MOMENTUM: Stepping Stones to a Preferred Future

Facilitator Guide

2

ACKNOWLEDGEMENTS

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IN MOTION AND MOMENTUM+ – Momentum: Stepping Stones to a Preferred Future Facilitator Guide

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CONTENTS

Acknowledgements ..... *ii*

Momentum **1**

Overview *1*

Goals *2*

Outcomes *2*

Important Considerations *4*

Matrix of Learning Outcomes Across Momentum *8*

WEEK 1: I AM/WE ARE **13**

WEEK 1: DAY 1 – Reconnect/Connect with Each Other **15**

Welcome *15*

Introduction *17*

Recurring Icebreaker check-In (Mental) Twister *17*

About Module 2 ..... *22*

Beach Ball Buzz *25*

Holland's Party Game *27*

Norms *32*

Seeing Green Team Building Activity *35*

Seeing Opportunity *37*

End of day check-in *40*

WEEK 1: DAY 2 – Reconnect/Connect with Me and What's Important **42**

Welcome *42*

Icebreaker: The 4Cs *42*

Mental Twister Check-in *44*

My Resilience Factors *47*

Me Today Snapshot *57*

Personal Profile *61*

Options and Opportunities: For The Love Of It *68*

End of day check-in *72*

WEEK 1: DAY 3 – Visualization – What Part(s) Captures Your Heart? **73**

Welcome *73*

Icebreaker: Speed Dating *74*

Mental Twister Check-In *77*

Stepping Stones *79*
Guided Visualization *82*
Preferred Future Collage/Poster *86*
Sharing Collage/Posters *90*
End of Day Check-In *92*
WEEK 1: DAY 4 – My Beginning Plan/Action Plan 93
Welcome *93*
Icebreaker: A Game of True-For-You Chairs *94*
Mental Twister Check-In *97*
The Change Continuum *99*
Group Lunch *106*
Personal Action Plans *107*
The Spin Cycle *110*
Sharing of Plans *115*
End of Day/Week Check-In *116*
WEEK 2: I/WE CAN – MY PLAN; OUR PLAN 119
WEEK 2: DAY 1 – Identifying and Addressing Needs; Identifying and Capitalizing on Assets 121
Welcome *121*
Icebreaker: Mindfulness Meditation *122*
Mental Twister Check-In *125*
The Community Project Overview *130*
Mapping Our Needs and Assets *131*
Mapping Community Needs and Assets *137*
Bounce Back Challenge Revisited *142*
End of Day Check-In *145*
WEEK 2: DAY 2 – Identifying our Collective Vision and Community Project 146
Welcome *146*
Icebreaker: Bag Tie Blitz *147*
Mental Twister Check-in *152*
Identifying Criteria for a Community Project *155*
Community Walk-About *160*
Choosing Our Community Project *162*
End of Day Check-In *167*

WEEK 2: DAY 3 – Community Project Action Plan & Preparation 168
Welcome 168
Icebreaker: Qualities of a Leader 169
Check-in and "Cheers and Fears" 170
Stepping Stones: Our Community Project 174
Community Project Action Plan – Steps 179
Community Action Plan – Assets and Needs 183
End of Day Check-In 185
WEEK 2: DAY 4 – Community Project Action Plan & Preparation Continued 186
Welcome 186
Icebreaker: Group Scavenger Hunt 187
Check-In & Mental Twister 189
Community Project – Roles and Responsibilities 192
Group Lunch 194
Preparation Time In Group 195
End of Day Check-In 196
WEEK 3: I/WE CAN (IMPLEMENTING A COMMUNITY PROJECT) 198
WEEK 3: DAY 1 – Implementing Our Project 201
Welcome 201
Weekly Meditation 202
Day Review and Check-in 204
Project Implementation 206
Regroup: Community Action plan and Group Dynamics 207
Pride Stories & End of Day Check-In 210
WEEK 3: DAYS 2-3: Implementing Our Project 212
Welcome 212
Ready for the Day Energizers 213
Day Review and Check-in 216
Project Implementation 218
Regroup: Community Action plan and Group Dynamics 219
Pride Stories and End of Day Check-In 220
WEEK 3: DAY 4: Community Project completed 223

Welcome *223*
Ready for the Day Energizers: YES³ *224*
Day Review and Check-In *227*
Project Implementation *229*
Celebrating a Milestone: Learnings from the Community Project *230*
WEEK 4: I WANT/I WILL 234
WEEK 4: DAY 1 – Debrief Community Project – Group and Individual Participants 236
Welcome *236*
Day Review and Check-In *238*
Reflecting on the Community Project *240*
The Quiz Show – Group Reflection on the Community Project *240*
My Self After the Community Project *243*
Guided Re-Visualization *247*
What I Want: Revisiting My Stepping Stones Action Plan ... *252*
End of Day Check-In *255*
WEEK 4: DAY 2 – Making the Leap – Supported by Stepping Stones 256
Welcome *256*
Day Review and Check-in *257*
Weekly Meditation *259*
Pay Off Matrix *261*
4CS REDUX *265*
What's in my Fish Bowl *269*
End of Day Check-In *270*
WEEK 4: DAY 3 – CELEBRATE GIVING AND RECEIVING . 272
Welcome *272*
Icebreaker: Stepping Stones *273*
Day Review and Check-in *276*
The Power of Giving & Receiving in Building a Strong Network *278*
Prepare Their Power Box Wishes and for Their Graduation *281*
Group Lunch and Graduation Ceremony *282*
Supporting Momentum: Momentum+ *283*

Exchanging Power Box Wishes, Haning Our Certificates and Closure of Momentum *284*

APPENDICES **286**

Appendix A: Mental Twister Spinner *288*

Appendix B: Sample Challenge Scenarios *289*

Appendix C: Resources *291*

Appendix D: Group Skills *292*

Appendix E: List of Materials *297*

Appendix F: Activities in Modules 1 and 2 ..... *302*

Appendix G: Personal Profile form *306*

MOMENTUM



OVERVIEW

Module 2 (Momentum) continues with many of the themes introduced in Module 1 (In Motion), but at a deeper level. Module 2 focuses on four themes:

- I AM (my interests, values and motivators);
- I CAN (my skills, strengths and supports that can help me along the road);
- I WANT (my preferred vision for the future); and
- I WILL (my plan for working towards my preferred future).

This 15-day Module also extends the development of career readiness factors and foundational career management skills through experiential activities and through the development and implementation of a collective project that either addresses a common need of the group or a need in their community. This collective community project will be a forum for practicing and further developing the attitudes, skills and strategies participants will need to build their preferred futures. It will be an opportunity to personalize, apply and extend the knowledge, skills and attitudes they acquired in Module 1. It will be a chance to build a sense of personal capacity, try out roles and responsibilities, and develop personal and collective pride. Importantly, this module will also enable participants to experience a sense of contribution beyond self, a critical protective factor in developing and sustaining personal resilience.

GOALS

Module 2 endeavours to help participants achieve the following goals:

- Create a vision for now and the future that is consistent with their personal life values
- Identify and build targeted life and essential employability skills (communication, healthy interpersonal relationships, problem-solving, managing stress, money management/budgeting, positively coping 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, volunteering) that connect to self and their potential to contribute to family/community
- Explore a wide range of options and opportunities so their horizons are broadened

OUTCOMES

At the end of this series, participants will feel/believe the following about their lives:

- I can see exciting possibilities for myself now and in the future.
- I feel hopeful about my future.

- I have skills that will help me now and in the future.
    - I can create and maintain good relationships.
    - I can manage change and stressful situations.
    - I can find solutions to problems and determine if the solution was successful.
    - I can coordinate my work with others.
    - I can plan and organize tasks within a tight timeframe.
    - I can meet all tasks on a schedule by effectively using time management strategies.
    - I can work successfully in a team.
    - I can show respect for the ideas and opinion of others.
    - I can take responsibility for project tasks
    - I can contribute to the team effort by taking on tasks and sharing information and my expertise.
    - I can approach tasks with confidence and a positive attitude.
    - I can seek support when needed.
- I have a clear picture of what I want to do now to help me move closer to the future I want.
- I am taking the steps and have the supports I need to move toward my preferred future.
- I feel proud about my role in this group and the community.
- I know I can learn and bounce back from disappointments and setbacks.



IMPORTANT CONSIDERATIONS

Several contextual factors (such as the belief structures and mindsets of those referring to and delivering the workshops, the physical/virtual environment for delivery, the pedagogy and process underpinning delivery and the developmental progression being supported). In this series, it will be important that:

- Involve organizational staff, facilitators and clients who are "primed" to see this as a valuable opportunity for those with considerable potential. Everyone, including the CEO of a large and successful corporation, could benefit from this series. Words matter – what we say to people before, during and after this series will constantly be priming them in some way. It is important to be mindful of this and to take charge of messaging.
- Everyone involved see it as a chance for clients to invest in self and experience the value of contributing to community outside of the context of being pressured to quickly get a job or move into training.
- The program space (physical or virtual) setup and location promote accessibility, ease of implementation (internet, computer access, centrally located), participant ownership of space and flexibility to make it their own.
- Facilitators recognize the centrality of establishing and maintaining a strong working alliance characterized and supported by trust, appropriate disclosure and participation by the facilitator.
- There is consistent transparency re: reporting and rules/regulations by facilitator.

- Adult pedagogy shapes delivery, so respect for participants (their skills, strengths and experience and their capacity for informed decision making) is demonstrated explicitly and implicitly, the facilitator honours participants' stories, challenges and achievements.
- Poverty sensitivity is practiced in the content and delivery of the series, including the integration of budget for refreshments, materials and bus passes whenever possible.
- Personal control is increasingly emphasized – both in the level of participation/responsibility of participants and in outlook (carving out what elements are within participants' control to define, shape and enact).
- Related to this, the power of perception is emphasized – how we choose to see the world and ourselves will shape both.
- Group solution seeking is integrated and normalized. Participants and the facilitator should not avoid bringing up though issues to the group (such as one person trying to sabotage the larger group project).
- Boundaries should be explicitly defined by setting norms and consequences. It is expected that the group will go deeper in Module 2 in establishing and enforcing norms.
- The series is fun and engaging. It should include elements of surprise (impact activities), interactivity and lots of personal integration and application.
- As in Module 1, consistency and routine are included via daily routines that promote a sense of stability and finding "home."

- Just as in Module 1, it is recognized that self-esteem is not "taught" by lecturing about the concept – but rather is built based on real experience and personal integration. The focus shifts somewhat in this module to skill development (although the themes of Module 1 certainly carry forward into this series), but the approach remains consistent. We don't become skilled by talking about skills conceptually. We develop skills by doing – participating in activities where we try the skills on, practicing them in varied ways and debriefing so that change and growth become integrated personally
- Related to this, facilitators will live this workshop with participants—so rather than traditional teaching, they will be co-creating, personally evolving, and growing in this workshop right along with their participants.
- The themes of community and the power of the group are reinforced, strengthened and extended to begin to reach beyond the group.
- The integration of health is an important element for both Modules. Sharing meals, integrating movement, and daily brain gym activities support participants in beginning to personalize discussions around healthy habits.
- Just as in Module 1, the Stages of Change (Prochaska and DiClemente, (see https://psychcentral.com/lib/stages-of-change are reflected in the progression of Module 2. Normalizing the change process is essential – starting is hard, and setbacks can happen. It's vital to nurture seeds of hope in everyone. Everyone is always working on something – there is no perfect endpoint.

- It is assumed that participants in Module 2 will have completed Module 1. There have been deliveries that have introduced new participants in Module 2. In this case, the facilitator and the group must agree on introducing new people to the program.
- After Module 2, participants move into Module 3: Momentum Plus+. Module 3 offers transitioning supports to participants as implement their action plans. It also reconnects the group who, by this point in the program, have formed positive connections and become allies.

The IM&M+ program was developed initially for face-to-face delivery. With the COVID pandemic, the need arose to present this program online. Throughout this Facilitator Guide, we share online delivery ideas. They are just that, ideas. Where we haven't shared an idea, it is because we think the activity can be presented as is online (e.g., mediations). We recognize that you may have other ideas for presenting this material online using, perhaps, technologies different from those we use. This is OK to do. If you do things differently, we would love it if you would share with us how you have presented the material online. IM&M+ has a community of practice network (https://inmotionandmomentum.mn.co/) that includes all those who have facilitated, trained, and created it. Please contribute to IM&M+'s development by sharing your work in the network. Together, we can grow and learn to ensure that pre (pre) employability training is effective and supports those who need it.

Matrix of Learning Outcomes Across Momentum

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.

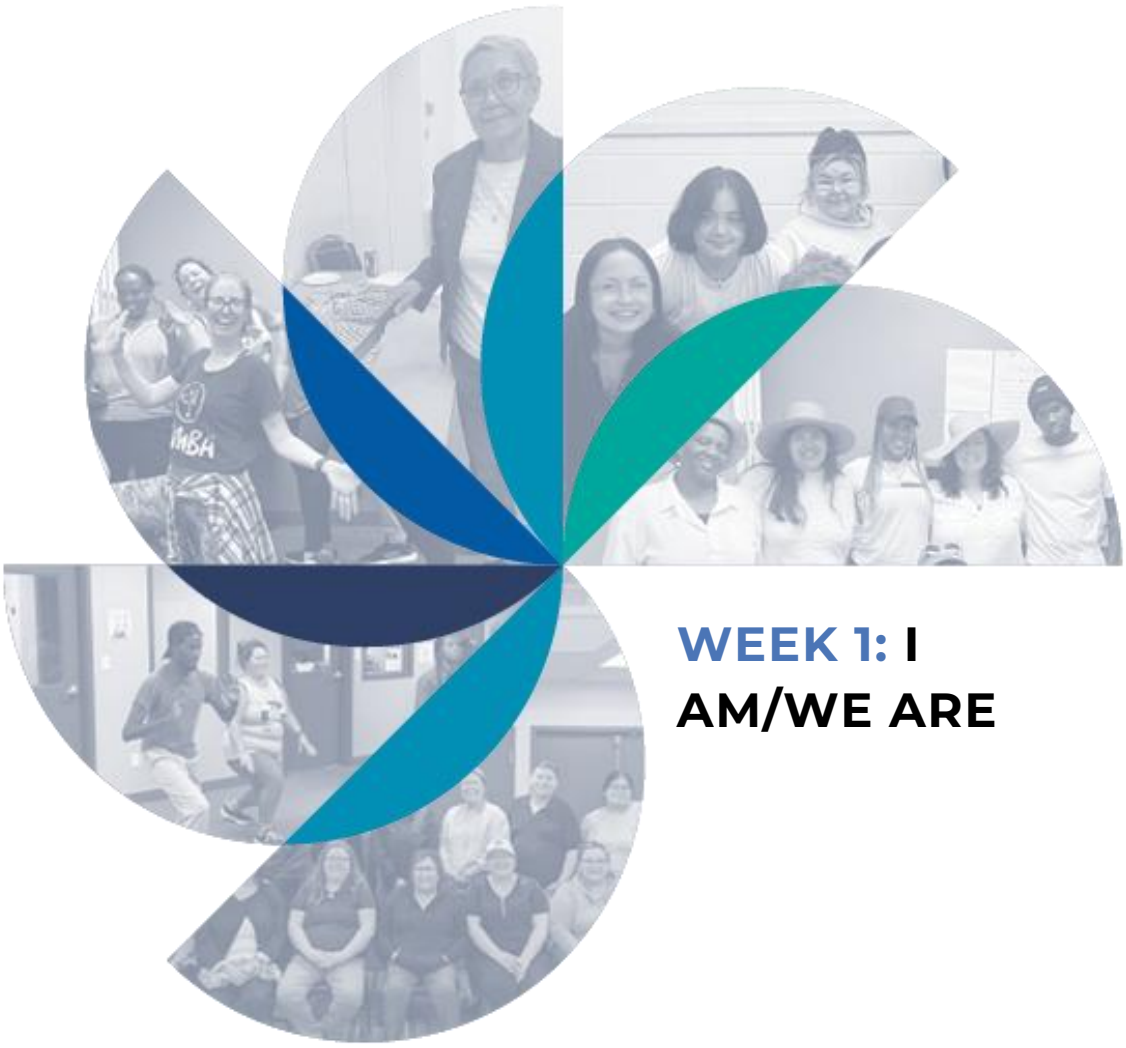
Activity	Career Readiness Factors								Career Management Skills			
	Self-Esteem	Self-Efficacy	Locus of Control	Motivation	Resilience	Positive Relationship Building	Accessing Resources, Networks and Allies	Belonging/ Mattering	Self-Awareness	Identifying Skills and Strengths	Goal Setting & Achieving	Vision for the Future
Morning Routine	✓	✓		✓	✓	✓	✓	✓	✓			
Norms	✓	✓	✓			✓		✓				
Daily Check-in/Twister	✓	✓		✓	✓	✓	✓	✓	✓			
Weekly Meditation	✓	✓	✓	✓	✓				✓			✓
Group Lunches	✓	✓				✓		✓				
Week 1 Day 1												
Icebreaker: Beach Ball Buzz						✓		✓				
Holland's Party Game						✓	✓	✓				
Seeing Green/ Opportunities					✓	✓	✓		✓			

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
Week 1 Day 2												
Icebreaker: 4Cs						✓						✓
I Am Resilient	✓		✓		✓				✓	✓		
My Line of Determination	✓		✓	✓	✓							
Personal Profile									✓	✓	✓	✓
Options & Opportunities							✓		✓			✓
Week 1 Day 3												
Icebreaker: Speed Dating									✓		✓	✓
Stepping Stones Model Introduction					✓		✓		✓			✓
Guided Visualization	✓								✓			✓
Preferred Future Collage	✓	✓	✓						✓	✓	✓	✓
Week 1 Day 4												
Icebreaker: True-for-You Chairs	✓	✓		✓		✓			✓			
The Change Continuum		✓	✓	✓				✓			✓	✓

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
Personal Action Plans									✓	✓	✓	✓
Spin Cycle			✓									
Week 2 Day 1												
Mapping Own Needs/Assets							✓	✓	✓	✓	✓	
Mapping Community Needs/Assets							✓	✓				
Bounce Back Challenge Revisited		✓	✓		✓				✓	✓		
Week 2 Day 2												
Icebreaker: Bag Tie Blitz						✓						
Identifying Community Project	✓		✓			✓					✓	
Community Walk-About						✓	✓	✓				
Choosing a Community Project	✓		✓			✓	✓	✓	✓	✓	✓	
Week 2 Day 3												
Icebreaker: Leader Qs	✓	✓	✓			✓			✓	✓	✓	

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
Stepping Stones: Our Community Project	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	
Community Project Action Plan - Steps	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Community Project Action Plan – Assets and Need	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Week 2 Day 4												
Icebreaker: Scavenger-Hunt						✓	✓					
Community Project – Roles & Responsibilities	✓	✓	✓	✓		✓	✓	✓	✓	✓		
Week 3 All day												
Community Project Implementation	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Action Plan & Group Dynamics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Pride Stories/Milestone	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

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
Week 4 Day 1												
My Self After the Community Project	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Guided Re-Visualization		✓		✓			✓	✓	✓	✓	✓	✓
What I Want: Revisiting the Stepping Stones Action Plan		✓	✓	✓	✓		✓	✓				
Week 4 Day 2												
Pay off Matrix		✓		✓	✓				✓			
4Cs Redux		✓	✓	✓	✓				✓			
What's in My Fish Bowl		✓		✓					✓			
Week 4 Day 3												
Icebreaker: Stepping Stones						✓	✓	✓				
The Power of Giving & Receiving	✓			✓	✓	✓	✓	✓	✓			✓
Power Boxes and Graduation	✓			✓	✓	✓	✓	✓	✓			✓



WEEK 1: I AM/WE ARE



KEY THEMES OF WEEK 1

- Connecting and reconnecting with one another
- Connecting and reconnecting with personal foundations (interests, values, skills, overcoming challenges, successes)
- Beginning to explore their vision for the future

WEEK 1: DAY 1 – RECONNECT/CONNECT WITH EACH OTHER

8:30-9:15



**Please note that the program was initially developed with a face-to-face delivery in mind. Times have changed since then, and as such, we offer ideas and tips for remote delivery options. These are not prescriptive. They are ideas which you may choose to use, or you may choose your ideas for creating an environment in the remote delivery context that offers a similar one to that of the physical environment space.



WELCOME

MORNING ROUTINE**

- Make sure you and the space are ready to welcome participants by 8:30 am. Choose quotes (see Appendix A in the In Motion Facilitator Guide) to put on the wall and make the room as warm, relaxed and inviting as possible. Ensure that tea, coffee, fruit, and other snacks are ready and that the participants can pick up various reading materials at different levels (newspapers, magazines, short graphic novels).



ONLINE DELIVERY IDEA:

Think about how you can set up a virtual morning routine that will be relaxing and welcoming: Here are a few suggestions:

- *Encourage participants to bring a cup of coffee/tea to the Morning Routine time as well as something to read or an activity they enjoy, like a crossword or sudoku*
- *Use a fun Zoom virtual background during the Morning Routine to differentiate it from the rest of the day*
- *Have a shared screen of quotes of the day showing; make it interactive so participants can contribute quotes of the day*
- *Have quiet music playing in the background*
- *Have links to online games or interesting articles available.*

- Welcome participants as they arrive. You will likely already meet everyone in Module 1 and/or in your pre-meeting with each participant and their Case Manager. Greet participants by name and invite them to help themselves to coffee/tea and a snack. They're welcome to read, listen to music or relax and visit. Tell them that each morning will begin with this routine, so they have time to have a bite and settle in for a good day.

9:15-9:45

INTRODUCTION

- Invite participants to get together as a group, sitting where they are comfortable, where they can see/hear each other and you, and where they can participate.
- Begin by recognizing and acknowledging the territorial lands of Indigenous peoples where the training takes place.
- Note how excited you are about working with them throughout the next 4 weeks. It's a chance to continue their journey in Module 1 – to continue to move forward, reflect on where they are going, take control over important parts of their life and develop the skills needed for the next steps along their chosen path. 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 and to prepare them to take the next steps towards their preferred future.



RECURRING ICEBREAKER CHECK-IN (MENTAL) TWISTER



NOTE TO FACILITATOR: The only place in the IM&M+ program where a new group member may be introduced is at the beginning of Momentum. This should only be done if you have met with the new participant, believe that they would be a good fit with the group, discussed it with the group and had it OK'd by the Project Lead, Donnalee Bell (d.bell@ccdf.ca).

- Note that: *"Today we want to focus on connecting and reconnecting with each other". For most, the break between module has not been long. Some faces might be new. There will be lots of chances to connect and reconnect with each other over the next four weeks."*

- *"We are going to start Module 2 off with an activity that we will carry through the next four weeks. As with Module 1, we will use it as our daily check-in modifying it throughout the Module, where appropriate, to focus on the themes of the week/day. As with our daily morning coffee/tea and snacks, this activity will be a second routine that will provide a space for challenges, issues, or problems to be worked out together as a group."*
- *"For today, we will use this activity to get connected/reconnected with each other. The activity is called Mental Twister – very much like the game of Twister that they may have played as a kid – although this version does not ask them to put their feet or hands on any colour circle mat or get all twisted up with their co-participants. For this version of Twister, we have kept the spinner only (Appendix A)."*



NOTE TO FACILITATOR: Each colour on the spinner represents a different category which you can change depending on the focus of the day/week. Broadly speaking,

- **Red** = challenges/worries
- **Green** = change/learning
- **Yellow** = supports and allies
- **Blue** = blue sky thinking/hopes for the future

- You may want to modify the categories represented by the colours to better fit the dynamic of the group and/or a given week's theme. If you do so, post on the flipchart what each colour on the spinner represents each time you use this activity.
- For the introduction, explain that:
    - **Red** = Challenges/concerns/worries that they're carrying into this session
    - **Green** = a change that they have made since Module 1 that they are excited about
    - **Yellow** = some of the supports and allies they've connected with since Module 1
    - **Blue** = what they hope to get out of this Module
- Ask participants to (re-)introduce themselves to the whole group, sharing their name, and then choose either to speak to one of the colours or choose randomly by giving the spinner a spin.



NOTE TO FACILITATOR: It's important to give participants control over choosing their colour…but it's also fun to offer the option of spinning for those who are comfortable doing so.

- Record on a flipchart their responses (one flipchart page per colour). After the initial round, invite others to add anything from their experience since Module 1 (Green or Yellow) or to contribute a challenge/concern/ worry (Red) or an expectation (Blue) they're bringing to Module 2.
- Acknowledge the participants' contributions.

- Note: "*Module 2 will be a continuation of Module 1, supporting you in developing the skills and supports to help you move towards your preferred future.*"
- *"Make the point that this group is unique and powerful – just as every individual in this group is unique and powerful. Highlighting the red flipchart, acknowledge that we all carry challenges, worries and concerns. This is normal, and we can help each other work these through – to resolve them or at least lessen the burden. Turning to the green flipchart, note that we're all constantly changing, and, as in Module 1, this workshop series is about taking charge of the change in our lives so we move in the direction we want to go. Highlighting the yellow flipchart, note that this session is about building supports and allies. Look around the room, and you'll see many potential supporters and allies. And finally, turning to the blue flipchart, note those expectations that are within the scope of this Module and, if any are beyond, explore how you might be addressed in other ways."*
- Reinforce the shared responsibility in meeting the group's expectations. Say: "*As the facilitator, I have a role to play, but it is no greater or more important than the role of each person in the room. Each of you is ultimately in control of your experience in this workshop series, and collectively, it's up to the full group to make this the best learning experience for all."*



ONLINE DELIVERY IDEA:

You can use Zoom's "chat to everyone" feature to introduce the Twister colour key.

- ***Red*** *= Challenges/concerns/worries that they're carrying into this session*
- ***Green*** *= a change that they have made since Module 1 that they are excited about*
- ***Yellow*** *= some of the supports and allies they've connected with since Module 1*
- ***Blue*** *= what they hope to get out of this Module*

Participants can choose the colour they want to speak to by simply verbally identifying it, or they can hold up an object the same colour as their chosen colour. You could also have a colour wheel on a shared whiteboard and have participants check off the colour they want to speak to using the annotate feature.

A website called ***Spin the Wheel*** *(https://spinthewheel.app/twister-wheel) could be used for random selection. You could also tell participants to put coloured pieces of paper or objects in a hat and pick them randomly.*

Capture participant responses on the whiteboard or blank Google slide.

9:45-10:15

ABOUT MODULE 2

- Spend some time discussing the overall intent and objectives of this series.
- *"Module 1 was all about motion – recognizing that we are all always in motion and exploring how to take charge of some of that motion. Module 2 is about momentum: how to gain it and maintain it. In Module 2, we will start to look a little more broadly at our vision for ourselves and the steps that we want to put in place to move towards that vision."*
- *"Module 2 is focused on four themes:*
    - **I AM**: Revisiting our interests (what we like to do), values (what is important to us) and motivators (what keeps us going). We are not just physically in motion. We also move and change on the inside. Some of our interests and values are very stable and stay with us throughout our lives. It's important to know what these are, as they are huge momentum builders. Sometimes, however, new interests and values emerge, and old ones disappear as we experience life and learn. It's also important to be aware of these changes so the directions we set for ourselves reflect who we are right now and what's most important to us.
    - **I CAN**: Looking at our skills (what we can do), strengths (what we do well) and supports (those things that can help me along the way). Everyone in this room is capable, but only if you are aware of

your skills, strengths and supports and believe in them.

  - **I WANT**: Where I'd like to be, what I'd like to be doing in the future, my preferred future. This is not about setting an employment or educational goal. It's about imagining the kind of life you'd like to live.
  - **I WILL**: My plan for getting some of the pieces of that life I want to live."

- "These four themes move us toward our vision for now and in the future."
- "This week will be focused on the theme of I AM/WE ARE, identifying those elements that are important to our community and us, the opportunities that exist for our community and us, and the motivators that help push us towards our vision."
- "While some of Module 2 is inward-looking, it also pushes us to look outward both as individuals and as a group. It is a chance to collectively explore how we might contribute to our own goals by addressing the needs of this group or our community. As such, Week 2 looks at the theme of I CAN/WE CAN. Here, we will examine the skills we have as individuals and those we want to develop to achieve our personal goals. In Week 2, we'll identify a short **community project** that we can all undertake that either contributes to the community of the group here in this room and/or contributes to the larger community in which we live. This project will allow us to develop our skills and mirror much of the action planning needed to meet our own defined goals."
- "Week 2 will be about planning a community project that:

- Can be implemented in one week;
- We all agree on
- We all have some role in
- And, has no start-up funding – UNLESS we fundraise those funds as part of the project."

- "It seems like a tall order, but we will have time to work through a process that helps us meet the challenge. And, from what I have seen in In Motion, you are capable of so much."
- "In Week 3, we will implement this project as a group, and in Week 4, we will have time to assess the project and check in with our individual plans and visions – making adjustments as needed and preparing to take what we've learned into our own actions."
- "Finally, on the last day, we will celebrate what we have achieved, taking time to reflect on the gifts we have received and given to ourselves and others."



ONLINE DELIVERY IDEA:

Share a slide with module's themes for online participants.

10:15 – 10:30



BREAK

10:30 – 11:00

BEACH BALL BUZZ

Part of today will focus on reconnecting with each other and ourselves.

This activity is called Beach Ball Buzz, and it is a fast-paced "get-to-know-you" exercise.



NOTE TO FACILITATOR: A simple blow-up beach ball works well for this activity. The bigger the ball, the better, as it gives you more room to write questions on it. Use a permanent marker to write the questions so the ink does not come off. The questions range from likes and dislikes to reflective questions about accomplishments, interests and where they might see themselves in the future. Below is a suggested list of questions that you may choose to use, or you may choose to create your own:

- What is the funniest movie you've ever seen?
- If you were a cartoon or comic character, who would you be?
- If you were to treat yourself, what would you do?
- What one thing have you kept forever that you really should throw away?
- What's your greatest pet peeve?
- Who is your favourite person and why?
- If you were a superhero, what powers would you have?
- Who would you like to meet and why?

- What is your favourite song and why?
- What is the most embarrassing thing you've ever done?
- Where would you like to take a trip to and why?
- What are you most proud of and why?
- If you could be an animal, what would you be?
- What are 2 words that your friends would use to describe you?

- Let participants know that, in this activity, the group will be tossing around a beach ball. The unique aspect of the beach ball is that there are questions written on it asking something about them. As the beach ball is tossed to one another, they need to pay attention to their left thumb when they catch the ball because the question nearest to it is the one that they are asked to answer. Just as in Mental Twister, participants always have the option to choose another question on the ball if they don't like the one their left thumb chose for them! Ask participants to read out their question before responding.
- Once a participant has answered a question, they throw the ball to another person in the group. Each person should have a chance to answer at least 2-3 questions. It is OK to have multiple responses to the same question.



REMOTE DELIVERY IDEA:

You could use something like https://pickerwheel.com/ where you can load the questions onto the wheel and participants

can spin the wheel or choose a question to respond to that they see on the wheel.

DEBRIEF

- Ask if anyone started comparing the responses to what their response to the question might be.
- Was anyone surprised by a response? Did anyone think of a response for the person who caught the ball, and it turned out to be right?
- Note the variety (similarities and differences) of responses and how much those responses, even to fun questions, reflect elements of who we are as individuals.
- Let the group know that we will be spending time today getting to know each other in different ways but also looking at what makes us who we are as individuals – our interests, strengths, values – and how these elements can help us see a vision for ourselves for now and in the future.

11:00-12:00

HOLLAND'S PARTY GAME

Invite participants to play a game called **Holland's Party Game**.



NOTE TO FACILITATOR: This game was developed by Richard Bolles (What Colour is Your Parachute?) and is based on Dr. John Holland's theory that people and work environments can be classified into six broad categories: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC). The

party game is about helping people identify the types of people/kinds of environments that they naturally enjoy working with/in.

It's not meant to be a personality quiz where they check off the words that describe them and count up the checkmarks to determine their personality type. The purpose of the activity is to have participants reflect on those people/environments that will be easy/difficult to work with/in and to recognize and be sensitive to others' working environment preferences.

- Invite participants to go to pages 10-12 in their Participant Workbook. Ask them to read the descriptions of each category. (Depending on the group's reading level, you may also choose to read this out loud).
- As they read or as you walk them through each grouping, invite them to highlight or circle any words that appeal to them.
- Note that you have placed pieces of paper around the room with the names of the six groupings. Walk through where each group is so the participants know where they can find it.
- Invite them to imagine a party starting in the training room. Ask them to imagine that there are six groups of people already interacting and these 6 groups of people are reflective of the six groupings described in the Participant Workbook. On your mark, you will ask them to go to the group they most want to hang out with. A little later, they will be asked to pick another group and then another (three groups in total). Their first choice

should be the grouping that most appeals to them and that they think they'll have the most in common with. Their second grouping is their second choice, and so on.

- Once they get to the group, invite the participants to note where everyone is at. How are they distributed across the 6 areas as a group? Then, quickly have a go-around and ask each participant to briefly say what is most appealing about this grouping. E.g. "I've always been artistic." "I love the outdoors." "I'm a tinkerer." "I need things to be organized."
- Give each group a few minutes to chat about what attracted them to that area and explore what they might have in common.
- Then, ask the participants to go to their second group and repeat the go-around question and time in small groups to exchange. Then, repeat the process for the third and final round.



ONLINE DELIVERY IDEA:

In small groups (8 or less), you could assign the 6 Holland categories a number and have the participants hold up their fingers on the group they would choose. Then, have a group go-around where participants would explain their attraction to a particular group. In larger groups (8 to 12), you could get them to edit their Zoom name and add the first letter of the section they identify with after their name. This way, you can see their selection when creating breakout rooms and group them accordingly. For the second round, have them edit their name tag on Zoom again and so on.

DEBRIEF

- Note the similarities and differences among the group choices in the three rounds. "Was anyone surprised by their choices or the choices of others? If so, what surprised you? What did you observe about the different groups? Did it tell you anything about how people in one group might learn differently or interact differently from people in another group? Do you think these preferences might influence the kind of learning or work environment that "fits" best for people?" Explore what these preferences and differences might mean for us as we work together.
- Note that: *"On some level, there may have been something about every group that appealed to you and would support your capacity to connect with each grouping. For some, you may have had powerful positive or negative reactions to some areas. The important thing to be aware of as we work together is to be sensitive to the preferences of others. For example, if one person likes everything to be orderly and well organized, it might be difficult to work with someone who prefers to "shoot from the hip" and see what happens. To work together, we need to be able to respect and flex with each other's preferences. There is no perfect working and learning environment. Groups that function well recognize the needs and preferences of others and try to adapt to them."*
- Ask participants to note their grouping choices by preference order in their Participant Workbook, pages 13-15. Beside each choice invite them to write what

appeals to them about this grouping and a few words from the grouping's description that connect with their personal interests, work/learning environment preferences and their skills and strengths.

- Let participants know that we will be returning to this information throughout the Module as they begin to articulate a vision for themselves.

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.
- Let participants know that they can run errands or take time to be by themselves at lunch. Explain that, for the most part, you'll be in the room having your lunch and would welcome their company, but that, like them, you may need to do something at this time as well. Let them know they are welcome to stay in the room for lunch.
- Note that while they're welcome to join you or stay in the room for lunch any day, they're especially invited to stick around for a group lunch during the last session of each week.



ONLINE DELIVERY IDEA:

The Group Lunch component of the program is important to the group's bond, 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 worth it. It supports the development of the group's bond, the impact of which extends beyond the program.

For all other lunch times, let the participants know that you will leave the virtual classroom open during lunch so they can choose to stay and visit. You can also stay in part or prepare for the next part of the day off-screen.

1:00-1:30

NORMS

- 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.
- Make reference to their work on exploring their personal work/learning environment preferences in the Holland Party activity.
- Note that we'll be working together for 4 weeks – a long time to get to know one another, find common likes

and dislikes and possibly areas of disagreement and differing opinions.

- In Module 1, they may remember that we developed norms for how we wanted to work together so that our chances of getting along, learning from each other, feeling valued by one another, and getting what we wanted from our time together were maximized.
- As we get back together for this Module (and keeping in mind what we discovered about each other through the Party Game), it is important to revisit and perhaps change the norms we developed for Module 1 to reflect this unique group and our needs and wants.
- Ask if any of the participants remember the norms set out for Module 1. If they don't, 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 to get the discussion going.
- Ask if anyone has any other norms to add. Record these on a flipchart.
- Reinforce that this is their Module—what they get from it will be mostly based on what they bring for themselves and each other. Some norms may help ensure they have the right conditions, space, and atmosphere to bring their best and get their best.
- 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? What will we do as a group if it isn't happening?



NOTE TO FACILITATOR: This last question is an important one. Encourage the group to discuss how they will avoid the tendency to put all responsibility for dealing with broken norms on you as the Facilitator. Emphasize that both respecting norms and dealing with them when they are not respected is a shared responsibility of the group.

- Ensure all understand and agree with each norm suggested before putting on the list of norms on flipchart.
- Note that norms are "living" in that they can change if, as a whole group, we want to add, delete or change any of them as we work together.
- Note that the group will have the opportunity to work together on a community project during this Module. This will likely challenge us to push ourselves and each other in different ways to build towards success. It will be important to keep these norms top of mind during this time and to review the norms to see where the group is at and if there is anything that needs to change to ensure that we are all successful and get the most out of this experience.



ONLINE DELIVERY IDEA:

It is important that all the participants have an opportunity to contribute to the discussion on the norms, agree with them and have ready access to a copy of the norms. How might you do this virtually? (e.g., share file of norms through chat).

1:30-2:30

SEEING GREEN TEAM BUILDING ACTIVITY

- Let participants know that you are going to give them a challenge. For the next 20 seconds, you will ask them to count the number of **grey-coloured** things they see in the room.
- Once the 20 seconds are up, ask participants to raise their hands if they saw 5 **grey** things, 10, or 20. Have a go-around and ask participants the number of **grey** things they saw.
- Now, ask them to tell you how many **green** things they saw. Likely no one saw anything **green.**
- Note that by concentrating on all the **grey**, we miss the other colours of the rainbow. This is true in life as well. If we're only looking for one thing, we can end up with blinders on and miss all possibilities right in front of us. If the things that we are focused on tend to be negative, we can easily miss the positives in a given situation. If we expect our day to be bad, a bad day is likely exactly what we'll find. This can mean that we miss the opportunities or those moments of joy around us because we see things in a limited way.
- Ask participants for examples of when they or their friends and family may have seen "only the **grey**" in a situation. If the participants do not have examples, provide one of your own or the one below.
- E.g. I have a friend who did not grow up with computers. She grew up with typewriters. She felt it

was vital for her to develop her digital literacy, but after one lesson, she became overwhelmed and said, "This is not for me; I *will never be able to do this."* Today, she won't even touch a computer. She's often heard saying when questioned why she doesn't have an email address, *"Well, you know me and computers. Just like oil and water; we don't mix."* Now, she relies on her spouse to answer emails and show her any pictures of her family that are sent digitally. She gets frustrated with him when he doesn't check "their" email often. Although she'd like to shop online, she's convinced that she will likely make a mistake and be ripped off.

- Ask the group to suggest moving the person in the example forward to see less **grey** in this situation. What could help this person reframe the situation so that they can access the opportunity or get motivated to change it? What would help them see more **green**?
- Invite participants to turn to page 16 in their Workbooks and reflect using the questions on times when they saw only **grey** and what they did or what could have helped them see the situation more fully and more positively. What opportunities occurred or could result in expanding their perspective?



ONLINE DELIVERY IDEA:

This might be a good time for a fun break for participants online – Ask them to take a minute and go count the number of green-coloured things they see in the room they are in.

DEBRIEF

- Invite participants to share examples, especially exploring the strategies they used or could have used to broaden their perspective and possibly access more/different opportunities.
- Encourage participants to suggest strategies to support one another.
- Note that we all get stuck in a rut occasionally and start seeing only the **grey** in a situation. It is normal, and we all do it occasionally – often unconsciously.
- The trick is to bring it into our awareness, to know when we are allowing this to happen and to take charge of reframing our thinking so that we can see the opportunity that the situation is bringing to us.

SEEING OPPORTUNITY

- "Sometimes when we reframe how we look at a situation, we can start to see opportunity where once we thought there was none."
- Invite participants to reflect on the example they explored in the "Seeing **Green**" activity.
- "In the example of the woman who didn't think she could ever learn computer skills, once the situation was reframed, she may have found that she does use computers in her life (e.g. a bank machine) and that she does know how to type which is a key skill in computer use. Reframing and looking at her assets, the idea emerges that she can learn to do this, and then when motivation is applied – such as learning how to

exchange emails with her grandchildren – the will to learn is there and strong."

- "This series is not about pushing or forcing you to do anything you truly don't want to do…but it is about helping us remove false barriers that might be getting in the way of us doing what we really **DO** want to do. This series is about seeing opportunities for ourselves to use and build our skills to meet our own needs and the needs of others."
- "But seeing opportunity doesn't always come naturally, especially if we've been used to seeing **grey**. Sometimes, opportunities are a bit hidden and not so obvious. This activity helps us practice our ability to see opportunity even in scenarios that seem at first glance impossible to resolve."
- Invite participants to form a line and let them know that you will be pulling from a hat a bunch of "challenging" scenarios.
- Let them know you will read each scenario, one at a time. The person at the front of the line will have a chance to reframe the situation and think of an opportunity that could emerge from it. They run to the back of the line if they can, giving everyone a high five. If the person struggles to develop an opportunity, they turn to the rest of the group and work together to create one. Once the group has the opportunity, the lead person runs down the line, giving everyone a high five.
- The scenarios are in Appendix B

DEBRIEF

- Ask how easy or difficult it was to reframe the situations and come up with the opportunities.
- Reframing and seeing opportunity in difficult situations is an important resilience tool/skill. Like all other skills, it gets better with practice. Recall the work on roadblocks from Module 1 and how the group used the STAR strategy (**S**top, **T**hink, **A**ct, **R**esult) to help them work through difficult situations. Make connections between this strategy and the activity they just completed.
- What else helped them (or could have helped them) to expand their thinking and come up with possibilities?
- Make the point that: "*Our motivation and capacity for reframing and seeing opportunity is also stronger when we have a vision of where we want to be that truly connects with what we love to do, who we are and what motivates us. Roadblocks happen, but when we have a vision of where we want to be that excites us, the barriers seem smaller, and we seem more able to find our way over, through or around them.*"
- Explore how participants felt when they knew they could turn to the group for support when they were challenged to respond. Emphasize, "When we feel stuck, it can be helpful to have allies that you know can help you see the opportunity when you don't."
- Recall the activity from Module 1 in which everyone gets a stick. One person was asked to break their stick, which was easily broken. Then, everyone gives that person their stick so they have all the sticks held together. It is impossible to break the sticks. This

activity demonstrates the power of the group – that there is strength in numbers.

- Note that during our time together, we will work together and encourage each other to reframe and see opportunity.

2:30-2:45



BREAK

2:45-3:00

END OF DAY CHECK-IN

- Congratulate everyone for coming back and staying. Thank each participant for coming and 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 each other person in the group. Acknowledge that they are taking time for themselves, which few do, but all should. Note that, just as in Module 1, anyone – from the CEO of a large company to the Prime Minister – would benefit from this workshop series and the investment in self.
- Also acknowledge the group's value as allies through Module 1 and, now, moving into Module 2. Note that through Module 2, they will continue to support each other and step forward together.
- Remind participants that the room is theirs and they can bring things from home to make the space a

comfortable and safe place that reflects who they are as a group. They are invited to add favourite quotes and photos on the wall and to make suggestions about the room set-up.

- 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.



ONLINE DELIVERY IDEA:

If the program is delivered online, encourage them to add decorations to their "classroom" space that make it special. They might light a candle or have a plant or flowers that are visible. They can choose a unique background for their video conference setup.

WEEK 1: DAY 2 – RECONNECT/CONNECT WITH ME AND WHAT'S IMPORTANT

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 (see Appendix A in the In Motion Facilitator Guide) to put on the wall and make the room as warm, relaxed, and inviting as possible. Ensure tea, coffee, fruit, and other snacks are ready. Have a variety of reading materials at different reading levels (magazines, short graphic novels) that participants can pick up if they want.
- Welcome participants by name as they arrive. 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 or relax and visit.
- Invite anyone who has brought in a quote, image and object for the room to put it on the wall or in a location of their choice.



ICEBREAKER: THE 4CS

- Recall that: "Yesterday, you learned more about each other. This Icebreaker continues with that theme."

- Invite each person to write down on an index card for each of their favourites: Colour, Cuisine (type of food), Country they have or would like to visit and Closet Dream (a wish they have for themselves). Be sure participants know that what they write will be shared with others. Ask them to remember what they wrote; some participants might want to record this on a separate paper.
- Gather the group's cards, including your own. Shuffle the cards. Ask participants to turn to page 17 in their Workbook. Let the group know that you will read out the cards individually. For each, they are to write down the 4Cs (short form is fine) and guess who that 4C belongs to.



NOTE TO FACILITATOR: For some of the categories (e.g. colour) multiple people may have written down the same thing. That's OK – the point is to have fun and give participants a chance to guess who is connected with each profile.



REMOTE DELIVERY IDEA:

You might want to use Chat for this activity. Introduce the 4 C categories on chat. Have participants privately send their answers, and then you can read them out individually.

- After you have read through the cards the first time, tell the group that you will be reading through them again, but this time, you will ask the group to raise their hand if they wrote this 4C on their card. The group will look at their guesses and mark the correct ones.

- Once you have read the cards a second time, ask the participants to tally their correct guesses. Ask who had 5, 10, 15, and more than 15 correct. Acknowledge the person with the most and give them a prize (optional).

DEBRIEF

- Thank them for their participation.
- Note the similarities and differences in the responses.
- Ask them if it was easy or challenging to come up with responses to the 4Cs? Which were easier and which were most difficult?
- Let them know that today, we will look at what we like and dislike and what's important to us individually. Some of the things that they wrote down on the cards, specifically their closet dream, maybe something that they will carry forward into their work today.

9:45-10:15 am

MENTAL TWISTER CHECK-IN

- Recall the Twister activity they did yesterday. Also, recall the recurring check-in used in Module 1 to give time and space to work through issues, challenges, or obstacles.
- "*Just as in Module 1, we want to reserve time each day to provide support and seek solutions for tough issues collectively. If you arrive and are worried or upset about something, it will likely get in the way of you engaging with the group and jumping into the workshop. If there is a problem or disagreement in the group, it will get in*

the way of our working well together. We all need each other's engagement for this session to work – so it's important to reserve time and space each day to identify, collectively work through and – in so far as we can – find solutions for our challenges."

- Acknowledge that everyone, from time to time, will encounter frustrations, challenges, obstacles and roadblocks. This is normal.
- As appropriate, share some examples – perhaps from your own life:
    - My childcare arrangements fell through at the last minute, and I don't know what I will do after today;
    - My heat isn't working, and I can't reach my landlord. I'm worried that my pipes may break;
    - I noticed yesterday that some people were much more active and vocal than others. This is OK, but I want to be sure everyone knows their contributions are valued and welcome.
- This check-in is a chance each day to explore issues related to your life in general, this workshop series, or your preferred future.
- Point the Twister arrow to red and ask if anyone is feeling distracted by a challenge today and if anyone would like to see if the group could help move them one step closer to resolving it.
- 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.
- If nobody has an issue or is willing to share, proceed with the Mental Twister activity, inviting participants to spin and see what colour they get.



NOTE TO FACILITATOR: Recall that for the Mental Twister activity, each colour on the spinner represents a different category which you can change depending on the focus of the day/week. Broadly speaking.

- **Red** = challenges/worries
- **Green** = change/learning
- **Yellow** = supports and allies
- **Blue** = blue sky thinking/hopes for the future

- As you modify the categories represented by the colours, post on a flipchart what each colour on the spinner represents each time you use this activity.
- Invite participants to speak to one of the colours or give the spinner a spin to choose randomly. If it lands on red and you've already exhausted the challenges/worries, they can spin again or choose another category.

- Explain that the purpose of this activity is to have a daily check-in to see where everyone is at and to take what we share and reflect on it, if appropriate, during our day. We can acknowledge a concern someone may have, share a support/resources we found, and congratulate someone who has learned something new. The point is to recognize where we are today as a group – the good, the bad and the ugly – and to take that awareness forward so we can be more supportive of each other each day.
- After the go-around, acknowledge the participants' contributions and invite reflective comments as appropriate.

10:15-10:30



BREAK

10:30-12:00

MY RESILIENCE FACTORS

- With some flourish, congratulate everyone!!! (Some woo-wooing wouldn't go amiss at this point).
- Tell participants to give themselves a pat on the back because they have made it to Day 11 of the program and are edging very closely toward the halfway point.
- Recognize that from Day 1 (and likely before they even got to Day 1), they have been challenged to do something new. They may have been pushed and pulled in new directions – sometimes it might have felt

comfortable, and sometimes it might have felt difficult. Whatever their journey, they've made it to this point, and most importantly, they are here in this moment, wanting to continue this journey they are on.

- Note: "This week is all about connections -- connecting and reconnecting with who we are as individuals and as a group. Later today, we will revisit and reflect on our personal essentials — our interests, personality traits, values, strengths, and abilities. But before we revisit this, let's take a moment to look back at the last few weeks and reflect on and celebrate what we have learned and how we have made new connections that are helping us move forward."
- Much of what has kept us moving from the time we heard about this program until now is about our capacity to be resilient.
- Recall the activity from Module 1 (In Motion) where the group explored the qualities of the rubber ball. You may want to take that ball back out and demonstrate its capabilities again.
- Invite them to remember the qualities they identified about the ball – how it could bounce back, roll over things that got in its way, keep on going, and couldn't sink.
- Make note that these are qualities that they, too, have all demonstrated during (and before) the program. Invite them to comment on what resilience means to them and to write their ideas on page 18 of their workbook. Ask them to offer some words or phrases defining what it is. Write them on a flipchart for the group to see.

- Write the following definitions on a flipchart, and read them aloud:

  Resilience is the ability of individuals to handle challenges and keep moving forward.

  Resilience is a process of harnessing resources (personal, people, community, and broader systems) to sustain well-being.

- Ask participants to reflect on both definitions. What resonates with them about them? What is different between the two? What, if anything, is missing?
- Definitions of resilience often fall into two camps. One camp focuses on the personal strengths, skills, and strategies that help us navigate challenges. The other focuses on the relationships, resources, and opportunities that help us bounce back and move forward in the face of adversity. Both camps highlight important factors that help us build and sustain resilience.
- The good news is that these two camps are not in competition with one another. Resilience grows through the interaction between our personal strengths and the supports, opportunities, and resources around us. To better understand this, we'll look at four factors that contribute to resilience and how they work together. One comes from within, and three come from outside of ourselves. Note that the factors are described on page 18 of their workbook:

  Me Factors

  Me Factors are the strengths, skills, and qualities that help us handle challenges and keep moving forward. These are the things we carry within ourselves, such as

hope, confidence, problem-solving, determination, and the ability to plan, manage emotions, seek help, foster connections with others and embrace differences.

My Relationship Factors

Relationship Factors are the people we can turn to for support, encouragement, advice, or a sense of belonging. These can include family members, friends, Elders, mentors, teachers, coaches, neighbours, service providers, medical personnel or anyone who helps us feel cared for and connected.

My Community Factors

My Community Factors are the places, programs, and services we can reach out to for help, learning, resources, and opportunities. These supports exist in our communities and can include employment centres, schools, libraries, cultural centres, health services, and community organizations.

My Opportunity Factors

My Opportunity Factors are the broader systems, programs, and policies that shape the opportunities available to us. These factors are largely outside of our control. Access to them can create opportunities and reduce barriers by providing healthcare, education, transportation, income support, and legal protections.

Together, these four factors reinforce an important message:

Resilience is not something we do alone. We can strengthen our own resilience, and we can cultivate

supports around us to help us when we come to a roadblock."



NOTE TO FACILITATOR: The OPPORTUNITY factor is a little different from the others. My Opportunity Factors refer to the broader systems, programs, services, and policies that shape the opportunities available to us. Unlike Me Factors, Relationship Factors, and Community Factors, which are often more visible in our daily lives, Opportunity Factors operate in the background. They can either create opportunities or create barriers.

Examples include access to education and training, health care, income supports, affordable housing, public transportation, childcare, and employment programs. While individuals do not control these factors, they can significantly impact a person's well-being, choices, and future possibilities.

It is important for participants to recognize that resilience is not solely the result of personal effort. The opportunities available to people are influenced by the systems around them. Identifying Opportunity Factors can help participants recognize existing supports, understand the barriers they may face, and consider how to access resources that expand their options.

- After describing the four factors, ask if the group needs any clarification. What, if anything, stands out to them about them? Knowing about them, does anything change about what you thought about resilience?
- Using four flipcharts, write one factor per sheet. Divide the group into groups of 2-3 and invite each group to

stand at a flipchart. Invite them to record anything that comes to mind about what supports each factor. For the ME factors, invite them to write down all the skills and strengths they use to be resilient (see the note below for ideas of the skills that support our personal resilience). For the RELATIONSHIP factors, they can write down the people (and animals) in their lives from whom they draw courage and support. They don't need to write the specific names of people, just who they represent (e.g., grandparent, partner, piano teacher, baseball coach). For the COMMUNITY factors, ask them to consider community supports where they can access learning, advice, resources, etc. For the OPPORTUNITY factor, invite them to consider all the broader system resources that can help them (free healthcare, funding programs, public transportation). There are examples for each on page 18 of their workbook as a starting point for their brainstorm.

- Once each group has had time to go around and address each factor, review what has been written on each flipchart in plenary and invite any further ideas and add any of your own. Mention the wealth of responses that the group came up with. Highlight some of the new learning and new connections people have made since their time in the program. Also, if mentioned, draw attention to how the IM&M+ group came up as a supportive factor in the participant's resilience.



NOTE TO FACILITATOR: When taking up the Me Factor flipchart after the groups have all had a chance to contribute the skills and strengths they have that build their resilience, there is an opportunity here to link the skills and attributes identified by participants with those skills and attributes shown in the research to be linked to stronger resilience.

Acknowledge those that they identified and extend their list with these if appropriate:

- ☐ Problem solving
- ☐ Ability to plan
- ☐ Teamwork
- ☐ Effective communication
- ☐ Positive self-talk
- ☐ Impulse control
- ☐ Autonomy
- ☐ Sense of purpose
- ☐ Optimism
- ☐ Hope
- ☐ Sense of humour
- ☐ Capacity to form and maintain relationships
- ☐ Ability to see consequences of own behaviour
- ☐ Ability to take responsibility
- ☐ Trust
- ☐ Creativity
- ☐ Sensitivity to other's culture, differences
- ☐ Critical thinking/reflection
- ☐ Persistence/determination
- ☐ Flexibility
- ☐ Willingness to seek help
- ☐ Capacity to see situations realistically, but also positively
- ☐ Ability to resist excessive worrying, self-blame or denial
- ☐ Belief in own capacity to succeed

- Then give each participant two sheets of stickers: one a sheet of hearts and one a sheet of stars. You want 20-50 stickers per sheet, per participant. If you can't find stickers, have the participants draw the hearts and stars.
- Invite them to place the heart sticker on the resilience factor they know they have already used in their IM&M+ journey (from the time they heard about the program until now), and then place a star on those they want to develop/connect with in the future. Invite them to take their time.
- Once the group has had a chance to put all their stickers on the flipchart. Ask the group for their reflections, both personal and on the group's overall sticker placement. Ask them to reflect on the time since they first heard about the program, and consider who they are now and what they know. How many factors have they used? Which factors have they used most often? How many are new? What has changed in them personally through this experience? Do they feel stronger and better able to cope? More hopeful? Aware of new resources that could help them now and in the future? Make note of the power of the group (the RELATIONSHIP and COMMUNITY Factors) in supporting this new learning.
- Invite participants to write in their workbook (page 19) all the factors they tagged with a sticker – hearts and stars. Those they use and those they want to integrate into their resilience factor repertoire.

DEBRIEF

- Acknowledge the resilience that everyone has demonstrated since you met them until now. Say that reflecting on the journey that they've been on over the past few weeks and how they have managed it is important. The skills, strengths, attitudes, and connections we've built to this point are like the accumulation of a superpower that we can continue to draw on in situations we may face in the future.

- Note that it's these very qualities and connections that are most needed and wanted in learning and work environments. They will help them on the road ahead and support them as they move forward after they complete IM&M+.

- Mention that our resilience is a work in progress and there are many elements that we can continue to work on to help build it further. Note that after lunch, we will continue to reflect on our IM&M+ journey to this point, mapping our growth thus far and what we want to build on over the next few weeks as we undertake the community project and as we create our visions for the future.



ONLINE DELIVERY IDEA:

For online delivery, create four breakout rooms using a shared whiteboard, Google Slides, or collaborative document—one for each resilience factor. Invite participants to add words, ideas, and examples to each factor just as they would on flipcharts in an in-person session. Participants can then use virtual stickers, emojis, highlighting tools, or coloured symbols (e.g., ♥ and ★) to identify the factors that

have supported them in their IM&M+ journey and those they would like to strengthen in the future. Afterward, review the completed board/slides together and invite participants to record their reflections in their workbook.

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 they can run errands or take time to be by themselves at lunch. Explain that, for the most part, you'll be in the room having your lunch and would welcome their company, but that, like them, you may need to do something at this time as well. Let them know they are welcome to stay in the room for lunch.
- Note that while they're welcome to join you or stay in the room for lunch any day, they're especially invited to stick around for a group lunch during the last session of each week.

1:00-1:45

ME TODAY SNAPSHOT

- Note: *"Today is all about connections—connecting and reconnecting with who we are as individuals and as a group. This morning, we explored the factors that have supported our resilience and helped us keep moving forward. We also reflected on the progress we have made since joining the program. Now we're going to take a closer look at what this journey has revealed about us."*
- Explain that growth often happens gradually. Sometimes we are so busy moving forward that we don't stop to notice what we have learned, how we have changed, or what strengths we have been using along the way.
- Ask participants to think back to when they first heard about the program, their first day, and where they are today. Invite participants to turn to page 20 in their workbook.
- Invite participants to reflect on the following questions, making notes on each:
    - What did I learn? I have strengths, and which ones have I used during the program?
    - What strengths have I developed?
    - What have I learned about myself?
    - What activities in the program have stood out and why?
    - What am I most proud of?
    - What new connections have I made?
    - What connections have helped me keep moving in the program?

    - What have I discovered about myself that I would like to continue building on?
    - What stands out about me today that might be possibilities for me in the future?

- Encourage participants to think about both big and small moments during the past few weeks. Growth is often celebrated in major accomplishments, but more importantly, it appears in small decisions, new habits, moments of courage, or simply continuing to show up. These are the things that accumulate to build our resilience superpowers.
- Once they have had a chance to reflect on the questions, invite them to create a visual picture of what stands out to them about themselves today -- at this point in their IM&M+ journey.
- Ask them to turn to page 21 in their workbook. Explain that they will be filling the space in this frame with words, phrases, symbols, drawings, or anything else that helps them capture what stands out about themselves right now. It can be whatever captures who they are today in this moment.
- Invite them to remember the resilience factors that they identified for themselves this morning.
- As participants work, circulate throughout the room and encourage reflection and conversation where appropriate.
- Reinforce that there are no right or wrong answers. This activity is simply an opportunity to notice and celebrate what they have learned about themselves through their experiences in the program.



NOTE TO FACILITATOR: Some participants may find it easier to begin by thinking about specific moments from the program that stand out to them. Others may immediately identify strengths, values, or qualities. Encourage participants to approach the activity in whatever way feels most natural.

You can also invite participants to use other materials at hand rather than the page in their workbook. They might want to create a map of their journey in the program thus far. They may want to use flipchart paper, stickers, magazine cutouts, or printed photos from their phone. They can create their Me Today Snapshot in whatever way speaks to them.

- Once everyone has had a chance to complete their page, invite them to pair up. Participants don't have to share their pages – they can share as much or as little as they wish.
- Each participant will take turns talking about their "Me Today Snapshot," reflecting on their journey in the program thus far, and areas where they feel they have grown.
- Each participant will also actively listen to their partner's story, listening carefully for the strengths, qualities, resilience factors, values and accomplishments of their partner.
- After each person shares their page/story, the listener will focus on answering the question: ***What stands out for me about you?*** In answering this question, the listener can add new strengths, skills, connections, and qualities that they have observed in their partner throughout the program and/or validate what they heard the storyteller say about their own "Me Today Snapshot" reflection (e.g., "I heard you mention your

reliability and that rings true for me because you are someone I know I can count on.)

DEBRIEF

- Ask participants:
  - What was it like to create this picture of yourself?
  - What stood out to you as you completed the activity?
  - Did anything surprise you?
  - Did you notice any patterns?
  - Did your partner identify anything that you had not noticed yourself?
- Take time to acknowledge and celebrate the participants for their grit, determination, openness to make new connections, generosity, gratitude, and so many other things that they have demonstrated during their journey in the program thus far.
- Note: *"Over the last few weeks, you have been building new skills, making new connections, trying new things, and learning more about yourself. This activity is a reminder of how much you already bring and how much you have gained from this experience.*

  The next activity will help you bring all of these pieces together—your interests, values, strengths, abilities, personality, and experiences—into a clearer picture of who you are and what you might want to explore as the next steps of this journey."



ONLINE DELIVERY IDEA:

For online delivery, participants can create their Me Today Snapshot using whatever format feels most comfortable to them. They may complete the workbook page, draw on paper and hold it up to the camera, create a digital collage, use a slide or virtual whiteboard, or simply make a list of words,

phrases, and images that represent who they are today. Once completed, participants can share their snapshots in breakout rooms or small groups, choosing how much or how little they would like to discuss with others.

PERSONAL PROFILE

PART 1: ADIAN

- Explain that each person has the potential to do more than one thing in their life.
- Show the example of Adrian (Participant Workbook, page 22).
- Brainstorm a few more possible future plans for Adrian based on at least some of these elements.
- Reinforce that each person can – if they so choose – create more than one preferred future plan for themselves that reflects what is most important to them and that gives them satisfaction and meaning. The key is uncovering, recognizing, and incorporating at least some of the elements that matter to you in each option.

PART 2: Personal Profile

- Participants will recall in Module 1 that they completed a series of inventories to identify their interests, values and skills/strengths. We want to revisit some of these and add some new elements to fully understand where they are right now. As with other activities that build on Module 1, they may find that some things are still true for them and reinforced by this activity – but they may

also find that some things have evolved and changed due to new experiences.

- Pass out envelopes with a Personal Profile form Appendix G (3 sentences beginning with "I really like" for Interests; 3 sentences starting with "I value" for values; 3 sentences beginning with "I am really good at" for strengths; and 3 sentence beginning with "I am" for personality traits. At the bottom of the form, there are 3 lines for "possible futures")
- Note that their interests, values, strengths and personality traits are unique to them. Some are quite stable, while others shift and change. At any given time, they combine to make up who they are and to shape what gives them pleasure, meaning and direction.
- Ask participants to turn to page 23 in their Workbook. Ask them to circle any interests that they relate to or that attract them. Then, ask them to choose the 2-3 interests that they feel are most important to have reflected in their lives and work. They will record these 3 interests on their form, completing the sentence "I really like."
- Walk systematically through the above instructions for interests, ensuring clarity for all participants. Note that they will be following precisely the same pattern with Values (using them to complete the sentence "I value"), Strengths (using them to complete the sentence "I am really good at") and Personality Traits (using them to create the sentence "I am"). Participants will end up with 12 of their most important interests, values, strengths and personality traits on their handouts.

- Make the point that different participants will move through this activity at different paces. Ask those who complete the activity more quickly to respect their peers by working quietly, reading or taking a short break until all are finished.
- Give participants a few minutes to reflect on their own Personal Profile. As they think about what they are currently doing in their lives and to what extent do they see connections? In what parts of their lives are their interests, values, strengths and traits expressed?
- Now ask participants to think about doing just what they did for Adrian. How might they combine these elements differently to imagine doing different things with their lives? Perhaps their interests, values, strengths and traits suggest a possible volunteer role or job to them. Perhaps they suggest some new learning or a different role for them to play in their family or community.
- Challenge participants to identify 2-3 possible alternatives that emerge from their own profile. They can jot these down on page 27 of their Workbook (but should leave the "Part 6: Group Suggested Alternatives" section of their handout blank).

PART 3: Exchange

Have participants slide their personal profile into an envelope.



NOTE TO FACILITATOR: The envelopes should be prepared in advance by the facilitator, each with a different letter of the alphabet or coloured dot on the upper left-hand corner).

- Be sure each participant takes note of the distinguishing mark on the upper left-hand corner of their envelope. They will need to remember this in order to retrieve their envelope later.
- Invite participants to move into pairs. Using the envelopes, you just collected, randomly distribute 2 envelopes to each pair. Have pairs check the symbol on the upper left-hand corner to be sure they do not have their own envelope.
- Explain that our options can sometimes be limited by how we see things and that other people can suggest new possibilities we wouldn't have imagined. With this in mind, the goal of this next step is to work in pairs to create possible futures for two other people in the group.
- Reinforce that, in doing this part of the activity, you are preparing a gift for the recipient of their envelope. Encourage pairs to take time and care in considering each personal profile and to try to come up with possible futures that could be meaningful for the recipient given their interests, values, strengths and personality traits.



NOTE TO FACILITATOR: Circulate around the room and provide inspiration and assistance to pairs as needed to be sure they give back potentially exciting possible futures.

- Give pairs about 5-10 minutes per envelope to create 2-3 new alternatives (10-20 minutes total for 4-6 new plans). Each plan is to be recorded on the paper in each

envelope. Since time is short, encourage pairs to be creative and spontaneous.

- Once time has elapsed, collect all envelopes on a desk and invite each participant to retrieve their own envelope.



ONLINE DELIVERY IDEA:

This is a very powerful activity. It reinforces how one's interests, values, strengths and personality can be combined to create new and future possibilities. We demonstrate how to do it during the online facilitator training. The electronic version of the Personal Profile is on the Facilitator Hub under the Virtual Delivery Template link. This Google Doc needs to be uploaded to the chat so that all participants can transfer their Personal Profile from their workbooks to this electronic version. This way people in their group can contribute possible futures to this document. The break-out groups are split into triads where one person presents their Personal Profile, and the other two come up with possible future ideas. While in these break-out groups, each participant will present their Personal Profile and have the opportunity to contribute a possible future to their peers.

PART 4: Reflection

- Emphasize that *"Sometimes it is possible to get into a rut concerning how we see the world. It can be difficult to get outside our own frame of reference."* Recall the **Seeing Green** activity from Day 1.
- *"In these cases, it can be helpful to see the fresh perspectives of others. If the ideas of others match our*

own, it can confirm our position. If they are different, they can serve to either shake up our thinking or reinforce our certainty."

- Allow 2 minutes for participants to work individually, reading the plans created by their fellow group members and comparing these with those they created themselves. Invite them to record the possible futures suggested to them on page 27 of their Workbook.
- Reinforce that interests, values, strengths and traits may shift over time, and hence so too may their preferred direction. This is why it is so important to explore more than one future plan.
- Ask participants to number their possible futures (all of them – including those they came up with for themselves and those developed by their peers) in order of preference/priority (#1 is the plan that attracts them most; #2 is their second choice, etc.).
- Invite participants to turn to a partner to share their reactions to this activity. How do they feel about their top two plans? What was the experience of looking at other plans? What are they taking with them from this activity?
- In plenary, invite comments. Note that given that each plan was built from their most important characteristics, they should, at least in principle, naturally find ones that attract them. If this was not the case, their challenge will be to reflect on their Personal profile and continue building plans until they find at least two that strongly appeal to them and that they might explore further.

- Note that "You might want to get the perspective of others, particularly if you haven't found a possible future that appeals to them. With a strong ally (note their work in Module 1 on supporters), ask them for feedback on your Personal Profile. Given what that person knows about you, do they agree that the profile is a good reflection of you? Is there anything important you might add? Given your Personal Profile, what possible futures could they see using these elements? In the end, each participant is in charge and has the final say on what goes into their Personal Profile and what future possibilities are truly possible – but it can be helpful to get other opinions to consider and potentially broaden your thinking.
- Conclude by emphasizing that pursuing one or many possible futures works best when the possible future is made of these core elements because it will connect with who they truly are and be that motivator to help them see it through.

2:30–2:45



BREAK

2:45-3:00

OPTIONS AND OPPORTUNITIES: FOR THE LOVE OF IT

- Ask participants to turn to page 29 in their Workbook. Acknowledge that this page might look familiar to them as in Module 1 they recorded 5 things they love to do. Ask them to write down these loves again quickly and to add 5 more new ones for a total of 10 (if there are new members give them time to record their loves). They should feel unrestricted in making their list, but they will be asked to share one love with a partner.
- When the list is complete, ask participants to:
    - Put a **$** beside anything that costs more than $10.00 to do;
    - Put an **A** beside anything they prefer to do Alone;
    - Put a **P** beside anything they need to Plan to do, that is, they cannot do it spontaneously;
    - Put a check mark ✓ beside anything done in the last few weeks.
- Ask participants to reflect on how they feel about their lists – "happy, surprised, anything you would want to change? Did you record a new love from the last time you did this, and if so, did it give you any new insights?"
- Note that you asked them to repeat this activity because you wanted to examine how love can be the fuel for imagining future possibilities.
- Ask for a volunteer who is willing to share one item from their list. Write the one volunteered example in the

middle of a flipchart. Brainstorm with the group all the possible ways a person could express this love in their life – for work/money, to support their community, to learn something new. Encourage diversity! Record all ideas on a flipchart.

- Give the brainstormed list to the individual who volunteered.
- Then, ask participants to get into small groups of 3-4 and repeat the brainstorm for one of their loves. Each person will have 5 minutes to brainstorm a list. Let them know you will let them know when they need to move on to the next person. Each person can record the group's brainstorm on page 30 of their Participant Workbook.

DEBRIEF

- Note that *"The things we love can be powerful motivators for action. This fun activity is also intended to make a very serious point. Very often, we forget to start with the basics – such as asking the question, "What do you love to do?" This is what drives and motivates us in our day-to-day lives."*
- *"Rather than focusing on the activities themselves (**the what**), think about and talk about what it is about the activity that you love (**the why**). For example, what is it about (a TV show) that you love? … What is it about (hockey, skating, shopping, a school subject) that you love? This will be different for each person. One person may love team sports for the competition; another may love sports for the opportunity to be part of a team."*

- Emphasize that what we love to do and the "whys" point to what is in our hearts—our dreams. The heart is quite stable—it represents a set of core interests and values that provide meaning and motivation. Knowing what is in your heart is vital to helping you imagine possible futures and to good decision-making as you consider options and opportunities.
- Encourage participants to think about the 10 things they chose (and others) and to see if there are any other patterns. Examples could be:
    - Activities that are energetic;
    - Activities that are creative;
    - 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?"* – in the patterns will often be evidence of the "why" I love it.
- 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 read about? What websites are your favourites? What subjects are most exciting for you to discuss?"* Reinforce the importance of asking why these things are so attractive to you.
- A third clue to what we love to do lies in our childhood. Ask them to recall what they could not stop doing as children at play—perhaps Lego or cartooning. Often, the clues to what we love emerge as very young children.

We likely still love these; we have just stopped playing so much!

- Reinforce the importance of exploring inward and tapping into the motor that drives and motivates us.
- Plants seed that, no matter what participants love to do, there are opportunities for work, learning and/or contributing to a community connected to those loves.
- Finally, note all the things that emerged from creatively exploring what one might do with one of their loves. *"Sometimes we get stuck in what we can do because we don't know other options. Allies can be helpful in this regard (as in the group they just worked with) to help us see alternatives we might not have seen ourselves."* Ask them to reflect on their lists. *"Is there a kernel of an attractive idea that you might want to explore further? If not, what ideas do you have for one of your loved ones, or who could you ask for more ideas from?"*



ONLINE DELIVERY IDEA:

This exercise can be done with screen sharing for the sections done in plenary and breakout rooms for group work. If you wish to reduce time in breakout rooms, you can do this as a partnership rather than a small group activity. What is important is to encourage participant-to-participant engagement.

END OF DAY CHECK-IN

- Congratulate everyone and thank them for their contributions to themselves and the group today. Note that each person is not only giving themselves a gift by being here, but they're also giving each other gifts by collaborating, problem-solving, and supporting each other.
- Acknowledge that they are taking time for themselves that few do, and all should.
- Also acknowledge the value of the group in being allies for each other.
- Note that, through Module 2, they will continue to support each other and move forward together.
- Remind participants that the room is theirs, and they can bring things from home to make the space comfortable and reflective of this group. They are invited to add their favourite quotes and photos to the wall.
- 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 1: DAY 3 – VISUALIZATION – WHAT PART(S) CAPTURES YOUR HEART?

8:30-9:15



WELCOME

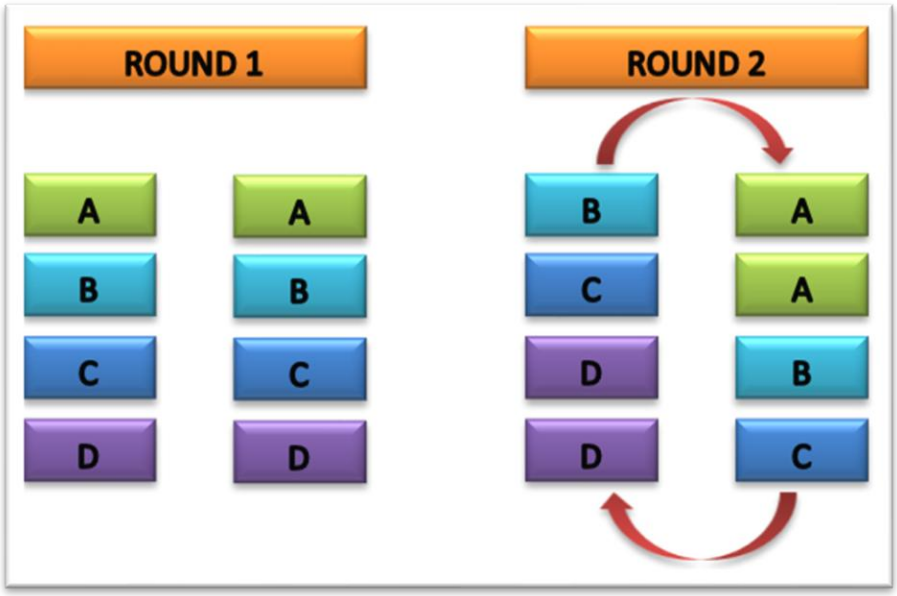
MORNING ROUTINE**

- Make sure you and the room are ready to welcome participants by 8:30 am. Choose quotes (see Appendix A in the In Motion Facilitator Guide) to put on the wall and make the room as warm, relaxed and inviting as possible. Ensure tea, coffee, fruit and other snacks are ready. Have a variety of reading materials at different reading levels (e.g., magazines, books, short graphic novels) that participants can pick up.
- Welcome participants by name as they arrive. As appropriate, recall something funny or exciting from yesterday or inquire about their evening. Invite them to help themselves to coffee/tea and a snack. They're welcome to read or relax and visit.
- Invite anyone who has brought in a quote, image or object for the room to put it on the wall or in a location of their choice.



ICEBREAKER: SPEED DATING

- Recall that in the past two days, we've been reconnecting with each other as a group and with ourselves– who we are and what's important to us.
- Today, we are going to continue looking at what really and truly captures our hearts—what motivates us to keep going when the going gets tough, what we see when we allow ourselves to imagine what we'd like to be doing, who we'd like to be surrounded by, and how we'd like to live in the future.
- Sometimes, we know the things that are really important to us automatically. We don't have to think long to come up with a list.
- In keeping with that spirit of quickness and spontaneity, let the group know that you are asking them to participate in a round of "speed dating" only that instead of asking each other get-to-know-you questions, you will both take turns and share one thing that is critically important for you in the future (e.g. time with family, enough money, safe place to live, doing work that matters to my community, being creative, time to tinker, being active, spending time outdoors, contributing to a good cause).
- Give participants a few minutes to turn to page 31 and record all the Future Must Haves (FMHs) that are important to them. Encourage them to be spontaneous and to list as many as they can (at least 20).



- Ask the group to form two lines and turn so that they face one member of the group. This activity can be done sitting or standing.
- Let them know that you will give them 10 seconds per pair (5 seconds each) to tell each other one of their "Future Must Haves" (FMHs). Once the time is up, they move to the next person and then share a new and different FMH from their list.

At the end of the activity, they should have shared one FMH for each pairing. Give participants a few minutes to add any new FMHs to their list that they want to add now that they've heard at least one FMH from each participant. Sometimes, hearing other FMHs may influence their FMHs or it may just reinforce that they're happy leaving their existing list exactly as is.

DEBRIEF

- Ask participants to look at the list they created and consider whether it reflects what they hold near and dear to them. Ask them to make any changes they want

and add things that are missing. Ask them to put a star beside those they feel are absolute priorities for them.

- Ask volunteers to share one thing that is critically important to them. Write these on a flipchart and post them on the wall as a reminder of the group's priorities.
- Explore similarities and differences with respect to FMHs in the group; what was common and what was different for them?
- Note that what we hold near and dear gives us context for creating a future that is attuned to who we are and what we need in life to have balance, to feel secure, happy, less stressed and able to cope with challenges.
- Ask them to keep this list in mind and heart as they work through the activities today and begin to shape a preferred future for themselves.



ONLINE DELIVERY IDEA:

You can plan breakouts for this using Zoom or another videoconferencing software. You could also do a random sort for spontaneity. You will want to give participants a bit more time than the face-to-face version, as it takes time to get settled in a breakout room (30 to 45 seconds).

9:45-10:30 am

MENTAL TWISTER CHECK-IN

- Ask if anyone is feeling distracted by a challenge today and if anyone would like to see if the group could help move them one step closer to resolving it.
- Recall the norms. 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.
- If nobody has an issue or is willing to share, move forward with the Mental Twister activity.



NOTE TO FACILITATOR: For the Mental Twister activity each colour on the spinner represents a different category which you can change depending on the focus of the day/week. Broadly speaking,

- **Red** = challenges/worries
- **Green** = change/learning
- **Yellow** = supports and allies

- **Blue** = blue sky thinking/hopes for the future

As you modify the categories represented by the colours, make sure to post on flipchart what each colour on the spinner represents each time you use this activity.

- Invite participants to either speak to one of the colours or give the spinner a spin to choose randomly.
- Explain that the purpose of this activity is to have a daily check-in to see where everyone is at and to take what we share with each other and reflect on it, if appropriate, during our day. We can acknowledge a concern someone may have, share a support/resource we found that is relevant for another in the group or congratulate someone who has learned something new. The point is to acknowledge where we are at today as a group and to use our awareness of others in the group to enhance our capacity to support, encourage and nurture one another.
- After the go around acknowledge the participants' contributions and invite reflective comments as appropriate.

10:30-10:45



BREAK

10:45-11:15

STEPPING STONES

- Set up a visual on the floor or a wall in the classroom. On one side, there is a cloud or sun. A river flows towards the cloud or sun, and stepping stones are placed along the river.
- Let participants know that *"This visual represents our journey towards a preferred future. The cloud/sun represents our vision for the future; the river represents the journey to it, and the stones are the key steps we need to take to get there. This is the "Stepping Stones Model". Today we will be using it as a visual and a metaphor for developing your personal vision of their preferred future. In Week 2, we will also use this model to support us as a group to develop a community project. But, for now, the focus is on you and your preferred future."*
- Draw participants' attention to the cloud/sun. This represents our preferred future. Ask participants to talk about what a **preferred future** means to them. Supplement their responses, as needed, with:
- *"A preferred future represents what we would like to be doing sometime in the near future (1, 3, 5 or 10 years from now)."*
- *"It often evolves as we move towards it. What we want and what is possible are not static. In a preferred future, there are elements (not specifics, but rather categories) that capture what our hearts desire (many of these you*

identified in your "Future Must Haves"). Some of these elements may include:

- *Family*
- *Travel*
- *Volunteering*
- *Creative expression*
- *Health*
- *Contribution to community"*

- "*Note that our preferred future is about more than what training we'll take or what job we'll apply for. It reflects who we are, what we have explored in life, the skills and capacity we bring and what is ultimately most important to us. Vance Peavy (a leading career development theorist) said: our preferred futures are illuminated by asking ourselves: "How do I want to live my life?"*
- Next, draw their attention to the river leading up to the cloud/sun. Note the twists and turns in the river. *"It's not a straight line. How it meanders yet maneuvers towards the goal of the preferred future reflects the twists and turns, planned and unplanned, that are typical in all our lives. The river represents our journey to our preferred future. The journey to our preferred future is rarely straight from point A to point B. Sometimes we need to navigate turns, ride the current, paddle upstream and portage as we move towards where we want to be."*
- Finally, note the stones. *"These are stepping stones. Sometimes, the stones are far apart, and we need more stones to connect each step. Each of the stones can also*

move us forward or further away from our preferred future. Show this physically, stepping on stones that move you closer or farther away from the cloud/sun. It's important on the journey to have moments where we reflect on the direction we are headed, stepping back to see if we're on course and consider which stepping stones are our next best moves."

- *"Like the maze in Module 1, we will carry this model throughout the series to visually look at where we are, where we've been and how we are moving towards our preferred future."*

ONLINE DELIVERY IDEA:

Have a model drawn of the Stepping Stones Model with different symbols representing different aspects of the model– share with the whole group explaining the different parts of the model (the preferred future (the sun), the journey (the stream), the stepping stones, possible challenges, going off course etc.)



11:15-12:00

GUIDED VISUALIZATION

- Acknowledge that forming a preferred future for ourselves can be difficult. Sometimes, it can help to visualize it in our minds, forming a concrete idea of its key elements.
- *"Visualization is a technique used the world over to help people get a mental picture of something – a situation, an environment, a future event or scenario. Coaches in sports use it to help athletes see themselves winning their event, crossing the finish line first, hitting the free throw or landing a jump. The premise behind visualization is that our mind doesn't know the difference between something that happens and something that is vividly imagined. This way, it's safe to check out our preferred future and explore it in detail. It's a way of checking out what is part of your preferred future (because your mind and heart will automatically reject things that aren't meant to be there for you) and almost "rehearse" what it will feel like to be there."*
- This guided imagery technique invites participants to get comfortable. Some may choose to close their eyes, but they don't have to. With a few cues from you, they are asked to see if they can visualize their preferred future.
- Ask participants to do what they need to get comfortable -- they should get as comfortable as is right for them. Participants can choose to sit in their seats,

put their legs up on chairs or they may want to lie down. Provide blankets or towels for those who do.

- If possible, dim the lights, close the door, and ensure that the space is as quiet as possible.



NOTE TO FACILITATOR: The following "guided imagery" script provides a sample that you can draw from, add to and/or adapt. Be sure to move through it slowly enough so that participants have the time to reflect and thoroughly experience their own personal vision.

Note everyone can visualize in their minds eye. Invite those that can't to write down words or draw things that come to mind for their preferred future as you read through the guided imagery.

GUIDED IMAGERY SCRIPT:

- *"Once comfortable, clear your mind of any concerns or worries. If available to you, close your eyes, if you're comfortable doing so. Take a deep breath and relax. As outside or unrelated thoughts enter your mind, watch them drift by and let them go. Let your mind be clear and free from your daily concerns and worries. There is always time for these. Let them go for now and permit yourself to dream about a beautiful future."*
- *"Think about a scenario in which you are living your preferred future (where your sense of purpose and direction is being fulfilled through what you're doing, and you feel a sense of contentment, happiness and certainty that, at least for now, you are living the life you're meant to live). As you soak in the feeling of contentment, cherish it. Take the time to enjoy it."*

- *"Now take yourself to that time in the future when you are there. You are living your dream. It may be soon or further away – that doesn't matter. Just take yourself forward in time to a time and place where you feel you're living the life you want."*
- *"Imagine yourself waking up in this new time and place. You may look a little different now. Look around you.*
- *What do you see?*
- *What are your surroundings like? Remember, you're in control, so change anything you want to ensure you like it.*
- *As you get up and start your day, what are you doing?*
- *Who is with you?*
- *What activities make up your day? What gives you meaning, fun and happiness as you move through your day?*
- *How do you feel overall? Take a moment to soak in the feelings.*
- *Are there any surprises? Is this what you expected?*
- *Are you pleased? Do you feel satisfied?*
- *What are the key elements of this vision you have for yourself in your preferred world? Silently, in your mind, name these elements."*
- *"Take a good look around - breathe it in. Try to hold this vision in your mind's eye."*
- *"Now, gradually move away. Move back in time to today, back to this room, and if your eyes have been closed, open them when you're ready."*

- Ask participants to turn to page 32 in their Workbook to record their reactions to this activity and the key elements of their preferred future.

DEBRIEF

- Take time to explore this experience with participants. Ask them how it felt. Were there any surprises? Allow time for participants to discuss and/or quietly reflect on the experience.
- Reinforce that imagining the future provides a safe and powerful way to check out possibilities. Also, note that this technique can be used to motivate action (as with professional athletes mentioned above). Encourage participants to check out their possibilities by doing this for any future scenarios, decisions or options they are considering. As noted earlier, preferred futures evolve over time so they can do this visualization from time to time to see if their preferred future is the same or somewhat different.
- The purpose of this visualization is to help participants form a vision (for now) of the key elements in their preferred future. After lunch, we will all work with these visions to create our own Stepping Stones Model.

12:00-1:00 pm



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 they can run errands or take time to be by themselves at lunch. Explain that, for the most part, you'll be in the room having your lunch and would welcome their company, but that, like them, you may need to do something at this time as well. Let them know they are welcome to stay in the room for lunch.
- Remind participants that tomorrow, they're invited to join you and others for a group lunch.

1:00-1:45 pm

PREFERRED FUTURE COLLAGE/POSTER



NOTE TO FACILITATOR: For this activity, you'll need coloured pencils, markers, magazines, coloured construction paper, scissors, glue, tape, other art supplies as you see fit and computers with printers if possible so that participants can print images for their posters/collages. You'll also need one piece of flipchart paper or Bristol board per participant.

- Now that they have had a chance to imagine their preferred future through the visualization done before lunch, it's important to take time to put it down on paper. A fun and creative way to "get their vision down" is to map it through a collage/poster.
- Note that you will be walking them through the steps before they get started. Also, note that they will share

their collage/poster with the rest of the group once they have finished.

- Draw participants' attention back to the Stepping Stones Model on the floor. Point out the main elements of the model – the cloud/sun as symbolic of their preferred future, the river as the path or journey to their preferred future and the stepping stones as the main actions one takes to progress towards or move further away from their vision.
- Using the flipchart paper/Bristol boards provided, they are asked to use the supplies provided to create their own Stepping Stones Model. They can be as creative as they want to be. They can use this visual metaphor or another one of their choosing as long as the 3 main elements (vision, path, action steps) are represented somehow.



ONLINE DELIVERY IDEA:

To ensure that participants have a copy of their Personal Stepping Stone poster-drawing they can turn to pages 32-33 in their Participant Workbook and draw their own. Ask them to do it in pencil as they may wish to go back make changes to it as they progress along their path towards their preferred future.

- Walk them through each step (recorded on F/C) before they begin, giving them ample time to complete their work. Then, walk around and encourage them, providing ideas as needed.
    - **Step 1:** Invite them to start by representing their preferred future as it will be fresh in their minds.

They can represent their vision in whatever way: use symbols, pictures, words, etc. For some, they may want to develop a vision statement. You can refer them back to Module 1 where they crafted a goal statement. Say that a vision statement is the same but broader in scope. Provide them with some examples of vision statements that they can adapt:

- My vision is to contribute to my community through my paid and volunteer work while having quality time with my family.
- My vision is to develop a business fixing used equipment, having a roof over my head and food on the table.
- My vision is to be a fantastic parent for my daughters -- being able to be there for them when they need me.

- **Step 2**: Invite them to draw their journey -- where they are today to their preferred future. Have them consider: Will the journey be a straight line; will it have some twist and turns?
- **Step 3**: Add the stepping stones. Let them know that "stepping stones are the broad level actions that you think you would need to take to get to your preferred future." Have them use words or pictures to reflect each stone. They may want to write in pencil for each stone. Give a few examples of possible stepping stones:
  - When I decided to change my path a few years ago, I knew I wanted to facilitate groups – but it also was when I stepped back

and thought about my whole life. A few of my stepping stones were:

- Find a few independent facilitators that I could connect with so I wasn't just working alone and could have a community of practice.
- Make a budget and get my finances in order so I could manage with a less predictable income
- Find a more affordable apartment so monthly costs were lower – but also one that was closer to family so I could see them more often and be more part of their daily lives
- Exercise at least 3 times a week so I feel and am healthy

- Sometimes, a stepping stone may be starting to do something positive that moves you a step closer to your preferred future (like exercising or managing money)…or a stepping stone may be stopping or changing something negative that has been holding you back (like a toxic relationship, an addiction or negative self-talk).
- Let them know that at a high level, some of these goals may be tentative and change—a curve in the road or a bend in the river may precipitate a need to add to or change what is needed to get around this part of our journey.
- Once they have created their stepping stones, have them consider how they are placed on their collage. Are some sequential (one step must be completed before the others can be taken)? Are some closer to each other

than others? Are some further apart? Invite them to place the stones where they see them happening on their journey.

- Once it's time for a break, thank participants for their efforts. Emphasize that this is a living poster/collage they can add to, enhance and further develop over time. Participants are welcome to grab a coffee/tea and continue working through the break for about 15 minutes or can sip their coffee/tea while admiring their beautiful work. After the break, we'll be sharing our posters/collages.

2:00-2:15 pm



BREAK

2:00-2:45 pm

SHARING COLLAGE/POSTERS

- Invite participants to create a future gallery, hanging all the posters/collages on the wall. As a group, stand back and admire the amazing creativity, admirable visions and rich lives expressed through these posters/collages.
- Invite each participant to share their collage/poster in turn with others in the group, highlighting their preferred future (what it's about, the key elements, etc.), the journey/pathway, and their stepping stones.
- Give each participant about 5 minutes to describe their collage/poster.

- Invite participants to ask questions and offer comments. Remind participants of the group norms. Encourage them to offer words of encouragement, to comment on the connections between what is important to the participant and the action steps they want to take, etc....but never to judge or attack any element. These are personal expressions. Sharing them in this safe group – and having them shared by our peers – is a precious gift, and each should be treated as such.
- Thank each participant for sharing their posters/collages. This may be easier for some than others. One of the most courageous and stressful things someone can do is present something to others—especially something that is a true reflection of them, their dreams, and their goals. Thank them for putting their stress aside, trusting the group, and sharing their vision—and thank the group for earning that trust.

DEBRIEF

- Invite a brief discussion about how that process was for them. Do they feel that they have a better idea of where they are headed or do they still feel a bit lost? If the latter, what could help them get clarity? How do we keep moving forward positively even when we're still uncertain?
- Invite participants to leave their posters/collages up in the room. Let them know that we will be coming back to them and adding to them throughout the series.



ONLINE DELIVERY IDEA:

This is an important exercise as it allows participants to use the Stepping Stone Model to express their PF. Give participants enough time to create their own PF poster (drawing). Sharing can be done in plenary using shared photos that the participants did of their work, or they can hold up the physical drawing using the "speaker view' rather than the gallery view feature. Everyone has the opportunity to show and describe and explain their PF visual. It is important that each participant keep a copy of their PF drawing as it will be referred to and worked with throughout the program.

2:45-3:00 pm

END OF DAY CHECK-IN

- Congratulate everyone for their amazing work today.
- Acknowledge that they are taking time for themselves. Few do, and all should.
- Also acknowledge the group's value in being allies for each other. This was apparent today.
- Remind participants that the room is theirs, and they can bring things from home to make it their own. They are invited to add their favourite quotes and photos to the wall.
- 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 1: DAY 4 – MY BEGINNING PLAN/ACTION PLAN

8:30-9:15



WELCOME

MORNING ROUTINE**

- Make sure you and the room are ready to welcome participants by 8:30 am. Choose quotes (see Appendix A in the In Motion Facilitator Guide) to put on the wall and make the room as warm, relaxed and inviting as possible. Ensure tea, coffee, fruit and other snacks are ready. Have a variety of reading materials at different reading levels (magazines, comic books, short graphic novels) that participants can pick up if wanted.
- Welcome participants as they arrive. Greet participants by name, acknowledge their initiative, planning, and commitment, and follow through on getting here each morning on time. Invite them to help themselves with coffee/tea and a snack. They're welcome to read or relax and visit.

9:15-9:45 am



ICEBREAKER: A GAME OF TRUE-FOR-YOU CHAIRS

- Yesterday, we started thinking about stepping stones (i.e., actions) to help us move towards our preferred future.
- Today, we are going to continue to look at the stepping stones needed for both our own journey and for our community. [Remind participants that communities can come in all sizes, whether it's the group in this room or the broader community where we live.]
- Undoubtedly, we've all done things to support others. This Icebreaker is a fun reminder of some of these actions that we've taken to help those around us.
- Say, *"This Icebreaker is a take on musical chairs, except instead of music, I ask questions. If the question is true for you, you must move to another chair. There is always one person without a chair in this version who can come back into the game if a question comes up that is true for them. When this occurs, they can run in and try to find a chair."*



NOTE TO FACILITATOR: Set the chairs up in a circle – typical musical chairs formation. If you have participants with physical disabilities you can use mats instead of chairs for this activity. Have as many chairs as participants to start and after the first question take one chair away. You can develop as many questions as you would like. The focus of the questions is on

an action taken that has contributed to others. Questions could include:

Who has cut someone's lawn/did yard work to help them out?

- Who has picked up something for a friend when they didn't need to?
- Who has helped to raise money for a cause?
- Who has cut someone's lawn/did yard work to help them out?
- Who has coached a sports team?
- Who has looked after a friend or family member's baby/child?
- Who has volunteered with seniors?
- Who has baked something for a school/community potluck or fundraiser?
- Who has helped out at a community event (a bonspiel, a neighbourhood BBQ, a local dance, a Pow Wow, etc.)?
- Who has taken a bouquet of flowers or some other gift to a friend or family member?
- Who has helped someone who has injured themselves?
- Who has loaned some tools to a neighbour?
- Who has cooked something to take over to a sick friend?



ONLINE DELIVERY IDEA:

Ask if the statement is true for them to answer yes in the chat or put up their "electronic hand" in Zoom. The last person to answer is out until there is a statement that is true for them. You can also do this exercise by asking people to turn off their

video when the statement is not true and then turn it on when the statement is true for them.

DEBRIEF

- Thank everyone for their participation.
- Ask: *"Was anyone surprised by the number of things that they have done to help others? How does it feel to be helpful? What motivated you to act?"*
- *"What motivates you to act for others and what motivates you to act for yourself? Is there a difference in the motivation? Why or why not?"*
- Invite participants to reflect on their motivations to act for themselves and their motivations to act for others. *"What helps you to get motivated either way? Is it the* support of allies? *The feeling of "doing good?" Could what motivates you for one be transferred to the other?"* Take some time to explore these themes and questions together.
- Invite participants to jot down some notes from their reflections on their motivations for self and others on page 35 of their Participant Workbook. Today, we will look at what motivates us to act, get started and keep going.

9:45-10:30 am

MENTAL TWISTER CHECK-IN

- Ask if anyone feels distracted by a challenge today and if anyone would like to see if the group could help move them one step closer to resolving it.
- Recall the norms. Reinforce the importance of sharing your best and 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 can move you further from your preferred future. But there are always actions that can move you one step closer to where you want to be. In this way, every decision we make– every time we choose to do one thing instead of another – is a decision to move closer to or further away from our preferred future. Explore this idea with the group in more detail. Ask: "Consider your decision to participate in this workshop series. Would you say that choice moves you closer to or further from your preferred future? What about the decision to set your alarm, get out of bed, manage childcare and transportation and do all the little steps needed to get here on time each morning? Do each of those choices move you closer or further from your preferred future?"
- *"Whether they are big decisions or seemingly small ones, every decision is a decision that affects what direction we're moving in."* Encourage participants to think back to some of their decisions in the last weeks.

Give them some time to reflect on which decisions moved them closer to their preferred future and which, if any, may have moved them a step further away. Emphasize their capacity to step back and make these decisions, considering their impact on their life now and in the future.

- Reinforce that this group can help one another find choices and actions that will help everyone move closer to their preferred futures.
- Coming back to collectively working through any challenges or issues people bring to the session today, if nobody has one, move forward with the Mental Twister activity.



NOTE TO FACILITATOR: As a reminder, for the Mental Twister activity each colour on the spinner represents a different category which you can change depending on the focus of the day/week. Broadly speaking,

- **Red** = challenges/worries about moving forward with their preferred future
- **Green** = What do I want to learn
- **Yellow** = supports and allies they need to take the next step
- **Blue** = blue sky thinking/hopes for the future

As you modify the categories represented by the colours, make sure to post on flipchart what each colour on the spinner represents each time you use this activity.

- Invite participants to either speak to one of the colours or spin the spinner to choose randomly.

- Explain that the purpose of this activity is to have a daily check-in to see where everyone is at and to take what we share and reflect on it, if appropriate, during our day. We can acknowledge a concern someone may have, share a support/resources we found, and congratulate someone who has learned something new. The point is to recognize where we are today as a group and to use that awareness to support each other better.
- After the go-around, acknowledge the participant's contributions and invite reflective comments as appropriate.

10:30-10:45 am



BREAK

10:45-12:00 pm

THE CHANGE CONTINUUM

[Adapted with permission from Bob Shebib, "Choices: Interviewing and Counselling Skills for Canadians"]

- Invite participants to go to their Participant Workbook, page 36.
- Ask participants to identify a problem in their life that they want to change. This may be something related to their preferred future – perhaps something they want to change as a stepping stone to move them closer to their

cloud/sun. Give some examples of the kind of situation that might fit for this activity:

- I want to start eating better. I have become increasingly reliant on fast food as my main source of food, and I'm starting to feel the effects on my weight, my overall health, and my finances. I feel like I need and want to change this.
- I want to get up at a regular time every morning. I've gotten into the habit of staying up late and sleeping in. I feel like I'm missing out on life more and more, and I want to turn this around.
- I want to see my son more regularly. He lives in town, but every time we get together we end in some disagreement. Lately, we've just stopped getting together. He is an integral part of my life, and I want this to change.
- Once they have their "problem situation," ask them to look at the continuum of change.
- Explain that the continuum has things as bad as they could be at one end if things got worse and at the other end, their ultimate goal – what it would look like if the problem were fully resolved.
- At the worst it could be, you focus on all the worst things that could happen if nothing changes. Give a few examples, building from the scenarios above or your own examples:
- Increasingly, I feel like if I don't change my eating habits, I will end up with a serious health concern. Heart failure runs in my family and I'm concerned that my weight and

bad eating habits could result in a heart attack. I'm also worried I could end up losing my apartment because I've had to borrow money to pay rent and I don't have enough to pay it back.

- At the ultimate goal end, you focus on the very best outcome if you made the change you wanted. Again, provide some examples:
- If I could really shift my diet and start making real food at home I would feel and be much healthier. I'd lose weight and would be more able to participate in other active, fun things that I currently avoid because I'm so out of shape. I would be much less stressed financially and might even be able to invite people over for meals sometimes.
- At the worst end, invite participants to write down brief descriptors representing the reality at the "worst case scenario" end of the spectrum.
- At the ultimate goal end, invite them to write down brief descriptors representing the positive results of achieving their goal.
- Invite them to place a mark that shows where they are right now on that continuum. Are they closer to the worst end or the goal end? How close/far are they from each end?
- Have them place a directional arrow on the continuum indicating what direction they're heading right now. Are they moving them closer to or further away from the goal end?

- Invite them to take a few minutes and answer the remaining questions on the worksheet. Read them aloud for clarity:
- *"Name one thing that would need to happen for you to change directions towards your goal. OR name one thing that would need to happen for you to keep moving in a positive direction and move a step further along the continuum toward your goal?"*
- *"Are you ready to take that step? What, if anything, do you need to be ready?"*
- *"What, if anything, do you need to take that step? (How will you do it? When will you do it? Who can help or support you?)"*

DEBRIEF

- Ask the group how this activity went for them? Did it help them with their problem?
- If it did help, what was it that it helped with? If it didn't, what is still missing? What do they need to move forward?
- "For some of us, we can be indifferent to *change*. *We feel that we can ignore it. But, as we explored in Module 1, no matter what, we are always in motion – either moving in a direction either towards our goals or away from them."*
- *"This continuum can be used as a way to check-in with ourselves to see where we are at and the direction that we are moving and what we might put in place to help us consciously and proactively move towards our goals."*

CHANGE CONTINUUM, PART 2 – OUR COMMUNITY

- Note that, in this series, participants will refine and build their own vision and action plan for their preferred future AND they will work collectively to build a shared vision for a project they'll complete in Week 3 that contributes in some way to the community.
- This approach was selected for several reasons. Explore these together:
- "Often things we need (e.g. reliable childcare, a *clean and safe park, decent food) are needs that others in our community also have. Resolving these needs can not only help us but can also help others;"*
- *"Moving through the steps of completing a collective project is almost like a dress rehearsal for our own personal project – our stepping stones and pathway to our preferred future. If we can contribute to a community project, we're building the skills, strategies and tools we'll need for our own future;"*
- *"Whether paid work is part of your future plan or not, completing a collective project will make you much more attractive to employers or organizations seeking volunteers. It's a chance to build experience and critical skills that you can use in all kinds of ways in your life;"*
- *"It feels good and is something to take pride in (remember the pride stories in Mod. 1) AND;"*
- *"You'll live longer and healthier lives. We're not kidding! The research is clear: people who volunteer live 20% longer and are happier, less stressed and more motivated in their lives."*

- The Change Continuum Tool that we just used for ourselves can also be used to check in with what is happening in our communities.
- Ask the group to divide into small groups of 3-4 and consider one issue they see in their community.



NOTE TO FACILITATOR: Provide some examples from your own awareness of the community or generic ones such as:

- The community has a lot of garbage on the streets/in the parks
- Kids have nothing to do after school
- Teens need a safe place to go to hang out
- There are no community gatherings and neighbours have a hard time getting to know each other
- Seniors are isolated and lonely
- The food bank always has shortages and needs more collections to be sure their cupboards are full and they can meet the needs in our community.



ONLINE DELIVERY IDEA:

The change continuum can be illustrated using Zoom's whiteboard feature, Google Slide's shared screen feature, or, if you want to mix some low-tech with high-tech, a flipchart with the speaker view feature. Make sure your flipchart is within your screen and easily seen by the participants. Keep the drawing simple.

- Ask each group to choose one issue and work with it using the Change Continuum Tool. Invite the participants to turn to the Participant Workbook, page 36, and follow the instructions to examine their chosen situation from both sides of the continuum.
- Give them 10-15 minutes to go through the instructions on Participant Workbook, page 37
- Let them know that each group will present their situation to the larger group.
- Invite the groups to present. Once they have presented their situation, invite the larger group to contribute their ideas for how this group could potentially move forward and what they could do to help the community do this. Collect ideas for each group on a flipchart and post them on the wall.



ONLINE DELIVERY IDEA:

Divide the group into breakout rooms. Ask that one person use the whiteboard feature to capture the issue that they want to work on using the Change Continuum Model. Ask the groups to take screenshots of their completed continuum model to show and present to the whole group. If you have a small group of participants (5 or less) in your group, you may wish to do this exercise in plenary.

DEBRIEF

- Thank participants for their contributions and ideas, and encourage them to think about what could be done to support their communities. Reinforce that this kind of thinking is the beginning of all positive change.
- Let them know that in Week 2, they will be working on their personal plans for moving forward and on a plan to address some need in their community—possibly one they've worked with just now or possibly another they choose.
- Encourage them to be aware of how this last discussion has left them feeling. Do they feel excited? Proud? Perhaps a bit overwhelmed?
- Recall the skills and attributes they explored related to resilience earlier this week (pages 19-20 in their Participant Workbook). The research shows that making a positive contribution outside of yourself – doing something that gives back – is also a key factor in strengthening personal resilience. Encourage them to connect to the positive, motivating factors that go along with helping others.

12:00 – 1:00 pm



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! Engage participants in the planning/problem-solving process.
- Talk informally about what people enjoy doing outside of these sessions and use the time to get to know one another. Demonstrate acceptance and respect, normalizing the reality that nobody is perfect in our habits and routines while reinforcing (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 include some fresh flowers from your garden or a unique centrepiece to make the table memorable.

1:00-1:30 pm

PERSONAL ACTION PLANS

- Invite participants to look at the Stepping Stones Model on the floor. Ask them to look at the cloud/sun in the model. Remind them that this represents their preferred future. On this model and in their posters/collages, this is a broad statement of how they would like to be living their life in the future. It captures elements that are important to them. It's a vision that evolves and changes

over time. Like a North Star, it guides them as they head towards the life they'd like to have.

- *"The stepping stones in the model represent the major actions we want and need to take to move towards our preferred future. These stepping stones are mid-range goals. They're our best guesses of how we might get to our preferred future. [Note, however, that there may be a myriad of ways to our preferred futures and these stepping stones can change as we move along.]"*
- *"The initial stepping stones (actions) are very important because they get us out there, meeting new people, learning new things and moving in a direction towards where we, for now, want to be heading. Remember from Module 1 how tough, but also how important taking that first step can be."*
- Note the distance between the stepping stones on the floor and their posters/collages. Recall that when they were making their posters/collages, they were asked to place the stones according to the amount of time it would take to complete each stone. Note the distance between the stones. Are they near or far apart? Would they need more, smaller stones, to build a bridge between the larger stones? These smaller stones can be considered short-term goals. Short-term goals are pieces of action you can take right now. Like those wooden dolls that fit together, the short-term goals fit into the mid-term goal and the mid-term goals fit into the preferred future vision.
- Being able to take meaningful action right away is key to gaining momentum. They don't need to wait until the

end of this course to take action. And just like the laws of physics (and coaches of sports teams!) testify, if you grind to a halt, you tend to stay put. Many people come to a full stop, waiting for something or someone to arrive, waiting for recognition, for the perfect situation to appear — none of this will result in movement towards your goals; but time will pass by just the same.

- Recall that in Module 1, we each worked towards one goal – this was, for some of us, a short-term goal. We had created an Action Plan for this short-term goal. For this action plan, we considered our motivators, sources of support, skills and strategies we might need (Recall some of the activities that helped them identify skills and gave them strategies – e.g. STAR, Momentum Constellation, the Bounce Back Challenge) to support them in moving towards their goal.
- In this Module, they are invited to take their first stepping stone – the one that in their view is the right place to start. For it, they're asked to develop an action plan to work towards it. This will likely mean breaking it down into smaller steps and so, depending on how big the distance is to that stepping stone, they may need a few smaller steps – each with their own action plans.
- Ask participants to turn to pages 40-41 in their Participant Workbook. Walk them through the Action Plan Template. Note that this template is similar to the one they used in Module 1. It is a working document that will evolve and grow as they progress with their goals. Note that it is their own road map to help them plan

their journey and support them in staying on track as they move along to their desired destination.

- Point out that they'll have a chance to share our action plans later this afternoon. Invite them to look at the first left-hand column ("Steps"). Ask them to begin by jotting down a few steps in pencil towards their first step (goal). Action plans are living documents tweaked as we move from step to step, so using pencil allows them to make changes effortlessly. They might not get the entire action plan done now (that would be AMAZING!) –invite them to get down the main elements.



ONLINE DELIVERY IDEA:

Screen share the Action Plan template while describing it. You want to ensure that each participant has a copy of their action plan to refer to throughout the next week of the program. Doing it in pencil reminds them that the plans can change and be refined.

1:30 –2:00 pm

THE SPIN CYCLE

- "Taking the first step towards a goal can be the most difficult, the second is the most difficult after that and so on until we've built up some momentum."
- "There are many things that can get in our way and prevent us from taking the first step – including ourselves."

- "One issue that many of us may have as we move forward with our goals is to keep our momentum up after the course has finished."
- On the Stepping Stones model, take part of the river and create a u-shaped bend 
- Let participants know that this is called an oxbow. Ask if anyone knows how an oxbow in a river is formed.
- An oxbow lake is a U-shaped body of water that forms when a wide meander from the main stem of a river is cut off, creating a free-standing body of water. In Australia, it's called a billabong – a body of water that gets cut off and forms a stagnant pool.
- It's an interesting image and metaphor for what sometimes happens when trying to take action toward our goal and get stuck. Sometimes, we find ways to cut ourselves off from the river's flow.
- Ask participants if, when faced with taking on a new task, they have ever found themselves saying things like:
    - It doesn't have to get done today; I'll do it tomorrow;
    - I don't have the right XXX to get it done right now, so it will need to wait;
    - It's too much. I can't do it;
    - I wouldn't be able to do it anyway;
    - I can't because X,Y,Z
- *"This is the thinking of the Spin Cycle. Instead of allowing us to keep flowing upriver, these thoughts get us spinning in one spot, preventing us from flowing and*

being on course. These kinds of Spin Cycle thoughts often lead to Spin Cycle behaviours:

  - Taking a nap, even though you're not really that tired.
  - Spending time with friends, even though you have something due tomorrow.
  - Getting into old habits like drinking too much with friends you've been trying to avoid because they're bad news.
  - Coming home late, even though you need to get up early."

- These avoidance thoughts and actions will, like the oxbow, keep you from moving forward along the river.
- Invite participants to get into groups of 3 or 4.
- In their groups, ask them to think of things they say, think or do to avoid undertaking a task.
- Ask that one participant act as a scribe for the group. Have each draw a line down the centre of a piece of flipchart paper. On one side of flipchart paper, they write down the groups' responses (all the Spin Cycle thoughts and actions).
- Once they have these down, ask the groups to look at the list and for everything they do or say, have them come up with an alternative that would push them forward rather than keep them blocked. E.g. I don't have what I need right now (to) I'll go and get what I need. I can't do it (to) I'll try.
- Invite each group will report back to the larger group.

- If a group doesn't come up with a substitute for what they could say, think, or do, have the larger group brainstorm an alternative.
- As a group, work through a few examples on the continuum of change. What would happen if they went with the Spin Cycle thinking/actions? What about if they went with the positive alternatives?



ONLINE DELIVERY IDEA:

This is a good breakout room activity if using Zoom. When the groups return, ask the group's recorder to type their "from-to" statements into the chat.

DEBRIEF

- Ask participants if they had difficulty imagining what they would say or do to avoid a task or get started on a goal.
- Were they surprised by some of their behaviours and thinking? Did they find common habits that several of them shared? Were there any unique to them? Make the point that many of us share common tendencies and can support each other in breaking these if we want.
- Ask them to turn to page 42 in their Participant Workbook and write down on one side the things they think or do to avoid starting on a task or goal. Then, on the other side of the page, write down things they can do when they have these avoidance thoughts or actions to help them move past them.
- Emphasize that shifting from Spin Cycle thinking and behaving requires awareness and intent. *"First, it's*

important to be aware of the thinking and actions that are getting in our way. However, you also have to have the intent to move forward positively. Nobody can force you to make changes you aren't ready to make – but when you are ready, or even getting close to being ready, we can help each other. One important step is preparing alternatives to common avoidance strategies so that you have strategies to try when you are ready. Awareness, intention and strategies are a powerful combination that can help you make the change."

- Invite participants to look at their action plans and consider if they need or want to address any spin cycle thinking or behaviours as part of any of the steps in their action plans.

2:00-2:15 pm



BREAK

2:15-2:45 pm

SHARING OF PLANS

- Invite participants to volunteer to share part of their action plans with the larger group.
- Invite positive comments and questions. Take time if appropriate to review norms prior to the presentations.

DEBRIEF

- Thank the group for sharing their action plans.
- Remind them that their action plans are a living document and that they will want to revisit them occasionally.
- Make the connection between their personal action plans and planning to undertake a group activity/community project. Let participants know that next week, they will be working on an action plan for the community project they choose to work on. This will not replace their personal action plan. Rather, it will be an opportunity to practice many of the skills, strategies and approaches that will help them achieve their own plans. In Week 4, we will return to our personal action plans – adjusting them to consider what we learned during the community project.

2:45-3:00 pm

END OF DAY/WEEK CHECK-IN

- Close the week with a Sharing Circle (this was done in Module 1). Standing or sitting in a circle, invite each participant to share one thing about this past week's session 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 like it moved them closer to their preferred future… anything 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 them to take the weekend to think about their personal action plans. Think about points at which to build in rewards where they know that they will need a motivation boost. Think about where an action will need to be broken down more to make it more manageable.
- Let them know there will be time to work on their action plans throughout the module.
- Also, invite them to think about their group project. Ask them to look around their community as they go about their weekends. Is there a small action that this group could take to help the community? Observe your community through a different lens. Instead of just moving through your weekend with your community in the background, try to put on a new set of glasses and see your community with fresh and inquiring eyes.

What needs do you see around you? What needs do you have yourself that others in the community might share? What do you see that feels wrong, frustrating or sad that – with a little effort – could be made a bit better? Perhaps even more importantly, what assets do you see in your community? What are the gems in your community? What do you see that makes you smile and feel good? What opportunities do you see? Note that we'll be spending time next week thinking more about our community and how we might build on the strengths and assets already here to better meet the needs.

- 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: I/WE CAN – MY PLAN; OUR PLAN



KEY THEMES OF WEEK 1

- Scratch the surface of needs – both personal needs associated with one's own action plan and the needs that exist in their community
- Identify a community project that is realistic, needs-driven, assets-driven, compelling and meaningful to the group
- Mirror and expand their personal action planning and preparation process by extending it to a collective community project

WEEK 2: DAY 1 – IDENTIFYING AND ADDRESSING NEEDS; IDENTIFYING AND CAPITALIZING ON ASSETS

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 "I CAN" to put up on the wall (see Appendix A in the In Motion Facilitator Guide) 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 am



ICEBREAKER: MINDFULNESS MEDITATION

- Note that they left last week with the beginning of their personal action plan to move to their preferred future. Note that they were asked to think about their plan over the weekend. They were also asked to look at their community with fresh eyes, trying to see its assets, opportunities, and needs. This week focused on assets – both their own assets and their community's – and how these assets can be mobilized to create positive motion and change.
- Make the point that there are all kinds of research about the value of mindfulness—taking time away from running around and busily doing things, from TV and devices, and from daily chores to be silent, reflective, and focused totally on being healthy and positive. Note that we're going to start the day with a little warm-up that's about just that: feeling focused, relaxed, and positive to set the tone for the week.

NOTE TO FACILITATOR: Below you'll see a suggested script for this brief meditation. It is just a guide – one that you are welcome to adapt, add to, edit or change in whatever way makes sense to you and your group.

There are also other meditations available online. One such resource is the Honest Guys who have a wide assortment of recorded meditations on their YouTube

- Note that we're suggesting that the first day (or the second in the case of Week 4) of the next weeks start with a brief meditation to promote mindfulness, stress reduction and positive priming for the week ahead. We acknowledge that some are more comfortable with meditation than others and we encourage you to be sensitive to this. This does not have to be a heavy, serious activity – it is simply a chance for quiet reflection and setting a positive tone for the week.
- Suggested script:

"Get comfortable. You may want to sit on a chair or the floor or lie down (provide blankets/towels for those who choose this). Whatever you choose, make sure you're physically comfortable in terms of the position of your body and in terms of temperature (grab a sweater or blanket if you're cold). If you're OK with it, close your eyes. It's not a requirement, but it can really make it easier to focus. Start with a check in on how you're feeling physically. Without any judgement or trying to think about solving it, just scan your body. Are there any parts that feel tight, sore or uncomfortable? If a slight adjustment of your position will help, go ahead and do that. Otherwise, just notice and acknowledge how your body feels this morning."

"Now notice your breathing. Don't try to change it, just notice it. As you breathe in, be aware of filling your lungs with fresh air. As you breathe out, be aware of letting go of not only your breath, but also any stress, worries or thoughts that are filling your head. Be aware of how, with each breath, healthy fresh air is coming in and with each breath out, everything negative is leaving your mind and body. Take time to savour your breathing."

"Let your mind turn to this week and the opportunity that lies ahead. Imagine you're at the end of the week and, looking back, it has been an incredible week. You've had fun, you've learned, you've contributed – you've done everything you hoped to and more. You feel amazing – proud, full of energy and happy."

"Think back over your week. What went especially well? What did you like most about the week? What makes you feel most proud? Take some time to imagine what success would really look like for this coming week."

"Now come back to this morning. You, more than anyone else, can create the successes you want and imagined. Is there an intention you want to set for this week – something in particular you want to do, try, achieve, experience or feel? It may be an intention to get to know someone better, to try something you've never tried before, to take a little risk, to share a gift you know you have but have kept hidden, to say something nice to someone every day, to consciously appreciate small kindnesses or good things that happen…the possibilities are endless. Consider setting an intention for yourself this week that feels right for you."

"Stay with your intention for a few moments. As you do, return to your breathing. Become aware once again of your deep breaths, bringing in clean air and letting out the old. Come back to your body. Be aware of how it feels now. Is it any different from how it felt a few minutes ago? Take a few moments to just be."

"When you're ready, very gradually and at your own pace, move your fingers, toes, hands and feet. Move your head and shoulders. When you're ready, open your eyes and come back to the group."

- Invite comments and observations. Ask whether this short warm up activity had any noticeable impact on anyone. People may say that they found the activity a bit uncomfortable or unusual. Others may say that they find themselves now feeling more relaxed, less tense or more focused.
- Invite participants to reflect on their intentions. Were they able to think of an intention for the week? Invite anyone who set an intention to share it if they would like to do so. Acknowledge those who do – both for their intent and for their courage to share.

9:45-10:30

MENTAL TWISTER CHECK-IN

- Even though everyone is focused and relaxed now after the warm-up, ask if anyone is feeling distracted by a challenge today and if anyone would like to see if the group could help move them one step closer to resolving it.
- Recall the norms. Reinforce the importance of giving your best to your peers – listening to their issues and sharing your very best ideas...and for those bringing issues to hear ideas, even if you don't feel like they're the right solution for you.



NOTE TO FACILITATOR: With a strong focus on assets and building on these to pursue opportunity, take this week to introduce some solution-focused strategies to the mental twister activity. These strategies tackle issues more from the perspective of strength – looking at what's working or could work – rather than from the perspective of a deficit – what's not working. Below you'll find some solution-focused strategies. Introduce them as appropriate to help participants move a step closer to solutions. As you do so, take the opportunity to grab a "teachable moment" and share the strategy with participants so they can also use it themselves in the future.

- **Coping Strategies in Other Situations**: Has the participant ever faced and overcome some similar challenge in the past? Puts the problem in perspective by exploring times in the participant's life experience where they have faced a similar challenge and overcome it. Seek to identify the strengths and skills and resources they used in the past with a view to how they may be channelled into the current situation. For example: *"Have you ever faced anything like this in the past that you managed to cope with? What other situations have challenged you in any way similar to this? What did you do then?"*
- **Exception Finder Questions:** Are there times or moments when a problem is not so overwhelming? Ask participants if there are times, even moments, in a current situation where the outlook was not so bleak and negative. In these moments when the outlook was not so bleak, there may be "positive cracks" (exceptions) in which strengths can be recognized. Emphasize with

participants that they can find these exceptional times using questions like:

  - *"Is there any time in what you are facing when it doesn't feel so hopeless? Is there any time that you feel you are getting it? Enjoying it?"*

- **Description of Between Session Changes:** If an issue is ongoing over time, focus on the incremental (or big) positive changes. It's easy to get down when the entire issue is not solved. It's important to recognize and build on any progress. Ask: *"What has happened since we last met that moved you even a little bit toward your goal?"* Make the assumption that something good has happened in the participant's situation from when you last saw them until now and explore that. For example, even if a participant feels stuck, they have been sufficiently motivated to come and try to problem-solve the situation at this next session;
- **Miracle Question**: Change perspectives from looking to the past to looking to the future. Ask a participant to imagine that they have succeeded in achieving their goal ("the miracle"). Have them look back at what had to happen for success to occur. A shift in focus can sometimes reveal hidden strengths and strategies and point to new pathways that could be tried. For example: "Imagine for a moment that all these difficulties are behind you and you have managed to overcome each of them. You have achieved your goal – you are there. Imagine it in your mind's eye." Once there, continue, for example, *"Now start to look back at what steps you had to take to get to where you are now?"* This can be particularly powerful if you have the participant move

physically: *"Choose a spot in the room that represents this being resolved. Now get up and go there. Feel what it's like to be at the other end of all this, with it being worked through. Now, look back. How did you get here?"*

- Once the group has brainstormed ideas, summarize the range of options identified
- Revisit any solution-focused strategies used, emphasizing the assets in this group and the power of those assets in moving forward.
- Emphasize that in ANY situation, there are always choices that can move you one step closer to your goals. This group can help one another find those choices and actions.
- If nobody has an issue or is willing to share, proceed with the Mental Twister activity.



NOTE TO FACILITATOR: For the Mental Twister activity, recall that each colour on the spinner represents a different category. Feel free to change these to build on the theme of assets this week. For example:

- **Red** = challenges/worries – solution-focused strategies
- **Green** = change/learning – what internal asset (skill, strengths, knowledge and healthy attitudes) you are most proud of right now
- **Yellow** = supports and allies – what external asset supports and allies) you most appreciate right now
- **Blue** = blue sky thinking/hopes for the future – what assets you'd most like to be able to use this week.

- As you modify the categories represented by the colours, post on a flipchart what each colour on the spinner represents each time you use this activity.
- Invite participants to either speak to one of the colours or spin the spinner to choose randomly.
- Explain that the purpose of this activity is to have a daily check-in to see where everyone is at and to take what we share and reflect on it, if appropriate, during our day. We can acknowledge a concern someone may have, share a support/resource we found that is relevant for another in the group or congratulate someone who has capitalized on assets and learned something new. The point is to acknowledge where we are today as a group and to use our awareness of others in the group to enhance our capacity to support, encourage and nurture one another.
- After the go around acknowledge the participants' contributions and invite reflective comments as appropriate.

10:30-10:45



BREAK

10:45-12:00

THE COMMUNITY PROJECT OVERVIEW

- Remind participants that Week 2 focuses on developing a small community project that we will undertake together as a group. The project can contribute to the community we are building here in this room and/or to the larger community in which we live. While the project itself is important, its primary purpose is to help us strengthen the skills, habits, and action-planning processes that support moving our own goals forward.
- Remind participants of the project parameters:
  - The project must be planned during Week 2 and implemented during Week 3 (within four days).
  - It must be a project that the group can agree on and commit to together.
  - Everyone must have an opportunity to contribute in a meaningful way.
  - The project has no start-up funding unless the group chooses to raise the funds as part of the project.
- Say: For many of us, planning and carrying out a community project may be a brand-new experience. At the same time, each of us brings strengths, skills, experiences, and ideas that can help the group succeed. The Momentum activities that follow are designed to help us create a realistic project that builds on our strengths, supports our learning, and has a strong

likelihood of success. Along the way, we'll practice many of the same skills we use to move our own plans and goals forward.

MAPPING OUR NEEDS AND ASSETS

- Recall the two “lenses” participants were asked to use this weekend while in their community. They were asked to look for needs – what unmet needs do they see around them in their community? They were also asked to look for assets – what strengths and potential do they see that might suggest opportunity in their community?
- Before we discuss the needs and assets they saw in their community, we want to put on these same glasses and look at ourselves.
- Ask participants to return to their preferred futures, stepping stones and action plans. Give them time to revisit their future plans and, with the benefit of having had the weekend to ponder them, make any changes, tweaks or improvements to any elements. There may be some new aspect that they want to capture in their preferred future that they hadn’t thought of earlier. There may be a new stepping stone or a movement of stepping stones. They may want to revise their action plan in some way. Give participants time to make any changes they wish.
- Put on a pair of glasses (ideally, distinct ones – possibly brightly coloured or oddly shaped). Encourage participants to imagine they, too, are putting on glasses, which makes them see their needs more clearly than ever before. Have them look at their preferred futures,

stepping stones and action plans. Some stepping stones or action steps may be easy. Others may be more difficult but still feel doable. Some may feel impossible unless they could address a current need – unless they learned something new, had different strategies or shifted attitudes. Chances are many in the group may in fact share common needs. Give some examples:

Finances are often a challenge. With limited money, goals are often harder to accomplish. Learning how to budget and manage whatever resources you have may be a need for some.

- For others, it may be maintaining healthy relationships, taking better care of yourself physically or managing stress.
- As a group, brainstorm the needs they anticipate as they tackle their action plans and work toward their preferred futures. Record their needs on a flipchart.
- Note that as we work through this week and next, we'll focus on as many of these needs as possible and work on them collectively. For those that are shared by all, we'll find strategies and resources to share. For those where some struggle and others don't, it will be a chance for those with strengths in the area to teach and support those with needs...and no doubt as we shift to other needs, those recipients of help will become the helpers.



ONLINE DELIVERY IDEA:

Use whiteboard or a Google Slide to brainstorm needs.

NOTE TO FACILITATOR: See Appendix C for links/resources related to needs that we anticipate might be identified by participants. We encourage you to use these and work with participants to find additional resources locally to help each other.

- Now, change your glasses, putting on a new pair that look quite different. Note how different everyone looks now that you have them on!
- Suggest that participants imagine that they, too, are changing their glasses now, and these new ones allow us all to see assets more clearly.
- Ask each participant to reflect on their preferred future, stepping stones, and action plans again, this time examining them through the lens of what assets they bring to their journey.
- As they reflect on their path from here to their preferred future, what stands out as the most important and valuable assets they bring stands out to them. It might be a skill, knowledge, connection, positive attitude or personality trait. Participants may want to reflect on past activities focused on their strengths from Module 1 and this Module so far.
- Have participants take a piece of flipchart paper and write their names on it. On the sheet, have them write the top 3 assets they're bringing to their preferred future journey. They can use markers or anything else that personalizes their flipchart.
- Create an Assets Gallery, hanging all the flipchart sheets. Then, invite all participants to do a Gallery tour..., but as

they tour, their task is to add one additional asset to each flipchart based on what they know about their co-participants. Again, it can be a skill they've observed, an attitude they appreciate, some knowledge they know that person has – anything that stands out to them as an asset that will help the person reach their preferred future.

- Once the Gallery tour is complete and all participants have added at least one asset to each other's flipcharts, take a moment to take them all in as a group. Celebrate the diversity and wealth of assets. Encourage participants to take their assets in – to open themselves up to accepting that they are strong and have these assets. Others in the group have observed them – people who have spent time with them and observed these assets in real life. This is not just about people being nice to one another; it is about authentic, honest feedback and recognition of each other's assets. It's about challenging ourselves to truly see another person for the assets they bring to our community in this classroom.
- Invite comments. How does it feel to see their assets up there on the wall? How did it feel to give each other the gift of honest feedback based on observation? How did it feel to receive these gifts from others?
- Note that *"These assets don't go away; we will carry them with us always – beyond this course and throughout our lives."*
- Note that tomorrow, participants will be welcome to have their flipcharts – to keep them as a reminder of

their own capacity. Tonight, however, we're going to leave them up in the Gallery so we can appreciate for the rest of the day the beauty and power of this group.



ONLINE DELIVERY IDEA:

Using a whiteboard tool in Zoom or Miro, you could assign each participant a colour of sticky note (n.b., Zoom has 8 colour options and Miro has 12) and invite them to use a sticky note to record their assets for all to see. After the participants have all added their "sticky note" assets. You can then invite the group members to choose the sticky note colour of a participant and share an asset they see in that participant, as described above. They use the same sticky note colour as the participant was assigned to record the assets they see in that group member. This will create an asset gallery you can refer to throughout the module. You can also give the participants time to record all the assets personally attributed to them on a piece of paper or send it to them via email.



NOTE TO FACILITATOR: Between now and tomorrow, find time to consolidate all the assets noted across all flipcharts to create a mapping of the collective group's assets. Do this by listing all the assets identified for each individual. Each time an asset is repeated for more than one individual, put a check beside it. Once you have a full list and can see how many group members have each asset, create a big wall poster (you can put several flipcharts together). Write "Our Group's Assets" or some similar title and write down all the assets that appear across all the individual flipcharts. If an asset is held by more than one person, write it bigger – the more people have it, the bigger it should appear so that, in the end, the group can look at the wall and, at a glance, see their collective assets and

relative strengths. Try to have this up on the wall to greet participants tomorrow morning.

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.
- Let participants know that they can run errands or simply take time to be by themselves at lunch. Explain that for the most part you'll be in the room having your own lunch and would welcome their company, but that like them you may need to do something at this time as well. Let them know that they are welcome to stay in the room to have their lunch.
- Note that while they're welcome to join you or stay in the room for lunch any day, they're especially invited to stick around for a group lunch during the last session of each week.

1:00-2:00

MAPPING COMMUNITY NEEDS AND ASSETS

- Begin with an Icebreaker that gets at the notion of community and the various ways we find common ground in forming communities. Here are two options from which to choose – you may also have your own favourites that you prefer:
- Have everyone get in groups of three and stand in a circle. Tell them that their assignment for the next two minutes is to find five distinctive things they have in common. The three things cannot be obvious (e.g. all are female). Common items might include all being born in the same town, having 3 siblings, and sharing the same favourite food or colour. Have the first group that finishes sit down until all are sitting. When the two minutes are up, invite each group to share what they found they have in common.

OR

- Think of five or six different animals that make distinct animal sounds such as: cat, dog, snake, monkey, cow, pig, etc. Give each participant a piece of paper with one of the animal names so that there are 2 participants for each animal. Have them find each other by making that animal sound. For example, all the dogs would find each other by barking.



ONLINE DELIVERY IDEA:

This can also be done in breakout rooms such as those on Zoom.

- Invite comments. Note that "We come together to form communities for all kinds of reasons. Sometimes, we identify with a particular community based on language, race or the region we're from. Sometimes our communities are formed around common experience or interest – a group that does a sport together, works to support a particular cause. Sometimes communities are based on where we live right now – our neighbourhood."
    - Brainstorm different kinds of communities to which participants belong or about which they know. Participants may suggest:
    - Their geographical neighbourhoods
    - Teams or clubs they belong to
    - Ethnic/language groups
    - Social assistance recipients – they may recognize that they are part of a community of people who, for whatever reason, are currently in receipt of social assistance and, by virtue of this, share something in common right now
    - This group – again, there is a shared commitment/desire in the group to work on moving positively toward a preferred future
- Explore the ways a community can become a community:
    - A sense of shared experience/reality
    - Having characteristics or qualities in common

- Living/working/learning in the same place at the same time
- Note, "Some communities stay with us our whole lives (e.g. our ethnic or religious community may remain stable), whereas others may only be part of our lives for a limited time (e.g. being on a sports team)."



ONLINE DELIVERY IDEAS:

Brainstorm on a whiteboard using Zoom or Miro. You can also use Google Slides to collect ideas.

- Encourage participants to bring this broad understanding of community into this subsequent discussion.
- Recall that *"Last week, you were asked to begin to think about your group project. As they went about their weekends, they were encouraged to look around their community to explore what kind of action this group might take to help the community. Just as you just examined your action plan through two lenses – needs and assets – you were asked to observe your community (however you defined that) from these two perspectives. You were asked to put on two new sets of glasses and see your community with fresh and inquiring eyes."* In plenary, have a discussion about the needs participants saw. What did they see that felt wrong, frustrating or sad that – with a little effort – could be made a bit better? Brainstorm needs together. Encourage diversity and creativity in the brainstorm – take time to explore a wide range of needs. There is no need for this initial list to be

too small or too big. Record all ideas on flipchart and post needs on the wall. Examples may include:

  - There is no safe and clean place for children to play outside in our neighbourhood;
  - There are people living in poverty and they don't have enough to eat – especially the last week of the month;
  - People with mental health or addiction problems can't get the help they need when they need it;
  - Seniors living at the local residence are isolated and lonely;
  - There are no inexpensive places to buy decent clothes or to get a haircut.

- Now turn to the assets participants saw in their community. *"What are the gems in the community? What did you see that made you smile and feel good? What untapped potential did you see – or do you see now that we've talked more fully about needs?"* Again, brainstorm, encouraging diversity and creativity. As before, no asset is too big or too small – all ideas are valuable at this stage. Examples may include:
  - There are seniors who have all kinds of skills and wisdom living in a building in the heart of our community;
  - There are lots of people in the community who do not live in poverty and probably would be more than happy to donate food or clothing if there was an easy way to do so;
  - There is a community hall that is empty all week;

- There is a retired barber living in the seniors' residence;
- There are successful businesses that might want to support a good cause;
- There is a park that has just been left to go to seed, and with a good clean-up, it could be a great place for kids to play.
- Note that next week will be devoted to actually doing a community project that capitalizes on community assets (including this group's assets) to address a community need.



ONLINE DELIVERY IDEAS:

You can use a whiteboard tool or share a Google slide that can be shared with participants. They will need it when they begin action planning for their community project.

1:45-2:00



BREAK

2:00-3:00

BOUNCE BACK CHALLENGE REVISITED

- Note that tomorrow, the group will be zeroing in on a project that meets a real need in the community and builds on both community assets and the assets of this group. Note that people will no doubt have different ideas about what the ideal project would be – some may like one project while others will want another. Our challenge will be finding a project that speaks to everyone – knowing that it likely will speak to some more than others – and uses everyone's assets in some way.
- Make the point that there are many possible ways to combine what we care about and the assets we bring together—there is no one project that is likely THE project. Instead, there are many possible things we could do that would be meaningful and impactful, use our skills, and be a great learning experience.
- To reinforce this point, invite participants to turn to page 25 in their Workbook. Ask them to reflect on their values (recall their Personal Profile on pages 27) and their skills/strengths (refer them to page 24). As they think about undertaking a community project next week, ask participants to individually think about one value and one skill they'd love to contribute to the project. What is one value they would like to be able to express in the project? What is one skill they'd love to be able to use as they implement the project? Have them write down their one value and one skill on a piece of paper.
- Divide participants into groups of 4-5 and ask each participant to move into their group, bringing along their value and skill.

- Tell groups they should begin by having each participant read their value and skill aloud. Then, they have to find a way to combine all these values and skills to create something that is needed by their community (a project they could undertake).
- Recall the Bounce Back Challenge they completed in Module 1. Have participants remember and share some of the products/services they came up with when they were challenged to put together their skills. Reinforce that this activity is not about choosing the community project the whole group will undertake next week – although they may come up with some new and creative ideas to add to their list of possibilities. Instead, this is about seeing how different values and skills can be put together in different ways so that everyone in a group can see themselves and feel excited about a collective project.
- Emphasize that participants will have 20 minutes to decide on the focus of their project. In that time, they also have to prepare a one-minute presentation that describes their idea, highlights the benefits, shows how their values and skills are expressed, and communicates their excitement about it. Give each group a flipchart paper to capture the main ideas for their presentation.



NOTE TO FACILITATOR: Circulate around the groups and help them to think creatively and ensure all participants are equally heard and reflected in their chosen project.

- Invite each group to present their project. Celebrate the creativity and diversity.

DEBRIEF

- Invite participants to reflect on a group's capacity to collaborate and find common ground. Have them think about the contributions of each individual that allowed that to happen.
- Ask participants what they did that helped them to find common ground and agree on a project. Examples may include:
    - Problem-solving
    - Teamwork
    - Good communication
    - Flexibility
    - Creativity
    - Persistence
    - Humour
    - Compromise
    - Negotiation
- Refer to the list of positive coping skills, attitudes and strategies on pages 45-46 of their Guide. Ask each participant to circle all 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. This was a much more complex challenge than the first Bounce Back Challenge they did

in Module 1 as, this time, they needed to manage both values and skills – and needed to consider community needs and assets. It was also more complex as, even though they were not choosing their real project for next week, there is more immediacy and more at stake as they know they will be making that choice tomorrow.



ONLINE DELIVERY IDEA:

This can be done in a similar way using breakout rooms in Zoom. When they come back together in plenary, you can invite them to talk about and post in the chat the positive coping skills they used in making their choices.

END OF DAY CHECK-IN

- Acknowledge participants' contributions in this last activity and throughout the day. Celebrate their willingness to jump in and the gifts they are giving to themselves and 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.

WEEK 2: DAY 2 – IDENTIFYING OUR COLLECTIVE VISION AND COMMUNITY PROJECT

8:30-9:15



WELCOME

MORNING ROUTINE**

- Make sure you and the room are ready to welcome participants by 8:30 am. Choose quotes that speak to the week's themes of "I CAN" to put up on the wall (see Appendix A in the In Motion Facilitator Guide) and make the room as warm, relaxed and inviting as you can. Welcome participants as they arrive. Greet participants, perhaps recalling something from yesterday's session. 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. 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 community project informally.

9:15-9:45 am

ICEBREAKER: BAG TIE BLITZ



- Draw participants' attention to the **Group Assets Map** on the wall. Note that it is a summary of all their individual assets. Make the point that this collective Assets Map shows them at a glance the incredible composite of assets we have in this room. Point out the assets written in larger font – these are assets that many individuals in the room share. Recognize the power held in this map!



NOTE TO FACILITATOR: If you have the wall space leave the individual participant Asset Maps up, but if not collect them and let participants know that you will be coming back to their personal maps in Week 4. Their personal map is on page 47 of the Participant Workbook.



ONLINE DELIVERY IDEAS:

Keep copies of both the personal asset map of each group member and the group assets map that you created to refer to and share them throughout the remaining program weeks. Ask participants to take pictures of their personal asset map and send them to you electronically.

- Note that, over the next weeks, this group will be actively collaborating so that each individual is supported to bring their very best and, collectively, we can achieve something meaningful and important together.
- Emphasize that, along the way, "*You'll likely have to get creative about working together to achieve a common*

goal or task. This activity will be a little warm-up to that collaboration."

- Get participants into teams of two and have them sit together. Collectively, all pairs should form a large circle. Have one die. Explain that one person from each pair will roll the die. The object is to roll a six. If the first team that rolls the die does not get a six, then the die is passed to the next team, and so on. The die keeps going around the circle until one team has rolled a six. Once a team has rolled a six, their task is to go to the centre of the circle and to tie a knot in as many plastic bags (or reuseable bags) as they can. However, the trick is that each partner can only use one hand (the other hand must stay behind their back). As that team starts to tie bags, the die continues to be passed around the circle until the next team rolls a six. Once this happens, the team that rolls the six shouts, "Stop!" The team in the centre must stop and leave the bag they were working on but take the ones they successfully tied into a knot. The team that just rolled a six goes into the centre of the circle and begins to tie knots. The cycle is repeated, with the team rolling a six, signalling the end of the centre team's time to tie knots and the team that rolled the six replacing them in the centre and trying to tie as many bags with knots as they can until the next team rolls a six. The team with the most tied bags in the end wins!
- Invite comments and observations. Note that *"This fun activity highlights some of the joys and frustrations of working under pressure in a team."* Reinforce that teamwork is one of the most essential skills for work and life – and that they have developed some exceptional

teamwork skills over these past weeks working together in Module 1 and 2. These will be used and extended a lot over the coming weeks.



NOTE TO FACILITATOR: This is a physically demanding game that some people with limitations might find challenging to play. If this is the case for some people in your group, rather than getting on the floor to tie bags, they can start to draw a picture – each team having to stop once the next pair rolls a six. The pair that has the most complete picture wins. The key is to have a game that gets at the theme of cooperation.



ONLINE DELIVERY IDEA:

This exercise may not be doable online. You can introduce an activity with the same objective: working creatively and collaboratively as a team to reach a common goal (such as solving a puzzle). You can do games like Pictionary or Charades online using video conferencing tools with similar themes.

- Explore what helps and hinders the capacity of a group to work well and collaboratively. Return to the group's norms and revisit whether they still hold. Are others needed? Do any need to be more concrete or specific? Do they need to discuss more what happens when/if someone doesn't respect the norms?
- Note that for the rest of this week and next week, the group is shifting from focussing primarily on themselves to working as a group to undertake a collective community project.

- *"Working in a group can be amazing, fun and rewarding, but it can also be challenging – especially if you haven't had great experiences in the past. For some, our memories of school or work might leave us feeling apprehensive about engaging in a group project. Not all groups out there are healthy – and the influence of one can shift a group in both negative and positive ways."*
- *"We want to look at how healthy groups typically work – and what we can do to promote a healthy group dynamic that will contribute to successful project completion."*
- *"Psychologist Bruce Tuckman (1965) found that small groups tend to go through the same developmental sequence no matter what the project."* Briefly review the stages, inviting participants to add comments from their own experience in groups (including this one):
- *"The first stage in a group is **forming**. Team members tend to be polite and positive and excited about the project and the tasks ahead. This may have been their experience early in Module 1 – and it may be their experience again as the group contemplates taking on a new community project together."*
- *"But we don't typically stay polite forever. Eventually, most groups go through a stage of **storming**. In this stage, people tend to push boundaries, different styles and preferences emerge, and people may get frustrated if roles and tasks have not been clarified or have become unclear; if people are not completing tasks, some may not want to take on extra tasks or question*

the goals for the project." Invite participants to reflect on and recall any examples of storming in this group or other groups they have been part of.

- *"Luckily, healthy groups don't keep storming forever either! Next, a healthy group begins to norm. People start to resolve their differences, appreciate each member's strengths on the team and respect each other. Participants start to bond and develop a stronger commitment to the team's goal, and we start to see good progress. Setting and revisiting norms is one way to promote norming, but it's not the only ingredient. The attitudes, intentions and behaviours of everyone in the group will affect the whole group's capacity* ***to norm****."*
- *"And finally, a healthy group eventually moves to* ***performing****. Here, the team is working hard towards the goal. Strategies to problem solve are used. Norms are implemented. Generally, the group has found its stride and is working well together. It doesn't mean there will not still be moments of storming, but these can be overcome because the group understands and respects each other and, collectively, is committed to their common goal or task."*
- Invite comments/observations. As the group progresses through these next two weeks, there will be regular check-ins on how they think the group is progressing.
- Pass out small pieces of paper (one yellow, one red and one green for each participant). Ask: Where does the group feel they are right now? Ask for a show of hands to see how many feel:

- **Yellow**: The group is working, but just barely
- **Red**: Not working well
- **Green**: Working well



ONLINE DELIVERY IDEA:
Instead of colors, you could use hand signals when using a video conferencing tool. Working well can change from using the green card to show your thumbs up (👍); not working well could change from showing the red card to having your thumbs down ( ); the group is working but barely could be the OK hand gesture ( ).

- Explore what is working/not working. Note that anything that is not working can be the focus of this morning's check-in in a few moments.
- Emphasize that it is normal that groups go through these stages and sometimes move back and forth between the stages. The check-in is a way to find out how the group is doing and if any skills (e.g. communication skills) or strategies (e.g. solution-focused strategies, STAR, etc.) need to be worked on to help the group perform.

9:45-10:30

MENTAL TWISTER CHECK-IN

- Use this opportunity to revisit anything in the group that is not currently working—any issues that are hindering the group's ability to perform well together. Work through these collectively, returning to norms as

needed. Consider strategies, such as using a talking stick, to ensure all voices are heard.

- Reinforce that, as always, every group member is asked to listen respectfully, share their very best and seek solutions that reflect not only what they want for themselves, but what is best for the group as a whole. Discourage participants from "keeping score" concerning whose ideas get picked up and who seems to benefit more or less from solutions. Reinforce that the goal is to find win-win solutions that ensure everyone benefits at least a bit and nobody is significantly disadvantaged or left out. Working well in a group often means compromising and sharing spotlights; it means finding ways for everyone to have roles that work for them, and, sometimes, it means giving up a piece of something to get a better whole for everyone.
- Once the group has brainstormed ideas, summarize the options identified.
- Revisit any solution-focused strategies used, emphasizing the assets in this group and the power of those assets in moving forward collectively.
- Emphasize that for ANY situation, there are always choices that can move a group one step closer to where they want to be. This group can find ways through storming to find their stride and move to performing.
- Check in to see if there are any burning individual issues/challenges…and if not, proceed with the Mental Twister activity.

NOTE TO FACILITATOR: Depending on the number and complexity of group or individual issues/challenges identified and worked through, you may need to adjust timing and do a quick Mental Twister after break as an introduction to the next activity. For the Mental Twister activity, recall that each colour on the spinner represents a different category. Feel free to change these to build on the theme of assets this week. For example:

- **Red** = challenges/worries – solution-focused strategies
- **Green** = change/learning – what internal asset (skills, strengths, knowledge and healthy attitudes) you especially want to bring to the group today – or practice/improve this week
- **Yellow** = supports and allies – How you want to support other group members today – or the kind of support you could really benefit from today
- **Blue** = blue sky thinking/hopes for the future – your hopes or intent for the group this week

As you modify the categories represented by the colours, make sure to post on flipchart what each colour on the spinner represents each time you use this activity.

- Invite participants to either speak to one of the colours or give the spinner a spin to choose randomly.
- Explain that the purpose of this activity is to have a daily check-in to see where everyone is at and to take what we share with each other and reflect on it, if appropriate during our day. We can acknowledge a concern someone may have, share a support/resource we found

that is relevant for another in the group or congratulate someone who has capitalized on assets and learned something new. The point is to acknowledge where we are at today as a group and to use our awareness of others in the group to enhance our capacity to support, encourage and nurture one another.

- After the go around acknowledge the participants' contributions and invite reflective comments as appropriate.

10:30-10:45



BREAK

10:45-12:00

IDENTIFYING CRITERIA FOR A COMMUNITY PROJECT

- Recall the brainstormed needs and assets from yesterday. Refer to the group's asset map on the wall. Remember the bounce-back projects each group developed at the end of the day yesterday. Explore the kinds of community projects that might be doable. What kind of projects would respond to a community need, capitalize on assets, and be realistic enough to complete in one week?
- Work through some of the needs identified, distinguishing the characteristics of a project that might be possible. For example, it's not likely viable to

transform the mental health and addiction programming in the community in a week. Brainstorm together the characteristics of a project that would be doable for this group in one week. Examples of criteria might include:

  - There isn't too much research involved to get going;
  - There won't be a lot of costs involved in implementing it;
  - It doesn't need major equipment or vehicles unless we already have a source in mind;
  - It's something we can do mostly ourselves, without having to spend a lot of time building partnerships and getting a lot of other groups involved.

- Brainstorm a few examples in plenary, and then give participants time to write down at least 3 criteria they think will be important to ensure the project's realistic outcome.
- After a few minutes, ask participants to join into small groups. Each individual will share their top 3 criteria. The small group will endeavour to put their criteria together, combining ones that get at the same idea and ending up with no more than 5 criteria they agree are critical to ensure our project is doable and realistic given our time, resources and assets. They will write these on sticky notes (one per note) and put them on the wall.
- As groups put their sticky notes up, encourage them to group ideas. If, for example, one of their ideas is the same or very similar to another group's idea, then they should put those sticky notes together.

- Take a step back from the wall and explore as a group what themes emerge. Do ideas naturally cluster around a few important criteria that everyone can agree to? Work together, grouping and organizing the sticky notes until you have a common list of criteria that everyone agrees to.
- Now, turn to looking at project criteria from another perspective. We want this project to be achievable and realistic…but we also want it to be meaningful and make a difference for each of us as individuals, our group and our community. Brainstorm together a few characteristics the project would need for this to happen. Examples might include:
    - It reflects at least one value that is important to each team member;
    - It allows every participant to play a role and contribute to the group's success in some way;
    - It responds to a real need we can all see in our community;
    - It uses our group's assets well;
    - It will challenge us to stretch and try new things;
    - It is something we'll feel proud of once we've done it.
- After brainstorming two or three examples, ask participants to repeat the same process. (Work individually to identify 3 criteria and then join a small group to put their ideas together, identify common ground and agree on up to 5 criteria. These each go on a sticky note that is put up on the wall and then, in plenary, the sticky notes are grouped around common themes to identify a final list of criteria that all agree will

ensure the community project ends up being something meaningful, fun and impactful.)

- In the end, you will have on the wall a list of all the criteria that everyone agrees to (including both criteria that would make the project realistic and doable AND criteria that would make it meaningful and impactful).
- Before breaking for lunch, return to the links between participants doing a community project and their own action plan to move to their preferred futures.
- Explore together all the ways that doing a meaningful community project could actually help them individually as they work toward their own preferred futures. Examples of benefits include:
    - It is an opportunity to practice skills that they will need to use to achieve their own action plans;
    - It is a chance to meet people and build their networks;
    - It is a great achievement to add to their resume;
    - It is a practice run – a chance to experience actually implementing the steps of an action plan before trying to implement their own;
    - It is a pride experience – remember dependable strengths and all the assets that come out of pride experiences;
    - It is a chance to engage and be part of their community – one never knows what opportunities can come from that!
- Give participants time individually to turn to page 48 and reflect on the benefits they personally hope to get from contributing to our community project.

- Thank participants for their amazing work this morning and express your shared excitement about choosing a project this afternoon.



NOTE TO FACILITATOR: It is important that the group come to consensus on the criteria. The project: 1) must be doable for the group within one week and with available resources and 2) achievable and meaningful. Also, you may be considering 3) project delivery format – is it something you are able to do as a group face to face or will you do an online project?



ONLINE DELIVERY IDEA:

For this activity, you could use the breakout rooms in a tool like Zoom. You can also help participants use a tool like Miro, Google Slides, or the on-board whiteboard in Zoom to put their sticky notes up. They can also work in breakout rooms showing each other handwritten notes of their priority criteria and project characteristics.

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 they can run errands or take time to be by themselves at lunch. Explain that, for the most part, you'll be in the room having your lunch and would welcome their company, but that, like them, you

may need to do something at this time as well. Let them know they are welcome to stay in the room for lunch.

- Remind participants that on Thursday, they're invited to join you and others for a group lunch.

1:00-2:00

COMMUNITY WALK-ABOUT

- Note: *"Sometimes, it's helpful to change perspectives and shake up thinking a bit. Last weekend, they were asked to look at their community with fresh eyes to see both needs and assets."*
- *"Since then, we've done a lot of thinking and talking about their community. We've tried to scratch the surface to explore the needs and assets they identified – and we've explored the assets we as a group have to offer. We've identified a shared set of criteria we want to be sure are considered when choosing a community project. We are not the same people we were when we set off last weekend – we are much further along in our self-awareness and community awareness."*
- Invite the group to join you in getting outside for half an hour or so. The purpose of the walk-about will be to take in their community again, but this time with the benefit of all the thinking, discussing and reflecting they've done these past two days.
- Note that "*It's not necessarily actually to see where their community project will be focused – but rather it's a*

chance for the whole group to clear their heads and be together in the community they want to help."

- As the group walks together, encourage them to share impressions and observations. Talk about what you see, your feelings, and the ideas that might be percolating in people's minds and hearts.
- When you get back to the room, give participants time to reflect individually. Refer them to page 49 and encourage them to think about and answer the reflective questions about their walk-about.
- Invite participants to share in groups of three any parts of their answers they'd like to discuss.
- Come back to the plenary and invite comments, observations and ideas.



ONLINE DELIVERY IDEA:

If your group lives in proximity, you might be able to have them (safely distanced) meet and walk around their community. If they do not live in proximity, you could do a virtual walk through Google Maps Street View or ask them to share photos of their neighbourhood. Before the close of Week 1, when you invite them to notice the needs and assets of their community, ask them to take pictures of both the assets and the needs and either be prepared to share them or send them to you via email.

2:00-2:15



BREAK

2:15-3:00

CHOOSING OUR COMMUNITY PROJECT

- Note that "We're at the stage now where we want to begin to narrow in and choose a community project that will be ours to implement next week. Commend the group for all their work leading up to this point." Review quickly their work so far this week and how it will inform and assist them in choosing a collective project:
    - They have a good sense of their own personal assets and, collectively, the group's assets (refer to the group assets map on the wall)
    - They have thought about how they define community and what it means to them;
    - They have considered the needs in their community and the assets/potential opportunities it has to offer;
    - They have considered how healthy groups work together and, specifically, they have practiced how they can take different values and skills and put them together creatively in a way that respects and reflects all (Bounce Back Challenge);
    - They have some examples of potential projects (also from the Bounce Back Challenge); and
    - They have an agreed to list of criteria to use when choosing their project (refer to Criteria on the wall).
- Invite examples of potentially viable projects from the group. For each, spend some time looking at the idea in the context of their criteria. Some may be put aside – not because they are not amazing project ideas – but simply

because they do not meet the specific criteria this group has agreed need to be in place for their project to be realistic and meaningful.

- Record any ideas that reflect the groups' criteria on a flipchart. Examples of suggested projects might include:
    - Do a food or clothing drive;
    - Clean up a park/neighbourhood;
    - Organize a special game night at the seniors' residence;
    - Set up remote visits to senior centres
    - Organize a potluck lunch for a particular group;
    - Organize a movie night for kids in the neighbourhood;
    - Organize a fun games night for kids at the local community hall;
    - Offer to collect leaves or shovel snow for elderly residents who are shut-in;
    - Volunteer to do some shopping for elderly residence
    - Offer to paint/clean up the local community hall so it can be used more;
    - Do a bottle drive and donate the money to a good cause.



NOTE TO FACILITATOR: Be very active throughout this activity, encouraging participants to think critically about what can be realistically achieved and what would meaningfully make a difference.



ONLINE DELIVERY IDEA:

Many online groups have done the Community Project face-to-face. At this point, many groups are asking to come together. If you're your organization can, coming together at this point is a great way to begin the hybrid delivery process. Many people taking the program online talk about gaining trust in the group while taking the program at home. Once this is in place, many groups want to shift the delivery modality and start working together in person.

This said, the community project can be done well online. Some groups have developed websites about the ped hidden gems of their community to welcome newcomers. Some have developed community Facebook groups. Some have done advocacy campaigns online for better access to hygiene products. Others have painted "positive message" rocks together and then selected a day to go out together (but individually) to local parks to hide the stones and spread positive messages near their home.

The positive point is that no matter what modality a group choose, this part of the project really works!

- Work with the group to narrow options, returning always to their criteria, assets and collective intent. Ensure all are heard in this discussion and that diverse perspectives are considered.
- Note, "There are probably endless possibilities for our community project and, no doubt, more than one equally great prospect. It can be challenging to balance

individual preferences with what is, overall, going to work best for this group and this community."

- If there is an impasse in which participants do not agree, engage the group in solution-based strategies. What will help this group get unstuck and move forward? Ideally, a consensus model should be used to decide on the community project this group will implement next week. Return to norms and the stages of group dynamics as needed.
- In deciding on what project to undertake, reinforce that "All the suggested project ideas have considerable merit and any one of them could benefit participants and their community. In some ways, the specific project chosen is much less important. What is important is that everyone feels respected in the process of choosing and, in the end, everyone has the opportunity to participate in a doable project that will make a difference."
- Once the project is chosen, capture its essence on a flipchart and take a moment to celebrate the group's positive intent in pursuing this goal.
- Note that "There are always endless needs in a community – some that are obvious just by putting on those glasses… and many more that are a bit more hidden. The same goes for assets – some are easy to spot, while others are only seen if you get involved. The more you're involved and active in your community, the more you see both need and opportunity. Make the point that the best way to be part of the community, to get to know people, to get connected and find work and learning opportunities is to get involved – and one great way to

do this is to contribute to a project like the one they've chosen."

- Congratulations to the participants on choosing their project—it is a huge, difficult, and very important milestone in their work together!
- Reinforce that "You have achieved something that not many can say they have done: do the hard work of respecting one another, finding common ground and coming together collaboratively to plan to give back to their community. This is truly something to celebrate!"



ONLINE DELIVERY IDEA:

You can use whiteboards, Goggle Slides, and/or screen sharing features in your video conferencing platform to list all the community project ideas. Then, using annotation features, you can have participants use various icons like check marks, etc., to vote for their favourite top three until you can get to the one project everyone agrees to. You can also use the interactive polling feature in Zoom or other presentation/polling like Mentimeter. Whatever your decision-making method, you want to come to a consensus with everyone in the group agreeing to the same project.

END OF DAY CHECK-IN

- Acknowledge participants' contributions in this last activity and throughout the day. Celebrate their willingness to jump in and the gifts each of them are giving to themselves and 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.

WEEK 2: DAY 3 – COMMUNITY PROJECT ACTION PLAN & PREPARATION

8:30-9:15



WELCOME

MORNING ROUTINE**

- Make sure you and the room are ready to welcome participants by 8:30 am. Choose quotes that speak to the week's themes of "I CAN" to put up on the wall (see Appendix A in the In Motion Facilitator Guide). At this point in the group's evolution, you may want to highlight the theme of leadership and inspiring quotes about making a difference in your community/world. Make the room as warm, relaxed and inviting as you can. Welcome, participants, as they arrive. Greet participants and chat about the chosen community project. 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. 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.

9:15-9:45 am



ICEBREAKER: QUALITIES OF A LEADER

- Note that "Every participant is a leader in the community project. Making a difference in someone's life, community or the world calls on us to be leaders."
- Explore what leadership means to participants. Invite them to talk about what leadership means to them. Explore a few quotes about leadership, inviting participants to share their reactions – what parts do they agree with and don't sit well with them? You can use these quotes or choose your favourites:
    - *A leader is one who knows the way, goes the way, and shows the way.* (John C. Maxwell)
    - *It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur.* (Nelson Mandela)
    - *Leadership is solving problems.* (Colin Powell)
    - *To handle yourself, use your head; to handle others, use your heart.* (Eleanor Roosevelt)
- Recall the Momentum Constellation activity, in which they identified the qualities of someone they admire and acknowledged them in themselves.
- Discuss the qualities of leadership in this group. Draw on the group's asset map to highlight some leadership qualities shared across the group.
- For each quality identified, push participants to describe a concrete example of when someone in the group demonstrated that quality over the last week (or in Module 1). Contribute to these examples as the

Facilitator, ensuring everyone in the group is recognized at least once for having demonstrated leadership.



ONLINE DELIVERY IDEAS:

You can do this activity as a "Constellation of Leadership" activity using a constellation drawing on a shared screen and then filling in the "stars" with leadership qualities or as a mapping activity on a digital whiteboard or screen share. Map the qualities, and then as participants identify people in the group who have demonstrated those qualities, place their names next to the qualities listed.

9:45-10:30

CHECK-IN AND "CHEERS AND FEARS"

- Note that *"An important part of leadership is taking the time to check in on how things are going and having the courage to try to face and work through things that aren't going well in a group."*
- Begin by checking in on how the group is doing.
- Using their small pieces of paper (one yellow, one red and one green for each participant), ask participants to indicate how well they feel the group is working right now. Ask for a show of hands to see how many feel:
    - **Yellow**: The group is working, but just barely
    - **Red**: Not working well
    - **Green**: Working well



ONLINE DELIVERY IDEAS:

Instead of colors, you could use hand signals when using a video conferencing tool. Working well can change from using the green card to show your thumbs up (👍), not working well could change from showing the red card to having your thumbs down (👎), the group is working, but just barely could be the OK hand gesture (👌).

- Explore what is working/not working. Collectively work through anything that is not working well, drawing on solution-focused strategies and engaging the full group in problem-solving. Consider strategies, such as using a talking stick, to ensure all voices are heard.
- Reinforce that, as always, all group members are asked to listen respectfully, share their very best, and seek solutions that reflect not only what they want for themselves but also what is best for the group as a whole.
- Once the group has brainstormed ideas, summarize the options identified.
- Revisit any solution-focused strategies used, emphasizing the assets in this group and the power of those assets in moving forward collectively.
- Emphasize that for ANY situation, there are always choices that can move a group one step closer to where they want to be. This group can find ways through storming to find their stride and move to performing.
- Check in to see if there are any burning individual issues/challenges…and if not, proceed with the Cheers and Fears activity.

CHEERS & FEARS

- Note that *"Instead of our usual Mental Twister, we're going to adapt things a bit and do an activity called "Cheers and Fears". It's not unlike Mental Twister, but zeroes in on just two colours/questions:* ***What is exciting you and what worries you?"***
- Make the point that leadership is a choice. *"For any project we undertake, all of us will have natural assets that allow us to shine in certain roles, and all of us will have challenges that make other roles more difficult. All of us will be naturally excited about some things and anxious about others. One trick to our collective success will be understanding, taking into account both our natural assets and excitement and our natural fears and worries so that we can be in roles that work well for us and, when that isn't possible, we can be forgiving and supportive of each other."*
- With our chosen community project in mind, invite each participant to share a cheer and a fear – one thing that excites them about our project and one thing that may scare them.
- Record all (one flipchart for cheers and another for fears). Encourage the whole group to be mindful of what is exciting and worrying other members of the group. This can help them as they consider possible roles and responsibilities and move into implementing the project next week.
- Note that "The flipcharts will remain up, *and you are invited to add to and/or amend the flipchart as you progress toward implementing their project. If a new*

cheer emerges for you, you can add it; if one of the fears they expressed has been resolved, you can remove it. This way, there is a living record of the excitement working as the group's motor and any fears you need to consider and help minimize."

- Explain that "Just as when we do Mental Twister, this activity helps us to see where everyone is at and to take what we share and reflect on it, if appropriate, *during our day. We can acknowledge a concern someone may have, share a support/resource we found that is relevant for them or remind each other of what is exciting us when we feel we need a boost. The point is to acknowledge where we are at today as a group and to use our awareness of others in the group to enhance our capacity to support, encourage and nurture one another."*
- After the go around, acknowledge the participants' contributions and invite reflective comments as appropriate.



ONLINE DELIVERY IDEAS:

Cheers and Fears can be captured on a shared screen or blank slide. This document can be saved, referenced, and shared during the day as the group works on various stages of the community project preparation.

10:30-10:45



BREAK

10:45-12:00

STEPPING STONES: OUR COMMUNITY PROJECT

- Point to the Stepping Stones Model on the floor. Remind participants that this visual represents the journey toward a preferred future. Review all the components of the model:
    - The cloud/sun represents our vision for the future;
    - The river represents the journey to it; and
    - The stepping stones are the key steps we must take to get there.
- *"This was our metaphor for developing your personal vision of your preferred future last week. Each of you used this model to build/create your own sun/cloud – your vision of what a preferred future would look like for you. You then identified the key stepping stones along your journey from where you are now to that preferred future. At the end of last week, you started to build your action plan to figure out what you need to move to the first stepping stone and beyond."*
- *"We now have identified a collective or shared preferred future – our community project. Note that in Week 4, they will be returning to their own personal vision, stepping stones and action plan…but for this week and next, they will be going through the same process they will ultimately use for their own preferred future but for the collective community project. Recall the benefits of doing this."*

- *"Between now and lunch, we want to flesh out the pieces of the Stepping Stones model for our community project."*
- Begin with the cloud/sun. *"This represents our shared, preferred future – what success will look like when we successfully achieve our community project."* Ask participants to talk to a partner about their vision for the community project. If they were to imagine themselves coming back to this room next Thursday after successfully completing their community project, what will have changed? What will be the outcome of the community project?
- Take up ideas in plenary to collectively write a vision statement – something that captures the essence of the community project everyone has agreed to. Make sure it is:
    - Specific enough to be clear and be commonly understood by all. It should state what the group wants to achieve, where it will happen, when it will happen and why it's worth doing
    - Measurable in the sense that everyone in the group will be able to know when it has been successfully completed – what will have actually changed?
    - Achievable in the sense that it stretches us all slightly, so we're challenged, but is realistic given our timelines, resources and assets
    - Relevant and meaningful to us and our community

    - Time-bound in that it will start next Monday and end next Thursday.

- Once you have the statement, write it in large letters on a cloud or sun (the group's choice) and hang it on the wall.
- Next, draw their attention to the river leading up to the cloud/sun on the floor model. Note the twists and turns in the river. It's not a straight line. *"The way it meanders, yet maneuvers towards the goal of the preferred future, reflects the twists and turns, planned and unplanned, that are typical in all our lives and will no doubt be experienced as we implement our group project. The river represents our journey to our preferred future. The journey to our preferred future is rarely straight from point A to point B. Sometimes, we must navigate turns, ride the current, paddle upstream and portage as we move towards where we want to be."*
- Note: *"As we work through our community project next week, these twists and turns will emerge and we'll capture them on the wall so we have a visual image to reflect what we're experiencing as a group."*
- Finally, turn to the Stepping Stones Model. Recall that "Sometimes the stones are far apart, *and we need more stones to connect each step. Each of the stones can also move us forward or further away from our preferred future. Show this physically, stepping on stones that move you closer or further away from the cloud/sun. It's important on the journey to have moments where we reflect on our direction, stepping back to see if we're on*

course and consider which stepping stones are our next best moves."

- Make the point that *"As we move toward achieving our preferred future (our community project), there will be significant stepping stones that will move us closer to success."*
- Brainstorm the major steps the group sees will be needed to move from where we are today to our cloud/sun. Record all steps, grouping any that naturally go together and seeking to create a natural sequence of steps (which step makes sense first, second, third, etc.). Actually, write the major steps on paper stones and put these up on the wall leading up to the preferred future statement for the community project.
- Note that, *"We now have the starting point for our work together—we can see where we're going and the major steps we're going to take." Celebrate this—it is a big* achievement!
- Note: *"After lunch and all day tomorrow will be devoted to fleshing this model out so that we can hit the ground running and be fully prepared to implement our project successfully next week."*



ONLINE DELIVERY IDEAS:

Find a way to create a visually interactive Stepping Stone Model. For example, use a blank slide that you "draw on" as participants identify the steps that need to be taken. As a facilitator, you may wish to draw your model on a flipchart using the speaker screen (spotlight option on Zoom) while participants direct you to their vision of the project. You can

photograph your drawing and screen share it with participants for future reference. You can bring the drawing back as the project advances, and you make changes to your Stepping Stone visual.

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 they can run errands or take time to be by themselves at lunch. Explain that, for the most part, you'll be in the room having your lunch and would welcome their company, but that, like them, you may need to do something at this time as well. Let them know they are welcome to stay in the room for lunch.
- Remind participants that on Thursday, they're invited to join you and others for a group lunch.

1:00-2:00

COMMUNITY PROJECT ACTION PLAN – STEPS

- Note, *"This afternoon we're going to build our action plan for our community project. It will map out all the steps we need to take – the major stepping stones highlighted on the wall and any smaller steps we'll need to add between those major stepping stones to be sure we can move from one stone to the other and achieve our project."*
- *"For each step, we'll be considering what assets we have to support achievement and any unmet needs we have to address."*
- *"We'll also be deciding on roles and responsibilities – everyone can't do everything, so our job will be to decide who is best equipped to do each task so that the work is spread fairly evenly across everyone and everyone's assets are used as fully as possible."*
- Note, *"There is no one perfect way to do this step – it will be a matter of us all bringing everything we've learned about respect and supporting a healthy group process, using our norms and seeking always and above all what is best for the group and the project."*
- Note that their Participant Workbook has two action planning templates on pages 51-52. One is for the overall project plan (Group Community Project Workplan), and the other is for the specific steps each participant has agreed to take (My Community Project Workplan).

- Begin by breaking down the steps. Work sequentially, anticipating every step needed to move from where the group is now to the preferred future. Use the Stepping Stones Model on the wall as a guide, but try to scratch the surface to ensure all the smaller steps needed to move from one stepping stone to another are captured.
- The specific steps will vary depending on the particular community project undertaken, but the following should be considered:
    - Think about **organizing the project into phases**, each with specific steps to be undertaken. For example, for a Food Drive, the project might break down as follows:
        - **Phase 1** (Monday) involves all the steps needed to be ready to go out and implement the drive (e.g. choosing the streets to hit, contacting the Food Bank to see if there are specific foods they need and what arrangements are needed for drop off, preparing a flyer to put in mailboxes informing people of the drive and letting them know when you'll be by to collect);
        - **Phase 2** (Tuesday) could involve dropping off all the flyers. Teams could split up and each take several blocks so that in the end, you'd be sure to hit your target of the number of homes;
        - **Phase 3** (Wednesday) could focus on collecting all the food and bringing it back to the room here;

- **Phase 4** (Thursday) could involve organizing the collected food and getting it to the Food Bank.

- Consider **communication**. Are there any steps needed to inform other people outside of this group? Do you want to contact the media? Do you need to create marketing collateral of some kind? If so, who are your targets, and what will work best to reach them?
- Are any steps involving contacting or going out and meeting with **potential partners**? Do you need to contact the organization benefiting from the project to tell them about it and get their support? Do you need to inform community members or local businesses? If so, what steps will be involved, and when do these steps need to be completed within the sequence of the whole project?
- Does the group need to acquire any **specific resources** to support the project? Does the group need transportation? Equipment of any kind? Expertise they don't have internally? Again, map out any specific steps that will need to be undertaken to secure needed resources and consider when these need to be completed within the sequence of the whole project.
- Are there some steps that relate to **overall project management**? Are there specific steps that need to be taken to be sure everyone is on track and the

project is proceeding as required? If so, what steps are needed, and when must they be taken?

- Are there any steps related to resource management? This can include money management if there is a budget for the project, but it also includes managing people, equipment, and supplies so you don't find out that (for example) one team has all the flyers to be distributed and the rest of the teams are empty-handed!
- Are there any blind turns or steps that may or may not work out? If so, be sure to have a "**plan B**" for each so that if the step doesn't work out as planned, there is an alternative step that allows the project to proceed and still succeed.

- Work with participants to map out the steps in sequence so that, by break, you have a detailed list of the specific steps that will need to be undertaken in order for the project to succeed.
- Acknowledge participants, noting that the capacity to create this kind of action plan for a project is, in fact, a very advanced skill that they can use not only in their personal action plan development but also to impress anyone they might work with in the future!



ONLINE DELIVERY IDEAS:

Create a Community Project Workplan Form (see example on pages 50-51 of the Participant Workbook) that is screen-shared with participants and filled in as you go through the activity. Once it is completed, send the file to everyone to reference as you move through your project. You will want to save this

document as you will refer back to it and make additions and changes to it as needed.

2:00-2:15



BREAK

2:15-3:00

COMMUNITY ACTION PLAN – ASSETS AND NEEDS

- The rest of the afternoon is devoted to inventorying the assets and needs associated with each step in the community project's action plan.
- Divide participants into small groups of 2-3. Divide all the steps among small groups (one flipchart for each assigned step). Depending on the number of groups and steps, each group will likely have 3-5 steps each. Distribute them sequentially so that, for example, the first small group will have the first 3 steps, the next small group will get steps 4-6, the next group will get steps 7-9 and so on.
- Their task in small groups will be to do the following for EACH of the steps they've been given:
    - Draw on the group's asset map on the wall and everything they now know about the group and its members to list all the assets the group must bring to that step. Encourage them to be as specific and

concrete as they can. In some cases, they may wish to point to specific people with particular assets relevant to that step. Let the group know that everyone will have a role and responsibilities even if they are not explicitly mentioned in the action plan today. This will be discussed in tomorrow's session.

- Think critically about the step to identify any needs associated with that step that have not yet been flagged. Are there any external supports needed? Are there any skill gaps (knowledge, expertise or strengths needed that don't yet exist in the group)? Is there any information missing?
- Have each group list the assets and needs they identify on the flipchart for each assigned step.
- Invite groups to present in order, starting with the group assigned the first several steps. Have them review the step, highlighting the group's assets that will support successful completion and any outstanding needs. Invite other groups to add other assets or needs before moving on to the next group. Put up each flipchart in sequence leading up to the preferred future cloud/sun.

- By the end of Day 3, **you'll have a large visual plan emerging on the wall that includes the preferred future for the community project, the major stepping stones and, in sequence, the specific steps that the group will need to take to move from one stepping stone to the next and eventually onto the preferred future.** For each step, assets and needs will have been delineated.

- Thank the group for their incredible work today. Note that it was demanding work that called on each and every one of their high-level skills. Encourage them to feel very proud indeed of their progress!



ONLINE DELIVERY IDEAS:

Use breakout rooms with specific directions and identified steps for each room. Each group will need to have the Group Asset Map available to them. Ensure each group has a scribe who will capture the assets and needs for each assigned step and report them back to the group. At the end of this activity, you will want the large visual "Action Plan" for the project. As the facilitator, you will want to gather and compile each group's work into one large Action Plan that can be shared with the whole group.

END OF DAY CHECK-IN

- Acknowledge participants for their contributions. Invite comments/observations.
- 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 2: DAY 4 – COMMUNITY PROJECT ACTION PLAN & PREPARATION CONTINUED

8:30-9:15



WELCOME

MORNING ROUTINE**

- Make sure you and the room are ready to welcome participants by 8:30 am. Choose quotes that speak to the week's themes of "I CAN" to put up on the wall (see Appendix A in the In Motion Facilitator Guide). At this point in the group's evolution, you may want to highlight the theme of leadership and inspiring quotes about making a difference in your community/world. Make the room as warm, relaxed and inviting as you can. Welcome, participants, as they arrive. Greet participants and chat about yesterday's progress toward being ready to implement our community project. 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.

9:15-9:45 am



ICEBREAKER: GROUP SCAVENGER HUNT

- Note that participants' first challenge this morning is to complete a scavenger hunt. There will be four teams, and each team has a role to play. No team can succeed in the overall scavenger hunt unless every team succeeds in their assigned pieces—all have to put their pieces together in the end to win the hunt.
- Have participants turn to page 50 in their Workbook. Walk through the items that each team is responsible for getting. Note that every team is responsible for finding their assigned items. If they finish before another team, it is in their best interests to help them because the hunt cannot be completed until ALL teams have found and returned with their items.
- Emphasize that they have no more than 20 minutes to complete the hunt, and so the teams must not only work well together but also be aware of and support the other teams if they need it.
- Start the timer and send the teams off. Once all the teams have returned with their items or 20 minutes have elapsed, invite participants to rejoin the full group.
- Invite comments and observations. What parts of the hunt were easy? What parts were difficult?
- Ask participants to consider the various roles they played within their small team and within the wider group. Take up examples of roles played. They may include:
    - Organizer

- Problem-solver
- Encourager
- Strategist
- Speed-demon
- Communicator

- Make the point that each person in the group played important roles, and the hunt could not have been completed as quickly or effectively without each of those roles. Similarly, as the group moves to completing their community project next week, every person will have key roles to play and the project's success will rely on each and every role. It will be critical that people know very clearly what their roles and responsibilities are. It will also be important that the whole group is attentive to others so that if someone is struggling with their role and needs help, others will be ready to assist to complete the project.



ONLINE DELIVERY IDEAS:

This can be a great exercise to do in group breakout rooms. Participants can search their houses, apartments, and surroundings for the items in the scavenger hunt and gather them physically /or take pictures of them using cell phones if they have them. Once they have all the items, they return to the main room and check with the other teams to see if they have the items on their list. If not, they can "scavenge" again for the remaining items.

9:45-10:30

CHECK-IN & MENTAL TWISTER

- Check in on how the group is doing.
- Using their small pieces of paper (one yellow, one red and one green for each participant), ask participants to indicate how well they feel the group is working right now. Ask for a show of hands to see how many feel:
    - **Yellow**: The group is working, but just barely
    - **Red**: Not working well
    - **Green**: Working well



ONLINE DELIVERY IDEAS:

Instead of colors you could use hand signals when using a video conferencing tool. Working well can change from using the green card to show your thumbs up (👍), not working well could change from showing the red card to having your thumbs down (👎), the group is working, but just barely could be the OK hand gesture (👌).

- Explore what is working/not working. Collectively work through anything that is not working well, drawing on solution-focused strategies and engaging the full group in problem-solving. Consider strategies, such as using a talking stick, to ensure all voices are heard.
- Reinforce that, as always, all group members are asked to listen respectfully, share their very best, and seek solutions that reflect not only what they want for

themselves but also what is best for the group as a whole.

- Once the group has brainstormed ideas, summarize the range of options identified.
- Revisit any solution-focused strategies used, emphasizing the assets in this group and the power of those assets in moving forward collectively.
- Emphasize that for ANY situation, there are always choices that can move a group one step closer to where they want to be. This group can find ways through storming to find their stride and move to performing.
- Check in to see if there are any burning individual issues/challenges...and if not, proceed with the Mental Twister.



NOTE TO FACILITATOR: For the Mental Twister activity, recall that each colour on the spinner represents a different category. Feel free to change these to build on the theme of assets this week. For example:

- **Red** = a worry you have about the community project
- **Green** = a skill you bring to the community project
- **Yellow** = a way you think you can support the whole group or particular group members during the project next week
- **Blue** = one thing you especially want to get out of doing the community project

As you modify the categories represented by the colours, make sure to post on flipchart what each colour on the spinner represents each time you use this activity.

- Invite participants to either speak to one of the colours or give the spinner a spin to choose randomly.
- Explain that the purpose of this activity is to have a daily check-in to see where everyone is at and to take what we share with each other and reflect on it, if appropriate, during our day. We can acknowledge a concern someone may have, share a support/resource we found that is relevant for another in the group or congratulate someone who has capitalized on assets and learned something new. The point is to acknowledge where we are at today as a group and to use our awareness of others in the group to enhance our capacity to support, encourage and nurture one another.
- After the go around acknowledge the participants' contributions and invite reflective comments as appropriate.

10:30-10:45



BREAK

10:45-12:00

COMMUNITY PROJECT – ROLES AND RESPONSIBILITIES

- Give participants some time individually to work through the questions on page 51 in their Workbook. Encourage them to reflect broadly on the kinds of roles and responsibilities they'd like to undertake in our community project. Have them consider what skills/experience they most want to develop, the stronger personal assets they have to contribute and, recalling Holland's Party, their preferences in terms of style (e.g. do they want a lot of social interaction or do they prefer details?).
- In plenary, return to the action plan steps you developed yesterday. Review the flipcharts on the wall, walking through all the identified steps sequentially.
- Make note of the associated assets and needs identified yesterday for each step.
- Provide opportunities for participants to add steps, question order or suggest other changes.
- Identify the roles associated with each step. How many people need to be involved and what does each need to do for the step to be successfully completed?
- Begin with opening roles and responsibilities up for volunteers/nominations. Participants can volunteer for roles that particularly interest them. They may choose roles that will challenge them to practice a skill they want to improve or one that capitalizes on an existing

personal asset. They can also nominate someone they feel would be exceptionally well suited for a role.

- Encourage participants to stretch and consider what is best for them personally, the whole group, and the success of the community project.



NOTE TO FACILITATOR: Be very active in this discussion, adding your own role preferences. Be very aware of group dynamics during this discussion, ensuring nobody dominates the discussion and that roles are evenly dispersed. Be aware as well of how participants are feeling about the roles they're taking on, being sure nobody feels coerced or forced into roles or responsibilities they really don't want or don't feel able to do.

- If roles and responsibilities are fairly quickly and easily assigned, give participants time to work alone or in teams to refine their action plan and consider in more detail how they will carry out their roles/responsibilities.
- If the distribution of roles and responsibilities is challenging, return to norms and solution-focused strategies. Take a break if necessary, doing an ice breaker or body break, and return with a fresh perspective.
- Once the roles/responsibilities are all distributed, review them in plenary and make any needed adjustments to balance the burden of work, maximize individual opportunities to work on roles/responsibilities they want, and capitalize on group members' strongest assets.
- Add names beside each step on the action plan being built on the wall, making sure all steps are fully covered,

and human resources adequately support all elements of the plan.

- Acknowledge group members for their willingness to jump in, stretch, take risks and be willing to shine in areas of asset. Express your confidence in the power of this group to collectively achieve the community project.



ONLINE DELIVERY IDEAS:

Screen share your Community Project action plan and write the names of participants responsible for beside each step.

12:00-1:00



GROUP LUNCH

- Note that everyone is invited to join you and others for a much-deserved group lunch.
- Use this opportunity to talk informally about the community project. Be attuned to feedback and comments that could help you tailor and adapt the next days/week to meet participants' needs better.
- Casually talk about eating/lifestyle habits and ways people can stay healthy. Make the connection that everyone is invaluable as we move into next week, so all are encouraged to take good care of their personal health.
- Do everything you can to make the group lunch special – setting the table with a table cloth, cutlery, plates and napkins; perhaps include some fresh flowers from your garden or a centrepiece to make the table special.

1:00-2:15

PREPARATION TIME IN GROUP

- Let the group know that the next hour and fifteen minutes are theirs to make their work plans. They can refer to page 52 in their Workbook for a guide to piecing their various roles and responsibilities together into their own work plan for the community project.
- Note that it can also be a time for small groups working on related roles/responsibilities to coordinate their tasks, making sure they are working in concert with one another and that everybody knows how their activities impact the activities of others.
- If preliminary research, phone calling, community visits or other preparatory activities are needed to support the project, this time can also be used for that.



NOTE TO FACILITATOR: Be very active during this time, circulating around to check in with individual participants/small groups. Ensure everyone is supported in whatever way they need.

2:15-2:30



BREAK

2:30-3:00

END OF DAY CHECK-IN

- Come back together as a full group. Check-in with each participant regarding their role in the community project. Make sure there is lots of space for questions, concerns, and problem-solving as needed.
- 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 session that they feel especially good about. It could be something they're incredibly excited about doing as part of next week's community project, 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 like it moved them closer to their preferred future… anything 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 them to take the weekend to think about their community project and the roles they will be playing. Emphasize that, while inevitably there will be things that happen next week that are beyond their control, they are in COMPLETE control of the attitude they bring, their commitment to doing their best and their readiness to help each other to ensure success.
- Encourage them to imagine the week vividly and imagine what success will look and feel like for them.

Encourage them to really taste it and experience it in their minds and hearts.

- Reinforce that, *"Everyone will be in this together—nobody will be alone. We will share the challenges, and, just as we have throughout this whole series, we'll support and help each other resolve them. We also ALL share in the sense of pride and accomplishment as we work together to make a difference in our community and our own lives."* Encourage participants to anticipate this success and savour it over the weekend!



WEEK 3: I/WE CAN (IMPLEMENTING A COMMUNITY PROJECT)



KEY THEMES OF WEEK 3

- Implement the plan for the collective community project
- Manage roles and responsibilities
- Work both individually and collectively to achieve project timelines/goals are achieved
- Practice/Build skills/strategies – and mentor/teach other participants in areas of strength
- Connect learning from setbacks and successes, skills development and shifts in personal attributes (self-efficacy, esteem, etc.) back to self and personal vision/plan



NOTE TO FACILITATOR: The priority of this week is implementing the community project and, therefore, the specific tasks and priorities will vary depending on the nature of the project undertaken. Accordingly, the daily schedule and activities are not prescriptive but rather include suggestions of activities that may support the group in completing the project. It is up to you and your group to design a schedule and undertake activities that make sense. If you find you need more or less time for the implementation, there are several activities and resources referred to in the suggested schedule for your reference.

While the schedule and the activities are flexible, there are elements that we hope you will keep as constants as Week 3 unfolds. The focus of Week 3 is less on the community project itself and more on the project as a learning experience and opportunity for success and pride. **The pride story activity and the daily reflection are intended to help participants to consider their learning and its impact each day.**

WEEK 3: DAY 1 – IMPLEMENTING OUR PROJECT

8:30-9:15



WELCOME

MORNING ROUTINE**

- Make sure that you and the room are ready to welcome participants by 8:30 a.m. Choose quotes (see Appendix A in the In Motion Facilitator Guide) to put on the wall and make the room as warm, relaxed, and inviting as possible. Make sure 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. Invite them to help themselves to coffee/tea and a snack. Note that "They're welcome to read today's paper or just relax and visit.
- Invite anyone who has brought in a quote, image and object for the room to put it on the wall or in a location of their choice.

9:15-9:45



WEEKLY MEDITATION

- For Week 3, the meditation will invite participants to imagine what their community project or event will look like, in a preferred vision, when it's in action and/or complete.
- As in Week 2, invite participants to get comfortable. Participants can choose to sit in their seats, put their legs up on chairs or they may want to lie down. Provide blankets or towels for those that do.
- If possible dim the lights, close the door and ensure that the space is as quiet as possible.
- Meditation Script:
    - Once you are comfortable, let your mind be free of any concerns or worries. Close your eyes, if you're comfortable doing so. Take a deep breath and relax. Let your breathing relax you, bringing in clean fresh air with every breath in and letting out any stress, toxins or concerns with every breath out.
    - Take a moment to focus on our community project. Don't worry about any details or tasks – just focus on how it's going to feel when it's all successfully completed. Imagine yourself and the rest of the group at the end of this week. Everything has gone amazingly well – just as you and the group has hoped it would.
    - Now, reflect back on the week leading up to that successful completion and see us all working well

together, achieving and making a difference through our work. See the impact of the project – who it's helped and how it's made a difference. See it as vividly and concretely as you can. Imagine you and the team having made the project a reality. You are there doing it. Take yourself through the project's development. Imagine yourself there, making it happen.

- Look around you.
    - What do you see?
    - What are your surroundings like? Do you like them?
    - What are you doing?
    - Who is around?
    - What is the general feeling?
    - Are people excited/happy?
    - How do you feel?
    - Are there any surprises? Is this what you expected?
    - Are you pleased? Do you feel satisfied?
    - What are the main elements of this vision you have for yourself and this project? Silently, in your mind, name these elements.
- Take a good look around - soak it in. Try to hold this vision in your mind's eye. Savour any positive feelings of pride, accomplishment and satisfaction in the contributions you've made to this group and to your community.

- Now, gradually move away. Move back in time, back to today, back to this room and open your eyes when you're ready.

DEBRIEF

- Take a few minutes to process this with the participants. Ask them how it felt. Were there any surprises? Allow time for participants to discuss and/or quietly reflect on the experience.
- Reinforce that imagining the future provides a safe and powerful way to imagine the ideal scenario for an event in the future. Just like athletes imagine themselves competing and gaining a positive outcome, you can use this strategy to imagine a positive outcome in undertaking a community project, a test, a job interview, a speech, etc.
- Invite participants to hold this vision with them throughout the week as motivation to see the project through.

9:45-10:30 am

DAY REVIEW AND CHECK-IN

- Before reviewing the action plan for the day, ask if there is anyone feeling distracted by a challenge and if anyone would like to see if the group could help to move them maybe one step closer to resolving it.
- Recall the norms agreed to. Reinforce the importance of hearing ideas, even if you don't feel like they're the right solution for you and the importance of sharing our best

with each other to help each individual and the group as a whole to move forward.

- Once the group has brainstormed ideas, summarize the range of options identified.
- Emphasize that for ANY situation, there are always choices.
- Some actions may help – others may keep you stuck or even make the situation worse. 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.
- If nobody has an issue or is willing to share, move forward with reviewing the action plan for today.
- Have participants reflect on the action plan for the day. Ask if anyone has questions, concerns or new information that might have an impact on the implementation of the project. Does a task need to be completed earlier? Is there an additional or different task that the team could undertake that might ease implementation or improve the outcome?
- Have a check-in with each participant on the day's activities that they have agreed to undertake. Invite them to share any concerns or ideas that they have for completing them. Ask if anyone is feeling uncomfortable with their tasks. Ask the group what supports they can offer to help this team member to ensure group success.

- Before the team gets started on their tasks, have a final go around with the group using Mental Twister. For this week,
    - **Red** = the challenges/worries about the project or a project task that they are undertaking
    - **Green** = the strategies that they hope to use or the skills/learning they hope to get from the day
    - **Yellow** = the supports and allies that they will access in order to complete their tasks
    - **Blue** = what they hope to achieve during the day
- Post on a flipchart the questions for each colour on the spinner.
- Invite participants to either speak to one of the colours or give the spinner a spin to choose randomly.
- After the go around, acknowledge the participants' contributions and invite reflective comments as appropriate. Let them know that you will be actively participating in the implementation of the project and are available to them as needed.

10:30-12:30 pm

PROJECT IMPLEMENTATION

- The group works on their collective project.
- The facilitator should be prepared to "roll up their sleeves" and be part of the group. You want to be the guide on the side, supporting the group while having a quiet overview of the project. Check-in with participants

to support them throughout the project's implementation. Make connections back to their own personal vision and plan when appropriate.

12:30-1:30 pm



LUNCH

Depending on the nature of the project, participants may or may not work from the meeting room. They should not be required to come back at lunchtime if they're out in the community implementing the project.

If they are in the room, 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.

1:30-2:30 pm

REGROUP: COMMUNITY ACTION PLAN AND GROUP DYNAMICS

- Review the community project's action plan for today. Indicate what scheduled tasks were completed, which are pending and which were not started.
- Explore for those not completed and started what roadblocks got in the way. Talk about what roadblocks are within our control and which ones are not. Spend some time resolving with the group how to mitigate those that are within our control and how we can

manoeuvre around those we can't. Then discuss how this will or won't change the work plan for Day 2.

- Revisit and revise the work plan for Day 2.
- Remind the group that in Week 2 they looked at the stages that groups go through as they develop a project together and that throughout this week you will be asking them to think about where this group is at.
- Provide each group member with three pieces of coloured paper (yellow, red, and green). Invite them to raise one of the colours to indicate where they think the group is at:
    - **Yellow** = Just working
    - **Red** = Not working
    - **Green** = Working



ONLINE DELIVERY IDEAS:

Instead of colors you could use hand signals when using a video conferencing tool. Working well can change from using the green card to show your thumbs up (👍), not working well could change from showing the red card to having your thumbs down (👎), the group is working, but just barely could be the OK hand gesture (👌).

- Have a go-around and invite each participant to comment on the colour they raised. Ask them what is working, what is not, and what could help the group work better together.
- Participants may have various ideas that may support better group dynamics. This discussion can be an

opportunity to remind them of the various strategies they have worked with through Module 1 and 2 to help them work together as a group, communicate well, manage stress, and stay motivated and empowered.

NOTE TO FACILITATOR: Depending on what emerges from the group discussion, a reminder of the strategies they worked with in Module 1 and an invitation to use them during their work this week may be all that is needed. However, they may also need to have an opportunity and time to work through these strategies again in the classroom setting. There is a chart on pages 15-16 in the In Motion Workbook listing all the strategies and how they related to the themes of the Module. There are team building activities (e.g. Bounce Back Challenge), empowerment and self-esteem activities (e.g. Dependable Strengths), stress management strategies (e.g. Potholes), motivational activities (e.g. Inukshuk) and communication/intrapersonal skills (e.g. STAR) that could be revisited during this week. In Module 2, they have been introduced to reframing situations and perspectives (e.g. Seeing Green and Seeing Opportunity) and motivational strategies (e.g. the Continuum of Change), problem solving (e.g. I Am Resilient, Speed Dating) and pattern recognition activities (e.g. the Spin Cycle). All of these can support good interpersonal skills and help build working groups.

- While organizational skills are being developed in both modules through action planning, you may need to provide some coaching to individual participants on how to organize and time-manage their individual tasks.

- In Appendix D there are also activities and resources on communication skills, problem-solving and team building that you may want to use to support the group as they work through their community project.

2:30-3:00 pm

PRIDE STORIES & END OF DAY CHECK-IN

- To emphasize participant learning and pride in their accomplishments, the day will close with two items of reflection:
    1. Inviting participants to reflect on their learning and personal progress during the week; and
    2. A pride circle – like the sharing circle in Module 1 – where they share with other participants one thing they are proud of from the day.
- For the first part, invite participants to turn to page 57 in their Participant Workbook and take a quiet moment to reflect on the following questions:
    - What am I learning?
    - How am I contributing?
    - How am I changing?
    - What networks am I building?
    - What attitudes of mine are shifting?
    - What values of mine are solidifying?
    - What is happening to my own personal vision and action plan as a result of this collective vision and action plan?

- For the second part, invite participants to stand in a circle and share:
    1. One thing that happened today they are excited about, they thought went well or they are proud of; and
    2. One thing they learned.
- Invite them to complete the sentence: What I feel most proud of is _____ and I learned _____.
- Thank participants for sharing and congratulate them on their efforts today to bring their project to success. Acknowledge that many of them were pushed and pulled in ways that are new and that they were able to carry through with resilience.
- Before the group departs, briefly review the key tasks on tap for tomorrow.



NOTE TO FACILITATOR: This is an essential activity during the implementation of the community project. It allows participants to take time to reflect on what they've achieved and what they learned and how this new learning can be applied to help them to reach their personal preferred future/goals. This activity reflects the steps in the program's experiential learning model of Do-Reflect-Apply.

WEEK 3: DAYS 2-3: IMPLEMENTING OUR PROJECT

8:30-9:15



WELCOME

MORNING ROUTINE**

- Make sure you and the room are ready to welcome participants by 8:30 a.m. Choose quotes (see Appendix A in the In Motion Facilitator Guide) to put on the wall and make the room as warm, relaxed, and inviting as possible. Make sure 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. Take the opportunity to recognize accomplishments, share a few words of encouragement or offer support as needed. Invite them to help themselves to coffee/tea and a snack. Note that, "They're welcome to read today's paper or just relax and visit.
- Invite anyone who has brought in a quote, image and object for the room to put it on the wall or in a location of their choice.

9:15-9:30 am



READY FOR THE DAY ENERGIZERS

- Implementation of the project may seem daunting to some participants. They may be nervous and feeling somewhat apprehensive about the tasks they have agreed to do.
- In drama classes, teachers spend time doing warm-ups to prepare students to get themselves ready to stand on stage to act – also a nerve-wracking experience for many. Some community groups have adopted this method, using similar "warm-ups" to energize volunteers.
- Below are some energizers from the Drama Toolkit: https://dramaresource.com/drama-games/ adapted for this Module. There is a sampling of five below, but there are many more on this site that you can select from and adapt for your group. Pick and choose the ones that you think are appropriate for the participants. They should be done quickly and take about 15 minutes.

Change Places If …

- **Objective:** To test the listening skills of the group.
- **To play:** Everyone sits in a circle - this game works best sat on chairs. A caller would call 'Change places if you have a dog ' for example. The participants who have a dog would change places as quickly as possible, moving across the circle and sitting on an empty chair or filling a space in the circle. The game continues with more 'Change places if….'. You can keep them on their toes by

saying 'All Change' or introducing a magic word for all change.

Circle Story

- **Objective:** To have the group work together to create and tell a story, one word or sentence at a time.
- **To play:** Start in a circle. Participants take turns saying a sentence or a word to build a story. You can use sentence starters or words to change the story, e.g. "fortunately" and "unfortunately" alternately as the first word of the sentence. Allow participants to say only 1 word if they wish to avoid long pauses for thought. A 'director' can sit in the circle's centre and point to whoever he/she wishes to tell the story next. You can start the group by giving them the title for the story, e.g. “How the Pig Got its Curly Tail”.

Count up, Count Down

- **Objective**: To encourage patience, turn-taking and focus amongst the team.
- **To play:** Start in a circle. The participants, in turn, have to count sequentially from 1 to 10 and back down to 1. Anybody can say any number, but you must start from the beginning if more than one person says a number. It is a great game to encourage teamwork, listening and concentration skills. It's a great warmup to focus minds.

Yes, Let’s

- **Objective:** To support each group member to take the lead. A twist on 'follow the leader' where everyone has a chance to lead the group's actions.

- **To play:** Participants are in a circle, and the facilitator initiates an action by saying, “Let’s hop on one foot.” The participants reply, “Yes, let’s,” and they all hop on one foot. Then, a participant continues by saying, "Let’s..." filling in whatever they want the group to do. The participants reply, “Yes, let’s,” and carry out the action. This continues around the circle until everyone has suggested something.

Just a Minute

- **Objective:** To encourage participants to have confidence in their decision-making and to recognize the power of being swayed by others in the group.
- **To Play:** Participants find a space and focus on a spot where they can’t necessarily see others. Explain to them that they must estimate when one minute has passed from the moment you say. Participants identify 'one minute' by raising their hands when they think one minute has passed. Ask them why they thought one minute had passed and how they were influenced by knowing others had raised their hands. Talk about how they felt about the influence of others and how it might have been hard to resist raising their hands when they felt or saw others doing so. Discuss how challenging it is to go against the group and do something independently when you think it’s right.

9:30-10:30 am

DAY REVIEW AND CHECK-IN

- Before reviewing the action plan for the day, ask if anyone is feeling distracted by a challenge and if anyone would like to see if the group could help move them one step closer to resolving it.
- Recall the norms agreed to. Reinforce the importance of hearing ideas, even if you don't feel like they're the right solution for you, and the importance of sharing our best with each other to help each individual and the group move forward.
- 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.
- If nobody has an issue or is willing to share, move forward with reviewing the action plan for day.
- Have participants reflect on the action plan for the day. Ask if anyone has questions, concerns or new information that might impact the implementation of the project. Does a task need to be completed earlier? Is there an additional or different task the team could

undertake that might ease implementation or improve the outcome?

- Have a check-in with each participant on the day's activities that they have agreed to take on to implement the project. Invite them to share any concerns or ideas that they have for completing them. Ask if anyone is feeling uncomfortable with their tasks. Ask the group what support they can offer to help this team member ensure their success and the success of the whole group.
- Before the team gets started on their tasks, have a final go-around with the group using Mental Twister. For this week,
    - **Red** = the challenges/worries about the project or a project task that they are undertaking
    - **Green** = the strategies that they hope to use or the skills/learning they hope to get from the day
    - **Yellow** = the supports and allies that they will access in order to complete their tasks
    - **Blue** = what they hope to achieve during the day
- Post on a flipchart the questions for each colour on the spinner.
- Invite participants to either speak to one of the colours or spin the spinner to choose randomly.
- After the go-around, acknowledge the participants' contributions and invite reflective comments as appropriate. Let them know that you will be participating in the implementation of the project and be available to them as needed.

10:30-12:30 pm

PROJECT IMPLEMENTATION

- The group works on their collective project.
- The facilitator should be prepared to "roll up their sleeves" and be part of the group. You want to be the guide on the side, supporting the group while having a quiet overview of the project. Check in with participants to support them throughout the project's implementation. Make connections back to their own personal vision and plan when appropriate.

12:30-1:30 pm



LUNCH

- Depending on the nature of the project, participants may or may not work from the meeting room. They should not be required to come back at lunchtime if they're out in the community implementing the project.
- If they are in the room, 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.

1:30-2:30 pm

REGROUP: COMMUNITY ACTION PLAN AND GROUP DYNAMICS

- Review the community project's action plan for today. Indicate what scheduled tasks were completed, which are pending, and which were not started.
- Explore for those tasks not completed and started, what roadblocks got in the way. Talk about what roadblocks are within our control and which ones are not. Spend some time resolving with the group how to mitigate those that are within our control and how we can maneuver around those we can't. Then, discuss how this might change the work plan for Days 3/4.
- Revisit and revise the work plan for Days 3/4.
- Remind the group that, in Week 2, they looked at the stages that groups go through as they develop a project together and that throughout this week, you will be asking them to think about where this group is at.
- Invite them to raise one of the following colours to indicate where they think the group is at:
    - **Yellow** = Just working
    - **Red** = Not working
    - **Green** = Working



ONLINE DELIVERY IDEA:

Instead of colors you could use hand signals when using a video conferencing tool. Working well can change from using the green card to show your thumbs up (=), not working well

could change from showing the red card to having your thumbs down (<), the group is working, but just barely could be the OK hand gesture ( ).

- Have a go around and invite each participant to comment on the colour they raised. Ask them: What is working? What is not? What could help the group work better together?
- Participants may have a range of ideas to support better group dynamics. This discussion can be an opportunity to remind them of the various strategies they have worked with through Modules 1 and 2 to support collaboration, communication, stress management, motivation and personal and group empowerment.
- Refer to the **Note to the Facilitator on Day 1** for references to past strategies from Module 1 and 2 and Appendix D for activities supporting positive group dynamics. You may want to revisit a strategy from Module 1 or 2 or use one from Appendix D during this time to support the group in building good teamwork skills.

2:30-3:00 pm

PRIDE STORIES AND END OF DAY CHECK-IN

- To emphasize participant learning and pride in their accomplishments, the day will close with two items of reflection:
    1. Inviting participants to reflect on their learning and personal progress during the week; and

2. A pride circle – like the sharing circle in Module 1 – where they share one thing they are proud of from the day with other participants.

- For the first part, invite participants to turn to page 59 (Day 2) or page 60 (Day 3) in their Participant Workbook and take a quiet moment to reflect on the following questions:
    1. What am I learning?
    2. How am I contributing?
    3. How am I changing?
    4. What networks am I building?
    5. What attitudes of mine are shifting?
    6. What values of mine are solidifying?
    7. What is happening to my own personal vision and action plan as a result of this collective vision and action plan?
- For the second part, invite participants to stand in a circle and share:
    1. One thing that happened today they are excited about, they thought went well or they are proud of and
    2. One thing they learned.
- Invite them to complete the sentence: What I feel most proud of is _____ and I learned _____.
- Thank participants for sharing and congratulate them on their efforts today to bring their project to success.

Acknowledge that many of them were pushed and pulled in new ways and that they were able to carry through with resilience.

- Before the group departs, briefly review the key tasks on tap for Days 3/4.
- Let the group know that the group lunch on Day 4 of Week 3 will be a chance to celebrate and acknowledge their achievement with the community project.

WEEK 3: DAY 4: COMMUNITY PROJECT COMPLETED

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 (see Appendix A in the In Motion Facilitator Guide) to put up on the wall and make the room as warm, relaxed and inviting as you can. Make sure 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 wanted.
- Welcome participants as they arrive. Take the opportunity to recognize accomplishments, share a few words of encouragement or offer support as needed. Invite them to help themselves to coffee/tea and a snack. Note that, "They're welcome to read today's paper or just relax and visit.
- Invite anyone who has brought in a quote, image and object for the room to put it on the wall or in a location of their choice.

9:15-9:30 am



READY FOR THE DAY ENERGIZERS: YES[3]

Adapted from The Food Project - https://thefoodproject.org/resources/activities/

- If participants have selected an event-based community project, this is likely the day the event will occur.
- There may be some excitement and nervousness amongst the group so an energizer may help to address some of these feelings.
- This activity is an energy builder, helps to create focus and make connections among the group. It also emphasizes the importance of saying "yes", agreeing, and helping out their peers – elements that may help them with the implementation of their event.
- There are three levels to YES3. In all three levels, everyone is in a circle. The facilitator can change between levels 1, 2 and 3 at any point; when the facilitator changes levels, the person whose turn it is, starts the next level.
- **Level One**: One person begins by turning to the person to the right making eye contact, and saying, "YES". The second person then says, "YES" to the person on his right. This passing of "yes," continues around the circle at a fast, focused pace.
- **Level Two**: One person, (Person A), begins. Person A looks across the circle and makes eye contact with another person (Person B). Person B then, without speaking, nods ("Yes") or shakes ("No") their head in acknowledgement of Person A. Essentially Person A

wishes to take Person B's place in the circle, and so if Person B nods "yes", then Person B is giving consent for A to take B's place. At this point, Person A begins to walk to Person B's spot. In the meantime, B must find another spot and so looks to person C, makes eye contact, receives the nod "Yes" or shake "No", and then walks to C's spot. This movement continues until the facilitator switches to Level 3.

- **Level Three**: This is the high energy level. In this level, one person (A) runs across the circle, leaps up, and slaps hands (high fives) with another person (B) and shouts "YES". Person A then takes Person B's spot as B runs across to someone else to repeat the same action and so on.

DEBRIEF

- Ask participants to reflect on the importance of this game in context to today's event/work plan. "What is the importance of saying yes? What is the difference between the various levels? Why is eye contact important?"
- "What happened when people could shake their heads and say no? How did it feel when someone said no to you? How did you feel when you said no to someone else?"
- Say, "*While planning and completing tasks are important in the success of our event/community project, more so is the attitude we bring to it and anything we do. Being prepared to say yes, help someone out and bring positive energy to a task can*

make the difference to the outcome…can make a difference in our lives."

- Invite discussion about the power of "yes" and its impact on a project, at work, and in life generally.
- Note that *"Through the implementation of this project, we might encounter some "no's."* The way that we react can influence whether they ever say "yes."
- Encourage the group to stay positive and polite in the face of "no's." Strategize what they can say/do when someone says no. Also, invite them to talk about possible strategies when someone is unkind with their no.



ONLINE DELIVERY IDEA:

While in plenary, ask for a volunteer to start the YES game. While everyone is watching their screen, P1 sends a 😊 to P2, in a private chat. P2 responds on camera with a thumbs up. P2 then sends 😊 to P3 privately, who would then, in turn, do the same to P4. Essentially, moving around the screen, getting a thumbs up from everyone, and hopefully not too many No's. This can continue until everyone is on board.

9:30-10:30

DAY REVIEW AND CHECK-IN

- Before reviewing the action plan for the day, ask if there is anyone feeling distracted by a challenge and if anyone would like to see if the group could help to move them maybe one step closer to resolving it.
- Recall the norms. Reinforce the importance of hearing ideas, even if you don't feel like they're the right solution for you and the importance of sharing our best with each other to help each individual and the group as a whole to move forward.
- Once the group has brainstormed ideas, summarize the range of options identified.
- Emphasize that for ANY situation, there are always choices.
- Some actions may help – others may keep you stuck or even make the situation worse. 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.
- If nobody has an issue or is willing to share, move forward with reviewing the action plan for day.
- Have participants reflect on the action plan for the day. Ask if anyone has questions, concerns or new information that might impact the implementation of the project. If any problems emerge, how can they be resolved? Is there an additional or different task that the

team could undertake that might ease implementation or improve the outcome?

- Have a check-in with each participant on the day's activities that they have agreed to take on to implement the project. Invite them to share any concerns or ideas that they have for completing them. Ask if anyone is feeling uncomfortable with their tasks. Ask the group what supports they can offer to help this team member to succeed and, in doing so, help the whole group to succeed.
- Before the team gets started on their task, have a final go around with the group using Mental Twister. Recall that for this week,
    - **Red** = the challenges/worries about the project or a project task that they are undertaking
    - **Green** = the strategies that they hope to use or the skills/learning they hope to get from the day
    - **Yellow** = the supports and allies that they will access to complete their tasks
    - **Blue** = what they hope to achieve during the day
- Post on a flipchart the questions for each colour on the spinner.
- Invite participants to either speak to one of the colours or spin the spinner to choose randomly.
- After the go-around, acknowledge the participants' contributions and invite reflective comments as appropriate. Let them know that you will be participating

in the project's implementation and will be available to them as needed.

- (Dependent on the nature of the community project)

PROJECT IMPLEMENTATION

- The group works on their collective project.
- The facilitator should be prepared to “roll up their sleeves” and support the group in achieving their project. Ensure that all elements of the collective project are on track and that participants are both contributing to it and making connections back to their own personal vision and plan.

(An hour)



LUNCH

- Normally, the last day of the week is a time for a Group Lunch. This week is unique, and depending on the community project, the group could be on location rather than in the classroom.
- Wherever and whenever the group lunches today try to have a group lunch to celebrate everything the participants have accomplished this week. You may want to include something special -- e.g. a dessert or a card of appreciation for the work they did distributed at the lunch -- as part of the celebration.

(An hour and a half)

CELEBRATING A MILESTONE: LEARNINGS FROM THE COMMUNITY PROJECT



NOTE TO FACILITATOR: Each participant's **Asset Maps** (page 47 in their Participant Workbook) should be posted on the wall before starting the follow activity.

- Congratulations to the team for their commitment and seeing their community project through. This is a true accomplishment, and it is hoped that this experience will become one of their pride stories to carry with them throughout the next steps of their journey.
- Invite participants to look back at their Stepping Stone Model that they created for the community project. Draw their attention to the preferred future that they envisioned for the project. How close was their vision to the reality of the project? Did it veer somewhere else or was it right on target? Whatever happened how do they feel about the end result?
- Make the point that preferred futures flex over time. They are like the North Star. They point us in a direction for positive change, but they can be altered to suit our individual needs or changes around us as required.
- Draw their attention to the river. Was the community project's path straight or did it have some twists and turns? If it was straight what helped it be so? If it has some meanders, what helped to bring it back on course?

- Then draw their attention to the stepping stones. Ask the group if their main actions (stepping stones) changed. Did they need more stepping stones to make it to their vision for the community project? Invite them to comment on where they needed supports to move from one task to another. Have their networks and knowledge of resources grown as a result of doing this project?
- Ask them to reflect on where they got stuck. Where was it difficult to move from one stone to another? What helped get them get unstuck? Was it an ally? Was it a shift in attitude?
- Make the point that it's rare that an action plan can truly map every single reality along the course to a preferred future. It usually takes many iterations and is more of a living document. An action plan is a rough guide, but it is very important to have to move forward. It's much easier to take the first steps towards a destination and to stay focused on your preferred future when you have even a rough map than when you have no map or no compass at all.
- Invite participants to look at their Asset Map that they created in Week 2. Have them reflect on any assets that they developed this week that is not currently on their map. Provide participants with post-its and ask them to write the assets on them. Then invite them to add their assets to their personal Asset Map.
- Ask the group to comment on how they feel when they look at their personal Asset Map. How do they feel that the added assets will support them in moving toward

their preferred future? Let participants know that next week, we will focus on their assets and needs as they plan the next steps of their personal journeys.

- Invite participants to reflect on their learning and personal progress during the week by turning to page 60 in their Participant Workbook and taking a quiet moment to reflect on the following questions:
    - What have I learnt through the community project?
    - How did I contribute?
    - What networks did I build?
    - What, if anything, has changed in me? Attitudes? Values?
    - What, if anything, has happened to my own personal vision and action plan as a result of the community project?
- Lastly, invite participants to get in a circle and share one thing they are most proud of that they accomplished during the week.
- Thank participants for sharing and congratulate them on their efforts to bring their project to success. Acknowledge each participant and the contributions that they made. Reinforce that few can say that they have taken an idea from vision to reality to make their community a better place. This was a HUGE accomplishment that required teamwork, communication, initiative, risk-taking, determination, responsibility, reliability and resilience. They haven't just talked about these qualities – they have demonstrated them and proven they have them!



NOTE TO FACILITATOR: Refer participants to their **Personal Assess Map**, page 47 in their Participant Workbook.



WEEK 4: I WANT/I WILL



KEY THEMES OF WEEK 4

- Debrief community project collectively, celebrating the contributions made by each participant and the impact it had on the community.
- Personally integrate the learning and development from the community project experience to self. What impact did the experience have on participants' own attitudes, skills, strengths, strategies, networks, vision for the future and action plan?
- See and believe in personal capacity to achieve a preferred future.
- Know the supports available to enable success.
- Feel proud!

WEEK 4: DAY 1 – DEBRIEF COMMUNITY PROJECT – GROUP AND INDIVIDUAL PARTICIPANTS

8:30-9:15



WELCOME

MORNING ROUTINE**

- Make sure you and the room are ready to welcome participants by 8:30 am. Choose quotes (see Appendix A in the In Motion Facilitator Guide) to put up on the wall and make the room as warm, relaxed and inviting as you can. Make sure 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 wanted.

- Welcome participants as they arrive. Take the opportunity to congratulate participants on their role in last week's community project. Honour participants for their contributions. Visit informally with the group, remembering the project and re-living some positive moments and feelings. Reinforce their impact on their community, this group and on themselves as individuals. Invite them to help themselves to coffee/tea and a snack. Note that, "They're welcome to read today's paper or just relax and visit.
- Invite anyone who has brought in a quote, image and object for the room to put it on the wall or in a location of their choice.

9:15-9:45 am



NOTE TO FACILITATOR: This week emphasizes moving forward positively with the next steps of their plan. It also represents a shift to the next module, Momentum+. Momentum+ is a transitional program where the group shifts from working on a collective community goal to working collectively on the individual goals of each member of the group. The group meets once a week for the six weeks. It means that the group will be spending less time together than in Momentum but no less intensely.

- As facilitators, we need to be sensitive to this shift and make sure that participants know that you, the group

participants and others in their network (e.g., their referring support worker, mentor, Elder, family member, friend) will help them in this transition. An individual meeting for each group member should be set up for this or the following week. Meet with each group member to discuss who they want at this meeting. It should include people that they know will support them in the transition. Let them know that you will be available to be part of that meeting. It is critical that you ensure that the meeting has been scheduled prior to the end of this module (Momentum).

DAY REVIEW AND CHECK-IN

- Ask if there is anyone feeling distracted by a challenge and if anyone would like to see if the group could help to move them maybe one step closer to resolving it.
- Recall the norms agreed to. Reinforce the importance of hearing ideas, even if you don't feel like they're the right solution for you and the importance of sharing our best with each other to help each individual and the group as a whole to move forward.
- Once the group has brainstormed ideas, summarize the range of options identified.
- Emphasize that for ANY situation, there are always choices. Reflect on some of the issues this group has worked through, either in the context of this regular morning routine or last week as they implemented their community project. Invite participants to share concrete examples of when they were supported to make choices that moved them a bit closer to their preferred future.

- Reinforce that some actions may help – others may keep you stuck or even make the situation worse. 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 – and now that they've worked through so many issues collectively, they each also have the tools to do this for themselves individually.
- If nobody has an issue or is willing to share, move forward with Mental Twister. The focus of the Mental Twister is the community project. The discussion topics for the colours are:
    - **Red** = the challenges/worries about the project now that it is complete
    - **Green** = the strategies that they used or the skills/learning they developed
    - **Yellow** = the supports and allies that they accessed during the project
    - **Blue** = what they hope is a result of the project or what they hope is another project that happens as a result of the project they did last week
- Post on flipchart the questions for each colour on the spinner.
- Invite participants to either speak to one of the colours or give the spinner a spin to choose randomly.
- After the go around, acknowledge the participants' contributions and invite reflective comments as appropriate.

9:30-10:30 am

REFLECTING ON THE COMMUNITY PROJECT



NOTE TO FACILITATOR: For this Module we want to emphasize the community project as experiential learning. In experiential learning theory, reflection is a key component to extend our learning into our daily lives. The Experiential Learning Model *Do-Reflect-Apply* developed by Pfeffier and Jones emphasizes the role of reflection (See Pfeffier, J.W & Jones, J.E., Experiential Learning Model, 1983). The following reflection process follows the Do-Reflect-Apply approach (characterized elsewhere as the What? (did we do?), So What? (did I learn?), Now what? (will I do in the future to extend this learning?) model). The activities move from group reflection on the event to participant reflection on their own learning.

THE QUIZ SHOW – GROUP REFLECTION ON THE COMMUNITY PROJECT

Adapted from Reflection Activity Ideas for Community Services and Service-Learning Projects, J. Jens,

- https://fyi.extension.wisc.edu/wi4hpublications/files/2015/10/Debriefing_Activity_Idea_Sheets.pdf



NOTE TO FACILITATOR: For this activity you'll need a couple of noise makers for the groups to "buzz" in with.

- In this activity, the participants are divided into teams of 3 to 4 participants per team. The facilitator poses a series of questions to the teams. The first team who has an

answer to the question “buzzes” in and gives their answer. Other teams can then “buzz” in and answer the question also.

- Say, “*This activity is like a quiz show. I am like Alex Trebek from the game show Jeopardy. I will read a question, and then each group needs to work together to come up with one answer. When your group has an answer, ring your noise maker and I will call on you. The first group to make their buzzer noise will be called on first. After this group has given their answer, the other group(s) may buzz in as well. The catch is that a group may not repeat an answer that was given by a group who went before them.*”
- As the facilitator, you may choose to summarize, expand and/or ask for clarity on the answers given for each question.
    - You can develop your own questions for the quiz. Below are some sample questions:
    - What did you like best about the community project?
    - What did you like least?
    - What did you learn by participating in it?
    - Why was it important that we worked together to complete this project?
    - What, if anything, would you do differently if you were to do the project again?
    - What other community projects would you like to do?
    - Thank everyone for their participation and their answers.



ONLINE DELIVERY IDEA:

The first part of this activity can be done in breakout rooms as a regular activity rather than a game show. Provide the breakout groups with the questions to discuss their thoughts about the community project.

- Before taking a break ask the participants to take a moment and reflect on the contributions made by others in the group. Pass out cards/pieces of paper to each participant (everybody should get enough so they have one for every other participant in the group). Ask them to write down the name of each group member (one name per card) and on each card write down one thing that they noticed that group member contributed to the project. Ideally, it should be something that this person did that they personally appreciated.
- Once the participants have completed this, collect the cards and let the participants know that they will be working with these cards after the break and that the cards will be distributed only to the person named on the card.



ONLINE DELIVERY IDEA:

Have participants write down the name of each group member and the contribution they made to the project that they personally appreciated. Let them know they will be working with these messages after the break.

The Reflection Activity Ideas for Community Services and Service Guide at https://fyi.extension.wisc.edu/wi4hpublications/files/2015/10/Debriefing_Activity_Idea_Sheets.pdf has a

number of reflective activities that could be modified for online training.

10:30-10:45 pm



BREAK

10:45-12:00 pm

MY SELF AFTER THE COMMUNITY PROJECT

- Invite participants to turn to page 63 of their Workbooks. You'll want a similar image drawn on a flipchart as you walk them through what you'd like them to do.
- When they turn to this page, they will see the rough outline of a body. Let them know that this represents them since the community project. At the head, invite them to jot down what they learned through the project – the things they now KNOW as a result of participating in the community project. At the left arm, ask them to write down the SKILLS they developed and the STRENGTHS they acquired or demonstrated during the project (remind them of the Skills for Success list hanging in the classroom). At the heart, write down how they FEEL now and felt during the project. At the right arm, write down all the CONTACTS they made and SUPPORTS they used. Finally, you'd like to have them write down at the legs all the CHALLENGES that they personally overcame.

- Encourage them to take their time reflecting on what changed for them due to the community project: what they learned, how they feel, what surprised them about what they did, etc.?
- When the participants have recorded their reflections about the community project, give each participant their cards -- written by their fellow team members developed before the break.



ONLINE DELIVERY IDEA:

Have participants use the chat to send private messages to each of their team members re: their contribution to the project.

- Point out that sometimes we contribute in ways that we ourselves don't recognize but others do. Invite each participant to review the comments by the other group members. Once they have digested this information, ask them to add anything they want to their post-community event "self."
- Once they have added this information, ask them to take 10 minutes to share their post-project self with a partner. Ask them to share any changes that have happened for them as a result of the project.



ONLINE DELIVERY IDEA:

Use a screen share showing page 63 or the Participant Workbook to introduce the activity. Use breakout rooms to do the partnering share of their post-project self.

DEBRIEF

Have a go around and invite participants to share one thing that changed for them and one thing that they feel good about contributing to the project. The contribution can be something they saw for themselves or something they didn't see and were surprised others did.

Emphasize that doing/acting is the best way of learning and building on the assets that we have. Actions are the building blocks to our development. AND, action begets action. Recall the laws of motion from Module 1. It is much easier to keep moving than to get started. Taking action like they did last week energizes us and makes us feel good about what we have accomplished. It leaves us wanting to do more and/or take on a new challenge – whether community or personal. Taking action plants the seeds to motivate us to take more steps toward what we want. Today, we will look back at where we've been, our preferred future that we described in Week 1, and we'll spend some time clarifying what we want as we prepare to take more action.

Let participants know you'd like them to return their Power Boxes from Module 1. They will work with the boxes on the last day of the series. They can bring them in early (tomorrow) or on Day 3.

They may want to include the cards that others gave them about their contributions to the community project in their Power Box to remind them of the contributions others saw that they made to the community project.



ONLINE DELIVERY IDEA:

Bring back the Power Boxes the participants created during In Motion. Ensure everyone has one, whether it is a digital "Power Box" or a physical one they made. They can copy and print the comments they received from their fellow participants and add them to their Power Box.

12:00- 1:00 pm



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.
- Let participants know that they can run errands or take time to be by themselves at lunch. Explain that, for the most part, you'll be in the room having your own lunch and would welcome their company, but that, like them, you may also need to do something at this time. Let them know they are welcome to stay in the room for lunch.
- Note that on Day 3 there will be a special group lunch before the celebration ceremony. Everyone is encouraged to come for the lunch and especially the celebration.



ONLINE DELIVERY IDEA:

You may want to ask participants who they would like to invite to the celebration. If having a remote celebration, you

might ask participants if there are one or two people outside their households that they would like to invite who may wish to join remotely. These might be the people that they invited to their transitional interview this week or next. It may include people from your organization, Participants' referring support workers and/or an Elder that could be invited as well. As Facilitator you could send identified guests a link to the virtual classroom for the time of the celebration. You can control the number of remote guests, their entry via the wait room and sound via mute functions.

1:00 – 2:00pm

GUIDED RE-VISUALIZATION

- In Week 1, participants articulated their personal preferred future. Experiences like the community project can either affirm or shed a different light on what participants want for their future. As such, it might help participants to redo the visualization that they did in Week 1 to see if anything has changed for them.
- Recall that a guided visualization can help us get a mental picture of something – a situation, an environment, a future event. The premise behind visualization is that our mind doesn't know the difference between something that really happens and something that is vividly imagined. In this way, it's a safe way to relook at the preferred future you imagined in Week 1. Your heart and mind may have changed somewhat and the situation that is right for you may look a little different.

- Invite participants to get comfortable, close their eyes and, with a few cues from you, try to imagine as best they can what their preferred world looks like in the future.
- Ask participants to do what they need to get comfortable -- they should get as comfortable as is right for them. Participants can choose to sit in their seats, put their legs up on chairs or they may want to lie down. Provide blankets or towels for those that do.
- If possible and acceptable to the group, dim the lights, close the door, ensure that the space is as quiet as possible.



NOTE TO FACILITATOR: The following guided imagery script provides a sample that you may want to draw from, add to and/or adapt. Be sure to move through it slowly enough in order that participants have the time to reflect and thoroughly experience their own personal visioning.

GUIDED IMAGERY SCRIPT:

- *"Once you are comfortable, clear your mind of any concerns or worries. Close your eyes if you're comfortable doing so. Take a deep breath and relax. As outside or unrelated thoughts enter your mind, watch them drift by and let them go. Let your mind be clear and free from your daily concerns and worries. There is always time for these. Let them go for now and permit yourself to revisit your dream of a beautiful future."*
- *"Think about a scenario in which you are living your preferred future (where your sense of purpose and direction is really being fulfilled through what you're*

doing and you feel a sense of contentment, happiness and certainty that, at least for now, you are living the life you're meant to live). As you soak in the feeling of contentment, cherish it. Take the time to enjoy it."

- *"Now take yourself to that time in the future when you are there. You are living your dream. It may be in the near future or further away – that doesn't matter. Just take yourself forward in time to a time and place where you feel you're living the life you really want."*
- *"Imagine yourself waking up in this new time and place. You may look a little different now. Look around you."*
    - "What do you see?"
    - "What are your surroundings like? Remember you're in control, so change anything you want to make sure you like it."
    - "As you get up and start your day, what are you doing?
    - "Who is with you?"
    - "What activities make up your day? What gives you meaning, fun and happiness as you move through your day?"
    - "How do you feel overall? Again, take a moment to really soak in the feelings."
    - "Are there any surprises? Is this what you expected?"
    - "Are you pleased? Do you feel satisfied?"
    - "What are the key elements of this vision you have for yourself in your preferred world? Silently, in your mind, name these elements."

- *"Take a good look around - breathe it in. Try to hold this vision in your mind's eye."*
- *"Now, gradually move away. Move back in time, back to today, back to this room and, if your eyes have been closed, open them when you're ready."*
- Once everyone has settled from the visualization, ask participants to turn to page 64 in their Participant Workbook to record what they saw in their mind's eye. Was their vision of their preferred future from Week 1 affirmed? Were there some changes? Was their vision quite different now? Reinforce that any of these possibilities are absolutely fine.
- After they have recorded their vision in their Workbooks, invite participants to share with a partner what they saw and the differences, if there were any, from Week 1 to now.



ONLINE DELIVERY IDEA:

Use breakout rooms for sharing with a partner. If you have a smaller group, you may want to ask if they want to share in plenary.

DEBRIEF

- Invite participants to share in plenary if there were any changes in their preferred future due to the community project – or the elements of their preferred future that didn't change but felt affirmed or strengthened by their involvement in the community project.
- Reinforce that our experiences and actions will likely impact how we see our preferred future. These

experiences and actions can affirm, refine, or change what we want for ourselves.

- Imagining the future, as with this guided visualization technique, provides a safe and powerful way to check out possibilities. Encourage participants to check out their possibilities by doing this for any future scenarios, decisions, or options they are considering. Preferred futures evolve over time so they can do this visualization from time to time to see if their preferred future is the same or somewhat different. This can help us to make minor (or major) adjustments in our direction. Again, recall the laws of motion. Note that a minor shift in direction can majorly impact where we end up. Carrying around a clear and compelling vision of our preferred future in our heads and hearts can help us make these little adjustments toward our desired future.
- The purpose of redoing this visualization is to help participants reaffirm their vision (for now). The next step is to look back at the Stepping Stones Model we created for ourselves in Week 1 to ensure that our main actions still help bring us to the preferred future we want.

2:00 – 2:45 pm

WHAT I WANT: REVISITING MY STEPPING STONES ACTION PLAN

- Invite participants to look at the Stepping Stones Model on the floor.
- Remind them of its key elements:
    - The **sun/cloud** represents their preferred future. On this model and in their posters/collages, it is a broad statement of how they would like to be living their life in the future. It captures elements that are important to them. It's a vision that evolves and changes over time. Like a North Star, it guides them as they head towards the life they'd like to live.
    - The **stepping stones** in the model represent the major actions they want and need to take to move towards their preferred future. These stepping stones are mid-range goals. They're our best guesses of how we might get to our preferred future. [Note, however, that there may be a myriad of ways to our preferred futures and these stepping stones can change as we move along.] The initial stepping stones (actions) are very important because they get us out there, meeting new people, learning new things and moving in a direction towards where we, for now, want to be heading. Recall from Module 1 just how tough, but also how important taking that first step can be.

  - Note the distance between the stepping stones on the floor and their posters/collages. Recall that when they were making their posters/collages in Week 1, they were asked to place the stones according to the amount of time it would take to complete each stone. Also invite them to recall that they added **smaller stones** in between which can be considered short-term goals. Short-term goals are pieces of action you can take right now. Like those wooden dolls that fit together, the short-term goals fit into the mid-term goal and the mid-term goals fit into the preferred future vision.

- *"Being able to take meaningful action right away is key to gaining momentum. And just like the laws of physics (and coaches of sports teams!) testify, if you grind to a halt, you tend to stay put. Many people come to a full stop, waiting for something or someone to arrive, waiting for recognition, for the perfect situation to appear — none of this will result in movement towards your goals, but time will pass by just the same." Recall the idea that, "We are always in motion. The difference is that when we're stuck, we may be moving in circles or off in a direction that is actually taking us away from our preferred future. This week we will look at what we need to keep motivated, keep moving in our desired future and keep our momentum as we move towards our preferred futures."*
- Ask participants to turn **back** to page 40 in their Participant Workbook. This is the Action Plan that they started in Week 1. Note that an action plan is a living

document that will evolve and grow as they progress towards their goals.

- Have participants review their action plan and make changes based on their visualization of their preferred future this morning. Have them try and fill it out as completely as possible.
- Once they have reworked their action plan, invite them to share their action plan with a partner. Ask them to highlight what they changed or added to it.
- In plenary, have a go around inviting participants to:
    1. Share a key change or addition to their action plan that happened because of their participation in the community project; and
    2. How they feel about taking the first step of their action plan – Are they excited? Nervous? Worried?
- Emphasize that action plans change as we change. We change as we pursue our goals, try new things or meet new people. So, it's important to review the action plan regularly and make changes so that it helps guide us towards what we want.
- Lastly, it's normal to feel a range of excitement, nervousness, and worry about taking the first steps. Tomorrow, we will look at what will help us take off and keep going.



ONLINE DELIVERY IDEA:

Bring back and share the visual of the Stepping Stone model created by the group to illustrate the connection between the

Stepping Stone's model and the participants' personal action plans.

2:45 – 3:00 pm

END OF DAY CHECK-IN

- Congratulate everyone for their amazing work today.
- Acknowledge that they are taking time for themselves – which is something that few do and all should.
- Remind participants that they are encouraged to invite friends and family to the celebration ceremony on the last day.
- 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 4: DAY 2 – MAKING THE LEAP – SUPPORTED BY STEPPING STONES

8:30-9:15



WELCOME

MORNING ROUTINE**

- Make sure you and the room are ready to welcome participants by 8:30 am. Choose quotes (see Appendix A in the In Motion Facilitator Guide) to put up on the wall and make the room as warm, relaxed and inviting as you can. Make sure 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 wanted.
- Welcome participants as they arrive. Recall informally some of the discussions from yesterday. Invite them to help themselves to coffee/tea and a snack. Note that, "They're welcome to read or just relax and visit.
- Invite anyone who has brought in a quote, image and object for the room to put it on the wall or in a location of their choice.

9:30-10:15 am

DAY REVIEW AND CHECK-IN

- Ask if there is anyone feeling distracted by a challenge and if anyone would like to see if the group could help to move them maybe one step closer to resolving it.
- Recall the norms agreed to. Reinforce the importance of hearing ideas, even if you don't feel like they're the right solution for you and the importance of sharing our best with each other to help each individual and the group to move forward.
- Once the group has brainstormed ideas, summarize the range of 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. Reinforce also that, having worked through many issues and challenges collectively, each participant can now resolve issues themselves as they arise in the future. Take time as needed to review some of the main strategies used to promote solution-based thinking and actions and emphasize how skilled participants are now in problem-solving and positively working through issues/challenges.
- If nobody has an issue or is willing to share, move forward with a round of Mental Twister.

- Let participants know that today we will be looking at what supports us to leap towards our preferred future. As such, for today the Mental Twister colours represent:
    - **Red** = the challenges/worries about getting started on their own action plan
    - **Green** = the strategies that they hope to use or the skills/learning they hope to build that will support them in getting started
    - **Yellow** = the supports and allies that will encourage them to get moving
    - **Blue** = what they hope to achieve in the next 2 weeks
- Post on a flipchart the questions for each colour on the spinner. Explain that the purpose of this activity is to have a daily check-in to see where everyone is at and to take what we share and reflect on it, if appropriate, during our day. We can acknowledge a concern someone may have, share a support/resource we found, or congratulate someone who has learned something new. The point is to recognize where we are today as a group and to use that awareness to support each other better. Reinforce that this kind of awareness is an amazing skill for them to nurture in themselves. The more self-aware we become – the more we can become consciously aware of what we're thinking, feeling and hoping – the more we can build these into our daily decisions and choices. Give some concrete examples to emphasize the power of knowing ourselves and where we're at any given day in guiding everyday choices.

- Invite participants to either speak to one of the colours or spin the spinner to choose randomly.
- After the go around acknowledge the participants' contributions and invite reflective comments as appropriate.

10:15-10:30 am



BREAK

10:30-11:00 am



WEEKLY MEDITATION

- The weekly meditation for this week is focussed on the next steps and motivation. Unlike the other meditations, this is a pre-recorded one– https://www.youtube.com/watch?v=_Ub9kncj5J0 available online and can be played for the group from any computer.
- Let the group know that the choice to use a recording for this week's meditation was to begin building a toolkit of resources that you can use as support and encouragement to move towards your goals. The link is available on page 72 (the Resources Page) of their Participant Workbook.



ONLINE DELIVERY IDEA:

You can also put the link in the chat to everyone. Say, "As mentioned in previous weeks, there is enormous evidence on the personal benefits of meditation. The benefits increase with practice. They can use this or other meditations that they find online. Importantly, as they move forward with their personal goals it will be important to have time to reflect on their progress. Recorded meditations such as this one on motivation can help you keep moving towards each stepping stone."

- Invite participants to get comfortable. Participants can choose to sit in their seats, put their legs up on chairs or they may want to lie down. Provide blankets or towels for those that do.
- If possible and acceptable to all in the group, dim the lights, close the door and ensure that the space is as quiet as possible.
- Meditation: https://www.youtube.com/watch?v=_Ub9kncj5J0

DEBRIEF

- Take a few minutes to process the experience with the participants. Ask them how they feel after listening to this recording. Do they feel more certain of their preferred future? Was this motivating for them? Allow participants to discuss and/or quietly reflect on the experience.
- Invite participants to hold this feeling with them throughout the week. Let them know that the focus for this week is on looking at their personal project to move

towards their preferred future and to motivate them to see it through.

11:00-12:00 pm

PAY OFF MATRIX

Adapted from: Shebib, B. "Working in Difficult Situations Workshop": Course Notes, Feb.2 -3, 2011, Douglas College, Vancouver, BC

- Often, the first step towards change is the most difficult.
- Have the participants look at the image on page 65 of their Workbook. Ask them what they notice about this image. Invite them to look at the bottom of the picture and all the exhaust released as the rocket gets launched. Ask: How much fuel is taken up on launch? 10%? 20%? 50%? 75%? 100%? For those participants who guessed 75%, they are right.
- To ignite change for ourselves, the first step takes the most energy, which is often because we get stuck when deciding whether to make a change. Sometimes, it seems easier to stick with the status quo.
- Let participants know that there is a tool they can use to help them decide whether to make the change. It's called the Payoff Matrix, and they can find it on pages 66-67 of their Workbook.
- Walk participants through the tool as follows:
    - First, invite participants to think of the change they want to make or a problem situation in their lives. It may be something related to their preferred future action plan or something quite separate

that is happening in their lives right now. Give a few examples of possible changes that people might be considering. Invite them to write it down briefly.

- Then, ask them to write down how they would like things to be different.
- In the header of the change column, write a one or two-word descriptor of the change they want (e.g., eat healthier, exercise more).
- Starting with the plus row, write all the positives (advantages) associated with keeping things the same in the right-hand box.
- Then, write down all the positives (advantages) associated with making the change.
- Move to the negative row and write down the negatives (disadvantages) associated with making the change.
- Now write down all the negatives (disadvantages) associated with keeping things the same.
- Once they have completed the matrix, answer the following questions:
    - How do the positives for change and keeping things the same compare? Do you think they are balanced?
- Draw a simple picture of a see-saw that represents your matrix; on one side, change, and on the other side, keep things the same. Are the two sides balanced, or does one side outweigh the other?
- Look at the list of negatives under "change." They represent barriers to the change you wish to make. How might you overcome these barriers?

- I could.....



ONLINE DELIVERY IDEA:

Share your screen with participants with the "Pay Off Matrix" as you introduce the activity. You may wish to work with an example from a volunteer and fill in the various boxes with the group before they do the activity individually. You can also illustrate the see-saw.

DEBRIEF

- Invite participants to discuss their reaction to this tool as a way of helping them decide how they want to move forward with a change they want in their lives. What did the status quo look like after they had looked at it through the matrix? Did the matrix help them feel more comfortable with making the change?
- Emphasize that sometimes we need something to help us objectively examine the change we want to confirm that it is what we really want.
- Ask participants if there are other ways to objectively examine the changes we want to make. Have they used different ways to help them consider changing (e.g. pros and cons list)? Have they been helpful? Encourage participants to share strategies.
- "Part of getting unstuck is looking at the situation in a different light. When we get stuck in our cars, we rarely sit there and wait. We get out of the car, see what's wrong, phone for help, get folks to help push us out, put sand under the tires, etc. Just like we use a variety of strategies to get our cars unstuck, we need tools to help

us get unstuck in our lives and moving towards where we want to be."

- After lunch, we will be looking at all the strategies that we've learned throughout these two Modules that could help us when we get stuck.

12:00-1:00 pm



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 they can run errands or take time to be by themselves at lunch. Explain that, for the most part, you'll be in the room having your own lunch and would welcome their company, but that, like them, you may also need to do something at this time. Let them know they are welcome to stay in the room for lunch.
- Note that on Day 3 there will be a special group lunch before the celebration ceremony. Everyone is encouraged to come for the lunch and especially the celebration.

1:00-1:45 pm

4CS REDUX

- Write the following quote on flipchart:
- Somehow, I can't believe any heights can't be scaled by someone who knows the secrets of making dreams come true. This special secret, it seems to me, can be summarized in four C s. They are curiosity, confidence, courage, and constancy, and the greatest of all is confidence. When you believe in a thing, believe in it all the way, implicitly and unquestionably. – Walt Disney
- Read the quote out loud and ask participants what they think Walt Disney was trying to say. Invite them to consider the four Cs he believes are critical to meeting one's goals. Take a moment to define each for the group:
    - **Curiosity**: a strong desire to know or learn something.
    - **Confidence**: feeling of trust in your own strengths, qualities and judgement.
    - **Courage**: mental or moral strength to venture, persevere, and withstand danger, fear, or difficulty.
    - **Constancy**: the quality of being faithful and dependable.
- When they think about people who have met their goals, do they think they had all of these elements? Are there other elements that they feel these people had? Write these on a flipchart along with the 4Cs.



ONLINE DELIVERY IDEA:

Use the share screen function to show the quote by Walt Disney and then, using a slide or whiteboard, list the 4 C's. Add the other elements the group identifies to the 4C list. After a discussion on intrinsic and extrinsic motivators, participants can participate by using the annotation feature to use a heart symbol to identify the intrinsic ones and a checkmark to identify the extrinsic elements.

- Note that *"Two types of motivation help us pursue and meet our goals: Intrinsic and Extrinsic motivators."*
- *"Intrinsic motivators are within us. They are self-generated and internal. It's that sense of satisfaction and achievement we feel when we spend time doing something we want to be doing and when we participate in activities that give us autonomy, make us feel that we are contributing, make us feel appreciated and accepted and that we feel that we are advancing towards a preferred future."* Take some time to explore examples of intrinsic motivation with the group. *"When over these past weeks have you felt that kind of satisfaction, sense of achievement or pride in contribution?"*
- "*Extrinsic motivators are given to us by others (e.g. praise, recognition, rewards). They are outside of us and typically outside of our control. Explore times they felt they were extrinsically motivated over these past weeks."*
- *"Intrinsic motivations tend to have a greater lasting effect than extrinsic ones. If we rely mainly on extrinsic*

rewards for our motivation, when they are withdrawn (e.g. lack of praise), our confidence and courage tend to fall away quickly. Intrinsic source of motivation lies within us, and accordingly, nobody can take them away from us. Both intrinsic and extrinsic sources of motivation can help build and maintain momentum. But, our intrinsic rewards must be strong to help carry us through when the extrinsic rewards aren't available."

- Looking back at the list on the flipchart (which includes both the 4Cs and the ones added to the group), invite participants to name which ones are intrinsic sources of motivation and which ones are extrinsic. Mark those that are intrinsic with an "I" and those that are extrinsic with an "E."
- Note how many "Is" and "Es" there are. Also, note that those that Walt Disney mentions are all "Is." They come from within.
- Ask participants to consider which of these intrinsic and extrinsic elements they feel they have most strongly. Invite them to consider which ones they think they most want to develop.
- Remind participants that throughout Modules 1 and 2, they have completed activities and tasks that have helped them develop these intrinsic qualities.
- Take one of the 4Cs and, in plenary, discuss all the activities that supported enhancing this quality.
- Note that some activities addressed more than one C.
- Invite them to turn to page 68-69 in their Workbook. Here, they will find a list of Walt's 4Cs and spaces to write

down other intrinsic elements from the flipchart. Ask them to star or write down elements they want to develop.

- Working in pairs, invite participants to write down activities/strategies that they did in Modules 1 and 2 for each element that they could revisit to help them build this intrinsic quality for themselves.



NOTE TO FACILITATOR: A list of all the activities across In Motion and Momentum are in Appendix F. Photocopy a few to hand out to the pairs for reference.

DEBRIEF

- Let participants know that we are all working on some elements of ourselves all the time. None of us have it all together. Developing those intrinsic qualities can serve as a critical strength in meeting our goals.
- All the motivation we need is within us and this is our foundation; building in extrinsic rewards can then serve as a compliment to keeping our momentum going.
- Encourage participants to refer to this chart when they feel that they need a boost of confidence, courage, etc. and know that there are tools that they can use from these Modules to support them.

1:45 – 2:00 pm



BREAK

2:00-2:45 pm

WHAT'S IN MY FISH BOWL

- Invite participants to look at the picture on page 70 of their Participant Workbook and ask what they think helped the fish decide to jump. Answers might include extrinsic things like the fish wanting the bigger bowl, the bowl with more plants, the way that the other bowl was decorated, or wanting to find a friend.
- Then, ask the group what qualities the fish needed to make the leap. What strengths, assets, attitudes and strengths does it have? Record their suggestions on a flipchart.
- Remind participants that 75% of the fuel for launching a rocket into space comes from the lift-off. So, what is in the other fishbowl that will get them to take the leap?
- Invite them to turn to page 71 of their Workbook and write down all the strengths, assets, attitudes, abilities, and motivations they have that will motivate them to take the leap to pursue their preferred future and/or their short/medium-term goals.
- Support participants in listing their assets and motivators. Remind them of the contributions that others saw that they made in the community project. Remind them of their Assets Map. Invite them to draw from our activities throughout the two Modules and add those to their fishbowl.
- Once they have had a chance to build their lists, in plenary, invite each participant to share one thing

motivating them to take the leap and one asset they have that will help them do it.

- Thank participants for sharing with the group.

2:45-3:00 pm

END OF DAY CHECK-IN

- Today was about building the resources and the confidence to leap towards our preferred future. For some of us, the first step can feel like moving a mountain. Hopefully, today helped those feeling this way feel a little more ready to take that first step.
- Congratulations to participants for finding the courage to stick with these courses and work through what they need to move forward.
- Remind everyone to bring in their Power Boxes tomorrow. Let them know that you will be adding something to their box, and everyone else will have some time to write down a wish they have for everyone.
- Remind participants that our celebration will take place in the afternoon and that they are welcome to invite friends and family to join in the celebration.



NOTE TO FACILITATOR: You group may decide they want friends and families to join in both the group lunch as well as the celebration ceremony. This is fine however there are no formal resources to cover the cost of extending the group lunch. One way to do this is to organize a potluck or the group may want to explore partnering with the community (a local

service group or business, a church group, a local college culinary program, etc.).

- 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 4: DAY 3 – CELEBRATE GIVING AND RECEIVING

8:30-9:15



WELCOME

MORNING ROUTINE**

- Make sure you and the room are ready to welcome participants by 8:30 a.m. Make the room as warm, relaxed, and inviting as possible. Make sure 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. Talk informally about their action plans and their initial steps. Invite them to help themselves to coffee/tea and a snack. Note that, "They're welcome to read or just relax and visit.
- Invite anyone who has brought in a quote, image and object for the room to put it on the wall or in a location of their choice.

9:15-9:45 am



ICEBREAKER: STEPPING STONES

Adapted from the Holden Leadership Centre at the University of Oregon, Retrieved from: https://holden.uoregon.edu/leadership, February, 2015.



NOTE TO FACILITATOR: For this activity you need something that can represent stepping stones. Ideally, carpet squares work very well, but you can also use foam sheets or Bristol board. Participants will be standing on these and using them to get the entire group across a "river of lava." They should be rigid and safe enough for them to stand on. You need two different colours of stepping stones. You also need masking tape or two pieces of rope. Before beginning the activity mark off with lines of tape or rope where the lava bed will be. The bed should be approximately at least 20 feet long depending on the number of participants you have.

- Explain to participants that they aim to get everyone across the lava bed safely.
- The group gets half+1 as many stepping stones as people in their group (i.e., a group of 10 gets six stones).
- The stones are given to the group to lay down as needed to get the group across.
- Write down on a flipchart the following rules and review them with the group before starting:
- Everyone must reach the other side safely, using only your stepping stones.

- The XX-coloured stones (about half their stones) can only move forward, while the YY-coloured stones (the other half) can move both forward and backward.
- There can be no piggybacking on top of group members.
- Once the squares (stepping stones) cross the line where the lava bed begins, a body part must always touch them, or they will be lost.
- They have 20 minutes to complete this activity.



NOTE TO FACILITATOR: The facilitator can make penalties for anyone who dips in the lava bed (i.e. the whole group starts over, or they can't speak to each other and can only communicate via whistling). You can assign these as the activity goes on and don't need to explain them before the activity starts. Watch the first stepping stone VERY carefully. They will likely forget about the rule that a body part needs to be constantly touching the rock and will throw it on the lava bed and then put their foot down. If this happens, take that carpet square away immediately. Lastly, if the group loses too many carpet squares to cross the lava bed successfully, you can offer the chance to "buy" back a square by everyone or one person doing something ridiculous. Suggestions are to sing and dance to Brittany Spears, I'm a little teapot, or anything else you can think of.



ONLINE DELIVERY IDEA:

You can have participants do a team building activity like Lost at Sea (https://insight.typepad.co.uk/insight/200 9/02/lost-at-sea-a-team-building-game.html) or have participants split in breakout rooms to do a group puzzle or put a map of a country together using the whiteboard.

DEBRIEF

- In plenary, ask:
    1. How concerned were you with completing the goal?
    2. How much time did your team spend planning your strategy vs. actually attempting to complete the goal? Was there too much planning? Not enough?
    3. How did you decide or what made you take the leap and get started on the task?
    4. What made you keep going when you were turned around to the start?
    5. How did the team help each other keep moving forward?
    6. How did going back help to push the group forward?

- This icebreaker is a fun enactment of working through an action plan towards a goal. In both this and real-life action plans, we need some motivator to push us forward. Help participants see the link between the importance of intrinsic and extrinsic motivators in their own action plans.
- Note the benefits of having allies to work through the task. Staying connected with this group, supportive friends and family can really help us push forward during times when we feel like giving up. Again, encourage participants to be sure they are supported by allies in

their own action plans. Remind them that their Case Manager can be an important ally for them.

- Recall the backswing activity from Module 1. Sometimes going backwards helps to push us forward. Having to go back a step doesn't mean that we can't go forward again – in fact, sometimes we NEED to take some steps back or sideways to regain our sense of direction and get going again in a positive way. Recall how often failing or facing challenges along our path strengthens our vision, our resilience skills/strengths and our intrinsic motivation. Explore a few examples of this together.
- Note how we adapted to overcome barriers when they arose (e.g., told you could only whistle or had a rock taken away). Roadblocks don't mean that we can't go forward. They mean that we need to find another route around.
- Note that they will likely face challenges on the road ahead but emphasize that they have worked hard over the last two Modules to prepare and be well-positioned to face these challenges. They are ready!

9:45-10:15 am

DAY REVIEW AND CHECK-IN

- 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 resolving it.
- Recall the norms. Reinforce the importance of hearing ideas, even if you don't feel like they're the right solution

for you and the importance of sharing our best with each other to help each individual and the group as a whole to move forward.

- Once the group has brainstormed ideas, summarize the range of options identified.
- Emphasize that for ANY situation, there are always choices.
- Some actions may help – others may keep you stuck or even make the situation worse. 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. Reinforce the capacity each one of them has built over these last weeks – they are now all incredibly skilled at finding solutions, identifying positive choices and landing on ways to move a step closer to their preferred futures.
- If nobody has an issue or is willing to share, move forward with the Mental Twister activity.
- Let participants know that today we will be looking at what supports us to take the leap towards our preferred future. As such, for today the Mental Twister colours represent,
    - **Red** = the challenges/worries about the next steps as they transition to Momentum+
    - **Green** = the strategies that they will use when they face a challenge
    - **Yellow** = the motivators that will keep them moving
    - **Blue** = their hope for the members of the group

- Post on a flipchart the questions for each colour on the spinner.
- Invite participants to either speak to one of the colours or spin the spinner to choose randomly.
- After the go-around, acknowledge the participant's contributions and invite reflective comments as appropriate.

10:15-10:30 am



BREAK

10:30 – 11:00

THE POWER OF GIVING & RECEIVING IN BUILDING A STRONG NETWORK

- You may know someone who seems to know everyone. What do you notice about those who know someone like this? Answers may include: they're friendly, seem to be giving, seem to know a lot about a lot of people, they're good resources of information, a lot of people ask them if they know someone who can do _____, when something happens to them people tend to come running to help, etc.
- People who seem to know everyone have a strong network because they have developed the skills of giving and receiving. The book Networking for Dummies says, *"Networking involves the flow of giving and receiving.*

You can initiate the flow of networking by giving to someone or being receptive and accepting a gift that someone presents to you…. Being tuned into the power of giving and receiving is the core of being a masterful networker."

- Some people are natural givers – they like to be of service. They notice what people need and respond automatically without being asked.
- "*Not all of us are natural givers, but we can develop this skill authentically. To be a better giver, you need to ask yourself:*
    - In what relationships do I give freely and without conditions?
    - In what relationships could I be more giving?
    - What resources do I have (think your asset map) that could be of value to others?
    - What's my attitude towards giving?
    - Am I as available to give as I am to receive?"
- Others have more difficulty receiving – they are ALWAYS helping others but have a lot of trouble opening themselves to the support and assistance of others. The key to networking is reciprocity and that means mutual exchange –giving, asking and receiving.
- Invite participants to form a circle. Let them know that this activity is about practicing the art of giving and receiving.
- The activity begins with the person who catches the ball the facilitator throws. The person who catches the ball turns to the person they want to throw it to. Before throwing the ball, they look that person in the eyes and

thank them for something they have done during the two Modules – it might be an impactful comment they made, something they did or an attitude they brought. Then, the person holding the ball tosses it to the person they just thanked. This person catches the ball and then thanks the person who threw it for something they have done, commented on, etc., during the two Modules. Then, the person who received the ball selects another group member and repeats the process. The ball toss continues until everyone has had a chance to give and receive thanks.

DEBRIEF

- Ask the group how it felt to give thanks to another person? Then, ask how it felt to receive it?
- *"Sometimes this is difficult, especially if it's outside of our experience and we're not used to it. Luckily, it gets easier with practice and ultimately, either giving or receiving with grace feels good."*
- *"Giving and receiving is the cornerstone of building a solid network. Master networkers do this consistently and not just when they are in need. It's important to be mindful of this as we move forward - to keep giving and receiving even when we've reached our preferred futures."*



ONLINE DELIVERY IDEA:

You can adapt the Invisible Ball Toss techniques used in In Motion for this exercise.

1:00 – 12:00

PREPARE THEIR POWER BOX WISHES AND FOR THEIR GRADUATION

- Invite participants to comment on any changes they see within themselves as they've moved through Modules 1 and 2. How do they feel about their next step? How ready do they feel? For those participants who are feeling really ready, how does it feel to be in this position? For those who still feel hesitant, how can they work towards feeling more confident about the next steps?
- Recall our initial discussions about motion in Module 1. Make the point that we are never not changing – we are always in motion. It is not about whether you want to change; it's about HOW you want to move.
- The next module is about supporting them in the HOW they want to move.
- Remind participants that their very next step will be to meet with their support group to debrief what they took from In Motion and Momentum and to look at their action plan for areas where they need support and how their support group can help them with their next steps.
- Give each participant enough index cards so they can write one wish they have for each group member. Invite them to think of what might motivate this person on the next steps of their journey and help them keep up their momentum towards their personal goals.

- Once they have completed their cards, let them know they will exchange wishes during the graduation ceremony and ask them to help you prepare the room for their invited families and friends.

12:00-1:00 pm



GROUP LUNCH AND GRADUATION CEREMONY

- The lunch and celebration should be special. Unlike the celebration at the end of Module 1 where the group organized the event, this ceremony should "treat" the participants in recognition of their considerable efforts and amazing successes.
- Although this is not the end of IM&M, Momentum represents the group's incredible efforts and success, and this celebration should recognize that.
- 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
    - 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 the participants' friends and family 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 important and visible roles and receive as much positive feedback as others



ONLINE DELIVERY IDEA:

You will want to say something special to each participant and ask each participant to say something about their experience. You may also wish to have special guests (such as an Elder, a community leader, someone touched by the community project) share something about their impact on their community.

1:00-3:00 pm

SUPPORTING MOMENTUM: MOMENTUM+

- Let the group know that while this is the last day of the Momentum, they will be continuing on as a group in the coming weeks in Momentum+.
- Describe briefly the format and structure of Momentum+. Momentum+ is a transition module to support them with the immediate next steps of their action plan. It is a time for the group to come back together and help each other on these steps so that we

all transition well towards realizing our goals and preferred future.

- Provide the group with the dates and times of the Momentum+ module.

EXCHANGING POWER BOX WISHES, HANING OUR CERTIFICATES AND CLOSURE OF MOMENTUM

- In closing, invite participants to exchange their Power Box wishes with each other. The facilitator should also participate in exchanging wishes with participants.

- Invite participants to share one thing from their action plan that they are especially keen to start and/or that they feel particularly proud of. Celebrate participants' visions, commitment, and pride. Ensure each knows you believe in them and their capacity to live their preferred future.

- Note that *"Their active participation in In Motion and Momentum is a true gift – one they've given to themselves and each other."* Also note that you look forward to continuing this journey with them in Momentum+.

- Take a photo of the group with their certificates and send it to their email so they all have a copy for their power box.

- Conclude with the evaluation of Momentum provided by the evaluation team.



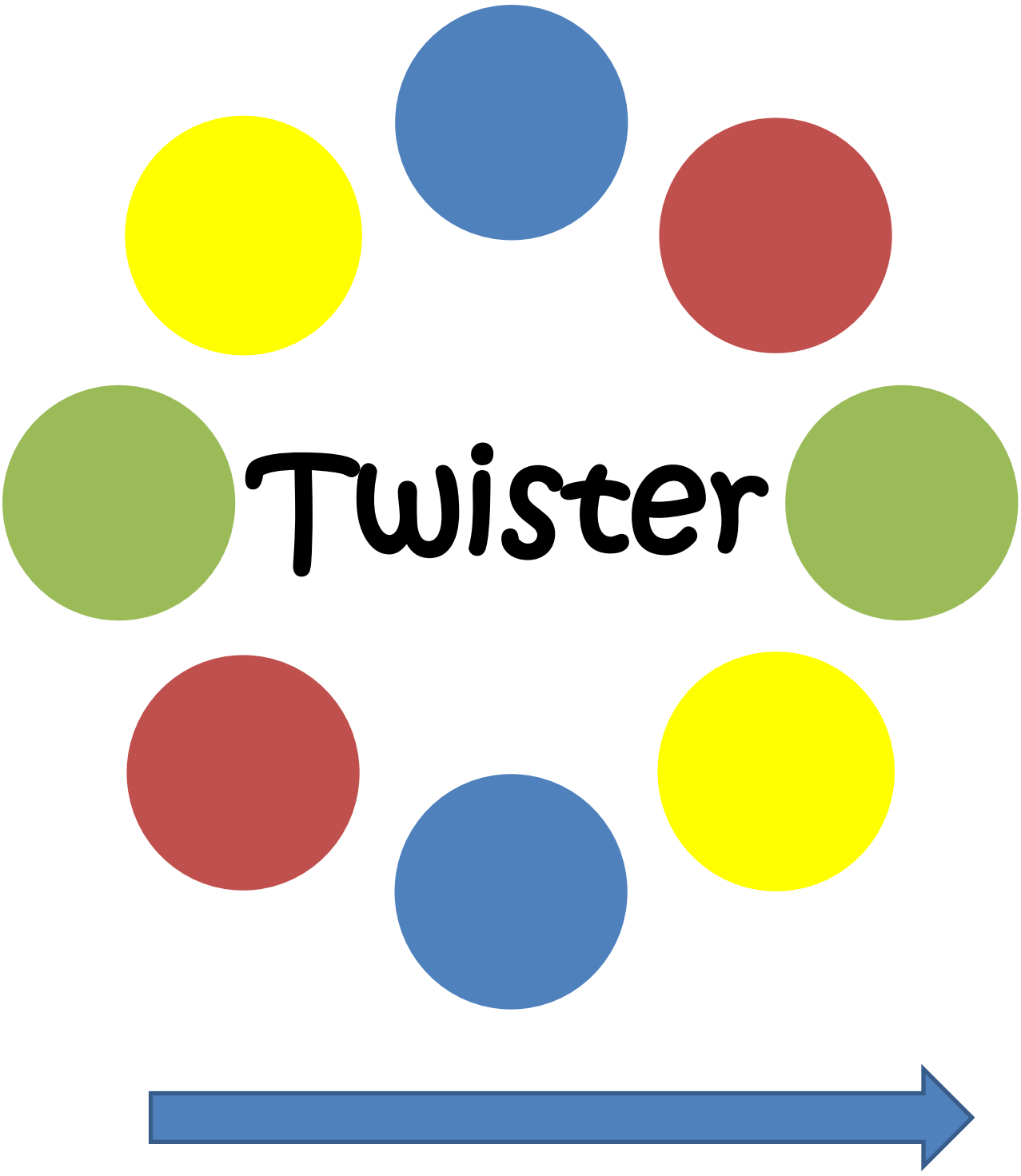
ONLINE DELIVERY IDEA:

Send out certificates of completion to each participant so they can have them ready before the celebration. This could be done the day before via e-mail so each participant can print out if they have a printer. If participants do not have access to a printer, you will need to mail them out to participants early enough so they receive them in time for the last day of the program and their graduation. During the ceremony, have all the participants hold up their certificates and take a photo/screenshot of the group with their certificates that can be sent out to the whole group or shared on the group's network site.



APPENDICES

APPENDIX A: MENTAL TWISTER SPINNER



APPENDIX B: SAMPLE CHALLENGE SCENARIOS

You wake up and see that your alarm never went off. By the time you get ready, you know that you will be 20 minutes late for picking up the computer that a friend is lending you. What could you do?

There is a dog on the loose in your neighbourhood and you are concerned for its safety and for the safety of the children in the community. You think it might be the dog of the woman down the street. How do you handle this?

You notice that an elderly neighbour's garbage is piling up and that their lawn has not been cut in some time. The garbage is getting smelly and their place is starting to look bad. What could you do?

You've just got a new job and your boss just handed you your first task. Your boss wants it done asap, but when you start working on it you don't think that you will be able to do it on time. What could you do?

Your friend keeps asking you to babysit her kid. You really like the child and like helping out but it's getting to be too much. What do you do?

You've borrowed a buddy's car to run an errand and while doing so you accidentally hit the bumper on a column in the parking garage. The bumper is pretty damaged and you have no money to get it fixed. What do you do?

You find a wallet out on the sidewalk in your neighbourhood. There is nobody around. It looks thick – like it's holding a lot of money. What do you do?

Your neighbour is accusing you of letting your dog poop on the common lawn of the apartment building and not picking it up. He is threatening to call the landlord and ask that you be evicted. You know that you could call the landlord but it's only your neighbour's word against yours. What do you do?

You see that the jungle gym at the local community centre is looking a little worn and, perhaps in spots, unsafe. You are handy and could likely fix it but you know that the community centre has policies about non-staff not being able to work on safety related projects. What do you do?

Your friend invites you out to a movie. "My treat," she says. When you get to the theatre, she seems to have forgotten about her offer and claims that you said you'd treat her. You really can't afford to pay for yourself, let alone two. What could you do?

You notice that a local diner is overwhelmed with customers. They are lined up out the door. The service at the diner is terrible mainly because there is not enough staff to serve everyone. You hear that the owner is a tight-wad and probably won't hire extra staff. What could you do?

You notice that the neighbourhood children seem to be picking on a particular boy. Your not sure why, but you don't like what is happening. What could you do?

APPENDIX C: RESOURCES

Weekly Meditation:
https://www.youtube.com/watch?v=_Ub9kncj5J0

Stress Management - There are several things that we can do to help manage our level of stress. This site offers suggestions and strategies for an effective stress management approach

Budgeting – Stretch Your Dollars is a budgeting basics workbook that offers suggestions on how to boost your income, cut your expenses and includes tools to create and balance your budget. https://saskmoney.ca/wp-content/uploads/2020/10/resources/budgeting/ALIS%20Stretch%20Your%20Dollars.pdf

Time Management – These skills are important in your personal life and highly valued by employers. This site provides individuals with a personal time management guide to help them regain control of their time, stress and energy levels. http://www.time-management-guide.com/

Healthy Relationships—Studies show that healthy relationships have many benefits, including greater happiness and less stress. Whether you are thinking about relationships with your mother, best friend, or partner, this site offers great Ideas for improving any relationship.

Physical Health – Physical health is more than just keeping fit; it has anything to do with our bodies as a physical entity. This site helps readers to be informed about how their actions can help keep their bodies healthy. Information includes: alcohol awareness, physical fitness, nutrition, sexual health, tobacco use and sleep.

Healthy Eating—Food plays an important role in our mental and physical well-being. This site offers several great ideas for maintaining a healthy diet. http://www.helpguide.org/articles/healthy-eating/healthy-eating.htm

APPENDIX D: GROUP SKILLS

Communication Skills

Back-to-Back Drawing

Adapted from https://www.mindtools.com/akp37i0/team-building-exercises-and-activities

Divide the group into pairs and have each pair sit on the floor back to back. Give one person in each pair a picture of a shape and the other person a pencil and pad of paper.

Ask the person holding the picture to give verbal instructions to their partners on how to draw the shape – without telling the partners what the shape is. After they've finished, ask each pair to compare their original shape with the actual drawing and consider the following questions:

- How well did the first person describe the shape?
- How well did the second person interpret the instructions?
- Were there problems with both the sending and receiving parts of the communication process?
- What could they have done to improve the outcome of the drawing?

Debrief

In plenary, invite pairs to summarize their answers to the above questions. In terms of the group project, do they think that clarity in communication might impact how well the group works together? If yes, how might they be able to improve their communication with each other?

Listening

Adapted from http://www.trainingzone.co.uk/anyanswers/active-listening-exercise

Ask participants to write the names of three people they consider good listeners. This may be challenging for some, so invite them to think about the range of people they know—teachers, case managers, the person who serves them coffee at the local coffee shop, a neighbour, a family member, etc.

Then, ask the group if anyone has written the name of the person whom they don't like. Usually, no one writes the name of the person they don't like. Then, ask if the three people they have written down come into any one of these categories: someone whom they like, someone who is loved by them or someone whom they respect. Typically, all three people meet one of these three categories. Then ask, what could be a key factor to being liked, loved or respected by others?

Debrief

Share with the participants that listening is often essential to good communication skills. There is a reason that counsellors in training are told that if their mouth is working more than their ears they aren't doing it right. Some indigenous cultures use a talking stick when meeting so that all are heard and that the pace of communication is slowed down so that everyone has a chance to understand and clarify differing points of view.

Key elements of good listening (and communication) skills are to:

- Make eye contact with the person talking
- Empathize and try to understand not only the content of what is being said but the emotion behind it
- Ask open questions and repeat or paraphrase for clarification to enhance your understanding

Invite participants to be conscious of trying one of these elements next time someone tries to communicate with them and then evaluate whether it makes a difference to their understanding of what is being communicated to them.

Team Building

Puzzling Picasso's Exercise

Adapted from:
https://knr171fall2014clr.weebly.com/uploads/3/9/0/8/39085001/picasso.pdf

This creative activity is a quick and hands-on game where attention to detail is the key to success.

To start, photocopy a piece of art twice and cut one copy into as many pieces as there are participants. It's important to cut the pieces not in perfect squares but into different shapes. Select an artwork like a Picasso painting (e.g. http://www.pablopicasso.org/three-musicians.jsp) because although there is detail in the painting, it's not too detailed, so participants won't be able to re-create the lines and colours.

Once you have printed out and cut the image into pieces, hand the individual pieces out to the participants and inform them that they now need to replicate their piece into a larger-scaled drawing. For example, if you've photocopied the painting on an 8x 11.5 sheet of paper and cut it into 10-15 pieces. Participants need to transpose that piece fully onto an 8x11.5 sheet of paper. Once all the pieces have been completed, the group must put them all together to complete the finished bigger picture.

For this activity, it is vital that the participants work independently and not see what the others are drawing. Mix the individual pieces so that participants sitting next to one another do not have adjoining pieces.

For this activity, you will need

- An 8 x 11.5 piece of paper per participant
- A selection of coloured pencils
- Rulers to work out the scale
- Scissors to shape the piece like the one that they are given
- Erasers

Set a time limit for the task and ensure everyone understands the task fully before you start. Explain to participants that attention to detail is important as they will combine their pieces to recreate the original piece.

When time is up, ask participants to work as a team to assemble the puzzle.

Debrief

Invite the group to examine the finished product. Note the differences amongst the pieces, appreciating everyone's efforts. For example, some pieces have great detail, some are more colourful, some took artistic licence, etc. Emphasize to the group that although this is an individual task, all the participants are working as a whole group to complete the painting and that their efforts and styles come together to make art. While the final product may not look exactly like the original, there is art in the final product that speaks to the group's assets, and their assets are what will come together to build towards the project's success. This activity is a reminder of what can be done when you work together on a combined and focused project. This activity emphasizes the need to look at the bigger picture and our efforts.

TEAM BUILDING RESOURCES

- https://www.sessionlab.com/blog/team-building-activities/

  This is a company that specializes in team building with corporations. They have a blog with numerous Ideas and activities to support good group dynamics

- https://www.mindtools.com/akp37i0/team-building-exercises-and-activities

  Mindtools is a free site to support trainers and managers to develop skills to support their work with groups.

- http://www.teampedia.net/wiki/index.php?title=Main_Page
  Teampedia is like Wikipedia for facilitators. It is a sharing site where other facilitators share their activities on numerous topics that support training and group facilitation.

APPENDIX E: LIST OF MATERIALS

DAILY

- ☐ Coffee
- ☐ Tea
- ☐ Fruit
- ☐ 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: DAY 1

- ☐ Twister Spinner (see Appendix A)
- ☐ Blow-up Beach ball (the bigger the better)
- ☐ Permanent Black Marker
- ☐ A Hat or Bucket and Challenging Scenarios from Appendix B

WEEK 1: DAY 2

- ☐ Index Cards (1 per participant including the Instructor)
- ☐ Prize for 4Cs Game (optional)
- ☐ Twister Spinner (see Appendix A)
- ☐ Rubber Ball
- ☐ Markers and Coloured Pencils/Crayons for the Lifeline Activity
- ☐ Envelopes (enough for each participant) and Three Slips of Paper for Each Envelope (Personal Profile Template: Appendix G)

WEEK 1: DAY 3

- ☐ Twister Spinner (see Appendix A)
- ☐ Props for Stepping Stones Model [Sun/Cloud (e.g. pillow or construction paper cut out shaped as a cloud or sun), Winding River (a blue sheet), Stones (construction paper cut out in the shape of a stone)]
- ☐ Blankets or Towels for the Visualization Activity
- ☐ Coloured Pencils
- ☐ Markers
- ☐ Magazines
- ☐ Coloured Construction Paper
- ☐ Scissors
- ☐ Glue
- ☐ Tape
- ☐ Computers and Printers
- ☐ Bristol Board or Flipchart Paper per participant

WEEK 1: DAY 4

- ☐ Twister Spinner (see Appendix A)
- ☐ Group Lunch (table cloth, cutlery, plates and napkins, fresh flowers or centrepiece)
- ☐ Visuals for Stepping Stones Activity (Sun/Cloud, Winding River, Stones)

WEEK 2: DAY 1

- ☐ Blankets/Towels (Meditation)
- ☐ Twister Spinner (see Appendix A)
- ☐ 2 pairs of Bright/Coloured Glasses
- ☐ Markers
- ☐ Blindfolds for each participant (Ice Breaker Activity)

WEEK 2: DAY 2

- ☐ Flipchart paper (one for each participant)
- ☐ Die
- ☐ Plastic bags
- ☐ Group Check-in Activity - Red, Yellow, and Green small pieces of paper (one in each colour per participant)
- ☐ Twister Spinner (see Appendix A)
- ☐ Sticky notes

WEEK 2: DAY 3

- ☐ Red, Yellow, and Green small pieces of paper (one in each colour per participant)
- ☐ Stepping Stones Floor Model (Sun/Cloud, Winding River, Stones) – see note on materials above, Week 1: Day 3

WEEK 2: DAY 4

- ☐ Leadership Quotes to Post around Room
- ☐ Items for Scavenger Hunt
- ☐ Timer
- ☐ Group Check-in Activity - Red, Yellow, and Green small pieces of paper (one in each colour per participant)
- ☐ Mental Twister Spinner (see Appendix A)
- ☐ Group Lunch (table cloth, cutlery, plates and napkins, fresh flowers or centrepiece)

WEEK 3: DAY 1

- ☐ Mental Twister Spinner (see Appendix A)
- ☐ Group Check-in Activity - Red, Yellow, and Green small pieces of paper (one in each colour per participant)

WEEK 3: DAY 2-3

- ☐ Mental Twister Spinner (see Appendix A)
- ☐ Group Check-in Activity - Red, Yellow, and Green small pieces of paper (one in each colour per participant)

WEEK 3: DAY 4

- ☐ Mental Twister Spinner (see Appendix A)
- ☐ Group Lunch (Include dessert or card of appreciation)
- ☐ Participant Asset Maps
- ☐ Stepping Stones Floor Model (Sun/Cloud, Winding River, Stones)
- ☐ Post-It Notes

WEEK 4: DAY 2

- ☐ Mental Twister Spinner (see Appendix A)
- ☐ Noise Makers
- ☐ Cards/pieces of paper
- ☐ Blankets or towels for meditation activity
- ☐ Stepping Stones Floor Model (Sun/Cloud, Winding River, Stones)

WEEK 4: DAY 2

- ☐ Mental Twister Spinner (see Appendix A)
- ☐ Computer to listen to meditation
- ☐ Blankets or towels for meditation activity

WEEK 4: DAY 3

- ☐ Something to represent stepping stones (carpet squares, foam sheets, Bristol board) You will need 2 different colours of stepping stones
- ☐ Masking Tape
- ☐ 2 pieces of rope
- ☐ Blindfold
- ☐ Mental Twister Spinner (see Appendix A)
- ☐ Ball
- ☐ Index Cards
- ☐ Decorations for Group Lunch
- ☐ Certificates of Successful completion
- ☐ Flowers for room/participants
- ☐ Samples of work for display
- ☐ Camera

APPENDIX F: ACTIVITIES IN MODULES 1 AND 2

In Motion Activities

WEEK 1: DAY 1	▪ Circle of Motion ▪ 5 Things You Love to Do ▪ Interest Inventories ▪ Team Building Activity
WEEK 1: DAY 2	▪ Dependable Strengths ▪ 3 Things You'd Love to Do ▪ Motion Wheel
WEEK 1: DAY 3	▪ Values Negotiation/ Auction ▪ Values Inventories ▪ 1 Thing You Will Do ▪ Power Boxes ▪ Sharing Circle
WEEK 2: DAY 1	▪ The Goal ▪ Inflating Your Balloon ▪ Confirming Goal/ Action
WEEK 2: DAY 2	▪ Supports: Connections Circles ▪ Practical Information/ Resources ▪ Each One Teach One ▪ Return to the Balloon ▪ Potholes: Stress ▪ Building Meaningful Rewards ▪ Power Boxes
WEEK 2: DAY 3	▪ Skills Capsule ▪ Strategies: STAR ▪ Circle of Allies ▪ Power Boxes

WEEK 3: DAY 1	▪ Return to the Balloon ▪ Potholes: Stress ▪ Building Meaningful Rewards ▪ Power Boxes
WEEK 3: DAY 2	▪ Rubber Ball Bounce Back ▪ Momentum Inukshuk ▪ Bounce Back Challenge ▪ Strategies: Plan for Unexpected ▪ Power Box Gifts
WEEK 3: DAY 3	▪ Wheel Revisited ▪ String Activity

Momentum Activities

WEEK 1: DAY 1	▪ Beach Ball Buzz ▪ Holland's Party Game ▪ Norms ▪ Seeing Green/Opportunities
WEEK 1: DAY 2	▪ 4Cs ▪ I Am Resilient ▪ My Life-line ▪ Personal Profile ▪ Options & Opportunities
WEEK 1: DAY 3	▪ Speed Dating ▪ Guided Visualization ▪ Preferred Future Collage
WEEK 1: DAY 4	▪ True-For-You Chairs ▪ The Change Continuum ▪ Personal Action Plans ▪ Spin Cycle
WEEK 2: DAY 1	▪ Mapping Own Needs/Assets ▪ Mapping Community Needs/Assets ▪ Bounce Back Challenge
WEEK 2: DAY 2	▪ Bag Tie Blitz ▪ Community Project Plan
WEEK 2: DAY 3	▪ Leadership Cheers/Fears ▪ Stepping Stones Project
WEEK 2: DAY 4	▪ Scavenger Hunt ▪ Roles/ Responsibilities
WEEK 3: ALL DAYS	▪ Project Implementation ▪ Action Plan & Group Dynamics ▪ Pride Stories/ Milestones

WEEK 4: DAY 1	▪ Quiz Show ▪ Self - Community Project ▪ Guided Visualization ▪ What I Want
WEEK 4: DAY 2	▪ Pay Off Matrix ▪ 4C Redux ▪ Fish Bowl
WEEK 4: DAY 3	▪ Stepping Stones ▪ Giving & Receiving

APPENDIX G: PERSONAL PROFILE FORM

INTEREST

1. I really like _____
2. I really like _____
3. I really like _____

VALUES

1. I value _____
2. I value _____
3. I value _____

STRENGTHS

1. I am really good at _____
2. I am really good at _____
3. I am really good at _____

PERSONALITY TRAITS

1. I am _____
2. I am _____
3. I am _____

POSSIBLE FUTURES

1. _____
2. _____
3. _____