

Get Plugged In

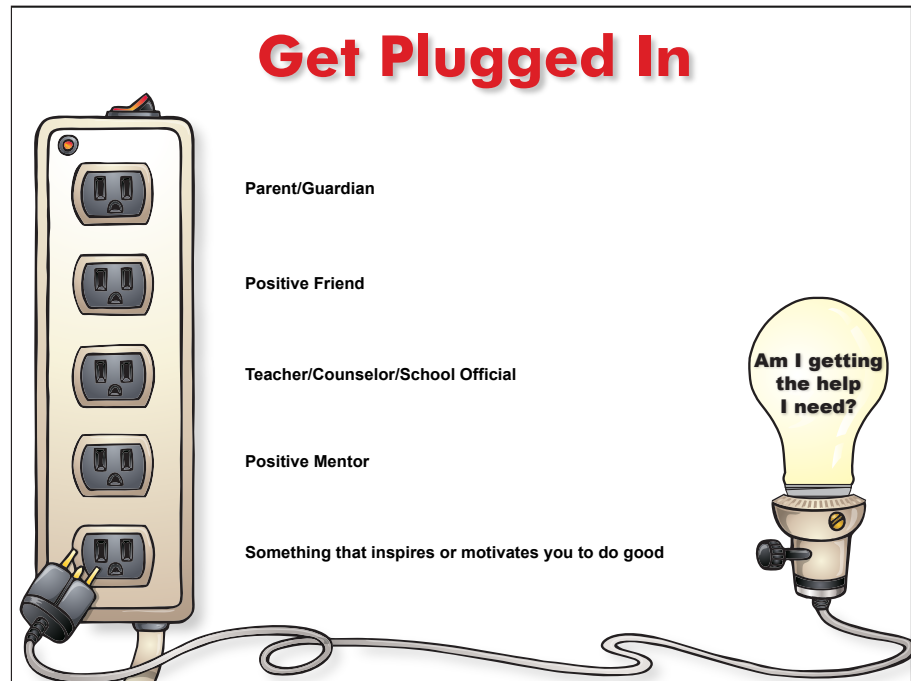
Introduction

Key Concept:

Getting help is not a weakness, it is a strength! Challenges become easier when you have a positive support system to help you overcome them. YOU have the power to create a support system if you don't have one. YOU have the power to strengthen a support system if yours is weak.

Vocabulary

- Teamwork
- Support system
- Heroes
- Role models
- Social skills
- Resources
- Inspire
- Connections
- Mentor



Secondary Concepts:

- Your success and happiness in life are almost completely dependent on your ability to create and maintain positive relationships.
- Identifying and tapping into the five connections above will help you see your future more clearly.
- Getting help from others is a strength, not a weakness.

Personalize your Lesson:

- How important have support systems been for you when you had difficult challenges in your life?
- Can you think of any examples where others (friends, family, teachers, etc.) have helped you during difficult times?
- What can you do more of to show your students you are one of their support systems?

Activity:

To introduce this lesson, complete the attention activity "Rabbit, Moose, Walrus." (See the "Learning Activities" section under "Get Plugged In.")

Get Plugged In

Lesson Plan: Introducing Get Plugged In

You can't be an island—you've got to get connected with other people. Your success and happiness in life are almost completely dependent on your ability to create and maintain relationships.

Getting plugged in to the people who can help you reach your goals is only the first step. After that, you need to think about people you can help when they get plugged in to you.

This analogy was introduced during the motivation (dams) lesson and its importance has been discussed during each analogy, so you may want to briefly review the other steps

as you teach this analogy.

This picture gives students insight on the types of support systems available. "Get Plugged In" focuses only on five support systems, but there are many more. Help the students to see that there are many supports available, but often they must put effort into getting plugged in. Often when a person has a greater support system, they are that much more likely to be able to overcome challenges and reach their goals. Remember to be sensitive as you teach these five support systems, especially with the first connection of parent or caregiver, because students come from a wide va-

riety of circumstances and situations. Emphasize to them that even if they can't connect to all five of these support systems, they should try to connect with as many as they can.

The following steps will enable your students to create a support system to help them deal with their challenges.

Put up the poster of "Getting Plugged In." Go through the steps on this poster to remind students of different people and things they can get plugged into for help. Use the poster to discuss why this is important for them to accomplish their goals and dreams.

Get Plugged In

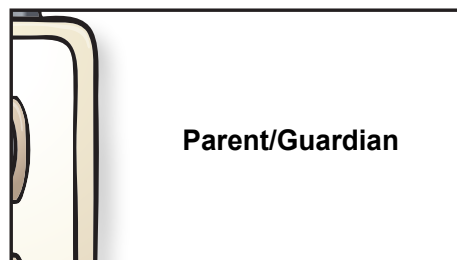
Lesson Plan: Visual Analogy Walkthrough

1. Parent/Guardian

Question

How much time each day do you spend with your parents or caregiver?

Tell them that if they aren't spending at least 30 minutes a day, they should create more time. You may want the students to answer this question to themselves.



Discussion

The first support system we have in life is our parents. We should put effort into this support system because it's our first and often the one that lasts the longest. We tend to

take our frustrations out on family, especially on parents. We do this because we know that they love us and they will stick by us during tough times. In fact, they are usually in our lives long after friends have come and gone. One of the best ways to improve relationships with parents or caregivers is to spend time with them daily, if possible.

Brainstorm with your students

creative things they could do to spend more time with their parents, such as eating dinner with them, playing a game, finding out what kind of music they listened to when they were young, and so forth. Encourage them to do activities with their parents and grandparents that help them get to know their parents and grandparents better.

Questions

Ask them the following questions as examples:

- Why did your parent choose a certain career?
- What were some of your

parent's challenges when they were your age?

- Who was the first boy or girl that they kissed?
- What is a positive attribute that your grandparents have?

Try to incorporate it in your life. For example, if your grandparents gave blankets to the homeless in the winter, you can keep the tradition going.

Discussion

Explain that they can learn more about themselves by learning about their ancestors. If students have siblings, encourage them to do at least one

fun activity with their siblings a week. Encourage them to notice the sacrifices that their parents or caregiver make for them. Just like their parents are sometimes patient and forgiving with their mistakes, it is important that they forgive their parents when they aren't perfect. Being patient with family members' flaws is an important part of keeping these relationships strong. Encourage students to be respectful of their parents' time and stresses, but be creative in looking for ways to spend more positive time with them.

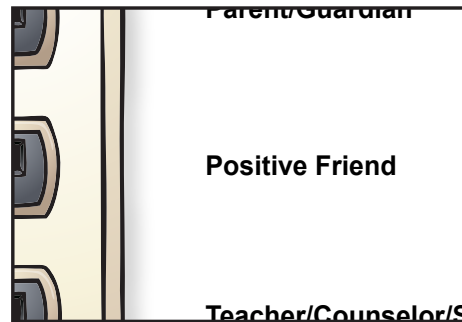
2. Positive Friend

Question

Do your friends do things with you that help you to have more opportunity, freedom, and self-respect? (You may want the students to answer this question to themselves.)

Discussion

Tell your students that if the answer to the above question is "yes," they are probably plugged in to positive friends. If they feel fear, pressure, or lack of respect when they are with a friend, that friend is probably not a positive one. If they feel in control and better about themselves when with a friend, they have a positive friend. Emphasize that they can know they have a REAL



friend when that friend does things that help, not hurt them. If needed, remind students of the things discussed in Chapter 4: "Climbing Out."

Remind the students that one negative friend can have a negative impact on their future. On the other hand, plugging into a positive friend can help them reach their goals.

Discuss with students the importance of having many

friends. They can learn a lot from having friends of different backgrounds, races, and ethnicities. Emphasize that respecting others who are different than them and making friends with others makes them well-rounded people. As they get older, they will very likely work with a wide variety of people. The more types of people they can get along with, the greater their opportunities. Tell the youth that relationships with others will be very important in almost every job. They can prepare now by having a wide variety of positive friends. One of the best ways to get more positive friends is by being a positive friend.

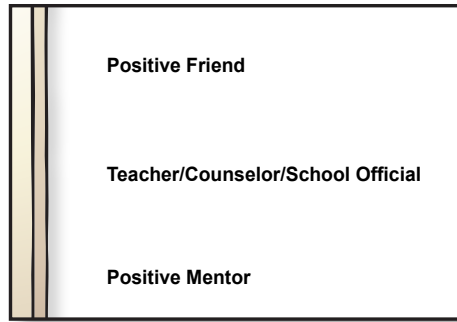
3. Teacher, Counselor, School Official

Question:

Make sure that someone at school knows the real you and what you can become with their help. How will that person help you reach your dreams and potential?

Discussion

School is a great place to get plugged in, not only with peers but also with school officials. Let students know who some of the individuals are in your school that are available to them for help. These individuals include other teach-



ers, counselors, and the school principal. If possible, have some of those individuals come in to your room and introduce themselves, explaining things that they can do to assist students.

Point out the importance of letting someone know the "real me." If needed, review Chapter

2: "Tearing Off Your Label." Help them understand what they can become with others' help. Let them know that while others can help them, the reality is they must work hard themselves and make things happen. Emphasize that people are much more willing to help them if they work hard themselves.

Challenge

Challenge students to identify one person at school who could help them with their future.

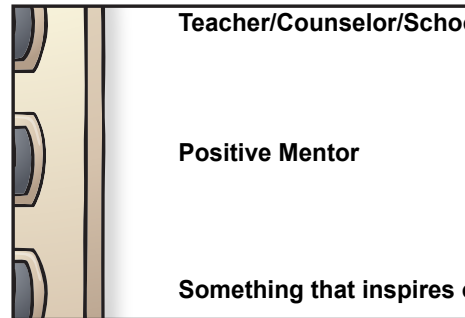
4. Positive Mentor

Question:

Who can you identify that has accomplished goals and dreams similar to those that you want to accomplish? What are qualities about this person that you respect and admire and that you would like to develop?

Discussion

Explain what a mentor is and how a mentor could help them. A mentor can be someone who assists us in achieving our goals. Often a mentor has already achieved a goal that we have, and because of their experience, can help us do the same. Give students the following example: If you have always wanted to be a firefighter, but you aren't exactly sure how to become one, you could con-



tact your local fire station and ask if someone could help you learn the steps to become a firefighter.

A mentor can also help with things other than a career. A mentor can help us with a hobby, show us how to pass a class, or help us with a challenge.

There are various ways to get plugged in to a mentor. Discuss with students ways to find a mentor: A mentor could be a family member who has

accomplished something they would also like to accomplish. A mentor could possibly be a counselor or teacher at school. The important thing is for them to keep their eyes open for someone who can help them be successful. If they have a difficult time finding a mentor to help them reach a certain goal, they can go to the library and read about someone who accomplished what they want to achieve.

Once they identify a mentor, instruct the students to pay close attention to the positive qualities that helped their mentors achieve their goals: Did they work hard? Are they really honest? How do they treat other people? How much education do they have? What were the sacrifices they made to achieve their goals?

NOTE:

Emphasize and remind students that it is important that their parents approve of their mentor. A positive mentor would never hurt them in any way.

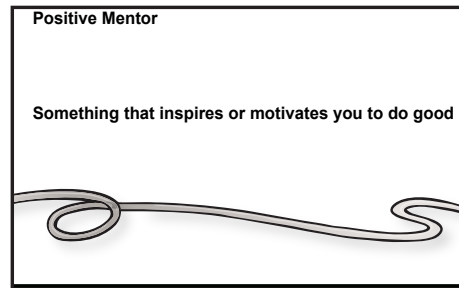
5. Something that inspires or motivates you to do good

Question:

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? What is your passion, purpose, or interest?

Discussion

Encourage the students to figure out what motivates them to do good. They could be motivated to do good by their self-respect or because they care about others. Maybe they realize that doing bad things



and hurting others takes them farther from their goal. Encourage them to identify things or people that inspire them to do good. Their inspiration could be a good friend, or respect for their parents or a teacher.

Brainstorm with them about people they know who have done positive things. Discuss

what motivates people to be nice to others or to help others. Discuss with the students how they feel when they do positive things.

Help the students identify as many fun things as they can that don't get them into trouble. Some examples might be sports, hiking, fishing, hanging out with positive friends, hobbies, service, and so forth. The reality is, if they want lasting fun, they must identify what motivates them to do good.

6. Conclusion

Activity 1

Have a large jar full of candy -- such as M&Ms or friendship hearts -- that you have counted out beforehand. Give each student a 3x5 card and pencil. Have them silently guess how many candies they think are in the jar, and write it on their card. Then have the students pair up and discuss with a partner how many pieces they think are in the jar. Have them make a guess as a partnership and write it on their card. Then have the partnerships



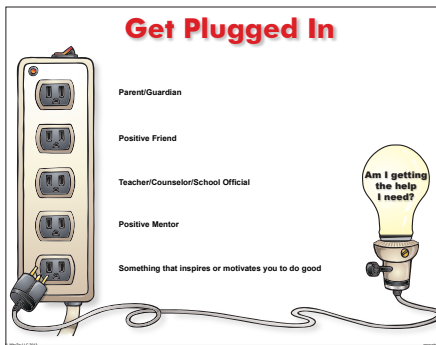
pair up with another pair, creating a group of four. Once again, have them discuss and make a guess. Have students go back to their own desks. On the board or overhead, list the guesses. List individual guesses in the first row, then list the partners' guesses on the second row, and the group

guesses on the third. Tell the students the actual number of candies, and discuss how many were closer as groups or with partners than as individuals. Discuss whether or not students thought it was easier to guess alone or as groups.

Activity 2

Have students turn to the Introductory Activity page for this chapter in their WhyTry Journals. Have them list each of the steps for "Plugging In." Next to each step, have them write or draw someone or something in that step that they know can help them get plugged in.

7. Review Lesson



Vocabulary

For the review lesson, have students define the vocabulary words listed in the introductory page of this chapter in their WhyTry Journals. This will help increase understanding of the analogy and give you an opportunity to assess comprehension and retention from the overview lesson.

Visual analogy

In their WhyTry Journals, students have a copy of the visual analogy. Have students use this to do a review/walk-through of the analogy. Have them make notes, answer questions, or use a personal example to explain the concept.

8. Reflection Question

Until the next WhyTry class, ask students to consider the Get Plugged In reflection question:

Am I getting the help I need?

