

## Dream Sheet

With the "Dream Sheet", students create an activity based on their favorite statements from each Part of the PFL. Brief directions to the student are provided at the top of the Dream Sheet.

Arriving at a manageable activity using the Dream Sheet is a three stage process: transferring favorites to the sheet from the PFL form, coming up with a proposal, and negotiating a manageable version of the proposed activity.

### Directions

First, the student must choose one of the two favorite items he or she specified at the end of Parts One through Four of the PFL. Their choice from Part One: Setting for Learning is copied into the large, top-left cloud. They repeat this process of copying their choice from Parts Two through Four into their respective large clouds. The student will also need to choose one favorite topic from page 11 to go into the smaller "Topic" cloud; a favorite action from the "ways to learn" on page 12 for the "Action" cloud and a favorite "Product" from page 13.

Some students will claim they can't choose one from their two favorites. They feel equally committed to both. One way to respond is to point out that in this situation there is no way to be wrong. They can also be assured that they can use one favorite this time and keep the other for the next project or activity to be "dreamed" up.

The next step is to blend the favorites into a proposal for an activity. Some students find this easier than others and some combinations are easier than others. Leading the students through an example can be helpful. Novice curriculum planners of all ages will need additional support, especially young students on their first attempts. Support should focus on the blending process, not the feasibility of the proposal. That comes later.

A student's blend may result in an activity like building a bridge to the moon. At this point in the process, conversations with the student should focus on the extent to which that activity includes the favorites in the clouds. If it doesn't, help the student work in one or more of the clouds. If it does, congratulate the student and move on to negotiating a feasible activity based on their proposal. Don't judge or reject their whole idea because it is outrageous or impossible.

Negotiating something manageable is tricky. It is crucial that the student's original idea be honored and yet this must be done within the constraints imposed by the available time, resources, support and the student's expertise. An 8 year-old inventor might agree to design a piece of machinery that will be essential to building the bridge to the moon while a politically

active high school senior might be more inclined to examine the governance of the people and territory related to such a structure. The possibilities are endless, however, it is essential that the potential for an achievable, satisfying outcome that is based on the student's strengths and preferences is the target of the negotiating process.

Bright students are the students most likely to have the time to engage in this planning and the activities they design, however, this process is suitable for any student who can complete the form. They can plan for themselves, for a group, or for the class. It's up to the teacher and the student(s) to negotiate.

Name: \_\_\_\_\_

Directions: Write your favorite features of learning into its place on this page. Then creatively combine them into an activity you'd like.

