**Launching the Project**

**A**

Helping the student, the Specialist, and potential team members understand the Dream Team and their roles/expectations.

Day 1 should start with an energizing – getting to know you ICE BREAKER! You know your students. This project is involved and they need to have energy and motivation and desire to accomplish their goals.

Ice Breaker Examples:

Newspaper Build:

Students are broken into small teams (3-4) students. Each team is given a stack of newspapers and a roll of scotch tape. Tell them that their challenge is to build a shelter for one person in their group. There are two rules:

1)      You can only use the newspaper and scotch tape

2)      You must follow this system:

a.       10 minutes to talk and plan your shelter (can’t touch materials yet)- can be less time if teams are efficient, but no more than 10 minutes

b.      10 minutes to build- NO TALKING

c.       5 minutes to step back (hands of materials) and talk to each other about what they can do to improve their build

d.      10-minute build- NO TALKING

e.      If time allows, I like to do a gallery walk. Everyone will observe one structure at a time and give feedback in the form of “I like…” and “I wonder” statements

f.        5 minutes to finish build with gallery walk feedback in mind

g.       If you want to make it a competition, students can vote or judges can pick the winning structure for a prize. If it’s not a contest, then there would be a final viewing of each structure (sometimes I “test” it against the weather by throwing water on it or blowing a fan on it and see if it shelters the student)

Pass the Water:

Big bucket of water at one end of the line, empty bucket at the other. Students all have a red solo cup. They must all face one direction. Object of the game is to get the water from one side to the other. They all must be looking straight ahead (looking at each other’s backs) and must use communication to figure out the best way to achieve their goal. If they have a good rhythm going, give them a time challenge with it (do it in 2 min, 1 min, 30 second, etc.) and lesson the time each time.

Cup staking challenges are always good. Give everyone an equal amount of plastic cups and see who can build the tallest tower. You can put any restriction you want on it. No talking, only one person can touch the cups, or whatever fits with the students you have

Blanket flip. Everyone stands on a sheet. They have to flip it to the other side. Rules: No one can step off the blanket.

Gum drop challenge: build a structure that can hold a text book out of 20 toothpicks and 10 gumdrops.

After the ice breaker – explain the Principles of a Dream Team and the Roles and Responsibilities of each participant.

**B**

**Principles of a Dream Team:**

1. This is a project for JAG
2. Dream Teams are focused on, and ideally, co-led by the student
3. Students are respected and should feel supported and empowered as a result of the Dream Team
4. Everyone participating in a Dream Team is there with agreement of the student.
5. The Dream Teams are a time for honesty, support, and a free exchange of ideas. No one should ever feel “ganged up” on or badgered by anyone during the process.
6. The Dream Team process in class will be a one-time event – however it is HIGHLY encouraged for the student to maintain contact and communication with their chosen Dream Teams.

**Roles and Responsibilities:**

Student Responsibilities

1. Work with the JAG Specialist and peers to prepare information and identify issues/goals for their Dream Team
2. Work with the JAG Specialist to determine who should be invited
3. Assist in inviting desired persons
4. Lead, co-lead and actively participate in the Dream Team, presenting his/her “All About Me” presentation and engaging in the development of an action plan
5. Follow through on the Action Plan
6. Maintain contact with the JAG Specialist and team members as appropriate
7. Assist in determining when, where, and why any additional Dream Team gatherings should be planned.
8. Accept responsibility for actions, decisions, and consequences
9. Accept constructive feedback

Specialist Responsibilities

1. Work with the students to prepare his/her participation
2. Work with the students to identify who should be invited
3. Work with/meet with student’s team members to prepare them
4. Support the youth in facilitating the process
5. Ensure that the Action Plan developed at the Dream Team is distributed to all team members – including the student
6. Assist with any additional meetings if the student desires
7. Provide constructive feedback to the student and other team members
8. Help the students identify team members that will assist in holding them accountable for their Action Plan and assist with carrying out their Action Plan

Dream Team Member Responsibilities

1. Participate in at least one Dream Team Meeting
2. Be an intentional support for the student
3. Model a positive outlook
4. Follow through on any action steps the team members assumes responsibility for
5. Encourage the student to achieve his/her goals
6. Advocate for the student – remain in the student’s life as a support

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**C**

Support Wheel

Ask yourself the questions below, then fill in the corresponding circles.

1. Who do you talk to when you want to share good news?
2. Who do you talk to when you are unhappy with something in your life?
3. Who do you talk to when you are having trouble making decisions?
4. Who will be the first people to notice positive changes you make?
5. Who is good at helping you calm down?
6. Who gives you good advice?
7. Who can you count on in times of need?

Is your circle full? Do you need to add more circles? Do you need to expand your network of people?

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**D**

**People Map**

FAMILY

SERVICES AND SUPPORT

SCHOOL

CLUBS GROUPS MEMBERSHIPS

WORK

*High School Only*

FRIENDS

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**E**

Activity 2: Use a blank People Map to explore and document the student’s relationships. This process may help determine who the youth wants to invite to be part of the team and will identify gaps that may lead to goals.

1. What are some things that are important TO you? What are some things you are happy about in your life – things that you would really miss if you didn’t have them in your life? (family, friends, activities, school/work, music, movies, pets, computer, coffee in the morning, etc.)
2. What are some things that are important FOR you? These may be things that you don’t necessarily like to pay attention to but you know are important for you, i.e. health, safety, etc.
3. What does your daily routine look like right now? How does a typical day go? What would make a really great day? What makes a really bad day?
4. How do you celebrate when good things happen?
5. What makes you feel better when something unpleasant happens?
6. How do you like to celebrate your birthday?
7. What other holidays are most important to you? How do you like to celebrate them?
8. What are other things you think people who are supporting you should know? Anything that was missed? As far as your support/dream team – what should they know/do as members?
9. Who would you choose to be a part of your support/dream team?

**F**

Ground Rules

When you are talking to a group of people about your future – what ground rules do you think are important to establish?

Activity 3.

Team Members

Who would you feel are good supports for you DURING/AFTER high school to help you succeed?

“All About Me”

Things people like and admire about me and my gifts and talents

What team members like and admire about Me

In the meeting – what does your team say about you?

Things Important TO me

(People/Places/Things I don’t want to live without/must have’s)

Things Important FOR me

I might not always agree or like these things, but I know they are important for my health and safety.

Typical Day, Great Day, Bad Day

Typical Day:

Great Day

Bad Day:

How do I like to celebrate when good things happen?

What makes me feel better when something unpleasant happens?

How do I like to celebrate my birthday?

What holidays and other special days are important to me?

What I think my team should know:

My Dream

Things I want to get figured out with my team:

(Current issues and needs)

Who would I like to be a member of my Dream Team?

Thank You!

**G**

Activity 4

**Back to the People Map:**

**The issues and needs you identified for what you need to figure out will help you identify people who should be invited into your support Dream Team.**

***For example: if you identified school grades as an issue – a team member might include the school’s guidance counselor or a favorite teacher.***

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| The Dream Path | | | | | |
| **Services & Supports** | **Housing** | **Health** | **Employment** | **Education** | **NOW** |
|  |  |  |  |  | **What will Happen** |
|  |  |  |  |  | **Who Will Help Me** |
|  |  |  |  |  | **Committing to 1st Steps: 0-3 Months** |
|  |  |  |  |  | **Plans for 4-9 Months** |

**H**

**ACTIONS**

DREAM

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I**

ACTION PLAN

Team Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lead Team Person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Coach(es): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Issues/Needs: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Steps** | **Person(s) Responsible** | **Due Date** | **Done?** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

What could get this off track?

What’s our plan to respond?

Follow-Up Notes/Comments:

**J**

At the end of the project, the student will present their All About Me presentation to the class – and to their team. Students will prepare this in a format of their choice. This can include a power point, booklet, music, poem, picture collage or visual. Student must submit intentions to the Specialist prior to beginning the final project.