

SMART goals lesson using the UbD method

Description

Overview

As I was brainstorming for the Community Engagement Project idea, I wanted to design a lesson that students could use and apply to their real life. I thought about the skills most benefited me during the academic year. Going through the pressure of balancing studies, work, and family issues, I needed to be more organized and goal-oriented. I developed a habit of setting goals and keeping track, which I had many successes with and still continue today. Decades of research have shown that goal-setting increases students' goal-setting skills, self-efficacy, and motivation to expand their learning (Schunk, 2003). As explained by Schunk in his research, students used goal settings to plan their actions, assess their progress and initiate their learning, enhancing self-regulated learning ability (Schunk, 1990). While teaching students in college preparation classes, I noticed that planning and following through with the plan seemed difficult for many students. Especially for students with a cultural background that stresses the traditional way of cramming education, in which they are used to being told what to do. Therefore, designing a lesson with a specific model to follow for a goal-setting process, incorporating technology, seemed pertinent and could bring out an outcome of students' ability to set realistic goals.

Question: How can students use the SMART goal model to set their academic goals, keep track and reflect on the goal-achieving process with digital tools?

I designed a lesson plan using UbD -Understanding by Design (Wiggins & McTighe, 2005) to teach goal-setting skills through the SMART goal model (S-specific, M-measurable, A-attainable/achievable, R-relevant, T-time-bound). Each step of the model will have a sub-lesson plan comprised of understanding concepts, performing, and evaluating. Throughout the lesson, students will exercise critical thinking to set specific, realistic personal goals, set a goal with classmates, present and reflect on the process, and coach family members to set a goal to demonstrate their ability. Finally, students will apply goal-setting skills to set academic goals.

Lesson Focus

- Understanding how to set a specific goal, have a realistic plan, and achieve
- Understanding the SMART goal model
- Taking an active role in applying each SMART concept of goal setting and tracking
- Digital literacy of tools used for goal setting
- Understanding how to set a goal with peers and collaborate
- Understanding how to coach someone to set a personal goal

Stage 1 - Desired Results	
Established Goals:	
<ul style="list-style-type: none"> Students will know how to set personal goals, make a plan of action and track, to achieve goals using SMART goal model. Students will have skills to record, analyze and evaluate their activities and learn from the experience. Students will be able to apply the SMART goal model to set academic goals and coach someone to set goals. 	
What essential questions will be considered? <ul style="list-style-type: none"> Why is goal setting important? Why does some goal planning fail? What are the important values relevant to your goal? What do you want to accomplish? Why is this important for you? Is the goal achievable? Do you have the necessary skills and resources? 	What understandings are desired? <i>Students will understand that...</i> <ul style="list-style-type: none"> Setting goals and tracking activities could help them achieve. Setting academic goals could improve their performance. Using digital tools could help them stay on track. Having counter partners (classmates) could achieve goals.
What key knowledge and skills will students acquire as a result of this unit?	
<i>Students will know...</i> <ul style="list-style-type: none"> Process of SMART goal model. How to use SMART goal template. How to set specific goals and make a realistic plan How to coach someone to set goals 	<i>Students will be able to...</i> <ul style="list-style-type: none"> Use goal-setting skills to set personal and academic goals. Use digital tools to record, track and evaluate their activities Help someone to set goals and follow through

Stage 2 - Acceptable Evidence

What evidence will show that students understand?

Performance Tasks:

- SMART move – students will set a goal as a class and go through the SMART steps together. For each step, there will be peer review and feedback to measure the level of understanding. Students will learn from the experience to go on to the next phase of setting personal goals.
- SMART journal – students will keep a digital record of daily and weekly activities, reflecting the progress of goal achievement and their understanding of the process. The teacher will have an opportunity to monitor and intervene if necessary.
- SMART Goal coach – students will demonstrate their ability to set SMART goals by coaching and assisting a family member in setting goals and following through together.
- Students will set a realistic academic goal and make an action plan using the SMART template as the final step of the lesson. There will be an evaluation before the semester ends.

What other evidence needs to be collected in light of Stage 1 Desired Results?

Other Evidence:

- Quiz – what are the five steps of the SMART goal?
- SMART goal Template
- Goal Track app
- Peer review

Student Self-Assessment and Reflection:

- Self-assess daily and weekly activities in conjunction with the goal in their SMART journal.
- Evaluation of each SMART step.
- Self-assessment of class goal, personal goal and family member's goal-setting process.

Stage 3 - Learning Experiences	
	WHERE TO
	<ul style="list-style-type: none"> Where is it going? Hook the students Explore and equip Rethink and revise Exhibit and evaluate Tailor to students needs, interests, and styles Organize for maximum engagement and effectiveness
<u>Introduction</u>	<ol style="list-style-type: none"> 1. Ask: What was your new year's resolution? To hook students to think about goal setting, use Poll Everywhere to submit their answers. Have some students share their answers and reasons why so the new year's resolutions failed. Discussion question: If you could go back in time, what would you do differently? H 2. Introduce the SMART goals, watch a video and give handout SMART template. E 3. Go over classroom calendar for this lesson and set expectations. W, H, O
<u>Day 1</u>	<ol style="list-style-type: none"> 4. Begin SMART move. Explanation of step S. How do we set S: specific goal? Use Poll Everywhere to evaluate understanding by answering Yes/NO on examples and talk about reasons as a class. E, E-2 5. Break into small groups to come up with ideas for a specific goal as a class. Each group shares and share with class why they chose it. E, R 6. Use Flipgrid to post what you have learned in today's class. E-2
<u>Day 2</u>	<ol style="list-style-type: none"> 7. Review on S: specific goal. Show goals ideas that the small groups came up with and tell students to think about them while going through the SMART steps. Remind them we will vote on the class goal for the week. R, O 8. Explanation of step M. How do we M: measure goals? Use Poll Everywhere to evaluate understanding by answering Yes/No on examples and talk about reasons as a class. E, E-2 9. Break into small groups to come up with the measurement ideas for classroom goals and share with the class how it could work. E, R 10. Explanation of step A. Can you decide with your group if the goal is A: attainable? And share or why not. E 11. Use Flipgrid to post what you have learned in today's class. E-2
<u>Day 3</u>	<ol style="list-style-type: none"> 12. Review on S: specific, M: measurable and A: attainable steps and ideas shared. Remind them we will vote on the class room goals after completing SMART steps. R, O 13. Explanation of step R. How R: relevant is this goal with your personal values or plans? Use Poll Everywhere to enter the important personal values. Class discussion: How is my personal values relevant to class goals? E, T 14. Explanation of step T. Is your goal T: Time-bound? Assignment: Set a SMART personal goal 15. Break into small groups to talk about if classroom goals are relevant to your personal values and your personal goal and determine if your goal is time-bound. E, R 16. Use Flipgrid to post what you have learned in today's class. E-2
<u>Day 4</u>	<ol style="list-style-type: none"> 17. Review of SMART goal setting steps and template. E-2

	<p>18. Quiz using Kahoot on SMART goal. E</p> <p>19. Use Poll Everywhere to vote on classroom goal ideas. Refine the goal with the class to come with realistic plan and assign responsibilities. E, T</p> <p>20. Learn how to use Lifetick SMART goal app to record and track activities. Talk about important peer-review and countability. Handout guideline for SMART journal. E, R</p> <p>21. Set the classroom goal on Lifetick and record activities as a class. E</p>
<u>Day 5</u>	<p>22. Action day – the class spend a blocked time to do activities pertaining to the class goal. E</p> <p>23. Record SMART move activities and progress on Lifetick. Write the SMART journal as a class.</p> <p>24. Students submit weekly feedback using Google Form. E-2</p>
<u>Week 2</u>	<p>25. Spend 15 min beginning of the class to monitor, track and record progress of the class goal on Lifetick. R</p> <p>26. Students set a personal goal on Lifetick. Begin SMART journal and track activities. Small group members give feedbacks and peer reviews of the personal goal process. E, E-2</p> <p>27. Students submit weekly feedback using Google Form. E-2</p> <p>28. Continue monitoring the progress of the goal process and plan a “Celebration and Learning” to celebrate as a class once the class goal is achieved. Complete evaluation as a class. R, E-2, O</p>
<u>Week 3 – Week 6</u>	<p>29. Students continue to record SMART journal on Lifetick Advise students to refine or revise their activities to help them achieve their goals. E, R</p> <p>30. Begin Be a SMART coach project. E</p> <p>31. Students submit weekly feedback using Google Form. E-2</p> <p>32. Spend 5 min to recognize students who have achieved their personal goals to encourage and motivate goal settings. Students write the final journal entry reflecting on what they have learned. E-2, O</p> <p>33. Assignment: Students set SMART personal academic goals for next semester. E</p>
<p>Project- (Duration: 3 weeks) Be a SMART coach: Help your family member set a personal goal using SMART goal model, record, track and evaluate the process.</p>	

[SMART-Template-Download](#)

The Six Facets of Understanding (Wiggins & McTighe, 2005):

- *Can explain* – “via generalizations or principles, providing justified and systematic accounts of phenomena, facts, and data; make insightful connections and provide illuminating examples or illustrations: SMART goal model provides a specific process designed to refine goal setting. The lesson consists of clear instructions to follow, including a template, to go through a series of goal-setting activities as a class. They are measurable, meaning that progress toward the goal can be tracked and measured with real data. There will be daily reflection and weekly evaluation to monitor students’ level of understanding. The lesson’s goal is for students to set achievable goals within a given timeframe. A student who completed the lesson should be able to explain each aspect of the SMART goal framework and set academic goals independently.
- *Can interpret* – “tell meaningful stories; offer apt translations; provide a revealing historical or personal dimension to ideas and events; make the object of understanding personal or accessible through images, anecdotes, analogies, and models: Students record their personal analysis of the goal progress through keeping a SMART journal. Also, setting a relevant personal goal shows students’ understanding of analogies to illustrate how the framework applies to their own situations.
- *Can apply* – “effectively use and adapt what we know in diverse and real contexts” we can do the subject. Students who completed the lesson should be able to apply the SMART goal process to their situations or problems in real contexts. For example, they could use the SMART model to set goals like improving grades or language skills, keeping good habits, or even quitting unhealthy habits.
- *Have perspective* – “see and hear points of view through critical eyes and ears; see the big picture. Students can see the goal-setting process from different perspectives by sharing and doing peer reviews and having classmates as counter-partners to encourage and motivate goal-achieving activities and gain different points of view by doing evaluations together.
- *Can empathize* – “find value in what others might find odd, alien, or implausible; perceive sensitively on the basis of prior direct experience. Setting SMART goals, students consider how their goal affects others. Going through a goal process as a class, students assess the impact of the process on others and learn to collaborate to achieve the common goal. They could also consider how their goal might impact their family, friends, and communities.
- *Have self-knowledge* – “show metacognitive awareness; perceive the personal style, prejudices, projections, and habits of mind that both shape and impede our own understanding; are aware of what we do not understand; reflect on the meaning of learning and experience. (p.84) Students reflect on their learning and understanding through daily reflection, a SMART journal, and weekly evaluations. Even though they might not achieve goals, they can still reflect on the process and refine the goal for the future. This is the reason why the lesson is designed to go through the goal-setting process multiple times with the class, independently, and by coaching family members so that they can reflect and learn from the experience.

Overall, the six facets of understanding are reflected in all stages of the SMART goal-setting lesson and also promote Digital Citizenship through the using digital tools to track and achieve real-life goals. As

defined by ISTE, Digital Citizenship is “Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.” The SMART goal-setting lesson aligns well with Wiggins and McTighe’s Six Facets of Understanding and Ubd, demonstrating structured planning from backwards design.

References

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Category

1. Blog

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