



Curriculum: Social Emotional Learning (SEL)

Course: Setting Goals & Discovering Inspiration

Level: Elementary

Objective: Students will be able to define goals, identify their advantages, and learn how to set Specific, Measurable, Attainable, Relevant and Timely (“S.M.A.R.T.”) goals.

Course Intent: Students will be provided with information and exercises to understand the goal setting process and consistently practice setting and working towards their goals.

Useful Applications & Benefits: By setting goals, students can discover, plan and celebrate their achievements. Benefits to goal setting is students will learn about their own capabilities, develop their confidence, and adopt a beneficial life skill.

Course Snapshot

This course incorporates the following lessons.

<u>Lesson</u>	<u>Activity</u>	<u>Time Required</u>	<u>Resources and Materials Needed</u>
Introductory Lesson: What is a Goal?	Whole group Discussion	15 – 20 minutes	<ul style="list-style-type: none"> Lesson definitions
Lesson 2: Short-term Goals and Long-term Goals	Partner talk Small groups	15 – 20 minutes	<ul style="list-style-type: none"> Lesson information
Lesson 3: Types of Goals	Whole group discussion	15 – 20 minutes	<ul style="list-style-type: none"> Lesson information Lesson definitions
Lesson 4: Classroom Exercises	Small Group Presentations and Sharing	10 – 15 minutes (each)	<ul style="list-style-type: none"> Lesson information

Lesson Rationale

When a child doesn't put forth the effort that they have the potential to, teachers can grow frustrated. By teaching how to set goals and achieve them, one step at a time, a child can gain the confidence and inspiration they need to push themselves to achieve more in life.

Why set goals at such an early age? When students understand (through the growth mindset lesson) that their intelligence is not limited, goal setting will provide the roadmap to their development and success.

Praising Students

- Remind students that it's better to analyze what went wrong, why something is difficult and set a realistic goal then to feel discouraged.



Helpful Tips

- Have the S.M.A.R.T goals and Personal Best (“PB”) goals for students posted somewhere in the classroom so they and their fellow students can always keep track and hold each other accountable.
- Try and reward students for completing goals to keep their motivation up, it doesn’t even need to be too big or expensive, if they complete a step of a goal or a PB goal they get to go to recess early or get a sticker, then if at all possible reward larger goals with something a bit bigger like a toy or exemption from some work.

Introductory Lesson: What is a Goal?

Definition

What is a goal?

A goal is an achievement we desire to reach. A goal can be reaching a milestone or an area of the desired improvement. It’s something we aspire to accomplish, like an impressive outcome we strive for or something that will make a difference in our life as a result of achieving it.

A goal can be anything and can range from person to person depending on someone’s needs or areas that someone wishes to improve upon. Some goals may seem silly or trivial to some people and might be meaningful to others. It is important not to judge someone’s goals because they might hold value to that person, that maybe you don’t understand, especially if you are not familiar enough with the person.

Goals can be an amazing way to celebrate achievement and can also inspire productiveness in students because it allows them to strive for completion of the goal, due to the exciting nature of achieving it. Setting new goals also allows students to sit down and think about their own needs and desires. What do they want to accomplish? What is the area they’d like to improve? Creating goals allows students to ask these questions and start the process of working towards their desired achievement.



Goals can be big or small, and it is a good idea to encourage students to have both. Smaller goals can be an easy way to feel the positive and motivating effect of completing a goal, along with instant gratification, while bigger or more comprehensive long-term goals, can take much more time and require more focus, but the goal may hold more significance to the student.

Lesson 2: Short-term Goals and Long-term Goals

Short-term Goals:

Short-term goals are great introduction goals for students not familiar with consistent goal setting, as well as, younger students. Can allow the student to feel instantly gratified once the goal is achieved and motivate them to pursue, longer, more comprehensive goals.

Examples of short-term goals for students:

- Reading one chapter of a book each day, for two weeks straight.

This is a great goal to motivate a student to spend more time reading, on their own, without the prompt of a teacher or parent telling them to. Two weeks is enough for the student to get into the habit of reading every day, but also seems attainable and unimimidating.

- Practicing multiplication for an hour every day, one week before the test.

This is an excellent example of a goal aimed at improving a student's studying skills, which in turn, will help the student perform better on test day.

Long-Term Goals:

Long-term goals are ones that students can set that are more complex and require more time to achieve when compared to short-term goals. A long-term goal does not offer instant gratification and requires dedication and perseverance on the part of the student. The benefits of a long-term goal is the student is able to achieve big goals or milestones, in which that student might have been struggling to achieve.

Examples of long-term goals for students:



- Improving a subject grade over the course of the school year.

Improving the overall grade of a subject is not always as straight-forward as it seems, especially if it is a subject that the student has struggled with in the past, but it is important for the student to know that the goal can be achieved over time with hard work and dedication.

- Become an honor-roll student

This is another example of a goal that a student can attempt that will motivate the student to perform better in class. The goal would require the student to pay more attention in class, study, and work harder than they previously had.

Lesson 3: Types of Goals

How are goals applied?

There are many different types of goals; Personal Goals, S.M.A.R.T Goals, Performance Goals and Learning Goals.

Personal Best (PB) Goal: Specific challenging, competitively self-referenced targets towards which students strive.

S.M.A.R.T Goal: Specific, Measurable, Attainable, Realistic, and Timely goals. Commonly used in some school and office settings today.

Performance Goal: A goal that focuses on completing tasks, knowing information, performing a skill or ability, and ranking one's performance compared to others.

Learning Goal: a goal that focuses on overall learning, specifically how mastery of a skill or concept will develop understanding and ability to additional learning and challenges.

What's the difference?

Students who set **learning goals** focus on true mastery- a deep understanding from which students can draw conclusions, connect ideas, and build relationships to new skills and concepts. Learning oriented goals help students develop grit and



dedication to learning over time, as opposed to **performance goals**, which are more about proving intelligence or ability on isolated tasks.

Points to Cover

- Define S.M.A.R.T goals, explain what it is and what a proper S.M.A.R.T goal isn't.
- What a PB goal is and why it is different from other goals.
- Why it is good to set learning goals and performance goals, and how these fit into S.M.A.R.T goals.

Fascinating Fact

Dopamine, a neurotransmitter, is naturally produced by our brain and helps us feel good and plays an important role when it comes to feeling rewarded and motivated after achieving a desired goal, meaning our brains are designed for goal setting!

Lesson 4: Classroom Exercises

Exercise 1:

Instructions to students:

Today we are going to learn how to choose which topics to set goals for, how high to set goals and how to reflect on the goals we set in the past.

Reflecting on goals is an important part of thinking about things we do well and things we need to improve on.

It's hard to just "do better" at something, but if we take little steps every day, we can really make a change.



Write down something you want to do in school, something you want to be better, or to learn about, then write ways you think you can start getting better or learning about that thing. For example, if you want to do better in math, you can do your homework with a tutor or your friends, talk to your teacher about something you think is difficult, or ask for a worksheet to practice with.

After you write your goal, try to find a way to measure your goal, like a high score in a video game "I want to get a B on my next test." If you are not sure your goal can be measured, ask me or a friend for help and if you really can't think of a way, we can make a smaller goal until you can. Also, make sure your goal is something you can really do right now, for example, you can't grow wings or lift a million pounds.

Finally, make sure you make a goal that we can reach before the end of the year, and try to set a time limit that you think you can really stick to, for example "I can read five additional books in four weeks" is a possible goal, but not for everyone.

Exercise 2:

Start with a conversation about what the students are good at. Have each student write a list of things they Do Well. There should be at least three items listed in the Do Well list. A few examples would be raising hand, helping others, adding numbers, writing two different lists learning to swim underwater, tying their shoelaces, or riding a bicycle

Quiz students on what the acronym S.M.A.R.T means before and after giving them a definition so it sticks with them.

Have them pick apart a goal and see whether or not it qualifies as S.M.A.R.T either through a work sheet that you can connect a part of a goal to a part of an acronym, or maybe something more physical like using a smart board and having kids come up and write in answers or sort words, phrases or whole goals into categories.

Have them make S.M.A.R.T goals, especially if they have recently had a test that they did poorly on. Naturally they will put broad goals such as "do better in math" so they will need to re-do the goals sometimes.

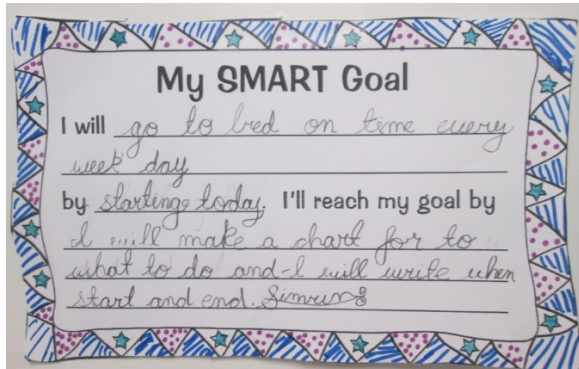
Once S.M.A.R.T has been implemented have the students learn about PB goals by defining it for them and show them how it could apply to their lives.

Have the students write about a time they accomplished a PB goal.



Make a list of possible PB goals such as going from being able to do 10 pushups to 20 and a list of goals that would not fit into this category such as deciding to try reading higher level books, and have the students sort them into categories.

Example picture:



Quick Quiz

- Goals can help you _____.
 - feel good about yourself
 - complete something meaningful
 - get better grades
 - All of the above
- A long-term goal _____.
 - is impossible to achieve
 - is not worth the effort
 - takes dedication and hard work
 - is quick and easy
- The "S" in S.M.A.R.T stands for _____.



- A.) Specific
- B.) Sad
- C.) Special
- D.) Study

Teacher Feedback

Please provide insights on any adjustments made regarding the actual use of the content above. Feel free to share your thoughts, suggestions, constructive criticism. Email your feedback to: info@mylearningtools.org

Module Layout & Design ideas for designer:

(Provide web pages that currently offer information like this module, keep in mind the specific grade level of the classroom)

Sources

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