

# My Vision Board (Level 3)

Description	Learners will independently create a vision board with their vision and goals. They will learn how to achieve their goals by tracking them regularly. They will also explore antonyms and synonyms and use them in their vision						
	boards.						
Leading question	How do I set goals for my life and work towards achieving them?						
Subjects covered	English, Art, Social and Emotional Learning						
Total time required	40-50 minutes a day for 4 days						
Resources required	Paper, pen/ pencil, colour pens/ pencils, cardboard (optional)						
Learning outcomes:	By the end of this project, learners will be able to:						
	<ol> <li>Knowledge-Based Outcomes:</li> <li>Identify and use character traits to describe an individual.</li> <li>Understand and use antonyms and synonyms in their writing.</li> <li>Write grammatically correct sentences in the form of vision, goals and habits.</li> </ol>						
	21st Century Skill Outcomes:						
	<ol> <li>Communicate thoughts and goals through writing and speaking.</li> <li>Collaborate with peers and adults to understand concepts and explore factors about self.</li> </ol>						
	3. Use critical-thinking skills to analyse self and create goals and habits to achieve their vision.						
	4. Use creativity to create a vision board for yourself.						
Previous Learning	NA						
Supervision required	Medium						

Day 1 —
Today, you will identify similarities and differences between yourself and the person you admire.

Time	Activity and Description
10 minutes	Introduction
	Think and share about a person in your life that you admire or look up to and why you admire this person.
	<b>Tip</b> : Teachers can share someone they admire to model an example.
	- Do you wish to be like the person you admire?
	<ul> <li>During this project, you are going to create a vision board that will help you work towards being like the person you admire.</li> </ul>



- A vision board is a collection of pictures, drawings and words representing a person's wishes and goals. It serves as an inspiration and helps us stay connected to our goals and remind us what we are working towards in life.
- You will be creating various elements for your vision board until the last day. You will then collate them all to create your vision board.
   (Note: Refer to Appendix 1 to see examples of vision boards.)
- You will be exploring the leading question: How do I set goals for my life and work towards achieving them?



#### 20 minutes

### **Character Traits**

Let's understand more about the people you admire. Understanding their character traits will help you identify the good qualities they have. This will then help you identify character traits that you need to develop and add to your vision board.

Think of the people you admire and write down 3-4 words describing them. (At least 1 woman and 1 man)

- **Character traits** are qualities that make a person who they are. They are based on how they behave, think and interact with others. For example, adventurous, confident, caring, etc. are various characteristics describing a person.
- Would you agree if I said character traits are also adjectives?
   Note: Explain what adjectives (describing words) are if students cannot remember.
- Yes, character traits are words describing a person and hence they can be adjectives too!!
- Character traits can be positive and negative. Can you name a few good qualities and bad qualities that you have observed in people?
- Being brave or kind are good qualities whereas being greedy or mean are bad qualities. Can you think of a good quality/bad quality that you have?
- Have you heard of synonyms and antonyms?
- **Antonyms** are opposites. For example, the antonym for good is bad.
- **Synonyms** are words that mean the same. For example, a synonym for good is great.

Use the following sentence structure and use synonyms and antonyms to complete the sentence.

- I want to be a <u>(word, think of synonyms)</u> person and I should not have <u>(think of antonyms to the word)</u> qualities in me.

For example, I want to be a <u>kind/caring</u> person and I should not have <u>unkind/uncaring</u> qualities in me.

Why do you think it is important to know antonyms and synonyms?

- Knowing these helps us improve our English and also helps us use different words to express ourselves while we create our vision board.



10 minutes	Write down 2-4 words in your notebook and challenge your peer to find the antonym and synonym for those words.  Tip: Print out the antonyms and synonyms chart given in Appendix 2 for learners to refer to.  Creating a Self-Portrait				
	You will create a self-portrait (drawing of yourself) on a blank sheet of paper. You can draw				
	them however you like, but you should include elements representing				
	the character traits you want to develop.  - You can write or draw your traits around your self-portrait For example, if you choose "kindness," you might draw yourself helping someone or sharing with others/ you can write the traits around your self-portrait.  You will use this drawing later while creating your vision board.				
At-home	Complete any pending work on your self-portrait.				
activities					

# Day 2 -

Today, you will understand the meaning and importance of vision. You will create your vision.

Time	Activity and Description				
15 minutes	<ul> <li>Meaning of Vision and Why It's Important</li> <li>To become more like the people we admire and achieve our dreams, it is important to have a vision and set goals for it.</li> <li>What do we mean by the word 'vision'?</li> <li>The most common meaning of vision is the ability to see. For example, Her vision improved after getting glasses.</li> <li>The other meaning of the vision that we are using in this project is an idea or goal we want to achieve in the future.</li> <li>Our eyes allow us to see the physical world through our vision and our vision or goals help us see and shape our future.</li> <li>Why do you think it's important to have a vision?</li> <li>Having a clear vision helps us stay motivated, make good choices, set goals and</li> </ul>				
25 minutes	My Vision Think of the following questions to come up with your vision:				
	<ul> <li>a. Self</li> <li>- Name 3 activities that you enjoy doing and want to continue doing in your life.</li> </ul>				



- Describe two places where you feel safe, happy, and relaxed.
- What are 3 values you want to live by?
- What are some new skills or habits you want to develop?
- b. Friends and family
  - What kind of friends do you want to have?
  - What kind of relationship do you want to have with your parents?
- c. The world around you
  - What kind of difference do you want to make in this world?

Write down 2-3 lines summarising your vision on a piece of paper. You can use the passage given below to write your statements and create a complete vision.

- My vision is to be a \_\_\_\_\_\_person who will\_\_\_\_\_\_(actions related to people around me, changing the world, improving something about myself, etc.) I will \_\_\_\_\_\_(any other actions, optional).
- Example: My vision is to be a disciplined and hardworking person who will give her best in all avenues of life. I will work to make sure that my family and I live a comfortable life.

**Note**: Learners need to keep all the elements (vision, self-portrait) safe since they will be using all these while putting together their vision board.

Day 3 —
Today, you will create SMART goals and habits you need to develop to achieve your goals.

Time	Activity and Description
20 minutes	Writing SMART Goals  It is important to understand that to reach your vision, you need to create small goals related
	It is important to understand that to reach your vision, you need to create small goals related to each part of your vision. For example, if someone's vision is to become the best swimmer
	in their community, one of their goals will be to practise daily to master 2 swimming
	techniques in one month. Let's create goals for your vision board.
	- We can use the SMART acronym to create goals.
	<b>Note</b> : Write the word SMART and explain what each letter stands for.
	- <b>S: Specific</b> - A goal that focuses on one specific area of improvement. For example, I want to get better at reading in English.
	- <b>M: Measurable</b> - A goal that can be measured. For example, I want to read at least one storybook every month.
	- A: Attainable - A goal that can be achieved (not too difficult nor too easy) For
	example, I will start by choosing a story from my textbook that interests me and set
	aside 20 minutes each day for reading.
	- <b>R: Relevant</b> - A goal that is important to you right now and will help achieve your
	vision. For example, Reading more books will help expand my knowledge and improve
	my reading skills.



T: Time-bound - A goal that specifies a target date or time frame for achieving the results. For example, I will read one book per month for the next six months, starting this month. Think back to the vision you created and write down 1 short-term goal which you hope to achieve in the next 1 to 2 months and 1 long-term goal which you hope to achieve in a year. You can think of the following topics while creating your goals. a. Goals for self (health, fitness, well-being) - Something you want to change about yourself. For example, I will get good at playing football and be able to score at least 1-2 goals during every match at the end of the year. (or) I will save 20% of my pocket money to buy a new watch. b. Friends and family - For example, I will get to know everyone in my class well by the end of this year. c. Something you want to change about your surroundings - I will gather my friends and help clean our school building and surroundings by picking up garbage. Write the goals using the SMART format described above. Tips: Encourage the learners to write their goals in English. For those who find writing challenging, share the following format: 1. **Specific:** I will... (<u>state your specific goal</u>). 2. **Measurable:** I will do ... (state exactly what you will do to achieve your goal). 3. **Attainable:** I will... (break down your goal into smaller achievable steps). 4. **Relevant:** I want to do this because . . . (<u>state how this goal will help you realise</u> your vision). 5. **Time-bound:** I will start on ... (mention the exact date) and finish by (mention the exact date) to achieve my goal. For advanced learners, have them share their SMART goals with a partner, gather feedback, and use it to enhance their goal-writing skills. 20 minutes Habit To achieve your goals, you need to think of habits that you need to develop. For example, **Goal:** I want to improve my English reading skills by reading one book every month. **Habit:** To accomplish this, I will: a. Read 10-15 pages a day. b. Write a summary of every chapter I finish and challenge myself to use the new words I learned. Think of the SMART goals you wrote and create 1 or 2 habits for each goal.

Share your goals and habits with your family and receive feedback. They can assess if the

### Day 4 -

At-home

activities

Today, you will create your vision board and present it to an audience.

goals are realistic and achievable.

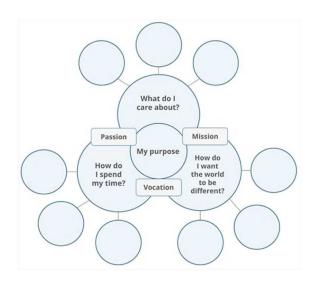


Time	Activity and Description		
20 minutes	Creating Vision Board  Use paper/ cardboard to create your vision board. You can get as creative as they want to present your vision board. The vision board should include:  - The vision - Goals - self, friends, family, financial etc - Habits they are going to develop to achieve these goals - Drawing of themselves and the character traits they want to see themselves have.  Use your creativity and create your vision board the way you like including the above given elements. You can use the elements like vision statements, goals, habits and self-portraits you created previously and pin them together or glue them to create the vision board.		
10 minutes	Present your vision board.  Note: Learners can then decide where they want to stick their vision board. It should be somewhere they can look at every day. (Example, in their notebook, bedroom, etc.)		
10 minutes	Reflection  Let's reflect on the following questions:  - Was it easy or challenging to think about future goals for yourself?  - What are some of the questions that popped into your head, and you are still thinking about and would like to explore?  - Do you think creating a vision board will help you achieve your goals?  - What is something you learned about yourself through this project?		

# Additional enrichment activities:

- Learners can discuss the following questions with their partner while they discuss the character traits of the person they admire.
  - a. Name of the people noted down and what they do.
  - b. Why do you admire this person? What are their character traits?
  - c. Which quality or aspect of this person's life do you wish to have?
  - d. Why is that important to you?
  - e. How do you think you can become more like this person?
- **Purpose Mind Map:** Use this mind map to increase learners' sense of purpose.







https://www.greatschools.org/gk/articles/how-to-help-a-child-find-their-purpose/

- Learners create a clock showing an ideal day in their future. They think of what they would do from the time they wake up in the morning to the time they go back to sleep.
  - 1. Draw a large circle.
  - 2. Divide it into 24 sections to show the 24 hours.
  - 3. Fill the circle with various activities you would do.

Modifications for simplification

 Learners can eliminate habits and focus only on goals to make the project simpler

## **ASSESSMENT CRITERIA**

A majority of my learners were able to:

- ☐ Identify character traits and use at least 3-4 words/adjectives to describe a person or themselves.
- ☐ Understand and use antonyms and synonyms in their writing.



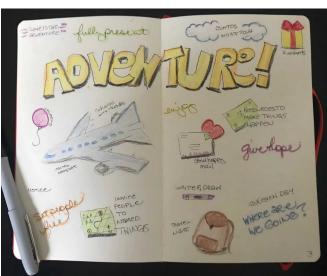
	C		C	1
1 1	(reate a	า งเรเกท	tor th	emselves.

- $\square$  Create at least 1 short-term and 1 long-term SMART goals for themselves.
- $\square$  Identify at least 2 habits related to their goals.
- $\square$  Create and present their vision board to an audience.

# **APPENDIX 1**

# **Examples of Vision Boards**













## **APPENDIX 2**

Antonym and Synonym chart

