







## Ball activity/icebreaker

	<p><b>Facilitator Note:</b></p> <ul style="list-style-type: none"> <li>■ <b>4 x Balls</b> required for this activity</li> <li>■ <b>Space</b> required to throw ball safely</li> </ul>
	<p><b>Time 15 minutes (including debrief)</b></p>
	<p><b>Activity</b> <b>Physical activity and icebreaker</b></p>
	<p><b>Facilitator Note:</b></p> <p>This activity has been designed to engage learners and to stimulate an environment where pace, norms and unexpected events occur without notice.</p> <ul style="list-style-type: none"> <li>■ Participants will experience different levels of anxiety as the number of balls increase. The different weights and sizes of the balls will cause them to move at different speeds to simulate different levels of stress and urgency that they could face.</li> <li>■ Participants will need to work together, communicate well, create a system and strategy which they will frequently revisit and adjust, to keep all the balls moving and in the air.</li> <li>■ Teams should find it pretty easy with 1, 2, and possibly 3 balls (depending on group size), but will start dropping balls, coming up with different strategies as the number of balls increase.</li> </ul>
 <p><b>Display slide 6</b></p>	<div data-bbox="467 1599 1048 1921"> <p><b>ACTIVITY</b></p>  <p>Keep the ball moving from person to person.</p> <p>Don't let the ball hit the floor.</p> </div> <p><b>Do not</b> progress slide until instructed to.</p>

**SAY:**

Let's start our training with an activity. To start you will need to form a circle away from the desks.

**SAY:**

To get our blood flowing, and our minds working let's start with tossing a ball to each other.

The objective of this activity is to keep the ball moving from person to person.

Try your best not to drop any balls!  
Ready? Go.

**Facilitator Note:**

- Once a rhythm has been established, introduce a second ball.
- Instruct the group to continue to throw the ball to each other without dropping it.
- Continue to introduce a third and fourth ball into the process.
- Increase the pace of ball throwing by playing fast paced music for balls 3 and 4.

**SAY:**

Thank you everyone, you can stop passing the balls now. Please return to your seats.

Let's take a few minutes to reflect on this activity. Please feel free to shout out your responses.

Can someone tell me what they were thinking as they were doing the activity?



**Facilitator Note:**

**Activity** debrief

- **ASK** participants to reflect on the emotions and stress they felt during the activity.
- **ASK** why they chose their passing methods, and when they opted to change things up.

Ideally, participants will recognise that this relates to a work environment where processes change, new people start, or people leave. Project work gets allocated.

**ASK:** Can someone tell me what they were thinking as they were doing the activity?

- Why do they keep adding balls?
- How am I supposed to keep them all in the air?

**How** did you feel during the activity?

**Answers** to include:

- Stress
- Unbalanced
- Frustrated that more balls kept getting added as soon as we were getting the hang of it

**ASK:**

**How** did you react as each ball was added?

**Answers** should include:

- We had to start communicating
- We needed a system for example, everyone passes to the left, or say the person's name before throwing it to them
- Had to keep changing the system to adapt to new balls







**ASK:**

Why do you think we did this activity?




**Answers** should include:








- We'll need a system and processes in place to manage our work this year
- We'll need to be flexible and adaptive
- There are going to be some expected challenges but some unexpected ones

## Learning action plan

	<b>5 - 8 minutes</b>
	<b>Individual learning plan</b>  Learners to reflect what actions to apply to make the most of their professional development opportunity.
	<b>SAY:</b>  To make the most of your professional development opportunity today, it is important that you commit to a personal action plan.  You will notice that page 43 of your workbook has a page dedicated to this.  Take a few moments to reflect on the following:  What actions will you start to improve your skills associated with building rapport?  What actions or behaviours will you stop doing that will assist you building rapport more easily?  What actions will you continue to apply?
  <b>Display slide 57</b>  <b>(original slide deck.)</b>	<div data-bbox="448 1532 1029 1585" data-label="Section-Header"> <h3>C ACTION PLANNING</h3> </div> <div data-bbox="501 1626 973 1832" data-label="Diagram">  <pre> graph LR     STOP((STOP)) --- START((START)) --- CONTINUE((CONTINUE))     STOP --- Q1[What actions will you stop doing to improve your time management skills?]     START --- Q2[What will you start doing to increase the effectiveness of your new knowledge?]     CONTINUE --- Q3[What will you continue to do to maintain your expertise?]   </pre> </div>
	<b>Facilitator Note:</b>  <div data-bbox="501 1989 898 2022" data-label="List-Group"> <ul style="list-style-type: none"> <li>■ Allow time for reflection.</li> </ul> </div>

## REVIEW

	<b>5 minutes</b>
	<b>Facilitator:</b> <ul style="list-style-type: none"><li>■ <b>Refer</b> to the learning outcomes shared at the beginning of the session.</li><li>■ <b>Discuss</b> how each of these objectives has been met.</li></ul>
	<b>SAY:</b> <p>Today we have discussed and learnt about:</p> <ul style="list-style-type: none"><li>■ When we work best</li><li>■ Time management myths</li><li>■ Why we procrastinate</li><li>■ 2 different approaches to time management</li><li>■ Ways that technology can assist</li><li>■ Setting goals</li><li>■ And the true cost of interruptions</li></ul> <p>We have completed this via discussion, group work, activities, quizzes and reflection.</p>

	<p><b>SAY:</b></p> <p>Thank you for your time and participation today. I would like each of us to share with each other something that we have learnt today either about ourselves, our teams or the content.</p>
	<p><b>SAY:</b></p> <p>Let's celebrate our learnings together by sharing something that we have learnt.</p>
	<p><b>Facilitator Note:</b></p> <ul style="list-style-type: none"> <li>■ Each participant to share one new thing that they have learnt.</li> </ul>
	<p><b>SAY:</b></p> <p>Feedback is an important part of this course.</p> <p>I would like each of you to take a few moments to complete today's training evaluation.</p> <p>The more targeted the feedback the better it is.</p>
	<p><b>Trainer Note:</b></p> <ul style="list-style-type: none"> <li>■ <b>Distribute</b> evaluation feedback sheets to each learner.</li> </ul>
	<p><b>Individual activity</b></p> <ul style="list-style-type: none"> <li>■ Learners <b>to complete</b> evaluation sheets.</li> </ul>
	<p><b>SAY:</b></p> <p>Thank you again for your contributions throughout the workshop.</p>

## Session Close

