

Project GOAL Lesson #3

Instructional Focus:

Students will learn how to write goals that are SMART: Specific, Measurable, Action-Oriented, Realistic, and Timely.

Activities:

1. Share journal: Describe the life you will have 10 years from now (3 min.)
2. Intro. to SMART Goals (10 min.)
3. Guided Practice: Revising goals to create SMART goals (10 min.)
4. Independent Practice: Revising goals to SMART goals (10 min.)
5. Application: Write 1 SMART goal you will achieve this school year (15 min)
6. Homework Journal: (2 min.)

Materials:

1. Student Journals
2. Session #3 PowerPoint
3. Student sheet: SMART goal worksheet

Activity 1: Share journal entry (3 minutes)

- Display slide 1 as students enter the room.
- Display slide 2 and quickly review the agenda for the day.

SAY: Today we will start by sharing our journals from the last session. You were asked to describe the life you will have 10 years from now.

- Allow students to share their journal entries with the class.

Activity 2: Introduction-SMART Goals PowerPoint (10 min.)

SAY: At our last session, we talked about personal responsibility. Who can tell me what it means to take personal responsibility?

- Allow for student responses.

SAY: That's right, personal responsibility means taking ownership of the choices you make in life-being responsible for those things in life that you can control. Who remembers from last time-what are the three things you have complete control of?

- Display slide 3
- Allow for student responses.
- Display slide 4

SAY: *You have control over your own thoughts, attitude, and actions. The way to take control of your life and make sure you get what you want is to set goals.*

SAY: *Today I will show you a way to set goals that will set you up for success. These are called SMART goals. SMART is an acronym, which means that every letter: S-M-A-R-T stands for a characteristic that each goal needs to have in order to be a SMART goal. So thinking about the word SMART will help you to remember what you need to think about when writing a goal for yourself.*

- Display Slides 5-9. Explain each acronym and check for understanding of each slide by asking, “Why do you think it is important for a goal to be (characteristic)?” and “What is wrong with the non-example?” when appropriate.
- Display slide 10. Have students copy this information (what the acronym SMART stands for) in their journals for review and for future reference.

Activity 3: Guided Practice- Revising goals to create SMART goals (10 min.)

SAY: *Now that we have learned the characteristics of a SMART goal, we are going to practice using this knowledge to revise some goals. I will show you some examples of goals. First, put your thumb up if the goal is SMART and put your thumb down if the goal is missing something. Remember that each goal needs to be Specific, Measurable, Action-oriented, Realistic, and Timely.*

- Display slides 11-13 for the first sample goal. Use the think-aloud process to model going through this first goal. Give students think time to follow through the process. A sample script follows:

SAY: *Let’s work through this first one together. “I will have a B average on all my social studies tests.” Ok, let’s think- is this goal Specific? Yes, I think we all know what a B average is. That’s at least 80%.*

Now, is this goal Measurable? How would I measure it? Yes, I would just add all my test scores together and divide by the number of scores. If the percent is above 80, I have succeeded.

Is this goal Action-oriented? Yes, I can make it happen by paying attention in class and studying.

Is this goal Realistic? Yes, a B average is not perfect, so it won’t be impossible to reach.

Is this goal Timely? No, there is no mention of when this is to be done. So this is not a SMART goal. So we will need to revise it.

- Display slides 12-13 to go through the revision process. This activity is an oral activity; students do not need to write down these examples. The focus should be on the thinking process so they can apply this knowledge to other sample goals.
- Continue through the rest of the examples, displaying slides 14-19, guiding students through the think aloud by having them respond to each step, correcting and/or clarifying when necessary.

Activity 4: Independent Practice- Revising goals to create SMART goals (10 min.)

SAY: *Now it's your turn to revise some goals by yourself. Just like we just did together, go through each letter- S-M-A-R-T and see what characteristic of a SMART goal each goal is missing. In your journals, write down the revised goal, and make sure it is a SMART goal.*

- Display slide 20 and allow students to write their revised goals. Monitor the students in their process and give assistance when needed.
- NOTE: To accommodate for students with special needs, or if you are short on time, you may just assign 1-2 goals for revision in order to stay within the time limit.

Activity 5: Application: Write one SMART academic goal you will achieve this school year (15 min.)

- Distribute "SMART goal worksheet"
- Display slide 19

SAY: *Your classwork today is to write 1 SMART goal that you plan to achieve this school year. Think carefully about what you write because when we write goals in this class, we really mean to reach them! Make sure the goal is something you are willing to work toward. Make sure the goal has all the SMART characteristics we discussed today.*

- Display slide 20

SAY: *I will show you how to fill out the SMART goal sheet. Today, we are only filling out the top portion, starting with our goal. We will work on the immediate steps the next time we meet.*

The first thing you need to do is write your goal in the box at the top.

- Let's say that I am failing 2 classes: English and science. I want to think of a goal that isn't too hard to reach. I want to start with something manageable, to set myself up for success. Remember that once you meet the first goal you can aim higher next time. My first goal is to pass all of my classes.

- Display slide 21

SAY: *So my goal is to earn at least a 70 in all of my classes by March 1, 2010.*

In the following boxes, you will answer the questions to be sure that you have written a SMART goal. If you find you have forgotten something, go back to your goal and add details.

- Display slides 22-26, quickly reviewing the components, doing a "think-aloud" as you model the process.
- Gives students time to complete their sheet, the first half only. If they don't finish in time, some students may need to finish this assignment for homework.

Activity 6: Homework Journal (2 min)

- Display slide 27. Have students write down their SMART goal in their journal and write down the journal topic. Read the journal assignment to the class, answering any questions and clarifying as needed.