

Session 7.1

(Re-) Introduction to Healthy Futures, Keys to Success

Session Overview:

1. (Re-) Introduce Healthy Futures.
2. (Re-) Introduce “The Choices You Make NOW Will Affect You LATER” slogan and incentive.
3. Establish and post the Group Rights and Responsibilities.
4. Explain and pass out the question cards.
5. Use That’s Me! to actively engage participants and build excitement for the program.
6. Use the Keys to Success activity to discuss challenges people face on the path to achieving goals and dreams.
7. Use the Dream Big handout to help participants identify their goals and dreams, steps they need to take to achieve their goals and dreams, people who can support them along the way, potential obstacles, and how they will overcome obstacles.
8. Use the Unlocking the Keys to Success activity to discuss ways participants will overcome challenges and achieve their goals and dreams.
9. Use the Keys to Success scenarios to demonstrate how decisions can positively or negatively affect someone’s ability to achieve their goals and dreams.
10. Wrap up session.
11. Explain and distribute Parent/Trusted Adult Connection Form Session 7.1: Keys to Success or Alternative Inclusive version.
12. Refer to inclusion guidelines provided by Healthy Futures. Remind teachers and facilitators that these guidelines should reflect local school district policy and are only guidelines. The guidelines can be adapted/expanded as required by local school district policies and procedures. Guidelines are provided by request to licensed users of Healthy Futures Nu-CULTURE.

Learning Objectives:

- Participants will understand the ground rules that promote a safe and comfortable learning environment.
- Participants will evaluate their dreams in life and think practically about how to achieve them.
- Participants will understand that the choices they make can have positive or negative consequences.
- Participants will be invited to actively participate in class, which will result in positive consequences.
- Participants will normalize the experiences of trauma and associated feelings that may happen for someone with trauma. Trauma survivor’s feelings are valid. Encourage youth to support each other.
- Participants restate options for how to deal with sensitive content including asking to be excused, talking with a counselor, or asking for an alternative assignment for a given lesson.

Classroom Planning:

- Review Session 7.1 curriculum.
- Review the instructions for establishing Group Rights and Responsibilities.
- Make copies of handouts.
- Gather the question cards and question bag.
- Recruit school counselor or other mental health resource expert to assist with youth who request to opt out if they experience an acute trauma response from content.

Materials Needed:

- Computer, projector, and speakers
- Jar of Now and Later Candy
- Three key and lock sets
- Group Rights and Responsibilities Cards (7.1.3)
- Keys to Success Scenarios PowerPoint (7.1.9)
- Handouts:
 - Dream Big (Handout 7.1.7)
 - Parent/Trusted Adult Connection Form Session 7.1: Keys to Success or Alternative Inclusive version [Session 7.1 I](#)
- Calendar describing lesson content for the 8 sessions to share with participants and their parents/trusted adults.
- List of resources and options for youth who need alternative activities
- Please see Creating Safe Spaces Document in the introduction for more ideas/suggestions regarding a trauma informed approach.
- Question cards
- Question bag

The Standards:

- See Appendix E for a list of state and national standards met in this session. Individual State Standards by Request.



“The choices you make NOW will affect you LATER”

Educator highlight: Introduce yourself and tell the participants a little bit about Healthy Futures and the Nu-CULTURE program. Discuss purpose and goals. Communicate to the participants the fact that you care about all of them, that they are all special, and you want to equip them to have the most opportunities in their future. Many things happen during this time in their lives that they will have to respond to; they'll have choices to make that can have a big impact on their future, etc. It can be difficult and complicated to go through this phase of life, and we want to prepare them for it as much as possible.

Educator states:

Hi, my name is _____ and this is my friend _____.

By a show of hands, who in here has ever heard of Healthy Futures? For those of you who haven't heard of Healthy Futures, we are an organization that goes to middle schools and speak to students like you about making good choices, especially choices about relationships. You are all 7th graders and you have a lot of choices you're going to be making. Over the next eight days we want to give you tips and tools so you can make good choices in your everyday life. We know it can be difficult for you at this age and we want to help you prepare for your future.

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Notes:**Educator states:**

The choices that you are make now will impact your future. That's why we bring this jar of candy in - to help illustrate that.

Anyone here remember the message to this candy?

"The choices you make NOW, will affect you LATER!" Exactly.
The choices you make now will definitely affect you later. If you have this message figured out, you have an important part of life figured out. If you understand that the choices you make now will affect you later that will really help you out.

We like to do a drill together to help you remember this message.
Whenever I shout out, "the choices you make..." you shout out NOW.
Then I shout, "will affect you..." and you shout out LATER!

Let's try it. Notice that I say shout, okay. We want you to be loud. Your teacher said it's okay for us to get a little loud. Are you ready?

The choices you make NOW..... will affect you..... LATER!

This is an interactive program so we will be doing that drill together frequently.
It's important that you really understand that the choices you make now will definitely affect you later.

We'll be leaving this jar of Now and Laters out every time we meet to remind you of this drill. The choices you make now to participate and listen will determine whether or not your class can have them later.



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Educator highlight: Write on the board or post the Group Rights and Responsibilities cards. Begin by explaining why it is important to discuss Group Rights and Responsibilities. Take time to explain each of the points that are written on the board. After this, ask the participants if there are any other suggestions that they have to add to the list. Acknowledge and affirm each suggestion. It is important that the participants take ownership of this list so that they can take responsibility for their behavior.

Keep the social norms in front of the class and refer to them as needed. Be sure to add the options for youth who request the option to leave or skip any content and participate in an alternative activity. Be sure to encourage active listening and monitor for bullying to intervene appropriately.

Educator states:

In sports, in your family, and in school, it is important to play by the rules. It is important to know what everyone's responsibilities are and what their rights are. So we are going to take time now to go through the Group Rights and Responsibilities so that we all know what is expected of us and what we can expect from others. These are important so that we can all have a great time together.

[Hold up Group Rights and Responsibilities cards and have the participants repeat each item after you.]

You have the **right**:

1. **To be heard** - No talking while others are talking.
2. **To express your opinion** - To share your own point of view.
3. **To ask any questions** - No question is too stupid or silly.

[Mention the question cards as a place for asking questions. Do not pass them out yet.]

4. **To be respected** - Respect others as you want them to respect you.
5. **To confidentiality and privacy** - Personal information or situations shared here shouldn't be shared outside of this class.

Does anyone have any other rules/responsibilities they want to put up here? You all did a great job! Let's wrap up this part of our session by repeating after me everything on our list.

I've provided you with a calendar of topics we will review over the next 8 days. Please let me know if you would like to be provided an alternate activity for any of these sensitive topics.



Notes:**Educator states:**

Ok, now that we have discussed how this will be a safe learning environment, we want to tell you about the question cards. Each of you should have received a question card in your folder. Does everyone have one?

[Hold up an example and let them know where this should be located in their folder.]

The question bag is available for any participant who does not feel comfortable asking their question in front of the whole class. You can use your question card for this purpose. On the card you should include your initials (unless you would like to remain anonymous), your class section, and school name on the card. The Healthy Futures staff will check these every day and address any of your questions or concerns the next time we meet together.



Notes:**Educator states:**

To get to know you a bit better, we're going to do an activity called "That's Me!" I'm going to say something about myself. If you can relate to the statement, I want you to raise your hand and say "That's me!"

[Make several statements that relate to what you like. Keep the statements neutral and positive (e.g., I like summer, I like pizza, I like hanging out with my friends, etc.). Continue with a few examples and end with "I want to be successful in life."]

Educator highlight: The "That's Me" activity is to get participants to identify with the statement "I want to be successful" and to encourage them to think about ways that success in life can be achieved. This provides a transition into the discussion about the Keys to Success, which is the overall theme of the 7th grade curriculum.

Let me see that again. Raise your hand. Who wants to be successful in life? Great! Next we are going to discuss some tips on how you can be successful in life.



Educator states:

There are two keys to being successful in life.

The first key is this, repeat after me: Know What You Want. In order to get what you want, you need to know what you want (e.g., your goal or dream). That is the first key. We are going to take time today to determine what it is that you want so you will be able to take steps to successfully accomplish your dream!

The second key is this, repeat after me: Know How to Get There. The second key includes planning and each step may take hard work, sweat, and tears, to accomplish your dream in the end. That is why we have asked you to begin thinking about what steps you will need to take to accomplish your dream, who you will need to ask for help along the way, and what some potential obstacles might stand in between you and your dream.

Knowing what you want and how to get there is exactly how you are going to be able to achieve these dreams!

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Educator highlight: Distribute Dream Big (Handout 7.1.7). The participants will complete this handout where they will have to share at least one of their dreams for their life. They will list their dream, brainstorm what needs to happen to achieve this dream. Begin by asking who will help them on the journey to achieving this dream and also who/what might get in the way. Evaluate how to respond to these obstacles to ensure that they will achieve their goal. This activity is going to help participants think through everything that will need to take place in their life both now and the future in order to reach their dream.

Educator states:

Right now you are going to have 10 minutes to fill out the Dream Big handout. For this activity, think about one dream that you hope to accomplish at some point in your life; the bigger the better! For instance, a dream could be anything such as becoming an actor, an artist, a singer, a dancer, a professional athlete, a scientist, etc. After you have identified your dream, we want you to evaluate the things that will need to happen in your life in order to make your dream come true. Be as honest as you possibly can. What steps will you have to take in order to achieve your dream? Who are you going to ask for help along the way? What are some obstacles that might stand in the way of you and your dream? This could be a life circumstance, a person, etc. Ask yourself how you will choose to respond to each of these obstacles. Your dream is worth it, but it doesn't mean it will be easy to achieve!

Now that we have had a few minutes to complete this handout, would anyone be willing to share what your dream in life is? Remember that this is a place where you will be respected and it is a safe place to share your dreams and goals.

Educator highlight: After participants have completed the handout, encourage as many participants as possible to share their dreams with the group. They can also share what steps they think they will need to take in order to accomplish this dream. This will help foster an environment where the participants can share about their lives and hopefully feel supported and encouraged.



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Educator highlight: You will need three lock and key sets. Ask for three volunteers and pass out one set to each participant. After each participant has been given a set, the instructor will tell the volunteers to begin trying to unlock the lock, trying each key on the ring. In the end, all three participants should find the key to unlock their lock.

Educator states:

Alright, now we are going to go on ahead and play a game. I will need three volunteers. Each of you is going to receive a key and lock set. Whoever can find the key that opens their lock first will win a prize. Get ready, set, go!

Now that all three volunteers unlocked their lock, let's talk about what just happened. These participants had the right keys and they used them. This activity represents the keys to success in life. The lock represents your dream. The reason why there were so many keys on the keychain but only one was able to unlock your dreams is because achieving your dream(s) is hard, and there are a lot of things that will stand in your way. Many people in life will give up on their dream because the journey is just too hard. However, we want to help you identify the tools, skills, and knowledge you will need to be successful in reaching your dreams.

What are the keys to success? Repeat after me: Know what you want and know how to get there.



Notes:

Educator highlight: Each of the three key/lock sets represents a character in the Keys to Success PowerPoint with a chosen dream occupation. Go through each character and their occupation, and provide the participants with the information about how that individual was able to get to this dream occupation. The participants will see each character is faced with a choice along the way and the consequences for each choice are shown. The PowerPoint includes consequences for both the unhealthy choice and the healthy choice. The participants will understand that each and every choice has the ability to affect their future and what they hope to achieve one day. The characters in these scenarios were able to “unlock” the keys to success. Remind participants, the choices you make NOW...will affect you LATER!

Educator states:

Now, we are going to discuss three different characters with three different dreams. Each of these individuals will be faced with obstacles and will have to choose how to react to these obstacles on their journey to success. We will walk through the choices that each person is faced with and talk about their options together.

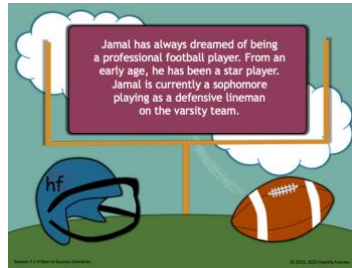
Educator highlight: After the background for each character is given, and their choice revealed, talk through each option with the participants. Allow them time to really think about the consequences of each choice. The point is for the participants to recognize that there will be choices they make now that will affect their future. After adequate discussion, provide the participants with outcomes for each choice.



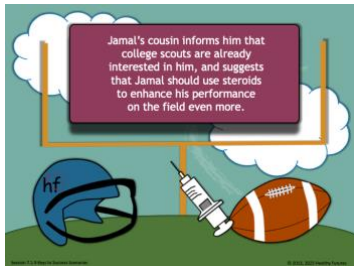
PPT Slides: Keys to Success



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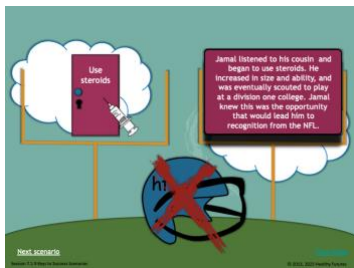
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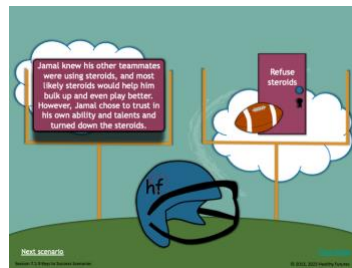
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PPT Slides: Keys to Success



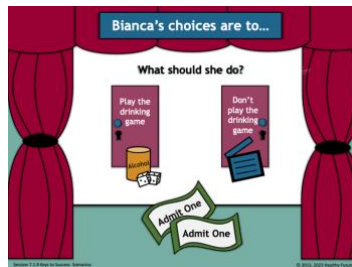
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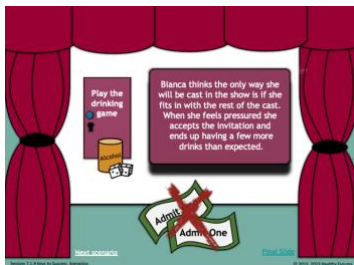
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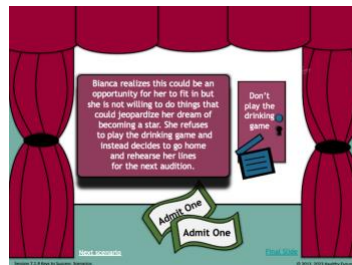
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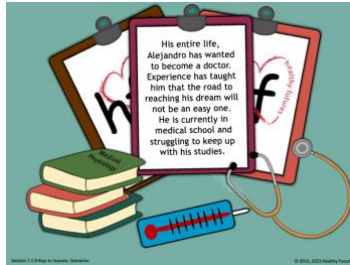
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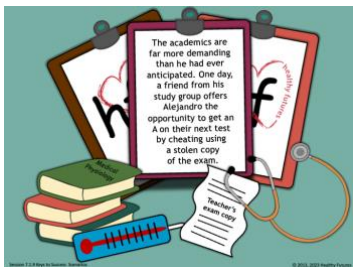
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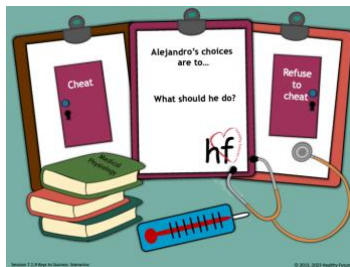
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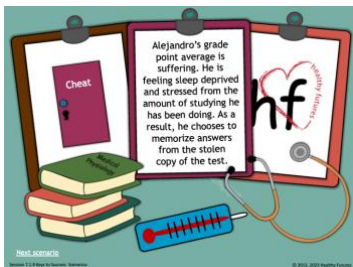
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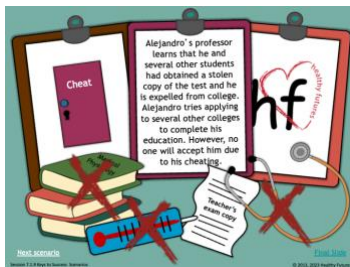
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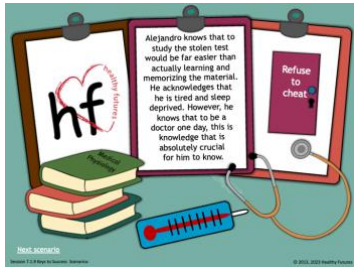
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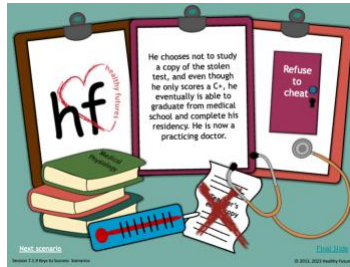
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PPT Slides: Keys to Success



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Notes:

Notes:**Educator states:**

Today we discussed the two keys to being successful in life: know what you want and know how to get there.

What did it take for the characters in the scenarios to accomplish their dreams? They knew what they wanted, right? Did they also know how to get there? Yes. They all recognized that their choices would directly influence their future.

Thinking about the positive choices these characters made, what words would you use to describe these three characters? (Dedicated, determined, confident, secure, brave, hardworking, etc.). Let's discuss what some of these qualities mean.

Now, let's evaluate the people that Jamal, Bianca, and Alejandro had in their lives. Did these people want to help them achieve their goal or did they stand in their way? (Answers may vary) Ask yourself, would you want people like this in your life? Why or why not? If you are all serious about being successful in the future, you have to know what you want and know how to get there. To get there, you have to figure out who to talk to and who to trust. And remember that you will face obstacles. You have to have steps and a plan to overcome these obstacles. Success begins with your choices. Failure also begins with your choices.

The choices you make NOW...will affect you...LATER!



Educator highlight: Hand out and explain the purpose of the Parent/Trusted Adult Connection Forms. Advise participants to review activities and lessons learned with parents/guardians after each section and ask their parent/guardian to sign and return the bottom portion of the form. If all seven Parent Connection Forms are returned, the participant will receive a prize on the last day.

[Pass out Parent/Trusted Adult Connection Form Session 7.1: Keys to Success or Alternative Inclusive version [Session 7.1.I](#), and collect completed question cards.]

Notes: