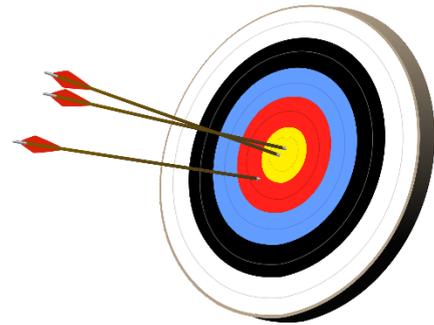


Goal setting with a difference - Humility

EXPLANATION:

Setting goals is a vital practice that can benefit anyone when creating a vision for their future. Goal setting requires one to think about what they want to achieve and aspects of themselves they want to improve and develop. This requires one to be humble enough to recognise the need for development. This activity provides time for students to set personal goals that reflect an interest in and betterment of themselves.

GOAL SETTING



YEAR LEVELS: Years 7–10

STUDENT GROUPING: Whole group and individual plans

ACTIVITY LENGTH: 45 mins approx.

LINK TO CURRICULUM:

Personal and Social Capability learning continuum

Self-awareness element:

Recognise personal qualities and achievements

- Make a realistic assessment of their abilities and achievements and prioritise areas for improvement.
- Assess their strengths and challenges and devise personally appropriate strategies to achieve future success.

Develop reflective practice

- Reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability

Self-management element:

Develop self-discipline and set goals

- Select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals.

- Critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts.

SCOPE OF TASK:

Notes about humility:

- Having an accurate self-assessment
- Recognition of limitations
- Self-awareness
- Capacity to keep accomplishments in perspective
- Legitimate self-confidence
- Not needing to present as being better than someone is
- It is not a weakness but an acknowledgement of imperfection
- It is simply an honest, objective, self-aware view

Setting goals:

- Self-evaluation is a key benefit of goal setting as a strategy - recognising the areas they need to improve in and then considering the evidence they believe demonstrates they have achieved their goals
- Establishing challenging goals, rather than 'do your best' goals, is an effective way of setting expectations
- Goals are often about achieving personal bests, but they can also be about personal improvement in a non-competitive manner

Notes about SMART goals:

- The SMART framework supports a goal-setting journey and ensures objectives are achievable:
 - Specific: Well defined and clear
 - Measurable: A way to quantify success improvement and growth
 - Attainable: Can you actually accomplish the goal – is it achievable?
 - Realistic: Relevant to your life purpose and makes sense within your overall aims
 - Timely: Set a timeline including a starting date and a target date



1. To activate students' knowledge and thinking, ask about humility and being humble. Questions could include:

- What does being humble mean?

- Can you think of other words that are associated with humility? Allow students to search the internet if required
 - Why is being humble important for self-growth?
 - How can we be humble?
2. Ask students to reflect on themselves and their behaviour. Allow some quiet time for students to consider the following (these questions can be written on a whiteboard):
- What are my strengths – what am I particularly good at (skills, dispositions, character traits etc)?
 - What are some things I find challenging and want to improve?
 - How can I build and develop myself?
 - How will I know that I am growing?
3. Inform the students of the activity task – to set SMART goals that recognise their challenges and how they can develop these personal areas.
- There are many Apps that the students might like to use to write and track their goals. Some of these include: *GoalsOnTrack*, *Stிக்க*, and *Lifetick*. These might be explored as a class to decide their value for the specific group and context.
 - Students can write some personal goals in an App or alternatively write them on the worksheet provided (see below)
- Remind students:** This task is not asking them to concentrate on negative aspects of themselves but to constructively consider their challenges and traits. These may not be ‘deficits’ but areas they want to grow.
4. Once students have written their SMART goals bring the group back to discuss. If students feel comfortable ask them to share some of their goals. During this sharing time some questions can be posed to connect to humility:
- What personal trait do you want to grow?
 - Was it easy to acknowledge areas of your life you want to improve?
 - Why does this thinking make you humble?
 - Why is humility important in life?
5. Later in the week (or following week depending on class time) bring the students back together to provide an update on their SMART goals and growth:
- Have you reviewed your SMART goals?
 - Have you felt growth or achievement of your goals?
 - How has this activity made you feel?

RESOURCES:

- Internet or smartphone for App download
- Worksheet
- Whiteboard

My SMART goals

Write your goals for self-development and personal achievement

S	Make it SPECIFIC	What is your goal?
M	Make it MEASURABLE	How will you know you have accomplished it?
A	Make it ACHIEVABLE	How will you do it?
R	Make it REALISTIC/ RELEVANT	Explain why you should accomplish it
T	Make it TIMELY	What is your timeframe?

"I am ... humble enough to know I'm not better than anyone else, but wise enough to know I am unique." — Unknown