

Strengths Wall



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.

Optional Follow-Up Activity:

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

Materials: Completed Strengths Wall

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



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

<https://indigoeducationcompany.com/indigo-video-library/>

- I. 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.
- II. For additional information, scroll down on the website linked above and watch the other 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:

- I. 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.
- 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 behavioral style. Allow students to share with the class and potentially display them in the classroom.

Motivator Statement



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



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 <https://indigoeducationcompany.com/indigo-video-library/> and go to the Motivators section. First, watch the first Motivator 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 Skills

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 <https://indigoeducationcompany.com/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 <https://indigoeducationcompany.com/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 skill means, how it is used, and why it is important.

The Mirror



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 You page of the Indigo Report



Part 1: The “About You” 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 You” 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 You 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

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



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

The purpose of this activity is to allow students free expression and exploration of their Indigo Report. The activity can be completed in one 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 About You 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 feel about themselves, while incorporating the results of their Indigo Report, through whatever artistic medium the student chooses.

HARD Goals



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



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

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



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 to a Team from their Indigo Report with the rest of their group.



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:

- 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?

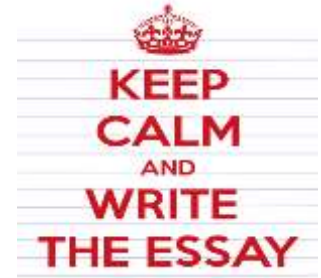
These teams can be kept for however long they work, or they can be switched for every project or every semester of school. Use the feedback answers to decide on how to continue the groups for the rest of the year.

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

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 brainstorming and the feedback ideas they received to write a statement/essay. Once students have created their statements/essay, they should share them.



Most
Popular

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 [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.

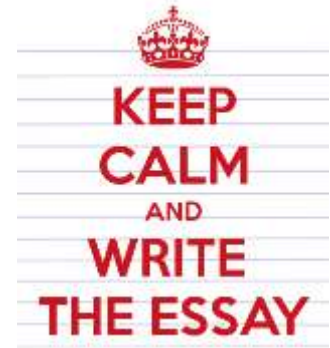
Using Indigo to Write a College Essay or Personal Statement (Version 2)

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 **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** 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** and **Your Strengths** sections 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



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.
