

Building Bridges

Module #3: Setting Goals

Introduction: The goal of this set of lessons is to introduce students to the process of creating and using SMART Goals. They will practice this process as a group by creating a goal for their advisory class. The next set of lessons will lead students through repeating this process individually by reflecting on their first quarter report cards and setting a goal for second quarter.

Lesson 1: What's the point of setting goals?

Learning Target: Students will be able to explain what a goal is, the purpose of having a goal, and how setting goals is important.

Materials/Preparation:

- None

Steps:

1. Ask students to think about goals and collectively agree on a definition.
2. Students share with a partner a time when they set a goal and worked towards it. (Optional: have students journal about this prior to or instead of discussing with a partner).
3. Discuss as a class why goals are helpful and important.

Lesson 2: What could we be doing better?

Learning Target: Students will prepare to create a goal as an advisory by brainstorming areas in need of improvement.

Materials/Preparation:

- T-chart (see below) on a piece of chart paper, SmartBoard, or whiteboard.

Steps:

1. Ask students to create a T-chart in on a piece of loose-leaf (to file in their folder). Emphasize that they should consider the advisory as a whole (give examples below).

What is our advisory doing well?	What could our advisory do better at?
<ul style="list-style-type: none">• We are respectful to each other	<ul style="list-style-type: none">• We often arrive late and take a long time to get started.

2. Invite students to share items on the left side of their t-charts and jot their responses on a class T-chart on the board. Repeat with items on the right side of the T-chart.
3. Remind students of the last lesson's discussion about the importance of goals for improving performance. Explain that we will select one item from the right side of the T-chart to focus on improving by setting a goal.
4. As a group, select (through discussion or voting) one item from the right side of the chart to focus on. Explain that tomorrow we will turn this issue into a goal.

Lesson 3: How do we create a Smart Goal?

Learning Target: Students will create a goal for their advisory using the SMART Goals template.

Materials/Preparation:

- Project the SMART Goals handout on the SmartBoard.

Steps:

1. Explain that today we will be creating a SMART Goal from the issue we identified in the previous lesson. SMART Goals are specific, measurable, attainable, relevant, and timely.
2. As a group, turn the issue into a *specific* goal statement. (Not specific: Be an awesome advisory. Specific: Make sure everyone participates.)
3. Continue moving through the template, discussing each one as a group. See the sample SMART Goal sheet that is included at the end of this packet.

Lesson 4: How do we measure our progress towards our goal?

Learning Target: Students will determine the best way to measure and track their progress towards their goal.

Materials/Preparation:

- Project the completed SMART Goals handout on the SmartBoard.

Steps:

1. Ask students to think about athletic or artistic goals that they have worked towards. How did they track their progress? (Examples: winning games, batting averages, moving up in level, etc.)
2. Discuss as a group how we can track our progress towards our goal. (Consider charts, checklists, assigning each day a score, graphs, etc.)
3. Create whatever instrument the group determines will be most effective and decide who will be responsible for tracking progress (perhaps alternate this role).
4. Use this instrument to track progress towards the goal for the length of time specified on the SMART Goal template.

SMART GOALS

What specifically do you want to do?

S- Specific:

How will you know when you've accomplished your goal?

M- Measurable:

Is this a goal that you can realistically accomplish?

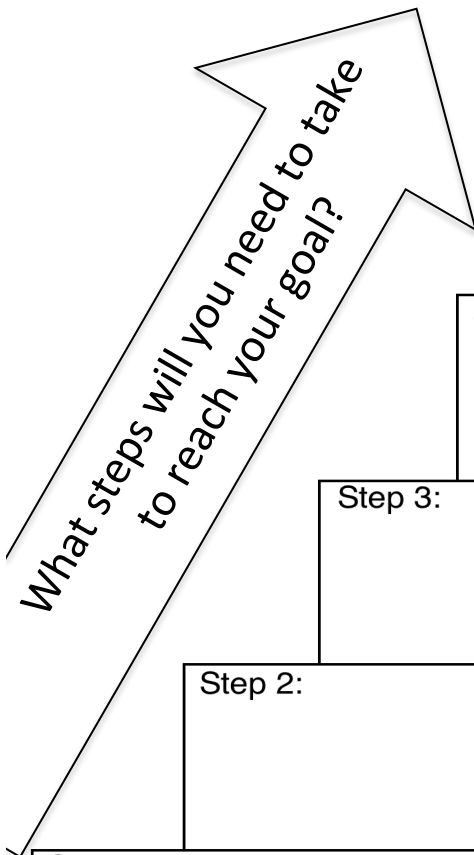
A- Attainable:

How will meeting this goal help you?

R- Relevant:

How long will it take you to meet your goal?

T- Timely:



Goal:

Step 4:

Step 3:

Step 2:

Step 1:

SMART GOALS

What specifically do you want to do?

S- Specific:

We will start our advisory activities on time.

How will you know when you've accomplished your goal?

M- Measurable:

We will know we accomplished this goal when we start our advisory activities on time 18 out of the 20 meetings we have this month (90%).

Is this a goal that you can realistically accomplish?

A- Attainable:

We are usually able to get to our other classes on time, so we should be able to do this.

How will meeting this goal help you?

R- Relevant:

If we start our advisory activities on time, we will be able to use the time more effectively and get more out of it.

How long will it take you to meet your goal?

T- Timely:

We will give ourselves one month to meet this goal.

What steps will you need to take to reach your goal?

Goal:

We will start our advisory activities on time 90% of the time.

Step 4:

We'll assign "buddies" to students who are repeatedly late. The buddy will help make sure their classmate gets to advisory on time and gets started on their work right away.

Step 3:

We will create a poster checklist of what we need to do at the beginning of advisory each day so we get started right away.

Step 2:

When we see each other in the hallway before advisory, we'll remind our classmates to hurry and not be late.

Step 1:

We will make checklists to remember what we need to bring to advisory each day so we don't waste time having to return to our lockers.