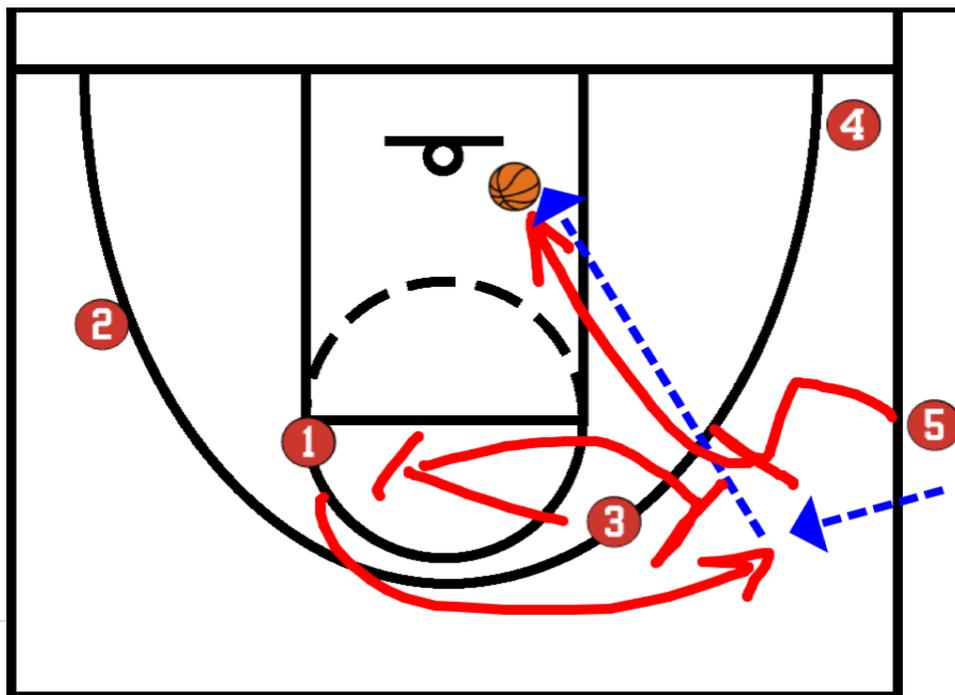




Learn . Play . Win Together

Middle School

Student-Athlete Play Book



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.

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
NCAA Freshman Positions	4,313	4,735	8,219	1,135	17,501	5,655
NCAA Senior Athletes	3,355	3,682	6,393	883	13,612	4,398
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%
Percentage: NCAA To Professional	1.0%	1.2%	9.4%	3.7%	1.8%	1.7%
Percentage: High School To Professional	0.02%	0.03%	0.45%	0.32%	0.08%	0.07%

Solution:

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

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Module 1

Winning Drive

My Championship Life Map

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

Relationships

**Physical
Health**

Championship Drive SMART Worksheet

Specific

What do you want to accomplish in the next thirty days?

- 1
- 2
- 3

Measurable Steps

What three 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



Practice 1: Winning Drive

Time: 55 minutes

ENSURE THE ENGAGEMENT OF THE PARTICIPANTS – PULL IN AUDIENCE

Overview

Warm-Up: My Championship Life

Work Out: SMART Action Plans

Cool Down: Stay on the SMART Track

Materials

Project 1 Play Book

Big Ideas

Balance

Goal setting

Perseverance

Background

For some student athletes, their sense of self and purpose is narrowly defined by who they are as an athlete. **No doubt, 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 round vision of self, and a portfolio of accomplishments throughout life, on and off the playing fields. (Emphasize and elaborate as needed) (Use concrete examples and allow 3 minutes for Q and A)

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. Understand the importance of perseverance in accomplishing a goal

Next Slide

BIG QUESTIONS

- What is Excel U Middle School about and how will it help me?
- What is my idea of a “winning life”?
- How can goal setting help me achieve my winning life?
- What motivates me to work towards a championship life?
- What is meant by ‘balance’ in life and why does it matter?

Big Questions

Equipment and Set Ups

- One Student Guide, Game Plan per student
- Post “The Bench”

Instructions

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

Next Slide

WELCOME TO PROJECT 1

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?
“Managing time.”
3. Group B, what are obstacles to success as a student athlete?
“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 team mates for help.

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Welcome to Project 1 (10 minutes)

Big Questions

What is Project 1 about and how will it help me?

Equipment Needed (Coaches maintain materials between sessions)

- 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

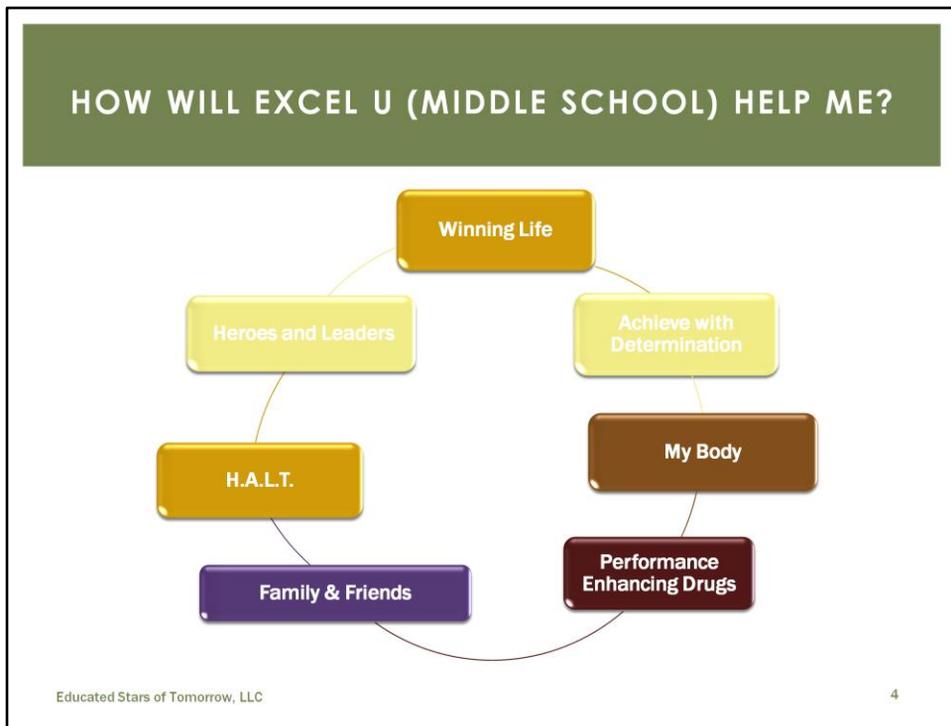
1. Ask students to form two groups standing across from one another and face to face.
2. Label one group, “Need” and the other “Block”
3. Tell the “Need” group that they should each think of a skill they need to be a successful student athlete
4. Tell the “Block” group to think of a challenge they face as a student athlete.
4. Tell students that they are going to pass or bounce the ball from one member of

“Need” to another member of “Block”.

5. Needs will state a skill or attitude for being a successful student athlete and Blocks will state a challenge.
6. Tell students that if they can't think of a response, they can get help from their group.
7. Pass the ball to a member of the “Need” team and give an example to get them started.
8. The ball goes back and forth until everyone has shared a “Need” or a “Block”.
9. Record all responses in the appropriate column on the flip chart.
10. Ask if either team if they want to add any that they think are missing and add any that are offered.

Take Aways

- 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 Project 1 Help Me?

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 and our experiences with the topic)
 - Each Practice has a Work Out (exercises where we learn new information and a skill to help us master the topic)
 - Each Practice has a Cool Down (exercises where we reflect on what we have learned and make action plans for out of class practice)
 - Take Aways (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.

Next Slide

WARM UP: MY CHAMPIONSHIP LIFE INDEX



Athletics



School



Relationships



Physical Health

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Warm Up

My Good Life Index (25 minutes)

Big Question

What is my idea of a “winning life”?

Equipment

- My Winning Life Map
- Four Flip charts stations (or pages) posted around the gym or classroom
- Four markers
- Labels for flipchart pages (included in Coach’s 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 “winning life” and to make some notes on the “Map for a

winning Life” in their Playbook.

4. 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.)
5. Divide the team into four groups and assign each group to one of the stations (Athletics, School, Friends and Family, Physical Health)
6. 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.
7. After 3 minutes, blow a whistle (or give some other sound cue) and have each group rotate to the station to their right.
8. Repeat steps 5 and 6 until all stations have been visited and groups have returned to their original station.
9. Ask students to go stand by the station that is the most interesting or important to them.
10. Ask one student at each station to report out some of the listed items.
11. Ask students why they chose to stand at that station.
12. Repeat steps 10 and 11 until all stations have been reported out.

Take Aways

1. What do you notice about our views about what makes a winning 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, winning life?

Summary (Discuss each point with Student Athletes)

Everyone has a different idea about what makes up a “winning life”.

A balanced life increases overall happiness and success.

The first step in making your “winning 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.

WORK OUT: TYPES OF GOALS

Skill

- Focus on learning a specific skill
- “I want to master the approach to the pole vault.”
- “I want to master solving word problems.”

Personal Best

- Focus on an individual achievement
- “I want to hit 10 RBIs this season.”
- “I want to raise my math GPA by 1 point this semester.”

Team

- 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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WORK OUT: TYPES OF GOALS

Big Question

How can goal setting help me achieve my winning life?

Instructions

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

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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Give Me an Example. . .

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 goal, or a personal best, that they would like to achieve.

Next Slide



Smart Action Plans

Big Questions

How can goal setting help me achieve my winning life?

Equipment

- SMART Work Out, Student Playbook

Set Ups

Flip chart or other visualizer technology

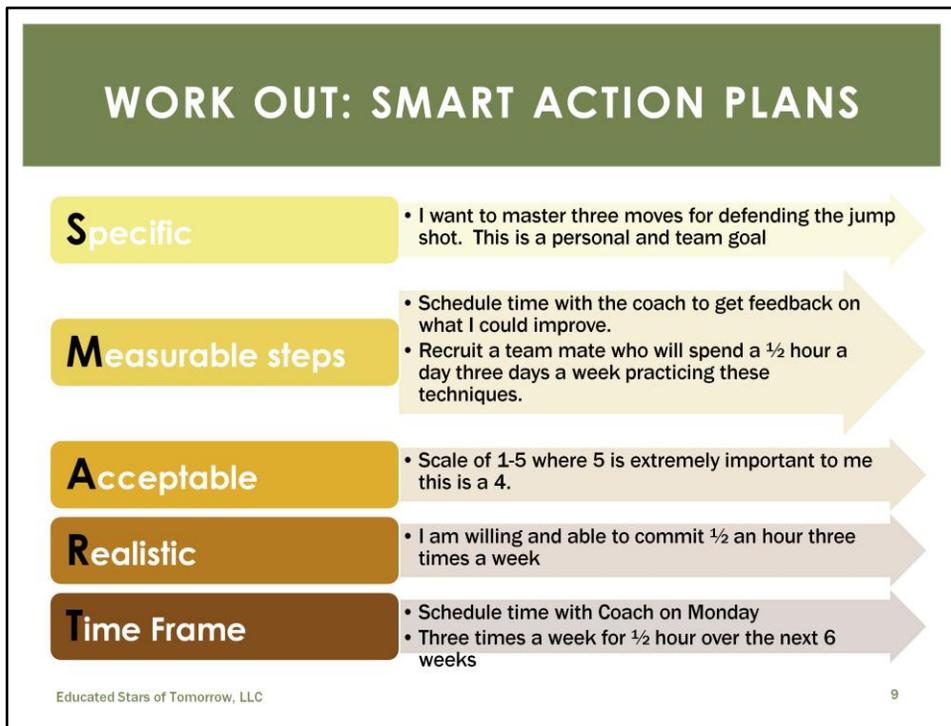
Instructions

1. 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?
2. Ask students to turn to the SMART Workout in their Student Playbook.
3. 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.

Next Slide



Work Out: SMART Action Plans (Example)

Big Question

How can goal setting help me achieve my winning 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.
8. Coach partner the Student Athletes (pair an athlete with strong academic performance with one that needs strengthening)
9. Remind students that the role of a coach is to give suggestions, encourage, and make sure that each step is followed correctly.
10. All SMART Action Plans will be posted so that we can encourage one another and celebrate when we hit our personal best.
11. Break students into pairs and give them a few minutes with their partners to share their action plans and decide how they will check-in.

Take Aways

What?

- What changes would you make to your action plan to help you be more successful at achieving your goal?

Why?

- Why did you think I asked you to write your SMART action plan and team up with a partner?

What if?

- What would happen if you didn't have a step-by-step method for achieving your good life goal?

What's Next?

- Where else in your life can you use SMART action plans?
- What should you do if you get off track with your action plan?

Summary

- We are more likely to achieve our goals when we have a specific, measurable plan
- Goal setting is effective in all areas of life.
- Just because you may get off track, doesn't mean you should give up the goal.

Next Slide

MOTIVATION

- What “trophy” can I expect as a result of reaching my goal?
- How will my accomplishment benefit my team, family, community?



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Motivation

Big Question

What motivates me to work towards a winning life?

Equipment

Set Ups

None

Instructions

1. Ask students what they think the difference is between external and internal rewards and to give some examples for each?
 2. Clarify that external rewards describes benefits given by others. Examples of external rewards are prizes, grades, game balls, etc.
 3. Clarify that internal rewards are benefits that we give ourselves. Examples include pride in achieving a personal best, growth that comes from adding new skills and abilities, etc.
-
1. Ask to share how they would answer these questions:

What rewards can I expect as a result of reaching my goal? Be sure to ask

them to state at least one external and 1 internal reward.

How will my accomplishment benefit my team, family, community?

2. Summarize and affirm all responses.

Take Aways

- Some rewards are external and others are internal.
- Knowing the rewards that we expect and value is a powerful source of motivation.

Next Slide

COOL DOWN: STAY ON THE SMART TRACK

- Write down your action plan and monitor how you are doing.
- Put your goal where you can see it everyday.
- Imagine yourself succeeding.
- Name your trophies.
- Share your goal, and your successes, with another person.
- Recognize when you get off track and take steps to get back in the groove, and respect the assistance of your teammates.
- Assist your teammates in keeping track with their goals on and off the field.
- Not in the mood? Persevere. Go through the motions and your mood will change.

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Cool Down: Stay on the SMART Track

Big Questions

How can goal setting help me achieve my winning life?

What motivates me to work towards a winning life?

What is meant by “balance” in life and why does it matter?

Materials

- SMART Work Out, Student Playbook

Set Ups

Flip chart or other visualizer technology.

The coach may want to post a public “Personal Best” board where students can post the progress they are making on their SMART action plans.

If desired, the coach can collect the SMART action plan worksheet from the Playbook and check the goals, making suggestions.

Instructions

1. Ask students to think about what advice they would give someone about how to stay on track with a goal.

2. Record all responses.
3. Click in each of the six tips for staying on track
4. Ask students to focus on the concept of perseverance and ask them to suggest what it means and why it is important.
5. Ask if there are other suggestions and add them.
6. Tell students that they will start checking in with their SMART partner tomorrow and that at every session you will be asking how they are doing with their goals.

Next Slide

YOUR MENTOR

- Insert the Mentor Video (embedded)

Your Mentor

Each Project 1 Lesson includes a 5 minute video from a person who is accomplished in their field, describing how they have used the ideas and skills in the lesson.

The mentor in this video will speak about how they used goal setting to accomplish a personal or team goal.

POST GAME

- Visit the Excel U Facebook page and post a comment about the question that this week's mentor has posed to you.

(Phase 2)

ON YOUR MARK, GET SET, GO!

On Your Mark:
Something you learned today.

Get Set: Where can you use what you learned in the upcoming week.

Go: How will what you learned help you in your day to day life.



On Your Mark, Get Set, Go!

Goals

1. Assessment of learning

Equipment

- Index Cards

INSTRUCTIONS

1. State the purpose of the activity.
2. Tell participants to take an index card. Name is optional.
3. Ask participants to respond to the the On Your Mark, Get Set, Go! questions.
4. Tell them to turn in their card
5. Remind them to work on their goals throughout the week and to check-in with their partner.
6. Remind them of the date of the next session and the name of the topic, Act with Purpose