**Reality Ride Online Lesson Plan**

**Lesson Objective(s):**

* Students can explain how a decision will lead to real consequences; whether positive or negative.
* Students can explain how decisions can lead us closer or further away from our goals.
* Students can connect events in their life with choices they have made; citing examples.
* Students can describe what their future could be like if they took the harder but worth it track.

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| **Slide** | **Self - Paced Notes** |
| Slide 1: What is your favorite ride you have ever been on at an amusement park? | 1. For attention getter questions, encourage students to share their answer with a family member. |
| Slide : Video Clip!   * Say:   + We’re going to watch a video of a young man riding a roller coaster for the very first time. As you watch the video please pay attention to all the different emotions that the young man experiences during the ride.   + Show: <https://www.youtube.com/watch?v=8XQzQYFYfy8&t=1s> * **Processing Quiz Questions:** Ask (using your chat tool - Tip: if this is a live online delivery encourage the chat responses to be visible to all participants to give it more of a classroom feel)   + Do you like roller coasters?   + Why do people ride roller coasters?   + What are all the different emotions that he felt during the ride?   + How is life like this roller coaster? * Additional Emotional Check-In Question (For live delivery you may want to convert the Emotional Check-In piece to a Google Form, or Journal Activity that they return to you to protect their response)   + Fill in the blank: My day is going \_\_\_\_\_\_\_\_\_ today. Why?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. Create a clip of you framing the video using the suggested intro from the live instructions.  2. Share the video with students.  3. Put processing questions in a quiz or journal entry for students to respond to. |
| Slide : Metaphor Walkthrough   * Say   + This is the traditional type of roller coaster that goes a bit slower than the newer ones - the up and down isn’t too crazy, but this is a pretty big thrill for this kid.   + Newer rollercoasters are different. They are designed to be faster and more thrilling. * Discuss: Allow students to use text chat and/or raise hands to use the microphone.   + Why do we ride roller coasters?   + What makes them fun and not fun?   + Do you think you could ride them all day long? Why or why not?   + How long do you think it would keep being fun? * Say   + What can make the ride fun for a while - the big steep climbs and the fast dropoffs - can become tiring after a while and will eventually make you sick. | 1. For the entire metaphor walkthrough, film yourself going slide by slide.  2. Every time a question appears in the script, instead you need to explain the question by asking it and then answering it for yourself or give examples to the students. |
| Slide : Reality   * Point to Flag 1 * Say:   + Here’s another rollercoaster. I call it the “Reality Ride”.   + What does reality mean to you? (Pause for discussion)   + Reality is what is real or what is actually happening in our lives.   + This picture shows one reality of life: that our choices eventually have consequences. |  |
| Slide : Goal   * Point to Flag 2 * Say:   + What is a goal you have for your life? (Pause for discussion)   + To get on this reality ride, you need to identify one goal or dream for your life.   + You can have any goal, as long as it doesn’t break the following rule:     - The goal can’t hurt you or others. It must be a positive goal. |  |
| Slide : Home, school, peers   * Point to Flag 3 * Say:   + What are three places or environments where you spend most of your time? (Pause for answers)   + Look at the letters on the wheels of the rollercoaster car: H, S, and P. These represent the three main places where you spend your time: Home, School and with your Peers, or friends.   + What do the wheels on the rollercoaster do? (Pause for answers)   + Those three environments of home, school and peers are like the wheels on the rollercoaster: They take us down the road of life and sometimes we have challenges with those environments. |  |
| Slide : Your Challenges   * Point to Flag 4 * Say:   + Think about some of the challenges that you have at home, school and with your peers. What are some of the challenges that you have at home right now? What are some of the challenges the world is facing right now?   + When you have difficult problems in life, life can be hard. Kind of like the uphill part of the track.   + Even though you may not have any control over these challenges, you DO have control over how you respond to them. |  |
| Slide 10: Things that get you in trouble   * Point to Flag 5: * Say:   + Sometimes as a result of challenges, we do things that get us into trouble.   + What are some things that get students trouble at home, school or with their peers? (Pause for responses)   + Are some of these things fun? (Pause for responses)   + Sure - some of these things feel right and fun while you are doing them. They can be thrilling - just like a roller coaster can be thrilling.   + But remember - everything that goes up must come down. |  |
| Slide 11: Consequences   * Point to Flag 6 * Say   + This ride is called the reality ride, so let’s be honest and real with each other.   + What are some of the consequences of doing the things in Point 5 that get you into trouble? What are the *POSSIBLE* consequences? (Pause for responses)   + Look at these consequences in the chat - will any of those give you lasting freedom and self-respect? (Pause for responses) |  |
| Slide 12: Repeated problems   * Point to Flag 7 * Say   + When we keep repeating things, we will likely get the same results.   + We may also feel like we are stuck in a loop and we’ve lost control.   + You can tell you are in a loop if you regularly feel the following emotions: Frustration, confusion, anger, or fear - or if you lack options to deal with your challenges.   + The fastest way to get out of the loop is to stop the behavior that is hurting you the most.   + Staying in the loop is the easiest option since it is the most familiar.   + The reality is that to get out of the loop, you may have to work harder, sacrifice, and take a risk by leaving your comfort zone. |  |
| Slide 13: Start ride over   * Point to Flag 8 * Say   + Look at the difference between the “harder but worth it” track and the track that leads to the crash.   + How do those two tracks look visually different? (Pause for responses)   + In the Why Try lessons, I am going to teach you how to achieve opportunity, freedom and self-respect through these two steps:     - Get out of the loop     - Use the goal you identify in step 2 as your motivation to get on this ride   + This will be difficult - and there will be ups and downs.   + But remember - anybody can do those things that lead to crashes. It takes strength to use goals as motivation to avoid a crash.   + The other pictures on this screen are skills you’ll need to stay on track and to avoid future crashes. |  |
| Slide 14: What will your reality be?   * Point to Flag 9: * Say   + What could be your reality if you avoided the crash? (If you don’t do those things that get you into trouble) (Pause for responses.)   + So what we see here is that the easy-fast track takes away your options and opportunities in life, while the other track gives you unlimited options. |  |
| **Journal Art Prompt:** Draw a picture of a roller coaster with one track showing the fast and easy track and another showing the harder but worth it. Where do you see yourself on the Reality Ride? Mark where you are on the ride with a star or a stick figure of yourself.  On your picture answer the following questions:  Have you ever gotten in trouble for the same thing over and over again? How have you gotten out of the loop in the past?  List your top 5 strengths  How can these strengths help you get out of the loop and onto the harder but worth it track? | 1. For journal entries, you can create an assignment for students to do. You can ask them to either upload assignments, respond within the platform you are using or email snapshots of their work to your email. |
| **Journal Prompt Reflection:** Whenever we make a choice we have consequences. Give an example of a choice that has a positive consequence. Give an example of a choice that has a negative consequence.  What is an example of something that is ‘harder but worth it’? | 1. For journal entries, you can create an assignment for students to do. You can ask them to either upload assignments, respond within the platform you are using or email snapshots of their work to your email. |
| **Journal Prompt Game Plan:** What opportunities would you like to have in life? Create a T chart on a paper to create a 1 year, 5 year, and 10 year goal for each section. Label the sections: Education/Learning, Job/Career, Hobbies/Interests, Friends/Familiy  Write a goal for each section that aligns with each timeframe.  Choose one of those goals and create a game plan to achieve it (game plan=what do you have to do and what do you need to stop doing to achieve it) | 1. For journal entries, you can create an assignment for students to do. You can ask them to either upload assignments, respond within the platform you are using or email snapshots of their work to your email. |
| **Journal Prompt Get Plugged In:** Draw or show a copy of the Reality Ride to a parent, guardian or older sibling. Ask them how the Reality Ride applies to their life. Have them describe what it means to take the ‘harder but worth it’ track. | 1. For journal entries, you can create an assignment for students to do. You can ask them to either upload assignments, respond within the platform you are using or email snapshots of their work to your email. |