



# The Awesome Project

## *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.

**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.”

# The Hot Seat

## 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

## 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>

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# 21<sup>st</sup> Century Culture Fit

## *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.

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# Indigo a Career Field

## *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.

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# Discover Your Dream Path

## *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 **Possible Degree Matches** 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](http://www.roadtripnation.com/explore/interests)
- [www.princetonreview.com/college-major-search](http://www.princetonreview.com/college-major-search)
- [bigfuture.collegeboard.org/majors-careers](http://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

## *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 **Possible Degree Matches** 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](http://www.roadtripnation.com/explore/interests)
- [www.princetonreview.com/college-major-search](http://www.princetonreview.com/college-major-search)
- [bigfuture.collegeboard.org/majors-careers](http://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

## 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.

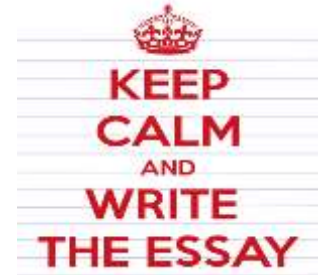
**Part 2:** After students have selected the **2** essay topics that interest them the most, have them write their ideas and start brainstorming on how they want to answer those topics. If students are set on an idea for one of the topics, have them start writing their essay outline or essay proposal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

1. *Strengths*: look at the [Strengths, Value to a Team](#), and [Top 5 Skills](#) sections on your [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 your [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 your [Indigo Summary Page](#). You may also read the Motivators sections 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 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 [Your Ideal 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 [What Others May Value In You](#) section 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 [Some Potential Challenges](#) section 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

## 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.

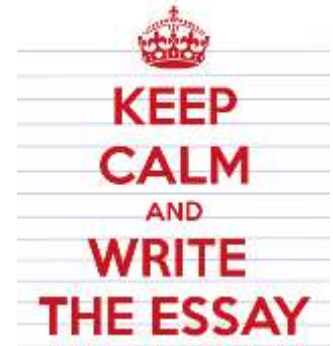
**Part 1:** Have your students read the **About You** section to start getting a better sense of their unique style and how they can describe themselves in their essay. As students read through the section, have them underline adjectives and phrases that stand out to them.

**Part 2:** Next, have students look at their **top five skills**, **Strengths**, 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 **What Others May Value in You** section 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

## 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 **What Others May Value in You** section 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** pages 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 **Skills** page. 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](http://www.resume-help.org/entry_level_resume_example.htm)



# Indigo For Resume Writing

## *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 **Strengths** section, and the bullet points that stand out to them from the **What Others May Value in You** section. 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. 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.



# The 15-Minute Rec Letter

## *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 getting a resume or personal statement from the students. We know not every student will give you one, but asking for it will serve as a reminder for engaged students that you need all the information that you can get!

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

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

*Passions Essay:* Review the students top two [Motivators](#) on the [Indigo Summary Page](#) and read the Motivators sections near the end of the report. The latter sections go more in depth into those top 2 Motivators and might provide more color on how the top 2 Motivators play a role in the student's life. How can you talk about these qualities in a way that fits with the My Style section? How can you make a narrative about a passionate, engaged student that would catch the attention of someone reading?

*Combined Essay:* Combine elements from the two above options to write about both the strengths and passions of the student. These typically result in the strongest essays, but are normally only well written if you have an established relationship or a resume / personal statement provided by the student.