

Chapter 3

Lesson 2

Be Motivated/Be Resilient

Theme: Motivation/Resiliency

Lesson Objective:

Students will define resiliency. Students will demonstrate ability to identify and evaluate personal resiliency-building skills. Students will name ways to get and stay motivated. (See matrix for Arizona Academic/Adult Standards).

Steps to Follow:

“If you can dream it, you can do it.” --Walt Disney

“People don’t change their behavior unless it makes a difference to them to do so.” --Fran Tarkington, on motivation

1. Practice: Chapter 2 litany.
2. Discuss quotation(s): How it relates to Lesson 1 and this lesson. Point out: The importance of planning to make dreams come true. Point out: This chapter is not just about planning, but building skills that will help you help yourself to make any plan work, regardless of obstacles or set backs.
3. Review chapter titles. Point out that these are skills required to make dreams reality.

Resiliency

1. Ask: Why some people dream, plan, wish, hope, set goals or do nothing and things work out for them, but not for other people who do the same things? Do they have advantages? Or are they just lucky?
2. Point out: It may seem that some people make little effort to succeed and yet have success. They even succeed despite obstacles. They’re resilient.
3. Define resilient. Research around the world over the last few years shows that people can build skills that make them more resilient. From the moment a person is born, he starts to build resiliency skills. See **Lesson 2 Background**.
4. Point out: If you improve your resiliency skills you can be your own best friend; if you don’t, you may turn out to be your own worst enemy.

5. Complete *What Are My Personal Resiliency-Building Skills? S1* Complete A.R.A.S., if available. The purpose: students become aware of skills and their personal abilities

Be Motivated

1. Read *Be Motivated S2* and answer questions.

Materials:

What Are My Personal Resiliency-Building Skills? S1
Be Motivated S2

Evaluation:

Rubric

Enrichment:

“It’s easier to say “no!” when there’s a deeper “yes!” burning inside.” --Stephen Covey, *First Things, First*

See **Lesson 2 Background**

What Are My Personal Resiliency-Building Skills? S1

The following list is a “personal resiliency-building skills menu”. No one has all of these skills well developed. When “the going gets tough” you probably rely on a few of these skills to get you through. They’re probably what you consider to be your strengths, so you use them most easily and often.

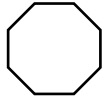
The more you know and understand yourself, the more you’ll enjoy running your life. It’s helpful to know your primary resiliency-building skills, how you’ve used them in the past and think about how you can use them to overcome the present challenges in your life.

Directions: Read the skill; ask yourself if you have used the skill often, sometimes or never to overcome obstacles. Be honest with yourself – remember this is an assessment for you. If you want to, you can always practice and improve your skills. This M2W chapter will help you.

| Skills | Often | Sometimes | Never |
|---|-------|-----------|-------|
| Sense of Purpose | | | |
| <i>Inner direction:</i> Basic choices on internal evaluation | | | |
| <i>Internal locus of control</i> | | | |
| <i>View of future:</i> Optimistic | | | |
| <i>Spirituality:</i> Personal faith in something greater | | | |
| <i>Perseverance:</i> Doesn’t give up despite obstacles | | | |
| Social Competence | | | |
| <i>Relationships:</i> Able to build and maintain | | | |
| <i>Humor:</i> Able to be a friend, form and keep close bonds Can see the funny | | | |
| <i>Perceptive:</i> Insightful understanding of people and situations | | | |
| <i>Assertive:</i> Clearly expresses opinions, feelings, ideas Understands how attitude influences others | | | |
| Problem Solving | | | |
| <i>Flexibility:</i> Can adjust to change Can adapt to cope | | | |
| <i>Love of Learning:</i> Needs to know Loves to find out | | | |
| <i>Creativity:</i> Sees unique choices, consequences Individualistic | | | |
| Goal Setting: Knows power of goals | | | |
| Decision Making: Uses process can explain | | | |
| Autonomy | | | |
| <i>Independence</i> | | | |
| <i>Health/wellness:</i> Adaptive distancing from unhealthy people and situations | | | |
| <i>Self motivation:</i> Inner passion and direction | | | |
| <i>Competence:</i> Is “good at something” Has skills to manage own life | | | |
| <i>Self worth:</i> Feeling self confident | | | |

What Are My Personal Resiliency-Building Skills? (Page 2) S1

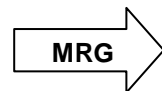
Think About It:



List your strengths:

List your weaknesses:

List areas you want to improve:



Any one who has ever made a New Year's resolution on January 1 and broken it by January 10, knows that setting goals doesn't guarantee that you'll reach them.

Why? **A big reason is *disappearing motivation*.**

"Just do it!" Sounds so easy, but everyone knows getting and staying motivated is often the hardest part of doing anything.

Motivation is connected to goals, values, wants, wishes and how you can make them happen. Getting motivated to do something can be like running an obstacles course. Why is this true? Each of us has his or her own *hurdles*. They might include: *self-confidence, people who don't believe in us, procrastination, learning difficulties, or illness*. These hurdles can make us give up even before we start, or quit trying before we reach our goal. What are your motivation hurdles? Do you use effective strategies to "jump" them?

Read on to get more ideas about hurdles and "jumping".

A Case of **Low Self Confidence**

People tell Gary he's a nerd. He is 13 and spends hours every day on his computer. Any math or science problem, Gary can figure it out somehow. Everyone assumes he'll graduate and do something that involves computers, but he wants to be a test pilot and fly for the Air Force. He hasn't talked with his friends, family or counselor about this goal. He thinks he'd have to pass difficult physical and mental tests and Gary says he has low self-esteem.

List Gary's motivation hurdles _____

Look back on the resiliency skills – what do you think are Gary's strong and weak areas? _____

Confidence is the most important ingredient in motivation; think, "I can make this happen." Without it, a plan is dead in the water. But confidence must be built from inside. You have to push yourself to where you're doing things you didn't think you could do. Or even doing things you don't want to do – yes, like homework, or going to the library to get accurate information about a topic. Stretch yourself, believe in yourself.

A Case of **Not Now**

Stephanie waits until the last minute to do anything. She’s a high school freshman, very good student, but her habit of procrastination, putting things off, has hurt her. Last semester she handed in her book reviews late and was docked half a grade. She may fail English. She wants to go to college to study business so she can be an entrepreneur. She’ll need a scholarship. People tell her to manage her time better. Some tell her she’s just lazy.

List Stephanie’s hurdles and resiliency strengths and weaknesses _____

Procrastination is one of the most common motivation hurdles. Many people make the mistake of thinking procrastination is just a problem of managing time. Or they think procrastinators are lazy.

The reasons people procrastinate are often complex and emotional. Often, procrastinators aren’t consciously aware of why they put off things, or “work best under last minute pressure.” Many fear failure. They imagine the consequences of doing something badly, or less than perfectly, are so horrible that they avoid doing it as long as possible. People worry that if they do something wrong they’ll be laughed at, criticized, embarrassed, or demeaned.

A Case of **“I Give Up”**

Levin is 15 and has always been a slow learner. His parents didn’t graduate from high school and say, “slow learners run in our family.” When Levin reads he mixes up letters, when he writes he can’t spell words correctly, in math he hates fractions. He says, “I don’t try any more. I finish a test as fast as possible, even if I don’t get the right answers.” He wants to learn more about using computers, but he knows that won’t happen.

List Levin’s motivation hurdles and resiliency strengths/weaknesses. _____

Levin was lucky this school year. His teacher wouldn’t let him give up. She taught him how to try harder and smarter. He tried new study habits, such as breaking down assignments into smaller pieces and completing each piece before he went on to the next. He asked for help when he needed it, but always finished the easy examples first so he could show what he did know, not just what he didn’t. He went to the library and got books on tape so he could “read” in depth and use the computers – his teacher told him, “Just because it takes you time to improve your academic skills, doesn’t mean you can’t learn or that you’re dumb. Get out there and make things happen.” She believed he could learn and set and accomplish goals, and he did.

Levin found a mentor, someone to guide and believe in him, but also to say, “hey, focus your energy on what you can do not what you can’t.” Experiencing frustration, failure and the negative thinking of others makes many people give up. Often people mistakenly think that a failure shows they’re stupid. They conclude that there’s nothing they can do in the future. So they evade and avoid similar situations.

People who are motivated analyze the situation and understand the need to master skills they don’t currently have. Take chances. Failure can tell you what you’re able to do *now* – not what you’re able to learn or do in the future.

A Case of **What Will They Think?**

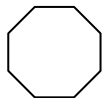
Bill’s friend got him a job working with him on an assembly line. Bill is new, but very quick. His boss has commented on his excellent work. Bill’s friend says Bill should stop showing off, he doesn’t like it and neither do the other workers.

Bill’s motivation hurdles? _____

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Friends can be a motivation hurdle. They can hold you back. People stay or become unmotivated because they fear losing friends. It takes a lot of courage to stand up to friends or to give them up. But friends can help you achieve your goals. True friends want the best for you.

Think About It



List two of your own motivation hurdles. Write two paragraphs that tell ways you may be able to “jump” each of these hurdles. Don’t forget to notice how your resiliency-building skills could help. Each paragraph should have a topic sentence, details and examples that support your main ideas.

#1 Hurdle _____

#2 Hurdle _____
