The WhyTry Organization was founded by a group of individuals who all share a common desire to give students hope and help them overcome their challenges in life. Much time and work has gone into the development of this program. It is the result of the collaborative efforts of several individuals who have graciously given of their time and talents. We would like to thank all who have contributed in this work, including the many people who have helped run pilot groups and provided valuable feedback.

WhyTry Training Opportunities
If you are interested in further instruction in the WhyTry Program, we offer several options for training, including seminars, workshops, and independent consulting services. If you have questions or feedback about our program, or about any of our products or services, please feel free to contact us. We look forward to hearing from you!

To order additional materials and see program updates, please visit our website or contact us directly.

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DISCLAIMER AND WARNING

The purpose of the WhyTry Corrections Program is to teach students eleven classes with ten visual analogies to help them deal with life’s daily pressures and challenges. Those teaching the program should have formal training in and a good understanding of human development and cognitive and behavioral interventions. Facilitators should use discretion and apply the program only within the boundaries of their professional training and licensing and within the limits and rules of their practice setting. If issues arise outside of instructors’ professional training and licensing, facilitators should refer clients to proper and qualified authorities and licensed mental health professionals. Such issues may include but are not limited to the following: clients with serious emotional or mental illness; clients dangerous to self or others; clients who have experienced abuse or neglect; and so forth. Since each facilitator and client is different, we cannot guarantee the success of the facilitator instructor or the outcome of program participants.

The WhyTry Corrections Program also includes experiential activities. Improper use of the equipment and activities described herein may result in serious injury. Activities should therefore not be attempted without the supervision of trained and qualified leaders.

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KEY PROGRAM CONCEPTS

An Overview of The WhyTry Corrections Program

The WhyTry Corrections Program consists of ten visual analogies (pictures) with solutions and questions written around each picture to help students gain insight into how to deal with daily challenges. The goal of the WhyTry Corrections Program is to help students answer the question “Why try in life?” when they are frustrated, angry, or confused with life’s pressures and challenges. The WhyTry Corrections Program teaches students that trying hard in life and putting effort into their challenges at home, at work, with peers, and in the legal system is worth the effort.

The WhyTry Corrections Program stresses to students that although making good decisions can be difficult, doing so results in more opportunity, freedom, and personal strength. Giving up and doing things that hurt themselves and others, on the other hand, takes away opportunities, freedom, and personal strength.

The WhyTry Corrections Program provides a common framework or language for all staff members and students, while having a select group of facilitators made up of counselors, teachers, officers and in some institutions inmates themselves teach the course directly to offenders.

The general idea is straightforward: Teach cognitive restructuring skills to offenders in a way they can understand and remember. This is accomplished using a series of ten pictures (visual analogies) that each teach a discrete principle, such as resisting peer pressure, obeying laws and rules, and that decisions have consequences. The visual components are then reinforced by music, physical activities, and journaling exercises. The major learning styles—visual, auditory, and body-kinesthetic—are all addressed.

The “Big Six” Criminogenic Factors

The word “criminogenic” refers to the propensity to generate more crime or criminal behavior. Though many different studies have been done on what these factors may be, most generally agree and have settled on what we will refer to as the “Big Six” criminogenic factors. The WhyTry Corrections Program addresses the “big six” as follows:

<table>
<thead>
<tr>
<th>Factor</th>
<th>WhyTry Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Anti-Social Attitudes/Values</td>
<td>Lift The Weight</td>
</tr>
<tr>
<td>2. Criminal Peers</td>
<td>Climbing Out</td>
</tr>
<tr>
<td>3. Low Self Control</td>
<td>Defense Mechanisms</td>
</tr>
<tr>
<td>4. Addictions/Substance Abuse</td>
<td>Reality Ride</td>
</tr>
<tr>
<td>5. Criminal Personality</td>
<td>Motivation Formula</td>
</tr>
<tr>
<td>6. Dysfunctional Family Ties</td>
<td>Get Plugged In</td>
</tr>
</tbody>
</table>
SUMMARY OF THE PROGRAM’S ELEVEN UNITS

1. First Class: The Beginning
This first class is structured to help students understand the multisensory approach utilized by the WhyTry Corrections Program. Our approach includes art, visual metaphors, physical activities, music, and a variety of journaling exercises. Due to the nature of hands-on activities and class participation, this first class is designed to be informative and fun. Students are provided an opportunity to become more comfortable with each other while committing to engage in class curriculum and this learning approach.

2. The Motivation Formula (Transforming Challenges Into Personal Strength)
This picture of a river with a series of dams that channel and control the flow of water is an analogy that helps teach how to convert challenges into personal strength and positive motivation. Obviously, history cannot be rewritten, but the criminogenic dynamic that arises from past abusive, neglectful and dysfunctional childhood experiences, must be addressed by changing how those experiences are processed and translated into current behavior. The WhyTry Corrections Program uses this picture of a river as metaphor for life’s challenges, including childhood experiences. The thought and processing of such experiences can be channeled either into a source of personal strength and power, or allowed to rage in a destructive flood. In this visual analogy, the water represents life’s challenges, anger, pains, frustrations, etc. The “Flood Zone” represents negative decisions that hurt ourselves and others. The use of dams shows how a powerful river, instead of causing damage, can be controlled and channeled into something positive and helpful - like electricity.

3. Lift The Weight (What Makes Me Strong)
This picture of a weight lifter helps us see that following rules and having self-discipline will actually make us stronger, not weaker. The weight lifter reinforces the concept that following laws, paying bills, going to school and working is hard, just like lifting weights is hard, but the more we lift the stronger we get. This analogy shows how resistance and challenges in life can produce opportunity, freedom, and personal strength. The main character of the weight lifter making “Strong” choices on one side and “Weak” choices on the other side will be reinforced in every WhyTry Corrections unit through “Weak Think” and “Strong Think” concepts.

4. Tearing Off Labels (Showing Others Who I Can Be)
This picture of three cans with negative labels on the bottom two teaches that negative labels must be torn off in order to become who we really want to be, or to get to “The Real Me.” This analogy reinforces the idea that actions speak louder than words – both negatively and positively. Participants are encouraged to let their strengths and positive attributes emerge and not to live up to negative labels that may have been placed on them because of their past actions.

5. Jumping Hurdles (Learning How Not To Stumble)
This picture of a running shoe and a hurdle lays out a series of steps to follow to help all of us overcome our problems, or “jump the hurdles” that life throws at us. Failure or tripping over a hurdle is inevitable at some point in our life. This metaphor reinforces that one of the most important things anyone can do to reach their goal is to never give up and to keep getting back up when they fall down.

6. Desire, Time, and Effort (There Are No Shortcuts To True Success)
The Desire-Time-Effort maze helps students understand and experience the importance of putting
forth desire, time, and effort in meeting their challenges. Just as we had to use desire, time, and effort to make it through the confusing maze on paper, we all need to use these same principles to overcome our daily challenges in life.

This visual analogy uses a picture of a knight in armor to reinforce the idea that we all have a responsibility to protect ourselves and the things that are most important to us, but how we choose to do so directly determines the outcomes. The visual metaphor and the associated music and activities address the concept of impulse control. Shifting the way we perceive situations that previously led to poor decisions and poor outcomes lies at the heart of cognitive restructuring and this lesson. This metaphor teaches that we seldom have any control of what type of situation may attack us at any given moment, but we do have control over how we respond through carefully identifying our thoughts, feelings, and choices.

8. Climbing Out (Identifying Strong Family Members and Friends)
This picture of a crab trying to climb out of a pot while the other crabs pull him back in illustrates the importance of identifying strong family members and friends in our life. There are people in everyone’s life who pull them down, back into the pot, and others who are able and willing to help them get out. For a Corrections Officer or other professional, it is usually highly ineffective to simply tell someone that their peers are a bad influence and that they need to find a better peer group – especially if the biggest negative influence is the person’s family! Letting the students see the concept, experience it in a hands-on activity, and hear it in culturally relevant music is a much more effective way to change a person’s criminal, peer, or dysfunctional family dynamic.

9. Getting Plugged In (Positive Connections That Make Me Stronger)
This picture of five sockets in a power strip and a light bulb teaches students how to get plugged into positive connections to increase the light to better see their future. The power strip and light corresponds with positive support systems, such as a spouse or significant other, positive family members, a positive friend or counselor, an officer or other professional, a positive mentor or sponsor, or something that simply motivates them to do good. A positive support system is not something that can simply be given to someone else. The best support systems are those we have put effort and time into.

10. The Reality Ride (My Choices Today Determine My Tomorrow)
This picture of a roller coaster shows the reality of life, in that decisions we make always have consequences – either negative or positive; and that the decisions we make today will affect our tomorrow. The other eight WhyTry visual metaphors can be tied back into the Reality Ride because they illustrate the principles that will keep students on the track to opportunity, freedom, and personal strength.

Anti-social values and even substance abuse and other addictions are rooted in social and cognitive deficits, such as the ability to associate consequences with behaviors or the ability to form and maintain relationships. Addiction cycles of all types, including drugs, anger, sex, and eating are addressed in the overall concept of this class. Relapse cycles are demonstrated in relation to the entire course. The Reality Ride visual cue is combined with music and physical activities to change the way an offender thinks about the link between behaviors and consequences.

11. Seeing Over the Wall (Living With A New View and More Strength)
This visual analogy of a brick wall and stairs teaches that there is more to see in life than just
problems and challenges. Applying all the WhyTry Corrections principles will help us see our potential and dreams more clearly. When failure, drugs, anger, fighting, an “I can’t” attitude, and family problems limit our view, hope is hard to see. Through this program, we will learn one step at a time how to get on top of the wall and see more opportunity, freedom, and personal strength in life!

**WEAK THINK / STRONG THINK**

In life, we all have patterns of thinking and behavior that we have learned and adopted. These patterns produce either more weakness or greater strength as we try to cope with daily challenges and obstacles.

Otherwise known as “Thinking Errors” or “Cognitive Distortions,” 22 truths are introduced in the WhyTry Corrections curriculum, 2 – 3 in each in each lesson, through the language of “Weak Think” and “Strong Think.” Weak Think/Strong Think expands the main character of the Weight Lifter throughout the entire program.

**THE STEP-BY-STEP APPROACH**

WhyTry’s point-by-point approach correlates with the numbered steps on each individual picture; for example, Discussion Point 1, Point 2, Point 3, etc. Each point usually includes a Question (Q), some Discussion (D), and a Challenge (C). The order of the Q.D.C. may change, and some points will not include all three. The focus of the Q.D.C. is to help students gain insight into why and how they can overcome their challenges by applying these ten (10) visual analogies. The Q.D.C. helps students apply their own experiences, strengths, goals, and challenges to the visual analogy.

At the end of each unit, students are also presented with a specific Motivation Question, which reconnects them to some element of the Motivation Formula, and a specific Action Step, which helps keep them moving up the WhyTry Corrections staircase.

**RECOMMENDED BEST PRACTICES - IMPLEMENTATION BASICS ON FULL FIDELITY IMPLEMENTATION**

**Curriculum Hours:**
- Recommended minimum curriculum hours for entire program should be no less than 22 hours (2 hours for each of the 11 units, including the “First Class”).
- Ideally, each of the 11 units would be taught in 2-hour blocks. This recommended practice by no means is written in stone and does not mean that units cannot be broken up into smaller time frames and spread out over a longer period of days.
- At the end of every PowerPoint unit is a table of contents, which includes additional activities and music for those that wish to stretch the course longer than 22 hours.
- Via the online curriculum and the WhyTry website, there are many additional activities that can help facilitators personalize the course for your facility.

**Participant Sharing:**
- Each participant should receive 2-3 minutes of sharing time at the start of each class.

**Group Size:**
- Ideal group size: 12
- Maximum recommended: 20
Open vs. Closed Groups:

- There are many advantages to working in closed group settings, primarily in the ability of participants to get to know each other and grow more comfortable with each other as classes progress.
- Additionally, each WhyTry Corrections class ideally builds upon the previous class and has been designed to follow a specific order (staircase).
- Nevertheless, the WhyTry curriculum has been taught successfully in open rotation settings. Open settings tend to present a few additional challenges that closed group settings do not.
- The most important thing is that class times are not rushed, all elements of the curriculum are presented, including activities, videos, music, etc., and that the structure of the classes works well within your own unique environment.

One-on-One:

- The WhyTry Corrections visual metaphors are amenable to one-on-one presentations. The visual analogies are purposefully simple to allow a wide range of creativity, depending on students' individual challenges and needs. Your own experiences or insights into how you may have used these principles in your life should be applied to your teaching of this program.
- On the visual analogies, you will also notice that some questions don’t have a number, but a star next to them. The questions with a star next to them can be used in any order AFTER the numbered steps have been completed.

EXPERIENTIAL ACTIVITIES

Hands-on Experiential Learning:

Hands-on experiential learning, or active learning, is learning by doing or being actively involved in the learning process.

“For most people, academic learning is too abstract. They need to see, touch, and smell what they read and write about.” - John L. Goodland

In the WhyTry approach, we want students to learn the life skills and principles by seeing and hearing the WhyTry visual analogies. This is also done through the WhyTry music and positive lyrics, which help students to become more familiar with the principles. Individuals will experience the life skills by doing the hands-on learning activities. Each activity relates to the ten WhyTry visual analogies and brings to life the principles being taught. Students will process the hands-on learning experience, make connections to their personal lives, and learn to apply the concepts to everyday living.

Throughout the linear PowerPoint presentation, there are slides with the titles of activities on them. It is expected that the facilitators have already reviewed the activity instructions prior to the class and have the needed props or handouts. If needed, you can place your cursor over the slide and click on it to see the step-by-step instructions. All activities have processing questions built in to the presentation after the activity.

Processing is part of the activity that helps students focus on learning from their experience participating in the activity. While processing a learning activity, students will do the following:

A. Evaluate
B. Analyze
C. Problem solve
D. Explain  
E. Share feelings and insights  
F. Plan (Set Goals)  
G. Communicate  
H. Increase self-awareness  
I. Apply to real life  
J. Focus on positive change

**Processing The Activities**

In their book “Processing the Experience 3,” John L. Luckner and Reldan S. Nadler state and share the following steps to help students generalize and transfer activities such as are provided with the WhyTry curriculum to everyday life.

The more individuals digest, synthesize, and assimilate what’s happening to them, the more self-knowledge becomes available for learning and development. An increased understanding of feelings, thoughts, and behaviors provide people with a better chance of making changes in their lives, and will be better prepared for similar situations at work, school, and at home. The activities and events may be different, but the emotions, thoughts, and behavior patterns are not. Generalization and transfer can take place at the unconscious level. However, we can be more effective and increase the conscious aspects of the transfer of learning by considering several important factors:

1. Individuals must see the similarities between situations that happen during the experience and situations that occurred in other aspects of life.  
2. Individuals who see that new knowledge or behaviors bring about beneficial results are more likely to be motivated to use this new learning.  
3. It is helpful if individuals can identify opportunities to use new knowledge.  
4. Meaningful learning promotes better transfer than rote learning.  
5. The more thoroughly something is learned, the more likely it is to be transferred to a new situation.  
6. Numerous and varied examples and opportunities for practice increase the extent to which knowledge and skills may be applied in new situations.  
7. The probability of transfer decreases as the time interval between the original task and the transfer task increases.

**Processing Activity Rules and Suggestions**

1. Always allow time for processing.  
2. Create a safe, trusting, caring, and sharing processing environment.  
3. Establish guidelines before you begin.  
4. Model “Becoming A Lifeline” concepts during activity. (See “Becoming a Lifeline” document.)  
5. Members of the group should talk more than the facilitator.  
6. Get everyone in the group involved in the processing.  
7. Relate responses back to the visual metaphor.  
9. Apply or help participants transfer learning to real-life situations.  
10. Help students learn from their mistakes, failures, and the experience.  
11. Encourage positive risk taking and overcoming fears.  
12. Help students personalize the processing to their own lives.
Safety Considerations

Be aware of your group: Safety issues to look at may include size, weight, physical challenges, balance, emotional stability, strength, and fatigue. These factors need to be taken into consideration for each learning activity.

Spotting techniques:

As a person is doing an activity, spotting is the human safeguard provided by the other people in the group. Spotting protects a person from injury if they happen to fall. You, as the facilitator, are the key to effective spotting. Follow the movements of the participants to ensure their safety. Teach others to do the same. As the facilitator, you are the safety net. Do not do the activity for them. Be there as a backup to help if needed. The group members’ role is to help the person doing the event, spot, and be there to break a fall if one should occur.

Be aware of any existing physical problems among those involved. Ask the group if there is anyone with an injury or physical problem (bad knees, back, sprains, other issues etc.). If so, have that person be a part of the group by spotting, supporting, and helping other group members. When it is their turn to go through the activity, have another person sub for them.

GAME PLAN JOURNAL

The Why Try Corrections Game Plan Journal is a manualized strength-based approach vital in helping students reflect on the lessons, music, and activities as they apply the concepts in their life. This is an essential part of the WhyTry Corrections curriculum. The journal tracks along with the PowerPoint presentation, reinforcing critical elements. Students need to be active participants in the class, and everyone must be willing to share a portion of their journal with the class each week. The journal is designed to allow students to experience their homework in several learning styles. Students will be asked to observe others, interview others, share with others, and reflect on their lives.

HOW PEOPLE LEARN AND RETAIN INFORMATION

The WhyTry Program is an evidence-based practice currently used in correctional settings throughout the US. It takes advantage of the proven strengths of other CBT-based offender rehabilitation programs and adds multisensory components to exploit the way offenders actually learn, providing more effective cognitive restructuring and better correctional, social, and life outcomes. Edgar Dale’s cone of learning shows the effectiveness and retention of the different learning methods.

05% - 15% Verbal or Written
10% - 20% Visual
40% - 50% Visual and Verbal (Auditory)
60% - 70% Discussion
90% Of what is experienced by doing

A study done by Dr. Nancy Tabler shows the effectiveness of an interactive approach to learning vs. a non-interactive approach.

<table>
<thead>
<tr>
<th></th>
<th>Non-Interactive</th>
<th>Interactive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>16%</td>
<td>53%</td>
</tr>
<tr>
<td>Attitudes</td>
<td>6%</td>
<td>33%</td>
</tr>
<tr>
<td>Social Skills</td>
<td>8%</td>
<td>76%</td>
</tr>
<tr>
<td>Reducing Drug Use</td>
<td>8%</td>
<td>18%</td>
</tr>
</tbody>
</table>

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In the WhyTry Program, we use as many learning styles and intelligences as possible in teaching the WhyTry concepts. We take a comprehensive approach in delivering the program to the at-risk population. The more thoroughly an individual learns the WhyTry principles, the greater likelihood for insight and positive change.

A fundamental principle of how adults learn is that most people only have a 20-minute attention cycle and can only retain 3-7 items in one learning cycle. The use of multiple methods of teaching increases learning for most students.

**WHYTRY LEARNING FLOW CHART**
1. Visual (see all ten visual analogies)
2. Verbal (analogies taught verbally and with music)
3. Discussion
4. Experience (through hands-on experiential activities)
5. Teach and share journal with others in the class
6. Application (practice in real life)
7. Internalize it (live the principles)

“Everything that happens to you is your teacher. The secret is to learn to sit at the feet of your own life and be taught by it.” - Polly B. Berends

**MUSIC**
WhyTry has created and provided original songs and music videos for each lesson. Each lesson has at least one music video embedded in the lesson. Additional music videos are provided in the table of contents. Process questions will be provided after each music video. Additional original music and music videos are available through an on-line curriculum purchase at WhyTry.org.

**VIDEOS**
Each lesson includes blank slides for the facilitator to insert video clips to reinforce the lesson and to add humor to the learning process. Due to copyrights of others, the WhyTry Program is not allowed to insert most video clips into your lesson. The presentation has blank video slides in the presentation. You may insert your own videos here, or visit corrections.whytry.org and download videos we have found to be helpful.

**POWERPOINT FINAL NOTE**
Every slide shown after a video, activity, or Weak Think/Strong Think slide will take you back to the original or last slide. You will have to advance twice to see the next flag or point to discuss.

February 2014
Note to Facilitator:
Before beginning the program, make sure you have read and reviewed “Key Program Concepts” as outlined in the introductory chapter of this manual, as well as the chapter "Becoming a Lifeline."

Key Concept:
This class serves as an introduction to the learning style of the class, and will give students an idea of what the class will be like, with a general overview of each lesson. Students will get to know each other and make commitments to engage in the class. Overall this class is designed to be fun!

Vocabulary
- Retention
- Involvement
- Facilitate
- Share & Report
- Values
- Metaphors
- Motivation
- “Stuck in a loop”
- Weak Think/Strong Think
- The Wall
- Class Commitments

Secondary Concepts:
- If you really want to learn something, teach it.
- We learn and retain information by doing.
- Journaling is key to documenting core elements for life.
- The WhyTry principles can help you live with a new view and more strength.

Personalize your Lesson:
- Identify how you learn best: hearing, seeing, or doing. Share your learning style with the class.
- Remember what it was like for you as a student in high school, college, or in training at work. What classes did you enjoy the most? Would you rather listen to lectures or watch video clips and have fun?
- Anticipate resistance as many students will be attending this class for force or threat. “Roll” with the resistance.
Welcoming students to class

As the students enter the classroom for the first day of class, greet each one individually, play the built-in WhyTry music, and display the “Welcome to WhyTry” Corrections slide. This introduces students to the WhyTry music even if it’s just as an upbeat backdrop to the conversations occurring as they walk in. Creating this atmosphere will show students that this class is going to be different than most of the classes they have attended.

Begin the class

Welcome students to the first day of the WhyTry class. Explain that we’ll begin by answering four questions.

The four questions

Here are four questions your students might be asking about the course:

• Will I have to talk during the classes?
• What’s different about WhyTry?
• What’s in it for me?
• Is this going to be boring?

Question 1 - Will I have to talk during the classes?

Begin by answering the first question: “Will I have to talk during the classes?” The answer is yes! We will all be talking during the WhyTry Program. We believe that the best way to learn something is by teaching it. Every student will be sharing and reporting what they’re learning throughout the course.

Explain the three basic approaches that can be taken to teach important concepts, as listed on the following slide.

Three approaches to teaching

1. The lecture approach

The first approach is the lecture approach. This is when a presenter, who is seen as the expert, expects the audience to pay attention, sit still, and learn from what he/she has to say. In WhyTry, there is no lecturing, since we don’t believe this approach is very effective.

2. The teaching approach

In this approach, the presenter still knows more about the subject matter, but participants are encouraged to ask questions and have discussions amongst each other. This is one mode we will be using in the WhyTry classes. Whenever there is a presenter standing before us, we will be free to ask questions of him/her.
3. **The facilitator approach**

This will be the main approach to teaching in the WhyTry classes. In this approach, participants are viewed as the experts on themselves. The presenter’s role is to bring that out, helping students tap into their own expertise and allowing them to share with the group.

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**The Game Plan Journal**

Introduce the Game Plan Journal to students.

The Game Plan Journal provides the framework for reporting and sharing within the group -- something we’ll all be doing at the beginning of each class. When it’s my turn to share and report in front of the class, I may bring my Game Plan Journal up with me and talk about anything I’ve documented. My Game Plan Journal is a personal record of my life, experiences, perspectives, and expertise. It helps me record how I am applying the core elements of the curriculum into my life.

---

**NOTE:**

You as a facilitator do not need to comment on what the students have shared. This is not a process group. Make a mental note of what students have shared, and perhaps you can refer back to their example in a future lesson. Your standard response should be, “Thanks for sharing,” and then have the class clap for the student.

---

**Share and report**

This slide shows the four areas from which students can report and share each week: Game Plan Journal, Weak Think/Strong Think, Motivation Question, and Action Step. Explain that at the beginning of each class, there will be a slide with these four concepts pictured. Students are welcome to share anything from the Game Plan Journal, the Weak Think/Strong Think concepts, the weekly Action Step question, or the Motivation Question found at the end of each unit.

Tell students that everyone needs to share something from the journal each week. There are no passes or excuses for not sharing. We will all take 2-3 minutes to share our thoughts in one of these areas at the beginning of each class.

---

**Question 2 - What’s different about WhyTry?**

WhyTry will be taught by a group of experts. Explain to the group that we are those experts, and the goal of the program is to help us become experts in our own lives. Say, “I can’t tell you what you need to know about your life, and you cannot tell me about my life. It’s really up to each of us as individuals to learn about our own lives and become even better experts on ourselves.”

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**NOTE:**

Part of becoming a lifeline is to help students understand that what they have to share could help others as well. (Don’t forget to review the “Becoming a Lifeline” chapter frequently.)
**Question 3 - What's in it for me?**

The simple answer to this question is: greater freedom, greater opportunity, and personal strength! We’ll talk about these concepts throughout the whole curriculum. Since we’re all involved in the correctional system, our focus in this program is not about getting out of the system, but about getting out, staying out, and never having to come back under the authority and thumb of the correctional system. In WhyTry, we believe there’s no such thing as “just doing time,” because if a person isn’t learning, growing, and becoming an expert on himself or herself as time passes, time is actually doing them. Time is making them get older, time in the world is moving forward, and time, in and of itself, just makes things worse. If problems aren’t being addressed and dealt with directly, the problems in our lives tend to get bigger and bigger.

**Question 4 - Is this going to be boring?**

Explain to the class that if they feel that journaling and sharing about their own life, watching movies, playing games, listening to music, and doing art projects are boring, there’s a definite possibility they will be bored in this class. Point out that boredom often has less to do with the program or endeavor itself and more to do with the amount of effort invested. We all have to take responsibility for our own boredom.

**How we learn and retain information**

Show Edgar Dale’s Cone of Learning to the group. Explain that there are a lot of ways we learn and retain information - through reading assignments, lectures, pictures, movies, field trips, exhibits, or demonstrations. But all of these things fall under what’s called the “passive involvement” category, which would make us lucky to remember even 50 percent of what we heard, saw, or observed.

In the WhyTry Program, we want to be in the active category of learning as often as possible. Over the course of the program, we will participate in discussions, talk about what we’re learning, discuss real-life experiences, apply the core concepts, and maybe even do dramatic presentations of what we’re applying, especially when it comes to our involvement and work in the Game Plan Journal.

Tell students that your hope is that we’ll be able to learn and retain up to 90 percent of what we’ll learn here in the WhyTry class, because we’ll focus on the bottom portion of Edgar Dale’s Cone of Learning.

**In here there is no “YOU”**

**NOTE:**

This course is presented using primarily personal “I” statements. The facilitator is discouraged from teaching in a manner that communicates, “These concepts only apply to YOU.”
Explain that this class has been designed to teach skills that can help everyone succeed in life, and the concepts in the class can be applied personally by facilitators, teachers, probation officers, judges, therapists, supervisors, and every student.

Tell students that as we spend time together in this class, there is no “YOU,” no finger pointing, and nothing that communicates in any way, “This applies to you and not me.” As we look on our lives and consider others, we will avoid “us vs. them” statements. No one in this class will be looking out of the corner of their eyes to keep an eye on “those people.”

**In here there is only “us”**

Tell students that this class is self-focused, and in this class, we want to build the concept of “me” and “I,” as well as a spirit of “us,” “we,” and “our” language as we work together.

**VIDEO CLIP: STAND BY ME (PLAYING FOR CHANGE)**

Our recommended video, “Stand by Me,” performed by Playing for Change, demonstrates how people around the world from all walks of life can create harmony by working together.

**About Me**

WhyTry has designed a pre and post test for all students to take. Pass out the pre-test, titled “About Me,” to each individual student. These can be accessed at corrections.whytry.org. Have them read the instructions on top carefully and allow them ten minutes to fill it out.

**Activity - Name That Tune**

After gathering the pre-test from students, explain that it’s time for a quick game called “Name That Tune.” Read the activity instructions at the end of this chapter prior to class, or simply follow the instructions as listed in the slides. Ideally, you’ll be prepared with your own music and your own master list to facilitate this activity. When you’ve completed the activity use the questions listed to process the experience.

**NOTE:**

Each activity slide in the PowerPoint presentation will only show the title of the activity. It is expected that facilitators have already reviewed the activity instructions prior to class and have the needed props or handouts. If needed, you can place your cursor over the diamond question mark icon and click on it to see the step-by-step instructions.

The slide provided contains 15-second clips of various songs. A master playlist can be printed off the last two slides of the presentation.
Activity - Values Continuum
Complete the activity, “Values Continuum,” with the group, using the activity instructions at the end of this chapter or in the PowerPoint slides. Process the activity with students by asking each of the processing questions one at a time and discussing.

VIDEO CLIP: VALUES
WhyTry is providing a short montage of clips from Foundations for a Better Life, available on the Video Resources page at corrections.whytry.org.

WhyTry Overview of 10 Visual Analogies
Tell students you’d like to now share a brief overview of the ten visual metaphors that make up the WhyTry Program and the positive affirmations at the core of the program. Briefly explain each metaphor as described in the sections below. You will also be showing a picture of the loop from the Reality Ride to introduce concepts from the journal and the concept of “Weak Think/Strong Think.”

Motivation Formula
This picture of a river is called the Motivation Formula, and is about transforming challenges into personal strength. At the end of this unit, all of us will be able to say, “I will transform my challenges into personal strength.”

Lift the Weight
This picture of a weightlifter helps us identify “what makes me strong.” At the end of this unit, we will be able to say, “I will become stronger by following laws, rules, and expectations.”

Tearing Off Labels
This picture deals with tearing off labels and showing others who I can be. At the end of this unit, we will be able to say, “I will prove the real me and overcome my negative labels.”

NOTE:
Music is a very powerful tool, and most students will admit to having music trigger some emotions or memories in their lives. WhyTry believes it is essential to incorporate music into every lesson.
Jumping Hurdles
This picture of a running shoe, a runner’s leg, and a hurdle is called Jumping Hurdles, and is about learning how to not stumble. At the end of this unit, we will be able to say, “I will jump over my hurdles and win the race with positive solutions.”

Desire, Time, and Effort
If you look closely at this maze, you can see the words, “Desire, TIme, and Effort.” This metaphor teaches that there are no shortcuts to true success. At the end of this unit, we will be able to say, “I will endure life’s difficult and confusing hardships until I succeed!”

Defense Mechanisms
This knight wearing armor and holding a shield is about defense mechanisms and creating a strong positive defense with my thoughts, feelings, and choices. At the end of this unit, we will be able to say, “I will create a strong positive defense by focusing on what I control: my thoughts, feelings, and choices!”

Climbing Out of the Pot
The next metaphor is a picture of some crabs in a pot. One crab is trying to get out, and the other crabs are pulling on him and trying to keep him in. This metaphor really is about identifying strong family members and friends. At the end of the Climbing Out of the Pot unit, all of us will be able to say, “I will identify and hold onto positive family members and friends!”

Get Plugged In
This picture of a power strip with five outlets connected to a light bulb is about getting plugged in, and making positive connections that make me stronger. The positive affirmation at the end of this unit is, “I will generate light for myself and others by staying plugged into positive connections.”

The Reality Ride
This metaphor shows a rollercoaster with two different tracks. It illustrates the idea that my choices today determine my tomorrow. At the end of this unit, we will be able to say, “I will obtain opportunity, freedom, and personal strength on the harder track!”
The Loop (What problems do I keep having over and over again?)

As part of the Reality Ride unit, we will zoom into the loop that you see pictured on the easy-fast track. This deals with problems we keep having over and over again.

When we get to this part of the curriculum, we’ll be looking at different components throughout the entire curriculum that we’ve learned up to this point that demonstrate what it looks like when a person gets caught in the loop; or when they keep experiencing the same problems over and over again. We’ll also look at what it takes to get out of the loop and continue on in life in a positive direction.

Getting a Big View

The Corrections curriculum boils down to moving from a weak, limited view to a strong, big view.

Seeing Over the Wall

The last metaphor we’ll look at is called Seeing Over the Wall. It has to do with living with a new view and more strength. The positive affirmation after this final metaphor is, “If I can’t see over the wall I will ask myself, ‘What step am I tripping on?’ I will then study and reapply this step in my life.”

Weak Think/Strong Think

Now let’s look at the Weak Think/Strong Think concepts spread across the WhyTry curriculum. These are the thoughts, feelings, and attitudes we carry with us regarding events in our life. The decisions we make based on these thoughts, feelings, and attitudes will either produce greater weakness or greater personal strength.

There are 22 Weak Think concepts and 22 Strong Think concepts presented throughout the program. Each one correlates to one of the ten visual metaphors. The Weak Think concepts are listed in red, and represent thinking errors we deal with. The Strong Think concepts are listed in green and counter balance the Weak Think points. Two or three of these concepts will be presented at each class.

Let’s decide on our first metaphor...

Explain that, as a class, we’ll now be deciding which of the ten metaphors to begin with. Go around the room and ask each person, if they had to pick just one, where they would like to start. Typically the class is very divided.
Simple Math Problem

Once they have all shared their opinion based on the brief overview, instead of a “majority rules” approach, explain that we’re going to do a simple math problem to help us decide where to start in a more scientific manner.

**NOTE:**

This is a mathematical formula that will always result in students choosing “MF,” or the Motivation Formula. Some students might have different numbers if they miscalculated or added incorrectly.

Math problem table

Have everyone pick a number. Tell them the number they choose to start with and their final number will determine which metaphor they will end up on and will cast one vote for, as determined by this scrambled-up table.

Tell students to not be too confused by this table. Each row equally has the various metaphors spread randomly across. We’ll come back to this table in a minute. Time to begin our simple math problem!

Math problem instructions

Have students pick a two-digit number between 01 and 99. Before completing the rest of the formula, go around and have students share aloud which number they picked. If two people pick the same number, have one of them pick a new one. Everyone should be aware that they’re starting with completely different numbers.

Read the instructions on this slide aloud and have students follow along.

(Math problem table 2)

Use this slide as part of Steps 5 and 6.

Ask the class, “Who wound up on a square containing the letters ‘RR’”? If someone raises their hand, walk them through the math again and make sure they added correctly. Ask about the other letters in a similar manner: “How many got the letters ‘WL,’ ‘JH,’ ‘DTE,’ etc.” No one should raise their hand yet if they all did the math right. Everyone should wind up on the square for Motivation Formula.
Do you feel like you were set up?
Ask the question on this slide. Typically at least a few people will raise their hands.

The point of the math problem
Explain the point of the activity: That the outcome is locked into a universal, mathematical law that cannot be manipulated or broken. The end result will always be the same, no matter what number we started with. Chance or luck has nothing to do with the outcome! Similarly, in life, when we do certain things, we ultimately are guaranteed certain results!

The staircase
Explain that this is a picture of the entire corrections curriculum. Each of the ten metaphors are reflected on the staircase. We will be starting on the handrail of the Motivation Formula, since all of us agreed on this one through that universal mathematically set up table. We will then take steps of lifting the weight and walk up the staircase. I want to show you a quick picture and quote from the founder of WhyTry, Christian Moore.

Motivation
Read the quote from Christian Moore on this slide: “People are motivated by people! Programs alone don’t motivate!”

Activity - Name Circle
Complete the activity, “Name Circle,” with the group, using the activity instructions at the end of this chapter or in the PowerPoint slides. Process the activity with students by asking each of the processing questions one at a time and discussing.

Class commitments
Explain that we’re going to consider some commitments that we can make to the class in the following four areas: being prompt, being prepared, participating, and respect during the class. On the next slide, have the group state the four commitments in unison.

Have the class read these commitments in unison. Thank them for their verbal commitments and explain that we’ll be stating these commitments in unison at the beginning of each class.
JUST FOR FUN VIDEO CLIP: DON’T JUDGE TOO QUICKLY

Share this video clip or another silly video at the end of the class to end on a fun note.

Last slide
Show the cover slide once again, playing music to send students off until next week.