

Creating Personal and Academic Goals

This lesson is designed to teach students about creating realistic and meaningful academic and personal goals.

OBJECTIVES

Students will...

1. Learn about SMART goals and how to write them
2. Understand the difference between an academic and personal goal
3. Create strategies to help them achieve their goals

ACTIVITIES

PART 1

Content Knowledge

Display the notes below on the board in order to teach students about SMART goals and how to set them. SMART goals are goals that are Specific, Measurable, Attainable, Relevant, and Time-Bound.

Non-SMART goal example: I will make the soccer team.

SMART goal example: In the next six weeks, I will practice soccer every other day and will enlist a current member of the soccer team to coach me once a week in order to make the team during fall tryouts.

In order to write a goal that adheres to each characteristic, there are several questions you need to ask yourself:

- **Specific:** What do you want to accomplish?
- **Measurable:** How will you know when you reach this goal?
- **Attainable:** Is your goal achievable if you set your mind to it?
- **Relevant:** Is this a worthwhile goal? Do you have the resources you need in order to achieve this goal?
- **Time-Bound:** What is the timeline for your goal? When will it be achieved?

Next, explain to students the difference between a personal and an academic goal. Explain that personal goals involve improving yourself, while academic goals pertain to your studies and educational pursuits.

Grade Level: 6

MEFA PATHWAY SECTIONS WITHIN THIS LESSON:

- My Journal
- My Goals

DOMAIN:

- Social Emotional Learning
- Academic Skills

TIME:

- 45 minutes

MATERIALS NEEDED:

- Internet connection to work with the MEFA Pathway website

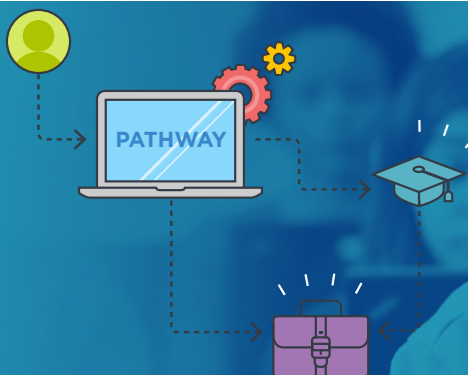
FUTURE READY SKILLS:

- Evaluation
- Growth Mindset
- Emotional Intelligence

VOCABULARY:

- Meaningful
- Realistic
- Accountability
- Ownership

Email any questions to:
k12support@mefa.org



LESSON PLAN

PART 2

Applying Information

Have students log in to MEFA Pathway and navigate to the *My Goals* page under the *Self-Discovery* tab. Instruct students to add at least one academic goal and one personal goal, along with two strategies for each. Students should consider if these are short or long-term goals and identify an expected completion date.

When creating goals, students should think about what they hope to achieve this school year, both in their academic and personal lives. Goals might be related to learning a new subject or working with others.

Students should consider the SMART goal framework when creating their goals. Encourage students to continue to add more goals and strategies as they develop and update goals as completed if they achieve them.

PART 3

Evaluating Information

Have students assess their progress in meeting their established goals at the end of each semester. Have students make an entry in their *My Journal* by clicking on the pen icon in the lower right corner and answering the questions below:

1. If you have not yet reached an expected goal, what additional strategies could be applied?
2. If you have reached a goal, what strategy did you find especially helpful?
3. If you have not yet reached an expected goal, what do you see as an obstacle? What could you do to get past the obstacle?
4. What are some ideas for future goals? Add these to the *My goals* page under the *Self-Discovery* tab as well.

PART 4

Critical Thinking/Creative Application

Create a colorful board to display in the classroom titled, "Our Personal and Academic Goals." Encourage students to add one of their established goals to the board in a creative manner. They can keep it anonymous or include their name. Keep adding goals throughout the year to encourage students.

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Grading Rubric

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CATEGORY	EXCELLENT 4	GOOD 3	SATISFACTORY 2	NEEDS IMPROVEMENT 1
Sequencing of Information	The information is organized in a clear, logical way.	Most information is organized in a clear, logical way.	Some information is logically sequenced.	There is no clear plan for the organization of information.
Effectiveness	The entry includes all material needed to give a good understanding of the topic.	The entry is lacking one or two key elements.	The entry is missing more than two key elements.	The entry is lacking several key elements and has inaccuracies.
Font Choice & Formatting	Font formats (size, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formats have been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.
Conventions. Student uses proper grammar, punctuation, and spelling.	The entry has no misspellings or grammatical errors.	The entry has 1- 2 misspellings, but no grammatical errors.	The entry has 1- 2 grammatical errors but no misspellings.	The entry has more than 2 grammatical and/or spelling errors.