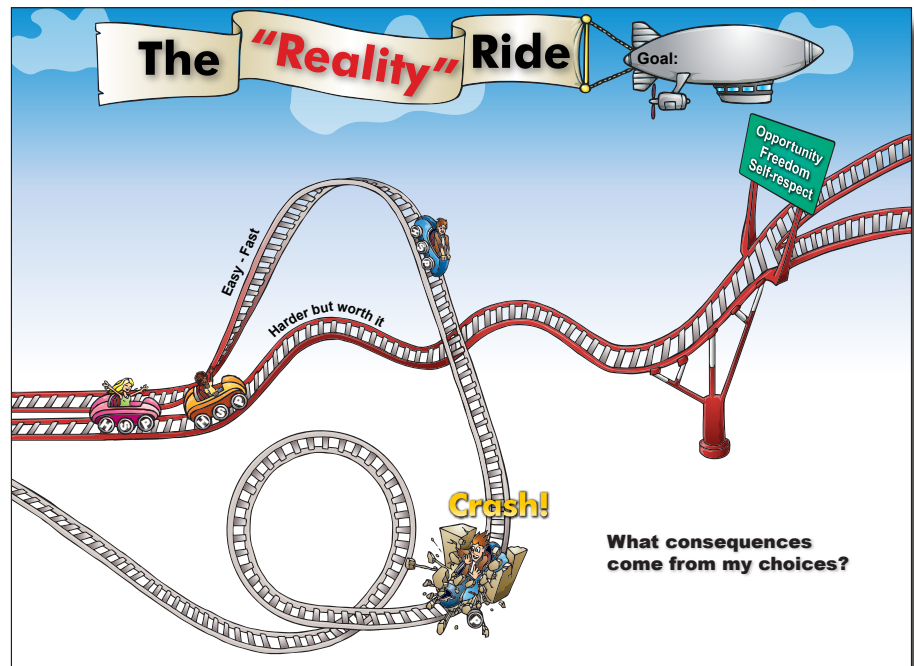


The Reality Ride

Introduction

Key Concept:

Each decision we make has a consequence. The decisions we make today directly affect the future.



Vocabulary

- Reality
- Goals
- Challenges
- Choices
- Consequences
- Trouble
- Value

Secondary Concepts:

- We all experience challenges at home, at school, or with peers.
- It's important to be aware of the consequences of our decisions.
- Each new day is an opportunity to change and make good choices.
- Remember, "You are free to make your own decisions, but you cannot choose the consequence."

Personalize your Lesson:

- Can you think of any time in your own life when you were on the easy-fast track?
- Have you ever had to face a difficult consequence as a result of a decision you made?
- How has the "harder but worth it" track been worth it for you?

Activity:

To introduce this lesson, complete the attention activity "Count Your Fingers." (See the "Learning Activities" section under "Reality Ride.")

The Reality Ride

Lesson Plan: Introducing Reality Ride

Watch a short video segment of roller coasters and/or amusement park rides.

Questions:

- How many of you have ever ridden on a roller coaster?
- Did you like it?
- What makes the ride fun or not fun?
- Do you think you could have stayed on the ride all day?

Why not? How long do you think the ride would continue to be fun?

Show a picture of a roller coaster or ask the students to think back on the video of the roller coaster. Ask:

- Look at this roller coaster. Can you see a pattern? What happens each time

the roller coaster goes up? (It comes back down.)

- What happens when the roller coaster climbs higher more sharply? (It comes down more quickly and sharply.)
- What about the little small inclines? Do they go down as sharply?

NOTE:

Emphasize that what can make the ride fun for a while -- the big steep climbs and the fast dropoffs -- can get tiring and old after a little while and will eventually make you sick or not feel good.

The Reality Ride

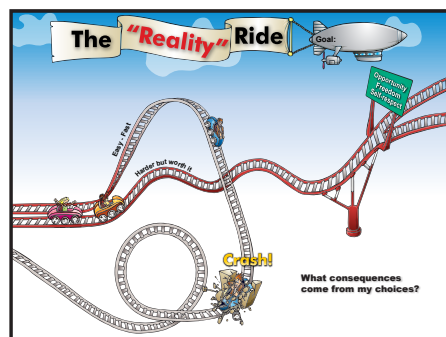
Lesson Plan: Visual Analogy Walkthrough

1. Poster

Show the poster of "The Reality Ride."

Discussion

Tell students that this ride is called "The Reality Ride." Explain that you are going to talk about this ride today, and when you are done, you will want them to be able to tell you what this ride teaches. Tell students that if they can do that, you promise that they will learn one way they can get more opportunity, freedom and



self-respect.

The Reality Ride has two different paths you can choose from.

Questions

Notice the first one. It rises up

pretty fast. But then what happens? It drops off very quickly and crashes right into a wall.

Now look at the second choice. What happens on this ride? The ride still has ups and downs, but they are more gradual. Does the ride crash?

What happens at the end of the ride? (We don't know, but we can see that the rider has more choices ahead, so the ride's ending depends on the rider.)

2. Reality

Look at the name of this ride. It is called the Reality Ride. Let's talk a little about what that means.

Question:

What does the word "reality" mean to you?

Discussion:

Emphasize that reality is what



is real or what is actually happening in our lives. For example, "Us sitting here looking at this picture right now is reality." Let students know that this picture shows one reality of life: our choices eventually have consequences.

Question:

Reality and fantasy are opposites. Can you tell me some things that are fantasy?

Write:

Write the words "fantasy" and "reality" on the board and have the students make a list of things under each word.

3. Choices + Time

Discussion:

Return to the poster and explain that this is the Reality Ride. Real life can sometimes be like a ride. We have ups and downs. We have challenges and choices. How we choose to deal with our challenges determines which path we take on this ride. Look back at the picture of the reality ride. The car has three wheels. These three wheels take the rider up and down the ride of life. Each of these wheels has a letter on it that represents a place where you spend a lot of your time.

- The H stands for Home.
- The S stands for School.



- The P stands for Peers (or friends).

Write:

List home, school, and peers on the poster.

Discussion:

We know that one of the realities of life is that everyone has challenges. Let's list some of the challenges you might have in each of these three places.

Write:

- Home: Too many rules, Parents are too strict, divorce,

fighting, not enough money, etc.

- School: Don't understand, confused, bored, behind, too hard, too much homework, etc.
- Peers: Don't have a lot of friends, bullies bother you, don't fit in, fight with friends or other kids, kids are mean or pick on you, don't have the "cool" clothes or shoes, peers try to get you to do things that get you into trouble.

Discussion

Go back over the list and have students talk about ways they can deal with these challenges that might get them into trouble. For example: Too much homework, so they don't do it.

NOTE:

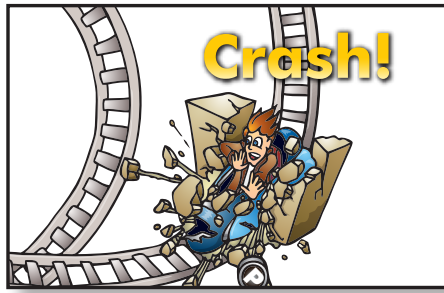
Show that you understand that dealing with these challenges can be tough. You may not have any control over these challenges, but you have control over how you deal with them. For example, you may not be able to control how much homework you are given, but you have control over whether or not you do it.

4. Choices + Consequences

Discussion:

Then go over what the consequences are for those choices. For example: Too much homework, don't do it, get a bad grade, miss recess, get held back, etc. Does that give you more opportunity, freedom and self-respect?

Emphasize that whenever you do things that get you into trouble it is like being on the first ride. It may seem like fun for a while, you may even get away with it for a while, but eventually you will crash. The short-term thrill is not worth the crash.



Question:

Look at the two tracks of the reality ride. How are the two tracks different?

Discussion

- The first track goes way up, then comes down with a crash.
- The second track doesn't go way up or way down, but is more level. It splits out into two directions in the end.

- The first track has a loop and it always takes you back to the place that you started. (You may want to point out that the whole first track is like a big loop.)
- The second track continues forward in the same direction and has options. It also leads you towards your goal.
- The second path is harder because it continues to climb higher and higher.

Questions

- Who can support you? Who are people you listed as support systems?
- What is some positive self-talk we can use to stay on the second track?

NOTE:

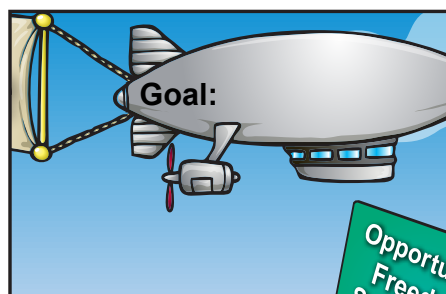
You may want to point out that the prisons are full of people who made bad decisions that caused them to crash. People in prison don't have a lot of opportunity or freedom and they probably don't have much self-respect, because they have hurt themselves and others.

5. Choices + Goals

Discussion:

When you want to ride on a roller coaster, can you just walk up and get on? No, you need a ticket.

Anyone can ride on the first track. You just get on, do the easy thing that gets you in trouble, and you always crash. But to get on the second track,



you need something like a ticket.

Look up in the top right corner

of the picture and read what it says: "Goal."

In order to ride on this Reality Ride you need a goal. What is a goal?

You can pick any goal you want, as long as it doesn't break the following rule: "Your goal cannot hurt yourself or others."

6. Conclusion

Use the following questions and the poster to finish teaching and summarizing the visual analogy.

Questions

- What choices will give you opportunity, freedom, and self-respect?
- Who can support you? (Help them identify a support system that can help



them stop crashing and stay on track.)

- What would motivate you to ride here? (Discuss how the reality of the crash can motivate them to get on the

other track. What can motivate them to ride on the track that creates options and helps give opportunity in life, freedom, and self-respect?)

- What does each track do to your options? (Point out that the track with the crash takes away their options and opportunities in life, while the other track gives them unlimited options in life.)

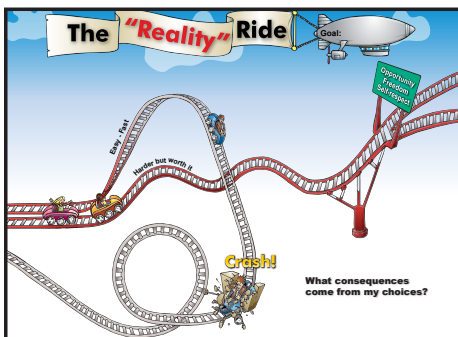
7. Review Lesson

Vocabulary

For the review lesson, have students define the vocabulary words listed in the introductory page of this manual 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 Reality Ride reflection question:

What consequences come from my choices?

