**Jumping Hurdles Online Lesson Plan**

**Lesson Objective(s):**

* Students will be able to identify hurdles (problems) in their path which need to be jumped over to reach their goal.
* Students can identify skills and personality traits that are strengths they can draw upon to solve their problems.
* Students will be able to use the six step problem solving process to approach their problems.
* Students will be able to explain why failing at something can be used in a positive way.

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| **Slide** | **Self-Paced Suggestions** |
| Slide Attention Getter Video: Say - Let’s watch this video of a runner that faces a pretty serious setback during their race.<https://www.youtube.com/watch?v=0Zosz0CzsHU>* 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)
	+ How did this runner respond to her setback?
	+ How does getting back up make us stronger?
	+ What can we learn from the hurdle race about dealing with setbacks in life?
	+ Why is it important to get back up when we "fall down"?
	+ Do people that are successful in life still experience set backs? How do they typically respond?
* 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. |
| Slides 2-8: Activity: Math Problem* Have students complete the formula that is on the slides. Say:
	+ The result should be the age you get your driver’s license. (Note: If the license age in your area is below or above 16, on the last step (“Add 11”) change the number (11) so that whatever number added to 5 will give them the age they get their driver’s license. If their license age is 14, add 9. If the age is 18, add 13, etc.)
* Ask:
	+ For those of you that did the math right, why did you get the answer 16?
	+ What happened to the rest of you?
	+ Who was in control of the activity, you or me? (I may have set up the parameters, but if you followed the instructions, you will always get the same results.)
	+ Who is in control of your own life?
	+ What are the steps that successful people follow to overcome challenges or hurdles in their lives? (At this point, you may share an experience wherein you or another well-known figure overcame a difficult challenge/hurdle in life.
 | 1. To do this activity for self-based, film yourself doing the activity and giving instructions. After you finish you should ask the questions and then either transition to a slide with those questions for them to answer in some format **or** create a quiz or assignment they can do separately to answer the questions. |
| Slide 9: Jumping Hurdles* Display the “Jumping Hurdles” visual.
* Say
	+ This picture is about how to solve our problems. It’s important to know how to solve problems, because when we don’t experience success it’s hard to stay motivated. Today we’ll talk about how we can have success -- even if it’s small -- and build on it.
	+ This picture is a track shoe, a runner, and a hurdle. This hurdle is something you have to jump over, like a barrier or a problem.
	+ Get out a piece of paper and something to write with as we walk through this picture.
 | 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 10: Point 1* Point to red flag 1. Say:
	+ Think of a problem that you have. Write it at the top of your paper.
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| Slide 11: Point 2* Point to red flag 2. Say:
	+ Write down some things you’ve accomplished or “jumped over” that might be similar to this problem. Why might it be important to think about these?
	+ When we think about similar things we’ve accomplished in the past, it can give us confidence in our ability to overcome new challenges.
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| Slide 12: Point 3* Point to red flag 3. Say:
	+ What can you jump over?
	+ If the hurdle you’re facing right now seems too big at the moment, is there a smaller step you can take to get you closer to eventually jumping that hurdle? Write down this step on your paper.
	+ It’s important to experience success, and sometimes we have to take smaller steps to have success at overcoming larger challenges. If your hurdle is too high or not yet realistic, don’t be afraid to practice on a smaller hurdle first.
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| Slide 13: Point 4* Point to red flag 4. Say:
	+ Why should you try to jump your hurdle?
	+ What are the benefits or reasons for jumping the hurdle and solving your problem? Why do you want to jump this particular hurdle? Write down your reasons on your paper.
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| Slide 14: Point 5* Point to red flag 5. Say:
	+ Are there any strengths or abilities you possess that will help you solve your problem? Write these down on your paper.
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| Slide 15: Point 6, Step 1* Point to red flag 6. Say:
	+ The shoelaces on this shoe are the steps that successful people use to solve their problems.
* Point to the first shoelace. Say:
	+ The first step is to identify the problem. It’s a good idea to write down a goal that will help you solve the problem you’ve identified.
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| Slide 16: Point 6, Step 2* Point to the second shoelace. Say:
	+ The second step is to create options.
	+ Sometimes when we’re trying to overcome a problem, we can only think of one possible solution and when it doesn’t work, we give up or try the same thing over and over again. When we try the same thing again and again and keep getting the same results, we call this insanity! Make sure to have multiple options to try: a Plan A, a Plan B, and a Plan C.
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| Slide 17: Point 6, Step 3* Point to the third shoelace. Say:
	+ The third step is to get help.
	+ Ask yourself, who can help me get over my hurdle?
	+ You can’t be an island when you are facing a difficult challenge in life. Getting help is a strength, not a weakness. As adults, we call seeking out a support system “resourcefulness.” This principle is so important that we’ll have an entire lesson on it later on.
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| Slide 18: Point 6, Step 4* Point to the fourth shoelace. Say:
	+ The fourth step is to take action.
	+ The first three steps are all about making a plan. This one is about doing the physical work of jumping your hurdle. If what you’re doing isn’t working, you need to stop that behavior and try out your Plan B!
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| Slide 19: Point 6, Step 5* Point to the fifth shoelace. Say:
	+ The fifth step is to believe in change. This is important! On a scale of one to ten, write on your paper where you are in believing you can overcome your hurdle. A “1” means you don’t think it’s possible, a “10” means you KNOW you can do it.
	+ Think about these two famous statements: “If you can conceive it and believe it, you can achieve it!” and “Whether you think you can, or think you cannot -- you’re right.” Do you think these statements are true?
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| Slide 20: Point 6, Step 6* Point to the sixth shoelace. Say:
	+ The sixth step is to jump back up when you trip. How can doing this make you stronger?
	+ You will experience setbacks, but you’re never a failure if you jump back up and keep trying.
	+ Thomas Edison was once asked how he felt about failing 10,000 times at inventing the lightbulb before he was finally successful. His response: “I never failed once. Creating the lightbulb was just a 10,000 step process!”
	+ Thomas Edison has the ability to jump back up each time he tripped. Think how successful we could be if we adopted the same philosophy.
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| Slide 21: Self-talk* Point to the red star. Say
* What should your self-talk be telling you as you try to jump your hurdle?
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| Slide 22: You Only Lose If You Give Up!* Point to the hurdle. Say:
	+ Remember, you only lose if you give up!
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| **Journal Prompt Reflection:** The first step in jumping the hurdle is to identify it. List some hurdles you have had or are now facing. Pick one of those hurdles and list 5 options that could help you jump over that hurdle. | 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**: Write about the hardest physical and mental thing you have ever done. What can you learn from those experiences? | 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:** Try to think of a problem where you can apply the problem solving formula. Use the six steps to try and jump that hurdle. | 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. |