



DARE TO DREAM

K-6 EDUCATIONAL CURRICULA

What is Dare to Dream?

Inspired by Ann and Liv's commitment to encourage others to pursue their dreams, Dare to Dream is an activity-filled curriculum to help kindergarten through sixth-grade students develop one of the life's most important skills — the ability to set and achieve goals. Incorporating examples from Ann and Liv and the Expedition, Dare to Dream includes lessons on values, overcoming obstacles, visualization, building a support system, positive self-talk, and more.

About the author

Beverly Bachel has been a goal-getter her entire life. She attributes her success as a writer, artist, consultant, and business owner to goal-setting, something she learned the summer she and her four sisters published their first neighborhood newspaper. Her career goals, which included starting and building her own marketing communications agency and helping Fortune 100 companies design communications and creativity programs, have led her to pursue her true passion: helping others make their dreams come true.

She is the founder of Idea Girls, a group of entrepreneurs dedicated to developing products that inspire others to pursue their dreams and use their talents to make positive changes in the world.

The Program

- **Dreams Make The World Go 'Round**
 - Defines dreams and why they're important. Explains the difference between dreams and goals. Explains Ann and Liv's dreams, focusing on their dream of crossing Antarctica, a dream they've both held since being young girls.
- **Goals Get You Your Dreams**
 - Introduces goals and explains why they're important. Explains that those who know how to set and achieve goals (Ann and Liv, Mia Hamm, Michael Jordan, etc.) are generally more successful than those who don't. Introduces goal-setting as a skill you can learn and explains SMART (savvy, measurable, active, reachable, timed) goals. Provides students an opportunity to develop their own goals.
- **Developing Goals That Reflect Your Values**
 - Explains that goals generally are based on what you believe in and what's most important to you - your values, which include things you like (art), as well as qualities you'd like to possess (compassion). Helps students develop an understanding of their own values and how these values can be used to help them determine their own dreams/goals.
- **Short-Term vs. Long-Term Goals**
 - Helps students differentiate between short-term and long-term goals. Helps them understand how things they do today impact their future, and helps them realize that there are some things that are worth working hard for over a period of time (that not everything is immediate gratification).
- **Getting Started**
 - Planning is important, especially when pursuing long-term goals. Introduces action plans and explains why they are so important to success. Shows students how to set priorities. Provides a helpful tool and easy-to-follow instructions to help students develop their own action plan.
- **Finding Support From Others**
 - Successful goal-getters don't do it all alone. They get help from many people, including parents, friends, teachers and mentors. Explains that there are several different kinds of help (feel-good help, get-there help, pay-for help) and that you're likely to need different kinds of help at different times. Teaches students not to be afraid to ask for help. Helps students identify people and organizations that can provide them the support they need.
- **Learning How To Support Yourself**
 - Explains that while external support is invaluable, your most important source of support comes from within. In fact, feeling good about yourself helps you stay motivated and focused on achieving your goals. Introduces several techniques that students can use, including positive thinking and affirmations.
- **Visualizing Your Way To Success**
 - Explains what visualization is and why it's so powerful. Introduces the concept of the subconscious mind and how you can use it to your advantage. Provides examples of how Ann and Liv visualize their success. Includes tips for how students can visualize their success. Also includes a guided imagery.
- **Overcoming Obstacles**
 - Explains how even the best-laid plans can meet with unexpected challenges and unforeseen obstacles. Outlines potential obstacles students may run into. Provides ways of overcoming these obstacles.
- **Rewarding Yourself**
 - Helps students understand how rewarding themselves along the way can help them stay motivated and committed to meeting their goals. Includes suggestions for how to reward progress and celebrate success, as well as real-life examples from the Expedition.

Dreams Make the World Go 'Round

Grade Levels:	K-6 (with additional activities for upper-grade students)
Time:	2-3 class periods
Materials:	<ul style="list-style-type: none">• Globe• Map of Antarctica• If I Could Do Anything, I Would ...handout
Objectives:	Students will: <ul style="list-style-type: none">• Explain Ann and Liv's dream.• Outline Ann and Liv's route across Antarctica.• Understand why dreams are important.• Articulate a dream of their own.

Lesson:

Full Group (discussion by teacher with student participation)

1. Introduce the students to Ann and Liv and the Expedition. Explain that Ann and Liv are motivated by their dream of being the first all-women's team to trek across Antarctica.

a. Ann and Liv are polar explorers.

b. They're working together to become the first all-women's team to trek across Antarctica (using map of Antarctica, outline Ann and Liv's route across Antarctica).

c. They'll travel 2,400 miles (3840 kilometers) in approximately 100 days. It's not an easy journey — they'll be pulling sleds weighing 250 pounds (113-kg), winds will be in excess of 100 mph, temperatures of -30 Fahrenheit, etc.

d. But for them, it's more than just a trip across Antarctica. It's a dream come true. Both women have dreamt of being Arctic explorers since they were little girls. Both were inspired by books they read when they were your age (in elementary school). The dreams they had then have stayed with them throughout their lives, and now, in their 40s, they are about to make this particular dream come true.

2. Explain that Ann and Liv are motivated by their dreams, as are most people.

a. Dreams are important. They provide us a vision for our future and help us make decisions about how we want to live our lives. They give us hope, and they inspire us.

For upper-grade students:

a. Ask students other ways in which dreams are important in their own lives.

b. Ask them how dreams impact the world in which we live in today.

3. Dreams come in many different shapes and sizes, just like each of us.

a. Many famous people have dreams: Ann and Liv dream of being the first all-women's team to trek across Antarctica. Martin Luther King, Jr. dreamt of a country that wasn't divided by race. Michael Jordan dreamt of being the very best basketball player he could be. N' Sync dreams of being a world-famous rock band. Ask students for other examples of famous people who have dreams (these can be written on the board).

b. But dreams aren't just for the famous. Everyone has dreams, no matter how old or young, no matter how rich or poor. Dreams include: What we'd like to be when we grow up. How we'd like to improve the world. Where we'd like to go to school. Who we'd like to have as friends. What kind of car we'd like to drive. Where we'd like to live.

c. Even kids can follow their dreams. Use examples of local kids living their dreams. If you'd like, supplement with the following examples:

Aubyn — An 11-year-old from North Carolina who learned that foster kids often carry their belongings in garbage bags because they have no luggage, Aubyn dreamt of giving every foster kid in her community a suitcase. She achieved her dream but didn't stop there. She founded a national organization called Suitcases for Kids (www.suitcasesforkids.org) that has given away more than 100,000 suitcases.

Pettus — Pettus grew up with a love for reading and wanted to share his love with others. When in junior high, he founded an organization called Read & Lead (www.readandlead.org), a national program that pairs high school students as "book buddies" with elementary school students. Thanks to Pettus and his dream, 20,000 high school students are now helping young children learn to enjoy books.

Megan — Megan, age 11, dreamt of being a wrestler, something girls in her community didn't do. But she persevered and joined a local wrestling club. She worked hard and won several local tournaments. This past year, she achieved a new dream: she won the California State Championship for girls her age.

Evgeny Plushenko — Evgeny of Russia was only 15 when he burst onto the world figure skating scene, winning the bronze at his first World Championship in 1998. Evgeny has been working toward his dream of being a world-class figure skater all his life. His mom helped him develop his trademark flexibility by stretching his legs against the couch every day while he was growing up. While it wasn't always easy, his commitment to his dream is now paying off.

4. Ask students the following question. Record their answers on the board. What dreams make your world go 'round?

Individual Exercise

1. Have students complete the handout "If I could do anything, I would...". Give them 5-10 minutes and ask them to write as quickly as they can. Have them try to come up with at least 10 things. Explain to them that they have an unlimited supply of money and talent — that nothing they dream is out of the question. Encourage them to think about things they'd like to become (explorers, doctors, authors, etc.), as well as ways they'd like to improve the world (make sure all kids have food to eat, discover a cure for cancer, build a homeless shelter, etc.). You may even want to encourage them to dream about qualities they'd like to possess (compassion, kindness, bravery, etc.)

Small Group Exercise

1. If time permits, you may want to do a sharing circle. Have students break into small groups and share their lists with one another. Have them go around in a circle, each student sharing one dream. Remind students that it is not a competition and that one person's ideas aren't better than another's. Encourage students to add new things to their own lists if they hear something from one of their classmates that inspires them.

Additional Exercises:

1. Ask students to write a poem about one of the things on their list or draw a picture related to it.
2. Journal: Ask students to write a journal entry describing one of their dreams or something they really want to do.
3. Conversation Starter: Have students ask family members or other adults about their dreams.

Resources:

- Write Where You Are: How to Use Writing to Make Sense of Your Life by Caryn Mirriam-Goldberg (Free Spirit Publishing Inc., 1999). This book helps young people articulate their hopes and dreams through writing.
- How We Made the World a Better Place: Kids and Teens Write on How They Changed Their Corner of the World (Fairview Press, 1998). Personal stories about how kids and teens made a difference.
- Visit www.prudential.com/community/spirit/awards for motivational stories about young people who are making a difference in their communities.

Assessment:

Teachers will assess:

- Students' ability to identify Antarctica on a globe or map and, if appropriate, outline Ann and Liv's route across Antarctica.
- Students' understanding of dreams and why they're important.
- Students' ability to articulate their own dream(s).

Goals Get You Your Dreams

Grade Levels:	K-6 (with alternative activities for lower-grade students)
Time:	2-3 class periods
Materials:	Handouts -- Ann and Liv's Goals -- Sample Goals -- My Goals
Objectives:	Students will: <ul style="list-style-type: none">• Understand the role goals play in helping you achieve dreams.• List some of Ann's and Liv's goals.• Understand the elements of SMART goal-setting.• Articulate a goal of their own.

Lesson:

Full Group (discussion by teacher with student participation)

1. Explain that dreams (something we want to have) give birth to goals (the steps we're willing to take to get our dreams). In essence, goals are the stepping stones to our dreams. They are the action steps we take each and every day to get from where we are today to the future we dream of having.

2. Help students understand that whether we realize it, we already have goals. Each time we dial the phone, we have a goal (to talk to someone on the other end of the line). Ask students to provide other examples of goals they may already have.

3. Pass out "Ann's and Liv's Goals" (or paraphrase the information and share it verbally). Ask students to quietly read the handout. Then, ask students to help you list Ann's and Liv's goals on the board. Ann's and Liv's Goals:

- To learn how to ride a two-wheeled bicycle (Liv).

- To finish college (Ann).
- To become a teacher (Ann).
- To ski across Antarctica (Ann and Liv).
- To be a good partner (Liv).
- To communicate with students around the world (Liv).
- To challenge herself physically (Ann).
- To educate children (Ann).

4. Explain to students that the ability to set and work toward goals is an important skill that is used throughout life. Explain that this skill is important for several reasons. List the reasons on the board and ask students to add to the list. Goals help us:

- Achieve more.
- Improve performance.
- Enhance motivation to achieve.
- Create pride and satisfaction in our accomplishments.
- Improve self-confidence.
- Eliminate self-defeating attitudes.

5. Help students understand that goal setting is a skill that can be learned, just like other skills we learn. Like Liv, we may have wanted to learn how to ride a bike. At first, it probably seemed hard. But after trying it (and perhaps even falling down) a few times, it became much easier. After more practice, it becomes second nature, something we no longer even have to think about. (With lower-grade students, consider using an example of something they've already mastered such as learning to tell time or how to count to 20.)

6. Explain that effective goals are SMART. For lower-grade students: Instead of explaining SMART, have them brainstorm possible goals, either for them as individuals or for the class. Have them draw a picture of what it would be like if one specific goal from the list was realized.

7. Write SMART on the board and discuss. S-- Savvy M-- Measurable A-- Active R--Reachable T-- Timed:

a. S--Savvy. Savvy goals are those that grow out of our dreams. They're goals we can sink your teeth into; goals that get us excited. Not so savvy: Go out in the cold and pull a 250-pound (113-kg) sled across a continent. Savvy: Be the first all-women's team to ski across Antarctica and use our experience to help educate schoolchildren around the world. Not so savvy: Save some money. Savvy: Save \$15 to buy the new Harry Potter book.

b. M--Measurable. Measurable goals clearly define what it is we're going to do. For Ann and Liv, their goal is to ski across Antarctica. This means that they won't be bringing dogs to pull their sleds. Or traveling by snowmobile. Measurable goals are goals that can be quantified. To ski 2,400 miles (3,840 kilometers). To complete the trek in 100 days. Ask students for other examples.

c. A--Active. SMART goals are active goals. They say exactly what action we're going to take. Ski across Antarctica. Educate schoolchildren around the world. Run one hour every day. Memorize my spelling words. Eat all my peas.

d. R--Reachable. Goals should challenge or stretch us, but they should also be reachable. Skiing across Antarctica is a reachable goal, skiing around the world is not. Ask students why. Reachable goals also take into account our own abilities. Ann and Liv are explorers who have spent nearly two years training for their trip. It's a reachable goal for them. It's not for someone who hasn't put in the training.

e. T--Timed. SMART goals are timed goals. Timed goals have deadlines--a date or some other unit of time by which the goal will be achieved. By Sunday, before August, on my birthday, etc. Like goals, deadlines should be as specific as possible. On Thursday is more specific than next week. By Thursday at 10:00 a.m. is even more specific.

Individual Exercise

1. Pass out the handout "Sample Goals." Explain that you can set goals in a variety of categories such as the ones on the list, all of which came from real kids. Have them look over the list in preparation for writing their own goals.

2. Pass out the handout "My Goals" and ask students to write their own goals. They should try to write one goal for each category. Remind them that their goals should be SMART.

Small Group Exercise

1. If time permits, you may want to do a sharing circle. Have students break into small groups and share their lists with one another. Have them go around in a circle, each student sharing one goal. Remind students that it is not a competition and that one person's ideas aren't better than another's. Encourage students to add new goals to their own lists if they hear something from one of their classmates that inspires them.

Class Exercise

1. Have students brainstorm possible class goals--goals that the entire class could work toward and then, as a group. If you'd like, select a goal as a class goal that the entire class can work toward as Ann and Liv work their way across Antarctica. One option is "Go the Distance" Ann's and Liv's personal challenge to encourage students to walk, ski, canoe, bike, run, skate or razor scooter 2,400 miles (3,850 kilometers).

Additional Exercises:

1. Journal: Ask students to write a journal entry describing one of their goals and why it's important to them.

2. Conversation Starter: Have students tell family members or other adults about one of their goals. Resources:

- Visit www.goalsguy.com for tips and ideas about how to set and achieve goals and to learn more about Kids' Goals Education Week, a special week for children to learn about goal setting and how it impacts their future.

- Catch the Spirit: A Student's Guide to Community Service, developed by Prudential in cooperation with The U.S. Department of Education. This brochure

is filled with ideas on how young people can help make their communities a better place to live. You can download a copy at www.prudential.com/community/spirit/volunteer

or write to

Consumer Information Center,

Dept. 506E, Pueblo, CO 81009.

Assessment:

Teachers will assess:

- Student's understanding of the role goals play in the achievement of dreams.
- Student's ability to recall some of Ann's and Liv's goals.
- Student's ability to understand what makes a SMART goal.
- Student's ability to articulate their own goal(s).

You Are What You Value

Grade Levels:	K-6 (with alternative activities for lower-grade students)
Time:	1-2 class periods
Materials:	Handout -- Values
Objectives:	Students will: <ul style="list-style-type: none">• Understand the importance of values.• Identify their own values.• Discover what role values have played in their own lives.

Lesson:

Full Group (discussion by teacher with student participation)

1. Explain to students that dreams and goals are generally based what we believe in and what's most important to us - our values.

2. Values include the things we like (art, climbing mountains, fjords, sushi) as well as qualities we believe are important (trying new things, giving to those in need, being kind to animals).

3. Have students help you identify Ann's and Liv's values and write them on the board:

- Challenging themselves
- Being the first to do something
- Protecting the environment

- Helping others learn
- Being in the outdoors
- Nature

4. Explain to students that values are important. Values help us stay true to ourselves. They are like directional signs along a highway, helping us make decisions about how we live our lives.

a. Do you walk past a piece of trash or stop to pick it up? If you value the environment, you probably stop to pick it up (and perhaps even encourage your friends to do the same).

b. Do you say nice things about your friends when they're not there or talk behind their backs? If you value friends, you probably don't talk behind your friends' backs.

Individual Exercise

1. Pass out the handout "Values." Ask students to think about their own values and then circle the 3-5 values that are most important to them. Or, if they like, they can add their own values on the blank lines.

a. For lower-grade students: Ask students to draw a picture of themselves and their value.

b. For upper-grade students: Have students write a poem, essay or journal entry about a time they exhibited one of their values, perhaps when it meant going against their peers.

Resources:

- If you're interested in a curriculum to help develop values in your school or community, visit the New Zealand Foundation for Values Education Web site at <http://www.es.co.nz/~cstone/>.

Assessment:

Teachers will assess:

- Student's understanding of values.
- Student's ability to identify their own values.
- Student's understanding of the roles values have played in their own liv

The Long and Short of Goal-Setting

Grade Levels:	K-6 (with alternative activities for lower-grade students)
Time:	1-2 class periods
Materials:	Handouts -- Short-term and Long-term Goals
Objectives:	Students will: <ul style="list-style-type: none">• Differentiate between short- and long-term goals.• Articulate Ann's and Liv's short- and long-term goals.• Develop short-term goals in support of a long-term goal.

Lesson:

Full Group (discussion by teacher with student participation)

1. Explain to students that there are two types of goals: short-term and long-term.
2. Help students understand that short-term goals can be achieved in an hour, a day, or even a week. They're things that can be done in a relatively short amount of time. Short-term goals include things such as making chocolate chip cookies, completing your book report, feeding the animals and cleaning a room.
3. Then, introduce the concept of long-term goals, which are goals that take longer to achieve. Not only do they require more time, they generally require more effort. Long-term goals include things such as becoming a veterinarian, representing your country in the Olympics and getting married.
 - a. In addition to their current trip (which was a long-term goal when they first talked about it two years ago and is now a short-term goal as they near their destination), Ann and Liv have other long-term goals.

b. Ann's long-term goal is to write a book about her trips to both the South and North Poles.

c. Liv's long-term goal is to write a book for children about setting and achieving goals.

4. Oftentimes, long-term goals are broken down into several short-term goals. These short-term goals make achieving your long-term goals more manageable. They help you break your bigger goals into bite-size pieces. It's sort of like eating an apple. You'd choke if you tried to do it in one bite.

a. Take Ann and Liv, for instance. Their long-term goal (a goal they set nearly two years ago) is to be the first all-women's team to ski across Antarctica.

b. Along the way, they set and achieved several short-term goals: raising a certain amount of money, getting all their equipment and food for the trip, completing travel plans, training a certain number of hours every week, etc.

c. Even while on the trip, they're setting and working to achieve other short-term goals: ski 25 miles a day, write in their journals at least three times a week, reach their destination by the end of the year, etc.

d. Have students help list Ann and Liv's goals on the board. Once you have a list of 8-10 goals, have students identify which ones are short-term goals and which ones are long-term goals.

Individual Exercise

1. Pass out the handout "Short-term and Long-term Goals." Ask students to pick a long-term goal and break it into smaller short-term goals.

Class Exercise

1. If you are doing the optional class exercise "Go the Distance", ask students to brainstorm ways of breaking the long-term goal (2,400 miles/3,814 kilometers)

into short-term goals. Illustrate to students that this can be done in a variety of ways.

Additional Exercises:

1. Journal: Ask students to write about a time they achieved a goal by breaking it into several smaller goals.

2. Conversation Starter: Have students ask their parents to identify one short-term goal they hope to accomplish during the upcoming week.

Resources:

- Sergio Garcia of Spain, who became an international golf celebrity before he was 20, established a long-term goal of being the world's No. 1 golfer, at an early age. Nicknamed "El Nino," Sergio began playing golf when he was three. At 10, he was national junior champion; at 12, he became a club champion. At 14, he declared he wanted to be No. 1 in the world. With his determination, being No. 1 could be just around the corner.

Assessment:

Teachers will assess:

- Student's ability to differentiate between short- and long-term goals.
- Student's understanding of how a long-term goal can be broken into several more manageable short-term goals.
- Student's ability to apply short- and long-term goals to their own lives.

Getting Started

Grade Levels:	K-6 (with alternative activities for lower-grade students)
Time:	2-3 class periods
Materials:	Handouts -- Goal Ladder
Objectives:	Students will: <ul style="list-style-type: none">• Understand the importance of planning.• Break down a long-term goal into several short-term goals.• Develop a Goal Ladder (action plan) for one of their own goals.

Lesson:

Full Group (discussion by teacher with student participation)

1. Explain to students that planning is important. Just as you can't take a cross-country trip without a roadmap or construct a building without a blueprint, you can't achieve your goals without a plan.

2. Imagine if Ann and Liv were going to go on their trip without a plan. Ask students what kinds of things might happen if Ann and Liv didn't have a plan?
Possible answers:

- Get lost
- Run out of food
- Freeze to death
- Have no water
- Loss of communication

3. Explain to students that having a plan helps determine how you're going to spend your time. Explain that you have a plan for each class period that dictates

how you spend that time. The plan is focused on your goal: what it is you want the students to learn.

4. Explain to students that they already know how to plan: thinking about what they're going to wear to school before they go to bed at night, going to the bathroom before they leave the house, etc.

5. Introduce students to the concept of the Goal Ladder. Explain to students that completing a Goal Ladder is nothing more than planning.

a. The process begins by breaking down a dream or goal into several smaller bite-size pieces (short-term goals).

b. Once you have a list of these pieces, you put them in order, beginning with the thing you need to do first.

c. Then, you assign a deadline to each step.

d. Write them on your Goal Ladder.

Individual Exercise

1. Distribute the "Goal Ladder" handout and ask students to complete it for one of their goals. Encourage them to sign it as a way of demonstrating their commitment to completing the steps on their Goal Ladder.

a. Option for younger students: Work as a class to complete a Goal Ladder for a class goal.

Additional Exercise

1. Upper-grade students: Have students select a "goal buddy" and commit to working together to help one another achieve their goals.

Resources:

- At www.franklincovey.com, you'll find an entire section devoted to educators. The site also includes tips for effective planning, as well as helpful tools.

Assessment:

Teachers will assess:

- Student's ability to develop a plan.
- Student's understanding of how a long-term goal can be broken into several more manageable short-term goals.
- Student's ability to set appropriate deadlines.

Finding Support From Others

Grade Levels:	K-6 (with alternative activity for younger students)
Time:	1-2 class periods
Materials:	Handouts -- Help I Need
Objectives:	Students will: <ul style="list-style-type: none">• Realize that people who achieve their goals don't do so on their own.• Understand what help they need to achieve their own goals.• Understand why and how to develop a support system.

Lesson:

Full Group (discussion by teacher with student participation)

1. Explain to students that achieving dreams isn't something they need to do all on their own.
2. Explain that support comes in all shapes and sizes. Ask students who it is that supports them in their lives.

Possible answers:

- Parents
- Sister or brother
- Friend
- Teacher
- Someone at church
- Babysitter

3. Ask students what kind of help these people provide.

Possible answers:

- Transportation to and from band practice, a movie, school, a friend's party, etc.
- Compliments, notes, cards and other things that make me feel good about myself
- Help learning a new skill such as how to use a computer
- Motivation to keep on trying
- Help studying
- Money for things I want to buy
- Help getting to school on time

4. It might seem that Ann and Liv are skiing across Antarctica alone. But are they? They actually have a lot of support:

- yourexpedition
- Their families
- Students around the world who are inspiring them
- Volvo and other sponsors who have given them the money they need

Individual Exercise

1. Distribute the "Help I Need" handout and ask students to complete it for one of their goals. Encourage them to ask at least one person for help before the end of the day.

a. Option for younger students: Work as a class to complete "Help I Need" for a class goal.

Additional Exercises:

1. If students selected a "goal buddy" in Lesson 5, have them sit down and talk about additional ways that they can offer one another support in pursuit of their goals.
2. If students didn't select a "goal buddy" in Lesson 5, have them do so now.

Resources:

- Visit the following Web sites, each of which has information about the support they provide and ideas for how students can find their own support: --Big Brothers Big Sisters of America --National Mentoring Partnership --YMCA of the U.S.A. --YWCA of the U.S.A.

Assessment:

Teachers will assess:

- Student's understanding of what getting support means (for themselves, as well as for Ann and Liv).
- Student's understanding of how they can recruit their own support in pursuit of their goals.

How To Support Yourself

Grade Levels:	K-6
Time:	1-2 class periods
Materials:	Handouts -- Writing Your Own Affirmations
Objectives:	Students will: <ul style="list-style-type: none">• Understand that their most important source of support isn't from someone else-it comes from within.• Understand the importance of positive thinking.• Understand affirmations and how to use them.• Realize how Ann and Liv use positive thinking, affirmations and other techniques to keep themselves motivated.

Lesson:

Full Group (discussion by teacher with student participation)

1. Explain to students that getting support from others is important, but that their most important source of support comes from within.
2. Explain that the mind is like an anchor on the evening news-it does a running commentary on everything that goes on in a student's life: feelings, friends, an upcoming test, next week's big game, etc. Students might not even be aware of these thoughts, but they're there all the same. Sometimes the thoughts are positive ("Wow, I'm awesome!"), and sometimes they're negative ("Why even bother, I'll probably just get it wrong.").
3. However, just the way students train their minds to learn the presidents of the United States, they can train their minds to think positive, supportive and loving thoughts that will increase their self-esteem and nurture their dreams. It's this ability-more than time or money or talent-that will ensure their future success.

4. Explain to students that one way of developing positive thoughts is by using affirmations. To affirm means to "make firm" that which you dream or imagine. Affirmations can be general ("I'm going to achieve my dreams.") or specific ("I'm going to be the first woman to trek across Antarctica.")

5. Ask students to brainstorm what positive thoughts Ann and Liv might be thinking as they pull their sleds across the ice or crawl into their sleeping bags at night, or what affirmations they might be using to keep themselves motivated. Possibilities include:

- Wow, do I feel strong.

- Gee, it's warm out today.

- We're going to make it.

- Today is a great day.

- Are we ever lucky-we're living our dream.

- I am a winner.

- Finishing is a piece of cake.

Individual Exercise

1. Distribute the "Writing Your Own Affirmations" handout and ask students to write their own affirmations, including affirmations that are in support of their goals. Explain to them that affirmations should be:

- Present-Phrase affirmations in the present, not future, tense. "I pull my sled effortlessly across the ice," rather than, "Tomorrow, I'll figure out a way to pull my sled so it isn't such hard work.

- Positive-Affirm what you do want, not what you don't want. "I get to school on time every morning," rather than "I no longer wake up late."

- Specific-Like goals, affirmations are more effective when they're specific. "I am the first woman to trek across Antarctica," rather than "I'm a Polar explorer."

2. Explain to students that the more they repeat their affirmations (silently, out loud or in writing) the more powerful the affirmations will become. Good times to repeat affirmations include:

- When you first wake up
- Just before falling asleep
- While taking a shower
- While riding your bike
- While in the car

Assessment:

Teachers will assess:

- Student's understanding of positive thinking and how they learn to do it.
- Student's understanding of affirmations and how to use them in support of goals.

Visualizing Your Way to Success

Grade Levels:	K-6
Time:	1-2 class periods
Materials:	Guided imagery exercise • Paper, scissors, magazines and catalogs, glue
Objectives:	Students will: • Understand what visualization is and how they can use it in their own lives to improve performance and manifest their dreams. • Learn how Ann and Liv use visualization to keep themselves motivated and ensure their success.

Lesson:

Full Group (discussion by teacher with student participation)

1. Explain to students that visualizing success is an important part of making dreams come true, and that visualization, even without actual practice, can help improve performance. Visualization can also help students:

- Accelerate progress
- Achieve their goals
- Enhance self-esteem
- Improve confidence
- Relax

2. Explain that visualization requires using imagination, but that it isn't difficult. In fact, students most likely already know how to visualize. They do it every time they imagine their name on a best-selling CD, every time they picture themselves scoring, every time they imagine themselves getting a good grade.

3. Explain that athletes, including Ann and Liv, use visualization all the time. For instance, skaters see themselves in their minds performing their entire routines, flawlessly executing every triple axle. Skiers see themselves flying down the side of the mountain, fearlessly tackling each bump, quickly making each turn. Ann and Liv, even before they left their homes, were using visualization to help improve their chances of success. Ask students what Ann and Liv might have been visualizing as they prepared for their trip or what they might be visualizing now:

- The wind carrying them 60-100 miles a day
- The cold air on their faces as their strong bodies pull their sleds across the ice
- The hugs from their friends and family when they return to their homes after a successful trek

4. Ask students to brainstorm how they might use visualization in the following examples:

- Say you've been arguing with your mom or dad every time you're in the same room, but you want to have a better relationship. What might you visualize? (See the two of you having a pleasant, five-minute conversation. Imagine sitting down to dinner with your dad, feeling yourself smiling and your mom or dad doing the same.)

- Suppose you're about to make a presentation in history class. What might you visualize? (See yourself string up to the front of the room, pulling out your notes, delivering your speech with confidence. See your classmates nodding in agreement, paying attention to what you're saying, smiling at you and making you feel relaxed, yet confident).

- Ask students to provide their own examples.

5. Explain that the more students immerse themselves in their visualizations, the more powerful they will become. Each time they visualize themselves achieving their dreams, they should imagine new details. For instance, they can add color, sound, smell and anything else that will make their dream more real.

They can even add touch: feel the smooth cover of their best-selling book or the weight of the first-place trophy.

Group Exercise

1. Explain to students that guided imagery exercises are one way to help them visualize their success. Ask students to think about one thing they would like to be or do (one of their dreams) sometime during the next five years. Ask them to get in a comfortable position, either lying or sitting, and then use the following guided imagery to help them visualize their dream come true.

- Begin breathing. With each breath, breathe a bit deeper until your breathing in as much pure, clean, invigorating air as you can. With each inhale, say to yourself "I am." With each exhale, say to yourself "relaxed."

- As you exhale, let go, feeling your breath leave your body, each time giving in a bit more to gravity. Beginning with your toes and moving up to your scalp, let your muscles be pulled down, deeper and deeper. Feel yourself one with the earth.

- Now that you're relaxed, think about the one thing you'd like to be or do in the next five years. It might be an object you'd like to have, an event you'd like to attend, a task you'd like to complete, a situation you'd like to improve. Set this dream firmly in your mind.

- Begin imagining it as if it's actually taking place. If it's an object, feel it in your hands, show it to your friends. If it's an event, see yourself there. What are you wearing? Who are you with? If it's a task, see yourself completing it with ease. If it's a situation, see yourself in that situation exactly as you'd like to be, feeling poised, confident, capable and in control.

- Add details. See, hear, smell, taste and touch your dream as if it were actually happening. Imagine all the beautiful details and see yourself fully enjoying and appreciating them.

- Now, with this image firmly in your mind, repeat an affirmation such as "Here I am, making my acceptance speech at the Academy Awards," or "It feels so good to be getting an A on my test."

Group Exercise

Explain to students that another way of visualizing their future success is by making a DreamPrint, a collage (a collection of words, pictures and objects) of all the things they wish for.

1. Have students cut out pictures and words and phrases from magazines and catalogs that represent their goals and dreams.
2. Once they have a collection of pictures and words, have students mount them on a sheet of paper or posterboard.
3. Have students display their DreamPrints around the room, and encourage them to look at them often, imagining their success. Also encourage them to spend five minutes each day doing something related to their DreamPrint.

Resources:

- **Creative Visualization: Use the Power of Your Imagination to Create What You Want in Your Life** by Shakti Gawain (Novato, CA: New World Library, 1995).

Assessment:

Teachers will assess:

- Student's understanding of visualization and how to use it to enhance their performance and imagine their future success.

Overcoming Obstacles

Grade Levels:	K-6
Time:	1-2 class periods
Materials:	none
Objectives:	Students will: <ul style="list-style-type: none">• Understand that even the best-laid plans can meet with unexpected challenges/obstacles.• Learn about common obstacles and how to overcome them.• Learn about the obstacles Ann and Liv face and how they overcome them.

Lesson:

Full Group (discussion by teacher with student participation)

1. Explain to students that even the best-laid plans can meet with unexpected challenges and obstacles. Some of the most common obstacles are:

- Procrastination
- Distraction
- Boredom
- Fear of failure

2. Explain that even Ann and Liv, experienced explorers who have a very good plan and a great support system, have run into obstacles. Ask students what obstacles Ann and Liv might have faced or be facing as the trek across Antarctica (and what they might do to overcome the obstacles):

- Trouble getting the money necessary to make the trip (ask big companies to sponsor them in exchange for advertising)

- Equipment breaking down (learn how to repair things, use something else as a replacement)

- Injuries (Ann and Liv know how to do CPR, how to stitch up a cut, etc.)

- Lack of wind (pull the sleds themselves, get up—even in the middle of the night—if the wind starts to blow)

3. Explain to students that while obstacles are common, there are some things they can do to keep themselves motivated and making progress. Here are a few:

- Get started. Often, once you begin, you'll find the task is easier than you expect.

- Break your task into smaller tasks. Take one big task and break it into smaller tasks. For instance, do five math problems rather than your entire assignment.

- Work with the time you have. Don't wait until you have time to do the entire thing. Instead, even if you only have five minutes, get started.

- Set small deadlines. After meeting each deadline, give yourself a reward. For example, an ice cream cone when you finish an hour of studying.

- Set anti-deadlines. If you don't finish your homework by 8:00, you can't watch your favorite TV program.

- Eliminate distractions. Turn off the TV. Don't answer the phone.

- Ask for help. Sometimes, the reason you don't start is because you don't know what to do. If that's the case, ask for help.

- Begin now. What one thing can you do right now that will move you closer to your goal?

Group Exercise

Inspirational quotes and stories of other who have overcome great odds can go a long way in motivating students to keep working toward their goals, despite the obstacles they may face. Have students find their own inspirational quotes and write them on a sheet of paper. Have them put the sheet of paper where they'll see it often.

Here are some quotes to help them get started:

"I have learned as a rule of thumb never to ask whether you can do something. Say instead, that you are doing it. Then fasten your seat belt. The most remarkable things follow." Julia Cameron, author, *Choice*

"If you risk nothing then you risk everything." Geena Davis, author, *Choice*

"If you're determined and you persevere, there really isn't anything you can't do." Tracy Mattes, world-class hurdler

"I don't want to waste my life on the frivolous." Jewel, singer

"You don't have to be great to get going, but you have to get going to be great." Les Brown, author, speaker

"I've always felt that within myself, I can find a way to win." Joe Montana, pro football player

"At any moment I could start being a better person but which moment should I choose?" Ashleigh Brilliant, author, artist

"All serious daring starts from within." Eudora Welty, author

"Shoot for the moon, even if you miss, you will land among the stars."
Anonymous

"Keep your face to the sunshine and you cannot see the shadows." Helen Keller,
blind and deaf American essayist

"Whether at school with your studies or at the park on a swing, you can use your
imagination to explore your dreams and name every day a new and wonderful
adventure in life." John Glenn, former astronaut, former U.S. Senator

"Many of life's failures are people who did not realize how close they were to
success when they gave up." Thomas Edison, scientist

"Genius is one percent inspiration and ninety-nine percent perspiration."
Thomas Edison, scientist

"Before you begin a thing, remind yourself that difficulties and delays quite
impossible to foresee are ahead. If you could see them clearly, naturally you
could do a great deal to get rid of them, but you can't. You can only see one thing
clearly and that is your goal. Form a mental vision of that and cling to it through
thick and thin." Kathleen Norris, American writer
If at first you don't succeed, try,
try, again.

" American proverb "Life is accepting what is and working from that." Gloria
Naylor, American writer
Resources:

- **Beat Procrastination and Make the Grade: The Six Styles of Procrastination and How Students Can Overcome Them** by Linda Sapadin with Jack Maguire (New York: Penguin USA, 1999). This book identifies six styles of procrastination and offers a specific program for each style designed to help students unlearn self-destructive behaviors and realize their full academic potential.

- **Making Every Day Count: Daily Readings for Young People on Solving Problems, Setting Goals, & Feeling Good About Yourself** by Pamela Espeland and Elizabeth Verdick (Minneapolis: Free Spirit Publishing Inc., 1998). A year's worth of daily inspiration, affirmation, and advice helps students face challenges, plan for the future, and appreciate their wonderful and unique qualities.

- *The Contender* by Robert Lipsyte (Sparrow Bush, NY: Carousel, 1991). In this inspiring novel, a young man, Alfred Brooks, struggles against the pitfalls in his life in Harlem—drugs, crime, violence and poverty—and learns important life lessons while on the path to becoming a champion boxer.

- *Danger Zone* by David Klass (New York: Scholastic Paperbacks, 1998). This award-winning sports novel tells how young basketball star Jimmy Doyle prevails over a number of obstacles including racism and neo-Nazi threats as a member of America's teen "dream team" in European play-offs.

- *Mama I Want to Sing* by Vy Higginsen with Tonya Bolden (New York: Scholastic, 1992). The 1940s African-American heroine of this book becomes the star of the Mt. Calvary Full Gospel Church choir and decides to pursue her dream of singing professionally. Her determination in the face of adversity leads to her success as a pop star with a Broadway smash.

Assessment:

Teachers will assess:

- Student's understanding of obstacles and how to overcome them.

Rewarding Yourself

Grade Levels:	K-6
Time:	1-2 class periods
Materials:	Handouts: -- You Deserve It!
Objectives:	Students will: <ul style="list-style-type: none">• Understand that setting and reaching goals can be hard work, but that rewards can provide motivation along the way.• Understand what rewards are meaningful to them and how to use them.• Develop ideas for how to celebrate their own success (and the success of others).

Lesson:

Full Group (discussion by teacher with student participation)

1. Explain to students that setting and reaching goals can be hard work, and that one way of keeping yourself motivated along the way is by giving yourself rewards.

2. Explain that rewards have to fit who you are, what you like and what you've accomplished. Here are some things to keep in mind when planning rewards:

- Meaningful–Is it meaningful, and motivating, to you?
- Fair–Is it fair considering what you did to get it? Bigger goals generally deserve bigger rewards.
- Focused–Do you know why you're rewarding yourself? You'll feel better about your reward if you know exactly what you did to earn it.

- Timely–Did the reward come at the right time? Rewards should be frequent enough that they keep you motivated, and should take place soon after you complete your goal.

3. Provide examples of how Ann and Liv rewarded themselves while skiing across Antarctica (meal at the end of the day, hot coffee when they reached the South Pole, cheese and fruit and hot showers when they got on the boat to come home, etc.). Ask students to think about other ways Ann and Liv might reward themselves when they return home (welcome-home parties when they arrive back in Minnesota and Norway, eating their favorite meals, visits with friends, sleeping in, etc.)

4. Ask students to provide examples of how they reward themselves. Here are some ideas from other students:

- A bowl of ice cream after an hour of studying.
- Talking on the phone with friends after completing homework.
- Sleeping in on Saturday morning after making it to school on time all week.
- Getting to order pizza after babysitting younger siblings.

5. Have students complete the "You Deserve It!" handout so that the next time they complete an important step on their Goal Ladder, they'll be able to reward themselves in a meaningful way. Before hand, you may want to encourage them to think about the following:

- The kinds of things you like to have
- The things you love to do
- Hobbies you like

- Who you like to spend your time with and what you like to do together
- How you like to get away from it all
- What makes you feel proud or happy
- How you'd spend a free afternoon
- How you'd spend \$5, \$10 or \$15 if you found it

6. In addition to rewards that provide motivation along the way, explain to students that it's also important to celebrate success. Explain that success doesn't always mean being the brightest, the biggest or the fastest. It also means knowing they did their best. Take Ann and Liv for example. Even if they don't reach their goal of being the first women to ski across Antarctica, they have plenty to celebrate (that they tried their best, that they got as far as they did, that they inspired so many students around the world to pursue their own dreams, etc.)

7. Explain to students that it's also important to help other people celebrate their success. People around the world are helping Ann and Liv (by sending them e-mail messages, by writing articles about them, by planning parties, etc.). Explain that there are a number of ways students can help their friends celebrate their successes. Here are some ideas from other students:

- Tell others. When a friend reaches a goal, let others know.
- Write a letter to your school or local newspaper citing your friend's achievements.
- Send a card offering your congratulations.
- Tape a "Congratulations!" or "Way to go!" banner to your friend's locker.

- Call your friends and let them know how proud you are of what they've done.

Optional Group Exercise

If you'd like, have your class plan a party to help Ann and Liv celebrate their successful trek across Antarctica. After all, as Ann and Liv have stated over and over again, they couldn't have done it without all the support they received from students around the world.

Assessment:

Teachers will assess:

- Student's understanding of rewards and how to use them for motivation.
- Student's understanding of how to celebrate their accomplishments and the accomplishments of others.