

Goal-Setting



A Ball & A Goal: Middle School

Equipment: A soccer-sized ball

Instructions

Have the kids stand in a circle. For the practice round, throw the ball to each student, saying their name before you pass it, and have him or her throw it back to you. When everybody has touched the ball, the practice round is over. Time this practice round and then tell the kids how long it took.

Then, challenge them: Ask if they think they could complete the task faster. The only two rules are 1) everybody has to touch the ball, and 2) nobody can get hurt.

Talk about goal-setting guidelines:

1. Set a SPECIFIC goal that is MEASURABLE (by time), ACHIEVABLE (based on the time it took in the practice round), REASONABLE, and TIMELY (will be achieved during this session).
2. Think about different ways to meet the goal.
3. Establish a plan.
4. Monitor progress toward a goal.
5. Adjust the goal or the plan.

Give them a few minutes to set a goal (such as seeing if they can complete the task in ___ minutes). Let them discuss different options, make a plan, then try it.

If they reach their goal easily, ask them if they should make it more challenging (“Do you think it’s possible for you to go any faster?”) and encourage them to think of different ways* to attack their new goal.

**Leader note: Let them figure this out on their own, but they don’t have to stay in a circle (they can try a line or other formation). They don’t have to call each other’s names and they don’t necessarily have to throw the ball to have everybody touch it.*

At the end of the activity, review the goal-setting process. “When we first did this activity in ___minutes, did you think it was possible to do it in ___seconds?” Ask, “How did the Goal-Setting process help us get the time down to ___seconds?”

SOURCE: Pat Nystrom, LEARN NC

Goal-Setting



A Clip & A Goal: High School

Equipment:

- Pens and paper for each athlete
- Enough copies of the goal-setting sheets so that each athlete can have one strip of paper (see instructions)
- A way to chart out the results of the activity so that everyone can see them (chalkboard, whiteboard, etc.)

Instructions

This exercise is a quick way to demonstrate the importance and power of setting SMART goals. It is important to note that the larger the group, the more effective it will be.

- 1) To begin, separate the instruction slips on the following page by cutting or tearing. Fold each in half so that the instructions cannot be seen and distribute at random an even amount of A, B, and C slips to your athletes.
- 2) Once everyone has a slip along with pen and paper, tell your students to open, read, and follow the directions on their slip. Set a timer for one minute.
- 3) While the students are working, create a grid on your whiteboard, chalkboard, or similar that has three rows (A, B, and C) and nine columns (0, 1, 2, 3, 4, 5, 6, 7, and 8+).
- 4) When time is up, tell your athletes to stop writing. Find an athlete that had letter A to read their slip's instruction. On the grid you made, write "Do your best" next to column A. Find students to read the instructions for the other two letters and write "Easy" next to column B and "Hard" next to column C. With the right size group, your results will likely look something like this:

	0	1	2	3	4	5	6	7	8+
A Do your best		///	///	//	/	/			
B Easy				///	//////				
C Hard						//	//	//////	

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A Clip & A Goal: High School

Instructions

- 5) Debrief your students by pointing out that the more specific goal groups (B and C) performed better than the more vague group A.

Next, ask your students why those with the hard goal (C) were more productive than those with the easy goal (B). Some points you can make about this are that people tend to stop when they achieve a goal and that people generally aren't as motivated when a goal is easy.

Note: If your results were more scattered and didn't look like the above, there are still many great points that can be taught. Pick out individual students and ask them what their attitude toward their respective challenge was. For instance, you could ask an athlete that finished around A6 or higher if they thought the challenge was purely a fun or interesting one that they were intrinsically motivated to do. B and C athletes that didn't meet their goal could be asked "Why?" and C students that finished on the low-end could be asked if they thought the activity was too hard.



A In the next minute, write down as many uses for a paperclip as you can.

A In the next minute, write down as many uses for a paperclip as you can.

A In the next minute, write down as many uses for a paperclip as you can.

B In the next minute, write down four (4) uses for a paperclip.

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B In the next minute, write down four (4) uses for a paperclip.

C In the next minute, write down seven (7) uses for a paperclip.

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