



In this creative activity, students draw and write a comic strip storyboard to illustrate the screenplay of their dream life from the perspective of their future self.



Blank paper, pens and drawing materials (colored pencils, markers and/or crayons)

Total Prep Time: 5 mins.



As this is the fifth Monday of the month, please consider sharing or re-sharing highlights from the Monthly Kick-Off, and if appropriate, monthly video.

4 C's		SOCIAL & EMOTIONAL LEARNING		SERVICE LEARNING	
•	Critical thinking	•	Self-awareness	•	Integrated learning
	Communication	•	Self-management		High quality service
	Collaboration		Social-awareness	•	Collaboration
•	Creativity		Relationship skills		Student voice
		•	Responsible decision-making		Civic responsibility
				•	Reflection
					Evaluation

GOALS FOR THE WEEK

- Decide to pursue what you want to achieve and raise the bar to how you live every day.
- Practice empowering others and being a positive inspiration.
- Take ownership and action to start living your life in a fulfilled and positively impactful way.
- Understand how “BEING THE INSPIRATION” is an important part of this month’s theme, “MONDAY GETS EMPOWERED”.



STUDENT ACTIVITY: “FUTURE-SELF STORYBOARD”

- 1) **SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: “FUTURE-SELF STORYBOARD”**
- 2) **ASK 1-3 QUESTIONS FROM THE LIST BELOW TO WARM STUDENTS UP ON THE ACTIVITY’S FOCUS:**

***NOTE:** *Choose questions appropriate to your students' ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What is a screenplay?**

- Definition: (n) “the script and often shooting directions of a story prepared for motion pictures (films.)” (Taken from <https://www.merriam-webster.com/dictionary/screenplay> on September 13, 2019.

- **What is a storyboard?**

- Definition: (n) “a panel or series of panels on which a set of sketches is arranged depicting consecutively the important changes of scene and action in a series of shots (as for a film, television show, or commercial)(Taken from <https://www.merriam-webster.com/dictionary/storyboard> on September 13, 2019.

- **What does a comic strip include?**

- **What are the parts to a plot? (exposition, rising action, climax, falling action, resolution)?**

- **What do you want for your “FUTURE-SELF”?**

- **What would you do with no fears and no excuses?**

- **What puts you in the zone or makes you feel the most joy, delight and enthusiasm?**

- **What do you want in life and how will you go after it?**

- **What anxieties and fears will you have to overcome to achieve your goals?**

- **How do you know you are strong enough to not be held back by your fears?**

- **How can you invest in your own resiliency and celebrate the steps you take toward your larger goal in life?**

- **What does it mean to you to live in an “EMPOWERED” way?**

- **When you live in an “EMPOWERED” way, how are you an “INSPIRATION” to others?**

- **What do you need to learn and do to be the best version of you?**

- **How can you share what you learn about “GETTING EMPOWERED” with other people and “INSPIRE” them in their own journey?**

- **How can you live your life in a fulfilled and positively impactful way?**

- **How can you be other people’s cheerleaders as you live your life in a fulfilled and positively impactful way?**

- **What might be included in a “FUTURE-SELF STORYBOARD”?**

- **How might creating a “FUTURE-SELF STORYBOARD” help you “GET EMPOWERED”?**

- **How might creating a “FUTURE-SELF STORYBOARD” help you “BE THE INSPIRATION”?**

- **How might creating a “FUTURE-SELF STORYBOARD” connect you to how much “YOU MATTER”?**

- **How could sharing your “FUTURE-SELF STORYBOARD” connect others to how much “WE MATTER”?**

- 3) **SET UP THE “FUTURE-SELF STORYBOARD” ACTIVITY:**

- **Explain:**

- Think of who you want to be in 3, 5, or even 10 years from now.

- When you’re thinking about your “FUTURE-SELF”, what are you doing and saying that shows you are “EMPOWERED”.

- Imagine a specific scene that shows that action. For example: Your “FUTURE SELF” may be volunteering at an animal shelter. Your “FUTURE SELF” may be applying to or attending college or technical school. Your “FUTURE SELF” may be helping your younger sibling through a tough math problem. Your “FUTURE SELF” may be coaching a friend in a specific skill (a soccer move, making an origami shape, etc.)

- **Ask: How do you want to be seen in your “FUTURE-SELF” comic strip?**

4) START THE “FUTURE-SELF STORYBOARD” ACTIVITY:

- Today you will draw and write a comic strip “STORYBOARD” to illustrate the screenplay of your dream life from the perspective of your “FUTURE-SELF”
- Your “FUTURE-SELF STORYBOARD” should include: Setting; major events; major characters who will help you accomplish your goals or live your dream life; internal and external conflicts you will need to overcome to achieve your goals; how you will overcome these conflicts; how will you be a trail blazer to live your dream life.
- **Distribute blank paper, pens and drawing materials (colored pencils, markers and/or crayons)**
- **Allow students 8 - 12 minutes to create their “FUTURE-SELF STORYBOARD”**
- **Comic strips may be anywhere between 4-12 cells depending on the age group.**
- **Remind students to include important choices and scenes in their “STORYBOARD” to illustrate how they will live their life in a fulfilled and positively impactful way because when they live in an empowered way, they are an “INSPIRATION” to others.**
- **When time is up or students are done, ask for student volunteers to share their “FUTURE-SELF STORYBOARD”**

5) AFTER THE ACTIVITY, ASK 1-3 OF THE FOLLOWING QUESTIONS TO HELP STUDENTS REFLECT ON WHAT THEY’VE ACCOMPLISHED AND HOW THEY CAN TAKE THIS FORWARD:

***NOTE:** *Choose questions appropriate to your students’ ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What was challenging about this activity? Why?**
- **What was your favorite part of this activity? Why?**
- **What was the most unexpected or important lesson you took away from this activity? Why?**
- **How likely are you to think about your “FUTURE-SELF STORYBOARD” when you make big and small life choices in the future?**
- **How can you remember your “FUTURE-SELF STORYBOARD” goals and ideas instead of reverting to less “EMPOWERED” and “INSPIRATIONAL” habits and lifestyle choices?**
- **How did this activity help you better understand how to “BE THE INSPIRATION”?**
- **How will this activity help you more intentionally “GET EMPOWERED”?**
- **How might striving to “BE THE INSPIRATION” help you “GET EMPOWERED”?**

6) THANK STUDENTS FOR SHARING THEIR “FUTURE-SELF STORYBOARD” AND REFLECTIONS WITH THE CLASS. REMIND STUDENTS TO BE OTHER PEOPLE’S CHEERLEADERS AS THEY LIVE THEIR LIFE IN A FULFILLED AND POSITIVELY IMPACTFUL WAY BECAUSE WHEN THEY LIVE IN AN EMPOWERED WAY, THEY ARE AN INSPIRATION.

7) ENCOURAGE AND CHECK IN WITH STUDENTS ON ANY PLANS THEY HAVE TO USE THEIR “FUTURE-SELF STORYBOARD” IDEAS OUTSIDE OF CLASS. CHALLENGE STUDENTS TO KNOW WHAT THEY WANT AND GO AFTER IT, TO GROW INTO THEIR WHOLE SELF, SHARE WHAT THEY LEARN WITH OTHER PEOPLE AND INSPIRE THEM IN THEIR OWN JOURNEY.

8) CONTINUE EXPLORING HOW TO HELP OTHERS “BE THE INSPIRATION” BY LEADING ONE OR MORE OF THE FOLLOWING EXTENSION IDEAS.



EXTENSION IDEAS:

DO ONE OR MORE OF THESE EXTENSION IDEAS TO BRING THE LESSON FROM 15 MINUTES TO 30 MINUTES OR MORE.

- 1) Inspirational Sunday Comics:** Students create a “newspaper” for their comic strips to be shared through the program or school.
- 2) Graphic Novel of Inspiration:** Students write a full future-self screenplay to illustrate how they will live their life in a fulfilled, empowered and positively impactful way that inspires others.
- 3) Inspirational Acts:** Students use their storyboard or screenplay to perform group skits. The skits can be performed within their program, class, or even at a school assembly.

“THERE IS SO MUCH MORE TO LIFE THAN WHAT YOU EXPERIENCE RIGHT NOW. YOU NEED TO DECIDE WHO YOU ARE FOR YOURSELF. BECOME A WHOLE BEING. ADVENTURE.”

- ROY T. BENNETT, AUTHOR