Goals and Goal Setting

Summary

Students will identify goal-setting strategies and use them to create a plan for reaching a health-related goal

Main Core Tie

Health Education II (9-12)
Strand 1: HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF HEALTHY SELF (HF) Standard HII.HF.1

Time Frame

1 class periods of 45 minutes each

Group Size

Pairs

Life Skills

Thinking & Reasoning, Character, Social & Civic Responsibility

Materials

    Student iPads to use Lensoo
    Desktop computer with Reflector 2 installed

Background for Teachers

This lesson uses an iPad, an iPad app Lensoo, a computer program Reflector 2 (or similar) and a classroom website. Teachers should be familiar with all of these or have a viable alternative to use. The iPad will be a teacher tool in helping to present, record, and post the material. This lesson will use the iPad app Lensoo to present the material. It works best if the last few pages with the group work instructions are previously made.
The teacher will record the lecture on Lensoo and then post it to Classroom webpage so that students can review or absent students can have the information.
While using Lensoo, the teacher will mirror their iPad onto the projector screen as they are writing by using a program Reflector 2. Reflector 2 is a program on the teacher's desktop that will connect with the iPad wireless-ly and project the iPad screen to the projector.
The website to order/set-up Reflector 2 is included in the website tab. The notes for this lesson are in the attachments.

Student Prior Knowledge

To be successful, students need to be able to use Lensoo. Although there will be an explanation on how to use this app. Prior knowledge would be useful.

Intended Learning Outcomes

As a part of Common Core Curriculum, students would "create personal goal-setting strategies to promote a healthy lifestyle." They would accomplish this by learning about and utilizing SMART goals.
    S = Specific
    M = Measurable
    A = Attainable

R = Relevant, Rigorous, Realistic, and Results Focused
T = Timely and Trackable

By interviewing peers, students will "develop and practice effective communication skills."

Instructional Procedures

Instruction 15 minutes:

What is a goal?: A goal is an outcome, something that will make a difference as a result of achieving it. It can't be too ambitious to be out of reach, but also not so simple that it does not challenge. A goal has to be realistic with a stretch, requiring effort and focus to achieve it. That's why goals need timeframes and measurable action steps along the way so that we can keep track of progress and make adjustments as necessary. It's not easy to write SMART goals. This skill takes time to develop. SMART goals are:

S = Specific
M = Measurable
A = Attainable
R = Relevant, Rigorous, Realistic, and Results Focused
T = Timely and Trackable

Learning how to frame goals as SMART goals and being willing to adjust them to get SMARTer is an important skill that would help every student get off to a better start and have a better school year, this year and into the future.

Here is a practical example, starting with a typical, but not especially SMART, goal: I will do better on my report card in the next marking period. Here is a way to make it SMARTer: In the next marking period, I will get at least a C on all my math tests, and at least a B on most of my quizzes and homework assignments. But it's not SMART yet because it has no action plan or benchmarks.

Here is a pretty SMART goal: In the next marking period, I will take careful notes and review them at least two days before tests and quizzes so that I can ask the teacher questions about what I don't understand. I will do my math homework before I do things with friends, and when I hand it in, I will ask the teacher about anything I am not sure about. When I get anything wrong, I will make sure to ask the teacher, or one of my classmates how they got the right answer.

Setting Character Goals via Peer Interviews 30 minutes:

In The Heart of Education, Dara Feldman recommends that students set character goals as a way to show themselves -- and others -- that they have the capacity to live a happy, principled life.

She recommends the following interview structure as a way to help students set goals (which can also be framed as SMART goals).

Begin by orienting your students as follows:

Step 1 At the start of the school year, it's important to set goals. Ask, "What are some things you want to have happen over the course of this year at school?"

Step 2 It's also important to set goals for ourselves, to become better as individuals. This is known as improving our character. We all have the ability to act in what can be referred to as "virtuous ways." Acting in these ways most of the time is good for us and good for those around us.

Here is a list of 12 "virtues" (at this point, you can choose to discuss each one, ask students to add to the list, etc., as your time and interest allow):

Caring
Confidence
Kindness
Courage
Perseverance
Courtesy
Respect

Enthusiasm
Responsibility
Patience
Generosity
Truthfulness.

Step 3 As an in-class activity, tell your students, "I am going to pair you up with a classmate (or two) so that you can discuss these virtues and each set a goal regarding a virtue that is most important to you. Once you are paired off (or in trios), please follow this set of interview or conversation questions."

Who is someone you admire, either in your life or in history, and what is the core virtue that you think they have followed?

Find one of your own virtues on the list and share a few words about how you try to live this virtue.

What is a virtue that you would like to work on to improve your life?

What are some ways that you can show this virtue?

How can I help you to do this successfully?

Reverse roles in the interview.

Step 4 Make a list of the student pairs and the virtues they are working on. You may choose to share these with your class, or not. At the end of each week, have the pair check in with one another about how they are progressing on their chosen virtue. Encourage them to problem solve any difficulties. Consider having them join with other pairs working on one of the same virtues to expand the problem-solving pool. You can also assist as needed.

Step 5 At the end of each marking period, encourage students to self-evaluate their progress on enacting their virtue, seeking feedback from their partner. You can provide feedback as well. Perhaps this can be integrated into the report card process.

Step 6 Provide direction for the next marking period. You can change pairs, allow for additional virtues to be adopted, or other creative adaptations that might occur to you.

Strategies for Diverse Learners

Have students make a mind map for each goal as it pertains to being "SMART." The goal would be in the middle and surrounding the goal, would be the different elements of SMART. For someone who is struggling, pair them with someone who understands how to make a SMART goal and can encourage their partner to add different dimensions to their goal.

Extensions

Have students identify why their goal helps promote a healthy lifestyle. Have them make vision boards with their goals on it so they can have a visual reminder of their goals.

Assessment Plan

Student will be assessed in two different ways. The first way is that the student will be assessed on how well they could follow the SMART goals guidelines and make goals using all SMART attributes. This will be assessed through the attached Rubric "Smart Goals." The second way students will be assessed is how well the student interviewed the other student. Attached is a communication checklist that the student will give themselves a self-assessment on how well they were able to give the interview. The checklist came from a UEN online course "Collaboration in the Classroom."

Bibliography

wunderlist
itunes

U-Health and Well Being Course

- http://www.edutopia.org/blog/smart-goal-setting-with-students-maurice-elias

Authors

Penny Jensen