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	Responsible RM 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)

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Key Topics

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

Lesson Preparation and Materials

Materials

- Dream Path Journal
- Sharable Media – whiteboard, digital whiteboard, Google Doc or other
- 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
- Sharable Media with a t-chart (Problems | Solutions)
- Have Lesson 4 Presentation ready in browser.

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 Shuffle 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

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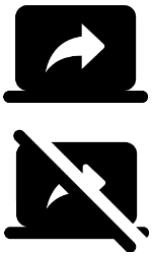
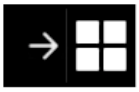
others' values foster open-mindedness.
SA1, 5; SCA1-4; RS1; RM1



- Tell Students: *We are going to share our values. Remember my top three values were _____. I am going to shuffle you into Breakout Rooms of (4-6). Everyone in the group will talk about what their top three values are. Then talk about if they are all the same or different and 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.*



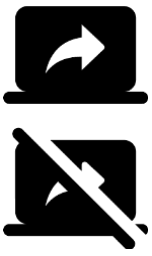
C. Connection: Values Drive Dreams (3 minutes)

❖ 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.

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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:** *Hold Fast To Dreams poem*
- 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?*

- Model and Facilitate Student Discussion on Problems and Solutions. Start with a group discussion of problems and solutions, writing what students say on your T chart. Use the Teacher Training Video as a model of how to do this, focusing on critical thinking skills. You may with to model a problem and solution first.
- Ask Students: *What other problems do we have?*
  (Encourage students to write in the chat. Call on 1-2 students to share out loud with the whole group and chart student responses on Sharable Media.)

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- Ask Students: *What would be part of a solution to change these problems?*
  (Encourage students to write in the chat. Call on 1-2 students to share out loud with the whole group and chart student responses on Sharable Media.)

F. 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

- Tell Students: *Values and the problems we care about are connected. Let's hear what action Camille took in response to her values.*
- **Lesson 4 Presentation:** DYM Camille talking about an action she's taken based on her values.

G. 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

- Show your Writable PDF Dream Path Journal to demonstrate and give directions to what the students will do in their Journal.

- Stop Share 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?" in your Dream Path Journal.*

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