

1. Self-Worth and Peer perceptions (a key to high school and college success)

- In this seminar, we will explore how we strive for, attain, protect, and question our self-worth. We will spend a good bit of time talking about peer perception and competition. The goal for this seminar is to get students to realize that the sooner they become less dependent on peer perception and measuring their self-worth by externals like grades and performance, the better their lives, including academics and athletics, will become.

2. Alcohol, drugs, and sexual assault (from a student life professional)

- This seminar will be from a student life professional perspective from Matt's years working with college students on these issues. Topics discussed include pre-gaming, stress-release and stress-management through drug and alcohol use, the dangers of functional blackouts, and peer pressure. While Sexual assault is not necessarily related to alcohol use, many sexual assault cases do involve alcohol. We will discuss the changes in sexual assault investigations on college campuses over the last couple of years as well as the definition of consent.

3. The #1 skill to develop for high school and college success (creative problem solving)

- Nic and I advocate that this is the number one skill high school and college students need to develop to give themselves the highest probability of thriving in school. A creative problem solver increasingly relies on internal affirmation of themselves and develops increasing confidence in themselves not only to handle challenging situations but, more importantly, grow as individuals through these challenges. In this seminar we will discuss the process of creative problem solving, where students are most likely doing creative problem solving right now in their lives, and how to exercise our creative problem solving ability in new areas of our lives.

4. Negotiating skills for Roommate Conflicts

- This seminar will work off of the *Getting To Yes*, the go-to book for negotiation skills. However, instead of simply discussing the principles of the book, we will explore what makes interpersonal discussions of this sort so difficult in the first place. By identifying those areas of discomfort, we have a better chance of working through them and becoming negotiating pros who are comfortable with what can be awkward, uncomfortable, and difficult discussions.

5. Coaching begins with Listening (an improv workshop)

- Matt performed in an improv group and has given numerous improv workshops for groups at colleges and corporations. The basis of improv is "yes and" - and affirmation of what someone else has said and then building off of that statement. In order to get to that state of "yes and," you must truly listen to those in the scene with you. This workshop builds on numerous improv games that will teach participants how to listen and respond in an affirming way to others. The end of the workshop will include games and scenarios that relate to the coaching experience.

6. Team Building (improv workshop)

- Matt performed in an improv group and has given numerous improv workshops for groups at colleges and corporations. In addition to listening skills Matt's improv workshops focus on team building. The numerous improv games build on each other such that they ease participants into a space where they become much more comfortable to take creative risks and thus be vulnerable with one another. The games towards the end of the workshop require group participation in which all participants must rely on listening and working with each other.

7. Performance Optimization (focus on motivation and behavior modification)

- This workshop will focus on the underlying motivations for succeeding in changing our behaviors and habits to increase performance optimization. We will discuss four areas where we often need to make changes: fueling (eating and hydration), resting (sleeping and actual rest during the day), training, and academics. In each area participants will be asked to discuss WHAT possible changes they may need to make; we will then discuss HOW they might make those changes; and then will end with WHY we would make those changes.

8. Design Thinking for Coaching (academic and athletic)

- Design thinking is a “hot” term these days, but it's process of creating change holds great potential for coaching. Participants will go through a design thinking challenge in which we focus on empathy and how to prototype possible ideas for increasing it. While the initial design thinking challenge will be fun and not necessarily coaching related, we will end the workshop discussing how to apply what they have learned about design thinking to coaching.

9. Career Exploration starts now

- This workshop is comprised of two parts. We will initially discuss ways to explore and identify our interests and strengths. Participants will engage in a number of exercises to help them identify those interests and strengths. We will end this part of the workshop with a discussion of the impact insights gained may have for academics and extracurriculars. The second half of the workshop will focus on what students need to focus on now in high school. Topics in this section include the importance of networking and developing soft skills.

10. Parents role in college preparation

- Nic and Matt have given several presentations to parent groups on the vital role parents play in their children's preparation for college. This seminar focuses not on how parents can help their children get into college but how parents can best help their children succeed in college. Topics discussed include how to develop coping skills and problem solving skills in children, how to help their children develop networking skills, and how to increase their children's emotional intelligence.

11. Overcoming Procrastination

- Nearly 80% of college students report that procrastination is a significant issue for them. Procrastination is not a matter of mere “laziness” and the solution is not simply “better time management”. In order to overcome procrastination it is vital

that you understand its root causes and motivational dynamics. It's also helpful to learn an array of sometimes counter-intuitive strategies and techniques—both time management and motivational-- for dealing with it.

12. Efficient Academic Learning

- The most common lament we hear from students transitioning to college is, “I never learned how to study in high school”. Research from brain science and cognitive psychology is converging on key principles of learning. These principles must be translated to the student context in order to be useful. The goal of this workshop is for students to learn how to apply these learning strategies in order to become more effective and efficient learners.

13. Speed reading and Comprehension* (class-sized groups only)

It's estimated that in college students are expected to learn more than 80% of course content by reading. Very often that content is not covered in class or lecture. So to achieve academic success in college it is crucial for students to develop superior strategies for reading and learning from text.

In this workshop students will learn:

- an approach that helps you align your strategies to instructor objectives
- strategies for enhancing retention and recall
- methods for reading faster and more efficiently

This is an active, hands-on workshop in which students will learn specific strategies by applying them.

14. Tapping into Academic Motivation and Becoming Self-directed

- High school students are often motivated by the goal of gaining admission to a college of their choice. What happens to their motivation when students get to college? Many students struggle to identify compelling motivations to work hard, learn new skills, and cope with the increased rigor and competition of college. This workshop helps students clarify and tap into their own interests, goals and other motivations to become more self-directed learners and students.

15. Academic Resilience & Thriving

- Resilience and perseverance in college are widespread problems and colleges and universities across the country are developing programs and resources to help students persist and thrive. Positive psychology provides a set of powerful research-based principles and tools that can help students not just survive, but truly flourish. This workshop will introduce students to the kind of issues which emerge in college and tools and techniques for dealing with them and learning how to thrive in the competitive environment of college.

16. Time Management, Task Management, and Self-management For Balance and Success

- For many college students time management, planning, scheduling are significant obstacles to success. In the relatively unstructured environment of college students need to learn not only how to manage time, but also tackle larger, more time consuming tasks as well as how to manage their own decision-making and actions. Without these skills students fall into a cycle of

procrastination, all-nighters, and lack of balance with devastating effects for their attainment. This workshop helps students develop methods not only for time management, but for managing multiple, complex tasks, and managing themselves, the hardest task of all.

17. Memory Methods for Academic Learning

- Most people, including students, hold false beliefs about how human memory works and how best to use their powers of memory. Academic learning, especially the vast amounts of content to be learned and tested in college courses, poses new demands on students' memory. This workshop not only educates students about learning (academic learning in particular), but about effective memory techniques for a variety of learning and testing situations.

18. Effective Studying and Exam Prep

- College courses include considerably less contact time with faculty and require far more time spent learning with little guidance outside of class. Additionally, assignments and exams require more creative application of knowledge and skills to challenging questions. Consequently, students have to learn to study in new ways--in fact, many students make the realization that in college they must teach themselves. In this workshop, students will learn how to determine what to study and what methods are most effective.

19. How College is Different than High School and What You Can Do Now To Get Ready

- The first year of college is not grade 13. College differs academically from high school in a variety of important ways. Students are taught and tested in unfamiliar ways and therefore have to develop new learning strategies and techniques. The variety of disciplines and content delivery methods students encounter is vast, so students must adapt to each course. This workshop will help students learn how to analyze their courses and adapt their learning approaches effectively.