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WhyTry Level 1 Training Agenda

Day 1:

The Wall:
   Overview of visual approach

Introduction to the program:
   Christian’s story (with optional elements)
   What is WhyTry? (including the 3 Rs)
   What about me?

Reality Ride:
   Walkthrough of analogy
   Song: Intro to music
   Activity: “Count Your Fingers”

Morning Break

Activity: “Keys to Staying on Track”

Labels:
   Walkthrough of analogy
   Activity: “The Can”

Role Play: “Reality Ride”

Lunch

Activity: “Name Writing Activity”

Defense Mechanisms:
   Walkthrough of Analogy

Flexible Lesson Plan:
   Introduce Steps
   Student Journal

Afternoon Break

Motivation Formula
   Walkthrough of analogy up to “Surrendering the One-up”

Homework assignment: Read “Surrendering the one-up in groups”

End of day 1
Day 2:

Welcome Activity

Motivation Formula continued:
  Surrendering the One-up in groups
  Walkthrough of dams

Climbing Out
  Walkthrough of analogy

Morning Break

Jumping Hurdles
  Activity: “Math Problem”
  Walkthrough of analogy

Desire, Time, and Effort
  Activity: “The Maze”
  Process “The Maze”

Lunch Break -

Using music, video, and media resources

Lift the Weight
  Walkthrough of analogy

Afternoon Break

Implementation and Getting Started Discussion
  Initial Implementation - Step 1 and Step 2
  Flexible lesson plan

Get Plugged In
  Walkthrough of analogy

The Wall
  Walkthrough of analogy

Closing Comments: Review the 3 Rs

End of training
What is WhyTry?

The WhyTry Program was created to provide simple, hands-on solutions for dropout prevention, violence prevention, truancy reduction, and increased student resilience and academic success.

The idea is straightforward: Teach social and emotional principles to youth in a way they can understand and remember. WhyTry is based on sound principles, including solution-focused brief therapy, social and emotional intelligence, and multisensory learning.

The WhyTry curriculum utilizes a series of ten visual analogies that teach important life skills (e.g., decisions have consequences; dealing with peer pressure; obeying laws and rules; plugging in to support systems).

The visual analogies are reinforced through creative use of music, hands-on activities, and multimedia. WhyTry curriculum engages all major learning styles (visual, auditory, and bodily-kinesthetic).

WhyTry programs are generally grant-funded through local community grants and federal funds like Title 1, Title 4, and Safe Schools/Healthy Students Initiative. WhyTry is often used as an intervention in a multi-tiered support system model such as RTI and PBiS.

Our Mission:

To help people achieve opportunity, freedom, and self-respect using education and interventions that motivate and create positive change. We offer hope and an answer to the question “Why Try in life?”

To achieve its mission, WhyTry counts on the support of professionals who share our commitment to helping youth reach their potential. The key to the WhyTry Program’s success in changing lives is the power in the relationship between someone who cares and a youth who needs help.

Who uses WhyTry?

WhyTry is currently at work in over 25,000 organizations in all 50 of the United States, as well as Canada, the UK, and Australia. WhyTry is used one-on-one and in groups at K–12 schools, alternative education programs, mental health organizations, and correctional facilities.

WhyTry programs are led by thousands of professionals around the world:

- Teachers and special ed instructors
- School counselors and psychologists
- Social workers
- Probation officers
- Corrections staff
- After-school mentors
Key Concept:

Notes:

Example Stories:
Reality Ride
Activity: “Count Your Fingers”

Spatial Requirements: Regular classroom setup: little or no space required
Activity Type: Movement/group
Grades: 1-12
Group size: 2 or more
Time: 5 minutes

Introduction: This activity will help students see the level of control they have over the choices they make, and the consequences that follow when they make certain choices.

Materials:
• None

Activity:
Ask the members of the group to pair off. Tell the group that they will put their hands behind their back and, on the count of three, show their fingers to their partner. Each partner in the group will hold up from 0 to 10 fingers. The first person that can count the total number of fingers on their partner’s hands and their own hands is the winner. Call up a partner to demonstrate, then begin. Tell the group that there will be three chances to determine the overall winner. Once everyone is ready, count to three and ask all partners to show their hands. Repeat this process two more times to determine the overall winners.

Processing the Experience:
• Tell the group, “A few of you counted your partner’s fingers and then counted your own.” Should you have known how many fingers you had behind your back?
• Who were the people that usually won the activity? (The ones that knew how many fingers they were going to show their partner)
• Why is it so important to make up your mind before you are faced with a choice that will get you into trouble?
• Listen to the following statement and explain what it means:
  • “When you choose the beginning of the road you also choose your destination.” OR “You are free to choose, but you are not free to alter the consequence of your choice.”
Tearing Off Your Label

Four steps to tearing off your label:

1. Identify: How is your label working for you?
   • What labels do you have that are getting in the way of your opportunities?

2. Do something different.
   • What behavior needs to change?
   • What do you need to stop doing? (not working for you)
   • What do you need to start doing? (something new)
   • Remember: Same thing = Same results

3. Focus on your strengths.
   • Project the label that you want.

4. Repeat what you are doing right.
   • Remember: It takes time for others to see the change.

Every night, ask yourself:
• What did I do today to tear off the label?
• How can I do more of this tomorrow?

Permission to brag:
• What do you like about yourself?
• What do others like about you?
• Your accomplishments
• Your strengths, goals, and dreams
• If you were to give yourself a label, what would it be?
(Must be positive)

Key Concept:

Notes:

Example Stories:
Key Concept: Defense Mechanisms

What is a defense mechanism?

Situation: How do you respond (act) when:
- Disrespected
- Mad At Parent
- Put Down
- Laughed At
- Yelled At
- You Lose
- Feel Pressure
- You're Hit
- Confronted
- Frustrated
- Make A Mistake
- Blamed
- Hurt
- Angry
- Get Caught

Choice: Who chooses the defense?

Feeling: How do you protect your feelings?

Four Steps to Control Your D.M.
1. Recognize the situation.
   - What outward behaviors can you use to help control the pressure?
   - When you are in a pressure situation, these are the signs: You feel angry, frustrated, nervous.
2. Identify the situations where you can practice step 1.
   - What are the situations you need to practice this?
3. Don’t let other people control how you will respond.
   - You know that someone is trying to control you if they are yelling at you, physically attacking you, or putting you down.
4. Select a positive solution.
   - What would motivate you to do the tougher (harder) thing?
   - What might happen if you stay in control?

Defense: How do you know when you’ve selected a positive defense mechanism?
- “When you are helping, not hurting, yourself and others.”

Example Stories:

Notes:
Defense Mechanisms
Activity: “Name Writing Activity”

Spatial Requirements: Regular classroom setup: little or no space required
Activity Type: Group
Grades: 2-12
Group size: 2 or more
Time: 5 minutes

Introduction: In order to improve and make positive changes, we need to get out of our comfort zone. This attention-grabbing activity shows students that this is possible with time and practice.

Materials:
• 1-2 pieces of paper per participant
• 1 pen or pencil per participant
• Background music

Activity:
Play the background music. Ask the group members to write their full name on the paper as many times as they can in 30 seconds. After the time is up, have the participants count the total number of times they were able to write their name. Repeat this activity two more times. Ask if they improved after the third time. Now, have the group members change hands and repeat the activity for 30 more seconds. Ask the first two processing questions. Ask, “Do you think you can write your name with your eyes closed?” Have them try. This will come easy for them with their dominant hand. Ask them to do the same thing with their non-dominant hand. Ask the remaining processing questions.

Processing the Experience:
• Why was it easier to do this activity with the hand that you normally write with?
• Why was it harder when you changed hands?
• Why is change hard? (Discuss muscle memory. We are used to doing what comes naturally.)
• What do we usually do in pressure situations when someone yells, hits, or blames us?
• Why is it hard to do something different?
Key Concept:

Notes:

Example Stories:
Climbing Out

What is the “pot” that you are in?

When you get in trouble (or in the pot) are you keeping others in, or yourself? How?

What are the reasons for staying in the pot?

What will your future be like if you don’t get out?

What are the reasons for getting out of the pot?

How do friends (others) affect you in both positive ways and negative ways?

Who wants to see you climb out? Why?

What will your future be like when you climb out?

What are the tools you can use to get out?

Why is it difficult for the crabs to climb out of the pot?

Warning: If you try to get out, you will be attacked! Why?

Key Concept:

Notes:

Example Stories:
### Key Concept:

- Jumping Your Hurdles

### Notes:

- 1. Identify the Problem
  - What problem do you really want to overcome?
- 2. Create Options
  - What are some options you can create?
- 3. Get Help
  - Who can help you get over your hurdle?
  - Who can you help?
- 4. Take Action
  - What specific behaviors (actions) do you need to stop or add to jump your hurdle?
  - **Stopped Behaviors**
  - **Added Behaviors**
- 5. Believe In Change
  - On a scale from one to ten, circle where you are in believing change will happen.
  - 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.
- 6. Jump Back Up
  - If you trip, how will jumping back up make you stronger?

### Example Stories:

- **Your Problem:**
- **Strengths:**
- **You Only Lose If You Give Up!**

### Questions:

- What have you jumped over?
- Why should you try to jump your hurdle?
- What can you jump over?
- Why should you try to jump your hurdle?

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Jumping Hurdles

Activity: “Math Problem”

Spatial Requirements: Regular classroom setup: little or no space required
Activity Type: Group
Grades: 4-12
Group size: 2 or more
Time: 5 minutes

Introduction: Overcoming our hurdles becomes easier when we take them one step at a time. This activity will help students see that when we follow the necessary steps, we can find solutions to our problems.

Materials:
• None

Activity:
Ask the group members to complete the following problem:

1. Pick a number between 1 and 10. Do not share the number with anyone.
2. Double the number.
3. Add 10.
4. Divide by 2.
5. Subtract the number you started with.
6. Add 11.

Tell the group that the result is the age you get your driver’s license. If the license age in your area is below or above 16, do the following: On the last step (“Add 11”) change the number (11) so that whatever number added to 5 will give them the age they get their driver’s license. If their license age is 14, add 9. If the age is 18, add 13, etc.

Processing the Experience:
• For those of you that did the math right, why did you get the answer of 16?
• What happened to the rest of you?
• Who was in control of that activity, you or me? (I may have set up the parameters, but if you followed the instructions, you will always get the same results.)
• Who is in control of your own life?
• What are the steps that successful people follow to overcome challenges or hurdles in their lives? (At this point, you may share an experience wherein you or another well-known figure overcame a difficult challenge/hurdle in life.)
Key Concept:

Notes:

Example Stories:
Key Concept:

Notes:

Example Stories:
Get Plugged In

1. Parent/Guardian
   • How much time are you spending with your parent or guardian? (If you’re not spending at least 30 minutes a day, then create and demand more time!)
   • What is one conflict, argument, or power struggle that you can give up today that won’t hurt you, but will help lower your parents’ anxiety about you?

2. Positive Friend
   • Remember: You know you have a “real” friend if they do things that help (not hurt) themselves and you.
   • What could you do to help a friend overcome peer pressure and deal with challenges at home and at school?

3. Teacher/Counselor/School Official
   • Make sure that someone at school knows the real you and what you can become with their help. Ask how they will help you reach your dreams and potential.
   • Let them know what you are willing to do, then work together with them to accomplish your goals.

4. Positive Mentor
   • Who can you identify that has accomplished goals and dreams similar to those that you want to accomplish?
   • What are three qualities about them that you respect and admire that you would like to develop also?
   • Take a risk: If possible, ask them how they can help you achieve the same thing.

5. Something that inspires or motivates you to do good
   • What motivates you to not hurt yourself and others?
   • What do you do with your time that’s fun, gives you self-respect, and doesn’t get you into trouble? How can you do more of this?

These five connections will help turn on the “light” to see your future more clearly.

Key Concept:

Notes:

Example Stories:
**Key Concept:**

You Can See Over The Wall

**Notes:**

- Why does climbing the steps and achieving this view give you endless options?
  
  I will become...
  
  (My dreams and goals)

- Why will this view give you more self-respect?

- If you can't see over the wall, ask yourself. “What step am I tripping on?” (Then put Desire, Time, and Effort into that step.)

**Example Stories:**

- You Can See Over The Wall
- Plugging In
- Weight Lifter
- Maze
- Hurdles
- Crab - Pot
- Defense Mech
- Labels
- Reality Ride

- How will your motivation to change go up with each step that you climb?

- Why do you often miss the simple solution?

- If you're standing here, why is opportunity, freedom, and self-respect hard to get?

- What is your current view giving you?

- Why Try?

- If you can't see over the wall, ask yourself, “What step am I tripping on?” (Then put Desire, Time, and Effort into that step.)

- Why will this view give you more self-respect?

- Opportunity
  - Freedom
  - Self-respect

- If you're standing here, why is opportunity, freedom, and self-respect hard to get?

- Why Try?

- Who is helping you deal with your challenges? Can you get more help?

- What laws and rules are making you strong?

- What did you put your desire, time, and effort into today?

- What will motivate you to jump back up when you trip?

- How did you react when someone tried to pull you down?

- How did you protect yourself in a pressure situation? Did it help or hurt you?

- How did you show others “the real me,” not the label?

- What did you do today to stop the crash, and how can you repeat it?

- I Can’t

- Family Problems

- “Limited View”
Ideas For
Surrendering The “One-up” In Groups
What is Surrendering the One-up Relationship?

*Surrendering the one up relationship is the key to motivating the difficult to reach student. It involves the following:*

- Constantly and unconditionally communicating to the student that they have value and worth.
- Creating greater equity in the relationship between the teacher/facilitator and student.
- Acknowledging students as the expert in their own lives.

The key to creating change doesn’t lie in interventions alone, but much more so in the relationship you establish with students. One major barrier to facilitating a motivational and supportive relationship with students is the presence of a “one-up” relationship.

What is the “one-up” relationship? You may have observed in your own conversations and relationships that one person is often “one-up” on the other or predominantly in control. For example, have you ever had a conversation with a teacher, a mentor, or someone who is an expert at a subject that you are just beginning to learn? When you discuss that subject, you feel that they have the advantage because of their expertise and knowledge, whereas you are just beginning to learn the basics. They are “one-up” on you and are often in control of the conversation.

Students often find themselves “one-down” in relationships with adults who have control in their lives. Often, when a student sees an adult as “one-up” (or in control) of the relationship, then they feel unimportant, or that what they want or think doesn’t matter. Students feel that their ability to act for themselves is taken away. As a result, they have little motivation to make a change and are less likely to establish a trusting relationship with that person.

When you as a counselor, teacher or therapist surrender the “one-up” relationship, you are showing to students that they have great value and worth as human beings. You show them that what they think is important. You give up the role of the authority figure and share it with students. You help them to see that they are the authority on themselves. You let them know that you believe in them and their potential. You demonstrate that you merely want to help them, but ultimately they are in control of their own lives. Remember the goal here is not solely to teach but to tap into motivation. We have found that the most effective thing you can do to motivate students and build a trusting relationship is to surrender the “one-up.”
I know your name – Greet each student as they enter or leave your class by name. Shake their hand or give them a “high-five.”

We feel that this is a great way to make each student feel important when they are called and recognized by name. It really sends a message that they are important to you and that you care about them.

They are all A and B students – Make a comment like, “All I see in this class are A and B students,” and then treat them accordingly until they prove otherwise.

This is kind of like a self-fulfilling prophecy. Often when we give them expectations and treat them accordingly they rise to the occasion. Sometimes students are labeled negatively so often that they feel like they are already failing before the semester begins. It can be refreshing to a student to be labeled in a positive way.

Show and tell – Share personal stories and information about yourself so that students can get to know and feel that you are approachable.

When you share information about yourself you are inviting them into your world. This often makes it easier for them to let you into their world.

Have I got something for you – Give them a personal token or gift. It can be positive quote or object that serves as a reminder of some idea that you have been teaching them.

This can be a very simple way to give them a symbolic reminder that you value and care about them. It can also be a great way to reinforce something that you have taught them or would like to emphasize.

Random act of service – perform a random act of service or appreciation for a student with an encouraging note to pay it forward.

This can be an excellent way to change a student’s negative attitude towards the class and can help create a more caring and nurturing environment. One of the greatest ways to increase self-esteem is to serve or express appreciation to another person. This is true whether they are the recipient or the giver of the service.

You are the teacher and I am the student – Give assignments or projects where the student can be the expert or teacher. Give them the opportunity to instruct you and the other students in the class.

This is a great way to help students leave their comfort zone, improve social skills, build leadership skills, and self-confidence. Teaching something can be one of the best ways to learn and retain difficult concepts and information.

You give the grade – Allow students the opportunity on an assignment to grade themselves. You may want to tell them what criteria you would use for grading them, but ultimately let them decide.

This sends a message to students that you trust and value their judgment. We have found that when we do this, often students will be more fair in their judgment than if you were grading them yourself.

You make the call – Give students several options on a project or assignment and allow them to choose which one they would like to do.

Students are so used to being told what to do. When you give them the freedom to choose their assignment, this often empowers and motivates them to put forth a greater effort.
**Come together** – Create a class competition against another class. Instead of competing against each other, this allows the students to work together with a common goal. Create a reward for the winning class.

*This can be a great way to get students to work together, support each other, and create class unity. There seems to be more energy and focus when there is a shared purpose among the group of students. Even a very simple reward in this case can serve as a great motivator.*

**Share your passion** – Share one of your hobbies, interests or passions and invite the students to do the same.

*Students become enthusiastic about class when they have the opportunity to share what they love and spend their time doing. It helps them to associate the passion that they feel for those things with the feelings of being in class. It can also be a very great way for class members and the instructor to get to know one another better. When you know what is really important to a student then you are on your way to establishing a good relationship.*

**This is a hallmark moment** – Give a positive personal note at some time during the semester to each student. It could be mailed home or given to them personally.

*This is one of the best ways to send a sincere message outside of class that you care for a student and believe in them. Remember, “A student doesn’t really care how much you know until they know how much you care.”*

**Getting to know you** – For about three or four minutes at the start of class, spotlight a member of the class.

*You may want to have them fill out a questionnaire to gather information. Have a class member read about that individual and then have the class try and guess who it is. This is just another great way for students to feel comfortable in the classroom environment and like they are a part of the group.*

**My class is your class** – Create a student-friendly environment. Make your class environment convey the feeling that you are interested in them and care about them.

*Research suggests that if you create a warm and caring environment that attendance and student performance will increase. Ideas for this could be:*

- Create a photo board with pictures taken of the class throughout the term.
- Have games and puzzles for kids to experiment with while waiting for class to start.
- Add some color or pictures to your room.
- Create a suggestion box for ways to make the classroom better.

**Ask them** – Ask students questions that allow them to express their opinions and ideas. Ask them what they like best about school. Ask them about their favorite teachers in the past and why they liked them.

*This gives you an opportunity to see ways that you can improve as their teacher. When people are given the chance to express their opinions it shows that you value their ideas and what they have to say.*

**Our class against the world** – Let’s prove them wrong. Discuss what others think are limits to what the class can achieve and set a goal to prove them wrong.

*(i.e. The principal says that we’ve never had this class get all “Bs” or higher, or that we’ve never had a class get 100% attendance, etc.) Encourage the class to work together to prove them wrong and then have a celebration when they do.*

**You’re my leader** – Allow students the opportunity to lead in different situations during the class.
When you give someone a responsibility they will usually rise to the occasion. Often at risk youth are used to being put down. This can be an effective way to build up an individual and put them in a positive light in front of other students. It also gives you an opportunity to show confidence and trust in them as their teacher.

Celebrate success – Take opportunities to draw special attention to successes that students have, whether it be in school or out of school. Bring treats, a cake, have a party, let them listen to music, or have some other reward from you that shows recognition of their success.

This can be a key to keeping students and groups motivated and focused on a common goal. We have seen youth put forth an incredible effort for even a simple reward (such as a piece of candy). It can also add to the fun and enjoyment that students feel about class, which enhances learning and improves attendance.

Dress it up – As the instructor or teacher, at some point or for a special lesson, dress up for the class.

Wear a tuxedo, a costume, a suit, a dress, or some formal or different attire that shows that this class is important and worth the extra effort on your part. This can also be a great way to add variety to a lesson and help to keep the students’ attention.

You’ve got the blues – Tell the class that you realize that life can be challenging at home, school, or with peers. Because of that, you will give them three (or less) blue cards that they can cash in at any time for dropping an assignment or a quiz, getting extended time on a test or larger assignment, etc.

This is a great way to show that you have empathy for the challenges that they have. It lets them know that you understand them and care about their personal lives. It allows you to put their interests first.

Service project/Give something back - Have the class come together for a service project of some kind. The project should be focused on supporting and building-up the community. (i.e. gather clothes for the homeless, gather food for a food drive, participate in a blood drive, plant trees, pick up litter, etc.) As the instructor or teacher, take this opportunity to work closely alongside the students.

When students learn to turn outward in service, we often see several positive benefits, including less depression, increased gratitude, self-esteem, and motivation. In working with them in a service activity, you are in a sense teaching them to surrender the one-up relationship with others.

True or false – Share two true stories about yourself and one false one and have the class try and guess which one is false. Allow the class to get to know you a little better.

This is a very simple way to allow the class to know that you are human and approachable. It can be a fun way to make a game of your own story and background.

You’re the boss . . . I work for you – Tell the students that this school was built for them. That makes them the boss.

It’s ironic that you are always grading them when they are the real boss here. Give students the criteria for getting an “A” grade in your class. Later ask students to give you the criteria for an “A” grade as their teacher. Ask them to grade your work so far and at different times during the semester.
Implementation of WhyTry in Your Setting

So you’ve been through training... Now what?

Begin with creating a whytryprogram.org account to access all the materials needed to use the program.

The WhyTry Online Curriculum provides you with instant access to all of tools and materials needed to implement the WhyTry program in a group or classroom setting, including:

- PowerPoint templates
- Printable visual metaphors
- Music resources
- Video resources and tutorials
- Flexible lesson plan template
- Elementary and secondary teacher’s manuals
- Stories and book list resources
- Printable journal pages
- Learning Activities

*Note: You should have received a registration code via email that you will use to register for your account. If another person registered you for this training you may need to check with them to see if they received the code from WhyTry. If you registered yourself and did not receive the code you can contact us at info@whytry.org or give us a call at 866-949-8791 and we can help you with that.
Where to begin:

Once you have created your account, take some time to become familiar with the program lessons and concepts as part of your initial application by taking the following steps:

Getting Started

Step 1:
Build a lesson and teach it to a group or an individual student.

Step 2:
Select one or two of the strategies for surrendering the 1-up relationship and practice them.

Notes:
It starts with an introduction. You can acquaint yourself and your supervisors with WhyTry by talking to one of our program directors or attending a free introduction webinar. Once you know where WhyTry fits in your school or organization, the WhyTry materials and a Level 1 Training will give you everything you need to get started.

Once you have completed your evaluation of Phase 1 it’s time to begin planning for Phase 2 Implementation. Your assessment of phase 1 will help you to determine what makes sense for the next steps. These might include:

- a level 2 training to improve your competency as a facilitator
- a repeat level 1 training for new staff and as a refresher for previously trained facilitators
- looking at ways to expand the use of the program

Following a level 1 training we recommend taking some time to become familiar with the program materials and content by using the toolkit in any setting that works and immediately start where you are. This could be in a small group or one on one setting.

Once you have become familiar with the program and had some experience using the materials, the next step is to make a plan for phase 1 implementation. You can follow our implementation checklist to help determine your plan which will likely include:

- Deciding when, where and who will be teaching the program.
- The frequency of the lessons
- Establishing what the desired outcomes and learning objectives will be
- Identifying any resources and support that will be needed for full fidelity implementation

Once you have determined what your Phase 1 plan is, the next step is to execute on that plan. It’s important to focus on the facilitator competencies to maintain full fidelity in delivering The WhyTry Program.

After you complete the delivery of the program, we recommend that you take time to evaluate your results. The evaluation tools and assessment section in the program materials will recommend several resources to help with this.

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- Deciding when, where and who will be teaching the program.
- The frequency of the lessons
- Establishing what the desired outcomes and learning objectives will be
- Identifying any resources and support that will be needed for full fidelity implementation

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After you complete the delivery of the program, we recommend that you take time to evaluate your results. The evaluation tools and assessment section in the program materials will recommend several resources to help with this.

Once you have determined what your Phase 1 plan is, the next step is to execute on that plan. It’s important to focus on the facilitator competencies to maintain full fidelity in delivering The WhyTry Program.

Once you have completed your evaluation of Phase 1 it’s time to begin planning for Phase 2 Implementation. Your assessment of phase 1 will help you to determine what makes sense for the next steps. These might include:

- a level 2 training to improve your competency as a facilitator
- a repeat level 1 training for new staff and as a refresher for previously trained facilitators
- looking at ways to expand the use of the program

Following a level 1 training we recommend taking some time to become familiar with the program materials and content by using the toolkit in any setting that works and immediately start where you are. This could be in a small group or one on one setting.
Implementation Ideas:

The WhyTry program allows for great flexibility in implementation. The size, duration, and organization of WhyTry groups can all be adjusted to accommodate varying institutional and individual needs. The following are examples of common implementation strategies used by professionals in their schools or other institutional settings.

1. **Add WhyTry to an existing course for one period per week for one semester.**
   This is probably the most common WyTry implementation idea. WhyTry is added to an existing course, such as health, study skills or English, for one class per week. The regular course teacher handles non-WhyTry classes. This usually allows for 12-18 contact hours of WhyTry instruction.

2. **Create a new semester-long WhyTry course.**
   Create a full course dedicated to WhyTry provides plenty of time for discussion and activities. It could meet 2-5 periods per week. The “WhyTry Student Game Plan Journal” or a book like, “The Seven Habits of Highly Effective Teens,” could be used as textbooks. This allows plenty of time for activities.

3. **Advisory periods**
   These are regular sessions where selected students are pulled out of classes to meet with a counselor, social worker or teacher. WhyTry provides consistent curriculum for these mandatory sessions.

4. **Elementary classrooms or secondary homeroom**
   Every student gets 15-20 minutes of social and emotional skills every day using WhyTry. One day is a simple activity, another day is listening to a song, another day is a discussion. Each metaphor can be used as the theme for a month.

5. **Self-contained classrooms**
   These special behavioral classrooms offer maximum flexibility for integrating into WhyTry social and emotional skills into academics. WhyTry also provides a foundation for classroom management.

6. **After-school programs**
   Many schools and community centers have built after-school programs around WhyTry. It provides a structure with activities, media and valuable skills that engage youth and give them an alternative to destructive behaviors.

7. **Transition programs**
   The transitions from school to work, foster-care to independence, and incarceration to freedom are the most difficult and dangerous points in a young person’s life. WhyTry is used to provide crucial skills to help youth make the transition successfully.
Implementation Checklist

WhyTry Program Implementation Checklist

It is our experience that completing as many of the recommended items on the following checklist will help increase program success of and give you the greatest odds of obtaining your desired WhyTry outcomes.

**Start where you are: Implementation Basics**

- Identify if you plan on delivering the curriculum as a responsive toolkit, focusing on using it as self contained lessons/interventions (Partial Fidelity, i.e. a counselor uses “The Reality Ride” or “Defense Mechanisms” with an individual student to help process a conflict they were involved in) or progressively delivering all 10 metaphors/units of the curriculum as part of a course or group. (Full Fidelity)

- Identify who will be taught the WhyTry curriculum. (Individuals, Small Groups, Class-wide, School-wide, at-risk, etc.)

- Identify who will be teaching the WhyTry curriculum. (Counselors, Social Workers, Psychs, Behavioral Specialists, SPED Teachers, Gen Ed Teachers)

- Identify when and how often the WhyTry curriculum will be delivered and how many hours per week it will be delivered. (ad hoc Responsive toolkit to kids that end up in your office, weekly or bi weekly scope and sequence progressively working through the full curriculum.)
• Identify where you plan on delivering the WhyTry curriculum. (after school program, a teacher’s classroom, a counselor/social worker/psych’s office, other)
__________________________________________________________________
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• Identify desired outcomes (increased classroom engagement, decreased office referrals, decreased behavioral issues, improved resilience measure r score, other)
__________________________________________________________________
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• Identify required technical resources and a designated tech expert to assist with technical requirements (activated online account access, laptop or tablet support, access to YouTube, iTunes and other online media resources, access to an audio speaker, etc)
__________________________________________________________________
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• Identify other resources necessary for successful implementation (Printed material, journals, activity props, etc.)
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Keys for Long Term Implementation Success:
Leadership Resources

• Establish a Resilience Leadership Team consisting of individuals that can help drive the implementation. (May include district level directors, school directors or administrators, experienced or motivated teachers, etc.)
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
Establish a collaborative WhyTry Learning Community consisting of those that are implementing the program. Their purpose is to share successful solutions to challenges, success stories, etc. and to assist and encourage one another in your implementation. (This should include all onsite WhyTry facilitators from your school/organization and possibly some or all of the WhyTry Leadership Team. If you have neighboring areas that have implemented WhyTry you may consider combining into a larger WhyTry Learning Community.)

Schedule evaluation checkpoints for the Leadership Team and Learning Communities to review, evaluate, and discuss successes and challenges including review of how measuring your identified desired outcome(s) is going.

Schedule program evaluation meeting of the three main WhyTry keys to success that are covered in the Level 1 training (Surrendering the 1 Up, Relevance, and Framing). We recommend scheduling these at least once a month for the first three months after completion of the Level 1 training. (Month 1 = Review Surrendering the 1 Up, Month 2 = Review of Relevance, Month 3 = Review of Framing) We have included some sample training review meeting schedules and recommended content. These review meetings are best held after some attempt at usage to allow you to have experiences of success and challenge to draw upon.
WhyTry Program Fidelity Checklist

The purpose of this checklist is to help you create fidelity and best practices in implementing the WhyTry Program. Our experience has shown that facilitators that implement and employ the program using each of these lesson components and delivery techniques will see the most consistent positive outcomes.

*Note: This form can be used to track your implementation or as a simple checklist to gauge how effectively you are following the model with fidelity.

Setting Details:
Today's Date: _____________________________
Facilitator/s: ______________________________

Type of intervention (circle one): Classroom Small Group Individual

Group size (# students): ___________________________

Length of intervention session (minutes): ______________

Analogy covered during the intervention session: _______________________

Component Fidelity Checklist: (note: it is not necessary to include all of these categories of content in each individual lesson. However, it is recommended that throughout the course of implementation all categories should be used as much as possible for full fidelity.)

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Facilitator used attention getter.</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2. Facilitator taught the visual analogy</td>
<td>□</td>
<td>□</td>
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<tr>
<td>3. Facilitator used music</td>
<td>□</td>
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<tr>
<td>4. Facilitator used learning activities</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5. Facilitator used journal activities</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>6. Facilitator used video clips or other multimedia</td>
<td>□</td>
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</tr>
</tbody>
</table>

Comments, observations and notes:
________________________________________________________________________________________
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Skills/Techniques Fidelity Checklist: (note: definitions for each of these skills can be found below. More detail can be accessed in the facilitator competencies in the implementation section of the program materials.)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>1. Facilitator surrendered the 1-up relationship</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2. Facilitator effectively framed the lesson concepts</td>
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<td></td>
<td></td>
<td>3. Facilitator effectively delivered and processed learning activities</td>
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<td>4. Facilitator effectively delivered and processed video or multimedia</td>
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<td>5. Facilitator effectively used music for affect or to reinforce content</td>
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<td></td>
<td></td>
<td>6. Facilitator effectively shared stories and examples</td>
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<td></td>
<td></td>
<td>7. Facilitator effectively processed, asked and answered questions</td>
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<td></td>
<td></td>
<td>8. Facilitator uses techniques for effective instructions</td>
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<tr>
<td></td>
<td></td>
<td>9. Facilitator effectively manages time, flexibility and lesson environment</td>
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Comments, observations and notes:

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Component Definitions:

**Facilitator Uses An Attention Getter:** An “attention getter” is used when the facilitator begins the lesson with a short video clip, icebreaker, music, or group activity. This can include any other quick activity that will grab students’ attention and build relationships among the students and between student and facilitator. For example, have a “show and tell” where students and teacher take time to tell each other about hobbies, family, background, or recent vacations or events.

**Facilitator Taught The Visual Analogy:** Facilitator teaches analogy to students by introducing the core concept and walking the students through the analogy step-by-step, following the numbers on the hard copy poster or in the PowerPoint. In the case of a lesson where the analogy has been previously taught the facilitator may want to reference the analogy or review some of the principles taught.

**Facilitator Used Music:** Facilitator uses music during the lesson to reinforce content student is learning. This could be music provided in the WhyTry curriculum, or selected by the facilitator, and/or student(s).

**Facilitator Used Learning Activities:** Facilitator incorporates the use of learning activities reinforcing the concepts taught in the lesson. Activities may include brief object lessons, group activities and group movement activities.

**Facilitator Used Journal Activities:** Facilitator incorporates the use of Journal activities and assignments. These can be delivered in the printed journals if they are purchased or they can be printed individually from the program materials.

**Facilitator Used Video Clips Or Other Multimedia:** Facilitator incorporates the use of video clips and media from the lists of videos shared in the program materials. These could include videos produced by WhyTry as well as youtube clips or other online media resources.

**Facilitator Used Story Examples:** Facilitator incorporates the use of stories and examples to illustrate the principles taught in the lesson. These could include personal stories, stories from the lives of famous people, current events in the news as well as stories from our elementary book list.

Skill/Technique Definitions:

**Facilitator Surrendered The 1-up Relationship:** Demonstrates the basic principle of surrendering the one up (valuing others unconditionally) at all times before during and after class. The facilitator avoids dwelling on negative behaviors of students and seeks to focus on what students are doing right and praises them for it. Facilitator looks for ways to meet students where they are and seeks to establish a strong rapport and connection.

**Facilitator Effectively Framed the Lesson Concepts:** Facilitator creates learning readiness and buy in through careful “framing” for each concept. When framing, the facilitator focuses on language that will communicate the value and relevance of the information that is being shared. This may include helping students to see the answers to what is it, why is it important, and how does it relate to me?

**Facilitator Effectively Delivered and Processed Learning Activities:** Facilitator is prepared with props, instructions, and processing questions. Creates appropriate space and room setup for the given activity (i.e. object lesson vs. movement activity) Selects appropriate activities based on needs of the group and individuals within it. Aware of and addresses safety concerns. Establishes different roles in cases where students don’t wish to
participate. Able and prepared to coach students as needed. Facilitator completes the activity by processing the experience and making connections to the principles taught in the visual metaphor.

**Facilitator effectively delivered and processed video or multimedia:** Facilitator is familiar with each video and watches them before class, preparing what to say to setup the video (framing) and how to process each video. (possibly writing out questions/script.) When necessary, the facilitator uses freeze frame to explain context, process emotion of the subjects in the video, and points out what to look for while watching.

**Facilitator effectively used music for affect or to reinforce content:** Facilitator has songs queued up and ready to play at key moments to achieve desired effect (energize students or help them to calm down, introduce concept/theme, engage with humor, etc.) Facilitator at times may choose to process the message of the music or help students to recognize the way the music impacts them emotionally.

**Facilitator effectively shared stories and examples:** Facilitator looks for stories in the media and in everyday life that apply to the principles taught in the lesson. The facilitator uses stories to engage students and provide examples that illustrate how the lesson content is relevant to their lives. The stories shared are placed appropriately in the lesson flow and clearly connect to a key element (short story) or key concept (can be a longer story) of the lesson.

**Facilitator effectively processed, asked and answered questions:** The facilitator utilizes processing questions provided in the program activities and other lesson content. When those questions are not available the facilitator may follow the four “F’s” strategy. Has well thought out questions designed to help students with self-discovery. Makes connections between current and previously discussed concepts. Makes connections between student comments and course material.

**Facilitator uses techniques for effective instructions:** The facilitator incorporates techniques for giving effective instructions during activities to improve communication and increase level of student engagement. These techniques should include getting student attention, giving one instruction at a time, utilizing the four part sequence, avoiding unnecessary language and making sure students understand and are ready to move on.

**Facilitator effectively manages time, flexibility and lesson environment:** The facilitator follows strategies for managing the time and flow of the lesson, focusing on the key lesson objectives and pacing throughout the session. Challenges with student engagement are dealt with in a flexible manner and facilitator demonstrates ability to change the lesson plan “on the fly” based on student response. Particular attention is given to the room setup and environment, making sure that space is maximized for activities and arranged in a way that makes students feel valued and is optimal for student engagement.

**Comments and Notes:**
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10 Facilitator Competencies

1. Surrendering the One-up Relationship

Walking the talk
• Demonstrates the basic principle of surrendering the one up (unconditional love and valuing others) at all times before during and after class
• Strives to live the principle in all aspects of their lives

Connecting
• “Teacher Attitude” - Engages with students during exercises and breaks
• Uses WhyTry’s strategies for Surrendering the One-up Relationship

Being positive and hopeful
• Smiles frequently and communicates an attitude of hope that we can truly make a difference (inspiring the students through your example and attitude)
• Looks for positive things to say about the class
• Focuses on what students are doing right, not what they are doing wrong

Being respectful
• Avoids making jokes or using sarcasm that could be perceived as negative towards students or offensive to anyone in the room
• When using humor, avoids any potentially inflammatory subjects such as race, politics, religion etc. (Self-deprecating humor is good!)

2. Framing a lesson or concept

• Creates learning readiness at the beginning of each principle; engages students by “framing” the section
• Communicates conviction, passion, enthusiasm and a strong belief in the principle being taught. (creating student buy-in)
• Avoids planting seeds of doubt, negativity or apathy towards the message
• Makes connections between current and previously discussed concepts
• Makes connections between student comments and course material

3. Activity implementation

Preparation
• Is prepared with props, instructions, and processing questions
• Creates appropriate space and room setup for given activity (i.e. object lesson vs. movement activity)
• Selects appropriate activities based on needs of the group and individuals within it.
• Aware of and addresses safety concerns
• Establishes different roles in cases where students don’t wish to participate
• Able and prepared to coach students as needed
Framing
• Effectively frames the activity
• Provides demonstrations when activity set-up/instructions are complicated

During the activity
• Listens and observes during the activity – moves around and makes note of comments and behaviors of students to be used during processing

4. Using video and other multimedia

Preparing to use video
• Watches each video before class
• Knows what to say for each video (framing), possibly writing out questions/script

Setting up a video
• When necessary, uses freeze frame to explain context, who people are, what led up to this, etc.
• Explains what to look for while watching
• Engages students with questions, e.g."What would you guess happens here?"
• Uses strategic pauses during video to ask additional questions

Debriefing a video
• Doesn’t tell students what happened in the video
• Asks questions that focus on key behaviors from the video
• Reinforces principles and concepts of lesson
• Funnels questions from general to specific
• Allows students to make points, then adds information as necessary to complete the discussion
• Keeps focus on students’ impressions, not teacher’s

Setting up equipment
• Makes sure before class that equipment is properly set up and ready to go
• Understands how to set up and troubleshoot equipment issues
• Practices using equipment and troubleshooting to become proficient
• For music and video, utilizes remote control effectively

5. Using music

Using music for effect
• Has songs queued up and ready to play at key moments to achieve desired effect (energize, introduce concept/theme, engage with humor, etc.)
• Has playlists organized for class
• Uses relevant music (specific ties to group demographic, lesson concept, specific effect, etc.) not just personal favorite of the teacher

Use of music videos
• When there is time, incorporates WhyTry music videos into the lesson plan.
• Asks discussion questions for the videos (sometimes pausing video and pointing out key lyrics, etc.)

6. Storytelling

Finding
• Looks for stories in the media and everyday life that apply to WhyTry principles

Engaging
• Builds suspense without prematurely revealing the punch line or resolution
• Uses details to create the characters and paint a picture
• Involves students by asking questions
• Delivery: increased energy, dramatic pauses, varied pacing, and use of voice

Connecting
• Story placed appropriately in lesson flow to connect or make a point
• Has a moral that clearly relates to a key element (short story) or key concept (can be longer story) of the lesson

Is Appropriate
• Is not too long (doesn’t make a meal out of a snack) – Keeps to a length of 3 to 5 minutes in most cases
• Is relevant to the students/class
• Avoids potentially inflammatory material such as religion, politics, race or sexual orientation, etc.
• Mix of personal and real-world stories (i.e. famous people, current events, literature, film, etc.)
• Mix of success and failure stories (Not all stories should be success examples. We can learn great things from stories of struggle or failure.)

7. Questions and Processing

Effective Processing
• Utilizes the four F’s
• Ability to adapt processing to time constraints
• Has a clear understanding of the tie-in to the principles being taught
• Makes processing a priority with every activity, video, etc.

Asking Questions
• Has a point in asking the question
• Doesn’t answer own question; comfortable with silence and will wait for answers
• Has well thought out questions designed to help students with self-discovery
• Can ask questions “on the fly” in response to student discussion
• Questions help students relate material to their experiences
• Doesn’t ask questions that have one “right” answer (open vs. closed questions)
• Ability to dig deeper when students give a general answer

Answering Questions
• Shows concern
• Clarifies questions as needed
• Ability to use questions as the basis of a good group discussion

8. **Effective instructions**

• Gets student attention
• Gives instructions one at a time
• Utilizes four-part sequence
• Avoids unnecessary language (phrases like, “Now I would like you to…” etc.)
• Makes sure students understand and are ready to move on

9. **Schedule management**

**Managing Time**
• Maintains awareness of key lesson objectives; strives to effectively use class time to achieve these objectives
• Teaches all lessons without skipping key material or rushing at the end
• Class is well-paced throughout
• Appropriate ratio of teacher talk to student activity
• Refrains from lecture; manages class discussion while still moving through the material

**Managing student problems effectively**
• Models the principles of surrendering the one-up when dealing with problems (especially if attacked)
• Manages problems such as:
  • tardiness
  • hostile questions
  • side conversations
  • inappropriate behavior
  • talking on cell phone, etc.

10. **Flexibility**

• Ability to adapt and change lesson plan “on the fly” based on student response
• Ability to recognize when students have become disengaged
• Implements state changes to maintain maximum attentiveness
The Flexible Lesson Plan:

The Key:

**FLEXIBILITY**

“It is important to be able to change your lesson plan on the fly based on the way that your group is responding.”
- Dr. Cristal Mcgill, Ph.D.

Flexible Lesson Elements:

**Attention-getter** – This can include music, an object lesson, a “Surrendering the One-up” activity, or a brief movie clip.

**Visual Walkthrough** – Use the teacher’s manual, posters, and other resources to teach the visual analogy. This element makes up the core of the lesson.

**Music** – Listen to WhyTry music. Provide students with the lyrics to follow along, then process the song.

**Learning Activities** – This gets students involved in the lesson and maintains attention and energy.

**Journal Activities** – This allows students to apply WhyTry to themselves. These can be done in class or as a homework assignment.

**Example Stories / Resources** – Use any other resources or examples you feel would be appropriate to meet your students’ specific needs.
Flexible Lesson Plan Template:

Date:____________________________________

Unit:____________________________________

Attention-getter / Warm-ups / Brief movie clip: Time:_______________

Priority:_______ Visual walkthrough: Time:_______________

Priority:_______ Music activity: Time:_______________

Priority:_______ Learning activity: Time:_______________

Priority:_______ Journal activity: Time:_______________

Priority:_______ Example stories / Resources: Time:_______________

Total Lesson Time:_______________
The First Day Of Your Class Or Group

First impressions are important. They set expectations and create a context for the experiences that follow. When beginning a new WhyTry class or group, the first day is always critical, and usually challenging.

To help with that first day, WhyTry has prepared a sample Day One Lesson Plan. Of course, the length of classes vary, as do group sizes and many other variables, so this plan is just a suggestion; but it is a suggestion based on the cumulative experience of many WhyTry teachers over the last five years.

Setting:

How is the room set up? Is it as comfortable and inviting as the setting allows? Is the group small enough to arrange the chairs in a circle? Don't strain yourself. Just give it some thought and do the best you can.

Part of the setting is music. Music should be playing when the students enter the room. You can play pretty much anything, but preferably something they like. When they walk into a room and music is playing, it tells them something different will be happening in that room.

Greeting:

Stand in the door and greet the students. Greet the ones you know by name. After the students are seated, you may want to briefly introduce yourself, or it may be more powerful to have everyone stand up and get right into an activity. Pick one of the following activities:

<table>
<thead>
<tr>
<th>Activity:</th>
<th>Name Warp Speed (5 min.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity:</td>
<td>Values Continuum (10 min.)</td>
</tr>
</tbody>
</table>

Introduction:

This is the time to introduce the WhyTry Program. Below are some of the important things to cover. (15 min.)

Introduce yourself - Let the students know a little about you. Share appropriate information to let them see you as a person.

Class expectations- Explain what the class is about. Try to remove any stigma associated with the class. You might tell them that this class is intended to help them enjoy school a little more and they will learn some ways to “work the system” better. You might also frame the class as a leadership development course, since some schools use it that way.

You may want to tell them that this class will be different from any other class. They may do things they don't get to do in other classes. Many students say that the WhyTry class is their favorite
class. The WhyTry class is usually a lot of fun, but it is not always easy. Everyone’s participation is needed to make it work.

Confidentiality: Emphasize that confidentiality is required for this class. Sometimes things will come up that should not be discussed outside of class.

Rules: You may want to set up some class rules. Have the students suggest some rules. No need to get elaborate. Here are some typical rules:

1. Eye Contact – Class members (including the teacher) must make eye contact with the teacher and each other when they speak.
2. Gratitude – Class members must express gratitude for everything they receive and every courtesy shown.
3. Respect – Class members will treat one another with respect, by listening when anyone in the class speaks, making eye contact, and expressing gratitude.

Student Survey: (10 min.)

You may want to have students fill out the student info sheet on the opposite page. This will provide you with more information.

Activity: Values Continuum (10 min.)

Activity: True or False (5-10 min.)

(This is a nice end-of-class activity because it can end at any time without impacting the activity.)

Send-off:

Stand by the door and thank each student for coming as they leave the class. Play some positive up-beat music as they leave.
Activity: Name Warp Speed

Spatial Requirements: Classroom with moderate space required
Activity Type: Movement/group
Grades: K-12
Group size: 10 or more
Time: 5 minutes

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

Materials:
• 1 stopwatch

Activity:
Have the group form a circle. Challenge the group to go around the circle and say their name, in order, as fast as they can. Select a starting person and an ending person. Start the timer on the starting person and let the group know the ending time. Challenge the group to beat their time on round two. On the third round, ask the group if there is anything else that they can do to shorten the time. After the group has come up with several options (like holding hands and squeezing your partner’s hands as soon as you say your name, standing closer together, more focus/concentration, etc.), have them try to beat their old record. Hopefully they will improve each time. On the final round, say, “I’ll bet we can do it under two seconds.” Have one of the facilitators stand in the middle of the group and say, “I will spin around as fast as I can. When I point to you, say your name.” Time the final round and share the results.

Processing the Experience:
• When I said that we could do it less than two seconds, how many of you thought it was impossible?
• Did we improve each time?
• What do we mean when we say to think outside the box?
Activity: Values Continuum

Spatial Requirements: Classroom with moderate space required
Activity Type: Movement/group
Grades: 2-12
Group size: 10 or more
Time: 5-50 minutes (can be scaled to any time)

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

Materials:
• A wall to line up against (optional)

Activity:
Ask the group to line up against the wall. Then ask all the people who like trucks to move to the right end of the line, with sports cars to the left end of the line, and sedans and mini-vans in the middle. Now, wherever someone is standing in the line, they are standing beside someone with similar interests. Now ask them to line up according to the kind of music they like, with music types that might include: classical, jazz, pop, top 40, country, alternative rock, classic rock, metal, hip hop.

You can keep going as long as you want, and each time, people will move around and learn something about the people around them. Here are some possible ideas to line up by:

Chocolate v. vanilla
Dogs v. cats
Number of siblings
Number of schools attended
Democrat v. Republican
Lil Wayne v. 50 cent
Macaroni & cheese v. Ramen noodles
Pie v. cake

Processing the Experience:
• What surprised you about the people at your end of the line?
• Did you have a hard time deciding?
Student Info Sheet

Student Name: _____________________________________________________________

Grade:__________________________ Phone:___________________________________

Favorite Music:________________________________________________________

Favorite Food:_______________________________________________________________

Favorite Dessert: ____________________________________________________________

Favorite TV Show: ___________________________________________________________

#1 Vacation Choice:____________________________________________________

Passion/ Hobbies/ Career interests: ____________________________________________________

_________________________________________________________________________________

Snapshot: (Circle where you see yourself 1= Things are bad, vs. 10= Things are great. Explain why.)

School:  1. 2. 3. 4. 5. 6. 7. 8. 9. 10. ____________________________________________

____________________________________________________________________________

Peers:  1. 2. 3. 4. 5. 6. 7. 8. 9. 10.  _____________________________________________

_____________________________________________________________________________

Home:  1. 2. 3. 4. 5. 6. 7. 8. 9. 10.  _____________________________________________

_____________________________________________________________________________

Is there anything we can do to help you?_________________________________________

_____________________________________________________________________________

What are your goals for the school year?_________________________________________

_____________________________________________________________________________

Do you have any career goals?_________________________________________________ 

_____________________________________________________________________________
No “F” Game Plan Contract:

I __________________________ starting today commit to do the following for this semester:

1. **Attend every class:**
   Sit up front (if possible), listen, be respectful, and ask questions. Most important of all, never skip class!
   
   *(This is the key for you to reach out and connect with your teacher(s). If your teacher is aware of you putting forth more effort and showing them respect, then that teacher will be more likely to give you the help that you need to pass their class.)*

2. **Do all the homework:**
   Make sure that you turn in your homework on time and receive full credit for it.

3. **Ask about extra credit:**
   If you are still failing after doing steps 1 and 2 above, then ask your teacher if you can do some extra credit to make sure you pass their class. It’s good to be prepared with a couple of suggestions of things that you would be willing to do for extra credit.
   
   *(Remember, connecting with your teacher is your best resource when you are struggling to pass a class!)*

Signed: __________________________ Date: ______________
Teacher’s Signature: ____________________________________________
Using Music, Video Media and Web Resources
Using Media and Web Resources:

Video resources:
We have put together a list of thematic video clips in the public domain (Youtube and Google Video) that can be used as attention-getters or as a way to discuss and reinforce the WhyTry lessons. We also have a tutorial showing how to download video clips for free from the Internet so that you can play them from your computer hardrive.
www.whytryprogram.org

Downloading and converting web videos for use in the classroom:
If you are looking to download a video clip from Youtube.com or another online video source, go to:

Video-sharing service for educators:
If you would like to access some great educational video resources or share some of your own video materials, there is a great site for this:
www.teachertube.com

Music resources:
To see a list of themeatic songs and links to iTunes iMixes of those songs, please visit the musiuc resources section of the program materials when you access your account at:
www.whytryprogram.org

Fair use of media resources:
For guidelines and resources on “fair use” policy and what is legal to use in educational and classroom settings, visit:
http://www.centerforsocialmedia.org/resources/

Using Technology in the classroom:
For a list of ideas on how to incorporate technology in the classroom here are a couple of site with great suggestions and links to additional resources:
https://www.emergingedtech.com/2014/10/technology-create-lessons-that-arent-boring/
https://www.prodigygame.com/blog/ways-to-use-technology-in-the-classroom/
https://education.cu-portland.edu/blog/classroom-resources/using-classroom-technology/

10 Reasons Today’s Students NEED Technology in the Classroom:
https://www.securedgenetworks.com/blog/10-reasons-today-s-students-need-technology-in-the-classroom
Using Music in the Classroom

The following strategies can be very helpful in establishing an environment where students will be willing to listen to different kinds of music, and be tolerant for other people’s taste in music. They can also help students to be open to discussions about and learning through music.

Create expectations:

We recommend establishing some rules and expectations for using music. You may want to say something like, “we have special permission to use music in this class (or group) but in order to do so we all need to agree to the following rules.”

1. We all agree to be willing to listen to different kinds of music and to be tolerant and respectful of other people’s taste in music. (note: it may be a good idea to play a game of name that genre with students to help establish how different different kinds of music can be and then discuss what it means to be tolerant)

2. We all agree to be willing to enjoy music and to learn from it. (note: it could be helpful to have a discussion about how we can learn from music)

Notes:
Music Resources:

Four effective ways to use music with students:

Before Class:
Playing music before class can help set the tone for the class and help create a learning atmosphere. If you are planning on doing some activities at the beginning of class, then some “upbeat” music will add energy to the group. If the lesson calls for a more quiet, contemplative or emotionally challenging session, then you might use some softer classical or instrumental music to set that tone.

During Movement:
Whenever your lesson calls for movement, such as an activity or rearranging the chairs and desks to do an activity, then you should take the opportunity to play some faster-paced music. If you have never done this before, then you will be amazed to observe the difference in the energy level of your students while the music is playing.

Background Music:
Background music acts as a musical filter during discussions or group activities, blocking out sounds from one group that might interfere with another group. Background music also can help students remain focused and on task when working on an assignment or sitting quietly at their desk.

At the end of class:
Positive music at the end of class can leave students with a positive impression of the time that was just spent with you. Music has a powerful ability to impact the emotions that we feel. Remember, the last thing that you feel at the end of a class is often what stays with you. The next time a student thinks about your class, they will remember that positive feeling they had.

Notes:
Obstacles are the stepping stones of success

By Harvey Mackay (www.mackay.com)

A man was walking in the park one day when he came upon a cocoon with a small opening. He sat and watched the butterfly for several hours as it struggled to force its body through the little hole. Then it seemed to stop making any progress. It looked like it had gotten as far as it could, so the man decided to help the butterfly. He used his pocketknife and snipped the remaining bit of the cocoon.

The butterfly then emerged easily, but something was strange. The butterfly had a swollen body and shriveled wings. The man continued to watch the butterfly because he expected at any moment the wings would enlarge and expand to be able to support the body, which would contract in time. Neither happened. In fact, the butterfly spent the rest of its life crawling around with a swollen body and deformed wings. It was never able to fly.

What the man in his kindness and haste did not understand was that the restricting cocoon and the struggle required for the butterfly to emerge was natural. It was nature’s way of forcing fluid from its body into its wings so that it would be ready for flight once it achieved its freedom. Sometimes struggles are exactly what we need in our lives.

If we were allowed to go through life without any obstacles, we would be crippled. We would not be as strong as what we could have been. And we could never fly.

History has shown us that the most celebrated winners usually encountered heartbreaking obstacles before they triumphed. They won because they refused to become discouraged by their defeats.

My good friend, Lou Holtz, football coach of the University of South Carolina, once told me, “Show me someone who has done something worthwhile, and I’ll show you someone who has overcome adversity.”

Beethoven composed his greatest works after becoming deaf. George Washington was snowed in through a treacherous winter at Valley Forge. Abraham Lincoln was raised in poverty. Albert Einstein was called a slow learner, retarded and uneducable. If Christopher Columbus had turned back, no one could have blamed him, considering the constant adversity he endured.

As an elementary student, actor James Earl Jones (a.k.a. Darth Vader) stuttered so badly he communicated with friends and teachers using written notes.

Itzhak Perlman, the incomparable concert violinist, was born to parents who survived a Nazi concentration camp and has been paralyzed from the waist down since the age of four.

Chester Carlson, a young inventor, took his idea to 20 big corporations in the 1940s. After seven years of rejections, he was able to persuade Haloid, a small company in Rochester, N.Y., to purchase the rights to his electrostatic paper-copying process. Haloid has since become Xerox Corporation.

Thomas Edison tried over 10,000 experiments before he was able to get his light bulb to work. Upon being asked how he felt about failing so many times, he replied, “I never failed once. I invented the light bulb. It just happened to be a 10,000-step process.”

Franklin Delano Roosevelt, elected President of the United States for four terms, had been stricken with polio at the age of 39.
Persistence paid off for General Douglas MacArthur. After applying for admission to West Point twice, he applied a third time and was accepted. The rest is history.

In 1927, the head instructor of the John Murray Anderson Drama School instructed student Lucille Ball to, “Try any other profession. Any other.”

Buddy Holly was fired from the Decca record label in 1956 by Paul Cohen, Nashville “Artists and Repertoire Man.” Cohen called Holly “the biggest no-talent I ever worked with.”

Helen Keller, the famous blind author and speaker, said, “Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, vision cleared, ambition inspired and success achieved. Silver is purified in fire and so are we. It is in the most trying times that our real character is shaped and revealed.”

Mackay’s Moral: There is no education like the university of adversity.
Training Evaluation Form and Survey

How did you hear about this training?

- Email from WhyTry
- Word of mouth
- Asked to attend
- Online search
- Other: _______________________

Overall training evaluation:  

- Poor  
- Fair  
- Good  
- Very good  
- Excellent

Overall facilitator effectiveness:  

- Poor  
- Fair  
- Good  
- Very good  
- Excellent

What did you value most from this training?  

How could this training be improved?  

General comments:  

What is your current plan for implementation of WhyTry?

How would you like to see WhyTry implemented in your school/organization in the future?

Name: ________________________________  
School/Organization: ___________________  
Position: ______________________________  
Date: _________________________________