

# Communicating to Build Trust and Teamwork



Participate  
*Perform*  
Produce

## Leader Guide

This guide is a resource for small group leaders. It accompanies Group Session 6 of the eLearning Series, *CultureEX™ Guided Transformation Process*



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# Pre-Group Session Prep

Time: \_\_\_\_\_ minutes

This leader guide is *just* a GUIDE. You need not read it verbatim. Consider the intention for each section (written at the top of each section in this color) The times listed are simply *suggested* times and can be modified by the group leader.

## ACTIONS

- COMPLETE** watching *your own* individual training module and filling out *your own* workbook answers.
  - NAVIGATE** entire group session at least once. Ensure the technology works.
  - STOP** when you reach a slide with a green continue button. These correlate with a section in the leader guide.
  - ANSWER** all questions yourself to use as an example.
  - PREPARE** using the *notes* section for your answers, examples or clarifications so you can model/start the conversation.
  - FOLLOW** instructions in each section in order given.
  - OPEN** document “[Alternative ways to communicate about purpose and values.](#)” to create what you will do regarding *PURPOSE* and *VALUES* during the session.
  - SEND** a confirmation email a week prior to the group session if you wish. (see below)
- ◆ **TIPS** for you to remember as group facilitator:
1. Demonstrate full commitment. Your intention and modeling matter!
  2. Start and end on time no matter who is or is not there. Ask for timeliness from your team.
  3. Maintain pacing as best you can for time you’ve allotted for each section. You can skip answers and bullet points if needed to stay on track.
  4. **Total Time** = Time *suggested* for each section.
  5. **Pre-Vid** = Time video precedes before starting the facilitation of each section.
  6. **Cumulative time** = Time elapsed in total for the session, at the end of each section.

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## EMAIL SAMPLE (Optional)

Hi everyone!

I’m looking forward to seeing you on (Day, Date, Time) for our group LifeWork Systems review session. Please be on time and ready because we have a lot of ground to cover and we will start and end on time. Don’t forget to:

- Bring your completed workbook as ***we will be reading our answers from them.***
- Make sure you have completed your post-training survey so I can see your input in advance of this session.
- Let me know if you need anything from me beforehand.

I look forward to seeing you soon!

(Your name)

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## NOTES

# Section 1: We Always Begin With...Purpose

Time: **10** minutes

**For the leader:** your intention in this section is to help the group learn that a. purpose is #1 and b. INVITE them to commit to it. c. values are behaviors that serve to *make sure purpose happens*. d. focus on one trust value and e. Review helpful tips.

- POST** or visually have open your organization's blueprint on a browser tab.
- READ Goal:** "My first goal is to *set the stage* for this session by beginning with our purpose and values."
- READ bullet points below** (Pull up your organization's blueprint)
  - Our *purpose* is always THE highest priority; it shifts us from being **reactive** to **proactive**
  - You are in charge of YOUR thoughts, feelings, and actions *no matter what*.
  - *Purpose* is what we *cause* for ourselves and for others; purpose connects us to our internal motivation, our *WHY*.



- READ** your organization's **PURPOSE** on the blueprint. Next, *share your unique way to highlight it*. (use "*Alternative ways to communicate purpose and values*") This could be a quote, story, video clip, meme, poem, question, etc.
- READ** these *rhetorical* questions about **PURPOSE** (tell them **no out-loud answer is required**):
  1. Will YOU intentionally focus on our purpose and commit to representing it?
  2. Will YOU remain committed even if OTHERS drop their commitment to our purpose?
- READ About CORE VALUES** (direct them to the core values in your blueprint) **Say:** "Our *core values* are behaviors we engage in to achieve our *purpose*." **These are NOT the 8 values that build trust.**
- REVIEW** the trust value **#7** under 8 values that build trust and **Say:** "***Seeks Excellence*** is intentionally determining to *cause the best for self and others*". **Ask EVERYONE,** "When is it difficult to exercise ***seeks excellence***?"
- READ** the following 5 helpful tips with your group when you as you end this section:
  1. Speak in first person (use "***I***"). It will feel and be more *responsible*. I'll say "first person" if you forget.
  2. "Stay in your yard," share only your experiences, opinions, and feelings.
  3. Take initiative in participating. This supports your leader. Don't wait to be called on.
  4. Keep your answers somewhat brief.
  5. Write down all aha's and questions you think of along the way.
- FINAL WORD** "The main point of section is that ***intention*** is the most important thing to do in every moment."

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## NOTES

# Section 2: Eight Values That Build Trust

Time: **15** minutes

**For group leader:** To help people understand what it means that trustworthiness is foundational. To help them pause and realize that if any relationships have unresolved issues, these should be addressed.

**Total Time:** 15m (1.5m pre- vid + 13.5m discussion) **Cumulative Time:** 25m

**ACTIONS** (AFTER you have started your module)

**SHOW** up to this slide with a green continue button →

**READ** section **GOAL:** “My goal for this section is to help you realize how important it is to address unresolved relationship issues, especially right away when they are small and few.”

**READ** the bullet points below (optional but recommended when time allows)

- You may be trustworthy but not know how to build trust with others.
- All breakdowns in relationships can be tracked to one or more of the 8 behaviors being violated or neglected.
- In time, you will begin to notice when these values are being well-fulfilled and when they are weak.
- You will develop a deeper remembering and understanding of what they are and how they play out.

**ASK** the following questions. Explain to them “These are NOT in your workbook.” (12m)

- 1. Read the differences between honesty, straightforwardness, and disclosure.** Have several people give an example for each one when it’s present OR when it’s absent. (e.g., 1. when there is NOT honesty, things might go missing from people’s desks OR 2. when honesty IS present, people give others credit for work)
  - a. Honesty** is not lying, stealing, or cheating. Many people confuse this with **Disclosure** which is simply being open about, and sharing your opinions, ideas, and feelings. **Straightforwardness** is asking for what you want and stating your expectations.
  - b. Recognition** is not always scored as high in value as the other 7 values on the Strategic Alignment Survey and in conversation. That’s because people worry valuing recognition is braggadocios or attention seeking. **Recognition** is acknowledging with appreciation another person’s gifts, talents, and differences. Have 3 people give recognition to others: 1 for gifts, 1 for talents and 1 appreciating differences (choose one that is controversial or otherwise criticized).
  - c. Respect** is treating people as worthy in and of themselves and as people not objects. Read the **respect story**. Have people answer the questions in it.

**Respect Story:** A man was on a plane where seating was first come, first serve. He sat in the seat on the aisle and put his TV tray down and piled his coat and computer on the seat next to him. As the plane was nearing take-off, he realized he might have saved the small row all for himself. At the very last minute, a heavyset man boards the plane. He looks like he’s coming for the prized seat. The first man is annoyed and thinking, “He’s going to crowd me. He looks like a talker too.” **Is this newly boarding man a person or an object to him? How do you know?** (Pause to get an answer).

How about instead, the man sees a gorgeous woman board the plane and he quickly clears off the seat next to him and lifts his tray up, smiling widely at her. **Is this woman a person or an object to him? How do you know?** (Pause to get an answer)

**Note:** **Respect** would be the man seeing the heavyset guy as someone’s son, husband, dad, brother, etc. who just wants to get home too. Same with the woman. Others are unique, worthy individuals not for what they can or cannot do for us.
- 2. Have 3 people choose one each:** *receptivity, seeks excellence and keeps commitments*. Instruct them, “Give an example of one value each in action and share what you feel when someone else is operating fully from that value.”

**FINAL WORD** “Maintaining trustworthiness with ALL is a CHOICE and it’s new to most people. You are THE one who determines if you are going to check in to disclose or ask if a relationship is less than a 10 and fix it asap if it is.”

Value That Built Trust	Description	Yes	No
1. Honesty	Am I honest? Do I tell the truth? Can I trust me?		
2. Straightforwardness	Do I talk to what I really mean? Do I state what I expect?		
3. Receptivity	Am I fully open to hear and consider their feedback and ideas?		
4. Disclosure	Do I share my opinions, needs, desires, feelings, fully?		
5. Respect	Do I treat them as worthy, important and respect with various needs?		
6. Recognition	Do I acknowledge gifts, talents and differences appropriately?		
7. Keeps Commitments	Do I follow on what I say? Do I do what I say I'll do?		
8. Seeks Excellence	Am I determined to cause and be the best in relationships? Otherwise?		

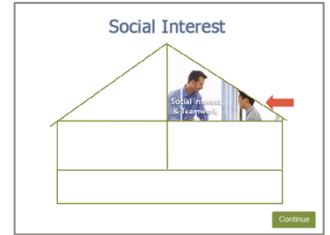
## NOTES

# Section 3: Social Interest

Time: **10** minutes

**For the group leader:** To get people to realize they always have choice and to understand there are many parts to be addressed to empower them to step into the choices that are possible.

**Total Time: 10m (13s pre- vid + 10m discussion) Cumulative Time: 35m**



## ACTIONS

**SHOW** all slides for this section up to this slide →

**READ** section **GOAL:** *“My goal for this section is to help you realize that each of us is powerful and that our use of our power must be intentional and conscious, including the consequences we cause others.”*

**READ the bullet points below** (optional but recommended when time allows)

- Social interest is consciously focusing on the consequences we *cause* others.
- Without social interest, people chase after less fulfilling ways to live and work.
- Social interest is not only good for others, but also for yourself.
- Without social interest, we fail to be connected for mutual success and contributing.

**ASK** people to read their answers to the three questions from workbook page 2: (10m)

**FINAL WORD** *“The main point of this section is to realize it’s a big deal and a sign of emotional intelligence and maturity to consider how we affect others and to purposely intend to cause them positive consequences.”*

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## NOTES

# Section 4: Communication Realities

Time: **10** minutes

**For the group leader:** To get people to realize how much we communicate, even when we don't realize it. This is verbally (word choices), tone of voice, body language, etc.

**Total Time: 10m (2.5m pre-vid + 7.5m discussion) Cumulative Time: 45m**

## ACTIONS

**SHOW** all slides for this section up to this slide →

**READ** section **GOAL:** "My goal for this section is focus you on not only important points for speaking but also greater awareness concerning listening."

**READ** the bullet points below (optional but recommended when time allows)

- We cannot NOT communicate.
- Often, we're unaware of the intentions behind our communications.
- We may forget to make sure our communications are encouraging.
- It's important to align our communication with purpose and values

**ASK** the following questions. Explain, "These are NOT in your workbook." (5m) Read **Answers** only after they try to answer.

1. **In this section, it's stated that 70 to 90% of what we say gets filtered or changed by the receiver.** Have 2-3 people give an example of at least one reason this is so. \* **Note:** AFTER they answer the question, read the **5 possible answers** below:
  1. Our mind processes what we hear faster than we listen and our internal voice is competing with the person speaking.
  2. We have different psychological contracts and make assumptions.
  3. We do not want to see or own the intent of the other person because we are afraid of what they want from us.
  4. We use texting and emailing, leaving too much open to interpretation.
  5. We don't verify that we have heard correctly. (There may be other ideas not mentioned here.)
2. **The first 3 guidelines when speaking include honest, caring, to create harmony.** What is the 4<sup>th</sup> guideline? How do you know if you have or have not implemented it?

(**Possible Answer: Useful.** You implement this if you notice the other person is receptive and/or if you've asked permission? You have not implemented this if you push an agenda or share without receptivity in others to hear you.)

3. **In this session and the last one, you were introduced to the differences between encouragement and praise.** What are some of the key ways these are different? Give examples of each.

(**Possible Answer:** Encouragement is *observational* and focuses on what *the other person is thinking, feeling or demonstrating; what matters to him or her*. It's focused on intrinsic motivations in another person. It can be done with or without a success.)

Praise is focused on the positive judgment, opinions, feelings and ideas of the observer. It is *bestowed* from above. It's about the sender, weakening the intrinsic motivation of the person being praised. It often involves comparison and winning rather than effort and internal qualities and strengths.

Examples of encouragement start with: "You seem... I noticed you... Examples of praise start with, "I am... I feel..."

**FINAL WORD** "The importance of this section is to remember that 'everything you say' matters. This also helps you realize the importance of clear intentions when communicating, and that others are listening and reacting or responding to you."



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## NOTES

# Section 5: Meeting Bids: Entrainment

Time: **15** minutes

**Leader:** Effective communication intellectually *and emotionally* is a key for relationship success

**Total Time:** 15m (0m pre- vid + 15m discussion) **Cumulative Time:** 1 hour

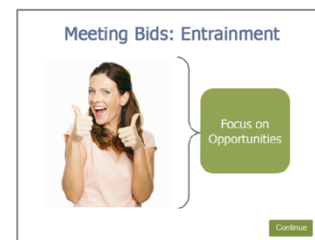
## ACTIONS

**SHOW** all slides for this section up to this slide →

**READ** section **GOAL:** “My goal for this section is to help each of you grow in social awareness so you have social interest and communicate it through entrainment.” \*

**READ** the bullet points below (optional but recommended when time allows)

- *Entrainment* is also called *meeting bids* or *mirrored reciprocation*.
- *Entrainment* means to notice the quality and quantity of emotion someone is expressing and the relevance to him/her
- In *entrainment* you mirror another’s emotions to engage with their heart as well as their head.
- *Entrainment* during any feelings is important but during joy is even more important than during challenges.
- *Entrainment* is vulnerable because it causes you to open your heart and express feelings.



**For the group facilitator:** First you demo the exercise and then have them do it in pairs.

**DEMO** the exercise below with someone in the group or the LifeWork Systems consultant. (3m). ♦ **TIP:** Have both prepare 4 examples in advance so you can demonstrate ease of doing this. Make sure everyone understands what to do. Read the steps:

**Step 1:** Partner up with another person. One of you begins as the sender and the other one as the receiver.

**Step 2:** Sender: Recall a time when you felt strong feelings. Send 4 different emotional communications to your partner. Do not hold back. Allow your emotions to be expressed. Make at least one of them **joyful**.

**Step 3:** Receivers: map your body language, tone, speed, and volume of voice, and reaction level as closely as possible to that of the sender, while responding with related words. **This is not mirroring.** (Example: “I am really mad about this election!!!” said in a loud angry voice. Receiver in a loud angry voice, “You really don’t like this election at all!!!”)

**Step 4:** Now switch roles and repeat this process.

**START** the **Entrainment Exercise (5m)** ♦ **TIP:** Tell the group they are not condoning anything said. They are simulating emotional entrainment, even when it feels foreign to their common way of responding.

**DISCUSS** this exercise briefly as a group. (e.g., “How was that feel as the receiver and sender?”) (2m)

**ASK** the following questions. Explain “*These are NOT in the workbook.*” (4m) Share answers **after** they try.

1. In the 4 stages to team, empty is when we don’t have an agenda to fix or change someone. We show respect, recognition, and receptivity. **What does entrainment have to do with empty?** (Possible Answer: Empty makes seeing, hearing, appreciating, and validating the other person the most important thing and so does **entrainment**).
2. Social interest is when we intentionally consider what we “cause” others. **What does entrainment have to do with social interest?** (Possible Answer: Social interest is intentionally causing people to feel seen, heard, validated).
3. **Why might we resist entraining with others or being entrained by them?** (Possible Answer: We may be afraid of our own feelings and being vulnerable. We may fear the other person’s feelings could intensify)
4. **Give an example of a relationship you may have that may be improved with entrainment.** (Have one ready to share.)

**FINAL WORD** “The main point of this section is to help you realize that entrainment is a gift we give others by stepping into their shoes and their experience, including their emotions. It brings about a deeper connection and makes people feel lovable.”

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## NOTES

# Section 6: The Role of Empathy

Time: **15** minutes

**For group leader:** To help them see the importance of empathy for healthy, psychologically safe relationships.

**Total Time: 15m (2m pre- vid + 13m discussion) Cumulative Time: 1 hour, 15m**

## ACTIONS

**SHOW** all slides for this section up to this slide →

**READ** section **GOAL:** “My goal for this section is to help you understand the power of empathy in fast-tracking positive change in yourself and others.”

**READ** the bullet points below (optional but recommended when time allows)

- Often people underestimate the role of *empathy*; being with another in their feelings.
- We were taught to fear and avoid acknowledging differing perspectives.
- When people lack empathy, they experience challenges and barriers in their relationships.

**DISCUSS** empathy exercise - their written answers to the 5 steps on workbook page 8. (5m). Get feedback about the exercise.

♦ **TIP:** Make sure you have answers to all 5 steps to share with them. Hopefully other group members have done this too.

**ENGAGE** them in hearing differences between an empathic response and a **non-empathic** response with steps below: (5m)

**Step 1:** Say the statement below several or each time, with exaggerated **feeling**:

*“I hated going to the doctor’s office and getting a shot today. It really hurt! I was so worried I couldn’t even eat breakfast.”*

**Step 2:** Pick one person at a time and assign each to demonstrate one **non-empathic** response listed below:

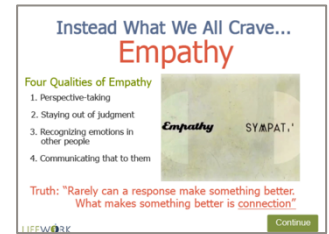
- |                       |           |                   |
|-----------------------|-----------|-------------------|
| 1. Denial of Feelings | 4. Pity   | 6. Psychoanalysis |
| 2. Defending Others   | 5. Advice | 7. Questions      |
| 3. Philosophizing     |           |                   |

**Step 3:** Have *the last* person demonstrate an **empathic** response at the end.

**ASK** a few people each of the following questions. Explain, “These are NOT in your workbook” (Read possible answers after they try to answer the questions). (5m)

1. **How is empathy related to the 4 Core Needs** (empowered, lovable, connected and contributing) **and Empty?**  
(Possible Answer: Empathy is open-hearted and leads to understanding which increases the 4 core needs –and helps people go into ‘empty’ stage of team building when people practice *respect, recognition, receptivity, and disclosure*).
2. **Why is getting personal a good thing?** (Possible Answer: because we ALL need to be known/understood intellectually and emotionally).
3. **Why is rushing to solve** (even with a friend or other person you trust) **not always so good?** (Possible Answer: because people may not yet trust or be open to those involved).
4. **How might you practice/increase empathy?** (Possible Answer: paying close attention to your own judgments and also to what another person is saying and feeling. Then consider their state of mind related to inferiority complex and 4 core needs. Then do something that shows them you can relate to what they are experiencing).

**FINAL WORD** “The main point of this section is to help you realize that where there is no empathy, there will be no purpose-based functioning. Choosing empathy is choosing healing for yourself, others, and society in general.”



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## NOTES



# Section 7: Thermometer Exercise/Tool

Time: **15** minutes

**For group leader:** This exercise helps people recognize the role *they* play in every outcome they *cause*. Most people want the pressure or responsibility to be on others. However, being powerfully influential requires 100% commitment to **your own influence** in every exchange.

**Total Time: 15m (1.5m pre- vid + 13.5m discussion) Cumulative Time: 1 hour, 30m**

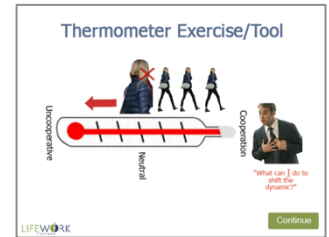
## ACTIONS

**SHOW** all slides for this section up to this slide →

**READ** section **GOAL:** “My goal for this section is to help you understand with this tool that the responsibility each of you has for your effects on others, is based on communication **YOU** deliver and results **YOU** influence.”

**READ** the bullet points below (optional but recommended when time allows)

- We often think our messages are effective and blame others when we don’t get the results we want.
- The best indicator of your influence is right in front of you. It’s always there in your results.
- Taking 100% responsibility for results is key to becoming influential.
- Most people would rather blame or quit after only one or two tries.
- This tool helps you connect your words, tone, and body language to your results.
- This is a **TOOL** to use in coaching or mentoring or whenever someone struggles in gaining cooperation.



## Thermometer Exercise

**Facilitator:** Layout a thermometer using paper or tape (or on zoom using your cursor on the thermometer on the screen). One end represents “**Cooperating**” the end you wish to influence movement to the desired outcomes. The center communicates “**Neutral.**” The end furthest away represents “**Discouraged**” and, someone *less* inclined to cooperate.

♦ **TIPS:** Make sure the person speaking to gain cooperation **pauses** and the one being encouraged to do so does **NOT** speak. Get feedback on ALL communications – EACH forward, backward or neutral (non)movement. Stop the process quickly and decisively each time, interrupting if he or she runs on. Your role is to quickly help Person A make the connection between a communication and the result. Pay attention to the time. This exercise should move quickly.

**EXPLAIN** these steps in the **thermometer exercise** and then do the exercise. (12m for all below)

**Step 1:** “I want a volunteer: person A, someone with a situation in which you desire greater cooperation. Briefly describe.”

**Step 2:** Explain the thermometer, “This end represents “**cooperating**” and is where person A stands. The center is “**neutral**” and where person B stands is at the front of the thermometer. The back line is “**discouraged,**” and less inclined to cooperate.”

**Step 3:** “Person A, pick a person from the group to represent person B.”

**Step 4:** “Everyone, including Person A (but not B), turn to workbook page 4 to see 27 ideas to consider for influencing others.”

**Step 5:** “Person A will talk to person B (**using ideas from workbook page 4**) with the intent of gaining cooperation from person B. Person B can **ONLY respond non-verbally** by moving forward, backward, or staying in the same place on the thermometer.”

**Step 6:** “I’ll STOP Person A each and every time and ask, “How did you get that result? I may ask all of you to share what you see and think. I may share too. Together, we support person A in getting a desired result and seeing how it was accomplished.”

**START** the exercise. Debrief if there is time remaining.

**FINAL WORD** “The main point here is to help you realize that when **YOU** take 100% responsibility for your results, you become masterful in your part, in your yard. You move from one who blames others to someone who is influential.”

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## NOTES

# Section 8: Flexing Your Listening

Time: **20** minutes

**For group leader:** This exercise is to help people realize ways they listen well and ways they don't, so they can learn to flex their listening. The chart on [workbooks page 7](#) is not easy to figure out but you have an example shown right as you begin to do this page. Make sure you do this yourself to use as an example.

**Total Time: 20m (6m pre- vid + 14m discussion) Cumulative Time: 1 hour, 50m**

Predominant Listening Style	Weakest Listening Style

Reasons we Communicate	Strength	Challenge
Persuade		
Inform		
Self-Expression		
Please, Inspire, Comfort		

## ACTIONS

**SHOW** all slides for this section up to this slide →

**READ** section **GOAL:** “My goal for this section is to help you see where you are strongest and weakest in listening so you can flex into different listening styles when needed.”

**READ** the bullet points below (optional but recommended when time allows)

- Most of us listen with bias, through the filter of our own highest values (e.g., our Ntrinx colors)
- We can love people but not know how to make them *feel* loved, *lovable*, or *heard*, because of *inflexible* listening.
- Understanding your predominant and weakest listening styles helps you gain self and social awareness and management.
- You may think you are listening better than you actually are.
- You may be challenged when your *weakest* listening style is be needed.

**ASK** people each question. Explain, “*These are NOT in the workbook.*” (13m) Read possible answers **after** they’ve tried.

1. **What do you gain by listening flexibly?** (5 listening styles are on screen) (**Possible Answer:** The person speaking feels heard in a way that best satisfies them)
2. **When you consider the 4 reasons to communicate** (to persuade, inform, self-express, or please/inspire – in the table) **what are the benefits of clarifying this for yourself? Others?** (**Possible Answers:** You set the expectations, objectives and clarity on agenda and timing. You don’t have people assuming. You know how to prepare. *There could be others*)
3. **Share an example of a relationship in which you want another person to use a different listening style. Name the desired listening style.** (See 5 styles on the screen). **Using your facilitator as a stand-in, practice asking for the listening in the desired way** (*in an accountable request – What I want is... Are you willing?*)
4. **What listening style is your most predominant? Weakest** From workbook page 7. How might the first *benefit* or the second *detract* from your listening?

**FINAL WORD** “The main point of this section is to help you realize you are listening from a very narrow set of values and habits. To determine and communicate why you are speaking is also helpful. By flexing into your less common listening styles, you will increase your ability to influence, gain cooperation and support from, and collaborate with others.

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## NOTES

# Section 9: It Just Got Real

Time: **10** minutes

**For group leader:** This section is about helping participants realize that this form whether in the back of each workbook or in the end of a group session, is about **grounding** what's been REALIZED by sharing it out loud. It's also about NEXT STEPS.

**Total Time: 10m (0m pre-vid) Cumulative Time: 2 hours**

## ACTIONS

**SHOW** up to this slide →

**READ** section **GOAL:** *“My goal is to help you to leave this session grounding the information you’ve been learning. By reflecting on it, clarifying it, practicing it, and sharing it multiple times, you’re likely to remember, own, and apply what you’ve learned.”*

**READ about bullet points** (sharing bullet points below is optional but recommended when time allows)

- People don't sustain real or lasting change without discussing what is newly learned
- Committing to sharing at least some of your *ah-ha's*, *barriers* and *next steps* is crucial to long-term retentions.

**ASK** the following questions. Have EVERYONE share briefly\*:

1. **One new idea or ah-ha gained from this session that was not fully known or understood before it started.**
2. **One next step to apply something learned.** (This need not be related to their aha's)

**FINAL WORD** (*Thank them sincerely in your own words!*)

A screenshot of a digital form titled "It Just Got Real!". The form has a header with a logo and the title. Below the header, there are two main sections, labeled "1" and "2". Each section has a "Title" field and a "Description" field. At the bottom right of the form, there is a "Continue" button. The form is displayed on a tablet or smartphone screen.

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## NOTES

*\*If you run out of time by this section, assign the 2 questions to them to do sometime throughout the day and **email their answers to you**. This helps them retain what they learn.*