

Tutorial Lesson #1: Building the Relationships

Lesson Summary:

This lesson is your introduction to your students and the WhyTry class. Your main goal this first day is to be able to work on your relationship with your students by finding a variety of ways to Surrender the One Up. It will be the Core Competency you work on as well as your desired outcome. You may have your own ways for Surrendering the One Up; however, we have scripted out several ways for you to Surrender The One Up and being your WhyTry Class. You are also trying to build classroom rapport by building relationships between your students as well.

Learning Objectives:

- I know I have value and worth because of who I am and not because of my failures or accomplishments.
 - I am the expert on my own life.
 - I have strengths, abilities, and interests.
-

Lesson Tools:

- Lesson plan PowerPoint deck (Windows)
- Lesson plan Keynote deck (Mac)
- Two Truths and a Lie relationship building activity
- Name Warp Speed relationship building activity
- Bird, Bark, or Beverage relationship building activity

Note: these resources can all be accessed on this lesson's webpage.

CORE COMPETENCY ALERT: Surrendering the One Up Relationship

As a WhyTry facilitator, you have been trained on the three R's: Relationship, Relevance and Resilience. Relationship is the first R we cover because it is a Core Competency you will have to develop in order to find success with your students. You will note the Learner Objectives for this lesson are the indicators for successfully Surrendering the One Up with your students, our key to developing that relationship. To learn how to Surrender the One Up effectively, read our indicators for success and watch the tutorial video on this lesson's webpage for Surrendering the One Up with your students.

ATTENTION GETTER / SETTING THE CLASS (10 minutes)

As students come into class, stand at the door and greet them as they enter. Be positive and energetic, even when you can sense the walls of uncertainty and anxiety your students feel. Yes, you feel that way too! However, you have to exemplify positivity and confidence if you want it to develop in your students. Know that what you are going to do with them will make a difference. Use whatever method for greeting is most natural for you! That could be anything from the list:

- Saying: Hello, Welcome to the class! So excited for you to be here!
- Introducing yourself and asking their name.
- High fives
- Fist bumps
- Smile
- Dress Up

Have music playing as the students walk in. We recommend a popular, upbeat song that you are confident students will enjoy or at least bring positive energy to the classroom.

As class begins, introduce yourself to the students. Use whatever method of introducing yourself is most comfortable but this is a great time for them to know you as a person as well as the teacher.

RELATIONSHIP BUILDING ACTIVITY: TWO TRUTHS AND A LIE

To help transition, you can say: *Over the course of this class, you will learn a lot about me. I have lots of stories. Sometimes, I exaggerate a little. Let's see how good you are at spotting the lie!*

Follow the Two Truths and a Lie activity instructions found on this lesson's webpage, or follow along down below. Depending on your students, time constraints and how long it takes, you can follow the instructions to have a few, some or all your students participate in this same activity.

Introduction:

This simple introductory activity allows you to share a little about yourself with students in a safe way while possibly giving students the same opportunity to share about themselves with the whole class.

RELATIONSHIP BUILDING ACTIVITY: TWO TRUTHS AND A LIE (continued)

Activity Details:

- **Spatial Requirements:** Regular classroom setup; little or no space required
- **Activity Type:** Individual or Group
- **Grades:** Any
- **Group size:** Any
- **Time:** Depends (see instructions)
- **Materials:**
 - (Optional) Pictures, objects or powerpoint slides showing representing your stories.

Activity Instructions:

Tell students that you are going to share three things about yourself. Two of them are true and one of them is only half true. Their job is to guess which of the stories are true and which one is false. You can show pictures, objects or slides to represent your examples. Once you have shared three things, take a vote. Tell students that they can only vote one time and they are voting for the story they think is false. Tell students that if the majority of the class guesses correctly, then they will get a reward (usually a piece of candy or a treat). Tally up the votes and give them the results. Take the time to tell them a story or fact about each truth as well as the half-truth.

Once you have done this, you may want to have students play the game as well. Have them share three things about them and have the class guess which one is false. This is a great game for the first day of class or any day where you need an attention-getter. You can either have them do it on the spot or assign them to come prepared for future class periods.

Processing the Experience:

Normally there will be processing questions after each activity, and it will be very important to ask those questions and process with your students. However, this activity doesn't have any processing questions.

BUILDING THE RELATIONSHIP (5 MINUTES)

Explain to students that this is a different class because its purpose is very different from other classes. Ask students to guess what they think the outcomes of the class are going to be... After a minute or two of listening to answers, reveal the outcomes of the class you want the students to walk away with at the end of the semester, block, or year. We recommend very positive, inviting outcomes like the ones we suggest here:

- Help you enjoy school more
- Get to know each other personally / Build friendships
- See everybody improve
- Have fun

Special note: Obviously there are other outcomes we want from the class, which we will present and discuss later but we are going to start off with outcomes that are friendly and inviting to help students feel comfortable.

RELATIONSHIP BUILDING ACTIVITY: NAME WARP SPEED

To help transition, you can say: Not only will you learn about me, but hopefully a little bit about each other. But I will never ask you to share anything you don't want to share, except your name! In fact, lets see if we can break a world record.

Follow the Name Warp Speed activity instructions found on this lesson's webpage, or follow along below. This is a great activity to help you get to know your students names and to help them to learn each others names.

Introduction:

The objective of this activity is to get to know members of the group and do it in a fun way.

Activity Details:

- **Spatial Requirements:** Classroom with moderate space required
- **Activity Type:** Movement/group
- **Grades:** K-12
- **Group size:** 10 or more
- **Time:** 5 minutes
- **Materials:**
- 1 stopwatch

Activity Instructions:

Have the group form a circle. Challenge the group to go around the circle and say their name, in order, as fast as they can. Select a starting person and an ending person. Start the timer on the starting person and let the group know the ending time. Challenge the group to beat their time on round two. On the third round, ask the group if there is anything else that they can do to shorten the time. After the group has come up with several options (like holding hands and squeezing your partner's hands as soon as you say your name, standing closer together, more focus/concentration, etc.), have them try to beat their old record. Hopefully they will improve each time. On the final round, say, "I'll bet we can do it under two seconds." Have one of the facilitators stand in the middle of the group and say, "I will spin around as fast as I can. When I point to you, say your name." Time the final round and share the results.

Processing the Experience:

- When I said that we could do it less than two seconds, how many of you thought it was impossible?
- Did we improve each time?
- What do we mean when we say to think outside the box?

Depending on how much time you spent on the other activities, you may have additional time at the end of class. Be prepared with additional activities. You want to stay actively engaged with the students until it is time to end class. If you need another activity, there is another one provided on the next page.

ALTERNATE RELATIONSHIP BUILDING ACTIVITY: BIRD, BARK, BEVERAGE

Introduction:

This lesson is meant to have fun and allow students to engage with one another in an enjoyable way.

Activity Details:

- **Spatial Requirements:** Classroom
- **Activity Type:** Group Activity
- **Grades:** 3-12
- **Group size:** 5+
- **Time:** 10-15 minutes
- **Materials:**
 - No materials are needed

Activity Instructions:

Students form a circle. One participant is chosen to be in the center. The object of the game is to stay in the center as long as possible. To stay in the middle the student must choose another participant that is part of the circle and face that student. The person in the middle then asks the person they approached, "Bird, Bark or Beverage?" The person that is part of the circle will choose one of the three and say it out loud and then count to 10 out loud as quickly as possible. In the time it takes the student to count to 10, the person in the center must give an example of the chosen category that he or she has not yet said before while being in the center. If the person in the middle can do so, they stay in the center and can choose a new person to ask. If he or she cannot name something from the category within the counting to ten or if they repeat themselves the two students switch places. The game is fun to play to allow participants to interact in a very nonthreatening way. A couple of rules to keep in mind: 1. When the person counts to ten they must enunciate every syllable and can't slur several numbers together. 2. The person in the center must give an answer they have never given before but could repeat what someone else said in a previous round. 3. Bird stands for any species of bird; Bark stands for any type of dog; Beverage stands for any type of drink. The first time playing you can model being in the center for your students by being IT first. After your students have played the game several times, you can even switch up the categories.

Processing the Experience:

Again, normally there will be processing questions after each activity, and it will be very important to ask those questions and process with your students. However, this activity doesn't have any processing questions.

AFTER THE LESSON

Say goodbye to students as they leave your class. Thank them for participating and tell them you are excited for next time! Reflect on your lesson: Ask yourself what went well? What didn't go as planned? Did any of your students respond in surprising ways? If you were to do the same lesson again, what would you consider doing differently?