

<p><b>Learning intention:</b></p> <p>By the end of this lesson:</p> <p>you'll learn about the importance of setting personal goals and understand how to formulate SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Understand the concept of SMART goals and identify their components.</li> <li>• Reflect on personal aspirations and develop a SMART goal based on these aspirations.</li> <li>• Analyse the goal-setting examples of notable figures and identify the SMART aspects of their goals.</li> <li>• Reflect on the significance of goal setting in building resilience.</li> </ul>	<p><b>ACARA links:</b></p> <p><a href="#">AC9HP6P01</a></p> <p>explain how identities can be influenced by people and places, and how we can create positive self-identities</p> <p><a href="#">AC9E6LY05</a></p> <p>use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning, and to connect and compare content from a variety of sources</p> <p><a href="#">AC9HP6P02</a></p> <p>investigate resources and strategies to manage changes and transitions, including changes associated with puberty</p> <p><a href="#">AC9HP6P06</a></p> <p>apply strategies to manage emotions and analyse how emotional responses influence interactions</p> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Access to a projector and the internet to view the BTN segment</li> <li>• Worksheets for setting personal SMART goals</li> <li>• Printable or slideshow to explain SMART goals</li> </ul> <p><b>Notes for the Teacher:</b></p> <ul style="list-style-type: none"> <li>• Provide clear explanations and examples of each component of SMART goals to ensure understanding.</li> <li>• Monitor group discussions to ensure students are engaging with the reading assignment effectively.</li> <li>• Facilitate the visualization activity to help students connect emotionally with their SMART goals.</li> </ul>
<p><b>Objective:</b></p>	<p>Students will learn about the importance of setting personal goals and understand how to formulate SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals.</p>

<p><b>Warm-Up Activity (5 minutes):</b></p>	<p>Watch the Behind the News (BTN) segment, Resilience, 2014. 3:54 <a href="https://www.abc.net.au/btn/classroom/resilience/10527834">https://www.abc.net.au/btn/classroom/resilience/10527834</a></p> <p>After watching the segment, invite students to share any insights or questions they have about what they saw.</p>
<p><b>Main Activity (30 minutes):</b></p>	<p>Setting Personal Goals and Understanding SMART Goals</p> <p><b>Step 1: Discussion</b></p> <p>Ask students if they've ever set a goal before – and to share their goals they've had. Add these to a class poster.</p> <p>Students may have seen their parents setting New Year's Resolutions, which are goals. As many as 80% of New Years Resolutions fail by February, and only 8% of people stick to them for the whole year. Why might this be?</p> <p>Some reasons for this are:</p> <ul style="list-style-type: none"> <li>- The goal is too big or unrealistic (give up chocolate forever)</li> <li>- We're not ready for the change (habits are hard to break!)</li> <li>- They're on holiday, so out of their usual routine</li> <li>- They're not clear on how to achieve the goal (I'll run a marathon by the end of the year, but not have a training plan)</li> </ul> <p>In pairs, students discuss a goal they had that they didn't achieve. Give them the following questions to share:</p> <ul style="list-style-type: none"> <li>• What stopped them from achieving that goal?</li> <li>• What would they do differently if they started again?</li> <li>• How has their goal changed over time?</li> </ul> <p><b>Step 2: Introduction to SMART Goals (10 minutes):</b></p> <p>Use the slideshow or talk to students about SMART goals. At the end of the presentation, there are some relatable examples of how to make a goal SMART.</p> <p>Remind them of Scott's presentation, where they wrote down some goals. In today's lesson, they will be reviewing the goals they wrote about in Scott's session and creating a roadmap to their goal.</p> <p><b>Step 3: Personal SMART Goal Setting (10 minutes):</b></p>

	<p>Students individually reflect on their "Dream Goal" from Scott's session and use the SMART framework to refine their goal. They write down their SMART goal along with the steps they think they need to take to achieve it.</p> <p><b>Step 4:</b> Students are invited to share one of their goals and the steps they'll take to achieve it.</p>
<p><b>Cool Down/Reflection (5 minutes):</b> "Goal Visualization"</p>	<p>Students close their eyes for a moment and visualize achieving their SMART goal, focusing on the feelings and steps that helped them get there.</p> <p>You may wish to play a goal visualisation mediation, such as 5 Minute Meditations: Reach my Goals - Goal Setting Meditation</p> <p><a href="https://www.youtube.com/watch?v=PLo3EcugfJY">https://www.youtube.com/watch?v=PLo3EcugfJY</a> or</p> <p>5 Minute Guided Meditation - Manifest your Dreams &amp; Goals <a href="https://www.youtube.com/watch?v=h5xr6fD-K9A">https://www.youtube.com/watch?v=h5xr6fD-K9A</a></p> <p>After the visualization, students share how visualizing the achievement made them feel and how it might help them stay motivated.</p>
<p><b>Extended Learning:</b></p>	<p>Put on a podcast such as The Grow Your Mind podcast during quiet times (like eating/snack time).</p> <p>Some short episodes:</p> <p>The Perfect Antidote (HOPE) <a href="https://podcasts.apple.com/au/podcast/the-perfect-antidote-hope/id1502329273?i=1000472728915">https://podcasts.apple.com/au/podcast/the-perfect-antidote-hope/id1502329273?i=1000472728915</a></p>

<p><b>Discussion prompts</b></p>	<ul style="list-style-type: none"> <li>• Why is setting goals important for building resilience?</li> <li>• What are some short-term and long-term goals you have set for yourself?</li> <li>• Discuss a time when you achieved a goal. How did it make you feel?</li> <li>• How can we support each other in reaching our goals?</li> </ul>
<p><b>Weekly newsletter idea:</b></p>	<p><b>Week 2 Update: The Art of Setting Goals</b></p> <p>Our Year 6 students delved into the importance of goal setting for building resilience. They learned about the S.M.A.R.T goals framework by examining the achievements of remarkable individuals such as Turia Pitt and Jessica Watson. Through this exploration, students discovered how clear, attainable goals can lead to extraordinary outcomes.</p> <p><b>Teacher Prompt for Student Work Snippet:</b> Invite students to share their S.M.A.R.T goal for the term and explain why it's important to them.</p>
<p><b>Home Learning:</b></p>	<p><b>Interview Assignment (weeks 1 and 2):</b></p> <p>Remind students of their home learning activity. This week, you will be interviewing someone at home that has shown the skills of being resilient and overcome adversity.</p> <p>You will need to first plan your interview, then sit with them and interview them, focusing on how they overcame adversity. Ask them to focus on identifying which of the four resilience factors the person used to overcome their challenge. Prepare to share insights in the next session.</p>

# CRASHING INTO POTENTIAL - YEAR 6 APPRENTICESHIP PROGRAM

## LESSON PLANS

### Teacher Worksheet 1 – Session 2

#### Gratitude

A short story on gratitude.

Gratitude is like a magical 'thank you' that we feel in our hearts. It's when we notice and appreciate all the good things in our lives, no matter how big or small they might be. Imagine it's a sunny day, and you get to play outside with your friends, or someone surprises you with your favourite snack. When you feel happy and thankful for these moments, that's gratitude!

But gratitude isn't just for the good things. It's also about finding something to be thankful for even when things don't go our way. Maybe you wanted to play a game, but it rained, so instead, you stayed inside and found a fun new drawing app on the computer. You might feel grateful for the new discovery, even if it wasn't what you first hoped for.

When we're grateful, it's like we have a special treasure box in our hearts. Every time we say 'thank you' for something, or even just think it, we're adding a bright, shiny coin to our treasure box. The more we add, the richer our hearts feel. And it has a special power: when we're grateful, we make others feel happy and loved, too.

So, being grateful means we have 'thank you' eyes, where we see everything with a happy heart, and we share that joy with others. It helps us remember how much goodness we have in our own lives and how we can create a little ray of sunshine for those around us.

# SMART GOALS

Write goals that are SMART

**S**PECIFIC



**M**EASUREABLE



**A**TTAINABLE



**R**ELEVANT



**T**IME

