

CORE LESSON 16: DREAMS AND GOALS

Of all the life skills addressed in The First Tee Life Skills Experience, goal-setting is one of the most important. PLAYers who have the ability to set and pursue their own goals have a greater sense of purpose, direction and motivation in their lives. All core lessons in the Birdie level are designed to build on the internal awareness developed at the Par level. Specifically, the Birdie level helps PLAYers learn how to identify personal goals and develop strategies for reaching their goals. The core lessons take PLAYers through the entire goal-setting process, using all four golf skill categories (putt, chip, pitch and full-swing) to illustrate the Four Guidelines for Setting a Reachable Goal.



Core Lesson 16 focuses on preliminary imagery and vision—the consideration of how dreams relate to goals—prior to actually using the Four Guidelines for Setting a Reachable Goal. All PLAYers at The First Tee should be encouraged to dream—even to dream big about what they would like to accomplish in golf or in life. At the same time, they need to recognize the difference between mere wishes and reachable goals. This core lesson points out those differences and provides a foundation for subsequent lessons that teach PLAYers how to formulate reachable goals.

In Core Lessons 17 and 18, PLAYers learn to create goal statements for golf and life that are positive, important to them, specific and under their control. PLAYers learn that by setting goals with these four characteristics, they have a better chance of reaching those goals when they commit to the process. Core Lesson 19 defines further how setting different types of goals can be utilized to improve golf skills and focus one's attention when working toward reachable goals. Core Lesson 20 shows PLAYers how to create a plan for reaching a goal. These plans or goal ladders spell out the steps they need to work on to make progress toward their goals. Finally, Core Lesson 21 introduces them to STAR (Stop, Think, Anticipate, Respond), a method for dealing with challenges they are likely to encounter as they climb their ladders.

GENERAL LEARNER OBJECTIVES

After completing multiple classes on Core Lesson 16, Birdie-level PLAYers should be able to:

- State the difference between a dream and a goal
- Understand how goals can turn dreams into reality
- Explain why it is important to have goals both in golf and in life
- Determine their golf-related dreams and goals to help them achieve their dreams
- Experience games that facilitate the use of imagery on the golf course
- Determine their non-golf dream and a goal that will help them work hard to achieve their dream; share with coaches and other PLAYers in follow-up classes on this core lesson
- Develop their method for distance-response when playing golf
- Develop their method for target awareness when playing golf
- Demonstrate and exhibit the physical healthy habits of energy, play and safety with additional opportunities to explore their vision for the future

LIFE SKILL CATEGORY ADDRESSED

- Goal-setting

SPECIFIC LIFE SKILL STRATEGIES DEVELOPED THROUGH THIS CORE LESSON

- Setting goals for any aspect of practice or play
- Visualization of general golf performance and specific shots

SUGGESTED BIRDIE PROGRESSION FOR GOLF SKILL CATEGORIES AND GOLF FUNDAMENTALS²

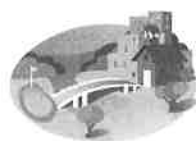


- Distance-response (for putt, chip, pitch, full-swing)
- Target awareness (for putt, chip, pitch, full-swing)

COACHES' SEAMLESS DELIVERY TIP



EXAMPLE Coaches help PLAYers develop goal-setting skills by integrating Birdie Core Lesson 16 (Dreams and Goals) with the golf skill categories—putt, chip, pitch and/or full-swing; and the golf fundamentals—(a) distance-response and (b) target awareness. In this example, coaches create games that require PLAYers to modify their distance-response to a selected target (the first factor of influence for target awareness) by changing the length of their swing (the first factor of influence for distance-response) or by selecting a different club (the second factor of influence for distance-response) to reach the target. The game may require PLAYers to establish criteria such as the distance to the target, increase the level of challenge of the shot, change the club used for the shot, and so forth. An example of this type of activity is provided in *Tracking Your Golf Skills Progress in the Birdie Yardage Book*.



Bridge to Golf & Life by asking questions such as: *How did you adjust your goal based on how close you were to the target? Or how far you were from the target? How did your goal change based on the club that you selected (or that your coach selected for you)? For example, did you raise or lower your goal based on whether it was your favorite club versus your least favorite club?*

² Remember that multiple classes should be delivered for each core lesson in order for PLAYers to not only understand, but also demonstrate and exhibit skill development.

LIFE SKILL CORE ACTIVITIES

During the first class on Core Lesson 16, coaches should deliver at least one core activity below seamlessly with at least two golf skill categories (putt, chip, pitch and full-swing) and one of the Nine Golf Fundamentals. (See previously suggested Birdie level progression in the Golf Skills section of this guide for more information.)

Depending upon time available per class and the total number of classes, coaches may save some activities for subsequent classes. Coaches are encouraged to deliver each core activity and, as they gain experience, develop additional activities for their PLAYers to experience multiple core lessons.



Go to the members' side of www.thefirsttee.org to find downloadable PDFs from the Birdie Yardage Book.

Life Skill Core Activity 16.1: Imagine Your Dream

PLAYers explore their dreams in an imagery exercise to get a picture of what they want to accomplish in the future. PLAYers generate a golf-related dream and write it down so they can review their progress.

Goals: Making Your Dreams Come True

Note: Coaches should incorporate "Goals: Making Your Dreams Come True" prior to Core Activity 16.2.

PLAYers define a goal and how it differs from a dream. Coaches ask PLAYers:

- *Why is it important to have goals in golf and in life?*
- *How can goals turn dreams into reality?*

Ask PLAYers to write a goal in their Yardage Book.

Life Skill Core Activity 16.2: Imagine That Putt

After forming a clear mental picture of a hole, PLAYers are blindfolded (or close their eyes) and first try to walk to the cup and then to sink a putt.

Life Skill Core Activity 16.3: Imagine That Shot

PLAYers imagine how they want their shot to go, share with their caddie (or playing partners) and then step up to make the shot happen.

Life Skill Core Activity 16.4: Roll and Tell

PLAYers have to come up with specific goals for given dreams.

Life Skill Core Activity 16.5: A Dream and Goals for Golf

PLAYers think of a golf dream and goals they want to pursue.

Life Skill Core Activity 16.6: Dreams and Goals for Home, School or Community

PLAYers think of a non-golf dream and goal they want to pursue.

GETTING STARTED AT THE BIRDIE LEVEL

Supplies needed: The First Tee Birdie Yardage Books, pencils

The purpose of this activity is to welcome PLAYers to the Birdie level of The First Life Skills Experience and to help them understand how they need to imagine their dreams and wishes to set goals they want to achieve.

1. Welcome PLAYers to the Birdie level of the Life Skills Experience.
2. If any staff members are new, introduce them.
3. Have PLAYers introduce themselves to each other following the Five Steps for Meeting Someone New they learned at the Par level.
4. Pass out The First Tee Birdie Yardage Books. Explain how PLAYers will use the Yardage Book in the Birdie level.
5. Ask PLAYers to complete the PLAYER Profile in their Yardage Book.
6. Once they have completed their PLAYER Profile, briefly review the life skills, golf skills and healthy habits, as well as some of the specific life skills and strategies to be learned and explored on the subsequent Yardage Book pages.
7. Review Birdie level certification requirements with PLAYers and, if more challenging standards exist, share chapter requirements at this time.



DREAMS AND WISHES

Supplies needed: The First Tee Birdie Yardage Books, pencils

1. Tell a personal story about a dream that you had when you were growing up.
2. Lead a discussion on dreams—conscious dreams (as opposed to dreams that occur during sleep).

Ask questions like the following:

- **What are dreams?** *Dreams are like stories we tell ourselves about things we wish for. A dream might be a wish that we could do or be something, or a wish that things could be different than they are today.*
- **Why do you think we have daydreams about our wishes?** *They make us feel better and it is fun to dream.*
- **What can dreams tell us?** *They can tell us about things we really want or how we feel about ourselves and our lives.*

3. Refer PLAYers to the inspirational quotes in the Yardage Book about dreams and what it can do to inspire us.
4. Refer PLAYers to Dreams and Goals—Getting Started to record and share their golf dreams.



LIFE SKILL CORE ACTIVITY 16.1: Imagine Your Dream

Supplies needed: The First Tee Birdie Yardage Books, pencils, old golf club (prop), whiteboard or easel chart (optional)

1. Have PLAYers sit or lie back and try to form a clear mental image of a personal dream. Tell them to dream of something related to golf, using all their senses. It should be something they really wish will happen to them. Ask them what they see, hear and feel as they close their eyes and imagine this dream.

Examples of golf dreams:

- Playing as a professional golfer in a big tournament
 - Being the top junior golfer in the state
 - Playing golf with Rickie Fowler or Paula Creamer
 - Getting a hole-in-one
 - Playing on a great golf course on a beautiful day with three best friends
2. After you have debriefed the group, ask PLAYers to write down their golf dream in their Yardage Book. (In the next part of the lesson, they will write down a golf goal related to their golf dream.)

(Note: Core Activity 16.6 specifically deals with non-golf dreams and goals.)

GOALS: MAKING YOUR DREAMS COME TRUE

1. Ask a volunteer to step up and tell the group about his or her golf wish. Do a little play-acting. Wave your “magic wand” (the old club) and pretend to grant the wish. When nothing happens, point out that there are no magic wands in real life. Ask PLAYers what they could do to make their dreams come true. Gather responses from the PLAYers. Then lead a discussion on the relationship between dreams and goals by asking PLAYers:

We all have dreams. Some of us dream of becoming a great golfer, a famous musician or a doctor. Dreams are things that you want, but making your dreams come true takes more than just wishing or good luck. In real life, there are no magic wands. You are the one who has to turn your dreams into goals. *Can anyone tell me what a goal is?* (Put answers on whiteboard or easel chart if you have one.)

2. Explain the difference between dreams and goals. Make the following points:
 - Goals are the things we actually do to make our dreams come true.
 - You usually have to achieve many smaller goals before you reach your big dream.
 - Goals have a target date.
3. Summarize by giving PLAYers this definition:

A goal is a dream that you work hard to make come true.

Here are some examples you can use that compare dreams to goals:

Dream: To earn a golf scholarship

Goal: To make my high school golf team

Dream: To play in a junior golf tournament some day

Goal: To finish The First Tee Birdie level this year and apply everything I learn

4. Ask PLAYers why they think it is important to establish or set goals. Gather responses and write them down on a whiteboard or easel chart if you have one. Then, go over some of their reasons.

Try to include the fact that goals are important because:

- They motivate us.
 - They help us plan for the future.
 - They give us purpose and direction.
 - They make us feel proud and satisfied when we reach them.
5. Tell PLAYers they will be learning more about goals in the classes ahead.
 6. Tell them to look back at the golf goal they wrote down for the golf dream in their Yardage Book.
 7. Create activities that allow PLAYers to explore their golf dream by Tracking Golf Skills Progress for Distance-response and Target Awareness and Tracking Physical Healthy Habit Progress—Play in their Yardage Book.



LIFE SKILL CORE ACTIVITY 16.2: Imagine That Putt

Supplies needed: Putters, balls, blindfolds

This activity gives PLAYers some practice in imagery—a skill they can use to explore their own dreams and goals. In this case, the skill is used to form a mental image of an immediate goal such as sinking a putt or hitting the ball to a target spot. This is a partner activity and involves two parts:

Part I

1. Have a participant stand with putter in hand on the fringe or on a putting green at least 10 feet away from the hole. Instruct the PLAYer to look at the hole (with flagstick removed) and form a mental image of where it is located.
2. Blindfold the PLAYer and have him or her walk toward the hole. Have a partner walk alongside for safety. Ask PLAYers to open their Yardage Book to Imagine That Putt: Partner Activity—Part 1: Blindfold to record their results.
3. The goal is to keep the image of the hole in mind, walk toward it, and use the putter to point to the ground when the participant thinks he or she has reached it. Ideally, the participant will place the putter into the hole.
4. Let the participant take off the blindfold and see how close he or she has come. If they do not place the putter in the hole, measure the distance (+/-) from the hole. Also, ask PLAYers to describe the image they had of the hole before they started.
5. Repeat activity from a different distance for the PLAYer's partner; then, alternate distances and PLAYer until three different distances have been recorded for each PLAYer.

Part II

1. PLAYers stand 10 feet from the hole on the putting green.
2. Tell them to look at the hole, close their eyes, and imagine stroking the ball. In their mind, they should watch the ball roll, see and hear it drop into the hole, and experience the satisfaction of sinking the putt as they listen to the cheers of others.
3. Have PLAYers practice putting with their eyes closed, forming a sharp mental image of the distance from the hole is most helpful before making each stroke. Have PLAYers turn to Partner Activity—Part 2: Eyes closed in their Yardage Book to record their results.
4. Point out that having a clear mental picture of your goal is a good way to stay focused.
5. Repeat this activity alternating distances and PLAYer until three different distances have been recorded for each PLAYer. Have PLAYers process how far they are from the hole and imagine what type of adjustments they must make to the size or length of motion to putt.
6. Create an activity that allows PLAYers to explore golf and other aspects of their life related to making healthy choices in the types of food they eat. Have PLAYers turn to Tracking Physical Healthy Habit Progress—Energy in their Yardage Book to track their progress.

