

SMART Goals Lesson 2: Freshmen

Dec. 5, 2017

	Lessons	Standards
Last Week Nov 27-Dec 1	Smart Goals Lesson 1/RIE Intro (Tues) Foxes in Focus (Wed) First RIE (Thurs) Link Crew (Fri)	SEL 1: Self-Regulation
This Week Dec 4-8	Smart Goals Lesson 2 (Tues) AG Door Decorating (Wed) AG Door Decorating/AG Party (Fri)	SEL 1: Self-Regulation SEL 2: Social Belonging
Next Week Dec 11-15	AG Door Decorating/AG Party (Tues) AG Door Decorating (Wed) Fine Arts Assembly (Fri)	SEL 1: Self-Regulation SEL 2: Social Belonging

Materials: SMART Goals Student Worksheet (In box, attached), SMART Goals Teacher Edition Worksheet (attached)

Procedure:

1. Begin advisory according to personal preference.
2. Take attendance.
3. Read announcements.
4. The goal of the lesson is for Students to deepen their understanding of SMART goals and evaluate the SMARTness of goals.
5. The advisor asks which students can remember what the letters in the acronym SMART in the phrase 'SMART goals' stands for. The advisor lets students guess the correct answer until the following letters have been identified: **S** Specific **M** Measurable **A** Achievable **R** Relevant **T** Timely
6. The advisor distributes the Worksheet [SMART Goals Student Worksheet] that includes five vignettes like the one below. Students are asked to read the goals carefully and identify which aspect of SMART is missing from the students' goals.

Example: Samantha is a high school sophomore who plays basketball and who wants to be really good at her sport. She is a solid player already and her coach says she has the capacity to be really good. She is tall and fairly athletic, and because she is a sophomore, she has time to improve her game.

Samantha's goal is specific (she wants to be a good basketball player), it is achievable (she has the talent to be really good) and relevant (the game matters to her) and timely (she's a sophomore). But it is not measurable—how good is really good?

7. The advisor leads students through the Worksheet.

8. The advisor asks students to think over the weeks ahead and the end of the first semester. The teacher asks each student to take out a piece of paper and write one SMART goal related to their grades and performance expectations for their first semester of High School.
9. Ask a couple of students to share their goals. Discuss with students the steps they can take now to make sure they reach their goals (i.e. setting aside time each evening to do homework). Have each student turn in their goals. Keep these goals and check back in with students after the winter break in January.
10. End advisory according to personal preference.