

Tutorial Lesson #4: Reality Ride Follow-up

Lesson Summary:

This lesson is to help reinforce what you have taught regarding the Reality Ride. The competency you will focus on is Facilitating Activities. You will be running a more complicated activity with the students, which will require them to work together to solve a problem. They will also have an art booster to help them synthesize their understanding of the Reality Ride.

Learning Objectives:

- I can explain how a decision will lead to real consequences; whether positive or negative.
 - I can explain how decisions can lead us closer to our goals.
 - I can connect events in my life with choices I have made, both positive and negative.
 - I can explain how the two tracks apply to my life.
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Lesson Tools:

- Lesson Plan PowerPoint Deck
- Lesson Plan Keynote Deck (mac)
- Make sure the Rollercoaster video in the Lesson Plan works and is cued ready to go. Practice sharing the video and stopping it at key moments.
- Read through and practice the Activity: Keys to Staying on Track. There are several supplies you will need in order to run the activity. Make sure they are prepared.
- Have the supplies necessary for the Elementary Art Booster #1 or Secondary Art Booster #2.

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 Reality Ride 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.

Ask if anyone in class has a celebration to share since you last met as a WhyTry group. You may be prepared to share your own. (NOTE: Celebrating one another is an important ritual to establish with your class and may take some time for everyone to embrace; however be consistent and positive. This will lead to buy-in and participation).

Share a simple outline for the day which includes you are excited to talk about the Roller Coaster you discussed last time as well as you have a surprise event taking place today! **Review** the **Life Rules** you established last class period.

VIDEO (5 minutes)

Show the Rollercoaster video to your students. After you finish watching the video, **ask** what is your favorite ride at any amusement or theme park? Let students share and dialogue about the best rides they've been on. After this introduction, **ask** last week we talked about roller coasters and one called the reality ride, who remembers and can explain the reality ride? If you do not have a student who is willing to explain, refer to the metaphor and ask some summarizing questions to surface their thinking about the Reality Ride.

CORE COMPETENCY ALERT: Learning Activities

Activity Instructions: As a WhyTry facilitator, you will use activities often. Students love to interact and engage with you and each other. Activities provide an opportunity to create learning moments with your students. To use activities effectively, there are several indicators you want to demonstrate in your use. Read our indicators for successfully running activities and watch this tutorial for using activities in your lessons.

Transition to Activity!

To help transition, you can say: Yesterday we played Count Your Fingers to help us better understand the Reality Ride. Today, we will do something a little different...

LEARNING ACTIVITY: Keys to Staying on Track

Introduction:

Individuals involved in self-defeating behaviors do not understand the impact they have on themselves, their family, their co-workers, their school, and on society. Self-defeating behaviors are easy, but doors will open to the person who takes the harder but worth it track and strives to achieve ambitions, dreams, and goals. Opportunity, freedom, and self-respect will follow. This activity demonstrates that what is not always easy is worth it in the long run.

Activity Details:

- Spatial Requirements: Classroom with moderate space required
- Activity Type: Movement/group
- Group Size: 10 or more
- Time: 30 minutes
- Materials:
 - 30 3×5 cards with the same number on both sides (from 1 to 30)
 - Masking tape
 - Timer/stop watch
 - Whiteboard and markers
 - Permanent Marker

Activity Instructions:

To prepare for this activity, set up a rectangular shape (12' by 24') on the floor with the masking tape. Place the numbered 3×5 cards on the floor in random order with the even numbers placed on one half of the rectangle, and the odd numbers placed on the other half (as shown in the chart on the following page). Set this up in an area where the group cannot see it until they start the activity. Make a start/finish line 20 feet away from the rectangle with masking tape. Explain the activity in another room by drawing the rectangle with a few numbers inside on the whiteboard as an example. Do not tell them that there are 30 numbers.

Frame the Activity:

Before the activity, we recommend framing the activity by sharing that they are all about to interview for a job. It is a group interview and you will be watching to see how effectively and efficiently they work together to accomplish the task. Each member of the group needs to touch the numbered cardstock in numerical order (1 through 30). One player runs in and touches the #1 and comes back out. The second player runs in and touches #2 and comes back out, etc. Each member of the group needs to touch at least one of the numbers. There can only be one group member inside the rectangle at a time. A 10-second penalty will be added for: a number touched out of order, two people in the rectangle at the same time, or a person in the group not touching a number. In order for the group to get the job, they need to do the activity in less than one minute and 25 seconds. They have four attempts to get the job. Give the group three to five minutes to plan the activity without you in the room. After the planning is over, bring the group to the starting line and ask if there are any final questions. Start the group and start the timer.

Notes to the facilitator:

As the group is going through the activity, keep track of penalties. Stop the timer when the last person in the group is over the starting/ending line. Give the group their time and penalties, and allow three to four minutes to process. Start the processing by asking the group what they learned and what they can do better. Continue for three more attempts. After the fourth attempt, or when they get under the 1:25, process the activity.

Processing the Experience:

Don't forget to process the activity with the students and how it relates to the Reality Ride.

This should be a thorough discussion.

- What were some of the challenges of the task?
 - Did you make the same mistake more than once? What was it?
 - What mistakes did you correct in the activity?
 - What type of teamwork was displayed in the activity?
 - By accomplishing your goal, what kind of opportunities were opened up for your group?
 - What consequences came as a result of penalties?
 - What would have happened if a member of the group said, "This is stupid and I am not going to do it?"
 - What motivated you to stay with the activity and not quit or give up?
 - How do our choices in life affect others?
 - What challenges do you face in your life?
 - What were some of the principles that helped you accomplish the task?
 - How would these principles help you on the path to opportunity, freedom, and self-respect?
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RESILIENCE BOOSTER: Art Booster (15-20 minutes)

Provide access to their art booster. 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. For this exact art booster, we recommend providing larger sheets of paper 11×17 or possibly even posters. Use Elementary Art Booster #1 or Secondary Art Booster #2 with your students or choose a prompt you feel would work better for your students. Play relaxing music in the background as they reflect on the lesson and answer your journal prompt. Depending on time, your class, and situation you may even invite a few students to share now or at the beginning of your next WhyTry session.

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?