

UNIT 1

LET'S BEGIN!

GOAL:

In Unit 1 the teacher and students gain an understanding of the Action Plan.

OBJECTIVES:

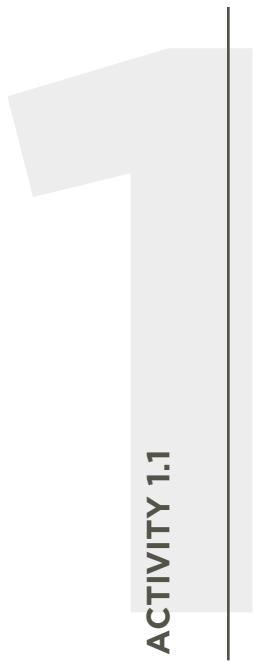
- Prepare the teacher and students for what's ahead
- Become familiar with the program's goals and objectives
- Address the importance of working cooperatively in their group
- Conduct an assessment of student attitudes at the onset of the program

Tiger Time!

Any of the following passages from the *Start Something* book will reinforce the objectives of this unit. These passages are not required for activities in the unit but have value as support material. Teachers have assigned them in homeroom, read them over the PA to the entire school, made them an option during silent reading time, and/or used them as quick discussion starters.

- p. 15 Introduction
- p. 23 Something Good Happened to You Today—Did You Notice?
- p. 62 Are You Too Critical?
- p. 69 Are You Listening?
- p. 78 Open Up
- p. 91 Should You Cover Up for a Friend Who Breaks the Rules?
- p. 114 Support Your Teammates (Especially When They Really Need It)

Additional activities that supplement the Teacher's Guide are available online at www.tigerwoodsfoundation.org. These activities are grouped by unit and designed to reinforce the stated goals and objectives.



ACTIVITY 1.1

WHO IS TIGER WOODS?

PURPOSE:	To build on the students' knowledge of Tiger Woods and introduce them to the <i>Start Something</i> book
LENGTH OF TIME:	30 minutes
MATERIALS:	<i>Start Something</i> book White/chalkboard or chart paper and markers Copies of Resource Sheet 1.1 Letter from Tiger Woods

Whole Group

1. Ask students what they know about Tiger Woods. Record their responses on the white/chalkboard.
2. Introduce the *Start Something* book.
3. Pass out copies of Resource Sheet 1.1 which contains the letter by Tiger Woods (pp. 9-13 in book). Students may read silently, or you or a student may read the letter aloud to the group.
4. Ask students if they have new information about Tiger that they can add to their list.
5. Read the following passages from the *Start Something* book to the students:

What Do You Believe?

As you probably know, Tiger was born half African American and half Asian, and he is proud of both aspects of his heritage. Yet he is constantly pressed by both groups to "choose" which he is, as if there's a prize for the winning team. Through it all, Tiger has held on tightly to his conviction that he is "both," and nothing can shake that loose. It is one of his "core values," and we all need them to help guide us through life.

Core values are at the heart of every decision you make, every opinion you develop. They're an expression of what you believe, and they provide the foundation for your reaction to everything that happens in your lifetime.

What do you believe? Maybe you believe that you're smart, your parents love you, you're a good person, and you're generous. You might believe that there are angels in heaven, poor people should be helped, lying is stupid, and your red hair is cool. Identify your beliefs and let them guide you through your life. Be strong and determined to never lose sight of them. Remember, they belong to you and you alone. No one can ever take them away from you.

Tiger Says...

"I am the product of two great cultures. On my father's side I am African American. On my mother's side, I am Thai. My parents taught me to always be proud of my ethnic background. That will always be the case, past, present, and future. I feel very fortunate, and equally proud to be both African American and Asian."

ACTIVITY 1.1 continued

Don't Believe Everything You Hear

If you stacked up everything written and reported about Tiger (or any other celebrity), and then compared it all to the real story, you would never believe you were hearing about the same person. Tiger is surrounded by so much misinformation, rumor, guesswork and gossip that if he had to take the time to deny and explain it all, he'd have no time left for anything else.

So what does this have to do with you? Every day, you're surrounded by information that you're supposed to believe: news reports on TV and radio, newspapers, magazines, the Internet. Wherever you go, you hear stories from your friends and family that you probably believe. But should you? Stop and think. Ask questions: "How do you know that's true?" If something doesn't sound quite right, maybe it isn't.

Intelligent people like you can find things out for themselves — they don't believe everything they're told. It's your responsibility to decide for yourself what you're willing to believe, and what might just be a rumor or misrepresentation of the real story. There are two sides to every story (and sometimes more), so don't make up your mind about someone or something until you've asked questions and learned all there is to know. And if you can't get enough information, you can choose to not believe what you heard. Be fair, be curious, and above all, never stop looking for the truth.

Tiger Says...

"Interesting...People always seem to know more about my life than I do."

From *Start Something* by Earl Woods, Pages 24 & 25, 126 & 127. Simon & Schuster, New York, 2000. Used with permission.

6. Ask again if the students have new information to add to their list.

Follow-up Questions:

1. What do you think is the most important thing about Tiger Woods?
2. Given what we now know about Tiger Woods and his father Earl, why do you think Earl wrote the *Start Something* book? And why was this program developed?

LETTER FROM TIGER WOODS

Dear Friends,

I challenge you. I dare you. I challenge you to be a winner. No, not in golf, but in your own life, in whatever you choose to do, whatever you care about. I challenge you to make a difference in the world, to reach higher and farther than you ever imagined. I challenge you to take action.

Are you up for it? Are you ready for the challenge of a lifetime? Because this challenge, if you succeed, offers rewards that will change the way you think, act, and live — forever. If you believe, like I do, that we all have the ability to make a difference in the world, in school, at home, with our families and friends, and within ourselves — then this book will get you started toward becoming a bigger, better person — a role model.

Let me introduce you to my role model, my hero — my dad. When I was a kid, he taught me to believe that anything is possible, and he's living proof that it's true. He has overcome so many obstacles in his own life, and he learned the hard way that big dreams can have beautiful results. By the time he was 13, his parents had died and he was left to be raised by his sister. Even though there was little money for him to go to college, he was determined to get his education. Because he was such a great athlete he earned a baseball scholarship to Kansas State University, becoming the first black baseball player in the Big Eight Conference. After his freshman year, he had the opportunity to become a professional baseball player, but he decided instead to stick with school so he could get his degree. After graduation, he entered the Army and eventually joined the Green Berets (one of the most dangerous and demanding jobs anywhere), worked his way up to the rank of lieutenant colonel, and fought in the Vietnam War twice. Later, while stationed in Thailand, he met my mom, and when they moved back to the United States, they encountered racial prejudice, as he had his entire life. And then, of course, he ended up having a son who loves to play golf, a sport that had never really been open to minorities (and certainly not to 3-year-olds!). I am overwhelmed by what he had to overcome to make it possible for me to achieve my goals. I say this with great pride: I wouldn't be where I am today without him.

He also taught me the importance of reaching out to others, helping people who are less fortunate, and sharing my success with them. The most important thing I've ever learned is to "share and care" for others. Our goal is to reach out to kids just like you by supporting programs and organizations that can show you how to set goals for yourself and offer you the opportunity to turn your dreams into reality. We want to make a difference. Don't you?

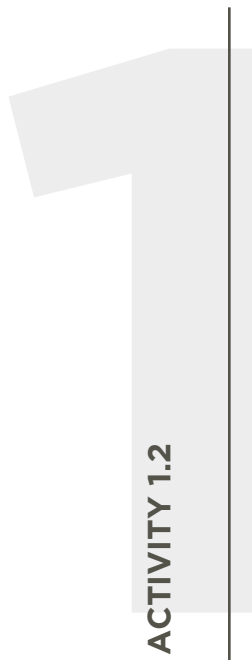
My dad is a firm believer that dreams can come true, and I'm living proof that he's right. But he also showed me that nothing is possible if you don't work for it. That's what this program is all about: your commitment to create possibilities for yourself and others. If you're open to it, there is so much that will make you a great friend, a great teammate, a great son or daughter, a great brother or sister, a great student, and, most importantly, a great person. I hope that the suggestions and concepts you'll discover here will be as helpful and inspiring to you as they have been to me in my life. I am committed to giving the best of myself. With your help, I believe we can make a difference in the lives of others across the world. I challenge you to join me. The time is now!

From *Start Something* by Earl Woods. Simon & Schuster, New York, 2000. Used with permission.

Your friend,



Tiger



ACTIVITY 1.2

WHO AM I?

PURPOSE:	To assess student attitudes and prepare a portfolio and journal for use throughout the program
LENGTH OF TIME:	30 minutes
MATERIALS:	Copies of Student Sheet 1.2 About Me at the Beginning of the Action Plan Folders or large envelopes to be used as portfolios Journals

Note to teacher:

The Student Sheet 1.2 About Me... is a pre-assessment that will be taken again as a post-assessment at the end of the program.

Students should save the completed sheet in their portfolios. Having portfolios and journals will help students keep their thoughts and experiences organized while working in the program.

1. Have students complete Student Sheet 1.2 About Me at the Beginning of the Action Plan.
2. Pass out a folder or large envelope to each student (this will be used throughout the program). Students should save their completed Student Sheet 1.2 in their portfolios. You may want students to personalize their portfolios with stickers, images, words and phrases that describe who they are.
3. Give each student 10–20 sheets of plain or lined paper to staple together as a journal. You can also use a bound, 3-ring or spiral notebook. Students will need the journals throughout the program.

ABOUT ME AT THE BEGINNING OF THE ACTION PLAN

Name: _____

Date: _____

Read each sentence and then make a mark in the box on the same line that shows how much you agree or disagree with that sentence.

Sentences:

	Agree a lot	Agree a little	I'm in the middle	Disagree a little	Disagree a lot
1. I think school is important for my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I'm good at most things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I need other people to get me going.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am a good person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I like the way I spend my free time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I like to help other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I want to be a better person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I know myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. There are people that count on me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I have clear goals in my life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I like the fact that people are not all alike.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I show respect for others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I am a leader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I am a responsible student.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I want to make the world a better place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I do what my friends are doing even when I know it's wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I am a self-starter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I'm excited about my future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I have a plan to reach my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I have someone I look up to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. I have good work habits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I participate in extracurricular activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I think it is important to do things for my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I know where I'm headed after high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ACTIVITY 1.3

CREATING GROUP TEAMWORK RULES

PURPOSE:	To develop shared rules for working together in the group
LENGTH OF TIME:	30 minutes
MATERIALS:	White/chalkboard or chart paper and markers Art supplies

Whole Group

1. Talk about the importance of working together as a group and ask students to think of a time when rules helped a group or team they were part of.
2. Read the following passage to the students:

Take Responsibility for Yourself

If you make a mess, clean it up. If you borrow something, return it. If you make a promise, keep it. If you start something, finish it. If you hurt someone, apologize. The only person who can take responsibility for your actions is you. No one else can make you on time, turn in your homework, be friendly, play fair — it's up to you, and you alone. Whenever you find yourself about to make an excuse or blame someone else for a problem, ask yourself, "Did I really do the right thing? Is there something I should be fixing?" If the answer is yes, step up and fix it. It takes a big person to accept responsibility without being told what to do. You're ready, and you can do it.

Tiger Says...

"Golf is not everything. It never will be. The most important thing is furthering yourself. Making yourself a better person."

From *Start Something* by Earl Woods, Pages 64 & 65. Simon & Schuster, New York, 2000.
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3. Have students brainstorm rules that they are familiar with and that they think would help their group work together. Write their suggestions on the white/chalkboard or chart paper.

Examples might include: be on time, respect others' opinions, respect others' beliefs, try to listen carefully to all points of view, no put-downs, what is said here stays here, everyone gets a turn before someone gets a second turn to talk/share and everyone has the right to pass.

4. Work with the group to identify and agree to a set of rules for the group.

Small Groups

5. Have each group design a pennant and motto that reflect the group's rules. When groups complete their pennants and mottos, have all the students sign them and put them on display for the duration of the program.

ACTIVITY 1.3 continued

Follow-up Questions:

1. What would happen if there were no rules?
2. Are the rules we've developed good just for our work in the Action Plan or can we use them for all of our work together?

ACTIVITY 1.4

GROUP CHALLENGE

PURPOSE:	To engage students in a group activity that emphasizes cooperation, trust and leadership
LENGTH OF TIME:	30 minutes
MATERIALS:	Rope or clothesline Cloths to blindfold students

Whole Group

1. Introduce the students to this activity by explaining the following:
 - a. This activity is about working together as a group
 - b. Be open to new ideas without criticism
 - c. Everyone should be allowed to express his/her ideas
 - d. You will stand shoulder-to-shoulder in a straight line
 - e. One rope will be placed in all of your hands
 - f. The goal is to make a triangle as a group
 - g. At no time are you to drop the rope or change places
 - h. Sound easy? Oh, I forgot to tell you that you will be blindfolded!

Note to teacher:

While the students do this activity, take notes about their actions and comments while they work together to figure out how to accomplish the goal. This will be helpful during the discussion after the activity.

2. Begin the activity. The students will learn that by listening to one another and cooperating they can come up with strategies to move, to divide the line, to come together, etc. They're likely to discover that success depends upon choosing and following a leader.
3. End the activity before there is too much frustration or when they achieve the goal. Allow enough time for a variety of strategies to be suggested and tried.
4. Lead a discussion based on the follow-up questions below. Share with students what was said and what you observed during the activity.

Follow-up Questions:

1. Were there leaders in the group? What did they do or say to lead?
2. What group behaviors were helpful? Which weren't?
3. Overall, what did you learn from this experience?