

Week 2: SMART(ER) Goals & Goal Setting

Time Needed	Materials Needed	Set-Up Needed
30 minutes	Easel and flip chart Markers	Easel and flip chart
Task, Content, Rational Aim	Background, Givens, Focus	Group, Mood, Experiential Aim
Discuss concept of goal setting and what good goals look like.	Coaches need to be able to work with clients on goal setting.	Learning. Participatory.
Topic	Procedural Steps/Activities/Key Points to be made	
Introduction	Goals, when written SMART(ER), provide focus, a specific direction and a plan of action. On Day 1 you identified your top 3 goals. We talked about the importance of writing goals down on paper to take them from the clouds and bring to reality. Today we will learn to develop our goals much like we plan a driving trip from home to Cali or Nevada; knowing each step from A-Z (if we're smart and organized)	
Key Points	<p><u>What are SMART(ER) Goals?</u> <u>Specific:</u> Is it clear what you want to achieve? <u>Measurable:</u> Can tell when you achieved it? <u>Action-oriented:</u> Are there actions you must take to meet this goal? <u>Realistic:</u> Is this something you can realistically attain? <u>Time-bound:</u> Will you reach this in a specific time in the future? Or is this an ongoing goal? <u>Evaluate:</u> When will you re-assess goals as needed to account for life changes? <u>Re-Do:</u> After the evaluation process, iteratively go through the SMARTER process again.</p> <p><u>Goal planning:</u> SMART(ER) goals have to be written; it is putting your hopes, dreams and wishes in writing with a plan for how to get there, by when.</p>	
Activity	<p>Review SMART(ER) Goal Worksheet, take one of your goals you developed in the last two weeks and make it SMART.</p> <p>Facilitator comments: Goals can be either about healthy eating and nutrition or about your money concerns. Take one goal from previous classes but please use one that is real for you. Facilitator should provide a couple of examples of a SMART(ER) goal.</p>	
Debrief	Who would like to share their SMART goal? Review with class each letter's criteria to become more familiar with components of the SMART goal. Take a few volunteers and review their goals for SMART asking participants for feedback on what they hear/don't hear related to acronym; SMART.	
Wrap-Up	Keep this concept in mind when working with participants. They may already understand this concept or they may require some assistance from you in goal setting that addresses all the SMART components.	