



Personal Learning Project

Lesson Plan VI

Objective:

- (1) After reviewing a clip from the movie, “Cool Runnings”, as a large group, students will identify and categorize examples of dreams and examples of goals reflected in the movie.
- (2) In smaller groups, students will use the discussion from the movie to begin to generate the concepts behind the terms “goals” and “dreams” and then use those definitions to sort a set of index cards that reflect sample goals and related dreams.

Transition Domains: All

Colorado Content Standard: (5) Students read to Locate relevant information, from a variety of media, reference and technological resources

Access Skills to the Colorado Content Standards: Communication and Basic Language Skills; Decision-Making and Problem Solving; Self-Determination; Inter/Intrapersonal; Organization; Technology; Career Development

Materials: Rent the movie, “Cool Runnings”; Create or use the set of sample ideas for index cards that have pairs of ‘dreams’ and related ‘goal’ statements on the various cards. Number of cards will depend on the number of students with whom you are working. Chart Paper and markers.

Schedule:

3:15-3:20: Snacks

3:20-3:30: **INTRODUCTION:** On chart paper, students will be asked to silently go to the chart paper and write what they know about “dreams” and what they know about “goals”.

3:30-3:40: **INTRODUCTION:** Students will be asked to watch specific clips from the movie, “Cool Runnings”. These clips focus on the dreams and goals of the team (due to variances in video machines, it was not useful to try and communicate where the ‘clips’ might occur – we honed in on the portion where it was evident that the team had a dream of going to the Olympics and then discussed all of the steps (goals) that would be required to accomplish that dream. Again, you may find a movie that is more age appropriate – in the field test, a teacher used the movie, “Field of Dreams.”

3:50-4:00 **MODEL:** Using ideas generated from the students, the teacher will elicit from the students and record on a T-chart the dreams and goals of the team that were reflected in the movie. After writing examples, the teacher will ask students to think about the differences between goals and dreams. “What makes a dream different from a goal?”

GUIDED PRACTICE: The teacher will guide students and will write their definitions of dreams and goals on the chart as well as their examples (Generally, the notion here is to constitute that dreams are big ideas that are broad and that goals are more specific and are the different things you have to do across your life to accomplish your dreams).

4:00-4:05: Students will move into groups of four. Students will pick their own groups.

4:05-4:15: **INDEPENDENT PRACTICE:** Students will be given index cards with examples of dreams and examples of related goals which have been completed by the teacher. The student groups will categorize the index cards as dreams or goals based on the movie and the guided practice.

4:15-4:20: **SUMMARY:** Student teams will share their charts and examples of “dreams” and “goals”. The teacher will review the meaning of dreams and goals, and will ask students to use the next week to think about one of their dreams, and then generate related goals.

HOMEWORK: Think about one of your dreams. Write your dream on a piece of paper. Then create a goal that would help you reach your dream using information you learned today.

Each statement under the dreams and goals examples should be placed on an independent index card:

Examples of Dreams

1. I want to be a good mother
2. I want to work outdoors.
3. I want to work with children
4. I want to be a singer.
5. I want to be independent

Examples of Goals

1. I want to read books and take parenting classes so I can be a good mom.
2. I want to work as a Park Ranger because you work outside.
3. I want to go to college to get my teaching degree so I can work with children.
4. I want to take singing lessons and move to New York City to become a singer on Broadway.
5. I want to have a good job so that I can buy my own home, my own car, and live on my own.