



## Smart Thinking

### Description:

Goals help students succeed—but only if students know how to set them!

Lead students in a discussion on goal setting, showing them how it's really done.

Great goals are:

- **S**pecific - are detailed, not vague or confusing
- **M**easurable - can be evaluated for progress
- **A**ction-oriented - include a plan
- **R**ealistic - are possible, achievable
- **T**imely - include an appropriate target date

### Objectives:

Students will:

- be motivated to set goals
- demonstrate the elements of an appropriate goal
- work through and test sample goals

### Procedure:

1. Ask each student to write down a goal on a scrap piece of paper.
2. Ask the following questions of the class.
  - What is a goal?
  - What makes a goal successful or not?
  - Identify a well-constructed goal, and a goal that won't work. Why will one work and the other not?
3. Hand out photocopies of the facing sheet and explain S.M.A.R.T. For further details, see the agenda's In Focus section on goal setting and time management, before the calendar pages (*discover agendas* only). Have students complete the work sheet.
4. Ask for volunteers to share their goals.
5. Diagnose the goals that were shared. Are they S.M.A.R.T. goals?
6. Ask students to formulate two long-term goals that satisfy the S.M.A.R.T. criteria.



Fill in the definitions for the S.M.A.R.T. acronym:

<b>S</b>	_____
<b>M</b>	_____
<b>A</b>	_____
<b>R</b>	_____
<b>T</b>	_____

**WHAT'S IMPORTANT TO ME?**  
 Example: Grades



**LONG-TERM PERSONAL GOALS**  
 Make the honor roll by next term

Try it yourself-get SMART!

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Set an interpersonal goal in the weekly goals section of your agenda.

Setting a goal is not the main thing. It is deciding how you will go about achieving it and staying with that plan. - Tom Landry