Get S.M.A.R.T.

A goal setting lesson plan to introduce and reinforce the importance of goal setting.

Lesson #1: Goal Setting

This lesson sheds light on the purpose of goal setting and the idea that effective leaders know how to set specific and measurable goals for themselves and for their teammates. The benefits of goal setting will be explored and students will be led in the steps in the goal setting process. This lesson is applicable to students in middle school including Grades 7-10, although aimed at students in the Grade 9 Learning Skills course.

Background: Grades 7 and 8 AEP's

All students in Grades 7 and 8 are required to develop an Annual Education Plan. All students develop their AEP following the same basic process for goal setting, review and completion. With this in mind, this lesson that pertains to the development of the AEP apply to both Grades 7 and 8.

Time: 1-2, 50 minute periods

Students will:

- ➡ describe, in some detail, the steps in a goal setting process
- ➡ identify the benefits of goal-setting
- ➡ demonstrate their understanding of the steps of the goal-setting process

EXPLORE:
Minds-On task

Students will reflect upon common student goals and discuss/reflect how the goals can be organized in the S.M.A.R.T. goal organizer.

Curriculum Connections: English

- provide clear answers to questions and well-constructed explanations or instructions in classroom work
- listen attentively to organize and classify information and to clarify thinking
- make judgements and draw conclusions about ideas in written materials on the basis of evidence;
- explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience

Materials: - S.M.A.R.T. goal organizer
- sample <u>generic</u> student goal sheet and "Turn the Negative into a Positive Goal", cut into strips with each student receiving 3-5 individual strips as they enter the classroom
- stereo music system
- a continuum line written or sketched on the board, with "effective goals" on one side and "not effective goals" on the opposite side.
- sticky notes

- class board to house student generated goals

1. Have the acronym "S.M.A.R.T." on a document camera, LCD screen or board. While the music is playing, have the students circulate around the room with their goal setting statement strips. When the music stops, have the students share their statements with a partner and discuss the reasonableness of the goal, how effective it would be to set and to rate it on a scale from 1-5 (1- a poor goal, vs. 5 - a highly effective goal). Does this a few times.
2. Ask students to organize the goal(s), based upon the criteria in step one, and place them along the continuum. Discuss the results:

    - what makes this goal effective? Not effective? Explain your reasoning.
    - which goal(s) would you make and why? Which ones would give you an immediate result? Require time to meet it?

Big Idea: Goal setting can help us improve our performance and our self confidence.

CONNECT:
Video and setting goals

Review and Introduction of S.M.A.R.T. goal process.

1. Tell the students that they will be assessing the goals using a specific criteria. View the video entitled "Setting S.M.A.R.T." goals: http://www.youtube.com/watch?v=uThBb3kGf4k. This video discusses how to rewrite goals so that they remain proactive and attainable. This is another great resource site that gets into the language of Goal setting: http://www.getorganizedwizard.com/blog/2009/02/smart-goals-5-steps-to-smart-goal-setting-with-free-goal-planner-template/

2. After the video, students will be give the chance to assess the goals and determine if they are "S.M.A.R.T." in nature. Provide the sample S.M.A.R.T. Goal Setting Questionnaire to judge the effectiveness of the goals.

2. Students will choose one to two goals to redesign to make them "S.M.A.R.T.".

3. Discuss the results of the questionnaire with the class.

Wrap-Up:
Setting my goals

1. Students will brainstorm goals that they feel would be appropriate for themselves. Encourage students to think beyond school academics and include goals that address their social and emotional needs.

2. Have students determine whether or not their goals would require a lot of time to work to complete or a relatively short period of time. Once that is determined, ask the students to the Questionnaire to assess their goals.

3. Have students post a goal on the bulletin board to reflect upon, assess and evaluate during the course of the term.

4. View the video clip from "Stand By Me" "Inspirational Speech to conclude the lesson. In this clip, the principal, played by Morgan Freeman, sets clear goals with the entire school. It's an emotionally riveting speech and could inspire the students to realize the importance of goal setting: http://www.youtube.com/watch?v=FWW4KogocfQ

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Leader's Notes – Explain to students that each letter in the word, SMART, stands for something. Please write 1- 5 below on the board or flipchart paper

1. **S** – stands for Specific – You should be clear about what you want to happen
   ➢ *Not Specific: I want to make good grades*
   ➢ *Specific: I want to have a 93 average in science by May 26th 2007*

2. **M** – stands for measurable – You should be able to track your goal
   ➢ *Not Measurable: I want to make a lot of free throw shots*
   ➢ *Measurable: I want to make at least 9 out of 10 free throw shots in the next basketball game*

3. **A** – stands for Action – What small specific actions must you take to achieve this goal
   ➢ *Wrong: In order to make a 93 average in science by May 26th 2007 I must study*
   ➢ *Right: In order to make a 93 average in science by May 26th 2007 I must read over my science notes every night for 20 minutes*

4. **R** – stands for Realistic – Can you achieve these goals? Is it doable?
   ➢ *Unrealistic: I want make 200 free throw shots in one game*
   ➢ *Realistic: I want to make 8 out of 10 of the free throw shots that I attempt*

5. **T** – stands for Time – You should set a timeframe for your goal
   ➢ *No time: I want to learn to play the piano*
   ➢ *Time: I want to learn to play "Twinkle Twinkle Little Star by June 3rd*

Leader's Notes – Tell students that they will do a fun activity that deal with Smart goals

<u>Turn the Negative Goal into a Positive Goal:</u>

<u>For example:</u> I won't cause trouble at recess.
During recess, I will keep my hands to myself and I will be positive around my friends.

1. I won't eat anymore junk food.

_____

_____

2. I won't be mean to my sister or brother.

_____

_____

3. I'll stop spending so much money.

_____

_____

4. I'll listen more.

_____

_____

5. I won't be so lazy with my homework.

_____

_____

6. I won't forget to study for tests.

_____

_____

Sample Student Goals

- ✓ I will remain on task
- ✓ I will remember to put my hand up
- ✓ I will print/write neatly at all times
- ✓ I will finish my work on time
- ✓ I will share my ideas
- ✓ I will follow directions
- ✓ I will think before I ask
- ✓ I will start on time
- ✓ I will remain positive
- ✓ I will check my work
- ✓ I will use my indoor voice
- ✓ I will be responsible for my belongings
- ✓ I will respect the belongings of others
- ✓ I will listen carefully
- ✓ I will work well with others
- ✓ I will persist

Big Idea: Goal setting can help us improve our performance and our self confidence.

S.M.A.R.T. Goal Questionnaire

Goal:

_____

_____

1. **S**pecific. What will the goal accomplish? How and why will it be accomplished?

_____

_____

2. **M**easurable. How will you measure whether or not the goal has been reached (list at least two indicators)?

_____

_____

Action or
3. **A**chievable. Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?

_____

_____

Relevant, Realistic or
4. **R**esults-focused. What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal?

_____

_____

5. **T**ime-bound. What is the established completion date and does that completion date create a practical sense of urgency?

_____

_____

Revised Goal:

_____

_____

http://www.hr.virginia.edu

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Scoring Rubric For S.M.A.R.T. Goals

	4	3	2	1
Specific	Clearly focused on the desired outcome	Partially focused on the desired outcome	Desired outcome is unclear	Goal is unrelated to the assignment
Measurable	Will be measurable because the evidence to be provided will clearly indicate progress	Will be only partly measurable because the evidence to be provided will not clearly indicate progress	Evidence of progress will be provided, but will not indicate progress	Not at all measurable
Achievable/ **A**ction **R**elevant/ **R**ealistic	The goal is within reason of the student's abilities and can be achieved	The goal is mostly reasonable given the student's abilities and can probably be achieved	The goal is only partially reasonable given the student's abilities and will likely not be achieved	The goal is not at all within reason and cannot be achieved
Timely	Has 3 dates and what will be accomplished by those dates. Is within the time frame of this school year	Has only 2 dates and what will be accomplished by those dates. Is within the time frame of this school year	Has only 1 date and what will be accomplished by that date. Is within the time frame of this school year or longer	Has no dates or is over a period of time far beyond this school year