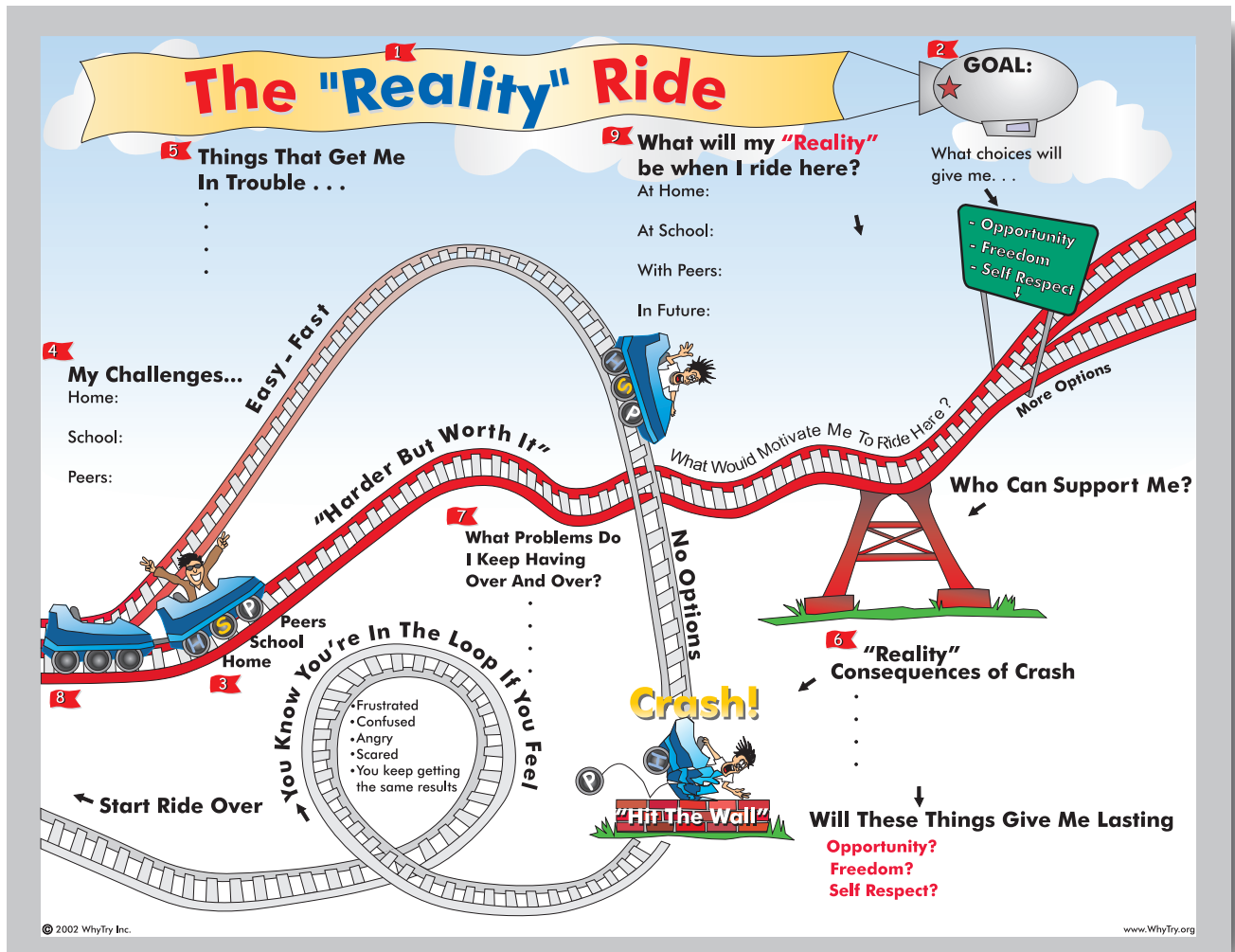


"The Reality Ride"



Intro:

Objective and Approach

Objective:

Help students to see that they get to make their own choices but they will have to face the consequences.

Points to ponder:

- What is the main emphasis of the reality ride?
- How does it lay the ground work for the rest of the program?
- Why is teaching decisions and consequences important?
- Why do kids struggle with decision making?

Remember . . . "You are free to make your own choices but you cannot choose the consequence."



Lesson Plan:
(Attention Activity)

Attention Activity - "The Finger Game"

Objective:

Help students to see how that they have control over their choices they make and the consequences that follow.

Materials Needed:

None

Length of Activity and Size of Group:

5 minutes

Any size group (even numbers)

Activity Instructions

Experiential Learning Activity:

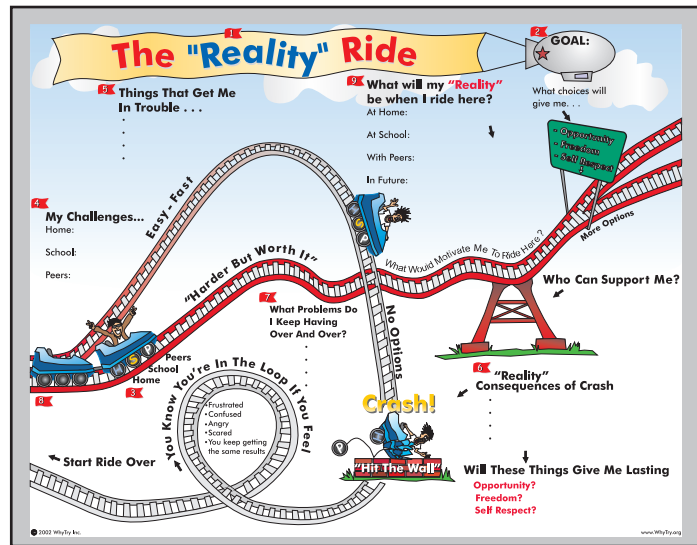
Ask the members of the group to pair off with a partner. Demonstrate by asking one member of the group to come up front with you. Tell the group that you will be asked to put your hands behind your back and on the count of 3 show your fingers to your partner. Each partner in the group will hold up from 0 to 10 fingers. The first person that can count the total number of fingers on their partner's hands and their own hands is the winner. Demonstrate with your partner. Tell the group that you will have three chances to determine the overall winner. Once everyone is ready count to 3 and ask all partners to show their hands. Do the process 2 more times to determine the overall winners.

Processing the Experience: (Application and Practice)

- Tell the group, "I saw a few of you, (I will not mention any names) that counted your partners fingers and then counted your own." (As you say this hold your hands up and bob your head up and down as if counting your own fingers)
- Should you have known how many fingers you had behind your back?
- Who were the people that usually won the activity? (The ones that knew how many fingers they were going to show their partner)
- Why is it so important to make up your mind before you are faced with a choice that will get you into trouble?
- What does this statement mean? "When you choose the beginning of the road your also choose your destination." (or) "You are free to choose, but you are not free to alter the consequence of your choice."



Lesson Plan: Analogy Walk-through



Step 1:

Question

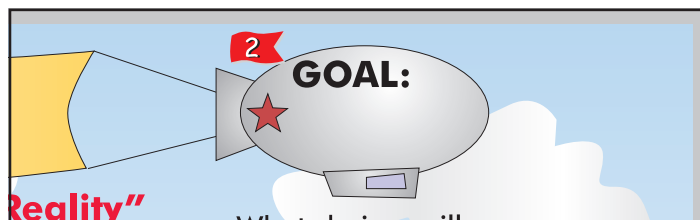
What does the word “reality” mean to you?

Discussion

Emphasize that reality is what is real or what is actually happening in our lives. For example, “Us sitting here looking at this picture right now is reality.” Let students know that this picture shows one reality of life: our choices eventually have consequences.

Challenge

Ask students to try to understand what this simple roller coaster is teaching. (For example, “In one hour I want to see if you can explain back to me what this roller coaster is teaching.”) Explain that if they make the effort, they will learn how to get more opportunity, freedom, and self-respect.



Step 2:

Question

What is your goal? Let students know that to get on this reality ride, they need to identify one goal or dream for their life.

Discussion

Stress that they can have any goal, as long as it doesn't break the following rule: The goal can't hurt themselves or others. Discuss whether their goal motivates them to deal with challenges at home, at school, and with peers. The goal needs to inspire them to deal with the ups and downs of life. Discuss what motivates them to keep trying when they feel like giving up.

Ask them to identify a relative, hero, celebrity, or sports star who went through a tough time and didn't give up. What was their motivation or goal that gave them the strength to keep trying? By not giving up, did their hero achieve opportunity, freedom, and self-respect?

Challenge

Challenge them to think about this goal when they are discouraged and need motivation to keep trying.



Step 3:

Question

What are your three main environments, or the three main places where you spend your time?

Discussion

Point out that the three main places they spend their time are usually at home, at school, and with peers. These three wheels take them up or down the ride of life. When there are problems or challenges in any of these environments, life has a lot of ups and downs. They can limit the downs by taking control of these three environments, by making decisions that limit the crashes in these three areas of their life. Stress to students that this picture and the other eight pictures will teach them how to deal with challenges in their three main environments.

Step 4:

Question

What are some of your challenges at home, at school, and with peers?

Note: If you are teaching a group or a class you might want to phrase this question in a more general way. i.e. "What are some of the challenges that your friends or peers have at home, at school, and with peers?"

If students are too uncomfortable sharing this information, suggest some general challenges that they might be dealing with, such as the following examples:

At **HOME**: Too many rules, bored, parents too strict, divorce, fighting, no money, can't communicate with parents, etc.

At **SCHOOL**: Behind, confused, bored, dislike a subject, etc.

With **PEERS**: Too much of a follower or leader, not accepted, don't fit in, get into trouble with peers, fight with peers, use drugs with peers, etc.

Discussion

Try emphasizing students' challenges in their three environments, not what they are doing wrong in these three areas. (Step 5 will focus on what is getting them into trouble in these three areas.) During the discussion, be empathetic with students, showing that you understand that dealing with challenges can be tough.

Help students see that although they don't have control over all of the challenges in these three environments, they do have control over how they respond and how they deal with their challenges. They have control only over themselves. For example, they don't control whether their parents divorce or how much money their family makes; they don't control graduation requirements or how much homework they have. They do control whether they do their homework and whether they say "no" to drugs that peers offer them. Point out that the ride goes uphill; their challenges may seem like a never-ending uphill battle.



Step 5:

Question

What are the things that are getting you into trouble at home, at school, and with peers?

Note: If you are teaching a group or a class you might want to phrase this question in a more general way. i.e. "What are some of the things that your friends or peers do that get them into trouble at home, at school, and with peers?"

Discussion

Point out the reality that it is often easy to get into trouble, but it takes effort when frustrated with challenges in your three main environments to stay out of trouble. Discuss the reality that doing the things that get you into trouble keep you from obtaining your goal.

Challenge

Challenge students to turn down the short-term rush that accompanies doing the things that get them into trouble. Anybody can act out by doing drugs, fighting, Encourage them to ask themselves the following at the end of every day: "What did I do to get out of the loop and to stop crashing today? How can I do more of this tomorrow?" Challenge them to use the answer to this question as momentum to stay out of the loop.



Step 6:

Question

What have been the consequences of doing the things you listed in Step #5 that get you into trouble?

For example, Staying Out Late: Upset parents, loss of freedom, anger, and frustration.

Fighting, Stealing, Drugs: Legal and court problems, loss of freedom, hangovers, and loss of self-respect.

Not Attending or Trying in School: Suspension, failing grades, less opportunity and money, more time spent in school.

Discussion:

As straightforward as possible, discuss how doing the things that get them into trouble will eventually cause them to crash and will hurt them and those who care about them, even though they might get away with it for awhile. Point out that the prison population is an example of people who made bad decisions that caused them to crash. People in prison don't have a lot of opportunity or freedom, and they probably don't have much self-respect because they have hurt themselves or others.

Emphasize that the short-term rush in Step #5 is not worth the reality of the crash. When possible, bring out students' own experiences crashing, and how those crashes have impacted their three main environments. Once the consequences are clearly outlined, take each one and ask, "Are any of these consequences giving you opportunity in life, freedom, and self-respect?"

Challenge:

Point out that they can learn much by observing others who have crashed or who are crashing. Challenge them to constantly ask themselves, "What can I do to avoid a similar crash?" The first step to stopping the crash is doing the opposite of what caused the crash.

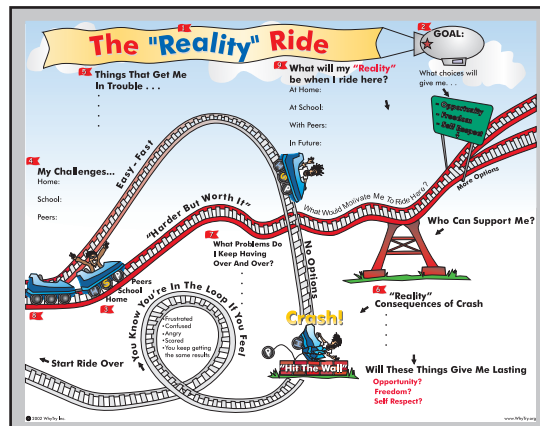
Step 7:

Question

What problem do you keep repeating?

Discussion

Point out that when we keep repeating things, we will likely get the same results. We may also feel like we are stuck in a loop, over which we have little control. Point out to students that they can tell if they're in the loop if they regularly feel the following emotions: frustration, confusion, anger, or fear, or if they lack options to deal with challenges. The fastest way to get out of the loop is to stop the behavior that is hurting them the most. It is often easiest to stay in the loop because it is the most familiar and comfortable. The reality is that to get out of the loop, they may have to work harder, sacrifice, and take a risk by leaving their comfort zone.



Step 8:

Question

Ask students to observe in Step #8 the difference between the track and the track that leads to the crash. How are these two tracks visually different? For example, "The track with the crash goes way up then comes down and crashes. The other track doesn't go way up or way down, but is more level. It splits out into two directions in the end."

Discussion

Tell students that you are going to teach them how to achieve opportunity, freedom, and self-respect through these two steps:

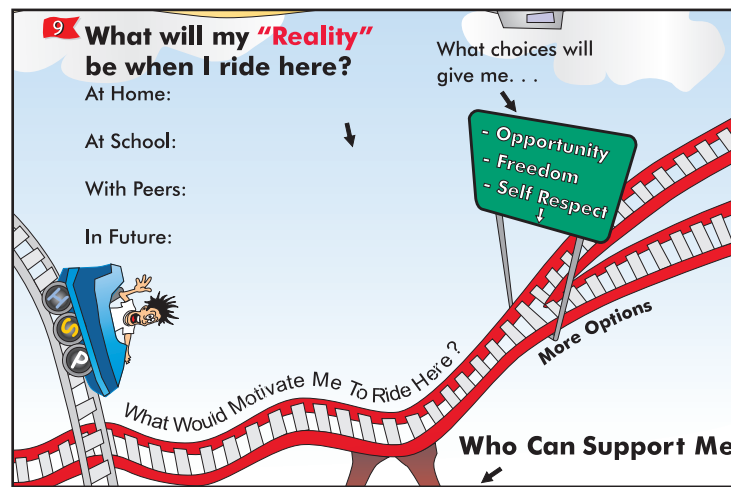
1. Get out of the loop.
2. Use the goal they identified in Step #2 as their motivation to get on this ride (track).

Although getting and staying on this ride can be difficult, the difficulty pays off with the absence of the anger, confusion, and frustration of fluctuating between highs and lows. (i.e. "If you get on the track that leads to a crash by deciding one morning not to go to school, you will likely have a rush from the fun of missing school. But in reality, you will crash when you get caught or fail your class. On the other track, if you go to school that day and put effort into it, you may not experience a rush, but you won't crash either. You will be on the track that gives you more options, opportunity, freedom, and self-respect.")

Stress that anybody can do things that cause crashes, but it takes strength to use goals as motivation to avoid a crash. Let students know that the other eight pictures you will teach them are skills that they need to stay on track and to avoid future crashes.

Challenge

Challenge them to ride the “harder but worth it” track for two weeks and then ask themselves, “Do I feel less frustrated, am I getting different results, and do I have more self-respect?”



Step 9:

Question

What could be your reality if you avoided the crash?

Discussion

Discuss possible realities at home, such as parents worrying less, arguing with family less, more freedom given by parents (or caregiver). Discuss possible realities at school, such as getting better grades. Discuss possible realities with peers, such as standing up to peer pressure, helping other friends, and so forth. Discuss future realities, such as reaching goals, having self-respect, and becoming something.

The questions on the visual analogy with a star next to them can be discussed with students in any order. These questions include the following:

- What choices will give you opportunity, freedom, and self-respect?
- Who can support you? (Help them identify a support system that can help them stop crashing and stay on track.)
- What would motivate you to ride here? (Discuss how the reality of the crash can motivate them to get on the other track. The answer to the questions in Step #9 can motivate them to ride on the track that creates options and helps give opportunity in life, freedom, and self-respect.)
- What does each track do to your options? (Point out that the track with the crash takes away their options and opportunities in life, while the other track gives them unlimited options in life.)

"The Reality Ride" Experiential Activity 1

"Game of Life"



Lesson Plan: Objective:

Experiential Activity

Often, those who are involved in self-defeating behavior seek the "Perceived Benefit" (buzz, high, escaping, beating the system, getting away with something... etc.) and do not realize the consequences that accompany those actions. Some of the consequences are immediate and others come later.

Materials Needed:

- Whiteboard
 - Markers
 - Eraser
 - Dice for each person
 - Masking tape
 - Paper playing pieces big enough for student's name. (Roll the tape so that it can be attached to the back of the 1 by 2 inch name tag for each student.)
- *Props see below

Length of activity & size of group:

1 hour plus discussion time
6 to 12 people

Activity Experiential Learning Activity:

Instructions: Draw a pie chart on the white board and divide it into 12 sections. Number from 1 to 12 with the even numbers one color and the odd numbers another color. On the upper left hand corner, above the pie chart, list the odd numbers in descending order and on the right side list the even numbers in descending order. Above the odd numbers write "Perceived Benefits" and above the even numbers write "Consequences".

Have the group brainstorm "Perceived Benefits" for using drugs, sluffing, or stealing, etc. and write their responses on the white board. Do the same for the "Consequences" side. Make sure 6 ideas are listed under each heading. (See chart #1) Give each person a die. Begin the game by explaining that each person will land only on the "Perceived Benefits" (odd numbers) the first 2 rounds. (If number 5 is rolled, the playing piece will be placed on #9 of the pie chart. If a 6 is rolled the player will be on 11 etc.) Each member rolls the dice and places the player's name tag on the odd numbers. After each roll, talk briefly about the "Perceived Benefit" as they land on each space. (See chart #2) After two rounds, tell the group that they have been in the "drug scene" long enough. Consequences start to happen. Now they can land on any number. (See chart #3) Repeat the process with both "Perceived Benefits" and "Consequences" for two rounds. Talk about the "Consequences" when a group member lands on one. If a player lands on trouble with the law, take them to a different part of

the room, handcuff them (handcuffs from a toy store, or real cuffs if you can get them), and have them sit in their jail cell. Be creative with the “Consequences” to make it more “real to life”. The final two rounds are “Consequences” only. (See chart #4) When they roll, they only land on the even numbers (consequences). (If number 5 is rolled, the playing piece will be placed on # 10 on the pie chart. If a 3 is rolled, the player will be on 6 etc.)

Processing the Experience: (Application and Practice)

Experience: At the end of the game, ask the group members to be honest as they share. Ask if the Game of Life experience is really the way it is in real life? Invite them to share examples of similar consequences from their lives or others.

- Is this game true to life? Why or why not?
- Have any of the “Consequences” happened to you?
- Have any of the “Consequences” happened to people you know?
- How do you break the cycle?
- Share experiences that you know about.

This activity is a perfect lead into the Reality Ride.

*Additional props for the activity: Using the substance abuse example, the following props under the consequences section may be used:
(Several props will be needed for each area)

School

Sign with a students report card English F, History F, Math F, Science F, etc.

A letter informing a student that they need to attend truancy school

A suspension letter

Job

A sign with following words: “Got fired from my job...I will work for food”

“Got fired from my job...I came in late one too many times”

“Got fired from my job...Stole from the till to pay off a drug fine I owe”

Health

Head brace (Got in a car wreck because of DUI)

Straw You have emphysema from smoking. Hold your nose and breath through the straw for the rest of the activity.

Wheelchair You are paralyzed for life.

You had a boating accident because you were high on drugs.

Jail / Law

Pair of handcuffs You got caught shoplifting to pay for your drug habit.

Ankle bracelet and probation officer You are in DT for “dealing”.

A sign that says “Life in Prison with out parole”.

You were “under the influence” and convicted for a serious crime.

Family

A sign that says “Grounded for Life” You really blew it.

You stole the TV from your family and sold it for drug money.

Round 1 - You roll the dice and only count the odd numbers. (you only let the participants land on the odd numbers - "percieved benefits")

Round 2 - You roll the dice and count both even and odd numbers. (you let participants land on any of the numbers "benefits" and "consequences")

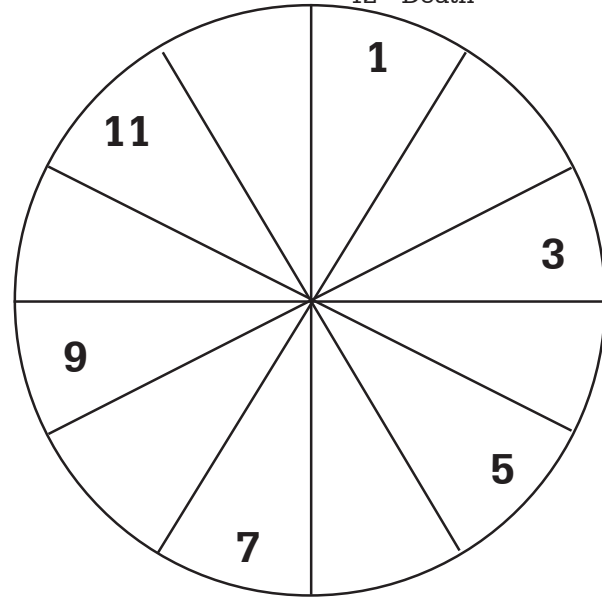
Round 3 - You roll the dice and count only the even numbers. (you let the participants the land on only the odd numbers "consequences")

Perceived Benefits

- 1 Buzz / High
- 3 Escape
- 5 Social / Fit in
- 7 Make \$
- 9 Look Older/Status
- 11 Rebel

Negative Consequences

- 2 School
- 4 Job / no money
- 6 Health
- 8 Jail / Law
- 10 Family Relationships
- 12 Death

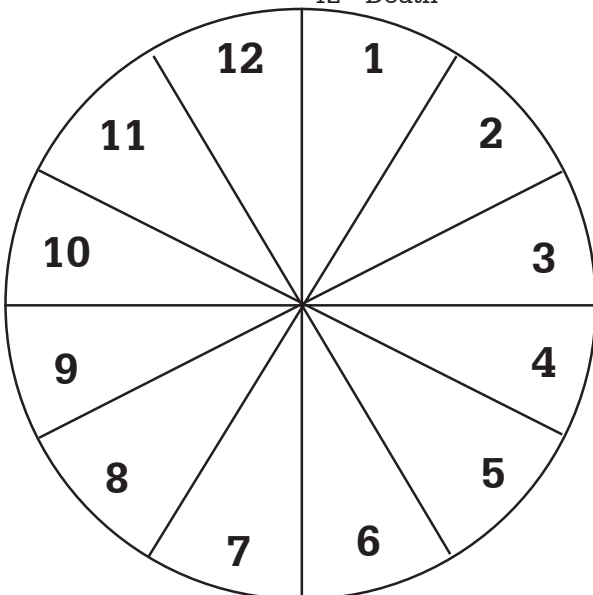


Perceived Benefits

- 1 Buzz / High
- 3 Escape
- 5 Social / Fit in
- 7 Make \$
- 9 Look Older/Status
- 11 Rebel

Negative Consequences

- 2 School
- 4 Job / no money
- 6 Health
- 8 Jail / Law
- 10 Family Relationships
- 12 Death

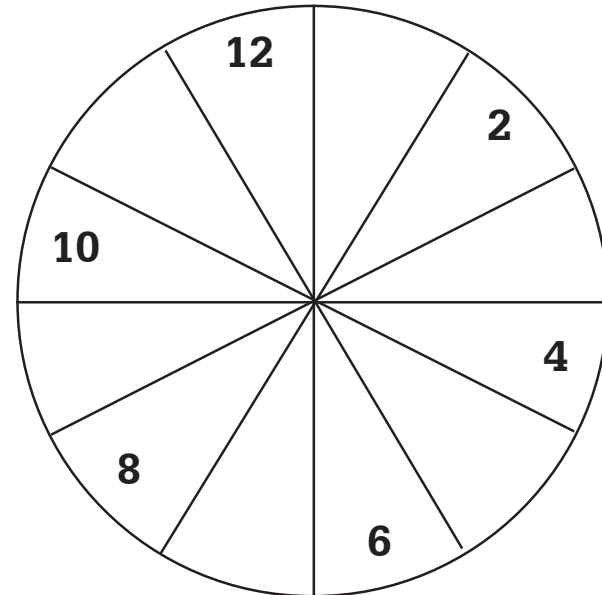


Perceived Benefits

- 1 Buzz / High
- 3 Escape
- 5 Social / Fit in
- 7 Make \$
- 9 Look Older/Status
- 11 Rebel

Negative Consequences

- 2 School
- 4 Job / no money
- 6 Health
- 8 Jail / Law
- 10 Family Relationships
- 12 Death



"The Reality Ride" Experiential Activity 2

"The Keys to staying on the Track"



Lesson Plan: Objective:
Experiential Activity

Individuals who are involved in self-defeating behaviors, do not understand the impact they have on themselves, family, work, school, and society. Self-defeating behaviors are easy to do. It's harder, but worth it, to stay on track and work toward ambitions, dreams, and goals. Doors will open and opportunities will be available to the person who stays on track. Freedom, and self-respect follow those who stay on "track". It is not always easy, but in the long run it is worth it.



Materials Needed:

- 30 laminated pieces of card stock (8 1/2" by 5-1/2 ") with the same number on both sides (from 1 to 30)
- Masking tape
- Timer/stop watch
- Whiteboard and markers
- Permanent marker

Length of activity & size of group:

- 1 hour plus discussion time
- 30 people or less

Preparation prior to beginning:

Beforehand, set up a rectangular shape (12' by 24') on the floor with the masking tape. Place the numbered card stock on the floor inside the rectangle in random order with the even numbers spaced on one half of the floor, inside the rectangle, and the odd numbers on the other half. (see chart on the following page) Set it up in an area where the group cannot see it until they start the activity. Make a starting/ending line 20 feet away from the rectangle with masking tape. Explain the activity, away from the playing field in another room. Draw on the whiteboard the rectangle and a few of the numbers inside the rectangle as an example. (Do not tell them that there are 30 numbers) Tell the following story to set the stage for the activity.

Activity Instructions: **Experiential Learning Activity:** (Explanation of activity to the group)

Your group has been selected to compete for a contract to build a railroad to connect the tip of South America to Alaska. The people awarding the contract have come up with an activity to test how you work under pressure, time deadlines, team work, and problem solving skills. Each member of the group needs to touch the numbered card stock (the card stock represents railroad ties) in numerical order (1 through 30). One player runs in and touches the #1 and comes back out. The second player runs in and touches #2 and comes back out etc. Each member in the group needs to touch at least one of the numbers. A group member needs to be out of the rectangle before the next group member comes in to touch a number. A 10 second penalty will be assessed for each number touched out of order, 2 people in at the same time, or a person in the group not touching a number. In order for the group to get the contract, they need to do the activity under 1 minute and 25 seconds. They have 4 attempts to get the contract. Give the group 3 to 5 minutes to plan the activity without you in the room. After the planning is over, bring the group to the starting line and ask if there are any final questions. Start the group and start the timer.

Notes to the facilitator:

As the group is going through the activity keep track of penalties. Stop the timer when the last person in the group is over the starting/ending line. Give the group their time and penalties and 3 to 4 minutes to process. Start the processing by asking the group what they learned and what they can do better. Continue for 3 more attempts. After the 4th attempt or when they get under the 1:25, process the activity.

Processing the Experience:

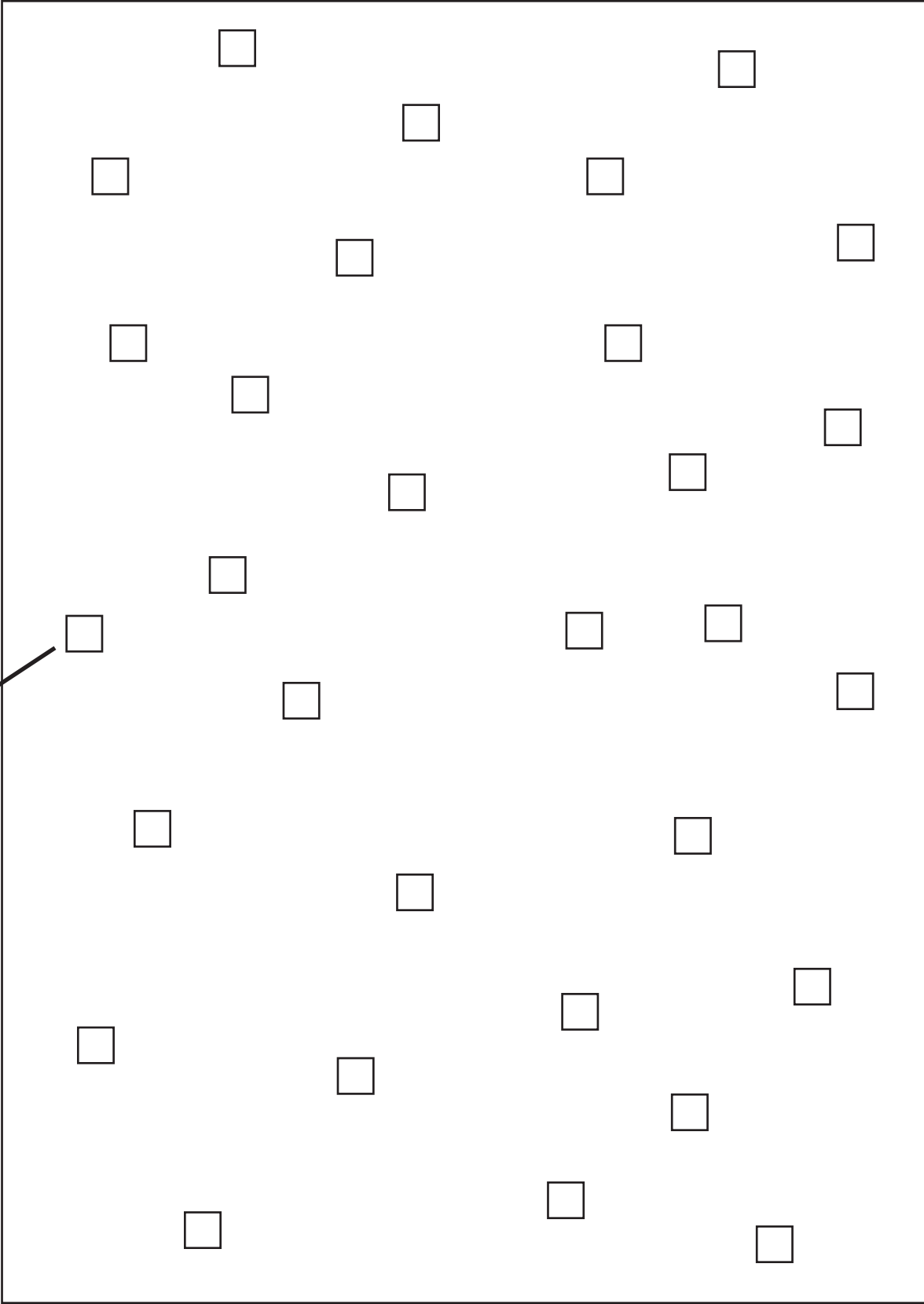
- What were some of the principles that helped you accomplish the task?
- How would these principles help on the path to opportunity, freedom and self-respect?
- What were some of the challenges?
- What challenges do you face in your life?
- Did you make the same mistake more than once? What was it?
- What mistakes did you correct in the activity?
- What mistakes have you corrected in life?
- What type of team work was displayed in the activity?
- What were some of the frustrations you had during the activity?
- By accomplishing your goal, what kind of opportunities were opened up for your group?
- What consequences came as a result of a penalties?
- What are some consequences in life that come as a result of a crashing (penalty)?
- What would have happened if a member of the group said, "This is stupid and I am not going to do it"?
- What kind of effect would this have on the entire group?
- What motivated you to stay with the activity and not quit or give up?

masking tape

start-
ing line
20 feet
away

number
both
sides
of card
stock

place card
stock in
random or-
der



even side / odd side

