



High School

National FFA Organization

Lesson HS.19

VISIONING SKILLS

Unit.

Stage One of Development—ME

Problem Area.

What vision do I have for influence.

Precepts.

C1 Contemplate the future.

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.



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

- 1 Understand the importance of a mental picture of a vision.
- 2 Evaluate the current status and challenges of a vision.
- 3 Visualize the outcome of a vision and potential roadblocks.



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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

- ✓ Tear Sheets
- ✓ Markers
- ✓ Relaxing Music
- ✓ CD Player
- ✓ Sheets of copier paper
- ✓ HS.19.Test



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

▶ Vision



Interest Approach

Create an atmosphere for free thinking and the possibilities that come through dreaming. The initial activity will allow students to visualize their perfect vacation experience. Possibly find some pictures that present the perfect vacation spot. Consider using a relaxing song that fosters meditation. Today's lesson will set the students for thinking big and defining what will help each student bring their vision into reality.



Welcome to the island of dreams come true. Today, we are going to work your imaginations. For the next 50 minutes, we will live by the philosophy, "if you can dream it, you can make it happen." So get ready to dream for the next minute. With your eyes and mouths closed, visualize your ideal vacation.

Ask the following questions to facilitate brainstorming and idea generation.



Where would it occur?
Who would you take with you?
What activities would you do?
What kind of clothes would you need?
How would you get there?
When would you go on the vacation?
Why would you choose this location over any other?
Now, open your eyes and share your ideal vacation with three other people.



Allow two minutes for students to share their visions.

Ask the following questions:



Had you ever thought of the perfect vacation before?

Could you actually visualize the location?

Do you think someone could gain the same mental picture through your description?

Lead into the introducing the lesson.



The mind is a very powerful tool with limitless abilities. In your mind, you can create your own fantasy world, you can hold conversations, you can even dream of where you will be in the future.

Today is about focusing on the visioning skills we all possess and how to utilize them for something even bigger than ourselves. Realize though, that the powerful tool we have to visualize success is very important to the process of making that vision a reality. Place the following three points into your notes to help us stay focused on the need for a mental picture for success.

SUMMARY OF CONTENT AND TEACHING STRATEGIES.

Objective 1. Understand the importance of a mental picture of a vision.

I. Importance of Mental Visualization

A. Envision Desired End Results

B. Creates Belief in the Vision

C. Acts as Motivation to Overcome Obstacles

Help students to see the importance of visualizing success for their future through using others who have achieved success.



For an Olympic runner, what vision do you think that person sees?

Potential response: Crossing the finish line first among all other runners.



For a medical school student, what vision do you think that person sees?

Potential response: Performing a life threatening operation to save a person's life or delivering a baby.



For an entertainer about to walk on the stage before thousands of people, what vision do you think that person sees?

Potential response: A standing ovation after a very successful performance.



For a freshman about to present the FFA Creed, what vision do you think that person sees?

Potential response: Completing the FFA Creed flawless before the judges.

Provide the lead-in for each student to visualize their own goal

The mind is powerful. We create visions in our minds so that we can see the end result we want in mind. When you see it, you begin to believe it is possible. Especially when things get rough, the vision can serve as a motivation to overcome obstacles. In your own words, what is a goal?

Potential response: A goal is something you strive to achieve; something to try to accomplish; aiming for a certain end result.

Some would say that one of the ways to accomplish a goal is to have a vision of it in mind. If that's the case, how are goals and visions connected?

Potential response: A vision is a goal you see in your mind you want to accomplish.

Allow each student to individually visualize a goal for his or her life. Allow one minute for students to mediate.

Take a minute and visualize a goal you have in your life and how it would look once it is completed.

Allow two minutes for sharing.

Share your vision with two other students. Now in our minds, we have this powerful vision that could possibly lead us to that ultimate dream we have in mind. It never hurts to examine the plan we are following before starting on the journey. Just as a coach reviews the plan throughout the game, we have to evaluate the plan we have in our minds and determine if it will get us to where we want to be in life.

Objective 2.

II. Evaluate the current status and challenges of a vision.

III. Assessment of vision

A. Evaluate situation and all of its components.

B. Determine needs for improvements/growth of each component.

C. Determine resources currently available for each component.

Students will have the opportunity to analyze their visions and determine the individual components that will lead towards completion of the vision.

IV. Now you have your vision for success in mind. To move that vision toward reality, you need to apply certain principles to determine what conditions will impact your success. Everyone put on your scientist caps and let's start to dissect all of the visions' components.

Two questions to ask:

How do we get at those components?

Can anyone remember the five W's and one H that should always answer in writing an article or in conducting research?

Answers: Who, What, When, Where, Why, How

Explain how to utilize the 5 Ws and 1 H.



 So for example, the types of questions that can help you define the components are:

Who will help accomplish this vision?

What are my barriers or obstacles to making this happen?

When do I plan the vision accomplished?

Can you think of Where, Why and How questions that will help us determine the components?

Potential answers: Where will this vision take place? Where should we start? Why should they buy this vision? Why is this vision better than the current condition of the organization? How can we improve on the vision? How can we "test the waters"?

 Now that we know the types of questions to ask, it's time to put these questions to the test.

Direct students to find two partners and ask six probing questions that will lead to establishing the components of a vision. Allow two minutes for students to write their questions.

 Create six questions, one for each of the five W's and one H to ask your two partners about his or her vision. Take two minutes to write out at least three questions to ask each partner. Now within your small group, ask three questions of your teammates to help them determine all of the components of their vision.

Debrief.

 Continuing to ask yourself these important questions will lead you to better defining what it takes to reach success. We became little scientists that took that vision, tore into little parts and placed it under the microscope to determine if it was really strong enough to lead us to our final destination. It's time to put it back together and look at the final goal we are aiming to hit.

Objective 3. Visualize the outcome of a vision and potential roadblocks.

III. Visualize a Successful Vision Completed.

- A. Draw a picture that represents all aspects of an accomplished vision.
- B. Create a vision that encompasses all of the components needed for the overall vision.
- C. Anticipate potential roadblocks that can occur while in pursuit of the vision.

 The final key to visualizing a successful vision is to visualize it as being completed. Very few visions can become a reality overnight. Certain things must occur to reach the end result. You have to visualize every component on the road to success. One way you can



accomplish this is by drawing out your vision along with each component. For instance, suppose your vision was to have your very own peanut butter and jelly sandwich.

Use Cartographer Moment and Hieroglyphics Moment to illustrate how students can mind map their vision with pictures along with each component. You will provide an illustration by drawing the components of a peanut butter and jelly sandwich.

Draw the peanut butter and jelly sandwich in the center of writing surface.



First, you draw your vision of the end result.

Use a web format to draw the various components such as: grapes, peanuts, and slices of bread.



Next, you would create pictures to represent each component. In the end, you should have a completed map that will lead you to your desired vision.

Allow five minutes for the completion of the project.



Now, here's your opportunity to create your own map. Get into your artistic role and get ready to illustrate your vision through pictures. Come up with one picture that illustrates your vision. Just as I used in the peanut butter and jelly example, find pictures to also illustrate each component. To help you out, choose three other people to work in your group that were each born in different season. Choose one vision from someone in the group to use as your team's illustration. We will reconvene in five minutes.



Review/Summary



Interview someone that you have not talked with during this class and asked that person to describe their vision to you. Ask them some of the following questions: What are some potential roadblocks to your vision? How are you going to overcome them? How will you keep the mental picture of your vision before you?



Application

►Extended Classroom Activity:

Have all students complete the visioning mind map project and post their drawings around the room as a motivating reminder.

►FFA Activity:

Encourage students to visualize a success in the FFA-i.e. achieving election to an office, gold emblem Program of Activities ranking, and completed community service project.

►SAE Activity:

Include a drawing of the anticipated goal for each student's SAE.



Evaluation

HS.19.Test is provided to measure comprehension of the objectives covered in the lesson.

Review with class:



What are the 5 W's and 1 H that will help you define the components needed to accomplish a vision?

Answers: Who, What, When, Where, Why, How.

Answers to Test:

1. False
2. True
3. False
4. True

Multiple Choice

1. B
2. D



VISIONING SKILLS

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. It is better not to envision the end result of a dream so that it will be a surprise.
- _____ 2. Very few visions can become reality overnight.
- _____ 3. A vision creates success without doing any work.
- _____ 4. When you see the vision in your mind, you begin to believe it is possible.

Part Two: Multiple Choice

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

1. Which of the following cannot be done with a vision.
- A. Dream of where you desire to be in the future.
 - B. Change or correct mistakes made in the past.
 - C. Find motivation to overcome obstacles
 - D. All of the above
2. A mental picture of a vision is important because:
- A. You can envision the desired end results.
 - B. It creates a belief in your vision.
 - C. It acts as motivation to overcome obstacles.
 - D. All of the above

