

**Intended for Grades: 6-8 Estimated Time: 30-45 min.**

**Lesson Title: GOAL SETTING - The SMART Way**

**Lesson Purpose: Students will:**

- \* Deepen understanding of how goals support achievement
- \* Identify respected people; discuss how they achieved their success
- \* Create SMART goals

**Materials & Preparation:**

- Goal Setting Booklet - one per student (See lesson resource)
- Notebook paper and writing tool for students

**Background Information:**

Setting specific, clear goals works. Research studies demonstrate a direct link between goals and enhanced abilities in both sports and business. A goal offers a specific direction of what you want to achieve. Writing SMART goals helps students become clear and accountable about their end vision. Goals help drive us forward as they represent our inner desires. Taking specific small steps to achieve a goal can help a person channel their efforts more effectively. Achieving goals helps people feel successful and proud, which can motivate future efforts. By setting personal goals, individuals can uncover potential strengths they might not have known existed before.

**SMART GOALS: Specific, Measurable, Attainable, Relevant & Time-bound**

**Steps:**

1. Introduce lesson purpose: Develop three goals (for the quarter).
2. Discuss prior experiences in setting goals; encourage students to share both successes and challenges; include why.
3. Explain the importance of creating a plan to achieve goals that you set. Discuss your own example of achieving a goal and steps you took to success.
4. Ask students to do a 2-3 minute “Quick-write” about one person they admire who is very successful at what they do. Ask them to write the person’s name, what they are good at, and why they think this person is so good at what they do.

*Model with an example, like:*

*“My cousin Donovan is really talented on the ukulele. He always has a uke in his hand. He sits forever and watches musicians play, whether at a family gathering or community events. He takes all the music classes he can and is always buying CDs with good ukulele.”*

5. Facilitate a quick partner sharing. Then debrief by inviting a few students to share with everyone. Help students understand that small steps create big changes.

6. Distribute & discuss *Personal Goal Setting* booklets. *You Can:*

*\*Share meaning of symbols: Spiral-coming and going; Arrows-show direction; 'Iwa Bird-guides us; Diamond-symbolizes genealogy*

*\* Discuss quotes and meanings of important terms (I.e.: idleness, motivation, habit)*

\* Provide examples and non-examples of SMART Goals: “I will loose weight.” - Versus - “I will loose ten pounds by November 1<sup>st</sup> so I feel healthy.”

“I will play volleyball better.” - Versus - “Serve with 90% accuracy; practice serving 50 times at each practice session.”

\* Talk about the three goals students are being asked to set (school, social, learning beyond school). Share an example of each type of goal.

#### Overarching School Goal:

*What I want to do:* Complete all problems & questions on homework & tests. *By this date:* end of Q1 *Who can help:* My older sister and homeroom advisor

*Steps:* 1. Review homework in the morning before breakfast; ask sister hard questions 2. Reread tests twice before handing them in. *I know I have reached my goal when:* 1. 90% or above on homework in all classes for the quarter  
2. No zeros on skipped test problems/questions during the quarter

#### Personal Social Goal:

*What I want to do:* Remember to make rice each night on time for dinner. *By this date:* each month; *Who can help:* Ask sister to help remember *Steps:* 1. Post reminder sign on refrigerator 2. Make rice before going out to play  
*I know I have reached my goal when:* Rice is on time each night and mom is happy.

#### Learning Beyond School:

*What I want to do:* Be able to make my own fishing lures *By this date:* October fishing tournament *Who can help:* my Uncle Kirk  
*Steps:* 1. Ask Uncle to teach me-Sundays during family dinner; practice weekly  
2. Earn \$50.00 to buy supplies I need (mow neighbor’s lawn) *I know I have reached my goal when:* My lure works!

\* Encourage collaboration so students can help each other write specific goals. Remind students to be *kind, specific* and *helpful* when they work with a partner.

7. Plan and post dates for students to review their goals and write brief progress notes.

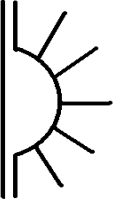
8. Create ways to celebrate and recognize student accomplishments. See resources below for ideas.

#### **Reflection Questions:**

- How can goal setting help you feel happy and successful?
- What can you do to encourage yourself and your friends to accomplish dreams and goals?

#### **Resources:**

<http://www.livestrong.com/article/208504-goal-setting-activities-for-middle-school/>  
[http://www.ehow.com/about\\_5374722\\_goal-activities-middle-school-students.html](http://www.ehow.com/about_5374722_goal-activities-middle-school-students.html)



*'A'ohē pau ka 'ike I ka halau ho'okahi.*

All knowledge is not taught in the same school.

*One can learn from many sources.*

- 'Olelo No'eau #203

**LEARNING BEYOND SCHOOL**

*Following passions and interests*

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ HR Advisor: \_\_\_\_\_



**PERSONAL  
GOAL SETTING**

*'A'ohē lau'a I ka noho wale.*

Nothing is gained by idleness.

*'Olelo No'eau #173*

What I want to learn: \_\_\_\_\_  
By this date: \_\_\_\_\_  
Why: \_\_\_\_\_

Who can help: \_\_\_\_\_

Steps (actions) to achieve this goal:

1. \_\_\_\_\_  
When: \_\_\_\_\_

2. \_\_\_\_\_  
When: \_\_\_\_\_

I know I have reached my goal when \_\_\_\_\_

*Progress checks:*

Date: \_\_\_\_\_ What's happened: \_\_\_\_\_

Date: \_\_\_\_\_ What's happened: \_\_\_\_\_

**THOUGHTS BECOME THINGS...  
CHOOSE THE GOOD ONES!**

*What do you want? Why do you want it?*

*What steps can you take to accomplish your goals?*

**Specific:** Be clear about what you want to happen.

**Measurable:** Be able to track your goal.

**Actions:** Plan small, specific steps to success.

**Realistic:** Pick doable, achievable goals.

**Timely:** Set a timeframe; check back on progress.



*Motivation is what gets you started.*

*Habit is what keeps you going.*

*-Jim Rynn*

*Discipline is the bridge between  
goals and accomplishment.*

*-Jim Rohn*



**‘A’ohe pu’u ki’eki’e ke ho’a’o ‘ia e pi’i.**  
*No cliff is so tall that it cannot be scaled.*

No problem is too great when one tries hard to solve it.

**OVERARCHING SCHOOL GOAL**

*Making a new habit to help in all classes*

What I want to do: \_\_\_\_\_

By this date: \_\_\_\_\_

Why: \_\_\_\_\_

Who can help: \_\_\_\_\_

Steps (actions) to achieve this goal:

1. \_\_\_\_\_

When: \_\_\_\_\_

2. \_\_\_\_\_

When: \_\_\_\_\_

I know I have reached my goal when \_\_\_\_\_

\_\_\_\_\_

*Progress checks:*

Date: \_\_\_\_\_ What’s happened: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_ What’s happened: \_\_\_\_\_

\_\_\_\_\_

**I ka ‘olelo no ke ola, i ka ‘olelo no ka make.**

*In speech is life, in speech is death.*

Words have much power; speak with thought and care.

**PERSONAL SOCIAL GOAL**

*Improving relationships with family and friends*

What I want to do: \_\_\_\_\_

By this date: \_\_\_\_\_

Why: \_\_\_\_\_

Who can help: \_\_\_\_\_

Steps (actions) to achieve this goal:

1. \_\_\_\_\_

When: \_\_\_\_\_

2. \_\_\_\_\_

When: \_\_\_\_\_

I know I have reached my goal when \_\_\_\_\_

\_\_\_\_\_

*Progress checks:*

Date: \_\_\_\_\_ What’s happened: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_ What’s happened: \_\_\_\_\_

\_\_\_\_\_