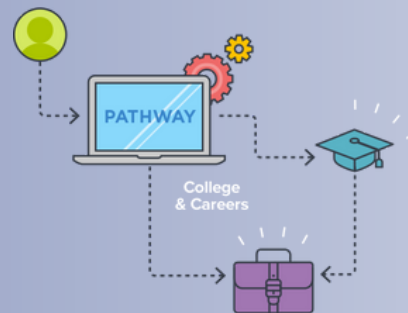


# Creating Personal and Academic Goals



## Grade Level:



8

## Domain:



Academic Skills



Social Emotional Learning

## TIME:



45 Minutes

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. Find out the difference between an academic and personal goal.
3. Create strategies to help them achieve their goals.

## MEFA Pathway Activities

- My Journal
- My Goals

## Materials Needed

- Internet connection

## Vocabulary

- Meaningful
- Realistic
- Accountability
- Ownership

## Future Ready Skills

- Evaluation
- Growth Mindset
- Emotional Intelligence

## 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 **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-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.

## PART 2

### APPLYING INFORMATION

Have students log in to MEFA Pathway and click on *My Goals* 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

At the end of each semester, have students assess their progress in meeting their established goals. Have students make an entry in their My Journal by clicking on the pen icon in the lower right corner of MEFA Pathway. In their entry have them answer these questions:

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? Click on *My Goals* under the *Self-Discovery* tab to record those goals.

## 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 as encouragement to students.

## GRADING RUBRIC FOR JOURNAL ENTRIES

| CATEGORY                  | EXCELLENT                                                                                                          | GOOD                                                                                 | SATISFACTORY                                                       | NEEDS IMPROVEMENT                                    |
|---------------------------|--------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------|------------------------------------------------------|
|                           | 4                                                                                                                  | 3                                                                                    | 2                                                                  | 1                                                    |
| <b>Description</b>        | Offers a vivid, detailed, and insightful description of the experience, setting the stage for deeper reflection.   | Provides a clear and detailed account of the experience, including relevant details. | Clearly describes the experience, event, or learning.              | Offers a limited description of the experience.      |
| <b>Analysis</b>           | Engages in critical thinking, questioning assumptions, and demonstrating a thorough understanding of the learning. | Connects the experience to personal learning and raises some insightful questions.   | Attempts to analyze the experience but may lack depth or clarity.  | Superficial analysis, lacking deeper thought.        |
| <b>Future Application</b> | Formulates clear, actionable plans for utilizing new insights and knowledge in future learning and experiences     | Identifies specific ways to apply the learning to future situations or goals.        | Suggests some possible connections to future learning or practice. | Makes no clear connection to future learning/action. |