MY VISION BOOK (AGES 8-10)

Description:	Learners will set goals to bring their vision to life and give them a sense of purpose, improving their confidence and building their self-esteem.
Leading question:	How do I set goals for my life and work towards achieving them?
Age group:	8-10 years old
Subjects:	Social-emotional learning, Literacy
Total time required:	~ 5.5 hours over 5 days
Self-guided / Supervised activity:	Supervised
Resources required:	- Notebook/ paper - Pencil/ pen
Learning outcomes:	**Key Literacy Outcomes:** - Identifying character traits with evidence - Comparing and contrasting using Venn diagrams - Use transition words to sequence, compare and contrast - Identify and use synonyms and antonyms **Key Numeracy Outcomes:** - Calculating simple probability - Practising solving linear equations in one variable **Life Skills:** - Setting goals and tracking progress

Day 1—
Today, you will identify similarities and differences between you and your hero.

Time	Activity and Description
10 minutes	● Have learners think about the people in their life that they admire or really look up to. You could mention someone you personally admire to encourage them to share. **Ask** learners: ● **Who are your heroes?** Identify at least 4 heroes (2 women, 2 men) who do different things (homemaker, professional, etc.) ● Have learners **draw** their heroes and **write** their names.
20 minutes	**Instructions for learners:** 1. For each hero, write 3 to 4 character traits you admire about them. *Make sure to **discuss** what **character traits** means (words that describe someone's personality or qualities that make them who they are. Simply how you would describe a person to someone else, e.g., honest, generous, kind, loyal, etc.).* 2. Think of a situation where your hero demonstrated a particular trait. 3. Think of 2 ways in which you can become more like your hero.

	4. Present your drawing to your friends and **share with the class**: ● **Why do you consider this person a hero? What are their character traits?** ● **Which quality or aspect of this person's life do you wish to have?** ● **Why is that important to you?** ● **How could you become more like your hero?** ● Have learners discuss if there are similar traits among their heroes.
30 minutes	**Create a Venn diagram** ● Explain to learners what a **Venn diagram** is (it's a visual tool that uses overlapping circles or other shapes to illustrate the logical relationships between two or more sets of items). ● Have learners draw a Venn diagram in their notebook. Ask them to compare (find similarities) and contrast (find differences) between themselves and the hero of their choice as shown below: ● Tell learners to use the following **transition words** to explain their Venn diagram. For example, I solve problems just like superman. ● **Ask** learners: What do you think is the function of transition words? ● Have learners present their Venn diagram to their partner and to make sure they use at least five transition words in their presentation. ● Have some learners present their Venn diagrams to the rest of the class.
20 minutes	**Story/ Synonyms and Antonyms:** ● Read the story *A Hero You Could Be* (https://storyweaver.org.in/stories/158818-a-hero-you-could-be or find it in the appendix)

2

Discuss with learners:
- What do you think this story is about?
- How did reading this story make you feel?
- Do you consider yourself a hero? What are some heroic acts you have performed?
- Do you agree and why:
  - A hero is honest
  - A hero never makes mistakes
  - A hero wants to be rewarded for their actions
  - A hero puts others before her or himself.
- Write/ or say the word **right** on the board and ask learners if they know what the opposite is (***wrong***).
- Tell learners that the opposite of a word is called an **antonym** and a word that is similar in meaning to another is called a **synonym**. Ask learners why learning common antonyms and synonyms is important (e.g., it sharpens your sense of language and expands your vocabulary).
- Encourage learners to find synonyms and antonyms in the story and share more examples of antonyms and synonyms they know.

Synonyms and Antonyms Game:
1. Prepare a list of words, shuffle them then draw one card. (you can find a list of words in the appendix).
2. Set a timer for 60 seconds.
3. On their sheet, each player must come up with 5 synonyms and 5 antonyms for the word.
4. At the end of each round, each player receives 1 point for each synonym or antonym.
5. The player to receive the most points at the end of the three rounds wins.

Day 2
Today, you will start creating your own vision book and create a 24-hour clock to represent your ideal day!

Time	Activity and Description
10 minutes	**Creating a Vision Book** ● *To become more like your heroes and achieve your dreams, it is important to have a **vision** and set **goals** for it.* ● **Discuss:** ⇒ What do we mean by the word "**vision**"? (Discuss how vision also means the "the state of being able to see" and how it's connected to the other meaning mentioned below)

	⇒ Why is it important to have a vision? ● *A vision is an idea in your imagination that you have a desire to make real; it's a clear picture of what you hope the future will look like. Having a vision helps us discover and work towards our dream life. It also leads to satisfaction and a sense of meaning and purpose in life. Every vision has goals.* ● To help us discover and work towards our vision, today you will start making a ***Vision Book*** (using a notebook or a by stacking pieces of paper together), which represents your long-term goals, dreams, and action plan to achieve the life that you want. Every day, we will have different activities and you will be adding more things to your vision book.
35 minutes	**My Personal Vision** ● Present the following questions and ask every learner to work with a partner to discuss the questions and write their responses on different pages of their vision books. Tell them they can add drawings, pictures, etc. ● The following questions will help you brainstorm ideas about your vision: ⇒ Name 3 activities that you enjoy doing and want to continue doing throughout your life. Share the reason too. ⇒ Describe in detail two places where you feel safe, happy, and relaxed. How can you access these places in your life? ⇒ What is your dream job or career? ⇒ What kind of home life would you like to have? ⇒ What are 3 values you want to live by? ⇒ If you could travel anywhere, where would you like to go to? ⇒ What kind of friends do you want to have? ⇒ What would you like to do that you haven't done yet? ⇒ What kind of difference do you want to make in this world? ⇒ What are some new skills or habits you want to develop? ● Following their discussion with their partners, learners summarize their vision in 4-5 lines. ● Have learners finalize this project at home if they would like to add more pictures or drawings and be ready to share their vision books with the rest of their classmates.
25 minutes	**My Day in the Future**

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● Have learners close their eyes and envision their ideal day. Tell them: From the time you wake up in the morning to the time you go back to sleep, **what are some activities that you would do to lead a happy and healthy life?**

Instructions for learners:
1. Draw a large circle on paper to represent your ideal day.
2. Divide it into 24 equal sections and write numbers 1-24 on it to show the 24 hours of the day.
3. Colour the sections to show how many hours you will spend on each activity, starting from the duration and time of sleep at night.
4. Continue filling the circle up with other activities in sequence of your perfect day!

● Tell learners they can also add drawings to their circle and use colours and symbols and provide a key to name the different activities.
● Have learners present their perfect day to their peers and mention the time of each activity in the 24-hour format. *(Eg: from 14:30 pm to 16:00 pm, I will play badminton.)*
● While presenting, have learners ask each other questions about the activities they already do and the ones they aspire to start doing this year and how to ensure they commit.

Examples of questions that could be asked:
● How much of the daily activities are you already doing?
● Which ones would you want to develop this year?
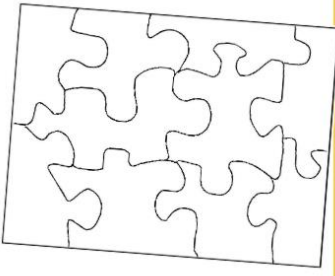● How can you ensure that you start doing that? What steps will you take?

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Day 3 -
Today, you will learn about how to write smart goals and create a puzzle to challenge your classmates!

Time	Activity and Description
20 minutes	**Writing SMART goals**

15 minutes	- Tell learners that to achieve their **goals**, it helps to write them down and think of ways to accomplish these goals. - Have learners write down, on each page of their vision books, **a short-term goal** (something they want to achieve this month for example) and **2 long-term goals** they would like to accomplish this year that will help them get closer to their vision. - Before they write down their goals, **discuss** with learners if they know what a **SMART** goal is (Specific, measurable, attainable, relevant, time-bound/ timely). Also, discuss why goals need to be SMART. **You could ask the following questions:** - What is **specific** vs vague? - What is **measurable** vs non measurable? - What does **attainable** mean? Will this be too hard or too easy? - What is **relevant**? Is this important for my long-term growth? - What is **timely**? - Show learners the following goals and ask them if they think these goals are smart or not and why: - I want to become a better public speaker. - I will be a more confident public speaker in one month by practising in front of a mirror and my family. - Have each learner exchange their 3 goals with a partner. - Have learners rate the goal for each parameter out of the allotted points in the table below, calculate the average SMART score and give feedback to their classmates.	**S**PECIFIC — What is the exact goal that you are trying to accomplish? **M**EASURABLE — How will you be able to see that you are making progress? **A**TTAINABLE — Is this a goal that you think you can actually reach? **R**ELEVANT — Is this something that's important to you right now? **T**IME–BOUND — When do you think you'll be able to reach your goal?

		2 points	3 points	5 points	2 points	3 points	
	Goal	**Specific**	**Measurable**	**Attainable**	**Relevant**	**Time Bound**	**Total** *(out of 15)*
	Goal 1						
	Goal 2						
	Goal 3						

30 minutes	**Goal Puzzle**
	Instructions for learners:
	- Draw a picture of a goal you want to accomplish this year. - Once the drawing is complete, turn the page and draw blank jigsaw puzzles pieces. You can make it as easy or difficult as you like! - Then, cut out the puzzles. - Exchange your puzzles with a partner and try to piece the whole drawing together! - Try and guess your partner's goal! - Try setting a challenge for building a puzzle, for example, to build it without touching the puzzle piece directly!
	Discuss with your partner:
	- What goal did you draw in your puzzle? - Why is this goal important to you?

Day 4 -
Today, you will create habits to help you achieve your goals.

Time	Activity and Description
30 minutes	**Achieving goals/ Creating habits**
	- Have learners share some of the goals they wrote in their vision books. - Tell learners that for each of the 3 goals they want to accomplish this year, they need to list 2 simple habits they want to develop to achieve this goal. - Here is an **example**:

	- **GOAL**: I want to improve my English reading skills by reading one book every month.
	- **HABIT**: To accomplish this, I will:
	  1. Read 10-15 pages a day.
	  2. Write a summary of every chapter I finish and challenge myself to use the new wordsI learnt.
	
	- **GOAL:** I want to run a mile in under 10 minutes in P.E. during our end-of-semester exam.
	- **HABIT:** I will do this by:
	  1. practising running a mile each week.
	  2. Eat protein with every meal.
	
	• Have learners share what they wrote with a friend and collect feedback from them to make their goals realistic and achievable. Once finalised, learners need to add the above to the respective pages in their Vision Book.

30 minutes	**Habit Tracker:** 1. Learners discuss how they would be able to track the progress of their goals and habits. 2. Share with learners the **Habit Tracker** below and tell them they could use it or make changes to it as they see best. 3. Learners list the habits they want to build in the **Habit Tracker**. 4. Learners exchange their trackers with a partner. 5. Tell learners: For each habit and each day in the upcoming week, add a ✓ if you believe your partner will commit and a · if you think it is unlikely for them to commit. *(This is based on whether they observe their partner following the required habits, in order to reach their goals.)* 6. *Learners discuss the rationale for their input.* **Math extension:** Tell learners that they need to calculate the probability of them achieving their goals this week based on their partner's inputs. They could also calculate the percentage.

Within the 30 minutes row, the Habit Tracker table:

Habit	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7

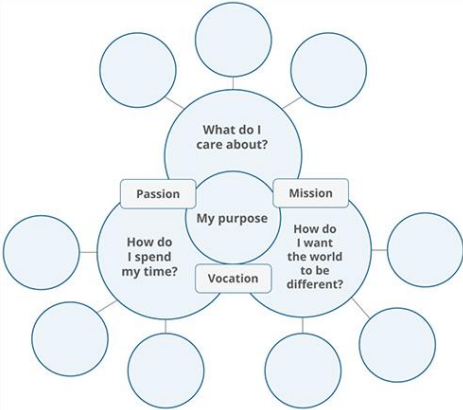|	Probability = No. of tick marks / Total no. of days
	
	Discuss:
	  ● Do you think our motivation to do something reduces with time?
	  ● What can we do in such situations to stay motivated?

Day 5-
Today, you will identify challenges and ways to overcome them then present your Vision Book to your friends and family!

Time	Activity and Description
30 minutes	● Discuss with learners: What are some challenges you may face while trying to achieve your goals? ● Explain that while working towards a goal, we may come across challenges. It is important to plan ahead so that we are prepared. For each goal, we can use the **WOOP Technique** to stay on track. ⇒ Next to each goal (**WISH**), think about when you will have achieved it (**OUTCOME**) and of all the reasons you could fail, write them down (**OBSTACLE**) then ask yourself how you can overcome each challenge (**PLAN**). ⇒ Remember that you can always **seek advice** when you feel stuck. ⇒ **Keep a positive mindset!** ● Note this plan down in the respective pages of your Vision Book for each goal. ● To ensure that you work on your goals daily, you could ask family members or friends to motivate, challenge and brainstorm ideas with you to help you achieve your goals. ● You could use the following table to assign the following different roles to your family members or friends: (you could add more roles)

Name	Role	What they should do
	Motivator	On days you feel like giving up, they encourage you towards your goal.
	Challenger	They track your progress and hold you accountable when you do not perform.
	Ideas	They brainstorm new ways in which you can be consistent in your efforts.

- Add a cover page and decorate your Vision Book.
- Give your Vision Book a name!

Quotes

- *Quotes can inspire us to keep moving forward when we feel low. They can remind us of why we started in the first place.* Example:

- *"It is better to aim high and miss than to never aim at all" -Unknown*
- *"I always wanted to be somebody, but I see now I should have been more specific."-Lily Tomlin*
- *"Action may not always bring happiness: but there is no happiness without action" -Henry Van Dyke*
- *"Our goals can only be reached through a vehicle of plan in which we must frequently believe, and upon which we must vigorously act. There is no other road to success." -Steven Brennan*

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Discuss:
- Which quote is your favourite?
- Why is it your favourite?
- Do you know who said it?

- Come up with your own quote to motivate yourself to achieve your goals.
- Write the quote down and draw it in your Vision Book.

- Learners conclude this project by doing the following:

➔ Draw an image of their future self, this can include details on where they are, what they are doing, things they have achieved etc.

	➔ Choose two most important habits they wish to inculcate today onwards that will help them achieve their vision.
30 minutes	**Present your Vision Book!** ● Invite family and friends to present the different parts of your Vision Book then show them how to make their own Vision Book! ● When you present Vision Book to their peers and receive feedback on: ➔ The parts that are done well. ➔ Things that can be improved, if any.
15 minutes	**Reflection:** This is your time to reflect on what we have learned and done during the past few days. Use the following questions as a guide for your response: - Which part was the most interesting? - Which part was the most challenging or difficult? - What are some of the questions that popped into your head, and you are still thinking about and would like to explore? - How do you plan to use what you have learned?

Additional enrichment activities:	- **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/
Modifications for simplification	- If the learner is unable to write, then encourage them to draw or share verbally.

Appendix

List of words to use in the synonyms and antonyms game

empty	hot	cold
colorful	bright	alert
fake	brave	to begin
big	dark	full
boring	fat	dull

A Hero You Could Be!

A Hero you could Be!
Author: Aneesh Jape
Illustrators: Aneesh Jape, Sharmila Jape

Level 2

Heroes are brave
Heroes are strong
They will fight for what is right
Defeat what is wrong

Heroes can be rich
Heroes can be poor

Heroes are kind and caring

Always helping and sharing

Look around you, what do you see
If you see such people, heroes they could be
Ask your mirror, "Is it me?"

A Hero you could Be!