

LIFE SKILLS SNAPSHOTS

FOR COACHES

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INTRODUCTION

The Overcoming Obstacles Elementary, Middle, and High School Level curricula are the most comprehensive resources for life skills education available, providing educators with the tools to teach their students communication skills, decision making, goal setting, and much more. We developed *Snapshots for Coaches* so you can now supplement and reinforce the Overcoming Obstacles lessons students are being taught already in your school; or, if life skills are not being taught, allow you the opportunity to bring invaluable instruction to your students.

Please contact us at info@overcomingobstacles.org if you would like assistance with the implementation of *Snapshots for Coaches*.

Snapshots | **COMMUNICATION**

WHAT ISN'T SAID

10 MINUTES

OBJECTIVE: Students will consider the power of nonverbal communication.

Discuss with your students the nonverbal communication strategies that athletes use. Why is it important to be able to nonverbally communicate with your team? What are some good nonverbal communication strategies?

LISTENING FOR TEAM ACHIEVEMENT

15 MINUTES

OBJECTIVE: Students learn about the importance of active listening.

Have a college coach, doctor, nurse, or fireman (*or anyone else with a job in which communication is key on a team*) visit the class and explain how active listening is essential to his or her work. Conclude by helping students summarize what they've heard and develop follow-up questions.

TEAM CHEMISTRY

10 MINUTES

OBJECTIVE: Students will consider communication and how it can affect team chemistry.

Read students the following quote by Dave DeBusschere, "The best teams have chemistry. They communicate with each other and sacrifice personal glory for the common goal." Ask students what they think this means and why communication is important for a team.

SPEECH IS POWER

10 MINUTES

OBJECTIVE: Students learn about the power of speech for motivating team members.

Read this quote by Ralph Waldo Emerson to your students, "Speech is power—to persuade, to convert, to compel." Have the class give examples of how speech might empower members of a team to do their best.

Snapshots | **DECISION MAKING**

TEAM DYNAMICS

10 MINUTES

OBJECTIVE: Students will consider decisions made as a team.

Ask students the following: “Is decision making on your own different than decision making while a part of a team? If so, what is different?”

LEAD THE CHARGE

10 MINUTES

OBJECTIVE: Students will consider making decisions as a leader.

Have students imagine themselves in a leadership position and then ask how they would direct the team. What would they do differently? Have volunteers share their thoughts. Discuss as a group.

GATHERING INFORMATION

20 MINUTES

OBJECTIVE: Students learn about the importance of gathering information.

Invite a local college athlete, pro athlete, or coach to speak to the class about choices they make and factors they consider in decision making (*for example, whom they consult*). Have students write an essay sharing what they learned.

THE ROLE OF THE COACH

10 MINUTES

OBJECTIVE: Students will consider the role of coaches and the decisions they make.

When it comes to teams, coaches are tasked with making most of the decisions. Have students explain in their own words the role of coaches and why they are needed.

Snapshots | **GOAL SETTING**

GOAL ACHIEVEMENT

10 MINUTES

OBJECTIVE: Students will set goals for themselves and track them over time.

Have students write out a list of personal fitness goals they would like to achieve (*for example, the number of push-ups they want to be able to do, the number of miles they can run, the weight they can lift*) and have them chart their progress to goal achievement over the course of the next few months.

GAME PLAN

10 MINUTES

OBJECTIVE: Students will set goals as a team.

Have students think critically about their team dynamics, write about or discuss what they personally could improve, and what others could improve. Have volunteers share their “game plan” with the team.

PRACTICE PRACTICE PRACTICE

10 MINUTES

OBJECTIVE: Students will analyze a quote and discuss the important role that practice can play in goal achievement.

Read students the following quote from golfer Sam Snead, “Practice puts brains in your muscles.” Have students discuss what they think this means and why goal setting is important when it comes to practice.

MY GOAL THIS SEASON

10 MINUTES

OBJECTIVE: Students will set and achieve a personal goal.

Have students each identify one personal goal they would like to accomplish by the end of the season and then have them discuss their goals with the team.