## Goal Setting

**Advisory Goal:** Students will increase their academic success through the monitoring of attendance, grades and discipline issues

**Purpose:** Students will be introduced to the SMART goal writing format and practice writing a smart goal

**Time:** One advisory period

**Materials:** smart goal worksheet, smart goal PowerPoint (optional) pen/pencil and paper

**Preparation:** Provide a smart goal worksheet for each student.

**Activity:** The teacher will lead the students through the writing of a SMART goal for a specific class of the student’s choosing. A copy of this goal will need to be kept by the teacher or student to be reviewed during advisory in May.

You may go straight into the goal writing process, or you may begin with a classroom or small group discussion. Questions that may be addressed are:

1. Is there anyone who doesn’t want to be successful in High School?
2. Are there students who want to be successful that aren’t? If so, what are some possible reasons they aren’t successful?
3. What are some resolutions that students make at the beginning of a new year or a new semester? Are these resolutions kept? Why/why not?
4. What are some ways to increase ones success?

**Reflection:** Ask the students:

* Did you enjoy/learn anything from this activity?
* Would you like to see more activities such as this one?

**Reflection:** Ask the teacher:

* Was the time appropriate for the activity?
* Did you have all the materials you needed, should other be listed?
* Did the students take part?
* Did the students seem to enjoy and/or get the purpose of the activity?

**Teacher Notes:**

All students want to improve their grades and be successful. All students start out the year with good intentions and a desire to do well in school. As we all know however, some students are not successful. The purpose of SMART goal writing is to help students, and all people, increase their success in school.

The student writing the goal is going to be successful in achieving their goal only if they take what they are about to do seriously, and are realistic about their goals and the time required to meet those goals. If they aren’t serious and realistic this will become a useless activity.

The worksheet provided is designed to help students and to force them, if you will, into writing ***specific, measurable, attainable, realistic, timely*** goals. You do not have to use the worksheet, or the power point presentation if you don’t want to, they are there as a resource.

The difference between a dream and a goal is a plan. Most students, at the beginning of a new year or semester, say things like, “I want to do better this year” or, “I am going to study more this semester than I did last semester” or, “I am going to be more organized this semester than I was last semester” or so on.

While the student is sincere, and these are good things to want to do, all are too general. It is almost impossible to gage ones performance going forward and determine if you are doing what you said you wanted to. SMART goals are designed to write specific goal that you can measure and refer to often to determine if you are meeting your goal or not.

At the end of the year, we will refer back to these goals to determine if they were met or not, and the reasons why. You can encourage your students to write goals for all of their classes, and for anything else for that matter. This is a great tool for any goal, from extracurricular activities to losing weight or relationships etc..

**SMART Goal worksheet.** **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions:** This worksheet is designed to help you to write a SMART goal for any class of your choosing. A copy of this worksheet needs to be kept and will be reviewed at the end of the year.

SMART goals are:

**S**pecific

**M**easurable

**A**ttainable

**R**ealistic

**T**imely

The class I am writing this goal for is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**SPECIFIC**

My goal for the first semester is to have a \_\_\_\_\_\_\_\_%. In order to achieve my first semester goal, I need to have a minimum of a \_\_\_\_\_\_\_\_\_% for the first and second quarter. My goal for the second semester is to have a \_\_\_\_\_\_\_\_%. In order to achieve my second semester goal, I need to have a minimum of a \_\_\_\_\_\_\_\_\_% for the third and fourth quarter.

**MEASURABLE**

To ensure I am keeping track of my goal, I plan on checking my grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I will use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as a resource to check my grade, and I will record my grade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**ATTAINABLE**

My grade in a similar class last year was \_\_\_\_\_\_\_\_\_\_\_\_\_% The goal I have chosen for this semester is higher than that, but I believe the goal I have made for myself is attainable because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**REALISTIC**

I believe the goal I set for myself is realistic because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Three specific things I am willing to do to ensure I reach my goal are:**

I am willing to commit to studying \_\_\_\_\_\_\_\_\_ minutes a night \_\_\_\_\_\_\_\_\_\_ nights a week regardless of whether or not I have assigned homework in Physical Science.

I am willing to complete my homework within \_\_\_\_\_\_\_\_ days of it being assigned, and I will turn in \_\_\_\_\_\_\_\_\_% of my homework complete, and to the best of my ability.

I am willing to begin studying for major exams \_\_\_\_\_\_\_\_\_ nights before the test for \_\_\_\_\_\_\_ minutes a night. I will begin studying for quizzes \_\_\_\_\_\_\_\_\_ nights before the quiz for \_\_\_\_\_\_\_ minutes a night.

**Three specific things I am willing to do if my grade in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ falls below my goal:**

If any of my tests or quizzes falls below \_\_\_\_\_\_\_\_\_%, I will talk with the teacher within \_\_\_\_\_\_\_ days of getting the exam back to see what I am able to do about it.

If any of my homework or class grades fall below a \_\_\_\_\_\_\_\_% I will come see the teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (before school, after school, or during lunch) within \_\_\_\_\_\_\_ days of getting the assignment back to see what my options are.

If my original plan (#1 above) is not enough to meet my goal, I will increase my commitment to studying to \_\_\_\_\_\_\_\_\_ minutes a night \_\_\_\_\_\_\_\_\_ nights a week regardless of whether or not I have homework in Physical Science.

**TIMELY**

In addition to my quarter and semester goals, I will also set smaller goals to help me along the way. Part of these smaller goals is to be absent from class no more than \_\_\_\_\_\_\_\_ days during each quarter, and come fully prepared with my binder, paper, and pen or pencil \_\_\_\_\_\_\_\_% of the time.

I will work consistently to meet my goals. I have given all of the above information serious consideration, and I am making a promise to myself and to my class mates to do what I have said I am going to do.

Sincerely,

Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

**S** = Specific  
**M** = Measurable  
**A** = Attainable  
**R** = Realistic  
**T** = Timely

**Specific**

Goals should be straightforward and emphasize what you want to happen. Specifics help us to **focus our efforts** and **clearly define what we are going to do**.

Specific is the What, Why, and How of the SMART model.

***WHAT*** are you going to do? Use action words such as direct, organize, coordinate, lead, develop, plan, build etc.

***WHY*** is this important to do at this time? What do you want to ultimately accomplish?

***HOW*** are you going to do it? (By...)

Ensure the goals you set is very **specific, clear and easy**. Instead of setting a goal to lose weight or be healthier, set a specific goal to lose 2cm off your waistline or to walk 5 miles at an aerobically challenging pace.

**Measurable**

**If you can't measure it, you can't manage it.** In the broadest sense, the whole goal statement is a measure for the project; if the goal is accomplished, the is a success. However, there are usually several short-term or small measurements that can be built into the goal.

Choose a goal with measurable progress, **so you can see the change occur**. How will you see when you reach your goal? Be specific! "I want to read 3 chapter books of 100 pages on my own before my birthday" shows the specific target to be measure. "I want to be a good reader" is not as measurable.

**Establish concrete criteria for measuring progress** toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goals.

**Attainable**

When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop that attitudes, abilities, skills, and financial capacity to reach them. Your begin seeing previously overlooked **opportunities** to bring yourself closer to the achievement of your goals.

Goals you set which are too far out of your reach, you probably won't commit to doing. Although you may start with the best of intentions, the knowledge that it's too much for you means your subconscious will keep reminding you of this fact and will stop you from even giving it your best.

**A goal needs to stretch you slightly so you feel you can do it and it will need a real commitment from you.** For instance, if you aim to lose 20lbs in one week, we all know that isn't achievable. But setting a goal to loose 1lb and when you've achieved that, aiming to lose a further 1lb, will keep it achievable for you.

**The feeling of success which this brings helps you to remain motivated.**

**Realistic**

**This is not a synonym for "easy."** Realistic, in this case, means **"do-able."** It means that the learning curve is not a vertical slope; that the skills needed to do the work are available; that the project fits with the overall strategy and goals of the organization. A realistic project may push the skills and knowledge of the people working on it but it shouldn't break them.

**Devise a plan** or a way of getting there which makes the goal realistic. The goal needs to be realistic for you and where you are at the moment. A goal of never again eating sweets, cakes, crisps and chocolate may not be realistic for someone who really enjoys these foods.

For instance, it may be more realistic to set a goal of eating a piece of fruit each day instead of one sweet item. You can then choose to work towards reducing the amount of sweet products gradually as and when this feels realistic for you.

Be sure to set goals that you can attain with some effort! Too difficult and you set the stage for failure, but too low sends the message that you aren't very capable. **Set the bar high enough for a satisfying achievement!**

**Timely**

Set a timeframe for the goal: for next week, in three months, by fifth grade. Putting an end point on your goal gives you a **clear target** to work towards.

If you don't set a time, the commitment is too vague. It tends not to happen because you feel you can start at any time. Without a time limit, there's no urgency to start taking action now.

**Time must be measurable, attainable and realistic.**

Everyone will benefit from goals and objectives if they are SMART. SMART, is the instrument to apply in setting your goals and objectives.