

Lesson 3

Assert Your Camino: RELATIONSHIPS AND DECISIONS

Overview

Lesson 3 Learning Objectives




In Lesson 3: Assert Your Camino: Relationships and Decisions, students will be able to:

- Discuss positive and negative road trips that can affect their camino;
- Recognize warning signs and how to use them to stay on their camino;
- Describe possible consequences from engaging in early sexual behaviors; and
- Describe how these consequences can affect school success and high school graduation.

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.

MATERIALS FOR THIS LESSON

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

LESSON AT-A-GLANCE

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

3B. Vote with your Feet: Road Trips—On or Off Track? (8 min)

3C. Warning Signs (9 min)

3D. Sofia's and Santiago's Story/Novela: Pedro's Party (16 min)

3E. Assignment #1: A Question for your Parent/Guardian or Other Trusted Adult (3 min)

3F. Slogan and Closure (3 min)

- **Lesson 3**
 - Learn to identify and respond to “warning signs.”

Preparation for Virtual Adaptation

1. Familiarize yourself with the following PPT slides:
 - Group Agreements (see Activity 3A)
 - Key Messages (see Activity 3A)
 - STAR (see Activity 3B)
 - Road Trips: On or Off Track (see Activity 3B)
 - Warning Signs (see Activity 3C)
 - Warning Sign Situations (see Activity 3C)
 - 3 Questions to Consider (see Activity 3C)
 - Pedro’s Party (see Activity 3D)
2. 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 3 Procedures

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

1. **Welcome** students to Lesson 3.
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 3: Key Messages** in their workbooks.
5. **Ask for a volunteer** to read the new Key Message for Lesson 3.

Virtual Adaptation

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

Show the PPT slide titled “Lesson 3 Overview” as students read 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 3: Key Messages



Activity 3B: Vote with Your Feet: Road Trips—On or Off Track? (8 minutes)

ROAD TRIPS: ON OR OFF TRACK? — DEFINITIONS (4 minutes)

1. **Remind students** that during the last two lessons we learned about a goal-planning map (El Camino) and **STAR**.
2. **Refer to 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 remind students of what they have learned so far about STAR.

3. Remind the students:

- *In the first lesson, everyone identified and **Stated** their goal.*
- *In the second lesson, everyone **Thought** about the steps they need to take to reach that goal.*

4. Tell the students:

- *Today we are going to talk about **Asserting** your camino. Now please turn to **Handout 3.1: Road Trips: On and Off Track**.*

5. Review Handout 3.1/Flipchart 3.1a: Road Trips: On or Off Track.

Virtual Adaptation

Rather than a flipchart that would be used in face-to-face delivery, show the PPT slide titled “Road Trips: On or Off Track” as you explain what “on” and “off track” mean.

6. Tell the students:

- *Sometimes staying on your camino can be difficult. However, to **Reach** your goals, you need to be prepared to stay “on track.” And, if you go on a Road Trip that takes you “off track,” you need the resources to get back on your camino. Remember*

MATERIALS

- ☐ **Flipchart 3.1:** Road Trips: On and Off Track
- ☐ **Flipchart 1.3:** El Camino Map with **STAR** Definition
- ☐ **Facilitator Resource 3.1a and 3.1b:** Vote with Your Feet—On or Off Track
- ☐ ON TRACK/OFF TRACK Signs

STUDENT HANDOUTS

- ☐ **Handout 3.1:** Road Trips: On and Off Track

that getting off track does not necessarily mean that you did something wrong or made a bad choice.

- *It is important to acknowledge that some groups of youth may experience barriers to achieving their goals that are due to discrimination. For example, the effects of racism, sexism, and homophobia. This is not their fault.*
- *There are events that are out of your control like the death of family member, losing a job, or financial hardship in the family that might prevent a student from actively working toward their goals. This is not their fault.*
- *We want to empower you to make choices that support your personal goals but want you to know that we understand that there are things that you cannot control.*



7. Explain to the students:

- *We are going to explore how the resources you have – your own intelligence, experience, judgment, knowledge, skills and resilience, and your family, friends, and community – can help you achieve your goals.*

Facilitator Note: During this activity about road trips, help the students to 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 again take you away from what you need to do to reach your goals.

VOTE WITH YOUR FEET (4 minutes)

Facilitator Note: To stay within the time limit, select ONLY 3 or 4 of the statements to discuss. 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.

1. **Remind the students** that in Lesson 1 we used “Vote with Your Feet” to share their opinions about different statements.

2. **Explain to students** that today we will “vote” on whether certain activities take you off track of your camino.
3. **Remind the students** that after a statement is read, each of them should go to the sign that best fits with their opinion. Remind them that if they are unsure or feel that the statement could have positive or negative consequences, they can stand in the middle of the room.
4. At any time during the discussion, students can change their mind and move quietly to a new position.
5. **Select** 3-4 statements from **Facilitator Resource 3.1b: Vote with Your Feet: On or Off Track?**
6. **Read statements** from **Facilitator Resource 3.1b: Vote with Your Feet: On or Off Track?**
 - a. **Probe the students** to explore their reasoning for choosing on or off track. Ask if the statement could take them “off track” but at the same time be a positive experience?
 - b. **Remember to listen** to the students’ ideas, and don’t suggest answers to the statements.

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. If they agree with a statement, they should click on the “thumbs up” icon. If they disagree with the statement, they should 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. 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.

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.



Activity 3C: Warning Signs (9 minutes)

DEFINITION OF “WARNING SIGN” (4 minutes)

1. Explain to the students:

- The purpose of the next activity is for you to learn to recognize “warning signs” that tell you that you might be taking a road trip that will take you off track of your camino – road trips that can get in the way of you achieving your future goals, especially graduating high school and getting a good job.*

2. Ask students:

- What do you think “warning signs” means? Take a few responses.*

Virtual Adaptation

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

3. Share this definition and example with students:

- Warning signs tell us that there might be a bad outcome or that something is risky or not right in a certain situation. When we experience warning signs, we can then use our feelings, our brain, and our senses (that is, sight and hearing) to make good decisions. Warning signs can help us to stay on our camino.*

Virtual Adaptation

Show the PPT slide titled “Warning Signs” as you review the definition.

4. Ask students to turn to **Handout 3.2: Warning Signs** in their workbooks.

5. Explain to students:

- Teens and adults who do not pay attention to “warning signs” often regret their decisions. Warning signs can tell you that the situation could get you into trouble. It is important to **THINK***

MATERIALS

- ☐ **Flipchart 3.2:** Warning Signs Situations

STUDENT HANDOUTS

- ☐ **Handout 3.2** Warning Signs

about what you are doing and the consequences of your actions. These situations can take us off track from our camino.

- *People who experience abuse or are forced to do something against their wishes may blame themselves for not noticing warning signs, or for noticing them but not doing anything about them. While warning signs can be helpful when making a decision, victims of abuse are never to blame for their abuse.*

“WARNING SIGN” STATEMENTS (5 minutes)

1. Share **Flipchart 3.2: Warning Sign Situations.**

 2. **Tell the students:**

- *I am going to read statements, one at a time, about certain situations that could happen to you (see statements listed below).*

Warning Sign Statements:

- A friend asks to cheat off you during a test.
- A friend encourages you to shoplift some shoes in a store.
- Someone you just met offers you a ride home.

Virtual Adaptation

Show the PPT slide titled “Warning Sign Situations” as you read them aloud to students.

3. After reading the statement, students will consider the three questions on **Flipchart 3.2.**

Virtual Adaptation

Rather than a flipchart that would be used in face-to-face delivery, show the PPT slide titled “3 Questions to Consider.”

4. After reading each statement, **ask one student** to share their answers to the three questions on **Flipchart 3.2**. For the sake of time, take only one volunteer per situation.
5. Emphasize with students:
 - *It is important to pay attention to “warning signs” and not to ignore them. Our “warning signs” are almost always going to help us make decisions that are right for us. Being able to read warning signs will help us avoid going off track of our caminos.*



Activity 3D: Sofia's and Santiago's Story/Novela: Pedro's Party (16 minutes)

REVIEW OF SOFIA'S AND SANTIAGO'S STORY/NOVELA (3 minutes)

1. **Ask the students** if they remember Sofia's and Santiago's story/novela.

Virtual Adaptation

Ask students to use Zoom's Reaction feature to answer this question.

2. **Ask the students** to tell you about Sofia (Probes: Who does Sofia live with? What are Sofia's strengths [what is she good at])?
3. **Ask them to tell you** about Santiago (Probes: Who does Santiago live with? What are Santiago's strengths [what is he good at])?

Virtual Adaptation

Allow students to answer Questions 2 and 3 verbally or using the **Chat** box.

4. **Tell the students** that today we are going to learn more about Sofia and Santiago and their families and friends.

SOFIA AND SANTIAGO'S STORY: PEDRO'S PARTY (13 minutes)

1. Ask students to turn to **Handout 3.3: Sofia's and Santiago's Story/Novela: Pedro's Party**.

Virtual Adaptation

As students find their handouts, show the PPT slides titled "Pedro's Party." Click through these slides with the text from the novela as students read aloud.

MATERIALS

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

STUDENT HANDOUTS

- ☐ **Handout 3.3** Sofia's and Santiago's Story/Novela: Pedro's Party



2. Tell the students:

- *This story includes descriptions that might make people that have experienced unwanted sexual behaviors in the past feel uncomfortable. Remember our group agreements: you do not have to participate in an activity that you do not want to, and you can leave the room if you're feeling triggered.*
- *As the story/novela is read, we will stop and discuss what the characters are doing and how you think they feel.*
- *At each stopping point in the story, I will ask you to indicate if you think that one or more of the characters is feeling warning signs.*
 - a. **Note:** Students can raise their hands, clap, snap their fingers to indicate that the character is feeling warning signs.

Virtual Adaptation

There are several ways you can ask students to indicate if they are feeling warning signs: 1) raise their hands in front of their webcam, 2) use Zoom's **Reactions** feature, 3) type "warning" (or another simple word) in the **Chat** box, or 4) ask them to write the word "warning" in big letters on a piece of paper and raise that paper to their webcams.

For other questions, allow students to answer verbally or by using the **Chat** box.

During the activity, ask each student to respond to what the other students are saying. What do they think about what the other students are saying?

- ## 3. Ask for a volunteer
- to read the first paragraph of the story/novela. Have other volunteers read each of the subsequent paragraphs. Another option is for the facilitator to read the scenario.

Sofia's friend Alicia invited Sofia to a birthday party for Pedro. Pedro is in 12th grade. Alicia tells Sofia that Pedro's parents will be out of town the weekend of the party and that "everybody" will be there, including David. David is in Sofia's science class, and she has wanted to spend more time with him. Sofia knows her Aunt Camila will not let her go to the party – her aunt is always telling Sofia that she must keep a close eye on her because her parents are out of the country.

However, Sofia decides to go to the party and tells her aunt that she is spending the night at Alicia's house.

Sofia mentions the party to Santiago. Santiago usually works on the weekends at his parents' store. He knows if he goes to the party, his parents will need to work extra hard at the store. Santiago decides to go to the party anyway and he tells his parents that he is meeting a friend to work on a school project.

- Do Sofia and Santiago feel any "warning signs"? (raise hands, clap, snap fingers if "yes")
- Why do they feel "warning signs"? How do they feel?

When Alicia, Sofia and Santiago arrive at the party, the house is really crowded. They know some of the people from school, but they also see some of Pedro's older friends. The music is loud, and people are dancing. Santiago sees a friend and leaves Alicia and Sofia. As Alicia goes into the kitchen to get drinks, Sofia sees David. WOW – he is so hot. David smiles and waves at Sofia.

- Does Sofia feel any "warning signs"? (raise hands, clap, snap fingers if "yes")
- How might Sofia respond to these "warning signs"?

David comes over, puts his arm around Sofia and says, "I was hoping I would see you here." Sofia tells David that she really loves the music, and David suggests that they dance. David and Sofia dance for a while. Alicia starts taking pictures of Sofia and David dancing and posting them on social media.

- Does Sofia feel any "warning signs"? (raise hands, clap, snap fingers if "yes")
- Why does Sofia feel "warning signs"?

After dancing for a while, Sofia feels hot. David says, "Hey, let's go upstairs, it's so much cooler up there." Sofia isn't sure she wants to go upstairs, and she doesn't know how to assert herself. David grabs

a liquor bottle and a couple of glasses. David says, “Come on”, and Sofia goes with him. When they get upstairs, Sofia notices that they are the only ones there.

- Does Sofia feel any “warning signs”? (raise hands, clap, snap fingers if “yes)
- When does she feel the “warning signs” and how might she respond?
 - **Probes:** When David suggests they go upstairs? When David takes a liquor bottle with him? When they get upstairs and there is no one else up there?
- How can Sofia assert herself and protect her camino?

Sofia and David go into one of the bedrooms. David pours two shots out of the liquor bottle and offers her one. Sofia says “no,” so David drinks both shots. David starts kissing her. Sofia knows that David wants to have sex with her. She likes him a lot, but she’s not sure if she’s ready.

- How is Sofia feeling when David drinks two shots?
- How is Sofia feeling when David starts kissing her?
- How can Sofia assert herself and protect her camino?

David takes off his shirt and starts taking off Sofia’s shirt. Sofia still feels uncertain about the situation. Part of Sofia wants to have sex, but part of her feels like it is not a good idea. Sofia doesn’t have condoms and it looks like David doesn’t either.

- Sofia made a lot of decisions before and at the party. At what point could Sofia have done something differently that would have helped her in her camino?

Facilitator note: Remind students that it is never ok for someone to coerce or force another person to have sex.

- How can Sofia assert herself now and still protect her camino?
- How do Sofia's decisions affect her camino?
- What about David's decisions and behaviors?
- What should he have done differently?



5. **Tell the students:**

- *We will learn more about what happened to Santiago at the party in Lesson 4. We will also hear more about Sofia and David in future lessons.*



Activity 3E: Assignment #1: A Question for Your Parent/Guardian or Other Trusted Adult (3 minutes)

STUDENT HANDOUTS

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

1. **Ask students** to turn to **Assignment #1**.

- 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. **Ask for volunteers** to read the answers they got from their parent/guardian or other trusted adult.
3. If there is a student who was not able to ask this question to an adult, ask:
- *How do you think your parent, guardian or other trusted adult would answer this question?*

4. **Ask the students:**

- *How was what your parent/guardian said different or the same as their own educational goals? Why do you think they are the same? Or why do you think they are different?*

Virtual Adaptation

Allow students to answer this question 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 3F: 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 3.
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 a slogan, ask them to write their ideas in the **Chat** box. Read each of the slogans aloud. Provide positive feedback on students' creativity.

Facilitator Resource 3.1a

Vote with Your Feet: Road Trips: On or Off Track

Road trips are life experiences that can either:

- Keep you on track to achieve your goals (for example, doing community service hours or participating in an internship), OR
- Create obstacles that can take you off track of your camino and make it harder to achieve your goals (for example, going to parties or drinking alcohol).

You will probably experience both types of road trips. It is important to know how to manage your road trips, so you can get back to your camino.

On Track experiences are Road Trips that do not take much of your attention away from your camino and can even HELP you achieve your goal.

- An **On Track** road trip might be joining a club after school. While joining the club might take some time away from your camino, you might learn a new skill, meet new friends to support you in achieving your goal, or meet a new facilitator who supports your goals.

Off Track Road Trips require you to re-write the steps needed to achieve a goal (“plot a new route”). If you go off track, you are going to need more time, energy and tools or resources to achieve your goals. Going off track can cause a delay in achieving your goals. Sometimes it is a short delay; but other times, going off track can make it much more difficult to achieve your goals.

- An **Off Track** road trip might be if you decide to play video games to the extent that you don’t study enough to get good grades. Getting a bad grade in a class would take you off your camino and you would have to plot new steps that would help you get back on your route.

DO NOT MENTION that having unprotected sex and finding out that you/your partner is pregnant could make it difficult to achieve your goals. Allow students to mention this if the students bring it up themselves.

Facilitator Resource 3.1b

Vote with Your Feet: Road Trips: On or Off Track

NOTE: Choose ONLY 3 or 4 statements from the list to discuss so that you can stay within the activity time limit.

STATEMENTS FOR VOTE WITH YOUR FEET (ON TRACK OR OFF TRACK):

1. Join an afterschool program
2. Play videogames
3. Work a part time job during the school year
4. Spending time with some youth you know are part of a violent gang
5. Be selected to be on a school sports team
6. Go to a friend's house and drinking alcohol
7. Be suspended from school for cheating on an exam

Flipchart 3.1

Road Trips: On or Off Track?

- **ROAD TRIPS** are life experiences that can either: 1) keep you on track to achieve your goals, or 2) create obstacles that can take you off your camino and make it harder to achieve your goals. You will probably experience both types of road trips. It is important to know how to manage your road trips, so you can get back to your camino.
- **ON TRACK** experiences are Road Trips that do not take much of your attention away from your camino. In fact, sometimes, On Track experiences can even HELP you achieve your goal.
- **OFF TRACK** experiences are Road Trips that require you to re-write the steps needed to achieve a goal (“plot a new route”). If you go off track you will likely need more time, energy and resources to achieve your goals. Going off track can cause a delay in achieving your goals. Sometimes it is a short delay, but other times going off track can make it much more difficult to achieve your goals.

Flipchart 3.2

Warning Sign Situations

- What does your warning sign say?
- How might you feel in the situation?
- How could your decision in the situation affect your camino?

Materials in Student Workbook:

- Lesson 3: Key Messages
- Handout 3.1: Road trips: On and Off Track
- Handout 3.2. Warning Signs
- Handout 3.3. Sofia's and Santiago's Story/Novela: Pedro's Party