

SMART Goals Lesson 1: Freshmen

Nov. 28, 2017

	Lessons	Standards
Last Week Nov 20-24	Parent-Teacher Conferences (Mon-Tues)	SEL 1: Self-Regulation SEL 2: Social Belonging
This Week Nov 27-Dec 1	Smart Goals Lesson 1/RIE Introduction & Permission (Tues) Foxes in Focus/RIE discussion (Wed) First RIE (Thurs) Link Crew (Fri)	SEL 1: Self-Regulation
Next Week Dec 4-8	Smart Goals Lesson 2 (Tues) AG Door Decorating/AG Party (Fri)	SEL 1: Self-Regulation

Materials: PowerPoint - SMART Goals (Attached), RIE Schedule (Attached), RIE Permission Slip & Letter to Parent(In box, attached)

Procedure:

1. Begin advisory according to personal preference.
2. Take attendance.
3. Read announcements.
4. **Read the following announcement to students:** RIE Thursdays will begin this Thursday, Nov. 30th. Instead of being requested during AG over two days, students will be requested over two sessions at the end of the day on Thursday. See the attached schedule for exact details. On Thursdays, students will not go to AG after 3rd period. Instead, students will go directly to their 4th period class. Lunch will be based on 6th period instead of 5th period, but the same rules will apply. After 7th period is over, students will report to their AG. In AG, the AG teacher will confirm with each student where they should go for each session of RIE. The RIE request list will remain the same, and will be posted on Wednesday in the same location as always. Students who are not requested may leave campus for the day if they do **not have a D or F in any course** and if they have returned the **signed permission slip** from their parent/guardian. If students do not return the signed permission slip, they cannot leave campus. Students with D's or F's in any course must remain in their AG if they are not requested by another teacher. Students may be requested for remediation, intervention, or extension purposes. This means that students may be requested because of missing assignments, to re-learn a concept, to complete a test, project, or lab, for a club meeting, to attend a college visit, or for an opportunity to dive deeper into subject matter. If you are requested, you must go to the requested location or you will go to **Saturday School**. RIE is just like any other academic class time and students must not be absent or tardy. RIE is a very important learning and growth opportunity. It can make the difference between a diploma, a scholarship, a career, or a college. Do not schedule outside appointments during

this time. Expect to be at school and taking advantage of learning opportunities during this time. RIE is not a time to wander around from teacher to teacher. Students need to check in beforehand or ask to be requested ahead of time. If students ask to be requested or ask to get help from a teacher, they must remain in that class the whole 30 minutes. Remember, students must communicate with teachers ahead of time. Also, all RIE requests are done by 1:00pm on Tuesday. If students need to go see a teacher after that, they will need to get a note. **Note: Buses run on the normal schedule. Students who are bused home will not be able to leave school early unless they provide their own transportation.** If a student remains on campus, they can go to three locations: **The Fishbowl Computer Lab, B127 Computer Lab, or the Commons.**

5. Pass out the RIE Permission Slip & Letter to Parent Handout. Review the document with students. Tell students if they want to be able to leave campus this Thursday, the document must be returned before this time. Tell students that tomorrow you will have more time to address any of their questions about RIE. The point of today's RIE introduction is to simply get the permission slips out to students. Tell students to talk with their parent/guardians, write down any of their questions, and be prepared to discuss the topic further tomorrow.
6. Next, project & Go over the SMART goals power point. **The goal of this lesson is for students to understand the nature of SMART goals and begin thinking about the quality of the goals they set in their lives.**
7. Slide 1: The advisor begins the session by telling students that they will later talk about goals they have set in their lives. The advisor asks the students to think about how these goals are similar and different.
8. Slide 2: The advisor then familiarizes students with SMART Goals, and explains what each of the words in SMART mean.
9. 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.
10. 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.
11. 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: 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.

12. 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.

13. Closure: The advisor tells students that in the next advisory session they will talk more about which goals are and are not SMART goals.
14. End advisory according to personal preference.