



AN EDUCATOR'S GUIDE TO BEING

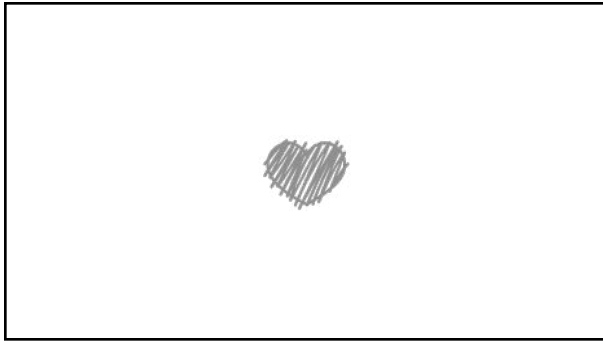
COOL

& MAKING IT

HIP



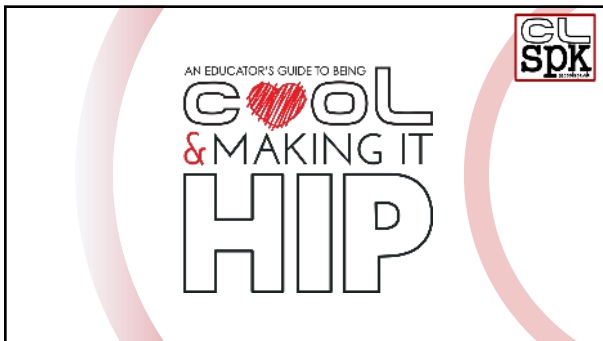
WORKSHOP GUIDE



1



2



3

MY NAME IS. . .



4

MY NAME IS. . .

CHU



5

MAGIC



6

PICK A
NUMBER
FROM
1-10

7

TAKE YOUR
NUMBER &
MULTIPLY BY
9

8

TAKE THE
TWO DIGITS
IN YOUR
NUMBER &
ADD THEM
TOGETHER

9

25

10

2+5

11

2+5=7

12

TAKE YOUR
NUMBER &
SUBTRACT

4

13

The Secret
MAGIC
To Student Engagement

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The Secret
MAGIC
To Student Engagement

What's Your Name? Where Are You From?
Why Is Your Work Important?
What's The Secret?

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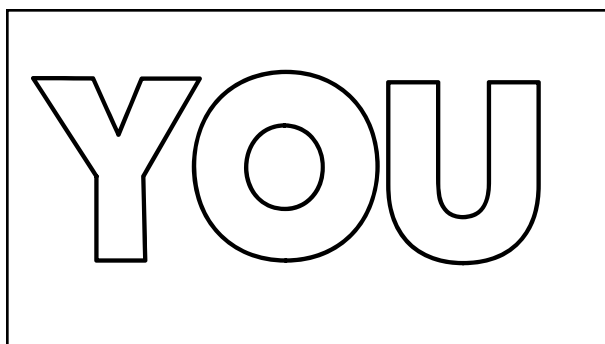
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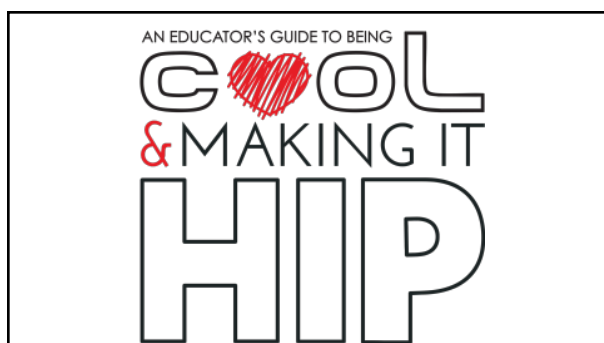
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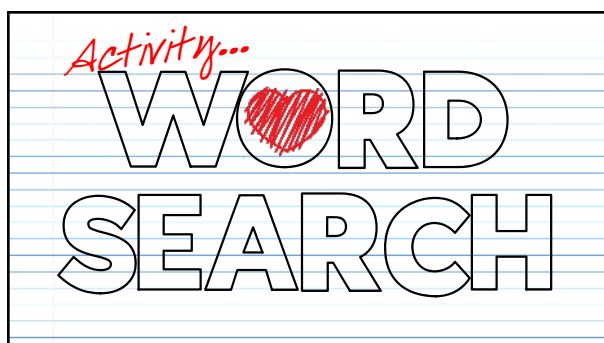
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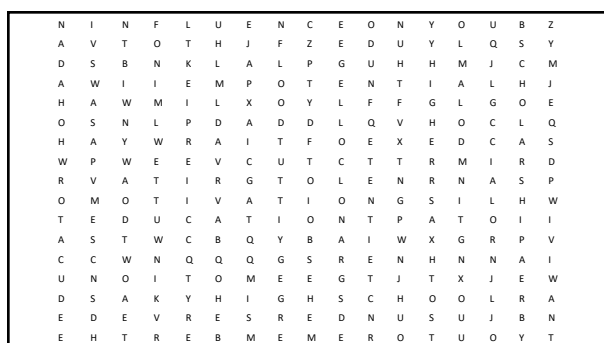
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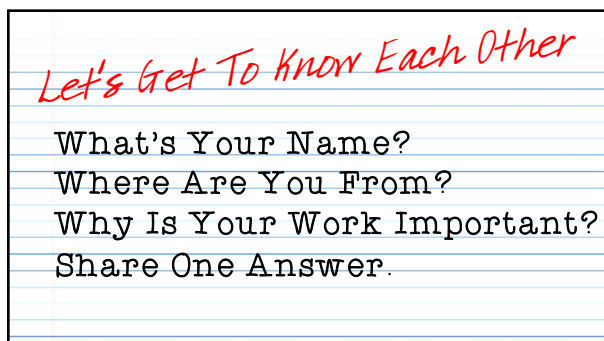
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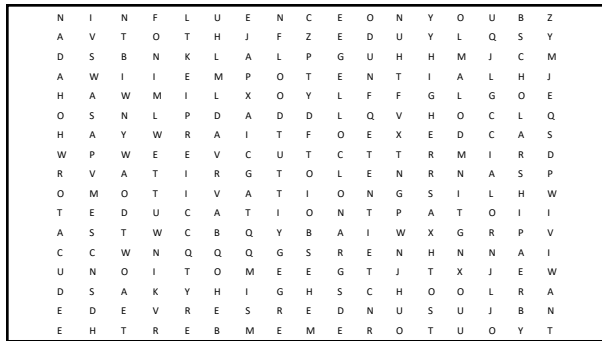
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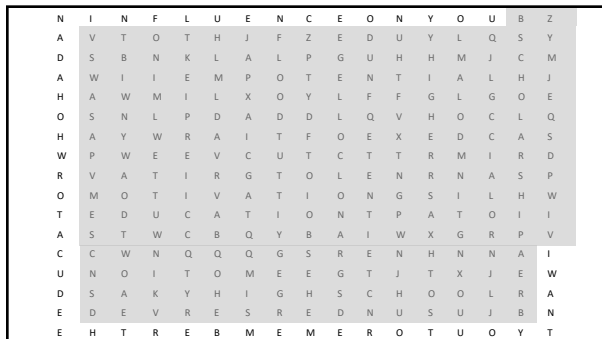
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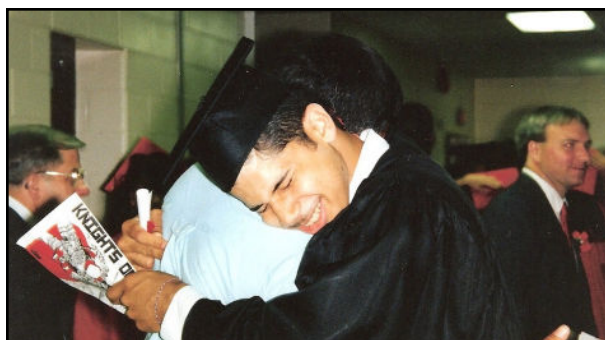


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**"I WANT YOU TO
REMEMBER THE
EDUCATOR WHO HAD
AN INFLUENCE ON
YOU."**



28



29

who's the person...
...why them...
...what would say to them?



30



31

The Mindset

- About Yourself.
- About The Circumstances.
- About The Students.



32

Model The Behavior

- Students will only go where you are willing to lead them.
- Lead them in the right direction.

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33

Be Authentic

- Be you. But be the best you.
- Don't try to be...
 - Cool.
 - Funny.
 - Deep.
 - Emotional.

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34

Build Relationships

- Who Are They? Who Do They Want To Be? Understand Them.
- Build With Their Families
- Build With Colleagues

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35

Give Respect

- Give Respect, Get Respect.
- It's A Standard, Not A Reward.
- Say What You Mean, Mean What You Say.

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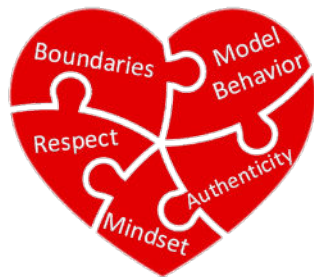
Have Boundaries

- You Are Not Their Friend.
- Relatable, Not Personal.
- Hold The Line.

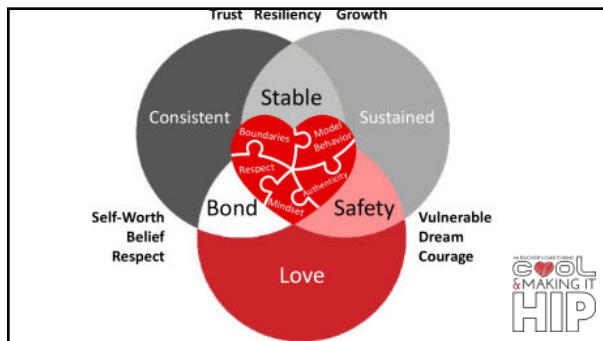
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Show Love

- Consistent. Sustained.
- Value Them. Support Them.
- Be Present For Them.
- Believe In Them.
- Love Them.

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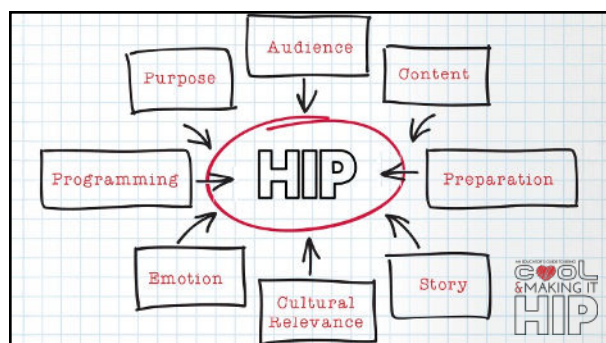
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COOL

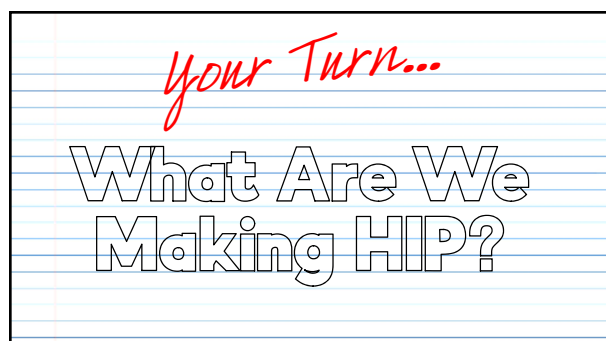
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HIP

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The Purpose

- What are your learning objectives?
- What do you want them to...
 - Affective - Feel.
 - Behavioral - Do.
 - Cognitive - Think.
- What does success look/sound/feel like?



45

Your Turn...

The Purpose

What are your learning goals?
What will success look/feel like?

46

The Audience

- Who's are they? Students, Parents, Teachers, Others
- What do you know about them?
- What are circumstances?
- What are their needs?
- What are their learning style? Diversify



47

What Are Some
Ways
To Get To Know Our
Audience?

48

The Audience

- Surveys
- Focus Groups & Listening Sessions
- Quick Check-Ins
- Observation & Shadowing
- Data Review
- Community Walks / School Walkthroughs
- Interviews
- Advisory Groups / Student or Parent Councils
- Social Media Listening
- Community Partnerships



49

The Audience

- Who's are they? Students, Parents, Teachers, Others
- What do you know about them?
- What are circumstances?
- What are their needs?
- What are their learning style? Diversify



50

Your Turn...

The Audience

Who is your audience?
How will you get more info on
your audience?



51

The Content

- What are the skill(s) and/or knowledge they need?
- Is it aligned?
- Manageable? – You
- Processable? – Them



52

Your Turn...

The Content

What are you teaching?
 What knowledge do they need?
 What skills do they need?



53

The Emotion

- Every memory is tied to an emotion.
- Emotion helps retention.
- Emotion is already happening.
- The only question is whether you are intentional about it.

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Your Turn...

The Emotion

What emotions will stir? Why?
How will we do this safely?



55

The Story

- Share stories:
 - Your story
 - Their stories and/or their family stories
 - Relevant stories
- What's the narrative for your program/lesson?
 - Underdog, overcoming obstacle, team coming together, etc.



56

Your Turn...

The Story

What will be the overall narrative?
What stories will we use?



57

The Cultural Relevance

•Why:

- Inclusive.
- Belonging.
- Exchange.
- Representation Matters.
- Understanding Matters.

•How:

- Know your audience.
- Meaningful.
- Respectful.
- Reciprocal.

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Your Turn...

The Cultural Relevance

How will it be relevant?

What mirrors? What windows?

59

The Programming

•Your programming should help you:

- Accomplish your purpose.
- Engage students on various learning styles.
- Create dialogue and discussion.
- Create a narrative.
- Connect activities with lessons.
- Provides energy.
- Be fun and engaging.



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The Energizers

•The purpose is to increase the energy in the room and ensure you are keeping your audience active and smiling.

- Simon says
- Rock, Paper, Scissors
- Break Dance



61

Activity...

Ultimate
Rock, Paper, Scissors



62

Your Turn...

The Energizers

What energizers will you use?
How will you remix them?



63

The Ice Breakers

•The purpose is to help break the ice and get participants to feel comfortable and begin to get acquainted with one another.

- Brain Teasers
- Name badge game
- Word Search



64

h'a' b'e'a_t	ni4ni	S T O N E	Point Shortest Distance Feet	G I K A M
O E R T O	MOONCEON	AID ← AID AID	Must Get Here Must Get Here Must Get Here	COVER AGENT
knee 	ESGG GGES SGEG GFSG	YGOLOHCYSF	S - 5,280 ft	S H I R T
cake corn cabbage cashews cheese	T M A U H S W T	BECAUSE BECAUSE BE BECAUSE BECAUSE	OHIOWA	

65

Your Turn...

The Ice Breakers

What ice breakers will you use?
How will you remix them?



66

The Activities

•The purpose is to elaborate on specific goals and/or objectives by allowing participants to collaborate in individual, and group, exercises.

- Paper Thin Communication
- Reflection Writing Activities
- Balloon Towers



67

Activity...

Kids Games



68

How would you use/remix these activities?

- | | |
|------------------------|------------------|
| •Rock, Paper, Scissors | •Hot Potato |
| •Musical Chairs | •1-2-3 Red Light |
| •Simon Says | •Floor Is Lava |



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Your Turn...

The Activities

What activities will you use?
How will you remix them?



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CLSPK.COM/3CoolIdeas

Three Cool Activities To Use



71

The Other Tools

- Discussions
- Writing
- Projects



72

Your Turn...

The Other Tools

How will you use discussions?

How will you use writing?

How will you use projects?

How will you remix them?



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The End

- Debrief
- Closing
- Evaluations



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Your Turn...

The End

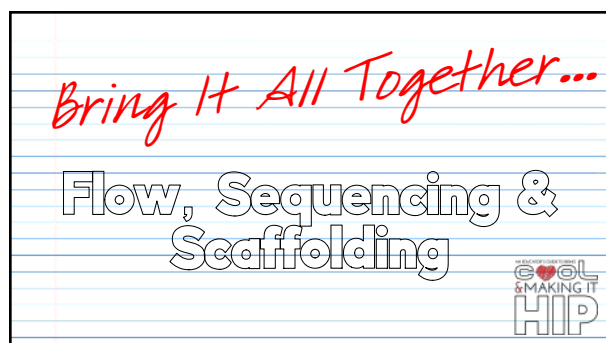
How will you debrief?

How will you close?

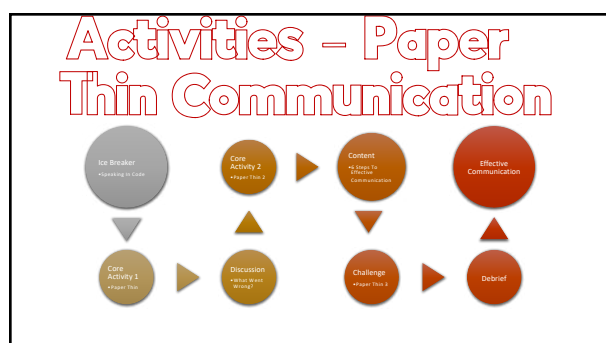
How will you evaluate?



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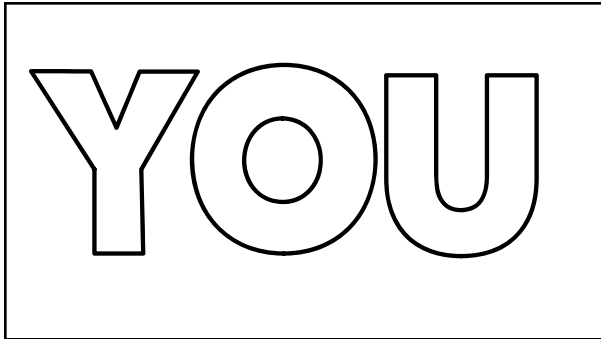
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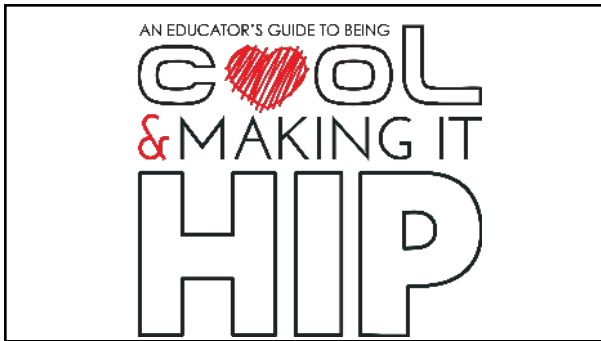
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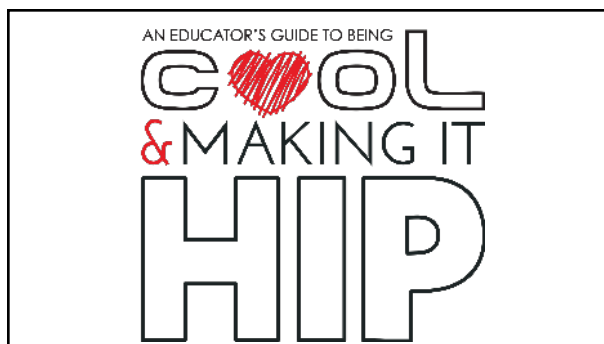
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The Preparation

- Pick The Right Staff/Speaker/Program/Partner
- Get The Logistics Right
- Get The Space Right
- Get The Team Ready

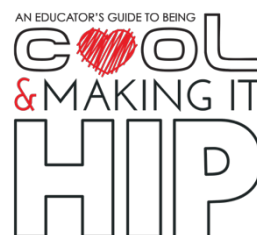
The POC
 The Emcee
 The Disciplinarian
 The Introducer
 The Energy
 The Marketer
 Etc.

Cheat Sheet

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What Is the Magic of Engagement?

(Based on the item you received, what do you feel is the magic of engagement?)





Activity: Word Search

(List as many words as you can find in the word search.)

Who Was Your Person?

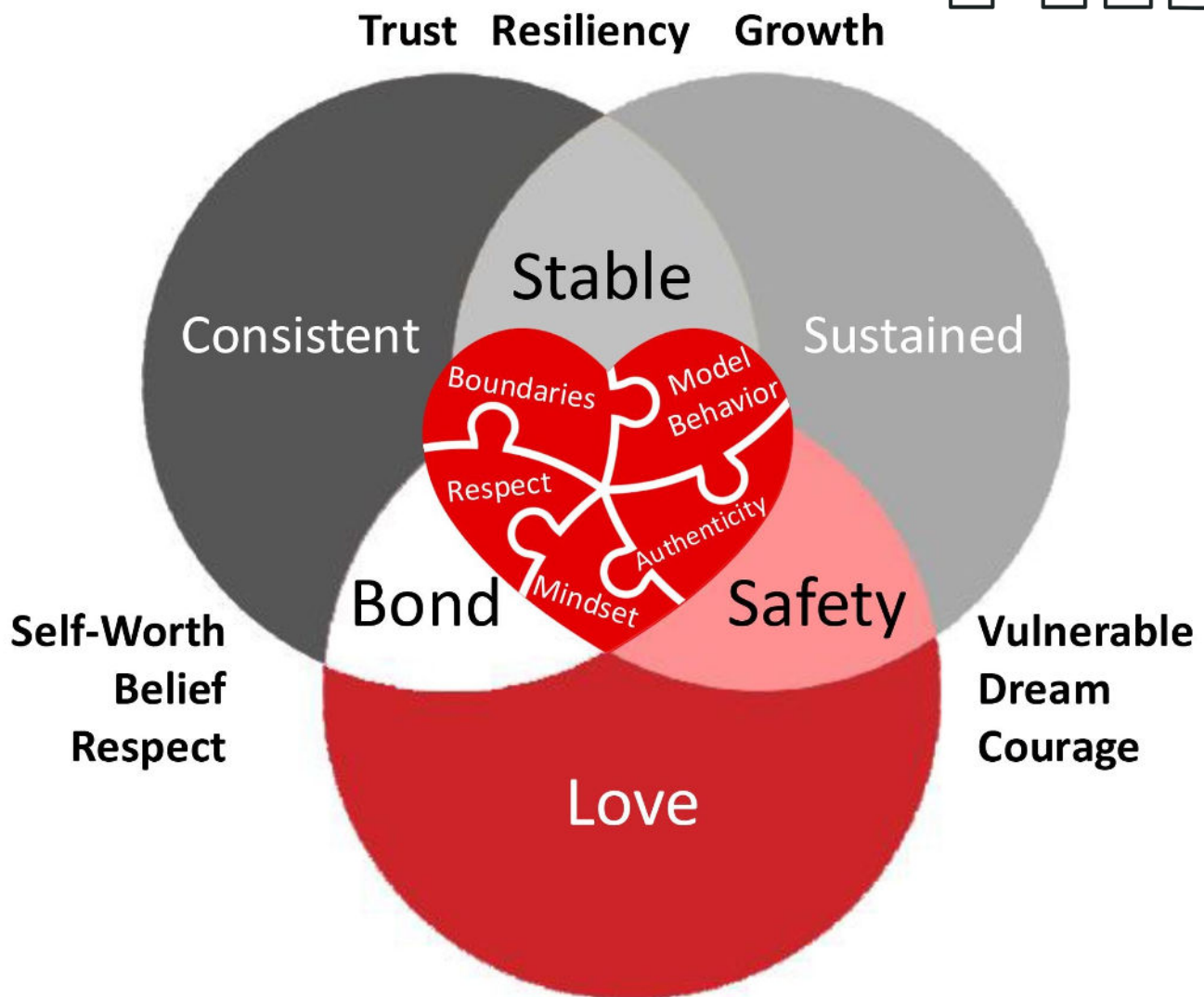
(Who was the educator who influenced you? Why were they influential? If you could say anything to them now, what would it be?)

AN EDUCATOR'S GUIDE TO BEING
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HIP

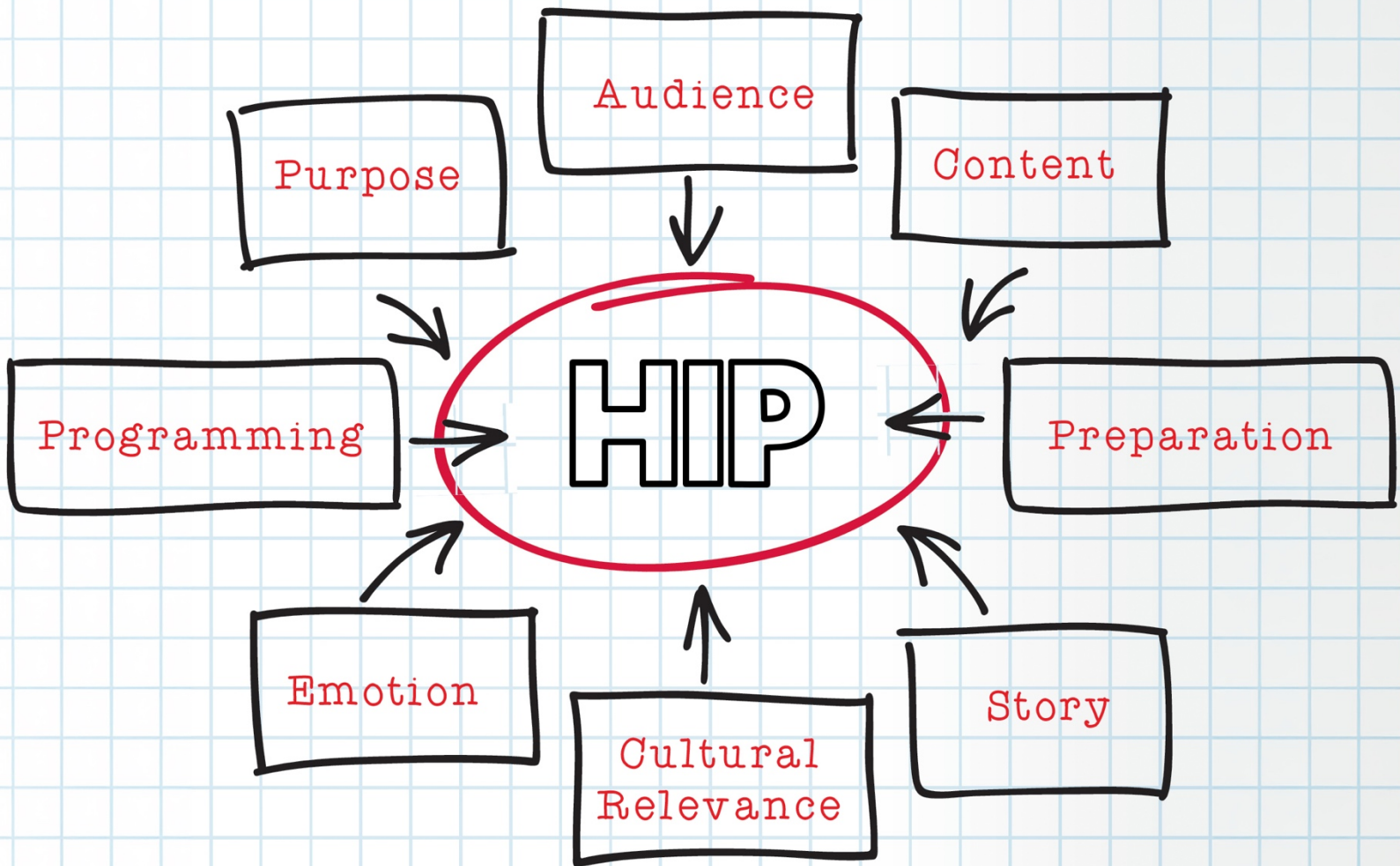
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What is Cool?

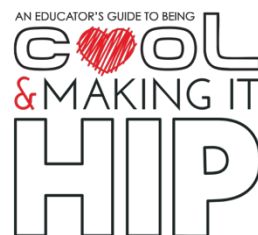


The Framework



Let's Make It HIP?

(Think about one program, lesson, camp, workshop, keynote, retreat, classroom activity, or training you currently lead or one you want to build.)





Purpose:

(What are your goals and objectives?)

Learning Goals

Affective *(What do you want them to feel?)*

Behavioral *(What do you want them to do?)*

Cognitive *(What do you want them to know?)*

What Does Success Look/Feel Like:



Audience:

(What do you know about your audience?)

My Audience...

How Will You Learn More...



Content:

(Outline the content you will be sharing.)

My Content Description:

My Content Outline:

-

-

-

-

-

-

-

-

-

-

-

-



Emotion, Story & Cultural Relevance:

What Emotions Will We Be Tapping Into?

What Will Be Our Narrative?

What Stories Will We Use?

How Will It Be Culturally Relevant?

- ---
- ---
- ---
- ---
- ---



Programming:

(What Tools Will I Use?)

Activities:

How will you remix it?

Ice Breakers:

How will you remix it?

Energizers:

How will you remix it?



Programming:

(What Tools Will I Use?)

Discussions:

How will you remix it?

Writing:

How will you remix it?

Projects:

How will you remix it?



Debrief, Closing & Evaluation:

How Will We Debrief:

How Will We Close?

How Will We Evaluate?



Flow Scaffolding & Sequencing:

Flow: Paper Thin Communication



What Will Your Flow Look Like?

Notes

Activities inspired by the objects utilized in the opening activity of **COOL + HIP Workshop**

Post-It Pathways Theme: Career Exploration

Overview

Students will brainstorm possible careers, identify steps to get there, and visualize pathways using Post-it notes. They'll compare, discuss, and see that while careers look different, preparation and planning are universal.

Timing Breakdown (35–40 minutes)

- **Intro & Framing** (5 min)
- **Individual Brainstorm** (5 min)
- **Group Pathway Building** (10 min)
- **Gallery Walk & Discussion** (10–15 min)
- **Debrief & Reflection** (5 min)

Instructions

1. **Intro & Framing (5 min)**
 - Ask: *"What's your dream job? How do you get there?"*
 - Hand out 5–7 Post-its per student + markers.
2. **Individual Brainstorm (5 min)**
 - Students write one career goal on the first Post-it.
 - On the remaining notes, they write steps (college, training, skills, internships, connections).
3. **Group Pathway Building (10 min)**
 - Students work in small groups (5–6).
 - Stick Post-its on poster paper/wall in a vertical ladder.
 - Connect common steps.
4. **Gallery Walk & Discussion (10–15 min)**
 - Groups walk around to view others' ladders.
 - Write observations on sticky notes to add to posters.
5. **Debrief & Reflection (5 min)**
 - Whole group shares insights.

Supplies

- Post-it notes (5–7 per student)
- Markers
- Wall/poster paper

Debrief Questions

- What steps showed up across many careers?
- How many pathways overlapped?
- What surprised you about someone else's career path?

Participants: 30–50

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Pencil: Draft Your Future Theme: Goal-Setting

Overview

Students use pencils as a metaphor for flexibility in goals—writing SMART goals they can revise and refine.

Timing Breakdown (30–40 minutes)

- **Intro & Discussion** (5 min)
- **SMART Goals Teaching** (10 min)
- **Individual Goal Writing** (10 min)
- **Peer Feedback & Sharing** (10–15 min)
- **Wrap-Up Reflection** (5 min)

Instructions

1. **Intro & Discussion (5 min)**
 - Hold up a pencil. Ask: *“Why does a pencil have an eraser?”*
 - Emphasize growth and mistakes.
2. **SMART Goals Teaching (10 min)**
 - Explain SMART = Specific, Measurable, Achievable, Relevant, Time-bound.
3. **Individual Goal Writing (10 min)**
 - Students write 1 short-term and 1 long-term college/career goal.
4. **Peer Feedback & Sharing (10–15 min)**
 - Pair up to review goals.
 - Encourage suggestions for making goals stronger.
5. **Wrap-Up (5 min)**
 - Ask a few volunteers to share.

Supplies

- Pencils
- Goal worksheet/paper

Debrief Questions

- How did writing it with a pencil change how you thought about goals?
- Why is it important that goals are flexible?

Participants: 30–50

Crayon: Color Your College Theme: Importance of Higher Education

Overview

Students create visual representations of what college means for them, then build a collective mural.

Timing Breakdown (35–40 minutes)

- **Intro & Prompt** (5 min)
- **Individual Drawing** (10–12 min)
- **Small Group Sharing** (8–10 min)
- **Mural Assembly** (5 min)
- **Debrief Discussion** (5–8 min)

Instructions

1. **Intro (5 min)**
 - Pass out crayons + paper.
 - Prompt: *“Draw a symbol of what going to college means for you or your family.”*
2. **Individual Drawing (10–12 min)**
 - Encourage creativity: no wrong answers.
3. **Small Group Sharing (8–10 min)**
 - Share drawings in groups of 4–5.
4. **Mural Assembly (5 min)**
 - Tape drawings to a wall → “Mural of College Dreams.”
5. **Debrief (5–8 min)**
 - Invite 2–3 volunteers to explain drawings.

Supplies

- Crayons
- Paper (half-sheets)
- Tape

Debrief Questions

- What themes showed up in the mural?
- How does college impact not just you but your family/community?

Participants: 30–50

String Connections Theme: Communication & Networking

Overview

Students create a physical web of connections with string to visualize networking and support systems in college.

Timing Breakdown (30–40 minutes)

- **Intro & Framing** (5 min)
- **String Toss Web-Building** (10–12 min)
- **Web Reflection & Tug Exercise** (10 min)
- **Group Discussion** (10 min)

Instructions

1. **Intro (5 min)**
 - Arrange students in a circle.
 - Explain networking importance.
2. **Web-Building (10–12 min)**
 - First student says their name + interest, holds string, tosses ball to another.
 - Continue until everyone is connected.
3. **Tug Exercise (10 min)**
 - One student tugs lightly; others feel it.
 - Discuss ripple effect of communication and choices.
4. **Discussion (10 min)**
 - How webs grow in college (mentors, peers, professors).

Supplies

- 1–2 balls of string

Debrief Questions

- How did the web grow stronger with more connections?
- What happens if one person drops their connection?

Participants: 20–50

Folded Paper Fortune Teller **Theme:** Financial Literacy

Overview

Students fold and play with “fortune tellers” containing financial facts and myths, then discuss.

Timing Breakdown (35–40 minutes)

- **Intro & Folding Tutorial** (10 min)
- **Fill in Prompts** (5 min)
- **Partner Fortune Telling** (10–12 min)
- **Whole Group Myth-Busting** (10 min)
- **Reflection** (5 min)

Instructions

1. **Intro (5 min)**
 - Say: “*Finances can feel like a guessing game, but let’s break it down.*”
2. **Folding Tutorial (5–7 min)**
 - Walk them through folding.
3. **Fill Prompts (5 min)**
 - Prompts inside: FAFSA, scholarships, grants, loans, budgeting tips.
4. **Partner Play (10–12 min)**
 - Students use them in pairs, read answers aloud.
5. **Myth-Busting (10 min)**
 - Facilitator corrects misconceptions.
6. **Reflection (5 min)**
 - Write down one financial step they’ll take.

Supplies

- Square paper
- Pens/markers

Debrief Questions

- What financial fact surprised you?
- What step can you take now to prepare?

Participants: 30–50

Balloon Balance Theme: Resilience & Navigating Challenges

Overview

Students juggle balloons in groups to simulate balancing responsibilities in college.

Timing Breakdown (30–35 minutes)

- **Intro & Setup** (5 min)
- **Round 1 (Practice)** (5 min)
- **Round 2 (Add Challenges)** (10 min)
- **Reflection & Discussion** (10–12 min)

Instructions

1. **Intro (5 min)**
 - Groups of 5–6. Each group gets 2 balloons.
2. **Round 1 (5 min)**
 - Keep balloons in air. If balloon drops, call out a real-life challenge.
3. **Round 2 (10 min)**
 - Add more balloons gradually.
 - Increase difficulty.
4. **Discussion (10–12 min)**
 - Talk about strategies and stress management.

Supplies

- Balloons (2–3 per group)

Debrief Questions

- How did you adapt when more balloons were added?
- What does this say about resilience in college?

Participants: 30–50

Rubber Band Team Grabber **Theme:** Teamwork & Flexibility

Overview

Teams use a rubber-band grabber tool to move and stack cups, practicing teamwork and adaptability.

Timing Breakdown (30–40 minutes)

- **Intro & Setup** (5 min)
- **Round 1 (Practice Stacking)** (8–10 min)
- **Round 2 (Timed Competition)** (10–12 min)
- **Group Reflection** (10–12 min)

Instructions

1. **Setup (5 min)**
 - Tie 4–6 strings around a rubber band.
 - Each student holds one string.
2. **Round 1 (8–10 min)**
 - Practice grabbing and stacking cups.
3. **Round 2 (10–12 min)**
 - Teams race to build cup pyramids.
4. **Reflection (10–12 min)**
 - Discuss communication, teamwork, flexibility.

Supplies

- Rubber bands
- String (4–6 per band)
- Plastic cups (6–10 per team)

Debrief Questions

- What helped your team succeed?
- How does this activity mirror teamwork in college?

Participants: Teams of 4–6; multiple teams for 30–50 students.

3 Cool Ideas from COOLspeak.

The Youth Engagement Company

The start of any program/event/retreat/camp is critical. It can set the stage for the entire thing, so why not start it off right. With three (3) simple things you can do at the start that will have huge payoff at the end, come learn the simple gestures you can do at the beginning that will have emotional, relevant impact at the end.

THE MINE FIELD

Supplies: Tape, Cups, & Blindfolds.

On the first day have a keynote/presenter/facilitator share a story about overcoming obstacles and how mentors played an important role in that success. After the presentation, ask students to get into pairs. One traveler and one guide. Using tape, create a path and outline the boundaries. Arrange the cups on the floor within this path, with enough space between for someone's foot to fit, but close enough to make it difficult. Travelers will have to traverse this "mine field" blindfolded while being given verbal directions from their guides. Guides cannot touch their travelers. Let each team attempt to get through the path. See how many team(s) complete or go the farthest. Proceed with your camp, making sure to hammer home the idea of importance of mentors, communication. At the end of the camp, program give them an opportunity to go through the path again. Add variations: make it more difficult, allow them to have more than one guide, etc.

THE DREAM

Supplies: Post-it Notes, Pens, Balloons & Helium.

On the first day have a keynote/presenter/facilitator share a story about overcoming obstacles and making their dreams a reality. After the presentation, ask students/participants to write their dream on the post-it note and hand it in to you. Proceed with your camp, making sure to hammer home the idea of servant leadership and the importance of making not only your dreams come true, but the value in helping others achieve theirs. Prior to your closing ceremony, put each dream into a balloon and fill with helium. During your closing ceremony, ask the students to be each other's dream keepers. Give each student a balloon and tie it around their wrist. Take them outside and have them release the balloons as a group so they can see their dreams soar through the sky.

THE DOUBTS

Supplies: Magic Flash Paper, markers, fire.

On the first day have a keynote/presenter/facilitator share a story about having doubts yet overcoming them to become successful. After the presentation, ask students/participants to write their doubts on the magic flash paper and hand it in to you.

On your last night after an outdoor team activity, gather students around a bonfire (or a regular firepit you can buy at a Walmart.) Give each student a doubt. Talk about how amazing the students are and how they be successful, but only when they let go of their doubts. As everyone to burn away each other's doubts by tossing them into the fire. The magic flash paper will disappear in a flash flame.



Suggested Resources

These resources will give you some great ideas for how you can improve your nonverbal communication.

- **About Nonverbal Communications** – Overview of the different categories of nonverbal communication, along with a detailed list of signals. (Adam Blatner, M.D.)
- **Body Language: Understanding Nonverbal Communication** – Guide to body language and nonverbal communication, particularly as it applies to the workplace. (MindTools)
- **Using Body Language** – Learn about various nonverbal message clusters that indicate things such as aggression, attention, boredom, defensiveness, and attraction. (Changing Minds)
- **The Power of Nonverbal Communication** – Explore an MIT professor's insights into nonverbal communication cues, and what it means in the work world. (The Wall Street Journal)
- **Who Are You (And What Do You Think of Me?)** – Tips for reading the nonverbal signals in a job interview situation, when meeting someone new, and on a date. (Psychology Today)
- **The Importance of Nonverbal Communication (PDF)** – Piece by Edward G. Wertheim, Ph.D. about the communication process and how managers can make constructive and effective feedback to workers. (Northeastern University)
- **Uses of Nonverbal Communication** – Covers a variety of nonverbal communication methods, including signals used to control conversation and convey personality and status. (Changing Minds)

Suggested Reading

These books will give you some great ideas for how you can incorporate games, activities and exercises into your presentation. Helping to make it much more effective and engaging.



- **The Big Book of Team-Motivating Games: Spirit-Building, Problem-Solving and Communication Games for Every Group (Big Book Series)** by Mary Scannell and Edward Scannell
- **Motivating Students Who Don't Care: Successful Techniques for Educators** by Allen Mendler
- **Teaching Outside the Box: How to Grab Your Students By Their Brains** by LouAnne Johnson
- **The Big Book of Icebreakers: Quick, Fun Activities for Energizing Workshops** by Edie West
- **More Quick Team-Building Activities for Busy Managers: 50 New Exercises That Get Results in Just 15 Minutes** by Brian Cole Miller
- **Quick Meeting Openers for Busy Managers: More Than 50 Icebreakers, Energizers, and Other Creative Activities That Get Results** by Brian Cole Miller
- **Quick Team-Building Activities for Busy Managers: 50 Exercises That Get Results in Just 15 Minutes** by Brian Cole Miller
- **201 Icebreakers : Group Mixers, Warm-Ups, Energizers, and Playful Activities** by Edie West
- **The Big Book of Humorous Training Games: Games to Bring Humour, Fun and Creativity into Any Group Situation** by Doni Tamblyn and Sharyn Weiss
- **The Big Book of Presentation Games: Wake-Em-Up Tricks, Icebreakers, and Other Fun Stuff** by John Newstrom and Edward Scannell
- **Ice-Breakers and Heart-Warmers: 101 Ways to Kick Off and End Meetings** by Steve Sheely