

# Chapter 3

## Lesson 9 Be Indomitable

**Theme: Resiliency**

### **Lesson Objective:**

Students will demonstrate knowledge of skills that build resiliency. (See matrix for Arizona Academic/Adult Standards).

### **Steps to Follow:**

**“It’s not falling down, but staying down that is the failure.” --Sandra Day O’Connor**

**“Experience is a hard teacher because she gives the test first, the lesson after.”  
--Vernon ‘s Law**

1. Ask for guesses as to meaning of “indomitable, “ if you are “indomitable” is it a compliment?
2. Define “indomitable” (invincible, unbeatable, dogged, resolute, staunch). Show the word “abominable” so the student is sure to realize that they’re completely different words with completely different meanings.
3. Ask how being indomitable connects to resiliency and the topics of the other lessons in Chapter 3 (strong, persistent, skillful, aware).
4. Discuss quotation(s).
5. Practice Chapter 2 litany.
6. Reiterate: self-assessment and self-awareness are essential to answering: Who am I? Where am I going? How will I get there? No excuses, no illusions, just personal honesty.
7. Tell: This lesson is more ways that you can know and help yourself. Remember, you can be your own most trusted friend. The topics are: Building self-confidence, managing obstacles, and giving to others. How can knowledge and skill in these areas build resiliency?

## Self Confidence

(The student may review Lesson 4) (Backbone, courage, faith in oneself, grit, fortitude, heart, spunk, spirit, assured, secure with oneself)

1. Self assessment, Complete *Self Confidence – Do I Have It – 1 S1, Self Confidence – Do I Have It? – 2 S2, Self Confidence – Do You Have It? – 3 S3*.
2. Action plan: Read and answer, *The Cup is Half Full S4*

## Obstacles

1. Ask: what's an obstacle? Give examples. Why is it in your best interest to look for obstacles, especially obstacles that could keep you from your goal?
2. Tell: the surest way to get blind-sided and go down like the Titanic is to be close-minded and unrealistically confident that you've anticipated every obstacle. Define: blind-sided (large, aggressive obstacle, you were unprepared, inflexible, few choices open).
3. Complete *Obstacles S5*.

## Contribute to your community

1. Ask: What's a community? Of what communities are you a member? (E.g. church, family, city, town, state, country, human, ethnic, club).
2. Complete *How To Do Your Share S6*.

## Make a Plan

1. Have student look at *GOALS IN MY LIFETIME* in the Life Area "Citizen of the Community." The student should have at least one goal that applies to his town or *state of residence*.
2. Student completes *Make a Plan S7* sheet for each goal in "Citizen of the Community" Life Area.
3. On the back of one of the worksheet, have student list at least 6 ways people overcome obstacles. List as many people as they can (either that they know personally or have heard of) who have shown they can overcome
4. Complete and review *Career Plan EN1*.

## Materials:

*Self Confidence – Do I Have It? 1 S1*

*Self Confidence – Do I Have It? 2 S2*

*Self Confidence – Do I Have It? 3 S3*

*The Cup is Half Full S4*

Assignments from previous lessons in Chapter 3

*Obstacles S5*

*How To Do Your Share S6*

*Make a Plan S7*

*GOALS IN MY LIFETIME* sheet for Life Area, Citizen of the Community

## Evaluation:

Rubric

## Enrichment:

- Respond to quotation: **“You have no idea what a poor opinion I have of myself and how little I deserve it.” --W.S. Gilbert**

*Career Plan EN1*

*Stumbling Blocks Checklist EN2*

*Risks EN3*

*Comfort Zone EN4*

*The Diamond of My Life EN5*

## SELF CONFIDENCE – DO I HAVE IT? 1

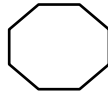
S1

First, what is it? Write your definition of self confidence  
(Remember Lesson 4?)

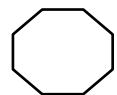
Self confidence includes optimism about yourself and your abilities. People with self confidence expect that their decisions will have satisfying results; they focus on the positive in a situation. They are “can do” people. When addressing a problem, a confident person thinks and says, “let’s try this” or “maybe this will work better.”

If you have self confidence, what might you say to yourself when you face a problem? Write at least three phrases. Discuss them with the group.

Hint:



What are the first thoughts (Self-talk) *you* have when faced with a problem or decision? Write at least three.



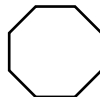
## SELF CONFIDENCE – DO I HAVE IT? 2

S2

**Most people show confidence when circumstances are familiar, but hesitate in new situations. This is natural and probably wise.**

**Directions:** Describe yourself in general. Think about what you say about yourself and life.

	Always	Often	Rarely	Never
1. Believe strongly in certain values				
2. Actions support values				
3. Sensitive to criticism				
4. Critical of others and self				
5. Hate to make a mistake				
6. Blame others				
7. Enjoy self and life				
8. Participate in wide variety of activities				
9. Feels in general, life is good				
10. Think other people have more than me				
11. Need constant praise				
12. Feel able to accomplish goals				
13. Need to win				
14. Sensitive and responsive to the needs of others				
15. Not easily influenced by others				
16. Jealous and possessive				
17. Uncertain of own opinions				
18. Flexible, adaptable to changing situations				
19. Take wise risks				
20. See choices				
21. Feel own decisions matter				
22. Think able to run own life well				
23. Reluctant to try new things or listen to other points of view				
24. Willing to change own opinion				



### Think About It:

Circle the items you think show you have some confidence in yourself. Discuss and compare with the group.

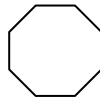
## SELF CONFIDENCE – DO I HAVE IT? 3

S3

Directions: Circle the words that apply to you most of the time.

able	ambitious	angry
anxious	bitter	brave
calm	careless	clever
cheerful	arrogant	cranky
creative	demanding	dependable
dreamy	determined	efficient
energetic	skilled	fearful
funny	gentle	giving
happy	helpful	honest
smart	lazy	modest
nervous	kind	patient
playful	powerful	proud
quiet	realistic	relaxed
religious	satisfied	selfish
strong	tactful	tough
worried	withdrawn	unrealistic
closed-minded	willing to learn	observant

### Think About It:



1. Place a plus (+) sign in front of the words you circled that you think are positive
2. Place a minus (-) sign in front of the words you think are negative.
  - *Some words may be both.*
3. Are there negative traits that you circled that you would prefer not having? List at least three ways you'd like to change these traits.
4. Select five words that describe you.
5. Look again, if these words *truthfully describe you* and in #3 above you listed ways you can improve yourself, *you're probably quite self-confident.*

Self confident people look at themselves realistically, strengths and weaknesses. They have a “can do” spirit about self-improvement.

6. Make a web of at least four ideas about this quotation from Sun Tzu’s, Art of War, “The secure can be tranquil.” You might want to include the meanings of the words secure and tranquil.
7. Use your web to help you write a paragraph. The topic is, “The Secure Can Be Tranquil”. Include title, topic sentence, details and examples to support your ideas.

# THE CUP IS HALF FULL

S4

## Focus on the positive

It takes confidence to move ahead.

Gaining confidence (or losing confidence) goes on constantly through your whole life.

It's not an all-or-nothing characteristic. People have confidence to varying degrees.

Developing confidence isn't as hard as you might think; there are skills you can practice. But you have to practice, practice, practice, until it becomes a habit to greet self-doubt with self confidence. Here are 7 suggestions.

### *The first step in each skill, look at the positive.*

#### **1. Catch yourself doing something right.**

In your mind, make a list of your strengths. Think about what you **can** do. This is where self-assessment is so helpful and emphasized in the *M2W* curriculum.

Focus on using your strengths and improving your weaknesses, not hiding your weaknesses.

Guess what, most people aren't very good at hiding their weakness, at least not for very long. Take a look around; do you know other people's weaknesses? The buttons to push?

Think about decisions you've made recently. Think about *decisions that you did Decide with Pride* (decisions that show what you value, lead toward a goal, comfortable living consequence). These can be big or small decisions.

List at least three decisions you did Decide with Pride.

---

---

---

---

---

---

Ask your instructor to tell you two recent decisions she/he did Decide with Pride.

#### **2. Talk positively to yourself.**

If you talk to your friends the way you talk to yourself, how many friends would you have? If the answer is not many, you need to change your self-talk.

You – and you alone – can control what your mind accepts or rejects. Every day you face a barrage of negative influences. You can replace those negative self-defeating thoughts with positive, self fulfilling thoughts.



## THE CUP IS HALF FULL (Page 2)

**S4**

**Directions:**

*Be your strongest supporter and most loyal ally.*

*Change the “put down” Self talk to “lift up” Self talk. At least 2 lift ups*

He's so lucky, things never work out like that for me	1.  2.
It's too early. I'm too young	1.  2.
It's too late. I'm too old.	1.  2.
I do all the work, but never get any credit	1.  2.
I'll ignore the problem and hope no one notices	1.  2.
If I get caught, I'll manipulate my way out of it	1.  2.
It's not fair	1.  2.
I'll lie about it, no one will know	1.  2.
I'm a perfectionist, if I can't do it exactly right, I'm not going to do it at all	1.  2.
If I fail, I'll be embarrassed	1.  2.

### Directions:

Did any of the put downs seem to *not* be put-downs? Sometimes negative Self-talk may disguise itself as positive, e.g. "I'm a perfectionist." **Remember, if it interferes with you moving ahead, it's a put down and a destroyer of self-confidence.**

### 3. Try something new

#### Challenges

- Try a new activity you think looks like fun
- Seek out ideas from people, places, things new to you
- Get to know a variety of people and enjoy their unique qualities
- Travel to a place about which you're curious

Circle the challenge you're most interested in doing. List at least three steps you'd take to do it.

### 4. Say it like you mean it.

Statements like "I guess", "I'm sorry, but", "I might be wrong, but" just don't cut it. If you don't sound convinced of what you're saying, how can anyone else? Does this remind you of one of the previous lessons? Right, if you remembered, Be Assertive. (State your idea, feeling, or opinion clearly and with respect.)

Write an assertive statement.

### 5. Set goals and take action

Where would you like to be next year? In five years? It's easy to find excuses or put things off. Energy generates energy. Keep moving.

### 6. Play the part

Look at people you admire. Name one. Look at successful people. Name one. How do they dress and behave? Do the same yourself. Look people in the eye, shake hands firmly, and speak distinctly, dress neatly. When you act confident, you really will feel more confident.

### **7. Dream**

Dreams aren't a waste of time. Start with a vision (a picture in your mind) of who you are and who you want to become. Write or draw this picture. Use details. This is a picture of your VGC (values, goals, consequences you live). Close your eyes and picture it. Keep the picture in a safe place. Look at it, change it. Picture it in your mind when you stop and think.

**Directions:**

1. Look at your work and the ideas presented in the previous Lessons 1-8.
2. Think about the assignments. Make a list of characteristics and behaviors you think people need to successfully manage obstacles.
3. Look at the list of lessons below and answer the questions.

**Lesson 1 – *Make a plan*** What factors might keep you from making a plan and following through?

**Lesson 2 – *Be Motivational / Be Resilient*** What factors might keep you from being motivated and resilient?

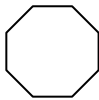
**Lesson 3 & Lesson 4 – *How to be Independent*** What factors might interfere with you being independent?

**Lesson 5 – *Stay Healthy*** What factors might interfere with you staying healthy and well?

**Lesson 6 & Lesson 7 & Lesson 8 – *Be Connected / Have Relationships*** What factors might interfere with you connecting with people in healthy relationships?

**Lesson 9 – *Be Indomitable*** What factors might interfere with you being indomitable?



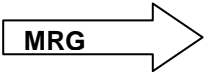


Think About It

- 1. Look at your answers.
- 2. Do many of your answers name the same obstacle? For example, could lack of money interfere in your ability to be independent and indomitable? Does your history with drugs or alcohol interfere with your ability to have healthy relationships and make a plan you can follow through with?
- 3. List those big obstacles.
- 4. Now what are you going to do about them? Write your thoughts, emotions and behavior you'll use to overcome the obstacle.

Obstacle #1\_\_\_\_\_

My Thoughts	My Emotions/Feelings	My Behavior



Obstacle #2\_\_\_\_\_

My Thoughts	My Emotions/Feelings	My Behavior



In your class, you listed communities. You're a member of communities such as church, your family, town, city, state, country, and ethnic group. You may belong to other groups also.

Think about your communities.

List at least four ways community rules benefit a community and the people in it.

List four communities you belong to, include your town or city. After each community, list at least seven benefits you get from being a member of that community.

#1 My town / city is \_\_\_\_\_  
Benefits

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

#2 \_\_\_\_\_  
Benefits

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

#3

---

Benefits

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

#4

---

Benefits

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

List at least five needs of a community.

Community \_\_\_\_\_

It's needs:

- 1.
- 2.
- 3.
- 4.
- 5.

How do you benefit the communities you belong to, include the state in which you live.  
Be specific about what you do and say for each community.

#1 The state where I live is \_\_\_\_\_

I do my part



#2 \_\_\_\_\_  
I do my part

#3 \_\_\_\_\_  
I do my part

#4 \_\_\_\_\_  
I do my part

If you can't think of at least seven ways you're of benefit to your groups you're taking but not giving; someone else may be doing more than their fair share to make up for your lack of concern.

.....

**NO**

## STUMBLING BLOCKS CHECKLIST

EN2

Another way self-assessment helps

Look at your weaknesses. Your weak personality traits, skills, attitude, health, those are your stumbling blocks. Those are your personal obstacles.

Fortunately, you've learned that weaknesses can be improved with a plan and some practice.

**Directions:**

1. Look back at your self-assessments in Chapter 3.
2. Identify 5 behaviors, attitudes, thoughts or skills you'd like to change and improve.
3. List them here. Complete a *Make a Plan S7* sheet for each.

1. What is a risk?
2. List steps you could take to decide whether the risk is worth the chance.
3. List at least three ways gathering information could “improve your odds.”
4. Think about your role(s) in the nine Life Areas: relationships, family, financial, leisure, learning, career, health/wellness, spiritual, citizen in the community.
  - Which area holds the most risk for you?  
List at least 6 risks.
  - Which area holds the biggest, most serious risks for you?  
List at least three.
  - When you filled out your *Make a Plan* sheets for these Life Areas, did you write down these risks as obstacles? If not go back and do that now. Add the steps to manage the risks also.

## COMFORT ZONE / Step Into the Learning Zone

EN4

Objective:

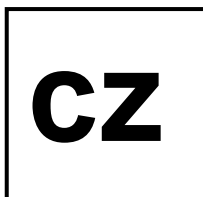
Student will increase awareness of planned risk-taking as an opportunity to learn.

Activities:

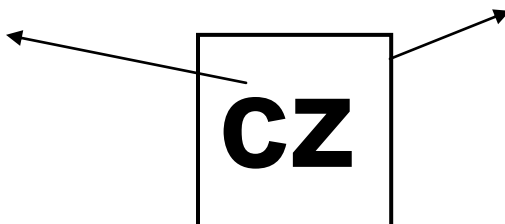
1. Tell: Cross your arms across you chest. Now cross them the opposite way still across your chest. Which is more comfortable? Why did you cross your arms as you did the first time? Did you think about it? (Habit, comfortable, didn't think about it one way or the other)
2. Draw rectangle on board.



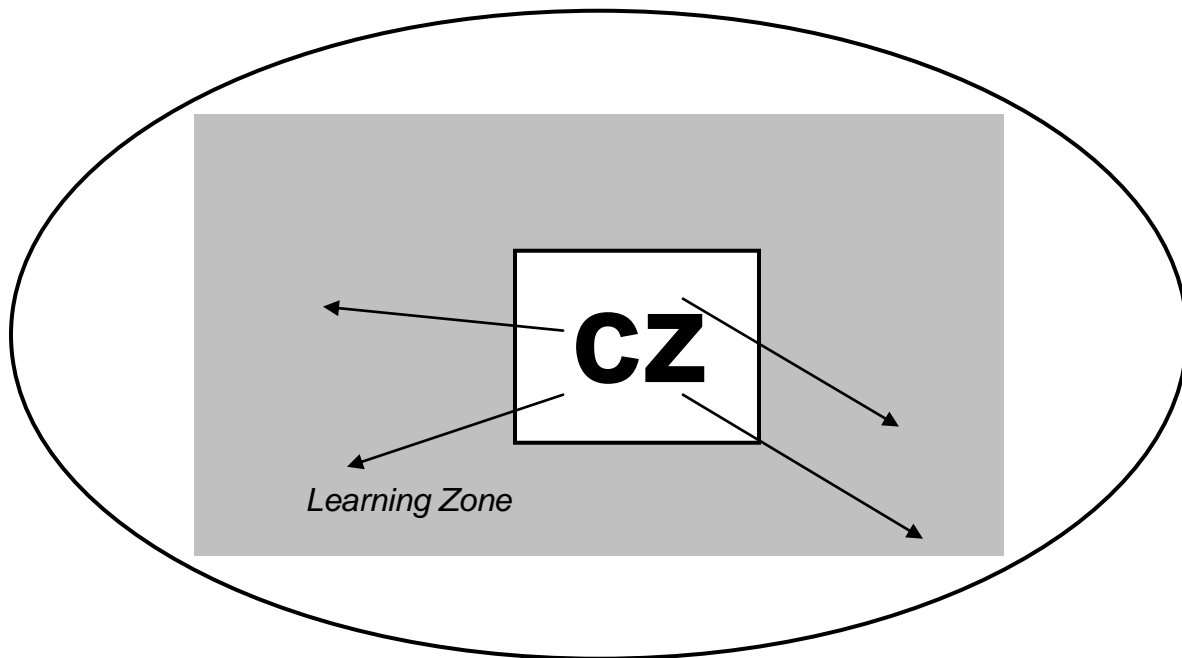
3. Say: most of us live in our box, our comfort zone. Write CZ in the center of the box.



4. Ask: Why do most of us stay in our **CZ**? Besides comfort? (Habit, feel weird in “uncomfortable zone”, takes effort, didn't think about it one way or the other, SAFETY, lazy, not aware of other things or ways)
5. Ask: why would it be fun to step out of our **CZ**? Why in your best interest? (E.g. new energy, joy, happiness, boring and actually hard work to stay in the same CZ, although it seems easy, gain self confidence, resiliency, skills) Does your CZ change? When? Why?
6. On each corner of the box, draw arrows pointing out of the box.



7. Ask: What happens when you step out of your CZ?  
What feelings?  
What behavior?  
Write these answers around the box in the “Learning Zone”.
8. Ask: What’s the difference between stepping out of your CZ, and being forced out? Give an example. (Ex. Choose to go to another school, move and have to go to another school.) What are the feelings and behaviors when you’re tossed out of your CZ?
9. Tell: Look at the Nine Life Areas: Leisure, Health/Wellness, Spiritual, Learning Career, Financial, Relationships, Family, Community. Think about your CZ in each of these areas. Tell: Draw the CZ and box. Use the Life Areas to help you **write what step you’d like to take** into the Learning Zone.
10. Say: Remember, this needs to be a step, “join Bally’s gym,” not “exercise more;” “go to the community college to get a schedule of computer classes,” not “learn how to use a computer;” “practice M2W meditations”, not “lower my stress.”
11. What could happen if you take these steps into the Learning Zone? List at least 20 bad things...list at least 20 good things.



# THE DIAMOND OF MY LIFE

EN5

Complete the activity below by filling in the blanks.

The diagram is a large diamond shape, oriented with its vertices at the top, bottom, left, and right. A vertical line runs from the top vertex to the bottom vertex, dividing the diamond into two equal halves. Each half is further divided into four horizontal sections by three lines each, creating a total of eight sections for writing.

**Left Side Prompts:**

- Top section: **My favorite possession**
- Second section: **What I do best**
- Third section: **Greatest success in the past 12 months**
- Bottom section: **3 successful experiences I've had in my life**

**Right Side Prompts:**

- Top section: **3 positive words best describe me**
- Second section: **What am I really trying to get to get better at?**
- Third section: **Biggest mistake**
- Bottom section: **Positive results from biggest mistake**

## CAREER PLAN

# EN1

Directions: Look at your GOALS IN MY LIFETIME worksheets. Any other work you've done in Orientation or Chapter 1. Complete this plan with the information you have right now. Later you may want to make changes or add ideas.

[illegible][illegible]

<b>TABE <i>Present</i> Level of Performance</b>	<b>Career Aspirations</b>	<b>Education or Training need</b>	<b>Where and how I'll get the training</b>
Elementary	1.	1.	1.
Middle	2.	2.	2.
High school	3.	3.	3.
	4.	4.	4.
	5.	5.	5.