

# Drug and Alcohol Prevention

**Video Title:** Ashley

**Lesson Title:** If You Don't Get There Straight You Get There Crooked

**Grade Level:** Middle School



## Project and Purpose

Students follow two different paths to get to the same end-point in a maze and then use it as a metaphor for how to navigate obstacles in life.

## Essential Question

How can you navigate obstacles and still meet your goals?

## Materials

- Two copies of the same printable maze for each student in class (these can be found easily online by doing a search for “printable mazes”)
- Pencils

## Procedure

1. In the video, Ashley's mother talks about how parents need to trust that the lessons they have given their children have some influence and let their children find their own paths. Is a path a good metaphor for life? Why or why not?
2. Give each student a copy of the printable maze. Ask them to get from the starting point to the end-point following the open spaces and without crossing any lines.
3. When students finish getting through the maze ask them to turn over their paper so it's lying face-down on their desks. Then give them the second copy of the same maze and ask them to find their way from the starting point to the end-point, but using a new route — different from the one that they used the first time through the maze.
4. Ask students to compare the two routes that they took. What conclusions can they draw about how to get from start to finish in the maze? Do they have to go the same way? Or are there multiple ways to get to the same destination?

## Conclusion

1. Bring students back to the essential question of the lesson: How can you navigate obstacles and still meet your goals? Discuss with students that there are many routes you can take to reach the same goal. With your students, consider the saying “If you don't get there straight, you get there crooked.”

What is the saying trying to communicate? Invite students to reflect upon an obstacle they have encountered and how they overcame or worked around that obstacle to still meet their goals.

2. Have students take one of their mazes and label the end-point with a goal and then label several of the blocking lines as obstacles. They should then label their successful route with the strategies they discussed for navigating those obstacles.

## Notes

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