

# EzOrigami

(Turning Obstacles into Building Blocks)

**Purpose:** 1) To help students identify potential obstacles that can prevent them from reaching their goals, 2) For students to create an attitude of “challenging” their perceived obstacles, and 3) Reaching out to trusted adults for assistance.

**Materials:** \*OBSTACLES HANDOUT (MISCELLANEOUS SECTION) \*PRINT ONE Obstacle sheet, make the folds to determine if document is in alignment before PRINTING a page for every student. See last page of this activity for further information.  
DEMONSTRATION SHEET OF PAPER (consider using paper the size of a grocery paper sack)  
**Student Materials:** Pencil & Desk top/table space.

**Time:** 30 Minutes.

**Key Concepts:** Obstacles, Challenges, Goals, Attitude, and Resume Building

Introduce/Reintroduce Self: Make sure all the kids know who you are and what you’re all about. Re-visit the last classroom activity. Inform students they will be having another fun counseling activity!

## Part 1

Ask: “What year will you all be graduating from High School?”

Look: Astonished and in total disbelief!!!!

Restate: The agreed upon year and comment on how unbelievable and great that will be!

State: By then, you’ll know what a Resume is.

Ask: “But, today does anyone know what a Resume is?”

Summarize student responses: A Resume is often a sheet of paper- like this one (hold up blank sheet of paper) that contains a list of your goals, skills, achievements, accomplishments, and plans for the future.

Call On: Students to share some of the goals, skills, achievements, and accomplishments they hope to have obtained by the time high school/college graduation comes around.

Supplement: Student information with community service hours, volunteer work, special skills learned, future education and occupational goals=)

**Part 2**

Sate: I'm going to give each of you a copy of this paper (hold up the Obstacle handout.) Some of the things written on this paper just might interfere with some of the hopes, dreams, and goals you want to accomplish one day.

Distribute: Hand-outs (Be prepared to deal with classroom "buzz" noise).

Review (as needed): Obstacle names/phrases with students. \* Most words are self-explanatory, but I've listed several words/phrases to be addressed as intended.

Verbose: Kids who like to talk.... a lot!

Gringo: Spanish word for White Person: (intended to represent feelings of discrimination...color, size, race, religion, gender, super hero preference, etc).

Uselessness: Some people may have Low Self-Esteem (don't feel good about themselves.)

Chosen Last: Some people feel like they're always the last one picked- meaning they don't feel important.

Obsessive: Thoughts we keep thinking about... can't get them out of our heads.

Direct: Students review the obstacle list and use their pencils to circle 5 obstacles on the list they think would be the most difficult ones to overcome.

Call: On several students for their responses.

Ask: Student to raise their hands if their answer is YES to any of the following questions:

1. With the "right" attitude and skills, could a person graduate from middle school if he/she had seven or more of these obstacles?
2. With the right attitude and skills, could a person earn really good grades if he/she had seven or more of these obstacles?
3. With the right attitude and skills, could a person play varsity, sports, write for the school newspaper, and graduate from HS if he/she had seven or more obstacles?
4. With the right attitude and skills, could a person go to college, get a part-time job, and become a teacher, coach, manager, doctor, or lawyer and still be a terrific mom/dad if he/she had seven or more obstacles?
5. Even with the right attitude and skills, could a person with seven or more obstacles ever feel really frustrated, get really angry, feel like giving up and be mad at everyone/everything about nothing being fair? (You bet! But just don't hold onto that attitude very long!)

State: Did you know that nearly everyone who ever achieved, accomplished, or reached their goals has had to, and is still probably working on overcoming some of their obstacles?

State: Did you also know that on average, everyone has between 7-15 obstacles- both past and present, that he or she is still working on?

State: In fact, many people actually USE some of their obstacles to reach their achievements, accomplishments, and goals! For Example:

- Many college and professional athletes were often the last ones chosen to play on their neighborhood or school teams.
- Many kids who were not good students became excellent teachers.
- Police officers frequently report having been bullied as kids.
- Comedians often had unhappy childhoods.
- Not all Ministers grew up in religious homes.
- Don't even get me started about the people who grew up to be counselors!
- Many cures and medical treatments were created by people who were sick as kids.
- The light bulb was developed by someone using candlelight.
- The candle was created by someone completely in the dark.
- The television was invented by someone who grew up with only a radio and a vision for something greater.
- The internet was invented by someone who didn't even know how to Google!

Ask: Students to look at their obstacle list and without saying any of them out loud, to count the number of the ones he/she is going through, trying to get over, or getting used to

Poll Students:

- Raise your hand if you have up to 5 obstacles you're dealing with.
- Raise your hand if you have 5 or more obstacles you're dealing with.
- Raise your hand if you have 10 or more obstacles you're dealing with.
- Raise your hand if you have 15 or more obstacles you're dealing with.
- Raise both hands if you ever feel like surrendering!!!!

Remind students that there are lots of obstacles- both on and off the list, that people deal with and it's not uncommon for people to talk with a counselor about overcoming their obstacles=)

### **Part 3.**

Ask Students: Does anyone know the name given to the Japanese art of paper folding? (Origami)

State: I know how to do some real simple Origami and even wrote that as being one of my special skills on my Resume. Today, I'm going to teach you some real EzOrigami!!!!

Mention: We won't have much time left to make something really complicated, but we do have plenty of time to make something really cool!!!

Demonstrate-Model First and then Direct:

1. Students to clear room on their desk tops/table.
2. Students to be very patient and precise in their folding.
3. State: We're going to be making 2 folds/creases in our paper today.
4. Students to lay their obstacle paper face up in reading position on their desk top.
5. Demonstrate with your large sheet of paper what you want the students to do.
6. For the first fold, students are to take the left edge/corners of their papers and to fold those over to the right edge/corners of their papers. Once the left and right edges/corner are all matched/lined up- crease the fold. (OMG! Just fold the paper in half as if you were making an airplane!!!) That's the first fold/crease! (Whew!)
7. Direct students to hold up their folded papers- so you can see their work. The words on the page should be on the inside! Correct as needed.
8. Demonstrate with your large sheet of paper what you want the students to do next.
9. For the second fold, take the top page (not the bottom) right edge/corners and fold them back to match/line up with the first fold/crease you made earlier. Once it's all lined up, crease the second fold. (For crying out loud! Just make a wing on the plane!)

WAIT FOR IT..... Listen for the "ah-ha" moment as students begin realizing what EzOrigami is really all about!

If folded correctly, the message should read:

I  
CA N  
CHO OSE  
T O  
OVER COME  
AN D  
US E  
AN Y  
OB STACLE

#### Part 4

Remind: Students that everyone has obstacles and they don't need to keep people from having great resumes of achieving, accomplishing, and reaching their goals. Anyone can choose to have the right attitude and develop the skills needed to turn their obstacle list into a great Resume.

State: If you ever feel your obstacles are too many or too big, instead of turing your obstacle list into a Snowball Origami (crumpled paper,) talk to a counselor, coach, teacher or any mental health person you know and trust.

- Go to the Miscellaneous Section of the Fifty More Steps tab and PRINT ONE copy of OBSTACLES.
- Make the directed folds.
  - A) If the words are all lined up- Print off copies for your students on the same printer (taking a print copy and copying that copy often leads to misalignment)
  - B) If the words are not all lined up, restack the paper in your printer and try again.
- If you are still experiencing problems, email me and I will send you the original WORD document. [nickminardi@fiftystepsclouser.com](mailto:nickminardi@fiftystepsclouser.com)

