**The Wall Online Lesson Plan**

**Lesson Objective(s):**

* + Students will be able to identify challenges in their lives that block their view of the future.
	+ Students will be able to identify strategies and things they can do to gain a different perspective of their lives and challenges.
	+ Students will be able to explain the metaphor of the wall to another person.

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| **Slide** | **Self-Paced Suggestions** |
| Slide : Attention Getter - What is your favorite thing to climb? | 1. For attention getter questions, encourage students to share their answer with a family member. |
| Slide : Activity “Zoomed In”**Introduction:**In this activity, you will see several zoomed-in images and have a chance to guess what you are looking at before I reveal the “big picture” – the zoomed-out image. **Directions:*** Each time I show a zoomed-in image, write down on your own paper what you think the image is a picture of.
* I will then show the zoomed-out picture.

**Notes:*** Turn off chat until you are done with all eight images.
* Continue this process for all eight images.
* When you have gone through all eight images, have students raise their hand if they got more than one right. Have them keep their hands raised if they got more than two, etc. Applaud the student(s) who guessed the most images correctly.

Slide : Processing “Zoomed In”**Discussion Questions:** * What was difficult about this activity?
* How does this activity relate to the Wall?
* How can we escape from the limited view?
* Why is it important to take our focus off immediate challenges and look to the future?
* Why do some people fail to see the big picture?
 | 1. For this activity we suggest creating a video of you going through each slide and asking what do you think it is? Were you right?2. Make sure you pause between each slide giving them around 15 seconds to try and guess what the picture is before moving to the zoomed out slide.3. Put processing questions in a quiz or journal entry for students to respond to. |
| Slide : The Wall Overview* Display the “You Can See Over the Wall” visual.
* Say:
	+ This picture is about having a clear vision of the future.
* Point to the kid standing in front of the wall. Say:
	+ Take a look at this kid. He can’t see more than a few feet in front of him because his view is blocked by this wall.
 | 1. For self-paced, we suggest doing the video first and then continuing on with the metaphor walkthrough following the self-based suggestions below. |
| Video: Show the following video clip:* Say: We’re going to watch a video clip from the movie Over the Hedge. Pay attention to how the animals respond to seeing the wall for the first time.

<https://www.youtube.com/watch?v=vb2GIS2m5v0&t=127s>* **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):
	+ In the video clip, the animals initially couldn’t see over or around the new wall. How do our challenges limit our view?
	+ How does having a limited view impact us?
	+ What are some things we can do to change our perspective?
* 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: Today I am feeling \_\_\_\_\_\_\_\_\_. 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: Point 1* Point to the wall. Say:
	+ Written on the wall are all kinds of day-to-day challenges that you might be experiencing at home, at school, or with peers.
	+ **What are some of the challenges the wall represents in your life? What is a challenge that we are facing as a world?**
	+ **How does these challenges block our view of the future?**
 | 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 : Point 2* Point to the steps up the wall. Say:
	+ The steps to getting to the top of the wall are the life principles -- or keys to success -- that we’ve been discussing over the last several days. You can ask yourself the questions that go with these steps to see if there’s any step you might be tripping on.
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| Slide : Reality Ride* Point to the first step. Say:
	+ The first step in climbing the wall is The Reality Ride. Ask yourself, “What did I do today to stop the crash, and how can I repeat it?” Remember it’s important to understand the consequences of the choices you’re making today.
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| Slide: Labels* Point to the second step. Say:
	+ The second step is about tearing off labels. Ask yourself, “How did I show others ‘the real me’ today, and not the label?”
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| Slide : Defense Mechanisms* Point to the third step. Say:
	+ The third step is about positive defense mechanisms. Ask yourself, “How did I protect myself in a pressure situation today? Did it help or hurt me?” Are you maintaining control of your emotions, or are you letting them control you?
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| Slide : Climbing Out* Point to the fourth step. Say:
	+ The fourth step is about climbing out of the pot. Ask yourself, “How did I react when someone tried to pull me down?” What did you do today to get out of a negative peer situation, and how can uou do more of that tomorrow?
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| Slide : Jumping Hurdles* Point to the fifth step. Say:
	+ The fifth step is about jumping hurdles. Ask yourself, “What will motivate me to jump back up when I trip?” If you’re tripping on any of the steps, what approaches can you take to solve the problem and not give up?
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| Slide : Desire, Time, and Effort* Point to the sixth step. Say:
	+ The sixth step is about the maze putting hard work into things that are worthwhile. Ask yourself, “What did I put my desire, time, and effort into today?”
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| Slide : Lift the Weight* Point to the seventh step. Say:
	+ The seventh step is about lifting the weight and obeying laws and rules. Ask yourself, “What laws and rules are making me strong?” How are they doing this?
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| Slide : Get Plugged In* Point to the eighth step. Say:
	+ The top step is about plugging into positive support systems. Ask yourself, “Who is helping me deal with my challenges? Can I get more help?” Think about your resources and the people in your life you can turn to.
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| Slide : The Motivation Formula* Guide your cursor down the staircase. Say:
	+ Look at the railing going up these stairs. It represents the Motivation Formula. It’s something you should always hold onto and keep in mind as you work your way to the top of the wall.
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| Slide : Point 3* Say:
	+ Our motivation increases the closer we get to the top of the wall. Your perspective begins to shift from a limited view to a “big view,” where you can see opportunity, freedom, and self-respect, and recognize that goals and dreams and a vision for the future are all possible.
	+ Remember that even when we get to the top of the wall, the challenges listed here at the bottom of the wall don’t necessarily go away or change. We still have the same challenges at the top of the wall as we do at the bottom. The difference is that at the top of the wall there is hope.
	+ Hope comes when we have a clear vision of the future and know the steps we need to take to have the kind of life we’d like to have.
	+ This clear vision also gives us the seeds of something very important: RESILIENCE.
	+ What does the word “resilience” mean to you?
* Wait briefly for students to respond. Briefly discuss their responses.
* Say:

Resilience means that, despite the challenges and struggles you might face on a day to day basis, you don’t give up. You keep jumping back up and fighting on, because you have hope, and your vision of the future is clear.  |  |
| **Journal Art Prompt**: Draw yourself on top of a wall. Label what the wall represents in your life. Draw what opportunities you see on the other side of the wall. | 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 Writing Prompt**: What does the wall represent in the lives of people around you? How is the wall blocking their view of the future? How could you help them see the other side of the wall? | 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 Conversation Prompt:** Show the visual of the wall to a friend or family member. Explain to them the metaphor of the wall and discuss with them the things you have learned going through this lesson. | 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. |