

AGENDA

- Starter
- Over, Around, Under, or Through?
- Tools for Success
- Tips from Us
- Conclusion
- Student Assessment

Objectives

Students will participate in an activity in which they use a variety of skills in order to overcome obstacles and achieve goals.

Students will identify skills they learned and used in the activity.

Students will collaborate to create posters for display in their classroom or school.

Materials Needed

- Fifteen paper plates (Part I)
- Four sheets of butchers paper (Part III)
- An assortment of pencils, markers, old magazines, scissors, glue, and tape (Part III)

Starter (3 minutes)

Write the words “next year” on the board. Elicit students’ responses to the phrase. Prompt as many students as possible to identify both positive and negative feelings. Then, make the observation that because the future is unknown, thinking about it can cause us to experience a mixture of emotions.

Tell students, “Everyone is naturally concerned about what is to come, but with what you have learned in this class, you should feel confident about your abilities to face new challenges and overcome obstacles. Today, we’re going to talk about some of the skills you have developed that will help you succeed in the future.”

Part I Over, Around, Under, or Through? (20 minutes)

Purpose: Students participate in an activity in which they use a variety of skills in order to overcome obstacles and achieve goals.

1. Students prepare for the activity.

Have students move all chairs, desks, and tables to the sides of the classroom. When they have finished, divide the class into two teams. If you have an uneven number of students, ask for a student to act as a referee.

Place 15 paper plates in a straight line across the center of the open space, leaving about 30 cms of space between the plates. Be sure to leave enough space on either end of the row of plates for teams to line up. Use tape to secure the plates to the floor.

Show teams where they will line up at either end of the row, and then provide them with the following directions:

- Both teams must begin at the same time.
- The goal is for every student on a team to reach the other side of the room by stepping only on the plates.
- If a student steps on the floor, they must move to the back of the line.
- The team that moves from one end of the row of plates to the other first wins.

2. Students work in teams to achieve their goals.

Allow students time to work out a strategy.

When they are ready, have the teams line up on either side of the row of plates and tell them to begin. When students become frustrated, stop the activity.

3. Students work in teams to achieve another goal.

Explain that the teams will now repeat this activity. Tell students that the rules will stay the same, but that this time, they must work out strategies that will enable them to move down the row of plates as they meet members of the other team.

If necessary, straighten the plates before repeating the activity. When the teams are in place, tell them to begin. Remind your referee, if you have one, to be sure that the teams do not step on the floor. Suggest that students observe how others accomplish the task in order to work out winning strategies. Students should discover that they can get around each other by holding onto each other's shoulders and stepping on a plate with one foot. They can also squat down with both feet on the plate as the other student steps over.

Give students as much time as possible to work their way across the plates. It will be a slow process, but allow students to work out the procedure themselves. Make comments only to keep order or to settle disputes about stepping on the floor.

Declare the first team to reach the other side to be the winner.

Part II Tools for Success (10 minutes)

Purpose: Students identify skills they learned and used in the activity.

1. Students identify the skills and abilities they learned and used.

Begin a discussion about the activity just completed by asking students to name some skills they used to successfully move across the plates. Through questions and comments, guide students to recognise how they used the following skills during this activity:

- Teamwork: the ability to work together despite differences; the ability to cooperate with each other in order to achieve a common goal
- Self-reliance: the ability to work with a positive attitude, manage stress, and take the initiative to work toward a goal
- Communication: the ability to communicate effectively by speaking and listening; the ability to send messages both verbally and nonverbally
- Decision making: the ability to consider different options and their consequences, and to make choices in order to reach goals
- Problem solving: the ability to define a problem and work through options in order to arrive at a solution
- Goal setting: the ability to make decisions about reaching short-term, medium-range, and long-term goals

2. Students recognise their potential.

Point out that these skills are tools for success and that using these skills will enable students to overcome obstacles and achieve goals. Ask students how these skills will be useful to them next year and when they have a job.

Remind students that it is not necessary to be a straight-A student nor popular in order to develop and use these skills successfully. Say, “Getting along successfully is a matter of using the skills you have. If you use them, they will become stronger and they will develop more fully as you grow and change.”

Part III Tips from Us (15 minutes)

Purpose: Students collaborate to create posters for display in their classroom or school.

1. Students create posters to summarise what they have learned in this class.

On the board, write, “If you want to succeed, remember to...” Explain that students are to work in groups to create posters with a number of tips that will finish this sentence. Tell them not to forget to include specific tips about getting along with others. Encourage students to focus on five to 10 things that they think would be important for people their age to remember.

Divide the class into four groups. Give each group a piece of butchers paper, pencils, and markers. Set out a stack of magazines, scissors, glue, and tape.

Tell students that they may illustrate their posters with words, slogans, drawings, or pictures cut from magazines. They may also use their own writings and drawings.

2. Students display their work.

If groups have not completed their work when time is up, suggest that they find time to complete their posters after class today. Display completed posters in your classroom or elsewhere in your school. Be sure that students have signed and dated their posters before displaying them.

Conclusion (2 minutes)

Ask students if they were aware at the beginning of class today of how many skills they have developed in this course. Invite students to comment. Elicit from students the following **key points** that were taught in this lesson:

- You have learned many skills in this class that will help you overcome obstacles and achieve your goals.
- If you use these skills, you will strengthen them and they'll enable you to get along well in the years to come.

Student Assessment

1. List three obstacles you have overcome in the past year.
2. List three skills or abilities you have used to overcome these obstacles.
3. How can you use these skills or abilities in the future?

LESSON EXTENSIONS

Using Quotations

“One reason we don’t attain our goals is that we often focus on how far away we are from feeling satisfaction rather than how far we’ve come.”

Have students write about a moment of success they had during the school year. As a class, discuss how focus and a positive attitude can help students attain their goals.

Addressing Multiple Learning Modes

Have students list the skills that they have gained during this course.

Have students choose one skill and illustrate (write, draw, dance, sing, etc.) how it will be useful to them in the future.

Writing in Your Journal

Ask students to write about how they have used the following skills during the past year: teamwork, self-reliance, communication, decision making, problem solving, and goal setting.

Using Technology

Have students research about a person who has overcome obstacles.

Have students prepare short presentations on how the person they chose overcame obstacles and achieved their goals.

Homework

Have students consider and write about the obstacles that they anticipate facing on their way to achieving their goals.

Additional Activity

Have students discuss the Dr.Seuss quote “It’s not about what it is, It’s about what it can become.”