Verbal Tone

Learners will explore how their verbal tone impacts workplace interactions, relationships, and teamwork. Through engaging examples and self-reflection, they'll learn how to adjust their tone to foster collaboration, trust, and clear communication.

Competencies:

- Recognize how tone influences meaning and shapes workplace interactions.
- Analyze how vocal tone affects how messages are received and interpreted by others.
- Apply and adapt tone to communicate with professionalism, empathy, and clarity across different contexts.
- Evaluate and refine their tone to strengthen collaboration and reduce misunderstandings in workplace communication.

Duration: *45–55 minutes*

Learning Lens:

This lesson builds the habits and mindset needed to get hired, perform well, and advance in a chosen field.

Vocabulary

Tone: The attitude or emotion behind our words; how something is said rather than what is said. Tone shapes how our message is received.

Tone-Deaf: Unaware of how one's words or delivery sound to others; often communicates in a way that feels cold, blunt, or dismissive without realizing it.

Facilitation Road Map:

SEGMENT	FOCUS	TIME
Intro Discussion & Vocabulary Review	Launch discussion using the question: "When you hear the word tone, what comes to mind?" Introduce and connect 4 key terms (Tone, Tone-Deaf, Delivery, Perception) to examples from the lesson.	5-7 min
Lesson & Checkpoints	Watch all lesson videos and pause briefly for guided discussion after each clip. (Checkpoint discussion optional.)	15 min
Engaging Experience: Verbal Tone Remix	Main application activity where learners interpret and apply tone in short workplace phrases. Participants draw phrase and tone cards, deliver lines, and analyze impact.	10-15 min
I·Δ·O Reflection	Impressions, Delta, Opportunities wrap-up to summarize insights about how tone affects communication and workplace relationships.	5 min
Learning Loop 1: Tone Telephone	Fast-paced team challenge where learners rewrite harsh workplace lines with improved tone; first team to reach 6 points wins. (Optional and can be done at a later time.)	5-7 min
Learning Loop 2: Fix the Tone!	Quick game where tone travels through participants like "telephone," revealing how easily tone and intent can shift. (Optional and can be done at a later time.)	5-7 min

ENGAGING EXPERIENCE

Verbal Tone Remix

PURPOSE:

Show how identical words land differently based on tone, so learners can choose tones that build cooperation and clarity at work.

TIME:

10–12 minutes

GROUP SIZE:

Small groups of 3–5auscul

SETUP:

Place two small face-down piles in the center: one with short neutral phrases, one with tone styles.

Explain: "Same words, different tone = different impact."

MATERIALS

- Phrase and Tone cards
- Pens/markers

DEBRIEF:

Which tones made coworkers most receptive, and in what situations? What tone will you use in your next email or quick ask?

INSTRUCTIONS:

- ***One participant draws 1 Phrase + 1 Tone card.***
- ***Deliver the line using that tone (no extra context).***
- ***Group guesses the tone and tags impact: Positive / Neutral / Problematic.***
- ***One-sentence reason why.***
- ***Rotate quickly so all participate (2 rounds each).***

LEARNING LOOP #1

Tone Telephone

TIME:

5 minutes

PURPOSE:

Demonstrate how tone can easily shift or distort as messages are passed between people, highlighting the need for clarity and awareness in communication.

INSTRUCTIONS:

1. Play "Telephone," but focus on tone instead of wording.
2. The first player says a short phrase (e.g., "I'll handle it") in a specific tone such as supportive, rushed, or irritated.
3. The phrase travels around the circle—each person repeats what they hear in the same tone.
4. The last person says the line out loud to the group.
5. Compare the first and last tones—they're often very different.

LEARNING LOOP #2

Fix the Tone!

TIME:

5-7 minutes

PURPOSE:

Reinforce how small tone shifts can transform communication from blunt or dismissive to clear, professional, and collaborative.

INSTRUCTIONS:

1. Divide participants into small teams of 2–4. Read a blunt workplace phrase aloud (e.g., "You're late again." "Just read the email.").
2. Teams have 20 seconds to rewrite it with a more professional, respectful tone — keeping the meaning the same.
3. After "Pens down," have one or two teams share their rephrased line. Award points:
   A. 2 points – Warm and professional
   B. 1 point – Neutral/acceptable
   C. 0 points – Still harsh or unclear
4. Continue for 5–6 rounds. First team to reach 6 points wins.

Resources:

Burgoon, J. Synopsis of Burgoon et al. (1995) Message Valence and Tone in Interpersonal Communication

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Vocabulary & Discussion

Tone:

Tone-Deaf:

ENGAGING EXPERIENCE

Verbal Tone Remix

IΔO

Impressions:

Delta:

Opportunities:

LEARNING LOOP #1

Tone Telephone

LEARNING LOOP #2

Fix the Tone!



Phrase Cards

“I’ll take care of it.” PHRASE	“We’ll handle it.” PHRASE
“We need to talk.” PHRASE	“That’s fine.” PHRASE
“No worries.” PHRASE	“I understand.” PHRASE
“Let’s try that again.” PHRASE	“That’s not what I meant.” PHRASE
“Can you send that over?” PHRASE	“Thanks for letting me know.” PHRASE
“I didn’t realize that.” PHRASE	“That makes sense.” PHRASE

Tone Cards

Friendly and encouraging TONE	**Lighthearted or joking** TONE
Calm and professional TONE	**Tired or disengaged** TONE
Sarcastic or dry TONE	**Dismissive or cold** TONE
Rushed and impatient TONE	**Empathetic and warm** TONE
Supportive mentor TONE	**Matter-of-fact** TONE
Confident and clear TONE	**Defensive or irritated** TONE

Verbal Confidence

Learners will explore how to strengthen their verbal communication, project confidence, and ensure their voices are heard in the workplace.

Competencies:

- Understand the role of verbal confidence in effective communication and how it impacts workplace interactions.
- Demonstrate clarity, steady pacing, and inflection to keep listeners engaged.
- Apply and adapt strategies to strengthen verbal confidence by eliminating weak language, adjusting tone and volume, and using pauses effectively.
- Evaluate and refine their verbal delivery based on peer feedback and shifting workplace contexts.

Duration: *45–55 minutes*

Learning Lens:

This lesson builds the habits and mindset needed to get hired, perform well, and advance in a chosen field.

Vocabulary

Verbal Confidence – Speaking with clarity, self-assurance, and control so your message is understood.

Tone – The emotion or attitude expressed through your voice.

Pacing – The speed and rhythm of your speech that affect how your message is received.

Inflection – The rise and fall in your voice that adds emphasis and keeps listeners engaged.

Facilitation Road Map:

SEGMENT	FOCUS	TIME
Intro Discussion & Vocabulary Review	Launch discussion using the question "When you hear the word confidence, what comes to mind?" Introduce and connect 4 key terms (Verbal Confidence, Tone, Pacing, Inflection) to examples from the lesson.	5-7 min
Lesson & Checkpoints	Watch all lesson videos and pause briefly for guided discussion after each clip. (checkpoint discussion optional)	15 min
Engaging Experience: – The Pitch Switch	Main application activity where learners practice verbal confidence under shifting conditions.	10-15 min
I·Δ·O Reflection	Impressions, Delta, Opportunities wrap-up.	5 min
Learning Loop 1: Filler Word Freeze	Quick reinforcement of pause and pacing (optional reinforcement exercise)	5-7 min
Learning Loop 2: Say It With Confidence	Tone and delivery practice game. (optional reinforcement exercise)	5-7 min

ENGAGING EXPERIENCE

The Pitch Switch

PURPOSE:

Learners practice verbal confidence by speaking up in a workplace situation and adapting tone, volume, and pacing as the moment changes. This builds clarity, composure, and confidence in expressing ideas out loud.

TIME:

10–15 minutes

GROUP SIZE:

Small groups of 3–4

SETUP:

On the board or aloud, share examples: Weak openers: "Sorry, but…", "This might sound dumb…", "I'm not sure, but…" Confident openers: "Here's an idea…", "One thing we could try…", "I recommend…"

MATERIALS

- Timer
- Whiteboard (or flip chart)

DEBRIEF:

What changed in how your idea came across once you adjusted your tone or pacing?

INSTRUCTIONS:

Model – 2 minutes

- Demonstrate a weak delivery, then a confident one.
- Ask learners what changed in tone, volume, or pace.

Round 1 – Speak Up – 6 minutes

- Each participant gives a 30-second idea as if in a meeting.
- Midway, call out "Switch , your boss just walked in" or "Switch , you're now on Zoom."
- Speaker continues but adjusts tone and pacing.

Peer Feedback – 3 minutes

- After each turn, peers share:
- One strength: "You sounded clear."
- One tip: "Try slowing down a bit."

Round 2 – Retake – 3 minutes

- Each speaker repeats their pitch using the feedback received.

LEARNING LOOP #1

Filler Word Freeze

TIME:

5-7 minutes

PURPOSE:

Help learners recognize and eliminate filler words like "um," "like," and "you know" while practicing confident pauses and steady pacing.

INSTRUCTIONS:

Choose a volunteer to describe something simple, such as their favorite food, hobby, or morning routine. Each time the speaker says a filler word ("um," "like," "you know"), the group calls out "Freeze!" The speaker pauses, takes a breath, and continues from where they left off. After 30–45 seconds, switch to a new volunteer. End with a quick group reflection: "What helped you keep going without fillers?"

LEARNING LOOP #2

Say It With Confidence

TIME:

5-7 minutes

PURPOSE:

Reinforce how small tone shifts can transform communication from blunt or dismissive to clear, professional, and collaborative.

INSTRUCTIONS:

Write a few short phrases on the board, such as "I have an idea," "Let's try this," or "We got this." Ask a few volunteers to say each phrase three ways: With low confidence (quiet, rushed), Overly confident (too loud or forced), Balanced and clear (steady, natural tone)

After each round, ask the group which sounded most believable and why. End with a quick takeaway: "What made the confident version sound different?"

Resources:

Forbes. (n.d.). Why communication is key to employee engagement and company success. Retrieved from https://www.forbes.com

Grammarly & The Harris Poll. (2022). The state of business communication: The impact of poor workplace communication and how to fix it. Retrieved from https://www.grammarly.com

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Vocabulary & Discussion

Verbal Confidence

Tone

Pacing

Inflection

ENGAGING EXPERIENCE

The Pitch Switch



IΔO

Impressions:

Delta:

Opportunities:

LEARNING LOOP #1

Filler Word Freeze

LEARNING LOOP #2

Say It with Confidence

How to Receive Feedback

Learners will explore the importance of constructive feedback and how it contributes to personal growth and team improvement. They will practice techniques to receive feedback effectively to foster a productive work environment.

Competencies:

- Demonstrate understanding of how receiving feedback improves growth and workplace performance.
- Explain the process of receiving constructive feedback, focusing on clarity, respect, and actionable next steps.
- Apply feedback strategies in real workplace scenarios to enhance performance and strengthen team dynamics.

Duration: *40–50 minutes*

Learning Lens:

This lesson builds the habits and mindset needed to get hired, perform well, and advance in a chosen field.

Vocabulary

Constructive feedback – Specific, helpful information that identifies areas of improvement and practical steps to support development.

Actionable steps – Detailed, clear, manageable tasks that provide a path to achieve a goal or desired outcome.

Facilitation Road Map:

SEGMENT	FOCUS	TIME
Intro Discussion & Vocabulary Review	Launch discussion using the question: "How many of you have received feedback before? What is your typical response?" Introduce and explain key vocabulary.	5-7 min
Lesson & Checkpoints	Watch all lesson videos and pause briefly for guided discussion after each clip. *Instruct learners to jot effective feedback techniques in their learner workbook while viewing video 3. (Checkpoint discussion optional.)	15 min
Engaging Experience: Feedback Finesse Workplace Scenarios	Learners apply the principles of receiving feedback by analyzing a workplace scenario and collaborate with team members to write a response.	10-15 min
I·Δ·O Reflection	Impressions, Delta, Opportunities wrap-up to summarize useful strategies to receive feedback.	5 min
Learning Loop 1: Who to Ask + How	Learners reflect on something they could use feedback on and determine who they would ask and how they would go about obtaining the feedback. (optional reinforcement exercise)	5-7 min
Learning Loop 2: Feedback Echo	Learners practice paraphrasing feedback to confirm understanding and model active listening before responding. (optional reinforcement exercise)	5-7 min

ENGAGING EXPERIENCE

Feedback Finesse Workplace Scenarios

PURPOSE:

This activity aims to apply techniques of receiving feedback effectively, enhance communication skills, and promote a work culture of continuous improvement.

TIME:

10–12 minutes

GROUP SIZE:

Learners in small groups

SETUP:

Print and cut apart scenario cards. Group learners into teams of 3 and distribute workbook pages. Have timer on hand.

MATERIALS

- Learner Workbook pages
- scenario cards
- pencils
- timer

DEBRIEF:

To close activity: Why is it important to be open to receiving feedback? (partner share) 2-3 min

INSTRUCTIONS:

Round 1 – During video viewing:

- Learners complete **stop and jot** response during Video 3: write 3-5 techniques from the lesson for receiving feedback effectivly.
- After viewing all videos, review the techniques of effective feedback: listening, asking questions to gain clarity, summarize the main points of the feedback, and state how the feedback will be put into action.

Suggested prompts: Which feedback technique is the most important to you? Why?

Round 2 – Feedback Finesse Scenario Cards

- Distribute a scenario card to each group. Set a timer for 10 minutes.
- Team members review their scenario and the feedback given.
- Team members collaborate to formulate a response utilizing effective feedback techniques.
- They can use the format: 'Listen, Learn, and Level Up' to guide their responses.
- Close activity with 'debrief' discussion.

LEARNING LOOP #1

Feedback Quest: Who to Ask + How to Ask

TIME:

5-7 minutes

PURPOSE:

To obtain feedback for self improvement.

INSTRUCTIONS:

1. Learners reflect on something they could use feedback on and write it in their workbook.
2. They determine who they would ask and how they would go about obtaining the feedback (what would they say, how would they approach the person, etc.).

LEARNING LOOP #2

Feedback Echo

TIME:

5 minutes

PURPOSE:

Role playing activity to strengthen listening and understanding by restating feedback before responding.

INSTRUCTIONS:

1. In pairs, each learner gives short feedback on something they recently received feedback on (school, work, or homelife related). E.g., “Your updates could be more detailed.”
2. The receiver repeats it back in their own words, “So you’d like me to include more details next time—did I get that right?”
3. The giver confirms or clarifies; partners swich roles.

Resources:

Mochary M. (2022). Feedback. Mochary Method. Retrieved February 10, 2025 from https://beta.mocharymethod.com/

How to Receive Feedback

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Competencies:

- Demonstrate understanding of how receiving feedback improves growth and workplace performance.
- Explain the process of receiving constructive feedback, focusing on clarity, respect, and actionable next steps.
- Apply feedback strategies in real workplace scenarios to enhance performance and strengthen team dynamics.

Vocabulary & Discussion

Constructive feedback:

Actionable steps:

Stop and Jot - Effective Feedback Techniques:

ENGAGING EXPERIENCE

Feedback Finesse Workplace Scenarios

Team Scenario:

Listen:

Learn:

Level Up:

IΔO

Impressions:

Delta:

Opportunities:

LEARNING LOOP #1

Who to Ask + How to Ask

Feedback on:

Who I'd ask:

How I'd ask:

LEARNING LOOP #2

Feedback Echo

Feedback Finess Scenario Cards

#1 Retail associate (clothing store)
• Situation: Folding table gets messy during rushes; customers can't find sizes.
• Manager gives feedback: "I noticed the denim table gets cluttered after each wave. When sizes are mixed, customers leave faster. Try refolding after every third customer and keep size markers visible."

How would you reply using the effective feedback techniques?

#2 Landscaping crew
• Situation: Edging looks sharp, but equipment isn't cleaned after shift.
• Feedback: "Your edging lines look professional. Tools must be cleaned and fueled before storage to avoid breakdowns."

How would you reply using the effective feedback techniques?

#3 Grocery cashier
• Situation: Small talk is friendly but lines grow long.
• Feedback: "Your customer service is warm. To keep lines moving, save conversations for when you're bagging and scan continuously."

How would you reply using the effective feedback techniques?

#4: Quick-service restaurant crew
• Situation: Inconsistent portioning leads to food cost issues.
• Feedback: "Burritos are oversized on your line. Use the portion scoop—5 oz protein, level scoop, every time."

How would you reply using the effective feedback techniques?

#5 Front desk office intern
• Situation: Calendar invites miss key details.
• Feedback: "Invites are going out, but they're missing Zoom links and agendas. Use the checklist: title, attendees, link, 3-bullet agenda."

How would you reply using the effective feedback techniques?

#6 Social media intern
• Situation: Posts look good but are off-brand on tone.
• Feedback: "Captions are creative. We need them in our brand voice—supportive, not salesy. Compare against the style guide and swap exclamation points for clear benefits."

How would you reply using the effective feedback techniques?

#7 Construction apprentice
• Situation: Measurements are close, not precise.
• Feedback: "Cuts are clean, but measurements need to be exact. Measure twice, mark once, and have a second set of eyes before cutting."

How would you reply using the effective feedback techniques?

#8 Salon assistant
• Situation: You're helpful, but stations aren't reset between clients.
• Feedback: "Clients feel welcome. We need stations reset: sweep, sanitize, restock towels—follow the reset card."

How would you reply using the effective feedback techniques?

#9: Coffee shop barista
• Situation: Drinks run late and tickets are stacking up.
• Team leader gives feedback: "Your latte art is great, but drinks are backing up during our peak rush hours. Prioritize order of operations: steam milk first for hot drinks, work on shots second, and skip art during rush."

How would you reply using the effective feedback techniques?

#10 Hotel housekeeping
• Situation: Rooms are spotless, turnovers miss the 30-minute target.
• Feedback: "Detail work is excellent. Try the 'top-to-bottom, left-to-right' route and set a 10-minute checkpoint after the bathroom."

How would you reply using the effective feedback techniques?

Written Communication

Learners will explore effective written communication in the workplace, identify common written formats, and practice improving clarity, tone, and professionalism in messages.

Competencies:

- Recognize how written communication conveys tone, professionalism, and intent in workplace interactions.
- Analyze how word choice, structure, and formatting affect how messages are interpreted by others.
- Apply strategies to write with clarity, respect, and purpose across different formats—emails, messages, and letters of intent.
- Evaluate and refine written tone to improve understanding, strengthen relationships, and maintain professionalism under pressure.

Duration: *60 minutes*

Learning Lens:

This lesson builds the habits and mindset needed to get hired, perform well, and advance in a chosen field.

Vocabulary

Writting Tone - The attitude or emotion your writing conveys through word choice, phrasing, and style.

Clarity - Expressing your message in a way that's easy to understand—without confusion, extra words, or mixed signals.

Facilitation Road Map:

SEGMENT	FOCUS	TIME
Intro Discussion & Vocabulary Review	Discuss: "When you hear the words writing tone or clarity, what comes to mind?" Connect both to workplace writing.	15 min
Lesson & Checkpoints	Watch lesson videos; pause briefly for guided discussion after each clip.	5–7 min
Engaging Experience – Write Your Own Letter of Intent	Compare two job emails (informal vs. professional), then draft a letter of intent for a trade position; complete a peer tone check.	25–35 min
I·Δ·O Reflection	Impressions, Delta, Opportunities wrap-up on how tone and word choice shape professional writing.	5 min
Learning Loop 1 – The Tone Switch Challenge	Rewrite casual messages into professional ones to build tone awareness and respectful phrasing (Optional)	5–7 min
Learning Loop 2 – Subject Line & Emoji Check	Evaluate subject lines and emoji use to balance friendliness and professionalism.	5–7 min

ENGAGING EXPERIENCE

Write Your Own Letter of Intent

PURPOSE:

Learners analyze two job application emails to understand how tone, clarity, and professionalism affect workplace communication. They then apply those insights to write their own short, professional letter of intent for a trade position or apprenticeship.

TIME:

10–12 minutes

GROUP SIZE:

Individual

DEBRIEF:

None

SETUP:

Print Sample Emails A and B. Learners use their workbook to complete their letter. (Optional: distribute Peer Review Checklist.)

MATERIALS

- Printed Sample Emails A and B
- Workbook or worksheet
- Highlighters or pens
- Peer Review Checklist (optional)

INSTRUCTIONS:

- **Introduce**: Explain that written tone can determine whether someone gets a response. Say: "We'll look at two job emails and decide what makes one sound professional."
- **Compare & Discuss**: Review both examples; ask what makes the second more effective. Note key traits (tone, structure, clarity).
- **Highlight Key Elements**: Emphasize subject line, greeting, purpose, tone, and closing.
- **Write**: Learners draft their own short letter of intent including greeting, skills, and polite close
- **Peer Review** (optional): Learners exchange drafts and give feedback on clarity, tone, and polish.

LEARNING LOOP #1

The Tone Switch Challenge

TIME:

7-8 minutes

PURPOSE:

Learners practice shifting casual or unclear messages into professional, workplace-ready communication through quick, low-prep tone challenges.

INSTRUCTIONS:

1. Display time-off request examples and read short messages aloud.
2. Ask: “Which sounds more professional?” “What makes it come across that way?”
3. Learners rewrite each message in a more professional tone.
4. Invite 1–2 volunteers to share; highlight examples showing clarity, courtesy, and context.

LEARNING LOOP #2

Subject Line & Emoji Check

TIME:

6-8 minutes

PURPOSE:

Learners strengthen awareness of how small details—like subject lines and emojis—shape tone and professionalism in written communication.

INSTRUCTIONS:

1. Display sample subject lines and emoji examples.
2. Ask: “Which subject line sounds most professional?” and “When can an emoji help—or hurt—your tone?”
3. Have learners rewrite unclear subject lines or evaluate when emojis are appropriate.
4. Discuss quick takeaways: use clear subject lines, match tone to audience, and keep professionalism first.

Resources:

Porath, C. (2018, July 17). Do your employees feel respected? Harvard Business Review. https://hbr.org/2018/07/do-your-employees-feel-respected

Porath, C. (2018, July 17). Do your employees feel respected? Harvard Business Review. https://hbr.org/2018/07/do-your-employees-feel-respected

Porath, C. (2018, July 17). Do your employees feel respected? Harvard Business Review. https://hbr.org/2018/07/do-your-employees-feel-respected

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- Evaluate and refine written tone to improve understanding, strengthen relationships, and maintain professionalism under pressure.

Vocabulary & Discussion

Clarity:

Tone:

ENGAGING EXPERIENCE

Write Your Own Letter of Intent

IΔO

Impressions:

Delta:

Opportunities:

LEARNING LOOP #1

The Tone Switch Challenge

LEARNING LOOP #2

Subject Line & Emoji Check

Sample Emails

Email A

Subject: Job?

hey,
Do u guys need any workers? i can fix stuff and have done some work before.
i'm lookin for something soon. hit me up if u got anything open.

thanks
Jake

Email B

Subject: Inquiry About Open Apprentice or Helper Positions

Hi Ms. Lopez,

I hope you're doing well. My name is Jake Ramirez, and I recently completed a pre-apprenticeship program in electrical work. I've helped with residential wiring and basic maintenance, and I'm eager to continue learning on the job.

I'm reaching out to ask if your company has any openings for an apprentice or helper position. I'm dependable, safety-minded, and ready to work full-time. I've attached my resume and can provide references if needed.

Thank you for your time and consideration. I look forward to hearing from you.

Best,

Jake Ramirez

Learning Loop 2 Material

Emoji Examples

Appropriate (casual or team-friendly settings):

"Thanks for your help today 🙂"

"Great job on the project 👏"

"Happy Friday, team! 🎉"

"Appreciate your quick turnaround 👍"

"Let's celebrate our progress this week 🙌"

Borderline / Depends on audience:

"Meeting went longer than expected 😅"

"Can we talk later? 🤔"

"Still waiting on that file 😬"

"I'll get to it soon 😉"

Unprofessional (for formal or supervisor communication):

"Need that report ASAP 😤"

"Not feeling this project 😒"

"I'm over it 😩"

"You messed up again 😒"

"LOL 😂 just kidding"

Subject Line Examples

Professional / Clear:

"Request for Schedule Adjustment – Week of March 4"

"Follow-Up on Safety Training Report"

"Update: Client Meeting Agenda for Tomorrow"

"Reminder: Supply Order Deadline – Friday 2 PM"

"Request for Feedback on Draft Proposal"

"Confirmation: Job Interview on Thursday"

Vague / Too Casual:

"Hey"

"Quick Question"

"Need Help!!!"

"FYI"

"Important!"

Unprofessional or Misleading:

"You Won't Believe This 😱"

"LOL I Forgot Something"

"Hey Girl 😜"

"ASAP ASAP ASAP!!!"

Disrespect in the Workplace

Learners will examine the negative impact of disrespect in the workplace and how it can undermine relationships, collaboration, and productivity. They will identify common forms of disrespectful behavior and learn strategies to address and prevent it, fostering a more respectful work environment.

Competencies:

- Recognize behaviors and attitudes that signal disrespect in workplace interactions.
- Analyze how small acts of disrespect can spread through teams and impact morale, collaboration, and productivity.
- Apply strategies to model and reinforce respectful communication in daily workplace situations.

Duration: *45–55 minutes*

Learning Lens:

This lesson builds the habits and mindset needed to get hired, perform well, and advance in a chosen field.

Vocabulary

Disrespect - Behavior that devalues, dismisses, or undermines others, making them feel unappreciated or unwelcome.

Contagious Behavior - Actions or attitudes that quickly spread through a group, influencing how others think, feel, and act.

Facilitation Road Map:

SEGMENT	FOCUS	TIME
Intro Discussion & Vocabulary Review	Launch discussion using the question: "When you hear the word disrespect, what comes to mind?" Introduce key terms (Disrespect, Contagious Behavior).	15 min
Lesson & Checkpoints	Watch all lesson videos and pause briefly for guided discussion after each clip. (Checkpoint discussion optional)	5–7 min
Engaging Experience: The Contagion Simulation	Main activity where learners experience how disrespect spreads and how one act of respect can shift group tone using Post-it behaviors and real-time interaction.	10–15 min
I·Δ·O Reflection	Impressions, Delta, Opportunities wrap-up to summarize how respect and disrespect influence team culture.	5 min
Learning Loop 1: Respect or Reject?	Fast-paced recognition challenge where learners identify whether quick statements show respect or disrespect. (Optional reinforcement activity)	5–7 min
Learning Loop 2: The Silent Signal	Quick nonverbal exercise where learners express respectful vs. disrespectful reactions through body language and gestures. (Optional reinforcement activity)	5–7 min

ENGAGING EXPERIENCE

The Contagion Simulation

PURPOSE:

Experience how disrespect spreads and how one act of respect can shift group tone.

TIME:

10–12 minutes

GROUP SIZE:

Whole group

SETUP:

Write one behavior per Post-it and place it on each participant's forehead without revealing it. Include both respectful and disrespectful examples.

MATERIALS

Post-its or index cards with mixed behaviors (e.g., interrupts others, rolls eyes, listens attentively, ignores input, encourages teammate).

DEBRIEF:

How did the energy shift? What small actions stop disrespect from spreading?

INSTRUCTIONS:

Round 1 – The Spread:

- Participants mingle and interact based on others' Post-its (2–3 min). In this round, behaviors are randomly assigned. Pause to discuss how it felt and what they noticed.

Round 2 – The Antidote:

- Swap Post-its to mostly respectful ones (if there are not enough respectful behaviors for all learners, double up behaviors). Mingle again (2-3 min). Discuss what changed.

I ***IMPRESSIONS***
What did you Learn?

Δ ***DELTA***
How might this lesson change your behaviors and choices moving forward?

O ***OPPORTUNITIES***
How and Where will you apply it?

LEARNING LOOP #1

Respect or Reject?

TIME:

5-7 minutes

PURPOSE:

Rapid recognition of tone and behavior cues that shape culture.

INSTRUCTIONS:

1. Read quick workplace statements aloud (e.g., "That's not my job," "Good idea, let's build on it," "Whatever you say").
2. Learners put hand up if the statement is respectful or keep their hand down if the statement is disrepectful. Pause after each to briefly discuss.

LEARNING LOOP #2

The Silent Signal

TIME:

5-7 minutes

PURPOSE:

Highlight how nonverbal cues communicate tone just as strongly as words.

INSTRUCTIONS:

1. Facilitator calls out everyday moments (e.g., "Someone interrupts you," "A coworker ignores your question").
2. Learners use only facial expression or gesture to show a respectful vs. disrespectful reaction.

Resources:

Porath, C. (2018, July 17). Do your employees feel respected? Harvard Business Review. https://hbr.org/2018/07/do-your-employees-feel-respected

Henderson, L., & Thompson, R. (2020). The effects of workplace incivility on mental health and well-being: A systematic review. Frontiers in Psychology, 11, 2046.

Foulk, T. A., Woolum, A. H., & Erez, A. (2020). Catching rudeness is like catching a cold: The contagion effects of low-intensity negative behaviors. Journal of Applied Social Psychology, 50(3),

Disrespect

Learners will examine the negative impact of disrespect in the workplace and how it can undermine relationships, collaboration, and productivity. They will identify common forms of disrespectful behavior and learn strategies to address and prevent it, fostering a more respectful work environment.

Competencies:

- Recognize behaviors and attitudes that signal disrespect in workplace interactions.
- Analyze how small acts of disrespect can spread through teams and impact morale, collaboration, and productivity.
- Apply strategies to model and reinforce respectful communication in daily workplace situations.

Vocabulary & Discussion

Disrespect:

Contagious Behavior:

ENGAGING EXPERIENCE

The Contagion Simulation

IΔO

Impressions:

Delta:

Opportunities:

LEARNING LOOP #1

Respect or Reject

LEARNING LOOP #2

The Silent Signal

Post-it Behaviors

Disrespectful Behaviors	Respectful Behaviors
Interrupts others mid-sentence	Listens attentively and makes eye contact
Rolls eyes or sighs loudly	Thanks someone for their input
Ignores someone's input or idea	Waits for others to finish before speaking
Uses sarcasm when replying	Encourages quieter teammates to share
Gives one-word answers or no response	Acknowledges good ideas ("That's a great point—let's build on that")
Talks over people in group settings	Apologizes when interrupting or making a mistake
Takes credit for someone else's idea	Gives credit to others publicly
Checks phone while others are speaking	Responds with calm, professional tone
Makes side comments or jokes at someone's expense	Offers help when a teammate seems stressed
Dismisses feedback or says, "That's not my problem"	Smiles or greets others when entering a space
Excludes someone from a group discussion	Uses people's names when speaking to them
Walks away while someone is talking	Paraphrases someone's idea to show understanding

Learning Loop Material

Respect or Reject Statements

"That's not my job."

"Good idea—let's build on that."

"Whatever you say."

"Thanks for catching that mistake."

"I already told you once."

"Let's talk it through before deciding."

"Do I have to explain this again?"

"I appreciate your feedback."

"That's a dumb question."

"Let's make sure everyone's voice is heard."

"You always do this wrong."

"I like how you handled that."

Silent Signal Moments

Someone interrupts you mid-sentence.

A teammate shares an idea you don't agree with.

Your supervisor gives you unexpected feedback.

A coworker is clearly frustrated during a meeting.

Someone thanks you for your help.

A peer arrives late and apologizes.

You're in a hurry, and someone stops to ask a question.

A teammate finishes your sentence for you.

A colleague asks for help with something simple.

Someone forgets to include you on an email thread.

Time Management

Learners understand the value of time management and prioritization, develop the ability to identify and order tasks effectively, and apply practical strategies to stay focused, organized, and productive in their daily work.

Competencies:

- Demonstrate the ability to prioritize tasks based on urgency and importance.
- Apply time management strategies, such as timeboxing, to organize work effectively.
- Recognize how prioritization impacts productivity, stress levels, and overall performance.
- Develop habits that support consistent focus and efficient task completion.
- Reflect on personal time use to identify and reduce unproductive behaviors.

Duration: *45 minutes*

Learning Lens:

This lesson builds the habits and mindset needed to get hired, perform well, and advance in a chosen field.

Vocabulary

Time Management – Plan your day so each task has a set time and no job eats the rest.

Prioritization – Deciding what tasks to do first, what to do later, and what to drop altogether.

Urgent - Tasks that need to be done now.

Important - Tasks that impact success.

Facilitation Road Map:

SEGMENT	FOCUS	TIME
Intro Discussion & Vocabulary Review	Launch discussion using the question: "When you hear the words "time management," what comes to mind?" Introduce and connect 4 key vocabulary terms (time management, prioritization, urgent, important) to examples from the lesson.	15 min
Lesson & Checkpoints	Watch videos 1-3 and pause briefly for guided discussion after each clip. (Checkpoint discussion optional.)	5 min
Engaging Experience: Eisenhower Matrix	Learners learn how to use an Eisenhower Matrix to prioritize their tasks.	20 min
I·Δ·O Reflection	Impressions, Delta, Opportunities wrap-up to summarize how time management benefits your career.	5 min
Learning Loop 1: Urgent, Important, Both, Neither	Fast-paced refresher where learners quickly categorize tasks as urgent, important, both, or neither. (Optional Reinforcement Exercise.)	5 min
Learning Loop 2: Cut One Time Drag	Activity where learners identify one time-wasting task and brainstorm ways to limit it. (Optional Reinforcement Exercise.)	5 min

ENGAGING EXPERIENCE

Eisenhower Matrix

PURPOSE:

To acquaint learners with an effective prioritization tool - the Eisenhower Matrix - which sorts tasks by their urgency and importance.

TIME:

20-22 minutes

GROUP SIZE:

Whole class, individual

SETUP:

Hand out blank Eisenhower Matrices, two per person. Project on screen "You are going on vacation in 10 days!"

MATERIALS

Blank Eisenhower Matrices. "You are going on vacation in 10 days!" document.

DEBRIEF:

Do you have a better sense of what tasks you need to complete first, which you can complete later, and which you can drop altogether?

INSTRUCTIONS:

Round 1 – "You are going on vacation in 10 days!"

- 5 minutes: Individually, learners sort the tasks for going on a vacation in 10 days into each box of their Eisenhower Matrix.
- 5 minutes: As a class, go down the list of tasks and discuss where each learner put each task in their Matrix and why. Remind learners that people can sometimes have different ideas about what's important and what's urgent, so we can expect some differences.

Round 2 – Personal Eisenhower Matrices

- 7 minutes: Learners write out a list of tasks for a personal project, hobby, or professional project, and sort them into their second blank Eisenhower Matrix.
- 3 minutes: Ask for volunteers to share their matrices.
- Wrap up with "Debrief" discussion.

LEARNING LOOP #1

Urgent, Important, Both, Neither

TIME:

5 minutes

PURPOSE:

Practice identifying tasks as urgent, important, both, or neither.

INSTRUCTIONS:

1. Read six tasks to the class ("Clock in for your shift that starts in 5 minutes." "Practice answers for a job interview next week." "Rework your résumé layout again even though a coach said it's good." "Schedule a clinic visit for back pain you've put off." "Spend an hour reorganizing email labels." "Text your supervisor back about switching into a shift tonight.")
2. Learners signal whether each task is urgent (1 figure), important (2 fingers), both (3 figures), or niether (closed fist).

LEARNING LOOP #2

Cut One Time Drag

TIME:

5 minutes

PURPOSE:

Identify one not urgent not important task and brainstorm ways to reduce it.

INSTRUCTIONS:

1. Learners write down one task they do that is niether urgent nor important.
2. Learners pair up to brainstorm ways they can reduce or limit doing their neither urgent nor important tasks.

Resources:

Nevins, Mark. (2023). How to Get Stuff Done: The Eisenhower Matrix. Forbes Magazine.
https://www.forbes.com/sites/hillennevins/2023/01/05/how-to-get-stuff-done-the-eisenhower-matrix-aka-the-urgent-vs-the-important/

Nancholas, Ben. (2023). The Power of Effective Time Management. University of Lincoln.
https://online.lincoln.ac.uk/the-power-of-effective-time-management/

Paulise, L. (Nov 3 2022). 5 Steps To Start Timeboxing And Improve Your Time-Management Skills
https://www.forbes.com/sites/lucianapaulise/2022/11/03/5-steps-to-start-timeboxing-and-improve-your-time-management-skills/

Time Management

Learners understand the value of time management and prioritization, develop the ability to identify and order tasks effectively, and apply practical strategies to stay focused, organized, and productive in their daily work.

Competencies:

- Demonstrate the ability to prioritize tasks based on urgency and importance.
- Apply time management strategies, such as timeboxing, to organize work effectively.
- Recognize how prioritization impacts productivity, stress levels, and overall performance.
- Develop habits that support consistent focus and efficient task completion.

Vocabulary & Discussion

Time Management:

Prioritization:

Urgent:

Important:

ENGAGING EXPERIENCE

Eisenhower Matrix



IΔO

Impressions:

Delta:

Opportunities:



LEARNING LOOP #1

Urgent, Important, Both, Neither



LEARNING LOOP #2

Cut One Time Drag

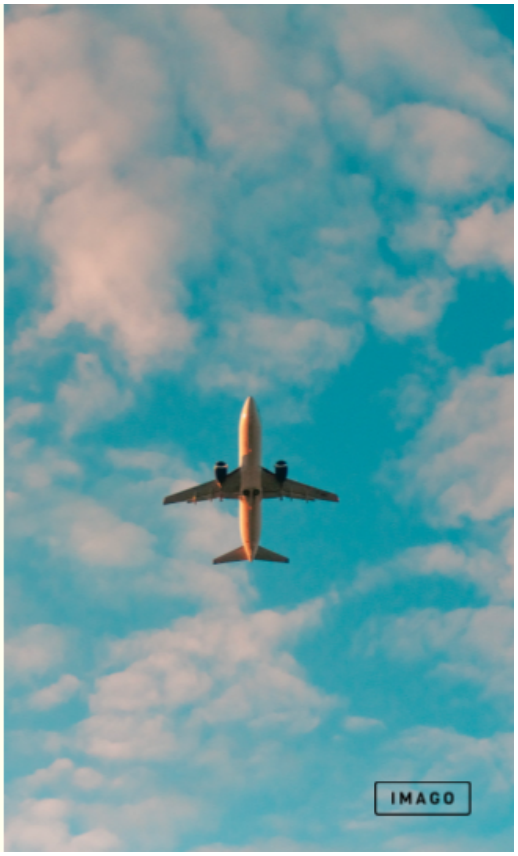
Write down one task you regularly do that is niether urgent nor important.

Vacation Tasks

You are going on vacation in 10 days!

Organize these tasks in the Eisenhower Matrix:

- Book your plane ticket
- Pack your bags
- Tell your boss you will be out of town
- Buy new sunglasses
- Check the weather forecast
- Ask a friend to take care of your pets
- Buy a neck pillow (sale ends tomorrow)
- Ask someone for a ride to the airport
- Book your hotel





Eisenhower Matrix

	Urgent	Not Urgent
Important		
Not Important		

How to be Proactive

Learners will show understanding of what it means to be proactive and why taking initiative matters in the workplace. They will identify opportunities to take initiative by anticipating challenges, planning ahead, and acting without direction to prevent problems, improve efficiency, and build trust.

Competencies:

- Demonstrate an understanding of the importance of proactivity in enhancing workplace problem solving and productivity.
- Identify reactive measures in given scenarios and formulate action steps to take proactive measures.
- Apply proactive strategies to enhance personal and team efficiency, organizational success, productivity.

Duration: *45–55 minutes*

Learning Lens:

This lesson builds the habits and mindset needed to get hired, perform well, and advance in a chosen field.

Vocabulary

Proactivity – The action of taking initiative and anticipating future challenges or needs before they arise.

Initiative – The ability to assess and begin actions independently, often without explicit instructions.

Future-focused – A mindset that involves thinking ahead and planning for upcoming needs or potential challenges.

Facilitation Road Map:

SEGMENT	FOCUS	TIME
Intro Discussion & Vocabulary Review	Introduce vocabulary and launch discussion using the question: "What does being proactive mean in your own words and how can it differ from being reactive?"	5-7 min
Lesson & Checkpoints	Watch all lesson videos and pause briefly for guided discussion after each clip. (Checkpoint questions optional)	15 min
Engaging Experience: Proactive Solutions Lab	Learners use workplace scenarios to apply proactive thinking by designing team-based solutions that show initiative, planning, and openness to change.	15-18 min
I·Δ·O Reflection	Impressions, Delta, Opportunities wrap-up to summarize how active meeting preparation and engagement affects role in the workplace.	5 min
Learning Loop 1: I Got Ahead of It	A quick exercise to help learners notice and strengthen their proactive habits by recalling a time they were proactive and tactics they used. (optional reinforcement exercise)	6-8 min
Learning Loop 2: Fix-It Challenge	In this partner exercise, learners draft a short scenario from work/school where proactive behaviors are needed. Partners trade scenarios and propose proactive actions. (optional reinforcement exercise)	3-5 min

ENGAGING EXPERIENCE

Proactive Solutions Lab

PURPOSE:

To increase learners' awareness of their current level of preparedness and participation in workplace meetings to help them identify strong points and areas of potential growth.

TIME:

16 –18 minutes

GROUP SIZE:

Groups of 3-4

SETUP:

Display or print and cut apart "Challenge Cards".

Have chart paper and markers on hand to distribute to each team.

MATERIALS

- chart paper/white board
- markers
- "Challenge Cards"
- timer

DEBRIEF:

To close activity: What made a solution feel proactive instead of reactive?

INSTRUCTIONS:

Round 1 – Team Proactive Solutions Lab (6 minutes)

- Instruct learners to form groups of 3-4.
- Explain that each group will practice writing proactive solutions for short scenarios and should focus on actions that address: showing initiative, planning ahead, and openness to change. Encourage quick, solution-focused discussions.
- Pass out a challenge card to each group, set a timer for 6 minutes.
- Each team brainstorms proactive responses for three possible reactions:
  - Self-initiated: (someone takes action without being asked)
  - Future-focused: (prevents future issues)
  - Open to change: (involves a new or improved method)
  - Learners record their proactive responses in their workbook.

Round 2 – Team Poster Creation and Share (10-12 minutes)

- Pass out chart paper and markers to each team.
- Team members create a poster displaying their challenge and three proactive solutions.
- Share Out: Each group presents their poster in 1 minute or less and identifies which idea out of the three is the most impactful and why.

LEARNING LOOP #1

I Got Ahead of It

TIME:

3-5 minutes

PURPOSE:

For learners to assess their own proactivity in their daily lives and take initiative more often.

INSTRUCTIONS:

1. Guide learners to partner up, then ask them to reflect on the following prompts and share:
   A. Think of a time recently that you were proactive. What did you prevent?
   B. Who did you help without being asked?
   C. What cue helped you act faster?
2. Debreif: What actions are you taking to routinly assess your proactivity?

LEARNING LOOP #2

Fix-It Challenge

TIME:

5-7 minutes

PURPOSE:

To anticipate challenges and apply proactive strategies in the workplace

INSTRUCTIONS:

1. Ask learners to pair up and recall a short scenario from their workplace/school where proactive behaviors could be useful.
2. Instruct students to jot the issue down in three sentences or less in their workbook.
3. Partners swap their scenarios and identify reactive behaviors and propose proactive behaviors (one action and one small habit).
4. Debrief: Learners share out proactive tactics with the group.

Resources:

Wu, Parker (2013). Thinking and Acting in Anticipation, A Review of Research on Proactive Behavior. Advances in Psychological Science. [Article.] Retrieved 2024 from http://homepages.se.edu/cvonbergen/files/2018/01/Thinking-and-Acting-in-Anticipation_A-Review-of-Research-on-Proactive-Behavior.pdf

Brower, Tracy (2023). The Power of Being Proactive. Ways to Develop this Surprising Skill. Forbes Magazine. [Article.] Retrieved 2024 from https://www.indeed.com/career-advice/career-development/meeting-etiquetted

How to be Proactive

Learners will show understanding of what it means to be proactive and why taking initiative matters in the workplace. They will identify opportunities to take initiative by anticipating challenges, planning ahead, and acting without direction to prevent problems, improve efficiency, and build trust.

Competencies:

- Demonstrate an understanding of the importance of proactivity in enhancing workplace problem solving and productivity.
- Identify reactive measures in given scenarios and formulate action steps to take proactive measures.
- Apply proactive strategies to enhance personal and team efficiency, organizational success, productivity.

Vocabulary & Discussion

Proactivity:

Initiative:

Future-focused:

ENGAGING EXPERIENCE

Proactive Solutions Lab

Challenge #:

Self-initiated:

Future-focused:

Open to change:

IΔO

Impressions:

Delta:

Opportunities:

LEARNING LOOP #1

I Got Ahead of It

A. Think of a time recently that you were proactive. What did you prevent?

B. Who did you help without being asked?

C. What cue helped you act faster?

Debreif: What actions are you taking to routinly assess your proactivity?

LEARNING LOOP #2

Fix-It Challenge



Challenge Cards

Challenge #1: The Great Pen Shortage

The front desk often runs out of pens.

Challenge #2 Email Saga

Team emails are long, and no one reads them.

Challenge #3 Mess Makers

The classroom or conference/meeting area gets disorganized after group work.

Challenge #4: Customer Confusion

Customers at a paper store repeatedly ask the same question; "Where can I find reams of copy paper?"

Challenge #5: Safety Slip

There is a small puddle that forms on the floor near the break room sink. Nobody's said anything, and staff continue to walk through with laptops and coffee.

Challenge #6 Bad Instructions

Staff members often ask for help when changing out the toner on the copy machine. The instructions on the machine are misleading.

Beating Burnout

Learners will explore techniques to recognize, manage, and reduce burnout in professional settings. They will apply practical strategies to maintain focus, productivity, and well-being in high-pressure environments.

Competencies:

- Identify common causes and warning signs of burnout in themselves and others.
- Distinguish between activities that drain energy ("pressure cookers") and those that restore it ("steam engines").
- Reflect on personal routines to find a healthier balance between effort and rest.
- Apply strategies to manage stress, maintain motivation, and build long-term workplace resilience.

Duration: *45–55 minutes*

Learning Lens:

This lesson builds the habits and mindset needed to get hired, perform well, and advance in a chosen field.

Vocabulary

Burnout – When the pressure builds to unmanageable levels and you feel emotionally and physically exhausted.

"Pressure cooker" activities – These overwhelm or bore you, pushing you toward burnout.

"Steam engine" activities – These give you a thrilling, positive kind of stress that energizes you.

Facilitation Road Map:

SEGMENT	FOCUS	TIME
Intro Discussion & Vocabulary Review	Launch discussion using the question: "When you hear the word 'burnout' what comes to mind?" Introduce and connect 3 key vocabulary terms (Burnout, Pressure Cookers, Steam Engines) to the discussion.	5–7 min
Lesson & Checkpoints	Watch all lesson videos and pause briefly for guided discussion after each clip. (Checkpoint discussion optional.)	15 min
Engaging Experience: Energy Spectrum	Learners chart their daily activities by how they affect their energy: from activities that burn them out to activities that motivate and energize them. The first step starts after Video 2 and activity concludes after Video 4.	10–15 min
I·Δ·O Reflection	Impressions, Delta, Opportunities wrap-up to summarize how time management affects your work and career.	5 min
Learning Loop 1: Eustress Sweet Spot	Learners rate one goal as either too easy, just right, or overwhelming, and brainstorm ways to move it into the "just right." (Optional Reinforcement Exercise.)	5–7 min
Learning Loop 2: Energy Quick Sort	Nonverbal exercise where learners rank activities as either pressure cookers, neutral, or steam engines. (Optional Reinforcement Exercise.)	5–7 min

ENGAGING EXPERIENCE

Energy Spectrum

PURPOSE:

To help learners relfect on which activites burn them out, which give them energy, and why.

TIME:

10–15 minutes

SETUP:

Pass out pens and sticky notes.

MATERIALS

Pens and sticky notes.

GROUP SIZE:

Individual, then whole class.

DEBRIEF:

Do your steam engines and pressure cookers share anything in common, a root trait that burns you out or powers you up?

INSTRUCTIONS:

Video 2

- 2 minutes: After video 2, write down on your sticky notes three weekly activities that are pressure cookers. One activity per sticky note.

Video 3

- 2 minutes: After video 3, write down on your sticky notes three weekly activities that are steam engines. One activity per sticky note.

Video 4

- 2 minutes: After video 4, draw a blank energy specturm.
- 2 minutes: Put all your sticky notes on the energy spectrum.
- 7 minutes: Ask for volunteers to share their spectrums. Discuss: As a class brainstorm ways that each volunteer can eliminate pressure cookers or change them to make them more energizing.
- Wrap up with “Debrief” Discussion.

I **IMPRESSIONS**
What did you Learn?

Δ **DELTA**
How might this lesson change your behaviors and choices moving forward?

O **OPPORTUNITIES**
How and Where will you apply it?

LEARNING LOOP #1

Eustress Sweet Spot

TIME:

5 minutes

PURPOSE:

Rehearse the definition of eustress and how to find the "steam engine" zone.

INSTRUCTIONS:

1. Write a current goal; circle one: too easy / challenging & attainable / overwhelming.
2. If "too easy," add one tiny challenge; if "overwhelming," break into steps or add a stopping point.

LEARNING LOOP #2

Pressure Cooker or Steam Engine

TIME:

5 minutes

PURPOSE:

Reinforce that energy drains/charges are personal and depend on traits like feedback, group size, and structure.

INSTRUCTIONS:

1. Read 3 one-sentence scenarios (e.g., "Crowded cafeteria cashier on Friday," "Peer-feedback circle with 4 classmates," "Solo spreadsheet task with clear checklist").
2. Hold up fingers to rate: 1 = pressure cooker, 2 = neutral, 3 = steam engine (for them).

Resources:

Chronic Stress. Yale Medicine. https://www.yalemedicine.org/conditions/stress-disorder

(Oct 22 2024). Coping with Stress at Work. American Pyschological Association. https://hbr.org/2018/07/do-your-employees-feel-respected

Girotti, M. (Nov. 2024). Effects of chronic stress on cognitive function – From neurobiology to intervention. Neurobiology of Stress. https://www.sciencedirect.com/science/article/pii/S2352289524000663

Beating Burnout

Learners will explore techniques to recognize, manage, and reduce burnout in professional settings. They will apply practical strategies to maintain focus, productivity, and well-being in high-pressure environments.

Competencies:

- Identify common causes and warning signs of burnout in themselves and others.
- Distinguish between activities that drain energy ("pressure cookers") and those that restore it ("steam engines").
- Reflect on personal routines to find a healthier balance between effort and rest.
- Apply strategies to manage stress, maintain motivation, and build long-term workplace resilience.

Vocabulary & Discussion

Burnout:

"Pressure Cooker" Activities:

"Steam Engine" Activities:

ENGAGING EXPERIENCE

Energy Spectrum

Draw your energy spectrum on the back of this page...

IΔO

Impressions:

Delta:

Opportunities:

LEARNING LOOP #1

Eustress Sweet Spot

Write a current goal:

Circle one: too easy / challenging & attainable / overwhelming.

If "too easy," add one tiny challenge; if "overwhelming," break into steps or add a stopping point.

LEARNING LOOP #2

Pressure Cooker or Steam Engine



Working Together

Learners explore how different team dynamics—like the shrinking violet, bulldozer, and steady anchor—affect collaboration. They practice active listening, open communication, and constructive feedback to balance confidence and humility, build trust, and strengthen teamwork.

Competencies:

- Demonstrate understanding of how collaboration depends on balancing confidence and humility to strengthen team trust and shared outcomes.
- Analyze how active listening, open communication, and constructive feedback contribute to effective teamwork and conflict prevention.
- Apply collaboration techniques by adapting communication style and feedback approach to support team problem-solving and productivity.

Duration: *45–55 minutes*

Learning Lens:

This lesson builds the habits and mindset needed to get hired, perform well, and advance in a chosen field.

Vocabulary

Active listening – Giving full, undivided attention, withholding judgment.

Open communication – Sharing ideas and needs candidly and respectfully.

Constructive feedback – Feedback that is specific and fact-based, and offers practical next steps to help someone improve.

Facilitation Road Map:

SEGMENT	FOCUS	TIME
Intro Discussion & Vocabulary Review	Launch discussion using the question: "When you hear the words 'team project,' what comes to mind?" Introduce and explain 3 key vocabulary (Active Listening, Open Communication, Constructive Feedback).	15 min
Lesson & Checkpoints	Watch all lesson videos and pause briefly for guided discussion after each clip. (Checkpoint discussion optional.)	5–7 min
Engaging Experience: Three Personality Types	Learners role-play different team behaviors to experience how active listening, open communication, and balanced confidence improve collaboration and group outcomes.	8-10 min
I·Δ·O Reflection	Impressions, Delta, Opportunities wrap-up to summarize how the three personality types affect collaboration.	5 min
Learning Loop 1: Anchor Move?	Fast-paced refresher where learners hear a line of dialogue and say whether it's an anchor move or not. (Optional Reinforcement Exercise.)	5–7 min
Learning Loop 2: Personalities Rearing Their Heads	Learners reflect on the drawbacks and benefits of the three personality types in collaboration (Optional Reinforcement Exercise.)	5–7 min

ENGAGING EXPERIENCE

Three Personality Types

PURPOSE:

Experience how the three collaboration personality types - the bulldozer, the shrinking violet, and the steady anchor - affect teamwork and outcomes.

TIME:

10–15 minutes

GROUP SIZE:

8-10

SETUP:

Have students read intructions in their workbooks, including roles and the challenge:

"Plan a class party with a $100 budget."

MATERIALS

None

DEBRIEF:

What behaviors helped or hurt your group's collaboration? What can you take from this to improve real workplace teamwork?

INSTRUCTIONS:

- 2 minutes: Each group memberch picks one of these roles to act as during their collaboration:

Shrinking Violet: Holds back ideas, avoids disagreement, agrees quickly.

Bulldozer: Dominates the discussion, pushes personal ideas, interrupts others.

Steady Anchor: Listens actively and shares their ideas openly, balances confidence with humility.

Observer: Watches the discussion, noting what behaviors helped or hindered collaboration.

- 1 minute: Review the goal: **plan one creative, realistic celebration together within 4 minutes and $100 budget.**
- 4 minutes: Begin the discussion, with each person acting according to their assigned role.
- 1: minute: After 4 minutes, have observers share what they noticed about communication and decision-making.
- 2: minutes: Groups reflect together on how each behavior influenced teamwork.
- Wrap-up with "Debrief" discussion.

LEARNING LOOP #1

Anchor Move?

TIME:

5 minutes

PURPOSE:

Quickly recognize bulldozer, shrinking violet, and anchor behaviors during collaboration.

INSTRUCTIONS:

1. Facilitator reads 6 short lines one by one (e.g., "Let me finish your thought for you," "Here's what I heard…," "You're wrong," "I feel stuck—can we clarify the goal?" "Can you repeat that?" "I'll just do whatever you say.").
2. Learners give thumbs-up (Anchor) or thumbs-down (Not-Anchor).
3. Quick debrief: ask 1–2 students to convert a thumbs-down line into an Anchor line.

LEARNING LOOP #2

Personalities Rearing Their Heads

TIME:

5 minutes

PURPOSE:

Practice recognizing bulldozer, shrinking violet, and anchor behavior, and reflect on the effects of each personality on collaboration.

INSTRUCTIONS:

1. 2 minutes: In their workbooks, learners answer this question: "Write about a time when you acted like or experienced someone acting like either a bulldozer, an anchor, or a shrinking violet on a team project. How did you/they behave and how did that impact the teammates and the success of the proejct?"
2. 3 minutes: Ask for volunteers to share what they wrote.

Resources:

Starks, A. (2023, Jul 10). 4 Reasons Why Collaboration Is Important to Business Education
https://business.vanderbilt.edu/news/2022/01/24/4-reasons-why-collaboration-is-important-to-business-education/

Cialdella, J. (2019, Aug 25). Collaboration as Career Value
https://www.insidehighered.com/advice/2019/08/26/knowing-and-articulating-how-you-collaborate-others-can-be-asset-job-market

Wharton Staff. (2017, Nov 9).Too Much Togetherness? The Downside of Workplace Collaboration
https://knowledge.wharton.upenn.edu/article/much-togetherness-downside-workplace-collaboration/

Working Together

Learners explore how different team dynamics—like the shrinking violet, bulldozer, and steady anchor—affect collaboration. They practice active listening, open communication, and constructive feedback to balance confidence and humility, build trust, and strengthen teamwork.

Competencies:

- Demonstrate understanding of how collaboration depends on balancing confidence and humility to strengthen team trust and shared outcomes.
- Analyze how active listening, open communication, and constructive feedback contribute to effective teamwork and conflict prevention.
- Apply collaboration techniques by adapting communication style and feedback approach to support team problem-solving and productivity.

Vocabulary & Discussion

Active Listening:

Open Communication:

Constructive Feedback:

ENGAGING EXPERIENCE

Three Personality Types

- Make groups of four.
- Each group member chooses a role:

Shrinking Violet: Holds back ideas, avoids disagreement, agrees quickly.

Bulldozer: Dominates the discussion, pushes personal ideas, interrupts others.

Steady Anchor: Listens actively and shares their ideas openly, balances confidence with humility.

Observer: Watches the discussion, noting what behaviors helped or hindered collaboration.

- Get into character as your chosen role. For the next four minutes, acting as your role, you'll work together to solve this challenge:

Plan a fun and creative party for the class with a $100 budget.

- Observer takes notes on the effects of each type of personality on the team.
- Afterwards, oberserver shares their notes on how the collaboration went. Discuss in your group your feelings about how well you worked together while playing these roles.



IΔO

Impressions:

Delta:

Opportunities:



LEARNING LOOP #1

Anchor Move?



LEARNING LOOP #2

Personalities Rearing Their Heads

Write about a time when you acted like or experienced someone acting like either a bulldozer, an anchor, or a shrinking violet on a team project. How did you/they behave and how did that impact the teammates and the success of the proejct?



How to Be Self-Aware

Learners will develop greater self-awareness to strengthen decision-making, emotional regulation, and workplace relationships. They'll learn to recognize how emotions and behaviors influence performance and apply reflection strategies that lead to more intentional, professional responses.

Competencies:

- Identify personal emotions and behaviors, recognizing their impact on workplace interactions and performance.
- Assess strengths, weaknesses, and triggers to cultivate mindfulness, adaptability, and intentional decision-making.
- Apply self-awareness strategies to enhance emotional regulation, improve communication, and foster stronger workplace relationships.

Duration: *45–55 minutes*

Learning Lens:

This lesson builds the habits and mindset needed to get hired, perform well, and advance in a chosen field.

Vocabulary

Internal self-awareness – The conscious knowledge of one's own character, emotions, feelings, purpose, and desires.

External self-awareness – The conscious knowledge of how others see you.

Blind spots – Areas where a person lacks understanding or insight into their own behavior and its impact on others.

Facilitation Road Map:

SEGMENT	FOCUS	TIME
Intro Discussion & Vocabulary Review	Introduce vocabulary and launch discussion using the question: "Why do you think self-awareness is important in a professional setting?"	5-7 min
Lesson & Checkpoints	Watch all lesson videos and pause briefly for guided discussion after each clip. (Checkpoint discussion optional.)	15 min
Engaging Experience: Peer Lens: See More, Grow Faster	Learners enhance their internal self-awareness and external self-awareness through a reflection exercise and a feedback exchange with peers to turn insight into a small action plan.	15-18 min
I·Δ·O Reflection	Impressions, Delta, Opportunities wrap-up to summarize useful strategies to receive feedback.	5 min
Learning Loop 1: Action Plan Check-In	A quick accountability exercise to follow up on learners' action plan that they created in the main activity. Pairs give a quick update each: progress made, any obstacles, and one next step. (optional reinforcement exercise)	5 min
Learning Loop 2: Mirror Moments	An activity for partners to share a time that they reacted without pause and recognize how quick reactions influence communication, teamwork, and outcomes. (optional reinforcement exercise)	6-8 min

ENGAGING EXPERIENCE

Peer Lens: See More, Grow Faster

PURPOSE:

Boost internal and external self-awareness by gathering information to turn insights into a small action plan. Participants will learn to process and apply feedback to better understand their impact on others and improve their workplace relationships.

TIME:

15–18 minutes

GROUP SIZE:

Independent + small groups

SETUP:

Distribute workbook pages and a Compli-Mat page to learners. Allow learners to form their own teams of 4-5. Project or write sentence frames on the board (see instructions).

MATERIALS

- Compli-Mat handout
- sticky notes
- pencils

DEBRIEF:

To close activity: What steps will you take to routinely assess and improve your self-awareness? (2-3 min)

INSTRUCTIONS:

Round 1 – Independent Reflection (5 minutes):

- After viewing all videos, learners complete the Self-Awareness Reflection in their workbook.
- They reflect on current emotions, strengths, weaknesses, and motivations.

Round 2 – Feedback Compli-Mat Exercise (8-10 minutes):

- Learners assemble themselves in teams of 4-5.
- Learners write their name on their Compli-Mat and place it in view on their table/desk.
- Learners rotate and anonymously write feedback for their group members on a sticky note; place it on their Compli-Mat.
- Leaners identify one **strength** and one **growth** for their teammate and in regards to one of the following topics: participation, communication, collaboration, or themes from previous lessons.
- Review norms with learners: be **specific**, **respectful**, and keep feedback **behavior-based**.
- Learners can use the following sentence frames to give feedback if needed: **"When you ____, it helps the team because ____."** (strength) **"One tweak to level up in ____ is ____."** (growth)
- Learners return to their seats, scan their Compli-Mat and identify patterns.
- From feedback, learners determine one area of strength and one area of growth to focus on to write an action plan in their workbook.
- Ask and share out in groups: "What differed between self-view and peer-view? What did you learn from the gap?

LEARNING LOOP #1

Action Plan Check-In

TIME:

5-7 minutes

PURPOSE:

To follow up on learners' action plan to assess their progress and identify next steps.

INSTRUCTIONS:

1. Learners pair up with someone that they completed the Compli-Mat exercise with. They retrieve their action plan and discuss the following questions:
   - "How is your action plan going? Have you been able to make progress towards your goal?"
   - "What obstacles have you encountered, if any?"
2. What strategies will you use to continuously assess your self-awareness?

LEARNING LOOP #2

Mirror Moments

TIME:

5-7 minutes

PURPOSE:

Reinforce emotional self-awareness by helping learners recognize how quick reactions influence communication, teamwork, and outcomes.

INSTRUCTIONS:

1. Learners think of a recent moment when they reacted quickly (positively or negatively to a situation at work, school, or in daily life).
2. In pairs, have them describe what happened, what emotion they felt in the moment, and what triggered that reaction.
3. Partners discuss what could have changed if they had paused to reflect before responding.
4. Volunteers share: What helps them catch themselves in the moment? How does this improve communication or decision-making?

Resources:

Kauflin, Jeff. (2017). Only 15% of People are Self-Aware. Here's How to Change.

Retrieved from https://www.forbes.com/sites/jeffkauflin/2017/05/10/only-15-of-people-are-self-aware-heres-how-to-change/

How to Be Self-Aware

Learners will develop self-awareness to improve decision-making, emotional regulation, and workplace relationships.

Competencies:

Learners will be able to:

- Identify personal emotions and behaviors, recognizing their impact on workplace interactions and performance.
- Assess strengths, weaknesses, and triggers to cultivate mindfulness, adaptability, and intentional decision-making.
- Apply self-awareness strategies to enhance emotional regulation, improve communication, and foster stronger workplace relationships.

Vocabulary & Discussion

Internal self-awareness:

External self-awareness:

Blind spots:

Self-Awareness Reflection: (complete after viewing videos)

What are some emotions that you felt this week?

What are some of your top strengths?

What are some of your honest weaknessess?

ENGAGING EXPERIENCE

Action Plan

What drives you/what matters to you?

Amplify (Strength): One situation this week where I'll use it:

Growth (Weakness): One small action I'll try:

IΔO

Impressions:

Delta:

Opportunities:



LEARNING LOOP #1

Who to Ask + How to Ask

Feedback on:

Who I'd ask:

How I'd ask:



LEARNING LOOP #2

Mirror Moments

A recent moment you reacted without pause:

Jot any insights you have here:



Compli-Mat

How to Be Adaptable

Learners will understand why flexibility and openness to change matter in a rapidly evolving work environment. They will practice simple strategies to respond to unexpected challenges with confidence and composure.

Competencies:

- Explain the importance of adaptability in responding to changing demands, technology, and industry trends.
- Demonstrate flexible problem-solving by adjusting approach when tasks or constraints shift.
- Apply adaptability strategies to navigate changes in workflow, tools, and team dynamics.
- Evaluate how an optimistic outlook and small tweaks improve reliability, resilience, and outcomes.

Duration: *28 – 40 minutes*

Learning Lens:

This lesson builds the habits and mindset needed to get hired, perform well, and advance in a chosen field.

Vocabulary

Adaptability – The capacity to respond quickly to change and effectively adjust to new situations.

Optimistic Outlook – An attitude that reframes challenges as temporary or learning opportunities, supporting persistence without needing to control the outcome.

Facilitation Road Map:

SEGMENT	FOCUS	TIME
Intro Discussion & Vocabulary Review	Launch discussion: "When things don't go as planned, what's your first reaction? Frustrated, curious, anxious, something else?" Introduce and connect vocabulary words.	3 - 5 min
Lesson & Checkpoints	Watch all lesson videos and pause briefly for guided discussion after each clip. (Checkpoint discussion optional.)	10 - 15 min
Engaging Experience: Using G.O.A.T. Under Pressure	Learners apply the G.O.A.T. tool to real scenarios and design adaptive responses.	12 - 15 min
I·Δ·O Reflection	Impressions, Delta, Opportunities wrap-up to summarize how adaptability can affect workplace culture and relationships.	3 - 5 min
Learning Loop 1: Respect or Reject?	Identify a routine to improve, outline steps to tweak it, and share. (Optional reinforcement exercise)	5 - 7 min
Learning Loop 2: The Silent Signal	Exchange common workplace challenges and propose adaptive steps. (Optional reinforcement exercise)	5 - 7 min

ENGAGING EXPERIENCE

Using G.O.A.T. Under Pressure

PURPOSE:

Build a repeatable method for adapting quickly to changing conditions while maintaining productivity and teamwork.

TIME:

12–15 minutes

GROUP SIZE:

Individual → pairs/small

SETUP:

Briefly introduce the G.O.A.T. tool. Post 3–4 example scenarios or invite teams to propose their own.

MATERIALS

Paper, pencil

DEBRIEF:

Where could a tiny tweak make the biggest difference? What will you try first next time plans change?

INSTRUCTIONS:

Model - Using G.O.A.T.

As a group, walk through an example using G.O.A.T.

- **G – Gauge the challenge:** What changed? What's the actual constraint?
- **O – Open your mind:** List 2–3 workable options; reframe what "success" looks like.
- **A – Ask questions / lean on others:** Clarify expectations; identify who can help or what resource to use.
- **T – Tweak the plan or technique:** Decide the next right step; adjust timeline, tools, or scope.

Use one of the following scenarios or create your own:

- Presenting with an unfamiliar program.
- A key teammate calls in sick on deadline day.
- Manager assigns a task outside your usual role.

Apply & Personalize – Implement G.O.A.T

Individually, have learners develop their own scenario from the past, current, or near-future where they'll use G.O.A.T. and list out each step. Then, in groups of 2–3, each learner shares their plan; partners offer clarifying questions or resource suggestions.

LEARNING LOOP #1

Practice Adaptability

TIME:

5-7 minutes

PURPOSE:

Build the habit of making small, deliberate adjustments before crises force change.

INSTRUCTIONS:

1. Individually choose one routine (morning setup, task handoff, note-taking). Identify one tweak that could be made to increase productivity (sequence, timing, tool).
2. Outline 2-3 steps and a cue to start to build this new habit.
3. Optional: Set a 30 day goal to stick with it!

LEARNING LOOP #2

Swap & Solve

TIME:

5-7 minutes

PURPOSE:

Strengthen rapid, structured problem-solving and peer support around real-world obstacles.

INSTRUCTIONS:

1. Each learner writes a common workplace challenge on a card, then swaps. For the new card, draft a G.O.A.T. response (one line per letter).
2. Share back with the original owner.

Resources:

Castrillón, C. (2024, April 28). Why adaptability in the workplace is more in demand than ever. Forbes. https://www.forbes.com/sites/carolinecastrillon/2024/04/28/adaptability-in-the-work

LinkedIn Editorial Team. (2024, February 8). The most in-demand skills of 2024. LinkedIn Talent Blog. https://www.linkedin.com/business/talent/blog/talent-strategy/linkedin-most-in-dem

Raeburn, A. (2025, June 21). 6 ways to develop adaptability in the workplace and embrace change. Asana. https://asana.com/resources/workplace-adaptability-skills

How to Be Adaptable

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Competencies:

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- Demonstrate flexible problem-solving by adjusting approach when tasks or constraints shift.
- Apply adaptability strategies to navigate changes in workflow, tools, and team dynamics.
- Evaluate how an optimistic outlook and small tweaks improve reliability, resilience, and outcomes.

Vocabulary & Discussion

ENGAGING EXPERIENCE

Using G.O.A.T. Under Pressure

IΔO

Impressions:

Delta:

Opportunities:

LEARNING LOOP #1

Practice Adaptability

LEARNING LOOP #2

Swap & Solve

How to Be Socially Aware

Learners will understand what social awareness is and why it matters in maintaining positive, productive relationships at work. They'll learn how to recognize and interrupt snap judgments, read nonverbal and emotional cues, and respond with curiosity and empathy to prevent misunderstandings before they escalate.

Competencies:

- Recognize how assumptions and quick judgments can harm workplace relationships.
- Identify verbal and nonverbal cues that reveal what others may be feeling or experiencing.
- Use curiosity and empathy to understand different perspectives before responding.
- Apply social awareness strategies to communicate respectfully and reduce workplace tension.

Duration: *45–60 minutes*

Learning Lens:

This lesson builds the habits and mindset needed to get hired, perform well, and advance in a chosen field..

Vocabulary

Social Awareness: The skill of noticing others' emotions and unspoken cues, pausing assumptions, and choosing a response that supports understanding and teamwork.

Jumping to Conclusions: The tendency to explain someone's behavior by their character (e.g., "lazy," "careless") instead of considering situational factors like stress, deadlines, or other circumstances.

Facilitation Road Map:

SEGMENT	FOCUS	TIME
Intro Discussion & Vocabulary Review	Launch discussion using the question: "When you hear the word 'Social Awareness,' what comes to mind?" Introduce and connect 2 vocabulary key terms (Social Awareness, Jumping to Conclusions) to examples from the lesson.	15 min
Lesson & Checkpoints	Watch all lesson videos and pause briefly for guided discussion after each clip. (Checkpoint discussion optional.)	5-7 min
Engaging Experience: Reading the Cues	Learners practice reading each other's body and voice cues to intuit how they are feeling mentally and physically.	10-15 min
I·Δ·O Reflection	Impressions, Delta, Opportunities wrap-up to summarize how social awareness influences team culture.	5 min
Learning Loop 1: No More Jumping to Conclusions	Learners recognize and revise common snap snap judgements. (Optional Reinforcement Exercise.)	5-7 min
Learning Loop 2: Cues Vs Conclusions	Learners sort social cues from conclusions. (Optional Reinforcement Exercise.)	5-7 min

ENGAGING EXPERIENCE

Reading the Cues

PURPOSE:

To practice the first steps of social awareness—observing cues, reflecting before judging, and responding with a supportive check-in—so learners interrupt snap assumptions. By pairing each "state" with a hidden real-world situation, the exercise reinforces that behavior often has context.

TIME:

10–15 minutes

SETUP:

Separate into groups of 2. Pass out lyrics and State Cards to each Group.

MATERIALS

"Twinkle Twinkle" lyrics. State Cards.

GROUP SIZE:

2

DEBRIEF:

Was it easy or hard to use your "Social Radar" and guess people's states?

INSTRUCTIONS:

- Pair up. Decide who is A and B.
- A draws a State Card (with directing notes + possible situation). Keep it secret.
- A reads "Twinkle Twinkle" in character using the directing notes.
- B observes tone, pace, body language; notes 2 cues.
- B checks in: "You seem [state]. Is everything okay?" (or "Did something good happen?")
- A responds with the possible situation from the card.
- B names the two cues they noticed that led to the guess.
- Brief debrief (15–30 sec): What else could B say/do to be supportive?
- Switch roles and repeat with a new card.

I ***IMPRESSIONS***
What did you Learn?

Δ ***DELTA***
How might this lesson change your behaviors and choices moving forward?

O ***OPPORTUNITIES***
How and Where will you apply it?

LEARNING LOOP #1

No More Jumping to Conclusions

TIME:

5 minutes

PURPOSE:

Spot common snap judgments and rethink them.

INSTRUCTIONS:

1. On the board write snap judgments ("late = careless," "messy = lazy," "quiet = rude"). In pairs, rewrite each with an alternative, circumstantial explanation ("late → bus delay/shift swap").

LEARNING LOOP #2

Cues Vs. Conclusions

TIME:

5-7 minutes

PURPOSE:

Separate what you see/hear from the story you tell.

INSTRUCTIONS:

1. On the board list 6 items mixed together (e.g., "talking fast," "doesn't care," "avoidant," "tapping foot," "overwhelmed," "flat tone"). Teams sort into Cues vs. Conclusions.

Resources:

(2017). State of the global workplace: Employee engagement insights for business leaders worldwide. Gallup. https://qualityincentivecompany.com/wp-content/uploads/2017/11/Gallup-State-of-the-Global-Workplace-Report-2017_Executive-

Gamze, C. (July 2017). The Impact of Emotional Intelligence on Team Performance. IJARBSS. https://www.researchgate.net/publication/322143996_The_Impact_of_Emotional_Intelligence_on_Team_Performance_and_Learning_Organization_of_Employees

(Nov 2019).Stress in America™: Stress and workplace productivity. https://www.apa.org/news/press/releases/stress/2019/stress-america-2019.pdf

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- Use curiosity and empathy to understand different perspectives before responding.
- Apply social awareness strategies to communicate respectfully and reduce workplace tension.

Vocabulary & Discussion

Social Awareness:

Jumping to Conclusions:

ENGAGING EXPERIENCE

Reading the Cues



IΔO

Impressions:

Delta:

Opportunities:

LEARNING LOOP #1

No More Jumping to Conclusions

LEARNING LOOP #2

Cues vs. Conclusions

State Cards

Pass out one stack of all ten cards to each pair. (e.g. 12 stacks of 10 for 24 students.) Cut out each card.

Exhausted

Notes: slower pace; softer volume; brief sigh before starting.

Possible situation: "I was up most of the night helping my partner with a sick kid."

Distracted

Notes: glance away mid-sentence; small fidget; occasional restart.

Possible situation: "I'm waiting on a call from my case manager about paperwork."

Under time pressure (Rushed)

Notes: fast pace; clipped endings; pen/foot tapping.

Possible situation: "I have a deadline in 20 minutes and my computer just updated."

Confident / Proud

Notes: upright posture; steady eye contact; clear, firm voice.

Possible situation: "I finally passed the certification exam this morning."

Anxious / Nervous

Notes: quick breaths; slight voice shake; a few hedges ("um," "maybe").

Possible situation: "It's my first day on this team and I don't want to mess up."

Frustrated / Irritated

Notes: tight jaw; sharper consonants; short pauses with exhale.

Possible situation: "The bus broke down and I got a warning for being late."

Excited / Energized

Notes: brighter tone; quick but clear pace; animated hands.

Possible situation: "I got an interview for a role I've wanted for months."

Discouraged / Defeated

Notes: downward gaze; flatter tone; shoulders drop at the end.

Possible situation: "I received a rejection email after three rounds."

Deeply Focused

Notes: even pace; minimal gestures; narrow gaze; few fillers.

Possible situation: "I'm finally in a groove fixing an issue that's been blocking us.

Not Feeling Well (Physical)

Notes: guarded posture (hand to temple/stomach); wince once; measured pace.

Possible situation: "I've got a headache but I didn't want to call out."



"Twinkle Twinkle" Lyrics

Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.

Changing Thought Patterns

Learners will recognize the power of self-talk and how thought patterns shape mindset and behavior. They will practice reframing negative thoughts, strengthening positive ones, and building habits that support a growth-oriented perspective.

Competencies:

- Identify and assess self-talk to recognize patterns of helpful vs. unhelpful thinking.
- Reframe negative thoughts into realistic, action-oriented statements.
- Apply strategies to reinforce positive thought patterns in daily situations.
- Evaluate how changed thought patterns influence mood, choices, and persistence.

Duration: *28 – 37 minutes*

Learning Lens:

This lesson builds the habits and mindset needed to get hired, perform well, and advance in a chosen field.

Vocabulary

Mindset – Beliefs about abilities and potential that influences approach to challenges, effort, and learning.

Reframe – To change how you interpret a situation by adopting a more helpful or hopeful perspective.

Self-Talk – The ongoing thoughts and inner dialogue about what you do and who you are.

Facilitation Road Map:

SEGMENT	FOCUS	TIME
Intro Discussion & Vocabulary Review	Launch discussion: "What are thought patterns? Have you ever changed a thought about yourself—how did you do it?" Introduce and connect vocabulary words.	3 - 5 min
Lesson & Checkpoints	Watch all lesson videos and pause briefly for guided discussion after each clip. (Checkpoint discussion optional.)	10 - 12 min
Engaging Experience: Pulling Out the Weeds	Learners practice catching a thought and rewriting it using Thought - Reframe - Rewrite (TRR) and "yet" language.	12 - 15 min
I·Δ·O Reflection	Impressions, Delta, Opportunities wrap-up to summarize how changing thought patterns can affect workplace culture and relationships.	3 - 5 min
Learning Loop 1: Scenario Swap	Create/support reframes for common tough moments. (Optional reinforcement exercise)	5 - 7 min
Learning Loop 2: Micro Habits	Reflect on self-talk habits and develop one micro-habit goal. (Optional reinforcement exercise)	5 - 7 min

ENGAGING EXPERIENCE

Pulling Out the Weeds (TRR Reframe)

PURPOSE:

Practice replacing unhelpful self-talk with realistic, hopeful, action-oriented statements you can use in the moment.

TIME:

12–15 minutes

GROUP SIZE:

Individual → small group

SETUP:

Post or display TRR framework for learner reference and example "weeds" (common unhelpful thoughts).

Introduce TRR and model once.

MATERIALS

- pencils
- wall/board space
- sticky notes

DEBRIEF:

What does your self-talk usually sound like? Which cues (sticky notes, lock-screen, reminder) will help you reframe in the moment?

INSTRUCTIONS:

Model TRR:

As a group, reframe 1–2 sample "weeds," e.g., "This will never work." "Things never go my way." "I'm not smart enough."

- **T – Thought (unhelpful/negative):** Capture the exact wording.
- **R – Reframe (helpful/hopeful, action-oriented):** What's a truer, kinder, more useful statement? What's one action?
- **R – Re-write with "yet":** Add "yet" if it fits to signal growth (e.g., "I can't do this… yet.").

Round 1: Indivdiaul TRR

Ask learners to individually recall a recent moment that activated unhelpful or unhopeful self-talk. Complete TRR for their own thoughts in learner workbook.

Round 2: Gallery & Gentle Share

Learners may post two anonymous negative thoughts around the room. Silent walk to read. As they walk, invite volunteers to post advice, strategies, or reframes —not personal details.

LEARNING LOOP #1

Scenario Swap

TIME:

5-7 minutes

PURPOSE:

Build fluency reframing common stressors and tie each to a concrete step

INSTRUCTIONS:

1. Learners each write a quick tough scenario (e.g., nervous for an interview, car trouble before work).
2. Swap with a partner; partners write a supportive reframe as if advising a friend plus one tiny action.
3. Return and compare.

LEARNING LOOP #2

Micro Habits

TIME:

5-7 minutes

PURPOSE:

Create a simple micro - habits, easy-to-start actions that can be built into daily routines to support in achieving larger goals through consistent, small efforts over time.

INSTRUCTIONS:

1. As a group, reflect on common self-talk habits.
2. In pairs, develop one micro-habit to positiveily support any unhelpful or negative habits.
3. Return back as a group and compare responses.
4. Invite learners to record down one micro - habit they will try that week.

Resources:

Cuncic, A. (n.d.). How to reframe negative thoughts. Verywell Mind. Retrieved October 22, 2025, from https://www.verywellmind.com/how-to-change-negative-thinking-3024843

Marsh, J. (Host). (n.d.). The science of happiness [Audio podcast]. PRX & Greater Good Science Center. Spotify. https://open.spotify.com/show/4dq0wmiZlk58Eu0NcqgWei

Dweck, C. S. (2014, November 18). The power of believing that you can improve [Video]. TEDxNorrkoping. YouTube. https://www.youtube.com/watch?v=J-swZaKN2Ic

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Competencies:

- Identify and assess self-talk to recognize patterns of helpful vs. unhelpful thinking.
- Reframe negative thoughts into realistic, action-oriented statements.
- Apply strategies to reinforce positive thought patterns in daily situations.
- Evaluate how changed thought patterns influence mood, choices, and persistence.

Vocabulary & Discussion

ENGAGING EXPERIENCE

Pulling Out the Weeds (TRR Reframe)

Directions: Recall a recent moment that activated unhelpful, unhopeful self-talk. Complete 'Thought - Reframe - Rewrite' (TRR) with your own thoughts.

T –

R –

R –

IΔO

Impressions:

Delta:

Opportunities:

LEARNING LOOP #1

Scenario Swap

LEARNING LOOP #2

Micro Habits

Facing Failure

Learners reframe failure as a learning opportunity rather than a setback. They will explore how a growth mindset allows them to embrace challenges, build resilience, and persist through obstacles. Learners will redefine failure as a temporary setback and a necessary part of learning and growth.

Competencies:

- Reframe failure as a learning opportunity and respond with constructive next steps.
- Demonstrate resilience by adapting behavior and persisting through challenges.
- Apply a growth mindset by embracing effort, feedback, and iteration.
- Reflect on experiences to identify improvements and build confidence in future attempts.

Duration: *45 minutes*

Learning Lens:

For adult learners preparing to enter or grow in the workforce. This lesson builds the habits and mindset needed to get hired, perform well, and advance in their career.

Vocabulary

Failure: A temporary setback or unmet expectation that provides an opportunity to learn, adjust, and grow.

Growth Mindset: The belief that abilities and intelligence can be developed through effort, feedback, and perseverance.

Resilience: The ability to recover, adapt, and keep going after challenges or setbacks.

Facilitation Road Map:

SEGMENT	FOCUS	TIME
Intro Discussion & Vocabulary Review	Launch conversation and connect to vocabulary. Ask: "When you hear the word failure, what comes to mind?" Follow-up: "What can we learn from failure?"	5 min
Lesson & Checkpoints	Watch the lesson video and pause briefly after key moments to discuss how each person responded to failure and kept going. (Checkpoint discussion optional)	15 min
Engaging Experience: No Lift-All Imagination Drawing Challenge	Learners experience how imperfection and iteration lead to creativity and learning through a hands-on drawing activity.	8–10 min
I·Δ·O Reflection	Wrap up using Impressions, Delta, and Opportunities to connect the lesson to personal habits, mindset, and resilience.	5 min
Learning Loop 1: The Power of Yet	Learners practice rewording negative self-talk into growth statements (e.g., "I can't do this" → "I can't do this yet"). (Optional reinforcement exercise)	5–6 min
Learning Loop 2: Oops to Options	Quick group activity reframing mistakes into next steps or solutions, reinforcing that progress comes from reflection and action. (Optional reinforcement exercise)	5–7 min

ENGAGING EXPERIENCE

No Lift-All Imagination Drawing Challenge

PURPOSE:

To help learners experience iteration and reframe failure as a natural part of growth and creativity. By experimenting through quick sketches, learners feel the discomfort of imperfection and discover that each "failed" version leads to improvement and innovation.

TIME:

10–12 minutes

GROUP SIZE:

Indivdual or pairs

SETUP:

Write up a list of possible objects to draw: (face, animal, food, vehicle, tree/plant, etc.).

Explain the rule: learners must draw the object without lifting their pen.

MATERIALS

- pen or pencil
- Leaner workbook page or blank piece of paper

DEBRIEF:

- How did your approach change between your first and second drawings, and what does that reveal about learning from mistakes?
- In what ways did letting go of perfection help you see failure or "mess-ups" differently?

INSTRUCTIONS:

- Demonstrate drawing an object without lifting your pen on a whiteboard or poster paper.

Round 1 (1–2 min):

- Ask learners to draw a simple object (i.e., hand, cup, shoe) without lifting their pencil. Focus on completion, not accuracy.

Round 2 (1–2 min):

- Draw again, adding creative details or exaggerating features.

Round 3 (1-2 min):

- Draw the object abstractly or playfully.

Gallery Walk:

Leaners display their drawings on their table/desks and participants walk through to admire the progression of creativity.

Discuss:

- Which version do you like best, and why?

LEARNING LOOP #1

The Power of Yet

TIME:

5-7 minutes

PURPOSE:

Strengthen self-talk patterns that promote persistence and long-term learning.

INSTRUCTIONS:

1. Instructions: Write the word "Yet" on the board. Have learners rephrase limiting thoughts using "yet" (e.g., "I can't do this" → "I can't do this yet").
2. Have learners take a few minutes to write down some of the challenges they face in terms of where they want to improve.

LEARNING LOOP #2

Oops to Options

TIME:

5-7 minutes

PURPOSE:

Encourage learners to reframe mistakes as opportunities for learning and problem-solving. This quick group exercise reinforces that progress comes from response, not perfection.

INSTRUCTIONS:

1. Write "Oops" at the top of the board. Ask learners to call out everyday mistakes or setbacks (e.g., missed deadline, forgot materials, gave the wrong answer). For each "Oops," invite the group to brainstorm an option: a positive action or mindset shift that moves things forward (e.g., ask for help, retry, take a breath, or learn the process).

Resources:

Mindset the New Psychology of Success, How We Can Learn to Fulfill our Potential, Carol S. Dweck, Ph.D. Book

The power of "yet" Carol S. Dweck at TEDxNorrköping

https://www.youtube.com/watch?v=J-swZaKN2Ic

Facing Failure

Learners reframe failure as a learning opportunity rather than a setback. They will explore how a growth mindset allows them to embrace challenges, build resilience, and persist through obstacles. Learners will redefine failure as a temporary setback and a necessary part of learning and growth.

Competencies:

- Reframe failure as a learning opportunity and respond with constructive next steps.
- Demonstrate resilience by adapting behavior and persisting through challenges.
- Apply a growth mindset by embracing effort, feedback, and iteration.
- Reflect on experiences to identify improvements and build confidence in future attempts.

Vocabulary & Discussion

Failure:

Growth Mindset:

Resilience:

ENGAGING EXPERIENCE

No Lift - All Imagination Drawing Challenge



IΔO

Impressions:

Delta:

Opportunities:



LEARNING LOOP #1

The Power of Yet



LEARNING LOOP #2

Oops to Options

Making Choices

Learners will understand how small, repeated choices create long-term outcomes, and how habits are built one decision at a time. They'll practice slowing down in real situations, weighing short-term and long-term impact, and choosing actions that move them toward the future they actually want.

Competencies:

- Recognize how everyday choices build patterns and shape results over time.
- Describe how repeating the same choice forms a habit and makes that choice feel easier next time.
- Use a simple process — pause, ask questions, and weigh options — before making a decision.
- Balance short-term comfort against long-term impact when faced with a real choice.

Duration: *45–55 minutes*

Learning Lens:

This lesson builds the habits and mindset needed to get hired, perform well, and advance in a chosen field.

Vocabulary

Butterfly Effect - Small, everyday choices can trigger chain reactions that lead to much larger outcomes—good or bad.

Habit Formation - Repeating a choice strengthens the brain's pathway for that behavior, making it feel easier and more automatic next time.

Facilitation Road Map:

SEGMENT	FOCUS	TIME
Intro Discussion & Vocabulary Review	Launch discussion using the question: "When you hear the words "Long term consequences," what comes to mind?" Introduce and connect 2 key vocabulary terms (Butterfly Effect, Habit Formation) to examples from the lesson.	15 min
Lesson & Checkpoints	Watch all lesson videos and pause briefly for guided discussion after each clip. (Checkpoint discussion optional.)	5–7 min
Engaging Experience: Short Term Long Term	Learners weigh long-term vs short-term consequences for realistic decisions.	10–15 min
I·Δ·O Reflection	Impressions, Delta, Opportunities wrap-up to summarize how thinking of long term consequences can impact your career choices.	5 min
Learning Loop 1: Rewind and Rethink	Quick refresher where learners reflect on the short-term and long-term consequences of a recent decision. (Optional Reinforcement Exercise.)	5–7 min 5–7 min
Learning Loop 2: Mini Habit	Habit building exercise where learners commit to do one small beneficial action consistently this week. (Optional Reinforcement Exercise.)	

ENGAGING EXPERIENCE

Short Term Long Term

PURPOSE:

Learners practice evaluating decisions by their short-term and long-term consequences.

TIME:

15 minutes

GROUP SIZE:

Whole Class

SETUP:

Choose two corners of the room. Assign one corner as "hurts" and the other as "helps."

MATERIALS

List of Dilemmas and Decisions (in supplemental material).

DEBRIEF:

Did this exercise make you rethink choices you've made? How will this exercise help you consider choices in the future?

INSTRUCTIONS:

- Choose two corners of the room. Assign one corner as "hurts" and the other as "helps."
- Read a dilemma and a decision, and ask class if in the "short-term" that decision helps or hurts. Ask learners to stand in the appropriate corner. (Dilemma and Decision Scenarios are listed in the supplemental material.)
- Then ask the class if the same decision hurts them or helps in the "long-run." Have them stand in the appropriate corner.
- Reflect and discuss if this thought process makes learners think/feel differently about these decisions.
- Repeat for other dilemmas and decisions
- Wrap up with "Debrief" discussion.

LEARNING LOOP #1

Rewind and Rethink

TIME:

5 minutes

PURPOSE:

Practice "redoing" a choice with the framework.

INSTRUCTIONS:

1. Ask: "Think of a choice from yesterday you'd redo."
2. 60s silent: write Short Term and Long Term consequences of what you did.
3. 60s: write an alternate choice with better Long Term consequences.
4. 60s: 2 volunteers share how the tone/outcome shifts.

LEARNING LOOP #2

Mini Habits

TIME:

5 minutes

PURPOSE:

Learners commit to making a habit out of a choice with beneficial long-term outcomes.

INSTRUCTIONS:

1. 2 minutes: Ask learners to pick one choice with a long-term benefit to repeat for this week, using this sentence stem: "I'll accept [small Short Term cost] to get [Long Term gain]." (e.g., "I'll accept the small term cost of awkwardness to get the long term gain of asking for help.")
2. 2 minutes: Ask for volunteers to share.

Resources:

Lorenz, E. N. (1963). Deterministic nonperiodic flow.
Journal of the Atmospheric Sciences, 20(2), 130-141.

Sahakian, B., & Labuzetta, J. N. (2013). Bad moves: How decision making goes wrong and the ethics of smart drugs.
Oxford University Press.

Clear, J. (2018). Atomic habits: An easy & proven way to build good habits & break bad ones.
Avery.

Making Choices

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- Use a simple process — pause, ask questions, and weigh options — before making a decision.
- Balance short-term comfort against long-term impact when faced with a real choice.

Vocabulary & Discussion

Butterfly Effect:

Habit Formation:

ENGAGING EXPERIENCE

Short Term Long Term



IΔO

Impressions:

Delta:

Opportunities:



LEARNING LOOP #1

Rewind and Rethink

Think of a choice from yesterday you'd redo. Write Short Term and Long Term consequences of what you did.

Write an alternate choice with better Long Term consequences.



LEARNING LOOP #2

Mini Habits

Pick one choice with a long-term benefit to repeat for this week. Write it using this sentence stem: "I'll accept [small Short Term cost] to get [Long Term gain]." (e.g., "I'll accept the small term cost of awkwardness to get the long term gain of asking for help.")

Dilemmas and Decisions

Dilemma: Your bus made you late for your retail shift.
Decision to analyze: Clock in 5 minutes late without telling your supervisor.

Dilemma: Your bank balance is tight before payday.
Decision to analyze: Use a buy-now-pay-later plan for a non-essential purchase.

Dilemma: The stockroom is behind and you're under time pressure.
Decision to analyze: Skip the safety steps for the lift to get boxes shelved faster.

Dilemma: You've been meaning to book a dentist/doctor checkup.
Decision to analyze: Put it off another month because you "feel fine."

Dilemma: You're working at a cash register during rush time. A customer asks for a refund but you realize you're still shaky on the refund process.
Decision to analyze: Ask the shift lead for a quick refresher now, even if it slows your line briefly.

Creative Thinking

Learners will explore how to approach challenges with innovation and flexibility. They will practice techniques to generate fresh ideas, solve problems creatively, and contribute inventive solutions to their teams.

Competencies:

- Identify why creative thinking drives innovation, problem-solving, and continuous improvement at work.
- Demonstrate idea-generation techniques.
- Apply creative strategies to tackle real workplace challenges and iterate on solutions.
- Evaluate idea quality using criteria (usefulness, originality, feasibility) to select next steps.

Duration: *24 – 34 minutes*

Learning Lens:

This lesson builds the habits and mindset needed to get hired, perform well, and advance in a chosen field.

Vocabulary

Creativity– Generating original or unexpected ideas, perspectives, or combinations to approach challenges in new ways.

Creative Thinking – Purposefully exploring multiple possibilities and perspectives to find alternative solutions and spark innovation.

Facilitation Road Map:

SEGMENT	FOCUS	TIME
Intro Discussion & Vocabulary Review	Launch discussion: "Where do you see creative people? (Hint: everywhere.) What makes their approach creative?" Introduce and connect vocabulary words.	3 - 5 min
Engaging Experience: Round 1	Lesson activity opener: Round 1 of "Circle Sprint" to engage leaners' creativity (to be facilitated prior to viewing videos).	3 - 5 min
Lesson & Checkpoints	Watch all lesson videos and pause briefly for guided discussion after each clip. (Checkpoint discussion optional)	10 - 12 min
Engaging Experience: Round 2 & 3	Round 2 and 3 of the main activity "Unusual Uses" and "Creative Thinking" to practice fluency, flexibility, and originality.	5 - 7 min
I·Δ·O Reflection	Impressions, Delta, Opportunities wrap-up to summarize how thinking creatively can affect workplace culture.	3 - 5 min
Learning Loop 1: Folded Story Chain	Group micro-story exercise to practice building on ideas. (Optional reinforcement exercise)	5 - 7 min
Learning Loop 2: Same Object, New	Daily micro-sketch to notice new details/angles. (Optional reinforcement exercise)	5 - 7 min

ENGAGING EXPERIENCE

Everyone Is Creative — Circles Sprint & Unusual Uses

PURPOSE:

Build creative fluency (many ideas), flexibility (different categories), and originality (novel ideas) through two quick challenges.

TIME:

8–12 minutes

GROUP SIZE:

Individual → small groups

SETUP:

Introduce creative thinking and circle activity prepped.

MATERIALS

- timer
- pencils
- "Circle Sprint" worksheet
- everyday objects (paper clip, sticky note, rubber band, cup)

DEBRIEF:

What helped you push past the first idea? Which technique will you reuse on the job?

INSTRUCTIONS:

Round 1 – Circles Sprint (to be administered before viewing videos)

- Distribute the "Circle Sprint" workbook page to each leaner.
- Prompt: "In 3 minutes, turn as many circles as you can into different things. No repeats."
- When the time is up, learners compare creations and discuss similiarties and differences.
- Small-group share: What strategies did you use (speed, themes, mashups)? Who prioritized quantity vs. detail?

View Creative Thinking lesson.

Round 2: Unusual Uses

- In pairs, give 2 minutes for learners to pick one everyday object and list as many uses as possible. Encourage: combine, substitute, magnify/minify, repurpose, add constraints.
  - Have participants share with the group. If time, complete multiple rounds or adjust time constraints as needed.
  - Optional quick vote: most unique and most useful idea.

Round 3: Creative Thinking in the Workplace

- Individually, learners choose a real workplace challenge and generate 5 quick alternatives (change tool, sequence, audience, constraint, or setting) to support the issue.
- If time, have learners share with a partner and generate other ideas. Then, invite learners to choose an alternative to test out.

I ***IMPRESSIONS***
What did you Learn?

Δ ***DELTA***
How might this lesson change your behaviors and choices moving forward?

O ***OPPORTUNITIES***
How and Where will you apply it?

LEARNING LOOP #1

Folded Story Chain

TIME:

5-7 minutes

PURPOSE:

Practice building on others' ideas quickly and playfully.

INSTRUCTIONS:

A. In groups of 4–5, each person writes a 5-word opener on a piece of paper. Then, passes the page, and the next person folds the the previous line, so it is hidden for the next, and adds a new 5-word line.

B. Continue this process, until the 3 minute timer is up.

C. Then, each group member reads their short story aloud.

LEARNING LOOP #2

Same Object, New Eyes

TIME:

5-7 minutes

PURPOSE:

Train observation and idea variation—core muscles of creative thinking.

INSTRUCTIONS:

1. Sketch the same object (e.g., coffee mug) daily for a week from a different angle or with a new constraint (non-dominant hand, 30-second timer).
2. Come back as a group at the end of the week, and each learner shares something they noticed or were curious about in the process.

Resources:

de Bono, E. (2015). Six Thinking Hats. Penguin Life.

Kaufman, J. C., & Sternberg, R. J. (Eds.). (2010). Creativity: An introduction. Cambridge University Press.

Michalko, M. (2011). Thinkertoys: A Handbook of Creative-Thinking Techniques. Ten Speed Press.



IΔO

Impressions:

Delta:

Opportunities:

LEARNING LOOP #1

Folded Story Chain

LEARNING LOOP #2

Same Object, New Eyes



Creative Thinking

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Competencies:

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- Demonstrate idea-generation techniques.
- Apply creative strategies to tackle real workplace challenges and iterate on solutions.
- Evaluate idea quality using criteria (usefulness, originality, feasibility) to select next steps.

Vocabulary & Discussion



ENGAGING EXPERIENCE

Everyone Is Creative — Circles Sprint, Unusual Uses, & Creative Thinking



Circle Sprint