

## *Windshields and Rearview Mirrors*

### **Teaching Image One**



Everyone focuses on something- the past or the future. Where does your energy come from? When our dreams are bigger than our memories, we gain energy from the hope that lies ahead. Often, we must let go of the comfort from our past to make progress.

### *Chapter Objectives*

1. To convince students that it is more beneficial to leave the past and overcome fear to embrace their future.
2. To enable students to identify where they currently get their most energy, the past or the future.
3. To define five of the greatest contributing factors to emotional and mental stability.
4. To provide students with four new habits and attitudes they can use to overcome the fear of the future.

### *Creative Ideas*

“Windshields and Rearview Mirrors” discusses the importance of focusing on what is ahead and leaving what is behind. To show the importance of this principle you could ask a couple of students to volunteer to come to the front of the classroom. Once they are in the front of the classroom you could set up a target board. Have one of the students turn their back toward the board and then try to toss the ball and hit the target on the wall or board. After that have the second student come up and throw the ball against the board. Did the student throwing backward or the student throwing forward more accurately hit the target? Explain and discuss with your students why the student who was looking forward, using their ‘windshield’ was able to hit the target more accurately than the student throwing backwards, looking through the ‘rearview mirror’.

Another idea is to have your students bring in an item (award, favorite toy, cd, etc) from their past that they no longer use. Have each student get up in front of the class and share a great memory they have with the item and why they had to give it up to move to their future. At the end of these presentations open the class up for discussion as to why it is important to look toward the future and not live looking in the ‘rearview’ mirror.

## *Movie Ideas*

### **We Are Marshall [1:41:17-1:45:15] [PG]**

In this scene, coach Jack Lengyel, played by Matthew McConaughey, gives a speech to the 1971 Marshall football team before their game against Xavier. Coach Lengyel talks about how the team must move from the past of the 1970 football team that was killed in a plane crash, and move forward to their future. He encourages them to remember the past, but press on to their future!

### **Coach Carter [1:27:06-1:29:48] [PG-13]**

In this scene, Coach Carter confronts his basketball team while they are in a study session about statistics of those who are from their demographic. Coach Carter presents them with a choice to either stay in the past of their family/friends, or to dedicate themselves to their studies and basketball to insure a brighter future. He leaves them with a choice to stay in the past or move forward.

*\*NOTE: Always preview video clips in the event that there may be course language & situations that may be offensive or inappropriate.*

## *Bonus Elements*

Assign each person in your group to draw a picture of something in their past they had to give up as they got older. Discuss the importance of making choices to move from the past in order to succeed in the future.

## *Going Deeper*

We all go through seasons in our lives in which we have to make the tough choice to leave something in our past to embrace something in our future. Reflect on a time past to embrace the future?

Why do you think that it is important for us to get our energy from the future and not the past? How does this enable us to be successful in the future?

I am reminded of a story I heard not too long ago.

Stacy was on the way to school and spotted her mother's pearl necklace. Stacy asked her mom if she could have one, and her mom told her she could save her allowance money to buy one. For weeks Stacy worked hard and earned enough money to buy a plastic pearl necklace. Stacy wore it around every day at school and at play. Each night, however, her dad would tuck her in and ask Stacy if he could have her pearl necklace. Each evening Stacy would reply: "Dad I worked hard for this necklace, and I love you, but I don't want

to give you my necklace." For weeks this conversation went on between Stacy and her dad.

Finally, one night as Stacy's dad asked once again for her pearl necklace, Stacy handed her dad the plastic pearl necklace she loved so much and told him he could have it. As Stacy placed the plastic pearl necklace in her dad's hand he pulled out a blue jewelry box and handed it to Stacy. Stacy opened up the jewelry box to find a beautiful real pearl necklace more beautiful than any she could afford. Stacy, in astonishment, embraced her father and thanked him. Her dad replied: "See Stacy, remember, I will always have the best for you if you choose to trust me."

This story is a great depiction of the reward we receive when we choose to let go of the past and embrace the future. May we choose to let go of what is in the rearview mirror, and look straight through the windshield into our future.

### *Big Deal Question*

Why do most students get their energy from the past rather than from the future?

How can students overcome fears to embrace their future?

### *Reflect and Respond*

1. Just like a GPS, when we are in known territory it is easy to find our way, but when we go into unknown territory we must be guided by who we are on the inside. Why do you think that it is so important to truly know who we are on the inside?
2. Famous Coach John Wooden once stated: 'Ability may get you to the top, but it takes character to keep you there.' We all have certain talents that will take us to great places, but sometimes our character will not keep us there. Our character is determined by our internal 'compass', our values. In a society that celebrates talent over character, why do you think that it is vital for us to develop our values and have great character?
3. Has there been a time in your life when you have ventured into unknown territory? Were you prepared with an internal compass? If not, how did it affect you?
4. How can you prepare your internal compass? What are some core values you have? Take time to reflect and write down five values that you see as your core values.

### *Discussion Content from Habitudes for the Journey:*

#### **Talk It Over**

Fictional character Marleen Loesje said, "The longer you wait for the future, the shorter it will be."

1. In your opinion, what's the greatest reason students get stuck in their past?
2. Is there any memory or person that holds you back from embracing the future?
3. Talk about where your energy comes from—the past or the future. Why?
4. Can you name a time you saw a student break free from the rearview mirror and look ahead?

### **Assess Yourself**

Assess yourself, using the criteria below, on a scale of 1-10 (1 being weak and 10 being strong).

a. I am keenly aware of where I get my energy

1 2 3 4 5 6 7 8 9 10

b. I work through my struggle to overcome my fear of failure

1 2 3 4 5 6 7 8 9 10

c. I maintain a healthy sense of adventure and anticipation

1 2 3 4 5 6 7 8 9 10

d. I can celebrate the past, but I can let go of it to pursue the future

1 2 3 4 5 6 7 8 9 10

### **Try It Out**

Get in a quiet place with a pad of paper or a computer, and make a list of some of your favorite memories—experiences, achievements, friendships, etc. Make this a column on the left side of your document. Then take a moment to celebrate those memories.

Seriously—relish the good times you've experienced in your past. Now make another list, on the right. This one should contain all the potential memories and accomplishments that could lie in front of you if you really put your mind to it. Let your imagination expand a bit. Consider the new environment you are now in, and dream of what could happen if you applied your time, your mind and your energy. Once you finish, compare the two lists. Both are something to enjoy—but ask yourself: Would you want to trade the right column for the left one? Consider what would happen if you did. What would your life look like if you only grasped what was behind you?

# HABITUDES

Take the Next Steps to Equipping Your Students for Life

## How Can You Use *Habitudes*?

- Freshmen classes
- High School Advisory Programs
- Residence Life Training
- College First Year Programs
- Student Government Training
- Student Leader Training
- Youth Groups and Small Group
- Mentor Training
- Leadership training for athletic teams
- Corporate professional training
- New team member orientation

## What Can *Habitudes* Do for Your Students or Young Adults?

### *Habitudes* help your students and young adults:

- Break out of the herd mentality to influence others in positive ways.
- Create environments that are conducive to higher grades.
- Raise empathy and minimize bullying.
- Capitalize on personal strengths to be career-ready upon graduation.
- Develop critical thinking skills that produce better life choices, such as choosing healthy friends, improving study habits, and setting meaningful goals.

### *Habitudes* also help athletic teams:

- Transform a group of individual athletes into a unified force.
- Create teams of student-athletes who build trust with each other and their coaches.
- Create language to talk about real life issues in a safe and authentic way.
- Build teams where every athlete thinks and acts like a leader.
- Build athletes who make wise decisions that keep them in competition and out of trouble.

## Special Discount For You!

Save 10% on the Complete *Habitudes* Series.  
Code: GrowLeaders



[Click Here to Order Today!](#)

