

REACH FOR THE STARS

Overview: Responsibility plays a large role in achievement. It is up to the individual to give effort and seek solutions when hard work or problems arise, as they always do. Concepts of grit and growth mindset can also be addressed with this activity.

SD Mindsets & Behaviors for Student Success:

K-12 College, Career, and Life-Ready Competencies for Every Student:

- B-LS 4. Self-motivation and self-direction for learning
- B-SMS 1. Responsibility for self and others
- B-SMS 5. Perseverance to achieve long- and short-term goals

Estimated time: 10 minutes

Materials:

- Masking tape
- Wall

Instructions:

Round 1:

1. Give each person their own three small pieces of masking tape about one inch in length. Have them place the pieces of tape where they will be able to be pulled off for use when needed, such as on their clothes or arms.
2. Divide the group into pairs.
3. Tell pairs to determine who will be Partner A and who will be Partner B.
4. Ask each pair to stand next to a wall with Partner A standing right next to the wall and facing it.
5. Have Partner B stand about 2-3 feet behind Partner A.
6. Ask Partner A to take one of the pieces of tape and to stick it as high as they possibly can. While doing this they **MUST** keep their feet flat on the floor.
7. Explain that this is not a competition between one another since there are obvious height differences.
8. After all As have placed their tape on the wall, have Bs repeat step 6.

Round 2:

1. Explain that the group will repeat the process, but the only difference is that partners will cheer each other on and encourage them to do their best and beat their first effort.
2. Remind students that they all **MUST** keep their feet flat on the floor when place the tape.
3. Have everyone step back and look at the results from the first two rounds. Most people will have surpassed their first attempt.

Round 3:

1. Repeat the process again, but this time, they no longer have to keep their feet flat on the floor.
2. Inform the student they may jump, stand on tip toes, etc., but may not utilize their partners to physically help them (boosting them up). However, partners may still cheer them on.
3. Everyone will be able to reach higher than the first two rounds.

Processing/Application Questions:

- How high did you reach the first time? The second time?
- How high did you reach when you didn't have to keep your feet flat on the ground?
- In round three, what method did you use to get even higher?
- Why were you able to reach higher the second time?
- Would you agree that you tried harder the second time? Why/why not?
- How did having the masking tape there from round one help you reach higher in the second round?
- How did having your partner cheer you on help your effort?
- What can this activity tell us about "trying harder"?
- How can having specific goals help us achieve more?
- What can we do instead of just "trying harder" to reach our goals?
- How can thinking or acting differently help us achieve our goals?
- Who is responsible for us reaching our goals?

Adapted from:

Rubens-Ellis, P., & Baker, L. (2019, July). Turn your K-5 curriculum into experiential wonders [Conference session]. ASCA Conference, Boston, MA, United States.

