

Dear Award Leaders and Award Coordinators,

As an answer to some feedback we have received, we've decided to provide you with some guidance about the smart goals, hoping that you will find it useful. In general, as far as possible, the ideas of the goals should come from the participant with the Award Leaders acting as a facilitators. Award Leaders should help participants, if required, but should not end up doing all the work. In the first place, if you have any queries about the goals and activities, consult the handbook, where you can see more information about each section of the Award.

***Remember that the Award is first and foremost the participant's own programme!***

**Definition of smart goal:** specific, measureable, achievable, relevant/ realistic, and time-bound.

To help set up a goal which would help the participants to maintain motivation throughout their Award journey and allowing them to reflect easily on what they've achieved within their chosen activities, there are some questions which could guide towards it.

**Specific-** Which service you would like to do? What exactly are you going to do in this chosen challenging activity?

**Measureable-** how often can/would you attend the chosen service? How will you measure this activity to know if you have achieved your goal?

**Achievable-** is there somewhere you know about where you could do this activity? Is it a goal that can *actually* be achieved? It is great to be ambitious, but if you decide to set yourself a goal that may not be achievable in 3/6/12/18 months, due to external circumstances or time.

**Relevant/Realistic-** are you able to commit to what is required for the whole time needed? Are there any barriers/reasons that can stop you from achieving this goal? If these barriers/reasons completely prevent you from achieving the chosen activity, then the activity needs to be changed. Otherwise, you may be able to overcome the barrier/reason by finding a solution to it; are you able to commit to what is required for the whole time needed?

Examples of types of barriers/reasons – there may also be other barriers/reasons;

- I have no access to a Tutor who can teach me this skill and be my Assessor
- The nearest Tutor is too far from where I live and I cannot travel that far
- I am not feeling motivated enough to do this activity/the activity is not challenging enough
- It is not safe at all to carry out my chosen activity
- I want to achieve this goal, but I am scared of doing it

**Time-bound-** will this be completed in required timescale? What timescale/dates are you giving yourself to achieve the goal?

Please see some examples we have collated on the next page.

### Examples:

- **SKILL, Cooking:** I want to be able to cook 11 different meals from Spain, Norway, Morocco, America, Scotland, Japan, Italy, France, India, Mexico and Greece, so I can appreciate the international environment I am in. For every meal, I will choose a different, traditional dish to cook, from a country that is not my own. I will give evidence through pictures and a recipe of each meal on my Instagram account and will reflect on how it went in the log.
- **SKILL, Piano:** I am currently pursuing my Grade 8 Piano exam. My goal is to pass it with a distinction. I have already completed Grades 1-7 and am now preparing for the final one. I have passed most of them with a distinction and the others with a merit. I have been playing the piano for 10 years and I hope to attain my goal. Additionally, learning the piano will enable me to excel in my GCSE Music course, which will help me obtain the highest grades possible.
- **SKILL, Language:** Over the course of the 26 weeks, I aim to improve my ability in Arabic. I, with the use of the internet, aim to go from having no knowledge of Arabic at all to being able to read and write a small amount of Arabic that a native Arabic speaker can understand. I aim to be able to produce a short essay about myself, in Arabic, that can be understood by my assessor, who is a native Arabic speaker.
- **SKILL, Hobbies:** My aim is to improve my mechanic skills and to be able to fully clean an engine and put it back together by March 2016. I will achieve this by learning new skills and practicing these skills once every week
- **SKILL, Guitar:** I would like to continue playing guitar, and achieve a high distinction in my grade 4 exam, which is in May 2016 I also need to be confident in playing the C minor chord which is common in one of my chosen songs, as well as in my theory work.
- **PHYSICAL RECREATION, Netball:** To be selected for the 'Long List' for the U17 European Championships and to be able to pass over 100 chest passes in one minute. I will be attending my weekly Wednesday's netball trainings.
- **PHYSICAL RECREATION, Rugby:** To improve all aspects of my rugby skills including passing, tackling, positioning, fitness, planning and organising during my weekly training. My goal is to help my team secure the UAE and Abu Dhabi league championships for the U16.
- **PHYSICAL RECREATION, Swimming:** I have been swimming since I was eight years old, but I only started to swim competitively and seriously when I was eleven. My best stroke is backstroke and my best distance is 100 metres. I have been working to swim this race in as little amount of time possible, and my best time is 1:12.75. My goal now is to swim it in under 1:10.00. This will be challenging, however I train four times a week at the moment, so with consistent training it will be possible. I will log my improvements and training in the log every week, and I will reflect on the competitions I take part in.
- **PHYSICAL RECREATION, Running:** Over the course of 26 weeks, I aim to improve my running ability through practice and through the use of the internet. I aim to be able to run 7.5km in one hour by the end of the 26 week time period.
- **PHYSICAL RECREATION, Yoga:** To learn at least 15 asanas (poses) and to be able to do 35 surya namaskars (sun salutations) at the end of 6 months. I will set a time once a week to practice yoga, for at least 1 hour a week.
- **PHYSICAL RECREATION, Football:** My aim is to improve my own footballing ability, especially my attacking play including my passing and shooting ability, and also become fitter in the

process, and I aim to achieve this by April 2016. In order to achieve this I will partake football training once every week

- **SERVICE, Tutoring/ help to others:** I aim to help the Year 7s feel comfortable with their transition from primary school to secondary school. When I entered secondary school I felt scared and lost when it came to making new friends, adjusting to the new standards of work, and more. Therefore, I know how the current Year 7s feel as I was once in their shoes, and would like to let them know that if they ever need someone to talk to, I will be there for them.
- **SERVICE, Mentoring/ Coaching:** My aim is to help the under-8's improve their footballing ability, including teamwork, attacking and defending and to build relationships with the young children playing at the club by March 2016. In order to do this I will attend the club and work with the kids once every week.
- **SERVICE, Environmental/ Working a Clean-up Campaign:** My goal is to improve the overall appearance of my area, starting on November 4th 2015. I will do so by aiding the staff who work at my compound. The goal for this is to work towards making the area a cleaner place to live in and, more importantly, to realise that it falls under the responsibility of myself to take action. By April 2016 my area will be noticeably cleaner and presentable.
- **SERVICE, Food bank/ Soup kitchen:** My goal is to help at the soup kitchen in my town, to volunteer my time to help those less fortunate than myself. To start with I'll help preparing the food in the kitchen, but by the end of three months I would like to have grown in confidence in working in the soup kitchen to progress to serving the food and interacting with the vulnerable people
- **ADVENTUROUS JOURNEY, Generic for all:** The AJ objective should be a journey with a purpose – such as studying the impact of humans on the environment or noting types of fauna and flora, rather than just completing it as per the requirements of the section itself (completing the journey as a team and using map reading skills and so on).
- **ADVENTUROUS JOURNEY, Example 1:** We aim to explore the flora and fauna at the Mantra tou Kambiou area. Also, we would like to investigate the level of pollution by people in the area.
- **ADVENTUROUS JOURNEY, Example 2:** Our aim is to visit Afxentious hiding area (Krisfigeto toy Gregori Afxentiou) collect information about the historical events that happened in the area and to document this in our presentation
- **ADVENTUROUS JOURNEY, Example 3:** To investigate the impact of humans on the environment in Khiran over two days and one night by foot for 6 hours each day. This will allow us to learn how the construction taking place in Khiran is affecting the surrounding environment and create possible future improvements.
- **ADVENTUROUS JOURNEY, Example 4:** To understand and interpret the human impact in khiran and how much humans have affected the wildlife, flora and the man-made monuments. Also to work well within our team and efficiently cover the required distance while taking appropriate and necessary pictures and notes for our project over 2 days.