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 
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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
programing 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
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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.

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 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 takes 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 19th 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 19th 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 it’s 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.
References


Appendix A

Snapshots of Scholarly Journal Articles Published Over 20 Year Span

<table>
<thead>
<tr>
<th>Search Term</th>
<th>Year: 1996</th>
<th>Year: 2006</th>
<th>Year: 2016</th>
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<tr>
<td>&quot;Youth Leadership Development&quot;</td>
<td>1</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>&quot;Youth Leadership&quot;</td>
<td>9</td>
<td>99</td>
<td>27</td>
</tr>
<tr>
<td>&quot;Leadership Development&quot;</td>
<td>76</td>
<td>314</td>
<td>491</td>
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<tr>
<td>&quot;Youth Development&quot;</td>
<td>35</td>
<td>358</td>
<td>503</td>
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</table>

Yearly Total: 121 780 1027

Scholarly Journal Articles Published Over 20 Year Span

![Graph showing the number of articles published each year for different search terms over a 20-year span.](image-url)
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.
- August 2017: Grow Great Girls mother/daughter special program & first Build the Best Boys mother/son program.
- 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

- **Greater Society** (law & policy, culture, social constructs, norms, etc)
- **School** (authority, academic pressure, balancing extracurriculars, etc)
- **Peer Groups** (healthy relationships, social media, peer advocacy, etc)
- **Family** (communication, appreciation, connection, etc)
- **Self** (self-esteem, voice, awareness, leadership, compassion, etc)
Appendix D

The Foundation for Cultivate Conscious Kids Programs
## Appendix E

### The Five Cs of Positive Youth Development

*(Zarrett & Lerner, 2008)*

<table>
<thead>
<tr>
<th>“C”</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Competence</td>
<td>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.</td>
</tr>
<tr>
<td>2 Confidence</td>
<td>An internal sense of overall positive self-worth and self-efficacy.</td>
</tr>
<tr>
<td>3 Connection</td>
<td>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.</td>
</tr>
<tr>
<td>4 Character</td>
<td>Respect for societal and cultural norms, possession of standards for correct behaviors, a sense of right and wrong (morality), and integrity.</td>
</tr>
<tr>
<td>5 Caring/Compassion</td>
<td>A sense of sympathy and empathy for others.</td>
</tr>
</tbody>
</table>
Appendix F
Existing Curriculum

Grow Great Girls: August 19, 2017

9:30-9:00am  Check-In/ Registration
- Location(s):
  - Registration Table/Breakfast Bar

9:00-9:20  Welcome and Introductions
At the beginning, we present a framework for the lessons we will explore over the course of our day. To begin, we will explore the consensus and develop a sense of connection with others, to share our experiences, that may be common to each of us in our daily lives and relationships.  

9:20-9:50  Quick Break & Move to Next Session

9:50-10:00  How do you represent yourself?  
In this session, mothers and daughters will be broken up into groups of similar mothers and 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 explore your role as a woman and begin to realize how important it is to have the power to move through the world.  

10:00-10:30  Prompts for Facilitator:
- Each facilitator will present a frame or mindset for the day
- Keep it concise (1-2 minutes max)

10:30-10:50  Impromptu Icebreaker
Over the course of our time together, we will work in groups that will support your learning, share with each other. In this session, the time will be used to begin to connect and begin to step into sessions will encourage opening up, living whole-heartedly, and bringing your authentic self with that you are quiet, loud, goody, serious, and all of the in between.

ZOR TO INTRODUCE THE ACTIVITY:
- Intention:
  - Set the tone for the day to encourage wholeness, connection, 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 - mother & daughter together):
  - Location(s): Woods Awakening
● Intentions:
  ○ Continue to develop self-confidence and a strong sense of self
  ○ Facilitate positive communication between mothers and daughters
  ○ Provide a space and activity for mothers and daughters to share openly what they know about each other in order to create appreciation and value within the relationship

● Activity (Small groups with mothers/daughters together):
  ○ FEBRUARY. Think about the space in which you are in. What makes you special?
    ○ What do you love about the space in which you are in? How does this connect with your mother?
    ○ How do you use this space?

● PROMPT(s): Think about the space in which you are in. What makes you special?
  ○ What do you love about the space in which you are in? How does this connect with your mother?
  ○ How do you use this space?

● Location(s): Indoor session rooms

● Prompts for Facilitators:
  ○ How can facilitators help break down the barriers that inhibit participation from expressing what they feel in themselves?
    ○ What was a time when you felt really good about something?
    ○ What was a time when you felt really connected and trusted someone?
  ○ What was a time you felt really proud of yourself?
  ○ What was a time when you felt something special about your relationship?
  ○ What was a time you felt lonely or isolated?

● General Towards Mother:
  ○ “I love the space in which you are in. What makes you feel connected and valued?”
  ○ “What do you love about the space in which you are in?”

● General Towards Daughter:
  ○ “I love the space in which you are in. What makes you feel connected and valued?”
  ○ “What do you love about the space in which you are in?”

● Activity (Separate small groups):

  ○ Mother: Record events with daughters... how did you feel you helped them work?
  ○ Actress: Record events with daughters... how did you feel you helped them work?

  Questions:
  ○ What was the event that you felt proud of and supported your daughter(s) to work?
  ○ What was the event that you felt proud of and supported your daughter(s) to work?

  Daughter: Think of a recent moment or event in life. Draw a picture representing each of the events. How do you think about what you learned from the event?

  Routines: Think of an event or moment associated with that.

  When did you feel during that time? What kept you going? What caused you to do that?

  Location(s):End session rooms

● Prompts for Facilitators:
  ○ How can we facilitate building and breaking down the barriers that inhibit participation from expressing what they feel in themselves?
    ○ What was a time when you felt really good about something?
    ○ What was a time when you felt really connected and trusted someone?
    ○ What was a time you felt really proud of yourself?
    ○ What was a time you felt lonely or isolated?

  General Towards Mother:
  ○ Address the possible negativity in the relationship. (In the next sentence)
    ○ How can we not ignore race, yet sense the difficulty that comes up with relationships?
    ○ Do any of the events take you to a different relationship at the moment?
  ○ Poster the image that the group creates and how we can draw on the image that is shared among the group?
  ○ Ask the group if they want to add any or if there is a “story” and ask the group if they want to share?
  ○ Ask the group if they want to add any or if there is a “story” and ask the group if they want to share?

  General Towards Daughter:
  ○ How do you think about the relationship? What is the importance of our relationship?
  ○ How do you think about the relationship? What is the importance of our relationship?

  General Towards Daughter:
  ○ Allow time for them to reflect back on these chosen moments in a group as a whole group or in small groups of peers (5)
  ○ Did you experience any feelings of regret during these events? Like you couldn’t accomplish something you were in your way? How did you work through that?
  ○ Did you feel confident or successful when you worked through it?

  Location(s): End session rooms

This session will provide a space for mothers and daughters to share openly what they love about each other, in order to create appreciation and value within the relationship.
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2:43-3:45 Small Group Discussion (with insiders)
In this session, mothers and daughters will discuss what they observed and felt during the Theater of the Empowered talk. Participants will have the opportunity to talk about situations in their own lives that are difficult and confusing, and get support from facilitators and other group members.

Intention:
- 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 PERMISSION to feel, not neglect feelings.
- How to speak up, quote examples of what they could say as a participant in the

Activity (Separate small groups):
- Location(s): Breakout session rooms
- Needs: unhappy to be in break out rooms when participants arrive

Lunch

12:15-100 Lunch

Intention:
- Participants will have “Lunch Time Topics” in their folders and have the option of looking at others or just relaxing during lunch

Location: Classroom or L27 (in the shade, tables outside around Ben’s with additional tables from Catering)

12:00-1:30 Lines That Divide
This session will shed light on the unique experiences that can be common to each of us in our daily lives and relationships as families in today’s society.

Intention:
- Highlight the places we have similar experiences. (“You too”/“Me too”)
- Build compassion for others and our own 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
- Increase critical thinking about gender issues and dynamics

Activity (All together in one large group):
- Facilitators tell participants that some questions might not be relevant or feel like it applies to you, and that’s okay. Some are more toward women, some more toward older ages… just take notice around you, and be aware of how you feel at the questions are asked and people move across lines.
- Do your best to be truthful. Remember, we want to be honest with ourselves and others.
- As many different questions are asked and we are taught to share the places where we feel uncomfortable, but please open, especially about the places we feel uncertain, it is one of the biggest opportunities.
- Locations: Either Cooperas 205 or MSH West Pinto
- Now, short or matching taps, two lines of tape facing each other, splitting across and standing

Questions: Step forward if…
- You have been discriminated because you are a woman
- You have been bullied
- You have done something nice for a friend
- You have stood up for someone
- You’ve lost someone
- You’ve been upset about your body or how you look
- You think you are treated unfairly or you are treated differently
- You yourself feel a sense of being a boy or a man in your life
- You have to wear a certain way to be liked (or popular)
- You get nervous in math or science class
- You ever asked someone out
- You never asked someone that other chose not to?
**Notes:**
- Begin with power stance activity - Amy Cuddy
- Open up the for dialogue
- How did you feel during lines that divide/threat 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 box
  - Questions about school, friends, home, relationship with mom
  - Feelings about threat 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 your friends, in your family, at school, with yourself based on the day?
    - Using butcher paper on the wall for everyone to add while walking around
- End the session with letter/prompts writing (3:45)
  - Mother: write letter to be mailed to daughter
  - Daughter: prompts in folders

**Prompts for Facilitators:**
- Introduce replacing judgment 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.
- Intention:
  - 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 photos (for timing purposes).
  - Location(s): West Patio. Then spread out to use the building walls as backdrops for the photos.

4:15-4:20 Closing Remarks
Closings are important! We will gather together for a final reflection on the collective wisdom that you contributed to during the day.
Happiness Words
Choose words from the list below that make you happy.

- adventure
- beauty
- belonging
- calmness
- challenge
- cheerfulness
- community
- connection
- elegance
- empathy
- enjoyment
- excellence
- excitement
- faith

- family
- freedom
- fun
- generosity
- grace
- goodness
- gratitude
- hard work
- health
- helping others
- honesty
- humour
- joy
- knowledge

- leadership
- love
- nature
- partnership
- positivity
- relationship
- respect
- selflessness
- service
- spirituality
- strength
- support
- thankfulness
- wisdom

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 that you have full choice in all your decisions.

We’re so excited to take you through ivivva’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
2. Dreams
3. Excitement
4. Balance
5. Forms
6. Practice
1. Possibility & Passion

This is the place to write about your favorite memories, people, or heroes. Write down everything you love in the heart provided below.

What do you love and want to be part of 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 ___
5 Format

Now it is time to create your goals.

10 years from now | 5 years from now | This year

- Health
- School
- Life

Things to remember when writing your goals:
- Present tense — present tense
- Affirmative — present tense
- By when: Pick a month, day and year, this can change and it’s important to add.

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.

- Health
- School
- Life
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 ...

________________________________________

________________________________________

________________________________________

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.
CULTIVATE CONSCIOUS KIDS

Cultivate Conscious Kids
December 2, 2016

(3:10) 20 min OPENING ACTIVITY: DREAM SHARES

- Intention:
  ○ Author participanIs 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 démarche for this activity
  ○ Facilitator models response for the group by sharing their own responses
  ○ One facilitator shares dream responses
  ○ Upon completion of sharing, the facilitator says, “Thank you for sharing”
  ○ The other facilitator shares dream response
  ○ Upon completion of sharing, the other facilitator says, “Thank you for sharing”
  ○ Facilitators invite participants to write their dream responses on a sheet of paper, emphasizing that the dream is designed to help them learn how to achieve their 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 to dialogue or small groups

  ○ One participant shares dream responses
  ○ Upon completion of sharing, the next person to share says, “Thank you for sharing”
    ○ Optional: Group shares hands around
  ○ Next person shares dream responses
  ○ Repeat participant process until everyone in the small group has shared.
  ○ Facilitator closes activity with “Thank you all for sharing” and encouraging participants to use their card as a reference for the rest of the day/night. Transition note: “Your next activity further explore who you are in your dream.”

- Notes for Facilitator:

  ○ This activity sets an encouraging tone for positivity and partnership for the rest of the day. Be mindful of how these dreams unfold, specifically, how they describe self, others, and systems.
  ○ Access to these dream responses in reflection at the end of the day, to see how they can incorporate what they learned to make these dreams happen.
  ○ Be prepared to model this activity with a personal dream of yours. (Remember to consider what is being shared: What are other dreams/selves? What is one I am doing?)

  ○ Connect prompt: Why dreams? How connected today to your future?
  ○ End with name tags, ask the students how the activity went for them. What surprised you?

(3:30) 5 min Quick Break & Move to Next Session

(3:35-9:30) 35 min THE SELF, BEHIND THE MASK (Split boys/girls/leaders)

- Intention:

  ○ Continue self-reflection to bring awareness how how how we “show up” and how we move through world

  ○ Begin to think about all parts of ourselves including the light and shadow
    ○ Identify what makes us great, unique, etc.

- Activity:

  ○ Introduce students to their self identity, support the challenge of “living themselves out.”
  ○ Develop self-esteem and self-confidence
  ○ Build courage and confidence in students to use their voice and advocate for what they need and want
  ○ 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 mitigate the influence/encouragement that creates a desire to fit in
  ○ Help students to feel comfortable in their skin and not being in control, the space between child and adult, seeking happiness and not finding it
  ○ Start to build a “ harassment-resistant” community: developing both the understanding and the process of leadership

- Support and meet 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. Takeaways… what can they do differently on Monday?
4. Encourage new ways of thinking, being, feeling: Give them permission to do it differently than the rest
5. Engage multiple ways of learning: creative, movement,

(3:55) 5 min Introductions: ALL TOGETHER

- Intention:

  ○ Set the framework for the unique way integrative view of leadership

  ○ Establish why we are here

  ○ Encourage participants to share themselves to fully participate with honesty, openness, and trust

- Activity:

  ○ Introduce yourselves and why you are here and what we are doing.
    ○ Set the tone for the work
  ○ Team introduce themselves ending in Taylor
    ○ Each introduce their name and…?
  ○ Time to speak to what is leadership
    ○ Transition into dream shares
CULTIVATE CONSCIOUS KIDS

- Intentions:
  - Begin by exploring 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
  - Plan the front on feelings to create more space to empathize and connect

- Activity:
  - Begin by role playing a struggle between facilitators based on the script opposite of Consus.
  - Notice if students’ attention
  - You: “Statement”
    - What do they notice? What went well? What could be improved?
  - One facilitator explains the intention of the exercise - start by opening up noting that in the group, many believe many others, many of them want to learn how to stand up for peer pressure, handle conflicts with parents and friends.
    - What the cost of that? (Never going away, problems build and you blow up, etc.)
  - Transition: One of the most important things to understand is standing up for what you believe is right and to bring voice to what is important to you when and what others do 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 Parker’s “I” statement.
    - “I” statements convey ownership - it sounds like your own voice.
    - “I” statements convey constructive - you mean what you say.
  - One facilitator explains the Consus template.
    - Get grounded: be sure you’re calm and going into it with the intention of meaningful, not just right.
    - Ask permission: would you talk to them in a good time?
    - I feel... (feeling word: hurt, unloved, angry, biography, etc.) - “Name it to tame it”
  - When you... (observable behavior: don’t respond to any tasks)
    - Listen musingly (what I’m hearing you say it’s...) and then ask it: there something else?
  - What I want to... (state what you’d like to see, I want you to talk to me if you’re busy or, ask me if there’s something else wrong)
  - Listen musingly and then ask: there anything else?
  - What you can count on me for is... (but this 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 in the speaker.
    - Ask the students what they notice speaker doing well. What could the speaker have improved on?
    - What did the listener do well?

- Activity:
  - Facilitators describe recent times. (What do you think about them?
  - Facilitators model responses sharing the front of their own 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.
    - Use words, drawings, charts, and any other way they choose to depict the parts of themselves.
  - Consider how things they show the world plays into their own leadership practices.
  - Facilitators invite participants to share their mask with a partner/group of 3/5.
  - Remind participants to thank their peers for sharing once they have finished sharing.
  - Facilitators describe the back of the mask. (What do you want others to know about you?)
  - Facilitators model responses sharing the back of their own mask.
  - Upon completion of sharing, the other facilitator says, “Thank you for sharing”
  - Facilitators invite participants to create the backside of their own mask.
    - Use words, drawings, charts, and any other way they choose to depict the parts of themselves.
  - Consider how their entire self plays into their own leadership practices.
  - The backside of the mask can include both strengths and areas for improvement.
  - Facilitators invite participants to share their mask with a partner/group of 3/5.
  - Remind participants to thank their peers for sharing once they have finished sharing.
  - Bring the group back together as one to debrief together.
  - See facilitator prompt.
  - Facilitators close with an “Thank you all for sharing” and encourage participants to keep sides of their mask in mind for the rest of the day’s activities. Transition with, “After the mask, you next activity will explore how you express your values.”

- Prompt for Facilitators:
  - Who do you want to show the world?
  - What are your greatest strengths that you bring to your life? - interactions with friends, family, in your school work, or a group your are involved in?
  - What are some things you are afraid to show others?
  - What are your strengths that are hidden behind the mask?
  - Be mindful of the “shouldn’t’s” - What is the 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 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 share people the backside of your mask, who would you be and how would you lead?

(9.45) 35 min  Being Voice to Your Values - Name it to Tame it and Consus
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(12:20-12:37) 20 min  **Circle of Connection**
This section will shed light on the unique experiences that may be common to each of us in our daily lives and relationships to 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.
  - Embrace the positive aspects of our lives.
  - Create awareness to the feelings that exist around our experiences.
  - Encourage critical thinking about greater issues and dynamics.
- **Rules:**
  - Respect and suspend judgment (towards yourself and others).
- **Activity:**
  - Once the group is seated in a 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 toward girls. Just take notice of those around you, and be aware of how you speak. Do not yell and people, including yourself, move across the line.
  - Do your best to be truthful. Remember, we want to be honest with ourselves and honest with others. 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 vary much more back to the main exercise: What does it mean to bring us to the backside of your work?

(12:40-12:50) 10 min  **Small group debrief**
This is a chance to reflect upon the Circle of Connection activity and allow students to explore their experience for 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 discussing the questions?
  - What did you notice in the Circle of Connection activity?
  - What was that like seeing the places you wrote similar to your teachers? Your peers?
  - How did it feel to write in a different place than your friends and classmates?
  - What did you learn about yourself in this activity?
  - What do you think the leadership lessons are in this activity?
  - Keeping in mind everything we have done today, what does leadership look like to you? (Trans into small activity: Leadership Call to Action & Commitment Cards)

(13:10-13:20) 10 min  **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), work toward the end result: values, social media, acts of connection, be proactive about finer actions and intentions.
  - Emphasize connecting learning to leadership in action.

- **Students break into pairs. Prompt them to think of a small conflict they have going on with a peer/teacher.**
  - Give them a minute to think about how they would fill in the blanks so that they feel prepared.
  - Students figure out where they are playing in that role (parent, sibling, friend). Last practice networking. When speaking finishes, bonuses listen and provide positive and growth feedback.
  - One to one, then, switch roles.
- **Bring student back to the large group to debrief the exercise.**
  - **Prompts for Facilitators:**
  - What was the exercise 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 enhance leadership?

(10:45) **Social Media: Get Unplugged**
- **Intentions:**
  - Create empathy and/or solidarity around the experience. Identify leadership opportunities and possible action.
  - Allow facilitators to model the students whenever they are in terms of this topic.
- **Activity:**
  - In a circle, prompt students to write down any times that they have struggled with or been argue social media and/or questions they might have.
    - These should be anonymous.
    - Once each individual thought is written to a separate piece of paper, fold it, and place it in a hat bag in the middle.
  - Facilitator has each student take one piece out of the bag until they all gone.
  - Students go around the circle and read what these papers says and then tell the group what they mean or relate to in some way (this promotes empathy and understanding).
  - What themes did you notice? Possible dialogue:
    - Possess to post certain things to create a certain image
    - Use pictures or terms that might be outside your comfort zone
    - Promote to bullying or being bullied
    - Passive-aggressive thinking
    - What feelings came up for you?
  - From those 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
  - Within 5 minutes left, prompt each person to think of two commitments they will make that also leadership on social media and go around the circle and share.
- **Prompts for Facilitators:**
  - Connection back to main activity.
  - Is there a connection between each of your habits and your social media presence?
  - What are you noticing when 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). In 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, etc.
  - Provide each student with a card and markers.
  - Using what was learned and experienced earlier in the day (dream, share, self, behind the mask, voice to values, social media, circle of connection), be presented with short stories and situations.
  - Emphasize connecting learning to leadership in action; possibly have a few voices upon the connections 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 thir)
    - In School, Others, Community, Family, etc.

- Card constructions and small group picture (20 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).
  - Present example: (1-5 words or sentence which describes the intent)
    - Youth leadership development: be a better listener.
    - Focus on the words of my own: be my real self, respect others, build us, be a better person.
  - Back example: (describes behavior to reach / achieve the front side of the card)
    - Facilitating leadership program, read 5-7 books, articles, etc. on youth development.
    - Connect with my peers to find others who share that interest, use what I learn today.
  - Small group photo with student holding their card (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 big group to finalize the final group picture.
  - Consider having teachers and/or staff present to help verbalize their call or how you are present for the final photo.

**Prompts for Facilitators:**
- This activity is meant to encourage the previous scenarios in a meaningful way and demonstrate leadership is not left at the door, but continues forward.
- Invite students to talk about what was learned from the activity and show their leaf of commitment to a larger tree from the school.
- This activity is about giving space for their voice and commitment.
- How do you think your leadership will unfold in you, in school, at home?
- What are you connected with someone else’s leadership?

(L3B-2-06) **Closing Remarks**
(Write your own commitment board or where the Circle of Commitment took place)
- Instructions:
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Cultivate Conscious Kids
December 2, 2016

Activity Part II: (15 minutes)
Everyone thinks of a mode of transportation that best reflects / represents them. You go around the room and ask people:

- Say their name
- Say their mode of transportation
- Say whether they chose what they did
- (might be helpful for facilitator to model it)

Notes for Facilitator:
- This activity sets an enthusiastic tone for the 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 this with enthusiasm.
- Be prepared to model this activity with your own metaphor.
- If left with extra time, ask the students what they noticed about the metaphor. Any themes?

Activity Part III: (10 minutes)
Facilitate side by side groups (right boys and girls in different parts of the room) and fill out the Leadership Chart.

Notes for Facilitator:
- Moving to kids start thinking about leadership and their understanding of it.
- Notice what comes up. Are they utilizing a more traditional concept of leadership?
- Can you prompt them to think creatively about leadership and leadership?

Notes for Doctor:
- What would concept does this chart show?
- Is there a difference between the boys and the girls' charts?
- Do they see themselves as having / displaying those qualities and actions?
- Add to the chart if something new comes up in discussion.

(E:20 - 9:40)

"IDEAL LEADER"

- Intention:
  - To create a graphic image representation of leadership and an ideal leader.
  - To explore several models of what a leader is and begin to understand what the media (television, movies), social media, family experiences, and self-identity influence how we think about leaders and who we believe are capable of it.
  - Identity, both gender and race are connected to our understanding of leadership.
  - Identify how our gender (if we are more masculine/feminine) and how our identity influence how we think about ourselves being leaders.

Activity 

- Intention:
  - To explore several models of what a leader is and begin to understand how the media (television, movies), social media, family experiences, and self-identity influence how we think about leaders and who we believe are capable of it.
  - Identity, both gender and race are connected to our understanding of leadership.
  - Identify how our gender (if we are more masculine/feminine) and how our identity influence how we think about ourselves being leaders.

Facilitator suggests:
- Split groups from their cross group into two smaller groups (4-8 boys / girls). Each group takes a corner of the room to continue their process, working together.
- Facilitator passes on the evens, and teachers and facilitators with rounds and run out questions, a

Outcomes:
- Help students get a better understanding of themselves, begin to perceive self-confidence.
- Engage students in role-playing activities, the setting of goals, and the development of leadership.
- Break students into smaller groups and engage them in role-playing activities, the setting of goals, and the development of leadership.

Implications:
1. Time to debrief, each group's activities.
2. Open to them, talk, encourage all voices.
3. Take a break... What can they do differently on Monday?
4. Encourage new ways of thinking, being. Give them permission to do it differently than the social norm.
5. Engage multiple ways of learning: music, movement.

(E:20 - 9:40) Introduction: IN CLASSROOM ONE MALE, ONE FEMALE FACILITATOR

- Intention:
  - To create the framework for the unique way we think of leadership as something you do.
  - Establish why we are here today.
  - Encourage participants to share experiences to fully participate with honesty, openness, and trust.
  - Set up ground rules for the day.

(E:20 - 9:30) OPENING ACTIVITY: What type of transportation are you? The Leadership Chart
Facilitator may split into smaller groups and in this together. They can get to this next one separately for the groups and share
CULTIVATE CONSCIOUS KIDS

Facilitator Notes: Activity Part I - Theater of the Empowered
- Highlight moral scenarios and interpersonal relationship issues
- Demonstrates the power of one person’s actions and our ability to make a difference
- Create empathy and understanding for the scenario and experiences of others

Facilitator Notes / Discussion Points:
- We all face different situations, conflicts, arguments, things we are unhappy about and that we do
- Important: while we know for the majority of the time, these are times when the perspective
  the turtle is really useful. So we do have access to all of these “animal aspects.”
- Owl
- Alligator
- Turtle
- Other animals

THE SELF: BEHIND THE MASK (Split boys / girls)
(Takes place in classrooms)

Intention:
- Continue self-reflection to bring awareness how how we “show up” and we move through th
  world
- Begin to think about all parts of ourselves including the light and shadow
  - Identify what makes us part, unique, etc.
  - Identify what holds us back
- Continue setting the pace for vulnerability and depth required for work done throughout the
  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:
- Yellow, red, black markers
- Construction paper or cardboard
- String or elastic bands

Rules:
- Respect is key in this activity

Deliverables:
- Participants will create a mask paper. 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:
- Facilitator describes the front of the mask
  - What you show the world each day
- Facilitators model responses sharing the front of their own mask
- Close simulation 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.

Observations:
- Participants begin thinking about their choices.

Supplies:
- Poster paper and markers, art supplies, markers, scissors, glue

Deliverables:
- 4 posters: one from each group
- Debrief / Discussion about the posters. What is their understanding of leadership?
- What do their posters say about the posters?
- Are there differences between the groups?

(9:56-10:47) MILE Break: (Students come back to same classroom)

Activity Part I - The Power of Choice
- Intention:
  - 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 to the self and in terms of each (i.e., the
    wise Owl, the methodical Turtle, the fierce and aged Alligator)
  - Realize we have a choice in how we respond and how that impacts us in the long
- Learn some techniques to get grounded and centered (take deep breaths) in order to respond in a
  better way possible.
  - Realize that one small action on our part can make a big difference in a situation

Activity Part I: Animal Realm and our Power to Choose a Response
- Introduction: In tough situations (especially if their conflict or something happens that’s not
  right), we all react differently. Usually, our reactions are habits. Sometimes we can make
  situation better, sometimes we make it worse, and sometimes they don’t change the situation
  One of the ways that we can change leadership is by trying to make these different situations better.
  We’re going to use animal Realm, we might be familiar with it, with some new. (Feel
  free to switch this term out, I think it will help them to connect to leadership)
- Discussion about the ‘animal realms’ - alligator, turtle, etc
- Use poster paper (one for each animal) and ask about characteristics of each. Then talk about
  what they like, what they do, what they need, etc.
- What does it mean to be “grounded” or “centered”?
- Act out a scene that might involve the different animal type responding. What types of outcomes
  result from the different animal types?
- Choose one scene and set it in our four realms the same way but change a different animal each
time they can see the difference.
- Observation: students playing a role game and playing another box group of kids talking bad about
  another classroom, or act them about a common situation

Facilitator Notes: Activity Part I - Theater of the Empowered
- Ask the students to consider: “How might the alligator/wise/wise respond in this situation?”
- If you are really angry, scared, or hurt, what can you do to get grounded and centered?

Activity Part I - Theater of the Empowered
- Acting out a scene (20-30 minutes) scenes that show a conflict, body language, exclusion, etc.
- Act them out a second time and allow students to “freeze” the action and discuss something
  different. Act out the same scene on acting out the scene with the new action, improvise
CULTIVATE CONSCIOUS KIDS

Circle of Connection & Human Knot

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.

Circle of Connection

- Intentions:
  - 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.
  - The human knot will be a fun way to get moving, see how we can work together, see which “tasks” we go to when we are solving problems.
  - Groups may select to do human as same-sex or mixed-sex groups. Ideal for people per group.
  - Start with the circle of connection.
  - Then move to human knot.

- Rules:
  - Respect and suspend judgement (towards yourself and others).

- Activity:
  - Once the group is seated in a giant circle, the facilitator can ask the group to look: what might not feel normal or like it applies to them, and that’s okay. Some are easier to connect
  - more across the lines.
  - Do your best to be respectful. Remember, we want to be honest with ourselves and honest with each other. NO ONE is too perfect, and no one else expects you to be.
  - Maybe we say something about fear and how we are afraid to share the places where we feel vulnerable, but bring up, especially about the places where we feel uncertain, in one of the biggest displays of courage. This can try many times back to the mask exercise – what does it mean to bring or share the backside of your mask?

Human Knot

- Intentions:
  - Fun, team building activity. Kids have to work together.
  - They get to see how they act when they are in a challenging situation
  - They get a chance to practice leadership and display the qualities on the chart
  - Practice communication and achieving a task

- Directions:
  - Each person should be creating shoulder to shoulder.
  - Pair, instruct everyone to lift their left hand and each person to take the hand of someone standing across the circle.
  - Next, have everyone lift their right and each person to take the hand of another person standing next to the circle.
  - Make sure that one is holding hands with someone standing directly beside the person.
  - OBJECT: the group have to communicate and figure out how to untangle the knot (leaning a circle of people) without ever letting go of any hand.
  - Options - improve a trust line. Make it a competition between groups.
    - If they finish with time left you can ren group and do it again.
  - Be sure to have time to process, debrief, and discuss.

- 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 show the world what their leadership practices
- Facilitators invite participants to share their mask with a partner or group of three (depending on the size of the group).
- Allow minutes for each participant to share.
- Encourage participants to think their peers for sharing once they have finished sharing.
- Facilitators describe the back of the mask
  - What do you not show the world OR keep to yourself?
  - Facilitators model responses sharing the back of their own mask
    - One facilitator shares their mask explaining the backside of their mask
    - Open completion of sharing, the other facilitator says, “Thank you for sharing!”
  - 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.
  - Facilitator invite participants to share their mask with a partner or group of three (depending on the size of the group).
  - Allow minutes for each participant to share.
  - Encourage participants to think their peers for sharing once they have finished sharing.
  - Bring the group back together as a whole to debrief.
  - See facilitator prompts.

- Prompts for Facilitators:
  - “What one is the world?”
  - “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?”
  - 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/h” - What is one on the side of the mask because you believe it “should” 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 Animal Brain
- Connection back to leadership

(11:45 AM) Lunch
5th grade letter / 5 minute movement

Mission has several intentions:
- It is a chance to reflect upon the Circle of Connection activity and allow students to explore their experience of the day. We invite everyone to begin to think about leadership, what it is and how to do it.
- 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.

To 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

Opening, on the grass and form a circle.
1 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

"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

• 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
"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 Moms 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 Lori! 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

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 16th, 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

This is a fundraiser for the Grow Great Girls Program.
USD Magazine Article

Set Your Soul on Fire
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 each 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,” Sulzizio 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
Cultivate Conscious Kids

Pre Experience Survey
(December 2016)

How would you describe yourself in one or two sentences?

In your life, when do you feel the most accepted and supported?
How do you define leadership?

What makes someone good at leadership?
Final Debrief Activity of the Day
(December 2016)
CONREZ

Helps people solve problems and arguments in a productive way.

Best way out of a sticky argument:

- Concepts from CONREZ are valuable.
- Good way to resolve conflicts.
- Help with resolving problems.
- Use these points.
- You can use the formula while using it the way you want it.
- Formulation to save problems calmly.

SOCIAL MEDIA

- Don't say something on a screen that you wouldn't say to their face.
- 2-faced people.
- We get into the Social Media topic more.
- You can fun fun.
- Fun fun fun fun.
- If you say something to a person on Social Media u should be confident to say to their face.
Cultivate Conscious Kids
(April 2017)
# Appendix H

## Environmental Scan

### National Programs (United States)

<table>
<thead>
<tr>
<th>Program</th>
<th>Mission</th>
<th>Connection to Grow Great Girls Programs</th>
<th>Practice of Leadership</th>
<th>Definition of Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Big Brothers Big Sisters</strong> (<a href="http://www.bbs.org/">http://www.bbs.org/</a>)</td>
<td>Provide children facing adversity with strong and enduring, professionally supported one-to-one relationships that change their lives for the better, forever.</td>
<td>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.</td>
<td>Through mentorship and positive relationships.</td>
<td>Not specifically stated.</td>
</tr>
</tbody>
</table>
| **National Student Leadership Conference** (https://www.nslcleaders.org/) | 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. | This program similarly strives to create an environment with fewer barriers to allow participants to take risks and practice their own leadership. | Through community engagement and service. | Pillars of Effective Leadership  
- Vision and Goal Setting  
- Persuasive Communication  
- Negotiations and Conflict Resolution  
- Team Building  
- The Distinction of Leadership  
- Community Service  
- Group Dynamics |
### Statewide Programs (California)

<table>
<thead>
<tr>
<th>Program</th>
<th>Mission</th>
<th>Connection to Grow Great Girls Programs</th>
<th>Practice of Leadership</th>
<th>Definition of Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The National Teen Leadership Program</strong>&lt;br&gt;(<a href="http://ntlp.org/">http://ntlp.org/</a>)</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>IMPACT -Inclusion and Sense of Belonging -Make Your Legacy -Proven Excellence -Acceptance of Everyone -Caring for Others -Teens Are Our Future</td>
</tr>
<tr>
<td><strong>Youth Leadership Institute</strong>&lt;br&gt;(<a href="http://yli.org/">http://yli.org/</a>)</td>
<td>Community-based programs foster meaningful partnerships between youth and adults to create positive social change.</td>
<td>This program similarly explores civic dialogue, relationships with authority, teamwork, and system effects.</td>
<td>Through community engagement and activism</td>
<td>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</td>
</tr>
<tr>
<td>Program</td>
<td>Mission</td>
<td>Connection to Grow Great Girls Programs</td>
<td>Practice of Leadership</td>
<td>Definition of Leadership</td>
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<td>Kids Korps (<a href="https://www.handsonsandiego.org/kidskorps">https://www.handsonsandiego.org/kidskorps</a>)</td>
<td>To instill the spirit of giving while providing valuable character education.</td>
<td>This program similarly seeks to address youth leadership development.</td>
<td>Through volunteerism.</td>
<td>Kids Korps develops &quot;Leaders for Life&quot; through youth volunteerism</td>
</tr>
<tr>
<td>4-H San Diego (<a href="http://ucanr.edu/sites/4HSanDiegoCounty/Youth_Leadership/">http://ucanr.edu/sites/4HSanDiegoCounty/Youth_Leadership/</a>)</td>
<td>Youth development is the focus of everything we do and that 4-H allows individuals to unlock their potential</td>
<td>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.</td>
<td>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.</td>
<td>Types of Leadership - Laissez Faire - Democratic - Expertise</td>
</tr>
</tbody>
</table>