

FACILITATORS GUIDE

POWER OVER PREDATORS 2.0
LESSON 1 - DO YOUR GOALS MATTER?
GRADES 5TH-8TH

DO YOUR GOALS MATTER?

Equipping youth with the knowledge and skills necessary to set, pursue, and achieve their personal goals while understanding the negative impact of certain distractions like abuse: preventing it, recognizing and responding to it, finding support, maintaining hope and self-worth, speaking up, and advocating for others, believing every individual is priceless.



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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.

EXPECTED OUTCOMES

- **Empowered Students:** Students who have completed the POP curriculum will exhibit increased awareness, improved decision-making skills, and a greater ability to protect themselves and their peers from exploitation.
- **Enhanced Mental Health:** The personalized approach and focus on empowering students to take control of their learning, make informed decisions, and develop essential life skills promotes emotional well-being. Students experience reduced stress, anxiety, and depression, leading to a positive impact on their overall mental health.
- **Demonstrated Reduction in Exploitation:** Data analysis from before and after surveys will reveal a measurable decrease in all forms of exploitation, including child trafficking, cyberbullying, online abuse, and harmful relationships.
- **Increased Reporting:** Students will be more likely to report instances of exploitation, abuse, and harmful behaviors, leading to better identification and intervention.
- **Enhanced School Environment:** Participating schools will experience improved safety, reduced incidents of exploitation, and an overall positive atmosphere conducive to learning.
- **Increased Graduation Rates:** Through personalized support, early interventions, and a nurturing environment, students are more likely to remain engaged and complete their education.
- **Reduced Dropout Rates:** Targeted interventions and peer mentorship contribute to minimizing factors that could lead to dropping out, such as academic struggles or social isolation.
- **Stronger School Community:** The emphasis on peer mentorship, parent engagement, and community partnerships fosters a sense of belonging and collaboration among students, parents, educators, and the broader community.
- **Replicable Model:** The project will establish a successful framework for implementing the POP curriculum in schools nationwide, providing a blueprint for other educational institutions to follow.



IMPORTANT NOTES FOR FACILITATORS



Worksheet Management:

- The worksheets provided during each lesson are to be turned in by the students for review and feedback.
- Sheets where students write their personal goals and strategies are for them to keep as a personal resource.



My Letter to Me:

- This is an additional activity that students complete after all lessons are finished. Students should be given plenty of time to write their letters, as this is a reflective and personal activity. These letters are not to be turned in but kept by the students for future motivation.



Encouragement to Write Thoughts:

- At the beginning of each lesson, encourage students to write down any thoughts or feelings that come up while they are listening or watching. Writing pen to paper helps them stay grounded and avoid being derailed by distracting thoughts based on what they hear. Assure them they can write anywhere on their worksheet and don't need to worry about keeping it organized.



Supporting Response:

- Power Over Predators has gathered insights from thousands of young people ages 14-25 from diverse backgrounds. Their supporting responses highlight the impact the lesson has on their approach to goal setting and personal growth.



Do Your Goals Matter?

OBJECTIVES:

1. Goal Setting/Create Action Plans
2. Overcome Obstacles & Identify Distractions
3. Describe & Effectively Respond to Abuse
4. Understand Signs of Abusive Relationships
5. Foster A Growth Mindset

Facilitator Checklist:

- Ensure the video & audio are working.
- Distribute worksheets to participants.
- Provide goal sheets; students keep them.
- Encourage participants to follow along with the video & complete their worksheets.
- Remind participants to jot down thoughts or feelings that arise while watching.
- Press play on the video.

Discussion Prompt (Optional):

While following along, feel free to pause the video for discussion prompts to enhance learning.

- “What does this quote mean to you: ‘If you aren’t setting goals for yourself, someone else will?’”
- “What talents or activities do you enjoy that could help you achieve your goals?”
- “What distractions might keep you from achieving your goals? How can you avoid them?”
- “What adjustment can you make in your daily routine to stay on track?”
- “What would you say to someone too scared to speak up about abuse?”
- “Is anyone willing to share a time when they felt powerless? What did you need in that moment to take back your power?”
- “Do any of you have an example of a fixed mindset you’d be willing to share? How can you flip that into a growth mindset?”

Conclusion:

- If time allows, give students additional time to write down their personal goals & strategies.
- Provide student resources.
- Collect student worksheets.