

Monday, November 13, 2017

S.M.A.R.T. Goals StS Lesson

Hand students the double-sided “Self-Evaluation/S.M.A.R.T. Goals” worksheet (*in your mailbox*) at the door. **Note*: This less is over-planned, so feel free to skip over parts! The main idea is S.M.A.R.T. Goals.

Slide 1: Welcome & Do Now

- **SAY: “Two weeks ago we talked about goal setting & persistence. Today you will be learning about S.M.A.R.T. goals! Has anyone heard of a S.M.A.R.T. Goal before?”** If students have, ask if they know what it stands for. If not, say that they’ll learn something new today! **“Your Do Now is to take out your Quarter 2 Goals from 2 weeks ago. As promised, there would be a prize today if you did since we’ll be transforming one of your goals into a S.M.A.R.T. Goal! If not, there is still an opportunity to earn a prize later.”** Pass out mints to those who have their goal sheet. Feel free to use your discretion for awarding the remaining students/mints.

Slide 2: Objectives

- **SAY: “Will someone please read today’s Learning Target?”** Call on a student volunteer.
- **SAY: “Thanks, [name]. In order to accomplish this, we are going to…”** Go over Agenda.

Slide 3: Malcolm Mitchell’s Goal

- **SAY: “Does anyone know who Malcolm Mitchell is?”** See if anyone knows. **“Malcolm Mitchell is a wide receiver for the new England Patriots. He could only read at a middle school level when he got to college at the University of Georgia, and he set a goal to become a better reader. We are going to watch a three minute video about how he achieved his goal.”** Play video.
- **SAY: “What did you learn, or take away, from this video? Did anything surprise you? What do you think of his story?”**

Slide 4: Persistence

- **SAY: “Malcolm Mitchell was persistent. Will someone please read the definition of persistence?”** Click for the image to appear and read the text. **“How did Malcolm Mitchell show persistence?”** Students may say that he worked hard at becoming a better reader, even in college.

Slides 5-7: Why Set Goals?

- **SAY: “Let’s remind ourselves why we set goals. Any volunteers?”** Call on students, then click the slideshow for the image to appear and read the text. Read & discuss the proceeding two slides (4-5).

Slide 8: Self Evaluation

- **SAY: “You’ll have 8 minutes to complete the front of your new goals sheet. Narrow down your thinking to just one goal you’d like to focus on and transform into a S.M.A.R.T. goal.”** Go over the directions & start the timer. They may need less time, but are welcome to color it!

Slide 9: Sign off on goal

- **SAY: "Let's make it official! Write the goal you chose to focus on in the bottom box and print & sign your name."**

Slides 10-11: S.M.A.R.T. Goal TEDEd Video

- **SAY: "We're going to watch a 2:30 video about S.M.A.R.T. Goals. In this video, a bear wants to help homeless people. A squirrel pushes the bear to make his goal S.M.A.R.T. so that the bear can, and will, *actually* help homeless people."** Play the video.
- [Slide 9] Ask how the bear's goal was S.M.A.R.T.. They may say:
 - Specific- I want to help the homeless stay warm in the winter by giving them sleeping bags.
 - Measurable- How many sleeping bags they give (1,000)
 - Actionable (*sometimes called "Attainable"*)- Ask donations from businesses, like his friend's Dad's sporting store
 - Realistic- Reduced goal from 10,000 → 1,000 bags since there are 2,000 homeless people in his community.
 - Timely (*or "Time-bound"*)- Next Christmas vs. "about a year" (not specific enough)

Slide 12: Was Charlie's goal S.M.A.R.T.?

- **SAY: "Who remembers YouTube Charlie and his goal to learn how to juggle? Was his goal a S.M.A.R.T. Goal?"** Students may say that it wasn't as specific.

Slide 13: S.M.A.R.T.E.R. Acronym

- **SAY: "To recap, S.M.A.R.T. stands for Specific; Measurable; Attainable, or Actionable; Relevant; and Timely, or Time-bound. To make it S.M.A.R.T.E.R., the E stands for Evaluate or Enjoyable, and the R stands for Review or Reward. The rewards may come naturally, like better grades or less stress. Think about what will motivate you!"**

Slide 14: Let's Collaborate!

- **SAY: "You are going to work with a group of 3-4 to solve a problem. You will have 8 minutes to work on the problem before we go over the answers. Be persistent and practice good teamwork."** Split the class into groups of 3-4 and give each group a problem. If you don't use all 6, just keep in mind that the answer to one problem is on another groups.

Slides 15-16: Present Solutions & Debrief

- **SAY: "Each group will present their answers to the problem, and another group will confirm/help them with the solution."** Click on the link to project each problem and confirm/go over answers. Time permitting, have students reflect with their group on the back and discuss their answers [Slide 17].

Slide 17: Exit Ticket

- **SAY: "Before you go, we're going to transform the Quarter 2 goal you decided on the Self Evaluation from today's Do Now and make it S.M.A.R.T."** Go over the directions & start the timer.

Slide 18: The end.

- Project the last slide. Feel free to play the R. Kelly song (“The World’s Greatest”). It’s a school appropriate, inspirational ode to Muhammed Ali.

Click [here](#) to leave feedback.

