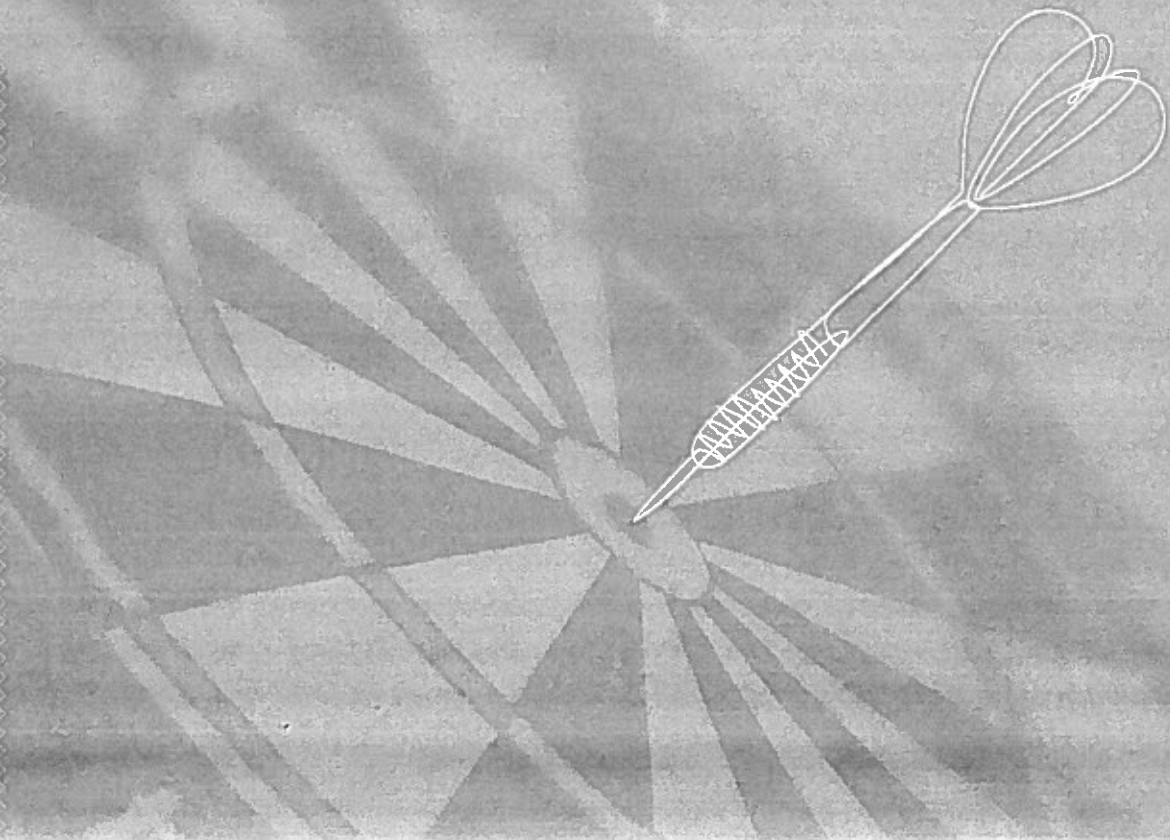

6. GOAL SETTING





UNIT INCLUDES:

OVERVIEW

SELF-ASSESSMENT

PROGRESS MONITORING

LESSON 1: MAKING A GOAL MAP

LESSON 2: SMART GOALS

LESSON 3: CREATING ACTION STEPS FOR SMART GOALS

In this unit your students will:

- Break down long-term goals into short-term action steps
- Create goals with SMART characteristics
- Explore and apply a series of steps for reaching a SMART goal

**OVERVIEW****GOAL SETTING**

GOAL SETTING REQUIRES THE ABILITY TO ARTICULATE PURPOSEFUL ACTIONS THAT WILL ENABLE STUDENTS TO PREDETERMINE WHAT THEY WANT TO ACCOMPLISH, DEVELOP A PLAN TO GET THERE, MONITOR PROGRESS, AND ULTIMATELY ACHIEVE WHAT IS DESIRED. ALTHOUGH GOAL SETTING IS ONE OF THE EXECUTIVE FUNCTIONS, THE PROCESS OF ENGAGING IN GOAL-DIRECTED BEHAVIOR INVOLVES OTHER EXECUTIVE FUNCTIONS AS WELL.

**DESCRIPTION OF LESSONS****SELF-ASSESSMENT:** (10–15 minutes)

This eight-item self-assessment tool allows students to evaluate their present ability to set and meet goals. Teachers can also use the assessment to monitor student progress over time. (See pages 1-12 and 1-13 for instructions.)

LESSON 1: Making a Goal Map (45–60 minutes)

Students explore their long-term goals in a variety of life areas by creating a concept map.

LESSON 2: SMART Goals (30 minutes)

Students learn the criteria of successful goals by practicing their ability to identify SMART goals as well as creating their own SMART goals.

LESSON 3: Creating Action Steps for SMART Goals (30 minutes)

Students learn how to analyze and break apart long-term goals into specific action steps.



REFLECTING ON YOUR PRACTICE

- *How has goal setting been successful in my classroom?*

- *Which aspects of goal setting are most difficult for students?*

- *How can I help scaffold the process of goal setting for students?*

- *How can I help students recognize areas of deficits in which goals need to be applied?*



BRIDGING TO THE CLASSROOM

- | | |
|--|--|
| <ul style="list-style-type: none"> • Model goal setting by explicitly stating the goals of lessons, assignments, and activities. | <ul style="list-style-type: none"> • Use goal setting in tasks and activities in which students have the freedom to pursue their own goals, such as long-term and independent projects. |
| <ul style="list-style-type: none"> • In group work, have students articulate their individual and group goals and plan how they will meet them. Have students reflect on their progress and make necessary adjustments. | <ul style="list-style-type: none"> • Develop a classroom routine in which all students create a goal for the week. Be sure to check in on their progress. |



RESEARCH SAYS:

WHILE EXPERTS CONCEPTUALIZE EXECUTIVE FUNCTIONS IN A VARIETY OF WAYS, MOST AGREE THAT GOAL-DIRECTED BEHAVIORS ARE A CENTRAL PART OF EXECUTIVE FUNCTIONING. THESE SKILLS INCLUDE THE ABILITY TO SET REASONABLE GOALS, TO PLAN AND ORGANIZE BEHAVIOR DESIGNED TO ACHIEVE THOSE GOALS, INITIATE BEHAVIOR TOWARDS REACHING THOSE GOALS, AND INHIBITING BEHAVIORS INCOMPATIBLE WITH ACHIEVING THE DESIRED OUTCOME (YLVISAKER AND FEENEY, 2002).

Student Worksheet:

How Well Do I Set Goals?

Name: _____

Date: _____

	NONE OF THE TIME 0	SOME OF THE TIME 1	MOST OF THE TIME 2	ALL OF THE TIME 3
I create long-term goals in a variety of areas of my life including academic, personal, and social goals.				
I break down long-term goals into specific actions or steps.				
I create short-term goals that I can accomplish in less than one week.				
I write my goals down.				
I get started on my goals right away.				
I regularly monitor my progress when working toward my goals.				
I achieve my goals.				
When I achieve my goals, I reflect on what I did to be successful. When I do not achieve my goals, I reflect on what went wrong.				

Reflection Questions:

1. What parts of goal setting am I already good at? _____

2. What parts of goal setting would I like to improve? _____

3. What are specific actions I can take to improve my ability to set and achieve goals? _____

Teacher Resource: Monthly Progress Monitoring Charts

GOAL SETTING	STUDENT:			
	DATE:	DATE:	DATE:	DATE:
Mastery	24	24	24	24
	23	23	23	23
	22	22	22	22
	21	21	21	21
Developing	20	20	20	20
	19	19	19	19
	18	18	18	18
	17	17	17	17
Emerging	16	16	16	16
	15	15	15	15
	14	14	14	14
	13	13	13	13
Not Yet Established	12	12	12	12
	11	11	11	11
	10	10	10	10
	9	9	9	9
Mastery	8	8	8	8
	7	7	7	7
	6	6	6	6
	5	5	5	5
Developing	4	4	4	4
	3	3	3	3
	2	2	2	2
	1	1	1	1
Emerging	0	0	0	0
	24	24	24	24
	23	23	23	23
	22	22	22	22
Not Yet Established	21	21	21	21
	20	20	20	20
	19	19	19	19
	18	18	18	18
Mastery	17	17	17	17
	16	16	16	16
	15	15	15	15
	14	14	14	14
Developing	13	13	13	13
	12	12	12	12
	11	11	11	11
	10	10	10	10
Emerging	9	9	9	9
	8	8	8	8
	7	7	7	7
	6	6	6	6
Not Yet Established	5	5	5	5
	4	4	4	4
	3	3	3	3
	2	2	2	2
Mastery	1	1	1	1
	0	0	0	0
	24	24	24	24
	23	23	23	23
Developing	22	22	22	22
	21	21	21	21
	20	20	20	20
	19	19	19	19
Emerging	18	18	18	18
	17	17	17	17
	16	16	16	16
	15	15	15	15
Not Yet Established	14	14	14	14
	13	13	13	13
	12	12	12	12
	11	11	11	11
Mastery	10	10	10	10
	9	9	9	9
	8	8	8	8
	7	7	7	7
Developing	6	6	6	6
	5	5	5	5
	4	4	4	4
	3	3	3	3
Emerging	2	2	2	2
	1	1	1	1
	0	0	0	0
	24	24	24	24
Not Yet Established	23	23	23	23
	22	22	22	22
	21	21	21	21
	20	20	20	20
Mastery	19	19	19	19
	18	18	18	18
	17	17	17	17
	16	16	16	16
Developing	15	15	15	15
	14	14	14	14
	13	13	13	13
	12	12	12	12
Emerging	11	11	11	11
	10	10	10	10
	9	9	9	9
	8	8	8	8
Not Yet Established	7	7	7	7
	6	6	6	6
	5	5	5	5
	4	4	4	4
Mastery	3	3	3	3
	2	2	2	2
	1	1	1	1
	0	0	0	0
Developing	24	24	24	24
	23	23	23	23
	22	22	22	22
	21	21	21	21
Emerging	20	20	20	20
	19	19	19	19
	18	18	18	18
	17	17	17	17
Not Yet Established	16	16	16	16
	15	15	15	15
	14	14	14	14
	13	13	13	13
Mastery	12	12	12	12
	11	11	11	11
	10	10	10	10
	9	9	9	9
Developing	8	8	8	8
	7	7	7	7
	6	6	6	6
	5	5	5	5
Emerging	4	4	4	4
	3	3	3	3
	2	2	2	2
	1	1	1	1
Not Yet Established	0	0	0	0
	24	24	24	24
	23	23	23	23
	22	22	22	22
Mastery	21	21	21	21
	20	20	20	20
	19	19	19	19
	18	18	18	18
Developing	17	17	17	17
	16	16	16	16
	15	15	15	15
	14	14	14	14
Emerging	13	13	13	13
	12	12	12	12
	11	11	11	11
	10	10	10	10
Not Yet Established	9	9	9	9
	8	8	8	8
	7	7	7	7
	6	6	6	6
Mastery	5	5	5	5
	4	4	4	4
	3	3	3	3
	2	2	2	2
Developing	1	1	1	1
	0	0	0	0
	24	24	24	24
	23	23	23	23
Emerging	22	22	22	22
	21	21	21	21
	20	20	20	20
	19	19	19	19
Not Yet Established	18	18	18	18
	17	17	17	17
	16	16	16	16
	15	15	15	15
Mastery	14	14	14	14
	13	13	13	13
	12	12	12	12
	11	11	11	11
Developing	10	10	10	10
	9	9	9	9
	8	8	8	8
	7	7	7	7
Emerging	6	6	6	6
	5	5	5	5
	4	4	4	4
	3	3	3	3
Not Yet Established	2	2	2	2
	1	1	1	1
	0	0	0	0
	24	24	24	24
Mastery	23	23	23	23
	22	22	22	22
	21	21	21	21
	20	20	20	20
Developing	19	19	19	19
	18	18	18	18
	17	17	17	17
	16	16	16	16
Emerging	15	15	15	15
	14	14	14	14
	13	13	13	13
	12	12	12	12
Not Yet Established	11	11	11	11
	10	10	10	10
	9	9	9	9
	8	8	8	8
Mastery	7	7	7	7
	6	6	6	6
	5	5	5	5
	4	4	4	4
Developing	3	3	3	3
	2	2	2	2
	1	1	1	1
	0	0	0	0
Emerging	24	24	24	24
	23	23	23	23
	22	22	22	22
	21	21	21	21
Not Yet Established	20	20	20	20
	19	19	19	19
	18	18	18	18
	17	17	17	17
Mastery	16	16	16	16
	15	15	15	15
	14	14	14	14
	13	13	13	13
Developing	12	12	12	12
	11	11	11	11
	10	10	10	10
	9	9	9	9
Emerging	8	8	8	8
	7	7	7	7
	6	6	6	6
	5	5	5	5
Not Yet Established	4	4	4	4
	3	3	3	3
	2	2	2	2
	1	1	1	1
Mastery	0	0	0	0
	24	24	24	24
	23	23	23	23
	22	22	22	22
Developing	21	21	21	21
	20	20	20	20
	19	19	19	19
	18	18	18	18
Emerging	17	17	17	17
	16	16	16	16
	15	15	15	15
	14	14	14	14
Not Yet Established	13	13	13	13
	12	12	12	12
	11	11	11	11
	10	10	10	10
Mastery	9	9	9	9
	8	8	8	8
	7	7	7	7
	6	6	6	6
Developing	5	5	5	5
	4	4	4	4
	3	3	3	3
	2	2	2	2
Emerging	1	1	1	1
	0	0	0	0
	24	24	24	24
	23	23	23	23
Not Yet Established	22	22	22	22
	21	21	21	21
	20	20	20	20
	19	19	19	19
Mastery	18	18	18	18
	17	17	17	17
	16	16	16	16
	15	15	15	15
Developing	14	14	14	14
	13	13	13	13
	12	12	12	12
	11	11	11	11
Emerging	10	10	10	10
	9	9	9	9
	8	8	8	8
	7	7	7	7
Not Yet Established	6	6	6	6
	5	5	5	5
	4	4	4	4
	3	3	3	3
Mastery	2	2	2	2
	1	1	1	1
	0	0	0	0
	24	24	24	24
Developing	23	23	23	23
	22	22	22	22
	21	21	21	21
	20	20	20	20
Emerging	19	19	19	19
	18	18	18	18
	17	17	17	17
	16	16	16	16
Not Yet Established	15	15	15	15
	14	14	14	14
	13	13	13	13
	12	12	12	12
Mastery	11	11	11	11
	10	10	10	10
	9	9	9	9
	8	8	8	8
Developing	7	7	7	7
	6	6	6	6
	5	5	5	5
	4	4	4	4
Emerging	3	3	3	3
	2	2	2	2
	1	1	1	1
	0	0	0	0
Not Yet Established	24	24		

Making a Goal Map

TIME:
45-60
MINUTES

Objectives

In this lesson, students will:

- Understand the rationale for setting long-term goals
- Create a goal map of long-term goals for the academic, social, personal, family, and physical areas of their lives
- Prioritize their goals

Planning Ahead

- Create transparencies of *Example Goal Map* and *Goal Map Template* on pages 6-8 and 6-9.

Materials

Student Guide pages 82–83

For Students:

- *Notebook paper*
- *Blank paper*
- *Markers and/or colored pencils*
- *Sheet protector (one per student)*

For Teacher:

- *Example Goal Map*
- *Goal Map Template*

STUDENT GUIDE CONNECTION: Have students read page 82 in the Student Guide and then take the Self-Assessment on page 83. This assessment can be self-administered or taken during a teacher-student interview. However, it should be administered before starting this lesson.

Procedure

Please feel free to select and adapt parts of the procedural suggestions below.

DISCUSS

Hold a discussion about goal setting.

Reread page 82 in the Student Guide with students. Ask students to define the word *goal*. How do students' responses vary? Can the class agree on a definition? A *goal* is "the result or achievement toward which effort is directed; an aim; an end."

Ask: *What is the rationale for setting goals?*

Why should we set goals?

Has anyone here ever set a goal? What was it?

Did you achieve it? Why or why not?

How did setting a goal help you achieve your aim?

MODEL

Show transparencies of *Example Goal Map* and *Goal Map Template* on pages 6-8 and 6-9.

Use the sample goal maps as a reference to guide students towards creating their own. Ask them to suggest different goals that they want to achieve in their lives. These goals can be a combination of short- and long-term goals.

(continued)

MODEL

(continued)

Examples/suggestions: doing well in school, finding a good job, becoming a better athlete, getting an A on the next test.

Note: Goal maps give teachers an opportunity to get to know their students a little better.

CREATE

Students will set individual goals and then create goal maps independently.

Follow these steps to guide students through the process of creating their own goal maps.

Step 1: Brainstorm Goals—On a blank sheet of notebook paper, have students list as many goals as they can think of. They should write all of these down as soon as they think of them. The order is not important at this point.

Step 2: Prioritize Goals—When students have finished writing all of their goals, they should go back over their lists and prioritize their goals. They should rank each goal with a number, signifying how important that particular goal is compared to the other goals.

Students should ask themselves: What is most important to me?

What is next in importance?

Step 3: Categorize Goals—Write the following categories on the board: *School, Family, Social, Physical, and Personal Interest*. Students should now use these categories to organize their goals.

Step 4: Create the Goal Map—Each student should take all this information and create a goal map on a separate sheet of blank paper. They can use the examples as a guide. Students should feel free to design and decorate their goal maps to reflect their personalities.

PRIORITIZE

Have students prioritize their goals on their goal maps.

Make sure students transcribe onto their goal maps the priorities that they assigned to each of their goals. Then have students choose one goal that is a high priority and have them break it down into manageable action steps.

Option for a later lesson: Use Lesson 3: Creating Action Steps for SMART Goals to help students break down their most important goal(s) into manageable steps.

SHARE

Allow students time to share their goal maps with the group.

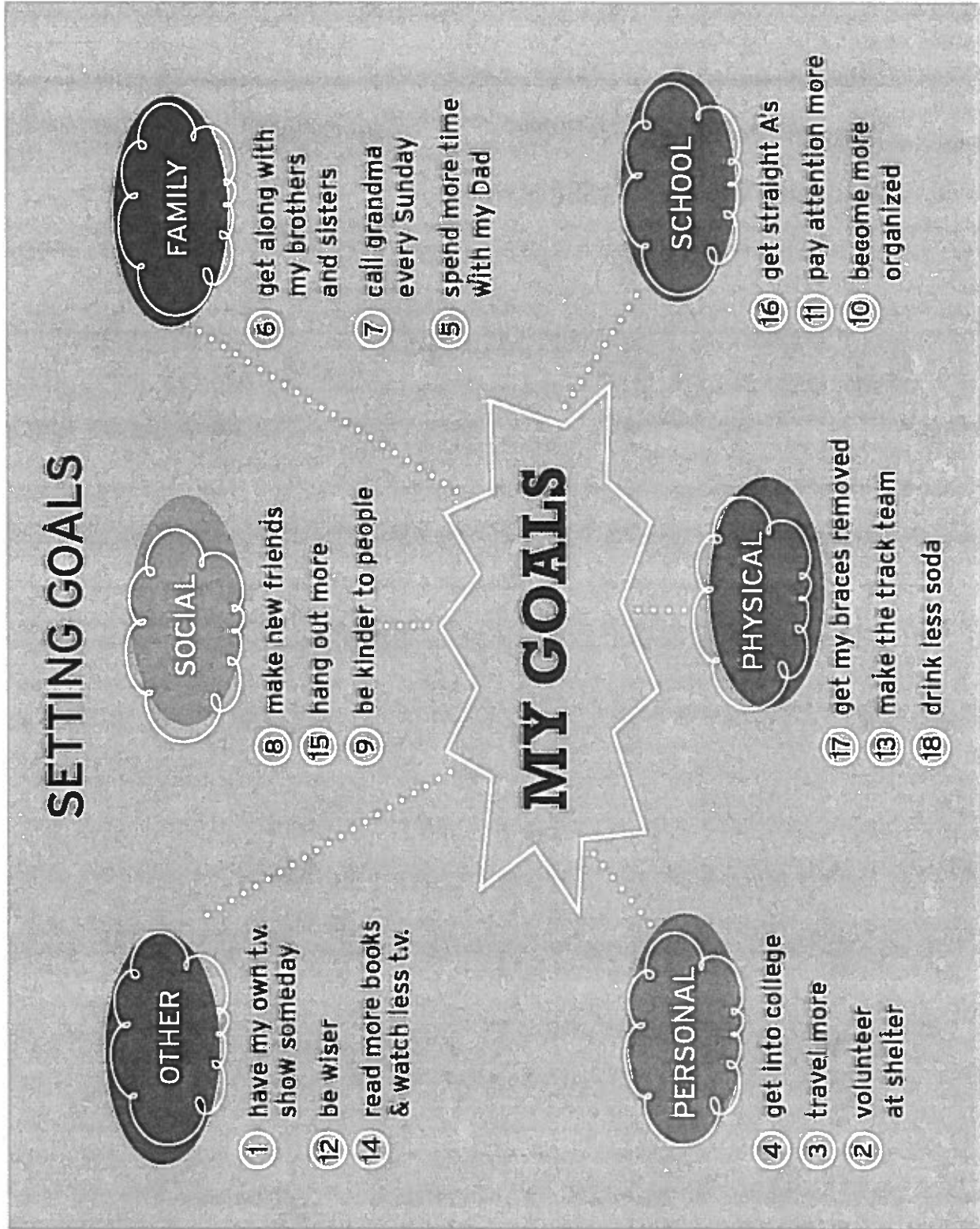
REVIEW**Keep the goal maps for future discussions.**

Create a space where students can refer to their goal maps. Have students put the goal maps in sheet protectors and file them in their binders for future reference.

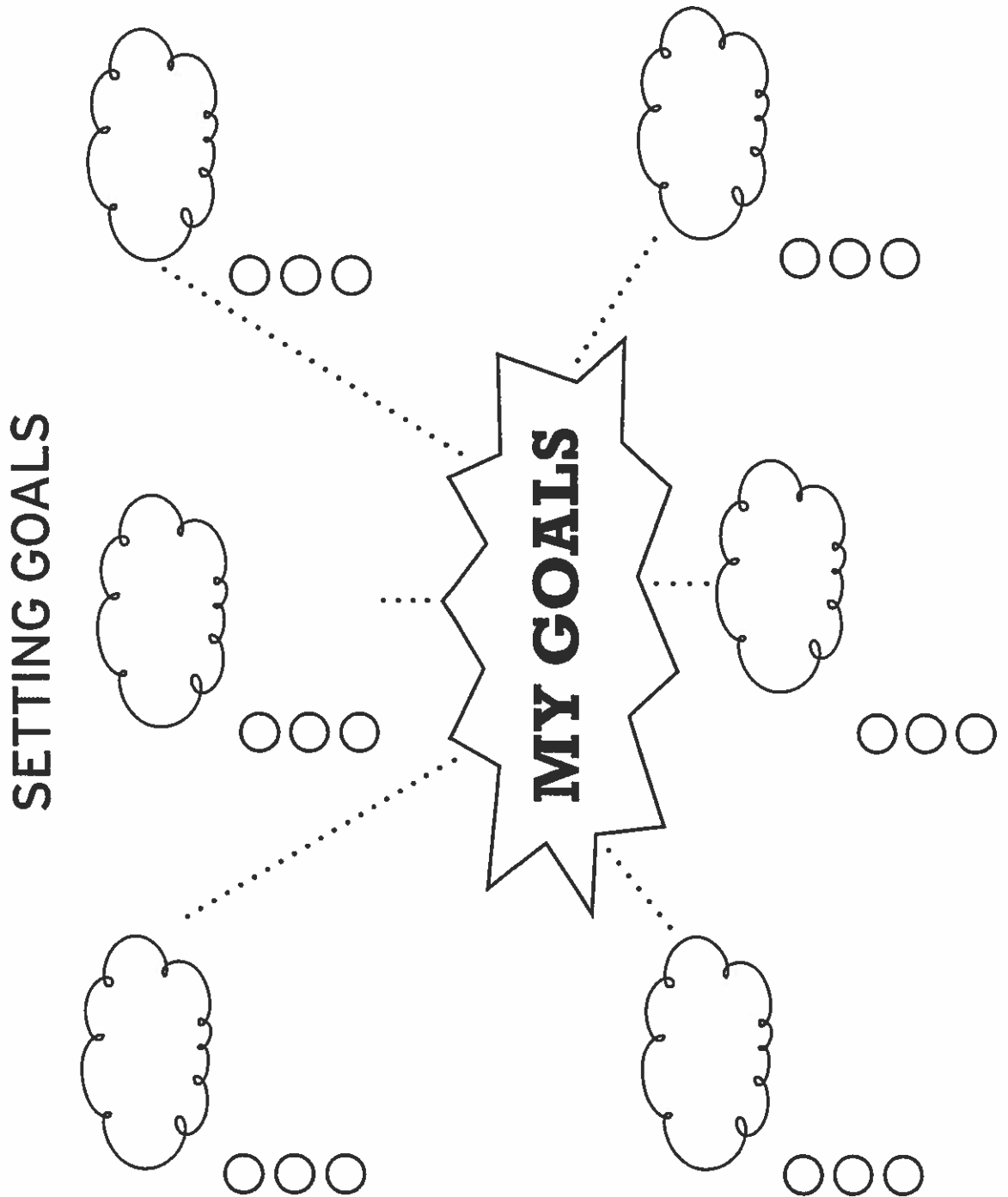
**BRIDGING TO THE CLASSROOM**

- Have students return to their goal maps monthly to evaluate their progress.
- Post students' goal maps in the classroom (if students feel comfortable displaying them).
- During parent/teacher conferences, incorporate goal maps into conversations.

Teacher Resource: Example Goal Map



Teacher Resource: Goal Map Template



SMART Goals

TIME:
30
MINUTES

Objectives

In this lesson, students will:

- Be able to analyze and create a classroom goal that is Specific, Measurable, Attainable, Relevant, and with a Timeframe, or SMART

Planning Ahead

- Create a transparency of *Can You Recognize SMART Goals?* on page 6-13.

Materials

Student Guide pages 84–85

For Teacher:

- *Can You Recognize SMART Goals?* (without answers for transparency)
- *Can You Recognize SMART Goals? Answers*

Procedure

Please feel free to select and adapt parts of the procedural suggestions below.

DISCUSS

Have students read page 84 in the Student Guide, Goal Setting. Then engage students in a discussion about why it is important to set goals.

Ask: What are goals and why are they important?

What is the rationale for setting a goal?

Why should we set goals?

Students should be able to understand that setting goals will point us in the right direction, helping us be proactive. It could be as simple as wanting to do something nice for your mother's birthday and then making a commitment toward achieving that goal.

INTRODUCE

Explain the criteria for a SMART goal.

S — goals should be Specific

M — goals should be Measurable

A — goals should be Attainable

R — goals should be Relevant

T — goals should have a Timeframe

MODEL

Model an example of a SMART classroom goal.

Create a SMART goal together as a class and then check to see if it meets the criteria.

ANALYZE

Have students complete page 85 in the Student Guide, *Can You Recognize SMART Goals?*

PLAN

Brainstorm a list of areas the class can improve upon.

Take suggestions from the class, listing areas in which goals can be set. Some examples include:

- Packing up on time
- Being tardy
- Completing homework
- Appropriate or inappropriate behavior
- Compliments in the hall
- Keeping the classroom library books shelved

CREATE

Generate a class SMART goal for the week.

Take a class vote on the area in which students think they could set a SMART goal. Using the *Can You Recognize SMART Goals?* transparency, lead a discussion on making the classroom goal for the week SMART.

TRACK

Keep track of your class progress.

Maintain a visual representation of your class progress toward the goal. Revisit discussion on this goal as often as possible.



BRIDGING TO THE CLASSROOM

- | | |
|---|---|
| • Generate weekly SMART goals as a whole class. | • Initiate whole-school goals or grade-level goals. |
| • Use the SMART goals acronym as often as possible. | • Set SMART goals individually and have students record them in their planners. |
| • Review the Creating Study Plans lesson found in the Study Strategies Unit, pages 5-75–5-76, to help students achieve their goal of improving their test scores. | • Review the Tracking Grades lesson found in the Study Strategies Unit, pages 5-98–5-99, to allow students to see their progress. |
| • Display graphs of goal progress. | • Discuss/share strategies to overcome obstacles. |

Student Resource: Goal Setting

Name:

Date:

Why Should I Set Goals?

Goal setting gives you more control over your life. Goals can help you be clear about what you want to accomplish. In addition, goals help you understand what actions you need to take. Setting goals helps you know where you want to go and how to get there.

POWERFUL QUESTIONS

1. What do I want to do?
2. What are all the ways I could do that? What are the best ways?
3. What's working? What do I need to change in order to be successful?

All Kinds of Goals

Goals come in all shapes and sizes. Some goals are long-term, such as "I want to be a doctor" or "I want to make the honor roll." Some goals are short-term, such as "I want to do well on my science test." We make goals in all areas of our lives, including academic, personal, and social goals.

How Do I Meet My Goals?

One of the most important parts of setting a goal is making a plan for how you will meet the goal. A goal such as "I want to get better grades" is important, but it is not an action you can take. In fact, getting better grades requires lots of action steps, such as paying attention in class, taking good notes, asking questions when information is unclear, doing homework regularly, and studying for tests and quizzes. Action steps remind us of all the things we need to do in order to meet our goals.

Am I Meeting My Goal?

It is important to regularly check in to see if you are meeting your goal. You might need to add or change some of the action steps. Sometimes our goals change as well. Be sure to monitor your progress and make necessary adjustments.

Goals That Work

If you want to meet your goal, make sure your goal is SMART. Create goals with the following characteristics:



- S**pecific—Keep the focus of your goal narrow.
- M**easurable—How will you know if you are meeting your goal?
- A**ttainable—Set reasonable, realistic goals.
- R**elevant—Set goals that will change your life in ways that you want.
- T**imeframe—When will you meet your goal?

Student Worksheet:

Can You Recognize SMART Goals?

Name: _____ Date: _____

DIRECTIONS: Read each of the goals below. For each goal, evaluate whether it meets the SMART criteria. In the table below, indicate which of the five criteria it meets.

EXAMPLE GOALS	IS IT SPECIFIC?	IS IT MEASURABLE?	IS IT ACHIEVABLE?	IS IT RELEVANT?	DOES IT HAVE A TIMEFRAME?
1. Do my chores. (e.g., wash dishes, vacuum, clean my room)					
2. Do better in math.					
3. Eat one grasshopper every Sunday for two months.					
4. Make my bed every day before going to school.					
5. Do all my homework.					
6. Run 20 minutes, four days a week, for the next two months.					
7. Get the very best grades I can.					
8. Stop eating junk food, such as sweets and chips.					
9. Raise my math grade by 5 points by the next grading period by studying for 30 minutes every night and turning in all of my homework.					
10. Spend 20 minutes each day for the rest of the quarter reading a book I enjoy.					

FINISHED EARLY? Change each goal to make it SMART if it isn't already!

Teacher Resource:

Can You Recognize SMART Goals?

Answers

DIRECTIONS: Read each of the goals below. For each goal, evaluate whether it meets the SMART criteria. In the table below, indicate which of the five criteria it meets.

EXAMPLE GOALS	IS IT SPECIFIC?	IS IT MEASURABLE?	IS IT ACHIEVABLE?	IS IT RELEVANT?	DOES IT HAVE A TIMEFRAME?
1. Do my chores. (e.g., wash dishes, vacuum, clean my room)	✓	✓	✓	✓	
2. Do better in math.			✓	✓	
3. Eat one grasshopper every Sunday for two months.	✓	✓	✓		✓
4. Make my bed every day before going to school.	✓	✓	✓	✓	
5. Do all my homework.			✓	✓	
6. Run 20 minutes, four days a week, for the next two months.	✓	✓	✓	✓	✓
7. Get the very best grades I can.			✓	✓	
8. Stop eating junk food, such as sweets and chips.	✓	✓	✓	✓	
9. Raise my math grade by 5 points by the next grading period by studying for 30 minutes every night and turning in all of my homework.	✓	✓	✓	✓	✓
10. Spend 20 minutes each day for the rest of the quarter reading a book I enjoy.	✓	✓	✓	✓	✓

Creating Action Steps for SMART Goals

TIME:
30
MINUTES

Objectives

In this lesson, students will:

- Recognize that long-term goals are composed of smaller, more manageable action steps
- Consider the potential obstacles that one may encounter when attempting to achieve the goal
- Complete *Goal Planning Worksheet*

Planning Ahead

- Create a transparency of *Goal Planning Worksheet* on page 6-17.

Materials

Student Guide page 86

Procedure

Please feel free to select and adapt parts of the procedural suggestions below.

REVIEW

Review what a goal is.

Ask: *What is a long-term goal?*

What are examples of long-term goals?

Long-term goals are “large and/or broad goals that one will accomplish over an extended period of time.” Examples of long-term goals: to make more friends, to lose weight, to get good grades.

EXPLAIN

Discuss breaking down goals.

Ask: *Why do long-term goals need to be broken down into smaller steps?*

Why do you need to know all the steps necessary in accomplishing a larger goal?

(Possible responses: Losing weight, for example, is not an action you can take. It is the result of several actions, such as exercising, watching what one eats, and dieting. In order to be successful in reaching long-term goals, we need to break these goals down into specific action steps.)

Give an example of a long-term goal, such as getting good grades in Math.

Ask: *What are all of the things you need to do to get good grades in Math?* (Possible responses: attend all classes, pay attention during class, ask questions when things are unclear, do all assignments, ask for help when you need it, study for tests)

Explain: *Each of those answers is an action you can take. Most of them need to be taken on a daily basis!*

ACTIVITY

Choose a goal to concentrate on.

Have students choose their goals carefully because they will revisit this sheet in the future to monitor progress. You may want to revisit the SMART Goals lesson (pages 6-10–6-11) to help students create their own SMART goal. Have students complete page 86 in the Student Guide, *Goal Planning Worksheet*.

Optional: Create an example as a class using a transparency of the *Goal Planning Worksheet*.

DISCUSS

Discuss possible obstacles.

Reaching one's goals often requires overcoming certain obstacles. Some obstacles can be anticipated and others pop up unexpectedly. The more one can predict and plan for potential obstacles, the better one's chances are for success.

Ask: *What are some obstacles you might encounter in reaching your goals?
How will you overcome those obstacles?*

REVISIT

Decide when the class will revisit these goals to check on their progress.

Students should keep the completed *Goal Planning Worksheets* in their binders.



BRIDGING TO THE CLASSROOM

- | | | |
|--|---|--|
| <ul style="list-style-type: none"> • At the beginning of a unit, generate a long-term goal for the class. | <ul style="list-style-type: none"> • Practice breaking down long-term goals into necessary steps. | <ul style="list-style-type: none"> • Write and post these steps somewhere visible in the room. |
| <ul style="list-style-type: none"> • Note when steps have been completed (e.g., by crossing out the step, coloring it). | <ul style="list-style-type: none"> • Use the <i>Creating Study Plans</i> lesson found in the <i>Study Strategies Unit</i>, pages 5-75–5-76, to aid in developing specific action steps for academic goals. | <ul style="list-style-type: none"> • Use the <i>Tracking Grades</i> lesson found in the <i>Study Strategies Unit</i>, pages 5-98–5-99, to help students monitor their progress. |

Student Worksheet:

Goal Planning Worksheet

Name: _____ Date: _____

Step 1: Setting Your Sights

What is your SMART goal?

Step 2: Breaking It Down

- What are all of the things you need to do in order to meet this goal? List them in the space below.
- How long will each step take you? Write the date by which you would like to complete each action step.
- Copy these action steps into your agenda so you have a daily reminder of your goal.

	ACTIONS	DATE	✓
Action 1			
Action 2			
Action 3			
Action 4			
Action 5			
Action 6			
Action 7			

Step 3: Planning It Out

By what date would you like to complete your goal? _____

Step 4: Thinking Ahead

What obstacles might get in your way? _____

How will you overcome them? _____

Handwriting practice lines consisting of multiple sets of horizontal lines, each set containing a solid top line, a dashed middle line, and a solid bottom line.

