

LESSON 2

What Is Personal Development? The SMARTER Framework

60 minutes

Strand 1.1: Understanding Myself

Participating

Outcome LCW.M1.S1.PD.1

Outcome LCW.M1.S1.PD.2

WHAT THIS LESSON DOES

Learn what personal development means by building a SMARTER goal for the term and saving it in your Digital Portfolio. Check your goal against two bars: it must be something you would chase even if no one read it, and something you must improve at. SMARTER Goal 1 becomes Strand 1 personal-development evidence for later ALTs and the Portfolio in Action AAC.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S1.PD.1	explain the concept of personal development.
LCW.M1.S1.PD.2	create goals for personal development and reflect on their progress.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Explain personal development as getting better at something genuinely yours to improve
- Apply all seven letters of the SMARTER framework to one real goal
- Distinguish a development goal from a task somebody else decides

KEY TERMS

Term	What it means here	For example
personal development	Getting better at something that is genuinely yours to improve: a skill, habit or way of working that you can practise and check, not a task someone else marks as done.	Choosing to be the person who speaks first in group work, and tracking when you actually do it
SMARTER	A seven-part scaffold for writing a goal you can keep: Specific, Measurable, Achievable, Relevant, Timebound, Evaluated and Revised.	Speak first in four group tasks by mid-term: start in small groups, log a dated note each time, check the count at mid-term, and drop the target if fewer than three
goal	A clear statement of what you intend to get better at, with enough detail that you (and anyone reading it) can tell whether it happened.	By the mid-term break I will have spoken first in four group tasks and kept a dated note after each

BEFORE THE BELL

- Confirm every student can open their Digital Portfolio, create a Strand 1.1 folder if needed, and create or open a document titled SMARTER Goal 1 .
- Plan to run Part 1 on one shared board or projected list builder only; students write their own goal only in Part 2.
- Confirm every student can reach their Digital Portfolio and create a Strand 1.1 folder plus a document titled SMARTER Goal 1 if those are not already there from Lesson 1.
- On screen this lesson: list builder.

What Is Personal Development? The SMARTER Framework

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
33 min	activity	Build SMARTER, Then Write Your Goal
6 min	content	Think About It
8 min	content	Take It Further
3 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open with a 60-second show of hands: who has written a goal this year that they still remember? Most will not. That is the hook for why today's scaffold matters.

Name the cycle phase out loud: *today you are participating in building a goal, not reviewing one yet.*

5 min Key Terms

Spend no more than five minutes here. The two-bar test in the next step does the real teaching.

33 min Build SMARTER, Then Write Your Goal

On screen: list builder

SUGGESTED TIMING

- Two-bar test and failed examples: 5 minutes
- List builder on the board (whole-class demo only): 12 minutes
- Independent write of SMARTER Goal 1 plus the two-line justification: 16 minutes

TEACHING TIPS

Run Part 1 on the shared board only. Say out loud that students must not type into the list builder as their own goal.

On the list builder, refuse any line that cannot be checked. Ask *how would we know at mid-term?* before marking a line agreed.

Watch for goals that are really tasks (hand up coursework, pass a test, get a part-time job offer, win a starting place). Push the student back to something they practise and can check, not something an outsider awards.

The two-line justification is load-bearing. If a student writes only the seven letters, send them back to the second half before they leave.

SMARTER AND ASSESSED WORDING

SMARTER (Specific, Measurable, Achievable, Relevant, Timebound, Evaluated, Revised) is the course scaffold for goal-writing in Strand 1. It extends the familiar SMART set with Evaluated and Revised so students build review into the goal from day one. If assessment materials use SMART alone, map E and R as the review discipline sitting on top of SMART.

LOOK-FORS

- Specific names an act, not a feeling
- Measurable has a number or a clear yes/no
- Evaluated and Revised say when they will check and what would change
- The two lines name why this is development, not a task
- File saved as SMARTER Goal 1 in Strand 1.1 inside the Digital Portfolio

6 min Think About It

Keep this as paired talk, not a write-up on the page. Circulate and listen for students whose goals are still tasks dressed as development. Push them back to Bar 1 and Bar 2.

Optional: invite two pairs to share one edit they made after the prompts.

8 min Take It Further

Offer this only to students who finished early with a solid seven-letter goal and a clear two-line justification. Do not make it homework for the whole class.

3 min What you covered

Quick close: confirm every student has saved **SMARTER Goal 1** in Strand 1.1 inside the Digital Portfolio. Flag anyone still missing the two-line justification for a catch-up before next class.

TEACHING MOVES

- Open with the 60-second show of hands on goals still remembered.
- Name the cycle phase: today students are participating in building a goal, not reviewing one yet.
- Refuse any shared-board line that cannot be checked; ask how we would know at mid-term.
- Watch for tasks dressed as development (pass a test, hand up coursework, win selection). Push back to something the student practises and can evidence.
- The two-line justification is load-bearing; do not let students leave with seven letters only.

WHAT TO WATCH FOR

- Students treat the list builder as their portfolio goal. Keep Part 1 as class demo only.
- Goals are outsider decisions (awards, offers, grades). Apply Bar 2: what do you practise?
- Goals are not measurable. Prompt for a one-sentence answer on how success will be known.
- Students omit Evaluated and Revised. Guide them to add review steps.

DIFFERENTIATION

- Support: sentence starters for the two-line justification against the bars.
- Extension: the fortnight-scale version in Take It Further, only after a full term goal is saved.
- Support: pair students still stuck on Bar 1/Bar 2 with peers who have a clear draft.

WHAT STUDENTS ARE LEFT WITH

- SMARTER Goal 1: one term goal written against all seven letters, plus two lines on why it is development not a task