

DREAM ON

Reflect - Create - Succeed



DREAM ON...

Hopes and dreams are wonderful. Everyone spends time thinking about who they are and who they want to be, but it is not always easy knowing how to get there. Friends and family might give you advice and suggestions, but ultimately it is up to you to take action and make a difference for yourself. Whether you know it or not, you have much to offer your school and community. This guide is designed to help you reflect, create and succeed so you can do more than dream about your future...you can reach it.

ASPIRATIONS AND THE 8 CONDITIONS THAT MAKE A DIFFERENCE

When you are able to dream about your goals, and also work to reach them, you have high aspirations. According to Dr. Russell J. Quaglia, founder and president of the Quaglia Institute for Student Aspirations, “‘Aspirations’ is the ability to dream about the future, while being inspired in the present to reach those dreams.”

Dr. Quaglia has identified 8 Conditions that Make a Difference in whether people have high or low aspirations. The 8 Conditions are: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action. Having these 8 Conditions in your life can help you reach your dreams and goals.



THE Dream On GUIDEBOOK

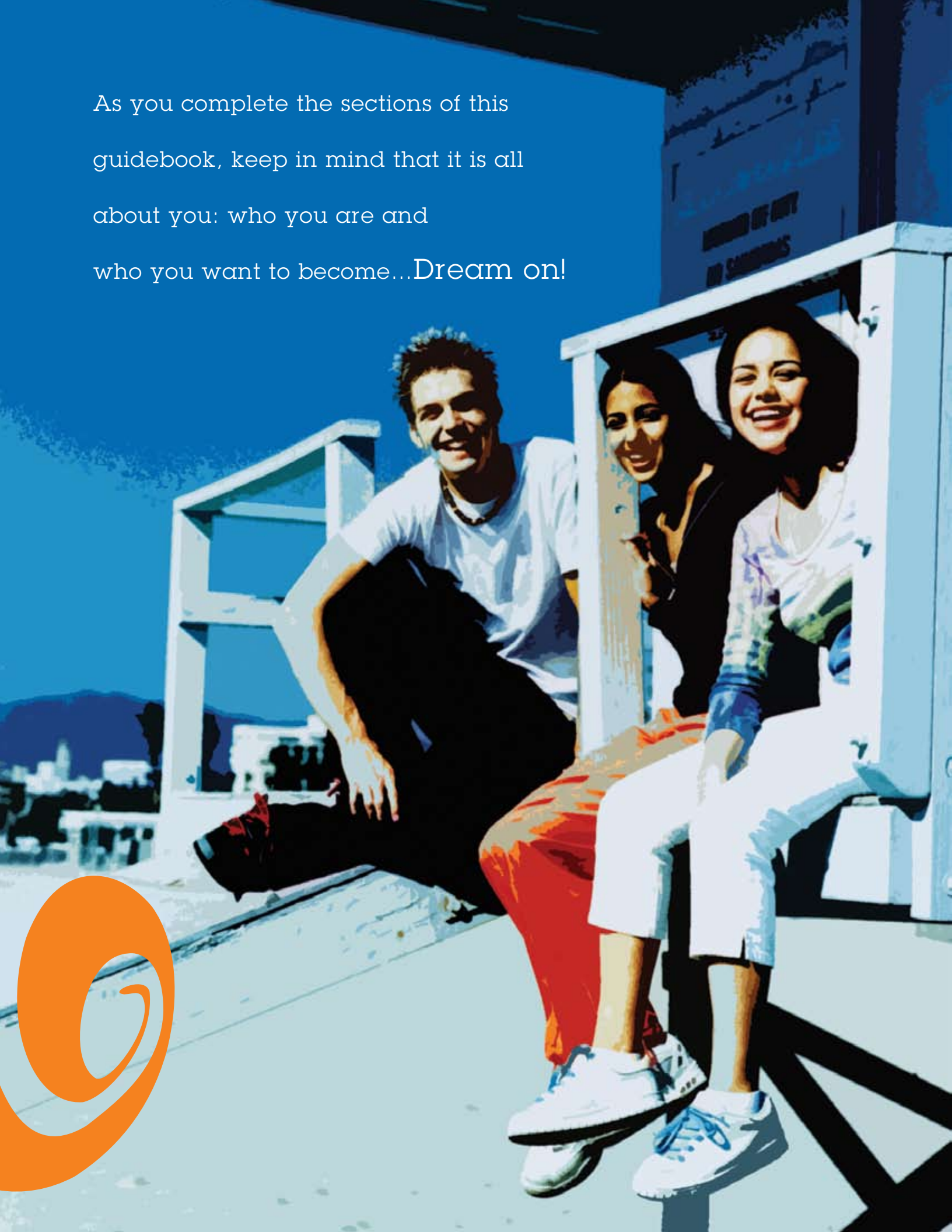
How do you know whether the 8 Conditions are in your life?
The Dream On Guidebook will help you reflect on each of the
8 Conditions and your future dreams and goals.

PART I. REFLECT: Who am I ? Part I is designed to help you think about your current actions and ideas. Be honest and truly examine who you are.

PART II. CREATE: Who do I want to be? Part II challenges you to think about how to foster your own aspirations. You can reach your highest potential and be whoever you want to be.

PART III. SUCCEED: Who will I be in the future? Part III asks you not only to dream about your future, but also to take action now to make your future dreams come true by using the 8 conditions as a goal-setting guide.

As you complete the sections of this
guidebook, keep in mind that it is all
about you: who you are and
who you want to become...Dream on!



SCORE YOURSELF ON THE FOLLOWING STATEMENTS RELATED TO THE 8 CONDITIONS.

SECTION I

Score yourself for each of the following statements using the scale below:

Always 4 | Most of the time 3 | Sometimes 2 | Seldom 1 | Never 0

1. I am comfortable being myself at school. _____
2. I understand others' viewpoints and ideas. _____
3. I interact with all different types of students. _____
4. I don't rush to judge other students' actions. _____
5. I support peers who have trouble fitting in at school. _____
6. I share my ideas and opinions in class. _____
7. I make sure my teachers know me as an individual. _____
8. I do not bully other students at school. _____

Total Score _____

SECTION II

Score yourself for each of the following statements using the scale below:

Always 4 | Most of the time 3 | Sometimes 2 | Seldom 1 | Never 0

1. I am open to others who seek out my help and advice. _____
2. I know I can be a positive role model for others. _____
3. I avoid gossip and negative talk about others. _____
4. I support peers who struggle and need support. _____
5. I show respect to adults at school. _____
6. I am willing to do group work with lots of different students. _____
7. I am comfortable sitting with different students during lunch. _____
8. I am open to others' ideas and opinions even if I don't agree. _____

Total Score _____



reflect

SECTION III

Score yourself for each of the following statements using the scale below:

Always 4 | Most of the time 3 | Sometimes 2 | Seldom 1 | Never 0

1. I put forth effort even if an assignment is not graded. _____
2. I am willing to redo assignments to improve my work. _____
3. I put forth effort to be a good citizen. _____
4. I make sure my peers know they can count on me to try my best. _____
5. I am proud of my accomplishments. _____
6. I seek help when I struggle academically. _____
7. I participate in class discussions. _____
8. I try my best on assignments and tests. _____

Total Score _____

SECTION IV

Score yourself for each of the following statements using the scale below:

Always 4 | Most of the time 3 | Sometimes 2 | Seldom 1 | Never 0

1. I enjoy learning information that interests me. _____
2. I laugh and have fun at school. _____
3. I know how to make learning fun. _____
4. I take an active role in my own learning. _____
5. I am open to learning new ideas and thoughts. _____
6. I get excited to start a new school year. _____
7. I approach the school day with an optimistic attitude. _____
8. I want to learn more about subjects that interest me. _____

Total Score _____

SECTION V

Score yourself for each of the following statements using the scale below:

Always 4 | Most of the time 3 | Sometimes 2 | Seldom 1 | Never 0

1. I ask questions during class. _____
2. I am not afraid to be creative with my ideas or answers. _____
3. I share my ideas and thoughts during class. _____
4. I learn outside the classroom setting. _____
5. I am not afraid to challenge the ways things are. _____
6. I am willing to listen to different perspectives. _____
7. I try to find solutions to my own problems. _____
8. I am curious about the world around me. _____

Total Score _____

SECTION VI

Score yourself for each of the following statements using the scale below:

Always 4 | Most of the time 3 | Sometimes 2 | Seldom 1 | Never 0

1. I take classes that challenge me. _____
2. I try to be successful in all my classes. _____
3. I set goals for myself. _____
4. I am excited and engaged by new challenges. _____
5. I am not afraid to make mistakes. _____
6. I think it is important to take healthy risks. _____
7. I push myself to do better in school. _____
8. I ask for help when I need it. _____

Total Score _____

SECTION VII

Score yourself for each of the following statements using the scale below:

Always 4 | Most of the time 3 | Sometimes 2 | Seldom 1 | Never 0

1. I am a leader at my school. _____
2. I improve my leadership skills. _____
3. I voice my opinion on school issues. _____
4. I understand the consequences of decisions I make. _____
5. I seek out opportunities to make decisions. _____
6. I know how and why I make decisions. _____
7. I listen to other students' ideas and opinions. _____
8. I voice my opinions and ideas in the classroom. _____

Total Score _____

SECTION VIII

Score yourself for each of the following statements using the scale below:

Always 4 | Most of the time 3 | Sometimes 2 | Seldom 1 | Never 0

1. I have high expectations for myself. _____
2. I know I will be successful. _____
3. I believe I can make a difference in my community. _____
4. I am able to reflect on my actions. _____
5. I understand the importance of education. _____
6. I think about my future. _____
7. I make decisions to reach future goals. _____
8. I take action in causes I believe in. _____

Total Score _____

SELF-SCORING INVENTORY INTERPRETATIVE CHART

TRANSFER THE 8 TOTAL SCORES FROM THE PREVIOUS PAGES TO THE GRID BELOW.

SECTION	SCORE	8 CONDITIONS THAT MAKE A DIFFERENCE™
I		BELONGING
II		HEROES
III		SENSE OF ACCOMPLISHMENT
IV		FUN & EXCITEMENT
V		CURIOSITY & CREATIVITY
VI		SPIRIT OF ADVENTURE
VII		LEADERSHIP & RESPONSIBILITY
VIII		CONFIDENCE TO TAKE ACTION

TOTAL SCORE: _____

NOTE YOUR HIGH SCORE. Congratulations! These conditions are in your life.

NOTE YOUR LOW SCORE. Learn how to improve this condition for yourself as you proceed through this guidebook.



**“Aspirations” is the ability to dream
about the future, while being inspired
in the present to reach those dreams.**

— Dr. Russell J. Quaglia



BELONGING

WHAT DO WE MEAN BY BELONGING?

Belonging is about being a valued member of your school and community while still maintaining your individuality. Your uniqueness and individuality is what makes you a special and an important part of the community. It is important for you to feel a sense of Belonging in order to be truly to be who you are and who you want to be.

Who do I want to be?

FINISH THE STATEMENTS BELOW:

I feel accepted and valued when _____

I do not feel accepted and valued when _____

I express my individuality and uniqueness by _____

I support the condition of Belonging for others by _____

To better support the condition of Belonging for me, adults could _____

To better support the condition of Belonging for me, other students could _____

WHAT DOES BELONGING FEEL LIKE?

Students say they feel like they Belong when:

- ▶ People know their names and interests
- ▶ People respect them for their uniqueness
- ▶ They are able to express their opinions and ideas
- ▶ They feel valued at school
- ▶ They are part of a school organization or club
- ▶ They feel safe and secure at school
- ▶ They are proud of their school
- ▶ They feel school is welcoming and friendly
- ▶ They are asked for their ideas and opinions

Choose one of the above bullets that is not true for you. Then, think about what you could do to improve this condition for yourself. For example, maybe you feel that others do not really know you. What could you do to make sure others know you better?

BELONGING CHALLENGE

Challenge yourself to do one of the following to improve the condition of Belonging for you and your school.

- ▶ Get to know the names of two students you do not know
- ▶ Stop in the office and say 'hi' to the office staff
- ▶ Voice your opinion on an issue that matters to you
- ▶ Share something about yourself with your teachers
- ▶ Attend an after-school club or committee meeting
- ▶ Sit with a different group of students at lunch or during study hall
- ▶ Take the time to think about what makes you unique and share this with others
- ▶ Help someone out who is struggling to fit in at school

“To be one, to be united is a great thing. But to respect the right to be different is maybe even greater.”

— Bono



BELONGING

DEBATE, DISCUSS AND DECIDE WITH PEERS

- ▶ How do **school groups and clichés** inhibit Belonging?
- ▶ Why are **students** such an important part of fostering Belonging?
- ▶ How are student **opinions and ideas** valued at your school?
- ▶ What can students do to **foster the condition** of Belonging at your school?
- ▶ Why do you think having the condition of Belonging in your life helps **support your aspirations**?

CREATING BELONGING

Fill in the spaces with the names of people in your life. It is amazing to see how many people are involved in who you are and what you do.



HEROES

WHAT DO WE MEAN BY HEROES?

Heroes are real people who help you in tangible ways every day. They are people who care about you as an individual and help guide you through school and life. This condition is about respecting others and others respecting you. It is important for everyone to have Heroes they can depend on during good and bad times. You are a Hero, too. You can be a Hero to your friends, family and other students. The actions and words you choose help decide what type of Hero you are to the people around you.

Who do I want to be?

FINISH THE STATEMENTS BELOW:

I need Heroes who help me _____

To make sure I have Heroes in my life I could _____

The people I can turn to for support and guidance are _____

I support the condition of Heroes for others by _____

To better support the condition of Heroes for me, adults could _____

To better support the condition of Heroes for me, other students could _____

WHAT DOES IT FEEL LIKE TO HAVE HEROES?

Students say they feel the condition of Heroes when

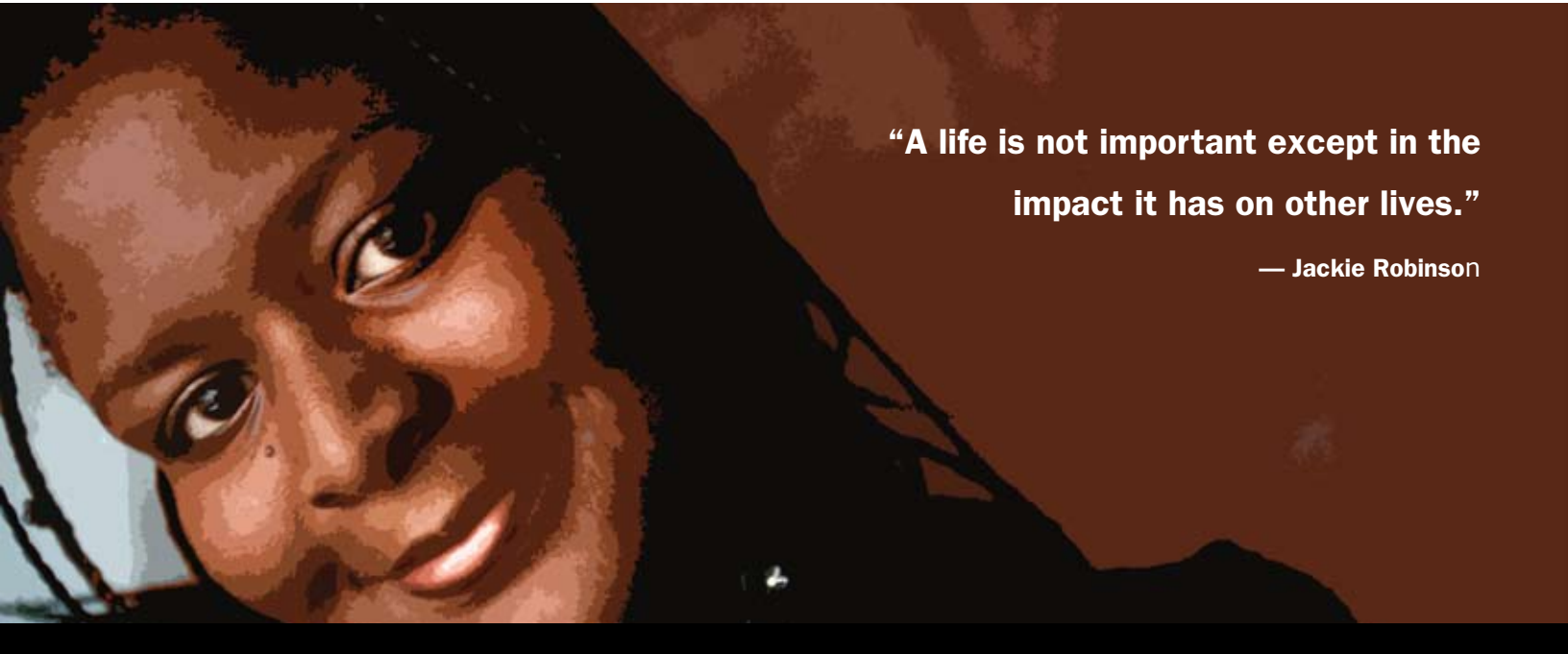
- ▶ They have adults in their lives who believe in their potential
- ▶ Their ideas are respected and acknowledged
- ▶ They have someone they can talk to about important issues
- ▶ They have friends who want what is best for them
- ▶ They have friends who are supportive and positive
- ▶ They have people in their lives who know their hopes and dreams
- ▶ They feel cared about
- ▶ They feel valued as a person
- ▶ They know where to go if they need help

Choose one of the above bullets that is not true for you. Then, think about what you could do to improve this condition for yourself. For example, if you do not have friends who are supportive and positive. What can you do to change this?

HEROES CHALLENGE

Challenge yourself to do one of the following to improve the condition of Heroes for you and your school.

- ▶ Show your respect to someone who deserves it
- ▶ Take the time to mentor a younger or new student
- ▶ Seek out at least one adult at school who you can talk to about issues
- ▶ Speak out when you see someone treated unfairly
- ▶ Take the time to thank the school custodians or secretary
- ▶ Refrain from talking about other people behind their back or in unkind ways
- ▶ Volunteer to be in a group with someone who is often left out
- ▶ Actively respect students who are different from you



“A life is not important except in the impact it has on other lives.”

— Jackie Robinson

HEROES

DEBATE, DISCUSS AND DECIDE WITH PEERS

- ▶ How do **stereotypes and labeling** inhibit the condition of Heroes?
- ▶ Why is **respect** important for the condition of Heroes?
- ▶ How can students **better respect** each other?
- ▶ What can students do to **foster the condition** of Heroes at your school?
- ▶ Why do you think having the condition of Heroes in your life helps **support your aspirations**?

SENSE OF ACCOMPLISHMENT

WHAT DO WE MEAN BY SENSE OF ACCOMPLISHMENT?

Sense of Accomplishment is about celebrating the importance of effort, perseverance, and citizenship as signs of your success. This condition is about trying repeatedly and facing challenges rather than giving up. Sense of Accomplishment is about all your talents and skills rather than just skills that are measured by tests and grades.

Who do I want to be?

FINISH THE STATEMENTS BELOW:

I feel like I try my best when _____

I give up on challenging tasks when _____

To be a better citizen at school and in my community I could _____

I support the condition of Sense of Accomplishment for others by _____

To better support the condition of Sense of Accomplishment for me, adults could _____

To better support the condition of Sense of Accomplishment for me, other students could _____

WHAT DOES SENSE OF ACCOMPLISHMENT FEEL LIKE?

Students say they feel the condition of Sense of Accomplishment when

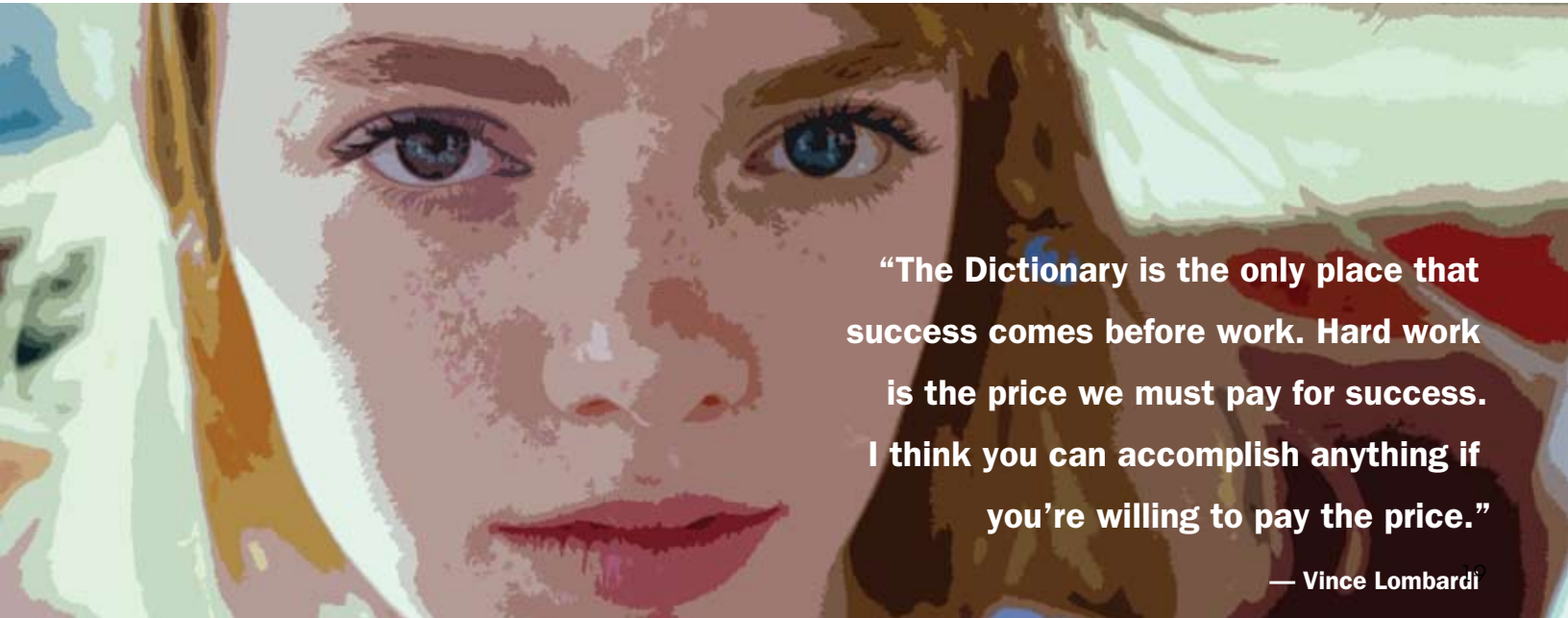
- ▶ They are recognized for a variety of achievements
- ▶ They are able to redo assignments to improve
- ▶ Effort and hard work are appreciated
- ▶ Being a good citizen is as valued as being a good athlete or scholar
- ▶ Adults are willing to help students persevere during difficult tasks
- ▶ Grades are not seen as the most important part of an education
- ▶ They have opportunities to participate in community service
- ▶ They receive written feedback about their assignments

Choose one of the above bullets that is not true for you. Then, think about what you could do to improve this condition for yourself. For example, maybe you feel being a good citizen is not valued at your school. What could you do to change this?

SENSE OF ACCOMPLISHMENT CHALLENGE

Challenge yourself to do one of the following to improve the condition of Sense of Accomplishment for you and your school.

- ▶ Compliment your peers on their effort
- ▶ Become involved in a community service project
- ▶ Revise an assignment just to do a better job on it
- ▶ Ask a teacher for suggestions and feedback beyond a letter grade
- ▶ Next time a task seems overwhelming, don't give up
- ▶ Help a peer who is struggling academically
- ▶ Put forth total effort to reach a goal you really want to reach
- ▶ Push a friend of yours to persevere when he or she feels challenged



“The Dictionary is the only place that success comes before work. Hard work is the price we must pay for success. I think you can accomplish anything if you’re willing to pay the price.”

— Vince Lombardi

SENSE OF ACCOMPLISHMENT

DEBATE, DISCUSS AND DECIDE WITH PEERS

- ▶ Why do some people seem to **give up** more quickly than others?
- ▶ How can students **motivate themselves** to put forth 100% effort?
- ▶ What can students at your school do to **make a difference** in the community?
- ▶ What can students do to **foster the condition** of Sense of Accomplishment at your school?
- ▶ Why do you think having the condition of Sense of Accomplishment in your life helps **support your aspirations**?



CREATING SENSE OF ACCOMPLISHMENT

my resumé

NAME _____

Career Goal _____

School Accomplishments _____

Community Accomplishments _____

Personality Traits _____

Proudest Moment _____

Why should an employer hire me? _____

FUN & EXCITEMENT

WHAT DO WE MEAN BY FUN & EXCITEMENT?

Fun & Excitement is about you being engaged and interested in school. This condition is not about laughing or smiling all the time. It is about being so engaged in what you do that time flies by. Quite simply, the condition of Fun & Excitement is about getting up everyday and looking forward to what lies ahead. And, yes, school can be Fun & Exciting.

Who do I want to be?

FINISH THE STATEMENTS BELOW:

I think school is fun when _____

I am engaged in learning when _____

I could make school more interesting by _____

I support the condition of Fun & Excitement for others by _____

To better support the condition of Fun & Excitement for me, adults could _____

To better support the condition of Fun & Excitement for me, other students could _____

WHAT DOES FUN & EXCITEMENT FEEL LIKE?

Students say they feel the condition of Fun & Excitement when

- ▶ They are engaged in the classroom
- ▶ They are able to explore topics that interest them
- ▶ There is time for laughter
- ▶ They are not bored in the classroom
- ▶ They are engaged in classroom discussions
- ▶ They pursue hobbies and interests
- ▶ They have choices about what they learn
- ▶ They spend time with their friends
- ▶ They learn new and interesting things

Choose one of the above bullets that is not true for you. Then, think about what you could do to improve this condition for yourself. For example, maybe you feel you are bored in a specific class. What could you do to decrease your boredom?

FUN & EXCITEMENT CHALLENGE

Challenge yourself to do one of the following to improve the condition of Fun & Excitement for you and your school.

- ▶ Share your passions and interests with others at school
- ▶ Share with your teachers lessons that you find engaging and interesting
- ▶ Become involved in a club or activity that represents your interests
- ▶ Take the time to laugh and enjoy yourself
- ▶ Seek out adults and peers who have similar interests and hobbies
- ▶ Be willing to learn new things
- ▶ Reflect on what types of activities you find engaging
- ▶ Participate in a class you usually do not enjoy



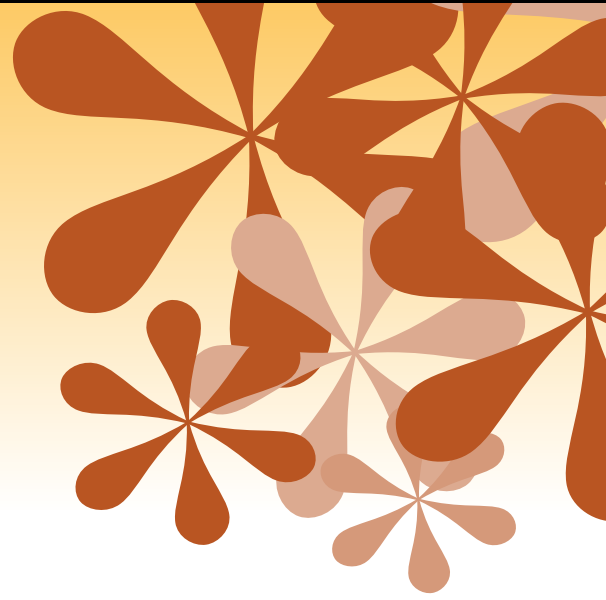
“Nothing great in the world has ever been accomplished without passion.”

— G. W. F. Hegel

FUN & EXCITEMENT

DEBATE, DISCUSS AND DECIDE WITH PEERS

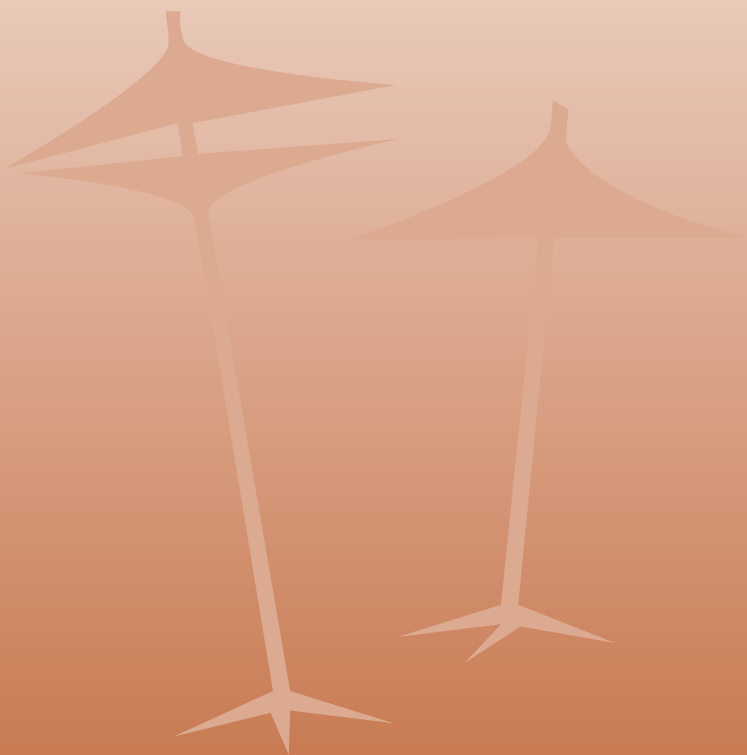
- ▶ How could school be **more engaging** for students?
- ▶ What does it mean to **have fun at school**?
- ▶ What could students do to **decrease their own boredom** at school?
- ▶ What can students do to **foster the condition** of Fun & Excitement at school?
- ▶ Why do you think having the condition of Fun & Excitement in your life helps **support your aspirations**?



create

CREATING FUN & EXCITEMENT

Together with a few friends, write a song in any style you choose. Your audience is elementary students. You must decide on a topic, message and age level you are trying to appeal to with your song.



CURIOSITY & CREATIVITY

WHAT DO WE MEAN BY CURIOSITY & CREATIVITY?

The condition of Curiosity & Creativity is characterized by inquisitiveness, eagerness, a strong desire to learn new or interesting things, and a desire to satisfy the mind with new discoveries. Curiosity triggers you to ask, “Why?” while creativity gives you the initiative to ask, “Why not?”

Who do I want to be?

FINISH THE STATEMENTS BELOW:

I am curious about learning when _____

I feel creative when _____

I feel comfortable asking questions when _____

I support the condition of Curiosity & Creativity for others by _____

To better support the condition of Curiosity & Creativity for me, adults could _____

To better support the condition of Curiosity & Creativity for me, other students could _____

WHAT DOES CURIOSITY & CREATIVITY FEEL LIKE?

Students say they feel the condition of Curiosity & Creativity when

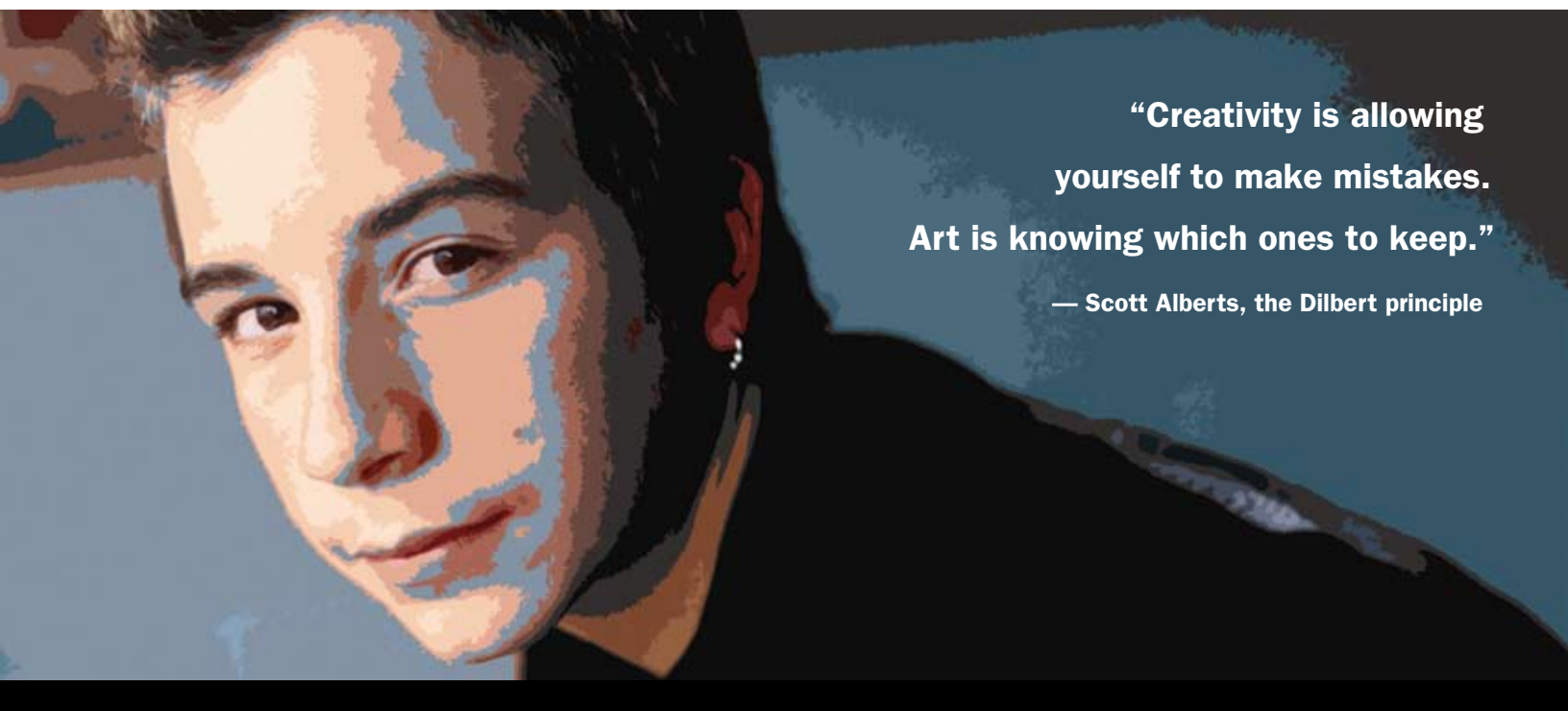
- ▶ They feel comfortable asking questions
- ▶ They are given options about how to complete projects
- ▶ They are able to incorporate music and art into their learning
- ▶ They are able to reflect on ideas and thoughts
- ▶ They explore topics they find interesting
- ▶ They are challenged at school
- ▶ They work with other students on projects
- ▶ They help explore and solve school issues and problems
- ▶ They are asked for their ideas, opinions and thoughts

Choose one of the above bullets that is not true for you. Then, think about what you could do to improve this condition for yourself. For example, maybe you are not involved in solving school-wide problems. How could you become involved?

CURIOSITY & CREATIVITY CHALLENGE

Challenge yourself to do one of the following to improve the condition of Curiosity & Creativity for you and your school.

- ▶ Search for answers to questions you have
- ▶ Ask questions in class
- ▶ Engage in productive and respectful debates
- ▶ Learn something new and different
- ▶ Find the answer to a question you have always wondered about
- ▶ Demonstrate your learning in a creative way
- ▶ Ask other students for their thoughts and ideas
- ▶ Paint, build or just create something



**“Creativity is allowing
yourself to make mistakes.
Art is knowing which ones to keep.”**

— Scott Alberts, the Dilbert principle

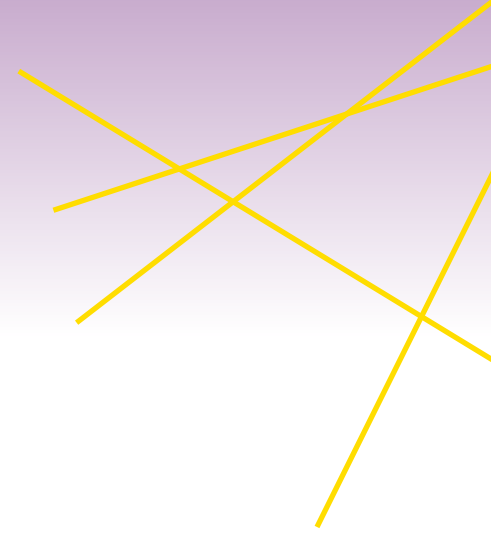
CURIOSITY & CREATIVITY

DEBATE, DISCUSS AND DECIDE WITH PEERS

- ▶ What does it mean to be **curious** about learning?
- ▶ How does **student creativity** exhibit itself at school?
- ▶ How could school be **more relevant** for students?
- ▶ What can students do to **foster the condition** of Curiosity & Creativity at school?
- ▶ Why do you think having the condition of Curiosity & Creativity in your life helps **support your aspirations**?

CREATING CURIOSITY & CREATIVITY

Using only straight lines draw a picture of your future.



SPIRIT OF ADVENTURE

WHAT DO WE MEAN BY SPIRIT OF ADVENTURE

Spirit of Adventure is characterized by your ability to take on positive, healthy challenges at school and home, as well as with family and friends. You can experience Spirit of Adventure when you tackle something new without the fear of failure or success. It is important to set goals and challenge yourself to reach those goals.

Who do I want to be?

FINISH THE STATEMENTS BELOW:

I am willing to take healthy risks if _____

I feel successful when _____

I challenge myself by _____

I support the condition of Spirit of Adventure for others by _____

To better support the condition of Spirit of Adventure for me, adults could _____

To better support the condition of Spirit of Adventure for me, other students could _____

WHAT DOES SPIRIT OF ADVENTURE FEEL LIKE?

Students say they feel the condition of Spirit of Adventure when

- ▶ They set and achieve meaningful goals
- ▶ They are not viewed as failures if they fail
- ▶ They are challenged to do their best
- ▶ Their successes are celebrated
- ▶ They are taught how to learn from mistakes
- ▶ They are coached in the goal-setting process
- ▶ They have adults who push them and believe in them
- ▶ They are provided opportunities to reflect
- ▶ They are able to dream about how their future might look

Choose one of the above bullets that is not true for you. Then, think about what you could do to improve this condition for yourself. For example, maybe you see failures only as negative. How could you learn from your mistakes?

SPIRIT OF ADVENTURE CHALLENGE

Challenge yourself to do one of the following to improve the condition of Spirit of Adventure for you and your school.

- ▶ Set meaningful goals for yourself
- ▶ Take courses that challenge you
- ▶ Learn from your mistakes
- ▶ Become involved in school-wide decisions
- ▶ Push yourself to learn or try something new
- ▶ Revise and revisit your goals often
- ▶ Explore your options after high school graduation
- ▶ Take a healthy risk that might result in failure

“I am always doing that which I can not do, in order that I may learn how to do it.”

— Pablo Picasso



SPIRIT OF ADVENTURE

DEBATE, DISCUSS AND DECIDE WITH PEERS

- ▶ What types of **healthy risks** do students take?
- ▶ What does it mean to be **afraid of success**?
- ▶ How could students more effectively **set goals**?
- ▶ What can students do to **foster the condition** of Spirit of Adventure at school?
- ▶ Why do you think having the condition of Spirit of Adventure in your life helps **support your aspirations**?



CREATING SPIRIT OF ADVENTURE

Challenge yourself

What success could you achieve in the **next month**? _____

What success could you achieve **this year**? _____

What success could you achieve in **two years**? _____

What success could you achieve in **ten years**? _____

What success do you hope to achieve **over the course of your life**? _____

LEADERSHIP & RESPONSIBILITY

WHAT DO WE MEAN BY LEADERSHIP & RESPONSIBILITY

Spirit of Adventure is characterized by your ability to take on positive, healthy challenges at school and home, as well as with family and friends. You can experience Spirit of Adventure when you tackle something new without the fear of failure or success. It is important to set goals and challenge yourself to reach those goals.

Who do I want to be?

FINISH THE STATEMENTS BELOW:

My greatest leadership strengths are _____

I would be a better leader if _____

I make decisions about _____

I support the condition of Leadership & Responsibility for others by _____

To better support the condition of Leadership & Responsibility for me, adults could _____

To better support the condition of Leadership & Responsibility for me, other students could _____

WHAT DOES LEADERSHIP & RESPONSIBILITY FEEL LIKE?

Students say they feel the condition of Leadership & Responsibility when

- ▶ They are involved in meaningful classroom decisions
- ▶ They have a voice at school
- ▶ They learn leadership skills
- ▶ They are given opportunities to be a leader
- ▶ They are allowed to make decisions about their education
- ▶ They work with others to solve problems or address concerns
- ▶ They are asked to explain their actions rather than being judged by them
- ▶ All types of leaders are valued at school
- ▶ Adults support their need for independence

Choose one of the above bullets that is not true for you. Then, think about what you could do to improve this condition for yourself. For example, maybe you have not learned many leadership skills. How could you start to learn these skills?

LEADERSHIP & RESPONSIBILITY CHALLENGE

Challenge yourself to do one of the following to improve the condition of Leadership & Responsibility for you and your school.

- ▶ Get to know the school principal
- ▶ Voice your opinion at a student council meeting
- ▶ Together with a group of students, attend a school board meeting
- ▶ Accept a leadership position
- ▶ Be a positive supporter of other student leaders; learn to follow
- ▶ Admit your mistakes
- ▶ Participate on a committee with adults
- ▶ Practice your debating and oral skills



“Leadership and learning are indispensable to each other.”

— John F. Kennedy

LEADERSHIP & RESPONSIBILITY

DEBATE, DISCUSS AND DECIDE WITH PEERS

- ▶ How can a student be a **quiet, introverted** leader?
- ▶ What **traits** do you admire most in student leaders?
- ▶ What makes a leader an **irresponsible** leader?
- ▶ What can students do to **foster the condition** of Leadership & Responsibility at school?
- ▶ Why do you think having the condition of Leadership & Responsibility in your life helps **support your aspirations**?

CREATING LEADERSHIP & RESPONSIBILITY

Draw a caricature of the perfect leader.



CONFIDENCE TO TAKE ACTION

WHAT DO WE MEAN BY CONFIDENCE TO TAKE ACTION

Confidence to Take Action is the extent to which you believe in yourself. It is about dreaming about your future, while being motivated in the present to reach your dreams. Being confident is one thing. Having enough Confidence to Take Action on causes you believe in is another. You do have the ability to make this world better... do it!

Who do I want to be?

FINISH THE STATEMENTS BELOW:

I am confident in my ability to _____

I feel successful and appreciated when _____

I know I can make a difference in my school or community by _____

I support the condition of Confidence to Take Action for others by _____

To better support the condition of Confidence to Take Action for me, adults could _____

To better support the condition of Confidence to Take Action for me, other students could _____

WHAT DOES CONFIDENCE TO TAKE ACTION FEEL LIKE?

Students say they feel the condition of Confidence to Take Action when

- ▶ They are appreciated for who they are
- ▶ They are involved in community or school service projects
- ▶ They are constantly trying to improve themselves
- ▶ People provide positive and supportive feedback
- ▶ They think about their future
- ▶ They are asked to help and get involved
- ▶ They are solution-oriented rather than problem-oriented
- ▶ They see the world from others' perspectives
- ▶ They believe they can make a difference

Choose one of the above bullets that is not true for you. Then, think about what you could do to improve this condition for yourself. For example, maybe you do not think much about your future. What steps do you need to take to think more about your future?

CONFIDENCE TO TAKE ACTION CHALLENGE

Challenge yourself to do one of the following to improve the condition of Confidence to Take Action for you and your school.

- ▶ Become involved in a community service project
- ▶ Speak with a local politician about what it means to serve the community
- ▶ Make an effort to compliment your peers
- ▶ Choose to surround yourself with positive, supportive friends
- ▶ Take action on an issue that you are passionate about
- ▶ Speak your opinions and don't just go with the group
- ▶ Get to know someone who has different perspectives and viewpoints
- ▶ Take the time to understand your school's educational mission

“Never doubt that a small group of thoughtful committed citizens can change the world... it is the only thing that ever has.”

— Margaret Mead

CONFIDENCE TO TAKE ACTION

DEBATE, DISCUSS AND DECIDE WITH PEERS

- ▶ What does it mean to be **confident**?
- ▶ What **school, community or world issues** interest you? Why?
- ▶ How can students begin to **get involved** in school or community issues?
- ▶ What can students do to **foster the condition** of Confidence to Take Action at school?
- ▶ Why do you think having the condition of Confidence to Take Action in your life helps **support your aspirations**?

SUCCESS *by Emerson*

Success is to laugh often and much;

To win the respect of intelligent people and the affection of children;

To earn the appreciation of honest critics and endure
the betrayal of false friends;

To appreciate beauty, to find the best in others;

To leave the world a bit better, whether by a healthy child,
a garden patch, or a redeemed social condition;

To know that even one life has breathed easier because you lived;

This is to have succeeded!

SETTING GOALS THAT MATTER

It is important for students of all ages to think about their future and have specific goals. Although goals may change from year to year, thinking about your future helps you plan what actions you need to take today to be successful in the future.

MY INVENTORY

What are my current interests and hobbies?

What clubs or organizations do I participate in?

What are my greatest academic or personal challenges this year?

What skills do I want to learn to help my future?

Which adults at school can help guide me with future decisions and choices?



MY INVENTORY (CONTINUED)

What courses do I want to take prior to graduation?

These careers are interesting to me (list at least 3):

What skills or preparation do I need for two of these careers?

What one career do I really want to learn more about?

Who can I talk to about these careers?

These careers do not interest me:



USE THE 8 CONDITIONS TO HELP YOU REACH A SHORT TERM GOAL.

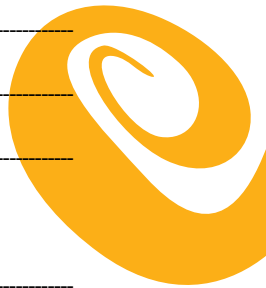
Short Term Goal (1 month to a year) _____

Belonging: Who do I need to talk with or get to know in order to reach this goal? _____

Heroes: Who can help me reach this goal? _____

Sense of Accomplishment: What do I need to learn or do to reach this goal? _____

Fun & Excitement: How does this goal relate to my current interests? _____





SHORT TERM GOAL

Curiosity & Creativity: What questions do I need answered? _____

Spirit of Adventure: What about this goal challenges me as a person? _____

Leadership & Responsibility: What decisions and choices do I need to make to support this goal? _____

Confidence to Take Action: What actions do I need to take now? _____

How will I know when I have successfully reached my goal? _____





USE THE 8 CONDITIONS TO HELP YOU REACH A LONG TERM GOAL.

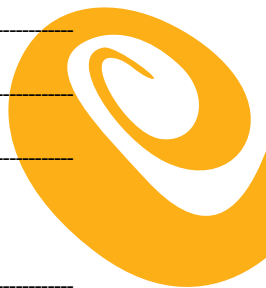
Long Term Goal (1 year or more) _____

Belonging: Who do I need to talk with or get to know in order to reach this goal? _____

Heroes: Who can help me reach this goal? _____

Sense of Accomplishment: What do I need to learn or do to reach this goal? _____

Fun & Excitement: How does this goal relate to my current interests? _____





LONG TERM GOAL

Curiosity & Creativity: What questions do I need answered? _____

Spirit of Adventure: What about this goal challenges me as a person? _____

Leadership & Responsibility: What decisions and choices do I need to make to support this goal? _____

Confidence to Take Action: What actions do I need to take now? _____

How will I know when I have successfully reached my goal? _____





NOTES DOODLES





8 CONDITIONS

THAT MAKE A DIFFERENCE

Belonging

Heroes

Sense of Accomplishment

Fun & Excitement

Curiosity & Creativity

Spirit of Adventure

Leadership & Responsibility

Confidence to Take Action



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VOICE & ASPIRATIONS