LESSON 1: Looking Into the Future

My Future - My Choice™
A sexual health curriculum for teens

DHS | Oregon Department of Human Services
SELF SUFFICIENCY
LESSON 1: LOOKING INTO THE FUTURE

BEFORE YOU GO INTO THE CLASSROOM

CLASSROOM SETUP
Ask teachers to organize small mixed-gender groups before class starts.

MATERIALS LIST
Prop (Ground Rules) poster
Worksheet: Which is Which (one per group)
*Worksheet: Crystal Ball and Goal Plan (front to back, one per student)
Chalkboard, whiteboard, smart board, or overhead projector
*Pieces of paper for question box
Question box
*Homework handout

SPECIAL INSTRUCTIONS
Help teen leaders be prepared so they won’t read directly from the script.
Prior to entering the classroom, review with teen leaders the statements they plan to make in their introduction.
Remind teens to have their goal plans ready.
Teen leaders will review the ground rules with the class.
Assist teen leaders with classroom management.
Circulate around the room with teen leaders.
Be prepared to give an overview of the lessons.
Help teen leaders edit responses and re-frame answers in a positive way.
Be prepared to explain the question box. See Resource Guide for additional instruction on responding to questions.
Complete database form DHS0098.

*Copies for each student.
# Lesson 1: Looking into the Future

## Objectives

By the end of the lesson students will:

- Be more familiar with their peer instructors
- Be more familiar with the content of the curriculum
- Be able to determine the difference between short-term, mid-term, and long-term goals
- Set a physical, mental or social goal

## Activities

- Which is Which worksheet types of goals
- Crystal Ball worksheet brainstorming
- Goal setting

## Oregon Health Standards Addressed

- Concepts
- Goal setting
LESSON 1: LOOKING INTO THE FUTURE

CLASSROOM FACILITATOR:

Hi, I am [classroom facilitator] from [organization/employer].

I will be here in the classroom assisting with the presentations.

TL-1: Hi, I am ________________ from ________________ High School.

TL-2: Hi, I am ________________ from ________________ High School.

LEADERS:

Add a statement about yourself, why you are a teen leader and why you think it is important to make healthy choices about sexual involvement and relationships. Use the introduction you practiced in training.

Name: _______________________ Grade:________
School: ____________________________________
Things about yourself: _________________________
Why you are a teen leader: ____________________

CLASSROOM FACILITATOR:

Instruct students to clear their desks/tables and organize in groups.
Distribute pieces of paper to students for the question box.
We are starting a series of lessons today called My Future-My Choice.

We are going to discuss what it means to be healthy and why it’s important to make healthy choices for ourselves. We are not talking about just being physically healthy, but also healthy in our relationships with other people, our responsibilities in those relationships and how we interact and communicate with others.

During these lessons it’s important to remember that there are a lot of different backgrounds, cultures, traditions and views regarding this subject. We always need to be respectful of each others’ differences.

These lessons are designed to help you understand how the decisions you make now can affect your future.
During these lessons you will:

- Learn and understand how to set short-term, mid-term and long-term goals.
- Learn and understand why it’s important to make healthy choices about sexual involvement.
- Learn and understand how the media can influence the decisions you make about sex.
- Discuss and understand different types of pressures that influence your decisions.
- Learn and practice assertive skills to use in pressured situations.
- Learn and practice how to say no without hurting your friends’ feelings or making them mad.
- Learn and understand how your bodies change when you are becoming an adult.
- Understand and practice the importance of knowing how to protect yourself and make the best choices for you.
I’m looking forward to the My Future-My Choice lessons. It’s important for young people be able to make healthy decisions about their future.

During our lessons there may be times when you have a question that is not part of the current lesson. Or someone might be embarrassed or uncomfortable asking a question around some of the topics we will be discussing. I want to make sure that any questions people have are addressed so we are going to have a question box.

During each lesson, everyone will receive a small piece of paper to write a question on. At the end of each lesson we will pass the box around and everyone will put their paper into the question box. If you don’t have a question to ask you can just put your blank piece of paper into the box.

We will review the questions and address some at the beginning of our next lesson. Some questions may need to wait until a more appropriate time, but we will do our best to make sure we address any question you might have.

I hope the question box can help everyone feel more comfortable.
Because we are going to be sharing ideas and opinions with each other, let’s establish some ground rules to follow during our lessons.

This will help everyone feel comfortable and safe when participating.

Here are the classroom ground rules:

**The first ground rule is:** **Respect the right to privacy for yourself and others.**

Because we are in a large group setting, it’s not the best or most appropriate place to tell personal stories about you, your friends or family members. If you feel you need to discuss a personal situation, we can refer you to a place where it is safe to talk.

**The second ground rule is:** **Everyone should participate as much as possible.**

Throughout our lessons we will be doing lots of fun activities, so we want everyone to participate as much as possible.

**The third ground rule is:** **Respect each other’s ideas and opinions.**

No put-downs or laughing at each other. It’s OK to laugh when something is funny, but it’s not OK to laugh at someone’s idea or opinion.
The fourth ground rule is: **It’s OK to pass.**

If you feel uncomfortable at any time, we will respect your right to pass.

The last ground rule is: **Hands up!**

When we say, “Hands up,” we want you to stop, listen, focus on us and raise your hand.

Let’s practice now: Let’s all talk at once about what you plan to do today after school (*make eye contact and pause a moment*).

Hands up! (*Wait for class to be quiet.*)

Good job!

Does everyone understand and agree to follow these ground rules?
Throughout our lives our bodies go through changes. Some of those changes are easy to see.

For example, when you think about elderly/older people, what are some of the obvious physical changes you can see?

Changes also occur in young people between about the ages of 9 and 16. Your body begins to change physically and your emotions go through changes too.

It is common for these changes to happen at different times for everyone, and some of you may even be experiencing some of those changes already.

We’ll talk more about the changes young people experience during adolescence in our upcoming lessons. It’s important for you to know how some of those changes you are experiencing can affect the way you think about yourself, others and the choices you make.
The choices we make, even when we are young, can affect what we do as adults. Today we’re going to talk about setting goals.

For just a moment, I want you to think about what you would like to see in your future.

**GOAL SETTING**

What kind of job would you like to have when you get older? (Pause and take answers.)

What kind of car do you want to drive? (Pause and take answers.)

Where would you like to take a trip? (Pause and take answers.)

These things that you just identified are called long-term goals.

**CLASSROOM FACILITATOR:**

Write students’ answers on a white board. **Don’t erase!**

Teens will refer back to these goals in a later activity.
There are different types of goals. There are short-term goals that can take up to one month to complete, mid-term goals can take up to six months to complete, and long-term goals can take six months or more to complete.

Physical goals usually affect your body or how you feel physically. Mental goals affect your mood and how you are feeling. Social goals are about other people and how they interact with you.

We’re going to do an activity now to help us identify the differences among these types of goals.

You have five seconds to pick a person in your group to take notes. We will call this person the recorder. That person will be responsible for writing things down for your group.

Ready? Go!

Recorders raise your hands. Keep them up until you receive your worksheet.

Now you have five seconds to pick another person to report out for your group. We will call this person the speaker.

Ready? Go!

Distribute Which is Which worksheet to the recorders. Allow groups time to complete worksheet. Circulate and assist groups as necessary.
Now take a few moments in your groups to decide whether each item listed is a short-, mid-, or long-term goal. We will give you three minutes to work on this.

Ready? Go! (Give groups time to complete the worksheet.)

Pencils down! Hands up!

Now let’s see what you decided about each goal. When I come to each group, have your speaker stand up and report out what your group decided.

LEADERS:

Select a group and, starting with number 1 on the worksheet, have the speaker stand up and report out whether the group decided the goal is a short-, mid- or long-term goal.

Repeat their answers and move to the next group.

Keep having groups report out until all goals have been discussed.

Some groups may have identified a short-term goal on the worksheet as mid-term, which is OK.

Depending on priorities and skills, some of the items could be either short- or mid-term.

Nice job!
Now we’re going to give you an opportunity to do some goal setting of your own.

Everyone will receive a worksheet with a crystal ball on one side and a goal plan on the other. Make sure your worksheet is on the side with the crystal ball.

**TL-2:**

Distribute the Crystal Ball/Goal Plan worksheet, one per student.

For the next few minutes, I want you to look at the goals on the board we talked about earlier. Pick some that interest you and write them down in your crystal ball or come up with something new if you’d like.

Be sure to include some mental, some physical and some social goals.

**LEADERS:**

Circulate and offer suggestions to students who need assistance.

Now think about some things you already do that you want to improve and add those to your crystal ball. Maybe you want to improve your grade in a class, get better at a sport, or play a musical instrument. You might want to get along better with your parents or siblings. Maybe there is something new you would like to try.

Be sure to write down all your ideas.

We’ll give you three minutes.

**Ready? Go!**
Accomplishing a goal takes planning.

We would like to share some of our goals that we have set and our goal plan to achieve them.

We used the same goal plan you have on the other side of your worksheet.

LEADERS:

Circulate and offer suggestions to students who need assistance.

LEADERS:

Share some of the goals you listed on the Crystal Ball worksheet that you completed during your Teen Leader Training. Then walk through your goal plan with the class. Make sure all teen leaders shares both their Crystal Ball and Goal Plan.
MY GOAL PLAN

MY GOAL:

This goal is important to me because...

To accomplish my goal I need to:
1.
2.
3.
4.
5.

Difficulties I might have:
1.
2.
3.

I will know I have accomplished my goal when...

I’d like to achieve this goal by:
Look into your crystal ball and pick one goal that interests you most right now.

Turn your paper over and write this goal in the box labeled “goal” on the top of the worksheet.

Now fill out the rest of your goal plan. We will be circulating in case you need any help.

We will give you about five minutes to work on this.

Ready? Go!

LEADERS:

Circulate and offer assistance to students who might need help filling out their goal plan. Keep your goal plan with you so you can show them an example.
Pencils down! Hands up!

Would anyone like to share their goal plan with the class?

LEADERS:
Call time when most students have completed their goal plan.

LEADERS:
Select a couple students to share their goal plan.
Paraphrase main point of goals that are shared by students.

Nice job on setting goals for yourself!

Keep your crystal ball to remind you of the goals you’d like to have for your future. You may want to share your goal plan with a parent/guardian or a trusted adult. Remember, a parent/guardian or other adult can help you achieve goals you’ve set.
We had a lot of fun with you today setting goals and talking about what we’d like to see in our future.

Setting goals is an important part of taking control of your future.

In our next lesson we’ll talk about the advantages of postponing sexual involvement and how goals can be a reason why some teens decide to wait to become sexually involved.

As a follow-up assignment we have a short list of questions for you to take home and ask a parent/guardian or a trusted adult. You can see what they think about setting goals.

**LEADERS:**

Pass out worksheet, one per student.

Everyone say goodbye.

**CLASSROOM FACILITATOR:**

Pass around the question box. Remember, all students should put a piece of paper in the question box regardless of whether they wrote anything on it.

Goodbye!
Dear parent/guardian,

As part of the My Future-My Choice program please work with your student to complete the following worksheet assignment.

Today in class we talked about looking into the future, setting goals and ways to achieve them.

1. Do you remember any of the goals you had when you were my age? If so, can you share some of them with me?

2. Do you still set goals for yourself now? If so, can you share one with me and tell me some of the steps to achieving it?

3. What advice would you give me for setting/achieving goals?

4. (Student) Discuss one or more of the goals you set in class.