

GOAL FOLLOW THROUGH



OBJECTIVE:

- Student will set 2 short-term goals that will help him/her achieve long-term SMART goal

OUTLINE:

- Administer and collect pretest.
- Welcome: Set up basketball hoop or trash can. Ask students how many shots they think counselor can make in a row and then attempt. Ask, "How do you think I could get better at reaching this big goal you set for me?" Allow students to share ideas.
- Discuss: "Last week we talked about setting SMART goals, and you all set great goals for yourselves! Who can tell me what the S stands for?" Toss ball to student volunteer and let him/her answer and then shoot the basketball. Continue for M-A-R-T. "Great! SMART goals are specific, measurable, attainable, realistic/relevant, and time-oriented. Today we are going to go a little deeper and discover an easy way to keep us on track to achieve our long-term goals!"
- Explain: "Sometimes when we have a goal that will take a while to complete, it helps to set some short-term goals to keep us on track for success! For example, if my long-term goal is to score 20 points in one basketball game by the end of the basketball season, a short-term goal might be to go to basketball practice at 2 times per week during the basketball season. Another short-term goal might be to shoot 20 free-throws at least 6 days per week during the season. Short-term goals are goals we can set for ourselves along the path to our long-term goal that will help us be successful and stay motivated to reach our long-term goal! You can think of it like a staircase. On the bottom step is you where you are now. On the top step is your long-term SMART goal. The steps in between are the short-term goals you can reach along the way to achieving your long-term goal!"
- Activity: Students work independently to complete SMART Goal handout (simple handout, staircase handout, or INB page). If desired, students can work in pairs or small groups of 3 to discuss their long term goals and work together to brainstorm short term goals
- Share: Students sit in a circle with the basketball hoop/trash can in the center of the circle. Students share their long-term goal, one of their short-term goals, and how the short-term goal will help them achieve the long-term goal. Allow each student to toss the ball in the hoop/trashcan after they share.
- Debrief:
 - How do you think setting short-term goals will help you to achieve your long-term goal?
 - What is hard for you about achieving goals?
 - What is easy for you about setting goals?
 - How can we as a group support one another to stay on track towards our goals?
- Wrap-up: "Working toward a goal requires diligence. Diligence means that you concentrate on your task or goal and finish what you start! It is hard work, but setting short-term goals and encouraging one another as a group of peers will help us to remain diligent and succeed!" Administer and collect posttest.

MATERIALS

- Pretest/posttest
- Mini basketball and hoop (or mini ball and trash can!)
- SMART Goal handout
- Writing utensils
- Optional interactive notebook pages
- If using interactive notebook glue, tape, coloring utensils, scissors

ASCA STANDARDS ALIGNMENT:

- Mindsets:
 - 6. Positive attitude toward work and learning
- Behavior: Learning Strategies:
 - 7. Identify long- and short-term academic, career, and social/emotional goals

SUGGESTED DATA COLLECTION:

- Process: Attendance (students present during classroom counseling lesson)
- Perception: Student perception of ability to set and attain SMART goals (as indicated by student post-test)
- Outcome: 80% achievement of student-set classroom goals (simply a suggestion! Collect data that is meaningful for your school)

INTERACTION NOTEBOOK OPTION:

- Students cut out stairs and label and glue into INB. Students write each step on the stairs and draw symbols or pictures.