

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
- 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



DREAM PATH JOURNALS

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



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

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.

