

Objective

By the end of this lesson, students will be able to write a specific goal.

Prep

Partners



Bold—Teacher’s script

Italics—Anticipated student responses

Vocabulary

- **Goal** (n.) something you aim for; a desired result
- **Specific** (adj.) clearly identified or defined

Lesson Note

If students are struggling to think of specific goals, ask them questions, such as “What’s a class you want to do better in?” or “What skills do you want to improve and by when?”

Warm-Up (3 min.)



1. Set the purpose of the lesson: **This lesson will help you identify specific goals you can achieve.**

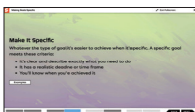


2. Read the goals to the class and have students respond to the Warm-Up question on the handout. Call on students to tell the class their responses.
3. **“Learn 3 new songs on my guitar by the end of the month” is the goal that’s most likely to be achieved. Why do you think this is?** *It’s clear. It tells you how many songs to work on. It’s not vague or broad.*
4. Explain to students that “learn 3 new songs on my guitar by the end of the month” is the most achievable goal in the list because it’s the most specific.

Define (5 min.)

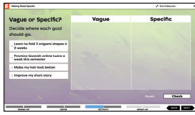


5. Define the term “goal” for the class. Explain that different goals take different amounts of time to achieve. Call on students to give examples of each type of goal. *Long term: Play on a college baseball team. Publish a book of poetry. Short term: Get on the Honor Roll this quarter. Score a goal at the next hockey game.*



6. Explain to students that all types of goals are easier to accomplish when they’re specific. Review the meaning of “specific” in the context of a goal.
7. **The goal of learning 3 new songs on the guitar by the end of the month is specific. It states exactly what you want to do, as well as when to do it. You’ll know you’ve reached the goal if you can play 3 songs at the end of the month.**
8. **Compare this to a vague version of this goal, like “learn guitar.” How will you know what you need to do? How will you know when you’ve met the goal?**

Activity 1: Is It Specific? (5 min.)



9. We're going to decide whether these goals are specific or vague. If they're specific, we'll put them in the "Specific" category. If they aren't specific enough, we'll put them in the "Vague" category.
10. Model the first example by dragging it into the "Specific" column. **This goal is specific because it says what to do, when to do it by, and when you'll know you've achieved it.**
11. For the remaining three goals, call on students to decide whether the goal belongs in the "Specific" column or the "Vague" column and have them explain the reasoning behind their decision. Drag the goal to the column chosen by the student.
12. Check the answers by using the button at the bottom of the screen.
13. Explain why each of the other goals belongs where it was placed.
 - "Improve my short story" is vague because "improve" doesn't tell us which part of the story needs work. There is also no deadline. Who is going to determine if it's been improved, and by when?
 - "Make my hair look better" is vague, because "better" could mean different things to different people. What does this person want to do with their hair? When do they want to do it?
 - "Complete my Spanish lesson by end of day" is specific because it says what to do and when it should be done.

Activity 2: Your Goals (6 min.)

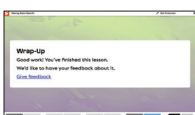


14. We discussed lots of examples of goals today and learned that we're more likely to achieve our goals when we make them specific. We also learned what that means—a specific goal is clear, has a realistic deadline, and you'll know when you've achieved it.
15. Now it's your turn to think of specific goals for yourself. What are three goals you want to accomplish in middle school? Use the checklist to make sure your goal is specific.
16. Give students time to think of three specific goals they would like to accomplish in middle school. Have them record their goals on the handout. Make sure at least one is a long-term goal.

Wrap-Up (6 min.)



17. Have students review the three goals they wrote down and choose the one they want to work on most by circling it.
18. Have students determine the first step they can take toward their goal.



19. Good work! You've finished this lesson.