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Lesson 4

Dreaming Your Dreams

TEACHER PREPARATION

KEY CONCEPTS

It is important we encourage our students to dream about their futures. Hope is an important part of dreams.

We need to help our students realize even when we face obstacles, we can still achieve our goals and dreams.

OBJECTIVES

By the end of this lesson, students should be able to:

1. identify examples of others who have overcome losses.
2. begin to process their dreams for the future.

KEY TERMS

Courage: the quality of mind or spirit that enables a person to face difficulties.

Dedication: the ability to carry out a dream even after the initial excitement has passed.

Determination: setting a purpose, coming to a decision.

Overcome: to conquer, to defeat.

Perseverance: the steady persistence in a course of action in spite of difficulties, obstacles or discouragement.

BACKGROUND INFORMATION

Children need to be taught to dream big dreams. We can help them imagine who they would like to become one day. As teachers, we have the incredible opportunity to expose them to new ideas, to inventions, to careers. For some children, we may be the only ones encouraging them to dream. Be a dream model. Talk about your dreams. Then model for them how to work to make a dream come true. Help them understand as they

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consider their dreams, they need to be willing to work hard, set goals, treat others with dignity and respect, enjoy what they do, be creative, ask for help and advice and learn to laugh along the way. When children see adults dreaming and achieving, they begin to feel like it can be a possibility for them, too.

Children also have to be taught there will be obstacles in the path of their dreams. This lesson will guide students to think about their life dreams and realize even though obstacles will occur, they can be overcome.

MATERIALS/PREPARATION

1. Before the lesson begins, write these words on the board: courage, boldness, perseverance, determination, wisdom, resourcefulness, bravery, vision, hope.
2. In **Discovering the Lesson**, provide the person and small cloud pattern (Appendix 4a), the large cloud pattern (Appendix 4b), crayons or markers, pencils, scissors and yarn or string. You may want to have a world map or draw a simple diagram of the world and/or write out the phrase: Hopes and Dreams.
3. In **Applying the Lesson**, everyone will need paper, markers or colored pencils.
4. In **Going Deeper**, you will need pictures or posters of heroic people (fictional, historical, present-day leaders or athletes) and student journals.

BEGINNING THE LESSON

[Say to the students:] **At the end of our last story, Trish, Dugan and Hector realized each of them was unique. They began to find books suited for their individual interests. Let's see what happens as they continue on their adventure.**

READINESS (5 minutes)

[Read to the students:] **Chapter 4 — The Table of Lost Longings**

Each of the three had found a book they thought they'd like to read. But they didn't know how to check out a book or even how to find the library exit.

“What we need is the librarian,” said Trish.

“Wisdom is asking for what you need!” They all spun around looking for the source of the feathery voice that sounded as if it was right next to them.

“I have something I’d very much like to show you,” instructed the voice now some distance away.

They followed the instructions and discovered a large open area surrounded by the highest bookshelves they had yet seen. The ceiling looked suspiciously like the night sky. In the center of the opening was a large wooden platform about waist high.

“Do you think it’s okay to sit on the . . . table?” asked Trish as she searched for the right word to describe the wooden platform.

“There don’t seem to be any chairs in this place, and I don’t think anyone would want to read a book if they had to stand all the time,” reasoned Hector as he sat down. Trish and Dugan joined him on the table’s edge. Trish tucked her legs under her and gazed down on the middle of the table. Dugan sat facing outward.

“Now what?” asked Dugan as he swung his legs against the table’s side.

“Well, we are sitting,” smiled Trish. “I suppose we could start reading the books we selected.”

“Good idea!” said Hector. “I picked an adventure book about a boy who kills a giant and then must hide from the mad king he just saved! And all that happened in the first chapter!”

“Listen to what’s on back of the book I picked,” said Trish. ““Once upon a time there was a girl named Star. Orphaned should have defined her — but it didn’t. Alone should have been her lot — but it wasn’t. Insignificant should have stamped her future — but it couldn’t.””

“Doesn’t that make you want to read what happens next?” asked Trish.

“No, but I picked a book about a guy who was thrown into a lions’ den,” boasted Dugan.

“Sounds like we all picked books where the main characters have to overcome something. Maybe our taste in books isn’t all that different after all!” mused Trish.

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“AAAHOOOOOOWWWL, AAHOOOOOOWWWL.” The deep-throated wail came from deep inside the library.

“Sounds like someone lost their best friend and then sat on a tack,” surmised Dugan.

“What kind of creature would live in a library?” asked Trish.

“I’d say a creature with a muddy-colored coat, a bent tail and a hungry look,” said Hector.

“How did you come up with that?” asked Dugan.

“Actually it came up to me. Look down at your feet and you’ll see what I mean,” laughed Hector.

“What a pathetic loser!” blurted out Dugan. “It’s a smelly old mutt. I wonder how it got in here.”

“Probably the same way we did,” said Trish, sticking up for the dog now nuzzling her hand. “I think he’s cute.”

Suddenly, the surface of the table started to vibrate. The three books the students had put down when they looked at the dog began to move toward the table’s center. Before any of them could make a move, their books sank into the surface of the table and disappeared. Words unseen before suddenly glowed around the edge of the table ... “Loss doesn’t make you a loser.”

“Wow!” said Dugan. “Didn’t see that coming!”

“I wonder if we’ll ever get our books back?” frowned Hector. “I’d like to see how my story turns out.”

EXPLORE (20 minutes)

[Say to the students:] **The mysterious table in the story had these words written on it: “Loss doesn’t make you a loser.” What does that mean to you? How can you lose and not be a loser? Can you think of anyone who has lost something and still came out on top? Have you ever lost something and found it made you stronger?** *[Allow students to share their thoughts. For example, students who play on a team might lose their championship game and be sad, but later realize the skills and teamwork they developed by being on that team were even more important than the game.]*

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[Say to the students:] All three students picked stories about overcoming loss or hardship. The mysterious table swallowed their stories, but not our own stories. Have you experienced problems and found a way to overcome them? We will all experience hardships in our lives, but that will not define who we are and who we can become, unless we let it. I want to share a few stories with you about some people who have overcome obstacles in their lives.

[Read the short stories or have older students read the ones you believe would have the most impact on your students. You may think of some more stories of people in your country you can share. Refer to the words on the board after each story you choose to share, and ask your students which character traits they think the person exhibited.]

Thomas Edison was the man who invented the light bulb that would burn for hours. He tried over 10,000 experiments with electricity before he was successful. He is famous for saying, “I have not failed. I have just found 10,000 ways that won’t work.”

Franklin Roosevelt was partially paralyzed by polio at age 39. He became the 32nd President of the United States. He was well respected and the only president to be elected four times. He served 12 years before his death.

Nelson Mandela lived in South Africa and was thrown in jail for 27 years as he fought for equal rights for blacks and whites. After he was released, he became a national hero and was elected president of South Africa.

Benjamin Franklin’s parents could only afford to send Ben to school through the age of 10. He wanted to keep learning, so he read every book he could find. When he grew up, he became an inventor of many things such as the lightning rod and bifocal glasses. He was one of the leaders who helped begin the United States of America.

Bethany Hamilton was a championship surfer at the age of 13. She lost her arm to a shark. One month later, she forced herself back onto a

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surfboard. Two years later, she was winning national surfboard championships again.

Malala Yousafzai was 11 when she wrote a blog about her life in Pakistan. She described how the Taliban would often refuse to allow girls to attend school. At 14, she was shot in the face for her outspoken views. She recovered and is now a world advocate for girls' and women's rights. She was a co-recipient of the 2014 Nobel Peace Prize.

Kateryna Bilokur was born in Ukraine to the family of a poor peasant. She had no possibility to study at school and only her thirst for knowledge helped her later to fill in the gaps in her education. Gradually, her love for art became most important in her life. At first, her parents attempted to change her focus on art, but she persisted in her study. She became a well-known artist and is recognized all over the world.

Chiang Hsiu-chen was 24 years old when she became the first non-Tibetan Chinese woman to climb Mt. Everest, approximately 5 ½ miles, or 8,853.5 meters above sea level. She had to quit her job and train hard for two years. Yet, when the time came to attempt the climb, success did not come easily. Near the outset, the expedition team encountered a storm and was forced to make a hasty retreat from its second camp back to the base camp at the foot of Mount Everest. The storm damaged most of the team's tents and equipment, which forced the expedition leader to return to Taiwan for supplies, putting the climb way behind schedule. However, Chiang Hsiu-chen persisted in her dream and reached the top of Mt. Everest on May 12, 1995!

DISCOVER (20 - 30 minutes)

[Say to the students:] We have been talking about people who have overcome obstacles to achieve their dreams. In order to overcome obstacles, we need to learn to hope and dream and believe dreams can come true. I want you to begin thinking about your hopes and dreams for the future. There are a lot of people in the world who encourage us to have hope for the future.

- What does the word hope mean to you?

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- What are your hopes?
- What are your hopes for your family?
- What are your hopes for your country?
- What are your hopes for the world?

I want you to think about these hopes we have just talked about – think about which ones are the most important to you. You can choose ones about you, about your family, about your country or the world.

I would like for us to make a display about our hopes for the future.

1. You can write about some of the hopes for your country and world we discussed that are important to you on the larger cloud pattern.
2. You can use the person pattern and create a replica of you. Then, on the smaller cloud pattern, I would like for you to write a sentence about your hopes for the future. [*Teachers of younger elementary students: you will need to help your students with their writing.*]

[You could also provide yarn or string for your students to glue from the hand of their person to their small cloud.]

[You may want to place the people and clouds around a large world map or around the phrase ‘Hopes and Dreams’. It is important to save their personal Hopes and Dreams pictures to use again in Lesson 32.]

APPLY (20 minutes)

For Younger Elementary Students

[Say to the students:] Did you know you are a storyteller? Today, we are going to draw a story about your life so far. You will want to include happy times and sad times. Begin on the left side of your paper and draw a picture of you as a baby. Next, draw a picture of your family and the important things that have happened in your life. Then, draw a picture of a door. On the other side of the door, draw a picture of your personal hopes and dreams for the future. This might include what you want to be

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when you grow up or what your family might look like. Dream big dreams for your future!

For Older Elementary Students

[Say to the students:] Everyone is a storyteller. Every life has had happy times and sad times. Every life has fulfilled dreams and broken dreams. Every event that has happened to you in the past has shaped your character to make you the person you are today.

Today, we are going to draw a Life Map. This is a map about when your life began and where you are today. You may want to draw a picture of when you were born, what has happened in your family since you were born, any moves you may have made or any big decisions or events that have affected you. You will want to include both happy and sad times that have influenced your life.

When your Life Map arrives at the present time, draw a picture of a door. This is the door to your future. On the other side of the door, draw what you hope your life will look like in the future. Draw a picture of your hopes and dreams. You may have as many hopes and dreams as you wish.

SHARE (10 minutes)

[Say to the students:] Think/Pair/Share your Life Map with someone next to you. Then, I would like for you to share your Life Map with me. *[You decide how you want to personally review their maps.]* After you and I have discussed your Life Map, I hope you will take it home and share it with your parents.

ENDING THE LESSON

[Say to the students:] We all have dreams and plans for our lives. We have read about people who overcame great obstacles to achieve wonderful dreams for themselves and for humanity. As you work at your studies this year, keep the hope of your dreams in front of you. Each of you has the potential to reach your goals.

GOING DEEPER (optional)

[Bring to class one or more large pictures or posters of heroic people. They could be fictional characters, present-day leaders or athletes or real heroes from history. Be careful to choose ones at least some of your students will recognize.]

[Say to the students:] In your journals, I want you to write down the name of one or two heroes. These are heroes you admire or would like to be. It could be a fictional superhero, a real heroic person from history or someone alive today you admire, such as a sports figure, a leader in your country or someone you personally know who you believe is a hero. [Give the students a few minutes to write the names of their heroes in their journals.]

I'd like several of you to tell me who you wrote down and then briefly tell me what it is about this hero you admire. *[Allow time to share.]*

[Describe a dangerous situation. Some examples might be: an earthquake, flood or other natural disaster, a terrorist attack, a robber breaking into a home, a health epidemic, etc. Be sure you choose a danger that could be helped by the hero whose picture you plan to show.]

[Say to the students:] If this situation were to happen, what do you think most people would do? [Let one or more students answer. If no students suggest fear or safety-seeking answers, you should add:] I think most of us would do whatever we thought would make us safer – avoid the problem, run away or try to protect ourselves.

[Now, show the picture of the hero. Ask your students:]

- **Who is this in the picture?**
- **What has this person done (or what can this person do) that makes him or her a hero?**
- **In the dangerous situation we just talked about, what would the hero do? [If they have trouble answering, ask:] What might this hero do differently from what most people would do?**

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- Why do you think the hero's response to danger would be different?
- Do you think one of you could one day become a hero that children in the future would look up to?
- How could someone who has no superpowers or extraordinary abilities become a hero?

[Say to the students:] In the lesson today, we heard about the lives of some very exceptional people. Do you remember what all those people had in common?

They all had problems and obstacles to overcome. That is one of the things that made each of them heroes. It seems each of them had a kind of inner strength giving them the power to overcome their obstacles. I wonder where that inner power came from. Do you have any ideas?

In future lessons, we'll explore how each of us might get the kind of inner power of character to overcome the obstacles in each of our own lives.

PARENT-TEACHER CONNECTION

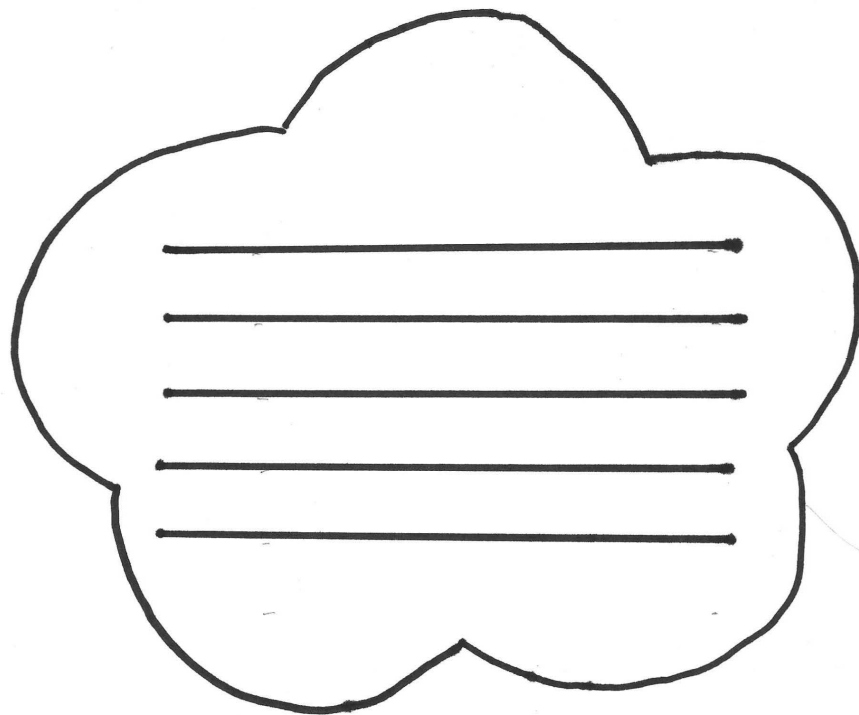
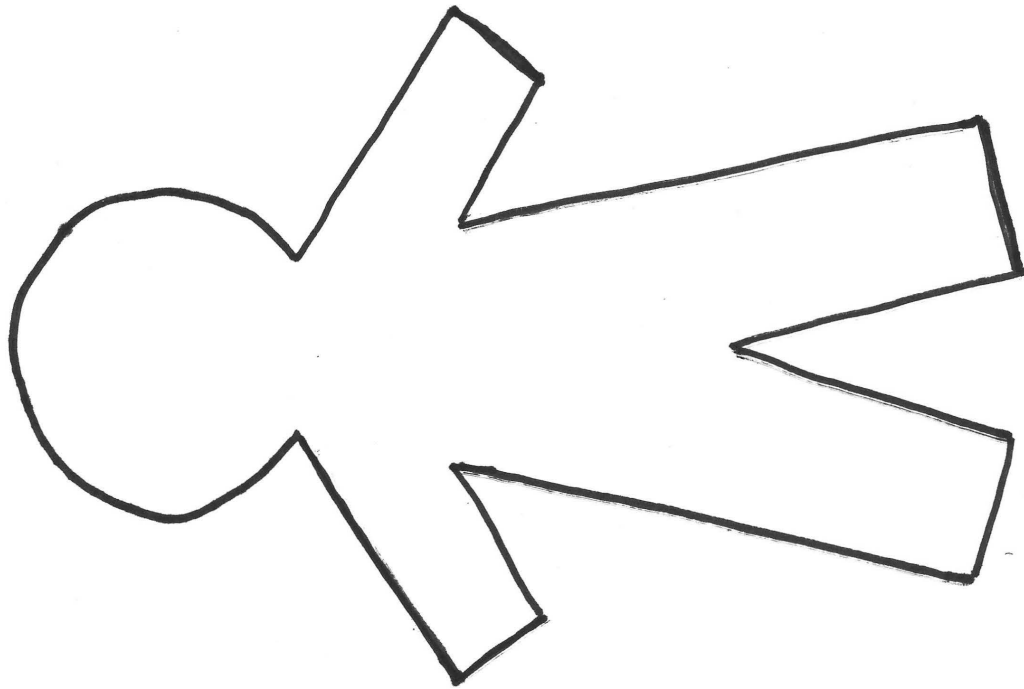
In this lesson, we discussed people who have overcome major obstacles in their lives to achieve their dreams.

Questions you might ask your child:

1. Can you tell me the story your teacher read? (The friends all chose books telling a story of loss and obstacles that were overcome.)
2. “Loss doesn’t make you a loser.” What do you think of these words? Are there times you feel like a loser? (As a parent, you may have a story of someone who experienced a loss, yet persevered to achieve his or her dreams. The class discussed people who experienced major losses, then overcame these losses to accomplish big goals.)
3. Can you tell me one or more of the stories about the people your teacher told you about? (After your child tells you one of the stories, describe to your child one of your dreams or a dream you still have for the future.)
4. Ask your child if there is a dream he or she used to think about but has since forgotten. (This might become a great conversation about overcoming obstacles to achieve dreams and to become successful in life.)
5. What is one of your dreams for the future?



Appendix 4a



Appendix 4b

