



FOR YOUTH DEVELOPMENT™
FOR HEALTHY LIVING
FOR SOCIAL RESPONSIBILITY



ABC YEAR 2 LESSON #5

Salt in His Shoes By Deloris Jordan

Or

Long Shot-Never Too Small to Dream Big By Chris Paul

MESSAGE TO ABC READERS

The focus of this book is to inspire students to *find their sparks*, explore their world and learn about their passions. We discuss how to set goals and talk to *goal champions* about the steps youth can take to achieve their dreams. This lesson helps youth identify, observe and understand the steps to success that role models use to achieve their goals; whether they are famous, or the *everyday heroes* in student's lives.

Asset Information:

This book builds assets from 6 of the 8 categories:

- **Positive Identity**-#39 Sense of Purpose and #40 Positive View of Personal Future
- **Support**-#1 Family Support, #2 Positive Family Communication and #3 Caring Adults
- **Boundaries and Expectations**-#14 Adult Role Models
- **Social Competencies**-#32 Planning and Decision Making
- Commitment to Learning-#22 School Engagement
- Positive Values-#28 Integrity and #30 Responsibility

In our lesson today, our goals are to:

- Help students explore and discover their *sparks* (interests, dreams, passions, etc.)
- Identify their *spark champions*
- *Set a GPS* -short and long term goals, steps to get there, and shifting of gears to achieve their dreams.
- Identify their *goal champions*
- Reflect upon and identify the support students receive from their peers, family, and community.
- Empower students to provide support to their peers, family, and community.

LESSON

Conversation Starter:

Option 1:

Introduce yourself and your *spark*. Tell a story like: I want to tell you about my *spark*. My *spark* is something that I really enjoy. I think it is fun, interesting and it makes me feel good about me, and the things I can do. For me, my *spark* is reading books. You may have known that about myself, because I read books with you every month. But even when I am not reading books with you, I use my *spark* for reading to help me feel good about me, and the Project Cornerstone, ABC Year 2, Lesson 5, *Salt in His Shoes*

things I can do well in our world and for our world. My *spark* has helped me make my dreams come true. I use my *spark* to help me follow my dreams, and make my dreams come true.

1. *Spark*: What are some things that you like to do that are: fun, interesting, and make you feel good about you? (Note the *sparks* on a chart paper or white board.)
2. Your response to each: Maybe that is your *spark*.
3. Following the sharing of the *sparks*, offer this observation: Maybe your *spark* can help you find your dream, and make your dream come true!

Option 2:

Write on the board: My Goals, My Dreams

Introduce yourself and your goal, your dream. Tell a story like: I want to tell you about my goals and dreams for our time together when I come read to you every month. I want our time together to be fun and interesting. I want to be sure that you know I care for you and that you can count on me. But sometimes my plans for my goals and dreams don't go as I had planned. Sometimes I make mistakes or forget something and I have to be flexible, try something new or different. It isn't easy for me to switch my plan and try something new. But, I have a role model. Someone who helps me stay on track, be flexible, and keep trying hard so that I can make my goals and dreams come true. This person is: (classroom teacher's name, ABC Lead, friend). S/he is my *goal champion*.

1. Think for a minute about your goals and dreams. Ask: Do you have a special person who encourages you, or a role model that you admire who helps you see that you can do great things?
2. Respond: That might be your *goal champion*./ That sounds like a *goal champion*.

Option 3: Older Youth

Tell a story about using the *GPS* in your own car. The story we are reading today is about a person who has a big dream, who put in a lot of effort to make his dream come true, had some troubles along the way, but was successful in the end. This story makes me think of how important it is to have a plan when we want to make our dreams come true.

Have you ever heard of a GPS? Maybe you have one in your car? The GPS in my car is a device that helps me get where I want to go in my car by giving me directions along the way. I make a plan for where I want to go, and the GPS helps guide me along the way, even if I make a wrong turn. (Write *GPS* on the board) When I plan to take a trip in my car, G stands for the *Goal* I want to achieve, like getting to school so I can read in your classroom this month! The P stands for the *Path* that I need to take to get here. The S stands for the *Shift* I will make, in case I need to make adjustments. When I make a wrong turn, or something is in the way along my path, the GPS in my car says, "recalculating". I like my GPS because it always talks to me in a calm voice, it never judges me, or criticizes me, and it offers me good advice about how to get back on my path.

In our story today, see if you notice how the hero of the story uses his own personal *GPS* to achieve his goals.

G *Goal Selection* — "Where do I want to go?"

P *Path/Pursuit of Strategies* — "What is the best way to get there?"

S *Shift/Shifting Gears* — "How do I compensate/recalculate when the road gets rough?"

Option 4:

Write the number 10,000 on the board. Read the quote from Michael Jordan. Let students know that it takes 10,000 hours of practice to become an expert.

1. Discuss what it says.
2. How can failure be part of success?

Talk about other famous people who have failed at something only to succeed – Henry Ford, Honda (had no job at Toyota), J.K. Rowlings, and Thomas Edison. Edison tried more than 2,000 experiments before he got the light bulb to work. When a reporter asked him how it felt to fail so many times, he replied, “I didn’t fail. I just discovered two thousand ways how NOT to make a light bulb.

Read the Book:

Tell the students you are going to read a book today about someone famous. Have them listen to understand what he did to achieve his dream and who he talked to, in order to help him solve his problems. Refer to your Conversation Starter. Ask for students to identify the *SPARK* or *Goal Champions* in the book, or listen for the hero’s personal *GPS* that helps him achieve his goal. Provide a brief introduction of the book’s main character. You can also show a short video that is found on these links:

Michael Jordan: <http://www.youtube.com/watch?v=gfvuF5qf9v0&feature=related>

Chris Paul: <http://www.youtube.com/watch?v=FR6VO6uR2p4&feature=related>

Discussion:

Depending on the grade level of the students, choose a few of the following questions:

1. What were Michael’s/Chris’s *sparks*-special interests or passions?
2. Is Michael Jordan/Chris Paul a role model? Why?
3. Who were Michael’s/Chris’s *goal champions*/role models in the book?
4. What steps did Michael/Chris take to achieve his goal/dream?
5. How does Michael’s/Chris’s family support him? (Ask younger students to define the word support: someone who helps, guides, is “there” for you when you need them, etc.)
6. Have you ever helped or supported someone? What did you *do or say* to give support?
7. Michael/Chris had a time when he was not sure how to make his dream come true. He knew what he wanted, but don’t know how to achieve it? Who can you ask to be a *goal champion* to help you fulfill your dream?
8. Who will be part of your *GPS*? Who is a *goal champion* who will help you “recalculate” when you stray off your path?

For Students in 3rd-Middle School:

If you are going to focus on goal setting, continue the discussion below and choose to do the the *Set Your GPS* found in Group Activities:

How to *set your GPS*:

1. Ask the students if they know what setting goals mean.
 - a. Help them define a goal as something they want to accomplish.
 - b. This can be a skill, an accomplishment or a destination.
2. Ask the students to think of the best way to get there.
 - a. Visualize the dream or goal. What will it feel and look like?
 - b. *Shrinking the change* –Talk about the small steps that youth can take to lead them along the right path to achieve their goal. Planning small steps toward their

goal allows youth to see change, progress and accomplishment, even when achieving the ultimate goal may seem far away.

3. Ask the students to think of who their *goal champion* will be. Who are people they can turn to help keep them on course to achieve the goal? On the white board
 - a. Write the name or names of *goal champions*.
 - b. Write down what they will *do or say* to support youth.
4. Develop *action triggers* that list immediate goal steps.
 - a. *Action triggers* list a time, location or resource needed to take a step toward achieving the goal.
 - b. *Action triggers* help improve the chance of success by 70%.
 - c. *Action triggers* should be small, achievable steps that can be measured.
5. After your discussion, have students fill out the *GPS* worksheet. Walk around and help those students needing some extra ideas.



GROUP ACTIVITIES:

Choose one activity that you feel will work best with the students in your class. *Activities marked with an * may be especially suitable for students in grades 1-3.

Personal Goal Setting (2nd-Middle School)

Materials: Star Worksheet for each child, white board or poster paper

Talk with the students about long and short term goals. Sometimes it's tempting to think only about the big goals, but what you will try to do today, this week or this month are also important goals. Have the students think about their life in the next 4 weeks.

Ask them to think about these steps:

1. What would they like to improve or change?
2. How are they going to accomplish this? What is their plan?
3. Do they need to ask for help from someone? How will they get this help?

Pass out the worksheet. Do students see any of their own goals listed? Have them circle goals they are interested in fulfilling. Do they have a different goal in mind? Write another goal in the blank star. In the other stars, have them write 2 action triggers to help them get started.

Younger Student Option:

For kindergartners or first graders talk about setting a personal goal that they can do and learn to do it in a simpler fashion. Choose a physical task such as walking. Let them feel successful and then introduce something a little more difficult like galloping. Show them how to do this step by step. If all have accomplished this, teach them to skip. Go much slower. This skill may be hard for some. Talk about practicing and asking for help from a *goal champion*.

You can also do this with jump rope skills. Start with simple jumping over a rope to individual to two people turning the larger rope to two larger ropes.

*Shooting Baskets of Support

Materials: Basketballs-2 or 3, Basketball courts

Take students out to basketball courts. Divide them into 2 or 3 groups and assign an adult to each court. Have them warm up shooting a basket or two. Ask them to think how they support their family member like Michael or Chris's family supported them. It can be something they are already doing or something new they would like to do to support their family. With each shot, have them share an idea for giving support.



*How Do You Draw Support?

Materials: drawing paper, crayons or markers

Have students draw a picture of what the word *support* means to them, either at home or at school. To help stimulate their creative juices, ask them:

- What do they do in their family to show their love for one another?
- How do they show support for their friends or classmates?
- How does the school show support (care) for their students?
- What activities or events occur that celebrate support?

Have them print the word *support* on their paper. Extend this activity by adding an acrostic poem using the word SUPPORT (examples) S-Support; U-UPstander; P-Patient; P-Proud; O-Opportunities; R-Respect; T-Together

*My Dreams

Materials: My Dream Worksheet, crayons

Have students close their eyes and think about their dreams. What or who do they want to be when they grow up? Think about the steps it takes to reach these dreams: athletes practicing skills, professionals attending school, etc... What can they do right now to start working on their dreams? Pass out My Dream worksheet. Have them draw a picture showing them achieving their dream. Talk about the following:

1. Ask for volunteers to share their dream with the class.
2. Following each dream description, ask the class to share ideas about things they could *say or do* to help that person's dream come true.

OR

Have students write down their dreams on a paper anonymously. Crumble them up and throw into a basket.

Open up one or two and read.

1. Ask students what steps would they pursue to make these dreams come true?
2. If there were road blocks, how could they *shift gears* and do something different?
3. Who could help them with this goal and be a *goal champion*?

Spark Bookmark-Peer Coaching (3-Middle School)

Materials: A bookmark for each student.

Michael/Chris received support and advice from his family that helped him reach his goal. Sometimes, caring adults in our lives help us know how to reach our dreams. But, our peers can also have ideas and helpful advice, as well.

Have the students think about their dreams or goals and choose one they would like to focus

on. Pass out a bookmark and have them complete the following steps:

1. Start: Think about a *spark* or goal. Write it down in the circle.
2. My steps for getting there: Think about the steps you can take to pursue your dream or goal. You can help them by asking:
 - How will you do it?
 - What interests, strengths or passions do you have?
 - What things will you need to help you?
 - Who will you need to help you?
 - When will you start?
 - What obstacles might get in the way?
3. Coaching suggestion: When students finish thinking about the steps they will take, have them partner with a classmate and swap bookmarks. Each student should look over their classmate's goal sheet and think about their plan. Encourage the students to ask questions about one another's goals and help each other consider other ideas for how to reach them. By showing interest in your classmates' goals, you can become a *goal champion* for your classmate! Once they have returned bookmarks to the original student, have them write down what they learned from their *goal champion* in the box at the bottom.
4. Send the bookmarks home with the students. Encourage them to share them with their parents, talk about their goal and their plan for achieving it. Point out that their parents may have suggestions and ideas that they can add to the champion's suggestion portion. Advice and wisdom from others can be helpful!
5. You can also send home a blank bookmark and the family can work on a Family Goal plan.

CLOSING

***Three Minute Huddle** (Led by ABC Volunteer)

Ask the students what they will do to start adding the support assets to their life? How will they make a difference in a friend or family member's life by showing them support and encouragement? Give a personal example about what you are going to start doing. Remind them to share their plans with a caring adult (teacher, family member, after-school leader, neighbor, etc.).

Three Minute Huddle (Led by ABC Volunteer)

GPS: Goal, Path, Switch- Our *Goal* at recess is to have fun. Our *Path* is to seek out and invite people to play, to smile, to say hello and to use people's names. We may need to *Switch* if faced with rejection or frustration by being understanding, forgiving, and *putting a lid on our bucket* so that we can achieve the *Goal*. We can choose to use *GPS* to make our dreams come true.

SCHOOL WIDE EXTENSIONS

Setting School Goals

Goal setting is an important step on the path to success. Setting group goals is a great way to encourage teamwork and to unite the school in a common mission. Having the whole student body participate in a goal will give every child a chance to set a personal goal as well as group goal. It is up to you to choose the goal. It could be focused on creating a more Caring School Climate, reinforcing an ABC book such as *Have you Filled a Bucket*, doing school wide *intentional acts of caring* or daily acts of service learning.

- Invite students to determine the goal.
- Ask students to discuss in classrooms small steps to use to approach achieving this goal.
- Include ways to promote the goal using advertising-posters, messages on bulletin board or classroom visits.
- Select *goal champions* to be contacted for advice (parents, community members, commercial sponsors, etc.).
- Set *action triggers* with dates attached.
- Create a way to chart your progress to the final goal.
- When problems or road blocks occur, talk about ways to *shift gears* and “recalculate” ways to achieve the *Goal*.
- Once *the Goal* is met, plan a way to celebrate school wide and thank all of the participants.

Jar of Joy

Jar of Joy instruction sheet is attached to this lesson plan or can be found in materials section on the website.

To *notice, name, and celebrate* someone special that is a spark champion, goal champion or role model create a Jar of Joy. This can be a caring adult or student that has done an outstanding job of showing support for peers and adults at school. Think of parents, coaches, principals, teachers, crossing guards, yard duty, after school staff or students that you would like to recognize.

A few weeks before you want to give the Jar of Joy, send out a note to participating staff, students and parents. In the note, ask each child and adult to write a brief note of thanks for the special person you are honoring. Include a date you want the hearts returned. Then fill the designated jar with the hearts and attach the tag. Present the Jar of Joy to the special person during a school wide assembly.

EXTENSIONS FOR TEACHERS

Three Minute Huddle (Led by Teacher)

Encourage students to show support for each other verbally and by using intentional acts of caring. Have them give out *warm fuzzys* or read the story, *Have You Filled Your Bucket?*

For those classes choosing to focus on dreams and goals, post their ABC papers on a bulletin board. Celebrate with them, as they complete the steps to achieve their short term goals. (You never know if you have the next Lucille Ball: She wrote in her journal every day, "I want to be the funniest person in the world." or San Jose native and astronaut Steve Smith, who at age 6 drew a picture of himself walking on the moon.)

As students read about people in their studies or talk about current events, ask them to look at these role models and to look at why or what they did to succeed.

1. Post pictures of famous people. Ask students if they know what their dreams were?
Examples: President and Michele Obama, Steve Jobs, Beyonce, Lionel Messi, JK Rowling, Buster Posey, etc.
 - a. Ask if they know what their dreams were?
 - b. What steps did they take to pursue their dreams?
2. Post some pictures of everyday role models students would know from school. Can you think of important people in your lives now, who are role models for you?
 - a. What are their dreams?
 - b. What steps are they taking to achieve their dreams?

Classroom Enrichment

Journals

Materials: Pass out *Dream Journals*

Have students think about their dreams and goals. What is their *GPS*? Have them spend time once a week thinking about long and short term goals and writing about their progress towards their dreams. Help them break their dreams or goals into short, clearly defined steps using *action triggers* to set dates for attainable steps. Also have them name a *spark or goal champion* and questions to ask them for support. If they encounter obstacles, have them think and *shift gears*. What can be done instead?

How Do You Spell Support? An Acrostic Poem Activity

Materials: worksheet for each child, whiteboard

You can do this together as a large group, or pass out the worksheet to do individually or with a partner. If you do this as a group, have the students brainstorm words or phrases that start with the letter or phrases that contain the letter in the first or second word. Tell students the top half of the worksheet is for them to describe how they would like to *give* support to their family or friends. The second part is to describe the support they'd like to *receive*. They need to think of actions that start with the letter written on the side. For example: **S**-smiling, singing, silly jokes, saying please, or using phrases like start homework on time.

Old Wives' Tales

Michael's mother puts "salt in his shoes." Talk about this and why she would do it. Define "old wives' tales" as a superstition or a belief/practice not based on fact. They are called old wives' tales based on people long ago who gave advice based upon superstitions. Ask the students to list other expressions that they have heard. Make a list of them. Some examples are "It's bad luck to walk under a ladder" or "feed a cold, starve a fever." Once you have a list created you can have the students choose one to write about and illustrate or you can have them create their own. For example, "It's bad luck to _____." Or "Wear garlic around your neck to _____."

Homework

Dream Lists

Materials: Dream List worksheet

Send home two copies of the worksheet, one for the students to complete and one for the family to complete. They can choose to do a personal list, do one with their family, or even both!

Encourage students/family to think of all the things they would like to do in their life: places to explore, talents and skills to learn, cultures to study, ports of travel, experiences to experience.

Tell them they are going to create a life list of dreams. They can write down anything they want to see, do, or learn, no matter how strange or fanciful. It can be as long or short as they need because it is their list. Have them turn in the list. Make a copy for them and keep it in a safe place. Return their lists and tell them this is "their list". They can put a check by each dream that they achieve. It is theirs to keep for life. (For more information see *Goal Express* book in Resources.)

RESOURCES

Books:

- Read the book *Goal Express The five secrets of goal-setting success* by Jim Wilkens.
- Read the book *DREAM a tale of wonder, wisdom and wishes* by Susan V. Bosak to follow up this lesson. It is appropriate for 4th-Middle School. Some of the pages may be used for 2-3rd graders. This book contains many quotes from famous people and has 15 world-known illustrators.
- Upper and middle school students can read *Choose Your Life, A Travel Guide for Living* by Karen Gedig Burnett (author of *Simon's Hook*)

Websites:

- Look at the website www.booksprogram.com/readalong/salt_in_his_shoes.htm for the book being read by Stuart Naismith, grandson of Joseph Naismith the inventor of basketball.
- Look at the website: www.myhero.com
- To learn more about GPS, check out www.StepItUp2Thrive website.

Video:

- Michael Jordan: <http://www.youtube.com/watch?v=gfvuF5qf9v0&feature=related>
- Michael Jordan and GPS: <http://www.stepitup2thrive.org/index.php?s=Michael+Jordan>
- Chris Paul: <http://www.youtube.com/watch?v=FR6VQ6uR2p4&feature=related>

Pictures:

Michael Jordan

- <http://bestplayerontheplanet.com/pictures-of-kobe-bryant-michael-jordan-over-the-years/>

Chris Paul

- <http://www.inquisitr.com/166663/nba-wont-let-chris-paul-trade-deal-happen/>

Magazine:

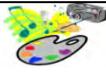
- Here is the link to the article The Audacity of Hoops.
http://sportsillustrated.cnn.com/2009/writers/alexander_wolff/01/13/obama/
- Read how Chris Paul decided to write Long Shot:
<http://sports.espn.go.com/nba/news/story?page=CP3Book-091007>

Newsletters:

- *Ideas for Parents Newsletters*#s 2-8 Support category, #18-Adult Role Models, #40, and 45-49 Positive Identity Assets

21st Century Skills:

Here is a key to the 21st Century skills used in this lesson:

21st Century Learning Skills	
	Collaboration
	Critical Thinking
	Communication
	Creativity

HOW DO YOU SPELL **SUPPORT**?

Using the letters in the word **SUPPORT**, write sentences or words that show how you *give* support to your family and/or friends:

S _____
U _____
P _____
P _____
O _____
R _____
T _____

Now write the words that describe the support you would like to *receive* from family/friends/caring adults/role models in your life.

S _____
U _____
P _____
P _____
O _____
R _____
T _____



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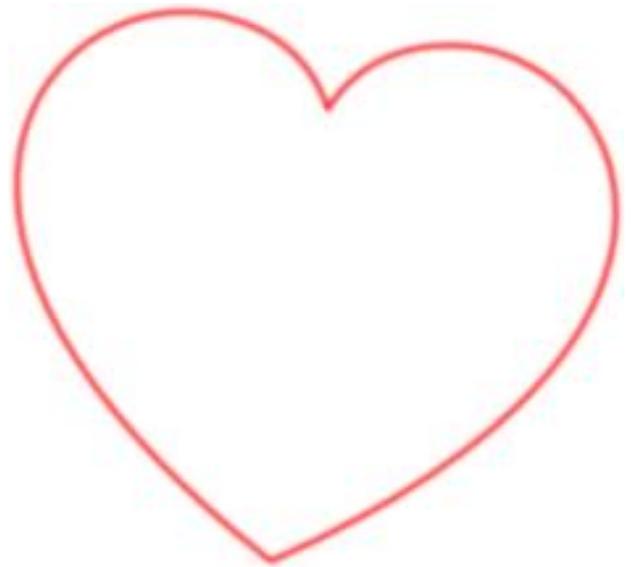
**PROJECT
CORNERSTONE**
A YMCA of Silicon Valley Initiative

JAR OF JOY

To *notice, name, and celebrate* someone special that is a spark champion, goal champion or role model create a Jar of Joy. This can be a caring adult or student that has done an outstanding job of showing support for peers and adults at school. Think of parents, coaches, principals, teachers, crossing guards, yard duty, after school staff or students that you would like to recognize.

Materials Needed:

- ♥ 1 plastic jar (decorated with hearts) with lid
- ♥ Construction paper hearts—3 per child
- ♥ Letter to others participating in the project
- ♥ 1 tag with ribbon



A few weeks before you want to give the Jar of Joy, send out a note to participating staff and students. In the note, ask each person to write a brief note of thanks for the special person you are honoring. Include a date you want the hearts returned.

Then fill the designated jar with the hearts and attach the tag below with ribbon.



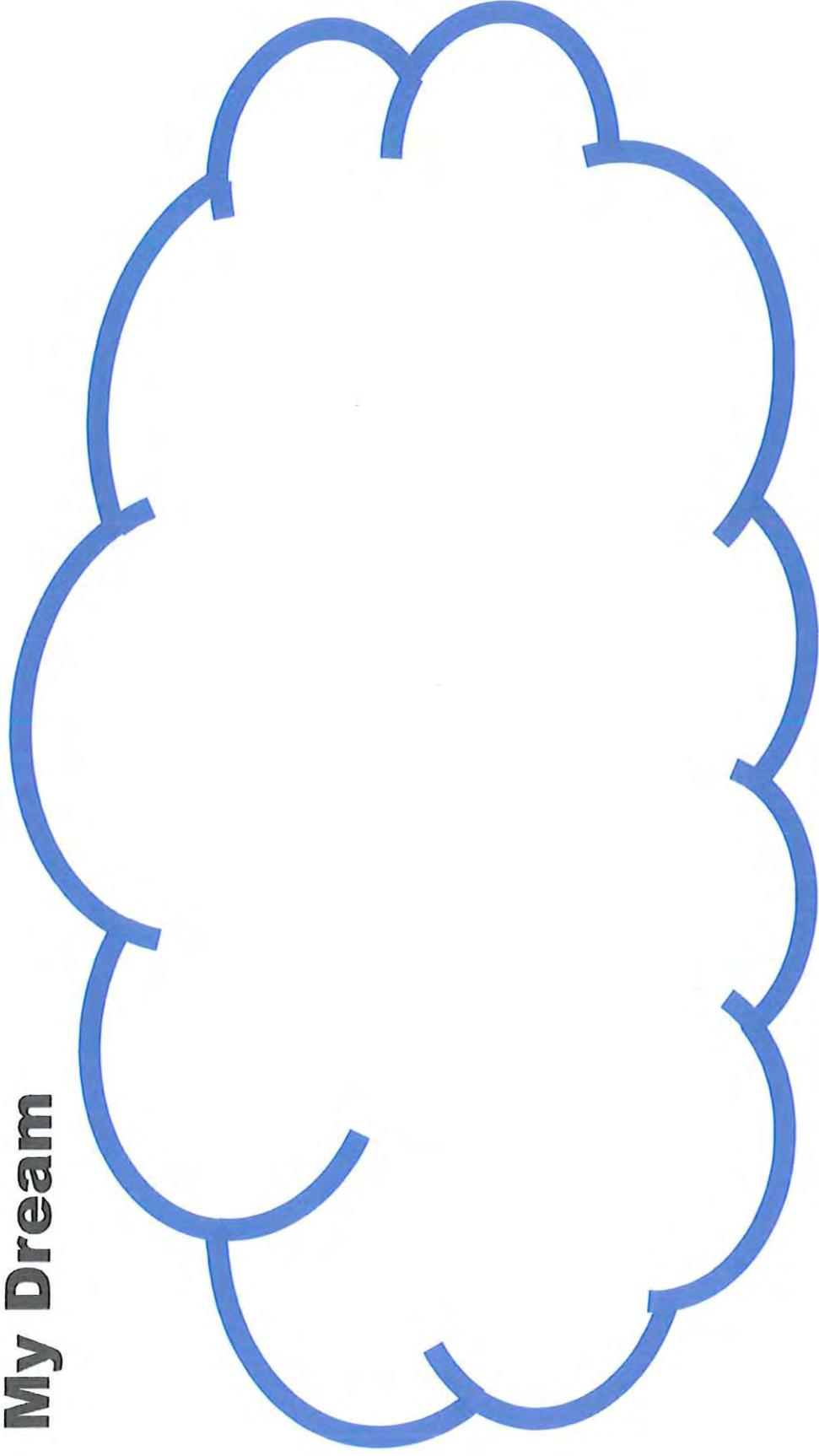
Here is a wonderful quote from Michael Jordan:

“I have missed more than 9,000 shots in my career. I have lost almost 300 games. On 26 occasions I have been entrusted to take the game's winning shot—and missed. I have failed over and over and over again in my life. And that is why I succeed.”

*July 2009, O magazine

What does this quote say to you?

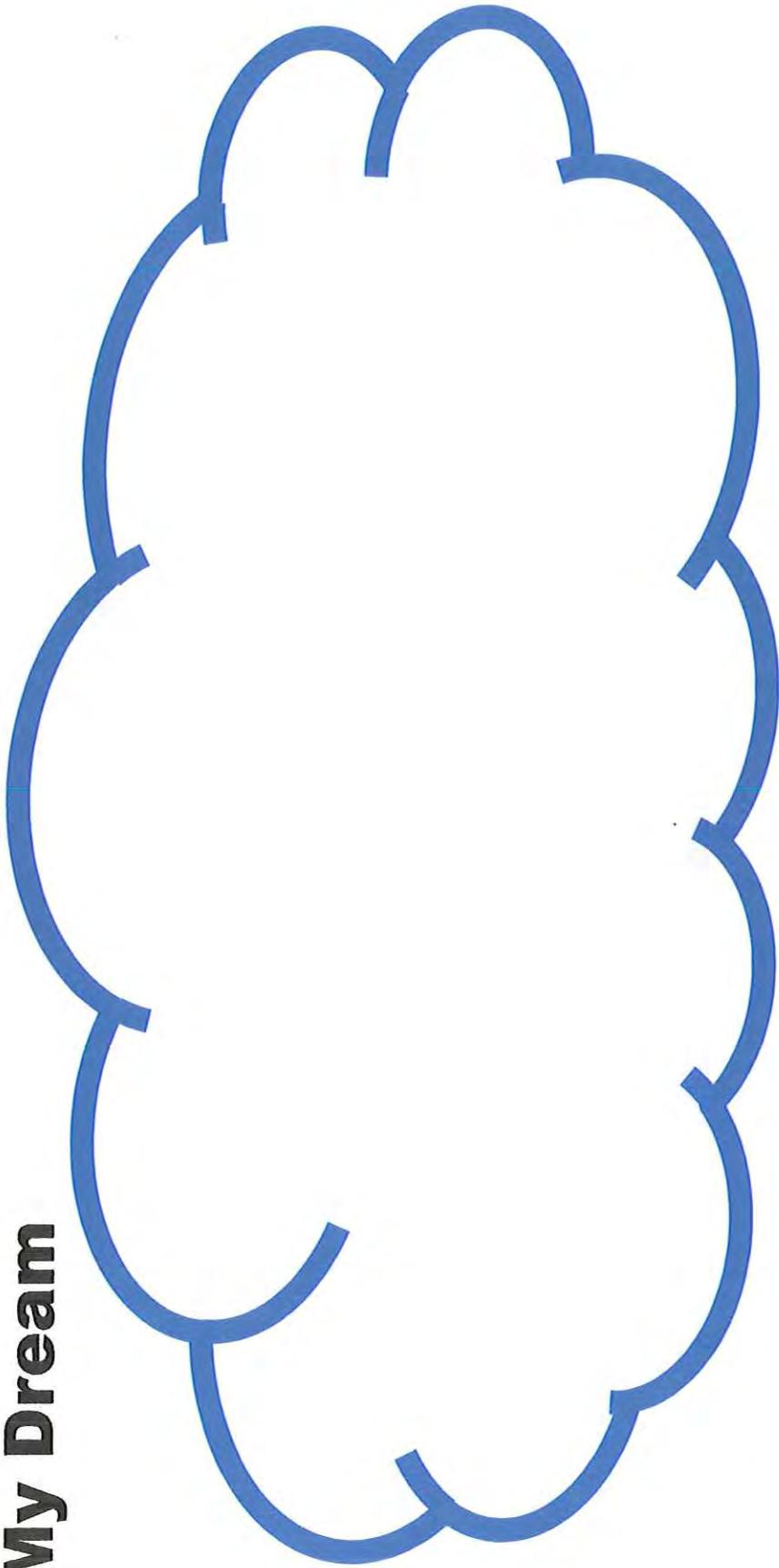
My Dream



When I grow up, my dream is to be _____

I can ask _____ to help me pursue my dream.

My Dream



When I grow up, my dream is _____

One action I can take to help me achieve my dream is _____

My Goal Champions who will help me achieve my dream are _____

MY SPARK



My steps for getting there

Spark Champion's Suggestion

MY SPARK



My steps for getting there

Spark Champion's Suggestion

MY SPARK



My steps for getting there

Spark Champion's Suggestion

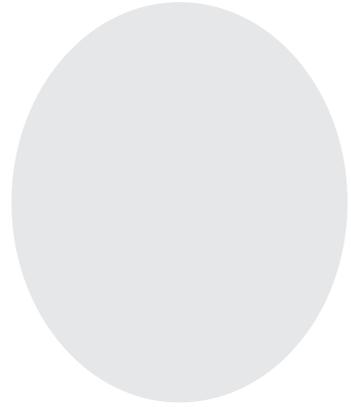
MY SPARK



My steps for getting there

Spark Champion's Suggestion

MY SPARK



My steps for getting there

Spark Champion's Suggestion

Name: _____

Personal Goal Setting

Setting short term personal goals is an important skill. Think about your life. What are some things you would like to improve or change starting today for the next month? Look at the goals in the stars. Circle 2 goals you would like to work toward in the next 4 weeks or write your own 2 goals in the blank stars.

Try a
new
sport

Be on
time

Do my
chores

Eat
healthy
snacks

Play with
my sister or
brother

Keep my
room
clean

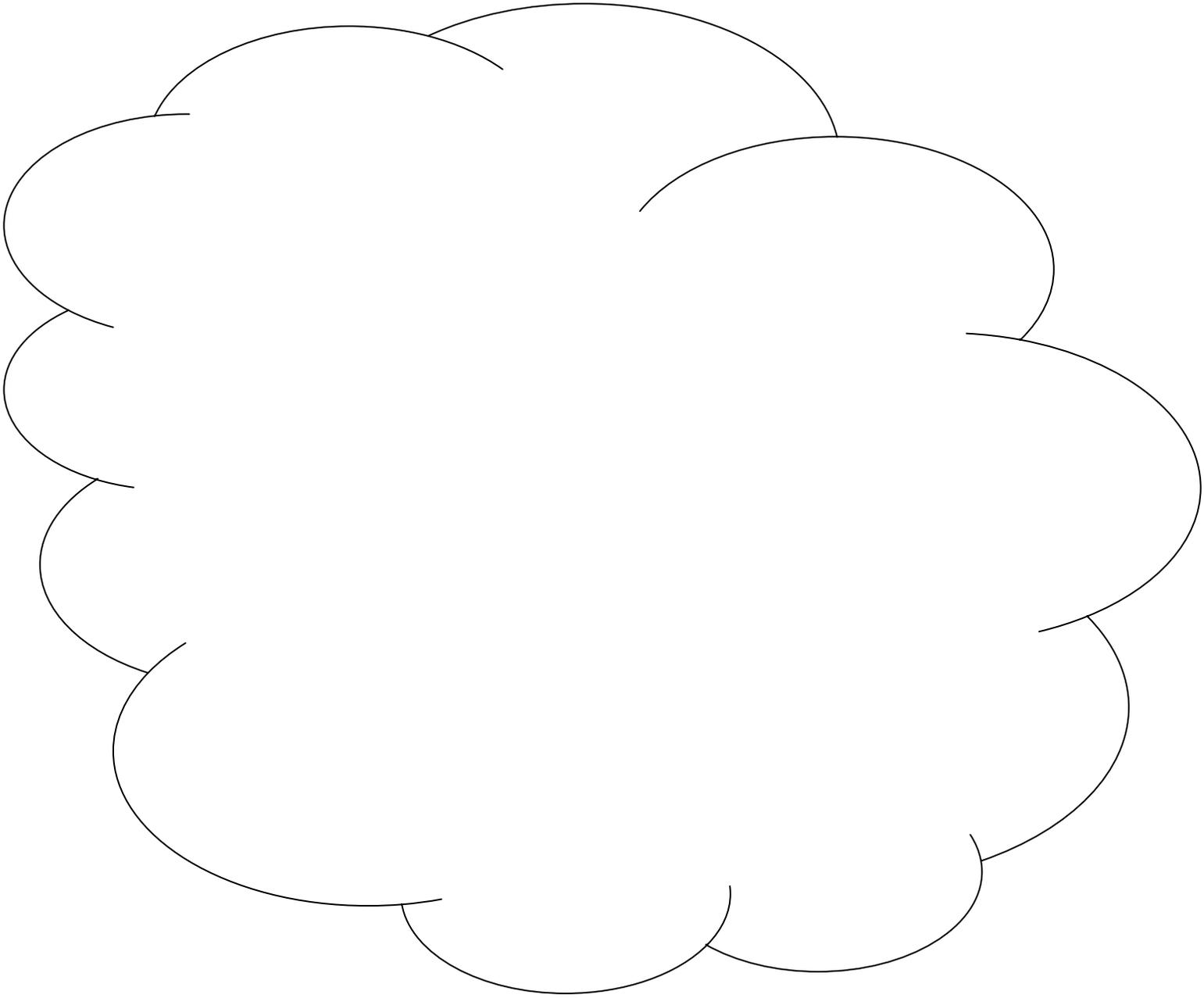
Walk
the
dog

Help my
neighbor

Do
homework
each night.

Spend
less time
on the
computer

MY DREAM



When I grow up, my dream is to be _____

SET YOUR GPS

PICTURE YOUR GOAL:

How does it feel? What does it look like? Write it here:

PLAN OUT THE FIRST SMALL STEPS:

1.

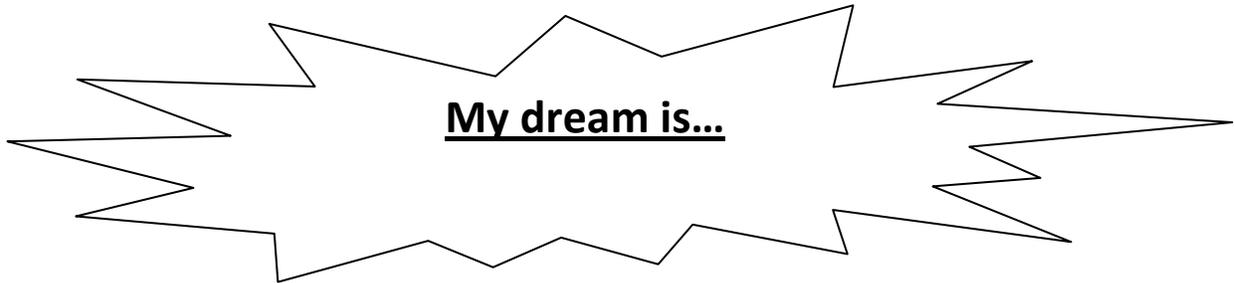
2.

3.

Who will be your Goal Champion?

How can your Goal Champion help you achieve your goal?

Name: _____



Books To Read:

Classroom Goal:

Free-Time Goal:

Family Goal:

SHORT-TERM GOALS



Skills to Learn:

My Spark Champions:

Places to Visit:



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This month the ABC Parents will be reading the book *Salt in his Shoes: Michael Jordan in Pursuit of a Dream* written by his mother, Deloris Jordan. There are two main themes in this book: following a dream and receiving support from family to achieve a goal. The ABC lesson focuses on the asset categories of Support and Positive Identity.

The Support assets are about having people in your life who show love, caring, and who appreciate and accept you. They are also about having places to go where you feel safe and welcome. Your family support provides this for your child at home and in your neighborhood. **Here are some questions to use to start a conversation at home:**

- How do you let family members know you love them? How do you send love messages?
- What is your favorite thing about your family?
- How can your family support each other more?
- What family activities would you like to do?

The Positive Identity assets are about sense of purpose in life and a positive view of our future. For your child, this asset means thinking about their life and its positive purpose. Research shows that children can identify their sparks- interests, dreams, or passions by the age of 10. **Here are some conversation starters to use at home to talk about goals:**

- What is your biggest dream?
- What matters to you? What *sparks* your interest?
- What do you care deeply about?
- What is your favorite thing to do, and how can I help you do it?
- What help do you need to reach your goals?
- Who will be your *spark or goal champion (helps with taking steps to achieve a dream)*
-

You are an essential positive force in helping your child feel empowered as s/he learns to dream and set goals. If you would like more information about *sparks* go to www.IgniteSparks.org .

As we support our children, we must continue to model for them what it means to have a sense of purpose in life. Together, we can create a stronger school community where all of our students are accepted and encouraged to dream.

Sincerely,

ABC Volunteer

Telephone/Email

On the back of this letter is The Life Dream List. It will help you start a conversation about goals and dreams. It can be done as an individual or family list.

LIFE DREAM LIST FOR YOU OR YOUR FAMILY

This month in our ABC lesson, we discussed dreams and goals. The assignment today is to write a list of **ALL** the things you and/or your family would like to do in your life: places to explore, talents and skills to learn, cultures to study, ports of travel, experiences to encounter, etc. Create a life list of dreams. Anything can be written down, no matter how fanciful it may seem. As you achieve your dream, put a colorful check by each one!

EXPLORE	CLIMB
VISIT	STUDY
EXPERIENCES	SKILLS TO LEARN
GENERAL	BOOKS TO READ
PEOPLE	TRAVEL