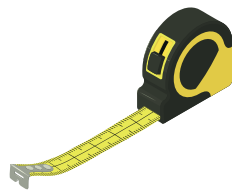


MY S.M.A.R.T. GOALS LESSON PLAN



MEASURABLE



ATTAINABLE



RELEVANT



SPECIFIC



TIMELY

MY S.M.A.R.T. GOALS - LESSON PLAN

LESSON TITLE:
**MY S.M.A.R.T.
GOALS**

AIMS

This lesson will:



- Build on 1st year Guidance Related Learning in the area of Goal Setting.
- Show students how to set S.M.A.R.T goals.
- Encourage students to identify a goal they want to achieve and show them how to take ownership of this goal and the process involved in achieving it.
- Assist students in creating a workable plan to guide them in achieving their goal.

OUTCOMES



At the end of this lesson students will be able to:

- Link back to previous content covered in 1st year.
- Identify a goal they want to accomplish.
- Turn this goal into a S.M.A.R.T goal.
- Create a workable plan to guide them in achieving their goal.
- Recall how they will assess their progress.

LINKS TO JUNIOR CYCLE KEY SKILLS



- Communicating (listening and expressing myself, discussing and debating, using language).
- Managing myself (knowing myself, making considered decisions, using digital technology to manage myself and my learning).
- Staying well (being healthy, being social, being safe, being responsible).
- Being creative (exploring options and alternatives, implementing ideas and taking actions).
- Working with others (learning with others, respecting difference, developing good relationships, co-operating).
- Managing information and thinking (gathering and recording information, being curious, thinking critically, using digital technology to access, manage and share knowledge).

LINKS TO JUNIOR CYCLE STATEMENTS OF LEARNING



In this lesson students will

- Take action to safeguard and promote her/his wellbeing and that of others.
- Bring an idea from conception to realisation.

MY S.M.A.R.T. GOALS - LESSON PLAN

LINKS TO WHOLE SCHOOL GUIDANCE



Developing Myself

In this lesson students will

- Develop & maintain self-esteem & a positive self-concept.
- Interact effectively with others (face-to-face: discussing goal with peer).
- Develop & grow throughout life (goal setting).
- Students will be able to identify and describe their personal qualities, attitudes and strengths, interests and how they influence behaviour.
- Students will be able to demonstrate effective social skills when cooperating, collaborating & negotiating with peers and teacher.
- Students will be able to participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development.
- Ask for help when required.

MY S.M.A.R.T. GOALS - LESSON PLAN



MATERIALS NEEDED FOR THIS LESSON

BY TEACHER

- PowerPoint
- Worksheet
- Guidance Counsellors/ Teachers might also wish to remind themselves of first year content in this area.

BY STUDENTS

- Worksheet

AIMS

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OUTCOMES

At the end of this lesson students will be able to:

- Students will be able to link back to previous content covered in 1st year.
- Identify a goal they want to accomplish.
- Turn this goal into a S.M.A.R.T goal.
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- Recall how they will assess their progress.



OPENING 'THE HOOK'

Remind the students they are all uniquely talented. Some students are good at sport, others are good at art, music, being kind, being a good brother/sister etc. Today we are going to look at something in our lives we would like to improve or something new we would like to achieve. We are going to learn how to set a S.M.A.R.T. goal to achieve this.



MY S.M.A.R.T. GOALS - LESSON PLAN

BODY OF LESSON

TEACHER ACTIVITIES

STUDENT ACTIVITIES

Teacher reminds the students about the 'Story of Edmund'.

Teacher asks "What is the difference between a Wish and a Goal?"

Students give feedback on the 'Story of Edmund' and the difference between a Wish and a Goal.

Teacher tells students that the class today will be about goal setting and outlines the lesson's aims.

Students give feedback on the difference between a Wish and a Goal and their goals for Secondary School.

Teacher asks students to identify a goal they want to achieve.

Students identify a goal they want to achieve.

Teacher encourages students to check that their goal that they identified earlier is S.M.A.R.T (using the S.M.A.R.T Checklist). Teacher circulates the room assisting students.

In pairs the students discuss the purpose of goal setting and give feedback to the teacher.

Using the Example Worksheets (Thinking about my Goal and Action Plan) teacher demonstrates how this Goal can be developed into an Action Plan. Teacher circulates around the room assisting students in completing their worksheets.

After exploring the examples (Thinking about my Goal and Action Plan) students complete their own worksheets on Thinking about my Goal and Action Plan.
Students then tick off the Checklist to ensure that their goal is S.M.A.R.T.

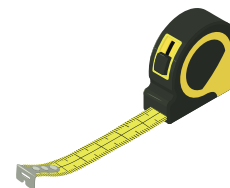
CONSOLIDATION OF LEARNING



Students identify a date when they will reflect on their S.M.A.R.T. goal and review their progress.

Finally, the teacher re-examines the lesson's aims.

MY SMART GOALS



MEASURABLE



ATTAINABLE



RELEVANT



SPECIFIC



TIMELY

AIMS



In this lesson you will:

- Build on 1st year Guidance Related Learning in the area of Goal Setting.
- Be shown how to set S.M.A.R.T goals.
- Encouraged to identify a goal you want to achieve and shown how to take ownership of this goal and the process involved in achieving it.
- Assisted in creating a workable plan to guide you in achieving your goal.

OUTCOMES

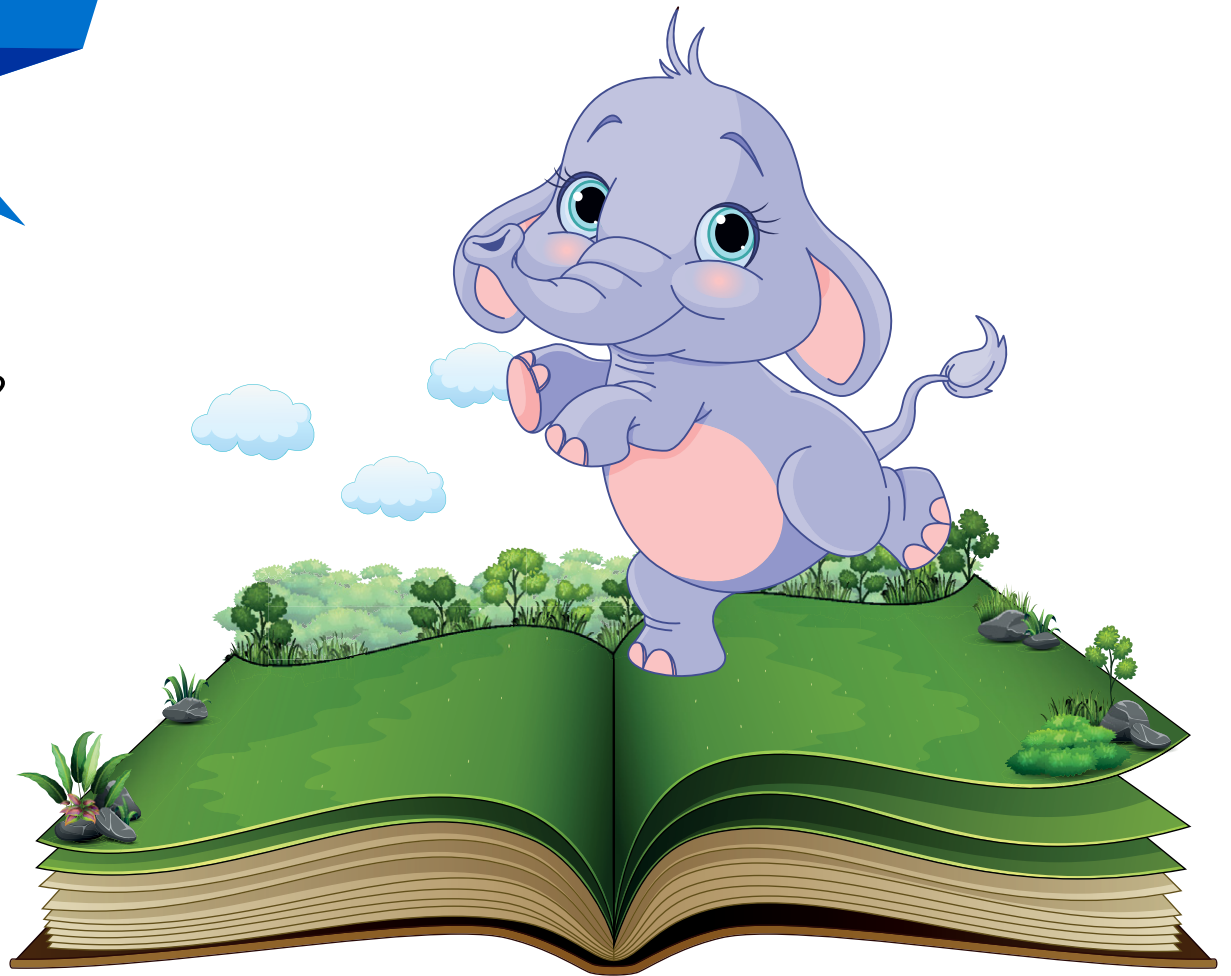


At the end of this lesson you will be able to:

- Identify a goal you want to accomplish.
- Turn your goal into a S.M.A.R.T goal.
- Create a workable plan to guide you in achieving your goal.
- Recall how you will assess your progress.

CAN YOU REMEMBER?

The story of Edmund the Elephant?



THE STORY OF EDMUND



- Edmund wanted to become a world famous artist!
- His friends thought his idea was funny and some were even embarrassed for Edmund.
- Edmund's goal wasn't S.M.A.R.T.
- His auntie Doris helped him make his goal S.M.A.R.T
- Edmund made his goal more specific, measurable, attainable, realistic and timely.
- Even thinking about his goal in this way made Edmund feel like he could achieve it!

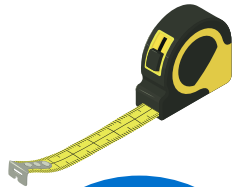


S.M.A.R.T GOAL



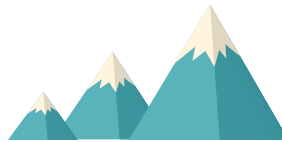
SPECIFIC

Specific means that your goal is detailed and exact.



MEASURABLE

Measurable means that you can track your progress and know exactly when your goal is met. It usually involves numbers.



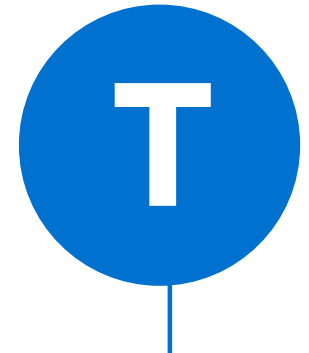
ATTAINABLE

Attainable means that your goal is reasonable and that it is not out of reach for you.



RELEVANT

Relevant means that your goal is worthwhile. It is something important to you.



TIMELY

Timely means your goal will be accomplished within a given timeframe.

OVER TO YOU...



**Think of a goal you
would like to achieve
this year.**

S.M.A.R.T GOAL

Is your GOAL S.M.A.R.T?



Maybe you need to break your goal into more manageable short-term steps.

An effective goal must be reasonably within reach. It should be neither too challenging nor too easy.

For example can you remember when you learned how to cycle a bike? The first step might have been watching someone older than you cycle a bike. The second step might have been learning to cycle a bike with training wheels. A step up from that could have been pedalling the bike while someone held on to help you balance. And finally, you may have practiced cycling on your own.

S.M.A.R.T GOAL

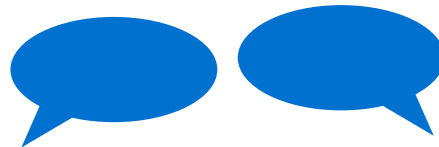
1

Using the S.M.A.R.T Goal worksheet check if your goal is S.M.A.R.T?



2

In pairs please discuss your goal with your partner and why you think your goal is S.M.A.R.T.



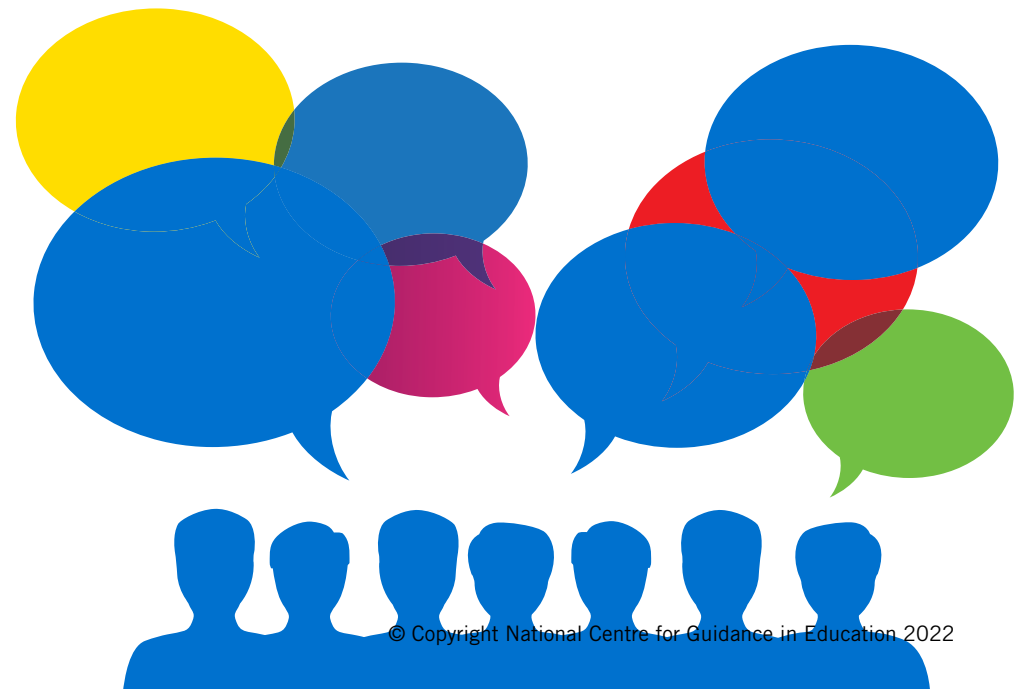
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Once again, if your goal is still not S.M.A.R.T break it down to make it more specific.



DISCUSS THE PURPOSE OF YOUR GOAL

- In order to be truly motivated to reach your goal, you must understand your **“WHY.”**
- Why do you want to achieve this goal?
Why does it matter? What is your purpose?
- For example “I want to learn how to cycle a bike so that I can cycle to school.”
- In pairs discuss **“What you think is the greatest benefit to you achieving this goal?”**



BRAINSTORM POTENTIAL OBSTACLES

- If you don't plan in advance for potential obstacles, an unforeseen challenge or difficulty could derail your motivation.
- Are there any challenges in achieving your goal?
- How can you overcome these challenges?
- Discuss with your partner!



EXAMPLE

- You are now going to put your goals into **ACTION!**
- You will now create your own action plan.



YOUR PLAN

When you are ready to commit to your plan reflect on what is involved in achieving this goal and then sign and date it.



FOLLOW UP

**How often are you
going to reflect on your
goal and review your
progress?**

REVIEW

Can you...

- Identify a goal you want to accomplish.
- Turn your goal into a S.M.A.R.T goal.
- Create a workable plan to guide you in achieving your goal.
- Recall how you will assess your progress.

S.M.A.R.T GOAL SETTING

What is my goal?

Why is my goal important?

THINKING ABOUT MY GOAL



**Goal
Completion Date**

My Support System

Who can I ask for help?

What materials do I have or
can I ask for?

How often will I remind
myself of my plan?

S.M.A.R.T. GOAL SETTING

ACTION PLAN



What are three steps I need to take to achieve my goal?

STEP 1:



First I will,

When will I do it?



STEP 2:



Next,

When will I do it?



STEP 3:



After that,

When will I do it?

S.M.A.R.T. GOAL SETTING

CHALLENGE

What challenge might I encounter?

How can I overcome this challenge

Where can I get help?

Something I already have that can help me

HOW MOTIVATED AM I?

Please tick the answer that applies to you

How challenging is the goal for me?

- ☐ a. Not at all
☐ b. Somewhat
☐ c. Very

Can I do it?

- ☐ a. Yes, definitely
☐ b. Maybe
☐ c. Probably not

How much do I want to achieve it?

- ☐ a. Not at all
☐ b. Somewhat
☐ c. Very

Why?

Who else wants me to achieve this goal and why?

S.M.A.R.T. GOAL SETTING

What is your goal:

Is it S.M.A.R.T.?

S.M.A.R.T GOAL CHECKLIST



S

SPECIFIC

Is the goal clearly written, with no ambivalence?

☐

M

MEASURABLE

Can you track your progress and know exactly when your goal is met?

☐

A

ATTAINABLE

Is your goal a reasonable one?
Can you get the support you need to achieve this goal by the target date?
Do you have all the resources needed to achieve the goal?
Are the results expected realistic?

☐

R

RELEVANT

Is your goal worthwhile? Will the goal make a difference/improvement to your life?

☐

T

TIMELY

Does your goal state a clear and specific completion date?

☐