

CU SMART Goals Program Sampler

Sample pages from our 6-week curriculum

All of our lessons include



01 Class Preparation

02 Lesson Plan Objectives

03 Instructional Sequence

04 Next Steps

05 Course Curriculum

LESSON #1
Teacher's Guide
CU SMART Goals Program

SMART Goals Overview and Relevant 45-50 min

01
Class Preparation:
To prepare for your first CU SMART Lesson, (1) review the SMART Goals method and Relevant videos, (2) use the Quick Start to help create at least two goals in your GOAL HUB. You will be using these goals as models for your students, so think about appropriate goals to share with your class.

Make sure your students have a Goal Buddy (GB), or have begun searching for one. Parents/Guardians will be directed to approve students' GBs through the Web App.

TO VIEW YOUR STUDENTS GO STATUS CLICK HERE

02
Lesson Plan Objectives:
(Students can/are)

- (1) Summarize the SMART model (understanding)
- (2) Review CUT goal categories. List one possible goal per category (applying)
- (3) Add an Academic goal in their Goal Hub (applying)

E-Learning: If you will be teaching the course through an E-Learning platform, please ensure you can share your GOAL HUB screen with your students, and show the videos for the SMART Method and relevant.

CU SMART

Achievable and Self-Reflection 45-50 min

01
Class Preparation:
Before class, review the Achievable and Self-Reflection videos, and the short PowerPoint presentation about the use of "Self-Reflection Checklists." Through your GOAL HUB, be prepared to share how you have incorporated these aspects of the CU SMART program into your goals.

Students should be prepared to share their "Relevant" goals/actions over the previous week.

02
Lesson Plan Objectives:
(Students can/are)

- (1) Write a sequence of actions to accomplish a goal (creating).
- (2) Develop an IF/THEN conditional action (creating).
- (3) Write a question for "Self-Reflection" (creating).

Measurable and Mindset 45-50 min

01
Class Preparation:
Before class, review the Measurable and Mindset videos, prepared to share how you have incorporated these aspects of the CU SMART Program into your goals, and use an appropriate Mindset Activity for your students.

Students should be prepared to share (1) progress on their (1) and (2) how and when they used Self-Reflection during week.

02
Lesson Plan Objectives:
(Students can/are)

- (1) Recognize the difference between a Performance and Outcome measure (understanding)
- (2) Develop a measure (performance or outcome) for an example goal (creating)
- (3) Describe differences between a Growth/Fixed Mindset (understanding)

Timely and Accountability 45-50 min

01
Class Preparation:
Before class, review the Timely and Accountability videos. Be prepared to share how you have incorporated these aspects of the CU SMART Program into your goals, and be prepared to discuss progress on their (1) and (2) how they used "Timely" to adjust a goal or (3) share Accountability feedback from (3).

Students should be prepared to share (1) progress on their (1) and (2) how and when they used Self-Reflection during week.

02
Lesson Plan Objectives:
(Students can/are)

- (1) Calculate how long a goal might take (analyzing)
- (2) Develop an appropriate incentive or method for accountability (creating).

Specific and Goal Evaluation 45-50 min

01
Class Preparation:
Before class, review the Specific and Goal Evaluation videos, prepared to share how you have incorporated these aspects of the CU SMART Program into your goals, and be prepared to discuss progress on their (1) and (2) how they used "Specific" to adjust a goal or (3) share Accountability feedback from (3).

Students should be prepared to share (1) progress on their (1) and (2) how and when they used Self-Reflection during week.

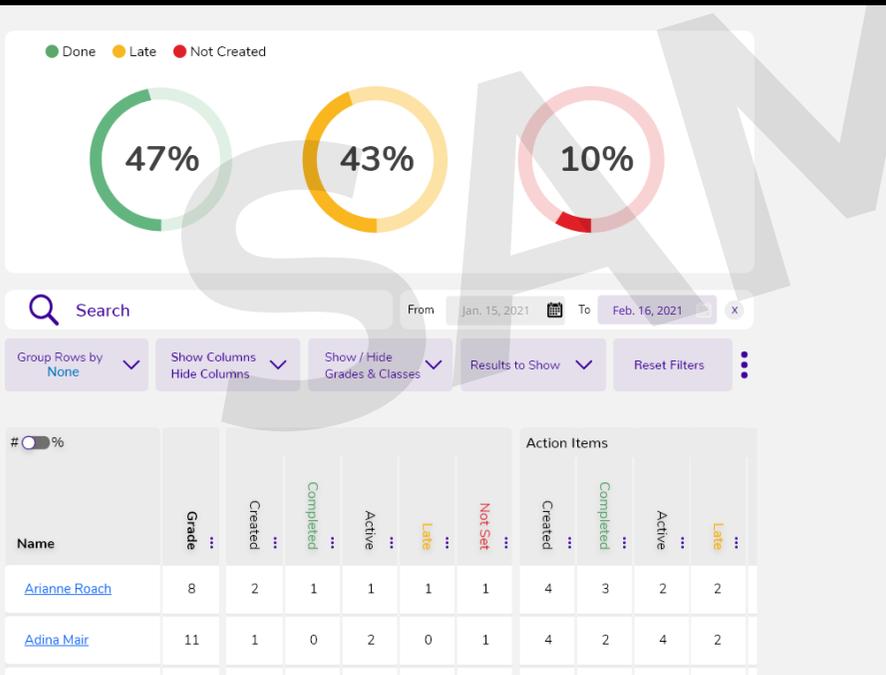
02
Lesson Plan Objectives:
(Students can/are)

- (1) Describe the elements of "Specific" (understanding)
- (2) Use elements of "Specific" to improve a goal (creating)
- (3) Determine reasons to pursue a different goal (analyzing)

CU SMART

Teacher's Guide - Curriculum Samples

CU-SMART Goals Program



01

Class Preparation:

To prepare for your first CU SMART Lesson:

- (1) review the **SMART Goals method** and Relevant videos,
- (2) use the **Quick Start** to help create at least two goals in your GOAL HUB .

You will be using these goals as models for your students, so think about appropriate goals to share with your class.

Make sure your students have a Goal Buddy (GB), or have begun searching for one.

02

Lesson Plan Objectives:

(Students can/will)



- (1) Summarize the SMART model (understanding)



- (2) Review CU7 goal categories, list one possible goal per category (applying)



- (3) Add an **Academic** goal in their Goal Hub (applying)

03

Instructional Sequence

Teacher Will....

- Share your Goal Hub and discuss progress on your goals. Focus on 'Timely' and how you adjusted or monitored your progress.
- To recap 'Accountability' share any incentives or other methods you used the previous week.
- Play the 'Specific' video.
- Ask a student to recall the 5 W's. Ask another student how the 5 W's can be used in goal setting.
- Provide an example goal, e.g. "I want to earn better grades."
- Over the last week students completed actions towards a goal. Present and review the 'Monitoring' Self-Reflection Checklist. Have your students practice 'Monitoring' progress on their actions.
- Play the 'Goal Evaluation' video.

Students Will....

- Ask students to share if they have successfully adjusted the time it will take them to complete their goal.
- Ask 2-3 students to share feedback or interactions they had with their GB.

Objective 1: Describe elements of 'Specific'.

Objective 2: Students suggest different ways to use the 5 W's to improve the goal.

- Ask 2-3 students a question from the checklist (12-14 yrs. old). Or ask a single question and have 2-3 students share how they might approach the question from different perspectives (15-18 yrs. old).

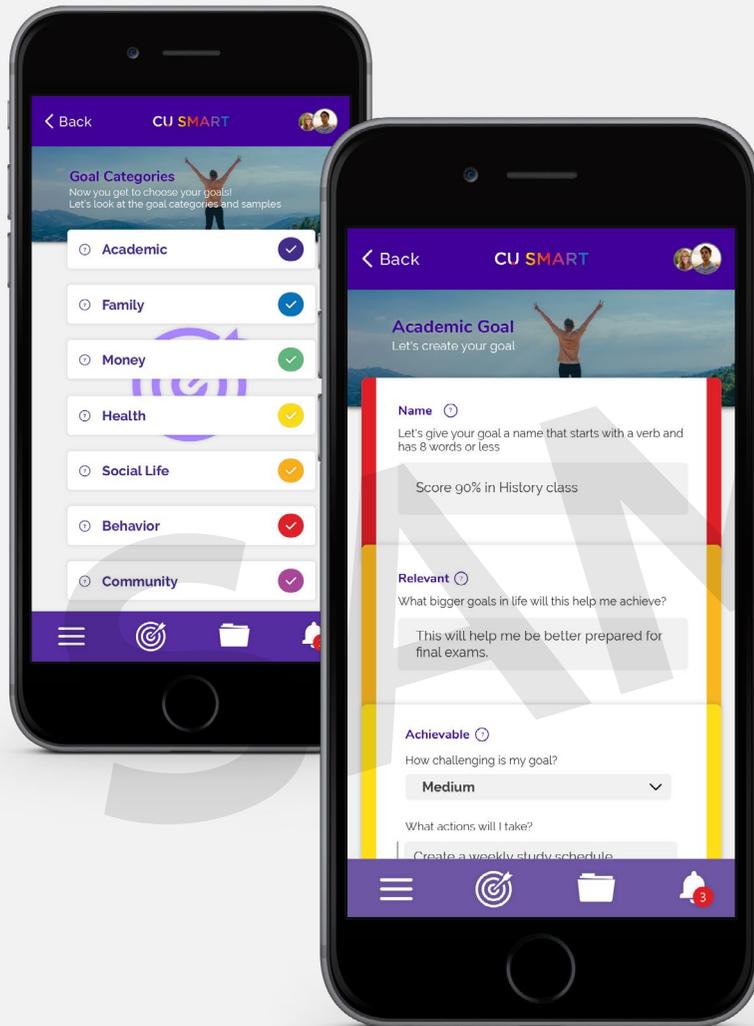
- Watching
- Sharing
- Activity
- Reflecting

04



Next Steps:

Students will (1) improve a goal using 'Specific,' (2) be prepared to share a revision to a current goal or a potential alternate goal. **Make sure they have completed at least one (or two) goal(s) before the end of the program.**



The SMART Goals Method

Using the SMART method, students create their goals with a simple plan. Each letter stands for an important aspect of the goal.

S - Specific

Specific goals are easier to achieve. Goals can be made more specific by using the 5 W's (who, what, when, where, why).

M - Measurable

What is the plan to measure success? How will students ensure that they are making progress?

A - Achievable

How difficult is the goal? Is it too easy.. or maybe too hard? And what actions can students take that will move them towards success?

R - Relevant

Which goals are most important? Which goal will students work on first, second, third and so on?

T - Timely

How long will it take to achieve the goal and how often will progress be evaluated?

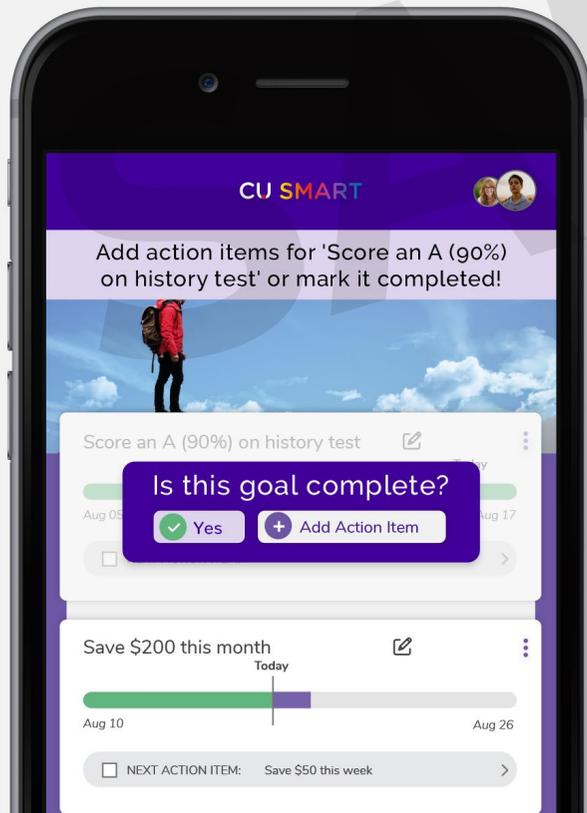


The focus is less on **IS** the goal SMART, and more about **HOW** the goal is SMART.

Achievable

Encourage students to think about some of history's most challenging goals such as landing on the moon, running a mile in less than 4 minutes, and circling the globe on a wooden ship. Reinforce to students that **ACHIEVABLE** is less about **IF** a goal can be achieved, and more about **HOW** they plan to achieve the goal. It's about developing a plan that includes what actions they will take.

For each goal, students should write down as many actions as they can (**minimum of two**).

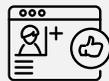


Example Goal/Action Items

"I will earn 90% or higher on next Friday's History exam."

- ✓ **Action 1** Read *History of the World* chapters 1 and 2
- ✓ **Action 2** Answer the practice questions at the end of chapters 1 and 2
- ✓ **Action 3** Read *History of the World* chapters 3 and 4
- ✓ **Action 4** Answer the practice questions at the end of chapters 3 and 4
- ✓ **CONDITIONAL: IF** I do not finish the practice questions by Wednesday, **THEN** I will turn off my cell phone and avoid all distractions.
- ✓ **Action 5** On Thursday night review chapters 1 through 4

Actions are often a series of tasks or steps to accomplish, but actions can also be **'Conditional'** and are written using **IF/THEN**. A conditional might be a possible problem you can foresee, e.g. "What if there are no bananas for my pancakes?" or it can be a potential distraction or barrier to the goal that you may need to deal with, e.g. "What if my friend David asks me to go out for burgers?"



Example: "IF I think I'll be distracted with notifications on my cell phone, **THEN** I will turn off my phone or put it away while I'm studying for my history exam."

[LEARN MORE ABOUT THE SMART GOALS PROGRAM](#)