

## **Protecting The Dream**

(Keeping your goals in life safe from self destruction)

**Purpose:** 1. To encourage students to work at making their dreams a reality and 2. Make students aware that their life goals (dreams) are not to be traded, spent and or wasted on choices not consistent with their dreams.

**Materials:** Activity handout copies (last page) and access to internet/video link.

<http://www.youtube.com/watch?v=2ogPm9734a4&feature=relmfu>

or

[http://www.youtube.com/watch?v=dHlg8kZMV\\_c&safe=active](http://www.youtube.com/watch?v=dHlg8kZMV_c&safe=active)

Student Materials: Pencil.

**Time:** 25-35 Minutes.

**Key Words/Concepts:** Dream (hope, goal, of becoming) Spend, Trade, Buy, Waste, Develop.

**Introduce/reintroduce:** Make sure the kids know who you are and what you're all about as a counselor. Remind students about the primary reason for being in school: To Graduate. Encourage boys and girls not to totally get caught up in the drama that happens in school to the point that it becomes their primary focus.

### **Part 1:**

Distribute: A million dollar bill to each student. (See last page of this activity.)

State: Everyone starts out with a million dollars today!

Ask: Students to raise their hand (and million dollar bill) if they would most likely:

- A. Save it?
- B. Spend it?
- C. Trade it?
- D. Waste it?

### Go Back, Ask & Call On:

For those of you who said "Save it" what would you save it for?

For those of you who said "Spend it" what would you spend it on?

For those of you who said you would "Trade it" what would you trade for?

For those of you who said you would "Waste it" what would you waste it on?

Tell: Students to hold on to their million dollars for now and that we'll come back to it after the video.

**Part 2:**

State: I'm going to show you a 7 minute video about some other people that started out with a million dollars too.

Play: Video (Protecting The Dream.)

Ask:

1. Raise your hand if you know any grown ups like the ones in the video.
2. Raise your hand if you think any of the grown ups in the video traded, wasted or spent their million dollars on drugs, alcohol or got involved with gangs.
3. Raise your hand if you think any of those grow ups ended up with the dream they started out with when they were your age (young & unafraid.)

**Part 3:**

State: As kids, everybody starts off with a *million dollar goal, a plan, or Dream* that they have for their life. Your million dollar bill represents that dream you have for yourself=)

Direct: Students to turn over their million dollar bill and number it 1-3 leaving a little bit of room between numbers (as if taking a spelling test.)

Instruct: Students to write down their Dream in life using three important pieces of the Dream puzzle in terms of their career, relationships and character.

Explain #1: Career (job.) Write down the name of the kind of job you want to be spending 40, 50, or 60 hours a week working at when you're grown up. Examples: Job names like Teacher, Manager, Veterinarian, Astronaut, Athlete, Community leader, Pastor, Zoo Keeper, etc.

Explain #2: Relationships. Write down some names of people who are going to be important to you as a grown up. Names like family, friends, kids, neighbors, teammates, co-workers, community people, etc.

Explain #3: Character. Write down some words that you would like others to know you as being when you're older. Words like honest, trustworthy, dependable, nice, friendly, responsible, kind, etc.)

State: The Dream is often about the direction & quality of life you want for yourself.

Allow: A few minutes for students to write.

Call On: Volunteers to stand up and share (make me a believer!) their respective Dreams.

Encourage: Students to stand up for their Dreams in that if they don't stand up for their own dream...who will?

Remind: Students that we began the activity today talking about how some of them would save, spend, trade, or waste their million dollars.

Encourage: (Hold up a million dollar bill) Students NOT TO kill their dreams by:

1. Saving their Dream, (That means you've done nothing to make it happen)
2. Spending their Dream, (On the "gang of friends" in your neighborhood)
3. Trading their Dream, (For an addiction to meth, alcohol, heroin or marijuana)
4. or Wasting their Dream (Chasing popularity.)

Ask: Students to identify "Red Flags" they could recognize if they were getting sidetracked from their dream. Ex. Falling Grades, Deteriorating Standards for Friendships, Becoming Irresponsible when it comes to chores, school or work, or getting involved in drugs, gangs, etc.

Inform: Students that counselors are very good at helping people get back on track and Work at going towards their dreams. That is, it may not be possible to reach their original dream because of having gotten sidetracked however, creating and developing a revised Dream can get them going in the right direction again=)

Direct: Students to take their million dollars home with them today and affix it on the fridge with a magnet. When they're parents ask about the million dollars they can explain the activity to them. Tell your parents that it's never too late to dream;)

\*8 Million Dollars are available on the last page of this activity sheet for reproduction. See below.

