

# FACILITATORS GUIDE

POWER OVER PREDATORS 2.0  
LESSON 1

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 series of 8 concise episodes 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.

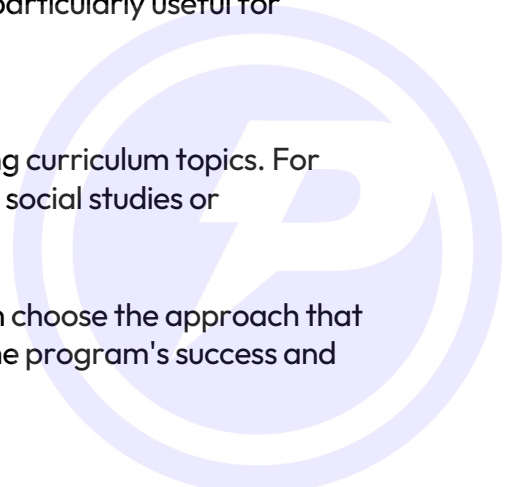
### BLENDED LEARNING:

- 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.



# Episode 1: Why Set Goals?

## Objective 1: Goal Setting

- **Description:** Describing the importance of setting specific, measurable, achievable, and time-bound goals.
- **Expected Outcome:** Youth will identify and write down their personal goals.
- **Supporting Response:**

*"I didn't really think goals really mattered until now, because I believed in goals but I didn't really have any myself, so now I going to start making it an everyday thing." 15 year old, Caucasian, Female*

## **Facilitator Checklist:**

1. Ensure the video and audio are working.
2. Distribute "Episode 1" worksheets to participants. Please include the sheets dedicated to writing down personal goals and strategies.
3. Press play on the video.
4. Encourage participants to follow along with the video and complete their worksheets.
5. Remind participants to jot down thoughts or feelings that arise while watching.

## **Key Worksheet Question:**

- Why is it important to write your goals down?

## **Discussion Prompt (Optional):**

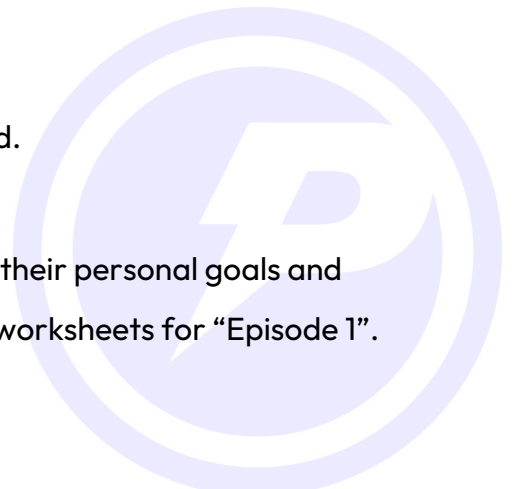
- "What does this quote mean to you: 'If you aren't setting goals for yourself, someone else will?'"

## **Takeaway:**

- Goals that are written down are more likely to be achieved.

## **Conclusion:**

- If time allows, give students additional time to write down their personal goals and strategies. Provide student resources and collect student worksheets for "Episode 1".



# Episode 2: Do You Have Clear Goals?

## Objective 2: Creating Action Plans

- **Description:** Forming actionable steps to achieve their goals.
- **Expected Outcome:** Youth will develop a detailed action plan for at least one of their goals, breaking it down into smaller, manageable tasks.
- **Supporting Response:**

*"Building an action plan makes the steps to your goals more manageable and possible to achieve. Having distractions can be an issue with trying to accomplish your goals because you plan around your routine activities, and makes it more possible for you to sidetrack and lose focus on your goals. Being stressed can really make it hard to follow your goals, so it's best to tell yourself you can do it and follow through." 25-year-old, African American, Male*

### **Facilitator Checklist:**

1. Confirm video playback setup.
2. Provide "Episode 2" worksheets to participants.
3. Play the video.
4. Encourage participants to complete the worksheet as the video progresses.
5. Remind participants to jot down thoughts or feelings that arise while watching.

### **Key Worksheet Question:**

- How can setting clear and realistic goals help you stay on track and reach your long-term dreams?

### **Discussion Prompt (Optional):**

- "What talents or activities do you enjoy that could help you achieve your goals?"

### **Takeaway:**

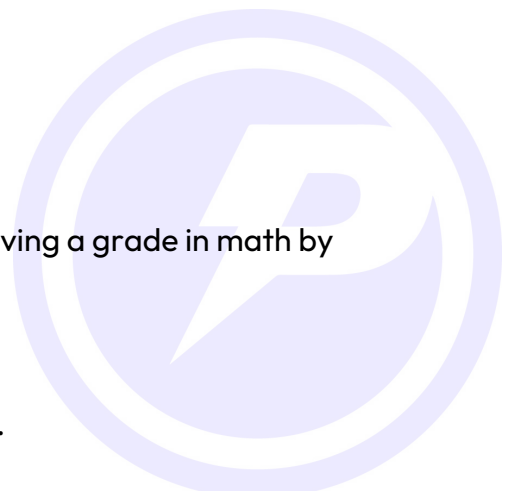
- Clarity in your goals provides direction and motivation.

### **Facilitator Tip:**

- Share an example of a clear and realistic goal (e.g., improving a grade in math by dedicating 30 minutes daily to practice).

### **Conclusion:**

- Provide student resources and collect student worksheets.



# Episode 3: Do You Have an Action Plan?

## Objective 3: Overcoming Obstacles and Identifying Distractions

- **Description:** Provide strategies for consistency and persistence, identifying and overcoming distractions and obstacles that may hinder goal achievement.
- **Expected Outcome:** Youth will identify and write out obstacles to their goals and strategies to maintain consistency and persistence, including regularly updating progress on their action plans.
- **Supporting Response:**

*"I can prepare myself and build up a knowledge of the shown examples of what to look for, how to be aware, how to get help and, how to protect myself and possibly others from those experiences." 17-year-old, Caucasian, Female*

### **Facilitator Checklist:**

1. Prepare "Episode 3" worksheets for distribution.
2. Start the video.
3. Guide participants to break their goals into actionable steps during the worksheet segment.
4. Remind participants to jot down thoughts or feelings that arise while watching.

### **Key Worksheet Question:**

- What steps are required to reach this goal?

### **Discussion Prompt (Optional):**

- "What distractions might keep you from achieving your goals? How can you avoid them?"

### **Takeaway:**

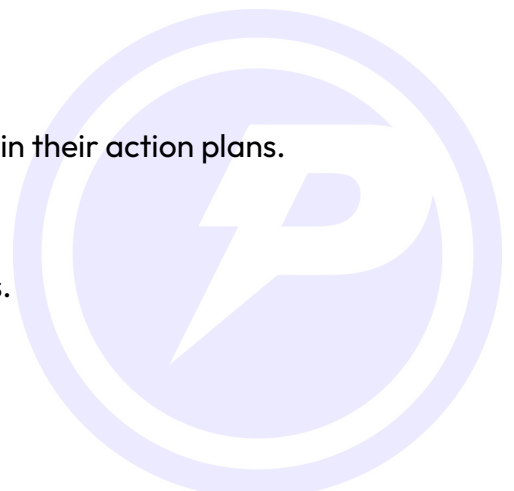
- Small, manageable steps make big goals achievable.

### **Facilitator Tip:**

- Encourage participants to include timelines for each step in their action plans.

### **Conclusion:**

- Provide student resources and collect student worksheets.



# Episode 4: Can Distractions Kill Your Goals?

## Objective 4: Describe and Effectively Responding to Abuse

- Description: Identifying different types of abuse, how abuse can impact their goals and life, and how to respond.
- Expected Outcome: Youth will define the signs of various forms of abuse, enumerate how they can speak out for themselves and others, and explain the importance of seeking help.
- Supporting Response:

*"I now know how to look for abusive behaviors in people I see, not only for me but for my family and friends." 15-year-old, Caucasian, Female*

### **Facilitator Checklist:**

1. Distribute "Episode 4" worksheets.
2. Test the video and play it for the group.
3. Encourage participants to reflect on their distractions and strategies to address them.
4. Remind participants to jot down thoughts or feelings that arise while watching.

### **Key Worksheet Question:**

- What type of distraction do you find affects you the most?

### **Discussion Prompt (Optional):**

- "What adjustment can you make in your daily routine to stay on track?"

### **Takeaway:**

- Managing distractions is critical to staying focused on your goals.

### **Facilitator Tip:**

- Suggest simple adjustments like setting specific times for study or limiting screen time.

### **Conclusion:**

- Provide student resources and collect student worksheets.





# Episode 5: What Is the Most Harmful Distraction?

## Objective 5: Preventing Abuse and Exploitation

- Description: Developing strategies to prevent abuse and exploitation.
- Expected Outcome: Participants/Youth will describe how to recognize the tactics abusers use and list proactive steps they will take to protect themselves and others from abuse and exploitation.
- Supporting Response:

*"I now know how to look for abusive behaviors in people I see, not only for me but for my family and friends." 15-year-old, Caucasian, Female*

### **Facilitator Checklist:**

1. Prepare "Episode 5" worksheets.
2. Play the video for participants.
3. Facilitate a reflection activity using the worksheet questions.
4. Remind participants to jot down thoughts or feelings that arise while watching.

### **Key Worksheet Question:**

- Why do you think it's common for people who've experienced abuse to feel it's their fault, and how would you support them?

### **Discussion Prompt (Optional):**

- "What would you say to someone too scared to speak up about abuse?"

### **Takeaway:**

- Abuse is never the victim's fault, and seeking help is a sign of strength.

### **Facilitator Tip:**

- Emphasize the importance of creating a safe environment for others to share their experiences.

### **Conclusion:**

- Provide student resources and collect student worksheets.



# Episode 6: Stories of Enduring & Overcoming

## Part 1

### Objective 6: Finding Support and Building Networks

- Description: Enumerating the importance of having a support system to provide encouragement, accountability, and guidance—especially in cases of abuse.
- Expected Outcome: Participants/Youth will identify and reach out to at least one trusted adult or peer who can support them in achieving their goals and provide help in abusive situations.
- Supporting Response:

*"This lesson has reassured me that I have a purpose in life and it's okay to form a support network of people to help me achieve certain goals. I want to become a physician and that will require lots of work and dedication, but that is my purpose." 21-year-old, South Korean, Male*

### **Facilitator Checklist:**

1. Prepare "Episode 6.1" worksheets.
2. Play the video for participants.
3. Remind participants to jot down thoughts or feelings that arise while watching.

### **Key Worksheet Question:**

- What is something important to you that someone might use to try to earn your trust?

### **Discussion Prompt (Optional):**

- Is anyone willing to share a time when they felt powerless? What did you need in that moment to take back your power?

### **Takeaway:**

- Predators are masters of making one feel powerless.

### **Facilitator Tip:**

- Consider being vulnerable and sharing a time where you felt powerless and what you needed in that moment to take your power back.

### **Conclusion:**

- Provide student resources and collect student worksheets.



# Episode 6: Stories of Enduring & Overcoming

## Part 2

### Objective:

- Recognize personal vulnerabilities that predators use to manipulate and maintain control.

### Facilitator Checklist:

1. Prepare “Episode 6.2” worksheets.
2. Play the video for participants.
3. Remind participants to jot down thoughts or feelings that arise while watching.

### Key Worksheet Question:

- What is an area of your life where you feel unsure and need support, and how could it become a strength?"

### Discussion Prompt (Optional):

- Is anyone willing to share who they trust?

### Takeaway:

- Even if it doesn't seem like it, there is always someone who will listen and believe you.

### Facilitator Tip:

- Consider being vulnerable and sharing a time where you had to be persistent in getting help.

### Conclusion:

- Provide student resources and collect student worksheets.



# Episode 7: What Is Your Mindset?

## Objective:

- Foster a growth mindset for continuous improvement.

## Facilitator Checklist:

1. Provide “Episode 7” worksheets.
2. Play the video.
3. Guide students to consider scenarios of a fixed vs. growth mindset.
4. Remind participants to jot down thoughts or feelings that arise while watching.

## Key Worksheet Question:

- What is an example of a growth mindset you can apply to yourself?

## Discussion Prompt (Optional):

- “Is anyone willing to share what they wrote in response to the question: What would you say to someone who feels they’re not a victim because they didn’t stop the abuse?”

## Takeaway:

- A growth mindset empowers you to overcome obstacles and achieve your goals.

## Facilitator Tip:

- Share stories of famous individuals who overcame failures to achieve success, reinforcing the power of perseverance and a growth mindset.

## Conclusion:

- Provide student resources and collect student worksheets. Hand out the sheet, “My Letter to Me” if you haven’t already. If time allows, give students time to start their letter that they can look at one year from now to reflect on and see how their progress.

## OVERALL CONCLUSION FOR DO YOUR GOALS MATTER?:

*“What I Took Away from The Training: Set goals and focus on them. Make healing a priority. Celebrate little victories. Adapt to new situation and keep learning. Surround yourself with positive people who will uplift you. Goals are the most important - stay focused on your goals - it will actually help your recovery.” 25-year-old, African American, Female*