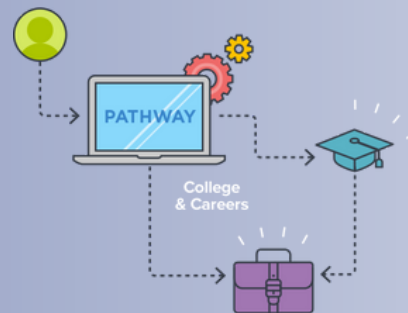


Making Goals and Action Plans



Grade Level:

 6, 9, 10, 11

Domain:



Social Emotional Learning

TIME:



30 Minutes

This lesson is designed to help students write a SMART goal using the MEFA Pathway website. Additionally, students will consider how they will achieve their goal by writing strategies that will help them stay on target.

Objectives

Students will:

1. Learn about SMART goals and how to write them.
2. Connect what they've learned about SMART goals with their lives.
3. Evaluate the goal that they've written to determine if it is a SMART goal.
4. Create a plan of strategies that allows them to take steps that will keep them on target for achieving their goal.

MEFA Pathway Activities

- My Goals

Materials Needed

- Internet connection

Vocabulary

- Specific
- Attainable
- Measurable
- Relevant
- Time-Bound

Future Ready Skills

- Time Management
- Critical Thinking

PART 1

CONTENT KNOWLEDGE



Display the notes below on the board in order to teach students about SMART goals and how to set them.

SMART goals are goals that are **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-Bound.

Non-SMART goal example: I will make the soccer team.

SMART goal example: In the next six weeks, I will practice soccer every other day and will enlist a current member of the soccer team to coach me once a week in order to make the team during fall tryouts.

In order to write a goal that adheres to each characteristic, there are several questions you need to ask yourself:

- **Specific:** What do you want to accomplish?
- **Measurable:** How will you know when you reach this goal?
- **Attainable:** Is your goal achievable if you set your mind to it?
- **Relevant:** Is this a worthwhile goal? Do you have the resources you need in order to achieve this goal?
- **Time-Bound:** What is the timeline for your goal? When will it be achieved?

PART 2

APPLYING INFORMATION

Knowing what they just learned about SMART goals, students should log in to the MEFA Pathway website and click on *Self-Discovery* and then *My Goals*. Ask students to write at least one academic goal, one career goal, and one personal goal by clicking on the *ADD GOAL* button on the right side of each section.

PART 3

EVALUATING INFORMATION

Once students have written their goals, they should evaluate their goals individually or with a partner in order to ensure that they are Smart, Measurable, Attainable, Relevant, and Time-Bound.

CRITICAL THINKING/CREATIVE APPLICATION

After students have evaluated their goals to ensure that they are SMART goals, students should create an action plan of strategies that will allow them to achieve each of their goals. Students should develop at least one strategy for each goal; however, they can create more than one strategy for each of their goals.

Have students add their strategies to each goal in MEFA Pathway. Strategies should allow students to stay on target to achieve their goals.

Examples for each type of goal and strategy are listed below in case students need help getting started:

Academic

Goal: Get an A in math class

Strategy: Find a friend who can tutor me in math

Personal

Goal: Keep my schedule organized

Strategy: Keep a daily to-do list

Career

Goal: Become a nurse

Strategy: Volunteer at the hospital

GRADING RUBRIC FOR JOURNAL ENTRIES

CATEGORY	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
	4	3	2	1
Description	Offers a vivid, detailed, and insightful description of the experience, setting the stage for deeper reflection.	Provides a clear and detailed account of the experience, including relevant details.	Clearly describes the experience, event, or learning.	Offers a limited description of the experience.
Analysis	Engages in critical thinking, questioning assumptions, and demonstrating a thorough understanding of the learning.	Connects the experience to personal learning and raises some insightful questions.	Attempts to analyze the experience but may lack depth or clarity.	Superficial analysis, lacking deeper thought.
Future Application	Formulates clear, actionable plans for utilizing new insights and knowledge in future learning and experiences	Identifies specific ways to apply the learning to future situations or goals.	Suggests some possible connections to future learning or practice.	Makes no clear connection to future learning/action.