1. Getting Ahead Workshop Number 19 Fall 2020

Session 1 – Intro & Module 1

1. Coming Together – Ask investigators to respond. (15 m)

Tell us something about yourself.

1. Learning **Objectives for session 1** (5 min)
* *We will investigate the structure and organization of our program.*
* *We will learn what is meant by a mental model and how they can be useful.*
* *We will reflect on economic instability in our community by making a mental model of poverty.*
* *We will describe how the mental model of poverty relates to your life.*
* *We will share our definitions of financial stability.*
1. Getting Ahead Overview and Introduction Pages 1-5 (5 min)
2. Triangle Overview (5 min)

Have investigators highlight important ideas

1. What is an investigator? (5 min)
2. Affirmation introduction (5 min)
3. Create agreements for meetings. (5 min))

Respect differing opinions / confidentiality

Keep politics to a minimum.

Set distractions aside.

Create an online space that allows everyone to contribute to the discussion.

Mute audio when not talking.

Endings such as “anyone else?” or “other thoughts” could indicate you are done.

Facilitators role--keep discussions on target. We will break in if we feel we are straying.

1. Module 1. My Life Now
2. Construct Mental Model of Poverty Page 9 (20 min) -use white board

Arrange with categories.

Discuss questions 1 through 8 page 10

1. Complete “What is Financial Stability?” (10 min)

Discuss their answers.

1. Journal - “Which aspects of your life appeared in our mental model of poverty and which did not? Share responses.
2. Mental model of my home introduction.

Cover all housing points on page 10. Move from community to individual

1. *Independent Work Info (5 min)*

*Create a rough mental model of the floorplan of your home. Think about the questions on*

 *page 11.*

*Know your income before taxes so you can investigate how much housing you can afford.*

*Take notes on questions on page 11.*

Closing Story “The Builder” (5 min)

1. Getting Ahead Workshop Number 19 Fall 2020

Session 2 – Module 1

1. Affirmation
2. Learning **Objectives for session 2** (5 min)
* *We will use the mental model of your home to see how your housing situation could be impacting your life.*
* *We will calculate the amount of housing you can afford.*
* *We will understand how a Living Wage and Minimum Wage impact financial stability.*
* *We will explore the Federal Poverty Guidelines.*
1. Coming Together / Review (10 min)

What did the mental model of your home tell you about your financial stability?

1. Additional questions about housing.
2. Mental model of poverty. Bring in completed model from slide 10 last session

Based on our discussion, is there anything to add to the mental model of poverty?

1. Complete “My Affordable Housing” pages 12. (20 min)

Discussion questions page 16

1. Discuss Living Wage vs. Minimum Wage page 13 & 14 (15 min)

Which segment of our population might be inclined to think the minimum wage is sufficient?

1. Discuss Federal Poverty Guidelines page 14 (15 min)

Compare minimum wage to poverty guidelines (7.25 X 173 x 12 = $15,051)

This is a “FEDERAL” guideline. What factors could cause difference across the county? How about Wisconsin or Waukesha County?

A recent estimate published in the Milwaukee Journal Sentinel stated that workers needed to earn $17 per hour to afford to live in Waukesha County.

1. Share 100%, 200%, etc. used by various agencies to determine eligibility. (10 min)

What does it mean to be at 200% of the poverty guideline?

The differing amounts are used by various agencies to determine eligibility.

Where would you have to be to consider yourself financial stable?

1. Income Related to Cost of Housing Discuss pages 14, 15 & 16 (10 min)

How many hours do you have to work for various items? Need white board to model.

1. Journal - What new thoughts do you have about your income, your spending, and your

housing?” (5 min)

1. Debt to Income Ratio Use when talking about independent work.
2. *Independent Work Info (5 min)*

*Ask Investigators to fill in the categories on page 18 handout (Debt Income Ratio).*

 *Don’t worry about how to do the calculations, we will do that in our group session.*

*Make a mental model of “My Life Now” poster Discuss p. 19 and multiple lenses.*

Story – $20 Bill (5 min)

1. Getting Ahead Workshop Number 19 Fall 2020

Session 3 – Module 1

1. Affirmation
2. Learning **Objectives for session 3** (5 min)
* *We will share models of “My Life Now” using multiple lenses.*
* *We will analyze our debts compared to income.*
* *We will examine the living wage calculations for a person with various family sizes living in Waukesha County.*
* *We will become aware of personal income and expenses to see how they affect financial stability.*
1. Coming Together / Review (15 min)

Mental model of my life now.

Affordable Housing -What percentage do you pay for housing? What is your target?

1. Waukesha Living Wage Calculation(10 min)

The living wage is the minimal amount a family needs for basic needs.

Find the column that is closest to your situation. More family groupings can be found at the MIT website. https://livingwage.mit.edu/states/55

Do the typical expenses on the bottom of the page seem realistic to you?

How do you determine expenses (for example “food”) for a month or for a week?

1. The Self Sufficiency Wage for Waukesha County (10 min)

This wage is what a middle-class family would need with no assistance from agencies.

This wage takes into account costs of materials and services in the community.

Who determines what needs are basic?

1. Debt Load to Income Ratio page 17 (10 min)

(Define ratio if necessary.)

What are some of our ratios?

List categories of largest debts.

1. Begin work on “My Financial Summary” completing “Income” and the first two lines of

“Expenses” sections (10 min)

1. Introduce Daily Expense Tracker (10 min)

How will this improve your understanding of your finances?

What tools could you use to track? Save receipts, use this page, small booklet, notes on phone, online app such as Mint.

1. Journal – What strategies can you use to make sure you record and categorize all expenses during the next four weeks? (5 min)
2. Independent *Work Info (5 min)*

*Complete the Stability Scale*

*Don’t worry about scoring. We will do that tomorrow.*

*Keep up to date with the expense tracker*

Story -Colonel Sanders (5 min)

 1. Getting Ahead Workshop Number 19 Fall 2020

Session 4 – Modules 2

1. Affirmation
2. Learning **Objectives for session 4 (5 min)**
* *We will begin to analyze where and how we spend our money.*
* *We* *will examine the ease or difficulty of making changes.*
* *We will investigate approaches agencies use to try to help clients change.*
* *We will reflect on personal stability by examining results of the Stability Scale.*
* *We will monitor how effectively we spend our time.*
1. Coming Together / Review (5 min)

Expense tracker first thoughts.

Review importance of Debt Load to Income and knowing your percent and your target.

1. Introduce Module 2 (Theory of Change) (5 min)

What do you think of when you hear the word change?

Write name with non-dominant hand. - Cross-your-arms activity.

Discuss What About Change page 26… Change is hard. (Relate to righting reflex page 28.)

1. Examining Agency Approaches to Change – page 28-29 (10 min)

List agencies around mental model of poverty

Chart agencies you know, x if they require change and describe.

Discuss question 1 page 27.

1. Discuss Stability Scale Results – Pages 31 - 33 (20 min)

Help investigators score their pages.

1. Complete the Stability Scale graph.

A baseline self-assessment of how stable your life is.

Stability affects the ease and rate of change.

Discuss questions 1 through 4 on page 34.

Discuss concept of continuum.

Read quote on page 34

1. Explore how to plan / time management (20 min)

Which quadrant is best to be in?

1. Present time recording sheet

One week day and one weekend day.

1. Journal - “What did the Stability Scale tell you about your life now?” (5 min)

What small steps could you take to improve your stability?

1. *Independent Work*

*Track your time for one week day and one weekend day.*

*Continue to track your spending patterns.*

*Complete the “Debt” and “Savings” segments of “My Financial Summary”.*

Closing Story “A Tale of Two Hunters” (5 min)

1. Getting Ahead Workshop Number 19 Fall 2020

Session 5– Module 2

2. Affirmation

**3. Learning Objectives for session 5** (5 min)

* *We will learn the Getting Ahead theory of change*
* *We will examine the stages of change.*
* *We will investigate personal readiness to make changes.*

4.Coming together / Review (5 min)

Look at vocabulary page 39 emphasize “Back Door”, proactive and reactive).

Share things you have learned by tracking your spending and time. Circle areas on time

 pages you consider problematic. Tell why you think it is a problem.

Thoughts on “My Financial Summary”

5.Getting Ahead Theory of Change pages 35 & 36 (20 min)

Reactive = Tyranny of the moment with a quick Fix with family, friends, neighbors, agencies.

Do the same next time.

Abstract = Time to plan ahead, evaluate multiple options, work toward the best solution.

Result is a different solution.

6. Read and discuss Stages of Change (smokers) page 37 & 38 (40 min)

Discuss Stages of Change cartoon stairsteps

7. Stages of Change (page 37 Simplified)

Discuss questions page 39.

1. How I Feel About Making a Change in My Life (5 minutes)
2. My Neophilia Score (5 min)
3. Neophilia Scoring for Adults
4. Journal - What are some areas of my life that I might need to change to get ahead?(5 min)

What could be some obstacles to making the change?

1. *Independent Work (*5 min)

 *Continue to track your spending patterns*

 *Make a mental model of a change you would like to make in your life and how you could get there.*

Story The Elephant Rope

1. Getting Ahead Workshop Number 19 Fall 2020

Session 6 – Module 3

1. Affirmation
2. LearningObjectives **for session 6** (5 min)
* *We will examine some of the main causes of poverty and who is responsible.*
* *We will identify predatory businesses.*
* *We will investigate the disparity between the rich and the poor.*
* *We will explore “Real Family Income Growth” over two time periods.*
1. Coming Together / Review If or when you tried to improve your financial situation in the past, what kept you from being successful? What might be a barrier in the future (5 min)

Anyone want to share your mental model of a change?

1. Intro page to Module 3
2. The Research Continuum on the Causes of Poverty pages 43 and 44 (20 min)

Do # 1 page 43. Make a list of the things that cause poverty .

Do # 2 page 43. Arrange things investigators listed into 4 categories.

Main idea to be presented – Poverty is a complex issue that must be confronted at many

levels.

1. Why Do We Have Poverty? (5 min)

Why do you think the four examples are arranged in the triangle pattern?

1. Financial Predators--Investigate Exploitation pages 47 through 49. (15 min)

List businesses they consider predatory.

Questions page 47.

1. Examples of Predatory Practices (5 min)

Case Study: The Meat Man

1. Tyranny of the Moment (10 min)

Not only individuals can get caught in the tyranny of the moment. Larger groups without resources can too. They react in the same way.

1. Real Family Income Growth Pages 54 & 55 (10 min)

Use grid paper to have investigators graph the changes.

Refer to Yellow Book Step Off Activity page 78 and 79.

What problems can occur as the disparity between the rich and poor increases?

1. Pay disparity between CEO’s and hourly workers. (5 min)

Why was the gap narrower in 2009?

How might the difference in pay affect the relationship of a CEO with employees?

1. Journal – Which of the four main causes of poverty has influenced your life the most?

Explain. (5 min)

1. I*ndependent Work Read “Creation of the Middle Class” pages 49-52 and write down your reactions.*

*Continue daily expense tracker.*

Story – “Let Go of Your Stresses.”

1. Getting Ahead Workshop Number 19 Fall 2020

Session 7 – Module 3

1. Affirmation
2. Learning **Objectives for session 7** (5 min)
* *We will discuss opinions about the formation of the middle class.*
* *We will explore the Ownership of Household Wealth in the U.S.*
* *We will develop mental models of what life is like for middle class and wealth.*
1. Coming Together / Review (10 min)

Opinions on “Formation of the Middle Class”

1. Distribution of Wealth (Equal Distribution) –page 57 and 58 - (20 min)

Ten Chair picture 1.

1. Distribution of Household Wealth (Disparity)

Ten Chair picture 2.

Discuss #5 on page 83 of Facilitator Notes (Gold) book

Questions from page 58

Wealth and Access to Power Page 59

1. Develop mental model for the middle class P. 61 - 62 (15 min)
2. Develop mental model for the wealthy. P. 61 - 63 (15 min)
3. Discuss driving forces (10 min)
4. Journal - Tell which driving forces most strongly affect your life and how. (5 min)
5. *Independent Work*

*Complete “My Economic Class Story” pages 64 & 65.*

Continue with daily expenses

 Closing Story “The Obstacles in Our Path” (5 min)

1. Getting Ahead Workshop Number 19 Fall 2020

Session 8 – Modules 3 & 4

1. Affirmation
2. **Learning Objectives for session 8** (5 min)
* *We will reflect on our economic class story.*
* *We will develop a Community Sustainability Grid.*
* *We will explore the hidden rules of economic class..*
1. Coming Together / Review (5 min)

Discuss ideas from “My Economic Class Story” page 65.

Any similarities and / or differences over the generations?

What things other than money did you inherit from your parents or grandparents?

1. Community Sustainability Grid pages 65, 66 and 223 (25 min)

Review pages 223 - 224. Ask investigators to choose another cause of poverty such as lack of education, transportation or child care. Do on white board.

1. Share Mr. Bean in Department Store Video (5 min)

<https://www.youtube.com/watch?v=4YrSmOEFKHE>

What made you laugh? Why?

1. Introduce Module 4 pages 70 – 71 (5 min).

We will investigate hidden rules.

What are hidden rules?

How do you know when you don’t belong?

Where do they come from?

1. Hidden Rules We Know. (5 min)
2. Income Disparity, Economic Class and Hidden Rules (5 min)

Ruby Payne has identified rules of economic classes.

Read “Payne’s Journey Into Class”

1. Study the Hidden Rules p. 74 – 77 (25 min with continued work next session)

Use white board or chat to sort the rules.

1. Journal

If Mr. Bean visited your home, which hidden rules would he need to know? (5 min)

1. Independent *Work*

*Complete “Can You Survive?”*

*List for each economic class things that surprised you, things you disagree with or things you would add.*

1. Could You Survive Poverty?
2. Could You Survive Middle Class?
3. Could You survive Wealth?

Story –In the Same Boat

1. Getting Ahead Workshop Number 19 Fall 2020

Session 9 – Module 4

1. Affirmation
2. Learning **Objectives for session 9** (5 min)
* *We will continue to explore the hidden rules of class.*
* *We will see how the hidden rules give some people or groups power.*
* *We will explore how patriarchal, matriarchal and other family structures influence ability to change.*
* *We will look at conditions, choices and policies that affect families and children.*

1. Coming Together / Review (5 min)

Discuss ideas about “Could You Survive” pages.

Things that surprised you, things you disagreed with or things you would add.

1. Ruby Payne Explains the Hidden Rules video (15 min)

<https://www.youtube.com/watch?v=Zc-_o5sEu6w>

What are some things that Ruby said that you could relate to?

Are there things in the video that you question?

1. Review hidden rules for work. (10 min)

Why might people experiencing poverty have trouble with any of these?

Why might a boss have trouble understanding the viewpoint of someone in poverty?

Arriving at work an hour early might seem normal for middle class but not for other classes.

Socializing with coworkers on the golf course after work might seem normal for the wealthy but not for other classes.

Should business change expectations or should employees adjust to hidden rules?

1. Explore Hidden Rules at the Organizational Level p. 77 - 79 (10 min)

Who has the power?

1. Family structure p. 83-85 (20 min)

How might different people help solve or create problems?

Who heads the household?

If you are not the head of the household how much support will others in the household give you when making a change?

1. Time Management pages 87 & 88 (10 min)

In which quadrant did you spend most of your time today?

Look at the areas you considered problematic in your previous time tracker.

1. Journal Identify things in your family structure that might make it easier / harder to change.

(5 min)

1. Independent *Work*

*Read “Individual Choices, Community Conditions and Policies” pages 80 – 83.*

*Explore our community at Towncharts.com. Page 83 of your text could give ideas..*

Closing Story – “A Special Bank Account” (5 min)

1. Getting Ahead Workshop Number 19 Fall 2020

Session 10 – Module 4 & 5

1. Affirmation
2. **Learning Objectives for session 10** (5 min)
* *We will discover how language can affect relationships and financial stability.*
* *We will explore conversations in formal and informal situations.*
* *We will explore how the “Three Voices” can be used effectively.*
1. Coming Together / Review (20 min)

What was your planning strategy for addressing time management problems?

Thoughts and comments about  *“Individual Choices, Community Conditions*

*and Policies”* pages 80 – 83.

Things discovered during your investigation of Towncharts.com website.

1. Introduce Module 5 (5 min)

Module 4 was about Hidden Rules. Language also has hidden rules.

Can you think of what some of those rules might be?

How important is language for getting ahead?

1. Using language to influence others - School Starts at 8 Rita Patterson video (10 min)

<https://www.youtube.com/watch?v=Lju4BweO7zQ>

Why were her words effective?

Which register is Rita Pierson using?

In school, when would you use a different register?

1. Registers of Language pages 93 & 94. (5 min)

Which register is Rita Pierson using?

In school, when would you use a different register?

Choose from questions 1, 2, 3, 5, 7, 8, 9, and 13 on page 94.

1. Discourse patterns pages 94 & 95 (10 min)

Red Riding Hood story.

Which hidden rules are behind the circular pattern?

What are the advantages to each?

1. Parent, Adult, Child Voices p.98-101 (20 min)

Use “Three Voices Scenarios” h5 page 98.

1. Story Structure p. 102-103 (10 min)

 How does reading and repeating stories with children help prepare them for school?

1. Journal A new boss arrives at your department. The members of your team are very tense. Choose either, Parent, Adult or Child voice to tell what your manager might say to your team. What do you think will be the results? (5 min)
2. Independent *Work*

*Read Code Switching & highlight key points*

*Be prepared to talk about questions 1 & 3 page 98*

*Develop a planning strategy to make your day more effective.*

Closing Story – “Struggling Butterfly” (5 min)1. Getting Ahead Workshop Number 16 Fall 2020

Session 11 – Module 5

2. Affirmation

**3. Learning Objectives for session 11** (5 min)

* *We will investigate how language can impact brain development of children.*
* *We will study mediation which helps children know their choices make a difference.*
* *We will see how belief in fate engages us in the penance/forgiveness cycle.*
* *We will practice negotiating by doing a negotiation simulation.*
1. Coming Together / Review (5 min)

Review Code Switching Questions 1 and 3 p. 98

The book is not trying to say one dialect is better than the other.

They are just used in different settings.

1. Language Experience pages 103 & 104 (5 min)

How does reading and repeating stories with children help prepare them for school?

1. Mediation (10 min)

Discuss p. 105-106

The book does not use the common definition of mediation.

The book’s example is helping the child mediate the world.

Modeling proactive rather than reactive responses.

Children want to know why; so state that before they ask.

1. Use chat to complete this mediation scenario. (10 min)
2. Using Language for Discipline and Change p.107 & 108 (15 min)

Penance/Forgiveness Cycle page 108

Choice / Consequence Approach

1. The Basics of Negotiating pages 109 & 113. (15 min)

Discuss bulleted items.

1. Using Language to Negotiate (10 min)

Solving problems while building relationships of mutual respect.

Use chat to negotiate a bedroom set at a garage sale.

(Bed, 2 dressers and night stand.)

1. Bedroom Set Agreement Zone (5 min)
2. Journal Explain what you negotiate about and with whom. Which of the “Basics” would improve your skills? (5 min)
3. Independent *Work (5 min)*

 *Review vocabulary on page 117.*

*Read Defining Poverty and Defining Resources on p. 120-122.*

*List any questions or comments you have.*

Closing Story – “A Temper and a Bag of Nails” (5 min)

1. Getting Ahead Workshop Number 19 Fall 2020

Session 12– Module 5 - 6

1. Affirmation
2. **Learning Objectives for session 12** (5 min)
* *We will define 11 resources that we can build to become more financially stable.*
* *We will create a mental model of social capital.*
* *We will learn how to use planning backwards to help us achieve our goals.*
1. Coming Together / Review (10 min)

Discuss *Defining Poverty and Resources p. 120-122*

1. Module 6 Eleven Resources (5 min)

We can do something about poverty by building resources. Whose resources?

Book emphasizes financial, emotional, social capital and motivation/persistence as most critical.

Do investigators believe some others are more important for them?

1. Emotional Resources Pages 123 & 124 (15 min)

EQ may be more important than IQ.

Self-awareness. Self-management. Social awareness. Social management.

1. Social Capital Pages 124 – 126 (15 min)

Our networks. The things we do with the trust and knowledge that others will do the same for us.

Which of the two is inclusive and which is exclusive?

1. Mental Model of Personal Social Capital (5 min)

Inner circle is for bonding relationships.

Outer circle is for bridging relationships.

1. Motivation and Persistence 126 – 129 (10 min)

You will be creating a vision of what you are working for when you construct a future story.

Are you motivated by moving away from a negative situation or toward a positive one?

1. Planning Backwards. p. 114-116 (20 min)

It is two months before you are moving to a smaller apartment. Identify things you need to do 1, 2, 3 or more weeks before the move.

1. Journal What are some things that could cause you to lose your motivation and persistence?

How will you overcome those things? (Close the back door.) (5 min)

1. *Independent Work*

*Complete Support for Change Mental Model p. 208 and 235*

*Use page 235 for handout.*

Story The Black Dot

1. Getting Ahead Workshop Number 19 Fall 2020

Session 13 – Module 6, 7 and 9

1. Affirmation
2. **Learning Objectives for session 13** (5 min)
* *We will practice evaluating resources using case studies.*
* *We will complete a self-assessment of financial resources.*
* *We will share strategies for building resources.*
* *We will compare resources for “Getting By” and resources for “Getting Ahead”.*
1. Coming Together / Review (5 min)

Do you feel comfortable that you have enough support for change?

If not, how can you develop more support?

1. General purpose of a case study.

Case Study. Carl. (20 min)

Case Study Sandy (20 min)

1. Introduce Self-Assessment of Resources (5 min)

Complete Self-Assessment of Financial Resources. (10 min)

1. Key points about building resources p. 188-189 (5 min)

Don’t focus on those that are already high.

Resources are connected

Be intentional about building them.

Getting by resources are necessary for survival.

1. Getting By vs. Getting Ahead Resources. p. 190 (15 min)

Give examples of resources available in the community.

Which getting ahead resources does the community need more of?

1. Journal. Share your experiences of using getting by and getting ahead resources. Have your

feelings about them changed over time? (5 min)

1. *Independent Work*

*Complete self-assessment of 10 remaining resources.*

Story – Frogs on a Lily Pad

1. Getting Ahead Workshop Number 19 Fall 2020

Session 14 – Module 10

1. Affirmation
2. **Learning Objectives for session 14** (5 min)
* *We will create a mental model of our personal resource evaluation.*
* *We will explore the components of Smart Goals*
* *We* will draw or make a collage that represents the life we are working toward.
1. Coming Together / Review (15 min)

Additional comments about getting by and getting ahead resources.

Graph Self-Assessment.

Identify weak and strong resources.

1. Brainstorm Strategies for Building Financial Resources page 191 Separate white board for each. (20 min)

How would you define sufficient financial resources?

What are the consequences of not having enough?

1. Emotional

How would you define sufficient emotional resources?

What are the consequences of not having enough?

1. Social Capital

How would you define sufficient social capital resources?

What are the consequences of not having enough?

1. Motivation & Persistence.

How would you define sufficient motivation and persistence resources?

What are the consequences of not having enough?

1. Watch SMART goals video pages 200 - 203 (10 min)

<https://www.youtube.com/watch?v=PCRSVRD2EAk>

Have any of you used smart goals before? If so, how did they work out?

1. What Does SMART Mean page 1 (10 min)
2. What Does SMART Mean page 2 (15)

Construct sample SMART goals for one of the main resources.

1. Journal What was some new thinking about yourself you gained by doing the self-assessment of resources? (5 min)
2. *Independent Work* (5 min)

*Watch the “Draw Your Future” youtube video.* “Draw Your Future Patti Dobrowolski”

[*https://www.youtube.com/watch?v=zESeeaFDVSw*](https://www.youtube.com/watch?v=zESeeaFDVSw)

*Complete poster of My Future Story*

Story. Meaningless Goals (2 min)

1. Getting Ahead Workshop Number 19 Fall 2020

Session 15 – Module 10

1. Affirmation
2. **Learning Objectives for session 15** (5 min)
* *We will learn how to write procedural steps for SMART goals.*
* *We will write our most recent definition of financial stability.*
* *We will complete two personal financial plans using SMART goals and procedural steps.*
1. Coming Together (5 min)

What thoughts and feelings surfaced as you worked on your future stories?

1. SMART Action Steps Are… (15 min)

Discuss with example on page 204

A goal without steps is only a wish.

This is a to do list.

1. Complete your definition of financial stability.(10 min)

Has it changed since the first time you did it in Module 1?

1. Complete financial plan 1 (25 min)
2. Complete financial plan 2. (25 min)
3. Journal. How will your financial plan impact your family and/or friends? (5 min)
4. *Independent Work (5 min)*

*Develop and practice a script for presenting “My Life Now”, “My Future Story” and “My Financial Plans” to the rest of the group.*

Suggest one to three minutes in length.

1. Story .How Would You Like to Be Remembered?
2. Getting Ahead Workshop Number 16 Fall 2020

Session 16 – Module 8 & 10

1. Affirmation
2. **Learning Objectives for session 16** (5 min)
* *We will explore “back doors” and how to avoid them.*
* *We examine Waukesha’s ability to provide a high quality of life for all residents .*
* *We will present our Future Stories and Financial Plans to the group.*
1. “Derailers” and Closing the Back Door p. 206 (10 min)

Think about things that might be barriers. (Proactive thinking) Have ideas about how to address these barriers. Have a plan to stick to your plan.

1. Closing “Back Doors” personal examples. (10 min)

Individually complete back up plan for when things go wrong.

1. Module 8 community issues pages 168 - (30 min)
2. Community Assessment
3. Complete Evaluation Survey (5 min)
4. Journal. What advice would you give to future investigators? (5 min)

Closing Story – The Tale of Two Pebbles

1. Congratulations
2. Coming Together

Share My Life Now, Future Stories and Financial Plans