**PRM 270: Leadership & Group Dynamics Group Project (300 points)**

**Purpose of the Project:**

The purpose of this group project is to work together in a cooperative effort in teaching games and initiative activities to our class and then to an outside group. Students will work in randomly assigned **small groups** (3-4 students)to prepare, deliver, and evaluate an activity session with the class.

**Project Overview:**

The presentation should include a warm-up activity with briefing, an activity which focuses on a specific group dynamic/ problem-solving activity, and a debrief. As a group you will lead the class through an experiential set of activities that focuses on a specific group dynamic or leadership element. Suggestions include: conflict resolution, communication, diversity education, problem solving, values, goal setting, decision making, and cohesion/team building.

You will have **30 minutes** from start to finish including the debrief. I want you to know your activity in-and-out, so no reading notes for this activity. You may have a notecard to refer to if you forget your spot or if your game has lots of rules (emergencies). Each group member will be responsible for leading at least one aspect of the presentation.

This assignment has three parts. Students will submit a proposal with an outline of the activity and other required materials, deliver the activity to the class, and then complete a reflective evaluation of the experience.

**Components of the Group Project:**

1. Proposal with Outline (100 points)
2. Instructor Evaluation of Activity Presentation in class (75 points)

Peer Evaluation of Activity Presentation in class (25 points)

1. Reflective Evaluation of the experience (100 points)

**Total Points = 300**

**Assignment Guidelines:**

1.Students will work in small groups to prepare, deliver, and evaluate an activity to the class. The presentation should include a warm-up activity with briefing, a problem-solving (initiative) activity and a debriefing. The presentation should focus on at least ONE group developmental skill or leadership element.

**\*\*Activities from this class cannot be used unless you modify or use a variation that makes it completely different than what we have done in class.**

2.Investigate and research the group you will be working with; our class. The class will develop an online Qualtrics survey to evaluate the demographics of the class. This will be created in class, with input from all students. Information to be gathered includes:

* 1. Age
	2. Gender (include all options)
	3. Ability level (participants chose from “fully able to participate” or “have some restrictions to participation”
	4. Follow-up question to “have some restrictions to participation” with a listing of restriction
	5. Rank order the group dynamic and leadership elements you feel the class should focus on for the group projects. \*\*Groups will select which element to focus their presentation on from the results of the survey. See list on next page.
1. personal and group responsibility
2. self-discovery and relationship building
3. communication & collaboration
4. problem-solving
5. respect for oneself and others (diversity education)
6. decision making
7. goal setting
8. team building or cohesion building

\*\*Include the results of the survey in your Proposal.

3. **Create a PROPOSAL with Outline**, which includes all of the following elements:

i. **Names of Group Members** (first and last names)

ii. **Goals and Desired Outcomes for your presentation as a whole.**

iii. **Participant Demographic Data** (from Qualtrics survey)

iv. **Outline and Explanation** of activity (or activities) you will be implementing. You should be able to pick up this outline 5 years from now and lead the activities, that is how descriptive it should be. Explain reasoning behind choosing these particular activities for the goals and desired outcomes. \*\*Examples of activity outlines are at the end of this instructional handout starting on page 4.

Remember the presentation needs the following:

1. **Briefing, Icebreaker, Warm Up Activity**
2. Introduction of group leaders
3. Understanding of group norms, safety considerations, etc.
4. Warm-Up Activity(ies) \*

These should set the stage for the initiative to come, help divide into groups if needed, warm-up muscles if needed, get the group communicating and working together. The warm-up activity should be a direct tie in with the initiative and still meet the overall goals and objectives of your activity session.

1. **Activity, Problem Solving, Initiative(s) \***
2. This initiative (you can do more than 1), is the main focus of your activity session. \*The process and outcomes are directly tied to your overall goals of the session.

**c.** **Debriefing/Processing questions and/or activities.** \*

Describe in detail what you plan to do.

(1) Explain reasoning behind choosing these particular questions or activities.

(2) Make sure you build time into your activity session for an adequate debrief.

(3) The debrief can be an activity itself which helps to summarize the outcomes, or you can use guided questioning.

v. Include a **Plan B (hip pocket idea)** if original activities do not achieve desired outcome, or you still have time, or equipment isn’t available, or the weather isn’t cooperative, etc.

vi. **List of required materials and equipment**. Where will you obtain these items? How many of each do you need?

vii. **Timeline** to visually display the organization of events and tasks leading up to the activity, evaluation and presentation. This can be a list, diagram, illustration, flow chart; your choice.

\*\*Submit proposal outline online through Blackboard assignment module by specified due date. Select one group member to submit. Make sure all group member names are on submission.

4. **Implement Activity with CLASS** and record the following to be included in your reflective evaluation:

a. List total number of participants on the day of your activity.

b. Make note of what worked and what didn’t, any equipment issues, weather issues, participant problems, insights.

5. **Write reflective evaluation** of the experience (3-5 pages), include the following elements:

**\*EACH group member must submit an individual reflective evaluation.**

a. Summarize the overall experience in your own words.

b. Describe how the presentation/program/activities met (or did not meet) the goals and desired outcomes for the class.

c. Describe the group that participated on the day of your presentation, give data if applicable.

d. Describe the positive aspects of the presentation and what went really well.

e. Describe any negative aspects of the presentation and how you dealt with them.

g. What have you learned from this experience? And how will you apply this experience to future personal and professional opportunities?

h. Describe how your group functioned in terms of planning, organizing, implementation and evaluation of this project. Describe and rate each group member’s participation level. Rating level should be on a scale from 1-5. (1= little involvement; 3= average involvement; 5= very involved)

\*\*Please type using MS Word, 12 point font, single-spaced, using complete sentences and paragraphs.

\*\***Submit online through Blackboard assignment module by specified due date.**

**End Notes:**

The project is worth a large percentage of each group member’s grade. Each individual’s equal contribution is expected in the preparation and execution phase of this project. The group will meet regularly during class time to discuss and prepare the activity. The group is expected to meet outside of class time to practice and prepare for the presentation.

**Tips on leading an activity:**

1. Create a physically safe environment in which the activity can take place.
2. Create a psychologically safe environment in which the activity can take place.
3. Establish a “freeze” command. A signal, noise, word, whistle, etc which always means everyone needs to stop immediately.
4. Remove participants who refuse to cooperate.
5. Directions should be short and to the point (KISS…Keep it short and simple).
6. If possible, demonstrate what you want them to do.
7. Bring a watch!
8. Be prepared for an imperfect first experience.

**Your role as leaders of the activity:**

1. Be personally enthusiastic.
2. Each leader must contribute equally to the facilitation of the activity.
3. Maintain control over your participants during the activity.
4. Be the time keeper.
5. Be flexible.
6. Watch, watch, watch! You need to be aware of the dynamics taking place to help with the processing of the activity.

**Please use the following outline format for your activity descriptions in your proposal outline.**

**Icebreaker/Warm-up/Briefing Activity**

**Activity Name:** Thumb Wrestling in Stereo (*Group member 1*)

**Partner Names:** Dewey Hafta (*group member 1)*, Aya Wanna (*group member 2*), Seymore Parks (group member 3)

**Goal:** To have fun and break the ice! (*Group member 2*)

**Desired Outcomes:**  Forming stage of group begun in a fun way (*Group member 2*)

**Time:** 5-7 minutes (*Group member 3*)

**Materials needed:** None, just open space.

**Description: make sure it is well described so you could pick it up 10 years from now and understand what to do**(*Group member 3*)

1. Set up requires participants to be in a circle.
2. Everyone assumes the monkey grip (fingers cupped in others’ fingers with thumbs facing upward) with people on either side of them, with every other person crossing their arms.
3. Objective is to try to pin both your neighbor’s thumbs before either can pin yours.
4. Wrestling begins once everyone has chanted, “One, two, three, four, now prepare for thumb war”.
5. A round of thumb-wrestle mania lasts for one minute (or you can do best 2 out of 3).

**Variations or Tips for Facilitation:**

1. If participants are unfamiliar with thumb wrestling or each other, have them pair up first and practice a one on one game before forming the circle.
2. Make sure you have an even number of people in the circle for the game to work, if not, the leader may need to play as well.

**Discussion, Debrief, and/or Processing Ideas:**

\*I chose to have none, because this was a warm-up activity solely intended to get participants moving and somewhat comfortable with each other.

**Source** *(make sure it is APA style)***:**

Project Adventure. “No Props: Games for Large Groups”. National AAHPERD Convention. Salt Lake City,

UT. April 2006.

**Main Activity #1 (Problem Solving):**

**Activity Name:** Litter Box (scrap paper) (*Group member 1*)

**Partner Names:** Dewey Hafta (*group member 1)*, Aya Wanna (*group member 2*), Seymore Parks (group member 3)

**Goal:**  Popping one’s personal bubble (*Group member 2*)

**Desired Outcomes:**  Forming connections begun in warm-up activity are deepened here (*Group member 2*)

**Time:** 20 minutes (*group member 3*)

**Materials needed:** 25 scraps of paper, some kind of waste receptacle

**Description: make sure it is well described so you could pick it up 10 years from now and understand what to do** (*Group member 3*)

1. Have partners ball up a sheet of scrap paper and place it on the floor.
2. Ask the partners to pick up the paper by using the body parts called out by the leader:
	1. elbow to elbow
	2. foot and foot
	3. knee and knee
	4. forearm and elbow
	5. foot and elbow
	6. knee and elbow
	7. forehead and back of hand
	8. toe and finger
3. Eventually all paper ends up in trashcan.

**Discussion, Debrief, and/or Processing Ideas: for each activity, the debrief/processing questions for activities should answer both the overall goal and the desired outcomes of the activity**(*Group member 4*)

1. What was the most difficult version of putting the trash pieces in the receptacle?
	1. Why?
2. What did you and your partner do to overcome that difficult version?
	1. How well did the tactic work at first/eventually?
3. What would you need to manipulate if you wanted to make this activity accommodating for those with certain physical restrictions?
4. How about cognitive restrictions like ADHD?

**Source** *(make sure it is APA style)***:**

**Main Activity #2 (Trust Building):**

**Activity Name:** Blind square (*Group member 1*)

**Partner Names:** Dewey Hafta (*group member 1)*, Aya Wanna (*group member 2*), Seymore Parks (*group member 3)*

**Goal:**  Trust building between large group (*Group member 2*)

**Desired Outcomes:**  Forming connections begun in warm-up activity are deepened here (*Group member 2*)

**Time:** 20 minutes (*Group member 3*)

**Materials needed:**  a 25-ft long rope

**Description: make sure it is well described so you could pick it up 10 years from now and understand what to do** (*Group member 3*)

1. Everybody put on blindfold;
2. Everybody step up to rope and grab with both hands;
3. Take a step backwards to tighten rope around the circle;
4. Everyone work together to form a square (round one), triangle (round two)

**Discussion, Debrief, and/or Processing Ideas: for each activity, the debrief/processing questions for activities should answer both the overall goal and the desired outcomes of the activity**(*Group member 3*)

1. Give me some good qualities of the group (e.g. effective decision-making)
2. Give me some bad qualities of the group (e.g. group think)
3. Give me three group elements that were readily apparent to you as a member (e.g. shared goal, etc.)

**Source** *(make sure it is APA style)***:**

**Hip Pocket Idea (Plan B) needs to be outlined in the same format as shown in above examples.**

**Group Project Rubrics**

**PRM 270: Group Project Proposal Outline Rubric**

**Name of Group:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Criteria:** | **Unsatisfactory 4 points** | **Below Standard****6 points** | **At Standard****8 points** | **Above Standard****10 points** | **Weight** | **Points Awarded** |
| **Content of outline** | There is no participant information and activities could not be presented/facilitated as described. | There is little participant information and activities have little explanation of goals, outcomes, description, and evaluation [of goals/outcomes]. | There is adequate participant information and activities have concise explanation of goals, outcomes, description, and evaluation [of goals/outcomes]. | There is an overabundance of participant information and activities have exhaustive explanations of goals, outcomes, description, and a robust evaluation [of goals/outcomes]. | X 2 |  |
| **Clarity of content’s presentation** | The outline cannot be easily understood as written. | There is some clarity of participant information, but activities have little clarity of goals, outcomes, description, and evaluation [of goals/outcomes]. | There is adequate clarity of participant information, as well as activities have little clarity of goals, outcomes, description, and evaluation [of goals/outcomes]. | The participant information and activities have exhaustive explanations of goals, outcomes, description, and a robust evaluation [of goals/outcomes] are very easily understood. | X 2 |  |
| **Creativity of content’s presentation** | Only the minimum content is presented. | There is some extra participant information given, but that is not reflected in the activities’ explanation of goals, outcomes, description, and evaluation [of goals/outcomes]. | There is some extra participant information given, which is partially reflected in the activities’ explanation of goals, outcomes, description, and evaluation [of goals/outcomes]. | There is extra participant information given, which is exhaustively reflected in the activities’ explanation of goals, outcomes, description, and evaluation [of goals/outcomes]. | X 2 |  |
| **Overall organization of outline** | The outline doesn’t resemble the organization required in the guidelines. | There is only partial resemblance of the organization required in the guidelines. | The outline resembles the organization required in the guidelines. | The outline resembles the organization required in the guidelines and there are portions added for additional clarity and creativity. | X 2 |  |
| **Formatting of outline** | There is no clear formatting of the outline. | There is some formatting of the outline, but either multiple styles are used, or there are breaks in the formatting. | The outline’s formatting follows the guideline requirements. | There are additional formatting elements (e.g. APA reference section) that make outline appear more robust. | X 2 |  |
|  |  |  |  | Total Possible Points = 100 |  | Total points Awarded = |

***The following rubric will be used by your fellow classmates when you present your activities in class. Each student will have the opportunity to evaluate at least one group.***

**PRM 270: Group Project Peer Evaluation Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Please answer the following questions:**

1. Comment on the group’s organization, preparation, use of time & space, and leadership.
2. Describe the most positive aspect of this activity.
3. Describe what needs to be improved upon.
4. Rate the overall activity on a scale from 1-25. (1= totally unprepared, awful; 15= prepared, but only average; 25= wow, awesome, exceeded expectations): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Other comments?**

# *The following rubric will be used by the instructor to grade your group as they present the activities in class. Make note of what is required to make sure you include it in your activity.*

**PRM 270: Group Project Presentation Rubric**

**Name of Presenters:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria:** | **Unsatisfactory 2 points** | **Below Standard****6 points** | **At Standard****10 points** | **Above Standard****15 points** | **Points Awarded** |
| **Presenter’s attention to audience** **Presenter’s speaking skills** | Did not attempt to engage audienceMonotone, speaker(s) seemed uninterested in material. | Little attempt to engage audienceLittle eye contact, fast speaking rate, little expression, mumbling or use of filler words. | Engaged audience and held their attention most of the time by remaining on topic and presenting facts with enthusiasm.Clear articulation of information, but apparently lacks confidence with material. | Engaged audience and held their attention throughout with creative articulation, enthusiasm, and clearly focused on presentation.Exceptional confidence with material displayed through poise, clear articulation, eye contact and enthusiasm. |  |
| **Content of individual presentation/facilitation** | No apparent logical order of presentation, unclear focus. Did not stick to outline content. | Content is loosely connected, transitions lack clarity. Lacking some information from outline. | Sequence of information is fairly organized, but more transitions needed between outline content. | Development of presentation is clear through use of specific and appropriate examples; transitions are clear and create a succinct and even flow.  |  |
| **Clarity of individual presentation/facilitation** | Not concise, nor relatable, and understood by little to no participants.  | Somewhat concise, not relatable, and only understood by a few participants. | Concise, but only somewhat relatable, and understood by most participants. | Concise, directly relatable and understood by all participants. |  |
| **Creativity of individual presentation/facilitation** | Delivery is repetitive with little or no variety in presentation techniques. | Material presented with little interpretation or originality. | Some apparent originality displayed through use of presented examples or materials. | Exceptional originality of presented materials and interpretation |  |
| **Time Organization of Group Presentation**  | Lack of organization and preparation. | Over or under time limit, could have been better organized, lacked preparation | Within time limit, but rushed through or didn’t complete fully, organization okay, shows preparation | **Adhered to 30-minute time limit, used time wisely, well organized and prepared.** |  |
|  |  |  |  | Total Possible Points = 75 | Total points Awarded = |