

LP PART II - TEACHING GUIDE

UNIT TIME: 60 Minutes

INTRODUCTION

ATTENTION We are going to do an obstacle course. Each obstacle will contain a physical and a mental element. If you would like to remove your blouse, please do so now. Then line up so we can count you off by six.

MOTIVATION You will have five minutes at each station to complete your task as many times as you can. You are competing against all the other teams in the room. The team with the most points wins.

REVIEW N/A

OVERVIEW a. Prepare for the active learning environment through self-awareness
(1) How did it go?
(2) What was it like to be under stress in a new leadership position?
(3) How will your response benefit or help during training?
(4) What happens when you don't ask for help?
(5) How would that affect the team?
(6) Takeaways
(7) Tie back to time at Goodfellow

TRANSITION

BODY

PRESENTATION:

1. Mental Fitness Obstacle Course (MFOC)

a. Prepare for the active learning environment through self-awareness

TRAINING METHOD(s):

AUDIOVISUAL AIDS:

Application:

- (1) How did it go? What obstacles did you face at each station?
 - a. Attention Grid?

Instructor walks around and looks for themes amongst the students at each station to tie back to during the debrief.

Address each obstacle...how did it go at each station?

Was this a difficult task? Why or why not?
Not everyone can hold a plank for 5 minutes. Strength was a key component of this event.
Teamwork/communication was the other key component. You should have experienced stress of communication for what number you each left off on and experienced the stress of others being under physical stress while you are trying to complete your "mission" task.

b. Hex Stacker?

Was there any communication with other pairs on how to best accomplish the task?

Did individual fitness levels have an impact on achievement of building towers (demonstrates the need of comprehensive fitness for everyone for such a simple task).

c. Spatial Reasoning (blocks)?

Did you work as a team?

Was there communication barriers with everyone trying to take over the blocks because they knew of another way?

Did anyone fight over the blocks?

Was anyone so tired that they couldn't think as clearly as normal?

Did anyone back out of helping out?

When you take turns and communicate with each other, you draw from many different perspectives.

Sometimes you need the creative person within the group to come out, which in this case, could have been the key strength needed to complete the task.

Everyone has different strengths, you must know your team and what they bring to the fight.

d. Cryptograms?

What were some of the barriers here? (only two pencils/pens, not enough room at the table) How did you overcome these?

Did you take turns?

Did you work as individuals or as groups?

Was there enough room at the table for everyone or did you find ways around that?

Did everyone participate or did some shut down or "wander off"?

We purposely provided only two pencils/pens as a stressor and to see how you overcame that obstacle through communication and teamwork.

e. Locks?

How many groups worked as individuals on the locks?

How many groups worked in groups or as a group on the locks?

How many locks did you get?

Was it easier to complete the locks as a group?

Why?

When you work as a team and communicate, you draw from the skills and strengths of each individual rather than becoming a single point of failure.

f. Communication (hula hoop)?

This is historically the most frustrating obstacle. Why is that? What was so difficult?

What strategy worked?

Did anyone take charge?

- (2) What was it like to be under stress in a new leadership position?
- (3) How did you feel your stress? (Physically, emotionally, psychologically?)
- (4) How did you cope with that stress? How do you cope with stress outside of this environment?

- (5) How will your response affect your training? (Did you shut down or were you overbearing and not listening, or were you a team player?)
- (6) What happens when you don't ask for help?
- (7) How would that affect the team?
- (8) Takeaways
 - a. How does this impact you?
 - b. How does this impact your teammates?
 - c. How do you regulate your reactions?
 - d. How do you regulate the reactions of others?
- (9) Tie back to time at Goodfellow

Application: N/A

EVALUATION: None

Or did everyone argue with each other?

Stress...positive and negative effects. Kelly McGonical "The Upside of Stress" book and TED talk. The way you view stress has a direct impact on how your body responds to stress. If you view stress as helpful and preparing you for a task: more oxygen to the brain to help you think, blood pumping faster through your heart rushing blood to your muscles so you are ready to take action...then your body will relax your blood vessels rather than constrict them and you will be more healthy in the long run. If your blood vessels are always constricting when stressed, this could lead to cardio vascular disease if chronically stressed. Change your mind, change your body.

Focus on positive coping

- Tactical Breathing-5 seconds in, 7 seconds out
- Meditation-Buddhist monk who caught himself on fire
- Yoga
- Exercise
- Unplug
- Sleep-lack of sleep leads to a 60% decrease in ability to control emotion. Emotional highs can lead to risk-taking behaviors. Emotional lows can lead to depression which can lead to suicide. (Walker..Why we sleep). What's the biggest problem in the AF today? Suicide.

Ask yourself these questions to create a self-awareness that you can learn to identify shortcomings and work on for the future.

How does this relate to your time at Goodfellow?

CONCLUSION

SUMMARY

- a. Prepare for the active learning environment through self-awareness
 - (1) How did it go?
 - (2) What was it like to be under stress in a new leadership position?
 - (3) How will your response benefit or help during training?
 - (4) What happens when you don't ask for help?
 - (5) How would that affect the team?
 - (6) Takeaways
 - (7) Tie back to time at Goodfellow

REMOTIVATION Self-Awareness is a critical step in self-improvement. Not only identifying when you are under stress, but how you cope, and how you can improve for the future. How you respond in your environment has implications far beyond just yourself. When you raised your right hand and swore to defend the constitution of the united states, you became a part of something bigger than yourself. You became a member of one of the greatest teams on earth and you owe it to your teammates to be the best version of yourself that you can be, physically, mentally, emotionally, and spiritually.

ASSIGNMENT Strive to become at least 1% better every day. What is your 1%?

CLOSURE Our wish for you is that you become a resilient learner. That you are not afraid to reach out when you need help. And that you place yourself on a path that helps you become one of the "the greatest" tactical warriors that you can be.

Legend:

Application: activity

(AV) Audio Visual (video)

(D) Direct Question

(FU) Follow-up Question

(OH) Overhead Question

References

Dweck, C. (2009). Mindsets: Developing Talent through a Growth Mindset. *Olympic Coach*, 21(1), 4-7.

McGonigal, K. (2015). *The upside of stress: Why stress is good for your, and how to get good at it*. New York, NY: Penguin Random House.

Walker, M. (2017). *Why we sleep: Unlocking the power of sleep and dreams*. New York: Scribner.

Attention Grid

Physical Task: All team members will each assume the plank position while not working on the attention grid.

Cognitive Task: One team member at a time will perform the cognitive task, while the rest of the team members do the physical task. One person will begin with the number 2 and mark off the first four even numbers (2, 4, 6, 8) then join the team and assume the plank position. The next person will go and mark off the next four even numbers. Then the next person, and so on. This pattern will continue with each person of the team marking off four even numbers up to the number 100. After reaching 100, the next team member will work backwards from 99 toward 1 marking off four odd numbers. The pattern and task will continue until the team reaches 1.

The team closest to finishing, or with the fastest finish wins a point for their team.

Hex Stacker

Physical Task: All team members will each perform 10 burpees before beginning the cognitive task.

Cognitive Task: Team members will divide up into pairs. Each pair will have one person hold a clip board steady with one hand, between the thumb and index finger (pinched grip), with their arm fully extended straight out in front of them, hand as high as the shoulder. The other partner will not touch the clip board or the hex nuts, but use a pencil to stack the 5 hex nuts on top of each other (the non-hole flat sides) on the clip board. If the hex tower falls, the pair does 2 burpees, switches roles, and starts over. After completing the tower, the partners will switch and start the task over again.

The goal is for both partners to each complete the tower as many times as possible. Each completion earns a point for your team.

Spatial Ability

Physical Task: All team members will each perform 20 four-count jumping jacks before starting the task.

Cognitive Task: The team will solve as many of the 5 shapes as possible before it is time to switch stations.

Each completion earns a point for your team. If your team solves all five shapes, then an additional point will be awarded.

Helium Hoop

Physical Task: All team members will each perform 20 air squats before starting the task.

Cognitive Task: All team members will start standing and place the **side** of the index finger from one hand under the hula hoop and parallel with the ground. The team will start with the hula hoop at eye level for the shortest member of the team and collectively lower the hula hoop to the ground without anyone's finger coming off the hula hoop. If anyone's finger comes off the hula hoop, all team members will do 5 air squats and start over.

The team with the quickest time earns a point.

Cryptograms

Physical Task: All team members will each perform 40 two-count bicycle crunches before starting the task.

Cognitive Task: The team will receive 5 cryptograms to decipher. Six of the encrypted letters have been given to you (E, L, N, R, S and T). The letters on the bottom of the cipher key are the encrypted letters. Each cryptogram is a phrase. Each cryptogram has a different cipher key. Only the two provided writing utensils may be used to complete the cryptograms.

You receive credit for each solved cryptogram. If your team solves all five, an additional point will be awarded.

Combination Locks

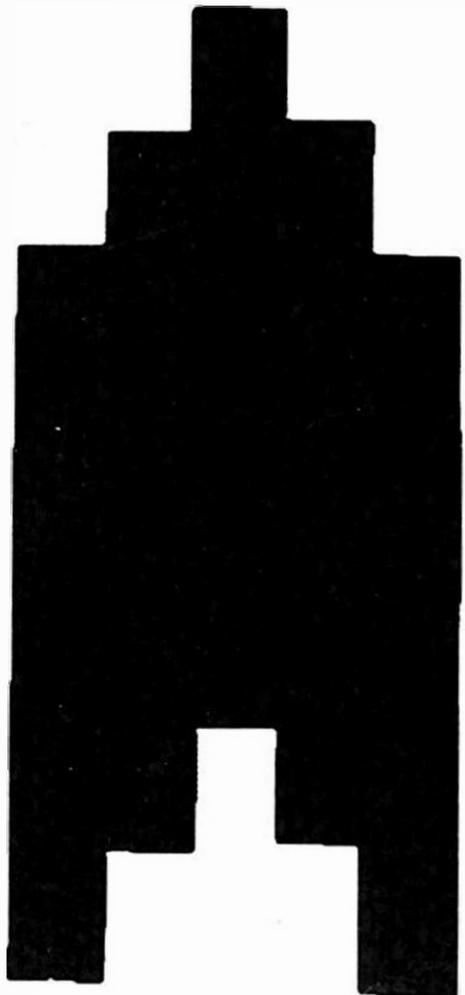
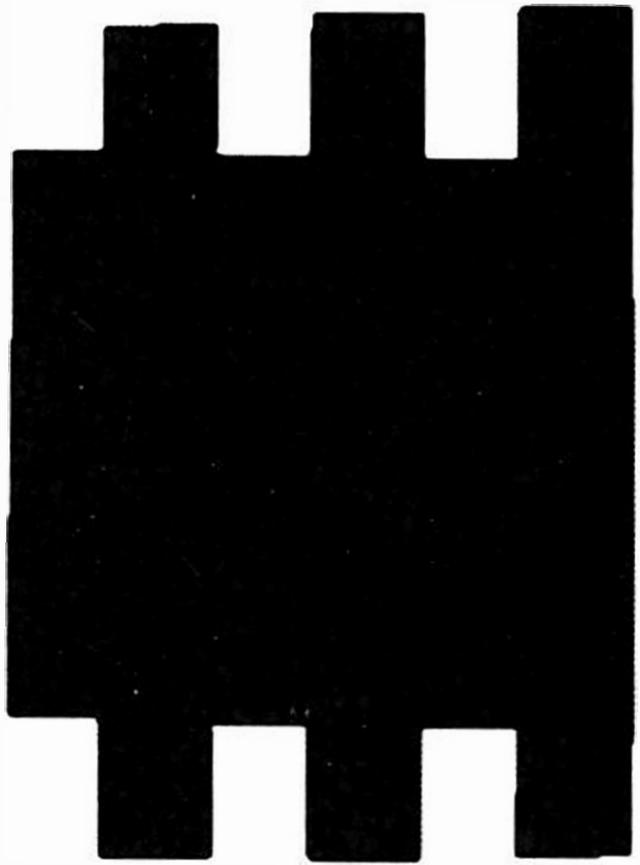
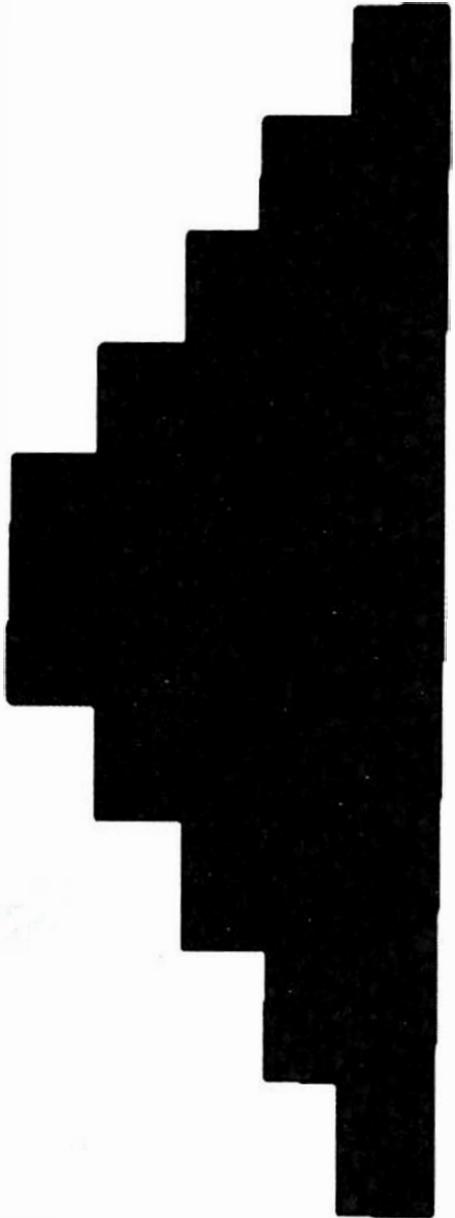
Physical Task: All team members will each perform 20 push-ups before beginning the cognitive task.

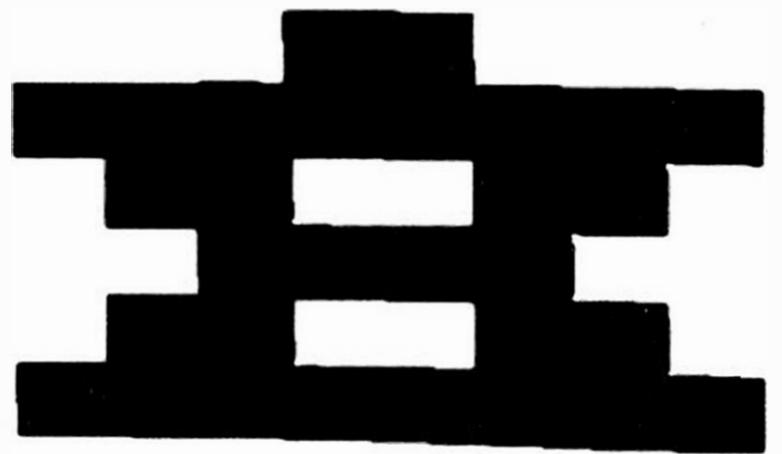
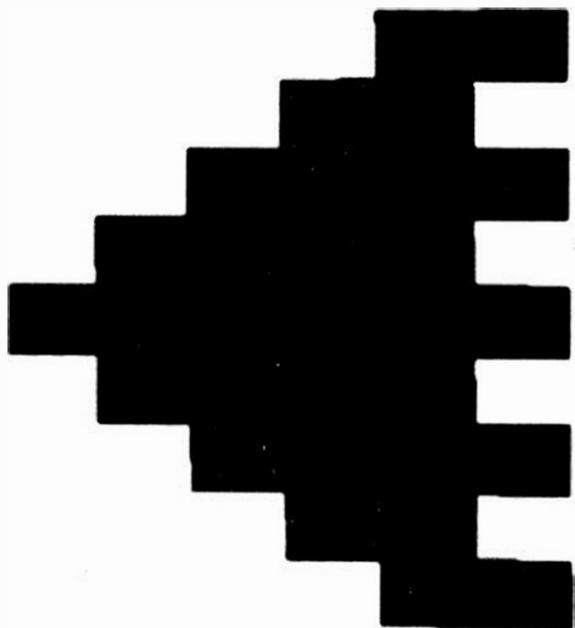
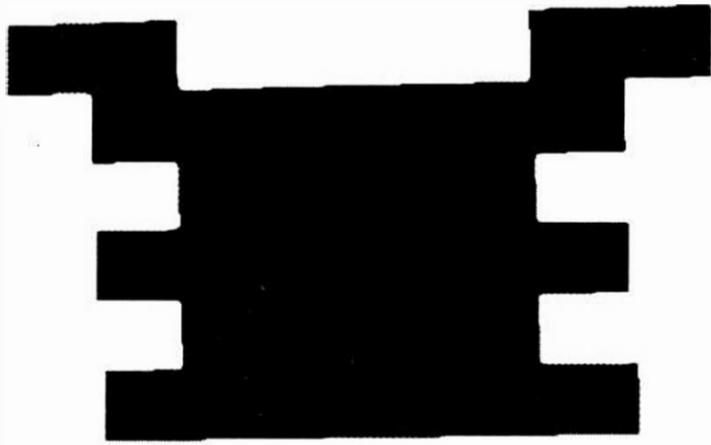
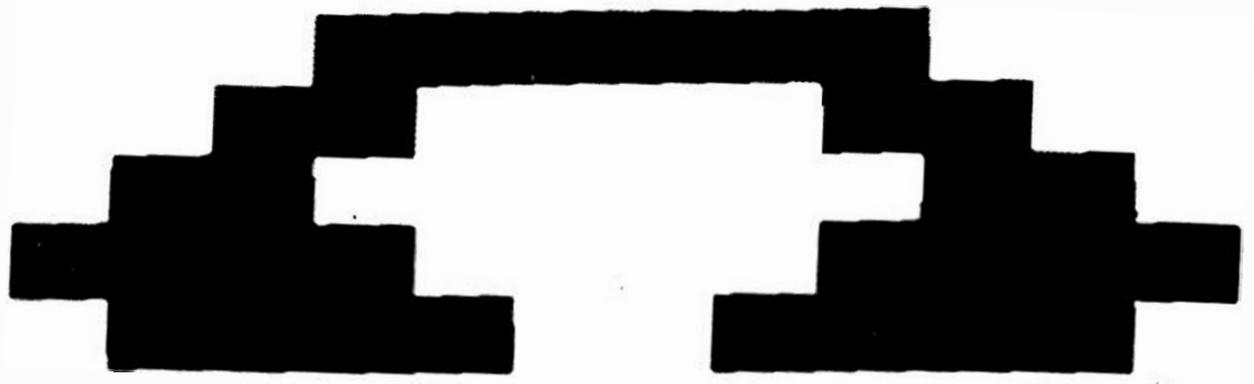
Cognitive Task: The team will receive a series of math problems and riddles to discover the last of three characters (either letters or numbers depending on the lock) that unlocks the combination lock. Two letters or numbers are provided on the back of the lock. For letter locks, use the number/letter key provided, and replace the answer to that lock's math problem or riddle with the corresponding letter in the key. That letter is the last letter of the combination that opens the lock.

Each opened lock is worth one point. If your team opens all locks, an additional point will be awarded.

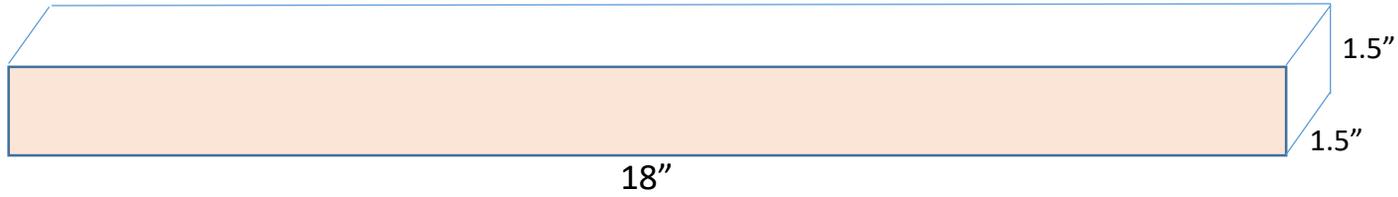
1 Full Set is good for 64 people			
Attention Grids			
	Dry Erase Pens	2	
	Magic Erasers	2	
	Instructions	1	
	Score Sheet	1	
	Number Grids	2	Can use standard paper size or blow it up to much
Hex Stacker			
	Dry Erase Pens	1	
	Instructions	1	
	Score Sheet	1	
	Clip Boards	5	
	Hex Nuts	25	3/8 - 16 Size (just small enough for a pencil to fit into)
	Pencils	5	
Spatial Ability (Blocks)			
	Dry Erase Pens	1	
	Instructions	1	
	Score Sheet	1	
	Shape Sheet	1	
	Set of 5 blocks	1	1-18"x1.5"x1.5", 2-12"x1.5"x1.5", 8-6"x1.5"x1.5" connected/arranged in shapes from block
Communication (Hoop)			
	Dry Erase Pens	1	
	Instructions	1	
	Score Sheet	1	
	Hula Hoop	1	
Cryptograms			
	Dry Erase Pens	3	
	Magic Erasers	2	
	Instructions	1	
	Score Sheet	1	
	Answer Sheet	1	
	2 Sets of 5 Cryptograms	1	Cryptograms 1-10 attachment. Use 5 at a time during the course. Swap out and erase previously used 5 while the current team is using the clean 5.
Locks			
	Dry Erase Pens	1	
	Instructions	1	
	Score Sheet	1	
	Code Sheet	1	Only if using letter locks.
	6 Bicycle Locks with Riddles connected to a block	1	Standard bicycle locks; pay attention that they are number locks. If you use letter locks, then you will have to create a letter key to go with the set. Blocks are standard 3x5's cut to fit an eye loop screw and bicycle lock.

24	39	45	36	66	3	49	76	61	78
60	5	57	31	95	85	21	68	52	7
12	22	23	25	44	87	29	77	67	35
96	55	82	100	58	14	80	9	10	53
71	81	4	69	40	19	99	92	20	13
84	50	2	42	62	73	64	34	27	8
28	17	46	93	65	37	33	98	26	94
1	70	43	16	32	30	59	86	97	56
88	72	79	90	91	47	75	74	63	48
11	51	6	83	89	41	54	38	18	15

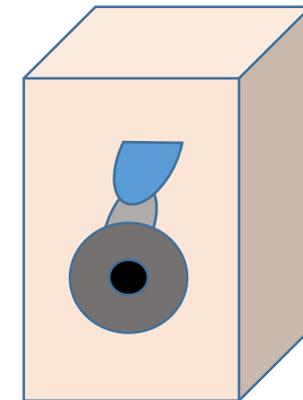
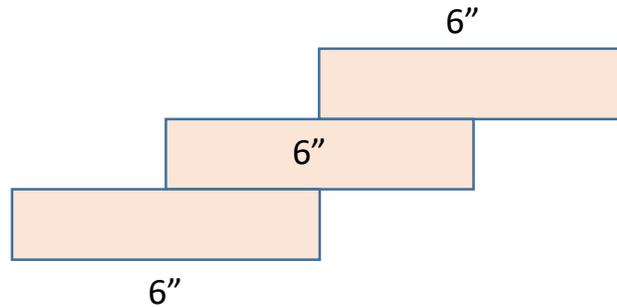
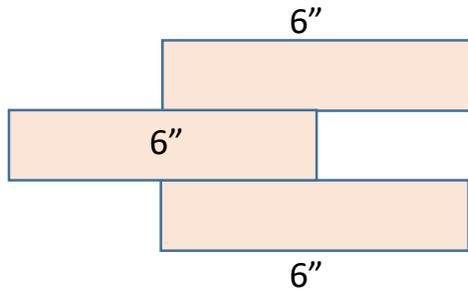
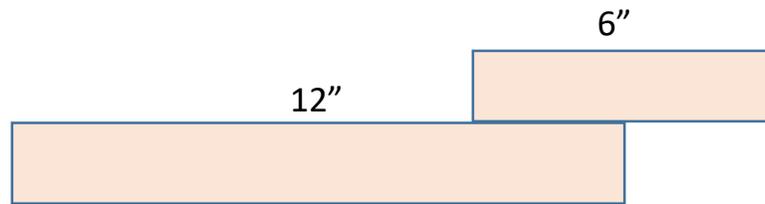
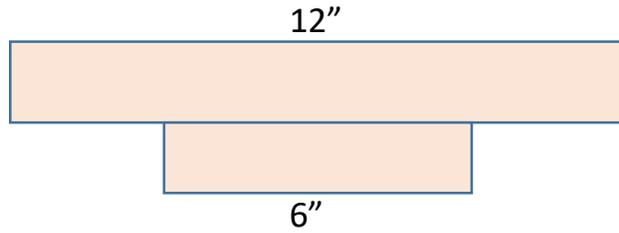




Block Dimensions



All block ends are 1.5" x 1.5"



Blocks for locks are simple 3" x 5" cut down to fit a screw eye and a lock

Attention Grid Score Sheet

Team		Time to Complete		Number Attained
*Group A	*Group B	*A	*B	*A

***If teams are further subdivided into smaller groups.**

Cryptogram Score Sheet

Team		# Phrases Completed	
*Group A	*Group B	*Group A	*Group B

***If teams are further subdivided into smaller groups.**

Hex Stacker Score Sheet

Team		# Completed	
*Group A	*Group B	*Group A	*Group B

***If teams are further subdivided into smaller groups.**

Spatial Ability Score Sheet

Team		# Completed	
*Group A	*Group B	*Group A	*Group B

***If teams are further subdivided into smaller groups.**

Helium Hoop Score Sheet

Team		Time Completed	
*Group A	*Group B	*Group A	*Group B

***If teams are further subdivided into smaller groups.**

Combination Locks Score Sheet

Team		# Completed	
*Group A	*Group B	*Group A	*Group B

***If teams are further subdivided into smaller groups.**