Lesson Plan 3: Setting Goals and Planning for Personal Growth

Objective:

Students will be able to create a personal development plan by setting SMART goals,

Why?

To empower students with the tools for self-directed growth and career preparation, harnessing their skills in critical thinking, problem-solving, and self-efficacy. considering peer feedback, and committing to actions that promote personal and career development.

Opening (5 minutes)

Teacher Action:
- Draw a tree
- Illustrate the concept of growth using a simple drawing of a tree, with each part symbolizing a step in personal and career development.
- Share a story from your fellowship that relates to personal growth, likening your experiences to the stages of the tree's growth. (First, it was difficult, then I understood (gave water and sun to plants), then I started doing things, leaves and now the fruits are your outcomes and my personal growth)

Student Action:
- Students reflect on their personal growth and decide which part of the tree they currently relate to, thinking about their foundational skills or ambitions.
- Push them they are trunk right now they are still growing, their parents are there to support them, teachers and friends, sense of community

Information to New Material (10 minutes)

Teacher Action:
- Explain the acronym SMART, which stands for Specific, Measurable, Achievable, Relevant, and Time-bound, using a clear and straightforward example for each component.
- Write it down on the board, see that it's visible for students:

    - Specific: Clearly define what you want to do. "I want to read books" becomes "I want to read one book about science each month."
    - Measurable: Make sure you can track your progress. "I want to be better at math" becomes "I want to solve 10 math problems every day."
    - Achievable: Set goals that you can reach. If you have never played basketball, don't set a goal to be a pro player in one month.
    - Relevant: Your goal should matter to you and fit with your other goals. For example, if you want to become a scientist, reading science books is relevant.

● Time-bound: Give yourself a deadline. "I want to get good grades" becomes "I want to get good grades on my exam in unit tests"

Student Action:
● Students think of one personal goal they have and try to redefine it using the SMART criteria, making it clear and achievable.
● Students will share with the class.

Guided Practice (10 minutes)

Teacher Action:
● Divide the class into small groups and ask them to draw a tree. Ask
● Instruct each group to label parts of the tree with personal strengths (roots), skills to develop (trunk), goals (branches), and dreams (leaves).
● *Ask them to move towards a specific career,* like astronaut, designer, or Instagram influencer
● Model it for them, ask them to go back to the last sessions and also remember their strengths and weaknesses what they want to achieve and what is their dream.
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Student Action:
● In their groups, students discuss and jot down their ideas on the tree worksheet, fostering a discussion about how their strengths can support their skills and goals.

Peer Review (10 minutes)

Teacher Action:
● Ask students to pair up with someone from a different group to exchange and tell about each other trees
● Ask them to remember one thing they liked about it and one thing they didn't.
● Ask them to have a proper tree with small steps they want to achieve.
Student Action:
● Students will share what they liked about it.

Reflection and Closing (5 minutes)

Teacher Action:
● Bring the class together and ask students to think about one small, specific action they can commit to, which will help them grow one part of their tree.
● Encourage them to think about how this action will contribute to their larger goals.
Student Action:
● Each student shares their commitment with the class, explaining how this action will help them achieve their personal or career goals.

Assessment:

- Review the completed personal development trees and peer feedback forms to ensure that students have a clear understanding of their goals and the steps needed to achieve them.
- Evaluate the level of detail and feasibility in their action plans and their ability to articulate their commitments during the reflection.