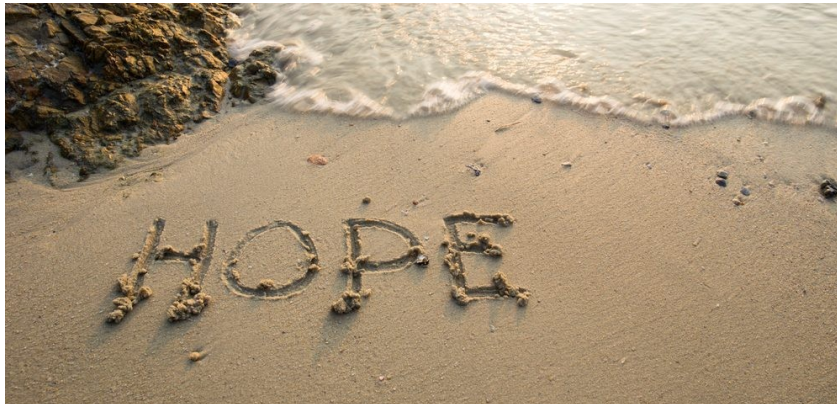


Indicator: Hope



Introductory Video – [Click Here](#)



Overview

Hope is an important predictor of academic achievement as well as positive personal and social outcomes. Decades of research shows that hope consists of different components, each of which must be activated for a goal or desire to be met.

“Pathways” are cognitive strategies needed to reach a goal. Should the primary goal be blocked in some way (“Plan A”), multiple pathways must be formulated to either continue to pursue Plan A, or to shift to Plan B.

“Agency” is the willingness to pursue these pathways. Both Pathways and Agency need to be activated to create hope; having pathways but no agency simply leads to wishful thinking, while having agency but no pathways leads to hopelessness.

More information on the concept of hope can be found by accessing

<https://www.youtube.com/watch?v=ZuHZhi1B4T4>

Objectives

Students will learn to:

- Understand the importance of hope through class discussions.
- Develop insight into what they experience when a goal is blocked.
- Develop effective ways to create multiple pathways when a goal is blocked.
- Describe actual examples of how they put their skills into practice through a Personal Growth Project (for grades 6-12, optional).

Materials

Grades 3-5

- *Hope-By Centennial Elementary School*
(<https://www.youtube.com/watch?v=1j7TrVAszr8>)
- *Hope, the Boat* (<https://www.youtube.com/watch?v=6dZ7b7Bimrc>)

Grades 6-12

- *What is Hope?* (Note: to min 3:03)
(<https://www.youtube.com/watch?v=EiOdnTvZ7c4>)

Other Videos for Educators

- *What is Your Hope?* (<https://www.youtube.com/watch?v=dlcU5uHMdTM>)

- *A Drop of Hope* <https://www.youtube.com/watch?v=frAQrsKrwXk>

Primary Lesson (all grades)

Time: 1 class period for initial discussion, ongoing thereafter until goal is reached

1. The educator discusses the concept of hope using selected videos (see the Materials section). Three key points to discuss are (a) more often than not the path to a goal gets blocked (a “roadblock”), (b) when something doesn’t go to plan, there are two ways to deal with this - either give up or think of strategies to work around or through the roadblock, and (c) one must be motivated to pursue different strategies.
2. The educator can and should use their own experiences to illustrate the concept of hope. For those who believed that they would achieve another life goal when they were younger (i.e., their “Plan A”), when did they first realize that this initial goal would not be achieved? What prompted them to develop alternative strategies that eventually led to their decision to become educators? How did they find the motivation to pursue this new goal? For educators who always wanted to join the teaching profession, what were some of the roadblocks they faced? How did they work through these roadblocks? What motivated them to continue?
3. Either individually or in small groups, the educator has students describe an instance when their initial goal was blocked. The instance does not have to be a major issue - any life experience when the outcome was not the one anticipated is appropriate for discussion. As students relay their experiences, they should identify and verbally label the pathways they took to go around or work through the roadblock and to describe how they were motivated to pursue them. The student describes the ultimate outcome and what they learned from the experience.
4. The final 15-30 minutes are used to complete the Rating My Goals or Reaching Higher worksheets (depending on grade level) that asks students to list their future goals within important life domains. Older students then rate their current status towards these goals on a 1-10 scale, while younger students rate their status using a pictorial rating scale. For goals that are rated low, students subsequently rate any perceived roadblocks and list possible strategies to overcome them. Finally, students list short-term (i.e., 3-6 month) sub-goals that utilize their strategies. Educators will guide students towards developing these sub-goals, which should be measurable, reasonable, and attainable in a shorter-time frame.

The educator makes a copy of the completed handout and revisits progress towards these goals on a regular basis. Educators monitor goals that are not making progress, and help students formulate new pathways or instill motivational strategies to increase agency. New goals are listed as older goals are achieved.

Supplemental Lessons (Grades 3-8)

Group Collaborative Activities-With a Twist

Time: 15 minutes for the exercise; 10 minutes follow-up discussion

All Aboard (<https://www.pecentral.org/lessonideas/ViewLesson.asp?ID=667#.XRVa-OhKhPY>).

Materials: Rope and a timer

The goal of the exercise is to have all students fit within a loop of rope. The educator first places a piece of rope on the floor, in a loop large enough for all students to easily fit within it. Once this is accomplished, the educator challenges students further by making the rope loop progressively smaller. Eventually, students will start to run out of solutions as to how they can all fit within the circle. The goal is for students to cooperate with each other and work together to come up with creative solutions, while the educator encourages them by asking questions or to think about the various ways they can go about trying to fit everyone in. Follow-up discussion focuses on the pathways that were formulated, which pathways were more logical, and how the group used agency to pursue those logical pathways.

Missing Pieces.

Materials: 4, 50-100 large-piece jigsaw puzzles, with 5 pieces removed from each box and randomly placed in the other boxes

The educator separates the classroom into four groups and gives a box to each group. The educator tells everyone that the first group to put their jigsaw together will win a reward (of the educator's choice). As each group puts their puzzle together, the members will realize that they don't have all of the pieces to finish it since the remaining pieces are in other boxes. The scenario then involves groups navigating through different strategies to attain their goal, while considering how each strategy affects other groups in their pursuit of the same goal. Follow-up discussion focuses on how the group created their pathways, and the agency to pursue each one. Students are encouraged to relate what they learned in the group exercise to their own experiences when a goal was blocked. The educator then gives a reward to all students.

Creating an Ongoing Hope Collage

Time: 15 minutes for Description; ongoing

Using either a large piece of cardboard and various materials, or posting via electronic bulletin boards (see <https://www.npr.org/2011/07/11/137705552/ten-safe-social-networking-sites-for-kids>), students create and continue to add posts inspired by the video “*What is Your Hope?*” (see Materials page). A related theme can be “Hope means....”. Students post information that is based on what they learned from their own experiences and how they maintained hope through adversity. Students should have a chance to present their collage to the classroom on occasion.

Supplemental Lessons (grades 9-12)

Personal Growth Project

Time: 15 minutes for discussion; ongoing.

Materials: a personal journal (either in print form or through a social medial platform)

Students are instructed to select one activity that they have always wanted to explore but have not had a chance to do so. The activity may involve a new skill (such as learning to play a musical instrument, a new language, or a sport) or experience (volunteering) but must comply with the following requirements.

- The activity must be something that they have not attempted before—it must be something completely new for them.
- The activity must be ongoing (at least for 6 weeks).
- The activity must be under the guidance of an adult figure such as a coach, tutor, or mentor.

Students will continue to add entries into their personal journal as they continue in their journey, specifically detailing their goals, frustrations or roadblocks that hindered goal attainment, the pathways that were formulated to work around or through the roadblocks, and motivational strategies to pursue the pathways. Students will also describe what they learned about themselves over the course of their journey and if they plan to continue beyond the term.

Rating My Goals

Grades 6-12

Directions: Within each area below, list at least 2 goals that you are working towards. For example, under “school” you may list “I will go to the college of my choice.” But it can be any goal. For each goal, rate how well you think you are doing at this point.

10 – I am really doing well. No complaints at all and I am sure to achieve it.

5 – I’m doing ok, but not as far as I’d like to be. I am not sure I’ll achieve it.

1 – I’m not doing ok at all, there has been no progress made. I’m pretty sure I will fail.

School



Goal 1: _____

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Goal 2: _____

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Goal 3: _____

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Friendships



Goal 1: _____

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Goal 2: _____

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Goal 3: _____

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----



Family

Goal 1: _____

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Goal 2: _____

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Goal 3: _____

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Other

Goal 1: _____

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Goal 2: _____

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Goal 3: _____

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Overcoming Roadblocks

Directions: Now that you have listed your goals, select those that you rated as a '6' or lower. For each goal, list some of the possible roadblocks that you think are keeping you from reaching it (or at least reaching a '7'). After all possible roadblocks are listed, provide some strategies that you can use to address them.

Specific Goal	Possible Roadblock	Strategies to Overcome Roadblock

Now that you have listed these strategies, what are some possible smaller, realistic goals that you can shoot for in the next 3-6 months?

In the next 3-6 Months I will... (list the sub-goal)Using... (list the strategy)	Which will Result in... (list the outcome you expect)

Reaching Higher

Grades 3-5

Directions: Think about how you are doing at school, with your friends, and with your family. Within each area, list 1 new goal that you would like to work towards. For example, under “Family” you may list “I want to clean my room without being reminded by my mom.” But it can be any goal. For each goal you listed, rate how well you think you are doing at this point.



– I am really doing well.



– I’m doing ok, but not as far as I’d like to be.



– I’m not doing ok at all.

School



Goal: _____

How I’m Currently Doing



Friends



Goal: _____



Family



Goal: _____



Any Other Area?

Goal: _____



Reaching Higher

Grades 3-5

Directions: If any of your goals are a 😐 or a 😞, what are some reasons? Can you think of some ways that you can solve them?

List the Current 😐 or 😞 Goal	What are the Possible Reasons?	What I can do to turn the Goal into a 😊

Now that you have listed some solutions, what are some things you can do to improve that goal? Think about steps you can take in the next 3-6 months.....

In the next 3-6 Months my New Goal Will Be...	How will I do It?	What Will My Teacher or Parents See Differently in Me?