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# Cultivate Conscious Kids: Unique Youth Leadership Development Programming

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Cultivate Conscious Kids:  
Unique Youth Leadership Development Programming  
Ashley Adams  
University of San Diego  
Spring 2017

## Cultivate Conscious Kids:

### Unique Youth Leadership Development Programming

Regardless of what divides us as a global community, whether it be location, religion, ethnicity, politics, etc., it is generally agreed upon that the future of our increasingly complex world lies in the hands of our youth. As we, the current decision makers in society, continue to add to the complexities of this world, we also have the responsibility to empower the youth of today with the proper tools to navigate not only their current realities but also the complex local, national, and global concerns they will quickly inherit as they grow into adulthood. Developing young people's ability to tap into their own leadership potential, regardless of their role in a given situation, is the key to their success as they mature and take on the complexities at hand. This is especially relevant now, as we are in the midst of an increasingly tumultuous time, which was only exacerbated by the November 2016 United State Presidential election, in which "the country's first female major-party candidate lost to a man whose campaign was dogged by charges of sexism and xenophobia" (Gross, 2017).

While the need for youth development on a global scale is overwhelming to say the least, the idea of starting on a national, state, or local level is much more accessible, as evidenced by the multitude of programs currently in existence across the United States. A quick Google search for "youth leadership development programs in the United States" populates 21.8 million responses in less than one second. A similar search for "youth leadership development programs in California" populates 2.28 million responses in less than one second. Finally, a search for "youth leadership development programs in San Diego" populates over 800,000 responses also in less than one second. It is, of

course, important to take into account that not every one of those responses represents a youth leadership development program. It does however indicate that the topic is being discussed at each of those levels, and it is being mentioned quite a bit. The Environmental Scan included in this paper takes a deeper look into a number of youth leadership programs at the national, state, and local levels. Each program has a slightly different focus or approach to youth leadership development programming.

A variety of research supports the market need for youth programming, such as leadership development, to supplement a young person's classroom and experiential learning. Zarrett & Lerner (2008) refer to this type of program as an "out-of-school time" (OST) activity. The authors reference a study examining the role of the 4-H organization in promoting positive youth development. This study supports the existence and necessity of a variety of OST activities. Their research found that youth who participated in several OST activities (up to 4 activities per week) "fare[d] better developmentally" (4) than their peers who either participated in one or no OST activities per week.

The works of Zarrett & Lerner as well as the 4-H organization are continually referenced throughout this paper. For example, the 4-H (San Diego location) is explored as a local youth leadership development program in the Environmental Scan section of this paper. Additionally, this particular 4-H program is known for promoting the Five Cs of positive youth development framework, a concept proposed by Zarrett & Lerner (2008), which is explored as a framework to support the core purpose of this paper.

The findings of the OST activity study referenced by Zarrett & Lerner (2008) also indicate that,

as early as the fifth grade, adolescents had participated in an average of two and one-half different types of OST activities at least a few times a year. By seventh grade, 61% were participating in at least two OST activities once a week or more (3).

The high levels of participation in OST activities imply there is a market demand for high quality OST activities. This demand may be positively affected by the parallel need for youth leadership development programs to prepare the current youth for the realities of today and the challenges of tomorrow. Whether its parents hoping to equip their children for the future, high school students looking for that “special something” to gain admission into the college of their dreams, or perhaps this generation seeks something “more” than the traditional team sport - whatever the reason may be youth leadership development programs are continuing to rise in popularity.

While I was unable to find any statistics, current or historical, on the number of youth leadership programs in existence, I was able to identify an increase in the academic research being done on the topic. By using the multidisciplinary journal database EBSCOhost, I searched seven relevant databases for articles published in 1996, 2006, and 2016. I based the searches on the following search terms: youth leadership development, youth leadership, leadership development, and youth development. The results of this comparison support my claim that the number of articles published in scholarly journals has increased over the last 20 years. See Appendix A for the details of my findings.

### **Grow Great Girls: A Response**

The Center for Women's Leadership within the School of Leadership and Education Sciences at the University of San Diego launched a program called Grow Great Girls in the summer of 2016. This program was only the beginning of a response to the market and societal demands mentioned above. Grow Great Girls strives to meet these market and societal demands through quality leadership development programming uniquely designed to meet the needs of a specific population – youth. Grow Great Girls began as “a mother-daughter leadership experience, uniquely designed to build girls' personal confidence, self-esteem and social capacity” for mothers and their daughters between the ages of 9-14.

The marketing, outreach, and program design was launched in May of 2016, in preparation for an 8-hour event on August 19, 2016. Registration reached just under 100 participants registered, double the original goal, weeks before the event and forced the team to close registration due to facilities restraints. The response from those involved in the program was generally positive as evidenced by participant surveys, facilitation team debrief, and the fact of surpassing registration goals. The momentum of the program continued into October 2016 when the organization partnered with Ivivva, UTC to co-host Ivivva's Dreams & Goals workshop on University of San Diego campus. A group of over 40 women and their daughters gathered from across southern California to enjoy 30 minutes of yoga followed by a small group facilitated Dreams & Goals workshop to guide participants through translating their dreams into reachable goals. In winter of 2016, Grow Great Girls programs grew to include Build the Best Boys. The peer

programming was launched in a gender inclusive 7th grade classroom setting, with similar plans for the 5th grade in the spring of 2017.

The Grow Great Girls organization, which has evolved into Cultivate Conscious Kids, is on the brink of expanding to a larger range of audiences with initial plans of launching two more Grow Great Girls workshops and a Build the Best Boys, mother and son leadership experience in the summer of 2017. The idea to create more specialized Grow Great Girls sessions was inspired by the feedback received from the first couple of events. Both mothers and daughters wanted an opportunity to delve deeper into a few very relevant issues facing our girls today; social media, body image, and self esteem as well as finding your voice through powerful communication. Instituting Build the Best Boys was also a response to feedback received from participants and the facilitation team. While the expertise of the Center for Women's Leadership remains in women and girls' leadership, the team is expanding to include experts on boys', and one day men's, leadership developmental needs and capacities. This is critical as the portfolio of programs grows to include all genders within various systems and contexts. (See Appendix B for more detail on the expansion of the Cultivate Conscious Kids programs and Appendix C for more detail on the systems addressed by the Cultivate Conscious Kids programming.) As this expansion continues, the organization must remain committed to a core foundation in order to maintain impactful, meaningful, and sustainable programming.

This paper strives to provide a foundation supported by a theoretical framework to guide the Cultivate Conscious Kids programs through future expansion and generation of new programs to include all youth, regardless of gender, and in a variety of settings or

systems, as shown in Appendix D. This foundation will take into account the following: the theoretical framework provided by the concept of the Five Cs of positive youth development (Zarrett & Lerner, 2008), the definition of leadership with its foundation of adaptive leadership supported by Cultivate Conscious Kids organization, a particular approach to facilitation, the curriculum followed in the past programs as well as the feedback received from those events.

### **Theoretical Framework**

Zarrett & Lerner (2008) suggest the term “positive youth development encompasses psychological, behavioral, and social characteristics that reflect what [developmental scientists] call ‘Five Cs.’” (1). The Five Cs are comprised of competence, confidence, connection, character, and caring/compassion. See Appendix E for further explanation of each of the Five Cs. A young person is considered to be “thriving” when they have developed in each of the Five Cs. The authors continue to describe a sixth “C”: contribution (to self, family, community, and civil society)”, which can only begin to develop once the Five Cs are mastered. The Five Cs of positive youth development is infused into the curriculum of each of the Cultivate Conscious Kids programs in order to empower youth to master the Sixth C, which is known to the Cultivate Conscious Kids program as leadership.

### **A Unique View of Leadership**

The Cultivate Conscious Kids programs operate on the premise that “we don’t see leadership as something that you are,” explains Lorri Sulpizio, PhD, director of the



Center for Women’s Leadership, and creator of the original Grow Great Girls idea. “We see it as something that you do. Anybody can do it. We take away the role piece, so you can be a leader without being a manager or CEO” (Gross, 2017). At its core, the message of the Grow Great Girls programs is simple, “get to know your story,” as explained by Sulpizio. “Understand it. Then you can write your own ending.”

The Cultivate Conscious Kids programs’ unique view of leadership is rooted in the core “Principle of Practice” of its original overarching organization, Conscious Leadership Academy, which was formally known as The Leadership Institute. This principle is set forth on the organization's published website,

Our leadership development programs are based on the assumption that leadership can be learned, and therefore taught. The work of the [Conscious Leadership Academy] is rooted in bringing the development of the whole person to the teaching and practice of leadership. Our leadership development approach rests on three principles:

- People learn best by experience.
- To make experiential evidence useful requires giving people the conceptual tools to organize the evidence. It also requires fostering their capacity to develop such tools.
- The form of teaching should communicate the same message as the material. We seek to practice what we teach.

(Retrieved: February 19, 2017. <https://www.sandiego.edu/soles/leadership-institute/principles-of-practice.php>)

The influence of these three principles positively contributes to the success of the Cultivate Conscious Kids mission by offering guidance and inspiration for the design and execution of the youth leadership development programming. The alignment of the guiding principles of the Cultivate Conscious Kids programs, which includes the unique definition of leadership, Conscious Leadership Academy's "Principle of Practice," and the following proposed facilitation style will increase the impact of the program on the its participants. (Iachini, Bell, Lohman, Beets, & Reynolds, 2017).

### **A Particular Approach to Facilitation**

The impact of developmental programming increases when participants experience positive self-esteem while engaging in that programming (Ryan & Deci, 2000). The Cultivate Conscious Kids organization strives to facilitate programming that creates opportunities for participants to experience positive self-esteem through developing each of the Five Cs by implementing a particular approach to facilitation.

In conjunction with the strength of the curriculum, the success of the Cultivate Conscious Kids programs lies in the integral role of the program facilitators. It is their job to embody a specific approach to facilitation while creating and maintaining a unique environment in order to best support the participants. The facilitation team's beliefs around the purpose and outcome of the program can guide their interactions with participants of the program, and ultimately affect the opportunity for those participants to develop their own leadership capacity (Anderson-Butcher & Lawson, 2002; Iachini, Amorose, & Anderson-Butcher, 2010). In adopting an "autonomous supportive interpersonal" approach to facilitation, our team can empower each participant to develop

their leadership capacity through interactive activities and reflection in an environment that empowers participants to take risks, experience self-esteem, and grow into their fullest selves as leaders. After working with facilitators who embody this approach, youth have been found to be more motivated and have enhanced well-being than their peers (Iachini, Bell, Lohman, Beets, & Reynolds, 2017). Mageau & Vellerand (2003) defined an “autonomous supportive interpersonal” approach to facilitation as follows,

an individual in a position of authority (e.g., an instructor [or facilitator]) takes the other’s (e.g., a student’s [or a participant’s]) perspective, acknowledges the other’s feelings, and provides the other with pertinent information and opportunities for choice, while minimizing the use of pressure and demands. (p. 886)

Facilitating programming around the development of participants’ leadership capacity, as understood by Cultivate Conscious Kids organization, naturally leads to adopting an “autonomous supportive interpersonal” approach to facilitation. Sulpizio connects this concept to one of the motivations to launch the Grow Great Girls program, the original program that led to the creation of Cultivate Conscious Kids,

This piece around girls and women finding their voices and finding the courage to accomplish their goals, that just resonated. Especially in a world that still has a lot of gender bias and continue to present a lot of obstacles for girls and women (Gross, 2017).

In this light, Cultivate Conscious Kids programming aims to temporarily suspend the obstacles youth face in society to allow them to take risks and grow into their own

leadership capacities. Lori Watson, PhD, chair of USD's philosophy department and former director gender studies program, describes the obstacles the Grow Great Girls programs strive to suspend,

Especially in the pre-teen group, where girls that assert themselves can be seen as bitchy or bossy. In that vulnerable age of wanting peer acceptance, girls may shy away from leadership to avoid gender stereotypes that don't attach to boys in the same way (Gross, 2017).

As Cultivate Conscious Kids continues to expand to a larger audience, the organization must preserve its commitment to the "autonomous supportive interpersonal" approach to facilitation by customizing each iteration of future programming based on the needs of that particular group of participants.

In order to maximize positive youth development, the Cultivate Conscious Kids facilitation team must consider the Five Cs of positive youth development framework (Zarrett & Lerner, 2008) in conjunction with self-determination theory (Ryan & Deci, 2000) in both the design and implementation of the programming (Iachini, Bell, Lohman, Beets, & Reynolds, 2017). Self-determination theory states the environment, which in this case is created and held by the Cultivate Conscious Kids facilitation team, influences the extent to which the participants' needs for autonomy, competence, and relatedness are satisfied. Ryan & Deci (2000) argue that healthy youth development, including one's leadership capacity, is directly promoted through the satisfaction of the above three needs. With this theory in mind, the Cultivate Conscious Kids facilitation team is ultimately tasked with creating an environment that allows for the work itself to fulfill the participants' needs for autonomy, competence, and relatedness. The facilitation team can

greatly contribute to the fulfillment of these needs through a deep understanding of the foundations of the programming, as well as a dedication to nuances of an “autonomous supportive interpersonal” approach to facilitation.

### **Existing Curriculum**

See Appendix F for the guides used to aid the facilitation team in delivering the curriculum for the following programs: Grow Great Girls: August 19, 2016, Dreams & Goals, and Cultivate Conscious Kids: In-School Programming. Each program curriculum is infused with an attention to the Five Cs of positive youth development, the unique view of leadership, opportunities to experience positive self-esteem, autonomy, competence, and relatedness, as well as autonomous supportive interpersonal approach to facilitation.

### **Implications and Considerations from Feedback Received**

The feedback received since launching the Cultivate Conscious Kids programs is an integral element of the programs’ foundation (See Appendix D). The following list includes how much of the feedback received has been acted upon:

- Movement, and experiential and hands-on learning is crucial to capturing audiences between the ages of 9-14. As programming evolves more of these types of activities will be included in each curriculum. The facilitation team took this into account based on their collective expertise, which was later reinforced by participant feedback and the facilitation team debrief.
- The majority of participants crave the opportunity to explore these topics and do this type of work, which makes it very important to plan enough time for

debriefing after each activity. This desire for the opportunity to do this work is not only evidenced by participant experiences recounted by facilitators, participant feedback, and the article published in USD Magazine on the Grow Great Girls programs (See Appendix G). The facilitation team found that when given the opportunity even the most resistant participants would find value in the activities. Consider the following two examples:

- Before the August 19<sup>th</sup> Grow Great Girls program, one mother shared that her daughter had been horrifically bullied to the point that she had experienced rather serious physical symptoms of this level of stress. Her mother was hopeful that her daughter would be able to at least slightly engage with the other participants but offered that the team should not be concerned if she seemed extremely shy and slightly removed. The team decided that an additional facilitator would work with this girl's group for a little extra support. This participant began the morning struggling to say even a word to her group members, and by the afternoon she was "tapping-in" to the Theater of the Empowered exercise (See Appendix F) and fully participating with a smile of confidence on her face.
- It became clear that one student was very resistant to the ConRez exercise that took place during the December 2016 In-School programming (See Appendix F). He shared that he thought, "the sentence structure was awkward and that he would sound stupid saying it, so [he'd] pass." The facilitators thanked him for sharing his feedback, acknowledging that many new skills feel awkward when you are first learning them, and asked

that he just give it a shot for today. After a long pause during the debrief at the end of the activity, this student shared that while he isn't going to say the ConRez sentence structure in conversation, he does find it useful to organize his thoughts before approaching a challenging conversation.

- The above examples prove that the work done in the Cultivate Conscious Kids programs is impactful and appreciated. Further the post-experience participant surveys completed after the August 19<sup>th</sup> Grow Great Girls event indicated that the majority of respondents found that the event improved their leadership capacity and all respondents found that the event improved their connection with their daughter. The pre-experience surveys administered before the Cultivate Conscious Kids in school program showed how important group relations, performance, and genuine connection are to students in seventh grade.
- The participant feedback from all 2016 events indicated a need for programming around special topics, most popularly social media. The Cultivate Conscious Kids organization plans to host two programs in the summer of 2017 that include the topics of “Social Media, Self-Esteem and Body Image” and “Your Strongest Voice and Powerful Communication.”
- The feedback from participants as well as the facilitation team debrief indicated that the timeliness and preparedness of the team was much appreciated and contributed to the flow and success of the events. Some feedback pointed to shorter events with more breaks during the day, which the team will test out with the 2017 summer programs.

See Appendix G for the feedback received since launching the Grow Great Girls programs as well as a variety of program materials for reference.

### **Environmental Scan**

As mentioned, the Environmental Scan takes a deeper look into a number of youth leadership programs at the national, state, and local levels, which you will find in Appendix H. A few patterns emerged from this scan. Firstly, the programs examined all defined leadership as connected to a role or activity, which is the first differentiating factor of the Grow Great Girls programs. Secondly, in searching through messaging included on the program websites, only one program seemed to be grounded in research similar to the Cultivate Conscious Kids programs. Finally, each program operates on a variation of the definition of leadership.



### **Conclusions & Reflections**

What first began with passion and a few requests to address the mother-daughter connection quickly grew to become the response to an escalating societal need. There is no question the Cultivate Conscious Kids organization has identified an unmet need and created a way to fulfill it. By staying true to the foundations of its programming (See Appendix D), the organization will continue to empower youth to navigate the complexities of our world.

It has been an honor and gift to have such an integral role in the foundation of this organization. This work fills me with inspiration and a certain hope that tomorrow's world leaders will be just that much more aware, empathetic, compassionate, loving, and peaceful than those of today.

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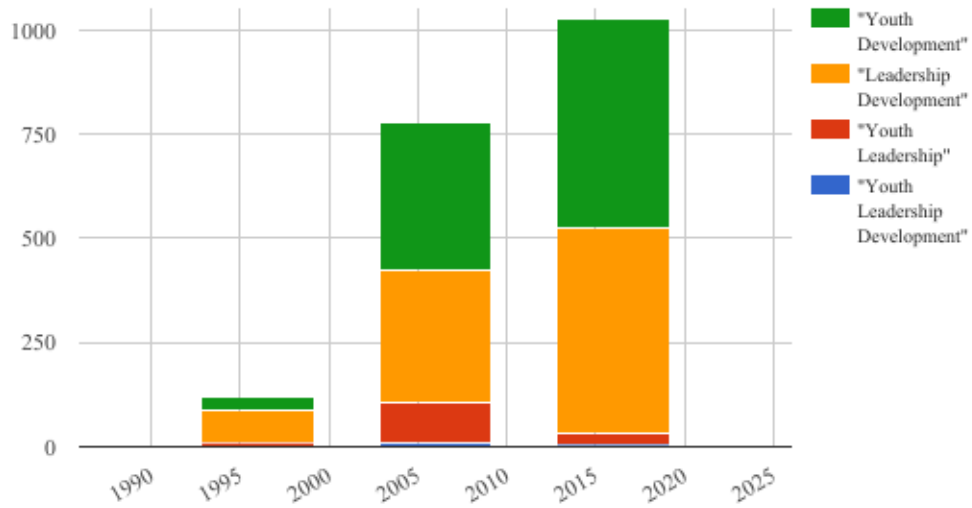
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Appendix A

Snapshots of Scholarly Journal Articles Published Over 20 Year Span

Search Term	Number of Articles		
	Year: 1996	Year: 2006	Year: 2016
"Youth Leadership Development"	1	9	6
"Youth Leadership"	9	99	27
"Leadership Development"	76	314	491
"Youth Development"	35	358	503
Yearly Total:	121	780	1027

**Scholarly Journal Articles Published Over 20 Year Span**



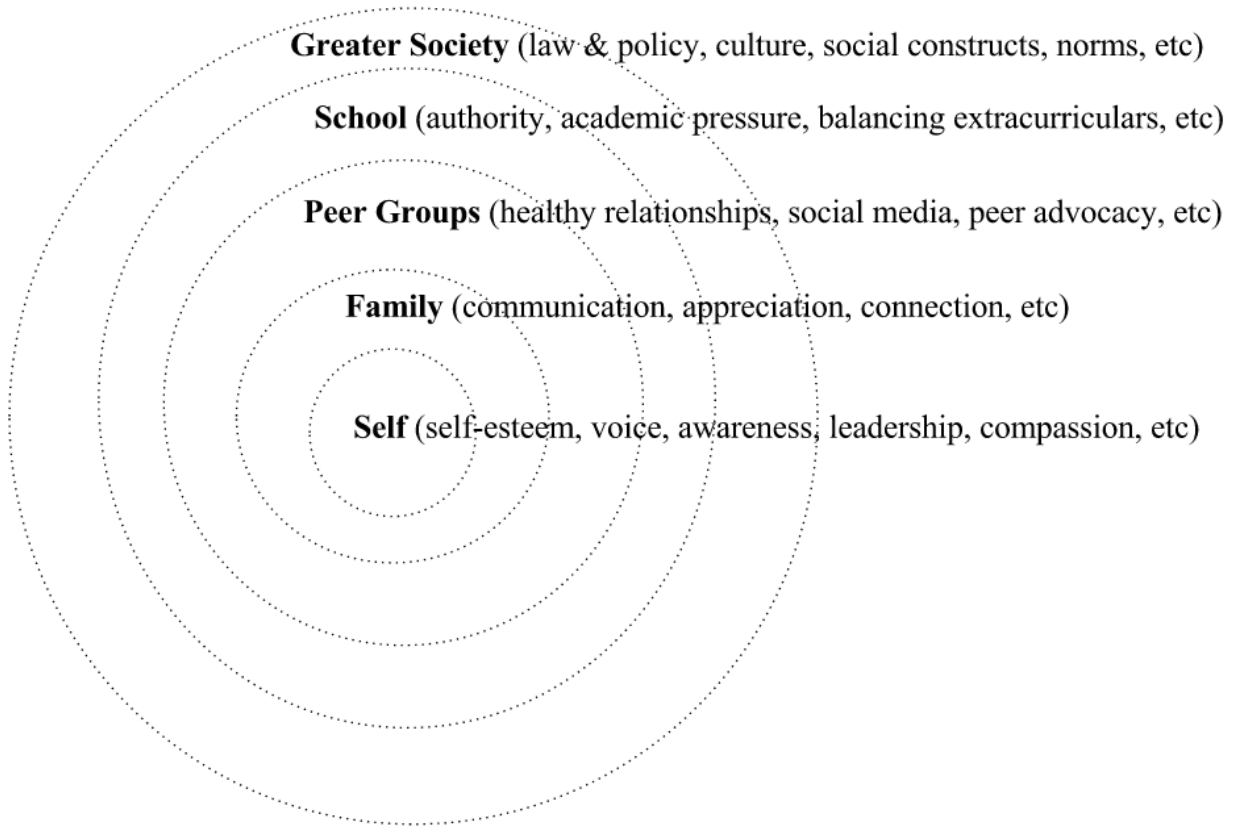
## Appendix B

Expansion of Cultivate Conscious Kids Programs:  
A Timeline

May 2016:	Grow Great Girls is founded.
August 2016:	Grow Great Girls launches the first mother/daughter program.
October 2016:	Dreams & Goals mother/daughter workshop with Ivivva.
December 2016:	Cultivate Conscious Kids - gender inclusive in-school programming.
April 2017:	Cultivate Conscious Kids - gender inclusive in-school programming.
August 2017:	Grow Great Girls mother/daughter special program & first Build the Best Boys mother/son program.
Winter 2017 (anticipated):	Cultivate Conscious Kids - gender inclusive in-school programming.
Spring 2018 (anticipated):	Cultivate Conscious Kids - gender inclusive in-school programming.
Summer 2018 (anticipated):	Grow Great Girls mother/daughter special program.
Summer 2018 (anticipated):	Build the Best Boys mother/son special programs.
Summer 2018 (anticipated):	???

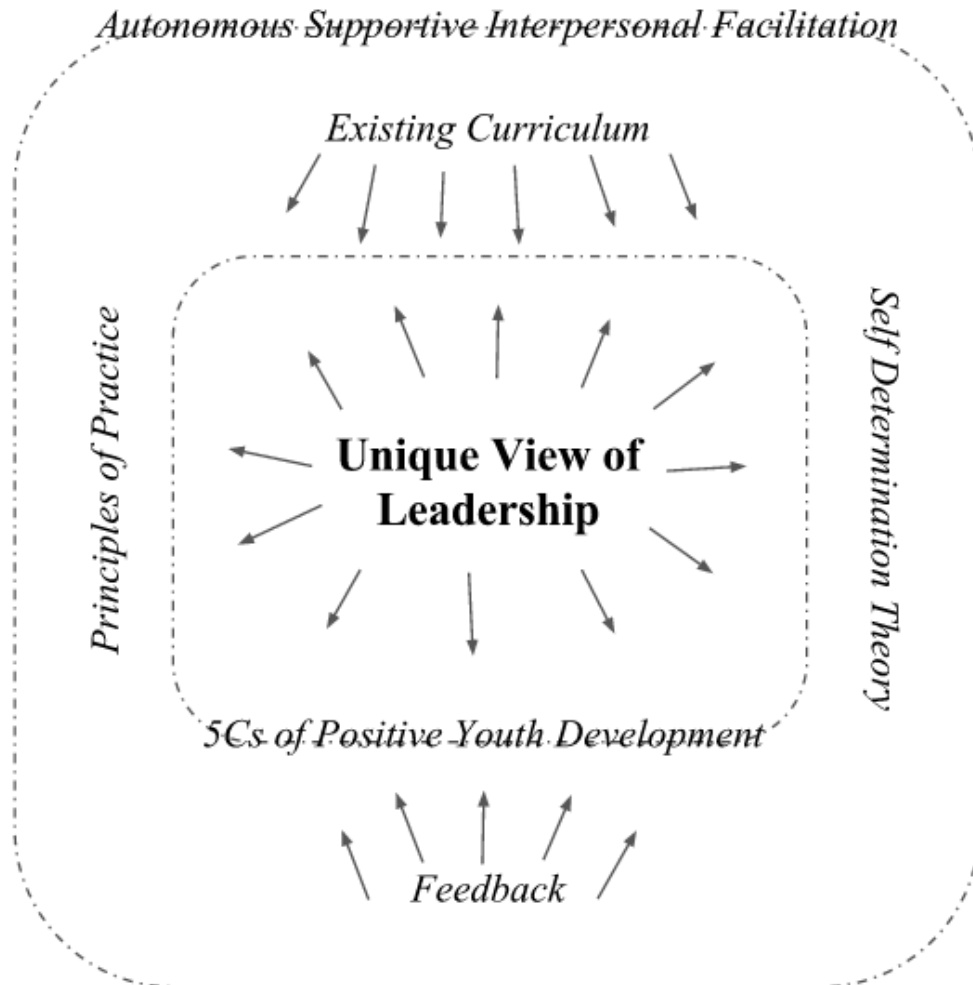
Appendix C

Systems Addressed By Cultivate Conscious Kids Programs



Appendix D

The Foundation for Cultivate Conscious Kids Programs



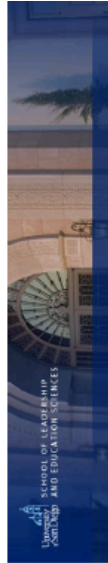
## Appendix E

The Five Cs of Positive Youth Development  
(Zarrett & Lerner, 2008)

“C”		Definition
1	Competence	Positive view of one’s actions in specific areas, including social, academic, cognitive, health, and vocational. Social competence refers to interpersonal skills (such as conflict resolution). Cognitive competence refers to cognitive abilities (e.g., decision making). Academic competence refers to school performance as shown, in part, by school grades, attendance, and test scores. Health competence involves using nutrition, exercise, and rest to keep oneself fit. Vocational competence involves work habits and explorations of career choices.
2	Confidence	An internal sense of overall positive self-worth and self-efficacy.
3	Connection	Positive bonds with people and institutions that are reflected in exchanges between the individual and his or her peers, family, school, and community in which both parties contribute to the relationship.
4	Character	Respect for societal and cultural norms, possession of standards for correct behaviors, a sense of right and wrong (morality), and integrity.
5	Caring/ Compassion	A sense of sympathy and empathy for others.

Appendix F  
Existing Curriculum

Grow Great Girls: August 19, 2017



Grow Great Girls: A Mother-Daughter Leadership Experience

August 19, 2016

8:30-9:00am Check-In/ Registration

- Location(s):
  - Registration Table/Breakfast: Sala

9:00-9:20 Welcome and Introductions

As we begin, we present a framework for the issues we will explore over the course of our day to the topics we will explore help us understand how as women and girls, as well as mothers and daughters, unique experiences that may be common to each of us in our daily lives and relationships.

- Intentions:
  - Set the framework for the unique way SOLES views leadership
  - Establish why we are here
  - Who peddle your bike? Encouraging participants to allow themselves to fully pair honesty, openness, and truth.
  - Guidelines:
    - Call phone
    - Confidentiality/ anonymity
- Activity (All together in one large group):
  - Facilitator team in front of participants in setting
  - Location(s): Warren Auditorium
- Prompts for Facilitators:
  - Each facilitator will present a frame or mindset to hold for the day
  - Keep it concise (1-2 minutes tops)

9:20-9:50 Improv Icebreaker

Over the course of our time together, we will work in groups that will support your learning, pair with each other. In this session, the time will be used to begin to connect and begin to step into a session will encourage opening up, living whole-heartedly, and bringing your authentic self with you that you are quiet, loud, goofy, serious, and all of the in between.

ZOE TO INTRODUCE THE ACTIVITY.

- Intentions:
  - Set the tone for the day to encourage wholeheartedness and openness
  - Participants begin to learn names and recognize one another
  - To notice how each of us shows up, and how others pick that up
- Activity (Small Groups - mothers & daughters together):
  - Location(s): Warren Auditorium

- How-to: Stand in a circle, each person in turn introduce themselves with their name, a personal descriptor, and a motion (for example Silly Zoe! And jazz hands). Give an example, allow them to go around the circle, encouraging them to go with the first thing that comes to mind. Have them go around a second time to hear one another again (and remember theirs!) After this, begin passing around the circle by saying your name/motion and then another person's. When someone says your name, repeat it, and do another person's name/motion. Pass it around and play with it until just before it gets boring (please don't let it get boring), and then move to discussing. If a pregnant moment appears during play, feel free to pause and use it for conversation.

- Notes: Done in small groups to get to know each other with their facilitator for the day. With mother/daughter groups together, both will get to know daughter's facilitator (might ease mother's mind letting their daughter go) and they will be basically be in the groups for next session.

- Create rules for your group (explain the why):
  - What happens in this room stays in this room, we don't share this at lunch - confidentiality/anonymity

- Respecting and suspending judgement - what does non/judgement look like? What does openness look like?
- Rather than share advice, share your experience.
- No cell phones during the sessions. Stay present!

- Prompts for Facilitator:
  - General Towards Mothers:
    - Did you think about being an example for your daughter (of openness, of risk taking, of standing out, of being memorable and connecting with others by offering a bit of yourself)?
    - What was this experience like for you?
    - What behaviors made this activity easier or harder?
      - Ex. Strong choices, being genuine, being unique
  - General Towards Daughter:
    - What was this experience like for you?
    - (if they look uncertain or hesitant) What about this makes you hesitant? (maybe get at the issue of not feeling safe with strangers, not wanting to look silly, or stand out. But then, isn't it good to stand out?)
    - At what points did it feel easier or harder?

9:50-9:55 Quick Break & Move to Next Session

9:55-11:00 How do you represent yourself

In this session, mothers and daughters will be broken up into groups of solely mothers and solely daughters. Each small group will identify what we value in ourselves through exploring some of our favorite experiences and moments in life. In this session, participants will begin to cultivate confidence from within and bring awareness to how she moves through the world.

- Intentions:
  - Being to awareness how we move through the world and how we "show up"
  - Begin to think about parts of ourselves that are great, unique, etc.
  - Introduce "confidence" and how confidence comes from a deep place within
  - Focusing on 3 moments to get to the real essence of yourself - the same words will come up and begin to show as a part of their assets.
  - Responding with "Thank you" and that's it.



- **Activity (Separate small groups):**
    - **Mother, Parallel process with daughters...** how willing are they to work?
    - **How is the woman that I am positively and negatively impacting my daughter?**
    - **What is your biggest strength/challenge with your daughter?**
    - **We want our daughters to be advocates, and have a strong voice, but not give us attitude... how can we encourage this?**
    - **What triggers you?**
    - **What is there space in your house for her to question authority and stand up....**
    - **What do you need to take more ownership of?**
  - **Daughter. Think of 3 favorite moments or events in life. Draw a picture representing each of events. Incorporate written the words associated with that moment.**
    - **What did you feel during that time? What made that time so special? What did you do make that happen?**
  - **Location(s):** Breakout session rooms
  - **Prompts for Facilitator:**

How can facilitators help break down the barriers that inhibit participants from discovering what they in themselves?

    - **What was a time when you felt really good at something?**
    - **What was a time when you felt really connected and really belonged?**
    - **What was a time you felt really proud of yourself?**
    - **What was a time you felt you made a difference for someone of for a group?**
    - **What was a time you lifted someone up and made them feel great about themselves?**
  - **Gearred Towards Mothers:**
    - **Address the possible negativity in the relationship (in the next exercise).**
      - How can we not ignore/avoid, yet name the difficulty that comes up with relationships?
    - **Prompt the women about the next activity and how we want them to think about making their daughters safe / evidence, not for something they do.**
    - **Ask the women if they would represent their sons as "issy" and what is the impact of this on their daug**  
The double-think. We want confidence and speaking up, so can we make space for that in the home.
    - **Acknowledging negative self-talk/inner criticism and how we work through that**
      - How does confidence impact your leadership?
      - How does exercising leadership impact your confidence?
  - **Gearred Towards Daughter:**
    - **Allow time for them to reflect back on their chosen moments as a whole group or in small go (even pairs)**
    - **Did you experience any feelings of negativity during this moment? Like you couldn't accomplish something was in your way? How did you work through that? Did you feel more confident or you worked through that? [Name & Normalize - negative self-talk/inner criticism happens to everyone - how do we work through it?]**
- 
- 11:00-12:15 What do you love about yourself and your mother/daughter?**  
 In this session, mothers and daughters will identify and explore not only what they love about themselves but what they love about each other. This session will provide a space for mothers and daughters to share openly they love about each other in order to create appreciation and value within the relationship.

- **Intentions:**
  - Continue to develop self-confidence and a strong sense of self
  - Facilitate positive communication between moms and daughters
  - Provide a space and activity for moms and daughter can share openly what they love about each other in order to create appreciation and value within the relationship
- **Activity (Small groups with mothers/daughters together):**
- **PRE-PROMPTS: Think about the essence of who the person is? What makes her special?**
  - *What is she like when she's shopping, or we love when our daughters clean up their room. but can you go a bit deeper? What is underneath those actions?*
  - **11:00-11:45** Sit back to back, draw both what you love about yourself (take two minutes) and then what do you love about the people sitting behind you (take two -three minutes), share what you wrote about the daughter/yourself (a few minutes to share), share what you wrote about the mother/yourself (a few minutes to share).
  - **11:45-12:15** Then all move back to Warren to share with the huge group.
  - **Done sitting back to back.** (Back to back: they will first be asked to draw what they love about the daughters /what they love about them and turn around to share. Then they will repeat for the mothers).
  - **3-5 minutes to draw back to back**
  - **For groups of 3, say what you love about each person - your sister/mom or both daughters.**
  - **Location(s):** Breakout session rooms - mothers to join daughters.
  - **Needs:**
    - Paper and markers
- **Prompts for Facilitators:**
  - **Gearred Towards Mothers:**
    - **Name & Normalize** how we might not always love ourselves or our mother
    - **Encourage them to focus on what they are...not something they do.**
    - **Was any part of this exercise difficult?**
    - **How did it feel to hear what your daughter loves about you?**
    - **How did it feel to share with your daughter what you love about her?**
    - **What makes this person special/this relationship special?**
    - **"I love when she cleans her room" v. "I love how conscientious she is"**
  - **Gearred Towards Daughter:**
    - **Name & Normalize** how might not always love ourselves or our mother
    - **Encourage them to focus on what they are...not something they do.**
      - **If this does come up, perhaps there is a quality that she is trying to get to. Does that action represent caring, loving, compassionate, organized, safe, etc?**
    - **Was it difficult to think of something you love about yourself? Why? What do think got in your way?**
    - **What was the first thing that came to mind when you heard the prompt?**
    - **How did it feel to hear what your mother loves about you?**
    - **How did it feel to share with your mom what you love about her?**
    - **What makes this person special/this relationship special?**
    - **"I love when she cleans her room" v. "I love how conscientious she is"**

**12:15-1:00 Lunch**

- **Intentions:**
  - Participants will have "Lunch Time Topics" in their folders and have the option of looking them over or just relaxing during lunch
- **Location(s):** Caring near 127/ in the shade, tables outside around Bert's with additional tables for Caring

**1:00-1:30 Lines That Divide**

This session will shed light on the unique experiences that may be common to each of us in our daily lives and relationships as females in today's society.

- **Intentions:**
  - Highlight the places we have similar experiences. ("You too? Me too!")
  - Build compassion for each other and our experiences
  - Develop empathy for what others have gone through
  - Have gratitude for positive aspects of our lives
  - Create awareness to the feelings that exist around our experiences
  - Invite critical thinking about gender biases and dynamics
- **Activity (All together in one large group):**
  - Preface it to say that some questions might not be relevant or feel like it applies to you, and that's okay. Some are geared more toward moms, some more toward older girls.... Just take notice around you, and be aware of how you feel as the questions are asked and people move across lines.
  - Do your best to be truthful. Remember, we want to be honest with ourselves and honest with other. NONE of us are perfect, and no one here expects you to be.
  - Maybe we say something about fear and how we are afraid to share the places where we feel vulnerable, but being open, especially about the places we feel uncertain, is one of the biggest displays of courage.
  - **Location:** either Copley Lawn or MRH West Patio
  - **Needs:** Duct or masking tape, two lines of tape facing each other splitting moms and daughter
  - **QUESTIONS:** Step forward if...
    - You have been discriminated solely because you are a woman
    - You have been bullied
    - You have done something nice for a friend
    - You stood up for someone
    - You've had your feelings hurt by a friend
    - You've been upset about your body or how you look
    - You feel like a teacher or coach (or boss) was unfair to you
    - You believe you can be whatever you want to be
    - You don't get the same rights as boys in your class
    - You are not treated the same as boys (men) in your life
    - You have to dress a certain way to be liked (or popular)
    - You get nervous in math or science class
    - Have you ever excluded someone?
    - Have you ever included someone that others chose not to?

- Have you ever felt excluded by a group.
  - You didn't want to eat the vegetables you cooked
  - If you think your bedtime is too early
  - Did you ever break curfew or a rule
  - If you ever wanted to call in sick for work or school even when you're not
  - Ate too much ice cream in one sitting
  - Ever color your hair and it turned out the wrong color?
  - Ever dressed completely out of fashion
- **Prompts for Facilitators:**
    - How did you feel about answering the questions?
    - What was that like seeing the places you were similar with your mom? Your peers? Diff?

**1:30-2:45 Theater of the Empowered**

In this session, participants will observe a number of reenactments of everyday situations and have the chance to intervene in order to change the outcome. In this session, participants will explore the power of one person's actions and our ability to make a difference

- **Intentions:**
  - Highlight social scenarios and interpersonal relationship issues
  - Demonstrate the power of one person's actions and our ability to make a difference
  - Create empathy and compassion for scenarios and experiences of others
- **Activity (All together in one large group):**
  - **Location:** 3 Break out rooms
  - **Facilitator/acting teams:** move from room to room at time boundary (22 minutes: 3 minutes for each transition)
    - Play the whole skit through. Then ask how did this make you feel? How
  - **Notes:** Create the scenarios and the dialogue for it
    - People can "tip" out a character and step into that role
    - Facilitators can stop the skit and ask if anyone sees anything happening
    - Facilitators act as coaches to those who "tip" in - how to talk powerfully, stand up, etc.
- **Facilitators as actresses and interveners:**

**2:45-3:45 Small Group Discussion (with snacks)**

In this session, mothers and daughters will discuss what they observed and felt during in the Theater of the Empowered skits. Participants will have the opportunity to talk about situations in their own lives that cause difficulty and confusion, and get support from facilitators and other group members.

- **Intentions:**
  - Provide a safe space for participants to share and explore challenges and questions.
  - Offer them some skills, strategies, and perspectives for dealing with challenging issues.
    - It could simply be helping them recognize they have to embrace discomfort, not negative feelings
    - How to speak up, specific examples of what they could say in a particular moment
- **Activity (Separate small groups):**
  - **Location(s):** Breakout session rooms
  - **Needs:** snacks to be in break out rooms when participants arrive

- Notes:
  - Begin with power stance activity - Amy Cuddy
  - Open up the for dialogue
  - How did you feel during lines that divide/theater of the empowered
    - Journal
    - Small groups
    - Large group
  - Topic suggestions on the board/wall (home, school, friends)
  - Write down questions/topics and put them in a hat
    - Questions about school, friends, home, relationship with mom
    - Feelings about theater of the empowered
  - Write down what is leadership to you
    - Where can you be a leader in your life
    - How does everything we did today connect to leadership?
      - How can you become a leader yourself
        - What does leadership look like at home, with my friends, in my family, at school, with yourself based on the day?
          - Using butcher paper on the walls for everyone to add whi walking around
  - End the session with letter/prompt writing (Man)
    - Mothers: write letter to be mailed to daughters
    - Daughters: prompt in folders
- Prompts for Facilitators:
  - Introduce replacing judgement with curiosity
  - Help them see the power in naming feelings and experiences
  - Introduce the idea that if we own our story, we can "write the ending"
  - It feels like this session is about awareness

---

**3:45-4:15 Words & Selfies**

During this time, participants will be encouraged to identify a word or phrase that represents her biggest takeaway of the day.


- Intentions:
  - Bring together the day and create a takeaway for each pair
- Activity (Begin together then broken up into sections to speed up the photo taking):
  - Explanation of activity can be done in a large group then broken up to write words and take pic (for timing purposes).
  - Location(s): West Patio. Then spread out to use the building walls as backdrops for the photos

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**4:15 - 4:30 Closing Remarks**

Closings are important! We will gather together for a final reflection on the collective wisdom that you contribute during the day.

## Dreams & Goals



### Welcome to dreams and goals

We will be taking you on a journey to create a set of dreams and goals that are unique to you. We'll explore your passions and you'll leave knowing the you have full choice in all your decisions.

We're so excited to take you through iwiwa's dreams & goals program as this is the first step in achieving what you want.

Let's get started:  
A goal is...

---

What is a goal you have achieved that you're proud of?

---

What is a goal you're working on right now?

---

### Goals

There are six steps to setting your dreams & goals.

1

Possibility & Passion

3

Excitement

5

Form

2

Dreams

4

Balance

6

Practical



### Happiness Words

Choose words from the list below that make you happy.

adventure	family	leadership
beauty	freedom	love
belonging	fun	nature
calmness	generosity	partnership
challenge	grace	positivity
cheerfulness	goodness	relationship
community	gratitude	respect
connection	hard work	selflessness
elegance	health	service
empathy	helping others	spirituality
enjoyment	honesty	strength
excellence	humour	support
excitement	joy	thankfulness
faith	knowledge	wisdom



### 1 Possibility & Passion

This is the place to draw, write and think about friends, family, passions. Use the words you chose from the happiness word list.

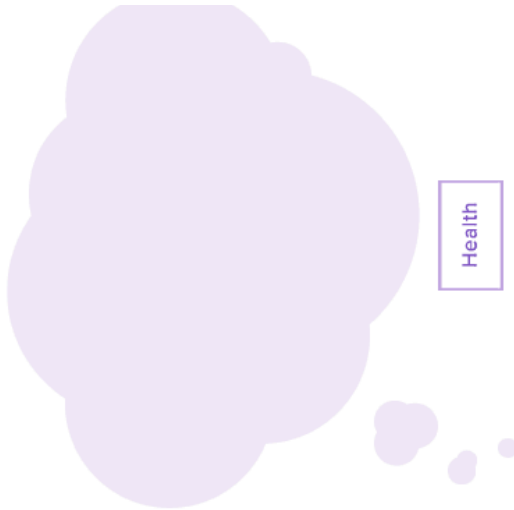
What do you love and want in your life? Write or draw everything you love in the heart provided below.



### 2 Dreams

Time to start dreaming, write your dream in the cloud below.

Your age in 10 years is \_\_\_\_\_



Health

School

Life



### 3 Excitement

Let's do a quick butterfly check-in:

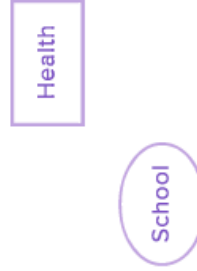
- Does your dream give you butterflies? Yes? No?
- Does it make you excited? Yes? No?

### 4 Balance

There are different things in your life that all add up to make your life joyful and full, these things are usually divided into three areas:

- life
- health
- school

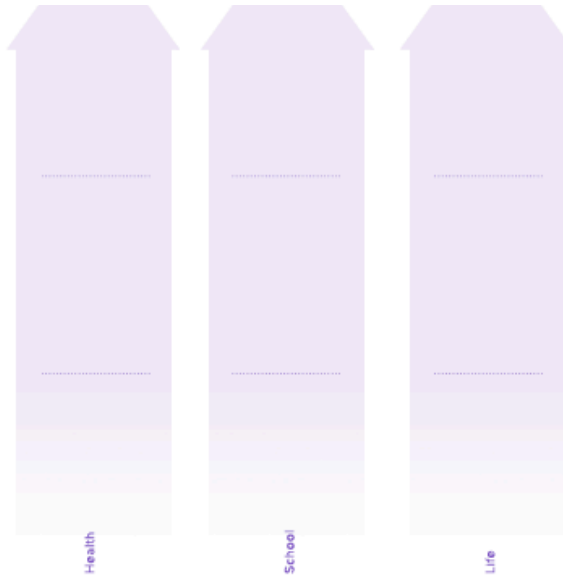
Look at your dream and put a square around anything that has to do with health, circle anything that is school related, and underline anything that is about life. Notice how your dream includes all different areas that are important to you.



### 5 Format

Now it is time to create your goals.

10 years from now      5 years from now      This year



Things to remember when writing your goals: present tense – affirmative – by-when

**Present tense** – Cut out words like will, want to, and try. Speak as if it is happening now.

**Affirmative** – Speak of things you want instead of things you don't want.

**By-when** – Pick a month, day and a year, this can change and it is important to add.

**Trickle Back** – Start at 10 years and work backwards.



## 6 Practice

### Step 1

Think of three people you are excited to share your goals with. These are the people that will support you in taking the first steps toward your dreams and goals. Write their names below and a time in the next week you'll share with them.

The three people I'll share my goals with are ...

---

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### Step 2

Come up with ways that you like to share your goals. Remember it's about the steps you take to achieve them that will get you closer to the end goal.

A large, solid purple rectangular area intended for writing the steps to achieve the goals.

**Cultivate Conscious Kids: December 2, 2016**



**Grow Great Girls & Build Brave Boys**  
In-School Programming

**(8:10) 20 min. OPENING ACTIVITY: DREAM SHARES**

- **Intentions:**
  - Anchor participants in their best self in relation to others and their dreams
  - Set base for reflection upon self, others, and systems that impact their leadership
  - Set positive tone for exploration into participants' own leadership
  - Set example for partnership between facilitators and participants in leadership development
- **Activity:**
  - One facilitator describes the deliverable for this activity
  - Facilitators model responses for the deliverable by sharing their own responses
  - One facilitator shares dream responses
  - Upon completion of sharing, the other facilitator says, "Thank you for sharing"
  - The other facilitator shares dream responses
  - Upon completion of sharing, the first facilitator says, "Thank you for sharing"
  - Facilitators invite participants to write their dream responses on the J&J card, emphasizing the dream is designed to help them learn how to achieve those dreams, and that leadership is creating a vision for self and others to follow in collaboration with each other
  - Facilitators invite participants to share their dreams
    - Go clockwise or counterclockwise
  - One participant shares dream responses.
  - Upon completion of sharing, the next person to share says, "Thank you for sharing"
  - Optional: Group claps hands twice
  - Next person shares dream responses
  - Repeat participant process until everyone in the small group has shared.
  - Facilitators close activity with "Thank you all for sharing" and encouraging participants to use J&J card as a reference for the rest of the day's activities. Transition with, "Your next activity further explore who you are in your dream."
- **Notes for Facilitators:**
  - This activity sets an enthusiastic tone for positivity and partnership for the rest of the day. Be mindful of how their dreams unfold, specifically, how they describe self, others, and systems. will return to these dream responses in reflection at the end of the day, to see how they can incorporate what they learned to make their dreams happen.
  - Be prepared to model this activity with a personal dream of yours. (Remember to consider: What are you doing? What are others doing/feeling? What am I doing?)
  - Consider prompts - Why dream? How connect today to your future?
  - If left with extra time, ask the students how the activity went for them. What surprised you?

**(8:30) 1 min Quick Break & Move to Next Session**

- **(8:31- 9:30) 15 min - THE SELF, BEHIND THE MASK (Only boys/ girls / teachers)**
- **Intentions:**
  - Continue self reflection to bring to awareness how how we "show up" and we move through world
  - Begin to think about all parts of ourselves including the light and shadow
    - Identify what makes us great, unique, etc.

- **Outcomes:**
  - Help students get a better understanding of themselves, begin a practice of self-awareness.
  - Introduce students to their self-identity, support the challenge of "figuring themselves out."
  - Develop self-esteem and self confidence
  - Build courage and confidence in students to use their voice and advocate for what they stand for, and in.
  - Empower students to feel comfortable not going along with the group
  - Help students recognize the impact of their actions and the power they have to make a (positive) difference
  - Teach students strategies to manage peer relations; address issues of bullying and navigate the inclusion/exclusion tension that creates a desire to fit in.
  - Acknowledge and address students' fears (of changes): not being in control, the space between child and adult, seeking happiness and not finding it
  - Start to build a (Integrative) Leadership identity- developing both the understanding and the practice of leadership.
  - Support and nest with the school/ district leadership principles and development goals.

**Important:**

1. Time to debrief, make sense of the activities
2. Space to share, talk, encouraging all voices
3. Take-a-ways... what can they do differently on Monday?
4. Encourage new ways of thinking, being, feeling- Give them permission to do it differently than the social norm.
5. Engage multiple ways of learning- create, movement,

**(8:30am) 1 min Introductions - ALL TOGETHER**

- **Intentions:**
  - Set the framework for the unique way Integrative views of leadership
  - Establish why we are here
  - Encouraging participants to allow themselves to fully participate with honesty, openness, and trust
- **Activity:**
  - Ability to welcome and speak to why we are here and what we are doing.
    - Set the tone for the work.
  - Team introduces themselves ending in Tnylor?
    - Each member give their name and.....????
  - Tnylor to speak to what is leadership
    - Transition into dream shares



- **Intentions:**
  - Begin to explore the concept of voice: what it means, looks like, feels like
  - Learn techniques to communicate clearly, ask for what you need, and resolve conflict
  - Identify places they feel there is space for their voice and where there isn't
  - Place the focus on feelings to create more space to empathize and connect
- **Activity**
  - Begin by role playing a squabble between facilitators based on the exact opposite of ConRez (to grab students' attention) - You statements!
    - What do they notice? What went well? What could be improved?
  - One facilitator explains the intention of this exercise - start by opening up with noting that in the questionnaires, many of them wanted to learn how to stand up to peer pressure, handle conflicts with parents and friends.
    - When conflict arises, how do some of you usually handle it? (Avoid, get mad, no big deal, etc.)
    - What's the cost of that? (Never goes away, problems build and you blow up, etc.)
    - Transition: One of the most impactful ways to authentically exercise leadership is to stand up for what you believe is right and to bring voice to what is important to you even when - and especially if - it's difficult or scary. - Think of a place in your life where you would like to have more of a voice.
  - One facilitator explains Power "I" statements.
    - "I" statements convey ownership - it means you own your experience.
    - "I" statements convey conviction - you mean what you say.
    - "I" statements prevent conversation from turning into a blame game.
    - Ask: What might be some important times you could use I statements? Ask for examples of using an I statement if you see someone getting bullied or any other scenario.
  - One facilitator explains ConRez template.
    - Get grounded: be sure you're calm and going into it with the intention of *connection*, not just *being right*
    - Ask permission: I'd like to talk to you. Is now a good time?
    - I feel...(feelings word: hurt, scared, angry, happy, loved, etc) - "Name it to tame it"
    - When you... (observable behavior: don't respond to my texts)
      - Listener mirrors (what I am hearing you say is...) and then asks: is there anything else?
    - What I want is... (state what you'd like to see: I want for you to tell me if you're busy or talk to me if there's something else wrong)
      - Listener mirrors and then asks: is there anything else?
    - What you can count on me for is... (this is about accountability and recognizing that each person has their part)
    - Then the other person has the opportunity to respond to what the speaker brought up and decide whether or not he/she can agree to give the speaker what he/she asked for.
  - Two facilitators model - male facilitator is the speaker.
    - Ask the students what they noticed speaker doing well. What could the speaker have improved on?
    - What did the listener do well?
- **Prompts for Facilitator:**
  - Who do you want to show the world?
  - What are your greatest strengths that you bring to your life - interactions with friends/family, at your school work, to your team or a group you are involved in?
  - What are some things you are afraid to show people?
  - What are your strengths that are hidden behind the mask?
  - Be mindful of the "should's" - What is on either side of the mask because you believe it "shouldn't be there?"
  - How does each side of the mask show up in your day?
  - How would it look if you lived by the inside mask or even both sides of the mask?
  - Connection back to dream activity
    - What is on your mask (both sides) that is holding you back from your dream?
    - Connection back to leadership
      - If you could show people the backside of your mask, who would you be and how could lead?

(9-11)

55 min Bring Voice to Your Values- Name it to Tame it and ConRez

**(12:20-12:37) 20 min Circle of Connection**  
 This session will shed light on the unique experiences that may be common to each of us in our daily lives and relationships as peers in today's society.

- **Intentions:**
  - Highlight the places we have similar experiences. ("You too? Me too!")
  - Build compassion for each other and our experiences.
  - Develop empathy for what others have gone through
  - Have gratitude for positive aspects of our lives
  - Create awareness to the feelings that exist around our experiences
  - Invite critical thinking about gender biases and dynamics
- **Rules**
  - Respect and suspended judgement (towards yourself and others)
- **Activity**
  - Once the group is settled in a giant circle, the facilitator can let the group know that some questions might not feel relevant or like it applies to them, and that's okay. Some are geared more toward boys, some more toward girls... just take notice of those around you, and be aware of how you as the questions are asked and people, including yourself, move across the lines.
  - Do your best to be truthful. Remember, we want to be honest with ourselves and honest with other. NONE of us are perfect, and no one here expects you to be.
  - Maybe we say something about fear and how we are afraid to share the places where we feel vulnerable, but being open, especially about the places we feel uncertain, is one of the biggest displays of courage. This can very much relate back to the mask exercise - what does it mean to bring or show the backside of your mask?

**(12:40-1:10) Small group debrief**  
 This is a chance to reflect upon the Circle of Connection activity and allow students to explore their experiences far in the day. We invite everyone to begin to think about leadership, what it is and how to do it.

- **Prompts for facilitators:**
  - How did you feel about answering the questions?
  - What did you notice in the Circle of Connection activity?
  - What was that like seeing the places you were similar with your teachers? Your peers?
  - How did it feel when you were in a different place than your friends and classmates?
  - What did you learn about yourself in this activity?
  - What do you think the leadership lesson is in this activity?
  - Keeping in mind everything we have done today, what does leadership look like to you? (Transition into next activity - Leadership Call to Action & Commitment Cards)

**(1:15-1:50) Leadership Call to Action and Commitment Cards:**

- **Intentions:**
  - Leadership is a call to action.
  - Using what was learned and experienced earlier in the day (dreams, shares, self behind the mask, voice to values, social media, circle of connection), be purposeful about future actions and intentions
  - Emphasize connecting learning to leadership in action.

- Students break into pairs. Prompt them to think of a real conflict they have going on with a parent, sibling, or friend. Give them a minute to think about how they would fill in the blanks so that they feel prepared.
  - Speaker informs listener who they are playing in their role (parent, sibling, friend. Listen practices mirroring. When speaker finishes, listener offers positive and growth feedback least one thing each. Then, switch roles.
- Bring students back to the large group to debrief the exercise.
- **Prompts for Facilitators:**
  - What was this experience like for you?
  - What about this way of communicating was new for you? What was the impact?
  - In what ways could you use this guide to exercise leadership?

**(10:45) Social/Media-get unplugged**

- **Intentions:**
  - Create empathy and/or solidarity around the experience. Identify leadership opportunities and possible actions.
  - Allow facilitators to really meet the students wherever they are in terms of this topic
- **Activity**
  - In a circle, prompt students to write down any issues that they have struggled with or seen regarding social media and/or questions they might have.
    - These should be anonymous.
    - Tear each individual thought into a separate piece of paper, fold it, and place it in a hat bag in the middle.
  - Facilitator has each student take one paper out of the bag until they're all gone.
  - Students go around the circle and read what their paper says and then tell the group what they think it means or relate to it in some way (this cultivates empathy and understanding).
  - What themes did you notice? Facilitate dialogue.
    - Pressures to post certain things to create a certain image
    - Send pictures or texts that might be outside your comfort zone
    - Prone to bullying or being bullied
    - Passive aggressive fighting
    - What feelings came up for you?
  - Transition from dialogue to prompt: What does leadership look like in regards to social media? Dialogue.
    - Being an ally to someone being bullied
    - Having a conversation in person instead of over social media
    - Committing to posting only kind things
  - With 5 minutes left, prompt each person to think of two commitments they will make that show leadership on social media and go around the circle and share.
- **Prompts for Facilitators:**
  - Connection back to mask activity
    - Is there a connection between each of your masks and your social media presence?
    - What are you missing while you are focusing on social media/technology

**(11:45-12:15) Lunch**

- What are they committing to? (They have the option to pick what speaks to each of them). School, Others, Community, Family, etc.
- **Activity:**
  - **Individual discussions in small groups (10 min)**
    - After the short break and in the same small groups, discuss leadership as a call to action; students share ideas about being committed to self, school, others, community, family.
    - Provide each student with a card and markers.
    - Using what was learned and experienced earlier in the day (dreams, shares, self behind a mask, voice to values, social media, circle of connections), be purposeful about future and intentions.
    - Emphasize connecting learning to leadership in action; possibly have a few voices speak the connection from previous sessions and the future call to action.
    - What are they committing to? (They have the option to pick what speaks to each of it: Self, School, Others, Community, Family, etc.)
  - **Card construction and small group picture (10 min)**
    - Card: Write the commitment (call to action) on one side and the intention to live out that commitment on other side (via their own leadership capacity).
      - **Front example:** (1-5 words or sentence which describes the intent) Youth leadership development; be a better friend; follow my dream; show more the backside of my mask; be my real self; respect social media; respect others; ; bullying; be a better person.
      - **Back example:** (describes behaviors to reach / achieve the front side of the call facilitating in-school programs, read 3-5 books, articles, etc on youth development connect with my peers to find others who share that interest; use what I learned today.
    - Small group photo with students holding their cards (call to action facing forward).
  - **Collective hanging of commitments and big group picture (15 min)**
    - As a small group, students move to the board to place their commitments on the board
    - Someone organizes the small groups as they complete their commitments and form a 1 group to facilitate the final group picture.
    - Consider having teachers and/or staff present to help verbalize thank yous for showing leadership as a call to action; and they are present for the final photo.
- **Prompts for Facilitators:**
  - This activity is meant to connect the previous activities in a meaningful way and demonstrate that leadership is not left at the door, but continues forward.
  - Invite students to talk about what was learned with family and show their leaf of commitment part of a larger tree from the school.
  - This activity is about giving space for their voices and commitments.
  - How do you think your leadership will endure in you, in school, at home?
  - How are you connected with someone else's leadership?

*(1:50-2:00) Closing Remarks  
(Take place near commitment board or when the Circle of Commitment took place)*

- **Intentions:**

- Closings are important! We will gather together for a final reflection on the collective wisdom that you contributed to during the day.
- **Activity (All together in one large group):**
  - Facilitator to thank the students for participating and explain One Breath
  - Facilitation team does "One Breath"

**Cultivate Conscious Kids: December 2, 2016**



**Cultivate Conscious Kids  
In-School Programming  
April 3, 2017**

- Outcomes:**
- Help students get a better understanding of themselves, begin a practice of self-awareness.
  - Introduce students to their self-identity, support the challenge of figuring themselves out.
  - Develop self-esteem and self-confidence
  - Build courage and confidence in students to use their voice and advocate for what they stand for and believe in.
  - Empower students to feel comfortable not going along with the group
  - Help students recognize the impact of their actions and the power they have to make a (positive) difference
  - Teach students strategies to manage peer relations, address issues of bullying and navigate the inclusion/exclusion tension that creates a desire to fit in.
  - Acknowledge and address students' fears (of changes); not being in control, the space between child and adult, seeking happiness and not finding it
  - Start to build a (Integrative) Leadership identity, developing both the understanding and the practice of leadership
  - Support and nest with the school/district leadership principles and development goals.

**Important:**

1. Time to debrief, make sense of the activities
2. Space to share, talk, encouraging all voices
3. Take-a-way.... what can they do differently on Monday?
4. Encourage new ways of thinking, being, feeling-Care them permission to do it differently than the social norm.
5. Engage multiple ways of learning- creative, movement,

**(8:07-8:10) Introductions – IN CLASSROOMS, ONE MALE, ONE FEMALE FACILITATOR**

- **Intentions:**
  - o Set the framework for the unique way we think of leadership as something you do
  - o Establish why we are here today
  - o Encourage participants to allow themselves to fully participate with honesty, openness, and truth
  - o Set any ground rules for the day

**(8:10-8:20) OPENING ACTIVITY: What type of transportation are you? The Leadership Chart**  
*Facilitators may split into their small groups and do this together. They can opt to then create one metaphor for the group and share*

*with the other group.*  
**Activity Part I: (5 minutes)**  
Everyone thinks of a mode of transportation that best reflects / represents them. You go around the room allowing people to

- Say their name
- Say their mode of transportation
- Say why they chose what they did
- (might be helpful for a facilitator to model it)
- **Notes for Facilitators:**
  - o This activity sets an enthusiastic tone for positivity and partnership for the rest of the day. The intention is for it to be fun and light. Get them to think about themselves in a creative way and do with their classmates.
  - o Be prepared to model this activity with your own metaphor
  - o If left with extra time, ask the students what they noticed about the metaphor. Any themes? Commonalities?

**Activity Part II: (15 minutes)**

Facilitator: take their groups (split boys and girls in different parts of the room) and fill out the Leadership Chart.  
What Leaders ARE, what the CAN do, what the HAVE  
How leaders ACT, What they SAY, what/how they THINK  
Have them list a few names of people they think are leaders

- **Notes for Facilitators:**
  - o Having the kids start thinking about leadership and their understanding of it
  - o Notice what comes up. Are they offering a more traditional concept of leadership
  - o Can you prompt them to think creatively about leadership and 'leaders'?
- **Notes for Debrief:**
  - o What overall concept does their chart show?
  - o Is there a difference between the boys and the girls' charts?
  - o Do they see themselves as having / displaying those qualities and actions?
  - o Add to the chart if something new comes up in debrief

**(8:20 - 9:30) "IDEAL LEADER"**

- **Intentions:**
  - o To create a graphic image representation (Poster) of leadership and an ideal leader
  - o To explore essential models of what a leader is and begin to understand how the media (television, movies), social standards, family expectations, and self-identity influences how we think about leaders and if we believe we are capable of it.
  - Identify how gender and sex is connected to our understanding of leadership
  - Identify how our gender (if we are more masculine/feminine) and sex (boy/girl) influence how we think about ourselves being a leader
- **Activity & Logistic Considerations:**
  - o Facilitator: can explain task to all students at once so they hear the same instructions and intentions.
  - o Split groups from their core group into two smaller groups (4-5 boys / girls). Each group takes a corner of the room to create their poster, working together
  - o Teacher is present in the room, and teacher and facilitator walk around and can ask questions, or

observations, to help the students begin thinking about their choices.

- **Supplies:**
  - Poster paper and magazines, newspapers, markers, scissors, glue
- **Deliverable:**
  - 4 posters- one from each group
  - **Debrief / Discussion about the posters. What is their understanding of leadership?**
  - What do they notice about the posters?
  - Are there differences between the groups?

**(9:10-9:41) Milk Break (Students come back to same classroom)**

**(9:50-10:31) Animal Theater & The Power of Choice**

- **Intentions:**
  - Begin to recognize we have patterns and habits for how we respond and react to experiences and people
  - Learn about some typical ways people react and respond and the pros and cons of each (i.e., the wise Owl, the methodical Turtle, the fierce and rigid Alligator)
  - Realize we have a choice in how we respond to things that happen to us in our lives
  - Learn some techniques to get grounded and centered (take deep breaths) in order to respond in a best way possible.
  - Realize that one small action on our part can make a big difference in a situation
- **Activity Part I- Animal Brain and our Power to Choose a Response**
  - Introduction: In tough situations (especially if there's conflict or something happens that's not fair/right), we all react differently. Usually, our reactions are habit. Sometimes our actions make situation better, sometimes they make it worse, and sometimes they don't change the situation at all. One of the ways that we can show leadership is by trying to make these difficult situations better.
  - We're going to use some animals you might be familiar with to understand this a bit better. (Feel free to tweak this intro but I think it will help them to connect it to leadership)
  - Discussion about the "animal brains" - alligator, turtle, owl
  - Use poster paper (one for each animal) and ask about characteristics of each. Then ask what type things a person in each brain might say or do and write them down.
  - What does it mean to be "grounded" or "centered"?
  - Acting out scenes (very short) with the different animal-type responding. What types of outcomes result from the different animal brains?
  - Choose one scene and act it out three times: the same way but feature a different animal each time they can see the difference.
  - Suggestions: kids playing a video game and excluding another kid; group of kids taking bid about another classroom, or ask them about a common situation
- **Facilitator Notes: Activity Part I- Theater of the Empowered**
  - Ask the students to consider, "how might the alligator/owl/turtle respond in this situation?"
  - If you are really angry, or scared, or hurt, what can you do to get grounded and centered?
- **Activity Part I- Theater of the Empowered**
  - Acting out small (90 sec - 2 minutes) scenes that show a conflict, bully situation, exclusion, etc.
  - Act them out a second time and allow students to "Freeze Tag" an actor and do *say* something different. All actors in the scene continue on acting out the scene with the new actors, improvising

how it might look as people do different things.

- **Facilitator Notes: Activity Part I- Theater of the Empowered**
  - Highlight social scenarios and interpersonal relationship issues
  - Demonstrate the power of one person's actions and our ability to make a difference
  - Create empathy and compassion for scenarios and experiences of others
- **Facilitator Notes / Discussion Points**
  - We all face difficult situations, conflicts, arguments, things we are unhappy about and that we don't like.
  - **IMPORTANT:** while we strive for the wisdom of the owl, there are times when the steadfastness of the turtle is really useful. So we do have access to all of these "animal brains."
  - Owl-
  - Alligator
  - Turtle
  - Other animals?

**(10:55-1:54) THE SELF: BEHIND THE MASK (Split boys/ girls)**

*(Takes place in classroom)*

- **Intentions:**
  - Continue self reflection to bring to awareness how how we "show up" and we move through the world
  - Begin to think about all parts of ourselves including the light and shadow
    - Identify what makes us great, unique, etc.
    - Identify what holds us back
  - Continue setting the tone for the vulnerability and depth required for work done throughout the year
- **Logistic Considerations:**
  - Students in same classroom with one male and one female facilitator
  - Facilitators can decide if they want to keep the sharing separate or mix boys and girls.
- **Supplies:**
  - Various colored markers
  - Construction paper or cardstock
  - String or elastic bands
- **Rules:**
  - Respect is key in this activity.
- **Deliverable:**
  - Participants will create a paper mask. The front of the mask will have a depiction of the self they bring to the world and the back will depict who they really are including the pieces of themselves they choose to hold back.
- **Activity:**
  - Facilitators describe the front of the mask
    - What you show the world each day
  - Facilitators model responses sharing the front of their own mask
    - One facilitator shares their mask explaining the front side of their mask
    - Upon completion of sharing, the other facilitator says, "Thank you for sharing"
  - Facilitators invite participants to create the front side of their own mask.

- **Circle of Connection & Human Knot** (12:20-1:00)
  - o This session will shed light on the unique experiences that may be common to each of us in our daily lives and relationships as peers in today's society.
  - o The human knot will be a fun way to get moving, see how we can work together, see which 'mini brain' we go to when we are solving problems.
  - o Groups may select to do human as same-sex or mixed-sex groups. Ideally, 6-8 people per group.
  - o Start with the circle of connection.
  - o Then move to human knot.
- **Rules**
  - o Respect and suspended judgement (towards yourself and others)
- **Activity**
  - o Once the group is settled in a giant circle, the facilitator can let the group know that some questions might not feel relevant or like it applies to them, and that's okay. Some are geared more toward boys, some more toward girls... just take notice of those around you, and be aware of how you! as the questions are asked and people, including yourself, move across the lines.
  - o Do your best to be truthful. Remember, we want to be honest with ourselves and honest with each other. NONE of us are perfect, and no one here expects you to be.
  - o Maybe we say something about fear and how we are afraid to share the places where we feel vulnerable, but being open, especially about the places we feel uncertain, is one of the biggest displays of courage. This can vary much relate back to the mask exercise - what does it mean to bring or show the backside of your mask?
- **Human Knot**
  - o Fun, team-building activity. Kids have to work together.
  - o They get to see how they act when they are in a challenging situation
  - o They get a chance to practice leadership and display the qualities on the chart
  - o Practice communication and achieving a task
- **Directions**
  - o Each person should be standing shoulder to shoulder.
  - o First, instruct everyone to lift their left hand and reach across to take the hand of someone standing across the circle.
  - o Next, have everyone lift their right hand and reach across to take the hand of another person standing next to the circle.
  - o Make sure that no one is holding hands with someone standing directly beside the person.
  - o OBJECT: the groups must communicate and figure out how to untangle the knot (forming a circle c people) without ever letting go of any hands.
  - o Options- impose a time limit. Make it a competition between groups.
    - o If they finish with time left you can mix groups and do it again.
  - o Be sure to have time to process, debrief, and discuss

(1:05-1:15) *Small group debrief: / Leadership individual poster with letter to parent prompt on the back /*

- Encourage participants to use words, drawings, colors, and any other way they choose to depict the parts of themselves on this side of the mask.
- Encourage participants to consider how they would play into their own leadership practice
- o Facilitators invite participants to share their masks with a partner or group of three (depending on the size of the group)
  - Allow minutes for each participant to share
  - Encourage participants to thank their peers for sharing once they have finished sharing
- o Facilitator describes the back of the mask
  - What you do not show the world OR keeping to yourself
- o Facilitators model responses: sharing the back of their own mask
  - One facilitator shares their mask explaining the backside of their mask
  - Upon completion of sharing, the other facilitator says, "Thank you for sharing"
- o Facilitators invite participants to create the backside of their own mask.
  - Encourage participants to use words, drawings, colors, and any other way they choose to depict the parts of themselves on this side of the mask
  - Encourage participants to consider how their entire self plays into their own leadership practice.
  - Remind students that the backside of the mask can include both strengths and areas for improvement
- o Facilitators invite participants to share their masks with a partner or group of three (depending on the size of the group)
  - Allow minutes for each participant to share
  - Encourage participants to thank their peers for sharing once they have finished sharing
- o Bring the group back together as one to debrief together
  - See facilitator prompt.
- o Facilitators close activity with "Thank you all for sharing" and encouraging participants to keep the sides of their mask in mind for the rest of the day's activities. Transition with, "After the milk by your next activity will explore how you express your values."
- **Prompt for Facilitators:**
  - o Who do you want to show the world?
  - o What are your greatest strengths that you bring to your life - interactions with friends/family, to your school work, to your team or a group you are involved in?
  - o What are some things you are afraid to show people?
  - o What are your strengths that are hidden behind the mask?
  - o Be mindful of the "should's" - What is on either side of the mask because you believe it "should" these?
  - o How does each side of the mask show up in your day?
  - o How would it look if you lived by the inside mask or even both sides of the mask?
- **Connection back to Animal Brain**
- **Connection back to leadership**
  - o If you could show people the backside of your mask, who would you be and how could you lead

(11:45-12:15) Lunch

### **5<sup>th</sup> grade letter / 5 minute movement**

Session has several intentions:

• is a chance to reflect upon the Circle of Connection activity and allow students to explore their experience in the day. We invite everyone to begin to think about leadership, what it is and how to do it. We invite everyone to revisit the leadership poster and have them fill out their own with their individual qualities.

of this Session

Discuss and make sense of the day

Fill out a personal version of the Leadership Chart and on the back, answer prompted questions that will be a "letter" sent home to their parents to share what they did.

Write a letter to a future 5th grader, giving him/her some leadership lessons and guidance.

Do a bit of movement, breathing, standing/walking strong, etc.

is for facilitators:

How did you feel about answering the questions?

What did you notice in the Circle of Connection activity?

What was that like seeing the places you were similar with your teachers? Your peers?

How did it feel when you were in a different place than your friends and classmates?

What did you learn about yourself in this activity?

What do you think the leadership lesson is in this activity?

Keeping in mind everything we have done today, what does leadership look like to you? (Transitions into activity - Leadership Call to Action & Commitment Cards)

### **Whole-Group closing**

together on the grass and form a circle.

• object (or two) and have it go around the circle, putting a commitment or promise into the rock on behalf of themselves as leaders.

Appendix G

Program Feedback & Materials for Reference

**Grow Great Girls: August 19, 2016**

*The Center for Women's Leadership at the University of San Diego presents:*

# GROW GREAT GIRLS


## *A Mother-Daughter Leadership Experience*

**Join us for a workshop uniquely designed to build girls' personal confidence, self-esteem, and social capacity**


- Discover what you value and stand for
- Develop the courage to speak up for what you believe
- Learn to navigate challenging friendships and relationships
- Learn how to create boundaries to keep yourself emotionally and physically safe
- Strengthen the bond between moms and daughters in the critical middle school and teenage years
- Develop the ability to make tough decisions and have difficult conversations
- Explore the impact of social media

- Friday, August 19, 2016
- 9 am - 4:30 pm
- \$79 (early bird) mom/daughter pair
- For girls ages 9-14 and their moms
- Led by experts in girls and women's leadership
- USD leadership students as mentors and facilitators


*"The most common way people give up their power is by thinking they don't have any."*  
~Alice Walker



**COURAGE**




**CONNECTION**



**CONFIDENCE**

Held on the beautiful campus of the University of San Diego.  
To register [click here for the REGISTRATION page:](#)  
[www.sandiego.edu/growgreatgirls](http://www.sandiego.edu/growgreatgirls)





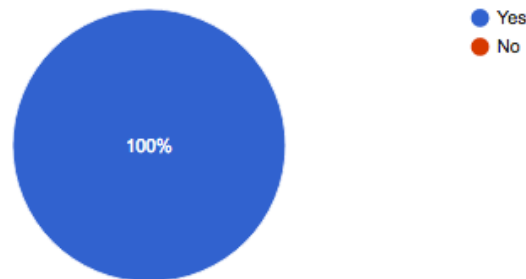
*"I admire [the] program and see in its significance for girls and mothers. I am impressed by the potentials of cultivating mother-daughter relationships in meaningful ways. These powerful bonds provide energy and direction for both women and girls and the leadership skills they develop will radiate out into the communities they touch. It is a definite need in our society: today, tomorrow and always."*

*- Elizabeth Converse, supporter of the Grow Great Girls Programs*

### Post Experience Survey

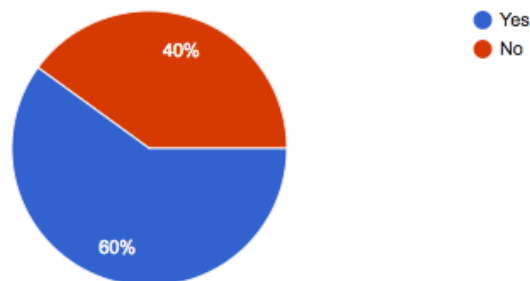
**Did your connection with your daughter/mother improve as a result of participating in the Grow Great Girls event?**

(5 responses)



**Did your own leadership capacity improve as a result of participating in the Grow Great Girls event?**

(5 responses)



**Provide any additional feedback on the questions asked on this page here:**

(2 responses)

The Mom's had a lot to talk about involving social media. I heard from my daughter that some girls are experiencing things like kissing pages on instagram where you post these experiences and she was surprised to learn how young some of that begins. But hasn't experienced that in her circle.

Would love to see more about the impact of social media and how we, as parents, can help our children make good decisions regarding social media.

**What worked well throughout the day?** (4 responses)

Mother daughter time

good idea to separate girls by age

Your team was so on the time clock, very impressive.

I thought it was well-organized and the group leaders were well-equipped to handle the groups.

**What did not work quite as well throughout the day?** (2 responses)

triads didn't seem to work with the agenda. great breakfast and lunch, but breaks would have been nice even if it meant less at those. more mixing and reason to mix would have been nice

The improv...not much participation

**If you could change one thing about the event, what would it be?** (3 responses)

Half day

you need more material keyed to age of girls and mother-daughter. it felt like you took another workshop and just used it for this.

More of Lorri! She was the best!

**What topics would you like to focus on during future Grow Great Girls events?**

(5 responses)

- Humility
- nothing to add see earlier
- The back to back was the most powerful part of the experience. I'm wondering what it would be like to do something like that with just the daughters in a group or just the mom's in a group where we asked questions that are difficult.
- More leadership for the girls and how we can help them
- Would love to see more about the impact of social media and how we, as parents, can help our children make good decisions regarding social media.

**Do you have any additional feedback for the Grow Great Girls team?**

(4 responses)

- Strong team you have
- no thank you
- Thank you USD Leadership Department.
- My daughter and I flew to SD from Rhode Island just for this conference and it was totally worth it. I'm so thankful I was able to learn more about women's leadership and how to help my daughter become a strong, independent young lady.





Dreams & Goals

**ivivva** In partnership with:  
the **Center for Women's Leadership**  
Presents a fundraiser workshop in  
the **Grow Great Girls Series**

# Dreams + Goals

Mother/Daughter  
Dreams + Goals Workshop

Sunday, October 16<sup>th</sup>, 2016 3pm- 5pm  
USD

To teach mothers and daughters:  
-How to set powerful goals  
-That they define what their passions are  
-That we all have a legacy in life and everything we  
do has an impact

Join us for a 30 minute yoga flow to kick off the  
workshop!  
\*yoga mats will be provided.

Each participants will receive a certificate of  
completion.

Register now:  
[www.sandiego.edu/growgreatgirls](http://www.sandiego.edu/growgreatgirls)

*This is a fundraiser for the Grow Great Girls Program.*

**University of San Diego**  
SCHOOL OF LEADERSHIP  
AND EDUCATION SCIENCES  
Leadership Institute





USD Magazine Article

Menu ☰

SEARCH

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## Set Your Soul on Fire



Posted: 2 months ago in Spring 2017 (<http://sites.sandiego.edu/usd-magazine/category/issue/spring-2017>) | Category: Academic Excellence (<http://sites.sandiego.edu/usd-magazine/tag/academic-excellence>), Student Success (<http://sites.sandiego.edu/usd-magazine/tag/student-success>) | 0 (<http://sites.sandiego.edu/usd-magazine/2017/01/set-soul-fire#respond>)

## **GIRL POWER GETS AN INJECTION OF OPTIMISM AND A BOOST OF ENERGY**

On a sun-dappled Sunday afternoon this past fall, a sizable group of preteen and teenage girls and their moms gathered on the lawn beside Copley Library. Helping themselves to yoga mats, they launched into a series of stretches and poses led by a purposeful and poised high school sophomore, who, at age 15, is already a certified yoga instructor.

Her presence at an event aimed at inspiring girls to gain confidence and become leaders spoke for itself. She's already a leader and wants other girls to know they can be, too. Grow Great Girls — the program that staged the workshop — was born at the School of Leadership and Education Sciences, the brainchild of Lorri Sulpizio, PhD, director of the Leadership Institute and founder and director of the Center for Women's Leadership.

A longtime college and high school basketball coach, Sulpizio was already interested in personal development when her research led her to girls' empowerment. "This piece around girls and women finding their voices and finding the courage to accomplish their goals, that just resonated," she says.



"Especially in a world that still has a lot of gender bias and continues to present a lot of obstacles for girls and women."



Sulpizio found an eager partner in Ashley Adams BA '10 — now a leadership studies master's student — who was looking for an internship project. A bubbly and energetic force of optimism, Adams grew up among brothers, and says she only realized in hindsight that she had suppressed her spirit because she was a girl.

"On some level, I felt I couldn't be as loud, as boisterous as my brothers were," Adams says. "I wondered what I could have done in the past 25 years, had I not been so bogged down by my own fears and anxiety."

Together, she and Sulpizio developed a strategy and assembled a team of other students and outside consultants. Their first event — a daylong leadership experience in August — attracted an overflow crowd of mothers and daughters, despite having no marketing budget and no official publicity campaign. Its success convinced them they were onto something important.

"I think the way we teach our girls, and the way society molds them, does not foster the confidence to lead them to do whatever they want to do," Adams says. "Leadership is something that comes from the inside. We want girls to learn how to empower themselves."

The mother-daughter relationship was a good place to start, Adams says, because mothers act as natural role models and can be consistent sources of support. But only if the lines of communication are clear and free of conflict. That can be especially challenging as girls approach the teenage years.

Brooke Henderson, 14, was skeptical when her mother, Frances, urged her to attend the August conference with her. But by the end of the day, she was convinced. "It was good, really good," she says with a wide smile. "I think it made me more open to talking to my mom about stuff. Before I was scared she wasn't going to listen. Now I feel like she definitely understands more."

Frances became emotional as she recalled one of the exercises, where the girls and their mothers each made a list of things they liked about the other. She was surprised to learn that Brooke admired qualities about her that she didn't think she'd recognized. And she was further surprised that both their lists included many of the same words. "For example, she said I was kind," Frances remembers. "I think she's kind, but I didn't know she saw me that way. I think she's funny. She thought I was funny."

Brooke also opened up about the social challenges she faces in ninth grade, where girls struggle to fit in among their female and male peers and are often made to feel like they're not good enough. "If we're not good enough to make a team, or we're not pretty enough to have a boyfriend, or stuff like that. That's the big thing right now," she says, adding that the conference helped her share feelings with Frances she hadn't felt like she could share before. "I think she might have learned that I'm not so comfortable with my body because I don't like to talk about it," she said. "She's definitely more in tune with what I'm thinking."

Now, when she's having a bad day, Brooke says her mother is more likely to be forgiving and give her some space. And Brooke has learned techniques including affirmations that remind her she is good enough. That's critical in a society where — as the past fall's bruising election campaign made clear — girls and women are still constantly given the message that they are not.

The facts illuminate what some researchers call a stalled revolution. Women comprise more than one-half of the U.S. population, earning nearly 60 percent of all undergraduate and master's degrees. They earn nearly one-half of all medical degrees and law degrees.

But while women account for nearly one-half the country's labor force, their presence in leadership roles is scant. A mere five percent of CEOs at S&P 500 companies are women. The boards of those companies are only 20 percent female. At the nation's law firms, only one in five women is a partner. In higher education, women hold only about one-third of full professorships, and only one in four college presidents is a woman. In legislatures across the country, women continue to be vastly outnumbered.

The wage gap persists as well. In a recent report, the World Economic Forum found that instead of narrowing, economic divergence actually widened over the past several decades. According to their recent Global Gender Gap report, women can now expect to wait another 170 years before they attain wage parity with men.

"If girls get a message that they aren't good leaders or aren't valued for their leadership, they are more likely to opt out," says Lori Watson, PhD, chair of USD's philosophy department and former director of the gender studies program. "Especially in the preteen group, where girls who assert themselves can be seen as bitchy or bossy. In that vulnerable age of wanting peer acceptance, girls may shy away from leadership to avoid gender stereotypes that don't attach to boys in the same way."

Grow Great Girls aims to address that societal message with an approach that gives girls the room to express themselves in a safe and accepting environment, while considering the idea of leadership in a unique way. "We don't see leadership as something that you are," Sulpizio says. "We see it as something that you do. Anybody can do it. We take away the role piece, so you can be a leader without being a manager or a CEO."

At the October workshop, yoga was followed by a session about goals and aspirations. As the participants shared their ideas, a slideshow at the front of the room featured a series of inspirational quotes. "Be fearless in pursuit of what sets your soul on fire" and "be who you are, not what the world wants you to be," were among them.

In one group, Holly Evans and her daughter Emily, 13, shared goals and some giggles. "I'm going through a kind of career transition and I thought it would be neat to involve her as I start a new trajectory," Holly says. The two had come from Riverside to attend the event, and both said they were happy they did.

"I figured out some goals for the future, like traveling the world and having horses," Emily added. "And she showed me her goals. I feel closer to her. We can help each other achieve our goals and we can be more of a team."



The program has shown so much promise that Sulpizio and Adams and their band of volunteers are taking it on the road, conducting workshops in schools involving girls and boys.

"I think this is a program that could really launch the name of the Leadership Institute and the Center for Women's Leadership as well," Adams predicts. "We had to cut off registration at our first event. That showed me there really is a need for this."

The need may well be greater now, after an election in which the country's first female major-party candidate lost to a man whose campaign was dogged by charges of sexism and xenophobia.

"The effects of the election on young girls and their future empowerment depends on how the current messages that demean women are mediated," says Michelle Camacho, professor of sociology and special assistant to the provost. "The history of civil rights for women and marginalized groups is characterized by active resistance to social injustice. My hope is that we galvanize in young women our potential to mobilize against biases, racism and sexism."

Against that backdrop, and with Grow Great Girls already well on its way, Lorri Sulpizio has made funding a priority. She's confident she'll find supporters who'll want to help build a model that can be used nationwide. Her goals may sound lofty, but her message to young girls is beautifully simple.

"Get to know your story," she urges. "Understand it. Then you can write your own ending." — *Karen Gross*



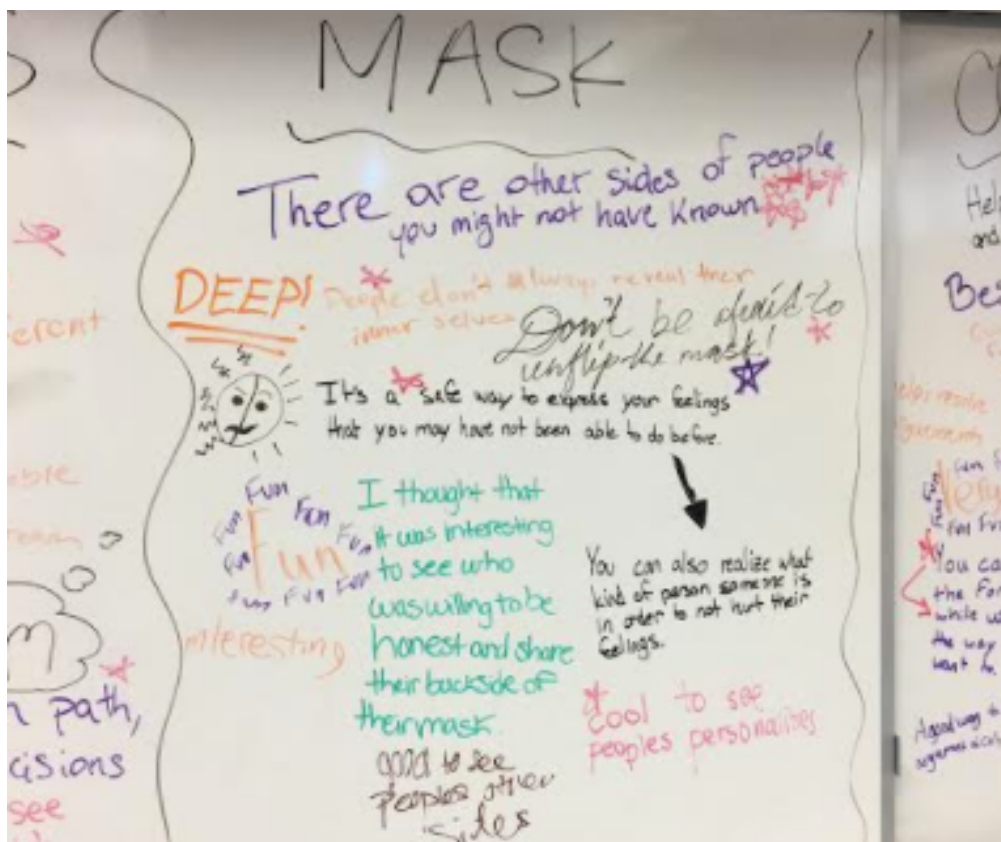
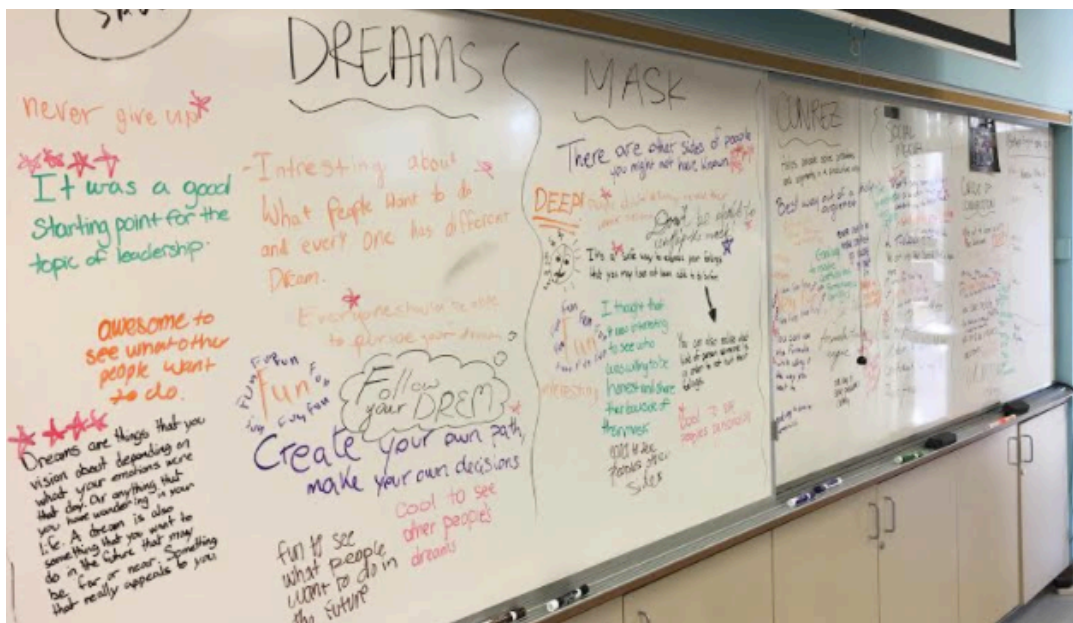
How do you define leadership?

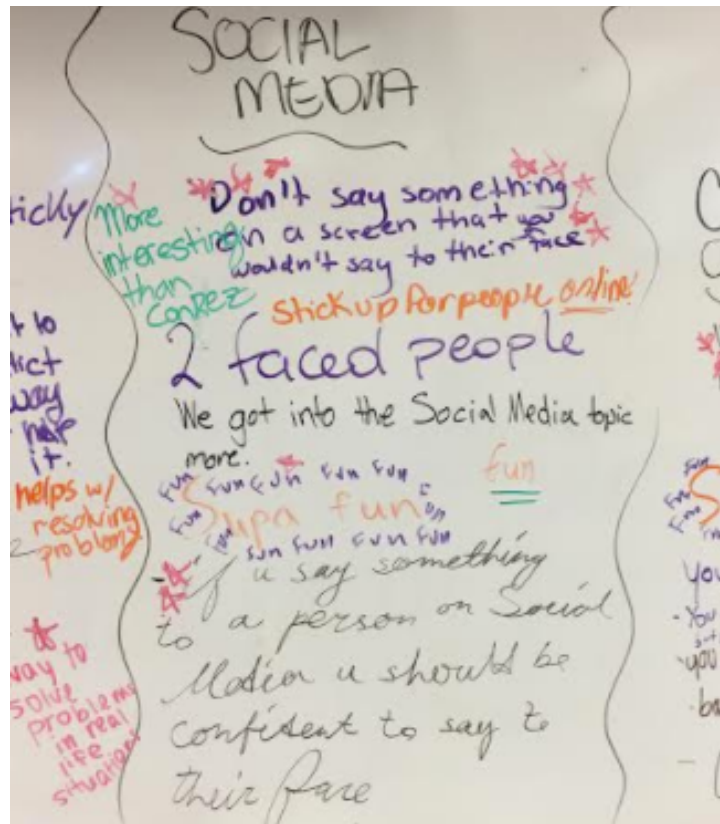
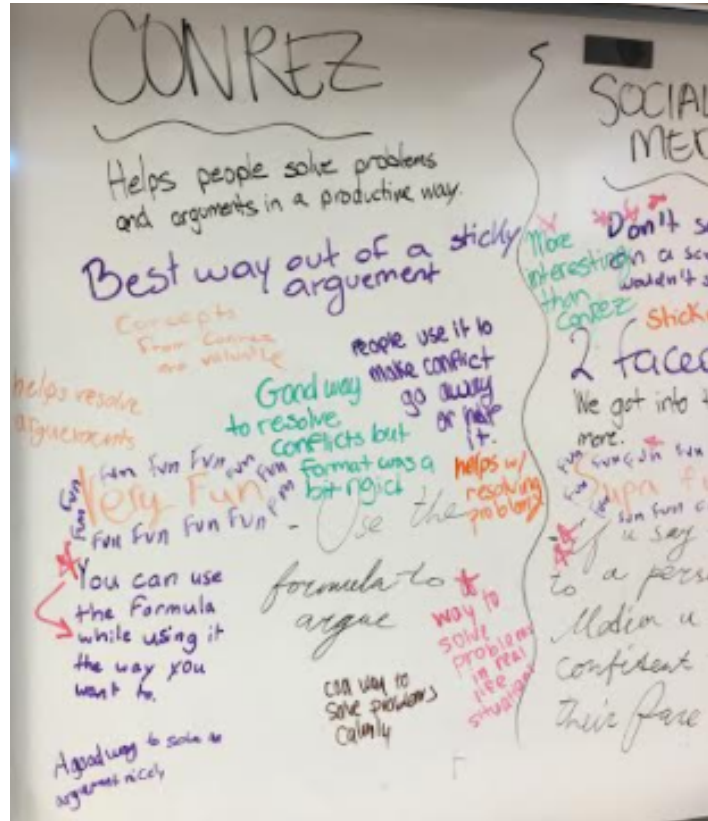


What makes someone good at leadership?



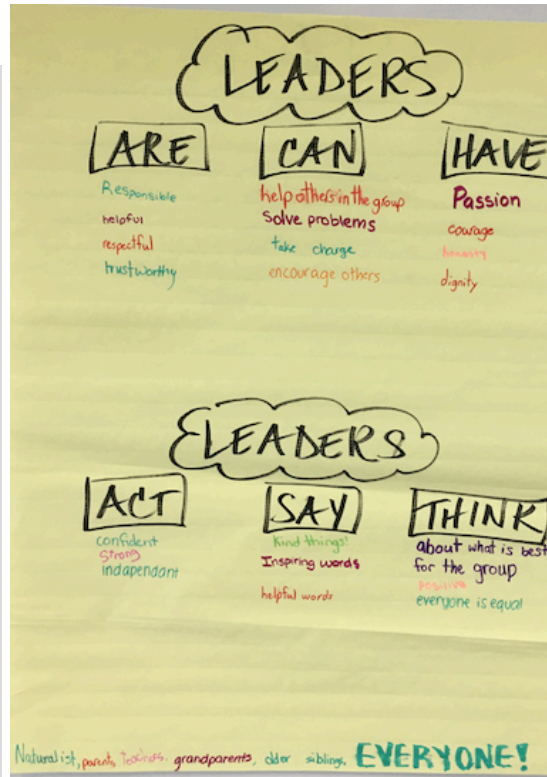
**Final Debrief Activity of the Day  
(December 2016)**







**Cultivate Conscious Kids**  
**(April 2017)**



**Appendix H**

Environmental Scan

<b>National Programs (United States)</b>				
<b>Program</b>	<b>Mission</b>	<b>Connection to Grow Great Girls Programs</b>	<b>Practice of Leadership</b>	<b>Definition of Leadership</b>
<p><b>Big Brothers Big Sisters</b> (<a href="http://www.bbbs.org/">http://www.bbbs.org/</a>)</p>	<p>Provide children facing adversity with strong and enduring, professionally supported one-to-one relationships that change their lives for the better, forever.</p>	<p>While not branded as a “youth leadership program”, this program aims to similarly empower youth through goals, relation to self, and relation to others/civic dialogue.</p>	<p>Through mentorship and positive relationships.</p>	<p>Not specifically stated.</p>
<p><b>National Student Leadership Conference</b> (<a href="https://www.nslcleaders.org/">https://www.nslcleaders.org/</a>)</p>	<p>To provide a safe and supportive environment which encourages students to explore their academic and career interests while developing leadership skills essential for their success.</p>	<p>This program similarly strives to create an environment with fewer barriers to allow participants to take risks and practice their own leadership.</p>	<p>Through community engagement and service.</p>	<p><u>Pillars of Effective Leadership</u>                      -Vision and Goal Setting                      -Persuasive Communication                      -Negotiations and Conflict Resolution                      -Team Building                      -The Distinction of Leadership                      -Community Service                      -Group Dynamics</p>

<b>Statewide Programs (California)</b>				
<b>Program</b>	<b>Mission</b>	<b>Connection to Grow Great Girls Programs</b>	<b>Practice of Leadership</b>	<b>Definition of Leadership</b>
<p><b>The National Teen Leadership Program</b> (<a href="http://ntlp.org/">http://ntlp.org/</a>)</p>	<p>Is committed to creating positive environments that empower, inspire and educate all teens to discover and maximize their unique leadership potential and embrace the diversity and equal value of everyone.</p>	<p>This program similarly strives to create an environment with fewer barriers to allow participants to take risks and practice their own leadership. The program also acknowledges that everyone has their own unique expression of leadership.</p>	<p>Through challenging and empowering today’s youth by providing them with the skills and motivation necessary to positively impact their own lives and the lives of those in their communities.</p>	<p><u>IMPACT</u> -Inclusion and Sense of Belonging -Make Your Legacy -Proven Excellence -Acceptance of Everyone -Caring for Others -Teens Are Our Future</p>
<p><b>Youth Leadership Institute</b> (<a href="http://yli.org/">http://yli.org/</a>)</p>	<p>Community-based programs foster meaningful partnerships between youth and adults to create positive social change.</p>	<p>This program similarly explores civic dialogue, relationships with authority, teamwork, and system effects.</p>	<p>Through community engagement and activism</p>	<p>YLI chooses to engage youth as part of the solution and nurtures this passion, providing ways for youth to lead and channel this motivation into effective community change</p>

<b>Local Programs (San Diego)</b>				
<b>Program</b>	<b>Mission</b>	<b>Connection to Grow Great Girls Programs</b>	<b>Practice of Leadership</b>	<b>Definition of Leadership</b>
<p><b>Kids Korp</b>                      (<a href="https://www.handsandsandiego.org/kidskorps">https://www.handsandsandiego.org/kidskorps</a>)</p>	<p>To instill the spirit of giving while providing valuable character education.</p>	<p>This program similarly seeks to address youth leadership development.</p>	<p>Through volunteerism.</p>	<p>Kids Korps develops "Leaders for Life" through youth volunteerism</p>
<p><b>4-H San Diego</b>                      (<a href="http://ucanr.edu/sites/4HSanDiegoCounty/Youth_Leadership/">http://ucanr.edu/sites/4HSanDiegoCounty/Youth_Leadership/</a>)</p>	<p>Youth development is the focus of everything we do and that 4-H allows individuals to unlock their potential</p>	<p>This program similarly strives to create an environment with fewer barriers to allow participants to take risks and practice their own leadership. The program also acknowledges that everyone has their own unique expression of leadership.</p>	<p>Leaders influence and support others in a positive manner for a shared goal. Learning about yourself and how you work with others is a key part of developing leadership skills.</p>	<p><u>Types of Leadership</u>                      -Laissez Faire                      -Democratic                      -Expertise</p>