

IN MOTION

Facilitator Guide

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ACKNOWLEDGEMENTS

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Authors: Donnalee Bell and Sareena Hopkins

Revisions: Donnalee Bell, Suzanne Klinga, Rod Palmer, Emily Worthen and Trina Stanford (2023, 2024 and 2026)

Developed by the Canadian Career Development Foundation / Fondation canadienne pour le développement de carrière

www.ccdf.ca

p: 613.729.6164

a: 202-119 Ross Ave, Ottawa, ON

w: ccdf.ca

e: information@ccdf.ca



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IN MOTION AND MOMENTUM+ – In Motion Facilitator Guide

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IN MOTION



OVERVIEW

In Motion & Momentum (IM&M+) is a three-part evidence-informed program that supports clients with pre-employability needs. It uses an action-oriented approach to intra and interpersonal skill development. This program provides opportunities for participants to experience success, pride, respect, connection, hope and achievement through actual applied experiences (e.g., multi-sensory-based activities, group projects and facilitated problem-solving sessions, action planning, goal setting, exploration of roles, improvisation and the implementation of a community development initiative).

Helps People Get Unstuck

Who is IM&M+ for? IM&M+ is for anyone who has ever felt stuck. It's for people who may have had repeated setbacks to traditional learning and/or work. It is for anyone who wants to reconnect with their potential, take charge and live the life they want to live.



THE PROGRAM

MODULE 1: IN MOTION is a 3-week program (3 days per week; 6.5 hours each day). This first part of the program is about helping participants to:

- Create a vision for now and the future that is consistent with their personal life, realities, and core values
- Identify and build targeted life and basic employability skills (communication, healthy interpersonal relationships, problem-solving, dealing with stress, money management/budgeting, dealing with change)
- Practice setting realistic and meaningful goals connected to their needs and vision for the future

- Practice developing and implementing action plans that reflect their vision and goals, address barriers and include appropriate supports
- Explore possible roles (work, learning, volunteer) that connect to self and have potential to contribute to family/community
- Explore a wide range of options and opportunities so their horizons of what could be possible for them are broadened

PART 2: MOMENTUM is a 4-week program (4 days per week for the first 3 weeks and 3 days in week 4; also 6.5 hours daily). This second part helps participants to continue to build on their vision and move towards making it a reality. It is also an opportunity for them to give back to their community. The resilience research is clear that a key protective factor for resilience is the capacity to contribute to the community – a critical protective factor for which those living in poverty have few opportunities to access or be active. The group conducts an environmental scan of their community, and based on this and their composite skill set, they develop and implement a community project. Not only do they experience the pride of giving back, but they also practice and build skills, extend their networks and know they can achieve something significant for themselves and their community.

PART 3: MOMENTUM PLUS+ (6 weeks, 1 day per week): This module extends momentum, builds skills and motivation and provides transitional support for participants to take the next step. Participants are actively supported and coached as they implement their action plans and move toward increased employability.



IM&M+'S GUIDING PRINCIPLES

The following fundamental beliefs and values guide the IM&M+ program.

No One Chooses Poverty

Poverty is degrading and humiliating. No one chooses to be poor. The modules explicitly address the blame and judgement often associated with poverty. We wanted to build a workshop series that acknowledged the challenges of living in poverty and proactively integrated those realities into the series.

Participants are Able

It seems simple, but everything changes if we don't fundamentally see participants as capable of success. IM&M+ participants are resilient, adaptable, creative, flexible, courageous, innovative, and skilled. They have a wealth of life experience, skill, and wisdom. They are the experts in their own lives and the architects of their future. They have an enormous amount to teach each other and us. IM&M+ facilitators are guides, supporters, encouragers, challengers, and co-learners.

Building Positively on Strengths & Challenges

IM&M+ is strengths and solutions-focused. It builds on Newton's laws of physics, suggesting that it's easier to redirect motion than get it started. We recognize that participants are all already in motion –they are living lives, making decisions, and moving in a direction already. The purpose of IM&M+ is to help redirect motion if it's going in a direction they don't want.

Trust, Control, and Risk Are Shared

Trust is a precious gift earned through respect, consistency, appropriate disclosure, and risk-taking (including by the facilitator). It provides a safe and accepting environment where

expectations are clear, and control is shared equitably. The space is co-owned and co-created.

A Holistic Approach to Health

Integration of a holistic view of health is an essential thread throughout the program through activities that cultivate physical movement, the sharing of meals and facilitating discussions that center around healthy habits.

Change is a Process

The program is underpinned by Prochaska's Change Theory, which recognizes that personal transformation doesn't happen overnight or simultaneously for different people. IM&M+ and its facilitators normalize the change process, acknowledging that starting is hard and that setbacks can happen. The program and facilitators set out to nurture the seeds of hope in everyone, reinforcing that everyone is always working on something and there is no perfect endpoint.

It Takes a Community

Finally, such transformation is fostered when everyone comes together, seeking to move positively. This means the active collaboration and contributions of the facilitators, their organizations, community partners and participants.





NOTES TO FACILITATORS

Congratulations on being chosen to facilitate the In Motion and Momentum (IM&M+) program! This is a fantastic opportunity to make a difference in the lives of those with whom you'll be working.

This is not a “typical” workshop series because it doesn’t involve much direct teaching. Instead, the approach provides opportunities for participants to come together to experience and build their self-esteem, confidence, sense of personal control, skills and motivation to build their future.

Specifically, the intended outcomes of this first module, In Motion, are for participants to leave believing that:

- I can have happy moments – it is not all or nothing
- I can be healthy in parts of my life
- I have some capacity, skills and strengths
- I am willing to take some small risks
- I see possibilities around me
- I can make a difference (in my own life, my family, my community)
- I have some control in my life
- I have some people who are really on my side
- I can recover from failure – it can move me forward

Modality of Delivery

In Motion & Momentum+ can be delivered face-to-face, entirely online, in a hybrid format. IM&M+'s extensive evaluations show no discernible difference in outcome, so choose the delivery format that suits you, your organization and participants' needs. The facilitator guide has been written primarily from a face-to-face delivery perspective.

However, we have made suggestions throughout to support online deliveries, and there are also resources on the IM&M+ online facilitator hub (<https://implus.ca/hub/login/>) that you can use to support online and hybrid deliveries.

Group Size

IM&M+ is designed for groups of 8-10 people. It has been delivered to groups of 4 and 15, but its “sweet spot” is 8-10.

Recruitment, Program Fit & Program Transition Support Team

There is a Recruitment Strategies Guide to help you create a recruitment plan on the online facilitator hub. It includes a suggested timeline for recruitment activities, links to all the branded promotional materials, and recruitment.

At IM&M+, we never turn down anyone wanting to take the program, but sometimes, we say, “Not yet.” Discerning the difference can be difficult, and how to know when someone is ready is reviewed during the IM&M+ Facilitator Training. We also developed a “[screening tool](#)” that helps you and participants talk about the program’s fit with their goals. It has suggested strategies for working with each person to ensure they feel that IM&M+ is a fit for them. It also helps to identify needed wrap-around supports to build toward everyone’s success. It was developed from input from experienced IM&M+ Facilitators based on strategies used during program recruitment. [A supporting video](#) provides screening and fit-checking tips!

Participants coming to the IM&M+ program will have been recruited by you and your organization's staff or referred by employment services, health service professionals, case managers, and other organizations. We hope that everyone involved in recruiting or referring participants to this program will convey to the participants that they have been chosen for

this program because they have **real potential for success**.

The way we talk with individuals in the beginning moments can have a significant impact on their motivation to continue with the program and their success upon completion.

Throughout IM&M+'s delivery, facilitators must encourage participants to continue their relationship with their referring support worker (e.g. case managers, employment counsellors, career development professionals, social workers, mental health counsellors, etc.) before, during and at the end of the IM&M+ program. Facilitators should meet with each incoming participant and their referral support worker. It is an opportunity to:

- Connect personally with both the participant and their referring support worker to exchange information and begin to build a working relationship
- Put everyone at ease so there are friendly faces to connect with names
- Go over logistics (location, schedule, expectations) so everything is clear and mutually understood
- Gain appropriate insight into the work the participant and referring support worker have already undertaken (participant strengths, goals, specific challenges and/or issues that might affect their participation in the series)
- Share the vision for the series, highlighting appropriate elements from this front section of the Facilitator Guide (i.e., Note to Facilitators) and the planned process so everyone is on the same page
- Ask and answer any questions you might have of each other
- Establish how you will work together (all 3 of you) during the series so that communication remains open and the work of the participant and referring support

worker can build on the participants' experiences and growth during this series.

AND, most importantly, schedule a transition strategy meeting after completing the second module of this series, Momentum. It is vital that this meeting be set in advance and reconfirmed during the final week of Momentum. If you are willing and available, the meeting can involve you. It's a time for the participant to walk the referring support worker through the action plan developed throughout In Motion and Momentum and set some initial steps for action.

The third module of the program, Momentum+, is a transition module after Momentum that supports participants as they take these first steps. It can support the work of the referring support worker and vice versa. This third module provides a weekly check-in point for participants to explore barriers and problems and help their IM&M+ group members move forward.

These modules can be quite powerful and motivating, and it's important that the referring support worker supports the participant's desire and plan for change during and after the modules' completion.



Keep in mind that the participant's referring support worker is your partner. The more you collaborate with them from the beginning and throughout the series, the better. Invite them into the program throughout. Be sure to invite them to the graduation on the last day of the program and involve them in the activities of that event.

Diversity & Inclusion – Meeting People Where They Are

- Note that participants in each IM&M+ group will come from very diverse backgrounds:

- Some may have a working history but have been unable to work recently; others may have never worked.
- Some may have overcome significant barriers in life; others may have just fallen on some hard times more recently.
- Some may have formal education; others may have literacy and learning challenges.
- Some come from racialized communities.
- Some will be traumatized by injustices, including the residential school system.
- Some are living with disabilities.
- Some are new to Canada.
- Most will be living in poverty.

They all deserve respect and admiration, as they have had to be resilient to reach this point. At its foundation, IM&M+ has a people-centred approach with a deep belief that everyone in the program has tremendous strengths and skills.

The creators and master trainers of this program also recognize the need for racial equality and to work towards reconciliation with Indigenous communities. We are mindful of the [“Calls to Action”](#) delivered by the Truth and Reconciliation Commission, such as Action 7, which calls for shrinking the gap between education and employment among Indigenous peoples. This program's creation, implementation, and scaling will contribute, we hope, to this goal and other TRC-recommended actions.

Trauma-Informed Approach

- Trauma may have touched those in the program. IM&M+'s guiding principles are based on a harm

prevention approach. The Substance Abuse and Mental Health Services Administration of the United States Government (SAMSHA) identifies the 4Rs critical to a trauma-informed approach:

(1) Realizing the widespread impact of trauma;

(2) Recognizing the signs and symptoms of trauma (see: <https://www.medicalnewstoday.com/articles/trauma>)

(3) Responding by fully integrating knowledge about trauma into policies, procedures and practices; and

(4) Resist re-traumatization actively (SAMHSA, 2014).

- We encourage all facilitators to adopt trauma-informed practices in delivering this program using SAMSHA's 6 Trauma-Informed Care, <https://opentextbc.ca/peersupport/chapter/samhsas-six-principles-of-trauma-informed-care/>. We also invite you to check with your organization for professional development training in trauma-informed practices such as mental health first aid and ASIST. We have also developed [self-care package](#) for you, recognizing that helpers also need care.

The Community of Practice

- IM&M+ is a platform for learning – about yourself and the people in the program. The Facilitator Guides are meant as living documents. We anticipate that you will adjust curriculum content and activities to meet the needs of the participants you serve and your delivery format and reflect who you are as a facilitator. We are eager to know about facilitator adaptations, modifications, or reflections on the curriculum.

Facilitators' and participants' experiences will help refine and grow IM&M+ to continue to be genuinely person-centric. By connecting with and sharing your learning and experiences with other IM&M+ facilitators and team members from across Canada, we hope to create a vibrant IM&M+ Community of Practice (CoP) and, to this end, have developed a Community of Practice Portal (<https://inmotionandmomentum.mn.co/>). The IM&M+ Community of Practice portal will be a virtual space where IM&M+ facilitators, partners and team members can connect, exchange creative ideas, best practices, tips, and suggestions and learn from each other.

To contribute to your own professional development and that of the CoP, we ask you to keep a "IM&M+ learning journal". At the end of each day of delivery take a few minutes to note down your observations/suggestions. Topics might include:

- How you felt about the day
- Your personal learning for the day
- How the day's program impacted you
- Observations on participants' responses to the day or specific activities
- Super activities and what made them outstanding
- Any adjustment you made to curriculum and how it worked out
- Any innovative modifications and/or approaches you came up with to accommodate activities for online delivery

At the end of each week of programming, we would like you to select one or two of your journal entries and post them on

the IM&M Community of Practice portal (<https://inmotionandmomentum.mn.co/>). Your post can be a picture, a photo, or a written, audio or live video post. Whatever you feel comfortable with. And then comment on at least two posts from other IM&M+ team members.

Before You Start

Get to know the people in your group as much as possible before the first day. Building a working alliance with each one starts during your first interaction, and developing trust amongst the group begins from there. Trust will be earned throughout the program as you demonstrate respect, provide consistency, share appropriate disclosure and risk-taking, and do all you can to provide a safe and welcoming environment where expectations are clear, and control is shared equitably.

If delivering online, make sure that you ask participants about their comfort with whatever video conferencing tool you intend on using (e.g., Zoom or Teams). IM&M+ facilitators recommend having an online get-to-know-each-other session prior to the first day so that you can try out the features of the video conferencing tool, make sure access to the Google Drive can be made.

Many facilitators deliver online makeup care packages for the participants, including the materials for the program, workbooks, and snacks. Many hand deliver these packages with the computers when possible. These efforts support getting to know the participants and ensuring that everyone's computers are working on the first day. Ideas for these [care packages](#) can be found on the Community of Practice.

Getting Started

Think about the space (physical or virtual), you'll be meeting and working in. We've suggested several things we hope will contribute to making it a positive one. We encourage you to give participants increasing ownership of the space, enabling them to influence the layout of their program space and bring in positive quotes or images for the walls or shared screens (see [Appendix A](#) for suggested quotes; feel free to use these and/or your favourites).

We've suggested a recurring morning routine (like the one most of us enjoy) where participants will be greeted and enjoy coffee/tea, fruit and/or other snacks and can read the news (online or hardcopy), do a crossword, listen to some quiet music or chat with you and the other participants casually. We're encouraging you to have at least one communal lunch perhaps the last day of each week) in which everyone eats together. Whether sitting around a communal table or in a Zoom room, eating together is a unique experience that can reinforce the importance of nutrition and the power of the group's growing connection.

We've paid attention to Newton's laws of physics in this series. Recognizing that all participants are already in motion, our strategy is to help to redirect it rather than stop it. This comes out in the session in many ways, including our approach to rolling with resistance and potential disruptions. We've assumed that participants may arrive late and come to the workshop with crises/challenges that are not directly related to the day's content. Instead of treating these as interferences, we've integrated them into the learning.

So...each morning assumes people will arrive at different times and starts with a normalizing routine focusing on health and nutrition, reading/talking about current events and practicing social/communication skills. Similarly, when someone comes in with a crisis, rather than the facilitator

being drawn away to try to address it individually, there is an expectation that problems will be worked through collectively so that not only is the individual with the issue supported but the whole group builds the skills of strategizing, consequential thinking, problem-solving, teamwork and the pride that comes from supporting others.

We've also paid attention to participants' need for physical movement and variety, whether they attend the IM&M+ program face-to-face or remotely. So, in addition to nutrition as a way of promoting healthy living, we also suggest building brain gyms and body breaks to provide respite from periods of sitting/thinking and to reinforce the importance of physical/mental health. You'll find various activities in [Appendix B](#), and we encourage you to use these (or others from your repertoire) any time you feel the group's energy waning or there is a need to shift gears and start something new with a fresh perspective. We have not scheduled these formally into the Facilitator Guide, recognizing that you, as the Facilitator, will be attuned to the energy and needs of the group and will integrate them when most needed and appropriate.

We've also included various "impact activities" that encourage "a-ha moments" and the element of surprise. IM&M+ is highly experiential, emphasizing hands-on activities followed by reflection so that participants can be supported to understand, label, and integrate their learning. To support this kind of facilitation, we have integrated a range of materials and "props" that you will want to have on hand and ready to use. Much of the material is integrated directly into this Guide. Others are everyday items you'll find around the house/in your office. You will find a complete list of recommended materials in [Appendix C](#). Be sure to review this carefully and compile all the materials you need in advance of delivery. Recognizing that IM&M+ was originally developed for face-to-face delivery but that other delivery

modalities, such as remote and online, are available, we have included, throughout the text, tips for how some of these hands-on activities can be delivered remotely/online.

We are counting on you to apply your experience and creativity to the delivery method you use. The training will support you in thinking through face-to-face and online delivery approaches. Our Community of Practice portal (<https://inmotionandmomentum.mn.co/>) is where you can read about other facilitator tips and approaches and post your own.

The whole series is built based on Change Theory (see Prochaska and DiClemente <http://web.uri.edu/cprc/about-ttm/>), recognizing that personal transformation (such as moving from not feeling positive about one's self to feeling pretty good about one's self) doesn't happen overnight or at the same pace for different people. We have built IM&M+ to meet participants where they are and build toward the intended outcomes gradually and developmentally.

This workshop series recognizes that the participants are adults with a wealth of life experience, skills and wisdom. They are the experts in their own lives and the architects of their future. As facilitators of the program, you are a guide, supporter, information-sharer, encourager, strategist, challenger, cheerleader, confidante and facilitator who can offer them new experiences, draw in resources, strategies and tools to manage difficulties, build relationships and connections within and beyond the group, promote skillfulness and celebrate success.

This Facilitator Guide is just that—a guide. You will bring your experience, expertise, personality, and creativity to your delivery. This Guide is written for you. You will find your own words that fit you and are appropriate to your participants as you deliver.

The IM&M+ “Family”: Your Allies in Delivery

Finally, we want to reinforce that you will have several allies as you facilitate these sessions:

- You will have a network of other facilitators across Canada. There is an online portal (<https://inmotionandmomentum.mn.co/>) where you can connect. We encourage you to stay in touch, share ideas, collaborate around challenges and support each other through this series.
- You will have your organization and referring support worker on your team. They are your partners in this. They will already have a relationship with your participants and will be working with them after this series. It's in everyone's best interest to collaborate with them so that each participant gets what they need during and after the workshop series.
- You'll have us! We will try to make the training session a rich and full experience that gives you what you need to feel confident and ready to deliver this series. But...we're not going anywhere, so if you have questions or concerns or just want to chat about the workshops, don't hesitate to contact us!

We hope your experience – and the experience of your participants – is meaningful, practical, growth-inspiring and fun.

MATRIX OF LEARNING OUTCOMES ACROSS IN MOTION

The following table shows how the intended outcomes of the program map to the activities in this module. The outcomes of the IM&M+ workshop series are the same but the activities across all the modules are developmental in approach to support participants in building career readiness and foundational career management skills.

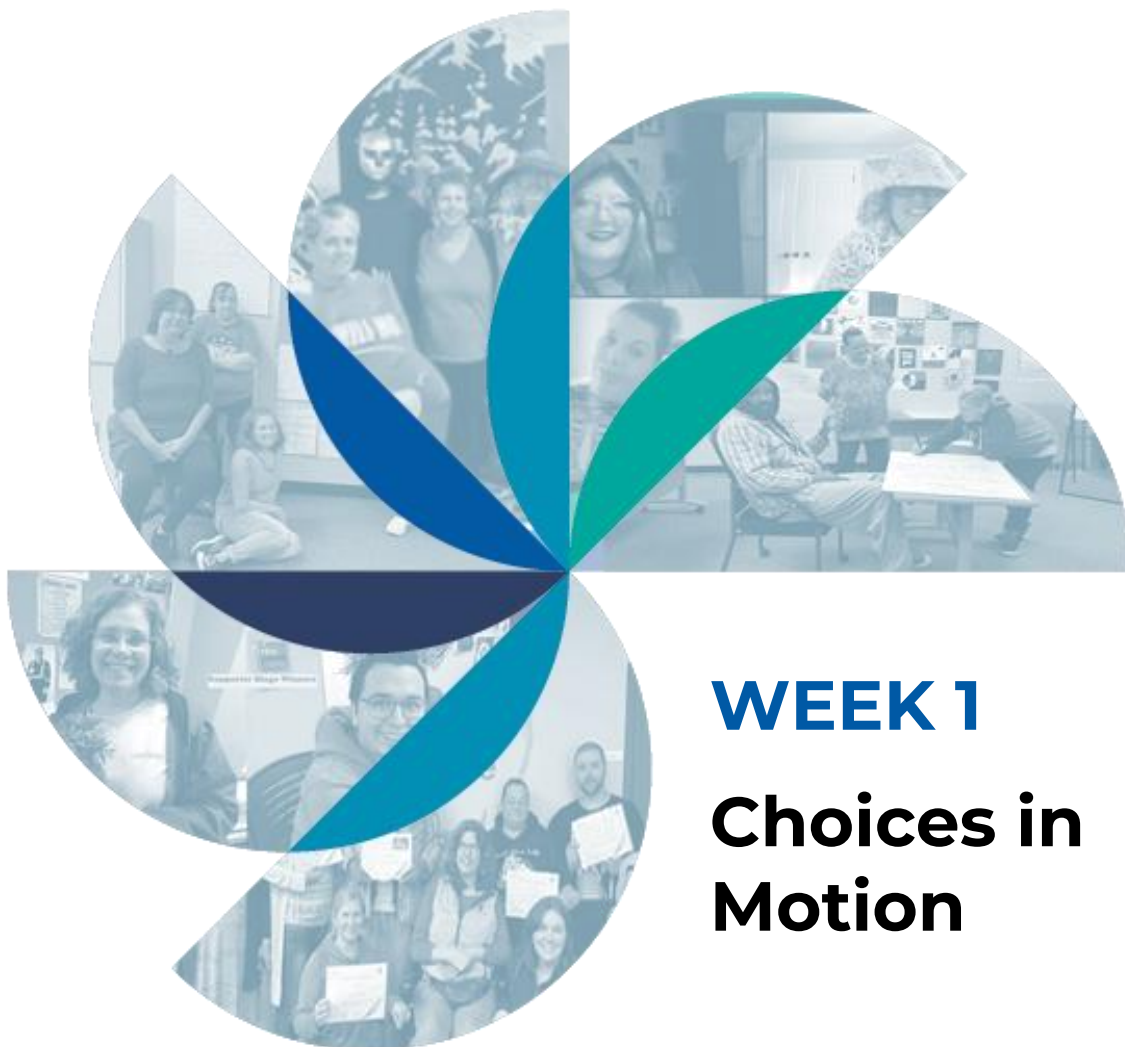
Activity	Career Readiness Factors								Career Management Skills			
	Self-Esteem	Self-Efficacy	Locus of Control	Motivation	Resilience	Positive Relationship Building	Accessing Resources, Networks and Allies	Belonging/ Mattering	Self-Awareness	Identifying Skills and Strengths	Goal Setting & Achieving	Vision for the Future
Morning Routine	✓	✓	✓	✓	✓	✓		✓		✓		
Daily Check-in/Maze	✓	✓	✓	✓	✓	✓	✓	✓	✓			
Group Lunches	✓	✓	✓	✓	✓	✓	✓	✓				
Week 1 Day 1												
Icebreaker: Shopping Bags or Briefcases	✓	✓							✓			
Circle of Motion	✓			✓					✓			✓
5 Things You Love to Do	✓							✓	✓			✓
Interest Inventories									✓			

Activity	Career Readiness Factors								Career Management Skills			
	Self-Esteem	Self-Efficacy	Locus of Control	Motivation	Resilience	Positive Relationship Building	Accessing Resources, Networks and Allies	Belonging/ Mattering	Self-Awareness	Identifying Skills and Strengths	Goal Setting & Achieving	Vision for the Future
Team Building Activity	✓	✓	✓			✓	✓	✓				
Week 1 Day 2												
Icebreaker: Where I am at									✓			
Checking My Bucket List										✓		
Dependable Strengths	✓	✓				✓	✓	✓	✓	✓		
3 Things You'd Love to Do		✓							✓			✓
Motion Wheel	✓	✓		✓					✓			
Week 1 Day 3												
Icebreaker: My Morning's Value									✓	✓		
Values Auction									✓	✓		
Values Inventories									✓	✓		
1 Thing You Will Do	✓	✓	✓						✓			✓
Power Boxes	✓	✓				✓	✓	✓	✓	✓		

Activity	Career Readiness Factors								Career Management Skills			
	Self-Esteem	Self-Efficacy	Locus of Control	Motivation	Resilience	Positive Relationship Building	Accessing Resources, Networks and Allies	Belonging/Mattering	Self-Awareness	Identifying Skills and Strengths	Goal Setting & Achieving	Vision for the Future
Sharing Circle	✓			✓				✓	✓			
Week 2 Day 1												
Icebreaker: Pipe Cleaner Sculptures						✓		✓				
The Goal		✓	✓						✓		✓	✓
Inflating Your Balloon	✓		✓								✓	✓
Confirming Goal/Action		✓	✓								✓	✓
Week 2 Day 2												
Icebreaker: Supporter Bingo							✓	✓	✓			
Supports: Connection Circle							✓	✓				
Practical Resources							✓					
Each One Teach One							✓	✓	✓			
Power Box Gifts	✓	✓				✓	✓	✓	✓	✓		
Week 2 Day 3												

Activity	Career Readiness Factors								Career Management Skills			
	Self-Esteem	Self-Efficacy	Locus of Control	Motivation	Resilience	Positive Relationship Building	Accessing Resources, Networks and Allies	Belonging/ Mattering	Self-Awareness	Identifying Skills and Strengths	Goal Setting & Achieving	Vision for the Future
Icebreaker: Helping Hand	✓	✓	✓			✓	✓	✓	✓			
Skills Capsule									✓	✓		
Strategies: STAR		✓	✓									
Circle of Allies						✓	✓	✓		✓		
Power Boxes Gifts	✓	✓				✓	✓		✓	✓		
Week 3 Day 1												
Icebreaker: One Minute Please	✓	✓	✓			✓	✓	✓	✓	✓		
Return to the Balloon	✓			✓	✓							
The Goldilocks Zone		✓			✓	✓			✓			
Building Meaningful Rewards				✓	✓				✓			
Power Boxes	✓	✓			✓		✓		✓	✓		
Week 3 Day 2												
Icebreaker: A Case of the What Ifs	✓	✓	✓		✓				✓	✓		

Activity	Career Readiness Factors								Career Management Skills			
	Self-Esteem	Self-Efficacy	Locus of Control	Motivation	Resilience	Positive Relationship Building	Accessing Resources, Networks and Allies	Belonging/ Mattering	Self-Awareness	Identifying Skills and Strengths	Goal Setting & Achieving	Vision for the Future
Rubber Ball Bounce Back			✓		✓				✓			
Momentum Constellation				✓	✓				✓			
Bounce Back Challenges			✓	✓	✓				✓	✓		
Strategies: Plan for the Unexpected			✓		✓				✓			
Power Box Gifts	✓	✓			✓		✓		✓	✓		
Week 3 Day 3												
Return to the Circle of Motion	✓	✓	✓						✓			
String Activity						✓						
Building & Exchanging Power Boxes	✓	✓			✓	✓	✓		✓			
Graduation Ceremony	✓				✓	✓	✓					



WEEK 1

Choices in Motion



KEY MIND SHIFTS THAT ARE THE FOCUS OF WEEK 1

INCLUDE:

- Shifting from the passenger's seat to the driver's seat
- "I am feeling stuck" to "I am already moving; it's just a matter of choosing how and in what directions I want to move"

WEEK 1: DAY 1



8:30-9:15

WELCOME TO DAY 1

MORNING ROUTINE

- Make sure you and the room are ready to welcome participants by 8:30 a.m. Choose quotes (see Appendix A) to put up on the wall and make the room as warm, relaxed, and inviting as possible. Make sure water, tea, coffee, fruit, and other snacks are out and ready. Have a variety of reading materials at different reading levels (newspapers, magazines, short graphic novels) that participants can pick up if they want.
- Welcome participants as they arrive. You have already met everyone in your pre-meeting with each participant. Greet participants by name and invite them to help themselves to coffee/tea and a snack. Invite them to sit, relax, and visit. Tell them that each morning will begin with this routine, so they have time to get a bite to eat, catch up on news, and settle in for a good day.



ONLINE DELIVERY IDEA:

The Morning Routine is golden. Both IM&M+ participants and facilitators have told us how much they love it and how

valuable it is in helping everyone to ease into the day. It takes some consideration when trying to convey this kind of atmosphere online. Here are a few suggestions:

- *Encourage participants to get a cup of tea or coffee and bring it to their online space when they come online for In Motion.*
- *Invite them to bring something to read or share what they are reading through Zoom's (or another video chat program's) share screen function.*
- *Invite them to share their favourite Social Media post.*
- *Use an idyllic background from Zoom and chat about what it might be like to be there.*
- *Share a screen of quotes for the day*
- *Play quiet music*
- *Share online games or interesting articles*

9:15-9:45

INTRODUCTION

- In face-to-face settings, invite participants to get together as a group, sitting where they are comfortable, can see/hear each other and you and can participate
- Online, let everyone know that you are about to begin and that they should find a comfortable place where they won't be disturbed, turn up their speaker volume so they can hear, and turn on their camera if they feel comfortable doing so.
- Recognize and acknowledge the First Peoples' territorial lands where you live and work. Tip: [How to do a territorial acknowledgment](#)

- Note how excited you are about working with them these next weeks. They are here because a case manager or supporter felt that they had the potential to shine in this program. It's a real chance to take a step back, get some clarity about their sense of direction and take control over essential parts of their life. These next weeks are theirs, and your role – and their role for each other – will be to help them get the most out of this time possible.



ICEBREAKER

- Say: "The first thing we want to do is to begin to get to know one another. Over the next few weeks, there will be many chances to connect and work together. We will start with a bit of an odd way of saying hello. It touches on the fact that we're all different people but share things in common. Both our differences and our commonalities are valued."
- Ask participants to stand together in an open space in the room as though they are about to have their photo taken. Ask them whether they would describe themselves as more like a shopping bag or a briefcase.
- If they choose a shopping bag, ask them to move to the right side of the room; if they choose a briefcase, have them move to the left.
- Invite participants on each side of the room to introduce themselves to others who made the same choice and to exchange a bit about why they chose that option.
- Repeat the activity for a few more questions, each time asking them to return together in the middle for the "group photo" and then make their choice:
 - Would you rather race a car or fix a car?

- Do you think you're more like a hot chilli pepper or a hot fudge sundae?
- Are you more like a superhighway or a meandering path through the forest?
- Would you rather vacation at the beach or in the mountains?



NOTE TO FACILITATOR: Feel free to add your own options, keeping in mind that the ice breaker is trying to draw out preferences, typical behaviours, strengths, personality traits and values.

- Once participants have exchanged on several choices, invite them to return to their seats. Then, ask them to comment on the exercise and on anything they may have noticed about themselves.
- Make the point that people are unique –even those with shared interests and traits can be very different. So, even someone else who chose the same option as you may have chosen it for different reasons.
- Say: "At the same time, we often have a surprising number of things in common once we get talking. This workshop series will be a chance to explore and celebrate our uniqueness and to connect with one another where we find common ground."
- Ask participants to introduce themselves to the full group, sharing their name and, if they're comfortable, a little bit about themselves and what they hope to get out of these next 3 weeks.
- If any hopes/expectations for the session emerge, record these on a flipchart.
- At the end, note those that are within the scope of this series and, if any are beyond, explore how they might be addressed in other ways.



ONLINE DELIVERY IDEA:

In Zoom or Teams, you can name breakout rooms for each option in this activity. For example, you can have breakout rooms at the ready one named “Shopping Bag” and one named “Briefcase.” Zoom allows individuals to choose the room that they want to go into. If using Teams, you will need to assign each individual to their chosen option. In this case, ask for people to let you know which room they want to go into. Give groups 5-8 minutes to discuss why they selected their chosen option then bring the group back together. While the groups are discussing their selection, have the next breakout groups ready to go. Continue until you have presented multiple sets of options. After the last set of choices, invite comments about the exercise and about anything they may have noticed about themselves. Debrief the exercise as outlined above.

9:45-10:15

ABOUT THIS SERIES

- Spend some time discussing the overall intent and objectives of this series.
- Roll a rubber ball across the floor from one side of the room to the other.
- Invite participants to suggest other ways the ball could move across the room (bouncing, being thrown, being passed from one to another, ricocheting off pieces of furniture or walls).



ONLINE DELIVERY IDEA:

Think of creative ways that you can demonstrate the movement of a ball. Could you bounce and roll a ball? Are there videos of motion that you could show? Here's an

example of what you could use:

<https://youtu.be/HSqDorRG4Z0>

- Talk a bit about the properties of motion, inviting participants to add their ideas.
- It takes more energy to get started, but once moving, it's much easier to keep moving.
- Sometimes, we can veer off in directions that weren't intended, but it's always possible to adjust your steering.
- Going too fast can be scary and even dangerous...but so can going too slow.
- Feeling stuck, like spinning on ice or mud, is frustrating. Our instinct can be to step on the gas. But what does that do? It gets us more stuck! Sometimes we must get out of the car and look at our situation with fresh eyes.
- Sometimes, sideways and even backward motion is necessary and can help move forward. Talk about the idea of a backswing – how moving the hockey stick, golf club, or baseball bat backwards is the only way to get enough momentum and direction to get the puck or ball where you want it. Sometimes that's true in life, and taking a step back to think, learn and reflect can make it possible to move better.
- Note that this series is a chance to do this—to look at their situation, explore possible directions, develop strategies, build on their existing skills and supports, get back into the driver's seat, and get onto a road that feels right. This series is about finding ways to take control of the direction and how you want to move.
- Refer to the title: In Motion. Ask participants: *"To what extent do you feel you are currently "in motion" in your*

own lives? Do you feel like you are moving too fast/too slow/not at all?"

- Note that however *"you may feel today, you are all already in motion. You are living your life and doing things. You got up this morning – however easy or difficult–and came here today. You are ALL in motion already."*
- Together, brainstorm all the skills, strategies and supports they needed to get here this morning. Examples may include:
 - Time management to set the alarm
 - Determination
 - Planning to map the route and figure out buses
 - Negotiation to set up childcare
 - Personal hygiene to get washed and dressed appropriately
 - Courage to try something new
 - Family/friends who helped – practically and/or emotionally
- Recognize the effort, skills, ingenuity and persistence to get here. Note that some may have needed to overcome significant challenges or barriers just to be here.
- Take out a \$5 bill and ask participants how much it is worth. Crumple it. Throw it on the floor. Stomp on it. Throw it in the trash. Retrieve it and ask participants again how much it is worth.
- Reinforce the value of each person here – *"No matter where you are coming from, what you have been through or may still be going through – you are a whole and worthy human being, and you deserve to pat yourself on the back for getting here!"*
- Note that in this series, we won't judge how people move in their lives. Rather, we'll give you opportunities to

explore for yourself how you're currently moving, whether you like your directions, and how you might take more control of your motion.

- *"If you love the direction you're moving in and feel totally in control, this series will be a chance to confirm that and, I hope, build onto the strategies, skills and supports you already may have to succeed. If you're generally on track but want to make some minor adjustments, are ready for some changes in any part of your life or even a major overhaul, this series can help you to do that."*
- End by noting that every step we take – each decision we make – moves us in a direction. Knowing where we want to end up – whether it's where we want to live, the kind of relationships we want, what we want to learn or the sort of work or hobbies we wish to pursue – knowing what we want can help us to think about whether a step we're thinking of taking or a decision we're thinking of making is moving us closer to or further away from where we want to be.
- Note that nobody can control everything in their lives, but we can all carve out some areas we can control. We all control whether our steps and decisions are moving us where we want to go. This session is a rare gift – a chance to look at that, confirm the directions we want and become more mindful of what we can control.

10:15-10:30



BREAK

10:30-11:00

NORMS

- Note that we'll be working together for 10 weeks over the entire workshop series – a long time to get to know one another, find common likes and dislikes and possibly areas of disagreement and differing opinions.
- Sometimes, it can help to think about how we want to work together so that we maximize our chances of getting along, learning from each other, feeling valued by one another, and getting what we want out of the program.
- *"This is your series – what you get from it will be mostly based on what you bring for yourself and each other. Some norms may help to ensure you have the right conditions, space and atmosphere to bring your best."*
- Suggest a couple of common norms, such as confidentiality (keeping what is shared in this room in this room), listening to one another (not interrupting) and sharing decision-making.
- For these – and all other norms participants might suggest – spend time scratching the surface of them so it's clear what is meant by each. What would it look like? How will we know if this is happening/not happening?
- Ensure all understand and agree with each norm suggested before putting it on the list of norms on a flipchart.
- Note that norms are "living" in that they can change if we, as a whole group, want to add, delete, or change any of them as we get to know each other better and discover how we work together.

**ONLINE DELIVERY IDEA:**

Video conferencing tools like Zoom have a whiteboard that allows you to record and show the norms to the group. You can also use a PowerPoint slide and the share screen function. You want the norms to be accessible and visible throughout the program. You can send it to the participants via email or text. You can create a flipchart of the norms and have it posted behind you. You can also bring up norms before each meeting and during breaks. You can post them to a Social Media group page if your group has one.

11:00-12:00**CIRCLE OF MOTION**

- Recall that earlier this morning, we talked a lot about motion. We looked at how we're all already in motion and that there are many different parts of our lives where we're moving all the time. We might be moving well in some parts of our life, not so well in others or even really veering off in some.
- Share a personal example as appropriate – such as, *“I really love my work and doing this kind of facilitation, but I’ve neglected gardening lately. This is a hobby and a source of food for me – I love doing it; it saves me money, and it helps me to eat better...but I just haven’t made the time for it lately, which I’d like to change.”*
- Note how things can be in control and on track in one part of our life but less so in others. That’s normal.
- It can help to take a step back and look at our lives as a whole—all the parts that make up a full and complete life.

- Brainstorm together some of the parts of their lives, recognizing that they may not all fit for everyone:
 - Family
 - Friends
 - Hobbies
 - Work (paid or unpaid)
 - Community service/volunteering
 - School/training
 - Spirituality
 - Fitness/health
 - Other?
- Draw a circle on the flip chart and draw lines to divide the circle into 8-10 pieces of pie. Label a few based on the brainstormed list.
- Show how this circle can represent a person's life and the extent to which they're moving as they want to be moving in different parts of it.
- Use yourself as an example. Based on the scenario above, you would likely draw the "work" piece of pie to be larger than the "hobby" piece of pie because, right now, it's taking up a more significant part of your focus, time and energy. That may be something you want to change – to balance out...OR it may be precisely how you want it right now.
- So, the size of each slice can show you how much motion is happening in different parts of your life. What about the actual direction you're taking?
- Again, return to your example. "My work slice is big...a bit too big relative to other parts of my life. But I LOVE my work, so while I may be moving a bit too much or too fast (shown by the size of the slice), I am moving in the direction I want to be going." Show this by colouring this slice green. Note that your hobby slice is narrow, but it's

yellow because you'd like to adjust a bit, so you give it more time. Another area might be red – let's say that you're struggling with your health or having lots of conflicts with friends – those might be areas where you feel really off track and in need of a definite change in direction.

- Walk through another example based on a fictitious person (the one we've provided or your own) to show how the circle can be used to show motion across different parts of a person's life. Example:

Sandi is 37 years old. She completed Grade 10, but school was not a good experience. She has been raising her children since she left high school. She has a great relationship with her children, but they are grown and on their own so she's now trying to figure out what to do next. Now that her children have moved out, she feels isolated, like she doesn't have "real" friends. She has used the food bank occasionally and feels like it's a place she might want to work or volunteer, but she's unsure how to approach them. She also loves to knit and has thought about trying to sell some of her patterns at the local craft shop or online. She has no desire to go back to school but does want to find something that will connect her to people and her community.

- Based on this example or your own, draw a circle on the flipchart drawing from the group how big various slices should be and what colour would fit for each. In this example, her school slice might be very small but green as she's satisfied with her motion (or lack of motion) in this area. Her community/volunteering might be a bit larger but would likely be yellow as this is an area she's started to move in but wants more. Her "friend slice" would likely be very small and maybe would be red, since she currently feels pretty isolated.

- Note that the categories of slices and the judgements around colour are not “right or wrong”. Different people may have different categories that make sense to them, and it is their own feelings that should govern what colour they choose for each.
- Invite participants to turn to **page 11** in their Participant Workbook to create their own Circle of Motion.
- Reinforce that this is not forever—it is a snapshot of how they’re moving in different parts of their lives right now.



NOTE TO FACILITATOR: You may want to do this activity in stages. First, focus on the categories and sizes of slices based on how much of each person’s life is focused on different areas. Once that is done, you could introduce the second stage, having them colour the slices based on the extent to which they feel they’re moving well and in the direction they want to be going for each slice.



ONLINE DELIVERY IDEA:

When doing a sample of the Circle in Motion, you may want to have one already prepared and walk it through with participants using the shared screen function using prepared PowerPoint slides or use a digital whiteboard to do it in real-time.

- Debrief the activity, inviting participants to share anything that stands out. Explore how easy/hard it was to create their Circles of Motion. Encourage them to reflect on what their Circle tells them: *“In what parts of your life do you feel balanced and on track? In what parts of your life do you want to change?”*
- Emphasize that sharing is optional – nobody is forced to talk about anything they don’t want to reveal. You may refer to your norms to reinforce this. Whether individuals share with the group or not, all are encouraged to reflect

since that's where real learning, growth and renewed motion come from.

- Make the point that no “good” or “bad” circles exist. A red circle is excellent because it indicates many opportunities and a readiness for change. A green circle is fine, too – although it's pretty rare for anyone to have absolutely no part of their life that isn't perfect. Big, little, or balanced slices are all part of life.
- *"The key point is that if there's any part of your Circle, you'd like to change – if you'd like to turn a yellow or red slice green or if you'd like to change the size of any slice – then that's a great starting point for reflection and, possibly, positive change."*
- Acknowledge participants for completing this activity, noting that it asked them to look inside – something that is not always natural or easy – but something that can be incredibly useful.

12:00-1:00



LUNCH



- Note that you'll be breaking for an hour. Participants are welcome to stay in the room to eat or can head out. If there is still fruit or snacks from the morning, invite participants to help themselves to it.
- Let participants know that you'll be in the room having your own lunch and would welcome their company.
- Note that, while they're welcome to join you for lunch any day, they're especially invited to stick around for a

group lunch the last session of each week (for the next 3 Thursdays).



ONLINE DELIVERY IDEA:

Let the participants know that you will leave the virtual classroom open during lunch so participants can choose to stay and visit. You can stay as well, in part or prepare for the next part of the day off-screen.

1:00-2:30

5 THINGS YOU LOVE TO DO/INTEREST INVENTORIES

- Welcome participants back from lunch and acknowledge how much we appreciate and value their timely return. Doing so enables us to move forward positively as a group.
- Ask participants to turn to **page 12** in their Participant Workbook. Invite them to list 5 things they love to do. *"Note that you need not limit yourself to any particular part of your life – it can be anything from leisure, hobbies, work, learning, sports...whatever makes you smile when you think about doing it! Note too that you will not be required to share your responses (although you can if you'd like, and I will ask for one example from the group)."*
- When their lists are complete, ask one participant if they'd be willing to share one of their "loves". If not, use one of your own.
- As a group, using the example (either volunteered by a participant or your own), brainstorm and record on flipchart:
 - What interests does that "love" suggest the person might have?

- If needed, refer them to the list of interests on **page 13** of their Participant Workbook to help them consider possible interests.
- Recall this morning's Shopping Bag/Briefcase activity, reinforcing that different people may be attracted to the same thing for different reasons. Brainstorm all the possible interests that might be linked to the example.
- Invite participants to choose one of their own "loves." It can be anything. Ask them to use **page 12** of their Participant Workbook to circle all the interests reflected in the thing they love to do.
- Discuss all the interests in this room. Encourage sharing if people are willing. Make connections where there are common interests and celebrate the diversity among participants.
- Note: *"What you love to do can tell you so much about your interests. What we love to do (and why we love to do it) points to what is in our hearts – our dreams. The heart is quite stable – it represents a set of core interests and values which provide meaning and motivation. There is a saying, 'Show me someone with a 'why,' and they will find a how.' Knowing what is in your heart is vital to helping to build a good life."*
- Encourage participants to keep thinking about the 5 things they chose (and others) and to see any patterns. Examples could be:
 - Energetic Activities;
 - Creative Activities;
 - Activities that involve helping or entertaining others.

- Patterns can tell us a great deal about the question *"What is it about x that I love?"*—the patterns will often provide evidence of "why."
- Note that: *"There are many ways to tap into what we love to do. One way is the activity just completed. A second way is to notice what grabs our attention and makes us curious. What do you like to watch or read? What websites are your favourites? What subjects are most exciting for you to discuss? It is important to ask why these things interest you."*
- *"There are all kinds of interest inventories and quizzes online to help people uncover their personal preferences and interests. Some are better than others, and, like anything online, you must be cautious about the source. But doing them can be fun and, if you don't take them too seriously, they can also add to your understanding of yourself and what interests you."*
- Take some time to let participants try a few online inventories from the following options (or others you know and like), reinforcing that no matter what the inventory tells them, they are ultimately the experts on themselves and what they love – they don't need to agree with what the inventories tell them!:
 - <https://alis.alberta.ca/careerinsite/know-yourself/find-your-fit/>
 - <http://www.mynextmove.org/explore/ip>
 - <https://www.humanmetrics.com/personality>
- Printable Interest Inventories
 - https://www.ucango2.org/publications/student/Career_Interest_Survey.pdf
 - https://www.cves.org/wp-content/uploads/2015/08/Pictorial_Interest_Inventor_y_template_SHEN.pdf (This one is pictorial based)

- <https://www.hawaiipublicschools.org/DOE%20Forms/CTE/RIASEC.pdf>



NOTE TO FACILITATOR: If you're going to use any of these, try them yourself first! Some are more complex than others, and some try to sell you reports or sign you up to an account – although all of the above can be completed without doing either. They range from grounded in at least some theory to flighty...but that's the reality of online quizzes! ALSO...if online access/computer access is problematic, you'll want to choose inventories that can be completed and scored using paper & pencil.

- Ask participants to reflect on what they learned. *"Was it consistent with what you learned from the 5 things you love to do? Do you see patterns? Were there surprises?"*
 - *How do you feel about what you learned – happy, surprised, anything you would want to change?*
 - *Are there areas that make you feel particularly good? Any things you'd like to change or think more about because of looking at your interests?"*
- Ask participants to turn to **page 14** in their Participant Workbook to record 4-5 interests that stand out as vital to them.
- Instruct participants to find a partner and share impressions. They do not need to share the content of their lists or the results of their inventories if they do not want to, but they are asked to share their reactions to the exercise.



ONLINE DELIVERY IDEA:

Depending on the size of the group, you can do this as either a partner or small group activity using the breakout feature of your video conferencing tool.

- Return to plenary after about 5-10 minutes. Invite general comments or reflections. As people contribute, consider how to draw out everyday experiences and celebrate diversity.
- Reinforce that this activity has been about exploring inward and tapping into the motor that drives and motivates us. This is important to do as it is the source of our motion!
- Note that: *"In addition to fueling your motion, our interests also give us lots of other information about our strengths, skills and supports."*
- As a group, return to the example of one thing they love to do (either volunteered by a participant or your own). Brainstorm responses for the following questions. Record responses on flipchart:
 - What skills, knowledge and/or attitudes are needed to do that?
- If needed, refer them to the list of skills on **page 15** of their Participant Workbook to help them think of possible skills.
- Returning to their own "love," ask them to use **page 15** of their Participant Workbook to circle all the skills and strengths that they use when doing what they love.
- Discuss all the skills used in daily life and how they constantly use all kinds of skills and draw on all sorts of strengths as they move through their days.

- Return to the example one more time as a group. This time, brainstorm and record on flipchart:
 - What kinds of support might help the person do that well/regularly or make it more enjoyable?
- If needed, refer them to **page 16** of their Participant Workbook to help them identify possible supports.
- Reinforce the importance of having supporters and strategies—none of us can do it all alone!
- Going back to their own “love” one more time, invite participants to use **page 16** of their Participant Workbook to circle all the supports that might help them do that thing they love to do—or who might make it more enjoyable!
- Ask participants to reflect on the skills and supports they have wrapped up in just one thing they love to do.
- Note that: *"We have things we naturally love, and we tend to get “energized” when thinking and talking those things. If we think a little bit about those things we love to do, there is A LOT of information about ourselves to be learned!"*

**ONLINE DELIVERY IDEA:**

When brainstorming, you can use the whiteboard feature of your video conferencing tool or the share screen function and/or a blank PowerPoint slide. There is also the option of using Google Docs, which allows everyone to write in the same document at the same time.

2:30-2:45**BREAK**

2:45-3:00

TEAM BUILDING ACTIVITY

- *"Our first day is almost done. Acknowledge participants' contributions to the day and each other. We will end the day with a fun chance to find commonalities within the group."*
- Before ending the day, invite the group to learn more about each other—similarly to how we started the day.
- Instruct the participants to quickly discuss their likes and dislikes to find some common themes. It will be their job to see 1-3 commonalities they can use to classify themselves- as a team- using criteria that contain no unfavourable, prejudicial, or discriminatory judgments. Examples of these subgroups can include night owls and morning people, pineapple pizza lovers and sushi lovers, etc. They don't need to find just one category that fits all – although if that happens, it's great. Encourage them to find 1-3 categories that "fit" for their team.
- Each team will be invited to introduce their team to the rest of the group based on their categories.
- This is a fun way to get to know each other, but it also speaks to how this group is blessed with commonalities and diversity—both are important to making a group strong.
- Note that over these next three weeks, we will accompany each other on a journey—we'll support, challenge, encourage, and celebrate each other.
- Give each participant a small stick (easily broken). Ask one participant to break their stick. Then, ask all participants to give that person their sticks so that they

can hold all the sticks. Ask them to try to break the whole pack of sticks. It's impossible.

- Note that this is the power of this group. We'll all have good days and bad days, but collectively, our job will be to support each other so that we all succeed in the end – so that we are all unbreakable.
- Thank each participant for coming, recalling all the skills, strategies, and support they had to invoke to get here. Thank each participant for the unique contributions they made to the day and to each other person in the group.
- Tell participants you're looking forward to seeing them tomorrow morning. Recall that the room will be open by 8:30, coffee/tea and snacks will be on, and the session will formally begin by 9:15 at the latest.



ONLINE DELIVERY IDEA:

Demonstrate this above activity by having the facilitator have one stick for each group member. Take one sample stick and show how easy it is to break. Then take all the sticks together and demonstrate how impossible it is to break them when they are all together.

WEEK 1: DAY 2



8:30-9:15

WELCOME

MORNING ROUTINE

- Make sure that both you and the room are ready to welcome participants by 8:30 a.m. If you noticed anything that didn't work well or participants made suggestions about the room setup yesterday, make adjustments to make the room as functional, warm, relaxed, and inviting as possible.
- Welcome participants as they arrive. Greet participants by name and, as appropriate, recall something funny or exciting from yesterday or inquire about their evening. Invite them to help themselves with coffee/tea and a snack. They're welcome to read today's paper or just relax and visit. Remind them that each morning will begin with this routine, so they have time to get a bite to eat, get caught up on news and settle in for a good day.

9:15-9:30



ICEBREAKER

- Recall yesterday how they brainstormed ways that balls move. Recall the properties of motion discussed
- Holding a rubber ball, note: *"We'll be moving with the ball today tossing and bouncing it to each other so that whoever catches the ball will be invited to say their name and one word that describes where they are at this morning. It could be a feeling, like happy, tired, excited, nervous, frustrated, angry or curious. It could be*

a descriptor like strong, fierce, shy, kind, organized or funny. Whatever word “fits” for this morning can be your word.”

- Start by stating your name and sharing one word that fits you. Make eye contact with a participant and toss or bounce the ball to them once they're ready.
- Once the ball has made its way around the room, welcome everyone back.
- Reinforce that every person is welcome here regardless of the mood or personal qualities they're carrying with them at this moment. This is where we can all “come as we are.”



NOTE TO FACILITATOR: You can start with yourself and then call on someone in the group. When they have finished, ask them to call on someone else in the group. The last person to speak selects the next person until everyone in the group has had a chance to speak. Or, you can choose to select names randomly from a hat.



ONLINE DELIVERY IDEA:

You can encourage everyone to play along in this activity and have everyone put their hands up to the camera in anticipation of “catching” the ball when their name is called. They can make a “catching the ball” sound when they “catch” the ball. See Zoom the Ball Sounds Warmup for ideas on what kinds of sounds can be made between the thrower and catcher - <https://medium.com/future-of-design-in-higher-education/zoom-friendly-warmups-and-icebreakers-3400c8b7263>

9:30-10:00

CHECK-IN

- Note that, just like the morning routine of coffee/tea and snacks, there will be a second routine each morning that will provide a space for challenges, issues, or problems to be worked through together as a group.
- Acknowledge that everyone, from time to time, will encounter frustrations, challenges, obstacles or roadblocks in their lives. This is normal.
- As appropriate, share some examples—perhaps from your own life—such as: My childcare arrangements fell through last night, and I don't know what I'm going to do for childcare after today; my heat isn't working, and I can't reach my landlord. I'm worried my pipes may break.
- Recall all the skills, strategies and supports people used to get here yesterday. *"Today was probably the same – everyone likely has already used all kinds of skills and strategies to be here...and may have faced unusual difficulties between when you left yesterday afternoon and now. Recall the power of the group – those unbreakable sticks. When problems are held in isolation, they often grow into bigger problems. Sometimes, talking challenges through with others, being open to hearing ideas and input and accepting support from others can help. It may not completely solve the challenge, but it can soften it and maybe even suggest an initial step toward resolving it – enough that the problem doesn't take over and make it impossible for you to concentrate and participate fully in the day."*

- Ask if anyone feels distracted by a challenge today and if they would like to see if the group could help them move one step closer to addressing the issue.
- If nobody has an issue or is willing to share, use a common scenario and work as a group to brainstorm ways of overcoming, dealing with or at least beginning to move positively within that scenario.
- Here are a few examples of possible scenarios, but feel free also to create your own:
 - Your alarm clock didn't go off this morning, and you missed your bus. You've arrived late on Day 2 and feel you've already messed up.
 - Your childcare provider calls you and says they need to go into the hospital for surgery and won't be available to take care of your child for the next two months.
 - You finally saved enough for a car, got it road-ready and paid the insurance. This took all your resources to do. This morning, the car wouldn't start.
 - You receive a notice in the mail that your power will be cut if you don't pay the bill by today. You don't have the money.
 - You have moved into an apartment with a good friend from your hometown. At first, everything went well. Over time, however, your friend is irritating you. They never pick up their dirty clothes, do their dishes and is always late with their share of the rent.
- Whatever issue you choose (a real one from a participant or a scenario), brainstorm as a group how it might be addressed.

- Reinforce that the purpose is to work together to help even one step in a positive direction.
- Recall the norms agreed to yesterday. Reinforce the importance of hearing ideas, even if you don't feel like they're the right solution for you.
- Once the group has brainstormed ideas, summarize the options identified.
- Emphasize that for ANY situation, there are always choices. Some actions may help; others may keep you stuck or worsen the situation. But there are always actions that can move you one step closer to where you want to be. This group can help one another to find those choices and actions.



NOTE TO FACILITATOR: This is another daily IM&M+ Gold exercise that is foundational to the principles and outcomes of the program. It should be a part of the daily morning routine.

10:00-10:15



BREAK

10:15-12:00

CHECKING MY BUCKET LIST: ACTIVE LISTENING IN A MINUTE

- Ask participants to think of 2-3 people they would describe as good listeners. Ask participants to name what they do that makes them good listeners: e.g. They make eye contact. They don't interrupt. They ask good questions as if they have heard what I said. They give me time to say what I have to say.

- Ask if good listeners are active or passive. Many believe that good listeners are pretty active in their participation in a conversation even though they don't do a lot of talking. Active listeners focus on hearing the words of the person speaking. They tend to dampen their inner voice and not relate the speaker's experience to themselves but understand what the experience means for the speaker. They use body language to make sure that the speaker knows that they are being heard.
- Ask participants how active listeners make them feel. E.g. *"They respect what I have to say." "I feel like I'm important to them." "I'm not judged" "I feel they like/love me." "I feel heard and understood."*
- Say: *"Moving forward in the days ahead, several activities call on us to be active listeners. Active listening is a learned skill, one that takes time to develop. The next activity helps us practice active listening while helping us learn more about each other."*
- *"You may or may not have a bucket list. A bucket list is a list of things you want to do before you, well, "kick the bucket." Whether you have one, think of things you have always wanted to do. E.g. Ride a hot air balloon. Climb a mountain. See a famous rock band. Ride a horse. Have floor tickets to a basketball game. Eat escargots. Travel overseas. Learn a new language. Have a job that makes a difference. Volunteer in the community. Bucket lists can have anything on them as long as it's something that you want to do."*
- *"Once you have 4-5 items in your mind. Pick a partner – preferably someone that you haven't worked with yet. [Facilitators should be part of a pair if there is an uneven number in the group.] In pairs, one person volunteers to describe items on their bucket list, and the other person listens for those items. The speaker will have one minute*

to discuss the things on their bucket list. Without writing the items down, the listener needs to be able to repeat the items back to the speaker when the minute is up. See how many you can recall back to the teller.”

- Note that the speaker will tell the listener how many items they got right, and then they will switch roles.
- Debrief in plenary:
 - Invite participants who want to share one or two items on their bucket lists.
 - Ask participants what the experience of each role was like: “What was it like to be the speaker? What was it like to be the listener? What did you need to do to ensure that you listened carefully? Did your body language change? As the speaker, did you feel listened to? If yes, what did they do to make you feel this way?”
 - Note that listening is hard work. Many have described being tired after actively listening because it takes a lot of energy and focus to do it well. Invite participants to remember what they did to be an active listener and bring those skills to the next activity.



ONLINE DELIVERY IDEA:

This can be done in small groups in Zoom/Teams breakout rooms – ideally groups of three, but not every group comes in multiples of three! The idea is to have one person as the speaker, one as the listener, and one who keeps the time and lets the speaker know when the minute is up. Once one round is finished, the group rotates so everyone has a turn at each role. If using Zoom/Teams, instructions for the activities can be posted in the chat box where participants can see them or the facilitator can “broadcast” written messages to the Zoom/Teams rooms.

DEPENDABLE STRENGTHS

- Recall that everyone uses skills and strengths all the time to get through each day.
- Brainstorm some of the skills and strengths the group demonstrated in this last activity:
 - Collaboration
 - Creativity
 - Listening
 - Risk-taking
 - Problem-solving
 - Negotiation
 - Others?
- Note that this next activity is about identifying our natural, dependable strengths...the ones we use all the time because they're part of who we are.
- Make the point that we often have a lot of difficulty recognizing strengths we have developed, even those others admire. Many of us are often better at recognizing our limitations and mistakes while minimizing our strengths. This activity provides opportunities to identify strengths and skills, label them and gather evidence that we possess them so that we can recognize them and celebrate them.
- Some skills are developed to perform a specific task. Having "technical" skills – like fixing a car or sewing – can be useful in life. But there's also tremendous value in "transferable" skills – skills that can be applied to various tasks.
- For example, knowing how to fix a car engine is very useful. With technology, however, techniques are changing rapidly. It is increasingly important to have the

flexibility to learn new techniques and the adaptability to translate past knowledge into new applications. Flexibility and adaptability are examples of skills that are transferable across many situations.

- Note that: *"Most if not all of the skills you just used in this morning's check-in are transferable skills – they are skills that apply and are useful in MANY life situations."*
- We all have transferable skills that we draw on to perform various activities. Often, these skills are so much a part of who we are that we take them for granted. They are our dependable strengths.
- Note that identifying strengths and assets is not achieved due to a single activity – it's done over time. This activity is meant as a beginning step. Reinforce that this focus on strengths and assets does not preclude the necessity to recognize and work on limitations. Usually, however, there are abundant sources of information on weaknesses and far fewer on assets.
- Ask participants to think of an accomplishment they have experienced. Explain that it is not the importance or magnitude of the accomplishment that matters. Instead, encourage them to list anything that they:
 - felt they did well;
 - enjoyed doing;
 - feel proud of.
- Reinforce that it can be anything - big or small. Provide a couple of examples from your own life:
 - Ex. I had friends over. I had nothing in the fridge, yet I put together a great meal.
 - I was registered in a horrible class – it was hard and boring. But I got help and stuck with it.

- Give them a minute to think of an example of a situation that they felt they did or handled well, enjoyed, and felt proud about.
- Then, ask if one person would be willing to share their accomplishment in front of the group. Note that you'll be asking the volunteer to share their story, actively listening and asking questions as needed to ensure the story's details emerge.
- Explain that as the volunteer tells their story, everyone else in the group will be listening for skills. Each time the story implies the volunteer has strength, they'll be asked to write it down. Note that we're talking about strengths broadly here – so they may include positive attitudes (like enthusiasm), talents (like artistic strengths), technical skills, transferable skills (like teamwork) and knowledge.
- Refer to **pages 18-19** of their Participant Workbook for a list of strengths they can use to circle strengths they hear instead of writing them on a piece of paper.
- From the front of the room, ask the volunteer to share their story from wherever they are seated. Ask clarifying questions to draw out as much detail as possible. Questions may include:
 - How did you do that?
 - Take me back and walk me through the steps involved.
 - Where did you begin? How did you get from there to achieving it?
 - Looking back, what do you feel most proud of?
- After 6-8 minutes of storytelling, ask the group for examples of strengths they heard. Record all the strengths identified by participants on a flipchart.



ONLINE DELIVERY IDEA:

You may use a digital whiteboard where the group can share and post the strengths they heard. The Zoom whiteboard has an “annotation” function that allows all participants to write on it simultaneously. You can also use a PowerPoint slide to record the group’s input. Use the share screen function so everyone can see the list.

- Take time to check in with the volunteer. Do they recognize the strengths as their own? Reinforce that the list of skills is theirs to accept or reject. They are in control. Note that this approach is a “strengths bombardment” – confronting them with the perceptions of others. This can be a valuable way to identify strengths we might otherwise take for granted. Give the list to the volunteer to keep.



NOTE TO FACILITATOR: This is a very empowering activity for everyone in the group. It reinforces self-esteem, self-discovery and positive thinking. It also strengthens the bond and trust amongst the group. Capturing/writing down all the strengths the volunteer has demonstrated in their story for all to see (including the volunteer themselves) is very impactful. You also want to make sure everyone has a copy of their identified strengths to keep.



ONLINE DELIVERY IDEA:

If doing this online make sure that the lists of each person’s strengths get recorded and sent to the storyteller. Those recording the story can capture it in a document and then use screen share to share it with the rest of the group, or they take a picture of the document with their phone and share it with the group, or they can email the document to the storyteller or print it out and have it mailed, or they can bring it to your office to ensure that it gets to the recipient.

- Ask the group what, if anything, they noticed you say or do that helped the details of the story emerge. Push the group to be as specific as possible in their feedback. Participants may also identify things you did or said that hindered the storytelling. Note that the purpose of thinking about what helped or hindered the storytelling is to reinforce the importance of communication being a two-way street and that talking and listening are active contributions.
- Invite participants to take some time to really reflect on their own dependable strengths story—the thing they felt they did well, enjoyed doing, and felt proud of. Ask them to try to think of as much detail as they can about the incident. Guide them through the following questions, asking them to think/remember in response to each question.
 - What did you do? Try to think about all the details about what you did.
 - How did you do it? What steps did you take? Did anyone help you?
 - Were there challenges? What did you do about them?
 - What did you enjoy?
 - What skills/strengths did you use?
 - What are you proud of?
- After each question, give participants time to write their responses on **page 20** in their Participant Workbook. Note that they can write as much or as little as necessary, which will help them remember the situation in detail.
- Tell them they will be invited to work with two other participants (groups of 3) and will have a chance to tell their story in detail.

- Review the instructions and roles:
 - Each person will have a turn to tell their story (about 6-8 minutes each)
 - While one person tells their story, the other two are asked to listen actively. If the person telling their story gets stuck or struggles to get it out, the others can ask open questions, just like you did with the volunteer a few minutes ago. If the person has no problem talking, then they can simply listen.
 - The other job for the two listeners is to write down or circle any strength they hear (using **pages 21 to 24** in your Guide).
 - After 6-8 minutes (you'll give a signal when time is up), participants will take a few minutes to share the strengths they heard in the story, giving the storyteller their strengths sheets.
 - You'll indicate when it's time to switch roles. The group will switch once more so that, in the end, every participant will have told their story and been given 2 strength-lists.



NOTE TO FACILITATOR: Many groups choose to do this activity in plenary rather than as a small group activity. If done in the large group remember that it will take more time.

- Debrief in plenary.
 - Ask: How was that experience? Was it easy or hard to think of a dependable strengths story? How easy/hard was it to identify strengths in others' stories?
 - Did they recognize the strengths that others heard as their own? How did it feel to have those strengths fed back to them?

- Reinforce that many find it hard to talk about successes.
- Share with the group that there's a list of transferrable skills used widely called the **Skills for Success**. There are nine skills in the Skills for Success framework. They are skills that we learn everywhere in our lives, not just in school. The people who created this list say that these are foundational skills (dependable strengths) that can support us in doing and achieving the things we want to do. We are letting you know about this list because it is the most commonly used list of foundational skills.
- Walk everyone through the nine skills (Share the information below using the [In Motion PowerPoint Slide Deck](#) (see the [Facilitator Hub](#)), copy and hang the pages from **Appendix D: Skills for Success Skill Descriptions** in the training room:
 - **Adaptability:** The ability to achieve or adjust goals and behaviours when expected or unexpected change occurs, by planning, staying focused, persisting, and overcoming setbacks.
 - **Collaboration:** The ability to contribute and support others to achieve a common goal.
 - **Communication:** The ability to receive, understand, consider, and share information and ideas through speaking, listening, and interacting with others.
 - **Creativity & Innovation:** The ability to imagine, develop, express, encourage, and apply ideas in ways that are novel, unexpected, or challenge existing methods and norms.
 - **Digital:** The ability to use digital technology and tools to find, manage, apply, create, and share information and content.

- **Numeracy:** The ability to find, understand, use, and report mathematical information presented through words, numbers, symbols, and graphics.
 - **Problem Solving:** The ability to identify, analyze, propose solutions, and make decisions. Problem solving helps you to address issues, monitor success, and learn from the experience.
 - **Reading:** The ability to find, understand, and use information presented through words, symbols, and images.
 - **Writing:** The ability to share information using written words, symbols, and images.
- On **pages 42-43** of their Workbook is the list of these skills with concrete demonstrations of this skill.
 - Ask if the group sees commonalities between this list of skills and the ones the group identified in each other's dependable strength stories.
 - Say, *"This is because the skills that researchers have identified as critical to our personal and professional growth are the same as those skills/strengths that we use every day and will build upon as we go through this program."*
 - At various points, we will check on these dependable strengths to track when and how we use these skills. It will help us build an archive of our dependable strength stories.
 - Encourage group members to let others know when we observe them using these skills or other dependable strengths. Sometimes, it isn't easy to recognize our strength development, so it is incredibly helpful if others mention it when they see us demonstrate a skill/strength.

- Ask people to turn to **page 25** in their Participant Workbook to record 4-5 strengths that stand out as ones they have and can count on.
- Ask participants to reflect on what they learned:
 - *"Was it consistent with what you learned from the dependable strengths activity? Do you see patterns? Were there surprises?"*
 - *How do you feel about what you learned – happy, surprised, anything you would want to change?*
 - *Are there areas that make you feel particularly good? Any things you'd like to change or think more about as a result of looking at your strengths?*
 - *Reinforce that you are all strong, skilled individuals. It is important to acknowledge that often so you can consciously draw on those strengths when needed."*

12:00-1:00



LUNCH

- Note that you'll be breaking for an hour. Participants are welcome to stay in the room to eat or can head out. If there is still fruit or snacks from the morning, invite participants to help themselves to it.
- Let participants know that you'll be in the room having your own lunch and would welcome their company.
- Remind participants that, tomorrow, they're invited to join you and others for a group lunch.

1:00-2:15

3 THINGS YOU'D LOVE TO DO

- Recall that yesterday, participants identified 5 things they love to do. Spend time reminding participants about that activity and what came out.
- Note that you're now going to ask people to think about 3 things they WOULD love to do – things they have not yet done (or don't do enough) in their lives.
- Reinforce that their list can include anything that is true for them and honestly comes from their heart. Give an example from your own life.
 - I'd really like to get back to gardening;
 - I wish I could find a way to get involved at the Food Bank as a volunteer;
 - I've always wanted to try singing in public.
- Reinforce that what they identify can be anything. Encourage them to think of things that they actually could see themselves doing (as opposed to something like: I'd like to travel to the moon), but that they feel are challenging (which may explain why they haven't already done these things).
- Give participants a few minutes to think about the 3 things they'd like to do and to record them on **page 26** of their Participant Workbook.
- Note that sharing dreams and ideas is an amazing way to make them happen. Brainstorm with the group some possible benefits of sharing what they want to do with someone else. Possible responses:
 - Saying them out loud makes them a bit more real and possible.

- The person you share them with can encourage, support and nudge you when needed.
 - The person you share them with can also be a real practical support – offering resources, ideas, contacts, tools and strategies to help you achieve what you want to do.
- Emphasize that doing this activity does not commit or lock them into actually acting on any of the 3 things they think they might love to do. *"For now, we're just talking!"*
- Ask for a volunteer willing to share one thing from their list – one thing they'd love to do. If nobody volunteers, you can use one of your own.
- With the group, explore the following:
 - What interests does that thing tap into – what is it about the thing you'd love to do that attracts you? How does that link with your interests?
 - What skills would you need to do that thing?
 - What supports (people, information, resources, skills and tools) and strategies could help you do it?
- Once you've worked through an example in plenary, invite participants to find 3 other people they have not yet worked with (groups of 4). One at a time, they'll be working through one of the things on one person's list, just as we did a few minutes ago. One participant will share one thing on their list of things they'd love to do. The others will ask questions and help them to explore in as much detail as possible the interests that the thing taps into, the skills needed and the supports and strategies that could help them succeed in doing it. One group member will record the main interests, skills, supports and strategies that emerge in the storyteller's Participant Workbook (page 26) for them.

- Each person should have about 6-8 minutes focused on the one thing they'd love to do, with a short discussion afterwards summarizing the key interests, skills, supports and strategies identified by the group.
- You'll give a signal each time that they should rotate, giving a warning a few minutes in advance so everyone has time to talk about what they'd love to do, answer questions and hear the group's summary of what they heard.
- After all rotations are complete (about 40 minutes), come back to plenary and conduct a group debrief:
 - *"How was that experience? Was it easy or hard to think of and talk about things you'd love to do? Acknowledge the risk-taking and courage in doing this activity.*
 - *How easy/hard was it to identify interests, skills, supports and strategies for other members of your group?*
 - *Once you had shared it and heard the summary of interests, skills, supports and strategies, how did you feel about that thing – more excited? Unsure? Keen? Scared? Motivated?"*
- Reinforce that: *"This activity does not commit anyone to doing anything – but it does perhaps help you to see how the things you love to do can fit within your life now – how you are consistent and match up with your interests; how you draw on dependable strengths you already have; how you may have access to supports and strategies you hadn't thought of before that could help you to achieve the things you'd love to do."*



2:15-2:30

BREAK

2:30-3:00

MOTION WHEEL

- Note that each person now has explored one thing they'd love to do and, in a way, wrapped all kinds of things around it that could help them achieve it:
- Its connection to their interests – these tap into their motor and could be a real motivator to make them really want to do it;
- The skills and strengths they have that are needed (and even if there are skills they need to develop, knowing this moves them one step closer to achieving it!)
- The supports and strategies that could help them get started, follow through and succeed
- Having this kind of reinforcement is like having your own personal team working with you, cheering you on and supporting every step you take. In this case, some of the team is external to you (people who can support you, strategies you can choose to use, tools and resources you can access), and some of the team is inside you (your interests, strengths, attitudes and choices).
- Go back to the example used to demonstrate the 3 Things You'd Love to Do. Draw a big circle on the flipchart and write that one thing they'd (or you'd) love to do in the middle.
- As a group, create categories of strength that could/will support that person actually to do that thing. These are

the more obvious categories we built into the last activity:

- The interests that will keep them motivated
- The strengths and skills they have that will help them
- The supports they have (or could have) that will encourage and assist them
- The strategies, resources or tools they've identified to help them

...and then there may be other categories participants think of for themselves:

- The positive attitudes that will carry them through tough times
- The institutions, organizations or strangers that might offer practical support or assistance (such as a credit counsellor, a community centre, a park where they can relax and connect with nature).



ONLINE DELIVERY IDEA:

If doing this online, you may wish to use a whiteboard – The Zoom whiteboard has an "annotation" feature that allows participants to write on the whiteboard at the same time, and then the whiteboard can be saved and sent to everyone. Again, make sure participants know how to use the "annotation" feature if using. You can also use Google Slides.

- Referring participants to **page 27** in their Participant Workbook, invite each to create their own Motion Wheel for one of the three things they'd love to do, with the categories and content that fits for them.
- Reinforce that it is focused on strength and positive influences – anything inside of themselves or outside that could help them achieve the thing they'd love to do.

- Circulate and assist as needed as participants create their Wheels.



ONLINE DELIVERY IDEA:

Encourage participants to share their own Wheels via screen share or by taking a photo of it. Then, the entire group could assist them in creating their Wheel.

- Conduct a plenary debrief, inviting comments and reflections. Acknowledge once again the strengths inside of them AND the power of this group to extend and build onto individual strengths.
- Recognize that there may be some parts of their life where they feel naturally stronger (or at least stronger right now) than in others.
- Recall the Circle of Motion they did yesterday. Invite participants to turn to **page 11** in their Participant Workbook to look at their Circle of Motion. Encourage them to think about the different areas of their life and reflect on where they feel stronger and where they feel less strong. Reinforce that nobody is always strong everywhere...but everybody has strengths and, where there is challenge, has the capacity to build a Motion Wheel to break through and move positively.
- Thank each participant for their contributions today, noting that each not only is giving themselves a gift by being here, but they're also giving each other gifts by collaborating, problem-solving and supporting each other.
- Tell participants you're looking forward to seeing them tomorrow morning. Recall that the room will be open and coffee/tea and snacks will be on by 8:30 and that the session will formally begin by 9:15 at the latest.

WEEK 1: DAY 3



8:30-9:15

WELCOME

MORNING ROUTINE

- Make sure that both you and the room are ready to welcome participants by 8:30 a.m. If you noticed anything that didn't work well or participants made suggestions about the room setup yesterday, make adjustments to make the room as functional, warm, relaxed, and inviting as possible.
- Welcome participants as they arrive. Greet participants by name and, as appropriate, recall something funny or exciting from yesterday or inquire about their evening. Invite them to help themselves with coffee/tea and a snack. They're welcome to read today's paper or relax and visit. Remind them that each morning will begin with this routine, so they have time to have a bite, get caught up on news and settle in for a good day.

9:15-9:30



ICEBREAKER

- Invite participants to form a circle (standing or sitting depending on the strengths of the group).
- Note that we all have ideas, principles or values that are important to us. Give several examples: honesty, loyalty, helping others, fairness, humour, being kind or respect. State that they'll each be asked to share one value they care about. It doesn't have to be their only or most

important value – just one that seems to fit for them this morning.

- Introduce yourself by completing the following sentence: My name is _____, and I value _____. The first person to introduce themselves completes the sentence. The person to their left completes the same sentences and also introduces the first person to speak (name and value). Each person around the circle must introduce themselves and the person on their right who went before them.
 - Example: Hello, my name is Steve, and I value humour. This is Anne, and she values family.
- Each person only introduces the one person on their right (not everyone who has gone before them!)



ONLINE DELIVERY IDEA:

You can put the order of introductions in the chat box or order intros by how people appear on the screen from left to right or by order of birthdays etc.. Participants can still introduce themselves and the person who went before them.

- Once the circle is completed, encourage participants to briefly reflect on the diversity of responses and how it felt (easy or difficult) to identify a value for themselves.
- Reinforce that our values are a bit like our interests, in that they can be huge motivators for us. While interests can change, our values tend to be pretty stable and can run pretty deep. Some may evolve as we get older and maybe wiser, but often, values are principles and ideas that are very close to our hearts and that we feel deeply.
- Make the point that our values are our own—they are not right or wrong and are not up for judgment by others.

The only one who is welcome to challenge our values is ourselves.

- Note that we'll be spending some time on values today



ONLINE DELIVERY IDEA:

Have prepared on the whiteboard or a PowerPoint slide or put it in the chat function. "My name is _____, and I value _____." This lets participants know the sentence that you want them to complete. Once the phrase is on screen, have each person introduce themselves and explain their value.

9:30-10:00

CHECK-IN

- Recall the morning routine established yesterday to provide a space for working through challenges, issues, or problems together.
- Acknowledge that encountering frustrations, challenges, obstacles or roadblocks from time to time is normal. Recall the issue(s) worked through collaboratively yesterday. Return to the point that when problems are held in isolation, they often grow into bigger problems. Sometimes, talking challenges through with others and being open to hearing ideas and input and accepting support from others can help. It may not completely solve the challenge, but it can soften it and maybe even suggest an initial step toward resolving it – enough that the problem doesn't take over and make it impossible for them to concentrate and participate fully in the day.
- Ask if there is anyone feeling distracted by a challenge today and if anyone would like to see if the group could help to move them maybe one step closer to where they want to be with respect to the issue.

- If nobody has an issue or is willing to share, use a common scenario and work as a group to brainstorm ways of overcoming, dealing with or at least beginning to move positively within that scenario.
- Here are a few examples of possible scenarios, but feel free to also create your own:
 - Your alarm clock didn't go off this morning and you missed your bus. You've arrived late on Day 2 and feel like you've already messed up.
 - Your childcare provider calls you and says that they need to go into the hospital for a surgery and won't be available to take care of your child for the next two months.
 - You finally saved up enough for a car, got it road ready and paid the insurance. This took all your resources to do. This morning, the car wouldn't start.
 - You receive a notice in the mail that your power will be cut if you don't pay the bill by today. You don't have the money.
 - You have moved into an apartment with a good friend from your hometown. At first, everything is going really well. Over time, however, your friend is really irritating you. She/he never picks up her/his dirty clothes, does not do their dishes and is always late with her/his share of the rent.
- Whatever issue you choose (a real one from a participant or a scenario), brainstorm as a group how it might be addressed.
- Reinforce that the purpose is to work together to try to help even one step in a positive direction.

- Recall the norms agreed to yesterday. Reinforce the importance of hearing ideas, even if you don't feel like they're the right solution for you.
- Once the group has brainstormed ideas, summarize the range of options identified.
- Emphasize that for ANY situation, there are always choices and actions that can move you at least one step closer to a solution.

10:00-10:15



BREAK

10:15-12:00

VALUES NEGOTIATION/AUCTION AND INVENTORY

- Refer participants to **page 28** in their Participant Workbook. Invite each participant to read through the list. They will note that some items attract them; others may not. Have participants imagine that they could have the items that attract them. Encourage them to savour the feeling!
- Divide participants into groups of four.
- Each participant will bring their own preferences/wishes to the group. Some may want the same items, and there may be items that nobody wants. Their challenge will be to negotiate as a group to divide the items on the list between the four members. Groups may negotiate in whatever way they choose.

- Avoid structuring groups too much. Emphasize that how they divide items is up to the group to decide. Groups may come up with creative options -- let it emerge and see what happens!
- Allow 20 minutes for groups to negotiate the distribution of the value items.



ONLINE DELIVERY IDEA:

You can use Zoom breakout rooms for the small group work.

- When groups have completed the exercise, conduct a large group discussion. Highlight the range of strategies groups used to negotiate the division of items. How did groups decide how to divide their lists? Encourage participants to reflect on their negotiating style, noting that negotiation is a dependable strength. Ask the group to brainstorm a list of other skills they used in this activity. Responses might include:
 - communication
 - patience
 - decision-making
 - creativity
 - leadership



ONLINE DELIVERY IDEA:

You can use a digital whiteboard to capture the skills participants used in the activity

- Make the connection between this activity and values. Note that values are behind each item on the list. Each person is unique, so even though two people might have wanted the same item, they may have wanted it for different reasons (for example, winning a million-dollar lottery may represent wealth/financial security for one person. For another, however, it might be connected to

the ability to donate to help a needy family member and, therefore, represent the value of service/giving. Ask participants to reflect on the items for which they fought the hardest. Have them reflect on the reasons for the choices they made. What was attractive and personally compelling about the items chosen?

- Refer participants to **page 29** in their Participant to see a list of values. Note that the list is not exhaustive — they are simply a sampling of values to which they can add others.
- Invite participants to label the values their choices expressed.
- Conduct a plenary discussion on how we express values in our lives—in the way we live our lives day to day, the choices we make, and the actions we take.
- Reinforce that values are not “value-laden” (i.e.: what is suitable for me is right for me -- but not necessarily for you.) We own our values, which are not for anyone else to judge. It is important that we be aware of our values and know that they are congruent with our beliefs and life choices.

ALTERNATIVE VALUES ACTIVITY

As an alternative to the negotiation in groups of 4, you may wish to use the same value items to hold a live auction. In this application, each participant would be given \$500 in fun cash (e.g., Monopoly money). In a large group, you would act as auctioneer, with each value item being put “on the block”. Participants could then bid competitively for items -- the highest bidder “owning” the item. The auction would be complete when all the items had been “on the block” OR when all participants had spent their \$500 limit. The debrief on the activity would remain as above, omitting the reflection on negotiation skills and styles.

- Do a values inventory, noting that just like the interest and skills inventories they did yesterday, there are many online. Here are a couple of options (feel free to use your own, though!):
 - <https://www.jobbank.gc.ca/workvalue>
 - <https://www.careerguidancecharts.com/career-values-test.html>
- **Printable Values Inventories**
 - <https://carleton.ca/mentoring/wp-content/uploads/Values-Assessment-Community-College-of-Vermont.pdf>
 - https://bhmt.org/wp-content/uploads/2016/04/BHMT_CC_Life-Values_Inventory.pdf
 - <https://www.cmu.edu/career/documents/my-career-path-activities/values-exercise.pdf>
- Ask participants to turn to **page 30** in their Participant Workbook to record 4-5 values that really stand out as important to them.
- Ask participants to reflect on what they learned. *"Was it consistent with what you learned from the Values Negotiation or Auction activity? Do you see patterns? Were there surprises?"*
- *How do you feel about what you learned – happy, surprised, or anything you want to change?*
- *Are there areas that make you feel particularly good? Any things you'd like to change or think more about because of looking at your values?"*

- Reinforce the importance of values in driving motion – getting us moving in a positive direction and keeping us moving.

12:00-1:30



GROUP LUNCH

- Note that everyone is invited to join you and others for a group lunch.
- Use this opportunity to talk informally about the session so far. Be attuned to feedback and comments that could help you tailor and adapt the room, routine or session to meet participants' needs better.
- Explore (casually) eating preferences and discuss what people might especially like to include in the morning snack. If they suggest expensive things, explore how to respond to people's preferences within the allowed budget – they may have creative ideas!
- Talk informally about what people enjoy doing outside of these sessions. Use the time to get to know one another and reinforce (without lecturing) healthy eating and living habits.
- Do everything you can to make the group lunch special. Set the table with a tablecloth, cutlery, plates, and napkins, perhaps including some fresh flowers from your garden or a special centrepiece.



ONLINE DELIVERY IDEA:

The Group Lunch component of the program is important to the group's bonding, yet it can be tricky to do online. Participants may not have food in the house for lunch. If this

is the case, then the group lunch might not have the intended impact on these participants and leave them feeling self-conscious. Before the first group lunch, talk about it with the participants to see what they would like to do or if they could suggest an alternative. Your organization may also have resources or community resources that could help provide participants in this program with a lunch. It may require a discussion between you and your organization to develop some solutions. The effort here is well worth it. Group lunches support the development of the group's bond, whose impact extends beyond the program.

1:30-2:12

ONE THING YOU WILL DO

- Recall that yesterday, participants identified 3 things they'd love to do. Spend some time remembering that activity and what came out of it.
- Note that you're now going to ask people to think about 1 thing that they WILL do – something they really feel drawn to try and are motivated to actually work on as part of this series.
- Reinforce that what they choose is for them and must come from their heart. This is not about pleasing anyone or doing what they think is expected. This is THEIR time to work on something that is meaningful, important and compelling to them.
- Give your own example of the thing you are going to work on side by side with them as they work on whatever they choose.
 - I am going to commit to planting my garden;
 - I am going to start volunteering at the Food Bank;
 - I am going to start a regular exercise routine;

- I'm going to find an open mic and sing in public.
- Reinforce that what they identify can be anything—it may be one of the 3 things they identified yesterday that they'd love to do...but it could also be something else that they've been thinking of and really want to do.
- Encourage them to choose something they could see themselves doing (again, avoid things like walking on Mars). But also encourage them to choose something that is challenging – that they may have wanted to do for a long time but haven't managed to do it.
- Give participants a chance to talk a bit with a partner—someone they feel comfortable with—to help them think through what they want to do. Respect choices if any participants prefer to think this through alone.
- After 15 minutes, invite participants to record what they will do on **page 31** of their Participant Workbook.
- Recall how sharing dreams and ideas is a fantastic way to make them happen.
- Ask each person to share the one thing they will do with the group: why this is so important to them and how they're feeling about actually doing it. The group can help each other, highlighting interests they can see reflected, skills and strengths they already know the person has that will help them, supports and strategies that could increase their chances of success, and values they see in that person that will keep them moving positively.
- Encourage participants to take the weekend to think about what they will do and make sure it's right for them—something they genuinely want and that is realistic but will also challenge them.

- Ask each person to find at least one person to share their goal with over the weekend. It can be a partner, family member, friend or support person. Encourage them to share their goal with at least one person before you meet again next week.

2:15-2:30



BREAK

2:30-3:00

POWER BOXES

- Note that we all carry with us (literally or in our hearts and minds) things that help us move in the direction we want to go, at the speed we want to go and with the staying power we need to keep going.
- Recall their Motion Wheel from yesterday, noting that it summarized all kinds of things that would help them to achieve one of the things they thought they'd love to do.
- Invite each participant to think of one or two things that, for them, have been particularly helpful this past week – anything that has kept them moving positively and that they want to be sure to carry forward with them into next week as they begin work on the goal they set for themselves this week. It may be something from their Motion Wheel from yesterday, or it could be something else that has been important for them this week, such as:
 - Someone in their life or in this group who supported and helped them
 - Attitudes they hold that help them to move positively and keep moving

- Opportunities, resources or tools they accessed or want to access
 - Quotes, symbols, photos, images, poems or sayings that helped to inspire them
 - Memories, thoughts or ideas
 - Other?
- Ask them to write whatever they want to carry with them into next week on a card that you distribute (hole-punched card about the size of a business card – one thing per card) and then place it in their Power Box (have a box for each person that will remain in the room until the end of the session). Note that, among other things, this Power Box will hold the things that they know help them to move positively and that they want to carry with them as they try moving forward.



ONLINE DELIVERY IDEA:

The Power Box activity is another activity past participants and facilitators identified as IM&M+ Gold. Think about how you might set up or create virtual power boxes for each participant (and yourself). One tool that works well is using the Google Slides program to create a “presentation” for each participant that they and others in the group can add additional slides. They can include pictures, GIF’s and personal messages of encouragement or recognition of skill growth. You can find copyable samples in the [Virtual Delivery Kit](#) as well as content ideas in the [Power Box Kit](#). Or you may want participants to create a physical power box (half the power of the power box is in how the participant chooses to decorate it) and then have group members send via shared files or e-mail each other “gifts” like poems, symbols, pictures that can be printed and put in the Power Box.

- Up on the wall, have a large circle (about 5-6 feet across).

- Recall the power of this group to support and guide each other. Note that in addition to their individual Power Box, the group has shared power that, together (like the sticks), is stronger than anyone on their own.
- Ask them to also add one thing (can be the same or something else they're comfortable sharing) onto the collective Power Circle (the big circle on the wall) that will represent the things that help us as a group and keep us strong. They can write a word, draw a symbol or image – whatever captures for them one thing that helps them and the whole group.



ONLINE DELIVERY IDEA:

For the Sharing Circle, you can capture text and pictures in either a shared google doc or in a google slide creating a collage like image that each participant can contribute to. There are other applications that provide for digital workspaces for visual collaboration such as Zoom and Miro (cost-based).

- Close the week with a Sharing Circle. Standing or sitting in a circle, invite each participant to share one thing about this past week's sessions that they feel especially good about – it could be a strength that was affirmed for them, an activity they felt really touched them, a person in the group who helped them, something they overcame or a choice they made that felt really positive, a step they took they feel proud of...anything that stands out to them that feels good.
- Thank participants for a great week and acknowledge all their hard work, commitment and unique contributions to themselves and to each other.
- Invite participants to think about this room and any ways they might want to make it their own. Note that they're

welcome to bring in quotes, images or ideas for how to make the space the best it can be for them as individuals and for them as a group.

- Also remind participants to think about the goal that they've set for themselves and to share it with at least one other person.
- Wish all a great weekend and note that you're looking forward to seeing them Tuesday around 8:30 am – coffee, tea and snacks will be ready!



WEEK 2

Moving my Way



KEY MIND SHIFTS THAT ARE THE FOCUS OF WEEK 2

INCLUDE:

- Barriers to challenges
- Embracing what facilitates motion; shedding what hinders motion

WEEK 2: DAY 1

8:30-9:15



WELCOME

MORNING ROUTINE

- Make sure that both you and the room are ready to welcome participants by 8:30 am. Choose quotes that speak to the week's themes of owning one's own goals and overcoming challenges to put up on the wall (see [Appendix A](#)) and make the room as warm, relaxed and inviting as you can. Welcome participants as they arrive. Greet participants by name and inquire about their weekend. Invite them to help themselves to coffee/tea and a snack. Note that they're welcome to read (have a variety of reading materials laid out) or just relax and visit. Acknowledge the commitment of those arriving on time.
- Invite anyone who has brought in a quote or image for the wall to put it up. Discuss the room set up to see if anyone has ideas for improvement.

9:15-9:45



ICEBREAKER

- Note that each of them left last week with a goal – one thing they decided they will do. Recall your own goal and invite others to share the goals they set for themselves. Note that they were asked to think about their goal over the weekend, to talk about it with at least one person and, possibly, some may have even started working toward achieving it. Note that we're going to start the day with a little warm-up to working with new goals.
- Give each person 3 pipe cleaners. Note that they'll be working in groups of 3 to create a sculpture, something beautiful, interesting or useful by combining their pipe cleaners and anything else they can find that they'd like to incorporate. They'll have no more than 15 minutes to create their masterpieces. Encourage them to just jump in and have fun.
- Invite each group to present their pieces. Celebrate the creativity, collaboration and diversity. Emphasize the achievement in a very short amount of time, working with very little clear guidance or structure.
- Invite comments and observations from the group.
- Note that often one of the most difficult steps in achieving a goal is starting. Make the point that they all were given very vague, unclear instructions and little with which to work. Probably none had any idea going in what their outcome would look like. And yet by jumping in, using their creativity and working together, all achieved something beautiful, interesting and/or useful.



ONLINE DELIVERY IDEA:

To do many of the activities such as the one above you may wish to send participants an IM&M+ toolkit of materials before program delivery. For a list of all the materials used during In Motion check out [Appendix C](#).

9:45-10:30

MAZE & CHECK-IN

- Have a simple maze laid out on the floor. Recall how last week's session began with thinking of ways that a ball could travel from one side of the room to the other. There were not specific tracks or limitations – the ball could move from anywhere in the room to anywhere on the other side by any means.
- Note that: *"Once you have a goal in mind, the floor is no longer just a wide-open space where the ball rolls, bounces or fly in any old direction. Once a goal is set, there is directionality – there is a desire to navigate toward something specific. What are the good things and bad things about having this kind of a target?"*
Brainstorm together:
 - Bad things might include: the feeling of being stuck with one goal and not being able to move in other directions; hard work/challenges in trying to reach the goal; setbacks and obstacles; realizing the goal isn't what you actually wanted
 - Good things might include: the feeling of accomplishment when you reach the goal; the quality of life in moving positively; other opportunities that open up once you're moving in a direction you want; the learning – skills, strategies

and networks – you develop while working toward a goal

- Have a discussion about the bad things. *"Are those things really always true? Does pursuing a goal prevent you from changing your mind or pursuing other things? Is it OK to learn that what you thought you wanted isn't exactly right? What are the benefits of this learning? Are there any benefits to facing setbacks and working through obstacles?"*
- Recall the morning routine established last week to provide a space for discussing challenges, issues, or problems as a group.
- Acknowledge that encountering frustrations, challenges, obstacles or roadblocks from time to time is normal. Recall the issues worked through collaboratively last week.
- Return to the point that when problems are held in isolation, they often grow into bigger problems. Sometimes, talking challenges through with others being open to hearing ideas and input and accepting support from others can help. It may not completely solve the challenge, but it can soften it and maybe even suggest an initial step toward resolving it – enough that the problem doesn't take over and make it impossible for them to concentrate and participate fully in the day.
- Note that participants all went home last week with a goal in mind. Explore how people were feeling when they left. Were they feeling excited? Optimistic? Confident? Unsure?
- Make the point that: *"Often, when we first set a goal, it can seem clear and straightforward. Just like the open floor before the maze was set out, there are no restrictions, parameters or firm directions – the floor is*

open and full of possibilities. But once you actually face starting on it, all of a sudden it can seem more rigid and, perhaps, tougher."

- Ask if anyone tried to get started on their goal. If anyone has and has already encountered challenges, you can use this as the issue for group problem-solving. If nobody has gotten started or encountered issues yet, then use this time to brainstorm the kinds of setbacks or obstacles they might face. These could include:
 - Realize the goal isn't what you want
 - Struggle to know what the first step should be
 - Feel overwhelmed or not confident
 - Goal turns out to be too expensive
 - Partner/family not supportive of goal
- For each challenge contributed, invite the person to add that challenge to the maze somehow. For example, struggling to know that the first step might be represented by a block right at the beginning of the maze.
- For each, see if the group can collaborate to think of ways to overcome or at least move one positive step forward despite the challenge.
- Once the group has brainstormed ideas, summarize the options identified.
- Emphasize that there are always choices and actions that can move you at least one step closer to a solution in ANY situation.
- Note that this week, we'll be jumping in – just like they did with the pipe cleaners...but we'll be building the clarity, resources and supports they need to be sure they're setting themselves up for success. This week, we'll:

- *"Look carefully at your actual goal to be sure it really is clear, meaningful and "right" for you;*
- *Begin working through the steps of an action plan so that you begin to create a roadmap for moving forward toward your goal;*
- *Identify all the practical challenges and needs associated with your goal – so you're set to anticipate and overcome the challenges and will have the right resources in place to support achievement; and*
- *Zero in and build on the strengths you'll want to draw on and the supports you'll want to have in place to help you achieve the thing you've decided to pursue."*



NOTE TO FACILITATOR: The Maze is a key activity in In Motion and continues through to Momentum. It is an essential part of the Morning Check-In. Facilitators can present the group with a simple maze made from whatever you have on hand and/or can borrow from your kids. Create your own "toy box" of blocks, Legos, tiny cars, figurines, toy train tracks, pipe cleaners, plasticine, etc. Each morning you can consult with the group on what to add to the Maze or how to change it based on participants' challenges and how to get "around" these challenges so they can move forward towards achieving their goal.

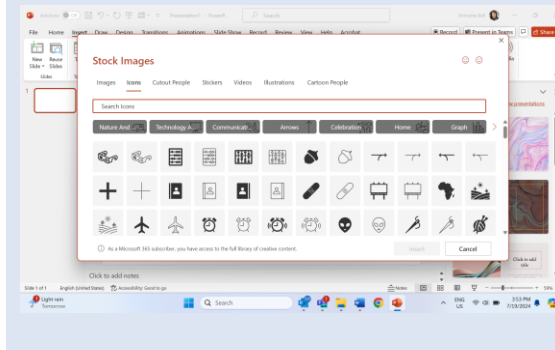


ONLINE DELIVERY IDEA:

Use your creativity on how to create and present the maze. You may wish to "build" one using a shared screen – one that you can draw, add to and change as you consult with the group on challenges and how to move towards their goals.

Our favourite online tool for this activity is PowerPoint. You can use this [slide](#); it will come up in Google, but then download it to PowerPoint. You can then use the Icons function under the Insert tab to search for icons, pictures or images that

represent barriers to people's goals. Later using the same icons to represent "Barrier Busters".



10:30-10:45



BREAK

10:45-12:00

THE GOAL

- Hold a piece of paper at both ends very securely. Invite a participant to try to punch through the paper using the palm of their hand (flat hand). Note that breaking through the paper this way is VERY difficult, if not impossible. Now invite a participant to try to break through the paper using their index finger. See how easy this is – the paper breaks on impact.
- Make the point that goals are very much like this. When they are pointed (clear, concise, targeted, narrow, detailed, compelling and meaningful) then it's much easier to break through and get started on them. When they are vague, unclear, too broad or undefined, it's much harder. Refer to the open space of the room last week and how the ball could go any which way in

contrast with the maze on the floor today, which maps the direction in which the ball can travel.

- Explore the benefits of having a clear and compelling goal statement:
 - It's much easier to get started because it's clearly defined;
 - It's less overwhelming because it's precise and targeted;
 - It's more motivating because you can picture where you ultimately will be once you achieve it;
 - It's easier to stay on track because you can go back to your goal for clarity and motivation if/when you get side-tracked;
 - It's much easier to create a road map or action plan for a clearly defined goal;
 - You can actually track progress and celebrate positive movement when you have a clearly defined goal;
 - It's easier to share with others, and because it's clear and compelling, they can get excited about supporting you to achieve it.
- Emphasize that there are all kinds of strategies for creating clear, precise goals. *"We'll play with some today...but, in the end, the most important thing is that your goal is clear to YOU and meaningful to YOU. This is not about pleasing anyone else – it is about setting out to do something that YOU really want to do and, as a first step, making sure that it's really clear and compelling inside your own minds and hearts."*
- Note that we'll start by looking at our goals and assessing/refining them to make sure that we are comfortable in pursuing them. This activity uses different coloured hats to our test goals.

- Use your own goal as an example. If you have different coloured hats, have these on hand and put them on one at a time as you work through the goal:
 - Putting on your yellow hat ask, “*What are all the possible benefits of me actually achieving this goal?*” Brainstorm these together and record them on a flipchart.
 - Put on your black hat and ask, “*What are the possible disadvantages or challenges in doing this?*” Again, brainstorm them together and record them on a flipchart.
 - Put on a green hat and invite participants to brainstorm all the creative ideas they can think of that could help to overcome these disadvantages/challenges. Record ideas on a flipchart.
 - Putting on your white hat, ask, “*What additional information is needed to achieve this goal?*” Is there any information that is available that could help you to achieve it? Record ideas on a flipchart.
 - Now put on your red hat and note that only you can speak to this hat because it is asking for your gut reaction—how do you feel about your goal right now?
 - Finally, put on a blue hat – this is the overall hat that looks at what ALL the other hats have to say and pulls it all together to decide what, if anything, you want to do to confirm, adapt or shift your goal. Is the goal exactly right as is? Are there pieces that you want to adjust or change a bit? Do you want to scale back or add something? Do you want to reconsider and think about a different goal? For this, use your own goal and make any adjustments you would want based on all the hats. Think out loud as you do this, so participants can see and

hear the process you use to work through the blue hat and adjust your goal statement as appropriate.

- Invite participants to turn to **page 35** of their Participant Workbook where they will find questions associated with each hat for their own goal. Invite participants to work in pairs or individually to work through each hat. They'll have 30 minutes to do this and you'll be available to help as needed.
- Once participants have had time to work through the 6 hats, in plenary invite comments. Was it easy/hard? Did anyone see their goal differently because of working through the hats? Promote discussion and dialogue.
- Note that these 6 Thinking Hats were developed by someone named Edward de Bono to help people carefully consider goals from many different perspectives to ensure that they're right for them. It's a way to scratch the surface and ensure that the goal is meaningful and something that they really want to do.
- Another way to check a goal statement is called a "SMART goal" check. Have the 5 words on flipchart. Say:
 - **S**pecific: A goal should answer who (is involved), what (do I want to accomplish), where (will this happen), when (what timeline) and why (what is the benefit to accomplishing this goal);
 - **M**asurable: Answers the how: how much, how many, how will I know that I have accomplished my goal;
 - **A**chievable: Goals should stretch you slightly so you feel challenged but defined well enough so that you can achieve them;
 - **R**elevant: Is the goal meaningful to you?

- *Time-Bound: What is my timeframe for achieving this goal?"*
- Ask if some of them may have worked with this strategy before.
- Referring to **page 36** in their Participant Workbook, walk through the elements of a SMART goal. Use your own goal and, referring back to the 6 Thinking Hats exercise you did together using your goal, note if there would be any changes or shifts you would make based on the hats. Then, working together, do a SMART check on your goal. Work through each element of a SMART goal, being sure that the concepts are clear and that, using your goal, they can see a concrete example of what it could look like.
- Give participants 6-7 minutes to return to their own goal and to do a SMART check on it.
- Once they've had time individually, invite participants to work in pairs to exchange their SMART goals. Encourage them to ask each other questions and work through the elements of their SMART goals together.
- In plenary, reinforce the power of a clear, concise, targeted and compelling goal. Like an index finger, it has direction and power that will help them to break through and succeed.

12:00-1:00



LUNCH

- Note that you'll be breaking for an hour. Participants are welcome to stay in the room to eat or can head out. If there is still fruit or snacks from the morning, invite participants to help themselves to it.
- Let participants know that you'll be in the room having your own lunch and would welcome their company.
- Remind participants that on Thursday they're invited to join you and others for a group lunch.

1:00-1:45

INFLATING YOUR BALLOON

- Welcome participants back from lunch, recognizing their contribution by being on time and ready to start.
- This afternoon, we will continue to look at our goals. Note that, with goals, there are many factors that can make it easier to achieve them and others that can make it harder. Use a balloon to illustrate. Ask participants how confident and excited they're feeling now about their goals. Blow up the balloon a bit for each person who says they're feeling confident and excited. Ask for some examples of the "internal dialogue" in their head. Give some examples of what they could be saying in their heads about their goal:
 - I feel so clear and sure of my goal now.
 - I can't wait to get started!
 - I'm still feeling confused about what goal I should go for.

- I know what I think I want, but there's no way I can achieve it.
 - I'm scared, but I really feel like this time I can do it.
- For each, ask whether the balloon should be inflated a bit/a lot or deflated a bit/a lot.
- Note that: *"We are CONSTANTLY talking to ourselves in our head. Usually, we're not even conscious of it – it's just in the background... but even if we don't consciously think about it, what we say to ourselves affects us deeply. Our self-talk is one of the biggest influencers of our behaviour...yet we don't often actually think about it and question what we're telling ourselves."*
- Give a personal example if needed:

I always thought I should get into shape and exercise, but I never acted. I couldn't figure out why. There is a free gym at my local community centre I could use. There are parks I could walk or jog in. I have running shoes. What was stopping me? I realized that, inside my head, I was saying, "You're too out of shape. You'll look foolish there beside all those people who go to the gym or who are serious runners. How embarrassing for you!" It wasn't until I listened to that voice in my head that said I could change the dialogue into something supporting me rather than putting me down.

- Note that this is the best part of self-talk: YOU are 100% in control. It's a bit like a DVD – you can decide what parts to play when to hit mute, what parts to skip over or delete and what parts you want to return to again and again. You can even throw out the entire DVD and get a new one if all the self-talk is negative!

- Invite participants to think about their own self-talk about the goal they've set for themselves. Give them time to work independently or in pairs to reflect on their own self-talk and consider whether it is inflating or deflating their balloon. Is it helping them or hindering them in achieving the goal they've set for themselves?
- Give time for reflection, exchange and recording on **page 37** of their Participant Workbook.
- Back in plenary, invite comments and facilitate discussion. Reinforce their power to create and listen to self-talk that inflates their balloon, lifts them up and helps them to move positively AND to mute, ignore or delete self-talk that deflates their balloon and drags them down.
- Now consider the external talk around them. Recall that each was asked to share their goal with at least one person this past weekend. Note that some may have had really positive reactions (inflating their balloons) and some may have had negative, doubting or defeating reactions (deflating their balloons). Invite examples of reactions participants got when they shared their goals. For each, write it down and engage the group to use a balloon to show how each would inflate or deflate it.
- Emphasize that, while you can't necessarily control what others say and how they react in the same way you can control your own self-talk, you CAN control who you listen to and how you take in other people's reactions. Explore as a group how you can do this. For example:
 - Sometimes, when there's a person who is constantly negative and pulling you down, it's healthy to put some space between you and them.
 - E.g. *I had a friend who always told me that exercise was stupid and a waste of time. I knew that if I was going to achieve my goal*

of getting into shape, I had to avoid that person for a while.

- Sometimes, you can't avoid the actual source of negativity – the person who says negative things about your goal – but you can decide to challenge it (either directly with the person or through your self-talk).
 - *E.g. If I couldn't avoid that friend, I might have asked her to consider if she could help me by not making fun of me or putting down exercising. I could say that this is something I want to do and that negative comments make it more complicated for me. I could also adjust my self-talk so that whenever she said something negative, I could tell myself: "That's not true for me. She's entitled to her opinion, but I (and many other people) don't believe that."*
- Give participants some time to reflect on the reactions they got when they shared their goal with someone. Encourage them to think about the people in their lives who inflate them and those who deflate them – we all have both! Invite them to think about how they can control both in their lives. Return to the metaphor of the balloon:
 - Well inflated balloons travel well through the air. They are more buoyant and stay afloat;
 - Deflated balloons are sluggish and ultimately fall to the ground;
 - Over-inflated balloons can burst – sometimes, we can be so excited and have so many goals we're working on that we lose focus or get overwhelmed. But if your balloon breaks, it's just your balloon breaking...not you. You can always get another balloon!

1:45-2:00



BREAK

2:00-3:00

CONFIRMING THEIR GOAL AND ACTION PLAN

- Note that the last part of the day is devoted to finalizing their goal to be sure it's right for them and beginning their action plan for achieving it.
- Recall their work in our first week together, identifying key interests, strengths and values. *"The more a goal reflects your interests, draws upon your strengths and is in line with your values, the stronger that goal likely is for you."*
- Recall that last Thursday, each person was asked to share the one thing they had decided to do with the group. The group helped each other, highlighting interests that they could see reflected, skills and strengths they already knew the person had that could help them, supports and strategies that could increase their chances of success, and values they see in that person that would keep them moving positively.
- Ask participants to turn to **page 17** of their Participant Workbook, where they recorded the interests, skills, supports, strategies and values that they thought would reinforce, motivate, support and guide them to success with the goal they identified last week.
- Invite participants to revisit this. If they have adapted, tweaked or changed their goal based on their thinking over the weekend or today's activities and reflections,

then encourage them to put their new goal in the middle and see how their interests support it, strengths, supports and values.

- Give time for participants to confirm their goal and explore how the goal reflects and is supported by who they are – their interests, strengths and values – and the supports already in their lives.
- Walk through the additional questions on **page 38** of their Participant Workbook. Use your own goal to role model thinking through your responses.
 - **What will happen if I do achieve my goal of exercising more?** Brainstorm with the group all the things that would likely happen/change in your life due to exercising regularly. Add any that you see for yourself.
 - **What will happen if I don't try to achieve my goal?** Brainstorm everything that will likely happen if you don't achieve your goal.
 - **What's in it for me?** Again, participants may add ideas, but share your perspective here. For example, *"As I think about exercising, I feel excited about feeling healthy and fit. Right now, I struggle to walk upstairs and can't even dream of keeping up with my niece and nephew. If I could exercise regularly, I would feel better, my back and legs would ache less – making it easier for me to sleep well at night – and I could play with my niece and nephew. This means a lot to me. Feeling healthy might also open up other social opportunities that feel closed to me because they involve some physical activity. Ultimately, achieving this goal will probably extend my life and improve my quality of life."*

- Reinforce the power of finding a goal that is truly, honestly compelling – something they really want to do.
- Give participants time to work independently or in pairs to answer these additional questions for themselves and their own goal.



ONLINE DELIVERY IDEA:

Use breakout rooms to have groups answer the questions above.

- If they choose, give participants time to rewrite their goal statement bringing in the information and insights they gained through the day. Ask them to write their goal on the top of their action plan – **page 39** of their Participant Workbook.
- Explain the importance of action planning to goal achievement. Action planning is like mapping the course to a destination. Pre-mapping a route helps us know the steps to take to where we want to go. Action planning goes even further, however. It not only charts the course, but it is also like carrying a map, tools, a safety kit and food on a trip. These things, like an action plan, can help us when there is a roadblock, detour, or side road adventure that we want to go on.
- Finish the day with time for them to begin their action plan (**page 39** of their Participant Workbook). Note that this will be a working document that evolves and grows as they progress with their goal. Note that it is their own road map to help them plan their journey toward achieving their goal, stay on track as they move along, and reach their desired destination.
- Point out that we'll have a chance to share and continue to enhance our action plans tomorrow. Invite them to focus on the first left-hand column ("Steps"). Ask them to

begin by jotting down a few steps towards their goal. Let them know that, starting tomorrow, they'll be working and helping one another to fill out the other parts of the action plan. But, for now, you are asking them to just begin thinking about the first steps they want to take in moving towards their goal.

- Let them know that it can be daunting to name the steps involved in accomplishing a goal. Sometimes the start seems so far from the end that it's hard to know how and where to begin. One trick they might want to consider is starting at the end. Stephen Covey, the author of *Seven Habits of Highly Effective People*, says that one successful habit is to “start where you want to end up.” Moving from the end point and working backwards is a time-tested habit when trying to get something done for a deadline. When you know the date, you want to finish something, you can then work the steps backwards so you get there on time. This can be used in action planning and may take the pressure off not knowing where to start.
- Invite them to take a piece of paper and try, if willing, to action plan the steps backwards towards their goal. If they find it easier to work forward, they can do it this way. Once they've identified their steps, they can write them down in order on their action plan in their Participant Workbook (page 39).
- Encourage participants to act on any initial steps if they're ready.
- Thank each participant for their contributions today, noting that their hard work is both a gift to themselves and to the full group.
- Tell participants you're looking forward to seeing them tomorrow morning. Recall that the room will be open by

8:30, coffee/tea and snacks will be available, and the session will formally begin by 9:15 at the latest.

WEEK 2: DAY 2

8:30-9:15



WELCOME

MORNING ROUTINE

- Make sure you and the room are ready to welcome participants by 8:30 am.
- Welcome participants as they arrive. Greet participants by name and, as appropriate, recall something funny or interesting from yesterday or inquire about their evening. Invite them to help themselves with coffee/tea and a snack. They're welcome to read today's paper or just relax and visit and settle in for a good day.
- Discuss the room setup to see if anyone has ideas for improvement. Check in with participants wanting to help in planning/preparing for the group lunch.

9:15-9:45



ICEBREAKER: SUPPORTER BINGO

- Recall that yesterday they refined their goal and started to plan the steps to move towards it.
- Today is about looking at the resources and supports that they might need to achieve their goal. Today we'll also identify what those resources are and who those supports might be. Some of those supports could be in this room.
- Ask participants to turn to **page 40** of their Participant Workbook. There they will find a bingo card. Instead of

numbers this bingo card is filled with things people are or can do. For example:

- *"I know how to jump start a car."*
 - *"I'm a planner."*
 - *"I can make a huge batch of chilli cheaply."*
 - *"I know someone who babysits."*
- Tell the participants that they have 3 minutes to interview each other. Have each player go around the group and ask others to write their name in one box that applies to them. They might be able to put their names to more squares, but they cannot sign up for more than one square at a time. The interviewer must go to all other participants before starting a second round.
- The aim is to fill in as many squares with people for whom the square applies as possible. The one with the most squares filled wins!



NOTE TO FACILITATOR: You may choose to offer a prize to the winner/winners.

- Note that: *"Through this icebreaker, we found that there is a lot that people can do. While the activities listed on the bingo card might not be what we need for the specific goals you are working on right now, gathering this information might be helpful for another goal or another time."*
- Note that, as with the pipe cleaner icebreaker from yesterday, they were able to achieve quite a bit in a short time. They used interviewing skills with exact questions to gather and research information quickly, which is a critical transferable skill and very useful when we want to track down sources of support.



ONLINE DELIVERY IDEA:

*You may want to find a different icebreaker with the same objective (i.e., discovering people's interests and talents). Or, you could run the activity virtually by recreating the Supporter Bingo Card on **page 40** of the Participant Workbook with exciting facts, one for each box on the card. For example, you could write things such as: speaks more than two languages, has been to England etc. Or, it would be a good idea to tie the facts with the common topic discussed in the class.*

You can share the new Bingo Card file with your participants either in advance or during the session. You can share by email, through the file-sharing feature of the video conferencing tool, or with an online sharing tool such as Google Docs, Dropbox, or Evernote.

Ask participants to write their name under each of the statements that apply to them. Note the number of people who have identified the same statements and, conversely, those with only one or no names.

9:45-10:15

MAZE & CHECK-IN

- Refer to the maze that was laid out on the floor yesterday and was added to as participants worked through either real or potential challenges.
- Acknowledge that encountering frustrations, challenges, obstacles or roadblocks from time to time is normal. Recall the issue(s) worked through collaboratively yesterday.
- Note that participants are all at some stage of working on their goal and action plan. Explore how people feel about their goal and their readiness to act. Facilitate a

discussion, giving space for anxiety or concerns and encouraging excitement and confidence.

- Invite anyone who has gotten started on their goal –or who feels stuck – to share challenges they may face now. Use these as issues for group problem-solving. If nobody has gotten started or encountered issues, then use this time to brainstorm the setbacks or obstacles they might face. These could include:
 1. Lack of supports needed to hang in and stay confident
 2. Lack of specific **resources, tools, information**
 3. Lack of specific **skills and strategies**
 4. Other?
- For each challenge contributed, invite the person to add that challenge to the maze somehow. For example, a lack of information might be represented by a big gap or open space or a wall between steps.
- For each, see if the group can collaborate to think of ways to overcome or at least move one positive step forward despite the challenge.
- Once the group has brainstormed ideas, summarize the options identified.
- Emphasize that there are always choices and actions that can move you at least one step closer to a solution in ANY situation.
- Note that today, our focus will be on the whole range of practical issues involved in achieving your goal – the information, resources, community supports and tools that they'll want to identify and secure in order to reach success with their goal.



ONLINE DELIVERY IDEA:

Continue to use the Maze you have created with the group to represent the challenges each participant is experiencing while moving towards their goal, or divide the group into small groups and have each group create their own maze using a zoom whiteboard, Goggle or PowerPoint Slide and problem solve around the challenges participants are having.

10:15-10:30



BREAK

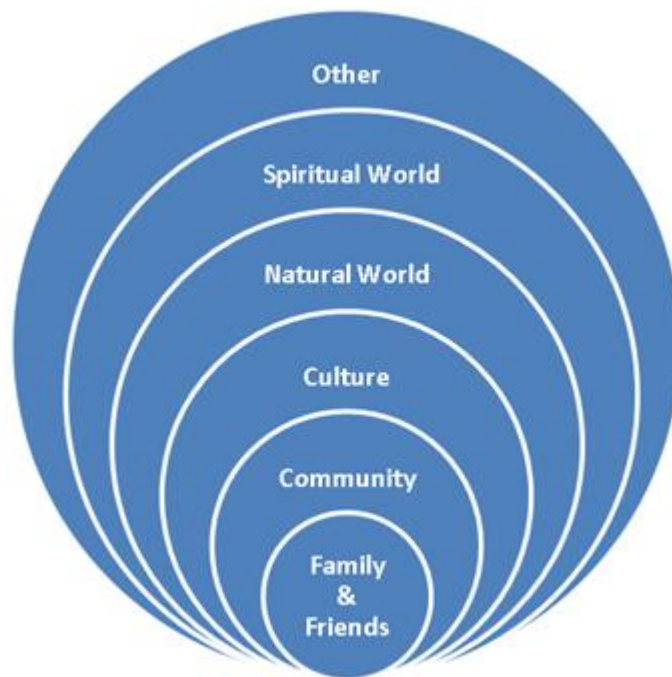
10:30-12:00

SUPPORTS: CONNECTIONS CIRCLE

- Make the point that, during this series, we've often been reminded of the "power of the group" and how being part of a community can anchor, strengthen, nourish, inspire and sustain us.
- Beyond this group, we interact and have relationships with the world around us. We connect with family and friends, our neighbourhood/city, our cultural community, and the natural and spiritual worlds. We potentially have roles to play in each of these areas, and they, in turn, are potential sources of support for us.
- Acknowledge that: *"Sometimes, we can feel isolated from those potential sources of support even if we're right in the heart of them. Sometimes, we can feel shut out from opportunities we can't afford, excluded because we may feel we don't fit in, isolated because we may feel we've burned bridges or don't have enough in*

common with others...sometimes we can feel like we're on the outside looking in."

- *"Other times, we might feel completely integrated into and embraced by the world around us – that's a great feeling! Although we all can feel alone sometimes, that feeling of connection is one that all should and can have in some way."*
- *"We often think of community as just one thing. But in fact, communities have many different parts to them – many dimensions that make up the world we live in."*
- Some parts of our world include:



- Recognize that some parts may feel more accessible, friendly and open than others. Note, too, that different people may feel they get different amounts of support from these different parts in their lives.
- Regardless of what participants feel right now regarding how connected they feel and how much support they

get from each area, each can offer an amazing *potential* source of connection and support.

- They offer potential sources of strength and belonging...not to mention great potential sources of practical information and resources that could support us in our goals.
- In plenary, start with the Natural World. Brainstorm together all the possible sources of support that could be derived from nature. Examples could include:
 - Water and air to keep us alive
 - Rain, earth and nutrients to grow our food
 - Beauty – colours of leaves, sunsets, natural wonders
 - Exercise – a nice day inviting us to get out and walk, run, bike
 - A place to meet others – on a walking path, a park bench
 - Special places – parks, riverbanks, the forest – where we can feel peaceful and reflect and relax
 - The chance to garden, feed myself and others and have a hobby that relaxes me
 - The changing seasons and lunar/solar patterns remind us of the predictable rhythms and certainty of life
 - The wisdom of an elder who understands the land and teaches the importance of respecting and honouring the natural world
 - A rock I picked up on a nice day and carry with me to remind me how great I felt at that time
 - A picnic and campfire held every year on the last day of summer at our local beach – I always go and feel part of that community

- Note that possible sources of support can be people, activities, places, concepts, ideas, traditions, memories or things.
- Divide participants into 4 groups. Give each group a big piece of flip chart paper with a big circle drawn on it. Assign one area to each group (Family/Friends, Community, Culture and Spiritual World). Each group is asked to brainstorm all the possible sources of connection and support that could come from that area. The goal is not to identify sources of support they have but rather all the *possible* ones that could exist in that realm.
- Encourage them to be concrete and specific but also to think broadly about people, places, activities, ideas, traditions, and things—anything that could possibly give someone connection and support.
- Circulate and support groups by asking questions to help them identify possible sources.
- Post all the flipcharts around the room and invite participants to walk around slowly and take them all in. Invite comments. What do they notice? How do they feel?
- In plenary, ask for examples of a few things on the flipchart that are sources of connection and support right now for people in the group. Circle a few examples as they are identified.
- Note that when we connect to our own personal sources from these flipcharts, we can visualize the person, place, or thing—it is real and meaningful to us.
- Explore the range of sources. How many are free? How many are right here in our own community?

- Note that we often take powerful potential sources of connection and support for granted – we don't pause to appreciate them. Yet sources of support are powerful anchors and foundations in good times and bad times.
- Acknowledge that sometimes we lose meaningful connections and sources of support – a parent who passes away, a significant relationship ends, a home we have to leave or a valued role we no longer have.
- It can be important to think about what legacy or gift these lost sources leave behind for us. Provide an example:
 - My mother died, and I miss her every day, but I think of her and am grateful every time I eat certain foods she loved or travel somewhere new because she always loved to explore new places.
- Invite participants to think about their own personal sources of connection and support. Many may already be captured on the flipcharts, but they may want to personalize them and make them more specific to them and their goals.
- Give participants time to work individually to capture their sources of connection and support in words, images (collage) or symbols.
- If time allows and it is right for the group, you may want to create a collective collage up on the wall – a big space where all participants can put up images that are sources of connection and support for them as individuals and, together, support the full group. This could result in a beautiful and meaningful piece of art for the room and also could serve as a reminder of the power of the connections and supports within and beyond this group.

**ONLINE DELIVERY IDEA:**

You can capture text, symbols and images in either a shared google doc or in a shared google slide creating a collage that each participant can contribute to and that can then be shared with the group.

- Debrief the activity, celebrating the diversity and abundance of connection and support around us.
- Give the group some time to reflect on this activity in their action plans (page 39 of their Participant Workbook). Note that their action plans include, for each step, a place to record the supports that they may need. Have them reflect if any of the sources named by the group in this activity might be useful for a step in their action plan. They can also jot down any sources that might be useful that the group didn't identify. Let them know that having it in their action plan does not mean they need to use that support. The idea of recording it on their action plan is to use it if they need to or get stuck.

12:00-1:00

**LUNCH**

- Note that you'll be breaking for an hour. Participants are welcome to stay in the room to eat or head out. If there is still fruit or snacks from the morning, invite participants to help themselves.
- Let participants know that you'll be in the room having your lunch and would welcome their company.
- Remind participants that tomorrow will be your group lunch and a chance to enjoy each other's fine company!

1:00-2:15

PRACTICAL INFORMATION AND RESOURCES NEEDS

- Welcome participants back from lunch and thank them for being there and ready to jump in!
- Check in with participants about the morning. Are there any reflections or comments from the Connections Circle activity that they'd like to share or things they'd like to explore further?
- Reconnect participants to the goal they set for themselves – the thing they decided they will do.
- Recall how some things can help, and other things can hinder how easy/hard it is to achieve their goals:
 - If a goal is clear and compelling, it's much easier to stay with it and be motivated to achieve it than if it's vague, unclear and not connected to what is essential to you. This was the focus of yesterday.
 - If they don't have the practical information and resources they need, achieving their goal will be much harder. Conversely, if they're well connected to the information, resources and tools they need, they'll be much better supported to succeed.
- Ask for a volunteer to share their goal or work with your own goal. In plenary, brainstorm all the practical information, resources and tools that are needed to succeed with the goal. For example:
 - My goal is to start exercising regularly. I want to go for daily walks outside or, if the weather is bad, to a gym (or some other public place where it's nice to walk). I will need:

- To know if I have any medical conditions or concerns that would limit or guide how I exercise
 - Information about different walking options (distance, schedule, speed/pace) – with pros and cons for me
 - To determine my limits – physical and otherwise
 - Decent shoes
 - Comfortable clothes for walking
 - Equipment if I want to use poles or weights when I walk
 - Information and advice about stretching I should do before and after walking
 - To know if other people also want to walk – or even a walking group I could join
 - To find out where there are suitable indoor walking spaces in my community that are free
 - Other?
- Have the volunteer put a check beside any practical information, resources or tools they already have. Have them circle those they don't have yet.



ONLINE DELIVERY IDEA:

Use a shared Google Doc or Google Slides to brainstorm all the practical information, resources and tools that would be needed to succeed with the goal. On the slide, use the annotation function so participants can check off those they have and identify those they don't have. Save and share the slide with the volunteer.

- Invite participants to work in small groups repeating this process for everyone. One at a time, each participant will be able to share their goal, and together, the small group

will brainstorm all the practical information, resources or tools needed.

- Once these are brainstormed, the person can check off those they already have and circle the ones they don't yet have but need. Each participant keeps their own flipchart with all the brainstormed needs, with their own checks and circles.



ONLINE DELIVERY IDEA:

Place small groups in breakout rooms and use the same process as above to brainstorm all the practical information, resources and tools each person needs to achieve the goal. Save each slide and send it to each participant.

- In plenary, invite all participants to consider their circled items. Have each participant choose 1-2 items that strike them as particularly hard to find or ones they don't know how to get started on.
- Ask them to write these down on pieces of paper (1 item per piece) and post them on a wall. This way, you'll have a wall with items put up by every participant.
- **Tip:** If you have a small group, you can do this in plenary.



ONLINE DELIVERY IDEA:

You can use the annotation function of the whiteboard, where each participant can add their items simultaneously. Other applications include Google Slides, where participants can use text boxes to add items.

2:15-2:30



BREAK

2:30-3:00

EACH ONE TEACH ONE

- Make the point that, often, people in our community could provide needed information, expert advice, shared experience, or connect us to needed resources or tools. But how do you find these people?
- Refer to the practical needs posted by participants on the wall from the last activity. Invite the whole group to read through the needs.
- Ask everyone to consider the following:
 1. Do I have this information or expertise myself?
 2. Do I know someone with this information or expertise?
 3. Do I know someone who could likely help by connecting us to someone with the needed information or expertise?
- If their answer is yes to any of these questions for any of the needs on the wall, have them write their name and either a 1, 2, or 3 on the card. As the facilitator, you'll want to participate in this, too.



ONLINE DELIVERY IDEA:

Using the shared whiteboard or Google Slide, where participants have posted their practical needs, have participants write their initials and either a 1, 2 or a 3 next to the items they can help with.

- Encourage participants to think broadly and consider who might already be in their networks and could help them and their peers.
- Once participants have done this, invite comments. Any surprises?

- Invite participants to see the extent to which valuable networks exist right under our noses. In this room, chances are many needs had either direct or indirect leads to address them. Imagine extending a bit beyond this room to include a few others.
- Brainstorm other potential sources of help that could be close at hand. Examples could include:
 - Their case managers
 - Bank teller
 - Community centre staff
 - Neighbours
 - Family/Friends
 - People who work in their community that they see regularly
 - Local churches/places of worship
 - Other?
- Bring your knowledge of the community and the possible resources that participants might tap into.



ONLINE DELIVERY IDEA:

Participants can be divided into small groups and placed in breakout rooms to brainstorm sources that could assist (could assign specific needs for each group to focus on). Share the results of the brainstorms in the large group and follow the remaining steps below. Keep track of answers in a document that can be sent or shared with everyone afterwards.

- Reinforce the importance of “putting it out there”. People are generally more than happy to help but can’t if they don’t know the need exists. This is true in tracking down information, advice or expertise. It’s also true in many other areas of our lives – people can only help if they know you need and want help. Link the morning check-ins and collective solution-focused brainstorming.

Reinforce how all that support came from a willingness of people to share their issues and invite the group into their lives. Note that it feels good to help and to be helped!

- Return to the wall. Give participants a moment to look at their “needs” cards and those with whom someone in the group has indicated they may have contact. Give participants a moment to connect with those members of the group. Invite them to get contact information for how they might follow up with this contact.
- After the group has done this, ask if any needs have no leads. If so, either work in plenary to brainstorm possible steps that person could take to find the information, resource or tool they need or assign different needs to small groups that will do the same. Either way, you may need to go online, make some phone calls or go out into the community to find support. Work closely with the group (either in plenary or small groups) to develop a plan for finding the needed information, resources and/or tools. Coach and support participants as they take on research roles and help each other find sources to meet their needs.
- As participants work collaboratively, acknowledge the skills and strategies they use, support them through frustrations and celebrate successes.
- Reinforce that: *“By working together, there is always a way to find what you need. Emphasize that it’s always possible to figure out a step in the right direction to lead to where you want to be. The trick is sharing your need, being willing to try steps – some of which may be false leads – and to keep going until your need is met and you are on the path to succeeding with your goal.”*
- Note that in the supports/helpers column of the action plan, participants can include tools, resources and

information in their action plan, and they might want to record information that was gathered by the group on their action plan. Give some time for participants to reflect on this activity in their action plans. Ask participants to look through the steps that they have on their action plan and consider if they need to add or change steps based on the discussion and information that was shared by the group.

- Thank each participant for their contributions today, noting that each is not only giving themselves a gift by being here but also giving each other gifts by collaborating, problem-solving, and supporting each other.
- Tell participants you're looking forward to seeing them tomorrow morning. Recall that the room will be open by 8:30, coffee/tea and snacks will be on, and the session will formally begin by 9:15 at the latest.

WEEK 2: DAY 3

8:30-9:15



WELCOME

MORNING ROUTINE

- Make sure you and the room are ready to welcome participants by 8:30 am.
- Welcome participants as they arrive. Invite them to help themselves with coffee/tea and a snack. Note that they're welcome to read (have a variety of reading materials laid out) or relax and visit.
- Invite anyone who has brought in a quote or image for the wall to put it up. Discuss plans for today's group lunch.

9:15-9:45



ICEBREAKER: HELPING HANDS

- Recall that yesterday, they spent time looking at possible information, resources, tools, and support that could help them reach their goal.
- Note that: *"While external supports are important, we, as individuals, can also be our own biggest supporters. This icebreaker looks at both what we bring as individuals and what we also have as a group."*
- Distribute one piece of paper to each participant and ask them to place their non-writing hand on it. Using a pencil or pen, ask them to trace the area around their hand. Once they have done this, they can remove their

hand from the paper. Ask them to write their name on the palm of the drawing.

- For each finger, ask them to write a skill that they know they have. For ideas, they can refer to their dependable strengths activity in Week 1 (page 25 of their Participant Workbook and pages 42-4: Skills for Success).
- After completing this part, ask them to draw three lines radiating out from each finger. Ask them to look back to each skill that they wrote and, using the three lines, quickly answer:
 - How did they learn the skill?
 - Who taught them?
 - When was the last time they used the skill?
- This last part of the activity should move quickly. One or two words are enough.
- Providing tape, ask participants to stick their hands on the wall. Invite participants to have a look at each other's "hands." Ask them to note the similarities and differences among the skills. What do they notice about the number of skills on the wall? Ask them to look at their skills and how these contribute to moving forward with their goal. Also, ask them to look at the skills of others and to note what others have that may be a resource to them in succeeding with their goal.
- Note: *"We all brought strengths and skills to the wall. As individuals, we will use some or all of the skills we named on our hand as we move towards our goal. But, when we look at everyone's skills together we can see strength in numbers and how this group can be a source of support to us move forward."*



ONLINE DELIVERY IDEA:

As people share their hands verbally, the facilitator could write down the skills they identified on a shared whiteboard or slide so everyone can see. A discussion could be about the overlap of skills, etc.

9:45-10:30

MAZE & CHECK-IN

- Refer to the maze laid out on the floor yesterday and added to as participants worked through real or potential challenges.
- Acknowledge that encountering frustrations, challenges, obstacles, or roadblocks from time to time is normal. Recall the issues we worked through collaboratively yesterday.
- Change the route of the maze to show how, with support, they were able to circumvent some of the obstacles that had gotten in their way.
- Note that participants are all at some stage of working on their goal and action plan.
- Invite anyone who has taken some initial steps or feels stuck to share any challenges they may be facing now. If possible, invite participants who have not shared their progress to this point to share an issue for group problem-solving. If nobody has encountered issues yet, then use this time to explore issues that can get in the way of action – particularly how a lack of targeted skills or coping strategies can get in the way of positive action.
- For each challenge contributed, invite the person to add that challenge to the maze somehow. Then, as a group,

collaborate to think of ways to overcome or at least move one positive step forward despite the challenge.

- Once the group has brainstormed ideas, summarize the options identified.
- Emphasize that there are always choices and actions that can move you at least one step closer to a solution in ANY situation.
- Note that today, we will focus on how skills and strategies can help us achieve our goals. Yesterday, they developed the skill/strategy of research to find the supports (information, resources, and tools) to help them with their goal. This is one valuable strategy for successfully achieving a goal. Today, we will continue to look at other skills and strategies – those they have identified as their dependable strengths and those they have developed over the last two weeks.

10:30-10:45



BREAK

10:45 – 12:00

SKILLS CAPSULE

- Recall that in Week 1, we examined our dependable strengths. These are skills that we have developed over time and likely use repeatedly to complete daily tasks.
- Note that since we have been together, we have likely used our dependable strengths, but we have also developed some additional ones. Recall the research

skills we used yesterday to find sources of information, resources, and support.

- Given all that we have done together since the start of this series, it might be a good time to step back. Note that taking a step back can be really an important part of the process of trying to move towards a goal. Norm Amundson, a career development specialist in BC, calls this the backswing. He talks about how we need to do this every time we try to hit the ball in golf, tennis or baseball or a puck in hockey. To hit the ball well, you must start by swinging backward first. When it comes to our goal, stepping back can allow us important time for reflection – to get our plan, skills and strategies for positive motion. It is a strategy that can be used to ensure that our direction is where we truly want to go.
- For this activity, we want to examine our skills—the ones we’ve had all along and the ones we’ve developed in the past two weeks—and consider where they might be useful to our plan of action.
- Invite participants to brainstorm all the skills they have developed that are perhaps new or have been further developed in the last two weeks.
- Record the list on flip chart. Examples may include:
 - Collaboration
 - Creativity
 - Listening
 - Problem-solving
 - Negotiation
 - Time-Management
 - Self-care
 - Team Work
 - Etc.



ONLINE DELIVERY IDEA:

As people brainstorm skills, the facilitator could write down the skills they identified on a shared whiteboard or Google slide.

- Participants may need support in naming skills. If they do, or once they have come up with a beginning list, ask them to turn to **pages 42-43** in their Participant Workbook. Here, they will find a list of transferable skills we use in many daily tasks. Recall how technical skills help us do specific tasks (such as wiring a car or installing new faucets), but transferable skills can be applied to many situations in life. That's why employers are especially interested in the transferable skills people have. They are very valuable skills because, once developed, we can use them whenever we need them.
- Have participants look through this list and add to the flip chart any skills from this list that they think they have developed over the past two weeks.
- Hang the flipchart on the wall near or beside the helping hands.
- Invite participants to look at the list individually and put a ★ beside those skills that they already had and a ✓ beside those that they have developed over the last two weeks.



ONLINE DELIVERY IDEA:

Using the annotation function on Zoom whiteboard, have participants add to the list of skills on the shared whiteboard. Then, using the shape function, have participants put a ★ beside those skills they already had and a + beside those they have developed over the last two weeks.

- Once the participants have done this, ask them to review the list of dependable strengths and their skills inventories from Week 1. Ask them if they have used these skills in the past two weeks.
- Invite them to take one of these skills (either from the transferrable skills list, or their dependable strengths) that they have used or developed in the past two weeks and briefly describe how they used/built that skill using **page 44** in their Participant Workbook.
- Invite them to share how they used/built this skill with a partner.

DEBRIEF IN PLENARY:

- *“How was the experience of looking back at your skills and the skills you have developed in a short period? Did anything surprise you?”*
- *Was it easy or hard to step back and reflect on your skills?*
- *Do you see any patterns emerging in your skills?*
- *Are there skills you would like to have? Are there skills you plan to develop as you progress with your goal?”*
- Ask participants to take a moment to re-examine their action plan (**page 39** of their Participant Workbook). In one of the columns on the right-hand side, there is space to fill in skills and strategies that can help move them through the steps of their action plan. For each step, invite them to add any skills they might need

12:00 – 1:00



GROUP LUNCH

- Note that everyone is invited to join you and others for a group lunch.
- Use this opportunity to talk informally about the session so far. Be attuned to feedback and comments that could help you and the group tailor and adapt the room, routine or session to meet everyone's needs better.
- Explore (casually) eating preferences and discuss what people might especially like to include in the morning snack. If they suggest expensive things, explore how to respond to people's preferences within the allowed budget – they may have creative ideas!
- Talk informally about what people enjoy doing outside of these sessions, use the time to get to know one another, and reinforce (without lecturing) healthy eating and living habits.
- Do everything you can to make the group lunch special – setting the table with a tablecloth, cutlery, plates and napkins; perhaps including some fresh flowers from your garden or a special centrepiece to make the table special.

1:00 – 1:45

STRATEGIES: STAR

- Recall that before lunch, they looked at their skills and were introduced to the backswing strategy – a strategy that they can use to reflect on their progress at any time.
- Let them know that you will be introducing them to another strategy that may help them move forward

when they get stuck, discouraged, or a roadblock gets in the way.

- Reinforce how some skills and strategies help us overcome difficult times. Sometimes, however, we end up making a situation worse. We rarely do this on purpose. Rather, we sometimes have bad habits and get into ruts of non-productive behaviour. What are some things you might have done (or maybe did do) that would get in the way of completing a goal or challenge you have had in the past? Examples might include:
 - Get discouraged
 - Get angry
 - Give up
 - Worry about not being able to do it
 - Wish it would just be over
 - Ignore the problem
- Have a brief discussion about whether we can control how we respond to situations. Ask participants for their perspectives and experiences regarding choosing to cope positively with situations.
- Make the point that our thoughts, feelings and actions are interrelated. We all respond with different thoughts and feelings when faced with a situation. Recall the discussion on self-talk and make the point that our self-talk is a powerful influencer of our thoughts and feelings.
- Draw a table on a flipchart that has four columns. In the first, write “Situation”; in the second, write “Thoughts/feelings”; in the third, write “Actions”; and finally, write “Results” in the fourth. Ask participants to consider a time when they hit a roadblock and to remember what they thought about it.



ONLINE DELIVERY IDEA:

This could be done using a shared document on Google Docs, a shared screen of a prepared table.

- Examples may include (write these in the second column under Thoughts and Feelings):
 - I can't do this!
 - This is so unfair! Why does this always happen to me?
 - Screw it! I never thought I could do it in the first place!
 - I can still do this!
- Each thought has a corresponding feeling. Ask for examples of what participants were feeling. Examples may include (Add the associated feeling with each thought):
 - Discouraged
 - Victimized (or helpless in the face of something unfair)
 - Angry and defeated
 - More motivated and determined
- Work through the possible actions associated with each thought/feeling, writing them in the third column. Note that every action has a result. Briefly brainstorm likely results for the different actions and record these in the fourth column.
- Make the point that everything you think and feel will shape your reaction to a situation, the action you take and, consequently, the results.
- Discuss the extent to which we can control our thoughts and/or feelings and, therefore, influence our actions and results.
- Introduce STAR (page 44 of their Participant Workbook). STAR stands for Situation, Thoughts/Feelings/Actions and Results. Make the point that the "S" in STAR also stands for Stop. Emphasize that if you can stop yourself from "knee-

jerk” reactions – to be conscious of what you’re thinking and feeling – you can control your reactions, actions, and results.

- Make the point that STAR is all about taking a step back from our initial thoughts/feelings and finding a way to react differently to move toward the eventual outcomes or results we want. Encourage participants to use STAR to remember that they have a choice, can take charge of their reactions, and can thereby influence the likely results of situations.

ROADBLOCK SCENARIOS

- In plenary and using your example or the one below, work with the group to work through a real situation application of STAR. First read the scenario below or tell your own experience of encountering a roadblock.

I was accepted into the college program that I really wanted to get into. I had 3 kids, and we lived on Income Support. I felt that this would be our/my opportunity to get out of poverty and give those things to my kids that I could not afford. I was keen, excited and nervous, but I was looking forward to moving on with my life. Then, I got a call from the college that said they cancelled the program because of low enrollment numbers!

- Discuss briefly in plenary how participants would react to and act in this situation. Summarize by highlighting some of your discussion's thoughts, feelings and actions. Explore possible results of different actions.
- Divide participants into groups of 3-4. Have them work on a roadblock one person in their group has faced. It can be one associated with their current goal or one they have recently faced on something else.



ONLINE DELIVERY IDEA:

Use breakout rooms for groups to work out roadblocks using the whiteboard of a STAR chart document. Have them save their whiteboard and share it in plenary.

- Ask each group to work through at least three possible reactions, actions and results for this roadblock using the STAR Worksheet on **page 45** of their Participant Workbook. The first should be non-productive, and the next two should be productive.
- Invite a couple of examples of non-productive STAR strategies. Invite the whole group to develop more productive reactions, actions and results for each.
- Depending on your group size, you may not have time for everyone to share their examples, but you should try to allow at least a couple of groups to share productive examples.

DEBRIEF

- Invite participants to discuss what stood out in this last activity. Revisit the question: *“Do we really have choices about how we react to situations?”*



NOTE TO FACILITATOR: This question may lead to a discussion about the extent to which our reactions are learned (ex. from observing parents/guardians) and/or the role of self-talk in taking charge of reactions

- Emphasize that: *“STAR is a reminder to you that when faced with a situation, your first step is to **stop**, take a breath and take stock of your initial thoughts and feelings. You then can assess whether those thoughts/feelings will move them in the direction you want to go. If not, you can take control and create a more positive thought/feeling-action-result sequence.”*

- Note that STAR – the capacity to stop and remember that “*I have a choice*” – is a way we can bounce back from challenges, and it is a key strategy to have in any situation.

1:45 – 2:15

CIRCLE OF ALLIES

- Another vital strategy is “Accessing Your Allies and Being an Ally.” Ask what this message means to participants. Reinforce the importance of having people in your life who can help you achieve your goals AND the importance of being there to support others. Note that one meaningful way to prepare for meeting our goals is to be sure we have a network of allies supporting us along the way.
- By now, participants are starting to get to know each other, but for this exercise, ask participants to identify one person in the group they haven’t worked with directly or whom they have not had a chance to get to know well. Give them 5 minutes in pairs to find at least 10 things they have in common. After 5 minutes, ask if any pair cannot see at least 10. Find out which pair broke the record by having the most “matches.”
- Have a brief discussion of what this quick activity tells us about networks. Note that wherever we go, there will be people with whom we have things in common and with whom we can connect.
- Note: *“In this activity, we will build a circle to give us practical help if/when we encounter challenges. This circle will comprise people who can assist us, encourage us, and believe in us.”*

- Note that many organizations have a Board of Directors. Typically, these are composed of people chosen strategically to provide specific support to the organization (ex., lawyer, financial advisor, content expert, etc.). Effective Boards also have people who are positive and believe in the organization's value.
- Make the point that individuals can also benefit greatly from having their own Board of Directors (or Circle of Allies). Ask participants to turn to **page 46** in their Participant Workbook.
- Walk around the circle, discussing why it is strategic to include each member and providing examples. Give examples of your Circle of Allies as you move through the circle.
- Members may include:
 - Someone who can advise/coach on how to manage money and make ends meet
 - Someone who is a great problem solver and can help you think through messy situations to find a solution
 - Someone who can encourage you and help you to stay motivated
 - Someone who believes in you and your capacity to succeed
 - Others they want in your Circle of Allies, such as:
 - Someone you can call at 2 am when you're in trouble or questioning your choices
 - Someone who can look after your kid or dog in a pinch
 - Note that often, an ally is someone we know well. Other times, however, they can be a stranger – someone with information and/or expertise we need.

- Encourage participants to reflect on their anticipated roadblocks to their goals and consider who might help them with these. Ask each participant to fill in as many categories as possible around their Circle of Allies. Have them record the names of allies in each category using **page 47** in their Participant Workbook. Encourage them to be as specific as possible about why they are including others, recording in some detail in what way they hope they can support.
- Reinforce that this activity can be challenging. Circulate the room and support any participants who seem to be struggling.

DEBRIEF

- Invite comments on the experience of building a Circle of Allies. How easy/difficult was it? What are the benefits of doing it?
- Note that allies can only help if they know that they are needed and have some idea of the kind of help being sought. In plenary, talk about how they might talk to the allies they've identified to let them know they'd love to be able to count on them for support.
- Brainstorm ways that participants might approach their allies. Make the point that they may ask allies to play this role, or they may position themselves to have supportive people around them. However, the more people know what they want, the more likely they'll get it. Emphasize that the clearer they can be about the request, the easier it is for their potential allies to agree – or recommend someone else. Reinforce that people are typically honoured to be asked for this kind of support.
- Reinforce that our Circle of Allies changes as our needs change. Encourage participants to revisit their Circle from time to time.

- Give participants time to return to their action plan (page 39 of their Workbook) and add any “supporters” from their circle of allies on this chart.

2:15 – 2:30



BREAK

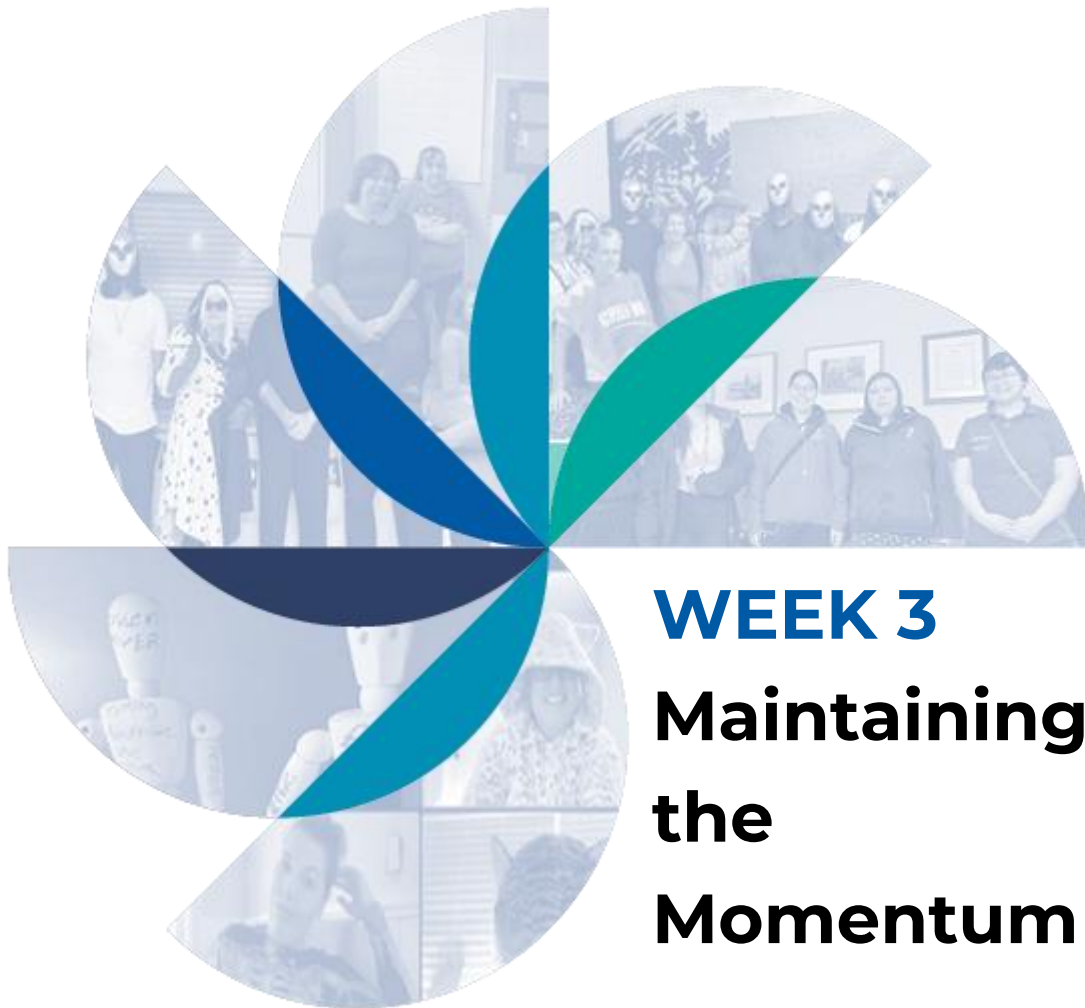
2:15 – 3:00

POWER BOXES

- Note that we all carry with us (literally or in our hearts and minds) things that help us move in the direction we want to go, at the speed we want to go and with the staying power we need to keep going.
- Invite each participant to think of one or two things that, for them, have been particularly helpful this past week – anything that has kept them moving positively and that they want to be sure to carry forward with them into next week as they continue to work on the goal they set for themselves last week. It could be:
 - Someone in their life or in this group who supported and helped them
 - Attitudes they hold that help them to move positively and keep moving
 - Opportunities, resources, skills or tools/strategies they accessed or want to access
 - Quotes, symbols, photos, images, poems or sayings that helped to inspire them
 - Memories, thoughts or ideas
 - Other?

- Ask them to write whatever they want to carry with them into next week on a card that you distribute (hole punched card about the size of a business card – one thing per card) and then place it in their Power Box (the same one they started last week). Note that, among other things, this box will hold the things that they know really help them to move positively and that they want to carry with them as they try moving forward.
- Up on the wall, return to the large Power Circle they started last Thursday.
- Recall the power of this group to support and guide each other. Note that in addition to their individual Power Boxes, the group has a shared Power Circle that represents their collective sources of strength.
- Ask them to also add one thing (can be the same or something else they're comfortable sharing) onto the collective Motion Maker (the big circle on the wall) will represent the things that help us as a group and keep us strong. They can write a word, draw a symbol or image – whatever captures for them one thing they believe helps them as a whole group.
- Close the week with a Sharing Circle. Standing or sitting in a circle, invite each participant to share one thing about this past week's sessions that they feel especially good about – it could be a strength that was affirmed for them, an activity they felt touched them, a person in the group who helped them, something they overcame or a choice they made that felt positive, a step they took they feel proud of...anything that stands out to them that feels good.
- Thank participants for a great week and acknowledge all their hard work, commitment and unique contributions to themselves and to each other.

- Invite participants to think about this room and any ways they might want to make it their own. Note that they're welcome to bring in quotes, images, or ideas for how to make the space the best it can be for them as individuals and as a group.
- Also invite participants to start thinking about the celebration on the last day of the course next week. What would they like to do to mark the successful completion of this series and acknowledge everyone's hard work and progress? Is there something that they could contribute to planning and preparing for their final lunch and celebration? Let them know that we will be discussing it more next week, but they might want to consider it over the weekend.
- Also remind participants to keep working on their goal and try and see if, over the weekend, they can make some movement towards it.
- Wish all a great weekend. Please note that you're looking forward to seeing them on Tuesday around 8:30 a.m. – coffee, tea, and snacks will be ready!



WEEK 3

Maintaining the Momentum



KEY MIND SHIFTS THAT ARE THE FOCUS OF WEEK 3

INCLUDE:

- From forever to now
- From a focus on the endpoint to the evolving journey
- From perfection to the pursuit of happiness

WEEK 3: DAY 1

8:30-9:15



WELCOME

MORNING ROUTINE

- Make sure that both you and the room are ready to welcome participants by 8:30 a.m. Choose quotes that speak to the week's themes to put up on the wall (see Appendix A) and make the room as warm, relaxed, and inviting as possible.
- Welcome participants as they arrive. Greet participants and inquire about their week-ends. Invite them to help themselves with coffee/tea and a snack. Note that they're welcome to read (have a variety of reading materials laid out) or just relax and visit.
- Invite anyone who has brought in a quote or image for the wall to put it up. Discuss the room's setup to see if anyone has ideas for improvement.
- Begin to discuss the final celebration marking the end of this three-week series. Engage participants in planning and preparing for it.

9:15-9:45



ICEBREAKER: ONE MINUTE PLEASE

- Let participants know that the objective of this icebreaker is to talk for one minute on an assigned subject that they may know little about and for which they'll have very little preparation time.
- Note that many people find public speaking challenging—especially when they know little about the subject and have not had a chance to prepare!
- Acknowledge that, in many ways, this course is pushing us out of our comfort zone...but hopefully, it has never pushed so hard that anyone felt exposed or unsafe. This will be true this morning too. The purpose of this activity is not to put them on the spot or make them feel uncomfortable. Instead, it is to see how the whole group can support each other through a challenging activity.
- Note that you have a bowl/hat full of topics that you've written down (one per piece of paper).



NOTE TO FACILITATOR: Have enough subjects so that every participant has one – and then add a few more so that if someone is really uncomfortable with their topic, they can switch it for another. Subjects can include anything fun and non-threatening, such as: my favourite computer game; why beans are good for you; 10 things you can do with potatoes; alligator wrestling, etc. Be sensitive to participants for whom this may feel like too big a stretch, providing options and additional supports as needed. For example, you may allow participants to pair up and do their 1-minute presentations as a team. Make sure everyone knows they are ultimately in control with respect to their participation – but encourage all to have fun with this and not take it so seriously that it becomes stressful.

- Have a volunteer choose one piece of paper, read it and then turn it over in front of them. Note that everyone will be in the same boat – they will see their subject and then be asked to almost immediately talk for 1 minute about it.
- Before the volunteer starts, let the group know that they have a role, too. If the person presenting is slowing down and running out of things to say, the group's role will be to encourage the volunteer by shouting out ideas to keep them going or words of encouragement. The goal is to support every presenter through their one-minute presentation.
- Have a timer to let the volunteers know when they have spoken for one minute. For those who feel they need to stop before one minute has elapsed, let them know how far they got and congratulate them for doing so well.
- Invite everyone to take their turn, reminding all others that their role is to support, help and encourage their peers.



ONLINE DELIVERY IDEA:

Have more topics than the number of participants. Number the topics from 1 to the number you have. Have participants pick a number and then speak on the topic without any preparation. They can always get help from their peers if they need support. Participants can also shout out suggestions to the speaker if they get stuck.

DEBRIEF

- Thank everyone for their participation and congratulate them for their efforts. Reinforce that they have built considerable skills over these past weeks and that, as a group, they have supported one another. This activity would have likely been infinitely more challenging for most on the first day of Week 1!
- Ask participants how they felt about presenting to the group. Ask them if and how the group's support and encouragement helped them keep going.
- For those who felt reluctant to present, ask them if there was anything the group did that made them feel more at ease, even slightly, about presenting.
- Reinforce that this activity is not so much about the skill of presenting (although many of them clearly have this skill!). It is more about seeing what keeps us going both internally and externally when we are running out of steam and/or unable to go on.
- Today is about looking at maintaining our momentum as we move forward – during the long stretches of working on a goal and during those occasions when things get in our way. Moving forward means staying in tune (internally) with your motivation for moving in your chosen direction and achieving your goal AND building in external supports (meaningful incentives and surrounding yourself with allies who will encourage you to keep going).

9:30 – 10:00

MAZE & CHECK-IN



NOTE TO FACILITATOR: When preparing for the Maze and Check-in section alter the maze at the mid-point or end so that there is a long stretch that is straight with no obstacles or turns. The section should be long enough that when a ball is rolled along it eventually loses momentum, slows down and stops.

- Note that once they are on their way and have started to go through the maze (i.e. they have gotten started on achieving their goal) it often then feels like smooth sailing from there. Last week, they re-worked their goals to be clear, meaningful and measurable. They also developed action plans that outlined the steps to take toward their goal and considered all the needed supports (information, resources, skills and strategies) for each step.
- With all of this, it should be smooth sailing. Right?
- Have them focus on the long stretch you have created in the maze. Note that this section of the maze seems open and has a clear path. Taking a ball and rolling it along this stretch shows how it can be difficult to maintain the ball's momentum. Demonstrate how it runs out of steam and how hard you must push it to get it to the end.
- Invite participants to discuss the momentum challenges often encountered: What if an incline/hill is introduced? Show what happens to the ball by adding this to the maze. What if they face a roadblock or detour when they least expect it? Show this, too, in the maze.

- Ask participants for concrete examples of momentum challenges they are currently facing (or anticipate). As a group, engage in collaborative problem-solving/solution-focused work on some challenges.
- Reinforce that, just like the other issues they've worked through over the last two weeks, momentum challenges can always be faced positively... While they may not be able to predict the exact challenge they'll encounter, they can plan for common momentum issues and expect the unexpected.
- Note that: *"Preparing for the possibility of losing steam and facing unexpected challenges is another important strategy for keeping in motion. This week, we will explore the issues that can slow us down. The three big areas that will be explored over this week are:*
 - *How to keep going and maintain positive momentum when the terrain is flat and the path is clear...but long!*
 - *How to manage unexpected hills, roadblocks or detours*
 - *How to stay in tune with the fact that you and your world are evolving. Your goal and priorities may change, so how do you use what you've learned here to continue to shape your life as you want it?"*
 - Note that these are important themes for anyone trying to pursue any goal.

10:00 – 10:15



BREAK

10:15 – 10:45

RETURN TO THE BALLOON

- Attach an inflated balloon to a toy car and use deflation to propel the car across the room. [Google “Balloon– Powered Toy Car” for videos and instructions on how to make this work. If online, you can show a video of this.]
- Ask participants what would happen if the balloon was fully inflated. Would the car go further and faster? Inflate the balloon on the car so that it is fully inflated and test whether the group’s hypothesis is correct.
- Recall last week when we talked about the things that help inflate our internal “balloons”. We talked about the importance of self-talk in either inflating or deflating our balloons and how we are in control of our self-talk. We also talked about the influence of others and how this can, if we choose, also inflate or deflate our balloons. Reinforce that, in the end, each person is in control of their balloons because they ultimately control their thoughts, feelings and reactions. Recall STAR as a strategy to interrupt negative patterns.
- As demonstrated with the car, a well-inflated balloon can give us energy to keep going. In addition to your positive self-talk and the positive words of others, what else fills your balloon? (i.e. gives you the energy to get through long stretches). Brainstorm sources of energy and momentum together:
 - Healthy food
 - Exercise
 - Sleep
 - Friendship
 - Relaxation/Lowered stress

- Ask participants if there has been anything done in this course that has given them energy and inspired them to keep going:
 - Brain gyms
 - Meals together
 - Support of the group
 - Having time to focus on myself and my needs
 - Knowing my skills, strengths, values and interests
 - Feeling of moving forward on something
- Invite participants to record what contributes to their balloon's inflation ([page 51](#) in their Participant Workbook). Encourage them to be specific and concrete.
- Note that sometimes people, habits, thoughts or situations always seem to deflate our balloons. People who deflate our balloons can be well-meaning (or not!), but regardless of their intent, they slow us down and prevent us from building the momentum needed to meet our goals. Habits, thoughts, feelings or situations that deflate our balloon may be out of our awareness. They're just part of our lives, and we don't question whether they are helping us gain positive momentum, slowing us down (or even rerouting us in a negative direction).
- Ask the group to provide examples of things or people that may hold us back from building the energy we need to move forward to our goals:
 - Difficult relationships with family or friends
 - Feelings of inadequacy
 - Self-talk that makes us question our capacity to keep going
 - A habit that is not consistent with our goal (for example, I want to get fit, but every day I buy a new pack of smokes)

- I'm trying to stop drinking, but still go to the bar to unwind
 - Others?
- Talk about how, in some ways, these people, habits, thoughts/feelings and/or situations are like inhibitors – they stop us from the future we want. They stand guard and prevent us from moving in the ways we need and want to move to achieve our goals.
- Point out that while we may have many of the same “inhibitors,” we may also have some that are unique just to us. Regardless, once we can identify these “inhibitors” in our lives, we can metaphorically “release” them. Provide an example of your own to begin:
 - My son doesn't like me to be away from home, but I travel for work, which requires me to be away for short periods. I want to travel and see that it is essential to my work. I found that the more he got upset, the more I didn't feel like being away. I realized that carrying around guilt and not having strategies to resolve this with him was holding me back. I need to find a way for him to be OK with my travel schedule so I can release that “inhibitor.”
- Invite the group to contribute ideas for helping the person in this example “release their inhibitor.” Examples may include:
 - Telling their son about the trip ahead of time
 - Looking the destination up on a map and sharing exciting/interesting information about it
 - Having a daily Skype/Zoom dinner where you share a meal
 - Phoning him and reading him a bedtime story
 - Bringing him back a little memento from the trip

- Ask for additional examples from the group of their “inhibitors” and repeat the same process.
- Ask participants individually to write down on **page 52** of their Participant Workbook their “inhibitors” (they can use nicknames if they are concerned that the inhibitor will find their Participant Workbook). Then, for each guardian, write down some ways that they can “release” them.
- “Inhibitors” are generally well-meaning (this includes ourselves as we can be our own guardians, too!). Often, they don’t realize that they are holding us back. Some don’t want us to change. To move forward in the direction that we want to take, sometimes we need to release them from deflating our balloon. This can take the form of talking with them, building new strategies or – in some cases – avoiding the person or situation altogether.

10:45 – 12:00

THE GOLDBLOCKS ZONE: POSITIVE STRESS MANAGEMENT

- Recall the fairy tale of Goldilocks and the 3 Bears. (Ask if people know the story, and if anyone doesn’t know it, you can ask someone in the group who does to summarize it for those who don’t briefly). The gist of the story is how finding a middle ground between two extremes is optimal –aka the Goldilocks Zone.
- The space agency, NASA, uses this story in their reference to the earth’s position in the solar system. If the earth was too close to the sun and we’d be too hot and farther away, we’d be too cold. The earth’s position is ideal or, in

relation the fairy tale, “just right” for life on earth. Hence, the Goldilocks Zone.

- The Goldilocks Zone can also be used in our understanding of stress. Too little can cause us to become bored and unmotivated, and too much can cause us to become overwhelmed and anxious. With the just right amount, we can feel good and perform well.
- Note that much research—especially in sports science—shows that being in the Goldilocks Zone with the right amount of stress can support good performance. Too little or too much stress can reduce an athlete’s performance ability.
- Getting to “just right” or in the middle zone between too little and too much stress is challenging. No one gets it right all the time. Additionally, each person’s “just right” is different. Some people need a bit more or less stress to perform optimally.
- What’s important is recognizing when we are getting close to the extreme zones and having strategies that help us move closer to the middle.
- So, how do we know that we are moving away from that middle/Goldilocks zone? In part, it takes some reflection and learning. The first step is to “take a beat” and ask ourselves how we feel.
- The “feel” of stress can be like driving or being in a car -- too fast, and everything is revving (us and the car) and working on all cylinders. It can be exhilarating, but it can move towards feeling out of control. On the other end of the spectrum, when we are going too slow – like when we are behind traffic, a snowplough, or a particularly slow driver going 20 km in an 80 km zone. Some we may feel calmed by this, while others might feel like they are not

getting where they need to be. They are frustrated and perhaps honking their horns.

- Now imagine that you are cruising on the open road. There is no traffic, your favourite road trip songs are playing, and your speed is just right. Take a moment to feel these three scenarios, how they feel, and what you might be thinking and where your optimum might be.
- Invite people to turn to **page 53**, take a pen or pencil, and draw a circle where their optimum zone is. Do you feel best when you are closer to the sun? Or do you like things to be cooler? Is right in the middle the right amount of stimulation for you?
- This morning, everyone was asked to speak for 1 minute about a specific topic with little or no chance for preparation. Probably, almost everyone felt some level of stress. The right amount of stress in this context can give us motivation. But if we became too stressed about it, it could have prevented us from focusing or even caused us to pull out or give up.
- Invite the group to consider their reaction to the One Minute Please activity. Where was your stress-o-meter when you were introduced to the activity? Was it high, moderate or low?
- How did you feel after you saw others do their presentations? How did you feel once you learned that you could ask for help? Did your stress-o-meter change in any way? Did this bring you closer to the Goldilocks Zone?
- We often experience stress in many ways, including physically (how our body reacts), emotionally (how we behave) and mentally (what we think).
- The first step is to recognize the feeling of being under or overstressed (reference the car analogy again). The

second step is to identify a few healthy strategies that help us move toward our optimal stress zone, the Goldilocks Zone.

- Break the group into smaller groups and give them 20 minutes to brainstorm all the positive strategies they have used to cope with the stress. If they have cell phones and/or computers available, ask them to look up 1-2 positive coping strategies they might try the next time they feel stressed.
- If there is no cell phone or computer access, research some strategies before this session and have them ready to distribute to each group so they can integrate them into the small group's discussion. Some references to explore include:
 - <https://www.camh.ca/>
 - <https://cmha.ca/>
 - <https://my.clevelandclinic.org/health/articles/6392-stress-coping-with-lifes-stressors>
 - <https://www.nhs.uk/every-mind-matters/mental-health-issues/stress/>
- In plenary, ask each small group to talk about the positive and healthy strategies they use to cope with stress. Ask them to share their own strategies and those they found in their research that they know or think would help them get to or near their optimal zone (aka the Goldilocks Zone). Record their findings on a flipchart.
- Supplement the discussion by sharing the following stress management strategies (if not already mentioned by the groups) that research shows are helpful:
 - Exercise
 - Meditation
 - Walking (especially in nature)

- Connection (talking with a friend or family member)
 - Distance from the stressor
 - Lowering expectations
 - Eating well
 - Taking breaks from social media and news cycles
 - Limiting substances
 - Good sleep habits
 - Planning ahead
- Invite each person to turn to **page 54**. Here, they can note the strategies they already use to cope positively with stress and add any they heard in the group discussion that they want to try. Once they have made a list, ask them to star their favourites. Invite them to return to this page when they are feeling that they are not in their optimal zone of stress. Pick one or two strategies and record the outcomes they experienced using these existing or new positive strategies.
- Note that stress is a huge health issue across all demographic groups. Knowing how we cope with stress and how our bodies respond to stress, we can empower ourselves to take control and find ways to use stress more healthily. Knowing how to work with stress positively gives us a choice for how to respond and helps us be resilient in challenging times.

12:00 – 1:00



LUNCH

- Note that you'll be breaking for an hour. Participants are welcome to stay in the room to eat or head out. If there is still fruit or snacks from the morning, invite participants to help themselves.
- Let participants know that you'll be in the room having your lunch and would welcome their company.
- Remind participants that they're invited to join you and others for the group lunch and final celebration on Thursday. Invite participants to get involved in planning and preparing for this final lunch and ceremony.

1:00 – 2:30

BUILDING MEANINGFUL REWARDS

For Self

- Dan Ariely, a professor at MIT (a big university in the US), ran an experiment where people were tasked to scan down a piece of paper with all kinds of letters and circle all the double letters. They were given money to do this task. In group 1, once a person had finished, the researcher looked at the piece of paper, said, "Well done," and placed the paper face down on the stack of other documents. In the 2nd group, the researcher ignores what the person has done on the paper. They turn it over, face down. In group 3, the researcher not only doesn't look at what they've done, but they also tear it up in front of them. In all conditions, the person is asked if they want to do it again for less money.

- What group do you think kept going and did the task for the least amount of money? Which group did it for the second least, and which group stopped doing the task altogether?
- Group 1 kept doing the task for less and less money. Group 3 stopped the soonest, but Group 2 was almost as quick to give up doing the task. Ask why they think this was.
- This experiment shows the need for us to have meaning and acknowledgement for our efforts. It shows how meaning and acknowledgement go hand in hand in helping us keep going and persevere when times get tough.
- Momentum comes when our choices and actions are guided by what's important to us and when our efforts are recognized.
- Emphasize that what is meaningful to us is unique, and the motors that drive us to want to complete a task or move towards a goal are just as unique as we are as individuals.
- Recall the “*3 Things You Love to Do*” activity from Week 1. Make the point that several of us might have liked doing the same things but for different reasons.
- These reasons can be powerful motivators when the road gets bumpy, and we need to remind ourselves of them as we work through tasks and goals.
- This activity asks them to reflect on **meaningful** rewards that will help them achieve their goal.
- Provide your example or read the example below:

A friend and I wanted to get into a regular exercise regime. We decided to get up before work each day and work out. Afterwards, as a reward for doing this, we got a treat we liked for breakfast. It turned out that the treat was an incentive for a while, but we quickly got tired of it after the first week. We didn't build in another reward; after another week, we didn't feel like getting up early. We only lasted about one month going to the gym together.

Six months later, we began running. We did this because one of us was going to have minor surgery in four months, and we knew that recovery was better the fitter a person was. We did it together to make sure the person having surgery was supported. Mid-course, we also planned a "fun run" of 5 km because we both wanted to do one. We even challenged ourselves to complete it in 30 minutes.

In the beginning, it was tough. At some points, we felt pretty discouraged about our lack of fitness. But we were able to encourage each other as the weeks went by. When we couldn't run together, we listened to energizing and upbeat music while running to get our feet moving. We started taking trips to stores to "window shop" for a treat we would buy once we reached a particular milestone (like running consecutively for 4 minutes). Before we knew it, the 5 km was upon us, and we ran it under the time we had targeted. We were pumped!! We started a running journal that talked about how we felt after we ran, and we started setting new goals. We started to see running as something we wanted to do – not something we had to do. We even printed pictures of us running in the race and placed them in our homes as encouragement to get out there.

- Ask participants how the rewards worked to keep the momentum up in the second story when, in the first story, they didn't.
- Note that: *"Extrinsic rewards (things outside of ourselves) can help move people forward. They can increase our momentum to reach a goal when they are planned, well-timed when we need a pick-me-up and when they are well matched to a goal and the individual trying to achieve it. Give a few examples of extrinsic rewards from the running example or your own. But, extrinsic rewards alone are generally insufficient to keep us pushing towards our goals. We need to build in some intrinsic rewards to keep us moving. Intrinsic rewards affect us on the inside. Give a few concrete examples of intrinsic rewards (from the example or your own). They happen when we start to see the activity positively, and we feel good when we do it. Extrinsic and intrinsic rewards can go hand in hand to keep the ball rolling."*
- Invite participants to think of their goal and write down a compelling reason for doing it on one card and a few meaningful rewards that they can use, like stepping stones, to keep them motivated.
- Once they have done this, ask them to hold onto the cards and add them to their action plans (**page 39** of their Workbook).

DEBRIEF

- Note that our "whys" are critically important drivers, motivators, inspirations and anchors in our lives, our learning and our work.
- The more we can build a life that addresses we will be motivated to persevere and succeed.

For the Group

- Now that participants have had a chance to reflect on and build in some rewards for themselves to keep up their momentum toward achieving their goal, invite them to work together to develop a reward for the whole group to celebrate everything that they have accomplished over these three weeks.
- On the last day of this week, the afternoon will be devoted to a group lunch and celebration.
- Invite them to consider including elements that will be meaningful to the group and the individuals within the group.
- This group project will build upon teamwork, collaboration, planning, managing, and communication skills. It's vital that everyone has a role to play and everyone contributes in some way to this celebration.
- Provide the group time to plan and start working on the celebration lunch and ceremony. Circulate and support where needed (especially ensuring that all voices are heard and respected), but also give them room to create this moment for themselves. Revisit group norms as needed.
- Ask them to present their plan to you. Ensure that it is doable, that each group member has a role and that they can realistically undertake their tasks for graduation on Day 3. Ask if they need your support to undertake anything that they have planned.

2:30 – 3:00

POWER BOXES

- Acknowledge the creativity, teamwork and other skills you saw in the group as they began planning their final lunch and celebration.
- Note that the last afternoon will mark their accomplishments and shared growth.
- Make the point that everyone will take different gifts from this series—friendships, learning, laughter, memories, new skills, and personal successes.
- Note that some of us treasure mementos – things that remind us of what’s important or reconnect us to something positive. Share an example of a memento that means something to you (e.g. a photo, quote or symbol). Ask for other examples of mementos that others may already carry around or bring out when we need a lift or encouragement to keep moving.
- Note that each participant has been building their own Power Box. Let them know that they will take it with them on Day 3. It is a place to put anything they have developed and want to take home. They have already written down important sources of motion on their cards and added these and other meaningful things to them, reminding them of the good things from this series.
- In addition to putting things, they want to keep from this week, it will also be a place for them to give back. Over this week, they are invited to create a “gift” for each person’s box – something that reflects who that person is and what they think will help motivate and keep that person rolling and in motion. It can be a quote, an idea, a reflection on their strength, words of appreciation, an image or a symbol.

- The “gift” should not cost money; it reflects the person and what you have seen in them and/or what you would like to share to support them on their journey. Give a few concrete examples of possible “gifts,” so they are not meant to be bought or extravagant in any way. The purpose is to let others know you saw something special in them, noticed what is important to them or appreciated something about their contribution to the group.
- The boxes are about the power of giving and receiving, of being and having true allies as one moves towards one’s life goals.
- Give participants time to think about what they want to give to each group member. Let them know they will have time to create the gifts, and they can use any materials in the room to work on each gift. Let the group know they will have an opportunity on the last day to exchange gifts.
- Thank each participant for their contributions today, noting that each is giving themselves a gift by being here and giving each other gifts by collaborating, problem-solving, and supporting each other. The gifts they put in each other’s Power Boxes will symbolize this.
- Tell participants you’re looking forward to seeing them tomorrow morning. Recall that the room will be open by 8:30, coffee/tea and snacks will be on, and the session will formally begin by 9:15 at the latest.

WEEK 3: DAY 2

8:30-9:15



WELCOME

MORNING ROUTINE

- Make sure you and the room are ready to welcome participants by 8:30 am. Welcome participants as they arrive. Greet participants and inquire about their evening and/or follow up on yesterday's events. Invite them to help themselves with coffee/tea and a snack. Note that they're welcome to read (have a variety of reading materials laid out) or relax and visit.
- Invite anyone who has brought in a quote or image for the wall to put it up. Discuss the lunch and final celebration.

9:15-9:45



ICEBREAKER: A CASE OF THE "WHAT IFS"

- Make the point that, no matter how well we plan, most encounter unexpected twists and turns on our life journey. Some twists are minor and easily navigated, while others can throw us for a loop.
- Emphasize that while we can't avoid surprises (good and bad ones!), we can learn to be prepared for unpredictability. We can learn how to be good at adapting and rolling with unexpected twists. We can learn to bounce back from unanticipated challenges and stop them from throwing us off track. We can learn to

keep moving positively toward our goals even when faced with unexpected challenges.

- Make the point that practice makes perfect when doing this. The more we practice working through surprising twists, the better we get at it. We will start this morning with a few weird and wild ones to warm up.
- Break participants into groups of 3-4. Each group will be given one of the following wild scenarios, and their job is to come up with all the unexpected ways their lives/community would likely change if that were to happen. For every positive change, have them think about how they could position themselves to benefit from it. For every negative change, they can brainstorm how to adapt, adjust or respond to minimize the negative impact.
- Encourage participants to have fun and let their creative sides run wild.
- Possible scenarios include the following. Feel free to add your own!
 - What if pigs could fly?
 - What if there was a pot of gold at the end of the rainbow?
 - What if there was a parallel universe where we knew what each other was thinking?
 - What if dogs and cats started talking?



ONLINE DELIVERY IDEA:

This activity is excellent for breakout rooms with a wild scenario assigned to each group. Use whiteboards or Google Slides to document ideas saved and shared with the larger group.

- Take up responses from each group, exploring how they could position themselves to benefit from positive changes and how they might bounce back and adapt to negative ones.
- While this was a fun activity, it also required them to use the same skills they'd want to call upon if they faced an unexpected challenge in their lives as they move toward their goal.
- Ask what skills they used in this activity. Brainstorm together:
 - Problem-solving
 - Creativity
 - Asking for help from each other/collaborating
 - Flexibility
 - Thinking outside the box
 - Other?
- Emphasize that these are critical skills in life and work – they are probably some of the transferable skills that employers most value – exactly because they are the skills that enable us to keep moving positively in the face of unexpected challenges, twists and turns. These are skills that help us succeed no matter what.

9:45 – 10:30

MAZE & CHECK-IN



NOTE TO FACILITATOR: When preparing for the Maze and Check-in section, alter the maze by placing hills, detours and some type of “event” that would result in a road closure (e.g. twigs representing a tree down across the road, moose crossings, sand for a “white out” in the winter, etc.).

- Note that unexpected events can throw us off course as we navigate the maze (i.e., follow our action plans).
- Have them focus on the unexpected events you have put on the maze. Hills can feel daunting, and we may think we don't have the energy to push our way up. Sometimes, we must take a detour, and we can feel that it just takes us too far off track. Sometimes, we are in a complete "whiteout," and it's unclear where to go or turn.
- Invite participants to share any unexpected challenges they've encountered and have them place them on the maze.
- Engage the group in collaborative problem-solving/solution-focused work on a few of these challenges.
- Emphasize that preparing for the unexpected is essential for keeping in motion. We won't all necessarily have the unexpected occur as we move toward our goals, but it's good to be prepared if we do. Today, we are going to focus on how to manage unexpected hills, roadblocks or detours.

10:30 – 10:45



BREAK

10:45 – 11:40

RUBBER BALL BOUNCE BACK

- Take out a rubber ball and bounce it a few times. Show how it can bounce over an obstacle. Roll it on the floor, showing how smoothly it moves. Drop in the rubber ball in a glass dish with water in it. It will sink momentarily, then pop back up to the top. Show how you can drop different objects on the ball (even heavy objects), and it will always get out from under it and pop back up to the top. Ask participants for qualities that they observe in the ball. Examples might include:
 - Bouncy
 - Able to get over obstacles
 - Able to roll far
 - Has Momentum
 - Goes in its direction
 - Won't sink
- Talk about how we all want to have these qualities in life. When faced with the unexpected, some people keep rolling in a positive direction, while others get discouraged and give up. Some people keep their momentum while others are stopped in their tracks. Some skills and strategies help us bounce back – and others weigh us down and make us sink. Today, we'll explore what helps us have the qualities of a rubber ball, drawing on the same skills they used in the icebreaker this morning.
- Invite participants to identify a time in their lives when they succeeded in facing adversity.
- Ask them to reflect on what allowed them to overcome the challenge and succeed.

- Let participants know we will revisit the dependable strengths activity from Week 1. This time, however, they are invited to think of a time when they could move forward even when something unexpected occurred or when they faced significant adversity.
- Give them a minute to get an example of a challenging situation they felt they handled well, overcame adversity, and felt proud about.
- Invite participants to take some time to reflect on their own stories. Ask them to think of as much detail as possible about the incident. Guide them through the following questions, asking them to think/remember in response to each question.
 - What was the challenge or unexpected event?
 - What did you do to overcome it? How did you do it? What steps did you take?
 - Did anyone help you?
 - What skills/strengths did you use?
 - Did you use any strategies that helped you?
 - What are you most proud of?
- After each question, give participants time to write their responses on **page 55** in their Workbook. Note that they can write as much or as little as will help them really remember the situation in detail.
- Tell them that, like in Week 1, they will be invited to work with two other participants and will have a chance to tell their story in some detail.
- Review the instructions and roles:
 - Each person will have a turn to tell their story (about 6-8 minutes each).
 - While one person tells their story, the other two are asked to listen actively. If the person telling their

story gets stuck or struggles to get it out, the others can ask open questions like:

- How did you do that?
 - Take me back and walk me through the steps involved.
 - Where did you begin? How did you get from the beginning to achieving it?
 - Looking back, what do you feel most proud of?
- If the person has no problem talking, then you can listen.
 - The other job for the two listeners is to write down or circle any bounce-back strengths you hear (using **pages 56 or 57** in their Workbook). Remember the importance of active listening.
 - After 6-8 minutes (you'll give a signal when time is up), participants will take a few minutes to share the resilience strengths they heard in the story, giving the storyteller their strengths sheets.



ONLINE DELIVERY IDEA:

Use breakout rooms for this activity. Ensure that “bounce-back” strengths are captured in a format easily shared with and kept by the storyteller.

- You'll indicate when it's time to switch roles. The group will switch once more so that, in the end, every participant will have told their story and been given two strength lists.

DEBRIEF IN PLENARY.

- How was that experience?
- Did they recognize the strengths that others heard as their own?

- Were they similar or different from the strengths they heard when they did the dependable strengths activity in Week 1? Are they seeing some patterns emerge? What skills do they rely on most during unexpected events and challenges?
- Note that they will explore these strengths more fully in the next activity

11:40 – 12:00

MOMENTUM CONSTELLATION

- Ask participants to think of a person they respect and admire. It may be someone they know personally (like a family member) or someone they only know from a distance (like a political activist, author or community leader). Whoever they choose should be someone important to them.
- Provide a brief personal example identifying someone you admire. On a flipchart, draw a constellation like the one on [page 58](#) of the Participant Workbook. Write the name of the person you admire in the centre star of the constellation. Say, *“In many ways, this person is like your North Star.”* In the surrounding stars of the constellation, highlight a few of the qualities you most admire about that person, recording each quality on a star.
- Ask participants to use [page 58](#) of their Workbook to record the qualities they respect in the person they admire. They may write one word for each constellation star, but they don’t have to limit themselves to these many qualities – they can add more. Encourage them to take their time thinking and writing the qualities they most admire in the person. If participants need help with

vocabulary, they may want to refer to **page 59** in their Workbook.

- Invite participants to turn to a partner and, in a few minutes, describe the person they respect and the qualities they admire most.

DEBRIEF

- Explain that a person cannot recognize a quality in another unless it is within them. We don't appreciate ideals, values or qualities unless we embrace them. Sometimes, we may be at the beginning of building these qualities in ourselves, but the seeds are there.
- Ask participants to write their name beside the person they admire and write "I am" at the top of that star, claiming the qualities they admire in another as qualities they also admire in themselves.
- Encourage participants to reflect on how they already practice these qualities in their lives, acknowledging that, in some cases, they may be beginning to grow these qualities. Other qualities may be well developed. This constellation is a critical reminder of qualities that matter.
- Have participants reflect on the words in their constellation and the strengths identified through the unexpected events activity that they just did. Ask participants to reflect on the similarities and differences between the two lists.
- Emphasize that they are already so resourceful and resilient – they can teach each other so much about managing unexpected challenges and being resilient. Their constellations can serve as a reminder of their qualities and strengths.

12:00 – 1:00



LUNCH

- Note that you'll be breaking for an hour. Participants are welcome to stay in the room to eat or head out. If there is still fruit or snacks from the morning, invite participants to help themselves.
- Let participants know that you'll be in the room having your lunch and would welcome their company.
- Take the opportunity to discuss the final lunch and celebration.

1:00 – 1:45

BOUNCE BACK CHALLENGE ACTIVITY

- Ask each participant to reflect on the interests, strengths, values and qualities they have identified about themselves throughout Module 1. Invite them to choose a word or a phrase about themselves from the inventories they did, the values auction, from their Constellation etc. The choice is theirs.
- Divide participants into groups of 4-5 and ask each participant to move into their group bringing along their word or phrase.
- Tell groups that their mission is to create a company using each skill/interest/quality brought by group members. They should begin by having each participant read their skill/interest/quality aloud. Then, they have to find a way to combine all these skills/interests/qualities to create something that is needed by their community (a product or service).

- Provide the following example (or one from your experience/imagination). A group of participants did this activity. Their strengths were:
 - Good with numbers
 - Musical
 - Can teach others
 - Creative
- They formed a company called “Arythmatic” which used rap music to teach children struggling with math and couldn’t afford a tutor how to count and do basic math. Note that each skill was combined to form a new service to contribute to their community.
- Emphasize that participants will have 20 minutes to decide on their company's focus and name. During that time, they also have to prepare a one-minute advertisement for their company, using whatever media they choose (a paper ad using a flip chart, a radio ad with a jingle... the only limitation is their own creativity).
- After ten minutes, go to each group and randomly take away one of their skills/interests/qualities. Note that you are taking away the strength, not the team member. Ensure each group thinks through the consequences of losing strength. They must adjust their idea accordingly but still meet the deadline of having their ad ready in 10 minutes.
- Invite each group to present their company and its ad. Make sure each lists their skills and notes what skill was eliminated and how they adapted. Celebrate the creativity and diversity.

DEBRIEF

- Invite participants to reflect on the group's capacity to overcome challenges and get the job done. Have them

think about the contributions of everyone who made that possible.

- Ask participants what skills, attitudes and strategies they needed to do this activity, particularly to overcome the challenge of losing one of their company's strengths halfway through. Examples may include:
 - Problem-solving
 - Teamwork
 - Good communication
 - Flexibility
 - Creativity
 - Persistence
 - Humour
 - Getting help from the facilitator
- Refer to the list of positive coping skills, attitudes and strategies on **page 60** of their Workbook. Ask each participant to circle all the skills they felt they used to help them complete this challenge, adding any other ones that don't appear on the list in the space provided. Remind participants that you can provide definitions for any words that are not familiar to them.
- Reinforce that they have developed and built many skills and strengths to overcome the unexpected. If they complete Momentum (Module 2), they'll continue to use and grow these skills.

1:45 – 2:00



BREAK

2:00 – 2:45

STRATEGIES TO EXPECT AND PLAN THE UNEXPECTED

- Throughout this series, we have defined a goal for now and developed an action plan. We've begun talking about possible roadblocks and how to anticipate and navigate around them.
- This activity focuses on the things that are not within our control.
- Acknowledge that planning for the unexpected may seem a bit like an impossible task. How can you prepare for the unexpected?
- Almost as important as coming up with goals is having a "what if/plan B" to fall back on when a goal is thrown for a loop. This is what contingency planning—or planning for the unexpected—means.
- Have four pieces of flipchart paper on the wall. Write on the top of two, "EXTERNAL," and on the other two, "INTERNAL."
- State that external barriers tend to be beyond our control and internal barriers are factors that are within our control.
- Choose a goal to work with – either one of your own or, ideally, one from the group. It can be one they are currently working on or another that they'd like to work on in the future. Note that, as the group lists barriers and solutions, they may not be real to that participant. For this activity, the specific content and its relevance to the volunteer is not as important as understanding the process and realizing that barriers can be overcome.

- Starting with the external barriers, ask the group what might get in the way that is beyond the goal setter's control.



NOTE TO FACILITATOR External factors can range widely and are typically dependent on the goal. You may need to do some prompting. Asking the group what could change about the environment (a school program closes), financial factors (rent increases) or influence of others involved (a babysitter gets sick) that might be barriers to the goal.

- Try and list approximately 8 factors. Write 4 on each of the two flipcharts marked external.
- Once they have listed external factors, ask them for internal factors (things within the control of the goal setter). List approximately 8 and split the number between the two flip charts. Some internal factors could be:
 - Being afraid of taking the first step
 - Lack of motivation
 - Lack of confidence
 - Believing the world is stacked against them
 - Believing they're not smart enough
 - Feeling that it's too risky
 - Feeling like the change is too great for them and others involved
 - Feeling that luck is just not on their side
- Divide the group into four small groups. Give one flipchart to the groups. Give groups 15 minutes to brainstorm all possible ways these barriers could be overcome.
- Invite each group to present their solutions to the large group and post their flipcharts.

- Facilitate a large group discussion. Encourage participants to share their reactions and learning. Highlight that even if the specific barriers that were brainstormed never occur, the important learning is that a process does exist to overcome barriers (even unexpected ones). Completing this activity for their own goals act like an insurance policy – planning proactively for the “what ifs.” It also serves as reinforcement that if the unforeseen does occur, it doesn’t necessarily mean the end of the goal. There are ways to overcome many of life’s curve balls. Therefore, best laid plans include “what ifs”.
- Give participants time to reflect on the “what ifs” of their goal and action plan and how they might work through some of them.
- Remind them that their action plan is a work in progress and is not set in stone. It is something that they can change as they move through this goal or other goals in life. The action plan and the skills and strategies worked on throughout this series can be used in undertaking anything they want to move toward in their life. Moving positively in a direction they want to go in their life is not about the end game; it’s about the journey.

**ONLINE DELIVERY IDEA:**

You can use breakout rooms for this activity. Each group should have a scribe and ask someone to report back. Assign each group 8 external and 8 internal factors. They could use google docs or share their screen as one person writes into a Word document.

2:45 – 3:00

POWER BOX GIFTS

- Give participants time to work on their “gifts” to each other.
- Let them know that they will be given time to finish their gifts instead of a morning icebreaker tomorrow – about 20 minutes. They are invited to take materials home with them if they think they need more time. Emphasize that it’s not the “thing” but the spirit and meaning behind the “thing” that should be their focus. A simple word, meaningful symbol, quote, image or sentence that reflects what they want to say to that participant is perfect.
- They also They will be given time to present their gift at the graduation celebration tomorrow.

WEEK 3: DAY 3



8:30-9:15

WELCOME

MORNING ROUTINE

- Make sure you and the room are ready to welcome participants by 8:30 am.
- Welcome participants as they arrive. Greet participants and inquire about their evening. Invite them to help themselves to coffee/tea and a snack. Note that they're welcome to read (have a variety of reading materials laid out) or relax and visit.
- Invite participants to think about their Power Box gifts.

9:15-9:45

POWER BOX GIFTS

- Provide participants 20 minutes to complete their power box gifts for the others in the group.

9:35 – 10:30

MAZE & CHECK-IN

- Invite participants to look at the maze they have created throughout the course and comment on what they see. They might mention:
 - The number of obstacles and roadblocks
 - The number of turns, detours
 - Hills
 - Long stretches

- A lot is going on/to deal with
- Changes in the endpoint
- Ask them to compare what the maze looks like now versus where we began on Day 1 with the completely open space.
- Explore with them the changing nature of goals and the value of changing direction. Choosing new paths is not the same as failing to achieve a goal. Sometimes, goals are achieved, and new ones emerge; sometimes, our world changes, and what we want changes with it.
- Ask them if they would like to share some of the changes and challenges that they anticipate happening in the future. They might want to draw on their notes from yesterday afternoon's discussion on unexpected external events. Ask them to place those in the maze.
- For those unexpected challenges, invite the group to brainstorm and collaborate to think of ways to overcome or at least move one positive step forward despite the challenge.
- Note that, as our maze has evolved, so too does life. Today we will celebrate the steps we've taken to move forward towards our "goals for now." If we can reconnect in Module 2, we'll be able to share what happened on our road from here until we meet again. Today, we will look back at where we have been these last three weeks and take mementos of our time here to fuel our journey.



ONLINE DELIVERY IDEA:

Take a picture of the Maze. Make sure everyone gets a copy (email/mail). If you have a social media group, post it there and don't forget to share it with the Community of Practice portal.

10:30 – 11:00

RETURN TO THE CIRCLE OF MOTION

- Invite participants to look back to the Circle of Motion they did on Day 1/Week 1. This Circle helped us look at areas in our lives that we wanted to focus on.
- Recall that there are no good or bad wheels. Invite participants to look at their Circle of Motion and note if anything has changed for them since taking this series. Ask participants to go to **page 61** of their Participant Workbook and note on a new Circle what, if anything, has changed for them.
- Invite their comments on any changes that they see. Have they moved in a direction where they want change? Is there something that they would still like to change and perhaps integrate into their goals? If it's "all systems go", ask those participants how it feels to be in this position.
- Make the point that we are never not changing – we are always in motion. It is not about whether you want to change but HOW you want to move.
- Make the point that this, as well as many tools and strategies introduced in this series, is there for them to use when they need a moment of reflection on how they are moving. We started this course by saying that this series was a time for them – a time that most of us could benefit from but rarely access. Reflecting on where they are from time to time can help them in the maze of life. Invite them to use their Circle of Motion as a quick self-check from time to time.

11:00 – 11:30

STRING ACTIVITY



NOTE TO FACILITATOR: This activity is one that can be done as part of the graduation ceremony. It is particularly powerful if the participant's referring support worker is present. It helps to demonstrate that they are part of their circle of support and their ally.

- Invite the group to recall the learning, strengths/skills, relationships, supports, resources and strategies they have developed over the past three weeks. Ask them to reflect on what they feel most grateful about. Consider what they appreciate most as they think of these past weeks and moving forward from here.
- Invite them to gather in a circle.
- Once they have this in their mind, pass the person willing to start a ball of string. Ask him or her to hold onto the end of the ball of string and say one thing they are grateful to be carrying with them from this series to support ongoing positive momentum in their lives. Once they have said it, and while holding onto the end, invite them to ask someone across from them to catch the ball. This next person says one thing they have developed, holds onto their end of the string and passes it to the next person across the circle.
- Continue until a web with many interconnections is created. Depending on the size of the group, participants will likely need to volunteer at least 2-3 times.
- Note that the interconnections of the web represent the interconnectedness between them as a group. This is their web of strength and support, and it is very strong.

- Ask for a volunteer willing to lie down on the spider web to test its strength. Once the volunteer is in place, ensure all the ends of the rope are being held (including the one the volunteer had been holding). On the count of three, have the group lift the spider web (along with the volunteer).
- Invite comments. Note how easy it was to lift the person. The spider web looks quite fragile, but it is deceptively strong. This is true of personal connections and networks, too. We often underestimate the strength of our allies and their capacity to support us through challenging times. Invite comments and reflections. Reinforce how having allies, being an ally, and believing in the capacity of allies to help are critical pieces of their Power Boxes. As a reminder, give each participant a piece of this string to include in their Power Boxes. They can thread it through the holes in the cards they've added to their Power Box each week. This way, if they ever wish to carry the cards, all will be securely held together by the string.

**ONLINE DELIVERY TIP:**

The purpose of this activity is the power and strength of the group and our networks in supporting each other. Find an activity that you like that has this same objective. You may want to return to the stick icebreaker from Week 1: Day 1. Put each participant's name on a similar chopstick. Hold them all together and try to break them. You can't. Remind them that this is the power of the group. Together and with our allies, we are unbreakable.

11:30 – 12:00

BUILDING THEIR POWER BOXES

- Give participants time to build their Power Boxes. Invite them to go through the room and add to their Power Boxes anything that will give them strength and motivation to move forward how they want to be moving forward.
- Offer suggestions of what they might want to include:
 - A quote from the wall that they found personally meaningful
 - Their Constellation
 - Their skillful hand
 - Their dependable strengths
 - Something from the maze that represents them maneuvering around an obstacle.
- Give them time to create their boxes; supporting and making suggestions for anyone who seems stuck.
- Reflect that it will be important to take their power boxes out from time to time; perhaps they'll be instrumental when they have hit a roadblock or an unexpected event has happened...or when they need a smile!
- It is a reminder of their strengths and the sources of encouragement they might need to keep moving in the direction they want to go.

12:00 – 2:30



CELEBRATION LUNCH AND GRADUATION CEREMONY

- The final lunch and celebration should reflect the group's desires, planning and implementation. Do your share to ensure the lunch /celebration is special.
- Follow the participants' lead in organizing the final lunch and celebration, but consider the following:
 - Set the table beautifully
 - Consider decorating the room with banners, streamers and balloons
 - Prepare certificates of successful completion and plan for a ceremony to present them (perhaps with a well-inflated balloon!)
 - Consider having fresh flowers to decorate the room and to give to each participant as they leave
 - Prepare in advance your thoughts so you're ready to say something unique and personal to each participant
 - Have artifacts/samples of work on display (with participants' permission) so all can see their hard work and significant progress
 - Give space for participants to talk about what they have achieved
 - Be sure everyone is engaged in meaningful and visible roles and receive as much positive feedback as others

2:30 – 3:00

EXCHANGING POWER BOXES AND CLOSURE

- In closing, invite participants to exchange their Power Box gifts with each other. The facilitator should participate in exchanging their gifts with participants as well.
- Note that their active participation in this series has been a true gift they've given to themselves and each other.
- Emphasize that you're looking forward to reconnecting with them in Momentum (Module 2) and hearing all about their progress and successes in achieving their goals and continuing to move positively.



APPENDIX A: QUOTES

We should not worry about doing great and noble things, but we should do small things, each day, with great and noble hearts!

Mother Theresa

“How does one become a butterfly?” she asked pensively. “You must want to fly so much that you are willing to give up being a caterpillar.”

Trina Paulus

Imagination is everything! It is the preview of life’s coming attractions.

Albert Einstein

Everyone is a complicated human being, and everyone is strong and weak and funny and scared.

Laverne Cox

Listening

You cannot truly listen to anyone and do anything else at the same time.

M. Scott Peck

The art of conversation lies in listening.

Malcom Forbes

Listening is being able to be changed by the other person.
Alan Alda

The walls we build around us to keep out anxiety and insecurity can also keep out joy, spontaneity and possibility.

Jim Rohn

So don’t you sit upon the shoreline and say you’re satisfied choose to chance the rapids and dare to dance the tide.

Garth Brooks

Man is so made that when anything fires his soul, impossibilities vanish.

Jean De La Fontaine

Most of the successful people I’ve known are the ones who do more listening than talking.

Bernard Baruch

One of the most sincere forms of respect is actually listening to what another has to say.

Bryant H. McGill

We have two ears and one tongue so that we would listen more and talk less.

Diogenes

Wisdom is the reward you get for a lifetime of listening when you'd have preferred to talk.

Doug Larson

If you make listening and observation your occupation, you will gain much more than you can by talk.

Robert Baden-Powell

The most important thing in communication is hearing what isn't said.

Peter Drucker

When people talk, listen completely. Most people never listen.

Ernest Hemingway

Friends are those rare people who ask how we are, and then wait to hear the answer.

Ed Cunningham

Most people do not listen with the intent to understand; they listen with the intent to reply.

Stephen R. Covey

One of the most sincere forms of respect is actually listening to what another has to say.

Bryant H. McGill

There is as much wisdom in listening as there is in speaking-- and that goes for all relationships, not just romantic ones.

Daniel Dae Kim

Listening is a magnetic and strange thing, a creative force. The friends who listen to us are the ones we move toward. When we are listened to, it creates us, makes us unfold and expand.

Karl A. Menniger

Storytelling

Stories are a communal currency of humanity.

Tahir Shah, in Arabian Nights

The engineers of the future will be poets.

Terence McKenna

The human species thinks in metaphors and learns through stories.

Mary Catherine Bateson

There is no greater agony than bearing an untold story inside you.

Maya Angelou

The stories we tell literally make the world. If you want to change the world, you need to change your story. This truth applies both to individuals and institutions.

Michael Margolis

Authenticity

Enlightenment is the key to everything, and it is the key to intimacy, because it is the goal of true authenticity.

Marianne Williamson

I know of nothing more valuable, when it comes to the all-important virtue of authenticity, than simply being who you are.

Charles R. Swindoll

Great stories happen to those who can tell them.

Ira Glass

Story is a yearning meeting an obstacle.

Robert Olen Butler

Your story is what you have, what you will always have. It is something to own.

Michelle Obama

Sometimes reality is too complex. Stories give it form.

Jean Luc Godard

So much history can be lost if no one tells the story -- so that's what I do. I tell the stories. This is my way of fighting for social change.

Alanis Obomsawin

It's really worthwhile to be open and to share who you are with people if you're wanting to develop authentic relationships, candid conversations, creativity. All of these things are often born from an environment where people feel like they can be who they are.

Peter Arvai

Be yourself--not your idea of what you think somebody else's idea of yourself should be.

Henry David Thoreau

Authenticity requires a certain measure of vulnerability, transparency, and integrity

Janet Louise Stepenson

Yes, in all my research, the greatest leaders looked inward and were able to tell a good story with authenticity and passion.

Deepak Chopra

Embrace what makes you unique, even if it makes others uncomfortable. I didn't have to become perfect because I've learned throughout my journey that perfection is the enemy of greatness.

Janelle Monae

The keys to brand success are self-definition, transparency, authenticity and accountability.

Simon Mainwaring

Always be a first-rate version of yourself and not a second-rate version of someone else.

Judy Garland

I can be a better me than anyone can.

Diana Ross

If you trade your authenticity for safety, you may experience the following: anxiety, depression, eating disorders, addiction, rage, blame, resentment, and inexplicable grief.

Brene Brown

Live authentically. Why would you continue to compromise something that's beautiful to create something that is fake?

Steve Maraboli

We need to find the courage to say no to the things and people that are not serving us if we want to rediscover ourselves and live our lives with authenticity.

Barbara de Angelis

Shine with all you have. When someone tries to blow you out, just take their oxygen and burn brighter.

Katelyn S. Irons

Authentic brands don't emerge from marketing cubicles or advertising agencies. They emanate from everything the company does...

Howard Schultz

Hard times arouse an instinctive desire for authenticity.

Coco Chanel

We have to dare to be ourselves,
however frightening or strange
that self may prove to be.

May Sarton

Transparency

There is no persuasiveness more
effectual than the transparency of a
single heart, of a sincere life.

Joseph Barber Lightfoot

A lack of transparency results in
distrust and a deep sense of
insecurity.

Dalai Lama

Transparency is not the same as
looking straight through a building:
it's not just a physical idea, it's also
an intellectual one.

Helmut Jahn

I wish that every human life might
be pure transparent freedom.

Simone de Beauvoir

I love when things are transparent,
free and clear of all inhibition and
judgment.

Pharrell Williams

Transparency, honesty, kindness,
good stewardship, even humor,
work in businesses at all times.

John Gerzema

Truth never damages a cause that
is just.

Mahatma Gandhi

I just think we need more
accountability and more
transparency.

John Thune

Our whole philosophy is one of
transparency.

Valerie Jarrett

Eyes so transparent that through
them the soul is seen.

Theophile Gautier

A basic tenet of healthy democracy
is open dialogue and transparency.

Peter Fenn

Teamwork/Community

"Show respect to all people, but
grovel to none."

Tecumseh

It takes two flints to make a fire.

Louisa May Alcott

Individual commitment to a group
effort--that is what makes a team
work, a company work, a society
work, a civilization work.

Vince Lombardi

Alone we can do so little, together
we can do so much.

Helen Keller

Collaboration allows teachers to
capture each other's fund of
collective intelligence.

Mike Schmoker

To me, teamwork is the beauty of
our sport, where you have five
acting as one. You become selfless.

Mike Krzyzewski

Teamwork is the ability to work
together toward a common vision -
the ability to direct individual
accomplishments toward
organizational objectives. It is the
fuel that allows common people to
attain uncommon results.

Andrew Carnegie

The strength of the team is each
individual member. The strength of
each member is the team.

Phil Jackson

None of us is as smart as all of us.

Ken Blanchard

I invite everyone to choose
forgiveness rather than division,
teamwork over personal ambition.

Jean-Francois Cope

Unity is strength. . . when there is
teamwork and collaboration,
wonderful things can be achieved.

Mattie Stepanek

Talent wins games, but teamwork
and intelligence wins
championships.

Michael Jordan

Even though you and I are in
different boats, you in your boat
and we in our canoe, we share the
same River of Life. What befalls me,
befalls you.

Oren Lyons

Remember teamwork begins by
building trust. And the only way to
do that is to overcome our need for
invulnerability.

Patrick Lencioni

Responsiveness

I think that if you keep your eyes and your ears open and you are receptive to learning, there are skills you can get from any job at all.

Cat Deeley

The pessimist complains about the wind; the optimist expects it to change; the realist adjusts the sails.

William Arthur Ward

One of the things I've learned is to be receptive of feedback.

Ben Silbermann

Life is 10% what happens to me and 90% how I react.

John Maxwell

Either you run the day, or they day runs you.

Jim Rohn

Adaptability

You can't build an adaptable organization without adaptable people- and individuals change only when they have to, or when they want to.

Gary Hamel

Adaptability is not imitation. It means power of resistance and assimilation.

Mahatma Gandhi

It is impossible to withhold education from the receptive mind, as it is impossible to force it upon the unreasoning.

Agnes Repplier

Confidence, like art, never comes from having all the answers; it comes from being open to all the questions.

Earl Gray Stevens

The most difficult thing is the decision to act, the rest is merely tenacity.

Emelia Earhart

The best way to persuade people is with your ears--by listening to them.

Dean Rusk

The art of life is a constant readjustment to our surroundings.

Kakuzo Okakura

Learn to adjust yourself to the conditions you have to endure, but make a point of trying to alter or correct conditions so that they are most favorable to you.

William Frederick Book

You can't fall if you don't climb. But there's no joy in living your whole life on the ground.

Unknown

People will try to tell you that all the great opportunities have been snapped up. In reality, the world changes every second, blowing new opportunities in all directions, including yours.

Ken Hakuta

It is not the strongest or the most intelligent who will survive but those who can best manage change.

Charles Darwin

All fixed set patterns are incapable of adaptability or pliability. The truth is outside of all fixed patterns.

Bruce Lee

Passion

Yes, in all my research, the greatest leaders looked inward and were able to tell a good story with authenticity and passion.

Deepak Chopra

There is no passion to be found playing small--in settling for a life that is less than the one you are capable of living.

Nelson Mandela

When I let go of what I am, I become what I might be.

Lao Tzu

Adaptability is about the powerful difference between adapting to cope and adapting to win.

Max McKeown

Learn to adjust yourself to the conditions you have to endure, but make a point of trying to alter or correct conditions so that they are most favorable to you.

William Frederick Book

Tactics, fitness, stroke ability, adaptability, experience, and sportsmanship are all necessary for winning.

Fred Perry

Develop a passion for learning. If you do, you will never cease to grow.

Anthony J. D'Angelo

If you feel like there's something out there that you're supposed to be doing, if you have a passion for it, then stop wishing and just do it.

Wanda Skyes

If you don't love what you do, you won't do it with much conviction or passion.

Mia Hamm

Nothing is as important as passion. No matter what you want to do with your life, be passionate.

Jon Bon Jovi

If passion drives you, let reason hold the reins.

Benjamin Franklin

We must act out passion before we can feel it.

Jean-Paul Sartre

It is the soul's duty to be loyal to its own desires. It must abandon itself to its master passion.

Rebecca West

It is obvious that we can no more explain a passion to a person who has never experienced it than we can explain light to the blind.

T. S. Eliot

You can't fake passion.

Barbara Corcoran

Every great dream begins with a dreamer. Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world.

Harriet Tubman

Any guy that's not working with the same amount of intensity and passion that I do, I don't want to know.

Zakk Wylde

You have to be burning with "an idea, or a problem, or a wrong that you want to right." If you're not passionate enough from the start, you'll never stick it out.

Steve Jobs

There is no end. There is no beginning. There is only the passion of life.

Federico Fellini

Surprise and Delight

The husband who decides to surprise his wife is often very much surprised himself.

Voltaire

Truth is so rare that it is delightful to tell it.

Emily Dickinson

To the issues of friendship, love, business and war, "surprise" is the optimistic solution.

Amit Kalantri

A story to me means a plot where there is some surprise. Because that is how life is--full of surprises.

Isaac Bashevis Singer

A story to me means a plot where there is some surprise. Because that is how life is--full of surprises.

Isaac Bashevis Singer

Surprise yourself every day with your own courage.

Denholm Elliott

It doesn't take much to surprise others, but to surprise oneself- now that is a great feat.

Kristen Hartley

People tend to play in their comfort zone, so the best things are achieved in a state of surprise, actually.

Brian Eno

Simplicity

Simplicity and repose are the qualities that measure the true value of any work of art.

Frank Lloyd Wright

Manifest plainness, embrace simplicity, reduce selfishness, have few desires.

Lao Tzu

Simplicity is the most difficult thing to secure in this world; it is the last limit of experience and the last effort of genius.

George Sand

Simplicity is prerequisite for reliability.

Edger Dijkstra

There is no greatness where there is no simplicity, goodness and truth.

Leo Tolstoy

If you haven't done much giving in your life-try it and see how you feel afterwards.

Michelle Moore, Selling Simplified

Nature is pleased with simplicity. And nature is no dummy.

Isaac Newton

Free yourself from the complexities of your life! A life of simplicity and happiness awaits you.

Steve Maraboli

Simplicity, clarity, singleness: These are the attributes that give our lives power and vividness and joy as they are also the marks of great art. They seem to be the purpose of God for his whole creation.

Richard Holloway

There is a certain majesty in simplicity which is far above all the quaintness of wit.

Alexander Pope

If you can't explain it to a six year old, you don't understand it yourself.

Albert Einstein

Life is really simple, but we insist on making it complicated.

Aristotle

Gratefulness

Reflect upon your present blessings--of which every man has many--not on your past misfortunes, of which all men have some.

Charles Dickens

The truest indication of gratitude is to return what you are grateful for.

Richard Paul Evans

Simplicity is not the goal. It is the by-product of a good idea and modest expectations.

Paul Rand

If you will stay close to nature, to its simplicity, to the small things hardly noticeable, those things can unexpectedly become great and immeasurable.

Rainer Maria Rilke

Simplicity is about subtracting the obvious and adding the meaningful.

John Maeda

Simplicity is the ultimate sophistication.

Leonardo da Vinci

Let gratitude be the pillow upon which you kneel to say your nightly prayer. And let faith be the bridge you build to overcome evil and welcome good.

Maya Angelou, Celebrations:
Rituals of Peace and Prayer

We can only be said to be alive in those moments when our hearts are conscious of our treasures.

Thornton Wilder

As we express our gratitude, we must never forget that the highest appreciation is not to utter words, but to live by them.

John F. Kennedy

Cultivate the habit of being grateful for every good thing that comes to you, and to give thanks continuously. And because all things have contributed to your advancement, you should include all things in your gratitude.

Ralph Waldo Emerson

Do not spoil what you have by desiring what you have not; remember that what you now have was once among the things you only hoped for.

Epicurus

We must find time to stop and thank the people who make a difference in our lives.

John F. Kennedy

You can complain because roses have thorns, or you can be grateful that thorn bushes have roses.

Tom Wilson

Those who have the ability to be grateful are the ones who have the ability to achieve greatness.

Steve Maraboli

True forgiveness is when you can say, "Thank you for that experience.

Oprah Winfrey

Gratitude is not only the greatest of virtues, but the parent of all others.

Cicero

I work very hard, and I play very hard. I'm grateful for life. And I live it--I believe life loves the liver of it. I live it.

Maya Angelou

When you are grateful--when you can see what you have--you unlock blessings to flow in your life.

Suze Orman

Kindness

There is a longing among all people and creatures to have a sense of purpose and worth. To satisfy that common longing in all of us we must respect each other.

Chief Dan George

Never lose a chance of saying a kind word.

William Makepeace Thackeray,
Vanity Fair

Be kind, for everyone you meet is fighting a harder battle.

Plato

It seems to me that no matter what religion you subscribe to, acts of kindness are the stepping-stones to making the world a better place- because we become better people in it.

Jodi Picoult

The smallest act of kindness is worth more than the greatest intention.

Kahlil Gibran, The Essential Kahlil
Gibran

This is my simple religion. There is no need for temples; no need for complicated philosophy. Our own brain, our own heart is our temple; the philosophy is kindness.

Dalai Lama

Our kindness may be the most persuasive argument for that which we believe.

Gordon B. Hinckley

Kindness is a language which the deaf can hear and the blind can see.

Mark Twain

Truth is a deep kindness that teaches us to be content in our everyday life and share with the people the same happiness.

Khalil Gibran

Treat everyone with respect and kindness. Period. No exceptions.

Kiana Tom

I would rather make mistakes in kindness and compassion than work miracles in unkindness and hardness.

Mother Teresa

There is overwhelming evidence that the higher the level of self-esteem, the more likely one will be to treat others with respect, kindness, and generosity.

Nathaniel Branden

Wherever there is a human being, there is an opportunity for a kindness.

Lucius Annaeus Seneca

It's a little embarrassing that after 45 years of research & study, the best advice I can give people is to be a little kinder to each other.

Aldous Huxley

Humility

Never look down on anybody unless you're helping them up.

Jesse Jackson

Real genius is nothing else but the supernatural virtue of humility in the domain of thought.

Simone Weil

Pride makes us artificial and humility makes us real.

Thomas Merton

Humility is throwing oneself away in complete concentration on something or someone else.

Madeleine L'Engle

The proud man can learn humility, but he will be proud of it.

Mignon McLaughlin

Pride must die in you, or nothing of heaven can live in you.

Andrew Murray, Humility

The greatest friend of truth is Time, her greatest enemy is Prejudice, and her constant companion is Humility.

Charles Caleb Colton

A warm smile is the universal language of kindness.

William Arthur Ward

Humility is nothing but truth, and pride is nothing but lying.

St. Vincent de Paul

Humility is really important because it keeps you fresh and new.

Steven Tyler

One cannot be humble and aware of oneself at the same time.

Madeleine L'Engle, A Circle of Quiet

Humility is not thinking less of yourself, it's thinking of yourself less.

C. S. Lewis

Have more humility. Remember you don't know the limits of your own strengths. Successful or not, if you keep pushing beyond yourself, you will enrich your own life--and maybe even please a few strangers.

A.L. Kennedy

Humility, that low, sweet root, from which all heavenly virtues shoot.

Thomas Moore

Selflessness is humility. Humility and freedom go hand in hand. Only a humble person can be free.

Jeff Wilson

Giving

Of all the teachings we receive, this one is most important: Nothing belongs to you of what there is, of what you take, you must share.

Chief Dan George

No one has ever become poor by giving.

Anne Frank

As we work to create light for others, we naturally light our own way.

Mary Anne Radmacher

Every sunrise is an invitation for us to arise and brighten someone's day.

Richelle E. Goodrich, Smile Anyway

Even the smallest act of caring for another person is like a drop of water -it will make ripples throughout the entire pond...

Jessy and Bryan Matteo

What we spend, we lose. What we keep will be left for others. What we give away will be ours forever.

David McGee

'Thank you' is the best prayer that anyone could say. I say that one a lot. Thank you expresses extreme gratitude, humility, understanding.

Alice Walker

A kind gesture can reach a wound that only compassion can heal.

Steve Maraboli

When in doubt as to what you should do, err on the side of giving.

Tony Cleaver

Give, but give until it hurts.

Mother Teresa

I wish I were like Facebook; being able to 'like' and 'share' everything I get.

Ashok Kallarakkal

Don't wait for other people to be loving, giving, compassionate, grateful, forgiving, generous, or friendly... lead the way!

Steve Maraboli

Until we can receive with an open heart, we're never really giving with an open heart. When we attach judgment to receiving help, we knowingly or unknowingly attach judgment to giving help.

Brené Brown

There is a very real relationship, both quantitatively and qualitatively, between what you contribute and what you get out of this world.

Oscar Hammerstein II

Just like downing a powerful caffeine drink, "reaching out to others" pays that big "life energizer dividend!"

Wes Adamson

Persistence

When I meet successful people I ask 100 questions as to what they attribute their success to. It is usually the same: persistence, hard work and hiring good people.

Kiana Tom

Keep a little fire burning; however small, however hidden." "Keep a little fire burning; however small, however hidden.

Cormac McCarthy, *The Road*

Never let your persistence and passion turn into stubbornness and ignorance.

Anthony J. D'Angelo

Success is almost totally dependent upon drive and persistence. The extra energy required to make another effort or try another approach is the secret of winning.

Denis Waitley

Knowing trees, I understand the meaning of patience. Knowing grass, I can appreciate persistence.

Hal Borland

If you have an important point to make, don't try to be subtle or clever. Use a pile driver. Hit the point once. Then come back and hit it again. Then hit it a third time-- a tremendous whack.

Winston Churchill

As long as we are persistence in our pursuit of our deepest destiny, we will continue to grow. We cannot choose the day or time when we will fully bloom. It happens in its own time.

Denis Waitley

The slogans "hang on" and "press on" have solved and will continue to solve the problems of humanity.

Ogwo David Emenike

Energy and persistence conquer all things.

Benjamin Franklin

No matter how much falls on us, we keep plowing ahead. That's the only way to keep the roads clear.

Greg Kincaid

If you wish to be out front, then act
as if you were behind.

Lao Tzu

Nothing in the world can take the
place of persistence. Talent will not;
nothing is more common than
unsuccessful men with talent.
Genius will not; unrewarded genius
is almost a proverb. Education will
not; the world is full of educated
derelicts. Persistence and
determination alone are
omnipotent.

Calvin Coolidge

The difference between people
who believe they have books inside
of them and those who actually
write books is sheer cussed

Inspiration

It is during our darkest moments
that we must focus to see the light.

Aristotle Onassis

You never have to change anything
you got up in the middle of the
night to write.

Saul Bellow

If you have built castles in the air,
your work need not be lost; that is
where they should be. Now put the
foundations under them.

Henry David Thoreau

persistence--the ability to make
yourself work at your craft, every
day--the belief, even in the face of
obstacles, that you've got
something worth saying.

Jennifer Weiner

Don't listen to negative influences.
Believe in yourself, and show others
what you can do. Only "you" can
find your potential.

Marla Runyan

Character consists of what you do
on the third and fourth tries.

James A. Michener

Success is stumbling from failure to
failure with no loss of enthusiasm.

Winston Churchill

When the need to succeed is as
bad as the need to breathe, then
you'll be successful.

Eric Thomas

What you do speaks so loudly that I
cannot hear what you say.

Ralph Waldo Emerson

Winners lose much more often
than losers. So if you keep losing
but you're still trying, keep it up!
You're right on track.

Matthew Keith Groves

If not us, who? If not now, when?
Hillel the Elder

The best way to predict the future
is to invent it.
Alan Kay

Do you want to know who you are?
Don't ask. Act! Action will delineate
and define you.
Thomas Jefferson

Success is not the key to happiness.
Happiness is the key to success. If
you love what you are doing, you'll
be a success.
Albert Schweitzer

Life

Don't let life discourage you;
everyone who got where he is had
to begin where he was.
Richard L. Evans

Memories of our lives, of our works
and our deeds will continue in
others.
Rosa Parks

The price of anything is the amount
of life you exchange for it.
Henry David Thoreau

Life is a succession of lessons which
must be lived to be understood.
Helen Keller

If you want to test your memory, try
to recall what you were worrying
about one year ago today.
E. Joseph Coffman

I know for sure that what we dwell
on is who we become.
Oprah Winfrey

Logic will get you from A to B.
Imagination will take you
everywhere.
Albert Einstein

Hope will never be silent.
Harvey Milk

Don't let life discourage you;
everyone who got where he is had
to begin where he was.
Richard L. Evans

Change is the law of life. And those
who look only to the past or
present are certain to miss the
future.
John F. Kennedy

The only disability in life is a bad
attitude.
Scott Hamilton

We are powerful because we have
survived, and that is what it is all
about- survival and growth.
Audre Lorde

Not life, but good life, is to be chiefly valued.

Socrates

Life is far too important a thing ever to talk seriously about.

Oscar Wilde

Life is really simple, but we insist on making it complicated.

Confucius

Go confidently in the direction of your dreams. Live the life you have imagined.

Henry David Thoreau

In three words I can sum up everything I've learned about life: it goes on.

Robert Frost

If you don't take the time to think about and analyze your life, you'll never realize all the dots that are all connected.

Beyonce

Change

Change is hardest at the beginning, messiest in the middle and best at the end.

Robin S. Sharma

Things change. And friends leave. Life doesn't stop for anybody.

Stephen Chbosky

Life in abundance comes only through great love.

Elbert Hubbard

If you live long enough, you'll make mistakes. But if you learn from them, you'll be a better person. It's how you handle adversity, not how it affects you. The main thing is never quit, never quit, never quit.

William J. Clinton

Only a life lived for others is a life worthwhile.

Albert Einstein

Every creature is better alive than dead, men and moose and pine trees, and he who understands it aright will rather preserve its life than destroy it.

Henry David Thoreau

Everyone thinks of changing the world, but no one thinks of changing himself.

Leo Tolstoy

Change will not come if we wait for some other person, or if we wait for some other time. We are the ones

we've been waiting for. We are the change that we seek.

Barack Obama

Those who cannot change their minds cannot change anything.

George Bernard Shaw

Stand for something or you will fall for anything. Today's mighty oak is yesterday's nut that held its ground.

Rosa Parks

Be the change that you wish to see in the world.

Mahatma Gandhi

No matter who you are, no matter what you did, no matter where you've come from, you can always change, become a better version of yourself.

Madonna

We are taught you must blame your father, your sisters, your brothers, the school, the teachers-- but never blame yourself. It's never your fault. But it's always your fault, because if you wanted to change you're the one who has got to change.

Katharine Hepburn

If you want to change the world, pick up your pen and write.

Martin Luther

To improve is to change; to be perfect is to change often.

Winston Churchill

Change your thoughts and you change your world.

Norman Vincent Peale

Change is the end result of all true learning.

Leo Buscaglia

Life belongs to the living, and he who lives must be prepared for changes

Johann Wolfgang von Goethe

Change the way you look at things and the things you look at change.
Wayne W. Dyer

Education is the most powerful weapon which you can use to change the world.

Nelson Mandela

A tiny change today brings a dramatically different tomorrow.

Richard Bach

Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has.

Margaret Mead

The only thing greater than the power of the mind is the courage of the heart

John Nash

If you believe in a dream and have the courage to try, anything is possible

Rick Hansen

Strength & Courage

My attitude is that if you push me towards something that you think is a weakness, then I will turn that perceived weakness into a strength.

Michael Jordan

We gain strength, and courage, and confidence by each experience in which we really stop to look fear in the face... we must do that which we think we cannot.

Eleanor Roosevelt

A brave man acknowledges the strength of others.

Veronica Roth

It is easier to build strong children than to repair broken men.

Frederick Douglass

Courage is the most important of all the virtues because without courage, you can't practice any other virtue consistently.

Maya Angelou

They always say time changes things, but you actually have to change them yourself.

Andy Warhol

I alone cannot change the world, but I can cast a stone across the waters to create many ripples.

Mother Theresa

Cows run away from the storm while the buffalo charges toward it — and gets through it quicker. Whenever I'm confronted with a tough challenge, I do not prolong the torment, I become the buffalo.

Wilma Mankiller

Mastering others is strength. Mastering oneself makes you fearless.

Lao Tzu

The world breaks every one and afterward many are strong at the broken places.

Ernest Hemingway

Character cannot be developed in ease and quiet. Only through experience of trial and suffering can the soul be strengthened, ambition inspired, and success achieved.

Helen Keller

You feel your strength in the experience of pain.

Jim Morrison

With the new day comes new strength and new thoughts.

Eleanor Roosevelt

Shallow men believe in luck. Strong men believe in cause and effect.

Ralph Waldo Emerson

Leadership

A leader is one who knows the way, goes the way, and shows the way.

John Maxwell

Leaders think and talk about the solutions. Followers think and talk about the problems.

Brian Tracy

To handle yourself, use your head; to handle others, use your heart.

Eleanor Roosevelt

Stand up for what you believe. Just having that strong determination can make other people join you in your struggle.

Silvia Carrera

Strength does not come from physical capacity. It comes from an indomitable will.

Mahatma Gandhi

It's not always necessary to be strong, but to feel strong.

Jon Krakauer

We acquire the strength we have overcome.

Ralph Waldo Emerson

Leadership and learning are indispensable to each other.

John F. Kennedy

As we look ahead into the next century, leaders will be those who empower others.

Bill Gates

A genuine leader is not a searcher for consensus but a molder of consensus.

Martin Luther King, Jr.

Leadership is service, not position.

Tim Fargo

A leader is a dealer in hope.

Napoleon Bonaparte

Legacy

When a tree grows be it ever so strong and large; it rots away gradually and down it goes at last, but through time another young tree shoots forth from there, and as it grows, it gathers beauty and strength.

Chief Peguis

The things you do for yourself are gone when you are gone, but the things you do for others remain as your legacy.

Kalu Ndukwe Kalu

“The secret of our success is that we never, never give up.”

Wilma Mankiller

No legacy is so rich as honesty.

William Shakespeare

You can't leave a footprint that lasts if you're always walking on tiptoe.

Marion Blakely

Create with the heart; build with the mind.

Criss Jami

If you succumb to the temptation of using violence in the struggle, unborn generations will be the recipients of a long and desolate night of bitterness, and your chief legacy to the future will be an endless reign of meaningless chaos.

Martin Luther King, Jr

The greatest use of life is to spend it for something that will outlast it.

William James

Carve your name on hearts, not tombstones. A legacy is etched into the minds of others and the stories they share about you.

Shannon L. Alder

Memories of our lives, of our works and our deeds will continue in others.

Rosa Parks

APPENDIX B: BODY BREAKS

ENERGIZING BODY BREAKS

In this course are encouraged to interweave body breaks throughout each day. They work well when they are regularly scheduled throughout the day (such as after lunch), but sometimes, as a facilitator, you can tell when participants need a break. At non-scheduled times, you can do a group check-in to see if a body break might be needed. You can ask if participants feel ready to keep going or if they are feeling a little zoned out, distracted, or feel that they have been sitting too long and need to move. Check-ins can help the group become aware of their own needs around body breaks and this recognition can be helpful to them in a range of other settings (e.g. home, training classrooms and workplaces).

Body breaks are simple, one—to two-minute challenges. They are excellent for helping participants regain focus. Below are a few examples, but there are many others readily available online.

EXAMPLES OF BODY BREAKS

Peaceful Thumb Wrestling

1. Ask the group to get in pairs and clasp their hands in thumb wrestling position. For those who have not thumb wrestled, each pair takes the same hand and curves the fingers of their hand into a “C” shape (a very loose fist) so that when put together with their partner, each person’s fingertips are nestled into each other.



2. Depending on the group you can have them play a round of thumb war first – a game in which the wrestlers try to pin one another’s thumbs down for a count of three. You can then introduce thumb peace. Instead of wrestling, pairs are asked to put their thumbs

together and spell the word “PEACE” with their thumbs. They will have to work together because one person will have to spell the letters backwards for them to complete spelling the word.

3. Ask them to do it again and switch the person who wrote backwards to the person who writes the letters forwards.

Cross Crawls

Connect your right elbow and left knee and then connect your left elbow and right knee. Invite participants to go this quickly for 30 seconds. You can ask them to count how many times they were able to do one rep (right elbow to left knee/left elbow to right knee).

Hands Brain Break

<http://brainbreaks.blogspot.ca/2010/09/gotcha-energizing-brain-break-and-dvd.html>

Ask participants to:

1. Stand Up.
2. Then, start waving their right hand in front of them left to right. Their palm should be facing away from them while keeping their hand with their fingers pointing up.



3. Now stop that hand and have their left hand in front of them moving it up and down.



4. Now practice moving them at the SAME TIME.
5. Now switch to have their right hand up and down and their left hand left and right. Do this faster and switch often to make it more difficult.
6. Lastly, to increase the difficulty, have their arms crossed while doing this.

Jumping Jacks

Exactly how we learned them as kids. Body breaks work best if the participants' heart rate goes up a little so ask them to do them slowly at first then faster and faster and faster.

Gotcha

<http://brainbreaks.blogspot.ca/2010/09/gotcha-energizing-brain-break-and-dvd.html>

Purpose: To try to grab another person's finger on one side of you, while at the same time avoid being grabbed by the person on the other side of you.

1. Stand up and get into groups of 3-10 people.
2. Form a circle with your group.
3. Each person should hold out their left hand with their palm flat and facing up. Now take your right hand index finger and point it directly into the palm of the person to your right.
4. When the instructor says "Gotcha", you are to try to grab the person's finger that is in your palm, and at the same time avoid being grabbed by the person you are pointing to.

Repeat with your arms crossed.

APPENDIX C: LIST OF MATERIALS

Daily

- ☐ Coffee
- ☐ Tea
- ☐ Fruit
- ☐ Other Snacks
- ☐ Mugs
- ☐ Plates
- ☐ Napkins
- ☐ Cutlery
- ☐ Glasses
- ☐ Water
- ☐ Daily Newspaper & Other Reading Materials (range of literacy levels)
- ☐ Quotes/Images for Wall
- ☐ Masking Tape
- ☐ Scissors
- ☐ Flipchart paper and Stand
- ☐ Markers
- ☐ Paper
- ☐ Participant Workbooks
- ☐ Ingredients for Group Lunches and Table Settings (weekly)

Week 1

- ☐ Rubber Ball
- ☐ \$20 Bill
- ☐ Interest, Strengths and Values Inventories – either online (need computers and internet access) or paper versions (need to print copies in advance)
- ☐ Small Sticks (one for each participant; one is easily broken, but together they're unbreakable)
- ☐ Soft Nerf Ball
- ☐ Power Boxes (one for each participant)

Week 2

- ☐ Pipe Cleaners (one per person)
- ☐ Materials to Create Maze (wooden blocks, ramps, tracks, obstacles)
- ☐ Hats (yellow, black, green, white, red and blue)
- ☐ Balloons
- ☐ Magazines (for collage)
- ☐ Computers & Internet Access (for research) or Community Directories

Week 3

- ☐ Bowl
- ☐ Materials to Adapt Maze (sticks, sand, crossing sign)
- ☐ Toy Car, Straw & Balloon (attached so balloon propels car)
- ☐ Large (minimum 8 x 10) Rectangle on Floor (using masking tape)
- ☐ Rubber Ball
- ☐ Paint, Glue and other Decorations for Constellation
- ☐ Ball of Heavy String

APPENDIX D: SKILLS FOR SUCCESS



Adaptability

The ability to achieve or adjust goals and behaviours when expected or unexpected change occurs, by planning, staying focused, persisting, and overcoming setbacks.



Creativity and Innovation

The ability to imagine, develop, express, encourage, and apply ideas in ways that are novel, unexpected, or challenge existing methods and norms.



Communication

The ability to receive, understand, consider, and share information and ideas through speaking, listening, and interacting with others.



Digital

The ability to use digital technology and tools to find, manage, apply, create, and share information and content.



Numeracy

The ability to find, understand, use, and report mathematical information presented through words, numbers, symbols, and graphics



Problem Solving

The ability to identify, analyze, propose solutions, and make decisions. Problem solving helps you to address issues, monitor success, and learn from the experience



Reading

The ability to find, understand, and use information presented through words, symbols, and images.



Writing

The ability to share information using written words, symbols, and images

