



The Ability to Overcome Challenges of All Kinds

Objective: The students will understand and use the Focus 5 mindset actions by selecting one, apply it during their week to increase their resilience, emotional intelligence, and faith skills.

Facilitator Aides

Lesson Outline

**Ideal Lesson Time: Week 1; 20 minutes.
Weeks 2 – 4; 10 minutes each.**

Introduction

Week 1. Focus 5 Mindset Guided Discussion

Week 2. Reinforcement

Week 3. Reinforcement

Week 4. Reinforcement

Boot Stomp Resilient people are aware of situations, their own emotional reactions and the behavior of those around them. In order to manage feelings, it is essential to understand what is causing them and why. By remaining aware, resilient people can maintain control of a situation and think of new ways to tackle problems.



Week 1. Focus 5 Mindset Guided Discussion

Attention (Energizer Activity): Start the introduction with an activity to energize the brain for optimal engagement.

1. Instruct the students to take a blank sheet of paper and trace their hand. Simultaneously demonstrate using a large sticky note or white board tracing your own hand, making it large enough for students to see.
2. Instruct students to write the letter “S” on their thumb, then “T” on the next finger, then “U” on the next finger, “F” on the next finger, and “P” on the last finger. Simultaneously demonstrate using a large sticky note or white board tracing of your hand.
3. Lastly, instruct student to spell out the word “Sleep” using the “S” on their thumb, then “Temporary” on the next, then “Uncomfortable”, then “Favor”, and “Present” on the last finger. Simultaneously demonstrate this using a large sticky note or white board tracing of your hand.
4. By doing it in this order, the student will continue to be engaged and it creates curious. (*It is also a form of mindfulness.)
5. Upon completion of the activity, move into overview.



Overview: In BMT you may have learned about the power of focusing on what went right vs. what went wrong and mindfulness to slow things down. These are mindset tools that directly relate to Airmanship and what it means to be an Airman. Today we are going to introduce you to something called the Focus 5: 5 mindset tools that can be done in 5 minutes and they are the 5 words you wrote on your hand. We are going to discuss these 5 words and how they apply to your growth mindset. When we talk about growth mindset we are talking about growth thinking through actions. The intent is for you to pick one of the Focus 5 and put it into to practice this week. You will need to pick someone to be accountable to. You should be ready to discuss how you did with your Focus 5 selection each week with your accountability partner and to the class. You will want to make sure you include strengths and challenges.

Lead off Question (LOQ): Sleep, why would sleep be a mindset tool?

Facilitator Note: Have students give examples of anticipated responses for the following questions.

Anticipated Replies and Side Notes

Anticipated Responses: Tired, not enough, lagging, my phone goes into the sleep mode, pillow, bed.

Summary: Yes, sleep it is foundational. It affects our mental, physical and emotional well-being. All of which impact our mindsets greatly. Without adequate sleep our minds do not operate at its optimal level. This week, focus on getting 7 or more hours of sleep, watch the afternoon caffeine intake, establish a routine bed time, and power down at night.

LOQ: What do you think of when you hear the word temporary?

LOQ: How would this apply to mindset?

Summary: Recognize a lot of things we stress or worry about are temporary things. This week, if you experience stress or get worried, intentionally take a mental pause. It can be as little as 5 seconds, 3 minutes or even a 1 hour pause. When you pause, take a moment to reflect on something positive, small wins and the things you are in control of. Growth mindset thinkers ask themselves: “Will what I am worried or stressed about matter 1 week, 2 weeks, 4 months, or even 1 year from now”? Another trick is to drink water. Seriously, drinking water not only keeps you hydrated which is very beneficial to the brain, but it also forces us to slow down, breath and gives us little mini break.

LOQ: Favor is a broad word, but tell me what you think of it in the context of doing someone a favor?

Summary: A favor is doing something nice for someone, being a wingman. Growth mindset thinkers do things for other people. This week make a conscious effort to do a favor for someone, or something nice for another person. Not only is this exemplifying what it is to be a wingman but is also powerful way to get connected.

LOQ: What do you think of when you hear the word present?

Summary: Present is being fully engaged in whatever it is you are doing. Have you ever heard the saying, “Yesterday is history, tomorrow is a mystery, today is a gift, which is why we call it the present.”? Growth mindset thinkers live in the now. This week, be present by actively engaging in class and in conversations with others. Remove distractions and power down.

Anticipated Replies and Side Notes

Anticipated Responses:
Not long, moment, not permanent.

Anticipated Responses:
Things pass, tomorrow is a new day.

Anticipated Responses:
Kind, nice, run an errand, do something for someone.

Anticipated Responses:
Gift, money, today, right now.

LOQ: Uncomfortable happens when you are out of your comfort zone. What are things that come to mind when you think of being outside of your comfort zone?

LOQ: How would any of getting uncomfortable apply to mindset?

Summary: The truth is, being uncomfortable is a good sign that change and growth is happening. Growth mindset thinkers get uncomfortable often and see challenges as opportunities. This week do something positive that is outside of your comfort zone.

WRAP UP ACTIVITY:

Small Class: Use a foam ball or a wrap up a piece of paper to toss around the room. Inform the students that you will throw the ball to one of them and they must announce which of the Focus 5 they will work on who they will be accountable too. Then they will throw it to someone else and they will do the same and so forth.

Large Class: Instruct the students to partner with the person to their right. Instruct them to share with their partner which of the Focus 5 they will work on this week and to whom they will be **accountable**.

If time permits, have students with birthdays closest to the 4th of July provide their answers.

Conclusion

SUMMARY: Today we talked about the Focus 5; Sleep, Temporary, Uncomfortable, Favor and Present. We talked about how they impact your growth mindset. You know your task for the week, make it happen and be intentional.

REMOTIVATION: It is the small wins that lead to the big ones, so keep this simple. I am going to end with a quote from Carol Dweck, a world leading expert in Growth Mindset from Stanford University, “You’re in charge of your mind. You can help it grow by using it in the right way.”

Anticipated Replies and Side Notes

Anticipated Responses:
Not comfortable, uneasy, unsure, scared.

Anticipated Responses:
Sometimes hard, things are not easy but we grow from them.

Week 2. Reinforce

Energizer: Instruct students to partner with the person to their left to come up with three things they can do in 5 minutes?

When time is up, ask a few to share to their answer:

LOQ Reinforce: Restate the Focus 5: (Sleep, Temporary, Uncomfortable, Favor and Present). Ask for a few volunteers to share what Focus 5 they chose to work on last week, what was their experience with it, how long did it take them to focus on it, and if they will keep the same Focus 5 this week or will they work on something different. You can incorporate the ball toss activity into this as well for more interaction

Anticipated Responses: Call someone, right a to do list, play a game, download a app, review 50 Instagram photos.

Week 3. Reinforce

Energizer: Have students partner up with someone close to them and ask them to list five sports which the winning player goes backward.

When time is up, ask a few to share to their answers and tell them the answers, informing them there are only three. Rowing, backstroke swimming and tug-a-war.

LOQ Reinforce: Restate the Focus 5: (Sleep, Temporary, Uncomfortable, Favor and Present). Ask for a few volunteers to share what Focus 5 they choose to work on last week, what was their experience with it, how long did it take them to focus on it, and if they will keep the same Focus 5 this week or will they work on something different. You can incorporate the ball toss activity into this as well for more interaction.

**Anticipated
Replies and
Side Notes**

Week 4. Reinforce

Energizer: Ask the students to write a list of mammals that delay sleep. Give them 60 seconds. When time is up, ask a few to share to their answer. Provide the students the official answer: Only human's delay sleep.

LOQ Reinforce: Restate the Focus 5: (Sleep, Temporary, Uncomfortable, Favor and Present). Ask for a few volunteers to share what Focus 5 they choose to work on last week, what was their experience with it, how long did it take them to focus on it, and if they will keep the same Focus 5 this week or will they work on something different. You can incorporate the ball toss activity into this as well for more interaction.

This lesson plan is designed for 4 weeks. Continuing to reinforce the Focus 5 throughout longer Technical Training is highly recommended. To reinforce, use the module framework from weeks 2-4 monthly.

Anticipated Replies and Side Notes

ASSESSMENT QUESTION: Do the participants have a deeper understanding of the different ways to be resilient and how they support a relentless mindset?