

LESSON GUIDE (In Person)



**Program
Introduction
and Lesson 1**



a vision for the future and the skills to get there



Dream Path Social-Emotional Learning Curriculum



4 UNITS – 10 LESSONS
20 SESSIONS – 584 SEL
ALIGNMENTS

A vision of the future and the skills to get there

A transformative Dreamline experience with integrated Social-Emotional competency skills in every lesson.

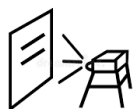
- Ten 1-hour Lessons / Twenty 30-minute Lessons
- Complete lesson plans, materials, and training videos
- SEL alignments to CASEL 21 Framework
- Lesson Presentations for In-Person and Virtual
- 20 videos from Global Dreamline Youth Mentors
- Student Dreamline Journals/Workbooks
- Online Assessment and Group Progress Report

Dream Path SEL meets the unique needs of our time by enhancing belonging, empathy, agency, and voice – all while building critical Social-Emotional Learning skills and fostering community.



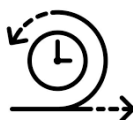
COVID Adaptations:

Every Dream Path SEL lesson is produced for both in-person and remote presentation, so teachers shift seamlessly from one form to the other. Lesson structures optimize the technology benefits of remote learning in combination with the community building aspects of in-person learning.



Technology Integration:

Each lesson is accompanied by a digital Lesson Presentation for projection in the class, or as shared screen in virtual settings, or both for hybrid. Lesson Presentations include all student prompts, 20 Youth Mentor videos, and other materials referenced in this Lesson Guide. Students Dream Path Journals are delivered in digital as well as printable formats.



Sequence Flexibility:

Each numbered Lesson is designed for a 60-minute session which can also be delivered in two sessions of 30-45 minutes using marked section breaks with transition directions. This is to accommodate shorter class times and to support discussion, a critical element for a powerful Dream Path experience.

Dream Path SEL Development Team

Dream Path SEL is a program of Dreamline, a nonprofit organization based in Philadelphia, PA, US. Founding Director Jeffrey Harlan

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UNITS SUMMARY



4 Units, 10 Lessons, 20 Sessions, 584 Social-Emotional Skill Alignments

LISTEN Unit ONE – Lessons 1 & 2



Unit ONE sets the stage for an experience of belonging in the global Dreamline community and for SEL competency development throughout.

Students learn about Dreamline, meet the Dreamline Youth Mentors who guide them through each lesson, and engage in behavioral norm setting. They explore and interact with Dream Banners from around the world and take a pre-program survey.

REFLECT Unit TWO – Lessons 3, 4 & 5



Unit TWO integrates kinesthetic activities that help students reflect deeply on themselves and their communities.

Participants learn about values, discuss problems, brainstorm solutions, then imagine a dream vision. The result is an identification of personal values, a vision for change, and critical thinking on how to make that dream become reality.

CREATE Unit THREE – Lessons 6, 7, & 8



Unit THREE applies a modeling and writing-process approach for the creation of individual student Dreamline Banners.

Students learn about Langston Hughes as a model of how to realize a dream, see Netflix artist Steffi Walthall show a process approach to creative work, and integrate their own writing and art into a finished Dreamline Banner on cloth or paper.

SHARE Unit FOUR – Lessons 9 & 10



Unit FOUR creates an experience of empowerment and reflection, focusing on voice and SEL competencies integrated throughout the program.

In a community Dream Shout event, supported by a group Dreamline display and digital Dreamline Gallery, the community affirms and celebrates each student's dream and experience of belonging. A post-program survey measures group progress.

How To Use the Lesson Guide & Program Resources

Each Lesson is supported by the **Lesson Guide**, **Lesson Presentation Slides**, and the student **Dream Path Journal**. The Lesson Guide directs you step-by-step and refers to all items you need to lead the lesson.

Materials are available digitally through the Program Resource Center and in each Lesson Console at program.dreamline.org.



Lesson Scope & Sequence

Each 1-hour lesson is subdivided into two 30-minutes segments in the Lesson Guide.

UNIT

LISTEN



REFLECT



CREATE



SHARE




Lesson	Pages	Activities	Dreamline Youth Mentor Videos
1 Introduction to Dreamline 8-12		<ul style="list-style-type: none"> Introduction to Dreamline Meet Dreamline Youth Mentors Introduction to Dreamline Gallery What is Respect? How Do I want to be respected? Pre-Program Survey 	<ul style="list-style-type: none"> ALL: Welcome and introductions.
2 New & You 13-17		<ul style="list-style-type: none"> What are Dreamline Dreams? Empathy, Gratitude & the Gift Giving Game New You & Dreamline Banners Do Dreams Matter? 	<ul style="list-style-type: none"> JADE: What's a Dreamline Dream? ALL: Gift Game JADE: Find my Dream
3 Dream Path Values 18-22		<ul style="list-style-type: none"> Four Corners of Values Comparing Values: Haiti, Philadelphia & You Discovering Your Dream Path Values String Game 	<ul style="list-style-type: none"> AHMED: What I Value AHMED: Values & Choices
4 Dream Path Solutions 23-27		<ul style="list-style-type: none"> Values Scavenger Hunt Values Drive Dreams & Solutions Langston Hughes "Hold Fast to Dreams" Relating Problems to Dream Path Solutions 	<ul style="list-style-type: none"> CAMILLE: Values & Actions
5 Dream Path Vision 28-32		<ul style="list-style-type: none"> The Dream Path Journey Solution Snowballs Game Langston Hughes Poem: "Dream Keeper" Guided Dream Visualization & Dream Statements 	<ul style="list-style-type: none"> ALL: The Dream Path CAMILLE: (audio) Visualization ALL: Our Dreams
6 Drafting My Dream 33-37		<ul style="list-style-type: none"> Drafting our Dream Banners Dreams Creation Circle of Gratitude 	<ul style="list-style-type: none"> JADE: Starting My Banner ALL: Circle of Gratitude
7 Creating My Dream 38-42		<ul style="list-style-type: none"> Big Picture Game Revising/Editing My Dream Dream Art Drafting 	<ul style="list-style-type: none"> AHMED: Art & Worlds Connect AHMED: Can't Wait to See
8 Bringing My Dream to Life 43-46		<ul style="list-style-type: none"> Dream Banner Format Creating Your Dream Banner 	<ul style="list-style-type: none"> CAMILLE: Sharing & Community CAMILLE: The Power of Voice
9 Dream Shout 47-49		<ul style="list-style-type: none"> Facilitating Dream Shout Thoughts Circle 	
10 Reflection 50-52		<ul style="list-style-type: none"> Group Reflection Post-Program Survey 	<ul style="list-style-type: none"> ALL: Group Cheer & Closing Thoughts

Curriculum Alignments to CASEL 2021*

Social-Emotional Learning Skills

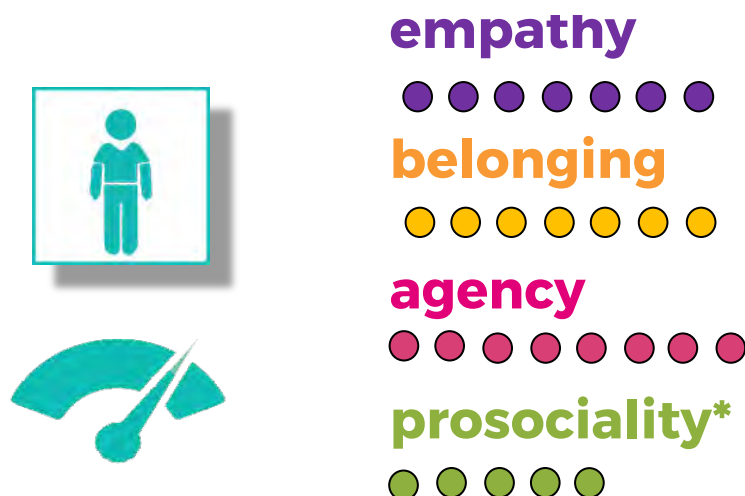
Bolded numbers show how many activities in the curriculum integrate the specific competency skill.

SA Self-Awareness	SM Self-Management	SCA Social Awareness	RS Relationship Skills	MR Responsible Decision-Making
1. Integrating personal and social identities 29 2. Identifying personal, cultural, and linguistic assets 9 3. Identifying one's emotions 10 4. Demonstrating honesty and integrity 10 5. Linking feelings, values, and thoughts 36 6. Examining prejudices and biases 18 7. Experiencing self-efficacy 9 8. Having a growth mindset 13 9. Developing interests and a sense of purpose 9	1. Managing one's emotions 4 2. Identifying and using stress management strategies – 3. Exhibiting self-discipline and self-motivation 15 4. Setting personal and collective goals 17 5. Using planning and organizational skills 14 6. Showing the courage to take initiative 4 7. Demonstrating personal and collective agency 19	1. Taking others' perspectives 25 2. Recognizing strengths in others 23 3. Demonstrating empathy and compassion 31 4. Showing concern for the feelings of others 31 5. Understanding and expressing gratitude 9 6. Identifying diverse social norms, including unjust ones 18 7. Recognizing situational demands and opportunities 8 8. Understanding the influences of organizations and systems on behavior 14	1. Communicating effectively 30 2. Developing positive relationships 7 3. Demonstrating cultural competency 14 4. Practicing teamwork and collaborative problem-solving – 5. Resolving conflicts constructively 12 6. Resisting negative social pressure 9 7. Showing leadership in groups 2 8. Seeking or offering support and help when needed 1 9. Standing up for the rights of others 13	1. Demonstrating curiosity and open-mindedness 27 2. Learning how to make a reasoned judgment after analyzing information, data, and facts 9 3. Identifying solutions for personal and social problems 21 4. Anticipating and evaluating the consequences of one's actions 9 5. Recognizing how critical thinking skills are useful both inside and outside of school 12 6. Reflecting on one's role to promote personal, family, and community well-being 22 7. Evaluating personal, interpersonal, community, and institutional impacts 20
<div> <div>TOTAL: 584</div> <div>Activity Alignments to CASEL 21 Framework Skills*</div> </div> 				
143	73	159	88	120

- ⇒ Every **Lesson Introduction** lists all competencies and skills in the lesson. Each **Lesson Segment** includes abbreviations for specific skills integrated into that segment activity. *Example:* SA5; SCA1-5; RS1; RM1
- ⇒ It is important to note that because SEL is *integrated* and not explicitly being taught in these lessons, students can show or experience a combination of many of the competencies and their skills in a given lesson.
- ⇒ * CASEL. (2021). *SEL: What Are the Core Competence Areas and Where are they Promoted?* casel.org .
For conversion of CASEL framework to other SEL Frameworks visit exploresel.gse.harvard.edu.

Group Progress Assessment

Using research validated assessment questions developed in consultation with assessment expert Dr. Meg Small at Pennsylvania State University, Dreamline has developed a simple online survey that students take as part of the first lesson and then again as part of the last lesson. The survey is designed to measure change in each of the following:



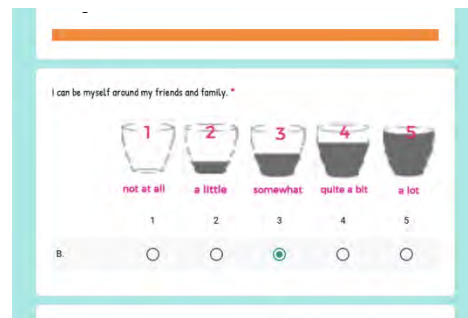
Each colored circle indicates a mapped SEL Skill with 12 or more individual curriculum activity integrations. (See SEL Alignments.)

*Prosociality is generally defined as doing for others.

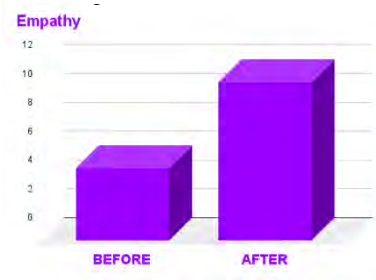
SURVEY & REPORT FEATURES

- Designed for independent student completion in about 10 minutes
- Age-appropriate language and structure.
- Teacher-supervised anonymous survey.
- Fully digital. No teacher processing required.
- Class or group data aggregated by Dreamline to provide measurements of change in target areas.
- For school or district wide participation, aggregated school or district data and results also available.

SURVEY



REPORT



“By expanding a program anchored in student and teacher engagement into a research-based scope and sequence curriculum, Dreamline will be in a very good position to rapidly scale. They are now embedding direct measurement to assess student outcomes – which will allow them to establish impact at scale.”

–Dr. Meg Small, Pennsylvania State University
Director of Health and Human Development Design for Impact Lab

Lesson Guide Symbols:



Teacher Training Video

Each lesson is accompanied by a 3 to 7-minute Teacher Training video linked from this guide and embedded in the online Lesson Console. Each focuses on key elements for preparation and presentation, often highlighting the ways in which teacher modeling can best facilitate the relationship building critical for greatest impact. Other Tech How-To and Hands-On Steps videos are linked in this guide and in the online Resource Center.



scan or click

Example
Intro & Lesson 1
(7:48)



scan or click

Example
Lesson 9 Uploads
(4:32)



Dreamline Youth Mentor Video

Each lesson includes several Dreamline Youth Mentor video segments embedded in the Lesson Digital Lesson Presentation accessible from the Lesson Console. There are 20 altogether. Dreamline Youth Mentors (DYM) are young adults who have participated in Dreamline. They share their own diverse life experiences and experiences with Dreamline, focus on key teaching points as they model a Dreamline mindset for students.



scan or click

Example
Lesson 2:
What's a Dreamline
Dream? (1:23)



Information Video

Information videos are embedded in the Lesson Presentation and include factual information related to the lessons, such as an overview of Dreamline, the life of poet Langston Hughes, and an interview with New York Times artist Steffi Walthall.



scan or click

Example
Lesson 4:
About Langston
Hughes (3:33)



Dream Journal

This symbol appears where Lesson activities include use of individual Dream Path Journals (in print or digital form).



scan or click

Example
Lesson 1
pdf download



One-To-One or Small Group Technology

This indicates activities in which students need either one-to-one or small group technology access to work independently. All individual technology-based activities can be done equally well with computer, tablet, or smart phone.

Lesson 1: Introduction to Dreamline

(60 minutes)

Lesson Summary

In this lesson students will be introduced to the Dreamline Program.

This includes what the program, the deep purpose it serves, and introductions to our Dreamline Youth Mentors who will be a part of the experience for your students throughout. This is also an opportunity for students to explore the materials that will be used during this program, including Dream Path Journals.

Lesson Outcomes

The intention is for students to have a working understanding of what the purpose of Dreamline is. Students should be able explain what the Dreamline program is and will be able to successfully complete a pre-survey.

Student – Friendly Lesson Outcomes:

- I will be able to explain the purpose of the Dreamline Program.
- I will be able to contribute to a respectful learning environment.
- I will be able to complete a self-evaluation pre-survey.

SEL Alignments

Alignments that are most prominent in this lesson are listed below. Each Lesson Segment Summary is followed by an abbreviation of the aligned competencies integrated in the segment activity or experience.

Example: SA5; SCA1-5; RS1; RM1

SA Self-Awareness	SM Self-Management	SCA Social Awareness	RS Relationship Skills	RM Responsible Decision-Making
5. Linking feelings, values, and thoughts	4. Setting personal and collective goals	1. Taking others' perspectives 2. Recognizing strengths in others	1. Communicating effectively 2. Developing positive relationships	1. Demonstrating curiosity and open-mindedness

(CASEL, 2021)

Key Topics

- Respect
- Dreamline
- Dreamline Banners
- Dreams
- Dreamline Youth Mentors

Lesson Preparation and Materials

Materials

- Dream Path Journals (printed or digital)
- Chart Paper (2)/Chart Markers
- Dreamline Codes & Tags for Gallery/Collection
- Lesson 1 Presentation Including
 - ▶ What is Dreamline?
 - ▶ Introduction of Dreamline Youth Mentors

Alternatives: Whiteboard, a digital whiteboard, or other method that you prefer

Preparation



- Watch Teacher Training Video (7:48) by scanning the QR or visiting program.dreamline.org/lessons/lesson-1
- Review *CODES & TAGS LIST* for Section D
- Have Lesson 1 Presentation ready in browser.
- Put together printed Dream Path Journals or assign Digital Dream Path Journals.
- Prepare your Respect Anchor Chart.
- Review *SURVEY SCRIPT*



CODES & TAGS LIST

From the thousands in our Gallery, **find the Banners that are best for you using this list** of Codes and Tags in Keyword Search:



program.dreamline.org/gallerytags



DREAM PATH JOURNALS

Directions for use of paper & digital Dream Path Journals with download links.



program.dreamline.org/journals01



SURVEY SCRIPT

Directions on how to administer the **pre-program survey** for measuring group change in empathy, belonging, agency, and prosocial behavior. Section G.



program.dreamline.org/surveyscript1

Lesson 1: Part One

A. Lesson Intro: Dreamline Introduction (5 minutes)

- ❖ The introduction to the program will show how the depth of the program promotes Social and Emotional Learning competencies. These competencies are integrated into your lesson to create a space to explore oneself and others. It also provides the opportunity to learn about others in a compassionate, diverse, and curious way. It is important when you begin the Dreamline Program to encourage your class to be open-minded and take other students' perspectives into account through each lesson.

SA5

- Tell Students: *We are going to start working on a new project called Dreamline. Before we start, let's check out what Dreamline is about and what our goal at the end of the project is going to be. Let's take a peek!*
- **Lesson 1 Presentation:** VIDEO: What is Dreamline (Jeffery Harlan & Serita Lewis)



- Ask Students: *What are your thoughts about Dreamline?*
(Let 2-3 students share out - quick group discussion 1-2 minutes)

B. Engage: Meet Our Youth Mentors (5 minutes)

- ❖ An important aspect of the Dreamline Program is the Dreamline Youth Mentors (DYM). The DYM has an integral part in each lesson to help students connect with mentors that have navigated the Dreamline Program and share their experience with the students. In this lesson, students will begin to make connections with the DYM by learning more about them.

SCA1

- Tell Students: *As we go through this program, we will be working with Dreamline Youth Mentors from all around the world. Let's check out a message from each one of our mentors; Jade, Ahmed, and Camille.*
- **Lesson 1 Presentation:** (Video) Dreamline Youth Mentors



C. Connection: Mentor Reflection (8 minutes)

- ❖ After showing the DYM video introduction to students, facilitate a discussion to make connections. When facilitating the discussion, integrate SEL by reminding students to recognize the strengths in others (SCA), demonstrating curiosity and open-mindedness (RM), and linking feelings to thoughts (SA).

SA5; SCA2; RM1

- Ask Students:
 - *What Dreamline Youth Mentor did you connect with as they shared about themselves?*
 - *What about that mentor connected to you?*(Allow the students to have a class discussion and share their thoughts)
- Ask Students:
 - *Which Dreamline Youth Mentor do you want to learn and know more about besides the one you already talked about?*
 - *What makes you want to learn more about them?*

D.I Do: Demonstrate Dreamline Gallery/Collection (5 minutes)

- ❖ Now that the students know more about Dreamline and the DYM, it is time to explore and show them a more in-depth look at Dreamline. Show students the Dreamline Gallery and how to navigate it by putting in key words or hashtags to find dreams. Also show the students the features on each Dream Banner.

- Use the Banner Codes & Tags in the materials section for this portion of the lesson as well as Search Filters.
- Tell Students: *I am going to show you the Dreamline Gallery of student dreams that have already been developed. The Gallery is a great place to explore student dreams from around the world. We will be using the gallery in some of our lessons.*
- Go through the Dreamline Gallery demonstrating how to navigate it and the features that show up on each Dream Banner. When you go through the gallery, search things that resonate with you, that you know your students may be interested in, and things that you and your students may not typically search for.



(7:48)

E. We Do: Respect (10 minutes)

- ❖ As students go through the process of developing their dreams, they will be using their Dream Path Journal and sharing it with classmates. It is important to foster a learning environment where students can be vulnerable. To do this the class needs to set parameters before beginning their Dream Journey.

SA5

- Hand Out Dream Path Journals
- Tell Students: *As we go through this process we are going to be talking about our values, dreams, thoughts, and feelings. It is important that as we go through this process with our classmates that we decide together how we can do so with respect and open-mindedness. First we need to define what respect means to you.*
- On your chart paper write the word Respect in the middle and circle it.
- Ask Students: *What does respect mean to you?* As the students answer, draw lines from the circle in the middle and note their thoughts.
- Tell Students: *I appreciate you sharing your thoughts of what respect means to you. As you can see respect can mean different things to different people. It will be important for us to remember this as we start our Dream Journey because everyone is going to have different thoughts, feelings, and views.*
- Ask the students to look at their Dream Path Journals and explain how they will use it during the process of developing their dreams. Have students put their name on the cover of the journal.



Optional Lesson Breakpoint: Recap what you did with students today and tell them a short summary of what you will do in the next lesson — how you will talk and write about how they wanted to be respected and take a pre-survey.

Lesson 1: Part Two

Optional Lesson Start-Up: Recap that yesterday you learned what Dreamline is, met the Dreamline Youth Mentors, and we defined what Respect means to us. Review what you all defined respect as in a whole group. Now you are going to take some time to reflect, and students will work in their journals. Continue with the lesson.

F. You Do: How do I want to be Respected? (15 minutes)

- ❖ In this portion students will take what you talked about in brainstorming what respect means, and they will note how they want to be respected in their Dream Path Journal. Students will explore using their Dream Path Journal by doing a reflection and sharing activity.

SM4; RS1-2

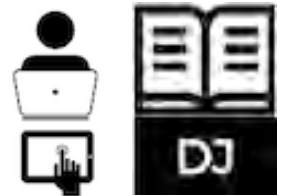
- Tell Students: *Now that we have defined respect in our own words, I want you to turn to the first page in your journal.* (Give students a moment to turn to the page and make sure you have the page displayed so students know they are on the correct page).
- **Presentation:** Journal.
 - You may use the Lesson 1 Presentation to show the journal page and explain the instructions or you can have your own copy of the journal and use a document camera to explain.



- Tell Students: *On this page you will see a graphic organizer. On one column you will see the heading Student to Student (point to this on your display). In this column you will write how you want your fellow classmates to respect you during this process. For example, I might say “don’t laugh at my ideas”. (If you are using a document camera and have a printed Dream Path Journal you can model yourself writing this in the column.)*
- Tell Students: *Now I want you to take 5 minutes to write down all the ways you want your classmates to respect you. Remember, you can write as many ways as you would like.* (Give students 5 minutes to write)
- Repeat this process for the second column that is labeled Teacher to Student. Explain to the students that it is important that you know how they want to be respected by you. Give students another 5 minutes to complete the process.
- Tell Students: *Now that we have had time to think about how we want to be respected, let’s share our ideas and make an anchor chart that we will have displayed in our room during our Dream Journey to remind us of how to show respect and open-mindedness throughout the process.*
- Allow students to share out for each column and write their responses down on the chart paper.

G. Closure: Pre-Student Survey Directions & Process (12 minutes)

- ❖ In the closure you will go through a recap of what was covered in the Introduction to Dreamline. Student surveys are anonymous. Survey completion needs to be led and supervised by the Teacher to ensure survey completion by each individual student. Otherwise, individual student completion cannot be confirmed.
 - Tell Students: *Today we learned about the Dreamline program, met our Dreamline Youth Mentors and explored our Dreamline materials. We also decided how we would treat each other throughout this process. Next you will take a survey linked in your journal. You will scan the QR code (or go to the website link) to complete the survey.*
 - Tell Students: *This survey is anonymous, which means your name is not connected to what you respond to. Only your responses are recorded. If you get to a question and you are not sure what the question means, raise your hand and I will help you. This is on your own and you should be working quietly.*
 - Students will complete the pre-survey linked from the Dreamline Journal.





A VISION FOR THE FUTURE AND THE SKILLS TO GET THERE

4 Units - 10 Lessons - 584 Social - Emotional Learning Aligment



Boston - Massachusetts



Tehran - Iran



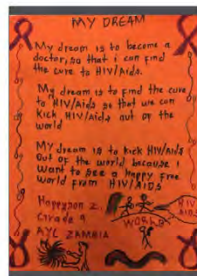
Dallas - Texas



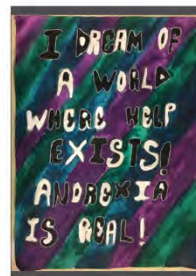
Dubai - UAE



Fargo - North Dakota



Kuafu - Zambia



Laramie - Wyoming



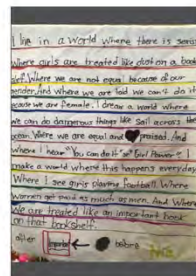
Marrakech - Morocco



Nigdi - India



Ogden - Utah



Philadelphia - Pennsylvania



Port au Prince - Haiti



Prince George - Virginia



Shanghai - China



White Mountain - Alaska



Veracruz - Mexico

Dreamline is a program of Cloud Cloth Education, a registered 501(c)(3) nonprofit in Pennsylvania, USA

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dreamlineTM
imagination - awareness - community - change