



# Tutorial Lesson #12: Jumping Hurdles Walkthrough

## Lesson Summary:

This lesson will introduce the Jumping Hurdles. You will use video, activities and resilience boosters to help teach this lesson. You will also be concentrating on the core competency: Storytelling.

---

## Learning Objectives:

- I can identify current hurdles in my path that need to be jumped in order to reach a goal.
  - I can identify hurdles I have jumped over in the past.
  - I can identify skills, traits, and abilities I have that are strengths in helping me jump hurdles.
  - I can use the six step process for problem solving (jumping hurdles)
  - I can explain how failure is a part of a learning process.
- 

## Lesson Tools:

- Lesson plan PowerPoint deck (Windows)
- Lesson plan Keynote deck (Mac)
- Make sure the Edwin Moses video in the Lesson Plan works and is cued ready to go. Practice sharing the video and stopping it at key moments.
- Read through and practice the Math Problem Activity if you have never used it before.
- Have the supplies necessary for the student Game Plan Booster.

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

## **ATTENTION GETTER / SETTING THE CLASS (5-10 minutes)**

As students come in, choose a song to be playing. You could pull a song from the Suggested Playlists in the Jumping Hurdles toolkit or you could play a popular song to build atmosphere. Either way, this is also a great moment to Surrender the One Up by greeting students by name and talking and asking them about things outside of school that you know about them.

Check-in with your students by following the same protocol you established last time by giving your students an opportunity to say how their day is going on a scale from 1-10 (poor to awesome). A student can also say pass if they don't want to say. They also have the opportunity to share why they rated it the way they did.

---

## **VIDEO (5 minutes) Edwin Moses, Olympic Hurdler**

Prepare to show the video Edwin Moses, Olympic Hurdler to your students. Before you start the video explain that the video you are watching today is a perfect example of what you'll be talking about today. Let's see if they can figure it out.

Show the video clip in its entirety and ask the following questions. Feel free to substitute or add questions of your own:

- What happened in this video?
- What did you learn about this athlete?
- What did this athlete have to do in order to jump hurdles?
- Did you see any athletes knock over hurdles?

Transition the conversation into the metaphor walkthrough.

---

## **METAPHOR WALKTHROUGH (20 minutes including activity)**

Whether you are using the Powerpoint Tool, projecting the metaphor, or providing individual copies, follow the sequence annotated by the red flags on the metaphor. It will be a guide to help you walk the students through the Metaphor:

### **Metaphor Setup:**

Explain to students that sometimes in life we have hurdles that we feel we can't jump over. This metaphor is going to show you today how you can. Show the visual analogy, and tell students that the hurdle in this picture represents problems or challenges we face in life. Ask the question: why do we use a hurdle to represent problems or challenges in our life? Why don't we use another object like a boulder, wall, or even a hoop we jump through (another common saying)? What makes a hurdle such a great metaphor to the problems we have to solve in life?

## METAPHOR WALKTHROUGH Continued:

Answers may include:

- It is naturally part of a race, or part of the process.
- When you trip or knock it down (fail), you keep going. It is not over.
- You can learn to get better and better at jumping hurdles.
- The hurdle is possible to jump over.

Relate the Jumping Hurdles metaphor to the Reality Ride by pointing out the Harder-But-Worth-It track. Take note of the hills on the track and say even when we get on the harder but worth it track, problems will come along, and we have to learn how to jump those problems. Say before I teach you how to solve your problems, let's answer a few questions.

---

**Discussion Point #1:** Prompt students to identify a problem they need to solve. They may need to brainstorm a little bit, but invite them to think of a problem they believe they could solve. Perhaps it is earning enough money for something, or solving a problem with a friend or family member. Maybe it is trying to figure out how to avoid being late to class. Students should write down the problem they choose on the hurdle on the metaphor page (if you are giving each student a handout).

---

## CORE COMPETENCY ALERT: Storytelling

Storytelling Instructions: As a WhyTry facilitator, you will constantly be using storytelling to help your students make connections with you as the instructor and with real world examples. Storytelling seems simple, but yet it is a powerful tool. It can also be damaging to a lesson if not used correctly. Read our indicators for successfully using storytelling and watch the tutorial found on this lesson's webpage for using storytelling as a WhyTry facilitator.

---

## METAPHOR WALKTHROUGH (continued)

**Discussion Point #2 (STORYTELLING):** Say: I want all of you to write down one or two achievements or accomplishments you are proud of? What are some things you have done that you are proud of? Give students about 30 seconds to write this down. Then say: Now I want you to write down two hurdles you had to jump, or problems you had to solve in order to reach that accomplishment or do that thing. Take a moment and share a story of something you have accomplished in life and a few hurdles you had to jump over in order to accomplish it. This is a great moment for you to share about your successes as well as inspire your students as well. Follow the effective indicators from the tutorial on storytelling.

Give a few students the opportunity to either share with the class or everyone to share with a peer their examples. Afterward, make the connection that you are not learning how to cross the finish line (their accomplishments) but rather to help them learn how to jump hurdles along the way!

## METAPHOR WALKTHROUGH (continued)

**Discussion Point #3:** Briefly explain that sometimes we try to tackle challenges or problems that are beyond our ability or that are too difficult for us right now. Before you begin the process of jumping that hurdle, you may want to ask yourself if this is a problem that you can realistically overcome. Have students identify hurdles they believe they could jump over and to really ask themselves if the problem they wrote down originally in discussion point #1 is possible. They can change it if they'd like.

---

**Discussion Point #4:** Invite students to reflect on this point with regards to the problem they identified on the hurdle. Invite a few students to share with the class the answer to this discussion point.

---

**Discussion Point #5:** Explain how important it is to believe in yourself and in order to believe in yourself, you have to know what you are good at. Invite students to identify strengths that will help them jump hurdles throughout their life. Explain how athletes have to develop strengths as well in order to do what they do.

---

## LEARNING ACTIVITY: MATH PROBLEM

**To help transition, you can say:** So how do people who learn how to be successful at solving problems do it? Are they naturally good at it?

Follow the Math Problem Activity instructions found below or on this lesson's webpage. After the activity, don't forget to use the processing questions to discuss how the activity relates back to the discussion you have had about Jumping Hurdles.

After going through the processing questions, relate it back to the metaphor by explaining how you will be teaching the students a formula they can use to solve any problem that comes their way. Explain that the six laces on the shoes represent these steps and that it is important for them to memorize these steps and put them into practice in their life.

### Introduction:

Overcoming our hurdles becomes easier when we take them one step at a time. This activity will help students see that when we follow the necessary steps, we can find solutions to our problems.

### Activity Details:

- **Spatial Requirements:** Regular classroom setup: little or no space required
- **Activity Type:** Group Activity
- **Group Size:** 2 or more
- **Time:** 5 minutes
- **Materials:**
  - None

## LEARNING ACTIVITY: MATH PROBLEM (continued)

### Activity Instructions:

Ask the group members to complete the following problem:

- Pick a number between 1 and 10. Do not share the number with anyone.
- Double the number.
- Add 10.
- Divide by 2.
- Subtract the number you started with.
- Add 11.
- Tell the group that the result is the age you get your driver's license.

### Processing the Experience:

- For those of you that did the math right, why did you get the answer of 16?
  - Did any of you not get 16? What happened? Why was your answer different?
  - Who was in control of that activity, you or me? (I may have set up the parameters, but if you followed the instructions, you will always get the same results.)
  - How does successfully jumping hurdles impact your motivation?
  - What does problem solving have to do with success?
  - What makes some people good at problem solving?
  - What are the steps that successful people follow to overcome challenges or hurdles in their lives? (At this point, you may share an experience wherein you or another well-known figure overcame a difficult challenge/hurdle in life.)
- 

## METAPHOR WALKTHROUGH (continued)

### Discussion Point #6: The six steps

**Step One:** What problem do you really want to overcome? Discuss with students how you've already had them identify a problem, but when we are actually going through the process you have to ask yourself if you really want to jump that hurdle. Discuss the following as you feel necessary as the teacher: Unless they truly desire to jump their hurdle, overcoming it will be even more difficult. Allow for a wide variety of problems, because different people view problems differently. They need to choose a problem over which they have some control and in which their own actions can make a difference. They can't overcome someone else's problem for them. For example, they might identify the problem that they feel bad because a friend is failing or using drugs. Although they can help the friend, they can't jump that friend's hurdle for them. Parents divorcing is another problem over which students have no control.

## METAPHOR WALKTHROUGH (continued)

**Step Two:** What are some options I can create? Explain this is the brainstorming step. If students are having a hard time, help students understand that if a problem seems impossible to overcome, they probably don't know all of the possible options. Warn students that discouragement is one of the biggest obstacles in overcoming problems. One of the best ways to deal with discouragement is to identify as many options as we can. The word "create" is important because options don't always fall in our laps. Often we must work and use our creativity. Ask: If we can't think of any options or ideas, what can we do? (Find help from other people) Prompt the students to brainstorm around the problem they identified in step one.

**Step Three:** Who can help me jump my hurdle? Explain getting help from others is a great way to create more options and to see solutions that we are blinded to because we are too close to the problem. Many people have already overcome the hurdles that we are trying to get over. Remind students to be willing to seek out and accept help. Invite students to identify other people who have jumped the same hurdle they are trying to jump.

**Step Four:** Take Action. Explain this is the action plan. Here you will use the ideas you've generated to identify actions you need to start doing and actions you need to stop in order to solve the problem. Prompt the students to create an action plan around the problem they identified in step one.

**Step Five:** Believe in Change. Invite students to answer this question for themselves. Say: Based on the action plan you've created and the problem you have identified. How much do you believe in change? How much do you believe you can jump this hurdle. Have them look at the chart from 1-10 and circle the number or identify the number they would rate their belief in themselves. Explain to students that their belief in themselves is the most important strength they can have. Encourage them to remember positive changes they have made in the past and believe in their abilities. This is a great moment to share the quote: if you believe you can or if you believe you can't, you're right! (Henry Ford) Ask the students what they believe that quote means. Side note: This is a great moment to share the point on the metaphor where it talks about what our self-talk should be as we try and jump the hurdle. Ask students what they believe athletes are thinking in the middle of a race or event? You may even want to link this back to the Motivation Formula lesson on positive self-talk.

**Step Six:** Jump Back Up: Ask the question: If you trip, how will jumping back up make you stronger?

---

## VIDEO (5 minutes) Honda Commercial

Prepare to show the video Honda Commercial to your students. Before you start the video explain that this video is a great example of not only jumping hurdles, but how failure can actually help us.

Show the video clip in its entirety and ask the following questions. Feel free to substitute or add questions of your own:

- What happened in this video?
- What did this video have to do with jumping hurdles?
- If I were to tell you that it took Honda over 450 tries, what could we learn from this video?

## **RESILIENT BOOSTER: Game Plan Booster (5-15 minutes)**

Before starting your students on this booster, share a story. Choose a story from your own life or a story you are familiar with that emphasizes how failure led to success. Usually these stories are emotional and motivational. If you are choosing a story from your own life, make sure it is appropriate and that you use the storytelling indicators in the tutorial. We also recommend using a real world example and sharing their story with a few pictures. Some examples of incredible role models overcoming failure to succeed are: Maya Angelou, Walt Disney, Michael Jordan, and JK Rowling are a few your students would be interested in hearing about.

After sharing some stories of overcoming failure to succeed, encourage your students to come up with a clever way to remember the six steps to Problem Solving. Put them into groups and ask them to come up with a creative way they could share with the class. This may include a clever mnemonic device, song, or other creative method. Challenge the students to memorize the steps before your next class when you will be learning even more about Jumping Hurdles.

---

### **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! You may even want to have music from the suggested playlist or other music playing as they exit your room or transition to new content.

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?

Reflect on the Storytelling competency. How did storytelling go? How did the students react to the stories you shared?