**Lift the Weight Online Lesson Plan**

**Lesson Objective(s):**

* I can explain how resistance in the form of expectations, just as in weightlifting, can help me be stronger.
* I can explain how making choices that breaks rules negatively impacts preparing me for the future.
* I can list things I enjoy doing that provide opportunities, freedom and/or self-respect.

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| **Slide** | **Self-Paced Suggestion** |
| Slide 1: Attention Getter: What is something you have spent a lot of time practicing to get better at? (athletics, hobbies, etc) | 1. For attention getter questions, encourage students to share their answer with a family member. |
| Slide 2: Video Clip! - Check out this video of an intense arm wrestling match.   * https://www.youtube.com/watch?v=n7BVxLyIgqM * 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)   + What happens if we don't strengthen all our muscles?   + In life what can happen to us if we're not disciplined?   + What are some ways we can practice following the rules and being more disciplined? * 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: Lift the Weight Overview   * Display the picture of the weightlifter. * Say:   + Look at this picture of a weightlifter. Do you see anything strange or unusual about this picture? * Have students raise their hands to give verbal responses. These might include: There is a balloon on one side and a weight on the other; the weightlifter is weak on one side and strong on the other. | 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:   + Have you ever lifted weights before? What happens when you push up on the weight?   + The weight pushes down and causes resistance that strains the muscles and even causes small tears in the muscle tissue.   + With proper nutrition and rest between workouts, the muscle tissue heals and gets stronger over time. You can go from being weak like this side of the weightlifter (point to the balloon), to being stronger like this side (point to the weight). This is why we need resistance to become stronger. | 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 5: Point 2   * Point to red flag 2. Open up the whiteboard. Say:   + Think of some laws or rules that you have in school, at home, or in society that you don’t like.   + What are some rules at home that you don’t like? Write some ideas on the whiteboard.   + What are some rules of school that you don’t like? You can write those down as well.   + Finally, what are some laws of society that you don’t like? * Discuss student responses as they write them. |  |
| Slide 6: Point 3   * Point to red flag 3. Say:   + What are some things that can get us in trouble? * You might refer back to the things that cause the “Crash” on the Reality Ride here. Responses might include skipping school, getting in fights, doing drugs, talking back to the teacher, etc. * Say:   + It’s easy to do these things. It’s a lot harder to do the opposite. That’s what the weight represents: laws, rules, and anything else that’s expected of us that’s difficult. |  |
| Slide 7: Easy v. Hard   * Point to the balloon again. Say:   + On this side of the weightlifter it says, “Easy - no resistance.” * Point to the weight again. Say:   + On this side of the weightlifter it says, “Hard - a lot of resistance.”   + In the Motivation Formula we talked about the path of least resistance, or the “flood zone.” What happens to our muscles when we take the path of least resistance?   + Have any of you ever had a broken bone and had to wear a cast?   + What happens to the muscles when you have to wear a cast for a long time? They get weak and thin from not being used. This is called atrophy.   + This same principle is true for our lives. We need hard things to grow as individuals or we will get weaker instead. |  |
| Slide 8: Point 4   * Point to red flag 4. Say:   + On your own piece of paper or computer, write down the top three things that you spend your time doing (besides sleeping).   + Do any of these things give you opportunity, freedom, and self-respect? If yes, keep doing them! |  |
| Slide 9: Point 5   * Point to red flag 5. Say:   + If the three things you wrote are NOT giving you opportunity, freedom, and self-respect, it’s time for a new workout. Come up with three new things you can do with your time to make you stronger. |  |
| Slide 10: Point 6   * Point to red flag 6. Say:   + Why does the head need to be your strongest muscle? In other words, why does your mental strength need to be the strongest part of you?   + Allow students time to respond. Explain that the head is the control center where the decision to lift the weight is made. |  |
| **Journal Reflection:**  What is expected of you (rules) by your parents (at home)?  What is expected of you (rules/laws) by society (school, neighbors, etc.)?  What is expected of you by yourself (self-discipline)?  How do these expectations (resistance) make you stronger? | 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 Art:** Bumper Sticker: Bumper stickers often contain sayings that are meant to influence or motivate people in some way. Design a bumper sticker that will motivate you and others to “lift the weight.” | 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 Art:** Road Signs: We have road signs to remind us of rules we have to follow when driving in our community. Think of one or more rules you follow at home or school. Design a road sign to remind them to follow this rule. | 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 Gameplan:** Your new workout! Identify three things you can spend your energy and time on to help you become a stronger person. Schedule a routine for the next week to start making it happen! | 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. |