



Tutorial Lesson #15: Lift the Weight Walkthrough

Lesson Summary:

This lesson will introduce the Lift the Weight metaphor. You will use videos and activities to help teach this lesson.

Learning Objectives:

- I can explain how resistance in the form of rules and expectations, just as in weightlifting, will help me be strong.
 - I can explain how making choices that break rules and expectations, negatively affects my future.
 - I can explain how breaking rules and expectations is the easy thing to do.
 - I can list things I enjoy doing or how I could spend my time that increases opportunities, freedom and self-respect.
 - I can create my own 'workout' of activities that will positively impact my future.
-

Lesson Tools:

- Lesson plan PowerPoint deck (Windows)
- Lesson plan Keynote deck (Mac)
- Make sure the Skittles Commercial and Olympic Weightlifter Mishap videos in the Lesson Plan work and are cued ready to go. Practice sharing the video and stopping it at key moments.
- Read through and practice the Activity: Paper and the Book if you have never used it before.

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 Lift the Weight 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.

METAPHOR WALKTHROUGH (30 minutes including activity and videos)

Metaphor Introduction:

Briefly show the metaphor lift the weight to the students. Give them 10 seconds to look at it while saying you are about to watch a video and you want them to look for something similar between the video you show them and this picture.

VIDEO: Skittles Commercial

Prepare to show the video Skittles Commercial to your students.

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?
- Why was it strange?

Show the metaphor. Then ask:

- What is similar between the video and this picture?
- Do you think it is possible to be strong on one side of your body and weak on the other?
 - How?

VIDEO: Olympic Weightlifter Mishap

Prepare to show the video Olympic Weightlifter Mishap to your students. Explain that the lesson today will talk about weightlifting and how someone becomes stronger. During this video I want you to ask yourself, what did this weightlifter have to do in order to be able to compete in the olympics?

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

- Besides the video being funny, did it look difficult?
 - How much weight do you think he was lifting?
 - What did he have to do to train to lift that much weight?
-

METAPHOR WALKTHROUGH (continued)

Discussion Point #1: Ask: Why does lifting weights make us stronger? Then ask: Why do we need resistance to become stronger? Discuss the students' answers to the first question—why lifting weights makes us stronger. Explain that the weight pushes down on the muscle and the muscle grows stronger as it works to push the weight up. It takes effort and energy to work muscles and make them stronger. If muscles don't have resistance pushing on them, they become weaker. For example, when astronauts go into space, their muscles can become weaker because there is no gravity or resistance for the muscles to push against. Some people look at resistance (rules and laws) as being bad or difficult. Help the youth see that resistance only seems repressive; in reality, resistance is one of the best tools to becoming stronger. If needed, go into greater detail defining resistance.

Discussion Point #2: Say: We have resistance in our lives as well, but not the same kind of physical resistance a weightlifter uses. We have resistance in the form of laws, rules, expectations we put on ourselves, etc. Let's name some of those. Students should answer the questions under the discussion point naming rules, laws and expectations they have in the different settings written under the discussion point. They can write their answers down, write them as groups, or create a list as a class.

Ask: How do the items we listed make us stronger? Discuss with students how all of these things can make them stronger. Have students share examples in their own lives of this happening. As this discussion unfolds and perhaps there are some opposing opinions, follow the next section to direct that conversation.

Discussion Point #2 Continued: Discuss: we may feel anger and frustration because failure to follow rules often evokes a consequence we don't like. We may feel that laws and rules take away some of our control and creativity, and that we can stay in control and do fine without the restrictions. However when we try to look at things with an open mind, we can see that lifting the weight is tough, but that it will give us lasting freedom and options. With a broad view, we don't look at rules as punishment, but as the shoes that help us jump our hurdles. We ask ourselves why following the rule or law will help, and then we apply self-discipline and follow it. Once we decide that we are going to follow a rule, we use our creativity to do it. When we see from the broad view, we realize that an "I can do it" attitude is the key ingredient to lifting the weight. Emphasize that the way the youth look at rules and laws will determine whether they use them to help or as a reason to rebel. It is normal to rebel some, but when rebelling really hurts themselves or others, they will have to deal with the crash of taking the easy and fast track from the Reality Ride.

Discussion Point #3: Point to point #3 and say: When we avoid laws and rules by breaking them or not follow or own prescribed workout or routine, we are avoiding lifting the weight. Discuss some of the consequences the students have experienced or seen others experience because of giving up and not following a rule or law. Warn the youth that giving up and lifting the balloon may seem appealing because they don't have the sweat and work that comes from lifting the resistance, but although they can get by for a while with breaking rules, in the long run they won't have the strength to lift the weight when they need it the most. If you have not done so already, point out how it is the easy thing to do, while lifting the weight is the hard thing to do. Relate this entire discussion back to the Reality Ride.

LEARNING ACTIVITY: The Paper and the Book

Follow the Paper and the Book instructions found on this lesson's webpage, or follow along below. 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 Lift the Weight.

Activity Alternative: The activity in the toolkit is written as an object lesson. However, this activity could also be done in small groups throughout the class as a challenge. You will just have to make sure you have the required materials. Make sure you have practiced it, so that you are able to easily model it when the time comes.

Introduction:

This activity reinforces the idea that when we follow the rules/laws of parents, school, and society, we will become stronger, giving us more opportunity, freedom, and self-respect. Using the resistance a rubber band creates, students will see how it strengthens a piece of paper.

LEARNING ACTIVITY: The Paper and the Book (Continued)

Activity Details:

- **Spatial Requirements:** Regular classroom setup: little or no space required
- **Activity Type:** Object Lesson
- **Grades:** 1-12
- **Group Size:** 1 or more
- **Time:** 5-10 minutes
- **Materials:**
 - 2 pieces of paper
 - 1 rubber band
 - 1 heavy book (e.g. a textbook or dictionary)

Activity Instructions:

Ask for a volunteer to come forward. Give the volunteer a piece of paper and the book, and instruct him/her first to stand the paper on its end, and then to balance the book on top of it. Tell them that the book must be balanced at least eight inches off the ground. Allow the volunteer one minute to try. Then give him/her the rubber band and a new piece of paper. Ask the volunteer to try once more, this time using the rubber band. If it is difficult to figure out, you may need to help. The secret: Roll the paper into a cylinder, and use the rubber band to hold it together. Stand the cylinder on end and carefully balance the book on top of it. Note: Instead of asking for a volunteer, you may also decide to give everyone a piece of paper with the same challenge, or break everyone into smaller groups to work in teams.

Processing the Experience:

- Why couldn't the paper support the book?
 - How did the rubber band help? (It helped the paper hold its shape.)
 - How does resistance make us stronger?
 - How do responsibilities and expectations make us stronger?
 - What are some expectations you give yourself that make you stronger?
 - How can applying self-discipline and keeping the laws and rules of your parents, society, and school strengthen you?
 - How can being stronger help you face life's challenges?
-

METAPHOR WALKTHROUGH (continued)

Discussion Point #4: Ask your students if any of them have a workout plan they follow to play a sport or to stay healthy. If so have the student share their workout routine or schedule. Ask them to also share how it helps them. Explain to all students that you would now like to take some time to evaluate how they spend their time and we like to call it their workout, even if it isn't physical exercise.

Discussion Point #4 Continued: Invite the students to list three things they tend to spend most of their time doing, outside of going to school and sleeping. After they have had some time to think about and write down those three items. Ask them to evaluate if those three things are preparing them for the future by providing opportunity, freedom and self-respect! Have them share with partners or small groups their findings. Explain that time and effort are usually used in one of two ways: towards breaking rules, or towards gaining self-discipline by following rules. In reality, their energy, time, and effort are going somewhere, so they may as well put them into things that help them and others. The fastest way to get out of the loop (see Reality Ride) is to do something new or different. Say: Regardless of what your workout is right now, I'd like to brainstorm some other ideas you may want to try to improve your workout and help you become stronger in the future.

Incorporate Resilience Booster: Provide access to the Gameplan Resilience Booster in the Online Toolkit. This can be done by either printing out the PDF from the online toolkit, writing the prompt on the board or projecting it, or using WhyTry journals you have purchased. They can use this as you continue through the metaphor.

Discussion Point #5: Point to #5 and ask: What are three new things you could do with your time that will make you stronger? Discuss with the students ways that they can improve the time they spend in their three main environments: home, school, and peers. This can look very different depending on how long the lesson has taken you up until now. If you have more time, divide the class into partners and have them help each other develop a list of things they could possibly do. If you have less time, have students individually reflect on what that could look like on their own in the class journal or on the metaphor itself. If students are having a hard time brainstorming ideas, invite them to remember previous lessons when you have discussed passions and interests. Invite them to think about their strengths and talents. Ask them things they've done in the past that make them feel good or happy (but are also positive and don't hurt themselves or others).

Discussion Point #6: While students are brainstorming, point to Discussion Point #6 and say: We've talked a lot about working out our muscles, but it is important we remember which muscle is the most important. Why does this need to be your strongest muscle? Discuss the brain is where we decide to lift the weight or not to lift it. The brain is also extremely important because this is where our self-talk is processed. Here are some examples of self-talk: "These rules and laws are stupid; I'm not going to follow them," or "I am going to use these rules and laws to help me accomplish my goals." Self-talk can provide the needed motivation to lift the weight. Review with the youth what self-talk is and the importance of selecting positive self-talk.

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?