

Self-Discipline

Objectives

Self-discipline has been shown to be a large predictor of academic, self-reported success and accomplishing personal goals. An OLP can specifically challenge and create awareness of a student's self-discipline as many of the activities demand a level self-regulation, energy, mental toughness and distraction from discomfort.

One of the key traits of a successful person is the ability to make themselves do the thing they have to do, when it should be done, whether they like it or not. An OLP course can have large impact in the areas of self-regulation as many trips require students to become self-aware and to balance their needs against those of the group.

1. Students will be able to identify strengths and weaknesses in their own self-discipline.
2. Students will be able to discuss and write a goal for themselves based on their self-discipline weakness.
3. Students will understand how organization and reduced multi-tasking lead to developing self-discipline.

Materials

For multiple winter snowshoe hikes:

- Appropriate clothes: i.e. sport clothes or clothes which allow for easy movement.
- Back pack, winter boots, food, water, sleeping gear and [the ten essentials](#).
- OLP journal and writing utensil.

Introduction/Engager

1. List the five areas in your life that you lack self-discipline
2. Video Link to: [The man who never gave up](#)
3. Early in the video the man stated he had always wanted to gain better fitness. Why don't you think he ever could achieve his goal?
4. Is there something similar in your life with which you have struggled? What pivotal point could you move to change this topic?

Procedures

The non-cognitive skill of self-discipline is widely defined in this exercise as remaining focused on what needs to be done, instead of what the participants just want to do. In an outdoor setting, participants struggle with the discipline of regulation, acting appropriately and controlling energy output/intake. This unit will begin with a classroom component that promotes a participant's self-awareness of their personality traits related to discipline.

1. When a person is organized they are more efficient, confident and successful. Rate your organization (from 1-10) and then write out a weakness or area of improvement and a subsequent measurable definition of success.
2. Creating priorities helps you organize time and improves self-discipline. Make a list of tasks and the time it takes to complete the tasks in order of importance and when they are due.
3. What is your relationship with the concept of procrastination or pay now versus pay later. In what areas of your life have you experienced paying something up front in order to help you later on? Do you work efficiently? Why or why not?
4. This outdoor activity focuses on getting students out of their comfort zones and transparently puts them in a challenging situation.
 - Before the hike, tightly form the group within a safe and cooperative mindset, so that the group can support each other through the challenges of low visibility, unknown terrain and increased physical effort.
 - Key points: if traveling at night, constantly check with students to see if their comfort level and resilience is being maintained.
5. After the hike the group leaders should lead a discussion that pointedly assesses the participants' ability to maintain or develop self-discipline.
6. Link to the: [Temptations and self-control](#)
7. From min 2:58, discuss with a partner, what you think about his hypothesis? How often do you not act in your best interests?
8. Link to: [10 item self-control scale](#)
9. Write a couple of paragraphs in your journal discussing the results of your self-control test. What do you think is worrisome? What do you now think is important about self-control?

Conclusion/Reflection Discussion Questions

Development of meta-cognitive process of self-discipline in winter hiking.

1. Video Link to: [Character builder – Self control](#)
2. During the hike, when did you stop yourself from doing something for the benefit of you and of others? What was this thing you did and why?
3. In a paragraph or two, list and then discuss people in your life who have excellent or rotten self-discipline and how it affects them, others around them and what you think of them personally.
4. Video link to: [Frank the most disciplined](#)
5. What ways do you think Frank's discipline is both healthy and unhealthy? Why?

Adaptations

Moving through a wilderness environment during the winter and at night doesn't allow for many mistakes to go uncorrected. The margin of error and strong consequences is too low to allow for participants to attend without the proper mindset, clothing and fitness level. Adaptations can be made in regards to route, time of day, use of headlamps and pack weight.

Extensions

For advanced or interested students

For students who are struggling with developing self-regulation or disciplinary controls, have them research and implement some of the many techniques available for building self-discipline.

Links to resources

The ten essentials <http://www.wta.org/hiking-info/basics/ten-essentials>

The man who never gave up <http://youtu.be/ZrasQOojFyo>

Temptations and self-control http://youtu.be/xX-iXR_ouEU

Self-control scale http://www.sas.upenn.edu/~duckwort/images/upperdarbypd/01092013_briefscc.pdf

Kids character builder http://youtu.be/nlPSaE_HCb8

Frank the disciplined <http://youtu.be/RFPsvF3UOdo>

Suggesting readings

[The Skinny on Willpower: How to Develop Self Discipline](#) by Jim Randel

[Understanding Motivation and Emotion](#) by Johnmarshall Reeve

Nevada Physical Education Standards

Outdoor Education does not currently fall under its own set of specific standards, there is enough cross curriculum content and skills that the Nevada physical education standards apply to these outdoor leadership programs objectives.

Grade level: 9-12

Subject area: Outdoor education/physical education

Standard:

Content Standard 1.0: Students understand and apply movement concepts and principles to the learning and development of motor skills.

Benchmarks:

1.8.4 Recognize physiological benefits of exercise during and after physical activity.

1.12.3 Analyze personal performance and apply results for improvement (i.e. lower target heart rate).

1.12.4 Analyze and compare health and fitness benefits derived from various physical activities.

Standard:

Content Standard 2.0: Students demonstrate competency in many movement forms and proficiency in a few movement forms.

Benchmarks:

2.12.3 Apply scientific principles to weight transfer and balance movements.

Standard:

Content Standard 4.0: Students achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.

Benchmarks:

4.12.3 Analyze a personal healthy lifestyle independent of teacher intervention.

4.12.4 Evaluate physical activity for injury potential.

Standard:

Content Standard 5.0: Students demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.

Benchmarks:

5.8.1 Analyze potential consequences when confronted with a behavior choice.

5.12.1 Anticipate and avoid potentially dangerous outcomes and consequences during participation in physical activity.

5.12.2 Accept leadership responsibility in a group setting.

5.12.3 Evaluate role of physical activity in a diverse society (i.e. skill level, gender, race and disability).

Developing non-cognitive skills rubric					
	Level 0 (0-49%)	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Outdoor Skills	<ul style="list-style-type: none"> • does not meet Level 1 	<ul style="list-style-type: none"> • performs outdoor skills with limited competence • during course activities, including trips, performs movement skills with limited competence • with assistance may describe key elements of an outdoor skill 	<ul style="list-style-type: none"> • performs outdoor skills with moderate competence • during course activities, including trips, performs movement skills with moderate competence • with encouragement can describe key elements of an outdoor skill 	<ul style="list-style-type: none"> • performs outdoor skills with considerable competence • during course activities, including trips, performs movement skills with considerable competence • able to describe key elements of an outdoor skill independently 	<ul style="list-style-type: none"> • performs outdoor skills with high degree of competence • during course activities, including trips, performs movement skills with high degree of competence • able to describe key elements of an outdoor skill and is able to teach others effectively
Fitness Level	<ul style="list-style-type: none"> • does not meet Level 1 	<ul style="list-style-type: none"> • fitness level limits active participation in outdoor activities • seldom works to improve personal fitness level for outdoor activities 	<ul style="list-style-type: none"> • regularly able to participate actively in all outdoor activities • occasionally works to improve personal fitness level for outdoor activities 	<ul style="list-style-type: none"> • consistently able to participate actively in all outdoor activities • consistently works to improve or maintain personal fitness level for outdoor activities 	<ul style="list-style-type: none"> • always able to participate actively in all outdoor activities • always strives to improve or maintain personal fitness level for outdoor activities
Self-Reflection	<ul style="list-style-type: none"> • does not meet Level 1 	<ul style="list-style-type: none"> • basic understanding of non-cognitive skills both weaknesses and strengths. • with encouragement able to connect outdoor concepts to real outdoor activities 	<ul style="list-style-type: none"> • good understanding of non-cognitive skills both weakness and strengths. • on occasion able to connect outdoor concepts to real outdoor activities 	<ul style="list-style-type: none"> • proficient understanding of non-cognitive skills both weakness and strengths. • consistently able to connect outdoor concepts to real outdoor activities 	<ul style="list-style-type: none"> • excellent understanding non-cognitive skills both weakness and strengths. • with high degree of efficiency able to connect outdoor concepts to real outdoor activities
Communication	<ul style="list-style-type: none"> • does not meet Level 1 	<ul style="list-style-type: none"> • with encouragement uses proper outdoor ed terminology • with encouragement communicates properly with peers and teachers in a school/outdoor ed setting • seldom, when in activity in the community, uses language that represent self and school in a positive manner • seldom allows others to communicate freely without judgement 	<ul style="list-style-type: none"> • usually uses proper outdoor ed terminology • usually communicates properly with peers and teachers in a school/ outdoor ed setting • with encouragement, when in activity in the community, uses language that represent self and school in a positive manner • with encouragement allows others to communicate freely without judgement 	<ul style="list-style-type: none"> • consistently uses proper outdoor ed terminology • consistently communicates properly with peers and teachers in a school/outdoor ed setting • consistently, when in activity in the community, uses language that represent self and school in a positive manner • consistently allows others to communicate freely without judgement 	<ul style="list-style-type: none"> • always uses proper outdoor ed terminology • always communicates properly with peers and teachers in a school/ outdoor ed setting and encourages other to do the same • always, when in activity in the community, uses language that represent self and school in a positive manner • always allows and encourages others to communicate freely without judgement