

## Lesson 33

### *Celebration*

#### TEACHER PREPARATION

##### KEY CONCEPTS

We have learned how to set and achieve good goals in life.

We have learned the value of ***DreamMakers*** and the strength of good moral character, so we can achieve our dreams.

We have learned how to make wise decisions about ***DreamBreakers*** that can cause us to veer off the path to our dreams and goals.

##### OBJECTIVES

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

1. recall what they've learned about ***DreamMakers*** and ***DreamBreakers*** and how it has affected them physically, emotionally and spiritually.
2. describe and anticipate their future steps, while incorporating ***DreamMakers-DreamBreakers*** into daily living.

##### KEY TERMS

**Veer:** change direction suddenly

##### BACKGROUND INFORMATION

This celebration will be a wonderful experience for the students. You may want to invite parents to come to your celebration.

You have arrived at the last planned lesson of this curriculum. It is time for you to encourage your students to use the principles and concepts you have taught as they continue on through life. You have presented much information, modeled traits of high moral character, established meaningful relationships and provided a safe place for your students to be nourished and strengthened. Now, it is time for them to leave your tutelage and "live the lessons" in new and different circumstances and within a new community.

Your students have come to the threshold of a new dimension in their lives. It is time for a rite of passage. You will affirm them, encourage them and send them off with a blessing and a new quest. You will commission them to pursue great things as boys and girls of integrity.

### **MATERIALS/PREPARATION**

In preparation for this lesson, there are several items you will need to prepare in advance:

- Write a personal note of encouragement for each student in which you clearly describe how he or she contributed to your classroom. In which areas did you see the most growth? If you can, recall a specific story revealing how a specific character trait was involved or a life changed dramatically from before. If you have it available, use a type of paper (such as certificate paper) to signify it is a notable achievement worthy of honor. You will present the note to each student at the celebration. Here are some examples of what you may want to write:

“Tanya, you have developed a positive attitude toward your classmates, demonstrated by your choice to become a reliable, trusted member of our classroom community. You learned to come to class ready to learn and allow other people to help you when necessary.”

“Alex, you have maintained a consistently high moral standard for yourself since the beginning of the school year and you have been an excellent role model for your peers. I like seeing you continually find ways to encourage your classmates with sincere words. You notice when someone is hurting and look for ways to help.”

“Helen, you expressed no hope for the future when you first arrived at school. I know you still have some concerns about circumstances out of your control, but I like how you have set academic and personal goals this year. I am also proud of you for reestablishing a good relationship with your father. I am glad you are talking to him regularly. I especially like seeing you smile more!”

“Josh, I am so proud of how you have learned to make wise choices about the **DreamBreakers** in your life. I know you can continue to stand strong and do well in life.”

- You may wish to arrange for this celebration to take place one evening at your school, a restaurant or a place where you can have a special gathering of students. However, it is most important all of your students attend. So, if you need to plan this event in your classroom during the school day, you can prepare your room for the special day. You may want to plan to have someone take photographs of the event.
- Prepare a speech in which you express the importance of sending out each student blessed and prepared to meet the challenges ahead. Include the principles of responsibility, accountability and integrity and the need for guiding principles of truth as essential elements for becoming boys and girls of high moral character.
- In your speech, be sure to include a description of how the various elements of the curriculum contributed to the success of the program. Review the meanings of the terms “**DreamMakers**” and “**DreamBreakers**.” Describe how the stories about Hector, Trish, Dugan and Edgar and the Map of Wonders guided the lessons and discussions. Discuss how you used the **Five Steps of Active Learning of Readiness, Explore, Discover, Apply and Share** to help them learn about each **DreamMaker** or **DreamBreaker**. Remind the students how they sometimes used Personal Journals as a means for recording special moments of decision making and choices about challenging issues. Emphasize that the development of a healthy community is founded on trust, forgiveness and hope. List some examples (be sure to ask the students’ permission ahead of time) of events which happened in the classroom and inspired the growth of community.
- Plan to have a stone for each student – one on which the student can write a word. If you can’t find smooth stones, bring any kind of rock or stone (one per student), markers or paper and pencils for **Applying the Lesson**.

## LESSON

### BEGINNING THE LESSON

*[Say to the students:]* Today, we are gathered to celebrate the wonderful year we have had together. It has been my privilege to have you as my students.

We have been enjoying our story about Dugan, Hector, Trish and Edgar and their adventures in the mysterious library. In the library, we met the Librarian and the Director and we had fun exploring the magical “Map of Wonders,” which seemed to guide the children in navigating the life choices that lay in front of them. The library, the Librarian and the Director have helped the children and us develop good character through learning about *DreamMakers*, as well as how to avoid the *DreamBreakers* in our lives, so we can achieve our life dreams. Now, let’s hear the final episode of the story before we say goodbye to the children and their dog.

### READINESS (5 minutes)

*[Read to the students:]* **Chapter 33 — What Happened Next**

When the students left the library this time, they took their time. Edgar’s tail sagged and his ears drooped. He could read the signs — his friends were getting ready to leave again.

“Tell you what, Edgar,” said Dugan. “Next time I visit, we’ll go for a long walk – just the two of us. Okay?”

Edgar whirled, jumped up and down and wagged his tail at the same time. Then, he looked Dugan in the eye and lifted his front paw for him to shake.

The Librarian smiled at each of them and waited. She was neither young nor old, fat nor thin. ‘Average’ fit her like a glove. But not the ordinary kind of average – she was exactly who she was meant to be. “Umm, thank you,” said Dugan, not sure what to say. “You are most welcome,” smiled the Librarian. “I think you are one of those people who gets in the way without actually getting in the way,” said Hector. “What I’m trying to say is I’m leaving here better for having met you.” His voice trailed off as a sudden wave of embarrassment washed over him. He realized he’d just said exactly what he was thinking right out loud.

"I will take that as a compliment and treasure it until we meet again," bowed the Librarian.

Trish opened her mouth, but nothing came out. A tear formed in the corner of her eye and she suppressed a sudden sob. The Librarian opened her arms. Trish stepped into her embrace. Trish took a long, deep breath, and the spell was broken. They turned to go.

At the top of the stairs, the three friends and Edgar looked back in time to see the green door silently close on its well-oiled hinges.

"What now?" asked Dugan.

"Do we run back and forth between the library and here every chance we get?" suggested Hector.

"Sounds inviting to me," said Dugan.

"I know," smiled Trish. "But the Director told me while we were walking the beach, he looked forward to spending more time with me on this side of the library."

"He said the same thing to me!" exclaimed Hector.

"Did he give you one of these?" said Dugan pulling a small stone from his pocket.

"Hector and Trish looked at each other and then pulled out their own stones.

"You know where these came from," said Dugan.

"Oh, yes," confirmed Hector.

"Who could forget!" added Trish.

Memories of the courtroom, the Defendant's Box and the Director's voice were as fresh as if they had just happened.

"He called this a 'stone of remembrance' when he gave it to me," said Dugan.

But the stones they now held did not remind them of the weight of stones each of them had created through their own mistakes. Each stone now carried a different message.

"Forgiveness is the most costly thing in the world," quoted Trish as she fingered her stone.

"Love steps between us and the things that hurt us," added Hector holding up his own stone.

"Edgar is a good dog," laughed Dugan tossing his stone in the air. "And we have to own our own stuff."

They all laughed as the deep familiar joy they had felt in the Director's presence was awakened.

There was one more thing about each of the stones the Director had given them, but none of the children had any desire to share what it was with the others. Something was written on each stone, just for them.

The day would come when what the Director had written would matter more than just about anything in the world. But that is for another story. The End

**EXPLORE** (5 minutes)

*[Say to the students:]* **Do you think the children have to be in the library to be able to remember all they have learned? Do you think you have to be in my class to remember all you have learned? How do you foresee what you have learned about *DreamMakers* and *DreamBreakers* helping you as you grow up?** *[Allow time for discussion.]*

**DISCOVER** (5 minutes)

*[Say to the students:]* **You have learned so much! Let's look at the topics we have discussed in this curriculum. How many can you name? What are some of the *DreamMakers* we have learned this year?** *[Allow time for answers. Then fill in what the students do not name.]* **How have learning these character traits helped you?**

- \*Having good self-esteem
- \*Knowing you can overcome obstacles
- \*How to handle loss
- \*How to handle peer pressure
- \*Being respectful
- \*Being thankful
- \*Cooperating with others
- \*Being humble
- \*Kindness
- \*Being generous
- \*Knowing whom to trust and to be trustworthy
- \*Learning to forgive
- \*Loving others
- \*Taking responsibility
- \*Being patient and learning to persevere
- \*Being courageous
- \*Being a strong leader

You have learned how to make wise choices about many *DreamBreakers*. Can you name some of them? *[Allow time for answers. Fill in what the students do not name.]* How has learning about these *DreamBreakers* helped you?

- \*Drugs
- \*Alcohol
- \*Smoking
- \*Media influences
- \*Internet
- \*Bullying
- \*Healthy relationships
- \*Video games
- \*Addiction

You have learned a lot of important information about *DreamMakers* and *DreamBreakers* this year as well as the keys to making your dreams come true. My hope is you will apply what you have learned to your lives. May you live joyful and happy lives full of wise choices and good memories.

**APPLY** (10 minutes)

*[Say to the students:]* I am going to give each of you your own ‘stone of remembrance,’ like the Director gave Dugan, Hector and Trish. I would like for you to decide one character trait or one thought you want to remember from the *DreamMakers-DreamBreakers* curriculum and write it on your stone. *[You can provide a small piece of paper if they cannot write on the stone. You may need to help the younger elementary students.]* Take this stone home with you today and let it be a reminder of all you have learned.

**SHARE** (15 minutes)

*[Say to the students:]* If you are comfortable doing so, I would like you to share the character trait or the thought you most want to remember.

**ENDING THE LESSON**

*[If you have prepared a speech, this can be a time to share it or you can simply say to the students:]* What a wonderful celebration we have had today! You have been special students this year and have studied and

learned well. I challenge you to not forget what you have learned in our *DreamMakers-DreamBreakers* curriculum. I have something special to give you. I have written each of you a personal note. Take this note and your 'stone of remembrance' home with you. I hope you will put them in a special place to remind you of all you have learned and can now apply to your lives to become the person God has created you to be! *[Give each student their 'stone of remembrance' and the special note you have written to them. After you distribute all the notes and stones, close the evening and say goodbye to Trish, Hector, Dugan, Edgar and the Librarian ... as well as to your students.]*

