Sheila Love IMPACT-ology Mastermind

"Sheila Love - Where Everything Is Possible"

LESSON 9

Paradigms Part 3: Understanding, Faith & Well-Being

Position	Lesson 9 of 20
Duration	35–45 minutes
Age Group	12–18 years, Liberia, West Africa
Core Idea	The opposite of doubt is understanding. Understanding leads to faith, faith produces well-being, and well-being expressed makes you genuinely creative.

1. LEARNING OBJECTIVES

By the end of this lesson, students will be able to:

1. Explain why understanding, not confidence, is the true opposite of doubt
2. Trace the chain from understanding to faith to well-being to creativity
3. Practice replacing a worry with understanding
4. Notice one place where well-being already shows up in their own life

2. OPENING HOOK (5 minutes)

Ask: "What's something you used to be afraid of, that you're not afraid of anymore?"

Take two or three answers. Dark rooms. Deep water. Public speaking.

> "What actually changed? Did the thing get less scary, or did you understand it better?"

3. CORE CONTENT

Not Confidence. Understanding.

Most people think the opposite of doubt is confidence. It isn't.

The opposite of doubt and worry is understanding. Confidence without understanding is just noise. Understanding is what actually replaces the doubt.

The Chain

Understanding leads to faith, not blind faith, faith built on actually knowing how something works.

Faith produces a genuine sense of well-being.

And when well-being is expressed outward, whatever you're connected to, call it the Universe, call it God, responds by sending back the same kind of energy.

Then You Become Creative

Once that cycle is running, understanding, faith, well-being, response, something opens up. You start solving problems you couldn't solve before. You start seeing options you couldn't see before.

That is what real creativity actually is. Not a talent some people are born with. A byproduct of a mind no longer clenched around doubt.

4. STORY: 'THE ROOF BEFORE THE RAIN'

THE ROOF BEFORE THE RAIN

Miatta's family had been arguing quietly about the roof for two weeks. The rainy season was close, and the tin sheets over the back room had rusted through in two places.

Her father worried out loud most evenings, always the same shape of worry. We don't have the money. We won't get it in time. What will we do when the rain comes.

Miatta found the worry contagious. It followed her to school, sat with her during lessons, made her stomach tight for no reason she could point to.

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Her aunt, who repaired roofs for a living and had seen every kind of leak the rainy season could produce, came to visit on a Sunday and found the household still circling

the same fear.

“How bad are the two spots,” she asked, and went to look herself instead of asking anyone to describe them.

She was gone for ten minutes. When she came back down, she was calm in a way that unsettled Miatta more than the worry had.

“It's patchable,” her aunt said. “Not a full roof. Two patches. I can show your father how, and it costs almost nothing.”

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Miatta watched her father's face change, not because the problem had gotten smaller, but because he suddenly understood it. He knew, now, exactly what was wrong and exactly what fixing it required.

The worry didn't disappear all at once. But something underneath it loosened.

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That evening, for the first time in two weeks, her father hummed while he sorted through his tools on the porch, looking for something he could use as a patch.

Miatta sat nearby, doing her homework by candlelight, and noticed she wasn't holding her stomach tight anymore either.

She didn't have a name for what had changed. She just knew the house felt different than it had that morning, and the rain, when it finally came three days later, found the roof ready for it.

5. ACTIVITY (10 minutes)

Materials: any paper, any pen or pencil.

1. Write down something you're currently worried about.

2. Write down what you actually know about it, facts, not fears.

3. Write down what you don't yet understand about it.

4. Write one small step you could take this week purely to understand it better, not to fix it yet.

5. Notice, and write down, any change in how the worry feels after this exercise.

6. DISCUSSION QUESTIONS

1. What is something that stopped scaring you once you understood it properly?

2. Where have you seen someone's fear change once they had real information, not just reassurance?

3. What is a current worry you could shrink by understanding it better, rather than just hoping it goes away?

4. What does 'well-being' feel like in your own body, when you notice it?

7. FACILITATOR NOTES

This lesson works best when tied to a real, current worry, not a hypothetical one. Encourage honesty in the activity.

Some worries (family illness, money, safety) are genuinely serious. Do not minimize them. The point is not that understanding erases the problem, only that it changes the doubt around it.

Teach belief, not hope. Hoping is waiting and wishing. Belief is faith built on understanding, and you can act on it. Earl Nightingale taught that a goal is more than a hope or a wish. If a student says 'I hope it works out', gently ask: 'What do you understand about it? What do you believe, and why?'

Start from the first two bullets on the handout: Self Awareness is the 'Goal' of Personal Development, and it leads to a greater understanding of yourself and others. Understanding yourself comes first. The chain of understanding, faith and well-being starts there.

The handout now shows two images side by side. The Stick Person diagram on the left is the visual anchor for the chain, so show it when you reach 'Faith produces a sense of well-being'. The 'Understanding' image on the right shows people who acted on understanding and the will to do it, not on hope. Ask what they think Katherine Johnson meant by 'we had to write the textbooks'.

After the bullet 'Faith produces a sense of well-being', ask the new question on the handout: 'What does Well-being mean to you?' Let several students answer in their own words before you say anything. There is no single right answer.

Alternative story: if 'The Roof Before the Rain' does not suit your class, use the 'Autobiography in Five Short Chapters' image (the five-chapter poem by Portia Nelson) instead. Read the five chapters aloud or show the image, then ask: in which chapter does the person start to understand? Chapter 3 is the turning point, where she sees the hole and knows where she is. That is understanding, and belief grows from it. By Chapter 5 she walks down another street.

Read the quote at the bottom of the handout aloud. Lorrie A. MacGilvray: 'The room for personal growth is the largest room in the world.' Ask what they think is in that room.

This is the third of four Paradigms lessons. Remind students briefly where this sits in the sequence.

8. BRIDGE TO LESSON 10

Before students leave, ask:

> **“If a goal is worth having, it usually excites you and frightens you at the same time. What do you think causes the fright, specifically?”**

Let them guess.

“We name it next time.”