

Unit Topic: Goal Setting

Activity Name: Lesson #2, “SMART” Goals

Objective/Rationale:

1. Students will be able to understand the process of setting goals after defining the “SMART” acronym and by having a discussion on the importance of Setting Goals.
2. Students will be able to create successful goals using the “SMART” acronym as a guideline.

Time Frame: 50 minutes

Materials:

- Setting Goals worksheets, pages 4-5
- Writing Rubric, page 6

Directions/Procedure:

1. Have a class discussion on the importance of setting goals.
2. Introduce the “SMART” acronym for writing goals. Define, discuss and give examples.

S-Specific

State a specific goal you want to accomplish.

M-Measurable

Explain what you are going to do specifically to measure the success of the goal. What tools will you use to measure your progress?

A-Attainable

Make sure it is a goal that is believable and you can reach the goal with hard work.

R-Relevant

Set realistic goals you can achieve and that are reachable by you.

T-Time Frame

Make a plan of action, state the specific steps you will take to complete this goal, set a time frame and stick to it. Once completed REWARD yourself either intrinsically or extrinsically.

Example Goal: Pass my behind the wheel driver’s license exam.

Specific	Successfully pass my behind the wheel driver’s license exam.
Measurable	Passing the behind the wheel exam after 30 hours of behind the wheel driving and receiving my driver’s license.
Attainable	With the help of my family members and friends who are licensed drivers and my determination to receive my driver’s license I can reach this goal.
Relevant	Reachable with hard work and strong organizational skills. Need to put together a driving schedule with friends and family members.

Time Frame	Plan or Action: <ol style="list-style-type: none"> 1. Review the Rules of the Road Manual for 10 minutes every day. 2. Make a weekly schedule and block in the times and days I am available to drive each week for the next 3 months. 3. Sit down with family and friends and fill out the schedule based on their availabilities to drive with me. 4. Once the schedule is set decide which skills I need the most work on and begin with those. Ex- parallel parking, highway driving, and corner backing. 5. Begin driving using the schedule. 6. REWARD-PASS BEHIND THE WHEEL EXAM AND RECEIVE LICENSE.
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3. Have the students come up with at least 2 goals they would like to have completed by the end of the school year. They may be academic, work related and/or personal goals. Have them select 1 personal and 1 academic or work-related goal.
4. Have the students fill out the attached worksheet using the example above for guidance.
5. Have students share their goals with the class.
6. Track student progress by setting up oral progress checks throughout the year.

Resources & References:

- On Course, Skip Downing, 7th edition, Copyright 2014, 2011 Wadsworth, Cengage Learning
- Essential Study Skills, Linda Wong, 8th edition, Copyright 2015, Cengage Learning
- Lesson adapted & recreated by Suzanne Glazos
- Writing Rubric created by Betsy Picciano

Assessment/Evaluation:

1. Class discussion
2. Goal Setting worksheet, pages 4-5
3. Student summaries/reflections on progression of goals
4. Writing Rubric, page 6

Suggested Homework/Extended Assignments:

- At the end of each semester have the students write a ½ page summary that discusses the progress of their goals. Hand in for teacher to evaluate.
- Bridges Goal Setting Lessons 1 & 3

SUMMARY FOCUS QUESTION:

- Did I reach my goal? Why or Why not?

Factors to consider in summary:

- Was my goal specific enough? Why or Why not?
- Did I use appropriate tools to measure my goal?
- Was my goal realistic and achievable in the allotted amount of time?
- What rewards did I use or should have used? Were they motivating enough? Why or why not?
- Any other information you feel is relevant to you reaching or not reaching your goal.

NOTE: Use Writing Rubric, page 6 to evaluate student summary.

GOAL #1

<i>Specific</i>	
<i>Measurable</i>	
<i>Achievable</i>	
<i>Realistic</i>	
<i>Time Frame</i>	<p><i>Steps you plan on taking. Must have a plan of action!</i></p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5.
<i>Reward</i>	<i>What will your reward be for completing your goal?</i>

GOAL #2

<i>Specific</i>	
<i>Measurable</i>	
<i>Achievable</i>	
<i>Realistic</i>	
<i>Time Frame</i>	<p><i>Steps you plan on taking. Must have a plan of action!</i></p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5.
<i>Reward</i>	<p><i>What will your reward be for completing your goal?</i></p>

WRITING RUBRIC

10 POINT

What is a rubric? It is a scoring guide. It provides well-defined criteria from which learners can improve their performance.

<u>Level</u>	<u>Description</u>
Outstanding	Well written and very organized. Excellent grammar mechanics. Clear and concise statements. Excellent effort and presentation with detail. Demonstrates a thorough understanding of the topic.
Value:	9-10

<u>Level</u>	<u>Description</u>
Good	Writes fairly clear. Good grammar mechanics. Good presentation and organization. Sufficient effort and detail.
Value:	7-8

<u>Level</u>	<u>Description</u>
Fair	Minimal effort. Good grammar mechanics. Fair presentation. Few supporting details.
Value:	6

<u>Level</u>	<u>Description</u>
Poor	Somewhat unclear. Shows little effort. Poor grammar mechanics. Confusing and choppy, incomplete sentences. No organization of thoughts.
Value:	4-5

<u>Level</u>	<u>Description</u>
Very Poor	Lacking effort. Very poor grammar mechanics. Very unclear. Does not address topic. Limited attempt.
Value:	1-3