

Mentor

Handbook



Session One:

Discovering Your Dreams

As the beginning of the Dream It Be It Curriculum, this session’s goal is to begin to establish a safe, welcoming space for participants, to begin to develop group cohesion, and to create an opportunity for participants to consider future aspirations. Each participant will hopefully be inspired to envision her future and be empowered to believe in her own capacity to make dreams a reality.

**Session 1: Discovering Your Dreams**

**Opening Remarks from Club Chair,** Maggie-Mae Gaughan(5 minutes, Full Group)

**Ground Rules from Club Chair,** Maggie-Mae Gaughan (2 minutes, Full Group)

1. Put cell phones on silent, and place out of sight
2. Listen actively and give your full attention
3. Be respectful of everyone’s ideas, thoughts, and opinions
4. Wait your turn to speak. Be sure to raise your hand if you’d like to share during the sessions
5. If you are speaking a lot, try and allow others a chance to speak; if you aren’t speaking a lot, challenge yourself to share your ideas and opinions
6. Maintain Confidentiality- Do NOT discuss others’ personal statements outside of this program
7. If at any reason you need to step away, speak to a guidance counselor, or use the restroom, please notify your Lead mentor

Have students open Workbooks, add their name, and continue to Session One.

**Ice Breaker: What Is Your Dream?** (10 minutes)Girls go around in a circle and introduce themselves, along with a current dream of theirs.

**Dreams Roadmap** (15 minutes)

Flip to the Dreams Roadmap worksheet. Instruct participants:

The purpose of this next exercise is to get all of you thinking about your dreams that you have accomplished. All of you have a story; a journey that your lives have taken. On the Dreams Roadmap worksheet, I want you to map out the 5 most important moments in your life story, in the 5 boxes along the road, only using illustrations.

For example, if a large moment in your life was “getting accepted into college,” place maybe the school mascot and/or acceptance letter in one of your boxes. If one of your moments was the birth of a sibling, draw an image representing a pregnant mother, or a baby rattle.

The creativity is to your deciding, and I encourage you to think about the 5 most important moments that have happened to you in your life up to this very moment.

You have 15 minutes to complete your Dreams Roadmap. You may now begin.

After 15 minutes, have a couple students share their Dreams Roadmap.

**I Admire:** (2 minutes)

Flip to the “I Admire” Worksheet. Instruct participants:

* Close your eyes and think of a woman you admire. This could be any woman that you know- a celebrity, a family member, a teacher, a friend…
* What are some inspiring things this person has done? What makes this person admirable to you? What are some words you would use to describe this person?
* You have two minutes to complete this worksheet. You may begin now.

After 2 minutes, go around the circle and have the students share who they admire, and why. Share with participants:

The purpose of this activity is to consider qualities you admire in others, because admiring qualities in others, can help indicate what quality traits and values are important to you.

By understanding what you admire in others, you can have a clearer understanding of who and what you want to be.

**DETERMINATION SPEECH:** Megan Carpentier (3-5 minutes)

End Session One.



Session Two:

Exploring Careers

This session will focus on career exploration. It will lead participants through a self-assessment of interests and values, because what participants care about now can predict fulfilling careers in the future. As participants become more aware of their owns values and strengths, they will develop greater self-confidence and a more practical approach to future career decision-making.

**Session 2: Exploring Careers**

**Ice Breaker: Values** (20 minutes, Full Group) Bring participants to the full group activity. Lead Mentors will hold up a sign stating a specific value in different areas of the room, as follows:

1. *Country (Kristelle/Maggie-Mae)*
2. *Family (Alix/Laura)*
3. *Religion (Brittany)*
4. *Education (Katie)*
5. *Work (Krystina/Taj)*
6. *Friends (Megan)*
7. *Trust (Laura Lynn)*

Maggie-Mae will instruct students:

In this activity, we are going to explore the word “Value.” Values are beliefs and standards that we consider to be very important in our lives. Values provide us with an overall sense of purpose and direction. And values are shaped by a variety of sources; some sources may have a stronger influence than other sources.

As you look around the room, each of your mentors is holding up a sign of a specific value, such as Family, Religion, Education, etc.

I would like for each of you to go stand by the value that you find MOST IMPORTANT in you and your family’s lives. You have 1 minute to choose your value.

Once students have selected their value, Lead Mentors will instruct each group:

Each of you standing in front of me have selected *(Selected Value)* as your value. All of you are in agreement that this is the most important value in your life, above the others.

I want you each to take a moment to look around the room. Not everyone chose this value, many selected a different value. What I want you each to take away from this activity is that values differ from one person to the next, and that values usually develop and transform over time. You may have chosen this value now, but you may choose a different value later.

Values can be imposed by external factors, but we ultimately get to define what is important to us as individuals.

Once students have reached a general understanding of the word “value,” have them return to their small groups.

**What Do I Value?** (20 minutes)

Encourage participants to think back to Session One, remembering who they admired and why.

Explain to participants:

The focus of this exercise is on the “Why?” and to be able to explore your personal values. Offer examples such as:

* Some families value their religion and pass on religious teachings and traditions to their children.
* Popular culture and the media define success by how much money you have, so many people think it’s very important to have a lot of money.
* Many families, especially families in the armed forces, place their country and their service, above all other values.

We receive messages from all around us about what we should think, but now we have a chance to think about which of those values we choose to accept as our own.

Flip to the “Identifying My Personal Values” Worksheet. Provide 5 minutes for participants to complete this worksheet.

After 5 minutes have passed, solicit one or two volunteers to share what they wrote with the group.

Flip to the “My Values: What Is Important To Me?” Worksheet. Instruct participants:

* Write down 3-4 values for each category of your life.
* Include the values you wrote on the previous worksheet if you want, or come up with entirely new values.
* Give extra thought to the “work” category, because the topic will be the focus of this session.
* You have 5 minutes to complete this worksheet.

After 5 minutes have passed, solicit one or two volunteers to share what they wrote in the “work” category. Ask participants:

* Why do you think it is important to understand what we value about work?
* How else could these values affect your career choices?

**Work Value Inventory** (20 minutes)

Explain to participants:

You will now have the opportunity to rate the importance of different work values you might want to incorporate into your future careers. The ratings should reflect only your individual values, not those of others.

Flip to “Work Value Inventory” worksheet. Explain to participants:

* Identify on a scale of 1-5 the values listed on this worksheet. Be sure to remember your highest rated values.

Once students have completed this worksheet, flip to “Tying It All Together” worksheet. Instruct participants:

* Fill in your four (4) Top-Rated Values.
* Using the “My Values, My Career Possibilities” worksheet, fill in your top two (2) career types.
* List careers that might interest you.

Once students have completed career assessment worksheets, go around the table and have students share what career they’re interested in.

Have each student flip their workbooks to “Informal Interview Questions.” Explain to participants:

You have 4 minutes to complete this page.

Once the students have completed this page, solicit 1-2 participants to share.

**PRESERVERANCE SPEECH:** Krystina Reyes (3-5 minutes)

End Session Two.



Session Three:

Creating Achievable Goals

This session addresses the important personal and professional skill of goal setting. The participants may have various feelings about setting goals; some may be setting goals for the first time, while others may have already developed defined goals. This session teaches goal setting and will help participants learn how to develop a clear, reasonable goal as well as how to map out action steps to achieve this goal.

**Session 3: Setting Achievable Goals**

**Ice Breaker: Reaching Your Goals** (5 minutes) Have participants stand apart from each other. Instruct them to raise their right arm forward and point with their index finger. Then, instruct participants to spin to their left while pointing as far as they can. Once they do that, have them remember what they pointed at. Have participants return to normal stance. Explain to participants:

The purpose of this exercise is to help you all recognize that reaching goals is attainable, and that no matter how far you reached, you can always reach higher.

Instruct participants:

I want you all to remember where you pointed. And I want you all to reach just a little bit farther this time.

All participants will reach farther. Have participants reach for a third time. Have students return to their seats.

Flip to “Why It Is So Important to Set & Review Goals” Worksheet. Read the statements on the page so every participant understands the importance and value of setting and reviewing goals.

**Writing Original Goals** (10 minutes)

Ask participants:

* Think back to Session One. What was the dream you had for yourself?
* Think back to Session Two. What values did you identify with?

In order to achieve the dreams you envision for yourselves, it is important to create goals that will get you to where you want to be in the future. The goals you set for yourselves become stepping stones to your future. For goals to be achievable, goals should align with your own values.

Flip to “Writing Original Goals- Creating Achievable Goals” worksheet. Instruct participants:

* Write your goal in the first box.
* List the goal characteristics in the 2nd box.
* Come up with three action steps for your goal. Think about what very small steps need to happen in order to achieve this goal and write them in the third box.
* You have 5 minutes to complete this task. Begin now.

Once students have completed the worksheet, solicit one or two students to share their goal.

Setting creative goals for yourself are equally as important, as setting life goals for yourself. As you flip through the next pages in your workbook, you will see examples of creative goals.

Flip to “My Shining Creativity” worksheet. Instruct participants:

I want each of you to set a creative goal for yourself today. Please write your creative goal on this worksheet.

Once students have completed the worksheet, solicit one or two students to share their goal.

Goals become more powerful when you write them down and share them with a trusted peer and/or mentor. And all of your goals will likely change throughout your lives, but now you have the skills to create goals and smaller action steps in order to achieve any dream you may have for your future.

**Goal Mapping Roadmap:** (15 minutes)

Flip to the “Goal Mapping Roadmap” worksheet. Instruct participants:

The purpose of this next exercise is to get all of you thinking about your goals that you want to accomplish. Just like we did in the Dreams Roadmap activity, I want you to map out the 5 most important goals you have, in the 5 boxes along the road, only using illustrations.

For example, if one of your goals is to go to beauty school, you would draw a makeup brush or a hairbrush. If your next goal is to get married, draw a ring.

The creativity is to your deciding, and I encourage you to think about the 5 most important goals that you currently have for your future.

You have 15 minutes to complete your Goal Mapping Roadmap. You may now begin.

After 15 minutes, have a couple students share their Goal Mapping Roadmap.

**My Shining Mind:** (3 minutes)

Flip to “My Shining Mind” worksheet. Instruct participants:

You have 3 minutes to complete this worksheet.

Once the participants have finished the worksheet, solicit 1-2 students to share.

**ACHIEVEMENT SPEECH:** Brittany Barlog (3-5 minutes)

End Session Three.

Maggie-Mae will introduce the Lunch Career Panel.



LUNCH

Career Panel Luncheon

During the Lunch Break, students will have the opportunity to sit at a table with their selected ideal career. (For example: Lawyer, Healthcare, Beauty Industry, etc). The purpose of this is to excite the girls for the career possibilities out there, as well as open doors for internships, volunteering, and passion projects.



Session Four:

Rising Above Obstacles

This session seeks to address the adversity that women of all ages face in their career advancement. This session introduces participants to the specific adversity that many women face, provokes critical thinking, and provides participants with strategies and support systems to combat this adversity.

**Session 4: Rising Above Obstacles**

**Ice Breaker: The Line Game** (20 minutes, Full Group) Have all participants stand in the center of the room, divided in half 10-15 feet away from each other. Explain to participants:

* I am going to read a series of statements to all of you. If the statement applies to you, step forward to the line.
* There is to be no speaking during this exercise. Please remind yourselves of the ground rules and be respectful to your peers during the game.

Maggie-Mae will read Line Game Statements: (See Next Page)

After the Line Game statements have been read, have participants stay standing for an open forum discussion and reflection. (Reflection questions on next page).

**The Line Game**

Step to the line…

If you have ever or currently play on a sports team

If you were born in the State of California

If you come from a divorced family

If you have ever been late to class

If you have ever hated your body or the way you look

If you have ever been made fun of for your appearance

If you know someone who has suffered from Bulimia or Anorexia

If you have ever had someone say something mean to you or about you on social media platforms

If you have ever said something mean about someone else on social media

If you have been bullied

If you have ever been a bully

If you or someone you know has been peer pressured to unwillingly do something, they were uncomfortable with

If you are living with someone who is not your biological parent

If you’ve ever been told you couldn’t do something because of your gender

If you’ve ever felt left out or been treated unfairly because of your gender

If you have ever felt anxious, stressed, or pressured at school

If you have ever felt discriminated against because of your race or ethnicity

If you are proud of your race or ethnicity

**Reflection Questions:**

(Brittany) Have any of you ever seen the movie Freedom Writers? What did you notice happened during the line game?

(Krystina) How did it make you feel that you have similarities with your peers?

(Alix) Now that you see these similarities, how does this effect you from this point forward?

**Line Game Reflection- Small Group** (8 minutes) Mentors will have an open discussion in their small groups about obstacles students face today.

**CONFIDENCE SPEECH:** Maggie-Mae Gaughan (3-5 minutes)

**My Shining Support** (10 minutes)

Flip to “My Shining Support” worksheets. Ask participants:

* Do you have enough support in your life? Yes or No?
* If you were fully supported in every aspect of your life, what would that look like?

Have participants fill in their worksheet.

Flip to “My Shining Relationships” worksheets. Ask participants:

* Think about the type of relationships you want to have.
* Who are some of the people you want to connect with this year?
* Are there any new friendships you’d like to see? If so, what do they look like?
* How can you deepen your current friendships to build a stronger support system for yourself?
* You have 8 minutes to complete these worksheets. Begin Now.

**Planning Ahead** (5 minutes)

Flip to “Rising Above Obstacles- Planning Ahead” worksheet. Explain to participants:

Consider some of the obstacles we discussed during this session. Do you think some of them may get in the way of your goals? What other challenges may arise while you pursue your goals?

Give participants 2 minutes to fill in top portion of worksheet.

Try to identify family, friends, coaches, teachers, counselors, neighbors, community leaders or others who could help you tackle the obstacles we discussed today.

Give participants 1 minute to complete bottom portion of worksheet.

Encourage participants:

* Rely on your support systems
* Talk openly with your support systems about your experience with failure
* Consider what characteristics can be used to build resilience
* Think about what can be learned from your experiences

End Session Four.



Session Five:

Turning Failures Into Success

This session aims to directly address the fear of failing by introducing the idea that experiencing a failure is a key step in the process of learning and growing. In this session, participants will learn about resilience and how to reframe experiencing a failure to understand the usefulness of mistakes in order to move forward.

**Session 5: Turning Failures Into Success**

**Ice Breaker: The Human Knot** (10 minutes) Instruct participants:

* Arrange yourselves in a circle, standing shoulder to shoulder.
* Put your right hand up in the air.
* Grab the hand of someone across from you.
* Put your left hand in the air.
* Grab the hand of a different person across the circle from you.

Ensure that everyone is holding hands of two different people, and not someone next to them. Inform participants:

* The goal is to untangle yourselves and return to the shape of a circle without breaking the chain of hands.
* You have 3 minutes to complete this task.
* If any participants break the chain, you will begin the entire process over.

*This challenge is very difficult to accomplish within the given time, so almost every group will likely be unable to succeed. It is important to process this experience of failure through discussion.* Prompt the discussion with the following:

* What happened?
* What did you notice?
* Did anyone get frustrated?
* What does experiencing this failure look like to you?

After discussion, summarize the input to form a cohesive definition of experiencing a failure that is specific to your group. Explain to participants:

In general, experiencing a failure means experiencing an incident in life where something goes wrong or not according to plan. Often, we experience failure when we make mistakes that prevent us from meeting our goals or values.

Experiencing failure can be scary, but it’s natural. Everyone will fail constantly during their life. Despite our feelings of disappointment or fear, it’s important to remember that we are all human. We all make mistakes and experience failure, but that does not mean we ourselves are failures.

**RESILIENCE SPEECH:** Laura Lynn Seguin (3-5 minutes)

**Defining Resilience** (10 minutes)

Ask participants to finish this sentence: “If I experience failure, I get \_\_\_\_\_\_.”

* Think back to a time when you screwed up at something that was important to you.
* What words come to mind as you think about this situation?
* What feelins come to mind as you recall this situation?

*Some responses may include “frustrated,” “disappointed,” “angry,” “defeated” or other similar emotions.*

* How did you recover?
* How else did you react?
* Did anything positive come out of it?

*RECOGNIZE THE POSITIVE WORDS WITHIN PARTICIPANT RESPONSES. (For example, “brave,” “determined,” “moved on.”*

* Have you heard of resilience?
* Who can tell me what that word means?

Resilience is the ability to bounce back from frustrations and recover from setbacks. Resilient individuals adapt to change, stress or problems and are able to take things in stride. The result of bouncing back is a feeling of success and confidence.

* Does this definition sound familiar to any of you?
* Does anyone want to share an example of when they had to recover from a bad situation?

Thank participants and acknowledge the skills they used in dealing with failure. Have students read through the “Seven Characteristics of Resilience” worksheet.

**Putting It Into Practice** (10 minutes)

Explain to participants:

The focus of this session is on critical learning and growth that can come from experiencing a failure. You will now have the opportunity to consider experiences with failure in your own lives and what came from them.

This activity might feel uncomfortable because you may have only looked at past failures in a negative way. Now you have an opportunity to practice looking at your mistakes as opportunities, not failures.

Flip to “Learning From Setbacks” worksheet. Instruct participants:

* Think back to a few occasions in your life where you have failed and write these instances in the left-hand column of the worksheet.
* Think about the negative results from these situations and place them underneath the “Negative Results” column.
* Now, think about anything positive that may have come about as a result of that experienced failure. List them under the “Positive Results” column on the worksheet.
* Think about what you have learned from the experience. Write your answers in the right-hand column on the worksheet.

Flip to the next page in workbooks.

Have students identify the hardest failure they experienced and write it in box #1.

Have each student write what they let go of during this experience in box #2.

Have each student write why they are happy from experiencing this in box #3.

To conclude this session, explain to participants:

It can be challenging at times to take an honest look at experiencing failure. But when we get in the habit of considering what can be learned from our mistakes, we can set ourselves up for success.

End Session Five.



Session Six:

Balancing Your Stress

This session aims to give participants the tools to identify and better manage stress. In this session, participants will engage in a game that stimulates everyday stresses of balancing various responsibilities. Participants will then identify stress in their own lives and acquire new techniques for managing stress and taking time for self-care.

**Session 6: Balancing Your Stress**

**Ice Breaker: Juggle Mania** (8 minutes)

Have students stand in a circle with enough space to throw balls. The onjective of this activity is to introduce participants to an increasingly stressful activity and see how they manage their responses. Explain to participants:

* I’m going to throw the ball to someone in the circle. This ball represents School, a common stressor all of you are experiencing currently in your life.
* When the person catches it, they will throw the ball to someone else in the circle who has NOT received it.
* Continue this pattern until everyone has caught and thrown the ball, and finally throws the ball to me.
* It’s important to remember who you throw the ball to because you are going to repeat this rotation again.
* Begin.

After the first round, ask participants:

* How does it feel to juggle one ball? Was it easy?

All of you juggle school every day, which can be stressful at times.

* The game will continue now for another round. But this time, I am adding another ball representing Family.
* Throw the school ball, followed by the Family ball.

After the second round, ask participants:

* How does it feel to juggle two stressors, of family and school? Did it get harder?

Continue for a third round.

* The third ball represents work, and the fourth ball represents after-school sports or activities.
* Throw all balls in rotation.

Reflect with participants on what happened:

* What happened in this activity?
* How did you feel juggling one ball, one stressor, compared to juggling all of them?
* What happened if someone dropped the ball?
* What strategies could we have used to better manage the balls?
* Can any of those strategies help us juggle many different aspects of our lives?

**Identifying Stress in Your Life** (20 minutes)

Flip to “Identifying Stress” worksheets. Instruct participants to answer true or false to the statements.

Read the statements aloud and ask participants what they answered.

*Answer Key:*

1. False
2. False
3. True
4. False

Ask participants to reflect on Juggle Mania:

The symbolism of each ball were “stressors”- stimuli that causes stress. The more stressors you and your group had to deal with, the more difficult the stressors were to effectively juggle. In order to deal with stress, you must all identify the sources of stress in your life and how that stress makes you feel.

Go around the circle and instruct participants to take turns answering the following questions:

* Tell us about an area in your life that you experience stress.
* Have you dealt with this stress?

Identifying and talking about the sources of stress in life makes it easier to target those stressors effectively.

**SELF-CARE SPEECH:** Alix Schwartz (3-5 minutes)

**Defining a Self-Care Plan** (15 minutes)

Flip to “How To Take Care of Yourself” worksheets and briefly go over them with participants.

Flip to “My Shining Habits” worksheet. Have students fill in strategies and habits for their own self-care.

Flip to “My Shining Self-Care” worksheet. Instruct participants:

* On the worksheet, list two areas in your life where you experience stress.
* List two strategies you can use to manage stressors based on what you have learned today.

Flip to “Let’s Get Time Sorted Out” worksheet. Instruct participants:

* Create a pie chart of how you currently prioritize your life: School, Sports, Friends, etc.
* Then, create a pie chart of how you could better balance your life.

Solicit one or two students to share their pie charts.

**Changing Your Thinking To Reduce Stress:** (20 minutes)

Flip to “Changing Your Thinking To Reduce Stress” worksheet. Instruct participants:

Technically, situations are not stressful in their own right. Rather, it’s our interpretation of each situation that drives the level of stress that we feel. Sometimes we are right in what we say to ourselves. Some situations may actually be dangerous, and may threaten us physically, socially, or in our career. Here, stress and emotion are part of our body’s “early warning system” that alerts us to the threat of these situations.

Very often, however, we are overly harsh and unjust to ourselves, in a way that we would never be with friends or co-workers. This habit, along with other negative thinking, can cause intense stress and unhappiness, and can severely undermine our self-confidence.

The following three steps will allow you to change your thinking and significantly reduce your amount of stress:

1. Notice your thoughts
2. Challenge your thoughts
3. Replace your thoughts with more positive thoughts

You’re thinking negatively when you fear the future, put yourself down, or severely criticize yourself for errors. Negative thinking damages your confidence and harms your performance.

The first step to changing your thinking is to notice your thoughts- to observe your thoughts and become aware of the things you say in your head.

Instruct participants:

* One way to practice this is to observe your stream of consciousness as you think about a stressful situation.
* Write down the negative thoughts that come to mind when you think about this in the left hand column on your worksheet.

Now, challenge these thoughts. The next step in dealing with negative thinking is to challenge the negative thoughts that you identified. Look at every thought you wrote down and rationally challenge it. Ask yourself whether this was a reasonable thought, and if it was factual. Ask yourself:

1. What is my evidence for and against my thinking?
2. Am I confusing my feelings with the facts? Just because I am feeling this way, does that mean my perception is correct?
3. Am I thinking this way because I am in a bad mood right now?

Have each student write down their “Rational Thought” next to the “Negative Thought” on the worksheet.

Explain to participants that we are now going to exercise replacing their negative thoughts with positive thoughts.

When you have challenged incorrect negative thinking, its often useful to use rational positive thoughts and affirmations to counter them. It’s also useful to look at the situation and see if there are any opportunities that are offered by it.

Share with students the following example:

|  |  |  |
| --- | --- | --- |
| NEGATIVE THOUGHT | RATIONAL THOUGHT | POSITIVE THOUGHT |
| I will never understand this test material. | This material is difficult, but I can contact someone who can help me understand it. | I am smart and capable. I know I will be able to understand this material eventually. |
| I cannot study. I feel way too anxious. Why can’t I control my anxiety? | It’s okay and normal to feel anxious. It’s not dangerous, and it’s not my fault- it’s just the way I feel. | I won’t let this anxiety stop me. I can feel anxious about this text and *still* study for it. |

Have each student write down their “Positive Thought” in the right-hand column on the worksheet.

Solicit one or two students to share examples.

**Permission Slips:** (3 minutes)

Have each student write 3 permission slips for their own self-care.

After they have completed this, have each student share one of their permission slips with the group.

**GROWTH SPEECH:** Laura Garcia (3-5 minutes)

Reflect on Laura’s speech with participants. Remind them to make time for themselves, and to prioritize their mental health.

End Session Six.



Session Seven:

Putting Dreams Into Action

This final session addresses the gap between dreams and action by weaving together participants’ vision with practical skills developed in previous sessions. In this closing sessions, participants will create a concrete action plan for achieving their goals. Participants will prepare for future transformation of putting dreams into reality, and will further develop supportive and sustainable relationships.

**Session 7: Putting Dreams Into Action**

**Mountain Goals** (15 minutes)

Flip to “My Shining Year” worksheets. Read through the Mountain worksheets about Setting Goals as a group. Instruct the following:

* Have each participant set two Mountain Goals (One personal, One Career).
* On the first Mountain Goal, have the student write their Personal Mountain Goal.
* Flip to the second page, and have each student write the action steps they will take in order to achieve their Personal Mountain Goal.
* Flip to the next page and have each student write what resources they will need to reach their Mountain Goal.
* Repeat this for the Career Goal.

**My Personal Plan** (10 minutes)

Flip to “My Personal Plan- Putting Dreams Into Action” worksheet.

* We worked on writing action steps in Session 3.
* Write small action steps you need to do this week to start working towards your goals.
* Continue to “Identifying Obstacles.”
* Reflect on Session Four and identify four (4) obstacles you will face when trying to achieve your goals.
* Now, write four (4) strategies that can help you overcome these obstacles below.

When participants are finished, have them move to the next worksheet.

The final step in your personal plan, is identifying your “Dream Team.” In this section, you’re going to identify people who can support you and keep you accountable in implementing your plan to reach your goals.

List ways this “Dream Team” can support you throughout this process.

When participants are finished, have them move to the next worksheet.

List your goals one more time, no matter how large.

**Reflection:** (5 minutes)

Within our group, each of you have identified a goal, an action step, an obstacle, a strategy to overcome that obstacle, and named a support system. Flip to “My Shining Note” worksheet, and answer the following questions:

1. How does it feel to have your personal plan laid out in front of you?
2. What are some ways you can keep yourself accountable for this plan?
3. How might we support each other in following our personal plans?

**Homework: Monthly Check-in’s**

Ensure every student will hold themselves accountable for the following year to follow-up with themselves on how they’re achieving their goals. Explain to participants:

In the back of this workbook, we have provided you with a Monthly Check-In calendar. Make sure you do this, to ensure you will achieve your goals you have set for yourself today.

**EMPOWERMENT SPEECH:** Katie Arnold (3-5 minutes)

**Closing Activity:** Weaving It All Together (15 minutes)

Have participants sit in a circle with all mentors. Hand one person in the circle a ball of yarn.

We’re going to do a closing activity as a way to reflect on what we have learned through our time together today.

* One person will hold one end of the yarn and share the emotion she will feel leaving this conference today by saying I feel \_\_\_\_\_\_\_\_\_\_. (For example, I feel *Empowered)*.
* After one person shares, she will hold onto that piece of yarn and throw the ball of yarn across the circle.
* This process will repeat itself until each of us is holding onto a piece of yarn.

Once everyone is finished, explain to participants:

* We all have become connected in new ways throughout the Dream It Be It Conference today.
* The yarn represents a new support network that we have built during our time together.
* I hope that this yarn reminds you of the strong support network available to you not just today, but throughout your future process of pursuing your dreams.

Cut through the center of the yarn with a pair of scissors to create pieces for friendship bracelets that each girl will wear leaving the conference.

End of conference.



For more information on Soroptimist International of Greater Santa Clarita Valley, please visit [www.sigscv.org](http://www.sigscv.org)

Or email Contact@sigscv.org

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For information on the Dream It Be It Program, please contact Region & Club Chair, Maggie-Mae Gaughan at Laufmanm@gmail.com