



MATA
MARTIAL ARTS
TEACHERS' ASSOCIATION

Martial Arts Teachers' Association
Life Skills and Leadership Curriculum

GOALS

*"There is enough in the world for everyone to live on happily
and to be at peace with his neighbor."*
Harry S. Truman

Goals is this module of success
in the Martial Arts Teachers' Association Curriculum.

Goal setting is often called the master skill of success. In addition to this obvious benefit for the student it also helps the school by setting the stage for the student to join the Black Belt Club. By explaining how goals are set and reached, you will go a long way towards increasing your enrollment in long-term programs and dramatically increasing your retention levels. Both inside and outside of your school, goal setting truly is the foundation of all success.

- ☐ **Goals Worksheets**
- ☐ **Goals Lesson**
Quotes
- ☐ **Pre-Test Letter**
- ☐ **Post Test Letter**

© Martial Arts Teachers' Association, Inc.
Printed in the USA. All rights reserved including the right of
reproduction in whole or in part. Published by Martial Arts Teachers' Association, Inc.
No unauthorized reproduction allowed without expressed permission from the publisher in writing. Martial Arts Teachers'
Association, logo and colophons are trademarks of Martial Arts Teachers' Association, Inc.

table of contents

GOALS



The Big Picture	5
Sample Post Test Letter	6
Sample Pre-Test Letter	7
Week 1 Lesson 1 Why You Need Goals	9
Lesson 2 Why You Need Goals . . . . .	.13
Week 2 Lesson 3 Why Most People Don't Set Goals . . . . .	.17
Lesson 4 Why Most People Don't Set Goals . . . . .	.21
Week 3 Lesson 5 How To Set S.M.A.R.T. Goals . . . . .	.23
Lesson 6 How To Set S.M.A.R.T. Goals . . . . .	.27
Week 4 Lesson 7 Setting Goal Length. . . . .	.33
Lesson 8 Setting Goal Length. . . . .	.37
Week 5 Lesson 9 Developing "Action Steps" . . . . .	.41
Lesson 10 Developing "Action Steps" . . . . .	.45
Week 6 Lesson 11 Goals Review, . . . . .	.51
Lesson 12 Goals Review. . . . .	.55

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

the big picture

Week 1:

- Lesson # 1** Why You Need Goals
- Lesson # 2** Goals Story / Drill

Week 2:

- Lesson # 3** Why Most People Don't Set Goals
- Lesson # 4** Goals Story / Drill

Week 3:

- Lesson # 5** How To Set S.M.A.R.T. Goals
- Lesson # 6** Goals Story / Drill

Week 4:

- Lesson # 7** Setting Goal Length
- Lesson # 8** Goals Story / Drill

Week 5:

- Lesson # 9** Developing "Action Steps"
- Lesson # 10** Goals Story / Drill

Week 6:

- Lesson # 11** Goals Review
- Lesson # 12** Goals Story/Drill

TEST

Recommended study for instructors teaching this course:

The Creative Journal for Children by Lucia Capacchione
(Shambhala Publications - 617-424-0228)

The Creative Problem Solver's Toolbox by Richard Forbes
(Solutions Through Innovation - 800-247-6553)

sample pre-test letter

Dear Mr. & Mrs. Smith:

(Insert name) has completed almost all the requirements for (his/her) first rank and will be testing soon. In conjunction with (his/her) new martial arts skills, (insert name) has also learned and demonstrated the skill of Goal setting, which many consider the Master Skill of Success.

Although Lewis Carroll's masterpiece, *Alice in Wonderland*, is frequently (and mistakenly) considered to be for children only, its pages contain many basic lessons in life. Take, for example, this wonderful little excerpt.

"Is this the right way?" said Alice to the Cheshire cat.

"That depends a lot on where you want to go," said the cat.

"I don't know where I am going," said Alice

"Then it doesn't much matter which way you go," said the cat.

How many of us have found ourselves in this situation — walking, talking, working and generally getting by, without ever really knowing where we are going? That's not how (insert name) will go through life because (he/she) now understands how to set goals and has already committed to attaining some important ones. These goals include keeping (his/her) grades up in school, eating right to stay healthy and attaining (his/her) Black Belt.

At (YOUR SCHOOL) our ranking system is set up to provide a long-term goal, Black Belt, provide intermediate steps such as Blue Belt, along with short term steps such as the Yellow Belt. With each step up in rank, your child moves closer to attaining (his/her) long-term goal and provides the short-term recognition and motivation to maintain excitement. This system of goal setting will prove to be invaluable in every aspect of (insert name)'s life as (he/she) learns to reflect on all worthwhile tasks and break them down to achievable size, one step at a time.

We're excited that we could be a part of sharing such valuable life skills with (insert name) and encourage you to use the goal setting philosophy we have shared with (him/her) in all other areas of (his/her) life. Armed with worthwhile goals, there is nothing that can't be done!

Yours Sincerely

(YOUR NAME)

PS. Don't forget (insert name)'s graduation on (insert date), I look forward to seeing you there!

sample post-test letter

Dear Mr. & Mrs. Smith:

Congratulations!

Your child has passed (his/her) examination and, effective immediately, holds the rank of Yellow Belt. In addition to recognizing (insert name)'s physical progress, completion of this exam also signifies successful accomplishment of the Attitude curriculum. As I am sure you are aware, this quality is essential to the successful development of every child and all of us at (YOUR SCHOOL) are proud to have played a part in helping (insert name) develop (his/her) unique sense of self worth.

For the next six weeks our curriculum will focus on improving (insert name)'s coordination and reflexes as well as developing another equally important life skill..... Goal Setting.

Goal Setting is crucial to getting ahead in life. In the Proverbs of Solomon, it says that "Without a vision (or goal) the people perish. What this means to our children is that without goals, they can flounder about in life, working hard but going fast in no direction. Our goal is to help your children develop this direction through goal setting.

We will be teaching your child the value of Goal Setting in (his/her) school work, chores and, of course, in (his/her) martial arts participation. This month's stories will all feature goal setting with creative lessons and stories designed to help your children develop the desire to create their own goals. Our martial arts drills this month will include a goal setting ceremony that emphasizes the importance of setting and achieving goals.

Look out for our Goal Setting Poster and our Lessons Quotes when you stop by the school. Oh, and please remember to do your part at home this month by encouraging your child to set goals this month. One is never too young to learn the habits of success!

Yours Sincerely

(YOUR NAME)
Program Director

PS. As always, if you have any questions at all about our program or your child's progress please don't hesitate to call me at 555-7777.

curriculum notes

[illegible]

*"If you don't know where you are going, you might
end up somewhere else"*
— Yogi Berra

week one
LESSON 1

Why You Need Goals



- Students will learn the importance of setting goals in order to become successful in martial arts, in school, at work and in life.

ages 4-7

A goal is like a target. It is something you want to do and are willing to work for. If you're not willing to work for it, then it's just a wish and not a goal. A goal can be getting your Yellow Belt, learning to read, or saving up some money to buy a toy that you would like to have. Goals are important because they help you think about what kind of person you want to be and what you would like to do in your life.

In soccer, you aim the ball at the goal. In archery, you aim the arrow at the bull's-eye. They are both targets. But you would have trouble hitting either of them if you couldn't see them. Imagine if you played soccer without a goal. What would you shoot at? How would you score and how

would you know who won? That's why you need goals, in school, in karate and in all other parts of your life, so you have something to aim at. When you aim at something it's a lot easier to hit it!

Setting goals, making some targets to aim for and writing them down, is the first step to achieving great success.

Ask your students:

- **What is a goal?**
(Something you want and are willing to work for)
- **What belt do you expect to achieve next month?**
(Whatever your next belt is)
- **Who wants to earn a Black Belt?**
(Raise your hand and say, "ME!")

A goal is something you want to achieve and are willing to work for. If you're not willing to work for it, then it's just a wish and not a goal. A goal can be earning your Black Belt, making the basketball team at school, or getting all 'A' and 'B' grades in school. Goals are important because they help you concentrate your energy doing things that help you succeed in life.

Setting goals and writing them down is the first step to being successful in all areas of life. If you don't set goals, you have no plan for where you want to go in life. If you don't write them down, it's easy to make excuses for yourself later saying, "That really wasn't what I wanted to do anyway."

In soccer, you aim the ball at the goal. In archery, you aim the arrow at the bull's-eye. They are both targets. But you would have trouble hitting either

of them if you couldn't see them. Imagine if you played soccer without a goal. What would you shoot at? How would you score and how would you know who won? That's why you need goals, in school, in karate and in all other parts of your life, so you have something to aim at. When you aim at something it's a lot easier to hit it!

Setting goals, making some targets to aim for and writing them down is the first step to achieving great success.

Ask your students:

- **What is a goal?**
(Something you want and are willing to work for)
- **What belt do you expect to achieve in 12 months?**
(Whatever that belt is)
- **Who wants to earn a Black Belt?**
(Raise your hand and say, "ME!")
- **What is one of your other goals?**
(Good grades in school, to become an astronaut, etc.)
- **Why is it important to write down your goals?**
(Because if you don't write them down it's easy to make excuses)

adults

Goal setting is often called the Master Skill of Life, and if you've ever read biographies of the world's most successful people it's easy to see why. People like Sam Walton, who founded Walmart and was once America's richest man with a personal fortune of over eight billion dollars, Lee Iaccoca, Winston Churchill, Tiger Woods, or almost any prominent person in sports, business, or politics, all had one thing in common:

They, along with everyone at the very top of their fields, set Goals!

Each one of these exceptional people had a very clear picture of what they ultimately wanted to achieve in life. They knew

exactly who they wanted to become and what they wanted to accomplish. First they set goals, then they set out to determine the steps and actions they would have to follow in order to reach those goals. Goal setting is the first step you must take in order to move into the five percent of people who are at the very top of their chosen field..

There are many definitions for the word "goal". For our purposes a goal is something you want and are willing to work for. Many people have goals, the problem is that they're not willing to put in the effort to make them become reality. It doesn't matter what your goals are, a new car, a better job, a house in the country, if you don't write it down and put in the work, it's merely a wish and not a goal.

Setting goals is the first step to being successful in all areas of life. If you don't set goals you have no plan for where you want to go in life. If you don't have a plan for your life, any road will do.

Topics for Discussion

- **What is a goal?**
(Something you want and are willing to work for.)
- **Who wants to earn a Black Belt?**
(Raise your hand and say, "ME!")
- **Which of you has another goal?**
- **What is that goal?**
- **Do you have it written down?**
- **Why is it important to write down your goals?**
(By writing it down you are making a commitment to your goal, rather than just wishing it will come true.)

"Start with the end in mind." — Stephen Covey

week one
LESSON 2

Why You Need Goals



- Today we'll reinforce the importance of goal setting through stories and drills.
- By the end of the lesson, the students will recognize the importance of setting goals for themselves. They will set the goal of achieving their next belt or higher on their Goal Setting Worksheets.

Discuss the following questions during warm up to remind the students of the previous lesson.

1. What is a goal?
2. What belt do you expect to achieve in 12 months?
3. Who wants to earn a Black Belt?
4. What is one of your other goals?
5. Why is it important to write down your goals?

children's story

The Boy and the Black Belt

There was once a young boy named Miko who had just started to study Karate and wanted to earn his Black Belt, so he went to Master Woo and asked him how long it would take. Master Woo looked at the boy and asked him, "What is your goal? When would you like to receive your Black Belt? In ten years, in five years or perhaps in three years?"

The young boy said, "Well I don't know. That's the reason I'm here, to ask you when I should expect to become a Black Belt." Master Woo told the boy to follow him outside, where some students were practicing archery. One of them, Colin, was hitting the bull's-eye with every shot. It was evident that he was the best archer in the whole school. He seemed to hit the target right in the middle every single time. The boy thought to himself that Colin was probably just as good as Robin Hood!

Master Woo asked the boy, "Do you think you could be as good as Colin with the bow and arrow?"

The young boy quickly said, "No! Not without a lot of practice."

Master Woo then said, "What if I put a blindfold on Colin and turned him around a few times so he doesn't know exactly where his target is, would you then be better than him?"

"Sure. I'd beat him easily!" said the boy.

"You're saying that Colin couldn't hit a target he couldn't see, aren't you?" continued the Master.

"That's right," said the boy.

"Well, if Colin can't hit a target he can't see with the bow and arrow, how are you going to hit a target you can't see? If you don't set a goal, you have nothing to shoot at, which is worse than having a blindfold. That's why you need to set goals, to give you a goal you can see to shoot at. Do you understand?"

The young boy thought about this for a moment. "Yes," he answered. "I have to set a target for how long it will take me to earn my Black Belt, then I should practice hard so that I reach my goal."

"Exactly!" said Master Woo. "You learn quickly young man." The boy ran off to find a calendar, so he could set a date in the future to be his target for getting his Black Belt.

Ask your students:

- **What was the boy's goal?**
(To become a Black Belt)
- **What did the boy learn about his goal?**
(In order to achieve his goal, he needed to write it down)
- **Why did the boy need to write down his goal?**
(Because you can't hit a target you can't see)

Hunting for Treasure

Imagine you are given the chance to enter a treasure hunt that has a \$1,000,000 cash prize for the winner. There are nine other people in the contest. The treasure is buried somewhere in Yellowstone National Park.

Nine of you are given certain vague clues about its location. You are told it is within sight of the tallest peak, that it is close to an area popular with bears, and that it's off the main roads. All of these clues lead to a twenty-mile circle in the very center of the park. It's not much to go on, but it's a start.

The tenth person is given a map. The map shows all the roads, rivers, and mountains. It also has all the major landmarks, and, as the ultimate aid, an "X" marks the exact spot where the treasure is hidden.

You are all dropped off in different locations on the very perimeter of the park. Who do you think is going to find the treasure first? Obviously the person with the map, so let me ask you another question. Do you feel giving the tenth person a map was an unfair advantage?

Most people would have to agree that it was, and yet, that is exactly the type of advantage enjoyed by people who have written goals and action plans they can follow. It is also exactly the type of advantage over others you will enjoy when you have completed this part of your training. The simple act of writing down your goals will help you move into the top echelon of successful people and increase your chances of making it big by a hundred, maybe even a thousand, percent.

Topics for Discussion:

- **Why do you think goal setting is called the Master Skill of success?**
(Because it is so important, just like having a road map)
- **Who can share a personal goal with us?**
- **Is the goal written down?**
- **Does the goal have a completion date?**
- **Who has the goal of becoming a Black Belt ?**
(Coax everyone in to putting up their hand, then encourage them to clap and cheer themselves and one another.)

DRILL

Goal Setting

To teach the students that setting goals increases performance in all areas of life.

Focus pads, shields, stop watch

Have your students break up into pairs with one student holding a focus pad or kicking shield. Ask the student to start kicking or punching and count the number of kicks that they do. Without letting the students see you, start your stop watch and run it for 60 seconds. Switch who kicks and who holds and repeat asking each student to remember how many kicks or punches they did.

Now ask each person to announce how many they did. Ask each student to set a GOAL of increasing the number of strikes by 10% and tell them that this time, you will time them and give them exactly 60 seconds to reach their goal. Armed with a goal you will find that almost every student will increase the number of kicks or punches that they throw.

Recommendations:

You can repeat this exercise with various pieces of equipment or even without anything at all. Make sure that each time you talk about the value of having a goal to shoot for in all aspects of life. You can't hit a target you can't see.

Ask your students:

- **Why did you increase the number of strikes the second time around?**
(Because you had something to aim at, a GOAL!)

*"Every man is the architect of his own fortune" –
Appius Claudius*

week two
LESSON 3

Why Most People Don't Set Goals



- Students will learn the reason why most people don't have goals.
- By understanding the reasons why most people don't have goals, the students will be able to avoid this problem, now and in the future

Discuss the following questions during warm up to remind the students of the previous lesson.

1. What is a goal?
2. What belt do you expect to achieve in 12 months?
3. Who wants to earn a Black Belt?
4. What is one of your other goals?
5. Why is it important to write down your goals?

ages 4-7

We all know that it's very important to have a goal, a target to aim at, yet a lot of people don't have targets. Some don't have targets because they don't understand they need them, or they are not sure what goal they should have. If you give a soccer ball to someone who has never seen one before, he doesn't know he should kick it towards the goal.

Another reason some people don't set a goal is because they are afraid of doing it wrong. Sometimes people don't set a goal or a target because they think people will laugh at them if they don't hit the target. There's nothing wrong with missing the target at first. Nearly everyone misses with

their first try. The secret is to find the target then keep on trying until you reach it. Just like getting your Black Belt, most things that are worth doing take a lot of time and practice.

We all know that it's very important to have a goal, a target to aim at, yet a lot of people don't have targets. They don't have targets because they don't understand that they need them or they are not sure what goal they should have. If you give a soccer ball to someone who has never seen one before, he doesn't know he should kick it towards the goal. Sometimes, when we try something new, we don't know which target we should be aiming at. That's always a good time to ask your parents or a teacher to help you in setting a goal. Ask yourself these questions to discover what some of your goals might be:

What would you do if money were no object?

If a genie appeared and gave you three wishes, how would you use them?

What would you do if you knew there was no possible chance of failure?

Another reason some people don't set a goal is because they are afraid of doing it wrong. Sometimes people don't set a goal or a target because they think people will laugh at them if they don't hit the target. There's nothing wrong with missing the target at first. Nearly everyone misses with their first try. The secret is to find the target then keep on trying until you reach it. Just like getting your Black Belt, most things that are worth doing take a lot of time and practice.

As a wise man once said, "It is far more rewarding to fail in the achievement of a worthy goal than to be successful in doing nothing at all." In fact, when you are armed with achievable goals and the action plans to back them up, your chances of success are extremely good.

Ask your students:

- **Why do many people not set written goals?**
- **Have you set written goals?**
- **If not, why not?**

adults

You have all heard about goals setting, yet the odds that you have a complete set of written goals are 97 to 3 against.

Here a list of three reasons why most people don't write down their goals:

1. They don't realize the importance of goals. A major reason many people do not have written goals is because no one has clearly described the value of doing this in a way that will cause them to take action. Instead of choosing a destination, consulting a map and planning a route, they simply get in their cars and drive, only to be disappointed when they arrive somewhere in the middle nowhere! Goal setting is the Master Skill of Success. Understand this fact, stop procrastinating and pick some target to aim for in your life.

2. They don't know how to set goals. A second reason people do not commit their goals to paper is because they don't have any goals or at least not any clear ones.

If this is the case, these questions may prove useful to get you started: What would you do if money were no object?

If you could spend your life doing whatever you wanted to do, what would it be?

If a genie appeared and gave you three wishes, how would you use them to change your life?

What would you do if you knew that there was no possible chance of failure?

What would you do in the next twelve months if you knew it was to be the last year of your life?

Whatever your answers to these questions, they should lead you to develop a list of activities that can readily be turned into goals. They should be the things that really matter in your life; the things that, once you accomplish them, will bring you the greatest sense of self-fulfillment and achievement.

3. They fear failure.

Certainly the prime reason for not writing down goals is fear of failure. There is something about committing your goals to paper that makes them cast in stone. You can't wriggle out of something that is right there in front of you in black and white. By not writing down their goals, some feel as if they do not have to face the possibility of failure. After all, if it is not written down, who is to know you ever wanted it in the first place?

As a wise man once said, "It is far more rewarding to fail in the achievement of a worthy goal than to be successful in doing nothing at all." In fact, when you are armed with achievable goals and the action plans to back them up, your chances of success are extremely good.

Topics for Discussion

- Why do most people not set written goals?
- Have you set written goals?
- If not, why not?

*"When you have deduced what you want to do,
then determine what price you are willing to pay."
— John D Rockefeller*

week two
LESSON 4

Why Most People Don't Set Goals



- Hold a Black Belt “Goal Setting” ceremony to reinforce the importance of goal setting for success in all areas of life.
- To insure your students really set goals by having them verbally commit to reaching Black Belt right in class.

Discuss the following questions during warm up to remind the students of the previous lesson.

1. What is a goal?
2. What belt do you expect to achieve in 12 months?
3. Who wants to earn a Black Belt?
4. What is one of your other goals?
5. Why is it important to write down your goals?
6. Why do most people not set goals?

children's and adult's

Black Belt "Goal Setting" Ceremony

To help students set a goal for becoming a Black Belt and giving them a visual and emotional taste of what being a Black Belt will feel like.

Polaroid camera
Several Black Belts
Tape or pins

Have a wall of your school dedicated to those student who will achieve their Black Belts. The wall be split into two sides, the one on the left will be reserved for those students who join the Black Belt club and will have belts with brass plaques naming the person and date when the Black Belt will be earned. The other side of the wall will contain the name, date Polaroid picture of each student in the school along with the date when they will get their Black Belt. These pictures only stay up until the end of the goal setting curriculum and the are taken home by the student since we want a reminder for them at home and we want them to join the Black Belt club.

Ceremony

As the students are warming up talk about the importance of goals reviewing questions from the previous sessions, (listed on the previous page).

Ask the student to stand in two lines facing each other about ten feet apart. Call out each student one by one and have them proceed from the bottom of the line to the front of the class while all the other students clap and cheer as loud as possible. Once the student reaches the front ask the student if his goal is to be a Black Belt? Ask when he expects to be a Black Belt? (help them with the date if needed) Put a Black Belt on the student and take a picture. Write the students name and Black Belt date on the picture and go pin it on your Black Belt wall of fame. Have the student clap again and repeat with each student.

Ask your students:

- How did it feel to be Black Belt for a few minutes?

"In whatever position you find yourself, determine first your objective."
— Marshal Ferdinand Foch

week three
LESSON 5

How to Set S.M.A.R.T. Goals



- Students will learn to set their goals using the S.M.A.R.T. goal system.
- By the end of the lesson young the students will have discovered the meaning of a S.M.A.R.T. goal and will know how to set S.M.A.R.T. goals.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is a goal?
2. What belt do you expect to achieve in 12 months?
3. Who wants to earn a Black Belt?
4. What is one of your other goals?
5. Why is it important to write down your goals?
6. Why do most people not set goals?

ages 4-7

While your younger students may not completely grasp the concept of S.M.A.R.T. goals, they should understand that goals must have some kind of schedule and some kind of time measurement. Help your young students decide on a time frame to get their next belts.

Last week we talked about the importance of setting goals. We discovered that you can't get your next belt, or anything else, just by wishing for it. This week we're going to learn how to set S.M.A.R.T. goals.

When you set a S.M.A.R.T. goal, your goal will be:

S - Specific:

Specific means you write down exactly what you are going to do. If you want to get better at kicking, instead of saying "I will do some kicks every day," say "I will do 50 kicks a day." Then, write it down. "I will do 50 kicks per day."

M - Motivating:

Motivating means there is something about achieving your goal that excites you. If your goal is to read 15 minutes every night because your teacher told you that you will receive a prize, you're motivated to read because you're excited about the prize.

Ask your students:

- **Give examples of a...**

Specific goal

Motivating goal

Achievable goal

Relevant goal

Trackable goal

A - Achievable:

Achievable means you really feel it's possible to reach your goal. Let's say your goal is to earn your next belt. I want you to know that you, or anyone else, can earn your next belt if you are motivated, come to class regularly and show a positive attitude.

R - Relevant:

Relevant means knowing why the goal is important to you. Everyone has different reasons to earn their next belt. Some want to feel better about themselves; some want to be able to perform certain physical skills, like kicking or punching. Still others want to learn self defense. Whatever your reason, you need to know what it is. By achieving your goal, you will achieve the relevant benefits you are striving for.

T - Trackable:

Trackable means that you can measure, or tell how well you are progressing. We have different colored belts so you can tell how well you're doing as a martial artist. Grades in school let you know how well you are learning your lessons. These are ways to track your results. By tracking your results you also know when you need to improve.

adults

After you have decided on your goals and have written them down, you need to have a method for achieving them. One of the best methods we know is the S.M.A.R.T. goal system. The S.M.A.R.T. goal system has been used in many different areas of life. From sports to business, people have used the S.M.A.R.T. goal system to propel them toward their goals.

S.M.A.R.T. is an acronym for the following five characteristics in this goal setting system:

S - Specific:

Your goals need to be very specific and written down. Write down exactly what you are going to do. Use very specific language. For example, "I am going to earn \$5,000 a month," or, "I am going to run 3 miles every day." Next, write down the exact date by which you plan to achieve your goal. You can fulfill this requirement by using your goal setting worksheet to write down the date you plan to earn your Black Belt.

M - Motivating:

In the words of Zig Ziglar, "Motivation gives you the want to!" Your goal has to make you excited about achieving it. It makes you want to get up early in the morning and work until late at night. Motivation gives you the "Why." continued...

If you don't know what you're going to get out of achieving your goal, you won't give it

your best effort and you'll lose your ability to persist through the tough times. This is why you need to write down all of the reasons that motivate you to become a Black Belt. So, when times are tough you'll follow through.

A - Achievable:

You need to know that any goal you set is real and achievable. You need to feel it's really possible to reach your goals. If you don't think a goal is achievable, you won't work at it. Do you really feel it's possible to become a Black Belt? Sure it is. How do you know it's achievable? Because so many others, just like you, have achieved this goal. Experience has shown that anyone can become a Black Belt if they develop the proper attitude, are motivated, and come to class regularly.

R - Relevant:

The only person to whom the achievement of the goal must be relevant is you. For example, why is achieving a Black Belt important to you? Everyone has different reasons to become a Black Belt. Some want to increase their self-esteem, some want to improve their coordination or endurance. Some see martial arts as a method of weight control. Others want to learn to defend themselves if they are attacked. It doesn't matter what your reason is, as long as you know that by achieving your goal, you will achieve the relevant benefits.

T - Trackable:

You need to be able to track or measure your goals. How well are you doing? If your goal is to run 3 miles a day, 5 days a week and you're running 2 miles a day three days a week, you still have quite a way to go! On the other hand, if you are running 5 miles a day six days a week, you're doing extremely well. The ability to track or measure your goal achievement is crucial to your success. If you can't track your progress, how will you know if you're moving in the direction of your goal? This is why our belt system was designed with the many steps toward Black Belt. These steps enable you to track your progress toward your goal.

Note: An additional benefit to the instructor. Teaching all your students why and how to set the goal of being a Black Belt, adds greatly to the financial strength and security of your school.

Ask your students:

• Give examples of a...

Specific goal
Motivating goal
Achievable goal
Relevant goal
Trackable goal

"The great thing in this world is not so much where we are, but in the direction we are moving."
— Oliver Wendall Holmes

week three
LESSON 6

How To Set S.M.A.R.T. Goals



- We will reinforce the importance of setting S.M.A.R.T. goals through stories and drills.
- By the end of the lesson, the students will:
 1. Recognize the importance of setting S.M.A.R.T. goals.
 2. Identify areas in their life where they need to set S.M.A.R.T. goals.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is a goal?
2. What belt do you expect to achieve in 12 months?
3. Who wants to earn a Black Belt?
4. What is one of your other goals?
5. Why is it important to write down your goals?
6. Why do most people not set goals?
Give examples of a...
 - Specific goal
 - Motivating goal
 - Achievable goal
 - Relevant goal
 - Trackable goal

children's story

A Mountain To Climb

In the hills near the town where Master Woo taught, there was a mountain that very few had been able to climb. Anyone who had climbed the mountain was looked up to by the townspeople. One of Master Woo's students, Sally, decided she would like to climb the mountain because she saw how respectfully those people were treated. Sally liked the idea of being treated so 'specially.'

Through her Martial Arts classes with Master Woo, Sally had learned how to set S.M.A.R.T. goals. She decided she would set a goal to climb the mountain one year from today, on March 7. She also decided she would practice climbing every week, on Tuesdays and Thursdays. This made the goal, and the way she would work to achieve the goal, very specific.

Next, she needed to make the goal motivational. To do this she would go to the special place in the town where successful mountain climbers gathered together. She watched as they were treated with respect and awe by the other townspeople. She imagined herself being

treated the same way. For her, this was very motivating.

Now, she wanted to make sure that the goal was achievable. So she asked Mary, who had climbed the mountain only three months before, if Mary thought she could climb the mountain.

Mary replied, "Of course you can. If something has been done before it can be done again. Even if it had never been done before, someone will achieve it some day. Of course you can climb the mountain. It is something that is achievable for you!"

Sally thought to herself, "How is this goal relevant?" She decided it was relevant because she wanted to receive the special treatment the successful mountain climbers enjoyed. In order to receive this special status, she needed to climb the mountain.

She made her goal trackable by deciding to climb smaller hills first, writing down her progress. As she progressed, she would work her way into climbing more difficult hills, again tracking her progress. This would help lead her to climbing the special mountain on the date she had set for herself.

On March 7, Sally went to the foot of the mountain. She closed her eyes and saw herself at the top looking down. She opened her eyes and began to climb. By the end of the day she had reached her goal, the top of the mountain. She decided she would climb down in the morning, but for a while she was going to enjoy the view from the top. It was a wonderful view. It was even better than she had expected.

Sally thought to herself, "This is why we mountain climbers are treated so special. Because we have such a different view, a view you can only get by climbing to the top. I did it by setting S.M.A.R.T. goals and completing them!"

Ask your students:

- **What did Sally find out about setting goals?**
(She found out she should set S.M.A.R.T. goals)
- **What is a S.M.A.R.T. goal?**
(Specific, Motivating, Achievable, Relevant, and Trackable)

How Jack Nicklaus Became the World's Best Golfer

At a very early age, golfer Jack Nicklaus made a basic and monumentally important decision that was to shape his career, and influence the entire golfing world. If he had avoided that decision or failed to plan his whole life to accommodate it, Jack Nicklaus might well have become just another good player. His goal was to become the best player in the world. He decided he would prove this by focusing himself exclusively on winning golf's four most important tournaments. While other top players may have made a conscious, extra effort at these four events, Nicklaus made them his life. All other tournaments became nothing more than stepping stones to 'fine-tune' him for the major tournaments.

Not only did Nicklaus win more major tournaments than any other player in history, his overall record in these events is phenomenal, and may never be equalled. Jack Nicklaus won an unbelievable 20 major championships, 7 more than the previous record, finishing second and third 40 times or more. By focusing his goals and efforts on the majors, Nicklaus was able to live his lofty dreams. Let's look at how Jack Nicklaus took his vision of being the best golfer in the world and broke it down into manageable steps by setting S.M.A.R.T. goals. S.M.A.R.T. goals, unlike dreams, follow a very specific set of rules.

S.M.A.R.T. goals must be Specific, Motivating, Attainable, Relevant and Trackable.

S - Specific:

Nicklaus's primary goal was to be the greatest player of all time. That in itself is not a S.M.A.R.T. goal since it is not specific. He made it specific by deciding that he would keep score by counting the major tournaments he won during his career. He broke this goal down into long-range, intermediate and short-range goals. His long-term goal was to win more than 13 majors, the amount amassed by his hero, Bobby Jones, who was the leader in major victories at the time. His intermediate goal, which he renewed annually, focused on winning the four majors that year. His short-term goal was, naturally, to win whichever tournament he was playing in. This served to boost his confidence and experience, and, in the case of the majors, added to his victory total on the way to his long-term goal.

M - Motivating:

The goals you set must have the emotional power to excite you enough so you will invest the time and effort necessary to realize those goals. That is why champions set big goals, for only big goals have the power to make them work harder and pay the price in time and sweat to reach their objectives. One has only to check Nicklaus's record in the majors to see that the goals he set himself certainly proved to be adequately motivational.

continued...

A - Attainable:

Although his goal was lofty, given his talent, dedication and willingness to work, it remained attainable for the young Nicklaus. Goals can be lofty but they must stay within the realms of possibility.

R - Relevant:

Nicklaus's goal of winning major golf championships was precisely relevant to his overall goal of being accepted as the best player in the world. The majors are the standard by which the golf world as a whole measures greatness. Make sure that your short-term and intermediate goals are relevant to your overall goals.

T - Trackable:

His goal was easily trackable, not only by him but also by every golfer in the world, based on his performance in the four major tournaments each year. If goals are not trackable, they are not very effective as a motivational tool, since you have no way of knowing if you are moving closer to your long-term goal.

Goal-setting is essential for championship performance. Setting goals allows you to focus all your conscious and subconscious energy on a distant objective, and keeps you motivated along the way. By fulfilling all the requirements of S.M.A.R.T. goal setting, Nicklaus was able to plan his career and motivate himself as no other player has ever done, before or since.

Ask your students:

- **Why do you think setting S.M.A.R.T. goals gave Nicklaus such an advantage?**

"See" Your Goals

To show the students what happens when they have no goals.

Some kind of target

Rubber throwing stars

Throw a rubber star at target with blindfold around the eyes.
Then, throw star at the target without a blindfold.

Tell your students:

Having no goals, or not writing them down is the same as having a blindfold on while trying to hit a target. You might do it, but it's highly unlikely.

Writing down your goals helps you see your target. Make it a habit to write down each of your goals and read them at least once a week.

Ask your students:

- How many of you hit the target while wearing the blindfold?
- Can you see how important it is to set and write down goals?

[illegible]

"No one ever accomplishes anything of consequence without a goal." — Paul Myer

week four
LESSON 7

Setting Goal Length



- Students will learn the importance of breaking down their goals into intermediate and short-term goals.
- By the end of the lesson, the students will:
 - Identify specific long-term goals.
 - Break down the long term-goals into intermediate goals.
 - Develop short-term goals to help them reach their long-term goals.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is a goal?
2. What belt do you expect to achieve in 12 months?
3. Who wants to earn a Black Belt?
4. What is one of your other goals?
5. Why is it important to write down your goals?
6. Why do most people not set goals?
7. Give examples of a...
 - Specific goal
 - Motivating goal
 - Achievable goal
 - Relevant goal
 - Trackable goal

ages 4-7

A long-term goal is a goal that is a long way off, like getting your Black Belt, or a belt that you'll earn six months from now. After you've set a long-term goal, we can make it easier to get there by setting intermediate or "on the way" goals. That means easier goals on the way to that goal in the future.

A way to look at an intermediate goal is like this. Suppose you wanted to cross a small stream. It's too far to jump to the other side, but you see a rock in the middle that

you can step on that will take you half way across. This rock in the stream would be the intermediate goal to reach to help you to get across the stream. Intermediate goals are like that rock in the stream. They are like stepping stones you can use on the way to your "big" or long-term goal.

You also need to set short-term goals. If your goal is to receive the fourth belt of your system in six months, your short-term goals are the three belts before it. Other short-term goals for this belt are coming to class and always trying your best. No one can earn their next belt without coming to class. You must practice regularly. If you make a short-term goal to come to class twice a week, every week, and try your best, you will receive your next belt, and your next belt, and ultimately the belt you've set as your goal.

Ask your students:

- **What is the difference between a short-term and a long-term goal?**
(A long term-goal is a goal that is a long way off, while a short-term goal can be achieved in a short period of time)
- **What are the next four belts you can receive?**
- **What would be an intermediate goal on the way to reaching your fourth belt?**
(Your second belt)
- **Who wants to reach their next belt?**
(Encourage everyone to raise their hand and say, "ME!!")
- **What's your short term goal to reach the next belt?**
(Have them say, "Making all my classes!")

A long term-goal is a goal that will take a lot of time and effort, such as earning your Black Belt. It could also be attending college, or finishing high school. Long-term goals are usually quite a distance in the future. All goals can be broken into smaller lengths. The next step after you've set a long-term goal is to set an intermediate goal.

Let's say you wanted to cross a small stream. It's too far to jump over, but you see a rock in the middle that you can step on that will take you across. This rock in the stream would be your intermediate goal to help you across the stream; a place near the middle you need to get to before you reach your "big" or long-term goal. An intermediate goal for Black Belt would be the next belt you earn on the way there.

Sometimes long-term and even intermediate goals, however clear, seem so far away or difficult, they appear to be almost unreachable. That is why they must be broken down still further into short-term goals. This process will make the long-term and intermediate goals more manageable and enable you to reach them faster. Your short-term goals to Black Belt would be every belt on the way to Black Belt.

Have the students fill in the blanks:

Our first belt is Belt. After that we have _____, and _____, and _____.

Each of these are short-term goals to your Black Belt. What you need to do is set a goal for each of these levels to help you reach the goal of Black Belt. When goals are closer, they're easier to see. It's a lot easier to stay on course if you have a goal to aim for that you can see.

Ask your students:

- **What is the difference between a short-term and a long-term goal?**
(A long-term goal is a goal that is a long way off, while a short-term goal can be achieved much more quickly)
- **What are the next three belts you can receive?**
- **What would be the intermediate goal to reaching Black Belt?**
(Your middle belt)
- **Who wants to earn a Black Belt?**
(Get everyone to raise their hand and say, "ME!!")
- **What is your next short-term goal on the way to Black Belt?**
(Have them say, "My next belt!")
- **Which of you has a long-term goal?**
- **What is your long-term goal?**
- **How long will it take to achieve?**

adults

Once long-term goals, such as achieving Black Belt, have been established, they must be broken down into intermediate steps so they aren't too remote. Without intermediate goals, goal setting is like randomly throwing rocks in a stream, one

at a time, in the futile hope of making a bridge to get to the other side. In order to build a bridge, you need a series of stones laid one after the other. If the other bank is a long way off, it can be tough to motivate yourself to get started. For this reason, you must give yourself a stepping stone or two to aim for, on the way across. These are known as intermediate goals.

Topics for discussion

- **What is the difference between a short-term and a long-term goal?**
(A long-term goal is a goal that is a long way off, while a short-term goal can be achieved much sooner)
- **What are the next three belts you can receive?**
- **What would be the intermediate goal to reaching Black Belt?**
(Your middle belt)
- **How long would that take?**
(1 or 2 years)
- **Who wants to earn their Black Belt?**
(Get everyone to raise their hand and say, "ME!!")
- **What is your next short term goal on the way?"**
(Their next belt)
- **Which of you has a long-term goal for school, work, other?**
- **What is your long-term goal?**
- **How can you set an intermediate goal for this long-term goal?**
- **What are some short-term goals you can set?**

Set up your intermediate goals approximately half way toward your long-term goals. For example, if your goal is to have a net worth of two million dollars by the time you retire in twenty years, set up an intermediate goal of having a million dollar net worth ten years from now.

Sometimes long-term and even intermediate goals, however clear, seem so far away or overwhelming, they appear to be almost unreachable. Each major goal you strive to achieve consists of hundreds, or maybe even thousands of smaller steps or goals you must reach in order to arrive at your final destination. For this reason, you need to set short-term goals. This will make the long-term and intermediate goals more manageable and enable you to reach them faster.

If your long-term goal is to travel around the world, your intermediate goal could be to visit all of North and South America, and your short-term goal could be to see Mexico this year. By starting close to home, you can quickly and inexpensively start toward your ultimate goal.

Earning your Black Belt is a series of short-term goals. Each time that you earn a new belt, you have another short-term goal, to earn your next belt. As you set your goal to reach your next belt, set a S.M.A.R.T. goal. When you do this, you will find that you will be able to earn your Black Belt exactly when you planned. Each short-term goal that is reached becomes another step up the ladder that leads to your long-term goal. At first, your dream goals seem remote, but, with each step you take up the ladder, the ultimate prize will become closer and clearer.

"You must have long range goals to keep you from being frustrated by short range failures."
— Charles C. Noble

week four
LESSON 8

Setting Goals In Stages

- Students will learn the importance of setting and writing down long-term goals and breaking them down into intermediate and short-term goals.
 - By the end of the lesson, the students will:
 1. Identify specific long-term goals.
 2. Break down the long-term goals into intermediate goals.
 3. Develop short-term goals to help them reach their intermediate and long-term goals.

Discuss the following questions during warm up to remind the students of the pervious lessons.

1. What is a goal?
2. What belt do you expect to achieve in 12 months?
3. Who wants to earn a Black Belt?
4. What is one of your other goals?
5. Why is it important to write down your goals?
6. Why do most people not set goals?
7. Give examples of a...
Specific goal; Motivating goal; Achievable goal; Relevant goal & Trackable goal
8. What is the difference between a short-term and a long-term goal?
9. What are the next three belts you can receive?
10. What would be the intermediate goal to reaching Black Belt?
11. How long would that take?
12. Who wants to earn their Black Belt?
13. What is your next short-term goal on the way?"
14. Which of you has a long-term goal for school, work, personal?
15. What is your long-term goal?
16. How can you set an intermediate goal for this long-term goal?
17. What are some short-term goals you can set?

children's story

To Run A Marathon

Jerry wanted to be a marathon runner. A marathon is a race where the runners try to go 26 miles, a very long distance. Jerry had never run that far before but he had learned how to set S.M.A.R.T. goals in the martial arts class he was taking with Master Woo.

The first thing Jerry did was to set a specific long term goal. He wrote, "I will run a marathon one year from now, on May 3rd."

Next, he did a very wise thing. He went to see Pam, a friend in his martial arts class, who had already run in many marathons. He told her he was motivated because his father had promised him a new computer

system for college if he kept his grades up and ran the marathon. He asked her what he could do to get ready for a marathon.

Pam explained that running a marathon would take lots of dedication and practice. She believed Jerry could do it, because she had seen how hard he worked out in class and she told him his goal was achievable.

"Now, you need to set two intermediate goals," Pam explained. "I suggest your first intermediate goal should be to run a 10 Kilometer race four months from now. Your next intermediate goal should be to run a half marathon after eight months. These will help you develop the endurance and leg strength to run your full marathon a year from now." These two intermediate goals were relevant to running a marathon.

"Next, you'll need to develop some short-term goals. These are very important for you to reach your long-term goal. The short-term goals I would set would be to run 3 miles a day, six days a week for the first four months. This will get you ready for the 10 kilometer race.

"For the next four months run 4 miles a day, six days a week and for the final four months before your marathon run 6 miles a day 5 days a week and on every Saturday run 8 miles. By doing this you'll be able to track your progress. If you follow these short and intermediate goals you'll be able to achieve your long term goal."

Jerry was really excited after talking with Pam. She had shown him how to develop different length goals that would help him run his marathon!

Ask your students:

- **What was Jerry's specific goal?**
(To run a marathon)
- **What was Jerry motivated by?**
(By his father's promise to buy him a computer if he finished the marathon)
- **How did Jerry know that his goal was achievable?**
(Because his friend Pam told him he could do it)
- **What did Jerry do to make the intermediate goals relevant and trackable?**
(He defined why his intermediate goals would help him run the marathon and set specific miles to run)

Keep Your Goals in Sight

When she looked ahead, Florence Chadwick saw nothing but a solid wall of fog. Her body was numb. She had been swimming for nearly sixteen hours.

Already she was the first woman to swim the English Channel in both directions. Now, at age 34, her goal was to become the first woman to swim from Catalina Island to the California coast.

On that Fourth of July morning in 1952, the sea was like an ice bath and the fog was so dense she could hardly see her support boats. Sharks cruised toward her lone figure, only to be driven away by rifle shots. Against the frigid grip of the sea, she struggled on - hour after hour - while millions watched on national television.

Alongside Florence in one of the boats, her mother and her trainer offered encouragement. They told her it wasn't much farther. But all she could see was fog. They urged her not to quit. She never had until then. With only a half mile to go, she asked to be pulled out.

Still thawing her chilled body several hours later, she told a reporter, "Look, I'm not excusing myself, but if I could have seen land I might have made it." It was not fatigue or even the cold water that defeated her. It was the fog. She was unable to see her goal.

Two months later, she tried again. This time, despite the same dense fog, she swam with her faith intact and her goal clearly pictured in her mind. She knew that somewhere behind that fog was land and this time she made it! Florence Chadwick became the first woman to swim the Catalina Channel, eclipsing the men's record by two hours!

Topics for Discussion

- **Why did Florence miss her goal the first time she attempted to swim the channel?**
(Because she couldn't see land, her goal)
- **Why do you think Florence was able to swim the channel on her second try?**
(Because she had the experience the first time that helped her realize how achievable her goal actually was)
- **What does this story mean to us?**
(S.M.A.R.T. goals prevent us from giving up too easily, even when we are unable to see the goal)

DRILL

Jump Over the Target

To aid students in setting S.M.A.R.T. goals

Equipment Needed: Blockers

Pair the students up and hand them a Goal Setting Worksheet for drills. Show them how to “jump over the target.” In this drill, you’ll be using a smaller target, such as a blocker, set on the ground. Demonstrate to your students how to stand on one side of it and then jump over it, side to side. Explain that one will be doing the drill while the other counts. Let them know that this drill develops coordination and leg strength, both important in becoming a Black Belt.

Now, tell your students they are going to develop a S.M.A.R.T. goal today. They will decide how many times they can jump over the target in 1 minute and write it down using the S.M.A.R.T. process. Point out that deciding on a number and writing it down makes the goal specific.

Explain that the reason they’re going to do the drill is that everyone who accomplishes their goal will receive recognition for their achievement. This can be applause for the adults, or a small reward, such as a Martial Arts America pencil, for the children. Explain that this makes the process motivational.

Tell them the reason they’ve set the goal themselves is because you want everyone to achieve their goal. Give them a number you know anyone can reach and let them know that by setting the number of repetitions themselves the goal becomes achievable.

The goal is relevant because everyone who wants to become a Black Belt should have good leg strength and coordination.

Finally the goal is trackable because their partner will count the number of times they jump over the target.

Recommendations:

With younger students under 7 don’t worry about teaching them S.M.A.R.T. goals. Instead just re-affirm that goals must have a target and you must have some way of measuring them.

*"A journey of 1,000 miles begins with the first step."
— Chinese Proverb*

week five
LESSON 9

Developing "Action Steps"

- Learn how to develop "Action Steps"
- By the end of the lesson, the students will understand how to take action and to help them reach their goals.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is a goal?
2. What belt do you expect to achieve in 12 months?
3. Who wants to earn a Black Belt?
4. What is one of your other goals?
5. Why is it important to write down your goals?
6. Why do most people not set goals?
7. Give examples of a Specific goal;
Motivating goal; Achievable goal; Relevant goal & Trackable goal
8. What is the difference between a short-term and a long-term goal?
9. What are the next three belts you can receive?
10. What would be the intermediate goal to reaching Black Belt?
11. How long would that take?
12. Who wants to earn their Black Belt?
13. What is your next short-term goal on the way?"
14. Which of you has a long-term goal for school, work, personal?
15. What is your long-term goal?
16. How can you set an intermediate goal for this long-term goal?
17. What are some short-term goals you can set?

ages 4-7

“Action Steps” are things you need to do every day to accomplish your goals. You can now kick 60 kicks in three minutes. Let's say you have a long term goal of being able to kick 100 kicks in three minutes. You set this goal for six weeks from now. You make an intermediate goal to be able to kick 80 kicks in three minutes three weeks from now. You also set a short term goal of doing 70 kicks in three minutes after ten days.

Now, you need to make action steps. If you want to improve by 14 kicks in two weeks, you have to improve by only one kick per day. This is the great thing about breaking your goal into bite-sized pieces, it helps you realize how achievable your goal really is. Your action steps would then be to practice kicks for 1 minute twice a day to improve

your leg strength and endurance. You would then do the three-minute kicking drill once a day, adding one extra kick each day.

By breaking your goals into small pieces and making action steps it won't take long to realize that you can accomplish any goal you set your mind to accomplishing.

Ask your students:

- **What are action steps?**
(Breaking your goals into small pieces)
- **Can anyone give an example of an action step?**
(Working out twice a week to accomplish the goal of my next belt)

“Action Steps” are tasks you need to do on a daily basis in order to achieve your goals. We’ve already discussed that goals have to be broken down into three lengths, long-term, intermediate, and short-term. After we have set our goals, we need to take action steps in order to achieve them.

If your goal is to become a Black Belt, then you have already broken down your long-term goal into intermediate and short-term goals. Now, what actions must you take on a daily basis in order to achieve your goal?

One of your action steps would be to attend class on a regular basis, at least twice a week. Another action step might be to improve your attitude in class or to become part of the Black Belt club. Whatever your goal is, there are action steps you need to take on a daily basis to make it a reality.

Ask your students:

- **What are action steps?**
(Breaking your goals into small pieces)
- **Can anyone give an example of an action step?**
(Working out twice a week to accomplish the goal of my next belt)

adults

In order to make any goal a reality, you need to take "Action Steps". Once you set a long-term goal and then set both intermediate and short-term goals to help you achieve your long-term goal, you need to take action steps. They should be planned to give you maximum utilization of your time.

By breaking down short-term goals still further into action steps, you'll keep focused on the steps needed to achieve your ultimate goal. This helps you to prioritize your daily efforts and achievements. Take a piece of paper and write down your action steps for the day. These goals can be very broad and contain items like studying 30 minutes a day to improve a school grade,

or finishing the book you need to read for your history report. Others could be calling three former customers and convincing at least one to come back, or reorganizing your filing system, or checking out information on timesaving computer programs.

Whatever your action steps are for the day, make them specific and reachable. Setting unreachable daily action steps will not help you. Instead, choose a number of simple action steps each day that will help you on the journey toward your ultimate goal.

Topic for Discussion

- **What are action steps?**
(Breaking your goals into small pieces)
- **Can anyone give an example of an action step?**
(Working out twice a week to accomplish the goal of my next belt)

"Small opportunities are often the beginning of great enterprises."

Demosthenes

week five
LESSON 10

Developing "Action Steps"

- Learn how to develop "Action Steps"
- By the end of the lesson, the students will understand how to take action to help them reach their goals.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is a goal?
2. What belt do you expect to achieve in 12 months?
3. Who wants to earn a Black Belt?
4. What is one of your other goals?
5. Why is it important to write down your goals?
6. Why do most people not set goals?
7. Give examples of a Specific goal;
Motivating goal; Achievable goal; Relevant goal & Trackable goal
8. What is the difference between a short-term and a long-term goal?
9. What are the next three belts you can receive?
10. What would be the intermediate goal to reaching Black Belt?
11. How long would that take?
12. Who wants to earn their Black Belt?
13. What is your next short-term goal on the way?"
14. Which of you has a long-term goal for school, work, personal?
15. What is your long-term goal?
16. How can you set an intermediate goal for this long-term goal?
17. What are some short-term goals you can set?

children's story

The Book

One day after class Peter walked into Master Woo's office to find him working away at his computer.

"What are you doing Master?" inquired Peter.

"Why, I am writing a book about Martial Arts," replied Master Woo.

"How big will it be when it's finished." asked Peter.

"Oh, about as big as this one," said Master Woo pulling a huge thick book off the bookshelf behind him.

"Wow!" exclaimed Peter "That must be three hundred pages or more."

"Actually it's 360 pages Peter." said Master Woo.

"How could you ever write so many pages?" asked Peter, "I mean it must have taken you many years to write such a big book."

"Actually it took exactly one year. You see when I started to write the book I realized what a big project it was. I also realized that if I did not set a goal I would never finish such a big task. So I decided in advance how long I wished the book to be when it was finished. Then, I decided how many chapters it would have and finally, I decided how many pages a day I should write in order to finish the book on time. I wrote one page every day Peter, which turned into one chapter every two weeks, which turned into 26 chapters which turned into the book you see right here in my hand."

"So, you took a big goal and broke it down into little steps?" asked Peter

"Exactly!" said Master Woo. "It's just like training to be a Black Belt. You can't learn all there is to know about being a Black Belt in a few weeks. It takes many years. If you tried to do it all at once you would become very confused and frustrated. So instead, we break the training down into many different steps. That's why we have all the different belt colors. Each new belt is a step closer to your goal of becoming a Black Belt. Each class is a small step closer to each new belt color."

"So every class I take is a small step closer to my next belt, which is a step closer to my Black Belt?" asked Peter.

"Precisely!" exclaimed Master Woo.

"Well, in that case, I am going to take an extra class this week so I will be one class closer to my Black Belt" announced Peter.

"Good thinking." said Master Woo "When you break down your goals into small steps, and take action you will achieve your goals much faster!"

Ask your students:

- **How many pages did Master Woo write a day?**
- **How long did it take him to write his book?**
- **What should you do when you have a big goal in mind?**
(Break it into small steps.)

Chuck Yeager's Goal

Early jet fighters, built in the mid-1940s, were all subsonic; that means they flew slower than the speed of sound, which is 660 mph at 40,000 feet, and is known as Mach 1. In a steep dive, shock waves would build on the control surfaces and the aircraft would begin to shake violently at about .82 Mach, or 82% of the speed of sound. This was called "compressibility," and led to a widely held belief in the existence of a "sound barrier," an invisible wall of air that would smash any airplane that tried to exceed Mach 1. A British test pilot, Geoffrey De Havilland, Jr., was blown to pieces in 1947 when his experimental aircraft disintegrated at .94 Mach during an attempt to break the barrier.

The major aircraft manufacturers were competing to design more powerful engines and aerodynamically sleeker aircraft that could pierce the sound barrier, but many engineers thought it was impossible. Some of them even warned test pilots to stay away from such projects if they wanted to stay alive. All kinds of incredible planes were being designed, including an aircraft that could fly at six times the speed of sound and a supersonic bomber powered by an atomic reactor. The Air Corps was developing a project to put military pilots in space. These plans were all on hold until someone beat the sound barrier.

In May 1947, At Wright Air Base, volunteers were enlisted to fly the Bell X-1. Phase I of the program was to fly the X-1 at .8 Mach and Phase II, the ultimate goal, was to "push the edges of the envelope" to 1.1 Mach — supersonic! A pilot named Chuck Yeager was among those selected. He knew that the first pilot to fly faster than sound would go into the history books.

There were many flights, each one increasing the speed in small increments. On October 5, 1947, on Yeager's sixth flight, he experienced shock-wave control buffeting for the first time at .86 Mach. It was a very rough ride! On the next flight, flying at .94 Mach at 40,000 feet, he pulled back on the control wheel, and nothing happened. Yeager turned off the engine, slowed down, jettisoned his fuel and landed wondering if he had taken his last ride in the X-1. After analyzing the flight data, however, the goal of taking the aircraft supersonic was reaffirmed and the program proceeded.

No X-1 flight was ever routine, but Yeager was unusually grim as he began his next flight. He decided he would back off at the slightest indication that anything was wrong. He let the airplane accelerate to .96 Mach at 43,000 feet, then the window frosted over so badly he had to be talked down to a blind landing. For some unknown reason a coating of Drene Shampoo on the windshield worked as an effective anti-frost device.

Yeager was starting to have renewed confidence in the X-1. They had faced and licked every problem. Then, while horse-riding with his wife, he fell and broke a rib. He didn't go to the hospital because he knew the flight surgeon would ground him. A local Doctor confirmed he had two cracked ribs and taped his chest. The pain was barely manageable.

continued

adult's story

In spite of the advantages in creeping up on Mach 1, on the next flight Yeager decided he was ready to complete the project. Leveling the aircraft 42,000 feet at a speed of .92 Mach, he turned on rocket chamber three and reached .96 Mach. He noticed that the faster he went, the smoother the ride. Suddenly, at just above .96, the indicator began to fluctuate, then went right off the scale. He was flying supersonic, and it was as smooth as silk. Observers on the ground reported hearing what sounded like a distant rumble of thunder; the first sonic boom by an

airplane ever heard on earth. Data later revealed Yeager had reached 1.07 Mach — 700 mph. And that was it. After landing the X-1, he was tired, but relieved to have completed the program. The warm desert sun really felt wonderful.

Chuck Yeager had achieved a goal of classic proportions!

Conclusion: When you have a worthy goal, you can gain the support and help of others in achieving it.

Topics for discussion

- **What can we learn from the story about Chuck Yeager?**
(A goal broken into action steps can be accomplished)
- **What other impossible goals can you think of have been accomplished by taking action steps?**
(Man's flight to the moon, the deep sea diving suit)
- **One thing that is pointed out in this story is that often experts are the biggest obstacle to achieving high goals. Can you give an example of how this has happened in your life?**

DRILL

Black Belt Is Our Goal

To help your students practice doing Black Belt technique every time they are in class.

At least one extra Black Belt. If possible, have enough Black Belts for everyone in class.

This is a slight variation of the drill we did last month to help your students focus on being a "Black Belt."

Start the drill by explaining to your class what it means to be a Black Belt and the importance of staying focused on that goal. Then give each person a Black Belt to hold. They will then hold that Black Belt in their hands for the rest of the class/exercise. This will be a constant reminder of their goal.

Your goal for this exercise is to help your students realize that they need to begin to strive to do Black Belt technique everyday they are in class. If they act and practice like a Black Belt, someday they will be a Black Belt.

Start the class by asking:

"How many Black Belts are there in this room?"

The answer is: There are as many Black Belts in this room as there are people.

Inside each and every one of you is a Black Belt. All you have to do is let that person/Black Belt out. What do you think that you need to do to let your Black Belt out? You need to act and practice like a Black Belt.

At different times during the class, if someone does exceptionally well, you may want to let them wear their belt for a while as a reward.

Recommendations/Variations:


You may want to have everyone put their belts on for a short while toward the end of class. Remember that your goal is to help each of your students to experience the feeling of wearing and being a Black Belt even if it is for a short period of time. You can easily do this exercise everyday during the week to emphasize the theme of the week.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

"Every man is the architect of his own fortune,"
— Appius Claudius

week six
LESSON 11

"Our Goal is Black Belt Excellence" Goals Review



- By the end of the lesson, the students will review how to set goals and take action and reach them.

Discuss the following questions during warm up to remind the students of the pervious lessons.

1. What is a goal?
2. What belt do you expect to achieve in 12 months?
3. Who wants to earn a Black Belt?
4. What is one of your other goals?
5. Why is it important to write down your goals?
6. Why do most people not set goals?
7. Give examples of a Specific goal;
Motivating goal; Achievable goal; Relevant goal & Trackable goal
8. What is the difference between a short-term and a long-term goal?
9. What are the next three belts you can receive?
10. What would be the intermediate goal to reaching Black Belt?
11. How long would that take?
12. Who wants to earn their Black Belt?
13. What is your next short-term goal on the way?"
14. Which of you has a long-term goal for school, work, personal?
15. What is your long-term goal?
16. How can you set an intermediate goal for this long-term goal?
17. What are some short-term goals you can set?
18. What are action steps?
19. Can anyone give an example of an action step?

ages 4-7

Remember that goals are something you want and are willing to work for. The best way to set goals is to write them down with some help from your parents or teachers. Once you have set a big goal, like getting your Black Belt, goals need to be broken down into bite-sized pieces which we call intermediate and short-term goals. This would be like getting your blue belt which will happen in a few months and getting your very next belt which will happen in a few weeks. You must set "Action Steps" for each goal such as deciding to practise 15 minutes a day to improve your kicks. This will make them much easier to achieve.

Finally, remember to set goals in all areas of your life, at home, at school, in martial arts and any other area that is important to you. As you set these goals, imagine yourself achieving each one, and imagine how good you will feel when you do. This will help you accomplish them.

Ask your students:

- **What is the difference between a short-term and a long-term goal?**
(A long-term goal is a goal that is a long way off, while a short-term goal can be achieved in a month or less)
- **What does "visualization" mean?**
(Being able to see your goal in your mind)
- **Who has the goal of becoming a Black Belt?**
- **Does anyone have another goal they could share with the class?**

Remember that goals are something you want and are willing to work for. The best way to set goals is to write them down using the S.M.A.R.T. method. S.M.A.R.T. goals are specific: "I will earn my Black Belt in exactly three years from now;" motivating: "Earning my Black Belt will help me become more self-confident;" achievable: "I assure you that if you put in the time and effort, I will put in the time and effort so you can achieve your Black Belt;" relevant: "I need to earn my next belt so I can earn my Black Belt in the future;" and finally, trackable: "I have written down my goals for reaching every one of my belts and am keeping track on the calendar the number of classes I attend."

Also, goals need to be broken down into bite-sized pieces, so, after you set your long-term goal, set intermediate and short-term goals. Then, decide on the daily "Action Steps" that will take you towards your goals. This will make them much easier to achieve.

Finally, remember to set goals in all areas of your life, at home, at school, in martial arts and any other area that is important to you. As you set these goals, imagine yourself achieving each one, and imagine how good you will feel when you do. This will help you accomplish them.

Ask your students:

- **What is the difference between a short-term and a long-term goal?**
(A long-term goal is a goal that is a long way off, while a short-term goal can be achieved in a month or less)
- **What does "visualization" mean?**
(Being able to see your goal in your mind)
- **Who has the goal of becoming a Black Belt?**
- **Does anyone have another goal they could share with the class?**

adults

To make goal setting work well, you must follow a few simple rules. First, you must make your goals very specific. If you want to buy a house in one year, write down the details about your new home and how having it will make you feel and when you want to buy it. This is your long-term goal. This will get you motivated about finding your house.

Using the same long-term goal, an intermediate goal might be to decide on an area to live within six months. Now,

set short-term goals with “Action Steps” that are easy to achieve. Make your short-term goals to visit different areas every weekend. Make your action steps to look through the paper to find open houses to visit in those areas. These action steps and short-term goals would be relevant to your goal of purchasing the house.

Finally you would write down your impressions of each area. In this way you can keep track of your progress toward finding the house of your dreams in the area you prefer.

If you keep these steps in mind, writing down S.M.A.R.T. goals that are broken into bite-sized pieces, you'll be able to achieve any goal you set for yourself in any area of your life.

The last item is to reevaluate your goals periodically and update or adjust them. The world, and your life, are in a state of constant change. As you move forward toward your goals, things will happen that may require you to change or adjust your goals. Some of these things will make reaching your goals easier, while others will make it harder. The key is to be flexible enough to reevaluate and re-prioritize your goals on a regular basis. You should thoroughly review your goals at least three or four times each year, and whenever there is a major development that affects your long-term goal.

Topic for Discussion

- **What is the difference between a wish and a goal?**
(A goal is written down)
- **What is a S.M.A.R.T. goal?**
(Specific, Motivational, Achievable, Relevant and Trackable)
- **What are the three goal lengths?**
(Long-term, intermediate and short-term)
- **What is an action step?**
(Breaking your goal into smaller pieces you can work on daily)

Get some participation:

- **Who has written down all of their goals?**
- **How has learning goal setting helped you in your life?**

"To fail to plan is to plan to fail."
— Ben Franklin

week six
LESSON 12

Goals Review



- By the end of the lesson, the students will have reviewed how to set goals and take action to reach them.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is a goal?
2. What belt do you expect to achieve in 12 months?
3. Who wants to earn a Black Belt?
4. What is one of your other goals?
5. Why is it important to write down your goals?
6. Why do most people not set goals?
7. Give examples of a Specific goal;
Motivating goal; Achievable goal; Relevant goal & Trackable goal
8. What is the difference between a short-term and a long-term goal?
9. What are the next three belts you can receive?
10. What would be the intermediate goal to reaching Black Belt?
11. How long would that take?
12. Who wants to earn their Black Belt?
13. What is your next short-term goal on the way?"
14. Which of you has a long-term goal for school, work, personal?
15. What is your long-term goal?
16. How can you set an intermediate goal for this long-term goal?
17. What are some short-term goals you can set?
18. What are action steps?
19. Can anyone give an example of an action step?

children's story

Hunting for Treasure

Master Woo spoke to the class, "Going through life without goals is like getting in your car right now and setting off for the capital of Tibet, through the Himalayan Mountains, without ever having consulted a map. Your chances of arriving there without getting hopelessly lost are very small."

Master Woo continued, "Imagine there are ten people who enter a treasure hunt that offers a \$1,000,000 cash prize for the winner. The treasure is buried somewhere in Yellowstone National Park.

"Nine of the contestants are given vague clues about where the treasure is buried. They are told it can be found within sight of the tallest peak, it is close to an area with many bears, and it's not on the main roads. These clues don't give much information; they just get the contestants into a twenty-mile circle at the very center of the park.

"The tenth person is given a map. The map shows all the roads, rivers, and mountains. It also has all the major landmarks. Finally, and most importantly, there is a clear dark "X" marking the exact spot where the treasure is buried.

"The contestants are all dropped off in different locations at the very edge of the park. Who do you think is going to find the treasure first?" asked Master Woo. "Obviously, the person with the map."

Master Woo stopped and looked at each of the students, then he asked, "Do you feel giving the tenth person a map was an unfair advantage?"

The students talked among themselves for a minute, then most of them agreed that it was unfair. The other contestants never really had a chance.

Master Woo continued, "That is exactly the type of advantage enjoyed by people who have written goals and action plans they can follow. It is the same advantage you will gain as you write down your life's goals. The simple act of writing down your goals will vault you to the top in school, and in life. By writing down goals you increase your chances of achieving your desires by a hundred, maybe even a thousand percent."

"That," he concluded, "is why you have learned such a valuable lesson when you have learned to set and write down your goals."

Ask your students:

- **What would happen to the contestants who did not get a map?**

(They would get lost and never find the treasure)

- **Who would find the treasure first?**

- **How are goals like the map?**

(They help you be giving you a path to follow)

Roger's Lesson: The Four-Minute Mile

In the spring of 1954, a young medical student at Oxford University asked a shoemaker to make him a very special pair of running shoes. He wanted them light and strong enough to last just twelve laps. The cobbler provided such a shoe, and the young man improved them further by fitting them with special graphite spikes. This allowed him to achieve better traction without slowing him down, because they slipped more easily in and out of the cinder track on which he ran.

As with any successful endeavor, this young man knew preparation and planning were key elements in reaching his goal. He set up a series of warm up races to increase his endurance. He had friends run alongside to pace him and motivate him into going faster and he trained hard. These steps were, however, only partial ingredients in what was later to be known as the "Miracle Mile." The hardest part of reaching his goal, as indeed is the case with many goals, was conquering the six-inch space between his ears.

When Roger Bannister finally broke the four-minute mile on May 6, 1954, people had been trying to run a mile in under four minutes since athletic competition began. Since the time of the ancient games at the foot of Mount Olympus, runners had strained to reach that seemingly impossible goal. Athletes ran in the Olympic Games, and in international championships around the world, yet no one, even at the highest level with gold medals

and world records on the line, had ever run a mile in less than four minutes. Many of the coaches of the day actually believed a successful attempt could well result in the death of the runner. They believed the physical limits of human endurance had been reached. "If God had wanted man to be faster," they said, "he would have given him four legs instead of two!"

In spite of this, within a few short weeks of Bannister's record-breaking run, several others had run a mile in less than four minutes. How is that possible? Did the human race suddenly get faster in the summer of 1954?

continued

Topic for Discussion

- **What is the moral of the story?**
(That with proper training, almost anything is achievable, mentally and physically)
- **What is the first key factor in any great accomplishment?**
(Setting a goal to achieve it)
- **Which of you has set the goal of becoming a Black Belt?**
(Clap and cheer loudly)

adult's story

Of course not. The reason is much easier to explain, and understanding it is the first key to living your life to its full potential. Bannister's feat instantaneously removed a mental limitation that had existed in the minds of track athletes for centuries. Because no one had ever done it, the world's greatest athletes, either consciously or subconsciously, did not believe it could be done. In their minds, they reasoned that man had reached the limits of speed and endurance a few seconds short of the four-minute mile. Once this belief had been proven wrong, runners across the globe decided if Roger Bannister could run a mile in four minutes, well, so could they. Within a couple of years, the record had been reduced by almost ten seconds!

If Roger Bannister had listened to all those others who had tried before him and believed the fastest speed had been achieved, he would have given up his quest instead of reaching his goal. He did not let other people's views or the cold hard numbers in the record books influence his resolve to succeed. He denied the existence of all limitations and went after his goal with a single-minded purpose that made him famous. His picture graced the cover of the very first issue of *Sports Illustrated*.

Ask your students:

- **What would happen to the contestants who did not get a map?**
(They would get lost and never find the treasure)
- **Who would find the treasure first?**
- **How are goals like the map?**
(They help you be giving you a path to follow)

DRILL

Breaking Goals Down

To show the students that even a big and complicated goals can be broken down into small steps and achieved one step at a time.

Start by telling every student to watch very carefully because our goal in this class is to learn a new and special technique and you are only going to show this technique one time. Show a difficult technique with many different blocks or strikes as fast as you can. Show part of a form if you wish to spend more time on this valuable drill. Then turn around and tell the class to do the technique exactly as you have just shown them. Amid sighs they will try and not get it right! After a few minutes ask how everyone is doing and whether or not everyone has got it down perfectly yet. If not ask why not, then if no one asks you first, offer to show the technique again. Do it as fast and as hard as you can. Then ask if everyone got it this time or if anyone would like you to break it down into small pieces and do it a step at a time.

Go through the techniques a step at a time being sure to explain how reaching any goal should be handled in the same way, taking a big task and breaking it down into small bite sized steps.

Ask your students:

- **Why couldn't you learn the technique when I showed it all at once?**
(Because the goal was too large to do all once)
- **What happened when we broke it down into bite sized bits?**
(It became easier)
- **What should you do with your goals?**
(break them into small steps)
- **Who can give an example of that?**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.