

#11989 GET A WINNING ATTITUDE

SUNBURST VISUAL MEDIA, 2003

Grade Level: 6–9

18 Minutes



It's all about attitude!



CAPTIONED MEDIA PROGRAM RELATED RESOURCES

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[#12060 I SAID I WOULD AND I WILL](#)

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Get A Winning Attitude

Executive Producer
Susan Eikov Green

Supervising Producer
Ellin Holohan

Producer
Susan Simmons

Video Production
Deerfield Productions
Hawthorne, NY

Writer
Alexis Feldheim

Teacher's Guide
Alexis Feldheim



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INTRODUCTION

Why is it that some people seem to be successful at anything they do? What makes them different from everyone else? Students need to learn that the keys to success are to develop a positive attitude and use strategies that will help them meet their goals.

Everyone faces challenges in life. Usually, adolescence is the first time that we begin to face challenges somewhat independently. It can be a difficult task and many teenagers give up their goals in frustration, or worse yet, they don't even attempt to challenge themselves. These initial experiences can influence how teenagers see themselves and what they think they can accomplish for years to come. Some students have low self-esteem and don't believe they can do as well as someone else, so why try? Others, while they may be struggling to achieve a goal, don't have a sense of what it will take, or they are not aware of the strategies that can help them become successful. **Get A Winning Attitude** provides students with strategies that can help them meet their goals and feel good about their accomplishments.

The Teacher's Guide provides learning objectives, a summary of the program, and discussion questions. **Get A Winning Attitude** will help students become more aware of the stumbling blocks they erect for themselves and the strategies they can use to overcome them. Interesting additional classroom activities are included to further develop students' understanding of the concepts in the program.



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LEARNING OBJECTIVES

- Students will learn to use visualization and affirmations to help them achieve their goals.
- Students will learn the power of positive thinking versus negative self-talk.
- Students will learn to set realistic goals for themselves.
- Students will learn to look at their own growth instead of comparing their performance to someone else's.
- Students will learn that being successful takes planning and hard work.
- Students will learn that successful people don't let their failures keep them from pursuing their goals.

PROGRAM SUMMARY

Tony and Leo are in a martial arts class practicing for their next belt. They notice Zach, who is new to their school. Zach is smart, athletic, and is already attracting the attention of Sarah. Zach seems to be good at everything. Leo and Tony listen as the Sensei says they will each have to break a board with their hands. Leo doesn't think he'll be able to do it. Tony offers Leo his help.

The narrator explains that successful people have positive attitudes about what they can accomplish. They also have strategies that help them overcome difficult challenges. The narrator invites the audience to watch and learn about these strategies.

At Evy's house, her brother is busy playing the flute when Evy's mother asks her if she is interested in music lessons. Evy jumps at the chance and is very excited about flute lessons at first. However, her enthusiasm is short-lived. She feels awkward trying to play the flute. She compares her ability to play to her brother's, who has been playing for a long time. She doesn't practice and is ready to quit immediately.

In school, Jake tells Yesenia that he just failed another test. He says he hates school and he's going to end up in summer school. He asks Yesenia to help him study for his next test. She agrees and wants to start that night, but Jake puts her off because he doesn't want to start studying right away.

When Samantha is injured during track practice, the coach turns to Lindsey to take Samantha's place in an upcoming race. Lindsey isn't sure she's up to the task. When she hears her teammates saying she'll lose, her confidence lessens even more. Mom tells Lindsey to tell herself to try her best instead of convincing herself she can't do it.

Tony and Leo practice their martial arts. Leo can't break a board with his hands yet, and Tony tells him to picture himself breaking it. Their Sensei overhears the conversation and tells the boys that visualizing success and saying affirmations are powerful techniques. Leo considers the new information.

When Evy tells her music teacher that she doesn't think she's musical like her younger brother, Evy's music teacher tells Evy not to measure her progress against her brother's. She says Evy should give music a chance. They choose a different song and set a realistic goal that Evy will learn to play that song for the term. Evy agrees to practice the song.

When Yesenia tries to help Jake study for the test he gets distracted and decides he doesn't need to study anymore. Yesenia says she needs to study more and she goes home and leaves Jake to watch television.

Lindsey goes to see her coach about the race. She says she's afraid to lose. Lindsey's coach encourages her to give herself a chance to compete and stay positive.

Using visualization and affirmations, Leo breaks the board at his exam. His Sensei congratulates him. After weeks of practicing to reach her goal, Evy successfully plays the flute at a music recital. She decides to continue lessons. After deciding that he did need to study more, Jake gets his test back and gets an 80. Yesenia gets her first 90, and Jake sees that work pays off. He vows to work harder in the future. Lindsey comes in second place and is proud of that. She considers it an accomplishment, not a failure, because she beats her own time by three seconds. She ran the best she could and she kept a positive attitude. The narrator reviews the strategies that helped Leo, Jake, Lindsey, and Evy get a winning attitude.

DISCUSSION QUESTIONS

- (1) What do you think successful people do that other people don't do? Are successful people just lucky? Or do they do something different than everyone else?
- (2) When you are challenged by something difficult, how do you react? How does your reaction help or hurt your chances of successfully facing the challenge?
- (3) What do you say to yourself when you fail? How does what you say help or not help you?
- (4) Do successful people fail? How often? What do you think successful people say to themselves when they fail? What do they say when they succeed?
- (5) Why do you think people compare themselves to other people? How is it sometimes self-defeating to compare yourself to someone else? Does it ever help to compare yourself to others?
- (6) How important is hard work for becoming successful? Are many people successful without hard work?
- (7) Can people change having a negative attitude about themselves and develop a positive one?
- (8) What does Eleanor Roosevelt's quote, "No one can make you feel inferior without your permission" mean?
- (9) Why is it hard for people to ignore negative things other people may think or say about them? What

advice would you give to someone who was having trouble ignoring others' negative comments or behavior?

- (10) When was the last time you felt successful? What were the circumstances? How did it feel?
- (11) What strategies from the program do you think you might try in order to be more successful? Be as specific as you can about what you will do.

SUGGESTED ACTIVITIES

- (1) Have each student identify two or three areas in which they think visualizations and affirmations might be a useful technique for them. Assign students to write once a week in a journal for several weeks about when they tried using visualizations and affirmations and what happened. Students can decide for themselves how helpful these strategies are.
- (2) Have students design posters of affirmations they can post around the classroom, e.g., "You can do it," and "Believe in yourself." Have students make up their own affirmations and colorfully display them.
- (3) Have groups of students write short open-ended skits where the main character faces some sort of challenge. Have the groups act out their skits for each other. Invite students from the audience to say what they think the main character should do to meet the challenge.
- (4) Have students write creatively about success. Tell students to imagine that they've found the diary of a very successful person. Ask the students to imagine what one of the pages in the middle of the diary says. Have students write from the point of view of the diary owner and describe some challenge the owner faced and how the challenge was met.

GOAL-SETTING

Setting goals is an important part of success. Make sure your goals are realistic and reachable.

Immediate Goals - Things you can probably accomplish within the next two weeks. List at least three:

What strategies will you use to help you achieve this goal?

Short-term Goals - Things you can accomplish in the next few months. List at least three:

What strategies will you use to help you achieve this goal?

Long-term Goals - Things you would like to do within the next year. List at least three.

What strategies will you use to help you achieve this goal?

EVERYDAY GOALS

Most successful people set goals for themselves each day of what they want to accomplish. Use this chart each day for a week to get into the habit of writing down your daily goals. Examples of things to write down: study math for an hour, only watch one hour of TV, organize my room, practice a sport, etc.

Monday

Tuesday

Wednesday

Thursday

Friday

You can have the weekend free!

SUGGESTED READING

Fiction for Grades 5 to 9

- Caseley, Judith. *Kisses*. Random House, 1990. 13-year-old Hannah is talented in music, but lacks self-confidence when it comes to boys, until she discovers that what's important is being true to herself.
- Duder, Tessa. *In Lane Three, Alex Archer*. Demco Media, 1991. After training hard for six years to win a place on New Zealand's Olympic swimming team, 15-year-old Alex must overcome trauma and hardship to beat out her archrival, Maggie Benton.
- Hermes, Patricia. *Friends Are Like That*. Scholastic, 1985. Torn between loyalty to a longtime friend and the group of popular girls she longs to join, Tracy must decide what really matters in a friendship.
- Okimoto, Jean Davies. *The Eclipse of Moonbeam Dawson*. Moonbeam not only hates the hippie name his single mother has given him but the commune where they live. In striking out for independence, he learns along the way that it's not what you're called that counts, but who you are.
- Slepian, Jan. *Risk 'n Roses*. Apple, 1992. When a girl Skip wants as a friend plays a prank on Skip's developmentally disabled sister, Skip is caught between family loyalty and her desperate desire to belong.

Nonfiction for Grades 5 to 9

- Covey, Sean. *The 7 Habits of Highly Effective Teens: The Ultimate Teenage Success Guide*. Simon & Schuster, 1998. A humorous and upfront guide to helping young teens survive the tough issues and be all they can.

- Covey, Sean and Debra Harris. *The 7 Habits of Highly Effective Teens Journal*. Franklin Covey Publishing, 1999. A spiral-bound journal designed to help young teens record their successes.
- Dee, Catherine. *The Girl's Guide to Life: How to Take Charge of the Issues that Affect You*. Little, Brown & Co., 1997. Covers a wide range of topics facing young teenage girls today, offers readers practical ideas for action and for expanding their horizons.
- Espeland, Pamela and Rosemary Wallner. *Making the Most of Today: Daily Readings for Young People on Self-Awareness, Creativity, and Self-Esteem*. Free Spirit Publishing, 1991. Addresses issues of importance to young people, including making choices and making friends.
- Friel, John C., Ph.D., and Linda D. Friel, M.A. *The 7 Best Things (Smart) Teens Do*. Health Communications, 2000. Seven tips to help young people ponder and learn as they go through the difficult teenage years.
- Gadeberg, Jeannette. *Brave New Girls: Creative Ideas to Help Girls Be Confident, Healthy and Happy*. Fairview Press, 1997. A straight-talking book for girls to help them empower themselves and deal with the problems of growing up.
- Graham, Stedman. *Teens Can Make It Happen: Nine Steps to Success*. Fireside, 2000. A motivational guide to helping young people devise and achieve plans for realizing their visions through better understanding themselves, their strengths, and their desires.
- Herron, Ronald W. and Val J. Peter. *A Good Friend: How to Make One, How to Be One*. Boys Town Press, 1998. Provides shy teens with some concrete steps

for becoming self-confident and building and keeping friendships.

Hinds, Maurene J. *Focus of Body Issues: How You Feel About How You Look*. Enslow Publishers, 2002. Addresses the feelings young teens, both boys and girls, have about the way they look, encourages them to achieve and maintain a healthy body image.

Johnston, Andrea. *Girls Speak Out: Finding Your True Self*. Scholastic Trade, 1997. Provides strategies girls can use to take control of their lives.

Koubek, Christine Wickert. *Friends, Cliques and Peer Pressure: Be True to Yourself*. Enslow Publishers, 2002. Practical advice for your teens on how to handle peer pressure.

Mayall, Beth. *Get Over It: How to Survive Breakups, Backstabbing Friends, and Bad Haircuts*. Scholastic, 2000. A handy guide for getting on with your life, chockful of realistic, healthy, and very useful advice.

McCoy, Kathy. *Changes and Choices: A Junior High School Survival Guide*. Putnam/Perigee, 1989. Among other topics, offers a thorough discussion of friendships, school, and social situations.

Rimm, Sylvia B. *See Jane Win for Girls: A Smart Girl's Guide to Success*. Free Spirit Publishing, 2003. Guidelines for helping girls win success in all areas of their lives, from family and friends to school and learning.

Shandler, Sara. *Ophelia Speaks: Adolescent Girls Write About Their Search for Self*. Perennial, 1999. A

cross-section of teenage girls reveal their concerns, hopes and fears.

Simmons, Cassandra Walker. *Becoming Myself: True Stories About Learning from Life*. Free Spirit Publishing, 1994. Inspirational stories for those young people in need of building self-esteem.

Thomas, Joyce Carol. *When the Nightingale Sings*. HarperCollins Children's Books, 1992. Even though her guardian tells her to forget her dream of being a singer, Marigold refuses to listen and chooses what's best for herself.

Weedn, Flavia and Lisa Weedn. *Finding My Groove: Who I Am and Where I'm Going*. Cedco Publishing, 2001. A visionary workbook for girls that helps them to define goals, refine self-image, and dream big dreams of the future.

Related Materials from Sunburst Visual Media

"Student Workshop Get a Grip! Self-Management Skills"
19-minute program for Grades 5 to 9

"Student Workshop Making Decisions, Solving Problems"
22-minute program for Grades 5 to 9

"Your Reputation: Make It, Change It"
26-minute program for Grades 5 to 9

"The Right Choices: Skills for Life"
17-minute program for Grades 5 to 9

SCRIPT

LEO

He's really good. How long has he been doing this?

TONY

I don't know, but he hasn't been here very long. Maybe he took lessons somewhere else first.

LEO

Is he that new kid at school?

TONY

Yeah, that's him. He's in my math class. He's really smart, too.

LEO

One of those guys that's good at everything, I bet.

Get A Winning Attitude

NARRATOR

Do you know someone who seems like they're good at everything they do no matter what it is? What do you think makes those people different from the rest of us?

Don't know? It probably has a lot to do with their attitude about themselves and what they believe they can do. Because if you believe in yourself, you *will* be more successful.

You can learn to be more positive about your abilities by using some simple strategies. Let's watch what happens to kids like you who learn to get a winning attitude and increase their chances of success.

TONY

Just concentrate, don't think about anything else. That's really important.

LEO

Is it true that he's already going with Sarah?

TONY

I don't think they go together or anything. But it looks like she likes him.

LEO

Some guys get all the luck.

TONY

It's not luck. He is cool.

SENSEI

Attention. Next week, you guys will be testing for yellow belt. For the test, you will demonstrate what you've learned in the past weeks. One part of your demonstration will be to break a wooden board with your bare hands. Most of you have already achieved this in class, but if you haven't, the dojo will be open for practice.

TONY

Cool. I'm tired of telling everyone I'm only white belt.

LEO

I don't think I'll be able to do it.

TONY

You can do it. I'll help you practice.

LEO

Thanks.

DISCUSSION QUESTION

- What does Leo need to understand about how to face a new challenge? What advice would you give?

MOTHER

Come on, Phil. Wash your hands, dinner's ready. Practice later. Oh Evy, that reminds me, Phil is signing up for music lessons again. The session starts next week. If you still want to take lessons, I have to know soon.

EVY

Sign me up! I've been waiting for the new session forever.

MOTHER

Okay, great.

• • •

MUSIC TEACHER

Put your first finger on B-Flat

EVY

Okay.

MUSIC TEACHER

That's not a B-Flat, you have to put another finger down to make it a B-Flat.

EVY

That doesn't make sense.

MUSIC TEACHER

Well, I see your point. But the more air you let

through, the higher the pitch. So you have to put down another hole to make it a B-Flat.

EVY

I can't remember all of this.

MUSIC TEACHER

You have to practice...it takes time, okay?

• • •

MOTHER

Come on Phil, your dinner's getting cold.

EVY

He's *always* practicing.

MOTHER

How's your practicing going?

EVY

I didn't think it was going to be this hard. Phil makes it look so easy.

MOTHER

He's been playing for two years. He started way before you. How much have you practiced this week?

EVY

I don't think I want to take flute lessons anymore. I just don't think I'm very musical.

MOTHER

Well, that's a problem because I had to pay for the lessons up front.

EVY

Well, can't you get the money back?

MOTHER

No. Besides, you don't just give up something because it's hard at first. No one would ever accomplish anything like that.

EVY

Mo-om.

MOTHER

I haven't heard you practice once since your lesson.

EVY

It sounds terrible!

MOTHER

I'm sorry Evy, but you made a commitment and you have to take the lessons. You need to practice.

Let's go Phil! I'm putting your food away!

DISCUSSION QUESTION

- If something you try turns out to be harder than you thought, what do you need to consider before giving up? What do you think Evy should do?

YESENIA

Hey Jake, what's the matter?

JAKE

I failed another stupid test!

YESENIA

Oh. Sorry for asking.

JAKE

I hate school! I'm going to end up in summer school.

YESENIA

Well, did you study?

JAKE

Yeah I studied.

YESENIA

How long?

JAKE

I didn't time it.

YESENIA

Yeah, I guess that's not the point anyway.

JAKE

What *is* the point?

YESENIA

Understanding the stuff.

JAKE

Thank you, teacher.

YESENIA

Whatever.

JAKE

Hey brain, maybe you could help me...show me how to do it.

YESENIA

Okay, why not? But don't call me brain.

JAKE

Sorry. You know, we have a test on Friday. Can you come over tomorrow?

YESENIA

There's three chapters to go over. I'm going to start studying tonight.

JAKE

Well, I'm not. No need to go crazy.

YESENIA

Okay. It's up to you.

DISCUSSION QUESTION

- What is the difference between believing you can be successful and expecting success without any effort?

COACH

Lindsey, I want to talk to you a second.

LINDSEY

Okay.

COACH

You saw what happened today. I don't think Samantha is going to be able to run at the meet in four days.

LINDSEY

Yeah. I saw her get that muscle-pull.

COACH

I'd like *you* to take her place in the race.

LINDSEY

Me? Wow. I'm nowhere as fast as she is. I don't think I'm ready.

COACH

You practice hard and you don't give up. That's what I'm looking for—attitude. You know what I mean?

LINDSEY

Okay. Thanks.

CHLOE

She's taking Sam's place? No way!

DAPHNE

The coach is out of his mind. We're definitely losing now.

• • •

LINDSEY

Guess what?

MOTHER

What?

LINDSEY

The coach asked me to replace Samantha in the meet. She pulled a muscle. She'll be okay though, just not in time for the race.

MOTHER

You don't seem excited.

LINDSEY

Well, that's because I know I'm going to lose.

MOTHER

What makes you so sure you'll lose?

LINDSEY

Some girls at track were saying that the coach is

out of his mind for asking me. Samantha is much faster than I am. And she's older, too.

MOTHER

Eleanor Roosevelt, said, "No one can make you feel inferior without your permission."

LINDSEY

Thanks, Mom. I don't think a quote is really going to help me.

MOTHER

The point is, those girls don't have any power over you unless you let them. Ignore them and think positive!

LINDSEY

How?

MOTHER

What would you say to someone in this position? Would you say, "You're right, you can't do it"?

LINDSEY

No. I'd tell them to try hard and do their best.

MOTHER

Then say that to yourself. Trust me...it works.

DISCUSSION QUESTION

- How do the opinions of others—"pro and con"—affect your chance of success?

LINDSEY

Coach, I'm scared I'm going to lose this race.

COACH

Well, you know, everyone loses sometimes. Even the greatest runners have lost races. That's part of the sport. The important thing is to give yourself a chance, compete and stay positive.

NARRATOR

When you're afraid to take a chance, imagine the best and worst possible outcomes to decide if the risk is a reasonable one. Many times the worst thing that can happen, like losing one race, isn't so bad when you look at the big picture of your whole life. We think other people will always remember our failures, but they really don't. Our failures don't mean as much to them as they do to us.

DISCUSSION QUESTION

- What does the coach mean when he tells Lindsey to give herself a chance?

LEO

I just can't do it.

TONY

Sure you can. Just try to picture it.

LEO

I am.

TONY

No really, I mean close your eyes and try to see yourself break the board. Like a movie in your head. Picture the whole thing from beginning to end. That's what I do. It helps me.

SENSEI

What you are doing is visualizing your success. It's a powerful technique.

LEO

See?

SENSEI

Many successful people have used visualization to achieve their goals.

LEO

Just picturing it in my head will help?

SENSEI

Yes. Using affirmations can also help.

LEO

What's that?

SENSEI

When you say something positive, you're saying an affirmation.

LEO

Like what?

SENSEI

Have you told yourself that you can break the board?

LEO

I guess not.

SENSEI

Try it. Say, "I can break the board. I *will* break the board." Picture it in your mind.

LEO

This stuff really works?

SENSEI

For many people, it helps them focus and succeed. It's not magic.

LEO

Okay.

DISCUSSION QUESTION

- In what other situations might visualizing and affirming help you succeed?

MUSIC TEACHER

So your mom tells me that you want to give up on lessons.

EVY

I told her I just don't think I'm musical.

MUSIC TEACHER

I don't think you can be sure about that after only two lessons!

EVY

My brother plays way better and he's two years younger!

MUSIC TEACHER

He's also been playing two years longer...you didn't think you would just be able to play like him right away, did you?

EVY

I don't know.

MUSIC TEACHER

I remember when Phil just started. He wasn't any better than you are now.

EVY

Really?

MUSIC TEACHER

He had to practice to get where he is.

EVY

That's true, he does practice a lot.

MUSIC TEACHER

I don't know if you'll fall in love with music the way he has, but I do know you're not giving yourself a fair chance. Don't measure your progress against someone else, measure it against yourself. You understand what I mean?

EVY

You mean, see if I get any better by the end of the term and then decide whether I like it or not?

MUSIC TEACHER

Right. Let's give you a more realistic goal. Instead of trying to play like Phil, you'll learn to play this song.

EVY

Okay.

MUSIC TEACHER

And, you have to practice!

EVY

I will.

DISCUSSION QUESTION

- How can you tell if your expectations for an accomplishment are too high or too low?

YESENIA

Let's go over this.

JAKE

I just have to call someone for a minute.

I got the machine. He's not home. Do you want a snack?

YESENIA

Okay.

JAKE

Did you see that show on TV last night, with that weird magician? Man, his shows are crazy. The whole audience was freaking out because they're so weird.

YESENIA

Jake, don't you want to go over this stuff some more?

JAKE

No, I think I'm done.

YESENIA

Maybe you can help me then, because I'm still not getting it.

JAKE

I want to watch TV for a while.

YESENIA

Okay then, I'm going to go.

JAKE

Why are you going? Hang out.

YESENIA

I have to go over this stuff some more. I'm not one of those people with a photographic memory.

JAKE

Alright. I'll see you tomorrow then.

YESENIA

See you.

DISCUSSION QUESTION

- How do you know how much effort you need to put into something like studying for a test?

SENSEI

Congratulations, Leo.

LEO

Thank you.

NARRATOR

Visualizing and affirming are two strategies that successful people use all the time. Remember, if you believe you can't succeed, you probably won't. Try seeing another possibility, a positive outcome.

MUSIC TEACHER

It's okay to be a little nervous because it makes you play better. You've all been practicing for three months now and you know your stuff. So try to enjoy it.

MOTHER

You were great! I knew you could do it!

EVY

Thanks. I stopped thinking I should be able to play like Phil and decided to learn this song instead, and it worked. It was actually fun, even though I was so nervous!

MOTHER

I'm so impressed with you. You should be proud.

MUSIC TEACHER

So, will I see you next session?

EVY

Yeah, can I take more lessons Mom?

MOTHER

I can't believe it. Of course!

NARRATOR

Evy adjusted her expectations, set a more realistic goal, and worked hard. All of these strategies helped her stick with the flute and develop her skills. Now she feels the triumph of achievement.

JAKE

I better not fail again.

YESENIA

You probably did better this time—at least you studied!

JAKE

I actually studied a little more last night.

YESENIA

You did? When?

JAKE

After you left. I realized I didn't really understand the stuff. I studied for an hour, until it started to make some sense.

YESENIA

Here she comes...good luck!

JAKE

I got an 80, wow! What'd you get?

YESENIA

A 90.

JAKE

Really?

YESENIA

That's my first 90!

JAKE

I guess all our hard work paid off.

YESENIA

I guess.

JAKE

So, do you think we could work together again? I'll work harder this time. I *know* I can get a better grade than this

YESENIA

Okay, it's a deal.

NARRATOR

Jake finally sees that hard work is a big part of suc-

cess. He found out that it isn't enough just to expect success, you have to do something to get it.

COACH

Great job, Lindsey!

LINDSEY

Thanks! I'm really happy!

COACH

Really? I thought you'd be upset about coming in third.

LINDSEY

I know. But there were people who came in behind me, and they were all older than me. Plus, I beat my own best time by three seconds! I'm really psyched about that. I wanted to thank you for your advice about giving it a shot and staying positive. It worked!

COACH

Great, that's why I picked you Lindsey, you've got a positive attitude.

DAPHNE

Lindsey! You came in third! I can't believe you beat me. I guess the team's got some new talent.

CHLOE

Yeah, think how good you'll be by next year.

LINDSEY

Thanks, guys.

NARRATOR

You've seen several strategies that can help you be successful in whatever you want to do. Let's review them:

Visualization, affirmation, and hard work: Think positive thoughts instead of negative thoughts, measure your own progress instead of comparing yourself to someone else, and take reasonable chances.

Remember, it's not possible to be successful at everything all of the time, and successful people know that. They don't let their failures keep them from believing in themselves and trying again. So get a winning attitude, and go for it!

THE END