

# Tutorial Lesson #18: Wrapping Up & Recognition of Progress

## Lesson Summary:

This lesson will be your last session with the students. You may have your own ideas for finishing off your class with your students, this lesson provides you with a lesson plan you can use as well. In this lesson plan we will focus on giving students the opportunity to reflect on the last 17 lessons as well as the relationships they've created.

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## Learning Objectives:

- I can identify principles I learned through the WhyTry class and how I applied them to my life.
  - I can share experiences from class I enjoyed or were helpful to me in my life.
  - I can identify relationships in my life that are important.
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## Lesson Tools:

- Lesson plan PowerPoint deck (Windows)
- Lesson plan Keynote deck (Mac)
- Student Assessment will be administered at the start of class.
- Be prepared to do the activity Blind Toss from the Wall activity toolkit.
- Be prepared to do the Resilience Booster: 3-2-1 described below. Decide how you want students to reflect and share with one another.

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

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

As students come into class, stand at the door and greet them as they enter. At this point, it should feel natural.

Have music playing as the students walk in. We recommend a popular, upbeat song that you are confident students will enjoy or at least bring positive energy to the classroom.

**SURVEY ALERT:** While students come in there should a copy of the Student Assessment sitting on their desk. Have a prompt on the board for them to fill out the Tool while they are waiting for class to get started. When class starts, give them some time to finish it up before starting class. The less you say about the assessment, the better. The more you say, the more it could skew their answers. If there are questions, explain its to help you better understand what their thoughts and opinions are because you'll be talking about that today, but none of their answers will ever be shared.

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## LEARNING ACTIVITY: Blind Toss (15-20 minutes)

Follow the Blind Toss 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 WhyTry Program.

### Introduction:

When an individual is up against a wall (failure, drugs, anger, "who cares" attitude, fighting, "I can't" and family problems), it becomes very difficult to see the big picture and a vision for the future. When a person climbs the steps using the WhyTry principles, he/she will be on top of the wall with the "big view" and endless options.

### Activity Details:

- **Spatial Requirements:** Classroom with moderate space required
- **Activity Type:** Movement/group
- **Grades:** 1-12
- **Group Size:** 2 or more
- **Time:** 15-20 minutes
- **Materials:**
  - 1 small softball or paper ball per person
  - 1 large wastebasket or bucket
  - Blindfold (optional)

## **LEARNING ACTIVITY: Blind Toss (continued)**

### **Activity Instructions:**

Place a wastebasket or bucket in the middle of the room. Have your group make a circle around the basket, about 25 feet away from it. Have each individual close their eyes or wear the blindfold and then spin them around three or four times with a ball in their hands. With their backs to the basket, have them try to make a basket. After everyone has had a turn, take the blindfold off and have them face the basket. Each person should take one giant step towards the basket and take another shot at the basket. This step represents the Reality Ride. Briefly review the lessons learned from the other visual metaphors, and with each brief review, have them take another step. A point is awarded each time the ball goes in the bucket, or you can give a small piece of candy each time a ball goes in the bucket. Each person will take a giant step after each review and attempt another shot at the basket. By the time you cover the last WhyTry analogy, the shot should be a slam-dunk.

### **Processing the Experience:**

- How hard was it to make a basket with a blindfold on?
  - What might the blindfold represent in your life?
  - Why was it easier with the blindfold off?
  - As you took each step towards the basket, did it become easier to score points?
  - The activity became easier with each step you took toward the basket. How does life become easier as you apply the analogies and climb the wall?
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## **RESILIENCE BOOSTER 3-2-1: (15-20 minutes)**

This Resilience Booster can be done by having students either reflect in their own journals and sharing in partners, or perhaps sitting in a circle and sharing together. Have student use the 3-2-1 method of answering the following questions:

3 – What were your three favorite activities from our lessons?

2 – What are two lessons you learned that you felt helped you out?

1 – Who is one relationship you feel you appreciate more now because of our class?

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## **END OF CLASS**

Thanks the students for the time you've spent together. Make sure they now without any doubt that you care about them and value the opportunity you had to work with and know them! Continue to Surrender the One Up!

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?