



Season 2 Podcast Listening Guide

THE COMPANION GUIDES FOR THE PODCAST

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Season 2 Podcast Listening Guide

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HOW TO USE THIS GUIDE:

We have set up this guide to be a companion for the podcast. We have provided recommendations and ideas for each episode, and it is up to you to determine the best fit given the time you have. Feel free to make modifications to the guide and add your own ideas!

The goals for the podcast & guide are to help support students in their social-emotional learning, listening/comprehension skills, and develop overall career skills for their own life journey. In the following sections, you will find directions and ideas for working with your students. Parents you can also use this at home as a discussion guide.

Podcasts are a great way to learn and generate discussions. One podcast can be delivered over a series of days, so don't feel rushed to do this all at once!

Provide 1 example of how each interviewee used Social-Emotional Skills in their career.

Consider reviewing the [CASEL Framework](https://casel.org) with students for an overview of each area: <https://casel.org>.



Self-Awareness

Listen for the interviewee to share their ability to understand their own emotions, & values. This might be how they explain their strengths & weaknesses w/ a sense of purpose.



Relationship Skills

Listen for the interviewee to share how they establish & maintain healthy relationships with diverse groups of people. They may share leadership opportunities as well as times they needed help.



Responsible Decision-Making

Interviewees will share their abilities to make caring & constructive choices about personal behavior & social interactions. They can evaluate the benefits & consequences.



Self-Management

This is where the interviewee shows their ability to manage their emotions, thoughts, and behaviors effectively in different situations in order to achieve goals.



Social Awareness

This is the ability to understand different perspectives & empathize w/ others. This can be shown in recognizing others strengths & through demonstrating empathy & compassion.

Listening Challenge

The listening challenge is designed to help students stay focused and present during the podcast. For many, listening comprehension takes a lot of practice to develop. The listening challenge helps students listen for answers that the interviewee will address throughout the podcast. This is also helpful for students who struggle with a short attention span.

Beyond the Interview



The questions featured here can be used in:

- discussions
- journal writing
- deeper learning

Feel free to add to them or make your own!



Favorite Quote

The favorite quote is used for listening comprehension and engagement. Students can write one or more quotes that they find meaningful from the interview.



Episode Notes

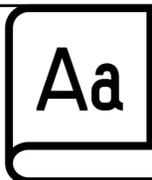
Students can use this section to take notes while listening, drawing or sketching. You may find other purposes as well, depending on the episode.

Note: Not every episode will include a place for notes. You can always have students take notes on the back of their paper if you wish.

Vocabulary

This area can be used in a number of ways:

- Students can write down words they don't know.
- They can write down words they know somewhat but would like to know more.
- You can provide words for them.





Training To Listen - Because IT is Work!



STOP YOUR MIND - You are going to need to focus on the person speaking and really listen to what they are saying.



ANTICIPATE WHAT MIGHT HAPPEN NEXT OR BE LOOKING FORWARD TO NEW AND INTERESTING THINGS THE SPEAKER WILL SAY - Have a positive attitude about listening.



ENGAGE WITH THE PERSON SPEAKING - Even if they are not physically with you you can engage by turning to listen or writing notes..



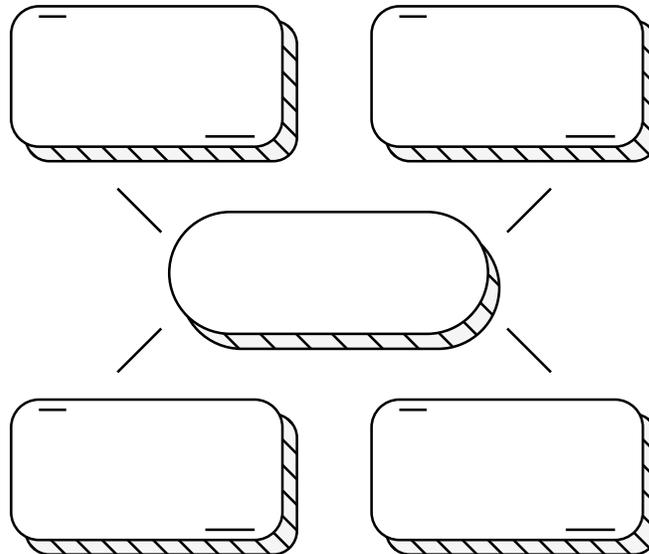
REPLAY WHAT YOU HAVE LEARNED - When you are done listening, you can think about all that was said. Determine what questions you have and what more you want to learn.

Episode Maps

Use the episode map to have students highlight key ideas of the podcast. They can do this by filling in each box chronologically with:

- Keywords defining the idea
- Pictures or icons
- Sentences
- Combination of the above

We have provided a variety of episode maps in each episode for students to try. Feel free to pick and choose which one works best. You can make a copy of the ones you like or let the students decide!



Student Co-Host

The student co-host is featured to provide background information. The goal for the podcast was to give students with a host they could relate to and ask questions that they might ask themselves.



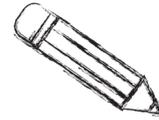
Extension Ideas

The extension ideas are here for you as a way to go deeper. Feel free to use these and/or add your own. Students can also make up their own.



Dictation Challenge

Learning to dictate (writing or typing what the speaker is saying) is a listening skill that can take work. You can even learn shorthand, which is a special method for writing super fast. Practice by taking a short section where the speaker is answering a question.



Sketch Note

Create a set of "sketch" notes that tell the speaker's story in pictures. Research has shown that this helps the brain remember concepts and ideas much more clearly and can improve listening skills.



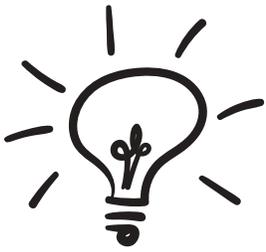
Discuss

After listening to the podcast and completing some of the listening guide, take some time to discuss your thoughts, reflections, and wonders with classmates. If you listen to this at home, discuss this with your family. Ask: 1) What unique challenges did this person overcome and why? 2) What would you have done in their situation? 3) What social-emotional skills do they use and why was that important to their success? 4) What could you learn from them as you apply those skills to challenges you experience?



Research

Research more about the speaker and anything that interested you in the interview. This is a way to go deeper. Questions to ask: 1) Are there other podcasts you can listen to on the same topic? 2) Did this person refer to something you would like to know more about? 3) Is there something you learned that you never heard before and want to understand better? 4) Is the speaker someone you want to learn more about their life?



Planning ideas



The following are ideas for using the podcast in the classroom and/or at home.



Classroom Ideas

- Consider starting your day or a subject period with the podcast.
- Look at each series and determine if there is a subject area that would be a good fit (i.e., Science, Health, PE, etc.)
- Break the podcast up into 5 minute listening periods or 5-day segments.
- Use the podcast guide to support students in their learning.
- Create a listening station that students can go to when they finish early.
- Finish the week up by listening to the podcast on a Friday.



Home Ideas

It is important to note that some podcast material may not be age- appropriate for younger students. Therefore, please preview before playing the podcast when they are present.

- Listen to the podcast in the car when traveling to events, school, or other car trips that are longer than 15 or 20 minutes.
- Listen (if age appropriate) at home with the whole family and use the guide together.
- If younger students are at home, make time to listen to the podcast with just your student and use this activity as a special time for them.

Episode 1

JUD BUECHLER
ANSWER KEY

Note: These are potential answers. Students may come up with other answers that are correct.



 Self-Awareness	 Relationship Skills	 Responsible Decision Making	 Self Management	 Social Awareness
Jud realized that volleyball came naturally to him but also understood his passion and potential in basketball, which helped him choose a college path that matched his goals.	He built strong friendships and trust with teammates at Poway High, the University of Arizona, and in the NBA, staying connected with them for decades after playing together.	When faced with the choice of trying to play both college basketball and volleyball, he listened to trusted advice and chose the path that gave him the best chance for long-term success.	After being released from two NBA teams, he stayed focused, worked harder, and used those setbacks as motivation to keep improving.	He valued the role of his coaches, mentors, and community, later giving back by coaching girls' volleyball for 15 years and supporting young athletes in finding their own paths.

 **Listening Challenge: Check the boxes as you listen & write the answer.**

- Where did Jud grow up before moving to Poway? **Solana Beach, California.**
- Why did Jud's dad decide to move the family to Poway? **He wanted Jud to play basketball for coach Doug Welch and get a good education at Poway High.**
- What was the reaction of Jud's friends and teammates when they heard he was moving to Poway? **They were upset because their strong junior high basketball team was expected to go to Torrey Pines High together.**
- Who became Jud's basketball coach at Poway High, and what offense did he put in? **Neville Saner**
- Who were some of Jud's sports role models when he was young? **Bob Capener, Dominic Johnson, and NBA stars Magic Johnson, Larry Bird, and Dr. J.**
- Why did Jud choose to attend the University of Arizona instead of UCLA? **He was advised that it would be hard to play both sports, and Arizona felt like the right fit.**
- What challenges did Jud face in his basketball career, and how did he respond to them? **He was released from two NBA teams but stayed motivated and worked harder.**
- What are some hobbies Jud enjoyed outside of basketball? **Beach volleyball and surfing**

 Self-Awareness	 Relationship Skills	 Responsible Decision Making	 Self Management	 Social Awareness
Gail recognized her strengths as a sprinter early in life and stayed confident in her abilities, even when facing setbacks like her illness.	She built strong bonds with coaches, teammates, and mentors who supported her journey from high school to the Olympics.	When diagnosed with Graves' disease, Gail chose to follow medical advice, make changes to her lifestyle, and focus on her recovery so she could return to competition safely.	She maintained intense training discipline and mental focus through years of preparation, balancing the pressure of world-class competition with personal health challenges.	Gail uses her platform to inspire others by sharing her story, encouraging people to persevere through challenges and believe in themselves.

Episode 2

GAIL DEVERS
ANSWER KEY

 **Listening Challenge: Check the boxes as you listen & write the answer.**

- Which high school did she attend? **Sweetwater High School**
- How many Olympic gold medals did she win in total? **Three**
- Where did she go to college? **UCLA**
- What serious illness did she face early in her career? **Graves' disease**
- What event did Gail win gold in at the 1992 Olympics? **The 100-meter dash**
- What impact did this illness have on her career? **It almost ended her running days**
- What events did she win gold in at the 1996 Olympics? **The 100-meter dash and the 4x100-meter relay**
- Why is Gail considered inspiring? **She fought back from a serious illness to become one of the most successful athletes in track and field.**

Episode 3

DOMINIC MCGUIRE ANSWER KEY

Note: These are potential answers. Students may come up with other answers that are correct.



 Self-Awareness	 Relationship Skills	 Responsible Decision Making	 Self Management	 Social Awareness
Dominic knew his strengths as a tall, athletic forward and worked to refine his defensive skills, rebounding, and versatility to make himself valuable to every team he played for.	He built strong relationships with coaches, teammates, and mentors in both college and the NBA, which helped him learn new strategies and adapt to different team cultures.	Dominic made the choice to leave college early for the NBA when he felt ready, balancing the risks and rewards of entering professional basketball.	He maintained the discipline to train year-round, stay in top physical condition, and continually improve his game while managing the pressure of professional sports.	Dominic has given back to the community by engaging with youth sports programs and serving as a role model for young athletes, showing them the importance of hard work and perseverance.

 **Listening Challenge: Check the boxes as you listen & write the answer.**

- | | |
|--|---|
| <input type="checkbox"/> Which schools did he attend before college? Valencia Park Elementary, SCPA (School of Creative and Performing Arts), and Lincoln High School | <input type="checkbox"/> What did Dominic say was the biggest challenge in college? Staying focused on school and managing time well |
| <input type="checkbox"/> What instrument did Dominic first learn to play? Clarinet | <input type="checkbox"/> What are the three most important skills Dominic values? Communication, time management, and being humble |
| <input type="checkbox"/> Who were some of his role models growing up? His older brother Jeremy, high school coach Charles Pope, and the Lincoln coaching staff | <input type="checkbox"/> What community activities does Dominic participate in now? Coaching youth basketball, volunteering at events for young adults affected by human trafficking |
| <input type="checkbox"/> What valuable lessons did his high school coach teach him? Loyalty and being humble | <input type="checkbox"/> What main advice does Dominic give to students? School comes first before sports |

 Self-Awareness	 Relationship Skills	 Responsible Decision Making	 Self Management	 Social Awareness
Tina recognized early on that her love of golf went beyond competing — she had a gift for teaching and helping others enjoy the game, which shaped her career path.	She built strong, lasting connections with golf students, other teaching pros, and organizations, allowing her to grow her reputation as a respected instructor and ambassador for the sport.	Tina made the choice to focus her career on instruction and golf media work instead of pursuing professional tours, balancing her strengths with her long-term goals.	She developed the discipline to keep her teaching skills fresh and adapt to new trends in golf, while balancing her professional life with family commitments.	Tina uses her platform to make golf more welcoming and inclusive, helping beginners and underrepresented groups feel confident joining the game.

Episode 4

TINA MICKELSON- TOPACIO ANSWER KEY

 **Listening Challenge: Check the boxes as you listen & write the answer.**

- | | |
|---|--|
| <input type="checkbox"/> What sport did Tina focus on in high school? Gymnastics | <input type="checkbox"/> What is Tina most passionate about? Helping people and making a positive impact |
| <input type="checkbox"/> What inspired Tina to become a golf teacher? Helping a friend improve his swing and seeing his reaction | <input type="checkbox"/> What advice did Tina receive early in her career about handling tasks? “Just handle it” without running to the boss for every question |
| <input type="checkbox"/> What was one of Tina’s biggest challenges in her golf career? Lack of confidence during key moments | <input type="checkbox"/> What lesson did Tina learn from failing her PGA playing ability test multiple times? Perseverance – don’t give up even after repeated failures |
| <input type="checkbox"/> Who were two of Tina’s early mentors? Jeff Johnson and Tom Addis | <input type="checkbox"/> What key advice does Tina give students? Practice empathy and understand everyone is doing their best |

Episode 5

JERICA WILLIAMS
ANSWER KEY

Note: These are potential answers. Students may come up with other answers that are correct.



 Self-Awareness	 Relationship Skills	 Responsible Decision Making	 Self Management	 Social Awareness
Jerica understood her strengths as a player and later as a coach, using her knowledge of basketball to inspire and lead others.	She formed strong bonds with teammates, players, and colleagues, building trust and creating a positive team environment on and off the court.	Jerica took on leadership roles in coaching and mentoring, making choices that supported the growth and well-being of the athletes she worked with.	She demonstrated persistence and organization in managing her own athletic training and later the responsibilities of coaching and program development.	Jerica invests time in empowering young athletes, especially girls, to pursue sports confidently, knowing the impact of representation and encouragement.

 **Listening Challenge: Check the boxes as you listen & write the answer.**

- How did Jerica first get into basketball? **She accidentally entered a free throw contest, made shots, and decided to focus on basketball**
- What does Jerica believe makes a great leader or coach? **Empathy**
- What was Jerica's free throw percentage in college? **In the 80s**
- What unique value did Jerica bring as a female coach in men's college basketball? **She offered a different perspective and connection that allowed players to express themselves in new ways**
- Who were Jerica's biggest role models growing up? **Her parents, her teacher Mr. Love, and coaches like Robbie Sandoval and Michael Bunker**
- What was one of Jerica's biggest challenges as a student-athlete? **Balancing academics and athletics without enough time to be the student she wanted to be**
- What is the mission of Jerica's organization HER: Power? **To give girls and young women a platform to share their voices and stories**
- What advice does Jerica give young people about success? **Focus on being the best version of yourself in each moment instead of always looking far ahead**

 Self-Awareness	 Relationship Skills	 Responsible Decision Making	 Self Management	 Social Awareness
Paul knew his strengths as a disciplined and determined boxer, but he also acknowledged the emotional weight of his sport — especially after experiencing tragedy in the ring.	He built strong connections with his trainers, teammates, and community, later mentoring young people and showing the importance of trust and support systems.	Paul chose to retire from boxing and dedicate his time to advocacy, speaking, and community work, showing wisdom in prioritizing health and service over continuing to fight.	He managed the pressures of being a world champion by staying focused, training rigorously, and later channeling his energy into motivational speaking and helping others.	Paul uses his platform to raise awareness about brain injuries in sports and to inspire others to overcome adversity, showing empathy for those facing challenges both inside and outside the ring.

Episode 6

PAUL VADEN
ANSWER KEY

 **Listening Challenge: Check the boxes as you listen & write the answer.**

- What sport did Paul play professionally? **Boxing**
- What was Paul's career record? **29 wins (16 by knockout) and 3 losses**
- What was Paul Vaden's nickname in the ring? **"The Ultimate"**
- What personal challenge did Paul face during his career that shaped his advocacy work later? **The tragic death of a fighter he faced in the ring, which made him raise awareness about brain injuries in boxing**
- In what year did Paul win the IBF Light Middleweight Title? **1995**
- What career did Paul pursue after retiring from boxing? **Motivational speaker, mentor, and community leader**
- Why is Paul's championship especially historic for San Diego? **He is the only San Diego native to win a professional boxing world championship.**
- What lessons does Paul share with young people? **Perseverance, making positive choices, and living a healthy lifestyle**

Episode 1

JUD BUECHLER



Jud Buechler is a former NBA basketball player who won three championships with the famous Chicago Bulls, playing alongside Michael Jordan, Scottie Pippen, and Dennis Rodman. Before that, he was a star athlete at Poway High School, excelling in both basketball and volleyball, and helped lead the University of Arizona to the Final Four in 1988. After being drafted into the NBA, Jud played for several teams and became known as a hard-working teammate who always gave his best.

When he retired, he spent many years coaching youth volleyball and inspiring young athletes to work hard, have fun, and believe in themselves.

Provide 1 example for each Social-Emotional area that Jud Buechler used in his life & career.

Self-Awareness	Relationship Skills	Responsible Decision Making	Self Management	Social Awareness

Listening Challenge: Check the boxes as you listen & write the answer.

- | | |
|--|---|
| <input type="checkbox"/> Where did Jud grow up before moving to Poway?
<input type="checkbox"/> Why did Jud's dad decide to move the family to Poway?
<input type="checkbox"/> What was the reaction of Jud's friends and teammates when they heard he was moving to Poway?
<input type="checkbox"/> Who became Jud's basketball coach at Poway High, and what offense did he put in? | <input type="checkbox"/> Who were some of Jud's sports role models when he was young?
<input type="checkbox"/> Why did Jud choose to attend the University of Arizona instead of UCLA?
<input type="checkbox"/> What challenges did Jud face in his basketball career, and how did he respond to them?
<input type="checkbox"/> What are some hobbies Jud enjoyed outside of basketball? |
|--|---|

Beyond the Interview



Question 1: What is the main challenge this person had to overcome and how did they overcome it?

Question 2: Is there something this person did that other people would have done differently?

Question 3: What 3 things did you find interesting about this interview?

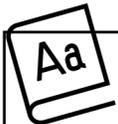
Question 4: What are you still wondering about? What would you ask this person if you could have 5 more minutes?



Favorite Quote



Episode Notes



Vocabulary



Training To Listen - Because IT is Work!



STOP YOUR MIND - You are going to need to focus on the person speaking and really listen to what they are saying.



ANTICIPATE WHAT MIGHT HAPPEN NEXT OR BE LOOKING FORWARD TO NEW AND INTERESTING THINGS THE SPEAKER WILL SAY - Have a positive attitude about listening.



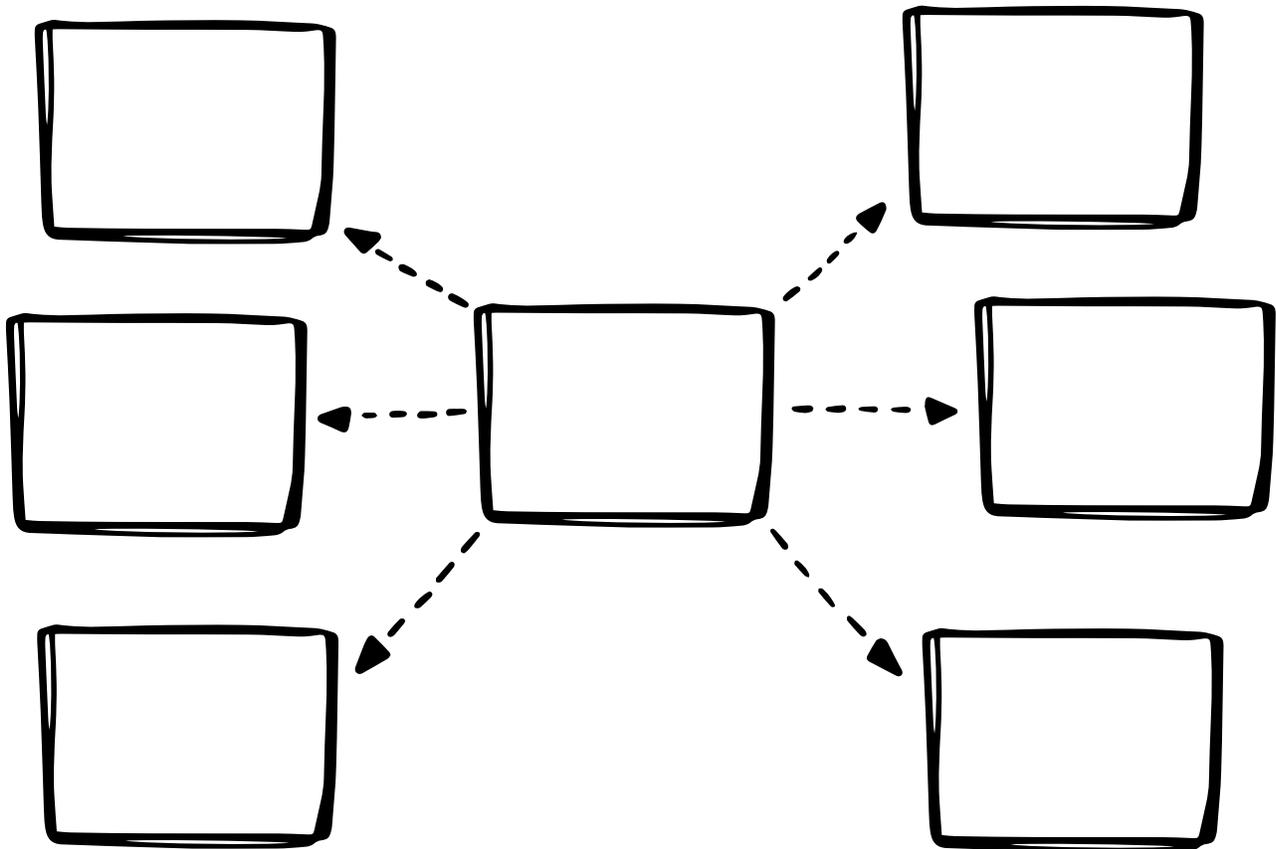
ENGAGE WITH THE PERSON SPEAKING - Even if they are not physically with you, you can engage by turning to listen or writing notes.



REPLAY WHAT YOU HAVE LEARNED - When you are done listening, you can think about all that was said. Determine what questions you have and what more you want to learn.



Episode Map Write, draw, label, or note key ideas while the speaker shares them during the interview.



Co-Host
Raul Avila Lopez

I'm Raul Avila Lopez and I am 17 years old. I was born in Mexico and raised in Poway. I like playing basketball, golf, and working out. I have been playing Varsity basketball since I was a sophomore in high school. I am planning to be an Architect, and I have my eyes on going to UC Berkeley or Oregon University.

Episode 2

GAIL DEVERS



Gail Devers is one of the fastest women in history and a three-time Olympic gold medalist. She grew up in the San Diego area and was a star runner at Sweetwater High School before going to UCLA. Gail won Olympic gold in the 100-meter dash in both 1992 and 1996, and she helped Team USA win gold in the 4×100-meter relay in 1996.

Early in her career, she faced a serious illness called Graves' disease that almost ended her running days, but she fought back to become one of the most inspiring athletes in track and field history.

Provide 1 example for each Social-Emotional area that Gail Devers used in her life & career.



Self-Awareness



Relationship Skills



Responsible Decision Making



Self Management



Social Awareness

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Listening Challenge: Check the boxes as you listen & write the answer.

- | | |
|--|---|
| <input type="checkbox"/> Which high school did she attend? | <input type="checkbox"/> How many Olympic gold medals did she win in total? |
| <input type="checkbox"/> Where did she go to college? | <input type="checkbox"/> What serious illness did she face early in her career? |
| <input type="checkbox"/> What event did Gail win gold in at the 1992 Olympics? | <input type="checkbox"/> What impact did this illness have on her career? |
| <input type="checkbox"/> What events did she win gold in at the 1996 Olympics? | <input type="checkbox"/> Why is Gail considered inspiring? |

Beyond the Interview



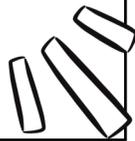
Question 1: What is the main challenge this person had to overcome and how did they overcome it?

Question 2: Is there something this person did that other people would have done differently?

Question 3: What 3 things did you find interesting about this interview?

Question 4: What are you still wondering about? What would you ask this person if you could have 5 more minutes?

Favorite Quote



Episode Notes

Vocabulary



Episode Map

Write, draw, label, or note key ideas while the speaker shares them during the interview.

We are Alexis and Aliyah Wheat, once known as your National City Speedy Twins. We were born and raised in National City. Growing up, Aliyah and I were madly in love with Track and Field. We did Track and Field for almost 12 years. We are now seniors and about to graduate High School from Sweetwater High School. Our plans for the future are to both attend a 4 year university. We are planning on becoming a Registered Nurse & a Border Patrol agent. The advice we both would give to secondary school students would be, have fun, do as many sports as you can, make lots of friends, and learn to love school because it will take you far in life.



Co-Hosts
Alexis and Aliyah Wheat

Episode 3

DOMINIC MCGUIRE



Dominic McGuire is a former NBA basketball player who grew up in San Diego, California. He played high school basketball at Lincoln High School before playing in college at Cal Berkeley and Fresno State. In 2007, he was drafted into the NBA by the Washington Wizards. Over his career, Dominic played for several teams, including the Charlotte Bobcats, Golden State Warriors, and Toronto Raptors. Known for his strong defense and hustle, he worked hard to help his teams in many ways beyond scoring.

After the NBA, Dominic continued his basketball career by playing in other leagues around the world.

Provide 1 example for each Social-Emotional area that Dominic McGuire used in his life & career.



Self-Awareness



Relationship Skills



Responsible Decision Making



Self Management



Social Awareness

Vertical dashed line for writing.

Listening Challenge: Check the boxes as you listen & write the answer.

- | | |
|---|---|
| <input type="checkbox"/> Which schools did Dominic attend before college? | <input type="checkbox"/> What did Dominic say was the biggest challenge in college? |
| <input type="checkbox"/> What instrument did Dominic first learn to play? | <input type="checkbox"/> What are the three most important skills Dominic values? |
| <input type="checkbox"/> Who were some of his role models growing up? | <input type="checkbox"/> What community activities does Dominic participate in now? |
| <input type="checkbox"/> What valuable lessons did his high school coach teach him? | <input type="checkbox"/> What main advice does Dominic give to students? |

Beyond the Interview



Question 1: What is the main challenge this person had to overcome and how did they overcome it?

Question 2: Is there something this person did that other people would have done differently?

Question 3: What 3 things did you find interesting about this interview?

Question 4: What are you still wondering about? What would you ask this person if you could have 5 more minutes?

Favorite Quote

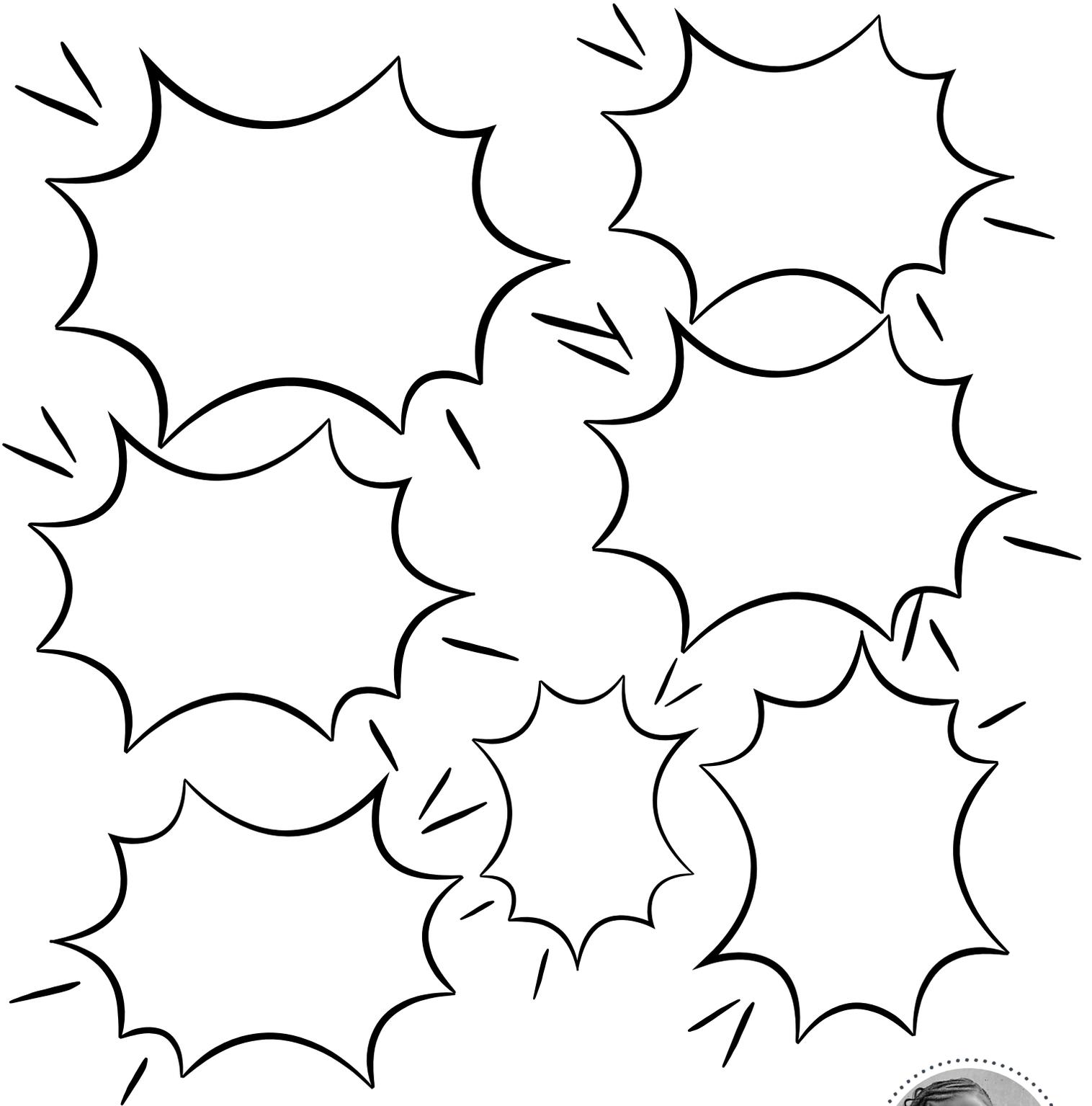


Episode Notes

Vocabulary



Episode Map Write, draw, label, or note key ideas while the speaker shares them during the interview.



My name is Nyema Alea Curtis, and I am an incoming 12th grader at Lincoln High School. I am a proud student athlete, a three-time varsity softball player, and a three-time varsity cheer captain. I currently maintain a 4.25 GPA and stay focused on preparing for my future by building my resume and staying involved in leadership and enrichment opportunities. I am part of several programs that have shaped who I am, including Young & Prosperous, Scholarship Excellence where I serve as class president, the Aaron Price Fellows Program, and Student Senate, where I am honored to serve as vice president. My future goals include attending an HBCU and potentially majoring in a STEM field. I am passionate about growth, leadership, and making a difference in my community both on and off campus.



Co-Host
Nyema Alea Curtis

Episode 4

TINA MICKELSON-
TOPACIO



Tina Mickelson is a professional golfer and the older sister of PGA Tour legend Phil Mickelson. She grew up in San Diego, California, in a family that loved golf, and she started playing the game at a young age. Tina became one of the top junior golfers in the country, later playing college golf at the University of Arizona.

Today, she is a PGA teaching professional who helps golfers of all ages improve their game. Known for her friendly coaching style, Tina shares her love for the sport through lessons, clinics, and golf events, inspiring players to enjoy the game just as much as she does.

Provide 1 example for each Social-Emotional area that Tina Mickelson-Topacio used in her life & career.



Self-Awareness

Vertical dashed line for writing.



Relationship Skills

Vertical dashed line for writing.



Responsible Decision Making

Vertical dashed line for writing.



Self Management

Vertical dashed line for writing.



Social Awareness

Listening Challenge: Check the boxes as you listen & write the answer.

What sport did Tina focus on in high school?

What is Tina most passionate about?

What inspired Tina to become a golf teacher?

What advice did Tina receive early in her career about handling tasks?

What was one of Tina's biggest challenges in her golf career?

What lesson did Tina learn from failing her PGA playing ability test multiple times?

Who were two of Tina's early mentors?

What key advice does Tina give students?

Beyond the Interview



Question 1: What is the main challenge this person had to overcome and how did they overcome it?

Question 2: Is there something this person did that other people would have done differently?

Question 3: What 3 things did you find interesting about this interview?

Question 4: What are you still wondering about? What would you ask this person if you could have 5 more minutes?



Favorite Quote

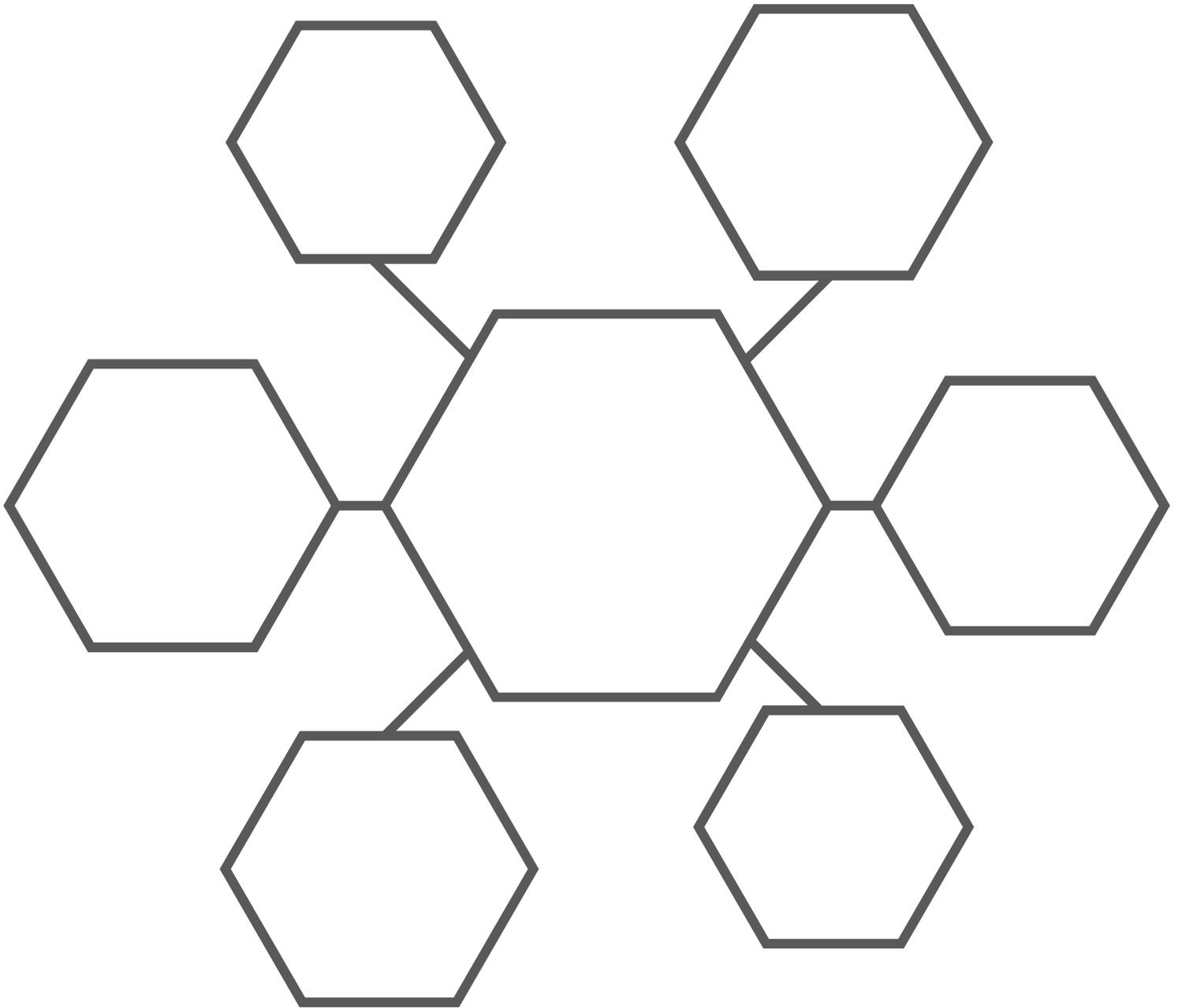
Episode Notes



Vocabulary



Episode Map Write, draw, label, or note key ideas while the speaker shares them during the interview.



**Co-Host
Kimberly Lodge**



Kimberly Lodge is a Senior at Henry High and she is the Captain of the Golf Team. She's also also President of Society of Women Engineer club. I am planning on majoring in either bio-chemical, aero-space, or civil engineering.

Episode 5

JERICA WILLIAMS



Jerica Williams grew up in Spring Valley, California, where she became a basketball star at Mount Miguel High School, leading her team to several championships. She played college basketball at UCLA and San Diego State University, known for her strong three-point shooting.

After college, Jerica turned her love for the game into a career as a coach, making history as the first female assistant coach for the University of Detroit Mercy men’s basketball team.

She also started her own company to help athletes succeed on and off the court, and created a program called **HER: Power** to inspire young women through storytelling and mentorship.

Provide 1 example for each Social-Emotional area that Jerica Williams used in her life & career.



Self-Awareness

Vertical dashed line for writing.



Relationship Skills

Vertical dashed line for writing.



Responsible Decision Making

Vertical dashed line for writing.



Self Management

Vertical dashed line for writing.



Social Awareness

Listening Challenge: Check the boxes as you listen & write the answer.

- | | |
|---|--|
| <input type="checkbox"/> How did Jerica first get into basketball? | <input type="checkbox"/> What does Jerica believe makes a great leader or coach? |
| <input type="checkbox"/> What was Jerica’s free throw percentage in college? | <input type="checkbox"/> What unique value did Jerica bring as a female coach in men’s college basketball? |
| <input type="checkbox"/> Who were Jerica’s biggest role models growing up? | <input type="checkbox"/> What was one of Jerica’s biggest challenges as a student-athlete? |
| <input type="checkbox"/> What is the mission of Jerica’s organization HER: Power? | <input type="checkbox"/> What advice does Jerica give young people about success? |

Beyond the Interview



Question 1: What is the main challenge this person had to overcome and how did they overcome it?

Question 2: Is there something this person did that other people would have done differently?

Question 3: What 3 things did you find interesting about this interview?

Question 4: What are you still wondering about? What would you ask this person if you could have 5 more minutes?



Favorite Quote



Episode Notes



Vocabulary

Episode Map Write, draw, label, or note key ideas while the speaker shares them during the interview.

Co-Host

DeAndre Little

DeAndre Little is a native of San Diego who graduated from Mount Miguel High School in 2025 and will now transition into his first year at San Diego State University with an intended major in Biology. He is passionate about STEM and making a difference in his community. DeAndre is the current president of the 2025 San Diego Links Achievers. He is also a recipient of their 2025 leadership award. He is not only a mentor, but has been a robotics coach for the Links to STEM program for the last 6 years. Mr. Little serves as a volunteer surf instructor for Paddle for Peace. In his free time, you might catch him at the beach playing volleyball or catching a wave while surfing.



Episode 6

PAUL VADEN



Paul Vaden grew up in San Diego, California, and became one of the city’s greatest athletes. Nicknamed “The Ultimate,” he started boxing as a kid and worked hard to rise through the ranks. In 1995, Paul made history as the only San Diego native ever to win a professional boxing world championship, earning the IBF Light Middleweight Title. He was known for his determination, skill, and powerful punches, finishing his career with 29 wins, including 16 knockouts.

After retiring from the sport, Paul became a motivational speaker, mentor, and community leader, sharing lessons about perseverance, health, and making positive choices.

Provide 1 example for each Social-Emotional area that Paul Vaden used in his life & career.



Self-Awareness



Relationship Skills



Responsible Decision Making



Self Management



Social Awareness

Vertical dashed line for writing.

Listening Challenge: Check the boxes as you listen & write the answer.

What sport did Paul play professionally?

What was Paul’s career record?

What was Paul Vaden’s nickname in the ring?

What personal challenge did Paul face during his career that shaped his advocacy work later?

In what year did Paul win the IBF Light Middleweight Title?

What career did Paul pursue after retiring from boxing?

Why is Paul’s championship especially historic for San Diego?

What lessons does Paul share with young people?

Beyond the Interview



Question 1: What is the main challenge this person had to overcome and how did they overcome it?

Question 2: Is there something this person did that other people would have done differently?

Question 3: What 3 things did you find interesting about this interview?

Question 4: What are you still wondering about? What would you ask this person if you could have 5 more minutes?



Favorite Quote

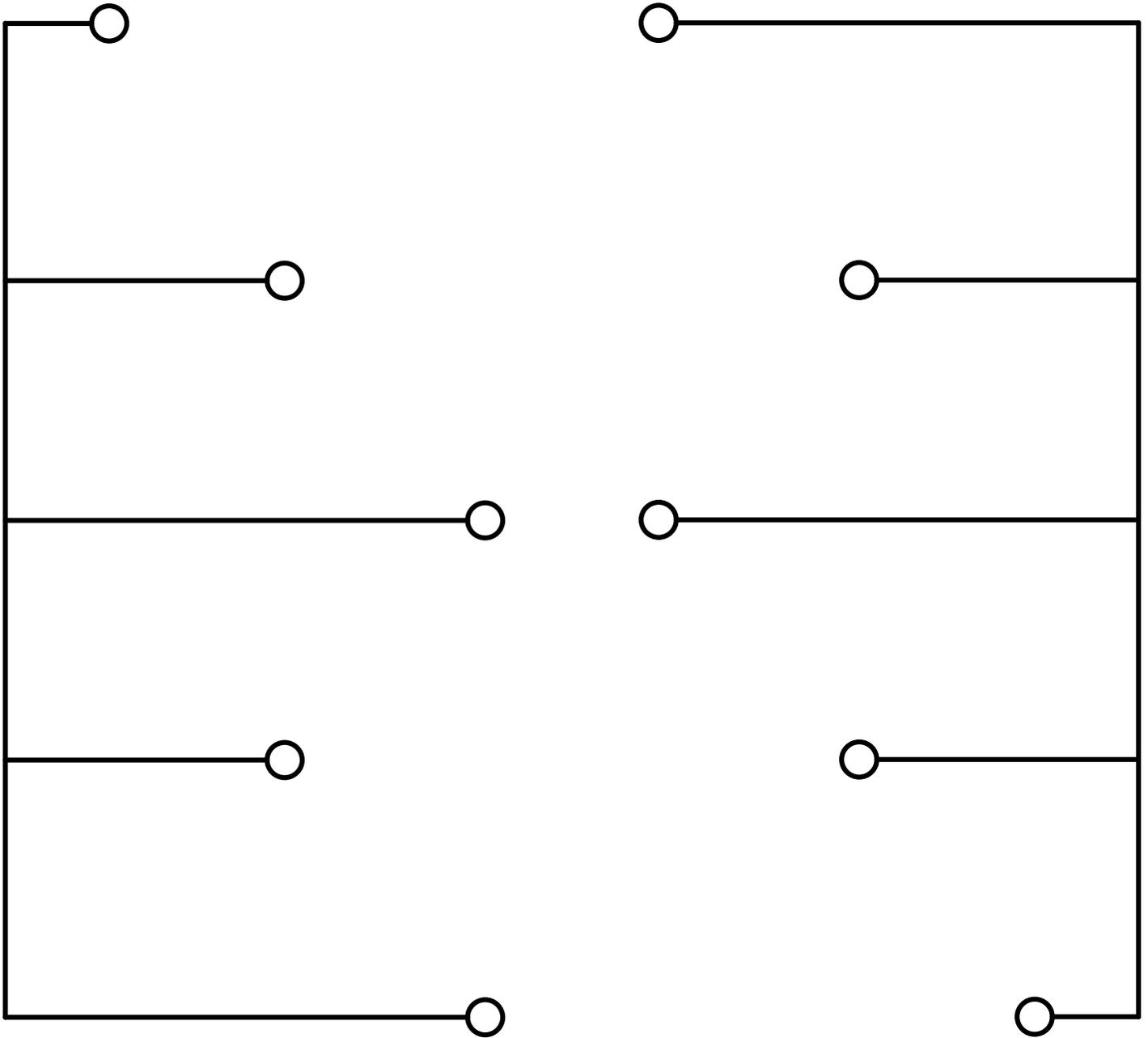
Episode Notes



Vocabulary



Episode Map Write, draw, label, or note key ideas while the speaker shares them during the interview.



Co-Host
Jean-Evna Lusca



Hi, my name is Jean-Evna Lusca, a proud first-generation Haitian American and junior at Patrick Henry High School. Faith is the center of my life, and I love staying active through basketball, flag football, and track. At school, I serve as BSU president, ASB member, and Link Crew leader, where I focus on creating a welcoming community and celebrating culture. My resilience, shaped in part by living with a stutter, drives me to connect with others and lead with purpose. After high school, I hope to attend an HBCU or UCLA to pursue a career in sports broadcasting.

TO THE Mountain Top

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YOU!**

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