



Advanced High School

National FFA Organization

Lesson AHS.1

DEFINING PERSONAL VISION

Unit. Stage One of Development—ME

Problem Area. Who Am I in Light of Serving Others.

Precepts. Definition of Vision

National Standards. NL-ENG.K-12.7 — Evaluating Data — Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Define a personal vision.
- 2 Analyze components of a personal vision.
- 3 Evaluate keys to a successful vision.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Blank 8.5" . 14" legal sized paper
- ✓ Projector
- ✓ AHS.1.TM.A
- ✓ AHS.1.TM.B
- ✓ AHS.1.TM.C
- ✓ AHS.1.TM.D
- ✓ AHS.1.AS.A—one per student
- ✓ AHS.1.Assess—one per student



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ Vision
- ▶ Personal vision
- ▶ Vision statement



Interest Approach

Briefly explain to students what is expected of them and what you want them to learn. The goal of the lesson is to challenge the students to envision their future and what it will take to reach it.



Today you are going to be reflective, creative, and curious learners by engaging yourselves in various activities of learning about vision and its application to your lives. You will be asked to think deeply and honestly within yourself about what is important to you and what you want in your future.

Activity Set-up—Students will be asked to think of three different images. Once they have these images in their mind, they will then draw pictures of them on the paper that was provided at their desk at the beginning of class. Before they draw, have the students fold their 8.5" . 14" sheet of paper in three sections. After folding have them unfold and use the fold marks to divide each drawing. Have them label each section at the top: 1) Important people, 2) Important things, 3) Important people and things in my future. They have five minutes to complete this task. They do not have to draw a masterpiece, just a sketch to give a clear idea of what they were thinking.





For the next 45 seconds, close your eyes and envision the three most important people to you, the three most important things to you, and lastly, the three most important people or things you desire in your future. When you have those mental pictures in your mind, you will transpose those images from your mind to the sheet of paper placed on your table.



Let's begin. Close your eyes and envision the three most important people to you.

Pause, allow students to think, and then ask them to raise their hand when they have the three most important people in their minds.



Once you have those people in your mind raise your hand.



Close your eyes and envision the three most important things you have.

Pause, allow students to think, and then ask them to raise their hand when they have the three most important things in their minds.



Once you have those things in your mind raise your hand.



Close your eyes and envision the three most important people and things you desire in your future.

Pause, allow students to think, and then ask them to raise their hand when they have the three most important people and things in their minds.



Once you have those people and things in your mind raise your hand.

Students have five minutes to complete their drawings. They do not have to draw a masterpiece, just a sketch to give a clear idea of what they were thinking. Give the following directions:



Fold the 8.5" . 14" paper that is on your desk into three sections across the length.

Label the left side of the folded paper: Important People.

Label the middle of the folded paper: Important Things.

Label the right side of the folded paper: Important People and Things in My Future.

You have a total of five minutes to draw three pictures on your paper.

You do not have to create a masterpiece, just a rough sketch.

Draw clearly and concisely so that we know what is important to you in each picture.

Draw three people important to you on the left side of the paper.

Draw three things that are important to you on the middle of the paper.

Draw three things or people that you want in your future on the right side of the paper.

Once you have drawn your three pictures, you may label them.

Many types of socially acceptable things can be drawn here by the students. Some reasonable ideas that students may draw would be: parents, friends, car, house, girlfriend or boyfriend, job, money, etc.



Watch and make sure all students stay on task and make good use of their five minutes. Announce when they have two minutes left and then one minute left to finish.



All right students, finish your work. 5, 4, 3, 2, 1.



Put your artist's utensils down.



Thank you everyone. You did a great job.



Set those drawings to the side and get your notes out. We will come back to your drawings later in this lesson.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define a personal vision.

I. Summary of Content and Teaching Strategies

Begin discussing personal vision and vision statement and relating them to the drawing the students just completed. Give students some concrete ideas and terms that they can use as they begin to formulate their own visions.



As you were drawing your three pictures, you were visualizing people and things that were most important to you and also looking into the future and seeing what you desire to have.



Today we are going to discuss what a personal vision is and what a vision statement is.

Choral Response Moment. Students should reply, "Personal vision and vision statement."

Activity Set-up—Explain to students that they are now Mr. Webster and they are writing their own definition for personal vision and a vision statement. Have them put their ideas in their notes. Give these directions:



Be curious and constructive learners by putting your minds into action and putting into words some of your thoughts on our next topic. Imagine now that you are Mr. Webster and you are writing your dictionary. In your notebooks each of you needs to write a definition for personal vision and vision statement. You will be given two minutes to write a definition for both.

Choral Response Moment for time and definitions. Answers should be: "2 minutes and write definition for personal vision and vision statement."



 You have two minutes to write the definition for personal vision and vision statement.

 You may now begin.

Give time to finish.

 Complete your sentences. 5, 4, 3, 2, 1.

 Students, let's now see how well you constructed your definitions.

 Now change your mental focus from constructing definitions to one that is allowing you to be that of a sponge and soak up new knowledge about personal vision and vision statements.

At this time, refer to AHS.1.TM.A for definitions of key words.

 Please put the following information in your notebook for present and future use as we discuss personal vision and developing your own vision statement.

A. Definition of personal—one's self

B. Definition of vision—the ability to anticipate and plan for possible future events and developments

After students write their definitions, read the following statements to give students some food for thought.

 What do you envision for the future.

 A dream, with skills to achieve that dream

C. Definition of personal vision—one's own ability to envision and imagine one's future; ultimate dream one would like to accomplish

After students write their definitions, read the following statements to give students some food for thought.

 Ultimate dream.

 It is where you want to go.

 It is what you want to be.

 It is perfectly appropriate for your dreams to be unattainable, just out of reach.

 It is what you are reaching for.

D. Definition of vision statement—a written statement establishing one's ultimate dream to strive for in the future and one's impact on others

After students write their definitions, read the following statements to give students some food for thought.





This is where you tell others your dreams.

Place your own vision in front of you to reach for.

Probe students to see if their definitions were similar to the provided definitions.

Recap this section by having the students restate the definition of personal vision and vision statement.



Let's recap, students. What are the definitions of personal vision and vision statement.

Students answers should be similar to this: 1) personal vision—one's own ability to envision and imagine one's future; ultimate dream one would like to accomplish, and 2) vision statement—a statement establishing one's ultimate dream to strive for in the future and one's impact on others.

Objective 2. Analyze components of a personal vision.

Change focus from definitions to developing the framework for the students to write their own personal vision. Students will now focus on the four components of a successful personal vision. After each component, read the following points for further food for thought for the students. Use AHS.1.TM.B for students to write down the four components of a successful personal vision.



Students, you will now change your focus from definitions to developing a framework by which you will develop your own personal vision. Place the following four components in your notes. After each point, you will then be given some food for thought statements.

II. Four components of a successful personal vision

A. Written down

After students write down the component, read the following points to give students further food for thought.



As a well-known proverb states, "Without a vision, the people perish." You can see how true that statement is by looking around at those who are successful in their personal and business lives.



Successful people have a personal vision written out, and they are following through on it.

B. Written in present tense, as if already accomplishing this vision

After students write down the component, read the following points to give students further food for thought.



Tense is very valuable in the thought process.



The mind only operates in the now.

C. Includes a broad spectrum of activities and time frames



After students write down the component, read the following points to give students further food for thought.



List all the activities you need to be involved in and carry out successfully in order to see your vision accomplished.



As you list the activities, you then begin to see what it will take to accomplish the vision.
D. Filled with descriptive details to secure to true reality—accomplishable

After students write down the component, read the following points to give students further food for thought.



Describing in detail how activities and time frames will be achieved is key to a successful vision statement.



The more detailed one can get, the clearer the picture is set for one's self and others to see what actually needs to be done to fulfill the vision statement.

Activity Set-up—Using the following assignment sheet, students will read the National FFA Vision Statement and go through a checklist to see if the vision statement meets all the criteria for a successful vision statement. Pass out AHS.1.AS.A and allow students to do the checklist. Activity should take only 5 minutes.

Following is the example of the written vision statement—FFA Vision Statement:



The National FFA Organization envisions a future in which: All agricultural education students will discover their passion in life and build on that insight to chart the course for their educational, career, and personal future.



The National FFA Organization collaborates with teachers, state leaders, and others to deliver an integrated program of agricultural education which increases the understanding of, and respect for, agriculture; encourages students to explore opportunities; supports their discovery of natural talents and interests; and offers meaningful activities in which they can apply their skills and talents.

Once students are finished with the worksheet, discuss for two minutes why it did or didn't fulfill all the criteria. Students should state the following ways it meets all the criteria: 1) It is written down. 2) It is in present tense as if students and teachers are doing this now. 3) It includes activities and time frames for this to be achieved. 4) It does include details to be attached to reality.



Students, let's take about two minutes and discuss why you thought that this vision statement did or did not fulfill all the criteria.

Lead students in discussing whether criteria was fulfilled or not fulfilled.



Great discussion.



Once again, I want you to be hungry learners and write down the components of a successful vision statement.



At this time, refer to AHS.1.TM.B to describe the components of a successful vision statement. Summarize objective 2 material by using the Choral Response Moment.



The four components of a successful personal vision are:

Choral Response Moment. Answers should be: must be written down; written in present tense, as if already accomplishing this vision; includes a broad spectrum of activities and time frames; filled with explicit details to secure to real reality—accomplishable.

Establish some keys to making a personal vision successful. Students will brainstorm in pairs and come up with three people whom they believe are successful and one reason why they are successful. Example: Bill Gates—persistence; Michael Jordan—worked hard, used talents; George W. Bush—surrounded self with great people. Following the activity, go into the three steps to making a personal vision successful using AHS.1.TM.C.



Now that you have the parts of a successful personal vision, let's look at some steps that will help you succeed in your personal vision.



Anyone can sit down and write out a personal vision, but it takes drive to succeed, other people, and resources for them to truly reach their full potential.



At this time, I want you to break into pairs and come up with three people who you believe are successful and one statement about why they are successful at what they do. Once you are finished, we will get some examples from you before we look at the three keys to a successful personal vision.

Refer to AHS.1.TM.C to outline keys to a successful personal vision. Students should put these steps in their notebooks. To help students retain the information, this objective will use the Hieroglyphics Moment. In this activity have them write the steps for success and then have them draw the given symbols to help them remember key points. After students have drawn the given symbol for each point, read the food for thought statements to help students understand the broad spectrum of the key point for success.

Objective 3. Evaluate keys to a successful vision.

III. Three steps to success in obtaining your personal vision

A. Dream big

Have students draw a person looking up, with a cloud above his or her head, as if in a dream state.



Draw a person looking up with a cloud above his or her head, as if in a dream state.

After students have drawn the given symbol, read the food for thought statements to help students understand the broad spectrum of the key point for success.





Set your sights almost out of reach.



Make your vision encompass yourself and others in your life.

B. Surround yourself with other visionary people

Have students draw a person with someone on each side wearing really large glasses. This reminds them that the others are people who can see into the future or in front of them in order to be successful.



Draw a person with someone on each side wearing really large glasses. This reminds them that the others are people who can see into the future or in front of them in order to be successful.

After students have drawn the given symbol for each point, read the food for thought statements to help students understand the broad spectrum of the key point for success.



Successful people only surround themselves with successful people.



Positive people always succeed, no matter what obstacles come their way.

C. Find and use resources to help you reach your vision

Have students draw a person surrounded by tools and resources.



Draw a person surrounded by tools and resources.

After students have drawn the given symbol for each point, read the food for thought statements to help students understand the broad spectrum of the key point for success.



Time, money, talents, abilities, other people, and materials are key to having the tools to succeed.



Once you have all the resources, you must know how to use them to be successful.

Question for students to discuss:



Did the three individuals whom you wrote down use these three keys in their lives.



Review/Summary

Have students take out the drawings they drew at the beginning of class. Have the students evaluate their drawings and see if they line up with what they think their vision for the future is.



Take out your drawings from the beginning of class.



Look at your drawings and see if what you drew really is aligned with the vision you have for your future.



Use AHS.1.TM.D for example:

 On the back of your paper make three headings labeled: Dream, Resources, and People.

 Under the dream column, write down a couple of phrases that would best describe your ultimate dream in life.

Possible answers: be an agriculture teacher, get married and have children, become a doctor and help sick people.

 Under the resources column, write down a few items that you would have to have to reach your ultimate dream.

Possible answers: knowledge of agriculture, have in mind the qualities of the person I would marry, earn money to reach goals, work at a hospital for experience.

 Under the people column, write down what kinds of people you will need to surround yourself with to see your vision or dream to pass.

Possible answers: other agriculture teachers, farmers, ranchers, quality people who have the same ideals and goals in life I do, other doctors, nurses, individuals who have a desire to help others.

Ask the students some of the following questions to review and re-establish key points in the lesson. Have a few students share their answers with the class.

 Did your drawing at the beginning of class illustrate your vision for your future.

 Have you really taken time to plan and look into your future.

 Are you currently surrounding yourself with individuals who will help you reach your goals and vision in life.

 Today we defined what a personal vision and vision statement are. We also looked at the four components of a personal vision and three keys to seeing a personal vision become successful.

 In the next lesson, you will write a personal vision and establish the steps it will take for you to reach your vision using the drawings and labeling you completed today.

At this time pass out AHS.1.Assess.

Application

►Extended Classroom Activity:

Have each student go home and quiz his or her mother and father about what they have always envisioned for their life and their family.



FFA Activity:

Have students find out what the Chapter's vision is.

►SAE Activity:

Have students do a self-evaluation: What SAE area would help me reach my desired future.

✓ Evaluation

Use AHS.1.Assess to test students' knowledge and comprehension of definitions, components of a successful personal vision, and keys to helping achieve personal vision. You may also use drawing and list questions on the back of the drawing as an evaluation tool.

Answers to Assessment:

1. The ability to anticipate and plan for possible future events and developments
2. Statement establishing one's ultimate dream to strive for in the future and one's impact on others
3. Dream big, surround yourself with other visionary people, and find resources to help you reach your vision



DEFINING PERSONAL VISION

1. What is the definition of vision.
2. What is the purpose of a vision statement.
3. List three keys to attaining a personal vision.



◆ **Personal—one's self**

◆ **Vision—the ability to anticipate and plan for possible future events and developments; dream with the skills to achieve that dream**

◆ **Personal vision—one's own ability to envision and imagine one's future; ultimate dream one would like to accomplish**

◆ **Vision statement—a written statement establishing one's ultimate dream to strive for in the future and one's impact on others**



FOUR COMPONENTS OF A SUCCESSFUL PERSONAL VISION

- ◆ **Written down**
- ◆ **Written in present tense, as if already accomplishing this vision**
- ◆ **Includes a broad spectrum of activities and time frames**
- ◆ **Filled with descriptive details to secure to true reality—accomplishable**



THREE STEPS TO SUCCESS IN OBTAINING YOUR PERSONAL VISION

◆ Dream big

Draw a person looking up, with a cloud above his or her head, as if in a dream state.

◆ Surround yourself with other visionary people

Draw a person with someone on each side wearing really large glasses. This reminds them that the others are people who can see into the future or in front of them in order to be successful.

◆ Find and use resources to help you reach your vision

Draw a person surrounded by tools and resources.



EXAMPLE STATEMENTS:

◆ **Dream—To be an agriculture education teacher**

◆ **Resources—Knowledge of agriculture, students, and information for students**

◆ **People—Other agriculture education teachers, farmers, ranchers, other educators**



Read the following vision statement very carefully. After reading, put a check mark by each of the four statements that are fulfilled by this vision statement.

The National FFA Organization envisions a future in which:

All agricultural education students will discover their passion in life and build on that insight to chart the course for their educational, career, and personal future.

The National FFA Organization collaborates with teachers, state leaders, and others to deliver an integrated program of agricultural education which increases the understanding of, and respect for, agriculture; encourages students to explore opportunities; supports their discovery of natural talents and interests; and offers meaningful activities in which they can apply their skills and talents.

Successful vision statement checklist.

- ____ 1. Written down
- ____ 2. Written in present tense, as if already accomplishing this vision
- ____ 3. Includes a broad spectrum of activities and time frames
- ____ 4. Filled with descriptive details to secure to true reality—accomplishable

