

Introduction to Goal Setting, Motivation, Engagement, and Student Skills

The purpose of this lesson is to teach students the background information needed to write a quality, achievable academic goal that will focus on the development of student skills, leaving the actual grade earned as a by-product of the practice of student skills.

An attached document that structures the authorship and fostering of student skill centered, and student written SMART goals should be used throughout the year.

Length: 4 Days/on-going

Day 1: Introducing SMART Goals. Student will learn what differentiates a SMART Goal from a wish or a hope.

Time	Notes	Slides
10 minutes	<p>Facilitate discussion about the purpose of education.</p> <p>Explain the personal development that occurs with an education, the attributes you hope to instill in your students, and how the purpose of education is NOT to teach students sets of skills and facts, but is instead to teach them to learn, think, persevere and communicate.</p> <p>Explain that mastery of your subject is not the goal, but the vehicle to arrive at the goal, which is education. Read notes in the PPT for ideas.</p> <p>Emphasis: If at the end of the quarter we're fighting to get your grade up, we have failed.</p>	1 – 4
2 minutes	<p>The biggest limiting factor that will make us “fight to get your grade up at the end of the quarter,” is lack of understanding how to set and achieve goals.</p> <p>So in the next few days you're going to learn about goal setting</p>	10 – 11
3 – 5 minutes	<p>Explain the expectations for watching videos. Hand out the worksheet that accompanies the videos to follow. (Smart Goals and Motivation Worksheet)</p> <p>Give students a few minutes to read the questions.</p>	12
20 minutes	<p>Watch videos, have students fill out the worksheet</p>	13 – 14
10 minutes	<p>After the first video, ask students if they can imagine how SMART goals could be relevant outside of school. Ask for examples.</p> <p>After a few examples have made the worksheet more relevant to the student interests, allow them two minutes to work with anyone in the room answering those questions.</p> <p>Have students return to their chairs and watch the second video.</p>	15

	<p>After the 2nd video give students 3 to 5 minutes to work with others on those questions.</p> <p>Return to a whole-class discussion. Some questions you could ask are:</p> <p>Who would like to share which of these questions was most difficult to answer? Then ask them who they think might have insight into the question.</p> <p>Ask students to answer questions and encourage them to expound on their ideas. After each student shares their thoughts, try to summarize what they meant. Thank them for their ideas.</p> <p>Before finishing ask if there are any remaining questions un-answered.</p>	
10 – 15 minutes	<p>Hand out the example of a student, grade focused, SMART Goal, titled Sample Sheet Smart Goal. Give students time to read and discuss the goal. Facilitate a discussion about what the merits and short comings of the goal itself.</p> <p>Make sure students understand the homework (listed in the PPT notes)</p>	16 – 17

Day 2: Motivation leads to engagement type, and meaning of grades.

Time	Notes	Slides
10 minutes	Facilitate a discussion about the homework and review concepts learned from day 1 with students (student led).	19 – 20
5 minutes	Explain that today they were going to see how different types of motivation lead to different levels of engagement and effort. They'll be tying this together with what was learned in day 1.	21
5 minutes	Review the video expectations and have students watch the video and fill out the worksheet for the motivation video. Have students work on the second side of the worksheet Smart Goals and Motivation Worksheet . (Not all of the answers will come from the video.)	22
10 minutes	Facilitate a discussion among students about the types of motivation, when they may engage in one or another depending on the situation. Try pairing people and having them take turns sharing an example of each type of engagement they have been motivated by. Try and tease out the idea that when they do things intrinsically, they're owning their actions and will be more determined.	23
10 minutes	Have a student give an example of what active engage in this context could be. Ask which type of motivation would drive active engagement. Draw out (through questioning) the connection between intrinsic motivation and deep engagement and also between extrinsic and shallow engagement. Facilitate a discussion about why intrinsic will develop perseverance and greater success. Discuss the worksheet with students as done in day one.	24 – 26
10 minutes	Define Grades for the students. Make the verbal commitment to students to provide feedback on their performance, not just grades. The most important part of SMART goals is the monitoring and adjustment of the goals. Some goals become irrelevant over time, we can find that goals are too lofty or we run into unanticipated obstacles. My job is to provide you with feedback and direction with the goal you set in order that you may achieve those goals.	27 - 29
5 minutes	Exit ticket discussion ... maybe have them write answers on a paper to be turned in to be used to start discussion review on day 3.	30

Day 3: In day three student skills will be articulated and discussed. Then, putting all three days' worth of information together students will draft their own student skill based SMART Goal.

Time	Notes	Slides
10 minutes	<p>Read some of the exit tickets from day 2 and facilitate a discussion.</p> <p>The take away from question two is that grades measure the desired outcome, they are not the desired outcome. Learning is measured by grades. If a student focuses on grades they will not learn as well.</p> <p>To remind students of motivation types and how intrinsic motivation leads to problem solving, use a digeridoo example.</p> <p>If a kid wants to play the digeridoo ... and they probably don't own one, they'll get one.</p> <p>If a kid is told to play a digeridoo ... and they don't own one, they'll use that as an excuse and expect the person providing the extrinsic motivation to solve their problem.</p> <p>"I didn't write my homework, I don't have a book ..." if those are asked of the teacher, is the student intrinsically motivated?</p>	32
10 minutes	<p>Discuss the objective of the day, which is to provide some language and idea behind student skills, since those, in conjunction with levels of motivation and good goal setting are what will combine to promote student success.</p> <p>Then have students brain storm ideas about what student skills are...make a list on the white board for reference.</p> <p>Ask students to order the listed skills from their personal strength to weakness.</p>	33
20 minutes	<p>Watch at least the first video. Have students compare the list created in brain storming to the two videos. Have them take notes on ideas for student skills they'd not thought of.</p>	34 – 35
10 minutes	<p>Hand out Student Skills List ... students cannot lose this sheet as it will be referenced frequently throughout the year as we monitor and adjust focus while moving towards realizing the SMART Goals.</p> <p>Explain how they'll be writing smart goals that will focus on the development of student skills.</p>	36

	Assign the task of having various students read and present their understanding of specific skills from the sheet. For example, Pablo needs to read about and then explain what “What If,” is and why it is useful.	
5 minutes	Facilitate short discussion about why fighting to fix a grade at the end is a failure from all parties. Why we want to avoid that, how we can avoid that.	37
5 minutes	Ask students to explain why what they’ve learned the past three days could help them. You’re selling the product here, creating buy-in so that students will make quality SMART Goals to help them develop as students.	38
Remainder of class (if any, can be started day 4).	Pass out the Student SMART Goal Worksheet . Have them begin writing their goals, using the Student Skills List as reference. Filling this out will be their first real assignment of the year. You will be providing feedback for the students on the quality of their work.	39 – 40

Day 4

Have students finish writing their smart goal, then have them review each other’s and provide feedback. Organize this ... the youngest person in a pair goes first.

Some tips to share when students are writing goals.

1. Pick a student skill that is most accessible, not most lacking. See how the accessible goal may promote the acquisition of a larger goal. For example, if a student isn’t organized, they’ll not have good time management. Without good time management they cannot focus (worried about everything), they are also do not have good routines.

By starting off by focusing on organization (binders, folders, quality note taking, using an agenda), they can develop to a level where time management is attainable.

2. Keep in mind these goals will be revisited and adjusted weekly. We will fail to anticipate all problems we will face. We will need to monitor our progress to ensure we are successful.

After 10 minutes, (quiet), students need to trade their goals and provide feedback...but they need guidance. Before they swap inform them of the purpose. Their job is to provide feedback that might help make their “buddy’s” goal more accessible. For example, if they’ve picked time management as an area of focus, suggest they break that into smaller sub-skills. Organization, like with an agenda, and in class with a small folder and composition book for each class, can help with organization. Without organization, time management is impossible.