

3

Identify Your Dreams for the Future

TRANSITION OBJECTIVE

Students will express their dreams for the future and relate their dreams to a possible future career.

RELEVANCE TO SUCCESSFUL TRANSITION

Before we can attain our goals, we have to know what we want out of life. Identifying our dreams, including those that seem unattainable, is the first step toward determining our future goals.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

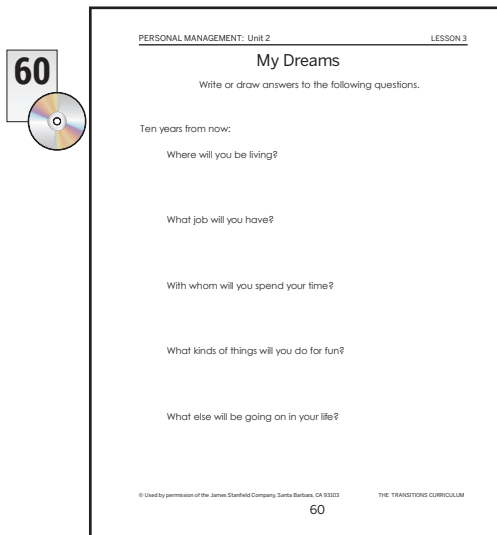
One thing I want out of life is . . .

❑ STEP 2: Convene Roundtable

"One of my dreams for the future is ____."

❑ STEP 3: Advance Organizer

"Today you will identify your dreams for the future and how they relate to careers."



PERSONAL MANAGEMENT: Unit 2 LESSON 3

My Dreams

Write or draw answers to the following questions.

Ten years from now:

Where will you be living?

What job will you have?

With whom will you spend your time?

What kinds of things will you do for fun?

What else will be going on in your life?

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deep breath. Now visualize yourself 10 years from now."

Ask students to visualize what they would look like. Keeping their eyes closed, tell them to visualize the following:

- Where are you living? What does your house look like?
- How are you earning a living?
- Who are you sharing your time with? Are you single or married? Who are your friends?
- What kinds of things are you doing for fun? Do you have a hobby? Are you traveling?
- What else is going on in your life?

Ask students to define the word "dream" in a short discussion. Explain that it is important to have dreams for the future because they give us hope, ideas and goals. Dreams that may seem impossible today could become a reality in the future. Encourage discussion and comments. Tell students they will be exploring their dreams for the future in this class. Help students understand that their dreams for the future will change over time. If their dreams seem impractical or unattainable now, they can still use them for this activity.

❑ STEP 4: Activity - 20 Minutes

Tell students to close their eyes and relax. In a soothing voice tell them: "Relax your legs and breathe deeply and slowly. Relax your back and chest, while breathing slowly. Let your arms and shoulders relax as you take a

❑ STEP 5: Activity - 10 Minutes

After students have completed the visualization activity, have them write or draw answers to each of the questions on the worksheet **My Dreams**. Students then

choose the three most important dreams from the worksheet and write them in Section 1 of their **Personal Career Profile** from Lesson 2. Walk around the room to offer assistance as needed. Encourage them to reach for their dreams.

❑ STEP 6: Activity - 15 Minutes

In groups of three, students share their dreams for the future. Remind students that they are required to show respect for one another during the sharing activities because all dreams are valid. To begin this activity, share your dreams with the class as an example. Be animated and descriptive

about your dreams. Give each person in the group three minutes to share their dreams. Time each three-minute session and call for students to switch. At the end of this activity, ask for volunteers to share one or two dreams with the entire class.

❑ STEP 7: Evaluate Outcomes

My dreams are important to me because "_____."

❑ STEP 8: Connecting Activity

Students interview a friend or family member to find out about a dream that person had and if they reached it.

KEY WORDS

dreams	future	realistic visualize	hope	ideas
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MATERIALS AND PREPARATION

- Student Handouts: **My Dreams**, page 60; **Personal Career Profile**, page 58.
- Your role in this lesson is to act as a facilitator of student self-exploration activities while keeping others from ridiculing those who may appear to have an unreachable dream. Remain free from judgment even when a student's dream seems unreachable or below their potential.
- Become familiar with the **My Dreams** worksheet. Use the **Personal Career Profile** from Lesson 2.
- Prepare to lead sharing activity.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Listening, Speaking, Writing
- Thinking Skills: Decision-Making, Visualizing
- Personal Qualities: Responsibility, Sociability, Self-Management