



GPS FOR SUCCESS[®]

EVIDENCE-BASED LIFE SKILLS,
CHARACTER DEVELOPMENT, &
PREVENTION PROGRAM

**PROGRAM
OVERVIEW**



ACKNOWLEDGEMENTS

The GPS for SUCESS is co-founded by Brittney Lozano-Sharpe, Daniel Puder, and developed by curriculum writer and editor Jennifer S. Kramer, M.Ed.

This is a platform utilized by educators, law enforcement, psychologists, therapists, curriculum developers, counselors, parents and youth. It is designed to inspire, add significant value, and impact communities on a global scale by “shifting the conversation” to focus on one’s vision and purpose in life.

Copyright © 2015 by My Life My Power World Inc.
All rights reserved.
Published in the U.S.A.

GPS For Success™ is a trademark of My Life My Power World Inc.

PARTNERSHIPS



**BOYS & GIRLS CLUBS
OF AMERICA**

Kollab Youth

TABLE OF CONTENTS

What is GPS for SUCCESS_____	01
Introduction_____	02
Who do we serve_____	03
Skills_____	03
Concept Map_____	03
Logic Model _____	04
Scope & Sequence_____	05
Implementation Guide_____	06
Lesson Plan & Overview_____	07
Example Lesson Plan _____	08
Contact Info_____	14

WHAT IS GPS FOR SUCCESS

GPS for SUCCESS is a life skills prevention program in schools and communities nationwide that utilizes Emotional Intelligence imbedded programming created by My Life My Power Institute. Basically we don't talk about drugs... we aim to "shift the conversation" and create a new focus.

Through GPS FOR SUCCESS, we strive to motivate and inspire youth on what is possible using our 5 core principles: Vision, Mission, Purpose, Team and Commitment. Our approach helps empower youth to be more intrinsically driven, self-aware, focused in life, equipped to work through life's challenges, and committed to staying drug free!

We are a fully digital program for grades 1-12 that is easily implemented and designed to be five weeks in length but we customize for every organization. We offer virtual or in-person trainings and use a "train the trainer" model. Therefore, anyone can "teach" GPS for SUCCESS in a small group setting, school wide, or organization wide.

Our ultimate goal is to offer a Experiential training that inspires adults, and a life skills prevention program that empowers youth today to make positive and proactive choices in life that are in alignment with their overall vision and create a long lasting culture change in schools and communities.

INTRODUCTION

Have you ever noticed that when you tell someone not to do something, they either consciously or subconsciously have a desire to do it even more? This has been shown to be true in a great deal of the cases involving the approach of simply telling youth not to do drugs, or to say no to drugs. In fact, over the past three decades, research continues to show this theory to be true with a significant rise in at-risk behavior amongst youth. Whether it is due to reactance (wanting to try the “forbidden fruit”), rebound (being told not to think about something makes us think about it), or simply curiosity, these things all lend to an increase in the participation, through process, or wondering about something. For this reason, GPS FOR SUCCESS uses an approach that is designed to shift the focus from drugs and instead focus on their overall vision in life, building upon their self-esteem, purpose, fulfillment, and direction.

We could have easily put together a program that solely focuses on drug awareness; however, we have found that students of all ages have become desensitized to the word “no”. Therefore, we intrinsically motivate them by asking the right questions to get them thinking about the direction of their lives. This includes their ability to create a vision, mission, and purpose for themselves and to focus on their own personal achievements and goals. Throughout the program, they will discover who they want to be and what they want to accomplish in their lives.

Through GPS FOR SUCCESS, we strive to motivate and inspire youth on what to do in their lives without focusing on drugs as a talking point. To keep youth from having a desire or interest in participating in drug usage, one does not need to talk about the drugs, but instead determine the root reason of WHY they are doing drugs or may have an interest in doing drugs either now or in the future. Then, we inspire them to create a different belief system which tells them that drugs are short lived and that they will be more positively fulfilled through other things in their life.

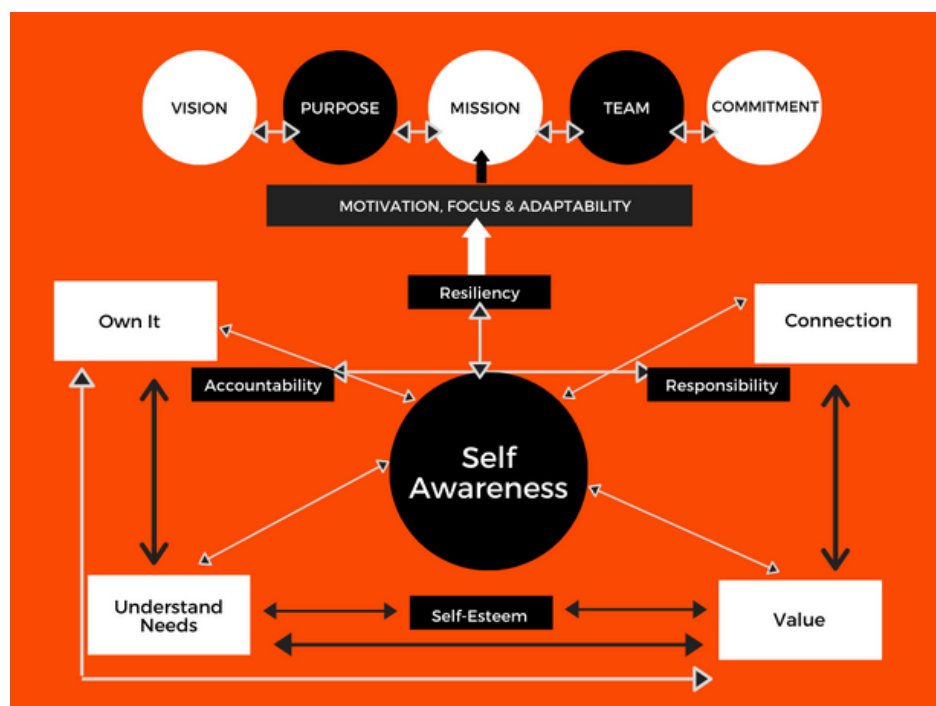
WHO DO WE SERVE

Our program is designed to reach ALL types of students in any school setting with all types of learning styles. We work with Private and Public schools, Law Enforcement, Homeschool Associations, After School Programs, Athletes/Coaches, LD/ADHD and Dyslexic students.

SKILLS

- ✓ Instill Motivation & Focus
- ✓ Build Self- Esteem
- ✓ Foster Responsibility & Accountability
- ✓ Increase Self Awareness & Responsibility

CONCEPT MAP



LOGIC MODEL



SCOPE & SEQUENCE



Life Skills Prevention Program SCOPE & SEQUENCE



UNIT GOALS	ACTIVITIES	SOCIAL EMOTIONAL LEARNING	STANDARDS
<p>UNIT ONE: Vision</p> <p>The goal is to get youth thinking outside of their current situations, begin to recognize where they want to go, and have something to strive toward in their daily lives preparing them for their future.</p>	<p>“WHAT DO YOU WANT IN LIFE?” SECRET HERO VIDEO SERIES ESTIMATED TIME: 30-45min FREQUENCY: 2x week for 5 weeks</p>	<p>SELF AWARENESS: Maintaining a level of self-awareness is a cornerstone of social-emotional learning, allowing students to access a greater understanding of how positive actions lead to an improved self-image.</p>	<p>NHES: 1.8.1, 1.2.1, 2.8.3, 2.8.4, 2.8.5, 2.8.7, 2.8.8, 2.12.2, 2.12.3, 2.12.5, 2.12.7, 2.12.8, 5.8.7, 5.12.7 Respect for self: 12.1, 12.2, 12.3 13.1, 13.2, 13.3, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 15.9</p>
<p>UNIT TWO: Purpose</p> <p>The goal is to get the students thinking about what their purpose is in life, and if they don't know their purpose, to help them define and understand it. Therefore, their purpose answers: “why” they do what they do.</p>	<p>WHAT IS YOUR “WHY”? SECRET HERO VIDEO SERIES ESTIMATED TIME: 30-45min FREQUENCY: 2x week for 5 weeks</p>	<p>SELF MANAGEMENT: As social-emotional skills grow, children and young adults begin to understand the importance of self-management, especially as it pertains to intrinsic motivation, emotional management, and setting personal goals.</p>	<p>NHES: 6.8.3, 6.12.3, 4.8.1, 4.12.1, 4.12.2, 6.8.2, 6.8.3, 6.12.2, 6.12.3, 6.8.7, 6.12.7, 7.8.2, 7.12.2 Respect for self: 12.1, 12.2, 12.3 13.1, 13.2, 13.3, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 15.9</p>
<p>UNIT THREE: Mission</p> <p>The goal is to be their vision (what), their purpose (why) and have them create their mission (how) which serves as a game plan for achieving their dreams. Youth create a clear, attainable, time stamped goals with actions steps. It also educates and informs youth on their hidden potential for reaching their dreams and discovering of their inner hero.</p>	<p>“HOW CAN YOU ACHIEVE YOUR VISION?” SECRET HERO VIDEO SERIES ESTIMATED TIME: 30-45min FREQUENCY: 2x week for 5 weeks</p>	<p>SOCIAL AWARENESS: Centering around the golden rule of treating others as you would like to be treated; social-emotional learning encourages social awareness on both an individual level with personal relationships, and on a broader scope with regards to diverse perspectives.</p>	<p>NHES: 2.8.1, 2.12.1, 4.8.1, 4.12.1, 4.8.1, 4.8.2, 4.8.3, 4.8.4, 4.12.1, 4.12.2, 4.12.3, 4.12.4 Respect for self: 12.1, 12.2, 12.3 13.1, 13.2, 13.3, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 15.9</p>
<p>UNIT FOUR: Team</p> <p>The goal is to review how they identified what they want to do, why they want to do it, and how they are going to accomplish it. Then they must understand the importance of good quality friendships and having mentors to help guide them through life.</p>	<p>HOW TO “BUILD” YOUR TEAM IN LIFE? STRAIGHT TALK VIDEO SERIES ESTIMATED TIME: 30-45min FREQUENCY: 2x week for 5 weeks</p>	<p>RELATIONSHIP SKILLS: SEL skills empower students to develop relationships by providing strategies for conflict resolution and teaching that an awareness of the other person's needs is integral to building positive relationships.</p>	<p>NHES: 4.8.1, 4.12.1, 4.8.2, 4.8.3, 4.12.2, 4.8.3, 4.12.3, 4.8.4, 4.12.4, 5.8.1, 5.12.1, 5.8.2, 5.12.2, 7.8.2, 7.12.2 8.6.1, 8.6.2, 8.12.1, 8.12.2 Respect for self: 12.1, 12.2, 12.3 13.1, 13.2, 13.3, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 15.9</p>
<p>UNIT FIVE: Commitment</p> <p>The goal is to reinforce their vision, mission, purpose and understanding the importance of commitment. Also, to shift focus and create a positive perspective, use their resources, and make proactive choices that align with their life when challenges arise.</p>	<p>HOW DO YOU “COMMIT” TO YOUR LIFE GOALS? TASTE IT VIDEO SERIES ESTIMATED TIME: 30-45min FREQUENCY: 2x week for 5 weeks</p>	<p>RESPONSIBLE DECISION- MAKING SKILLS: Students are taught that making certain decisions can impact them in every facet of their lives (social, emotional, physical, and intellectual), and how to make positive decisions for positive growth and change.</p>	<p>NHES: 2.8.4, 2.8.10, 2.12.4, 2.12.10, 8.6.1, 8.11, 8.8.3, 8.8.4, 8.12.1, 8.12.2, 8.12.3, 8.12.4 Respect for self: 12.1, 12.2, 12.3 13.1, 13.2, 13.3, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 15.9</p>
<p>BONUS LESSON: Virtual Signs</p> <p>The goal is to provide insights and information and life-saving solutions for parents trying to understand the world in which their teen lives in today. This section is for parent/guardians, teachers/schools, counselors and consists of an eight-part video series with extension activities.</p>	<p>HOW CAN YOU BETTER PREPARE AND RECOGNIZE THE SIGNS OF SUBSTANCE USE? ESTIMATED TIME: 30-45min per lesson</p>	<p>SELF AWARENESS SELF MANAGEMENT SOCIAL AWARENESS RELATIONSHIP SKILLS RESPONSIBLE DECISION- MAKING SKILLS RESILIENCY</p>	<p>EXTENSION ACTIVITIES: Key Points Reflection Questions Solutions Ways to take action</p>

EVIDENCE BASED & DATA DRIVEN

CDC Evidence-Based Guidelines & Peer-Reviewed Published Studies



IMPLEMENTATION GUIDE

- ✓ Determine who will be implementing program: _____
 - Teachers, Counselors, SRO, After School Program, Drug Free Communities, etc.
- ✓ Set training date with MLMP Team: _____
 - Jennifer Kramer- Jk@mylifemypower.org or 770.363.9360
 - Allison Spargo- as@mylifemypower.org
 - Emilee Grazulewicz- eg3@mylifemypower.org
- ✓ Training Requirements: _____
 - 4hour training- “Train the Trainer” model
 - Online support training
 - Post Program Follow Up
- ✓ Email list of students/grade participating to MLMP team: _____
 - You will receive student ID # (they will use this each year)
- ✓ Access Resource Center for ALL materials: _____
 - <https://classroom.google.com/c/MjUzMDY3NTM3MDI4?cjc=grgb7s4>
- ✓ Send out “passive” or “informed” consent to all families: _____
 - If joining “research study” only
- ✓ Log all staff/students onto Digital Platform: _____
 - Class code: customized per school
 - Will be sent out by MLMP team
- ✓ GPS for Success: Pre-Survey: _____
- ✓ 5 Weekly Lessons & Discussions (online/paper): _____
 - Unit One: Vision- What do you want your life to look like?
 - Unit Two: Purpose- Why do you want what you want?
 - Unit Three: Mission- How will you achieve your vision and purpose, how will you achieve your dreams?
 - Unit Four: Team- Who do you want and need on your team to help you stay on track?
 - Unit Five: Commitment- How can you stay committed to your goals and big vision?
- ✓ GPS for Success: Post-Survey: _____
- ✓ Follow up support call with MLMP Team: _____
 - Review program, daily extension materials, preparation for following year

LESSON STRUCTURE OVERVIEW

The overall structure is designed to create an inspiring, stimulating, and imaginative learning environment where youth can learn to use a set of tools and skills that can be applied in any area of life.

Time: 30-50 min

Unit & Lesson Structure:

- * Lesson Content
 - * Video
 - *Extension Activity
 - *Discussion
 - *Review
- **Utilize Lesson Plan Guide for each Unit/Grade****

DAY ONE

- Introduce Lesson Content
- Watch Video
- Complete Printable or Digital Extension Activity

GPS for Success- Grade 11
Instructions
Student work

Lesson Content

In order to do that, it is important to do what every successful person does - create a vision statement! Some of the people who are successful, didn't think about putting together a vision statement until they were much older and more times than not, they look back and wish they would have done this when they were your age! That being said, you have the ability to start early and get the upper hand in becoming successful!

Think about this, someone who does not have personal vision will be ineffective and take longer to accomplish their dreams and goals. This is why it is so important for you to think about this now while you are still in school and can really take the time to plan your future. Once you have identified what it is that you hope to achieve, you will find that you now have the self motivation to move forward in accomplishing those goals and dreams!

The first step in this process is to understand what your personal vision is. In other words, where you see yourself in the future and what you imagine as being your ultimate goal in life! Many people have grand ideas about what they want to become in the future, perhaps a famous athlete, a musician, a doctor, or a lawyer. All of these ideas involve having a great vision and a game plan, and in order to achieve it, a plan must be developed—today is the day!

It would be simple to just quickly write down that you want to be "rich and famous", and while that is a great thing to strive towards, we can narrow that down even further.

Video

GPS for Success - Unit 1: Vision...
YouTube video 7 minutes

Extension Activity

GPS for Success- Vision.pdf
PDF

DAY TWO

- Briefly review weekly lesson
- Complete Discussion Questions
- Individually
- Discuss as group

GPS for Success

- GPS for Success- Pre-Survey
- Unit 1- Vision
- Unit One- VISION Discussion**
- Unit 2- Purpose
- Unit Two- PURPOSE Discussion
- Unit 3- Mission
- Unit Three- MISSION Discussion



GPS FOR **SUCCESS**

**EVIDENCE-BASED PREVENTION
PROGRAM UTILIZING LIFE SKILLS**

**EXAMPLE
LESSON PLAN**



8.1

UNIT ONE: VISION

OBJECTIVES:

- 1) Define what "big picture thinking" means to an individual.
- 2) Describe why it's important to be clear and not vague when it comes to a big vision.
- 3) Identify things to ask yourself to support a life vision.
- 4) Create daily tasks to support a life vision.

MATERIALS NEEDED: Activity sheet 8.1, computer, extra paper if needed.

LESSON:

Big-picture thinking will get you big results!

Our big picture or "vision" of what we want, who we want to be, and where we're going is not clear a lot of the time. For many people, it may even be a big question mark! In our daily activities, we can get lost and unsure of how it all fits together. We may find ourselves keeping our heads down and working very hard on small things that don't contribute much to our ultimate goal.

In other words, we allow ourselves to become lost in the details!

Once you start building on the big picture, you'll begin to see what's missing. It's kind of like a huge puzzle and knowing what the puzzle will look like helps you choose the right pieces and when to include them.

Once you have your big picture or end goal, the next thing is to ask yourself:

- "What are the must-dos for now?"

- "What are the 'should have' and 'good to have tasks' for the moment?"

This helps you pick out the important steps that you need to take while realizing you don't need to worry about filling in the details YET.

3 Key steps to create your vision faster:

- Get really clear on what you naturally gravitate to and what gives you energy.

- Ask yourself hard questions like: What do I really want out of life?

- Don't focus on what is stopping you.. ask yourself "If I had unlimited power, what would I do with it?"

Remember... the best navigators in life always remember to "lookup" and see the end destination!

TIME: 30 min

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

ACTIVITY:

Goal Setting vision activity, have students project who they will be and answer questions in each prompt per section per page.

TIME: 15-20 min

ESSENTIAL QUESTIONS:

- What is a "big picture" goal for yourself?
- What types of people do you need to help you make it happen in your life?
- Picture your life in 10 years... what career do you see yourself in?
- In 1, 5 or 10 years...who is in your life?
- In 1, 5 or 10 years, where do you live?
- In 1, 5 or 10 years, how much money are you making?
- How do all of those things make you feel?
- Now that you have gotten clear on visions you want for your life, write down a vision statement for your life?

TIME: 15-20 min

REFLECTION/APPLICATION:

Reflect on the feeling each of your essential question answers brings you so you can adjust pieces of your vision if needed.

Activity 8.1

Name _____

Date _____

Class _____

Goal Setting: Where Am I?

Where Am I?

Think about some of the struggles you had. What mistakes did you make? Think about your academic, behavior, or social struggles in the past.

Where Would I like to be?

What is your goal? What changes would you like to make? What are some positive improvements you would like to make?

What expectations am I going to set for myself?

What are some changes you are going to make to reach your goal? How are you going to monitor your expectations?

--	--	--

Name _____

Date _____

Class _____

Goal Setting: So What?

So What?

What negative issues happened? What made you upset or angry?

Now What?

What are you going to do to improve? How will you fix any problems or issues?

--	--

Name _____

Date _____

Class _____

Goal Setting: Who Am I?

Who Am I Now?

Write a brief description describing your positive and negative characteristics traits, accomplishments you've made, or goals you have accomplished. Then either insert a picture or draw a picture that represents you right now.

Description of Self

Who Do I Want to Be?

Write a brief description describing who you want to be 10 years from now. What accomplishments do you want to achieve? What goals do you want to have? What personal characteristics do you want to have developed in the future?

Description of Self

Image of Self

Image of Self



CONTACT INFO

Jennifer S. Kramer, M.Ed.

jk@mylifemypower.org or 770-363-9360

Dr. Allison Spargo

as@mylifemypower.org

Emilee Grazulewicz

eg3@mylifemypower.org

ADDITIONAL RESOURCES

Website: www.gpsforsuccess.org

What is GPS for SUCCESS? <https://youtu.be/ZY-03kbCgxc>

Training: <https://youtu.be/R0ha3p45Fig>

Youth: <https://youtu.be/xjBOZeljL3o>

PUBLISHED DATA

<https://doi.org/10.1002/jaoc.12099>

DOI: [10.1080/10826084.2021.2002899](https://doi.org/10.1080/10826084.2021.2002899)

<https://doi.org/10.1177/2156759X211050414>

DOI: [10.1080/1045988X.2022.2048627](https://doi.org/10.1080/1045988X.2022.2048627)

<https://www.tandfonline.com/doi/abs/10.1080/10511253.2022.2131857>

