

3 Doors



The Goal: To think about how some things that once felt challenging can become less difficult as we age and learn, and to apply this awareness when facing new challenges.

Materials: Notebook paper, something to write with.

As we age, we may notice that things that were especially challenging a year ago or even a few months ago start to feel easier to handle.

Step 1: Envision 3 doors in front of you. Behind each door is a challenge or roadblock in the way of you reaching a goal. Which door will you open? — In other words, which challenge are you ready to face?

Step 2: Write out which door you chose to open and what roadblock or challenge lay behind it. In a paragraph, explain why you opened this door in comparison to the other doors. In what ways do you feel more “ready” to face this challenge now?

Step 3: What would be the first step you took in addressing this challenge?

Step 4: How can addressing this door NOW help you in preparing for your future?

Indigo Indicators: *Internal: Self Direction, Resiliency*

CASEL Competencies: *Self Management*

Ramp Behavior Standard: *B-LS 9 Gather evidence and consider multiple perspectives to make informed decisions*



Adding Gratitude to Your Day

The Goal: To encourage gratitude amidst stressful situations.

Materials: Notebook paper, something to write with.

When we are stressed, distracted, or busy it's easy to lose sight of the things in our lives for which we are grateful. It happens to everyone, but in those stressful moments, it's helpful to remind yourself of all you have to be thankful for.

Step 1: Write down things in your life you are thankful for (for example, family, pets, friends).

Step 2: Star your top three (most important to you) and explain in writing why you are thankful for each and how they make you feel.

Step 3: Write a few sentences explaining how you feel after writing about what you are grateful for.

Indigo Indicators: *Internal: Managing Stress, Resiliency*

CASEL Competencies: *Self-Awareness*

Ramp Behavior Standard: *B-SMS 7 Demonstrate effective coping skills when faced with a problem*

Becoming



The Goal: To reflect on change and managing change.

Materials: Notebook paper, something to write with.

As we age, we become new versions of ourselves. As we grow older, we discover new communities in which we fit and new roles that we adopt. Your sense of belonging may shift as you age, and it is completely normal to feel “out of place” during this process.

Write down your answers to the following questions.

Step 1: Are you in a time of transition that has affected the roles or communities you are part of? Or has your role in your community remained the same?

Step 2: If you feel that the roles and/or communities that you belong to are shifting, what is the reason for the shift? (Graduation, moving away, etc.) If you feel that your roles and communities are steady, when was the last time you felt your roles shifting?

Step 3: How do you manage these shifts when they happen? Everyone has experienced shifts in who they are and where they fit to become who they are but may approach this change in different ways.

Step 4: Are there any tips you have for others about how to manage “in between” times?

Indigo Indicators: *Internal: Sense of Belonging, Feelings About the Future*

CASEL Competencies: *Self-Awareness, Social Awareness*

Ramp Behavior Standard: *B-SMS 10 Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities*

Bridge the Gap



The Goal: To acknowledge that the space between you and your goal isn't a measure of whether or not you will succeed.

Materials: Notebook paper, something to write with.

Sometimes, when we see where we are and where we aspire to be, it's easy to feel as if we will never reach our goal. The further from us that our goal feels, the less possible we believe it is. This perspective actually diminishes the possibilities of us reaching the goal because we begin to unconsciously behave as though our goal is impossible. If we believe our goals are attainable, regardless of the space between us and our goals, we will begin to move throughout our lives as if that which we wish to achieve is achievable.

Step 1: Write down a goal you have in life, one that may not feel completely in your grasp.

Step 2: On a separate sheet of paper, write in bullet points why this goal doesn't feel attainable, or why it feels "far away."

Step 3: Now, write another bullet point list of the reasons why this goal IS attainable to you and the measures you can take to *bridge the gap* between where you are and where you want to be. Put effort into this list. Give yourself practical solutions to make this goal more attainable and in your reach. If it helps, work with a partner to brainstorm ideas (remember to help them brainstorm for their goal too if they wish). Hold onto this list and refer back to it when you feel stuck, it will help shape your bridge. The space between you and your goals can be intimidating, but it is also full of possibilities, and it is the bridge that will get you to where you wish to be in life.

Indigo Indicators: *Internal: Resiliency, Self-Direction*

CASEL Competencies: *Self-Awareness, Self-Management*

Ramp Behavior Standard: *B-SMS 5. Demonstrates Perseverance to Achieve Long and Short-term Goals*

Building Confidence



The Goal: Explore confidence through your strengths.

Materials: Notebook paper, something to write with.

Self-confidence is a skill that can be built upon. Figuring out our strengths and the things we are already confident in is a good place to start.

Write down your answers to the following questions.

Step 1: Write down two of your strengths. Take a look at the Strengths section of your Indigo Report if you are struggling to come up with your strengths.

Step 2: How do you feel when you are doing something you're good at? What is it about this strength that helps you feel confident? Why do you think you feel confident when you do something you're good at?

Step 3: How can this information help you move forward confidently when you're doing something that isn't your strong suit?

Indigo Indicators: *Internal: Resiliency, Sense of Belonging*

CASEL Competencies: *Self-Management*

Ramp Behavior Standard: *B-LS 4 Apply self-motivation and self-direction to learning*

Building Trust



The Goal: To build trust within yourself.

Materials: Notebook paper, something to write with.

A key factor in many of our close relationships in life will depend on trust. However, we spend the majority of our lives with ourselves and we often overlook the effort it takes to maintain a healthy relationship with ourselves. Just because we spend so much time in our own company, does not mean we trust ourselves to make the right decisions. This can often lead us to doubt our decisions or overthink our next step in life. This activity is meant to help build trust within yourself and allow you to practice building that trust.

Step 1: A simple way to build trust within yourself is to keep the promises you make to yourself, no matter how small. If you set an intention to wake up early and get a head start on your day but don't get up until noon, that is creating a discrepancy between what you told yourself and what ended up taking place. Though miniscule, it's following through in those moments that will ultimately build trust and confidence in yourself - even if the first time feels uncomfortable or unnecessary.

Write a few sentences answering the questions: What is the last thing you promised yourself? Did you follow through?

Step 2: Think about your current life. In a few more sentences, what is a promise you can make to yourself right now and the steps you can take to make sure you follow through?

Step 3: What is something small that you can do today to begin building trust with yourself?

Indigo Indicators: *Internal: Resiliency*

CASEL Competencies: *Self-Awareness, Self-Management*

Ramp Behavior Standard: *B-SMS 2. Demonstrate Self-Discipline and Self-Control*

Character-istics 1



The Goal: To explore self-confidence through the use of the story element of “characters.”

Materials: Notebook paper, something to write with.

Sometimes, it’s much easier to point out the qualities we desire to display by watching other people display them. But we are all capable of exhibiting those attributes.

Step 1: Think of a character that displays self-confidence. This character can be from a book, movie, tv show, etc.

Step 2: Think of a scene in which this character displayed self-confidence. What were the elements that this character exhibited? Make a list of bullet points that describe the self-confidence shown by your chosen character.

Step 3: Write one paragraph about what it would look like or feel like if you adopted these attributes.

Step 4: What would it look like if you used 1 characteristic on your list for the rest of the day? Write about what your life would look like if you implemented these qualities most of the time. Would it benefit you to exhibit these qualities more often?

Indigo Indicators: *Internal: Self-Confidence, Resiliency,*

CASEL Competencies met: *Self-Awareness, Self-Management*

Ramp Behavior Standard: *B-LS 9 Gather evidence and consider multiple perspectives to make informed decisions*



Choose a Character

The Goal: To think about going through the motions of a familiar situation through the lens of a character that inspires you in order to see it from a new perspective.

Materials: Notebook paper, something to write with.

Everyone is different. For many of us, when we are under stress, we're unable to do our best at problem solving or seeing solutions. One way to overcome this barrier is to take a step back and change perspectives. Sometimes, we become aware of our own strengths by exploring those of another.

Step 1: Pick a situation in your life that you are facing now with which you want more direction. This does not have to be a high stress situation.

Step 2: Choose a character you admire who demonstrates courage, strength and a general willingness to overcome adversity. This character can be from a movie, book, tv show, etc.

Step 3: Think about the situation YOU chose. Describe in writing the people involved (characters), the places the situation takes place (setting), and the circumstance at hand (plot).

Step 4: Now, through the lens of your character, write out the steps they would take in this situation to address it. Write out what it would look like if that character were in your shoes.

Step 5: How did your character respond to stress? What strategies and perceptions can you take from their approach to feel stronger and more confident about your own approach and view of this situation? Did this process make anything clearer by looking at a situation from a different perspective? Write down your responses.

Indigo Indicators: Internal: Managing Stress, Self-Confidence, Resiliency; External: Practical Thinking

CASEL Competency: Self-Management

Ramp Behavior Standard: B-LS 9 Gather evidence and consider multiple perspectives to make informed decisions

Confident Moments



The Goal: Build resiliency and explore the term itself.

Materials: Notebook paper, something to write with.

Resiliency is the capacity to recover from difficulties. It can be easy to forget that we are resilient by nature. We practice that skill throughout our whole lives. Though as we get older, “getting back up” can look very different. Being aware of the moments that call for us to be resilient, coupled with knowing *we have already been working on this skill our whole lives*, will allow us to recognize those moments and trust in ourselves to “get back up.”

Step 1: When you think of the term “Resiliency,” what comes to mind? Brainstorm a few keywords or phrases that you associate with the term.

Step 2: In a few sentences, explain a time in your life in which you had to be resilient. Did this feel natural to you? *If so:* Do you remember the first time you intentionally practiced the skill of resiliency? *If not:* How do you think you can build on this skill to make it stronger?

Step 3: Find a group and discuss strategies to build on your resiliency skills.

Indigo Indicators: *Internal: Resiliency, Managing Stress*

CASEL Competencies: *Self-Management, Responsible Decision-Making*

Ramp Behavior Standard: *B-SMS 5 Demonstrate perseverance to achieve long-term and short-term goals*



Conversation with Older Self

The Goal: To think of the future in a safe environment through an envisioning activity.

Materials: Notebook paper, something to write with.

From time to time, we all think about our futures. Some of us have a plan and some of us don't quite know what the future holds. In either case, looking ahead and thinking about what you want your end to look and feel like can give you a sense of the steps to take to make it a reality.

Step 1: Envision yourself 10 years from now.

Step 2: What is this older version of you doing? Who surrounds you? How do you feel? Try to pinpoint as many details as you can about your future self. Describe this older self in as much detail as possible in writing.

Step 3: What is 1 thing you can do right now, today, that will lead you to that future reality? Write it down.

Even though you may not have all of the answers right now about what your path will be after high school, sometimes just knowing what you want your “finish line” to look like is the first step into mapping out how to get there!

Indigo Indicators: *Internal: Self Direction, Feelings About the Future*

CASEL Competencies: *Self-Awareness, Self Management*

Ramp Behavior Standard: *B-LS 9 Gather evidence and consider multiple perspectives to make informed decisions*



Conversation with Younger Self

The Goal: To gain understanding of yourself.

Materials: Notebook paper, something to write with.

We spend more time with ourselves than anyone else in our lifetimes. Learning to develop positive dialogue within ourselves can help us better understand our own growth and development. A conversation with your younger self is a good way to measure the growth you have made since then. It may give you insight into who you are now and the direction in which you are heading.

Step 1: Envision a younger version of yourself. This younger self can be from any time period.

Step 2: What did this younger version of you have going on at the time?

Step 3: What would you say to him or her based on the person you are now?

Step 4: What can this exercise tell you about who you are today? How have you grown or changed since then? Write down what you would tell your younger self with all of the things you know now.

Indigo Indicators: *Internal: Self Direction*

CASEL Competencies: *Self-Awareness*

Ramp Behavior Standard: *B-LS 9 Gather evidence and consider multiple perspectives to make informed decisions*



Envisioning Desired Outcomes

The Goal: To envision the desired outcome of a situation causing you stress and move forward in a way that supports that outcome.

Materials: Notebook paper, something to write with.

Having a mental picture of how you would like a situation to be resolved, both what it would look like and what it would feel like, is a good way to figure out how to move within that situation to reach that desired outcome.

Step 1: Choose a stressful situation that you are dealing with in your current life. Write about how you are currently handling this. Describe the situation as is to see it as clearly as possible.

Step 2: Begin a second sheet of paper explaining what your ideal way of managing this situation would be. Picture yourself managing this situation well. What do you say? What words do you use? What attitude do you carry in your ideal way of managing the stress of this situation?

Step 3: Compare both side by side. What is one action you will take to move forward in that direction? Write it down.

Indigo Indicators: *Internal: Managing Stress, Resiliency, Self-Direction*

CASEL Competencies: *Self-Awareness, Self-Management*

Ramp Behavior Standard: *B-LS 9 Gather evidence and consider multiple perspectives to make informed decisions*

Favorite Role



The Goal: To think about the current roles in your life and explore your sense of belonging.

Materials: Notebook paper, something to write with.

Each of us fills different roles in our lives. As we age, these roles may change and we may add new ones.

Step 1: List three roles you fulfill in your life and write a few sentences for each about what these roles look like for you.

Step 2: Do you have a favorite? Write about your favorite role and about what makes it your favorite. Why is that role the most important to you? What does it mean for you to fill that role?

Step 3: Find someone in the class with the same or similar favorite role (or divide into teams for group discussions) and discuss.

Indigo Indicators: *Internal: Sense of Belonging; External: Systems Judgement*

CASEL Competencies: *Self-Awareness, Social Awareness*

Ramp Behavior Standard: *B-LS 9 Gather evidence and consider multiple perspectives to make informed decisions*

Get Back Up



The Goal: To build resiliency and explore the term itself.

Materials: Notebook paper, something to write with.

Resiliency is the capacity to recover from difficulties. Resiliency isn't a trait that only a select few people in the population have, it's a skill that you can build with yourself, and the only way to practice is to get back up!

Step 1: When you think of the term "Resiliency," what comes to mind? Brainstorm a few keywords or phrases that you associate with the term. Look up the definition if you need to.

Step 2: In a few sentences, explain a time in your life in which you had to be resilient. Did this feel natural to you? *If so:* Do you remember the first time you intentionally practiced the skill of resiliency? *If not:* How do you think you can build on this skill to make it stronger?

Step 3: Find a group or partner and discuss strategies to build on your resiliency skills.

Indigo Indicators: *Internal: Resiliency, Managing Stress*

CASEL Competencies: *Self-Management, Responsible Decision-Making*

Ramp Behavior Standard: *B-SMS 5 Demonstrate perseverance to achieve long-term and short-term goals*

Hero's Journey



The Goal: To think about life with less boundaries and more solutions.

Materials: Notebook paper, something to write with.

A common story element that we see in movies, books and other narratives, is the element of the “hero’s journey.” The hero must go through trials and tribulations in order to return victorious and with a new perspective and new strengths. Think of yourself as the main character in your own story. *You* are the superhero.

Step 1: Think about a situation in your life that has been causing you stress. From the perspective of being a hero, write about how you would handle this situation.

Step 2: How were trials and tribulations an important part of the narrative you have written? How will you be stronger after it?

We must go through situations that make us uncomfortable in order to learn and grow from our own experiences. Growing includes the trials we face becoming trickier as we age because, like the hero, we have been made stronger by our journey.

Indigo Indicators: Internal: Resiliency

CASEL Competencies: Self-Management

Ramp Behavior Standard: B-SMS 7 Demonstrate effective coping skills when faced with a problem

Many Paths



The Goal: To think about all of the possible ways you can reach your goals.

Materials: Notebook paper, something to write with.

Sometimes it's easy to believe that we are confined to one way of doing things. Other times, we only see one way of doing things which limits our ability to problem solve or think critically. There are many ways to reach any given destination. A key component in making sure you are making decisions that will best impact your life is to make sure you have a clear goal in mind. A plan is always important to have, but knowing that you don't have to confine yourself to one way of doing things may make it easier to find solutions when you hit roadblocks.

Step 1: If you could create a step-by-step plan of what your life would look like with the current goals and interests that you have now, what would this plan look like? Be detailed.

Step 2: On a separate piece of paper, take your end goal and describe it in one paragraph. Be as detailed as possible.

Step 3: Set aside or throw away the first piece of paper - the one with the plan you created.

Step 4: Look at your end goal. That is the most important part of your plan. That is the compass that will lead you in the decisions you make in your life.

Step 5: Using this end goal, create a completely different plan to bridge the gap between you and that goal. How many different plans can you make that will get you there?

Indigo Indicators: *Internal: Self Direction, Resiliency*

CASEL Competencies: *Self Management, Self Awareness*

Ramp Behavior Standard: *B-LS1 Demonstrates Critical-Thinking Skills*



Most Confident You

The Goal: To explore their self-confidence by imagining the most confident version of you. By doing this, you can align your current actions with your desired outcome.

Materials: Notebook paper, something to write with.

Sometimes it's easier to picture ourselves behaving in a certain way than it is to actually implement that in our lives.

Step 1: Picture in your mind the most confident version of yourself. Write a response to the following questions: What does this version of you feel like? How do they speak and present themselves? How do they react to the world? *Look at the Strengths section of the Indigo Report for inspiration.*

Step 2: Write a sentence or two about how this version of you is similar or different from your current self.

Step 3: Write down one thing you can take from this most confident version of yourself and how you can implement it in your everyday life.

Try implementing one thing from your most confident selves in your everyday life for a week.

Indigo Indicators: *Internal: Self-Confidence, Resiliency*

CASEL Competencies: *Self-Awareness, Self-Management*

Ramp Behavior Standard: *B-SMS 7 Demonstrate effective coping skills when faced with a problem*



Our Own Supporters

The Goal: To explore self-esteem.

Materials: Notebook paper, something to write with.

It's easy to be more critical of ourselves than we are of others. Being aware of this can help make more sense of our own self-esteem.

Step 1: Think of someone you are close to whom you love. This can be a sibling, friend, family member etc.

Step 2: Write down 3 things you love about them.

Step 3: Now think of yourself and write down three things you love about yourself.

Step 4: Compare your experience of step 2 and 3. Did you struggle finding things about yourself that you love? Was it easier for you to pick out things you love about your loved one than about yourself? Why do you think this is?

Step 5: Focus on the three things you wrote that you love about yourself. What are 2 ways (for each) that you can either strengthen these qualities or bring them out of yourself more often?

Being harder on ourselves than we are of others is a natural feeling. Becoming our own supporters instead of our own critics can be motivational when we support and challenge ourselves lovingly, as we would a friend, rather than being judgmental and hard on ourselves. It's valuable to find ways to be our own supporters rather than our own critics.

Indigo Indicators: *Internal: Resiliency, Self-Esteem*

CASEL Competencies: *Self-Awareness, Self-Management*

Ramp Behavior Standard: *B-LS 4 Apply self-motivation and self-direction to learning*

Reframing Roadblocks



The Goal: To explore the idea that setbacks are simply ways to practice being resilient.

Materials: Notebook paper, something to write with.

The term “resiliency” itself implies that there was a challenge to overcome. One does not become resilient without roadblocks, setbacks, or perceived “losses.”

Step 1: Think of a time in your life in which you perceived a growing moment as a “setback.” For example, maybe you failed a test and were discouraged but failing the exam is what led you to getting help to better understand the material and now you pass the exams.

Step 2: Write about the situation and how you overcame it, then a separate section explaining how you used resiliency in your example.

Moments in which we choose to use resiliency are moments in which we grow. Instead of seeing a roadblock as a problem, consider that it may be exactly the challenge you need to rise to the next level.

Indigo Indicators: *Internal: Resiliency, Managing Stress*

CASEL Competencies: *Self-Management, Responsible Decision-Making*

Ramp Behavior Standard: *B-SMS 7 Demonstrate effective coping skills when faced with a problem*

Simple Resilience



The Goal: To explore the concept of resilience and how you can bring this into your everyday lives.

Materials: Notebook paper, something to write with.

Resilience doesn't always mean jumping back from a traumatic event. Resilience shows up in even the simplest ways. Falling off a bike and getting back on, completing assignments for classes that you struggle in, and laughing after a tough day are all moments of resilience.

Step 1: Write down a time in which you displayed a simple form of resilience.

Step 2: Think intently about this moment. How did this moment feel? Did you realize you were exhibiting resiliency?

Step 3: What are three ways you can replicate this moment the next time you feel stressed out? Write down your answers.

Indigo Indicators: *Internal: Resiliency, Managing Stress, Self-Direction*

CASEL Competencies: *Self-Management*

Ramp Behavior Standard: *B-SMS 7 Demonstrate effective coping skills when faced with a problem*

Strengths List



The Goal: To think deeper about all possibilities and the many ways to get there.

Materials: Notebook paper, something to write with.

Sometimes it's easier for us to see multiple perspectives for someone else's situation than our own. Finding more than one way to see our future is integral in developing the resilience it takes to get through setbacks in our plans.

Write down your answers to the following questions.

Step 1: Write down your strengths and your passions in bullet points. Look at the Strengths section of the Indigo Report for ideas.

Step 2: If someone else were to give you this exact same list, what would you tell them to pursue in life based on their passions and what they're good at?

Step 3: Is this something you would tell yourself? Why or why not? If not, why wouldn't you consider this for yourself?

Sometimes, we are able to see possibilities for others that we may not see for ourselves. Looking at your passions from a different perspective may allow you to see possibilities you hadn't thought about before.

Indigo Indicators: *Internal: Self Direction, Resiliency*

CASEL Competencies: *Self Awareness*

Ramp Behavior Standard: *B-LS 9 Gather evidence and consider multiple perspectives to make informed decisions*

The Collage



The Goal: To explore self-esteem through the things that make you feel the most like you.

Materials: Magazines, scissors, glue, construction paper.

Step 1: Envision the things that make you feel the most “you.” Hobbies, colors, genres, etc.

Step 2: Cut out pictures from magazines that give you this same feeling.

Step 3: Create a collage that encapsulates YOU.

Step 4: Write about why you chose the images you chose.

Indigo Indicators: *Internal: Self-Esteem*

CASEL Competencies: *Self-Awareness*

Ramp Behavior Standard: *B-LS 2 Demonstrate Creativity*

Unfiltered



The Goal: To release the tension surrounding a stressful situation and approach it with a clearer mind — without worrying about having a filter, explaining, or saying things “the right way.”

Materials: Notebook paper, something to write with.

It’s a natural part of life to face situations that aren’t entirely comfortable for you. In fact, each of these circumstances is a chance to find new strengths within you!

Step 1: Think of any situation in your life that is less than ideal and causing you stress. It does not have to be a high stress situation.

Step 2: Write down all of the things about this situation that makes it feel complicated for you. Imagine yourself releasing the tension into the paper. Write and keep the pen moving, even if you’re not making perfect sense, until there is a natural pause.

Step 3: When you feel that you are “done,” (no more than 10 minutes), rip up your papers into tiny pieces. Imagine all of your stress poured out onto the page. Letting out all thoughts on the paper, symbolically, moves the stress onto the paper. The point of this is to try to express the tension you feel from your experience of the situation in order to allow you to approach it free of the original stress of the matter. Rip up your papers and throw away the pieces to release the stress.

Indigo Indicators: *Internal: Managing Stress, Resiliency*

CASEL Competencies: *Self-Awareness, Self-Management*

Ramp Behavior Standard: *B-SS 9 Demonstrates social maturity and behaviors appropriate to the situation and environment*



What's Your Role?

The Goal: To think critically about the roles you play in your own life by using narrative and story elements.

Materials: Notebook paper, something to write with.

We all have different roles in our lives that we play. Roles we play such as, “sister,” “son,” “friend,” and other kinds of roles such as, “peacekeeper,” “wild card,” “soccer player,” etc. give us understanding into who we are within our communities and what part we play. Communities are made up of roles and we all play a few. Do you know what roles you play in your life?

Step 1: Choose a role you play in your life.

Step 2: Pick a show/movie/play/book - any kind of story. Which character most accurately represents the role you chose that you play in your life?

Step 3: Write down why you think this character represents a role from your life. Use direct examples from the story and your life.

The use of story may make it easier for some of us to observe something about ourselves. In picking a character that plays a similar role to us, we are able to see that role from an outside perspective to gain a deeper understanding of it from within.

Indigo Indicators: *Internal: Sense of Belonging, Self-Esteem*

CASEL Competencies: *Self-Awareness*

Ramp Behavior Standard: *B-LS 9 Gather evidence and consider multiple perspectives to make informed decisions*