

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
- Lesson 5 Presentations including:
 - ▶ Dreamline Youth Mentor Group: Beginning Your Dream Path
 - ▶ Dreamline Youth Mentor Camille: Guided Dream Vision
 - ▶ Dreamline Youth Mentor Group: Sharing Our Dream Banners

Preparation



- Watch Teacher Training Video (4:21) by scanning the QR or at program.dreamline.org/lessons/lesson-5
- Do the guided meditation prior to doing it with your students
- Have Lesson 5 Presentation ready in browser.
- Students need a blank piece of paper and something to write on.

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!*
- After the video help students review with these questions:
Where did the Youth Mentors say our Dream Paths start?
What did they say the trail is?
And where did they say the trail leads?



B. Engage: Solution Snowballs (10 minutes) :

- ❖ 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: *To put these ideas in action, 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.*
- 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 in the Chat but **WAIT** to send it.*
 - Tell Students: *Now we are going to play a game called “Solutions Snowball” When I show the **GEEN LIGHT** you are going to **SEND**, like throwing a snowball!*
 - Tell Students: *Now I want you to look through the list. Choose one “problem snowball” – something different than the problem you sent. Take a minute to think of a “Solution Snowball” for that problem. Type your quick solution into the chat but **WAIT** for the **GREEN LIGHT**. When you see the **GEEEN LIGHT** hit **SEND**.*
 - Have students look through the list and discuss what solutions go with what problems.
- Option 2: Solutions to Jobs
 - Follow the process above but instead of Solution Snowballs, have them write a **JOB** they think will address the problem. Guide them to discuss why they think a person doing that job could help create a solution to the selected problem.

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 solution snowball game 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 in our last lesson 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)

- ❖ 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?* (Call on students to share.)
- 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 'heart melodies'. What do you think he means by that? Share your thoughts in the chat or out loud.*

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

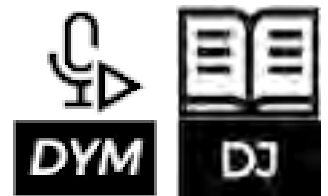
Optional Lesson Start-Up: Recap what you did with students in the last part of the lesson – how you all used the Langston Hughes poem to understand that your dream is your Heart Melody.

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: *For the next activity, you will need a blank piece of paper and something to write or sketch with.* (Pause while student get materials.) *Place your paper on a hard surface near you so you can draw or write on it after the listening and imagining activity we are going to do.*
- Tell Students: *Now find page 7 in your Dream Path Journal. Choose the problem there that you care the most about. Keep this in your mind.*
- Tell Students: *Now 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 chose from your journal. After you finish the guided meditation, you are going to write or sketch a reflection of your thoughts on your piece of paper.*
- 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: *On your blank piece of paper, 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: *Turn over your blank piece of paper.. 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 on their writing.
- Tell Students: *You will need this piece of paper for the next lesson so be sure to save it.*



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.

