

LESSON 5

Reviewing a Goal: On Track, Off Track, or Wrong Goal

60 minutes

Strand 1.1: Understanding Myself

Reflecting

Outcome LCW.M1.S1.PD.2

WHAT THIS LESSON DOES

In this lesson you reflect on existing goals by examining evidence from three seven-week-old cases. You decide whether to keep, adjust or replace each one and set a date for reviewing your own goal later.

CURRICULUM OUTCOMES

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

WHAT STUDENTS SHOULD BE ABLE TO DO

- Decide whether to keep, adjust or replace a goal, and give reasons from evidence
- Recognise when the goal itself was wrong rather than the effort
- Schedule your first real review of SMARTER Goal 1 for Lesson 19

KEY TERMS

Term	What it means here	For example
Evaluated	The E in SMARTER: checking your goal against real evidence at a set time, rather than hoping it is going well.	Reading seven weeks of phone notes and deciding whether the target still holds
Revised	The R in SMARTER: changing the goal, the target, or the approach when the evidence says the original plan is no longer right.	Reducing a target from four to two, or replacing the goal entirely
Goal review	A structured keep, adjust or replace decision based on evidence you already have, not on how you feel about the goal today.	Reading seven weeks of notes on SMARTER Goal 1 and writing keep, adjust or replace with the evidence that decided it

BEFORE THE BELL

- Have the calendar date for Lesson 19 ready to share with the class.
- Plan for missing SMARTER Goal 1 files: students create a Strand 1.1 stub today and still write the Lesson 19 date.
- Have the Lesson 19 calendar date ready so every student can write a real date into SMARTER Goal 1, not just the lesson number.
- On screen this lesson: worked example.

Reviewing a Goal: On Track, Off Track, or Wrong Goal

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Three Reviews, Then Your Date
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open with a quick show of hands: who has ever written a goal and never looked at it again? Frame today as the habit that stops that. Students do not need their own three-day-old goals to have a story yet; the supplied cases carry the evidence.

5 min Key Terms

Spend under five minutes here. Stress that **replace** is a legitimate review outcome, not a failure. The third case will test whether the room believes that.

35 min Three Reviews, Then Your Date

On screen: worked example

MISSING SMARTER GOAL 1

If a student has no SMARTER Goal 1 file (absence, late joiner, never saved), they create a stub today titled **SMARTER Goal 1** in Strand 1.1, paste a one-line placeholder goal or "goal to be rewritten from earlier lessons", and still write the Lesson 19 calendar date. Do not let a missing prior file block the bridge this lesson builds.

SUGGESTED TIMING

- 0-12 mins: walk the worked example (Case C) beat by beat on the board. Aoife states her own call in the document, so do not ask the class to guess it. Pause before revealing each explanation and ask WHY that call is right, and what evidence on the page forces it.
- 12-32 mins: students write their own calls on Cases A and B, about 20 minutes for the two. Case C is the model you have just walked and produces no written work -- if a student starts writing it up, point them at A and B. Anyone finished early takes the Case B stretch (rewrite Tadhg's goal as the adjusted version). Circulate. Watch for Case B being labelled replace when adjust is the honest call, and for Case A being kept for the wrong reason (the count is real, so keep is right, but ask which evidence they leaned on). Case C is not written, so nothing to catch there -- take the resistance to replace on the board instead.
- 32-35 mins: every student writes the Lesson 19 review date into SMARTER Goal 1 (or a stub created today). Check this before they leave the step.

LOOK-FORS

- Case A: keep (evidence supports the plan).
- Case B: adjust (goal still fits; approach and honesty about attendance must change).
- Case C: replace (organisation was never the real development area; planner evidence proves compliance, not the right aim).

The hard judgement is Case C. Students resist replace because it feels like admitting failure. Name that resistance: replacing a wrong goal is the review working.

10 min Think About It

Keep this to paired talk. Invite two or three voices on the second prompt only if time allows. Do not collect written answers on the board; the portfolio note is optional and private.

5 min What you covered

Before dismissal, spot-check that Lesson 19 dates are written into SMARTER Goal 1 files (or stubs created today). Students without a date leave without the bridge this lesson exists to build.

ANSWERS AND LOOK-FORS

- "The planner is filled. Mum has initialled most Sundays" - Compliance is not progress - She did the behaviour the goal asked for. That is exactly why this case is hard: effort is visible, so the instinct is to keep the goal. Evidence of activity is not evidence that the aim was right.
- "I leave the hard task until last and I do not ask for help" - The real pattern - The same problem that showed up last year is still showing up. A review that ignores this and praises the planner has looked at the wrong column of evidence.
- "My Lesson 3 audit named asking for help" - Use your own earlier work - She already had better evidence about what to develop. The goal drifted away from her audit toward what someone else wanted. That is a signal the goal was wrong at the start, not that she lacked grit.
- "The planner was my mum's idea, not mine" - Whose goal is it? - Personal development has to be something you would still chase if nobody read it. A goal adopted to satisfy someone else often survives on paper and dies in practice.
- "My call: replace" - Name the hard call - Replace is not quitting. It is the review doing its job. Adjust would tweak the planner; keep would reward the wrong aim. Only replace frees her to work on the skill the evidence actually points to.
- "asking for help on one stuck task per week" - Replace with something real - A replace decision still needs a next step. She names a new aim that matches the evidence, with a check she can actually make. That is revised, not abandoned.

TEACHING MOVES

- Circulate during the activity to check use of evidence.
- Model the Case C worked example with the whole class first.
- Keep the paired discussion focused and brief.
- Stress that replace is a valid choice when the goal was wrong.

WHAT TO WATCH FOR

- Basing decisions on feelings not evidence: refer students to the case evidence.
- Treating replace as failure: explain it is appropriate when the goal does not fit.
- Failing to note the review date: verify before the lesson ends, including stubs for missing files.

DIFFERENTIATION

- Support: Give sentence starters for the decisions (call, evidence used, what would change my mind).
- Extension: Rewrite Case B as the adjusted SMARTER goal Tadhg should hold for the rest of term, or draft one risk note for their own Goal 1 review naming which pattern from today they will watch for.
- Support: Allow pair work on the cases.

WHAT STUDENTS ARE LEFT WITH

- Goal Reviews Worked: keep/adjust/replace on three cases plus your Lesson 19 review date