

Integrity Through Goals

In this lesson students will discuss integrity and perseverance through the lens of goal setting. They will learn how to set SMART goals. They will do this through explicit instruction, teacher modeling, and large group work. Ultimately students will write individual SMART goals including action steps. Teachers will need to do some anticipatory and follow-up work to maximize the impact of this lesson.

Integrity Sub-Concept(s)

Perseverance, Kindness

Lesson Timeframe

35-40 minutes

Required Materials

☐ SMART Goal Planner (see below)

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



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FOR SOCIAL AND EMOTIONAL LEARNING.**
See last page for details.

Lesson Objective

Students will:

- Analyze integrity and perseverance through the lens of goal setting.

Teacher Connection/Self-Care

The final promise within your classroom relates back to our first concept this year: Respect. Promise #4 is, “I promise to show respect to my students at all times.” This may seem obvious. Of course we respect our students! If we are to be truly honest with ourselves, we can recognize that there will always be some students that are a struggle for us in one way or another. We may have opposite personalities, they may struggle to be in a group setting, there may be behavioral challenges, etc. Regardless of the reason behind it, you must work to ensure that same level of respect for them as for the rest of the class. Take some time with this week’s promise. Examine exactly HOW you show respect to every student. Do your words and actions both inside and outside the classroom convey respect with regards to every student? When discussing difficult matters related to a student, are you able to do so in an honest, yet respectful and compassionate manner? Do you continue to advocate for your students even when the level of respect you are giving is not reciprocated by the student and/or family? Integrity starts with you. Say what you mean and mean what you say. Your kind words and actions make all the difference!

Tips for Diverse Learners

- Likely all students will struggle with setting goals that are totally SMART. Adjust this acronym to suit your and your students’ needs and abilities.



Share

5-7 minutes

In our last lesson we talked about perseverance. What does perseverance mean?

Has anyone had an experience since our last lesson where you had to persevere through a challenge? And, remember, “challenge” doesn’t necessarily mean you’ve had something bad happen to you. A challenge might be a test, a difficult sports competition, a job or task you had to complete, etc.

Invite student responses.



Inspire

10-15 minutes

In this unit we’ve been watching a lot of videos from the website Pass It On. This organization also creates billboards with inspirational messages on them. They always have a theme, like hard work or dedication or perseverance. The billboard features someone, sometimes famous or well known and sometimes quite ordinary, and explains how they demonstrated that particular value.

They have a number that feature perseverance or elements of perseverance, such as hard work, dedication, and setting goals. Let’s look at some and talk about them.

Show the billboards (linked below) and ask what students think they represent. Discuss how each one relates to perseverance and integrity.

Perseverance:

<https://www.passiton.com/inspirational-sayings-billboards/36-perseverance>

Hard work:

<https://www.passiton.com/inspirational-sayings-billboards/20-hard-work>

Drive:

<https://www.passiton.com/inspirational-sayings-billboards/55-drive>

Live Life:

<https://www.passiton.com/inspirational-sayings-billboards/28-live-life>

Persistence:

<https://www.passiton.com/inspirational-sayings-billboards/83-misty-copeland>



Empower

15-20 minutes

Part of having integrity through perseverance is finishing what you start. Sometimes this is hard, though. If we don't have a specific plan for how to get something done, we may not even try.

The specific plan I am talking about is called a goal. How many of you have heard of goals?

Today we are going to write some goals. We are going to write one goal for us as a class and then you will get a chance to write a goal for yourselves.

The type of goals we are going to write are called SMART goals. This is what SMART stands for:

- 1. Specific (meaning the goal is narrow and is not too big; for example, "I am going to read three books this month," is specific; "I am going to do a lot of reading this month," is too big.)*
- 2. Measurable (meaning you can know when you reach your goal. So, when you read three books, you know you have hit your goal. "A lot of reading," is vague; how many books is that? Having that number in the goal makes it measurable.)*
- 3. Achievable (meaning you have a good chance of actually reaching your goal; is reading three books realistic or do you think you will only read two?)*
- 4. Relevant (meaning it is related to something in your life and makes sense for you to go after it; is reading important in your life or should it be? Yes! This would be a great goal!)*
- 5. Time-bound (meaning you set a certain time by which you will achieve the goal; goals can't just go on forever. In the reading example, the last day of the month would be your target date; you can measure when that date comes and goes.)*

Class Goal:

This section requires pre-planning on the teacher's part. Determine a goal you would like your class to work toward together; It should be a good goal in general but be missing some of the SMART elements. Let students work together to narrow the goal so that it is smarter.

Okay, I have been thinking about a goal I want our class to reach. Here it is:

In advance, plan out a goal for the class and then write the goal on the board or project it on the smartboard. It should have elements of a SMART goal but fall somewhat short. Make sure the missing SMART elements can easily be added.

What do you think? Is this a SMART goal?

Let students analyze it together and recommend improvements. Do this until a SMART goal emerges. Write the final goal down and make sure it takes a prominent place in the classroom.

(continued on the next page)

Student Goals:

You are now going to write a SMART goal for yourself. Do your best to make it as smart as possible! Then, write down some action steps you plan on taking to help you reach that goal.

Use the SMART goal handout or simply have students write these on a piece of paper or in their classroom journal.

If time permits, students could exchange goals and do some peer review to see if they are, in fact, SMART goals. Or, the teacher can collect the journals and offer feedback.



Reflect

5 minutes

Let's review what a SMART goal is. What does SMART stand for? Does anyone want to share their SMART goal?

Invite student volunteers or, instead, share your personal SMART goal.

I will be checking in on you throughout the coming weeks to see how you are coming on your goals. Don't forget about them! Keep your action steps in mind so you have specific things you can do to reach your goals!



Extension Ideas

- The perseverance billboard with Shaquille O'Neal represents how he went back to college to finish the bachelor's degree that he started at LSU but left to pursue his career in the NBA. He said when he left he promised his family and his college coach that he would one day finish. He has since gotten his bachelor's degree, an MBA, and a doctorate degree, all while playing professional basketball. Students may be interested in this story or in researching other stories of well-known individuals who persevered to finish what they started. You can read more about Shaq's educational pursuits here: <http://abcnews.go.com/Sports/story?id=100078&page=1> and here <https://www.cnn.com/2012/05/05/sport/dr-shaq/index.html>
- Ask students to create a SMART goal that they can work on at home. You can let parents know that their student is working on a goal and to be on the lookout for it and encourage students to reach it.



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The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the [CASEL Guide to Effective Social and Emotional Learning Programs](#).

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>

RANDOM ACTS OF KINDNESS
FOUNDATION®

S.M.A.R.T. GOAL PLANNER

SPECIFIC	What <u>exactly</u> do I want to happen?	
MEASUREABLE	I will know I have reached my goal when...	
ATTAINABLE	With perseverance, is it possible to reach this goal by the deadline?	
REALISTIC AND RELEVANT	My goal is important enough for me to put a plan into action. I will follow this specific plan to reach my goal:	
TIME-BOUND	I will reach my goal by:	