

Lead-in

Commitments [individually > whole class]

Spell out the word '**commitment**'. Have students write it down.

Put this quote by Abraham Lincoln on the board. Students fill in the gaps.

Commitment is what transforms ... into ... [a promise/reality]

Elicit the definition of '**commitment**'.

commitment = a willingness to give your time and energy to something that you believe in, or a promise or firm decision to do something

<http://dictionary.cambridge.org/dictionary/english/commitment>

Have students decide and explain whether a commitment is something positive, negative or whether its value is debatable.

Part I

1. Alternatives [individually > pairs]

Show **slide 1** [5 sentences]

Students read the sentences. They choose the words which make the statements true for them personally. Then they copy them into their notebooks.

1. I always/frequently/occasionally/never **take on too much**.
2. I need to **free up time** to do the things that matter most to me/my family/my company.
3. I would **be better off** accepting/rejecting **enticing requests** more frequently.
4. I tend to be really bad/good at **wriggling out of commitments**.
5. I have a manageable/ an overwhelming **number of ongoing commitments** at work/in my personal life.

In pairs, students compare and comment on their sentences.

2. Rating [individually > whole class]

Invite students to do a personal rating activity. Reassure them that whatever they write down remains their secret.

Dictate to students this list of different areas of life:

- Habits & daily routine
- Career & work
- Money & finances
- Health & fitness
- Education
- Social & relationships
- Home & family
- Emotions
- Character & integrity
- Life purpose & contribution
- Spiritual development

Source: [Personal Development for smart people by Steve Pavling](#)

Tell them to rate each area of their life from 1 (least satisfying) to 10 (most satisfying).

When ready, tell them to circle every rating that isn't a 9 or 10, and replace the number with a 1.

Show **slide 2** [debriefing after the rating task]

Any rating below 9
is what you get when you know
you don't have what you want,
but you aren't ready to face up to it yet.
A 7 is a comfortable option
instead of a deeply fulfilling one.
Accept that you want what you want,
and stop living in denial of your true desires.
Never settle for "it's not so bad"
- and instead face up to
what you really want.

Source: www.sivers.org

Ask students how they feel about this conclusion.

Promise to return to the task later on.

Part II

3. Steven Pressfield`s story [pairs > whole class]

Introduce students to **Steven Pressfield**. Tell his story [Source: www.sivers.org] or display it on slides.

After each chunk, pause, ask questions and get students to discuss their answers in pairs before you elicit sample answers from random pairs. Make the experience as interactive as can be.

Show **slide 3** [story – chunk 1]

Steven Pressfield had called himself an author for years, but he'd never actually finished a book. He just went through life feeling smug, feeling better than those regular schmucks, because he thought of himself as an author.

Would you like to have dinner with Steven?

Is he worth your time? Why?

Show **slide 4** [story – chunk 2]

But the psychological pain of not producing kept building until he couldn't stand it anymore. He decided to finally beat that devil he calls "The Resistance".

What do you think was his plan?

Show **slide 5** [story – chunk 3]

He created a situation with no escape. Rented a cabin with only a typewriter, and shut off all other options.

"I had a book in mind and I had decided I would finish it or kill myself. I could not run away again, or let people down again, or let myself down again. This was it, do or die."

"I didn't talk to anybody during [that year]. I didn't hang out. I had no TV, no radio, no music. No sex, no sports. I didn't read the newspaper. I just worked."

Do you think it was a success?

Show **slide 6** [story – chunk 4]

After an incredibly difficult year of wrestling with those inner demons and avoiding all temptations, he did it. He finished his first book. It wasn't a

success, but it didn't matter. He had finally beat The Resistance. He went on to write many successful novels. He told this story in the great book "Turning Pro", the third in his series of little books about the creative struggle, including "The War of Art" and "Do the Work".

Now let me ask you again: Would you like to have dinner with Steven?

What made his plan work out?

Is his idea a universal recipe for success? Why?

Part III

4. Derek Siver`s story [individually > whole class > individually]

Introduce students to Derek Sivers. Invite them to read about Derek`s approach to commitments now.

Give out **handouts** [Derek`s story].

Focus on the 'story scaffolding' [page 1]:

- go through the expressions with students
- have them predict what Derek`s approach to commitments is.

Ask students to read the text. Tell them to note down key words and doodle on the story scaffolding page as a way of helping them to remember and later reconstruct the text.

5 Discussing Derek`s approach [new pairs]

In pairs, students reconstruct Derek`s story using their story scaffolding notes.

When ready, invite students to ask and answer the questions in their pairs.

Show **slide 7** [questions]

1. How do you feel about Derek`s attitude: **No more "yes". It's either "HELL YEAH!" or "No!"?**
2. How would you describe his approach to commitments:
 - highly successful and worth trying?
 - too extreme, egoistic and unrealistic?
 - highly efficient but not in the long run and not for everyone ?
3. If you adopted it, how could it affect your life when it comes to:
 - your professional commitments?
 - your personal commitments?

Part IV

6 Derek`s new project [individually > whole class]

Tell students that Derek`s approach has resulted in a brand new project that he is developing right now.

Show **slide 8** [gapped text]

Have student read Derek`s gapped post about the project. Tell them to fill in the gaps to figure out what kind of project it is and what it is called.

Elicit answers from random students before you show them the complete post about **the /now page project** online: <https://sivers.org/nowff>

Show student the current /now page on Derek`s site: <https://sivers.org/now>

Have students discuss their answers to the questions:

How can this project improve someone`s productivity?

How would it affect your commitments?

7 Your /now page [individually]

Give student up to 5 minutes to draft 5 bullet points for their own /now page.

FOLLOW-UP 1

Students use their /now page drafts to create the ultimate version of their /now page. Have them use the questions below to review their life areas rating (from this lesson`s **Lead-in**) to refine their /now page ideas:

Look at each part of your life again, and ask yourself:

What do I truly want?

What is my dream, my grand vision?

What is the deep desire I've been longing for - the one that I hesitate to admit because I don't think I can have it?

What path do I most want to experience?

FOLLOW-UP 2

Students write and send an email to Derek to share their opinions about the /now page project.

Derek`s email: derek@sivers.org