



Arts Orientation Leader Development Day
Sunday, September 4th, 2011
Session Activity Package

Hello Awesome Squad Leader,

You have a very important role in Development Day. To aid in training your orientation leaders, you will be facilitating and leading them through 2 core activities in their 2 training sessions over the day (4 activities in total).

This package is your step-by-step guide to facilitating each activity with confidence and success. Please be fully prepared to facilitate each activity on September 4th. All supplies will be coordinated for you and distributed to you in each session.

Have fun and thank you for your leadership!

Session: Facilitation & Group Management

Activity #1: Group Member Roles (30mins)

Goals: Give MLs/TGs opportunity to practice managing the dynamics of a group and identifying the different roles they may encounter with their group members on Imagine Day.

Instructions:

*Each squad will now spend the remainder of the session facilitating Activity #1 and Activity #2 so MLs/TGs can practice their skills from this session. Please use the breakout classroom or the main classroom for Activity #1 and Activity #2.

1. Set Up (3mins):

- Divide your squad into two smaller groups.
- Assign each group roles:
 - i. One facilitator
 - ii. Everyone else will take on an exaggerated group member role identified through workshop.
- The 'facilitator' must not know what roles group members decide to play!

2. Role Play Preps (20mins):

- Using the Group Member Roles, each pair reads up and role plays the characteristics assigned to the role.
- The group acts out how that 'role' would behave in a situation on IMAGINE (morning meeting).
- Role of facilitator is to facilitate a mock morning meeting in order to identify the role each group member is playing.

- Rotate role of facilitator so other leaders can have opportunity. *Not all leaders will get to play 'facilitator', but playing different group member roles is just as important to understand when it comes to managing group dynamics!

**SL's— circulate between your groups, giving pointers, observing conversations, assisting with guesses, etc*

3. Debrief as Full Squad (7mins):

- Squad Leader will ask about the group strategies to use when working with each type of personality/role, such as:
 - How would you manage this person on the day of IMAGINE?
 - How would you manage this person at a monthly MUG gathering?
 - What kinds of challenges would they pose?
 - What was it like to play the role of facilitator?
 - What would your follow-up action be with that type of particular student?
 - What did you learn about group member needs from playing the different roles?
 - How will you challenge/encourage that student throughout the year?

**SL should feel free to share their own stories about people they have worked with (within reason and appropriateness) and ask if anyone else has had experiences like that and most importantly what they did/would do differently, learned etc.*

Supplies Needed:

- Group member roles (see below—copies will be distributed in the session for SLs to hand out to their Squad)

GROUP MEMBER ROLES

- ***Dominator***
 - Takes too much time talking about own issues
 - Interrupts others or doesn't listen to others
- ***Harmonizer***
 - Agrees with others frequently
 - Looks to relieve tension and avoid conflict
 - Tries to reconcile differences or jumps to defend
 - Sometimes takes over facilitation
- ***Silent Member***
 - Withdrawn, not engaged, no eye contact
 - Not willing to share
 - Not connected to the purpose of the group
- ***Special Interest Pleader***
 - Repeats same problem to every question

- Seeks recognition
 - Promotes self as victim
 - Sometimes gains attention by not understanding and questioning
 - **Distracter**
 - Whispers to others, gets off subject, daydreams
 - Texts or emails on phone/computer
 - Not focused on discussion
 - Nit picks small irrelevant details
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Activity #2: Scenarios (Your Session Facilitator will tell you how much time to spend on this activity)

Goals: Give MLs/TGs opportunity to practice responding to potential questions or statements that may arise as they lead their groups on Imagine Day. In this practice time, MLs/TGs are to do the following:

- a. contribute to the discussion.
- b. add their own personal insights and experiences.
- c. consider the kinds of issues they might encounter on the day of IMAGINE with each of the cases.
- d. strategize on how to deal with the issues on the day of IMAGINE.

Instructions:

1. Remain in your squad for this activity (scenario and debrief x 3).
2. Set the stage:

“You are the MUG Leader.
You have to lead AND facilitate.
What do you do if”

- Ask everyone to have an open mind when considering the case.
 - Read out the case.
 - Facilitate the discussion, understanding that there are no wrong answers. Though there is inappropriateness in the situation, judge the appropriateness of the response and the ML’s/TG’s approach to managing the scenario.
 - Have everyone contribute to the discussion.
3. After each scenario, have Squad debrief before moving on to next scenario. Consider using the following questions to guide your scenario debrief:
 - How does the case make them feel?
 - What did the case make them think about?
 - Is there anything that they will do/refrain from doing on the day of IMAGINE?
 4. After all 3 scenarios are complete, SL’s conclude the activity and summarize their learning from the practice time. Consider using the following questions for discussion:
 - After going through these scenarios, is there any messaging you will emphasize?

- Things you will think twice about doing in front of your MUG/Transfer Group?
- Why is it important for us as MUG Leaders/Transfer Guides to consider the different backgrounds and experiences of our students?

Supplies Needed:

- Scenarios (see below—printed copies will be distributed in the session for SLs to hand out to their Squad. MLs/TGs to share)

SCENARIOS

#1: Club Bashing

As you are leading your MUG from your SSW to your Meet the Dean session you overhear the following snippet:

Sarah: “My sister was telling me that the only club worth joining with the Ski and Board club. She said, that all you ever see going into campus on clubs days are signs for the Chinese Varsity Club, and to not even bother talking with them, I mean, if you’re not Chinese, why would you bother?”

What’s the issue here? What do you do? How do you do it?

#2: Professor Doom

You’re getting ready to move onto the Campus Tour portion of the day. You’ve asked the group which classes they have, and the buildings they are in. Ben answers that he is taking Introduction to Sociology 101 with Dr. Myers.

Amreet pipes in, “I was reading about her online! Why did you sign up for that class? I hear she is crazy. More reading than you can keep up, a brutal marker and just so boring! I even read a review that they call her Professor Doom!” Ben looks like he might lose his lunch. He asks you what the last date to drop a class is.

What’s the issue here? What do you do? How do you do it?

#3: Going Greek

Julia shares with the group that her mom was an Alpha Delta Pi at Queens University in the ’80’s, and she is most excited to follow in her footsteps and Rush the sorority in the fall.

You notice a few people roll their eyes, a snort comes from somewhere in the group and you hear one voice question: “Why? Why would you want to do that? All sorority girls do is travel in packs, dress the same and sleep with frat guys!”

What’s the issue here? What do you do? How do you do it?



Facilitation & Group Management Session Wrap-Up

To efficiently use time, please wrap-up the entire session with your Squad once you have completed Activity #2: Scenarios.

Points to hit:

- Explain why the facilitation training is important for their roles on Imagine Day and/or Beyond Imagine.
 - Knowing the key concepts of inclusion, safety, trust in group facilitation
 - Understanding their role as facilitator
 - Learning different roles of group members
 - Learning strategies for managing a small group
 - Expanding awareness of helpful/hindering behaviours of a facilitator
- To gauge their learning, ask:
 - “What are two strengths you bring to facilitation?”
 - “What is the most important thing you learned about facilitating a small group?”
 - “What facilitation skills do you think may be most challenging for you?”
 - “What will you keep in mind as you practice and improve on those challenges?”
- Answer any remaining questions! 😊

Session: Coaching & Learning Plan

Activity #1: Transitioning to University (15mins)

Goals: Provides MLs opportunity to 'step back into their own shoes as a first year student' and re-explore their own transition experience. This aims to help them build context and empathy around the life of a first-year student in order to better understand their role as a ML beyond Imagine Day.

Instructions:

1. SLs facilitate this small group discussion with their Squads and will jot notes/ideas on flipcharts.
2. Have MLs map out and discuss the student life cycle of a first-year student:
 - Ask: "What did you, as a first-year, experience in terms of stress, assignments, personal life, co-curricular activities, etc?"
 - Allow 10mins for group dialogue, while capturing ideas/notes
3. Session facilitator to bring Squads back for a short 5mins debrief as a whole group—they will ask for the key points brought up in the small group discussions.

Supplies Needed:

- Flip chart paper
 - Markers
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Activity #2: Practice Makes Perfect (20mins)

Goals: Give MLs opportunity to practice being the 'student' AND the 'coach', to gain experience having a 'coaching conversation' and developing an action plan in a one-on-one situation. They will also practice using the Learning Plan as a tool to support this conversation.

Instructions:

*Each squad will now spend the remainder of the session facilitating Activity #2 so MLs can practice their skills from this session. Please use the breakout classroom or the main classroom during this time.

1. **Round 1 (10mins):** *One partner acts as 'Student'*
 - They will complete the Academic Success Check-List and use a specific area of focus in the coaching conversation.
 - OR They will think about a real-life challenge/goal they are currently facing/striving toward.
2. *One partner acts as 'Coach'*
 - As 'Student' completes the Academic Success Check-List, 'Coach' should think about the **types of questioning they are going to use** (they can refer to 'Asking Powerful Questions' reference sheet) and **how they are going to build rapport/gain trust**.
 - Work through a "coaching session"

- Identify goal/concern – Possibilities – Resources – Action Plan
- ‘Student’ will develop an action plan through coaching from ‘Coach’

3. **Round 2 (10mins): SWITCH ROLES!**

**SL’s– circulate between your groups, giving pointers, observing conversations, assisting as needed, etc*

Supplies Needed:

- Actions plans for every ML
 - ‘Asking Powerful Questions’ reference sheet for every ML
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Coaching & Learning Plan Session Wrap-Up (10mins)

To efficiently use time, please wrap-up the entire session with your Squad once you have completed Activity #2: Practice Makes Perfect.

Points to hit:

*After both rounds are complete, SL’s conclude the activity and summarize ML’s learning from the practice time. Consider using the following questions for Squad discussion around the coaching conversation process in Activity #2, as well, the content from the overall session:

- What did you learn about coaching today?
- What was easy about having coaching conversation?
- What was challenging about having a coaching conversation?
- What is one thing about coaching you’re going to use in your day-to-day life? As a MUG Leader with your first-year students?
- How do you think coaching will benefit your first-year students?
- How do you think coaching will benefit YOU?
- What is one specific area of coaching you will focus on improving with practice?
- What lingering questions do you still have about coaching?