

# dreamline™

imagination - awareness - community - change

## LESSON GUIDE ( In Person )



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.



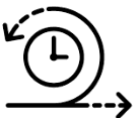
### COVID Adaptations:

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



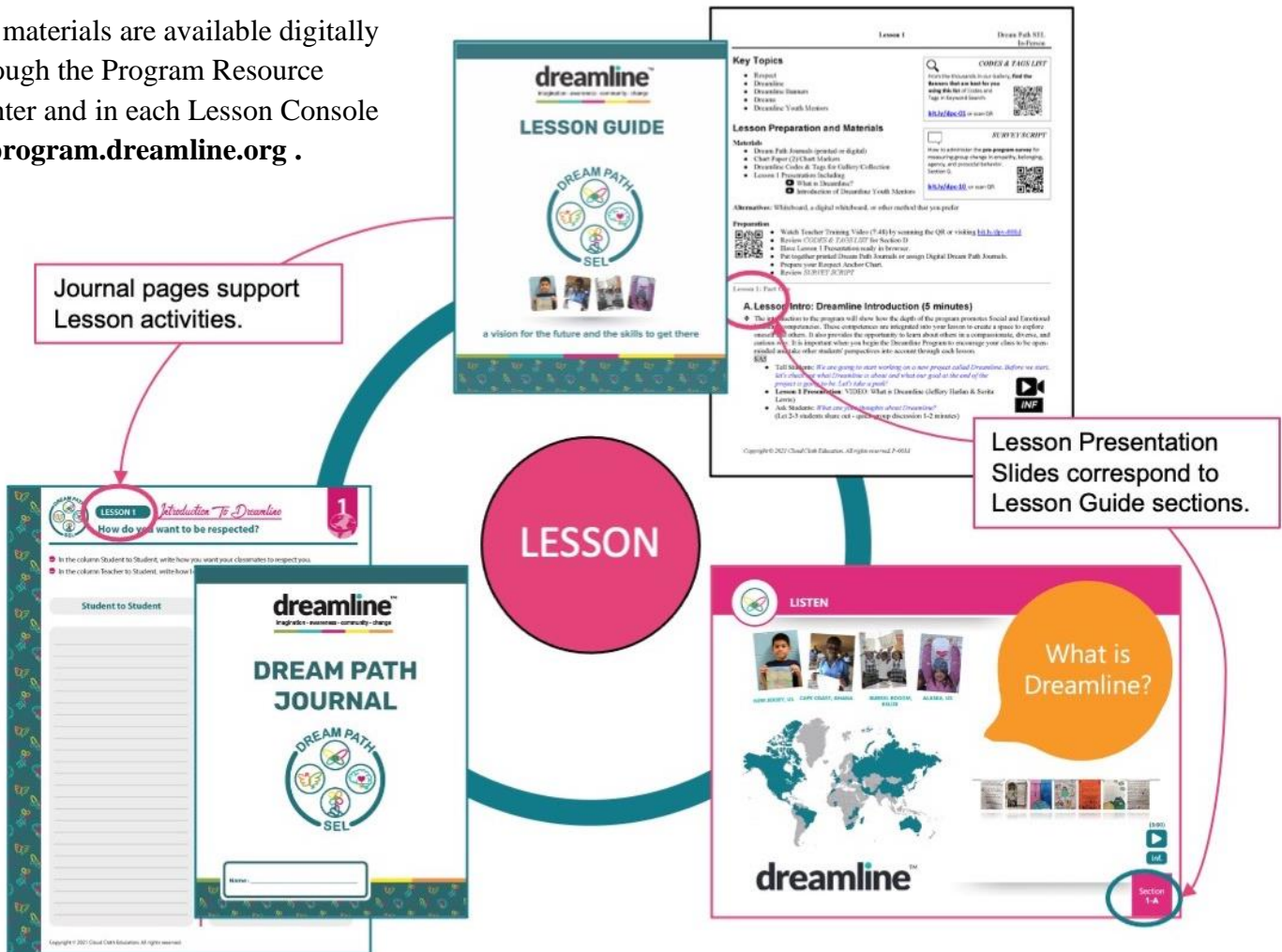
**Unit FOUR creates an experience of empowerment and reflection, focusing on voice and SEL competencies integrated throughout the program.**

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

All materials are available digitally through the Program Resource Center and in each Lesson Console at [program.dreamline.org](http://program.dreamline.org).



# Lesson Scope & Sequence


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

UNIT	Lesson	Pages	Activities	Dreamline Youth Mentor Videos
<b>LISTEN</b> 	<b>1 Introduction</b>	8-12	<ul style="list-style-type: none"> <li>Introduction to Dreamline</li> <li>Meet Dreamline Youth Mentors</li> <li>Introduction to Dreamline Gallery</li> <li>What is Respect? How Do I want to be respected?</li> <li>Pre-Program Survey</li> </ul>	▶ ALL: Welcome and introductions.
	<b>2 New &amp; You</b>	13-17	<ul style="list-style-type: none"> <li>What are Dreamline Dreams?</li> <li>Empathy, Gratitude &amp; the Gift Giving Game</li> <li>New You &amp; Dreamline Banners</li> <li>Do Dreams Matter?</li> </ul>	▶ JADE: What's a Dreamline Dream? ▶ ALL: Gift Game ▶ JADE: Find my Dream
<b>REFLECT</b> 	<b>3 Dream Path Values</b>	18-22	<ul style="list-style-type: none"> <li>Four Corners of Values</li> <li>Comparing Values: Haiti, Philadelphia &amp; You</li> <li>Discovering Your Dream Path Values</li> <li>String Game</li> </ul>	▶ AHMED: What I Value ▶ AHMED: Values & Choices
	<b>4 Dream Path Solutions</b>	23-27	<ul style="list-style-type: none"> <li>Values Scavenger Hunt</li> <li>Values Drive Dreams &amp; Solutions</li> <li>Langston Hughes "Hold Fast to Dreams"</li> <li>Relating Problems to Dream Path Solutions</li> </ul>	▶ CAMILLE: Values & Actions
<b>CREATE</b> 	<b>5 Dream Path Vision</b>	28-32	<ul style="list-style-type: none"> <li>The Dream Path Journey</li> <li>Solution Snowballs Game</li> <li>Langston Hughes Poem: "Dream Keeper"</li> <li>Guided Dream Visualization &amp; Dream Statements</li> </ul>	▶ ALL: The Dream Path ▶ CAMILLE: (audio) Visualization ▶ ALL: Our Dreams
	<b>6 Drafting My Dream</b>	33-37	<ul style="list-style-type: none"> <li>Drafting our Dream Banners</li> <li>Dreams Creation</li> <li>Circle of Gratitude</li> </ul>	▶ JADE: Starting My Banner ▶ ALL: Circle of Gratitude
<b>SHARE</b> 	<b>7 Creating My Dream</b>	38-42	<ul style="list-style-type: none"> <li>Big Picture Game</li> <li>Revising/Editing My Dream</li> <li>Dream Art Drafting</li> </ul>	▶ AHMED: Art & Worlds Connect ▶ AHMED: Can't Wait to See
	<b>8 Bringing My Dream to Life</b>	43-46	<ul style="list-style-type: none"> <li>Dream Banner Format</li> <li>Creating Your Dream Banner</li> </ul>	▶ CAMILLE: Sharing & Community ▶ CAMILLE: The Power of Voice
	<b>9 Dream Shout</b>	47-49	<ul style="list-style-type: none"> <li>Facilitating Dream Shout</li> <li>Thoughts Circle</li> </ul>	
	<b>10 Reflection</b>	50-52	<ul style="list-style-type: none"> <li>Group Reflection</li> <li>Post-Program Survey</li> </ul>	▶ 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 <b>29</b> 2. Identifying personal, cultural, and linguistic assets <b>9</b> 3. Identifying one's emotions <b>10</b> 4. Demonstrating honesty and integrity <b>10</b> 5. Linking feelings, values, and thoughts <b>36</b> 6. Examining prejudices and biases <b>18</b> 7. Experiencing self-efficacy <b>9</b> 8. Having a growth mindset <b>13</b> 9. Developing interests and a sense of purpose <b>9</b>	1. Managing one's emotions <b>4</b> 2. Identifying and using stress management strategies – 3. Exhibiting self-discipline and self-motivation <b>15</b> 4. Setting personal and collective goals <b>17</b> 5. Using planning and organizational skills <b>14</b> 6. Showing the courage to take initiative <b>4</b> 7. Demonstrating personal and collective agency <b>19</b>	1. Taking others' perspectives <b>25</b> 2. Recognizing strengths in others <b>23</b> 3. Demonstrating empathy and compassion <b>31</b> 4. Showing concern for the feelings of others <b>31</b> 5. Understanding and expressing gratitude <b>9</b> 6. Identifying diverse social norms, including unjust ones <b>18</b> 7. Recognizing situational demands and opportunities <b>8</b> 8. Understanding the influences of organizations and systems on behavior <b>14</b>	1. Communicating effectively <b>30</b> 2. Developing positive relationships <b>7</b> 3. Demonstrating cultural competency <b>14</b> 4. Practicing teamwork and collaborative problem-solving – 5. Resolving conflicts constructively <b>12</b> 6. Resisting negative social pressure <b>9</b> 7. Showing leadership in groups <b>2</b> 8. Seeking or offering support and help when needed <b>1</b> 9. Standing up for the rights of others <b>13</b>	1. Demonstrating curiosity and open-mindedness <b>27</b> 2. Learning how to make a reasoned judgment after analyzing information, data, and facts <b>9</b> 3. Identifying solutions for personal and social problems <b>21</b> 4. Anticipating and evaluating the consequences of one's actions <b>9</b> 5. Recognizing how critical thinking skills are useful both inside and outside of school <b>12</b> 6. Reflecting on one's role to promote personal, family, and community well-being <b>22</b> 7. Evaluating personal, interpersonal, community, and institutional impacts <b>20</b>
				
<b>TOTAL: 584</b> Activity Alignments to CASEL 21 Framework Skills*				
<b>143</b>	<b>73</b>	<b>159</b>	<b>88</b>	<b>120</b>



⇒ 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](https://casel.org) .  
For conversion of CASEL framework to other SEL Frameworks visit [exploresel.gse.harvard.edu](https://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:

**empathy**  
● ● ● ● ● ● ● ●

**belonging**  
● ● ● ● ● ● ● ●

**agency**  
● ● ● ● ● ● ● ●

**prosociality\***  
● ● ● ● ● ● ● ●

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

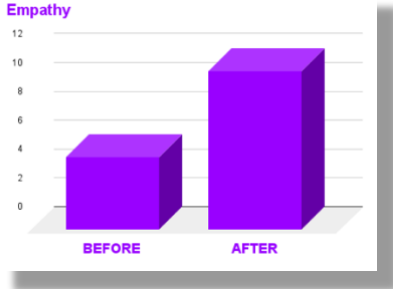
\*Prosociality is generally defined as doing for others.

## 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.



## 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](http://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](http://program.dreamline.org/gallerytags)




### *DREAM PATH JOURNALS*

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




[program.dreamline.org/journals01](http://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](http://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 competences 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.



(7:48)

- 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.

## 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.



## Lesson 2: New You

(60 minutes)

### Lesson Summary

In this lesson students will explore a collection of Dream Banners. As they are looking at the banners, they will be able to make personal connections to things they already believe in or like. They will also learn how to see and appreciate the perspective of others. Students will be able to make connections about how some of the things they are drawn to can be seen on a global scale.

### Lesson Outcomes

The intention of this lesson is for students to begin to explore their own thoughts, ideas, and feelings (SA). They will also explore the thoughts, ideas, and feelings of others (SCA) to open themselves up to new perspectives. It is also to introduce students to the global community, give models of Dream Banners, and develop an empathetic understanding of others.

Student – Friendly Lesson Outcomes:

- I can explain my thoughts, feelings, and ideas.
- I can take on the perspective of others.
- I understand that we are becoming part of the global Dreamline community.

### 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(s) 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	Responsible RM Decision-Making
1. Integrating personal and social identities 5. Linking feelings, values, and thoughts		1. Taking others' perspectives 2. Recognizing strengths in others 3. Demonstrating empathy and compassion 4. Showing concern for the feelings of others 5. Understanding and expressing gratitude	1. Communicating effectively	1. Demonstrating curiosity and open-mindedness

(CASEL, 2021)

## Key Topics

### Perspective

- Compassion
- Understanding
- Respect
- Open-mindedness
- Exploration

## Lesson Preparation and Materials


### Materials

- Chart Paper/Marker
- Respect Chart from last session
- List of guiding hashtags or keywords
- **Alternatives:** Whiteboard, a digital whiteboard, or other method that you prefer.
- Lesson 2 Presentation Including
  - ▶ Dreamline Youth Mentor Group: Imagine A Gift Game
  - ▶ Dreamline Youth Mentor Jade: What are Dreamline Dreams?
  - ▶ Dreamline Youth Mentor Jade: Find My Banner

### Preparation




- Watch Teacher Training Video (3:56) by scanning the QR or visiting [program.dreamline.org/lessons/lesson-2](http://program.dreamline.org/lessons/lesson-2)
- Select the Banners you will use for the *I Do* and *We Do* segments.
- Have all Banners you will use ready in tabs.
- Have Lesson 2 Presentation ready in browser.
- Prepare Chart Paper for the New You Activity.
- Set up your poll for the Closure segment.



### **COLLECTING BANNERS**

Learn a convenient way to **select and save the Banners** to use for this activity. Watch the demo video: (4:32)

[program.dreamline.org/htsavebanners](http://program.dreamline.org/htsavebanners)



## Lesson 2: Part One

### A. Lesson Intro: What are Dreamline Dreams? (5 minutes)

#### Review

- ❖ You will want to review the previous session in a short summary to make a connection to the work that is going to be done in this session. It is essential to review the respect chart you completed with the students last time to continue to foster the SEL skills you integrated in the last session.

#### SA-5

- Tell Students: *In our last meeting we learned about the Dreamline program, we met our Dreamline Youth Mentors and we prepared our learning environment with the intention of fostering respect.* (Review the respect chart with the class.)
- Tell Students: *Today we are going to start diving into self-discovery and also discovering about others. Let's check in with our mentor Jade.*

- **Lesson 2 Presentation:** Video: DYM Jade in Texas on What are Dreamline Dreams?
- Ask Students: *Take a moment to think about what you learned about Dreamline yesterday and the explanation you just heard from Jade. In your own words, how would you describe the difference between the dreams we have when we are asleep and the dreams we are going to be making with Dreamline?*



## B. Engage: Empathy & Gratitude (8 minutes)

- ❖ This engagement piece is designed to help students practice showing empathy and gratitude. Students will see an example of this from the Dreamline Youth Mentors.

SCA3&5

- Tell Students: *Now we are going to play a quick game with our classmates. It's called the Gift Game. Take a look at how it is played. Once we understand the game we will try it ourselves!*
- **Lesson 2 Presentation:** DYM Group Model: Imagine a Gift Game
- Ask Students: *What did you notice about the person in the game giving the gift?* (Possible answers, “they showed empathy/compassion”)
- Ask Students: *What did you notice about the person in the game receiving the gift?* (Possible answers, “they expressed thanks/gratitude”)
- Tell the Students: *As you go through the game try to express those same characteristics as you have fun giving gifts! You will have 3-5 minutes (depending on group size) to play the game.*
- Students play the game with their group. (Suggested Group size 4-6 students)



## C. Connection: Imagine a Gift Game (2 minutes)

- ❖ As you speak to the students you will make a connection to the game they just participated in and what they will be doing in this session.

SA1; SCA3&5

- Tell Students: *The Gift Giving Game really opens us up to what we are going to do in today's lesson. Not only did you practice showing compassion and expressing gratitude, but you also practiced some self-awareness when thinking about the gift you received. You were able to use your imagination to learn more about yourself and your classmates through the gifts you all chose. Our lesson today will focus on thinking about what we connect with as we discover new ideas that we may not have thought of before, just like in the game.*

## D. I Do: New You Modeling (5 minutes)

- ❖ You are going to be modeling how to do the New You Activity. This is important to show your students how to connect personal perspectives and the perspectives of others.

SA5; SCA1-5; RS1; RM1



- Model the New You Activity process with two banners - one that is YOU and one that is NEW. Remember to be authentic when you are making your own New You discoveries.
- **Presentation:** Dreamline Gallery Banners you selected for yourself.
- Show the first banner that is YOU.
- Tell Students: *I was drawn to the banner because it really represented how I felt about (add your thoughts). The words and the artwork in this banner really connect with what I already think.*
- Write on your chart paper that you prepared for the lesson as you think out loud to model how the students will eventually do this on their own.
- Show the second banner that is New.
- Tell Students: *I saw this Dream Banner and started to really read and look at the artwork on it. This banner made me curious because \_\_\_\_\_. Things that were new to me in this are \_\_\_\_\_. I never would have thought of doing it this way but now I have a new perspective that has really surprised me through a way of expression that sparks my curiosity.*

## E. We Do: New You Class Activity (10 minutes)

- ❖ Before the class activity begins, speak with your students briefly about how to be respectful of others' thoughts and ideas. You can reference the Respect Chart you all created. Remind them to stay curious, open-minded, and reflective of the role these dreams have in families, the community, and/or the world when coming up with their responses. Also emphasize that everyone is unique and to show empathy and compassion to their classmates when they are sharing with the group.

SA5; SCA1-5; RS1; RM1

- For this portion of the lesson, you are going to do the New You activity with the class.
- You should use 2-3 banners for the whole class discussion.
- **Presentation:** Display Your Pre-Selected Banners for this group activity.
- Tell Students: *Now we are going to look at dreams together. As we look at the dreams, share what is NEW to you or what you see that represents YOU. I will chart our responses.*
- As you go through this activity you can add your students' thoughts to the chart paper from the I Do section or in the journal you projected and used. This will be another way to model expectations before you release students to do this work independently.

**Optional Lesson Breakpoint:** Recap what you did with students today and summarize what you will do in the next lesson—how they will have the opportunity to explore dreams on their own to find out what is *New and You* to them.

## Lesson 2: Part Two

**Optional Lesson Start-Up:** Recap what you did with students in the last part of the lesson and how you all discovered things that they connected with and things that are new to them. Then explain to students that they are going to explore more dreams on their own. Start the lesson with the instructions for the You Do.

## F. You Do: Student New You (20 minutes)

- ❖ Students will now do this activity on their own.

Encourage students to explore things they like but also things that are not something they would initially look at/for. Remind them to stay curious and open-minded. At the end when it is time to share do not make anyone share out that is not comfortable sharing out. To create an environment that is open to sharing, allow students to take that step without making them. It will help to create trust in the process as you move forward.

SA5; SCA1-5; RS1; RM1

- You will need to use one-to-one technology or shared technology.
- Tell Students: *Now you are going to explore dreams on your own. You will work in your journal* (you can remind students that you modeled this in your journal already or on the chart paper). *There is a QR code/web link* (say which one you are using based on the technology you have.) *to access the Dream Gallery. In your journal you will see a Callout Box that has specific hashtags and keywords to guide you. Choose three Dream Banners. You will use the graphic organizer in your journal to note what is NEW to you and what is YOU, like we just did as a group.*



## G: Closure: Do Dreams Matter (10 minutes)

- ❖ It is time to wrap up our lesson. Now you are going to take a poll that allows students to express their feelings on dreams.

SA5

- Choose the method you would like to use to complete your poll question.
  - Examples:
    - Kahoot
    - Thumbs Up/Down
    - Index Cards with Yes/No
- Ask Students: *Do Dreams matter?*
- Facilitate completing the poll with your class.
- Then ask a few students to share out: *Why did you vote the way you did?*
- **Lesson 2 Presentation:** Video: DYM Jade wrap up of lesson and invitation to search for her banner.



## **Lesson 3: Dream Path Values**

(60 minutes)

### **Lesson Summary**

This lesson helps students understand that values directly relate to self-awareness and self-management. It will also give students the ability to see the values of their peers. By having a space to share values, students will practice social awareness by showing respect, consideration, and appreciation for values that may be different than their own. This lesson will help students start to discover what truly matters to them and others as their Dream Path journey begins.

### **Lesson Outcomes**

The intention of this lesson is to help students understand the meaning and importance of values, consider and accept the values of other students, and develop the self-awareness to identify some of their own personal values.

Student – Friendly Lesson Objectives:

- I will understand what values are.
- I will be able to use my understanding of values to express my values in words.
- I will be able to show open mindedness for others.

### **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(s) 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	1. Managing one's emotions 3. Exhibiting self-discipline and self-motivation	1. Taking others' perspectives 2. Recognizing strengths in others 3. Demonstrating empathy and compassion 4. Showing concern for the feelings of others	1. Communicating effectively	1. Demonstrating curiosity and open-mindedness

(CASEL, 2021)

## Key Topics

- Compassion
- Expressing
- Gratitude
- Empathy
- Open Mindedness
- Self-Awareness
- Social-Awareness

## Lesson Preparation and Materials

### Materials

- Chart Paper/Marker or 4-CORNER CARDS
- Ball of yarn or string
- Dream Path Journal
- Presentation including
  - ▶ Dreamline Youth Mentor Ahmed: My Values
  - ▶ Dreamline Youth Mentor Ahmed: My Actions

### Optional Items

- Whiteboards
- Sticky notes
- Index cards

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

### Preparation



- Watch Teacher Training Video (4:21) by scanning the QR or at [program.dreamline.org/lessons/lesson-3](http://program.dreamline.org/lessons/lesson-3)
- Consider what values of your own you will talk about with the class.
- Have Lesson 3 Presentation ready in the browser.
- Prepare Chart Paper with the title Values or Print PDF sheets provided.
- Have the following words on paper/chart paper in each of the four corners (or different areas) of your room: Courage, Laughter, Kindness, Leadership.

## Lesson 3: Part One

### A. Lesson Intro: Values (5 minutes)

- ❖ Engage students in a review of your last lesson and preview the upcoming lesson with the Dreamline Youth Mentor Video.

SA1, 5

- Tell Students: *In our last session we began our Dreamline journey. We took time to explore dreams from all around the world. As we ended our last session you went on your own personal exploration in your Dream Path Journal.*
- Tell Students: *Today we are going to begin to discover how dreams develop, the beginning of your Dream Path. Developing our dreams starts with our values. Let's check in with our mentor Ahmed and see what he has to say about values.*
- Lesson 3 Presentation VIDEO: DYM Ahmed in Morocco talks about his values.






### 4-CORNER CARDS



Printable for 4-Corners Value Activity Lesson 3, Section B. Can be printed in color or black & white. Scan icon or visit

[program.dreamline.org/dpsel3bprint1](http://program.dreamline.org/dpsel3bprint1)

## B. Engage: Four Corners of Values (15 minutes)

- ❖ This activity is intended to get students moving, make thoughtful choices, begin to think about values, and communicate with each other

SA1, 5; RS1

- Tell Students: *I have placed four words around the room. The first word is Courage. What do you think when you hear the word courage? (Allow 1-2 students to respond) Go through the same process with each of the words.*
- Tell Students: *Now that we have discussed what these words mean to our class, in a moment you are going to stand by the word that you relate to the most. After you get to your corner you will talk with the other classmates in your group about WHY you chose that word. I will give you about two minutes to discuss with your group. Once the two minutes are done, one person from each group will share why they chose that word to the whole group.*
- Send students to pick their word and go through the process of discussion and sharing.
- Have students return to a designated space of your choice.

## C. Connection: What are Values? (5 minutes)

- ❖ To help students better understand values you will talk to them about what values are and the importance values have on our actions and dreams.

SA1, 5; SM1, 3

- Tell Students: *The four words we just used in Four Corners represent four different values. We also heard about Ahmed's values. Today we are going to explore different values. Values are something that are important to you and play a role in the decisions you make and the things that you do. As we move toward developing our dreams we must first understand our values.*

## D. I Do: Values Activity Intro (5 minutes)

- ❖ Help students understand what values are by reflecting on your own values and their connections to your life experiences.

SA1, 5; SM1, 3

- Have your chart paper ready for the lesson and model brainstorming two values that are important to you and why.
- Tell Students: *We are going to brainstorm some more values.*
  - *When I think of myself and what I value I think of \_\_\_\_\_ because \_\_\_\_\_ (say and add your value to the chart paper).*
  - *I also think of...* (repeating the process for the first value you shared).



**Optional Lesson Breakpoint:** Recap what you did with students today summarize what you will do in the next lesson – how now that they have seen a few examples of values in the next lesson. they will dive deeper into values. Before the next lesson, try to think about some things you value.

## Lesson 3: Part Two

**Optional Lesson Start-Up:** Recap what you did with students in the last part of the lesson. You may want to share again. Then tell students now they are going to look at values more in-depth today.

## E. We Do: Comparing Values (15 minutes)

❖ During this activity, students are going to look at the values of students in other places, then add their personal values to the chart paper you started in the *I Do* segment. They can also add them on page 5 in their Dream Path Journals. You will want to remind students to be respectful of all ideas shared. Remember to emphasize we all value different things. Remind students that it is OK if someone has different values than theirs. We can accept others' differences through compassion, empathy, and understanding.

SA1, 5; SCA1-4; RS1; RM1

- Tell Students: *Now that you have seen my values let's take a look at some values from students in Philadelphia, PA and students in Port-au-Prince, Haiti.*
- **Lesson 3 Presentation:** Show List of Values from each group side by side and map of where they are in the world.
- Read each list to the students as you show it. You may also have them look at page 5 in their Dream Path Journals to see them there as well.
- Tell Students: *Take a moment to think about the values on each list and what you notice.*  
(Give students 1 - 2 minutes to think)
- Ask Students:
  - *What did you notice about the lists?*
  - *What things were the same?*
  - *What things were different?*
- Tell Students: *Now we are going to use this list to pick values we can add to the chart where I wrote my values. You will pick 1-2 values from the list, and if you can think of any values that are NOT on these lists, add them in. (You may add them to the Other Values list on page 5 in your Dream Path Journal as well.)*



The following are a few examples of how you could complete your chart paper. Choose one of the options below and then use that to explain the process to your students.

- Have students write on whiteboards as they are thinking and then have them share out. Write the value they chose on the chart paper. If more than one student has the same value, you can put each student's initials next to the word to show that it represents more than one person.
- Have students write the values they chose on a sticky note (one sticky note per word) and then have them put it on the chart paper. After all sticky notes are on the chart paper you can read through them and group together any that are the same.
- Have students take a moment to think and then let them share out as you chart it on the paper.

## F. You Do: Discovering Your Dream Path Values (5 minutes)

- ❖ Students will select their top three values.

SA1, 5

- Tell Students: *Get your Dream Path Journal. In the Lesson 3 section, you will complete the reflection about your values. First, think about all the values we discovered today. Then answer the question, “What are your top 3 values?” When you answer this question, think about the three values that mean the most to you. It doesn’t mean that you don’t have the other values, it just means that those are some values at the top. OK*



## G. Closure: String Game (10 minutes)

- ❖ This closure is meant to show that values can be the same or different, but we are all connected.

SA1, 5; SCA1-4; RS1; RM1

- Video: DYM Ahmed talks about the connection of his values, his dreams, and how he likes to spend time.
- Tell Students: *It really means a lot that we were able to share some of our values with one another. Remember, we all have different values, and we take action based on what we value. Write on an index card the value you connected with the most.*  
(Give students 1-2 minutes to do this)
- Have students bring their cards and form a circle.
- Tell Students: *We are going to pass the yarn. The person that has the yarn will say the value they wrote. If you wrote the same value, raise your hand. The person with the yarn will roll it to one person who also chose that word. You all will continue to roll the yarn to those that wrote down the same word. Once everyone who wrote the same word has a piece of the yarn, then I will ask someone else to share their word and we will do the same process again until everyone has shared their word.*
- Model: *I will start. My value is \_\_\_\_\_, did anybody else write down that same value?* (If yes, roll the yarn ball to one of those students, while you continue to hold on to your piece of the yarn. If no one wrote your value, ask then ask– **Who did not get the yarn yet?** – Choose someone and ask them to share their value before rolling the yarn to them.)
- Continue playing the yarn ball rolling game until everyone has a piece of yarn to hold.
- Ask Students: *What do you notice about our yarn?* (Possible answers: We’re all connected. Everyone has some. The yarn is overlapping, etc.)
- Tell Students: *Our yarn shows that if we have the same or different values, we are all still connected. We all have a piece of something to offer to our world and others.*



## **Lesson 4: Dream Path Solutions**

(60 minutes)

### **Lesson Summary**

Students will understand that their values drive their actions – when they look for solutions to problems they care about. Their actions connect to their dreams, desires, and how they wish to see the world. Students will explore how problems and solutions that resonate with them can be a starting point for a dream. Students will work in collaboration to discuss problems in the world and solutions to them. By the end of the lesson students will begin to shift from a solution mindset to a dream mindset.

### **Lesson Outcomes**

The intention of this lesson is to help students begin to connect their values to their dreams. Students will talk about problems and solutions as they build upon the concept of moving towards their dreams to change the problems they've identified.

Student – Friendly Lesson Objectives:

- I will consider my values to connect them to my dreams.
- I will evaluate current problems in the world and imagine solutions to them.

### **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 3. Identifying one's emotions 5. Linking feelings, values, and thoughts 6. Examining prejudices and biases 8. Having a growth mindset	4. Setting personal and collective goals 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 8. Understanding the influences of organizations and systems on behavior	1. Communicating effectively 5. Resolving conflicts constructively 9. Standing up for the rights of others	1. Demonstrating curiosity and open-mindedness 3. Identifying solutions for personal and social problems 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

- Values
- Connections
- Dreams
- Current problems
- Creating solutions
- Imagination
- Shaping dreams
- Dream thinking

## Lesson Preparation and Materials

### Materials

- Dream Path Journal
- Chart Paper
- Lesson 4 Presentation including
  - ▶ Langston Hughes [Biography Video](#)
  - ▶ Dream Youth Mentor Camille Video – Value Based Actions.

### Preparation



- Watch Teacher Training Video (5:35) by scanning the QR or at [program.dreamline.org/lessons/lesson-4](http://program.dreamline.org/lessons/lesson-4)
- Prepare Chart paper with a t-chart (Problems | Solutions)
- Have Lesson 4 Presentation ready in browser.

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## Lesson 4: Part One

### A. Lesson Intro: Connecting Values (2 minutes)

- ❖ You will review what you did the previous day, emphasizing show their dreams are connected to their values.

SA1, 5

- Tell Students: *In our last session we talked about our values and learned from Ahmed. Ahmed shared what he values. We were able to take on the perspectives of others and see the values of others from around the world. You reflected on your top three values in your Dream Path Journal. When I thought about this in our last lesson after we concluded, my top three values are \_\_\_\_\_.*  
*Would anyone like to share what their top three values are?*  
(Allow students a few minutes to share if they want to)

### B. Engage: Value Scavenger Hunt Game (15 minutes)

- ❖ Students will take the top three values they picked last session and discover commonalities and differences among their classmates. This can help facilitate the understanding that you can respect others even if they are different. Values do not belong to just one person or group, and being accepting of

others' values foster open-mindedness.

SA1, 5; SCA1-4; RS1; RM1

- Tell Students: *We are going to share our values. Remember my top three values were \_\_\_\_\_. You are going to take your journal and try to find one other classmate that has at least one of the same values that you have. If you don't find someone with one of the same values, then try to find someone who also has unique values. Talk about if your values are all the same or different and about why you picked the values you did. It is important to remember that values don't belong to just one person or group. It is also important to remember that as we do this, we will show respect to each other and what we have in common and what is different between us.*
- You may have an opportunity to spotlight a student who shares out a value that no one else chose. It is crucial to make sense, guide, and create connections for students who do not have a shared value with others. This will ensure that they do not experience feelings of not belonging.

### C. Connection: Values Drive Dreams (3 minutes)

❖ Push your students to reflect on their values and reiterate that our values are what drive our actions.

SA5; RM3, 6

- Tell Students: *Today we really took the time to reflect on our values. By reflecting on our values, we were able to have a deeper sense of self-awareness and social awareness by talking with our classmates about their values. Understanding our values is directly tied to our actions or how we manage ourselves.*
- Tell Students: *Writing about what problems we see in the world can really help us to understand how our personal values and things going on in the world, shape our dreams. Today, we are going to learn about Langston Hughes and how his values and world shaped his dreams. You will see that he was able to work on solutions to problems and ultimately help create change for the better. We are going to take what we learn from him and apply it to our world today.*

### D. I Do: Introduction to Langston Hughes (10 minutes)

❖ You will introduce Langston Hughes and use this as a way to connect values, actions, and dreams in this lesson and the next lesson.

SA1,5-6; SCA6, 8; RM 6-7

- Tell Students: *Langston Hughes is a famous American writer who lived about a hundred years ago. His writing is still really powerful today. Let's learn more about Langston Hughes.* (Play video)
- **Lesson 4 Presentation:** Langston Hughes Biography Video
- Tell Students: *Langston Hughes is an excellent example of how your values lead you to take actions towards your dreams. He dreamed of everyone seeing Black people as equal to all other people. He dreamt of showing the dignity and beauty of Black people living in America. He expressed himself through writing, to help teach everyone about the thoughts, feelings, and dreams of Black people in everyday life. He was one of the very first Black writers who was able to support himself through his published writings.*



**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 they will learn more about Langston Hughes and brainstorm things they want to see differently in the world.

**Lesson 4: Part Two**

**Optional Lesson Start-Up:** Recap what you did with students in the last part of the lesson and how you are going to continue to learn how Langston Hughes describes dreams. Let them know they will work together to discuss things they would like to see differently and what that change would look like.

**E. We Do: Hold Fast | Langston Hughes Poem (20 minutes)**

- ❖ Students will use what they learned about Langston Hughes and what he faced in his life to reflect on their current life. They will identify problems in the world and work on creating a dream for the problem. SA6,8; SM4, 7; SCA 1-4, 6, 8; RS5, 9; RM3, 6, 7
  - Tell Students: *Langston Hughes is a powerful poet. He was able to express his dreams and values through poetry and other writing which related to things that were happening when he was alive. He recognized there were many problems that hurt people and took action based on his values. These actions created part of a solution to the problems and helped move the world in the direction of his dream.*
  - **Lesson 4 Presentation: Dreams**
  - Tell Students: *I am going to read a poem to you.*  
(Teacher reads poem from **Lesson 4 Presentation**)
  - Ask Students: *What words in this poem aren't you familiar with?*  
(Go through the unfamiliar words and facilitate a class discussion on their meaning)
    - Possible Class Discussion Facilitation Questions:
      - *He says "hold fast". What does that mean to you?*
      - *Thinking of the word "hold." What does that mean? Think of the word "fast." What do you think it could mean when putting it with the word hold?*
      - *What does the word "barren" mean?*
  - Tell Students: *Okay now that we have a better understanding of these words, you are going to answer some questions about the poem.*  
(Teacher reads questions to students.)
    - *Why should we hold fast to Dreams?*
    - *Thinking about Hughes' poem, what would the world be like without dreams?*
    - *Based on what we learned about his actions in the video, what do you think Langston Hughes' dream for a better world would look like?*
  - Facilitate Student Discussion with the following questions.
  - Ask Students: *What problems do we have?*  
(Turn and talk; allow 1-2 partners to share with the whole group/chart student responses)
  - Ask Students: *What would be part of a solution to change them?*  
(Turn and talk; allow 1-2 partners to share with the whole group/chart student responses)

## F. You Do: Problems Drive Actions (5 minutes)

- ❖ Students will journal and answer questions.  
SA6,8; SM4, 7; SCA 1-4, 6, 8; RS5, 9; RM3, 6, 7
  - Tell Students: *In your Dream Path Journal you will write down at least three problems and solutions on the graphic organizer.*



- ❖ **Optional Extension:** Answer the question, *“How do these problems and solutions relate to your values?”*

## G. Closure: Relating Problems to Dream Path Solutions (5 minutes)

- ❖ Students will begin to make the connection that solutions are the actions they take based on their values to change something that is a problem.  
SA6,8; SM4, 7; SCA 1-4, 6, 8; RS5, 9; RM3, 6, 7
  - **Lesson 4 Presentation:** DYM Camille talking about an action she’s taken based on her values.



# 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](http://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 chance 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.



## Lesson 6: Drafting My Dream

(60 minutes)

### Lesson Summary

You will begin to use Writers Workshop during lessons 6-8 with your students. At this stage they will be creating their written and artistic versions of their Dreamline Banner. The students will draft in their journals as they go through the Writers Workshop lessons. It is important to remember that students may be at different phases of the writing and artwork process during the next three lessons. In each of these lessons you will do a mini-lesson example on parts of the writing process and how to create the published work (Dreamline Banner). These lessons are more about student independent creation time with feedback and support from the teacher, rather than specific lesson activities.

### Lesson Outcomes

The intention of this lesson is to create the space and time for students to begin to put together their creative thoughts of their Dream Banner. Students should receive feedback from you as they move through their process of creating. Allowing students to try, risk, or manipulate what they want is essential in ultimately bringing their individual, unique vision to life.

Student – Friendly Lesson Objectives:

- I will use my imagination to share my Dream with the world!
- I will create a rough draft of my Dream Banner.

### 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(s) 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 2. Identifying personal, cultural, and linguistic assets 3. Identifying one's emotions 4. Demonstrating honesty and integrity 5. Linking feelings, values, and thoughts 6. Examining prejudices and biases 7. Experiencing self-efficacy	3. Exhibiting self-discipline and self-motivation 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 5. Understanding and expressing gratitude 6. Identifying diverse social norms, including unjust ones	1. Communicating effectively 2. Developing positive relationships 3. Demonstrating cultural competency 5. Resolving conflicts constructively 6. Resisting negative social pressure 9. Standing up for the rights of others	1. Demonstrating curiosity and open-mindedness 2. Learning how to make a reasoned judgment after analyzing information, data, and facts 3. Identifying solutions for personal and social problems 4. Anticipating and evaluating the consequences of one's actions 5. Recognizing how critical thinking skills are useful

<p>8.Having a growth mindset 9.Developing interests and a sense of purpose</p>		<p>7.Recognizing situational demands and opportunities  8.Understanding the influences of organizations and systems on behavior</p>		<p>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</p>
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(CASEL, 2021)

## Key Topics

- Empathy
- Creation
- Exploration
- Clear expression - How I can convey my idea to others based on my understanding of empathy toward others

## Lesson Preparation and Materials

### Materials

- Chart Paper/Marker
- Dream Path Journal
- Lesson 6 Presentation including
  - ▶ Dreamline Youth Mentor Jade: Starting My Dream Banner
  - ▶ Artist Steffi Walthall reflecting on her dreams
  - ▶ Dream Art Creation Time-lapse Video by Artist Steffi Walthall
  - ▶ Dreamline Youth Mentor Group: Gratitude Circle Demonstration

### Optional Items

- Whiteboards
- Sticky notes

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

### Preparation



- Watch Teacher Training Video( 5:14) by scanning the QR or <https://program.dreamline.org/lessons/lesson-6>
- Have Lesson 6 Presentation ready in browser

## Lesson 6: Part One

**A. Lesson Intro: Drafting Our Dream Banners (7 minutes)**

- ❖ You will review information from the previous lesson, and you will begin the process with your students on how to begin their writing. You will model and show that it is okay not to be perfect when you first start. This allows students to know it is okay to make mistakes in writing because we can fix them later and writing is a process.

SA 1-9; SM 3-5,7; SCA 3-4, 6-8; RS 1,3,5-6,9; RM 2-7

- Tell Students: *In the last lesson we learned how our values connect to dreams. Then you decided on what you wanted your dream to be! That is very exciting. Today we are going to start developing the written work for our individual Dream Banners. Our Dream Banners will share our Dream Path Vision with the world and will include our Dream Path Solutions and Dream Path Values as well. It will represent our heart melody in words and art. We will do this over the next few days. Let's connect with our Dreamline Youth Mentor Jade to see how she began this process!*
- **Lesson 6 Presentation:** VIDEO DYM Jade on starting her Dreamline Banner

**B. Engage: Dream Creation (10 minutes)**

- ❖ This engagement is meant to show how in the creative writing or drawing process, we start with an idea, and it grows over time. Students meet Steffi Walthall as she shares her Dream with them. After you hear from Steffi, you will explore and admire one of her art pieces. Everyone has different dreams, and the way we bring our dreams to life can look different too.

SCA1; RS1-3; RM1

- Tell Students: *We are going to hear from a famous artist, Steffi Walthall! Her artwork has been featured on Netflix and big newspapers, such as, The New York Times and The New Yorker! Let's watch this short video to hear about what Steffi's Dream is!*
- **Lesson 6 Presentation:** VIDEO Artist Steffi Walthall talking about her dreams
- Tell Students: *Now you are going to watch an artistic video by Steffi to see one piece of art she created. Watch how it starts with just a few lines and then gets bigger and bigger. As you watch the video, I want you to think about what we have learned so far about values and dreams.*
- **Lesson 6 Presentation:** VIDEO Steffi Walthall Time-lapse creation of Dream Forward Art.
- Ask Students: *What were your thoughts as you watched this?*  
(Allow students to share out)



**Optional Extension:** If time allows: Stop throughout the video during the different stages and ask students where they think it's going or what's been happening.

### C. Connection (3 minutes)

- ❖ This will help students understand that their writing is the same as the video. It is important to let them know that at this stage of the process they are just trying to get their ideas in place but that it does not have to be perfect. **SCA1; RS1-3; RM1**
  - Tell Students: *As we watched the Dream Creation video it started as a simple sketch, and it developed into amazing artwork. The artist had an idea or dream of what she wanted her art piece to look like. You have a dream and now it is time to write about your dream and start to develop it. Watch me as I begin to develop my dream. I'll start with my vision...*

### D. I Do: Model Drafting (10 minutes) :30

- ❖ This is where you will model how you will draft your own dream. It is important to be vulnerable and write about your actual dream. This is a way to show students your authentic self and inspire them.



**SA 1-9; SM 3-5,7; SCA 3-4, 6-8; RS 1,3,5-6,9; RM 2-7**

- Use chart paper to model yourself and write out a draft of your dream.
- Tell Students: *I'll start by asking myself this question: "What is my dream to share with the world?"*
- As you model writing your dream draft remember to do it thinking out loud so students can see and hear your process. Talk out loud about what your dream is, and how you envision it making the world better. Try to model using what came from the guided meditation for your vision of the world as well as incorporating some of the solutions you have thought of to move in the direction of that dream. Emphasize that you are just writing down your initial thoughts and that you will revise it later and that it does not have to be perfect at this stage.
- BE CREATIVE! This is your way of writing your own dream! Try to model your voice and your way of saying things. You can model starting with a dream statement (from the previous lesson) and then getting more creative with it.
- Alternative: You can use a copy of a Dream Path Journal to model writing out your dream under a document camera.

**Optional Lesson Breakpoint:** Recap that the first part of the writing process is to draft. Tell students that they have seen an example of a draft and will begin to work on in the next lesson.

### Lesson 6: Part Two

**Optional Lesson Start-Up:** Quickly review how you made your draft. Then give students instructions to start theirs and continue with the lesson.

### E. (We Do) - Independent Instructions (5 minutes) :35

- ❖ Here you will give students explicit instructions on how to begin and answer any questions before they begin independently drafting. **SA 1-9; SM 3-5,7; SCA 3-4, 6-8; RS 1,3,5-6,9; RM 2-7**
  - **Lesson 6 Presentation:** List of Sentence Starters for draft writing
  - Tell Students: *Here are some sentence starters that you might want to use when you begin to draft your Dream Banner.*

- Tell Students: *Here are some ways you can begin to write. Choose three that you might like to use and copy them into your Dream Path Journal in the Lesson 6 section.* (Read the list to them and let them know they can take their time copying.)

(Either show them on a piece of chart paper that can be referred to or keep this part of the presentation on screen for students to refer to.)

- Tell Students: *You will start your draft based on the sketching or writing you made in your journal during our last session. You will draft in your Dream Path Journal. If you need assistance while you are drafting...* (raise hand, come to teacher table, etc.)
- Ask Students: *Does anyone have any questions before you begin drafting?* (Clarify any instructions or misconceptions before releasing students to work independently).

## F. You Do: Begin Draft (20 minutes)



- ❖ Students work independently. As students work, go around the room or call them to your table to help and give real-time feedback during this process.

SA 1-9; SM 3-5,7; SCA 3-4, 6-8; RS 1,3,5-6,9; RM 2-7

- Students begin to draft their dream in their journals.
- As students are drafting make sure to walk around and help your students. You can call a student or group of students to your Teacher Table to help or provide feedback. You should use the same system or approach that you normally do during Small Group times so that students are aware of your class expectations.

## G. Closure: Gratitude (5 minutes)

- ❖ You will review what you did and give students praise for beginning their dreams. You will also reaffirm that writing is a process and that we are just beginning like in the video at the beginning of the lesson.

Box: SCA 5

- Once independent work time is complete, close out your lesson.
- Tell Students: *We got a lot of work done on our Dream Banner drafts today. If you did not have time to finish you will have the opportunity to work on this during small groups and during our next session. Let's close out today with gratitude.*
- **Lesson 6 Presentation:** VIDEO DYM Jade and other DYM's demonstrate the Gratitude Circle activity. "Hearing that..."
- Tell Students: *Now let's get into a circle and share something we are grateful for.* (Create a circle around the room or have students stand by desks. Let students share one thing they are grateful for and why)



# Lesson 7: Creating My Dream

(60 minutes)

## Lesson Summary

You will continue to use the Writers Workshop in this lesson with your students. At this stage they will be revising/editing their draft and beginning their artwork. The students will revise and edit in their journals as they go through the Writers Workshop lesson. It is important to continue to remember that students may be at different phases of the writing and artwork process. Today some students may be finishing drafts while others will be ready to begin the next part. You will do a mini-lesson example on the next step of the writing process. These lessons are more about student independent creation time with feedback and support from the teacher, rather than specific lesson activities.

## Lesson Outcomes

The intention of this lesson is to continue to have a space for students to build upon the drafts of their dreams and the time to make revisions/edits. Students will also begin their artwork. You will model how to do this process. It is important to emphasize that you do not have to be a perfect writer or artist. The main focus is that students are able to share their dreams so that they can inspire others and have their voices heard.

Student – Friendly Lesson Objectives:

- I will revise and edit my Dream Banner to completion.
- I will finalize my Dream Banner artwork ideas.

## 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(s) 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 2. Identifying personal, cultural, and linguistic assets 3. Identifying one’s emotions 4. Demonstrating honesty and integrity 5. Linking feelings, values, and thoughts 6. Examining prejudices and biases 7. Experiencing self-efficacy	3. Exhibiting self-discipline and self-motivation 4. Setting personal and collective goals 5. Using planning and organizational skills 7. Demonstrating personal and collective agency	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 7. Recognizing situational demands and opportunities 8. Understanding the influences of organizations and systems on behavior	1. Communicating effectively 3. Demonstrating cultural competency 6. Resisting negative social pressure 7. Showing leadership in groups 8. Seeking or offering support and help when needed 9. Standing up for the rights of others	1. Demonstrating curiosity and open-mindedness 2. Learning how to make a reasoned judgment after analyzing information, data, and facts 3. Identifying solutions for personal and social problems 4. Anticipating and evaluating the consequences of one’s actions 5. Recognizing how critical thinking skills are useful

8.Having a growth mindset 9.Developing interests and a sense of purpose				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
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(CASEL, 2021)

## Key Topics

- Finalizing
- Revising
- Editing

## Lesson Materials and Preparation

### Materials

- Chart Paper/Marker
- Dream Path Journal
- Lesson 7 Presentation including:
  - ▶ Dreamline Youth Mentor Ahmed: Connecting Art and Words
  - ▶ Dream Youth Mentor Ahmed: Appreciation of Student Work

### Optional Items

- Whiteboards
- Sticky notes
- Index cards

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

### Preparation:



- Watch Teacher Training Video (9:05) by scanning the QR or at [program.dreamline.org/lessons/lesson-7](http://program.dreamline.org/lessons/lesson-7)
- Have Lesson 7 Presentation ready in browser
- Big Picture Game pictures are in presentation

## Lesson 7: Part One

**A. Lesson Intro (3 minutes) :03**

- ❖ You will review the previous lesson and then show how students can begin to develop their art for their Dream Banner.

**RS 1**

- Tell Students: *In our last session, we began drafting our Dream Banners and putting our initial thoughts down on paper. I was so inspired when I saw what you all were writing! Today, we are going to revise and edit our drafts to see how we can move towards creating our final Dream Banners! Revising our words from our draft can really have the power to engage others. As we work through revising together, you'll experience what I mean. Now our Dreamline Youth Mentor Ahmed is going to share how he used his words to create his art.*
- **Lesson 7 Presentation:** VIDEO DYM Ahmed on the connection of art and words in his Dream Banner.

**B. Engage: Big Picture (10 minutes)**

- ❖ For this game you will foster the answers to looking at the bigger picture. We all have a part in making our world a better place. This game will allow students to see that their dreams can impact the world for the better. Most often, individual dreams are connected to others around the world who happen to have the same dream. This helps reveal connections they may have to others that have different dreams. Big picture, dreams can truly change the world.

**RM 1**

- Tell Students: *I want you to think about how your dreams can impact our world for the better? What is your part?* (Give students a moment to reflect)
- Tell Students: *Together, we can all have a piece or part in creating a bigger change. Hold this thought in your heart as we move into playing our next game.*
- **Lesson 7 Presentation:** Big Picture Game (a slide show of the pictures from the online game)
- Show or display the first picture only from the presentation. As you go through the game process, walk around the room to look at your student's guesses as you progress through the game.
- Tell Students: *Take a look at this first picture I am going to display. Do not shout out any of your thoughts. Take a moment to think to yourself, what could this picture be? Once you have your guess, write it on your index card. Do not share your guess yet.*
- Students can also capture their guess on individual white boards if available.
- Tell Students: *Wow, I see a lot of great guesses... but I am still not seeing the correct guess yet (or I see \_\_\_ of students have the right guess so far). Let me show you another piece of the picture to see if that helps!* (Move to the second picture in the presentation) *Now, remember, some of us are going to be able to guess what is in the picture more quickly, so keep your guess in your mind and don't shout it out. Once you have your guess, write it on your index card if your guess has changed.*
- Students can also capture their guess on individual white boards if available.
- Tell Students: *I can see a couple of us know what is pictured... Let me show you the last BIG PICTURE to reveal what it is to everyone.*
- Show or display all three pictures, the third picture reveals the BIG PICTURE.

## C. Connection: (2 minutes)

- ❖ Making the connection between the big picture and a student's individual dream allows for students to understand the Dream Path they have taken. This brings the holistic approach of the Dreamline Project into focus for the students by showing how all the pieces fit together.

RM 1, 5-7

- Tell Students: *The Big Picture Game shows how we can take something that is out of focus or that you can't fully see and shows you that you need all the pieces to be able to see it more clearly. That is what we will do today with our Dream Banner draft that you started in our last session. We will take our initial thoughts and we will revise and edit them to make our Dream more clear. We are also going to start on our artwork! Remember, you do not have to be a skilled artist to create something visual to help others see or connect to your Dream Banner. Let me show you what I mean.*

## D. I Do: Revise/Edit (10 minutes)

- ❖ You will model how to make revisions and edits to show how words can be interchanged to be more powerful while holding the same meaning. You will also draft your artwork. It is important to stress that there is no way to make 'perfect' art and that students should make whatever they feel represents their words.



SA 1-9; SM 3-5,7; SCA 3-4, 6-8; RS 1,3,5-6,9; RM 2-7

- Use the same chart paper with your draft from the previous day using a different colored marker so students can see the difference. Model revisions such as changing words to have a stronger meaning (ex. great to significant).
- Remind students that they can use synonyms to make their writing more powerful and that they can look up synonyms on Google (you can model this if you choose) or use their classroom thesaurus. Also, fix anything in your draft that needs editing such as adding commas, capitalization, etc. Remember as you are revising and editing to think out loud about what you are doing so students can see and hear the process.
- After you have made your revisions and edits, sketch your dream into a few images to show the students how you can support the words and help people be inspired by them by adding images, color, and lines. Think aloud as you do this as well. Colors and symbols can really help show feelings and meaning.
- Alternative: You can use a copy of a Dream Path Journal from the previous day instead of chart paper with your document camera.

**Optional Lesson Breakpoint:** Recap that the next part of the writing process is to edit. Tell students now that they have seen an example of editing, they will begin to work on their own editing in the next lesson.

**Lesson 7: Part Two**

**Optional Lesson Start-Up:** Quickly review how you made your edits. Then give students instructions to start theirs and continue with the lesson.

**E. We Do - Independent Instructions (3 minutes)**

❖ Explain the directions and next steps.

SA 1-9; SM 3-5,7; SCA 3-4, 6-8; RS 1,3,5-6,9; RM 2-7

- Tell Students: *Today you need to finish your draft in your journal if you have not already finished it. You need to revise and edit your draft. When you are done with your revisions and edits you can bring it to me to check over with you one last time.*
- Tell Students: *Once you have finished your revisions and I have checked your work, you can begin to start your artwork sketch in your Dream Path Journal on the next page.*
- Tell Students: *If at any time you need help* (raise hand, come to teacher table, etc.).
- Ask Students: *Does anyone have any questions before you begin drafting?*  
(Clarify any instructions or misconceptions before releasing students to work independently)

**F. You Do (20 - 30 minutes):58**

❖ Students will work independently.

SA 1-9; SM 3-5,7; SCA 3-4, 6-8; RS 1,3,5-6,9; RM 2-7

- Students will finish drafting (if they haven't). If you have students still drafting, you may want to pull them to your table to facilitate and help them so they can finish.
- All students should revise and edit.  
(Teacher facilitates feedback and helps students as needed)

**G. Closure: Dream Feelings 2 minutes**

❖ Students will connect with a Dreamline Youth Mentor to express their feelings about their experience.

SCA 2-4

- **Lesson 7 Presentation:** VIDEO DYM Ahmed shares excitement about upcoming Banners!

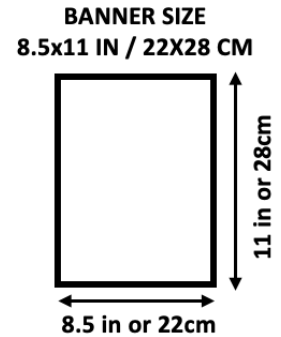


# Lesson 8: Bringing My Dream to Life

(60 minutes)

## Lesson Summary

Today is the day! Students will take their work in their Dream Path Journal and transfer it to a banner. You will give students the type of blank banner you chose, based on information from the *Dream Path SEL Contents & General Resources* page and give them the instructions on how to complete the banner. This is the final ‘product’ of taking all they have done and bringing it to life on their physical Dreamline Banner.



## Lesson Outcomes

The intention of this lesson is for your students to complete their Dream Banners so they can be shared and celebrated, posted, and attached to your group’s physical Dreamline for display.

Student – Friendly Lesson Objectives:

- I will complete my Dream Banner to share my dream with the world.

## 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
	3.Exhibiting self-discipline and self-motivation 5.Using planning and organizational skills 6.Showing the courage to take initiative 7.Demonstrating personal and collective agency	4.Showing concern for the feelings of others	1.Communicating effectively	1.Demonstrating curiosity and open-mindedness

(CASEL, 2021)

## Lesson Preparation and Materials


### Materials

- Blank Dream Banners – 1 per student plus a few extra
- Markers, Crayons, Paint, etc.
- **Lesson 8 Presentations:**
  - ▶ Dream Youth Mentor Camille: A Vision Come to Life
  - ▶ Dream Youth Mentor Camille: Shout Out!

### Preparation




- Watch Teacher Training Video (2:33) by scanning the QR or at [program.dreamline.org/lessons/lesson-8](http://program.dreamline.org/lessons/lesson-8)
- Prepare student blank banners. *Create one per student plus a few extra. See Banner Prep callout box for details on all options:*  
FABRIC, BLANK PAPER, FORMATTED PAPER
- Have Lesson 8 Presentation ready in browser. Make the final product of your Dream Banner from the modeling you did during Writers Workshop. The directions to do this are below in the lesson.
- Have banners and art supplies ready for students. You may group these in a way that fits best for your class. This may include having buckets placed on table groups with supplies in them or art supplies on a table that students can choose from.



### Banner Prep

Learn about cloth and paper Banners, how to prep them for your groups, and access printable templates.



[program.dreamline.org/bannerprep1](http://program.dreamline.org/bannerprep1)

 #

### SDG Global Goal Tags

If you are including optional hashtags, learn about the United Nations tags on major topics here.



[program.dreamline.org/sdg1](http://program.dreamline.org/sdg1)

**Lesson 8: Part One & Two**

**Optional Lesson Breakpoint:** The following may be done over two sessions. This will depend on how you choose to create the Dream Banners, the size of your class, and any other factors. You can give the directions, allow for students to work on this portion, and have a finished product in one session or two.

**A. Lesson Intro & Engage (3 minutes)**

Camille is going to share how exciting it felt when she made her final Dream Banner and got to see hers online

- ❖ You will show an example of your completed Banner.

SM 3,5-7

- **Lesson 8 Presentation:** Dreamline Youth Mentor Camille – A Vision Come to Life
- Tell Students: *Today we are going to take our drafts of our Dream Banner that are in our Dream Path Journals and put them on a physical Dream Banner! Let me show you mine.*
- Show your students your completed Dream Banner.
- Talk about the elements on your Dream Banner such as your words, artwork, hashtags, and values.

**B. I Do: Instructions for Banner Layout (10 Minutes)**

- ❖ Directions below are for how to help students organize the layout of their Dream Banner. The size of the banner is a teaching tool. It needs to be 8.5x10 in. or 21x28 cm. This uniform size is an important demonstration of the Dreamline value of INCLUSION & BELONGING. All dreams get the same space in Dreamline.

RM 1

- Show how to put all the pieces together on your actual Dream Banner.
- **Lesson 8 Presentation** - Steps to Laying out Banner Visuals and Directions
  - **For BLANK PAPER or FABRIC Banners:**
    - Step One: Make sure the banner is in portrait style
    - Step Two: Leave 3 finger spaces at the bottom for your values. Tell Students (model under document camera as you do this): *Put 3 fingers on the bottom of your banner. Use your pencil to draw a very light line across the bottom.* Give students a moment to do this.
    - Step Three (Optional): Leave 3 finger spaces at the top for hashtags. Tell Students (model under document camera as you do this): *Put 3 fingers on the top of your banner. Use your pencil to draw a very light line across the top.* Give students a moment to do this.
  - **For All Banner – PRE-PRINTED PAPER, BLANK PAPER, OR FABRIC**
    - Tell Students: *Go back to the page in your Journal where you wrote your top 3 values and write those values in the space at the BOTTOM of your banner. (Under the line.)*
    - (Optional) Tell Students: *Write hashtags that relate to your dream in the space at the TOP of your banner. (Above the line.)* (If you do the optional hashtags, you may want to review the



ones on your completed banner, how you came up with which hashtags to use, and show the Callout Box resource above for United Nations Global Goal hashtags used in Dreamline.)

- Add your art and words to your banner.

Tell Students: *You will use the rest of the space on your Dream Banner to add the dream and artwork draft you have in your Journal. You can use any of the art materials I have put out for your banner.*

- Tell Students: *If you need help remembering what to do you can look at the directions in your Journal on page 13.*
- Ask Students: *Does anyone have any questions?*  
(Clear up any misconceptions)

### C. You Do: Students Make Banners (45 minutes)

- ❖ Students make the 'published Dream Banner' and the teacher facilitates.  
SM 3,5-7

- As students are finishing and others are still working, you can photo, upload, and voice record their completed Dreamline Banner if there is time. You might do this before they move on to the extension option.



**ADDING TO GALLERY with Dreamline World Mobile App**

VIDEO TUTORIALS

1) <b>Banners</b> (4:37) <a href="http://bit.ly/dlv-001">bit.ly/dlv-001</a>	2) <b>Voice</b> (7:49) <a href="http://bit.ly/dlv-002">bit.ly/dlv-002</a>	3) <b>Text</b> (6:21) <a href="http://bit.ly/dlv-003">bit.ly/dlv-003</a>
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**Optional Extension** If students are done before others, they can do the Extensions on page 14 in their Journals.

What can I do to move in the direction of my dream...

- In a month from now?
- In a year from now?
- In a decade from now?

**Optional Extension:** If students have time, they can also do the Extension on page 15 in their Journal – search in the Gallery for Dreams related to theirs and copy one phrase from each and where the student lives.



### D. Closure: Dream Youth Mentor | Shout Outs! (2 minutes)

**Lesson 8 Presentation:** Dream Youth Mentor - Shout Out! Camille speaks about the power of sharing your dreams. She encourages the students to share their dreams and have the opportunity to experience how inspiring that can be.

RS 1; SCA 4



## Lesson 9: Dream Shout

(60 minutes)

### Lesson Summary

Today students will share their Dream Banners! Students will read and show their Dream Banners to their class. You will record the student voice as they read their dreams so you can later upload the final Dream Banners and information on the Dreamline Platform.

### Lesson Outcomes

The intention of this lesson is to create the space to have students share their Dream Banners. Students are able to share their voice, improve public speaking skills and develop a sense of agency. Students that are listening will engage in understanding, empathy, and open-mindedness.

Student – Friendly Lesson Objectives:

- I will create a connection with my classmates.
- I will demonstrate curiosity and open-mindedness.
- I will take on the perspectives of others.

### 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

The questions listed in Section B could encompass one, some, or all of the CASEL SEL Competencies in some way. They are comprehensive questions, and how the student thinks through and answers can align with multiple competencies.

SA Self-Awareness	SM Self-Management	SCA Social Awareness	RS Relationship Skills	RM Responsible Decision-Making
3. Identifying one's emotions 4. Demonstrating honesty and integrity 5. Linking feelings, values, and thoughts	1. Managing one's emotions 6. Showing the courage to take initiative 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	1. Communicating effectively 2. Developing positive relationships 7. Showing leadership in groups	1. Demonstrating curiosity and open-mindedness 3. Identifying solutions for personal and social problems

(CASEL, 2021)

## Lesson Preparation and Materials

### Materials

- Completed Student Dream Banners
- Ribbon or twine – 1 ft. / 30 cm per Dreamline Banner plus 3 feet / 1 meter.
- Dream Path Journals

### Preparation



- Watch Teacher Training Video (3:18) by scanning the QR or at [program.dreamline.org/lessons/lesson-9](http://program.dreamline.org/lessons/lesson-9)
- Upload each individual Dreamline Banner to the Dreamline Gallery using Dreamline World Mobile App. Download the app and watch the *ADDING TO GALLERY* videos.
- Create Physical Dreamline from Student Banners and Signage Banner. See *MAKING DREAMLINES* and *GROUP BANNER*.
- Display Dreamline Banner in the learning space where Dream Shout will take place.
- Have your student Banners in the Dreamline Gallery ready in a browser tab



**SETUP**

**Dreamline World Mobile App**

Install the free app. Have login and password.







Learn more:  
[program.dreamline.org/dreamlineapp](http://program.dreamline.org/dreamlineapp)



**ADDING TO GALLERY with**  
**Dreamline World Mobile App**

*HOW TO VIDEOS in 3 STEPS*

1. Banners (4:37)



2. Voice (7:49)



3. Text (6:21)



Or view this page:  
[program.dreamline.org/dreamlineapp](http://program.dreamline.org/dreamlineapp)




**GROUP SIGN BANNER**

*Printable PDF Signage Banner to add to your Dreamline for display.*



[program.dreamline.org/bannersign1](http://program.dreamline.org/bannersign1)



**MAKING DREAMLINES**

*Tips and Tricks for materials, attachment, layout, and signage.*



[program.dreamline.org/makedreamline1](http://program.dreamline.org/makedreamline1)

## Lesson 9: Part One &amp; Two

**Optional Lesson Breakpoint:** This may be done over two sessions. The group size you have will determine if you can do the Dream Shout in one session or if you need to expand it to two sessions. If you need to expand to two sessions the same process would apply to the Dream Shout, and you will do the closure on the second session, not the first session.

## A. Facilitating Dream Shout (40 minutes)

- ❖ Students will share their Dream Banner and the story behind it. Today you will facilitate your students sharing their Dream Banners with others! If you have put the Dream Banners on a Dreamline, have the students read the words of their Banner from their Dream Path Journal. Otherwise, they can read from the final Banner.

SA 3-5; SM 1,6-7; SCA 1-4; RS 1-2, 7; RM 1,3



For the student who is sharing:

- Ask Students:
  - *What made you choose this dream and how did it connect to your values?*

For the student who is listening:

- Ask Students:
  - *What do you see/hear that reflects YOU? YOUR values... YOUR ideas...*
  - *What do you see/hear that's NEW? Makes you curious... Makes you wonder...*

## B. Closure: Circle of Thought (20 minutes)

- ❖ In this closure you will have students join together to **share their feelings and celebrate the open-mindedness, respect, empathy, compassion, and vulnerability** that students showed during the process of making their Dream Banners.
  - Have students form a circle if space allows. Students can also stand at their desk.
  - Tell Students: *I am going to ask you a question and we will go around the circle one at a time to answer the question. If you do not want to answer you are welcome to say pass. If you pass, you can always answer later once everyone is done sharing. We will do as many rounds of questions as time allows.*
  - Ask Students:
    - *How did you feel when you heard the different dreams of your classmates?*
    - *What did you learn about open-mindedness?*
    - *What did you learn about yourself?*
    - *What did you learn about the other people in your group?*
    - *How do you feel respect and vulnerability were shown through the Dreamline process?*
    - *How do you feel empathy and compassion were shown through the Dreamline process?*
    - *What BIG PICTURE do you notice?*

# Lesson 10: Dreamline Reflections

(60 minutes)

## Lesson Summary

In this final lesson students will reflect on their experience with the Dreamline Program as a group and individually. Students will take the post-program survey.

## Lesson Outcomes

The intention of this lesson is to reflect as a group and as individuals on the Dreamline Project experience. Students should be able to bring what they have learned and how they grew through this process into the reflection.

Student – Friendly Lesson Objectives:

- I will be able to reflect on my Dreamline journey.
- I will be able to describe and express my greatest take-aways from my Dreamline experience.

## 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 2. Identifying personal, cultural, and linguistic assets 3. Identifying one’s emotions 4. Demonstrating honesty and integrity 5. Linking feelings, values, and thoughts 6. Examining prejudices and biases 7. Experiencing self-efficacy 8. Having a growth mindset 9. Developing interests and a sense of purpose	1. Managing one’s emotions 2. Identifying and using stress management strategies 3. Exhibiting self-discipline and self-motivation 4. Setting personal and collective goals 5. Using planning and organizational skills 6. Showing the courage to take initiative 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 5. Understanding and expressing gratitude 6. Identifying diverse social norms, including unjust ones 7. Recognizing situational demands and opportunities 8. Understanding the influences of organizations and systems on behavior	1. Communicating effectively 2. Developing positive relationships 3. Demonstrating cultural competency 4. Practicing teamwork and collaborative problem-solving 5. Resolving conflicts constructively 6. Resisting negative social pressure 7. Showing leadership in groups 8. Seeking or offering support and help when needed 9. Standing up for the rights of others	1. Demonstrating curiosity and open-mindedness 2. Learning how to make a reasoned judgment after analyzing information, data, and facts 3. Identifying solutions for personal and social problems 4. Anticipating and evaluating the consequences of one’s actions 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)

## Lesson Preparation and Materials

### Materials

- Dream Path Journals
- Lesson 10 Presentations including
  - ▶ Dreamline Youth Mentor Group: Come Dream & Act With Us!

### Preparation



- Watch Teacher Training Video (3:11) by scanning the QR or at [program.dreamline.org/lessons/lesson-10](http://program.dreamline.org/lessons/lesson-10)
- Dreamline displayed in learning space.
- Have Lesson 9 Presentation ready in browser.

## Lesson 10: Part One & Two

Optional Lesson Breakpoint: This may be done over two sessions if you wish to spend more time having whole group discuss all the questions that are listed under the group reflection. If you choose to split this lesson into two sessions, the student survey should be done at the very end of the last day.

### A. Group Reflection (40 minutes)

- ❖ The teacher will pose questions and the class will share their thoughts about each question. Students begin to individually reflect on their experience throughout their Dreamline Project. You can spend as much time as allowable on these questions for discussion, being mindful that students will need time for individual reflection and the post-survey.



- **Lesson 10 Presentation:** Group Reflection Questions
- *Tell Students: Today we are going to reflect on your Dreamline Dream Path. I will ask you a question and we will discuss our thoughts and feelings as a group after we hear a closing message from our Dreamline Youth Mentors.\**
- Lesson 9 Presentation: Dreamline Youth Mentors Closing Message (Display the questions on the presentation as you go)
- Teacher displays the following questions to the students and asks if there is any clarification needed before they begin to reflect independently and work in their journals to answer the individual reflection questions.
- Explain the questions before beginning.



#### Questions:

##### Dreamline Experience -

- *What four words best describe your experience with Dreamline?*
- *How would you explain this experience to others?*
- *What was your favorite game that we played?*

##### What you noticed about YOU -

- *How have your ideas changed from when we first began our Dream Path journey?*
- *What does BIG PICTURE mean to you now?*
- *What did you learn about others through this experience?*

##### Moving in the Direction of YOUR Dream -

- *What are the steps you plan to take to move in the direction of your Dream – steps along your Dream Path.*

## **B. Individual Reflection: Survey (20 minutes)**

- ❖ It is time to wrap up our Dreamline experience with our post Student survey after a final message from the Dreamline Youth Mentors.

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: *Wow! What an experience! To finish out our journey you will take a post-survey in your journal. You will scan the QR code (or go to the website link) to complete the survey. 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 post- survey linked in the Dreamline Journal and on Lesson 9 Presentation.



\*Extension Activity: Facilitate a short group video (3 minutes or less) to send the Dreamline Youth Mentors. Email or send a link to it to [programs@dreamline.org](mailto:programs@dreamline.org) with an explanation, and it will be delivered to Jade, Ahmed and Camille.

