

Project title: Teachers Training Programme to Support Gifted and Talented Students (GATE) –  
2021-1-LT01-KA220-SCH-000027713

## ACTIVITY

1	<b>Title</b>	<i>My dream/visualizing my future</i>
2	<b>Country</b>	<i>Latvia</i>
3	<b>Author of the activity (name, surname, email)</b>	<i>Diana Zmicerevska</i> <a href="mailto:diana.zmicerevska@isma.lv">diana.zmicerevska@isma.lv</a>
4	<b>Did you promote/use/apply it further, following the training?</b>	Yes
5	<b>Context of implementation</b>	<i>If you are implementing it still</i> X large city <input type="checkbox"/> small city <input type="checkbox"/> village
6	<b>Goals of the activity</b>	Develop students' creativity and imagination as well as the to organize scattered pieces of information into one logical chain. Learn new material while building the logical chain.
7	<b>Description</b>	<p><i>A detailed description of the activity (500 words), describing:</i></p> <p>a. <b>Content</b> of the educational activities carried out (<i>what participants did/are doing</i>)</p> <ol style="list-style-type: none"> <li>Students will sit with their eyes closed and visualize themselves as a grown person in response to questions asked by the teacher.</li> <li>After visualizing the future students should take 5 – 10 minutes to write down the answers to the “Questions About My Dream”. Teacher encourages them to think seriously about their ideas.</li> <li>Then students are divided into groups of about 5 and asked to compare their ideas about the future. Each group should identify one person to report to the whole class in a summary of what the group as a whole learned in the process of visualizing their futures.</li> </ol> <p>Students will be asked to listen and to dream in the first part of the activity. Then they will write their ideas on a form that will be given to them that will help them analyze their ideas. Finally they will get together with a group of students to talk about what each learned from this activity.</p> <ol style="list-style-type: none"> <li>Everyone must listen carefully to others and not talk until told to do so later.</li> <li>Personal dream can be as big as you wish.</li> <li>Please think about as many details as possible in answer to the questions..</li> </ol> <p>b. <b>Main Steps</b> (<i>what was the preparation, what activities the participants went through, what were the results</i>)</p> <p>“Let us close our eyes and picture a relaxing scene and remain quiet for a few moments.”</p>

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		<p>“Now you will imagine your life as you would like it to be 10 years from now when you are grown up and out of school”</p> <p>“Now it is morning and you have just awakened. What do you see?”</p> <p>“Now you go to your closet to get dressed. What do you see in your closet? What do you choose to wear to work today?”</p> <p>Now you are eating breakfast. What do you see?</p> <p>You are now ready to leave for work. Where do you go? How do you get there?</p> <p>Who do you see in your workplace? What are they doing?</p> <p>What are your feelings about the work you are doing?</p> <p>It is now lunchtime. What are you doing? How long do you take for lunch?</p> <p>You are now at work and it is close to the end of the day. What are you doing? What time is it?</p> <p>Where are you going now that work is finished? How do you feel about the day?</p> <p>Now let’s take a few minutes to review the day. What were your most important thoughts and ideas during this dream?</p> <p><b>QUESTIONS ABOUT MY DREAM</b></p> <ol style="list-style-type: none"> <li>1. What were my most important feelings about this day?</li> <li>2. What type of work did I choose for myself? Why?</li> <li>3. Did I work with people, ideas or things?</li> <li>4. Did I use interests/hobbies/skills that I am developing now?</li> <li>5. Did I work for someone else, or was I in charge of the business?</li> <li>6. Was I satisfied with the job I chose? Why or why not?</li> </ol> <p>Notes: As the students discuss this activity some of the types of information they will want to include are these questions.</p> <ul style="list-style-type: none"> <li>• How many of them owned their own business?</li> <li>• How many drove a fancy car?</li> <li>• How many owned their own house or apartment?</li> <li>• What does this mean about the amount of money they are earning?</li> <li>• How many used skills or aptitudes that they have already started to develop?</li> <li>• Were they happy with this life?</li> <li>• What did they learn about themselves in this activity?</li> </ul> <p>c. <b>Theories</b>, on which the practice was based on</p> <p>No theories, just work with imagination.</p>
8	<b>Implementation choices</b>	<p><i>Write a brief presentation of the activity (max: 500 words) by referencing to:</i></p> <ol style="list-style-type: none"> <li>a. Target groups – 7<sup>th</sup> graders</li> <li>b. Other participants in the activity, besides the promoter and the target groups - no</li> <li>c. Duration of a standard session/activity – 2 study hour</li> <li>d. Number of sessions/activities - 2 study hours</li> <li>e. Teaching methodology, if applicable – using story telling</li> </ol>

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		f. Type of assessment and tools used to identify the benefits/progress – regular assessments
<b>9</b>	<b>Materials</b>	Questions asked by the teacher, answer sheets.
<b>10</b>	<b>Who runs the activity</b>	<input type="checkbox"/> mentors <input checked="" type="checkbox"/> a school <input type="checkbox"/> an NGO <input type="checkbox"/> an organization/institution <input type="checkbox"/> an informal group <input type="checkbox"/> other
<b>11</b>	<b>Benefits and results</b>	<p><i>(max: 500 words)</i></p> <p>a. The benefits of this activity for the target groups Students learn to work in groups; students learn to formulate their thoughts; students learn to listen to others and be open to different opinions.</p> <p>b. Community/social impact Working in a group has benefits like diverse perspectives, increased creativity, division of labor, shared knowledge, motivation, quality control, efficient problem-solving, resource pooling, accountability, networking, time-saving, improved communication skills, better decision-making, a sense of belonging, and conflict resolution skills.</p> <p>C. Development of creativity and out of the box thinking.</p>
<b>12</b>	<b>Skills improved by trainee</b>	Controlling the class behaviour.
<b>13</b>	<b>Relevance for the GATE Project</b>	<p><i>(max: 500 words)</i></p> <p><b>a. Did the activity use Socio-Emotional Learning and/or the STEAM approach? (if it did, please explain)</b></p> <p><b>b. Did the activity aim to increase the 21<sup>st</sup> Century Skills? (if it did, please explain)</b> Yes, fairness and development, personal and cultural expression, individual interpretation.</p> <p><b>c. Was the activity following certain inclusive principles, such as Universal design for learning for example? (if it did, please explain)</b></p>
<b>14</b>	<b>Website/E-mail /Other contact info + References, if any</b>	<i>References should be cited by using the APA referencing style</i>