

Walk The Line

(Walking the straight and narrow line of M.Y.O.B.)

Purpose: To increase student awareness of the importance that *mindfulness & focus* has on avoiding falling into gossip & rumors (MYOB. minding your own business.)

Materials: 20 feet of 1-2 inch wide roll of Masking Tape, adequate floor space (20 ft.) and just enough tape left over to give each student a 3-4 inch strip of tape.

Student Materials: Paper & Pencil.

Time: 25-30 Minutes.

Key Words/Concepts: School Purpose, Focus, Mindfulness, Lose direction, Mislead, Pulled away, Gossip, Rumors & MYOB (mind your own business/walk the line.)

Introduce/reintroduce: Make sure the kids know who you are. Get a show of hands of everyone who knows/remembers you from the last time and or the past years and what some the activities were. To help determine if kids are paying attention to you, instruct students to close their eyes and lay their heads down upon their folded arms. Ask:
1. Raise your hand if I'm wearing (jeans) 2...if I'm wearing a (red) shirt 3...if my belt has a (horseshoe) buckle on it 4...if I'm wearing a (bracelet) on my left arm 4...If I weigh less than a refrigerator 5. ...If I weigh more than a refrigerator (Hey!) 6...If I have (blonde) hair, 7...If I have (brown) hair, 8...If I have grey hair (Hey!) Have kids open their eyes (maybe for the first time) and really see who their counselor is=)

Part 1:

Direct: Students to take out a sheet of paper and pencil/pen.

Instruct: Students to create three columns on their paper either by using a pen/pencil and drawing two vertical parallel lines about three inches apart or students can fold their paper into vertical thirds.

Show & tell: With your example paper or using the whiteboard.

Instruct: Students to label the first column at the top of the page: **Personal**.
Students to label the middle column at the top of the page: **Private**.
Students to label the third column at the top of the page: **Public**.

Inform: Students they will be given 10 words and each word needs to be placed in (just) one of the three categories.

For Example: 1. The word: Tuba. What category does the word Tuba best fit into: Personal, Private or Public?

Acknowledge: That some words could fit into more than one category however, students can only place the word into one of the three categories.

Begin: Announcing the words one at a time and allow students some time between words to think.

1. Backpack.
2. Clothing.
3. Make up.
4. Family.
5. Image.
6. Reputation.
7. Shoes.
8. Grades.
9. Phone.
10. Internet.

Repeat: Words as necessary.

Part 2

Review: Answers with students.

Example #1.

State: Raise your hand if you labeled (#1) Backpack...Personal, Private or Public.
(Do the same for each word.)

Example #2.

Recruit: Students to stand and read aloud words in their **Personal** Category.
Students to stand and read aloud words in their **Private** Category.
Students to stand and read aloud words in their **Public** Category.

Bring: Attention to both the similarities and differences of how some people agreed and disagreed with where words were placed.

Call: On some students to explain their decisions to place certain words in one category and not the other two.

Direct: Students to prepare for a challenge.

Part 3

Lay: Down between 15-25 feet of masking tape in a straight line on the classroom floor.

Recruit: A student volunteer.

Inform: Student that he/she is going to be challenged to “Walk the Line” and that his/her peers (classmates) will judge his/her efforts and outcome.

Clarify: NO RUNNING!

Direct: Student to begin at one end of the line and to walk FORWARD to the other end.
 Student to walk BACKWARDS on the line back to the beginning spot.
 Student to walk SIDEWAYS on the line to the other end.

Call: For a show of hands from classmates (judges) if student volunteer should get an A?, B?, C?, or D? on their ability to Walk the Line forwards, backwards and sideways.

Ask: Volunteer to choose two friends from the classroom to come forward as assistants.

Assign: The two friends the job of “nudging & blocking” (no severe pushing, shoving, knocking down or dragging) the volunteer off the line as he/she tries to go from one end to the other.

Repeat: First: Forward *walk with friends* nudging, bumping and or blocking the way.
 Second: Backwards *walk with friends* “ “ “ “
 Third: Sideways *walk with friends* “ “ “ “

Call: For a show of hands from classmates if student volunteer should get an A, B, C, or D on his/her ability to Walk The Line.

Call: For a show of hands from classmates if the volunteer’s *assistants/friends* should get an A, B, C, or D on their ability to keep the volunteer from Walking The Line.

*Repeat: (as time permits) The process with one or two other volunteers and their chosen friends.

Part 4

Discuss: With students that the friends they choose to *walk with* to class, *walk with* to lunch, *walk with* to the library and *walk with* around school might have very different lists than your own for what they consider to personal, private and public. That is, it’s *your friends* who might be pulling, bumping and leading you off the line of minding your own business by getting caught up in and participating in gossip, rumors and talking about *other* student’s personal, private & public stuff.

Review: The words from the list: Backpack, Clothing, Make up, Family, Image, Reputation, Shoes, Grades, Phone and Internet.

State: No matter how you categorized those words the most important thing you need to remember is that if it's not YOUR (or someone your with)...Backpack, Clothing, Make up, Family, Image, Reputation, Shoes, Grades, Phone or your Internet/social media site you're talking about then you're probably not Walking The Line of minding your own business!

Inform: Students that Teachers & Principals are often some of the judges who determine how well you're doing in walking the line/minding your own business by asking you questions about the words on the list like:

1. Why are you talking about someone else's(examples) backpack, clothing, make up, reputation, grades or test scores?
2. What does someone else's... (example) family, social media account or clothing have to do with your purpose to be here at school?
3. Why is it that you're having such a difficult time just walking to class and not minding YOUR own business?
4. Are you going to be the person who creates drama, gossip & rumors by talking about other peoples concerns?

Distribute: A 2-4 inch piece of masking tape to each student and encourage them to place it on the tops of their shoes over the laces or on the side of their shoes as a reminder as they walk around on campus with their friends to... ***Walk The Line.***