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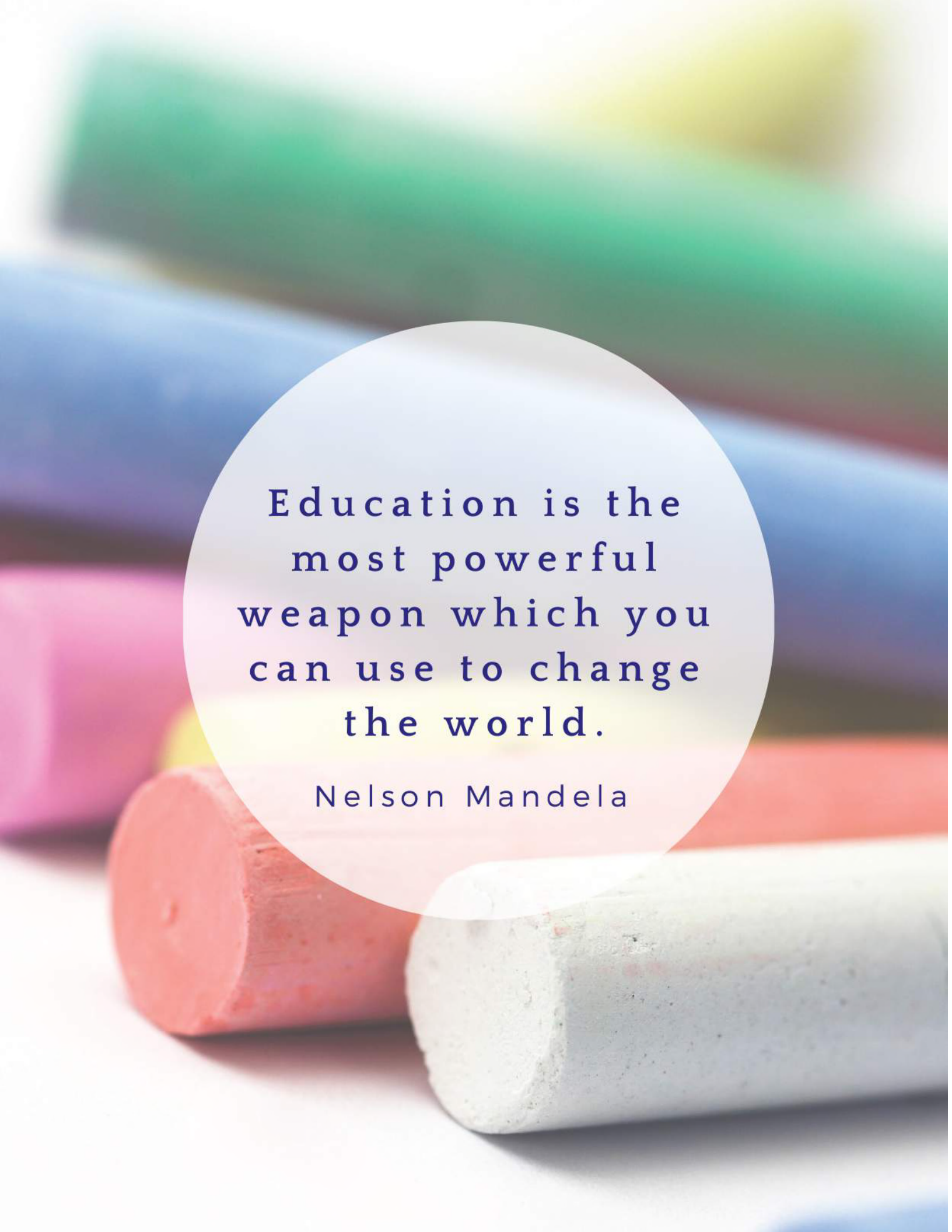
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Joel Kaplan, Nathan Robertson, and Summer Smith

Special thanks to Kyra Neiman for significant
contributions to the Second Edition

A stack of colorful books is shown in the background, slightly out of focus. A semi-transparent white circle is overlaid on the books, containing the text. The books are in various colors including green, blue, purple, pink, and red. In the foreground, two pieces of chalk are visible: a red one on the left and a white one on the right, both lying horizontally.

Education is the
most powerful
weapon which you
can use to change
the world.

Nelson Mandela



DEDICATION

This book is dedicated to all the educators, students, parents, and counselors we serve.

Thank you for all the work you do!

ACKNOWLEDGMENTS

In Memory of Bill Bonnstetter.

Thank you Dave and Ron Bonnstetter, and all the wonderful folks at TTI.

We are grateful for your shared vision, kind generosity, and unwavering support.

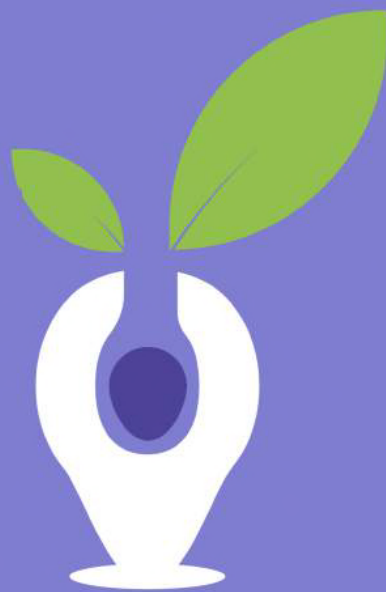


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ABOUT THIS GUIDE

ABOUT THIS GUIDE

Who is this for?

The Indigo Fieldbook is a reference book for educators seeking to integrate Indigo with existing high schools' programs. After administering the Indigo Assessment to students, we have found that many guidance counselors and administrators request a written document outlining what comes next. *"What do you do once the data comes in?"*

Please understand that implementing Indigo at your school will not be easy, especially at first. Focusing on non-academic learning requires time, energy, and an authentic desire to do things differently for the sake of your students. However, once the transition occurs, you will find that your job becomes easier. The simple truth is that **students learn better when their non-academic needs are met**. Academic success is largely tied to non-academic factors.

A few words about this guide:

- Our primary goal is to **empower you as educators**. You are the experts when it comes to your students, your school, and your time. Use this information however you see fit given your unique circumstances.
- Feel free to **modify, expand, edit, and share content** from this book in a manner that complements your pedagogical models and teaching style.
- This book is organized in **stand-alone sections**. There is no need to read it cover to cover. Simply read the table of contents and go to the sections that best fit your needs.
- This book **does not contain psychological or clinical advice**. The ideas contained in this guide are merely tips to help you empower students on a group and individual basis.
- **Over 50 lesson plans are at the back of the book, including College and Career Preparedness, Social Emotional, and 21st Century Skills**. If you are using Indigo at your school you can also download and print them online.

While this Fieldbook encompasses a broad range of objectives, first and foremost is the hope that students will come to understand and appreciate their own unique abilities.

At Indigo, we seek to uncover the innate value of each individual.

It is our belief that a sense of self-worth can contribute more to academic success than a lifetime of tutoring.

3 PILLARS OF THE INDIGO PROGRAM

SOCIAL-EMOTIONAL
HEALTH IMPROVEMENT

DEVELOPMENT OF
21ST CENTURY SKILLS

COLLEGE AND
CAREER READINESS



INTRODUCTION TO INDIGO

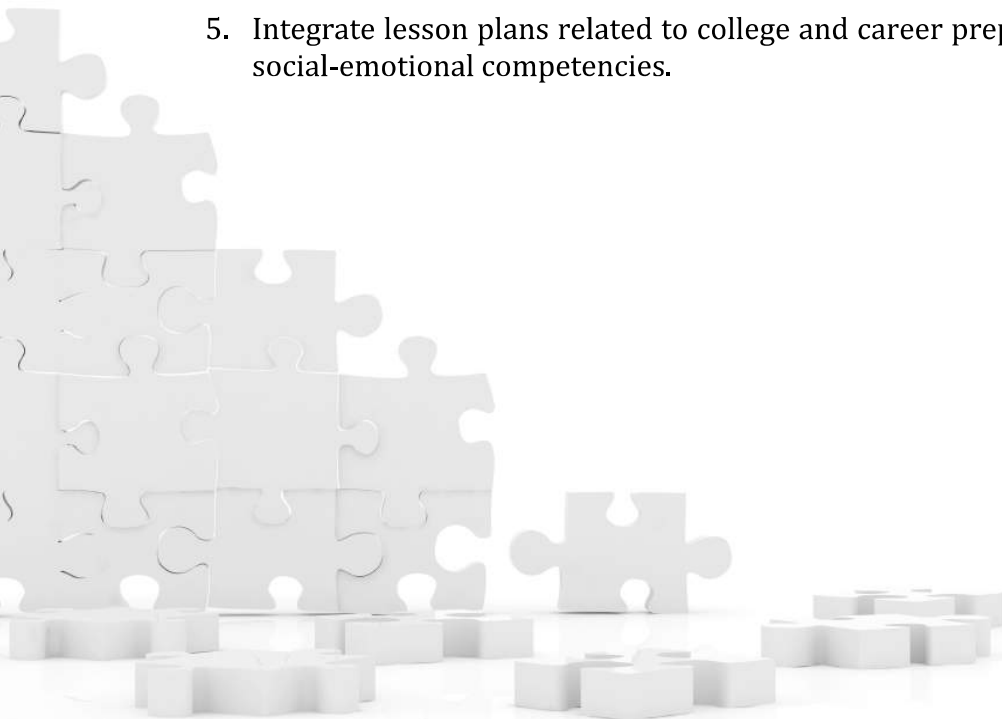
While the exercises, discussion groups, and activities in this guide will serve to increase student retention and improve overall academic performance, Indigo's philosophy goes beyond graduation rates and strives for an even higher standard of excellence in education.

Through the Indigo Program, students will:

- Participate in a safe, non-judgmental environment.
- Learn to work from their strengths.
- Apply their strengths in all areas of life, both in school and at home.
- Begin to feel good about who they are.
- Practice non-academic skills most natural to them, like Leadership, Teamwork, or Empathy.
- Understand their unique needs regarding school and work environments.
- Practice positive affirmation of themselves and others.
- Develop skills in self-advocacy.
- Become comfortable expressing themselves verbally in a group setting.
- Learn to appreciate the differences of others.
- Begin to foster a spirit of inquisitiveness about the world around them.
- Explore post-secondary options that align with their innate strengths.

By reading this guide, you will:

1. Learn how to apply strengths-based principles to your daily activities.
2. Understand the Indigo sciences and use them in a 15-minute student debrief.
3. Transform the way you engage with students.
4. Connect more deeply with yourself, your students, and your peers.
5. Integrate lesson plans related to college and career preparedness, 21st century skills, and social-emotional competencies.



WHY INDIGO WORKS

WHY INDIGO WORKS

Many people ask me, “Why does Indigo work? What makes Indigo so different than all the other personality tests out there?” One answer is that Indigo comes from the corporate world and is the most sophisticated, multi-dimensional, non-academic assessment tool on the education market. However, I believe the real difference is in the way that Indigo changes how people think about themselves and their students. The Indigo program unveils students’ strengths and opens up possibilities of things they can do with those strengths. This fosters a growth mindset and aligns with current thought in educational neuroscience.

Educational neuroscience holds great promise for the future of education. Several scholars make the analogy that neuroscience will contribute to education what science has contributed to medicine. Knowing how the brain works provides the foundation for why Indigo, if used in the proper context, is such an effective tool for educators.

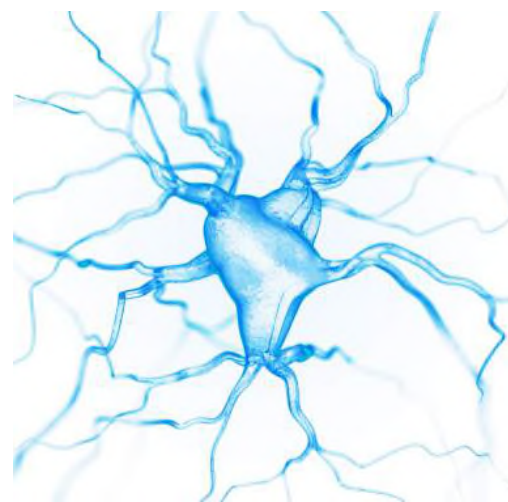
Indigo intersects with brain science in three ways:

- 1) Indigo helps you understand your students, enabling you to create relevant learning opportunities.
- 2) Indigo fosters positive self-awareness, helping students rewrite negative schemas that inhibit learning.
- 3) Indigo uncovers students’ strengths, providing a foundation for easier and more effective learning.

WHAT HAPPENS WHEN WE LEARN?

The human brain is the single most complex entity in the known universe, yet it weighs only 3 pounds. Your brain would easily fit in the palms of your hands. Despite being so small, the brain uses 20% of the body’s energy.

When we learn, the nerve cells in our brains grow new “dendrites”—small, treelike structures that allow neurons to receive electrical signals from one another.¹ These dendrites connect to other cells at juncture points called “synapses”.² Dendrites are the connectors that enable us to learn new information. They are like trees in that new twigs or branches can only grow **from existing structures**. In other words, learners can only develop new dendrites from something they already know.



¹ Williams, John. "Dendrites: Definition & Function." *Study.com*. Study.com, n.d. Web. 31 Aug. 2015.

² Williams, John. "Synapse: Definition & Transmission." *Study.com*. Study.com, n.d. Web. 31 Aug. 2015.

Our understanding expands when we connect dendrites already constructed in the brain. This foundational process introduces “relevance” as the single most important element for helping students learn.

The brain’s scientific make-up debunks the myth that some students can’t learn. All brains are capable of growing. The trick is to start with engaging material that relates to something students already understand.

When students aren’t “getting” the material, it doesn’t mean they aren’t smart. It simply means they haven’t connected the material to something already relevant to them. This is why it is critical to introduce a new concept with a “no-fail” activity. Beginning with something familiar where the risk of failure is negligible provides the brain with the confidence it needs to learn a new topic.

The Indigo Report, a 12 to 26 page personalized output from the student’s Indigo survey answers, provides clues as to what particular content will be most engaging to students. When you begin asking them questions about their strengths and motivators, students will suddenly become interested. Now you have a pathway by which to begin the learning.

SOCIAL EMOTIONAL SUPPORT INCREASES LEARNING ABILITY

Emotional factors also affect the building of dendrites. When learners feel confident, certain chemicals flow into the synapses that make them work quickly and more effectively. The brain is saying, “*I can handle this!*” When learners feel anxious, other chemicals flow into the synapses to shut them down.³ In this case, the brain experiences a “flight” reaction: “*Danger. I can’t do this. Run away.*” This supports Indigo’s belief that students will learn faster and better with proper emotional support. In some of our “SEL Support List” social emotional support groups, we have seen grades raise dramatically in the span of 10 weeks simply because students are getting their emotional needs met and are beginning to believe they *can* learn!

Students will learn faster and better with proper emotional support.

If you focus on a student’s “problem area” without connecting it to something the student does *well*, you set them up to fail. You are actually reinforcing negative schemas in their brains; thoughts like “I can’t do math” and “I’m a bad student” become self-fulfilling prophecies. Educators unknowingly feed this cycle all the time.

³ Smilkstein, Rita. *We’re Born to Learn: Using the Brain’s Natural Learning Process to Create Today’s Curriculum*. 2nd Ed. Page 132.

Learners can only develop
new dendrites from something
they already know.



WHY A STRENGTHS BASED APPROACH?

Educational neuroscience supports the idea that working from your strengths allows you to learn faster and better. People with natural and learned aptitudes in certain areas will learn faster than others, simply because they have a larger dendrite base to work from.



Unfortunately, top tier university admissions policies have perpetuated the idea that we are supposed to be good at *everything*. If applicants don't receive a 4 or 5 in every AP course, earn a 30+ ACT score, provide community service, and participate in a varsity sport, they don't make the cut. These unrealistic standards create stress and feelings of inferiority. Worst of all, students feel pressured to follow the status quo instead of choosing a path that aligns with who they truly are.

While our brains are capable of learning anything, we cannot invest our energies into every area. It takes time and practice to become a master in any given field. In his book "Outliers," Malcolm Gladwell claimed that "practicing the correct way for a total of around 10,000 hours" is the key to achieving world class expertise in any skill. Given that fact, both students and educators must choose to invest their time wisely.

CORE INDIGO PRINCIPLES

People are different — and any educational model, no matter how revolutionary, will not work for every student. **There is no one-size-fits-all approach.**

However, we find that the following underlying Indigo Principles apply to almost all students and educational models. Schools that embrace these ideas are much more likely to see their school culture and students transform. If you just give the assessment and move on, without changing your attitude around why you are doing what you are doing, nothing will happen. Indigo will just be "one more thing." The last thing our children need is "one more thing."

Everything we do goes back to one question, "*How does this serve the student?*" The following five Indigo Principles reflect best practices for student-centered learning:

- 1. Be Authentic:** Meet students where they are now. Care about students and treat them as equals. Every student has their own set of unique talents and abilities. It's important that we recognize those gifts and facilitate opportunities to grow them.
- 2. Ask Powerful Questions:** If you ask more than you "teach," students will learn to formulate their own thoughts and opinions, allowing them to engage with the materials and learn on a cellular rather than a surface level. Asking questions without judgment and without having a pre-conceived notion of a "correct" answer conveys the feeling that you trust the student and care about what they have to say.
- 3. Incorporate Aesthetics:** Use creativity, art, music, theater, movement, and self-expression whenever possible to deepen learning in all subjects. Aesthetics impact academic success.
- 4. Learn by Doing:** If you don't use it you will lose it. Experiential learning followed by lots of practice is key to making information stick.
- 5. Academics do Matter:** Academics do matter, but never at the expense of the person. There are many ways to teach academics more effectively than traditional methodologies. Every child can learn. Technology has opened up countless opportunities in this area.

CORE INDIGO PRINCIPLES

BE AUTHENTIC

ASK POWERFUL
QUESTIONS

INCORPORATE
AESTHETICS

LEARN BY
DOING

ACADEMICS
DO MATTER



REAL STUDENTS, REAL STORIES

The impact of using the Indigo Report and Indigo Principles with students is simple – the tool and methodology allows for a perspective shift in both students and in educators. This perspective shift fosters a growth mindset and opens up a world of possibilities, thus empowering students to move in a more positive direction. Here are a few examples of this shift in action:

Star Is a Creative Genius Teachers Don't Understand

Star was a “problem” student who resisted rules, missed details, and thought outside the box. Her Indigo results, however, revealed her creative talent, her craving for aesthetic harmony, and her free spirit. Using Star’s Indigo Report, I re-introduced Star to her teachers. I described her strengths, explaining how Star could one day discover new solutions for world problems. Within moments, her teachers’ attitudes began to change. Simply by looking at Star from a new perspective, they were able to lay aside their frustration and focus on her potential.

Jay Is an Introvert who Is Overlooked by the Crowd

Jay, a high school senior approaching graduation, couldn’t look me in the eye when we first met. Thanks to the data contained in his Indigo Report, I had the privilege of watching Jay transform into a confident, well-dressed global traveler within a matter of weeks. It may seem odd that a piece of paper could accomplish such a dramatic change—and it didn’t. Jay already had everything he needed to create a meaningful life after graduation. He simply needed someone to tell him it was alright to do what he wanted to do.

Kate Tries to Prove She Is “Smart”

Kate, a young college student who had changed majors 4 times, had a similar experience. When we sat down together for the first time, Kate was in tears and feeling like an utter failure. Within 30 minutes, she believed she could succeed. Kate ended up graduating on time with a degree in Communication. All she needed was the affirmation that she didn’t have to study science in order to be a “smart” person.

We have countless stories like this. It never ceases to amaze me how one conversation can change the course of someone’s life. All you need is objective information combined with a willingness to see yourself or another person differently. Stories like Star’s, Jay’s and Kate’s illustrate why the Indigo Assessment is such a key part of our work. The Indigo Report data is the access point that allows educators to have deeper and more effective conversations, which catalyze decisions that move a student to choose themselves. *Empowering students to choose environments, majors, activities, and people that support them in becoming their best selves is our ultimate goal.*

Section 1:

THE INDIGO REPORT & 15 MINUTE DEBRIEF

SECTION 1

INDIGO REPORT OVERVIEW & 15 MINUTE DEBRIEF

THE INDIGO REPORT:

The Indigo Report is about 26 pages long. After taking the online survey (45 minutes), students receive their reports in an automatic email. The survey is a multi-measure assessment, meaning that it employs four distinct sciences. The next section will describe each science in detail: behaviors (DISC), motivators, skills, and social-emotional (perceptions). The survey measures over 100 data points. Indigo's data equips schools to better understand which non-academic factors most impact their students' ability to learn and how they can best adapt to meet the needs of their students.

Joel Kaplan



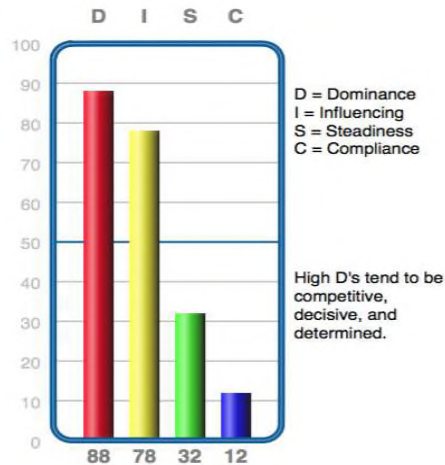
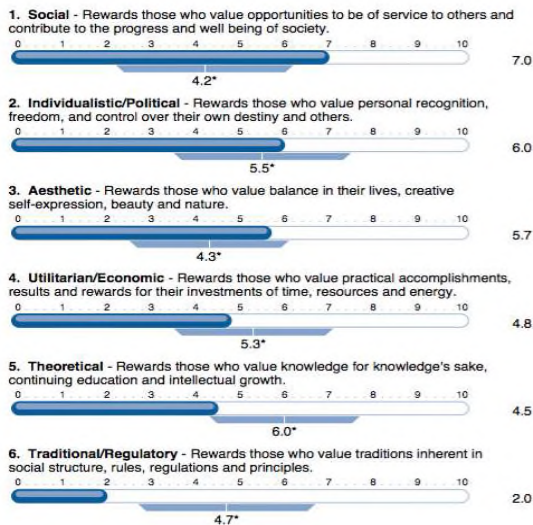
Top 5 Skills

Personal Skills Ranking	
1	Interpersonal Skills
2	Goal Orientation
3	Leadership
4	Creativity/Innovation
5	Futuristic Thinking

Strengths

Generous and effective with their time, talent, and resources.
 Tough but fair when others are involved.
 A strong influencer.
 Bottom-line focused when leading others.
 Demonstrates a will and desire to help others in the organization.
 Capable of addressing conflict for a win-win scenario.

Motivators



Value to a Team

- Has the confidence to do the difficult assignments.
- Innovative.
- Creative in his approach to solving problems.
- Self-starter.
- Initiates activity.
- Pioneering.

4 CORE SCIENCES IN THE INDIGO REPORT:

The Indigo Report includes four core sciences that work together to reveal a comprehensive picture of a student's behaviors, motivators, strengths, and preferences.

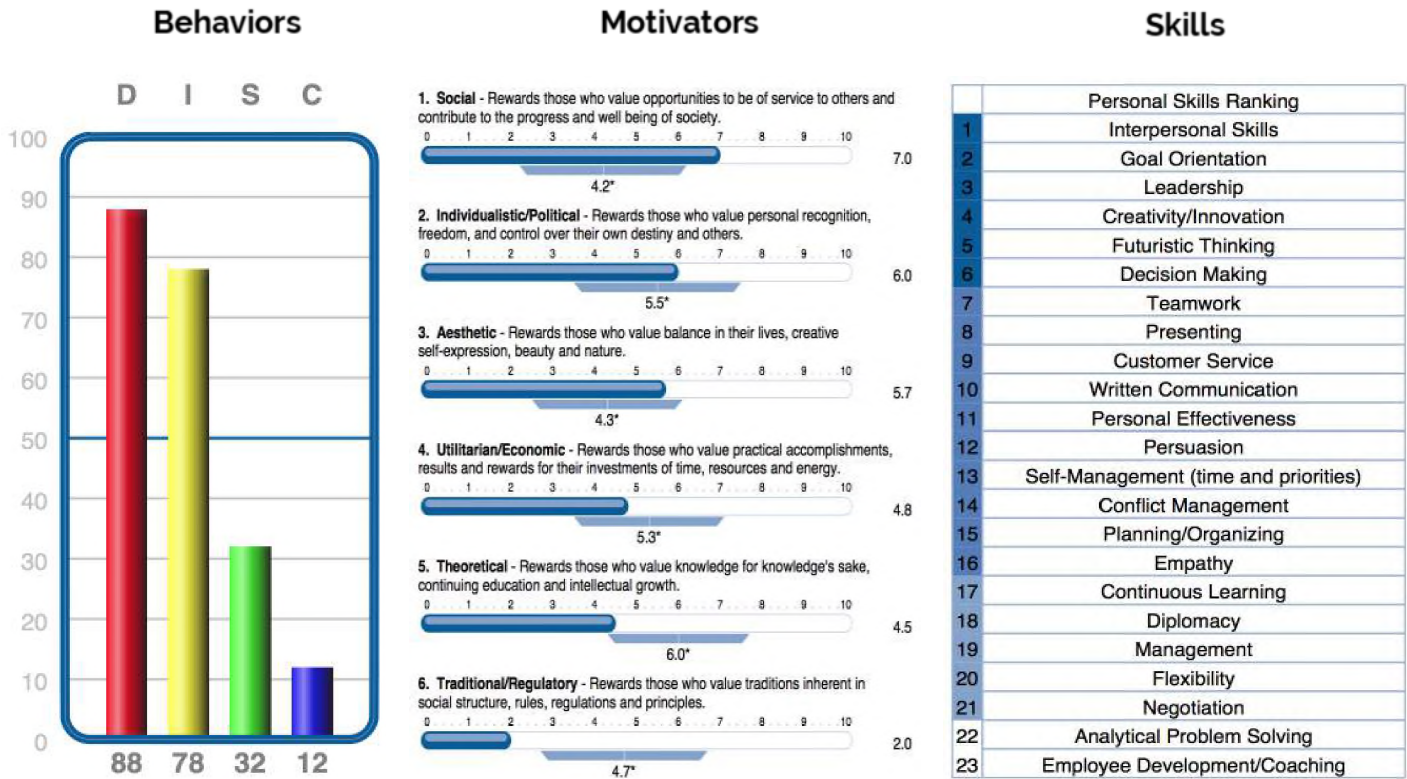
Behaviors: The Indigo Assessment measures behaviors according to the DISC system, a tool that divides behavior into four basic styles: Dominance, Influencing, Steadiness and Compliance. Students' DISC scores indicate their natural responses to everyday circumstances; for example, someone with a High D score ("Dominance") tends to be direct, forceful, and bold, whereas a High S score ("Steadiness") indicates a calm, patient temperament.

Motivators: The Indigo Assessment measures 6 Motivators as described in the work of Drs. Eduard Spranger and Gordon Allport in their study of human value, motivation, and drive. Motivators describe why people do things: the internal desires that drive behavior. For example, the Aesthetic Motivator indicates a desire for harmony and beauty, whereas the Theoretical Motivator describes those who learn for the sake of knowledge. Of all the sections, Motivators correlate most powerfully to career choice, college major selection and extracurricular activities.

Skills: Through use of a Likert-Scale questionnaire, the Indigo Assessment measures 23 non-academic competencies relevant to student success. This list includes key personal and inter-personal skills such as Goal Orientation, Conflict Management, Leadership, and Teamwork. The top 5 skills will help you form powerful questions, pointing you toward areas of talent that students may or may not know they possess.

Perceptions: Social Emotional (perceptions) data indicates how students view themselves and the world around them. The Indigo Assessment employs the Hartman Value Profile (HVP) to measure how students are currently feeling about their external and internal worlds. Dr. Robert S. Hartman (1910-1973), creator of the HVP, was nominated for the Nobel Prize. His profile measures areas such as Resiliency, Systems Judgement, Self Direction, and Sense of Belonging.

The Core Sciences are described in detail in Section 2 of this Fieldbook.



Perceptions: the social-emotional component is accessed with survey questions but does not appear in the report. Applicable data is provided to authorized counselors only.

HISTORY OF THE INDIGO REPORT

Target Training International (TTI) created the technology behind the Indigo Assessment by researching and validating assessment technologies for over 30 years. The U.S. Government uses TTI’s tools for hiring, as do thousands of organizations around the world. These include Fortune 500 companies, such as American Express and Siemens, as well as nonprofits like Teach for America and the Boys and Girls Club. TTI is an industry leader in assessment technologies, and their tools are currently used in 90 countries and in 40 languages. The Indigo Assessment is EEOC and OFCCP compliant and is free from bias regarding race, gender, disability, and socio-economic status. You may learn more about TTI at www.ttiresearch.com.

As an entrepreneur and corporate consultant, Indigo founder Sheri Smith saw a need for educational systems that prepare students for meaningful careers in areas of their unique strengths and passions.

With the help of Bill and Ron Bonnstetter at Target Training International, Smith adapted their sophisticated corporate assessment tools for use with students 9th grade and older.



THE 15 MINUTE DEBRIEF

Why a 15-minute debrief?

We understand that the biggest roadblock school counselors face in connecting with students is lack of time. On average, students in the U.S. receive 38 minutes of college counseling per year (McDonough 10). No doubt you would love to spend more time with your students, but your schedules will not allow it. After all, the average high school counselor oversees 471 students (Pratt). This is why we include the 15-minute debrief in our Indigo Fieldbook.

One-on-one conversations remain the most powerful method of connecting with your students. Without connection, you cannot inspire transformation. The 15-minute debrief allows you to craft a personal, targeted dialogue about college and career with minimal prep. Once you learn to use the summary page of the Indigo Assessment, you will have a roadmap guiding you to each student's unique passions and personality—whether you have past experience with the student or not.

The Summary Page is all you need for the 15-Minute Debrief!

1. Lead the conversation with a top skill!
2. Use their DISC graph to know how to best communicate.
3. The top 2 motivators are the quickest way to engagement and deciding which school activities and post-high school path are a best fit.
4. Call out any "Strengths" or a "Value to a Team" that stands out!

Joel Kaplan



Top 5 Skills (1)

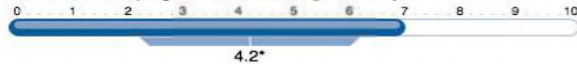
	Personal Skills Ranking
1	Interpersonal Skills
2	Goal Orientation
3	Leadership
4	Creativity/Innovation
5	Futuristic Thinking

Strengths (4)

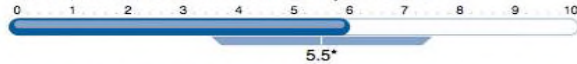
Generous and effective with their time, talent, and resources.
 Tough but fair when others are involved.
 A strong influencer.
 Bottom-line focused when leading others.
 Demonstrates a will and desire to help others in the organization.
 Capable of addressing conflict for a win-win scenario.

Motivators (3)

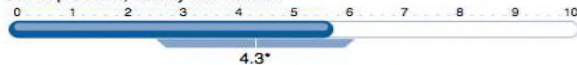
1. **Social** - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.



2. **Individualistic/Political** - Rewards those who value personal recognition, freedom, and control over their own destiny and others.



3. **Aesthetic** - Rewards those who value balance in their lives, creative self-expression, beauty and nature.



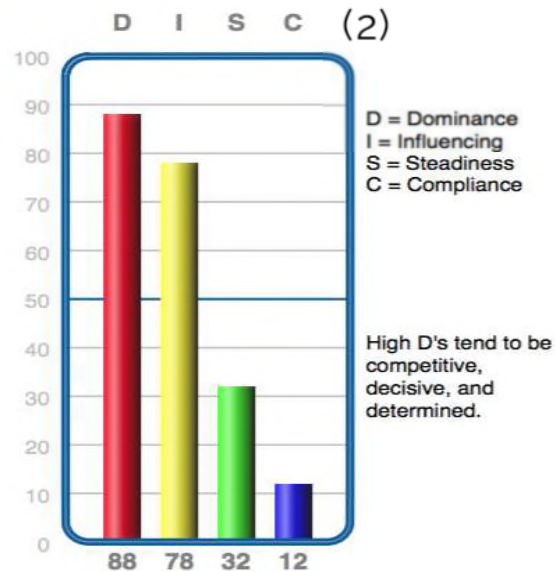
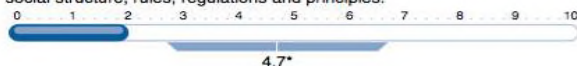
4. **Utilitarian/Economic** - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.



5. **Theoretical** - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.



6. **Traditional/Regulatory** - Rewards those who value traditions inherent in social structure, rules, regulations and principles.



Value to a Team (4)

Has the confidence to do the difficult assignments.

Innovative.

Creative in his approach to solving problems.

Self-starter.

Initiates activity.

Pioneering.

BEFORE THE DEBRIEF

Before starting the debrief, take a look at the student's summary page. Once you become skilled at interpreting the scores, this should take less than one minute. You can use any process that works for you. I have outlined my own process below:

1. **Is this student on the "SEL Support List"?** If the student is on the "SEL Support List," they may be struggling with social emotional issues right now. This means you will need to be more sensitive about what you say and how you say it. We find that students with low self esteem sometimes interpret even positive comments as negatives.
2. **Look at the DISC graph.** By understanding this person's natural behavioral style, you will know how to communicate most effectively.
3. **Look at the Motivators.** What is the student interested in? What activities at your school align with those Motivators? What college majors or careers might appeal to that Motivator?
4. **Read through the Strengths and Skills.** If you know this student well, you may be able to give an example of a time you saw them use a specific strength or skill. This is a great way to open the conversation. If you don't know the student well, pick a strength or skill that interests you and ask them to think of an example. What does that strength mean to them?
5. **Finally, take note of anything that stands out or a combination that seems unusual to you.** Things that stand out are typically areas of genius. Most teenagers try hard to fit in, thinking that conformity is the path to success. However, we have found that people contribute most to the world in the areas where they stand out, not where they fit in.

Note: If nothing stands out (*meaning all of the scores are near the adult average*), this student may be one of those people who can adapt well to any situation. It could also mean that this person has not yet had the opportunity to explore what really matters to them, or that they are questioning who they really are.

Now you are ready to begin the debrief. ⁴

⁴ References from page 4: McDonough, Patricia M. "Counseling and College Counseling in America's High Schools." *National Association for College Admission Counseling* (n.d.); 10. NACAC. NACAC. Web. 7 Sept. 2015. And Pratt, Timothy. "The High School Guidance Counselor Shortage." *Time*. Time Inc., 3 Dec. 2013. Web. 07 Sept. 2015.

Indigo Tip

We recommend using highlighters as you go through the report with the student.

Highlight or underline important statements and write comments, add stars, etc.

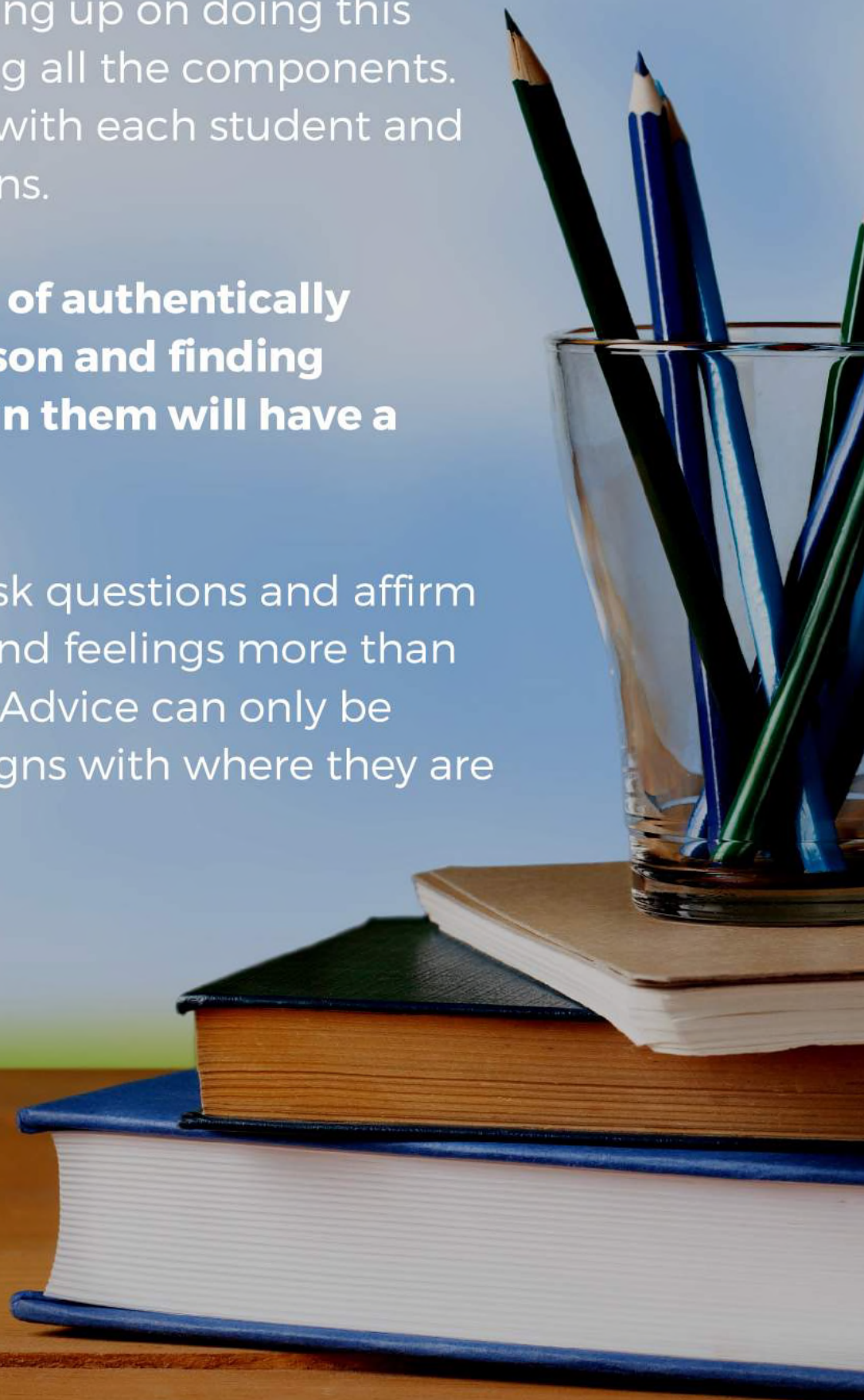
Then, when the student takes the report home, he or she will remember the key points of the conversation.

INDIGO INSIGHT

Don't get too hung up on doing this "right" or covering all the components. Just be present with each student and see what happens.

The simple acts of authentically seeing that person and finding practical value in them will have a huge impact.

Remember to ask questions and affirm their thoughts and feelings more than you give advice. Advice can only be accepted if it aligns with where they are at now.



STEPS TO THE 15 MINUTE DEBRIEF

I use a very different order when talking to the student than when I look at the summary page myself. Again, you are free to use any process that works for you. I find that every student is different, and often I modify my approach depending on the person. Remember to value the person above the “point.” Even if you don’t reach any concrete conclusions about the student’s future, your primary goal is to show them you care. **Meet people where they are.**

1. **Establish a Goal:** Ask the student, “What stresses are you dealing with at school?” “What would you like to change about your current life/school?” “What do you want to get out of this conversation?” Most of the time they won’t know the answer. However, these types of questions will allow you to determine *what the student is really there for*. Does she just need someone to believe in her? Does he want reassurance that the path he wants to pursue is O.K.? Is she completely confused? Was he forced to be there? Don’t probe too much if they can’t come up with something. Often, I’ll make an intuitive guess and then ask if that feels right to them. The point is to come up with a “goal” that you agree upon together. Once the goal is established, focus the debrief around the desired outcome.
2. **Ask the student: “What are some things you like to do?”** Leverage this throughout the entire conversation. I would work this question into the skill/strength lead in.
3. **Lead with a strength or skill.** By reinforcing something positive from the very beginning, you can set the tone for an uplifting debrief. You will also learn valuable information that you can weave into the rest of the conversation. If possible, provide an example based on your experience with the student (“I noticed you displaying Goal Orientation during this class...”). If you don’t know the student, choose a strength or skill and ask, “What does this mean to you? How do you think you use this strength at school or at home?”
4. **Describe their DISC graph.** Explain what their DISC graph means. Throughout the conversation, remember to communicate in their style. (*Read the “do’s and “don’ts” on the communication pages if you aren’t sure how to do this.*) Then describe how you might be alike or different from them. Try to get them to laugh and relate to you personally. Write down any words verbatim around the graph that come up and seem meaningful.
5. **Ask a lot of questions about their Motivators.** Explain to them what the graph means. Are they extremely passionate about that Motivator? How do they express this Motivator? Explore current opportunities or post high school opportunities for pursuing this Motivator. Keep asking questions. *The key is to see them light up when they are talking about something that is enjoyable to them.* Then you can help them apply this passion in a practical way.
6. **Talk about things that stand out or combinations that seems unusual.** Get them to talk about how their particular mix works for them. Their genius probably lies in this area.
7. **Close with a very practical “next step” or take-away statement and write it at the top of the summary page.** Assure them that you believe they are going to be successful in life and that they *can* take that next step. Thank them for coming to spend time with you.

ADVANCED DEBRIEF TECHNIQUES

Once you get comfortable with the 15-minute debrief, I highly recommend that you incorporate the following three things into your pre-analysis. Do these three things **BEFORE** you do a 15-minute debrief with a student:

1. If they are on the “SEL Support List”, look at their social-emotional scores from the spreadsheet.
2. Look at their Adapted versus Natural DISC Graph.
3. Look at low skills in addition to top skills.

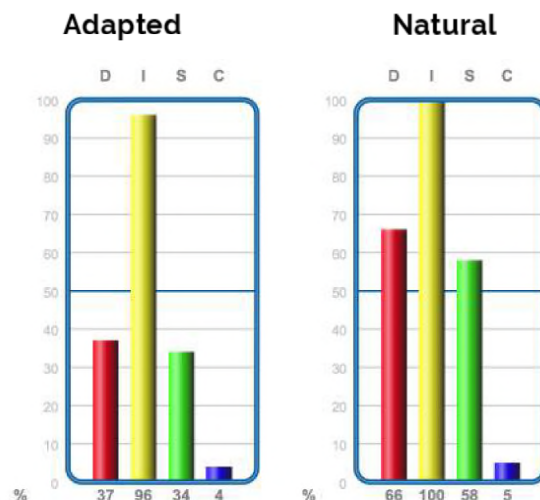
Notes about each step above:

1. Social Emotional Scores – *section 4 contains information as to how to interpret these scores.*

- a. Student social emotional scores are only accessible to authorized counselors, social workers, appropriate staff, or administrators.
- b. We do not include students’ social emotional scores on their report due to the difficulty of interpretation and potential for negative impact without someone to guide them.
- c. Sometimes individual scores can give you insight as to how this student is currently viewing themselves and others, which will allow you to personalize the debrief in a more powerful manner.

2. Adapted DISC

- a. You can view Adapted DISC scores on or around page 9 of the Indigo Report.
- b. If there is more than a 20-point spread from natural to adapted, or if their score crosses the 50 “energy line,” then adapting this behavior is likely causing them stress. It is recommended that you ask about any of these stress-inducing adaptations.



3. Low Skills

- a. Low skills can be seen on page 5 of the Indigo Report.
- b. Sometimes, understanding what students believe they are “bad” at can provide additional insight on who they are. Are low skills blocking them from achieving their goals?

11	Written Communication
12	Employee Development/Coaching
13	Management
14	Analytical Problem Solving
15	Futuristic Thinking
16	Goal Orientation
17	Customer Service
18	Leadership
19	Diplomacy
20	Creativity/Innovation
21	Planning/Organizing
22	Empathy
23	Self-Management (time and priorities)

Note: If a student has mostly undeveloped skills, you may consider that this simply isn’t true. They may have low self-esteem (check SEL Support List scores) or may not have answered the survey seriously. I always encourage students by reminding them that most high school students have not had time to develop many skills. Skills grow from life experience and will be learned over time.

CONCLUSION

Crafting your message: Remember, your overall goal for this conversation is to *find a central message that this student needs to hear and get them to internalize that message*. The message should be personalized to the student, and it should be a positive one—something unique about them that makes them fantastic.

Bringing it all together: Each section of the Indigo Report is a puzzle piece, and together the sections give you a small picture of *who this person is*. Once you have reviewed all the sections, step back and look at the whole person. What stands out? What about them is unique and valuable? What does this student need to hear?

Once you find something to focus on, ask yourself, “How can I articulate this so the student understands how amazing they are?” The goal is for the student to internalize the message and be able to *say it back to you*. You want a student to say, “Wow. I never realized this about myself. I *am* an amazing [writer/learner/communicator/organizer ... etc.]. Once a student internalizes this message, they are empowered to find their own “next step.”

Your message may not become clear until you actually sit down with the person, but understanding their scores will give you an idea of where to start.

OUR VISION FOR THE 15 MINUTE DEBRIEF

What if instead of making students fit the traditional school model, we made the school model fit them?

We hope to cause a shift in schools away from “box checking” to adoption of the growth mindset and personalized learning.

We believe that the 15 minute debrief is a powerful tool to make that happen.



15-Minute Debrief Overview

The Four Sciences

- Behaviors
- Motivators
- Skills
- Perceptions

Before the Debrief

- Look at the DISC graph
- Look at Motivators
- Reviews Skills and Strengths
- Look for any “standout” insights

During the Debrief

- Establish a goal
- Ask students what they like to do
- Lead with a strength or skill
- Describe their DISC graph
- Ask a lot of questions about their Motivators
- Talk about “standout” points
- Close with next steps / takeaways

Advanced Techniques (Before Debrief)

- Look at Social Emotional scores
- Look at Adapted versus Natural DISC
- Look at Low Skills (areas of low confidence)

Section 2:

INDIGO ASSESSMENT
SCIENCES IN DEPTH

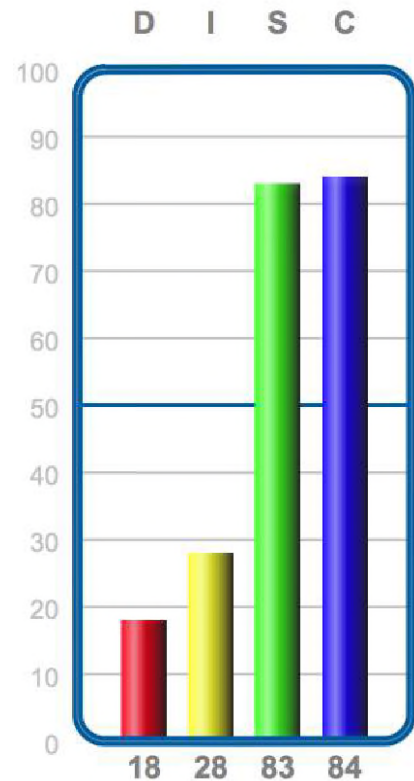
BEHAVIORS

BEHAVIORS: KEYS TO COMMUNICATION

WHAT IS DISC (DOMINANCE, INFLUENCING, STEADINESS, COMPLIANCE):

DISC is the most widely used behavioral assessment tool, adopted by organizations around the world to improve teamwork and understand different communication styles. Students' DISC scores reveal their natural behavioral styles. The more you can mirror their natural styles, the easier it will be to connect with them, and the more comfortable they will feel with you.

Think of the DISC scores as clues or hints telling you what to expect when the student walks into the room. Will they look you in the eye and shake your hand enthusiastically? Will they speak calmly and slowly? Will they ask a lot of questions? Will they argue with you? Know what each colored bar represents and how those styles tend to show up behaviorally, and consider the best way to interact with a person exhibiting those traits.



Dominance: Direct, Blunt, Results Oriented, Takes Initiative, OK with Conflict, Like challenges or competition

Influencing: Expressive, Friendly, Talkative, Tend to be enthusiastic and optimistic, Like to be around people

Steadiness: Loyal, Patient, Like consistency and planning, Can be routine-driven, Understanding and supportive of others

Compliance: Logical, Like step by step processes, Cautious, Attentive to details
Like to think deeply and analyze things, Want to do it "right"

BRIEF HISTORY OF DISC:

The major developer of the formal DISC language is Dr. William Moulton Marston. Born in Cliftondale, Massachusetts, in 1893, Dr. Marston was educated at Harvard University.

In 1928 he published *Emotions of Normal People* in which he described the theory we use today. He viewed people as behaving along two axes with their actions tending to be active or passive depending upon the individual's perception of the environment as either antagonistic or favorable.

In the 100 years since Marston published his findings, behavioral research has modified his ideas considerably. Yet the importance of Marston's contribution in dividing human behavior into four distinct categories and using measurements of the strength of these responses as a means to predict human behavior remains undiminished.

HOW TO READ THE DISC GRAPH:

There is no "correct" score to have. Each personal style is a unique blend of D, I, S and C. When looking at the graphs (*approximately page 9 on the report*) use the Natural Style graph (on the right) as the main point of reference (*the graph on the summary page is also the natural graph*). This graph describes how this student tends to behave naturally in non-stressful conditions. To read the natural graph start with the red "D" bar on the left and end with the blue "C" bar on the right. Each colored bar has a meaning that is briefly described in the chart below.

Dominance

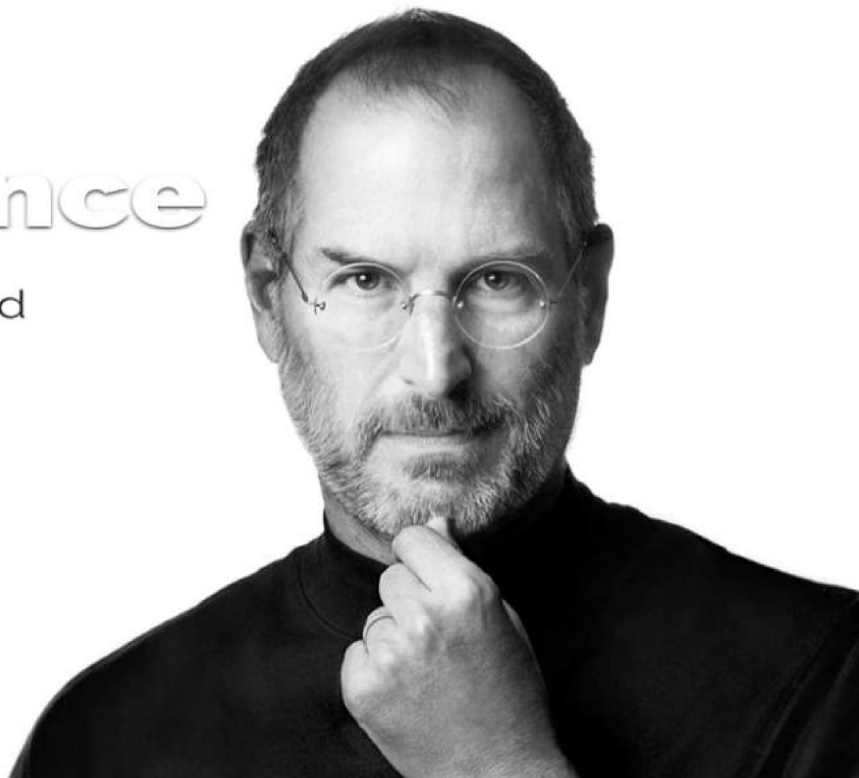
Challenge Oriented

Like to lead

Direct

OK with Conflict

Competitive



On the DISC graph, scores above 50 are “High” in that behavioral style and exhibiting the represented behavior will give that person energy. Scores below 50 are “Low”. How High or Low the score is shows how strongly that attribute is or is not displayed. For example, a 95 Dominance will be energized by highly competitive, fast paced environments, a 5 Dominance will be incredibly drained by the exact same scenario, while a 55 Dominance could go either way depending on the situation.

Another way to look at this is the scores the furthest away from the “50” are the most pronounced behavioral traits for that person (“High” or “Low”). If scores are toward the middle, it means that this person’s style in that category tends to be moderate, allowing them to easily adapt to different styles.

WHAT TO LOOK FOR:

Pay the most attention to students’ highest and lowest scores, especially if any are above 70 or below 30. Do they have an unusually Low “I” (Influencing) score? If so, you may want to avoid fast, loud talking and tone down your emotional enthusiasm. Speak slowly and calmly so you don’t overwhelm the student. Do they have a High “D” (Dominance) score? If so, don’t be afraid to make bold statements, and get straight to the point. A student with a High “C” (Compliance) score needs a lot of structure, so consider writing a carefully-organized outline for the session that you can give to the student.

Influencing

Enthusiastic

Talkative

Optimistic

Friendly

People-Oriented



The most important thing to tell students when it comes to behaviors is: **There is no wrong or right style.** A high Dominance score is not better or worse than a high Influencing score, and vice versa. In the same vein, students with more extreme scores are not more “special” than students whose scores hover closer to the 50 line (average).

Extreme scores: When you encounter a student with extreme differences in their DISC scores, pay attention to the **highest** and **lowest** scores. A student with an unusually High Influencing score will need to seek work environments that provide plenty of social interaction. Students with Low Compliance scores will want to avoid work that requires them to keep track of details. Students with High Steadiness scores will gravitate toward predictable work environments where they know what to expect.

Average scores: If students have scores that all hover near the 50 line (ALL scores between 30 and 70), they will be able to adapt to a variety of environments without stress. These students may feel uncertain about their behavioral style because they don’t see themselves as unique, so remind them that their scores make them special! They probably have a wide range of options when it comes to career or college choice.

What if all four scores are above or below the 50 line?: It typically means this student is trying to be all things to all people. You may want to ask this student if they feel a lot of pressure to “be a particular way.”

Steadiness

Steady

Patient

Supportive

Orderly

Routine Driven

Slow to show emotions



NATURAL VS. ADAPTED GRAPHS:

On the Style Insights Graph page (approximately page 9 on the report), the graph on the left describes how this student feels like they need to adjust to fit current circumstances.

If the difference in any score from natural to adapted is less than 20, don't worry about it. Notice the following situations:

1. *If there is more than a 20 point spread between natural versus adapted it typically means something is causing the student to change their natural behaviors.*
2. *And more importantly if it crosses the 50 line, it's more likely that the stress this person is experiencing is acute.*

Note: We found that students in school adapt their Compliance up due to normal school environments where rules and procedures must be followed for success. Therefore, if you are seeing adaptations in this area, it generally is not as concerning.

HIGH "I'S" CAN BE INTROVERTS:

It is critical to understand that the Indigo Assessment's "Influencing Score" is *not* measuring if a student is an extrovert or introvert. It is possible for a High "I" person to be either one. The "I" score merely indicates the degree to which an individual enjoys a collaborative, people-oriented energetic environment. Extroverted High "I's" tend to gain energy from this type of environment, while introverted High "I's" need time away from the environment to recharge.

Compliance

Detail Oriented
Systematic
Quality Focused
Conscientious
Logical



DISC measures *how you do what you do*. The terms “introvert” and “extrovert” measure *how you recharge*. If you have a student that you suspect is a High “I” introvert, help them explore this by asking questions about how they recharge. These students find it refreshing to discover a simple way to understand and communicate to others their need for alone time and their desire to influence people.

Note: To date, we have not seen Low “I” extroverts.

CAN ALL DISC SCORES BE LEADERS?

Absolutely! All DISC scores can be leaders. Western society tends to characterize the “High D/High I’s” only as leaders. Most workplaces also reinforce this stereotype. However, there are many examples of people throughout history who lead with all the styles. Mother Theresa and Gandhi are noteworthy examples. Both of them are Low Dominance and High Steadiness. They led by being consistent, peace loving, and collaborative. They’ve inspired millions of people, transformed paradigms, and saved countless lives.



The next page contains a one page reference guide that summarizes everything about DISC from a 10,000-foot-high level. Feel free to use it in preparation for the 15-minute debriefs we talked about in the last section, it's a great tool for quickly brushing up on the core concepts.

DISC REFERENCE GUIDE

Behavior Style	People with this style have a difficult time in...	Communication with people having this style:	Ideal environments for this style:	Job Tips
High D Direct Forceful Bold	...situations where they can't express themselves. ...controlled environments. ...people without opinions.	Be clear. Don't be intimidated. Get to the point.	Competitive. Results-oriented. Opportunities to lead.	Results-focused job.
Low D Cooperative Agreeable Peaceful	...anger-charged situations. ...competitive projects and programs.	Connect personally. Ask questions. Stay calm .	Collaborative. Low conflict.	Jobs with little confrontation .
High I Talkative Sociable Enthusiastic	...lecture-based classes. ...being alone too long. ...impersonal, business-like instruction.	Be friendly . Act enthusiastic. Speak warmly.	Friendly. Group projects. Class discussions.	Must work with people .
Low I Reserved Reflective Listens	...facilitating groups. ...activities with prolonged interaction, especially without reflection time.	Don't crowd them. Short dialogues . Give time to process.	Independent projects. Classes that do not grade for verbal participation.	Jobs where you don't need to talk too much.
High S Loyal Patient Understanding	...quickly changing activity. ...chaotic classrooms. ...confusion/lack of clarity in instructions.	Be soft. Speak calmly. Be patient .	Well-defined expectations. Clear path to graduation/success.	Jobs with stability and clear expectations.
Low S Flexible Restless Impulsive	...monotonous classes. ...highly structured situations with minimal choice or flexibility.	Be spontaneous. Show emotion .	Flexible course work. Room for change and variety.	Jobs with a variety of tasks and adventure.
High C Precise Conscientious Cautious	...tasks and grading systems without clearly-defined expectations. ...risky situations.	Be accurate . Be factual. Be realistic.	Structured activities where quality matters. Classes with a detailed syllabus.	Jobs where quality and detail matter.
Low C Unsystematic Instinctive Avoids details	...assignments with lots of rules to follow. ...activities that demand quality and detail.	Big picture focus. Talk fast. Be casual.	Broad view. Low detail assignments. Few rules and structure.	Jobs with freedom from rules and micromanaging.



Indigo Insight

When you see adaptations of more than 20 points in a student's behavior style, usually this represents strong feelings of needing to change their behavior in an ongoing basis whether at school or at home.

In other words, 20+ adaptations suggest that there is something in the student's life that is prohibiting them from acting like their true self.

We suggest having a conversation with the student to find out what might be causing this.



**BE
YOURSELF
EVERYONE ELSE
IS ALREADY
TAKEN**

OSCAR WILDE



Behaviors Overview

The 4 Elements of DISC

Dominance: Direct, Opinionated, Competitive, Take Initiative

Influencing: Energetic, Warm, People Oriented, Talkative, Optimistic

Steadiness: Loyal, Patient, Supportive, Consistent and Routine Oriented

Compliance: Detailed, Logical, Conscientious, Analytical, Cautious

Reading the DISC Graph

- Look for scores that are “High” (above 50) or “Low” (below 50)
- Look for any extreme scores (above 70, below 30)
- Look to see if the student is a bridge (all scores between 30 and 70)

Key Tips

- There are no good or bad DISC scores.
- If the DISC seems wrong, look at the Natural versus Adapted DISC.
- It is extremely important to consider a student’s DISC and Motivators together.

MOTIVATORS

MOTIVATORS: WHAT TO FOCUS ON

SUMMARY:

Students' top Motivators reveal things they really care about. This is what makes them want to learn, what grabs their heart, and what gets them excited. Ignoring or dismissing students' Motivators will make them hurt and disengaged, so be sensitive — especially if your personal Motivators do not match the student's Motivators.

Motivators are like an engine beneath the hood of a car. Motivators aren't easily seen from the outside, but they are what power people. This is important to college and career choice because Motivators correlate directly to fulfillment and meaning. Most people are happiest selecting a major and career based on their top two Motivators.

The Indigo Assessment measures six Motivators:

Aesthetic – Desire for form, harmony, balance, or beauty.

Individualistic – Desire for independence, visibility, rank, or power.

Social (Service) – Desire to help others or solve society's problems.

Theoretical – Desire to learn for the sake of knowledge.

Traditional – Desire to live by a personal set of principles, standards, or beliefs.

Utilitarian – Desire for a return on investment of time, energy, or money.





Seek balance in
their lives

Appreciate nature and
beauty in the world

Artistic, self-expressed

Aesthetic

Want to be in control of
their own future

Seek personal
recognition and
power

Self-driven

Individualistic



HISTORY OF MOTIVATORS:

There is not much literature supporting Motivators during ancient times. So much of the study of motivation is fairly recent, and we really didn't start seriously talking about Motivators until Eduard Spranger wrote the book *Types of Men* in 1928. Prior to Spranger's work, Motivators had not been clearly defined, researched or studied.

TTI's Motivators are based on Spranger's model. He was an influential writer who defined Motivators (values) as a compilation of likes, dislikes, viewpoints, inner inclinations, rational and irrational judgments, prejudices, and patterns that determine a person's view of the world. Once all these things are merged, they consciously or subconsciously become a standard for guiding one's actions.

In addition to Spranger, there were a number of authors in the early 20th century who have contributed to the body of knowledge supporting research behind what motivates people. Some of these authors are Robert Hartman, Carl Jung, Sigmund Freud, and Gordon Allport.

WHAT TO LOOK FOR:

Motivators will help you anticipate *what this student will want most out of your conversation*. A student with a high Theoretical score, for example, will want to learn something. Be sure to give him or her plenty of information about the assessment, and take the time to answer questions. In contrast, a low or mid-range Theoretical score will mean that unless this student is interested in what you have to say, they will completely check out. This is especially true of Low Theoreticals with high Dominance and low Compliance scores. They want you to get to the point fast with very little detail.

1. **Aesthetic** – Desire for form, harmony, balance, or beauty.

Provide High Aesthetics with an environment that fits well with them. If the environment feels off to them, it can affect their ability to perform in school and the workplace. Also, some Aesthetics desire the opportunity to create their own expression of harmony and balance through a specific art medium. See if you can discover what that is and how to incorporate it more into their lives.

Passionate Aesthetics are greatly affected by their physical environment. Therefore it is critical they physically visit prospective post-secondary options. The school atmosphere or classroom appearance can also affect their grades.

Social



Want to serve the community

Love to help people or a cause they care about

Altruistic, humanitarian



Explore their passions and favorite topics deeply

Love learning for the sake of learning

Knowledgeable

Theoretical

2. Individualistic – Desire for independence, visibility, rank, or power.

Provide High Individualistics with opportunities where they control the agenda and will be recognized for performing well. This can range from mock trial to pushing a student to start her own business. As long as they feel in control and know they will be measured by their performance, not their participation, Individualistics will engage.

It is very important that you provide passionate Individualistics “choices”. Instead of telling them what to do, give them the option between two choices. “Because I said so” is a huge negative trigger.

3. Social (Service) – Desire to help others or solve society’s problems.

Provide High Socials with ways to give back to their community. If you can find a way to tie community service into their curriculum, you may find they become much more engaged in academics. Help the student figure out where they want to give back (working with people, keeping a park clean, joining a community advisory council) and guide them in that direction.

You may want to consider asking a passionate Social student who is struggling academically to help other students. The desire to help others sometimes allows them to overcome the belief that they can’t learn a topic.

4. Theoretical – Desire to learn for the sake of knowledge.

Provide High Theoreticals with learning-oriented challenges—anything where they are required to learn a new skill. Some Theoreticals will want to go intensely deep on a handful of subjects, while others will be all over the place with their learning. Once you figure out the student’s particular way to approach learning, you can design challenges and opportunities that will push her to go deeper into her studies.

If a passionate Theoretical is not performing well academically, you may consider that school is boring or doesn’t provide an outlet for what they want to learn. My favorite example is a student who was running a specialty chicken business at home and was completely obsessed with his work and failing at school – not surprisingly he was also a passionate Utilitarian.



Traditional

Value traditions

Driven by strong beliefs: family, religious, military, cultural, self determined, etc.

Principled



Utilitarian

Tend to be money motivated

Seek practical rewards for their efforts

Value efficiency

5. Traditional – Desire to live by a personal set of principles, standards, or beliefs.

Provide High Traditionals with an environment where their beliefs are acknowledged and respected. You do not necessarily need to agree with them — but acknowledgement and respect are crucial for building a healthy relationship. Look for opportunities that validate their beliefs.

Passionate Traditionals' belief systems serve as the north star in their lives. Find ways to plug their belief system into something happening at the school or a social cause that aligns.

6. Utilitarian – Desire for a return on investment of time, energy, or money.

Provide High Utilitarians with opportunity to get a practical return for their resources. If there are competitions in your school associated with cash prizes, push your Utilitarians towards it. Utilitarians are best engaged when you can explain to them the return on investment for learning the things they are in school.

Passionate Utilitarians tend to be least served in most school environments because it is generally the last motivator of educators. Think about ways to engage Utilitarian students by incorporating business classes and clubs along with internship opportunities.

"The only way to do great work is to love what you do"

- Steve Jobs

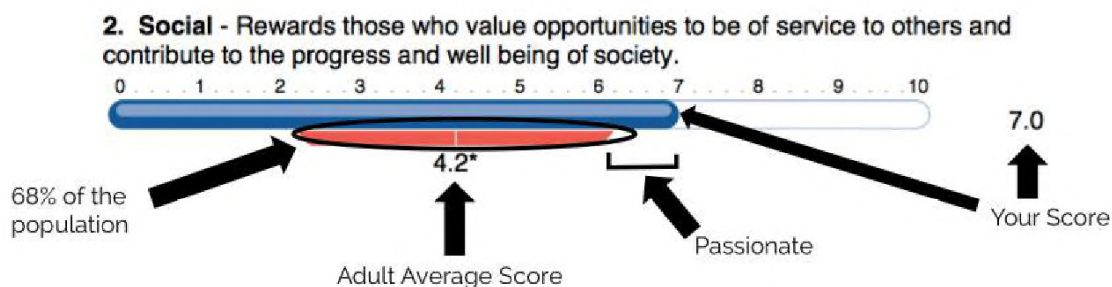


DO MORE
OF WHAT
MAKES YOU
HAPPY

HOW TO READ THE MOTIVATOR GRAPH

The Indigo Summary page and the Motivator page (approximately page 16) displays a graph ranking relative passion for each of the six Motivators.

The bar ranges from zero to ten. The student's score is listed on the right hand side of the bar graph and fills in the bar up to the score. The number listed below the bar followed by an * is the working adult national population average score. The smaller bar around the population average and the long bar represents the scores for the middle 68% of the working adult population.



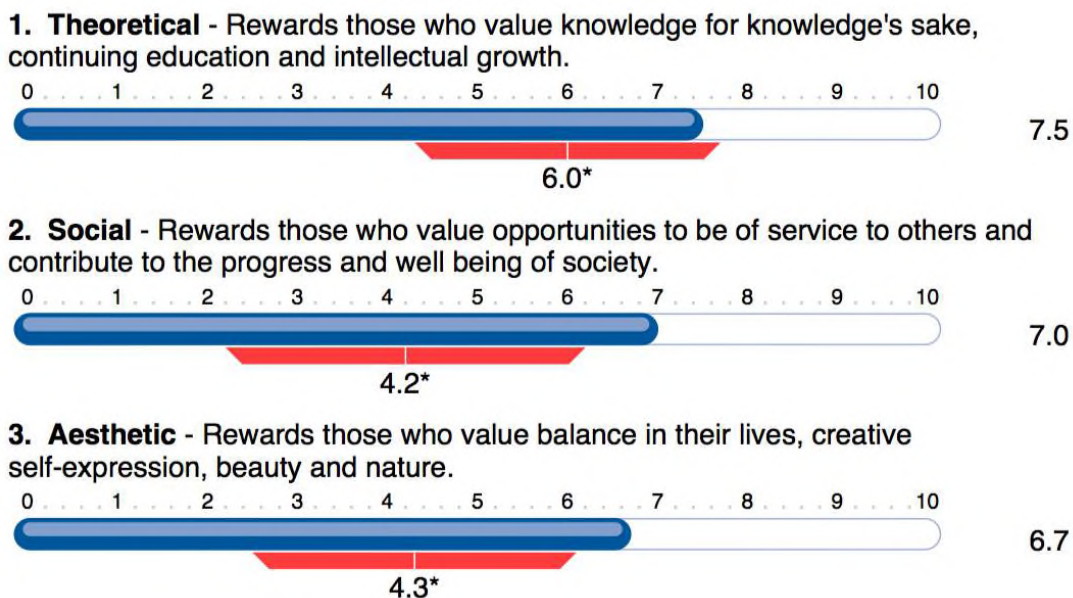
Notice where the score falls above or below the smaller bar (68% of population). This reveals areas where Motivators may be outside the mainstream and could lead to passion or conflict. The further a score rises above mainstream, the more people will notice passion about that Motivator. The further a score falls below mainstream, the more people will notice this person might be negative about that Motivator. Essentially, this is a “de-motivator”. What turns a person “off” is just as valuable to notice as what gets them jazzed. It can sometimes explain why students are resistant to different activities or course subjects or can’t get along with a teacher.

Sometimes students with scores below the mainstream population will have one very specific area where they can be motivated. For example someone might be into fashion with a low Aesthetic score but it generally is because of another Motivator (*i.e. Individualistic to make a statement, or Utilitarian for success*).

Example: One of Indigo significant advisors has a low Social Motivator score. When he hears the word “community service” he actually associates it as a negative word. This doesn’t mean he doesn’t care about helping society. In fact he’s working for free for an education company. However, it does mean that his version of “service” is efficiently tackling a huge education problem. If he was a student at a school with required community service this would be a very difficult and unfulfilling task for him considering his specific Motivator make-up.

MOTIVATOR RANKING VS. INTENSITY:

When reading each graph, look at that student's ranking first. Whether the "raw score" is very high or around average, the top two Motivators are most important to that student. If the third Motivator is above the adult average, I generally consider this to be worth discussing as well.



With the student in the example above, it might be worth talking about his top three Motivators, as all are above the national average.

Now, look at the intensity of the scores. When a person has passionate Motivator scores (higher than the smaller blue bar - Social and Aesthetic in the example above) it is probably a defining characteristic of who they are. I recommend explaining to students with passionate scores how they might stand out and give them suggestions for how they can use their passion in practical areas.

If most of the scores are near the average, this could mean that this student is in a state of transition and isn't really sure what matters to them. I'd encourage this person to try many different things and take note of which activities bring them joy or misery. By consciously associating types of activities with an emotion, this person will begin to develop their own personal driving forces

HOW MOTIVATORS WORK TOGETHER

It's important to think about Motivators as interrelated with one another rather than as separate concepts. **The Motivator #1 is always most important and 2 or 3 are how that person goes about fulfilling Motivator #1 in the world.** I see lots of high achieving students who are Utilitarian #1, Theoretical #2. That type of person will use knowledge to make money. They typically see the acquisition of knowledge as a way to succeed in life, so they are willing to invest the time in their studies to reap a future return.

I always look at the last Motivator to see how it may or may not impact how the top Motivators work together. In the example above, if that student is also a #6 Individualistic, you know they are not striving toward success for power, control, or desire to be seen in the public eye. However, if Individualistic is #3 and above the adult average you know that *is* a component to life that matters to them and may even have the characteristics of a high potential entrepreneur.

MOTIVATOR STUDENT EXAMPLES

Jack is a Theoretical #1, Individualistic #2, and Traditional #6. Jack's primary motivation is to become an expert in his field, to be recognized for the excellence of his learning and his discoveries by others around him. He views excelling and being noticed as a platform to access and pursue more challenging and unique learning opportunities. The way he goes about doing it will be in his own style—he will not be bound by any set of core beliefs or systems that dictate to him the best way to approach his goal. He will abandon “tried and true” approaches in favor of finding his own way.

Stefan is an Aesthetic #1, Social #2, and Individualistic #6. Stefan wants to see beauty and harmony realized in the world, and he sees being involved in his community as the way to achieve that beauty. Stefan's work may involve anything from working with people to improve negative body image to creating a form of art for the community—but it must be something that he feels adds beauty to the world. However, Stefan does not feel the urge to be recognized for excelling at what he does nor a strong desire to control his agenda. He is satisfied in knowing that his work is making the world a better place.

Zheng Li is a Traditional #1, Utilitarian #2, and Aesthetic #6. Zheng Li's life is centered on her family and culture, and she feels most at home in an environment that promotes both. Zheng Li interns at the financial bank where her brother also works. Zheng Li sees high-paying opportunities as a means to create a stable life and spend more time with her family, but she is partial to jobs that reflect the culture she had in her home when growing up. She does not feel any need to seek out balance or harmony in her life. Since her family is already centering her, anything extra just seems superfluous and impractical.



INDIGO INSIGHT FROM SHERI

In my work with thousands of students, I discovered Motivators possess an immense influence on how people behave in charged circumstances—so much so that it can temporarily warp their DISC profile.

For example, one young woman I know is extremely Low Dominance but has High Social motivation. If someone she cares about is in trouble or is being bullied, she will become highly assertive in protecting the other person. Another example would be a Low Influencing, High Theoretical individual who becomes much more sociable and gregarious when someone asks him about what he's researching.

If you understand a student's Motivators, you can understand what makes the student tick and how to best relate to them.



Motivators Overview

The Six Motivators

Individualistic: Desire recognition and control over their future

Social (Service): Want to help the world and have an impact

Theoretical: Love to learn

Aesthetic: Seek balance and self-expression

Utilitarian: Value practical return on investment

Traditional: Hold core values or traditions

Reading the Motivators Graph

- Look at the 1st and 2nd Motivators. What may be the driving forces for this student?
- Look at the lowest Motivator. How could this be a turn off for the student?
- Pay attention to any Motivators outside the middle 68 percent. What motivations stand out for that student? How could they be potential areas of genius?

Key Tips

- Motivators can supersede DISC in explaining behavior.
- Consider all the student's Motivators and how they play together.
- Connecting to student's Motivators is a great way to build trust.

SKILLS

SKILLS: THE WAY IN

SUMMARY

Strengths-based approaches to success are becoming wildly popular. Marcus Buckingham solidified the concept with his StrengthsFinder assessment and book. Indigo also advocates a strengths-based approach to student success. However, we integrate innate strengths with the measurement of 23 soft skills critical in the world of work. In academia there seems to be a variety of terms for these skills - school specific measures, non-cognitive skills, non-academic skills, and competencies.

At Indigo, we tend to use the term “21st Century Skills” or “non-academic skills.” We believe the rapidly changing landscape puts emphasis on both non-academic skills and academics. In fact, we find that focusing on competency-based learning and social-emotional learning raises academic scores.

Despite overwhelming evidence that competency-based and social-emotional learning are critical to academic and life success, US education policy still evaluates learners almost exclusively with standardized academic tests which encourage rote memorization and teaching to the test. It simply doesn't serve our students, educators, employers, or society anymore. While there are no easy answers here, I'm convinced that this one-sided assessment strategy will be forced to transition over the next few years.

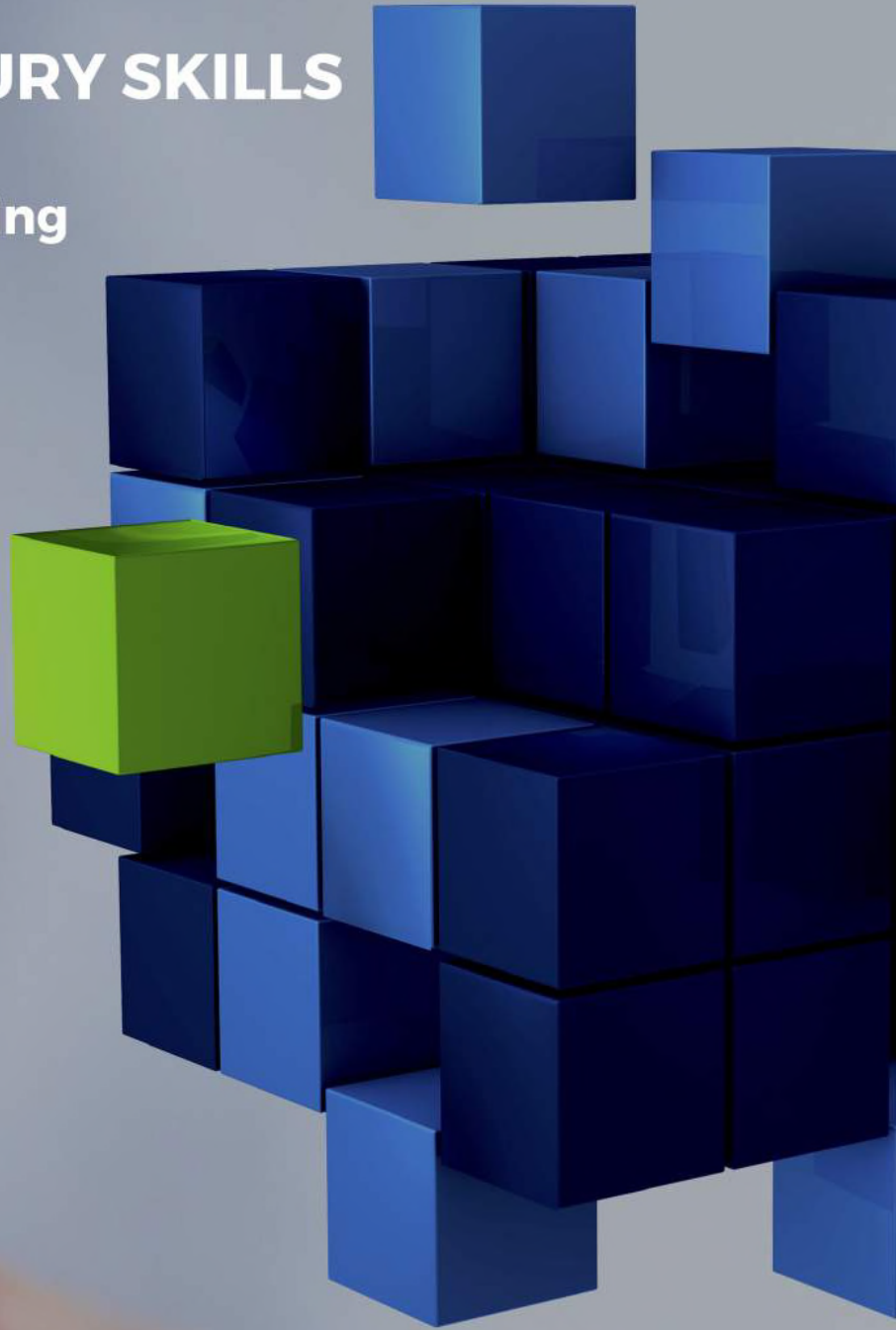
Skills are just strengths you can learn. -Because we are working with such a young population we tend to see at least some of the top skills as reflective of natural talents with which they were born.

Very often, discussing students' top skills is a great way to get them interested in the conversation. See if students understand the terminology, and then try to discover how these skills shows up in their individual lives.



INDIGO 21ST CENTURY SKILLS

Analytical Problem Solving
Conflict Management
Continuous Learning
Creativity/Innovation
Decision Making
Diplomacy/Tact
Empathy
Flexibility
Futuristic Thinking
Goal Orientation
Interpersonal Skills
Leadership
Management
Mentoring/Coaching
Negotiation
People Advocacy
Personal Responsibility
Persuasion
Planning/Organizing
Presenting
Teamwork
Time and Priority Management
Written Communication



HISTORY OF SKILLS

The DNA Personal Soft Skills Indicator was created by Bill J. Bonnstetter and was the foundational piece behind TTI's 2012 Edison Award nomination for innovation. Two of Bonnstetter's most fervent research pursuits are education and serial entrepreneurship and the DNA survey was born from his desire to include better tools to research in these areas.

FOCUS ON THE TOP SKILLS

The Indigo Report skills page (approximately page 5) shows 23 skills that are important in the world of work. They are ranked in order of most developed to least developed compared to adult population norms.

Following strengths-based research, the key to success is utilizing your strengths while minimizing your weaknesses. People have greater potential in areas where they have natural talent. When looking at the skills list, think of those skills at the top as the ones that come more naturally to this student, thus requiring less energy.

Try to discover how and where students are currently using these skills. If necessary, prompt them with hypothetical scenarios:

For example, if a student has Written Communication as one of his top skills, ask if he enjoys creative writing. Perhaps the student is a poet or enjoys writing encouraging notes to family members.

If Management is a top skill, ask her if she's good at delegating roles for group projects. She may express a genuine joy in being able to navigate a team through a challenge.

If Persuasion is a top skill, ask him about a time he convinced someone else to acknowledge and accept his point of view. He may enjoy mock trial or doing sales for a company on the side.

Chances are, there is a **passion** hidden in the student's top skills. Once you tap into a passion, the conversation will quickly become easier and more meaningful to the student.

WHAT ABOUT THE BOTTOM SKILLS?

Think of the skills at the bottom of the list as requiring more energy. There may be skills ranked low on the list that can be learned with more experience and training. The only reason a bottom skill is relevant is *if it is hindering the student in some way*. For example, if a student has Presenting as one of her bottom skills, and she is in a public speaking class, it is probably causing her stress.

If the bottom skills are *not* hindering the student's life in any significant way, move on.

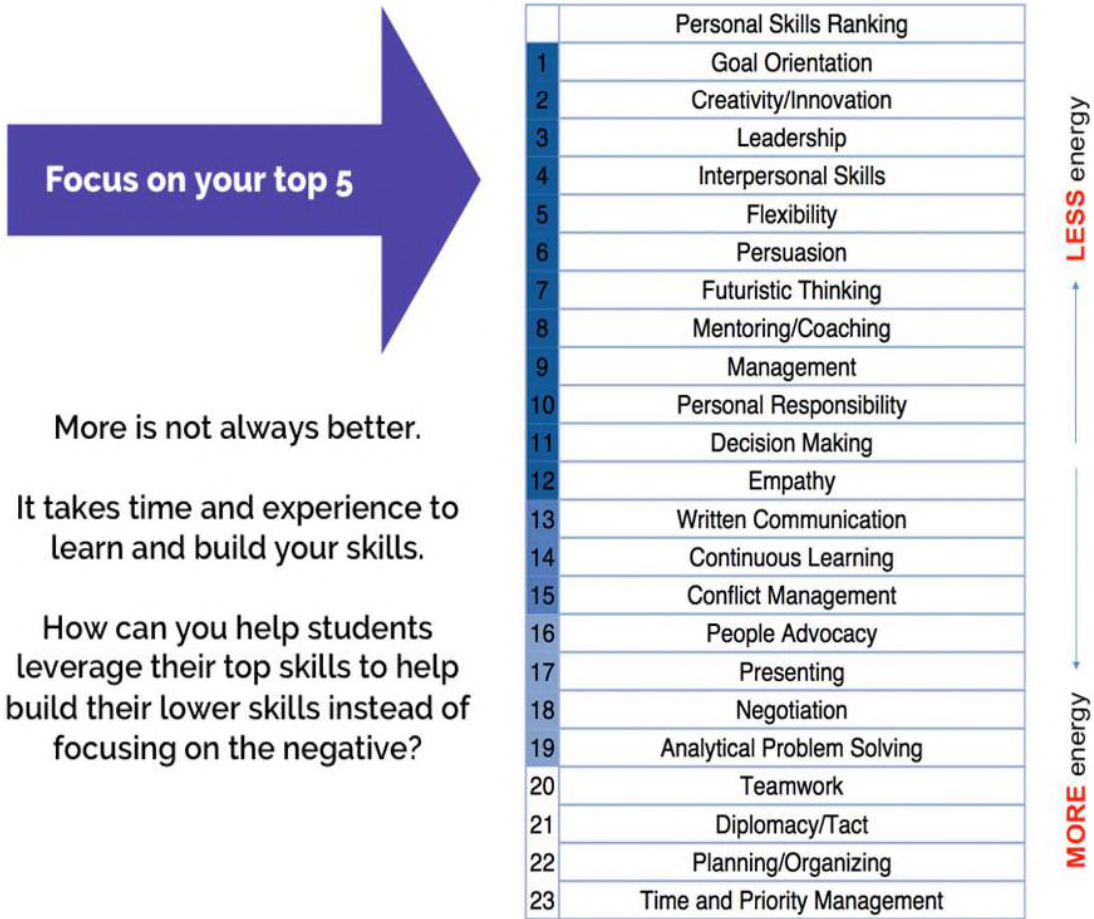
Example: Bottom Skills of Sheri Smith, Indigo CEO.

My bottom skills are reflective of things I've had trouble with since childhood. My father who is a very high Compliance on the DISC scale (I'm a "5") thought I would never make it in life without Planning/Organizing and Time and Priority Management Skills. He would attempt to make me more like him by nagging me constantly about being late and disorganized because he saw the negative consequences to lacking these very important skills. Indeed, my lack of focus on these areas has caused a lot of angry friends, parking tickets, and near missed deadlines.

However, if I judged my self-worth on these areas, I'd pretty much feel like a loser and miss the point that I'm a big picture, fast moving, and fluid leader, which provides great flexibility, an ability to take risks, and allows for creativity.

Now that I understand the Indigo way, I use my strengths and motivators to overcome my weakness when necessary. I plan and organize when we need a strategic plan to move the company forward (Utilitarian Motivator with strong Goal Orientation). I show-up on time when I know I need to be there to help people (Social Motivator with Interpersonal Skills).

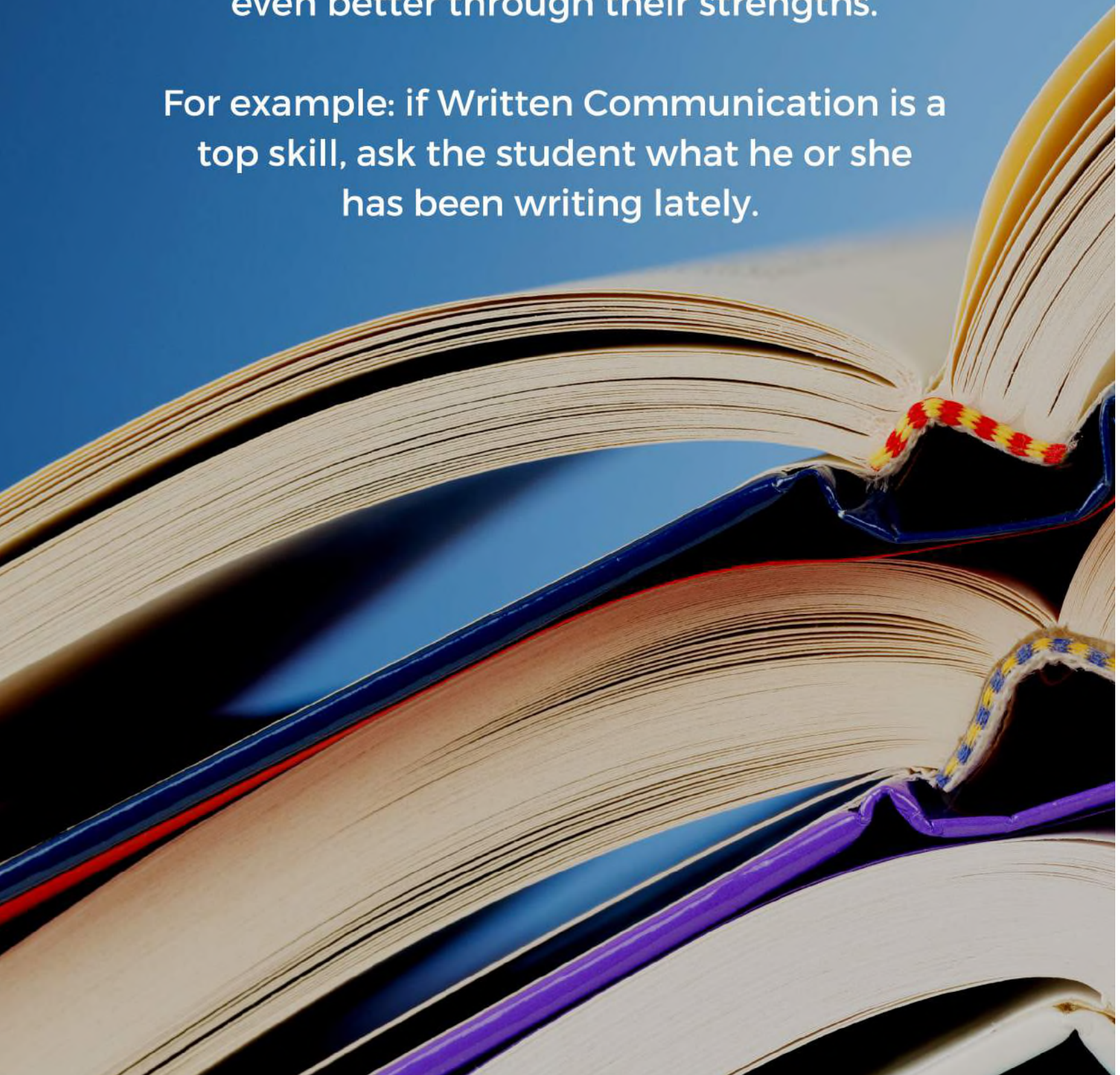
This doesn't mean skills at the bottom can't become strengths. It just means leveraging strengths to mitigate weakness is a lot less painful and effective than the other way around. It also means that students wouldn't want to put themselves in college/career situations where they have to be strong where they are weak. It's the old adage, "If you judge a fish by its ability to climb trees, you've missed the point."



Indigo Tip

Asking students about their top skills is a great way to start a conversation and get to know them even better through their strengths.

For example: if Written Communication is a top skill, ask the student what he or she has been writing lately.



STUDENTS WITH FEW SKILLS

If a student shows very few (or zero) well-developed skills, this does *not* mean they have no skills! This portion of the test measures what *students believe to be* their skills. Students with low self-esteem often rate themselves low and thus show fewer well-developed skills. Even though they don't have many skills well developed, the top skills are still extremely important for connecting with students and encouraging them to use those strengths to develop other skills.

Additionally, keep in mind that students are being compared to an adult average. It takes most people a lifetime to develop these skills, and these students are just starting out. The point is to focus on developing the skills most natural to them, which is why we focus primarily on the top 1-5 skills.

DEVELOPING SCHOOL SPECIFIC NON-ACADEMIC SKILLS

Many of the schools we work with have very specific non-academic skills they seek to hone in their students. For example, Conflict Management, Creativity/Innovation, Decision Making, and Leadership. The data behind the Indigo Assessment can help schools see which skills they are already developing well and which skills seem to need improvement. Since Indigo was originally made for adult populations, the tool works seamlessly with teachers and staff, allowing additional insight into gaps between the students and staff. We find that in many cases students will mirror staff in weak and strong skills.

If you are looking to develop skills on a school-wide basis, see the Indigo 21st Century skills lessons in the back of this book for many activities to integrate into the classroom and focus on developing specific skills.



SKILLS DEFINITIONS AND EXAMPLES

The next section describes each skill measured by the Indigo Assessment in alphabetical order. We find that understanding where students are compared to an adult working population is very powerful for drawing conclusions about student populations and revealing each school's focus areas on non-academic skills.

Note: All of the skills below are organized in *alphabetical order*.
Working adult averages are from November 2015.

ANALYTICAL PROBLEM SOLVING (4.7 avg.): Analyzing, diagnosing, and resolving problems.

- Utilizes logic and systematic processes to analyze and solve problems.
- Defines the causes, effects, impact, and scope of problems.
- Evaluates the potential impact of possible solutions and selects the best one.

CONFLICT MANAGEMENT (5.2 avg.): Addressing and resolving conflicts for positive outcomes.

- Readily identifies and addresses issues, concerns, or conflicts.
- Listens to understand an issue from different perspectives.
- Tries to settle differences fairly.

We find that students who score high in Conflict Management generally have a lot of practice with this in their families or friend groups. It's a great skill to get them talking about their personal experiences and how they can use difficult situations as a positive.

CONTINUOUS LEARNING (6.1 avg.): Taking initiative in learning new concepts and methods.

- Demonstrates curiosity and enthusiasm for learning.
- Actively interested in new technologies, processes, and methods.
- Spends considerable effort on learning.
- Identifies uses for knowledge.

Many times Continuous Learning aligns with a high Theoretical Motivator. If the student has a low Theoretical score, this tends to be an even more remarkable skill that is worth discussing.

CREATIVITY/INNOVATION (4.8 avg.): Ability to formulate new approaches, ideas, concepts, and methods.

- Expresses non-traditional perspectives and/or novel approaches.
- Encourages and promotes innovation.
- Develops and tests new ideas to explain or solve issues.
- Imagines new or revolutionary concepts.

On average, teacher and student populations score below adult averages (which is already quite low) in creativity. We feel like this is one of the unfortunate side effects to standardized testing and encourage all schools we work with to focus on fostering this very important skill. Ask students who score extremely high here for their thoughts on how they would encourage creativity in the classroom. I bet you will get some brilliant ideas!

DECISION MAKING (4.0 avg.): Utilizing effective processes to make decisions.

- Can make tough decisions in a timely manner.
- Creates a rationale for making decisions.
- Willing to correct wrong decisions when necessary.
- Defends rationale for decisions when necessary.

Many high achieving students score low in decision making and tend to have significant stress around the college process. If that is the case, you may want to help students find a decision-making process that works for them and encourage them to make small decisions toward the next step instead of having to plan out their entire future.

DIPLOMACY & TACT (5.9 avg.): Effectively handling difficult or sensitive situations concerning others.

- Maintains good relationships with others through fair treatment and respect.
- Respects diversity in race, national origin, religion, gender, lifestyle, age, and disability.

SOFT SKILLS ON THE RISE



75%

OF EMPLOYERS
THINK SOFT SKILLS
ARE AS VALUABLE
AS HARD SKILLS.



15%

OF EMPLOYERS
THINK SOFT SKILLS
ARE MORE
IMPORTANT.

EMPATHY (3.6 avg.): Identifying with and caring about others.

- Demonstrates genuine concern for others.
- Is sensitive to the emotions people experience.
- Tries to understand the real needs, concerns, and feelings of others.
- Advocates for the interests, needs, and wants of others.

“Empathy” is a very interesting skill. Many students who are naturally empathetic rank low on “empathy”. They feel shocked and dismayed when they see a score that is opposite of their core being. When I dig a little deeper I find that their ability to “feel other people” has generally been painful for them or drains them of the energy they need to take care of themselves.

FLEXIBILITY (4.5 avg.): Ability to adapt to changes.

- Responds promptly to shifts in direction, priorities, and schedules.
- Effective at juggling multiple priorities and tasks.
- Adapts personal style to work with different people.
- Maintains productivity during transitions, even in the midst of chaos.

Students who have high flexibility skills and rank high in Steadiness on the DISC scale tend to do better in school.

FUTURISTIC THINKING (2.8 avg.): Imagining, envisioning or predicting what has not yet been realized.

- Demonstrates an ability to connect the dots and see the big-picture.
- Recognizes, supports, or even champions progressive ideas.
- Envisions possibilities others may not.

Ask students who score high in Futuristic Thinking what they are thinking about or imagining for their future. They usually have some very interesting things on their minds which will give you clues as how to best advise them.

GOAL ORIENTATION (6.8 avg.): Focusing efforts on meeting a goal, mission or objective.

- Establishes goals that are relevant, realistic, and attainable.
- Identifies and implements required plans and milestones to achieve specific business goals.
- Stays on target to complete goals regardless of obstacles or adverse circumstances.

Whether students score high or low in goal orientation, I encourage educators to teach them best practices in Goal Setting. Low scorers need to start with smaller, easy win goals. High scorers need to set more challenging directed goals that are written down and followed up on.

INTERPERSONAL SKILLS (6.8 avg.): Effectively communicating, building rapport, and relating well to all kinds of people.

- Demonstrates sincere interest in others.
- Treats all people with respect, courtesy, and consideration.
- Develops and maintains relationships with many different kinds of people regardless of cultural differences.

This is one of the most widely varying skills, with many students scoring below 2 and many above 8. It doesn't have anything to do with reading people or liking people, it's all about knowing what to do with others in a variety of sticky situations. Interpersonal skills are easily taught but take lots of practice and high-quality instruction.

LEADERSHIP (6.1 avg.): Achieving extraordinary results through people.

- Inspires others with compelling visions.
- Takes risks for the sake of principles, values, or mission.
- Demonstrates optimism and positive expectations of others.
- Delegates appropriate responsibilities and authority, & demonstrates loyalty to constituents.

Students who score high on leadership are often getting practice outside the classroom. Ask them how they identify as a leader and what kind of leader they see themselves becoming post high school.

MANAGEMENT (5.7 avg.): Achieving excellent results through effective use of resources, processes, and people.

- Comfortable making decisions that affect other people.
- Delegates tasks and roles appropriately.

Students typically do not score high on management due to the fact that this isn't generally applicable to their roles. When students do score high here, they typically act as a "manager" in their friend groups or extracurricular activities.

MENTORING/COACHING (6.8 avg.): Guiding and supporting the growth of others.

- Identifies developmental needs. Encourages initiative and improvement.
- Provides opportunities for training.
- Trains, coaches, and mentors others to develop.

Students who score high here generally counsel or advise their friends. You can help them understand how this might translate to real-world job skills.

NEGOTIATION (3.8 avg.): Ability to bargain effectively and facilitate agreements.

- Listens to identify and understand what each party wants.
- Determines what each party is willing to accept in an agreement.
- Develops the terms for an agreement.
- Ensures each party understands the terms of agreement.

Since this is such a business specific skill, it's rare to see negotiation ranked high for students. You might want to ask the student how they developed this skill if you see it ranked as well developed.

PEOPLE ADVOCACY (6.3 avg.): Understanding, defending, and supporting other people's needs and expectations.

- Places a high value on customers and their issues.
- Anticipates customer needs and develops solutions
- Meets commitments made to customers

PERSONAL RESPONSIBILITY (5.5 avg.): Taking initiative and responsibility for personal actions.

- Accepts personal responsibility for the consequences of personal actions.
- Applies lessons learned from past failures toward achieving future successes.

PERSUASION (5.5 avg.): Ability to convince others to change the way they think, believe, or act.

- Builds trust and credibility before attempting to promote something.
- Uses logic and reason to develop arguments that challenge current assumptions, attitudes, beliefs, and behavior.
- Identifies and addresses the barriers that prevent people from agreeing.

Persuasion skills generally correlate with high "Dominance" on the DISC scale. If you are working with students who possess a low "D" score and a high Persuasion skill, it's worth discussing because it's probably something they've been consciously working on.

PLANNING/ORGANIZING (4.8 avg.): Using orderly procedures to meet objectives.

- Works effectively within established time frames and priorities.
- Prioritizes tasks for highest productivity.
- Makes adjustments to plan as needed.

With certain skills, you may know "how" to perform a skill but don't like doing it. For example, planning and organizing is my last skill. I'm actually quite skilled at this task, having planned large conferences and events. However, I dislike the patience and detail orientation required to do such tasks, so my score comes out very low.

PRESENTING (6.1 avg.): Communicating effectively to groups.

- Presents information in ways that makes complex concepts clear.
- Projects authenticity, confidence, conviction, and passion.
- Engages the heart and mind of the audience.
- Communicates in ways that enlighten, educate, challenge, and persuade the audience to think, believe, or behave in a specific way.

Presenting is one of the easiest skills to develop in an academic setting by simply asking students to teach the rest of the class by presenting topics that correspond to desired learning. Students learn better this way and also gain valuable presenting skills.

TEAMWORK (6.3 avg.): Working effectively and productively with others.

- Meets agreed-upon deadlines for team assignments and commitments.
- Supports team decisions.
- Behaves in a manner consistent with team values and mission.
- Provides constructive feedback to team and its members.

TIME AND PRIORITY MANAGEMENT (4.4 avg.): Ability to manage time and priorities, maintaining self-control.

- Prioritizes activities as necessary to meet goals.
- Keeps working toward goals without direct supervision (self-directed learner).

WRITTEN COMMUNICATION (5.4 avg.): Writing clearly and getting thoughts across effectively.

- Writes in ways that make abstract concepts clear.
- Succinctly presents viewpoints and arguments.
- Achieves communication objectives by organizing information in logical sequences that lead readers to come to natural conclusions.
- Adjusts writing style to specific audiences as needed.

*Students scoring high in “**Written Communication**” generally love to write and do it as a hobby. Students scoring low may or may not have high academic scores in this area but either way, they do not enjoy the act of writing.*



Skills Overview

Indigo's 23 "21st Century Skills"

Analytical Problem Solving, Conflict Management, Continuous Learning, Creativity/Innovation, Decision Making, Diplomacy/Tact, Empathy, Flexibility, Futuristic Thinking, Goal Orientation, Interpersonal Skills, Leadership, Management, Mentoring/Coaching, Negotiation, People Advocacy, Personal Responsibility, Persuasion, Planning/Organizing, Presenting, Teamwork, Time and Priority Management, Written Communication

Reading the Skills Section

- Take note of students' top skills.
- Look at Motivators and Behaviors: do the top skills tie in with these?
- Look at low skills: these are areas of low confidence.

Key Tips

- Emphasize students' top skills.
- Stress that skills can be improved over time.
- Having more skills is not necessarily better than a having a few strongly developed skills leveraged appropriately.



BET ON YOUR
STRENGTHS
AND SKILLS

STOP
WASTING
TIME ON YOUR
WEAKNESSES



PERCEPTIONS

PERCEPTIONS: DEEPEN UNDERSTANDING

INTRODUCTION

One of the sciences, the Hartman Value Profile, also called “perceptions” in the Indigo Survey measures how students perceive their external and internal worlds. We find that this data points to the social emotional state of the student at this moment in time. Because the information is sensitive and easily misinterpreted, we do not include the data in the Indigo Report. Only authorized counselors, trained staff, and administrators have access to this information in the dashboard.

INTERPRETING PERCEPTIONS SCORES

Social emotional scores are the context by which you will approach this student. Essentially, the social emotional scores are describing the way this student “perceives” both their external and internal world at this moment in time. It gives you a snapshot into how they are currently making decisions and focus areas. These scores help you understand how students feel about their lives right now, how they perceive themselves, and whether they see the world around them negatively or positively. This is important to understand because if they aren’t feeling good inside or aren’t seeing the world around them clearly, your message may not be resonating.

DISCLAIMER

Only authorized school personnel have access to social emotional indicators. The scores are not shown on the Indigo Report to avoid students misinterpreting or reacting negatively to their scores. This information will only be placed in the hands of school personnel who can use the information to help students.

NOTE: *If students receive scores under 4 in every area, it is possible that they did not take the assessment seriously—that they filled in random answers. If that is not the case, then the student is experiencing some very serious difficulties in their life.*

HISTORY OF THE SOCIAL EMOTIONAL SCORING SECTION

TTI developed the Social Emotional Scoring Section based on the work of Robert S. Hartman. Dr. Hartman was born in Berlin on January 27, 1910. He attended the German College of Political Science, the University of Paris, the London School of Economics, and Berlin University. From 1934 to 1941, still under surveillance by the Nazis, he was Walt Disney's representative, first in Scandinavia, later in Mexico and Central America. In 1938, he and his wife, and son, left Europe for Mexico. They lived there until their immigration in 1941 to the United States, where they later became citizens. After immigrating to the US, Dr. Hartman taught at numerous universities and held more than fifty lectureships around the world.

As a Jew from Nazi Germany, Hartman's life-long quest was to answer the question, "What is good?" He sought to answer the question in such a way that good could be organized to preserve and enhance the value of human life. He believed that he found this answer in the axiom upon which he based his science of Axiology, "A thing is good when it fulfills its concept." His formal axiology, as the ordering logic for the value sciences, receives its most complete expression in his major work, *The Structure of Value: Foundations of Scientific Axiology* (1967).

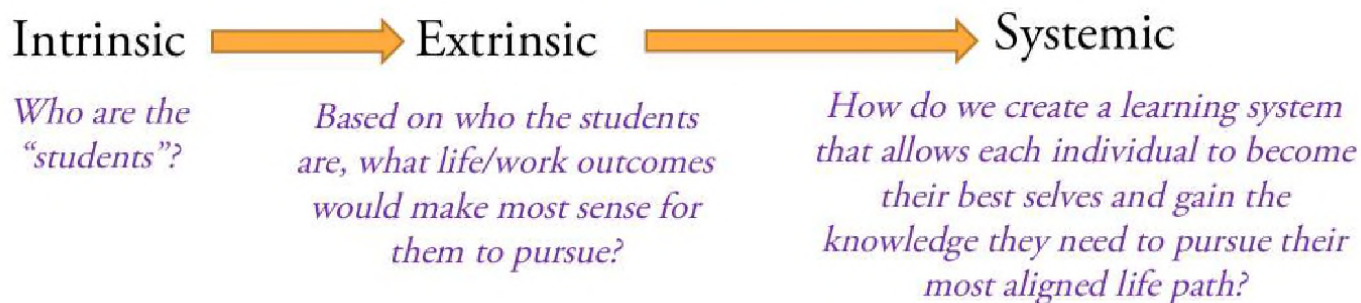
Dr. Hartman was nominated for a Nobel Prize, and his ground breaking mathematics-based assessment test, the Hartman Value Profile, is one of the components of the Indigo Assessment. He identified three classes of value as follows:

Systemic: These are thoughts that are conceptual and theoretical in nature. They may involve systems, procedures, and compliance. In a school, these could be represented by the strategic plan, state and federal compliance structures, and the methodologies to be followed.

Extrinsic: Extrinsic things can be measured, compared, assessed, and identified. In a school, these would be the tasks, grades, standardized tests and metrics by which students are ranked.

Intrinsic: The intrinsic involves "infinitely valuable" things like people, knowledge, freedom, courage, and integrity. In a school, these are the humans that are involved in education. The idea of an intrinsic-based education system is the foundation of everything we do at Indigo as is described in the graphic below.

Hartman Underpinnings



INDIGO TIP

When a student has low internal, your **top priority** in a first-time conversation is for them to walk away thinking and feeling something **positive** about who they are.



WHAT ARE PERCEPTIONS?

Indigo's social emotional scores, or "Perceptions", measure how students perceive both their internal and external world at this moment in time.

HOW TO APPROACH THE SCORES

It is important to note that high scores are not necessarily "better" than low scores, and vice versa.

While Indigo provides insights into each person's unique values, behaviors, feelings, and perceptions, Indigo never attempts to make value judgments about those observations.

When having a first-time conversation with a student about their Perceptions scores, your goal is not to label them or even try to improve them. Your goal is simply to understand them and use the results as a powerful conversation starter in order to increase mutual empathy and trust.

HOW DO I READ PERCEPTIONS?

There are six Perceptions, three internal and three external. In general, scores are to be read as follows:

- Scores from 0-4 are considered "low clarity" scores.
- Scores from 4.1-6 are considered "moderate clarity" scores.
- Scores from 6.1-8 are considered "typical clarity" scores.
- Scores above 8 are considered "high clarity" scores.

There will also be a +, - or O next to the score. This describes how a student feels about him- or herself and the world around them. + is a positive bias, - a negative and O is neutral. Think of bias as a feeling or an over/under emphasis in that dimension. The lower the score the more bias impacts someone's decision making process. More information about bias is in the chart in two pages.

INTERNAL VS. EXTERNAL

External scores: These show you *how clearly the student is seeing the world around them*—the external world of people, places and experiences.

IMPORTANT: If external scores come out unusually low and that doesn't seem true of that student, it typically means:

- 1) This student did not complete this section of the assessment correctly.
- 2) Their way of looking at the world cannot be mapped with this tool, which means they are probably extremely outside of the box in their thinking.

Internal scores: These help you understand *how clearly this student perceives themselves*. Our Social Emotional Support List (formerly Blue List) is derived mainly from these scores.

If someone has overall *low internal scores*, they will probably:

- Have a negative filter when it comes to personal comments about themselves.
- Hear what you say about them in a negative light, even if you mean it positively.

When having a conversation with this student:

- Work extra hard to help them see their strengths.
- Be careful to phrase your comments in a positive way.
- Stay away from topics that could be construed as negative.
- Use phrasing, tone of voice and body language to convey that this student is special and valuable.

Note: These scores and biases can change depending on your life experiences. Average scores for adults are lower internally than externally due to our Western culture's external focus. Usually students have even lower scores internally because it's a time of change, and they are just now defining who they are.

DISCLAIMER: Indigo is not meant to be used as a psychological or predictive tool - just indicators of how this student might be perceiving the world and themselves at this point in time. Your own experience with a student and good sense ALWAYS overrule what the data shows, but this can give you a starting place to explore and experience powerful dialogue.

<p>SENSE OF SELF (internal)</p> <p>ROLE AWARENESS (internal)</p>	<ul style="list-style-type: none"> • “How clearly do I see myself?” • “How do I feel about myself?” • + Bias: Focused on self or feel like they’ve “arrived” • - Bias: Desiring self-improvement • O Bias: no strong leaning <ul style="list-style-type: none"> • “How clearly do I see my various roles in life?” • “How do I feel about my roles in life?” • + Bias: Satisfaction and connection with roles • - Bias: Confusion or questions with current roles • O bias: Mixed feelings about current roles in life
<p>SELF DIRECTION (internal)</p>	<ul style="list-style-type: none"> • “How clearly do I see my future self?” • “How do I feel about my future self?” • + Bias: Confidence and positivity toward future • - Bias: Lack of direction, questions about future • O Bias: Not strong / not consistent feelings
<p>UNDERSTANDING OTHERS (external)</p>	<ul style="list-style-type: none"> • “How clearly do I see people?” • “How do I feel about people?” • + Bias: Positive, optimistic attitude toward people • - Bias: Less trusting, distant attitude toward people • O Bias: Neutral, case-by-case attitude toward people
<p>PRACTICAL THINKING (external)</p>	<ul style="list-style-type: none"> • “How clearly do I see tasks?” • “How do I feel about getting things done?” • + Bias: Positive, engaged in current tasks • - Bias: Frustration, disengagement, unrealized potential • O Bias: Discern how you feel about tasks based on circumstances
<p>SYSTEM JUDGEMENT (external)</p>	<ul style="list-style-type: none"> • “How clearly do I see systems?” • “How do I feel about systems?” • + Bias: Positive about systems, respect them • - Bias: Negative about systems, resist or do things differently • O Bias: Balanced feeling towards systems

A FEW GENERAL NOTES:

1. Balance is super important in the scores. Look for places where the scores are out of balance for clues as to what is most important to focus on.
2. If a score is much higher than all the others, this will be the lens by which that person makes decisions. If a score is much lower than all the others, it is typically a blind spot or another dimension is leveraged to compensate.
3. Bias matters more the lower the score.

Think of all the Indigo components like a car:

- a. DISC is how people show up, what the car looks like. Is it a fancy sports car, a sturdy truck, etc.
- b. Motivators is the engine that powers the car. How fast will it go and what kind of fuel does it need?
- c. Skills are all the features in the car you can add on. Heated seats, stereo, custom paint, etc.
- d. Perceptions are the conditions the car is driving in right now. Is it rainy, clear and sunny, dirt road with potholes or the autobahn?

COMMON PATTERNS

4 or under all the way across (both external and internal): either this student just randomly ranked the statements or they are in a state where everything is extremely unclear to them right now. This could be a state of transition, hopelessness, giving up, feeling lost and not really knowing how to make good decisions.

External scores very low and internal scores average or above: This student likely sees the world in a very unique fashion. Typically, through a specific lens that matter to them most. Try to understand their unique perspective and help them build bridges so that other people can understand where they are coming from.

Average or high external scores with low internals: These may be your high achieving students who you don't realize are struggling to find their self-worth and purpose.

Sense of self score that is more than 2 points higher than Understanding Others: This person will see the world through their own lens. They are typically the most important thing to them and don't understand why others don't think the way they do. Does not mean they are a narcissist or egotistical, just means they think of their intrinsic-self first before deciding which can manifest in many ways.

Sense of Self Score 2 points or more lower than Understanding Others (especially if UO is the highest score overall): This person will consider the needs of others before their own when making a decision. If Sense of Self is under 5 it might even be at their own detriment.

Systems judgement 6.6 or below with a negative bias: Will likely respond negatively to authoritarian structures or figures. Try to come from a place of equals when speaking with them.

Sense of self below a 5.0 with a Role awareness over a 7.5: Student does not see himself clearly and places self-worth in the “role” they are strongly identifying with right now. This could be a sport, friend group, job or activity. It’s important that you understand what specifically this “role” is so you know where the student is coming from. Then you can begin the process of helping them see themselves as a valuable individual separate from this role.

Internals all under 5 plus generally low skills: Very low confidence in ability to do things well, however if any skills are developed it’s important to leverage those to improve confidence and other skills. Typically, their own worst critics, so any words spoken could be perceived as critical and will be amplified.

Self-Direction over 8 with a positive bias – This person is on a mission! They are going places and you want to figure out where they want to go and help them get there as they are driven to make it happen.

CONCLUSION

The overarching goal of this data is to enrich meaningful dialogue with students. This explanation is not comprehensive. Some aspects of the Perceptions data require help to fully grasp. The Indigo Knowledge Desk is available to answer specific questions.



Section 3:

INDIGO PROGRAMS

INDIGO INTEGRATION

INDIGO PROGRAMS: GENERAL IMPLEMENTATION GUIDE

INTRODUCTION

Many educators ask me, “what is the best way to implement Indigo?” This is a difficult question to answer because just like individuals are so vastly different, so is every school, community, and unique group of humans facilitating the implementation. Working deeply in a wide variety of schools over the past 6 years, we have developed some implementation techniques that are shared in this section.

FUNDAMENTALS OF INDIGO IMPLEMENTATION

1. **Committed leader:** In order for any sustainable change to happen in Indigo schools, the leader must be committed to the idea that knowing students and meeting them where they are matters.
2. **Small but mighty group of early adopters:** We find having at least 3 teachers, counselors or other staff members who are willing to get certified and become the local “Indigo Experts” are critical for building a solid foundation and momentum.
3. **Intrinsic mindset:** Having a desire for intrinsic mindset is critical (even if it’s not totally there yet). We define intrinsic mindset as believing that each individual is valuable by simply being themselves. There is inherent value in every single person and their purpose is to make that value real in the world. We still believe outcomes like test scores matter (extrinsic mindset) and doing necessary state/federal compliance matters (systemic mindset) but never at the expense of people living their full potential.
4. **Systemic Embedment:** Because the “system” is such a big part of education today, we find that Indigo must become an established part of systemic tasks that are already existing in order to be used at scale. For example, integrating Indigo into a required course or curriculum is always recommended. Or adding Indigo components to a student portfolio or senior capstone project. Many schools have looking up a student’s Indigo as part of a formal and embedded part of their RTI, MTSS or behavior based intervention processes. Indigo is also included in IEPs and parent conferences at many of our schools. The following page shows an example of how a school might spend three years embedding Indigo into their culture.

Sample 3-Year Full Indigo Integration for a Middle/High School

Timeline	Staff	Students	Leadership/ Data
Year 1: Emerging			
<i>Students, Staff and Leadership are just getting familiar with Indigo language, each other on a deeper level, brainstorming applications, and reviewing data to align school strategic plan, and post-secondary planning to the strengths of teachers and students in the school.</i>			
Year 1: Fall 2018	<ul style="list-style-type: none"> All Staff Team Building PD. Curriculum Integration PD with teachers using Indigo in their classes. 	<ul style="list-style-type: none"> 9th graders take Full Indigo, write a “Who am I” essay, use for ICAP, map HS courses to desired career. 	<ul style="list-style-type: none"> Define Key Success Metrics. Appoint Internal Indigo Ambassadors. Take Indigo and participate in PD.
Year 1: Spring 2019	<ul style="list-style-type: none"> Counselors receive deeper training on Indigo SEL, MTSS applications and post-secondary planning. 	<ul style="list-style-type: none"> 7th graders take IndigoMe, write a strengths essay, use for ICAP. 11th graders take Full Indigo, write a college essay, use for ICAP. 	<ul style="list-style-type: none"> Review data. Design Interventions for Year 2. Evaluate success metrics, and redefine for Year 2.
Year 2: Incubating			
<i>All students have now taken Indigo. More staff are using the dashboard and finding their own ways to integrate into the classroom. Students are beginning to find their voice and influence their own learning and pathways. Leadership is empowering “intra-preneurial” staff and students.</i>			
Year 2: Fall 2019	<ul style="list-style-type: none"> Indigo PLC formed for staff who want to take the learning deeper. New staff take Indigo. 	<ul style="list-style-type: none"> New 9th graders. Use Indigo for senior-year post-secondary planning. Post Survey. 	<ul style="list-style-type: none"> Identify intra-preneurial students and staff members and host a focus group to co-create new innovations.
Year 2: Spring 2020	<ul style="list-style-type: none"> Counselors dive deeper on practical applications of the dashboard and record success stories. 	<ul style="list-style-type: none"> New 7th graders. New 11th graders. All students have now taken Indigo. Track post-secondary data of seniors. 	<ul style="list-style-type: none"> Review data. Design Interventions for Year 3. Evaluate success metrics, and redefine for Year 3.
Year 3: Flying			
<i>Several key staff members are certified in Indigo and able to onboard new students and staff on their own. Self-Awareness, Career Readiness, and Personalization are becoming deeply embedded in the school culture and an iterative, adaptive approach to learning is beginning.</i>			
Year 3: Fall 2020	<ul style="list-style-type: none"> Interested teachers become certified in Indigo to train other staff. New staff take Indigo. 	<ul style="list-style-type: none"> 9th graders (took in 7th). Use Indigo for senior-year post-secondary planning. Post Survey. 	<ul style="list-style-type: none"> Design a sustainability plan for embedding Indigo with little outside assistance.
Year 3: Spring 2021	<ul style="list-style-type: none"> Counselors have developed a library of best practices based upon experiences with actual students. 	<ul style="list-style-type: none"> New 7th graders. 11th graders (took in 9th). Track post-secondary data of seniors. 	<ul style="list-style-type: none"> Review longitudinal data. Formally empower intra-preneurial leaders to “own” new initiatives.

THINGS YOU CAN DO WITH INDIGO BY SUBJECT

Any Class:

1. **Communication Do's and Don'ts** – pick your top ways you'd like to be communicated with and not from your Indigo report and share with someone who has an opposite DISC style. Explore how different behavioral styles need different forms of communication. Assign homework to do this with a parent and relative and write a reflection paragraph.
2. **Study Tips** – look through the study tips, pick one you want to try. Measure results.
3. **Time Wasters** – look through time wasters, find one that affects you the most, figure out techniques for avoiding them.
4. **Growth Mindset** – look at skills, teach how brain science proves you can learn any skill. Pick one skill toward the bottom. Teach kids how to use schemas already in place from top skills to relate to bottom skills and come up with strategies to grow in one bottom skill. Measure progress. Can also do this for parent teacher conferences.
5. **Integration with many subjects** – integrate the lessons with other teachers so they all flow together. For example, English class can write the “who am I essay”, Art Class visualizes that essay, Math class quantifies that expression, health class explores how to deal with stress based on who you are and history allows you to have a sense of being part of something much bigger happening in the world and relating yourself to historical characters.
6. **Building Diverse Teams** – DISC is mainly used as a team-building tool in corporations. Teach this kids about forming and building diverse teams by having them work on a project together in a diverse team in any subject. Ask the kids to choose roles based on DISC and skills and reflect on how their experience was different using these tools vs. just randomly picking people or your friends (which tend to be like you).
7. **Differentiate Assignments based on Motivators** – Make sure assignment options and lesson blocks appeal to all 6 motivators, with student agency in choosing how they want to pursue the work.

English:

1. **“Who am I essay”** - write using words from Indigo to describe themselves and their unique strengths in the world.
2. **Write your eulogy** - describing what they would want people to remember about them at their funeral.

History:

1. **Character Comparisons** - Pick the historical characters you most like and most dislike. What are their DISC Styles and motivators? How does this compare with yours? How did their DISC and motivators help/hurt their roles in history?

2. **Leadership Styles** - Pick examples of leaders in history that have different DISC styles. How does their leadership differ from other styles? What are the pros and cons of each style? Based on what you learned, what kind of leader do you identify with most and how do you envision yourself leading?

Art:

1. **Visual Identity Project** - Create a visual expression of who you are – can use paper, video, music, acting, poetry, graphic design, painting, etc. Students have to describe why they chose the medium and how it expresses their self.
2. **Social emotional** – Art class is one of the best ways to work on processing social emotional struggles and expressing feelings through creative self-expression. Ask us for ideas as we have several teachers doing this.

Health:

1. **Workout strategies** - Based on your DISC style and Motivators, think about some exercise tips that would work for you to be more effective and consistent. *I.E. High Ds enjoy competitive sports, High Aesthetics might prefer doing yoga or being outside, High C's need a plan and tracking method, High I's could work out with friends, High Utilitarians need practical reasons for working out, High Socials might want to help friends.*
2. **Stress and Natural and Adapted DISC** – look at your natural vs. adapted DISC style and see if you are adapting more than 20 points in any area. If so, how is this stress affecting your life and what strategies can you use to change that? If you aren't adapting more than 20 points, what situations cause you to adapt and cause stress and what are some ways you can cope with stressful situations? This is a great one to accompany stress coping strategies lessons.

Math:

1. **Learn math techniques with Indigo data** - Request anonymous data from Indigo to use in your math class. You can run statistical correlations, look at averages on class data, how do your findings relate to what you see at school, the world, etc. Can also look at your own data compared to national averages. Where are you most different from others (use algebra equations)? You can also teach standard deviations with Motivators.

College and Career Readiness:

1. **Write a college entrance essay** using Indigo words for context.
2. Create a **resume** and use for **Interview Prep** (*i.e. Ideal Work Environment & Things you May want from Others Pages*).
3. **Backwards Career Planning** – Research jobs you are considering. Find majors and paths on Indigo that correlate to getting those jobs. Research which colleges and schools offer those majors. Look up people who have those jobs on LinkedIn and look at their career path and ask them for advice. LinkedIn also good for **networking** – the #1 skill necessary to get jobs (one of the *most important things you can teach students to do for life long success.*)

INDIGO PROGRAM

Most Popular Indigo Activities

IP-1	Strengths Wall	74
	<i>Students explore their strengths, and the strengths of their classmates, and understand the diversity of skills in the classroom and how that can benefit the class/group dynamics.</i>	
IP-2	Personal Style	75
	<i>Students explore their behavior and communication style and the styles of their classmates.</i>	
IP-3	Motivator Statement	76
	<i>Students understand the importance of their top two Motivators and reflect on how they show up in their own life.</i>	
IP-4	Diving Deeper into the Skills Report	77
	<i>Students understand their skills, how to utilize these skills, and ways to develop the skills that come less naturally by tapping into their top skills.</i>	
IP-5	The Mirror	78
	<i>Students explore strength, style and passion statements about themselves and better understand some of their own uniqueness.</i>	
IP-6	Personal Statement	79
	<i>Students think about who they are, what they stand for and what they want for themselves.</i>	
IP-7	Personal Reflection Essay/Art Piece	80
	<i>Students express themselves while exploring their Indigo traits.</i>	
IP-8	HARD Goals	81
	<i>Students begin an organized process towards a career goal.</i>	
IP-9	Using Indigo to Write a Resume	83
	<i>Students start a resume.</i>	

IP-10 Mock Interview 84

Students practice using Indigo language that describes their strengths and skills, how to describe themselves in an interview and how they can be successful in a work environment.

IP-11 Group Dynamics 85

Students understand their strengths and value to a team, and also understanding others' strengths and value to a team.

IP-12 College or Personal Essay 87

Students learn how to use accurate, personal, and positive language to advocate for themselves in writing.

IP-13 Genius Hour 90

Students have an opportunity to pursue what they have learned about themselves from their Indigo Report and create something that is uniquely their own.

Other Resources

Unpacking The Indigo Report 92

A process by which you can lead students (in different grades) through each page of the Indigo Report.

Common Indigo Combinations 100

Examples of how the 3 Indigo Sciences come together in common patterns. .

Strengths Wall

IP-1

The Goal: To let students explore their strengths, and the strengths of their classmates; to understand the diversity of skills in the classroom and how that can benefit the class/group dynamics.

Materials:

- Summary page of the Indigo Report
- Post-it notes
- Markers/Pens



Part 1: Have students look at the “Strengths” and “Values to a Team” sections on their [Indigo Summary Page](#). Instruct them to pick one from each section and write them down clearly on a post-it note.

Part 2: Designate a place in the classroom where students can put up their post-it notes. Once all students have written a Strength and Value to a Team, have students share their strengths. You can use one of the methods below or your own design.

- I. Ask students to volunteer to share what they wrote down by stating it out loud and putting their note in the designated area. When everyone who chose to share out loud have finished, all other students should post their notes as well
- II. Have all students post their notes in the designated area and choose a few to read out loud.

NOTE: You can also do a full Indigo wall where students and teachers post their entire Indigo summary page on the wall and circle or highlight the strengths they most agree with.

Optional Follow-Up Activity:

The Goal: To allow students to explore strengths they do not have as a way of valuing them in others.

Activity: Students go up to the Strengths Wall and pick one strength that is not a strength for them personally and that they want to develop. Have them pair up with a student who has this as one of their strengths. When everyone is paired up, or in small groups, each student who has that strength should share about it – how they use it, how it helps them, how they got good at it and/or how they will continue to grow the skill.

Personal Style

IP-2

The Goal: To allow students to explore their behavior and communication style and the styles of their classmates. They will be able to explain the benefits and struggles of each component and describe how their specific combination shows up for them.

Materials:

- Summary Page of the Indigo Report
- DISC Reference Sheet (from the Indigo Report)
- Access to online DISC videos



Part 1: DISC/Behavior Style is at the core of how we communicate and express ourselves. Students may have already learned about DISC from a workshop or another activity. If not, start by going to {{insert shortened URL}}.

- Watch the 4 DISC videos, 1 for each DISC bar. In the videos, students describe each behavior style and how it shows up for them.
- For additional information, go to <http://www.indigoproject.org/indigo-experience> and watch the DISC videos there. There is a video for High and Low qualities of each DISC bar.

Part 2: Once you are confident that students are familiar with each of the DISC styles and how to describe them, ask the group –

What stands out about your personal behavior/communication style? How do the DISC bars show up for you?

Students can respond in a variety of ways:

- Ask students who are willing to share their response to the question to do so without revealing their actual DISC scores. When each student finishes sharing, the other students guess which DISC indicators that student has based on the description.
- Students write out their response to the questions and turn it in. They can share it out loud, or not.
- Have students create an art piece that show/describes their behavioral style. Allow students to share with the class and potentially display them in the classroom.

Motivator Statement

IP-3

The Goal: For students to understand the importance of their top two Motivators and reflect on how these show up in their own life.

Materials:

- Summary Page of the Indigo Report
- Motivator Reference Sheet from the Indigo Report
- Motivator Section of the Indigo Report
- Access to the online Motivators video library



DO IT WITH
PASSION
OR NOT
AT ALL.

Part 1: Students may already have had the opportunity to learn about the Indigo Motivators from a workshop or another activity. If not, start by going to <http://www.indigoproject.org/high-school-motivators/> . First, watch the first video on the page, which is an overview of the Motivators. Then, watch the videos for the six Motivators, or direct students to watch the videos of their top two Motivators on their own.

Part 2: Once you are confident that students are familiar with what their top Motivators mean, ask them –

What do your top two Motivators mean to you? How do they combine and show in your life?

Students can respond in a variety of ways.

- I. Ask students who are willing to share their response to the question to do so without revealing their actual top Motivators. When each student finishes sharing, the other students guess which Motivators that student has based on the description.
- II. Students write out their response to the questions and turn it in. They can share it out loud, or not.
- III. Have students create an art piece that show/describes their Motivator Statement. Allow students to share with the class and potentially display them in the classroom.

Diving Deeper into the Skills Report IP-4

The Goal: To help students understand their skills, how to utilize these skills, and ways to develop the skills that come less naturally by tapping into their top skills.

Materials:

- Skills Page of the Indigo Report
- Access to online Indigo Skills video library



Part 1: Have students turn to their list of skills and look at the top 5 on the list. They should pick one that they agree is one of their top skills and watch the associated video found on the website <http://www.indigoproject.org/indigo-skills-videos> on their phone or computer. Based on the video, students should answer the following prompts:

1. Describe this skill in your own words.
2. How do you use this skill in your life now?
3. What can you do to get even better at this skill?

Part 2: Have students turn to their list of skills and look at the bottom 5 on the list. They should pick one that they would like to improve and watch the associated video found on the website <http://www.indigoproject.org/indigo-skills-videos> on their phone or computer. Based on the video, students should answer the following prompts:

1. Describe this skill in your own words.
2. Why do you want to get better at this skill?
3. What can you do to get better at this skill?

Part 3: Once all students have responded to the questions above, ask students to share their definitions and how they can use some of their top skills to improve the lower skill they would like to get better at. You could expand this activity by having students create a creative expression of each skill and display them.

Optional Prequel or Add-On Activity: Divide the class into groups and divide the skills between the groups. Have each group watch the video(s) associated with their assigned skills and report back to the class what each skills means, how it is used, and why it is important.

The Mirror

IP-5

The Goal: Too often, student’s minds become inundated with their deficits and they lose sight of what is amazing and unique about them. The purpose of this activity is to allow students to explore strength, style and passion statements about themselves and better understand some of their own uniqueness.

Materials:

- About Me page of the Indigo Report



Part 1: The “About Me” section of the Indigo Report is also referred to as “The Mirror”. It is the longest narrative and is able to create a three-dimensional picture of a person, with more color and flavor than bullet point statements provide.

Have students pair or triad up (group of 2 or 3) and exchange report pages. Students should sit close to each other, shoulder to shoulder, facing opposite directions. One student will then read the “About Me” section belonging to the other student next to them. They should read at a slower pace, deliberately pausing between statements to allow the other student time to take it in. When the reading is complete, students should switch roles and do it again.

Part 2: To complete this activity, ask “What was that like for you?” or “How did it feel to hear those things about yourself?”. Students responses can be done out loud or written.

Optional Add-On: Once students get back their own reports, have them read through the About Me page to personalize it and make it even more their own.

- Highlight statements that feel the most true or that they are especially proud of.
- If there are statements that they feel are not entirely true, consider how they can be re-written to make them true or cross them out.

Once students have personalized this page, they should share them. This can be done out loud or written and displayed.

Personal Statements

IP-6

Note: This activity can also be done as a Mission Statement, Passion Statement, Leadership Statement, _____ Statement. Use what works best for your group of students.

The Goal: To familiarize the students with their Indigo Reports, and what traits make them unique. This activity will help students think about who they are, what they stand for and what they want for themselves.

Materials:

- Summary Page of the Indigo Report *(or Full Report)*

Part 1: Using their Summary Page or full Indigo Report, students should make notes for each section below.

Strengths & Value to a Team (Choose 2): Students should review the Strengths and Value to a Team section of their Summary Page, selecting the two that stand out, resonate, or simply “feel most like me” to them.

Motivated By (Top 2), how do they show up for you: This is essentially the “Motivator Statement” activity from page XX. Use those instructions to help guide students.

Core Behavior (DISC) Style Descriptions: Students should answer the following: Consider what you know about each DISC indicator. What stands out to you about your own behavior style? What behaviors make you, you?

Top Skills (Choose 2 or 3): The Indigo Skills listed are 21st Century skills that employers are looking for. Students should reword their top skills to fit how they show up for them and how they use the skills.

Part 2: Now it’s time to bring it all together. Combining pieces from at least 3 of the sections above, students should create a statement that begins to describe what they are all about, what they stand for, and what they are known for or want to be known for.

Part 3: Once students have created their Personal Statements, they should share them. This can be done out loud or written and displayed.



Personal Essay/Who I Am Art Piece

IP-7

The Goal: This activity gives students a chance to express themselves while exploring their Indigo traits. The options of either an essay or art piece allows students with different skills, Motivators, and styles to reflect themselves using their preferred method.

Materials:

- Indigo Report
- Art Supplies



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The purpose of this activity is to allow students free expression and exploration of their Indigo Report. The activity can be completed in of two ways:

Option 1: Use the Indigo Report to write a personal reflection essay.

- I. Students should focus on their DISC profile, top two Motivators, last Motivator, and either communication styles or ideal work environment. The “Your Style” page is another great resource.
- II. The essay should describe the student’s results in these categories. Also encourage the student to expand upon these results with their own thoughts on the report and how it impacted how they view themselves. Personal stories or experiences that support statements from the Indigo Report are a great addition.

Option 2: Create a “Who Am I” art piece.

- I. Students should have freedom to exhibit how they feels about themselves, while incorporating the results of their Indigo Report, through whatever artistic medium the student chooses.

HARD Goals

IP-8

The Goal: The goal of HARD Goals is to begin an organized process towards a career goal. Sometimes it's hard to wrap your head where to start, so this activity gives you step-by-step instructions on how to make a career goal into a career path.

Materials:

- Full Indigo Report
- HARD Goals worksheet (next page)

Part 1: Students should look through their **Potential Degree Matches** section in the Indigo Report and highlight those that look interesting. Think about what careers might go along with these majors, and think about other careers that interest them. Write down the potential careers (around 5-10) on a piece of paper.

Part 2: Now ask students to review their **Motivators and Skills** sections. Based on their top two Motivators and top skills, they should eliminate all but 2-4 career options that were written down. *For example, a High Traditional with a strong set of principles around family might want to stay away from a career that would keep them away from family via long hours or working weekends.*

Part 3: Now, students should research their selected careers. Some online research sources are:

- O*Net Online: <https://www.onetonline.org/>
- Bureau of Labor Statistics: <https://www.bls.gov/>
- My Plan: <http://www.myplan.com/majors/what-to-do-with-a-major.php>
- Career One Stop: <https://www.careeronestop.org/>
- Careers.org: <http://www.careers.org/>
- Job Star Central: <http://jobstar.org/tools/career/spec-car.php>
- Occupational Outlook Handbook: <http://www.bls.gov/ooh>
- Salary.com: www.salary.com

Part 4: Give students a copy of the chart on the next page to complete. Even though the goals are called HARD goals, it should be completed in the order A, H, D, and R. This will provide a broad-to-specific approach to defining a career path.

A Picture your career in one year, three years, five years, and ten years. What does it look like? What do you do every day? With whom do you interact? How is your day structured?

D The work you're doing in this vision will likely require skills and/or knowledge beyond what you have now. Name at least three of the most important skills required for what you'll be doing, and how you'll gain those skills and/or knowledge.

H Reflect on the situation you just described above. Why do you want this vision? Give three reasons why. These reasons could be self-motivated, externally motivated, or simply personal.

R In order to bring this goal to life, what would you need to accomplish in six months? What about in the next three months? The next month? What's one step you can take today to start your journey toward achieving this goal?

Using Indigo to Write a Resume

IP-9

The Goal: To help students start a resume.

Materials:

- Full Indigo Report
- *Optional: Sample resumes*



Part 1: Use the sentences below as a framework to help students create their own statements that are true for them. Ask students to write statements that describe them, starting with an adjective and ending with a verb phrase as in the examples below. They should use their Indigo Report as a reference. Have them rewrite statements using their own words, use “I” instead of their name, and consider a time when they did this – they should be able to provide a personal example.

Example Sentence One: “Adaptable and flexible, Tim negotiates conflicts by turning negatives into positives.”

- *Indigo Report sections: Summary Page, About You, Strengths, What Others May Value in You*

Example Sentence Two: “Emma is a team player who motivates others toward goals.”

- *Indigo Report sections: What Motivates You, Motivator Reference Guide, About You*

Example Sentence Three: “Highly motivated by helping others.”

- Starting the sentence with “Highly motivated by...”, students should complete the sentence using statements about how their top two Motivators show up for them.

Example Sentence Four: “Is skilled in ____ and ____”

- Using their Skills Page, students should insert two of their top skills, which may need to be reworded to be personally applicable.

Part 2: Students should combine Sentence Four with one or two of the other sentences they created. They can create more than one combined statement and should reword as needed for it to feel true and authentic to them. This will provide them with foundational, starting pieces for their resume.

Mock Interview

IP-10

The Goal: To introduce students to what a job interview may look like and prepare responses for some questions they might be asked. To help students practice using Indigo language that describes their strengths and skills, how to describe themselves in an interview and how they can be successful in a work environment.

Materials:

- Summary Page of the Indigo Report
- Skills section of the Indigo Report

Part 1: Divide students into pairs. One will be the interviewer, one is the interviewee. Provide students with the below list as a place to start asking the questions to their interviewee (They are free to come up with any additional interview appropriate questions on their own):

- Why are you interested in this job?
- Why would you be good at this job?
- How will you work on a team?
- What is a weakness that may show up?
- How do your skills fit this job?
- What is your ideal manager?
- What is your biggest strength that you bring to



the

table?

Using the *Skills* and *Strengths* section of the summary page of their Indigo Reports to guide them, have the interviewer ask 3 questions that the interviewee answers by advocating for themselves with specific, accurate, details of their skills and strengths.

Part 2: Switch roles and do it again.

Optional Add-On Activity: Choose one person to be the interviewer – this could be a student, the teacher or other adult participating in the activity. Three students come up to the front of the room and sit in three different “hot seats”. The interviewer should ask a question from the above list and get responses from each of their interviewees. Students can use their Indigo report as a reference. Students not in the “hot seat” can also provide assistance to point to strengths/skills they know about those sharing.

Rotate the students in the three “hot seats” (and the interviewer if you like) to give everyone practice using their Indigo language and getting familiar with the traits that make them unique.

Group Dynamics

IP-11

Note: This activity can be used in preparation for a group project and/or to fully explore team dynamics.

The Goal: To help students understand their strengths and value to a team, and also understanding others' strengths and value to a team. Help students create a cohesive, collaborative team by exploring what each member brings to the table.

Materials:

- Summary Page of the Indigo Report
- Access to the Indigo Dashboard

Part 1: Using the Teaming Utility in the Indigo Dashboard, create high performing groups of 4-5 students.

Each student will share their Strengths, Top 5 Skills, and Value Team from their Indigo Report with the rest of their group.



to a

Part 2: After they have each shared, they will decide who their group leader will be based on their Indigo results. The group leader will be responsible for keeping everyone accountable for their own roles, running meetings, defining the roles of the other team members, and resolving any conflicts.

If there are disagreements between the students about who should be the leader, the group can choose more than one (no more than two should be picked).

Part 3: Next the groups should work out who will fill other roles. The following are suggested team roles the students could adopt. The roles should reflect the outcome requirements of the project they will be working on.

- *Scribe* – to write and record any ideas, notes, potential problems, plans, etc.
- *Project Planner* – the idea maker, come up with different designs or directions for the project
- *Artist* – to create any visuals, design the look of the project, how the idea should be presented visually, etc.
- *Presenter* – fully understands the material, memorize and practice the presentation, captivates and impresses the audience, etc.

Part 4: After the project is completed and presented, each of the team members will give feedback on the group dynamic by answering the following:

SECTION 3: INDIGO PROGRAMS

- Who made up my team?
- What was my role in the team?
- Did I feel comfortable in my role?
- How can I contribute to the team differently next time?
- How did I feel my team mates did in their role?
- Did I think this team was a good fit for me?
- What would I change for next time?

These teams can be kept for however long they work, or they can be switched for every project or every semester of school. Use the feedback answers to decide on how to continue the groups for the rest of the year.

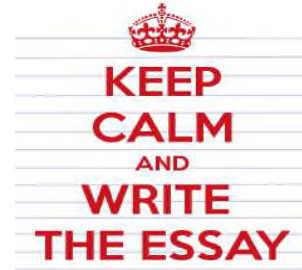
Using Indigo to Write a College Essay or Personal Statement (Version 1)

IP-12

The Goal: To give students direction when writing a college essay or personal statement.

Materials:

- Full Indigo Report
- Possible Essay/Personal Statement Topics (next page)



Part 1: Have students pick **2** essay topics that interest them the most on the following page. Feel free to print the next page with the list of topics and hand them out to the students.

Part 2: After students have selected the **2** essay topics that interest them the most, have them write their ideas and start brainstorming on how they want to answer those topics. If students are set on an idea for one of the topics, have them start writing their essay outline or essay proposal to be submitted and approved.

Note: If you would like to give more direction for the brainstorming, you may ask students to write 1-2 paragraphs or write bullets covering ½-1 page per topic as part of the brainstorming.

Part 3: After students are done brainstorming and have a few ideas for their two topics, have students get into pairs or groups of 3. Ask students to share their ideas and give each other feedback. After students are done brainstorming, see if any students would like to volunteer to share their ideas with the rest of the class. Have the class give constructive feedback.

Part 4: Have students narrow down the **2** topics to the **1** that they want to write about the most. Students should take their brainstorms and the feedback ideas they received to write a statement/essay. Once students have created their statements/essay, they should share them.

Possible Indigo College Essay Topics

1. *Strengths*: look at the **Strengths, Value to a Team**, and **Top 5 Skills** sections on their **Indigo Summary Page** and highlight the things that really stand out to you. Talk about an impactful or meaningful experience where you used those skills and strengths. You can also talk about a time or place where you always use your top skills (i.e. as a leader on a sports team or empathy when volunteering)
2. *Strengths 2*: look at the **Strengths, Value to a Team**, and **Top 5 Skills** sections on their **Indigo Summary Page** and highlight the things that really stand out. Answer any or all of the following questions: How do your strengths and skills come up in your life? How will your strengths and skills help you excel and stand out as an individual? How do your strengths and skills help define who you are and your story?"
3. *Passions*: look at the **top 1-2 Motivators** on their **Indigo Summary Page**. You may also read the Motivators sections near the end of the report to understand what the two top Motivators suggest about you in more detail. Talk about how your top one or two Motivators will be fulfilled by your chosen field of study or the culture of the school you are applying to. If you are writing for a job application or cover letter, talk about how your top one or two Motivators will be fulfilled in that given job.
4. *Passions 2*: look at the **top 1-2 Motivators** on their **Indigo Summary Page**. You may also read the Motivators sections near the end of the report to understand what the two top Motivators suggest about you in more detail. Answer any or all of the following questions: How do your Motivators/passions come up in your life? How will your Motivators/passions help you excel and stand out as an individual? How do your Motivators/passions help define who you are and your story?
5. *Perfect Fit*: Look at the **Summary: Your Ideal Work Environment** section and use the points in that section to talk about why you think the particular environment in the school or job you are applying to is a good fit. The point of this essay is all about highlighting why you would be a perfect fit for wherever you are applying.
6. *Your Value*: Look at the **Value to a Team** section on the **Indigo Summary Page** and at the **Style: What Others May Value In You** page later on in the report and talk about how you would be able to bring that value to the school that you are applying to or the major you are pursuing. The point of this essay is to highlight the value you would bring to the table at the place where you are applying.
7. *Overcoming Adversity*: Look at the **Summary: Some Potential Challenges** page and come up with a story where you faced and overcame one of the challenges in that section. The goal is to highlight your ability to overcome adversity.

Note: All of these prompts are just starting points. Students are encouraged to combine essay topics, tweak them, and even come up with their own ideas to add on to the topics.

Using Indigo to Write a College Essay or Personal Statement (Version 2)

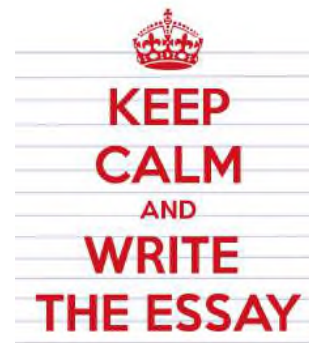
IP-12

The Goal: To help students stand out in their college essays and other personal statements by using language found in their Indigo Reports. The language in their Indigo Reports can help students learn how to use accurate, personal, and positive language to advocate for themselves in writing.

Materials:

- Full Indigo Report

Note: At the end of the day, the main point of this exercise is to help students find specific adjectives and phrases that they can include throughout their essays that will help them enhance who they are and the point that they are driving home.



Part 1: Have your students read the **Style: Your Style** section to start getting a better sense of their unique style and how they can describe themselves in their essay. As students read through the section, have them underline adjectives and phrases that stand out to them.

Part 2: Next, have students look at their **top five skills** and **Value To a Team** sections on their **Indigo Summary Page** and underline all of the bullet points that stand out to them. Once they have finished doing that, have them do the same thing for the **Style: What Others May Value in You** and **Summary: Your Strengths** pages later on in the report.

Part 3: Once students have underlined bullets, adjectives, and phrases in all of the sections from Part 1 and Part 2, have them rewrite them in a separate piece of paper or document. Students should have about 10 total phrases, adjectives, and bullets. These will be the foundation for their essay.

Part 4: Students should add in examples, personal stories and their own language to turn the statements chosen into a well written essay. When completed, students should share them.

Note: This exercise may also be used to help students enhance their job application essays and cover letters! Feel free to follow the same format, just talk about it as if for a job.

Genius Hour

IP-13

The Goal: To give students an opportunity to pursue what they have learned about themselves from their Indigo Report and create something that is uniquely their own. This activity can also inform the school as a whole about additional programs students would like to participate in and community centered projects that could be incorporated into the school.

Materials:

- Summary Page of the Indigo Report

Note: This exercise is a commitment. We suggest waiting until the start of a new semester and giving serious thought on how to structure this. This is for teachers who are looking to push for serious exploration and growth over the course of months.



Part 1: Students will take one or two class periods to brainstorm on what their “Genius Project” should be. Ideas should vary and be very specific to the individual. Examples of great ideas: starting and growing a new club at school for people interested in coding or investing, building a business, planning a school-wide volunteering day, writing and producing a one-act show for students, leading a full-fledged fundraiser for an initiative that they care about, managing all of the school’s social media initiatives, learning to build a website from scratch, working on a massive art project or performance, etc. Their passion project should be tied to their **top 1-2 Motivators** so have them start brainstorming for ideas by looking at their **top 1-2 Motivators** on their **Indigo Summary Page**.

Part 2: Students will write a one-page proposal for their teacher to approve their Genius Project. The proposal should explain the overall project scope and also how it fits the student’s top 1-2 Indigo Motivators. They should also talk about how they plan to utilize their **top 5 skills** from their **Indigo Summary Page** to execute their project.

Note: Feel free to push back against proposals when you think students are playing too safe or not selecting things that fit their genius. It may be an open-ended project, but hold them accountable to picking a project that fits and is sufficiently challenging.

Part 3: Give students one or two hours a week to pursue their project in class. This project can be as long or as short as you would like it to be, but the sweet spot is 15-20 hours—enough time for students to develop serious projects with a large scope of work. You can delegate some of those hours to out-of-class time by converting part of the project into homework, but remember this exercise is meant to reflect Google’s model of in-the-office / in-the-class innovation time.

Part 4: Have students present the end results of their project. This can be in any form you choose—presentation, essay, collage, video, website, et cetera—so long as it is made clear that the results should reflect a student’s true genius and genuine effort. In their final presentation of the project, students should also demonstrate how the project tied in to their top 1-2 Motivators and how they used their top 5 skills to successfully carry out the project.

Optional Add-On One: To develop “Self-Management” and “Planning and Organizing” skills, have students submit a proposal about how they plan to manage their time over the course of this project and define the different tasks they must complete before the project is considered complete. Essentially, once proposals for projects have been approved, you will ask students to submit a detailed plan of how they will carry their project out and manage their own time over the allotted time. Once you have approved the initial proposal and the detailed plan, students can begin!

Optional Add-On Two: To develop “Goal Orientation”, have students draft weekly goals for where they want their project to be at each checkpoint. Promote short-term, simple goals focused on progression to maintain the aura of a no-fail environment. Consider even doing a mid-project check in to further emphasize the importance of structuring goals. You may also have students establish 2-3 big picture long-term goals for their project. That way, they are pursuing weekly goals that are tangible and will ensure progress while also chasing a bigger picture goal for their project.

Unpacking the Indigo Report (For 11th & 12th)

The Goal: Guide your students through reading and understanding their Indigo report while keeping life post-high school in mind. Feel free to cover the sections that matter to you the most. You may also go as fast or as slow with each exercise as you would like.

Note: This version of this lesson should mainly be used for juniors and seniors and will take about 45-60 minutes to complete. Something else to note is that students should have a copy of the handout sheet that is included at the end of this lesson plan (probably best to print two-sided since it is two pages in length)

Part 1: Ask students to turn to the [Summary: Your Strengths](#) page. Ask them to read through the section and star two strengths that stand out to them the most. Using the handout on the last page, have students write down one way that they are going to use each strength that they starred to maximize their last 1-2 years in high school and to better prepare for college/career.

Part 2: Ask students to turn to the [Summary: Your Ideal Work Environment](#) page. Ask them to read through the section and star the one element of the ideal environment described that matters to them the most. Using the handout on the last page, have students write down 2 things they are going to keep in mind when exploring jobs/careers or colleges/majors to make sure that they find options that fit the ideal environment. (The one that they starred)

Part 3: Ask students to turn to the [Summary: Things You May Want From Others](#) page. Ask them to read through the section and star the one thing they want from others the most. Using the handout on the last page, have students write down 2 things they are going to keep in mind when exploring jobs/careers or colleges/majors to make sure they get the thing they want most from others. (The one that they starred)

Part 4: Ask students to turn to the [Summary: Your Skills](#) page. Have them focus on their top 5 skills and star 2 skills in that group of 5 that they want to improve even more or use more often. Next, ask them to answer the following questions: How can you use those 2 skills more often in your last



1-2 years of high school? How can you use those two skills more often after you graduate? (i.e. in college or at a future job)

Part 5: Ask students to turn to the [Summary: Some Potential Challenges section page](#). Have them read the section and star a challenge that they would like to work on. Next, have them write down a simple action or next step that they are going to take to start overcoming that challenge. (On handout on the last page)



Part 6: Ask students to turn to the [Style: Your Style section page](#). Have students read the section (might be more than one page) and write down one thing they are going to keep in mind about their style when exploring college/majors or careers/jobs.

Part 7: Ask students to turn to the [Style: What Others May Value In You page](#). Have them read the section and star the value that they agree with the most. Next, have them write down one way that they are going to show that value to potential employers or schools. (Use the handout on the last page)

Part 8: Ask students to turn to the [Style: Potential Weaknesses With Your Style page](#). Have them read through this section and star all of the potential weaknesses that they see come up in their lives. No need to write anything for this section. Simply ask them to keep thinking about the weaknesses that they starred and keep them in mind.

Part 9: Ask students to turn to the [Style: How Other People Should Communicate With You page](#). Have them read through this section and star the top three most important do's of communication on that list for them. These are the things that people must absolutely do when communicating with them.



Part 10: Ask students to turn to the [Style: How Other People Should Not Communicate With You page](#). Have them read through this section and star top three most important don'ts of communication that list for them. These are the things that people must absolutely avoid when communicating with them.

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Note: No need to write anything down for Part 8, Part 9 and Part 10. Simply remind the students to keep these in mind as they work with their teachers, fellow students, parents, and people in general.

SECTION 3: INDIGO PROGRAMS

<p>Part 1: Your Strengths</p> <p>What is one way you are going to use each strength that you starred to maximize the last 1-2 years of high school?</p> <p>What is one way you are going to use each strength that you starred to better prepare for college/career?</p> <p>(1 sentence or bullet per strength to answer each question)</p>	
<p>Part 2: Ideal Environment</p> <p>What are 2 things you are going to keep in mind when exploring jobs/careers or colleges/majors to make sure that you find options that fit your ideal environment?</p> <p>(Focus on the ideal environment bullet point that you starred)</p> <p>(2 bullets or sentences)</p>	
<p>Part 3: Things You May Want From Others</p> <p>What are 2 things you are going to keep in mind when exploring jobs/careers or colleges/majors to make sure that you get the thing you want most from others?</p> <p>(Focus on the things you may want from others bullet point that you starred)</p> <p>(2 bullets or sentences)</p>	

<p>Part 4: Skills</p> <p>How can you use the 2 skills that you starred more often in your last 1-2 years of high school?</p> <p>How can you use the 2 skills that you starred more often after you graduate? (i.e. in college or at a future job)</p> <p>(1 sentence or bullet per skill to answer each question)</p>	
<p>Part 5: Some Potential Challenges</p> <p>What is one simple action or next step that you can take to start working on overcoming the challenge that you starred? (1-2 sentences or bullets)</p>	
<p>Part 6: Your Style</p> <p>What is one thing you are going to keep in mind about your style when exploring college/majors or careers/jobs?</p> <p>(1-2 sentences or bullets)</p>	
<p>Part 7: What Others May Value In You</p> <p>What is one way that you are going to show the value that you starred to potential employers or schools? (1-2 sentences or bullets)</p>	

Unpacking the Indigo Report (For 9th – 10th)

The Goal: Guide your students through reading and understanding their Indigo Report. Feel free to cover the sections that matter to you the most. You may also go as fast or as slow with each exercise as you would like.

Note: This lesson should take about 45 – 60 minutes, depending on how fast you move through each section. Something else to note is that students should have a copy of the handout sheet that is included at the end of this lesson plan (probably best to print two-sided since it is two pages in length)

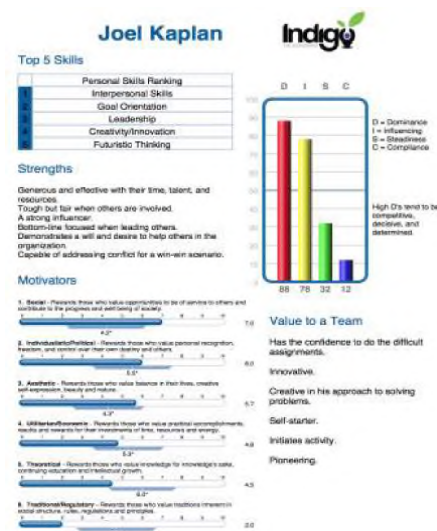
Part 1: Ask students to turn to the [Summary: Your Strengths page](#). Ask them to read through the section and star two strengths that stand out to them the most. Using the handout on the last page, have students write down two ways they are going to start using the strengths that they starred more often in the classroom.

Part 2: Ask students to turn to the [Summary: Your Ideal Work Environment page](#). Ask them to read through the section and star the one element of the ideal environment described that matters to them the most. Using the handout on the last page, have students write down 2 things they are going to do to be in or create the environment they starred more often.

Part 3: Ask students to turn to the [Summary: Things You May Want From Others page](#). Ask them to read through the section and star the one thing they want from others the most. Using the handout on the last page, have students write down 2 activities that they can get involved with at school or outside of school where they would receive the things they want most from others.

Part 4: Ask students to turn to the [Summary: Your Skills page](#). Have them focus on their top 5 skills and star 2 skills in that group of 5 that they want to improve even more or use more often. Next, ask them to write down one thing (for each skill) that they are going to start doing to begin improving each skill or using it more often. (Use the handout on the last page)

Part 5: Ask students to turn to the [Summary: Some Potential Challenges section page](#). Have them read the section and star a challenge that they would like to work on. Next, have them write down a simple action or next step that they are going to take to start overcoming that challenge. (On handout on the last page)



Part 6: Ask students to turn to the [Style: Your Style section page](#). Have students read the section (might be more than one page) and write down a question, thought, or idea that they have about their style.

Part 7: Ask students to turn to the [Style: What Others May Value In You page](#). Have them read the section and star the value that they agree with the most. Next, have them write down one way that they are going to start using that value more often inside or outside of the classroom. (Use the handout on the last page)



Part 8: Ask students to turn to the [Style: Potential Weaknesses With Your Style page](#). Have them read through this section and star all of the potential weaknesses that they see come up in their lives. No need to write anything for this section. Simply ask them to keep thinking about the weaknesses that they starred and keep them in mind.

Part 9: Ask students to turn to the [Style: How Other People Should Communicate With You page](#). Have them read through this section and star the top three most important do's of communication on that list for them. These are the things that people must absolutely do when communicating with them.



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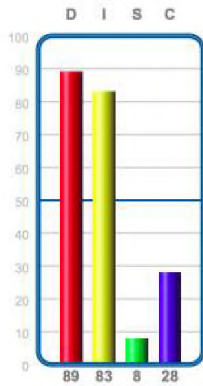
Note: No need to write anything down for Part 8, Part 9, and Part 10. Simply remind the students to keep these in mind as they work with their teachers, fellow students, parents, and people in general.

<p>Part 1: Your Strengths</p> <p>What is one way you are going to start using the 2 strengths that you starred more often in the classroom?</p> <p>(1 sentence or bullet for each strength)</p>	
<p>Part 2: Ideal Environment</p> <p>What are two things you are going to do to be in or create the type of environment you starred more often?</p> <p>(1 bullet or sentence each)</p>	
<p>Part 3: Things You May Want From Others</p> <p>What are 2 activities that you can get involved with where you would receive the things you want most from others that you starred?</p> <p>(1 bullet or sentence each)</p>	

<p>Part 4: Skills</p> <p>What is one thing you are going to start doing to begin improving the 2 skills that you starred or start using them more often?</p> <p>(1 sentence or bullet for each skill)</p>	
<p>Part 5: Some Potential Challenges</p> <p>What is one simple action or next step that you can take to start working on overcoming the challenge that you starred?</p> <p>(2 sentences)</p>	
<p>Part 6: Your Style</p> <p>After you finished reading this section, what was a question, thought, or idea that came to mind?</p> <p>Write it down in 1 sentence.</p>	
<p>Part 7: What Others May Value In You</p> <p>What is one way that you are going to start using the value that you starred more often inside or outside of the classroom?</p> <p>Write it down in 1-sentence.</p>	

COMMON INDIGO COMBINATIONS

This list provides some insight on a few of the combinations of behaviors and motivators on Indigo.

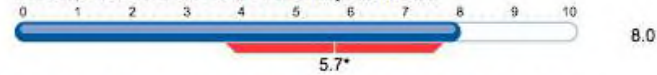


Motivators

1. **Utilitarian/Economic** - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.



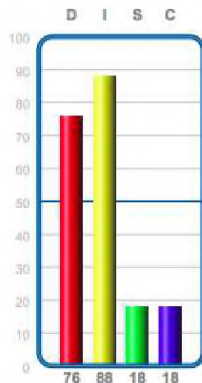
2. **Individualistic/Political** - Rewards those who value personal recognition, freedom, and control over their own destiny and others.



Business owner in the making (High D/I with Utilitarian Individualistic top motivators)

Many business owners, entrepreneurs and outside salespeople have a profile like this. It's all about returns and freedom.

We recommend people like this look for a job where they have a lot of independence and can make more money if they deliver results. They should choose college classes that aren't too rigid or structured.



Motivators

1. **Aesthetic** - Rewards those who value balance in their lives, creative self-expression, beauty and nature.



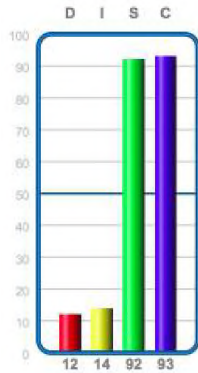
2. **Social** - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.



Socially Sensitive Leader (High D/I with Aesthetic Social top motivators)

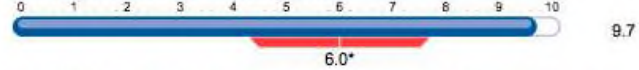
People with these characteristics want to make a difference in the world or in individual people's lives and they want to do it in a beautiful or harmonious way. Despite coming across as driven and direct, they will still be sensitive to hidden conflicts on teams and will want to make sure everyone is feeling okay.

We recommend community art and music projects, nature oriented retreats, or helping professions. People with this profile might also be very concerned about environmental issues and preserving the planet. They should practice being the spokesperson or leader on these efforts and it would be good to give them a voice in how to help people.

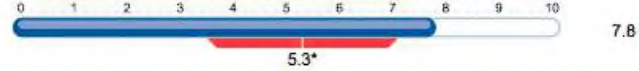


Motivators

1. **Theoretical** - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.



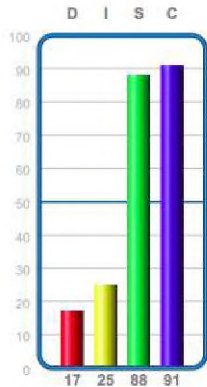
2. **Utilitarian/Economic** - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.



Organized Practical Learner (High S/C with Theoretical Utilitarian top motivators)

This combination is a thorough, detailed and thoughtful individual who will pursue learning as a means to a practical end. This could be in the form of monetary rewards, efficiency and/or desire to apply learning directly in the real world.

We recommend technical hands-on activities like career technical education, robotics, engineering, and practical sciences.

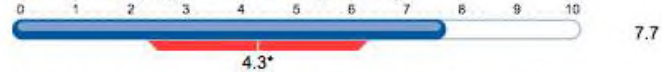


Motivators

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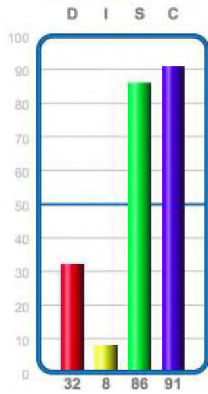
2. **Social** - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.



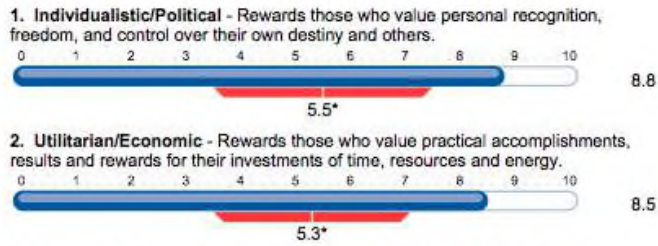
Analytical Helpful Learner (High S/C with Theoretical Social top motivators)

This combination wants to use knowledge to be in service to their cause or make the world a better place in general. The expression of this desire will likely be in a more technical, analytical or behind the scenes role.

We recommend exploring how core interest areas can be applied to help others or solve a social problem which they personally care about impacting. People like this make great peer mentors and tutors. They also might be interested in the latest science, technology, medicine or trades where they can solve social problems or be in service of their cause.



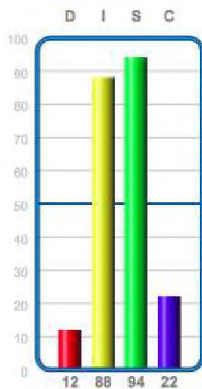
Motivators



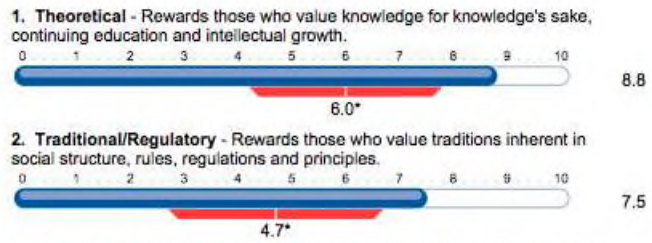
Independent Analytical Efficient (High S/C with Utilitarian Individualistic top motivators)

This combination is driven to make money in their own way. They will likely want a routine and be analytical and quality oriented in their approach to driving toward achieving their goals. They may also have a pace at which they like to work. Even though they might not express their desires loudly, they are looking for practical returns, independence and freedom.

We recommend choosing a job environment where they have a lot of freedom to go through their own process, at their own pace, in order to achieve their desired result.



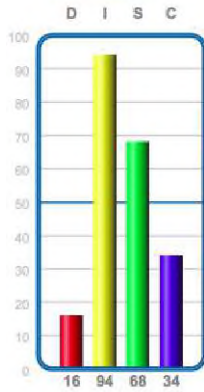
Motivators



Promoter of Principles and Knowledge (High I/S with Theoretical Traditional high motivators)

This combination will want to learn in a way that honors their own set of values and beliefs about how to live and will want to share that with the world in a friendly, patient way.

We recommend finding programs, clubs and activities that allow them to learn more about areas that align with their core values. Choose warm job environments where there is adequate stability. Having a clear plan to achieve goals will help them succeed. When setting goals, reflect on how these goals align with their personal belief system.

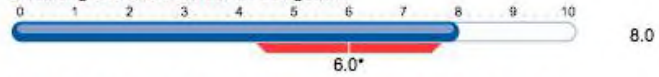


Motivators

1. **Social** - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.



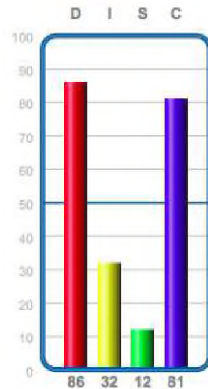
2. **Theoretical** - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.



Intellectual Supportive Helper (High I/S with Theoretical Social high motivators)

This combination is a gregarious, supportive person who loves to use their knowledge to make a difference in the world and help other people.

We recommend finding a job or internship the intersect areas they like to learn about with teaching, supporting or helping other people with this knowledge. Ask what problem they want to solve, what they want to learn, or what they want to teach. They might really enjoy teaching a lecture or designing an activity around what they love to learn about or tutoring other students.



Driven Perfectionist (High Dominance plus High Compliance)

People with these traits typically have a conflict between feeling like they need to get results fast and wanting to do a project perfectly. They enjoy interacting with honest and direct people, but from their perspective others might not be fast or accurate enough. It is important to understand their unique genius and how they think about solving problems.

It's important to find jobs, internships or hands-on experiences to fully express, hone and realize their talents.

Indigo Program:
College & Career
Readiness

INDIGO PROGRAM: INDIGO FOR COLLEGE AND CAREER PREPAREDNESS

INTRODUCTION

Most states have legislation mandating student college and career preparedness. However, many schools approach this mandate by dedicating as few resources as possible and “checking boxes” to meet requirements. Evidence of the ineffectiveness of these efforts are clear by the statistics:

- Only 25% of high school graduates who took the ACT test were ready for college-level work (ACT, 2012).
- 93% of middle schools students report that their goal is to attend college. However, only 44% enroll in college, and only 26% graduate with a college diploma within 6 years of enrolling (Conley, 2012a; Conley, 2012b).
- 20% of incoming freshmen at four-year institutions and 52% of those at two-year colleges need to enroll in some type of remedial coursework (Complete College America, 2012).
- Of those who do graduate, only 1/3 of Americans report feeling engaged at work.

Based on these statistics, as a nation, we are not preparing students for rewarding lives and careers. We must decide to prioritize this goal.

Many of the educators reading this field-book have some of the most sophisticated college and career prep programs in the country. Some of you want to get there and aren't sure where to start. No matter where you lie on the spectrum, getting more time in the school day to focus on college and career readiness is an important factor to helping kids prepare for meaningful lives.



USING INDIGO TO INTEGRATE WITH COLLEGE AND CAREER PREPAREDNESS EFFORTS

Indigo easily integrates with most state requirements for college and career preparedness. Our college and career lesson plans in this book align with Colorado ICAP standards. Many of the ECAPs and ICAPs in your states will use similar language.

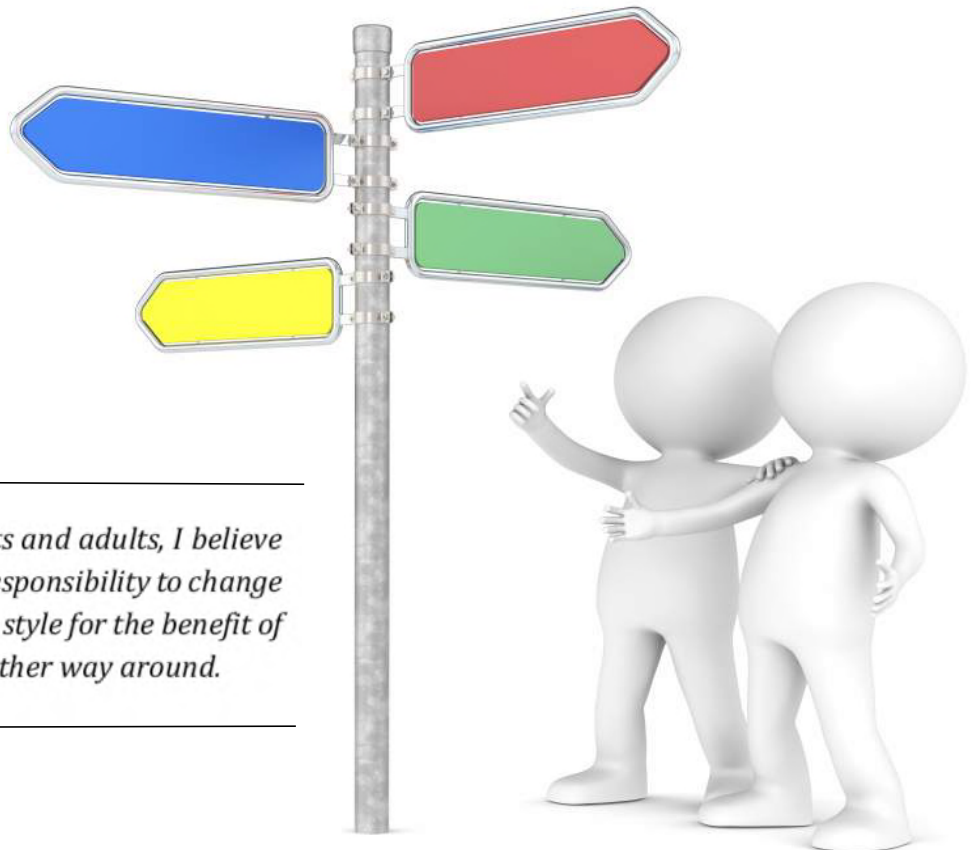
On the most basic level, we suggest using Indigo's DISC and Motivators indicators to help advise students on best fit college, major, and extra-curricular activity choices. While the lesson plans at the back of the book provide specific things you can do from college essay writing to building an online portfolio, the following two sections provide a more general overview of how to advise students one-on-one using Indigo data.

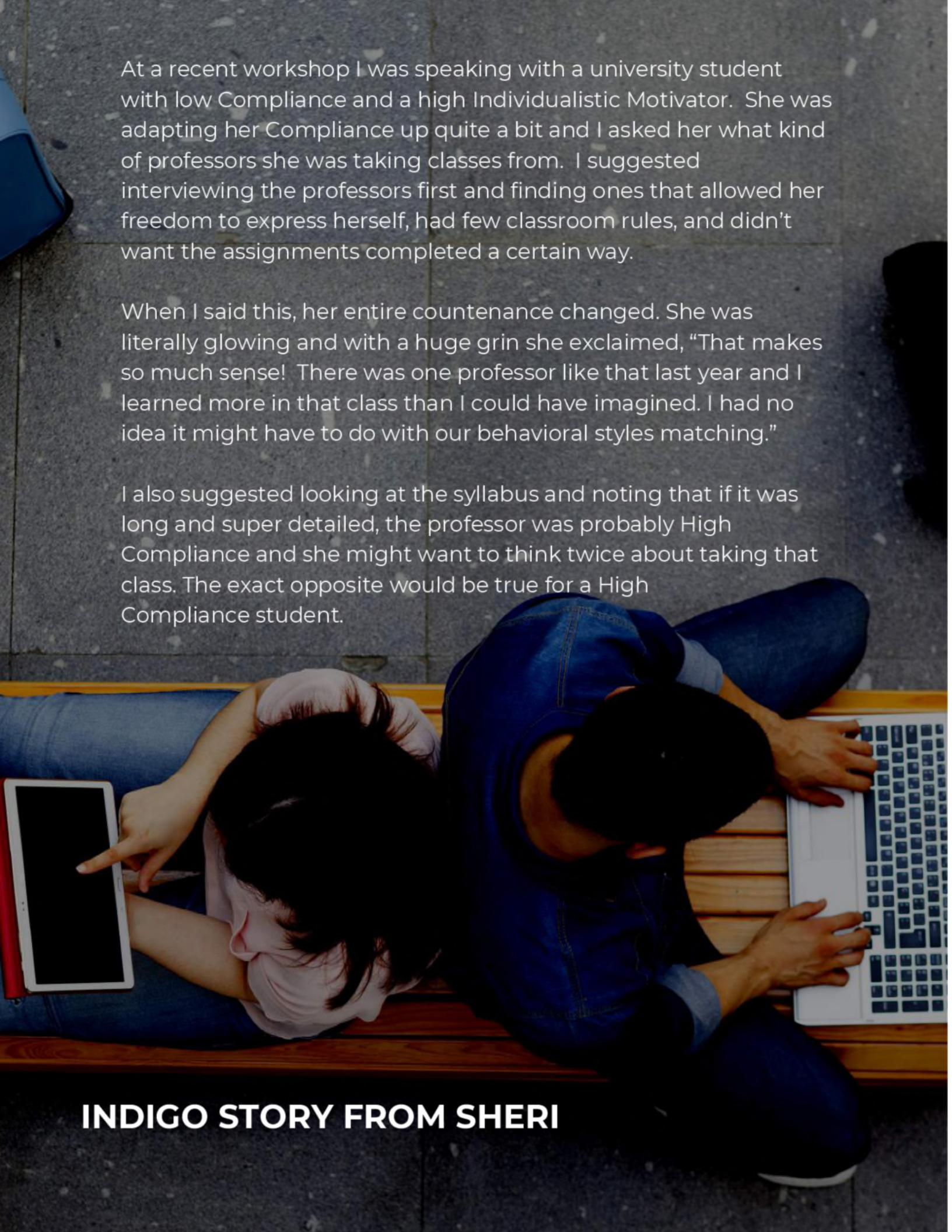
USING DISC TO HELP STUDENTS CHOOSE BEST-FIT ENVIRONMENTS

Most people think of DISC mostly as a communication and team-building tool. It's true that DISC is highly effective in these arenas. However, for students, I think DISC is especially powerful for understanding best-fit environments. Best-fit environments can mean anything from classroom teacher, campus culture, and groups that we hang out with.

I find that almost without exception, students do better in classes with teachers that have similar DISC styles. If a top motivator aligns as well, it's pure magic. If you have a student who is struggling in a particular class, it makes a lot of sense to compare the Indigo scores of the teacher to the student. Often there are huge disconnects.

In the case of students and adults, I believe that it is the adults' responsibility to change their communication style for the benefit of the student, not the other way around.





At a recent workshop I was speaking with a university student with low Compliance and a high Individualistic Motivator. She was adapting her Compliance up quite a bit and I asked her what kind of professors she was taking classes from. I suggested interviewing the professors first and finding ones that allowed her freedom to express herself, had few classroom rules, and didn't want the assignments completed a certain way.

When I said this, her entire countenance changed. She was literally glowing and with a huge grin she exclaimed, "That makes so much sense! There was one professor like that last year and I learned more in that class than I could have imagined. I had no idea it might have to do with our behavioral styles matching."

I also suggested looking at the syllabus and noting that if it was long and super detailed, the professor was probably High Compliance and she might want to think twice about taking that class. The exact opposite would be true for a High Compliance student.

INDIGO STORY FROM SHERI

Let yourself be silently
drawn by the strange pull of
what you really love ,
it will not lead you astray.



Rumi

HOW TO CHOOSE COLLEGES BASED ON TOP MOTIVATORS

“Asking Powerful Questions” is one of our core Indigo Principles because it is one of the best ways to engage with a student. I find that students appreciate being asked about their top Motivators when thinking about which college to apply for or when trying to decide between two or three great choices after their acceptance letters.

Nationally known guidance counselor Kimberly Gannett created a simple formula for choosing a college, **Fit + Funding = Finishing**. I won't get into the funding piece, but I find that Motivators become very important when determining fit.

Sometimes the best way to explain how something works is to tell a story. The story below describes how I chose my undergraduate college based on Motivators (note that funding was about equal at all three universities for me). If it's too boring, just skip to the end where I give tips on what questions to ask for each motivator.

I wanted to be an ambassador when I was in high school. I fancied the idea of changing the world by negotiating peace treaties and collaborating with foreign powers. As a promising ambassador, I decided that I needed to go to college in Washington, DC. After all, that is where all the best diplomats live, right? I found three DC schools that could all work for me: American University, George Washington University, and Georgetown University. Not knowing anything about DC or any of these schools I boarded a plane and navigated my way around on the subway to figure out my future. On that trip my 16 year old self interpreted my schools visits like this:

Wow, why didn't anyone tell me GW was right in the middle of the city with not a tree in sight? Everyone seems kinda closed off here and busily walking around these cement streets. Even the students I met seemed distant and not really present. Thinking of all the things they had to do I guess? Growing up in a farming community I just couldn't handle the lack of greenery and hurried lives of city dwellers. Cross that off the list.

Second, I traveled to Georgetown. I noticed first that it wasn't actually easy to get to Georgetown. The subway that took me to GW didn't go to Georgetown and I didn't have money for a taxi so I walked over there suitcase and all. Georgetown was pretty. Very pretty. So far so good. But then I started talking to the students. Whoa, they seemed really competitive and focused on things that never entered my mind: pedigree, family status, money, which senator are you planning on interning for, etc.. I felt like a deer caught in headlights. How could I ever navigate a place like this?

Finally, I took a bus up to AU and approached my conversations with more caution. “Hi, how are you? What are you up to in the world?” AU students seemed to care about me. They felt diverse and everyone I met seemed like they wanted to make a difference. My tour host was an LGBT student and he told me all about what it was like growing up as an outsider in his community. Yes, yes, I could relate to feeling like an outsider. Breathing a sigh of relief, I realized I had found my undergraduate home.

Aesthetic



At Ai, creative students can engage in self-expression by studying Fashion, Design, Culinary, and Media Arts.



University of Colorado Boulder is surrounded by mountains and is known for its beautiful campus.



MAS is perfect for students who want to learn how to apply their design skills in the real world.

Utilitarian



Carnegie Mellon Engineering is recognized as a top program for job placement rates and getting their students high starting salaries.



ASU Biomedical Engineering is known for their senior project, which revolves around having students build something that will actually be used in the real world. Top projects earn funding for implementation.



Galvanize is a 24 week coding school with a 97% job placement rate and 77k average salary.



AU was indeed the right choice for me, and I'm grateful I didn't look at the ranking system to make my choice. Now that I work with students using the Motivators language, I realize that I actually made my college choice based on my Motivators. I'd classify GW as a mostly Utilitarian school – people there want a return on investment and focus on achieving something significant. I was an indifferent Utilitarian when I was young. Georgetown is also Utilitarian with an extremely strong Individualistic accompaniment, which gives Georgetown its competitive, hierarchical feel. American, on the other hand, focuses a ton on social causes and people participating in changing the world. My top motivator is Social. I was a passionate Social and the whole reason for me coming to DC and wanting to be an ambassador was my drive to impact the world. American supported me in pursuing that dream.

I know categorizing schools is not an exact science. I also know there are plenty of socially minded students at both GW and Georgetown. However, I have found that most universities (or colleges within universities) have a certain feel and favor certain values above others. I find that students who choose higher education options that align with their values end up being more satisfied and motivated and get involved in projects that lead to success later in life.

Here are some questions to ask students when helping students choose a college based on their top motivators:

1. **Aesthetic** –Passionate Aesthetics are affected by environment more than most. A college visit is a MUST for Aesthetics.
 - a. How do you feel when you are on the campus?
 - b. Did you look at the dorms?
 - c. How about the surrounding area?
 - d. What was that like?
 - e. Can you imagine yourself living there and feeling happy?
 - f. Is there an outlet there for your artistic pursuits? *(if they are into dance, music, art, or other physical aesthetic expressions)*

2. **Utilitarian** – Passionate Utilitarians will want to be surrounded by students who are going places and care about ROI.
 - a. Have you looked up starting salaries of students graduating from the program you are thinking about?
 - b. Does this university offer practical industry-relevant classes that prepare you for the workplace?
 - c. Do you feel like attending school here will help you reach your goals efficiently?
 - d. Do you know if there may be a faster, cheaper way for you to land your dream job? *(Depending on the student and desired career, you may even want to consider trade or new vocational schools like programming schools with high starting salaries after ~6 months of intense learning.)*

Traditional

MICHIGAN STATE
UNIVERSITY

Students who value their own culture or family should look at state schools that are close to home.



Navy or one of the armed forces are perfect options for students whose core values are aligned with serving their country.



St. Josephs integrates religion into their core curriculum. Faith based schools are great options for students who have core beliefs grounded in religion.

Individualistic



Temple's Fox School of Business hosts a business plan competition called "Be Your Own Boss" where students can be in control of their own business venture, gain up to \$100,000 in funding, and receive mentorship from investors.



Babson's central focus is on developing the next generation of entrepreneurs. They have 55 courses on entrepreneurship and all of their professors have started their own business.



The College of Wooster has an independent study program where seniors take on their own project all of senior year with a faculty mentor.



3. **Traditional** – Passionate Traditionals must find a place in the school they choose where they can find like-minded people with similar values. That might be anything from a Christian college to a completely non-traditional college where students sleep in yurts.
 - a. What values are really important to you?
 - b. Does this school reflect and honor those values?
 - c. Do you know what the mission statement is for the school and the general philosophy there? How do you feel when you read it?
 - d. Have you looked into cultural or religious club offerings that will meet your needs?

4. **Individualistic** – Passionate Individualistics thrive in environments where they can be themselves. This may mean competitive or entrepreneurial environments, campuses with many political or performing opportunities, course flexibility, or build your own major options.
 - a. How do you feel like your Individualistic motivator shows-up most?
 - b. Does the college you are looking at allow you the freedom you desire?
 - c. If you could do/study anything, what would that look like?
 - d. Have you considered starting your own business or becoming an entrepreneur (*especially if also high Utilitarian and low Compliance*)?

5. **Theoretical** – Passionate Theoreticals usually enjoy college especially if they have an opportunity to go deep with other people who share their love for learning. Many Theoreticals go on to masters or doctoral degrees. They tend to enjoy liberal arts or research institutions where they can find intellectual challenge and variety.
 - a. What do you enjoy learning about most?
 - b. Have you spoken to professors in your desired field of learning to see if they will mentor you?
 - c. Are there opportunities to learn everything you are interested in at this school?
 - d. Can you get involved in ground breaking research in your field?

6. **Social** – Passionate Socials need to be in a place where people care about making a difference in the world and have an opportunity to make an impact on their local community in passion areas.
 - a. What problems are you most interested in solving in the world?
 - b. What makes you angry about our world? (if they don't know what problem they want to focus on, things that make them angry are good clues.)
 - c. What clubs, organizations or opportunities are there at this college for service?
 - d. Is service one of the core values of the institution?
 - e. Did you ask any students there what their attitude is toward changing the world?

Theoretical



EMORY
UNIVERSITY

“The Scholarly Inquiry and Research at Emory program provides funding for undergraduates to pursue both domestic and international research.”



Swarthmore is recognized as one of the top liberal arts colleges in the nation. Perfect option for students looking to explore a diverse range of topics.



JOHNS HOPKINS
UNIVERSITY

Johns Hopkins is the nation's first research university. The mission of JHU is “discovery: the creation of new knowledge through research and scholarship, and the education of our students.”

Social

watson



Watson's mission is to educate the next generation of change-makers to solve the toughest social, economic, and environmental challenges facing the world.

AMERICAN
UNIVERSITY
WASHINGTON, D.C.

AU offers a Freshmen Service Experience that integrates community service directly into the curriculum. Students go out for three days and volunteer in the Washington D.C. community.









Amherst offers the Inside Out Prison Exchange Program, where students take courses amongst prisoners and come together through knowledge and learning.



College & Career Cheat Sheet:

Motivators

Motivators	Ideal College and Career Environments	Major/Career Ideas
<p>Theoretical</p>  <p><i>Value learning and knowledge.</i></p>	<ul style="list-style-type: none"> - Liberal Arts colleges (study many topics) - Research Institutions or Majors - Broad/core curriculum or intellectually intensive curriculum. - Jobs or majors that are intellectually challenging and push students to think at a deeper level or learn new things. 	<p>Science, R&D, Astronomy, Engineering, Education, IT, Mathematics, Economics, Philosophy, Journalist, Law, Medicine, Aerospace, Think Tanks, Engineering, Pre-med, Pre-law, Neuroscience / Psychology, Economics, STEM, Masters or PhD Programs, Anthropology, Political Science</p>
<p>Utilitarian</p>  <p><i>Value practical accomplishments.</i></p>	<ul style="list-style-type: none"> - Colleges with great job placement rates and majors or jobs with a high starting salary. - Jobs with clear growth opportunities in terms of salary increases or bonuses. - Look for practical and hands-on programs where students get a return on investment. 	<p>Sales, Finance, Trade School, Entrepreneurship, Law, Computer Programming Specific Schools, Medicine, Consulting, Accounting, Engineering, Real Estate, Construction, Developer, Business Management, Investment Banking, Construction Management, Hospitality and Tourism Management</p>
<p>Aesthetic</p>  <p><i>Value beauty, and harmony.</i></p>	<ul style="list-style-type: none"> - Students should visit colleges to sense the atmosphere and to see how it looks/feels to them. - Beautiful campuses or offices where the student feels balanced. - Majors or jobs that have a creative outlet or form of self-expression. 	<p>Media, Visual Arts, Architect, Therapy, Counselor, Entertainment, Event Planning, Interior Design, Fashion Design, Culinary Arts, Musician, Environmental Studies, Landscaping, Marketing/Advertising, Arts, Journalism, Creative Writing / English, Horticulture, Environmental Design, Urban Planning, Theatre, Graphic Design, Film</p>
<p>Social</p>  <p><i>Value being of service to others.</i></p>	<ul style="list-style-type: none"> - Colleges or companies that are making an impact on the world in a way students care about. - Colleges or jobs with community service opportunities. - Majors or schools where volunteering is part of the curriculum and jobs where volunteering is part of the culture at work. 	<p>Non-Profit, Social Entrepreneurship, Corporate Social Responsibility, Education, Healthcare and Social Services, Community Programs, Physical Training, Medicine, Social Work, Counseling / Therapy, Biomedical Engineering, Veterinarian, Public Policy, Environmental Studies, Peace and Conflict Studies, Public Health</p>
<p>Individualistic</p>  <p><i>Value personal recognition and independence.</i></p>	<ul style="list-style-type: none"> - Colleges with control over your major and the structure of your education. - Jobs and majors where you can have independence in the day-to-day. - Schools, majors, or jobs with performance, political, or entrepreneurship opportunities where you can be in control and gain personal recognition. (i.e. business plan competition or student government) 	<p>Entrepreneurship, Political Science, Theatre, Philosophy, Chef, Public Speaker, Litigation, Driver, Business, Actor/Singer/Artist, Music or Entertainment Industry, Outdoor or Adventure Jobs, Personal Trainer, Broadcasting / Communications, Accounting, Gaming, Trade Jobs such as Welding, Plumbing, Masonry etc., Real Estate, Consulting, Comedy</p>
<p>Traditional</p>  <p><i>Unique system of values drives you.</i></p>	<ul style="list-style-type: none"> - Colleges and companies that support your core values and encourage you to bring them out. - Any job or major as long as your core beliefs are valued and respected. - Schools that offer clubs or opportunities that align with your core values. 	<p>Government, Education, Counselor, Banking, Military, Engineering, Medicine, Philosophy, Health Services or Public Health, Insurance, Religious Roles, Lobbying, Languages (i.e. Spanish), Quality Control, Industrial or Trade Jobs, Activism, Business, Cultural Studies (i.e. African American or Japanese Studies)</p>

College & Career Cheat Sheet:

DISC

Behaviors	Students Should Avoid	Ideal College and Career Environments	Major or Job Fit
<p>High D's</p> <p>Direct Competitive Opinionated</p>	<ul style="list-style-type: none"> - Situations where you can't express yourself or be direct with others - Majors or jobs that have little room for opinions. - Controlling professors or bosses that treat you paternalistically - Calm majors or jobs with little to no challenge. 	<ul style="list-style-type: none"> - Majors or careers where competition is encouraged. - Majors or jobs that are results-oriented and encourage risk-taking. - Opportunities to lead and take initiative. - Places where they can be direct with others and share their opinions. - High intensity environments 	<p>Political Science, Philosophy, Law, Business Management, Entrepreneurship, Surgeon / Intense Medical Paths, Firefighting, Real Estate, Armed Forces, Sports Management, Investment Banking, Consulting, Personal Training, Emergency Personnel</p>
<p>High I</p> <p>Talkative Friendly Enthusiastic</p>	<ul style="list-style-type: none"> - Large lecture classes. - Being alone too long. - Professors who appear cold and distant. - Solo projects - Majors and jobs without collaboration. - Majors and jobs where they are not encouraged to raise their voice. 	<ul style="list-style-type: none"> - Friendly environments. - Group projects. - Majors and careers with a lot of collaboration time and open discussion. - Majors and careers with a lot of face time with other people. - Environments where they can express thoughts and feelings out loud. 	<p>Broadcasting / Communications, Education, Theatre, Public Relations, Marketing / Advertising, Journalism, Music and Entertainment, Field Researcher, Liberal Arts, Community Programs, Comedy, Actor / Singer, Personal Training</p>
<p>High S</p> <p>Loyal Patient Understanding</p>	<ul style="list-style-type: none"> - Changing and unstable situations. - Lack of consistency. - Majors or jobs that are open-ended and require a lot of improvisation. - Schools where there is no clear path towards graduation and academic expectations are not as clear. 	<ul style="list-style-type: none"> - Programs and jobs where students can clearly see the structure of their education or work tasks / projects. - Students should know what is expected from them on day one all the way until the day that they graduate. - Supportive, calm, and understanding environments. - Minimal surprises or change. - Majors or jobs that encourage a patient, understanding, and calm approach. 	<p>Nursing, Education, Social Work, Medicine, Counselor / Advisor, STEM, Psychology, Research Driven Majors, Accounting, Health Care and Social Services, Biology, Chemistry, Therapy, Librarian, Industrial Engineering, Airplane Steward or Pilot, Administration</p>
<p>High C</p> <p>Precise Conscientious Cautious</p>	<ul style="list-style-type: none"> - Professors or bosses without clear expectations. - Environments that require students to take a lot of risk. - Jobs or majors where the result is much more important than the process. - Jobs and majors that force students to think "big picture" and don't prioritize the details. 	<ul style="list-style-type: none"> - Structured programs or jobs where quality, the process, and the details matter. - Classes with a detailed syllabus. - Jobs or majors that require a step-by-step approach. - Jobs or majors that encourage students to pay attention to all the details and follow a process the "right" way. - Jobs and majors that encourage an analytical, systematic, or logical approach. 	<p>Medicine, Engineering, STEM, Computer Science, Finance, Data Analysis, Data Scientist Law, Mathematics, Physics, Research driven majors. PhD programs, Architecture, Sociology and Psychology (Research Based), Pilot, Law Enforcement, Administration, Computer Systems, IT</p>

COLLEGE AND CAREER PROGRAM SUGGESTED IMPLEMENTATION SCHEDULE

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	<i>Students walk away with a final piece of work that they can showcase to employers and post-secondary schools when applying.</i>	
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	<i>Students create supplemental materials that can be added in the common application to show admission counselors what really makes you “you.”</i>	
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	<i>Students are exposed to what a job or college interview looks like.</i>	
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	<i>Students consider “What type of culture and environment would fit me?”</i>	
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	<i>Students narrow down options for the future and have some introspection on specific options that fit them.</i>	
CC-7	Discover Your Dream Path (Group & Individual)	125
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CC-9	Indigo for Resume Writing (2 Parts)	130
	<i>Students use their Indigo Reports to craft self-descriptive sentences for future resumes. Deeper applications about how to take language from their Indigo Report and turn it into an accurate, compelling resume.</i>	
CC-10	15 Minute Recommendation Letter	132
	<i>Most counselors and teachers find Indigo incredibly helpful for writing powerful college recommendation letters. This provides some tips on how.</i>	

The Awesome Project

CC-1

Self Advocacy + Building Portfolio

The Goal: The goal here is straightforward—we want all students, from the self-confident to the self-conscious, to be reinforced with the idea that they are awesome, no questions asked. We also want them to walk away with a final piece of work that they can showcase to employers and post-secondary schools when applying!

Part 1: Give students one class period to look through the **strengths, style, skills, and value to a team** sections of their **Indigo Report** and explore the following set of questions:

- What makes you awesome?
- What are you interested in?
- Tell me about a time you excelled.
- Tell me about a time you overcame challenges.
- Tell me about a time you used your skills and strengths.



Part 3: Have students create something that explains why they are awesome. It could be a portfolio, blog, YouTube video, presentation, essay, personal website (Wix.com, Weebly.com, Squarespace.com), collage or any other creative form they want to explore. This can be done in class over the span of a few periods or even assigned for homework over a few weeks. They can also create a ZeeMee website (www.zeemee.com) to talk about who they are, what they do and all about why they are awesome. (Check out the *College/Career Lesson II: ZeeMee* exercise for more info!)

Part 4: Have students submit their final work demonstrating their project and its completion. Alternatively, you can have students hand in a 3-5 paragraph essay showcasing their project that answers the following questions: “What did you do? What did you learn? How did you apply the skills/strengths from your Indigo Report to the project? What makes you awesome?”

Note: To guide the conversation around this exercise, pitch it in a way that communicates, “If you can understand what makes you awesome and what makes you come alive, then you can find a way to become the person you are designed to be in the world. If students are struggling with viewing themselves in a positive light, going over their Indigo Report with them can help reinforce their strong points.”

ZeeMee

CC-2

Self Advocacy + Building Portfolio

The Goal: College applications are out of date. They focus on grades, test scores and a contrived list of “experiences”—but what about the unique individual? This lesson plan provides a strategy for creating supplemental materials that can be added in the common application to show admission counselors what really makes you “you.”

Part 1: Have students create a ZeeMee account here: www.zeemee.com. It’s simple, easy and free!

Part 2: Start with the “My Story” portion. Have students take anywhere from half a class period to a full class period and write a story from one of two perspectives:

Strengths: have students look at the **Strengths, Value to a Team and Top Skills** sections on their **Indigo Summary Page** and highlight the things that really stand out to them. Students will write their life story from an angle that highlights these strengths. To get them started, you may ask them to answer questions such as: “How do your strengths and skills come up in your life? How do your strengths and skills help you excel and stand out as an individual? How do your strengths and skills help define who you are and your story?” The goal here is for students to bring out their strengths in their story.



Passions: Have students look at their **top 1-2 Motivators** on their **Indigo Summary Page** and write their story from an angle that highlights these. They may also read the Motivators sections near the end of the report to understand what their two top Motivators suggest about them in more detail. To get them started, you may ask them to answer questions such as: “How do your motivators/passions come up in your life? How do your motivators/passions help you excel and stand out as an individual? How do your motivators/passions help define who you are and your story?” The goal here is for students to bring out their passions in their story.

Note: Students may also tell a story that brings out both their strengths and passions.

Part 3: Take one class period for students to plan out their video for the “Meet Me Video” section, and then a second period to film it. They can use anything from iPhone cameras to real cameras, and anything from iMovie to mobile apps to edit their video. Feel free to make this a homework project over the weekend as well.

Part 4: Have students come up with a list of three or four activities or experiences that they want to talk about on the “My Activities” section on ZeeMee. Use language from the **Summary: Your**

Strengths and the Style: What Others May Value in You pages as well as phrases or adjectives throughout their **Indigo Report** (the style section is great for this!) to write about how these experiences demonstrate the skills, strengths, and passions that make you, you.

Notes:

Don't forget to remind students to insert the link to their ZeeMee in their common application under the additional information part of the writing section! The real strength of a ZeeMee page is when it gets in front of an admission counselor's desk with your other materials. Students should also include the link to their ZeeMee page on their resume.

Throughout this exercise, encourage students to take pictures of themselves over the span of a few weeks doing different activities that they are involved in to add life to their ZeeMee page.

Students not planning to go to college may also pursue this project to highlight their strengths/passions that make them unique to potential employers.

Feel free to check out some example ZeeMee pages and show them to the students before embarking on the project.

The Hot Seat

CC-3

Interview Practice

The Goal: So many bright, capable students are never exposed in school to what the job or college interview looks like. This exercise gives them a taste of what it’s like to be “in the hot seat” and how they can use their **Indigo Reports** to prep for it.

Note: Preface this exercise with the fact that you want them to use their **Indigo Report** heavily. Regardless of students’ skill levels, all can benefit from incorporating Indigo language into their interview strategy. i.e. have them look at **strengths section, style section, value to a team section**, etc. to find vocabulary that would highlight them in a positive and authentic light.

Part 1: Divide students into pairs—one is the interviewer, one is the interviewee. Have students answer any of the following questions (you can use your own too):

- Why are you interested in this job?
- Why would you be good at this job?
- How will you work on a team?
- What is a weakness that may show up?
- How do your skills fit this job?
- What is your ideal manager?
- What is your biggest strength that you bring to the table?



Part 2: Now, as the teacher you are the interviewer—have three student volunteers come up to the front of the room and sit in three different “hot seats.” Pick a couple questions to ask them and see how each responds. Feel free to rotate students as many times as possible if a lot of students want to volunteer. You may ask the same questions that they went over in pairs or use your own questions. The more practice, the better! Encourage students to look at their Indigo Summary Page and use some of the language on the strengths, skills and value to a team sections while on the hot seat to enhance their answers! This will give them practice using strong language to describe themselves.

Part 3: Close by asking students for ideas on how they could use the Indigo Report to prepare for job interviews and college applications. How can you show what you are passionate about through motivators? How have your top skills come up in your life? How can you use the language from the strengths, skills, and value to a team sections more?

Study Your Way to Success

CC-4

Study Tips

The Goal: In almost all future paths, the ability to focus on your work is critical. This exercise is designed to help students understand that studying is less about developing the skill and more about learning the best ways for you personally to study.

Part 1: Split students up into groups of 3-4 based on their top DISC score (colored graph) and have them answer the following questions:

What are some study tips that work for you? Don't work for you?

What is the best environment for you to study in?

In what situations have you had your best studying sessions?

What sort of environments or studying approaches/techniques would best fit your DISC?

Note: By putting similar DISC styles together, they will tend to think and like to study in a similar way but it is possible that not every tip will resonate. For example, the High D group could have a High D, High I that likes to study surrounded by friends where they competitively quiz each other. A High D, High C in the same group might want to study alone with highly detailed study note cards that they study intensely. This is just a way to share ideas!

Part 2: Split students up into groups based on their top Motivator score (blue graphs on bottom left-hand side) and have them answer the questions below. The goal is to get students thinking about ways to tie things they have to do or study for into their top Motivators, and think of things they can pursue in the future that fit what drives them.

What type of projects and assignments motivate you? Which type bore you?

How do you cope/deal with things you have to do that are not motivating?

How can you apply your top 1-2 Motivators to your studying so that you engage?

Part 3: After students have brainstormed in their own groups, have them write down 3 new study tips that they are going to start using moving forward based on their DISC style and top Motivators. If the tips align with both the DISC style and Motivators, even better!

Part 4: Bring the groups back and share ideas/tips. To close, you may share this link to some general study tips and share your own tips with them too: <http://bit.ly/18DjdwF>

21st Century Culture Fit

CC-5

Major to Career Search

The Goal: Students often grapple with questions such as “What is the right career for me?” “What is the right college for me?” “What is the specific thing I should be planning for when I start my career?” However, students rarely consider “What type of culture and environment would fit me?” until years after high school. This exercise is designed to get them thinking about this last question to help guide their decision making process.

Part 1: Explain these four “fits” to students. They are intentionally broad, as they give room for students to define it more narrowly to fit themselves.

Entrepreneurial Fit: Fast-paced, change-oriented environment. Suited for thrill seekers looking for a high-risk job with constantly shifting responsibilities and priorities but a chance for a big payoff—in reputation, in money, in social impact, et cetera.

Corporate Fit: Fast-paced, detail-oriented environment. Suited for high performers looking for a stable job with a clear procedure to follow for advancement and promotion.

Non-Profit Fit: Steady-paced, change-oriented environment. Suited for cause-driven individuals looking for a potentially high-risk job with a chance to use their talents to solve a large societal issue.

Government Fit: Steady-paced, detail-oriented environment. Suited for steady and highly detailed individuals looking for a stable job with clearly defined responsibilities, priorities and a consistent workflow.

Part 2: Have students get in groups based on the “fit” that most interests them. Have them spend a class period researching their fit online, and then at the end of class take 3-5 minutes for each group to present the pros, cons, and anything else that is interesting about pursuing a major or job in that fit.

Part 3: Have students research 5 potential jobs or majors in the culture fit that most interest them and write a short paragraph for each explaining how it fits into their [top DISC style](#), [top 1-2 Motivators](#), or [top 5 skills](#) on their [Indigo Summary Page](#). That way, they are looking for jobs or majors that not only interest them but also align with who they are. You may either take a another class period for Part 3 or assign it for homework.

Indigo a Career Field

CC-6

Major to Career Search

The Goal: Why find a career field when you can just Indigo it? Indigo provides more than enough information to narrow down options for the future (and if you already did the *21st Century Culture Fit* exercise, then students may have already narrowed it down to a broad category such as “Non-Profit Fit” or “Corporate Fit.”) This exercise provides time for students to have some introspection on specific options that fit them.

Note: We recommend using this exercise after doing a few other College Prep exercises. It will improve the quality of students’ introspection.

Part 1: Have students do research on a career field that interests them. This can be done in class time with computers or smart phones, or assigned as homework.

Part 2: Have students write a 1-2 page paper answering the questions below.



- What is the career field? (This question can serve as the introduction paragraph)
- How would this career field fit your top 2 DISC styles and top 2 Motivator combination?
- What type of jobs or majors in this career field specifically would be a good fit for you?
- How can you use your top 5 skills to excel in majors or jobs within this career field?

Note: To assist students in their research, you can provide them with these two links to lists of career fields to help them start: <http://bit.ly/1OmmgMY> or <http://bit.ly/1AwYIB5>

Tip: If students are having a hard time picking a career field that sounds interesting, have them look at the higher education and career recommendations towards the back of their Indigo Report. Once they have read through it, ask them to underline all of the recommendations that sound interesting. Next, see if there are any career fields that relate back to the recommendations that they underlined. Feel free to do this at the beginning with all of the students as well. Students can also post this information to Naviance.

Discover Your Dream Path

CC-7

Major to Career Search: Group

The Goal: Sometimes, what students need most is the time to real-talk with their peers about what the future may look like. Students work in groups to discover what type of careers or majors might be interesting to pursue and learn more about those options.

Part 1: Have students read the **Next Steps: Possible Higher Education Programs** section of their **Indigo Reports**. Next, have them underline 3-5 majors or careers that stand out to them, sound interesting, or that they would like to further explore.

Part 2: Next, divide students into groups of 4 based on their top 1-2 Motivators. Once they are in groups, have them talk about the different majors or careers that they each underlined. During the conversation, groups will narrow down their list and pick 3 majors or careers that they would like to research together.

Part 3: At this point, have your students take out their computer or iPad so that groups can start researching the majors or jobs that they picked. Write the links below (or others you prefer) up on the board so that the students can access these resources on their computer or iPad.

- www.roadtripnation.com/explore/interests
- www.princetonreview.com/college-major-search
- bigfuture.collegeboard.org/majors-careers
- Google / Wikipedia
- <http://bit.ly/1AwYIB5>



Part 4: Have groups research the 3 majors or careers that they selected as a group. After they have spent some time researching, they are going to pick their favorite one and present their findings to the rest of the class (2-3 minutes per group). Encourage groups to tie in the information they are presenting back to their top 1-2 Motivators since they are going to be in Motivator groups.

Optional Add-On: Feel free to assign the 3-5 minute presentations as homework and have all of the groups present in the following class. That way, groups have a bit more time to prepare and the sharing of information can go more in depth.

Discover Your Dream Path

CC-7

Major to Career Search: Individual

The Goal: It's time to blaze a trail and take some time for introspection! Students will work individually to discover what type of careers or majors might be interesting for them to pursue and learn more about those options.

Part 1: Have students read the [Next Steps: Possible Higher Education Programs](#) section of their [Indigo Reports](#). Next, have them underline 3-5 majors or careers that stand out to them, sound interesting, or that they would like to further explore.

Part 2: Next, have your students take out their computer or iPad so that they can start researching the majors or jobs that they underlined. Write the links below up on the board so that the students can access these resources on their computer or iPad.

- www.roadtripnation.com/explore/interests
- www.princetonreview.com/college-major-search
- bigfuture.collegeboard.org/majors-careers
- Google / Wikipedia
- <http://bit.ly/1AwYIB5>



Part 3: Have students browse the 3-5 majors or careers that they underlined. After they have spent some time browsing, have them select the 2 majors or jobs that interest them the most. Have each student research the 2 they selected even further and answer the following questions in bullets: What is the next best step for me to take in order to be able to get into that job or major? It could be as simple as going to talk to your counselor to even looking for specific colleges or programs that offer that major. Also answer the following questions in bullets: How can I find a way to tie my top 1-2 Motivators or DISC style to that job or major? How could I use the top 5 skills from the Indigo Summary Page to excel in that major or job? Each job or major they research should end up having enough bullets to cover about 1 page.

Part 4: Have students actually take that next best step that they wrote about in Part 3. It could be going to speak with their counselor, doing an informational interview for the job they are interested in, or even finding 1-2 colleges that have the major they are looking for. Alternatively and more specifically, you could simply have students look for 3 specific companies, programs, or colleges that offer the job or career that they are looking for.

Indigo For Essay Writing

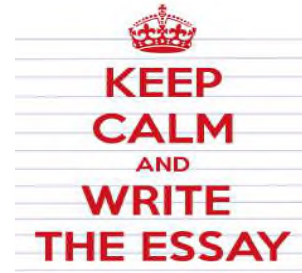
CC-8

Essay Writing: Part 1

The Goal: Where do you even begin with a college essay? What details do you pull from your life to convey what makes you unique? These are the questions students face, and this exercise is designed to tackle them directly. This exercise will help students use the **Indigo Report** to come up with topics and start writing about them for their college essays.

Note: this exercise can also be used to help students write their job application essays and cover letters! Feel free to follow the same format, just talk about it as if it was for a job.

Part 1: Have students pick **2** essay topics that interest them the most on the following page. Feel free to print the next page with the list of topics and hand them out to the students.



Part 2: After students have selected the **2** essay topics that interest them the most, have them write their ideas and start brainstorming on how they want to answer those topics. If students are set on an idea for one of the topics, have them start writing their essay outline or essay proposal to be submitted and approved.

Note: If you would like to give more direction for the brainstorming, you may ask students to write 1-2 paragraphs or write bullets covering $\frac{1}{2}$ -1 page per topic as part of the brainstorming.

Part 3: After students are done brainstorming and have a few ideas for their two topics, have students get into pairs or groups of 3. Ask students to share their ideas and give each other feedback. After students are done brainstorming, see if any students would like to volunteer to share their ideas with the rest of the class. Have the class give constructive feedback.

Part 4: Have students narrow down the **2** topics to the **1** that they want to write about the most. Have them come back to class with an essay outline for the topic they chose.

Note: if you would like, you could also have students complete Part 4 in the following class period. At the end of the day, the main goal of this exercise is getting students to think about different topics for their essays and also getting them to leverage their Indigo Reports in order to come up with powerful essay ideas.

Possible Indigo College Essay Topics

8. *Strengths*: look at the [Strengths, Value to a Team](#), and [Top 5 Skills](#) sections on their [Indigo Summary Page](#) and highlight the things that really stand out to you. Talk about an impactful or meaningful experience where you used those skills and strengths. You can also talk about a time or place where you always use your top skills (i.e. as a leader on a sports team or empathy when volunteering)
9. *Strengths 2*: look at the [Strengths, Value to a Team](#), and [Top 5 Skills](#) sections on their [Indigo Summary Page](#) and highlight the things that really stand out. Answer any or all of the following questions: How do your strengths and skills come up in your life? How will your strengths and skills help you excel and stand out as an individual? How do your strengths and skills help define who you are and your story?"
10. *Passions*: look at the [top 1-2 Motivators](#) on their [Indigo Summary Page](#). You may also read the Motivators sections near the end of the report to understand what the two top Motivators suggest about you in more detail. Talk about how your top one or two Motivators will be fulfilled by your chosen field of study or the culture of the school you are applying to. If you are writing for a job application or cover letter, talk about how your top one or two Motivators will be fulfilled in that given job.
11. *Passions 2*: look at the [top 1-2 Motivators](#) on their [Indigo Summary Page](#). You may also read the Motivators sections near the end of the report to understand what the two top Motivators suggest about you in more detail. Answer any or all of the following questions: How do your Motivators/passions come up in your life? How will your Motivators/passions help you excel and stand out as an individual? How do your Motivators/passions help define who you are and your story?
12. *Perfect Fit*: Look at the [Summary: Your Ideal Work Environment](#) section and use the points in that section to talk about why you think the particular environment in the school or job you are applying to is a good fit. The point of this essay is all about highlighting why you would be a perfect fit for wherever you are applying.
13. *Your Value*: Look at the [Value to a Team](#) section on the [Indigo Summary Page](#) and at the [Style: What Others May Value In You](#) page later on in the report and talk about how you would be able to bring that value to the school that you are applying to or the major you are pursuing. The point of this essay is to highlight the value you would bring to the table at the place where you are applying.
14. *Overcoming Adversity*: Look at the [Summary: Some Potential Challenges](#) page and come up with a story where you faced and overcame one of the challenges in that section. The goal is to highlight your ability to overcome adversity.

Note: All of these prompts are just starting points. Students are encouraged to combine essay topics, tweak them, and even come up with their own ideas to add on to the topics.

Indigo For Essay Writing

CC-8

Essay Writing: Part 2

The Goal: Admission counselors for colleges read thousands of essays. This exercise will help students weave Indigo language from their reports into their writing pieces and help them stand out.

Note: At the end of the day, the main point of this exercise is to help students find specific adjectives and phrases that they can include throughout their essays that will help them enhance who they are and the point that they are driving home.

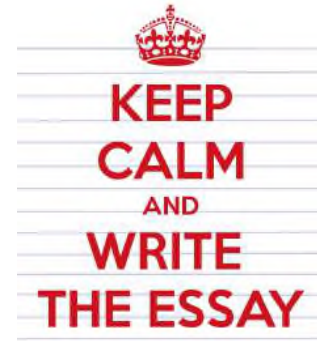
Part 1: Have your students read the *Style: Your Style* section to start getting a better sense of their unique style and how they can describe themselves in their essay. As students read through the section, have them underline adjectives and phrases that stand out to them.

Part 2: Next, have students look at their *top five skills* and *Value To a Team* sections on their *Indigo Summary Page* and underline all of the bullet points that stand out to them. Once they have finished doing that, have them do the same thing for the *Style: What Others May Value in You* and *Summary: Your Strengths* pages later on in the report.

Part 3: Once students have underlined bullets, adjectives, and phrases in all of the sections from Part 1 and Part 2, have them rewrite them in a separate piece of paper or document. Students should have about 10 total phrases, adjectives, and bullets.

Part 4: Once students complete the rough drafts of their college essays, have students go back for another edit and star (*) places where they can add the phrases, adjectives, and bullets that they wrote on the separate page or document. Once they have identified various parts or places they can enhance using the vocabulary from all of the things they underlined, have them rewrite those parts of their essay using the wording from the phrases, adjectives, and bullets.

Note: This exercise may also be used to help students enhance their job application essays and cover letters! Feel free to follow the same format, just talk about it as if for a job.



Indigo For Resume Writing

CC-9

Resume Writing: Part 1

The Goal: The hardest part about writing one is sometimes even starting one. Even if students don't have much work experience, they can still use Indigo Reports to craft 2 self-descriptive sentences for future resumes.

Part 1: Have the teacher or counselor share the examples of Personal Qualification Statements from below:

Example Sentence One: “Adaptable and flexible, Tim negotiates conflicts by turning negatives into positives.” “Emma is a team player who motivates others toward goals.”

Example Sentence Two: “Highly motivated by helping others.”

Part 2: Have students recreate a statement like the one in Example Sentence One. Use the [Style: What Others May Value in You](#) page from the Indigo Report as a reference—take a couple statements from it to write your statement using your name instead of the word “I.”



Note: Try starting with an adjective and ending with a verb phrase like the example.

Part 3: Have students recreate a statement like the one in Example Sentence Two. Use the [Motivators: Your Motivator Hierarchy](#) page from the Indigo Report as a reference—use one of your top two Motivators to fill in the statement “Highly motivated by ____.”

Part 4: Have students turn to the page titled [Summary: Your Skills](#). Using the top two skills, complete the following sentence: “Is skilled in ____ and ____.” Combine this with sentence two, and you now have two foundational starting pieces for your resumes

Note: Below is a link to a sample resume with qualification sentences:

http://www.resume-help.org/entry_level_resume_example.htm

Indigo For Resume Writing

CC-9

Resume Writing: Part 2

The Goal: Crafting a top-notch resume is truly key for students looking to break into life after high school. This exercise takes students into even deeper applications about how to take language from their Indigo Report and turn it into an accurate, compelling resume.

Part 1: Have students make a list with their **top five skills** on their **Indigo Summary Page**, the bullet points that stand out to them from the **Summary: Your Strengths** page, and the bullet points that stand out to them from the **Style: What Others May Value in You** page. They may also add any other phrases or adjectives that stand out in their Indigo Report to the list. The Styles section might be a good place to look.

Part 2: Have students write down a list of their top five most compelling jobs, volunteering experiences, clubs, projects, or even their Genius Hour project (Look at *Skills Lesson III: Genius Hour*). Then for each experience, create three bullet points where the student highlights what they did using language from their list they made in Part 1.

Note: The end goal of this exercise is for students to write down all of their experiences that they want to include on their resume and then use Indigo vocabulary to write about their experiences in their resume. Essentially, it is a good way for students to take the necessary steps to actually start writing all of the content necessary for the resume.

Optional Add-On: For students who want take a step further and really who show who they are, have them create a ZeeMee website (www.zeemee.com) It's a new, innovative way for students to showcase who they are and what they are passionate about. After they complete their own site, sending it to colleges is as easy as adding the link in The Common Application. You may also have them write the link to their ZeeMee page on their resume and implement the same three bullet point strategy from Part 2 to explain what this project is all about. This Optional Add-On is great for engaging ambitious or creative students who may not be satisfied with just preparing a paper resume. See *College/Career Lesson II: ZeeMee* for a step-by-step guide showing students how to create a ZeeMee page and add it to their college apps and resume!

The 15-Minute Rec Letter

CC-10

Counselors: Letters of Recommendation

The Goal: Sometimes, it's hard to write recommendation letters for 250 different students! This provides simple, quick ideas for writing recommendation letters for any student using the Indigo Report.

Part 1: Read the [About You](#) page from the [Indigo Report](#) on the student you are writing the letter for. This section is an essay all about the student and their unique style that should provide great color on how this student operates.



Note: If possible, we also recommend looking at the student's MAP from the IndigoDiscover Online Course if your school offers it to students. You should be able to access this from the Indigo Dashboard, Sherlock. Students articulate their future vision in their own words and it will provide powerful context for your letters.

Part 2: From here, you can write three different types of letters:

Strengths Focused: Review the student's strengths and top five skills on their [Indigo Summary Page](#). You may also look at pages later on in the report to get a greater sense of their strengths. How can you talk about these qualities in light of what you see at school? How can you talk about them in a way that would be compelling for an employer or college admission counselor?

Passions Focused: Review the students top two [Motivators](#) on the [Indigo Summary Page](#) and read the Motivators sections near the end of the report. How does this student's motivators show up in their extracurricular activities and the way they participate in school? How do their motivators intersect with the college, program, or major they are hoping to attend. How can you make a narrative about a passionate, engaged student that would catch the attention of someone reading?

Combined: Combine elements from the student's strengths, skills, motivators and your personal experience. These typically result in the strongest letters with a very well rounded view of each person.

The most important step to figuring out your best college and career fit is

SELF AWARENESS.

Once you have a deep understanding of what you love to do and what you are naturally good at doing, it becomes much easier to find colleges and careers that fit your unique strengths and passions.



INDIGO INSIGHT

Indigo Program:
Social Emotional
Support

INDIGO PROGRAM:

THE INDIGO BLUE PROGRAM FOR SOCIAL EMOTIONAL GROWTH

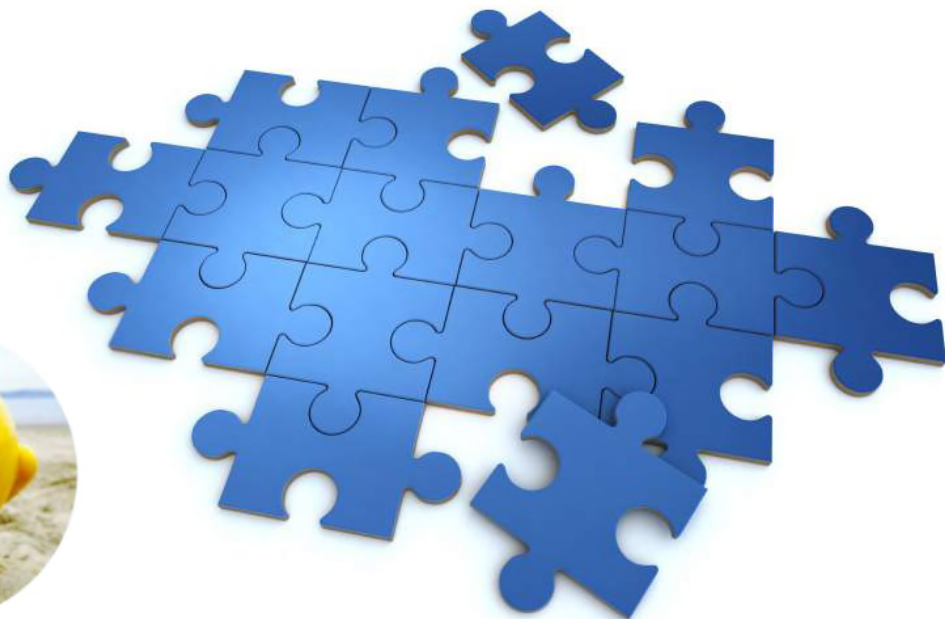
INTRODUCTION

The Perceptions section of the Indigo Survey measures how students perceive their external and internal worlds. Because the information is so sensitive and easily misinterpreted, we do not include the data in the report. Only authorized counselors and administrators have access to this information in the dashboard.

WHAT IS THE SEL SUPPORT LIST?

The “SEL Support List” (previously the “Blue List”) in the dashboard is derived from a set of scores based on the student’s internal and external world views. We have found that these scores can be indicators of students who may benefit from additional social emotional support. A few very important points about the SEL Support List:

1. The SEL Support List is NOT meant to be a clinical diagnosis in any way. It is simply a screening process to help determine which students might need a little more assistance from counselors. We recommend at minimum having a one-on-one conversation with every student on the Blue List as a next step.
2. It is possible the student is on the SEL Support List only because he/she randomly answered the questions. With these students, it’s best you determine whether or not this is a likely “random answer” scenario or this student is in a very bad place emotionally both externally and internally.



EDUCATION IS NOT
PREPARATION FOR LIFE,
EDUCATION IS
LIFE ITSELF.

JOHN DEWEY



3. In some cases, students who you would think should be on the list do not show up. Are you already spending a lot of time talking with this student? We tend to find that students who have strong support mechanisms already in place, despite going through serious difficulty sometimes have okay scores and do not show up on the list. It doesn't mean the problem is solved, but it does mean they are getting adequate support for the time being.
4. When students have extremely high external scores with extremely low internal scores, this tends to be a situation where the student is a high achiever, and you would never expect this person as needing emotional support. This was my situation as a young person, secretly struggling with anorexia, depression, and serious anger issues despite being a cheerful, straight-A student.

The "SEL Support List" has special meaning to me as a step-parent to a daughter who attempted suicide at the age of 17. Summer struggled with depression, anxiety, and eating disorders for nearly all of her teenage life. Following her suicide attempt, she began her own unique journey toward healing. Through various experiences, Summer has discovered what some of the "keys" to happiness are. Many exercises in the Blue Program are based directly from these experiences.

CREATING INTERVENTION GROUPS

We recommend offering additional support to students that have perceptions of the world or themselves that may be negative. The best case scenario is that all students have access to enhanced social emotional curriculum. Many of these exercises are good for everyone! See if you can work them into homeroom periods, group advising sessions, etc. Talk with staff about making time in the school day for social emotional learning. If there is no time in the school day, some of the schools we work with do pizza lunch groups once a week. One of our high school principals is running a lunch pizza group himself because his counselors are understaffed.

We highly recommend informing parents of students who are on the SEL Support List, letting them know about the groups, allowing them to opt in or out. We also find at many schools that students who are not on the list ask to be in the groups because they find it such a healing and bonding experience.

UNDERSTAND TEENS FIRST

Before you begin, it's important to put yourself in the right frame of mind for running an intervention group. We find that anyone in the right frame of mind can be helpful to these students. If you are not willing to put yourself in their shoes or come at this from a non-judgmental viewpoint, you will be ineffective. Even the most highly trained, credentialed psychologist would be ineffective without doing so.

Everyone has been/will be a teenager at some point in their lives, but as we grow older, we tend to lose touch with what it feels like to be a teenager. One of the major reasons so many struggling teenagers have trouble finding adequate help is because they feel the disconnect between teens and adults, and they feel like they can't find an adult who they're comfortable with. Since teenagers wouldn't be able to connect with what it feels like to be an adult, the best solution is to have adults re-connect with what it feels like to be a teen. This section is included to help the adults who will be helping teens understand what they might be looking for in a trustworthy adult.

Note: Not everyone is the same, so please understand that the following perspectives may not apply to all students. The purpose of this program is to help everyone in the group understand one other better, and that requires humility and patience.

I am a teenager and I want to say...

1. Be authentic: *It's O.K. to share your own struggles and examples from your life (when appropriate). This makes you seem more like a "real" person; it shows us that you are human. We want authenticity from you, not rote answers. If you don't have an answer, admit it!*

2. Please don't make assumptions: *I hate to be boxed in. Understand that each of us is unique, and we may not fit your expectations. Ask us questions, and if you don't understand our responses, dig! Let us correct you, and—please—believe what we say. It makes us feel important when you take our words seriously.*

3. Let us find our own answers: *A lesson discovered is more powerful than a lesson heard. Whenever possible, encourage us to think of solutions to our own problems. If you have high expectations for us, we will rise to the challenge.*

4. Don't tell us how to feel: *It's O.K. for me to feel sad or angry, and it frustrates us when someone tells us how we "should" feel. We need to know that we aren't dumb for getting stressed, feeling anxious, or even being depressed. We want to learn how to let those feelings go, but we also need to know it's alright to feel them in the first place.*

5. Let us learn in our own time: *If one of us isn't responding well or won't participate in the activities, he or she may need some space. Not all of us are ready to open up right away. Let that person sit out, and be patient. If you try to force us to engage, we'll only resist more.*

6. Go with the flow: *Keep in mind that these exercises are just ideas to get us started. If something isn't working, move on and try something else! Remind us that we are experimenting together, and give us the chance to tell you when something doesn't work for us.*



6 KEYS TO UNDERSTANDING TEENAGERS

BE AUTHENTIC

DON'T MAKE
ASSUMPTIONS

LET THEM FIND THEIR
OWN ANSWERS

AVOID TELLING THEM
HOW THEY SHOULD FEEL

GIVE THEM TIME AND
SPACE TO LEARN

GO WITH THE FLOW

SOCIAL EMOTIONAL PROGRAM

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Introductions

SE-1

The Goal: The purposes of this exercise is to kick off the group, get to know the students, and set the tone of the meetings.

Materials: Circle of chairs, paper and pencils/pens.



Step 1: Have students sit in a circle and introduce yourself and the purpose of the group. Emphasize that the point of the group is to dive deeper into what your strengths and weaknesses are, help you grow, examine why you are at school, and figure out what you want to get out of school.

Step 2: Instruct each student to share their name, how long they have been at the school and/or lived in the area, then tell the group one thing everyone knows about them and one thing nobody knows about them. Ask follow-up questions.

Step 3: Students should get out paper and pencil/pen (or pass them out). Ask them to write down answers to the prompts below. Let them know that they will not be asked to share their favorite/least favorite things so they can be honest.

- What is your favorite thing in life right now?
- What are your top three least favorite things?
- What do you love about this particular school?
- What do you dislike about this particular school?
- What does the world look like to you?
- What do you wish the world looked like?
- How can you be a part of making this happen?

Step 4: Talk a little about the last two questions as a group. Close by explaining that the group is going to explore how each person is going to carry out that last question.

RAMP (ASCA) Mindset & Behaviors addressed and developed:

Academic: *Building Supportive Adult Relationships.*

Social/Emotional: *Sense of Belonging; Self-Motivation / Self Direction; Perseverance; Self Confidence; Coping Skills; Building Positive Peer Relationships.*

The Goal: The idea behind this exercise is to spark creativity in the students. Creativity is essential because it helps people not feel trapped in their lives. The other purpose to this exercise is to give the students an opportunity to express themselves freely. There are no restrictions, and the students will have no fears of being judged or graded.

Materials: Room, tables and chairs, [Indigo Reports](#), whatever art materials are accessible.

Step 1: Provide the students with any art materials on hand. Some examples are posters and markers, canvases and paint, modeling clay, magazines and scissors (*for those who don't like to draw*) or simply a pen and paper. Have the students create a piece of art that represents themselves. The students are free to get as creative as they want. There are only two rules: the art has to be all about themselves, and it has to all be positive. (See **An Example** on the right).



TIP: [Motivators](#) from the [Indigo Report](#) are a good place to start to inspire students to think of images that represent what drives them.

RAMP (ASCA) Mindset & Behaviors addressed and developed:

Career: *Creativity; Communication.*

Social/Emotional: *Whole Self; Sense of Belonging; Positive Attitude; Self-Direction; Open Perspective; Extracurricular Activity; Coping Skills; Empathy; Self Advocacy; Positive Relationships.*

Note: Facilitator should do all suggested exercises first to show the “safety” of the group..

The Goal: The purpose of this exercise is to remind students that all of life contains both positives and negatives; life is never “all good” or “all bad.” This exercise is a good icebreaker for the first few sessions, when students are still getting a feel for the group.

Materials: Room, circle of chairs, [Indigo Report](#).



Step 1: Have the students sit in a circle. Each student takes a turn sharing one low from their week (something that made them sad, frustrated, or angry) and one high (something good that happened). Try to limit each person’s turn to one minute each.

An Example: “One low from my week was when I received a poor grade on my math test. One high from my week was when I went to the movies with my friends.”



TIP: You can use pages on the [Indigo Report](#) such as the [Communication Do’s and Don’ts](#) to highlight examples of high and low points during interactions or help them brainstorm. You can also use a hacky sack or soft object that students to throw to the next participant.

Note: Some of our SEL facilitators do a quick round of Highs and Lows before each session.

RAMP (ASCA) Mindset & Behaviors addressed and developed:

Academic: *Presenting; Concepts Comprehension.*

Career: *Communication; Listening; Presenting; Empathy; Collaboration/Cooperation; Teamwork.*

Social/Emotional: *Whole Self; Self Confidence; Sense of Belonging; Positive Attitude; Self Discipline/Control; Coping Skills; Supportive Relationships; Empathy; Self Advocacy; Social Maturity.*

Use Your Unique Strengths

SE-4

The Goal: This exercise helps students understand their strengths, how to articulate them, and explore how to use them.



Materials: Room, circle of chairs, [Indigo Report](#), pencil and paper.

Step 1: Have students read the [Summary: Your Strengths](#) page of the report and star the ones that stand out to them.

Step 2: Have students get in groups of three to talk about their strengths and times when they have used them.

Step 3: Now have the same groups talk about places where they could use their strengths in the future. Have them each write down three examples for themselves.

Example: Two of Sally's strengths are "Thinks outside the box when gathering information" and "Brings enthusiasm to the creative process." She realizes these could be used to excel on the multimedia research project she has been dreading in her history class.

TIP: You may need to rephrase some of the strengths on the Indigo Report if students have difficulty understanding certain words or phrases.

RAMP (ASCA) Mindset & Behaviors addressed and developed:

Academic: *Results Orientation; Extracurricular Activities Participation.*

Career: *Self Confidence; Whole Self; Perseverance.*

Social/Emotional: *Building Positive Peer Relationships; Sense of Belonging.*

Voicing Your Personal Needs

SE-5

Goal: This exercise will help students understand what their unique combination of needs is and how to express them to others.

Materials: Room, circle of chairs, [Indigo Report](#), pencil and paper.

Step 1: Have students read the [Summary: Things You May Want From Others](#) section of their Indigo Reports and have them star the ones that resonate.



Step 2: Have students write down their own answers to the following questions:

1. What is your most important need?
2. When has a person fulfilled your most important need? How did it feel?
3. When have you not received what you needed? How did that feel?

Step 3: Divide students into pairs. Have them share their answers with each other, and brainstorm instances or places where they need to express their most important needs to people around them.

An Example: Tom’s most important need could be “Public recognition of his ideas and results.” He realizes he needs to express to his teacher he would like more feedback on the projects he does for the class.

TIP: If some students would feel uncomfortable sharing, they can work alone and write down places in their lives where they need to express their needs.

RAMP (ASCA) Mindset & Behaviors addressed and developed:

Academic: *Critical Thinking; Positive Attitude.*

Career: *Overcoming Obstacles; Perseverance; Self Confidence.*

Social/Emotional: *Sense of Belonging; Self Advocacy; Coping Skills; Social Maturity.*

Positive Self Talk

SE-6

The Goal: The purpose of this exercise is to teach students to control their thinking patterns and view themselves in a positive light.

Materials: Room, circle of chairs, [Indigo Report](#), pencil and paper.

Step 1: Ask students to think of an example of negative self-talk they tell themselves frequently.

Step 2: Pair students up and have them tell their partner something they like about who they are.

Step 3: Have students practice the exercise on their own. In the next session, ask students to share stories about how positive self talk affected their week.

An Example: Instead of a student telling himself “I’m too fat”, we want to reinforce “I’m a great listener, and I make people laugh.”

TIP: Use the [Summary Page](#) in the Indigo Report and look at [Strengths](#) and [Value to a Team](#) to help reinforce positive self talk.



RAMP (ASCA) Mindset & Behaviors addressed and developed:

Career: *Empathy; Teamwork.*

Social/Emotional: *Self-Confidence; Positive Attitude; Perseverance; Sense of Belonging; Coping Skills; Results Orientation; Self Motivation / Self Direction.*

Support System

SE-7

The Goal: This exercise will help students understand the qualities that make up “safe” people so that they can build a better support system.

Materials: Room, circle of chairs, [Indigo Report](#), pencil and paper.

Step 1: Brainstorm qualities of “safe” people. Students can use real or imaginary people for examples.

Step 2: Have students list real people in their lives that fit these qualities.

Step 3: Challenge students to be “safe” for someone else by trying to bring out one of the qualities of a safe person in their own lives.

An Example: An example of a safe person could be “caring, a good listener who knows my needs” or “honest, direct, gives me smart advice.”



TIP: The definition of “safe” will vary from student to student. Use the [Summary Page](#) and [DISC](#) in the Indigo Report to determine what type of safe person will be the best fit for how each one communicates.

RAMP (ASCA) Mindset & Behaviors addressed and developed:

Career: *Take Responsibility; Self Advocacy; Self Motivation / Self Direction.*

Social/Emotional: *Whole Self; Critical Thinking; Personal Safety; Building Positive Peer Relationships, Building Positive Adult Relationships.*

Letter to Yourself

SE-8

The Goal: The goal of this exercise is to have students become more self-loving and self-empowered by making them take the time to give good advice to themselves.



Materials: Room, place to write, [Indigo Report](#), pencil and paper.

Step 1: Have students write a letter of advice to an imaginary person who is exactly like them facing the exact same problems they are. Write the advice like you would to a friend or family member.

Step 2: Upon completion, challenge students to take their own advice to see what happens.

Step 3: Invite any students who feel comfortable to share their letters and experiences with the groups.

An Example: A student could write a letter to herself to stay away from things that upset her—social media’s overstated opinions, negative people. Instead, she encourages her to spend more time creating things and less time consuming things.

TIP: If students are having a hard time thinking of advice, they can look at the [How Others Should Not Communicate with You](#) page of their Indigo Report to get ideas of things they could tell themselves to stay away from.

RAMP (ASCA) Mindset & Behaviors addressed and developed:

Academic: *Identifying Goals; Take Responsibility.*

Career: *Perseverance; Communication; Self-Advocacy.*

Social/Emotional: *Self Confidence; Self-Motivation; Coping Skills; Handling Change.*

How to Communicate with Others

SE-9

The Goal: The objective is to explain to students how people are different, and how they can use their unique communication style to connect with students who are not like them.

Materials: Room, circle of chairs, [Indigo Report](#), pencil and paper.



Step 1: Split the room into two groups—those [above 50 Dominance](#) and those [below 50 Dominance](#). Review the unique strengths of each and how not to communicate with them by using the [DISC Reference Guide](#). Feel free to ask the following questions:

- What are some things we can do to make both Highs and Lows feel comfortable communicating?
- Are there any [High D's](#) or [Low D's](#) that would like to share how they communicate with others?

Step 2: Do the same for [Influencing](#), [Steadiness](#), and [Compliance](#).

Step 3: Have students go back to their seats and either write one paragraph or draw a picture talking about their strengths and potential challenges.

Example: When going over [High Influencing](#) and [Low Influencing](#), one take away may be that Highs need to make room for Lows to speak up in group projects—because the [Low I's](#) may be observing details [High I's](#) miss.

TIP: Make sure to reinforce that there are no better or worse styles. Research shows the best performing teams have a mixture of highs and lows in all categories.

RAMP (ASCA) Mindset & Behaviors addressed and developed:

Academic: *Communication; Building Positive Peer Relationships; Results Orientation.*

Social/Emotional: *Sense of Belonging; Self Advocacy; Communication; Perseverance.*

The Goal: This exercise is designed to boost the self-esteem of the students—it also shows them that there are many ways for them to use their talents in life. Reminding students that there are plenty of options in the future is important to keep them inspired to move forward.



Materials: Room, chairs arranged audience style, [Indigo Report](#), pencil and paper.

Step 1: The week before this exercise, tell students to write down a talent they want to display or perform. Tell them to feel free to be creative.

Step 2: Allow each student time to share their talent with the group. After the student has shared, use the [Indigo Report](#) to brainstorm what sort of education or career futures could utilize their talents and abilities.

An Example: A student brings in a short story to share. You look at her [Indigo Report](#) and see she's also a [High I](#). She could do very well in journalism, travel writing, or advertising.

TIP: You can use pages on the Indigo Report such as the [Possible Higher Education Programs](#) or [Possible Career Ideas](#) to help make connections between the talent and real world opportunities.

RAMP (ASCA) Mindset & Behaviors addressed and developed:

Academic: *Creativity; Self Motivation / Self Direction.*

Career: *Collaboration / Cooperation; Results Orientation; Identifying Goals.*

Social/Emotional: *Building Supportive Adult Relationships; Self Confidence; Sense of Belonging.*

The Wrap Up

SE-11

Goal: The goal of this exercise is to talk about what students learned from these sessions and what they see as practical lessons they can use in their lives.

Materials: Room, circle of chairs, pencil and paper.

Step 1: Ask them a series of open-ended questions. Feel free to guide the conversation in any direction you fit.



see

- What will you take away from this group?
- What will you continue working on?
- Was there any one exercise that stuck out to you?
- Did you bond with any of the students in this group?
- Did this give you any unique ideas of how to do things in your life?

Example: Brendan shares that he really enjoyed learning how to voice his personal needs, and that he feels like Jack is now a close friend who he can talk to about these sorts of things.

TIP: If you are doing any sort of post-test / feedback form over this experience, doing it during this exercise would be the ideal time.

RAMP (ASCA) Mindset & Behaviors addressed and developed:

Career: *Take Responsibility; Handling Change / Adapting; Self Advocacy.*

Social/Emotional: *Self Confidence; Sense of Belonging; Building Positive Peer.*

Relationships; Self Motivation / Self Direction; Perseverance; Overcoming Obstacles.

Additional Social Emotional Exercises

SE-12 Practicing Resiliency

SE-13 Conquering the Future

SE-14 Listening

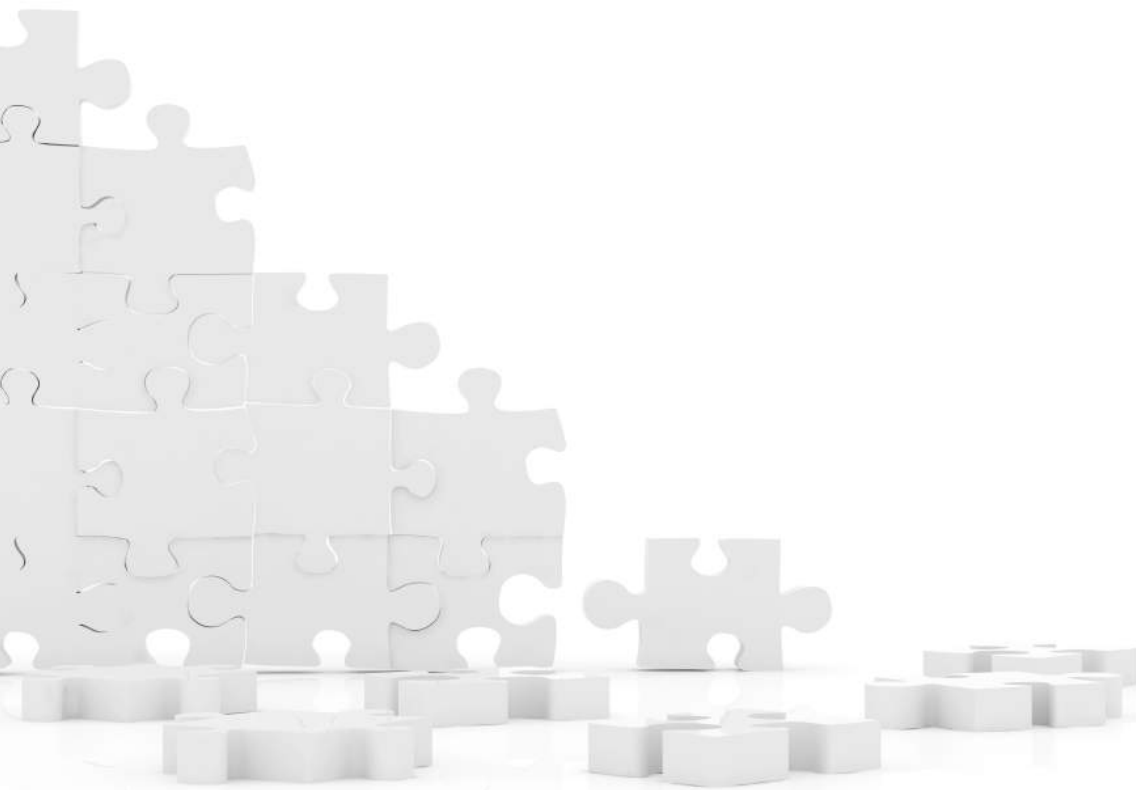
SE-15 5-4-3-2-1 Game

SE-16 Asking “Why?”

SE-17 Guest Speaker

SE-18 Understanding Your Behavior

SE-19 Ideal Work Environment



Practicing Resiliency

SE-12

The Goal: This exercise is designed to remind students that “failure” is not a bad thing—our mistakes are usually the best learning experiences in our lives!

Materials: Room, circle of chairs, [Indigo Report](#), pencil and paper.

Step 2: Show [this clip](#): (<https://www.youtube.com/watch?v=AWtRadR4zYM>) from Disney’s *Meet the Robinsons*. It’s a perfect example of how failure can be a good thing.

Step 1: Have students share with the group a time they failed and what they felt and learned. After each story, the group will applaud and cheer.

An Example: A student shares about a time he missed the details in a project and how it caused him to get a lower grade. He talks about how he learned to 1) pay attention to details and 2) communicate with the teacher if he is unclear.

TIP: Feel free to reference the [Your Skills](#) page in the Indigo Report—some students’ past failures may actually have resulted in certain skills being more developed.



RAMP (ASCA) Mindset & Behaviors addressed and developed:

Academic: *Critical Thinking; Open Perspective / Informed Decisions; Taking Challenges.*

Career: *Perseverance; Overcoming Obstacles; Handling Change/Adapting.*

Social/Emotional: *Life-Long Learning; Self-Confidence.*

Conquering Fear of the Future

SE-13

The Goal: The goal of this exercise is to build students' confidence about the future by remembering their past successes.

Materials: Room, circle of chairs, [Indigo Report](#).

Step 1: Ask students to think of something they are nervous about. (These fears do not need to be shared out loud.)

Step 2: Pair students up and have them both share a victory from their past. They can share with the group if they are willing.

Step 3: Encourage students to think about this past success throughout the week when facing challenges that make them scared or nervous.

An Example: A student is nervous for an upcoming test, but remember a past test that they studied for and passed. As they prepare for the next test, they will use the memory of the last test as motivation.

TIP: Look at the [Motivators](#) section of the Indigo Report for clues of how you could inspire or drive students to tackle certain challenges they fear.



RAMP (ASCA) Mindset & Behaviors addressed and developed:

Academic: Results Orientation; Taking Challenges.

Career: Positive Attitude; Take Responsibility.

Social/Emotional: Self Control / Self Discipline; Perseverance; Social Maturity; Self Confidence; Empathy.

Listening

SE-14

The Goal: Students will learn the value and validation that active listening provides, and they will practice providing it to others.

Materials: Room, chairs arranged “speed dating” style, [Indigo Report](#).



Step 1: Divide students into pairs: one talker, one listener. Facing each other in chairs, have the talker speak for 30 seconds about any topic they choose.

Step 2: The listener must try to summarize what the talker told them. The talker can (politely) correct them if they are wrong.

Step 3: Repeat this exercise as many times as desired with new pairs. You can also have the listener ask a question about what they heard and summarize the answer.

Step 4: Group debrief/retrospect on what was heard/learned.

An Example: The talker tells the listener why *Pirates of the Caribbean* is her favorite movie—she loves Johnny Depp. The listener summarizes what he heard, and then asks her why she loves Johnny Depp.

TIP: To challenge students, have them look at their partners [How Other People Should Communicate with You](#) page on their Indigo Report to figure out what is the best way to communicate and listen with someone

RAMP (ASCA) Mindset & Behaviors addressed and developed:

Academic: *Communication / Listening.*

Career: *Social Maturity / Appropriate Behavior; Open Perspective.*

Social/Emotional: *Building Positive Peer Relationships; Empathy; Collaboration,*

5-4-3-2-1 Game

SE-15

The Goal: The point of this exercise is to teach a coping mechanism to students to help handle stress, panic attacks, or emotional overload.

Materials: Room, circle of chairs, pencil and paper.

Step 1: Have everyone sit down (either on a chair or the ground) and think about five colors they *see*.

Step 2: Have students think about four sounds they *hear*.

Step 3: Have students touch three objects in the room and think about how they *feel* (they can move during this exercise).

Step 4: Have students think of two *smells*.

Step 5: Have students think of the one *taste* of their favorite food.



An Example: I see the colors blue, grey, white, green, and red; I hear crickets, the air conditioning, people walking, and my breathing; I feel my pen, the carpet, and my shirt; I smell fresh air and my shampoo; I remember the taste of mocha-flavored ice cream.

TIP: Encourage students to use this in stressful situations or at times when there are frustrated with the way people communicate with them.

RAMP (ASCA) Mindset & Behaviors addressed and developed:

Career: *Take Responsibility; Overcoming Obstacles; Positive Attitude.*

Social/Emotional: *Coping Skills; Self Advocacy; Whole Self; Self Confidence.*

Asking “Why?”

SE-16

The Goal: This exercise helps students take a deeper look into their insecurities to find ways to overcome them.

Materials: Room, circle of chairs, [Indigo Report](#), pencil and paper.



Step 1: Have students form pairs—one listener, one talker. Tell the talker to share one of their insecurities with the listener.

Step 2: Have the listener begin asking the talker “Why” questions (“Why does this make you feel insecure?”). There will be five questions each round.

Step 3: Switch roles and do another five rounds.

Step 4: Have the students talk about how they could deal with their insecurities. Ask if any groups feel comfortable sharing.

An Example: “Why” questions could allow one student to express that he wants to do well in school so he doesn’t seem stupid because it would make him feel like a loser.

TIP: For individual students that discuss deep or troubling issues, reference their [Social Emotional Scores](#) on the backend of their Indigo Report.

RAMP (ASCA) Mindset & Behaviors addressed and developed:

Academic: *Critical Thinking; Self Direction / Self Motivation.*

Career: *Communication; Social Maturity.*

Social/Emotional: *Identifying Goals; Perseverance; Coping Skills; Empathy; Self-Confidence; Whole Self.*

Note: This exercise was originally planned around Peak to Peak Charter High School bringing in Dr. Alexis Saccoman at IThrive from Longmont, Colorado to discuss Multiple Intelligences. However, this exercise can be tailored to bring in a guest speaker to talk about any subject.

The Goal: A guest can bring an outside perspective on the problems that can help students see issues from a new light—it equips students with new ways to approach the thing with which they are struggling.



Materials: Dependent on how you tailor this exercise.

Step 1: Find a speaker who can speak on a topic that seems relevant to your students (i.e. self confidence, relating to others, sense of self).

Step 2: Bring the speaker in. S/he can be woven into any of the other exercises, or this can be a stand-alone topic on a certain issue.

An Example: If your students particularly struggle with negative self-image, bring in a speaker to address that. The speaker could have expertise on how to promote positive body image, or positive self-talk.

TIP: Use the [DISC and Motivators](#) of your group to help prep your speaker. Are your students [High D's](#) who want to be spoken to directly and firmly? Are they motivated by [Social](#) and therefore want to know how they can use this information to help others?

RAMP (ASCA) Mindset & Behaviors addressed and developed:

The ASCA Mindset & Behaviors addressed depends on what the speaker presents to the students.

Understanding Your Behavior

SE-18

Goal: This exercise not only reinforces self-awareness of unique strengths and skills, but how to listen and understand the strengths, skills, and styles of others.



Materials: Room, circle of chairs, [Indigo Report](#), pencil and paper.

Step 1: Divide students into pairs. Have students read their partner's [Style: Your Style](#) page from the Indigo Report. Have them star things they think are accurate about the other person.

Step 2: Swap reports back, and have students star things that stand out on their individual report. Give students time to talk about why they starred the things that they did on each report.

Step 3: Ask the following questions:

- How did it feel to hear about yourself?
- Were there any similarities between you and your partner?
- How can you better use your style at home and school?

An Example: Jack discovers that what stuck out most to his partner about him is “likes to win through persistence.” He thinks about how he could apply that mentality toward the college environment.

TIP: Emphasize to the students that this exercise is about highlighting strengths, not weaknesses.

RAMP (ASCA) Mindset & Behaviors addressed and developed:

Academic: Results Orientation; Communication; Collaboration; Social Maturity.

Social/Emotional: Building Positive Peer Relationships; Self Confidence; Sense of Belonging; Empathy.

Ideal Work Environment

SE-19

Goal: This exercise helps students understand they need to find and create environments that fit who they naturally are.

Materials: Room, circle of chairs, [Indigo Report](#), pencil and paper.



Step 1: Have students read the [Summary: Your Ideal Work Environment](#) section of the Indigo Report. Have them star the things that are important to them.

Step 2: Have students describe the “perfect class” or “perfect job” by either drawing a picture or writing. When finished, ask students to share with the group. Here are a few questions you can use to guide the conversation:

- Would the teacher call on you often or not at all?
- What would the room look like?
- Would you work in teams or on your own?
- Are you graded on projects, tests, book reports or something else?

Example: Xiao Yu sees her report says she likes “Work tasks that change frequently.” She writes about a classroom where activities are different every single day.

TIP: It’s important to communicate to the group that students will have different desires for their school and work environment—and that is okay. It’s not about conforming, but about better understanding what you need.

RAMP (ASCA) Mindset & Behaviors addressed and developed:

Academic: *Creativity; Results Orientation; Positive Attitude.*

Career: *Self Advocacy; Self Motivation / Self Direction; Critical Thinking.*

Social/Emotional: *Sense of Belonging; Self Confidence; Communication; Whole Self.*

WE ALL MAKE MISTAKES, HAVE STRUGGLES, AND EVEN REGRET THINGS IN OUR PAST. BUT YOU ARE NOT YOUR MISTAKES, YOU ARE NOT YOUR STRUGGLES, AND YOU ARE HERE NOW WITH THE POWER TO SHAPE YOUR DAY AND YOUR FUTURE



STEVE MARABOLI

Indigo Program:
21st Century
Skills

21st CENTURY SKILLS PROGRAM

INDIVIDUAL SKILL ACTIVITIES

Each student will have different strengths and areas to work on. These self-guided activities allow you to give each student activities personalized to their skills, whether the goal is to develop top skills or address bottom skills.

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and more ...

S-24 Exploring Skills with IndigoSkills.com videos

S-25 Exploring Skills with Ted Talks

Analytical Problem Solving

S-1

The Goal: When it comes to analytical problem solving, identifying the problem is only the first step. We want to create solutions! Shift the mindset away from complaining about problems to collaborating on solutions and implementing the best ones.

Note: You should become familiar with the “Yes, And” technique to do this exercise successfully. Learn more about the Yes, And Technique here: <http://bit.ly/1djGDL5>

This exercise can be repurposed to tackle any big-picture issue or question.

Part 1: Think about your complaints about your school. Do you hate the food? Do you wish the classrooms had more light? Do the bathrooms smell? Write them down. The problems could be about anything, school-related or relating to yourself or your community.

Part 2: Set a timer and come up with as many solutions as you can in 5 minutes. Write them on post-it notes. The goal of Part 2 is quantity, not quality. Challenge yourself to come up with as many crazy ideas for solutions as you can.

Part 3: Pick your top 3 – 5 ideas and use the “Yes, And” technique to improve them. How can these ideas be made better? Which feasible to do? How can you make each solution more tangible? Add more post its and create an affinity diagram to answer these questions for your top 3 - 5 ideas.

More information on affinity diagrams can be found here: <http://bit.ly/1PTpIAn>

Other ways to build analytical thinking skills: Play brain games online at Lumosity (<https://www.lumosity.com/en/>) or common games like Sudoku, chess, backgammon and Scrabble.

You can also try incorporating online analytical apps and tools into your daily habits. MyFitnessPal (<https://www.myfitnesspal.com/>), Mint - a budget manager and tracker (<https://www.mint.com/>), google analytics, and other data based apps are great ways to track your habits and improve analytical thinking.

Conflict Management

S-2

The Goal: Some of the best new ideas result from fully engaging in conflicts, yet many people avoid conflict because they have not learned the skills for creating productive conflict. This activity will give you a six-part process you can use whenever you encounter conflict: in school, in life, or in your job.

Part 1: Read the short article, “The Proven Six-Step Tool for Conflict Resolution” (<https://crestcomleadership.com/2017/11/16/the-proven-six-step-tool-for-conflict-resolution/>). As you read, consider the extent to which you have or have not used these six strategies when engaging in conflicts in the past.

Part 2: Consider your skills in these six strategy areas and rank them from your strongest skill to your weakest skills, with 6 being your strongest skill and 1 being your relatively weakest skill.

Conflict Management Skills	Rank Order
Listening	
Mirroring what you hear	
Asking for more information	
Validating feelings	
Empathizing	
Asking to respond	

Part 3: Set a goal for your part in the next important conflict situation you encounter. What will you do more of? What will you do less of?

Goal 1: I will do more.....

Goal 2: I will do less.....

Part 4: As you go through the next week, observe the conflicts you are involved in, both large and small. Use these situations as opportunities to practice the Six-Step Tool for Conflict Resolution, and then reflect on these questions:

What did you learn about conflict as you used the Six-Step Tool?

What did you learn about yourself as you used the Six-Step Tool?

Continuous Learning

S-3

Goal: Being a continuous, lifelong learner involves making a commitment to pursuing questions, engaging in inquiry, and expanding one's areas of expertise and skill. This activity is designed to provide an opportunity to define lifelong learning, explore multiple ways to pursue continuous learning, to acknowledge the ways in which one is already a lifelong learner, and to commit to always continue to learn, in school, in life, and at work.

Part 1: Read *50 Ways to Be A Lifelong Learner at Home* (<https://demmelearning.com/learning-blog/lifelong-learning/>),

Part 2: As you read, fill in the template below.

	Definition:
Have Practiced: From the list of ways to practice lifelong learning included in the article, write 3-5 ways you already practice continuous learning.	1. 2. 3.
Will Practice: From the list of ways to practice lifelong learning included in the article, write 3-5 new ways will practice continuous learning. Beginning now and into the future.	1. 2. 3.
Benefits: Of the benefits of lifelong learning listed in the article, which is the most important to YOU?	Benefit:

Part 3: What is the commitment you will make to engage in continuous learning in your life and in your work? Write down your commitment.

Creativity/Innovation

S-4

The Goal: Google, a company with a reputation for innovation, gives its engineers one day a week to work on a passion project. That’s right—20% of their billing time is spent pursuing ideas and interests that may only loosely tie back to their workflow. What would happen if we gave students the same flexibility? What if we gave them the time to pursue their own genius?

Note: This exercise is a commitment. It requires time and a willing to engage in serious exploration and growth over the course of months.

Part 1: Brainstorm on what your “Genius Project” could be. Your ideas should be specific to you as an individual. Your passion project must be tied to your [top 1-2 Motivators](#) so start brainstorming for ideas by looking at your [top 1-2 Motivators](#) on their [Indigo Summary Page](#). Examples of ideas: starting and growing a new club at school for people interested in coding or investing, building a business, planning a school-wide volunteering day, writing and producing a one-act show for students, leading a full-fledged fundraiser for an initiative that you care about, managing your school’s social media initiatives, learning to build a website from scratch, working on a massive art project or performance, etc.

Part 2: Write a one-page proposal. The proposal should explain the overall project scope and also how it fits your top 1-2 Indigo Motivators. You should also talk about how you plan to utilize your [top 5 skills](#) from your [Indigo Summary Page](#) to execute your project. Hold yourself accountable to picking a project that fits and is sufficiently challenging.

Part 3: Spend one or two hours a week pursuing your project. This project can be as long or as short as you would like it to be, but the sweet spot is at least 15-20 hours—enough time for you to develop serious projects with a large scope of work.

Part 4: Create a presentation of the end results of your project. This can be in any form you choose—presentation, essay, collage, video, website, et cetera—so long as it is made clear that the results should reflect your true genius and genuine effort. In your final presentation of the project, you should demonstrate how the project tied in to your top 1-2 Motivators and how you used your top 5 skills to successfully carry out the project.

Optional Add-On: To develop “Time and Priority Management” and “Planning and Organizing” skills, write a proposal that includes how you plan to manage your time over the course of this project and define the different tasks you must complete before the project is considered complete. Essentially, you will submit a detailed plan of how you will carry your project out and manage your own time over the planned timeframe of the project.

Decision Making

S-5

Goal: Learn to use a Decision Matrix Tool. Often we need to make decisions that involve choosing from two or more options. A Decision Matrix is a tool that can be used by individuals or teams to clarify the process of deciding among options and to help assure the best decision is made.

Part 1: Think of a decision you need to make that involves two or more options. Are you trying to decide which of three new bicycles to purchase? Or which course to take? Or which major or career to pursue?

Write down what decision you need to make. Then write down the options you have.

Decision/Options:

Part 2: The article, “Need to Make a Tough Decision? A Decision Matrix Can Help,” (<https://blog.toggl.com/decision-matrix/>) defines the decision matrix and presents a case study that shows you how to design and use a decision matrix. Read the article, and as you do so, consider how to design and use a decision matrix of your own to make the decision you identified in Part 1, above.

Part 3: Design and use the decision matrix that will lead you to the best decision among the options you identified in Part 1. You may use the template below or adapt it to best fit your specific decision and options.

Decision Matrix Focus/Topic/Title:				
Factors				Score
Weights				

Part 4: What are the benefits of using a decision matrix for you? How could you use this tool in the future?

Diplomacy/Tact

S-6

Goal: Diplomacy and tact are approaches to communication that impacts our relationships and the environments in which we live, learn, and work. The goal of this exercise is to deepen one's knowledge, abilities, and inclinations in the areas of diplomacy and tact by using a "Three Levels of Text" protocol to reflect on the content of an article and its implications for life, learning, and work.

Part 1: "Tact and Diplomacy" (<https://www.skillsyouneed.com/ips/tact-diplomacy.html>) is an article with definitions, prerequisites, and strategies. Our understanding of what we read can be enhanced by using a protocol that promotes reflection as we read. One such protocol is the Three Levels of Text Protocol, which can be used as you read and can also enhance discussion when two or more people have read the same article in a group setting. Read the article and, as you read, use the prompts below to reflect on essential elements of the article and identify implications for your own communication.

Three Levels of Text Protocol			
	Identification Write the passage from this section of the article that you consider to be most important to you.	Interpretation Write what you think about the passage (interpretations, connection to past experiences, etc.)	Implications Write what you consider to be the most important implication of this passage for you life, your learning, or your work.
Definition Section			
Prerequisites Section			
Strategies Section			

Part 2: Write down one goal for yourself in the area of diplomacy and tact.

Empathy

S-7

Goal: Empathy means identifying and caring about others. To do this successfully, we need to be tuned into our own emotions, as well. The goal of the activity below is to have an opportunity to notice your own emotions. Most people rarely stop to consider the emotions they are experiencing, except when those emotions become intense. This is a self-empathy check-in.

Part 1: Choose a two-day period and stop briefly at identified times of day to notice and note the emotion(s) you are experiencing. Use the chart below to record the emotion and what you were doing at the time (e.g., eating breakfast alone, reading a book, dealing with a difficult customer).

Self-Empathy Check-In Chart				
	Day 1		Day 2	
Time of Day	Emotion Noted	What I Was Doing	Emotion Noted	What I Was Doing
9 AM				
12 PM				
3 PM				
6 PM				
9 PM				

Part 2: Reflect on what you notice about the emotions you wrote down. What patterns do you see? What did it feel like to stop on a schedule to notice what you were feeling? What did you learn about yourself? What did you learn about empathy?

Flexibility

S-8

Goal: It is important to monitor your own responses to change, because as you gain understanding about how you react to change, you will develop flexibility skills.

Part 1: List three changes that have occurred recently in your personal or professional life:

- 1.
- 2.
- 3.

Part 2: For each of the three changes, answer the questions listed below:

Questions	Change 1	Change 2	Change 3
What changed?			
How did you feel during the change?			
For times you felt negative (e.g., anxious, angry or scared), try to identify why you had negative feelings.			
For times you felt positive (e.g., excited, energized or happy), try to identify why you had positive feelings.			
What did you do to manage the change?			

Part 3: What are the implications for your life and/or your work?

**Adapted with permission from TTI International, Ltd. 2010.*

Futuristic Thinking

S-9

Goal: Futurists imagine, envision, or predict what has not yet been realized. They work to develop their brains to envision possibilities that others may not and to champion progressive ideas. Those who devote their careers to futures thinking work in the context of core principles for futures thinking.

Part 1: Read “Five Principles for Thinking Like a Futurist.”

(<https://er.educause.edu/articles/2019/3/five-principles-for-thinking-like-a-futurist>)

Part 2: As you read, use the 4 As protocol to reflect on the ideas presented.

The Four As Protocol Template	
<p>Assumption. Identify one key assumption in the article:</p>	<p>Argument. What is one area of the text with which you would argue?</p>
<p>Agreement. Identify one area of the text with which you agree?</p>	<p>Aspiration. What is one aspiration you have related to the text?</p>

Goal Orientation

S-10

The Goal: Goal setting is one of the most powerful but underutilized tools at our disposal. Did you know that people with written goals are 50% more likely to achieve them than people without goals? The problem is that only 3% of adults actually write their goals on paper. This lesson is all about teaching you to spend more time thinking and writing down your goals so that you can set goals throughout your life - and achieve them.

Part 1: Begin by developing 2-3 big-picture goals for yourself as an individual, which you can work toward throughout one full semester or another extended period of time. These goals may involve personal development (e.g. “I want to be more confident” or “I want to speak up for myself”), career development (e.g. “I want to become a lawyer” or “I want to start a company”), or skill development (e.g. “I want to become a stronger reader” or “I want to improve my presentation skills”). The goals may relate to school, or they may not. Either way, establish something that you want to achieve. After brainstorm 2-3 big picture goals, write down 1-2 sentences outlining each goal.

Part 2: Come up with 3-5 specific goals for the next 2-4 weeks and write them down. These short-term goals should promote, in some tangible way, your big-picture goals. Write down goals that are actually achievable within the given timeframe. It is better to achieve small wins over time than shoot for a big win and get discouraged.

Part 3: Every week, go back over your short-term goals from the board and check off the goals that were actually accomplished.

Note: There are two models for creating effective goals on the next page, SMART goals and HARD goals.

Goal Setting Models

SMART goals and HARD goals are guidelines to writing effective, accomplishable goals. To follow one of the goal-setting models, write down each category (ie Specific, Measurable, etc.) and then write down the part of your goal that fulfills it.

SMART Goals

SMART goals are goals that fulfill the following guidelines:

Specific: Clear, focused idea of what you want to change.

Measurable: Defined, quantifiable way to track the change or growth.

Actionable: Straightforward, simple things you can do to progress this goal starting today.

Realistic: Levelheaded, honest assessment of the goal's feasibility.

Timely: Precise, easy to follow calendar for when you should hit certain milestones.

HARD Goals

HARD goals are goals that are Heartfelt, Animated, Required, and Difficult. When you are creating a goal, it's best to work in the order A, H, D, R.

A is for **Animated** - as in animating goals in your mind by envisioning them happening. When you've got a good idea of what you want, write it down. This will make your vision more real and increase your odds of achieving it.

H stands for **Heartfelt** - Make sure you can answer the questions, *Why does your goal matter?* and, *Why do you care about it?* When you are clear about the value of your goal, it's easier to stay committed.

D is for **Difficult** - Make goals that push your limits. What skills do you need work on to make your impossibles, possible? Great achievements don't come easily- but that's what makes them so rewarding.

R stands for **Required**. You've got to be convinced that your goals are necessary and not just a wish, if you want to make them happen. Do something every day that is on track with your vision. What can you focus on this week? What do you need to achieve in the next month? In the next year?

Interpersonal Skills

S-11

Goal: if you can't connect with the people around you, your personal, academic, and future professional life will suffer. How you are perceived by those around you plays a large role in things as minor as your day-to-day happiness at home and in class, and as major as the future of your career. One way to build your interpersonal skills is to carefully observe those around you whose skills you particularly admire.

Part 1: Make a point of observing people in your in your class who are particularly good at gaining support and agreement from others. Chose two classmates or people you know well whose interpersonal skills you admire. Notice what strategies and techniques they use and record these in response to the questions in the chart below.

Questions	Person #1	Person #2
1. What technique does each person use to persuade people?		
2. How do they present themselves?		
3. How do they present their ideas?		
4. How do they handle disagreements and conflict?		
5. What do you like best about how they present new ideas?		

Part 2: Based on your observations of your classmates, above, what is one goal you would like to set for further development of your own interpersonal skills?

**Adapted with permission from TTI International, Ltd. 2010.*

Leadership

S-12

The Goal: In the midst of routine activities, it's good to remember that there is a big picture for your life you need to discover. The goal of this exercise is to expose you to high-level leadership thinking and start investigating your own leadership style.

Part 1: Watch a few videos of leaders in areas you care about. There are examples below, but feel free to supplement with your favorite TED talk / industry speaker / author / master at the mic. You could also find written pieces from leaders.

<http://bit.ly/OX0t5a> (How Leaders Inspire Action)

<https://youtu.be/wHGqp8lz36c> (JK Rowling)

<https://youtu.be/V80-gPkpH6M> (Jim Carrey)

<https://youtu.be/QyDo5vFD2R8> (Denzel Washington)

<https://youtu.be/KSyHWMdH9gk> (Alan Watts)



Part 1: Answer one of the following two prompts in 3-5 paragraphs:

“What is the biggest take away from the video? Why is it important?” OR “How could you apply the speaker’s lessons to your life?”

Part 2: Write 3-5 paragraphs to answer: “What is YOUR lesson you want to teach the world as a leader?” Use the top 2 motivators or top 5 skills from your [Indigo Summary Page](#) to enhance your message.

Optional Add-On: If you want to work on developing the skill of empathy, you could also write a third essay answering the question “How can you take what you learned to help make the world a better place?”

Note: for an additional leadership activity, see Supplemental Skills Activities 1: Community Service Leadership.

Management

S-13

Goal: Management is one of those skills that is very difficult to improve without practice. What you might find surprising is that you might already be “managing” more people than you realize. For example, if you hire someone to fix something for you or clean your apartment, you are in essence “managing” them. You might also be part of a volunteer or sports team where you have taken on a management role, without the formal title. Here are some ideas for practicing management right now.

Part 1: Practice Delegation

You cannot manage anyone without giving up control of something in your work or life. Can you think of some things you are currently doing that you might possibly delegate to someone else? Maybe part of a group project? Maybe a project around your home or dorm? Do you have a mentor or mentee you can delegate something to? Maybe even delegating making dinner one night to a friend?

Consciously delegate a task to someone and reflect on how you did “managing” toward completing the task to your standards.

Task to Delegate	Reflection on how your delegation process worked

Part 2: Understand Your Management Style

All managers have different styles and finding a style that is authentic to you is important. The Indigo report and self-awareness you’ve gained by reading this book is the perfect first step to articulating your management style.

Go back to page and reread your I am Statement from Section 5: Bringing it all together. Rewrite that statement here from the perspective of you as a manager. For example, someone who is High D and Low SC might write *“I’m a manager who has a direct style that will tend to miss communicating important details. I will make sure that the person I’m managing has all the information necessary to succeed and slow down enough to ask questions and provide a warm work environment.”*

Mentoring and Coaching

S-14

Part 1: Giving Feedback

The Goal: Giving and receiving feedback is an integral part of growing as an individual, developing your skills, and working with others to achieve a common goal. This two-part activity will go over how to give and receive feedback using two different methods.

Part 1: Read the [Style: Potential Weaknesses with Your Style](#), [Style: How Other People Should Communicate With You](#), and [Style: How Other People Should Not Communicate With You](#) pages in your [Indigo Reports](#) before jumping into this lesson. By reading these pages, you will have a better idea of how to best communicate with others based on how you like to communicate and potential things to look out for based on your style of communication. If you have a greater understanding of your own style, it will be much easier for you to effectively communicate with others.

Part 2: Follow “Marshmallow Technique” for giving constructive criticism: 1) start with a positive comment; 2) state the problem or constructive criticism; 3) give a helpful and positive suggestion for improvement.

- 1) Find another student who has taken Indigo. Both of you should look at the bottom of your own skills list (in the middle of your Indigo Report). Since these skills are less developed, think of a time when you struggled in those areas.
- 2) Swap stories about when you struggled with a bottom skill. Remember to take note of the whole story, not just the negative aspects.
- 3) Give the other person a positive comment on their experience.
- 4) Next, articulate the main problem that held you back and caused struggle in that situation.
- 5) End with a helpful suggestion about how they could have solved the problem in a positive way.

Note: Although subtle, this exercise teaches you to give constructive feedback in a positive light. By ending on a positive note, you equip the person receiving feedback with a tangible solution. This exercise also teaches problem solving through conversation.

Part 2: Receiving Feedback

The Goal: Part 2 focuses on how to receive constructive feedback.

Note: Read the [Potential Weaknesses with Your Style](#), and [Do's and Don'ts of Communication](#) pages in your [Indigo Report](#) if you haven't already. If you want, watch “Yes, And” on YouTube:

www.youtube.com/watch?v=Zv7OBAlhjk



Part 1: Read below to understand the “Yes, And” technique for receiving constructive feedback. This technique boils down to two core concepts: finding something you like in the other person’s feedback and then finding something to add on to the feedback.

Find Something You Like: Start off by looking at the positive side of any suggestion or feedback. For example, suppose a friend challenges you to read ten books over the summer—but you hate reading. You could respond, “I agree that it’s important to keep learning, even outside of school.” This way, you are saying “yes” to the person’s idea, even if there are parts of the suggestion you don’t like.

Find something to add: Instead of arguing with the other person, go ahead and use their idea—with your own changes and style. For example, you might tell your friend, “I want to keep learning over the summer, and reading is boring to me. I want to be outside! What if we explore local parks and learn the names of all the trees and flowers?” You want to build on the original idea, not shoot it down. The key lies in taking the idea or suggestion and tailoring it to your own unique way of doing things.

Part 2: Find another person to practice with. Begin with Part 1 of this lesson (The Marshmallow Technique). Once the person giving feedback has given two marshmallows (one positive comment followed by one helpful suggestion), respond to their idea with the “Yes, And” approach. Find something you like about the suggestion and then add to it with your own ideas and ways of doing things.

Negotiation

S-15

Goal: Negotiation is the ability to bargain effectively and facilitate agreements. Successful negotiators possess a repertoire of strategies they draw upon whenever they are faced with an opportunity to negotiate.

Part 1: Think of a recent situation in your life in or outside of school that called for you to negotiate with someone else. What was the situation?

Negotiation Situation:

Part 2: Read the article “15 Diplomacy Strategies for Negotiations” (<https://training.simplicable.com/training/new/15-diplomacy-strategies-for-negotiations>) that presents specific strategies used by professional negotiators.

Part 3: Reflect on the negotiation situation you described above. Which of the strategies mentioned in the article did you use when you negotiated that situation? Which strategies from the article did you not use that might serve you well should the same situation present itself in the future?

Strategies I Used	Strategies I Would Try Next Time

People Advocacy

S-16

The Goal: One of the best ways to learn to advocate for others is to first learn their story. We all have unique stories, both of our own personal life and that of our ancestors. When we fully hear and understand each other's stories, we know how to better advocate from a cultural and meaningful point of view. This storytelling exercise is a valuable practice for not only people advocacy, but also empathy, interpersonal skills, decision making, and leadership.

Part 1: Write on a piece of paper (or in this workbook) how you would tell your story from the perspective of land, people, and values. You can write solely from your experiences growing up or draw on what you know of your ancestors.

Story Parts	Reflection
Land – <i>Where did you or your ancestors come from? How do you imagine it looked like, felt like, smelt like, etc.?</i>	
People – <i>Who were the people that most shaped your life? Do you have a connection to anyone in your lineage?</i>	
Values – <i>What values did you receive from your family? Your experiences growing up? Your heritage?</i>	

Part 2: Find a partner or someone you'd like to get to know better and tell your story to them from these perspectives. Have them share their story as well.

Part 3: After you both share, reflect back to each other the following:

When I was listening to your story, the parts that stood out to me were ...

Because of your story, you bring the following gifts/perspectives to the world...

Part 4: Write a reflection on how knowing other's stories can help you to better understand, support, and advocate for them in the future.

Personal Responsibility

S-17

Goal: Someone who has a strong sense of Personal Responsibility will perform well even when expectations aren't clear, resources are hard to find, and competition is tough. They see accomplishment of personal and professional goals as a fundamental part of who they are, and they behave consistently and efficiently to accomplish these goals, regardless of obstacles. In building your personal accountability "muscles," it can be useful to reflect upon and self-assess your strengths and weaknesses in this area.

Part 1: List for yourself three examples of times when you believe you have displayed Personal Responsibility, why it was necessary to accept responsibility and how you felt about it.

Three Times When I Displayed Personal Responsibility			
Situation/ Responsibility	Repercussions (Why It Was Necessary to Accept Responsibility)	Degree of Difficulty Accepting Responsibility (1 = Least Difficult; 10 = Most Difficult)	How I Felt At The Time
1.			
2.			
3.			

Part 2: Then, list three examples of times when you didn't display the appropriate Personal Responsibility, why you should have and how you felt at the time.

Three Times When I Did Not Display Personal Responsibility			
Situation/ Responsibility	Repercussions (Why It Was Necessary to Accept Responsibility)	Degree of Difficulty Accepting Responsibility (1 = Least Difficult; 10 = Most Difficult)	How I Felt At The Time
1.			
2.			
3.			

Part 3: Based on the examples above, what area of your life are you going to consciously take more responsibility and how will that positively impact your life?

Persuasion

S-18

Goal: Persuasion is the ability to convince others to change the way they think, believe, or act. Learning to use the skill of persuasion will allow you to influence others now and in the future.

Part 1: Read the article, “Influencing: Learning How To Use The Skill of Persuasion” (<https://www.ccl.org/articles/white-papers/influencing-learn-skill-of-persuasion/>).

Part 2: When you have finished reading, list below the five most important ideas about influencing and learning the skill of persuasion that you would teach to someone else who is interested in learning about this topic.

Five Most Important Ideas to Teach Someone Else	
Idea #1	
Idea #2	
Idea #3	
Idea #4	
Idea #5	

Part 3: Go out and practice these ideas by trying to persuade someone you know or better yet, a stranger, on something. It’s easier to start with something like persuading someone to try your favorite restaurant, or wear a certain color, or take you out for ice cream. Once you see your persuasive self in action, you can begin experimenting with other topics.

Planning/Organizing

S-19

The Goal: Create your own unique organization system that is uniquely tailored to you, which will organize your time, priorities, and workload into the perfect planning system.

Part 1: Create a planning system that works for you. For example, you can use existing phone apps, Post-It notes color coded for priority, or you could do a diary-style planner that includes every single task that you must complete. You could also do a simple day-by-day to do list organized by priority from top to bottom. Whatever it is, it must be the way you want to organize it.

Note: It may be helpful to find other students who share your top DISC scores so that you can bounce ideas off of each other as you are working individually. Because you are similar DISC styles working together, you will tend to think and act in a similar way so you can benefit from hearing each other's ideas as you work on your own planning system.



Part 2: Show a teacher or mentor your organization system and get their feedback. Also, consider ways you can integrate your plan into everyday life.

Note: If you are having a hard time coming up with an idea for creating your planning system, try creating a planning system to organize and plan just your homework or tasks for that given week. By making it more tangible, you will have something to work off of.

Remember that there is no “right” or “wrong” way to do this – you want to find a system that works for you.

Presenting

S-20

Goal: Great presentations require planning, and experienced presenters know how to structure the presentation.

Part 1: Read the article, “8 Tips for Giving a Presentation Like a Pro”
(<https://www.entrepreneur.com/article/274646>)

Part 2: As you read, note tips that stand out to you as most helpful. For each tip, identify a strength and a need you feel you have as a presenter.

Tip Which tips stand out to you?	Strength At what are you particularly strong?	Need What do you need to learn or practice more to strengthen your next presentation?

Part 3: Identify two most important next steps you will take to assure your next presentation has power and impact.

- 1.

- 2.

Teamwork

S-21

Goal: People who have well developed Teamwork skills easily form relationships with mutual respect among diverse types of people. They understand the strengths and weaknesses of others and place a high priority on the success of their department and/or organization. People with strong skills in Teamwork support team decisions and share responsibility with team members for successes and failures.

Part 1: Make a daily affirmation list regarding trusting and empowering others. A couple examples are provided for you, but see if you can come up with at least five more. Once you have completed your list, keep a copy of it on a notecard, in your journal or notebook to refer to prior to meeting with the groups with which you learn and work.

Examples:

"I will trust other people to do their jobs."

"I will perform my job and only my job."

My Affirmations:

1.

2.

3.

4.

5.

Time and Priority Management

S-22

The Goal: It's easy to get overwhelmed as a student with all the things that can attract your attention (everything from homework and clubs to Internet videos about cats and Corgis). This exercise will give you a tangible tool to help you articulate your priorities.

Part 1: Read over the priority matrix image on the right. Tasks with different levels of importance are sorted into four quadrants, corresponding to the degree of priority.

Part 2: Create a priority matrix for yourself. It can be a priority matrix for everything going on that day, everything going on in a project, a homework priority matrix, or something else that would be useful to you.

Note: This is a great way to organize what is going on in your mind. By actively prioritizing and ranking things in their lives, you can get a better feel of what is important right now and where you need to focus your attention.



Consider using priority matrices during high-intensity and busy times throughout the year and as a tool to organize yourself.

Written Communication

S-23

Goal: The best way to get better at written communication is to write!

The key is knowing which type of writing is most valued at the work you are trying to do. Do you want to learn to write sales copy, blogs, technical instructions, curriculum, etc? Honing your writing toward a job specific skill is the best way to get hired and stand out.

This book already has two practical exercises for getting better at written communication, that almost everyone needs:

Indigo for Cover Letter Writing

Indigo for Resume Writing

If you are looking for online resources for honing your writing skills check out the following resources:

1. Grammarly – spelling and grammar checker
2. Wordcounter – word counts, estimates reading level and reading/speaking time
3. Cliché Finder – identifies over-used clichés
4. Draft – writing collaboration tool, can compare drafts and daily word count
5. Hemingway Editor – readability suggestions
6. StayFocused – temporarily disables web browsing
7. One Look Reverse Dictionary – advanced thesaurus

You can also join a writing club online or test your skills online. That way you will receive feedback in real time.

Exploring Skills at IndigoSkills.com

S-24

This guide is designed to engage you in a 15-minute activity focused on a 21st Century Skill from your Indigo Report using the corresponding Indigo Skill Video.

Materials You Will Need:

- Skills page from your Indigo Report.
- The skills video for the skill on which you are focusing. You will find a video for each skill at: <http://www.indigoproject.org/indigo-skills-videos>
- Your journal or notebook.

Step 1: Skill Focus. Using your Indigo report, decide on which skill you will focus today.

Step 2: Ranking. Look on the skills page of your Indigo Report to find your ranking for the skill you have chosen, today's focus skill. Write the focus skill and your own ranking for that skill in your journal or on a piece of paper in your notebook.

Step 3: Question. Consider: "What does this skill mean to you?" Write your reflections on this question in your journal or notebook.

Step 4: Watch the Video. Next, watch the short video about today's focus skill and make notes in your journal or notebook about the following two questions as you watch:

How is this skill defined?

What are steps you can take to successfully apply this skill?

Step 5: Solo Reflection. Respond in your journal or notebook to the question below.

Look back at the ranking for this skill you wrote earlier. Based on the information in the video, why do you think you attained this ranking?

Step 6: Action. Make a commitment to yourself to practice this skill by writing a response to the question below.

What is one thing you can do today to practice this skill?

Exploring Skills with Ted Talks

S-25

Ted Talk videos are a marvelous resource available to use to reflect on almost every skill.

Part 1: In the next pages, “Ted Talk Video Links Tied to Indigo Skills,” find the skill on which you wish to focus and the associated Ted Talk(s). Watch the video you have selected.

Part 2: As you watch and once the video is completed, use the protocol below to identify what you notice and what you wonder as you watch the Ted Talk.

<p style="text-align: center;">Notice?</p> <p style="text-align: center;">As you read an article or watch a video, what do you notice?</p>	<p style="text-align: center;">Wonder?</p> <p style="text-align: center;">As you read an article or watch a video, what do you wonder?</p>
<p>What are the two most important implications for you -- for your life, your learning, and/or your work?</p> <p>1.</p> <p>2.</p>	

Part 3 (Optional): If you have had the opportunity to watch the Ted Talk with a classmate, discuss what you noticed, what you wondered, and the implications you have identified.

Ted Talk Videos Tied to Indigo Skills

Indigo Skills:	Associated Ted Talk Video Links
Analytical Problem Solving	Got A Wicked Problem? First, Tell Me How You Make Toast https://blog.invoqa.com/10-ted-talks-to-make-you-a-master-problem-solver/
Conflict Management	Restorative Practices to Resolve Conflict/Build Relationships: Katy Hutchison: https://www.youtube.com/watch?v=wcLuVeHlrSs
Continuous Learning	The Power of Believing You Can Improve (Dweck) https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en
Creativity/ Innovation	Want to Innovate? Become a “Now-ist.” https://www.ted.com/talks/joi_ito_want_to_innovate_become_a_now_ist?language=en Do Schools Kill Creativity? https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity?language=en How to Manage for Collective Creativity https://cultureiq.com/blog/ted-talks-about-leadership/
Decision Making	How to Build a Company Where the Best Ideas Win https://www.ted.com/talks/ray_dalio_how_to_build_a_company_where_the_best_ideas_win
Diplomacy/ Tact	Madeline Albright On Being A Woman and a Diplomat https://www.ted.com/talks/madeleine_albright_on_being_a_woman_and_a_diplomat?language=en 10 Ways To Have A Better Conversation https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation?language=en
Empathy	Sam Richards: A Radical Experiment in Empathy https://www.ted.com/talks/sam_richards_a_radical_experiment_in_empathy?language=en Brene Brown on Empathy https://www.youtube.com/watch?v=1Evwgu369Jw
Flexibility	Our Flexible Brains https://www.ted.com/talks/shubha_tole_our_flexible_brains?language=en

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Futuristic Thinking	A Thirty Year History of the Future https://www.ted.com/talks/nicholas_negroponte_a_30_year_history_of_the_future?language=en
Goal Orientation	Why The Secret to Success Is Setting The Right Goals https://www.ted.com/talks/john_doerr_why_the_secret_to_success_is_setting_the_right_goals
Interpersonal Skills	How To Improve Interpersonal Skills https://www.youtube.com/watch?v=w97dR3OJB1k Brene Brown: The Power of Vulnerability https://www.ted.com/talks/brene_brown_on_vulnerability?referrer=playlist-the-most-popular-talks-of-all&language=en Your Body Language May Shape Who You Are https://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?referrer=playlist-the-most-popular-talks-of-all&language=en
Leadership	Simon Sinek: How Great Leaders Inspire Action https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action/discussion What It Takes to Be A Great Leader https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action/discussion
Management	The Happy Secret to Better Work https://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work
Mentoring and Coaching	Want to Get Great At Something? Get A Coach https://www.ted.com/talks/atul_gawande_want_to_get_great_at_something_get_a_coach?language=en Austin's Butterfly https://vimeo.com/38247060
Negotiation	Getting to Yes In The Real World https://www.youtube.com/watch?v=IYdk1NK9-r0 William Ury: The Walk From No To Yes https://www.ted.com/talks/william_ury?language=en
Personal Responsibility	Taking Responsibility https://www.youtube.com/watch?v=CxCcBmxBGvk Know Your Worth, and Then Ask For It https://youtu.be/PaxNc5-qn6s
Persuasion	What Aristotle and Joshua Bell Can Teach Us About Persuasion https://www.youtube.com/watch?v=O2dEuMFR8kw
Planning/ Organizing	Inside the Mind of a Master Procrastinator https://www.ted.com/talks/tim_urban_inside_the_mind_of_a_master_procrastinator?language=en

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	<p>How to Gain Control of Your Free Time https://www.ted.com/talks/laura_vanderkam_how_to_gain_control_of_your_free_time?language=en</p>
Presenting	<p>How to Speak So That People Want to Listen https://www.ted.com/talks/julian_treasure_how_to_speak_so_that_people_want_to_listen?referrer=playlist-the_most_popular_talks_of_all&language=en</p>
Teamwork	<p>Build a Tower, Build a Team https://www.ted.com/talks/tom_wujec_build_a_tower?language=en How To Turn A Group Of Strangers Into A Team https://www.ted.com/talks/amy_edmondson_how_to_turn_a_group_of_strangers_into_a_team?language=en</p>
Time and Priority Management	<p>Student Success: Time Management https://www.youtube.com/watch?v=rU08Qvcs7cY Top 5 Time Management Tips for College Students https://www.youtube.com/watch?v=o684ihp_0cg</p>
Written Communication	<p>When and When Not To Use Written Communication https://www.youtube.com/watch?v=7vZ6DaWHQHU</p>

CONCLUSION

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Indigo believes in every student's ability to progress through dedication and hard work. We also believe that dedication is best applied in areas of strength. Together, these principles form what we call a "strengths-based growth mindset."

World-renowned psychologist Carol Dweck of Stanford University coined the term "growth mindset" after decades of research on achievement and success. According to Dweck's definition, a growth mindset is the belief that **your abilities can be developed through dedication and hard work.**⁵ In contrast, a fixed mindset views intelligence and talent as fixed traits.

Those with a fixed mindset believe that talent alone creates success. They spend their time *documenting* talents instead of *developing* them. From a growth perspective, on the other hand, brains and talent are just the starting point. A growth mindset promotes resiliency and the love of learning, two qualities essential for great accomplishment.

As simple as this concept may seem, fostering a growth mindset in schools can be difficult. People are slow to change their perspectives, especially when those perspectives were formed at a very young age.

The data in Indigo is meant to open students up to the fact that who they are is intrinsically valuable and that they can build on those strengths. The 21st Century Skill list that Indigo provides is particularly fluid, and can change with just a bit of focus in the classroom. Providing hard scientific data on intangible non-academic factors opens up a conversation that would not have been possible without the data. In essence, data creates a bridge in people's minds that allows their thinking around a specific idea or person(s) to more easily shift.

The brain research we utilize at Indigo serves as a powerful tool to help shift fixed mindsets. When students and teachers learn how the brain works, they begin to more fully appreciate that the brain itself experiences continual growth.⁶

I like to take Dweck's definition of growth mindset and simplify it to "the willingness to think differently." Thinking differently can also be expressed as "shifting perspectives." Perspective is decisive, and I've seen countless students' perspectives about themselves shift in a moment when presented with their Indigo results. Indigo was created to help educators, students, parents, and ultimately legislators **think differently about student success.** If we are willing to re-examine the way we measure student success, we can make better much-needed reforms in today's education systems.

⁵ <http://www.brainpickings.org/2014/01/29/carol-dweck-mindset/>

⁶ <https://en.wikipedia.org/wiki/Neuroplasticity>

Not only does a growth mindset change our perspective on education, it changes our perspective on ourselves. A growth mindset has the potential to transform the way students view their own abilities, with life-long benefit.

As always, Indigo's ultimate goal is student success. When you believe in your students, they will believe in themselves; when students believe in themselves, they can learn; and when students encounter material meaningful to them and apply it in a practical way, you have initiated transformative learning.

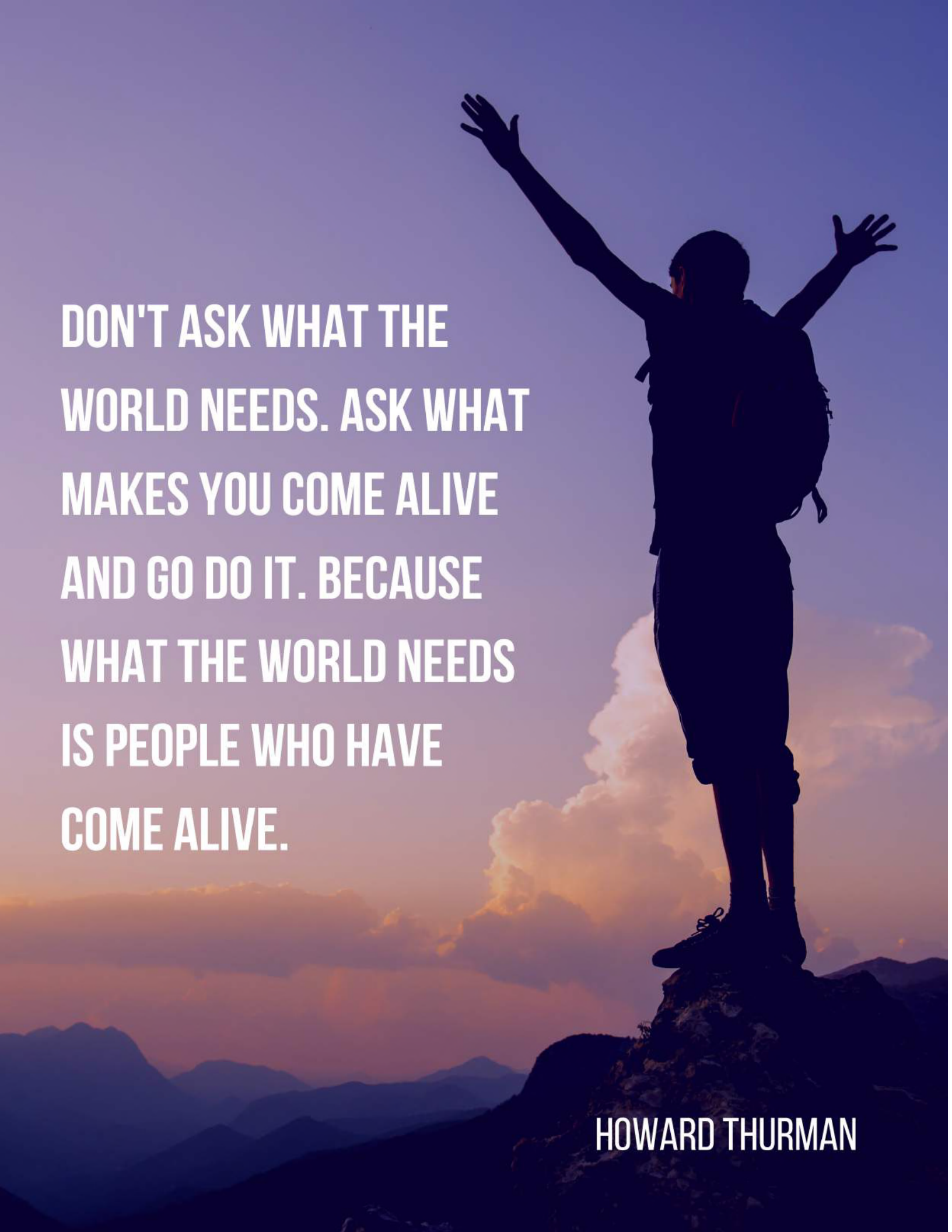
One person CAN make a difference. You are already making a difference at your school. It is our hope that these tools will increase your ability to powerfully impact students in a lasting way.

INDIGO'S CORE VALUES

Everything we do is guided by our core values: Self-Awareness, Empathy and Freedom

1. ***Self-Awareness, "Know yourself"*** - Self-awareness is the foundation of all true knowledge. Indigo is first about knowing who you are, and striving to become the best version of yourself, while practicing empathy and appreciation of diversity and others (which leads to the second value).
2. ***Empathy, "Know your team"*** - Cultivating the practice of empathy and deep connection with others is a core practice of Indigo. The Indigo Assessment and workshops are designed to be the first step in understating different types of people and learning to have empathy for their stories and perspectives.
3. ***Freedom, "Know your possibilities"*** - Freedom is having the tools and support necessary to pursue life, liberty and happiness. The purpose of education is to provide meaningful opportunities for people to achieve their best life.

These three values form the basis of empowerment. Indigo believes a human-centered approach to education will produce not only better outcomes for the students, but also create better school cultures and attract world class staff to stay in education.

A silhouette of a person standing on a mountain peak with their arms raised in a gesture of triumph or joy. The person is wearing a backpack and is positioned on the right side of the frame. The background features a dramatic sunset or sunrise with a gradient of colors from deep blue to warm orange and yellow, with scattered clouds. The overall mood is one of achievement and inspiration.

**DON'T ASK WHAT THE
WORLD NEEDS. ASK WHAT
MAKES YOU COME ALIVE
AND GO DO IT. BECAUSE
WHAT THE WORLD NEEDS
IS PEOPLE WHO HAVE
COME ALIVE.**

HOWARD THURMAN

Appendix I

WHY INDIGO? MY STORY

APPENDIX I

WHY INDIGO? MY STORY

I hate routine tasks. I always have. I was a fiery, spontaneous child who tended to be a loner. Growing up in Carson City, Michigan, my mother would take me to the local oil refinery at the end of the workday. She chose the place well. It was dark, covered in grime, and the people seemed depressed. My mother told me this would be my fate if I didn't get good grades. Although I appreciated the men and women who worked there, for me it would have been torture, and my mother's ploy motivated me to achieve in school.

As I saw it, A's were my ticket to the elusive scholarship that would allow me to pay for college. If that was the requirement for future happiness, I would achieve it whatever the cost. For me, school was a necessary evil—the doorway to a better life.

I discovered the secret to earning straight A's early on: **learn what your teachers want, and deliver it exactly.** I dubbed this "Rule #1," and I followed it without fail from kindergarten all the way through graduate school. Thus I became what our education system labels a "successful" student.

Throughout my education, I developed a few additional rules to guide me. These included:

- Make friends with your teachers. That way, if you can't perceive what they want, you can ask them directly after class.
- Only learn the information on the test. Everything else clutters your mind.
- Memorization sucks, so find ways to make it more enjoyable. Memorize while physically moving, or put the information into songs and stories.
- Ask lots of questions—even dumb ones that you already know the answers to. Asking questions is the only way to link information in your brain, making it easy to access later.
- Read historical fiction novels under the desk during class, or you will go crazy. (I found out as an adult that I have a severe case of ADD.)
- Learning material takes longer than delivering information. Do not try to learn. Just find out what your teachers want, and give it to them (see Rule #1). Do this as quickly and efficiently as possible.

As an educator counseling bright young students, how many of these “rules” would you convey? Some contain valuable lessons that have served me well. Nevertheless, it continues to disturb me that grades—the main measure of achievement in our current education system—have little to do with learning. This uncomfortable reality holds true across a variety of educational settings, from tiny rural schools to top-tier universities.

Personal experiences continued to reinforce my perception that my self worth was based on grades. However, I do recall a few standout educators along the way who deeply moved me and formed the basis of Indigo.

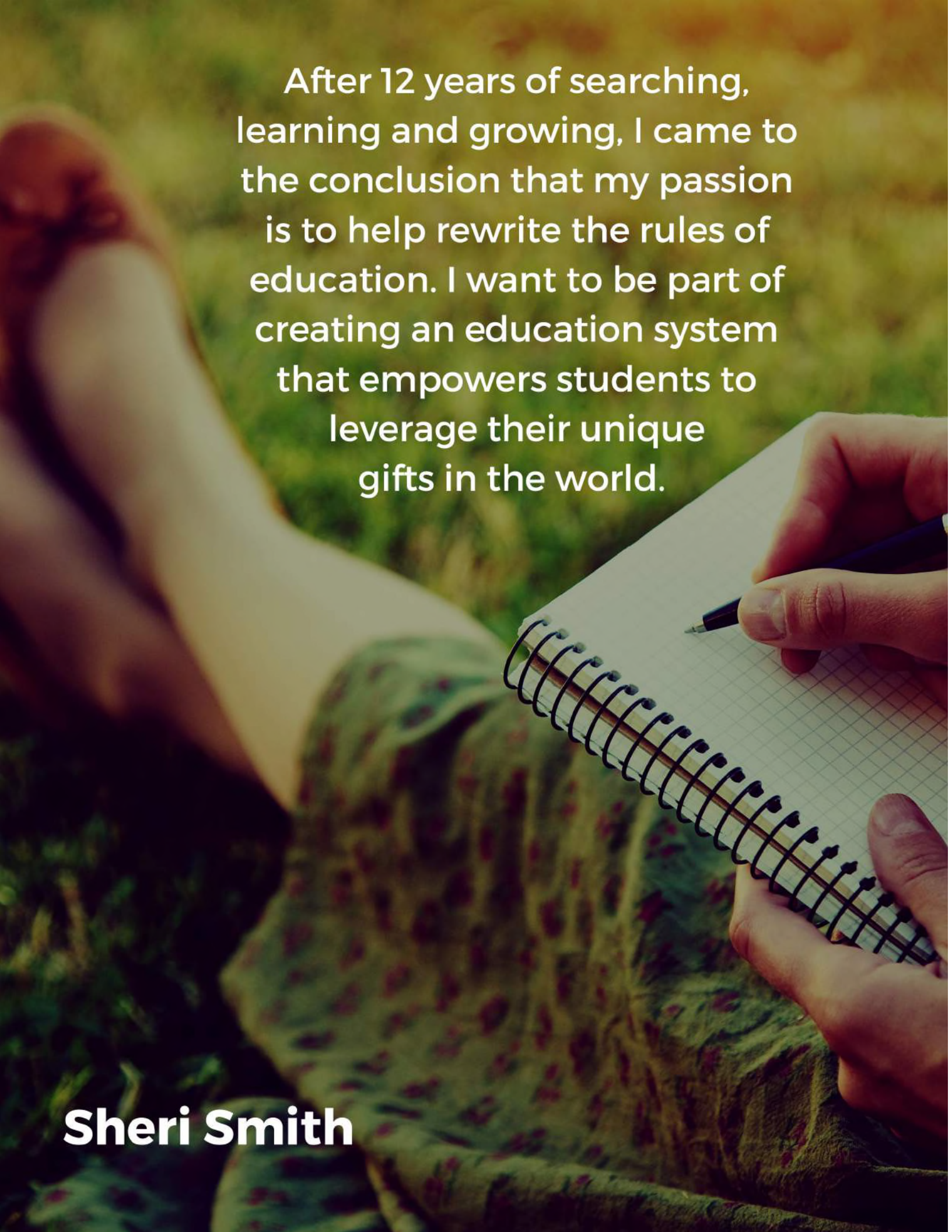
I discovered independent study in high school and figured out that if I can learn myself and pass the tests, it saves a lot of time. Thanks to the most wonderful Mr. Pierce, I was able to employ this methodology in both math and science classes - my most dreaded subjects. I adored the way Mr. Pierce would fill the sterile science room with music by Yanni that was nothing short of divine. He played for us his favorite piece, and I felt completely alive. Funny that of all the math and science classes I've ever taken, the only thing I remember is that song. My experience with Mr. Pierce taught me how important Aesthetics are in the classroom

After two years of high school in rural Michigan, I had run out of classes and it was time to move on. I called the school in the Boston suburb that my Grandmother lived in and asked them if they'd let me transfer all my credits there and graduate a year early. They agreed provided I passed all their standardized tests and agreed to take mostly AP classes. AP classes? I have never heard of those..."Sure!" I said and off to Massachusetts I went.

Entering a wealthy, East Coast, high achieving school where kids owned Jaguars was a serious culture shock for me. I was a fish out of water with my second hand clothes and grandpa's bike. I approached my new school nervously, wondering if my “rules” would apply in high-achieving AP classes. As I soon discovered, they did—with the exception of one class. My AP English Literature teacher gave me a “C” on my first paper. I hadn't received a “C” in any subject since penmanship in first grade (left-handers' disadvantage). Fortunately, Rule #2 came into play: make friends with your teachers. Dear Mr. Maloney painstakingly tutored me every day after school until I learned to properly write.

If Mr. Maloney hadn't taught me how to write properly, I would have been at a huge disadvantage in college and in the workplace. This is why academics do matter. Indigo in no way advocates removing academics from schools. We believe academic learning can be augmented though differentiated and social emotional learning.

Another amazing person came into my life in Massachusetts, my guidance counselor Mrs. Mastrangelo. She was one of the most loving, authentic, and encouraging people I had ever met. Simply her presence, the fact that someone like her existed in the world and took time to talk to me was enough. Mrs. Mastrangelo beautifully illustrates Indigo's “Be Authentic” principle. I suspect that my current admiration of guidance counselors stems from this magical woman.

A person is sitting on a grassy area, wearing a patterned green and purple top. They are holding a spiral-bound notebook with a grid pattern and a dark pen, ready to write. The background is a soft-focus green field.

After 12 years of searching, learning and growing, I came to the conclusion that my passion is to help rewrite the rules of education. I want to be part of creating an education system that empowers students to leverage their unique gifts in the world.


Sheri Smith

Evolving our education system must happen with both “bottom-up” and “top-down” changes.

- Students must begin to think about themselves differently and take charge of their own educational experiences.
- Parents must learn to see their students for who they are and stop pushing them to be the image of the perfect Ivy League bound superstar. Parents are acting out of fear that their students won’t succeed if they don’t conform, and yet the exact opposite is often true.
- Educators must find ways around teaching to the test and have the courage to divert focus to learning that really matters, trusting that if they do what’s best for the students, the test scores will follow.
- Regulatory agencies, states, and the federal government must look beyond academic measurement and change the structures of monetary reward.
- The “equity” framework must be re-examined because the current model is creating more inequality, not less.
- And most importantly, from my perspective, the entire system must allow more space for various types of schools, learners, measurements, creativity, innovation, integration, and technology.

One size fits all will never work with education.

I believe education is one of the greatest sources of unlocked potential in this nation. Despite all its faults we have created an amazing society with traditional educational methodologies. It’s exciting for me to think about what would happen if education could become a more inspiring, uplifting, and transformational experience for students. With the help of emerging technologies, such as Indigo, who knows what is possible in the future.



Together, we will
evolve education
so that all students
are empowered to
understand and
achieve their true
potential.



WE FORESEE AN EVOLVED
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