

## Workshop: Embrace Your Future

This workshop is the third in a series:

1. Who Am I At My Best?
2. Vision Your Future
3. Embrace Your Future

and was created for college students as they prepare for the next big step in their life: grad school, career, service work, family ... You will need these Inspiration Card sets (though you could make others available if you like):

- [Life Without Limits](#)
- [Looking Forward](#)
- [Playful Spirit](#)

All cards can be viewed and ordered at:

[Songs For Your Spirit](#)

Your participants will need to be open to self-discovery and have something to write on.

The intention for each participant in this experience is:

- To review personal strengths and gifts, skills and talents, habits from workshop #1
- To review their vision for the future from workshop #2
- Identify the gap between who they are now and what is needed: How must I grow?
- Commitment to the rest of their college experience as preparation

### OUTLINE:

1. **REVIEW-DEBRIEF:** Review your vision from the previous workshop. Share something you learned about yourself from the optional writing assignments.
2. **ASSERT:**
  - a. Each of us has talents, skills, gifts, personal qualities, good habits as well as negative beliefs and habits which don't serve us and which hold us back. We must actively choose the "positive" on the road to a "successful" life.
  - b. When our vision is compelling enough, we become willing to do the hard work of developing talents, letting go of negative habits, doing what we need to even when it is hard or our peers don't support us.
3. **PRACTICE:** Break room into three groups. Each group elects a note taker. Ask for a volunteer to read their vision at age 30 to use as an example: At 30 I will be ... Give groups 2-3 minutes to come up with:
  - a. 3-5 positive skills, habits, talents, personal qualities and values that a person would need to achieve that goal.
  - b. 3-5 negative habits or qualities or pressures that are often present in college students which would get in the way of that goal

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4. **DEBRIEF:** Compile two lists – positive traits that are needed and negative traits which are common. Let students do the note taking on the board or flip chart. Mark those that come up more than once with tick marks.
5. **STRETCH BREAK:** Suggest they stand and stretch and move a bit!
6. **PARTNER UP-LET'S GET PERSONAL:** Partner up with one other person. Taking turns, each partner will:
  - a. Tell your partner about your vision, what you see in your future, who you want to be
  - b. Use “Life Without Limits” card. Partner asks you questions to get you thinking.
  - c. Discuss with your partner what skills, talents and personal qualities you’ll need if you are to succeed- take a few notes!
7. **JOURNAL-THE GAP:** Return to your list from workshop #1 of personal qualities, talents and skills you possess as well as habits and negative beliefs that hold you back. Write about the gap:
  - a. What do you need to stop doing? What will prevent you from succeeding?
  - b. What ideas or beliefs do you need to let go of?
  - c. What people or relationships might hold you back?
  - d. What do you need to learn?
  - e. What do you need to believe about you if you are to succeed?
  - f. Who models what you need and would support you in moving forward?
8. **STRETCH BREAK:** Suggest they stand and stretch and move a bit!
9. **COMMITMENT:** If the rest of your college experience had only one purpose – to prepare you to succeed at what is next – then:

### MY COMMITMENT TO EMBRACE MY FUTURE

I, \_\_\_\_\_ *name* \_\_\_\_\_, on this date, \_\_\_\_\_ *date* \_\_\_\_\_, commit to my future in this way:

- a. I say YES to my future! I will actively work to learn or expand on these positive habits, skills and beliefs:
- b. I say NO to what holds me back! I will actively work to release these negative habits and beliefs:

It is helpful for folks to have a support system or accountability partner for these commitments. You may ask them to make a pact with another participant who they will report to around their commitments.

- c. I will ask \_\_\_\_\_ *name* \_\_\_\_\_ to be my accountability partner and to support and encourage me.

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10. **COMMITMENT CEREMONY:** [If time is short, this can be skipped, but know that the public, verbal commitment can be very powerful. An alternative would be to have the group partner up again with someone else. Then each team of two read their commitments to one another.]

Having drawn a real or imaginary line on the floor, gather all participants on one side of the line and you on the other. Then, one by one, each person steps up to the line, hands you their commitment which you hold so they can read it aloud with conviction. **When they feel empowered**, they take back their commitment and cross the line, ready to acknowledge each next person.