



LESSON PLANS! IMAGINING YOUR FUTURE TO MAKE BETTER DECISIONS

PRIMARY OBJECTIVE

To help young people get to know themselves better so they can make better decisions.

Why should you do this workshop with your students?

By doing this exercise with your students, you will help them discover what is truly important to them, which will help them make decisions that align with their values.

 **COMPETENCIES** Self-knowledge
Mindfulness

 **RECOMMENDED LEVEL** All secondary levels

 **DURATION** 25 minutes

BROAD AREAS OF LEARNING

- Health and well-being
- Career planning and entrepreneurship
- Citizenship and community life

CROSS-CURRICULAR COMPETENCIES

Personal and social competencies:

- Achieves their potential

Communication-related competencies:

- Communicates appropriately

Intellectual competencies:

- Exercises critical judgment
- Uses creativity

SUBJECT AREAS AND COMPETENCIES

English, language arts

- Writes a variety of texts
- Communicates orally in a variety of situations

Physical Education and Health

- Adopts a healthy, active lifestyle

Personal Orientation Project

- Carries out a process of career exploration

MATERIALS



- **“Imagining My Future”** student worksheet for all students, or a notebook.
- IWB or blackboard with chalk.
- Optional: Digital copy of the student worksheet.

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IMPLEMENTATION ACTIVITY: 20 MINUTES

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- **STEP 1:** Introduce and present the activity to the students
- **STEP 2:** Encourage each student to write a short text explaining the impact they would like to have at school and on the people around them

EXIT TICKET TASK: 5 MINUTES

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Take up the exercise and allow volunteers to share their work

INFO

GET TO KNOW YOURSELF SO YOU CAN MAKE BETTER DECISIONS FOR YOURSELF AND BETTER HANDLE LIFE'S DIFFICULTIES.

Enabling your students **to take the time to reflect on what they wish to be known** for among their friends, family and at school will help them to more clearly discern their values and what is important to them.

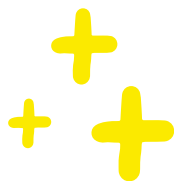
Values represent what is most important to us. They are like anchors that connect us to ourselves or compasses that guide us in our choices. Knowing our values and personal strengths helps us to better understand who we are and to make the right choices for us.

With this lesson plan, you will encourage your students to do a mindfulness activity: young people use **mindfulness** to do some self-searching.



By becoming mindful of their aspirations and values, your students will be more capable of deciding what is or is not good for them.

For example, a young person whose goal is to become an independent person will make decisions based on that objective and may choose, for example, to work a few hours a week to earn some money or to do their homework without their parents' help.



IMPLEMENTATION ACTIVITY:
15–20 minutes

EXIT TICKET TASK:
5 minutes

OBJECTIVE: To get your students to identify their values and what's important to them

IMPLEMENTATION ACTIVITY: 15–20 minutes






STEP 1: Introduce and present the activity to the students

WHAT TO SAY “Have you ever taken the time to think about the impact you want to have in the school environment? Or about what you would like your friends to say about you once you leave school?”

Today, I am encouraging you to reflect individually on **what you would like to accomplish on a personal level** (not academically) and **what you would like to be remembered for** when you leave school.”

STEP 2: Encourage each student to write a short text of around half a page or more, in which they explain the impact they would like to have at school and on the people around them

WHAT TO DO Distribute the “Imagining My Future” student worksheet or display the worksheet instructions so they can note them down in a place of their choice (e.g. in a notebook). Ask each student to write a short text using these questions to help them:

-  *What do you hope to accomplish over the next few years at school?*
-  *What would you like your classmates to remember about you?*
-  *What nice things would a friend have to say about you when you leave school?*

To help them, you can also give some examples.

For example, it could be a speech at prom or the section about you in the yearbook:

“I would like them to say that I’m someone who took initiative at school, who defended my classmates’ interests.

E.g. I love dancing; I would like to have taught my classmates about dance.

E.g. I would like people to say that I helped my classmates.”

“I would like people to say that I’m a good friend who’s fun to spend time with. I would like people to say that I’m generous and attentive to others.”

Give the students 15 to 20 minutes to write their answers.

IMPLEMENTATION ACTIVITY:
15–20 minutes

EXIT TICKET TASK:
5 minutes

OBJECTIVE: To get your students to identify their values and what's important to them

INFO

When this activity is done with adults, they are asked to write their funeral eulogy.

To make the exercise lighter and more accessible, students are asked to reflect on what they would like their friends to remember about them.

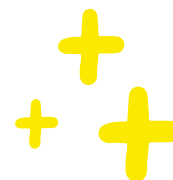
Doing this exercise helps your students define their personal goals. For example, for someone who would like their friends to say that they're fun to spend time with and that they're an independent person who does not depend on others and who is able to help them, their personal goals could be:

- **TO BE A SOCIABLE, WELL-LIKED PERSON**
- **TO BE INDEPENDENT**
- **TO BE ATTENTIVE AND HELPFUL TO THEIR LOVED ONES**

WHAT TO SAY

“Did you find this exercise hard?”

Would any of you like to share your answers with the group?”



IMPLEMENTATION ACTIVITY:
15–20 minutes

EXIT TICKET TASK:
5 minutes

OBJECTIVE: To get your students to track their progress

EXIT TICKET TASK: 5 minutes



WHAT TO DO To close, circle back and encourage a few students to share their text with the class, without pushing them to do so if they aren't comfortable.

WHAT TO SAY **66** "Taking the time to think about what is really important to us helps us to get to know ourselves better. With this exercise, you can define your personal objectives, which will guide your choices and help you make better decisions that align with your values."

OPTIONAL:

To go further, you can encourage your students to keep their student worksheet and come back to this exercise at different points in the year, especially at the end of the year, to encourage your students to think about their ambitions or see if their aspirations have come true or changed over the course of the year.



LEARN MORE

WATCH AND POST THIS VIDEO SEGMENT

so your students can hear our advice on getting to know themselves better.



DOWNLOAD OUR COMPLETE MINI-GUIDE

to help you practise mindfulness with your students.



WATCH THIS ONLINE CONFERENCE

with Catherine Malboeuf-Hurtubise, PhD, psychologist and professor [in French only].



DISCOVER TWO TEACHERS' EXPERIENCES

with mindfulness meditation in the classroom, along with a five-step tutorial to lead your first meditation session with your students.



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