



UNLOCKING your potential

“Tonight, when you lay your head on your pillow, forget how far you still have to go. Look instead at how far you’ve already come.”

- BOB MOAWAD

Unit Outline

UNIT ONE	You’ve Always Had the Potential
UNIT TWO	You’re Born to Win
UNIT THREE	The Most Amazing Computer of All
UNIT FOUR	Changing From the Inside Out
UNIT FIVE	You’ll See It When You Believe It
UNIT SIX	How to Increase Self-Confidence
UNIT SEVEN	Know You’re Good...and Wear It Well
UNIT EIGHT	Success is a Journey...Not a Destination
UNIT NINE	If You Fail to Plan, You’re Planning to Fail
UNIT TEN	How to Motivate Yourself and Others
UNIT ELEVEN	What Employers Expect of a Great Employee
UNIT TWELVE	You Never Get a Second Chance to Make a First Impression
UNIT THIRTEEN	Taking Responsibility for Your Life
UNIT FOURTEEN	Qualities of Peak Performers





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“You are never
given a wish
or dream
without being
given the
ability to
make it
come true.”

Learning Objectives

UNIT 1: YOU'VE ALWAYS HAD THE POTENTIAL

- Define potential.
- Explain the difference between the “I can’t” attitude and the “I haven’t learned how yet” attitude.
- Discuss this statement: “It isn’t what I have, it’s what I do with what I have that determines my performance.”
- Identify areas of their life where they believe they are allowing “being good” to get in the way of “being great.”

UNIT 2: YOU'RE BORN TO WIN

- Define conditioning.
- Define motivation.
- Discuss the statement: “Anything worth doing is worth doing poorly and/or uncomfortably for at least a little while.”
- Identify attitudes or habits which may be keeping them from trying something new or attaining success in certain areas of their lives

UNIT 3: THE MOST AMAZING COMPUTER OF ALL

- Describe how our minds store information and how it affects our behavior.
- Discuss the statement: “Words are tools that predict and perpetuate performance.”
- Define attitude.
- Explain how attitudes are formed.

UNIT 4: CHANGING FROM THE INSIDE OUT

- Define self-image.
- Explain how self-talk and self-image affect performance.
- List three steps for successful change.
- Define affirmative reminders.
- List the conditions for writing effective affirmative reminders.
- Use affirmative reminders to create positive self-talk and a stronger self-image.

UNIT 5: YOU'LL SEE IT WHEN YOU BELIEVE IT

- Explain what $\text{Imagination} \times \text{Vividness} = \text{Reality}$ in the Subconscious means and how it relates to performance.
- Use affirmative reminders to rehearse the desired outcome of a goal or event.
- Discuss the statement: “Winners see what they want. Losers see what they want to avoid.”





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Learning Objectives...continued

UNIT 6: HOW TO INCREASE SELF-CONFIDENCE

- Discuss the statement: I will not be remembered by how few mistakes I make, but by how many successes I have.
- Explain the “flick back, flick up” technique (Visual Motor Behavior Rehearsal).

UNIT 7: KNOW YOU'RE GOOD AND WEAR IT WELL

- Define self-esteem; what it is and what it isn't.
- Explain what happens in a low-esteem environment.
- List seven steps for building sound self-esteem.
- Discuss the question: “Can you have too much self-esteem?”

UNIT 8: SUCCESS IS A JOURNEY...NOT A DESTINATION

- Define success.
- List seven principles for successful goal-setting.
- Use a daily “To Do List” based on their values and goals.
- Identify their five uppermost values in life and the difference between values and goals.
- Make a list of personal goals.

UNIT 9: IF YOU FAIL TO PLAN, YOU'RE PLANNING TO FAIL

- Discuss the statement: “Seldom do we exceed our expectations. Even if the opportunity arises, we generally fail to capitalize on it.”
- Discuss how achievement is stimulated by setting exciting, meaningful goals.
- Develop and use a plan of action for attaining their goals.

UNIT 10: HOW TO MOTIVATE YOURSELF AND OTHERS

- Explain the new definition of leadership vs. the old definition of leadership.
- Discuss the statement: “Treat people as they are and they will remain that way.”
- Explain why it is important to catch people in the act of doing things right.
- Define and give examples of three types of motivation.





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Learning Objectives...continued

UNIT 11: WHAT EMPLOYERS EXPECT OF A GREAT EMPLOYEE

- Explain why attitude management is a life skill and key to employment success.
- List three ways to develop and maintain good employee attitudes.
- Complete an employment application.
- Discuss the statement: "We hire attitudes; we train for skills."

UNIT 12: YOU NEVER GET A SECOND CHANCE TO MAKE A FIRST IMPRESSION

- List what percentage of our communication is verbal, non-verbal and extra-verbal.
- Define empathy and explain its impact as a key social skill.
- Demonstrate two techniques for improving communication skills.

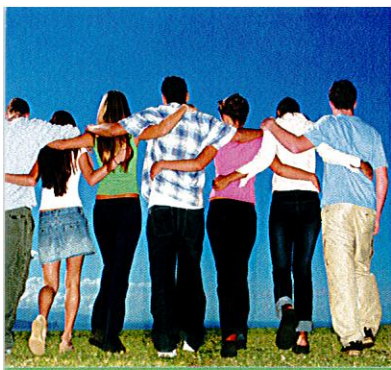
UNIT 13: TAKING RESPONSIBILITY FOR YOUR LIFE

- Discuss the statement: "It's not what happens to me; it's what I do with what happens to me that counts."
- Identify and redesign negative word tracks to increase the chances of a successful day.
- Use phrases such as want to, can, choose to, and going to, to replace can't, should, must, ought, etc., to take responsibility for their actions.

UNIT 14: QUALITIES OF PEAK PERFORMERS

- List ten characteristics of high-performance people.
- Discuss the statement: "Attitude, not aptitude, will give you altitude in life."
- Define emotional intelligence.
- List the qualities of the people they admire.





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Ways to Utilize

1. As a unit for students in the classroom, specifically integrated into existing classes such as psychology, sociology, health and career education.
2. Tools for coaches in training of athletic teams.
3. As a back-up course for the high school driver’s education program.
4. As a meaningful part of an in-house suspension program.
5. A guidance tool for counselors in group counseling and classroom units at junior and senior high school levels. Aids in dropout prevention.
6. As a program for drug and alcohol prevention.
7. Learning tool to be used with student leadership groups, i.e., Student Council, ASB Club, Pep Club, Cheerleaders, Debate Team, etc.
8. Building student leadership skills by having select student leaders facilitate the program with certain student groups.
9. Agenda item for PTA groups.
10. Establishing parenting classes to be run for the benefit of the community.

