

Do It Yourself!

Tools for Planning Your Own Retreats and Leadership Lessons *Round 2*

Resources for planning on your own...

www.leadershipinspirations.com

Explore our site to help you plan leadership lessons for your class!

For information on the leadership models and examples provided in our session,
please contact us directly.

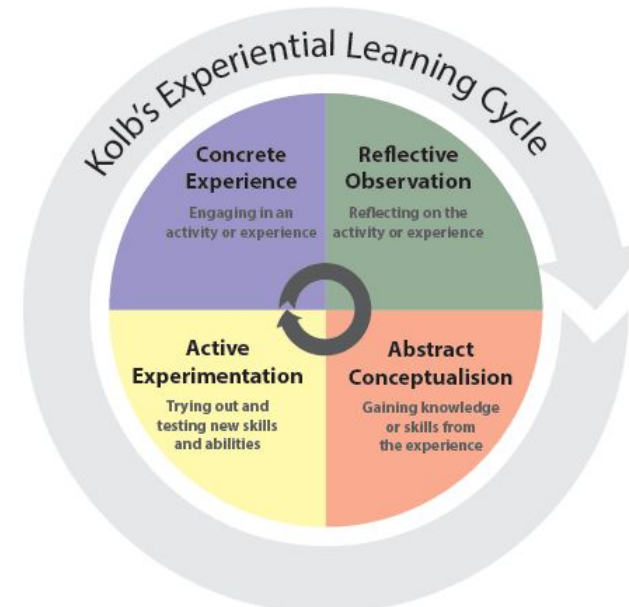
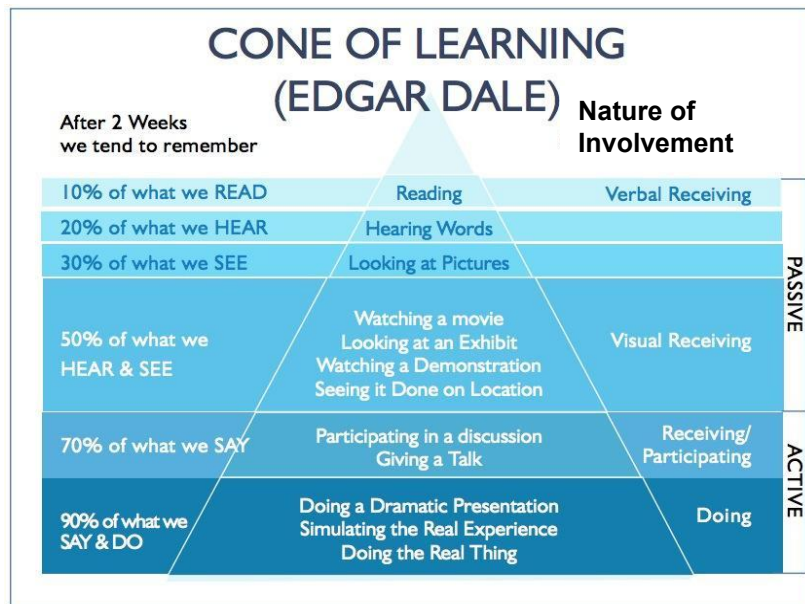
info@leadershipinspirations.com



Address challenges through Active Learning!

“In a typical lecture class, students are attentive just 40 percent of the time” (Columbia University)

“Students in classrooms with active learning performed 6% better on exams” (Harvard University)



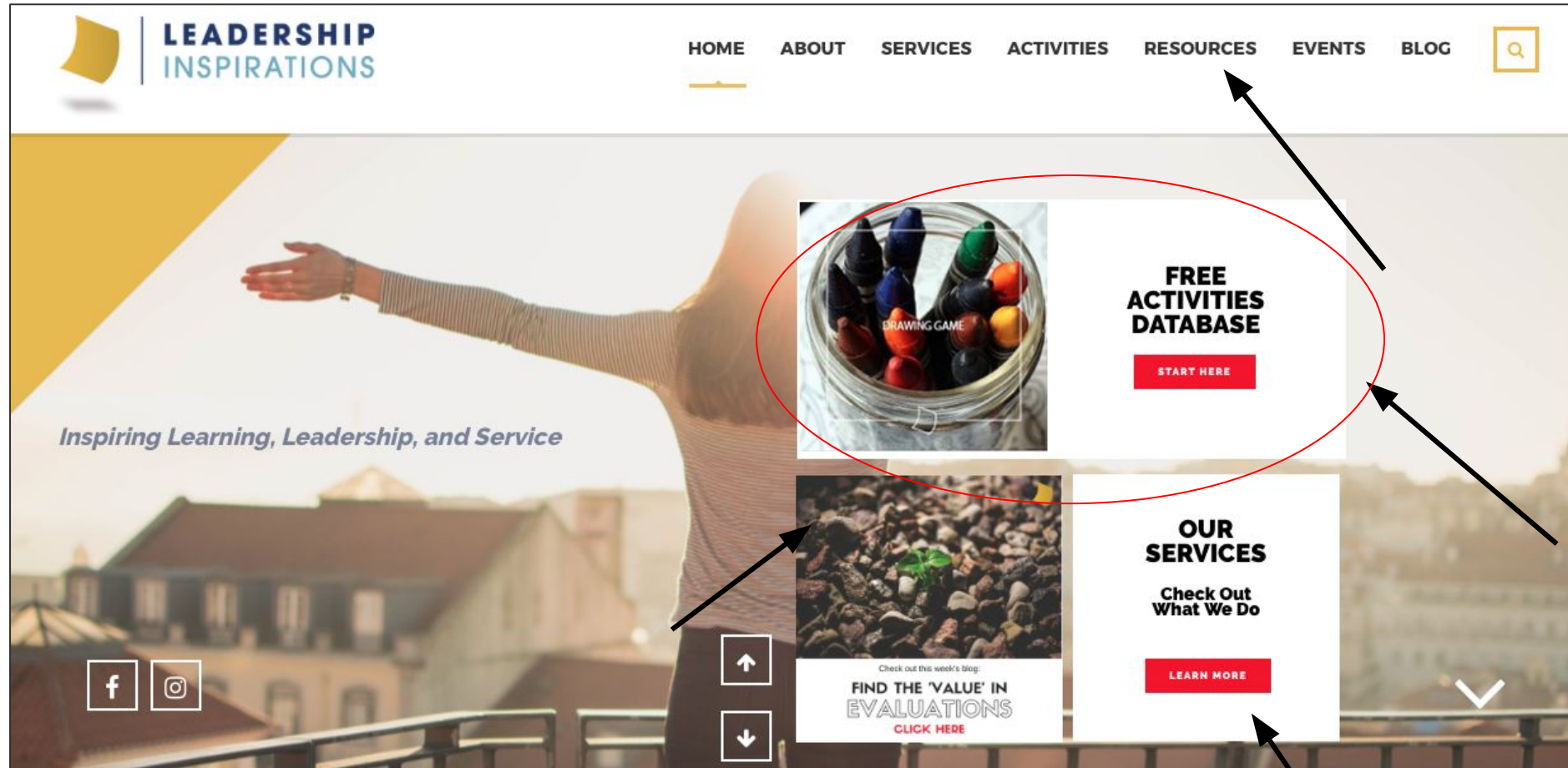
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“When students are actively involved in the learning task, they learn more than when they are passive recipients of instruction (Cross, 1987)” (Cornell University)



Resources

Resources that focus on Active Learning:



Get started on our website:
www.leadershipinspirations.com



Building A Leadership Lesson

Step 1: Go to the Activities Page

Our free database of activities is a great way to get to know your team better, overcome challenges, build trust, improve communication, or even resolve conflict.

Which best describes your group?
Choose One

My group is new or is going through a personnel change	My group is focused more on individual needs than on group cohesion, this may result in conflict or competition	My group has recently established an interdependent group identity and has developed a sense of trust, clarity, and purpose
My group consistently has a high level of productivity, autonomy, and achievement	My group is disbanding	My group can be any of these



Tell us more! What does your group need?
Pick your top 2

 Icebreakers Energizers Mixers	 To work together to reach common goals	 To improve communication between members to maximize effectiveness and efficiency
 To identify and resolve conflicts that are affecting our performance and relationships	 To think outside the box to solve complex challenges	 To feel comfortable and familiar with each other
 To find ways to include and involve others in our projects and planning	 To build trust and respect among members	My group needs any or all of these

Search activities here:

www.leadershipinspirations.com/activities



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Building A Leadership Lesson

Step 2: Search Activities

Search activities by:
1) describing your group and
2) choose a topic to address your group's needs and focus your search further

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Storming



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Involving Others

Search activities here:

www.leadershipinspirations.com/activities



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Building A Leadership Lesson

Step 3: Choosing an Activity

Your search will provide various activities to choose from. Choose one for your group that accomplishes your learning objectives.

INVOLVING OTHERS

Search the Courses Search Involving Others

ADVANCED SEARCH

- Activities
- Forming
- Storming
- Norming
- Performing
- Adjourning
- XS (1-8)
- S (9-16)
- M (17-29)
- L (30-45)
- XL (45+)
- Bonding
- Energizer
- Experiential Activity
- Game
- Icebreaker
- Mixer

Refine your search by Topic, Group Stage, Group Size, or Activity Type.

Explore An Activity

Exploring An Activity

Activities are complete with materials list, detailed instructions, and discussion questions to connect learning.



Key Punch



SET UP

- Explain the situation to the group, then tell them what their objective is.
- *Situation:* A militant group of computer hackers have introduced a terrible computer virus into many of the major computer systems around the world. If the virus is not stopped soon, all kinds of computer records will be lost or damaged causing major havoc. Your team has been called in to stop this virus before it's too late.
- *Objective:* Solve the requirements of the computer debugging procedure. Specifically, all 30 of the numbered "keys" must be physically touched in sequence as quickly as possible. Your team will have up to five attempts to get the best time possible.
- *Time Allotment:* Your team has 25 minutes or five attempts, whichever comes first. If the team uses five attempts in 18 minutes, you are done; if the team uses three attempts in 25 minutes, you are done. Your time period begins the moment the facilitator claps.

INSTRUCTIONS

- The entire team must begin and finish behind the start line. The stopwatch starts as soon as the first person steps over the line. The watch stops when the last person crosses back over the line.
- Anytime the team or a member of the team crosses the start line, it is considered an attempt. Only one person can be on the keyboard at a time (only one person can be inside the boundary rope). If two or more people are inside the rope simultaneously, a glitch occurs and a penalty time of 10 seconds is added to the score.
- If any number is touched out of sequence (for example, 3 then 5), this infraction causes the computer to crash and a penalty time of 10 seconds is added to the score.
- The team cannot return to the keyboard between attempts in order to study the number set up (or for any other reason).
- All planning must occur behind the line where the team starts each round. "Scouting trips" are not permitted.
- The numbered "keys" may not be moved. Rope boundaries may not be moved.
- Non compliance to these guidelines may result in a penalty.

Debriefing Questions

- 1 What? ▾
- 2 So What? ▾
- 3 Now What? ▾



Duration: 25 minutes



Team Stage: Storming, Norming, Performing



Type of Activity: Experiential



Materials: Pieces of paper/plates/discs with numbers 1-30 printed on them

Time and group size are important considerations when choosing an activity.



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Group Needs

- **Forming**: My group is new or has recently added or lost a member
- **Storming**: My group is focused more on individual needs than on group cohesion, this may result in conflict or competition
- **Norming**: My group has recently established an interdependent group identity and has developed a sense of trust, clarity, and purpose
- **Performing**: My group consistently has a high level of productivity, autonomy, and achievement
- **Adjourning**: My group is disbanding or going through a transition



TIPS for Choosing An Activity

- Many activities can be facilitated in 45 minutes or less
- Larger (M-XL) groups will generally take longer to accomplish the same tasks as a small group (XS-S)
- With smaller groups, instead of using less time, go more in-depth with your debrief and discussion
- With larger groups, here are some tips to manage time:
 - Plan for $\frac{1}{3}$ extra time for the activity
 - Break up into smaller groups
 - Give a time limit and know that an incomplete task also provides great learning!



XS
1 - 8
People

S
9 - 16
People

M
17 - 29
People

L
30 - 45
People

XL
45+
People



Building A Leadership Lesson

Step 4: Using an Activity

Activities are great,
but only if you can connect them to
something real for your group!
We accomplish this with Debriefing!



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Find Debriefing Questions Here!

What is Debriefing & Why is it Important?

The process of Debriefing is about the GROUP's experience and learning

Debriefing Questions	
1	What? ▾
2	So What? ▾
3	Now What? ▾

What

Descriptive observations

Encourages participants to describe what happened in a particular situation

So What

Meaning of the observations

Encourages participants to interpret what they observed and what happened

Now What

Application for the future

Encourages participants to apply the learning to behaviors and lessons that may not have occurred yet

Start with "What"



End with "Now What"

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From the Balcony



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Thank You!

Want to know more? Attend a training? Book a program?

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