

PREP

Overview

Middle school students can be overcome with self-doubt, fear, and limited expectations for their own lives. This lesson introduces students to the *Everything Is Possible* Mindset and the importance of believing in themselves, believing in others, and believing in the world around them. The teacher and students will have the opportunity to create and share a “Dream Board” that shows their biggest dream(s). The teacher can create his/her own “Dream Board” ahead of time to share as an example.

Objectives

- Shift our thinking from extrinsic dreams (fame, fortune, etc.) to authentic dreams, such as success in life (family, health, etc.), which builds true happiness
- Understand the role that expectations play in accomplishing our dreams

Required Materials

- Blank paper (colored paper is optional) or ½ poster
- Markers and/or coloring pencils
- Art supplies
- Optional: The teacher can create a Dream Board that shows his/her biggest dream(s) ahead of time as an example for the lesson activity.

SEL Alignments

- **Decision-Making** – Students increase their expectations and connect current decisions and acts to future goals and consequences.
- **Hope** – Effective visioning and goal setting increases students’ expectations and overall perspective on their lives and future.
- **Self-Awareness** – Students build a positive self-image through greater appreciation of their unique abilities to succeed in school and life.

Step 1: Get Their Attention

Section	Displayed	Instructions
Icebreaker: (4 min) <i>Optional</i>	Who Are You?	Ask for a student volunteer to leave the room. While the student is away, the rest of the students decide on an occupation for that person, such as a driver, fisherman, etc. When the student returns, the rest of the students take turns in mime activities that represent the secret occupation. The student must guess the occupation that has been chosen for them from the activities that are mimed. If they guess correctly and time allows, send another student out of the room, and repeat the activity.
Quote: (1 min)	“You can go as far as you dream, think and imagine.” - <i>Lailah Gifty Akita</i>	Display the quote. <i>Suggestion:</i> If appropriate and time permits, use one of our suggested icebreakers or one of your own to get students participating. <i>Suggestion:</i> If students were given a challenge in the previous class, ask students to share their experiences. Prompt: “What do you think this quote means?”

Section	Displayed	Instructions
Hook: (2-4 min)	Who is someone you think is successful?	<p><i>Suggestion:</i> Give students one to two minutes to share their thoughts with the student beside them.</p> <p><i>Suggestion:</i> Have the definition of the word success/successful posted on the board. <i>Example:</i> <i>Success is defined as the favorable or desired outcome.</i></p> <p>Prompt: “We want you all to be successful. During this time, we are going to work on developing these mindsets, so you can realize your potential and achieve your goals!”</p> <p>“To have success, you must have the mindset that Everything Is Possible. However, believing that Everything Is Possible does not mean we can make ourselves invisible, or that a 90-year-old man can run a four-minute mile. What it does mean is that we are all capable of doing extraordinary things with our lives! Success is not reserved for the few; it is something we all have inside of us.”</p>

Step 2: Make the Connection

Section	Displayed	Instructions
Video: (3-4 min)	Kid President – Dear Graduates Video Link	Prompt (before showing video): "In this video, Kid President shares some thoughts about our future. Watch to see how many ideas in his speech are about the Mindset, Everything is Possible, Dream Big. What is your big, crazy dream? Think about it as you watch the video. Be prepared to discuss your dream." <i>Suggestion:</i> Give students a moment to reflect on the video. If they have thoughts or questions, allow them to share.
Discussion: (5-7 min)	<ol style="list-style-type: none">1. What is Kid President's message to graduates?2. When you think about what you want to be when you become an adult, are you limiting yourself or are you dreaming big?3. What does Kid President mean when he says, "Everyone has the capacity for greatness"?4. What are some of ways you are supported and encouraged to follow your dreams?	<i>Suggestion:</i> For all discussions, choose the most appropriate option or combination of options from the following: <ul style="list-style-type: none">• Think/Pair/Share – Students find partners and discuss together.• Student Facilitation – Break students into smaller groups and have one student per group act as discussion facilitator.• Larges Group Discussion – Facilitate discussion with the entire class, making sure to involve as many students as possible. <i>Suggestion:</i> If meaningful student sharing is taking place, feel free to forgo some of the following activities, or possibly assign them as homework. Possible Student Responses: <ol style="list-style-type: none">1. Dream about life, about what's next, about a world where people get along with one another. Fill life with good ideas and experiences. Make the impossible possible. The world needs you.2. Student answers will vary.3. He means that everyone has it in them to do amazing things in the world, you just have to go out and try your best.4. Student answers will vary.

"Your students will rise or fall to the level of expectations you set for them."

Step 3: Transition to Life

Section	Instructions	Instructions
Activity: (10 min)	Creating a Dream Board Use the blank paper/poster board, markers, and art supplies to create a “dream board” that shows us your biggest dream(s).	<i>Suggestion:</i> Give students ten minutes to complete this activity. <i>Suggestion:</i> Teacher should create a dream board ahead of time to share to get things started. Students will create their dream boards with the supplies the teacher provides **For remote learners, Dream Boards can be done online using the platform of choice. <i>Suggestion:</i> Students may not finish the dream boards in the time allotted. They may take it home or utilize other time to finish. Activity Sheet
Discussion: (2-3 min)	<ul style="list-style-type: none">• Who would like to share what they have created so far on their dream boards?• Are there any final comments or questions?	<i>Suggestion:</i> After a student shares, make sure to celebrate them for taking a risk and thank them for sharing. The teacher may also choose to break the students into small groups.
Challenge: (1-2 min) <i>Optional</i>	This week identify other big and crazy dreams you have. Be ready to share during our next class.	<i>Suggestion:</i> Always look for student artifacts and stories to share and post in the classroom or hallways. Prompt: “Have you thought about what you want to be when you grow up? We’re going to make our own class video sharing our individual dreams for the future.” **For remote learners this can be shared on their online platform for classmates to see, such as a collage. Prompt: “Next time, we will discover the importance of embracing our creative abilities, and why this is so critical to making our dreams a reality.” Feel free to share with me anything you find that inspires you and might inspire others in the class.