



CORE LESSON 19: SETTING DIFFERENT TYPES OF GOALS

This core lesson provides PLAYers with opportunities to set reachable goals that focus on controllable factors while pursuing dreams and goals they want to achieve such as winning a golf tournament. Reachable goals provide purpose and direction for PLAYers. It is the pursuit of their goals—their journey—that contributes to success stories and a commitment to the process of achieving their goals.

At this point, PLAYers have been exposed and applied all four guidelines to their goals. In Core Lesson 19, they explore how to set different types of goals—process, performance, outcome—to promote personal success, build confidence and maintain motivation.

GENERAL LEARNER OBJECTIVES

After completing multiple classes on Core Lesson 19, Birdie-level PLAYers should be able to:

- Explain why different types of goals fall along a continuum
- Understand how process and performance goals enhance control and flexibility when setting reachable goals
- Understand that setting process and performance goals can be applied to situations away from The First Tee
- Develop process and performance goals for away from The First Tee; share with coaches and other PLAYers in follow-up classes on this core lesson
- Recognize that setting process and performance help improve golf skills
- Write golf-related process and performance goals that are under their control

- Explore different methods, as well as develop their own method, for making solid clubface and ball contact when playing golf different ways to improve body balance
- Demonstrate and exhibit the physical healthy habits of energy, play and safety, with additional opportunities to explore the emotional healthy habit of mind

LIFE SKILL CATEGORIES ADDRESSED

- Self-management
- Goal-setting

SPECIFIC LIFE SKILL STRATEGY DEVELOPED THROUGH THIS CORE LESSON:

- Different Types of Goals

SUGGESTED BIRDIE PROGRESSION FOR GOLF SKILL CATEGORIES AND GOLF FUNDAMENTAL



- Clubface and ball contact (for putt, chip, pitch, full-swing)

COACHES' SEAMLESS DELIVERY TIP



EXAMPLE Coaches help PLAYers in the development of self-management and goal-setting skills by integrating Birdie Core Lesson 19 (Setting Different Types of Goals) with the golf skill categories—putt, chip, pitch and/or full-swing; and golf fundamental—clubface and ball contact. In this example, coaches create games that require PLAYers to focus on the centeredness of hit and clubface direction at impact and contain elements both in a PLAYer's control and out of a PLAYer's control. This could include giving each PLAYer a club that is way too long or short or has an improper lie angle or a loft that is difficult for the challenge (such as a 4 iron for a shot out of a greenside bunker).



Bridge to Golf & Life by asking questions such as: *What was your experience like today? What did you feel like emotionally during different challenges? What did you enjoy the most and why? How can setting different types of goals help you build confidence and maintain motivation? How can setting process and performance goals help improve your golf skills? How can setting a process or performance goal—something entirely or mostly under your control—help you when playing golf? Ask PLAYers to give an example away from The First Tee when they experienced a situation out of their control. We live in a community with others; has anyone experienced a situation in a group that was out of their control? What was that experience like?*

LIFE SKILL CORE ACTIVITIES

During the first class on Core Lesson 19, incorporate Different Types of Goals into the warm-up by focusing on the process of what they are doing and creating a dialogue to draw out how each PLAYer can achieve individual success.

Additionally, during the first class on Core Lesson 19, deliver at least one core activity below seamlessly with a golf skill. (See previously suggested Birdie progression in the Golf Skills section of the 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.

Life Skill Core Activity 19.1: Goal-Setting Continuum

PLAYers explore the goal-setting continuum to differentiate process, performance and outcome goals. PLAYers apply this information to identify whether their goal statements and energy focuses on the process rather than solely on the outcome.

Life Skill Core Activity 19.2: Process and Performance Goals for Practice

PLAYers generate game-like activities for each golf skill to build confidence to execute putting, chipping, pitching and full-swing.

Life Skill Core Activity 19.3: Performance Goals On-course

PLAYers engage in various golf drills or games on-course to assess performance goals.

Life Skill Core Activity 19.4: Executing and Tracking Performance Goals

PLAYers develop their methods for tracking golf performance.

Life Skill Core Activity 19.5: Playing Smart With Process Goals

PLAYers apply process goals to manage how they play a course.

Life Skill Core Activity 19.6: Setting Different Types of Goals for Home, School or Community

PLAYers apply process and performance goals to situations away from The First Tee.



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

CORE LESSON 19 INTRODUCTION: SETTING THREE TYPES OF GOALS

Supplies needed: The First Tee Birdie Yardage Books, pencils

The purpose of this activity is to provide an opportunity for PLAYers to explore how competing in sport and life, at times, challenges the fourth guideline for Setting a Reachable Goal—under your control.

1. Briefly review the Four Guidelines for Setting a Reachable Goal. Then, ask PLAYers whether they have ever set a goal to shoot a low score, win a championship or beat an opponent when playing golf or other sports.
2. Ask PLAYers if those goals are under their control? If not, ask them if it was important to them to win a tournament.
3. Start a discussion on how the outcome of a sport performance tends to define their success—you win or you lose. Then, ask PLAYers if they have ever had to answer any of the following questions:
 - Did you win?
 - What was your score?
 - What place did you finish in?
4. Ask PLAYers if they have other questions posed to them after a golf tournament, sport performance or other competitive events. Summarize the responses from PLAYers; then, emphasize when they focus their energy on two types of goals—process and performance—it helps them strengthen their commitment or further refines the process to achieve what they want.



LIFE SKILL CORE ACTIVITY 19.1: Goal-Setting Continuum

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

This activity defines three types of goals along a continuum. Differentiating these goals along a goal-setting continuum allows PLAYers to shift their focus from the outcome of an event (winning/losing; scoring a low score; making a cut) to personal measures of success (improved performance).

Part I

1. Ask PLAYers to review the definitions for outcome goals, process goals and performance goals. After a few minutes, ask for volunteers to share their meaning or examples for each type of goal.
2. Point out these three types of goals work together to focus their energy and mind on what is important to them and helps them decide how hard they want to work to achieve their goals. Just saying a PLAYer wants to win a tournament does not put anything into place to help him/her win. What needs to be decided is—what does the PLAYer have to do to prepare in order to put him/herself in the best position to win.
3. Have PLAYers identify what type of goal is stated in their Yardage Book by placing an “O” for outcome; “PR” for process; and “PF” for performance. The response is provided at the end of each statement.

- _____ I want to shoot 55 for 9-holes by the end of the Birdie level. (O)
- _____ I will practice making four out of the five, 6-foot putts three days per week for the next month. (PR)
- _____ I want to hit 5 out of 9 fairways during my round. (PF)
- _____ I want to get up and down 50 percent of the time when off the green. (PF)
- _____ I will ask my coach for help on my swing tempo for putting and chipping during the next class. (PR)

4. As a review, ask PLAYers if the goals listed above meet any or all of the guidelines for setting reachable goals.

Part II

1. Ask PLAYers to think of an outcome they want to achieve in the next few years and have them write it down in their Yardage Book.
2. For each golf skill listed, write process and performance goals for making solid contact and maintaining body balance. These goals should represent what each PLAYer will do to achieve success in their terms, as well as take them one step closer to reaching their outcome goal.
3. It is this shifting along the goal-setting continuum that allows PLAYers to set reachable goals as either a process or performance goal, and focus their energy on what they can do right now to help achieve their outcome goal.
4. Encourage PLAYers to utilize one of the Three Tips for Having Fun—Ask for Help—if they are not sure what they can work on as a process or performance goal for making solid contact or maintaining body balance.

LIFE SKILL CORE ACTIVITY 19.2:

Process and Performance Goals for Practice

Supplies needed: The First Tee Birdie Yardage Books, pencils, clubs and balls for golf game

This activity is a continuation of Core Activity 19.1 (Goal-Setting Continuum – Part II). To become process and performance focused, PLAYers must be able to analyze their golf and life skills to determine what to practice to maintain or improve their skills and how to set up activities under their control.

1. Ask PLAYers to review the process, performance and outcome goals they wrote down in their Yardage Book.
2. For each golf skill, PLAYers will design a practice activity that supports one of their process and performance goals. It is important the practice activity allows them to practice those skills during or outside of scheduled class time.
3. Allow sufficient time for PLAYers to design and practice their activities; then, have them re-evaluate their process and performance goals to determine if they need to be revised.
4. In addition to establishing process and performance goals for practice activities, PLAYers also need to assess how committed they are to the process when playing a round of golf.

Ask PLAYers to establish a process goal for a round of golf. For example, if a PLAYER tends to fall out of balance after her/his shot, then s/he may want to set the following process goal:

Process goal: I want to hold my finish on every shot until the ball hits the ground. At a minimum, I want to hold my finish for 10 seconds.

5. Have PLAYers open their Yardage Book to Tracking Your Healthy Habits – Mind to record their process and commitment level. For each shot, have PLAYers rate their level of commitment to their process goal on a scale of 1 (not committed) to 5 (fully committed). PLAYers should have no more than two process goals for each round.

LIFE SKILL CORE ACTIVITY 19.3: Performance Goals On-course

Supplies needed: The First Tee Birdie Yardage Books, pencils

1. Performance goals serve as a personal measuring stick for PLAYers to assess how they are playing. In golf, there are inherent standards PLAYers may want to track to determine what they are doing well, what they could do better and how they could practice to improve.
2. PLAYers will play a 9-hole round recording the information below on a scorecard.
 - a. Tee shot: Did my ball go in the fairway? Y = yes, N = no
 - b. Fairway: Did my ball go on the green in regulation number of strokes? Y= yes, N = no
 - i. Note: This statistic is commonly known as GIR (greens in regulation). Par for the hole determines what the number "in regulation" means. For example, Par 3 = one swing to get on the green is considered a "Yes" for getting on the green in regulation. Par 4 = two swings and Par 5 = three swings.
 - c. Putting: Record the number of putts you took.
 - d. Extra: Penalties – Did I incur any penalty strokes? Y = yes, N = no (record the number, if Y)
 - e. Extra: "Sandy" – Did I get in the greenside bunker? If yes, did I get up and down?
 - f. At the end of each swing, did I finish in balance? How long did I hold my finish?
3. After the round, total up the information. How many tee shots went into the fairway? How many times did you get on the green in regulation? How many putts did you take? And so on.
4. How does this information compare to your goals? For example, have you set a putting goal that you have already achieved? How realistic is your goal based on the number of times the ball hit the fairway off the tee shot?
5. Ask PLAYers to review their performance goals and make adjustments as needed.