Let's Get S.M.A.R.T.

Goal Setting and Time Management

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Grade Level	8th – 12th Grade	**Time Frame**	4-5 class period(s)
Subject	Social Studies	**Duration**	230 minutes
Course	Psychology		

Essential Question

What are goals and how do I create and reach them?

Summary

Learning to set and work toward goals is an important life skill. In this lesson, students will explore the concepts of goal setting and time management and then apply what they learn while playing the Advance U: Learning Strategies digital game-based learning (DGBL) module, which allows them to experience the impact of both concepts over the course of a simulated school semester.

Snapshot

Engage

Students will use the Appointment Clocks strategy to introduce the concept of time management.

Explore

Students will play the first few weeks of Advance U: Learning Strategies DGBL module to get an introduction to the characters and initial concepts.

Explain

Students will spend some time explaining goal setting in more depth and then practice making some S.M.A.R.T. Goals.

Extend

Students will complete their playthrough of Advance U: Learning Strategies.

Evaluate

The Card Sort strategy will help to evaluate students' understanding of the concepts of goal setting and time management.

Standards

Next Generation Science Standards (Grades 9, 10, 11, 12)

HS-ETS1-4: Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

Attachments

- Advance U Learning Strategies Instructors Guide.pdf
- Game Portal Guide_v1.2.pdf
- Goal Card Sort Handout - Spanish.docx
- Goal Card Sort Handout - Spanish.pdf
- Goal Card Sort Handout.docx
- Goal Card Sort Handout.pdf
- S.M.A.R.T. Goal Worksheet - Spanish.docx
- S.M.A.R.T. Goal Worksheet - Spanish.pdf
- S.M.A.R.T. Goal Worksheet.docx
- S.M.A.R.T. Goal Worksheet.pdf
- Time Management Worksheets - Spanish.docx
- Time Management Worksheets - Spanish.pdf
- Time Management Worksheets.docx
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Materials

- Computers with Internet access or an iPad for each student
- K20 Game Portal accounts or iPad apps of Advance U: Learning Strategies for each student
- Whiteboard
- Writing materials - pen, pencil, paper, etc.
- Time Management Worksheet (Attachments)
- S.M.A.R.T. Goal Worksheet (Attachments)
- Goal Card Sort Handout (Attachments)

Engage

Use a variation of the Appointment Clocks strategy to introduce students to the concept of time management. Give each student a **Time Management Worksheet** and have them find a partner for each time listed. They cannot schedule two partners in the same time slot. Give them about 10 minutes to do this.

Teacher's Note

The Time Management Worksheet has a time blocked out during each hour that the student cannot use. This may result in some students not able to fill all of their time slots. This is intentional, and you should let your students know that they may not be able to fill all their time slots.

When 10 minutes has passed, ask how many of the students have an empty space still listed on their appointment sheet. Then give them a definition for time management, such as the one below:

Time Management: The ability to organize and plan your activities to use your time effectively to accomplish tasks and reach your goals. Time is a finite resource that must be effectively managed to get the most out of it.

Explore

Once your students have been introduced to and started thinking about the concepts, introduce them to the Advance U: Learning Strategies DGBL module. Click here to learn more about the game. It is recommended that you play through the game at least once before teaching it so that you have a general understanding of the story and the characters your students will encounter as they play.

Teacher's Note: Accessing The Game

For your students to play Advance U: Learning Strategies, you'll need to set up a class in the K20 Center Game Portal ahead of time. Go to games.k20center.ou.edu and create an account. After you log in, you'll be able to create a class and invite students. For more information, refer to the Game Portal Guide in the Attachments section. If you experience any issues, go to games.k20center.ou.edu/support to contact user support.

Teacher's Note: Alternative For Technology Limitations

If it is not possible to supply each student with access to the game, having students play the game in small groups will also work. It is recommended that these groups have no more than four students in each group.

Have your students play Weeks One through Eight of the game. This should take them roughly 30-45 minutes. Some students may finish faster than others, depending on how quickly they grasp the concepts and the mechanics of the game.

Teacher's Note

Advance U: Learning Strategies has a narrative story that takes place over 16 in-game weeks and contains branching paths. To be exposed to all of the learning content, students should complete the entire game. This lesson breaks the game up across two sessions. Session One explores the game's mechanics and introduces the concepts. Session Two will take place in the Extend phase and enables students to further explore the concepts and apply them. This enables the game to be broken into class-period-sized pieces.

Explain

Now that students have played some of the game, you can start to explore the concepts that it has introduced more deeply. Below are some definitions of those concepts based on the way the game presents them to the students:

- *Goal*: A goal is an outcome or accomplishment where we must specifically direct our efforts to achieve a result. Goals should have obvious and measurable end results within a clearly defined time frame.
- *Long-Term (Distal) Goals*: These are bigger-picture objectives that can often take months or even years to accomplish. They require a great deal of time and planning to achieve.
- *Short-Term (Proximal) Goals:* These goals can be accomplished within a few days or weeks and act as steppingstones, building toward longer-term goals.

Once you have covered these basic concepts with your students, start discussing S.M.A.R.T. goals with them. While these are introduced within the framework of the game, discussing them as a class will give you a chance to correct any misconceptions students may have and help them better understand a S.M.A.R.T. goal's purpose. Since there are a number of different variations of the S.M.A.R.T. goal framework, the definitions used within the game are listed below:

S.M.A.R.T. Goals: The S.M.A.R.T. framework is a method used to create effective long and short-term goals. Using this framework, goals should always meet the criteria of being *Specific, Measurable, Achievable, Relevant*, and *Timely*.

- *Specific*: A specific goal should be clear and answer the questions of what you want to do and how you will accomplish it.
- *Measurable*: There should be a clear way of determining whether you have met your goal.
- *Achievable*: The goal must be something you can actually accomplish.
- *Relevant*: The goal must be relevant and related to your other goals.
- *Timely*: The goal must have a clear time frame and deadline by which it is to be accomplished.

Once you have reviewed the goals, use the Card Sort strategy to evaluate your students' work. Form the students into groups using their **Time Management Worksheets.** Have each student pair with their 8:00 am partner, and then have each pair form a larger group by pairing with one student's 3:00 pm partner. This should result in several four-person groups. Then, give each group a stack of cards made from the **Goal Card Sort Handout.** On the board, write the categories you want students to sort the cards into:

- *Long Term Goals*
- *Short Term Goals*
- *Non-S.M.A.R.T. Goals*

Teacher's Note: Customizing The Card Sort for Your Class

Four blank cards have been left on the handout so you can fill in them in with additional options specific to your class, if you wish. These are not required for this activity.

Review how each group sorted their cards and then discuss. Focus on any cards that were sorted into the wrong piles.

Extend

After spending some time discussing the Card Sort, have your students go back to playing the Advance U: Learning Strategies DGBL module. They should finish the game this time, playing through the second eight weeks of the game. This should take your students 30-45 minutes.

Teacher's Note

Again, having students play the game in small groups will work if it is not possible to provide each student with individual access. It is recommended that these groups have no more than four students per group.

Evaluate

Once you have discussed the concepts and your students have played through the entire game, have them practice creating a long- and short-term goal using the **S.M.A.R.T. Goal Worksheet**. Once they have created their goals, discuss some of them as a class, focusing on the how they relate to the S.M.A.R.T. goal framework. Allow the class to help improve the goals discussed, as needed.

You can also use this time to correct any misconceptions students may have and reinforce the concepts as needed.

Resources

- K20 Center. (n.d.). Advance U: Learning strategies. Game. https://learn.k20center.ou.edu/game/1009
- K20 Center. (n.d.). Advance U: Learning strategies instructor's guide. https://learn.k20center.ou.edu/lesson/328/Advance%2520U%2520Learning%2520Strategies%2520Instructors%2520Guide.pdf?rev=31875&language=English
- K20 Center. (n.d.). Appointment clocks. Strategies. https://learn.k20center.ou.edu/strategy/124
- K20 Center. (n.d.). Card sort. Strategies. https://learn.k20center.ou.edu/strategy/147
- K20 Center. (n.d.). Game portal guide. Game Portal Guide_v1.2.pdf (ou.edu)