



# Making a Difference One Village at a Time

May 28, 2011 - Kilbride, North Burlington

## Run for Wells Lesson Plan - Grade 9 English

(Can be altered for any grade)

### Intended Learning Outcomes:

- Demonstrate a willingness to explore a variety of genres and media.
- Identify and explain connections between what they read, hear and view, and their personal ideas and beliefs.
- Compare the use and appeal of various themes and literary devices.

### Materials Needed:

1. *Dreams* poem (see below)
2. *Tessa's Letter*. Video available at <http://www.runforwells.com/schools/resources/>
3. Word processing program or journal

### Dreams

Hold fast to dreams  
For if dreams die  
Life is a broken-winged bird  
That cannot fly.  
Hold fast to dreams  
For when dreams go  
Life is a barren field  
Frozen with snow.

*Langston Hughes*



# Making a Difference One Village at a Time

May 28, 2011 - Kilbride, North Burlington

## Suggested Lesson Plan:

1. Ask students to jot down some “dreams” they have for their lives. Do a “Think, Pair, Share” in which the students share with another student, and then the entire class.
2. Have the students read Langston Hughes’ poem *Dreams* to themselves. Then read it as a class. Discuss possible synonyms for the word dreams in the poem.
3. Explain the meaning and purpose of a metaphor. Ask the students to identify the two different metaphors in the poem.
4. Ask for volunteers to share the metaphors in the poem. Discuss why the poet chose a broken-winged bird and a barren field frozen with snow to describe dreams that are not achieved. Ask students why they agree or disagree with the view of the poet.
5. Watch *Tessa’s Letter*. Before watching the video, ask the students to watch for some dreams in the four minute video. Afterward, discuss Tessa’s dream of helping the people of Africa by participating in the Run For Wells, and the people of Africa’s dream for clean water in their villages.
6. Have the students write a paragraph about the importance of having dreams in their lives. The students also need to evaluate their original list of dreams and see if there is one they really want to “hold fast to” or if there is another one they have thought of that they would like to work toward. In the paragraph, the students need to include the steps they need to follow to see their dream come true.

## Extended Activities:

1. Watch or listen to Dr. Martin Luther King Jr.’s famous speech “I Have a Dream”. Discuss or write about what a modern-day speech titled “I Have a Dream” would include.
2. Ask the students if any of them would like to make a goal of running the 5K run for the Run For Wells in Burlington on May 28, 2011. What steps would they need to take to be able to run 5K? Have the students develop a running goal for each month prior to the run.



# Making a Difference One Village at a Time

May 28, 2011 - Kilbride, North Burlington



Halton's Back Streets

## The Venue

- The quiet streets & rural roads of north Burlington
- Staged at Kilbride Park and Public School
- Comfortable change rooms
- Large gym and indoor washrooms
- Food and beverages for all participants
- Loads of enthusiastic volunteers!

## The Races

- 10K and 5K
- Chip-timing on certified courses
- Technical-Ts for runners
- Cash prizes for top-finishers



10K and 5K



walking with water

## 3K Team Walk-With-Water

- Each team carries 11L of water for 3K
- An inspiring and educational family experience
- Special activities for families with children

## The Cause

All donations and 100% of net proceeds will go to HOPE International. Funds will be used to bring clean water to the people of Ethiopia.



Hoping for change

In Support of



HOPE International  
Development Agency

[www.runforwells.com](http://www.runforwells.com)