

SMART Goals

<p>Pre-Work</p> <ul style="list-style-type: none"> • How large is my audience? • What age range is my audience? • What does my audience really care about? • How will I relate to them? • What is the room set up and A/V requirements/availability? • What is the length of the session? 	<p>Session Title: Achieving Success by Writing SMART Goals</p> <p>Session Length: 60 minutes</p> <p>Environment:</p> <ul style="list-style-type: none"> • Need an open space for the minefield activity <p>Supplies:</p> <ul style="list-style-type: none"> • Blindfolds (one per pair of students) • Paper plates (several, at least 15) • SMART goal handout (one copy per student) • Writing surface and marker
<p>Outlook</p> <ul style="list-style-type: none"> • What are the main points? • How can I draw a mental map to let audience members know where we're headed? • How can I engage participants in this session? 	<p>Participants will know and be able to:</p> <ul style="list-style-type: none"> • Understand the need for focus and direction in our futures • Know the importance of goal setting • List the parts of a SMART goal • Write SMART goals
<p>Engagement–Link 1 minute</p>	<p>Meet students at the door and welcome them to the session. Greet with first names if possible.</p>
<p>Engagement– Preview 1 minute</p>	<p><i>Welcome! We all want to be successful in life. In order to accomplish all we want, we must have a clear vision of where we are headed. Today we will discuss the value of goal setting and learn how to write measurable goals that lead to higher levels of success.</i></p>
<p>Transition</p> <ul style="list-style-type: none"> • What will I say to help participants move from the Engagement into Wisdom 1 of the session? 	<p><i>Our first activity explores the importance of focus and direction to help us get to the finish line and live our dreams.</i></p>

<p>Wisdom–Evidence 1 11 minutes</p> <ul style="list-style-type: none"> • What will I do and say to prove the Main Point to be factual? • How will I illustrate the Main Point for the participants? • How will I engage the participants in learning the information associated with the Main Point? 	<p>Use “Mine Field” from SkillsUSA Impact (pg. 33) with a large open space in the room or hallway. Scatter several paper plates across the area so students have obstacles to navigate. Put students into pairs.</p> <p><i>This activity is called “mine field.” The goal is to walk from one side of the mine field to the other. You must avoid the paper plate mines. The challenge is that one of you will be blindfolded. What questions do you have? (pause)</i></p> <p><i>Select which of you will be blindfolded first. (pause)</i></p> <p><i>Help your partner put on a blindfold. Remember, you are responsible for your partner’s safety throughout the activity. (pause)</i></p> <p><i>Lead your partner across the area without hitting a mine.</i></p> <p>After pairs reach the other side, have partners switch roles and repeat. Then facilitate a group discussion by asking questions including:</p> <ul style="list-style-type: none"> • <i>What worked well and helped you be successful?</i> • <i>What was challenging?</i> • <i>How did you communicate with your partner?</i> • <i>What role do goals play at home? In school? In SkillsUSA? In the workplace?</i> • <i>How do you find clear directions and focus at home? In school? In SkillsUSA? In the workplace?</i> <p><i>In the mine field, clear directions and focusing on the finish line helped you get to where you wanted to go. Goals help determine direction in all aspects of our lives.</i></p>
<p>Wisdom–Main Pt 1 Action 1 5 minutes</p> <ul style="list-style-type: none"> • What is the Main Point? 	<p><i>What are some of your big dreams for your life? Take 90 seconds to think and write these down on your handout.</i></p> <p>After 90 seconds, ask a few students to share with the class. Facilitate a group discussion by asking these questions:</p> <ul style="list-style-type: none"> • <i>Do you want to live those dreams?</i> • <i>How will you ensure you are making progress towards those dreams?</i>
<p>Transition</p> <ul style="list-style-type: none"> • What will I say to help participants move from Wisdom 1 into Wisdom 2 of the session? 	<p><i>Staying focused on your dreams and giving yourself clear directions on how to get there will increase your chance of success. It is good to have dreams, but even better to have goals to help you get there.</i></p>

<p>Wisdom–Main Pt 2 Evidence 1 4 minutes</p> <ul style="list-style-type: none"> • What will I do and say to prove the Main Point to be factual? • How will I illustrate the Main Point for the participants? • How will I engage the participants in learning the information associated with the Main Point? 	<p>Many authors make reference to a study conducted of Harvard graduate students in 1953, although actual documents from Harvard supporting this study are not found. Share these suggested results with students on PowerPoint or the writing surface.</p> <p><i>In a study of Harvard graduate students:</i></p> <ul style="list-style-type: none"> • 3% of the students had written goals and plans to accomplish them • 13% of the students had goals in their minds • 84% of the students had no goals <p><i>Ten years later the same group of students were interviewed.</i></p> <ul style="list-style-type: none"> • The 3% of students with written goals and a plan to achieve them, earned 10 times more money than all others. • The 13% with goals earned two times as much money as those without. • 93% of individuals without written goals failed easier than the others. <p>Facilitate a group discussion by asking this question:</p> <ul style="list-style-type: none"> • <i>What are the benefits of writing goals?</i>
<p>Wisdom–Main Pt 2 Action 1 5 minutes</p> <ul style="list-style-type: none"> • What is the Main Point? 	<p><i>On your handout, answer this question:</i></p> <ul style="list-style-type: none"> • <i>What is one takeaway from the study and these statistics?</i> <p>Allow 90 seconds for students to record one takeaway. Ask a few students share with the class.</p> <p>Facilitate a group discussion by asking this question:</p> <ul style="list-style-type: none"> • <i>What are short term and long term goals that you have?</i>
<p>Transition</p> <ul style="list-style-type: none"> • What will I say to help participants move from Wisdom 2 into Wisdom 3 of the session? 	<p><i>Research is clear that writing goals is beneficial for both financial and personal success. However, not all written goals are the same. Goals can be written in a way that enhances the potential for attainment. Let's learn how.</i></p>

Wisdom–Main Pt 3

Evidence 1

5 minutes

- What will I do and say to prove the Main Point to be factual?
- How will I illustrate the Main Point for the participants?
- How will I engage the participants in learning the information associated with the Main Point?

Students will evaluate a few goals. These goals may be posted on the writing surface or PowerPoint, as well as read aloud.

Which is a better goal? I will save part of my paychecks to help pay for college. Or I will save 20% of each paycheck to help pay for college.

Raise your hand if you think the first goal is better. (pause) Raise your hand if you think the second goal is better. (pause)

Facilitate a group discussion with this question:

- *Why is the second goal better?*

Let's try another. I will volunteer at least 40 hours at the local animal shelter by May 15. Or I will volunteer at the local animal shelter.

Raise your hand if you think the first goal is better. (pause) Raise your hand if you think the second goal is better. (pause)

Facilitate a group discussion with this question:

- *Why is the first goal better?*

The elements of a well written, well thought out goal form the acronym SMART.

<p>Wisdom—Main Pt 3 Action 1 8 minutes • What is the Main Point?</p>	<p><i>Fill in the blanks on your handout for SMART goals.</i></p> <ul style="list-style-type: none"> • <i>S: Specific. Provides clear direction and focus by answering the question: What do you want to achieve?</i> • <i>M: Measurable. Provides accountability with criteria for success and answers the question: How will I know that I achieved the goal?</i> • <i>A: Achievable. Stays within reach of achievement and answers the question: Do I have the skill set and resources to attain the goal?</i> • <i>R: Relevant. Stays important and answers the question: Is it important to me to attain this goal?</i> • <i>T: Time-bound. Establishes an end date and answers the question: How long do I have to attain this goal?</i> <p><i>Here is an example of a SMART goal:</i></p> <ul style="list-style-type: none"> • <i>By March 1, I will submit at least 10 scholarship applications to help fund my future education.</i> <p><i>Discuss how this is a SMART goal including these points:</i></p> <ul style="list-style-type: none"> • <i>Specific because the goal is to complete and submit scholarship applications, 10 to be exact.</i> • <i>Measurable because the goal provides an exact number and deadline date so it easy to determine yes or no the goal is achieved.</i> • <i>Achievable because it is feasible to complete 10 applications.</i> • <i>Relevant because scholarships will help pay for my next part of my education and training.</i> • <i>Time-bound because there is a deadline included in the goal.</i> <p><i>SMART goals give us an outline of what we want to accomplish. The goals must include a timeline so that we are motivated to get to work right away.</i></p>
<p>Transition • What will I say to help participants move from Wisdom 3 into Wisdom 4 of the session?</p>	<p><i>Now it is time to test your knowledge of SMART goals.</i></p>

**Wisdom–Main Pt 4
Evidence 1**

5 minutes

- What will I do and say to prove the Main Point to be factual?
- How will I illustrate the Main Point for the participants?
- How will I engage the participants in learning the information associated with the Main Point?

I will read a goal. If it is a SMART goal, you will give a thumbs up. If it is not a SMART goal, you will give a thumbs down.

These goals may be posted on the writing surface or PowerPoint, as well as read aloud.

Here's the first one: We will increase SkillsUSA chapter membership by 10% by the end of September. (pause)

Correct, thumbs up, SMART goal. Here's another: We will implement a new chapter recruitment program. (pause)

Correct, thumbs down, this one is missing the time-bound part. Try this one: We will increase our chapter membership by the end of September. (pause)

This one was tough. Facilitate a group discussion by ask these questions:

- *For those that said thumbs up, why?*
- *For those that said thumbs down, why?*

This goal could be improved by adding a measurable number, even if it is to increase by at least one more member, or a certain percentage of increase. The number gives us a goal to focus on so we know exactly what we need to accomplish the goal.

What questions do you have about SMART goals? (pause)

**Wisdom–Main Pt 3
Action 2**

8 minutes

- What is the Main Point?

Let's write your own SMART goals.

Think about both short term and long term goals that you have. Use the handout to help you construct two SMART goals; one that will be achieved this semester and one that will be achieved in the next two years. You have four minutes to write.

After four minutes, bring students back together. Put students into pairs. Have them share the goals and help each other make improvements if needed. Then ask a few students share with the class.

Transition

- What will I say to help participants move from the Wisdom into the review of the session?

Setting SMART goals will increase your level of achievement. Use SMART goals to help in your personal life, in your education, in the workplace and within teams and organizations. We've covered much information today. Let's review SMART goals.

<p>Final Review 7 minutes</p> <ul style="list-style-type: none"> • How will I re-phrase my key Wisdom points? • What closing thoughts will I offer the participants? • What is the final call to action for the participants? • What do I want the participants to remember? 	<p><i>The bottom of the handout has several boxes, one for each letter of SMART. For each letter, draw one image that will help you remember that part of a SMART goal. You have five minutes.</i></p> <p>After five minutes, have one student share for each letter of SMART.</p>
<p>Extended Learning Activities</p>	<p>Select a chapter activity and work together to create SMART goals for the activity.</p> <p>Put students into accountability groups. Have students share their semester goals and work together to encourage each other to achieve those goals throughout the semester.</p> <p>Set aside five minutes each Monday for students to write down their goals for the week. Challenge students to consider personal, educational and workplace goals. Review their progress the following Monday and celebrate student achievements.</p> <p>*Time can be set aside during chapter meetings and the progress reviewed during the next chapter meeting.</p>
<p>Reflection</p>	<p>Complete the following review to analyze the success of the lesson:</p> <ul style="list-style-type: none"> • What worked well? Why? • What didn't work? Why? • What feedback did you receive from the students? • What level of influence do you believe the content/delivery had? • How will you deliver this session differently next time?