



Zooming In

Deeper Facilitation in Virtual Space

Session 1:

The Number Game

Pencil Flip

Chris Cavert

Solomon Masala

John Losey

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Preparations: A Peek Behind the Scenes

-
- Annotated Agenda
 - Pre-Session Information PDF
 - Shared Agenda
 - Breakout Group Ideation Guide

Click on the topics to go to that section

Zooming In

Deeper Facilitation in Virtual Space

Zooming In – Deeper Facilitation in virtual space Annotated Agenda

Objectives | *Participants will...*

- Explore how and where can two virtual team development activities can be used for real team process support and behavior development impact
- Brainstorm and discuss how to frame and debrief the activities for relevant learning transfer to the work world (virtually or in-person)
- Discover how the activity provides a template for developing more training experiences/activities to use in the virtual team development space

Agenda

- 11:15 Open Room for Facilitator Check In (Chris, Solomon, John)
11:40 Room available for tech troubleshooting and/or participant exploration

Welcome and Orientation [Hit Record]

- 11:55 – 12:05 Participant Welcome and brief overview of Process (John)
- Chat – Where are you joining us from
 - Have the participants open the Shared Agenda Document in a separate tab
 - Introduce menti.com
 - Wheel of movement (flippity) – Optional
- 12:05 – 12:10 Introduce the Facilitators (John, Solomon, Chris)

The Numbers Game

- 12:10 – 12:45 The Number Game (Chris)
- Intro and Play Game (Chris) (15 minutes)
 - Back to main room: Large Group Debrief (Chris, John, Solomon)
 - Breakout Rooms - Application (Chris & John) (10 minutes)
 - Speed Ideation on the following topics (2 minutes/topic. Broadcast time reminders every 2 minutes)
 - How and where can the activity be used for real impact?
 - What meta-skills does the facilitator need to engage for maximum success?
 - How do you frame *and* debrief the activity for sustained learning transfer?
 - How does the activity provide a template for more experiences you bring to clients?
 - How can this activity serve as a template for other experiences?
 - Large Group Discussion & Debrief and capture data (10 minutes) (Chris, Solomon & John)
 - Menti.com slide
- 12:45 – 12:50 Transition and Movement (flex time) (John)
- Wheel of movement (flippity) Optional

Pencil Flip

12:50 – 1:25 Pencil Flip (Solomon)

- Intro & Demonstration (Solomon) (5 minutes)
- Breakout Rooms (Solomon and John) (3 minutes + transitions = 5 minutes)
- Back to main room: Large Group Debrief ((Chris, John, Solomon) (10 minutes)
- Breakout Rooms – Application (10 minutes) (Solomon and John)
 - Speed Ideation on the following topics (2 minutes/topic. Broadcast time reminders every 2 minutes)
 - How and where can the activity be used for real impact?
 - What meta-skills does the facilitator need to engage for maximum success?
 - How do you frame *and* debrief the activity for sustained learning transfer?
 - How does the activity provide a template for more experiences you bring to clients?
 - How can this activity serve as a template for other experiences?
- Large Group Discussion & Debrief and Capture Data (5 minutes) (Solomon, Chris & John)
 - Menti.com slide

Close Session and Q/A

1:25 – 1:35 Close Session (Chris, Solomon & John)

Zooming In

Deeper Facilitation in Virtual Space

Friday May 1, 2020 – 12:00 PM (Pacific)

Thank you for registering for Zooming In – Deeper Facilitation in Virtual Space. We are excited to learn with you through this virtual workshop. Some preparation will help you get the most from this experience.

The workshop will be held in Zoom. Click on the link you received when you registered or on the button below to join the meeting:

[Join now ▶](#)

If you would like to go over the agenda before the workshop click on the agenda button below:

[AGENDA](#)

Tips:

1. For the best experience use your desktop computer to join the meeting. It is possible (but not preferable) to join the meeting using your phone or tablet but this will limit the amount of interaction and diminish your experience.
2. Login 10 minutes before the start of the meeting. This will give you time to troubleshoot your connection. This is very important if you are unfamiliar with Zoom.
3. You may want to have a pencil or pen handy.
4. Click on the buttons below if you would like more information on logging into Zoom meetings.

Join by Computer



Join By Phone



Join by iPhone/Pad



If you have any questions, please contact John Losey at info@praxistraining.com

Zooming In: Deeper Facilitation in Virtual Space | 5/1/2020

Objectives | *Participants will...*

- Explore how and where can two virtual team development activities can be used for real team process support and behavior development impact
- Brainstorm and discuss how to frame and debrief the activities for relevant learning transfer to the work world (virtually or in-person)
- Discover how the activity provides a template for developing more training experiences/activities to use in the virtual team development space

12:00 PM Pacific – Session Begins

Welcome and Orientation

- Participant Welcome and a brief overview of Process
- Introduce the Facilitators

The Numbers Game

- Intro and Play Game
- Large Group Debrief
- Breakout Rooms
 - Speed Ideation (see Breakout Room guides)
 - How and where can the activity be used for real impact?
 - What meta-skills does the facilitator need to engage for maximum success?
 - How do you frame and debrief the activity for sustained learning transfer?
 - How does the activity provide a template for more experiences you bring to clients?
 - How can this activity serve as a template for other experiences?
- Large Group – Groups Report In

Transition and Movement

Pencil Flip

- Intro & Demonstration
- Breakout Rooms to practice skill
- Back to the main room: Large Group Debrief
- Breakout Rooms
 - Speed Ideation
 - How and where can the activity be used for real impact?
 - What meta-skills does the facilitator need to engage for maximum success?
 - How do you frame and debrief the activity for sustained learning transfer?
 - How does the activity provide a template for more experiences you bring to clients?
 - How can this activity serve as a template for other experiences?

Large Group – Groups Report In

1:30 PM Pacific - Close Session and Q/A

Link to menti.com - <https://www.menti.com/7nbjf1zgkb>

Breakout Room Groups

[Group 1](#)

[Group 6](#)

[Group 2](#)

[Group 7](#)

[Group 3](#)

[Group 8](#)

[Group 4](#)

[Group 9](#)

[Group 5](#)

[Group 10](#)

Group 10

Use this shared document to guide your breakout group discussions and capture notes and thoughts.

***The breakouts will be rapid-fire brainstorming to collect ideas. This method is called speed ideation. Your group will have 2 minutes to type in as many ideas as possible on each topic into this shared document. A helpful flow is to:
Think it - Type it - Say it.***

Break-out: The Numbers Game

- Speed Ideation on these topics:
 - How and where can the activity be used for real impact?

Notes:

- What meta-skills does the facilitator need to engage for maximum success?

Notes:

- How do you frame and debrief the activity for sustained learning transfer?

Notes:

- How does the activity provide a template for more experiences you bring to clients?

Notes:

- How can this activity serve as a template for other experiences?

Notes:

Break-out: Pencil Flip

- Speed Ideation on these topics:
 - How and where can the activity be used for real impact?

Notes:

- What meta-skills does the facilitator need to engage for maximum success?

Notes:

- How do you frame and debrief the activity for sustained learning transfer?

Notes:

- How does the activity provide a template for more experiences you bring to clients?

Notes:

- How can this activity serve as a template for other experiences?

Notes:



The Numbers Game

-
- [Link to The Numbers Game Video](#)
 - Number Game Resources - [Click Here](#) – (Scroll down to the Virtual Team Building Section)
 - Breakout Room Notes
 - Menti.com Notes

Ideation Data for Zooming In

Virtual Professional Development Workshop, 5/1/20
with Solomon Masala, Chris Cavert & John Losey

The Numbers Game

Presented by Chris Cavert - chris.cavert@gmail.com

Websites: OnTeamBuilding.com and FUNdoing.com

Resources for The Number Game: FUNdoing.com/resources (Scroll down to the Virtual Team Building section. These resources will be available for a limited time. If they are no longer at the resources site, contact Chris to obtain copies.)

Below is the ideation data from eight different groups. Data are organized by question.

How and where can the activity be used for real impact?

Reinforcing skill attainment

Building collaborative structures/norms

Learning by doing, giving and getting advice, dealing with frustration.

Warm-up for problem-solving, thinking about learning styles, willingness to be helped

Very similar to key punch, but more individualized

Large Middle school group in lieu of using annotate tools

Adult groups but fewer rounds

Iteration/Fail Forward

Goal setting

Relating to company culture/values; Ignore the Noise, Always Raising Our Level of Awareness,

Every Second Counts

Communication Styles

Comparing your success to others

Advice feeling like "cheating"

Resiliency

Energizer

Group sharing, working under pressure

Continuous improvement

Letting go of "my way"

Following through on other's suggestions

Levels the learning playing field for most groups

Teaching means to learn twice

Communication (it can sometimes be challenging to communicate a skill that comes easily to you. But not to others)

Necessity for practice

Often, individuals on a team zone out once they "get" something. Requiring the team to ensure everyone can do it successfully completely changes the perspective.

Provides some an opportunity to be the teacher

Requires being able to break down a skill.

Norming

Collaboration

Sharing of best practices

Any online session - large group and small group
How do you see patterns? How can you apply that to your own life to make things easier?
Learning lessons from our days. Remembering where your mistakes are and where you struggled, makes it easier for next time. Personal growth links.

Sharing your experiences/advice. Was a game changer. Before someone shared the advice of the zig zag pattern, I felt like I was pecking in the dark.

Idea of the Value of structure.

Creating calm out of chaos and how you can apply that to their own life.

Great opportunity to talk about goal setting.

Meta-cognition, how do you respond/deal with/do with that?

How do you respond to your setbacks? (If you went down in numbers on various rounds.)

Identifying problem areas: started with finding the difficult ones first.

Was this stressful? How did you respond to stress? Did it help you? Hinder you? Converting stress to energy.

Asking for help is very important

Improvement and practice, editing

Developing a system

May need to connect to dealing with fear or shame about being slow

Recognizing patterns

Panic and fear

Groups helping each other learn

What meta-skills does the facilitator need to engage for maximum success?

Coaching, concise directions, feedback for various interaction styles, tips for different types of learners

Reminders to share advice between rounds

Process deconstruction

Response to stimuli

Internal vs. External awareness

Clarity and access to all resources

Internal narrative, personal definitions of "success"

The effects of collective work/isolation

Aware of audience

Being aware of the facial expressions in the chat if the video is on.

How one approaches a task - the many approaches

Be aware of what types are opening up in the space

How stress level influences how one approaches a task

Looking for patterns

Sharing prior knowledge

Encouragement

Restating objectives

Facilitating group discussion

Not sharing scores
Sharing strategies in chat (best practices)
Being cognizant of how your voice, tone, (count-down) etc. affect participants. Being intentional.
Not giving the answers

Not giving too much info
Giving folks opportunities for multiple tries
Feeling-empathy for the stress induced by time and task

Facilitation technique of giving time between each round: Talking participants off the ledge of stress.

How does competitiveness get in the way of your success? Some opted to not look at the advice in the chat due to their competitive nature.

Accepting help?

Meta cognition, recognizing how you think
Allowing participants to contribute any previous knowledge in the chat
Recognizing the contributions of the group in the chat

How do you frame and debrief the activity for sustained learning transfer?

Notice if competition vs. cooperative learning/self-development are driving the process.
Being patient with oneself, being open to advice of others vs do it yourself. How hard are people on themselves?

Concepts of self, others, collective. Each round, how do we adapt our approach to support others and in-turn help ourselves

Cooperation vs collaboration

Wisdom of the crowd

Incremental gains

Siloed mentalities

There must be a direct link to my reality to make application

Discuss how this applies in real life. Overlooking people or other processes

Simple frontload, describe what participants are about to see, then heavier debrief after each round

That there is no way to win or lose at the game. That it is a game for awareness and the goal is to get information, that's it. Point out the different types of information that came from playing the game (stressors, awareness of time, competitiveness, etc.)

Goal setting

Integrity/Honesty

Basing debrief around how you're staying aware of the immediate task in lieu of focusing on the future numbers.

Problem solving in the moment under stress

Communication styles

Comparing

How to make connections to how one feels and how it connects to everyday life

Collaboration in doing a task

Problem solving together (breakout rooms)

Test anxiety and strategies to deal with it
Why do we withhold information?

Tie challenge/objective to something group can relate to it (either frame or post activity)
What did we do to help each other?
Front loading shared ideas and how that can contribute to overall success
Multiple rounds help create a mental process

Scaffolded approach
Continuous learning approach
Each trial took learning to new round
Aha - How did others help
What is the value of sharing

Fail forward. Think process as well as task success
Building up on successes
Support - request, receive, respond to need
Depends on the group you are working with. We would process it differently with a therapeutic group rather than a corporate group working on process improvement.

The difference between not having any hints and once you get hints
Also, that the hints only work after you've tried it before
Play!
Encouraging individuals to reflect individually using a separate paper and pen

How does the activity provide a template for more experiences you bring to clients?

It would lead nicely into larger group problem solving, how are individual performances affecting the group
Collective construction experience, i.e. the participants create the number sheet.

I like the control that the facilitator has with the documents that we see.
Also appreciated getting the agenda and a clear path to follow during breakout sessions
Traditional adventure activities can be transformed into virtual format. However, is that just doing something because it's comfortable and familiar and forcing into a new context where it doesn't work?
Discussion of issues around equity

Learning comparisons, different visuals
We were all in the same room together and using the chat box feature - rather than being in break out rooms
Simplicity
To be mindful of how typical "fun" activities can be experienced differently in many ways.

Sharing ideas help create more success
Trial and error
Trying new things usually causes some "backwards" movement before we improve performance. Be willing to try new approaches and allow yourself to be "bad" at it.
Individual work and how the sharing effects group performance.

This exercise was group think to collaborative think

This translated to synergy think.

Like a brainstorm whether silent or out loud

Allowing ourselves and each other to have fun and meet each other where we are

The use of individual activity, individual reflection

Playing a game lead by the facilitators and using the chat to communicate with other participants was a new way to problem solve

Provide an experience a group can build on in terms of working together, sharing ideas, etc.

Building on shared strengths

Simple activity with multiple attempts.

Liked that we kept track of our scores on our own paper instead of sharing

Breakout Report - Share your insights about the Numbers Game

Doing the game by myself with help from the chat window was a very different style of facilitation. I like it!

Issues around accessibility and equity, particularly as participants are entering session with variable internet access, various tech devices/capabilities

Great game with multiple applications. Could be used with a therapeutic group on learning from your past experiences or a corporate group working on process improvement.

It was good to have multiple rounds...with participants sharing best practices

I loved the individual approach. We have a lot of teams that are production-based that are constantly comparing numbers. The idea of social pressure when you hear other's answers for rounds is amazingly applicable.

Add all the numbers of a round together and get an average. Then see if, as a group you can raise the average over the round.

Great for getting participants to think about practice as it relates to improvement

Great for sharing ideas while working individually.

I expected to go up each time, but went down twice. That makes for an interesting self debrief. When I used two hands, I went down. Back up with one.



Breakout Report - Share your insights about the Numbers Game

Did you feel stressed during the activity? how does your level of stress impact your performance?

Individual version of KeyPunch, has a nice way to guide us from individual performance to supporting others through the chat. But could feel competition without the chat function

Perseverance and focus even under pressure Anxiety
Sharing information is very helpful Know when to ask and offer help to those you are working with

A great game for those who are able to participate.

I wonder how changing the time limit for rounds may influence success and struggle for people and lead to this for processing. Opportunity for success and failure. Support-request, receive, respond.

Throughout the whole process, I was concerned about me getting the highest number possible. I didn't really stress, but I wanted to do well. I wanted to know how others were doing. I was relieved when people asked where 21 was, I felt on track.

Can be used in large group formats where breakout rooms are not feasible and the annotate tools aren't realistic

shared mental model. resiliency, perseverance, creating a pattern and plan for execution. problem solving under stress

6 rounds was a good number, allowed for possible success (getting to 60)

Breakout Report - Share your insights about the Numbers Game

It was a fun activity that gets your energy up and a bit of frustration. It always feels like a competition so I was glad that we didn't compare numbers.

Debriefing questions: How can previous experiences help us? How can it hinder us? How did your own competitiveness help or hurt you?

A scaffolded approach. Each round layered on the next. Sharing of Best practices moved each round forward. Group think was fun. Distraction added to the session.

I liked keeping track of my own thoughts and reflections while utilizing the mute feature to let zoom function at its best

Tremendous amount of somatic awareness learning potential in this activity. Meaning a fun way to get peeps to look at how what the 'feel' impacts how they behave or perform. also gives opportunity to show what kinds of learning styles in a group.

The idea of staying in the moment (focused on the number at hand) in lieu of thinking about next steps or next numbers. ie: brainstorming and not getting "lost in the sauce" of logistics.

mindset. comparison of self to others. time limit impacts on conclusions

Great opportunity for self-reflection: willing to ask for and offer help, how respond to stress, perceived poor performance, goal setting, response to help, changing strategies Looking at multiple rounds of same activity and value of that. Liked

I struggled with having a string of suggestions in the chat room rather than building on an idea. It felt like a stream of conscience rather than problem solving. It is a different way of thinking.

Breakout Report - Share your insights about the Numbers Game

Did anyone get to 60?

With such a simple task the impact can be powerful. Asking for help. Do you want help? How much help will you ask for and accept?

I like having the participants create the number page.

Approaching Meta cognition in this way brings out a much different aspect than does passing around a pair of scissors deciding if they are open or closed. this one gives you some time with the challenge as it unfolds in front of you.

- I feel like I would need a purposeful reason to point this exercise toward for adults - It absolutely stress inducing especially with the timer - It probably should induce some stress as that's what life is like too

Good way to have teams check cooperative vs. competition.

I like to have people do this in pairs, even in a virtual space.

It was a good lesson in trial and error. Trying new strategies. Having the reminder to breathe was helpful. It was nice to not be "spoon-fed" the answers

Liked pace ... CC as facilitator was coaching - took stress level down for -lesson to slow things down and not rush

Breakout Report - Share your insights about the Numbers Game

opportunity to continually learn, Started with self. Added when used others input. When strategies were added, even, odd,s, patterns, breath, calming brains, learning from mistakes, putting timing on ignore, rather than a distraction. Great fun and c

I could not do this at the beginning and someone broke it down for me by showing me what to do without the pencil. This reminded me of the importance of taking smaller steps when the original step is too big/frustrating

This could be used with people who don't share language. It's easily demonstrable and can provide a shared experience and shared success.

I would use this as a tie into Tiny Habits by BJ Fogg which is something I use with my students

How do you move from thinking of yourself to thinking of others. Also, finding outside resources - going to YouTube. :) Changing perspective from "I'm moving my hands," to "I'm switching the direction the pencil is pointing."

It is also very humbling to be not good at something and that is a valuable place to visit so we can understand how people feel when they struggle/ are frustrated

At one point, I didn't think we'd learn how to do it before we'd get an opportunity to all do it together for time. I was worried we weren't going to follow all directions or attempt the final goal - and we didn't.

I'm having a hard time answering the questions when we are typing and talking about our ideas in breakout. I don't think I share your mental model. I may understand it if this wasn't my first time joining this group.



Pencil Flip

-
- [Link to Pencil Flip Video](#)
 - Pencil/Pen Turning Resources – [Click Here](#) – Scroll down to Challenge # 2
 - Breakout Room Notes
 - Menti.com Notes

Pencil/Pen Flip

Presented by Solomon Masala - solomon@sourceconsultinggroup.com

Website: SourceConsultingGroup.com

Resource for Pencil/Ped Turning: The link below goes to a FUNdoing Blog post - go down to Challenge #2 for the 'Pencil Turning' Video.

Below is the ideation data from eight different groups. Data are organized by question.

How and where can the activity be used for real impact?

Great to use the resource of google.

Taking visual to kinesthetic learning.

Noticing, layers of noticing.

How to move past frustration.

Training/skill building

Development of shared language

Down-time, meals

Simple vs. difficult

Perspective

Knowledge transfer

Tiny teaches

Success/Failure

Students to feel empowered to learn and be able to teach a new skill

Onboarding, learning styles, trial and error, perspective, ensuring that we have the correct answer, various needs - auditory, visual, kinesthetic,

Core Dump: Answered all questions in this one section. Was faster!

Value of breaking tasks down.

The humbling experience of 'Why can't I do this?' when others can do it easily. What's wrong with me? Why can't I do this?

If you teach calculus, that comes easy to you. Can be hard to understand why someone can't perform a task. Same concept applies here. For some it was easy, others it was extremely hard.

The concept that everyone had to be an individual contributor to the team's success. Team pressure of holding the group back when you are the one that can't perform the task. How did the group respond? Were they supportive? Were they frustrated with you? 'Come on! Just do it!'

Also, going as slow as you need to make it work. Broke the problem down by removing the pencil to get the hand motion first. Translation: remove the problem and work through the process.

Book: Tiny Habits, by B.J. Fogg. Would relate to this/ties in perfectly. Some people needed a different step to be successful. What tiny habits do to help you be successful in larger tasks?

Importance of celebrating small successes so you can move onto the next task.

Education tie in: Pressure on teachers for compliance to get everyone up to speed on the same task when we all learn differently and at a different pace.

Corporate Onboarding: getting everyone up to speed. Tiny teaching roles and responsibilities.

- Teaching participants to coach each other
- Teaching coaching and feedback models
- Using specific language and creating the same mental model
- Learning when and how to use prior knowledge
- Having fun learning a simple new skill or “party trick”
- Breaking the idea that “copying” is a bad thing
- Leveling the playing field
- Practice and improvement

What meta-skills does the facilitator need to engage for maximum success?

Going slow to demonstrate. Know people will get frustrated, looking for signs of frustration.
Spatial awareness
Verbal to physical transition

Can do the skill
Be clear with the rules
Do you have to do it the exact same way you did it?
It's ok to let people struggle

Clear directions and demonstration (virtually, be sure that everyone can see your hands)
Not too much information
Being able to make sure someone in each room has the skill... or enough information to keep people engaged... it helped that 2 of us had the knowledge. Granted, that could also be a good discussion if no one in the group got it.

Breaking down big to small, shifting mental model, big picture to details, considering various needs,
Tiny Teach concept... each of us know something we could teach someone else.
Setting a cooperative tone, setting the stage for collaboration

Setting a fun and accepting learning environment
Encouraging people to help and guide each other is the best way to learn
We risk a bit of humiliation, but once we get it that's goes away - good for taking risks

How do you frame and debrief the activity for sustained learning transfer?

- Quality control
- Shared understanding of goals
- Communication
- Delegation
- Learning edge/learning wall of individuals
- Clear expectations

Front load life skills or social emotional skills-- life skills that can be transferred-- perseverance
What did it feel like to learn a new skill? What helped you to be successful?
How did you contribute to the success of your entire team?
Roles: Were you teaching or learning? Or both?

Why/When is it important to make sure everyone has same/comparable level of skill, knowledge, etc.?
Shared mental models about "how" we do something - when is it useful to do things the same way and when it is useful to have different approaches

Considering perspectives
How experience affects our ability to express, request, and communicate in general.
Connecting experience and perspective - different depending on each unique experience.
Understanding of different perspectives.

Setting the goal of everyone being able to do it before getting faster at it
It was understood that everyone needed to be successful, nice for group collaboration
How do you usually present your understanding or knowledge with others?

How does the activity provide a template for more experiences you bring to clients?

What do you notice about activities, looking for meaning behind meaning, growing in your recognition or understanding of something and knowing it takes as long as it takes - feeling comfortable with that. We don't all get it at the same time.

Riddles
Wiggle Waggle
Other human tricks
Teaching others, how do you teach

Tiny Teach/Icebreakers
Collaboration
Are we "speaking the same language"

Being specific
Sharing information that is important
Clearer guidance
Simplicity and use of items that can easily be found around their desk in the virtual setting.

Being able to teach someone something new... when you have someone that is an expert in a group there is less frustration for others. Wonder.... If someone in the group didn't know how to do it what would have been the frustration - how long would it have taken for us to be able to master the task? How would we have gained the skills

Learning new skills, teaching others, allow people to figure things out.
Starting with a short, relatively simple new skill to learn, it sets up groups for more advanced learning - and has them more naturally pay attention to the individuals and helping each other move forward together

Knowledge doesn't necessary equate to group success

How do we teach each other?

How do we tap into skills, strengths and prior knowledge to help the group move forward?

Starting with a short, relatively simple new skill to learn, it sets up groups for more advanced learning - and has them more naturally pay attention to the individuals and helping each other move forward together

Considering all modalities of learning, scaffolding - do this first or precede with other perspective activities,

Tiny Teach - have everyone teach someone else something.

Setting the goal of everyone being able to do it before getting faster at it

It was understood that everyone needed to be successful, nice for group collaboration

How do you usually present your understanding or knowledge with others?

Any skill that can be shown to someone else could be used this way

Once you get it, it is deceptively simple, and people love that. They are in on the secret and want to show others. Play it forward.

It's simple to describe and play. It could be used with groups without shared language. Using this in class, you may need to tell folks not to tell others so it's a surprise in the next class.

There are plenty of activities like this to choose from and I like that it's quick and easy with a big payout. You could see how happy people were once they got it. Great attitude booster.

Breakout Report - Share your insights about the Pencil Flip

tiny teaches and sharing a moment with someone you may or may not know.

Intrigued by the use of the word "seamlessly" in the framing. Was this intentional?

Could relate to corporate onboarding -- making sure everyone on your team is up to speed on what expectations are and if we have the skills to make it happen.

Opportunity to discover something new.

How clear are we with task hand off, clarification of information, are we checking for understanding.

I love the simplicity and the versatility of this tasks that can be used with deep learning outcomes or just as a change of pace activity.

Similar to the 'cork exchange' activity. Also ties to 'Tiny Teach' -- where each person has something they could teach others.

Similar to the different language comment, I think doing this activity virtually adds even more nuance to HOW we communicate and model things for one another. Our perspectives (verbally and physically) are different. From the virtual standpoint,

it was a fun quick activity that can serve as a break, a team builder, trust builder

Breakout Report - Share your insights about the Pencil Flip

It creates an interesting dynamic around roles: teaching vs learning the skill. Definitely important to have clear communication on the outset...regardless, it can definitely bring out some good conversations afterwards!

I love Ross Greene's work. This works well alongside the idea of really understanding the lagging skills and unsolved problems getting in the way of our or our students ability to meet expectations, navigate challenges, and develop the skills needed

Book: Tiny Habits,. By BJ Fogg. Would relate to this/ties in perfectly. Some people needed a different step to be successful. What tiny habits do you do that helps you be successful in larger tasks? Importance of celebrating small successes so y

like the facilitation ... we were all in same boat, invested in each other's success. Looked at how you can bring someone on board figure out how to break down the learning into component pieces to help with understanding ... step by step - different way

Consider perspectives and learning styles. Ensuring that each person in each group sees the demonstration clearly. How does our experience affect our view and perspective? Ability to ask questions. Holding and facilitating a safe learning space





Additional Resources and Links

-
- Zooming In Session 1 Recording – [Click Here](#)
 - Solomon Masala
 - Source Consulting – [Click Here](#)
 - Free Team Building Activities eBook [Click Here](#)
 - Chris Cavert
 - OnTeambuilding Blog and Podcast – [Click Here](#)
 - TeamBuilderPowerUps – [Click Here](#)
 - FUNdoing – [Click Here](#)
 - John Losey
 - IntoWisdom – [Click Here](#)
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Describe this session with a word or phrase (you get three entries)

