION:** *How much education do you think I should get?*

Virtual Adaptation

Show the PPT slide titled “Assignment 1” as students look in their workbooks.

2. Students can text the question to their parent/guardian or other trusted adult. Or they can call them or ask them in person and write their answer on the assignment sheet.

Virtual Adaptation

Ask the students to text their parent/guardian/trusted adult during the class.

3. **Tell the students:**

- *It is important for you to complete the assignment. This will give you a chance to talk to a parent/guardian or other trusted adult about you goals and what you are learning in El Camino.*

4. **Tell the students** they should be prepared to discuss the assignment during Lesson 3.

5. **Remind the students** that they only have to share what they want to share during discussions.



Activity 2F: Slogan and Closure (Optional) (3 minutes)

MATERIALS

- ☐ Flipchart 2.1: Key Messages

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 2.
3. On a flipchart, write down students' responses.
4. Tell the students that in the next lesson they will continue to use **STAR** to work on their 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.

Materials in Student Workbook:

- Lesson 2: Key Messages
- Assignment #1: A Question for your Parent/Guardian or Other Trusted Adult

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