



Lesson MS.15

SETTING GOALS

Unit.

Stage 1 of Development—ME

Problem Area.

What Foundational Skills Do I Need for Leadership?

Precepts.

A2 Focus on results.

National Standards.

NL-ENG.K12.7 — Evaluating Data — Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.



Student Learning Objectives. As a result of this lesson, the student will...

- 1 Define S.M.A.R.T. goals.
- 2 Apply S.M.A.R.T. goal-setting techniques to life areas.
- 3 List reasons why people do not achieve their goals.



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1



Time. Instruction for this lesson: 50 minutes.



Resources

National FFA Organization's Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Overhead projector
- ✓ Yellow paper plate
- ✓ MS.15.AS.A—one per student
- ✓ MS.15.TM.A
- ✓ MS.15.TM.B
- ✓ MS.15.Assess—one per student

Key Terms. The following terms are presented in this lesson and appear in bold italics:

- Specific
- Measurable
- Approved by you
- Realistic
- Time-stamped



Interest Approach

Take the students to an open area and have them form a circle. Place a yellow plate in the center of the circle. Their goal is to select a partner and switch places with their partner as quickly as possible. Time their efforts and encourage the class to do it more quickly the second time.



In a minute, everyone will select a partner across the circle. Your goal is to touch the plate in the center of the circle and switch places with your partner as quickly as possible without touching anyone in the process—not even your partner! While in motion, say, "Leave me alone!" like you mean it, until you have reached your partner's position. When I say "Start," you may move. When everyone has reached his or her new position, someone else must say, "Stop!" What questions are there? Start!

Time the group on its first attempt, and then challenge the group to reduce its time on the second attempt. Have them think specifically about how fast they can complete the challenge. If their time is more than five seconds, share with them that many other groups have finished in less than one and a half seconds. Students should realize they can move closer to the spot or move the spot and don't have to be across from their partner. After students have made their second attempt, elicit responses from the following questions:



2



What happened the first time?

Possible responses: we didn't understand what was going on; we didn't think through our plan; we didn't have a goal to aim for



What was the difference the second time?

Possible responses: we knew what we had to do to meet our time; we had the experience to draw from; our goal was clear



What happened when the goal was not clear the first time?

Possible responses: we did not use the best strategy to reach our end result; chaos; we had nothing to shoot for



How can you relate that to your life?

Possible responses: without a goal, we won't exactly know where we are going; goals have to be specific to be helpful



Many times in our lives, we feel like we are working toward something, but are not quite sure what the result will be. Or maybe we know what the result will be, but we are just not sure how to reach the end point. We have talked about what goals are and why they are important, but today is where we will be able to put that information to use. It's time to put on our thinking caps as you dig more deeply into the value of goals. Let's begin!

SUMMARY OF CONTENT AND

TEACHING STRATEGIES

Objective 1. Define S.M.A.R.T. goals.

I. S.M.A.R.T. Goals



It's obvious that everyone in this room is smart, but how smart are you? I said how smart are you?

Wait for response.



With the tools we are getting ready to use, all of us in here will become five times smarter. How many times smarter?

Wait for response.

Students should copy the following information from the writing surface or from MS.15.TM.A.



3



As you develop your goals, you should develop goals that are S.M.A.R.T.

A. *Specific*: explicitly set forth; definite. Goals must be specific. If goals are set and are not specific, it is impossible to judge whether we reach them or not. Example of unspecific goal: I will exercise more. Example of specific goal: I will exercise 20 minutes three times a week.

B. *Measurable*: can be measured or calculated. Goals must be measurable. Measurable goals will help you evaluate your progress and measure your success. Example of an immeasurable goal: I will meet new people. Example of a measurable goal: I will attend four activities each month and connect with one new person.

C. *Approved by you*: considered and consented to by you. Your goals must be set and approved by you. If you set your own goals, your chance of success will increase. Example: Improving your test scores because you want to rather than because your teachers want you to.

D. *Realistic*: tending to or expressing an awareness of things as they really are. Goals must be realistic. Setting goals you have the potential to achieve will help you follow through. Example: I will run a marathon next week with no training versus I will run a marathon after six months of vigorous training.

E. *Time-stamped*: established within a time frame. Goals have to have a time stamp. By setting and writing your deadlines down, you will start to live your goals. Example: I will visit my grandmother versus I will visit my grandmother by the end of the week.

After information is presented to students, review the S.M.A.R.T. acronym using a Marcel Marceau Moment. This allows the students to create gestures or actions for the content discussed above. Allow them to work on this task in pairs.

Objective 2. Apply S.M.A.R.T. goal-setting techniques to life areas.

II. Setting S.M.A.R.T. goals



It's time to take the knowledge from your minds and let it flow out of your pencils. For the next portion of today's lesson, we are going to examine where we want to be and set goals that will help us get there. Remember, our goals must be our own. Please be respectful of our classmates as we apply S.M.A.R.T. goals to our lives.

Discuss the 5 life areas with students.

1. Physical:
2. Spiritual:
3. Job or Career:
4. Family or Friends:
5. Education:

Students will complete MS.15.AS.A to start to develop personal goals. They should write at least one goal for each life area previously discussed. They are allowed to write short-term, intermediate, or long-term goals, but each goal must meet the S.M.A.R.T. criteria.



When I say "goals," you will have seven minutes to put your life down on paper. Using the activity sheet, you will write S.M.A.R.T. goals for the five life areas we discussed today. Goals must meet all the criteria for S.M.A.R.T. goals. If you have questions while working, please raise your hand. What questions are there? Goals!

As students complete the activity sheet, circulate in the room to check on their progress. Help them focus on setting goals that are S.M.A.R.T. When time is up, call on five students to share one goal they came up with.



Objective 3. List reasons why people do not achieve their goals.

III. Why people fail to meet their goals



Unfortunately, setting S.M.A.R.T. goals isn't enough. Just because you set goals that are S.M.A.R.T. doesn't mean you will achieve them. Let's take a look at some of the reasons why people do not achieve their goals.

Present the following information on the writing surface or by using MS.15.TM.B. Students should capture it in their notes.



People do not achieve their goals because:

A. They set goals that are too big.



You should be sure to make goals that are bite-sized. Instead of setting a goal to get better grades in all classes, set a goal to make better grades in two classes.

B. Goals are not written down or planned.



It is a proven fact that a written goal carries more power. Writing your goal forces you to be specific and think through all your actions.

C. Fear of failure leads to a fear to start.



Many people are too afraid they will fail, so they never start working toward their goals. They do not want to commit the time and energy without the guarantee of success. However, there are no guarantees in life, so just go for it!

D. They go it alone.



When setting goals, borrow strength from others. You should identify key individuals who can help you reach your goals. It could be a brother, a sister, a parent, a counselor, a grandparent, a pastor, etc. Find someone who will hold you accountable for reaching your goals.

After discussing each reason, students should individually perform a Hieroglyphics Moment for each reason for failure. When finished, have them share with three other people. Have students guess the reasons for failure by observing the pictures that are drawn.



Review/Summary

Have the students answer the following questions on their notes page: What have I learned about goal setting and how will I use what I have learned? Give them one minute to write and ask a few to share their answers.





Application

►Extended Classroom Activity:

Encourage students to identify three famous people who have overcome obstacles to achieve their goals.

►FFA Activity:

Apply the S.M.A.R.T. goal-setting techniques to a chapter activity.

►SAE Activity:

Have students write a S.M.A.R.T. goal for improving their SAE.



Evaluation

Have students complete MS.15.Assess.

Answers to Assessment:

1. Specific
2. Measurable
3. Approved by you
4. Realistic
5. Time-stamped
6. Big
7. Written down
8. Failure
9. Alone



SETTING GOALS

Instructions: Answer the following questions to the best of your ability. There is only one correct answer per question.

1–5. Goals must be written as S.M.A.R.T. What do the letters in S.M.A.R.T. mean.

1. S:

2. M:

3. A:

4. R:

5. T:

6. One reason people do not reach their goals is because they set goals that are too

_____.

7. Goals that are not _____ or planned may not be achieved.

8. For some, a fear of _____ leads to a fear to start.

9. Instead of looking for help, some decide to go it _____.



MS.15.TM.A

S.M.A.R.T. GOALS

◆ **Specific:** explicitly set forth; definite. Goals must be specific. If goals are set and are not specific, it is impossible to judge whether we reach them or not. Example of unspecific goal: I will exercise more. Example of specific goal: I will exercise 20 minutes three times a week.

◆ **Measurable:** can be measured or calculated. Goals must

be measurable. Measurable goals will help you evaluate your progress and measure your success. Example of an immeasurable goal: I will meet new people. Example of a measurable goal: I will attend four activities each month and connect with one new person.

◆ *Approved by you: considered and consented to by you.* Your goals must be set and approved by you. If you set your own goals, your chance of success will increase. Example: You wanting to improve your test scores versus your teachers wanting you to improve your test scores.

◆ *Realistic: tending to or expressing an awareness of things as they really are.* Goals must be realistic. Setting goals you have the potential to achieve will help you follow through. Example: I will run a marathon next week with no training versus I will run a marathon after six months of vigorous training.

◆ *Time-stamped: established within a time frame.* Goals have to have a time stamp. By setting and writing your deadlines down, you will start to live your goals. Example: I will visit my grandmother versus I will visit my grandmother by the end of the week.



MS.15.TM.B

REASONS PEOPLE DO NOT ACHIEVE THEIR GOALS

- ◆ They set goals that are too big.
- ◆ Goals are not written down or planned.
- ◆ Their fear of failure leads to a fear to start.
- ◆ They go it alone.



MS.15.AS.A Name: _____

SETTING S.M.A.R.T. GOALS

Directions: Set one S.M.A.R.T. goal for each of the life areas.

1. Physical:

2. Spiritual:

3. Job or Career:

4. Family or Friends:

5. Education:

