

MOMENTUM:

Stepping Stones to a Preferred Future

Participant
Workbook

2

ACKNOWLEDGEMENTS

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IN MOTION AND MOMENTUM+ – Momentum: Stepping Stones to a Preferred Future Participant Workbook

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WELCOME TO *MOMENTUM*

Congratulations on being chosen to be part of this of this 3-week series! This is an opportunity only being offered to those who have shown potential. It's a real chance to take a step back, get clear about your own sense of direction and take control over important parts of your life. These next weeks are yours!

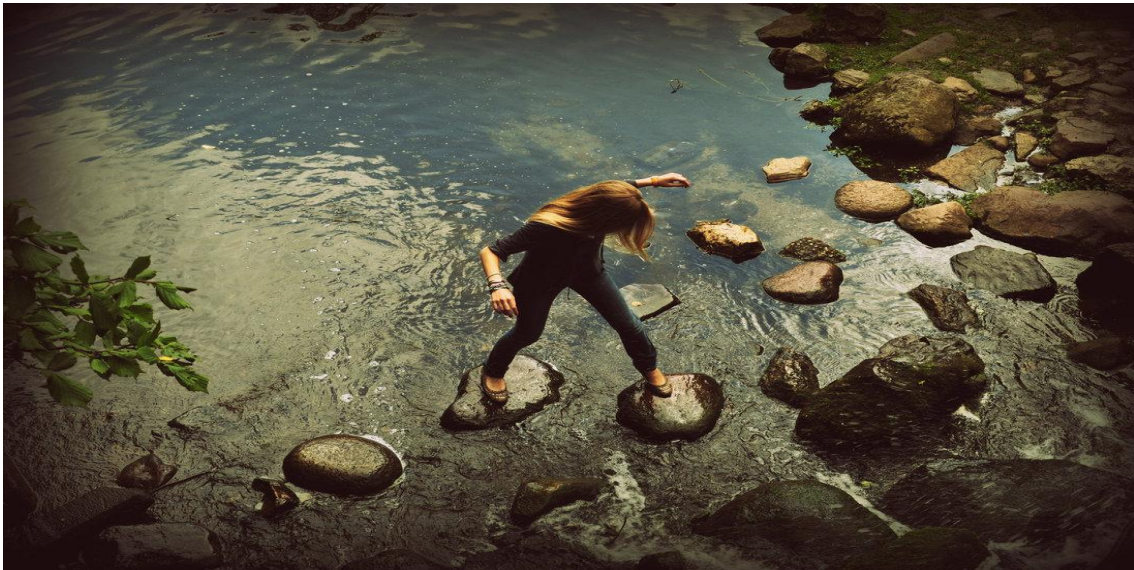
The objectives of this series are to:

- Encourage and support happiness
- Encourage and support health
- Help you to see your own capacity, skills and strengths
- Provide a safe place to explore and grow
- Help you explore possibilities that YOU want to explore
- Help you to see that you make a difference (in your own life, your family, your community)
- Help you to know that you have some control in your life
- Ensure you have some people who are really on your side
- Help you to know that we all can recover from setbacks – it can move us forward



WEEK 1: I AM/WE ARE

OVERVIEW OF MOMENTUM



What do you think?

Does what this woman is trying to do look easy or difficult? Does she look like she knows what to do next? Does it look risky? Are there things she could do to make crossing the stream easier? If she were to start again, would crossing the stream get easier or stay the same?

The 4 Themes of Momentum:

I AM/WE ARE

I/WE CAN

I/WE WANT

I/WE WILL

HOLLAND'S PARTY GAME

Who would you rather hang out with?

Highlight or circle all the words that appeal to you or characterize the people/environment with which you want to connect.

Holland Personality Types	
Realistic (R) “Doers” People who like nature, or athletics, or tools and machinery. Some activities they like to do: ▪ Sports ▪ Camping ▪ Working with animals ▪ Gardening ▪ Doing puzzles/word games ▪ Decorating rooms ▪ Cooking ▪ Fixing a car ▪ Doing craft projects	Personal Characteristics: ▪ Athletic ▪ Stable ▪ Reserved ▪ Practical ▪ Independent ▪ Outdoorsy Skills and Abilities ▪ Fixing Things ▪ Using Tools ▪ Training Animals ▪ Designing Things ▪ Reading Maps
Investigative (I) “Thinkers” People who are very curious, like to investigate or analyze things. Some activities they like: ▪ Play or develop computer games ▪ Puzzles ▪ Visiting Museums ▪ Reading ▪ Conducting Experiments	Personal Characteristics ▪ Analytical ▪ Scientific ▪ Research-Oriented ▪ Scholarly ▪ Mathematical Skills and Abilities ▪ Researching ▪ Synthesizing/Analysing Data/Problems ▪ Computing

Holland Personality Types	
Artistic (A) “Creators” People who are very artistic, imaginative, and innovative. Some activities they like: ▪ Photography ▪ Dancing ▪ Travel ▪ Learning languages ▪ Designing clothes ▪ Helping to put on a play ▪ Drawing or painting ▪ Writing stories or poetry ▪ Playing music ▪ Attending Cultural Events	Personal Characteristics ▪ Creative ▪ Intuitive ▪ Imaginative ▪ Sensitive ▪ Expressive ▪ Complicated ▪ Independent ▪ Innovative Skills and Abilities ▪ Writing ▪ Singing ▪ Painting ▪ Acting ▪ Imagining ▪ Reading ▪ Drawing ▪ Dancing
Social (S) “Helpers” People who are drawn to helping, teaching, or serving others. Some activities they like: ▪ Making new friends ▪ Social Activism ▪ Entertaining Friends ▪ Creative Writing ▪ Attending Events ▪ Teaching children ▪ Studying about other cultures ▪ Helping people solve problems	Personal Characteristics ▪ Friendly ▪ Generous ▪ Patient ▪ Outgoing ▪ Idealistic ▪ Understanding ▪ Empathetic Skills and Abilities ▪ Teaching ▪ Mediating ▪ Mentoring ▪ Inspiring ▪ Listening ▪ Public Speaking

Holland Personality Types	
Enterprising (E) “Persuaders” People who like to start up projects or organizations, and/or influence or persuade people. Some activities they like: ▪ Leading group activities ▪ Working on a sales, fundraising, political campaign ▪ Reading newspapers and journals ▪ Competing ▪ Buying clothes for a store ▪ Talking to people at a party ▪ Selling stuff	Personal Characteristics ▪ Self-Confident ▪ Ambitions ▪ Assertive ▪ Persuasive ▪ Adventurous ▪ Optimistic ▪ Extrovert Skills and Abilities ▪ Public Speaking ▪ Managing Others ▪ Delegating ▪ Decisive ▪ Selling ▪ Leading ▪ Promoting
Conventional (C) “Organizers” People who like to work with data, detailed work, are mathematical and like to complete tasks or projects according to plan or instruction. Some activities they like: ▪ Collecting memorabilia ▪ Reading ▪ Organizing chaos ▪ Planning or implementing well-structured events ▪ Using computers to organize information, photos, family trees	Personal Characteristics ▪ Accurate ▪ Efficient ▪ Persistent ▪ Responsible ▪ Methodical ▪ Detail-Oriented ▪ Conforming Skills and Abilities ▪ Planning ▪ Organizing ▪ Computing ▪ Bookkeeping ▪ Following Procedures

HOLLAND'S PARTY GAME, PART 2

MY PREFERENCE GROUPS:

1.

What do I like about this grouping?

What interests does this group have that are similar to mine?.

What skills and abilities do I have that are similar to those described in this grouping?

What does this say about how I like to work?

2.

What do I like about this grouping?

What interests does this group have that are similar to mine?

What skills and abilities do I have that are similar to those described in this grouping?

What does this say about how I like to work?

3.

What do I like about this grouping?

What interests does this group have that are similar to mine?

What skills and abilities do I have that are similar to those described in this grouping?

What does this say about how I like to work?

SEEING GREY

1. What part of my life am I only seeing grey?

2. How can I reframe the situation more positively?

3. What opportunities might be a result of changing my point of view?

4CS

[illegible]

FACTORS THAT SUPPORT RESILIENCE

Write down what the word resilience means to you.

There are four factors that help us move forward and cope with challenges along our way. They include:

Me Factors

Me Factors are the strengths, skills, and qualities we carry within ourselves. These can include hope, confidence, determination, problem-solving, managing emotions, planning, asking for help, and connecting with others.

Relationship Factors

My Relationship Factors are the people I can turn to for support, encouragement, advice, or a sense of belonging. These might include family members, friends, Elders, mentors, teachers, coaches, neighbours, service providers, or healthcare professionals.

Community Factors

My Community Factors are the places, programs, and services in my community that can provide help, learning, resources, and opportunities. These might include employment centres, schools, libraries, cultural centres, health services, and community organizations.

Opportunity Factors

My Opportunity Factors are the systems, programs, and policies that help create opportunities and reduce barriers. They can provide access to healthcare, education, transportation, income support, and legal protections.

What do you think about these factors? What stands out to you?

MY RESILIENCE FACTORS

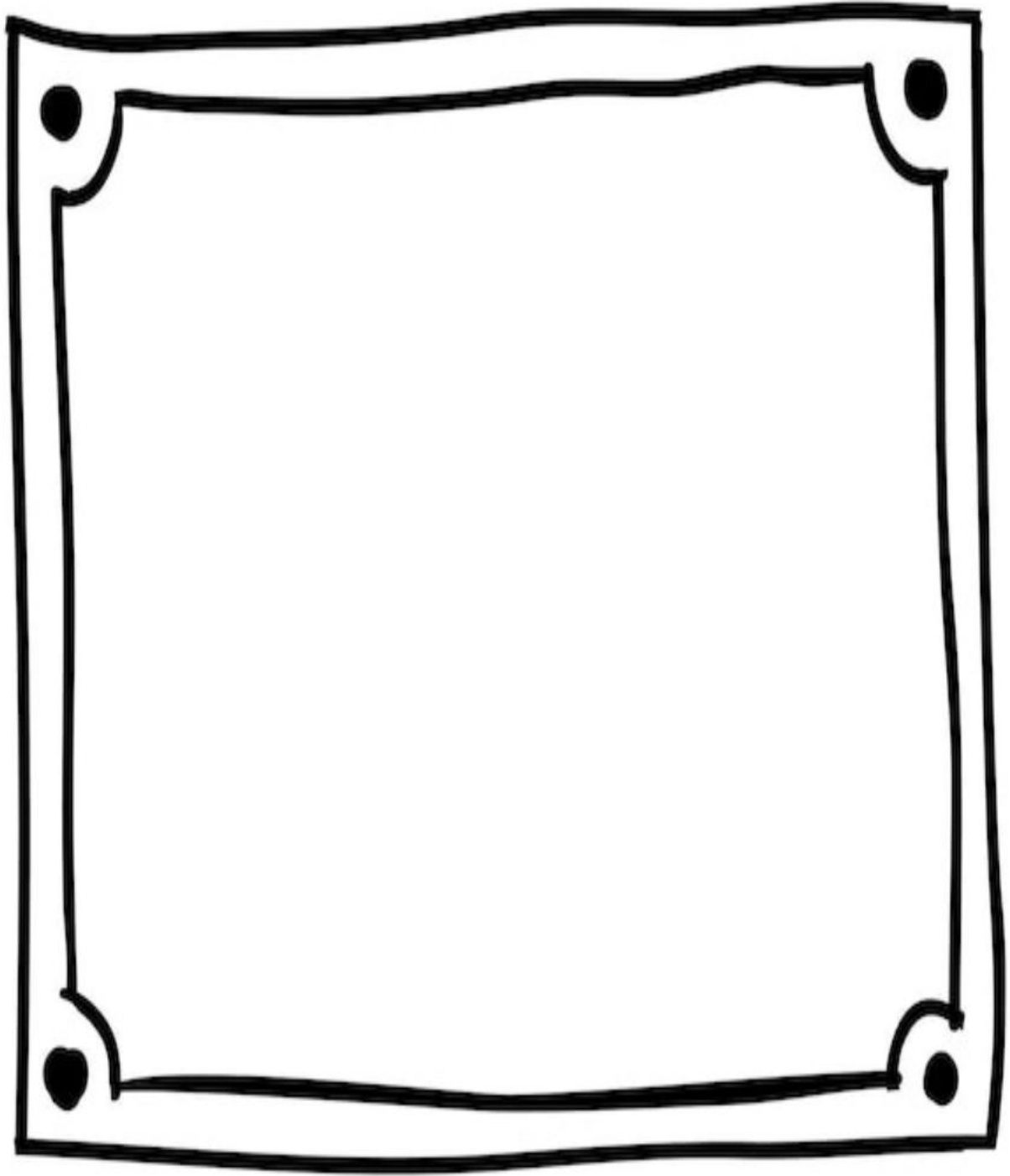
The factors I use and will use in the future

Me Factors My strengths and skills.		My Community Factors <u>Local</u> supports I can connect with for help.	
Factors that helped me in IM&M+	Factors I want to develop/connect with in the Future	Factors that helped me in IM&M+	Factors I want to develop/connect with in the Future
My Relationship Factors Those I can turn to for support.		My Opportunity Factors Broader systems that shape what's available to me.	
Factors that helped me in IM&M+	Factors I want to develop/connect with in the Future	Factors that helped me in IM&M+	Factors I want to develop/connect with in the Future

ME TODAY SNAPSHOT QUESTIONS

- What strengths did I learn I have? 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?

ME TODAY SNAPSHOT

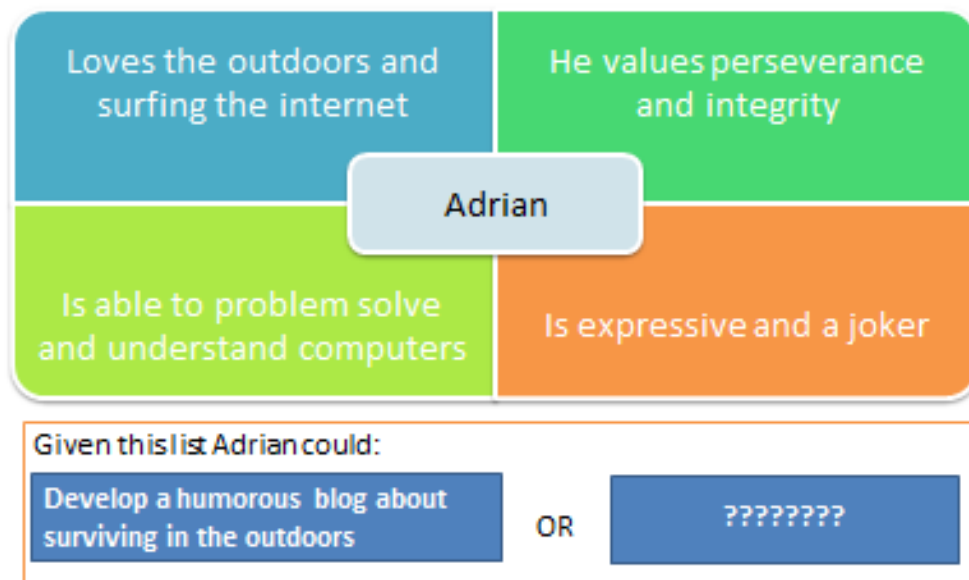


PERSONAL PROFILE

Part 1: Adrian

Take the case of Adrian....

Adrian's Personal Profile



Think about what other future plan Adrian could have with some of these elements. Write it down below.

Part 2: Your Own Personal Profile

INTERESTS

Here are some examples of interests. They are all words or phrases that could be used to complete the sentence: “I really like....” Circle any that apply to you. Do not limit yourself to this list! Add others that are missing.

The Arts	Working with my hands	Directing a group
Theatre	Helping others	Reading
Being in a group	Meeting people	Dancing
Music	Outdoors/Nature	Travelling
Public speaking	Surfing the internet	Shopping
Writing	Working with numbers	Cooking
Classifying things	Having new experiences	Politics
Math	Giving directions	Discussing
Fashion	Planning activities	Geography
Animals	Physical activities	Literature
History	Scientific reports	Cultural diversity
International development	Finding information	Learning new things
Selling	Giving explanations	Assembling things
Biology	Talking on the phone	Meeting challenges
Talking/Discussing with people	Psychology	Chemistry
Physics		

STRENGTHS

Here are some examples of strengths. They are all words or phrases that could be used to complete the sentence: “I am really good at....” Add any that are missing to make your strengths list complete.

Helping others (listening, understanding)	Giving instructions, information	Operating heavy equipment
Learning new things	Negotiating	Public speaking
Working with others	Developing strategies	Making decisions
Repairing (e.g., computers, things)	Writing (grammar, spelling)	Preparing texts, documents
Singing	Explaining or teaching	Working with uncertainty
Classifying objects, documents	Researching	Selling
Creating/Inventing	Planning tasks	Assembling things
Composing (text, music)	Improvising	Summarizing
Driving	Manual labour	Problem-solving
Editing/Correcting text	Managing stress	Working with numbers
Understanding/Speaking other languages	Adjusting plans	Using camera equipment
Working independently	Interviewing people	Using different software
Consulting with people	Playing a musical instrument	Using laboratory apparatus
Drawing/Reproduction	Reading comprehension	Giving good advice
Leading a group discussion	Navigating online	Training animals
Using tools (e.g., saw, hammer)	Analyzing text or data	Making lists (of things, priorities)
Comparing (e.g., things, data)	Staying calm	Thinking outside the box

VALUES

Here are some examples of values. They are all words or phrases that could be used to complete the sentence: “I value....” Circle any that apply to you. Do not limit yourself to this list. Add any that are missing for you.

Love/Friendship	Harmony	Prestige/Recognition
Money	Honesty/Sincerity	Progress/Innovation
Autonomy/Independence	Humour	Promoting Peace
Beauty	Integrity	Human Relations
Competition	Justice	Respect for self & others
Physical comfort	Freedom (to act and express views)	Personal achievement
Contributing to society	Leisure/Having fun	Health
Creativity	Loyalty	Personal satisfaction
Culture/Language	Modesty	Career security
Reaching my full potential	Optimism	Belonging
Education/Knowledge	Order	Social status
Cooperation	Openness	Work
The Environment	Perseverance	Variety/Change
Excellence	Punctuality	
Family	Power	

PERSONALITY TRAITS

Here are some examples of personality traits. They are all words or phrases that could be used to complete the sentence: “I am....” Do not limit yourself to this list. It is far from complete!

Active	Disciplined	Innovative	Persevering
Adventurous	Discrete	Intuitive	A Planner
Ambitious	A Dreamer	A Joker	Positive
Attentive	Dynamic	Leading edge	Practical
Brave	Emotional	Likable	Realistic
Calm	Energetic/Enthusiastic	A Loner	Reflective/ Thoughtful
Careful	Entrepreneurial	Loyal	Reliable
Cheerful	Expressive	Methodical	Reserved/Shy
Competitive	Flexible	Open	Respectful
Confident	Generous	Optimistic	Responsible
Convincing	Helpful	Organized	Sensible
Courageous	Holistic	Original	Serious
Creative	Honest	Passionate	Sociable
Critical	Honourable	Patient	Spontaneous
Curious	Hospitable/ Welcoming	Perceptive	Sympathetic
Demanding	Independent	A Perfectionist	Tolerant
Determined			

Part 3: Choose the most important

Now, go back to your lists of interests, values, abilities and personality traits. On each page, put a star beside your “top” 2-3. So... for interests, choose the 2-3 things you are MOST interested in and put a star beside these. Then put a star beside the 2-3 things you value MOST. Do the same for abilities and personality traits.

Part 4: Record your main interests, values, abilities and personality traits

Record your main interests, values, abilities and personality traits – see [pages 23-26](#) to see your interests, values & abilities; identify and record your top 3 personality traits (see examples on previous page).

MY TOP INTERESTS...

--	--	--

MY TOP STRENGTHS...

--	--	--

MY TOP VALUES...

--	--	--

MY TOP PERSONALITY TRAITS...

--	--	--

Part 5: Create Possible Futures

What alternatives might be possible for you based on your interests, values, abilities and personality traits? Create 2-3 possible futures that reflect your top interests, values, abilities and personality traits.

My possible future plans: **(Don't reveal these to anyone in your group until the end)**

Future Plan

Future Plan

Future Plan

Part 6: Group Suggested Alternatives

Other possible future plans created for me:

Future Plan

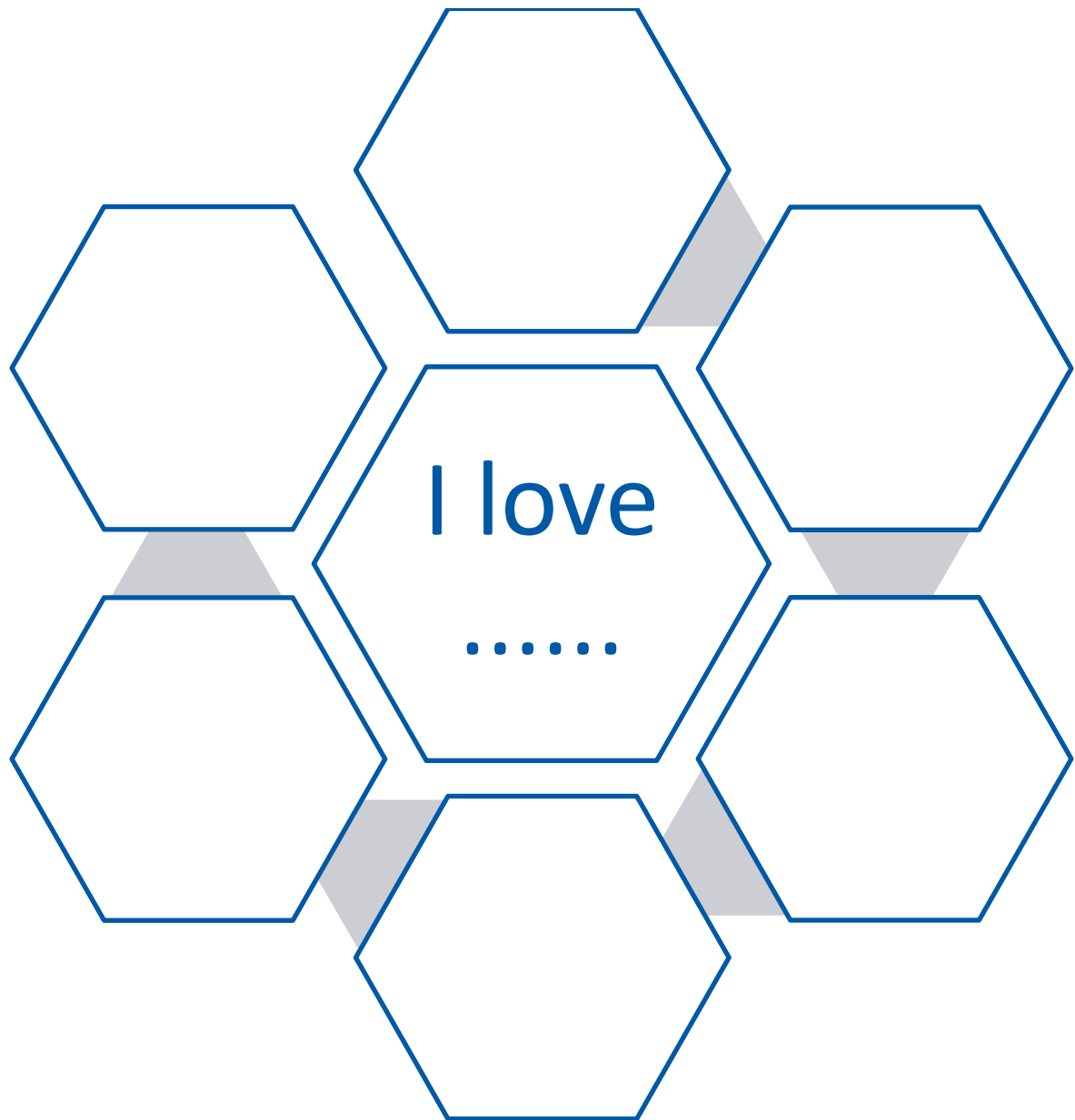
Future Plan

Future Plan

FOR LOVE OR MONEY



Things I Love to Do	\$	A	P	✓
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				



FUTURE MUST HAVES

GUIDED VISUALIZATION

The elements of my preferred future

MY PERSONAL STEPPING STONE MODEL

Use the next page to create a Stepping Stone model of your Preferred Future. You will want to do this in pencil, as you may make changes to your model. It is a living drawing you can add to, enhance, and refine as you journey toward your preferred future.

Step 1: Draw your preferred future. You can represent your preferred future using symbols (sun, moon, mountain top), pictures, words, or a vision statement.

Step 2: Draw your journey. It can be a path, road, river, etc. Consider: Will your journey be a straight line, or will it have some twists and turns?

Step 3: Add the stepping stones. The *“stepping stones”* are the actions you think you need to take to get to your preferred future. You can use words or drawings to represent each stone. Consider where you will place them. Are some sequential? Are some closer together or further apart? Place the stones where you see them happening on your journey.

Use the next page to draw your own personal stepping stone model. Have fun.

MY STEPPING STONE MODEL

MOTIVATIONS FOR ME AND FOR OTHERS

What motivates me for me	What motivates me for others

THE CHANGE CONTINUUM

- Think about an area of your life where you want to change.
- With this area of your life, the continuum line below represents, at one end, things as bad as they could be if things got worse and, at the other end, your ultimate goal.



- Add brief statements or words that describe each end of the continuum. Write them under the appropriate end of the continuum.
- Place a mark that shows where you are right now.
- Place a directional arrow on the continuum indicating what direction you're heading right now.

COMMUNITY CHANGE CONTINUUM

- Think about an issue in your community that you would like to change.
- In regards to this area, the continuum line below represents at one end, things as bad as they could be if things got worse and, at the other end, your community's ultimate goal.



The Worse It Could Get

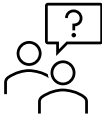
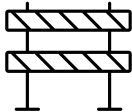
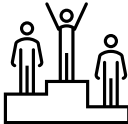
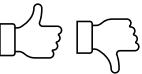
My Community's Ultimate Goal

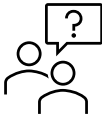
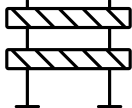
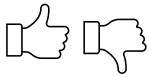
- Add brief statements or words that describe each end of the continuum. Write them under the appropriate end of the continuum.
- Place a mark that shows where your community is right now.
- Place a directional arrow on the continuum indicating what direction your community is heading right now.
- Name one thing that would need to happen for your community to change directions towards its goal? OR Name one thing that would need to happen for your community to move a step further along the continuum towards its goal?

- What could you do to get the community to agree to take that step?

- What does your community need to do to take that step? (How will the community do it? When can it be done? Who can help or support?)

ACTION PLAN

My goal for now is:						
✓ SMART						
Step #	 ACTIONS/STEPS	 HELPERS	 ROADBLOCKS	 REWARDS	 WHEN?	 DONE?
1						
2						
3						

My goal for now is: ✓ SMART						
Step #	 ACTIONS/STEPS	 HELPERS	 ROADBLOCKS	 REWARDS	 WHEN?	 DONE?
1						
2						
3						

GETTING OUT OF THE SPIN CYCLE

Things I think, say and do to put me in the spin cycle	Things I can say, do and think to avoid or get out of the spin cycle



**WEEK 2: I/WE CAN
– MY PLAN; OUR
PLAN**

POSITIVE COPING SKILLS, ATTITUDES AND STRATEGIES



Ability to create win-wins/compromises	Ability to manage information	Achievement/Goal oriented
Visioning possibilities	Global mindedness (i.e., ability to see things from many different points of view)	Belief in self
Communication skills	Creativity	Determination/persistence
Empathy	Healthy emotional expression	Healthy perspective when faced with adversity
High expectation for success	Humour	Initiative (i.e., seeing what needs to be done and doing it)
Leadership	Motivation to succeed	Negotiation skills (i.e., the ability to bargain or resolve disputes)
Growth mindset	Organizational skills	Creating plans
Positive attitude	Positive self-talk	Problem solving skills

Realistic assessment of situations	Responsibility	Self-control (of negative impulses/emotions)
Sense of being in control	Teamwork skills	Creative thinking
Time management skills	Ability to trust	Willingness to ask for help

MY ASSET MAP

CRITERIA FOR OUR COMMUNITY PROJECT

What will make this project realistic and doable?

What will make this project meaningful and impactful?

How will doing this project benefit me?

COMMUNITY WALK-ABOUT

1. What did you see today that was different/new?

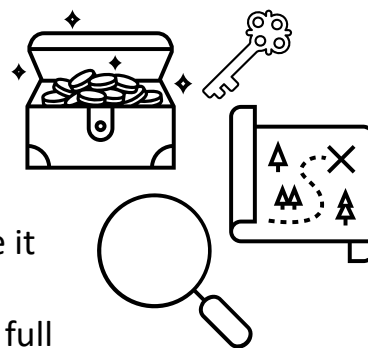
2. What community needs and/or opportunities stood out to you?

3. How did your walk-about affect your thinking about our community project?

4. What are you most excited about now with respect to our community project?

GROUP SCAVENGER HUNT

- ✓ Each team has 10 items to find. Each team must find **AT LEAST 8** of their 10 items.
- ✓ Each item counts for only ONE thing (i.e. you cannot find something yellow that floats and have it count for 2 items).
- ✓ All teams must succeed within 20 minutes for the full group to succeed.



TEAM 1: a photograph, something that floats, a multi-coloured sock, something that smells nice, a safety pin, something yellow, a receipt, a blade of grass or a weed, something that starts with the letter Y, something homemade

TEAM 2: a button, a leaf, something that would sink in water, a coin, something older than the oldest member of your team, something purple, a piece of fruit, something that starts with W, a keychain, a rubber band

TEAM 3: a recipe, something new (made this year), a shoelace, a key, a white sock, a matchstick or lighter, something that starts with Q, something round, a musical instrument, a rock that is bigger than a quarter

TEAM 4: a picture of a boat, something made in China, lipstick, a black sock, a belt, something that starts with J, something orange, a paper clip, something rectangular, a twig/branch

COMMUNITY PROJECT: ROLES AND RESPONSIBILITIES

As we prepare for our community project, you're encouraged to reflect on the roles and responsibilities you'd like to play. Think about our action plan and the various tasks included. Now think about YOU:

1. Recall the Holland Party Game. What did that tell you about your preferences and style? What kinds of roles/responsibilities would likely suit your personality best?
2. Think about your assets – the knowledge, skills, attitudes, experience and networks that might benefit our community project. What kinds of roles/responsibilities would allow you to use these?
3. Now think about your needs. What do you most want to learn, try, experience? What do you most want to avoid? What kinds of role/responsibilities would support this?

PLEASE KEEP IN MIND: For our community project to succeed, we'll all likely have to play many different roles and take on various tasks – and some will probably be better “fits” for you than others.

GROUP COMMUNITY PROJECT WORKPLAN

START DATE	TASK	PERSON LEADING THIS TASK	SUPPORTERS	END DATE

START DATE	TASK	PERSON LEADING THIS TASK	SUPPORTERS	END DATE



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

END OF DAY REFLECTION – DAY 1

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?

END OF DAY REFLECTION – DAY 2

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?

END OF DAY REFLECTION – DAY 3

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?

REFLECTION ON THE COMMUNITY PROJECT

1. What have I learned through the community project?

2. How did I contribute?

3. What networks did I build?

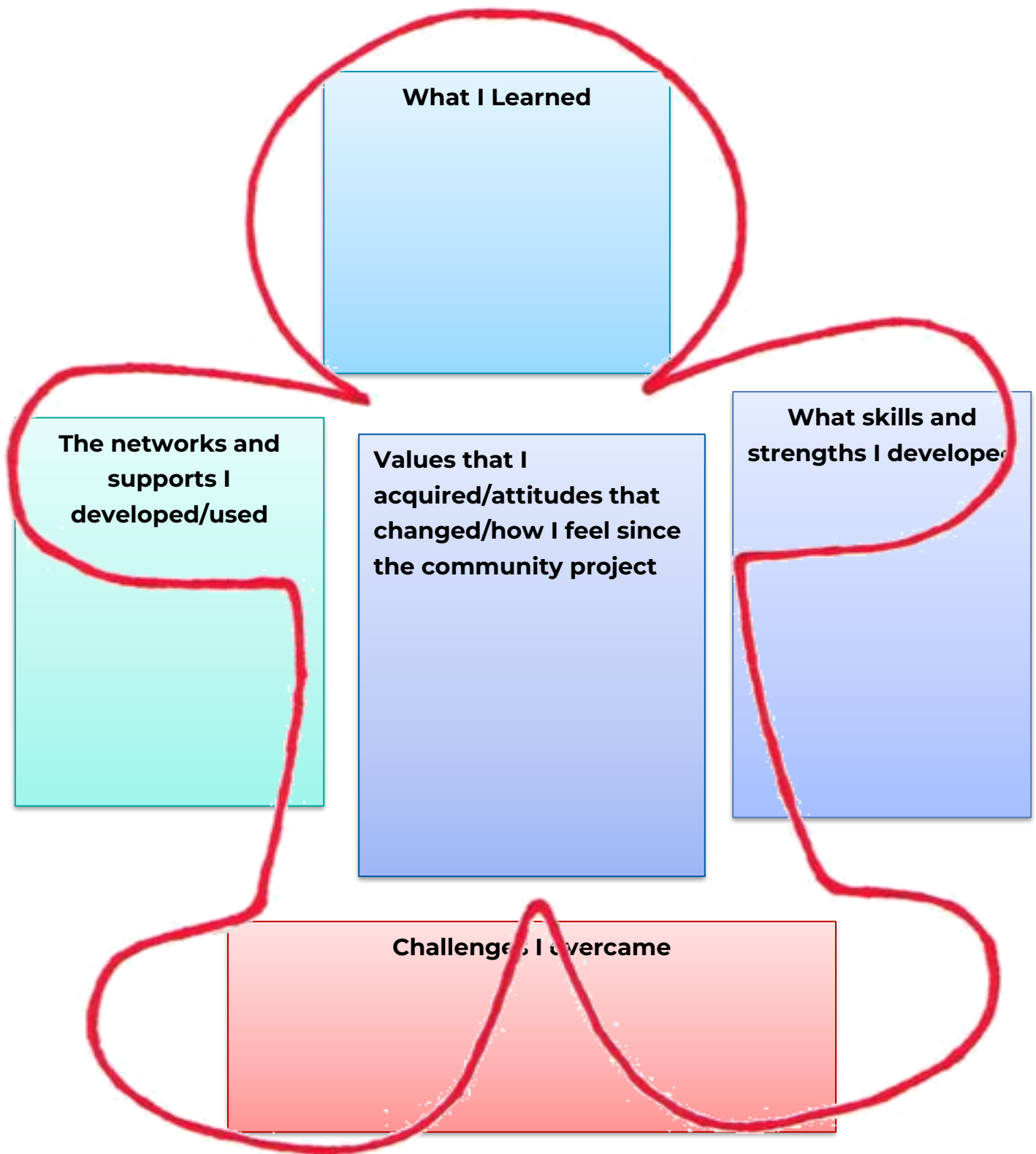
4. What, if anything, has changed in me? Attitudes? Values?

5. What, if anything, has happened to my vision and action plan due to the community project?



WEEK 4: I WANT/ I WILL

MY SELF AFTER THE COMMUNITY PROJECT



VISUALIZATION REDO

The elements of my preferred future as I see it today

WHAT HAPPENS WHEN A ROCKET IS LAUNCHED?



THE PAY OFF MATRIX

Think of a problem situation in your life.

How would you like things to be different?

	The Change:	Keep things the same
Pluses +		
Minuses —		

What did you see today that was different/new?

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, on the other side keeping 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.....

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

4CS AND THE ACTIVITIES/STRATEGIES/TOOLS TO SUPPORT ME

Intrinsic Qualities	Course activities/strategies/tools that can help me develop it further
<u>COURAGE</u>	
<u>CONFIDENCE</u>	
<u>CURIOSITY</u>	
<u>CONSTANCY</u>	

Intrinsic Qualities	course activities/strategies/tools that can help me develop it further

TAKING A LEAP



WHAT IS HELPING ME TAKE THE LEAP?



My Assets

(Strengths, attitudes
and abilities)



My Motivators

RESOURCES PAGE

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

<https://www.verywellmind.com/tips-to-reduce-stress-3145195>

Budgeting – Stretch Your Dollars is a budgeting basics workbook that offers suggestions on how to boost your income and cut your expenses and includes tools to create and balance your budget.

<https://alis.alberta.ca/pdf/cshop/StretchYourDollars.pdf>

Time Management – These skills are important not only in your personal life but are also highly valued by employers. This site guides individuals on setting priorities and managing your time effectively.

<https://upskillsforwork.ca/wp-content/uploads/2021/08/ABC-UP-Time-Management.pdf>

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

[https://www.amherst.edu/campuslife/health-safety-wellness/counseling/
self_care/healthy_relationships/10_tips_for_health_realtionships](https://www.amherst.edu/campuslife/health-safety-wellness/counseling/self_care/healthy_relationships/10_tips_for_health_realtionships)

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 physical fitness, nutrition, stimulant use and sleep

<https://www.anxietycanada.com/articles/healthy-living/>

Healthy Eating – Food is important to our mental and physical well-being. This site offers several great tips to maintain a healthy diet.

<http://www.helpguide.org/articles/healthy-eating/healthy-eating.htm>

NOTES

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