Teaching this lesson? Here are some tips:

*Tight on time? Stick with the 3 Key Takeaways and The Basics. These will provide your group with a solid foundation for understanding nutrition.*

*Have more time? Share the TrueSport Talk with your athletes and discuss how an Olympic athlete can relate to this lesson.*

*Extra time? Continue on through Tips & Applications for more valuable information to share with your group.*

*Looking for more? Explore the Downloads & Additional Resources which offer additional conversation starters and fun physical activities to support each lesson.*
**What are goals?**

- Goals are designed to help you get to where you want to go.
- An aim or desired result; the object of a person’s ambition or effort; the destination of a journey.
- They are the road map to your dreams, helping you achieve feats that otherwise might feel impossible or overwhelming.
- Goals can be focused on athletics, academics, health, personal development, careers, or anything else that is important to you.
- Research shows that when you achieve goals that are important to you, your feelings of well-being increase.
TrueSport ‘Trey’ Jenifer, Team USA Wheelchair Basketball Player and multi-time Paralympian, started his Paralympic journey in humble conditions just outside of Washington, D.C. Urged initially by his stepfather to be courageous and to try new sports, Trey’s experience eventually landed him at Edinboro University playing wheelchair basketball. Here he learned about the importance and power of goal-setting, writing down his goals, making them challenging, and assessing them over time. That knowledge led Trey to begin the task of organizing exactly what he hoped to achieve in his athletic career.

As a freshman at Edinboro, Trey was a part of a team that made the National Championship. At the time, he recognized he was the “low man on the totem pole”, but in his heart he knew that his dreams were so much bigger than winning a National Championship. Trey wanted to make Team USA.

He knew achieving his lofty goal was not going to be easy and that he would need to work for it every day, so as a reminder, he created a pyramid of goals that he kept right above his bed. This pyramid reminded him of the accomplishments he was working towards, and visually represented his need to create a solid foundation underneath him before he could reach the top.

In the bottom row of Trey’s pyramid of goals, he listed becoming a Scholar Athlete Award recipient (overall GPA of 3.0), an All American, and obtaining his bachelor’s degree.

The middle row listed winning a national title and playing for a professional team, and the top row, the most challenging row of them all, listed becoming a gold medalist for Team USA.

By understanding that there were smaller steppingstones to achieving his ultimate goal of being on Team USA, he was better able to stay motivated and to focus on completing each stepping stone fully before moving on to the next. Trey will be the first to admit that not every goal he listed on his pyramid was accomplished, but by seeing his goals every day when he went to bed, he was able to push through the days he felt like doing nothing in hopes of achieving the bigger picture.

Trey went on to win a gold medal as a part of Team USA Men’s Wheelchair Basketball team during the 2016 Rio de Janeiro Paralympics.

AMBASSADOR STORY QUESTIONS

1. What was the main point you took away from the ambassador story?

2. How have you used a goal-setting process, like Trey does, in your own life?

3. How can you set some goals this week that will enhance your sport experience or help you plan for the future?
Additional Guidelines for Goal-Setting

WHEN YOU SET ANY GOAL, WHETHER IT’S TO MAKE THE SOCCER OR TEAM OR IMPROVE A GRADE IN MATH, IT SHOULD BE S.M.A.R.T.:

<table>
<thead>
<tr>
<th>Specific</th>
<th>Measurable</th>
<th>Achievable</th>
<th>Realistic</th>
<th>Timely</th>
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<td>What do you want to do?</td>
<td>How will you know when you’ve reached it?</td>
<td>Is it in your power to accomplish it?</td>
<td>Can you realistically achieve it?</td>
<td>When exactly do you want to accomplish it?</td>
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**Example 1:**
I want to improve my overall math score from an 82 to a 92 (measurable and specific) by the end of the year (timely). I know I can do this because math is my favorite subject and I feel comfortable asking questions and staying for after-school tutoring when I need to (achievable and reasonable).

**Example 2:**
I want to become faster at running the mile by the end of the year (timely and measurable). I want to take my mile time of 9 minutes down to 8 1/2 minutes (specific and reasonable). I know I can do this because I plan to run every day and ask my coach for extra help if I need it (achievable)!

**Goal Timelines**

- **Daily**
  - Small goals to help you focus and accomplish things on a daily basis. Daily goals are the building blocks for short-term goals.
- **Short-term**
  - Goals typically set for a shorter period of time: a weekend; two months, one season. Short-term goals are building blocks for the long-term goal.
- **Long-term**
  - Goals that focus on a longer period of time such as one year or more.
**Goal Types**

**DAILY GOAL EXAMPLES:**
Practice the same routine before a tennis serve (such as bouncing the ball twice); dribble the basketball with your non-dominant hand during skills practice; run as fast as possible during sprints at the end of practice.

**SHORT-TERM GOAL EXAMPLES:**
Be the most productive offensive player on the team; have no double faults during a tennis tournament; be able to dribble easily with both hands by the end of the season.

**LONG-TERM GOAL EXAMPLES:**
Make a traveling team or become a starter next year.

**PROCESS GOAL EXAMPLES:**
Arrive at practice with enough time to put on equipment and warm up for five minutes before coaching starts; breathe every third stroke (instead of every second) in freestyle; shoot 10 free throws at the end of every practice.

**PERFORMANCE GOAL EXAMPLES:**
Make 95% of free throws in competition; take five seconds off 100-meter freestyle time; run a mile in under 6 minutes.

**OUTCOME GOAL EXAMPLES:**
Win a game, a tournament, a championship.
Be sure to check out these additional resources available for download:

Chalk Talk (PDF)
10-minute activity: Practice setting goals with your athletes and learn why it’s important to do so.

Activities (PDF)
Two, 20-minute activities: Have your athletes put into action what they’ve learned about setting goals.

TrueSport Certificate (PDF)
Lesson Certificate: Celebrate your groups’ completion of the TrueSport Goal-Setting lesson with this special certificate.
In order to reinforce the lesson and put TrueSport into action, complete the following Chalk Talk with your athletes.

Ben, age 11, has the long-term goal of making it onto the traveling team for the next soccer season. To do so, he needs to have a solid all-around game. Ben is a really strong defensive player but is not as fast as his teammates. Also, when he gets a scoring opportunity, he often becomes nervous and passes it to another player instead of shooting. What goals should he set for this soccer season to give himself the best chance for being chosen?

Suggested Questions:

1. What daily goals should Ben set?

2. What short-term goals should Ben set?

3. Should he talk to his coach about his long-term goal? Why or why not?

4. Is it possible for a team to have excellent teamwork and still not reach its potential?

5. Should Ben be concerned about whether his current team wins or loses? Why or why not?
In order to reinforce the lesson and put TrueSport into action, complete the following Chalk Talk with your athletes.

Leanne, who is a junior in high school, really wants to play volleyball in college. Her teammates don’t share her goal, though, and they often skip strength training and goof off during drills when the coach isn’t watching. Leanne doesn’t want to lose their friendship, but she also doesn’t want to lose sight of her long-term goal. How should she handle the situation?

Suggested Questions:

1. Should Leanne talk to her friends about her long-term goal? Why or why not?

2. Should Leanne talk to her coach about her long-term goal? Why or why not?

3. What short-term goals could Leanne make on her own to make her volleyball game stronger?
Hand out the Goal-Setting Worksheet. You can either work on it together, or send them home with your students so they can work on them in their own time.

**Suggestions**

- Setting goals to guide your progress as you prepare for your sport’s upcoming season will help you have a more fulfilling, successful experience.

- Write down three long-term goals that you’d like to achieve by the end of the season. Remember they can focus on any area you’d like to improve, whether it’s a specific skill, your contribution to teamwork, your effort at practice, or anything else that relates to your sport.

- After you name your three long-term goals, come up with three short-term goals that will help you reach your long-term one.

- Remember to keep all goals SMART (Specific; Measurable; Achievable; Reasonable; Timely).

Once complete, you can have your athletes turn in their worksheets to you for safekeeping. At the end of the season (or even throughout), be sure to set aside time to check in on each athlete’s progress and goals. Try and offer suggestions for goals they could set for themselves next season and ways in which they could achieve them.

It’s also a good idea to make copies of these sheets for the athletes to hang someplace where they will see them frequently. Good places for this include their bedroom, school locker, or locker room.
Goal-Setting Worksheet

No matter if you are preparing for your next season or are in the middle of one now, it is important to set goals that will help guide your progress. Keeping in mind that your long-term goals might be things you achieve at the end of the season and your short-term goals can help get you there, write down what you want to accomplish.

Be sure to keep them SMART and post them in a place where they are visible. And remember, it’s always helpful to revisit your goals and revise them as necessary.

Goal-Setting Example for a basketball player:

LONG-TERM GOAL #1: Shoot 75% from the free throw line for the season.
SHORT-TERM GOAL: Shoot 50 free throws daily, outside of practice, and record my score.
SHORT-TERM GOAL: Visually rehearse shooting a perfect free throw ten times before going to sleep each night.
SHORT-TERM GOAL: Shoot 20 free throws daily after practice with my eyes closed to work on muscle memory.

LONG-TERM GOAL #1: ________________________________
SHORT-TERM GOAL: ________________________________
SHORT-TERM GOAL: ________________________________
SHORT-TERM GOAL: ________________________________

LONG-TERM GOAL #2: ________________________________
SHORT-TERM GOAL: ________________________________
SHORT-TERM GOAL: ________________________________
SHORT-TERM GOAL: ________________________________

LONG-TERM GOAL #3: ________________________________
SHORT-TERM GOAL: ________________________________
SHORT-TERM GOAL: ________________________________
SHORT-TERM GOAL: ________________________________
Congratulations! You have demonstrated that you know how to be a TrueSport Champion!

TrueSport, powered by the U.S. Anti-Doping Agency (USADA), is a movement that seeks to ensure a positive youth sport experience for athletes like you. In learning how to **set SMART goals**, you have gained skills to be a leader both on and off the field.