



Setting S.M.A.R.T. Goals

This lesson is designed to help students learn how to set S.M.A.R.T. goals.

Essential Question

How can using effective strategies help me take charge of my learning, in class and out?

Guiding Questions

What are S.M.A.R.T. goals? How can I set S.M.A.R.T. goals that will help me achieve my objectives—in school and in life?

Objectives

- Students will be able to name the criteria that define a S.M.A.R.T. goal
- Students will identify appropriate goals to set
- Students will set a smart goal

Advance preparation

- Print out quotes and biographical sketches (provided, but you may want them larger—see below)
- Post quotes and biographies around the room

Materials/Resources

- Printed posters of quotes and biographies to display around the room
- PowerPoint slideshow 3.8 (adapt as needed)

Student Materials

- Paper for Do Now and Exit Ticket
- “Setting Goals: Why and How” reading
- S.M.A.R.T. goal chart
- S.M.A.R.T. goals planning document

Vocabulary

- S.M.A.R.T goal

Do Now

5 min.

Slide 1: Students write answers to the questions:

Have you ever set a goal for yourself and reached it? Or have you ever set a goal that was unrealistic? What happened?

After writing their answers, students share with a partner.

Introduction (Framing/Overview)

3 min.

1. Slide 3: Student Dedication
2. Tell students that in this unit they have spent time considering how to get organized and how to study effectively. To close the unit, today's lesson will focus on setting goals. Invite two or three student volunteers to share their "Do Now" answers with the class.

Display slide 4 and explain that today's lesson will include:

- The value of goal setting
- How to set a S.M.A.R.T. goal
- Time to set your own S.M.A.R.T. goal

Activity 1: The Value of Goals

10 min.

1. Tell students that they will first consider the importance of goals by evaluating quotes from four famous individuals (slide 5).

Divide the class into four groups. Assign each group a quote and associated biography. Either post the quotes/biographies provided throughout the room or have them printed and give a copy to each group. (**Note:** 8½ x 11" copies of the quotes and biographies are provided; however, you may want to consider printing these in a larger format.) Ask each group to be prepared to:

Cooperative Learning

- Share a short summary of the biography
 - Read the quote to the class
 - State in their own words how they think the quote applies to goals and goal-setting
2. Give students time to review and discuss their materials. Then invite groups to share what they learned.

(Quotes are listed here for your convenience; they are also provided as separate pages at the end of this lesson for you to print out.

Biographical summaries are adapted from <https://kids.kiddle.co/>.)

Quote #1:

“I don’t focus on what I’m up against. I focus on my goals and try to ignore the rest” –Venus Williams

Quote #2:

“I would encourage you to set really high goals. Set goals that, when you set them, you think they’re impossible. But then every day you can work towards them, and anything is possible, so keep working hard and following your dreams” –Katie Ledecky

Quote #3:

“If we did all the things we are capable of we would literally astound ourselves” -- Thomas Edison

Quote #4:

“I never viewed myself as particularly talented. Where I excel is ridiculous, sickening, work ethic. You know, while the other guy’s sleeping, I’m working” – Will Smith

Activity 2: Partner Reading

5 min.

3. Give students time to read the handout “Setting Goals: Why and How” (slide 6). Ask students to discuss with their partners:

- What is the value of goal setting?
- Why do we write down goals?

Then invite several students to share answers with the class.

**Partner
Read**

**Pair and
Share**

**Whole
Class
Discussion**

Activity 3: Define S.M.A.R.T. goal

10 min.

4. One way to help us achieve the purposes of goal setting is to be sure to use goals that are “S.M.A.R.T.” This is a popular acronym used to remember the steps of goal setting and to make sure that each goal is as helpful as possible. The five steps can be remembered using the letters to S.M.A.R.T.
5. Show slide 7, or write out the acronym S.M.A.R.T. vertically on the board and fill in each of the letters. Have students fill in their own

**Direct
Instruction**

acronym chart as you lead them in a whole class discussion of each word's meaning and importance.

**Whole
Class
Discussion**

Specific – What do I want to achieve?

Measurable – How will I know I've achieved it?

Attainable – Is it challenging, yet still reachable?

Relevant – Why do I want to reach this goal? How will I feel?

Timely – When will I do this? What is my deadline or time limit?

Ask students to provide examples and counter-examples to be sure they understand each word, prompting them with such questions as: "What is an example of a specific goal versus an unspecific goal? How do we measure goals? How do I know if it is attainable? Would becoming president of the United States tomorrow be attainable? How do I know if it is rewarding? When is a realistic deadline?" (Note: the image on slide 7 uses the term "time-bound" rather than "timely"; assure students that this is simply an alternate terminology.) Students should add notes and examples for each characteristic in the right-hand column.

Activity 4: Planning Time

10 min.

6. Provide students with time to work either individually, or mostly individually with partner check-in, to fill in one or more goals on their S.M.A.R.T. Goals Planning Sheet (slide 8). Circulate through the room to provide additional support and feedback to students. If students finish early, encourage them to go back and edit, set an additional goal, write the goal in their planner, or help a partner.

**Individual/
Partner
Practice**

Closure/Share Out

7. Slide 9: Provide students with time to share goals with their teams or with the class, depending on time. Have students finish the sentence:

My first step to completing my S.M.A.R.T. goal is....

Extensions

Manage time by having students create more or fewer goals using the S.M.A.R.T. Goals Planning Sheet.

If you wish to assign homework, provide students with additional planning sheets to set additional goals.

Setting Goals: Why and How

Introduction

You have probably heard that setting goals is an important part of achieving your dreams. There are many reasons that goal setting is important to learn, especially while you're young.

Why is this important for me?

Isn't this something for older people to do? It's never too early to start setting goals. In fact, you've probably already set and reached a few goals in your life. Have you ever saved up to buy something? Decided to study hard for a test and improved your grade? Decided to join a club or group even though you felt nervous? Then you have been setting—and achieving—goals. Goal setting is an important skill for your personal development. It will motivate you, help you think and plan for your future, and increase your chance of success in any area. As you experience the satisfaction of seeing progress and reaching your goals, you will feel more confident and be encouraged to set new goals. Setting goals and keeping a record of your progress helps make sure you are directing your energy toward the priorities you have set. Are you actually spending time on what you think is important? Or are you getting distracted by other things?



What is the secret to success in setting and reaching goals?



Set your own goals rather than reacting to what is around you or following the crowd. Base your goals on your interests, talents, and values. Life is a journey--If you map out your goals, you'll know what direction to go!

Why do I have to write down my goals?

You increase your chances of reaching your goals if you write them down. In one study, 46% of the people who had written down the previous year's goals achieved them. Only 4% of those who hadn't written down their goals achieved them. Writing down goals helps you decide what you want and create a plan to achieve it.

How do I do it?

Ask yourself these questions:

- What is important to me?
- What do I find interesting?
- What makes me feel happy and fulfilled?
- What am I good at?
- What do I want to improve?

Answers to these questions will help you decide on areas where you want to set new goals.

S.M.A.R.T. Goal Chart

What It Stands For	Notes and Examples
S _ _ _ _ _	
M _ _ _ _ _	
A _ _ _ _ _	
R _ _ _ _ _	
T _ _ _ _	

S.M.A.R.T. Goals Planning Sheet

School Goal #1	
Specific	My goal is...
Measurable	I will measure it by...
Attainable	I know this is attainable because...
Relevant	This matters to me because...
Timely	I will finish this goal by...

School Goal #2	
Specific	My goal is...
Measurable	I will measure it by...
Attainable	I know this is attainable because...
Relevant	This matters to me because...
Timely	I will finish this goal by...

Other (Out of School) Goal	
Specific	My goal is...
Measurable	I will measure it by...
Attainable	I know this is attainable because...
Relevant	This matters to me because...
Timely	I will finish this goal by...

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—Venus Williams

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– Will Smith

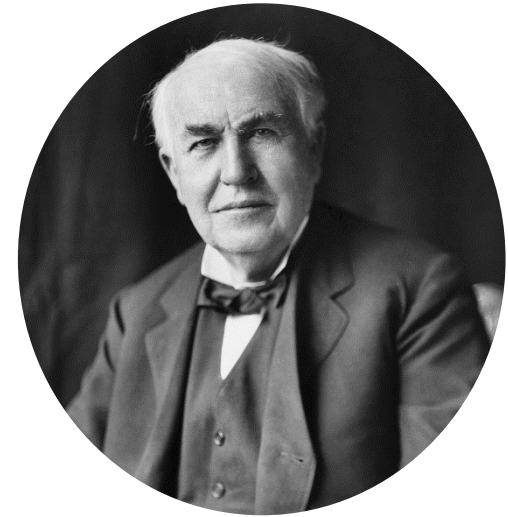
Venus Williams (born June 17, 1980) is an American professional tennis player. A former world No. 1 in both singles and doubles, Williams is generally regarded as one of the all-time greats of women's tennis and, along with younger sister Serena Williams, is credited with ushering in a new era of power and athleticism on the women's professional tennis tour. She and Serena are also the only tennis players in history with four Olympic gold medals, as well as the only ones to win Olympic gold in the same event on three separate occasions.



Katie Ledecky (born March 17, 1997) is an American competitive swimmer. She has won five Olympic gold medals and 14 world championship gold medals, the most in history for a female swimmer. She is the current world record holder in the women's 400-, 800-, and 1500-meter freestyle (long course). She also holds the fastest-ever times in the women's 500-, 1000-, and 1650-yard freestyle events. In total, she has won 31 medals (27 golds, three silvers, and one bronze) in major international competitions and has broken fourteen world records.



Thomas Edison (February 11, 1847 – October 18, 1931) was an American inventor and entrepreneur who invented many things. Edison developed one of the first practical light bulbs, but contrary to popular belief, he did not invent the light bulb. Edison patented more than a thousand different inventions, the most of any inventor in his time. He started the General Electric Company to make some of the things he invented.





Will Smith (born September 25, 1968) is an American actor and rapper from Philadelphia, Pennsylvania. He became an actor when he starred on the television show “The Fresh Prince of Bel-Air” as Will Smith, a teenager from Philadelphia sent to live with his rich relatives in Southern California. He has appeared in many movies including *Independence Day*, *Men in Black*, *Ali*, *Wild Wild West*, *The Pursuit of Happyness*, *I Am Legend*, and *Suicide Squad*. Smith and his wife, actress Jada Pinkett, have two children, Jaden and Willow.