



Tutorial Lesson #17: The Wall Walkthrough

Lesson Summary:

This lesson will introduce the The Wall metaphor as well as complete a summary of all you've talked about. You will use a lot of discussion in this lesson, an activity and resilience boosters to help teach this lesson.

Learning Objectives:

- I can identify what the wall represents in my life (challenges).
 - I can explain why challenges make it hard to have a vision of the future.
 - I can describe what my future could be like standing on top of the wall.
 - I can explain what each unit metaphor means in my own words.
 - I can describe what opportunity, freedom, and self-respect mean to me in my life.
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Lesson Tools:

- Lesson plan PowerPoint deck (Windows)
- Lesson plan Keynote deck (Mac)
- Read through and practice the Object Activity: Count the Fs if you have never used it before.
- Have the supplies necessary for the Gameplan Resilience 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 The Wall 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)

Metaphor Introduction:

Say: When you have a clear vision of your future, you have hope for something better, and life's challenges become nothing but temporary obstacles. When you have a limited perspective, it is hard to see beyond the day-to-day challenges, and impossible to dream of a brighter future. Look at the boy standing behind this wall. Ask: What could someone see standing close to a wall like this? Reiterate the answers that are shared and say: Many times we have things happening in our lives that make it difficult to see anything else. This wall represents challenges that kids your age face. Let me list what some of the challenges might be. You may have different ones, but here are a few ideas. Show the different ideas the wall could represent.

Discussion Point #1: Point and Ask: If you're standing here, why are opportunity, freedom, and self-respect hard to get? Have a discussion about this entire concept, highlighting the following points:

- Challenges affect how they act.
- If they can only see the limited view, which includes failure, drugs, anger, "I can't," fighting, and "Who cares?" they will likely have very little motivation or hope to overcome their challenges.
- This program's purpose is to help them see the big view, which includes opportunity, freedom, and self-respect.
- Although students may not have control over their situation or circumstances, they do control how they respond to their situation or plight in life.
- Encourage students to step back from the wall and really try to apply each principle in the program if they haven't already, and find out for themselves if their view really can change.
- As they apply the principles in this program, stop crashing, and begin to focus on their strengths, they will start to see a new view.

LEARNING ACTIVITY: COUNT THE Fs

Follow the COUNT THE Fs instructions found either 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 The Wall so far.

Introduction:

When facing life's challenges, sometimes we need to take a second look to see things in perspective. This activity shows that by closely examining our situation, we can often reframe our view of the world.

Activity Details:

- **Spatial Requirements:** Regular classroom setup: little or no space required
- **Activity Type:** Group
- **Grades:** 2-12
- **Group Size:** 2 or more
- **Time:** 5 minutes
- **Materials:**
 - Copies of a paper with a paragraph of text in which the letter "F" appears multiple times – one per person (Example can be found at the link above.)
 - Whiteboard and markers
 - PowerPoint File for Virtual Use
 - Keynote File for Virtual Use

Activity Instructions:

Hand each student a copy of the paragraph and instruct the group to keep the papers face down until you say "Go." When you say "Go," they have 15 seconds to turn their papers over and count the number of times the letter "F" appears in the paragraph. When 15 seconds are up, the students must turn their papers face down once again. Have the students close their eyes. Tell the students, "Raise your hand if you counted one 'F.'" When these students have raised their hands, have them put their hand down, then ask, "How many of you counted two?" Continue until you reach the largest number. Write these results on the board. Note: There are eight "Fs" in the paragraph found online.

Processing the Experience:

- Everybody was given the same paragraph. Why were there so many different responses when you were asked how many "Fs" you counted?
- Why did some of you not see all of the "Fs"?
- Not seeing all the "Fs" is like having a limited view. Does seeing the "big picture" help? Why?
- How does our perspective affect our ability to solve problems?

METAPHOR WALKTHORUGH (Continued):

Discussion Point #2: Point and Say: You can see this staircase that leads to the top of the wall. We've been learning this entire time about different strategies we can use to get to the top of the wall. Review each step with the students by pointing to the step and discussing some of the skills and strategies identified in each unit. Here are some questions you can use for that discussion:

1. Reality Ride: What did I do today to stop the crash, and how can I repeat this tomorrow?
2. Labels: How did I show others the real me, not the label?
3. Defense Mechanisms: How did I handle myself in a pressure situation? Did the situation help or hurt me?
4. Crab Pot: How did I react when someone tried to pull me down?
5. Hurdles: What will motivate me to jump back up if I trip?
6. Maze/Desire, Time, and Effort: What did I put my desire, time, and effort into today?
7. Weight Lifter: What laws and rules are making me strong?
8. Plugging In: Who is helping me deal with my challenges? Can I get more help?
9. Motivation Formula: What strategies can I use throughout every day to help me face my challenges?

Ask students which unit meant the most to them. Have a discussion about different lessons that helped them understand their life differently than before. Discuss all of these trying to surface the following points:

- Challenge students to not give up if they feel like they can never see the big view.
- The big view of opportunity, freedom, and self-respect comes as the program's steps are applied over a time.
- Motivation to change and to put effort into their challenges will increase with each step they take.
- Tell them that a normal part of learning is having setbacks and tripping on steps. If they can't see over the wall, they should ask themselves, "What step am I tripping on?"
- Students should constantly be working on all of the steps, but once they feel like they understand each step, they should take one step at a time and really focus on it for one week.

You may want to create some different questions, depending on the needs of students. The important thing is that students review each step every few days, week, month, and so forth.

Discussion Point #3: Point and Ask: Why does climbing the steps and achieving this big view give you endless options? Discuss the students' answers and then ask: How do you know if you are on top of the wall? Some possible answers may include:

- You're helping, not hurting, yourself or others.
- When you have a setback, you feel motivation to keep trying.
- You make tough decisions every day that keep you on the track to your dreams and goals.
- You see more options for your life.
- You have more freedom and trust from others.
- You have self-respect.
- You make good choices because you know you have great value and potential

LESSON WRAP-UP

This lesson is a tougher lesson to plan your timing because a lot of it depends on the discussion you have with your students. We hope that after 17 weeks of WhyTry lessons you will have established a culture within your class to really dive deep into what all of this means to the students. Regardless we have also included a Resilience Booster you can use based on time available.

RESILIENCE BOOSTER: Game Plan Booster (10 – 15 minutes)

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.

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?