

Lesson 1

You have an impact on your life!

Main goal: build student's awareness that they have a big impact on their life.

Particular goal: how to prepare the mind and how to use the senses to achieve goals.

Required materials:

- Pen,
- White cards A4,
- Space that each student could freely reach out to the left side.

History which building the motivation to actively join the lessons

(6 minutes)

Nick Vujicic was born with no arms and no legs. His life story is a beautiful and uplifting story about the power of man, which lies dormant in his heart. Nick Vujicic suffers phocomelia – rare disease reveals a lack of limbs. He has only something like one incomplete feet, which helps him lift the body or hold anything. Can you imagine such a life ? However, this remarkable young man overcame unimaginable limitations resulting from his disability. Today he leads active and fulfilled life, traveling around the world and acts as a motivational speaker bringing hope and inspiration to millions of people. Nick is involved in charitable activities, directs his own company, conducts business trainings, speaks at international conferences and meets with heads of state .

See the video about Nick on youtube: Nick Vujicic – (in polish) “bez rąk, bez nóg, bez zmartwień” (4 minutes)

What will be the main topic?

(3 minutes)

Imagination and brain support us in achieving the goals and help to influence our own lives. How it happens? Albert Einstein said long time ago that " imagination is more important than knowledge". Imagining result helps us to achieve it. We should have a very rich imagination, use multiple colors, space and light. Then arise emotions related to these images and start

motivation. In short, this is how it looks. There are special structures – mirror neurons, which help us to shape brain cells, to make it easier to us to see the results of our goals.

This adaptation of the brain is called neuroplasticity. So setting the goals and imagine how it achieved is worth a lot.

We practice

(20 minutes)

Exercise 1 setting goals at the level of the brain : 10 minutes

Instructions for the teacher :

First you should test this exercise for yourself and do it very carefully with the instructions.

There is no unnecessary words. Tell the students to carefully listen to the instructions, too.

1. Ask students to scatter around the classroom and to put their feet on the width of the hips.

Each person puts straight left arm in front of him so that it is parallel to the floor. It is important to tell student's that feet should be in the same place all the time „Now, leaving feet still in the same place and motionless, turn the body to the left, pointing as far as you can turn to, until you feel slight tension. Note the point on the wall, which you are pointing. "

2. Ask student's to returned to the starting position, to close their eyes and to imagine themselves as turn again, but this time can turn to far more. How it will be if they could turn out about 30 centimeters more, or maybe 40 centimeters more? Let them feel like very flexible and able to turn the body with ease. What they will say about themselves when they could do it with ease? "It's so easy". Would they be surprised? Remember, say it with quiet relaxed voice.

3. Now ask them to open their eyes and once again physically turned to the left.

First, show it yourself turning on and saying , " See now how far you can turn to , using the same arm ". Then smile!

4. Ask each person to checked how far turned.

Discussion of exercise:

1. Ask: what made that you were able to do it?

2. Explain the difference as a result of programming the mind to achieve – the same process we call „goal setting“. When people do not have achievements in life, it is not the result of laziness, but the lack of appropriate challenges. Before people turned up for the second time gave their subconscious mind (part of the mind that controls the body) set of instructions:
 - by creating an image of their goal
 - feeling that accompanied achieving the goal
 - hear their inner voice talking about achieving the goal

These instructions are treated by the subconscious mind as true.

If someone has not reached the planned effect you should reformulates it as follows: "That's right, it did not work, probably because you did not listen instructions carefully. I asked to imagine how it will be when you turn more, how you will feel and what would you say to yourself. You probably were talking to yourself at this time that you can't achieve this? That's right? Now let's do it again in a new way".

This exercise comes from a book: R. Bolstad, „Transforming communication“, Metamorfoza, 2013

Exercise 2. Individual work, written , 10 minutes.

Consider and answer the questions. Through this exercise you give direction to your thinking on the goals that you want to achieve. The brain develops and changes throughout life, from the moment of birth it is neuroplastic, so it has ability to change/shape. In brief, through proper thinking, relationships with people, you create a new neural connections of the brain that support you in achieving your goals.

1. What do you want in life?
2. What are you really interested in?
3. What is the relationship you want to have in your family?
4. What friends you want to have?
5. What do you want about your education?

REFLECTING END OF LESSON

10 minutes

Working in pairs or groups of 4-5 students, answer questions, 10 minutes

1. How it what we did today in the classroom proves that you can influence your life?
2. What did you learn about yourself?
3. What are you taking with you for the future?

Literature:

1. Bauer J., Empatia, PWN, 2008
2. Bolstad R., Komunikacja Transformująca, Metamorfoza , 2013
3. Żylińska M., Neurodydaktyka. Nauczanie i uczenie się przyjazne mózgowi., Wydawnictwo Naukowe Uniwersytetu Mikołaja Kopernika, 2013