

My Goals Log Learning Experiences 25

Directions For Keeping My Goals Log

[Social-Emotional Skills Projects Module](#)

To The Teacher:

It is not enough to have students use skills only in class. They must be given multiple opportunities to apply their skills in real-life situations outside of class. Using skills in real-life situations, processing the results, and modifying their response is necessary and must be continuous and ongoing. After completing most learning experiences, students can set a goal to apply a skill and change their behavior outside of school using the My Goals Learning Experience ([SES Projects Module](#)) and the My Goals Log ([SES Projects Module](#)). Behavior change projects can be very simple or complex. The simplest behavior change project involves using the My Goals Learning Experience and My Goals Log, in which students set a goal and evaluate their progress at the midpoint and again at the end of the project. Using the My Goals Log allows students to change their behavior and develop goals that require little analysis or exploration of alternatives and choices. It may be used as a follow-up to other learning experiences in which students explore changes they wish to make.

More complex projects involve students developing and implementing a plan to change their behavior, monitoring their progress over time using self-monitoring charts, and assessing their effort, progress, and/or the extent to which they completed the project. See the [Social-Emotional Skills Projects Module](#) for examples of complex SES projects.

Most learning experiences provide opportunities to develop and implement goals using the My Goals Log. It is suggested that My Goals Log also be used to keep track of behavior change goals developed as a result of completing one of the SES Projects. By doing so, students have a record throughout the year of their goals and the extent to which they succeeded in meeting them.

Before having students make decisions and develop and implement goals, it may be helpful to read the Introduction to Responsible Decision Making, Personal Problem Solving and Goal Setting, the Developing and Successfully Meeting Goals Skill Card, and the Decision Making, Personal Problem Solving, and Setting & Reaching Goals Reading in the [Decision Making & Personal Problem Solving Module](#).

Assessing Student Success

Assessing the extent to which students met their goals can be as simple as having them complete a Likert Scale at the end of a project and answering a few questions (see the My Goals Log). Students' effort, progress, and self-awareness can also be assessed. For additional information on assessment and grading, see How To Assess & Grade SES ([Assessment & Grading Module](#)).

Procedure/Directions:

1. After students have identified a goal (something they want to start doing, do more often, do more consistently, do less of, or eliminate), have them complete the My Goals Log ([SES Projects Module](#)).
2. Before completing the My Goals Log, ensure students understand how to write effective goals (see the Developing and Successfully Meeting Goals Skill Card ([Decision Making & Personal Problem Solving Module](#)).
3. To make it easier to process with the entire class, identify the date you want them to complete the initial evaluation at the halfway point and the date you want them to have successfully met their goal.
4. Since it is easy for students to set a goal and then forget about it until the initial evaluation, it is important to ask them weekly how they are doing. This can be done nonverbally as a whole class using the Thumb O'Meter or the Are You Someone Who techniques. See "Processing Learning Experiences" in How To Teach SES ([How To Teach SES Module](#)),
5. Use this same process after their initial evaluation and ask for volunteers to share how they are doing and what, if anything, they need to do to be more successful.
6. At the end of the project, use the same techniques to determine how successfully they met their goals. Ask for volunteers to share their goals, how successful they were, what contributed to their success, and what, if anything, they need to do in the future to meet these goals and other goals.

Facilitating Self-Efficacy, Agency, and a Growth Mindset

To facilitate the goals of self-efficacy and developing a growth mindset, this learning experience must be processed after the goal is developed, after the initial evaluation, and after the final assessment. It is important that you, the teacher, also develop and share a goal. By so doing, you are acting as a social role model. By having students share their goals and the struggles to meet them, they also serve as social role models for one another. In addition, students become aware that they are not the only ones who want to make changes in their lives, and they will discover that some of their changes are the same or similar to the changes others want to make. When students see others who are similar to them struggle to and then meet their goals, it raises the belief that they can be successful. If they are successful, experiencing mastery provides evidence that they can be successful. If they successfully meet their goals, they need to understand what contributes to their success so they can use these processes and skills in the future. If students are not successful in meeting their goals, it is essential to have them evaluate why and what they need to do to be more successful and to provide them another opportunity to continue to work on meeting the goal. By focusing on the learning process and not merely the outcome, you can help students develop a growth mindset. Not meeting goals should not be considered a failure but an opportunity to learn how to be more successful in the future. Positive verbal feedback should be provided when students are successful and when they continue to struggle to find more effective ways to succeed. We want students to be inspired to take healthy risks, knowing they will occasionally fail and then try again.