



Advanced High School

National FFA Organization

Lesson AHS.2

CREATING A PERSONAL VISION

Unit.

Stage One of Development—ME

Problem Area.

Who Am I in Light of Serving Others.

Precepts.

C1: Contemplate the future.

National Standards.

NL-ENG.K-12.5 - Communication Strategies - Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.



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

- 1 Create and write a personal vision.
- 2 Identify nine barriers to achieving personal vision.
- 3 Communicate personal vision to others.



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Time. Instruction time for this lesson: 50 minutes.

Resources

National FFA Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Student notebooks—one per student
- ✓ Writing surface
- ✓ Projector
- ✓ AHS.2.TM.A
- ✓ AHS.2.TM.B
- ✓ AHS.2.TM.C
- ✓ AHS.2.AS.A—one per student
- ✓ AHS.2.AS.B—one per student
- ✓ AHS.2.Assess—one per student
- ✓ Students' drawings from AHS.1



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

- ▶ Foresight
- ▶ Dream
- ▶ Value



Interest Approach

Briefly explain activities and the expectations for the class today. The mental picture of the class today should be one that is production-oriented and reflective, with foresight about one's desire for the future. Students will understand the barriers that prevent a personal vision from succeeding and have the opportunity to share their personal vision with others in the class.



Students, today you are going to embark on a voyage into the future. You are going to see many places, meet many people, and learn many new things. As you go about your lesson today, I want you to be reflective of your true desires and goals, but also think with as much foresight as possible. You will start the day off by looking back at a few individuals and analyzing what made them successful. Then you will become great visionary thinkers and write your own personal vision. Following that, you will identify some barriers that can hinder or stop you from reaching your vision. Lastly, you will share your vision with others. This will be a fun and very exciting class today, but it will take a lot of hard work and focus to achieve our expected outcomes today. So, who is willing to get on our ship and head into the future. Great.

▶Activity:

Set-up—Explain that the next activity will help everyone get the mindset that we want to have as we begin writing our own personal vision. Group students into pairs, read questions, have them write down their answers, and then come back together to get their answers. Each pair will elect someone to write their answers on a sheet of paper.





I will read a famous person's name. I then want you to write a phrase that accurately describes what that person achieved in his or her lifetime, what made him or her great – a shortened version of a personal vision. After each phrase, you will be given 30 seconds to discuss your answers with your partner and write them down on a sheet of paper. Well, here you go. Think clearly and write some great answers.



Abraham Lincoln

Suggested answer: preserved the union and stopped slavery. 30 seconds.



Franklin Delano Roosevelt-FDR

Suggested answer: ended the depression. 30 seconds.



Martin Luther King Jr.

Suggested answer: worked toward ending racism in America. 30 seconds.



Billy Graham

Suggested answer: preached salvation to the whole world. 30 seconds



George W. Bush

Suggested answer: worked toward ending terrorism across the USA and in other nations. 30 seconds.



Michael Jordan

Suggested answer: became the greatest basketball player ever. 30 seconds.



Bill Gates

Suggested answer: developed the most universal computers and programs in the world. 30 seconds.



Henry Groseclose

Suggested answer: established the greatest youth leadership organization in the world, FFA. 30 seconds.

Refer to the answers above to help guide group discussion. Spend about 1-2 minutes per person; get class consensus about accomplishments and then go on until all individuals have been discussed.



I now want us to share what we thought each person accomplished in his lifetime that made him great.



Go around the class and get some of the answers from the groups and spend about 5-7 minutes discussing the group's answers.



Great discussion, class! Now we want to change our focus from others' accomplishments to our desired accomplishments. We will do this by creating our own dynamic and successful personal vision.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Create and write a personal vision.

Define three words and review the four components of a personal vision. As the students begin to put on paper their dreams and desires, they will have an idea of how to create their own personal vision. Establish with the students that they need a good understanding of dreams, desires and values in order to write an accurate personal vision they can strive for and accomplish.



Let us become scribes and capture a few key words. We need to understand these definitions to help us visualize and articulate our dreams and desires in our own personal vision statement. We will also take a brief journey back to the last lesson and review the four components of a personal vision. Take out your notebooks.

Now Refer to AHS.2.TM.A for key terms and review of the four components of a personal vision.

I. Establishing a personal vision statement.

A. A. Define key words in helping set a personal vision.

- 1.1. Define foresight: seeing beyond today, taking into consideration what can be done and any barriers that might be encountered on the way
2. Define **dream**: a visionary creation of the imagination; a goal or purpose greatly desired.
3. Define **value**: something that is desired above all else

At this time have students mentally go back to AHS.1 and review the four components of a personal vision.

B. Review the four components of a personal vision

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.



Establish the goal of this objective-to write a personal vision statement-by using the following activity sheet. Refer to AHS.2.AS.A. Students at this time also need to get out the pictures they drew in AHS.1 to help them answer these questions.

C. Writing the vision.

1. Answer questions to establish goals and dreams-AHS.2.AS.A.
2. Formulate vision from the answers to the questions on the activity sheet.



Get out the pictures you drew in Lesson One.



We will have 25 minutes to reflect on our dreams and desires and envision what we want to accomplish throughout our life in this next activity. We want to have the pictures that we drew in the last lesson and other desires we have come to life in a personal vision statement. We will be filling out an activity worksheet that will help us define what our values and dreams are and who we would most likely impact in our lifetime. Answer each of the questions as quickly and as accurately as possible. By the end of the activity sheet, we will have created our own outline for our personal vision statement. Work quickly and accurately for the next 25 minutes. Take the pictures and dreams you have in your heart and let them come out in accurate and descriptive words.



You may begin working on activity sheet-AHS.2.AS.A.

As students are answering the questions, many students will need to be reminded to answer the questions quickly and accurately. Make it known that you truly want them to write their deep dreams and desires. This is the great picture of their life that they would like to accomplish.



Great! Now that you all have written a rough draft of your personal vision, you will take a look at some barriers that you will have to overcome to reach your vision.

Objective 2. Identify nine barriers to achieving personal vision.

Refer to AHS.2.TM.B for nine barriers. Under each barrier listed below are statements for the teacher to read to emphasize the point and for discussion among students. Pass out AHS.2.AS.B and have students put the barriers in the boxes to have a visual picture of the barriers to their personal vision. After all the barriers have been completed, review this objective by using a Motion Moment. Have the whole class stand and act out the given motion for each of the nine barriers.



I am now passing out a pictogram that we are going to fill in showing the barriers to achieving the personal vision that we just wrote. As I discuss each barrier, fill in one of the nine boxes with the barrier being discussed. After we place the nine barriers on our activity sheet we will then do an activity that will get all of us going and our blood pumping.

II. Nine barriers to achieving one's personal vision

A. Inadequate thinking



After students have written the barrier, read the following food for thought statements for deeper comprehension by students.



Giving in to the thoughts that you can't accomplish your goal.



Not relying upon the help of others' talents and your own abilities.

B. Others' perceptions of you

After students have written the barrier, read the following food for thought statements for deeper comprehension by students.



Believing what others say about you and not what is in your heart.



Allowing others' thoughts and ideas to dictate your future.

C. Small thinking of others

After students have written the barrier, read the following food for thought statements for deeper comprehension by students.



Others will not always see the whole picture-your vision.



Your dreams are not others' dreams; don't let them put you in a box.

D. Distractions

After students have written the barrier, read the following food for thought statements for deeper comprehension by students.



Allowing yourself not to stay focused on the course you have set for yourself.



Keep your eyes on your vision and dream.

E. Fear of failure

After students have written the barrier, read the following food for thought statements for deeper comprehension by students.



You have not failed because you didn't succeed; you have failed only if you don't get up and try again.



Fear will always make you go backward, never forward toward your vision.

F. Impatience

After students have written the barrier, read the following food for thought statements for deeper comprehension by students.



It takes time for success to happen. Impatience makes you look at today; patience makes you look at what you are doing today and its impact on tomorrow.

G. Settling for second best

After students have written the barrier, read the following food for thought statements for deeper comprehension by students.



Continue to strive for your dream even if something similar comes along. Strive for the best in everything that you do, and your vision will become a reality.

H. Lack of inspiration

After students have written the barrier, read the following food for thought statements for deeper comprehension by students.



Find ways to stay motivated toward your vision. Surround yourself with others who will encourage, not discourage you.

I. Pride

After students have written the barrier, read the following food for thought statements for deeper comprehension by students.



Arrogance will always lead to failure. Take others' advice, especially that which has been tested by time.

Activity Set-Up-Have each student stand, repeat the barrier after the teacher, and then act out the motion for each barrier. Continue this until all nine barriers have been reviewed and acted out. State:



Inadequate thinking

Place your index finger to your head and shake your head no.



Place your index finger to your head and shake your head no.

State:



Others' perceptions of you

Make glasses with your hands and look around the room at others.



Make glasses with your hands and look around the room at others.



State:



Small thinking of others

Hold out both hands and show a small amount with each hand.



Hold out both hands and show a small amount with each hand.

State:



Distractions

Clap your hands and look around the room. State:



Fear of failure

Shake your knees and act like you're chewing your fingernails.



Shake your knees and act like you're chewing your fingernails.

State:



Impatience

Tap your foot on the floor and look at your watch on your wrist.



Tap your foot on the floor and look at your watch on your wrist.

State:



Settling for second best

Hold up both hands and put two fingers up.



Hold up both hands and put two fingers up.

State:



Lack of inspiration

Drop head low and sigh out loud.



Drop head low and sigh out loud.



State:



Pride

Put hands under arms and puff out chest.



Put hands under arms and puff out chest.

Great work! We got a workout, and we learned the nine barriers to fulfilling our personal vision. We now have a picture diagram of the barriers that we will have to overcome each day to reach our dreams and to see our personal vision statement become a reality in our lives.

Objective 3. Communicate personal vision to others.

To achieve this last objective, students will need to be polite, encouraging, motivating, and supportive of their classmates. Emphasize that if students don't communicate their vision to others, then others won't be able to encourage and motivate them to reach their dreams. For this activity, have student's pair up with someone who knows them rather well. Once each student has paired up, give the direction for the next activity. In this activity, students will trade their vision statements and then write something very encouraging to the other person about his or her vision statement.

Refer to AHS.2.TM.C for the three points to be covered before students participate in trading their personal vision statements and writing something encouraging to their partner. Have students place the three points for sharing their vision with others in their notes.



We will now look at three benefits to sharing our vision with others and then do an activity with a partner in sharing our personal vision with him or her and receiving some positive feedback.

III. Need for sharing one's personal vision

- A. An expressed vision is one that can be achieved.
- B. Sharing one's vision allows others to catch your vision and encourages you to achieve that vision.
- C. Others can provide resources to help you achieve your vision.



Now close your eyes and visualize yourself as being a polite, encouraging, motivating, and supportive peer to your classmates. It is your desire that every individual in this classroom meets his or her dreams and visions. Now open your eyes. Did everyone flip the switch in their heart and mind to be polite, encouraging, motivating, and supportive of your classmates? Great!

Activity Set-up-Have student's pair up with someone to whom they are fairly close. Have them trade their vision statements. Give some time for the partnered groups to read their vision statement and write some encouraging words for one another, to try and achieve their vision statements.



Now everyone get out of your seat with your vision statement and a writing utensil. Find a partner to whom you are close. Once you have found a partner, find a seat in the room, exchange visions statements, and read them to yourselves. After reading them, write some encouraging words to your partner that will help motivate him or her to pursue his or her personal vision. Once you and your partner are finished, return to your seat so we can finish the lesson.





Review/Summary



Great class today! You were very polite and courteous to everyone. Today's activities put each of you in vulnerable situations as you shared your dreams and desires for life by communicating your vision statement to others. To wrap up today, let us reflect a moment on some of the barriers that would stop you from reaching your vision statement.

Briefly review the nine barriers to achieving one's personal vision by having the students act out the nine barriers as before.



Everyone out of your chairs and up on your feet. State the barrier and then act out each of the nine barriers that you are going to overcome the rest of your life to be a success.

State:



Inadequate thinking

Place your index finger to your head and shake your head no.



Place your index finger to your head and shake your head no.

State:



Others' perceptions of you

Make glasses with your hands and look around the room at others.



Make glasses with your hands and look around the room at others.

State:



Small thinking of others

Hold out both hands and show a small amount with each hand.



Hold out both hands and show a small amount with each hand.

State:



Distractions

Clap your hands and look around the room.



Clap your hands and look around the room.

State:

Fear of failure

Shake your knees and act like you're chewing your fingernails.



Shake your knees and act like you're chewing your fingernails.

State:



Impatience

Tap your foot on the floor and look at your watch on your wrist.



Tap your foot on the floor and look at your watch on your wrist.

State:



Settling for second best

Hold up both hands and put two fingers up.



Hold up both hands and put two fingers up.

State:



Lack of inspiration

Drop head low and sigh out loud.



Drop head low and sigh out loud.

State:



Pride

Put hands under arms and puff out chest.



Put hands under arms and puff out chest.

Great, class. I bet you will never forget these nine barriers.

It is also important to share and communicate your vision with others. This allows you to identify others who will help, encourage, and provide resources to you that you wouldn't have otherwise, if you had not communicated your personal vision with them. How many of you want to help encourage your classmates to reach their personal vision? That is outstanding. Before we leave today, let's see how much knowledge you have retained.

Pass out the AHS.2.Assess.





I have just handed you a test. Please finish as quickly as possible.



Application

►Extended Classroom Activity:

Ask students to find someone in their community who has been successful in their business field and interview them about their personal vision and keys to being successful.

►FFA Activity:

Ask students to write down three ways that FFA can help them accomplish their personal vision.

►SAE Activity:

Ask students to list all SAE activities that will help them achieve their vision. List all rewards for pursuing those SAE activities and vision.



Evaluation

AHS.2.AS.A-Questions answered and the personal vision statement can be used as a class participation grade.

Detective Game-Answers can also be used as a class participation grade.

AHS.2.Assess

Answers to Assessment:

Section 1

Students should select three barriers and then write a statement underneath the barriers of how they can overcome the barriers to be successful.

Section 2

1. *Suggested answer*-It is important to communicate your personal vision with others because it allows others who will help, encourage, and provide resources to you that you wouldn't have had otherwise, if you had not communicated your personal vision with others.

2. Must be written down to see.

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.



WRITING PERSONAL VISION TEST

►Section 1

Below are listed the nine barriers to achieving your personal vision.

Select three barriers, by placing an X at the beginning of the barrier, that you think would be the most difficult for you to overcome to be successful. Underneath the barrier state what you can do as an individual to overcome that barrier.

_____ Inadequate thinking

_____ Others' perceptions of you

_____ Small thinking of others

_____ Distractions

_____ Fear of failure

_____ Impatience

_____ Settling for second best

_____ Lack of inspiration

_____ Pride

►Section 2

Answer the following questions with complete sentences.

1. Why is it important to communicate your personal vision.
2. What are the four components of a successful personal vision statement.
 - A.
 - B.
 - C.
 - D.



ESTABLISHING A PERSONAL VISION STATEMENT

◆ Define key words in helping set a personal vision

➔ Foresight—seeing beyond today, taking into consideration what can be done and any barriers that might be encountered on the way

➔ Dream—a visionary creation of the imagination; a goal or purpose greatly desired

➔ Value—something that is desired above all else

◆ Review the four components of a personal vision

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



IDENTIFY NINE BARRIERS TO ACHIEVING PERSONAL VISION

- ◆ **Inadequate thinking**
- ◆ **Others' perceptions of you**
- ◆ **Small thinking of others**
- ◆ **Distractions**
- ◆ **Fear of failure**
- ◆ **Impatience**
- ◆ **Settling for second best**
- ◆ **Lack of inspiration**
- ◆ **Pride**



NEED FOR SHARING ONE'S PERSONAL VISION

- ◆ **An expressed vision is one that can be achieved.**
- ◆ **Sharing one's vision allows others to catch your vision and encourages you to achieve that vision.**
- ◆ **Others can provide resources to help you achieve your vision.**



CREATING A PERSONAL VISION STATEMENT ACTIVITY SHEET

Keys to remember for successful personal vision statement:

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

Answer the following questions:

1. Project where you will be: (What are you doing, where you are, and whom you are with):
 - A. Three years:
 - B. Five years:
 - C. Ten years:
 - D. Twenty years:
2. Name the person who is living the life you most desire.
3. Describe what you think the person's life you named above is like.
4. Name the person who is employed in the kind of occupation you most wish to be in.



5. Describe what his or her occupation must be like. What are his or her workday and job like.
6. If you had only six healthy months left to live, what would they look like. What would you do in those six months.
7. List what you want more of in:
 - A. Your relationships with people
 - B. Your work
8. List what you want less of in:
 - A. Your relationships with people
 - B. Your work
9. Describe in detail what you want your future work setting to be like.



10. Describe in detail your desired workday. Where, time schedule, etc.
11. Describe in detail your ideal co-workers. What kind of people do you want to work with.
12. If finances were of no concern, what would you do with your life.
13. Envision that it is Monday morning, 9:00 a.m., three years from now.
- A. Where are you.
 - B. What are you doing.
 - C. Who are you seeing.
 - D. What are you wearing.
14. Envision noon on that same day.
- A. Who are you going to see for lunch.



B. Where are you going for lunch.

15. Envision it is now Saturday, 6:00 p.m.

A. Where are you.

B. What are you doing.

C. Who are you seeing.

D. What are you wearing.

16. You are an elderly person walking with a school-age child who asks you what you are most proud of about your life. What would you say.

17. You are about to die. What did you accomplish in your life.

18. Because you lived, three things have shifted in the world. What are they.



Following is an example of a written vision statement, the 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.

19. Now write your vision statement, incorporating your responses from all the questions just answered.

I, _____, envision a future in which:

I ... work.

I ... family.

I ... will accomplish.

I will make a difference in ...



Personal Vision

