

# Learning to Learn

## Academic Success Curriculum

Spring 2010

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# Lesson 1: Learning Styles

## Learning Objectives

- Identify learning style
- Implement learning strategies aligned with learning style

## Performance Tasks

- Relaxation Strategies: students share information and techniques to how they overcome situations in which they feel nervous.
- Learning Strategies: students work in groups to discuss strategies they use to learn.

## ASCA National Standards

- A:A2.4: Apply knowledge and learning styles to positively influence school performance.
- A:B1.6: Use knowledge of learning styles to positively influence school performance.
- A:B2.2: Use assessment results in educational planning.
- PS:A1.10: Identify personal strengths and assets.

### Essential Questions:

- How do I learn best?
- What strategies align with my learning style?

### Materials:

- Career Cruising Learning Style Inventory

### Target Audience:

Junior and high school students looking to improve their test preparation strategies.

### Time:

45-50 minutes

### Accommodations:

Check in with classroom teacher to see if any student requires specific accommodations.

## Lesson Plan 1: Learning Styles

0:00- 0:10:

### Introductions/Ice Breaker

- Have students sit around in table.
- Have students introduce themselves positively with one adjective beginning with the same letter as the initial of their first name. For example, *Rational, Realtor Rindy*.
- Share with students the purpose of today's lessons including learning objectives. Also, emphasize the point that it's important and students are encouraged to ask questions throughout the next couple of weeks. Be intentional: share that the purpose of the 'name game' was because you are more likely to remember something when you connect it to something you already know.
- **'Change If' Icebreaker**
  - Have students gather in a circle standing up. Instruct them that you will be making a series of statements. If a statement is true for a student, they need to change positions in the circle. Statements include:
    - I ate breakfast this morning.
    - I participate in HRHS sports, clubs or other extracurricular activities.
    - I am a Red Sox fan.
    - I study at least one hour a day.
    - I get to bed before 11.
    - I went to middle school at Hampshire Regional.
    - I get frustrated when I think I understand something but then I take a test and get contradicting results.
    - The thought of taking tests makes me nervous.

0:10-0:20:

### Relaxation Strategies

- Ask students what they do to prepare for something they are nervous about. How do they relax? What do they do to stay calm?
- Compile a list of strategies
- Deep breathing exercise.

0:20-0:30

### Career Cruising Learning Style Inventory

- Explain to students that one strategy to use when you're nervous about something is to learn as much information about that thing so that you have more control over the situation. To help those of us that get nervous for tests, we want to look at how we learn in order to help us better prepare. Students will take the learning style inventory on Career Cruising.
- Review the different types of learning styles:
  - **Visual Learning**
  - **Auditory Learning**
  - **Tactile Learning**
- Have students identify which learning style resulted from their inventory.

0:30-0:40:

### Learning Strategies

- Break the students up into groups based on their learning style.
  - What strategies do you use to learn new information in class?
  - What strategies have teachers used that have helped you to learn?

0:40-0:45:

### Closure

- Have students share one way that what they've learned today can help them with their studies. Ask what they are hoping to learn in the coming weeks. [HO Learning Strategies](#)

## Lesson 2: Long-Term Learning Strategies

### Learning Objectives

- Demonstrate the importance of paying attention using the 'Wright Family' activity.
- Use Time Management matrix to plan out and prioritize homework, studying and extracurricular activities.
- Identify the benefits of positive self-talk.
- Create positive self-talk narrative.

### Performance Tasks

- The "Wright Family:" students pass several items every time they hear the word 'left' or 'right.' The 'lefts' and 'rights' are imbedded into a story plot. Once the story ends, ask questions specifically relating to the story plot. Process the importance of attention with students.
- Time Management Matrix: students will plan out their night using the Time Management Matrix.
- Positive Self-Talk Narrative: students create a positive self-talk narrative to place in their locker, refrigerator or window.

### ASCA National Standards

- A:A1.1: Articulate feelings of competence and confidence as learners
- A:A1.5: Identify attitudes and behaviors that lead to successful learning
- A:A2.1: Apply time-management and task-management skills
- A:B1.3: Apply the study skills necessary for academic success at each level
- A:C1.1: Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life

### Essential Questions:

- How does attention play a role in my learning?
- How can I prioritize my school work with what's important to me?
- What is positive self-talk?
- How can positive self-talk influence my life?

### Materials:

- Time Management Matrix
- Post-It Notes
- Pens
- 'Wright Family' narrative

### Target Audience:

Junior and high school students looking to improve their test preparation strategies.

### Time:

45-50 minutes

### Accommodations:

Check in with classroom teacher to see if any student requires specific accommodations.

## Lesson Plan 2: Long-Term Learning Strategies

0:00- 0:05:

### Check-Ins

- Have students sit around in table. Welcome any new students. Have students summarize information they learned from the last lesson. Ask:
  - How many of them implemented the learning strategies that applied directly to their learning style? Did it help?

0:05-0:20:

### Attention Review

- Wright Family: Have students stand in a circle. Tell them you'll be reading a story. Every time they hear the words 'left' or 'right' pass the item.
- Once the story is complete, ask them the questions relating to the plot.
- Process:
  - Why was it hard to think of the answers?
  - What would have happened if I had given you the questions at the beginning?
- Play Becklen and Cervone's (1983) Attention Experiment:  
<http://www.youtube.com/watch?v=nkn3wRyb9Bk>
- Distribute handout containing information on attention.
  - Ask students: What gets in your way of paying attention?
  - What are some ways we can help re-focus our attention at school? At home?

0:20-0:40

### Time Management Matrix

- Have students generate "To-Do" lists
- Review different time management methods
  - Prioritization (ABC, Color code, etc)
  - Important-Urgent Matrix
- Give students 5 minutes to plan their night using one of the methods
- Class discussion about prioritization of tasks
  - What types of tasks were included in the list? Excluded?
  - Where in the matrix do most of their tasks fall? What would it take to shift the tasks to Important-NonUrgent?

0:40-0:50:

### Positive Self-Talk

- Have class stand. Have them jog in place slowly. How do you feel?
- Ask them to pick up the pace. When it looks like they're getting tired, tell them to say out loud: "I can do this for 30 more seconds, keep going, trust yourself, you can make the 30 seconds. You're awesome."
  - Once 30 seconds is up, have them set and catch their breath. One of the other strategies to reduce stress is positive self-talk. How many of you felt an extra burst of energy when you started saying positive things to yourself?
- Give each student a post-it. Have them write down a positive note to themselves. Tell them to put this in a place they see it often: planner, locker, bathroom mirror, car. Encourage them to read it often...especially before tests or things they get anxious about.

0:50-0:55:

### Closure

- Any student that wishes to read their note aloud is welcome to do so.

## Lesson 2: The Wright Family Story

One day the Wright family decided to take a vacation. The first thing they had to decide was who would be left at home since there was not enough room in the Wright family car for all of them. Mr. Wright decided that Aunt Linda Wright would be the one left at home. Of course this made Aunt Linda Wright so mad that she left the house immediately yelling “It will be a right cold day before I return.”

The Wright family now bundled up the children, Tommy Wright, Susan Wright, Timmy Wright, and Shelly Wright and got in the car and left. Unfortunately, as they turned out of the driveway someone had left a trash can in the street so they had to turn right around and stop the car. They told Timmy Wright to get out of the car and move the trash can so they could get going. Tommy took so long that they almost left him in the street. Once the Wright family got on the road, Mother Wright wondered if she had left the stove on. Father Wright told her not to worry he had checked the stove and she had not left it on. As they turned right at the corner, everyone started to think about other things that they might have left undone. No need to worry now, they were off on a right fine vacation.

When they arrived at the gas station, Father Wright put gas in the car and then discovered that he had left his wallet at home. So Timmy Wright ran home to get the money that was left behind. After Timmy had left, Susan Wright started to feel sick. She left the car saying that she had to throw up. This of course got Mother Wright’s attention and she left the car in a hurry. Shelly Wright wanted to watch Susan get sick so she left the car too. Father Wright was left with Tommy Wright who was playing a game in the backseat.

With all of this going on Father Wright decided that this was not the right time to take a vacation, so he gathered up all of the family and left the gas station as quickly as he could. When he arrived home, he turned left into the driveway and said “I wish the Wright family had never left the house today!”

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### Questions:

- 1) Why did Aunt Linda Wright get upset in the beginning of the story?
  - a. She was chosen to be left behind.
- 2) What did Father Wright leave at the house?
  - a. Wallet
- 3) Why did the family turn around?
  - a. It was not the right time to go on vacation.

### Resources:

- CNNHealth.com
- *Fuzzy Brain? Improve your attention span.*  
<http://www.cnn.com/2008/HEALTH/11/14/rs.increase.your.attention.span/>

## Lesson Plan 3: Retention Strategies & Study Environments

### Learning Objectives

- Identify and practice different retention strategies.
- Describe and create ideal study environments.
- Practice relaxation technique.

### Performance Tasks

- Neurobics: students recall information learning strategies they already use.
- Retention Strategies: students learn about new retention strategies and come up with examples that will help them to study more effectively.
- “Retention Experiment:” students recreate a less than ideal study environment to see how it impacts learning.
- Visualization: students are walked through visualization relaxation technique.

### ASCA National Standards

- A:B1.3: Apply the study skills necessary for academic success at each level
- AB1.6: Use knowledge of learning styles to positively influence school performance
- A:A3.5: Share knowledge

### Essential Questions:

- How can I improve my recall of information?
- What is an ideal environment?
- How does my study environment play a role in recalling information?

### Materials:

- “Neurobics” PowerPoint
- Projector
- Retention Strategies Handout

### Target Audience:

Junior and high school students looking to improve their test preparation strategies.

### Time:

45-50 minutes

### Accommodations:

Check in with classroom teacher to see if any student requires specific accommodations.

## Lesson Plan 3: Retention Strategies & Study Environments

0:00- 0:05:

### Check-Ins

- Have students sit around in table. Welcome any new students. Have students summarize information they learned from the last lesson. Ask:
  - How many of them used a time management strategy last week? Did it help?

0:05-0:25:

### Retention Strategies

- Review the PowerPoint and have students write down the different words/numbers they remember. Follow up with the questions on the slides.
- Distribute 'retention strategies' handout. Discuss handout and different strategies with students. Create examples of each with students. Have students identify three strategies they feel would fit their learning style. Have each student come up with an example for one of the three strategies they chose.

0:25-0:40

### Study Environments

- Ask for a volunteer to participate in a "retention experiment" using any of the above strategies to remember a string of words
- Have the volunteer leave the room
  - Assign remaining students to distracting tasks
  - Have the student return and role play school and home environments while the volunteer tries to remember word list
  - Compare results with focused vs. distracted environments
- Group discussion of environmental factors that promote studying and those that distract from it
- Ask students, how can you shape your study environment?
- Have students identify two study zones (one in and one out of school)

0:40-0:50:

### Relaxation Strategies: Visualization

- Review positive self-talk discussed last week
- Ask students if they used this and how it went
- Introduce visualization
  - Encourage students to use visualization to see themselves performing successfully in specific situations
  - Read visualization script
- Introduce concept of "peaceful place" visualization

0:50-0:55:

### Closure

- What part of today's lesson seems most useful?

# Retention Strategies

<p><b>Rote Memorization:</b> re-reading, flash cards, quiz yourself <b>Example:</b></p>	<p><b>Alphabetical Order:</b> familiar pattern to help you memorize lists <b>Example:</b> 50 states</p>
<p><b>Assign Numbers:</b> helps to make sure you are not missing anything <b>Example:</b></p>	<p><b>Associations:</b> relate new information to old information <b>Example:</b></p>
<p><b>Key Words:</b> focus on memorizing key words within long pieces of information <b>Example:</b></p>	<p><b>Chunking:</b> group information into patterns you can remember. <b>Example:</b></p>
<p><b>Acronyms:</b> each letter stands for what you are trying to remember <b>Example:</b></p>	<p><b>Acrostics:</b> make a sentence to help remember a list <b>Example:</b></p>
<p><b>Whole Picture Visualization:</b> visual learners remember what they see better than what they hear; create mind maps, draw diagrams <b>Example:</b></p>	<p><b>Songs/Rhymes:</b> use rhymes or make up silly songs to help remember things <b>Example:</b></p>
<p><b>Method of Loci:</b> objects to be remembered are imagined in known locations <b>Example:</b></p>	<p><b>Alliteration:</b> using same first letter in two words <b>Example:</b></p>

Lesson 3: Summer Clouds Relaxation Script  
from <http://www.innerhealthstudio.com/clouds.html>

To begin, make yourself comfortable as you find a comfortable place to lie down.

Begin to become aware of your breathing.

Notice each breath as it goes in..... and out.....

Take a moment to focus your attention on your breathing, without trying to change anything. Just notice your breathing, focusing intently on each breath.

(pause)

Now see how you can slow the rhythm of your breathing by counting. Breathe in to the count of 4, hold for a count of 3, and exhale to the count of 5.

Breathe in....2....3....4....Pause...2....3....Breathe out....2....3....4....5.....

Again....2....3....4....Hold...2....3....Exhale....2....3....4....5.....

Breathe in....2....3....4....Hold...2....3....Exhale....2....3....4....5.....

Breathe in....2....3....4....Pause...2....3....Breathe out....2....3....4....5.....

Breathe in....2....3....4....Hold...2....3....Exhale....2....3....4....5.....

Continue to breathe slowly, smoothly..... relaxing more with each breath.

Feel yourself becoming more and more relaxed.

As you relax, start to create a picture in your mind. Imagine that you are lying on a blanket outside on a warm summer day. The blanket is in the soft grass, next to some trees.

The sun shines down warmly, and a cool breeze blows across your skin.

See the sky above, blue and bright. See the clouds floating by... blowing in the breeze.

Picture in your mind the details of this scene. The feel of the sun and breeze on your skin. The soft grass and blanket beneath you. The trees beside you, a mix of leafy trees and conifers.

The leaves on aspens and poplars wave and turn as they blow in the wind. You can hear the rustle of the leaves. Between the leaves, you can see the trunks and branches of large, old trees, empty of leaves. The bark is dark with small patches of light colored mosses and lichens. A few spruce trees grow among the aspens. Their branches move slightly up and down, springing back as the wind blows them.

Watch the clouds passing the branches.... drifting by. Notice the different shapes of clouds. Some are round, fluffy cumulus clouds. Others are long, thin, wispy clouds... like streaks of semi-transparent white paint across the blue of the sky. The clouds drift lazily by. Slowly... smoothly.... floating.

It is so relaxing, watching the clouds drift by in the sky above.

The sun shining down warms and relaxes you, creating a calm, sleepy feeling. The breeze keeps you cool and comfortable.

Feel your body relaxing... bit by bit.... as you sink into the soft blanket and grass beneath you. Feeling your muscles relaxing... letting go. Allowing your breathing to slow as you rest peacefully.

(pause)

Imagine the sights and sounds of this relaxing scene. The sound of the wind in the trees.... birds singing.... Picture the leaves of the trees as you see them moving.... twisting.... the sun shining through the trees... dappled on your face....

Enjoy relaxing, gazing up at the sky. Watching the clouds drift by. Enjoying this beautiful day.

(pause)

When you are ready to leave this peaceful place, slowly begin to return your awareness to the present.

Take a deep breath in.... and out.

Breathe in again.... and out....

Continue to breathe smoothly and regularly, feeling your energy increasing with each breath.

As you breathe, allow your body to reawaken. Feel the energy flowing through your muscles.

Raise your shoulders as you breathe in, and lower them as you breathe out. Feel your muscles reawaken.

Keep with you the feeling of calm and relaxation, while returning to a state of wakefulness.

When you are ready, open your eyes and return to your day, feeling alert and calm.

## Lesson 4: Test Taking Strategies & Test Anxiety

### Learning Objectives

- Identify strategies to approach multiple choice, true/false, fill-in and matching questions on tests.
- Practice strategies using Study Skills Comprehensive Test

### Performance Tasks

- Study Skills Comprehensive Test: students work through using test-taking strategies

### ASCA National Standards

- A:B2.2: Use assessment results in educational planning.
- PS:A1.10: Identify personal strengths and assets.

### Essential Questions:

- How can I be successful at taking tests?
- What strategies can I use to reduce test anxiety?

### Materials:

- Study Skills Comprehensive Test

### Target Audience:

Junior and high school students looking to improve their test preparation strategies.

### Time:

45-50 minutes

### Accommodations:

Check in with classroom teacher to see if any student requires specific accommodations.

## Lesson Plan 4: Test Taking Strategies & Test Anxiety

0:00- 0:05:

### Check-Ins

- Have students sit around in table. Welcome any new students. Have students summarize information they learned from the last lesson.

0:05-0:10:

### Relaxation Strategies: Visualization

- Review positive self-talk discussed last week
- Ask students if they used this and how it went
- Introduce visualization
  - Encourage students to use visualization to see themselves performing successfully in specific situations
  - Read visualization script
  - Introduce concept of “peaceful place” visualization

0:25-0:50

### Test Taking Strategies

- Provide “Study Skills Test” to students and provide 10 minutes for test completion
- After completion of the test, discuss concept of test anxiety
  - Refer to previous study and relaxation strategies as effective methods to reduce test anxiety
  - Introduce test taking strategies as another method to reduce test anxiety
- Introduce DETER method and provide handout
- Review test and discuss strategies for multiple choice and T/F questions

0:50-0:55:

### Closure & Homework

- Go around: What helps you to do well on tests?

## The DETER Strategy for Taking Tests

<p><b>D</b></p> <p>DIRECTIONS</p>	<p>Read the test directions very carefully.</p> <p>Ask your teacher to explain anything about the test directions you do not understand</p> <p>Only by following the directions can you achieve a good score on the test.</p> <p>If you do not follow the directions, you will not be able to demonstrate what you know.</p>
<p><b>E</b></p> <p>EXAMINE</p>	<p>Examine the entire test to see how much you have to do.</p> <p>Only by knowing the entire task can you break it down into parts that become manageable for you.</p>
<p><b>T</b></p> <p>TIME</p>	<p>Once you have examined the entire test, decide how much time you will spend on each item.</p> <p>If there are different points for items, plan to spend the most time on the items that count for the most points.</p> <p>Planning your time is especially important for essay tests where you must avoid spending so much time on one item that you have little time left for other test items.</p>
<p><b>E</b></p> <p>EASIEST</p>	<p>The second E in DETER reminds you to answer the items you find easiest first.</p> <p>If you get stuck on a difficult item that comes up early in the test, you may not get to answer items that test things you know.</p>
<p><b>R</b></p> <p>REVIEW</p>	<p>If you have planned your time correctly, you will have time to review your answers and make them as complete and accurate as possible.</p> <p>Also make sure to review the test directions to be certain you have answered all items required.</p>

# Study Skills Group - Comprehensive Test

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Part 1: Multiple Choice (10 points)

Circle the response that best answers the question. Each question is worth 2 points.

1. An example of a time management strategy is:
  - a. Important-Urgent matrix
  - b. Making and prioritizing a "To-Do" list
  - c. Doing the hardest task first (i.e. eating frogs)
  - d. All of the above
  
2. A strategy that always helps to relieve stress is:
  - a. Deep breathing
  - b. Positive self-talk
  - c. Visualization
  - d. None of the above
  
3. The following is NOT one of the three learning styles we learned:
  - a. Visual
  - b. Tactile
  - c. Kinetic
  - d. Auditory
  
4. Which chemical triggers you to engage and focus on a task?
  - a. Insulin
  - b. Dopamine
  - c. Sleipnir
  - d. Hydrogen
  
5. In a study environment, all of these are considered distractions except:
  - a. Facebook
  - b. TV
  - c. Cell Phone
  - d. iPod

## Part 2: True/False (50 points)

Indicate whether each statement is true, by circling T, or false, by circling F. Each question is worth 10 points. When you have finished this section, make an animal sound.

- T or F      1. If you take a deep breath with one hand on your chest and one hand on your stomach, the hand on your stomach should move the most.
- T or F      2. Listening to music always creates a distracting study environment.
- T or F      3. You should spend most of your time on tasks that are Urgent and Important.
- T or F      4. On average, your short-term memory can hold seven pieces of information at a time.

T or F            5. The best place to study for a test is in the same spot you'll take the exam.

### Part 3: Fill in the Blank (30 points)

Complete each statement by adding the missing word. Each question is worth 10 points. Write your responses in all capital letters.

1. The activity about the Wright family demonstrated the importance of \_\_\_\_\_ on learning.
2. The Career Cruising quiz told each of us our \_\_\_\_\_.
3. "Please Excuse My Dear Aunt Sally" is an example of \_\_\_\_\_, a memory retention aid.

### Part 4: Matching (10 points)

Connect each word listed in the left hand column to its corresponding definition in the right hand column. Each item is worth 1 point. When you have finished this section, raise your hand for the instructor to come and check your answers.

- |                       |  |
|-----------------------|--|
| 1. ___Alliteration    | a. Grouping information into patterns that you can remember.   |
| 2. ___Learning Style  | b. Concentrating on one thing and ignoring distracters.  |
| 3. ___Visualization   | c. "Joyful Joey" "Brilliant Bri"   |
| 4. ___Time-management | d. The way a person takes in, understand, expresses and remembers information.                                 |
| 5. ___Chunking        | e. Using skills, tools and techniques to get tasks accomplished successfully and with less stress.             |
| 6. ___Attention       | f. When the experience of distress before, during or after a test causes poor performance or impacts learning. |
| 7. ___Test anxiety    | g. To learn by heart   |
| 8. ___Acronym         | h. Strategy in which all senses are used to provide relaxation and imagine achievement of goals.               |
| 9. ___Memorize        | i. The messages that you say to yourself about your abilities and characteristics.                             |
| 10. ___Self-talk      | j. Each letter stands for what you are trying to remember.   |

## Lesson 5: SMART Goals

### Essential Questions:

What are my life and career goals?

How do I achieve my goals?

### Materials:

SMART Goals Handout

### Target Audience:

Junior and high school students looking to improve their test preparation strategies.

### Time:

35-40 minutes

### Accommodations:

Check in with classroom teacher to see if any student requires specific accommodations.

### Notes:

### Learning Objectives

- Identify characteristics of effective goal setting
- Create goals for the academic year
- Evaluate the quality of the goals using SMART characteristics

### Performance Tasks

- Brainstorm activity and student written goals (pre-tests): assess student understanding of goal setting and interest and motivation of goal direction
- 'SMART Goal' section in handout (post tests): assess students understanding of creating SMART goal
  - Key Criteria:
    - SMART goals written by students incorporate SMART goal criteria (specific, measurable, attainable, realistic and timely)
  - Other Evidence:
    - Collect feedback from teacher about student progress relating to grades, homework, and specific classroom behavior to see if SMART goals lesson plan extended beyond immediate

### ASCA National Standards

- A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school
- A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning

### Career Development Education Benchmarks

- W1-1 Skills in the planning process
- PS-3 Attitudes and skills for personal responsibility and self-determination

### Massachusetts Curriculum Frameworks

- ELA Guiding Principle: Strategies necessary for acquiring academic knowledge, achieving common academic standards, and attaining independence in learning
- Mathematics Core Concepts: (2) develop and evaluate inferences and predictions based on data

## Lesson Plan 5: SMART Goals

0:00-0:10

### Introductions:

- Introduce presenters to class
- Brainstorm activity: When you hear the word 'goal' what comes to mind? (Have students turn to partner and brainstorm list of words or phrases then come back together as larger group)
  - o Write student responses on board
  - o Additional/Follow Up Questions:
    - How many of you have goals in mind you are pursuing?
    - What kinds of goals do people have? (academic, athletic, personal, etc.)
    - In your experience, what are some of the benefits of setting goals?

0:10-0:35

### SMART Goals

- Handout 'SMART Goals' goal setting strategy
- Have each student write a goal on a piece of paper (3 minutes)
- Ask students: How many of you have had the experience of setting a goal and then found it difficult to pursue and accomplish that goal?
  - o Review SMART goal setting strategy: (10 minutes) SMART Definitions: <http://www.goal-setting-guide.com/smart-goals.html>
  - o **Specific:** Goals should be straightforward and emphasize what you want to happen. Specifics help us to **focus our efforts** and **clearly define what we are going to do**.
  - o **Measurable:** Choose a goal with measurable progress, **so you can see the change occur**. How will you see when you reach your goal? Be specific!
  - o **Attainable:** Goals should not be too easy or too difficult. **A goal needs to stretch you slightly so you feel you can do it**.
  - o **Realistic:** Do-able!
  - o **Timely:** Set a timeframe for the goal: for next week, in three months, by fifth grade. Putting an end point on your goal gives you a clear target to work towards.
- Provide following examples: SMART Examples: <http://www.selfgrowth.com/articles/TristanLoo5.html>
  - o "I want to read more" versus "I want to read 3 chapter books of 100 pages on my own before my birthday" shows the specific target to be measure.
  - o "I want to be healthier" versus "I will walk 20 minutes every other day."
  - o "I am going to do my homework" versus "I am going to finish my homework by 8pm tonight and I'll achieve this deadline by spending one hour on each subject."
- Have students work in pairs to review and revamp their goals (10 minutes)

0:35-0:40

**Closing:** Students volunteer and share their new goals and provide opportunity for peer feedback



My Goal:

My SMART Goal:

### Goal Checklist

- \_\_\_\_\_ Is goal specific (not too narrow in focus, or too broad)?
- \_\_\_\_\_ Is goal measurable or directly observable?
- \_\_\_\_\_ Is it relevant to your environment or situation? or . . .  
\_\_\_\_\_ an attempt to modify your environment?
- \_\_\_\_\_ Is goal attainable, but . . .  
\_\_\_\_\_ challenging enough?
- \_\_\_\_\_ Is this something you really want to work on?
- \_\_\_\_\_ Is there a timeline for the goal?
- \_\_\_\_\_ Can you vision the completed goal, or tell what the goal will “look” like when finished?