

Dreamer: Inspired by You

Soñador: Inspirado de Ustedes



THE HARTLAND PICTURES Presents In Association with THE PARK ENTERTAINMENT A TOLLA/PIRELLA Production A HEARTLAND FILMS Production
 HART RUSSELL DAKOTA FANNING "DREAMER INSPIRED BY A TRUE STORY" ANDREW SCOTT STEVEN FREEMAN BOBBIE JOE GREENAW with SUSAN TOOLE and BRADY CORNOY Music by JOHN BENNETT Costume Designer JUDY BROWN (MPL)
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 www.DreamerWorks.com/Dreamer

**A facilitator's guide for youth leaders,
 educators, and families to accompany
Dreamer: Inspired by a True Story.
 Ages 8-12**



Heartland Truly Moving Pictures™
 National Collaboration for Youth

Dreamer: Inspired by You

Soñador: Inspirado de Ustedes

Dear Group Facilitator:

While the movie, *Dreamer: Inspired by a True Story*, tells a heart-warming story about the relationship between a young girl and a horse, it is also about much more than the girl, the horse or a horse race—it tells a story of hope and determination. *Dreamer* shows us family members across three generations—a grandfather, a father and a daughter—rekindling their love for one another. It also shows us characters of all ages believing in themselves, their family and their community. *Dreamer* shows viewers how working toward the goal of healing an injured horse sets in motion even larger goals and ignites a family's dreams for a better life.

This guide, *Dreamer: Inspired by You—Soñador: Inspirado de Ustedes* complements the central messages of the movie and can be used before or after viewing the film. It offers group and individual activities for children ages 8-12.

This activity guide is provided by the National Collaboration for Youth, an organization which provides a unified voice for its coalition of over forty national, non-profit, youth development organizations. The 30-year-old organization concentrates on improving the conditions of youth in the United States and enabling youth to realize their full capabilities. As a result, youth empowerment and development play a central role in the activity guide for *Dreamer: Inspired by a True Story*.

Prepare your group to see *Dreamer: Inspired by a True Story*.

STEP 1: Participate

Take part in exciting reading, writing and role-play activities that address themes such as:

- Giving Life to Your Dreams
- Setting and Achieving Goals
- Communicating to Mend and Build Relationships
- Valuing Bonds Between Humans and Animals
- Becoming a Leader

STEP 2: Take the Lead to Help Others

Like the movie's lead character, Cale, young people are urged to take responsibility to design and conduct a service project that will help others. Ideas inside.

STEP 3: See the Film

To find out about screenings in your area go to www.youthfilmproject.com

Thank you for exploring the themes of *Dreamer* in-depth—as a result, you and your group will experience many moments of sharing and learning.



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MODULE ONE

Giving Life to Your Dreams

Notes for the Facilitator

The central theme of this module is how dreams can motivate children and youth to take action, and, ultimately, boost their self-confidence. All children have the power to make their dreams come true—even in the face of hardships. Dreams often provide inspiration and power to help shape one's goals. Therefore, the focus of the activities in this module will enable young people to start to recognize and marshal their own inspiration, determination, personal power and resources to embrace the dreams they have for their own lives, for others and for their communities.

With younger children, it may be important to help them to differentiate between a dream one has while sleeping and the idea of a dream as a vision of the future that offers hope and inspiration.

Importantly, please tailor the activity to the life circumstances of the children and youth in your group. Many of us have home or everyday situations that may be different from the somewhat idealized two-parent family, *The Cranes*, depicted by the movie. Yet, many children, like the main character, Cale Crane, will reach into their own hearts and into their close circle of support (parents, grandparents, family, friends, teachers and others) to follow their dreams.

Measurable Outcomes

- ★ Youth will be able to better recognize their own inspiration and determination
- ★ Youth will be able to better use their personal power as a resource to achieve their goals and dreams





MODULE ONE: Giving Life to Your Dreams

ACTIVITY 1: Group Discussion about Dreams, Hope and Determination

KEY: Small Group or Large Group

Link to the Film

Note: This may be read aloud by a group member/the facilitator for all to hear, or it may be individual reading before the activity.

The main character in *Dreamer*, Cale Crane, asks “Why not me; why not us?” when her parents, grandfather and other adults question and cast doubts on her dream to have race horses in her family’s barn again—like the ones that lived there when her father was a boy.

Eleven-year-old Cale asks these questions because she wants the adults in her life to see beyond their doubts and fears, and to support her dream.

As a child, she may not feel that she is in control of the decisions made on her family’s horse farm. Yet, Cale holds fast to her dream. She is determined to do what she can to make her dream come true. So, she does many things, including:

- Talking with her family members about once again owning a horse.
- Studying horses and racing magazines.
- Asking to visit her father’s job, where he trains and cares for race horses.

Cale strongly believes that the family will own a race horse once again.

Group Discussion

Key Questions

How does Cale Crane seem to show **hope** and **determination** to fulfill her dream that one day her family will have race horses in their barn again?

What other actions could she take to strive for her dream?

Key Words & Ideas

- ★ **Hope** (a wish; positive spirit; faith that good things will happen)
- ★ **Determination** (purpose; guts; “stick-with-it-ness;” focus; staying power; strength of mind)



MODULE ONE: Giving Life to Your Dreams

ACTIVITY 2: Create Your Own Dream Storyboard

KEY: Group or Individual

Facilitator Notes for “Create Your Own Storyboard”

Encourage young people in your group to envision a dream that they care about—a dream that could produce a positive change for their family, school, youth center, neighborhood or community—something that would benefit others in addition to themselves. Ask: What would it be like to fulfill this dream?

For younger children, you may wish to ask a question, such as one of the following, to stimulate their dreams and wishes for the future:

- If you could be the Mayor of your town, how would you make things better?
- If you were in charge of your school (youth center, group home, sports team) what would you like to see happen to make it absolutely great?
- If you could do something big for your family (neighborhood), what would it be?

Create Your Own Dream Storyboard

In *Dreamer*, many of the characters have big dreams. You may have a big dream, too.

What is a dream you have for the future?

- It may be a dream for your community or for our nation or the world.
- It may be a small, private dream about doing better in sports or in school.
- It may be a big dream about what you would like your adult life to become.

When making a movie, the director of a film may block out ideas for action or scenes in the movie on a “Storyboard.” Here’s your chance to make your own **Dream Storyboard** by drawing pictures of an important dream you hold for yourself or for your family, school, youth center or community. Use the Dream Storyboard to show the actions can you take to strive for your dream.

Like Cale Crane, the main character in the movie, *Dreamer*, you can be the star of your own dream. By filling in the Storyboard captions, you will be able to describe what is happening in each scene. Afterwards, share your idea with your family and friends.

MODULE ONE: Giving Life to Your Dreams

ACTIVITY 2: Create Your Own Dream Storyboard

Name: _____ Date _____

Create Your Own Dream Storyboard

In *Dreamer*, many of the characters have big dreams. You may have a big dream, too.

Like Cale Crane, the main character in the movie, *Dreamer*, you can be the star of your own dream. By filling in the Storyboard captions, you will be able to describe what is happening in each scene. Afterwards, share your idea with your family and friends.

My dream is to . . .

Here's a person _____,

who can help me . . .

I'm making my dream come true by . . .

Other people are helping by . . .

Here's how we solved a problem that arose . . .

Success! Now we've achieved our dream.

Now, you can act out your Storyboard!



MODULE ONE: Giving Life to Your Dreams

ACTIVITY 3: Write a Dream Poem

KEY: Group or Individual

Link to the Film

Note: This may be read aloud by a group member/the facilitator for all to hear, or it may be individual reading before the activity.

Dreams provide a great deal of **inspiration** for fulfilling goals in life. For most of us, when we hold a big dream about a better future or a big accomplishment it causes us to feel joyful and full of energy; to be very happy and have a strong belief in ourselves. Because dreams connect us to wonderful feelings and inspiration, many poems, stories and song lyrics have been written about dreams—our own dreams and dreams we hold for others.

In the movie, *Dreamer*, Cale’s grandfather, Pop Crane, shares a favorite poem with Cale. The poem, “The Way to Victory,” is told from the point of view of a horse’s owner talking to his/her champion race horse—before a big race—to inspire the horse to win and boost the horse’s **self-confidence**.

The Way to Victory

You are a great champion,
when you run the ground shakes,
and the sky opens,
and mere mortals part
part the way to victory,
where you will meet me in the winner’s circle,
and I’ll put a blanket of flowers on your back.

© DreamWorks Pictures, Gatins, John, et. al. Final shooting script, 09-13-04, p. 103

Key Words & Ideas

- ★ **Inspiration** (excitement; motivation; joy; meaning; “going for it!”)
- ★ **Self-Confidence** (belief in oneself; certainty; coolness)

MODULE ONE: Giving Life to Your Dreams

ACTIVITY 3: Write a Dream Poem

Name: _____ Date _____

After you have read *"The Way to Victory,"* [see above], write your own poem or a song of encouragement to inspire another person (or even yourself).

In your poem, start by imagining a big success or accomplishment. Describe it and how it happens, including details about how things look, as well as all the wonderful emotions that you and others feel. The person who is the subject of your poem can be powerful—and larger than life—just like Pop Crane's champion race horse! Afterwards, perhaps, you will share your poem with others.

Examples

- A poem to encourage a friend to do well with a difficult challenge.
- A poem to your sister or brother about who they hope to be as an adult.
- A poem to encourage yourself to achieve an important goal.

POETRY FORM

Fill in each line or create your own new style of poetry on a separate page!

TITLE

To (person's name) _____

BODY OF THE POEM

You are (describe the person's big success . . .) _____

When you (describe the actions he/she takes to success, how it looks, who helps, what problems or obstacles he/she overcomes, etc.) _____

And, I'll meet you at the (describe the celebration of this person's big success . . .) _____

Don't forget to sign your poem!



MODULE TWO

Setting and Achieving Goals

Notes for the Facilitator

This module focuses on the way in which dreams set goals into action. The excitement and joy of a dream takes flight when children begin to act on their dreams. Therefore, the activities in this module are designed to connect young people with a sense of their own power to act, and to help them to realize the benefits of setting goals and committing to them.

Crafting steps to achieve one's goals is part of self-empowerment, but it also involves a willingness to risk failure in order to pursue higher goals. It also promotes the ability to learn from failures and disappointments, and to seek ways to overcome obstacles.

Another key emphasis is that none of us are alone in striving for and achieving our goals. It is beneficial and enjoyable to reach out to a buddy, a mentor, or a trusted adult to seek encouragement and ideas.

Lastly, the module underscores the importance of thanking others and celebrating our successes with all who help us to succeed.

Measurable Outcomes

- ★ Youth will be able to better realize their own dreams
- ★ Youth will be able to identify ways to commit to their dreams
- ★ Youth will learn to embrace their own sense of power to act on their dreams





MODULE TWO: Setting and Achieving Goals

ACTIVITY 1: Group Discussion About Goals and Empowerment

KEY: Small Group or Large Group

Link to the Film

Note: This may be read aloud by a group member/the facilitator for all to hear, or it may be individual reading before the activity.

The Crane family had come into hard times. They did not have enough money to keep their land and had to sell off their family farm acre-by-acre to be able to run their household. Ben Crane, Cale's father, knew that he could not afford to spend tens of thousands of dollars, or more, to buy a race horse. Instead, he took a chance to bring Soñador, an injured horse, back to health so that he could breed her and raise her foal. He did this with the hope that the foal would be a highly competitive, valuable race horse that he could sell for a lot of money. This was a goal he set for himself, his family and his crew.

Group Discussion

Ben had to do things differently to achieve his goal of helping Soñador (whose nickname is Sonya) to heal, so that she could stand and walk again after she broke her leg. Ben had to do some things that may have been difficult for him, such as:

- Ask others for help.
- Keep going, even when others (his father, Pop Crane, and his old boss, Palmer) put down his idea.
- Work extra hard.
- Sleep in the barn with the horse.
- Study veterinary records.
- Learn about another horse that had been through the same injury.
- Be creative and inventive (rigging up a harness that could lift Sonya off her feet).

These are action steps that Ben took day-by-day. Each step was part of the pathway to his dream, of once again owning a valuable race horse by helping Sonya to heal.

Ben's story in *Dreamer* shows us that the action steps on the way to achieving a goal are very important. It also shows us how difficult taking action toward a goal can be. He had to **risk** failure and he made some mistakes. All life challenges and goals require us to try new things; and have ups and downs.

By sticking with his goal and taking action, Ben was able to dramatically affect his entire life – and that of his family. His **persistence** in helping Sonya brings him closer to his daughter, Cale, heals his relationship with his father, restores his self-confidence and, ultimately, improves the lives of his family and co-workers.



MODULE TWO: Setting and Achieving Goals

ACTIVITY 1: Group Discussion About Goals and Empowerment, continued

Key Questions

What kinds of steps did Ben Crane take to strive for his goal of bringing Sonya back to health?

Can you think of other steps he could have taken?

How do you think he empowered himself and others to take action?

What do you believe could be the result of Ben's determination, hard work and ability to stay positive as he took steps toward his goal?

Key Words & Ideas

- ★ **Empower** (to give energy or power; to support; to give focus; to strongly care about something)
- ★ **Persistence** (concentration; giving something continual attention; being absorbed in a task)
- ★ **Risk** (take a chance; allow for unknown)



MODULE TWO: Setting and Achieving Goals

ACTIVITY 2: Goal Setting with a Buddy (or Mentor)

KEY: Small Group or Individual with a “Buddy”

Facilitator Notes for Goal Setting with a Buddy (or Mentor)

Encourage the young people in your group to start by thinking about something they would like to do, as a goal. Have them picture the results of reaching the goal in their minds. Goals might be related to:

- School
- Sports
- Friendship
- Earning or saving money
- Learning a new skill
- Doing something to help others

Set positive expectations; remember the thrill of hitting a bull’s eye happens because we can see the target. Even so, it will take a few tries to hit the target. Relate this idea to Ben’s achievement—he knew that he could help Sonya to heal—he had seen it happen with another horse in his childhood. Even so, he had to work hard and be patient for several months before Sonya’s broken leg was healed enough for her to stand.

When this goal setting exercise is done by a young person with an older mentor, it is important that it be done in the spirit of give and take; on equal terms, in partnership—so that the younger partner both learns from and makes suggestions to the older partner.

MODULE TWO: Setting and Achieving Goals

ACTIVITY 2: Goal Setting with a Buddy (or Mentor)

Name: _____ Date _____

In order for something to be a goal:

- It has to be important to you, personally.
- It has to be within your power to make it happen through your own actions.
- It has to be something you have a reasonable chance of being able to do.
- You must be able to picture your success or see in advance what it will be like to meet your goal.

The following “Think—Pair & Share Exercise” will help you to set new goal for yourself with the help of a friend or mentor.



THINK about your goal, on your own

Figure out if it is possible. Not every wish or dream can be a goal. You may wish you could live forever, but since there is nothing you can do to make that happen, it cannot be a goal. What goal can you make happen?

My goal focuses on (circle one):

- | | |
|--------------|-----------------------------|
| ▪ School | ▪ Something I want to learn |
| ▪ Sports | ▪ Helping others |
| ▪ Friendship | ▪ Something else |
| ▪ Money | |

Once I meet my goal, what I will have achieved is:

PAIR up with a buddy or a mentor and
SHARE your goals with that person. Then, switch!

MODULE TWO: Setting and Achieving Goals

ACTIVITY 2: Goal Setting with a Buddy (or Mentor), continued

Name: _____ Date _____

Tell your buddy your idea for a goal and describe one or two steps you can take to meet your goal. Ask your buddy for another idea of a step you can take to meet your goal.

Here are two steps I can take to meet my goal:

1. _____

2. _____

Here is a step my buddy thinks I can take to meet my goals:

1. _____

What will be the biggest challenge while working to reach my goal?

CHALLENGE

Just in case I need them while I'm working to reach my goal, my buddy and I came up with these good ways to deal with disappointments.

MODULE TWO: Setting and Achieving Goals

ACTIVITY 3: Celebrating Accomplishments

Name: _____ Date _____

KEY: Group or Individual



Reading that Takes You Behind the Scenes of *Dreamer: Inspired by a True Story*

Take a guess how many horses were needed to play the part of the horse hero, Soñador, in the movie *Dreamer*.

DreamWorks Studios has provided behind-the-scenes information that lets you in on some of the steps the movie-makers took to reach their goal of creating a successful and believable movie. So, we have the answer.

There was a team of horses that played the part of Soñador, made up of five real horses and three trick horses. Of the trick horses, two were mechanical and one was a stuffed “dummy.” The film’s head horse wrangler, Rusty Hendrickson, and expert horse trainer, Rex Peterson, worked as buddies and picked the right horse for each scene.

Some of the behaviors needed for the character of Soñador were hard for the horses. Sometimes they did not like to do certain actions, like laying down, carrying Cale’s backpack, eating popsicles, or being lifted off the ground in the rigging. Rusty and Rex had to work gently and patiently with all of the different horses over many weeks to master these actions.

Sometimes even a simple goal can be difficult. But, they managed to train the horses to handle every action required by the script for Soñador’s character, except for one thing: Soñador is supposed to eat chocolate cake! “Not one of the thoroughbreds wanted anything to do with chocolate cake,” according to Rex, “they wouldn’t touch it.” Finally, after many tries, they found a quarter horse that ate the cake! What a relief to be able to film every scene needed to complete the movie. And, everyone was happy.

Questions Related to the Reading

Note: These may be answered in group discussion or by individuals working on their own.

How do you think Rusty and Rex felt when they could not find a horse that would eat the chocolate cake?

How did they turn their failure into a success?

If you were Rusty and Rex, what would you do to celebrate after you got a horse, at last, to eat the chocolate cake? Who else would you include in the celebration, to thank them?

Why is it a good idea to celebrate when you meet a goal?

Source: DreamWorks Pictures

MODULE TWO: Setting and Achieving Goals

ACTIVITY 4: Bake Your Own Chocolate Cake to Celebrate!

Name: _____ Date _____

KEY: Group or Individual

Work with others to make a delicious chocolate cake like the one Soñador ate in Dreamer.

Follow this recipe or use a cake mix.

Easy Chocolate Cake Recipe Cocoa Layer Cake

This easy chocolate cake is made with cocoa - mixed in one bowl.

- 2 cups sifted cake flour
- 1 1/2 cups sugar
- 1/2 teaspoon baking soda
- 2 teaspoons baking powder
- 1/4 teaspoon salt
- 2/3 cup unsweetened cocoa
- 2/3 cup shortening
- 2 eggs
- 1 teaspoon vanilla
- 2/3 cup milk
- 1/2 cup warm water

Have all ingredients at room temperature before starting. Grease and flour two 9-inch layer cake pans.

Sift flour then measure. Into a large mixing bowl, sift together the flour, sugar, soda, baking powder, salt, and cocoa. Add shortening, eggs, vanilla, milk, and water; beat on low speed for 3 minutes. Pour batter into prepared pans. Bake in preheated 350° oven for 30 to 35 minutes, or until a wooden pick or cake tester inserted in center comes out clean. Let cool in pans on a rack for 15 minutes; remove and place layers directly on racks to cool completely.



MODULE THREE

Communicating to Mend and Build Relationships

Notes for the Facilitator

In this module, young people will gain perspectives and insights on ways to manage relationships—especially if tension or disappointment arises—by taking on the parts of the main characters in *Dreamer*. The focus here is for young people to better understand the process of helping good things happen in a family relationship or friendship, by taking part in a dramatic re-enactment that includes both disagreement and resolution.

It is also important to present this work in a non-judgmental way because everyone sometimes has difficulty with communication and relationships. The activity, therefore, is meant to be light and fun, rather than one that delves into kids' own relationships. Through the process of participating in the role plays, and talking about their characters, young people can gain their own insights.

Measurable Outcomes

- ★ Youth will be able to express their own perspectives and insights on managing relationships
- ★ Youth will understand the process of making good things happen to their own families and community





MODULE THREE: Communicating to Mend and Build Relationships

ACTIVITY 1: Point-of-View Role Plays

KEY: Small Group

Link to the Film

Note: This may be read aloud by a group member/the facilitator for all to hear, or it may be individual reading before the activity.

When John Gatins, the writer and director of *Dreamer*, describes his movie, he says “It’s a very strong story about the dreams we all have and the choices we make to live them out or not. But what I especially like about the movie was that it is a deeply generational story. These people are Kentucky horse people—this is what they do, and there’s no getting around it. Working with horses has been handed down from the grandfather, Pop, to the father, Ben, and now to his daughter, Cale. In this movie, Cale is trying to connect with her father, but it is not until the horse, Soñador, enters this family’s life that they begin healing old relationships and starting new ones.”

While watching *Dreamer*, viewers learn that each of the main characters are not only helping Soñador to heal and become healthy again, they are making their relationships with each other better, too. Cale, her father, Ben, her grandfather, Pop, and her mother, Lilly, all find greater patience, respect and appreciation for one another. They increase their abilities to say and do kind things, to help one another, to be honest and direct with each other in a calm way and to back away from fights and arguments. Each of these choices to communicate in a positive manner makes a big difference in improving their relationships.

Directions for the Role Plays: Experiencing Different Points of View

Note: These directions may be read aloud by a group member/the facilitator for all to hear, or it may be individual reading before the activity.

The following two scenes, entitled “Off to Work” and “That’s Some Coffee,” are taken from the movie, *Dreamer*. Break into groups of four—so that everyone will have a part—and choose one of the two scenes to do as a role play.

Each scene involves a disagreement between members of the Crane family and a **resolution** of the disagreement. The characters in these scenes are a little bit ticked off with each other. They have emotions that many people have in everyday life. Let’s see how they handle their feelings.

Put yourself into the scene by taking on the **point of view** of your character. Try to see the scene as the character sees it. Imagine how the character feels and why he or she behaves a certain way.

When you’re done with the role plays—talk about your character’s point of view.

Source: DreamWorks Pictures

Key Words & Ideas

- ★ **Resolution** (a way out; an answer to a problem; a positive decision)
- ★ **Point of View** (a way of looking at things; attitudes towards something; opinion)



MODULE THREE: Communicating to Mend and Build Relationships

ACTIVITY 1: Point-of-View Role Plays, continued

Key Questions

***Note:** Have a group member/the facilitator read these aloud for a group discussion.*

What was your character going through in this scene?

How does she or he feel? How does this character act on these feelings?

What did you learn about your character?

If you could offer your character any advice, what would you tell him or her?

After you play your character think about and discuss these questions with your group.

Before reading through the scenes, study your part, just like actors do before making a film.

MODULE THREE: Communicating to Mend and Build Relationships

ACTIVITY 1: Point-of-View Role Plays, continued

Name: _____ Date _____

Experiencing Different Points of View

Scene I “Off to Work”

There are four roles in this scene—

- **Lilly:** Cale’s mother and Ben’s wife—she’s up early having made breakfast for her husband who leaves very early for the horse racing track where he works.
- **Ben:** Cale’s father and Lilly’s husband—he is feeling a lot of pressure because his wife is working a job to help pay the bills he cannot pay and he’s in a hurry to get to work this morning because it is the day of a big race.
- **Cale:** Young girl in the family. Today she got up extra early to see if she could go to work with her father. She’s been hoping to go with him for a long time, but he has not invited her. Her mother just asked her to go back upstairs, but she’s still listening to her parents’ conversation.
- **The Narrator:** The person who will read all the action that viewers of a movie would see on screen.

You may also need a few props to represent:

- the kitchen table and chair
- Cale’s clothing
- Ben’s truck



Action!

————— NARRATOR —————

Cale has just left her parents in the kitchen to go back upstairs, but she is still listening to their conversation as she quietly walks away.

LILLY

Ben, you’ve been tellin’ her for months that you’d take her to work with you. Why do you think she’s fallen asleep at the table?

NARRATOR

Ben shakes his head and grabs his keys.

BEN

I know, Lilly, and I will take her... but not today. I’ve got a big race.

LILLY

What am I supposed to tell her?

MODULE THREE: Communicating to Mend and Build Relationships

ACTIVITY 1: Point-of-View Role Plays, continued

Name: _____ Date _____

BEN

Lil', c-mon, just tell her I was running late
and couldn't wait for her to get ready.

LILLY

You tell her, Ben—

BEN

I gotta go.

NARRATOR

With that, Ben is out the door.
Lilly gently shakes her head in the wake
of a familiar exchange.

NARRATOR

Now the scene changes to show the carriage
house driveway. It is dawn.
We see Ben hop into his late 1970s
beat-up Ford pick-up truck.

Then, the scene changes again and we see the inside of Ben's
truck, through the front windshield
as he starts down the driveway.
Suddenly something catches our eye...
Ben slams on the brakes.

We now see Cale standing defiantly in the path of Ben's truck.
Cale is still in pajamas, but carrying her boots,
jeans, a tee shirt and a baseball hat.

We also see that Lilly has stepped out onto
the porch to witness the showdown.

Cale is frozen in front of the truck. She puffs for breath as she
must have sprinted from the house to catch the truck.

Ben shakes his head as he looks over
to see Lilly swallowing a big smile.

BEN

OK, c'mon Cale, get in. I'm late.

End.

Adapted from © DreamWorks Pictures, Gatins, John, et. al. Final shooting script, 09-13-04, pp. 3, 3A, 4.

MODULE THREE: Communicating to Mend and Build Relationships

ACTIVITY 1: Point-of-View Role Plays, continued

Name: _____ Date _____

Experiencing Different Points of View

Scene II “That’s Some Coffee!”

There are four roles in this scene—

- **Cale:** Young girl in the family. She is excited because her family now owns a horse, Sonya, who broke her leg, but is starting to get better. There is growing hope that Sonya could have a baby or foal that could one day be a champion race horse. Cale is visiting and sharing her dreams about Sonya with her grandfather, Pop Crane.
- **Pop Crane:** Cale’s grandfather and Ben’s father—he lives by himself with his pet goat in an old farm house located next to Cale’s house. But, Pop and his son, Ben, do not really talk to each other anymore. There is some kind of big problem that’s been sitting between them for many years. Pop is a horseman—he loves everything about horses and horse racing.
- **Ben:** Cale’s father and Pop’s son—he wants to breed Sonya now that he has nursed her back to health, but does not have the money to do so. Now, he feels like the dream of a new foal who could be a champion is fading away fast. He cannot bring himself to ask his father for help.
- **The Narrator:** The person who will read all the action that the viewers of a movie would see on screen.

You may also need a few props to represent:

- the kitchen table and chair
- the “Daily Racing Form” newspaper and Bloodhorse magazine
- a coffee can
- a cake and plate
- Pop’s goat



————— **Action!** —————

NARRATOR

Cale is deep in conversation with Pop Crane at his kitchen table. She has told him that there’s a plan to breed Sonya, to try to have a foal that could become a champion racehorse, but that her father doesn’t have the money for the plan. Pop listens and he also tells Cale stories about horse racing.

CALE

You ever gonna take me to the races?

POP CRANE

I don’t go anymore. Haven’t been in years.

MODULE THREE: Communicating to Mend and Build Relationships
ACTIVITY 1: Point-of-View Role Plays, continued

Name: _____ Date _____

CALE

Well, OK. But, I can take the
Racing Form and Bloodhorse, right?

NARRATOR

Cale picks up a newspaper and
a magazine from Pop's table.

POP CRANE

Your dad doesn't want me teachin'
you about horses.

CALE

So, should I leave 'em?

POP CRANE

No, but you should stuffem' under your shirt!

NARRATOR

Cale smiles as she starts to leave.
Pop stops her with...

POP CRANE

Cale, in that cabinet above the sink,
is there a coffee can?

NARRATOR

Cale walks over to the cabinet and climbs up
on her knees to look inside. She sees the coffee can.

CALE

Yeah.

POP CRANE

Bring it to your dad, wouldya?

CALE

Sure, OK. Good night.

MODULE THREE: Communicating to Mend and Build Relationships

ACTIVITY 1: Point-of-View Role Plays, continued

Name: _____ Date _____

NARRATOR

Cale takes the coffee can and leaves Pop's house.
When she walks into the kitchen of her family's home,
she sees her dad sitting at the table, drinking coffee.

She slips in quietly and
places the coffee can on the table.

CALE

Pop wanted me to give you this coffee...
I'm gonna eat my dessert in the barn.

NARRATOR

Cale cuts herself a piece of chocolate cake
and hustles out of the kitchen with it.
As she leaves, she hears two doors slam—
one then the other—behind her. She looks back
and sees that her dad has gone over to Pop's house.

Ben enters Pop's kitchen and slams
the coffee can down on the table.

BEN

Just what do you think this is?

POP CRANE

A coffee can?

BEN

I won't take it.

POP CRANE

Sorry, it's the only flavor I've got.

NARRATOR

Ben picks up the old can, pulls off the plastic top and
dumps the contents onto the table. Thousands of dollars
unfold like dead fish on a dock.

BEN

That's almost 20 thousand dollars!

NARRATOR

Pop doesn't budge, he doesn't say a word.
Ben is frustrated by Pop's refusal to argue with him.

MODULE THREE: Communicating to Mend and Build Relationships

ACTIVITY 1: Point-of-View Role Plays, continued

Name: _____ Date _____

BEN

You watched me sell off this farm bit by bit
until nothing was left... so why are you doing this?

POP CRANE

Heck if I know!

NARRATOR

Ben starts out the door, but Pop stops him...

POP CRANE

Breed the horse!

Pickin' up that filly was the first
gutsy thing I've seen you do in years.

BEN

Don't talk to me about guts, I took
the biggest swing I could and I struck out.

POP CRANE

And, you gave up!

BEN

I'm broke Pop, what do you expect me to do?

POP CRANE

I expect you to take that money,
trust your instincts and breed the horse.

BEN

You told me to put her down!

POP CRANE

But, you didn't did you?
No, because you're a horseman, Ben.
Are you gonna spend your life shovelin' horse pies
for sheiks or are you gonna get back in the game?

BEN

No. I gotta kid now, I'm done with all that.

MODULE THREE: Communicating to Mend and Build Relationships

ACTIVITY 1: Point-of-View Role Plays, continued

Name: _____ Date _____

NARRATOR

Ben stuffs the money back in the can.
He looks at Pop. Then, he takes the can and heads for the door.

BEN

And, don't think I don't see what's
goin' on here with you and Cale.

POP CRANE

Cale's a beautiful kid, Ben.

BEN

And, I don't want this life for her,
so stop filling her head with horse stories.

POP CRANE

Horse stories are all I got!

BEN

Good, keep 'em to yourself.
I'll pay you back when the foal sells.

NARRATOR

As Ben leaves we see Pop smiling at his pet goat.

POP CRANE

See how easy that was?

End.

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MODULE THREE: Communicating to Mend and Build Relationships

ACTIVITY 2: Be a Communication Coach!

Name: _____ Date _____

KEY: Small Group or Individual (using scene excerpts from Activity 1)

Using either one of the scenes from Activity 1 above, choose any character you wish to help with his/her communication. After doing the activity, share your answers with the group and see if you all agree on each character's communication skills.

Rate the Character's Positive Communication Skills:

My character's name: _____

1. Was calm in discussing a problem, rather than tense or angry:
 TRUE SOMEWHAT TRUE FALSE NOT SURE
2. Showed respect and honesty, and did not use put downs, name calling, or blaming:
 TRUE SOMEWHAT TRUE FALSE NOT SURE
3. Tried very hard to listen to what the other people had to say:
 TRUE SOMEWHAT TRUE FALSE NOT SURE
4. Looked for solutions to the problem, rather than making the problem worse:
 TRUE SOMEWHAT TRUE FALSE NOT SURE
5. Talked about something good they saw in the other people involved:
 TRUE SOMEWHAT TRUE FALSE NOT SURE

Write a Note to Your Character

Using the results of the rating checklist above, write a note to your character. Be sure to write it as a friend, suggesting ways to be more positive with communication. In your note, praise what your character has done well. Most of all, let this person know how much you would like good things to happen to him/her.



MODULE THREE: Communicating to Mend and Build Relationships

ACTIVITY 3: Cultural Diversity Link: Speaking Spanish

KEY: Small Group or Individual

Link to the Film

Note: This may be read aloud by a group member/the facilitator for all to hear, or it may be individual reading before the activity.

When Cale, the main character in *Dreamer* goes to work one day with her father, she meets two men who work closely with him to train and care for the horses. One is Balon—who came to the United States from the Dominican Republic—and who works with Sonya and the others horses as a groom and capable horseman in his own right. The other is Manolin or “Manny” who came to the United States from Cuba, and works with Sonya as an exercise jockey.

Both Balon and Manny are bilingual, which means they speak both English and Spanish, but Spanish was the first language that they learned at home.

Balon and Manny are very close—like brothers—to each other and to Ben. They both help in many ways with Soñador’s recovery and to support Cale’s dreams and a successful future for the Crane family.

MODULE THREE: Communicating to Mend and Build Relationships
ACTIVITY 3: Cultural Diversity Link: Speaking Spanish

Name: _____ Date _____



Read the scene that unfolds when Cale Crane, the main character in *Dreamer*, first meets two men who work with her father, named Balon and Manny:

NARRATOR

Ben speaks to Balon, as he and Cale approach the horse barn.

BEN

Good morning, sir.
Balon, do you remember Cale?

NARRATOR

Balon smiles at Cale,
revealing a big gold tooth.

BALON

Sure, she never comes
around anymore. She's gotten so big.

NARRATOR

Balon turns to Cale—and tips his head.

BALON

Señorita, buenos dias.

NARRATOR

Cale stays silent,
she is fixated on the gold tooth.

BALON

That means "Good Morning."

CALE

Good morning.

NARRATOR

Cale continues to stare at Balon's tooth.
So, he bends over and whispers to her...

MODULE THREE: Communicating to Mend and Build Relationships

ACTIVITY 3: Cultural Diversity Link: Speaking Spanish, continued

Name: _____ Date _____

BALON

I was on a pirate ship coming to America
and a pirate tried to rob me with a gold knife,

and I bit the knife
and it left me with a gold tooth!

Adapted from © DreamWorks Pictures, Gatins, John, et. al. Final shooting script, 09-13-04, p. 6

Questions

Note: *These may be answered in a group or individually.*

Why do you think that Balon speaks in Spanish to Cale—even though he knows that Cale probably doesn't understand Spanish?

What did you think of Balon's tall tale? Why do you think he told Cale such a funny tale? How do you think Cale felt about it?

MODULE THREE: Communicating to Mend and Build Relationships

ACTIVITY 3: Fun with Spanish Words

Name: _____ Date _____

In *Dreamer*, the jockey, Manny, and horse trainer, Balon, both teach the main character, Cale, many beautiful Spanish words. They also talk in Spanish to calm and soothe the horse, Soñador. The horse seems to already know some Spanish words and phrases. Maybe you do, too.

Below, you will find the Spanish alphabet and a key to help you sound out some of the letters. If you do know some Spanish, become a leader and help other peers in your group with the letters and words.

A: a	H: hache	Ñ: eñe	V: ve
B: be	I: i	O: o	W: doble u
C: ce	J: jota	P: pe	X: equis
CH: che	K: ka	Q: cu	Y: igriega
D: de	L: ele	R: ere	Z: zeta
E: e	LL: elle	S: ese	
F: efe	M: eme	T: te	
G: ge	N: ene	U: u	

See if you can match some of the words used in *Dreamer*: Inspired by a True Story to the Spanish word that has the same meaning:

mother	abuelo
father	victoria
grandfather	carreras de caballos
daughter	granja
horse	madre
farm	campeóna
horse racing	sueño
dream	padre
horse saddle	hija
ice pop/popsicle	silla de montar
victory	helado
champion	caballo

Answer key: madre (mother); padre (father); abuelo (grandfather); hija (daughter); caballo (horse); granja (farm); silla de montar (horse saddle); helado (ice pop/popsicle); carreras de caballos (horse racing); campeóna (champion (f)); victoria (victory); sueño (dream)

MODULE THREE: Communicating to Mend and Build Relationships

ACTIVITY 3: Word Find

Name: _____ Date _____

C	D	D	V	I	C	T	O	R	I	A	
H	M	X	Y	W	B	C	V	P	G	E	MADRE
X	A	J	I	A	E	S	F	A	B	F	PADRE
W	D	A	T	V	R	H	U	D	A	Z	ABUELO
B	R	E	D	W	Q	I	P	E	Ó	D	HIJA
E	E	G	R	A	N	J	A	Ñ	Ñ	C	CABALLO
A	C	F	H	B	P	A	D	R	E	O	GRANJA
N	Q	R	U	U	B	O	Y	M	F	H	SILLA
Ó	B	D	B	E	L	P	M	D	R	E	HELADO
E	S	I	L	L	A	J	K	Z	G	L	CARRERAS
P	S	U	A	O	J	Y	I	L	H	A	CAMPEÓNA
M	T	B	V	L	C	D	O	R	Y	D	VICTORIA
A	A	T	Q	P	O	N	M	K	L	O	SUEÑO
C	A	R	R	E	R	A	S	I	R	S	

SPECIAL CHALLENGE: Can you match Spanish phrases used in the film, *Dreamer: Inspired by a True Story*, to their meanings in English?

Para suerte!

Incredibly beautiful.

Hola senorita, como estas?

My sweet little pony, come now.

Mi dulcita caballita, venga.

You can do it.

Su puede todo.

Hello, miss, how are you?

Muy bellissimo

Today is a dream.

Hoy es un sueño.

For luck!



MODULE FOUR

Valuing Bonds Between Humans and Animals

Notes for the Facilitator

The heart connections that human beings form with animals are very powerful and can change the way we view the world, our lives and ourselves. In this module, the idea of having a friendship or partnership with an animal is explored through the story of Dreamer, as well as the legacy of an actual racehorse that was injured and made her own incredible comeback, the famous filly Mariah's Storm.

Human relationships with animals embody comfort, and are non-threatening and non-judgmental in ways that are unparalleled in person-to-person relationships. This is one of the reasons that Cale, is so happy with her relationship with her horse, Soñador. She also becomes a more confident child because she can see that her help and kindness are important to the horse. The unique nature of human bonds with animals for healing, as conveyed by the movie and reinforced by this module, gives young people an opportunity to look more deeply into how humans and animals help each other to heal.

Measurable Outcome

- ★ Youth will be able to identify a caring relationship or bond between a human and an animal





MODULE FOUR: Valuing Bonds Between Humans and Animals

ACTIVITY 1: Horse Biographies

Link to the Film

Note: This may be read aloud by a group member/the facilitator for all to hear, or it may be individual reading before the activity.

Throughout the movie, its main character, Cale Crane befriends the horse, Soñador. Cale likes Sonya (Soñador's nickname) from the moment when she first sees her in a practice run at the race track. The horse and the child become best friends. Cale talks with Sonya and shares desserts with her. She has high hopes and dreams for Sonya and does what she can to help the horse recover from a broken leg. Rightly so, Cale is very proud when the time comes for Sonya to run the track and to get ready to race again, after recovering from her injury.

Cale's father, Ben, is also very close to Soñador. He looks in the horse's eyes and listens to "hear" what she has to tell him. Everyone around him believes that Ben can communicate with horses.

MODULE FOUR: Valuing Bonds Between Humans and Animals

ACTIVITY 1: Horse Biographies

Name: _____ Date _____

KEY: Group or Individual

Did you know that part of the screenplay for *Dreamer* is told from the horse's point of view? It is the moment when Soñador breaks out of the barn, after Cale has opened the gate.

SONYA FLIES IN FULL STRIDE

Relieving her old glory, Sonya opens up further.

She clears the pain from her body and the windmills from her mind

as she runs freely down the abandoned road.

© DreamWorks Pictures, Gatins, John, et. al. Final shooting script, 09-13-04, p. 64

Can you imagine how the horse felt at that moment?

At the public library or a bookstore you can find books that tell the story of a real horse's life. Some are biographies where someone else writes about what happens to the horse. Others are autobiographies, written from the point of view of the horse. Here are some you might look for:

"Dear Smarty: A Collection of Letters Written to Smarty Jones by Children, Families and other Animals from Across America," by Billy Valentine, Braveheart Press, 2004.

"Thoroughbred Legend #1: Man O'War," by Edward Bowen, Eclipse Press, 2000.

"Secretariat: The Making of a Champion," by William Nack, Da Capo Press, 2002.

"Women of the Year: Ten Fillies Who Achieve Horse Racing's Highest Honor," by Jacqueline Duke, Blood-Horse, Inc., 2004.

It's Your Turn to Write a Biography

Write a short story about the life of an animal, from the point of view of the animal. Perhaps your story will be about your pet, or perhaps it will be an animal that you would like to learn more about. Think about how the animal lives, what it eats and how it spends its time. Imagine what the animal has to say about humans! Be creative and funny.

Share Your Story

Read your story to a group of young children.

Or, consider illustrating your story and submitting it to Kidz Magazine –a magazine exclusively by and for kids. See www.kidzmagazine.com Or, send to Kidz Magazine, PO Box 20250, Boulder, CO 80301. Include your group leader's name, your address, age, grade and the signature of a parent or guardian with your submission.

MODULE FOUR: Valuing Bonds Between Humans and Animals

ACTIVITY 2: What is the True Story that Inspired the Movie?

Name: _____ Date _____

KEY: Group or Individual



Reading that Takes You Behind the Scenes of *Dreamer: Inspired by a True Story*

Horses that have battled the odds to achieve something that seems impossible capture our imagination and hearts. John Gatins, the writer and director of *Dreamer: Inspired by a True Story*, knew that, because he spent much of his youth around horseracing. “I was only 10 when I went to the racetrack for the first time,” says Gatins. “The way the New York papers described the horses—they gave them personalities; the race horses came alive as actual characters. I thought it would be great to make a movie about those characters. I started going to the racetrack and following them like athletes.”

For *Dreamer*, Gatins wanted to write about a horse who overcame the odds, so he started researching stories of horses who came back from what should have been career-ending—if not life-ending—injuries. It was then that he came across the true story of one remarkable filly, named Mariah’s Storm.

Mariah’s Storm was quickly building points towards a bid in the 1993 Breeders’ Cup and would have been one of the favorites, when she suddenly fractured a left front cannon bone. The cannon bone (as pictured below) is the part of a horse’s leg that carries the greatest amount of the animal’s weight. It is delicate and hard to heal.

Mariah’s Storm sustained a cannon bone fracture that was so severe that it could have ended her career as a race horse, or even her life, but her owners and trainers did not lose faith. With patience and good care, the fracture of her cannon bone eventually healed, but whether or not Mariah’s Storm would ever race again remained a big question.

This question was soon answered. In September 1993, before her injury, Mariah’s Storm had won the Arlington Washington Lassie, a Grade II stakes race for two-year-old fillies. After her recovery, nearly a year later, Mariah’s Storm came back to win the Arlington Heights Oaks, a Grade III stakes race for three-year-old fillies. By September 1995, she had won another and was the only horse ever to win all three stakes races for her age class at Arlington. Her achievement was so incredible that there is now a race at Arlington Park named for her, it is called “The Mariah’s Storm Stakes.”

Other than her injury—a fracture of the cannon bone—and her recovery, the life and career of Mariah’s Storm bears little resemblance to that of the horse at the center of *Dreamer*. However, Gatins was so impressed by her courage and success that Mariah’s Storm became the main inspiration for his screenplay, in which a phenomenal filly named Soñador (which means “Dreamer” in Spanish) breaks her cannon bone, but is able to heal and have an unbelievable come back to race again.

A. Coffin Bone

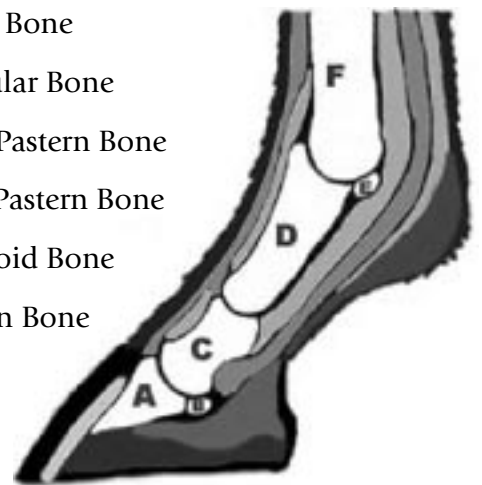
B. Navicular Bone

C. Short Pastern Bone

D. Long Pastern Bone

E. Sesamoid Bone

F. Cannon Bone





MODULE FOUR: Valuing Bonds Between Humans and Animals

ACTIVITY 3: Group Discussion About Horses and Healing

KEY: Small or Large Group

Note: *The following made by read aloud or individually.*

Dreamer gives us an opportunity to see how humans can befriend and care for a horse, and by doing so can help the horse to heal.

It also shows us how important animals are to human beings. In their joy at seeing their horse getting better, all of the people involved—the Crane family and their friends—became much more hopeful about their lives and much more caring towards each other. In this way, *Dreamer* hints at the way in which horses and other animals can also help to make people's lives happier and healthier.

Key Questions

Can you think of ways that pets and other animals improve the lives of human beings?

Have you ever felt close to an animal or a pet? What was that like? Did you become best friends?

What do you know about service or guide animals?

Examples

Dogs and horses are important helpers to people who are blind, deaf and unable to walk. They have good memories, excellent vision, extraordinary sense of smell and hearing, and are good with people.

- Specially trained dogs, called service or guide dogs help people who are blind or deaf to be able to get around on their own. The dog is trained to use his eyes and ears to guide his owner. Dogs like these are specially trained to pick up objects, open and close doors, and operate light switches. Some service dogs are also trained to pull people in wheelchairs.
- Horses are part of exercise and therapy for people who cannot walk, or stand, or use parts of their bodies. Horseback riding can give someone who has lost the ability to walk a sense of movement. It can also be helpful for people to develop physical strength, balance and flexibility.

Extend the Learning

- Your group may wish to arrange a visit to a training center for service animals to learn more about how these extraordinary animals are prepared for their "jobs."
- *For older youth*, you may wish to organize a visit to a therapeutic riding center and talk to the kids and adults there about how it feels to ride, and what it's like to become close to the horses.



MODULE FIVE

Leading the Way

Notes for the Facilitator

The theme of this module is youth empowerment and leadership that is supported by adults. As young people develop throughout the preteen years of ages 8-12, they benefit greatly from experiencing their own personal power, capabilities and talents. Parents, educators, youth leaders and child development specialists know that the best way for youth to learn responsibility is to take on responsibility. This process is captured beautifully in the movie, *Dreamer*, by the character of Cale Crane.

The activities in this module, therefore, focus on two important processes for youth empowerment and leadership: 1) developing “give and take” partnerships with adults and, 2) providing young people with an opportunity to design and implement a service project that will benefit animals or improve the environments that we share with animals.

As you pursue this work with your group, keep in mind a key idea from *Dreamer*. Even though Ben Crane, Cale’s father, has a lifetime of expertise in caring for and training race horses, he does not possess Cale’s expertise for building a connection of friendship with Soñador and inspiring others to dream big and set exciting goals for both the horse and themselves. What Ben and Cale learned is that when two or more people bring their expertise together in partnership, it is powerful.

Measurable Outcomes

- ★ Youth will be able to identify positive ways to work with adults on service projects
- ★ Youth will be able to design and implement a service project





MODULE FIVE: Leading the Way

ACTIVITY 1: Interview an Adult

KEY: Individual or Small Group

Link to the Film

Note: This may be read aloud by a group member/the facilitator for all to hear, or it may be individual reading before the activity.

During a family barbeque, Ben Crane, approaches his daughter, Cale, with a file of papers, stating “Here’s all her paperwork!” as he hands it to her. “Sign here, please,” he asks.

After her initial confusion, Cale takes the pen and starts to sign papers for their horse, Soñador, but she does not know exactly why. Then, her father reveals: “I put 51% of the horse in your name. Cale, you make all the decisions from here out. ...The new owner of Soñador is Cale Crane!”

All of the adults in this scene, including Cale’s mother, grandfather and the horse training crew, Balon and Manny, are as surprised as Cale. But, like Cale, they are very happy about Ben’s decision to make Cale the owner of Soñador—because Cale cares so deeply for the horse and has brought inspiration to all of them and greater caring to her entire family.

Imagine how Cale felt at that moment!

Adapted from © DreamWorks Pictures, Gatins, John, et. al. Final shooting script, 09-13-04, p. 81-82.

MODULE FIVE: Leading the Way

ACTIVITY 1: Interview an Adult Partner, continued

Name: _____ Date _____

After Cale Crane is given the enormous responsibility of owning and caring for a race horse, Soñador, she does many things to be fully responsible. She wakes up early to train her horse and she works closely with the crew to prepare Soñador for races. But, she realizes that she does not have much experience. So, Cale approaches her father for help. She says to him, "I want you to help me. I need you to help me train her." He agrees, partly because he is also amazed with what she already knows.

In this activity you will interview an adult partner—on equal terms. Pick an adult to interview; someone that you like and trust. It can be family member, family friend, youth group leader or any adult that you admire.

Tell the adult that you would like 10 minutes to ask questions about something he or she is good at (a job, a sport, a hobby, etc.). To return the favor, ask the adult to interview you for 10 minutes about something you're good at (a skill, a hobby, a sport, etc.).

If you could tell me one thing about your (job, sport, hobby, etc.) what would it be?

Sample interview questions for both kids and adults:

Why do you do this ...(job, sport, hobby, etc.)?

When did you first become interested in it?

What is the best part about it?

What is the hardest part?

Afterwards, write the adult a thank you note. In the note, tell him or her 1-2 important or surprising things you learned during the interview.

MODULE FIVE: Leading the Way

ACTIVITY 2: Youth-Designed Service Projects

Name: _____ Date _____

KEY: Small Group

Dear Young People:

Think about something that your group would like to do to help animals, to improve human relationships with animals or to ensure healthy environments for animals to live in.

- Plan and conduct your project with the guidance and support of an adult.
- Read some of the tips for working well with adults below.
- Have your adult read the tips for adults.
- Brainstorm your project ideas and plan the steps to carry it out.
- Then, get to work!!

Here are a few ideas from other groups of kids—dream up your own ways to take the lead!

- Refurbish an empty plot of land by creating a garden that can be enjoyed by animals, or a dog park with a fence that allows them to run.
- Implement a recycling program for your school or youth center.
- Stage a petting zoo to teach other children about the care of domestic and wild animals.
- Hold a pet show to highlight animals that are up for adoption.
- Collect and deliver items needed for animal shelters, such as blankets, towels, food and pet toys.
- Organize pet care workshops for kids, so that they can learn what it is like to be owner of an iguana, or a gerbil, a dog, tropical fish, or other pets.
- Write your own play about a caring relationship between a person and animal, and act it out for a local senior center.

3 Tips for Kids Working with Adults

1. Most adults have good intentions. Remember, they are simply not used to working in partnership with young people.
2. When adults criticize you, it doesn't necessarily mean they are putting you down or don't value your contribution, it may mean the adult is treating you the same way he/she would another adult.
3. Adults may not be aware of the capabilities of young people. Show them what you know.

3 Tips for Adults Working with Kids

1. Share the responsibility of leadership. Provide guidance, but avoid total control. Be sure to share decision-making.
2. Listen carefully to youth and try to understand their perspectives, without interrupting or reinterpreting.
3. Share all work activities, even the tedious ones.