

Tutorial Lesson #8: Defense Mechanisms Follow-up



Lesson Summary:

This lesson will continue the Defense Mechanisms metaphor in order to help students choose positive defense mechanisms in pressure situations.. You will review the Observation Booster, complete the walkthrough, use 1 to 100 Learning Activity, and complete your first music booster which is what the core competency is for this lesson!

Learning Objectives:

- I can list defense mechanisms, both positive and negative, which I have used in the past.
 - I can describe how positive defense mechanisms lead to solutions better than negative ones.
 - I can list different positive defense mechanisms I can use in pressure situations.
 - I can plan and practice how to react in pressure situations by choosing positive defense mechanisms.
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Lesson Tools:

- Lesson plan PowerPoint deck (Windows)
- Lesson plan Keynote deck (Mac)
- Read through and practice the Activity: 1 to 100 if you have never used it before.
- Have the supplies necessary for the MUSIC 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 Defense Mechanisms toolkit or you could play a popular song to build atmosphere. Remind students as they walk in to have their Observation Booster prepared or if they haven't completed it, prompt them to pull it out and think about it. 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.

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.

Share a simple outline for the day which includes you are excited to discuss their observation booster and that today you will be playing a game and listening to music. Review the Life Rules you have established.

OBSERVATION BOOSTER CONTINUED (5 – 10 minutes):

Invite students to share some of the outcomes from the Observation Boosters you asked them to complete from last time. Let students lead out and sound like experts as they share what they were able to notice in their personal lives. Acknowledge their findings by using resilient listening. After students finish sharing, use their findings to review what you learned last time about defense mechanisms.

LEARNING ACTIVITY: 1 to 100 (20 minutes)

Follow the 1 to 100 activity instructions found 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 Reality Ride. Don't forget to process the activity with the students and how it relates to Defense Mechanisms. This should be a thorough discussion. Depending on your group, you may want to play twice or let them know that we will play the game at the end of class with any remaining time. Either way it can be interesting to ask if they reacted any differently the second time around after becoming aware of their own defense mechanisms.

Introduction:

This activity will teach youth that it is important to stay in control when faced with a pressure situation.

LEARNING ACTIVITY: 1 to 100 (continued)

Activity Details:

- **Spatial Requirements:** Regular classroom setup: little or no space required
- **Activity Type:** Movement/group
- **Group Size:** 4 or more
- **Time:** 10-15 minutes
- **Materials:**
 - 1 paper and pencil per person
 - 1 die per group

Activity Instructions:

Divide the group or class into equal-size groups of four and up to six. Give a paper to each person in the group. If possible, have the group sit around a table with only one pencil or pen in the middle of the table. Give one die to one of the students to start the activity. Each person takes a turn at rolling the die. When a six comes up, the student picks up the pencil and begins to write on his/her paper as fast as he/she can in order 1 up to 100. The other members continue to roll the die. As soon as another six is rolled, the person with the pencil places it in the middle of the table and the person who rolled the six picks it up and begins to write on their own paper 1 to 100. The first person who can write on their own personal paper all the numbers up to 100 is the winner. Keep in mind that the only time you can write is after you have rolled a number six. When another six comes up, you must give up your pencil to another player.

Processing the Experience:

Notice how the students respond to the stress and pressure of the game. Do they stay in control or lose control of their emotions?

What emotions and feelings did you have during this activity?

Did you express them in a positive or negative way?

How did you feel when someone ripped the pencil out of your hand after they rolled a 6?

When a student was about to reach 100, how did the group respond?

How did the person who won respond, and how did each of the players react to the situation?

METAPHOR WALKTHROUGH CONTINUED (15 minutes)

Discussion Point #6: Display the following four steps, which correspond with the “Four Steps to Control your Defense Mechanisms” on the visual analogy. One by one lead a discussion through the steps and explaining each one in further detail.

Discussion Point #6:

Step 1: Recognize you are in a pressure situation. Say: The first step in controlling defense mechanisms is noticing the pressure situation. We know that we are in a pressure situation when we feel angry, frustrated, or nervous. Discuss and review the emotions you talked about last class when discussing how they feel in pressure situations. Encourage students to identify feelings as soon as possible because feelings can quickly intensify. Feelings and emotions can be just like a fire. Both can quickly get out of control and cause serious damage if not calmed or expressed in a controlled way. The simple spark of irritation can quickly turn into the flame of emotion.

Step 2: Identify the situations where you can practice Step 1. Ask and respond: What are the situations in which you need to practice controlling your feelings and expressing them positively? Invite students to think of some examples they face on a regular basis. These may include:

- You are blamed for something that you didn't do.
- Someone tries to provoke you by calling you a name.
- Someone spreads a rumor about you on the Internet.
- Someone intentionally bumps into you in the hallway.
- Someone cuts in front of you in line.

Discuss: Much like preparing for any battle or war, the key to being in control is to be one step ahead of the person or situation that is attacking. And being in control allows you to select a positive defense mechanism in the heat of the battle or pressure situation. Challenge students to identify the three most challenging situations of that day, those in which they feel the least control over their defense mechanisms. Once these are identified: move on to step three.

Step 3: Don't let others control your response. Discuss with students the need to prepare themselves, because what you are about to teach them in this step might be new to them. Point out that the things that they wrote on the shield are what they usually do when someone yells at them, hits them, or puts them down. Tie these responses back into the consequences of the crash. (See Reality Ride.) Point out that after the initial short-term rush of hurting a person in return, they are not left with much long-term self-respect. Too often TV, movies, peers, and daily examples teach them that if they don't get revenge or lash out back, they don't have self-respect and they are weak. In reality, people who believe this often crash because they hurt themselves and others.

Write on the board: "One of the biggest mistakes people make is letting others' negative defense mechanisms control how they act." Discuss the following scenario: If someone hits you and you hit them back, who is in control? (They are.) Discussion Too often we mirror back to others their negative defenses. If they yell, we yell. If they hit, we hit back. If they put us down, we put them down. The reality is, we are responding by doing what they do, and they are controlling us.

Step 4: Select a positive solution. Before brainstorming positive solutions, you may want to ask the questions:

- What would motivate you to do the tougher thing and select a positive defense?
- How do you know when you've selected a positive defense mechanism?
- What would be the outcome if I do choose positive defense mechanisms?

Brainstorm with students different positive defense mechanisms you could choose in possible situations. Challenge students to create a list of possible positive defense mechanisms they could use in the three situations they identified in STEP TWO.

CORE COMPETENCY ALERT: Using Music

As a WhyTry facilitator, you will use music every day. Music can be a very powerful teaching tool as well as help you develop a relationships with your class. Use music to create a positive class culture. To use music effectively, there are several indicators you want to demonstrate in your use. Read our indicators for successfully using music and watch this tutorial for using music in your lessons.

RESILIENCE BOOSTER: Music Booster (5 – 10 minutes)

Defense Mechanisms Secondary or Elementary Hip-Hop

Follow the Using Music strategies you learned in the tutorial videos to help you present the music video and songs. Depending on your group of students, you have the options of using the music video and song as well as printing out the lyrics. Either way, follow the MUSIC BOOSTER in the Defense Mechanisms Toolkit.

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! Encourage them to bring their own songs that remind them of choosing positive defense mechanisms and if appropriate, share them in class!

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?

Reflect on how you have been using music in your classroom: What has gone well? How has it influenced your students.