



High School

National FFA Organization

Lesson HS.18

VISION AND PERSONAL SUCCESS

Unit.

Stage One of Development-ME

Problem Area.

What vision do I have for influence?

Precepts.

Definition of vision

National Standards.

NL-ENG.K12-4 - Communication Skills - Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.



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

- 1 Envision the desired outcome for a project or life goal.
- 2 Understand the power within to accomplish a vision.
- 3 Determine the role of a vision in one's own personal success.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Organization's Essential Learnings materials, 2003.



Tools, Equipment, and Supplies

- ✓ Paper
- ✓ Markers
- ✓ Pencils
- ✓ HS.18.AS.A Motivating and De-Motivating Factors
- ✓ HS.18.AS.B Answer Sheet
- ✓ HS.18.Assess



Key Terms. The following term is presented in this lesson and appears in bold italics:

▶ Vision



Interest Approach

Create an atmosphere of the “Impossible is Possible.” Consider using an upbeat, motivational or popular song as students enter the room. Today’s lesson will set students up for believing each person is responsible and possesses the power for personal success.



Who is ultimately responsible for the level of success you achieve in your life. *Possible answer: I am.*



What types of things will define “success” for you in your life. *Possible answers: Money, job, family life, winning competitions, being recognized.*



What type of things will define "success" for you in your life?

Possible answers: Money, job, family life, winning competitions, being recognized.



For each person, success means something different. For some it is personal achievement; for others, it may simply be happiness.



To encourage free and forward thinking during this lesson, students will draw a picture depicting their view of what personal success means to themselves. Utilize the Picasso Moment to have students illustrate his or her picture for personal success. Each person needs a sheet of paper and marker/pencil to draw his or her picture.



Close your eyes and think of what success will look like for you. Imagine every aspect of the occasion. How do you look? What are your surroundings? Are there any other people that you have in mind when you think of your own personal success? Where do you see your personal success taking place? Open your eyes. Are there any volunteers that would like to share their ideas with this class?

Wait for a response. Take a couple of responses.



Now with that image you had in mind, let's transfer those thoughts into a visual picture on paper. Take a sheet of blank paper and find a way to express your vision in picture form. Try not to use any words, just images. Spend the next five minutes drawing a picture that will represent personal success for you. Feel free to use markers and any other writing instruments for the drawing. *Allow students five minutes to create their drawings. Remind students when they have one minute left.*



Expressing your vision through a picture can be a tough task. However, it helps us to make that image we have in our minds become more real when we see it down on paper. *Solicit a volunteer to share his or her picture with the class.*



Anyone want to share his or her vision with the class? That vision that you have in your mind and on paper has power. That power is ready to ignite into a great flame. Today is all about your personal vision and the success it can bring. The power of your vision comes from you. Let's talk about how success from this vision comes about.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Envision the desired outcome for a project or life goal.

I. Envision success for yourself.

A. Define vision.

B. Envision personal success.

C. Determine what will define success for you.



At some time in our lives, we have all envisioned what it will feel and look like to be successful. If you ask any famous person or anyone who has ever achieved some great goal, most will tell you it started with them envisioning the success they wanted. Today, think about the concepts of visioning and what it could mean to your own personal . Success begins with believing that you can and will become successful. A negative attitude or fear of failure can cause a person never to reach the success they are entitled to receive. You have to see it in order to believe it. It starts with having a vision.



What is a vision?



Possible responses: Seeing the future, a picture in your head.

In terms of our lesson, we will define vision today as a mental picture of the future for a specific project or idea. Let us place that definition at the top of the page that we drew our first picture on. Vision - a mental picture of the future for a specific project or idea. Great job students. Again, we all have had visions of success before.

Utilizing their drawing from earlier, have students share their vision with others in a small group. Have each student in their small group briefly describe his or her picture and explain why this will define success in each of their lives.

A vision becomes more real and gains power when you are able to share it with others. Think back to the picture you drew earlier representing your vision. Share that vision with two other people that have a different hair color than you. Spend no more than 90 seconds sharing your vision with your small group. Lastly, share with your group why this vision will define success for you in your life.

Students spend six minutes sharing their visions with one another.

How did it feel to share your vision with others?

Possible answers: Awkward or excited depending on the student's confidence level.

Were the other members in the group able to see and understand your vision?

Possible answers: Depends on the ability of the student to explain his or her vision to the class.

Were there any similarities between your own vision and others in your group?

Possible answers: Students tend to share the vision of having a successful career and/or family.

Success comes from the belief that we believe it is possible. Each person's definition of success for his or herself is going to be different. Since your vision is personal, you may need to rely on your own personal power to make your vision a reality. Let's look at how, as your personal power grows, it becomes the fuel to push you towards success.

Objective 2. Understand the power within to accomplish a vision.

II. Utilize Self-Motivation.

A. Keep a Positive Attitude.

B. Believe the Impossible.

C. Keep focused on the Vision.

Think of a personal goal that you had set for yourself in the past that you achieved or are still in the process of reaching your desired end result.

For the following three questions, students may choose to share from their own personal experiences. Allow one to two students to share their answers for each of the following questions:

What barriers have you encountered while in pursuit of your goal?

What provided you the greatest motivation towards reaching your goal?

Were there others who doubted your success or ability to achieve your desired result?

What do you believe is the greatest single support anyone could receive in making his or her vision a reality?



Utilize Me-You-Us to discuss the answer to the questions.



No matter what others around you may say or think about your ability to make your vision a reality, it all comes down to whether or not you believe it is possible. The challenges come from two sources: when we have to fight the negative thoughts from others or ourselves that may doubt our success and from becoming too discouraged by roadblocks and barriers when they arise.

Students will be given a hand out which list certain situations/attitudes that can serve as motivating and de-motivating factors to making a vision a reality. Students will also determine which factors are within a person's control or caused/influenced by an outside source. Students may work individually or within small groups to complete the sheet.



Some factors we are able to control in terms of our personal success; others are beyond our control. When we are trying to accomplish the great task of making a vision a reality, we have to distinguish which factors will assist in reaching our goal or possibly stand in the way of the vision we have in mind.

Read the directions for the activity and pass out activity sheet HS.18.AS.A.



As I pass out the following handout, take a moment to review the list of 24 factors that normally help or hinder a person from reaching their personal success. As you review the list, you may think of times when some of these factors played a role in a project or vision you were aiming to achieve. Next, you will need to pair up with someone on the other side of the room to work through the list. Determine which factors are motivating or de-motivating factors for someone trying to accomplish their own personal vision. Also determine which factors a person may be able to control on their own or if that factor was caused by a force beyond their personal control. In ten minutes, we will review your answers as a class.

Allow ten minutes for students to work through HS.18.AS.A. Review answers with class HS.18.AS.B. Debrief using the following questions:



Was it easy to determine which factors were motivating and de-motivating factors? Why?

Possible answers: Yes, as you read through the list, the motivating factors all came from positive thinking and planning. The de-motivating factors were based on negative thinking and poor planning.



Did you find that most of the factors were caused by an outside force or able to be controlled by the person?

Possible answers: The majority of the factors are controllable by the person involved in the project or vision. Only six of the 24 factors were influenced by an outside force or beyond the person's control.>



For the few responses that were caused by an outside source, what might a person be able to do in those situations?



Possible answers: Even in situations that are beyond a person's control to occur, a person can decide how she or he chooses to respond to negative comments or barriers that arise.



The second step in achieving your personal vision requires you to rely on your own motivation to make it happen. Your attitude about your level of success and ability to overcome obstacles is key to making it to the goal. Each person must believe in the impossible, despite what others may say are barriers. No matter what, keep the vision in mind and realize that there are steps that must be taken to reach the overall vision set for you. We have the vision ahead of us and the power to make the journey. We just need a road map that will help us have a successful journey.

Objective 3. Determine the role of vision in one's own personal success.

III. Importance of Vision for Personal Success.

- A. Set a Course for Success.
- B. Create a Mission that aims towards Vision.
- C. Foundation for Personal Strength.



In moving towards accomplishing the overall vision, you have to believe it is important enough to invest time and energy for your own personal success.

Students will utilize their drawings of their personal success to evaluate their role in accomplishing the vision.



Take out the picture of your personal success from the beginning of the lesson. Looking at your vision, will it just happen overnight on its own?

Answer: No.



A vision and the path to achieving it are similar to planning a trip from New York City to Los Angeles, California. You know where you are currently and where you ultimately want to be in the end. Your role is to decide how to get there and by what means.

Have students write their responses on a sheet of paper



List three steps you must accomplish to make your vision a reality.

Allow 90 seconds for students to write down their responses.



Second, you know where you ultimately want to be. The next part is creating road map and purpose for the journey. We call this purpose for the journey our mission.

Ask the following question:



Can anyone recite the National FFA Mission statement?

Answer: FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.



- This mission means that every career development event, every award program, every conference needs to fall in line with this mission. At any point an activity or function does not fall in line with the mission, that



means the organization is lost or off the right path. As you go on your journey for personal success, you need to draw on your resources and tools to make the trip successful.

Set-up: Have students answer the next portion by his or her self, then with their small group from earlier.



If you were going on a road trip, what are five essential items you would take? First, decide on your own, then, in your small group from earlier agree on the five items you would take.

Use the Me-you-us Moment for directions. Allow three minutes for the brainstorming.



Just as you would take certain key items to ensure a successful journey, there are certain tools you need to take with you as your foundation for strength. What do you rely on in times of weakness or doubt that get you through? Share your ideas within your small group.

Allow two minutes for the sharing.



Remember these items of strength and utilize these resources regularly.



Review/Summary

Allow students to pair up with another student in the class to share what they have learned from today's lesson and their vision for their own personal success. Allow no more than three minutes for the review.



Now that we have a better understanding of the road we need to take towards our personal success. Let's take a three-minute review to share what we learn. Find a partner in the room that you have not worked with throughout class today. I will read the two questions out loud. After I finish asking the question, you will have 30 seconds to provide your answer to your partner. When I say time, switch off and allow your partner to answer the same question to you. Ready? What is your vision for your own personal success?

Allow 90 seconds for the sharing of answers.



What are three factors that are going to make you successful in making this vision a reality?

Allow 90 seconds for the sharing of answers.



Application

►Extended Classroom Activity:

Encourage students to find others in the class who share their vision and how they could work together to help one another.



FFA Activity:

Encourage students to create a personal success plan for their yearly involvement in FFA.

SAE Activity:

Have students create a vision of where they would like to see their SAE by the time of their graduation from high school. Discuss what each person can personally do to make the vision a reality.

Evaluation

HS.18.Test is provided to measure comprehension of the objectives covered in the lesson.

Answers to Test:

Part One: True or False

1. True
2. False
3. True

Part Two: Multiple Choice

1. D.
2. B.
3. C.
4. B.



VISION AND PERSONAL SUCCESS

►Part One: True or False

Instructions: Read each statement and decide if it is true or false. Write the word “true” or “false” in the blank beside the statement.

- _____ 1. Success begins with believing that you can and will be successful.
- _____ 2. All factors that can prohibit your success are beyond your control.
- _____ 3. Vision is a mental picture of the future for a specific project or idea.

►Part Two: Multiple Choice

Instructions: Choose the correct response to the following questions or statements:

1. Which of the following could possibly define success for you.
 - A. Having a successful career
 - B. Being recognized
 - C. Winning a competition
 - D. All of the above
2. A negative attitude or fear of failure can:
 - A. not be possible because all visions become a success.
 - B. cause a person never to reach his or her potential.
 - C. cause a person to become rich.
 - D. always be blamed on others.
3. A well-thought out plan, belief in one’s own talents, and support from friends and family are all examples of:
 - A. a mission
 - B. stereotypes
 - C. motivating factors
 - D. de-motivating factors
4. Which is not a tool of self-motivation.
 - A. Keeping a positive attitude.
 - B. Finding people to doubt your success and ability to succeed.
 - C. Believing the impossible
 - D. Focusing on the vision.



MOTIVATING AND DE-MOTIVATING FACTORS

Directions:

Review the list of 24 factors below. Determine which factors are motivating or de-motivating factors to a person's success. Next, determine which factors a person is able to control or outside their ability to control.

- A developed back-up plan
- Access to resources (money, materials)
- Belief in one's own talents
- Belief in the positive support received from others
- Breaking the vision down into steps
- Encounter roadblocks
- Focusing on how the plan may fail
- Friends support
- Good planning
- Lack of a plan
- Lack of faith in self
- Lack of resources (money, materials)
- Lose sight of the vision
- Negative comments from family
- Negative comments from friends
- Not having a back-up plan
- Parents support
- Personal and spiritual faith
- Reflect on history of personal failures



- Reflect on history of personal success
- Seeing the overall vision as being too big
- Uncertain of talents
- Visualize success
- Well-thought out plan

Motivating Factors	Personal or Outside Influence

De-Motivating Factors	Personal or Outside Influence



MOTIVATING AND DE-MOTIVATING FACTORS—ANSWER SHEET

Motivating Factors

A developed back-up plan
Access to resources (money, materials)
Belief in one's own talents
Belief in the positive support received from others
Breaking the vision down into steps
Friends support
Good planning
Parents support
Personal and spiritual faith
Reflect on history of personal success
Visualize success
Well-thought out plan

Personal/Outside Influence

Personal
Personal/Outside
Personal
Personal
Personal
Outside
Personal
Outside
Personal
Personal
Personal
Personal

De-Motivating Factors

Encounter roadblocks
Focusing on how the plan may fail
Lack of a plan
Lack of faith in self
Lack of resources (money, materials)
Lose sight of the vision
Negative comments from family
Negative comments from friends
Not having a back-up plan
Reflect on history of personal failures
Seeing the overall vision as being too big
Uncertain of personal talents

Personal/Outside Influence

Personal/Outside
Personal
Personal
Personal
Personal/Outside
Personal
Outside
Outside
Personal
Personal
Personal
Personal

