

Lesson Plan

Your Values Drive Your Future Vision

Sub-indicator 3.1, Authentic Person and Family Centered Planning Practices

Common Core Standard

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [CCSS.ELA-LITERACY.WHST.11-12.7](#)

Learning Objective(s)

Students will be able to **explain** their interests, values, strengths, and expectations for their future.

Students will be able to create a **vision board** that represents the interests, values, and preferences of the student and their family for their dream future.

Materials

- Poster board
- Construction paper
- Printed images
- Magazines and newspaper
- Markers, crayons, colored pencils
- Scissors
- Tape
- Glue
- Computer (1 per student creating a presentation)
- Projector or Doc Cam

Opening Activity – Whole Class, 10 Minutes

Activity Purpose

- Students plan and express their interests for the future education, work, and life.
- Students will identify activities that currently interest them.
- Students will identify what courses are interesting to them.

Description of Activity

- Provide students with a piece of paper, computer, or notebook to record their thoughts
- Tell students to write down their interests, and project on the board that it could be interests for the following (feel free to add categories):
 - Classes, Games, Books/Genres, TV/Movies, Hobbies, Food, Careers, Places, Relationships
- Model and share out a few of your interests and explain why you are interested in those things
- Have students write or draw 5-10 interests they have. Circulate around the room and prompt students if they seem stuck
- Ask students to share their interests with a partner and why those things are interests for them



Activity 1 - Individual, 30 Minutes

Activity Purpose

- Build understanding for how their interests play a role in their future
- Understand connections between their current interests and future goals
- Compare how each individual has unique interests that play a role in individual strengths

Description of Activity

- Introduce by saying:
 - “We all saw that each of us had a very different list of interests. Even though we might have some interests in common with our peers, everyone is unique and so are their interests. These interests are important for shaping our future! When we plan for our future, we want to make sure we are happy and include our interests in our future plan. Since it’s your life, it’s important that YOUR interests are part of it!”
 - “Today you are going to create a vision board with what your dream future is! We worked on drafting out our interests already, now you are going to create a project that shows what kind of work you would like to do as an adult, what activities you want to do in your free time, what interests are important for you to explore or develop in your life, and explain why this is your dream future.”
- Show students examples of dream boards people have made/virtual dream boards people have made
 - “Turn and talk, what did you notice people included in their vision board in these examples?”
 - “What do you think this person wants to do in the future? What do you think their interests are?”
- On the whiteboard or on a chart paper, write down the following prompts students should include on their vision board and read them for students:
 - What kind of work do you want to do as an adult?
 - Where do you want to live?
 - What activities do you want to do? (What are your hobbies?)
 - What interests are important for you to explore and develop in your future?
 - What are you good at? What do you want to become good at?
 - What are your/your family’s values?
 - What kind of relationships do you want to be part of as an adult?
- Have students sit in small groups to share materials, or have students get materials independently. Give students approximately 20 minutes to work on their vision boards.

•*Note: alternatively students can create a presentation using a virtual platform such as Google Slides, PowerPoint, a document with pictures, Paint, etc. Students should work through the same prompts.*

Activity 1 – Continued

•As students are working walk around and prompt students back to the questions from #3 Push students to explain their work by inquiring:

- What is your dream job? Why is it your dream job?
- Where do you want to live? Why?
- How are your interests included into your future vision?

Close the activity:

- Give students 10, 5, and 1 minute warnings to clean up
- Have students put away their art materials
- “Now that you have created your vision board, I want you to take 2-3 minutes to be ready to share with your peers: ‘Why are your interests important to your future goals?’”. Students should have the option to plan their answer:
 - In their thoughts
 - By writing their answer on their board
 - Using a sticky note to indicate what part of their board they want to talk about

How will students demonstrate their learning?

- Small Group Activity
- An independent or pair work option can be provided depending on what best fits student needs
- Use google doc work spaces so students can use the speech to text tool to document their reflections

Activity 2 – Small Group, 20 Minutes

Activity Purpose:

- Practice sharing their interests and values with other people to build self-advocacy skills
- Increase confidence with publicly presenting their ideas to others
- Compare and contrast how their interests, values, and future goals are similar and different from their peers.
- Understand how their interests relate to their future goals

Description of Activity:

- “Now that you have finished your vision boards, we are going to do a ‘gallery walk’ where we get to see how everyone has different interests and values and how those are related to their goals. While we do this, you are going to walk around the room, observe the boards and think about “what is each person’s interests? How do those interests relate to their goals?”
 - Have students prop their boards up around the perimeter of the room or on their tables.
 - Students should have 5 minutes to walk around and look at each person’s boards.
 - When the timer goes off, have students return back to their seats.

Activity 2 – Continued

- “You should have noticed that everyone’s boards looked different! They might have similar interests, but no two people were the same. You are going to share one at a time with your desk partner(s). Here are our norms:”
 - One person speaks at a time.
 - The person speaking should say:
 - What are their goals in the future?
 - What are their interests?
 - When they are done, the next person shares and the other teammates are listening
 - Circulate around the room and listen as students are explaining their future goals and interests (10 minutes)
 - After, bring students back together and ready for the closing activity

How will students demonstrate their learning?

- Students will explain why their interests and values are important to their future plans
- Students will actively listen to the goals and vision of other’s to see how everyone has unique interests and plans

Closing Activity – Whole Group, 5 Minutes

Activity Purpose:

- Students will reflect on why it is important that their futures include their interests
- Students will reflect on how their interests relate to their future goals

Description of Activity:

- “Today we explored what our dream futures were and how our interests were important to our futures. We also got to see how everyone has diverse interests and how each person is unique. We are going to take a few minutes to talk about some questions with our friends and as a class.”
 - Ask: Why were your interests important for your future goals?
 - Have students share out with their partner
 - Ask: How would you feel if someone made all your future choices for you and didn’t ask you about your interests? Why would you feel this way?
 - Have students share out with a partner
 - Call on 1-2 people to share their thoughts
 - Ask: Why is it important that your future plan includes your unique interests, strengths, and values?
 - Have students share out with a partner
 - Call on 1-2 people to share their thoughts

How will students demonstrate their learning?

- Identifying as a whole group why each person’s interests are important to their future dreams and goals.