

# **Structured Goal Setting**

## Lesson Structures

### **Introduction:**

Frequently, when discussing a student we perceive as unfocused or unmotivated, it will come down to a student who needs to have obtainable goals. While some students already know how to set goals and parse out time and energy to achieve those goals, some students will need guidance to obtain the eventual autonomy in goal-setting that will set them up for success in the future.

### **Section 1: Lesson Overview**

A student's motivation is largely determined by the student's goals. However, not all goals are built the same. Teaching students the difference between performance goals and mastery goals can help students determine what they might be aiming for in a classroom setting. While performance goals are extremely important in a performance-based setting like choir, it is as important for educators to stress the importance of mastery goals.

**Performance Goals:** Goals that revolve around a student's standing relative to other participants of the activity.

- Performance goals are not necessarily tied to performances all the time - they can be tied to competitive seating (think All-State Auditions), scores (UIL), or even auditions.
- While we want to encourage students to pursue high-caliber performances, it is important to bear in mind that performance goals are not usually associated with growth mindset language or lifetime learning.
- Students with exclusively performance goals have been associated with higher levels of anxiety.

**Performance-avoidance goals:** Trying to avoid performing more poorly than other participants of the activity.

**Mastery Goals:** Goals usually focused on learning or growth regardless of how others perform.

- Encourages students to learn for the sake of learning rather than accolades.
- Rather than removing performance goals from students altogether - imagine telling a student getting an A in a class or auditioning into an All-State choir isn't a worthy endeavor - mastery goals should be implemented alongside performance.

## **Section 2: Lesson Structures**

### **Day 1: Introduction to Goal Setting**

Objective:

Students will understand what goal setting is and its importance in a choral setting.

#### **Activities:**

1. **Introduction (5 minutes):**
  - Briefly explain goal setting and its impact on performance and improvement.
  - Provide a straightforward definition: "Goal setting is the process of identifying something you want to accomplish and establishing measurable objectives and timeframes to achieve it."
2. **Class Discussion (10 minutes):**
  - Ask students to share any goals they have set in the past, either in choir or other areas, whether they have accomplished those goals or not.
  - Discuss the benefits of setting goals in the context of choir.
3. **Homework:**
  - Reflect on their personal goals in choir and think about a few they hope to achieve.

### **Day 2: Understanding Performance and Mastery Goals**

Objective:

Students will learn the difference between performance goals and mastery goals.

#### **Activities:**

1. **Review:**
  - Briefly review the concept of goal setting from the previous day.
2. **Introduction to Goal Types:**
  - Define performance goals: "Goals focused on achieving a specific standard or outcome, such as getting a solo or receiving a certain score at a competition."
  - Define mastery goals: "Goals focused on developing skills and improving over time, such as improving vocal range or mastering a challenging piece."
3. **Class Discussion:**
  - Provide examples of performance and mastery goals in a choral context. (examples are in the Goal Setting module)
  - Discuss the pros and cons of each type of goal.
4. **Homework:**
  - On a sticky note, identify and write down one performance goal and one mastery goal they have for themselves in choir. Students can keep the sticky note or drop it off in a parking lot for the teacher to keep for Day 3.

## **Day 3: Setting SMART Goals**

### **Objective:**

Students will learn how to set SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals.

### **Activities:**

1. **Review (5 minutes):**
  - Discuss examples of performance and mastery goals identified in the homework.
2. **Introduction to SMART Goals (10 minutes):**
  - Explain each component of SMART goals with examples:
    - Specific: Clearly defined.
    - Measurable: Trackable progress.
    - Achievable: Realistic and attainable.
    - Relevant: Aligned with broader objectives.
    - Time-bound: Set within a timeframe.
3. **Class Activity (15 minutes):**
  - Provide a template for setting SMART goals. A model to work through with the class is provided in the template slides.
  - Have students choose one of their goals (performance or mastery) and convert it into a SMART goal. A sample is provided in the Goal Setting module.
4. **Homework:**
  - Refine their SMART goals and think about the steps needed to achieve them.

## **Day 4: Creating Action Plans**

### **Objective:**

Students will develop action plans to achieve their SMART goals.

### **Activities:**

1. **Review (5 minutes):**
  - Review the concept of SMART goals and discuss any challenges students face while refining their goals.
2. **Action Plan Introduction (10 minutes):**
  - Explain what an action plan is: "A detailed plan outlining the steps required to achieve a goal."
  - Discuss the importance of breaking down goals into manageable steps.
3. **Class Activity (15 minutes):**
  - Provide an action plan template.
  - Have students outline the steps needed to achieve their SMART goals, including resources they might need and potential obstacles.
4. **Homework:**
  - Complete their action plans and be prepared to share them.

## **Day 5: Sharing and Reflecting on Goals**

### **Objective:**

Students will share their goals and action plans and reflect on their goal-setting process.

### **Activities:**

1. **Review (5 minutes):**
  - Recap the key points from previous lessons on goal setting.
2. **Sharing Session (15 minutes):**
  - Have students share their SMART goals and action plans in small groups.
  - Encourage peer feedback and support.
3. **Reflection (10 minutes):**
  - Ask students to reflect on their SMART goal worksheet on the goal-setting process and how they feel about their goals and plans.
  - Prompt questions: What did they learn about themselves? How do they plan to stay motivated?
4. **Group Discussion (5 minutes):**
  - Discuss the importance of revisiting and adjusting goals as needed.
  - Encourage students to check in on their progress regularly.

### **Ongoing Reinforcement:**

- Regularly check in with students about their goals during rehearsals.
- Encourage continuous reflection and adjustment of goals.
- Provide opportunities for students to celebrate their progress and achievements.
- Smaller scale goal sheets for students to keep are in the goal setting module.