LESSON 15

VOCABULARY

refute

HANDOUTS

Student Worksheet 15
Journal Assignment 15
Poster #2

HOMEWORK

Observe others.
Be aware of body signals.
Lesson 15
Core Learning: Mind your thoughts.

CORE CONCEPTS (review before lesson presentation)

LESSON 15 OBJECTIVES

1. Teach strategies for increasing optimism.
2. Teach strategies for increasing persistence.
3. Teach strategies to explain failure and setback to empower, not defeat.

• Students will learn specific strategies to increase optimistic thinking
• Students will learn how to explain their own failures in ways that increase optimism and persistence
• The most powerful way to develop optimism, and thus persistence, is to explain failure in ways that are empowering.
• There are THREE ways to explain failure so that it doesn’t destroy hope
  1. Explain it as specific in its impact and not pervasive.
  2. Explain it as limited in time or temporary, not permanent.
  3. Explain it as a failure of effort or actions, not personality.
• OPTIMISM is one of the most important skills a child can learn.
• Learning how to maintain optimism is key to a child’s future!
• Worry about the economy, worry the environment, worry about global peace, global warming and lack of resources surrounds us every day. Not to mention how pressed we make children feel about academic achievement, getting into the best college, the best internship, the best career, etc. etc. As a consequence, we have created an EPIDEMIC OF PESSIMISM in our children and youth.
• Along with pessimism goes an increase in youth depression, anxiety, binge drinking, and many other mental and physical health problems seen in today’s youth.
• It’s VITAL that children learn to stay positive so that they dream the big dreams and sustain the grit to accomplish them.
The future will be bright and abundant for those who face it with optimism! All highly successful people know this to be true. Optimism is their secret advantage and this has been true over the centuries.

The science is clear…

Highly successful people are OPTIMISTIC!

Exceptionally persistent people are OPTIMISTIC!

Deeply satisfied people are OPTIMISTIC!

Tremendously compassionate people are OPTIMISTIC!

Starters and finishers are OPTIMISTIC!

Because optimism boosts persistence, optimistic people keep going – they persist.

We now know from a neurological perspective, that struggle to success brings deep satisfaction to the soul of human beings. Optimists have grit and a can-do attitude and they feel good while they work to achieve goals!

Optimistic people aren’t shut down by defeat. They are undaunted because… they BELIEVE a good outcome will eventually follow their efforts! It’s so much harder to move forward if one feels success is doubtful, so optimists REFUSE to buy into doubt!

Optimism is not an inborn trait. It is a learned way of looking at the world.
Lesson 15
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Lesson 15 Objectives

1. Teach strategies for increasing optimism.
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DO: Write new vocabulary on board. Define. Ask students to use in three types of complete sentences.

Review Poster #2 Problem Solving Steps.
Quick oral drill of students on problem solving steps Poster #2.

REVIEW

Students, let’s review a bit.

What does it mean to have self-power and how do people get it? (hint: to have self-power is to be 100% in charge of what one thinks, says and does. It is taking 100% responsibility for one’s life and life outcomes. People lose self-power by letting others’ behavior influence them in negative ways or by feeling they are simply a victim or by thinking other people or circumstances cause them to behave or act a certain way.)

What is the science of personal mastery? (hint: the science of personal mastery is new research about how people can create success attitudes and behaviors such as optimism, persistence, gratitude, follow through, and so forth by mastering how and what they think and believe.)

Students, we haven’t talked about it for a while, do you remember what we said at the very beginning what was one of the BIGGEST MISTAKES a person can make when faced with a problem? (hint: not recognizing they have a problem).

Today is a going t be a very powerful day students. You are going to learn the secret of how to think optimistically and increase your success, money, friends and health as a result.

Application of Learning

ASK:
Who remembers what optimism is? (hint: a learned skill, a mindset to believe that success will be the outcome, to see the positive side of events)
Lesson 15
Core Learning: Mind your thoughts.

ASK
What are some of the benefits of thinking optimistically? (hint: increased health, wealth, joy, compassion, longevity)

Scripted Lesson

As you recall, there are many lifelong benefits of thinking optimistically. I want you to reap those benefits students. So let’s get started.

Students, if you remember, I said that optimism is not an inborn trait. Rather it is a learned way of thinking. It is another secret skill of the highly successful. It is the skill of survivors.

Optimists do not give up easily. They do not quit. They keep trying even when they at first fail because they feel that success will come. If you keep going even when you were defeated, it is called persistence.

Persistence is an extraordinary skill, and as you can imagine, when people persist, when they don’t give up, in the end … they win.

Optimists persist.

ASK: Raise you hand. Who wants to know how optimists stop themselves from quitting?

When they fail at something, optimists are very careful how they explain the failure to themselves. They make sure that the way they explain their failure to themselves does not make them want to quit.

Students, there are THREE ways to explain failure so that you don’t want to quit. There are three ways to talk to yourself about your failure that will keep your hope alive and help you to keep trying.

First, blame your failure on your actions or effort. Do not blame your personality or one of your permanent traits as the cause of your failure that will make you want to give up.
For example, saying something like, “I am just not a math person,” will make you want to give up. Or explaining your failure by saying, “I’m just an uncoordinated type person and a complete klutz,” will make you want to quit.

Saying, “I didn’t study enough last night.” is a good explanation of blaming your actions for your failure rather than blaming the kind of person you are.

Second, explain your failure as limited to one thing in life, not a failure that affects your whole life.

For example, if you say things like, “Oh, I just can’t do this. I never get anything right. I’m just a failure” it will feel bad and you will just give up trying.

On the other hand, if you say things like, “I have a problem with friendship right now, but I am doing ok in school” it will help you remember that your whole life isn’t bad. It will remind you that you are having a problem with just one thing and not all parts of your life. You will keep trying.

For example, if you said, “I didn’t make the varsity and really wanted to. Fortunately, I can still be on the B squad, and in music I am at the top” you will not give up hope on the varsity or trying out for things.

Third, explain your failure as temporary not permanent.

For example, “I didn’t make the team this month but I can try out next month” is a good way to explain your failure as temporary and not a forever thing.

Students, if you want to give yourself power and persistence and come out a winner, you must explain your failures as caused by your actions, as limited to one area of your life, and as temporary not permanent.

**Checking For Understanding** (oral or written response)

DO: Students, let’s practice explaining failure so that it builds hope.
A student did not make the lead role in the school play.

DO: Give examples of explaining this failure as caused by the student’s actions or effort. Also explain this failure as temporary not permanent. And finally, explain this failure as limited to this play and not the student’s entire acting career (hint: be sure the explanation is temporary failure, not pervasive across different contexts and caused by actions not personality or personal traits).

Students, here are some more failures. Explain them using the three criteria of blaming the failure on actions, as not permanent and as just a failure of one thing.

- A youth got fired from his job.
- A youth broke up with a friend.
- A youth failed history class.
- A youth lost the championship game.

**Scripted Lesson continued**

Students, I know it is a little complicated but it is really powerful if you learn to explain your failure so that it doesn’t defeat you or make you want to quit. Remember students, the most successful people in the world tell us they achieved success and wealth by never giving up because they thought of their failure in an optimistic way. I want you to practice how to explain failure in a powerful way.

Students, think of Nelson Mandela, Barack Obama, Bill Gates, Oprah Winfrey, Magic Johnson, Taylor Swift, Colonel Sanders, Steven Spielberg, Cesar Chavez. These are all ordinary people who became extraordinary by keeping hope alive when they experienced repeated failure. If you don’t know the story of these folk’s lives, I encourage you to look them up on You-Tube.

**Independent Application** (should be done in a cooperative group)

DO: Student Worksheet 15 “Explaining failure to stay hopeful.”

**Review and Reinforcement**

DO: Everyone think of a failure they have had recently. It does not have to be a big failure. Take out a piece of paper and write down your
explanation of your failure so that it makes you feel more hopeful. Then write down an explanation that weakens you and makes you want to quit (permanent, pervasive, personality trait). You do not have to put your name on it.

Students, your teacher will read them aloud so you can discuss them as a group to make sure you understand the best way to explain your failures to yourself.

(Read the explanations out loud and discuss pros and cons)

**Homework**

Students, observe other people you know and think about if they take ownership of their life and create how they want to act and what they want to do with their life. Do they give their power away to others and just go through life reacting to other people’s actions or situations? Are they living their own life or are they just copying someone else’s life?

**Journal Assignment 15**

Do Journal Assignment 15.
EXPLAINING FAILURE TO KEEP MY HOPE UP

On the lines below, give an example of how the individual could explain their failure to themselves so that they want to keep trying. (Blame it on action or effort, make it a temporary failure and limit its effects.)

Then give an example of how the person could explain their failure to themselves so they want to quit. The first one is done for you.

1. Sally lost the tennis match.
   Want to keep trying example: “I just didn’t hit my backhand shots today like I usually do, but I am still really powerful in my serving.”
   Want to quit example: “I am such a clutz, as usual, I just didn’t get anything right and I don’t think I ever will.”

2. Deshawn didn’t get the job.
   Want to keep trying:
   Want to quit:

3. Mary failed the English test.
   Want to keep trying:
   Want to quit:

4. Harry couldn’t get the skateboard move.
   Want to keep trying:

Name: ____________________________
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Want to quit: ______________________________________________________________________
___________________________________________________________________________________

5. Tina forgot her homework.
Want to keep trying: _______________________________________________________________
_________________________________________________________________________________
Want to quit: ______________________________________________________________________
___________________________________________________________________________________

6. Will lied to his parents.
Want to keep trying: _______________________________________________________________
_________________________________________________________________________________
Want to quit: ______________________________________________________________________
___________________________________________________________________________________

7. Jason made the error that lost the game.
Want to keep trying: _______________________________________________________________
_________________________________________________________________________________
Want to quit: ______________________________________________________________________
___________________________________________________________________________________

8. Wendy didn’t get asked to the dance.
Want to keep trying: _______________________________________________________________
_________________________________________________________________________________
Want to quit: ______________________________________________________________________
___________________________________________________________________________________
Journal Assignment 15

SELF-REFLECTION

Please describe ONE way you have NOT been successful in the past week (for example, you did not accomplished something you set out to do; you lost your self-control; you forgot to use a success skill such as visualization; you didn't take any time to feel grateful; you denied your responsibility; or made a sticky situation worse).

Just describe one way you goofed up or didn’t keep up with your goal, and explain WHY you think you were NOT able to successfully accomplish this action (what negative self-talk were you using or what negative attitude did you have or what didn’t you plan for?).

Describe if you blamed someone else for your failure (the school gives too much work, my mom didn’t remind me)? Did you use shame to explain your failure (I’m such a bad friend, no one helped me)? Did you deny your responsibility (I couldn’t help it, everyone else does it, it’s not my fault, I have too much stress)?

Now describe 3 ways that your failure hurt you or what did you lose because of your failure.

Write 3 times “I will be able to succeed with this next time.”
PROBLEM SOLVING STEPS

1. Recognize a problem exists
2. Stop and get ready to think
3. State the goals and problem
4. Get the facts
5. Make plans
6. Pick the best
7. Be prepared
8. Take action
9. Check it out

LEARN TO THINK

LEARN WHAT TO THINK ABOUT

LEARN HOW TO THINK

BE A STEP ABOVE THE REST -- USE YOUR HEAD!

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