

Lesson 5	Motivating Yourself with SMART Goals
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<u>Time</u>	45-60 minutes
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<u>Materials</u>	<ul style="list-style-type: none"> ● Pen or pencil ● SEL Journal ● Lesson 5 - S.M.A.R.T Goal Worksheet ● SEL Manual (GoPS) ● Green Our Planet Studios video link ● SEL + Science Adventures Manual (Green Our Planet Studios) ● Internet access ● Resources to play videos for students
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<u>Vocabulary</u>	<ul style="list-style-type: none"> ● <i>amygdala</i>: a part of the brain that triggers fight, flight, or freeze response, associates emotions with memories, and recognizes and interprets facial expressions ● <i>dopamine</i>: a neurotransmitter associated with motivation and reward ● <i>intrinsic motivation</i>: motivation driven by personal satisfaction rather than external incentives ● <i>extrinsic motivation</i>: motivation driven by receiving an award or avoiding consequences
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<p><u>Overview</u></p>	<p><u>Lesson description:</u> Students will understand motivation—both intrinsic and extrinsic—by exploring how the brain works, specifically the role of dopamine. Students will learn how to set SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) and apply this knowledge to their own lives, boosting motivation through practical goal-setting.</p>
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<p><u>Agenda</u></p>	<ul style="list-style-type: none"> ● Introduction ● Green Our Planet Studios Video ● Activity: Worksheets, Quizzes, or Cutouts ● Reflection & Sharing ● Closure
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<p><u>Learning Objectives</u></p>	<ul style="list-style-type: none"> ● Discuss your experience with motivation with your peers ● Describe the role of dopamine in the brain for maintaining motivation. ● Develop extrinsic motivation by creating SMART goals and identifying rewards for when they are accomplished. ● Practice the “Vision Board Exercise” to use as a coping strategy.
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<p><u>Dimensions of Learning</u></p>	<ul style="list-style-type: none"> ● Mindsets & Behaviors ● SEL Competencies
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	<ul style="list-style-type: none"> ● Science Standards ● Math Standards <p>Mindsets & Behaviors: For the full list of ASCA (American School Counselor Association) Student Standards, please see the “ASCA Student Standards” section of the manual.</p> <p><u>SEL Competencies:</u> For the full list of CASEL (Collaborative for Academic, Social, Emotional Learning) Competencies, please see the “SEL Competencies” section of the manual.</p> <p>Self-awareness Self-management</p> <p><u>Next Generation Science Standards:</u> DCI: In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions (MS-LS1-3). SEP: Developing and Using Models CCC: Structure and Function</p>
	<p><u>Health Standards:</u> For the full list of National Health Education Standards, please see the “Health Standards” section of the manual.</p>
<p><u>Procedures</u></p>	<ul style="list-style-type: none"> ● Engage

- Explore
- Explain
- Elaborate
- Evaluate

ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions: (5-10 minutes)

1. Tell students: *Hello students! Today we're going to discuss motivation. Motivation is the willingness to do something. I'm sure sometimes we all feel motivated to do certain things like to go see our friends or go to practice after school. Sometimes it seems impossible to feel motivated. For example, I struggle to find the motivation to do chores on the weekend. What are some things you feel motivated to do? What are some things you feel unmotivated to do? Let's discuss it with our partner.*
2. Share instructions to Think-Pair-Share ([slide 3](#))
3. Ask students: *Anyone care to share what they said or what their partner said?*

EXPLORE: Lesson Description – Materials Needed / Probing or Clarifying Questions: (10 minutes)

1. Tell students: *Thank you for the shares! We're now going to explore this topic further by watching a quick video. Find a spot where you can see and are comfortable and we'll start it.*
2. Show Green our Planet Studios video

EXPLAIN: Concepts Explained: (5-10 minutes)

1. Review [slides 4-6](#)
 - **Slide 4:** Review types of motivation
 - **Slide 5:** Review what dopamine is (was introduced in previous lesson)
 - **Slides 6 :** Review how dopamine sends signals to parts of the brain

ELABORATE: Applications and Extensions: (15–20 minutes)

1. Tell students: Now we're going to learn a strategy for
2. Review [slides 7-9](#)
 - **Slide 7:** Introduce what SMART goals are and what each letter means
 - **Slide 8:** Review example SMART goal
 - **Slide 9:** Review directions for SMART goal activity
3. Pass out SMART goal worksheet

EVALUATE: Formative Monitoring (Questioning & Discussion): (5–10 minutes)

1. Tell students: *In your SEL journals you are going to create a short term goal to complete by the next time we see each other.*
 - a. *Identify something you are unmotivated to do in the next week.*
 - b. *Describe or draw the brain science behind how extrinsic motivation might help you complete this task*
 - c. *Write a S.M.A.R.T goal related to this task.*
 - d. *Identify a realistic reward you can give yourself when you complete this goal.*

	<i>e. Be ready to share next time!</i>
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<u>Independent Practice</u>	<ul style="list-style-type: none">• Encourage students to make weekly short term S.M.A.R.T goals with simple rewards.
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<u>Pre-teaching Review for Educator</u>	Digital Resource: Article: Pick Your Brain: The Neuroscience of Motivation
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<u>Inspirational quote</u>	“My mission in life is not merely to survive, but to thrive.” - Maya Angelou
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