



Tutorial Lesson #13: Jumping Hurdles Follow-up

Lesson Summary:

This lesson will reinforce what students learned in the Jumping Hurdles walkthrough lesson. The majority of this lesson will be doing two activities with your students. You will use these activities and a resilience booster to help teach this lesson.

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.
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Lesson Tools:

- Lesson plan PowerPoint deck (Windows)
- Lesson plan Keynote deck (Mac)
- Read through and practice the Activities Cooperative Construction and 15 Pencils if you have never used it before.
- Have the supplies necessary for the Resilience Art Booster #5. We've also provided an additional booster if you have extra time: Observation 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 Reality Ride 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.

LEARNING ACTIVITY: 15 PENCILS (15-20 minutes)

This is a great activity to do right at the start of class and will help launch the lesson. Have fun with this by framing that you are world class and no one can ever beat you at this game. When students see each other try and fail, they will feel more and more desire to beat you. Once you've won the match several times, even let others go first and you most likely will win since it is very difficult to figure out the pattern.

Follow the instructions outline in the Online Toolkit for 15 pencils (link found on this lesson's webpage), or follow along down below.

Don't forget to process the activity afterward. We recommend you never give away the secret. Say: Last week we talked about the formula for Jumping Hurdles. We also developed different ways to remember the six steps. With a... have students share with partners, triads, or quads the six steps.

Introduction:

When we use lucky guesses to get through life, it can become difficult to overcome problems and reach our goals. Successful people, on the other hand, follow a "model of success" that makes it easier for them to consistently jump the hurdles of life. This activity will demonstrate that knowing the "pattern" or formula for success makes jumping hurdles possible.

Activity Details:

- **Spatial Requirements:** Regular classroom setup: little or no space required
- **Activity Type:** Object Lesson
- **Grades:** 3-12
- **Group Size:** Any
- **Time:** 10-15 minutes
- **Materials:**
 - Any combination of pencils, pens, or markers – 15 total
 - 1 overhead projector, Elmo, or table.
 - (Optional) Use the digital file found in the toolkit

LEARNING ACTIVITY: 15 PENCILS (continued)

Activity Instructions:

Before you begin, spread the writing utensils across your display surface so they are visible to all. Two people play this game at a time, taking turns picking up one, two, or three writing utensils. To win, the other player must be the last one to pick up a utensil.

There is a secret to winning this game. You, the instructor, will go first, taking two writing utensils. The other player will take one, two, or three. On your next turn, take enough to equal six utensils between the two of you. When the opposite player goes again, take enough to equal ten between the two of you, and on your final turn, take enough utensils to leave the opposite player with one.

Be boastful and confident in your ability to win this game before explaining the rules and beginning play. The other player may begin, as long as you adhere to the “two, six, and ten” rule. For example, if the other player goes first and takes one, you need to take one to meet the “two” rule. You may play several rounds, challenging a different member of the class each time. If someone does beat you once, explain that they were lucky, but that true achievement means repeating success again and again. Then challenge the player to see if they are LUCKY enough to win again.

Once they understand the pattern or are sufficiently frustrated, ask them, “How do you win this activity?” Explain that there is a system or pattern for everything.

Processing the Experience:

- What made this game difficult?
- Were you able to figure out the pattern? If so, how?
- How did you feel when class members continued to lose?
- How does the pattern in this game apply to the formula for jumping hurdles?
- Which will help us solve our problems or jump our hurdles more: waiting to see what happens or following a formula? Why?
- What does this statement mean: “You only lose (fail) if you give up.”
- What behaviors can you change to help you be successful? What behaviors can you keep in your life to help you achieve success?

LEARNING ACTIVITY: COOPERATIVE CONSTRUCTION (15-20 minutes)

Introduction:

When trying to overcome our hurdles or challenges, we often have to be creative and willing to change our tactics. Having a supportive network can also help us resolve our problems. As students work on this activity, they will develop these skills and gain a better understanding of their importance. This activity can also be applied to “Plugging In”.

LEARNING ACTIVITY: COOPERATIVE CONSTRUCTION (continued)

Activity Details:

- **Spatial Requirements:** Classroom with moderate space required
- **Activity Type:** Group activity
- **Grades:** 3-12
- **Group Size:** 6 or more
- **Time:** 15-20 minutes
- **Materials:**
 - Timer
 - 75 toothpicks per team
 - 75 marshmallows per team
 - 1 bag per team, filled with toothpicks and marshmallows
 - 1 ruler

Activity Instructions:

Divide the group into teams of three and distribute a bag to each team. Note that marshmallows work best when they have been removed from their bag and allowed to stale slightly so as not be sticky. The objective is for each team to build the tallest freestanding tower in the time allowed. They may only use the marshmallows and the toothpicks. Assign numbers to each team member. Before starting round one, give each team 60 seconds to discuss a plan. Everyone may talk, but no building is to start yet.

Start round one, giving the teams three minutes to build. During this round, Player 1 is the only one allowed to talk. Player 1 cannot participate in the actual building of the tower; he or she can only talk. Players 2 and 3 are not allowed to talk, and may only use one hand each to build the tower. The other hand must be behind the back.

At the end of the first three-minute round, give the teams 30 seconds to discuss their tower. They may not, however, do any building during this time. Then rotate the team members, giving Player 2 the responsibility of talking and not building for the next three-minute round. When this round begins, Players 1 and 3 must continue to build the tower – again with only one arm each. Repeat until everyone has a chance to fulfill each role. When all three rounds are complete, the tower must stand alone for 15 seconds before the players measure their own towers. Have everyone take a minute to look at the other teams' towers to see what approaches the other teams took.

Processing the Experience:

- How did your strategy change throughout the activity?
- What frustrated you in this activity?
- What motivated you to keep trying?
- Did you feel each team member played an important role in completing this activity? Why or why not?
- How important was creativity in this activity?
- Why do we sometimes need to be creative or change our tactics when we're trying to jump hurdles?
- How can working with others help us solve problems?
- Why is it important to believe in yourself when working to overcome challenges in life?

RESILIENT BOOSTER: Art or Observation Booster (5-15 minutes)

We recommend using the Art Booster #5 for this session. If the activities took more than 40 minutes, then we would recommend doing a shorter booster. We would also recommend the Observation Booster if you are lacking time. This will take approximately five – 10 minutes and will actually give them something to think about between now and next session.

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?