

SMART Goals

Learning to set specific, reachable goals

Skill Level
Beginner

Learner Outcomes

The learner will be able to:

- Understand the difference between a goal and a SMART goal.
- Develop a SMART goal related to 4-H project work.
- Evaluate goals to see if they meet SMART criteria.

Educational Standard(s) Supported

4th Grade English/Language Arts

- Speaking and Listening 1.
- Speaking and Listening 4.
- Writing 4.

See supplemental information for standard text.

Success Indicator

Learners will be successful if they:

- Identify at least one SMART project goal related to 4-H work.
- Differentiate between a goal and a SMART goal.

Time Needed
45 Minutes

Materials List

Two rolls of Smarties candy for each student, student handout.

Introduction to Content

This lesson focuses on teaching students the importance of goal setting. Students will learn the components of a SMART (specific, measurable, attainable, realistic and time-bound) goal, and then use their newly learned skills to create at least one SMART goal for their project work in 4-H.

Introduction to Methodology

This lesson begins by leading students in a short activity in which they can begin to see the importance of setting specific goals through a Smarties stacking competition. Students then receive instruction on SMART goals and conclude by writing at least one SMART goal for the year related to their 4-H project or club work.

Author

Swart, James, Graduate Assistant,
Tennessee 4-H Youth Development



Terms and Concepts Introduction

SMART goals — Goals that have criteria that correspond to each of the following categories: specific, measurable, attainable, realistic and time-bound.

- Specific — Clearly defined or outlined.
- Measurable — Able to be measured; large enough to be noticeable.
- Attainable — Achievable.
- Realistic — A practical idea of what can be achieved.
- Time-bound — Set to a specific due date.

Setting the Stage and Opening Questions

To start the lesson, pass out two rolls of Smarties and one handout per person and say the following: **“Today, we are learning about goal setting. Setting and meeting goals is an important part of 4-H work, as it gives us milestones that we are trying to reach. We will be completing several activities and having discussions that will give you the skills needed to create a goal for your 4-H work.”**

Experience

Say, **“To begin, we will do a quick activity. When I finish giving instructions, everyone will have 1 minute to stack as many Smarties as possible into a single tower using only one hand. The candies must remain stacked for 5 seconds after the minute has passed. Since this lesson is about goal setting, on your handout in the first round goal box, write down how many Smarties you think you can stack.”**

After students have recorded their goal, start the timer for 1 minute. After the minute has passed, count aloud to five, and then have students count their number of candies stacked and record it on their handout. Share with the students the scoring rules: **“If you reached or exceeded your goal for the number of candies you could stack, count 10 points for each candy in your stack. If you did NOT reach your goal, count 5 points. Calculate your total and record it on the sheet.”**

Discuss with the students who stacked the most and who had the highest score.

Have students set a new goal for the second round with the new rules in mind. Repeat the stacking and scoring.

For the final round, have students set a final goal. Before you start the timer, instruct students that they must use their **non-dominant hand to stack** this time. Complete the activity and have students calculate their scores.

Tips for Engagement

This this is a very discussion-heavy lesson. It is extremely important to keep all students engaged. Consider calling on each student in the class once to answer questions or to help complete activities.

Share

Ask the students the following questions:

- **“How did your goals and accuracy change with each round? Why?”**
- **“What motivated you to do better?”**
- **“In which round did you do the best?”**
- **“What lessons about goal setting can we draw from this activity?”**

Process

Share with students what the SMART acronym stands for and show the following video.

[youtube.com/watch?v=0Mi9_XEXQgc&feature=youtu.be](https://www.youtube.com/watch?v=0Mi9_XEXQgc&feature=youtu.be) *The video defines the A in SMART as agreed upon. This works well for business goals, but for personal goals, the A should stand for attainable.*

Generalize

After sharing the video, read the scenario below and draw the chart, found in the supplemental information, on the board. Lead students through a discussion as they complete the chart as a class.

“This is Alejandro’s first year in 4-H. His older sister has been involved in 4-H for five years and is always telling Alejandro how fun the activities are. Alejandro lives on a dairy farm and likes working the cattle with his father. His goal for his 4-H work this year is to learn more about dairy cattle.”

Apply

Ask students to complete the goal-setting portion of their handout.

References:

https://www.ffa.org/SiteCollectionDocuments/Myjourney_build_SMARTGoals.pdf

Life Skill(s) from TIPP(s) for 4-H 4th Grade

- Participate in 4-H Club meetings by saying pledges, completing activities and being engaged. (Head)
- Follow instructions. (Heart)
- Identify at least one appropriate goal for the year related to 4-H and work to meet that goal. (Head)
- Gather relevant information for decision-making. (Hands)

Supplemental Information

Educational Standards Met and Additional information

Speaking and Listening 1 — Engage effectively in a range of collaborative discussions with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

Speaking and Listening 4 — Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Writing 4 — Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

Scenario Chart

SMART Standard	Yes	No	Needs More
Specific			
Measurable			
Attainable			
Realistic			
Time-Bound			

Tennessee 4-H Youth Development

ROUND 1

Goal: _____

Score: _____

ROUND 2

Goal: _____

Score: _____

ROUND 3

Goal: _____

Score: _____

In the space below, define a basic goal that you would like to accomplish as part of your 4-H work this year.

What is your basic goal? _____

For each of the spaces below, refine your goal to make it into a SMART goal. For each letter, write ideas on how you can improve your goal.

1. Is it specific? (Who? What? Where? When? Why?)

S

2. Is it measurable? How will I measure progress? (How many? How much?)

M

3. Is it attainable? (Can this really happen? Attainable with enough effort? What steps are involved?)

A

4. Is it realistic? (What knowledge, skills and abilities are necessary to reach this goal?)

R

5. Is it time-bound? (Can I set fixed deadlines? What are the deadlines?)

T

My Goal Statement

Use the SMART worksheet you just completed and the rules above for writing a goal statement. This should be a 4-H goal that you would like to achieve in 12 months or less. Repeat this exercise as needed to write other goal statements.
