

7. Goal setting

Australian blueprint for career development

Career Management Competency											
1	2	3	4	5	6	7	8	9	10	11	12

Learning intention

Students will understand how to develop an action plan to achieve their goals.

Success criteria

Students can:

- explain the importance of setting goals
- identify a realistic goal using the SMART goal framework
- articulate the steps to achieve set goals.

Resources

- Worksheet – My Action Plan
- [Year 8 Pathway Planning](#) document
- [SMART goal setting](#) – YouTube

Classroom organisation

- Whole class
- Pairs

Preparation

Teachers should review the concepts in this lesson for background knowledge and ensure required resources are set up. The optional 'My Action Plan' worksheet could be printed for each student.

If students have not previously covered the topic of goal setting, it may be advisable to replace this lesson with Lesson 7 from Year 7 which introduces students to this concept.

Activity 1

Goal setting

- Ask students for their understanding of what a goal is. Encourage students to share examples of goals they may have set.
- Explicitly define (or remind students) what is meant by a goal. A goal is something you want to accomplish or achieve.
- Remind students that goals can be short-term or long-term.

Short-term goals are things you want to achieve soon, for example, completing homework, learning a new skateboard trick, reading a book.

Long-term goals are things you want to achieve over a more extended period, for example, graduating from high school, pursuing a career.

- Ask students for examples of short-term and long-term goals.

Activity 2

SMART goal setting

- SMART is an acronym for
 - Specific – Define your goal in detail. Answer ‘W’ questions
 - Measurable – Describe how you will measure success.
 - Attainable – Set realistic goals that challenge you but are achievable.
 - Relevant – Ensure your goal is results oriented.
 - Time-bound – Set a clear deadline and monitor progress
- Explicitly define the components of the SMART framework and provide examples of each. Some suggested examples for a Year 8 Maths student who wants to improve their grade over a semester are given here.

	Not SMART	SMART
Specific	<i>Get better at Maths</i>	Achieve a higher grade
Measurable	Undefined grade	B grade
Achievable	<i>Write a fiction novel'</i>	<i>Student achieved a 'C' last term so aiming for a 'B'</i>
Relevant	Because Maths is compulsory	I'd like to do the best that I can
Time-bound	No time frame	<i>By the end of Semester 1</i>

Not SMART Goal: I'll get better at Maths

SMART Goal: By the end of Semester 1 I will achieve a 'B' for Maths so that I am achieving closer to my best.

Guide students in the completion of an academic or personal SMART goal. The SMART Goal worksheet is provided below.

Reflection

Students swap their SMART goal with a partner. Partners are encouraged to discuss and question each other on their goals using the components of the SMART framework. Students may amend their SMART goal if needed.

Worksheet – Setting a SMART goal

SMART goal setting	
Specific: What do you want to accomplish?	
Measurable: How can you measure your progress and how will you know you have met your goal?	
Achievable? Do I have the skills needed to achieve my goal?	
Relevant? Is my goal important to me and does it serve a useful purpose for me?	
Time-bound? Have I set a realistic deadline for achieving my goal. What would a realistic timeframe be?	
My SMART goal?	