**Climbing Out Online Lesson Plan**

**Lesson Objective(s):**

* Students can explain the phrase ‘peer pressure’ and how it affects people.
* Students can identify how friends affect them in positive and negative ways.
* Students can identify people in their life who want to help them out of the pot (problems)
* Students can describe goals and visions for the future, specifically what would life be like outside of the pot (peer pressure problems)

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| **Slide** | **Self-Paced Suggestions** |
| Slide : Welcome to class! - Make a list of all your friends. Write down one word next to each name that best describes that person. | 1. For attention getter questions, encourage students to share their answer with a family member. |
| Slide : Let’s watch this video of a crab trying to escape from a pot that it’s about to get cooked in. * <https://youtu.be/D1F6IYh6Xhs>
* 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)
	+ Why was it hard for that crab to get out of the pot?
	+ What kind of "pots" do we have in our lives?
	+ Do we usually try to keep people in or help people out of their pots? How?
* 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 3: Climbing Out* Display the “Climbing Out” visual.
* Say
	+ This picture is about how we are influenced by others -- sometimes in positive ways and sometimes in negative ways.
* If needed, you might refer back to the Reality Ride and the things students discussed that get them in trouble at home, at school, or with peers.
 | 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 4: Point 1* Point to red flag 1. Say:
	+ Look at this pot full of crabs. What’s going on in this picture? (Usually students will respond: One crab is trying to climb out and the others are holding or pulling them in.) Why is it difficult for the crab to climb out of the pot?
	+ This is a common metaphor used by sociologists -- people that study behavior. It’s called the “crab effect” -- when others hold us down when we are in negative environments.
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| Slide 5: Point 2* Point to red flag 2. Say:
	+ What might this pot represent in your own life?
	+ Is there a situation you or your friends might be in where others are pulling you down or holding you back? In your chat window, type in some possible things that the pot might represent for you.
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| Slide 6: Point 3* Point to red flag 3. Say:
	+ When you get in trouble (or in the pot), are you keeping others in, or yourself?
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| Slide 7: Point 4* Point to red flag 4. Say:
	+ How do others influence you in positive or negative ways?
	+ What is a true friend?

Discussion: In the chat window or on the whiteboard, have students complete this statement, “A true friend is \_\_\_\_\_\_.” Ask them if any of these responses could be used to describe some of their friends? Do any of these responses describe you?Then have them complete this statement, “A false friend is \_\_\_\_\_.” Ask them if any of these responses could be used to describe some of their friends? Do any of these responses describe you?  |  |
| Slide 8: Point 5* Point to red flag 5. Say:
	+ Who wants to see you climb out of that pot? Write some people in your chat window.
	+ If you can’t think of anybody else, know that there is one person who definitely wants to see you climb out, and that’s me!
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| Slide 9: Point 6* Point to red flag 6. Say:
	+ What are some reasons for staying in the pot?
	+ Are there situations that could be dangerous or not in your best interest but you prefer to do them anyway? For example, what could be the benefits of skipping school? What could be the benefits of staying in a gang?
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| Slide 10: Point 7* Point to red flag 7. Say:
	+ What will your future be like if you don’t get out of the pot? If you continued to skip school, what kind of impact would that have on your future? What would the future be like if you stayed in a gang?
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| Slide 11: Point 8* Point to red flag 8. Say:
	+ What are the reasons for getting out of the pot? Write down some reasons why you would want to get out of your own negative situation.
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| Slide 12: Point 9* Point to red flag 9. Say:
	+ How could your future be impacted in a positive way if you got out?
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| Slide 13: Point 10* Point to red flag 10. Say:
	+ What tools can you use to get out?
	+ What resources do you have?
	+ Who can help you?
	+ Who can you turn to?
	+ We’ll talk later about some tools you can use to climb out.
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| Slide 14: Warning!* Point to the warning at the bottom of the picture. Say:
	+ If you try to get out, you will be attacked! Pay attention as you try to climb out -- Somebody *will* try to pull you down. Why do you think people do that? Write what you think on the whiteboard.
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| Object lesson: Sucked InFraming of the video or the object lesson:Point to the crab at the top of the pot in the picture and say, “imagine that this crab manages to break free and get out of the pot. That may be a shaky little crab there on it’s own. If it doesn’t find another place to go and keeps hanging around this pot, what do you think is going to happen? As you watch this video (or demonstration) think about how the egg might relate to the crab.” You can choose to either do the object lesson in front of the camera or you could show the video at this link: <https://www.youtube.com/watch?v=tmc9U_mK3v4&t=2s>Instructions:<http://www.whytryprogram.org/index.php/home-reg/122-toolkit/tk-learning-activities/350-activity-sucked-in-climbing-out>Don’t forget to process the activity with the following questions:* Why do you think the egg went into the bottle when the flame was used?
* How is this activity like peer pressure? What is an example of a situation where it is difficult to say no? (Explain that the flame was like peer pressure and sucked the egg into the bottle, just like we sometimes get sucked in to making bad choices we would otherwise resist.
* The egg was in the wrong place at the wrong time – i.e. at the neck of the bottle when a flame was burning.)
* Are we more susceptible to peer pressure by being in the wrong place at the wrong time? How?
* Is it harder to say no the longer you are in a situation? Why?
* What can you do to help yourself resist the pressure to do something that might be harmful to you?
* How do you get out of negative peer pressure?
 | 1. This activity will be very easy to do self-paced as well. It is essentially the same instructions as the live online instructions except you will film yourself doing the experiment and provide that as a part of your video walkthrough you provide for the students. 2. To process the activity you will want to make the processing questions a separate assignment or quiz they take electronically to turn into you.  |
| **Journal Prompt Reflection:*** Use five words to complete the phrase: A good friend is \_\_\_\_\_\_\_\_\_
* Do any of these words also describe you?
* What words would you use to describe a false friend?
* How would you describe your friends?
 | 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:**Make a list of friends that have helped you out in the past. In what ways did they help you. Pick on of your friends and write them a thank you note, card, text, or email. | 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. |