



CORE LESSON 17: SETTING GOALS THAT ARE POSITIVE AND IMPORTANT TO YOU

In the preceding core lesson and related activities, PLAYers learned that goals can lead to the realization of bigger dreams. In Core Lesson 17, PLAYers are introduced to the first two of four guidelines they can use to further clarify and focus their goals, which increases their chance of reaching their goals. Then, they begin shaping a golf-related goal statement that eventually will conform to all four guidelines.

The Four Guidelines for Setting a Reachable Goal are:

- 1. The goal is Positive.**
- 2. The goal is Important to You.**
3. The goal is Specific.
4. The goal is Under Your Control.

GENERAL LEARNER OBJECTIVES

After completing multiple classes on Core Lesson 17, Birdie-level PLAYers should be able to:

- State the Four Guidelines for Setting a Reachable Goal
- Understand why a reachable goal is positive
- Recognize goal statements that are positively stated
- Write a golf-related goal that is positive
- Understand why a goal should be important to them
- Recognize goal statements that are important to them

- Write a golf-related goal that is important to them
- Develop their method for getting ready to swing when playing golf
- Understand that setting goals that are positive and important to them can be applied to situations away from The First Tee
- Determine a non-golf goal that is positive and important to them; share with coaches and other PLAYers in follow-up classes on this core lesson
- Demonstrate and exhibit the physical healthy habits of energy, play and safety

LIFE SKILL CATEGORIES ADDRESSED

- Self-management
- Goal-setting

SPECIFIC LIFE SKILL STRATEGY DEVELOPED THROUGH THIS CORE LESSON

- Four Guidelines for Setting a Reachable Goal

SUGGESTED BIRDIE PROGRESSION FOR GOLF SKILL CATEGORIES AND GOLF FUNDAMENTAL



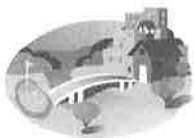
- Get Ready to Swing (for putt, chip, pitch, full-swing)

COACHES' SEAMLESS DELIVERY TIP



EXAMPLE Coaches help PLAYers in the development of self-management and goal-setting skills by integrating Birdie Core Lesson 17 (Setting Goals that are Positive and Important to You) with the golf skill categories—putt, chip, pitch and/or full-swing; and golf fundamental—get ready to swing. In this example coaches create games that require PLAYers to connect get ready to swing (hold, set-up, aim and alignment) with stating your goal positively. An example might be stating your aim positively, “I will aim my clubface at ____.” Additionally, to connect get ready to swing with setting goals that are important to them, coaches may create games where PLAYers experience different body positions in their set-up and discover what is important to them.

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 to state it in positive language? How do you feel when you state things positively? How do you feel about a goal that is important to you vs. one that someone else chooses for you and is not important to you? How might how you feel about your goal impact your commitment?* There is always an opportunity to tie in healthy habits by asking what healthy habits are important to PLAYers. *To be motivated to commit to a healthy habit what would be the best way to state that habit?* Give an example such as: “I don’t want to get wrinkles when I am older” versus “I want to maintain healthy skin for life so I will wear a hat, use sunscreen and drink lots of water.”

LIFE SKILL CORE ACTIVITIES

During the first class on Core Lesson 17, coaches should incorporate one of the Four Guidelines for Setting a Reachable Goal and Setting Goals that are Positive into their warm-up to mentally engage PLAYers in the goal-setting process.

During each class on Core Lesson 17, 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 First Tee Nine Golf Fundamentals. (See previously suggested Birdie progression as well as 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.



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

Life Skill Core Activity 17.1: Turning Negative to Positive

PLAYers look at examples of negative and positive statements; then, they suggest positive substitutes for negative statements.

Life Skill Core Activity 17.2: Setting a Goal that is Positive

PLAYers rewrite a putting goal so it is stated positively. PLAYers use a ball-tossing game to turn negative statements into positive statements.

Life Skill Core Activity 17.3: Is the Goal Important to You?

Coaches share a personal story about a goal that was important to them. Explain why goals should be important to the goal-setter, as well as positively stated.

Life Skill Core Activity 17.4: Positive and Important Goal for Golf

PLAYers apply the first two guidelines to their golf goal.

Life Skill Core Activity 17.5: Positive and Important Goal for Having Fun While Playing Golf

PLAYers review a Personal Par Card—Fun; then, apply the first two guidelines to a goal for having fun while playing golf.

Life Skill Core Activity 17.6: Positive and Important Goal for Home, School or Community

PLAYers apply the first two guidelines to their goal for home, school or community.

CORE LESSON 17 INTRODUCTION: FOUR GUIDELINES FOR SETTING A REACHABLE GOAL

Supplies needed: The First Tee Birdie Yardage Books, pencils

1. Briefly review the topic of dreams and goals. Ask someone to state the difference between a dream and a goal by giving a definition of a goal.
2. Explain the way a person states a goal has a lot to do with whether he or she reaches it. Have PLAYers open their Yardage Book to the Four Guidelines for Setting a Reachable Goal. Ask for a volunteer to read the statements aloud.
3. Coaches lead a discussion on the difference between dreams and goals by asking PLAYers some of the following statements:
 - *Remember how we talked about dreams for the future and how having goals can help make dreams come true? Dreams help us to decide what we want to accomplish.*
 - *Goals motivate us to work and play harder and show us a way to reach our dreams in the future. We feel proud when we accomplish our goals.*
 - *When we set our goals, we want to be very clear about them, so that we have the best chance of achieving them. The way that you state your goals has a lot to do with whether you will be able to reach them, whether they are small goals, like setting up for your next shot, or bigger ones, like graduating from school.*
4. Remind PLAYers that to set reachable goals, it is important to follow the Four Guidelines for Setting a Reachable Goal listed in their Yardage Book.



LIFE SKILL CORE ACTIVITY 17.1:

Turning Negative to Positive

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

1. Coaches lead a discussion on the first guideline: "The goal is stated positively." Ask PLAYers what that means. Reach a consensus on what it means to set goals that are positive; then, summarize with these points:
 - You identify what you want to achieve.
 - You avoid focusing on what you do not want to achieve.
 - Positively stated goals do not have words and phrases like "don't" or "avoid" or "keep from doing" or "stop doing."
2. Point out that it is a lot easier to focus on something that you want to do, rather than something you do not want to do or have happen. Once you let the negative thoughts creep in it is hard to get rid of them. Have PLAYers do the following exercise to illustrate that a reachable goal needs to be positive:

Close your eyes and imagine you are about to tee off. Someone is standing behind you. Do NOT imagine that person is Mickey Mouse. (Pause) *Were you able to keep Mickey out of your thoughts?*

Now, think about how this applies to golf. *If you are standing at the tee and there is a big lake on the right and a fairway on the left, should you say to yourself, "Do not hit the ball in the water"? If not, what should you say?* (Gather responses that state the goal positively—to hit the fairway.)

Before you take a test at school, should you tell yourself, "Don't screw up!" or "Don't fail this test!"? What should you say instead? (Gather responses.)
3. Have PLAYers open their Yardage Book to read examples of negative and positive statements that might occur as they get ready to swing. Discuss the statements.

Negative: I don't want to miss this putt.

Positive: I want to make a smooth stroke.

Negative: I don't want my ball to go in the lake.

Positive: I want to select my target where I want to land my tee shot.

Negative: I don't like playing this hole.

Positive: I want to focus on one shot at a time by:

- Selecting my target
- Checking my aim and alignment
- Making a confident swing

4. Ask PLAYers to generate more examples of negative statements. If available, write them on a whiteboard, flipchart or other writing surface. Then, ask for PLAYers to suggest how they would change the statements so they are positive. If you are writing them down, put the positive statement under each negative statement.

Pick examples that are appropriate for the age and experience level of the group you are addressing. Here are some suggestions to choose from:

- I hope I don't shoot a high score today.
 - I don't want to hit the ball in the bunker.
 - I want to avoid hitting the ball into that lake.
 - I've got to stop dribbling the ball off the tee.
5. Understanding how PLAYers think and emotionally respond in different situations resonates with the healthy habit of Mind. Have PLAYers turn to Emotional Healthy Habit—Mind in their Yardage Book to record their thoughts before they play golf.



ON-COURSE VARIATION

Supplies needed: Golf clubs, golf balls, tees, ball marker, divot tool

1. Prior to going on the course, PLAYers should write down a list of positive and negative statements such as the ones above; take these lists with them on the golf course.
2. Play the golf course. For each hole, half the group will say a negative statement out loud from the list created before each shot and half the group will say a positive statement out loud from the list created.
3. After each hole, while waiting to tee off on the next hole, each PLAYER should record their score and their feelings about the hole.
4. On the next hole, switch roles. All those who used positive statements now use negative statements and those that were negative are now positive.
5. Alternate holes in this way throughout play.
6. After playing the course, gather as a group to discuss how the statements, both positive and negative, impacted their play or confidence and feelings about play
7. Create an activity that allows PLAYers to explore their golf dream by Tracking Golf Skills Progress for Get Ready to Swing in their Yardage Book.