

Dream It!

Facilitator's Guide

& Social-Emotional Learning Curriculum

For teachers, healthcare professionals, workshop leaders and parents to help improve optimistic thinking by learning how to dream and set goals.

For Children Ages 8-12 and Beyond!
(The material can be adapted for all ages.)

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COVID-19 Update

At a time when the future is wildly uncertain and present-day routines have been upended, helping kids learn to think optimistically and envision better days is a priority. *Dream It! A Playbook to Spark Your Awesomeness* can help you do that! It's the perfect tool for both in-person or virtual classrooms.

Dream It! is especially relevant to the COVID-19 pandemic. It is a very challenging time for everyone, and it seems like our lives won't go back to normal any time soon. It is particularly difficult for children to understand what is happening. Using the foundation of *Dream It!* we can teach children that our dream is to stay healthy and protect the ones we love. So, the goal that was set by our society—and the whole world—is to temporarily ask everyone to stay at home to achieve this dream. From this starting point, we can inspire children to dream about a better life and what the world can look like after COVID-19, too!

Dream It! is perfect for kids working in a classroom, virtually, or in home-learning environments as an evidence-based, social-emotional learning (SEL) curriculum that can be customized for your learning environment.

The full-color, 80-page workbook has games, quizzes, and activities that teach students how to dream (set goals) and start making their dream a reality one step at a time. A recent study published in the peer-reviewed journal, *Child & Youth Care Forum*, validates that *Dream It!* is scientifically proven to increase optimistic thinking, hope, grit, growth mindset and more. Most importantly, teachers and kids find the workbook to be fun, easy, and effective. It's a great tool for anyone who wants to learn how to harness their passion, including adults.

Recommended activity

Right now you may have a lot of dreams that seem impossible, even visiting your friends is a hard thing to do. If you turn to the activities on pages 60-63, you will learn how to deconstruct a dream and reconstruct it into a new one. It may look a little different, but it will still have the same feeling and accomplish many of the same things. For example, if you can't visit your friends in person, maybe you will discover that writing them a letter will help you connect in a different way. You might even have a penpal for life!

Quick Start

As you can see, this is a comprehensive guide, but don't worry. Facilitating "*Dream It!*" is easy because the book is designed to be self-explanatory. That being said, this guide gives advice on how to take "*Dream It!*" to the next level, particularly in professional settings with time constraints.

Since a lot of areas overlap, we wrote this guide to be suitable for both individuals and groups, and for different educational environments like schools, home schools, workshops, health care settings and more. **In short, feel free to skip to the sections that apply to you!**

This guide is intended to be plain to save ink on your printer and allow you to make changes to suit your individual needs.

Contents

Introduction	3
Overview: How to Facilitate "<i>Dream It!</i>"	4
The Art of Dream Mentorship	5
Working with adults	6
Working with children	6
Set a Good Precedent:	6
Dealing with Challenges:	6
Structuring Sessions	7
Workshop Schedule	8
Short Schedule (9 sessions)	8
Long Schedule (33 sessions)	9
Guiding a Session	11
Introducing a session	11
Staying on schedule	11
Rewarding progress	11
Example Session: Short Schedule	12
Day One (Introduction)	12
Days 2+	13
The Final Day (Conclusion)	14
Working with Children in a Mental Health Setting	15
Table of Specific Applications of Activities to Challenges	16
How to Measure Results	18
Questions about Dreams	19

Introduction

Welcome to the “*Dream It! A Playbook to Spark your Awesomeness*” experience! As a facilitator — or as we like to say, *Dream Advisor* — you are about to embark on an exciting adventure in teaching children how to dream in a step-by-step process. “*Dream It!*” has proven to be fun and effective for both adults and children; the biggest lesson we have learned is if the facilitator is passionate about learning how to dream and set life goals, then those who they are working with will be, too.

In “*Dream It!*”, we set out to harness the natural power of children’s imaginations, teach them how to discover what they are passionate about, and help them find the inspiration to turn their dreams into reality. “*Dream It!*” is all about this first and most important step—finding a dream. The materials in the book and the facilitator’s guide were examined in a research study with the University of Cincinnati working with children in YMCA After School Programs and Cincinnati Public Schools; results showed that working with “*Dream It!*” was associated with up to a 22% increase in optimistic thinking.

Facilitating “*Dream It!*” is easy because the book is already designed to be self-explanatory for children to complete independently. This guide gives advice on how to take “*Dream It!*” to the next level, by implementing it in fun and creative ways and bringing the concepts and games to life. We provide examples of how to deliver materials on an individual basis, such as in tutoring or therapeutic activities, as well as in group settings, such as classrooms, after school programs, or camps. We offer solutions on how to deliver the material in the timeframe you have to work with—a day, a few weeks, the semester, or a school year. We also summarize the concepts and highlight important activities page by page. And, we give lots of suggestions for working with children, getting unstuck, and maximizing dream potential.

For more information:

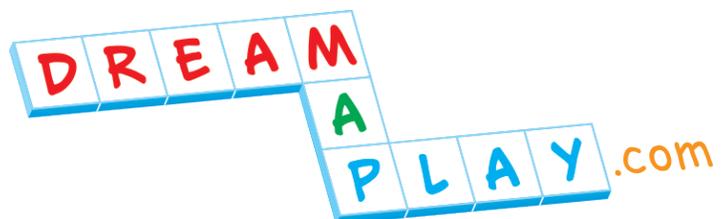
- Read “Note to Dream Advisors” on page 80 in the book.
- Feel free to contact us with questions or suggestions: info@dreamaplay.com
- For more games and resources, visit us online: <https://dreamaplay.com/>
- Join our Facebook Page: <https://www.facebook.com/dreamaplay/>

Share your dream:

- Please send us words, pictures or videos of your dreams to help inspire our community. And, who knows, maybe someone will want to join your dream.

Thank you! We truly hope you enjoy the process of facilitating children’s dreams, teaching optimistic thinking and inspiring hope.

Sincerely,
Sara, Scott and Friends



Overview: How to Facilitate “*Dream It!*”

The overall goal of facilitating children’s dreams is to:

- Teach children new ways of thinking about themselves by building the social-emotional skills of self-awareness, like hope, grit (perseverance), optimistic thinking, self-confidence, and growth mindset.
- Teach children the process of how to dream and how to turn dreams into reality.
- Help children build enthusiasm and confidence about their dreams and life goals.
- Help children learn how to take steps of action to make it real.

The goal of each session is to:

- Introduce the concepts (tools) to the children in an inspiring way.
- Make the concepts real by putting them into action with games and activities.
- Follow the lead of children to encourage them to dive into ideas that match their interests and learning style.

Supplies:

- Book: “Dream It! A Playbook to Spark Your Awesomeness.”
- Pencils: We recommend colored pencils and pens rather than crayons or markers, which may get messy or have too large of a point for writing legibly.
- Optional: Craft supplies.

Logistics:

- Time: Ideally, we recommend at least nine 45-60 minute sessions, with more sessions possible depending on the timeline you are working with or how much you want to spread out activities and concepts.
- Place: A quiet spot to work and be creative.

Basic Requirements:

- For children: Need a basic level of reading and writing skills (at least 3rd grade level), and social skills to help maintain discipline (particularly in group settings). You may think they need to be motivated or passionate, but these are actually key skills “*Dream It!*” will teach them.
- For facilitators: “*Dream It!*” is designed for easy implementation. No specialized knowledge is required since it contains all the information within it; therefore, if you are playing along and model being passionate, that will carry over to the children. Nor are any special teaching skills required; however, if you are working with groups of children, it will be beneficial to have experience or a supervisor at your side. “*Dream It!*” is also meant to be challenging and interactive; so, an ability to summarize and paraphrase the words and concepts to suit children’s learning styles or to fit within a classroom, therapeutic approach, or curriculum is essential.

The Art of Dream Mentorship

The key to mentoring someone who is learning to dream is to help them make their *own* discoveries rather than provide ideas for them. In other words, don't worry if you don't know the answer—you're not supposed to! Help those you are working with create their own dream. There are no mistakes, just areas that haven't been explored yet. While applicable to adults, we'll use children as the example below.

- **Have fun.** Your passion will inspire children. So, if nothing else, focus on the exercises *you* love, and be willing to learn and play along with them.
- **Come back to the goal.** The object of the book is to teach the process of HOW to dream, not WHAT to dream. The object of each session is for children to take some steps of action to put the concepts into practice. Ultimately, we are helping children learn how to refine old dreams and create new dreams that add a measurable sense of hope and optimism to their life.
- **Encourage children to take an active role.** They are the co-author of the book, after all! A dream is not something they can be given; they can be given the tools they need to discover it. By taking an active role in the activities in the book, children can learn the tools they need to build a dream.
- **Rather than TELL them what to do, SHOW them.** Ask open-ended questions, like "What comes to mind first?" Share your experience as an example but not as a suggestion for an answer. Tell them there are no right or wrong answers and it's okay to NOT know the answer. Sometimes "I don't know" is a perfectly fine answer and a cause to be curious.
- **Be patient!** Don't expect instant answers. If children get stuck, use it as a teaching moment. For example, highlight the Back Burner exercise on page 47 by saying something like, "Sometimes we need to put things on the backburner and let it simmer." Or you could say, "It isn't about knowing the answer, it's about creating the answer."
- **Use different teaching methods to match different learning styles.** If children have trouble expressing themselves through words or writing, encourage them to try alternate methods such as drawing pictures, telling stories, singing, acting, dancing, miming, etc. Encourage expressing feelings. A dream won't be real until it feels real!
- **Assign children roles to play.** This is a good way to keep them busy, particularly in a group setting. Ask for volunteers to practice living the dream of being a scribe, timekeeper, gopher, tidy-upper, or whatever you need.
- **Share dreams and discoveries.** Ask children to share (showcase) one of their dreams, or a lesson learned to make the session more interactive. It's a good practice to ask them to share NEW dreams to break them out of their box. Congratulate them for teaching you something new.
- **Learn what exercises children gravitate towards, and encourage them in that direction.** Use this experience as an opportunity to get to know each other. One of the biggest discoveries our facilitators have reported is how much they learn about children by working on "*Dream It!*". And children love to feel like their unique perspectives and ideas are being heard.

Working with adults

- When working with adults in groups, one way to focus the work can be around team building. Encourage adults to work on their own pages in small groups or individually, then network with each other to see where shared dreams overlap and where they have unique abilities.
- Individually or in groups, adults can be encouraged to work on the materials with a professional or personal mindset, or both! Give adults permission to “be kids again” by diving into the book and playing all of the “games” even though they are “for kids.” The secret of “*Dream It!*” is that it’s not just for kids—you are never too old to dream!
- When working with adults who are going to be Dream Advisors themselves and facilitate the book for children (e.g., University or High School students working with children in schools, camps, or after school programs), it’s important that they first act like students and go through the book on their own as much as possible. The best way to teach someone else the concepts in the book is to have previously worked with the concepts yourself!

Working with children

The following are suggestions for working with children framed in the context of learning how to dream. They are based on our experience in the classroom while facilitating “*Dream It!*” Particularly when working with children in groups, it’s important to use good behavior management practices that promote respectful behavior, turn-taking, and staying on track. Here are a few dream-specific solutions to help facilitate the most productive dream sessions with children.

Set a Good Precedent:

- Clearly define expectations on day one. Give an inspirational introduction of what children can expect to do and how they can expect to benefit.
- Model appropriate behavior. Children will look up to you as an authority figure when you act in a supportive and responsible manner. Think of yourself as their dream hero and role model; share your secrets of success.
- Maintain a Routine. Avoid making exceptions or bargains.

Dealing with Challenges:

- Ask disruptive or off-track children to share their work or teach the class what they have learned.
- Use a “talking stick” or “magic dream hat” to facilitate turn-taking in groups.
- Be creative when children get antsy or seem disengaged. Put dream activities into real-life practice. Help an over-active child turn their energy to the task by giving them the stage to act out their dream in a quiet game of charades.
- If one child is critical of another, encourage open-mindedness, and remind them that there are no right or wrong answers when it comes to dreams.
- During disagreements, seek the middle ground or a third solution. Add all the ideas to form a new dream; for example, one idea is to ride a bike, and one idea is to sing, so how about a song about riding a bike?

Structuring Sessions

The following pages include sample schedules and suggested timelines. “*Dream It!*” is designed to be flexible to work in multiple environments and be interesting to children with a variety of learning styles and preferences. While we offer a guide of presentation of the materials below, feel free to design your own course.

The primary factors of how children can best facilitate the book for the children you are working with are the number of sessions and time per session. An important secondary factor is children’s need and reason for completing the book. As such, we recommend that you create your own schedule by dividing the book’s content into sessions based on those factors. It is possible to cover one chapter in 45-60 minutes by selecting key activities, and equally it’s possible to spend the same amount of time on 1-2 pages. In other words, the material can be successfully delivered in a variety of ways, so time and what you want children to get out of the experience should drive the delivery of the concepts. The book is organized sequentially, so it is recommended that the concepts are delivered from start to finish in the order of the book, even if every page in a chapter is not completed.

Conceptually, there are four main processes presented in the book. These are the core takeaway messages of the book, which should be covered even if only a short timeframe is available:

How to turn dreams into reality. There is an overview in Chapter 2 on page 19.

1. Dream it! (Find your passion.) The “*Dream It!*” is all about step 1.
2. Map it! (Make a plan.)
3. Play it! (Live the dream and overcome obstacles.)

How to dream. Concepts are covered in Chapter 3; overview on page 29.

1. Imagination. (Imagine what you want.)
2. Emotions. (Fuel your passion to make it happen.)
3. Inspiration. (Wait for inspiration to strike.)

How to create a unique dream! This is an expansion of how to dream. Overviews of each step are on the first pages of chapters 4, 5, and 6 (pages 37, 51, and 61).

1. Fill your bucket (with dreams).
2. Sort your treasure.
3. Build a dream.

How to choose a big dream (life goal). Chapter 7; overview on page 69.

These concepts represent the core messages of the book and should be covered even if only a short timeframe is available.

Workshop Schedule

For a one-time experience, the main how-to dream concepts and processes can be covered in a workshop of 90-120 minutes by focusing on inspiring children's passion. We recommend that you explain the basic dream theory in Chapter 2 and pick three activities that highlight each step of the process (fill your bucket, sort your treasure, build a dream). For example, you could pick one activity each from Chapters, 4, 5, and 6, and explain how each activity builds on the next. For a younger audience, you could focus on dream basics in Chapter 1 or bucket filling activities in chapter 4 that are more concrete ways of inspiring children's passion.

Short Schedule (9 sessions)

A short schedule implements a brief treatment of the book over 9 sessions. Children don't have to do every page; however, a few pages should be completed in every chapter to understand the whole dream process. Consider the summary and the first activity as mandatory. If you can get to the second activity — great! And the third activity is optional homework. When possible, we recommend that children work on the whole chapter on their own between sessions—but remind them not to skip around or work ahead for best understanding of the concepts!

Session	Chapter	Summary	Activities and Sharing
1	Introduction	Page 7	Add name to cover and page 1 and biography to page 4; the main activity is on page 6.
2	1: Dream Basics	Page 9	Pages 11, 13, 14
3	2: Dream Theory	Page 17	Pages 23, 25, 27
4	3: Dream Ingredients	Page 29	Pages 31, 33, 35
5	4: Fill Your Bucket	Page 37	Pages 38-39, 41, 47
6	5: Sort Your Treasure	Page 51	Pages 53, 55, 57
7	6: Build A Dream	Page 61	Pages 64-65, 66-67
8	7: Choose Your Dream	Page 69	Pages 71, 72, 74-75
9	Conclusion	Page 77	Page 78, share dream

Long Schedule (33 sessions)

The following schedule implements the whole book over a longer time frame in a more in depth fashion. Each session covers about 2 pages in a 45-60 minute period. On this pace, the entire book would take about 33 sessions, which aligns with about 1 session per week during a traditional school year. Follow pages in order for ideal presentation of concepts that build on one another.

Session	Chapter	Page	Concepts	Suggestions
1	Introduction	1, 4, 6-7	<ul style="list-style-type: none"> • Being a co-author of the book and an author of their life. • Introduction to why dreams are important and how to be awesome! • The Bucket List. 	<ul style="list-style-type: none"> • Take plenty of time to explain the introduction and fire up children’s passion. • Have children take ownership by adding their names to the cover and title page, and completing the author biography. • The Bucket List is an ongoing activity. Encourage children to add their favorite dreams at any time. If you run out of time, make this a homework assignment.
2	1: Dream Basics	8-9	<ul style="list-style-type: none"> • Intro to the Five W’s of dreams. 	<ul style="list-style-type: none"> • Summarize the introduction page and turn it into a discussion. • Be sure to have children draw their beginning dream on page 9 so they can see the difference later.
3		10-11	<ul style="list-style-type: none"> • Who, What. 	<ul style="list-style-type: none"> • Distinguish between life goals and sleeping dreams.
4		12-13	<ul style="list-style-type: none"> • When, Where. 	<ul style="list-style-type: none"> • Page 12 is good for discussion. • Page 13 makes a good homework assignment.
5		14-15	<ul style="list-style-type: none"> • Why, How. 	<ul style="list-style-type: none"> • Summarize pages that are mostly text, like page 15 and use for discussion and/or create your own activity, like making dream catchers.
6	2: Dream Theory	16-17	<ul style="list-style-type: none"> • You are a dream-making machine. • The General Theory of Dreams. 	<ul style="list-style-type: none"> • The poem on page 17 is the backbone of the book. There is a matching activity for each line. We recommend you review the poem before each activity to put it into context.
7		18-19	<ul style="list-style-type: none"> • The importance of passion. • How to turn dreams into reality. 	
8		20-21	<ul style="list-style-type: none"> • Turning the impossible into the possible. • Turning disadvantages into advantages. 	
9		22-23	<ul style="list-style-type: none"> • Nothing is guaranteed except to be surprised. • Getting more than you imagined possible. 	

10		24-25	<ul style="list-style-type: none"> • The importance of friendship and collaboration. 	
11		26-27	<ul style="list-style-type: none"> • Practice feeling a dream. • Permission to dream. 	
12	3: Dream Ingredients	28-29	<ul style="list-style-type: none"> • The how to dream process. 	<ul style="list-style-type: none"> • This is the creative process used to fill your bucket: Imagination; Emotions; Inspiration.
13		30-31	<ul style="list-style-type: none"> • Imagination. 	
14		32-33	<ul style="list-style-type: none"> • Emotions. 	
15		34-35	<ul style="list-style-type: none"> • Inspiration. 	
16	4: Fill Your Bucket	36-39	<ul style="list-style-type: none"> • Introduction to gathering dreams. 	<ul style="list-style-type: none"> • Pages 38-39 are popular brainstorming activities.
17-19		40-46	<ul style="list-style-type: none"> • Brain-tickling activities to stimulate the imagination. • Encourage children to add any ideas they come up with in this process on their bucket on page 6. 	<ul style="list-style-type: none"> • There are a lot of activities in the section; try doing 2 per session. Page 41 might be the most popular activity in the book.
20-21		47, 48-49	<ul style="list-style-type: none"> • Brain-storming tools to power your own imagination. 	<ul style="list-style-type: none"> • The meditation on page 48 is an essential how-to dream tool. It calms the mind (mindfulness) and teaches children how to daydream (visualize goals).
22	5: Sort Your Treasure	50-53	<ul style="list-style-type: none"> • Introduction to the concept of sorting dreams. • Sorting by emotions. 	<ul style="list-style-type: none"> • This chapter is chocked full of important concepts. Take your time here. • Encourage children to sort ideas from their bucket. • The Origami Time Capsule is a popular activity.
23		54-55	<ul style="list-style-type: none"> • Sorting by logic. 	
24		56-57	<ul style="list-style-type: none"> • Sorting by skills. 	
25		58-59	<ul style="list-style-type: none"> • Creating a refined Bucket List — the A-list. 	
26	6: Build a Dream	60-63	<ul style="list-style-type: none"> • Introduction to deconstructing and constructing a dream. 	<ul style="list-style-type: none"> • Pages 62-63 are simpler versions that may be better for a younger audience.
27		64-65	<ul style="list-style-type: none"> • Breaking out of the box by deconstructing a dream. 	<ul style="list-style-type: none"> • Everything has been leading to these most important exercises in the book. These advanced tools apply to any situation where you might need to get unstuck.
28		66-67	<ul style="list-style-type: none"> • Adding it all up to create a unique, never-before-seen dream. 	
29	7: Choose Your Dream	68-70	<ul style="list-style-type: none"> • Intro to choosing a feasible dream and promoting it to a goal. • Leaving a legacy. 	<ul style="list-style-type: none"> • These are advanced concepts of commitment, faith, and hope as tools to motivate children to make dreams real.
30		71	<ul style="list-style-type: none"> • How to measure a dream’s success. 	<ul style="list-style-type: none"> • An important exercise for understanding goals and developing purposeful actions.
31		72-73	<ul style="list-style-type: none"> • Reality check. DREAMS acronym. • Try and modify. 	<ul style="list-style-type: none"> • The activity on page 73 is ideal homework, but define the parameters in person.
32		74-75	<ul style="list-style-type: none"> • Declare your big dream. 	<ul style="list-style-type: none"> • Don’t skip the dream illustration. Send us a photo.
33	Conclusion	76-78	<ul style="list-style-type: none"> • Parting Advice to begin mapping (planning) and playing (doing) your dream. • Certificate of achievement. 	<ul style="list-style-type: none"> • Visit us online for lessons on mapping, playing and overcoming obstacles.

Guiding a Session

We recommend each session follow this basic format:

1. Connect. Take a few moments to chitchat and warm-up. Depending on the time of day, you might want to let children burn off some excess energy first.
2. Introduction. Start with a concept summary (described below).
3. Game or activity to put the concept into practice (either by completing the activity in the book or creating a corresponding activity of your own).
4. Individual/group share.
5. Conclusion.
6. Takeaway. It is recommended that children always have something to takeaway, whether that be a feeling of hope, an inspiring idea, a drawing, homework, or a project they can proudly display to their friends and family.

Introducing a session

Prepare for the session by familiarizing yourself with the content of the session and reviewing the previous session to summarize past concepts to carry forward. Boil it down to a few key concepts that you can paraphrase for children's comprehension level or learning style. At the beginning of the session, flip through the book to show children what the pages look like visually, and give a 1-2 sentence description of each one. (Example: "This page is about finding the emotions that make up dreams! You get to do a word search to find all of the different feeling words.")

Staying on schedule

While it's important to stay on track so children engage with all of the material, it is okay if children don't complete everything in its entirety. In fact, it would be unusual for children to have enough time to thoughtfully complete all of the exercises in one sitting. For pages that are not completed, encourage children to work between sessions. (Example: "You're doing a great job on this one. Let's move on to the next page for now and then you can come back to finish your great work later.") However, please ask them NOT to skip to the next chapter.

Work through pages sequentially. Start with the assigned pages and if you have extra time, do more. Use your judgment for when to move on to another page, such as when children lose interest, get stuck, seem confused, etc. Keep an eye on the time and move along to the next activity even if children haven't completed every part of the page. In a group setting, don't wait too long for stragglers.

Rewarding progress

Praise children for effort (e.g., "You worked so hard on that!") not content (e.g., "That's right!") or completion (e.g., "You finished everything!"). Deliver praise for achievement versus accomplishment. Achievement is the physical effect of having completed every page; accomplishment is a feeling of satisfaction or curiosity children have about the exercises or their dreams. The "*Dream It!*" experience is process oriented, not content oriented. Our goal is to give them the freedom to experience the process and to feel a sense of accomplishment.

Example Session: Short Schedule

Day One (Introduction)

Today's Goals: Assessments, Introduction, [Divide into groups if applicable], Get to know the child/children, Build enthusiasm about "*Dream It!*" and living an awesome life, Complete the daily assignment.

Meet and greet activity (About 10 minutes):

- Introduction of the book. Emphasize what dreams are (not sleeping dreams) and why they are important.

Break into groups (5 minutes) [if applicable]:

- "Now, you are going to split up into small groups. About (3-5) children will partner with one facilitator, and every week that will be your group for "*Dream It!*". Remember who you work with today because this will be your small group every week!"

Playbook time (25 minutes):

- Hand out "*Dream It!*".
- Make sure children put their name on the front cover.
- Give them a preview of the day's lesson. Page through the book.
- Summarize the day's concept: Page 7.
- Begin activity. The daily focus: pages 4 (author bio), 6 (bucket list).

Last Call (5 minutes): "OK! It's time to finish what you're working on. Don't worry if you haven't finished. If you have free time during the week, keep filling your bucket. Please do NOT skip ahead to the next chapter."

Takeaway. The Motto Group Chant (3 minutes) [optional for groups]: Ending with a group chant is a fun way to get everyone synched and let out a little steam. The following is our motto. "Hey everybody. If you remember only one thing, remember this. Repeat after me: I am born with creative superpowers. I can be or do or make anything. And all I need to make it happen is — Dream it! Map it! Play it! Repeat: Dream it! Map it! Play it!"

Finish (1 minute): "Thank you all for your hard work! Please put away your books. See you next week! Keep on dreaming!"

Note: It can be helpful for facilitators to keep children's books when working with them in multiple sessions so that children don't forget books for future sessions.

Days 2+

Pages and Activities: Refer to the schedule for each session's focus.

Goals: Pique children's interest in how to dream, introduce them to new ways of thinking about themselves, teach them tools for the process of how to dream, and follow their lead to encourage them to dive into exercises in a way that matches their learning style.

Introduction (5 minutes): "Hi everyone! Welcome back. We will be going over chapter XXX and pages XXX. But first, let's review what we did last week." [Be prepared with a short summary of key concepts.] "Let's get to work!"

Playbook time (30-45 minutes): Begin individual work or break into small groups. [Pass out books.] Work through the assigned pages.

Last Call (5 minutes): "OK! It's time to finish what you're working on. Don't worry if you haven't finished. If you have free time during the week, keep filling your bucket. Please do NOT skip ahead to the next chapter."

Takeaway (1 minute): Inspirational message and optional homework. "You are all becoming expert dreamers. Before next time, ask a friend or family member if they have any dreams!" (Suggest other real life dream ideas!)

Finish (1 minute): "Thank you for your hard work! Please put away your books. Feel free to keep playing with the pages we discussed before the next session. See you next week!"

The Final Day (Conclusion)

Pages and Activities: By now, children should have declared their Big Dream (pages 74-75) and have begun the final chapter, including tips on taking steps of action and the handing out the Certificate of Achievement.

Goals: Conclude the book and share experiences from “*Dream It!*” sessions.

Introduction (5 minutes): “Thank you for all of your hard work on “*Dream It!*”! Today is our last session, so we’ll finish up the book and share the final dream!”

Playbook time (30 minutes): Begin individual work or break into small groups. Work through the assigned pages.

Last Call (5 minutes): “OK! It’s time to finish what you’re working on.”

Sharing Exercise and heartfelt goodbye: “Would you like to share something from your Dream It Playbook experience or a dream you discovered?” Encourage those who do share something for their contributions; encourage sharing in front of others in group settings.

Takeaway: Give them a great takeaway message and highlight the gift that keeps on giving — their book: “Thank you for your hard work! You get to keep your book, and now you can take it home—feel free to finish the pages we didn’t do on your own! You can ask an adult to help you go to the dreamaplay.com website where you can share your dream and find more activities! And, now that you are expert dreamers, it’s time to take a step of action to make your dreams real. Good luck!”

Working with Children in a Mental Health Setting

"*Dream It!*" broadly uses a positive psychology approach to improve social-emotional skills of self-awareness (including optimistic thinking, growth mindset, hope, and grit). It is also consistent with acceptance and cognitive behavioral therapies. As such, it has applications for utilization as complementary and supplementary material in psychological intervention for children. Specifically, the activities in "*Dream It!*" could be used in anxiety treatment (e.g., worry about the future), depression (e.g., seeking hope and meaning) or coping with stress such as health or family challenges (e.g., building motivation). "*Dream It!*" could be used for individual or group based interventions.

As such, this facilitator's guide can also be followed to use "*Dream It!*" in therapeutic intervention with children. Therapists could follow a formal timeline, such as those presented in the session schedules, which would correspond to a 45-60 minute therapy session. Or, therapists could use "*Dream It!*" in an adjunctive manner (e.g., picking individual chapters or activities) at any time during treatment.

Particularly when using "*Dream It!*" on a more formal timeline in a short or long course of therapy, therapists are encouraged to measure children's progress over time, as is described in the next session.

In terms of using the materials in the book for children in a psychological context, there both general and specific applications from which children would likely benefit. Overall, all children would likely benefit from the initial presentation of the dream process, as outlined on page 6 of this guide. Specific applications could match particular concepts and activities to challenges with which children may struggle, as presented in the table on the next two pages.

Table of Specific Applications of Activities to Challenges

Issue	Pages	Concept	Suggestions
Anxiety	19	Turning dreams into reality	Help children see a way to take charge of their future step by step.
	32-33	Exploring emotions	Focuses on the emotional valence of fear and joy.
	41, 43	Choosing three wishes	Fun way to think about future for self and others.
	44	Finding your superpower	Build self-concept and highlight coping abilities.
	47	Putting an idea on the backburner	Allowing a problem to be in the background to solve it.
	54	Using logic to solve problems	Teaches concept of using a pro/con list.
Depression	14	Importance of dreams	Addresses hopelessness with dreams creating a meaningful framework to life.
	18	Creating passion	Discusses concept of hope.
	22, 23	Are dreams guaranteed and getting more than you ever imagined	Illustrates concept of reframing and looking at situations differently.
	56-57	Find your Feet, List of skills	Overcome doubt by relying on skills to take positive steps of action.
Identity	37-38	Brain tickling questions	Explore preferences through answering fun questions.
	46	Dream board	Hands-on activity to create a personalized board.
	49	Dream style	Explores the various senses that can be used to dream.
	70	Legacy	Pulls for personal qualities that will make an impact.
Mindfulness	26	What do dreams feel like?	A hands-on, experiential mindful activity.
	48	Dream meditation	Step by step meditation activity.
	52	Gut check	Feeling emotions related to dreaming.
	66	Build a dream	Activity to think about dreams and emotions to create something new.

Motivation	6	Creating a bucket list	Provides inspiration to list and achieve life goals.
	7	Developing awesomeness	How to harness the power of creativity.
	20	When Pigs Fly	Introduces concept of the impossible.
	21	How to fall uphill	Step by step visual guide to learn from mistakes and move forward toward goals.
	30-31	Imagination	Teaches core dream ingredient of using your imagination with activity.
	34-35	Inspiration	Teaches concept of core dream ingredient of inspiration with activity.
	45	Is life like a game planning activity	Explores goal setting using a videogame metaphor.
	59	Time capsule	Encourage children to set short-term treatment goals, open during later sessions.
	71	Measuring success	Goal setting activity.
Social interaction	12	When should I start dreaming?	Teaches the concept of dreams linking together and sharing experiences.
	24-25	Social quality of dreaming	Teaches the social network concept of dreaming and benefit of working together.
Values	53	Trust your instincts	Polarized likes and dislikes to find out what matters to you.
	55	What are you values?	Provides a list of ideas on valued areas in life.
	63	Emotional reward	Understand the connection of values to emotion.
	64-64	Break down dreams into component parts	Take apart a big dream to see why it's important; discover other activities that can give the same feelings.

How to Measure Results

How do you measure if learning about dreams is effective? This was one of our biggest challenges. Ultimately, we wanted to measure the qualities of a sense of purpose and meaning in life, and the hope and faith that fuel children to succeed. In other words, we were trying to measure children's social and emotional intelligence. Specifically, we chose optimistic thinking as our measure of success, as we felt that construct best represented our key goal. In our original University study, after working with “*Dream It!*” 100% of children reported thinking about their life goals more often and their optimistic thinking increased by 22%, which was a statistically significant change.

You can think of your own ways to measure change in children before and after working with “*Dream It!*” We've included a simplified example of our research questionnaire below, or you can create your own to measure change before and after working with “*Dream It!*” You can also contact us if you're interested in participating in our ongoing, in-depth research on social-emotional learning skills and teaching styles.

For more information:

- Feel free to contact us with questions or suggestions:
info@dreamaplay.com
- Read about our ongoing research, visit:
<https://dreamaplay.com/research-study/>
- Join our Facebook Page for current updates:
<https://www.facebook.com/dreamaplay/>

Questions about Dreams

[Administer Before and After working with "Dream It!"]

Directions: Read each sentence carefully. For each sentence, please think about how you are in most situations. Circle that answer that describes YOU the best. Please answer every question as best you can. You will take this same test before and after the book. If it's your second time, don't peek at the first one until you are finished.

Remember: This isn't a test. There are no right or wrong answers. We are only measuring if something changes. All we want to know is your opinion. And you will be doing this anonymously, which means we won't know who you are and your answers will be kept private.

1. Do you know the difference between a sleeping dream and a real-life dream?
Yes No Not sure

2. Do you have a dream or dreams for your life?
Yes No Not sure

a. If so, about how many dreams do you have for your life?
_____ (number)

b. If not, how close are you to getting a dream?

0	1	2	3	4
Not at all	A little	Some	A lot	A whole lot
"I don't know"	"Just starting"	"Trying"	"Getting there"	"So close!"

3. How often do you think about your life dreams?

0	1	2	3	4
Never	Rarely	Sometimes	Often	Always

4. If you were to give your best friend advice about dreams, what would you say?

5. How do you feel right now?

