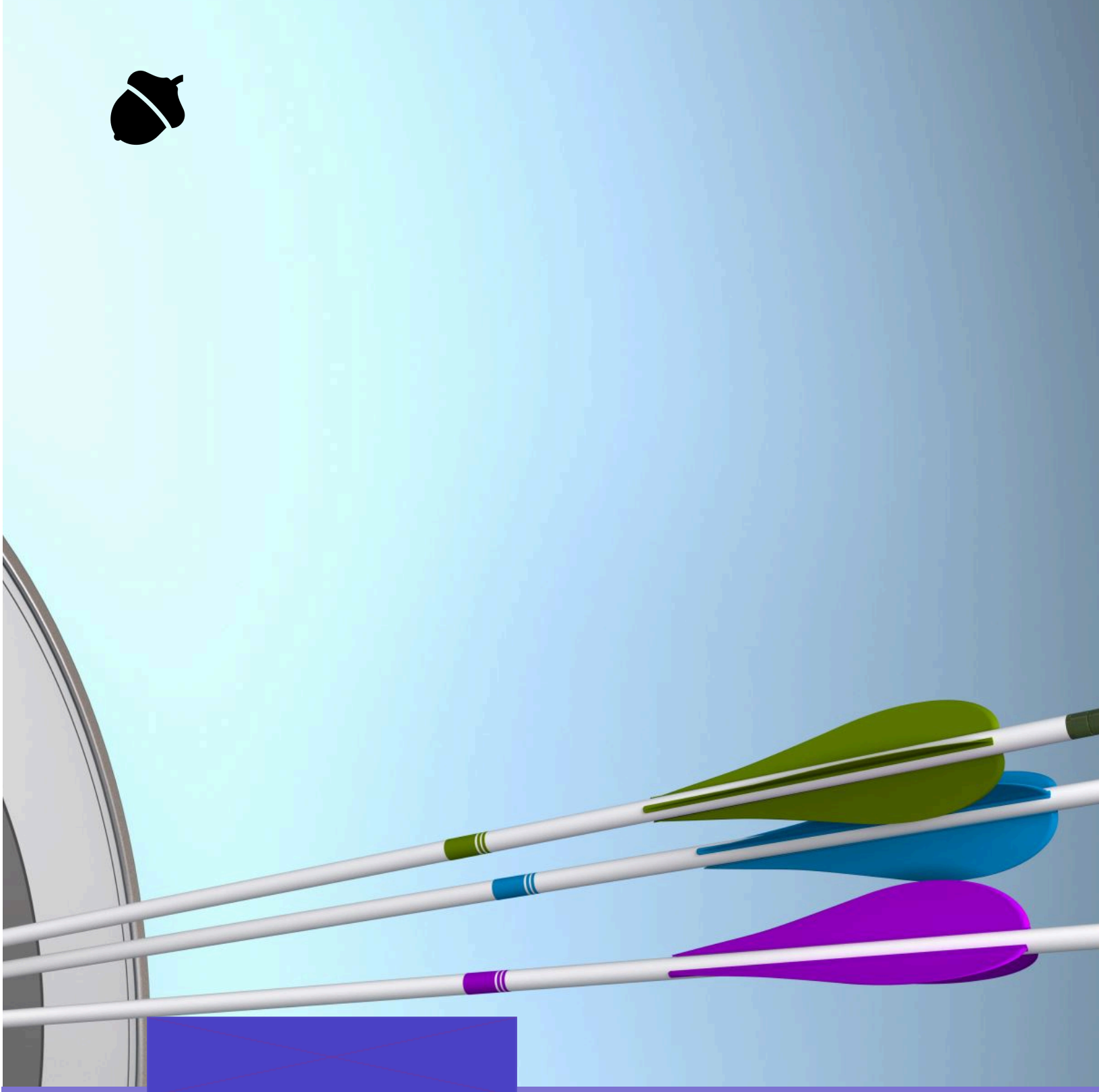


Writing SMART Goals | 3 Lessons |

Writing

Writing SMART Goals

Topic Overview

Purpose

This topic will review the concepts and techniques involved in writing out long-term and short-term goals using the SMART format.

Topic Lessons

Lesson #	Lesson Name	Lesson Main Idea and Lesson Objectives
		The Main Idea: This lesson will review what SMART goals are, why goals are important, and how accountability is needed for goal setting and achievement.
1	What We Know About Goals	**Lesson Objectives:** ● Break down the parts of a constructive, worthy, and SMART goal. ● Describe why having SMART goals is important. ● Explain the importance of accountability when setting goals

2	How SMART is the Goal?	**The Main Idea:** This lesson will analyze goals to determine if they are SMART. **Lesson Objectives:** ● Examine goals to determine if they are SMART goals. ● Adjust goals to be SMART
3	Writing Your SMART Goals	**The Main Idea:** In this lesson you will write your own goals SMART. **Lesson Objectives:** ● Write three SMART goals supported by three SMART short-term goals that are steps towards the larger goal

Special Considerations

None

LIFE PLAN

None

Notes

Lesson 1: What We Know About Goals

The Main Idea:

This lesson will review what SMART goals are, why goals are important, and how accountability is needed for goal setting and achievement.

Lesson Objectives:

At the end of this lesson, you will be able to:

- Break down the parts of a constructive, worthy, and SMART goal.
- Describe why having SMART goals is important.
- Explain the importance of accountability when setting goals.

#	SECTION	TIME
1	Getting Prepared	10
2	Activate	15
3	Present	10
4	Small-Group Activity	15
5	Present	10
6	Class Activity	20
7	Closing	10
	Total Session Minutes	**90**

Lesson Materials

- **For Facilitator Use:**
  - Writing SMART Goals Facilitator Guide
  - Writing SMART Goals PowerPoint Presentation

- **For Participant Use:**
  - Writing SMART Goals Participant Materials
  - Pen or pencil

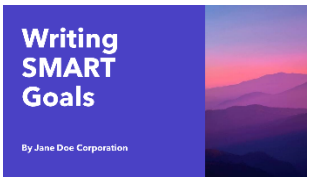
Room Preparation

- Whiteboard
- Computer and projector
- Audio player and/or computer with CD/DVD drive
- Play audio player with soft, calming music as participants arrive.

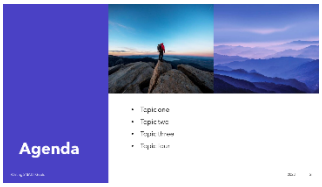
Getting Prepared

10 minutes

PLAY



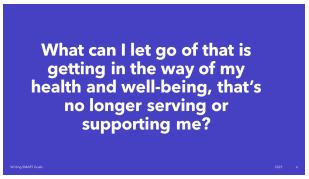
Play calming music as participants file in, turn in homework, and do Lock-In activities.



ACTION **Collect or review any assignments that are due.**

HANDOUT Hand out participant materials and a pen or pencil.

LOCK-IN



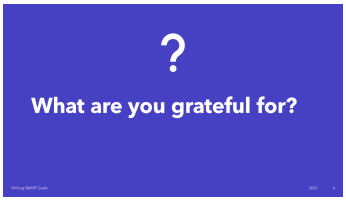
Mood Check-in. Instruct participants to check-in with themselves and how they are feeling by completing the mood check-in section of their Participant Materials.

LOCK-IN



Lead participants in an anchoring activity found in the Guide.

Lock-In



Gratitude Practice: Instruct participants to write down one thing they are grateful for in the space provided in their Participant Materials.

Activate

15 minutes

DO

Write the word **GOALS** on a board. Circle it.

Say



What do you think of when you hear or see the word GOALS?

We have discussed goals previously. But let's see what you can recall from those lessons or what you already know about goals and goal setting.

We will create a concept map together. Each one of you will have a turn to come put a word or a phrase on the board. There are no wrong answers.

DO

Invite learners to come and put any words or phrases on the board.

Possible answers
Money, the future, family, friends, hobbies, a new life, a better life, a house, a car, happiness, they are good, everyone needs goals.

SAY

Great work everyone. We can see that you know a lot about goals. Having goals for ourselves can help us in many ways. Goals can trigger new behaviors, help guide us, help us keep going in tough times, and get better over the years. In this lesson, we will learn how to get the most out of a goal.

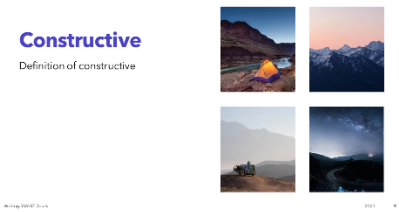
READ



Read the learning objectives on the PowerPoint slide.

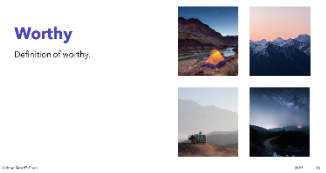
SAY

If we want to use the power and positivity that you get from setting goals, we need to be able to write constructive, worthy and SMART goals. Constructive goals are deisgned to help you by promoting improvement and development.



SAY

Now, what does worthy mean? It is something or someone that has value or importance, and is deserving.



SAY

Here we will watch a short video to remind us what SMART goals are.

Present: Identify the Parts of a SMART Goal

10 minutes

ASK What stood out to you in the video?

Possible answers:
Thinky pinky, goals help work through frustrations, your brain grows, goals give a clear direction, they use realistic not relevant., a wish is not a goal.

SAY Yes, there were some interesting things to note in that video. I thought it was great how he broke it down so simply.

Let's talk about each part of the word SMART and what it stands for.

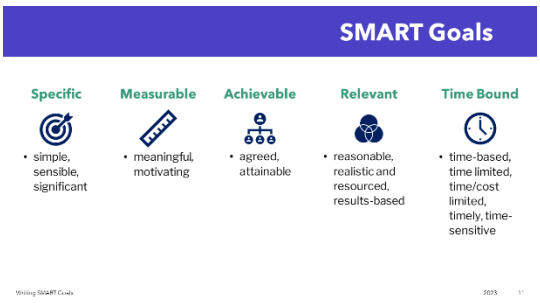
S- is specific. Meaning that this part tells you the who, what, when, where, or why of the goal.

M- is measured. This tells you how much or how many.

A- Is achievable. Remember, a wish is not a goal. A goal is to be something that you can do.

R- is relevant, or as they said in the video, realistic. Relevant/or realistic meaning that it must make sense in your life. It would not be relevant or realistic for a swimmer to suddenly want to become an Olympic powerlifter.

T- timed. There needs to be a time limit where this can be achieved. This helps hold you accountable for the goal.



SMALL-GROUP ACTIVITY: IS IT A SMART GOAL?

20 minutes

ACTIVITY

SAY In a moment we will get into small groups. I will give you a few goals, work with your team to identify which goals are SMART and which are not SMART. Are the SMART goals also worthy and constructive?



ACTION **Divide the class into small groups.**

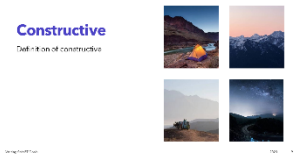
PRESENT: ACCOUNTABILITY

10 minutes

ASK What do you remember about accountability?

Accept all responses.

SAY Accountability means you have an obligation or willingness to accept responsibility for your actions (goals).



ASK What does accountability have to do with goals and goal setting?

Accept all responses

SAY Accountability is important when you are setting goals and working on goals for yourself. When you hold yourself accountable to your goals, you are communicating that it is a priority, that you are worthy of achieving this goal.



CLASS ACTIVITY: THE BLAME GAME

20 minutes

SAY Now, let's practice recognizing the importance of accountability. Think about the situation on the board. Take a moment to brainstorm some possible actions and consequences.

ASK What would you do (or have done in the past) next if you were in this situation?



ACTION Write some responses on the board as a brainstorm.

NOTE: Prompt the learner to think beyond running away by asking:

- If you did that, what would happen next?
- Would that result in a positive or a negative outcome for you?
- What if the neighbor saw what happened?
- What if someone who was there tells a different story?

DO Write their responses on the board. For any action that involves responsibility, draw a straight arrow. If it does not involve responsibility, draw a convoluted path whose path is not clear.

SAY — Look at the different paths on the board. There are simple and straight paths, and difficulted and twisted paths.

ASK — What conclusions can you draw from this?

Possible answers:
Taking accountability is always better, things get hard if you do not take responsibility or run away, do not run away, stand up for what you do, be accountable.

ASK — Are there any options listed on the board that could be considered excuses?

SAY — Be careful because it is easy to play the blame game, but this is a trap and destroys motivation.

CLOSING

10 minutes

REVIEW — What stood out to you in this topic?

SAY — ***Say the following if you have extra class time:*** We have some additional time at the end of this session, so you can use this time to complete unfinished assignments, to write reflections in your journal, or optionally, complete the Dig Deeper section if you desire.

TIP

If you do run out of time, please remind participants to complete any incomplete assignments or Work It Out questions outside of class. They can also work on the Dig Deeper section on their own if desired.

PLAY — Play one of the calming playlists while they work on any end of class activities.

Notes

Lesson 2: How SMART is the goal?

The Main Idea:

This lesson will analyze goals to determine if they are SMART.

Lesson Objectives:

At the end of this lesson, you will be able to:

- Examine goals to determine if and how they are SMART.
- Adjust goals to be SMART.

#	SECTION	TIME
1	Getting Prepared	10
2	Activate	15
3	Present	10
4	Small-Group Activity	15
5	Present	10
6	Class Activity	20
7	Closing	10
	Total Session Minutes	**90**

Lesson Materials

- **For Facilitator Use:**
  - Writing SMART Goals Facilitator Guide
  - Writing SMART Goals PowerPoint Presentation
  - Download and print several copies. Cut into strips C:\Users\starl\Desktop\SPECIFIC.pdf

- **For Participant Use:**

- Writing SMART Goals Participant Materials
- Pen or pencil

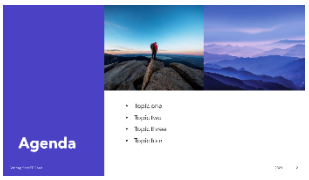
Room Preparation

- Whiteboard
- Computer and projector
- Audio player and/or computer with CD/DVD drive
- Play audio player with soft, calming music as participants arrive.

Getting Prepared

10 minutes

PLAY



Play calming music as participants file in, turn in homework, and do anchoring activities.

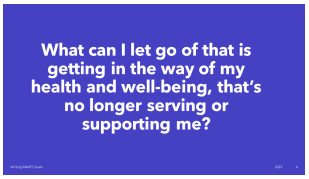
ACTION

Collect or review any assignments that are due.

HANDOUT

Hand out participant materials and a pen or pencil.

Lock-In



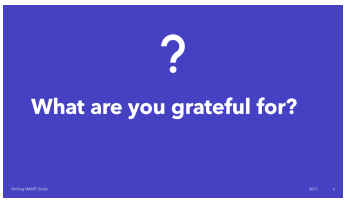
Mood Check-in. Instruct participants to check-in with themselves and how they are feeling by completing the mood check-in section of their Participant Materials.

LOCK-IN



Lead participants in an anchoring activity found in the Anchoring Guide.

LOCK-IN



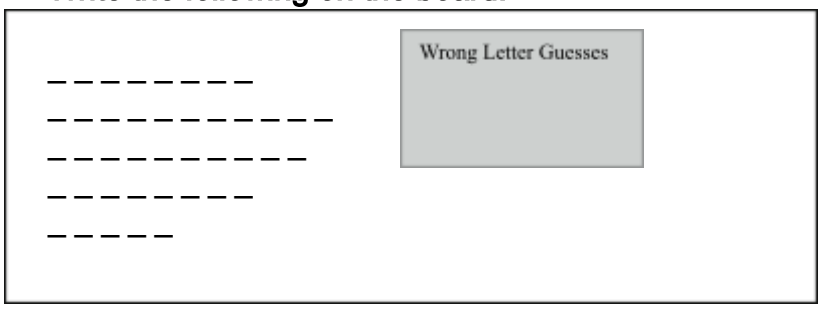
Gratitude Practice: Instruct participants to write down one thing they are grateful for in the space provided in their Participant Materials.

ACTVATE

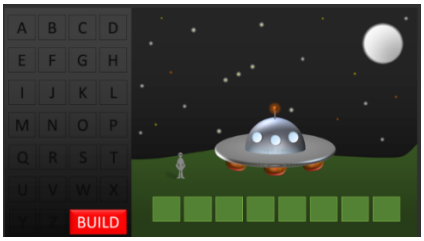
15 minutes

DO

Write the following on the board.



NOTE: This game is similar to the game hangman. It is called Spaceman. You build the spaceship for every wrong guess.



Answers:

Specific

Measureable
Achievable
Relavent
Timed

SAY

Let's review what the acronym SMART stands for. Everyone can guess one letter at a time. If the letter is correct, I will write it in the blank space. If it is not correct, I will build a piece of the spaceship.



SAY

That was fun, wasn't it? Now that we have refreshed your memory on the parts of a SMART goal. Today we will examine goals to decide if they are SMART and adjust them if they are not.



PRESENT: WHAT PART IS WHAT?

10 minutes

SAY

Let's look at some goals to see if we can tell what parts are.

- Specific
- Measurable
- Achievable
- Relevant
- Timed

ASK

What do you think of this one? Which part is the S? The M? The A? The R? and the T?



SAY

As you can see, it might be a little tricky trying to find each part. Remember to think about each letter and what it is asking.

Answer:

Specific: I will stay outdoors for 30 minutes every day.
Measurable: I will jog around my neighborhood for 10 minutes every day, and then do other activities like watering the plants, stretching, or reading.
Attainable: I will set a daily reminder to alert me about spending 30 minutes every day outdoors.
Relevant: Spending time outdoors will benefit me by not being sedentary and being healthier.
Timed: My goal is to start tomorrow and make it a habit by the end of the year.



SMALL-GROUP ACTIVITY: FIND THE PARTS OF A SMART GOAL

20 minutes

ACTIVITY

SAY

In a moment we will get into small groups. You have a few goals in your participants manual, work with your team to identify the S-M-A-R-T parts of the goal. Circle each part of the goal and be prepared to report back.

ACTION **Divide the class into small groups.**

Walk around and monitor. Help as needed.

PRESENT: ADJUSTING GOALS

10 minutes

ASK Was that a challenge or did you find it easy?

Accept all answers.



SAY Writing SMART goals can be a big challenge, even for the most experienced goal writers. Sometimes we also must adjust goals based on our current circumstances, or desires at any given moment. Let's look at how to adjust goals to be a SMART goal.

ASK Look at this goal. Is it a SMART goal?

If YES- how? Let's find the S-M-A-R-T

If NO- What is it missing?



SAY That is right. It is not a SMART goal. It is missing a lot of information here. Let us help this goal out.

Let's think of how we can make it SMART.

ASK

What can the S be?
And the M?
The A?
The R?
The T?

Possible Answer. I will land my dream job working for Amazon delivery. Having a job will help me to provide for my family. To achieve this, I will apply to one job per week for 2 months — submitting a total of eight job applications.



SAY

Now let's look at another goal. This goal is not a SMART goal. We need to adjust it so that it is a SMART goal.



ASK

Is this a SMART goal? Why or why not?

Answers:
It is not specific as to *how* it will be done, it is not timed, it is not measurable.

SAY

That is right. It is not a SMART goal. It is missing several parts. Let's work on this goal to help it become a SMART goal.

Possible answers:

S- I am going to start running daily to train for a marathon.

M- I will follow a training program to run marathon.

A- I have run before and I am healthy, so I only need about 6 months of training.

R- I want to become a fit, healthy, and strong person.

T- I have signed up for a marathon in 6 months from now.



Small-Group activity: Adjust the Goal

20 minutes

SAY Now, let's practice adjusting goals to make them smart

ACTION **We will break into groups**

Say You will have strips of paper with pieces of the SMART goal. Each strip of paper will correspond to a letter. You and your group need to arrange them in a way that makes a worthy, constructive, and SMART goal. They should be in the order of:

S
M
A
R
T



CLOSING

10 minutes

REVIEW

What stood out to you in this topic?

SAY

Say the following if you have extra class time: We have some additional time at the end of this session, so you can use this time to complete unfinished assignments, to write reflections in your journal, or optionally, complete the Dig Deeper section if you desire.

TIP

If you do run out of time, please remind participants to complete any incomplete assignments or Work It Out questions outside of class. They can also work on the Dig Deeper section on their own if desired.

PLAY

Play one of the calming playlists while they work on any end of class activities.

NOTES

Lesson 3: Writing Your SMART Goals

The Main Idea:

In this lesson you will write your own goals SMART

Lesson Objectives:

At the end of this lesson, you will be able to:

- Write three SMART goals supported by three SMART short-term goals that are steps towards the larger goal.

#	SECTION	TIME
1	Getting Prepared	10
2	Activate	15
3	Present	10
4	Individual Activity	45
5	Closing	10
	Total Session Minutes	**90**

Lesson Materials

- **For Facilitator Use:**
  - Writing SMART Goals Facilitator Guide
  - Writing SMART Goals PowerPoint Presentation

- **For Participant Use:**
  - Writing SMART Goals Participant Materials
  - Pen or pencil

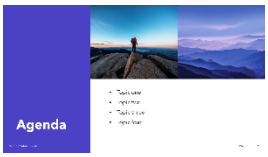
Room Preparation

- Whiteboard
- Computer and projector
- Audio player and/or computer with CD/DVD drive
- Play audio player with soft, calming music as participants arrive.
- Post-it sticky notes. About five per person.

Getting Prepared

10 minutes

PLAY

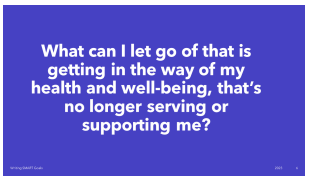


Play calming music as participants file in, turn in homework, and do anchoring activities.

ACTION **Collect or review any assignments that are due.**

HANDOUT Hand out participant materials and a pen or pencil.

LOCK-IN



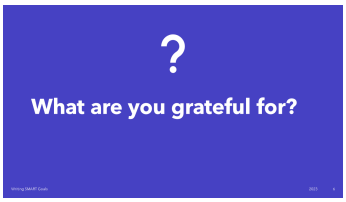
Mood Check-in. Instruct participants to check-in with themselves and how they are feeling by completing the mood check-in section of their Participant Materials.

LOCK-IN



Lead participants in an anchoring activity found in the Anchoring Guide.

LOCK-IN

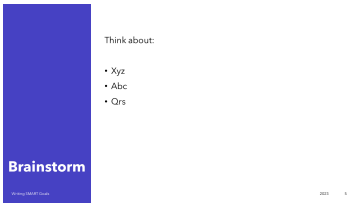


Gratitude Practice: Instruct participants to write down one thing they are grateful for in the space provided in their Participant Materials.

ACTIVATE

15 minutes

SAY Let's think back over the last few days. Using what is on the board, brainstorm some goals you have, things you want to work towards, or anything that comes to mind relating to goals.



ASK Does anyone want to share what they came up with?

Allow a discussion on goals.

SAY In todays topic, we will take everything that we have learned so far relating to SMART goals, future thinking, and time management, and use that to write SMART goals.



PRESENT: GOALS FROM SCRATCH

15 minutes

ASK How are you feeling about writing these SMART goals?

Allow all responses.

SAY

Writing goals and thinking about the future can be a challenge, but you have all the tools you need to be able to write constructive, worthy, and SMART goals. We will do this together.

Remember, you climb a mountain one step at a time.

SAY

Use the brainstorming activity from earlier to get started. Then Use the template in your participant manual to help you write the parts of the goal. Then combine in all to a constructive, worthy, and SMART goal.

Let's do one together.

SAY

My goal is to increase my physical activity. This is not a SMART goal yet. Let's break it down.

Think about what it means to be more physically active.

We can start by walking more.

The S will be-I want to walk more.
The M might be- I will walk for 15 minutes.
The A- is achievable because I am physically able to walk for 15 minutes.
R- it is relevant to me because I want to be more active, I can be more active, and it will help me.
T- I will walk for 15 minutes three times a week by the end of the month.

So, the goal is- I will walk for 15 minutes, three times a week by July 30th.

INDIVIDUAL ACTIVITY: Writing Your SMART Goals

45 minutes

ACTIVITY

SAY

You will have 45 minutes to create three long-term SMART goals. I will be walking around to help and ask thought-provoking questions. If you get stuck, ask me or a neighbor. You can also refer to the participant manual from this and other lessons.

ASK Use these prompts to guide the learners while they are writing their goals.

- Who is achieving the goal?
- What are you trying to accomplish?
- How can you give more details here?
- When will this occur? Give a time frame.
- Where will this happen?
- What are the reasons for this goal?
- Who benefits from this goal?
- Is this achievable? How?
- Is this goal specific enough for clarity?
- How will you know the goal is achieved?
- What indicators will you look for to measure progress and success?
- Who is involved? Who are the stakeholders?
- Do you have enough money to accomplish the objective here?
- Do you have enough time to complete this goal?
- Is it a worthy goal?
- Is this the right time to work on this goal?
- What other types of resources for you need to attain your goal (technology, space, equipment, etc.,)?

CLOSING

10 minutes

REVIEW

What stood out to you in this topic?

SAY

Say the following if you have extra class time: We have some additional time at the end of this session, so you can use this time to complete unfinished assignments, to write reflections in your journal, or optionally, complete the Dig Deeper section if you desire.

TIP

If you do run of time, please remind participants to complete any incomplete assignments or Figure It Out questions outside of class. They can also work on the personal section on their own if desired.

PLAY Play one of the calming playlists while they work on any end of class activities.

NOTES

APPENDIX

Insert Appendix references