**Get Plugged In Online Lesson Plan**

**Lesson Objective(s):**

* Students will explain how challenges get easier when you have a positive support system.
* Students will strengthen relationships with people in their life.
* Students will identify people in their life that are a positive support and develop plans to improve those relationships.
* Students will explain why getting help is not a weakness, but a strength!

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| **Slide** | **Self-Paced Notes** |
| Slide : Attention Getter question: When you are not in class, who are the top three people you spend the most time with? | 1. For attention getter questions, encourage students to share their answer with a family member. |
| Slide : Activity: “Connections Quiz”* Introduce this activity by saying:
	+ Today you will be competing to get the highest score possible.
	+ The object is to answer the six questions correctly.
	+ You may use the mic, chat, text tool, and any online source to help you find your answers.
	+ I will time you or you can time yourself.
	+ You get more points the quicker you answer the questions correctly. I will give you five minutes maximum time to answer as many questions as possible.

Show the slide with the quiz #1 questions.* Correct quiz and ask:
	+ How did you do on this quiz? Were you almost complete? **(Pause for student responses via chat/mic.)**
	+ Was it difficult?
 | 1. For this activity you can still do it following the live instructions, students will simply have to score their own. |
| * Say we are going to do this again and take another quiz. The same rules apply. Let’s see how you do?

Show the slide with the quiz #2 questions attached. |  |
| Slide : Processing the ExperienceAsk the following questions and allow students to answer via chat window or text. If this is recorded ask them to answer these questions on their own at home.* + Was it easier to answer the first set of questions or the last set of questions? Why?
	+ Who has a more lasting impact on our lives: the people who would be in the first set of questions or the last set of questions? Why?
	+ Which of the people from the second set has had the biggest impact on your life? Why?
	+ How can we find people like those to help us in life?
	+ How can we be this type of person for others?
	+ How can plugging in help us achieve our goals?
 | 1. Put processing questions in a quiz or journal entry for students to respond to. |
| Slide 3: Get Plugged In Overview* Display the “Get Plugged In” visual.
* Say:
	+ This picture is all about “getting plugged in” to people who can help you. In the Reality Ride, we talked about getting help. In the Motivation Formula, we talked about support systems. In Jumping Hurdles, we discussed how it’s important to get help when you have a difficult challenge.
	+ Remember: You should never see getting help as a weakness. It is a strength! Anyone who has experienced success in life understands this principle.
	+ As we go through this picture, think about the support systems you have in these areas. If you don’t have great support systems now, it’s OK. The good news is, we can create support systems for ourselves and strengthen the support systems we already have if they are weak.
* Ask: Why do you think it is important to Get Plugged In in the middle of a world or national crisis like the Corona Virus outbreak?
 | 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 1* Point to red flag 1. Say:
	+ One of the most important connections we need to make is with our parents or guardians. They are our first support system and often our longest-lasting.
	+ How much time each day are you spending with your parent(s)?
	+ During moments of crisis, we find that we have more time to spend with our family. How can we support one another in those moments?
	+ What is one argument, conflict, or struggle you can give up today that won’t hurt you but will lower your parents’ anxiety about you?
	+ I want to challenge you this week to do at least one act of service for a parent. Figure out something they need done -- like washing the dishes or taking out the garbage -- and do it! Pay attention to how they respond.
	+ The more you do to maintain a positive relationship with your parents, the more your parents will trust you and give you more freedom. When you continue to turn outward in service and do things to earn their trust, they’ll be proud of the person you’re becoming.
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| Slide : Point 2* Point to red flag 2. Say:
	+ The second connection is a positive friend. In Climbing Out, we talked about what it means to be a true friend. What are some of the qualities we mentioned?
* Briefly discuss these qualities. Remind students that a true friend has your best interest in mind and would never do anything to hurt themselves or you.
* Say:
	+ If you want to have a good friend, you need to be a good friend.
	+ Identify a positive person in your life who you’d like to be better friends with, and begin treating them like a true friend. Build that person up and make them feel good. When you act like a positive friend, you’ll find that you are surrounded by positive friends.
	+ When the founder of WhyTry, Christian Moore, was in college, he really had a hard time in his classes. So he would make a real effort in each class to make friends with the smartest student, treating them like a true friend. He soon had a positive support system of people who could help him with his homework when he was struggling.
	+ Do you think this is an example of a weakness or a strength?
	+ What can you start doing today to tap into the support of positive friends?
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| Slide : Point 3* Point to red flag 3. Say:
	+ The third connection is a teacher, counselor, or school official.
	+ Think about the different people you associate with in a school setting. What can you do to connect with some of them?
	+ Why might it be beneficial to develop a positive relationship with your teachers?
* Take this opportunity to let students know that you care about them and see great potential in each of them. Explain that they can contact you anytime they have questions or need help.
* Say:
	+ It’s so important that at least one person at school knows the “real you” and what you can become with their help. Approach a teacher, counselor, or school official who you trust and ask how they can help you reach your dreams and potential. You’ll be surprised how much they’re willing to help you.
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| Slide 7: Point 4* Point to red flag 4. Say:
	+ The next connection is a positive mentor.
	+ Think about someone (they could be your age or an adult) who has accomplished goals that are similar to those you want to accomplish. What are some things about them you respect and admire?
	+ Take a risk -- Approach this person and ask them how they can help you achieve the same thing.
	+ Often when we approach others and ask them for advice or help, they’ll be flattered that you’ve reached out to them and be happy to help you or give you advice.
* You might share a brief story of your own here of a time you reached out to a positive mentor.

Slide 8: Point 5* Point to red flag 5. Say:
	+ The last support is something that inspires or motivates you to do good.
	+ Is there anything that motivates you to not hurt yourself or others?
	+ What do you do with your time that’s fun, gives you self-respect, and doesn’t get you into trouble? How can you do more of that?
	+ This could include hobbies, sports, an after-school program, a religion, nature, or anything else that you love that you could turn outward and share with others.

When you turn your passion outward and share it, you’ll get connected with even more people who love or are interested in the same things. You can become positive supports for each other. |  |
| **Video Clip: Say - We are going to watch a video clip from the movie Rudy. Rudy was a football player who many people told he would never be able to play. Please pay attention to the people in the movie that are cheering for Rudy to be successful.**[**https://www.youtube.com/watch?v=ZI63g64kDgY**](https://www.youtube.com/watch?v=ZI63g64kDgY)* **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)
	+ Rudy had coaches, teammates, and fans wanting to see him succeed, how can we find people in our life that want to see us accomplish our goals?
	+ How can having strong support around us help us to accomplish our goals?
* 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 feel \_\_\_\_\_\_\_\_\_\_. 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.  |
| **Journal Entry Reflection:** Think of someone you really like. List 5 qualities that person has that make you like them. | 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 Entry Game Plan:** Identify a list of people you want to connect with to help you accomplish your goals. Take time to make contact with these people and tell them what your goals are and ask them for help. Make a game plan with them for reaching for your goals. | 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 Entry Art:** Make a drawing or collage or get a photo that represents the people who have made a difference in your life. | 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. |