



Overview: Give students a framework to understand goal achievement and help them identify personal goals.

Purpose: Setting and achieving goals is an important process to build students' social emotional skills, including self-awareness and self-management. This lesson introduces students to basic principles of setting effective goals, has them set initial goals, and review those goals with a teacher to revise and improve the goals they set. The lesson connects with students through an examination of the goals of Jon Feliciano, who graduated from Western High School, played football for the University of Miami, and ultimately played in the NFL.

Implementation: This lesson consists of two, 20-minute lessons that are intended to be taught over two consecutive days.

Details:

Day 1

1. Review the Goal Setting PowerPoint with the students.
2. Watch the [Jonathan Feliciano video](#). Discuss with the students the following:
 - a. What was Feliciano's goal?
 - b. What action steps did he take to meet his goal?
 - c. What obstacles did he face?
 - d. How did he work to overcome these obstacles?
 - e. Who was part of Feliciano's support system? How did they offer support?

Day 2

3. Pass out Working toward my goal: Action Plan hand out. Have students complete a rough draft of their goal. They need follow the steps to make sure that their goal is specific, measurable, attainable, and time-bound.

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4. Meet with students individually to discuss and revise their goals. Once students have finalized their goal, students will copy their finalized goal into a new handout and answer the questions about how they plan to meet this goal.
5. Explain to the students that they will revisit their goal each quarter and update their progress toward meeting the goal.
6. Collect the completed FINAL DRAFT handout from each student. KEEP THIS HANDOUT in a safe place. You will be handing the document back to them once each quarter to revisit the goal.

Connections to other components

These goals can be referred to by PASL teachers during Rapid Check Ins. Progress towards these goals can become a form of data for the Intentional Use of Data.

Materials

- Goal Setting PowerPoint
- Jonathan Feliciano video: [://www.westernhigh.org/apps/video/watch.jsp?v=103100](http://www.westernhigh.org/apps/video/watch.jsp?v=103100)
- Working toward my goal: Action plan (Rough draft and final draft)

Credit

Materials for this lesson were developed by educators at Western High School and the Education Development Center.



Goal Setting

How to set effective goals

“Goals are dreams with deadlines.”

– Diana Scharf Hunt

Qualities of Effective goals:

- Related to interests and abilities
- Important to you
- Clear and observable
- Have a time frame
- Include short-term goals
- Include small steps
- Build in support
- Minimize obstacles
- Require patience and perseverance



SMART

Specific Measurable Attainable Relevant & Timely

SMART Goals: Specific

- ◇ What exactly do you want to achieve? The more specific your description, the bigger the chance you'll get exactly that. Questions you may ask yourself when setting your goals and objectives are as follows:
 - ◇ What exactly do I want to achieve?
 - ◇ Where?
 - ◇ How?
 - ◇ When?
 - ◇ With whom?
 - ◇ What are the conditions and limitations?
 - ◇ Why exactly do I want to reach this goal? What are possible alternative ways of achieving the same?

SMART Goals: Measurable

- ◇ Measurable goals means that you identify exactly what it is you will see, hear, and feel when you reach your goal. It means breaking your goal down into measurable elements. You'll need concrete evidence.
 - ◇ Being happier is not evidence; not smoking anymore because you adhere to a healthy lifestyle where you eat vegetables twice a day and fat only once a week, is.

SMART Goals: Attainable

- ◇ Is your goal attainable? That means investigating whether the goal really is acceptable to you. You weigh the effort, time and other costs your goal will take against the profits and the other obligations and priorities you have in life.

SMART Goals: Relevant

- ◇ As reaching your goal relevant to you? Do you actually want to run a multinational, be famous, have three children and a busy job? You decide for yourself whether you have the personality for it.

SMART Goals: Timely

- ◇ Make a tentative plan of everything you do. Everybody knows that deadlines are what makes most people switch to action. So install deadlines, for yourself and your team, and go after them.
 - ◇ Keep the timeline realistic and flexible, that way you can keep your morale high.
 - ◇ Being too stringent on the timely aspect of your goal setting can have the perverse effect of making the learning path of achieving your goals and objectives into a hellish race against time – which is most likely not how you want to achieve anything.

EFFECTIVE GOALS

- ◆ I want to get my school assignments done on time for the next two months so that I can get better grades this semester.
- ◆ When I graduate high school in four years I will have earned no semester grade lower than a C.
- ◆ By the time I graduate from Western High School I will have earned an industry EKG certification so that I can begin my career in the medical field.

INEFFECTIVE GOALS

- ◇ I want to be famous.
- ◇ I want to have my own band.
- ◇ Cop.
- ◇ I want to be a Disney princess.

SHORT TERM GOALS

- ◇ I want to get my school assignments done on time for the next two months so that I can get better grades this semester.
 - ◇ Have all of my assignments entered into my planner by the end of the week.
 - ◇ Follow my after school study schedule at least three times this week.

Action Steps, Supports, Obstacles

Action Steps: doable activities that will bring you one step closer to achieving your goal

Supports: people who can provide specific supports for achieving your goals

Obstacles: making plans for avoiding or overcoming obstacles helps to reduce barriers to achieving your goals



OBSTACLES

- ◇ By next year I want to play the guitar in my own band.
 - ◇ I have never played a musical instrument before, so I'm not sure how well I will do.
 - ◇ I don't own a guitar.
 - ◇ I don't have a soundproof place to practice.

ACTION STEPS

- ◇ By next year I want to play the guitar in my own band.
 - ◇ Ask a friend who plays to teach me a few guitar chords to see how well I do.
 - ◇ Rent a guitar while taking lessons to see if I like it well enough to keep playing.
 - ◇ Practice when no one else is home.

SUPPORTS

- ◇ By next year I want to play the guitar in my own band.
 - ◇ Ask a friend who plays to teach me a few guitar chords.
 - ◇ Borrow a friend's guitar for a week to see if I enjoy playing it.
 - ◇ Ask my parents to help split the cost of the guitar.

Jon Feliciano

- ◇ Western High School Graduate
- ◇ Watch the video.
 - ◇ Check off the reasons Jon's goal was an effective goal.
 - ◇ Fill out the form "Working Toward My Goal" as if you were Jon.
- ◇ Article
 - ◇ http://espn.go.com/college-football/story/_/id/11670292/miami-hurricanes-offensive-lineman-jon-feliciano-helps-find-home
- ◇ Video:
 - ◇ <http://www.westernhigh.org/apps/video/watch.jsp?v=103100>

*2.9.3. Working Toward My Goal***WORKING TOWARD MY GOAL****DIRECTIONS:** Write an effective goal statement below.**Goal:**

Review the first five qualities listed in “Qualities of Effective Goals”. If your goal lacks these qualities, rewrite it to make it more effective. Then complete the sections below.

Supporting goals:

-
-
-
-

Action steps for achieving this goal:

-
-
-
-

Obstacles: In the column on the left below, list possible obstacles to reaching your goal. Then in the column on the right, list one action step or support to avoid or minimize each possible obstacle.

Obstacle:  Action step/Supports:

Obstacle:  Action step/Supports:

Obstacle:  Action step/Supports:

Obstacle:  Action step/Supports: