

WE ARE BETTER TOGETHER

**Learn new tools to connect more deeply
with students, to help them engage in activities,
and to approach problem solving in a fun, interactive way!**



HANDOUT RESOURCE PACKET

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WORKSHOP AND HANDOUTS DESIGNED BY SI NORTON

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What did you want to do or be in life when you were younger?	How do you define empowerment?	When are you a good listener and when are you not a good listener?	What's your problem-solving approach and where did it come from
Texting or calling students or host families? When is it ok to just text, and when do you need to speak to them on the phone?	What do you want students to say if asked about the relationship/connection they have with you?	How do you define/describe your role?	How do you build trust and rapport with students and host families?
What frustrates or challenges you the most about the work you do?	To you, what are the most important ingredients in relationship building?	What are your 'go-to' questions when checking in with students?	Why do you do this work?
How do you illuminate and draw out deeper meaning or life lessons from student experiences?	How do you handle and respond to things not going well with student-host family dynamics?	How does the proliferation of smart phones make our work easier and harder?	Name 4 things you are grateful for connected to this work and lifestyle:

EASY FACILITATION TOOLS & TECHNIQUES

1: Question Grids

2: Cards with Questions: pre-prepared or group writes on cards

3: Scenario, Case Study or Role Play

4: An Engaging Photo or sharing best photos

5: Journaling then discussing, or drawing a timeline or image, then discussing

6: Wellness activities

7: Opinion Handout

8: Icebreakers or Teambuilders

9: A Study Guide or Handout to orient learners to what we're visiting: Japanese-American example

10: Circles create equity, inclusion, respect, participation: avoid rows if at all possible. Make sure that everyone can be seen and heard, and make sure to hear from everyone. Use talking objects.

11: Question/quote of the day: a quote, a saying, a BIG question to reflect on at the beginning of the day, and then return to it at the end – something that links the day's events, activities, meetings.

12: Index card questions/burning questions: have the students brainstorm all their questions about an issue or subject, then ask them to choose where they'd like to start, and have them control the direction of the conversation – within reason. Ownership is empowering.

13: Before meetings with organizations or guest speakers:

- give the students time to free write/journal about an issue or subject
- think, pair, share
- give students the speaker bio(s)
- do an issue or organizational briefing – make it fun, visual, interesting, relevant
- build in time to prepare some specific questions for the speaker/organization
- intercept the speaker before they start and give them some additional context & tips
- task students with introducing the speaker, based on the bio, and introduce themselves

14: Reflection tools: (that you can make or buy): CHIJI cards are one such example

15: Quick check in tools: One word whip around; Thumb 'fuel gauge'; Body Language check in

16: The Power of Listening: Ask the students what they think about an issue, their opinion, their perspective, their take....and then *really listen* to what they have to say. It is incredibly powerful and empowering for students to find their voice and have adults really want to listen and hear what they have to say.

17: The Power of Asking Questions: have students come up with questions to ask you or each other

18: Hand Raise if True for You

19: Ranking Lists, Narrowing, Finding Consensus, Discussing

20: Goal Setting & Commitment Stating Out Loud and With Others

NOTES ON FACILITATING ICEBREAKERS & TEAMBUILDERS



1. Preparation

- supplies, space, weather, indoors or out
- time for each activity
- goal of activities? What's the WHY?

2. Setting a "good" tone (what is a good tone?);

Safety and Cultural Factors to consider?

- Be positive
- Make everyone feel comfortable and included
- Being mindful of possible safety hazards or happenings and adjust for cultural comfort

3. Giving Clear directions & Demonstration

- have the instructions clear, concise and prepared – the map: you know where you're going
- do a demonstration as necessary
- ask the group if they have any questions; check for understanding
- remind participants that it is "challenge by choice"

4. Mindfulness & Keen Observation during the activity, Intervention/Redirection as needed

- you are the "keen observer"
- keep awareness of who is participating and how much
- Safety: can anyone be hurt? Do the participants still feel safe?
- Intervene to pause proceedings as needed; offer redirection or feedback to refocus a group

5. Processing

- how much is appropriate after each activity?
- what are the goals in processing this activity?
- Mindfulness: Ask open-ended questions. Is everyone being heard?

GOOD QUESTIONS FOR PROCESSING:

WHAT: What was the goal of this activity?
What worked for the group/individual? What didn't work?
What did you notice about the group?
What did you notice about yourself?

SO WHAT: How did the group make decisions?
How was everyone's voice heard?
How did _____ feel when _____ happened?
(good place to state what you noticed and ask for a reaction)

NOW WHAT: Why would we do an activity like this?
How does this activity connect back to _____?
What are the bigger implications of _____?
What would you do differently next time?
If you could change something that you did, what would it be?

EXAMPLES OF CHECK IN, ENGAGEMENT, MEANING-MAKING, MENTORING & COACHING QUESTIONS TO USE WITH STUDENTS & HOST FAMILIES

CHECKING IN:

- How are you....and how are you really?
- What's good in your world right now?
- Good > Bad > Ugly?
- What's going well, what's not going well?
- What would you change about the way you're approaching this experience, or not change?
- What are you thinking about today? Feeling?
- What are you enjoying these days; what are you not enjoying?
- What are your "pinch" points....i.e. issues, needs or problems that are coming up?
- What have you learned about yourself so far in this experience?
- What is your favorite phrase/word to say in the language you learned?
- What new foods did you try
- What was the most surprising thing you did or saw
- What do you miss most about home? What are you not missing?
- What have you learned about your host family thus far?
- What stereotypes about American home or school life did you have before arriving, and how have those matched up with what you've actually experienced so far?
- How much contact do you have with home family and friends? How much contact should you have?
- What's something you expected to be true, but actually isn't?
- What's the hardest thing you've had to adjust to so far – and what's been the easiest?
- What have you learned about your home country/culture by being far from home here in the US?
- What is Culture? What aspects of US culture have you experienced so far?
- What would you like me to know so I can provide the best support to you?

SETTING AN AGENDA

- Where would you like to start today?
- What would you like to talk about today
- What would you like to walk away from our conversation with that you don't already have?
- What would you want to see come out of our time together?
- What would help you in this?
- How can I best support you in this?

LINKING TO WHAT WAS COVERED PREVIOUSLY/RECAPPING:

- Let's start by reviewing/remember what we talked about last time
- Given some of the things you shared, what would you like to explore?
- How does that fit into what we've been talking about? What's the relationship here?
- So, we've covered a lot of ground; where are you at right now?
- What is the connection between this idea/realization/awareness and your goals for the next.....?

BUILDING AWARENESS/EXPLORING IDEAS:

- Reflecting: I'm sensing some...I'm getting that... I'm hearing... I'm feeling... I'm noticing...
- I'm hearing two different sides/ideas, which one is speaking louder?
- I hear you're realizing, recognizing, noticing...
- I can imagine that's frustrating
- I hear that...
- I can't imagine how hard...
- I want to reflect back that...
- Tell me more about that.....
- What else....?
- Can you expand on that?

LISTENING FOR.....MEANING, PURPOSE, VISION, VALUES

- I heard you say you want... need...
- I hear that it's incredibly important to you...
- What do you really want?
- What's important to you?
- What are you excited about?
- What's important about this?
- What specifically about this goal is most important to you?
- What will accomplishing this give you?
- What is important for you about doing this?
- What do you care about most in this situation?
- What value does this experience have for you?
- How does this goal connect with your values?
- What are you committed to doing in the next month....few months, time that remains?
- What would it mean for you to achieve this?
- What impact would you like to have?

LISTENING WITH.....INTUTION, BODY, EMOTIONS, IMAGES, METAPHOR

- What image comes to mind when you think of "x"
- I can see the shift in your body and on your face
- What does this feeling bring up for you? It sounds like this is bringing up some emotion for you...?
- I could see that emotion in your body just now; what changed just now?
- I can hear that emotion in your voice as it changed just now; what shifted for you?
- What is that realization telling you?
- What is that emotion telling you?
- What are you noticing in this moment?
- What's coming up for you as you think about...?
- What does the word x mean to you? You've used it a number of times
- What does your heart/gut/mind tell you about this?
- How does this show up in other areas of your life?
- On a deeper level, what is the shift that you want to make?

PROBLEM SOLVING, EXPLORING OPTIONS, BUILDING PATHWAYS AND HOPE

- What would it look like if things were ideal or different?
- What is your vision of how you'd like things to look instead?
- Where do you want to be?
- What would success look like for you?
- What would it be like if you didn't do this anymore?
- What would be different for you if you no longer did this?
- Let's assume this wasn't an issue for you, what would be different at school, with host family?
- How do you want to feel instead?
- When you're at your best, what's different?
- If you had a magic wand, what would you do?
- What's the bigger picture?
- What would you like to see yourself do differently?
- What will change as a result of those action steps?
- If this was no longer an issue, what would be different?
- What would be possible if you did not do x?
- What would be different for you if you made this change?

WHAT DO YOU NEED TO MOVE FORWARD?

- What needs to change right now?
- What would help you get clearer on this?
- What would need to be different for you to take action on this?
- What do you need in order to feel empowered, comfortable, capable...?
- What else do you feel you need?
- What do you need that you don't already have?
- What would need to change for you have that reality?
- What would make this simpler, easier for you?
- What would you need to make this decision?
- What are you doing now that's working?
- What is possible?
- What are your choices?
- What will help you do this?
- What do you need to believe to do this?
- What shifts for you when you hold this belief?
- What might you do differently next time?

THE WAY FORWARD: PLANNING FUTURE ACTIONS OR CHANGES IN. BEHAVIOR

- Would you like to do that right now?
- Where and How are you going to start?
- What will you do tomorrow to reinforce that you've let this go/started this action?
- What will be the first step of that?
- What would support you in doing that?
- So, what actions will you take in the next couple of days based on what we've talked about

- So what's your game plan given our check in, chat?
- Where are you with this goal right now?
- How do you plan to achieve that?
- How can you break that down into smaller steps?
- What are you going to do? By when? Who will you tell?
- Is there anything else you need to do?
- What will you do differently as a result of this conversation?

WHAT SUPPORT DO YOU NEED?

- What will support you in putting these strategies/changes in place?
- What will you do differently tomorrow or this week?
- Who can help you navigate this?
- What do you need help with?
- What request for help or support can you make?
- If you knew they'd say yes, who would you ask for help?
- What has changed for you/has anything shifted for you?
- What are you taking away from this conversation
- When we started our conversation today, you mentioned X.....I'm curious, where are you now?

SOME ICEBREAKER/FUN WARM UP QUESTIONS

- > If you could visit any fictional movie setting (Hogwarts, Middle Earth, Space) where would you go and why?
- > Have you ever done any public speaking? What's the biggest audience you've ever addressed?
- > Do you enjoy arts....music, dance, drama, crafts, painting, writing etc.....and if so, in what ways?
- > Name one quality or virtue you admire in others
- > What are your core values? (see list & exercise in this packet)
- > Do you support a sports team, or have you ever played on a sports team?
- > What is your proudest accomplishment or memory?
- > If you could learn one new skill in 24 hours, what would it be?
- > Describe how you'd spend your perfect day or perfect weekend.
- > What is your favorite movie and why?
- > A good friend has offered to make your favorite meal for your birthday.....what would be on the menu?
- > What's your Favorite book or music?
- > What role has or does religion or spirituality play in your life?
- > Where would you love to go on a service project and what issue or need would you work on?
- > What is the story of your name?
- > What would your dream home look like (house, cabin, condo etc) and where would it be located?
- > Who was the best teacher you've ever had and why was she/he the best?
- > You have 24 hours to spend one million dollars....you cannot put it in a bank or invest it, or give it away....how would you spend it?
- > What is your favorite season, holiday or time of the year and why?
- > Name a global issue you'd willingly spend a year of your life working on

ADD:

EXPLORING OUR OPINIONS ABOUT THE SEPARATION OF CHURCH AND STATE IN THE U.S.

Circle one number for each statement that most clearly corresponds to your personal opinion. There are no right or wrong answers – this is 100% based on your personal views.

5 – Strongly Agree

4 – Agree

3 – Undecided/Not Sure/Could Go Either Way

2 – Disagree

1 – Strongly Disagree

5 4 3 2 1 Church & State are separate in the USA today.

5 4 3 2 1 Some US states are very religious, others less so

5 4 3 2 1 Presidents should not place their hand on a Bible when being sworn into office

5 4 3 2 1 All public high schools should offer optional religion classes

5 4 3 2 1 A student elected by peers should be allowed to deliver a prayer over the PA at public school football games or other sporting events

5 4 3 2 1 There should be no religiously affiliated activity taking place on public school property. (including religious groups renting public school facilities during the summer)

5 4 3 2 1 Public schools should be allowed to institute a 1-minute moment of silence at the beginning of the school day

5 4 3 2 1 Public schools should be allowed to invite a member/leader of any clergy or religious faith to open a graduation ceremony with a prayer or benediction.

5 4 3 2 1 All public schools should not be allowed to teach creationism or intelligent design, but should be mandated to teach scientifically-endorsed theory of evolution.

5 4 3 2 1 The words 'Under God' should remain in the Pledge of Allegiance

U.S. CIVICS & HISTORY ACTIVITY: *we'll review this on the bus*

What are the two parts of the U.S. Congress called?	How many branches of government are there in the U.S.?	Who wrote the U.S. Declaration of Independence?	Who was the 41st President of the U.S.? What number is Biden?	What is the current population of the U.S.A? What State has the largest population? And the smallest?
What prevents one branch of government from becoming too powerful?	How many times can a person be elected U.S. President? What about Representatives or Senators?	1959 saw the addition of 2 States to the U.S. Which ones?	There are __ ways to pass an Amendment? In the method used most, what % of Congress and what % of States must approve in order to pass a Constitutional Amendment?	Name the U.S.'s two direct neighbors to the north and south – and 2 states that border each of those countries.
What are the first 3 words of the U.S. Constitution?	How long are the elected terms of U.S. Representatives or Senators?	How many elected US Senators and U.S. Representatives are there?	Washington, DC is scheduled to become the 51 st State on July 4, 2023. <i>True or False?</i> (Bonus: 3 words on DC license plate are?)	Is the U.S. legal voting age the same as the U.S. legal drinking age?
What U.S. State has the British Union Jack as part of its flag? Hint: it's Capitol city has a Royal Palace	How many students attend the Electoral College each year?	What are the first 10 amendments to the U.S. Constitution called? How many amendments are in the Constitution?	Why is the White House called The White House? What was it originally called?	Is the U.S. a direct democracy, or a representative democracy?
Which amendment in the U.S. Constitution refers to the separation of religion and government?	Where did Martin Luther King stand when he delivered his famous " <i>I have a dream</i> " speech in 1963?	What is the highest Judicial Court in the U.S.? (and what court is even higher than that?)	What did the Emancipation Proclamation do and who wrote it?	What is the name of the U.S. national anthem? Why does the U.S. flag have 13 stripes and 50 stars?

U.S. CIVICS & HISTORY ACTIVITY – Answer Sheet for Facilitators

The House of Representatives and The Senate	3: Some call the media the “4 th branch”	Thomas Jefferson was the principal author, but not the only contributor	President George Bush the Senior was the 41 st . Biden is considered the 46 th (but is actually the 45 rd man to serve as President because Grover Cleveland is listed as the 22 nd and 24 th President, having served two non-consecutive terms!)	333 million (2021) California has 39.7 million and Wyoming has 578,000 DC has 692,000 and Puerto Rico 3.1 million)
Separation of Powers aka Checks and Balances	Twice in either consecutive or non-consecutive terms. There are no terms limits on U.S. Reps or Senators	Alaska and Hawai’i	2 ways: Constitutional Convention or Congress (2/3 in both H: 290 & S:67 and ¾ of the States, which is 38	CANADA: Alaska, Washington, Montana, N. Dakota, Minnesota, Wisconsin, Michigan, (Ohio), New York, Vermont, New Hampshire & Maine; MEXICO: Texas, New Mexico, Arizona and California
We the people...	U.S. Representative serve 2 year terms, i.e. up for re-election every 2 years; U.S. Senators serve 6 year terms	100 U.S. Senators and 435 U.S. Representatives (there are 6 non-voting Reps who can speak on the floor and vote only in committee)	False: leads to question of whether DC should become a state given that VT and WY have smaller populations. License plate: Taxation without Representation	No: voting age is 18 for U.S. citizens and drinking age is 21.
Hawai’i. Because it was once briefly ruled (peacefully) by the British. Iolani Palace is in Honolulu, the state capitol	None. This is a trick question. The Electoral College is part of the system by which the U.S. elects a President – see U.S. Presidential Election handout.	The first 10 are called the Bill of Rights. The US Constitution has been amended 27 times, all by the 2/3 congress and ¾ states process: i.e. there are 27 additional clauses in it.	In 1798, the stone walls were covered with a lime-based whitewash to prevent the stones from freezing. This had to be re-applied regularly; the British did burn part of the WH in 1814 and the walls were again whitewashed to cover the smoke damage. The original name was the Presidential Palace. It was nicknamed the White House after 1800 and the name became official in 1909.	Representative; if it were a direct democracy, Capitol Hill would be a little Crowded with over 333 million!
The 1 st , though the words “separation of church and state are not literally in the Constitution	On the steps of the Lincoln Memorial: the spot is marked with an engraving	The U.S. Supreme Court.....which has a basketball court on the roof!	Freed the slaves; written by President Lincoln and issued on January 1, 1863	The Star Spangled Banner; 13 stripes for the 13 British colonies that declared independence from the KGB. (Kingdom of Great Britain) and 50 stars for the 50 states

CASE STUDY: read, identify issues and make connections!

Beno is a 17 year old refugee. He and his sister (Racel, 15) attend Burlington High School. They live with their mother; their father died fighting in a civil war in Congo. They have been in the U.S. for almost 2 and ½ years, having been relocated to Burlington by UNHCR from Congo. Their lives were very difficult in Congo, having grown up with extreme poverty, a near constant lack of good nutrition, clean water and sanitation, overcrowded schools, and constant civil and ethnic violence that made daily life dangerous.

Back in the Congo, they knew many children who had been injured or killed by landmines left in the fields by soldiers, and many children (boys and girls) who had been taken from their homes and villages and forced to be child soldiers or serve fighting militias in other way. Beno and Racel's mother was afraid her children would be forced to fight or be trafficked. They were forced to leave their village when the fighting became too intense, and they spent more than 2 years as internal refugees in Congo – moving between 3 IDP camps (internally displaced people).

Since coming to the US and settling in Burlington, their lives have become much safer, but the transition has been difficult: learning English, adapting to the culture, food and climate; the challenge of finding work, and for Beno and Racel, being several years behind in school and being minorities in a mostly white city and state. They have faced some racism and discrimination, pressure to try drugs and some bullying. Beno wants to do well in school, but he is still struggling with his English which is holding him back.

CASE STUDY: read, identify issues and make connections!

Maria is a 10 year old girl in rural Ecuador. She lives with her mother, father and siblings in the highlands – a small, poor, rural, farming community that is cold with some snow in winter, and warm and dry in the summer. The family generally has just enough food to go around, and the children have most of the immunizations they need – mostly due to an OXFAM mobile medical van that used to come to their village in the summers. She is the second youngest of 6 children: four girls and two boys. Each week she spends 3 mornings (typically 2-3 hours) at a local one-room schoolhouse. Because of the lack of teachers and school buildings, the children in the area rotate their school attendance on days of the week and mornings or afternoons. The class is still crowded, with children ranging in age from 6 – 14. Maria likes school, but rarely has any homework, and doesn't feel like she's learning much.

The rest of her days are spent working hard: at home she cares for her little brother, helps cook and clean, and often has to tend to the family's animals or work in their small fields. Sometimes, when work is available, she goes to a nearby town (about a 2 hour walk or 30 minute bus ride) with her older sisters, and works in a small garment factory – weaving and sewing colorful rugs, vests, hats and jackets. They don't make much money from this work, and the factory is quite cold and dusty, but the income helps the family buy food – especially in the winter - and Maria really likes the music that the factory owner plays on the stereo while they work.

**DECIDING ON EDUCATION PRIORITIES:
RANK THE FOLLOWING & FIND CONSENSUS ON YOUR TOP 3**

- ☐ INCREASE TEACHER RECRUITMENT, TRAINING AND PAY
- ☐ BUILD MORE SCHOOLS WITH SPORTS FIELDS
- ☐ MORE HOMESCHOOL OPTIONS
- ☐ SHIFT MILITARY SPENDING TO EDUCATION
- ☐ LESS FOCUS ON GRADING AND STANDARDIZED TESTING
- ☐ INCREASE SCHOOL CHOICE FOR PARENTS, SUCH AS MONTESSORI OR I.B.
- ☐ GET THE REMAINING 60 MILLION CHILDREN INTO SCHOOL
- ☐ REMOVE LANDMINES FROM AREAS CLOSE TO SCHOOLS
- ☐ IMPROVE SCHOOL RESOURCES, TECHNOLOGY BUILDINGS, & TEXTBOOKS
- ☐ PROVIDE MORE ALL-FEMALE OR ALL MALE SCHOOL OPTIONS BECAUSE FEMALE AND MALES LEARN DIFFERENTLY
- ☐ REQUIRE THAT ALL PARENTS TAKE A MORE ACTIVE ROLE IN THEIR CHILDREN'S EDUCATION
- ☐ REQUIRE THAT ALL CHILDREN AROUND THE WORLD WEAR A SCHOOL UNIFORM
- ☐ MAKE IT POSSIBLE FOR ALL CHILDREN TO DO AN EXCHANGE PROGRAM IN ANOTHER COUNTRY OR STATE
- ☐ ADD YOUR OWN:
- ☐ ADD YOUR OWN:
- ☐ ADD YOUR OWN:

LEARNING FROM HISTORY: JAPANESE AMERICANS DURING WORLD WAR II

This is a part of U.S. History that is not widely known, taught or remembered. On February 19, 1942, 73 days after the Japanese attack on Pearl Harbor in Honolulu, Hawai'i, President Roosevelt issued Executive Order 9066. This resulted in the removal of 120,000 Japanese-American men, women and children from their homes in the western states of the US and Hawai'i (they were U.S. citizens). It was a time of great fear and intolerance, and many thought the Japanese-Americans might be spies, or would help the Japanese attack the mainland of the country.

They could only take what they could carry and had to leave their homes, farms, businesses, friends, schools and travel long distances to live in 10 remote "relocation centers". In these camps, they were guarded by armed soldiers and surrounded by barbed wire fences. Life was very hard in these dry, dusty places, and many Japanese-Americans had to stay in these camps until 1945 and some until 1946.

At the same time, young Japanese-Americans joined the US military and fought for the USA in Europe and in the Pacific. The primarily Japanese-American 100th Infantry Battalion and the 442nd Combat Regiment became *the most highly decorated units in US Military History*. **Think about that:** Japanese-Americans fighting with such bravery for their country, even while back home many of their families and friends were living in the internment camps and had been forcibly removed from their home and businesses: *it's an extraordinary piece of U.S. history.*

In 1983, the US government decided that there had been **no military necessity for the mass imprisonment** of Japanese-Americans, and that **a grave injustice** had been done. In 1988, President Reagan signed the Civil Liberties Act which made an formal apology for the injustice, provided minimal compensation to families of the interned and reaffirmed the nation's commitment to equal justice under law for all Americans.

Discussion question: How can we connect the history of what happened to the Japanese-Americans to today's prejudice and discrimination towards U.S. citizens who are Muslim? And to prejudice anywhere?

MEMORIAL TO JAPANESE-AMERICAN PATRIOTISM IN WORLD WAR II

- Located at Louisiana Avenue and D Street, NW. The memorial commemorates Japanese American war involvement, veterans and patriotism during World War II, as well as those held in Japanese American internment camps.
- **DESIGN:** The central cast bronze sculpture consists of two Japanese cranes caught in barbed wire. The cranes are visible from beyond the memorial walls, which celebrates the ability to rise beyond limitations. The semi-circular wall features inscriptions of the names of the ten internment camps where over 120,000 Japanese Americans were placed. There are also three panels that feature the names of Japanese Americans who died fighting in World War II.
- **The National Japanese American Memorial Foundation states that the Memorial:** "is symbolic not only of the Japanese American experience, but of the extrication of anyone from deeply painful and restrictive circumstances. It reminds us of the battles we've fought to overcome our ignorance and prejudice and the meaning of an integrated culture, once pained and torn, now healed and unified. Finally, the monument presents the Japanese American experience as a symbol for all peoples."
- **Bill Clinton wrote these words which were read at the Memorial's Dedication in 2000:**

"We are diminished when any American is targeted unfairly because of his or her heritage. This memorial and the internment sites are powerful reminders that stereotyping, discrimination, hatred and racism have no place in this country."

CORE VALUES LIST: *circle your top 20, then narrow to 10, then 5 if you can*

Acceptance	Decisiveness	Hospitality	Purpose
Accomplishment	Dependability	Humility	Realism
Accountability	Determination	Humor	Recognition
Achievement	Discipline	Individuality	Reputation
Action	Effectiveness	Influence	Respect
Adaptability	Efficiency	Inner Harmony	Responsibility
Adventure	Empathy	Inspiration	Security
Ambition	Empowerment	Integrity	Self-Reliance
Authenticity	Enthusiasm	Intuition	Self-Respect
Authority	Equality	Joy	Selflessness
Autonomy	Excellence	Justice	Sensitivity
Awareness	Exploration	Kindness	Service
Balance	Fearless	Knowledge	Sharing
Beauty	Fairness	Leadership	Silence
Belonging	Faith	Learning	Simplicity
Boldness	Fame	Legacy	Sincerity
Calm	Family	Love	Spirituality
Care	Financial Stability	Loyalty	Spontaneity
Challenge	Focus	Meaningful Work	Stability
Citizenship	Freedom	Motivation	Strength
Comfort	Friendship	Openness	Structure
Commitment	Fun	Optimism	Success
Community	Generosity	Organization	Support
Compassion	Grace	Originality	Sustainability
Competency	Gratitude	Passion	Teamwork
Confidence	Growth	Patience	Thoughtfulness
Connection	Happiness	Peace	Tolerance
Consistency	Hard Work	Persistence	Tradition
Contribution	Health	Playfulness	Transparency
Cooperation	Home	Popularity	Trust
Courage	Honesty	Productivity	Understanding
Creativity	Honour	Professionalism	Wealth
Curiosity	Hope	Punctuality	Wisdom

EI/EQ PERSONAL SURVEY

P1

No scoring, grading or judgment....this is 100% food for thought!

1 = DISAGREE STRONGLY; I KNOW THIS IS NOT TRUE FOR ME
2 = DISAGREE SLIGHTLY; THIS IS MOSTLY NOT TRUE FOR ME
3 = NOT SURE/ IN THE MIDDLE/ SOMETIMES/ IT DEPENDS/ I DON'T KNOW/ I NEED TO THINK ON THIS
4 = AGREE MILDLY; THIS IS SOMEWHAT TRUE FOR ME
5 = AGREE STRONGLY; I KNOW THIS IS TRUE FOR ME

	1	2	3	4	5
I notice if I'm feeling an emotion					
I know where certain emotions show up in my body					
I can name/identify the emotion I'm feeling					
I am in touch with how I'm feeling and view my emotions as important information I should be paying attention to					
If I'm not in a good mood, I know how that impacts people around me					
If I'm not in a good mood, I know techniques to help me shift how I feel					
I am aware of my personal core values					
I make life and work decisions based on my core values					
I'm able to make fun of myself for my short-comings, failures and life's lessons & paradoxes					
I practice self-care and know when I need to rest, sleep, eat, hydrate or exercise					
I take equally good care of my mental and emotional health as my physical health					
I view asking for help or support as a sign of leadership strength, not weakness					
A person who speaks too openly about their shortcomings, feeling or emotions is weak and not tough enough to be a leader					
I am aware of the types of people, behavior and language that 'pushes my buttons' or annoys me					
I am a patient person					
I am a flexible and resilient person					
I know where stress shows up in my body					
I am known among my colleagues as impulsive, quick to react, angry					
I am comfortable with life changes and transitions					
If I'm triggered, I don't react quickly but think about the words and actions best suited to the situation					
I have low impulse control (meaning I react more than respond)					

EI/EQ PERSONAL SURVEY

P2

No scoring, grading or judgment....this is 100% food for thought!

1 = DISAGREE STRONGLY; I KNOW THIS IS NOT TRUE FOR ME

2 = DISAGREE SLIGHTLY; THIS IS MOSTLY NOT TRUE FOR ME

3 = NOT SURE/ IN THE MIDDLE/ SOMETIMES/ IT DEPENDS/ I DON'T KNOW/ I NEED TO THINK ON THIS

4 = AGREE MILDLY; THIS IS SOMEWHAT TRUE FOR ME

5 = AGREE STRONGLY; I KNOW THIS IS TRUE FOR ME

1 2 3 4 5

I have high impulse control (meaning I respond more than react)

I tend to be very judgmental, even with my partner and close friends.

I am able to motivate myself even if I don't feel like doing something

I view failures as learning opportunities and as a way to better myself

I am a naturally more optimistic person than pessimistic

I can easily pick up and notice what others are feeling

I can easily read the mood of the room

I often find it difficult to know what to say when a friend is hurting or having a tough day

I can tune out my thoughts and distractions and be totally present to someone I'm listening to

I am very empathetic and compassionate and can put my own needs aside and be truly present for others

I am comfortable saying sorry if I mess up or hurt someone's feelings

I can seem friendly and outgoing, but I'm actually quite shy, private and not naturally social

I am quick to say thank you, express appreciation or gratitude or offer a compliment

If I say something that offends or disrespects someone, but I didn't mean it, I'm generally aware of the impact of my words, but I tend to say "that's not what I intended"

I get energy and recharge by taking time for myself

I get energy and recharge from being around people

People regard me as trustworthy, honest and respectful

I can adjust my leadership style to the situation, context, group, culture or need

I have a healthy 'work-life' balance right now

I think of myself as a self-aware person

I am interested in learning more & increasing my emotional intelligence

RECOMMENDED RESOURCES

ACTIVITY GUIDE: ICEBREAKERS AND TEAMBUILDING ACTIVITIES, by Simon Norton

BOOK: Tips and Tools for Experiential Group Facilitation, by Jennifer Stanchfield
<https://experientialtools.com>

CERTIFICATE IN APPLIED POSITIVE PSYCHOLOGY & OTHER WORKSHOPS

The Flourishing Center: <https://theflourishingcenter.com>

FREE ONLINE MINDFULNESS BASED STRESS REDUCTION COURSE

<https://palousemindfulness.com>

WATCH: Brene Brown on Vulnerability (one of the top 10 most viewed TED Talks, 18 mins)
https://www.ted.com/talks/brene_brown_the_power_of_vulnerability?language=en#t-45962

WATCH: A Good Day, by David Steindl Rast (5 mins)
<https://www.youtube.com/watch?v=3Zl9puhwiw>

BOOK: Emotional Intelligence 2.0 by Bradberry & Greaves: **HIGHLY RECOMMEND**

BOOK: What Makes a Leader, by Daniel Goleman

BOOK: Change Your Questions, Change Your Life, by Marilee Adams

BOOK: Mindsets, by Carol Dweck

BOOK & TED TALK: Quiet: The Power of Introverts in a World That Can't Stop Talking, by Susan Cain; https://www.ted.com/talks/susan_cain_the_power_of_introverts?language=en

BOOK: The Power of Moments by Chip and Dan Heath

BOOK: Words That Change Minds, by Shelle Rose Charvet

VIA Character Assessment: BEST ONLINE LEADERSHIP ASSESSMENT I'VE FOUND

<https://www.viacharacter.org/survey/account/register>

Gretchen Rubin's 4 Tendencies Online Quiz
<https://quiz.gretchenrubin.com/four-tendencies-quiz/>

BOOK: The Zen of Listening, by Rebecca Shafir

BOOKS: Start With Why; Find Your Why, both by Simon Sinek

BOOKS: The Culture Map by Erin Meyer; **The Art of Going Home** by Craig Storti