

Lesson #1: What is MY PURPOSE? What is OUR VISION?

Lesson Summary: Students will review the basic attributes of the RISE program, and what they have learned in the previous year. Students will then be introduced to the theme for the current year, "Advocacy" and the first unit, "Vision." Students will learn about the three components of having a "true" vision: Purpose, Perception and Perspective. Students will work together to create a Vision Statement for their group.

Preparation: Since this is the first class, have established classroom expectations ready to be explained to the students. Make this visible if necessary. Have each instructor prepare a two-minute introduction to state at the beginning of the class. Create an atmosphere that is organized and welcoming as the students arrive. Make sure all work stations are prepared.

Materials:

Student Journals
Blackboard/Whiteboard
Chalk/Dry Erase Markers
Frisbee
Basketball

Lesson # 1 Discussion Questions

Discussion Question #1: What experiences can you share about being part of RISE?

Discussion Question #2: What can WE be?

Discussion Question #3: What is Purpose? What is YOUR Purpose?

Discussion Question #4: How do we help others see what we see?



Discussion Question #1: What experiences can you share about being part of RISE?

Have students discuss this as a large group. Make sure the four attributes of RISE are discussed as a group, and what they mean to the group.



Discussion Question #2: What can WE be?

In the first year of the program they defined their personal "To Be" and "To Do" goals, this year they will recognize what the goals will be as a group. Have the students divide into groups of three. Ask the discussion question to the whole group. Ask the students to think about this quietly for about one minute, and then to share within their small groups. After about five minute of small group discussions, bring the discussion to the whole group. Ask the students to use their journals for the "To Be and To Do" handout as a guide. Have them discuss, the kind of group they envision to "Be" and the things they need to "Do" to make a change and support the City of Chester.

Introduce the concept of being an ADVOCATE. These "To Be" and "To Do" goals are the start of the process to become advocates of change. To be advocates, they must stand for a cause or a purpose. During this lesson the students will be introduced to the guiding principles of having a VISION, namely: Having a PURPOSE, Finding PERSPECTIVE and Becoming PERCEPTIVE.

Advocate (noun) - : one that pleads the cause of another; specifically : one that pleads the cause of another before a tribunal or judicial court

2: one that defends or maintains a cause or proposal

3: one that supports or promotes the interests of another



**I learned a long time ago the wisest thing I can do is be on my own side,
be an advocate for myself and others like me.**

-Maya Angelou

Lesson #1: What is MY PURPOSE? What is OUR VISION?

Lesson Summary: Students will review the basic attributes of the RISE program, and what they have learned in the previous year. Students will then be introduced to the theme for the current year, “Advocacy” and the first unit, “Vision.” Students will learn about the three components of having a “true” vision: Purpose, Perception and Perspective. Students will work together to create a Vision Statement for their group.



Object Lesson: Can you dribble a Frisbee?

Have a person come up front and give him a basketball. Have the person dribble the ball for a couple seconds. Then give him a frisbee and tell him to do the same thing. It obviously will not work. Then have him throw the frisbee (this is where space is needed). Then give him the basketball and have him throw it like a frisbee. It will not work that well either. Ask the students if they can see how this object lesson relates to PURPOSE. How can the students relate this object lesson to themselves?



Discussion Question #3: What is PURPOSE? What is YOUR PURPOSE?

According to Kendall Bronk, a leading researcher on youth development, purpose has four defining features:

1. Dedicated Commitment
2. Personal Meaningfulness
3. Goal-directedness
4. VISION bigger than self.

Share these four features with the students and ask if they believe RISE has helped them develop any of these features. Have a brief five minute discussion on these four points. Explain that this year will be dedicated to specifically the fourth point, VISION bigger than self. In the first year of RISE the students focussed on finding their VOICE, this year they will learn about sharing their VOICE to be an ADVOCATE for the City of Chester.



Activity: Vision Building

The students have identified their values “To Be’s” and they have discussed briefly purpose, this activity will bring these discussions together to develop a VISION. The group will work together in creating a joint VISION for the year. The VISION must include the core values of the program (i.e. RISE attributes, advocacy), believed PURPOSE of the program, and their specific view of the future. The goal is to make this statement clear and concise, less than 20 words is good, 15 words is better, 10 is great.

Share with the students the following examples of Vision Statements:

RISE: RISE expects its participants to become high achieving individuals, positive influences in their peer groups and righteous leaders in their schools and neighborhoods as they model personal responsibility, integrity and excellence and also demonstrate leadership through acts of service in their community. (41 words)

Boy Scouts of America: To prepare every eligible youth in America to become a responsible, participating citizen and leader who is guided by the Scout Oath and Law. (24 words)

Goodwill: Every person has the opportunity to achieve his/her fullest potential and participate in and contribute to all aspects of life. (21 words)

Save the Children: Our vision is a world in which every child attains the right to survival, protection, development and participation. (18 words)

Make-A-Wish: Our vision is that people everywhere will share the power of a wish (13 words)

Habitat for Humanity: A world where everyone has a decent place to live. (10 words)

Human Rights Campaign: Equality for everyone (3 words)



Advocacy Unit #1: Vision

6

Lesson #1: What is MY PURPOSE? What is OUR VISION?

Lesson Summary: Students will review the basic attributes of the RISE program, and what they have learned in the previous year. Students will then be introduced to the theme for the current year, “Advocacy” and the first unit, “Vision.” Students will learn about the three components of having a “true” vision: Purpose, Perception and Perspective. Students will work together to create a Vision Statement for their group.

Activity: Vision Building

As the students discuss their joint VISION encourage them to keep the PURPOSE of the program at the forefront and how their PERCEPTIONS and PERSPECTIVES are similar. It is important to help the students understand that if they can’t create a unified VISION it will be impossible for others to see the vision of the future they have for the City of Chester.

Teacher Notes: While facilitating this activity allow the students to do as much of the work as possible. Allow them to identify leaders and roles that are needed for this activity. If needed, refer back to the three discussion questions and points or statements the students used during the discussion. This activity will stimulate discussion and debate. Take note of how the students interact with each other as this will be used in the next unit, discussing debate.

When the students have finished with their Vision Statement have someone read it aloud to the class. Ask the students to write it in their journals. Ask the students how often they should refer to their VISION? Make sure to note the Vision Statement and tell the students that you will create a poster board with their Vision Statement on it to be displayed for every class from now on (if students would like to create this poster themselves this is even better).



Conclusion: Discussion Question #4: How do we help others see what we see?

As a closing discussion, ask the students to think about what they have talked about. Ask them to discuss ways that they can help others become aware of their group’s VISION.

How can they help others see what they see?

How do we help others see their VISION of the future of the City of Chester?

Ask them to personally set goals for sharing their VISION with others and to write them in their journals. Before closing the meeting share the spiritual thought and have them think about how it relates to the discussion today.

Matthew 5:14 Ye are the light of the world. A city that is set on an hill cannot be hid.

**15 Neither do men light a candle, and put it under a bushel, but on a candlestick;
and it giveth light unto all that are in the house.**

**16 Let your light so shine before men, that they may see your good works,
and glorify your Father which is in heaven.**



Advocacy Unit #1: Vision
Lesson #1: What is MY PURPOSE? What is OUR VISION?

To BE's and To DO's

What kind of group do you envision RISE to "Be"
and the things RISE needs to "Do" to make a change and support the City of Chester.

1. _____

a. _____

b. _____

c. _____

2. _____

a. _____

b. _____

c. _____

3. _____

a. _____

b. _____

c. _____

4. _____

a. _____

b. _____

c. _____



RISE

RESPONSIBILITY, INTEGRITY,
SERVICE AND EXCELLENCE

Advocacy Unit #1: Vision

Lesson #1: What is MY PURPOSE? What is OUR VISION?

Sharing Our Vision

What are my goals to share OUR VISION of Chester?

1. _____

2. _____

3. _____

4. _____

5. _____

Remember to make your goals

