

Lesson 3

The Importance of Vision

Teacher's Guide

Lesson 3

The Importance of Vision

Overview

This lesson is designed to take two 50 minute class periods. It will help students to understand the importance of having a vision of what they want their future to be like.


Objectives


- ◆ Students will understand what a personal vision is.
- ◆ Students will evaluate the consequences of living with and without a vision.
- ◆ Students will understand the role vision has played in their own lives.

Activities

- ◆ Warm-Up (Class 1): Future Job
- ◆ Warm-Up (Class 2): Aim High
- ◆ Mini-Lesson: Personal Vision
- ◆ Activity: Vision Quest


On the Board

 WARM-UP (Class 1): “Fill out the paper on your desk entitled ‘Job Application’. Be ready to turn it in. Be as honest and realistic as possible. You will turn this in for a grade.”

 WARM-UP (Class 2): “Fill out the sheet on your desk entitled ‘Aim High’. Be ready to hand it in.”

Warm-up (Class 1)

Job Application

 Teacher should...

- ◆ Have a copy of the *Job Application* handout on each students’ desk.
- ◆ Discuss application with students.
- ◆ Take special note of students with very low aspirations.

 Key points...

- ◆ People *often* fail to fully achieve their vision of the future.
- ◆ People *rarely* surpass their vision of the future.

Warm-Up (Class 2)

Aim High

 Teacher should...


- ◆ Have a copy of *Aim High* on each students desk.
- ◆ Discuss the students responses.
- ◆ Encourage them to rethink and enlarge their vision.

☞ Key points...

- ◆ *The bigger your vision, the greater your achievements.*
- ◆ *The smaller your vision the less you will achieve.*


Mini-Lesson

Personal Vision

 Teacher should...

Display Personal Vision overheads (Lesson 3 The Importance of Vision - overheads 1-4)

Overhead 1

 Teacher asks....

What are the things that make one person a success and another a failure?


 Possible student responses may include...

- ◆ Luck
- ◆ Rich family
- ◆ Smart
- ◆ Good looking
- ◆ Hard work
- ◆ Good grades

 Teacher says...

- ◆ A man named Benjamin Singer did a study of high achieving students.
- ◆ He found that their success had less to do with high IQ and family background than it did with vision.
- ◆ In particular, Dr. Singer found that high-performing students had...
 - A clear, positive vision of the future.
 - Thought in five to ten year time horizon
 - Believed they could significantly influence their future.

Overhead 2

 Teacher asks...

What is your vision of the future?

Is it clear?

Overhead 3

Is it positive?

Have you thought about what you will be doing in five years? Ten years?

Overhad 4

Fifteen years?

Can you really have an effect on your future? Why or why not?

Illustration 1

On his fourteenth birthday, Steve and his dad had the standard father-son talk about transportation. His father said that in two years he would have an important rite of passage; he would turn sixteen and get his driver's license.

His dad asked him what he intended to drive when the time arrived. Without a moments hesitation Steve replied, "a car, of course."

Dad then asked how he planned to acquire the car. Steve said, "From you, it's the American way." At this, Steve's dad told him that he had some good news and some bad news. The bad news was that he had no intention of buying Steve a car. The good news was that he would match Steve dollar for dollar on as expensive or inexpensive a car as he wanted. Then they spent his fourteenth birthday shopping for cars.

By the end of the day, Steve had made his decision; he wanted a brand new red Ford Mustang with a pop-top, great stereo, and a medium size engine. In 1982, this car cost \$8,400, so Steve had two years, 104 weeks to make and save \$4,200, or \$40/week.

For the first time in his life, Steve was highly motivated to get a job. He applied at all the grocery stores and fast food restaurants in the town where he lived, but to no avail. Apparently, Federal laws prohibited hiring fourteen year olds at the time. He went to his dad and asked him what to do. He didn't want to have to wait a year before he could start working and making his vision of the red Mustang come true.

Dad suggested that he call the local paper and see if they had any paper routes open. Happily, they had one open near his neighborhood and he was able to get the job. The good news was that he would make about \$9/hour, or \$63/week, more than enough to make his weekly savings toward the car. However the bad news was that the paper route hours were from 5:00 A.M. to 6:00 A.M. seven days a week. His dad offered to throw the paper for him on Saturday mornings, giving him one day per week to spend the night with friends or sleep in at home, but it still left him with the other six days of the week.

For the first several months, he was so motivated by the thought of his new, red Mustang that he bounced out of bed with no problem. However, as the months wore on and getting into bed at a decent hour rarely happened, getting up at 5:00 A.M. got harder and harder for Steve. He began to complain about how hard it was to get up in the morning and it really started to sound like he was going to give up. His dad had a plan to remedy the

problem. On Saturday morning Steve and his dad went to run some errands. It just so happened that they drove by the Ford place, and stopped for a bit to look at the red Ford Mustang. Steve was suddenly motivated again. The talk of quitting ceased for another several months, soon the vision of the red Ford Mustang again began to fade, making another “coincidental” visit to the Ford dealership necessary. This pattern was repeated six or seven more times over the two years.

Without telling Steve, his dad special ordered the red Ford Mustang with exactly the equipment and color package that he wanted, two months before his sixteenth birthday. The new car arrived several days before Steve’s birthday. When Steve and his family left Bennigans after his birthday dinner, he was surprised to see a red Ford Mustang in the parking lot just like the one he intended to order, and was delighted to learn that this was indeed his red Ford Mustang. It was one of the happiest days of his life.

Naturally, his friends at school complained that they wished that their parents would buy them a new car for their birthday. Steve was especially proud to be able to say that he had worked for two years to pay for his half of the car.

What could Steve’s parents have done to get him up at 5:00 A.M. six days a week for two years? They couldn’t have threatened him enough to make it happen, but his vision provided all the necessary motivation to get him up at this ungodly hour. Vision motivates us to work at our full potential; to accomplish extraordinary things rather than being complacent and squandering our talents and opportunities.

 Teacher Should...

Display Vision Overheads (Lesson 3 Importance of Vision - overheads 5-8)

 Teacher asks...

Overhead 5


What was Steve’s vision?

How was it used to motivate him?

 Key points...

Overhead 6

- ◆ To be effective, you must concentrate on your vision, especially when the going gets tough.

 Teacher asks...

Overhead 7

Was vision alone enough to get the car?

 Key points...

Overhead 8

- ◆ Vision can motivate you and direct your actions.
- ◆ Vision is useless unless you work to achieve it.

Student Activity**Vision Quest** *Teacher should...*

- ◆ Have students work through the handout entitled *Vision Quest*.
- ◆ Walk around the room to monitor and provide suggestions.
- ◆ You might (with permission) share some of the student's ideas every once in a while as an example for others.

 *Note:*

- ◆ If you feel that most of your students will not be able to come up with ideas on their own, feel free to brainstorm as a class or in small groups first. However, please make sure that students do the final version of this exercise individually.
- ◆ As students finish, encourage them to go over the list and look for any flaws that might enable the genie to mistreat them.
- ◆ At any point students may make changes to their lists.

 *Teacher should...*

- ◆ As students finish have them get in small groups to share what they wished for.
- ◆ Now have each group pass their lists of wishes to the next group.
- ◆ Each group will now act as trouble-shooters. Their task is to suggest improvements to each list of wishes; suggestions that will prevent the genie from doing harm or suggestions that will make the wishes better.

 *Note:*

- ◆ As the first class ends, encourage students to take their list home and really put some thought into them.
- ◆ Ask them to act as if they will really get everything they wish for.

 *Teacher should...*

- ◆ When the students have finally settled on their perfect list read the following...

Illustration 2**Abraham Lincoln Didn't Quit**

"The sense of obligation to continue is present in all of us. A duty to strive is the duty of us all. I felt a call to that duty." Abraham Lincoln

Probably the greatest example of persistence is Abraham Lincoln. If you want to learn about somebody who didn't quit, look no further.

Born into poverty, Lincoln was faced with defeat throughout his life. He lost eight elections, twice failed in business and suffered a nervous breakdown.

He could have quit many times - but he didn't and because he didn't quit, he became one of the greatest presidents in the history of our country.

Lincoln was a champion and he never gave up.

Here is a sketch of Lincoln's road to the White House:

1816 His family was forced out of their home.

He had to work to support them.

1818 His mother died.

1831 Failed in business.

1832 Ran for state legislature - *lost*.

1832 Also lost his job - wanted to go to law school but couldn't get in.

1833 Borrowed some money from a friend to begin a business and by the end of the year he was bankrupt. He spent the next 17 years of his life paying off his debt.

1834 Ran for state legislature again - *won*.

1835 Was engaged to be married, sweetheart died and his heart was broken.

1836 Had a total nervous breakdown and was in bed for six months.

1838 Sought to become speaker of the state legislature - *defeated*.

1840 Sought to become elector - *defeated*.

1843 Ran for Congress - *lost*.

1846 Ran for Congress again - *this time he won* - went to Washington and did a good job.

1848 Ran for re-election to Congress - *lost*.

1849 Sought the job of land officer in his home state - *rejected*.


1854 Ran for Senate of the United States - *lost*.

1856 Sought the Vice-Presidential nomination at his party's national convention - *got less than 100 votes*.

1860 *Elected president of the United States.*

"The path was worn and slippery. My foot slipped from under me, knocking the other out of the way, but I recovered and said to myself, "It's a slip not a fall." Abraham Lincoln After losing a senate race.


Source Unknown

 Teacher says..

- ◆ Commit yourself to achieving your vision and you will be able to do it.

 Key points...

- ◆ Anything you believe you can achieve.

 Teacher should...

- ◆ Have students finalize their vision for the future by making 8.5” x 11” mini-poster that clearly lists their ten (or more) wishes.
- ◆ Students should be creative and use colors, illustrations, etc. if they want to. (See [Wish List Rubric](#)).

For Students Working Below Grade Level

 Activity 1

- ◆ Allow students to work with a partner.

 Activity 2

- ◆ Have students illustrate their wish list with pictures cut from magazines.

Extra Challenges

 Activity 1

- ◆ Encourage students to help their friends and siblings construct a similar wish list.
- ◆ Knowing what others want will help them more clearly define their own desires.

Illustration 3

 Teacher should...

- ◆ Share the following wrap-up illustration.

In 1981 Eugene Lange, a very successful businessman, was invited to give the commencement speech at his former elementary school, PS 121 in New York City. As he told the students of his own amazing journey to success from PS 121, he could see the glazed over looks of the children who could not imagine themselves ever going to college or being successful. On the spot he changed his speech and offered each of the six graders a full four-year scholarship if they graduated from high school and were admitted to a college. Furthermore, he began to work with the school to support these kids, to provide a path to their dream of going to college. Previously, 25% of the students from PS 121 in Harlem section of New York graduated from high school and 0% went to college. This sixth grade class had 96% graduate from high school and 80% went to college. The vision Eugene Lange provided these children motivated them to an extraordinary achievement. Vision can do the same for you.

Portfolio Assessment

 [Wish List Rubric](#)

Overhead MastersPersonal Vision overheads

- ◆ Lesson 3 Overheads - overheads 1-4

Vision overheads

- ◆ Lesson 3 Overheads - overheads 5-8

Copy MastersJob ApplicationAim HighVision QuestWish List Rubric

Personal Vision

◆ What are the things that make one person a success and another a failure?

Personal Vision

- ◆ What is your vision of the future?
- ◆ Is it clear?
- ◆ Is it positive?

Personal Vision

- ◆ Have you thought about what you will be doing in five years?
- ◆ In ten years?
- ◆ In fifteen years?

Personal Vision

◆ Can you really have an effect on your future?

◆ Why or why not?

Vision

◆ What was Steve's vision?

◆ How was it used to motivate him?

Vision

◆ To be effective, you must _____ on your vision, especially when the going gets tough.

Vision

◆ Was vision alone enough to get the car?

Vision

- ◆ Vision can _____ you and _____ your actions.
- ◆ Vision is useless unless you _____ to achieve it.
- ◆ Anything you _____ you can achieve.

Name: _____

Date: _____

Period: _____

Application

Fill out the following job application as you might 20 years from now. Be as realistic as possible.

Last Name		First Name		MI	Age	DOB m\d/y	
Married <input type="checkbox"/>			Single <input type="checkbox"/>		Widowed <input type="checkbox"/>		
Position you are applying for			Expected Salary		Marital Status		
Male <input type="checkbox"/>			Female <input type="checkbox"/>				
Address			Phone		Sex		
Employer		Position Held		Salary Received		Time Employed	
Work History							
School Level	Name of School		No. yrs attended	Did you graduate?	Subjects Studied		
Grammar School							
High School							
College							
Trade or Business School							
Education							
Skills							

Name: _____

Date: _____

Period: _____

--

Awards

--

Hobbies

--

Foreign Languages Spoken

--

Other Experience

--

Name: _____

Date: _____

Period: _____

Vision Quest

The Crazy Genie

Imagine that you have found a magical lamp and when you rub it a genie appears and offers you TEN wishes. The problem is that the genie is crazy so you must be very careful what you wish for. For example, if you wish for a new car the genie might give you a new train car, or a Hyundai, or a beat up '72 Impala with a broken window (hey, it's new you). If you wish for a million dollars, the genie might give you a million dollars in monopoly money, or he might give you a million dollars and the disease of leprosy so you can't enjoy it. The genie, fortunately for you, is also lazy. He will not try to trick you if you are very specific as to what you want.

For example, you might ask for a brand new Porsche 911 turbo with leather interior, a sunroof, and Rockford Fosgate stereo system, all fully functional and warrantied for five years. Better yet, you might wish that you could own a Porsche dealership in a very upscale neighborhood in Houston. That way you could drive the newest Porsches all the time and make good money as well.

One more thing, the genie is mean. He will try to give you things that will make it very difficult to enjoy what you wish for. For example, he might give you blindness so you can't enjoy your Porsches or he might give you a family that you always fight with who will sue you for your Porsche dealership. Use your ten wishes wisely and cover all you bases.

The following is a list of areas you might want to make wishes in so that the genie won't have an opportunity to make you miserable.

Health, Happiness, Finances, Possessions, Family, Friends, Life, Career, Love

Your Wishes:

1.

2.

3.

4.

Name: _____

Date: _____

Period: _____

5.

6.

7.

8.

9.

10.

Wish List Rubric

Each item is worth a certain number of possible points. Total up the score column to get a total score out of 100 possible points.

Item	Possible Points	Score
Overall neatness	0 - 20	
Wishes well thought out	0 - 20	
Instructions followed	0 - 20	
At least ten wishes present	0 - 20	
Overall presentation	0 - 20	
Total	0 - 100	

Comments:

Wish List Rubric

Each item is worth a certain number of possible points. Total up the score column to get a total score out of 100 possible points.

Item	Possible Points	Score
Overall neatness	0 - 20	
Wishes well thought out	0 - 20	
Instructions followed	0 - 20	
At least ten wishes present	0 - 20	
Overall presentation	0 - 20	
Total	0 - 100	

Comments:

Wish List Rubric

Each item is worth a certain number of possible points. Total up the score column to get a total score out of 100 possible points.

Item	Possible Points	Score
Overall neatness	0 - 20	
Wishes well thought out	0 - 20	
Instructions followed	0 - 20	
At least ten wishes present	0 - 20	
Overall presentation	0 - 20	
Total	0 - 100	

Comments:

Lesson 3

The Importance of Vision

Student Notes

Lesson 3

The Importance of Vision

Mini-Lesson

Personal Vision

- ◆ People _____ fail to fully achieve their vision of the future.
- ◆ People _____ surpass their vision of the future.
- ◆ The _____ your vision, the greater your achievements.
- ◆ The smaller your vision the less you will _____ .

1. What are the things that make one person a success and another a failure?

2. What is your vision of the future?

3. Is it clear?

4. Is it positive?

5. Have you thought about what you will be doing in five years? Ten years? Fifteen years?

Illustration 1

On his fourteenth birthday, Steve and his dad had the standard father-son talk, about transportation. His father said that in two years he would

have an important rite of passage; he would turn sixteen and get his driver's license.

His dad asked him what he intended to drive when the time arrived.

Without a moments hesitation Steve replied, "a car, of course."

Dad then asked how he planned to acquire the car. Steve said, "From you, it's the American way." At this, Steve's dad told him that he had some good news and some bad news. The bad news was that he had no intention of buying Steve a car. The good news was that he would match Steve dollar for dollar on as expensive or inexpensive a car as he wanted. Then they spent his fourteenth birthday shopping for cars.

By the end of the day, Steve had made his decision; he wanted a brand new red Ford Mustang with a pop-top, great stereo, and a medium size engine. In 1982, this car cost \$8,400, so Steve had two years, 104 weeks to make and save \$4,200, or \$40/week.

For the first time in his life, Steve was highly motivated to get a job. He applied at all the grocery stores and fast food restaurants in the town where he lived, but to no avail. Apparently, Federal laws prohibited hiring fourteen year olds at the time. He went to his dad and asked him what to do. He didn't want to have to wait a year before he could start working and making his vision of the red Mustang come true.

Dad suggested that he call the local paper and see if they had any paper routes open. Happily, they had one open near his neighborhood and he was able to get the job. The good news was that he would make about \$9/hour, or \$63/week, more than enough to make his weekly savings toward the car. However the bad news was that the paper route hours were from 5:00 A.M. to 6:00 A.M. seven days a week. His dad offered to throw the paper for him on Saturday mornings, giving him one day per week to spend the night with friends or sleep in at home, but it still left him with the other six days of the week.

For the first several months, he was so motivated by the thought of his new, red Mustang that he bounced out of bed with no problem. However, as the months wore on and getting into bed at a decent hour rarely happened, getting up at 5:00 A.M. got harder and harder for Steve. He began to complain about how hard it was to get up in the morning and it really started to sound like he was going to give up. His dad had a plan to remedy the problem. On Saturday morning Steve and his dad went to run some errands. It just so happened that they drove by the Ford place, and stopped for a bit to look at the red Ford Mustang. Steve was suddenly motivated again. The talk of quitting ceased for another several months, soon, the vision of the red Ford Mustang again began to fade, making another "coincidental" visit to the Ford dealership necessary. This pattern was repeated six or seven more times over the two years.

Without telling Steve, his dad special ordered the red Ford Mustang with

exactly the equipment and color package that he wanted, two months before his sixteenth birthday. The new car arrived several days before Steve's birthday. When Steve and his family left Bennigans after his birthday dinner, he was surprised to see a red Ford Mustang in the parking lot just like the one he intended to order, and was delighted to learn that this was indeed his red Ford Mustang. It was one of the happiest days of his life.

Naturally, his friends at school complained that they wished that their parents would buy them a new car for their birthday. Steve was especially proud to be able to say that he had worked for two years to pay for his half of the car.

What could Steve's parents have done to get him up at 5:00 A.M. six days a week for two years? They couldn't have threatened him enough to make it happen, but his vision provided all the necessary motivation to get him up at this ungodly hour. Vision motivates us to work at our full potential; to accomplish extraordinary things rather than being complacent and squandering our talents and opportunities.

6. What was Steve's vision?

7. How was it used to motivate him?

◆ To be effective, you must _____ on your vision, especially when the going gets tough.

8. Was vision alone enough to get the car?

♦ Vision can _____ you and _____ your actions.

♦ Vision is useless unless you _____ to achieve it.

Illustration 2

Abraham Lincoln Didn't Quit

“The sense of obligation to continue is present in all of us. A duty to strive is the duty of us all. I felt a call to that duty.” Abraham Lincoln

Probably the greatest example of persistence is Abraham Lincoln. If you want to learn about somebody who didn't quit, look no further.

Born into poverty, Lincoln was faced with defeat throughout his life. He lost eight elections, twice failed in business and suffered a nervous breakdown.

He could have quit many times - but he didn't and because he didn't quit, he became one of the greatest presidents in the history of our country.

Lincoln was a champion and he never gave up.

Here is a sketch of Lincoln's road to the White House:

1816 His family was forced out of their home.

He had to work to support them.

1818 His mother died.

1831 Failed in business.

1832 Ran for state legislature - lost.

1832 Also lost his job - wanted to go to law school but couldn't get in.

1833 Borrowed some money from a friend to begin a business and by the end of the year he was bankrupt. He spent the next 17 years of his life paying off his debt.

1834 Ran for state legislature again - won.

1835 Was engaged to be married, sweetheart died and his heart was broken.

1836 Had a total nervous breakdown and was in bed for six months.

1838 Sought to become speaker of the state legislature - defeated.

1840 Sought to become elector - defeated.

1843 Ran for Congress - lost.

1846 Ran for Congress again - this time he won - went to Washington and did a good job.

1848 Ran for re-election to Congress - lost.

1849 Sought the job of land officer in his home state - rejected.

1854 Ran for Senate of the United States - lost.

1856 Sought the Vice-Presidential nomination at his party's national convention - got less than 100 votes.

1860 *Elected president of the United States.*

“The path was worn and slippery. My foot slipped from under me, knocking the other out of the way, but I recovered and said to myself, “It’s a slip not a fall.” Abraham Lincoln After losing a senate race

Source Unknown

- ◆ Anything you _____ you can achieve.

Illustration 3

In 1981 Eugene Lange, a very successful businessman, was invited to give the commencement speech at his former elementary school, PS 121 in New York City. As he told the students of his own amazing journey to success from PS 121, he could see the glazed over looks of the children who could not imagine themselves ever going to college or being successful. On the spot he changed his speech and offered each of the six graders a full four-year scholarship if they graduated from high school and were admitted to a college. Furthermore, he began to work with the school to support these kids, to provide a path to their dream of going to college. Previously, 25% of the students from PS 121 in Harlem section of New York graduated from high school and 0% went to college. This sixth grade class had 96% graduate from high school and 80% went to college. The vision Eugene Lange provided these children motivated them to an extraordinary achievement. Vision can do the same for you.