

# Teacher’s Manual for 8B:

## Overcoming Obstacles

### Module Key Learning Target:

- I take the initiative to contribute positively and approach challenges head-on.

### Learning Target for 8B:

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\*This lesson runs longer than an hour. We advise you to choose from the comparable, **highlighted** activities to best serve your students in the timeframe available.

## What Do You Think: A Closer Look at Obstacles

**Suggested Timing: 20 to 25 Minutes**

**Materials:** Obstacle Situations

### **Facilitation Steps:**

1. Explain that obstacles can be approached in different ways and it is important to consider our thought process when dealing with obstacles.
2. Demonstrate how students will use this process using an Obstacle Situation.
3. Place students in groups of three to four.
4. Give each group an Obstacle Situation and have groups go through the work sheet using their situation.
5. Have student share their decisions with the larger group.
6. If time allows, have groups look at other obstacles.
7. Review the Learning Target through the lens of this What Do You Think.

### **Learning Target**

- I take the initiative to contribute positively and approach challenges head on.

**Plus 2 additional slides**

### **Tips for Successful Implementation:**



#### **Accommodation:**

- You may choose to use the ELL version for this activity.



#### **Organization/ Class Management:**

- If possible, allow students to choose the obstacles they will use for the activity.
- You may hang the obstacles on chart paper and have groups visit each station.

## WHAT DO YOU THINK: A Closer Look at Obstacles



Everyone faces obstacles. Some obstacles can be worked through whereas other obstacles may require you to work around them.

**DIRECTIONS** Work with your team members to complete the following flowchart for each obstacle situation that your instructor gives you. Be ready to share your reasoning.

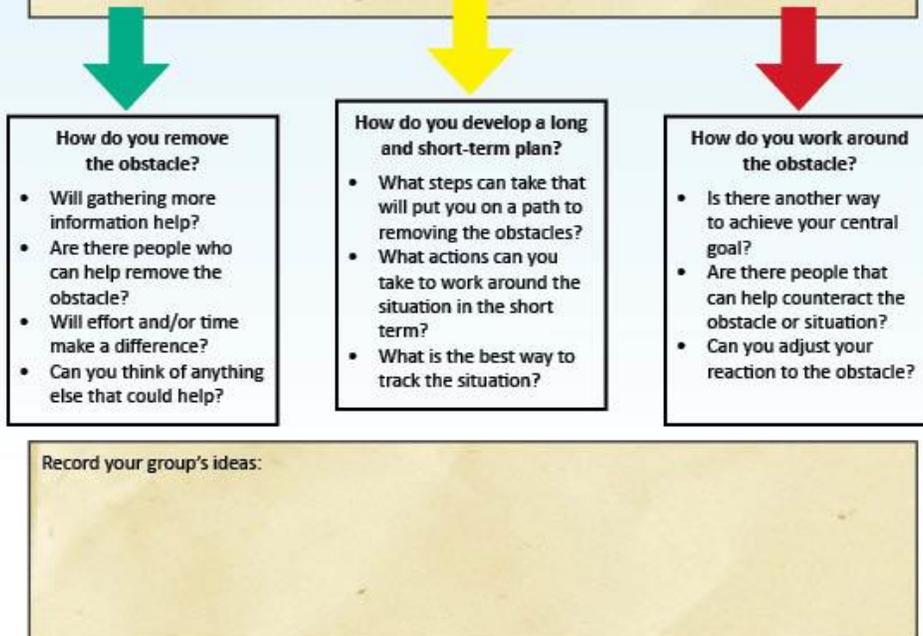
Can the obstacle or situation be removed?

YES

MAYBE  
(in time)

NO

Explain your answer:



### Assessment:

- Are students able to distinguish if the obstacle can be removed?
- Circulate to help struggling groups think through their processes.
- How are students making their decisions?

## Individual Activity: Journaling About Your Obstacles

**\*Optional:** In combination with the Next Steps activity, this will reach the same learning target as the Gallery Goal Walk Activity.

**Suggested Timing: 10 to 15 Minutes**

### **Facilitation Steps:**

1. Explain that it is important to think about obstacles in our own life and how they affect us.
2. As an instructor, you should prepare your own journal sample for an obstacle in your life.
3. Allow each student enough space to write about their own obstacles.
4. Students should use the guiding questions to help them figure out what to write.
5. Have volunteers share if they wish.

### **Challenge Activity: Journaling About Your Obstacles**

- Clear description
- Details about how you feel
- Explanation of how to address this obstacle
- Next steps

### **Tips for Successful Implementation:**



#### **Accommodation:**

- You may want to give a few sentence-starters to help students that struggle.



#### **Organization/ Class Management:**

- If possible, allow students to write in a way that they are most comfortable as having a plan is the emphasis here.

## Challenge Activity: Journaling about your Obstacles

Sometimes it can be helpful to take the time to write about our challenges and obstacles. Because this is shared environment, please think focus on an obstacle or challenge that you would be comfortable discussing with your instructor and/or one of your peers.

**DIRECTIONS** Write a brief journal entry explaining the obstacle and your thoughts on how best to remove it or work around it. Be sure to address the following:

- A clear description of the obstacle/situation
- Details about how you feel about the obstacle and how it currently impacts you
- An explanation about whether or not you feel this obstacle can be changed and why
- Clear next steps that you plan to take to address the obstacle or work around it

Finally, please refer to the chart on the previous page to help you think through your obstacle.



### Assessment:

- Are students able to write about their obstacles?
- What next steps can students take to help remove their obstacles?
- Circulate to help struggling students.

## Next Steps and Action Plans

**\*Optional:** In combination with the Journaling activity, this will reach the same learning target as the Gallery Goal Walk Activity.

### Suggested Timing: 10 to 15 Minutes

#### Facilitation Steps:

1. Decide on which student page your students should use. Each Option has its own PowerPoint slide.  
**Option 1:** First page starting with “Career Goal” chart, assumes a familiarity with S.M.A.R.T. goals.  
**Option 2:** Second page starting with “Goal that I am focusing on” fill in the blank, assumes no familiarity with S.M.A.R.T. goals.
2. Explain to students that this is an opportunity to focus on one of their goals.
3. If students are unsure which goal they want to focus on, they should look back at the various ones that they set in the last lesson.
4. Next they should identify steps that they have already taken and ones that they can make going forward.
5. Depending on time, you may want to have students share with a partner or go straight to having volunteers share with the whole group.

#### Next Steps and Action Plans

- Write your goal using the chart provided.
- What steps have you taken to complete this goal?
- Prepare to share with the larger group.

**Plus 1 additional slide**

#### Tips for Successful Implementation:



##### **Time Management:**

- Students may finish at very different rates based on their ability to really engage the questions in a reflective manner. It may be useful to have some early finishers chart some of their ideas for next steps to create a visual before the whole group shares.



##### **Accommodation:**

- You may choose to use the alternative version of this page found in the resource section.

## Next Steps and Action Plans

Your career goals should reflect your skills, interests and work values.

**DIRECTIONS** Look back at the different goals that you have established and choose one to focus on for today. Rewrite it using the guidelines below and make changes or add details based on new information and concerns.

**Career Goal:**

<b>Specific:</b> What exactly will you accomplish?	
<b>Measurable:</b> How will you know when you have met your goal?	
<b>Achievable:</b> Is your goal realistic? Do you need resources or support? If so, what?	
<b>Relevant:</b> Why is this goal important in your life?	
<b>Time-bound:</b> When will you have attained this goal?	

### What have I already accomplished to meet my goal?

What skills have I developed?
.....
What related training or education have I completed?
.....
What else have I tried?
.....

## Next Steps and Action Plans

Your career and future goals should reflect your skills, interests and values.

**DIRECTIONS** Look back at the different goals that you have established, and choose one to focus on for today. Complete the questions below and be ready to share with a partner.

Goal that I am focusing on: \_\_\_\_\_

### What have I already accomplished to meet my goal?

What skills have I developed?  
.....  
What related training or education have I completed?  
.....  
What else have I tried?

### What can I do next to meet my goal?

What skills can I develop?  
.....  
What related training or education can I get?  
.....  
What else can I do?



#### Assessment:

- Circulate while students are completing their goals to help and offer clarity.
- Do students understand that they are making steps toward improving their goals?

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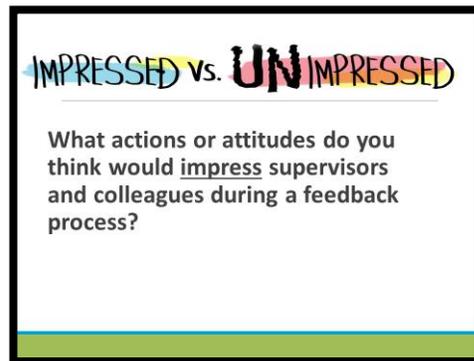
## Group Activity: Goal Gallery Walk

**\*Optional:** This activity offers students a chance to reflect, think about their own goal, and receive feedback from their peers. It can be used instead of the Journaling and Next Steps activities if time is an issue.

### Suggested Timing: 25 to 35 Minutes

#### Facilitation Steps:

1. Have students fill in the Impressed vs. Unimpressed. How can they be impressive when asking for help and feedback from peers?
2. Students should place their long-term career goal on a sheet of chart paper and hang it around the room.
3. Have students rotate to different students' papers and leave a next step.
  - a. Students should leave notes on five chart papers.
  - b. No student should write what another student has already stated.
4. Students should collect their chart paper and return to their seats.
5. Have students review the next steps and complete the work sheet.
6. Complete the self-rating.



Plus 2 additional slides

#### **Tips for Successful Implementation:**

 <p><b>Accommodation:</b></p> <ul style="list-style-type: none"><li>• Students may have difficulty writing goals. Consider shifting focus to college or the next five years as an alternative if students struggle.</li></ul>	 <p><b>Time Management:</b></p> <ul style="list-style-type: none"><li>• Be sure to set time limits to keep the activity on time.</li><li>• Use a large and visible timer and be sure to give 30-second warnings as the end of the time limit nears.</li><li>• If you notice students finish early ask them questions to keep the conversation going.</li></ul>
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# IMPRESSED vs. UNIMPRESSED

You are about to complete an activity in which you need to provide and receive feedback. Most careers require employees to be able to help each other by providing helpful suggestions. Similarly, it is also important to value other people's suggestions. What actions or attitudes do you think would impress supervisors and colleagues during a feedback process?

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## Goal Gallery Walk

### DIRECTIONS

1. Place your career goal on the chart paper and hang the chart paper.
2. Go to someone else's goal when your instructor gives the signal to begin. Write one specific next step for the career goal (education, training, resources, skills needed, etc.).
3. Rotate to another goal and write a next step. If someone has used your idea then move on to another goal until you have posted at least one next step on five different goals.
4. Return to your chart paper and read the next steps posted.



Which two next steps are you going to pursue in the short term (within a year)?

Step 1

.....

Step 2

Which two next steps are you going to pursue in the long term (will take more than a year to achieve)?

Step 1

Step 2

Be ready to share with the larger group!

**Self-Rating:** *if an employer or professor had been observing me during the Goal Gallery Walk, I think they would have given me a ...*

         **out of 5** for my ability to give and receive feedback

because ...



**Assessment:**

- As students are writing, read some of the next steps are they realistic?
- Circulate and ask guiding questions to help generate ideas
- Are students able to identify actionable steps that they may take to reach their goal?

*Intentionally Blank*

## Session Wrap-Up

### Suggested Timing: 5 Minutes

#### Facilitation Steps:

1. Review the Learning Target, then ask students to take a moment and complete the Target Check-In.
2. Remind students that this reflection is private and that no one will be asked to share their responses and that there is no best answer, rather, this is an opportunity for a genuine assessment of where they are in terms of this skill.
3. Have students think about what they are learning.

#### Learning Target

- I take the initiative to contribute positively and approach challenges head on.

**Plus 1 additional slide**

### Tips for Successful Implementation:



#### **Dig Deeper/Extensions:**

- Discuss the value and use of reflection in terms of workplace learning, personal relationships, schoolwork and goal-setting.
- Invite students to share their experience with reflection and its effect on their performance or mastery of a new skill.

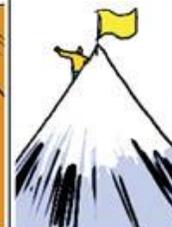


#### **Safe Space:**

- This target may bring up place where students have taken initiative unsuccessfully. Have them write about how they can make sure taking the initiative can have a positive outcome.

## Session Wrap-Up

What I learned about myself ...	How I will use what I learned ...

Target Check-In				
Read the learning target and <b>check</b> the rating that best matches how you feel.	 1 Not sure ...	 2 Working on it ...	 3 Almost there ...	 4 I can do it!
I take the initiative to contribute positively and approach challenges head-on.				

I feel this way because ...

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**Assessment:**

- Are students able to reflect on their learning?
- Circulate to help struggling students think through their processes.

## Resources for available in the Teacher's Manual

	Standard Resources	Page
1.	Obstacle Situations	17

	English Language Learner Accommodation	Page
1.	A Closer Look at Obstacles	19

## Obstacle Situations

Your friends keep coming in to hang out while you're at work. Your boss has told you that they are too distracting.

You're supposed to be getting a project done at work, and your phone keeps buzzing in your pocket. You know it's your friends making plans, and you want to have a say in what you do this weekend. You really, really want to answer their texts but this project has to be done before you can leave.

You found a job that you really want (pays well, sounds fun), but it's not close to your house and you don't have a car.

You fell in love with a college that is not in Massachusetts. You know that out-of-state tuition is more than your family had planned to pay for college.

You found a job that sounds perfect for you, but you have to be there by 4:30 every day. You watch your little sister until your mom gets home at 4:30, so you could never make it on time.

Your boss just told you that she needs you to work late on Fridays, but that's the only night you can see your boyfriend/girlfriend.

You need a job this year to help out at home, but you have practice/club meetings after school until 4:00. It seems like most job shifts start at 4:00.

You need a car this year to get to work. You've found one that sounds good and is selling for \$1500, and you have saved \$1250.

Your mom agreed to baby-sit your baby for the first three months of school. She recently changed her hours at work and cannot do it.

Over the summer, you had a fight with one of your closest friends. You are in all the same classes and you know he is spreading rumors about you.

You are taking three AP classes and you are struggling in your honors physics course. You need to maintain your grade-point average (GPA) to apply to your top school.

Your parents have kicked you out of the house.

You are on two sports teams at school but the college you are looking at has a reputation for taking students who have more volunteer opportunities on their application.

You do not like going to school because you feel constantly picked on by other students.

# What Do You Think: A Closer Look at Obstacles

**Directions:** Everyone faces obstacles. Some obstacles can be worked through. Some obstacles you must work around.

Use the chart below to work with your group to understand a sample obstacle.

## Can the obstacle/situation be removed?

**YES**

**Maybe (in time)**

**NO**

Explain your answer: \_\_\_\_\_



### How do you remove the obstacle?

- Will more information help?

\_\_\_\_\_

- Who can help?

\_\_\_\_\_

- Will effort help?

\_\_\_\_\_

- Will time help?

\_\_\_\_\_

### How do you make a long-term and short-term plan?

- What can you do to work around it?

\_\_\_\_\_

\_\_\_\_\_

- What steps can will help remove the obstacle?

\_\_\_\_\_

\_\_\_\_\_

- How can you track progress?

\_\_\_\_\_

### How do you work around the obstacle?

- Is there another way to reach the goal? \_\_\_\_\_

\_\_\_\_\_

- Who can support the goal?

\_\_\_\_\_

\_\_\_\_\_

- Can you react in a different way? \_\_\_\_\_

\_\_\_\_\_