



# my life. my plan: teen

## My Life My Plan

**Essential Question: What is life planning and how can it help people achieve their goals?**

### Lesson Overview

Students learn about life planning and how it can be key to reaching goals and having a healthy life.

### Learning Objectives

Students will be able to:

- Understand what a life plan is
- Learn how to set goals and create steps to help them achieve goals
- Use the My Life My Plan booklet to begin their own plan

### Materials and Preparation

- My Life My Plan booklet
- My Life My Plan PowerPoint Presentation
- Copy Life Words Worksheet (A) for each student
- Copy Goals and Steps Worksheet (B) for each student
- Copy Your Lifeline Worksheet (C) for each student

### Introduction (slides 1 and 2)

Explain that the class is going to explore life planning.

Note: if you use Learning Focused Strategies, use the Warm Up as your Activating Strategy then go to Introduction.

### Warm-Up (slide 3)

Ask students to imagine what they want their life to be like when they are 21.

Either ask students to write down 3 words or phrases that would describe their life or use the “Life Words” worksheet to choose from those options.

Ask students to pair up with someone and discuss. Their goal is to remember at least 1 thing that the other student said.

Ask students to report back and discuss what some of the answers were.

Explain to students that many people have things that they look forward to and planning can help them make their life look like they want it to.



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### Decide What You Want from Life (slide 4)

Ask class: “What are some important questions to ask yourself when trying to decide what you want from life?”

Examples: Do you want to go to college? What career are you interested in? Do you want to be in a relationship? Do you want a family someday?

### Setting Goals and Steps (slide 5)

Ask students to uncover each goal area and briefly explain each one.

Options for student involvement: You can ask for a volunteer to uncover each goal area and then call on another student to briefly describe each one.

Pass out the Goals and Steps worksheet. The worksheet asks students to create some specific goals for “Alex” a sample 7<sup>th</sup> grader. This allow students to create some goals with no pressure; it’s not about them personally.

Part A: Ask students to choose 2 goal *areas* and create a *specific goal* for each area.

Part B: Ask students to create 2 *steps* to a specific goal of “making the track team”.

Ask the class to report back the goal areas that they created.

Discussion points: what influenced the areas they chose?

Ask the class to report back on the steps that they created for “making the track team”.

Discussion points: what would happen if Alex tried out for the track team without working on specific steps? What kind of steps could someone take if they want to get better grades?

Examples: ask the teacher for help, do all of your homework and turn it in, set specific times for studying without distractions.

Point out that lots of us have ideas about what we might want in life, but making a plan and breaking it into steps makes it easier to achieve.

### Develop Healthy Relationships (slide 6)

Speaker’s Notes: Be in touch with your feelings and know what makes you happy. It might seem like everyone’s doing it, but they’re not. It’s perfectly ok not to have sex. And if your boyfriend or girlfriend pressures you or doesn’t understand, you don’t have to be with them. Are there people you can talk to when you’re feeling sad or stressed? Don’t be afraid to lean on a parent, relative, or friend. And let them do the same.



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This is a good time to share information about what to do if thinking about hurting oneself or others. Call or visit [Delaware's Contact Lifeline](#) by dialing 1.800.262.9800.

### **What Kind of Relationships Do We Have? (slide 7)**

Get as many examples as you can from the class: peers, friends, parents, helping professionals, team mates, coaches, boyfriends and girlfriends, etc.

Discuss what makes a relationship healthy. What are some universal characteristics of healthy relationships? Examples: respect, good communication, patience, honesty, trust, etc.

Ideas for activities: choosing characteristics for partners, role play how to handle conflict, etc.

This is also a great opportunity to acknowledge LGBTQ relationships. For instance, discussing that those universal qualities of healthy relationships apply to all relationships.

### **Make a Reproductive Life Plan (slides 8 - 11)**

Hand out My Lifeline worksheet.

Ask students to put their current age at the bottom of the number line and number up to 30. This represents their life from now until age 30.

Ask students for examples of milestones that babies achieve: 1<sup>st</sup> step, 1<sup>st</sup> word, etc.

We are going to focus on milestones in your life. Ask students to place the milestones in the box on their lifeline. Answer questions about the process as students complete it.

When students are finished, discuss: what did they have to think about to complete this activity?

Ask students to place a star shape anywhere on their line. After this is completed, tell them to imagine that this is when they become a parent for the first time. Ask who likes the age they picked, who doesn't like it and why. Ask, can people choose the age when they become a parent (slide 9)?

Explain abstinence is the most 100% way of preventing a pregnancy (slide 10). If people decide to have sexual intercourse they can get accurate information about using condoms and birth control (slide 11).

### **Live a Healthy Life (slides 12 - 13)**

Brainstorm healthy behaviors with students. Prompt them by asking what they learn in health classes. Examples: exercise, hygiene, good nutrition, avoiding drugs, alcohol, and tobacco products (slide 13).

Explain importance of annual wellness check-ups, vaccines, dental checkups, etc.



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### **Bring it all together! (slide 14 - 16)**

Ask students to read through pages 7 and 8 in their My Life My Plan booklet and check off all of the actions that will help them (slide 14).

Visit several websites of organizations that provide further information and resources on topics including reproductive health, sexual orientation, and human services (slide 15).

Ask them to turn to page 9 and complete goals for themselves. Discuss the need for frequent self-revaluations (slide 16).

### **For More Information on Sexuality, Relationships, and Reproduction**

Visit [scarleteen.com](http://scarleteen.com) – sex ed. for the real world.

Visit [kidshealth.org](http://kidshealth.org) – grades 6 to 8 Human Body Series.

### **Where to Order More Materials**

To order more materials please visit <http://dethrives.com/order-materials/browse>.

### **Feedback**

Please give us feedback on how this material worked for you by summitting a message on the Contact page of DE Thrives: <http://dethrives.com/contact>. We welcome successes and comments on what did not work.

*We kindly ask that you refer to this My Life My Plan: Teen tool as a work product of the Delaware Division of Public Health and the Delaware Healthy Mother and Infant Consortium.*