

CONFERENCE

IN A CAN

K-Kids

WE BUILD



Conference in a Can is a unique resource developed specifically to help K-Kids club members, advisors, and volunteers plan effective retreats. Many members have asked for materials related to good retreat planning. Conference in a Can provides information and samples to help you develop a successful program:

- The Purpose of Retreats
- Different Types of Retreats
- The Benefits of Retreats
- Key Elements to Developing a Retreat
- Developing Learning Outcomes
- Choosing a Site
- Selecting Facilitators
- Activities: Setting an Agenda
- Promoting the Retreat/Informing the Members
- Evaluating the Success of the Retreat

Think of this resource as a “skeleton” outline for what could happen at your retreat. You and the other members of your K-Kids club are extremely creative! Tap the talents and creativity in your own club to make this retreat even more special.

The Purpose of Retreats

The definition of retreat is to retire, withdraw, or move back. It doesn't mean hiding away; it really is an opportunity to get away from your school, your typical meeting place, and your regular schedule. A retreat is a chance to step back and take a look at yourself, the members of your club, and your K-Kids club in a different setting away from everyday distractions.

So, why even have a retreat in the first place?

Think about the best retreat you've ever attended. It might have been with your K-Kids club, your church, another club at your school, or a youth leadership program. Why did you get together? Was it for team building? For conflict resolution? Goal setting? Officer training and transition?

The best retreats have a clear purpose. Whether the retreat is a few hours, of an entire day, or an entire weekend, it should have a distinct aim.

Different Types of Retreats

Goal Setting

A goal setting retreat gives everyone in the club an opportunity to think about the future of the organization. It gives everyone a chance to influence the types of goals members will aspire to achieve. It also gives all members the opportunity to volunteer for activities, projects, and programs they are most interested in implementing.

Officer Training and Transition

An officer training and transition retreat is geared specifically to outgoing and incoming officers. Not all retreats have to involve the total membership. This type of retreat gives outgoing officers a chance to tie up loose ends. They can give good advice and direction to the new officers. They can also let their successors know what worked and what didn't work—a chance to learn from their successes and their mistakes. New officers will gain information and enjoy a chance to ask questions before taking on the formal leadership of the club. This may be the first opportunity for new officers to work together.

Team Building

Every club can benefit from a team-building retreat. Not only do members have fun, they develop stronger working relationships within the club. Team-building is an important component of an effective K-Kids club. This Conference in a Can resource will provide you with a sample three-hour team building retreat outline with learning outcomes, team building activities, and a list of materials needed.

The Benefits of Retreats

There are numerous benefits of a K-Kids club retreat. The following list provides a foundation to share with other club members:

1. Determine where the organization stands and decide where it wants to be headed. Set organization goals.
2. Discuss openly the problems and difficulties facing the organization.
3. Discuss openly and discover what the organization can accomplish.
4. Get away for a time of re-evaluation and reflection.
5. Strengthen unity or discover a common bond.
6. Take time to think positively and constructively about individuals, the organization, and oneself.

7. Review responsibilities, as individuals and as an organization.
8. Bring things which need to be discussed out in the open.
9. Give individuals the necessary opportunity to solve organizational problems.
10. Have a smoother transition for new officers, giving them the opportunity to develop their skills and gain practical information before their term of leadership begins.
11. Improve understanding of the value of group decision-making.
12. Encourage creative thinking and new ideas.
13. Improve spirit, recognize leadership, and motivate members to get involved.
14. Have a good time!
15. Incorporate all members ideas and aspirations into decision-making and overall planning for the organization.
16. Expose the strengths and areas for improvement.
17. Measure the organizations effectiveness and define its potential.
18. Put priorities in order.
19. Get away from the school and club environment and its incessant demands.
20. Share and discuss the purpose in being K-Kids club members.
21. Challenge yourself to see if you can follow as well as lead.

Key Elements to Developing a Retreat

Use the following check list to begin planning your next retreat.

1. Develop Learning Outcomes

Begin with the end in mind. Ask yourself: What do you want to have happen at the end? Why do you want to have a retreat? What do you want members to learn? How will you know if it's successful? Develop at least four to five learning outcomes to give focus and direction to the retreat. For example:

Goal-setting Retreat Learning Outcomes

- To develop a strong sense of teamwork and camaraderie among all K-Kids club members.
- To have fun and work as a group.
- To develop organizational goals for the year.
- To brainstorm and then choose our primary service project for the year.
- To gain a personal commitment from every single member to participate fully in all K-Kids club activities.

This is the most important place to start when planning your retreat. Without clear and purposeful learning outcomes, all you will end up with is a group of people coming together for a few hours, unsure of the real purpose of the retreat.

Use the Retreat Planning Worksheet to keep track of your decisions.

2. Determine the Date

Think about the timing of the retreat. Find a time that does not conflict with major tests, papers, and other school activities. Be sure to avoid major holidays, since most people will have plans with their families and friends. Be aware of the different faiths that may be represented in your club, and avoid days of special observances. Try to give the members at least two weeks notice. It's best to give them the retreat date a month in advance so they can plan around the retreat.

3. Choose a Site

What type of learning environment are you trying to create? Most clubs find their most successful retreats are away from the usual meeting location. It helps everyone feel like they are getting away and focusing time with just the members. Many clubs use nearby church camps, recreation centers, YMCAs, local college campuses, hotel meeting rooms, summer camps, conference centers, and even theaters. Imagine conducting your retreat on a theater stage with the spotlight on everyone as you make important plans for your K-Kids club!

The location should be comfortable. It should allow for enough room to facilitate all of the activities you have planned.

Take time to think through the following questions before choosing a place for your retreat:

- Is it comfortable enough for ____ number of members?
- Will you need food service? If so, what are the costs of meals at the site?
- Will you bring your own food? Does the site allow you to bring your own food?•
- What type of audiovisual equipment is provided by the site?
- May you tape or tack posterboard or flipchart paper to the walls?
- What type of furniture is available (steel folding chairs, overstuffed sofas, bean bag chairs)?

- How far is it from school?
- Who else will be in the building? Will your K-Kids club have the entire space to itself?
- Will you need room to move around or break into small groups?
- What are the rental costs (if any)?

4. Decide on the Length of the Retreat

What is a reasonable length of time to accomplish your learning outcomes? A half-day retreat? Full day? Do you want to schedule the retreat over a weekend? Make sure you plan adequate time for both work and fun. Remember, all work and no play makes for a dull retreat.

Develop a rough sketch of what the retreat could look like. You don't have to make final decisions yet. Just keep your learning outcomes in mind, and guess the length of time you want to devote to the retreat. Keep it rough until you have decided on the retreat activities.

Sample Rough Sketch Retreat • Saturday Afternoon

1 p.m.	<i>Drive to retreat center</i>
2-4 p.m.	<i>Team-building activities</i>
4-5 p.m.	<i>Brainstorm Service Project Ideas</i>
5-6 p.m.	<i>Dinner</i>
6-8 p.m.	<i>Goal setting</i>
8-9 p.m.	<i>Camp fire & S'mores</i>
9 p.m.	<i>Drive home</i>

5. Decide on the Retreat Activities

Remember the purpose of the retreat and plan activities accordingly. See if there is a natural flow to the topics and activities you have selected. Make it fun! Members will remember how they spent their time during the retreat, and this will influence their attitudes for future retreats.

Select retreat activities that build excitement and energy in the team, provide time for organizational planning, create pride in personal achievements, and promote teamwork.

Be sure to include breaks about every 90 minutes or so. Working (and even playing) without any breaks will make members tired or antsy. Plan short 10-15 minute breaks. Or, if you are at a retreat facility with outdoor space, plan some outdoor free time or even arrange some of your activities outside.

Look over the sample team-building retreat outline and activities on pages 13-21 and begin to decide on appropriate activities for your retreat. Read over the list of Teaching Techniques on pages 8-10 and adapt some of them to create your own activities!

Use the Retreat Planning Worksheet on page 11-12 to think through your activities.

6. Select Facilitator(s)

Some retreat activities can be led by members of your club. Other activities might be facilitated more effectively by an adult with more experience. A facilitator is an individual who leads exercises and discussions with the group. **They do not participate with other members**, rather, they lead the activities and help the members apply the information they learn and make sense of those activities. Some internal facilitators include your K-Kids club advisor, or administrator. External facilitators include teachers, community leaders, parents, etc.

Be sure to invite the facilitator with a formal letter informing him/her of the date, time, and location of the retreat. Provide a map if needed. Let him/her know if your club can cover travel expenses such as mileage, meals, etc. Use the Sample Speaker/Facilitator Invitation Letter on page 22 as a guide.

7. Gather Materials Needed

Now that you know your retreat activities and whom you prefer to lead them, you need to gather the appropriate materials. What supplies are needed for each activity?

Ask the facilitator if any audiovisual equipment is needed, such as flipchart paper and tripod, markers, masking tape, overhead projector and screen, CD players. Write these needs on the Retreat Planning Worksheet and be sure to have all materials ready prior to the retreat.

Other helpful materials to have on-site:

Emergency phone numbers

Notepads

Pens/pencils for members

Index cards

Masking tape

Snacks/candy

8. Promote the Retreat/Inform the Members

People come to retreats with a variety of expectations. At the very least, you should provide a simple flier or overview sheet providing the logistics (date, time, place, map, materials to bring, dress), the purpose of the retreat, rough agenda, expectations, what the retreat will and will not focus on, etc. Be sure to share the purpose of the retreat and the date well in advance at several K-Kids club meetings so no one is surprised or misses the retreat.

Add your own creativity! Think of a fun way to share the retreat purposes with the members. Get them excited about attending! Get them in a good mind-set to come to the retreat prepared to participate.

Some ideas:

Message in a Bottle-Gather a bunch of old soda bottles or purchase empty decorative bottles in the housewares department at any discount store. Write down all of the information, roll it up, and insert in the bottle. Give them out at the next K-Kids club meeting.

Celebration Party-Buy children's party invitations at a card warehouse and use those to invite the members to the retreat. Serve cake and ice cream (even party hats) at the K-Kids club meeting and distribute the invitations at that time. Possible themes for the party include:

"You take the cake! Let's use the talents in our club to set goals for the future"

"Sweet Success"

"Let's Ice Off the Year"

Toolkit-Go to a party warehouse or dollar store and buy inexpensive plastic children's toy tools. Attach the retreat information to each toy and distribute to the members. Use the theme "Let's work together to build a better K-Kids club."

Popular Songs-Use popular songs familiar to elementary students to set the tone and theme for the retreat.

For a goal setting retreat use:

If I Could Change the World - Eric Clapton

Everything You Want - Vertical Horizon

For a team building retreat use:

Closer to Free - The Bodeans

One Moment in Time - Whitney Houston

You've Got a Friend - James Taylor

For officer training and transition retreat use:

You Learn - Alanis Morissette

Keep on Growing - Sheryl Crow

9. Evaluate the Success of the Retreat

Be sure to evaluate the retreat to see if your learning outcomes and retreat goals were met. You should collect the immediate thoughts of the members on-site, right after the retreat ends.

Ask specific questions such as:

What were the most valuable aspects of the retreat?

What were the least valuable aspects?

What should have been done differently?

Who wants to help plan the next retreat?

Use the Sample Retreat Evaluation on page 23 to develop your own.

Teaching Techniques

Role Plays/Role Reversals

Pre-assign them, have them performed extemporaneously, have participants draw predetermined roles from cards, model a role play for the entire group, perform them in fishbowl format (see below), or have people reverse roles and argue against their true position.

Freeze Plays

A small group of participants conduct a role play for the entire group. Members of the group may call freeze at any time and replace any role player. This can then move the role play in an entirely new direction. Similar to improvisational theater.

Pair Share

Each participant partners with another participant and together, they discuss the assigned topic.

Fishbowl

A small group of participants perform an exercise in a fishbowl format while other participants watch them and analyze what takes place. This is a great technique to help break down very large groups without attempting to have them all perform an exercise or activity.

Instrumentation

Design your own quick survey or use others' instrumentation such as, Myers-Briggs Type Indicator, Leadership Practices Inventory, and DISC. These leadership instruments should be led by a trained facilitator. Trained personnel will be able to purchase the materials from qualified assessment distributors.

Skits/Presentations

Groups of six to ten participants perform skits or make presentations on predetermined topics.

Case Studies

Small groups work on prewritten case studies or are asked to write their own case study based on real life experiences. They either answer the case study they have written or all swap them among the various groups so they get another groups real life case study.

Debates

Have all participants split into two sides, and allow them to develop arguments on a key issue. Bring the two sides together and conduct a debate in which every participant from both sides has 30 seconds to state his/her opinion. Respective sides then regroup to prepare final arguments. These then are presented to the entire group. A reactor panel could respond to the arguments presented. Observers can offer observations of the process after the debate.

Simulations/Games

Use already available simulation experiences like BaFa BaFa or Starpower. These two resources can be purchased through Simulating Training Systems, P.O. Box 910, El Mar, CA 92019 or call 800-942-2900. You also can prepare your own simulation based on successful game show formats (i.e. Scruples, Jeopardy, and Who Wants to Be a Millionaire).

Teaching Techniques

Work Sheets

Multiple choice or open-ended questions: Whatever format you pick, the work sheet can be an interactive technique catering to participants who prefer the reflection process. It allows them to put their thoughts on paper. Individuals then could break into small groups and share their work sheet responses.

Walk Around Brainstorming

Post sheets of newsprint on the walls of the room write a topic at the top of each sheet and provide a markers. Play music in the back ground. Have participants take five to ten minutes to walk around and jot down their ideas for the topic listed on each sheet of newsprint. Call time, break participants into small groups, and give them a sheet of newsprint with ideas to discuss. Each small group then reports back on the two or three best ideas from its sheet of newsprint.

Walk Around Idea Voting

Have individuals complete a worksheet, which asks for their best ideas on a selected topic. All ideas then are posted around the room. Give each participant a Great Ideas sheet on which to record his/her ideas. Have participants walk around and review the ideas while you play music in the background. Ask them to draw a star on the sheet of any idea they really like. At the end of a predetermined amount of time, stop the idea voting, find five to seven idea sheets that have the most stars, and ask the people who shared those ideas to come up in front of the group and talk more about the idea.

Wall Exercises

Post newspaper clippings, stories, quotes, etc. around the room. Give participants Post-It Notes on which to record reactions to the materials you have posted. Have them walk around, reading the material, and silently share their reactions by putting their thoughts on post-it notes and sticking them under the story or quote they are responding to.

Number Lines

Participants create a human number line. After you read a statement or ask for their opinion on an issue, participants move up or down the number line to a location that reflects their opinion. You then can ask people from different positions in the line to share their thoughts, or you could ask all the people at a certain position to identify a reason that best supports their position, etc.

Thumbs Up, Thumbs Down

A less conspicuous version of the number line, this exercise involves participants voting thumbs up or thumbs down on a series of statements you read.

Find Someone Who . . . Sorting Exercises

Participants form small discussion groups based on demographic classifications you read.

Teaching Techniques

Collage

Give small groups newsprint, magazines, markers, crayons, scissors, and other art supplies, and ask them to make a collage, a poster, or a billboard that represents their opinion on some issue you assign.

Concentric Circles/Receiving Line

An easy way to get people talking! Ask participants to form two equal circles, one inside of the other. The inner circle then turns to face the outer circle so that everyone is facing a partner. You then read off a question or unfinished sentence. Partners introduce themselves and each person takes about thirty to sixty seconds to respond. One circle then rotates so new partners are formed and the activity repeats itself with a new question or sentence. If circles are confusing, create a receiving line instead. Now one line will bump down a few places instead of rotating as in concentric circles.

Note Cards

Index cards can be used for a variety of interactive teaching techniques. Have each participant write out her/his feelings on an issue. Shuffle the cards, have each participant draw a card other than her/his own, and share in small groups why he/she agrees or disagrees with what is written on the card.

Give participants a card containing a quote about leadership or an opinion on an issue. In small groups, have them share how their quote applies to their leadership positions, their organization, etc.

Have participants write down Why is it that . . . type questions on cards, collect all the cards, and use those questions as a basis for a panel discussion.

Guided Fantasy

A facilitator asks participants to relax, close their eyes, and allow themselves to be taken on a guided fantasy. A facilitator reads a prewritten fantasy (in advance facilitator should develop a story, which helps participants visualize a particular scenario). At the end, participants discuss how the fantasy can become a reality.

From Student to Teacher

Give individuals, pairs, or trio a skill or philosophy that is important for leaders to have. Give them a very brief amount of time to determine how they would teach others that information. Then have them to do so in front of the large group.

Recitation

Nothing earth-shattering here . . . just have all participants recite together a bill of rights, a commitment to excellence, whatever information you want them all to review. Just a change of pace from lectures!

Gavel Pass

In either small groups or a large group, a gavel is passed so each participant has the opportunity to share his/her feelings on an issue. Instead of a gavel, try the Power Koosh Ball or some other object of your choice.

Retreat Planning Worksheet

Purpose of Our Retreat:

Learning Outcomes:

-
-
-
-
-

Benefits of the Retreat We Should Communicate with Our Members:

Our Preferred Retreat Length:
(Please circle one)

Half day (3-4 hours)

Full day (8-9 hours)

Overnight

Retreat Date:

Option 1: _____

Option 2: _____

Our Preferred Retreat Facilitators:

Name: _____

Title: _____

Phone/E-mail: _____

Address: _____

Name: _____

Title: _____

Phone/E-mail: _____

Address: _____

Retreat Planning Worksheet

Retreat Activity Draft

Activity	Estimated Length of Time	Recommended Facilitator
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Materials Needed:

- Paper for participants
- Pens/pencils for participants
- Markers
- Masking tape
- Snacks & Drinks
- CD player, music

Promotion/Theme for the Retreat:

Sample 3-hour Retreat

The Purpose of This Retreat:

To build a sense of teamwork and camaraderie in our club.

Learning Outcomes:

- To learn a little more about each individual in our club.
- To take time away from our meetings and projects to concentrate on building relationships.
- To break up the cliques in our club.
- To have fun!

Benefits of the Retreat We Should Communicate with Our Members:

A time to get away from the “work” and concentrate on building friendships.

A chance to get to know others beyond just names.

An opportunity to break up the cliques in our club and get to know others on a deeper level.

A time to celebrate fun and friendship.

Retreat Date: _____

Retreat Length: 3 hours

Our Preferred Retreat Facilitators:

Name: _____
 Title: _____
 Phone/E-mail: _____
 Address: _____

Name: _____
 Title: _____
 Phone/E-mail: _____
 Address: _____

Materials Needed:

Who's Here worksheet
 Prizes for the Who's Here exercise (optional)
 Flipchart paper, tripod
 Markers
 Masking tape
 11x17 paper for each participant
 Team building handout
 Paper children's party hats (one per participant)
 Permanent markers

Team building Retreat Activity Outline

5 minutes

Overview of the Retreat

Take time to review the purpose of the retreat and the learning outcomes.

The Purpose of This Retreat:

To build a sense of teamwork and camaraderie in our club.

Learning Outcomes:

- To learn a little more about each individual in our club.
- To take time away from our meetings and projects to concentrate on building relationships.
- To break up the cliques in our club.
- To have fun!

20 minutes

Who's Here

To get started, this exercise helps people move around, meet others, ask questions, and find out new information about other club members.

Give each participant a Who's Here worksheet. Instruct attendees to mill about, meeting as many people as possible and getting the names of individuals who match the characteristics on the Who's Here worksheet.

Call time after 15 minutes, and read through several of the lines to see how many people signed that line. You might give prizes to the three or four people who finish first.

10 minutes

Alphabetical Order

This exercise is a good one to mix up the cliques in the club. Ask everyone to stand in alphabetical order, first letter of first name. Once in order, ask each person to quickly shout out his/her name to make sure they are in the correct order.

Next, ask the participants to fold the alphabetical order line in half so each person is facing a partner. There should be two lines facing each other. The facilitator will then ask the members a question which they talk about with their partner. Then each person moves one stop to their right so they have a new partner. The facilitator asks them to respond to another question. Keep moving in the same way until all questions are answered. Note: the end people from one side will move to the other end of the line to find a new partner.

15 minutes
Number Lines

Explain that you will be reading a series of questions. Individuals are to be lined up in two equal lines facing each other. Individuals are to introduce themselves to their partner and take about 60 seconds each to answer the question. As the activity leader, you will call time, rotate one of the lines so people have a new partner, and read a new question. The process continues repeating itself-new partner and new question-until you call time.

This also can be done Concentric Circles style. The group numbers off into twos. The ones form a circle facing outward. Twos form a circle on the outside facing the ones. Each two should be facing a one. Rotate the inner circle after each question.

Questions (select from the list below or add your own):

- What was the best thing that happened to you in your club during last six months?
- What are you most looking forward to this term?
- Why did you join?
- If money was no object, how would you spend the rest of your life?
- What adjectives would your friends use to describe you?
- What qualities does a successful leader need to have?
- What has impressed you most about the club so far?
- What has disappointed you most about the club so far?
- Describe your most recent community service project , and what you learned from it.
- What is one change you think the club needs to make?

15 minutes
Large Group Discussion of the Activity

After each activity, it is important to discuss, or process, the meaning of the activity for the members. The following are some possible discussion questions:

- What were your responses to the following question, “What qualities does a successful leader need to have?”
- What qualities are most prevalent in our club? What qualities do you think are missing?
- I asked what has impressed you and disappointed you most about the club so far. What impresses you most? What has disappointed you most in our team?

Discuss the disappointing aspects of the club. By being honest one another about areas of weakness, the club can be strengthened. Since this is a team building retreat, connect ways in which the retreat will be helpful for strengthening the club itself. Discuss the ways stronger relationships can be built in the club.

15 minutes

Setting Expectations for the Retreat

Since many people want to improve their relationships in the club, we need to set ground rules or expectations for how we want others to act during this retreat.

Take a sheet of flipchart paper and ask everyone to think about what they expect from others in the club. How do they want to be treated? How do they want others to behave? Give a few examples and then write down the responses given by the participants. (For example: Listen to everyone. Respect all opinions. Ask questions to clarify confusing comments.)

When everyone has shared, tape this list in a prominent space on the wall for everyone to see. As the facilitator, you might have to refer back to these expectations if people do not behave according to their own list.

15 minutes

Star Burst[®] Break up

Give each participant one Star Burst[®] candy. Each person should have one of five flavors. Form smaller teams based on the color candy attendees have. (All reds, for example, should gather). These small groups will be used for the next self-disclosure activity.

15 minutes

Living Name Tag

To begin knowing others on more than just a surface level, lead this exercise designed to help members discuss other aspects of their lives outside of their club experience.

In advance of this exercise, write several questions for the participants on flipchart paper (see sample questions below). Provide each participant with a piece of 11 x 17 paper and a piece of masking tape. Ask members to write the answers on their papers. The papers will become a giant name tag.

Sample questions:

- What are your hobbies?
- What makes you stressed out? How do you relieve stress?
- Describe your family.
- Why is community service personally important to you?
- How do you describe yourself as a student? As a leader?
- What do you hope to do professionally?

Ask participants to tape their Living Name Tag on the front of their shirt. Now, participants share information about themselves to their small group members for two to three minutes each. The facilitator may wish to play music in the background during this activity.

Let the participants know they will have a short break. After the break, the retreat will focus on the definition of teams, review team building, and focus on our own group development.

15 minutes
Break time

Invite members to take a short break. Optional snacks could be provided at this time.

10 minutes
Review Definitions

Take time to review the following definitions. Provide in handout form so members can follow along. These will serve as the basis for the discussion on team building.

Definition of Team

A group of people, each of whom possesses particular expertise; each of whom is responsible for making individual decisions; who together hold a common purpose; who meet together to communicate, collaborate, and consolidate knowledge.

Definition of Team Building

An effort to improve the problem solving ability among team members by working through task and interpersonal issues.

Characteristics of an Effective Team

Trust a firm belief in the honesty and reliability of others

Cooperation the ability to work together with others in an attempt to reach a desired goal.

Support the encouragement and/or help of someone in or toward the completion of a given task/goal.

Cohesiveness a bonding or sticking together of individuals in a given situation.

Give personal examples from the club (or ask members to give examples of these characteristics which they have witnessed). Ask them to note these in the Team Building handout.

20 minutes
Four Faces of Frank/Fran

The purposes of this activity:

1. To have members see obstacles to team building in the club. These obstacles are manifested in the typical behaviors of four basic personality types.
2. To show members that obstacles need to be recognized, dealt with honestly, and overcome.

Draw a face representing each personality type on a flipchart in front of the retreat room. Label the faces: Analyst (make a stern face, with glasses), Good Buddy (happy, laughing face), Artist (eyes wide open, with beret or paint palette), and Task Master (furrowed brow with "to do list").

Ask members to think of the stereotypical behaviors of each personality type.

Under each face, list the behaviors that tend to get these personality types a negative reaction from the club. Here are some expected responses.

Analyst: bossy, buried in details, inflexible, “prove it” mentality

Good Buddy: always up for a party, avoids conflict, in tune with feelings of others, prefers the status quo

Artist: spontaneous, showy, risk taker, sees the big picture

Task Master: single-focused, hard-driving, controlling, tends to favor short-term goals

(From: Carolyn Nilson, *Team Games for Trainers*, McGraw-Hill, New York, NY 1993, pp. 23-24.)

Ask members to think of the one personality type discussed which most fits their own personality. Ask them to divide into the four personality groups. Ask them to discuss the following three questions and write their responses on flipchart paper:

- What are the advantages to our personality type in our club?
- What are the disadvantages to our personality type in our club?
- What can we do to be more effective?

After 10 minutes of discussion time, ask each group for a report.

Make the following important points related to this exercise:

- All personality and leadership types are valued and needed in our club.
- Sometimes, what seems on the surface like a good or strong personality trait actually can be an obstacle to smooth team-work.
- Teams sometimes need help in being honest among members and should discuss their own strengths and weaknesses.
- We all have something we can do to be more effective in our club.

10 minutes

Processing

Gather the entire club to discuss the process of the warm-up activities. Sample facilitation questions follow. Feel free to add more based on the discussion of the participants.

- Why did we focus on team building for this retreat?
- What did you learn about others?
- What did you learn about yourself?
- How do you feel about our sense of team in our club now?
- What do we still need to work on?

20 minutes

Hats in the Ring

This closure activity is designed to help each member verbalize her/his commitment to team building.

Distribute the party hats and permanent markers to everyone. Ask each member to put his/her initials or name somewhere on the hat. He/she also should write down the one thing that he/she will commit to do to build the team spirit in the club.

When everyone seems almost finished, stand up and toss your hat into the center of the circle saying, "I'm ready to make a commitment to building this team. This is what I'm prepared to do to support the development of our club: _____. Will anyone join me? How about you? Will you come along too?"

Ask everyone to say what they will do to support team building in the club. Ask each person to share. Establish eye contact with a few members and invite their participation so others will follow. At the end of the session, pick up all of the hats and post them in a prominent place (such as the club meeting room),

(Adapted from: Carolyn Nilson, *Team Games for Trainers*: McGraw-Hill, 1993 New York, NY, p. 11)

5 minutes

Closure/Evaluation

Thank all members for their participation. Distribute the retreat evaluation form, and collect when they are finished. Remind them of the next meeting.

Team Building

Definition of Team

A group of people, each of whom possesses particular expertise; each of whom is responsible for making individual decisions; who together hold a common purpose; who meet together to communicate, collaborate, and consolidate knowledge.

Definition of Team Building

An effort to improve the problem-solving ability among team members by working through tasks and interpersonal issues.

Characteristics of an Effective Team

Trust-a firm belief in the honesty and reliability of others

Club example:

Cooperation-the ability to work together with others in an attempt to reach a desired goal.

Club example:

Support-the encouragement and/or help of someone in or toward the completion of a given task/goal.

Club example:

Cohesiveness-a bonding or sticking together of individuals in a given situation.

Club example:

Sample Speaker/Facilitator Invitation Letter

[Date]

[first name, last name]

[title]

[organization name]

[address]

[city, state, postal code]

Dear Mr./Mrs. [last name]

Our K-Kids club is looking forward to your involvement in our retreat at the [location]. Your presentation, [title], is scheduled for [date] at [time]. There are a few deadlines listed below that will help us effectively plan our retreat.

DEADLINE: [Month/Day/Year]: Handouts:

To enhance the take-home value for our members, please provide handouts supporting your presentation(s). Please send copies of the handouts to: [contact e-mail address]. Fax copies cannot be accepted, as they do not reproduce well.

DEADLINE: [Month/Day/Year]: Audiovisual Request:

Please let us know what type of audiovisual equipment you will need. Your options include: flipchart paper and tripod; overhead projector and screen; markers, masking tape, and other office supplies.

If there are any questions, please call [contact name] at [contact phone number]. We look forward to working with you. Thank you so much for agreeing to help us develop as leaders and strengthen our K-Kids club.

Sincerely,

[Name]

[Club]

Enclosures

(such as map, brochure on your club, information on your school, etc.)

Sample Retreat Evaluation

Please rate the following (using a scale of 1-4). Please circle your response.
 1= Poor, 2= Fair, 3= Good, 4= Excellent. .

Logistics

Date	1	2	3	4
Location	1	2	3	4
Meals	1	2	3	4
Overnight Accommodations: (if applicable)	1	2	3	4

Retreat Content (Add each activity below)

Team-building Activities

Who's Here	1	2	3	4
Number Lines	1	2	3	4
Living Nametag	1	2	3	4

Definitions of Team, etc.	1	2	3	4
Four Faces of Frank/Fran	1	2	3	4
Hats in the Ring	1	2	3	4

Facilitator: Insert Name Here _____

Speaker Preparation	1	2	3	4
Speaker Effectiveness	1	2	3	4
Could Relate to Members	1	2	3	4
Handouts	1	2	3	4

What I valued most about the retreat:

What I valued least about the retreat:

Who wants to help plan the next retreat?

Additional comments and feedback:



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