

LEARN TO LEAD WITH THE PYRAMID OF SUCCESS



CONTENTS

Success – Peace of mind, self-satisfaction, effort, best capabilities	6
Peace of Mind: “Your End-of-Day Scorecard” 	6
Self-Satisfaction: “Silent Scorecard” 	6
Best Effort: “100% Effort Challenge” 	6
Performing Up to Your Capabilities: “Stretch, Not Snap” Goal Setting 	7
Lifelong Takeaways from John Wooden’s Definition of Success:	7
Final Reflection Prompt (Ideal for Group or Journaling):	7
Industriousness - Worthwhile Results	8
Values Word List	8
Agree/Disagree Line	8
Values Charades	8
Values Role-Play	8
Values Card-Sort	9
 Reflecting on Values	9
Industriousness – Careful Planning.....	10
Build the Tallest Tower (Planning Version).....	10
Mission Impossible Challenge	10
Event Planning Simulation	10
Survival Scenario	10
Relay Race – With a Twist	10
 Reflecting on Careful Planning	11
Enthusiasm – Brushes Off	12
"Catch the Fire" Game.....	12
"Passion Pitch" Challenge	12
Enthusiasm Charades	12
Ripple Effect Discussion.....	12
Secret Enthusiast.....	12
 Reflecting on Enthusiasm	12
Enthusiasm – Truly Enjoy What You’re Doing	13
“Telltale signs”	13
"Two Truths and a Joy"	13
"Passion Parade"	13

“Joy Interviews”	14
☀ Self-Reflection Questions	14
🔍 Observation & Empathy Questions	14
Friendship – Mutual esteem, respect, devotion, and joint effort	15
“Secret Supporter” Challenge	15
“Story Swap” Circles	15
“Unpayable Act” Project	15
“Friendship Recipe” Art Activity	15
“Walk and Talk” Rotation	15
🧠 Keys to Help Them Remember the Activities	16
💬 Reflection Questions on Friendship	16
Loyalty – to yourself (Self-respect)	17
"Values Line"	17
"Mirror Moments"	17
🔍 Key Characteristics to Observe:	17
🧠 Deeper Questions to Spark Reflection:	17
Loyalty – to others who depend on you (dependability)	18
"Trust Web"	18
"Cover Each Other"	18
🔍 Key Characteristics to Observe:	18
🧠 Deeper Questions to Spark Reflection:	18
cooperation – with all levels	19
The Human Knot (with a Twist) 🤝	19
Pipeline Challenge 🌊	19
🔍 Key Characteristics to Observe:	20
🧠 Follow-Up Reflection Questions:	20
cooperation – Listen if you want to be heard	21
Mismatched Message Game (a.k.a. “Noisy Telephone”) 📞	21
“What Did You Hear?” Partner Listening Challenge 🎧	21
🔍 Habits to Minimize Listening Distractions:	22
🧠 Follow-Up Questions for Deeper Reflection:	22
cooperation – finding the best way, not in having your own way	23

The "Marshmallow Tower Challenge" 🏰	23
"Process Showdown" 🎯	23
🔍 Factors Students Should Consider in Choosing the Best Way:	24
💡 Follow-Up Questions to Spark Deeper Reflection:	24
Self-Control – Self-discipline, emotions under control, good judgment and common sense	25
Self-Discipline: “Temptation Stations”	25
Emotions under Control: “Tone and Body Language Improv”	26
Good Judgment & Common Sense: “Consequence Chains”	27
Bonus Reflection Prompt for All Three:	27
Alertness – Constant observation, an open mind, eagerness to learn and improve	28
Constant Observation: “Observation Detective” 🕵️	28
An Open Mind: “Perspective Swap” 🔄	29
Eagerness to Learn and Improve: “Future Me Roadmap” 🗺️	30
Initiative – Think alone and make decisions, free from fear and learn	31
Think Alone and Make Decisions: “Act First” Problem-Solving Challenge 🧩	31
Think Alone and Make Decisions: “One Bold Idea” Pitch 🎤	32
Free from fear and learn: “Failure Rewind” Skit 🎭	33
Bonus Reflections:	33
Intentness – Set realistic goals, resist temptations, stay determined and persistent	34
SET REALISTIC GOALS: “Goal Ladder” Challenge 📈	34
RESIST TEMPTATIONS: “The Candy Trade” 🍬	34
STAYING DETERMINED AND PERSISTENT: “Tower of Trials” ⏳	35
Bonus Reflection:	35
Condition – Mental (reflection), moral (religion), physical (rest, exercise, diet), moderation, eliminate dissipation	36
Mental Conditioning: “Daily 5-Minute Mind Journal” 🧠 📖	36
Moral Conditioning: “Personal Values Code” 💬 🌟	37
Physical Conditioning: “24-Hour Wellness Challenge” 🏃 🍎 🥗	38
♦ Final Thoughts for Group Reflection:	38
Skill – Knowledge and ability to properly and quickly execute the fundamentals, be prepared, cover little details	39
Knowledge and ability to properly and quickly execute the fundamentals: “Repetition Under Pressure” 🏀 📖 🎭	39

 Cues for Students:	39
 Reflection Questions:	39
Being Prepared: “Preparedness Role Play” 	40
 Cues for Students:	40
 Reflection Questions:	40
Paying Attention to Little Details: “Detail Detectives” 	41
 Cues for Students:	41
 Reflection Questions:	41
♦ Bonus Cues for All Three Areas:.....	41
♦ Final Group Discussion Prompt:	41
Team Spirit – Genuine consideration for others, eagerness to sacrifice for welfare of all	42
Genuine Consideration for Others: “Walk in Their Shoes” Empathy Exercise 	42
Eagerness to Sacrifice for the Welfare of All: “Blind Build” Team Challenge 	43
Final Group Reflection Prompt:	43
Poise – Be yourself. Be at ease in any situation. Never fight yourself.	44
Being Yourself: “Identity Shields” 	44
Being at Ease in Any Situation: “Uncomfortable Comfort Zones”	45
Never Fighting Yourself: “Split-Second Decisions” 	46
♦ Final Group Reflection Prompt:	46
Confidence – Respect without fear, being prepared, proper perspective	47
Respect Without Fear: “Reframe the Challenge” 	47
Confidence Comes From Being Prepared: “Practice the Right Way” 	47
Keeping Things in Proper Perspective: “The Bigger Picture” Lens 	48
♦ Final Group Reflection Prompt:	48
Competitive Greatness – Be your best when needed. Enjoy a difficult challenge.....	49
Be at your best when your best is needed - "Peak Moment Simulation"	49
Enjoy a difficult challenge - “Pressure Plus Purpose” Journaling	49
Team Competitive Greatness - "Compete WITH, Not AGAINST" Challenge	50
♦ QUESTIONS FOR DEEPER UNDERSTANDING & RECALL	50
♦ Final Group Prompt:	50
Course Takeaway:.....	50

SUCCESS – PEACE OF MIND, SELF-SATISFACTION, EFFORT, BEST CAPABILITIES

PEACE OF MIND: “YOUR END-OF-DAY SCORECARD”

Each day for one week, have students write:

- “What am I proud of today?”
- “Did I act with honesty and kindness?”
- “What’s one thing I could’ve handled better — and how will I improve?”

Purpose: Shifts focus from outcomes to **inner peace** rooted in behavior and effort.

Reflection Questions:

- “What does it feel like to go to bed with peace of mind?”
- “When have you had a good outcome but still felt unsettled?”
- “How do values influence your peace more than results?”

SELF-SATISFACTION: “SILENT SCORECARD”

After any team activity, test, or performance, have students **privately** rate their effort from 1–10. Then ask:

- “How satisfied are you — truly — with your performance, regardless of the outcome?”

Purpose: Reinforces the internal nature of fulfillment, not external applause.

Reflection Questions:

- “Did your self-score change after hearing what others thought?”
- “Why do you think Wooden tied satisfaction to effort, not success?”
- “When do you feel proud of yourself, even if no one else notices?”

BEST EFFORT: “100% EFFORT CHALLENGE”

Give a short physical or mental challenge (e.g., plank hold, writing sprint, puzzle solving).

Ask students to rate their **effort**, not their result.

Repeat the challenge later — and aim to **beat their previous effort level**, not their score or time.

Purpose: Reinforces that greatness is about giving *all you have*, not what you have compared to others.

Reflection Questions:

- “What’s the difference between full effort and going through the motions?”
- “Have you ever surprised yourself by pushing harder than you thought possible?”
- “Why is effort more important than talent in the long run?”

PERFORMING UP TO YOUR CAPABILITIES: “STRETCH, NOT SNAP” GOAL SETTING

Have students set a “stretch goal” in any area (academic, athletic, artistic, personal).

Then ask:

- “What do I need to do to perform at *my* highest level?”
- “What’s one action I can take this week to grow toward my potential?”

Purpose: Emphasizes *personal growth*, not perfection or comparison.



Reflection Questions:

- “What would it look like if you performed to your full potential?”
- “What’s holding you back — fear, distractions, low standards?”
- “How can you honor your own abilities without comparing them to others?”

LIFELONG TAKEAWAYS FROM JOHN WOODEN’S DEFINITION OF SUCCESS:

- **Success is internal** — it’s measured by peace, not praise.
- **You control success** — because you control your effort, attitude, and preparation.
- **You define your best** — and your only real competition is the person in the mirror.
- **Growth > outcome** — what matters most is the kind of person you become.

FINAL REFLECTION PROMPT (IDEAL FOR GROUP OR JOURNALING):

“If the world couldn’t see your results — only your character and effort — how successful would you be?”

INDUSTRIOUSNESS - WORTHWHILE RESULTS

VALUES WORD LIST

Hand out a list of core values (honesty, kindness, etc.) and have each team member circle 5–10 words that stand out. Ask them to write down their top 3 values from that list and reflect on why they chose each. Encourage them to consider how each chosen value relates to their life. Invite volunteers to share one of their chosen values and explain its importance to them. Encourage discussion about any overlaps or differences in the values picked by the group.

AGREE/DISAGREE LINE

Label three areas in the room as “Agree,” “Neutral,” and “Disagree” Read aloud a statement about values (e.g. “Being honest is always best”) and have everyone move to the spot matching their view. Remind them not to speak until everyone has chosen a position. Select a few participants from each spot to share why they chose that side. Debrief by discussing how personal values or experiences might influence their stance.

VALUES CHARADES

Write various value words (e.g. honesty, creativity, teamwork) on slips of paper. Each team member draws one slip and acts out the value (no speaking) while others guess. This playful activity brings abstract values to life. Set a time limit (about 30 seconds) for each turn. When a value is guessed, ask the actor why that value is important and how it might be shown in real life.

VALUES ROLE-PLAY

In small groups, give each group a scenario where values matter (e.g. someone finds a lost wallet or faces peer pressure). Have them act it out twice: once choosing actions based on positive values, and once not considering those values. This highlights how values influence decisions. After each version, discuss how the outcomes or feelings differed. Debrief with the whole group: what did they notice about making decisions with vs. without values?

VALUES CARD-SORT

Give each team member (or team) a deck of cards (or a printed list) with one value word per card. Have them pick their top 3–5 values from the deck, discarding the rest. This card game quickly clarifies priorities. For extra fun, award a small prize to the team member who picks the most unique value. Ask each person to explain one chosen value and why they selected it. Discuss any surprises or common themes; this helps the group understand what each person values most.



REFLECTING ON VALUES

- Was it easier or harder to show your values in a game setting? Why do you think that is?
- How can you live out your values even when it's inconvenient or unpopular?

INDUSTRIOUSNESS – CAREFUL PLANNING

BUILD THE TALLEST TOWER (PLANNING VERSION)

Give each group supplies like tape, straws, spaghetti, and marshmallows. But first: they have 10 minutes to plan without building anything. After planning time, they have 15 minutes to build.

Debrief: Talk about how their plan helped (or hurt) the final tower. Did they stick to the plan or change as they went?

MISSION IMPOSSIBLE CHALLENGE

Create a silly mission (e.g., move a ball across the room using only spoons, or deliver a "secret package" without touching it). Groups must spend at least 5 minutes planning their strategy before starting. They can't change the plan once they start!

Reflect: Was their plan realistic? What would they plan differently next time?

EVENT PLANNING SIMULATION

Challenge team members to "plan" a fake event (like a beach party, talent show, or group hike). Give them constraints: budget limits, a weather forecast, or limited materials. Have them create a simple checklist or timeline. Afterward, review: What did they miss? What did they over-prepare for?

SURVIVAL SCENARIO

Present a scenario (stranded on an island, lost in the mountains, zombie apocalypse). Provide a list of 15–20 items — they must carefully plan which 5 they would bring. They must defend their plan in front of the group. Discuss: How did thinking ahead influence their choices?

RELAY RACE – WITH A TWIST

Before racing, teams must create a strategy: who runs which part, how they'll pass a baton (or silly object), etc. If they don't make a plan, they're disqualified! Afterward, reflect on how the plan helped their teamwork and speed.



REFLECTING ON CAREFUL PLANNING

- What did you notice about your planning style? Were you quick to decide, or did you think everything through first?
- What would help you become a better planner or more thoughtful decision-maker?

“Do not mistake activity for achievement.”

ENTHUSIASM – BRUSHES OFF

"CATCH THE FIRE" GAME

Start with one volunteer who's "on fire" with excitement (they jump, clap, cheer). They have 10 seconds to "ignite" someone else with their energy by making eye contact and inviting them in. That person then joins in the excitement and both try to "catch" others. Soon, the whole group is energized!

Debrief: Ask: "What made you want to join in? How did it feel to be invited? How could we do this with our passions and ideas?"

"PASSION PITCH" CHALLENGE

Each team member picks something they love (sports, art, music, anything). They get 1 minute to "sell" it to the group — but not with facts — with passion! Body language, tone, and storytelling matter more than details.

Debrief: What made a pitch inspiring? How did enthusiasm make even unfamiliar topics exciting?

ENTHUSIASM CHARADES

Play regular charades, but the goal isn't just to guess — it's to make the audience excited about what you're acting out. Reward the most energetic performances. Reflect afterward: "What made us feel excited just by watching?"

RIPPLE EFFECT DISCUSSION

Use a quick visual: drop a pebble into a bowl of water and watch the ripples. Talk about how one person's energy spreads outward. Then brainstorm:

What attitudes "spread" fastest at school or youth group?

How can positive energy ripple out just as fast as negative?

SECRET ENTHUSIAST

Assign one team member to secretly be the "enthusiast" during an event (like a service project or group game). Their job: subtly spread good vibes — encouraging people, showing excitement, cheering. At the end, have the group guess who it was and talk about how the atmosphere changed.

REFLECTING ON ENTHUSIASM

- What happens when someone brings fake enthusiasm into a group? How does that feel different from the real thing?
- When was the last time you felt truly excited about something — and how did others respond to your energy?

"Things turn out best for those who make the best of the ways things turn out."

ENTHUSIASM – TRULY ENJOY WHAT YOU'RE DOING

"TELLTALE SIGNS"

Telltale Signs Someone Truly Enjoys What They're Doing:

- **Genuine Smiles** (not forced, full-face smiles that reach the eyes)
- **Engaged Body Language** (leaning in, animated gestures, active movement)
- **Natural Enthusiasm** (talking faster, brighter tone of voice)
- **Persistence** (they keep going even when things get tricky)
- **Curiosity and Playfulness** (they ask questions, try new approaches)
- **Losing Track of Time** (they don't keep checking the clock)
- **Encouraging Others** (sharing the joy, wanting others to join)
- **Frequent Laughter** (often relaxed and spontaneous)
- **Pride in Small Wins** (genuine happiness over progress, not just end results)

Make this an on-going activity. When a student obviously fails to exhibit one or more of these signs, have them contribute a quarter to a classroom party jar. After a reasonable amount of time, use the money to hold a party.

"TWO TRUTHS AND A JOY"

Like "Two Truths and a Lie," but team members tell two activities they love and one they don't like (in any order). The group guesses which one they don't enjoy based on how they talk about it. Reflect: How can we tell when someone is faking vs. truly passionate?

"PASSION PARADE"

Invite each team member to "parade" around showing off something they love — a hobby, a talent, or a story. The crowd tries to guess how passionate they are based only on how they present it — not on what the activity is. Talk afterward: "What made someone's passion obvious even if we didn't know much about the topic?"

"JOY INTERVIEWS"

Pair team members up. Each interviews the other about something they love doing. While listening, they try to spot signs of genuine passion (bright eyes, smiling, excited tone). Afterward, share with the group: "What showed you they truly love it?"

SELF-REFLECTION QUESTIONS

- **Do you think it's important to enjoy what you're doing?**
Why or why not? What role does joy play in purpose or success?
- **How can you tell when you're doing something you truly enjoy?**
What happens in your body, your thoughts, or your energy?
- **Have you ever pretended to enjoy something?**
Why did you feel the need to do that? What did it feel like?

OBSERVATION & EMPATHY QUESTIONS

- **What's the difference between being good at something and actually enjoying it?**
Can you think of something you're good at but don't love?
- **Why is it important to be able to tell when someone is genuinely happy or just pretending?**
How can that help in friendships, leadership, or teamwork?
- **What were the clearest signs someone else was truly enjoying themselves?**
Was it facial expressions? Voice? Body language?

FRIENDSHIP – MUTUAL ESTEEM, RESPECT, DEVOTION, AND JOINT EFFORT

“SECRET SUPPORTER” CHALLENGE

Each team member is randomly assigned a peer (secretly). Over a few days or a week, they're tasked with doing kind, thoughtful things for that person — **without being noticed**. At the end, have a reveal and reflect on what was done and how it felt.

“STORY SWAP” CIRCLES

Pair up team members and have them each share a personal story (a struggle, a victory, a lesson). Afterward, each person shares their partner's story with the group — not their own. It builds empathy and listening — the foundation of respect.

“UNPAYABLE ACT” PROJECT

Inspired by Wooden's quote, challenge team members to do something kind for someone **outside their friend group** — someone who could never “repay” them (e.g., janitor, neighbor, younger student). Then come back and share: What did it feel like? Did they feel closer to anyone afterward?

“FRIENDSHIP RECIPE” ART ACTIVITY

In small groups, team members create a “recipe” for lasting friendship (ingredients might include: 1 cup of honesty, a tablespoon of time, a pinch of laughter). They illustrate it on a poster or digitally — something they can see and remember.

“WALK AND TALK” ROTATION

Team members go on short walks in pairs (around the room or outside), guided by meaningful prompts like:

- “What makes you feel appreciated?”
- “Tell me about a time someone really showed up for you.”

Every few minutes, rotate partners.



KEYS TO HELP THEM REMEMBER THE ACTIVITIES

- **Create Friendship Journals or Cards** — After each activity, give time to write or sketch one takeaway or a kind act they received/gave.
- **Use Anchor Quotes** — Post quotes like Wooden's in visible places or share one before each gathering.
- **Visual Reminders** — Create a "Friendship Wall" with photos, quotes, or words team members associate with positive friendships.
- **Reflection Routines** — Build in 5-minute debriefs after every activity. Repetition helps stick the lesson.



REFLECTION QUESTIONS ON FRIENDSHIP

- What do you do that helps others feel seen or supported?
- What kind of friend do you want to be remembered as?
- What's the difference between popularity and true friendship?
- Why is mutual respect important in a friendship? What happens when it's missing?
- How can you stay close to someone even when you disagree or grow apart a bit?

"You can't live a perfect day without doing something for someone who will never be able to repay you."

LOYALTY – TO YOURSELF (SELF-RESPECT)

"VALUES LINE"

Create a set of statements (e.g., “It’s okay to change myself to fit in,” “I should always stand by my beliefs”). Students physically position themselves along a line from “Strongly Agree” to “Strongly Disagree.” Let them explain their positions.

Goal: Identify personal boundaries and non-negotiables — what it means to stay loyal to *who you are*.

"MIRROR MOMENTS"

Have students write down five qualities or goals that truly matter to them. Later, present peer-pressure scenarios (e.g., “Your friends mock a goal you’ve shared,” “You’re invited to cheat to keep up”). Ask: Which qualities are challenged? What would staying loyal to yourself look like here?



KEY CHARACTERISTICS TO OBSERVE:

- Honesty with self
- Inner confidence (even if quiet)
- Resistance to peer pressure
- Consistency in words and actions



DEEPER QUESTIONS TO SPARK REFLECTION:

- "Have you ever gone along with something that didn’t feel right? Why?"
- "What does it feel like when you are being your most authentic self?"
- "What’s one thing you won’t compromise on, even if others disagree?"
- "How can you tell when you’re living someone else’s values instead of your own?"

“Two Sets of Three:

Never lie. Never cheat. Never steal.

Don’t whine. Don’t complain. Don’t make excuses.”

LOYALTY – TO OTHERS WHO DEPEND ON YOU (DEPENDABILITY)

"TRUST WEB"

Give each team member a string and create a web by tossing the ball of yarn while stating one way they count on the person they're passing it to. At the end, one person lets go — the web collapses.

Lesson: One weak link affects the whole team. Loyalty means others can count on you.

"COVER EACH OTHER"

Present a scenario where one friend is being unfairly judged or left out. Have students write what a *loyal* friend would do. Act out different responses. Discuss: What's the cost of loyalty? What's the *reward*?



KEY CHARACTERISTICS TO OBSERVE:

- Following through on promises
- Protecting others even when it's inconvenient
- Speaking up for someone not present
- Taking responsibility for group outcomes



DEEPER QUESTIONS TO SPARK REFLECTION:

- "Who in your life do you feel truly has your back?"
- "When has someone let you down — and how did it affect your trust?"
- "What makes someone worth being loyal to?"
- "What does it look like to be loyal when it's hard — or when no one is watching?"

"Be more concerned with your character than your reputation. Your character is really what you are while your reputation is merely what others think you are."

COOPERATION – WITH ALL LEVELS

THE HUMAN KNOT (WITH A TWIST) 🤝

Setup:

- 8–10 students stand in a circle.
- Each person grabs hands with *two different people* across the circle (not next to them).
- Without letting go, the group must untangle themselves into a circle again.

Twist: Appoint one person as a "quiet observer" who cannot speak or move. The rest must *actively involve* them in decision-making despite the silence.

Reasons for its effectiveness: It requires communication, patience, and inclusivity, particularly concerning the silent team member who continues to be valuable.

PIPELINE CHALLENGE 🏗️

Setup:

- Each team member gets a short tube or half-pipe (can use paper folded into a gutter).
- The group must transfer a marble or small ball across a long distance, passing it along their pipes without dropping it.
- The rule: The ball must be constantly moving, and no one can move ahead until they've passed it to the next person.

Variation: Have them create curves or go over/under objects, forcing more cooperation and planning.

Why it works: Every member must participate, timing is everything, and success only comes through coordination.

KEY CHARACTERISTICS TO OBSERVE:

- Communication: Are they speaking clearly and listening to all voices?
- Inclusion: Are quieter or slower team members being helped and heard?
- Adaptability: Are they willing to adjust their role or strategy for the group's benefit?
- Shared ownership: Is success treated as collective, not individual?

FOLLOW-UP REFLECTION QUESTIONS:

- “Who felt included — and who didn’t? Why do you think that happened?”
- “Did any leader emerge? What did they do that helped or hurt the group?”
- “What was harder — speaking up or stepping back to listen?”

COOPERATION – LISTEN IF YOU WANT TO BE HEARD

MISMATCHED MESSAGE GAME (A.K.A. “NOISY TELEPHONE”) 📞

How it works:

- Play a standard game of *Telephone*, where a message is whispered from person to person around the circle.
- But introduce **deliberate distractions**:
 - Some students wear headphones with low background music.
 - Others are given side tasks (e.g., doodling or texting).
 - Some are told to **multitask** (e.g., solve a puzzle while listening).

Goal: Show how background noise, divided attention, and multitasking distort communication.

Lesson: Team members often *think* they’re listening when they’re actually distracted — this game proves how quickly meaning can be lost.

“WHAT DID YOU HEAR?” PARTNER LISTENING CHALLENGE 🎧

How it works:

- Pairs take turns telling a story (1–2 minutes) about something that happened to them recently.
- While one speaks, the listener must:
 - Not interrupt
 - Maintain eye contact
 - Avoid fidgeting or glancing at their phone or surroundings
- After the speaker finishes, the listener *must repeat back* what they heard **as accurately as possible**.

Twist: Run a second round where the listener is **allowed** to fidget, glance around, or pretend to be distracted.

Lesson: Shows the difference between active, intentional listening and distracted, passive “hearing.”

HABITS TO MINIMIZE LISTENING DISTRACTIONS:

- **Put devices away or face down**
- **Maintain eye contact** and open body posture
- **Pause internal thoughts** — focus fully on the other person
- **Don't prepare your response while they're still talking**
- **Ask clarifying questions** when unsure
- **Mentally repeat or paraphrase** key points in real-time

FOLLOW-UP QUESTIONS FOR DEEPER REFLECTION:

- “When do you tend to pretend you’re listening, even if you’re not?”
- “How did it feel when someone *really* listened to you?”
- “What distracts you the most when someone is talking — your thoughts, your phone, or your surroundings?”
- “How can you show someone that you’re truly listening, even without saying anything?”

COOPERATION – FINDING THE BEST WAY, NOT IN HAVING YOUR OWN WAY

THE "MARSHMALLOW TOWER CHALLENGE" 🏠

Setup:

- Each group gets 20 spaghetti sticks, 1 yard of tape, 1 yard of string, and 1 marshmallow.
- In 18 minutes, they must build the *tallest freestanding tower* with the marshmallow on top.

Twist:

- Halfway through, pause the challenge and let groups discuss *whether their current approach is working* or if another method might be better.
- Encourage them to ask: *Is this the best way, or just the first way we tried?*

🧠 **Why it works:** Forces teams to evaluate and *pivot* if needed — modeling how listening and openness lead to better results.

"PROCESS SHOWDOWN" 🎯

Setup:

- Present a task (e.g., “How can we organize a fundraiser?” or “What’s the best way to clean up a beach?”).
- In groups, students brainstorm a full plan.
- After 10–15 minutes, groups present their ideas.

Now the challenge:

- Each team must *vote on the best plan* — not their own.
- They must justify their vote based on set **criteria** like efficiency, impact, inclusiveness, and resources.

🧠 **Why it works:** Builds critical thinking and detaches personal pride from finding the “best” solution.



FACTORS STUDENTS SHOULD CONSIDER IN CHOOSING THE BEST WAY:

- **Effectiveness** – Does it solve the problem well?
- **Efficiency** – Does it use time, materials, or people wisely?
- **Inclusiveness** – Can everyone participate and contribute?
- **Flexibility** – Can it adapt if something goes wrong?
- **Clarity** – Is it simple to understand and follow?



FOLLOW-UP QUESTIONS TO SPARK DEEPER REFLECTION:

- “Did your team stick to your original idea or change course? Why?”
- “How did it feel to vote for another group’s idea instead of your own?”
- “What did you learn about letting go of control in a group setting?”
- “What does it mean to be a good contributor even when your idea isn’t chosen?”
- “Can you think of a time in real life when *your way* wasn’t the best way?”

“Listen if you want to be heard.”

SELF-CONTROL – SELF-DISCIPLINE, EMOTIONS UNDER CONTROL, GOOD JUDGMENT AND COMMON SENSE

SELF-DISCIPLINE: “TEMPTATION STATIONS”

Setup:

- Set up a circuit of mini challenges (e.g., holding a plank, sorting beads by color, writing positive affirmations).
- At each station, offer a **temptation** to give up early (e.g., snacks, comfy chairs, a phone to scroll).
- They must choose whether to persist or indulge.

Why it works: They feel the internal struggle between *long-term gain* and *short-term comfort*. It's a physical metaphor for academic, athletic, or personal discipline.

What to Observe:

- Who pushes through even when motivation fades?
- Who is tempted quickly? Who regrets giving in?
- How does peer behavior affect individual choices?

Reflection Questions:

- “What made you want to quit or give in?”
- “When have you had to push through something hard in real life?”
- “What strategies helped you keep going?”
- “What’s one thing you want to be more disciplined about in your life?”

EMOTIONS UNDER CONTROL: “TONE AND BODY LANGUAGE IMPROV”

Setup:

- In pairs, students deliver neutral phrases (“I didn’t know that” or “Let’s talk later”) in a variety of emotional tones and postures (angry, sarcastic, joyful, annoyed).
- The partner must guess the emotion **only** by tone and body language.

Why it works: It shows how *uncontrolled emotion leaks* into our words — often without us realizing.

What to Observe:

- Who is self-aware of how they come across?
- Who controls the tone even when mimicking anger or frustration?
- Who laughs nervously or shows discomfort handling emotion?

Reflection Questions:

- “How often do you think people misread your tone?”
- “Have you ever unintentionally hurt someone just by *how* you said something?”
- “How could changing your body language improve conversations with others?”

GOOD JUDGMENT & COMMON SENSE: “CONSEQUENCE CHAINS”

Setup:

- Present short scenarios:
 - “You cheat on one quiz and get away with it.”
 - “You post a rude comment online.”
 - “You skip practice to hang out with friends.”
- In small groups, team members brainstorm **5-step consequence chains**: what could happen next, short-term and long-term.

Why it works: It builds foresight, empathy, and perspective — all essential for judgment.

What to Observe:

- Who can see beyond the immediate outcome?
- Who considers *how others are affected*?
- Who sees both positive and negative consequences?

Reflection Questions:

- “Have you ever done something without thinking it through — and regretted it?”
- “How might small decisions shape who you become?”
- “What’s a habit or choice now that your future self will thank you for?”

BONUS REFLECTION PROMPT FOR ALL THREE:

“Discipline yourself and others won’t need to.”

What do you think John Wooden meant with this quote?”

ALERTNESS – CONSTANT OBSERVATION, AN OPEN MIND, EAGERNESS TO LEARN AND IMPROVE

CONSTANT OBSERVATION: “OBSERVATION DETECTIVE”

Setup:

- Show a detailed image or video clip for 30 seconds (e.g., a busy street scene or classroom).
- Then, ask a series of questions:
 - “How many people were wearing hats?”
 - “What color was the stoplight?”
 - “Who was standing still?”
- OR: Stage a “scene” in the room where 5–10 subtle changes are made (e.g., someone moves seats, puts on sunglasses, swaps shoes). Students walk in and must spot them.

Why it works: Trains students to *look beyond the obvious* and stay mentally engaged.



What to Observe:

- Who is naturally detail-oriented?
- Who improves with a second round?
- Who looks but doesn’t see?



Reflection Questions:

- “What did you miss that surprised you?”
- “Do you tend to notice details in real life — or only the big stuff?”
- “How might better observation help in friendships, school, or leadership?”

AN OPEN MIND: “PERSPECTIVE SWAP”

Setup:

- Present a controversial but age-appropriate scenario (e.g., school uniforms, phone use in class, community curfews).
- Have students state their personal view — then switch and argue the *opposite* side respectfully.
- Encourage them to find at least one valid point they hadn’t considered.

Why it works: Shows them how assumptions limit understanding — and how empathy expands awareness.

What to Observe:

- Who resists seeing the other side?
- Who listens thoughtfully before speaking?
- Who changes or softens their position?

Reflection Questions:

- “What was hard about defending the other side?”
- “Did anything surprise you about their reasoning?”
- “How can having an open mind improve relationships and decision-making?”

EAGERNESS TO LEARN AND IMPROVE: “FUTURE ME ROADMAP”

Setup:

- Each student draws a roadmap from today to 5 years from now. They must:
 - Mark key skills they want to develop
 - List challenges they'll likely face
 - Note people who can help them grow
- Then they share one step they can take *this week* to move toward that growth.

Why it works: Converts vague goals into a proactive learning mindset and shows how growth is ongoing.

What to Observe:

- Who has a clear vision for improvement?
- Who thinks only in short-term rewards?
- Who reflects honestly about personal weaknesses or needs?

Reflection Questions:

- “What’s one area of your life where you’d like to grow?”
- “What’s stopping you from taking the next step?”
- “What do eager learners do differently than just willing ones?”

“It is what you learn after you know it all that counts.”

What did John Wooden mean by this quote?

INITIATIVE – THINK ALONE AND MAKE DECISIONS, FREE FROM FEAR AND LEARN

THINK ALONE AND MAKE DECISIONS: “ACT FIRST” PROBLEM-SOLVING CHALLENGE 🧩

Setup:

- Present a hands-on team challenge (e.g., “Build a bridge out of index cards that spans 12 inches and supports a cup of coins”).
- Here’s the twist: Only **one person at a time** may touch the materials, and they must act **without consulting** the team during their turn.
- Each person gets 1–2 minutes, then switches.

Why it works:

Forces each participant to think independently, **assess the situation** on the spot, and *risk* making a move — just like a leader would.

🔍 What to Observe:

- Who hesitates out of fear of failing?
- Who acts without thinking?
- Who takes a smart risk, adapts mid-action, or builds on what others started?

💡 Reflection Questions:

- “What did it feel like to act without input?”
- “Were you afraid to make the wrong move?”
- “What did you learn from what *didn’t* work?”
- “How did your decision affect the whole team?”

THINK ALONE AND MAKE DECISIONS: “ONE BOLD IDEA” PITCH

Setup:

- Students work individually. Challenge them to come up with *one bold improvement* for the school, community, or youth group — something that could realistically be implemented.
- They have 15 minutes to plan and 60 seconds to *pitch the idea to the group* — no help, no collaboration.

Why it works:

It builds confidence in **creative initiative**, while requiring thoughtful decision-making and commitment to *acting* on personal ideas.

What to Observe:

- Who offers safe, “normal” ideas vs. bold or unique ones?
- Who backs down when it’s time to speak?
- Who takes the risk and owns their idea?

Reflection Questions:

- “What made you nervous about sharing your idea?”
- “What pushed you to act anyway?”
- “Would you be willing to try putting your idea into action? Why or why not?”
- “How do bold ideas lead to real change?”

FREE FROM FEAR AND LEARN: “FAILURE REWIND” SKIT 🎭

Setup:

- In small groups, students create a 2-minute skit showing someone making a decision that turns out badly.
- Then they “rewind” the scene and replay it — showing how the person *learned* from the mistake and acted differently the next time.
- Encourage creativity, humor, and real-life relevance (school, friendships, etc.).

Why it works:

It normalizes failure as part of growth — and emphasizes the *initiative to learn and adjust* rather than quit or blame.

🔍 What to Observe:

- Who portrays failure with honesty vs. sarcasm?
- Who takes ownership in the rewind version?
- Who uses the mistake as a growth point rather than a dead end?

💡 Reflection Questions:

- “How did it feel to ‘fail’ on purpose in front of others?”
- “What kinds of mistakes teach us the most?”
- “Why do you think Wooden said leaders *must not fear failure*?”
- “When have you grown most from something that didn’t go how you expected?”

These activities, paired with Wooden’s wisdom, help team members embrace Initiative as **action with purpose, reflection, and courage** — not just impulse or ego.

The people who don’t make mistakes are the people who don’t do anything.

BONUS REFLECTIONS:

- What does “window of opportunity” mean?
- What is analysis paralysis?

INTENTNESS – SET REALISTIC GOALS, RESIST TEMPTATIONS, STAY DETERMINED AND PERSISTENT

SET REALISTIC GOALS: “GOAL LADDER” CHALLENGE

Setup:

- Give each student a blank sheet with a ladder graphic (or draw their own).
- At the top, they write a *long-term goal* (e.g., learn guitar, run a mile, improve grades).
- On each rung, they must list a *small, realistic step* to reach the top.
- Then have them pair up to evaluate each other's steps — are they realistic? Are they measurable?

Why it works:

Teaches that intentness isn't just about passion — it's about *planning with precision*.

Focus Factors:

- Are the steps specific, measurable, achievable, relevant, and timebound (SMART)?

Reflection Questions:

- “What makes a goal realistic but still challenging?”
- “What happens when a goal is too easy?”

RESIST TEMPTATIONS: “THE CANDY TRADE”

Setup:

- Give each student 5 small pieces of candy.
- Throughout a 15-minute quiz, tempt them with offers:
 - “Trade 1 candy to sit out for 3 minutes.”
 - “Trade 2 candy to peek at someone's answer.”
 - “Trade 3 candy to skip part of the challenge.”
- Don't tell them this part. At the end, they can use the remaining candy for a gift card — but only if they've kept at least 3 small pieces.

Why it works:

Demonstrates the short-term vs. long-term tradeoff that lies at the heart of temptation.

Focus Factors:

- Who resists immediate gratification?
- Who is aware of long-term tradeoffs in the moment?
- Who regrets their early decisions later?

Reflection Questions:

- “What tempted you most — and why?”
- “Was it worth it in the end?”
- “How do small choices add up to big results (good or bad)?”

STAYING DETERMINED AND PERSISTENT: “TOWER OF TRIALS” 🏆

Setup:

- Students are given a small number of materials (e.g., cups, straws, tape) and must build a tower.
- Here’s the catch:
 - The challenge has **deliberate setbacks**: halfway through, some materials get taken away or new constraints are added.
 - The goal is not just to *build the tallest* tower — it’s to *keep trying* until the time ends, no matter how many rebuilds are needed.

Why it works:

Models persistence by throwing curveballs that force a “keep going anyway” mindset.

🔍 Focus Factors:

- Who reacts emotionally to setbacks?
- Who adapts without giving up?
- Who becomes more motivated *after* something goes wrong?

🧠 Reflection Questions:

- “How did you feel when the rules changed or things got harder?”
- “What helped you stay focused or re-engage?”
- “In real life, when is persistence more important than skill?”

“Do not permit what you cannot do to interfere with what you can do.”

BONUS REFLECTION:

How does this John Wooden quote relate to the three components of intentness?

CONDITION – MENTAL (REFLECTION), MORAL (RELIGION), PHYSICAL (REST, EXERCISE, DIET), MODERATION, ELIMINATE DISSIPATION

MENTAL CONDITIONING: “DAILY 5-MINUTE MIND JOURNAL”

Instructions:

- For one week, students take 5 minutes each day to write brief responses to 3 prompts:
 1. *What went well today?*
 2. *What challenged me today?*
 3. *What can I do better tomorrow?*
- Keep entries short and honest — this isn't about perfection, but awareness.

Key Parameters to Consider:

- Honesty — Are they facing their strengths *and* weaknesses?
- Consistency — Are they reflecting daily, even when busy or tired?
- Growth mindset — Are they looking for *what to improve*?

Reflection Questions:

- “What patterns are you noticing in your reflections?”
- “What do your responses reveal about your mindset?”
- “How does taking time to reflect help you handle future challenges?”

MORAL CONDITIONING: “PERSONAL VALUES CODE”

Instructions:

- Students select 5 values that matter most to them (from a list or brainstorm).
- For each value, they write a simple “rule to live by” — a principle or behavior they’ll commit to.
(e.g., *If “kindness” is chosen: “Speak respectfully even when frustrated.”*)
- Invite those who are comfortable to share one publicly.

Optional Addition: Students from different faiths or philosophies can share how those values are rooted in their beliefs (if the setting allows).

Key Parameters to Consider:

- Authenticity — Are the values truly theirs, or just what sounds good?
- Specificity — Are the “rules” clear and actionable?
- Application — Are they living the code daily or only writing it?

Reflection Questions:

- “Which value is easiest for you to live by? Which is hardest?”
- “Have you ever acted in a way that went against one of your values?”
- “How can these values guide your choices when things get difficult?”

PHYSICAL CONDITIONING: “24-HOUR WELLNESS CHALLENGE” 🏃 🍏 🧘

Instructions:

- For one full day, students track and score themselves on:
 1. *Exercise*: 30+ minutes of movement? (1 point)
 2. *Food*: Ate balanced meals and limited junk? (1 point)
 3. *Rest*: Slept 7+ hours and avoided screens before bed? (1 point)
 4. *Hydration*: Drank enough water (8+ cups)? (1 point)
 5. *Screen Time*: Limited unnecessary screen use? (1 point)
- Max score: 5 points. Reflect the next day.

🔍 Key Parameters to Consider:

- Balance — Are students overdoing or underdoing any area?
- Awareness — Do they notice the impact of their choices on mood or energy?
- Sustainability — Could they maintain these habits longer term?

💡 Reflection Questions:

- “Which of these habits was hardest to stick with — and why?”
- “How did your body and mind feel after this challenge?”
- “What small change could you make permanent to take better care of your health?”

“The best way to improve the team is to improve yourself. Don’t worry about things outside of your control.”

♦ FINAL THOUGHTS FOR GROUP REFLECTION:

- “Which area — mental, moral, or physical — do you most need to strengthen right now, and why?”
- Why did John Wooden stress moderation and why did he say that dissipation must be eliminated?

SKILL – KNOWLEDGE AND ABILITY TO PROPERLY AND QUICKLY EXECUTE THE FUNDAMENTALS, BE PREPARED, COVER LITTLE DETAILS

KNOWLEDGE AND ABILITY TO PROPERLY AND QUICKLY EXECUTE THE FUNDAMENTALS: “REPETITION UNDER PRESSURE”   

Setup:

- Choose a basic skill in any subject or activity (e.g., solving a math equation, shooting a basketball, delivering a speech line).
- First, allow practice in a calm environment.
- Then, repeat the task under mild stress: time limits, background noise, or audience watching.

Why it works:

Highlights that true skill is **repeatable and reliable**, not just situational.

 Cues for Students:

- “Can I do this calmly, under pressure, and without guessing?”
- “Am I relying on luck or on solid fundamentals?”

 Reflection Questions:

- “Did your performance change under pressure? Why?”
- “What parts of the skill still feel shaky?”
- “How can repeated, focused practice builds your confidence?”

BEING PREPARED: "PREPAREDNESS ROLE PLAY"

Setup:

- Split students into pairs. Give one partner 2 minutes to prepare for a simple task (e.g., explain how to tie a tie, give directions to a location, or teach a basic yoga pose).
- The other partner gets no prep time.
- Both perform, then the group discusses who seemed more confident, clear, and competent — and why.

Why it works:

Illustrates how *visible* preparation is — and how preparation = performance.

Cues for Students:

- “Have I practiced ahead or am I hoping to wing it?”
- “Could someone count on me to do this when it matters?”

Reflection Questions:

- “What’s the difference between knowing and being prepared?”
- “When have you ‘winged it’ and regretted it?”
- “How does preparation build confidence — not just skill?”

PAYING ATTENTION TO LITTLE DETAILS: “DETAIL DETECTIVES” 🔍

Setup:

- Set up a task that includes hidden instructions, specific steps, or common mistakes (e.g., a scavenger hunt with misleading clues, a written direction with typos or double meanings, or a group project where only some tasks are explained).
- Students who read or listen **carefully** will perform better.

Why it works:

Reveals how often we gloss over important details that make or break success.

🔍 Cues for Students:

- “Did I double-check the instructions?”
- “What’s being said — and what’s *not* being said?”
- “Have I looked at this with fresh eyes?”

💡 Reflection Questions:

- “What detail did you miss — and what did it cost you?”
- “How do small mistakes add up to bigger problems?”
- “What habits can help you catch the little things earlier?”

♦ BONUS CUES FOR ALL THREE AREAS:

- ✅ “Slow down before speeding up.”
- 📋 “Check your checklist — don’t assume.”
- 👁️ “Look twice, act once.”

♦ FINAL GROUP DISCUSSION PROMPT:

“Skill is doing the basics really well, really consistently, and really quickly. What ‘basic’ do you still need to master — and what will you do about it?”

“Be quick but don’t hurry.”

TEAM SPIRIT – GENUINE CONSIDERATION FOR OTHERS, EAGERNESS TO SACRIFICE FOR WELFARE OF ALL

**GENUINE CONSIDERATION FOR OTHERS: “WALK IN THEIR SHOES” EMPATHY EXERCISE **

Setup:

- Each student writes down a personal challenge or stress they’re facing (anonymously, on slips of paper).
- Collect and redistribute randomly.
- One by one, students read aloud the challenge they received and respond:
 - “If this were mine, I would feel...”
 - “I could support this person by...”

Why it works:

Builds awareness that everyone has unseen struggles, and that *genuine consideration starts with empathy*.

 Team Setting Cue:

-  “Assume everyone’s fighting a battle you can’t see.”
-  “Listen to understand — not to respond.”

 Reflection Questions:

- “Did reading someone else’s challenge change how you see your teammates?”
- “When have you misunderstood someone because you didn’t know their full story?”
- “How can we create a team culture where people feel safe and valued?”

EAGERNESS TO SACRIFICE FOR THE WELFARE OF ALL: “BLIND BUILD” TEAM CHALLENGE

Setup:

- In teams, give one student a simple block structure or design to replicate.
- Only *that person* can see the design — they must give verbal instructions to their blindfolded teammates, who do the building.
- Rotate roles.
- The speaker must be clear, and the blindfolded teammates must **trust and support each other**, not compete or complain.

Why it works:

Only by sacrificing personal control and spotlight can the team succeed. It demands patience, support, and trust.

Team Setting Cue:

-  “How can I help my team — even if it’s not my moment to shine?”
-  “What’s best for the team — not just for me?”

Reflection Questions:

- “What was it like to give up control or recognition for the team’s success?”
- “When has someone on your team made a sacrifice for you — and how did it affect you?”
- “How do you think great teams show gratitude for the ‘invisible work’?”

FINAL GROUP REFLECTION PROMPT:

“Team Spirit isn’t just being part of the team — it’s being *for* the team. What can you do this week to show your teammates they matter more than the scoreboard?”

“It’s amazing how much can be accomplished if no one is concerned with who gets the credit.”

POISE – BE YOURSELF. BE AT EASE IN ANY SITUATION. NEVER FIGHT YOURSELF.

BEING YOURSELF: “IDENTITY SHIELDS”

Setup:

- Give students a blank "shield" divided into four quadrants. In each, they draw or write:
 - A personal strength
 - A value they live by
 - A challenge they've overcome
 - Something unique about them
- Then they share (as comfortable) in pairs or small groups.

Why it works:

Helps students define who they *really are* — so they can anchor to it instead of comparing or conforming.



Reflection Questions:

- “What makes you uniquely *you*, no matter the setting?”
- “How can knowing your values help you stay grounded in hard situations?”
- “When have you acted like someone else to fit in — and how did that feel?”

BEING AT EASE IN ANY SITUATION: “UNCOMFORTABLE COMFORT ZONES”

Setup:

- Create light, playful “stretch challenges” (e.g., impromptu speaking, leading a game, giving a compliment to a stranger).
- Each student draws a card with one challenge and must complete it in front of the group.
- The twist: They must do it *while staying calm, composed, and authentic*.

Why it works:

Poise is developed through repetition in *uncomfortable, unpredictable* moments.



Tips for Staying Poised Under Pressure:

- Breathe slowly and deeply.
- Remind yourself: “I’m prepared.”
- Use positive self-talk (e.g., “I’ve done harder things than this”).
- Focus on **what you can control**, not what others think.



Reflection Questions:

- “What threw you off — the task or the attention?”
- “How did you re-center when things got uncomfortable?”
- “What would help you stay calmer next time?”

NEVER FIGHTING YOURSELF: “SPLIT-SECOND DECISIONS” **Setup:**

- Present quick scenario-based decisions (e.g., a teammate makes a mistake, you're offered a shortcut, you're unfairly criticized).
- Students have **10 seconds** to decide and respond with what they'd do *without justifying or revising* their answer.

Why it works:

Simulates real-life pressure where hesitation or self-doubt can sabotage poise.

 What to Observe:

- Who makes clear decisions quickly?
- Who second guesses or over-explains?
- Who stays composed even when unsure?

 Reflection Questions:

- “What made you hesitate or change your answer?”
- “What are the risks of second-guessing yourself too often?”

 FINAL GROUP REFLECTION PROMPT:

“Poise is the ability to stand firm without needing to prove yourself. When are you at your strongest, even when no one else sees it?”

“Be true to yourself.”

CONFIDENCE – RESPECT WITHOUT FEAR, BEING PREPARED, PROPER PERSPECTIVE

RESPECT WITHOUT FEAR: “REFRAME THE CHALLENGE”

How it works:

- When faced with a difficult task (public speaking, a tough test, a game), have students write:
 - What they respect about the challenge
 - Why it's worth facing
 - What they're afraid of — and how they can **reframe fear as an opportunity**
- Example: “I’m nervous about speaking, but I respect the chance to be heard and grow.”

Why it works:

It turns anxiety into **intentional focus** and teaches students to face fear *with purpose*, not avoidance.

Reflection Questions:

- “What are you afraid of — and what does that fear say about what you value?”
- “How can fear be a signal, not a stop sign?”
- “Have you ever respected someone more *because* they tried something scary?”

CONFIDENCE COMES FROM BEING PREPARED: “PRACTICE THE RIGHT WAY”



How it works:

- Teach students to focus not just on *how much* they practice, but *how well* they do it.
- Break practice into short, focused segments:
 - Learn → Repeat → Test under pressure
- Encourage tracking progress on small goals over time.

Why it works:

Builds confidence on a **foundation of mastery**, not wishful thinking.

Reflection Questions:

- “Do you feel more confident after doing something once — or many times well?”
- “What’s one thing you’ve prepared for that gave you confidence when it counted?”
- “How does preparation reduce fear and increase freedom?”

KEEPING THINGS IN PROPER PERSPECTIVE: “THE BIGGER PICTURE” LENS



How it works:

- After any success or failure (test, performance, game), have students journal:
 - What did I learn from this?
 - How does this moment fit into my *larger story*?
 - What would I tell a friend about going through the same thing?

Why it works:

It reminds students that they are **more than one moment**, and that lasting confidence comes from identity, not external results.



Reflection Questions:

- “How do you keep your ego in check when you succeed?”
- “How do you keep your self-worth intact when you fall short?”
- “Who do you admire for being steady in both wins and losses — and why?”

◆ FINAL GROUP REFLECTION PROMPT:

“Confidence isn’t about **feeling** ready — it’s about **being** ready. What are you doing today to earn your confidence for tomorrow?”

“Failure to prepare is preparing to fail.”

COMPETITIVE GREATNESS – BE YOUR BEST WHEN NEEDED. ENJOY A DIFFICULT CHALLENGE.

BE AT YOUR BEST WHEN YOUR BEST IS NEEDED - "PEAK MOMENT SIMULATION"

Activity: Recreate a pressurized moment — group presentations, timed problem-solving, or performance challenges — *but* tell students: “You’ve trained, prepared, and supported one another. Now, enjoy this tough moment. Compete with joy, not fear.”

Purpose: Helps students learn that pressure is not the enemy — it’s the opportunity. They can *look forward to a challenge* when they’re well-prepared and trust their foundation.

ENJOY A DIFFICULT CHALLENGE - “PRESSURE PLUS PURPOSE” JOURNALING

Have students write about a moment when they were under pressure:

- What was at stake?
- How did they perform?
- What would they do differently next time?

Then, flip the narrative:

- What purpose did that challenge serve in their growth?
- What did they enjoy, even if it was hard?

Purpose: Builds a healthy relationship with adversity. They learn to **reframe tough moments** as stepping stones, not threats.

TEAM COMPETITIVE GREATNESS - "COMPETE WITH, NOT AGAINST" CHALLENGE

In teams, give students a task (build, create, perform, solve) that's difficult.

After a few minutes tell them:

- You're not competing to beat others.
- You're competing to **bring out your best** and help others do the same.

Purpose: Rewires their view of competition: the goal is *greatness*, not *comparison*.

◆ QUESTIONS FOR DEEPER UNDERSTANDING & RECALL

- "When was the last time you were at your best under pressure? What helped you get there?"
- "What does it feel like to love a challenge instead of fear it?"
- "How does preparation affect confidence when things get tough?"
- "Who do you admire that plays, performs, or leads with competitive greatness?"
- "What are you doing daily that will help you be great when your moment comes?"

◆ FINAL GROUP PROMPT:

"The game, the test, the performance — those aren't pressure. They're the *payoff* for everything you've built. How can you start looking forward to those moments?"

COURSE TAKEAWAY:

Competitive Greatness isn't built in isolation — it's the **fruit** of the whole Pyramid.

Never try to be better than somebody else but always be learning from others. Make each day your masterpiece.