

Leadership Lessons

Personal and Professional Development



Topic 3 of 5: **Setting Goals**

Level 1

The Basics of Setting Goals

Level 2

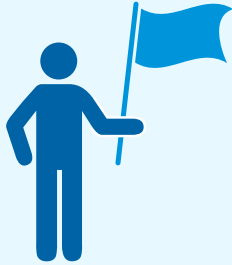
Setting SMART Goals

Level 3

Overcoming Obstacles



Welcome!



If this is your first time going through any of the Personal and Professional Development lessons, before you begin please make sure you download and read through the “Getting Started” Overview on the website: <https://resources.specialolympics.org/ppd>.

If you have already read through the “Getting Started” Overview or completed one of the other Personal and Professional Development lessons, proceed with the lessons in this workbook that you would like to complete.

Remember that this topic and the other 4 topics in this suite of resources can be downloaded on the website:

<https://resources.specialolympics.org/ppd>.

Keep in mind that you can complete any of the 5 topics in the Personal and Professional Development suite of resources in any order.

If you have any questions, contact your local Program or Regional staff.

Topic descriptions and what you should expect

In total, there are **5 different handbooks** covering **5 different topics**. Each topic will have **3 different lessons** in it.

The 5 topics and the 3 lessons within those 5 topics are listed below.



Topic 3: Setting Goals (THIS HANDBOOK)



Level 1

The Basics of Setting Goals

Page 4

Learning to set goals helps you get better.

Here is what you will learn in this lesson:

- ➔ What is a goal?
- ➔ How to set a goal for yourself



Level 2

Setting SMART goals

Page 19

Setting a goal is a great way to stay focused on achieving something in the future. This lesson will help you set a goal and create steps to help you meet that goal.

Here is what you will learn in this lesson:

- ➔ What is a SMART goal?
- ➔ The difference between a goal and a SMART goal.
- ➔ How to set a SMART goal for yourself



Level 3

Overcoming Obstacles

Page 35

This lesson will help you build on your understanding of SMART goals and how to overcome challenges.

Here is what you will learn in this lesson:

- ➔ How to learn and grow with your goals
- ➔ Why it is important to prepare for failure
- ➔ Why it is important to keep going and follow through on your goals

Leadership Lessons
Setting Goals



Level 1:
The Basics of Setting Goals



Level 1

Setting Goals

The Basics of Goal Setting



Think about these questions:

1. What is a goal and why is it important?
2. How do I set a goal for myself?

If you do not know yet, do not worry! This lesson will teach you all about setting goals!



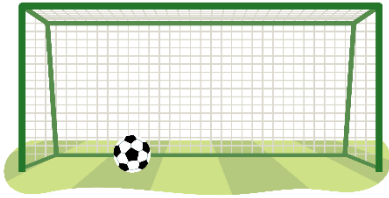
Think about something you have gotten better at. Write or draw it below.

Possible answers: better grades, better at sports, more independent...

Setting goals can help us get better at things we want!



LEARN



A goal is something you want to get better at or achieve.



A goal can be about learning a new skill, like riding a bike.



Or getting better at something you like to do, like lifting heavier weights!

Setting goals is important because it helps us get better at things and motivates us to work hard. Setting goals can be exciting!

Have you ever set a goal ?

Circle one!



Yes



No



I am not sure

It is ok if you have not! You will be able to by the end of this lesson!

Goals can be small and take a short time, like finishing a book



Goals can be big and take a long time, like saving money to buy a car!



Part 1: How to set a goal

Follow these steps when you are ready to set a goal!



Let us take a closer look at each step!



Step 1: Think

Think about what you want to do or get better at. Here are some examples of goals you might have!



I want to score a point for my team!



I want to get better at being a leader.



I want to eat healthier foods.



Can you think of any other goals someone might have?

Write or draw your ideas below

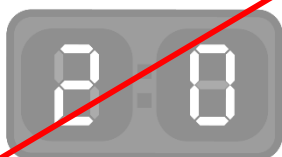


Step 2: Choose

Choose one thing to focus on as your goal.

It can be hard to choose a goal to start with and that is okay! Think about what is the **most** important to you right **now!**

"It is most important to me to start with eating more vegetables because being healthy will help me reach my other goals!"



I want to score a point for my team!



I want to get better at being a leader.



I want to eat healthier foods.

Remember, choosing one goal to focus on does not mean you cannot still work on your other goals later!



Step 3: Plan

Plan what you will need to do to meet your goal.

My goal is:

I want to eat more vegetables.



To reach my goal I will:

<p>Eat 1 vegetable each meal</p>	<p>Put vegetables in my smoothies</p>

Making a plan helps us to get closer to our goals!



Lesson Checkpoint

Check-in with yourself to see what you might need next.

- ➔ Any of these choices are okay! It is healthy to make a choice that is best for YOU!
- ➔ Circle what you are going to do next!



Take a break



Ask for help



Come back to this another day



Try another level



Keep going

You made the right choice! You are AWESOME!

Part 2: Practice

Story 1

Muhammed's basketball coach wants him to set a goal for himself.
He is not sure where to start!

His coach tells him to follow the 3 steps:



**Step 1:
Think**



**Step 2:
Choose**



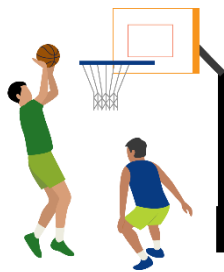
**Step 3:
Plan**



Step 1: Muhammed **THINKS** of things he wants:



Improve his dribbling skills



Score 6 more points than
last year



Win the championship



Step 2: Now Muhammed needs to **CHOOSE** one.

He decides that if he wants to score more goals and win the championship, he should first **work on dribbling skills**.



Step 3: Muhammed makes a **PLAN**. To reach his goal he will:



Practice dribbling every day for 20 minutes



Ask his coach for help



Check off the steps that Muhammed completed!

Did Muhammed **THINK** of something he wanted?

Did Muhammed **CHOOSE** a goal to focus on?

Did Muhammad **PLAN** how he would reach his goal?

YES	NO
YES	NO
YES	NO

Answers

Did Muhammed **THINK** of something he wanted?

Did Muhammed **CHOOSE** a goal to focus on?


Did Muhammad **PLAN** how he would reach his goal?

YES	NO
YES	NO
YES	NO


Story 2




Step 1: Ashley **THINKS** of things they want:



Get a dog



Go on vacation



Get a job



Step 2: Now Ashley must **CHOOSE** one:

They decide they need money first, so they choose to **get a job!**

 Step 3: Ashley makes a **PLAN**. To reach their goal they will:



Find places that need new employees.



Apply to 5 jobs a week.

Ashley did a great job setting a goal that was important to them!



Ashley eventually get a job at the animal shelter!

 **Ashley wants to set another goal!**

 Write or draw what their next goal could be.

Their next goal could be: work every day to stay busy, save enough money to buy a dog from the shelter, help a friend find the perfect pet.

Story 3

Omar is very shy and it is hard for him to make new friends.

He **THINKS** about the 3 steps to make a goal



Step1: Omar **THINKS** of things he wants:



He wants to learn how to play guitar



He wants to be better at passing in football



He wants more friends



Step 2: Now Omar has to **CHOOSE** one:

He decides **making friends** is the **MOST** important to him.



Step 3: Omar makes a **PLAN**. To reach his goal he will:



Clean his room



Read his book for 15 minutes

Did Omar **THINK** about what he wanted or needed?

Did Omar **CHOOSE** a goal ?

Did Omar **PLAN** how to reach his goal?



YES	NO
YES	NO
YES	NO

Answers

Did Omar **THINK** about what he wanted or needed?

Did Omar **CHOOSE** a goal ?

Did Omar **PLAN** how to reach his goal?

	
YES	NO
YES	NO
YES	NO

Omar is disappointed because he has not made any friends after cleaning his room and reading a book. Omar’s plan did not match the goal he set.

- ➔ What could Omar fix about his plan?
- ➔ Would cleaning or reading help him make friends?



Write or draw ways Omar could make new friends.






Talk to a mentor or friend about what Omar could do for his plan instead and write or draw their answer below.



TIP: If making a plan is hard for you, try this!

Make a list of what you are **already** good at at!

Omar makes a list of what he is good at:

I am good at	How can I use what I am good at to reach my goal of making friends?
 Writing	Write a note to Seb asking if he wants to play catch.
 Swimming	Ask Malik over to swim.
 Being funny	Tell Zara my best jokes.

It was hard for Omar to make his plan. **What helped him?**

Omar did not have a plan at first.
He thought about what he was **GOOD** at and that helped him begin.



What are some things YOU are good at?

Write or draw your answer.

Part 3: Your turn!



Think

Create a vision board!

A vision board helps us to help us see our goals and dreams!

Look at the pictures of this vision board.



Talk to a friend or mentor about the goals and dreams that are on this vision board. What is important to this person?

Answers: get a new car, win the lottery, travel, have a family, have a dog...



Think of 2-5 goals that might be on your vision board! Then draw or write them below!

**Choose**

Choose which goal you want to start working on first and write or draw it below.

Why did you choose to start with this goal first?

Talk to someone you know about a time they set a goal. Ask them the questions below. You do not need to write down their answers.

- ➔ Why did you choose that for your goal?
- ➔ What did you do to help you reach your goal?
- ➔ What was hard about reaching your goal?
- ➔ Did anyone help you? If so, how?

**Plan**

Use the space below to write or draw a plan! It is ok if you only have 1 or 2 ideas on your plan!

Ask yourself:

- ➔ What do I have to do to get closer to my goal?
- ➔ Who can help me reach my goal?



REFLECT

Setting goals is a way to have fun and improve. Do not be afraid to ask for help or change your plan if you need to.

Keep going!



Write or draw what you have learned about in this lesson and how you will use it in the future!

**When you are ready for level 2,
you will learn about a different kind of goal – SMART goals!**

Lesson Summary

- Goals help us get better and learn!
- There are 3 steps for setting a goal: **think** of what you want, **choose** something that is the most important, **plan** how you will reach your goal!

Leadership Lessons
Setting Goals



Level 2:
Setting SMART Goals





Check-in

Welcome to Level 2! Before you begin this lesson, see if you can answer a few of the questions below. If these questions are challenging, go to Level 1 and complete that level before starting this level. If you already completed Level 1 and still do not know the answers below, it may be a good idea to go back and review it again before continuing with Level 2.

What is the definition of a “goal”?

What is one goal that you have for yourself?

Why are goals important?

Check in

Check your answers

What is the definition of a “goal”?

Answers could include:

A goal is something you work hard to get because it is important to you!

What is a goal that you have for yourself?

Answers could include:

- Finish reading 2 books by the end of the month.
- Jump .5 meters farther in the long jump than last year.
- Beat my record in the 400m speed walk.
- Get a job.

Why are goals important?

Answers could include:

- Goals help you achieve something you have been wanting to achieve.
- Goals help you plan for the future.
- Achieving goals help build confidence.
- Goals help you focus on what you want and need.

If you could answer these three questions, continue with Level 2. If you did not know how to answer them, go to Level 1 to learn all about goals!

Level 2

Setting Goals

How to make SMART goals?

Setting a goal is a great way to stay focused on achieving something in the future. This lesson will help you set a specific kind of goal and create steps to help you meet that goal. Here is what you will learn in this lesson:

- ➔ What is a SMART goal?
- ➔ The difference between a goal and a SMART goal
- ➔ How to set a SMART goal for yourself

Work through these lessons to learn about SMART goals and then create your own SMART goal.

Part 1: What is a SMART goal?

A SMART goal is an acronym, which means that each letter in **SMART** represents a different word. Read through what each letter represents.


S	M	A	R	T
Specific	Measurable	Achievable	Relevant	Time-bound
Be detailed in your goal!	Can you measure your progress?	Is this a realistic goal?	Why is it something that is important to you?	Have an end time and date so you can focus!






SMART goals can help you set up a plan to achieve your goal!



Pictures can help you remember what each of these words mean. Under the word, draw a little picture to help you remember what the letter stands for.

- › For example: the letter 'S' could have a magnifying glass because it helps you see details and specific things.
- › Turn to the next page if you would like to see some other ideas.

S	M	A	R	T
Specific	Measurable	Achievable	Relevant	Time-bound
				

S	M	A	R	T
Specific	Measurable	Achievable	Relevant	Time-bound
				
A magnifying glass helps you see details and specific things	A ruler helps you make accurate measurements	A thumbs up means you can do this, even if it might be difficult	This person is pointing to themselves because your goal needs to matter to you first	A clock is one way to measure time. You could also draw a calendar to show that you will track your goal and complete the goal by a certain date.

Look at the next page to see some questions that will help you think through how to set a SMART goal.

S

Specific

Five "W" Questions

- ➔ What do I want to accomplish?
- ➔ Why is this goal important?
- ➔ Who is involved?
- ➔ Where is it located?
- ➔ What resources do I need to accomplish it?

M

Measurable

- ➔ How many?
- ➔ How will I know when it is complete?

A

Achievable

- ➔ How will I accomplish my goal?
- ➔ Is this goal realistic based on obstacles such as money or transportation?

R

Relevant

- ➔ Is it something that is important to me?
- ➔ Is this a good time to set this goal or should I wait?

T

Time-bound

- ➔ When do I want to start this?
- ➔ When do I want to finish?

Here are some different examples of SMART goals.

Remember, SMART goals are:

Specific	Measurable	Achievable	Relevant	Time-bound
----------	------------	------------	----------	------------



Non-SMART Goal Examples

I want to run faster.

I want to get good grades.

I want to be healthy.

I want to read more books.

I want to do more pushups.



SMART Goal Examples

I want to shave 30 seconds off my 400m run time by the end of May.

I want to study 2 hours outside of school every week for the rest of the semester.

I want to exercise for 20 minutes, 3 times a week for the next 8 weeks.

I want to read 1 book each month for the next year.

I want to be able to do 10 knee pushups every day without resting in the next 8 weeks.



Lesson Checkpoint

Check-in with yourself to see what you might need next.

- ➔ Any of these choices are okay! It is healthy to make a choice that is best for YOU!
- ➔ Circle what you are going to do next!



Take a break



Ask for help



Come back to this another day



Try another level



Keep going

You made the right choice! You are AWESOME!

 **Now you try!**

Read the goal examples below and circle **yes** if it is a SMART goal or **no** if it is not.

Remember, SMART goals are:

- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

Example	Is this a SMART goal?	
---------	-----------------------	--

I want to practice basketball a lot.	Yes	No
If no, why?		

Every day for a month, I will eat a fruit or vegetable.	Yes	No
If no, why?		

I want to decrease my screen time by 10 minutes per day by the end of the month.	Yes	No
If no, why?		

I want to make more friends.	Yes	No
If no, why?		

Answers

Example	Is this a SMART goal?	
<p>I want to practice basketball a lot.</p> <p>If no, why? No - This is not a SMART goal because it is not specific or measurable and does not include a deadline of when you will be done.</p>	Yes	No
<p>Every day for a month, I will eat a fruit or vegetable.</p> <p>If no, why? Yes - This is a SMART goal because it completes all 5 components of SMART goals: Specific, Measurable, Achievable, Relevant, Time-Bound</p>	Yes	No
<p>I want to decrease my screen time by 30 minutes per day by the end of the month.</p> <p>If no, why? Yes - This is a SMART goal because it completes all 5 components of SMART goals: Specific, Measurable, Achievable, Relevant, Time-Bound</p>	Yes	No
<p>I want to make more friends.</p> <p>If no, why? No - This is not a SMART goal because it is not measurable or time-bound. How many friends do you want? When will you complete your goal?</p>	Yes	No

Part 2: The difference between a regular goal and a SMART goal

Now it is time to follow an example of writing and checking a SMART goal.

Here is an example of a SMART goal:

I want to be able to do 10 knee push-ups without resting at the end of 8 weeks so I will be stronger and better at my sports.

Now let's go through the 5 words and answer some questions to make sure it is a **SMART** goal.

<p>S Specific Five "W" Questions</p>	➔ What do I want to accomplish?	Doing 10 pushups from my knees
	➔ Why is this goal important?	I want to become stronger and better at sports
	➔ Who is involved?	Me
	➔ Where is it located?	My house
	➔ What resources do I need?	A piece of paper to keep track of my pushups or a calendar
<p>M Measurable</p>	➔ How many?	10 pushups from my knees
	➔ How will I know when it is complete?	I can complete 10 pushups from my knees without resting
<p>A Achievable</p>	➔ How can I accomplish my goal?	Each day I will do a couple of pushups from my knees, doing one more every day
	➔ Is this goal realistic based on obstacles such as money or other problems?	Yes! It will be difficult, but I believe I can do it. I do not need any equipment and I can do this from my house

<p>R Relevant</p>	<p>➔ Is it something that is important to me?</p>	<p>Yes! I really want to build muscle in my arms so that chores around the house are easier and I am stronger for sports season</p>
	<p>➔ Is this a good time to set this goal or should I wait?</p>	<p>Yes! It is a goal that will not take a lot of time each week and does not cost any money. It is something I can do inside if it is cold or rainy.</p>
<p>T Time-bound</p>	<p>➔ When do I want to start this?</p>	<p>Right away</p>
	<p>➔ When do I want to finish?</p>	<p>8 weeks</p>
	<p>➔ When should I check in?</p>	<p>Write down how many pushups I did each day and check in every 2 weeks to see my progress grow each day</p>

Steps to make sure I reach my goal

- 1 Create or find a calendar
- 2 Write down how many pushups I do every day, with the goal to reach 10 in one day without resting
- 3 Tell a family member or friend about my goal so they can hold me accountable, which means that they check in to see that I am sticking with your goal.

●● Other SMART goal examples

Example 1
 Billy wants to study for 2 more hours each week for the rest of the semester because he needs to improve his grades.

Specific	The goal is to study for 2 hours per week.
Measurable	Billy can keep track of how many hours he has studied in a planner or on his phone.
Achievable	2 hours per week is achievable, especially if Billy is focused.
Relevant	Billy wants to improve his grades and studying is a great way to do that.
Time-bound	This goal is to be done by the end of the semester, so he has a time frame of around 4 months to achieve it.

Example 2

Shondra wants to start a sport that she has not tried before, like tennis. She wants to do this over winter because she does not play any winter sports. This way she is ready before the next Special Olympics tennis season starts.

Specific	She identified tennis as the sport she wants to try.
Measurable	She will know when she completed her goal when she is playing the new sport.
Achievable	Yes! There are many great sports to try, and she can get connected to Special Olympics, school, or her community to find options.
Relevant	Trying a new sport is a great way to make friends and stay active in a season that she does not normally participate in.
Time-bound	This goal is to have this done by the time the next tennis season for Special Olympics begins.

Example 3

Haseeb wants to apply for 3 jobs that he is interested in by the end of the year because he needs more money to help his family.

Specific	The goal is to apply for 3 jobs.
Measurable	He can measure his goal if he applied for at least 3 jobs.
Achievable	Yes! Applying for jobs is free and with the right support, can be done easily.
Relevant	He is motivated to do this because he needs money to help his family.
Time-bound	The end of the year is the end time for this goal.

Part 3: How to set a SMART goal for yourself?

Now it is your turn! Think about a goal you would like to achieve and answer the questions below to make sure it is a SMART goal.

My goal:

Now let's go through the 5 words and answer some questions to make sure it is a **SMART** goal.

<p>S Specific Five "W" Questions</p>	→ What do I want to accomplish?	
	→ Why is this goal important?	
	→ Who is involved?	
	→ Where is it located?	
	→ What resources do I need to accomplish it?	
<p>M Measurable</p>	→ How many	
	→ How will I know when it is complete?	
<p>A Achievable</p>	→ How can I accomplish my goal?	
	→ Is this goal realistic based on obstacles such as money or other problems?	
<p>R Relevant</p>	→ Is it something that is important to you?	
	→ Is this a good time to set this goal?	

<p>T Time-bound</p>	<p>➔ When do I want to start this?</p>	
	<p>➔ When do I want to finish?</p>	
	<p>➔ When should I check in?</p>	

List a few steps below that you will take to help reach your goal.

1	
2	
3	

Now share your goal with 1 or 2 people and have them hold you accountable, which means check in and make sure that you are sticking with your goal!

Once you complete this goal, you can set a new goal to work towards!

Lesson Summary

Setting a goal is a great way to stay focused on achieving something in the future.

In this lesson we learned:

- What is a SMART goal?
- The difference between a regular goal and a SMART goal
- How to set a SMART goal for yourself

Leadership Lessons
Setting Goals



Level 3:
Overcoming Obstacles





Check-in

Welcome to Level 3! Before you begin this lesson, see if you can answer a few of the questions below. If these questions are challenging, go to Level 1 or Level 2 and complete those lessons before starting this level. If you already completed Level 1 and Level 2 and still do not know the answers below, it may be a good idea to go back and review them before continuing with Level 3.

What is a SMART goal?

What is the difference between a goal and a SMART goal?

What is an example of a SMART goal?

Check in

Check your answers

What is a SMART goal?

Answers could include:

A SMART goal is a clear and focused goal that is Specific, Measurable, Achievable, Relevant, and Time-bound.

What is the difference between a goal and a SMART goal?

Answers could include:

A goal is a general target you want to reach. A SMART goal is a specific, measurable, achievable, relevant, and time-bound version of that goal, making it more actionable.

What is an example of a SMART goal?

Answers could include:

An example of a SMART goal: I want to be able to do 10 pull ups without resting in the next 4 weeks.

If you could answer these three questions, continue with Level 3. If you did not know how to answer them, go to Level 2 to learn all about SMART goals!

Level 3**Setting Goals**
Overcoming Obstacles

Workbook Activity Time

10 minutes

On Your Own Practice Time

10 minutes

Learning to overcome challenges while working on your goals is important. This lesson will help you build on your understanding of SMART goals and how to overcome challenges when trying to achieve them.

Here is what you will learn in this lesson:

- ➔ How to learn and grow with your goals.
- ➔ Why it is important to be able to accept and prepare for failure.
- ➔ Why it is important to keep going and follow through on our goals.

Part 1: Learning from achievement

Think of a time when you achieved something that you or others did not think you could achieve. For example: speaking in front of a large crowd, getting a job you wanted, serving in a leadership position, running your fastest race, taking the bus by yourself, etc.



Pick one achievement in your life that makes you proud. Think about what it took to achieve that and then answer these questions:

What was the achievement?

How did you feel after the achievement?

What did you learn from this experience?

How will you use that experience to set even higher goals the next time?

Congratulations!

You achieved something that you or others previously did not think you could. I bet if you think harder you can think of many more examples when you achieved a goal that other people did not think that you could.

Part 2: Four steps to achieving your goals

Did you know you can learn to set goals that will help you achieve many more things that you or others never thought you could?

You can do this with four easy steps:



We will explain each step next...



Step 1: Willingness to Stretch Your Goals

The first step is your willingness to stretch yourself beyond what you thought possible.

- ➔ Think about when you are stretching before doing sports and your body may feel a bit stiff, but the more you stretch the more flexible it gets over time? It is the same with our goals, we can stretch them so we can achieve more things.
- ➔ You must be willing to keep going and push yourself beyond where you might usually stop and say, “I cannot do that” or “that’s too hard” or “I’ll never achieve that goal”, etc.
- ➔ Everyone struggles sometimes with doing something that is uncomfortable or challenging, but the only way to achieve big goals in life is trying something new or being willing to fail at things. We will talk more about this in the other steps below.



Step 2: Positive Self-Talk

To reach goals you never thought you could, it is necessary for you to replace any negative statements (such as, “I’ll never be able to do that!”) with positive self-talk.

Positive self-talk is saying positive things to ourselves, especially when things are not going well, and others are telling us that we cannot do it!

Examples of Positive Self Talk?

- I can do it.
- I am good enough.
- It's ok if I make a mistake. I will learn from it and do better next time!
- I deserve this and I deserve to be happy.



Want to learn more about how to practice positive self-talk?

There is an entire Lesson dedicated to this skill. If you haven't been through the Level 3: "Accepting Me" from the **Handling Disappointment** lesson, visit it next.



Lesson Checkpoint

Check-in with yourself to see what you might need next.

- ➔ Any of these choices are okay! It is healthy to make a choice that is best for YOU!
- ➔ Circle what you are going to do next!



Take a break



Ask for help



Come back to
this another day



Try another level



Keep going

You made the right choice! You are AWESOME!



Step 3: Open to Failure and Feedback

One reason we do not like to set goals that are hard to achieve is because we are **afraid of failing**.

- ➔ So, although it is challenging to achieve hard goals and push beyond your previous goals, you need to **ACCEPT** and **PREPARE** for some form of failure.
 - This does not mean that you should just quit after running into one problem and say that you failed (see more on “Keeping Going” below).
 - This means that you should think about potential roadblocks or barriers that might keep you from achieving your goals and prepare for them as much as you can.
- ➔ If you end up failing at something, that is okay!
- ➔ Ask yourself:
 - What did I do well?
 - What can I improve for the next time?

Asking yourself those questions after each opportunity will prepare you for the future!

- ➔ Also, you need to be open to feedback. Some people are just as afraid of guidance from others as they are of failure, but to stretch your goals you will need to ask for help and receive feedback (good or bad) from other people. They could share a different side of things that you did not think of before.



Step 4: Keep Going

Follow through and keep going when it is difficult.

This is probably the most important step to achieving goals you find challenging or out of your grasp.

- ➔ Keep going, even (or especially) when the path to your goal is not going smoothly.
- ➔ Think about the moments in your life when you have been most proud of yourself or when others have been proud of you. Those moments probably came after you worked really hard at something and did not give up, right? Times where you pushed through something difficult.
- ➔ Whether it is sports or your leadership journey, most things in life that bring you the most joy are the things that you worked really hard for.



Did you learn about getting calm and breathing in the “Handling Disappointment: Level 3 - Accepting Me” lesson?

You can use these skills to deal with setbacks. If you haven’t been through the **Accepting Me** lesson, visit it next.

●●● Examples of Goal Stretching

Below are three examples of your peers stretching their goals and how they did it.

Maria

Maria has wanted to serve as her team captain for two seasons, but her communication skills have kept her from applying to be captain.

This year, she decided she will try, but how? Here are the steps she will take:

1. She works with her coach and mentor to improve her communication skills. She asks for honest feedback and learns new skills by taking an online course on communication skills.
2. She asks her teammates to tell her when she is communicating with them in a way that is not helpful. This takes a lot of courage! It is important for her teammates to feel comfortable sharing with Maria when she says something that is not helpful or constructive.
3. She identifies the negative things she says to herself that has kept her from trying in the past. And she replaces those statements with positive notes all over her apartment and in her sports bag.
4. She creates a plan of how she will react and deal with failing. For instance, she has signed a contract with herself, and discussed it with her mentor, to try again next year if she falls short of her goal of being captain.

Question

What did Maria do that got her closer to her goal of being team captain?

Jon

Jon has played tennis for 15 seasons and is very accomplished on the tennis court. He hears his teammates talking about being in other sports, too, and he thinks he would like to try a new sport when tennis is not in season. He is so used to success in tennis, that he is afraid of failing in this new sport, being laughed at, or not making the team.

He decides to give it a try, and these are the steps he takes:

1. He meets with his mentor to share his goal of playing a new sport and his reasons why this is so difficult for him.
2. He works with his coach, who knows his athletic skills, to identify a sport that is closest to his tennis skills and knowledge. They come up with a sport he can try that is offered outside of the tennis season.
3. Jon begins his new sport at the recreation level, asks for feedback from the coach, and practices his hardest, but he is tempted to quit each time a teammate laughs at his lack of skills.
4. Jon works with his mentor to develop a plan for how he can deal with the teasing by his teammates instead of quitting.
5. Jon realizes he will be faced with more challenges as the skills of the new sport advance, but the hard work is worth it because he has grown to love this new sport!

Question

What did Jon do that kept him from quitting his goal of playing a new sport?

Kimiko

Kimiko wants to serve as a board member for their Special Olympics Program. Kimiko has been a Special Olympics athlete for more than 15 years and wants to share their opinions on how to improve the Program they love. They are told that they do not have the leadership experience to apply for the board position.

With the help of their mentor, they decide to put a plan together to reach their goal, and these are the steps they take:

1. Kimiko takes all the SOI Leadership & Skills Curriculum courses required for an athlete to become a board of directors' member.
2. Kimiko writes a personal mission statement on why they want to be a board member and how they can help the Program.
3. Kimiko works with their mentor and staff to identify their strengths and weaknesses. They put an action plan together to build on their strengths, improve their weaknesses, and to think through any potential roadblocks they may run into during this process.
4. Kimiko meets with a current board member who teaches them what is required of a board member.

Question

What did Kimiko do that kept them from quitting the personal goal of serving as a board member?

Part 3: Practice making a challenging goal

Activity

In this activity you will create a goal that you would like to achieve but have previously avoided because you thought it was too hard.

We will go through these steps together below to create a new goal...



Stretch

Are you willing to stretch yourself beyond what you thought you could do?

What is your goal?

Why did you avoid this goal before?

What makes you want to try this goal now?

Why is this goal important to you?



Positive Self-Talk

To reach goals you never thought you could, it is necessary for you to replace negative statements with positive self-talk.

1	
2	
3	



Asking for feedback

To go bigger and better than your previous goals, you need to ask for and receive constructive feedback so you can grow, learn, and get closer to your goal.

With this new goal in mind, who will you ask for help and how can they help you? Name two people below and list out the ways they can help you.

1	(Who & How)
2	(Who & How)

Preparing for failure

Every day you prepare for potential failure and you do not even realize it. For example, memorizing the bus schedule so you are not late for work, knowing how much lunch costs so you'll have enough money to eat, practicing your tennis drills for another 20 minutes so you can win a gold medal, etc.

Question

With this new difficult goal in mind, what are potential barriers that might keep you from achieving your goal? (For example: time, money, unsupportive people around you, people that don't believe in you, etc.).

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Question

List two strategies of how you will overcome the barriers you just listed.



Keep going

Keep going, even (or especially) when the path to your goal is not going smoothly.

Try this contract with yourself to keep going when faced with setbacks.

I [write your name here] accept that this goal will be challenging, and I might experience setbacks or roadblocks related to my goal. When I do experience setbacks, I will do the following to calm myself down and get back to my goal and **keep going**, instead of giving up:

1	
2	
3	

Keep practicing. Like anything else, setting goals takes practice.

Lesson Summary

In this lesson, we learned:

- How to learn and grow with your goals.
- Why it is important to be able to accept and prepare for failure.
- Why it is important to keep going and follow through on our goals.



Congratulations on completing a lesson on Personal and Professional Development!

If you completed all 3 Levels on this topic, please take a 5-minute survey using this link or this QR code. Your feedback will help us improve lessons for the future and help us decide what topic or subject we should create next!

Click or scan



Or type in your browser

<https://bit.ly/3H5v1NU>

Do not forget that we have **4 other subjects** on **Personal and Professional Development** that you can complete. If you do not know where to find them, email your Special Olympics Program staff member and they can help you.

Again, congratulations for completing this lesson. We hope that you learned a lot and will use it to become a better leader within your community and within the Special Olympics movement.