SKILLS ACTIVITIES

This packet outlines activities and resources for improving the skills on your Indigo Report. You can also watch the Indigo Skills Videos (S.24), and Ted and TedX talk resources (S.25).

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And More…

S24   Exploring Skills with IndigoSkills.com

S25   Improving Skills with Ted Talks

S1: Analytical Problem Solving

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.

S2: Conflict Management

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 goals 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?

S3: Continuous Learning

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.

S4: Creativity/Innovation

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 work flow.

What would happen if we gave students the same flexibility? What if we made the time for them to pursue the things they care about in a focused, educational environment? 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.
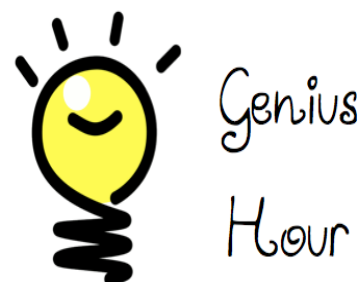
Part 1: Brainstorm on what your "Genius Project" could be. Your ideas should be specific to you as an individual. Your passion project must be tied to your top 1-2 Motivators so start brainstorming for ideas by looking at your top 1-2 Motivators on their Indigo Summary Page. Examples of ideas: starting 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 a 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 One: 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.

Optional Add-On Two: To develop "Goal Orientation", draft weekly goals for where you want your project to be at each checkpoint. Focus on short-term, simple goals focused on progression to maintain the aura of a no-fail environment. Consider doing a mid-project check in to further work on structuring goals. Also, establish 2-3 big picture long-term goals for your project. That way, you are pursuing weekly goals that are tangible and will ensure progress while also chasing a bigger picture goal(s) for your project.

S5: Decision Making

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?

S6: Diplomacy/Tact

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.

S7: Empathy

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?

S8: Flexibility

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?

S9: Futuristic Thinking

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	
Assumption. Identify one key assumption in the article:	**Argument.** What is one area of the text with which you would argue?
Agreement. Identify one area of the text with which you agree?	**Aspiration.** What is one aspiration you have related to the text?

S10: Goal Orientation

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 you brainstorming 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?

S11: Interpersonal Skills

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 your 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?

S12: Leadership

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.

S13: Management

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 that 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."*

S14: Mentoring and Coaching

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=Zv7OBAlhjfk

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.

S15: Negotiation

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

S16: People Advocacy

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 – *Where did you or your ancestors come from? How do you imagine it looked like, felt like, smelt like, etc.?*	
People – *Who were the people that most shaped your life? Do you have a connection to anyone in your lineage?*	
Values – *What values did you receive from your family? Your experiences growing up? Your heritage?*	

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.

S17: Personal Responsibility

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?

S18: Persuasion

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.

S19: Planning/Organizing

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 you 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.

S20: Presenting

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.

S21: Teamwork

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.

S22: Time and Priority Management

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.

S23: Written Communication

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 beginning on page 110.

Indigo for Resume Writing beginning on page 113

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 on Medium, Readit or other online blog sources. That way you will receive feedback in real time.

S24: Exploring Skills at IndigoSkills.com

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?

S25: Exploring Skills with Ted Talks

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.

Notice? As you read an article or watch a video, what do you notice?	Wonder? As you read an article or watch a video, what do you wonder?
What are the two most important implications for you -- for your life, your learning, and/or your work? 1. 2.	

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.