

Lesson Plan

Video 2 - Dreams for the future!

[Paige Hernandez - Paige and Friends!](#)

Things to Know

- ◆ Video and Lessons are suitable for grades 4-8.
- ◆ Activities can be differentiated to make challenge level appropriate for grade level.
- ◆ You will hear important words or ideas in different languages.
- ◆ Artists must be creative to find work when live performance venues are shut down.

Learning Connections

- Creative Arts Careers
- English Language Arts (Spoken Word)
- Social Studies (Cultural expression)
- 21st-Century Skill (Creativity)
- Social-Emotional Learning (Self-Care Strategies, Self Awareness)
- Theatre (Monologue)
- Art (Vision Board Collage)
- Dance and Music (Rhythm, Movement as Self-expression, Artistic Elements of Hip Hop)
- World Languages (American Sign Language; European - Italian; Other - Russian, Tagalog)

Learning Outcomes

- Learners will **Know** - There are many creative arts careers
- Learners will **Understand** - Paying attention to our dreams is an important form of self-care
- Learners will **Be Able to** - Envision and Share their Dreams for the future

Preparation

List glossary terms / arts careers on the board.

- ☞ Monologue
- ☞ Actor
- ☞ Vision Board
- ☞ Playwright
- ☞ Self-Care Strategies
- ☞ Teaching Artist

Warm Up (2 min)

DREAMS

- Focus - Take three deep, slow breaths.
- Eyes Closed - What are your dreams / goals for your own future? In your mind's eye, picture where you will be, what you will be doing, and how you will feel.
- Reflect - How does it feel to dream about the future? Volunteers share.

Pre-Video Activity (2 min)

A DREAM FOR THE FUTURE

- 1-minute **quick write** – where I will be, what I will be doing, and how you will feel.
- **Partners** – read each other’s notes out loud.
- **Reflect** – What did you notice when you shared your dream with someone else? When they shared their dream with you? Volunteers describe what they noticed.

Main Activity – Watch Video 2 (23 min)

Reflection (5 min)

1. In each monologue, what challenge did the performer portray?
2. What Self Care strategies helped them cope?
3. Compare and contrast the three monologues. What did they have in common? In what ways did they differ?

Closure (1 min)

Take three, deep breaths.

Follow-Up Activity (20-25 min)

MAKE A VISION BOARD of your Dream for the Future (15 min)

1. On your own: Gather images and texts from printed media (magazine, catalogue, newspaper) and/or your own photos, drawings, writings that relate to your Dream.
2. Cut out and arrange selected items on a flat surface (a piece of poster board, a panel from a cardboard box, a shopping bag.) When you are happy with your arrangement, glue everything to the flat surface.

(1 min) Show your vision board to a partner. Tell each other what you *notice* about your partner’s board and what you *wonder* about it.

Reflection (2 min)

What did you learn from making a vision board? What did you learn about your partner by seeing their board?

Closure (1 min)

Three deep, slow, dreamy breaths

Extension Activity Suggestion

BE A PLAYWRIGHT - Write a monologue

Monologue – A lengthy, dramatic speech performed by one person. It may convey information or state of mind. It is the essence of storytelling.

Warm Up (2 min)

Let your vision board be your inspiration. Take some time to study it. Let the images and words you chose remind you what you were thinking as you created it.

Activity (20-25 min)

1. (10 min) Write a paragraph (five or more lines) that theatrically conveys the meaning of your vision board.
2. (5 min) Ask a partner to *ACT* your monologue by reading it out loud as a dramatic performance. Listen carefully. Switch roles.
3. (1 min) What did you hear in your monologue that you wanted to change?
4. (5 min) Revise your monologue to deepen or strengthen it.

Closure (2 min)

1. Actors - How did it feel to act out someone else's work?
2. Playwrights - What is the value of revising your work?

Lesson Plan created by: Leigh S. Jones Consulting