



# IndigoBasics for Students

*Teacher Guide  
to  
Additional Activities*

# Introduction

This teacher guide is designed to supplement the online course IndigoBasics for Students, to help lead students through the initial steps on the journey to self-awareness. The Indigo report is the framework to look at and interpret behaviors, motivators, and soft skills, which students can use to better understand themselves and where they want to go in life. The course guides students through interpreting their results and what they mean to them.

With the cost of college skyrocketing and the needs of the workplace becoming less predictable, it is critical that students maximize their education by choosing colleges, majors, and internships that align with their natural strengths. There will always be uncertainty about the needs of the future job market, but by increasing self-understanding we can develop the unique genius each student brings to the world.

Our primary goal is to empower you as educators. You are the experts when it comes to your students, your school and your time. Use this information and material however you see fit given your unique circumstances. Feel free to modify, expand, edit, and share content in a manner that complements your pedagogical models and teaching styles.

Upon the completion of the course, students will have a solid base by which to create a path to success.

*Sheri Smith, CEO and Founder*

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# Take Indigo Module

## Goal:

In the first online course section, students will take the Indigo Assessment. The additional activity guides students to explore the strengths identified by the report.

## Materials:

- Computers
- Code for students to access the assessment

## Preparation:

Before beginning the lesson, you may want to read over the Introduction of the [Indigo Fieldbook](#) "Why Indigo Works."

## Overview of the Take Indigo Section

Each student will create an account to take the course.

To begin, students watch a video that introduces the course. Then they watch a video about how to take the Indigo Assessment.

**In order to take the Indigo Assessment, you will need to give students a code, which Indigo will send to you.**

After students complete the assessment, they will be able to download their report from the exit page. A copy of their report will also be sent to the email they entered on the first page of the assessment. If they do not receive a report, they should **not** retake it. Instruct them to email [support@indigoproject.org](mailto:support@indigoproject.org) with their name, school/organization, and a request for the report to be resent.

Once students have their report they will return to the course.



**Assessment Intro Video.** Students watch a video about how to complete the assessment successfully.



**Take the Indigo Assessment.** Students take the Indigo Assessment in a new window and download their report.



**Upload Report.** Students upload a copy of their Indigo Report into the course. Staff can also access student reports in the Indigo Dashboard.

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## Take Indigo In-Class Extension Activities

### Activity 1.1 Strengths Wall

**SUMMARY:** Students share their strengths with each other.

**TIMING:** This activity can be completed any time after students have their reports.

**ACTIVITY:**

Ask students to write down one or two of the strengths from the first page of their Indigo report. Have a place that students can put up their strengths.

Once all students have written a strength, you can do one of the following to complete this activity:

1. Have students who are willing share the strength they wrote, then all should post their notes in the designated area.
2. Have students post their notes in the designated area and choose a few that you read out loud.

The goal is for students to hear the unique variety of strengths that they possess as a group.

### Activity 1.2 About Me

**SUMMARY:** Students highlight sentences from the About Me section that they most identify with and use them as a starting point to talk about themselves.

**TIMING:** This activity can be completed any time after students have their reports.

**ACTIVITY:**

Students should start by reading over the About Me page in their report. Then they should go back through and highlight or underline statements that stand out to them as things that are especially true about themselves. These could be things the students are known for or are proud of.

Ask students to pick one or two statements to share later in the activity. They can either share them exactly as written or they can make changes. Once students have picked their statements, they should come up with an example of how or when that statement was true in their life.

Ask students to share.

# Motivators

## Goal:

In these lessons, students will learn about their Motivators and how they influence their life.

## Materials:

- Computers
- Students' Indigo Reports

## Preparation:

Before beginning the lesson, you may want to read over the Motivators chapter in Section 2 of the Indigo Fieldbook, "Motivators – *What to focus on*".

## Motivators Overview

Students should access the course at <https://www.indigocourses.com/> using the username and password they set up on the first day.

Motivators reveal the things you really care about. They are what grabs your heart and what gets you excited. Motivators correlate directly to fulfillment. The six Motivators that Indigo measures are Aesthetic, Individualistic, Social, Theoretical, Traditional, and Utilitarian.



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**Motivator Intro Video.** Students watch a video introduction to the science of Motivators and why they are important to understand.

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**How to Read the Motivator Graph.** Students learn how to read the Motivator graph. Motivators are ranked in order of importance in a person's life.

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**Introduction to Motivators.** Students learn about the six Motivators and watch videos of other students who connect with those Motivators.

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**Explore Your Motivators.** Students explore more about their own top Motivators, including watching advice videos.

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**Motivators Concept Evaluation.** Students take a brief, automatically graded quiz that covers content from the Motivator section.

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**Motivator Reflection.** Students complete a written exercise reflecting on their Motivators and how they show up in their life. They also apply Motivators to identify classes and activities that would appeal to them.

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## Motivators In-Class Extension Activities

### Activity 2.1 Motivators at School Discussion

**SUMMARY:** Student work in groups with others who share their top motivator to brainstorm classes/activities aligned with that motivator.

**TIMING:** This activity can be completed after students complete the Motivator section.

**ACTIVITY:**

Group students by their top motivator. Give one person in each team a piece of paper with the motivator written on the top to take notes. If there is only one person in a group, pull someone from another group who has that motivator ranked second.

Instruct students to brainstorm activities, classes, teachers, etc. that align with their top motivator and write them down on the paper. For example, an art class is a class that aligns with the Aesthetic Motivator, and an Entrepreneurship club would align with the Utilitarian Motivator. These can be classes and clubs that already exist or that they would like to see at the school. When they have had time to write down some ideas, ask a spokesperson from each group report back to the class.

Go through each of the six groups and ask them about what activities and classes they came up with that align with their top motivator.

### Activity 2.1B Motivators at School Continued

You can continue the activity by asking any of the following questions and using the above format to discuss them in motivator groups. Or, you can substitute one of these questions into the original discussion.

- What type of projects and assignments motivate you? Which type bore you?
- How do you 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 will be engaged?

## Activity 2.2

### Sharing Motivator Statements

**SUMMARY:** Student share their motivator statements.

**TIMING:** This activity can be completed after students complete the Motivator section.

**ACTIVITY:**

Students should share their Motivator statements. They can do that in a variety of ways:

- I. Ask for volunteers to share their Motivator statements out loud.
- II. 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.

When students are finished, reinforce the idea that if you choose jobs, majors, and activities that align with your Motivators, you are more likely to feel happy and fulfilled in those roles.

# DISC

## Goal:

In these lessons, students will explore their behaviors using DISC.

## Materials:

- Computers
- Students' Indigo Reports

## Preparation:

Before beginning, you may want to read over the DISC chapter in Section 2 of the Indigo Fieldbook, "Behaviors – *Keys to Communicating*".

## DISC Overview

Students should access the course at <https://www.indigocourses.com/> using the username and password they set up on the first day.

DISC scores reveal a person's natural behavioral styles. People can use their DISC scores to better understand themselves and articulate their unique qualities. The four different colored bars represent four behavior qualities: Dominance, Influencing, Steadiness, and Compliance.



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**DISC Intro Video.** Students watch a video introduction to the science of DISC and why it is important to understand.

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**How to Read the DISC Graph.** Students learn how to read the DISC graph. Higher or lower DISC traits are the most prominent.

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**Introduction to DISC.** Students learn about the four DISC bars and watch videos of other students who have those traits.

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**Explore Your DISC Traits.** Students explore more about their own top DISC traits, including watching advice videos.

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**DISC Concept Evaluation.** Students take a brief, automatically graded quiz that covers content from the DISC section.

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**DISC Reflection.** Students complete a written exercise reflecting on their DISC traits and how they show up in their life. They also apply DISC to identify an ideal education/working environment for them.

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## DISC In-Class Extension Activities

### Activity 3.1

#### Dominance

**SUMMARY:** A guided discussion about the pro's and con's of High and Low D's and leadership.

**TIMING:** This activity can be done after the Introduction to DISC tutorial or at the end of the section.

#### **ACTIVITY:**

Explain that Dominance is a quality that is often associated with leadership. It is important to know that both High and Low D's make great leaders, but their leadership style looks different. Then ask students:

- What does the High Dominance leadership style look like?
  - Possible responses – One person telling everyone else what to do, bossy, commanding
  - The goal is to guide them to an understanding that the style is a “directive” style. Usually one person directing others what they will do.
- What does the Low Dominance leadership style look like?
  - Possible responses – asking everyone their opinion, getting input from others
  - The goal is to guide them to an understanding that the style is collaborative and “consensus” in style.

Explain that while there are benefits to both behavior/communication styles, and both can be great leaders, but there are also potential downfalls to each style. Then ask:

- What are some potential downfalls of the High D communication style?
  - Possible responses – They will be seen as mean, their honesty is brutally honest and brutal isn't nice, they get in more fights.
- What are some potential downfalls of the Low D communication style?
  - Possible responses – They are too nice and you don't know if they are being honest, they don't get stuff done as fast, they may not stand up for themselves or their ideas.

All of these ideas are observations and opinions. It doesn't mean that High D's ARE mean or Low D's don't get stuff done. This is just the impression these styles can create.

**We are not suggesting that you behave differently, but that you take ownership for your behavior and the impact that it can have.**

## Activity 3.2

## Influencing

**SUMMARY:** A guided discussion about the pro's and con's of High and Low I's and how they can communicate and work better together. Make sure High I's understand they need to listen to Low I's and not dominate the discussion all the time.

**TIMING:** This activity can be done after the Introduction to DISC tutorial or at the end of the section.

### ACTIVITY:

Explain that there are benefits and downfalls to each of these communication styles. Then ask:

- What do you think is one benefit of the High Influencing style of communication?
  - Possible responses – They have lots of friends, they meet new people easily, people like to be around them, they volunteer in class a lot
- What are benefits of the Low Influencing style of communication?
  - Possible responses – they are good listeners, when they do talk they have something important to say, their circle of friends is small but tight and close.

Explain that while there are benefits to both communication styles, there are also potential downfalls for each. Then ask:

- What are some potential downfalls of the High Influencing communication style?
  - Possible responses – They can be annoying because they are always talking, they can be seen as rude for talking when they shouldn't.
- What are some potential downfalls of the Low Influencing communication style?
  - Possible responses – They can be seen as rude for not talking to others, they may seem uninterested when they don't participate in class/conversation, they don't share their opinions or ideas.

**We are not suggesting that you behave differently, but that you take ownership for your behavior and the impact that it can have. Choose when you want to speak up and have your voice heard and make sure you are making opportunities to share your ideas and also listen to the ideas of others.**

### Activity 3.3

### Steadiness & Compliance

**SUMMARY:** Students work in groups with similar S and C styles to see how people with different behavior types tend to work differently.

**TIMING:** This activity can be done after the Introduction to DISC tutorial or at the end of the section.

**ACTIVITY:**

Split the class into 4 groups:

High SC's in a group.

Low SC's in a group.

Just High S's in group.

Just High C's in a group.

Explain the following scenario to students: You are going on a trip to Europe for 10 days. You need to make a plan and prepare for this trip. Where do you go? What do you do? You will also need to pick a spokesperson who will share your ideas with the rest of the class.

Have each group talk about planning a trip to Europe and what their roles would be on the trip. When they have had time to discuss, ask each group to report back.

Once all four groups have shared, ask the class if they notice anything different about the groups' plans and connect that to their different S and/or C scores.

They are likely to notice:

- High SC group – lots of planning, lots of details. Possibly have an itinerary and schedule for every day.
  - High S and High C qualities: they stick to their schedule and get things done, they follow all the rules, typically good at planning and research
- Low SC group – they are most likely to wing it. Do they even have their passports, plane tickets or a place to stay?
  - Low S and C qualities: they are always up for something new, they are good at multitasking, they get things done fast, they don't get stuck on all the details
- Just High S's and C's – are likely to be somewhere in the middle of these.

## Activity 3.4

### What I Appreciate

**SUMMARY:** Students share a DISC quality that they do not have and why they appreciate it.

**TIMING:** This activity can be completed after students complete the DISC section.

**ACTIVITY:**

Ask students to identify a DISC trait they do not have, then write down what they appreciate about that trait.

For example:

I am Low D, and I appreciate that people who are High D are able to say exactly what they feel without overthinking it.

I am High S, so I like having a schedule to follow, and I appreciate that people who are Low S can adapt easily when schedules change and don't get stuck.

Ask students to share. You can either ask individuals for their statements or go through each high/low trait and ask people who wrote about them to share what they appreciate.

# Skills

## Goal:

In these lessons, students will learn about the importance of soft skills and the value of focusing on their top skills.

## Materials:

- Computers
- Students' Indigo Reports.

## Preparation:

Before beginning the lesson, you may want to read over the Skills chapter in Section 2 of the Indigo Fieldbook, "Skills – *The way into a powerful conversation*".

## Skills Overview

Students should access the course at <https://www.indigocourses.com/> using the username and password they set up on the first day.

The type of skills on the Indigo Report are soft skills, also called 21st Century Skills. Soft skills are based on experience and relate to how people interact with others and personal qualities that they bring to a team. The Indigo Assessment measures 23 soft skills.



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**Skills Intro Video.** Students watch a video introduction to the science of soft skills and why they are important to understand.



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**How to Read the Skills List.** Students learn how to interpret the skills list and where to focus attention when developing skills.



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**Introduction to Skills.** Students learn about the skills and watch videos about how to approach their soft skills.



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**Explore Your Skills.** Students explore more about their own top skills, including watching advice videos.



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**Skills Concept Evaluation.** Students take a brief, automatically graded quiz that covers content from the skills section.



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**Skills Reflection.** Students complete a written exercise, creating plans to develop two of their top skills.

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## Skills In-Class Extension Activities

### Activity 4.1 Working in Teams

**SUMMARY:** Student assign roles in a team based on the distribution of skills and different attributes.

**TIMING:** This activity can be completed after students complete the skills section.

**ACTIVITY:**

Divide the class into groups. If you have a large class, just group by proximity, but ask students to make sure they have a variety of traits in each group. If you have a smaller class and access to the dashboard, use the High Performing Teams option in the Teaming Utility to form teams. This will create teams with varied DISC profiles.

In their groups, students should assign roles within the team based on their unique qualities and skills. Some roles to consider are: Team Leader, Scribe, Researcher, Presenter, Coordinator. Alternatively, you could ask the teams to pretend they are a company and assign work-place roles like CEO, Marketing Director, Copy Editor, Graphic Designer, Accountant, and Customer Service Representative.

When students have had time to discuss, ask for a few groups to share their team roles and what value each person brings to the group.

From there, broaden the conversation by asking, "Why do we need each other? What is a behavior style or skills you admire in someone else?" If necessary, emphasize the idea that having different skills and qualities in a group is important since everyone can contribute in different ways.

### Activity 4.2 Sharing Maximizing Statements

**SUMMARY:** Student share their maximizing statements.

**TIMING:** This activity can be completed after students complete the skills section.

**ACTIVITY:**

Go around the room and ask students to share one of their maximizing statements. Either ask for volunteers or request that everyone shares one of their statements.

### Activity 4.3 Soft Skills in Degrees/Careers

**SUMMARY:** Students write down the soft skills that are needed for a career that interests them.

**TIMING:** This activity can be completed after students complete the skills section.

**ACTIVITY:**

Students should choose one career or major that interests them. If needed, students can reference the list of interesting careers/majors from the "Possible Degree Matches" page of the Indigo Report.

Then they should write down answers to the following questions:

- What soft skills are necessary for that career or major? How can you practice those soft skills?

### Activity 4.4 Creative Skills

**SUMMARY:** Student creatively brainstorm what they could do with a variety of skills in a group.

**TIMING:** This activity can be completed after students complete the skills section.

**ACTIVITY:**

Ask students to pair up with one or two people that have completely different skills than they do. Once students are in groups of 2-3 students, have them brainstorm the BIGGEST, CRAZIEST thing they could do with their combined skills.

Push students to think big. Answers like, "We would be really good at doing computer science together" are okay, but we want to push students to think on a higher level. A better example would be, "Jack is No. 1 Written Communication and No. 2 Leadership, and I'm No. 1 Management No. 2 Planning and Organizing. If I can focus Jack to write articles on leadership, we could create a leadership website for students, and I could manage a team of contributing writers to help us scale nation-wide."

Have students share. The biggest, craziest idea wins! Remind students that the key to success lies in finding opportunities that encourage them to bring out their unique strengths.

## Post-Survey and Certificate

At the end of the course, students will take a post-survey and receive a certificate of completion.

The certificate of completion can only be downloaded if the content evaluations in the previous sections have been completed.



[indigoeducationcompany.com](http://indigoeducationcompany.com)

If you have any questions, please contact  
*[support@indigoproject.org](mailto:support@indigoproject.org)*