

TITLE: Writing Academic SMART Goals and Action Steps.

ESTIMATED TIME: 2.5 hrs

## LESSON OBJECTIVES:

- Students will be able to orally present academic SMART goals to their small group.
- Students will be able to write one academic SMART goal, making sure it meets all SMART characteristics, and its action steps.
- Students will be able to use future perfect in describing the action steps with time frame.

## Essential Vocabulary:

- Mnemonic
- Goal
- Specific
- Measurable
- Achievable
- Relevant
- Time-bound

## Materials Needed:

- SMART Goals Worksheet (enough copies for class)
- SMART cards (Print one and precut the cards before class)
- Application Academic Goal and Action Steps (enough copies for class)
- Student Handbook & Planning Guide (enough copies for class)  
-**Santa Ana College** School of Continuing Education (SAC SCE)- Student Handbook & Planning Guide. Pick up enough copies at the printing center and the resource center at CEC. If you have questions, contact ESL chairs for more information. Remember to pick up the high-level handbooks.  
-**Santiago Canyon College** Orange Education Center (OEC)- [OEC Student Handbook & Planner](#). Make enough copies of the calendars for your class.



## WARM UP (10 minutes)

Welcome students to class. In this warm up activity, you will have students play a game of memorizing names. First, tell students they will play a game and they have to remember eight names in the order given. Ask students to put their phones and pencils away and listen to the eight names and tell them they have to recite the names in order by memorizing. (Teacher Tip: You may want to come up with your own mnemonic and use your students' names instead.)

You say the following names slowly.

Angel- Phung- Park- Leon- Elizabeth- Paula- Isabella- Evan

Repeat one more time.

Angel- Phung- Park- Leon- Elizabeth- Paula- Isabella- Evan

Ask a couple volunteer students to recite them in order. Afterwards, inform students how difficult it is to memorize many names in a specific order; however, let them know there is a way to help them memorize specific things and names easier and faster.



## INTRODUCTION (15 minutes)

In the introduction activity, you will explain the mnemonic method and demonstrate how to use it to memorize the names in the warm up.



## INTRODUCTION (15 minutes)

Write down the eight names from the warm up activity on the board. And circle the first letter of each name, and write APPLEPIE on the board. Explain to students how the mnemonic method can help memorize things easier and faster by remembering the first letter of each word and by creating a familiar word using the first letters. For example, they can remember the names by APPLEPIE. (Angel-Phung-Park-Leon-Elizabeth-Paula-Isabella-Evan) And point out to students they can use the method to help them remember names and information when studying history, science, English, or any other subject.

- Mini-Pronunciation Lesson: mnemonic - point out to students the first letter /M/ in Mnemonic is silent. If students need help with pronunciation, sound out the word for them to hear and have them repeat.
- Mini-Lesson: Acronym vs. Mnemonic- Write the following on the board. Remind students to take notes.

An acronym is the initials of words to help with quick communication. (e.g., USA, NASCAR: National Association for Stock Car Auto Racing, USA: United States of America)

A mnemonic is a method to remember things easier and faster. (e.g., SMART: Specific, Measurable, Achievable, Relevant, Time-bound)

Tell students they will practice using the mnemonic method to remember the colors of the rainbow in order. Again, tell students to put away their phones and pencils.

Tell students you will name the colors of the rainbow in order. You say the following colors slowly.

Red- Orange- Yellow- Green- Blue- Indigo- Violet

Now write ROY G BIV on the board. Under each letter, write its color (e.g., R-red, O-orange, and so on). Say ROY G BIV while pointing to the board and have students repeat after you three times. After reciting, erase the board and ask students to recite the colors of the rainbow in the correct order. If students struggle, write down ROY G BIV on the board again and point each letter as students try to remember each color in order. Before moving onto presentation, remind students that the mnemonic method is used as a study tool to remember and memorize information.



## PRESENTATION (30 minutes)

During the presentation, you are going to explain what SMART goals are.

First, ask students what a goal is. After students share their ideas of what a goal is, recap it by saying a goal is a desired result. Explain to students that they need to set goals to be successful in life and goals may be academic, professional, physical, financial, social, and/or personal. An analogy can be used here. A goal can be a destination of where one wants to go. In order to go to the destination, one needs to work hard and plan for the trip. Like knowing where one wants to go is important in a trip, knowing one's goal is important in life since other preparations and decisions will follow accordingly. Tell students they need to make not just any goals, but SMART goals.



## PRESENTATION (30 minutes)

Write down SMART on the board. Under each letter, write the word. (S: specific, M: measurable, A: achievable, R: relevant, T: time-bound) If you have color markers, utilize them and make the first letter in red and the rest in blue or black. Tell students goals need to be specific, measurable, achievable, relevant, and time-bound.

Spend some time explaining each characteristic:

S (specific):

What exactly will you do? - Who, what, where, when, why and which?

-A goal needs to be specific. You want to decide on a specific subject/skill and provide where and when.

M (measurable):

Are you able to assess your progress? - How much, how many, or how often?

-A goal needs to be measurable which means whether you are able to check off the progress each day or to keep a log.

A (achievable):

How realistic is the goal based on the current circumstance? - How?

-A goal needs to be achievable with the time given. A goal which is not possible to accomplish in a given time is not achievable.

R (relevant):

Is it applicable and will it meet your needs? - Worthwhile?

-A goal needs to relate to one's needs.

T (time-bound): Do you have a time limit? -When?

-A goal needs to have time frame. Without it, it will be hard for you to motivate yourself to do it and also to check your progress. The only difference between a goal and a dream is a deadline. There are lots of graphics that express this in a pretty way, maybe recommend to use it as a way to grab their attention and have them express their interpretation of what means.

- Teacher Tip: There are lots of colorful graphics/ online resources about SMART goals. Use them to grab students' attention as you explain the SMART goals to aid student learning visually. You can also show the graphics and ask students of their meanings to promote student engagement and student-centered learning.

After explaining, hand out the SMART Goals Worksheet to students. Have students fill out the answers for question #1. They are welcome to refer to the graphics/online resources and take any necessary notes.



## GUIDED PRACTICE (25 minutes)

Through the guided practice, students are going to practice how to modify general goals to SMART goals, using the SMART Goals Worksheet. First, have students fill out what SMART



### GUIDED PRACTICE (25 minutes)

(answers: Specific, Measurable, Achievable, Relevant, Time-bound) stands for the question #2 on the SMART Goals Worksheet.

Next, read the general goals and tell students how vague and broad the general goals are. Then ask students to fill out the SMART Goals in question #2. In order to demonstrate, work on the first characteristic, Specific, together with the class.

You say, 'I want to study hard,' is very general." 'How can you make it specific?' You may say, 'I want to study \_\_\_\_\_ (a particular subject or skill) by doing \_\_\_\_\_ (specific activity).' An example may be, 'I want to study English/speaking skill by talking to my classmates thirty minutes after my class.' This is more specific since it talks about what subject/skill and when.

After demonstrating the first characteristic, ask students to work on the other four characteristics on their own. Walk around and offer help if needed. Students are welcome to work with their classmates as well.



### COMMUNICATIVE PRACTICE (20 minutes)

Students will use the SMART Goals Worksheet and orally share their answers in a small group during the communicative practice. Tell students they will be grouped in a small group of five students.

For the communicative practice, students need to be in small groups of five. Before class, make sure to print the SMART cards and cut them out. The number of students determines how many SMART cards you hand out. If you have 25 students, use five SMART card sets. If you have 27 students, use six sets. First, hand out SMART cards, one letter for each student. Tell students that each small group needs to spell out the word S-M-A-R-T. If the total number of students isn't the multiples of five, it is okay to have a group with less than five students. In this case, you should provide the missing letters and have some students have two or three letters instead.

Once students are in their respective groups, tell students to share what each letter (SMART cards) stands for and to describe their own letter/characteristic. Once they finish reviewing, ask students to take turns and share their answers with the small group using the SMART Goals Worksheet. By orally sharing their modified goals, students will be able to see how general goals are different from SMART goals.

While students share their answers, walk around and make formative assessments on how well they understand SMART goals. If there are any that you need to reteach, do so before moving onto the application step.



### APPLICATION (50 minutes)

During the application, students will write one academic goal and its action steps to apply what they've learned about SMART goals. You will introduce the future perfect tense in writing action steps with the time frame in the application activity.



## APPLICATION (50 minutes)

Hand out the Application Academic Goal and Action Steps to students. First, tell students to spend some time brainstorming their academic goals and to choose one. In Step 1, students need to work individually and they need to write one academic SMART goal with using “by” as the deadline. The goal can be accomplished before but not later than that date. After writing one goal, tell students to write down action steps and a due date for each step. (15 minutes)

For Step 2, students will work with a partner to do peer-editing. Each student reads their own academic goal and action steps to their partner and answer the questions in Step 2 together. If there are any that need to be changed or modified, each pair should make changes with mutual agreement. (10 minutes)

For Step 3, give a mini-grammar lesson about the **Future Perfect Tense**. Write **I + WILL + HAVE + Past Participle + be (deadline/due date)** on the board.

Tell students to look at Step 1. Action steps don’t necessarily need to be in complete sentences. However, you will use the action steps along with the time frame and write complete sentences using the future perfect tense.

(Example: Action step/time frame- write three journals/ next Monday  
-----→ I will have written three journals by next Monday.)

(For additional practice, here are some links to help practice the future perfect tense:  
[Perfect English Grammar Future Perfect Tense Exercises](#)  
[Future Perfect Tense Lesson on Lesson English Grammar Website](#))

Give students about fifteen minutes to write four sentences using the future perfect tense. Ask some volunteer students to write their sentences on the board. (20 minutes)



## EVALUATION:

Once students complete the Step 3 in the application, collect the Application Academic Goal and Action Steps forms. The sentences may be graded and assessed at the end of the class. However, if you don’t have enough time at the end, assess the forms after class and hand them back the following day. You may want to spend some time the next day reviewing SMART goals and the future perfect tense.



## EXTENSION:

- 1) Option 1: If time allows, ask students to make a poster about SMART goals. Students may use a mind mapping method to write SMART goals and its action steps. For more information on the mind mapping method, more resources are available online.
- 2) Option 2: As an extension activity, use the academic calendars in the Student Handbook and have students jot down the SMART goals they created. Recommend to check in with the class

**EXTENSION:**

on a weekly/monthly/end of semester basis. Their SMART goals need to be completed/accomplished by the end of the semester so that you can help keep them accountable.

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  - **Santiago Canyon College** Orange Education Center (OEC)- [OEC Student Handbook & Planner](#). Make enough copies of the calendars for your class.
- 3) Option 3: After completing this lesson, if it is relevant, ask students to write a financial or a physical SMART goal. This activity may be used as an assessment on student understanding of SMART goals.
  - 4) Option 4: Contact the Counseling Department at Santa Ana College or Santiago Canyon College and inquire about embedded counseling lessons. The Counseling Department teaches a lesson on SMART goals and this lesson may be used as a review or a preview.
  - 5) Option 5: If students can use technology, have students compose SMART goals using Google Docs. Instead of using the SMART Goal Worksheet, you may send students a Google Doc and share it with the students to access and add SMART goals on their Google Doc.

**CORE LESSON COMPONENTS:****BASIC COMMUNICATION:**

- Participate in extended conversations and discussions about SMART goals.

**COLLEGE/WORKFORCE PREP:**

- Apply critical thinking, creative thinking and problem solving skills.

**DIGITAL PREP:**

- Use collaborative technologies to work with others. (e.g., Google Docs)

**21<sup>ST</sup> CENTURY SKILLS**

- Critical Thinking Skills
- Collaboration & Leadership
- Agility & adaptability
- Initiative & entrepreneurship
- Oral communication
- Written Communication
- Access & analyze information
- Have & use curiosity & imagination
- Play, passion & purpose beyond the classroom

**ONLINE RESOURCES:**

- Search and refer to the following online resources.
  - SMART goals
  - Mind mapping method
  - Mnemonic method
  - Acronym

**ADAPTATIONS:****Multi-level:****High-Tech:**

If students have an access to computers, students can do the guided practice online. You need to copy the SMART Goals Worksheet and paste it onto a Google Docs. Share the file with your students and have them modify the goals on Google Docs.

**Low-Tech:**

Use the handouts included.

**TEACHER TIPS:**

Teacher Tip 1: This lesson helps students to set academic SMART goals. Thus, it is recommended to give this lesson in the beginning of the semester. SMART goals with specific time frames can motivate students to pursue their learning. Once students complete all the action steps and when the time frame is up, you may ask students to choose another academic SMART goal. You may do this weekly, bi-weekly, or monthly to get your students engaged and motivated.

TEACHER TIPS:

Teacher Tip 2: SMART goals are widely known to many educational communities. There are many online resources available. Before this lesson, one of the assignments you may give to students can be to look into what SMART goals are. Students with previous knowledge through researching about SMART goals will be more familiar with the lesson.