



Learning objectives	Key questions	Teaching and learning activities	Resources
<p>To explore their own hopes and dreams for the future.</p> <p>To find out and reflect on the hopes and dreams of others in the class and their wider community.</p> <p>To consider the ways people support each other in achieving their dreams and coping with disappointments.</p>	<p>What are my hope and dreams for the future?</p> <p>What are your hope and dreams for the future?</p> <p>Have we found any similar dreams from different people?</p> <p>Are there some hopes and dreams that really matter to everyone?</p> <p>Are there some dreams that are only important to an individual?</p> <p>How can we handle times when hopes and dreams don't seem to come true?</p> <p>Can we help other people achieve their dreams?</p>	<p>Starter: Ask children to work in pairs to read, compare and add to their homework about hopes and dreams they have for themselves and the world and the hopes and dreams held by friends or family. Groups of children could have interviewed friends of school and adults who work in school to record their hopes and dreams.(e.g. Chair of governors, caretaker, local faith leaders, sports coach.)</p> <p>Main Activity: Ask a few pairs to share a hope or dream Read the page from the book Skin Again by Bell Hooks 'For we are all inside made up of real history, real dreams, and the stuff we all hope for'</p> <p>Allow children 1 minute to reflect on the text and draw or write anything they think of in that time.</p> <p>Display labels Hopes and Dreams for myself, Hopes and dreams for our world. Remind the children that we are all part of the world as well as being individuals.</p> <p>Ask the children to work in groups of 4 to record a few hopes and dreams on post it notes and sort onto a sheet divided into the 2 categories of myself the world. (These hopes and dreams could be recorded as soundbites, a class powerpoint, a class book of hopes and dreams or written as decorated quotes.) *See Pack for Example of Children's Work & Template</p> <p>As children work in groups, adults could join each group to encourage deeper conversations about hopes and fears and dreams and disappointments.</p>	<p>Skin Again – Bell Hooks Large sheets of paper Post it notes pens etc</p> <hr/> <p>Possible assessment opportunities</p> <ul style="list-style-type: none"> • Pupils can identify and discuss aspects of their own identity through their exploring their hopes and dreams for the future • Pupils can identify similarities and differences between themselves and others through looking at hopes and dreams.



Curriculum references	Teaching and learning activities continued	Additional notes for teachers
<p>Understanding Physical Development, Health and Well-being Good interpersonal relationships promote personal wellbeing and are sustained through a positive sense of personal identity and respect for similarities and differences (essential knowledge 1c) Learn how to manage their emotions and develop and sustain relationships, recognising diversity and respecting themselves and others (breadth of learning b4)</p> <p>Understanding English, communication and languages The power of language and communication to engage people and influence their ideas and actions (essential skills 1b)</p> <p>Historical, geographical and social understanding How identities develop, what we have in common, what makes us different and how we organise ourselves and make decisions within communities (essential knowledge 1c)</p> <p>Links to: <i>SEALS – Good to be me</i> <i>RE</i></p> <p>Range and Content The purpose of this lesson is to develop discussion on the concepts of identity, uniqueness and diversity exploring the Schools Linking Network key questions: Who am I? and Who are we?</p>	<p>Bring the group back together for a whole class discussion. Starting with dreams for the world see if the ideas can be grouped into similar themes.</p> <ul style="list-style-type: none"> • Are there some hopes and dreams that really matter to everyone? Have we found any similar dreams from different people? • Are there some dreams that are only important to an individual? <p>Plenary: Display the quote <i>“Friends... They cherish one another’s hopes. They are kind to one another’s dreams.”</i> Thoreau</p> <p>Discuss:</p> <ul style="list-style-type: none"> • How can we handle times when hopes and dreams don’t seem to come true? • Can we help other people achieve their dreams? 	<p>Sensitivity to and awareness and understanding of your class and community is essential before exploring any activities relating to identity.</p> <p>Always begin activities by sharing information about your own identity to model. This will make children much more open and confident to sharing information about themselves. However always recognize that some children may be uncomfortable or may not be able to share some things. Be prepared that this lesson may open up conversations about fears, disappointments or difficult circumstances.</p> <p>To achieve a similar style to book’s artwork you could provide small squares of paper for children to create images representing hope and dreams</p>