



**Learn . Play . Win Together**

**Module 1**

**CHAMPIONSHIP DRIVE**

**COACHES/TEACHERS  
MANUAL**



# BACKGROUND

For some student athletes, their sense of self and purpose is narrowly defined by who they are as an athlete. Undoubtedly single minded focus can result in powerful accomplishments but for adolescents this can come at the expense of developing a balanced and integrated understanding of the range of aspirations and abilities upon which one can build a well rounded vision of self and a portfolio of accomplishments throughout life, on and off the playing fields. **Emphasize and elaborate as needed. Use solid examples and allow 3 minutes for Q & A.**

*Note: Have each participant sign-in as they enter the room.*

**TIME:** 55 Minutes

## OVERVIEW/AGENDA

- ☐ Warm-up: My Championship Life
- ☐ Work Out: SMART Action Plans
- ☐ Cool Down: Stay on the SMART Track

## BIG IDEAS

1. Balance
2. Goal Setting
3. Perseverance

## EQUIPMENT

- ☐ Excel U Student Playbook

## GOALS






In this practice students will:

1. Become familiar with the sessions in Excel U and the purpose of the program.
2. Identify the academic, athletic, social-emotional, and physical health factors that contribute to their personal vision of a good life. (GET EXAMPLES OF EACH)
3. Learn and apply a goal setting method for achieving and sustaining the elements of a “good life”.
4. Create SMART action plans.
5. Explore strategies for staying on track with their SMART action plans.
6. Understanding the importance of perseverance in accomplishing a goal.

# BIG QUESTIONS

The instructions below  
are for this slide.

## BIG QUESTIONS

-  What is Excel U about and how will it help me?
-  What is my idea of a "Championship Life"?
-  How can goal setting help me achieve my Championship Life?
-  What motivates me to work towards a Championship Life?
-  What is meant by "balance" in life and why does it matter?

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Page 2

## EQUIPMENT

- ☐ One Student Guide
- ☐ Game Plan per student
- ☐ Post "The Bench"

## INSTRUCTIONS

1. Review the agenda for Module 1.
2. Ask students if they have questions or anything they want to add to the agenda.

# WELCOME TO EXCEL U

The instructions below  
are for this slide.

## WELCOME TO EXCEL U

1. Form two groups standing across from one another (Face to face)
2. Group A: What skills do you need to succeed as a student and an athlete?  
*Ex: "Managing time"*
3. Group B: What are obstacles to success as a student athlete?  
*Ex: "Not enough time to get everything done."*
4. Passing the ball from Group A to Group B, call out your response when the ball is passed to you.
5. Can't think of anything? Ask your teammates for help.

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Page 3

**TIME:** 10 Minutes

## BIG QUESTIONS

- ☐ What is Excel U about and how will it help me?

## EQUIPMENT

- ☐ Ball appropriate to the sports team (basketball, football, soccer ball, etc.)
- ☐ Flipchart or other visualizer technology for recording responses.
- ☐ Markers.

## SET UPS

- ☐ Two column flip chart labeled "NEED" and "BLOCK"
- ☐ A white board, ELMO or other instructional technology may be used

## INSTRUCTIONS

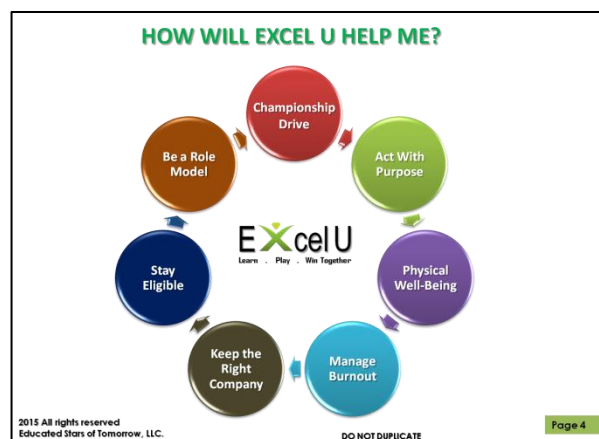
1. Ask students to form two groups standing across from one another and face to face.
2. Label one group "Need" and the other "Block"
3. Tell the "Need" group that they should each think of a skill they need to be a successful student athlete.
4. Tell the "Block" group to think of a challenge they face as a student athlete.
5. Tell students that they are going to pass or bounce the ball from one member of "Need" to another member of "Block"
6. Needs will state a skill or attitude for being a successful student athlete and Blocks will state a challenge.
7. Tell students that if they can't think of a response they can get help from their group.
8. Pass the ball to a member of the "Need" team and give an example to get them started.
9. Record all responses in the appropriate column on the flip chart.
10. Ask either team if they want to add any that are missed and add any that are offered.

## TAKE AWAY

- ☐ What observations and conclusions do you make about the ideas we came up with?
- ☐ Which Need is most important to you? Which Block is the most difficult to manage?

# HOW WILL EXCEL U HELP ME?

The instructions below  
are for this slide.



## EQUIPMENT

- ❑ Student Playbook

## INSTRUCTIONS

1. Show a Playbook, and introduce.
2. Distribute a Student Playbook to each participant.
3. Tell them that the Playbook is theirs to keep and that we will be using it throughout the program.
4. Walk through the table of contents pointing out the topics that will be covered in the program and the skills they will be working with.
5. Walk through a sample unit showing students the features of each unit:
  - Each session is called a Practice.
  - Each Practice has a Warm Up (exercises where we share what we know)
  - Each Practice has a Work Out (exercises where we learn new information)
  - Each Practice has a Cool Down (exercises where we reflect on what we )
  - Take Away (summaries of what we have learned)
  - On Your Mark, Get Set, Go! (quick assessments to tell the coach if everyone is on track.)
6. Align the topics with the needs and blocks generated in the last exercise.
7. Review any rules or expectations you have about attendance, participation, and uses of the Playbook.
8. Tell students the schedule for each session. (EX: We will meet every Tuesday and Thursday from 3:30 – 4:30 p.m. in the gym for the next six weeks)
9. Check for questions and answer all.

Warm Up

## MY CHAMPIONSHIP LIFE INDEX

The instructions below are for this slide.

**TIME:** 25 Minutes

### BIG QUESTION

What is my idea of a “Championship Life”?

### EQUIPMENT

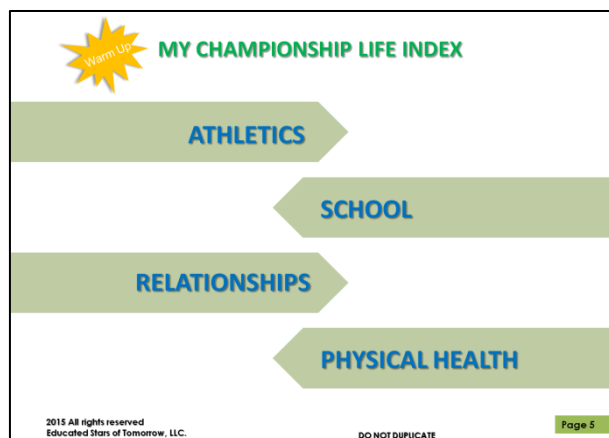
- ☐ My Championship Life Map
- ☐ Four flip chart stations (or pages) posted around the gym or classroom
- ☐ Four markers
- ☐ Labels for flipchart pages (included in Coaches packet)

### SET UPS

- ☐ Consider how you might integrate this activity into a team warm-up drill
- ☐ Post four flip chart stations around the room.
- ☐ Use the labels provided in your packet to identify each station.

### INSTRUCTIONS

1. Tell students the purpose of the Warm-Up.
2. Ask students to think about three things that would have to happen at least once a month in each of these areas of their life in order for them to say that in that month they had lived a “championship life” and to make some notes on the “Map for a Championship Life” in their Playbook.
3. Prompt ideas by providing an examples from your own life. (EX: When it comes to my friends and family, I would say I was living a championship life if I went fishing with my father at least once a month.)
4. Divide the team into four groups and assign each group to one of the stations (Athletics, School, Relationships, and Physical Health.)
5. Tell the groups to post their “championship life” responses by writing them on the flipchart. Tell them to record as many ideas as they can in 3 minutes.
6. After 3 minutes, blow a whistle (or give some other sound cue) and have each group rotate to the station to their right.





## MY GOOD LIFE INDEX

(Continued)

7. Repeat steps 5 and 6 until all stations have been visited and groups have returned to their original station.
8. Ask students to go stand by the station that is the most interesting or important to them.
9. Ask one student at each station to report out some of the listed items.
10. Ask students why they chose to stand at that station.
11. Repeat steps 10 and 11 until all stations have been reported out.

### TAKE AWAY

1. What do you notice about our views about what makes a championship life?
2. What are the different areas in life where we may want to have balance and be champions?
3. What do you think “a balanced life” means? Why does it matter?
4. How would you go about achieving your vision of a balanced, championship life?

### SUMMARY *(Discuss each point with Student Athletes)*

- ☐ Everyone has a different idea about what makes up a “championship life”.
- ☐ A balanced life increases overall happiness and success.
- ☐ The first step in making your “championship life” a reality is to create the vision.
- ☐ We can have balance, and be champions in any area of life, academics, family, community, as well as athletics.
- ☐ The second step is to set SMART goals that get you there.



## TYPES OF GOALS

The instructions below  
are for this slide.

**MY CHAMPIONSHIP LIFE INDEX**

<b>SKILL</b>	Focus on learning a specific skill "I want to master the approach to the pole vault." "I want to master solving word problems."
<b>PERSONAL BEST</b>	Focus on an individual achievement "I want to hit 10 RBI's this season." "I want to raise my math GPA by 1 point this semester."
<b>TEAM</b>	Focus on the efforts and results of the group "We want to earn 5 yards on every running play." "We want everybody to be eligible."

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### BIG QUESTION

How can goal setting help me achieve my Championship Life?

### INSTRUCTIONS

1. Tell students the purpose of the Work Out.
2. Review the three types of goals.



## GIVE ME AN EXAMPLE

The instructions below are for this slide.

**GIVE ME AN EXAMPLE...**

Of an athletic and academic accomplishment you have achieved...

Was it a skill, personal best or team accomplishment?

How did you achieve it?

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Page 7

### INSTRUCTIONS

1. Ask students for examples of athletic and academic goal, or a personal best, that they are proud of.
2. Ask students to identify whether it was a skill, personal best or team goal?
3. Ask students what they did to accomplish those goals?
4. Provide a personal example to prompt their thinking.
5. Ask students for examples of athletic and academic goals or a personal best they would like to achieve.

# SMART ACTION PLANS

The instructions below are for this slide.

SMART ACTION PLAN	
Specific	What do you want to accomplish in the next 30 days?
Measurable Steps	What steps will you take and how will you measure your progress?
Acceptable	How important is it to you?
Realistic	Does it reflect your abilities but offer a challenge?
Time Frame	When will each step be completed?

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Page 8

## BIG QUESTION

How can goal setting help me achieve my Championship Life?

## EQUIPMENT

- ☐ SMART Work Out
- ☐ Student Playbook

## SET UPS

- ☐ Flip chart or other visualizer technology

## INSTRUCTIONS

- Tell students that there are three questions that people who are successful at goal setting ask themselves:
  - Where am I now?**
  - Where do I want to be?**
  - How do I get there?**
- Ask students to turn to the SMART Workout in their Student Playbook.
- Review the steps for the SMART method making sure that you define each step.
  - ☐ **Specific** – Clearly describes what you want to accomplish in a defined period of time
  - ☐ **Measurable steps**- Breaks the goal into smaller, measurable steps. Describe each step in terms of how much, how long, how often, when, with whom, etc.
  - ☐ **Acceptable** – Decide how important it is to you, not to someone else. Use a scale of 1-5 where 1 = not at all important to me and 5 = extremely important
  - ☐ **Realistic** – Is it within your capabilities but at the same time does it give you an opportunity to stretch and grow?
  - ☐ **Time Frame** – Decide on the schedule for completing each of your measurable steps.



## SMART ACTION PLANS (Example)

The instructions below  
are for this slide.

SMART ACTION PLANS	
<b>Specific</b>	I want to master three moves for defending the jump shot. This is a personal and team goal.
<b>Measurable Steps</b>	Schedule time with the coach to get feedback on what I could improve. Recruit a teammate who will spend a ½ hr a day 3 days a week practicing these techniques
<b>Acceptable</b>	On a scale of 1-5 where 5 is extremely important to me this is a 4.
<b>Realistic</b>	I am willing and able to commit 30 minutes 3 time a week.
<b>Time Frame</b>	Schedule time with Coach on Monday – three times a week for 30 minutes over the next 6 weeks.

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Page 7

### BIG QUESTION

How can goal setting help me achieve my Championship Life?

### EQUIPMENT

- ☐ SMART Work Out
- ☐ Student Playbook

### SET UPS

- ☐ Flip chart or other visualizer technology for recording.
- ☐ Coach should complete the SMART Action plan using a personal or professional goal they are comfortable sharing with students.

### INSTRUCTIONS

1. Ask students to look back or think back to their good life index and to make a note in the Specific box of their SMART Workout of something from the athletic, academic, relationship, or physical health they would like to work on over the next 30 days.
2. Ask students to describe whether it is a skill, personal best, or team goal.
3. Ask volunteers to share their Specific accomplishment. Affirm all who have shared.
4. Review the model SMART action plan, describing how each action meets the definition of the SMART step.
5. As you review each step, have the students create an action that meets the requirement of the step.
6. Ask for student volunteers to share what they came up with at each step. Correct and revise where necessary.
7. Tell students that they are going to work with a team mate to share their SMART action plan and that partners will be responsible for checking in with one another, every day, about each other's progress.



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# Student-Athlete Playbook

HIGH SCHOOL





# THE PROBLEM

Most students who play sports from middle school through college entertain hopes of having a career in sports. Some will realize those hopes but most will not.

# THE FACTS

- The high school dropout rate for those who are gifted athletes but struggling students is 53%.
- Among talented and capable students, only 3% will have a successful college career.
- High school and college athletes are at higher risk for binge drinking and more likely to regard parties as an important part of their social life.

Athletes	Women's Basketball	Men's Basketball	Baseball	Men's Ice Hockey	Football	Men's soccer
High School Athletes	452,929	546,335	470,671	36,263	1,071,775	358,935
High School senior athletes	129,408	156,096	134,477	10,361	306,221	102,553
NCAA Athletes	15,096	16,571	28,767	3,973	61,252	19,797
<b>NCAA Freshman Positions</b>	<b>4,313</b>	<b>4,735</b>	<b>8,219</b>	<b>1,135</b>	<b>17,501</b>	<b>5,655</b>
<b>NCAA Senior Athletes</b>	<b>3,355</b>	<b>3,682</b>	<b>6,393</b>	<b>883</b>	<b>13,612</b>	<b>4,398</b>
NCAA Senior Athletes Drafted	32	44	600	33	250	75
Percentage: High School To NCAA	3.3%	3.0%	6.1%	11.0%	5.7%	5.5%
<b>Percentage: NCAA To Professional</b>	<b>1.0%</b>	<b>1.2%</b>	<b>9.4%</b>	<b>3.7%</b>	<b>1.8%</b>	<b>1.7%</b>
Percentage: High School To Professional	<b>0.02%</b>	<b>0.03%</b>	<b>0.45%</b>	<b>0.32%</b>	<b>0.08%</b>	<b>0.07%</b>

# THE SOLUTION

EXCEL U is a school and community based curriculum that unifies academic success, health and wellness for students who are athletes. The program was developed by Educated Stars of Tomorrow, LLC.



## Module 1

# CHAMPIONSHIP DRIVE

High School  
Student Playbook



# MY CHAMPIONSHIP LIFE MAP

## INSTRUCTIONS:

Consider the things you would do every month that would make up your idea of a championship life. Consider things you are pulled to do, rather than pushed to do.

Record these in the appropriate box. For example, making breakfast for my family one Sunday a month is my idea of a championship, relationship life.

**ATHLETICS:**

**SCHOOL:**

**PHYSICAL  
HEALTH:**

**RELATIONSHIPS:**

# Championship Drive SMART Worksheet

## **SPECIFIC**

What do you want accomplish in the next 30 days?

- 1.
- 2.
- 3.

## **MEASURABLE STEPS**

What 3 small steps will you take and how will you measure your progress?

- 1.
- 2.
- 3.

## **ACCEPTABLE**

How important is it to you to achieve this goal?

- 1.
- 2.
- 3.

## **REALISTIC**

What resources will it take? Which do you have and which do you need to get?

- 1.
- 2.
- 3.

## **TIME FRAME**

When will each step be completed?

- 1.
- 2.
- 3.