**My Personal Vision: 6th Grade**

**Summary**

Students will discuss dreams, passions, and characteristics they admire in others as it relates to their own Personal Vision. Students will incorporate these ideas into the creation of personal, academic, and professional goals.

**Grades**

* 6

**Content Modules**

* College & Life Vision

**Objectives**

Students will:

* Articulate their academic, professional, and educational goals based on their dreams and passions.
* Create and refine their professional and education attainment goals (i.e., personal vision).

**Length**

1 Session

**Additional Resources**

* [My Personal Vision - 6th Grade\_My Personal Vision.pdf](https://www.6to16.org/files/attachments/a7c35eb4a85ef6def4cc63a58b3c2c35.pdf)

**Related Lessons**

* [What is College?](https://www.6to16.org/lessons/view/4)
* [Why College? Benefits of a College Education - 6th Grade](https://www.6to16.org/lessons/view/169" \t "_blank)

**Related E-Learning**

* [What's Your Vision?](https://www.6to16.org/elearning/activities/158)

**Materials and Resources**

**Offline:**

* 6to16 Notebook
* My Personal Vision

**Online:**

* What’s Your Vision? e-Learning activity
* 6to16 Online – Profile

**Higher-Level Thinking Skills**

Synthesis, Evaluation

**Vocabulary**

Vision, Personal Characteristic

**Assessment(s)**

**My Personal Vision:** Students will complete the **My Personal Vision** worksheet that captures their personal, academic, and professional goals.  Before exiting the class, students will respond to the following prompts in their **6to16 Notebooks** or on a separate sheet of paper:

* What is a Personal Vision?
* Provide at least two examples of components of a Personal Vision.

**Do Now (5-10 minutes)**

1)  Write the words “Personal Vision” on the board.

2)  Ask students to respond to the following questions in their **6to16 Notebooks**:

* Have you heard this phrase before? Where or in what context?
* What do you think this phrase means?

3)  Ask students to share their responses to the Do Now questions in pairs. Then ask several students to share with the class.

4)  After listening to students’ responses, be sure to touch on the following points:

1. A Personal Vision is a picture of what success looks like, an idea of what you may want to achieve.
2. It is helpful to write down your Personal Vision and use it as a roadmap to guide you on your path in life. As your vision for yourself changes, you will want to change your Personal Vision “roadmap.”
3. A Personal Vision often includes different parts of a person’s life: academic, professional, personal, and family.  Provide examples to which you think your students can relate. Make sure the include the following examples:

* What students want to achieve in school
* Where students want to go to high school
* Where students want to go to college
* What students might want to do as a career when they get older
* What sort of life students want to lead when they get older

**Class Activity (35 minutes)**

1)  Project the **What’s Your Vision?** **e-Learning activity**. Inform students that they will be hearing from actor and author Hill Harper about how he sets his Personal Vision.

2)  After watching the video, ask students to pair-share the following questions for 4-5 minutes.

* What are your dreams and goals? Why are these important to you?
* What do you enjoy doing? How does what you like doing show in your dreams and goals which make up your Personal Vision?
* Whom do you admire in life? (famous people or people you know)
* What do you admire about these people?
* How do they influence your dreams and goals—your Personal Vision?

3)  After students have shared with each other, ask for a few students to share their responses to each question with the whole group.  Discuss how one’s dreams and passions influence her or his Personal Vision. List students’ responses on the board.

4)  Distribute the **My Personal Vision** worksheet to each student. Explain to students that they

will use this document as a tool to help them develop and evaluate their own Personal Vision.  Explain that the form includes the following sections:

1. Goals
2. People they look up to and the reason why
3. Their vision for the following categories:

* Education
* Profession
* Personal and  Family

5)  After students have completed the worksheet, ask them to pair-share their responses.

Afterwards, ask students to share with the group.

6)  Encourage students to periodically revisit, reevaluate, and refine their Personal Vision.

**Teacher’s Note:** *Consider keeping track of students’ progress on refining and revising their Personal Vision*.

**Assessment:**

1)  Ask students to summarize their learning with the following prompt in their **6to16 Notebooks**:

* What is a Personal Vision?
* Provide at least two examples of components of a Personal Vision.

**Homework**

1)  Instruct students to share their Personal Vision with their parents or role model. Students should then ask their parents or role model the following question:

* What personal characteristic do you think will be most important for me to have in order to achieve my Personal Vision?”

2)  Have students write 1 to 2 paragraphs that summarize their conversation with their parent or role model. In addition, ask students to respond to the following questions:

* Do you agree that the quality that your parent or role model identified will indeed be the most important in achieving your personal vision? Why or why not?
* What kind of feedback did your parents or role model give you about your Personal Vision?

**Teacher’s Note:** *Use students’ responses to help inform your understanding of the degree to which students’ parents or role models are encouraging students to go to college and pursue ambitious life goals. Use this information to individualize your approach to teaching the 6to16 curriculum.*

**Additional Activities**

**Interview:**

1)  Students should interview their parent, mentor, role model, or someone who works in the professional field in which they have expressed a sincere interest.  Students should explore how the interviewee’s Personal Vision has evolved over time (i.e., when they were in middle school, high school, and beyond).

2)  Students should write a response to the following questions in their **6to16 Notebooks:**

* What factors have shaped the interviewee’s Personal Vision over time?
* What factors do you think will influence your own Personal Vision over time?

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