



TrueSport®

MINDSET OF A TRUESPORT CHAMPION VIRTUAL TOWN HALL



Educator Guide: Character-Building & Life Skills

The TrueSport coach, educator, and family guides are designed for use together to achieve a community approach toward learning and teaching. These activities provide powerful pathways that connect to [TrueSport's mission](#) to change the culture of youth sports by providing powerful educational tools to equip young athletes and students with resources to build life skills and core values for success on and off the field of play. To support this mission, all activities should be in collaboration with each other, rather than in isolation. This wholistic approach will help develop an athlete as a person and not just a performer. All guides can be used by coaches, educators, community members, and families to support the cornerstones of Sportsmanship, Character-Building & Life skills, and Clean & Healthy Performance.

OVERVIEW

Learning how to set goals establishes a foundation for long-term success. Setting goals helps us focus and motivates us toward achieving personal and professional success. When setting goals, one should consider short-term goals that contribute toward a larger goal. It is never too early or too late to set a goal.

“Goals allow you to have a sort of roadmap to get to where you want to be. One of the systems I use is a pyramid system. I take my ultimate goal and I put it at the very top... then I break down into many mini-goals. I think too many times we focus on the ultimate goal but, we don't know how to get there. Those mini-goals are stepping stones. When you set goals, make sure you set them on things you can control.”

—Trevon “Trey” Jenifer, Paralympian
Team USA Wheelchair Basketball
Mindset of a TrueSport Champion

In order to achieve a goal, creating SMART goals is a must. A SMART goal is:

- **Specific**—What will be accomplished? What actions will you take?
- **Measurable**—What data will measure the goal (how much/how well)?
- **Attainable**—Is the goal doable? Do you have the necessary skills and resources?
- **Relevant**—How does the goal align with broader goals? Why is the result important?
- **Timely**—What is the time frame for accomplishing the goal?

In this activity, students will research the benefits of goal-setting and perseverance, as well as their impact on success. They will identify a goal, outline the steps needed to attain the goal, understand methods for tracking progress, develop strategies to persevere through challenges, and record ideas for celebrating success. While watching the *Mindset of a TrueSport Champion* Virtual Town Hall, students will respond to a narrative writing prompt about a goal they wish to achieve or a time they persevered when working towards a goal. After watching the Town Hall, students will post video responses on [Flipgrid](#) sharing strategies on how to reach goals through practiced perseverance.

Note: If students do not have access to Flipgrid, internet access, or devices, have students share their goals in a short presentation and gather positive feedback from their classmates. This option will take an additional class period.

OBJECTIVES

Students will be able to...

- **Understand** the components of goal-setting
- **Create** SMART goals and strategies on perseverance
- **Evaluate** goals of their classmates and provide feedback on how to make goals attainable

MATERIALS

Pre-Virtual Town Hall Activity:

- Printed or digital copies of [Smart Goals: A How to Guide](#)

During the Virtual Town Hall:

- Internet access
- Tablet or computer
- *Mindset of a TrueSport Champion* Virtual Town Hall Video

Post-Virtual Town Hall Activity:

- Flipgrid Teacher account (optional)
- Devices to access Flipgrid (optional)

HAVE YOU EVER WONDERED...

How do professional athletes or successful people achieve such incredible accomplishments?

Successful people often work hard, are passionate and creative, have focus, and persevere through significant challenges. Their success stories often inspire us to push limits and explore new passions. Those people often have one thing in common: they set goals. Ask yourself, “What are some goals that I want to achieve?” “How might goal-setting help me better achieve those goals?” “How would I persevere despite obstacles or roadblocks?”

MAKE CONNECTIONS!

How does this connect to students?	How does this connect to careers?	How does this connect to our world?
<p><i>Character-building and life skills</i> are important both on and off the field of play. Successful people set goals as a road map to help them reach their dreams.</p> <p>By participating in this activity, students will learn how to create their own goals and game plan for how they will persevere when faced with challenges. They will practice SMART goal-setting as a means to achieve success.</p>	<p>To successfully navigate the changing landscape of the working world, students must learn how to identify and set different types of goals. This helps them to develop the skills they need to remain responsive, motivated, and resilient within a specific career field.</p> <p>By participating in classroom activities like this one, students will gain the knowledge that they need in order to achieve goals that will lead to their success on and off the field of play.</p>	<p>In order to experience a desired result, destination, or journey, one must practice goal-setting. Setting SMART goals helps you better determine if your goal is attainable and realistic. Goals can be created for every area of your life: athletics, academics, health, personal development, careers, and more. You are never too young or too old to set goals in order to achieve your dreams.</p> <p>Achieving goals contributes to a greater sense of well-being, direction, and overall feeling of success.</p>

PRE-VIRTUAL TOWN HALL ACTIVITY

Students will identify a goal, outline the steps needed to attain the goal, understand methods for tracking progress, develop strategies to persevere through challenges, and record ideas for celebrating success.

1. Tell students that they are going to practice setting goals today. They will create SMART goals and address a writing prompt after creating their goals.
 - a. Explain that there are three types of goals: process, performance, and outcome goals.

- i. Outcome goals are related to winning, losing, and specific competition. Outcome goals are the hardest type of goal to achieve because they often involve circumstances that are outside of the goal-setter's control.
 - ii. Performance goals are related to the statistics that can improve performance, such as a sprinter beating their personal best. Performance goals offer the goal-setter a good amount of control, although there may still be a few outside influences out of their control.
 - iii. Process goals are related to performance goals and help a goal-setter identify what to focus on when practicing a skill, such as a basketball player jumping off of both feet to shoot the ball. Process goals are the most controllable by a goal-setter.
 - iv. When someone identifies a long-term goal, it often encompasses all three goal types. To increase the chances of success, it is recommended that all long-term goals be broken into smaller, more digestible short-term goals. Short-term goals can be broken down by the type of goal, timeline, or whatever feels most manageable by the goal-setter.
- b. Divide students into groups of 3-4. Have them read [Smart Goals: A How to Guide](#) as a small group.
 - c. As students are reading, ask them to jot down notes about what they think might apply to their SMART goal-setting. They will use this to address their writing prompt.
 - d. Have students brainstorm their SMART goal and write down a description, milestone, and deadline for their goal. How will they celebrate their success once they obtain this goal?

Teacher Note: An alternative activity is to show students this video on [goal-setting](#), have them jot down notes throughout the video, and debrief in small groups. Another great resource on goal-setting can be found on the TrueSport website: <https://truesport.org/goal-setting/create-goals-get-results-youth-sports/>.

DURING THE VIRTUAL TOWN HALL

While watching the Virtual Town Hall and learning from athlete Trevon Jenifer, students will reflect on his experience and journey towards accomplishing his goals.

1. Watch *Mindset of a TrueSport Champion* with your students. Ask students to focus in on Trevon Jenifer's story.
 - a. While students are watching the clip, ask students to consider:
 - i. How did Trevon use goal-setting and perseverance to reach his goals?
 - ii. What elements contributed to this?
 - iii. How does Trevon's journey relate to your personal journey?
 - b. After students have watched the clip of Trevon, ask them to [Turn and Talk](#) with a partner and share the answers to the questions above.

POST-VIRTUAL TOWN HALL ACTIVITY

Students will respond to a narrative writing prompt about a goal they wish to achieve or a time they persevered when working towards a goal. As an optional activity, students will post video responses on [Flipgrid](#) sharing strategies on how to reach goals through perseverance.

1. Explain to students that [perseverance](#) is an important part of goal-setting. Perseverance allows a person to continue working towards a goal even though it might be difficult. Share your own personal experience about a time you needed to persevere to reach a goal. Identify specific setbacks that challenged your ability to remain determined and focused to achieve your goal. This will allow students to make further real-life connections. Let them know that they will now write about their own personal experience.
2. Share the writing prompt with students:

“Write about a long-term goal you wish to achieve. Make sure you give details and are SMART when writing your description. Consider what challenges or obstacles you may encounter. Don’t forget to tell your audience how you plan to persevere, despite obstacles you may encounter.”
3. Optional: When students are finished writing, have them create a presentation or Flipgrid video that includes the following:
 - a. A description of their long-term goal.
 - b. The short-term performance goals they will need to accomplish to help them achieve their long-term goal.
 - c. The short-term process goals they will need to accomplish to support their performance goals.
 - d. A plan describing how they will persevere through challenges, work towards and reassess, if necessary, their long-term goal and strategies to overcome roadblocks.
 - e. How they will acknowledge success for themselves, both as they achieve their short-term and long-term goals.
4. Have students respond to three or more of their classmates after the presentation, or via Flipgrid. They must provide positive feedback on how their classmates can achieve or celebrate their goals.
5. As an Exit Ticket or closing conversation, have students reflect on the impact this goal-setting session will have on their outlook on what they hope to accomplish, as well as what it means to be successful. Have students consider the definition of success. Is success only defined by achieving a goal or does success include being brave enough to set a challenging goal regardless of the outcome?

NATIONAL STANDARDS

Common Core State Standards Connections

- **CCSS.ELA-LITERACY**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **CCSS.ELA-LITERACY**

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

- **CCSS.ELA-LITERACY**

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

National Health Standards

- **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.
- **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.