The program opens with brief quotes from the people profiled later in the program.

After the title, the young host introduces the major theme of the program: that success can be promoted by personal effort and “doing your best to be the best that you can be.” She tells viewers that they are about to hear from several people who show the qualities of passion and perseverance and demonstrate that talent and intelligence are qualities that can be developed with effort and grit.

**Steve**

Viewers first hear from Steve Way, a young man with a severe disability, muscular dystrophy. When Steve almost died from an infection in eighth grade, he asked himself three questions: *Was I happy with my life? Was I happy with how I was treated by other people? Was I happy with the way I was treating myself?* He describes holding himself back because he was afraid of how people perceived him.

Steve goes on to describe how in college he pushed himself to go to parties, meet new people, and do well academically. Today, Steve says that he welcomes challenges. One proof is that he now performs stand-up comedy in front of audiences. He says, “I would say that my mindset is 100 percent positivity. I’ve learned that it’s just too important to not try to be happy. There’s no point in getting sad or frustrated or angry at life because then you just lose sight of what’s in front of you. And that prevents you from moving forward. And life is all about moving forward.”

The host points out that while Steve embraces challenges and is not afraid of taking risks, many people are afraid of taking risks because they fear failure. Steve argues, “It scares me a little to see people say that failure is bad and that it’s shameful and that failure is never an option; but when you fail you learn...when you fail you’re given an opportunity to try again and you learn about yourself...you learn about what you can and can’t do. You learn about your strengths and your weaknesses.” The host cites several examples of highly successful people who experienced failure early in their lives. She emphasizes that truly successful people see failure as a springboard for learning and achievement.

**Noah**

In the next segment, a young African American man recounts how he dealt with prejudices and stereotypes in high school that could have discouraged him from going to college. With help from his mother he overcame these obstacles. “Her persistence influenced my persistence...I know if I work just a little harder and just put in a little more time into it...it’ll be great; and I’ll have something to look back on and say I did all that work and look at the outcome.”

Noah goes on to talk about how he is now majoring in psychology. Through hard work he hopes to succeed and eventually go to medical school in order to become a child psychiatrist. He says, “I feel like if you have a positive attitude it means you have a positive outlook on life. If you have a positive outlook on life, you’ll get positive things back to you.”
Unlocking Your Potential: Grit, Determination, and Mindset

Program Summary Continued

Jake

Jake describes how he overcame feelings of self-doubt resulting from his dyslexia. Going into middle school was very difficult for him and he lacked self-confidence; but he realized, “Being sorry for myself is going to get me nowhere. I have to work harder than other people; and that’s when everything started to turn around for me and I started to do better in school.”

Jake describes the strategies he uses to study, including the repetitive use of flash cards and quizzes made up by his parents. As he goes into high school he feels that he is now a good student and that with hard work he’ll succeed.

Jake also describes his passion for baseball and how the importance of hard work and practice apply to that interest as well.

The host explains that there are many similarities between improving skills for a sport like baseball and developing skills for learning. The more we learn about the brain, the more we appreciate that the brain is like a muscle and you can make it stronger and more agile. When we learn new things, we actually create new brain cells and strengthen the connections between cells. Things that seem hard become easier. In essence, we can get smarter.

Lindsay

Lindsay, a young singer, also focuses on the importance of practice. She describes how when she was younger, she didn’t feel that she needed to practice because she thought her talent was enough. As she got older, however, she realized that hard work and determination are important in growing a talent and becoming successful. She also describes her lessons with a voice teacher and the importance of criticism. “You can’t always hear your own mistakes, and sometimes you get into these trends and you almost become comfortable with them…I think criticism is important to hear. I think it breaks you out of your comfort zone.” She goes on to assert that she has grit. “I think grit is having a drive and determination to do what you want to do.”

The host then appears and argues that “Growth comes from things that are hard…not things that are easy. It means getting out of your comfort zone and taking risks.”

Justin

The last profile is also about somebody who got out of his comfort zone. Justin is a New Yorker who leaves his urban surroundings and becomes immersed in a completely new type of experience in the deep woods of northern Minnesota. Viewers learn that Justin had to overcome many of his fears, including a fear of swimming in deep water and a fear of heights. “I think it’s really important to take risks in life,” he says. “You can’t stand still. You’ve got to go for it if you want to succeed.”

Van Conrad, an instructor at the Outward Bound school adds, “You learn the most when you’re stretching yourself and doing things that are challenging.”
What Is Your Mindset?

The host states, “The grit exemplified by the people in this program is attainable by anyone who is willing to make the effort and be persistent enough to stick to it.”

The program ends with the host addressing the viewers about their own mindsets with a series of questions: Do they think that intelligence is fixed or that it can be developed? Do they think that developing talent requires effort and practice? Do they persist in the face of obstacles? Do they see failure as an opportunity to learn and criticism as important for growth? Do they embrace challenges that take them out of their comfort zone? Do they have grit?
The video and print materials in *Unlocking Your Potential: Grit, Determination, and Mindset* are compatible with the Performance Indicators of the *National Health Education Standards* (grades 6 – 8) as indicated below.

**National Health Education Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Performance indicators for grades 6 – 8**

1.8.1 Analyze the relationship between healthy behaviors and personal health.

1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.

**National Health Education Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Performance indicators for grades 6 – 8**

2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

**National Health Education Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Performance indicators for grades 6 – 8**

4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.

**National Health Education Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Performance indicators for grades 6 – 8**

5.8.1 Identify circumstances that can help or hinder healthy decision making.

5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.

5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

5.8.5 Predict the potential short-term impact of each alternative on self and others.

5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

5.8.7 Analyze the outcomes of a health-related decision.
National Health Education Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

**Performance indicators for grades 6 – 8**

6.8.1 Assess personal health practices.
6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
6.8.3 Apply strategies and skills needed to attain a personal health goal.
6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.

National Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Performance indicators for grades 6 – 8**

7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
The video and print materials in *Unlocking Your Potential: Grit, Determination, and Mindset* are compatible with the Performance Indicators of the *National Health Education Standards* (grades 9 – 12) as indicated below.

**National Health Education Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Performance indicators for grades 9 – 12**

1.12.1 Predict how healthy behaviors can affect health status.

1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.

1.12.3 Analyze how environment and personal health are interrelated.

1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.

**National Health Education Standard 2:** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**Performance indicators for grades 9 – 12**

2.12.1 Analyze how the family influences the health of individuals.

2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.

2.12.3 Analyze how peers influence healthy and unhealthy behaviors.

2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

**National Health Education Standard 4:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**Performance indicators for grades 9 – 12**

4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
**National Health Education Standard 5:** Students will demonstrate the ability to use decision-making skills to enhance health.

**Performance indicators for grades 9 – 12**

- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.4 Generate alternatives to health-related issues or problems.
- 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 5.12.6 Defend the healthy choice when making decisions.
- 5.12.7 Evaluate the effectiveness of health-related decisions.

**National Health Education Standard 6:** Students will demonstrate the ability to use goal-setting skills to enhance health.

**Performance indicators for grades 9 – 12**

- 6.12.1 Assess personal health practices and overall health status.
- 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
- 6.12.4 Formulate an effective long-term personal health plan.

**National Health Education Standard 7:** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**Performance indicators for grades 9 – 12**

- 7.12.1 Analyze the role of individual responsibility for enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.