



# Activity One

## Practice Makes for Perfect Active Listeners

We've learned that active listening skills are important. They help build strong relationships. They can also help in the workplace. Developing active listening skills can be hard. It's important to practice.

Students should get into pairs or small groups. The first student will tell the other student a true story about their lives. It can be something they did on the weekend. It could be a trip they took with their family. It could be the events of a team sport they recently played in. The second student will practise their active listening skills. They will have to summarize what the first student said.

The first student will then read over the second student's summarization. They will give feedback on whether they think the second student was using active listening skills.

Use the list below to determine whether active listening skills were being used.

### Keys to Active Listening:

- Eye contact.
- Don't interrupt.
- Nonverbal behaviour.
- Ask questions.
- Patience.
- Focus.
- Follow-up understanding.
- Repeat back.
- Nod head.
- Don't fidget.
- Don't be distracted.



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# Activity Two

## Recognizing the Signs

Social cues are nonverbal messages that someone sends out. They can be eye contact, body language and tone of voice. Reading social cues is important. It will help you navigate social situations successfully. Knowing when someone is interested will help you build strong relationships. Knowing when someone is uninterested will help ease out of uncomfortable situations. Although we can use our words to share how we feel, it's not always polite. Someone may be saying they're having a good time, but their body language is saying something else. You need to be able to recognize these cues. Otherwise, you could do or say something wrong.

Let's play a game to help read social cues. This game will be played in a large group. Each person will have the name of a social cue written on a piece of paper. This paper will be attached to their forehead. Each person's job will be to figure out what their social cue is. Each person will approach other people in the group. As they talk with that person, their job will be to mimic the social cue written on that person's forehead. The person will then do the same. Repeat with other members of the group to get different perspectives. Students will then have to guess what their social cue is based on these interactions.

Below is a list of some common social cues to use in this game.

- |                       |                   |
|-----------------------|-------------------|
| Eye Contact           | Yawning           |
| Crossed Arms          | Distracted        |
| Facing Toward or Away | Looking at Phones |
| Posture               | Silence           |
| Proximity             | Tone of Voice     |
| Facial Expressions    | Physical Touch    |
| Fake or Real Smile    | Fidgeting         |
| Mirroring             | Voice Volume      |
| Sighing               |                   |



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# Activity Three

## Changing Your Mindset

You can learn self-advocacy with a growth mindset. A mindset is how you think. It is your attitude towards something. Most people have a fixed mindset. This means you believe your smarts and talents cannot be changed. They are just who you are. A growth mindset means you believe your smarts and talents can change. You can change by practising and learning. There's lots of good things to having a growth mindset. It lets you grow and learn. It helps you adapt to change. It helps you get and keep great jobs. If you have a fixed mindset, you can change to a growth mindset. Here are some steps to help you.

**Step 1 - The Negative Voice** When you face a problem, you may hear a little voice in your head. This voice may be telling you that you can't solve it. It may say you don't have the knowledge. It may say you don't have the talent. Or it may even come up with excuses why not to try. We all have this voice. It's our negative voice. It's also a part of a fixed mindset. Train yourself to hear this voice and recognize it.

**Step 2 - Choices** Remember that you always have a choice. You choose how you react to a problem. You can choose to believe that you don't have the smarts or the talent to solve a problem. You can also choose that you can. You choose to learn more. You choose to practice.

**Step 3 - Talk Back** Listen to your negative voice and talk back to it. Know your limits and accept that something can be done about them. You may not be able to solve the problem now, but you can in the future. Let your negative voice know this. Don't let it tell you that you can't do something.

**Step 4 - Take Action** When faced with a problem, take action to think positively. Changing your mindset takes practice. Listen to your negative voice and take a positive action. Identify, listen, then make the choice to believe in yourself.

Put these steps into practice. When you successfully change from a fixed mindset to a growth mindset, you'll be one step closer to being a self-advocate.

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# Activity Four

## Adapting to Change Challenge

Adaptability is an important skill that employers look for. It is often listed in job descriptions. It shows the ability to grow with a role. Adaptability is being able to quickly learn from changing situations. Being able to show that you can adapt to change can be hard. Maybe there's a situation in your life you could use as an example. Maybe you can play a game to test how well you adapt to sudden changes.

You can play this game in groups or alone. The idea is to start an activity. It could be something as simple as crossing your arms. Then, you'll have to do that same activity in a different way. Notice how strange it feels. Go back to the first way. Then change back to the other way. Does it feel a little less strange? How well you adapt to these small changes will give you an idea of your adaptability skills.

Play this game in a few rounds. Try different activities. If playing in a group, you can play elimination rounds. The last person to successfully switch to the new activity is out. The last person standing wins. Below is a list of activities and what to switch to that will get you started.

- Start by crossing your arms. Then try crossing them the other way.
- Do thumb circles with both thumbs in opposite directions. Then switch and do them in the same direction.
- Show one fist with the thumb out. Show the other fist with the pinky out. At the same time, switch the thumb to the pinky and vice versa.
- Circle the right foot clockwise about 10 times. Circle the left hand counter-clockwise about 10 times. Then try doing both at the same time.
- Rub your belly with one hand while tapping your head with the other. Then switch hands.
- Form a fist with your left hand. Place the tips of your right fingers against the closed fist. Then switch positions.
- Write your name with your dominant hand. Then, write your name with the opposite hand.



# Activity Five

## Self-Awareness Archetypes

According to Dr. Tasha Eurich, there are four self-awareness archetypes. These are introspectors, aware, seekers, and pleasers. Each of these archetypes fit into two categories: internal and external self-awareness. Internal self-awareness is how well you know yourself. External self-awareness is how well you know how others see you. Each type of self-awareness can be either low or high. For example, someone with low external self-awareness, but high internal self-awareness is an introspector. Refer to the chart below from Dr. Tasha Eurich to learn more.

	Low External Self-Awareness	High External Self-Awareness
High Internal Self-Awareness	<b>Introspectors:</b> They're clear on who they are. They don't challenge their own view by getting feedback from others. This can hurt their relationships. This can limit their success.	<b>Aware:</b> They know who they are. They know what they want to achieve. They look for others' opinions. They are leaders.
Low Internal Self-Awareness	<b>Seekers:</b> They don't know who they are. They don't know how others see them. They may feel frustrated with relationships.	<b>Pleasers:</b> They are focused on how others see them. They don't make decisions that benefit themselves.

Based on this chart, where do you fall? You could be somewhere in between two or more archetypes. For each archetype, give an example of how you fit in it. This example should be a time in your life where you showed this archetype. Fill out the chart below with your examples.

	Low External Self-Awareness	High External Self-Awareness
High Internal Self-Awareness	<b>Introspectors:</b>	<b>Aware:</b>
Low Internal Self-Awareness	<b>Seekers:</b>	<b>Pleasers:</b>

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# Activity Six



## How is Your Emotional Intelligence?

Emotional intelligence is the ability to recognize and control emotions. Do you know if you have emotional intelligence? Take this quiz to find out. Then, find areas of potential growth or improvement based on the results. For each answer below, state whether you agree or disagree.

- |  |              |                 |
|--|--------------|-----------------|
| 1. I handle criticism well.                            | <b>AGREE</b> | <b>DISAGREE</b> |
| 2. I am calm under pressure.                           | <b>AGREE</b> | <b>DISAGREE</b> |
| 3. I am good with setbacks.                            | <b>AGREE</b> | <b>DISAGREE</b> |
| 4. I handle stress and anxiety well.                   | <b>AGREE</b> | <b>DISAGREE</b> |
| 5. I handle feedback as an opportunity for growth.     | <b>AGREE</b> | <b>DISAGREE</b> |
| 6. I stay positive and have a sense of humor.          | <b>AGREE</b> | <b>DISAGREE</b> |
| 7. I can see things from someone else's point of view. | <b>AGREE</b> | <b>DISAGREE</b> |
| 8. I can see how my behaviour affects others.          | <b>AGREE</b> | <b>DISAGREE</b> |
| 9. I admit to making a mistake.                        | <b>AGREE</b> | <b>DISAGREE</b> |
| 10. I listen to others without judging them.           | <b>AGREE</b> | <b>DISAGREE</b> |

If you answered agree to most of these statements, you have emotional intelligence. Any statements where you disagree are areas to improve on.