



DREAMS ANNUAL NEWSLETTER

JYOTI NIVAS COLLEGE AUTONOMOUS

Working as a team is extremely important for any kind of acc... that works well together understands the strengths and weakn... member and complement each other for the goal accomplishment

TEAM WORK

NOVEMBER 2024

INTRODUCTION :



The DREAMS Program and the Young Community Leadership Program (YCLP) offer key opportunities for personal and leadership development.

The DREAMS Program's summer camps, held at Jyoti Nivas College and Lawrence High School, focus on helping middle school students grow by teaching leadership, teamwork, and community involvement. For example, the camp at St. Sara's High School from June 22 to June 27, 2024, offered activities that built life skills and fostered a sense of community among 7th and 8th graders. Another DREAMS Program at Lawrence High School, starting June 29, 2024, aimed at helping underprivileged 6th graders by enhancing their self-awareness and confidence through interactive sessions on personal development.

The YCLP, running from February to April 2024, prepares undergraduate students to become effective leaders and mentors. By focusing on leadership skills, communication, and practical experiences, it helps them make a positive impact in their communities.

In summary, these programs effectively promote personal growth and leadership. They offer practical tools and skills for students and future leaders, preparing them to face challenges and contribute to their communities.

The DREAMS Program's summer camp of Jyoti Nivas College Chapter, held from June 22 to June 27, 2024, at St. Sara's High School, was a remarkable and transformative experience for middle school students. This year's camp focused on various themes aimed at fostering personal and communal development among 7th and 8th graders, guided by dedicated college mentors. The camp began with an exciting and interactive session for the 7th graders at St. Sara's High School. The DREAMS Program and the Young Community Leadership Program (YCLP) offer key opportunities for personal and leadership development.



ST SARA'S SCHOOL

DREAMS SUMMER CAMP 2024

The DREAMS Program's summer camp of Jyoti Nivas College Chapter, held from June 22 to June 27, 2024, at St. Sara's High School, was a remarkable and transformative experience for middle school students. This year's camp focused on various themes aimed at fostering personal and communal development among 7th and 8th graders, guided by dedicated college mentors.



The camp began with an exciting and interactive session for the 7th graders at St. Sara's High School. The theme for the first day was "You and Your Family," which introduced the students to the concept of family dynamics and their importance. The day commenced with a warm introduction and basic interaction facilitated by the emcee, setting a welcoming tone for the event. Icebreaker activities followed, where mentees participated in creating a collective story about family and shared their favourite family activities. These activities were designed to help students open up and express their feelings about their families. A video presentation further enriched their understanding of the theme, providing a visual representation of the familial bonds and their significance.

The 8th graders started their camp experience with a focus on "Leadership and Its Importance." The session opened with a brief introduction and an engaging icebreaker where students described themselves using letters of the alphabet. This exercise was not only fun but also served as a creative way to discuss leadership qualities. Through interactive activities and discussions, students explored various aspects of leadership, including power, authority, and personal responsibility. The mentors guided them in understanding that leadership is not confined to titles but is a quality that can be developed and exhibited in everyday actions. The session concluded with an engaging activity where students created new words from the word "leader" and reflected on their learnings in a workbook.



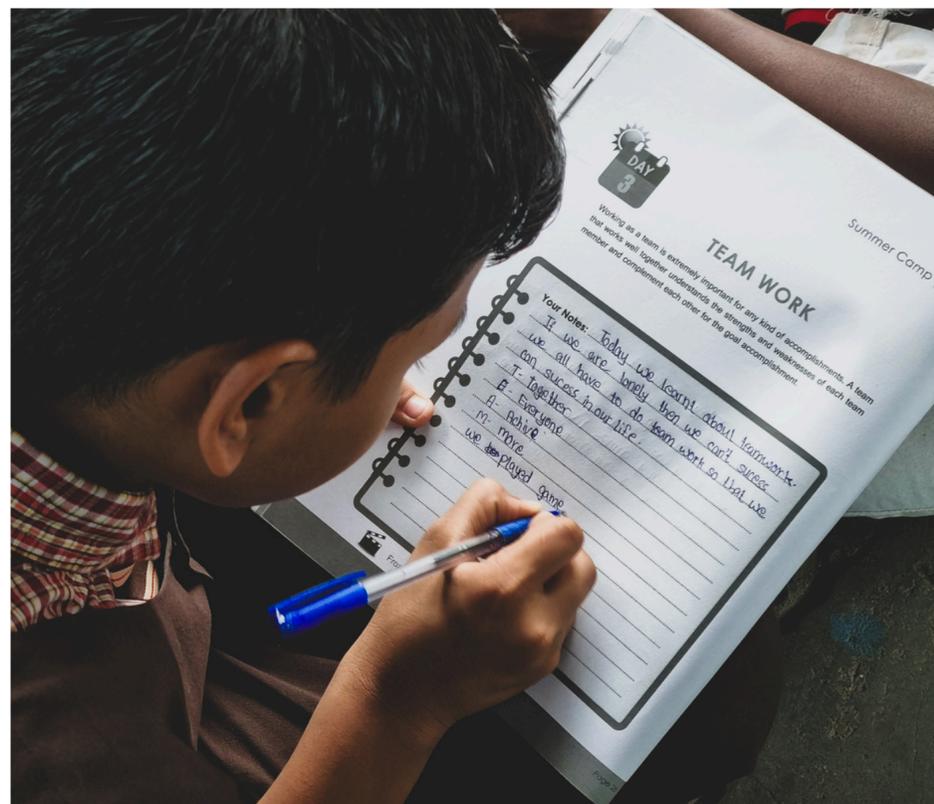
On the third day, the 7th graders explored the theme of “Teamwork.” The day began with an introduction to the concept of teamwork and its significance in achieving collective goals. Icebreaker activities, such as charades, helped the students bond and understand the dynamics of working together. An activity called “Blindfolded Artist” challenged students to communicate and collaborate effectively to complete a drawing task. A guest speaker, Satya, conducted an interactive session demonstrating the qualities of successful teamwork, including trust, respect, and cooperation. The day ended with a video presentation and a discussion on the importance of teamwork, along with workbook activities to consolidate their learning.

For the 8th graders, the theme of the third day was “Time and Energy Management.” The day commenced with a discussion on the importance of managing time and energy effectively. Students engaged in activities where they categorised tasks based on energy levels and learned to prioritise their activities. A guest speaker, Satya, demonstrated time management through various interactive tasks, helping students understand the significance of balancing work and rest. The students created art projects to represent their understanding of energy management and participated in theatre practice, preparing for the final performance of the camp.

As a mentor I got to learn a lot from this camp. Interacting with the mentees was a bit challenging for me but I think I got a grasp on how to engage the mentees better. I learnt a lot of patience and observation skills through this. I learned to be a better listener as it takes a bit of patience and understanding to meet the needs and the cooperation of the mentees. This made me more understanding and tolerant on a personal level. I also learnt different ways of teaching and learning. It made me realize that teaching and learning are both ways. Many times when I was explaining a concept to the mentee it made me realize the application of the concept in my life too. So I guess I am also learning to be the leader of my life along with the mentees. It also made me immensely satisfied and happy to help the mentees in their personal growth with different (very important) concepts they need to be a better individual. Overall I think this camp has been a success in my books. I was able to make the mentees understand a few concepts which did reflect in the further days as they opened up more and more.



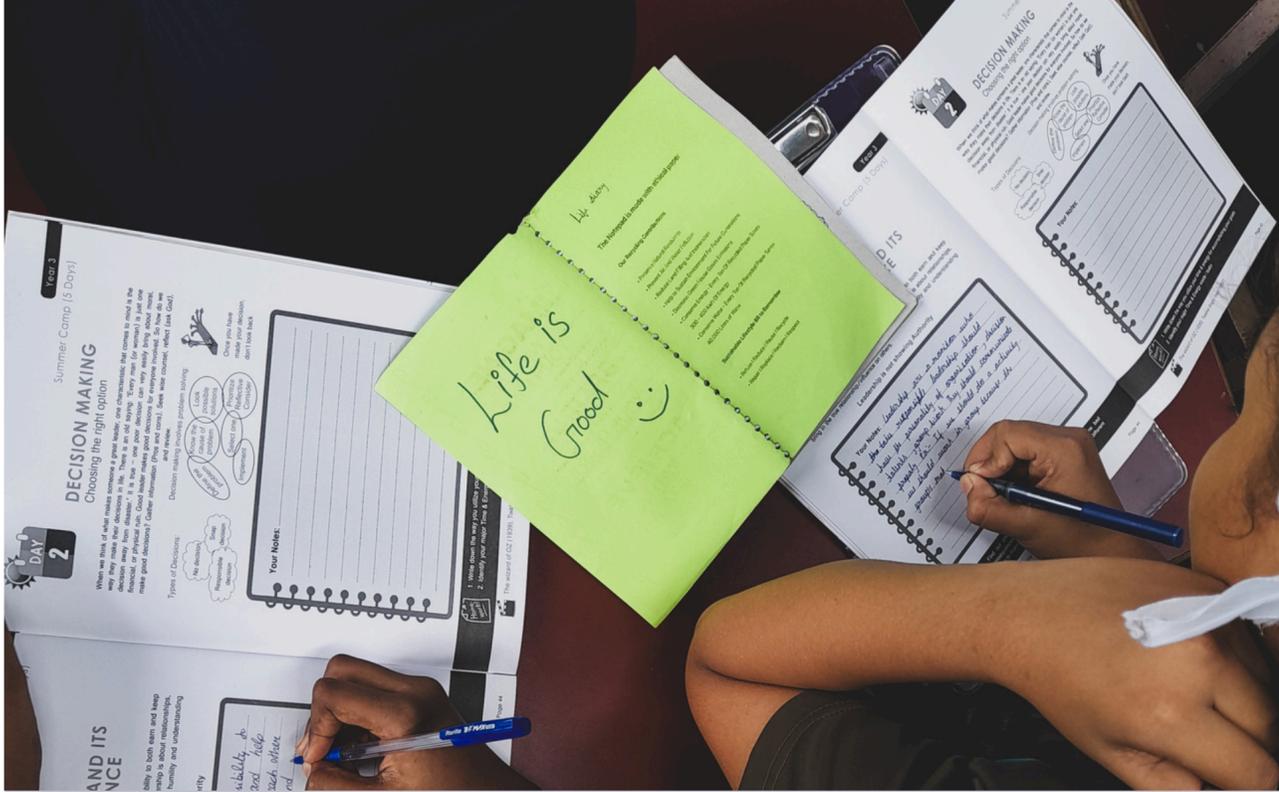
~PS Krishna Mahathi
Mentor



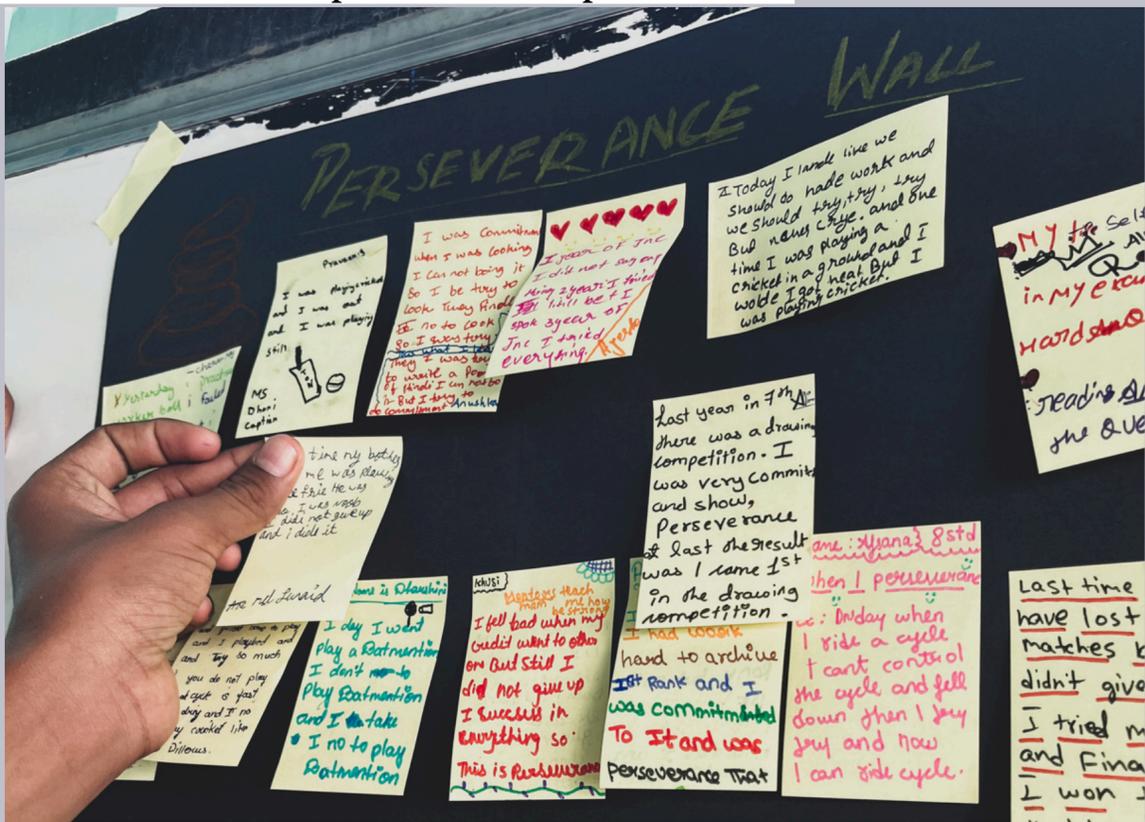
As the Operations Lead for the Lawrence Chapter, I oversaw the documentation of reports, photos, and videos, managed logistics, and coordinated resources to ensure smooth operations. I was also responsible for managing expenses and ensuring budget adherence. These responsibilities honed my organizational, financial management, documentation, leadership, and communication skills. On a personal level, witnessing the interactions between mentors and mentees was deeply moving. I observed remarkable growth in both groups: mentees who were initially reserved and shy became more confident and interactive, while first-time mentors gained assurance in their abilities. The Lawrence Chapter was highly supportive, making the experience both productive and fulfilling. It was inspiring to see the DREAMS Program in action, aligning with sustainable development goals by empowering young individuals to lead with purpose and positively impact their communities.



~Rida Abusabah
Operations Chapter Lead



The fourth day of the camp focused on “You and Your Community” for the 7th graders. The day started with an introduction to community and its role in individual growth. Icebreaker activities encouraged students to think about different examples of community involvement. A guest speaker, Akshata, shared insights on the importance of community engagement and selflessness. The session also included discussions on gender equality and a video presentation showcasing the power of community collaboration. Creative activities, such as making handprint art to represent ways to contribute to the community, were conducted to reinforce the theme. The day concluded with theatre practice and a reflective workbook session.



The 8th graders explored the theme of “Perseverance and Commitment” on the fourth day. The day began with an introduction to perseverance and its role in achieving long-term goals. Icebreaker activities, such as flipping a bottle, were used to engage students and set a motivational tone.



Various activities, including voting on scenarios related to commitment and building towers with plastic cups, illustrated the importance of persistence and resilience. A guest speaker, Fathima, discussed sustainable development goals and how commitment to personal values can drive success. The day ended with a reflective session where students shared their experiences and participated in theatre practice.



The summer camp concluded successfully, leaving a lasting impact on the mentees. The mentees demonstrated significant growth in understanding and applying concepts related to personal development, leadership, teamwork, and community engagement. Despite facing weather-related challenges, the mentors managed the situation efficiently, ensuring a smooth and enjoyable experience for everyone involved.

The final day of the camp was a highlight for both 7th and 8th graders, as it included outdoor activities and a visit to Jyoti Nivas College Autonomous. For the 7th graders, the theme was “Communication and Success.” The day began with a journey to the college, followed by a series of outdoor games and interactive sessions designed to enhance communication skills. A guest speaker, Jasmine, emphasised the importance of effective communication in achieving success. The day included fun activities, snacks, and a theatre practice, culminating in a memorable and engaging experience.

For the 8th graders, the final day focused on “Personal Values and Authentic Leadership.” The day included activities that helped students identify and prioritise their personal values. A guest speaker, Ms. Jasmine Joseph, discussed authentic leadership and how personal values play a crucial role in leading effectively. The students participated in outdoor activities, such as throw ball, and engaged in theatre practice to prepare for their final performance.



The DREAMS Program continues to make a significant impact by nurturing the holistic development of young students, preparing them to become thoughtful, capable leaders of tomorrow.



One of the most fulfilling aspects was building relationships with the children. I worked with students from diverse backgrounds, each with their own unique stories and perspectives. This diversity enriched our interactions and taught me the importance of empathy and understanding. We engaged in various activities, from academic support to creative projects like art and storytelling. These activities not only helped the students academically but also boosted their confidence and social skills.

My time as a mentor was a journey of growth and learning. It reinforced the importance of patience, compassion, and the impact a positive role model can have on a child's life. The experience left me with a deep appreciation for the resilience and potential of young minds.

~Rakhshaan Shamoodah
Mentor

Being part of the DREAMS has been a wonderful experience for me, allowing for a path of personal growth and development especially in certain areas that I have deemed to be lacking within myself. Interacting with the mentees has always been fun, the way they get excited about the things they love and their happiness when engaging in various activities are always so heart-warming to see. This journey has helped me in sharpening my communication skills, patience and teamwork. Engaging with the mentees have also helped me in focusing more on my observation and listening skills. As a part of the documentation team I could capture every valuable moment during the sessions with the mentees. Though there might have been challenges in between, it has made me more flexible towards sudden changes that could happen.



~Krishnendhu S K
Mentor

Being a mentor for such young kids was refreshing as in I could teach them how to be confident and be assertive right now. Keeping their attention focused on what was happening was a bit challenging to me and I learned how to make them understand what was happening and why it was important for them to pay attention. When the last session ended one of my mentee said she will get me roses for this Teacher's day and I felt this huge sense of happiness when she addressed me as her favourite teacher and wants to get me flowers. When I spoke with the kids they took whatever I said at face value and didn't negate it or not do it. So it was very beautiful informative refreshing experience working as a mentor in DREAMS



~Sindhu G
Mentor



I think one of the best decisions that I made was to participate in Dreams. There were a lot of challenges because at first they were not opening up but gradually as the time passed they started to interact with us and share their things.

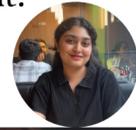
The best day of the camp was when we had an outdoor camp where we had to dance, sing and play with the mentees. I also participated along with them by dancing and it felt very good because I am very shy during public speaking and in public. It felt that I was getting out of the fear of speaking in public.

Dreams and the Children of Lawrence High School are very close to my heart. It was fun teaching the mentees and being able to get to know about one's own self. Our heads and the other mentors were also very supportive and helpful. The one thing that I liked the most was in this world we are constantly being judged and selfish but when I interacted with the children they don't have such thinking they were cheering for their mentors while doing theatre or something else which I could see in all the teams. The mentors have also done a very great job from handling the tantrums to enjoying their stories and all naughtiness of the mentees.

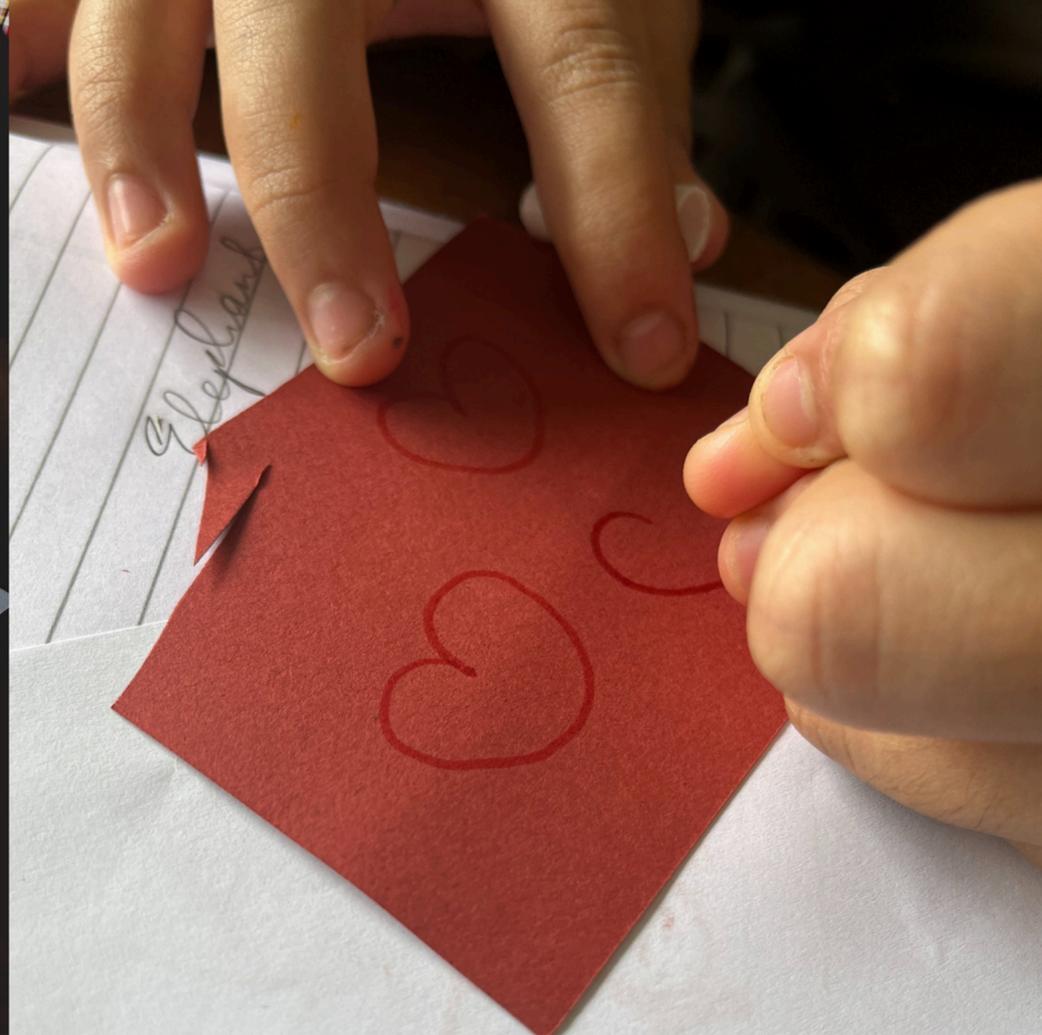


~Nandini Pradhan
Mentor

Serving as the Personnel Chapter Lead provided me with invaluable opportunities for personal and professional growth. The experience sharpened my leadership, communication, and organisational skills, while also deepening my understanding of effective teamwork and strategic planning. Working closely with Lawrence was particularly impactful, as this guidance inspired me to grow in confidence and capability. This role has truly shaped my approach to leadership and has prepared me for future challenges with greater resilience and insight.



~Safa Ferdose
Personnel Chapter Lead



Throughout the camp time in the DREAMS intervention program, I personally appreciate the insight of the need of qualitative experiences to budding minds. Being a mentor allowed me to venture out of my shell, where I learnt how to put my point across effectively, to the students, my fellow mentors and also to the leads. One of the key challenges in the way as a group was establishing trust with the students and I personally appreciate the enthusiasm and contribution from the mentees' end. As a team, we were able to look at all the prospects of understanding from the children's perspective, wherein we learnt to be flexible enough to convey the topics across to them. My key takeaway from Lawrence camp, even to potential future experiences, would always be the genuine curiosity of the students towards activities and their ability to just be themselves.

By being a contributor to my sub-team, this journey had a unique influence on my communication skills and teamwork experience as I attempt to relive memorable moments in worded form. It gradually made me smile in content, even much after the day's schedule.



~V Sreenidhi
Mentor

LAWRENCE SCHOOL

DREAMS SUMMER CAMP 2024

The DREAMS Program of Jyoti Nivas College Chapter at Lawrence High School, Koramangala, in 2024, was designed to empower underprivileged middle school students through mentorship. The program, which spanned over several sessions, aimed at fostering personal growth, in 6th-grade students. University students served as mentors, guiding mentees through various activities designed to enhance their self-concept, emotional intelligence, and ability to pursue their dreams.



The program kicked off on June 29, 2024, with a session focused on self-concept and self-esteem, titled “You Are Unique and Special.” Mentees participated in a self-portrait drawing activity, encouraging them to visualize their self-image and emotions. Mentors then engaged them in discussions on their emotional connections to their self-perception. A Self-esteem Dice Game followed, where mentees answered self-affirming questions, fostering self-recognition and acceptance. The session concluded with a fun game of Chinese Whispers and a motivational talk by guest speaker Manasvi Agarwal, who emphasized the importance of embracing one’s unique qualities. Mentees were also introduced to workbooks that they would use throughout the program to track their growth and reflections.

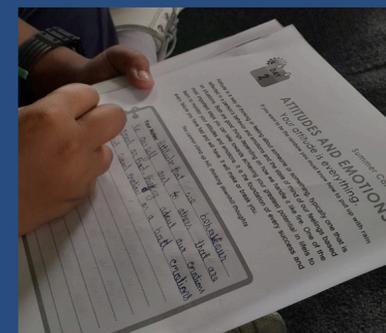
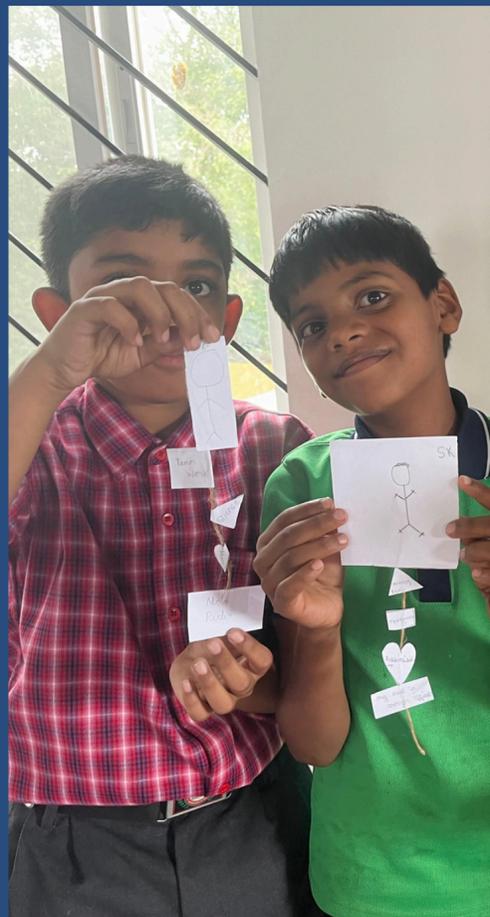
The second session, held on July 6, 2024, centered on understanding emotions and attitudes. Mentees participated in activities like the Emotion Chain, which helped them

explore and connect various emotions, and the Emotion Animal Reflection, where they compared their emotional states with animal behaviours. Emotion Charades further helped mentees express emotions through non-verbal communication. Guest speaker Arjumand Fatima shared techniques for managing emotions, such as meditation, gratitude journaling, and seeking support from trusted people. The session concluded with a short theatre performance, illustrating a student’s emotional journey and reinforcing the day’s lessons.

On July 20, 2024, the third session, titled “Values to Achieve Your Goals,” introduced mentees to values like integrity, perseverance, and teamwork, and their role in achieving personal and academic goals. A Values Word Search helped students identify and understand various values in an engaging way. In another creative activity, mentees outlined their silhouettes and listed their top five personal values, helping them visualize their

strengths and core beliefs. The Stepping Stones activity further encouraged mentees to link their values with actionable steps toward their dreams. Guest speaker Ms. Jasmine shared personal experiences to demonstrate how core values like honesty and responsibility lead to success.

The fourth session, conducted on August 3, 2024, was focused on dreams and purpose. Mentees began by writing a "Letter to My Future Self," outlining their aspirations and goals, to be opened in five years. This activity encouraged long-term goal setting. Another task, Dream Sunglasses, allowed mentees to visually represent their dreams by drawing their aspirations within sunglasses, symbolizing their vision for the future. A Breathing Exercise and Visualization activity guided students through mindfulness techniques to calm their minds and focus on achievable goals. Guest speaker Ms. Deeksha Dinesh spoke about differentiating between short-term dreams and long-term purposes, helping mentees plan for both. The final session on August 17, 2024, focused on empowerment and personal strength. Mentees participated in an icebreaker called Freeze and Show, which boosted their confidence by showcasing their strengths.



Being a mentor was amazing though there was ups and downs I loved it. On the first day of camp, my mentee was very shy and hardly spoke to me but when I looked around, the other mentees were able to interact with their mentors easily and I felt like I was doing something wrong and that's the reason my mentee wasn't talking to me. I gave her space and as the days went by she slowly started saying hi and bye and started to mingle. That's when I realised that we are also new to them the same way they were new to us and that it was important for me to be patient. Interacting with them was a little hard in

the beginning but slowly everything fell into place and all of us became inseparable. I loved being a part of the activities team as I could come up with something fun and creative for the day. The best part was how we could be our own self and there was no one to judge us (both the mentees and the mentors). Something that stood out to me was during the 1st follow session when the school counsellor told the mentees that she would scold us and tell us not to come from next week, the mentees got offended and told us how can ma'am tell something like that? How can she scold you all? We won't let ma'am scold you. It showed the close bond they created with us and it was so heart-warming. I loved the entire camp, it taught me so many things. It taught me how to be patient when the mentees weren't interacting, it taught me how to have fun and most importantly it taught me about teamwork. Though it got chaotic sometimes I loved each and every minute I spent at Lawrence and honestly all this wouldn't be possible without the leads, So a big thanks to them for making this happen and believing in us.



~Nishitaa G
Mentor

Mentors then led strength-building exercises aimed at fostering self-belief and resilience. The session emphasized perseverance, courage, and self-confidence, leaving mentees with a sense of empowerment and an understanding of the value of their personal strengths.

Throughout the program, guest speakers, interactive activities, and mentor support played a crucial role in shaping the students' learning experiences. The hands-on approach, combined with self-reflective exercises, enabled mentees to discover their own potential, build confidence, and develop emotional intelligence. The DREAMS Program's emphasis on values, emotional awareness, goal-setting, and empowerment provided mentees with tools they could use not only in school but in their future endeavours. Each session built upon the previous one, creating a comprehensive framework that nurtured the mentees' personal and interpersonal growth.

Interacting with mentees, many of whom were struggling academically or personally, taught me that everyone has unique challenges that aren't always visible. I learned to listen more carefully and offer support in ways that aligned with their individual needs. This experience also enhanced my problem-solving skills as I had to think creatively to engage the students and help them understand concepts in a way that resonated with them.

These experiences contributed to the overall success of the DREAMS Program by fostering a supportive and inclusive environment where the students felt valued and motivated to participate. It also reinforced the program's mission of holistic development, not just for the mentees but for us as mentors as well.



~Fatimah Patel
Mentor

I had the privilege of serving as the Coordinator of team R for the 5-day summer camp, 'Dreams.' This experience was truly transformative, allowing me to connect with kids and empower them with self-love and self-belief. As I guided them, I also discovered the value of positive psychology and its impact on personal growth.

Through this journey, I developed essential skills in communication, leadership, and mentorship. I formed meaningful connections with like-minded individuals and learned from their unique perspectives. The experience not only motivated me to work hard and set a positive example for the next generation but also encouraged me to reflect on my inner thoughts and beliefs.

As a mentor, I cherished every moment spent with my mentees, watching them grow and learn. I was inspired by their curiosity and enthusiasm, and I gained valuable insights from their fresh perspectives. I'm deeply grateful for this opportunity, which has had a lasting impact on my life. The 'Dreams' summer camp is a testament to the power of positive guidance, confidence-building, and empowerment. I highly recommend it to anyone seeking personal growth and a chance to make a difference in the lives of others.



~Zaina Kubra
Mentor

The program's overall impact on the mentees was significant. The students gained a deeper understanding of themselves, learned how to express and manage their emotions, and developed a clearer sense of their future aspirations. The mentors, who acted as role models and guides, provided continuous support, ensuring that the mentees felt empowered to lead themselves and others toward their dreams. The combination of engaging activities, valuable guest insights, and personalized mentor-mentee interactions made the program a memorable and transformative experience for all involved.

In conclusion, the DREAMS Program at Lawrence High School, Koramangala, in 2024 was a successful and impactful initiative that equipped middle school students with essential life skills. By focusing on self-concept, emotional intelligence, values, and empowerment, the program helped students develop a strong sense of self and the confidence to pursue their dreams. Through this holistic approach, the DREAMS Program not only addressed the immediate needs of the mentees but also laid the foundation for their future personal and academic success.

Being a mentor has opened up numerous avenues for my growth, both personally and professionally. Throughout the camp, I had the chance to enhance my leadership abilities, adaptability, communication skills, teamwork, and, most importantly, the ability to build trust. Initially, my mentees and I faced challenges in establishing trust, which affected our communication and relationships. However, by the end of the camp, we managed to overcome these hurdles as I made an effort to be more relatable and attuned to their interests.

As an emcee, one of my biggest challenges was maintaining their attention for extended periods, particularly on days when they were particularly energetic. However, with support from others and by breaking the content into smaller, more digestible segments, I was able to navigate this challenge successfully.

My time at Lawrence has significantly influenced my leadership capabilities, from stepping up during chaotic moments to organizing icebreakers and guiding my peers. Working at Lawrence has also highlighted the importance of resilience and building connections. It has tested my current skills and equipped me for future challenges.



~Irene Fathima Zainab
Mentor

It's hard to be a mentor, but at the same time, it's easy. In one way or another, this camp has helped all of us. It was a great change for the mentees who were silent and timid on their first day, but now they're very active and comfortable with us. During the camp I was struck by all those quotes, like Patience is the key, Saabr ka phal meeta hota hai, etc. But the camp has been very interesting. Sometimes we had to wear a smiling mask because of our reasons, but by the end of that camp, we were actually smiling.

This has been a 2-way communication that allowed us to explore ourselves and our mentees. It did make a significant impact on me. When we were asked to give them examples most of the time those were our own experiences, which helped us to analyze them. We were able to extend our horizon with the topics of each day. I've come to realize, personally, that I can handle a mentee. The desire to see them in the next session, preparing icebreakers, going through activities, deciding their snacks and all the other preparations made by our team contributed greatly to the overall success of DREAMS. The fact that we were all on the same page was one of the main reasons why this camp had been successful. Overall, I've learned a lot about myself during this process, and I'm really happy to be a part of the DREAMS. Though we encountered a lot of obstacles, as a team we were able to conquer them.

~Kashish Jain
Mentor

Working with DREAMS has been an incredibly rewarding experience for me. Being a Mentor has offered me an opportunity to grow as an individual. Through this experience, I developed patience, communication skills, and a deeper appreciation for the unique perspectives of young minds. It also taught me the value of empathy and how even small acts of kindness can significantly impact a child's confidence and learning. I also gained a deeper appreciation for the role of emotional intelligence in a child's overall development. Although it was hard at the beginning to get the kids to open up to us, but once they did, I was very happy and also really proud of them because they were trying to learn, and it made me want to create a safe space for open conversations.

One particularly memorable moment was when one of the mentees who did not speak at all in the first session started to put forward his opinions and started asking for help while writing his workbook, even though he did not have a drastic change and did not become an extrovert suddenly, but he just being able to trust us enough to ask and learn something from us made all the hard work worth it. Being a Mentor has been a fulfilling journey that has taught me a lot of things, and helped me gain a broader perspective on life. I have learned things that 11-year-old I would have appreciated and needed to learn, but I guess it's better late than never, so I hope the rewards are truly mutual for the kids as well.

I just wish to positively contribute to these kids' lives as much as this program has done to mine.



~Saba Sayeeda
Mentor

YOUNG COMMUNITY LEADERSHIP PROGRAM (YCLP)

The Young Community Leadership Program (YCLP) aims to cultivate transformative social change by equipping young aspiring leaders with essential skills and practical experiences. This interdisciplinary program focuses on applied coursework, relationship building, and hands-on activities to develop leadership, mentoring, and coaching abilities. The program's core involves enhancing community leadership and mentoring skills among undergraduate students through peer mentoring programs in schools. Over three years, students are trained to address the psycho-social and leadership needs of teenage students through various interventions and community-based models like DREAMS.

The first session of YCLP, held on February 3, 2024, at Jyoti Nivas College, featured Mr. Jimmy Cherian, a renowned leadership and life skills coach. The session was designed to introduce participants to the mentor-mentee relationship and explore real-life challenges faced by children. The agenda included interactive icebreakers, group discussions on child development issues, fun learning games, and a drama activity focused on teaching values and morals. Key topics covered were the impact of various situations on children, methods to teach values, and holistic development. The session concluded with a reflective Q&A, addressing student queries on handling different goals between mentors and mentees.



The second session, conducted on February 17, 2024, emphasized the DREAMS program's objectives and curriculum. Mrs. Jasmine, the facilitator, provided an overview of the DREAMS Intervention Program (DIP) and its integration within educational settings to foster holistic development. The session included group skit activities where participants performed life skills-based skits to engage with the curriculum practically. Topics covered included the curriculum of DREAMS, mentor-mentee dynamics, and post-session debriefing processes. Participants explored various intervention models such as Cognitive Behavioural Therapy and Social Emotional Learning, learning about their application in personal development.



The third session, took place on March 2, 2024, focusing on curriculum progression and fieldwork experiences. Core leaders and Dr. Rosaline Gomes discussed the effectiveness of the curriculum across different years, the impact of community service, and real-world applications of acquired skills. Activities included presentations on camp experiences, discussions on community school purposes, and a video showcasing annual day performances. Key highlights were the sharing of personal experiences by mentors and alumni, addressing potential challenges, and the practical benefits of the DREAMS program in mentoring and leadership development.

The fourth session, held on March 16, 2024, featured Mr. Subramani A.S., who discussed the origins, objectives, and benefits of the DREAMS program. Activities included icebreakers and a collaborative drawing exercise aimed at fostering teamwork and communication skills. The session provided a detailed overview of the program's history, structure, and unique features, including its community-based approach and the roles of various personnel. Discussions also covered the practical benefits of youth mentorship and community service involvement.



Being a coordinator, I gained a lot of observations of the mentors and the mentees role. It was amazing to see how each of us worked together and I had an amazing experience with the mentors, we bonded and learnt a lot with the mentees. This role helped me coordinate with people around, interact a lot with others, and help me build skills of being a leader and to take into consideration of others as well, and in a way organize myself better as an individual and as a team.

While being a coordinator, I was part of the activities team and to find the activities that will help the mentees to inculcate values and the themes of self development was actually easy that way. Overall being a part of dreams and now looking forward to being a shadow, giving my best that makes the mentees happy, makes me happy personally. One of my experiences was the first follow up session where they all enjoyed the games and to see pure smiles on their faces, really brings joy in a different way and it's just beautiful.



~ Erela Helsa Xavier
coordinator



The fifth session, conducted online on April 4, 2024, focused on communication skills and sensory-based movements. Facilitators R. Swarnika and Akshat Jain led activities to enhance communication skills through icebreakers, silent message exercises, and art-based activities. Topics included the significance of communication, sensory-based movements, and their connection to art and music. The session aimed to improve understanding and effectiveness in communication, fostering better interactions with mentees.

An extra leadership session on April 8, 2024, provided insights into effective leadership skills and the mentor-mentee relationship. Mr. Ishan Sood facilitated the session, discussing leadership characteristics and creating win-win situations among peers. Activities included icebreakers and purpose articulation exercises. The session emphasized the importance of mindset and purpose in leadership, drawing comparisons between different cultures and their impact on leadership development.



The YCLP sessions provided a comprehensive approach to developing leadership and mentoring skills among young participants. Through interactive activities, presentations, and discussions, participants gained insights into various aspects of community leadership, mentorship, and personal development. The program's focus on holistic development, practical experiences, and effective communication equips students with the tools needed to drive transformative social change and make a substantial impact in their communities. And it also aims to create a positive impact on both mentors and mentees.



CONCLUSION

The 2024 initiatives of the DREAMS Program and the Young Community Leadership Program (YCLP) have significantly impacted the personal and developmental growth of middle school students and young leaders. The DREAMS Program, through its engaging themes and hands-on activities, successfully fostered essential life skills such as leadership, teamwork, decision-making, and community engagement among participants. The comprehensive and interactive approach provided students with valuable insights and practical tools for their personal growth, enhancing their understanding of their roles within their families, communities, and future aspirations. Similarly, the YCLP has effectively equipped aspiring leaders with the necessary skills to mentor and lead with confidence. By focusing on communication, mentorship, and leadership skills through a variety of sessions and activities, the program has laid a solid foundation for participants to drive meaningful social change. The blend of interactive learning, practical experience, and reflective exercises has enriched both the mentors and mentees, preparing them to tackle future challenges with resilience and a clear sense of purpose.

Overall, these programs not only addressed immediate developmental needs but also set the stage for ongoing personal and community growth, underscoring their role in shaping capable, confident, and community-oriented individuals

