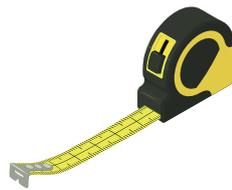


# MY S.M.A.R.T. GOALS LESSON PLAN



**MEASURABLE**



**ATTAINABLE**



**RELEVANT**



**SPECIFIC**



**TIMELY**

## MY S.M.A.R.T. GOALS - LESSON PLAN

LESSON TITLE:  
**MY S.M.A.R.T.  
GOALS**

### AIMS

This lesson will:



- Build on 1st year Guidance Related Learning in the area of Goal Setting.
- Show students how to set S.M.A.R.T goals.
- Encourage students to identify a goal they want to achieve and show them how to take ownership of this goal and the process involved in achieving it.
- Assist students in creating a workable plan to guide them in achieving their goal.

### OUTCOMES



At the end of this lesson students will be able to:

- Link back to previous content covered in 1st year.
- Identify a goal they want to accomplish.
- Turn this goal into a S.M.A.R.T goal.
- Create a workable plan to guide them in achieving their goal.
- Recall how they will assess their progress.

### LINKS TO JUNIOR CYCLE KEY SKILLS



- Communicating (listening and expressing myself, discussing and debating, using language).
- Managing myself (knowing myself, making considered decisions, using digital technology to manage myself and my learning).
- Staying well (being healthy, being social, being safe, being responsible).
- Being creative (exploring options and alternatives, implementing ideas and taking actions).
- Working with others (learning with others, respecting difference, developing good relationships, co-operating).
- Managing information and thinking (gathering and recording information, being curious, thinking critically, using digital technology to access, manage and share knowledge).

### LINKS TO JUNIOR CYCLE STATEMENTS OF LEARNING



In this lesson students will

- Take action to safeguard and promote her/his wellbeing and that of others.
- Bring an idea from conception to realisation.

**MY S.M.A.R.T. GOALS - LESSON PLAN**

**LINKS TO WHOLE SCHOOL GUIDANCE**



**Developing Myself**

In this lesson students will

- Develop & maintain self-esteem & a positive self-concept.
- Interact effectively with others (face-to-face: discussing goal with peer).
- Develop & grow throughout life (goal setting).
- Students will be able to identify and describe their personal qualities, attitudes and strengths, interests and how they influence behaviour.
- Students will be able to demonstrate effective social skills when cooperating, collaborating & negotiating with peers and teacher.
- Students will be able to participate in a range of activities & tasks to enhance emotional, social, cognitive & physical development.
- Ask for help when required.

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## MATERIALS NEEDED FOR THIS LESSON

### BY TEACHER

- PowerPoint
- Worksheet
- Guidance Counsellors/ Teachers might also wish to remind themselves of first year content in this area.

### BY STUDENTS

- Worksheet

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## OUTCOMES

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## OPENING 'THE HOOK'



Remind the students they are all uniquely talented. Some students are good at sport, others are good at art, music, being kind, being a good brother/sister etc. Today we are going to look at something in our lives we would like to improve or something new we would like to achieve. We are going to learn how to set a S.M.A.R.T. goal to achieve this.

**MY S.M.A.R.T. GOALS - LESSON PLAN**

**BODY OF LESSON**

**TEACHER  
ACTIVITIES**

**STUDENT  
ACTIVITIES**

<p>Teacher reminds the students about the ‘Story of Edmund’.</p> <p>Teacher asks “What is the difference between a Wish and a Goal?”</p>	<p>Students give feedback on the ‘Story of Edmund’ and the difference between a Wish and a Goal.</p>
<p>Teacher tells students that the class today will be about goal setting and outlines the lesson’s aims.</p>	<p>Students give feedback on the difference between a Wish and a Goal and their goals for Secondary School.</p>
<p>Teacher asks students to identify a goal they want to achieve.</p>	<p>Students identify a goal they want to achieve.</p>
<p>Teacher encourages students to check that their goal that they identified earlier is S.M.A.R.T (using the S.M.A.R.T Checklist). Teacher circulates the room assisting students.</p>	<p>In pairs the students discuss the purpose of goal setting and give feedback to the teacher.</p>
<p>Using the Example Worksheets (Thinking about my Goal and Action Plan) teacher demonstrates how this Goal can be developed into an Action Plan. Teacher circulates around the room assisting students in completing their worksheets.</p>	<p>After exploring the examples (Thinking about my Goal and Action Plan) students complete their own worksheets on Thinking about my Goal and Action Plan.</p> <p>Students then tick off the Checklist to ensure that their goal is S.M.A.R.T.</p>

**CONSOLIDATION OF LEARNING**



Students identify a date when they will reflect on their SMART goal and review their progress.

Finally, the teacher re-examines the lesson’s aims.