

Lesson 5: Dream Path Vision

(60 minutes)

Lesson Summary

Students will understand that their dreams drive their actions. Dreams are attached to our values that we care deeply about. Now we are moving to making the final connection from the mind to the heart. Our emotions from our heart drive our actions and ultimately create our dreams.

Lesson Outcomes

The intention of this lesson is to make a final connection from the mind to the heart. Students will work on taking the logical thoughts of *Problems & Solutions* and connecting them to the bigger picture of their dreams.

Student – Friendly Lesson Objectives:

- I will be able to connect my dreams to actions.
- I will be able to describe my dream statement.

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
1. Integrating personal and social identities 5. Linking feelings, values, and thoughts 6. Examining prejudices and biases	4. Setting personal and collective goals 5. Using planning and organizational skills 7. Demonstrating personal and collective agency	1. Taking others' perspectives 2. Recognizing strengths in others 3. Demonstrating empathy and compassion 4. Showing concern for the feelings of others 6. Identifying diverse social norms, including unjust ones	1. Communicating effectively 2. Developing positive relationships 3. Demonstrating cultural competency	1. Demonstrating curiosity and open-mindedness 3. Identifying solutions for personal and social problems 5. Recognizing how critical thinking skills are useful both inside and outside of school 6. Reflecting on one's role to promote personal, family, and community well-being 7. Evaluating personal, interpersonal, community, and institutional impacts

(CASEL, 2021)

Key Topics

- Problems & Solutions
- Dream Path
- Heart Melodies
- Dreams
- Change

Lesson Preparation and Materials

Materials

- Dream Path Journal
- Blank Paper for Each Student
- Lesson 5 Presentations including:
 - ▶ Dreamline Youth Mentor Group: Beginning Your Dream Path
 - ▶ Dreamline Youth Mentor Camille: Guided Dream Vision
 - ▶ Dreamline Youth Mentor Group: Sharing Our Dream Banners

Preparation



- Watch Teacher Training Video (4:21) by scanning the QR or at program.dreamline.org/lessons/lesson-5
- Do the guided meditation prior to doing it with your students
- Have Lesson 5 Presentation ready in browser.

Lesson 5: Part One

A. Lesson Intro: Dream Path Mentors (3 minutes)

- ❖ Students will engage with the Dreamline Youth Mentors before embarking on their Dream Path.

RM1

- Lesson 5 Presentation: Dreamline Youth Mentors talk about the Dream Path.
- Tell Students: *Today we are going to find our Dream Path VISION—the world we want to live in!*



B. Engage: Snowball Fight (10 minutes) :13

- ❖ Students will play a game that allows them to think about what problem they want to solve and how that will drive their actions as they grow older. There will be two options on how to play this game.

SCA1; SA1; RM1, 3, 6, 7

- Tell Students: *We are going to think about the problems and solutions you journaled about in our last lesson. Take a minute to review what you wrote in your journal about the problems and solutions that you connected with the most.* (Give students a minute to talk)
- Explain the directions to the students of the game option you decided on below.

- Option 1: Solutions to Problems
 - Tell Students: *Now you are going to think about what problems you want to see solved in our world today. You will write **one** of those problems on a piece of paper I give you. After you write it down you will ball it up, like a snowball!* (Hand out paper to students and have them write the problem they picked on their piece of paper. Then have them ball up the paper, like a snowball)
 - Tell Students: *Now we are going to play a game called “Snowball Fight!” When I say go, you are going to throw your papers, or your snowballs around the room! As the snowballs are thrown you can pick up one off the ground and throw them as well. Try to keep the snowballs towards the center of the room. We are not trying to throw snowballs at each other...we are trying to just mix them around the classroom. When I say stop, you will freeze, you will pick-up the snowball closest to you or keep the snowball that’s already in your hands.* (Let the students play this game for about 1-2 minutes)
 - Tell Students: *Now that everyone has a different snowball you are going to open it up and read what one of your classmates wrote. As you read the problem, I want you to think of a solution that connects with that problem. I will give you a few moments to read and think, then we will share our thoughts. You can write your solution on the other side if you wish.*
 - Have students share their thoughts on what solution they think can fix the problem their classmates wrote.
- Option 2: Solutions to Jobs
 - Tell Students: *Now you are going to think about what problems you want to see solved in our world today. You will write one of those problems on a piece of paper I give you. After you write it down you will ball it up, like a snowball!* (Hand out paper to students and have them write the problem they picked on their piece of paper. Then have them ball up the paper, like a snowball)
 - Tell Students: *Now we are going to play a game called “Snowball Fight!” When I say go, you are going to throw your papers, or your snowballs around the room! As the snowballs are thrown you can pick up one off the ground and throw them as well. Try to keep the snowballs towards the center of the room. We are not trying to throw snowballs at each other...we are trying to just mix them around the classroom. When I say stop, you will freeze, you will pick-up the snowball closest to you or keep the snowball that’s already in your hands.* (Let the students play this game for about 1-2 minutes)
 - Tell Students: *Now that everyone has a different snowball you are going to open it up and read what one of your classmates wrote. As you read the problem, I want you to think of a job a person might have that would connect to a solution to that problem. I will give you a few moments to read and think, then we will share our thoughts. You can write your solution on the other side if you wish.*
 - Have students share their thoughts on what job they think can fix the problem their classmates wrote.

C. Connection: From Dream to Change (5 minutes)

- ❖ Students will reflect on what problem they want to see resolved in the world and how that relates to their values and forms their dreams.

SCA1; SA1; RM1, 3, 6, 7

- Tell Students: *We have learned a lot about how values connect to action. Today what we are going to think about is how a vision of the future –our dream– can guide us. It can help us discover solutions for problems that bother us today. Take a moment to reflect on what we shared about possible solutions (jobs connected to solutions) when we played the snowball fight and how that can be used to make changes in the world.*

D.I Do: Dreamers (5 minutes)

- ❖ The Teacher will model how dreams are realized by actions that create change. The goal is to expand the mindset from a Dream Path Solution towards working Dream Path Vision. Dreams are from our heart, values, and beliefs. All of these together, develop our dreams.

SA 1,5,6; SM 7; SCA 1-4, 6; RM 1, 3, 6-7

- **Lesson 5 Presentation:** Langston Hughes Poem
- Teacher modeling reading the poem aloud.
- Tell Students: *When I read and hear this poem, it really makes me think of my dreams and the dreams of others. The first line where it says “all of your dreams”, is powerful to me because it reminds me that there is not just one dream for a person or the world but many. We have seen through our exploration of student dreams that there are many dreams that are similar, yet not exactly the same. We have also seen that there are many different types of dreams.*
- Tell Students: *Langston Hughes really inspires me when I think of dreams because yesterday we learned that his dream was to see change in the world he lived in and he took action by writing his dreams. Writing something for all people in our world to connect to is powerful!*

E. We Do: Langston Hughes Poems (10 minutes) :33

- ❖ Students will discuss Hughes' poem about dreams and think about the meaning of dreams through class discussion.

SA 1,5,6; SM 7; SCA 1-4, 6; RS 1-3; RM 1, 3, 6-7

- Tell Students: *I am going to read the poem to you again and I want you to think about what it means to you and how it connects to the work we have been doing.*
- **Lesson 5 Presentation:** Langston Hughes Poem
- Read the poem aloud again and give students a moment to think.
- Ask Students: *What are your initial thoughts and feelings about the poem. Turn to your partner and share your thoughts.* (Have students share their thoughts with another student | 4 minutes)
- Ask Students: *Were your thoughts and your partner's thoughts similar or different? Raise your hand to share what you and your partner talked about and if it was similar or different.* (Allow partner groups to share | 5 minutes)
- Tell Students: *Wow, those were some deep thoughts about the poem. Let's dig deeper into what we believe Hughes was trying to say. A piece that really stuck out to me was the words 'hearts melodies'. What do you think he means by that? Share your thoughts with your partner.* (Allow partners to share their thoughts with each other | 4 minutes)
- Ask students: *Would anyone like to share out what you and your partner discussed?* (Allow students to share out | 3-5 minutes)

Optional Lesson Breakpoint: Recap what you did with students today and summarize what you will do in the next lesson – how they will have a chase to visualize their own dream.

Lesson 5: Part Two

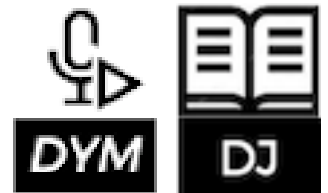
Optional Lesson Start-Up: Recap what you did with students in the last part of the lesson – how you all used the Langston Hughes poem to understand that your dream is your Heart Melody.

F. You Do: Dream Path Vision (20 minutes) *

- ❖ Students will start to visualize what it looks like to live in a world **where a problem they no longer want to exist has been solved**. Prompt students to envision what that world looks like without the problem. This takes the students from solution-based thinking to *Dream Thinking*. Focusing most on how that dream can come true and how their new world would look and feel.

SA 1,5,6; SM 4-5,7; SCA 1-4, 6; RM 1,3, 5-7

- Tell Students: *You are going to look at the problems and solutions that you noted in your Dream Path Journal. Then you will circle the problem that you think is the most important.*
- Tell Students: *We are going to do a guided meditation where you will close your eyes and listen to our Dreamline Youth Mentor Camille. As you listen to the guided meditation, think of the problem you circled in your journal. After you finish the guided meditation, you are going to write a reflection of your thoughts in your Dream Path Journal.*
- Ask Students: *Find a comfortable spot and close your eyes as they listen.* (Play the mediation)
- **Lesson 5 Presentation:** Guided Meditation Visualization (Camille)
- Tell Students: *Open your Dream Path Journal. Write or sketch your reflection and the thoughts that you had as you listened just now.* (Have students write or sketch for two minutes or more.)
- Tell Students: *Get your Dream Path Journal. Now you will use words to describe your Dream Path Vision based on how you imagined the world during the guided meditation. This is your dream statement.*
- Tell Students: *As you are deciding on your Dream Path Vision, think about your Dream Path Values and how they relate to your Dream. Also think about the Dream Path Solution you circled. Remember this is your heart melody.*
- Students do the work in their journal.



G. Closure: Heart Melodies (7 minutes)

- ❖ To finish the day, you will show students the heart melodies of their Dreamline Youth Mentors.

SCA 1-4; RM 1

- Tell Students: *We started this journey together and we looked deep inside ourselves. We explored and opened our hearts and minds to others as we walked down our Dream Path which captured our hearts melodies. Let's close out today by hearing and seeing our Dreamline Youth Mentors' dream melodies.*
- **Lesson 5 Presentation:** All Dream Youth Mentors talk about their shared Dream Path journey and their Dream Banners.

