

Lesson Outline:

This Lesson Plan will be broken down into two periods, with follow up as required:

- 1st Lesson: Opening (3 min) + INM (7 min) + GP (30 min)
- 2nd Lesson: GP Recap (20 minutes) + IP (20 minutes)
- Follow up: Touch point every week for checking and feedback + Final Closing (5-10 minutes)

VISION-SETTING	OBJECTIVE. What is your objective?	KEY POINTS. What knowledge and skills are embedded in the objective?
	SWBAT to write an essay of "Who will I be when I am 25?"	<p>WHAT - Knowledge</p> <ul style="list-style-type: none">- A vision is a dream we all have for ourselves. We set a vision so that we can achieve success in the future.- Mapping out our vision for ourselves: <i>When we are 25, what kind of a person will we become; as an individual, as a friend, as a family member, as a community member, as a student or a professional, as a citizen? Why is being in such a way important to me?</i> <p>Additional information: Teach For Pakistan's vision is for our children to grow into thinkers, scholars, artists, scientists, and entrepreneurs – builders of a new Pakistan. We have our classroom's vision as well.</p> <p>Key terms (translated as they would show up in the lesson)</p> <p>Vision: maqsad.</p> <p>Goals: maqsad hasil karne liye iraaday.</p> <p>Achievement: kaamyaabi.</p> <p>Growth: taraqqi</p> <p>As an Individual: infiraadi taur pe.</p> <p>Professional: apne paishay k saath</p> <p>Community: apne baradari mein, apnay doston k saath, apnay mohallay mein.</p> <p>Characteristics: khusisiaat.</p> <p>Scholars: wo aalim honge</p> <p>Entrepreneurs: unke karobar honge</p> <p>Citizens: shehri.</p> <p>Engaged: mulk ki taraqqi mein shaamil</p> <p>Reality: asliyat.</p>

		<p>HOW - Skills</p> <ol style="list-style-type: none"> SWBAT describe what their personal vision for their success is. SWBAT describe what kind of future they hope to achieve for themselves at 25. <p>A. Reflection + Discussion + Mapping Exercise:</p> <p><u>Brainstorming + Discussion Q:</u></p> <p>When I am 25, what kind of a person will I become for myself and for others?</p> <p>B. Using the Map to write an Essay</p> <table border="1" data-bbox="815 634 1528 1125"> <thead> <tr> <th>Section</th> <th>Suggested Prompts - Fellows can add more, or less.</th> </tr> </thead> <tbody> <tr> <td>Introduction</td> <td>What is your vision for yourself as a 25 year old?</td> </tr> <tr> <td>Body: 2-3 paragraphs</td> <td> i. What kind of a person will you become at 25? ii. Will you be studying? Or will you be a professional? Why are you choosing this for yourself? Why is this choice important for you? iii. Will you have many friends? Will you have many hobbies? What will you be doing on the weekends? iv. Are you doing any projects in your community? v. What kind of characteristics will you have? </td> </tr> <tr> <td>Conclusion</td> <td>How can you make this vision a reality for your future self?</td> </tr> </tbody> </table> <p>WHY - connection to vision</p> <ol style="list-style-type: none"> SWBAT recognize the alternate future they hope to achieve by 25. SWBAT recognize their role in making their vision a reality. SWBAT discover their own potential to become loving, thinking and engaged citizens to bring a change. 	Section	Suggested Prompts - Fellows can add more, or less.	Introduction	What is your vision for yourself as a 25 year old?	Body: 2-3 paragraphs	i. What kind of a person will you become at 25? ii. Will you be studying? Or will you be a professional? Why are you choosing this for yourself? Why is this choice important for you? iii. Will you have many friends? Will you have many hobbies? What will you be doing on the weekends? iv. Are you doing any projects in your community? v. What kind of characteristics will you have?	Conclusion	How can you make this vision a reality for your future self?
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<p>CONNECTION TO LARGER GOALS. How does the objective connect to larger learning goals (e.g., unit goals, the big goal)?</p>										
<p>Same as why.</p>										
<p>DETERMINING METHODS</p>	<p>OPENING (3 min.) How will you communicate <i>what</i> is about to happen? How will you communicate <i>how</i> it will happen? How will you communicate its <i>importance</i>? How will you communicate <i>connections</i> to previous lessons? How will you engage students and capture their interest?</p>	<p>MATERIALS.</p>								
	<ul style="list-style-type: none"> We'll start our lesson today with our imagination! Close your eyes and think of yourself in the future, when you will be 25... 									

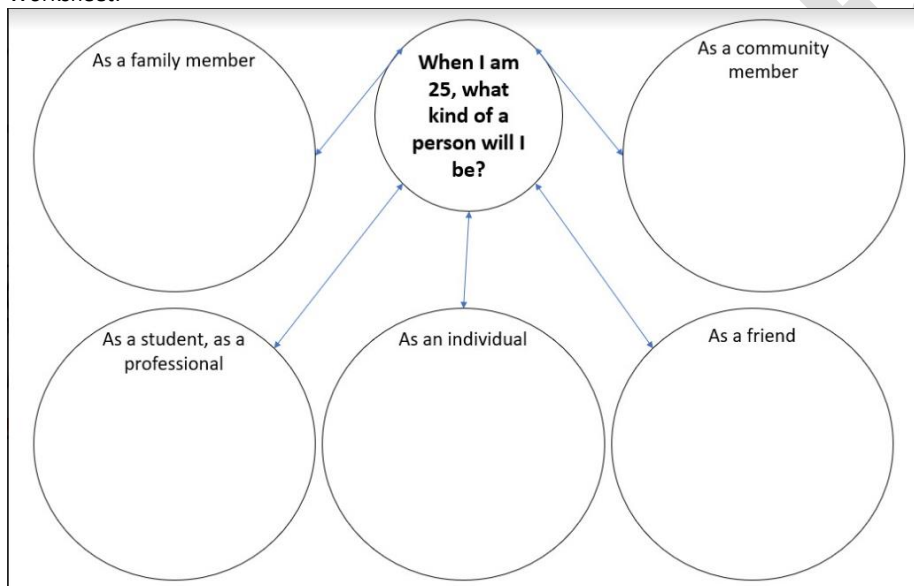
	<ul style="list-style-type: none"> - Think about your dreams. Suggested prompts: Who will you be when you are 25? Will you have a job or will you be studying? Where would you be living? What will you be doing on the weekends? How will you spend your free time? - - Now I want you to open your eyes, hold your thoughts safe, because today, we will be talking to one another about “Who will I be when I am 25?” 	
	<p>INTRODUCTION OF NEW MATERIAL (7 min.)</p> <p>How will you explain/demonstrate all knowledge/skills required of the objective, so that students begin to actively internalize key points?</p> <p>Which potential misunderstandings do you anticipate? How will you proactively mitigate them? How will students interact with the material?</p> <p>How/when will you check for understanding? How will you address misunderstandings?</p> <p>How will you clearly state and model behavioral expectations? Why will students be engaged?</p>	
	<ul style="list-style-type: none"> - But before that, I have some exciting news! Teach For Pakistan, the organization that we work with, is 5 years old now! - To celebrate its anniversary, we are holding an essay competition - you can choose to enter if you like. - We can write essays on different topics and one of them is our topic today. “Who will I be when I am 25?” - So let’s get started! 	
	<p>Teacher’s Action: This time is supposed to serve as a facilitative space for the teacher and students to think and talk about what a vision is, its purpose and utility for a student’s success. Fellow can add more prompts if needed.</p> <ul style="list-style-type: none"> - Class, what do you think is ‘vision?’ TA: wait for students to respond - most likely, students will detail their class vision, uplift their spirit if they do - Vision ek maqsad hota hai - wo maqsad jis ko hasil kar k hum successful hojate hain. - Does anyone remember our classroom’s vision? TA: Take a moment to revise the vision for the classroom, refer to the chart if placed - Yes, exactly. And why did we create this vision together? Yes, because we want our class to be successful! 	<p>Optional prompt: For students who are entering the competition - Fellow to share the TFP vision with them also so that they can align their essays if needed with the vision specific vocabulary.</p>
	<p>GUIDED PRACTICE (30 min + 20 minutes.)</p> <p>How will students practice all knowledge/skills required of the objective, with your support, such that they continue to internalize the key points?</p> <p>How will you ensure that students have multiple opportunities to practice, with exercises scaffolded from easy to hard?</p> <p>How/when will you monitor performance to check for understanding? How will you address misunderstandings?</p> <p>How will you clearly state and model behavioral expectations? Why will students be engaged?</p>	
	<p>GP day 1 - 30 minutes</p> <ul style="list-style-type: none"> - Do you remember that in the very start, I asked you what you dream to become when you grow up? And that to make this dream come true, we need to start hard work from today? And then we also set goals for ourselves to reach that vision! <p>Let’s go back to our own individual</p> <ul style="list-style-type: none"> - visions and brainstorm that if we achieve all that we wish to in our visions, how will our lives look? - What is your vision for yourself as a 25 year old? 	<p>Link to mindmap worksheet to be given to students in the GP</p>

- Suggested prompts:
 - What kind of a person will you become at 25?
 - Will you be studying? Or will you be a professional? Why are you choosing this for yourself? Why is this choice important for you?
 - Will you have many friends? Will you have many hobbies? What will you be doing on the weekends?
 - Are you doing any projects in your community?
 - What kind of characteristics will you have?

(Hum jab 25 k hojaenge, tou hum kesay nazr arahe honge? Kya humari hobbies hongi? Kya hum job kar rahe honge, ya humara apna business hoga, kya hum tab bhi is he mohallay mein reh rahe honge, ya hum kahin aur shift hogaye hain? Kya humein apni community mein, apne mohallay mein kuch tabdeeli laange mein hissa adda kiya hai? Kya hum kind honge? Kya hum apne paisay bohat smartly save karte hain? Humne kesi choices li hongy jab hum 25 k honge?)

- Individual Brainstorming exercise: Let's take 20 minutes to think about, what kind of a person do you want to become as an adult? I am passing a worksheet, take one and pass it on.

- Worksheet:



- I will show you how I would work on this exercise. TA: Fellow to do this exercise themselves in advance and bring a prepared Vision chart for this lesson, read it out loud for the students, so that they can understand the thinking and writing practice needed for this exercise.
- Give students the rest of the class to work on this exercise.
- TA: Close off lesson by thanking students for their responses and asking them to keep their mind maps and ideas safe for the next class - We will be starting the class by discussing them and then using these to write our essays. Assign as homework if they'd like more time to think about this exercise.

GP Day 2: 20 minutes.

- TA: Begin the session by asking students what they worked on in the last class briefly. Then start discussion in pairs. Students to share their vision for themselves with one another and Fellow to hear and uplift student responses in these small pairs.

INDEPENDENT PRACTICE (20 minutes)

How will students independently practice the knowledge and skills required of the objective, such that they solidify their internalization of the key points prior to the lesson assessment?
 When and how would you intervene to support this practice?
 How will you provide opportunities for remediation and extension?
 How will you clearly state and model behavioral expectations? Why will students be engaged?

- In the last class, we brainstormed what kind of a person we would like to be as an adult.
- Now, we will begin writing our essays! The topic for the essay is “Who will I be when I am 25?”

Instructions:

- Your essay should have a title that you think best describes your essay.
- You can write this essay in pairs and you can write it on your own, it is up to you.
- You can write it in any language – Urdu or English.
- As you know, every essay has 3 main parts (Introduction, Body, Conclusion). You can write multiple paragraphs in the second section - ‘Body’.
- You may use the following prompts to plan and write your essay.

Section	Suggested Prompts
Introduction	<ul style="list-style-type: none"> ● What is your vision for yourself as a 25 year old?
Body: 2 to 3 paragraphs	<ul style="list-style-type: none"> i. What kind of a person will you become at 25? ii. Will you be studying? Or will you be a professional? Why are you choosing this for yourself? Why is this choice important for you? iii. Will you have many friends? Will you have many hobbies? What will you be doing on the weekends? iv. Are you doing any projects in your community? v. What kind of characteristics will you have?
Conclusion	<ul style="list-style-type: none"> ● How can you make this vision a reality for your future self?

Fellows to translate the prompts into Urdu as well.

Monitoring Practice:

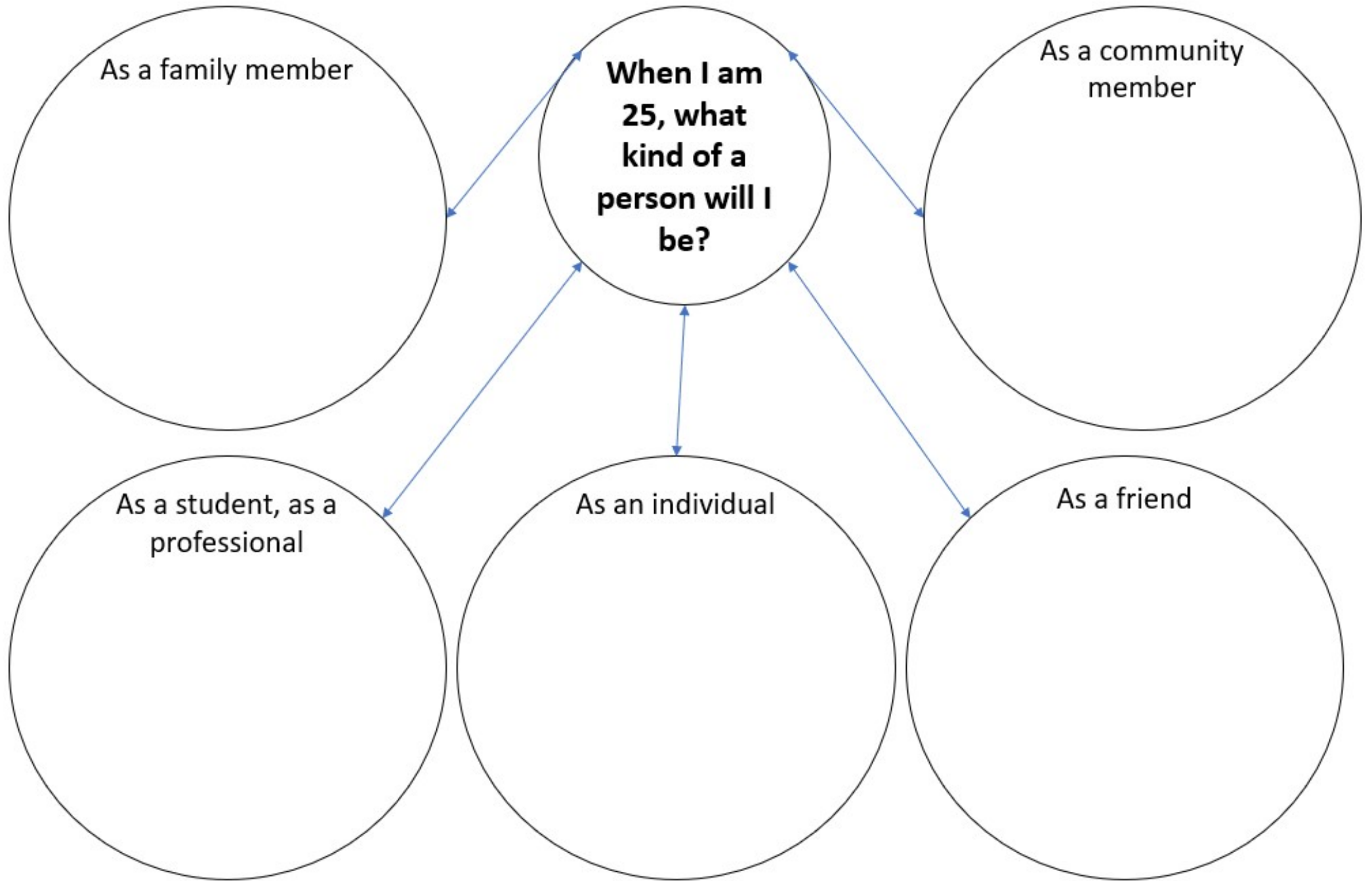
- You have written the first draft today, well done! Jin bachon ko competition mein hissa lena hai, unke saath ek alag process meine banaya hai - (Fellow to use her/his own discretion to decide when students can tell them about their decision to join competition.)
- We will find time on _____ every week (*TA: decide a time/day convenient*), and you will get your essays checked by me so I can provide you with feedback according to which you will adjust your essays.
- We will do this for 3 weeks. If you need any help during the week, you can come to me. By the end of February, we will be finished with our essays. (*Ye silsila ham 3 hafta tak jaari rakhein ge. Haftay k duraan agar apko koi bhi help ki zarurat ho, aap mujhse help maangsakte hain. February ke end tak hamare essays final hojaen ge.*)

I am so excited to see what you write!

Lesson Assessment: Once students have had an opportunity to practice independently, how will they attempt to demonstrate mastery of the knowledge/skills required of the objective?

	<p>CLOSING (2 min.) How will students summarize and state the significance of what they learned? Why will students be engaged?</p>	
	<ul style="list-style-type: none"> - Students, do you remember when we started writing our essays, we imagined ourselves when we would be 25? - Now I want you to take a look at the vision chart you made for yourself, then close your eyes and think of how this future can be yours if we work very hard everyday starting today! - And together as a community, if we keep reminding one another about this vision, we can come very close to making this a reality. 	
	<p><u>HOMEWORK</u> (if appropriate)</p> <p>Students can draw a portrait of themselves when they are 25 if they'd like to.</p>	

Teach For Pakistan



**ONE DAY ALL OF
PAKISTAN'S CHILDREN
WILL PARTICIPATE
IN AN EDUCATION
THAT NURTURES THEM
TO BECOME **LOVING,**
THINKING AND
ENGAGED CITIZENS.**