

**Focus 5 Growth Mindset
Resilience**

Current as of
22 July 2019

Lesson Plan

Technical Training

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

PURPOSE: The repetition of incorporating this weekly will enhance and develop growth mindset. In addition, it is a deliberate building block tying in what they have learned at BMT as it relates to resilience and serves as a precursor to what they will learn in FTAC.

SURVEY QUESTION:

The Focus 5 helped me to intentionally work on my mindset (Likert Scale)
I will continue to focus on my 5? Yes/No

Instructional Aids: White board or large sticky note and marker(s)

REFERENCES: AFH-1, AFH 36-2618, AF DOCTRINE Vol 2

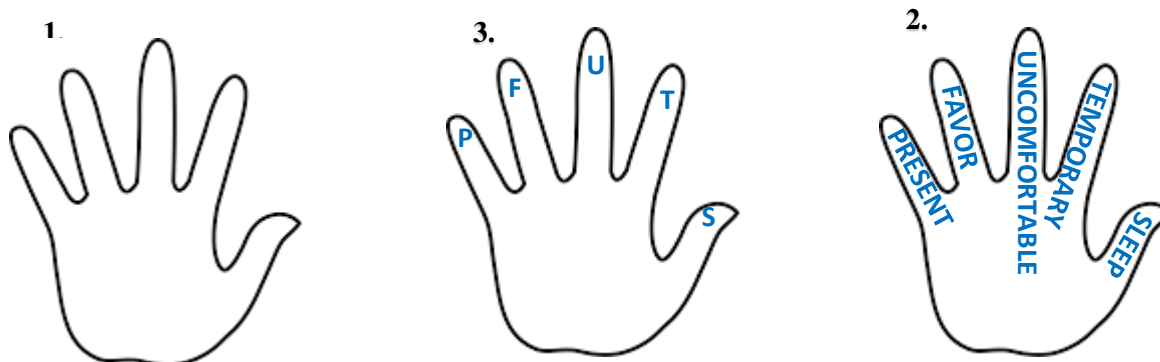
Lesson Outline

Week 1	20 Minutes Total
MP 1. Introduction a. Attention step b. Overview	5 Minutes
MP 2. Focus 5 Discussion a. Define Focus 5 b. Why Focus 5 is important c. How to use Focus 5 d. Students select one of the Focus 5 e. Students select a peer accountability partner	10 Minutes
MP 3. Conclusion a. Summary with activity b. Remotivation	5 Minutes
Week 2-4	10 Minutes Total
MP 4. Reinforce with Energizer Activity	3 Minutes
MP 5. Focus 5 Discussion f. Reinforce the Focus 5 g. Brief discussion using activity	7 Minutes

Week 1:

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, then “U” on the next, “F” on the next, and “P” on the last. 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” on the next, and “Present” on the last. 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 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.

MP 1: Focus 5 Mindset Guided Discussion	
<p>LOQ: Sleep, why would sleep be a mindset tool?</p> <p>Facilitator Note: Have students give examples of anticipated responses.</p> <p>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.</p>	<p><u>Anticipated Responses:</u> Tired Not enough Lagging My phone goes into to sleep mode Pillow Bed</p>
<p>LOQ: What do you think of when you hear the word temporary?</p> <p>Facilitator Note: Have students give examples of anticipated responses.</p> <p>LOQ: How would this apply to mindset?</p> <p>Facilitator Note: Have students give examples of anticipated responses.</p> <p>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.</p>	<p>1. <u>Anticipated Responses:</u> Not long Moment Not permanent</p> <p>2. <u>Anticipated Responses:</u> Things pass Tomorrow is a new day</p>
<p>LOQ: Favor is a broad word, but tell me what you think of it in the context of doing someone a favor?</p> <p>Facilitator Note: Have students give examples of anticipated Responses.</p> <p>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.</p>	<p><u>Anticipated Responses:</u> Kind Nice Run an Errand Do something for someone</p>

<p>LOQ: What do you think of when you hear the word present?</p> <p>Facilitator Note: Have students give examples of anticipated responses.</p> <p>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.</p>	<p><u>Anticipated Responses:</u> Gift Money Today Right Now</p>
<p>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?</p> <p>Facilitator Note: Have students give examples of anticipated responses.</p> <p>LOQ: How would any of getting uncomfortable apply to mindset?</p> <p>Facilitator Note: Have students give examples of anticipated responses.</p> <p>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.</p>	<p><u>1. Anticipated Responses:</u> Not comfortable Uneasy Unsure Scared</p> <p><u>2. Anticipated Responses:</u> Sometimes hard Things are not easy but we grow from them</p>

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 who they will be **accountable to**. **If time permits, have students with birthdays closest to the 4th of July provide** their answers.

MP3: 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.”

MP 4-5

Reinforce Week 2	10 minutes each week
<p>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:</p> <p>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.</p>	<p><u>Anticipated Responses:</u> Call someone Right a to do list Play a game Download a app Review 50 Instagram photos</p>
Reinforce Week 3	10 minutes each week
<p>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.</p> <p>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.</p>	<p><u>Answers:</u> Rowing Backstroke Swimming Tug-Of-War</p>

Reinforce Week 4	10 minutes each week
<p>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.</p> <p>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.</p>	<p><u>Anticipated Responses:</u> Sharks Snakes Fish</p>

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

**Focus 5 Character Strengths
Resilience
STRAWMAN**

Current as of
22 July 2019

Lesson Plan

ALS

OBJECTIVE: Students will recognize their own strengths, how to enhance them and apply them at work.

SURVEY QUESTION:

The Focus 5 helped me to intentionally work on my character strengths (Likert Scale)
I will continue to focus on my 5 character strengths? Yes/No

Instructional Aids:

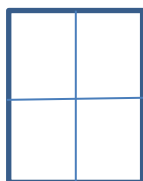
- 6 large wall post it's to hang on walls and markers
- Copy of 340 ways to use VIA Character Strengths, 1 for every 4 students
http://tayyabrashid.com/pdf/via_strengths.pdf

REFERENCES: AFH-1, AFH 36-2618, AF DOCTRINE Vol 2

Lesson Outline

Week 1	60 Minutes Total
MP 1. Introduction a. Attention step b. Overview c. Video	20 Minutes
MP 2. Character Strengths – Personal a. Students Identify their Top 5 b. Why Focus 5 on Character Strengths is important c. How to use Focus 5 on Character Strengths d. Students select one of the Focus 5 Character Strengths	15 Minutes
MP 3. Character Strengths – Workplace a. Activity: Applying Character Strengths at work b. Discussion	20 Minutes
MP 4. Conclusion a. Summary with activity b. Remotivation	5 Minutes

Prior to the Class: Ask each attendee to take www.viacharacter.org test (I usually have them do this prior to attending this will save time). Instruct them to write down their top 5 Character Strengths and bring them to class.



Using the 6 large post its, draw a large T on the sheet and write one of the character strengths in each of the boxes. Hang the sheets on the walls.

In each box on the post it, write 1 of the 24 strengths in it. Each sheet should have 4 strengths on it.

Character Strengths

1. Love of Learning	7. Kindness	13. Teamwork	19. Curiosity
2. Forgiveness	8. Honesty	14. Hope	20. Prudence
3. Bravery	9. Perspective	15. Leadership	21. Social Intelligence
4. Fairness	10. Perseverance	16. Gratitude	22. Spirituality
5. Judgement	11. Self-Regulation	17. Love	23. Humor
6. Humility	12. Appreciation For Beauty & Excellence	18. Zest	

MP 1: Introduction

Attention Step: As students enter the room, instruct them to place a line under each of their top 5 strengths on the large post it notes. Once the group has finished, add up the marks for each strengths (this will be incorporated later in the lesson)

Overview: *In BMT you may have learned about the power of focusing on what went right vs. what went wrong, mindfulness to slow things down and in Technical Training you should have learned about the Focus 5 Growth Mindset, Sleep, Temporary, Uncomfortable, Favor and Present as well as Focus 5: Emotional Intelligence. These are mindset tools that directly relate to Airmanship and what it means to be an Airman. In FTAC you learned about something called Character Strengths, another mindset tool, and today we are going to go a little deeper on this topic. The intent is for you Focus 5 on your top 5 strengths personally and know how to use them in the workplace.*

Open: After activity and overview, play: [Science of Character Strengths Video – 8 Minutes](#)

MP 2: Focus 5 Character Strengths, Personal Guided Discussion	10-15 Minutes
<p>LOQ: After watching the video and thinking about your own 5 strengths, do your top 5 strengths exemplify the best you?</p> <p>Facilitator Note: Have students give examples of anticipated responses.</p> <p>Activity: Instruct students to get into groups of 4. Provide each group a copy of the 340 ways to use Via Character Strengths. Instruct the groups to find the top strength for each member in the group and read</p>	<p><u>Anticipated Responses:</u></p>

ways they can improve their top strength. Have them continue to move through their top strengths as time permits. Encourage them to give each other ideas as well.	
MP 3: Focus 5 Character Strengths, Workplace Guided Discussion	<u>20 Minutes</u>
<p>Facilitator: Let's take a look at the strengths of our team.</p> <p>Facilitator: Have a volunteer review all the strength post it note scores, and identify the 5 strengths the class scored highest and lowest in collectively. After they have been identified, announce that these are the strengths and not big strengths of our team.</p> <p>LOQ: If this team was asked to be in charge of a project, how do you think knowing the strengths and not big strengths of the team would help accomplish the task?</p> <p>Activity: Instruct students to stay in their groups of 4. Give each group a scenario project that their team has to do and ask them to develop a plan to accomplish the project using the teams Character Strengths. Have each team provide a 1 minute out brief.</p>	<u>Anticipated Responses:</u>

MP3: Conclusion

SUMMARY: Today we talked about the Focus 5 as it relates to Character Strengths. We talked about how they apply to your personal life and to the workplace. Your task is to focus on 1 of your 5 top strengths over the next few weeks. Be intentional about this. Then, when you get back to work, see if you can spot your co-workers strengths and using them in the workplace, especially if you have a project or something your team is tasked with.

REMOTIVATION: A great deal of research on strengths at work shows that the use of strengths is connected to greater work satisfaction, engagement, and greater productivity.

**Focus on your 40
Resilience
STRAWMAN**

Current as of

OBJECTIVE: Students will understand what research shows makes people perform better, and what some may like to say are “happier” and “healthier” people and how they are in control of 40% of this.

SURVEY QUESTION:

The Focus 5 helped me to intentionally work on 40%, what I am in control of? (Likert Scale)
I will continue to focus on my 40? Yes/No

Instructional Aids:

1 large post it note and marker

Blank sheet of paper for each student and a pen

REFERENCES: AFH-1, AFH 36-2618, AF DOCTRINE Vol 2

Lesson Outline

	60 Minutes Total
MP 1. Introduction a. Attention step activity b. Video c. Overview	10 Minutes
MP 2. Overview of what is in the 10% a. Review what is in the 10% b. Discussion session	15 Minutes
MP 3. Overview of what is in the 50% a. Review what is in the 50% b. Discussion session	5 Minutes
MP 4. Overview of what is in the 40% a. Review what is in the 40% b. Discussion session	20 Minutes
MP 5. Conclusion a. Summary with activity b. Remotivation	10 Minutes

Overview: A great body of from years of research has shown us what goes into high performance and happiness. In fact, there are 3 main key factors to the formula, Circumstance, Mindset and Genetics.

- a. Circumstances are temporary life events (the car you drive, the house you live in, the vacations you take, the argument or you get in with a loved one or at work, social snacking)
- b. Mindset is your behavior and how you allow your brain to interpret and process things.
- c. Genetics, your internal make up.

MP 1: Introduction

Activity: Let's do a little activity.

Step 1: Instruct students to draw a circle like the one below and make into a pie chart comprising of 10%, 40% and 50%. Simultaneously demonstrate using a large sticky note or white board making it large enough for students to see.

Step 2: Write the 3 key factors next to the pie chart you drew: Mindset, Circumstance and Genetics.

Step 3: Explain to students one of the 3 key factors (Circumstance, Mindset and Genetics) is worth 50%, one is worth 40% and is worth 10% of your performance/happiness/well-being if you will. Write the % on the pie chart as you are explaining this.

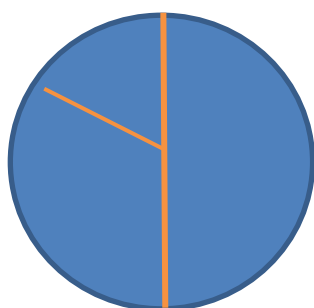
Step 4: Partner with the person next you and together, take just a minute (1 literally) to determine which key factor is associated to what percentage.

Step 5: Continue animating the activity. Ok, let's all come back together again. Let's get a few volunteers to share what they came up with as the answer. (Facilitator, do not confirm or deny the answer.)

Step 6: So what is the formula?

10% - Circumstance 40% - Mindset 50% - Genetics

(Animate pie chart with the right numbers in)



<p>LOQ: Have you ever wanted something really bad and then when you achieved it or got it your excitement was high but then after a while it faded or was not what you thought it would be?</p> <p>Facilitator Note: Have students give examples of anticipated responses.</p> <p>LOQ: Psychological research has shown something else about “getting” or “achieving” some external, circumstantial state as the path to happiness/performance: It does not last. It has a short shelf life. So, not only do our circumstances and achievements account for only a small percentage of our performance/happiness, but even what they are able to contribute it evaporates pretty quickly. Why?</p> <p>LOQ: The other part of 10% are temporary circumstances, life events. Have you ever been in an argument or situation when you felt nervous or angry to the point that it was almost overwhelming and then maybe a day or two later you forget all about it? Why do you think that happens?</p> <p>LOQ: Aer temporary life circumstances something we have control over?</p> <p>Summary all of these are temporary circumstances that do not last and cannot sustain long term performance, happiness, well-being.</p>	<p><u>Anticipated Responses:</u> New car Girlfriend, boyfriend Assignment</p>
<p>MP 3: Overview of what is in the 50%</p>	<p>20 Minutes</p>
<p>Facilitator: When we talk about the 50%, we are talking about genetic, temperament, and constitutional factors. Imagine a group of babies, think about how different they are, crying, happy, quiet, and loud. Know, think of people you know, some are always joyful, extraverted, or very introverted and quiet. People have different internal makeups that are many times beyond our control, keep in mind science has come a long way, but for the most part, this 50% is out of our control.</p> <p>Summary of 50% is you do bring some genetic components and factors into life, which contribute to your moods and sense of well-being.</p>	
<p>MP 4: Overview of what is in the 40%</p>	<p>20 Minutes</p>
<p>Facilitator: The 40% is made up of things that are directly under your control: your behaviors, thoughts, and intentional practices in your life. The things you do “on purpose.</p> <p>12 key factors of high performing happy people</p> <ol style="list-style-type: none"> 1. They are intentional on focusing on their 40% 2. They set goals using resilience skill called values based goals 	

3. They connect well with others. They understand we are hard wired to connect. They use resilience skills such as Listening, Responding, and Interpersonal Problem Solving regularly, key elements to connecting well with others
4. They Focus on what went right vs. went wrong using
5. They live in the Now and practice different variations of a resilience skill called Mindfulness. Practicing it in a way that works for them.
6. They do not compare themselves to others and steer away from cognitive traps a resilience skill called Balance Your Thinking
7. Think Well – Avoid thinking traps like jumping to conclusions, one-upping, all or nothing, confirmation **bias, practice the 30 second rule before they react to name a few and acceptance**
8. **They Have Boundaries**
9. **They learn from life events and mistakes and grow from them**
10. **They have faith, they believe in something bigger than themselves**
11. **They practice acceptance and forgiveness**
12. **They are not lazy about physical health to include nutrition, working out and sleep**

LOQ: Does any of this sound familiar?

These 12 factors just happened to be the AF Resilience Skills. Skills you should have received in BMT, FTAC, and little Tech Training.

LOQ: So if I were to ask you which one do you think big “Airmen” spend much of their (show \$ symbol and Time symbol while still having pie chart up) time money and resources focusing on which one would you think that is? (Align the symbols with the 10%).

LOQ: Which one has the biggest return on investment that we are in control of?

MP5: Conclusion

SUMMARY: The 40% is completely within our control, we have no control on our 50%, however science has come a long way, and little to none less our 10%.

REMOTIVATION: I am going to encourage you to take time this year to Focus on your 40, because if you do, you will reap the rewards.