

FACILITATORS GUIDE

POWER OVER PREDATORS 2.0
LESSON 1 - DO YOUR GOALS MATTER?
GRADES 6-12

DO YOUR GOALS MATTER?

This foundational lesson teaches students what goals really are, why they matter, and how to develop a practical strategy to achieve them. Students will learn how to set clear goals, create action steps, identify and avoid distractions, build accountability — while shifting toward a growth mindset.



WWW.POWEROVERPREDATORS.ORG
7320 N La Cholla Blvd Ste. 154-199
Tucson, AZ 85741

PROPOSED DELIVERY METHODS

Lesson 1, 'Do Your Goals Matter?' is presented as a 26 minute episode designed to fit seamlessly into any school environment. The Power Over Predators program is crafted with flexibility in mind, enabling schools to adapt it to their unique needs. Below are some proven methods that have been successfully implemented in classrooms:

BELL WORK INTEGRATION:

- Daily/Weekly Schedule: Dedicate the first 10 minutes of a class period once a week to present each video lesson. Follow up with brief discussions or activities related to the video.
- Homeroom/Advisory Period: Use homeroom or advisory periods for video presentations and activities. This ensures all students are reached without disrupting core academic classes.

HOMEWORK ASSIGNMENT:

- Flipped Classroom Model: Assign the video lessons as homework. Students watch the videos at home and complete worksheets. Teachers can then discuss the content and go over the worksheets in class.

MONTHLY THEMATIC APPROACH:

- Monthly Focus: Assign one video lesson per week, integrating it into the relevant subject or theme. For example, a video on online safety can be part of a technology or health class.
- Project-Based Learning: Each week, have students work on a project related to the video lesson topic. This can be presented at the end of the month, reinforcing the lesson's key points.

BLENDED LEARNING:

- Hybrid Approach: Combine in-class and online methods. Present some videos during class time and assign others as homework. This flexibility can cater to different teaching styles and schedules.
- Self-Paced Learning: Allow students to watch videos and complete activities at their own pace within a given timeframe. This can be particularly useful for schools with varying schedules and commitments.

INCORPORATING INTO EXISTING CURRICULUM:

- Subject Integration: Align the video lessons with existing curriculum topics. For example, a video on digital citizenship can be part of a social studies or technology class.

By offering these varied implementation methods, schools can choose the approach that best fits their unique schedules and teaching styles, ensuring the program's success and ease of adoption.

Do Your Goals Matter?

LENGTH:

30–45 minutes (video + activities)

CORE MESSAGE

Your goals matter. This lesson teaches what goals actually are, why the skill of goal-setting is essential, and how to develop a practical strategy to protect and achieve them — even when distractions or setbacks appear.

LEARNING OBJECTIVES

By the end of this lesson, participants will be able to:

- Clearly define what a goal is and explain why goals are important for living a healthy, purposeful life.
- Understand why learning the skill of goal-setting is critical.
- Develop a concrete strategy by writing down goals, creating small action steps, identifying potential distractions, and building accountability.
- Recognize common distractions (including the most dangerous ones like abusive relationships) and know how to protect their goals and personal safety.
- Differentiate between a fixed mindset and a growth mindset and begin shifting toward a growth mindset.
- Create a personal “Letter to Me” that reinforces their commitment to their goals one year from now.

MATERIALS NEEDED

- Projector/screen for video
- Video: “Do Your Goals Matter?” (Lesson 1)
- Student Worksheets
 - Student feedback form – to be collected
 - Your Goals Matter Strategy Sheet – students take home
 - “My Letter to Me” sheet – students take home
- Pens/pencils for each student
- Handout – A Guide to Understanding Abuse



Session Flow & Facilitator Talking Scripts

1. PASS OUT STUDENT WORKSHEETS

2. OPENING

Suggested Script:

- “Welcome! Let’s start with a quick question, What do you think a ‘goal’ really is? Have you ever set a goal but then struggled to reach it? What got in the way? Today we’re learning what goals actually are, why the skill of setting them is so important, and how to build a strategy that works – even when life tries to distract or derail you.
- Here’s a quick tip that will help you get the most out of every lesson. While you’re watching and listening, write down any thoughts or feelings that come up for you. It might be something that excites you, something you disagree with, a memory, or a question you have. Writing things down is a great way to stay grounded and focused. It helps keep distracting thoughts from pulling you away. You can write anywhere on your worksheet. Just jot things down as they come to you.”

3. PLAY THE VIDEO

- Introduction - 00:00 - 2:43
- Learning Objectives - 2:43 - 3:00
- Villians, Ups & Downs - 3:00 - 4:26
- The Plan to Success - 4:26 - 5:10
- **ACTIVITY 1 - 5:10-5:40**

- Pause for ACTIVITY 1: On the Your Goals Matter sheets, allow students 3-5 minutes to complete.

- Suggested Script:

“For activity one on your ‘Your Goals Matter’ worksheet. You’re going to start by writing down your top goal – the one thing you most want to achieve this year. Then, for that goal, please fill in:

- When you can realistically expect to start seeing results
- The specific steps required to achieve it
- The distractions that might get in your way
- And the steps you can take to avoid or overcome those distractions.”

- NOTE TO FACILITATOR:

- After students have worked for 3–4 minutes, ask: “Would anyone be willing to share their top goal and walk us through your steps?”
- If a student volunteers, walk through their plan in real time on the board or projector (e.g., “So your goal is X... you expect to see results by Y... your steps are...”).
- If a student does not share, you can ask the teacher or give an example of a personal goal. Encourage the rest of the class to follow along and even add suggestions.

Session Flow & Facilitator Scripts Continued

- Distractions Are Everywhere - 5:40-6:35
- The Most harmful Distraction - 6:35-8:12
- A Story of Grooming & Sexual Abuse - 8:12-9:40
- Signs of an Abusive Relationship - 9:40-11:17
- Healing & Moving Forward - 11:17-12:16
- Your Goals, Your Story, Your Power - 12:16-12:32
- A Story of Bullying & Exploitation - 12:32-15:30
- **ACTIVITY 2 - 15:30-16:11**

- Pause for ACTIVITY 2: On the worksheet have students match the correct outcome.

- Suggested script:

"Imagine you're Nathan. For each scenario, match what would most likely happen if he made that choice. Who would like to share what you put for the first What If?"

Walk through each scenario together as a group.

What do you think would happen to Nathan's goals if he did this? How would this choice affect his future? Why is this the harder right vs. the easier wrong?

Highlight the correct outcomes clearly and connect them back to real life:

"Choosing to speak up and protect your goals is hard in the moment – but it's what keeps you in control of your story."

- Life Happens 16:11-16:42
- A Story of Physical Challenges - 16:42-20:22
- What You Can Control - 20:22- 20:45
- A Story of A Pandemic - 20:45-22:03
- What's Your Mindset - 22:22-23:19
- Set Your Mind - 23:29-23:49
- Evaluation Questions - 23:49-24:18

4. End Video/Closing

- Suggested Script
 - *"Now that we've finished the video and activities, please go back to the very first question on your worksheet – the 1-10 scale about how important your goals are. Looking back at the number you wrote at the beginning, do you see a difference now in how important your goals feel to you? Why or why not?"*

5. Collect student worksheets - Sheets where students write their personal goals and strategies are for them to keep as a personal resource.

6. Hand out "A Guide to Understanding Abuse".

7. If time allows, give students an opportunity to write, "My Letter to Me"