**Career Activity Curriculum Topic: Achieving Your Goals**

**Career Activity:** Identifying Goals & Setting SMART Goals

**Activity Summary:** This lesson will help students identify SMART (Specific, measurable, attainable, results-focused, time-bound) goals.

**Estimated Time:** 90-120 minutes (Can be split into two 45-60 minute lessons)

**Learning Plan Activity:** 8th Grade; **Additional Activities**: 9, 10, 11

**Learning Outcomes**: Students will identify a list of their own life goals and turn a few of them into SMART goals.

**Materials Needed**: PowerPoint, Handouts, Pen, Paper, Computer

**Academic Vocabulary**:

* **SMART Goal:** accomplishments you set to achieve that are specific, measurable, attainable, results-focused, and time-bound.

**Part 1: IDENTIFYING GOALS**

**Introduction**: [Use PowerPoint] Today we are going to talk about John Goddard and learn about the process of examining your dreams and goals for your future after high school. Does anyone know who John Goddard was and what he accomplished? Play Video: [John Goddard - Dateline NBC Clip](https://youtu.be/Zy95I0Mb16E)(~7 minutes)

**Learning Activities/Procedures:**

**John Goddard’s “Life List”:** One rainy day afternoon at the age of 15 an inspired John Goddard sat down at his kitchen table and wrote three words, “My Life’s List”

* + Under those words he wrote 127 goals.
	+ They were not simple and easy goals.
* They included climbing some of the world’s major mountains, flying a plane, running a mile in 5 minutes, and reading an entire Encyclopedia Britannica (old school way of finding information in the dark ages when the internet did not exist)
* He accomplished 109 of his 127 goals.

Have all students go to <https://johngoddard.info/life_list.htm> OR give them the handout\_Life List.

* Review the list looking at what Goddard completed and did not complete that he set as goals for his life.
* Write down or circle the goals Goddard created that you found interesting or liked the most.
* Out loud, have each student go around the room and name one of Goddard’s goals that stood out for them, discussing why they found it interesting, and if it is something they would like to do or not do in the future.

**Activity: Create your own Life List:** Students Create Their Own “Life List”: Tell students to get out a piece of paper and have them write at the top “Your first and last name” and then “Life’s List”. (Example: “Bob Smith’s Life’s List”)

* Tell students no holds bar when creating their own list (Meaning not to worry about barriers such as money when creating their own dream list).
* Encourage students to have fun doing the activity, and express that it is all about what they want to accomplish in their lifetime. (Ex. Climbing Mt. Everest, working at Disney, learning to play the guitar, going to Iceland, attending Montana State University studying Business, becoming a mechanic, having a Family of 5, etc.)
* There is no set number of goals a student needs to complete, but ten goals would be a good amount to shoot for during the time provided. (15-20 minutes is a good amount of time, but that time can be altered for what works best for the class)
* Ask students to volunteer to share a couple of their own dreams.

 **Questions:**

* How might writing down dreams help to process the creation of goals?
* How might telling others about your dreams and goals help to make them happen?

**Evaluation:**

* Students will review Goddard’s List in class and circle and discuss his goals.
* Students will have created their own list of dreams/goals for their future with the mindset of not allowing barriers/obstacles to get in the way during the exercise.
* Counselor/Teacher will have walked around the class checking to make sure the activity was completed on paper. Counselor/Teacher will have guided the students in processing insights with the class as a whole.

**Closing:** Today you have taken the first step in achieving goals by starting a list of dreams for your future just like John Goddard did as a teen. Keep thinking about how you might turn these dreams into actual goals and make a plan to make them happen. Also think about how you might advocate for yourself, and with whom you might recruit to provide you with the best support in getting your goals accomplished.

**Part 2: SETTING SMART GOALS**

**Introduction**: [Use PowerPoint] Today we are going to turn our “LIFE LISTS” into SMART goals. Does anyone know the difference between a goal and a “SMART” goal?

Play Video: [How to Set SMART Goals](https://youtu.be/wGbmAH4mBPA) (~4 minutes)

**Learning Activities/Procedures:**

* Have students pull out their “Life List” created in Part 1: Setting Goals.
	+ Students should have had at least 10 goals listed
* Have students choose 1-2 of their goals that they would like to focus on to turn into“SMART” goals.
* Give each student the handout\_SMART Goals to complete for their goal chosen from Part 1.

Use the Smart Goals Examples as a class discussion for students to understand examples using the SMART acronyms.

**Class Discussion:**

* Ask students to volunteer to share one of their original goals and how the wording changed to become a SMART goal.

 **Questions:**

* Specific: What will this goal accomplish? How and why will it be accomplished?
* Measurable: How will you measure whether or not the goal has been reached? List at least two indicators.
* Achievable: Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities and resources to accomplish your goal?
* Results-Focused: What is the reason, purpose, benefit of accomplishing the goal? What is the result (not activities leading up the result) of the goal?
* Time-bound: What is the established completion date and does the completion date create a sense of urgency?
* Restate the goal in one to two complete sentences.

**Evaluation:**

* Students will review their “LIFE LIST” and choose 1-2 to rewrite into a SMART Goal.
* Submit the restated goal on the Learning Plan Checklist.

**Closing**: Keep thinking about how you can modify your goals and make a plan to make them happen by turning them into SMART goals. Everybody has dreams, or at least a vision for where they see themselves in the future. The first step to making your dream a reality is to clarify what you want to accomplish. That’s where SMART goals come in.