Lift the Weight

Introduction

Key Concept:
Living by laws and rules and developing self-discipline will make me stronger, opening the doors of opportunity for the future.

Positive affirmation: “I WILL become stronger by following laws, rules, and expectations.”

Vocabulary

- Character and Heart
- Resistance
- Choice
- Workout
- Self-discipline
- Hypocrite
- Personal strength
- Weak think
- Strong think
- Challenge + Choice = Character

Personalize the Lesson:

- When I was younger, how did I perceive laws, rules, and expectations? Has this perception changed over time for me?
- How has following laws, rules, and expectations made me stronger?
- What laws, rules, and expectations are difficult for me to follow?
- Are there elements of this lesson that help me perceive in a more positive way laws, rules, and expectations that I deal with?

Secondary Concepts:

- Rules and laws, like all challenges, can make us stronger.
- Giving up makes us weak and limits our opportunities.
- Of all our “muscles,” the brain should be the one we exercise the most.
- When we put our time and effort into positive activities, we will become stronger and more capable of reaching our goals.
Welcome
We believe at WhyTry it’s critical to have positive, upbeat music playing in the classroom as students enter. We have built in a mix of WhyTry’s original music embedded on the slide.

Class Commitments
Our recommended approach is that all students, along with the instructor, recite in unison the four class commitments.

Review from Last Class
Draw a name from the hat containing names of students from the previous class. Click on the icon metaphor representing the previous class and have the student review the core concepts of the metaphor as it relates to their own experience.

If we’re working with a closed group and this is our first class, there would obviously be no review here, and the facilitator would simply skip this slide.

If we’re teaching Lift the Weight in an open-group setting, click on the picture icon at the bottom of the slide to take you to the previous metaphor for a student to review.

Share and Report
Every student will now take 1-3 minutes, depending on the class size, to stand in front of the class and share and report one key component of the previous class that resonated with them.

Where We’re Headed
Positive affirmation: “I WILL become stronger by following laws, rules, and expectations.” Touch briefly on the positive affirmation, stating that this is where we are heading in this unit and that by the end of the unit, all of us will have the proper perspectives and tools to proclaim this statement in our life.

WhyTry Staircase
If we’re working in a closed group setting, this is the first step on the WhyTry staircase.

In an open group setting, this slide simply points out the entire curriculum with the Motivation Formula handrail and all of the steps that we ultimately will be taking in the program.
**Question:**
What do you notice about this picture?

**Discussion:**
This picture shows a weight lifter whose right side is much stronger than the left. This strength came from lifting a heavy weight (laws, rules, and expectations). The left side of the weight lifter’s body is weak because this side is lifting only a balloon full of air, which gives no resistance. It also represents lack of self-discipline and giving up.

Answers to the question above may include:

- One arm is bigger and stronger.
- The other arm looks smaller and weaker.
- One side of his chest is bigger than the other side.
- One leg is bigger than the other leg.
- One side of the bar has a balloon on the end.
- The balloon side bends lower than the heavy weight side.

It’s important to emphasize there are no right or wrong answers here, only observations. As a facilitator, our key task is simply to acknowledge what is observed. As the participants provide responses, it is always good to acknowledge with phrases like, “Good observation”; “Excellent. I noticed that too...”; or “Thank you for sharing that.”

**TOOLKIT SLIDE**

Refer to the toolkit slide to select an introductory video, song, or activity. Our recommended activity is “The Weights,” which provides a good object lesson that lifting a balloon does nothing productive and only generates greater weakness in our life.
Discussion Point 1

Question
Why do I need resistance to become stronger?

Discussion
Ask the participants if anyone actually knows and understands the process that the human body undergoes to build muscle.

Explain that as the weight pushes down on the muscle, and the muscle tries to push the weight up, gravity and the weight’s resistance cause rips and tears in the muscle cells. When that happens, the muscle is deprived of oxygen, and the body, in turn, produces lactic acid, which causes the muscle to burn. It is a natural process where the body communicates, “Be careful.” The lactic acid will continue to build, and the physical sensation of burning will grow until the person begins to rest.

When the person rests, oxygen returns to the muscle and carries with it proteins and nutrients that the muscle grabs onto. If this process continues over and over again, the muscle will get bigger.

This process can’t occur without resistance. If muscles don’t have resistance pushing on them, they become weaker. For example, when astronauts go into space, their muscles can become weaker because there is no gravity or resistance for the muscles to push against.

Help the participants see that resistance may seem negative and harmful, but in reality, it is one of the best tools to becoming stronger. If needed, go into greater detail defining resistance and the physical muscle-building process.

Stress to students the importance of identifying resistance in their lives. Ask, “What are some really heavy things in your life right now that are difficult for you to ‘lift’?” Remind them that our definition of resistance is not something that limits us or holds us down, but something that opens doors and produces greater strength and opportunity in the long run! For example, going to work every day can seem like a ton of resistance pushing down on us, but if lifted, it will give us more opportunities in life.

We can also use the analogy of “the kite and string principle.” On a really windy day, the resistance on the kite from the string keeps the kite in the air. If the string were not giving the kite some resistance, the kite would quickly blow out of control and crash into the ground. With just the right amount of resistance, the kite can fly safely and steadily in the wind for hours.
NOTE:
Emphasize that ultimately, this metaphor is not about getting physically stronger, but developing something much more important -- building character and heart.

TOOLKIT SLIDE
Refer to the toolkit slide to select a video, song, or activity that reinforces the concept that lifting weights can be difficult and at times, even dangerous, if we don’t know what we are doing. One recommended video is “Weightlifting Mishaps.”

Point 2

Question
What are some of the laws, rules, and expectations we experience in these four environments that are hard or challenging to follow?

Discussion
Some possible answers may include curfew, work assignments, can’t use drugs, can’t hang out with my old friends because it would violate my probation, staying out of trouble, being on time for work and school, probation fines, fees, community service hours, etc.

Do we ever give ourselves rules and expectations that are difficult for us to live up to? (Note: When we do these things, it is called “self-discipline.”)

• What are some reasons to follow rules, laws, or expectations that we don’t really like?
• How might we have more freedom if we lifted the weight?
• If we give up and do not attempt to lift the weight, what might this produce in the long run?
• If we decide to lift the weight, how might this help ourselves and others?

If the participants can’t answer any of these questions at this time, that’s OK. As the facilitator, we may want to respond with, “These are tough questions to answer, but let’s break them down and take a closer look at what this metaphor is trying to teach.”

TOOLKIT SLIDE
Refer to the toolkit slide to select a video, song, or activity that reinforces the concept that it is hard to lift the resistance of laws, rules, and expectations. Our recommended activity is “The Paper and the Book.”
WEAK THINK/STRONG THINK

Students will be introduced to “I’M UNIQUE” and “COUNT ON IT.” It is recommended that a volunteer from the class read the I’m Unique Weak Think concept and another volunteer read the Count On It Strong Think concept.

Discussion:
Open brief discussion with the students and invite them to share examples of when and where they have done either of these in their life. If the class is struggling to come up with examples, be prepared to share a brief personal example.

Introducing the Balloon

Discussion
The balloon represents no resistance. It’s easy to lift and produces no strength. However, in the picture, the balloon actually appears to be heavier than the weight, as the balloon looks like it’s bending the bar more. This is what we call “fronting.” Let’s look at a video that demonstrates possible “fronting.”

Point 3

Questions:
• Where have I lifted the balloon in my life?
• What happens when we make excuses, blame others for our problems, avoid dealing with issues, quit, or just don’t care (apathy)? What does this produce in a person’s life?

Discussion:
Discuss some of the consequences the participants have experienced from lifting the balloon in their life.

Some possible responses may include that they have trouble supporting themselves and their families, haven’t been able to hold down a job, been fired, wound up in jail or prison, or perhaps a significant other broke up with them.

Remind the students that giving up and lifting the balloon may seem appealing because it doesn’t require the sweat and work that comes from lifting the resistance. Although they may be able to get by for a while, in the long run they won’t have the strength to lift the weight when they need it the most.

For example, a long distance runner may go on hundreds of long runs while in training, thus building up his or her endurance. In the last few miles of a marathon, the runner can tap into that endurance because he or she paid the price by working out consistently over a long period of time. If the same runner never trained, how likely is it that they would be able to finish the race when the time came?
Point 4

Question
What are the three things that I spend most of my time thinking about and doing?

Discussion
Have the students consider and write down their answer to this question. Invite students to discuss and share their answers with the class.

Say to students, “So I’m wondering what’s more important: what we do or what we think?” Facilitate discussion. Again, there are no right or wrong answers at this point. Encourage the participants to share openly.

If a person wants to really identify what’s most important to them, they need look no further than where they are spending their time. As the question under Point 4 reveals, it’s not just time spent doing things, but also time spent thinking. Doing something but thinking about something are completely different. For example, if I am having a conversation with my date but thinking about someone else, what does that reveal about what’s really important to me?

Another example would be if I’m not using drugs just so I can pass my drug screens, but I’m thinking, “As soon as I get off probation, I’m going to get really stoned.” What is more important to me? Not doing drugs while maintaining these thoughts is meaningless and will not help us deal with core issues.

Question
What would we call someone who does one thing but really believes or thinks something else? (A hypocrite.)

Discussion
Personal strength is built and created through a person’s ability to align their actions and behaviors with their “invisible thought life.”

TOOLKIT SLIDE

Refer to the toolkit slide to select a video, song, or activity that reinforces the concept that it is important for our thoughts and behaviors to be in alignment with each other. Our recommended video is “Weightlifter: Oops.” This is a great example of what can happen when a person’s behaviors and thoughts don’t line up. The weight represents something visible and tangible (behavior), and the structure of the floor represents something not visible (thought life). When they’re not in line, bad things can happen, causing considerable damage around us.
**Question**
Do any of these things create greater opportunity, freedom, and personal strength?

**Discussion**
If the answer is “yes,” challenge the students to keep doing (lifting) these positive things. Then encourage the students to ask themselves daily how they can continue to do more of this in the future.

**TOOLKIT SLIDE**

Refer to the toolkit slide to select a video, song, or activity that reinforces the concept that daily “workouts” create greater strength. Our recommended video is “Mouse Trap Workout.”

This video provides a fun example of a mouse who has spent a lot of time practicing getting cheese out of mousetraps, to the point where he now knows he is quicker and stronger than the trap itself. Even though his behavior, on the surface, appears to be dangerous and reckless, the mouse knows that he is not putting himself or others at risk due to the personal strength that he has developed over time.

**WEAK THINK/STRONG THINK**

Students will be introduced to “EXCUSES” and “NO BUTS-PERIOD!” It is recommended that one volunteer from the class read the “Excuses Weak Think” concept and another volunteer read the “No Buts - Period! Strong Think” concept.

**Discussion:**
Open brief discussion and invite the students to share examples of when and where they have done either of these in their life. If the class is struggling to come up with examples, be prepared to share a brief personal example.

**NOTE:** As a facilitator, we must always be careful not to dominate teaching the WhyTry concepts by always talking about ourselves. We need to be comfortable with periods of silence from the class. The longer the silence continues, the closer someone will get to sharing one of their own personal examples.

**Point 5**

**Question**
What is at least one new daily workout I can start in order to create more character, heart, and personal strength?
Discussion
Personal strength is not created overnight. It is developed slowly over time. If a person wants to lift more weight, they can’t just jump into a 300-pound bench press. They have to start out with a weight that they are able to lift and slowly add to it.

Outline with the students different ways that they can improve their “workouts” with the time they spend (thinking and doing) in their four main environments: home, work/school, legal, and peers.

Possible options:

• At Home:
  Identify one expectation that your significant other, parents, or caregiver would really love to see you meet. Then go and show them you that you now understand why this is important. Identify one relationship at home that you would like to improve, put effort into improving it.

• At Work/School:
  Identify what gets you into the most trouble at work or school that holds you back from reaching your full potential. If, for instance, you’ve been struggling with co-workers or supervisors, do the opposite, or at least something different from what you had been doing that is contributing to the conflict.

  In a school environment, identify a subject that is difficult for you, and put more of your time and effort into studying, doing homework, preparing for tests, or extra credit.

• With Peers (Friends):
  Put some new effort into meeting the needs of someone else, not just yourself. (This is the secret of making good friends.)

  Encourage the students to come up with a more creative way to use their time that would help and not hurt another person.

• Legal:
  What is one aspect of your current supervision status that’s been difficult for you to follow? What would it take for you to do a better job at following this expectation? Remember, what you do must be in line with what you truly think and believe. Don’t be a hypocrite, it will only cause you to fail in the long run.

Challenge the participants to evaluate themselves at the end of each day by asking, “Am I at least trying to lift the challenges in these four areas of my life?”

Challenge them to come up with a game plan at least once a week for how they will spend their time becoming stronger in these four areas of their life. Emphasize the importance of preparing today for the challenges of tomorrow.

Remind them that they cannot control other people in these four areas; they can only control how they respond to others. They have no control over whether or not others are lifting their own weight.

Once they decide on a new workout, it is important that they commit to it. Help define the word commitment and find out what the word means to them. Ask the students to identify family members, leaders, athletes, facilitators, musicians, etc. who have committed to something.
Question
Why is this my most important “muscle” and source of personal strength?

Discussion
The brain is where we decide whether or not we will lift the weight. The brain is also extremely important because this is where our self-talk is processed (Dam 1 in the Motivation Formula). Here are some examples of self-talk: “These rules and laws are stupid; I’m not going to follow them,” or “I am going to use these rules and laws to help me accomplish my goals.” Self-talk can provide the needed motivation to lift the weight. Review with the students what self-talk is and the importance of selecting positive self-talk.

Then give the students the following steps that show how the brain builds strength:

2 Steps to Build Strength:

1. **We are given the challenge or a rule.**

For example, we are told, “If you fail to attend treatment, you will have to start your supervision over;” or “If you don’t pay child support, you won’t see your kids;” or “If you get another positive drug test, you will go to jail.” We should recognize that these rules and expectations are resistance, which help us build greater strength. Making excuses, blaming, avoiding, quitting, or not caring about our challenges makes us weaker and is setting us up to fail.

2. **Next we have a choice.**

The choice we make to either meet the challenge or give up will move us towards greater strength or greater weakness. Our attitude about the law, rule, or expectation is critical. A positive attitude will help us lift the weight, while a negative attitude acts as the air inside of the balloon.

For example, the weight of reporting to your probation officer may seem too heavy, if we choose to see this expectation as nothing more than an inconvenience and restriction on our personal freedom. With this attitude, our choice to simply not show up would be easy. On the other hand, if we looked forward to sharing with the probation officer good news about the way we spent our week, our attitude would strengthen us and help us to continue to lift the weight.

It is important to identify which way our thoughts and attitudes are going as soon as possible. If we don’t put effort into controlling our thoughts, attitudes, and choices, they will naturally take the road of least resistance. In order to get stronger, we must lift the resistance, beginning with what goes on inside of our heads. Our motivation increases with each small success at lifting the resistance.
Character and Heart

There may come a time when our brain (self-talk) gets tired of lifting. When this happens, we must tap into our heart. It needs to get personal! We need to really feel it! In the WhyTry Corrections Program, the heart represents our character, which includes what we like about ourselves, what we do to help ourselves and others, our positive values, and our motivation to do good out of respect for people who care about us. Our character also represents who we are and what we want to do with our life. The choices we make feed directly into, or take away from, our character.

When the weight seems too heavy and our motivation is low, we need to let our self-talk and character work together to give us the positive motivation to keep on lifting the weight. For example, “I am sick of work and all of its rules, but I am not going to give up. I will show myself and others that I care about my potential.”

The combination of a challenge and our choice reflects our character and heart, which produces either greater strength or greater weakness.

Encourage the students to understand, memorize, and apply the following formula:

\[
\text{CHALLENGE (laws, rules, and expectations) + CHOICE (my decision) to lift the weight using positive self-talk} = \text{CHARACTER (personal strength)}
\]

Review Lift the Weight

Draw a name from a hat of class participants. The person chosen will review the concepts of “Lift the Weight.”

Discussion

Note that the PowerPoint image is a basic representation of the “Lift the Weight” visual analogy. Encourage the student to recall to the best of their ability the basic concepts of this metaphor.

Remind students that by the beginning of the next class, everyone should have reviewed for themselves the core concepts of “Lift the Weight” and be prepared to share what they learned as their name may be drawn out of the hat at the beginning of the class.
Looking Ahead

Discussion
Point out to the participants that in their “Game Plan” journal there is space provided for them to document their thoughts, experiences, and perspectives related to the entire Lift the Weight metaphor. Emphasize that this should be completed before next week’s class.

Next, direct the participants to the narrative surrounding the “Weak/Strong Think” exercise pertaining to the “Excuses/I’m Unique” balloon and the “No Buts/Count On It” weight. Emphasize that this also will need to be completed by next week.

Participants will also need to document responses to the weekly “Motivation Question” and “Action Step” outlined in their “Game Plan” journal.

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

Activity: The Weights

Spatial Requirements: Regular classroom setup: little or no space required
Activity Type: Object lesson
Group size: 2 or more
Time: 5-10 minutes

Introduction: Sometimes what feels like a burden or restriction can help give you a better life if you “lift the weight.” This activity shows that positive results follow when we take the “harder but worth it” track and lift the weight of laws and rules.

Materials:
• 2 non-clear gallon jugs, one filled with water or sand, the other empty. (You can also use one dumbbell weight and two balloons on the end of a stick. However, the activity will lose the element of surprise if you choose to use these.)

Activity:
Ask the group, “Who is the strongest person in the class?” Invite the “strongest” individual to come forward as a volunteer. Invite one more volunteer to come forward.

Option 1:
Let them know that they will be doing a bicep curl, and demonstrate this for the class. Give the “strong” volunteer the jug filled with water and the other the jug filled with air. Ask them to keep up with the cadence you will be calling out. Start with “up...down” at a slow cadence and increase the speed until the person with the water in the jug starts to lag behind. Continue for 10 or 15 more seconds and stop the activity.

Option 2:
Instead of a bicep curl, have the participants hold the jug out to the side of their body at shoulder height for as long as possible. Even a strong person will find it very difficult to hold the weight for longer than a minute.

Finally, switch jugs. The two participants will realize why the other person had a hard or easy time doing the activity. Invite the two participants to share with the group their findings.

Processing the Experience:
• If this were an actual exercise that both volunteers did on a daily basis, who would receive the greatest benefit over time? Why?
• If this were actually about building physical muscle, why do we need resistance to become stronger?
• How does the process of building muscle in the human body actually take place? How does it work?
• In life, what might the heavy jug represent?
• In life, what might the light jug represent?
TOOLKIT - Lift the Weight

Learning Activity: The Paper and the Book

Spatial Requirements: Regular classroom setup: little or no space required  
Activity Type: Object lesson  
Group Size: 1 or more  
Time: 5-10 minutes

Introduction: This activity reinforces the idea that when we follow the rules/laws of society, we will become stronger, leading us more opportunities, freedom, and self-respect.

Materials:  
• 2 pieces of plain photocopy paper  
• 1 rubber band  
• 1 heavy book (e.g. a textbook or hardbound dictionary)

Activity:  
Ask for a volunteer to come forward. Give the volunteer a piece of paper and the book. Instruct him/her first to stand the paper on its end, and then to balance the book on top of it. Tell them that the book must be balanced at least eight inches off the ground. Allow the volunteer one minute to try. Then give him/her the rubber band and a new piece of paper. Ask the volunteer to try once more, this time using the rubber band. If it is difficult to figure out, you may need to help. The secret: Roll the paper into a cylinder, and use the rubber band to hold it together. Stand the cylinder on end and carefully balance the book on top of it. Note: Instead of asking for a volunteer, you may also decide to give everyone a piece of paper with the same challenge, or break everyone into smaller groups to work in teams.

Processing the Experience:  
• Why couldn’t the paper support the book at first?  
• How did the rubber band help? What do you think the rubber band represents?  
• What does the book represent?  
• What does the paper represent?  
• How does living within the boundaries of laws, rules, and expectations help us “lift the challenges” of life?
TOOLKIT - Lift the Weight
Learning Activity: Finger Tangle

Spatial Requirements: Regular classroom setup: little or no space required
Activity Type: Movement/group
Group Size: 2 or more
Time: 5-10 minutes

Introduction: This activity will help participants recognize that following basic rules, laws, and expectations can be difficult and confusing when our life is all tangled up. It is only when we see laws, rules, and expectations from an “untangled” perspective do they become easier to follow.

Materials:
• None

Activity: Ask the students to pair up. One member of the pair will be the pointer and the other will tangle his/her fingers (Let them select who will do what). Instruct the person that tangles his/her fingers to do the following:

Place your hands to your side (by your waist).
Cross your arms with your palms facing each other (by your waist).
Clasp your hands together by interlocking your fingers.
Twist your arms and hands and bring them up by your chin. (Demonstrate.)
Keep your fingers clasped tightly for the rest of the activity.

Ask the other team member to point to one of the partner’s fingers without touching it. The “tangled” team member must try to move that finger up and down. Repeat the process with other fingers. Some will be able to do it, but most will struggle to move any fingers.

Reverse the process by having the partners change roles.

Processing the Experience:
• Was it difficult to move the correct finger?
• Would it have been as hard if you just folded your hands normally in front of you and were not tangled?
• Why is it difficult for us at times to follow the laws, rules, and expectations that society and other point to in our lives?
• How might a person “untangle” their perspective on following laws, rules, and expectations?
CHORUS:
If you want to build your muscle
You’ll need a legitimate hustle
To get strong it will take some struggle
But then you have strength to just bust through

(repeat)

When I was slanging I thought I’d be on top of the world
Had the money, the car, and even me a girl
But there was still something missing from deep inside
Despite all the position you could see with your eyes
Without being true to myself so I was living a lie
Wearing the ice was like putting on a disguise
My pride was blinding me from my mission and purpose
I was too caught up with vision that’s surface
I switched up my serving to start something new
Applied my business mind and hooked up with a crew
We started a clothing line that began to explode
Collecting money and respect with this new hustle
No more watching my back or worked who now pursuing
and used our money and power to bring together a movement
This improvement now was replacing the trouble
We flipped the script with this legitimate hustle

(Chorus) (repeat)

Tell me man if it is even worth it
Hustling and struggling and always doing dirt ‘cause
You watching out for popo and the stick up kids
Do you ever for a minute ever feel just sick of this?
It is ridiculous player just think of the risk
You might get that paper quick but then it’s gone with the wind
In an instant it can even get confiscated
Illegitimate money straight flies away quick
On the real son you know we never hear?
A dealer makes less in his life than if he had a career
It might come slow but it won’t get took away
Build upon this rock it won’t get shook in the rain
This is the day that we escaping the trouble
By buliding a foundation that won’t melt into a puddle
The desire to have ice is strong but so subtle
But lay your foundation with a concrete hustle
BRIDGE:
To all my people punching clocks to get gwap (that's hot)
All my people makin' moves to improve (that's cool)
All my people workin' day after day (get paid)
And I won't slack on this track got you back (ay)

(repeat)

Gettin' my life together so I'm doin' maneuvers
In the streets see me evade all the users and losers
'Cause I wanna see my pockets fatter than that boy buddha
That ain't happenin' by me partyin' raisin' these roofs up
So I don't get high fly into the sky
'Cause I'm trying to leave a trail for others to survive
Plus I'm a down to earth guy so why would I fly
Take the easy way out? Nah I got too much pride
And I got too much talent, keep it real no fake
Plus if I don't stay straight, that's my family's fate
So Imma look for a better way to get that cake
So these shoes Imma lace and I'm gon' win this race
Learning Activity: On the Brink

Spatial Requirements: Regular classroom setup: little or no space required
Activity Type: Movement/group
Group Size: 2 or more
Time: 10 minutes

Introduction: What begins sometimes as simple fun can often lead to trouble. During this activity, participants will learn the importance of staying within the boundaries set before them without crossing the line. When a person isn’t paying attention and crosses the line, consequences soon follow. It is EASY to simply cross the line every time. It is HARD to stay within boundaries.

Materials:
• 1 penny or plastic chip per team
• 1 ruler per team (Make copies and cut out from opposite page. Note that this “ruler” is not divided into inches for convenience. We call this measurement “On the Brink” units.)
• 1 score card per team (Make copies and cut out from opposite page.)
• 1 pencil or pen per team
• 1 desk or table space (at least 18 inches wide) per team

Activity:
Divide the group into teams of two and have the partners sit opposite each other at the desk or table. One partner uses his or her finger to flick the penny so it slides across the top of the table towards the opposite partner, who shoots the penny back or retrieves it if it goes over the edge. The objective is to see how close the penny can come to the opposite edge without going off the table. Give the participants three minutes of practice, then allow them five turns each to get as close to the opposite edge of the table as possible. They will use their rulers to measure each try from the edge of the table to the closest edge of the penny, writing down each distance on the piece of paper. A penny off the edge is a 15-unit penalty. At the end of the five attempts, the total distance will be added up. The smallest total distance is the winner. Note that if a penny goes over the edge but doesn’t fall, it still counts as a penalty, since the point here is to not cross the line.

Processing the Experience:
• How hard would it have been if the goal was simply to cross the line or go over the edge every time?
• Did it become easier to stay on the table and get closer to the edge after you practiced?
• What do you think this activity has to do with the benefit of following laws, rules, and expectations?
• What happens in real life when we cross over the line from “just having fun” to actually breaking the law?
On the Brink
SCORE CARD

1. ________ 2. ________ 3. ________ 4. ________
5. ________ 6. ________ 7. ________ 8. ________
9. ________
TOTAL: ________

---1 ---2 ---3 ---4
---5 ---6 ---7 ---8
---9 ---10 ---11 ---12
---13 ---14 ---15 ---16
---17 ---18 ---19 ---20
---21 ---22 ---23 ---24
Spatial Requirements: Regular classroom setup: little or no space required
Activity Type: Movement/group
Group Size: 1 or more
Time: 10-20 minutes

Introduction: This activity helps students understand the rewards that come when we carefully follow rules. They will be asked to answer some questions, but if they don’t carefully follow the instructions, they will find that they wasted their time and made some big mistakes. This demonstrates that rules are created for a reason, and when we choose to ignore them, we could wind up making a big mistake.

Materials:
• 1 “test” for each student (See opposite page)
• 1 pencil or pen for each student

Activity:
Say to the students, “To introduce the next concept, you will need to complete this short exercise.” Give each student a copy and let the fun begin.

Processing the Experience:
• How many of you did what you were directed to do as you read each line?
• Why do you think you didn’t really get what was stated in the first paragraph and on lines 1 & 2?
• How does understanding the consequences of not following directions or obeying rules help you follow the rules?
• What eventually tends to happen when we think we know better and just jump into doing things the way we want to do them rather than taking the time to really think about the rules and instructions?
Read this entire exercise before doing anything else. Do exactly as instructed. This is a SILENT activity! Under no circumstances are you to speak or ask any questions. Be sure to keep your eyes on your own papers. When you have finished, sit quietly until everyone has finished this activity.

Name: _______________________________

1. Read every instruction before you do anything.
2. Proceed carefully and cautiously.
3. Write your name below the paragraph that starts with the words “FOLLOWING DIRECTIONS” in the designated space/line above,
4. Draw a circle around your name above.
5. Draw five small squares in the upper left-hand corner of this page.
6. Put an “X” in each square.
7. Put a circle around each square.
8. Sign your name in the lower right-hand corner of this page.
9. After your name, write, “yes, yes, yes!”
10. Put a circle around each word in sentence number 8.
11. Put an X in the lower left-hand corner of this page.
12. Draw a triangle around the X you just drew.
13. On the reverse side of this page, multiply 1,850 by 70.
14. Draw a rectangle around the words “FOLLOWING DIRECTIONS” at the top of this page.
15. Snap the fingers of your left hand.
16. If you think you have followed these directions up to this point write, “I have” in the space below.
17. _______________________________
18. On the reverse side of this page, add 8,950 and 9,850.
19. Put a circle around your answer. Put a square around the circle.
20. Shut your eyes for just a few seconds.
21. Ignore all instructions stated in numbers four through nineteen, and follow the instructions in number three to complete this activity.
TOOLKIT - Lift the Weight

Song: Lift the Weight

Stack it on, how much more can you take
Before you bend? Before you break?
Some know all that you can do
And you will learn the choice can only come from you

How long will it take for you to be the one
To lift and bear the weight of all the things to come?
Of all that is to come?

Stack it on, the weight is what I need
To have the strength to believe
In the dreams and all that I’m going to be
And I know the choice can only come from me

How long will it take for you to be the one
To lift and bear the weight of all the things to come?
Of all that is to come? . . .