



# Setting SMART Activity Goals

Training Starter Template

**Objectives:** All participants in the training will be able to:

- Understand components of well-developed goals, and why they are important.
- Write SMART goals that:
  - Specify what youth should know or be able to do as a result of an activity or lesson.
  - Include how the learning will be demonstrated.
  - Reflect the target learners, whether “everyone” or a subset of the group.
  - Address content knowledge, development or skill building for success in school.

**Total Amount of Time:** \_\_\_\_\_

**Number of Participants:** \_\_\_\_\_

**Preparation:** \_\_\_\_\_

**Materials:** \_\_\_\_\_

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## Training Opening

- Engage Participants \_\_\_\_\_ minutes  
(Begin with icebreaker/warm-up activity related to the topic.)

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- Introduce the Topic \_\_\_\_\_ minutes  
(Motivate participants, show them why the topic is important, and share objectives and agenda.)

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## Training Middle \_\_\_\_\_ minutes

(Explain the topic in detail, demonstrate and discuss the concept, and practice and apply the topic.)

- Ask participants what they do now to set goals for what students will learn before an activity or project, and how they know whether the learning has been achieved. You may also want to ask if staff have used a goal-setting process for any purpose, whether in an educational, work, or personal setting, and to elaborate on what made the process helpful and could have been improved.
- Explain that a well-developed goal is a SMART statement of what youth should know or be able to do as a result of an activity. SMART means:
  - Specific – The goal is focused and clearly stated (e.g., identification of target audience or participants). Everyone should understand what you are trying to achieve.





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## Training Starter Template

- Measurable- The goal is quantifiable, meaning you can see the results and can gauge if you're successful. There is evidence for staff of participants' learning.
- Achievable – The goal should be a stretch to accomplish but not impossible to reach.
- Relevant – The goal is connected to your vision for alignment.
- Time Bound – The goal has specific timelines and a deadline.
- Explain the importance of developing SMART goals
  - Provides the “big picture” for your program
  - Creates a common purpose
  - Provides focus – points towards demonstration and documentation of learning
  - Clearly defines expectations
  - Guides planning and implementation
- In small groups, review any relevant program needs assessment data and program goals developed based upon the needs. Then using the **Mapping Needs to Activities** tool, identify three program activities that would embed skills needed to meet program goals. These may be existing or new program activities.
- Next, use the **Activity and Program SMART Goals** tool to assist in drafting one to two SMART goals for each activity. Compare and review for completeness and specificity. Then, participants should examine and revise goals based the feedback received.

## Training Wrap-Up and Closing

- Summarize and Consolidate \_\_\_\_\_ minutes  
(Connect back to the objectives, check for understanding and discuss questions.)

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- Plan Next Steps \_\_\_\_\_ minutes  
(Be specific about application to immediate practice.)

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- Closing Comments \_\_\_\_\_ minutes  
(Acknowledge, motivate and inspire.)

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## Post-Training Assessment and Revision

- Check effectiveness of training through formal or informal assessment.
- Note changes to make in future training events.
- Note areas for additional training.

