

THE DIAMOND STANDARD  
CURRICULUM

**TEACHER GUIDE**



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# THE DIAMOND STANDARD

## CURRICULUM



### DREAM

*Live Out Your Goals*

Students are encouraged to explore what goals and dreams they have for themselves and how to effectively meet their goals through a Goal-Setting Model.



### LIFELONG COPING

*Dealing with the Stress of Life*

Students learn to distinguish between healthy and unhealthy coping behaviors when dealing with stress. Healthy coping strategies are outlined and encouraged.



### TREASURE HUNTING

*Discover Your Strengths*

Students explore their strengths through Howard Gardner's multiple intelligences and the Five Factor Personality Model (Big Five) and how these inform interests, hobbies and potential career paths.



### SUCCESS TALK

*Effective Communication*

Students learn about the cycle of communication and tips for effective communication in relationships, careers, academics and social media.



### NO WAR ZONE

*Cooperative Response to Conflict*

Students learn to distinguish between a "win-win" and "win-lose" approach to resolving conflict as well as practice self-management and strategies for interacting with others during conflict.



### VALUES MATTER

*Cultivating Healthy Character*

Students examine how their personal values guide their view of success and shape their character. This session focuses on diligence, gratitude, dignity, empathy, charity and forgiveness.



### RESILIENT FOR LIFE

*Creating a Network of Support*

Students address their own support system and evaluate whether they could use additional support in areas of their life. Students also have an opportunity to reflect on how they serve as support for others.



### HEALTHY FOUNDATIONS

*Building True Intimacy*

Students evaluate healthy and unhealthy interactions in romantic relationships and build off of personal values to discuss how to protect their dignity and that of others. Students also examine the impact of sexual intimacy.



### INSPIRING BRILLIANCE

*Understanding the Impact of Mentors*

Students reflect on the type of guidance they have received and how it has impacted their life. Students are encouraged to discover skills and qualities of an effective mentor and identify someone in their life to seek out as a mentor.



### ATTRACTING SUCCESS

*Reaching Your Potential*

Students assess thoughts, feelings and attitudes and clarify their vision for the future. Students revisit the goal-setting model from the first session to make steps towards specific goals and strategies that support who they are as a whole person.

# DREAM

1

SESSION

Live Out Your Goals

BELIEVE  
IN YOUR  
DREAM

*Teacher's Guide*

## Session Objectives:

- Encourage participants to think about their future.
- Introduce a goal-setting model as a practical way to achieve dreams.
- Teach brain structure and development related to the pre-frontal cortex and limbic system.
- Have participants understand the importance of developing healthy neuropathways through executive skills practice.

## Executive Skills Focus:

Organizing

Planning Ahead

Problem-Solving

## Vocabulary:

Impulse

Prefrontal Cortex

Limbic System

Executive Skills

Intentional

## Teacher Aids:

PowerPoint

Dream Puzzle bags

Dream Puzzle images

Blank 8.5" x 11" paper

Glue sticks

Goal-Setting envelopes

Poster paper

Markers

Candy

## Room Preparation:

Set up the computer/projector for PowerPoint Session 1. Write the words "Dreams" and "Obstacles" on the board/poster paper (see page 6). Put the fill-in-the blank steps for the Goal-Setting Model game on the board/poster paper (see page 12).

# DREAM: Live Out Your Goals

1

SESSION

## Activity: Dream Puzzle



### Purpose:

To introduce students to the objectives of Session 1 through an activity that illustrates important considerations for achieving goals.

### Preparation:

To create a Dream Puzzle, select an image that is pleasant to look at and complex enough that it takes students a few minutes to put together. Make two 8.5" x 11" copies of the image, one colored and one black and white. Place all of the colored pieces into a bag with a few pieces of the corresponding black and white image. Repeat this process for 2 – 4 different images so there are different puzzles being created in the classroom. There should be one Dream Puzzle bag for every group of 3 – 4 students.

### To Play:

1. Give each team a puzzle bag, an 8.5" x 11" sheet of blank paper and a glue stick. Be sure to use a different image to create each puzzle bag so that different teams are working on different images. Only when you say "go" are they to start putting the puzzle together. Let them know the completed puzzle has to be glued onto the blank paper.
2. Carry a copy of each of the images with you as you walk around the room.
3. Observe the assembly for a few moments. Ask participants, "Would it be easier to put the puzzle together if you were to see the picture?" If they want to see the picture of their image, show them for only a moment.
4. Allow a little more time, then quietly place the images throughout the room where the entire class can view them, but don't draw attention to what you are doing.
5. If teams don't figure out for themselves that there are extra black and white pieces in their puzzles, say, "Be sure you're working with all the right pieces to the puzzle. Sometimes not all of the pieces belong."
6. The first team to complete their puzzle and bring it to the instructor wins. Candy can be used as a prize.

Slide 1



# DREAM: Live Out Your Goals

1

SESSION

## Discussion Points:

1. Was it easier to put the puzzle together before or after you saw the original picture?

**Share This:** *We can often accomplish more when we have a good picture of what we want to achieve, and we can plan ahead.*

2. What about those stray black and white pieces? Were they a distraction?

**Share This:** *Sometimes, in order to accomplish our dreams we have to figure out what is distracting us from staying focused on our dreams and what doesn't belong in the picture we are trying to create.*

3. Did you have to reposition any of the puzzle pieces after you had them glued to the paper?

**Share This:** *Sometimes things don't fit in the way we expected, and we have to adjust to new circumstances.*

4. Was it hard to work with multiple hands all working on the puzzle at the same time?

**Share This:** *The puzzle can only go together one piece at a time, no matter how many hands are in the process. The same is true with dream building and goal setting; it is a step-by-step process where one piece leads to the next piece.*

5. Why do you think there were different images being put together by the groups in the class?

**Share This:** *Everyone has unique dreams and goals, and they come together in different ways and at different times.*

Slide 1



## Transition/Session Overview

### Review the following objectives:

Advance to slide 2.

- We will encourage you to think about your future and your goals.
- We will teach you about the structure of your brain, how it develops, and how you can actively work on your brain right now by practicing executive skills.
- You will learn and practice a Goal-Setting Model that will give you a practical way to pursue your dreams and achieve your goals.

### Executive Skills Focus:

Organization  
Planning Ahead  
Problem-Solving

Slide 2

**DREAM** 1 SESSION

**Objectives**

- Think about the future and creating goals.
- Learn about brain development.
- Learn a goal-setting model.
- **Executive skills:** Organization, Planning Ahead, Problem-Solving

## Dream: Live Out Your Goals



1. Ask students to volunteer to read a quote from the page. Ask a few students why they chose their particular quote and if they had a connection to what it said or to the author.
2. Advance to slide 3. Read the Langston Hughes quote aloud or have a student read it. Ask the students what they think the quote means.

**Teacher Note:** In case students have difficulty thinking of responses, you might ask: “What do you think the quote might be saying about dreams and their place in our lives,” or “Why do you think the quote says we have to ‘hold fast’ to dreams?”

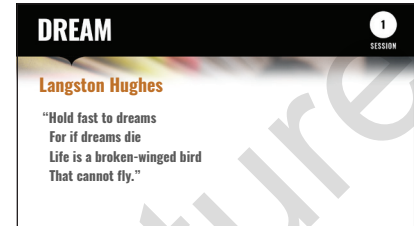
**Share This:** Something is going to challenge your dreams. This quote implies the need for perseverance and resilience in order to achieve your dreams.

3. Advance to slide 4. Have students take a minute to answer the two questions on the page. Put the words “Dreams” and “Obstacles” as headings for two columns on the board/poster paper.
4. Have the students share their responses from the two questions aloud and have two volunteers write them under the appropriate column heading on the board.

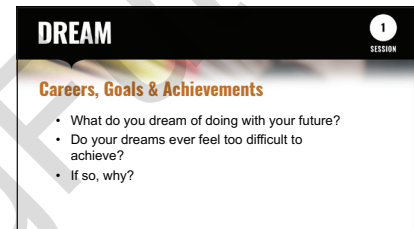
**Share This:** There are amazing dreams and goals in the room, and we are going to learn more about setting goals, reaching your dreams and responding to the obstacles or challenges that make achieving goals difficult.

5. Read the final few sentences at the bottom of the page that will help students transition to the next section on the brain.


Slide 3



Slide 4







**DREAM**

1  
SESSION

**Live Out Your Goals**

No matter where you are from, your dreams are valid.<sup>1</sup>  
**LUPITA NYONG'O**

Having the courage to stand up and pursue your dreams will give you life's greatest reward and life's greatest adventure.<sup>2</sup>  
**OPRAH WINFREY**

Nothing happens unless first a dream.<sup>3</sup>  
**CARL SANDBURG**

Do you hear what I say? This is where dreams – dreams, do you understand – come to life, come real. Not daydreams: dreams.<sup>4</sup>  
**C. S. LEWIS**  
*Voyage of the Dawn Treader*

**LANGSTON HUGHES**, a famous African American author and philosopher, wrote:  
“Hold fast to dreams / For if dreams die / Life is a broken-winged bird / That cannot fly.”<sup>5</sup>

1. What do you dream of doing with your future?  
***Dreams might include pursuing a passion, career interests, traveling, relationship or family goals, or working to change or improve a community. Help participants think big!***

2. Does it ever feel too difficult to achieve? If so, why?  
***Financial limitations, academic struggles, family issues, trauma and losing hope can make dreams seem unreachable.***

The prefrontal cortex of the brain is where we process things like deciding on dreams and how to achieve them. Learning more about the structure of the brain and how it develops can help you to better understand how these skills can mature.

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1

## A High-Level Executive — How the Brain is in Charge of Planning, Solving and Understanding



**Teacher Note:** Things to keep in mind before you teach this section:

- When we refer to executive skills, we are talking about the mental processes that facilitate our ability to:
  - Solve problems
  - Plan ahead
  - Adjust to new circumstances
  - Regulate behavior
  - Control impulses
  - Be flexible in thinking
  - Think ahead
  - Exercise good judgment
  - Be organized
  - Be empathetic
  - Learn from mistakes
  - Concentrate
  - Have a long attention span
  - Think critically
- This curriculum provides intentional opportunities to practice and develop strong executive skills that can help youth to be more successful in life.
- After the brain development section, you want the students to know:
  - Where the prefrontal cortex is and that it is responsible for executive skills. It is not fully developed until our mid-20s, but youth can actively work on their brain development right now.
  - That the limbic system is the emotional center of our brain, and it is mature by the time we are teenagers.
  - That the prefrontal cortex can regulate our limbic system through the pathways that are formed in our teens and 20s, and those pathways are formed when we practice executive skills.

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# DREAM: Live Out Your Goals

**1**  
SESSION

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**Notes:**

Horizontal lines for writing notes.

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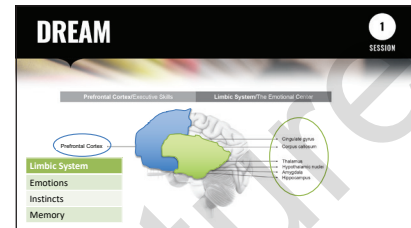
# DREAM: Live Out Your Goals

1  
SESSION

## A High-Level Executive — How the Brain is in Charge of Planning, Solving and Understanding (Cont.)

1. Advance to slide 5. This slide is animated and will highlight the locations of the prefrontal cortex and limbic system.
2. Explain to students that you will be talking about each area of the brain as you advance through slide 5. The functions of the prefrontal cortex connect with executive skills and the limbic system acts as our emotional center.
3. Read through the material on brain development on page 2. Click through slides 6 – 9 and the words for the blank spaces will appear. Use the words to highlight the information as you teach, and have students follow along by filling in their student manuals.
4. Read the final paragraph on this page, which transitions the students into the Goal-Setting Model.

Slide 5



Slide 6

**DREAM** 1 SESSION

### Brain Development

From the time we are born until about the age of five, our brains develop faster than at any other time in life. The prefrontal cortex, the area of our brain just behind our foreheads, develops quickly during this time. It helps us plan and achieve goals, stay focused, avoid distractions, and make adjustments when things don't work out as planned.

Slide 7

**DREAM** 1 SESSION

### Brain Development

These are called executive skills. The word "executive" means you have the power to put plans into action.

The prefrontal cortex doesn't stop developing until our mid-20s. The emotional center of our brain, the limbic system, develops more quickly, and is mature by the time we are teens.

Slide 8

**DREAM** 1 SESSION

### Brain Development

The impulses we have, and the emotions and stress we feel are controlled by the way our prefrontal cortex works with our limbic system. So, when we're younger, it's easy to understand how our feelings can overwhelm our ability to think clearly at times.

That said, by learning and practicing executive skills as a teen, you can actually work on your own brain development.

Slide 9

**DREAM** 1 SESSION

### Brain Development

Our prefrontal cortex makes more connections with our limbic system during our teens into our 20s. Being intentional about working on executive skills can make these connections even stronger. The benefits can improve our overall quality of life, and strengthen our confidence in being able to succeed and build stronger relationships.

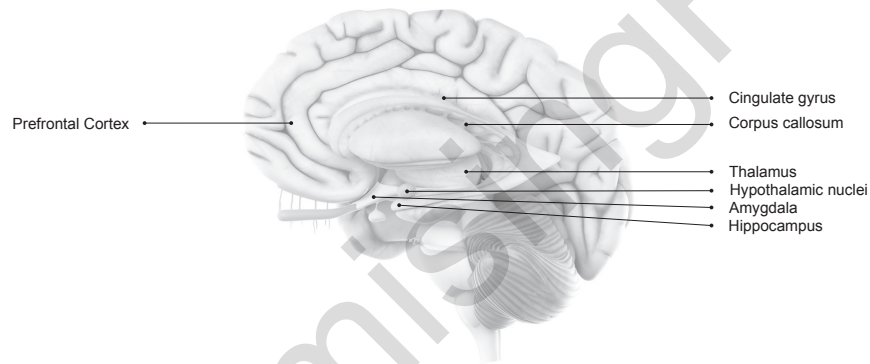
## DREAM

1  
SESSION

### A High-Level Executive: How the Brain is in Charge of Planning, Solving and Understanding

Prefrontal Cortex/Executive Skills

Limbic System/The Emotional Center



From the time we are born until about the age of five, our brains develop faster than at any other time in life. The prefrontal cortex, the area of our brain just behind our foreheads, develops quickly during this time. It helps us plan and achieve goals, stay focused, avoid distractions and make adjustments when things don't work out as planned. These are called executive skills.<sup>6</sup> The word "executive" means you have the power to put plans into action.

The prefrontal cortex doesn't stop developing until our mid-20s. The emotional center of our brain, the the limbic system, develops more quickly, and is mature by the time we are teens. The impulses we have, and the emotions and stress we feel are controlled by the way our prefrontal cortex works with our limbic system. So, when we're younger, it's easy to understand how our feelings can overwhelm our ability to think clearly at times.

That said, by learning and practicing executive skills as a teen, you can actually work on your own brain development. Our prefrontal cortex makes more connections with our limbic system during our teens into our 20s. Being intentional about working on executive skills can make these connections even stronger. The benefits can improve our overall quality of life, and strengthen our confidence in being able to succeed and build stronger relationships.

Since working on executive skills takes practice, this session will focus on helping you plan and achieve goals through a step-by-step process.

## Goal-Setting: Bringing Your Dreams to Life



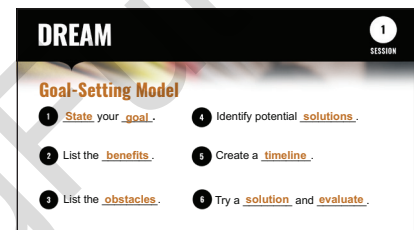
### Goal-Setting Model Game:

1. Advance to slide 10 and have the students turn their manuals over.
2. Tell the students they are going to play a game to learn the steps of the Goal-Setting Model.
3. Refer the students to the board/poster paper that lists steps 1 – 6 and the blank spaces for students to fill in the steps of the Goal-Setting Model.
4. Let students know they will be divided into six teams — one for each step of the Goal-Setting Model that corresponds to the six numbers listed on the board. Show them the goal-setting envelopes and tell them that each team will be given an envelope with the step number and description of their goal-setting step that corresponds to their team number. Each envelope contains letters to unscramble that will create the word each team needs to fill in the blanks for their assigned goal-setting step. Team 1 and Team 6 will have two words to unscramble.
5. When you give the teams permission to start, they will compete to create the word(s) for their goal-setting step and run to the board/poster paper to fill in the blank spaces that correspond to their step in the Goal-Setting Model.
6. Answer any questions they may have about the activity.
7. Divide the class as evenly as possible into Teams #1 – 6 — one for each step of the Goal-Setting Model.
8. Hand out the envelopes and start the game.
9. After everyone has finished, you can let them know that every team is a winner because we need to have all 6 steps for a complete Goal-Setting Model!
10. Advance to slide 11 and have the students turn to page 3. Have volunteers from each team read their goal-setting step. Slide 11 is animated, so click through the slide as each team reads their step. Tell the class to write the steps into the spaces on page 3.

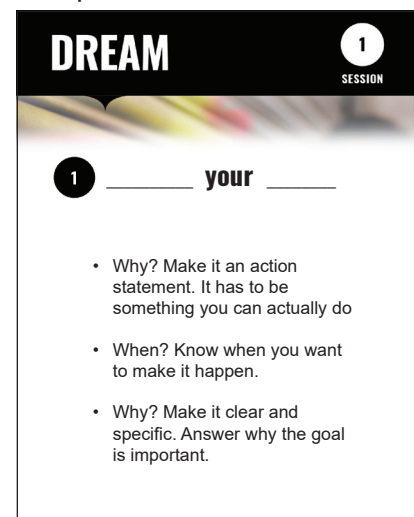
Slide 10



Slide 11



Teacher Aid: Goal Setting Model Game  
Envelope Cover



## DREAM

1  
SESSION

### Goal-Setting Model — Bringing Your Dreams to Life

- 1** **State**                      **your**                      **goal**                     .
  - *What?* Make it an action statement. It has to be something you can actually do.
  - *When?* Know when you want to make it happen.
  - *Why?* Be clear and specific. Answer why the goal is important.
- 2** **List the**                      **benefits**                     .
  - In what ways will reaching your goal improve life for you and others?
  - Think about short-term and long-term benefits.
- 3** **List the**                      **obstacles**                     .
  - Name any challenges you have to face or problems you need to solve to reach your goal.
  - Think about the resources, knowledge or skills you will need to reach your goal.
- 4** **Identify potential**                      **solutions**                     .
  - Directly address the obstacles you list.
  - Brainstorm and use multiple resources to find solutions. These can include family and friends, professionals from fields you need like medical doctors, counselors and social workers, libraries and online databases, classes and trainings, or agencies that offer services to the community.
- 5** **Create a**                      **timeline**                     .
  - Include when you plan to start solutions you've thought of, how long those solutions will take to work on, and how you intend to schedule them into your own personal calendar.
  - Be sure to make the timeline specific. How many hours, days, months or years will the plan take?
- 6** **Try a**                      **solution**                      **and**                      **evaluate**                     .
  - Decide if you need to try a new solution.
  - Figure out if you need to adjust your goal.

## Goal-Setting Model Example



1. Give each team a few minutes to look at the information describing their goal-setting step then have each team explain their assigned step in their own words to the class. After each team summarizes their step with the class, expand on the step by using slide 12 based on page 4: how a student would use the Goal-Setting Model to prepare to buy their own car. Add any important information for each step that students may not have addressed in their presentation.

**Teacher Note:** Let the students know that in the following activity they will break down the Goal-Setting Model and practice it in sections, using examples that are provided in order to fully understand each step. This will be helpful, because in the homework section, students will be asked to complete an entire Goal-Setting Model on a goal of their choice.

Slide 12

**DREAM** 1 SESSION

### Goal-Setting Model

- 1 State your goal.**
  - I will buy a car by the end of next summer because I need to gain more independence.
- 2 List the benefits.**
  - I will gain independence in transportation.
  - I will gain work experience through a job.
  - I will learn how to save money.
- 3 List the obstacles.**
  - I don't know the costs.
  - I need to find a job.
  - I need to save five money I earn.
- 4 Identify potential solutions.**
  - Learn more about the costs of a car.
  - Find a job and create a savings plan.
- 5 Create a timeline.**
  - Talk to my parents about this goal on Saturday.
  - Start work right now to save on getting a job.
  - After I get a job, I will ask a parent/guardian for help in setting up a savings account.
- 6 Try a solution and evaluate.**
  - I want to talk to my parent/guardian first to seek advice, permission and support before I start working on the next steps in my plan.



## DREAM

1  
SESSION

### Goal-Setting Model Example

#### State your goal:

I will buy a car by the end of next summer because I want to gain more independence.

2

#### List the benefits:

- I won't have to rely on parents or public transit to take me places.
- In order to buy a car I will need to get a job, which will provide work experience.
- Making a major purchase will teach me how to manage my finances.

3

#### List the obstacles:

- I don't know the costs of a reasonable vehicle or ongoing maintenance.
- I need a way of making money and a plan for saving it.

4

#### Identify potential solutions:

- Conduct online research to learn about overall car costs.
- Find a job to earn the money needed to pay for the car and expenses.
- Create a savings plan and set up a savings account with the help of a parent/guardian.

5

#### Create a timeline:

- This Saturday, I will start researching and seek my parent's advice.
- Next week, I will spend an hour a day researching and applying for jobs.
- After I am offered a job, I will ask my parents for help in opening a bank account.

6

#### Try a solution and evaluate:

- I want talk to my parents/guardian first to seek advice, permission and support before I start working on the next steps in my plan.

## Activity: Goal-Setting Model Practice



Let the students know they are going to work in pairs for this activity, and they will switch partners for three of the steps.

### Step 1: State your goal. (10 min)

1. Give the students 15 seconds to find their first partner, sit down and turn to page 5.
2. Review the information for creating a goal statement.
3. Remind the students of the three criteria (what, when and why) that need to be included with any goal statement.
4. Read the three areas of focus related to stress reduction and have the students choose one to fill in the blanks and create a goal statement.
5. Circulate throughout the room and help the students create goal statements that follow the three criteria of what, when and why.
6. Have a few students share their goal statements.

### Step 2: List the benefits. (5 min)

1. Give the students 15 seconds to find a new partner.
2. Review the information for creating a list of benefits.
3. Invite students to read the two goal statements aloud. Have students choose one goal statement then create a list of benefits for that goal.
4. Circulate throughout the room and check for understanding.
5. Have a few students share their list of benefits.

## DREAM

1  
SESSION

### → Give it a Try

#### Step 1: State your goal.

- *What?* Make it an action statement. It has to be something you can actually do.
- *When?* Know when you want to make it happen.
- *Why?* Be clear and specific. Answer why the goal is important.

Write a goal statement for one of the following ways you can improve your health.

- Learning more about nutrition in order to improve your diet.
- Regular exercise through an activity of your choice.
- Getting more sleep on a regular basis. (Studies recommend aiming for 8 – 10 hours a night)

I will **follow the suggestions on ChooseMyPlate.gov**

*(What?)*

**the spring semester**

*(When? Length of time.)*

because **I want to track what I eat, learn healthy food choices and stay accountable.**

*(Why? Reason goal is important.)*

#### Step 2: List the benefits.

- In what ways will reaching your goal improve life for you and others?
- Think about short-term and long-term benefits.

Write a list of benefits based on one of the following goal statements:

- I will volunteer for a community gardening project over the summer and learn more about the environment, growing healthy foods and giving access to gardens for families in need.
- I will take a class in active listening over the next few months to improve my personal communication with family and friends.

Benefits:

• **Being outdoors, earning community service hours, helping families in need.**

• **Resolving conflict better in relationships, meeting new people.**

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# DREAM: Live Out Your Goals

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SESSION

## Step 3: List the obstacles. (5 min)

1. Students will stay with the same partner.
2. Review the information for creating a list of obstacles.
3. Using the same goal statement from Step 2, students will create a list of obstacles.
4. Circulate throughout the room and check for understanding.
5. Have a few students share their list of obstacles.

## Step 4: Identify potential solutions. (10 min)

1. Give students 15 seconds to find their final partner and sit down.
2. Review the information for identifying potential solutions.
3. Ask students to write potential solutions for the goal statement, list of benefits and list of obstacles for the given scenario on ending marijuana use.
4. Circulate around the room to check for understanding. Remind the students that the solutions should directly address the obstacles listed in the scenario.
5. Have a few students share their potential solutions.

**Teacher Note:** *Since marijuana use can be a hot topic, it may be helpful to review information on state laws regarding marijuana use as well as side-effects of marijuana use in case students have questions.*

## DREAM

1  
SESSION

### Step 3: List the obstacles.

- Name any challenge you have to face or problem you need to solve to reach your goal.
- Think about the resources, knowledge or skills you will need to reach your goal.

Write a list of obstacles based on the goal statement you chose in Step 2:

- *Transportation, no previous experience gardening.*
- *Transportation, need a class that works with my schedule, need help finding classes.*

### Step 4: Identify potential solutions.

- Directly address the obstacles you list.
- Brainstorm and use multiple resources to find solutions. These can include family and friends, professionals from fields you need like medical doctors, counselors and social workers, libraries and online databases, classes and trainings, or agencies that offer services to the community.

Write out potential solutions for the following goal statement with its list of benefits and obstacles.

#### 1. State the goal:

- I will stop using marijuana as a stress relief and recreational activity in the next year because I want to improve my physical and mental health.

#### 2. List the benefits:

- Improvements in my memory and concentration.
- Better judgment and sense of motivation to get things done when not using.
- Don't have to worry about legal or disciplinary consequences if underage.
- Don't have to worry about drug-testing keeping me from certain job opportunities.

#### 3. List the obstacles:

- Have to find new ways to deal with stress.
- Experiencing cravings might make me want to use again.
- Could create issues in relationships with friends who still use.

#### 4. Identify potential solutions:

*New ways of dealing with stress could include joining a support group, journaling to process frustrations and adding physical activity to expend stress-related energy. To handle this time of transition, I can find a trustworthy friend who can offer encouragement and help me to stay committed to my goal.*

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# DREAM: Live Out Your Goals

1  
SESSION

## Step 5: Create a timeline. (5 min)

1. Students will stay with their partners.
2. Review the information for creating a timeline.
3. Students will create a timeline for the potential solutions they identified in Step 4.
4. Circulate throughout the room and check for understanding, reminding them that the timeline should directly address when they plan to start the solutions they have identified.
5. Have a few students share their timelines.

## Step 6: Try a solution and evaluate. (5 min)

1. Students will stay with their partners.
2. Review the information for trying a solution and evaluating.
3. Ask students to choose their favorite option from Step 4 and explain how this solution will help achieve the goal from this scenario.
4. Circulate throughout the room and check for understanding.
5. Have a few students share the solution they would try.

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## DREAM

1  
SESSION

### Step 5: Create a timeline.

- Include when you plan to start solutions you've thought of, how long those solutions will take to work on, and how you intend to schedule them into your own personal calendar.
- Be sure to make the timeline specific. How many hours, days, months, or years will the plan take?

Write your timeline for the potential solutions you identified in Step 4.

#### 5. Create a timeline:

*Talk with my parents today about joining a fitness club or rec center. Next week I will see my counselor about support group resources. By the end of the semester I will talk to each of my friends about who is interested in quitting.*

### Step 6: Try a solution and evaluate.

- Decide if you need to try a new solution.
- Figure out if you need to adjust your goal.

Choose your favorite option from Step 4 and explain how this solution will help to achieve your goal in this scenario.

*I joined a basketball league at the YMCA and play on a team several nights a week. I'm more active and handle stress better as a result. I've made new friends who don't use marijuana that keep me accountable.*

# DREAM: Live Out Your Goals

## Take it Home: Part 1



Advance to slide 13 and review Part 1 of the homework. Draw attention to the fact that they get to choose which short-term goal from page 9 that they would like to work on to fill out the Goal-Setting Model on page 8.

Slide 13

A screenshot of a presentation slide. At the top, it says 'DREAM' in a black box with a white circle containing the number '1' and the word 'SESSION' below it. The slide title is 'Take it Home' in orange. Below that, it says 'Part 1:' in orange. There are three bullet points: 'Choose a short-term goal from "Take it Home: Part 1."', 'Decreasing Stress and Trauma', 'Improving Life', and 'A Dream you Want to Fulfill'. The last bullet point is followed by a sub-bullet: 'Use the goal-setting model to achieve this goal.'

**DREAM** 1  
SESSION

**Take it Home**

**Part 1:**

- Choose a short-term goal from "Take it Home: Part 1."
- Decreasing Stress and Trauma
- Improving Life
- A Dream you Want to Fulfill
- Use the goal-setting model to achieve this goal.

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## DREAM

1  
SESSION

### Take it Home

Use this diagram of the goal-setting model for one of the options from the following page. Pick an option from the different categories that is important to you right now. Follow the steps given here from the goal-setting model and write your responses in the spaces provided.

#### State your goal:

I will \_\_\_\_\_  
(What?)

\_\_\_\_\_ (When? Length of time.)

because \_\_\_\_\_  
(Why? Reason goal is important.)

2

List the benefits:

\_\_\_\_\_

\_\_\_\_\_

3

List the obstacles:

\_\_\_\_\_

\_\_\_\_\_

4

Identify potential solutions:

\_\_\_\_\_

\_\_\_\_\_

5

Create a timeline:

\_\_\_\_\_

\_\_\_\_\_

6

Try a solution and evaluate:

\_\_\_\_\_

\_\_\_\_\_

## DREAM

1  
SESSION

### Take it Home

#### A PROBLEM YOU WOULD LIKE TO SOLVE

##### Decreasing Stress and Trauma:

###### Eat Well

- Decrease my soda consumption, and drink 8 – 10 glasses of water each day.
- Decrease my intake of fast food, and make sure to eat breakfast.
- Eat less processed sugar, and eat more fruits, veggies, whole grains and lean protein.

###### Deal with My Emotions

- Express myself through sports, art, music, journaling, praying or spending time in nature.
- Talk to a trusted adult who will listen and ask him or her for advice.
- Communicate positively with my family and friends.

##### Avoiding Risks:

###### Help Decrease Teen Dating Violence

- Respect yourself and others.
- Stop exerting power and control over another person through violence and threats.
- Create ways to develop your own individuality and self-confidence.
- 1 in 10 teens experience physical dating violence.<sup>7</sup>  
1 in 3 girls experience dating violence of some form.<sup>8</sup>

###### Reduce Instances of Bullying

- Counteract being a bystander (witnessing bullying or violence happen and ignoring it).
- Understand the signs associated with bullying behaviors.
- Create standards for acceptance and support in a community (do this electronically for online communities as well).

#### IMPROVING LIFE

###### Improve My Academic Success

- Commit to taking responsibility for my own learning.
- Create good homework and study habits.
- Create study environments that will encourage learning and completing homework.

###### Creating an Employment Goal

- Think of a short-term goal you have that you will need a job to reach (ex. getting a car, saving for college tuition, starting a savings account or making low-risk investments for future plans).
- Identify the career you want for the future and the steps it will take to actually get there.

#### A DREAM YOU WANT TO FULFILL

- Create your own goal for a dream you want to fulfill, a problem you would like to solve, or a part of your life you want to improve.

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# DREAM: Live Out Your Goals

**1**  
SESSION

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**Notes:**

Horizontal lines for writing notes.

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## Take it Home: Part 2



Advance to slide 14. In Part 2, draw attention to the list of activities they get to choose from to increase their ability to dream big! They will choose one to complete over the course of the next week and a few people will be able to share their experience.

Slide 14

**DREAM** 1  
SESSION

**Take it Home**  
**Part 2:**

- Increase your ability to dream big!
- Choose one of the activities from "Take it Home: Part 2."
- Complete this activity over the next week, and share your experience with the class.

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## DREAM

1  
SESSION

### Take it Home

#### Part 2:

Increase your ability to dream big and set goals by doing one of the following activities over the next week. Then share what you experienced with your class.

- Watch a movie about a famous person or group who succeeded despite barriers in life.
- Go to the library and read about another country or a subject you have always wanted to learn about.
- Create a visual collage with pictures of things you want to achieve in the future.
- End every day by documenting what you are grateful for.
- Choose to spend time with people who have a positive view of life.
- Fill your mind with music that inspires you to dream.
- Take some time to sit with a child in your life and listen to his or her dreams for the future.

## Additional Resources



Highlight the resources on this page and encourage the students to access them.

**Teacher Note:** Become familiar with the additional resources at the end of each session.

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## DREAM

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### → Additional Resources

- **Brain Healthy Life:**  
Search online for the Amen Clinic's blog post "12 Prescriptions for Creating a Brain Healthy Life."
- **Stress Management:**  
The American Academy of Pediatrics website, HealthyChildren.org, has a page titled "For Teens: Creating Your Personal Stress management Plan."
- **Improved Sleep:**  
Check out the National Sleep Foundation's article, "Teens and Sleep," online for facts on the importance of good sleep and helpful tips.
- **Dating Violence:**  
Look through the resources on LovelsRespect.org for more information or for assistance in dealing with dating violence.
- **Marijuana Facts:**  
Visit the National Institute for Drug Abuse at drugabuse.gov and search for Drug Facts: Marijuana.
- **Finding a Job:**  
Visit Youth.gov and search "Employment" for resources about job searches and preparation.

1. Oscars (2014, March 11). Lupita Nyong'o winning Best Supporting Actress [Video file]. Retrieved from: [https://www.youtube.com/watch?v=73fz\\_uK-vhs](https://www.youtube.com/watch?v=73fz_uK-vhs).
2. Winfrey, O. (July 2002). What Oprah Knows for Sure About Life's Biggest Adventure. O, The Oprah Magazine. Retrieved from: <http://www.oprah.com/spirit/what-oprah-knows-for-sure-about-lifes-biggest-adventure>.
3. Sandburg, C. (1992). Slabs of the sunburnt West. "Washington Monument by night." New York: Harcourt, Brace and Co.
4. Lewis, C. S. (1994). Voyage of the Dawn Treader. New York: Harper Collins.
5. Hughes, L. (1994). The collected poems of Langston Hughes. "Dreams." New York: Alfred A. Knopf.
6. National Scientific Council on the Developing Child. (2012). The Science of Neglect: The Persistent Absence of Responsive Care Disrupts the Developing Brain: Working Paper 12. DevelopingChild.Harvard.edu
7. Centers for Disease Control and Prevention. Surveillance Summaries: Youth Risk Behavior Surveillance – United States, 2013 (pdf, pg. 172). MMWR (2014); 63(no. SS-4).
8. Davis, Antoinette, MPH. 2008. Interpersonal and Physical Dating Violence among Teens. The National Council on Crime and Delinquency Focus. Available at [http://www.nccd-crc.org/nccd/pubs/2008\\_focus\\_teen\\_dating\\_violence.pdf](http://www.nccd-crc.org/nccd/pubs/2008_focus_teen_dating_violence.pdf)

## Summary of Session 1



Advance to slide 15.

- We encouraged you to think about your future and your goals.
- We learned that the limbic system is the emotional center of our brain and is fully developed by the time we are in our teens.
- We discovered the location of the prefrontal cortex, that it is not fully developed until our mid-20s, that it is responsible for executive skills, and that you can actively work on your brain development right now.
- We learned that the prefrontal cortex can regulate our limbic system through the pathways that are formed in our teens and 20s, and that the pathways are formed when we practice executive skills.
- We learned and practiced the Goal-Setting Model so you can improve the quality of your life and achieve your dreams and goals.
- Briefly review the steps with the students.

Slide 15

**DREAM** 1 SESSION

**Review**

- We thought about our future goals and challenges.
- We learned about the prefrontal cortex and executive skills.
- We practiced the goal-setting model.



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# DREAM: Live Out Your Goals

**1**  
SESSION

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**Notes:**

Horizontal lines for writing notes.

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