



MATA
MARTIAL ARTS
TEACHERS' ASSOCIATION

Martial Arts Teachers' Association
Life Skills and Leadership Curriculum

PERSISTENCE

*"There is enough in the world for everyone to live on happily
and to be at peace with his neighbor."*

Harry S. Truman

Persistence is this module of success
in the Martial Arts Teachers' Association Curriculum.

Persistence is a key ingredient for success in anything we set out to do in life. If we want to achieve the rank of Black Belt, receive a college diploma, be successful in business or have a happy marriage, we must be persistent. A writer once said, "If you are to reach your goal, you must continue to fire on your target."

During the next six weeks you will be discussing persistence with your students and how it can help everyone achieve their goals and improve their lives. They will learn how to make a tremendous difference in their own lives and in your own.

- ☐ Persistence Worksheets
- ☐ Persistence Lesson Quotes
- ☐ Pre-Test Letter
- ☐ Post Test Letter

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the big picture

Week 1:

- | | |
|-------------------|---------------------------|
| Lesson # 1 | What is Persistence? |
| Lesson # 2 | Persistence Story / Drill |

Week 2:

- | | |
|-------------------|----------------------------------|
| Lesson # 3 | Using Goals to Build Persistence |
| Lesson # 4 | Persistence Story / Drill |

Week 3:

- | | |
|-------------------|--|
| Lesson # 5 | Turning Obstacles into Stepping Stones |
| Lesson # 6 | Persistence Story / Drill |

Week 4:

- | | |
|-------------------|---------------------------|
| Lesson # 7 | Learn from Your Mistakes |
| Lesson # 8 | Persistence Story / Drill |

Week 5:

- | | |
|--------------------|---------------------------|
| Lesson # 9 | Developing a 'Plan B' |
| Lesson # 10 | Persistence Story / Drill |

Week 6:

- | | |
|--------------------|---------------------------|
| Lesson # 11 | Review of Persistence |
| Lesson # 12 | Persistence Story / Drill |

TEST

Recommended study for instructors teaching this course:

Do It! Lets Get Off Our Butts!

by John Roger & Peter McWilliams (Prelude Press)

The Magic of Thinking Big

by David J. Schwartz (Simon & Shuster)

sample pre-test letter

Dear Mr. & Mrs. Smith:

(Insert name) has completed almost all the requirements for (his/her) next rank and will be testing soon. In conjunction with (his/her) additional Martial Arts skills, (insert name) has also learned and demonstrated the trait of Persistence.

Just before giving a commencement address at Oxford University, Winston Churchill was asked by the Dean to keep his speech short. With that in mind, Churchill discarded his planned speech when he rose to speak. "Never give up," he said in his unmistakable, booming voice. "Never, never give up! Never, never, never give up!" Then he promptly sat down.

There can be no question how much more joy and fulfillment most people would experience in their lives if they took his advice. How many more children would finish high school or college? How many more tasks or goals would be achieved?

Over the last few weeks (insert name) has set goals and vowed to persist in a variety of tasks including school work and continuing his Martial Arts training. Please work with us in encouraging (insert name) to maintain these ideals and develop the habit of finishing what (he/she) has started. Once developed and nurtured, the trait of persistence will pay dividends for the rest of (insert name)'s life.

We're glad we could play a role in sowing the seeds that could make such a difference in (his/her) life. Please share with (him/her) how proud you are of (his/her) progress so far.

Yours Sincerely,

(YOUR NAME)

PS. Don't forget the next graduation ceremony on (insert date). I look forward to seeing you there!

sample post-test letter

Dear Mr. & Mrs. Smith:

Congratulations!

Your child has passed (his/her) examination and, effective immediately, holds the rank of Yellow Belt. In addition to recognizing (insert name)'s physical progress, completion of this exam also signifies successful accomplishment of the Self Esteem curriculum. As I am sure you are aware, this quality is essential to the successful development of every child and all of us at Martial Arts America are proud to have played a part in helping (insert name) develop (his/her) unique sense of self worth.

For the next six weeks our curriculum will focus on improving (insert name)'s coordination and reflexes as well as developing another equally important life skill..... Persistence.

The trait of persistence is common to all successful people and is crucial to getting ahead in life. According to Former President Calvin Coolidge, "Nothing takes the place of persistence," and history proves him to be absolutely right. Almost all of the world's great success stories have arisen from the ashes of failure.... People who are fired from one company, only to persist and rise rapidly to the top in another.... Generals humiliated in battle only to return and win decisive victory.... Leaders like Lincoln and Churchill who, on the verge of utter despair, could still summon the courage, strength, and persistence to move entire nations to victory when it seemed impossible. From Washington to Reagan and Edison to Einstein, the characteristic of persistence is evident in the biography of everyone in the world who ever achieved great success.

We will be teaching your child the value of persistence in his school work, chores and, of course, in his Martial Arts participation. This month's stories will all feature the trait of persistence from the classic tale of the Crow and the Pitcher to the amazing transition of Abe Lincoln from failure to triumph. Our Martial Arts drills this month will include obstacle courses. Here the goal will be to teach our students that every worthy goal presents obstacles, but with creativity and persistence they can be overcome.

Look out for our Persistence Poster and our Quotes of the Month when you stop by the school. Oh, and please remember to do your part at home this month by encouraging the trait of persistence in your child. One is never too young to learn the habit of success!

Yours Sincerely

(YOUR NAME)
Program Director

PS. As always, if you have any questions at all about our program or your child's progress please don't hesitate to call me.

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"Fall seven times, stand up eight."
— Japanese Proverb

week one
LESSON 1

What is Persistence?



- Students will learn the meaning of Persistence and why it's so important.
- By the end of the lesson, the students will be able to tell you what persistence is, and why it is important.

ages 4-7

Persistence is a word which means that you never give up. When you first started riding your bike you probably had training wheels, then, as you learned to balance, you told your mom or dad to “take them off”. After the training wheels came off, you probably fell a few times before you could ride smoothly without them. You had a choice. You could have given up after your first fall, but you didn't. You wanted to learn how to ride without training wheels, so you continued getting up and falling, and getting up and falling, until you could ride on your own.

Or maybe you have seen a little baby learning to walk. The baby keeps on falling down but also keeps getting back up; that's persistence. The more persistence you practice in Martial Arts, school work, sports or anything else, the quicker you will become really good. That's why persistence is so important, it helps you become really good at things..

Ask your students:

- **What is persistence?**
(Refusing to give up.)
- **When you try something and it doesn't work the first time, what should you do?**
(Keep trying.)
- **Why is persistence important in your life?**
(Because persistence enables us to achieve our goals.)

Persistence is a word which means that you never give up. Remember when you first learned to swim? You splashed and struggled as you tried not to sink below the surface. Sometimes you managed to splash your way to the side. Other times, someone had to help you, but you kept trying and eventually you learned how to swim. That's persistence and, if you put the same amount of effort into other areas of life as you did in learning to swim, you will accomplish many things.

Here's another example. Have you ever watched a little baby learning to walk? The baby keeps falling down, bumps his head, bangs his knees, scrapes his elbows but keeps getting back up; that's persistence. The more persistence you practice in Martial Arts, school work, sports or anything else, the quicker you will become successful. That's why persistence is so important.... It helps you become good at things.

Ask your students:

- **Who remembers learning how to swim?**
- **Was it hard at first?**
- **What is persistence?**
(Refusing to give up.)
- **When you try something and it doesn't work the first time, what should you do?**
(Keep trying.)
- **Why is persistence important in your life?**
(Because persistence enables us to achieve our goals.)
- **What things have you done that required persistence?**

adults

Almost all of the world's great successes arose from the ashes of failure or despair.... People who are fired from one company only to persist and rise rapidly to the top in another.... People like Lee Iacocca, fired by Henry Ford only to become president of Chrysler Corporation and save it from total ruin in a matter of months after taking over.... Generals humiliated in battle only to return and achieve decisive victory.... Leaders like Lincoln and Churchill who, on the verge of utter despair could still summon the courage, strength, and persistence to move entire nations to victory when it seemed impossible.

Persistence is a vital ingredient that truly separates those at the top from the also-rans and 'wannabes.' Like all the other ingredients, it is a simple one to learn, and putting it into action is as easy as deciding to just do it. This ingredient has been singled out more than any other factor by those at the top and demonstrated as the reason for their success. From Washington to Reagan and Edison to Einstein, the characteristic of persistence is evident in the biography of everyone in the world who ever achieved great success. Nothing in the world succeeds like persistence. The longer you stick to a worthy goal the closer you will get to it!

Topics for Discussion

- **What is persistence?**
(Refusing to give up.)
- **Why is persistence important in your life?**
(Because persistence enables you to achieve your goals.)
- **Can anyone give an example of how persistence has helped you in your life?**

"Perseverance is a great element of success. If you knock long enough and loud enough at the gate, you are sure to wake up somebody."
—Longfellow

week one
LESSON 2

What is Persistence?



- Students will learn from a story that demonstrates persistence.
- By the end of the lesson, the students will be able to define persistence.

Discuss the following questions during warm up to remind the students of the previous lesson.

1. What is persistence?
2. Who can you think of that has demonstrated persistence?
3. Why is persistence such an important trait to develop in life?

children's story

Jimmy & the Ice Pond

Master Woo looked at the class and said, "I would like to tell you the meaning of persistence. Persistence is refusing to give up."

"I know a little boy called, Jimmy, who now lives in a place where it snows in the winter. He used to live in Florida where it is always warm and had never seen snow or ice before. The first winter after they moved to the snow, Jimmy's parents gave him a pair of ice skates for his birthday. All of his new friends could skate so Jimmy was excited about learning. He and his friends went out on the neighborhood skating pond. Jimmy quickly put on his skates and raced out onto the ice only to fall flat on his back and bang his head on the cold, hard

ice. Jimmy tried his best but, like all beginners, after he had skated just a few steps, he would fall down. The longest he could stay up was for a few seconds then he would fall down again. Finally he began to cry, partly because his knees hurt from falling but mostly because he was frustrated that he wasn't able to skate yet."

"One of the other kids' mothers came over and told him, 'Jimmy, I can see you're trying hard. Why don't you take a rest and go to the side of the pond and watch the others.' Jimmy wanted to learn to skate, not sit on the side and watch his friends having all the fun! His friends could skate and he was determined that he would skate too. He dried his tears and turned to the mother and said, 'I didn't get these skates to give up, I got these skates to learn how.'"

"Then he went back on to the ice and kept trying. For a while he continued to fall down, but each time he got up he managed to stay on his feet a little bit longer until finally, near the end of the afternoon, he could skate around the entire pond without falling down. And that," finished Master Woo, "is persistence.... Refusing to give up no matter how hard it seems."

Ask your students:

- **How did Jimmy show persistence?**
(By not giving up trying to learn to ice skate.)
- **What did Jimmy say to the mother?**
(He wanted to learn to skate, he didn't want to learn to give up!)
- **Who in class is going to be a Black Belt?**
- **Who thinks getting a Black Belt is easy?**
What are you going to need in order to make it all the way to Black Belt?

The America Dream

Back in the early seventies, a young unknown screenwriter decided he wanted to become an actor. He wrote himself a part in one of his own movie scripts. Like so many other writers and would be movie stars, he thought it was a good script. He also thought he would be the perfect person to play not just a minor role but the starring role. Imagine an unknown actor playing the lead role in the movie he wrote.

He took his script to many different producers and studios in Hollywood. Some told him that sports movies never made any money. Others just wished him luck and showed him the door. Some wouldn't even let him inside the door! Still the young man persisted and kept on trying to convince people that his script would make a good movie.

Finally, after many months of trying, one studio offered to buy his script for what must have seemed to him like a very large amount of money at the time. Most people would have jumped at the chance to have their screenplay turned into a movie, let alone getting well paid for the privilege, but this young man had other ideas. He didn't want to get paid for just writing the script. He was determined to star in the movie. The studio made him a second offer. They offered him extra money if he would only give up the ridiculous idea of starring in the movie and let a real star play the leading role. He didn't think long before he turned them down again. He had written the movie and, in his dreams at night, he also starred in the movie and that's exactly what he intended to do no matter how long it took.

He continued to struggle, with his wife working in a diner to make ends meet. He sold everything he had, and finally, he had borrowed and scraped together enough money to make his dream a reality. Not only did this nobody win an academy award for the year's best screenplay, but his movie made over 100 million dollars. The movie was Rocky. Since then, with the help of Rocky Balboa

and Rambo, Sylvester Stallone's movies have now grossed over two billion dollars.

Sylvester Stallone did not trust luck or fate. He made himself a movie star and achieved fame and fortune in a very short time because he believed in what he was doing and let nothing stand in the way of achieving success. He set goals, made a plan, took action and persisted in order to live his dreams. Every person that turned him down became one less person he needed to waste time on. When faced with the limited success of selling his screenplay, he turned the offer down and continued striving toward his real goal. In return, his burning faith in himself and his dogged persistence was rewarded at the highest level.

Topics for Discussion:

- What do you think would have happened to Sylvester if he had not persisted and taken the money he was offered but not the lead role?
- Would he have ever been as successful?
- How well do you think the movie Rocky would have done with
- Ryan O'Neil as Rocky, which is what the studios wanted?
- How have you applied persistence in your daily life to achieve a worthy goal?
- How many people in class are going to finish what they have started and go all the way to Black Belt?
- How do you think your life will be improved if you achieve this goal?

DRILL

Giving It All You've Got

The purpose of this exercise is to challenge the students to give everything they have; to push themselves a little further than they think they can go; to persist in trying something until they get a little stronger, faster or higher than they thought they could.

None necessary. Although bags and focus mitts can be used.

Begin the class by telling everyone the theme of today's class is, "Giving it all you've got." Throughout the class you will choose different sets, techniques or combinations for the students to perform. You will continuously motivate them to give everything they've got. To persist in trying something until they get a little stronger, faster or higher than they thought they could. Each student will challenge themselves to do as many reps as they possible can in a given amount of time.

Example:

"The next exercise that we are going to do is continuous roundhouse kicks over the shield. The challenge is to do as many reps as you possibly can. Once your leg drops down and touches the shield you are through. Remember to give everything you have on this exercise."

The reason for making them kick over a shield is to insure the quality of their techniques. You could also have them kick over a rope or anything that will indicate when they have dropped their leg. Be sure to use some kind of quality measure for every exercise .

Because this class will be very physically challenging, it will be important to give everyone adequate rest breaks and drink breaks. One way to give the rest breaks will be to have people work with partners so they can alternate on the exercises.

Other Skill Challenges:

Push-ups / Sit-ups / Continuous front kicks or side kicks / Leg extension out in front or to the side / Kicks on your hands and knees / Jump kicks to a target (for kids) / Hopping kicks across the floor

*"Let me tell you the secret that has led me to my goal. My strength lies in my tenacity."
— Louis Pasteur*

week two
LESSON 3

Using Goals to Build Persistence



- Students will discover how to use goals to develop persistence.
- By the end of the lesson, the students will know how to use goals to develop persistence.

Discuss the following questions during warm up to remind the students of the previous lesson.

1. What is persistence?
2. Who can you think of that has demonstrated persistence?
3. Why is persistence such an important trait to develop in life?

ages 4-7

In order to persist it's important to know exactly what you want to accomplish. In Martial Arts our goal is to be a Black Belt. In school our goal is to get As. Goals give us the clear target we need to become excited, to do our best and keep trying.

After you set your goal you'll have to change, or adjust, how you're going to accomplish it from time to time. When an airplane flies to Hawaii, the wind and weather may cause the plane to be off course some of the time. The pilot knows where his goal is; he wants to fly to Hawaii, so he constantly makes corrections to steer the plane to where he wants it to go. He keeps adjusting the plane's direction to stay on course. If he didn't adjust his course, he might never arrive in Hawaii!

Just as a pilot has to steer his airplane, so do you have to adjust how you are going to accomplish your goals. If your goal is to get your next belt in a month, but you become sick, you know you'll have to change, or adjust, your goal. You can't quit, because you'll never achieve your goal by quitting. Both you and the pilot know that the only way to arrive is to keep going. Also, you both know you must adjust how you plan to reach your goals, when necessary.

Ask your students:

- **How do goals help us develop persistence?**
(Goals give us a starting place. Without goals we have nothing to be persistent about.)
- **When we encounter an obstacle, what do we have to do to achieve our goals?**
(We have to adjust, or change, how we plan to achieve our goals.)

In order to persist it's important to know exactly what you want to accomplish. In Martial Arts our goal is to be a Black Belt. In school our goal is to get As. Goals give us the clear target we need to become motivated, excited, to do our best and keep trying.

After you set your goal you'll have to change, or adjust, how you're going to accomplish it from time to time. After you set your goal you'll have to change, or adjust, how you're going to accomplish it from time to time. When an airplane flies to Hawaii, the wind and weather may cause the plane to be off course some of the time. The pilot knows where his goal is; he wants to fly to Hawaii, so he constantly makes corrections to steer the plane to where he wants it to go. He keeps adjusting the plane's direction to stay on course. If he didn't adjust his course, he might never arrive in Hawaii!

Using your persistence is similar. As you learn things about your goal you're going to adjust your direction to keep going toward your goal. If you keep your head down and don't pay attention to where you're going, although you are persisting, you may wind up in the wrong place because you're using persistence the wrong way.

Just as a pilot has to constantly adjust the heading of his airplane, so do you have to consistently adjust how you are going to accomplish your goals. Both you and the pilot know that the only way to arrive is to keep going. You can't quit, because you'll never achieve your goal by quitting. Both you and the pilot know that the only way to arrive is to keep going. Also you both know you must adjust your goals when necessary.

Ask your students:

- **How do goals help us develop persistence?**
(Goals give us a starting place. Without goals we have nothing to be persistent about.)
- **When we encounter an obstacle, what do we have to do in order to achieve our goals?**
(We have to adjust, or change, how we plan to achieve our goals.)

adults

The ancient Chinese proverb, "A journey of a thousand miles starts with the first step," is so true. We need to get started on what we want to accomplish before we can use persistence. In your first month we talked about goal setting, now is a great time to take a look at those goals. Which ones have you accomplished? And which ones are you still working towards? Goals are the way in which you can measure your persistence and adjust your course if necessary.

After you set your goal you'll have to change, or adjust, how you're going to accomplish it from time to time. When an airplane flies to Hawaii, the wind and weather may cause the plane to be off course some of the time. The pilot knows where his goal is; he wants to fly to Hawaii, so he constantly makes corrections to steer the plane to where he wants it to go. He keeps adjusting the plane's direction to stay on course. If he didn't adjust his course, he might never arrive in Hawaii!

Your goal acts as the direction for your actions. Using your persistence is similar to flying to Hawaii. You might find a more direct route to achieve your goal. When this happens you need to adjust your direction to keep heading toward your goal. If you keep your head down and don't pay attention to where you're going, although you are persisting, you may wind up in the wrong place because you've misused your persistence.

Just as a pilot has to constantly adjust the heading of his airplane, so do you have to constantly adjust how you are going to accomplish your goals. Both you and the pilot know that the only way to arrive is to keep going. You can't quit, because you'll never achieve your goal by quitting. Also you both know you must adjust your approach to your goals when necessary. By constantly reviewing and adjusting your approach to your goals, you will achieve them with much less energy and much more quickly.

Topics for Discussion

- **How do goals help us develop persistence?**
(Goals give us a starting place and the continued motivation. Without goals, we have nothing to be persistent about.)
- **When we encounter an obstacle, what do we have to do to achieve our goals?**
(We have to adjust, or change, how we plan to achieve our goals.)
- **What happens if we don't adjust our direction when pursuing our goals?**
(We can end up not completing our goals.)
- **What two things should we do when we find ourselves at a standstill?**
(1. Tell yourself, "There is a way to achieve this goal!"
2. Take a break, then take a new look at reaching your goal.)

*"Decide what you want, decide what you are willing to exchange for it.
Establish your priorities and go to work!"
— H.L. Hunt*

week two
LESSON 4

Using Goals to Build Persistence



- Students will discover how to use goals to develop persistence.
- By the end of the lesson, the students will know how to use goals to develop persistence.

Discuss the following questions during warm up to remind the students of the previous lesson.

1. What is persistence?
2. Who can you think of that has demonstrated persistence?
3. Why is persistence such an important trait to develop in life?
4. How do goals help us develop persistence?
(Goals give us a starting place and the continued motivation. Without goals, we have nothing to be persistent about.)
5. When we encounter an obstacle, what do we have to do to achieve our goals?
(We have to adjust, or change, how we plan to achieve our goals.)
6. What happens if we don't adjust our direction when pursuing our goals?
(We can end up not completing our goals.)
7. What two things should we do when we find ourselves at a standstill?
 1. Tell yourself, "There is a way to achieve this goal!"
 2. Take a break, then take a new look at reaching your goal.)

children's story

The Mountain

Master Woo told the sitting students, "When I was very close to earning my Black Belt, my teacher called me into his office. He had me sit down, then he put a picture of a huge mountain on his desk. We looked at the picture for a while. 'If we are on this side of the mountain, how can we get to the other side of the mountain?' he asked.

"I thought about the question for a moment and, because I thought he might want me to avoid a fight, I answered, 'I could go around it.'

"My teacher looked at me and said, 'No, the mountain is much too wide to go around.' He continued to look at the picture and at me.

I thought some more and then I said, 'I could climb over it!' I thought maybe he wanted me to conquer the mountain.

Again my teacher looked at me only to say, 'No, the mountain is much too steep to climb over.' I didn't know what to think.

"Then I thought of another answer and said, 'I could go under it!' I knew this must be the answer he was looking for. A way to stealthily outwit an opponent.

"Again my teacher shook his head, then smiling he replied. 'No, the mountain is too deep and has too many rocks at the base. Let's think for a while. We could invent a device to go way above the mountain. A device that flies in the sky.'

"Like an airplane!' I interrupted."

"Again my teacher smiled, 'Yes, like an airplane. You see, often we set goals for ourselves but we run into difficulties that prevent us from reaching our goals. What's important is that we keep trying different ways to achieve our goals until we find the way that carries us effortlessly, just like the airplane, straight to our destination.'"

Ask your students:

- **What was Master Woo's goal?**
(To solve the problem of getting over the mountain.)
- **What did Master Woo teach?**
(That sometimes you have to try many different ways before you find the easiest path to your goal.)

The Dennis Walters Story

At the age of 10 Dennis Walters set himself a goal. He set his heart on becoming a professional golfer. By the time he left college, Walters had all the traits of a golfing champion and the game to go with it. He had been dreaming big dreams since childhood, and he was ready to make those dreams come true by gaining admission to play on the PGA Tour.

A few days before the qualifying tournament was scheduled to begin he decided to play a few holes at a nearby course with some friends. As he drove his golf cart down a steep hill to meet them, the cart skidded on some loose gravel and swerved off the path. Although Dennis was thrown clear and didn't even have a scratch, he found he was unable to move his legs. People started to gather around him. He was concerned only about the condition of his prized driver. He recalls, "I loved that driver and I was lying there just hoping I hadn't scratched it up too badly. Then the ambulance came."

The driver soon proved to be the least of his worries. Tests revealed that Dennis had suffered severe damage to his spinal cord. After months of rehabilitation, when he was taught how to get in and out of a wheelchair, Dennis came to the stark realization that he was never going to walk again. There would be no Ben Hogan comeback for him, his injuries were irreversible. All the determination and courage in the world could not change the tragic facts. In a few short seconds the hopes and dreams of twenty years had vanished. You can't be a professional golfer when you are paralyzed from the waist down, can you?

Dennis went home and began searching for a way to play golf. He tried hitting the ball from his wheelchair but kept sliding out of the seat. He added a seatbelt. After three weekends of practice, he could

produce shots of 170 yards. One day, his therapist put splints on his legs and secured them with Ace bandages. After six months of lying on his back, Dennis was finally able to stand. He felt as if he were floating since he was standing straight, but only had feeling from the waist up. At first he moved with the aid of parallel bars, but soon graduated to the agonizing task of moving on crutches. His patience and determination to walk helped him endure the constant painful falls and the slow and humiliating struggle to get up. Although he mastered walking around the smooth hospital corridors, grass was a different story. He recalls that no part of his body was free of bruises from his constant tumbles.

Dennis practiced hour after hour, hitting balls while sitting in his wheelchair. Although he became very proficient at striking the ball, he longed to be out on the course. So Dennis and his friends mounted a swivel seat on the side of a golfcart, complete with a seat belt to hold him in position. He had to modify his swing technique, but he focused on what he could do, rather than what he couldn't. As he progressed, Dennis practiced putting and hitting bunker shots one-handed, supporting himself with a single crutch. Incredibly, he was soon able to break eighty. The question remained; how would he make a living? A career as a Tour pro was clearly not an option. But Dennis never doubted his ability to succeed in his goal to become a golf pro. He was determined to keep fighting.

continued

adult's story

That winter, he watched a film about one of golf's foremost trick-shot artists. He was convinced that this was something he could do and he set about developing a repertoire of what he called, "Shots from unusual lies!" He gave his initial public performance at the PGA Show, for a fee of just \$150. It wasn't much but it was a start! Word spread slowly that first year and he did only five more shows, but he wasn't discouraged. He was once again doing what he loved. The following year he appeared on the television show, That's Incredible, and drove a ball from a tee held in host John Davidson's mouth. The publicity gave his career a timely boost. His determination and persistence on the practice tee were beginning to pay off.

Dennis now presents over 80 golf trick shot shows a year at PGA Tour, Senior PGA Tour, and Nike Tour events. He entertains corporate groups and performs at charity functions while earning in excess of \$250,000 a year! Recently, the PGA elected Dennis to honorary lifetime membership. One of only five people ever to have received the honor. The heroes he revered as a boy now praise his accomplishments. Jack Nicklaus declared his show to be, "One of the most entertaining hours I have ever spent." Arnold Palmer named him, "An inspiration to all of us." Dennis Walters, became a champion because he decided that no matter what 'bad bounces' life threw at him he was going to persist and become a golf pro!

Conclusion:

If the goal is big enough and the spirit is strong enough, we can accomplish almost anything.

Ask your students:

- Does it help you see how trivial some of our problems are when you hear a story like that?
- How many of you would have thought halfway through this story
- that Dennis could actually make his living as a golf pro?
- Have you heard of other stories like this where, despite tremendous odds, people have succeeded through sheer persistence?
- What is the key ingredient in their success?

DRILL

You Have Indomitable Spirit

To give students immediate rewards and recognition for showing “Indomitable Spirit” in class.

“Indomitable Spirit” Ribbons or Certificates

One of the quickest and most effective ways to excite and motivate your students is to give them recognition and rewards as they are working and participating in class. This exercise is designed to reward excellent effort, enthusiasm, attitude and “Indomitable Spirit” while motivating the students to continue to advance toward their Black Belt.

At the beginning of the week, announce to your classes that you will be giving out special awards (certificates, ribbons, etc.) throughout the week/month. Tell them that these awards will be given to anyone showing “Indomitable Spirit.” It is important that you explain to your students throughout the week what you are looking for when you say “Indomitable Spirit.”

Keep track of who is receiving the awards throughout the week to be sure to give them to all or as many as possible of your students at sometime during the week or month.

The key to the success of the exercise will be making sure that the students know what your expectations are for earning/receiving an award.

You can run this exercise for a few weeks or for the entire month so that you have more opportunities to get everyone involved.

Remember that adults are just big kids. They enjoy and need praise and recognition just like kids do. You will be surprised at how proud some adults will be to receive an award for showing “Indomitable Spirit” in class.

[illegible]

"Many of life's failures are people who did not realize how close they were to success when they gave up."... - Thomas Edison

week three
LESSON 5

Turning Obstacles into Stepping Stones



- Students will learn how to turn obstacles into stepping stones.
- By the end of the lesson, the students will know how to turn obstacles into stepping stones.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is persistence?
2. Who can you think of that has demonstrated persistence?
3. Why is persistence such an important trait to develop in life?
4. How do goals help us develop persistence?
(Goals give us a starting place and the continued motivation. Without goals, we have nothing to be persistent about.)
5. When we encounter an obstacle, what do we have to do to achieve our goals?
(We have to adjust, or change, how we plan to achieve our goals.)
6. What happens if we don't adjust our direction when pursuing our goals?
(We can end up not completing our goals.)
7. What two things should we do when we find ourselves at a stand still?
 1. Tell yourself, "There is a way to achieve this goal!"
 2. Take a break, then take a new look at reaching your goal.)

ages 4-7

At this age they may not always understand what an obstacle is.

Stress with them that there is no such thing as "I Can't."

Help them learn to stay focused on moving ahead toward their goals.

Help this age group identify some of the obstacles that they are going to encounter on their way to their black belts. Once they have identified what the obstacles are, help them develop a plan to work through these obstacles to reach their goals.

When you encounter an obstacle you will have two choices...

1. You can let it stop you from moving ahead toward your goal, (i.e. use it as an excuse for not being able to reach your goal.)
2. You can use the obstacle/challenge as springboard or stepping stone to get closer to your goal. You can choose to use each challenge as an opportunity to learn and grow.

Which one will you choose?

Remember, obstacles are those frightening things you see when you take your eyes off your goal. When you are working toward a goal, you must choose to stay focused on what you are going to do, each and every moment, to move yourself closer to your goals, NOT on why you can't reach your goal or what is getting in the way.

It is not possible to achieve high levels of success without overcoming obstacles and setbacks. Problems and adversities are the very factors that make people successful. When you recognize adversities for what they are, they become stepping stones to greater achievement. They are opportunities for you to succeed!

adults

Who had the most strikeouts in baseball history?

The answer is Babe Ruth. Think about that. The game's all-time legend failed to hit the ball more times than any other player in history — over 1300 times in all. Do you think Babe Ruth ever looked at his record that way? Of course not. He saw himself as the living legend he was, the Home Run King. Yet had he not stood up to the plate as many times as he did, would he ever have achieved the same type of success? Don't your chances of success, like everyone else's, improve each and every time you step up to the plate?

Professional golf offers another excellent example. In the period between 1960 and 1986, Jack Nicklaus won an unprecedented twenty major golf championships. Wonderful though that is, it also means that he failed to win over ninety percent of the time.

Frederick Forsyth, author of many brilliant books, had his first, *Day of the Jackal*, returned to him with the comment, "No reader interest." No reader interest indeed! It has now sold over ten million copies, and his other books have sold millions more. Yet if Forsyth had taken that letter to heart or the many other similar rejections he received along the way, he would never have sold a single copy. He did not let rejection stand in the way of his dreams. He simply crossed one more publisher off his list and tried again with another.

You don't drown by falling in the water. You only drown if you stay there.

You're not beaten if you're knocked down. You're beaten if you stay down.

Topics for Discussion

- Can you think of some other famous people who used setbacks as stepping stones to success?
- How have you used rejection or short term failure as a foundation for success?

"You cannot escape the responsibility of tomorrow by evading it today." - Abraham Lincoln

week three
LESSON 6

Turning Obstacles into Stepping Stones



- Students will learn how to turn obstacles into stepping stones.
- By the end of the lesson, the students will know how to turn obstacles into stepping stones.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is persistence?
2. Who can you think of that has demonstrated persistence?
3. Why is persistence such an important trait to develop in life?
4. How do goals help us develop persistence?
(Goals give us a starting place and the continued motivation.
Without goals, we have nothing to be persistent about.)
5. When we encounter an obstacle, what do we have to do to achieve our goals?
(We have to adjust, or change, how we plan to achieve our goals.)
6. What happens if we don't adjust our direction when pursuing our goals?
(We can end up not completing our goals.)
7. What two things should we do when we find ourselves at a stand still?
 1. Tell yourself, "There is a way to achieve this goal!"
 2. Take a break, then take a new look at reaching your goal.)
8. How do people succeed despite the odds?
9. Can you think of some other famous people who used setbacks as stepping stones to success?
10. How have you used rejection or short term failure as a foundation for success?

children's story

The Crow & The Pitcher

Once there was a very thirsty crow who flew many, many miles searching for water to drink. Suddenly, far below her, she saw a pitcher sitting under a tall tree. As she flew closer, she saw the sun glint off the surface of the water.

The crow was elated! She could now quench the thirst that had been tormenting her for so many miles. But, upon landing, she looked into the pitcher and realized that the water was so low in the pitcher that she could not reach it.

"I must have water," she cried. "I am too weary to fly any farther. What shall I do?" she sighed. "I know, I'll tip the pitcher over!"

Quickly, she began to push at the pitcher with her wings, but it was much too heavy. She could not tip it over. She thought awhile. "I know, I will break a hole in it!

Then, I will drink the water as it pours out. How wonderful it will taste!" With beak and claws and wings she vigorously pecked at the pitcher. But it was made out of very hard material and would not break.

The poor crow stopped to rest. "What shall I do now? I will not die of thirst with water so close by. There must be a way, if only I was clever enough to figure it out." Looking around the area for inspiration, the crow suddenly had a idea. It was a brilliant idea! It was an especially brilliant idea!

Scattered all around the large tree were many small stones. She started to pick them up one by one and drop them into the pitcher. The stones displaced the water and it slowly rose to the top of the pitcher. At last, it reached the top and she could finally reach it with her beak.

How wonderful the water tasted!

"There is always a way out of difficult situations," thought the crow, "if only you use your brains and creativity to find it."

Ask your students:

- What was the crows goal?
- Why couldn't the crow get the water?
- What did he try first?
- What did he do when he found these things didn't work?

Success Born of Failure

This story outlines the career of one of the greatest men in American history and I think you will find it very interesting...

He lost his job in '32 and was also defeated when he sought election to the Legislature.

His business failed in '33.

He was elected to the Legislature in '34 but the next year his lifelong sweetheart died.

He had a nervous breakdown in '36 and was defeated for the position of Speaker of the House in '38.

In '43 he was defeated in his bid for nomination to Congress.

In '46 he was elected to Congress but just two years later, in '48, he lost his bid for re-election.

In his county he was rejected as a land officer in '49 and in '54 he was defeated in the Senatorial election.

In '56 he was defeated for the nomination as Vice President of the United States and he was again defeated in the election for the Senate in '58.

Who was this man?

In 1860 he was elected as our 16th president.

The man was Abraham Lincoln.

Conclusion:

Abraham Lincoln, born poor and with almost no formal education, was elected President of the United States because of his determination and persistence. He learned to turn obstacles into stepping stones on his road to becoming one of the greatest men in history. We should learn from him that obstacles can become stepping stones.

Topics for Discussion

- **What other famous people do you know who overcame great odds to succeed?**
(Winston Churchill, Colonel Sanders, Stevie Wonder.)
- **Why were they able to succeed?**
- **How could you use these ideas to achieve your goals?**

DRILL

Obstacle Course

To teach the students to not allow obstacles to stop them from reaching their goals.

Equipment: Variable: Shields, Focus Pads, Balance Beams, Blockers, etc.

The instructor is going to create a course, (you may want to have it set up before class begins,) for the students to move across the room. The instructor will set different obstacles in their path. The students must follow whatever rules are set up by the instructor while overcoming each individual obstacle.

This exercise can be used for students of all ages. The design of the obstacle course should vary depending on the age and rank of the students in each class.

The instructor needs to start the exercise by explaining the purpose of the exercise. "Your goal is to move to the other side of the room. I have placed a series of obstacles between your starting point and the other side. Your job is to confront each one of these obstacles and overcome them. Remember, your ultimate goal is to reach the other side. Overcoming each one of these obstacles gets you one step closer to reaching that goal."

Ideas:

1. Have them hop down a piece of tape or chalk line on one foot.
2. Walking, kicking, punching etc., across a balance beam.
3. Do a set number of kicks or punches at a station.
4. Defend yourself against an attacker.
5. Crawl through a tunnel.

Recommendations:

1. As an additional challenge, you may want to time the exercise.
2. Put in some surprise obstacles during the exercise without telling them. See how they respond to the new obstacles.

Allow enough time at the end of the exercise or class to ask your students a few questions to stimulate some discussion.

Ask your students:

- What did you learn from participating in this exercise?
- What did each of the obstacles represent?

"While one person hesitates because he feels inferior, the other is busy making mistakes and becoming superior." – Henry C. Link

week four
LESSON 7

Turning Obstacles into Stepping Stones



- Students will discover how to learn from their mistakes.
- By the end of the lesson, the students will know how to learn from their mistakes.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is persistence?
2. Who can you think of that has demonstrated persistence?
3. Why is persistence such an important trait to develop in life?
4. How do goals help us develop persistence?
(Goals give us a starting place and the continued motivation. Without goals, we have nothing to be persistent about.)
5. When we encounter an obstacle, what do we have to do to achieve our goals?
(We have to adjust, or change, how we plan to achieve our goals.)
6. What happens if we don't adjust our direction when pursuing our goals?
(We can end up not completing our goals.)
7. What two things should we do when we find ourselves at a stand still?
(1. Tell yourself, "There is a way to achieve this goal!" 2. Take a break, then take a new look at reaching your goal.)
8. How do people succeed despite the odds?
9. Can you think of some other famous people who used setbacks as stepping stones to success?
10. How have you used rejection or short term failure as a foundation for success?
11. What goals have you had that were difficult but where you persisted and achieved?

ages 4-7

The first thing you need to know to develop persistence is to accept that things don't always work out the way you would like them to, the first time you try. You need to learn from your mistakes.

In soccer, when someone kicks the ball to you and you miss the goal because you've kicked with the foot that you don't use so well, you realize that you'll have to practice kicking with that foot until you become better at it. You also know that if you ask your coach for advice, she can help you improve too!

If you don't learn from your mistakes, you can become frustrated. If you didn't think you could learn from not scoring the goal you'd probably quit at the end of your first game. But when you combine persistence with learning and asking questions, you'll quickly achieve your goals.

Ask your students:

- **Do things always work out the way we want them to?**
(No.)
- **What can we do when we make a mistake?**
(Learn from it.)
- **What can we do to avoid making mistakes?**
(Learn from parents, teachers, coaches and the mistakes of other people.)

One of the first things you will need to develop persistence is to accept that things don't always work out the way you would like them to, the first time you try. You need to learn from your mistakes and the mistakes of others.

In soccer, when you miss the goal because you mis-kicked the ball with your weak foot, you realize that you'll have to practice kicking with that foot more to become better with it. You also know that if you ask your coach for advice, she can help you improve!

Without learning from your mistakes, you can become frustrated. If you didn't think you could improve your ability to kick with your weak foot, you'd probably quit at the end of your first game. But when you combine persistence with learning and asking questions, you'll quickly achieve your goals.

You can also learn from the mistakes of others. There are many ways you can learn. By asking questions of teachers, parents and coaches, and by looking for answers in books, videos, and cassette recordings, you can avoid many mistakes.

The great Thomas Edison, the inventor of the light bulb and many other useful things, once observed, "Many of life's failures are people who did not realize how close they were to success when they gave up." That's the great secret of persistence. Not giving up while learning from your mistakes and the mistakes of others.

Ask your students:

- **Do things always work out the way we want them to?**
(No.)
- **What can we do when we make a mistake?**
(Learn from it.)
- **What can we do to avoid our own mistakes?**
(Learn from parents, teachers, coaches and the mistakes of other people.)
- **What else can help us to avoid mistakes?**
(Books, videos and cassette tapes.)

adults

When working on a new computer program you're bound to make some mistakes, some of which may cost you lots of time. Without learning, persistence can turn into frustration. If you kept making the same mistake over and over again, you would become extremely frustrated. You might never use that program, or the computer, again. When you combine persistence with learning, you'll quickly achieve your goals.

You can also learn from the mistakes of others. By asking questions of other people as well as looking for answers in books, videos or cassette recordings, you can avoid many mistakes.

Thomas Edison also observed, "Many of life's failures are people who did not realize how close they were to success when they gave up." That's the great secret of persistence – not giving up while learning from your mistakes.

Topics for discussion

- **Do things always work out the way we want them to?**
(No.)
- **What can we do when we make a mistake?**
(Learn from it.)
- **What happens when we don't learn from our mistakes?**
(We become frustrated.)
- **What can we do to avoid mistakes?**
(Learn from parents, teachers, coaches and the mistakes of other people.)
- **What else can help us to avoid mistakes?**
(Books, videos and cassette tapes.)

"Results! Why man I have gotten a lot of results. I know several thousand things that don't work." - Thomas Edison

*"Until you try, you don't know what you can't do."
- Henry James The Coach*

week four **LESSON 8**

Learning from Your Mistakes



- Discuss the following questions during warm up to remind the students of the previous lesson.
- Students will discover how to learn from their mistakes.

Discuss the following questions during warm up to remind the students of the pervious lessons.

1. What is persistence?
2. Who can you think of that has demonstrated persistence?
3. Why is persistence such an important trait to develop in life?
4. How do goals help us develop persistence?
(Goals give us a starting place and the continued motivation. Without goals, we have nothing to be persistent about.)
5. When we encounter an obstacle, what do we have to do to achieve our goals?
(We have to adjust, or change, how we plan to achieve our goals.)
6. What happens if we don't adjust our direction when pursuing our goals?
(We can end up not completing our goals.)
7. What two things should we do when we find ourselves at a stand still?
(1. Tell yourself, "There is a way to achieve this goal!" 2. Take a break, then take a new look at reaching your goal.)
8. Do things always work out the way we want them to?
(No.)
9. What can we do when we make a mistake?
(Learn from it.)
10. What happens when we don't learn from our mistakes?
(We become frustrated.)
11. What can we do to avoid mistakes?
(Learn from parents, teachers, coaches and the mistakes of other people.)
12. What else can help us to avoid mistakes?
(Books, videos and cassette tapes.)

children's story

The Quest

Master Woo began, "I know a great coach in Martial Arts. We were having lunch one day with a large group when one of the younger Black Belts at the table asked the coach this question,

'Sir, I know that at one time you were a great competition fighter. How is it you became so good at your fighting abilities?'

"The coach looked at him smiling and told him, 'Through the ability to learn good techniques and use them in my practice sessions. I would watched more advanced Black Belts and copy their techniques.'

"The young Black Belt looked pleased and then asked, 'What you're saying is that after you watched the other Black Belts' techniques you only used the ones that worked?'

"The coach squinted one eye and replied, 'No, at times I chose techniques that seemed to work, but had flaws.'

"The young Black Belt looked very puzzled and asked, 'How did you discover these flaws?'

"Again the coach smiled. His eyes wrinkled at the corners as he answered, 'Through practice. For example, when the more advanced Black Belts would score or hit me I knew my defensive techniques had flaws. Then, I would have to try another technique or ask for help. You see, I learned by trying and making mistakes.'

"That," concluded Master Woo, "is how we can best use our persistence. By learning from our mistakes."

Ask your students:

- **What should you do with your mistakes?**
(Learn from them)
- **Then what should you do?**
(Try again)

The Turning Point to Greatness

Former President Ronald Reagan, in his autobiography, talks of the small things that happened in his life that proved to be turning points. In one particular case, the turning point was applying for a job as head of the sports department at a new Montgomery Wards store. They were looking for a local sports star, and because Reagan had been a star football player in high school, he was convinced he would get the job. Fortunately for him, he lost out to another local sports star. This was a bitter disappointment to the young Reagan, yet had he gotten the job, he might well have stayed in that small town for the rest of his life.

After failing to win the position, he set out for Chicago, and applied for jobs at radio stations. He dreamed of being a sports announcer but was turned down by every single station at which he applied. He did, however, leave with some good advice. He was told to start off by trying to find work at a smaller station in one of the more rural areas.

Discouraged but determined, Reagan accepted the advice. Within a few weeks, he landed a job with a small local broadcaster. He was successful because he took action and continued to take action until he reached his goal. In the face of rejection after rejection, Reagan persisted and finally landed the job he wanted.

At first he was ecstatic with his new-found job and the salary it offered. Once he started work, however, things did not go at all well, and he was soon told he would be replaced. This, of course, was another bitter disappointment. Fortunately, the radio station asked him to stay on for a few days and help out his replacement. Instead of indignantly refusing as many others might have done, Reagan agreed. Before the end of the week, the person hired to replace him had decided not to accept the job, and Reagan was asked to stay on until another replacement could be found. This he again agreed to do, but

only on condition that the station's most experienced person would spend time with him each day to explain what he had done wrong and how he could do better in the future so that he might find work with another station. As often happens when people seek out good advice, Reagan was able to improve his performance so rapidly the station stopped looking for a replacement.

Conclusion:

This is a perfect example of how to handle rejection and what you must do to ensure that it doesn't happen again. Not only did Reagan persist, but he also learned from his experiences and quickly modified his approach so he could continue toward his goals. Learn to treat each setback you encounter as another way not to reach the top. In this way, you can view your own setbacks as successes. You will have discovered another way not to reach your goal. You will have to waste no more time doing things in this particular way again. Instead, you will regroup and try a different approach knowing that you are now closer to your goal. In this way, you truly learn from your experience.

Topics for Discussion

- **What did President Reagan do that few people in his situation would ever have considered?**
- **What kind of positive changes might it make in your life if you followed his example?**

DRILL

Eyes Closed - Obstacle Course

To teach the students that sometimes obstacles they can't see when they set out to achieve a goal will try and stop them, but, with persistence, nothing can stand in their way for long!

Variable: Shields, Focus Pads, Balance Beams, Blockers, etc.

The instructor is going to create a course, (you may want to have it set up before class begins,) for the students to move through. The instructor will set different obstacles in their path. The students must follow whatever rules are set up by the instructor while overcoming each individual obstacle.

This exercise can be used for students of all ages. The design of the obstacle course should vary depending on the age and rank of the students in each class.

Start by explaining the purpose of the exercise:

Your goal is to move across to the other side of the room. I have placed a series of obstacles between your starting point and the other side. Your job is to confront each one of these obstacles and overcome them. Remember your ultimate goal is to reach the other side. Overcoming each one of these obstacles gets you one step closer to reaching that goal.

This week you will complete the entire course with your eyes closed. In order to complete the course you must use your mind to visualize yourself overcoming each step/obstacle as you move through the course.

Recommendations:

1. You may want to time the exercise as an additional challenge.
2. Put in some surprise obstacles during the exercise without telling them. See how they respond to the new obstacles.

Allow enough time at the end of the exercise or class to ask your students a few questions to stimulate some discussion.

Ask your students:

- What did you learn from participating in this exercise?
- How did it feel different this week compared to last week?

*"Regret for things we did can be tempered by time;
it is for the things we did not do that we should be
inconsolable" - Sydney J. Harris*

week five
LESSON 9

Developing a 'Plan B'

- Students will learn that while persistence is a worthy trait we must look at each situation with common sense.
- By the end of the lesson, the students will know that while persistence is a trait we seek to cultivate, common sense must also apply.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is persistence?
2. Who can you think of that has demonstrated persistence?
3. Why is persistence such an important trait to develop in life?
4. How do goals help us develop persistence?
(Goals give us a starting place and the continued motivation.
Without goals, we have nothing to be persistent about.)
5. When we encounter an obstacle, what do we have to do to achieve our goals?
(We have to adjust, or change, how we plan to achieve our goals.)
6. What happens if we don't adjust our direction when pursuing our goals?
(We can end up not completing our goals.)
7. What two things should we do when we find ourselves at a stand still?
(1. Tell yourself, "There is a way to achieve this goal!" 2. Take a break, then take a new look at reaching your goal.)
8. Do things always work out the way we want them to?
(No.)
9. What can we do when we make a mistake?
(Learn from it.)
10. What happens when we don't learn from our mistakes?
(We become frustrated.)
11. What can we do to avoid mistakes?
(Learn from parents, teachers, coaches and the mistakes of other people.)
12. What else can help us to avoid mistakes?
(Books, videos and cassette tapes.)

ages 4-7

If you are playing a game like hide and seek and you get found too quickly, do you go and hide in the same place again? No! You try to find a better hiding place. That's what it's like to have a 'Plan B.' Sometimes when we try to do something, it doesn't work out. The secret is to try again, only do it just a little bit differently. If you do that again and again, you will eventually succeed in reaching your goal.

Ask your students:

- **What is the first kind of decision?**
(Decisions about right and wrong.)
- **What are some right or wrong decisions?**
(Decisions about telling the truth, stealing, etc.)

Suppose you were playing baseball and threw a pitch to the batter and he belted a home run. Next time he came to the plate, would you throw him the same pitch in exactly the same place? Of course not! You'd try to throw a pitch he can't hit so easily. That's what it's like to have a 'Plan B.' Sometimes when we try to do something, it doesn't work out. The secret is to try again, only do it just a little bit differently. If you do that again and again, you will eventually succeed in reaching your goal.

Ask your students:

- **What is the first kind of decision?**
(Decisions about right and wrong.)
- **What are some right or wrong decisions?**
(Decisions about telling the truth, stealing, etc.)

adults

Einstein once defined insanity as doing the same thing over and over again and expecting different results! When things go wrong, as they surely will at some point, and you experience setbacks on the way to your goals, take this four-step approach:

1. Do Not Take Short Term Failure Personally

One reason so many people never learn to become persistent is because they take every rejection, setback, or failure personally. They somehow equate their effort, performance, idea, product, or service with their personal self-esteem and worth. Think back over past setbacks. Are they really a reflection on you as a person? Of course not. So why not give yourself a break? Get out of the habit of beating yourself up mentally when things go wrong. There are plenty of other people out there in the world willing to do it for you!

2. Don't Beat Your Head Against a Wall

Being persistent does not mean smashing your head against a brick wall. Doing the same thing poorly over and over again is unlikely to produce the desired results. Analyze and reflect on what has gone wrong with your previous course of action so changes can be made in your strategy.

3. Develop a 'Plan B'

All good generals have a Plan B. In fact, it was after the famous German General Bismarck that the phrase was in fact coined. As General of your own one-man army, you should always have a Plan B; that means a slight modification of your actions that will still allow you to reach your goal.

4. Try again!

Topic for Discussion

- If you have suffered a setback or failed to reach a goal, do you know why?
- Can anyone give an example of a "Plan B"?

"Failure is often the line of least persistence."
- Anon

week five
LESSON 10

Develop a "Plan B"

- Students will learn that while persistence is a worthy trait we must look at each situation with common sense and amend our attack, if necessary.
- By the end of the lesson, the students will know that while persistence is a trait we seek to cultivate, common sense must also apply.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is persistence?
2. Who can you think of that has demonstrated persistence?
3. Why is persistence such an important trait to develop in life?
4. How do goals help us develop persistence?
(Goals give us a starting place and the continued motivation. Without goals, we have nothing to be persistent about.)
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8. Do things always work out the way we want them to?
(No.)
9. What can we do when we make a mistake?
(Learn from it.)
10. What happens when we don't learn from our mistakes?
(We become frustrated.)
11. What can we do to avoid mistakes?
(Learn from parents, teachers, coaches and the mistakes of other people.)
12. What else can help us to avoid mistakes?
(Books, videos and cassette tapes.)

children's story

The Frog's Lesson

On a cold and stormy night not long ago, two young frogs, hoping to find shelter, hopped their way into a dairy through a hole in the floorboards.

It was warm and dry inside, and being very curious, they decided to explore the place. After hopping about for some time, through boxes, under milking stools, around large sacks of feed and over great bails of hay, they came upon a large stainless steel bucket. They jumped up on the edge to see what was in it. It was full of cream. Very curious, they drew closer to get a better look and, slipping on the edge of the smooth bucket, both fell in.

The frogs tried desperately but in vain to escape. The cream was too deep and the smooth metal sides of the bucket provided no grip for their webbed feet. They swam and splashed, frantic to escape, trying their best to stay above the surface of the cream so they would not drown.

After splashing around for several minutes, one of the frogs realized his situation was hopeless. He gave up swimming, and resigning himself to his fate, sank to the bottom of the bucket.

The second frog persisted, splashing and kicking for hours. He was at the point of total exhaustion, and he too felt like giving up, but he vowed to himself to continue until the very end. As long as there was any life in him at all, he would continue to persevere.

As dawn grew near, the brave frog's persistent splashing and kicking had finally churned the cream to butter. He now had a solid surface to balance himself on and leap out of the bucket to continue his life. Knowing, from that time forward, that no matter how grim or hopeless his present situation appears, to never give up!

Ask your students:

- What did the first frog do?
- What did the second frog do?
- Which frog made the right decision?

Acres of Gold

At the height of the California Gold rush in the mid-1800s, a young and successful farmer from Nevada named John Sanders decided to try his hand at prospecting. He had heard of the huge riches being made in just a few days by men digging for gold, and although he was young, successful, and already wealthy, he thought of the many additional things he would be able to acquire if he struck it rich.

Over the next few weeks, he sold all his cattle and substantial land holdings. The only provision he made when he sold his land was that a small plot overlooking a beautiful lake be kept in his name so that, at the end of his life, he could be laid to rest on the land that had been so good to him. Then he headed up to the gold country with a team of mules.

For the next forty years, John Sanders toiled in the streams and among the rocks hoping to strike it rich. The occasional strikes he made did little more than finance his expedition for a few additional months. His original fortune had long since vanished. Still he pressed on, covering new territory each week and seeking new streams to pan for gold.

Finally, one stormy winter's night, he passed away, probably as a result of pneumonia. His closest friend, another prospector named Hargrove, took his body back to Nevada as he had been asked to do. The old man sought out the farm that had once belonged to Sanders and told the owner why he had come. Although it was many years since he had seen Sanders, the man who now owned the land remembered him fondly. The deal he had made when he bought the property had been a good one. He and his wife had raised six children on the land, and the farm had brought the couple both wealth and happiness.

The farmer took the prospector out across the fields to the plot beside the shimmering lake, where Sanders' final resting place was to be. The landowner had not expected to outlive Sanders, so he had taken the trouble to surround the plot with a beautiful white picket fence. After they had enjoyed the beauty and serenity of the site for a few moments, the two old men went to work digging a grave in the middle of the plot. They had dug down about three feet when the prospector suddenly stopped. His eyes grew wide and his face glowed with excitement. "Look!" he yelled, "Look!!" The farmer put down his spade and bent over the spot where the prospector was hurriedly wiping away the dirt. In his hand was a rock the size of a baseball that was filled with the unmistakable dull yellow glow of gold. As they continued to dig, they found more and more gold. The Mother Lode lay right beneath their feet.

The grave site was the initial strike on what was to become the richest gold field in the entire United States. John Sanders had spent his life searching the West for gold when it had been right under his feet, on his own land. It just hadn't occurred to him to dig down and check.

Ask your students:

- **What is the message here?**
(There are opportunities everywhere if you dig and keep digging)

DRILL

Indomitable Sparring Spirit

To help students learn to use their indomitable spirit to overcome different sparring challenges.

Equipment: Sparring/safety gear

This drill is a sparring drill. You can start or use whatever basic rules you use for your class. You can divide the class into pairs or into larger groups. The best option may be to divide them into pairs for part of the class and into larger groups for another part. This way the students will get to learn by doing, not by watching.

You should begin the drill by telling the students that they will be sparring with each other for a set period of time. At different times throughout the drill/round you will begin to challenge them individually or in groups. They must pay close attention to your instructions as well as to their partner.

As the students are sparring, you will begin adding, (or subtracting as the case may be,) limitations to challenge the students.

Challenges to throw into the matches:

1. Put one hand behind their back
2. Only use hands
3. Feet only
4. One foot and one hand
5. Only one eye open
6. Hopping on one foot
7. One person on the ground and one standing
8. One person on their knees.
9. One persons feet are glued to the floor
10. Two people stand back to back (or tie them together with belts) and spar against multiple opponents

DRILL

Tell the students that, no matter what the instructions are that you give, they must never give-up. They must adapt to the new challenge and keep sparring. This will be an excellent opportunity to even up some of the sparring matches between better and weaker fighters.

You don't have to give the same challenges to each fighter or group. The greatest learning will come from adapting to multiple situations.

The key to this drill is the students abilities to adapt and persevere no matter what challenges they face. Depending on the situation, they may need to turn up their intensity in order to respond effectively.

Recommendations:

As the week goes by, adjust the rules to make it more challenging. Remember, the goal is to help your students find ways to adapt.

To add a little bit of fun to the exercise, ask the students to get theatrical. Tell them "When you spar, I want you to pretend one side of your body has gone completely limp." They should be dragging one leg as they attempt to spar. Or you could go around and tap them on different parts of their bodies while they are sparring. Any part of the body that you touch becomes broken or useless.

Another fun option would be the 'Superman' syndrome. Any body part you touch or call out becomes a 'Super Body Part.' It should be faster and stronger than normal. Tell them to get excited and animated as they do this drill.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

"Nothing can take the place of persistence. Talent will not; nothing is more common than unsuccessful men with talent. Genius will not; unrewarded genius is almost a proverb. Education alone will not; the world is full of educated derelicts. Persistence and determination alone are omnipotent.
— Calvin Coolidge

Review of Persistence

- Students will review the stories of persistence.
- The students will review the information they have learned about persistence.

Discuss the following questions during warm up to remind the students of the pervious lessons.

1. What is persistence?
2. Who can you think of that has demonstrated persistence?
3. Why is persistence such an important trait to develop in life?
4. How do goals help us develop persistence?
(Goals give us a starting place and the continued motivation. Without goals, we have nothing to be persistent about.)
5. When we encounter an obstacle, what do we have to do to achieve our goals?
(We have to adjust, or change, how we plan to achieve our goals.)
6. What happens if we don't adjust our direction when pursuing our goals?
(We can end up not completing our goals.)
7. What two things should we do when we find ourselves at a stand still?
(1. Tell yourself, "There is a way to achieve this goal!" 2. Take a break, then take a new look at reaching your goal.)
8. Do things always work out the way we want them to?
(No.)
9. What can we do when we make a mistake?
(Learn from it.)
10. What happens when we don't learn from our mistakes?
(We become frustrated.)
11. What can we do to avoid mistakes?
(Learn from parents, teachers, coaches and the mistakes of other people.)
12. What else can help us to avoid mistakes?
(Books, videos and cassette tapes.)

ages 4-7

Review Questions

"Jimmy & the Ice Pond"

- **What did Jimmy do when he got new skates and kept falling?**

"The Mountain"

- **How did the boy get over the mountain?**

"The Crow & The Pitcher"

- **What did the crow do when he needed a drink?**

"The Frog's Lesson"

- **What did the second frog do when he fell into the milk?**
- **What should you do when you really want to reach a goal?**
- **Who is going to persist all the way to Black Belt?**

Review Questions

“Jimmy & the Ice Pond”

- What did Jimmy do when he got new skates and kept falling?

“The Mountain”

- How did the boy get over the mountain?

“The Crow & The Pitcher”

- What did the crow do when he needed a drink?

“The Coach”

- How did the ‘coach’ discover his flaws?

“The Frog’s Lesson”

- What did the second frog do when he fell into the milk?
- What should you do when you really want to reach a goal?
- Who is going to persist all the way to Black Belt?

adults

Review Questions

"The American Dream"

- **Like Sylvester Stallone, have you applied persistence in your daily life to achieve a worthy goal?**

"The Dennis Walters Story"

- **How does Dennis' story show true persistence in life?**

"Success Born of Failure"

- **Like Lincoln, how have you turned obstacles into 'stepping stones'?**

"Acres of Gold"

- **What 'Acres of Gold' do you have at your feet?**
- **What should you do when you really want to reach a goal?**
- **Who is going to persist all the way to Black Belt?**

"You are never a loser until you quit trying"
- Mike Ditka

week six
LESSON 12

Review of Persistence

- Students will review the underlying lesson of persistence in a timeless story of courage and persistence.
- To leave the students with the thought that if a goal is worthy it is worth trying again and again to achieve it. Everyone fails at some time, but we only fail for good when we stop trying.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is persistence?
2. Who can you think of that has demonstrated persistence?
3. Why is persistence such an important trait to develop in life?
4. How do goals help us develop persistence?
(Goals give us a starting place and the continued motivation. Without goals, we have nothing to be persistent about.)
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children's story

The Spider's Lesson

Long ago, in the Far East, there lived an evil tyrant named Chang who ruled the people with an iron hand and without mercy. He brought great misery and suffering to every town and village he conquered. There was one man, however, who refused to be enslaved. His name was Khan Doo. He was a strong warrior who commanded a small group of dedicated soldiers. To save his people, Khan decided that he and his men must face the dictator's army.

Khan attacked the army of the evil Chang with incredible bravery, but they were badly outnumbered and many of his men were killed. Fearing the battle was lost, Khan and his men retreated into the mountains followed by Chang's army.

Separated from his men, Khan hid in a cold cave, tired and depressed. The future looked very dim and he fell into a restless sleep.

He awoke and looked out of the cave into the early morning mist. A spider was spinning a web across the opening. Just before he finished, a strong gust of wind tore the web to pieces. Khan watched in fascination as, undeterred, the spider repeated his work. Each time the spider finished, a gust of wind would again blow the web apart. Seeing this, Khan suddenly realized the answer to his seemingly insurmountable problem. Each time the spider had spun his web, he failed. But, he kept at it, knowing he would eventually be successful. In his heart Khan realized that although he had failed at first, he must persevere and try again!

From the spider's inspiration, Khan leaped from the cave and began to assemble his men. "We will never give up!" he shouted, "We will attack and be victorious!" Then, despite being outnumbered, they surprised and defeated the army of Chang that day. Khan became the new ruler, but he never forgot the spider's lesson.

Ask your students:

- **Why do spiders spin webs?**
(To catch food)
- **What did the spider do when the wind blew down it's web?**
- **What would have happened to the spider if he stopped trying and never spun another web?**
(It would starve)
- **What did Khan learn from the spider?**
- **Who is going to persist all the way to Black Belt and never give up?**

The Spider's Lesson

One of the classic demonstrations of persistence is credited to a Scottish warrior by the name of Robert the Bruce or more specifically to a spider whose acquaintance he made. Having fled from the might of the oncoming armies prior to the Battle of Bannockburn, he was hiding in a cave, tired, defeated and depressed. He had failed; things had not gone as planned, and the future seemed hazy at best.

It is a situation in which many of us have found ourselves at one time or another. Down and almost out for the count. Faced with bills, problems, and an uncertain future. What really separates the winners from the losers in this world is how you react at such a point in your life. Any fool can get up and go to work when things are going well. It is when things are not so good that the real winners and losers in life are truly decided.

After sleeping for several hours, Robert the Bruce awakened to see a spider that had spun a giant web that almost reached almost across the entire mouth of the cave. Before the spider could complete its task, a strong gust of wind blew the web to pieces. Undeterred, the spider climbed back to the top of the cave and began its work again. Three times the wind howled through the cave and destroyed the web. Yet each time, the spider climbed back to the top and started spinning the web again.

Robert watched this spider for hours as it spun its web, and he searched his very soul for answers to overcome the seemingly insurmountable strength of his enemy. Then from this simple scene, Robert the Bruce saw the answer so clearly and obviously that he drew from it immense strength and purpose. The following day, he rounded up his weary men and led them back into battle where they defeated the enemy despite being vastly outnumbered. The spider's message rings out

today just as loudly and clearly as it did a few hundred years ago. If at first you don't succeed, try, try, again.

Conclusion:

The story is simple, but the lesson is clear. Give it one more try! And then another and another! The great thing about the game of life is that you are the umpire, referee, judge, and jury. Only you decide when you have struck out. In life, you don't just get three shots at the ball. You can have three hundred or even three thousand. It is entirely up to you. The more swings you take, the more chances you have to hit a home run. Sure, some of those curve balls are going to end up in misses that might even make you look foolish, but you just wipe off your hands and get back up to the plate. You will eventually be rewarded with a home run.

Only you can sentence your dreams to death, just as only you can pick yourself up and reach for them again. I can assure you that your dreams are worth every bit of effort and persistence you can muster. There is no better feeling in life than to live your dreams.

Topic for Discussion

- **What might stop you from reaching your goal of Black Belt?**
- **What are you going to do if that happens?**

POEM

It Couldn't Be Done

Somebody said that it couldn't be done,
But he with a chuckle replied
That maybe it couldn't, but he would be one
Who wouldn't say so till he'd tried.
So he buckled right in with a trace of a grin
On his face. If he worried he hid it.
He started to sing as he tackled the thing
That couldn't be done, and he did it!

Somebody scoffed, "Oh, you'll never do that:
At least no one ever has done it."
But he took off his coat, and he took off his hat,
And the first thing we knew he'd begun it.
With a lift of his chin and a bit of a grin.
Without any doubting or quit it,
He started to sing as he tackled the thing
That couldn't be done, and he did it.

There are thousands to tell you it cannot be done,
There are thousands to prophesy failure;
There are thousands to point out to you one by one,
The dangers that wait to assail you.
But just buckle in with a bit of a grin,
Just take off your coat and go to it;
Just start to sing as you tackle the thing
That cannot be done, and you'll do it!

Edgar A. Guest