



Tutorial Lesson #16: Plugging In Walkthrough

Lesson Summary:

This lesson will introduce the Get Plugged In metaphor. You will use an activity to help students realize the people who are potentially most important in their life. You will then do the metaphor walkthrough to give them opportunities to identify these persons.

Learning Objectives:

- I can explain why getting help is not a weakness, but a strength.
 - I can explain how challenges become easier when you have a support system.
 - I can identify people in my life that are a positive support
 - I can identify people I would like to be a support in my life and list actions to improve my relationships with them.
 - I can strengthen relationships with people in my life.
 - I can explain how the positive relationships with people increase my overall happiness and success.
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Lesson Tools:

- Lesson plan PowerPoint deck (Windows)
- Lesson plan Keynote deck (Mac)
- Read through and practice the Object Activity: Connections Quiz 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 Plugging In 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: Connections Quiz (15 minutes)

Follow the Connections Quiz instructions found either on this lesson's webpage, or follow along down 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 Climbing Out.

Activity Sidenote:

While we have given you suggestions for which questions to ask in the Connections Quiz, you should probably identify and provide your own that would be more relevant and interesting to your specific group of students.

Introduction:

This activity will show students that celebrities and other famous figures are forgettable: they will come and go from the spotlight. The people who have the greatest impact in our lives are those who stick by us, care about us, and help us believe in ourselves.

Activity Details:

- **Spatial Requirements:** Regular classroom setup: little or no space required
- **Activity Type:** Group
- **Grades:** 5-12
- **Group Size:** 2 or more
- **Time:** 15 minutes
- **Materials:**
 - 1 piece of paper per student
 - 1 pen or pencil per student

LEARNING ACTIVITY: Connections Quiz (continued)

Tell the students you are going to give them a quiz, and ask them to number their papers from one to six. Ask them the following questions:

1. Name the three wealthiest people in the world.
2. Name the last three Heisman trophy winners.
3. Name the three most popular Youtubers.
4. Name the three most streamed musicians.
5. Name the three highest paid actors or actresses.
6. Name the last 3 NBA league MVPs.

Ask the participants how they did on the quiz. Ask them to number their papers from one to six again. Now ask them the following questions:

1. List three teachers, counselors, or school officials who have helped you in school.
2. Name three true friends who you can count on.
3. Name three people who have taught you something worthwhile.
4. Name three people who have made you feel appreciated or important.
5. Who are three people you enjoy spending time with?
6. List three people who really care about you.

You will notice that the people in the first set of questions have fame and fortune and are generally well-known, yet they eventually fade from the limelight. The people we remember are those from the second set of questions. These people have a lasting impact on our lives.

Processing the Experience:

- Was it easier to answer the first set of questions or the last set of questions? Why?
 - Who has a more lasting impact on our lives: the people who would be in the first set of questions or the last set of questions? Why?
 - Which of the people from the second set of questions has had the biggest impact on your life? Why?
 - How can we find more people like those in the last three questions to help us in life?
 - How can we be this type of person for others?
 - How can plugging in help us achieve our goals?
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METAPHOR WALKTHROUGH (30 minutes)

Metaphor Introduction: Say: Getting help is not a weakness, it is a strength! Challenges become easier when you have a positive support system to help you overcome them. YOU have the power to create a support system if you don't have one. YOU have the power to strengthen a support system if yours is weak. This picture gives youth insight on the types of support systems available. "Get Plugged In" focuses only on five support systems, but there are many more. Each socket represents someone or something in your life that can be very important and helpful to you. Some of you will feel like only one is plugged in, while some may feel like all are plugged in. What is important to know is that you have the power and ability to plug all of them in. It is all about learning how to develop healthy relationships with people in your life. For each plug we will talk about who it represents as well as what you can do to help strengthen those relationships!

METAPHOR WALKTHROUGH (Continued):

IMPORTANT NOTE: As you go through each plug, you will identify whom the plug represents as well as provide suggestions on how the students can improve those relationships. When you are all done, you could ask students to evaluate which plugs they feel are plugged in and choose one that is not plugged in to start working on improving that relationship!

Discussion Point #1: Point and Say: The first support system we have in life is our parents. We should put effort into this support system because it's our first – and often our longest lasting support system. Often we take our frustrations out on family, especially on parents. We do this because we know that they love us and they will stick by us during tough times. Caution the youth to be careful not to burn bridges with parents or caregivers because they are usually in our lives long after friends have come and gone.

1. How much time each day do you spend with your parents or caregiver? Tell them that if they aren't spending at least 30 minutes a day, they should create more time.
 2. What is one conflict, argument, or power struggle that you can give up today that won't hurt you, but will help lower your parents' anxiety about you?
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Discussion Point #2: Point and Say: The next support system we create is with friends. This plug represents a positive friend! We have talked a lot about friendship and what it means. How do we know if a friend is a positive friend? We can answer that question many times with another question: Ask: When you are with your friends, do you often feel fear or pressure to do things you don't want to do, or things that take away some of your opportunity, freedom, and self-respect?

Discuss that if the answer to the above question is “yes,” they are probably not plugged in to positive friends. If they feel fear, pressure, or lack of respect when they are with a friend, that friend is probably not a positive one. If they feel in control and better about themselves when with a friend, they have a positive friend. Emphasize that they can know they have a REAL friend when that friend does things that help, not hurt them. Say: To improve your relationship with friends consider the following:

1. Remember: You know you are a “real” friend if you do things that help (not hurt) themselves and you.
 2. What could you do to help a friend overcome peer pressure and deal with challenges at home and at school?
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Discussion Point #3: Point and Say: The next plug represents your life at school. The school is filled with adults that want to help you succeed by finding goals, passions and interested and preparing for those. You know if this plug is plugged in if you can say that an adult at the school knows the ‘Real You’; meaning, who you are, what you want in life, and what you are all about.

Discussion Point #3 (continued): Discuss that school is a great place to get plugged in, not only with peers but also with school officials. There are various ways to get plugged in at school, such as joining a club, playing a sport, or attending activities. Remind the youth that they do not have to have a problem in order to talk to a school counselor. They can make an appointment with the school counselor to discuss future hopes and dreams, and to get help and direction on how to accomplish goals. They can also talk to a teacher of a subject that really interests them, and ask the teacher how to apply this subject professionally. Important Note: This is a great moment to refer back to the metaphor of Tearing Off Your Labels. Say: To improve your relationship with a school official consider the following:

1. Make sure that someone at school knows the real you and what you can become with their help. Ask how they will help you reach your dreams and potential.
 2. Let them know what you are willing to do, then work together with them to accomplish your goals.
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Discussion Point #4: Point and Say: The next plug represents someone you consider to be a mentor. What does that mean? This could be a great moment for you to share a personal story, if you had a mentor in your life. Discuss and ask the following: Who can you identify that has accomplished goals and dreams similar to those that you want to accomplish? When you can answer that question, you have found someone that could be an important mentor to you. Answer these questions to help you find a mentor and build that relationship:

1. Who can you identify that has accomplished goals and dreams similar to those that you want to accomplish?
 2. What are three qualities about them that you respect and admire that you would like to develop also?
 3. Take a risk: If possible, ask them how they can help you achieve the same thing.
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Discussion Point #5: Point and Say: The last plug is actually not a person. It is something in our life that is positive and we enjoy doing! In the motivation formula and lift the weight, we have talked about passions, interests and ways to spend our time. This is important because it can help us understand what we want to do in life and help us get through our challenges. Answer the following questions:

1. What motivates you to not hurt yourself and others?
 2. What do you do with your time that's fun, gives you self-respect, and doesn't get you into trouble?
 3. How can you do more of this?
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Metaphor Conclusion: Explain to students how important people are going to be throughout our life. Finding and building positive relationships builds resilience and helps us find happiness even during the tough times. Just like electricity helps us turn on all the different electronic devices we use in life, the relationships and passions we develop will do the same thing for our lives.

LESSON WRAP-UP

We anticipate you will have just enough time to get through the metaphor. When you are finished, with the remaining time we encourage you to help your students identify one plug to work on improving. They should self evaluate what they can do to build and improve that relationship using the suggestions within the metaphor.

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?