

Session 6: SMART Goals



TIME
60 minutes



SIZE
Any



HANDOUTS
None

Session Objective: Youth will be able to write SMART Goals.

Warm Welcome (2 minutes)

Greet youth by name and engage in meaningful conversation.

Community Builder: Minefield (10 minutes)

- Set up the room with a few obstacles.
- Ask youth to get into pairs. Explain that they'll be doing an obstacle course and ask them to set a goal for their team.
- The first person in each pair will have to navigate through the obstacle course mines while blindfolded (or while having their eyes closed with their head toward the ceiling).
- The blindfolded youth's partner will only guide them with their voice to get through the mines.
- If they touch the mines, they have to start over.
- When they've successfully navigated one person through the mines, have them switch roles.
- After you complete the exercise, ask youth if they met their goals either individually or as a team.
- If they didn't meet their goals, ask them what they would do differently next time.

Group Agreements Review (2 minutes)

Reference the Group Agreements for this program or your program area to remind youth of their commitment to one another. Use the following prompts to review the Agreements with your group:

- "Does everyone commit to our Agreements today?"
- "Is there anything we need to add?" (Youth who joined the program after the Group Agreements session may add their ideas to the Group Agreements now, if they wish.)
- "Is there anyone who still needs to commit to the Agreements?" (Youth who joined the program after the Group Agreements session may commit to the Group Agreements now by adding their name to the Agreements.)

Potential Review Questions:

- What parts of the Agreements have helped our group?
- What feelings have we, as a group, done an especially good job of honoring during our program time?

Supplies Needed

- Open space with a few obstacles – chairs, tables, desk etc.
- Blindfold (or have youth look at the ceiling and close their eyes)
- Two stopwatches (or timers) for each team
- Piece of paper per youth
- Pencils, markers and crayons for each youth to draw a picture

Links to Resources

None

Social-Emotional Skills

- Recognizing Strengths
- Self-discipline
- Goal Setting

Academic Skills

- Love of Learning
- Academic Interest
- Postsecondary Awareness

Key Terms

SMART Goals: a SMART goal gives direction to what you want to achieve. It is an acronym for: Specific, Measurable, Attainable, Realistic, Timely.

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- What behaviors have we all used successfully during our time together?
- What are some examples of problems the Agreements have helped us resolve?
- How can we continue to honor these Group Agreements with the rest of the Club even after the program ends?

Main Activity: My 10-year Picture (30 minutes)

1

Preparation:

- Give each youth a piece of paper.
- Have pencils, markers, colored pencils or crayons ready to pass out.
- Draw a sample of what your future 10-year picture looks like.
- Write a Sample SMART goal on the back of the picture with sample action steps.

2

Introducing Youth to the Activity:

“Today we are going to discuss goals and what we need to do to reach those goals.”

3

Step-by-step Directions:

Step 1

- Have each youth draw a picture of what they think their life will look like in 10 years.
- Ask them to draw the picture with the following questions in mind:
 - › What does that future look like?
 - › What goals will they have achieved?
 - › Where will they be living?
 - › What type of career will they have?

Step 2

- After they draw their picture, have them choose one item from their future to create a SMART Goal on the back of their piece of paper.
- When writing the goal, ask them to think about the next six months. What do they need to do NOW to help them with that goal?
- A SMART Goal is:
 - › Specific: The goal does not need to be broad – it needs to be specific enough so that youth can focus their efforts and clearly define what they are going to do.

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- › Measurable: The goal should be measurable. When they can measure a goal, they see changes occur. Youth will also be able to stay on track and have better success.
- › Attainable: The goal should be attainable. If they set a goal that is too far out of their reach, then they will not commit to it for long. Attainable goals help develop attitudes, abilities and skills if they are important.
- › Realistic: The goal should be realistic. Set the bar high enough for a satisfying achievement. It must require some effort.
- › Time: The goal should be achievable in a reasonable amount of time. Most middle school youth will have more success with short-term goals.
- Give the following examples of SMART Goals:
 - › For the next 30 days, I will run at least a mile every week in less than 10 minutes.
 - › For this entire semester, I'll complete at least 95 percent of my homework assignments.

Step 3

- Have youth think of the steps they will need to take to accomplish their goal.
- Identify obstacles – just like the obstacles from the minefield activity – that might interfere with achieving that goal. For example:
 - › An obstacle to running a mile each week would be that I hate running in the rain.
 - › An obstacle to completing 95 percent of homework assignments is getting sick.
- Ask youth to think of ways to overcome those obstacles.

Step 4

- Once they have completed their SMART Goal with actions steps and ways to overcome their obstacles, have them share these with another youth.
- Have them share their 10-year picture, goal, steps and obstacles.

Youth Reflection (5 minutes)

Have youth discuss the following with a partner:

- “Has this activity helped you determine steps you could do now to reach your future goals?”
- “Why is it important to develop goals and action steps?”

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- “How important is it to determine ways to remove or overcome obstacles that come in the way of your goals?”
- “How will you use this activity to help you reach your goals for the future?”

Recognition (5 minutes)

Ask youth if anyone would like to shout out a friend who helped them with their goals today.

Closing and Transition (2 minutes)

- Ask youth to clean up the space and be sure to put all the materials in the designated areas.
- Provide members with clear instructions for the transition to their next program area or activity.

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