

MY DREAM LIFE (LEVEL 3)

Description	Learners will create a vision board outlining future dreams, jobs, skills, and goals. They'll write a 10-12 line script, practise expressing their ideas with proper grammar, and present it to an audience.
Leading question	How can I achieve my goal of becoming a _____ (chef, architect, fashion designer, singer, etc.)?
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, scissors, glue <i>Optional:</i> <i>Half a chart paper per learner, old newspaper/ magazines</i>
Learning outcomes:	By the end of this project, learners will be able to: Knowledge-Based Outcomes: <ol style="list-style-type: none"> 1. Describe their vision and goals using complete sentences with correct capitalisation and punctuation. 2. Read the given text and identify adjectives in it. 3. Express thoughts and ideas using different media (writing, drawing, verbally) 21 st Century Skill Outcomes: <ol style="list-style-type: none"> 1. Express their creativity through thinking and representing their vision for their future. 2. Communicate their vision effectively and clearly using both verbal and written means. 3. Think critically to identify realistic goals aimed at turning their vision into a reality.
Previous Learning	NA
Supervision required	Medium

Day 1 –

Today, you will think about the importance of having a vision, and your vision for your future.

Time	Activity and Description
15 minutes	<p>Opening Activity and Project Description</p> <p>Think of someone you admire, like a famous leader or someone who has done something amazing. Imagine that you are that famous person and you need to introduce yourself in 3-4 sentences as this famous person.</p> <ul style="list-style-type: none"> - What do you think was this person's vision? - Vision is what they want to achieve for themselves and society. What were their wishes and goals?

	<ul style="list-style-type: none"> - Share what you think their vision was in 1-2 sentences. - Now, in the same way, you will think about your vision for your future in this project. - The leading question for this project is: How can I achieve my goal of becoming a _____? You will have to fill out this blank based on what you want to do in future. - For example, you may want to be a chef, an architect, a fashion designer, a singer, a community leader, or something else. You will get some time today to think about this question. - Over the next three days, you will focus on the knowledge, skills, qualities, and goals needed to achieve your vision and present them in the form of a collage (several pictures and text put together). <p>Note: Refer to Appendix 1 to see some examples of collage. Show these or other relevant examples of collages to learners.</p> <p>On the project's last day, you will present your collage and share what it is and the key elements required to realise it. You must prepare a presentation script and cover the essential aspects of your vision in a 2-minute presentation.</p>
15 minutes	<p>Describe Your Vision</p> <ul style="list-style-type: none"> - Close your eyes and picture yourself 10 years from now. What does your life look like? What job do you have? How do you feel? Take your time imagining. <p>Note: Give learners 1-2 minutes to imagine.</p> <ul style="list-style-type: none"> - Ask them to open their eyes and return to the present. - Ask them to draw a picture of what they saw and write 3-4 sentences describing their vision for their future. <p>Tip: Encourage them to use complete sentences with correct capitalisation and punctuation.</p>
10 minutes	<p>Why Do We Need a Vision?</p> <p>You just drew and described your vision for your future. Do you think it's important to have a vision for your future? Think and share your thoughts.</p> <ul style="list-style-type: none"> - Having a vision is important because it helps us see and plan our future. We can break our vision into smaller goals and achieve them step by step. Each goal we achieve brings us closer to making our vision a reality. - Consider your favourite movie star or athlete. What made them famous? They had a vision, set goals, and worked hard to achieve them. Similarly, setting goals and planning actions can make our dreams a reality too.

Day 2 –

Today, you will identify the knowledge, skills, and qualities you wish to develop to realise your vision.

Time	Activity and Description
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20 minutes	<p>Identify the Knowledge You Need for Your Dream Job</p> <p>How do you think you can make the future come true? What things do you need to do? You can make your dreams come true by making plans.</p> <ul style="list-style-type: none"> - You can set goals to achieve over time. For example, if you want to be a Maths teacher in 10 years, you can start by trying to get good at Maths this year, like scoring 90% or more in all your Maths tests. You will need to set many goals like this to reach the future you imagined. - To be able to set these goals, you must identify the specific knowledge and skills that you would need to do your dream jobs 10 years from now. <p>Reflect and write down the specific knowledge required for your dream job and how you can acquire it in a table format. An example has been given below.</p> <table border="1" data-bbox="391 632 1398 726"> <thead> <tr> <th>Dream Job</th> <th>Knowledge</th> <th>How to acquire the knowledge?</th> </tr> </thead> <tbody> <tr> <td>Be a singer</td> <td>Knowledge of music</td> <td>Learn from a music teacher</td> </tr> </tbody> </table> <p>Note: They can also add pictures or icons to show the knowledge they need and how they will acquire it. Let them know that they will include this information in their vision collage.</p>	Dream Job	Knowledge	How to acquire the knowledge?	Be a singer	Knowledge of music	Learn from a music teacher												
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20 minutes	<p>Skills and Qualities You Wish to Develop</p> <p>Performing your dream job effectively requires not only knowledge but also specific skills.</p> <ul style="list-style-type: none"> - Skills are things that you must be good at to do a job well, like writing if you want to be a writer or explaining things if you want to be a teacher. - Think of the skills necessary for your dream job and add them to the table you created in the previous section. List at least 2-3 skills. <table border="1" data-bbox="386 1062 1393 1247"> <thead> <tr> <th>Dream Job</th> <th>Knowledge</th> <th>How to acquire the knowledge?</th> <th>Skills</th> </tr> </thead> <tbody> <tr> <td>Be a singer</td> <td>Knowledge of music</td> <td>Learn from a music teacher</td> <td>1. Confidence 2. Ability to sing (voice) 3. Good memory (remembering lyrics)</td> </tr> </tbody> </table> <ul style="list-style-type: none"> - In addition to skills, there are certain qualities you may want to cultivate. Think of the dream life you imagined in the first class. What kind of a person are you in that dream? What qualities do you have? Think and add them to the table. <table border="1" data-bbox="391 1392 1406 1629"> <thead> <tr> <th>Dream Job</th> <th>Knowledge</th> <th>How to acquire the knowledge?</th> <th>Skills</th> <th>Qualities</th> </tr> </thead> <tbody> <tr> <td>Be a singer</td> <td>Knowledge of music</td> <td>Learn from a music teacher</td> <td>1. Confidence 2. Ability to sing (voice) 3. Good memory (remembering lyrics)</td> <td>1. Empathy 2. Creativity 3. Love for music 4. Determination</td> </tr> </tbody> </table> <p>Note: If learners struggle to identify qualities they would like to develop, give them some examples, such as kindness, honesty, bravery, creativity, patience, etc.</p> <ul style="list-style-type: none"> - Can you recall another term for qualities or features? 	Dream Job	Knowledge	How to acquire the knowledge?	Skills	Be a singer	Knowledge of music	Learn from a music teacher	1. Confidence 2. Ability to sing (voice) 3. Good memory (remembering lyrics)	Dream Job	Knowledge	How to acquire the knowledge?	Skills	Qualities	Be a singer	Knowledge of music	Learn from a music teacher	1. Confidence 2. Ability to sing (voice) 3. Good memory (remembering lyrics)	1. Empathy 2. Creativity 3. Love for music 4. Determination
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	<ul style="list-style-type: none"> - Words that describe the qualities of a person, place, animal, or thing are called describing words or adjectives. - Write down the adjectives you would want someone to use when describing you. Identify at least 3-4 qualities. - Share the list of qualities that you wish to develop. <p>Note: Let learners know that they will include the skills and qualities they wish to develop in their vision collage. They can consider representing them visually with pictures or icons.</p>
At-home activities	Share the table you created with your family and ask them if there are any additional skills or qualities required for your dream job. Make any changes/ improvements to the table if required.

Day 3 –

Today, you will write two SMART goals to fulfil your visions, and work on your vision boards.

Time	Activity and Description												
20 minutes	<p>Identify the Goals for the Future</p> <ul style="list-style-type: none"> - In the last class, you identified the knowledge, skills, and qualities you would like to develop. Today, you will learn to set goals to develop these knowledge, skills, and qualities and make your dream come true 10 years from now. - What does the word ‘goal’ mean? - Goals are the targets or things you want to achieve. They help you pay attention to what's important. For instance, if you dream of becoming a famous painter in 10 years, you should make smaller goals for 1 year, 2 years, 5 years, and so on, to make that big dream come true. - Let's learn how to write goals. While writing goals, it's important to make sure that they are SMART. - SMART goals stand for: <ul style="list-style-type: none"> Specific: Write the goal precisely without any room for misinterpretation. Measurable: Specify how you will measure whether you have attained the goal or not. Attainable: Break down the goal into realistic steps so that it is achievable. Relevant: State how the goal is related to your larger vision. Time-bound: Write the start and end date to achieve the goal. <p>Note: Explain how to write SMART goals using the examples and non-examples given in the table above.</p> <table border="1" data-bbox="820 1138 1464 1587"> <thead> <tr> <th>Examples ✓</th> <th>Non-examples ✗</th> </tr> </thead> <tbody> <tr> <td>Specific: I will master some magic tricks in the next month and showcase them at a school assembly.</td> <td>Non-specific: I want to do something fun.</td> </tr> <tr> <td>Measurable: I will learn four magic tricks and perform them at a school assembly.</td> <td>Unmeasurable: I want to do a cool magic trick performance in school.</td> </tr> <tr> <td>Attainable: I will learn one magic trick each week.</td> <td>Unattainable: I will learn some magic tricks.</td> </tr> <tr> <td>Relevant: I want to be a magician when I grow up.</td> <td>Irrelevant: I am bored in the summer break.</td> </tr> <tr> <td>Time-bound: I will begin practicing magic tricks on the first week of next month and aim to master four tricks by month-end.</td> <td>Not Time-bound: I will learn magic tricks in my free time.</td> </tr> </tbody> </table>	Examples ✓	Non-examples ✗	Specific: I will master some magic tricks in the next month and showcase them at a school assembly.	Non-specific: I want to do something fun.	Measurable: I will learn four magic tricks and perform them at a school assembly.	Unmeasurable: I want to do a cool magic trick performance in school.	Attainable: I will learn one magic trick each week.	Unattainable: I will learn some magic tricks.	Relevant: I want to be a magician when I grow up.	Irrelevant: I am bored in the summer break.	Time-bound: I will begin practicing magic tricks on the first week of next month and aim to master four tricks by month-end.	Not Time-bound: I will learn magic tricks in my free time.
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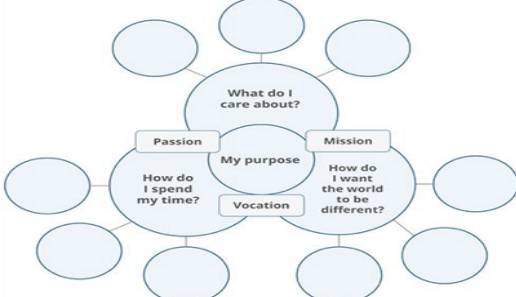
	<ul style="list-style-type: none"> - Write any two SMART goals in your notebooks/ piece of paper. You will include these SMART goals in your vision board. <p>Tips:</p> <ul style="list-style-type: none"> - For those who find writing challenging, share the following format: <ol style="list-style-type: none"> 1. <i>Specific: I will... (state your specific goal).</i> 2. <i>Measurable: I will do... (state exactly what you will do to achieve your goal).</i> 3. <i>Attainable: I will... (break down your goal into smaller achievable steps).</i> 4. <i>Relevant: I want to do this because... (state how this goal will help you realise your vision).</i> 5. <i>Time-bound: I will start on... (mention the exact date) and finish by (mention the exact date) to achieve my goal.</i> - For advanced learners, have them share their SMART goals with a peer/ adult, gather feedback, and use it to enhance their goal-writing skills.
20 minutes	<p>Work on the Vision Collage</p> <p>Now, you will work on your vision collage. You can use half a chart paper or two notebook pages to create the collage. You can make your collage by dividing it into four parts.</p> <ul style="list-style-type: none"> - In the first part, you can show a picture of yourself in the future, like the one you drew on the first day of the project when you closed your eyes and imagined your life 10 years from now. You can paste that picture and describe it using words, phrases or sentences. - In the second part, you can present the knowledge, skills, and qualities you must develop to make your dream of your future self in 10 years come true. In addition to describing these knowledge, skills, and qualities, you can also add pictures or icons to show them. - In the third part, you can write the 2 SMART goals you came up with in today's class. You can add pictures to show these goals. - In the fourth part, you can write 1-2 habits you would need to develop now to realise your dream of 10 years from now. Use pictures, drawings, and icons to represent these habits. <p>Note: If learners do not understand what a collage is, you can show them some samples shown in Appendix 1. Encourage them to make the collages visually appealing. They can use old newspapers or magazines for words/ letters/ pictures or easily available material from their surroundings like cotton, mud, leaves, etc. to make their collages more interesting. Instruct the learners to complete their collages and bring them to the next class.</p>
At-home activities	Complete any pending work on your collage.

Day 4 –

Today, you will prepare a script to describe your vision board and present it.

Time	Activity and Description
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20 minutes	<p>Preparation for the Presentation</p> <p>You will prepare a script of 10-12 sentences to present your collage. The script should cover:</p> <ol style="list-style-type: none"> 1. Your future vision: What does your life look like 10 years from now? 2. The knowledge, skills, and qualities you will have to develop to realise your dream vision. 3. The goals you have set to achieve your visions <p>Note: Encourage them to use complete sentences in their script.</p>
15 minutes	<p>Presentation</p> <p>Present your vision boards.</p> <p>Note: As the learners present, the audience can note the following things:</p> <ul style="list-style-type: none"> - Did they understand the vision of the person presenting it? - What elements of their vision board make it visually appealing? - How can they improve their vision board? <p>You can put up the collages somewhere you can see them every day.</p>
5 minutes	<p>Reflection</p> <p>Reflect on your experience of doing this project using the following question prompts:</p> <ul style="list-style-type: none"> - 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?

<p>Additional enrichment activities:</p>	<ul style="list-style-type: none"> - The learners can use this mind map to increase their sense of purpose. <div style="text-align: center;">  </div> <p>Reference link:</p> <p>https://www.greatschools.org/gk/articles/how-to-help-a-child-find-their-purpose/</p> <ul style="list-style-type: none"> - They can create more SMART goals. They can identify habits that will take them closer to their goals and create a habit tracker to record their daily progress.
<p>Modifications for simplification</p>	<ul style="list-style-type: none"> - If learners struggle with writing complete sentences in English, encourage them to draw pictures to show their ideas, and use as many English words and phrases to explain their ideas as possible. - Reflection questions can be simplified depending on the language level of the learners. - In case, learners find it difficult to think about how they want to be remembered, they could focus only on the job they would like to do in their vision boards.

ASSESSMENT CRITERIA

A majority of my learners were able to:

- Identify the knowledge and skills (at least 2-3) needed for their dream jobs.
- Identify adjectives in a given text.
- Identify 3-4 qualities that they would like to develop.
- Write two SMART goals.
- Create a collage expressing their vision for their future and present it before an audience using a script of 10-12 sentences.

APPENDIX 1

Some Examples of Collages:





Reference links:

Image 1: <https://jkim5.weebly.com/vision-board.html>

Image 2:

<https://www.mccoyscu.org/blog/posts/how-to-create-a-vision-board-to-reach-your-college-goals.html>
