 Planning goals

Duration: 60-75 minutes

Purpose of the task

The aim of this activity is to empower student to be aspirational and use the SMART technique to plan, track and modify goals.

Course outcomes

1.3 Build positive thinking, self-belief and a sense of empowerment to take action to promote meaningful futures for self and others.

4.2 Propose, apply and evaluate solutions to take action to lead and contribute to healthy, safe and meaningful lives.

What do we want students to know, understand or be able to do?

* Understand the characteristic of effective goals, using the SMART method.
* Access and evaluate apps for goal setting and tracking.

Required resources and materials for preparation

Student activities are set around:

* small group
* individual activities
* online and offline

Equipment required:

* cardboard (1 small piece for each student)
* old magazines, newspapers, scissors and glue
* My goals worksheet
* SMART goals worksheet
* Apps for goals worksheet

Suggested content

| Learning context  | Content |
| --- | --- |
| Mental health and wellbeingFocus: Developing self-efficacy and mental fitness | Building resilience* recognising achievements and successes

Self-awareness and self-regulation* perspective taking
* holistic view of life

Positive wellbeing* accomplishment
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| IndependenceFocus: Building self-concepts and independence | Self-management* using mind-sets for motivation and achievement, e.g. growth mind-set
* managing change and initiating contingency plans
* responsibility for self and actions
* planning, setting, tracking and modifying goals
* strategies for future success
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Teaching notes

Creating a safe and supportive learning environment

There are a number of strategies that can be used to create a supportive learning environment which enables students to feel safe to learn and ask questions. They include:

* making students aware at the beginning of Life Ready sessions that disclosing personal information that indicates they may be at risk of harm will be reported to the school principal in all instances. This includes personal disclosures related to instances of abuse, drug use, neglect or sexual activity under the legal age of consent.
* being aware that some parts of Life Ready can be confronting and sensitive for some students.
* enabling students to withdraw if they find issues personally confronting to protect them from making harmful disclosures. Equally, it is important to be prepared for issues that arise as a result of a student making a public disclosure in the classroom.

More information on creating a safe and supportive learning environment can be found on the [Life Ready website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready).

Evaluating resources before use

Preview and evaluate all strategies, resources and teaching and learning approaches in full before use with students to determine suitability for student learning needs, stage of development and local school context. Consider the age, maturity, cultural background, sexuality, gender, sex, health and other characteristics of students in your care. Apply professional judgements to all strategies, teaching and learning approaches and resources including audio visual materials (e.g. videos, media clips and YouTube), interactive web-based content (e.g. games, quizzes and websites) and texts.

Use the [resource review flowchart](https://schoolsequella.det.nsw.edu.au/file/083acd3a-daca-4307-9afe-bc6c888f694a/1/final-resource-flowchart-html5.zip/index.html) to decide about the suitability of teaching and learning resources.

Materials should be reviewed in full and endorsed by the school principal before use in NSW government schools.

Communication with parents and caregivers

Some aspects of Life Ready may be viewed as sensitive or controversial, such as learning about abuse, child protection, drugs, respectful relationships, sexual health, sexuality and violence. Inform parents and carers, prior to the occasion, of the specific details of the Life Ready program, so that parents and caregivers have time to exercise their rights of withdrawing their child from a particular session. In this regard, a parents or caregiver’s wish must be respected.

Establishing how parents and caregivers will be informed about programs and involved in consultation is a school-based decision. Where parents and caregivers indicate they wish to withdraw their child from a program it is useful to negotiate which parts of the Life Ready program they are concerned about. A sample information letter is available on the [Life Ready website](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/pdhpe/life-ready).

Learning experiences

The first two activities are designed to introduce students to goal setting in a fun and interactive way.

You’ve just won the lottery!

* Ask students to imagine that everyone in the group has just won $100 million dollars.
* Students record how they will choose to spend the money. How will their life change? What do they need to think about in order to use this money as part of their life, for example spending vs planning for future?

Creating a vision board

* Students create a vision board. The vision board can be developed online by collating images, articles and videos or offline by using magazines, newspapers, scissors and glue to find, cut out and glue images of their life goals to a piece of cardboard.
* Students reflect upon what their life would be like if their vision board was real.

Place the vision boards around room for other students to view.

Types of goals

* Explain to students the three types of goals:
	+ short term: goals you want to achieve today, tomorrow or within the next few days
	+ medium term: goals you would like to achieve in the next few months
	+ long term: goals you want to achieve in the next year, 10 years or even longer.
* Students complete the My goals worksheet.

SMART goals

* Allow students 1 minute to think about what the S.M.A.R.T acronym stands for in relation to goals.
* Explain S.M.A.R.T goals.

S-Specific = is your goal specific to what you want to achieve?

M-Measurable = are you able to measure as to when you have achieved your goal?

A-Achievable = is your goal written as though it has already been achieved?

R-Realistic = is there a good chance that you will achieve your goal?

T-Timely = have you placed a specific timeframe to achieve your goal in?

* Students complete the *S.M.A.R.T. goals worksheet*.
* In pairs complete a think-pair-share to share aspects of their S.M.A.R.T. goal with the group.
* Students access [examples of apps for goal setting](http://michaelhyatt.com/7-apps-to-help-you-achieve-your-goals-and-build-new-habits.html) available on their mobile devices and complete the Apps for goals worksheet.

My goals worksheet

1. Short term goals

Write one goal you would like to achieve for each category below:

School:

Friends:

Family:

Other:

1. Medium term goals

Write one goal you would like to achieve for each category below:

School:

Friends:

Family:

Other:

1. Long term goals

Write one goal you would like to achieve for each category below:

School:

Friends:

Family:

Other:

1. Expanding long term goals

Expand on these long term goals and choosing one category (school, friends, family or other) write down as many goals you would like to achieve by the end of the year.

1. Explain how a growth mindset would assist in helping you achieve one of your long term goals.

Give a detailed explanation.

S.M.A.R.T. goals worksheet

Choose one of your long term goals to complete the table below.

Write your goal statement: (What do you want to achieve)

|  | Clarifying question | Answer/details |
| --- | --- | --- |
| Specific | Is your goal specific to what you want to achieve? |  |
| Measurable | How will you measure when you have achieved your goal? |  |
| Achievable | Is your goal written as though it has already been achieved? |  |
| Realistic | Is there a good chance that you will achieve your goal? How do you know? |  |
| Timely | Have you placed a specific timeframe to achieve your goal in? What is the timeline? |  |

Apps for goals worksheet

Investigate 3 apps (IOS and/or Android Compatible) that are geared towards helping you to track your goals.

1. What is the app called and who is it suitable for?

1. What behaviour is it focused on improving?

1. What is required in order to download the App?

1. If you didn’t have a phone/tablet or felt the app didn’t sound like you, what alternative activities could you participate in to assist in improving your goal setting?