



Mapping Your Path

Grade Level: 6 – 12
 Lesson Plan Timeframe: 1 – 3 45-min. periods
Program Topic: TSLC: Inspire a Shared Vision
State: _____
Chapter/School: _____

<p>Overview & Purpose Inspiring a shared vision can be difficult for any leader, especially a teenager. Teens are still developing the ability to set long term goals, envision what the end result might look like and communicate that vision to empower others.</p>	<p>Career Clusters and Pathways All</p>
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<p>Lesson Plan Goals & Objectives</p>	<p>Clarify the meaning of “inspire a shared vision.” Identify characteristics of leaders who inspire action. Create a visual representation of the process for achieving a project goal.</p>
<p>Materials Needed</p>	<p>Supplies Writing tool Paper Collage paper Magazines Glue Scissors Markers CD player/projector/computer CD or YouTube of “Dream Big” by Ryan Shupe and the RubberBand</p> <p>Handouts Mapping Your Path – one per student Dream Big Lyrics -- one per student</p>

<p>Introduction of Subject</p>	<p>Ask students to think about people, past and present, who have inspired others to work toward a common goal. These might be activists, coaches, political figures, or people in their own lives such as family members, peers, religious figures or coaches.</p> <p>Possible subjects could include: Martin Luther King Jr., Winston Churchill, President Barack Obama, Herb Brooks (hockey coach for the U.S. 1980 Olympic hockey team), Susan B. Anthony, Maya Angelou, Princess Diana, or others.</p> <p>Now ask students to generate a second list, but this time focus on people they see in their day-to-day lives in their families, school, and community. Think about people who have a vision of where they want to go or take people and how they have inspired others toward that vision. These could be peers, school/organization leaders, family member, religious figures, community members, etc.</p> <p>After a list has been brainstormed, discuss qualities and traits that these charismatic leaders had/have in common.</p> <p>Possible discussion questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What is/was their cause/purpose? <input type="checkbox"/> How do/did they get others to believe in their cause? <input type="checkbox"/> Why do/did these leaders have the impact they did? <input type="checkbox"/> How do/did they communicate their aspirations? <input type="checkbox"/> What were people's reactions? <p><i>Variation: Break students into groups and each group takes a person from the list. Students discuss in small groups and report back to the class. Record common themes and ideas on the board. Or split the class in half and one group generates the first list and the other group generates the second list.</i></p> <p>Share with students that the second practice of the five leadership practices is <i>Inspire a Shared Vision</i>. According to TSLC, leaders believe in the future and the possibilities it brings. They also inspire others to believe in a common goal and work toward accomplishing great things. Each of the leaders we have discussed today have done just that. They were passionate about a vision they had for the future and inspired others to take action.</p>
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Activity 1

Before they can inspire others, leaders need to have a clear, purposeful vision. We often consider our goals and think about our dreams, but we don't spend time really thinking about what they look and feel like. In order to bring clarity to one's vision, it's not only important to consider the end result but also what it's going to take to get there. Professional athletes do this all the time. Before a game or a match, they often visualize what that competition is going to look like from beginning to end, focusing on how to get to the victory. They play the mental "what if" game, imagining all possibilities of what it's going to take in order to reach their victory. The same exercise can be equally as effective in working toward accomplishing our own personal victories.

Ask students to close their eyes and lead them through a visual imagery exercise. Use the following prompts to guide students to not only think about but also to visualize their goals, futures, and dreams. Be careful to pause between prompts in order to give time for students to create visual pictures and really imagine the possibilities.

- Think of a goal or dream you want to accomplish. This might be something you are currently working on or something for the future. Maybe something you've considered but haven't really focused on lately.
- Imagine the day you accomplished your goal. Picture yourself in that environment. What do you look like? What are you saying and doing? Who else is there? Imagine the environment; what does it look like? Smell like? Sound like? How do you feel?
- Now think back to what it took for you to get to this point. How long did it take you? What sacrifices did you have to make? What were the little victories you were able to celebrate along the way? What were the victories that you knew were bringing you that much closer to your goal?
- What did that road look like? Was it smooth and uneventful or bumpy and turbulent? What obstacles did you encounter? How did you work through these obstacles? Consider the time it took to get through to each one.
- Now picture yourself today and think about the route you are going to take to get from here to there.

Ask students to open their eyes and take 5 minutes to journal what they envisioned (this could be writing, pictures or a combination of both). Provide an opportunity for sharing.

<p>Activity 2</p>	<p>Now that we have taken some time to visualize our goal/dream, let's take some time to bring even more clarity to this vision.</p> <p>Ask students to consider a dream or goal they want to accomplish. This could be something personal like graduate high school or college, a dream job or career they are working toward, or something that involves a group or organization they are working with such as winning a state championship or completing a school project.</p> <p>Now take a minute to identify a concrete object or activity that could serve as a metaphor for your goal. Some examples to help students generate ideas could include: _____ is like a marathon, climbing a mountain, or ship (Kouzes and Posner, 2008, p. 70).</p> <p>Pass out the "Mapping Your Path" handout and review the guidelines and expectations. Students will create a collage representation of their goal. <i>Note:</i> Teachers/advisers may need to adapt the collage activity to meet the needs of students. If layering is too complicated or there are too many components, adjust so that it is meaningful to the level of learner you are working with.</p> <p>Students could present their collages to the class and then post them as a reminder throughout the semester, trimester, or school year.</p> <p>Connect back to the introductory activity about charismatic leaders who inspired others through their passion and commitment to their cause. How might students inspire others to work toward a common goal? (If their collage represented a personal goal, how might they apply this process to a group setting/aspiration?)</p> <p>Possible discussion questions after presentations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What observations can be made about people's goals, dreams? <input type="checkbox"/> Which goals were personal/individual goals and what goals were related to a group? <input type="checkbox"/> As a school leader, what happens if others do not see your vision or agree with your vision? <input type="checkbox"/> Now that we've created a vision, how can we take this one step further to inspire others? <input type="checkbox"/> Explain that part of the process of inspiring a shared vision is listening. What did you learn about each other as you listened to students' presentations? <input type="checkbox"/> What themes/common ideas were shared among each other? <input type="checkbox"/> If we were to complete a class project, what are some ideas we could take from listening to each other?
<p>Activity 3</p>	<p>Play the song, "Dream Big" by Ryan Shupe and the RubberBand and distribute the lyrics so students can follow along. If YouTube is accessible, there are also several versions of videos that could be shown. Repeat the song a second time for students to think about what the lyrics mean.</p> <p>Ask students to pick a line or phrase in the song that they can connect to their collage/goal and its relationship to inspiring others. Allow time for each student to share his/her connection.</p>

Summary/Evaluation	<p>Explain that is important for leaders to be clear in their vision before they can expect others to follow. Whether it's working on a group project or leading an organization, a shared vision needs to exist to give purpose and direction to the experience. As an organization/school do we have a shared vision? If not, should we? What should that vision look like? How can we make that vision more apparent and inspire others?</p> <p>Students can be evaluated on:</p> <ul style="list-style-type: none"> • Metaphor collage • Participation
Other Resources	<p>TSLC Chapter 4</p> <p>There are several websites that have copies and/or clips of speeches for reading, viewing, and listening. Some suggested sites are:</p> <ul style="list-style-type: none"> • Famous Speeches and Speech Topics: www.famous-speeches-and-speech-topics.info/ • Time magazine, The Top 10 Speeches of all time: www.time.com/time/specials/packages/article/0,28804,1841228_1841749,00.html • American Rhetoric: www.americanrhetoric.com/top100speechesall.html • Famous Quotes & Speeches: www.famousquotes.me.uk/speeches/
Additional Notes	<p>The lesson could be expanded and deepened through further analysis of historical leaders and their impacts through speech. Students could be assigned a leader/speech, research the speech, and present an analysis of the leader and his/her impacts. Students could also role play and present the analysis as if they were that leader.</p> <p>Students could also use the collage process to create a plan of action to practice inspiring a shared vision – or implement steps toward reaching that vision. Teachers/advisers could set a time table for completing the plan – several weeks, a grade period, a semester, or other, and provide class time for students to work. This would be a great place to select and implement a service learning project. As part of the follow-up component of the project, have students connect back to how they inspired others with their vision.</p>
Source (If applicable, cite any published or copyrighted materials used in this lesson plan.)	<p>Kouzes, James and Posner, Barry. <i>The Student Leadership Challenge</i>. San Francisco: Jossey Bass, 2008.</p>