



# WebSource

For the Classroom

## College and Career Readiness: Goal Setting

### Discussion Questions

- What are some of your goals?
- How have those goals changed over the past year?
- Why is it important to set goals?

### Activity: S.M.A.R.T. Goals

Students will learn about S.M.A.R.T. goals and set their own S.M.A.R.T. goals.

#### PROCEDURE

1. On the board, write the following acronym for the word smart:  
**S** - specific  
**M** – measurable  
**A** – achievable  
**R** - realistic  
**T** – timely and/or tangible
2. Explain to students that when setting a goal, they should follow the S.M.A.R.T. guidelines. Explain to the class what S.M.A.R.T. goals are. You can also provide copies of the S.M.A.R.T. Goals handout.

**S is for Specific:** A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions:

- √ Who: Who is involved?
- √ What: What do I want to accomplish?
- √ Where: Identify a location.
- √ When: Establish a time frame.
- √ Which: Identify requirements and constraints.
- √ Why: Specific reasons, purpose or benefits of accomplishing the goal.

Create an example with the class.

**M is for Measurable** - Establish concrete criteria for measuring progress toward the attainment of each goal you set. Explain to students that when you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal. To determine if your goal is measurable, ask questions such as: How much? How many? How will I know when it is accomplished?

**A is for Attainable** – When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

**R is for Realistic**- To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress.

A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

**T is for Timely** – A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 pounds, when do you want to lose it by? "Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal. Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.

**T can also stand for Tangible** – A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing. When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

3. Now, give a few examples of goals and have the class decide whether or not they are "S.M.A.R.T" goals.

4. Explain to the students that now it is their turn to create a S.M.A.R.T. goal for themselves. Have students take out a piece of paper and something to write with. Have students write their goal at the top of the paper. Underneath their goal, they should write the letters “S.M.A.R.T.” in a vertical line. They should then write a sentence or two next to each letter, giving detail regarding their goal. You can also copy and distribute the worksheet that follows.
5. When time is up, have students share their S.M.A.R.T. goals with the class.



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### College and Career Readiness: S.M.A.R.T. Goal Setting

**S is for Specific** A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six “W” questions: Who is involved? What do I want to accomplish? Where will this take place? When will this take place? Establish a time frame. Which requirements are necessary or constraints might get in my way? Why is this goal important and what are its benefits?

**M is for Measurable** Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal. To determine if your goal is measurable, ask questions such as: How much? How many? How will I know when it is accomplished?

**A is for Attainable** When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals. You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

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**T is for Timely** A goal should be grounded within a time frame. With no time frame, there’s no sense of urgency. Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.



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## College and Career Readiness: S.M.A.R.T. Goal Setting Worksheet

Name \_\_\_\_\_

**Specific... What I intend to accomplish**

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**Measureable... How I will measure success**

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**Attainable... These people/resources can provide help**

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**Realistic... I can do this because**

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**Timeframe... I can achieve this by**

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