



Module Title
***Setting Goals and
Discovering Inspiration***

Social Emotional Learning Curriculum
SEL Topic: Setting Goals and Decision Making
Level: High School

Module at A Glance

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Lesson Overview	About Setting Goals	Teacher Activity Guides	Teacher Tools	Quiz

Lesson Objectives

Students will be able to describe the importance of goal setting in their lives. Students will set and refine their own personal goals using the SMART Goals model and benchmarking. Students will discover role models who have achieved similar goals and be able to map out plans to accomplish such goals.

Activity Snapshots

This lesson incorporates the following activities, information and Teacher Tools.

Title	Activity Type	Approx. Time	Resources and Materials
Activity 1: Why is setting personal goals important?	Demonstration Discussion	10 minutes	About Setting Goals Student Instructions Activity Definitions Notebook paper or Journal
Activity 2: Setting a Personal Goal	Independent Activity	10 – 15 minutes	About Setting Goals Student Instructions Activity Definitions Teacher Tool: Setting Personal Goals Part 1
Activity 3: Creating Goals	Independent Small Group	Two 10 minute sessions	About Setting Goals Student Instructions Activity Definitions White board and markers Teacher Tools: Setting Personal Goals Part 1, Setting Personal Goals Part 2, SMART Goals, and Benchmarking Example
Activity 4: Learning from a Role Model	Small Group Discussions	10 minutes	About Setting Goals Student Instructions Optional:

Description/Intent:

In this module, students will learn about the benefits and importance of setting goals that align with their passions and interests. Students will perform various step-by-step instructions that guide them through the goal setting process.

HS 22 SM Module: Treasure Hunt: Find the Positive



Applications & Benefits:

Goal setting produces many benefits, including increased self-esteem and decision-making skills. Goal setting helps us learn more about ourselves, become confident in our abilities and experience personal satisfaction and success.



About Setting Goals

Why is it important to set goals?

One of the most important things we take for granted today is personal agency. Everyone is freer to follow and work towards their dreams than ever before. However many people today simply follow what other people tell them to do rather than focusing on what they want to do. This often leads to regret and hopelessness. In order to avoid this, setting your own goals rather than having your family or society force them on you will help you find happiness and fulfillment.

A good personal goal often involves an activity which you find enjoyable and helps you grow as an individual. Some examples of personal goals could be improving your test scores in the subject you enjoy the most, beating a personal record for one of the school's sports teams, and so on. These personal goals can help you discover what you really enjoy doing in life and discover something new about yourself, even if you don't meet the goal! Setting goals and working toward them helps us learn from our experiences, whether we meet the goal or not. For example, think of a bright-eyed young adult beginning college with a goal to earn a degree for their chosen career field. While taking classes for that degree, they find out that it is not something they are truly interested in as a career. Through taking electives, they find a new path they are passionate about, but keep the original idea as a hobby. Though they may have failed to complete their original goal, working toward that goal helped them realize what they truly enjoy doing and they were able to modify that goal and set a new one.

Some of the more obvious benefits of goal setting include improved self-confidence, self-esteem, and decision-making skills. When we begin setting goals, we learn more about our own strengths and weaknesses, refine goals to make them challenging but realistic, learn to prioritize, and take more responsibility for our choices. The act of goal setting provides us with direction and purpose, acts as a motivator for personal achievement, and gives an opportunity to experience personal satisfaction and success.

Module Rationale:

Students are often taught about the importance of setting goals. Students are told how goals help direct one's efforts towards something greater and how successful people in our society have used the power of goal setting to achieve their best. However, even when knowing the benefits of doing so, it is important to remember that caring about one's own goals involves being personally invested in it. This can be seen when children and young adults are given strict goals by their family, which usually results in dissatisfaction and unfulfillment.



In order to prevent this, children and young adults should be the ones to set their own goals that align with their interests and what they want to accomplish. Finding a role model in the same field may also prove advantageous. It is said that “taking the road least travelled” has merit, but following and attempting to emulate the achievements of someone who is respected and accomplished something similar is a good way to begin working towards your goals.

Goal Setting Tips for Teachers

Teachers can act as important models for students in goal setting. Put the following ideas into practice even after you teach students about goal setting.

- Explain the benefits of setting your own personal goals and how even small goals are worthwhile.
- Provide personal examples of goal setting and the impact it has had on you.
- When discussing the importance of finding a role model to follow, remind students that those role models are human too (who had to deal with failure and are not infallible).
- Conference with students regularly about their goals. Talk to them about their progress and assess the difficulty of their goals or resources available.
- Encourage students to write down their goals.
- Continue to provide direct instruction about goal setting.
- Remember to follow up with student goals long after the module and activities are complete. Make it a point to talk with students about their progress, or allow time for students to share their achievements.

Teacher Feedback

Please provide insights on any adjustments made regarding the actual use of the content. Feel free to share your thoughts, suggestions, and constructive criticism. Email your feedback to: info@mylearningtools.org



Activity #1: Why is setting personal goals important?

Teacher Instructions

Carefully read the information dedicated to All About Setting Goals. Make the Student Instructions for Activity #1 accessible for students (via projector, hand copies, online host, etc.). Make copies of Teacher Tool: Brainstorming Personal Goals, or provide students with notebook or journals.

Definitions

What is a goal?

A goal is defined as the result or aim of a desired effort. Online Merriam-Webster's dictionary defines a goal as, "the end toward which effort is directed."

What is goal setting?

If a goal is a desired end result, goal setting would be the process in which apply effort to meet the goal. Goal setting motivates us to plan for the future, take action, and self-evaluate in order to grow.

Activity

Begin with a quick demonstration about the importance of goal setting. Line up students shoulder to shoulder around the room. It is ok if the line goes around a corner or through desks. Tell students that they are going to participate in a quick activity. The only thing they will have to do is start with their arms to the side and then raise them in the air. Once students are ready, tell them to start. Students should raise their arms up and down into the air, possibly many times since you didn't give them any directives about that.

After a few seconds, tell students to stop. Ask students if that activity made any sense. Ask them to tell you what the purpose was. Most likely, they will say that it had no purpose.

Now, tell students that they will do the same thing (raise their arms up and down) but the GOAL is to perform a wave that starts at one end and weaves down and back up the line. They will have to start with one end of the line and wave their arms until it reaches the end, and again as the wave returns to the start.

Again, ask the students if it made more sense, and if they had a purpose or a goal. Explain to students that the only thing that changed from the first trial to the second, was that they had a goal. Goals provide purpose.



Allow students to sit down, and discuss with them with the definitions of goals and goal setting. Elicit some discussion from students by asking why they think it is important to set goals. Ask students what they think the benefits of goal setting are. Discuss the information from the All About Goal Setting section with students.

In order to prepare students for goal setting, ask them to get out a piece of paper or journal. Answering these questions can help identify potential goals for students. Since students will be referring back to these questions in another activity, it is important for them to hold on to their responses.

Ask students to write down the answers to these questions and keep them for future reference.

What kinds of things do I enjoy doing?

What motivates me? What do I value?

What do I really want to accomplish (in the near or distant future)? Why do I want to accomplish that?

Who do I see myself as in 5, 10, 15 years?



Activity #2: Setting a Personal Goal

Teacher Instructions

Carefully read the information dedicated to All About Setting Goals. Make the Student Instructions for Activity #2 accessible for students (via projector, hand copies, online host, etc.).

Make copies of Teacher Tool: Setting Personal Goals Part 1 or provide students with notebook or journals. The Teacher Tool simply steps students through the planning process but students can draw the graphics on their own as well.

Definitions

What is a goal?

A goal is defined as the result or aim of a desired effort. Online Merriam-Webster's dictionary defines a goal as, "the end toward which effort is directed."

What is goal setting?

If a goal is a desired end result, goal setting would be the process in which apply effort to meet the goal. Goal setting motivates us to plan for the future, take action, and self-evaluate in order to grow.

What is the visualization technique?

Visualization techniques have been shown to improve goal setting behaviors. In visualization, we use mental imagery to picture what our future selves look and feel like.

Activity

This lesson involves asking students to write things they enjoy doing and try to come up with at least one personal goal related to two of those interests. Due to the personal nature of these subjects, it may be difficult for some students to share their personal interests and goals. In such cases, asking questions to help students come up with answers on their own, or gentle, but not overbearing encouragement can be utilized.

Start by asking students to review goals and goal setting, and the importance of setting personal goals. Next, have students close their eyes and listen to the following visualization prompt. Recite the following and allow a few minutes of time for students to ponder and visualize the questions.

*What does your future self look like? How do you feel mentally, physically and emotionally?
What changes have you made? How far into the future did you visualize? One year or 5 years?*



Are you in school? Have you moved somewhere new? What are you doing to earn money? Who are your close friends with? What goals have you accomplished? What makes you happy?

Then, provide students with a copy of the the handout Teacher Tool: Setting Personal Goals Part 1. In the first section, ask students to jot down a few of their interests or hobbies. Help students brainstorm by asking them to consider what subjects they like school, what they like to do after school, or even something that they want to try. Provide a few minutes for students to think quietly.

For the next section, have students choose two topics or items from their list that they would like to set a goal for. The last section asks students to set 1 personal goal for each and then provide the rationalization, the why, for setting that goal. There is no limit to how big or small these goals could be, but they should require some consistent effort over a period of time to achieve. For the rationale or reasoning, students should answer the following two questions for each goal.

1. "Why do you want to accomplish this goal?"
2. "Would there be anyone who could help you or whose example you could follow in achieving this goal?"

Make sure they keep this list for future lessons.

Some examples and their reasoning could be –

"I want to bring up my biology grade and score an A on the final exam because I enjoy biology more than chemistry and physics."

"I will try to learn a new instrument as one of my friends is good at playing it. They might be willing to help me get started and give me tips."

"I would like to become the best freestyle swimmer as I was really inspired by the accomplishments that Michael Phelps has achieved."



Activity #3: Creating Goals

Teacher Instructions

Carefully read the information dedicated to All About Setting Goals. Make the Student Instructions for Activity #3, Teacher Tool: SMART Goals, and Teacher Tool: Benchmarking Example accessible for students (via projector, hand copies, online host, etc.).

Make copies of Teacher Tool: Setting Personal Goals Part 2 or provide students with notebook or journals. The Teacher Tool simply steps students through the planning process but students can draw the graphics on their own as well.

Ensure that students still have their handout or notes from the previous activity using Teacher Tool: Setting Personal Goals Part 1.

Activity

Part 1

This activity is divided into two parts, depending on the time available. The purpose for this activity is for students to first refine their personal goals using a goal setting model and then identify benchmark goals and resources.

Start with a demonstration targeted to help students identify smaller benchmark goals. Remind students about the first demonstration where they worked together to perform the wave. Before having students line up, ask them what steps need to occur before the final goal, creating the wave, can be achieved. On the white board, write the goal, “Perform the wave as a class,” and underneath list student ideas of the various steps. Some examples might include that they have to decide where to stand and line up, choose someone to start, have a countdown to begin, and so forth. Next, ask students to identify any resources or considerations that they might have to think about and write these next to the steps. For example, to line up, they need to make sure that there is room around the classroom so the resource could be “space.” For a countdown, a resource could be a timer.

Have students complete the wave based on their steps (benchmarks) and resources. Before students sit down, ask them how they could make the wave even better by refining the goal. For example, setting a time limit to the wave (i.e. “Perform a class wave in under ten seconds,” “Perform a class wave that lasts 20 seconds,”), including sounds (“Perform the wave as a class with our arms and a ‘woah!’ that starts off soft and gradually gets louder.”) Allow students time to meet their new goal.



After students return to their seats, discuss the importance of benchmarking, or breaking apart a goal into smaller goals, to make goals more manageable. Discuss the importance of identifying resources or considerations that are helpful in the planning process. Talk about how refining the goal made the final wave better than the first, because the goal was more specific and targeted.

Instruct students to take out their notes from the previous activity, either on Teacher Tool: Setting Personal Goals Part 1 or in their notebook or journals. Provide students with Teacher Tool: Setting Personal Goals Part 2, or simply show them the template and allow them to use notebook paper or a journal.

For this activity, students will refine their initial goals using the SMART Goal model. Display or provide students with Teacher Tool: SMART Goals as a guide. Discuss each component of a SMART goal to ensure students understand. The “A” in SMART goal may be misleading for some, especially when encouraging growth mindset. Explain that the “A” for achievable implies that, for example, one wouldn’t set a goal to beat the school record for most strikeouts if they’ve never even played softball. This would be similar to someone applying for a job as a chemist without having the necessary education. It is important for students to understand that their teachers believe in them and that they are capable of achieving their dreams. However, ask students to consider what is meaningful and motivating to them personally in order to make an achievable goal.

Tell students that the goal today is to refine their two personal goals. Ask students to take their goals from Part 1, and create a SMART goal for each. This is a good place to pause the activity and save the rest of the activity for another time. If time allows, continue to Part 2.

Part 2 (or continued as time permits)

If you paused the activity and started on a new day, ensure that students have both Teacher Tool: Setting Personal Goals Parts 1 and 2. As students finish refining their goals into SMART goals, have them share one or both of their goals with a classmate. Partners should provide feedback about the five aspects of a SMART Goal, helping each other add detail or information if needed.

Show students Teacher Tool: Benchmarking Example for students to see an example of benchmarking and discovering resources. Have students spend a few minutes writing down their benchmarks and resources. Ask students to share the resources they thought of and make a list on the whiteboard. Provide a few more minutes for students to add any resources ideas from the list that they hadn’t considered.



Activity #4: Learning from a Role Model

Teacher Instructions

Carefully read the information dedicated to All About Setting Goals. Make the Student Instructions for Activity #4 accessible for students (via projector, hand copies, online host, etc.).

Activity

This lesson involves asking students to think about the personal goals that they set and finding someone that they can use as a role model for inspiration.

As students to select one of their personal goals from the previous activities to be the goal they would like to focus on for this activity. Have students think about and share the overall topics of their goals (i.e. academic, sport, health etc. related) and then have students move into groups based on the over topic. Students will be choosing an individual role model for their goals, and since this may be difficult, having students group up based on the topic of their goals may help with brainstorming and a way to boost discussion and participation.

After students are settled in their groups, have students discuss their goals and brainstorm some role models that may be helpful to them as inspiration for their gials. These role models may be someone famous, successful or even someone the student knows personally. This does not need to be written or recorded; the purpose of the small groups is to help students brainstorm with others.

As the discussions progress, remind students to each choose a role-model that will help provide them with inspiration, or is even a resource they chose to help them achieve their goals. Ask a few students to share their chosen role-models and provide an explanation as to why they chose that individual.



Student Instructions Activity #1: Why is setting personal goals important?

Define

What is a goal?

A goal is defined as the result or aim of a desired effort. Online Merriam-Webster's dictionary defines a goal as, "the end toward which effort is directed."

What is goal setting?

If a goal is a desired end result, goal setting would be the process in which apply effort to meet the goal. Goal setting motivates us to plan for the future, take action, and self-evaluate in order to grow.

Think

Why is it important to set goals?

How do we benefit from setting goals?

Journal

What kinds of things do I enjoy doing?

What motivates me? What do I value?

What do I really want to accomplish (in the near or distant future)? Why do I want to accomplish that?

Who do I see myself as in 5, 10, 15 years?

Quote of the Day

"If you want to be happy, set a goal that commands your thoughts, liberates your energy and inspires your hopes." – Andrew Carnegie



Student Instructions Activity #2: Setting a Personal Goal

Review

What are goals?
What is goal setting?
Why is it important to set goals?

Brainstorm

Jot down a list of your interests and hobbies.

Plan

Choose two topics from your list to set personal goals for.

Set a Goal

For each goal you made, provide an explanation for wanting to achieve this goal. What motivates you to make this goal?

Quote of the Day

“Whether you think you can or you can’t, you’re right.” – Henry Ford



Teacher Tool: Setting Personal Goals Part 1

Brainstorm

Use the space in the box below to jot down some of your hobbies or interests.

Choose

Pick two topics from your list that you would like to set a personal goal for.

1.

2.

Plan

Write a personal goal for each of your chosen interests. Provide the justification, or reasoning, for wanting to make each goal.

Goal #1:

Why do I want to accomplish this goal?

Goal #2:

Why do I want to accomplish this goal?



Student Instructions Activity #3: Creating Goals

Practice

As a group, work together to refine the goal, “Perform a class wave.”

Define

A SMART Goal is a goal setting model that provides direction and structure in planning for and meeting goals.

Write

Using the personal goals you created in the previous activity, use the SMART Goal model to refine each goal.

Ask a partner to read your goal. Does it make sense to them? Do they have any suggestions for adding information?

Break it Up

Take your new SMART Goals and break each of them into two or three separate benchmarks, or smaller goals.

Brainstorm

What resources, information or considerations do you need to plan for in order to achieve your goal? This could include, time, assistance from others, education and training, equipment, a study guide, meeting with your counselor, coaching, and so forth.

Quote of the Day

“Our goals can only be reached through a vehicle of a plan, in which we must fervently believe, and upon which we must vigorously act. There is no other route to success.” —*Pablo Picasso*



Teacher Tool: Setting Personal Goals Part 2

SMART Goal 1

Benchmark 1

Benchmark 2

Benchmark 3

SMART Goal 2

Benchmark 1

Benchmark 2

Benchmark 3

What resources will help you to reach your goals? Brainstorm on the back. →



Teacher Tool: SMART Goals

What is a SMART Goal?

S	PECIFIC	<i>answers who, what, when, where, how</i>
M	EASURABLE	<i>quantifiable, how will you know when the goal has been achieved</i>
A	CHEIVEABLE	<i>balance between challenge and frustration</i>
R	ELEVANT	<i>the why, what value will the outcome add to you or others</i>
T	TIME-BOUND	<i>realistic deadlines</i>

Example SMART Goal

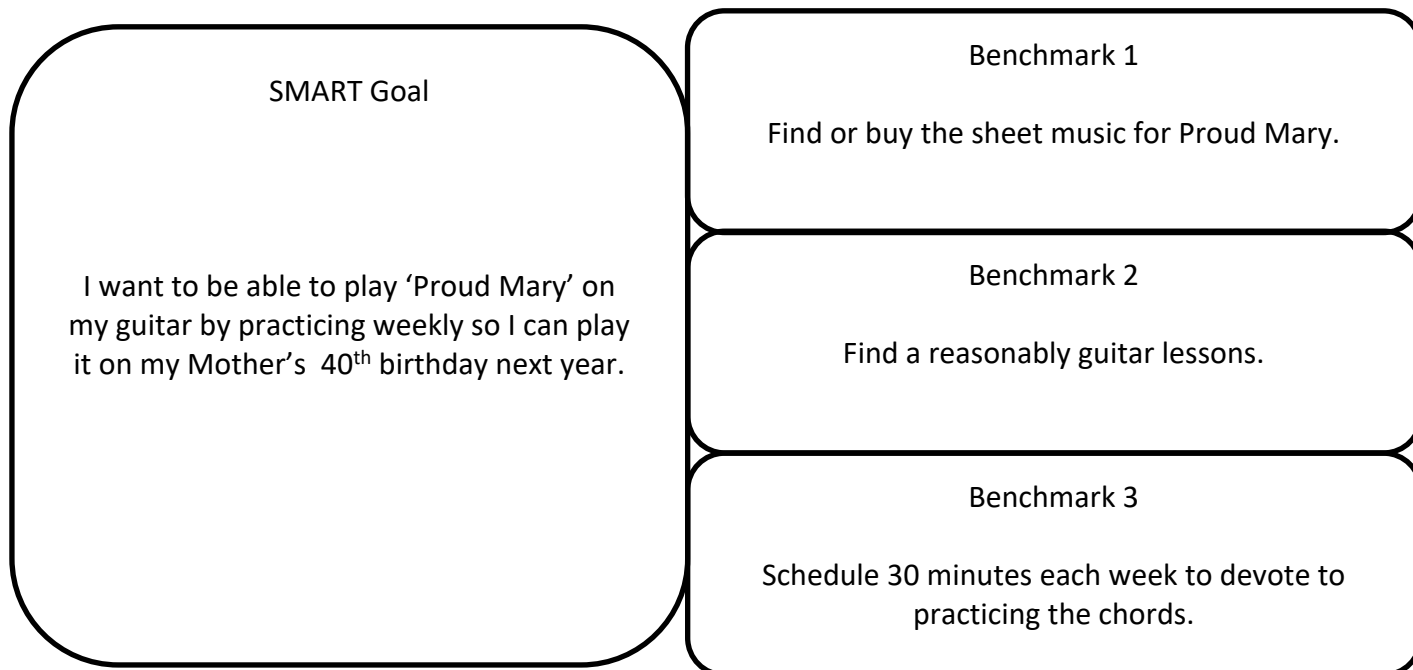
First Draft Goal: "I want to learn to play the guitar."

Refined SMART Goal:

"I want to be able to play 'Proud Mary' on my
M **S**
guitar by practicing weekly so I can play it
A
on my Mother's 40th birthday next year."
R **T**



Teacher Tool: Benchmarking Example



What resources will help you to reach your goals?

- Planner or calendar app with remind features to schedule blocks of time to practice
- Guitar teacher
- Music store or the internet (sheet music)



Student Instructions Activity #4: Learning from a Role-Model

Get in Groups

Find classmates with similar goal topics as yourself. For example, find out who else has a goal related to sports, academics, personal interests or health.

Brainstorm

Share your goal with the group. Talk together and brainstorm some positive role-models to act as inspiration for your goal setting.

Share

Who did you choose as a role-model for your personal goal?

Why did you choose this person?

What can you learn from them?

Quote of the Day

“If you set goals and go after them with all the determination you can muster, your gifts will take you places that will amaze you.” —*Les Brown*



Module Title
***Setting Goals and
Discovering Inspiration***

Quiz

1. Why is it important to set personal goals?
 - a. Setting goals gives you a sense of purpose
 - b. Setting goals is a good motivator
 - c. Setting goals promotes positive self-esteem
 - d. All of the above

2. How does benchmarking help in working toward your goal?
 - a. Benchmarking promotes the use of assessment tools.
 - b. Benchmarking provides an opportunity to take a break from your goals.
 - c. Benchmarking helps us find success and motivation in smaller goals.
 - d. All of the above

3. What does the 'M' in SMART goal mean?
 - a. Monitored
 - b. Measureable
 - c. Mastered
 - d. Mentionable

4. Which of the following can help you feel more motivated toward accomplishing a goal?
 - a. The goal is related to your interests and passion.
 - b. You know someone that you can follow the example of.
 - c. You set the goal yourself and have the support of those around you.
 - d. All of the above.