

Phase 1.101 Goal Setting (Optional):

PHASE OVERVIEW

In this phase, pairs will launch their relationships and begin getting to know one another. Pairs will explore similarities and differences, make connections, and share experiences that will deepen their relationship. Pairs will reach a basic understanding of each other's interests, backgrounds, motivation, and lives.



LESSON OBJECTIVE

SWBAT establish one personal goal and one academic goal. Students will choose how their mentor can support them in achieving these goals.

PURPOSE

In this lesson, mentees will create goals that their mentors can support them in achieving. After building a strong foundation, it is time for the pairs to work on tasks together. Setting these goals will allow pairs to further develop their bond.

AGENDA

5 min	<i>Do Now: Mentor Response</i>
25 min	<i>Learn and Engage: Setting SMART Goals</i>
10 min	<i>Mentor Connection</i>



KEY TAKEAWAY

There are many ways my mentor can support me in reaching my goals, and it's important that I tell them how I want them to help.

FACILITATOR NOTES:

Keep in mind that the Do-Now message simply serves as a class "start-up." It is OK if students are not able to fully respond. Please move on after the 5 minutes allotted for the Do-Now so you have enough time to run the class lesson. Students will have the opportunity to write at the end of class as well.

MATERIALS: [1.8 Presentation](#), [1.8 Handout](#)

Do Now: Mentor Response		Notes:
Students will read their mentor's message and respond. They will share one high and one low of their week. This routine will help mentees understand that they must be consistent in their responses.		
Slide 2: 5 min	TALKING POINTS Log into your Platform account. Read your mentor's message and respond by sharing one high and one low of this week.	

Learn and Engage: Setting SMART Goals		Notes:
Students will learn the ACE structure and SMART goal format. They will then create one personal goal and one academic goal. Students will think through how they will utilize their mentors to ensure that they achieve their goals.		
Slide 3: 1 min	<i>Have a student read the key takeaway.</i>	
Slide 4: 1 min	STUDENT DISCUSSION: Today you will create two goals and share them with your mentor. When thinking about goals, there is a structure that I want you to keep in mind. It is called ACE.	
Slide 5: 3 min	TALKING POINTS: ACE stands for academics, connections and extracurriculars. These are three categories we can set goals in. Can I have someone read each category aloud? <i>Have a student read each ACE category.</i> Academics: ● SAT Score – I know your school is preparing you in your classes but is there something more you can do to feel prepared for the SAT? ● GPA – No, you cannot change your GPA from the past, but you can raise it. Is there something you can be doing to ensure you are getting the best grades possible? Post-secondary options examine sophomore and junior year grades more closely than any other grade. Connections:	

	• Are the friends you are surrounding yourself with pushing you toward reaching your goals or distracting you/ holding you back? • Do you have a relationship with a teacher who would be willing to back you up and write you a positive recommendation letter? Are there other adults that would vouch for you? Extracurriculars: Extracurriculars are activities you do after/outside of school. Are there any you want to join? Extracurricular activities are helpful for many reasons. They can help you: • Explore your interests • Develop new skills • Practice leadership • Show that you are dependable	
Slide 6: 5 min	TALKING POINTS: During our first class this year, you were asked to set two goals for yourself. Today, we are going to work on ensuring that these goals are strong and effective. When we set a goal for ourselves, we want to make sure that it is a S.M.A.R.T. goal. S.M.A.R.T. stands for specific, measurable, attainable, relevant and time bound. Can I have someone read each category aloud? Let's look at two examples. The first S.M.A.R.T. goal is a weak goal. Why might it be considered weak? <i>Possible responses: not descriptive enough, doesn't explain how the individual will achieve the goal and lacks a specific deadline</i> The second goal is a strong goal. Why might it be considered strong? <i>Possible responses: it is specific, has a deadline, explains how the goal will be achieved</i>	
Slide 7: 10 min	TALKING POINTS: Take 6 minutes to create 1 personal goal and 1 academic goal using the S.M.A.R.T. framework. These goals can be based on the ones you set at the beginning of the year, just be sure to apply the S.M.A.R.T. framework. Record your goals on your worksheet. Be ready to share out!	
Slide 8: 5 min	TALKING POINTS: Your mentor can play many different roles in supporting you to reach your goals. Can I have someone read out each possible role?	

	<i>Note: students have this graphic available to them on their worksheet.</i> Turn and Talk: Which role(s) do you want your mentor to play in supporting you with your goals? Class discussion: Which role(s) do you want your mentor to play in supporting you with your goals?	
Slide 9: Mentor Connection	Have students write to their mentors.	
Slide 10: Extend	<i>If you have additional time remaining, consider asking students what new information they have learned from their mentor's message.</i>	

	Mentor Connection
MENTEE PROMPT 1. What is your academic goal? What is your personal goal? Which mentoring roles can your mentor take on to help support you? My academic goal is.... My personal goal is... You can help support me by ... 2. Ask your mentor if they have any goals that they are working on right now. Do you have any goals you are working on?	

	Mentee Connection
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OVERVIEW

Your mentee learned about the importance of creating goals today and was introduced to the roles that you will play as their mentor. Now that you have learned about each other and have set expectations, it is time to work on goals together.

Below is a list of roles that mentors generally play in supporting their mentee. Your mentee has decided on how they think you can support them specifically with the goals they have set for themselves with at least one of these roles.

- Relationship Driver - Model consistent communication with your mentee and identify opportunities to build a strong personal relationship.
- Guide - Lead your mentee through the post-secondary and career planning process.
- Cheerleader - Recognize and celebrate the wins -- small and big!
- Thought Partner - Collaborate with your mentee to weigh options and help them pick the pathway best for them.
- Researcher - Find and collect pertinent resources to share with your mentee.

RESPONSE:

- 1. Share your high point and low point for the week.**
- 2. Respond to your mentee's goals and tell them that you will support them in the role(s) they suggested. Ask clarifying questions if you don't understand your mentee's goals.**
- 3. Share one goal that you are currently working on achieving.**