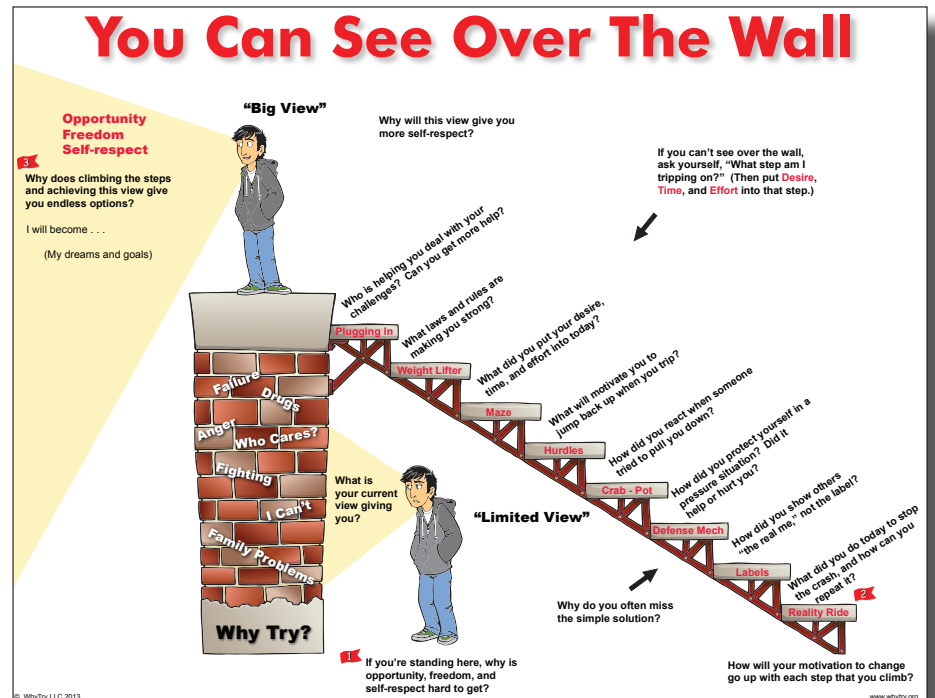


The Wall

Introduction

Key Concept:

When you have a clear vision of your future, you have hope for something better, and life's challenges become nothing but temporary obstacles. When you have a limited perspective, it is hard to see beyond the day-to-day challenges, and impossible to dream of a brighter future.



Vocabulary

- Vision
- Perspective
- Big view
- Limited view
- Options
- Dreams
- Sacrifice
- Achieve

Secondary Concepts:

- If you feel like you're standing in front of a wall of problems that you can't see past, then you are not likely to get anywhere in life.
- The lessons in this manual will help you get to the top of the wall.
- When you have a "big picture," you understand better how to obtain opportunity, freedom, and self-respect in your life.

Personalize your Lesson:

- How does a limited view of your future affect you?
- How has having a limited view impacted your motivation?
- How does having a long-term vision help you deal with difficult challenges in your life?
- How would your students' lives be different if they could see the "big picture"?

Activity:

To introduce this lesson, complete the attention activity "Count the Fs." (See the "Learning Activities" section under "The Wall.")

The Wall

Lesson Plan: Introducing The Wall

This picture illustrates that the nine principles of the WhyTry Program, when applied step by step, can lift students up to the top of the wall (the big view), where they can more clearly see opportunity, freedom, and self-respect.

This picture teaches students that as they climb the steps, their motivation increases because their limited view starts to become the big view, which allows them to see more options. Often students are standing too close to the wall, so they only see their challenge. If they see only the limited view, acting out will often seem like the best or only option. Overcoming challenges may seem impossible or overwhelming from students' current view.

Keep reminding students why they should continue to try when they are dealing with difficult challenges. It's worth trying because challenges can be overcome by applying the principles taught in this program. Challenge students to apply each one of these principles to their life one step at a time, and to see if they can get the Big View! Why try? Because getting the big view and having more opportunity, freedom, and self-respect is worth the sacrifice that it takes to climb each step.

Use your own insight and cre-

ativity to review with students the principles you have taught - principles that will lead them to the big view. Emphasize to students that to be able to see over the wall and to keep this view, they must constantly recommit themselves. Students should use this picture to remind themselves of the following nine steps in the WhyTry Program that are steps to reaching their goals and dreams. (After you have walked through the steps, these goals could be used to help review the program. You could also have students create their own goals with each picture.)

- Remember the reality or the consequences of the crash, and constantly identify goals that motivate you to stop crashing.
- Remember the real you, and show through your positive actions that any negative label you have been given is wrong.
- Be strong and choose positive defense mechanisms, even when people around you choose negative defenses.
- Never let others pull you down, and put effort into pushing others up.
- If you trip, jump back up and apply over and over each of the principles in the program.
- Put your desire, time, and

effort into achieving positive goals that motivate you.

- Use resistance (rules, laws, self-discipline) to make you stronger, not weaker.
- Identify positive people who can help achieve your goals.

If you don't know the answer to the question, "Why try?" you likely have the limited view. Keep reminding yourself that to get the big view, you need to stop crashing, and to instead apply the above steps over and over! You also need to remember the formula for positive motivation:

Challenge + Using Positive Self-talk + Character = Positive Motivation

Use the above formula to illustrate to students that when faced with a challenge, they can choose whether to put their energy and effort into a positive or a negative response. They can control the direction of their effort by making a choice to use positive self-talk. The next step is to apply their character: They remember who they are and what their goals are. Emphasize that when they don't give up because of respect for people who care about them, or when they go through the motions or hard work even when they can't answer the question "Why try?" they are

applying their character. This will often lead them to see over the wall.

Emphasize to students that positive motivation combined with the nine principles taught in this program will help them effectively cope with and overcome life's challenges.

The above nine goals are recommended for use in your

review of the nine pictures, but as with the previous chapters, use your own insight and creativity to apply the review to the specific population you are working with.

As you review the program with students, point out changes you have observed in them because of their application of a step. For example, if a student puts a lot of effort

into not crashing by attending school every day, you could point out that attending school regularly helped him or her tear off a label. You could also recognize that they used desire, time, and effort to attend school. Emphasize any positive progress you observed as you taught the program, and then tie the progress back into the program or steps they used to have success.

NOTE:

You may want to ask students to look at this picture for a few minutes then have them describe to you what they feel this picture is trying to teach.

The Wall

Lesson Plan: Visual Analogy Walkthrough

Discussion Point 1

Question

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

Discussion

Help students see that how they view their challenges affects how they act. If they can only see the limited view, which includes failure, drugs, anger, "I can't," fighting, and "Who cares?" they will likely have very little motivation or hope to overcome their challenges. This program's purpose is to help them see the big view, which includes opportunity, freedom, and self-



respect. They will begin to see from the big view when they stop putting energy, effort, and focus on the negative things. Although students may not have control over their situation or circumstances, they do control how they respond to their situation or plight in life. As they apply the principles in this program, stop crashing, and begin to focus on their strengths, they will start to see

a new view.

Tell students that the solutions to their problems are often closer than they realize, but they must change their view of the problem so they can start to change their actions. When they feel like there is no solution, they should always remember that they have nothing to lose by changing their view and trying something different.

Challenge

Encourage students to go back and really try to apply each principle in the program if they haven't already, and find out for themselves if their view really can change. If students

have already applied the principles, have them write down the differences they have observed. For example, they could start out in one of the fol-

lowing ways:

- “The big view is better than the limited view because . . .”

- “Life with the limited view has been full of . . .”
- “Putting effort into getting the big view would be (has been) worth it because . . .”

Point 2

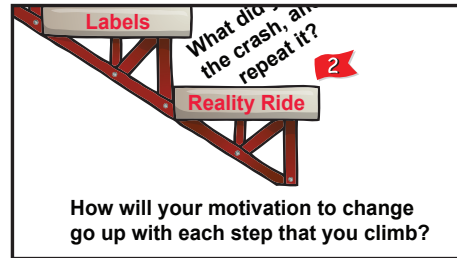
Question

Why will your motivation to change go up with each step?

Challenge

Challenge students to not give up if they feel like they can never see the big view. The big view of opportunity, freedom, and self-respect comes as the program’s steps are applied over a lifetime. Motivation to change and to put effort into their challenges will increase with each step they take. Tell them that a normal part of learning is having setbacks and tripping on steps. If they can’t see over the wall, they should ask themselves, “What step am I tripping on?” For example, “Am I tripping on the Climbing Out step because I am letting my peers influence me negatively?” Once they identify the problem step, they need to apply desire, time, and effort into conquering that step!

Students should constantly be



working on all of the steps, but once they feel like they understand each step, they should take one step at a time and really focus on it for one week. (Use your own creativity in setting time frames and goals for focusing on each step.) The following are questions for each step that students could focus on for a period of time. Students could ask themselves one question every night before bed for one week, then could move to the next question. You may want to create some different questions, depending on the needs of students. The important thing is that students review each step every few days, week, month, and so forth.

1. Reality Ride: What did I do today to stop the crash, and

how can I repeat this tomorrow?

2. Labels: How did I show others the real me, not the label?
3. Defense Mechanisms: How did I handle myself in a pressure situation? Did the situation help or hurt me?
4. Crab Pot: How did I react when someone tried to pull me down?
5. Hurdles: What will motivate me to jump back up if I trip?
6. Maze/Desire, Time, and Effort: What did I put my desire, time, and effort into today?
7. Weight Lifter: What laws and rules are making me strong?
8. Plugging In: Who is helping me deal with my challenges? Can I get more help?

Brainstorm with students creative ways that they can remember and apply each of these steps to their lives.

NOTE:

The goal of this point is to challenge and encourage students to keep applying these steps throughout their lives.

Point 3

Question

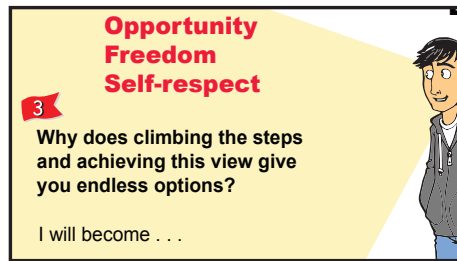
Why does climbing the steps and achieving this big view give you endless options?

Discussion

Remind students that the emphasis of this visual analogy and of the entire program is that by applying each step, students will gain more opportunity, freedom, and self-respect.

They can greatly increase their options and opportunities in life if they stop crashing, stay out of the loop, and make decisions that don't hurt themselves or others. Refusing to live up to their labels also gives them more options. For example, if they have been labeled stupid and don't tear off this label, they will have very little hope or motivation to graduate from high school or attend college, thus limiting opportunity. Getting plugged in to others can also create more options. For example, a high school counselor may have several educational options for them after high school, but they must plug in to the counselor for that knowledge to create opportunity.

Discuss with students how having the big view gives more freedom. They will almost always feel trapped when they



only see problems, challenges, and frustrations that come from the limited view. When they become angry and hurt others or themselves by acting out, they lose freedoms and connections because they push people away who could help them. They may also receive discipline and punishment that take away some freedom. The reality of life is that we must follow laws and rules of society, or our freedom will be limited. Applying the six steps to jumping your hurdles can also give students more freedom. They will gain more freedom when they have a plan about how to deal with challenges. Even when they hope to break free, they must be prepared to "jump back up if they trip."

Having the big view leads to self-respect. Point out that self-respect will also come if they don't let others pull them down and if they make decisions they know are right, even when others disapprove. Self-respect also comes with learning to control defense mechanisms in pressure situations.

Encourage students to always focus and keep a clear vision of their dreams and goals. This is very important in getting and keeping the big view. Help students to identify when they are on top of the wall according to the following signs:

- You're helping, not hurting, yourself or others.
- When you have a setback, you feel motivation to keep trying.
- You make tough decisions every day that keep you on the track to your dreams and goals.
- You see more options for your life.
- You have more freedom and trust from others.
- You have self-respect. You make good choices because you know you have great value and potential.

Challenge

Encourage students to apply these principles for a certain period of time and find out for themselves if they can tap into more opportunity, freedom, and self-respect by getting and keeping the big view!

Identify one positive thing you could do to make your school better.

Play a game and see how many people you can make smile in one day.