



NIFA



United States Department of Agriculture

National Institute of Food and Agriculture

<https://nifa.usda.gov/program/4-h-positive-youth-development>

National Aeronautics and Space Administration

EXPEDITIONARY SKILLS FOR LIFE

A FEDERAL PARTNERSHIP FOR STEM EDUCATION

LESSON PLAN: ACTIVITY 1.4 SETTING SMART GOALS

LESSON DETAILS

AGE/GRADE LEVEL

Elementary School

LEARNER OUTCOMES

Youth will be able to identify the elements of a SMART goal.

SUCCESS INDICATORS

Youth will write a personal SMART goal.

LIFE SKILLS

Critical thinking, creativity, self-direction, productivity, flexibility, adaptability, responsibility

NATIONAL STANDARDS

21st Century Skills / Life and Career Skills / INITIATIVE AND SELF DIRECTION / develop thinking skills, content knowledge, and social and emotional competencies to navigate complex life and work environments

21st Century Skills / Learning and Innovation Skills / CRITICAL THINKING AND PROBLEM SOLVING / Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

PREP TIME

10 minutes

ACTIVITY TIME

30 minutes

MATERIALS LIST

Paper, Writing utensils, SMART Goal Setting Template for each youth, Flip chart paper, Markers

HANDOUTS

SMART Goal Setting Template

SUGGESTED SPACE

Desk or table with chairs

SUGGESTED GROUP SIZE

10-15 youth. If working with early elementary youth, additional adults or teens may be needed to assist youth with terms and writing.

REFERENCES

5 Tips for Teaching Kids How to Set Goals
<http://choices.scholastic.com/blog/5-tips-teaching-kids-how-set-goals>

SMART Goal Setting with Your Students
<https://www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias>

SMART Goal Setting Template
<https://igrow.org/up/resources/01-1005-2012.pdf>

INTRODUCTION

Learning how to describe goals as SMART goals is an important skill that will help you understand how to become successful in reaching your goals.

SMART goals are:

S = Specific

M = Measurable

A = Attainable

R = Realistic and Results Focused

T = Timely and Trackable

Specific: A specific goal has a much greater chance of being accomplished than a general goal. EXAMPLE: A general goal would be, "Pick up trash at the park." But a specific goal would say, "My 4-H club will pick up trash at the Roam Free Park twice a week over the summer months."

Measurable: Set criteria for measuring progress toward the attainment of each goal you set. EXAMPLE: "My 4-H club will pick up all trash from the Roam Free Park, until the park is clean twice a week over the summer months."

Attainable: When you identify goals that are most important to you, you begin to figure out ways you can make them come true. EXAMPLE: "My 4-H club will pick up all trash from the Roam Free Park, until the park is clean, twice a week over the summer months utilizing a partnership with the city that supplies our club with gloves, bags and other needed resources."

Realistic: To be realistic, a goal must embody an idea toward which you are both willing and able to work. EXAMPLE: Our Club Members can dedicate Tuesday Evenings and Saturday mornings for this project.

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EXPEDITIONARY SKILLS FOR LIFE

SETTING SMART GOALS, CONTINUED

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Time Bound: A goal should be carried out within a specific time frame. EXAMPLE: "My 4-H club will pick up all trash from the Roam Free Park, until the park is clean, on Tuesday Evenings and Saturday Mornings during the months of June, July, and August utilizing a partnership with the city that supplies our club with gloves, bags and other needed resources."

SMART goals prepare you for success.

ACTIVITY INSTRUCTIONS

ACTIVITY: SMART GOALS (30 MINUTES)

Discuss:

- What are goals?
- Why do you think they are important?
- Have you had goals for yourself before? If so, what were they?
- Did you accomplish your goals? Why or why not?
- What things do you want to do in the next year?

After the discussion about goals, help the youth to set their own personal SMART goals. Be sure to avoid any goals that are focused on appearance, as that can send the wrong message.

1. Ask youth to write down on a piece of paper 3 or 4 things they want in the next year. After a few minutes, ask them to choose one.
2. Hand out the SMART Goal Setting Template.
3. On a white board or flip chart paper (something so that everyone can see) write SMART vertically so that each letter may be identified with what it stands for (Specific, Measurable, Attainable, Realistic and Results Focused, Timely and Trackable). One component at a time, remind youth what it means.
4. Ask the youth to think about the one thing they chose that they want and consider each of the components described above to form a goal. Using the worksheet, they can identify one component at a time, writing down what about their goal fits with each component.
5. Ask the youth to combine all of the components they have identified into one or two sentences and write it

down at the bottom of the worksheet.

6. Ask 3 or 4 (more if time permits) youth to volunteer to share their goals with the group.

DEBRIEF ACTIVITY (15 MINUTES)

Youth should sit in a circle. The facilitator should start with the youth to their left and ask each youth to say "one word" that comes to mind when they think about the activity. Once everyone has had a chance to respond, you should bring the process to an end by summarizing themes that might have appeared during the debriefing.

- Is it helpful for all members of the team to share a common understanding of the causes of the conflict? Why or why not?

APPLIED CHALLENGE (20 MINUTES)

Help the youth to apply what they learned in real-life situations.

1. Using a sports analogy, what would a "time out" be used for in real life? Possible answers: an opportunity to stop whatever you are doing and re-evaluate your progress towards a goal; a chance to talk with friends and trusted adults about your "game plan" and get advice on how to proceed.
2. In games like football, basketball, and soccer, there are things like "fouls" and "penalties." Can you think of something comparable that might happen to a person working towards a goal in life? Possible answers: any problems or setbacks that interrupt progress towards a goal, such as having trouble in school, becoming sick, joining a gang, experimenting with drugs, etc.
3. What happens when an athlete tries and fails to make a goal? Possible answers: she or he can try harder the next time, be more realistic about personal abilities, involve other team members; become frustrated or depressed/sad, change to a different position on the team.
4. How do these same ideas relate to you not reaching your goals?
5. Go back to your SMART Goal Setting Template and note where you might encounter a challenge and how you can overcome that challenge



S.M.A.R.T Goal Setting Template

Brainstorm: Brainstorm possible project ideas and identify which idea you would like to develop into a goal.

Start writing your goal in parts:

Specific: A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:

- **Who:** Who is involved?
- **What:** What do I want to accomplish?
- **Where:** Identify a location.
- **When:** Establish a time frame.
- **Which:** Identify requirements and constraints.
- **Why:** Specific reasons, purpose or benefits of accomplishing the goal.

EXAMPLE: A general goal would be, "Pick up park." But a specific goal would say, "My 4-H club will pick up the Roam Free Park twice a week over the summer months"

Be Specific: Write your goal

Measurable: Set criteria for measuring progress toward the attainment of each goal you set. To be considered measurable your goal must answer the "H" questions:

- How much?
- How many?
- How will I know when it is accomplished?

EXAMPLE: "My 4-H club will pick up all trash from the Roam Free Park, until the park is clean twice a week over the summer months.

Make it Measurable:

Attainable: When you identify goals that are most important to you, you begin to figure out ways you can make them come true.

Consider:

- Attitudes, abilities, skills, and financial capacity to reach them.
- Look for opportunities to bring yourself closer to the achievement of your goals.

EXAMPLE: "My 4-H club will pick up all trash from the Roam Free Park, until the park is clean, twice a week over the summer months utilizing a partnership with the city that supplies our club with gloves, bags and other needed resources.

Make it Attainable:

Realistic: To be realistic, a goal must embody an idea toward which you are both willing and able to work. Be sure that your goal represents substantial progress.

Consider:

- Do we have the workforce needed to carry it out?
- Have we identified all needed partners?
- Do we have the time and commitment needed from our club members?

EXAMPLE:

- We have 12 club members that would be willing to carry out this goal.
- We will contact our city office.
- Our Club Members can dedicate Tuesday Evenings and Saturday mornings for this project.

Be Realistic: (Answer above questions in accordance with your goal.)

Time Bound: A goal should be carried out within a specific time frame. With no time frame tied to it there's no sense of urgency for its completion.

EXAMPLE: "My 4-H club will pick up all trash from the Roam Free Park, until the park is clean, on Tuesday Evenings and Saturday Mornings during the months of June, July, and August utilizing a partnership with the city that supplies our club with gloves, bags and other needed resources."

Make it Time Bound:

Congratulations! You have a S.M.A.R.T Goal!



ACTIVITY 1.4: LEARNER ASSESSMENT

These questions are about things you learned during this activity. Please check the circle that best describes you.

Q1 I know what a SMART goal is.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me

Q2 I understand that using goals can help me achieve things I want to accomplish.

- Not at all like me
- A little like me
- Somewhat like me
- A lot like me

Q3 I ask for help when I need it to reach my goals.

- Not at all like me
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