

Freshmen

November 29th, 2016

Objectives: Students understand the nature of SMART goals and begin thinking about the quality of the goals they set in their lives.

Resources needed for this Activity:

- PowerPoint - **SMART Goals**

Assignments:

| Assignment | Standards | Points | Assigned | Due |
|---------------------------|--|--------|----------|----------|
| Understanding SMART Goals | CS.PM.02 Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality | 5 | 11/29/16 | 11/29/16 |

Procedure:

1. Begin advisory according to personal preference.
2. Take attendance.
3. Read announcements.
4. Pass out progress reports
5. Go over the Ramp-up to Readiness SMART goals power point:
6. Slide 1: The advisor begins the session by telling students that they will later talk about two goals they have set in their lives. The advisor asks the students to think about how these two goals are similar and different.
7. Slide 2: The advisor then familiarizes students with SMART Goals, and explains what each of the words in SMART mean.
8. Slide 3: The advisor asks the students to work in pairs to quickly come up with a synonym and antonym for each of the words. The advisor can then take volunteers to share these with the group and write the best ones on the chart projected on the board.
9. Slide 4: The advisor then tells the students about a goal that he or she set at some point in his or her life that did not meet the criteria for SMART goals described below. This goal should be fairly vague and not particularly realistic.
10. Slide 5: The advisor should then tell the students about a second goal that he or she set that met the criteria for SMART goals. This goal should be fairly specific and also realistic.

Note: During the design of Ramp-Up to Readiness™, young people repeatedly said they wanted to know the educators in their schools better as people. With that in mind, the Ramp-Up curriculum provides educators with opportunities to share their personal stories. In this session, you are encouraged to share real goals you set in your life. Alternatively, you can make something up and

inform students that the goals were fictional later in the lesson. The advisor then asks the students to respond to the following question:

Why was the first goal not a SMART goal and why was the second goal a SMART one? The advisor should be sure that during the ensuing responses, the idea that goals should be measurable and achievable is articulated.

11. Slide 6: The advisor then returns to the slide that defines SMART and tells the students that good goals meet these criteria. The advisor asks the students why these might be the criteria for good goals.
12. Closure: The advisor tells students that in the next advisory session they will talk more about which goals are and are not SMART goals.
13. End advisory according to personal preference.