

Tutorial Lesson #2: Creating the WhyTry Classroom

Lesson Summary:

This second lesson is to continue your introduction to your students and the WhyTry class. Your main goal this second day is to work on your relationship with your students by finding a variety of ways to Surrender the One Up. It will be the Core Competency you work on as well as your desired outcome. You may have your own ways for Surrendering the One Up; however, we have scripted out several ways for you to Surrender The One Up and being your WhyTry Class. You are also trying to build classroom rapport by building relationships between your students as well.

You will also be conducting the Student Assessment at the start of the class as well as building rapport by building relationships using our activities.

Learning Objectives:

- I know I have value and worth because of who I am and not because of my failures or accomplishments.
 - I am the expert on my own life.
 - I have strengths, abilities, and interests.
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Lesson Tools:

- Lesson plan PowerPoint deck (Windows)
- Lesson plan Keynote deck (Mac)
- Student Assessment
- Values Continuum
- Rope Escape
- Alternate Activity: Name Circle

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

CORE COMPETENCY ALERT: Surrendering the One Up Relationship

As a WhyTry facilitator, you have been trained on the three R's: Relationship, Relevance and Resilience. Relationship is the first R we cover because it is a Core Competency you will have to develop in order to find success with your students. You will note the Learner Objectives for this lesson are the indicators for successfully Surrendering the One Up with your students, our key to developing that relationship. To learn how to Surrender the One Up effectively, read our indicators for success and watch the tutorial video on this lesson's webpage for Surrendering the One Up with your students.

ATTENTION GETTER / SETTING THE CLASS (15 minutes)

As students come into class, stand at the door and greet them as they enter. Be positive and energetic, even when you can sense the walls of uncertainty and anxiety your students feel. Yes, you feel that way too! However, you have to exemplify positivity and confidence if you want it to develop in your students. Know that what you are going to do with them will make a difference.

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.

RELATIONSHIP BUILDING ACTIVITY: Values Continuum

To help transition, you can say: *We are going to get started today with an activity! You can see the tape stretched across the floor of the classroom! This is called the Values Continuum!*

Follow the Values Continuum activity instructions found on this lesson's webpage, or follow along here. Depending on your students, you may want to alter the choices you use to create the values continuum. This activity will be enhanced if you use processing questions at the end of the activity:

- What did you learn during the activity?
- What did you find out about others during the activity?
- Did anyone find out they had something in common with someone they didn't they would have something in common with?
- Why is it important for people to express their opinions? Do you always have to express your opinion with your voice?

RELATIONSHIP BUILDING ACTIVITY: Values Continuum (continued)

Introduction:

The objective is for the group to get to know what each member values or is interested in.

Activity Details:

- **Spatial Requirements:** Classroom with moderate space required
- **Activity Type:** Movement/Group
- **Grades:** Any
- **Group size:** Any
- **Time:** 5+ (this activity can really go as long as you'd like it to go)
- **Materials:**
 - Masking Tape
 - Power point Slides or Printed Pictures
 - Keynote File
 - Powerpoint File

Activity Instructions:

Explain to the group that this is a values continuum. This line will represent how they feel about two topics. Say, "When I say go, I want you to line up on this line to show how you feel about two different subjects. For example. If I were to say, which do you prefer a vacation in the mountain or a vacation to the beach with one end representing the mountain and one end representing the beach—you would then line up anywhere on the line that shows how strongly you feel about one or the other." After you go through the first one and clarify and answer questions, invite anyone who would like to share their reasons for why they placed themselves on the values continuum, where they did. It is important to invite people from all over the line, but do not ask specific students. Just invite them. Also, maintain the rule that there is no talking while moving to a place on the values continuum. You can then try other subjects such as:

- Chocolate v. vanilla
- Dogs v. cats
- SUVs v. sports cars
- Pie v. cake
- Action movies v. Comedies
- TikTok v. Instagram
- Work Hard v. Being Smart

You can expand this to discuss serious topics as well. Feel free to use the powerpoint slides we've created as well as develop your own.

Processing the Experience:

- What was something new that you learned about someone in this class?
- Did you learn anything about others in this class that surprised you?
- Did you have a hard time deciding on any of the the things we compared?
- Which question caused you to go the furthest towards one side?
- How do you feel about having a class with people that see things differently than you?
- How can having diversity be a good thing?

BUILDING THE RELATIONSHIP (5 MINUTES)

Explain just as in the Values Continuum, it is important to feel safe to express yourself. Share that you want students to feel comfortable in class as well. Say: We do not have class rules in this class, but we do have Life Rules. Ask: What do you think is the difference between a Class Rule and a Life Rule?

Surface the principle that the rules you'll follow in this class are ones that will help them be successful throughout their life. You can discuss and co-create whatever rules you feel necessary for your class; however we recommend establishing rules to address the following: eye contact, tolerance, gratitude.

For Example:

- We will always give whomever is speaking our eye contact to show we are listening and interested.
- We accept everyone in our class and always strive to help everyone feel positive about themselves, no matter who they are.
- We always say Thank You any time someone not only does something for us but shares something about themselves.

Important Note: These are called Life Rules because if our students' can develop and adopt these behaviors throughout their life, they will be better at building relationships and building self-esteem and opportunities.

RELATIONSHIP BUILDING ACTIVITY: ROPE ESCAPE

If you have time left, follow the Rope Escape activity instructions found on this lesson's webpage, or follow along below

Introduction:

The objective is for the group get under the rope without using their hands/fingers to pick up the rope.

Activity Details:

- **Spatial Requirements:** Larger space; modified classroom, gym or outside
- **Activity Type:** Movement/Group
- **Grades:** 3-12
- **Group size:** 3+
- **Time:** 10-15 minutes
- **Materials:**
 - 1 string or rope long enough to enclose a group of people standing in the middle. (Tie the string/rope together to form a circle)
 - Stopwatch, watch, or clock (anything to keep time)

RELATIONSHIP BUILDING ACTIVITY: ROPE ESCAPE (continued)

Activity:

Place the string/rope on the floor in a circle. Ask the group to get inside the string/rope circle. Challenge the group to get out of the circle by going under the string/rope. This can be done by setting up an imaginative scenario or just by explaining it literally.

The group cannot use their fingers or hands to accomplish the activity. Tell the participants that they will be timed. When the participants understand the rules, say, "On your mark, get set, go."

Students will then be left to brainstorm how to get out from the circle by going under the rope. You will hear different ideas, monitor for safety and appropriate interactions. Eventually they will solve it by using their feet or trying to lift it off the floor with their feet. When the last member of the group completes the task, stop the timer and share the time with the group. Ask the group if they can beat the record. Give them some time to share ideas with each other. When the discussion is finished, start the timer. Hopefully they will do better the second time.

Processing the Experience:

- Who came up with the initial idea?
 - What did you do to refine the process?
 - What roles did people take?
 - (if they did it a second time) How did you improve your score?
 - Why is it important to work as a team?
 - How would it have been difficult to complete this activity alone?
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ALTERNATE RELATIONSHIP BUILDING ACTIVITY: NAME CIRCLE

Again, if you have time left, follow the Name Circle activity instructions found on this lesson's webpage, or follow along below.

Introduction:

The objective of this activity is to get to know members of the group and do it in a fun way.

Activity Details:

- **Spatial Requirements:** Classroom with moderate space required
- **Activity Type:** Group
- **Grades:** 1-12
- **Group size:** 2-25
- **Time:** 10 – 20 minutes (greatly varies on size of group)
- **Materials:**
 - None

ALTERNATE RELATIONSHIP BUILDING ACTIVITY: NAME CIRCLE (continued)

Activity Instructions:

Have the group form a circle. Ask the group if anyone knows the names of each member of the group/class. Give someone a chance to share each person's name. If no one can do it, share the name game activity with the group. Tell them that it is an easy way for them to learn the names of group members. You, the facilitator, will set the stage by telling the group that, "I have a hard time remembering names, and an easy way for me to remember is by using a rhyming word." Start the activity by sharing your first name and a rhyming word with your name. The rhyming word can be a real word or a nonsense/made up word. Example: If the facilitator's name is Devin, his rhyming name could be: seven, eleven, heaven, or a made-up word like "revin." The next person in line shares their first name and a rhyming word. If the next person in line cannot think of a rhyming word, ask for help from the group. The rules for the names are simple. The rhyming name must be positive and appropriate. If an inappropriate name comes up, have the person select a new one. The second person in line needs to repeat the rhyme and the name of the first person. The third person needs to repeat the rhyme and the name of the second person as well as the first. The process continues to the last person. When the last person finishes, ask for a volunteer to repeat all the names and nicknames in the group. If you do not get any volunteers, offer an incentive, such as a candy bar or other food. Another variation is to have everyone change seats and ask for a volunteer to name each person in the group.

Processing the Experience:

- How many of you struggle with remembering people's names?
 - Why is it important in life to know people's names?
 - How does it make you feel when someone says your name?
 - Who usually knows people's nick-name(s)?
 - What kinds of things could you do to help you remember people's names?
 - Tell the group, "We will review the names the next time we meet."
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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!

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?