



Innovation Workshop

# Guidebook

Prepared on behalf of the St. Lawrence College Innovation Hub  
Version 2 - 2018

CUSP



Challenge  
the  
norm.

## 00. Content

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## 01. Overview

# OVERVIEW

## INTRODUCTION

Welcome to this collection of practical tools and methods carefully designed to help you facilitate your own **Cusp Innovation Workshop**.

We, at the St. Lawrence College Innovation Hub, believe that innovation is a skill; an **essential** set of soft skills for people from all backgrounds and disciplines to develop. Soft skills are often neglected in the classroom, despite being integral to a successful career. We mean to change this.

Development of innovative thinking can translate into increased efficiencies, more collaborative and dynamic teams, and, of course, a ton of new and exciting ideas.

- What does innovation mean to you?
- How can innovation improve your job?
- Improve your studies?
- Improve your life?

Our workshop was created to guide participants through activities, experiences and challenges that **trigger a shift in perspective**; priming minds for more innovative thinking.

All activities were created or adapted with inclusivity in mind. No activities involve language games, physical activity or physical contact; proving to be more accessible to students of all ages, backgrounds, and personalities.



## KEY OUTCOMES

By attending our workshop, participants will develop skills and mindsets to support and build their innovative capacity. Participants will walk away with both tangible and intangible takeaways.

### INTANGIBLE

- Unlock creative potential through experience and experiment.
- A shift in perspective and new mindset regarding innovation as a process
- Diversification and strengthening of problem solving toolkit

### TANGIBLE

- Badge for LinkedIn
- Care60 points (if applicable)
- Main Activity Worksheets

## HOW ARE KEY OUTCOMES ACHIEVED?

One of the key focuses of the facilitator and any staff or volunteers involved in the event should be to foster a learning environment that is free from preconceived judgments and assumptions. We want participants to feel comfortable with being out of their comfort zones.

With that in mind, our workshop's outcomes are achieved through two types of learning: problem-based, and experiential.

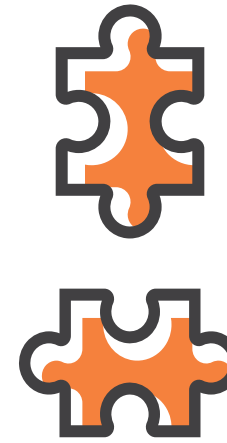
### PROBLEM-BASED LEARNING

Problem-based learning provides purpose and direction to participants that encourages collaborative team building, practical design thinking, creative problem solving, and the application of new skills to promote social change.

### EXPERIENTIAL LEARNING

Experiential learning - or learning from experience (i.e. active and engaged participation followed by reflection)- is gaining recognition and credibility as the best way for people to learn. This method requires the learner to take control of their learning.

## 02. Key Values



# KEY VALUES

## CREATIVITY

Imagination, risk-taking and curiosity can lead to wonderful discoveries. Creativity is the driving force behind innovation, which is why we believe in giving our students the freedom, time and resources they need to explore new ideas.

## CRITICAL THINKING

Critical thinkers have the ability to make connections between learning situations, strengthen outcomes, and apply meaningful solutions to real, complex problems. Critical thinking is a key element of the innovative process, as it provides a framework for students to use as a guide from thought to action.

## REFLECTION

Progress is made through actions and results being not only experienced, but also understood. Reflection motivates self-improvement, leads to more effective actions, and strengthens emotional intelligence.

## COLLABORATION

When teams of diverse individuals come together organically to tackle a challenge innovation is often the result, as ideas unfold and feedback is ongoing. We aim to push this beyond the college walls and make meaningful connections with the broader community by tackling complex issues together.

## SOCIAL IMPACT

We see value in making meaningful, valuable contributions to our community in an ethically responsible manner. We engage in both local and global initiatives aimed at creating positive, lasting relationships with diverse individuals and communities while upholding standards of economic, environmental and societal responsibilities.

## HOW TO USE THIS GUIDE

The successful delivery of a workshop relies on effective preparation, good facilitation skills and a commitment to support people's learning and development. This guide includes techniques, tips, checklists and activities to help you:

- Prepare to facilitate a Cusp Innovation Workshop of any length
- Confidently present the content and provide relevant examples
- Provide clear instructions and guidance for workshop activities

While this guide is designed with college student participants in mind, our innovation workshop can be tailored to meet different audiences, such as high school students or working professionals.

Timings are approximate. To stay within your schedule, ensure that the activities you choose to facilitate fit within your allotted time.

### STEP ONE

*Choose your event length and determine an approximate number of participants.*

### STEP TWO

*Choose activities to plug into your agenda.*

### STEP THREE

*Use our resources to plan and prepare accordingly.*

### STEP FOUR

*Run your event!*

## STAR MODEL

All Cusp Innovation Workshop events deliver problem-based and experiential learning opportunities through four elements: shift, trial, action and reflection.

### SHIFT

*Inspiration, breakthroughs, strategies, milestones*

### TRIAL

*Rapid prototyping, design thinking, problem solving, application of acquired knowledge*

### ACTION

*Creativity, hands-on, dynamic, icebreaking*

### REFLECTION

*Contemplation, introspection, sharing, human, storytelling, collective intelligence*

\*If you intend on creating your own activity to fit within your own workshop, consider which element it represents and ensure that all elements are represented in your workshop for a complete experience.



## 03. Event Marketing



# MARKETING YOUR EVENT

Begin marketing your event as early as 2 months prior. Along with your planning materials for the workshop, create a strategy for your marketing materials and distribution. Using a multi-channel approach to marketing your event will cast a wider net on potential attendees. Also, consider creating a unique hashtag for your event.

- Create and distribute a sneak peek and save-the-date through
  - Social media– Facebook, Instagram, Twitter and/or LinkedIn
  - Emails
- Raise awareness through announcements and reminders posted on social media
  - Post reminders once a week to all platforms
  - Increase posting frequency (2-3 times) during the 2 weeks prior
- Use print media to your advantage by creating and distributing eye-catching posters and/or brochures.
- Email your audience about the event.
  - Announcement email with sign-up
  - One or two reminders
  - Confirmation email
- Build up a word-of-mouth system through your audience by asking early sign-ups to share your event with their networks.

Note: a confirmation email is an email reminder sent to those that have signed up for CUSP that requires them to respond with whether or not their attendance is confirmed - roughly 3 days before. If people who have signed up do not respond to the initial confirmation email, consider sending another confirmation email to them.



## 04. Data & Performance

# 10

# DATA & PERFORMANCE



While quantitative data is important for measuring user demographics and how participants discovered Cusp; the majority of Cusp's data tracking is qualitative.

### **WHY TRACK DATA**

With the right data in hand, you can begin to understand the success or failure of a product, service, activity, or experience and, therefore, how to make improvements. Tracking data over time will also allow you to see trends and opportunities for better targeting, contributing to the Innovation Hub's ability to innovate events and experiences, which are directly relevant to our users.

### **HOW TO TRACK DATA**

- Sign-up survey
- Attendance sheet
- Post survey

### **RELEVANT DATA**

- Demographics
- International vs Domestic
- Attendance
- How participants discovered Cusp
- Experience and takeaways
- Representation and perception of key values
- Opportunities for improvement

## 05. Checklists

# 12

## BASIC PLANNING CHECKLIST

We recommend allotting at least one month of planning time before your event date in order to prepare appropriately for this event. Less time would be needed for a ½ day session.



### **ONE MONTH PRIOR**

- Determine length of event
- Set date and book Innovation Hub rooms (consider exam periods and breaks)
- Determine max capacity of participants
- Choose activities and make note of materials required
- Book guest speaker (if applicable)

### **MID-WAY**

- Make any required purchases for activity materials
- Set up catering (if required)
- Mass email distribution with sign-up

### **ONGOING**

- Track participant sign-up

### **ONE WEEK PRIOR**

- Confirm catering (if applicable)
- Send reminder email to participants and volunteers
- Test any tech requirements
- Make any changes to catering numbers as needed
- Prepare any signage, materials and participant packages

### **DAY OF EVENT**

- Set up room(s), organize materials and sign-in table
- Set up and test tech
- Set up signage at entrances to the Innovation Hub (if applicable)

## 06. Facilitation

# 14

### WHAT MAKES A GOOD FACILITATOR?

Someone who...

- Is encouraging, motivational and empowering
- Helps teams focus on real solutions for real problems
- Develops teams to a point where they can ultimately work without aid
- Guides rather than instructs (ask questions rather than making statements)

### EXPECTATIONS OF A FACILITATOR

- Effectively introduce participants to the overall objective of the workshop, explain what will happen and why
- Provide instruction and explanation for activities
- Manage time
- Intervene if discussion starts to fragment
- Prevent a single-voice or voices from dominating the discussion and support inclusion
- Summarize discussions and conversations
- Provide closure at the end of workshop sections
- Focus of process rather than content
- Ask questions and challenge teams

### PERSONAL TIPS

- Know yourself well (how you engage socially, how you come across to others) so that you can act upon that. People respond well to authenticity
- Be open to the feedback of your team; facilitation should be a give and take
- Consider your own body language and that of others.

### WORKING EFFECTIVELY WITH YOUR TEAM

- Develop a rapport with each individual and help develop connection among all team members
- Establish a comfortable, non-judgmental and positive working environment to promote creativity
- Acknowledge all input and support individuals exploring their ideas; help create links between ideas to aid the development of a singular group initiative
- Give the opposite energy of your team. If they are busy/active, be calm; if they are calm, be active and energetic
- Be present and trust in the team's ability to work independently; balance your influence as a facilitator with the objective of a self-actualization of the team





## HALF-DAY WORKSHOP

Recommended for faculty, our half-day Cusp event fits perfectly within a 3-hour class time and is designed to be:

- Entirely customizable depending on which pillars faculty would like to see emphasized
- More focused on a singular learning objective
- Accommodating for a larger participant group as a traditional class size is 25-40 students

This can be tailored to have students from any program rapidly solve problems, build business models, and more.

### SUGGESTED ACTIVITIES

**Introduction:**

- Instructor
- Facilitator

**Icebreaker:**

- 100 Ways
- Success VS Failure

**Intermediate Activity:**

- Escape SLC
- iWish

**Main Activity:**

- Hackpacks

TIME (M)	ACTIVITY	STAR
—	Sign-in*	—
10	Introduction	Shift
25	Icebreaker	Action/Reflection
10	Main Activity Introduction	Shift
45	Group Breakout/Brainstorm	Trial
10	<b>B R E A K</b>	—
15	Final Work on Presentations	Trial
20	Presentations	Action
10	Group Reflection	Reflection
10	Conclusion	—

**TIME**  
2-3 hours



## ONE-DAY WORKSHOP

Streamlined to meet the same objectives as our original week-end boot camp, our one-day long workshop is designed to be:

- More accommodating of our students' schedules
- Easily customizable depending on our audience and the Innovation Hub staff who will be facilitating.

### SUGGESTED ACTIVITIES

**Introduction:**

- Guest Speaker
- Facilitator

**Icebreaker:**

- Sense of Self: the Johari Window
- 100 Ways
- Success VS Failure

**Intermediate Activity:**

- Escape SLC
- Video & Discussion
- iWish

**Main Activity:**

- Upcycle Challenge
- Hackpacks

TIME (M)	ACTIVITY	STAR
30	Sign-in	—
15	Introduction	Shift
30	Icebreaker	Action/Reflection
45	Intermediate Activity	Reflection
15	<b>B R E A K</b>	—
10	Main Activity Introduction	Shift
45	Group Breakout/Brainstorm	Trial
10	<b>B R E A K</b>	—
15	Final work on Presentations	Trial
20	Group Presentations	Action
10	Group Reflection	Reflection
10	Conclusion	—

**TIME**  
4-3 hours

\*Forgo the typical sign-in and use the professor's attendance list



## TWO-DAY WORKSHOP

Traditionally taking place Friday evening and Saturday, our two-day Cusp event is designed to:

- Be an in-depth experiential learning opportunity incorporating all five Innovation Hub pillars
- Give students the time and space to evolve relationships with one another and Innovation Hub staff

### SUGGESTED ACTIVITIES

**Introduction:**

- Guest Speaker
- Facilitator

**Icebreaker:**

- Sense of Self: the Johari Window
- 100 Ways

**Intermediate Activity:**

- Escape SLC
- Video & Discussion
- UpCycle Crafting

**Main Activity:**

- Upcycle Challenge
- Hackpacks

## DAY ONE

TIME (M)	ACTIVITY	STAR
30	Sign-in*	–
15	Introduction	Shift
30	Icebreaker	Action/Reflection
45	Intermediate Activity	Reflection
10	<b>BREAK</b>	–
–	Post-break Check-in	Reflection
60	Intermediate Activity	Trial
10	Reflection / Discussion	Reflection
–	<b>END OF FIRST DAY</b>	–

**TIME**  
3 hours



## TWO-DAY WORKSHOP

Traditionally taking place Friday evening and Saturday, our two-day Cusp event is designed to:

- Be an in-depth experiential learning opportunity incorporating all five Innovation Hub pillars
- Give students the time and space to evolve relationships with one another and Innovation Hub staff

### SUGGESTED ACTIVITIES

**Introduction:**

- Guest Speaker
- Facilitator

**Main Activity:**

- Upcycle Challenge
- Hackpacks

## DAY TWO

TIME (M)	ACTIVITY	STAR
30	Sign-in*	Reflection
10	Introduction – Reiteration	–
10	Main Activity Introduction	Shift
60	Group Breakout/Brainstorm	Trial
15	<b>BREAK</b>	–
–	Post-break Check-in	Reflection
15	Final work on Presentations	Trial
30	Group Presentations	Action
15	Group Reflection	Reflection
10	Conclusion	–

**TIME**  
4 hours

## 07. Icebreakers



### TIME REQUIRED

**10-15  
MINUTES**

## WORKSHOP INTRODUCTION

### WHAT:

The introduction should address the Cusp delivery elements (Shift, Trial, Action, & Reflection) and how these concepts apply to innovation. It will prime participants with the following learning objectives:

- Creative problem solving
- Practical design thinking
- Collaborative team building
- Application of new skills to promote social change

### WHY:

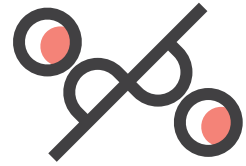
- Primes participants for what they will be doing/learning will allow for better delivery and reception of our objectives.
- Provides supplementary material that will allow students to refer back to what was discussed and see additional resources.
- Emphasizes themes of participation, vulnerability, ideation, value generation, and creates a sense of safety and welcoming atmosphere.

### HOW:

- Thank everyone for attending
- Go over the agenda for the day(s) and any key details, such as location of nearest facilities, etc.
- Clearly state the objectives and outcomes
- Introduce the guest speaker (if applicable, see “consideration” below).

### CONSIDER:

- If planning a one or two-day event, consider inviting a guest speaker to serve as your workshop introduction. Make sure to give yourself a few minutes at the beginning to introduce the speaker, as well as afterward to thank them, and relate their speech back to Cusp objectives and themes.
- When booking a speaker there are several things to do prior to confirming the guest speaker. First is research; make sure to look at the speaker’s website/blog or, ask around if anyone you know has seen the speaker perform in the past; this will allow you to get a sense of their message and presentation style.
- Next, contact the speaker, giving a brief description of your event, number of attendees, goal of the event, and the date and time of the event.
- Once you have reached contact with the speaker, take this time to ask questions about their speech and see how they respond. Get a sense of who they are and what kind of speaker they are. You want to make sure to have a speaker who is engaging and keeps the audience interested in the topic.
- After talking to the speaker, you must confirm price, if there is any and arrange for accommodations if applicable.



# SENSE OF SELF: THE JOHARI WINDOW

## REFLECTION – CRITICAL THINKING

### WHAT:

- Get to know your relationship with yourself and others through this activity.
- Individuals can build trust between themselves by disclosing information to others and learning about others from the information they in turn disclose about<sup>1</sup>.
- Become aware of some of your positive and negative traits as perceived by others and overcome some of the personal issues that may be inhibiting your personal or group dynamics within the team<sup>2</sup>.

### WHY:

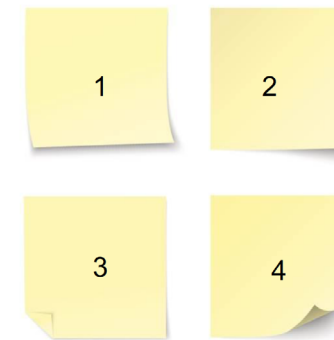
- Primes participants for reflection during and after CUSP.
- Increased self-awareness can lead to improved communication, team dynamics, and more.

### MATERIALS REQUIRED:

- Sticky notes (4 per participant)
- Clipboards or sturdy paper (1 per participant)
- Pens or pencils

## TIME REQUIRED

**20-30  
MINUTES**



## HOW:

- 1 Provide participants with four sticky notes and a clipboard each.
- 2 Using the sticky notes, participants will create a matrix on their clipboard.

Each sticky note will represent a different prompt for the participant to answer.

Questions 1 and 2 are meant to be shared as a group, whereas questions 3 and 4 are meant for the participant (unless they choose to share with someone else). By using the sticky notes rather than the same piece of paper, participants can cover the other boxes they wish to keep private.

- 1 What might people easily assume about you? What might people already know about you?
- 2 What might people not assume about you? What might people not know or expect about you?
- 3 What might you want to know about yourself from a stranger's perspective? What do you not know about yourself which others might?
- 4 What is unknown to you and others? What would you like to know about yourself that cannot be achieved in this space?

The following explores the three methods by which this activity can be facilitated:

### METHOD #1

- Going around the room, participants will read their responses to Questions 1 and 2 aloud to the group.

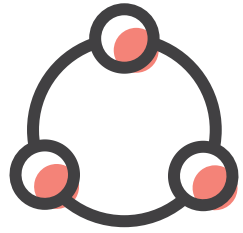
### METHOD #2

- Participants add their responses from Questions 1 and 2 to a box or hat.
- Seated in a circle, participants pass the responses around and read from them one at a time.
- Anyone the response applies to will stand up or raise their hand, identifying commonalities.

### METHOD #3

- Participants leave their third sticky note blank.
- After breaking out into smaller teams later on in the event and everyone becomes better acquainted, each member of those groups will provide one word or comment they associate with each individual on their third sticky note.

<sup>1,2</sup> Information from and activity adapted from "Understanding the Johari Window Model" 2013



# NEW DEPARTMENT ON CAMPUS

## CREATIVITY – COLLABORATION

### WHAT:

- Participants create a new department (name and purpose) on campus from a given acronym<sup>3</sup>.

### WHY:

- Restrictions and constraints force groups to be creative.

### HOW:

- 1 Split the participants into groups of 4 and provide each team with an acronym card.
- 2 Once all the teams have their card, inform the teams that the acronym in front of them is for their team to use in the creation of a new department on campus.
- 3 Ask the teams to expand the acronym and develop the purpose and vision of their new department. Give them 15 minutes to do so.
- 4 Once the 15 minutes are done, have each team present their new department to the group, discussing its name, function and purpose, as well as why how they identified the need for such a department.

### MATERIALS REQUIRED:

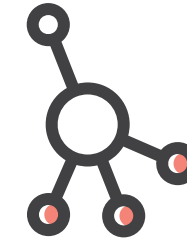
- Cue cards with a 3-4 letter acronym printed on it (one per team)
- Writing materials for the teams (papers, pens, etc).

### EXAMPLE ACRONYMS:

- |              |              |
|--------------|--------------|
| • F.O.M.A.   | • O.R.S.O.   |
| • S.A.G.     | • G.A.B.A.   |
| • T.I.L.T.   | • J.E.D.     |
| • P.E.C.S.   | • S.O.R.E.   |
| • S.I.N.G.   | • S.I.T.     |
| • T.I.M.     | • P.I.T.     |
| • F.E.D.     | • J.E.D.E.   |
| • R.E.D.     | • M.A.R.T.   |
| • F.A.R.     | • C.O.R.N.   |
| • F.I.T.     | • H.E.L.P.   |
| • D.E.N.     | • J.I.M.B.O. |
| • D.A.S.     | • M.A.R.K.S. |
| • L.A.B.     | • R.E.T.C.O. |
| • G.R.I.F.   | • A.M.R.A.M. |
| • T.I.N.G.   | • B.R.I.N.K. |
| • S.T.A.T.E. |              |

## TIME REQUIRED

**20-30  
MINUTES**



# SNOWBALL

## CRITICAL THINKING – COLLABORATION

### WHAT:

- An exercise in finding common ground, mediation and working through differences in opinion<sup>4</sup>.
- Participants get together in progressively larger groups after each ideation phase in order to narrow down the three most important aspects of an issue.

### WHY:

- Productive and positive collaboration requires all parties involved to actively take part in conflict resolution.
- The role of a mediator is integral to conflict prevention, dispute resolution and overall smoother teamwork.

### HOW:

- 1 Present an idea, question, or issue to participants. Each person first thinks about the idea/question/issue for one minute, with the goal of generating at least three reactions, comments, or answers.
- 2 Two people then come together with their lists and try to come up with three things they agree on.

- 3 The pairs then join with another pair, and try to come up with three things they agree on. Repeat for as many iterations as desired.

- 4 Eventually, bring the class together as a group to hear what the participants have decided are the three most important issues, questions, and ideas relevant to the topic discussed.

### REFLECTION & DISCUSSION:

- Ask participants to raise their hand if they had a difference in opinion with someone else.
- Ask for volunteers to explain how they moved past a difference in opinion and came to an agreement.
- Ask for volunteers to raise their hand and share their experiences if they would self identify as a “mediator”.

## TIME REQUIRED

**30-45  
MINUTES**

<sup>3</sup> Adapted from the UTM Experiential Learning Activities “New Department on Campus”

<sup>4</sup> Adapted from Queen’s University Active Learning Activity for Large Groups “Snowball”





# 100 WAYS

## CREATIVITY – CRITICAL THINKING

### WHAT:

- A simple yet challenging and perspective-shifting brainstorming session to get the teams working together<sup>5</sup>.

### WHY:

- Learn the value of building on each others' ideas and not to inhibit ideas from others.
- This activity works well to get creative juices flowing.

### HOW:

- 1 Break the group into even numbered teams and give each team a sheet of foolscap, poster board or a pad of paper, and an envelope with the name of their commonplace object inside.
- 2 Tell the groups that they will have 10 minutes to come up with 100 new and/or different uses for the commonplace object within their envelope.
- 3 Set a timer for 10 minutes and let the teams open their envelopes and begin.
- 4 Hold a brief discussion after, referring to the reflection and discussion points below.

### MATERIALS REQUIRED:

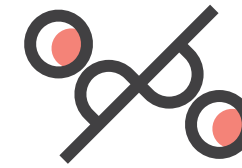
- Envelopes with commonplace object name inside on paper or cue card.
- Poster boards or pads of paper (enough for each team) and pens or pencils.

### COMMONPLACE OBJECTS:

- Used pizza boxes
- Wire coat hangers
- Old newspapers
- Outdated computer materials (cords, keyboards, mice, monitors, etc.)
- Bricks
- Old bathtubs
- Used toothbrushes; and more.

### REFLECTION & DISCUSSION:

- 1 At the end of the 10 minutes, have teams raise their hands if they were successful in listing 100 uses.
- 2 Have each team share some of their favourite/funniest/most feasible ideas.
- 3 Was there a point where your team was stumped? How did you overcome this?
- 4 How well did your team work together? What was your team dynamic like?



# 15-30 MINUTES

# LINE IT UP

## REFLECTION – CRITICAL THINKING – COLLABORATION

### WHAT:

- Students must think critically to pick a side on a potentially controversial topic. In doing so, they explore a wide range of opinions and perspectives<sup>6</sup>.

### WHY:

- The importance of tolerance despite disagreement is a sign of respect and reinforces personal growth and interpersonal relationships.
- Getting participants to discern their position on an issue in relation to their peers encourages them to think about and clarify their reasons for holding that position<sup>7</sup>.

### HOW:

- 1 Ask the entire group to line up against the wall, then present the issue (see examples below).
- 2 Tell the class that the right end of the line represents the position "yes, I completely agree" and the left end of the line represents the position "no, I completely disagree".
- 3 Participants should mingle and discuss their opinion on the issue, which should lead to them finding their position.
- 4 Once students are in place, take a few moments to discuss why they have chosen the position they have in the line up. Participants must communicate with one another to determine where they fit in the line. The right side must be those who most strongly agree with the issue and the left side is those who completely disagree.

- 5 They should think of a point to help prove why they chose the side they did.
- 6 Next, discuss why they chose their position and how they got to that final decision. Was it because they already were knowledgeable on the issue, or was it because they heard other people's point of view and that helped them come to a final decision?
- 7 Repeat the activity for a few questions.

### EXAMPLE QUESTIONS:

- Should employers be allowed to consider a potential employee's Facebook page or personal social media accounts when making a hiring decision?
- Does technology make us feel more alone?
- Does class size have an effect on the way you learn?
- Do you agree that AI will better our world in the future?

<sup>5</sup> Adapted from Charles M. Wood's "100 Uses"

<sup>6</sup> Adapted from Queen's University Active Learning Activity for Large Groups "Line Up"

<sup>7</sup> Adapted from the University of Waterloo Centre for Teaching Excellence "Opinion Line Up"



# SUCCESS VS FAILURE

## CREATIVITY – CRITICAL THINKING

### WHAT:

- A conversational exploration of the potential successes or failures of current and/or trending innovative products and services<sup>8</sup>.
- Has participants take a deeper look at products and services that claim to be innovative and determine their true innovative potential.

### WHY:

- Truly innovative products and services add value to consumers' lives. By dissecting the design and delivery of these products and services, participants can make an informed guess as to whether or not the product/service will be successful.

### HOW:

- 1 Come prepared with articles/blogs/press releases about new products/services, or even with the products themselves.
- 2 Discuss each product/service (the design, the use(s), the problem(s) it addresses, etc.)

3 Ask the participants to determine whether they think the product/service will be successful or not (i.e. profitable or scalable).

4 Ask for a few volunteers to share their reasoning behind their response.

5 Refer to the discussion questions below and discuss each product/service.

### REFLECTION & DISCUSSION:

- When discussing a "failure", try to focus on finding its potential: what could we change about this product to add value/improve its usefulness?
- When discussing a "success", delve into why it is successful: what is the value in this product/service? What problems does this solve? What is unique about this product/service?
- When discussing a "success": How will this product/service need to change in 5/10/20 years?
- Can you identify any potential current or future areas that desperately need innovation?



# BRAINSTORM RACE

## CREATIVITY – CRITICAL THINKING – COLLABORATION

### WHAT:

- A series of fast-paced brainstorming<sup>9</sup>.
- This activity is great as a quick icebreaker or as an energizer after a break.

### WHY:

- Eases participants out of their comfort zones and gets them primed for ideation.

### HOW:

- 1 Break the group into several teams of four or five. Give each team a way to record answers— paper and pencil, flipchart, or computer.
- 2 Announce a topic relevant to innovation or a specific industry and allow the teams 30 seconds to write down as many ideas concerning the topic as they can come up with— without speaking!
- 3 Compare lists. Discuss commonalities, glaring differences, and/or standout (unique) ideas.
- 4 Depending on your preference, you can review each topic immediately and then go on to the next topic, or play the entire game and recap afterward.

### POSSIBLE TOPICS:

- New coffee flavours
- High-tech clothing
- The future of smart phones
- Unconventional uses for drones
- Educational uses of Virtual Reality
- Possible jobs 10, 20, 50 years in the future

### MATERIALS REQUIRED:

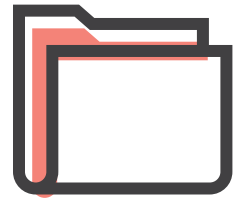
- Flipchart paper or loose leaf
- Markers, pens or pencils

**TIME REQUIRED**  
**20-30**  
**MINUTES**

**TIME REQUIRED**  
**10-15**  
**MINUTES**

<sup>8</sup> Activity adapted from Charles M. Wood's "The Wall of Fame/Shame"

<sup>9</sup> Adapted from Deb Peterson from ThoughtCo



# CROWD-SOURCING

**COLLABORATION – CRITICAL THINKING**

**WHAT:**

- A mass brainstorm that gathers and organizes all the information in the room regarding a specific topic<sup>10</sup>.

**WHY:**

- This activity helps participants feel involved and engaged in the process of accumulating and then synthesizing information.
- Demonstrates the surprising diversity of knowledge in a large group of people.
- Identifies gaps in knowledge.

**HOW:**

- 1 Tell the participants that you will write onto the whiteboard everything they know, or think they know, about a given topic. You can have them call out the information, or for a more orderly approach, have them raise their hands before speaking. They are not to use any tech— just their brains!

- 2 The activity continues until they can't think of anything further, or until the topic is sufficiently explored for the time being.

- 3 Then, ask the participants to organize the information into categories (see below for examples).

- 4 Then, referring to various pieces of information that students have contributed, ask the group to make comments and connections, ask for elaboration, and correct any errors.

**MATERIALS REQUIRED:**

- Whiteboard and dry erase markers

**TOPIC EXAMPLES:**

- Sustainable Energy
- Waste Reduction
- Facts about your city
- Canadian history
- Matching countries with official languages
- New, exciting inventions



# PRO/CON GRID

**REFLECTION – CRITICAL THINKING – COLLABORATION**

**WHAT:**

- A group discussion and exploration of opinions and objectivity<sup>11</sup>.

**WHY:**

- Finding common ground, understanding differences and gathering objective data creates a positive environment and supports teamwork.

**HOW:**

- 1 Pick a topic that lends itself to the idea of making lists of pros and cons/advantages and disadvantages for some issue (see example).
- 2 Break students up into small groups.
- 3 Have the groups come up with at least three points for each side of a Pro/Con Grid.
- 4 Once students have had time to complete the activity, bring the class back together to share and discuss points on each side.
- 5 Repeat for different topics. You can change the groups up, as well.

**MATERIAL REQUIRED:**

- Writing materials (paper, pens)

**EXAMPLE TOPICS:**

- Uniforms at work/school
- Globalization
- Rapid technological advancements
- Having a Pub on Campus
- The Merits of Homework
- Online courses
- The Speed Limit
- The legal drinking age

**TIME REQUIRED**  
**20-30**  
**MINUTES**

**TIME REQUIRED**  
**10-15**  
**MINUTES**

<sup>10</sup> Adapted from the University of Waterloo's Centre for Teaching Excellence Activity "Crowdsourcing"

<sup>11</sup> Adapted from Queen's University Active Learning Activity for Small Groups "Pro-Con Grids"



# MAKING FACES

## CREATIVITY – COLLABORATION

### WHAT:

- A very brief reenergizer that works best between breaks and activities.
- Adapted from Noah Scalin<sup>12</sup>, this activity is easy to explain and fun for the participants.

### WHY:

- A fun and easy way to get participants to expedite their creativity.
- Participants will need to be resourceful.

### HOW:

- 1 After a break is over, get participants to pair up with whoever is next to them.
- 2 Ask them to use whatever materials are in front of them or on their person to make a face.
- 3 Participants will have two minutes to make their face and take a picture of their creation
- 4 Have participants upload their creation to Twitter using the hashtag #SLCMakingFaces

### MATERIALS REQUIRED:

- Anything the participants have with them
- Smartphones (one per team)

## TIME REQUIRED

**5-10  
MINUTES**



# POST BREAK CHECK IN

## REFLECTION – CRITICAL THINKING – COLLABORATION

### WHAT:

- A very brief re-energizer to bridge between breaks and activities.
- A check-in is a practice in mindfulness and reflection that allows participants to regroup, re-engage and break inhibitions<sup>13</sup>.

### WHY:

- The purpose of the check-in is to create an environment where your team respects each other, builds on each other's ideas, and solves problems together.

### HOW:

- 1 Pose a question to the whole group that is not related to what you are about to do, meet about, chat about.
- 2 Choose more fun questions to lighten to the mood such as:
  - How would you describe how you're feeling in one word?
  - What superpower do you wish you had and why?
  - Where will you go on your next trip?
  - What's your spirit animal and why?
  - What's one thing that brings you energy and joy?
  - What's one thing you hope to get accomplished at today's workshop?
  - What is one interest of yours that others in this group might not know about?

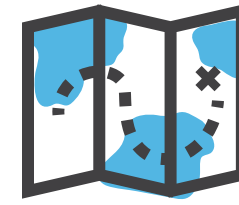
## TIME REQUIRED

**5-10  
MINUTES**

<sup>12</sup> www.noahscalin.com

<sup>13</sup> Adapted from Lisa Pertoso's "The Power of the Check-In" 2017

## 08. Intermediate Activities



**TIME REQUIRED**  
**45-60**  
**MINUTES**

# ESCAPE SLC

**COLLABORATION – CRITICAL THINKING – CREATIVITY**

**WHAT:**

- A timed scavenger hunt and escape-style game comprised of puzzles, riddles and more.
- This energizing activity generates a competitive feel amongst teams.

**WHY:**

- By incorporating puzzles that require a variety of skills, our game challenges participants to work together and communicate more effectively while applying different sets of knowledge to escape successfully.

**HOW:**

This activity is facilitated by Innovation Hub staff. If you are on the Kingston campus, contact [dhendry@sl.on.ca](mailto:dhendry@sl.on.ca) to book a game. Teams can be comprised of up to 5 people. Several teams can play at the same time.

**REFLECTION & DISCUSSION:**

- Do you feel that you would have been better off doing this activity on your own?
- What did your team find most challenging and why?
- How did your team overcome that challenge?
- How well did your team work together? What was your team dynamic like?
- Did you experience any moments of triumph? If so, how did that affect your perception of your team members?
- Did you find that different team members had different strengths? If so, what were they?
- Do you think any of the skills you used to complete this challenge are applicable and/or important in your everyday life?
- Do you think activities like this enhance your education? Why or why not?



# THINK ALOUD

## REFLECTION – CRITICAL THINKING

### WHAT:

- An in-the-moment reflective practice that challenges comfort zones<sup>14</sup>.

### WHY:

- Reflective practice builds self-awareness and emotional intelligence, thereby allowing for stronger relationships with others.

### HOW:

- 1 Choose 2-3 paragraphs of new text to read. This can be extracted from literature, a news article, blog, etc. Prepare two different texts.
- 2 Ask the participants to pair off. Participant A gets Text 1, and Participant B gets Text 2.
- 3 Model this activity very briefly for the group with a sample text.
- 4 Ask Participant A in each group to read their passage of text aloud to their partner, stopping frequently to “think” aloud (the reader stops after every few sentences, and reflects on what they have read).
- 5 Once Participant A finishes their text, Participant B then performs their think aloud. Give students 15-20 minutes to perform this part of the activity.

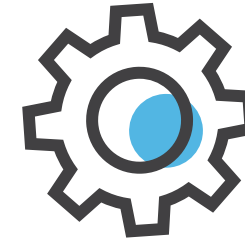
### MATERIALS REQUIRED:

- Two sample texts of 2-3 paragraphs each.
- Another sample text (can be more brief) for demonstration.

### REFLECTION & DISCUSSION:

- Bring the class back together as a group. Go over each of the texts, then perform a “think aloud” as a class, asking participants to contribute what they were thinking about at each point.
- Ask the participants to raise their hand if they felt uncomfortable during this process. Ask for a volunteer or two to explain why/why not and if this changed during the exercise.
- Finally, conclude the activity with a “meta-moment”: ask participants what they thought of the activity, and what they will take away to their next reading.

**TIME REQUIRED**  
**30-45**  
**MINUTES**



# MORE THAN ONE WAY

## COLLABORATION – CRITICAL THINKING – CREATIVITY

### WHAT:

- A creative engineering and design activity<sup>15</sup>.

### WHY:

- This activity clearly demonstrates how many different ways there are to solve the same problem.
- Teams are to use problem-solving strategies to generate ideas and choose the best solution/outcome.
- Participants can witness and appreciate how everyone’s mind can function differently in a design mindset and see how many distinct creations can emerge.

### HOW:

- 1 In teams of 4-6, ask the participants to create a *Rube Goldberg* machine using a variety of materials.
- 2 The machine must transport a marble or ping pong ball a set distance into a cup.
- 3 Inform the teams of their restrictions: the machine must not be in a straight line and it must include at least 3 moving parts.
- 4 Give the teams 45-60 minutes to design and build their machines.
- 5 At the end of the design/build phase, have each team demonstrate their finished product to the whole group and ask for them to comment on their design and any issues/challenges they had to overcome. Allot around 15-20 minutes for this.

### EXAMPLE MATERIALS:

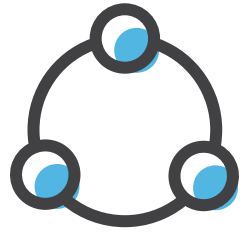
- Paper and writing tools
- Plastic or Styrofoam cups
- Marbles or ping pong balls
- Depending on exercise
- Lego
- Modelling clay
- Building blocks
- Cardboard tubes (i.e. paper towel or toilet paper)
- String
- Elastic bands
- Tape
- Popsicle sticks
- Toothpicks
- Pipe cleaners
- Dominoes
- Funnels
- Toy cars

**TIME REQUIRED**  
**60-90**  
**MINUTES**

<sup>14</sup>Adapted from Queen’s University Active Learning Activity for Small Groups “Think Aloud”

<sup>15</sup>Adapted from the UTM Experiential Learning Activities “There’s More Than One Way to Solve a Problem”





# FISHBOWL

## REFLECTION – CRITICAL THINKING

### WHAT:

- Two groups switch roles of observing and being observed while performing an activity or task.
- The groups then reflect on their experiences and observations.

### WHY:

- Explore and discuss the intricacies and challenges of team dynamics (social and political).

### HOW:

- 1 Split the group into two and label one as Group A and the other Group B. Group A will start "inside the fishbowl". The other group will be "outside the fishbowl", observing and recording their observations about the other team.
- 2 Fishbowls are used for dynamic group involvement. The most common configuration is an "inner ring" (Group A), which is the discussion group, surrounded by an "outer ring" (Group B), which is the observation group. Just as people observe the fish in a fishbowl, the "outer ring" observes the "inner ring."
- 3 Give Group A an activity, such as a discussion or exercise to perform (see examples below or choose from the icebreakers in this book), while Group B observes.
- 4 After 10 to 30 minutes, the groups switch (Group A observes while Group B performs the activity). They can either perform the same activity, a modified version, or a new activity.

- 5 After Group B is done with their task, have everyone come together and discuss their observations (refer to the example reflection and discussion points below).

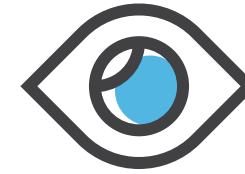
### REFLECTION & DISCUSSION:

- How well did the teams function? Did anyone take a leadership role? If so, how was that role determined?
- Did everyone on the team contribute? What was the tendency of each group member with regard to inclusion, control, acknowledgment, or recognition of others, and how robust and direct are interactions?
- How did participants respond to tension, expressions of feelings, acts of leadership, and differing viewpoints?

### EXAMPLE ACTIVITIES:

- Have the team inside the fishbowl build a tower out of uncooked spaghetti noodles, tape, string and marshmallows. The marshmallow has to be at the very top of the spaghetti tower and the whole structure has to stand on its own for five seconds.
- Have the team inside the fishbowl design a coat of arms. In the first space, draw something that represents an achievement. In the second space, draw something that reflects their values. In the third space, draw something that represents personal growth.

**TIME REQUIRED**  
**45-60**  
**MINUTES**



# IWISH

## COLLABORATION – CRITICAL THINKING – CREATIVITY

### WHAT:

- A reflective brainstorm followed by a practice in design thinking and human-centered design<sup>16</sup>.

### WHY:

- Creative problem solving is a driving force of innovation.
- Human-centered design is a practice and application of innovation through solving real problems for real people.

### HOW:

- 1 Ask participants to individually think of a problem or hassle they know people or they, themselves face. Give them 5 minutes to list a few.
- 2 Then, break them into groups of 3-5 to discuss each of their ideas and decide on one that can best be solved with a phone app.
- 3 Hand out a poster board and markers to each group and ask them to illustrate the app interface on a large, poster-sized sketch of a phone.
- 4 Have each team share their problem and solution with the rest of the groups.

### MATERIALS REQUIRED:

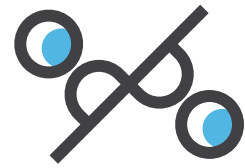
- Markers
- Posterboard/foolscap paper

### REFLECTION & DISCUSSION:

- What do you think the greatest limitations of using a phone app to solve your problems are (other than battery life)?

**TIME REQUIRED**  
**20-30**  
**MINUTES**

<sup>16</sup> Adapted from The Mission's "Interactive Innovation Exercises"



# COMMUNICATION BREAKDOWN

## TIME REQUIRED

**20-30  
MINUTES**

### REFLECTION – CRITICAL THINKING

#### WHAT:

- Two group activities that demonstrate the complexities of communication, the importance of detail, and problems with making assumptions.
- One is a group discussion, the other is an interactive game.

#### WHY:

- Learning about different communication styles, as well as your own communication style, is integral for successful teamwork.

#### HOW:

- Choose to facilitate either or both of these activities based on communication.

#### OPTION #1

no materials required.

Breakout into groups of 4 and discuss the following topics:

- What makes for effective communication or ineffective communication.
- How communication affects Innovation (Creativity, Critical Thinking, Collaboration, Reflection, and Social Impact).

Have volunteers share their findings briefly with the larger group.

#### OPTION #2

paper & pen/pencil for each participant.

Breakout into pairs for a communication/drawing exercise:

- Each person will be equipped with a notepad and pen.
- Back to back, participants will be asked to draw a simple image—anything they would like.
- Each partner will be asked to help the other partner draw the same image using descriptive language exclusively (they cannot define what the whole image is, only the composite parts).
- Whoever goes first will not be allowed to ask questions. It will be a one-way stream of information.
- Whoever goes second will be encouraged to ask questions about the instructions they receive, making it a two-way stream of information.
- Participants will then be asked to compare their works and experiences first with one another, then with the group as a whole.

#### REFLECTION & DISCUSSION:

- 1 What assumptions were made in the communication activity?
- 2 How did you and your partner's communication styles differ?
- 3 What conscious adjustments did you make?





# PROJECTION REFLECTION

## CRITICAL THINKING – REFLECTION

### TIME REQUIRED

# 45-60 MINUTES

#### WHAT:

- A practice in group discussion, reflection and critical thinking.
- A flexible activity; all you need is a relevant video (TV episode, short film, brief documentary, etc.) and some compelling questions.

#### WHY:

- Videos allow your message to be purveyed and supported through visual means, through the voices of SMEs, and allow for a thorough exchange of information.

#### HOW:

- It's simple; show a video and hold a discussion afterwards.
- The video should be around 20-30 minutes in length. If you are showing footage from a feature-length film or documentary, make note in advance of the specific clips that you would like to show.
- If in the Innovation Hub—prepare the video on one of the SMART boards in advance.
- If in a classroom—show the video on the projector.
- Questions for the reflection and discussion will need to be prepared in advance, so make sure you are familiar with the video.

#### VIDEO REQUIREMENTS:

- Up to 30 minutes in length (or only show up to 30 minutes of relevant footage).
- TEDtalks are ideal for this activity, however any movie (fiction or non-fiction), commercial, documentary, or otherwise can be used depending on relevancy.

#### REFLECTION & DISCUSSION<sup>17</sup>:

- The questions for the discussion period depend on the subject matter of the video itself; however, it is important to keep questions open-ended, rather than ones that would earn a “yes” or “no”.
- Let others answer first. As a facilitator of the discussion, you can promote conversation and help everyone feel like their opinions and thoughts matter.
- Use transitions. If a comment leads into another question on the list, feel free to jump ahead. You don't need follow the order, nor do you need to discuss every question listed.
- Minimize tangents. Going off topic is fine but you want to stick with the topic as much as possible.
- Respect people's time. Make sure you wrap up the discussion in the time allotted. Conversations can continue if people want to stay later, or can be carried on in another group discussion time. Wrap it up. A good way to end is by summarizing the thoughts and opinions of the discussion, and any action items that the group plans to take on.

### EXAMPLE VIDEOS & FILMS

The majority of these examples can be found on either YouTube or Netflix.

NAME	Length	DESCRIPTION
Print the Legend	1h 40m	<ul style="list-style-type: none"> <li>• 3D printing industry</li> <li>• Features companies like PrintForm, Stratasys, &amp; MakerBot</li> </ul>
Lo and Behold: Reveries of the Connected World	1h 38m	<ul style="list-style-type: none"> <li>• Internet and technology's capabilities</li> <li>• Robotics, AI, modern society</li> <li>• Effect on human interaction</li> </ul>
Food Choices	1h 31m	<ul style="list-style-type: none"> <li>• Impact of food choices on people's health, planet health, and on the lives of other living species</li> </ul>
Banking on Bitcoin	1h 23m	<ul style="list-style-type: none"> <li>• Critical look at cryptocurrency</li> <li>• Interviews people about how this technology will shape our lives</li> </ul>
On The Way to School	1h 17m	<ul style="list-style-type: none"> <li>• Follow four children in different areas of the world and their dangerous walks to school.</li> <li>• Perspective shifting</li> </ul>
Shenzhen: The Silicon Valley of Hardware	1h 07m	<ul style="list-style-type: none"> <li>• Market place in Shenzhen, China where consumers gather to find latest hardware, software, and gadgets</li> </ul>
Generation Start-Up	1h 33m	<ul style="list-style-type: none"> <li>• Six entrepreneurs put everything on the line to chase their dream</li> </ul>
The Farthest	2h 01m	<ul style="list-style-type: none"> <li>• Scientists and other figures retell the story of, and reflect on the launches and journey of the Voyager Spacecraft</li> </ul>
Project Nim	1h 33m	<ul style="list-style-type: none"> <li>• A documentary about Nim Chimpsky, the animal we tried to make human, and failed. Great watch for people who say they have “Fur Babies.”</li> </ul>



<sup>17</sup> Adapted from City of Edmonton, Alberta.



# PERSPECTIVES OF EFFECTIVE COMMUNICATION

## CRITICAL THINKING – REFLECTION

### WHAT:

- An extensive facilitated discussion that challenges participants to be honest with themselves and others and analyze how their communication style(s) affect their personal and professional relationships.
- Can be segmented into smaller part, each building off the one prior to it; however, the first part can be a standalone activity. The facilitator's role is integral to the success and depth of this activity.
- Ideal to close a 2-day workshop.

### WHY:

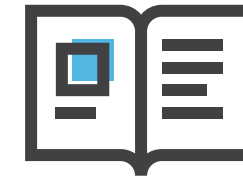
- Fosters positive and mindful communication
- Challenges counterproductive communication habits
- Lays the foundation for effective communication and collaboration

### HOW:

This section includes a script that can be closely or loosely followed depending on your level of comfort. Further, it has been split into modules, so you can pick which ones relate the most to your desired outcome. Note that later modules might refer to content or ideas from previous modules.

- Set chairs up in a circle so that each participant is able to face one another and speak/listen equally.
- Begin the discussion by stating the two leading questions and stating the workshop objectives

- As a facilitator, ensure that you are familiar with the content you will be speaking on. The discussion part of this activity is very fluid and excels when the majority of conversation is done by participants. Nonetheless, you will need to guide conversation towards some of the speaking points provided to ensure the activities' objectives are met, as well as use whatever new ideas and examples are given by participants as a means of facilitating learning.
- Do not push anyone to contribute; however, make eye contact and try to engage every individual in the group by acknowledging non-verbal cues such as nodding and leaning forward.
- Thank those who do speak up by using phrases such as "I'm glad you said this because...", "That's a really good point," and "Let's explore that...", etc.
- This activity refers to two books: Daniel Kahneman's "Thinking Fast and Slow", and Susan Scott's "Fierce Conversations: Achieving Success at Work and in Life One Conversation at a Time".



## 01: INTRODUCTION

(Discussion questions are bolded, however participants may chime in at any point)

When you think about communication, what are some things that come to mind?

Communication is:

- the imparting or exchanging of information or news
- successfully conveying or sharing of ideas and feelings
- a means of fostering connections between people

Knowing these definitions, let's focus on a couple words which really stand out.

**"Imparting or exchanging"**—imparting implies a one-way line of communication. Right now I am imparting because I am the one talking to you. When I ask you a question, however, and you and I begin to converse, now we switch to an exchange, a two-way line of communication.

• **What are some common imparting scenarios? (teaching, social media, advertising, etc.)**

• **What are some common exchanging scenarios?**

• **What defines an exchange vs. two individuals imparting? Where is the value added?**

**"Successful"**—how do we determine whether our ideas and feelings were successfully communicated? We all look at the world through a biased lens of our own experiences and personalities. How you interpret this workshop may be very different from how she does, he does, or I do. What, therefore, is our metric for success?

- Did the other person respond to what I communicated (verbal or nonverbal)?

- Did the other person understand the actual language I used (verbal and nonverbal)? Did they understand exactly what I meant in the way that I meant them to understand it?

◦ Not something we can know or expect, but we can take measures in our communication to clarify and create an opportunity for the other person to ask questions.

**"A means of fostering connections"**—in a digital world, real connection is so much more meaningful than it was 50 years ago. Texting, email, social media – if we are to look at these examples, we are theoretically "connected" at all times. Some amazing opportunities have opened up because of globalization and digital mediums for connection, but communication and connection are also important on a smaller scale.

- How have texting, email, and social media shaped the way we connect with people? (With family, with coworkers, with acquaintances, with strangers, etc.)

◦ Include the idea of the digital persona vs. the physical persona, how someone has more time to compose a response via digital means than in person and can therefore present as more intelligent, witty, etc.

- Have these mediums ever made us feel disconnected? How so?
- What opportunities exist in your life right now, which promote communication and connection separate from technology?



## 02: ASSUMPTIONS CAN BE LIMITING

On this note, here are some ideas to consider when thinking about communication:

- 1 Assumptions can be limiting.
- 2 Honesty and vulnerability are powerful tools for effective communication.
- 3 Language and what gets communicated shapes our ideas about the world, our relationships, and our realities.

### Let's discuss these ideas in more detail.

Daniel Kahneman explores our brains' two-system approach to judgment and choice in his book *Thinking Fast and Slow*.

System 1 is fast and automatic; there is little effort involved and even less voluntary control. It is nonetheless extremely influential in how we interpret information and the world.

◦ Answers 2+2, understanding simple sentences on sight, completing common sayings, etc.

System 2 is slow and effortful; it requires concentration and often conscious reasoning. We associate this second system with free will, choice, and what we think about what we do.

◦ Complex computations, monitoring the appropriateness of your behaviour, fill out a tax form, etc.

### Which of these systems actually runs the show?

System 1 does, meaning we make assumptions nearly all of the time.

Although the book explores cognitive biases, fallacies, and illusions, knowing how these two systems interact and direct our thoughts is helpful when approaching communication.

Let's come back to making assumptions. Assumptions can be automatic and unconscious, very in line with what we know of System 1.

Some assumptions streamline our world, helping us to interpret a vast amount of information very quickly. Some, on the other hand, enable us to believe we know an answer without investigation, critical thinking, or creativity. An assumption often provides one interpretation, whereas effective collaboration and communication requires sharing and understanding multiple interpretations.

- Visually based assumptions which will affect language/tone used: gender, age, ethnicity, etc.
- Restaurant example: server comes up to a table and says "Hey ladies" but notices one of the guests become very uncomfortable. For the remainder of the dining experience, both the server and the guest do not interact easily due to this perceived tension. The guest tells the server at the end of the meal that HE is in transition, and requests the server consider the language used when approaching tables. The server then makes an effort to use non-gendered language henceforth, such as "Hey folks."
- Assumptions surrounding the formality of verbal and nonverbal communication
- Assumptions made in response to how others communicate

## 03: TOOLS FOR EFFECTIVE COMMUNICATION

- How many of you have felt uncomfortable or felt resistance toward sharing an idea of theirs?
- How about having an honest conversation with a friend or loved one about what you're feeling?
- Giving honest feedback to an authority figure, such as a manager or instructor?

Sharing ideas and being honest about our opinions can make us feel vulnerable, and not many of us embrace that feeling. This is often because vulnerability exposes us to the perceived judgment of others, the fear of being wrong, or the potential loss of status, esteem, or relationships.

- Think about the examples we've just talked about. For how many of those experiences did you regret not sharing or speaking candidly?
- What consequences were there for not being honest?

Think of honesty and vulnerability as tools. Sometimes, they may not be the right tool for the job and I believe that you must use them with care. Use them effectively though and you can build so much more.

- Build ideas into realities.
- Build trust in your relationships.
- Build integrity at work.
- Vulnerability and honesty make communication real and impactful.

### What gets communicated shapes our realities

Language is important because it sets a tone. Some words have very similar meanings (small, little). Some words may be similar, but carry a different weight to them (bad, horrible). The language we use to describe an idea or experience helps direct both our own and our audience's attention. Language and how something is communicated impacts how it is received, the impression that it leaves on us either subtly or explicitly.

**Marriage Example:** *a husband comes home to his wife everyday and begins complaining about all the things which went wrong in his day. The wife reciprocates. Before long, this negative back and forth begins to affect their relationship. The husband realizes every day that he focuses on the bad things, it is a subtle nudge for his wife to do the same. The husband then decides that the first thing he will tell his wife when coming home is the best part of his day. It works the same way, inviting her to focus on more positive aspects of the day as well. Their relationship improves again. This is one example of reframing the way you see the world around you, and how it affects other aspects of your life.*

Think about how news is reported. The language and way an event is communicated obviously impacts what part of the story we focus on, and perhaps how we feel about it afterwards. In this way, our knowledge of something and our impression of reality can be shaped by how something is told to us.

This can be powerful, but it can also be dangerous. Like-minded people might perpetually express and validate the same ideas over and over, resulting in an "echo chamber."

Particularly true to political campaigns and Left vs. Right news stations.

- Does anyone have an example of this they wish to share?

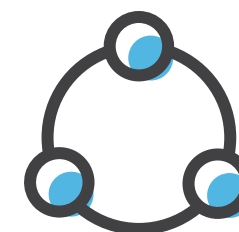
Susan Scott wrote in her book *Fierce Conversations* that our relationships are the sum of our conversations. This applies to business relationships, personal relationships, and potentially even our relationship to ourselves.

- How many of you agree with this idea, that conversation = relationship?
- How many of you actively work on your communication skills? Or feel there is a need to prioritize how you communicate?

To tie all these concepts together, if language and communication affects our impression of reality, they also shape our automatic responses and assumptions about reality.

If conversation = relationship, then assumptions can limit the potential in a conversation and in a relationship.

On the other hand, one can also see how honest, vulnerable communication affects the strength of a relationship and the impression of reality we share with others.



**Conclusion:** Throughout the course of this workshop, you have been introduced to various thought activities and group practices.

Now we ask you to spend a few minutes with yourself in reflection. What was your experience over the workshop? How have you changed? How can you encourage these changes to have a lasting impact? How do you feel about the challenges you were asked to face, or the ideas you were exposed to?



# UPCYCLE CRAFTING

## CREATIVITY – SOCIAL IMPACT

### WHAT:

- A hands-on crafting activity that gets participants thinking about new uses for everyday products and materials. Participants also get to go home with their handmade craft.
- Upcycling is the process of taking something old or discarded and converting into something useful – often incorporating elements of design and aesthetics.

### WHY:

- Introduces the concept of upcycling, benefits of upcycling.
- Can open discussion about upcycling compared to recycling and repurposing.

### HOW:

- Introduce the concept of upcycling: the purpose and the practical uses, upcycling compared to recycling, etc.
- Talk about the different crafts, what materials they are made from, and how the original product is detrimental to the environment.
- Break the participants into even groups– the number of groups is determined by the number of crafts you wish to facilitate. Have a volunteer assigned to each of the craft stations to help facilitate.

### MATERIALS REQUIRED:

- All materials for your chosen crafts

### ROOM SETUP:

Depending on your space, either separate the room into different craft stations. At the SLC Innovation Hub, we use our three board-rooms to each house one craft station – leaving the main space free. Consider the amount of desk space needed, or whether or not the participants will need to sit or stand.

### REFLECTION & DISCUSSION:

- Improvements
- Other uses

### NOTE:

- We suggest that you do a trial run of any new craft you are going to facilitate at your workshop.
- See pages 51 to 55 for example signage that can be placed at crafting stations.
- See page 57 for additional craft ideas.

**TIME REQUIRED**  
**30-60**  
**MINUTES**

# ADDITIONAL UPCYCLE CRAFT IDEAS

For additional Upcycle Craft ideas, visit the links below.

## COFFEE GROUND CANDLES

[www.popsugar.com/smart-living/Upcycled-Paper-Coffee-Cup-Candle-31102984](http://www.popsugar.com/smart-living/Upcycled-Paper-Coffee-Cup-Candle-31102984)

## PAINTED VASES AND CONTAINERS

[www.instagram.com/p/BU2-D7TgKKQ/?taken-by=diplycrafty](http://www.instagram.com/p/BU2-D7TgKKQ/?taken-by=diplycrafty)

## WATERCOLOUR MUGS

[www.poppytalk.com/2014/07/diy-watercolor-mug](http://www.poppytalk.com/2014/07/diy-watercolor-mug)

## MILK CARTON BIRDHOUSE

[littlepeanutmag.com/editorial/diy-projects/diy-milk-carton-bird-house-feeders/](http://littlepeanutmag.com/editorial/diy-projects/diy-milk-carton-bird-house-feeders/)

## PLASTIC BOTTLE CHARGING STATION

[makeit-loveit.com/charging-cell-phone-holder-from-a-plastic-bottle](http://makeit-loveit.com/charging-cell-phone-holder-from-a-plastic-bottle)



# T-SHIRT TOTE BAG

## ***INSTRUCTIONS***

Fast fashion has led to a global crisis of clothing and textile waste. Help reduce your impact by upcycling one of your old t-shirts or tank tops into a unique and functional tote bag. Best part about this bag? You don't need to know how to sew! You should probably learn how though...life skills.

## ***MATERIALS***

- T-shirt or tank top
- Fabric scissors
- Ruler or tape measure

## ***STEPS***

- 1** Pick an old t-shirt or tank top from your closet. Make sure it is clean and in decent condition.
- 2** Turn the shirt inside out and lay it down on a flat surface with the bottom hem facing you.
- 3** Using fabric scissors, make 1 inch-wide vertical cuts along the bottom of the hem, each around 3 inches long.
- 4** Tie corresponding front and back strips together twice, making double knots.
- 5** Once all the strips are tied along the bottom, tie adjacent strands together to reinforce the knots.
- 6** Once the knots seem sturdy, turn the shirt inside out again - that's it!

## ***NOTE***

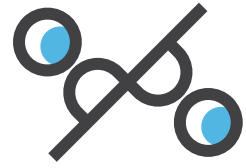
You can choose to have the knots on the outside if you prefer the look of the tassels, just skip the second step.

# T-SHIRT TOTE BAG

# 85%

of North America's clothing ends up in a landfill. That's roughly 10.5 million tons. Yet, nearly 100% of textiles and clothing are recyclable.





# COFFEE BODY SCRUB

## INSTRUCTIONS

While coffee grounds are organic, they still contribute to rising levels of greenhouse gases produced by landfills. Extend their useful life by drying your used grounds and turning them into something else, like an exfoliating body scrub. This all-natural scrub will leave you with amazingly smooth, moisturized skin and it smells great too!

## MATERIALS

- ¼ Cup Dried Coffee Grounds
- ¼ Cup Raw Sugar
- ⅛ Cup Coconut Oil
- ¼ Teaspoon of cinnamon or
- 1 drop of essential oil (optional)
- Mixing Bowl

## STEPS

- 1 In a bowl, combine the dried coffee grounds and the sugar. Mix well.
- 2 If the coconut oil is in a solid state, gently heat in the microwave for a few seconds at a time. Wait until oil is back at room temperature. Add oil to the other ingredients and stir until just combined.
- 3 Add additional essential oils or ½ teaspoon of cinnamon if desired.
- 4 Tie corresponding front and back strips together twice, making double knots.
- 5 Once combined, store in an airtight container, such as a mason jar.
- 6 Use on your entire body, applying in circular motions to exfoliate and wash off in the shower.

## NOTE

To dry your used coffee grounds, pour grounds into a clean cloth or paper towel and wring as much moisture from them as possible. Then, pour grounds onto a cookie sheet or in a dish, spreading them evenly. Store in a cool, dry place for around 1-2 days.

# COFFEE BODY SCRUB

Approximately

# 600

tonnes of coffee grounds are used and subsequently dumped every day in Canada; however, coffee grounds can be used in skincare, gardening, and even as an alternative fuel source.



# PLASTIC BOTTLE PLANTERS

## INSTRUCTIONS

With plastic being used in nearly everything these days, plastic bottles and other plastic waste are abundant in our landfills, our streets and our oceans despite efforts to encourage proper recycling. While the end goal is to reduce our reliance on plastic, it is important to breathe a second life into the plastic items we consume.

### MATERIALS

- 1 soda bottle (2L)
- Yarn
- Scissors or hobby knife
- Potting mix
- Hammer
- Nail or screwdriver
- Seeds or seedling (herbs, small houseplants, small veggies)
- Acrylic paint and paintbrush (optional)

### STEPS

- 1 Using scissors or a hobby knife, carefully cut the bottle in half (horizontally).
- 2 Make a hole in the bottle cap by hammering a nail or screwdriver into it. Do this with a small block of wood underneath so you don't ruin your surface.
- 3 Optional - paint the inside of the top half of the bottle using acrylic paint. Set aside to dry.
- 4 Cut a 1-ft length of yarn. Double it and loop one end tying it into a knot.
- 5 Thread the yarn into the hole in the cap, so the knot is on the inside of the cap.
- 6 Pour around 1-2 inches of water into the bottom half of the bottle.
- 7 Place the top half of the bottle into the bottom half so that the yarn is submerged.
- 8 Fill the opening of the planter with the seedling and potting mix - leaving around half an inch of space from the top.

### NOTE

The yarn will act as a wick, drawing up water from the basin below into the soil. This will help regulate the soil moisture. Make sure to place your plant in a well-lit area.

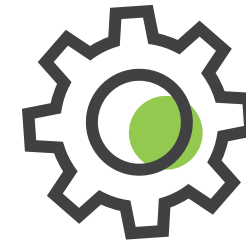
# PLASTIC BOTTLE PLANTERS

Plastic bottles are recyclable, only

# 1 in 5

are actually recycled. These bottles take between 500 and 1,000 years to decompose.

## 09. Main Activities



**TIME REQUIRED**  
**90-120**  
**MINUTES**

### HACKPACK CONTENTS:

- Grid paper
- Writing utensils (pens, pencils and coloured markers)
- Playdough
- Calculator
- Sticky notes
- Hard candies
- Blank notepad
- Lined cue cards
- Scissors
- Ruler/straight line
- Stress/fidget toys

# HACKPACKS

## COLLABORATION – CREATIVITY – CRITICAL THINKING

### WHAT:

- A mini Hack-A-Thon approach to creative problem solving and human-centered design.
- This activity challenges participants to create a unique product, service or business model, or a function of an existing business, specifically designed to solve a problem.
- Problems should be current, attainable, yet not obviously solved; and can be tailored or themed for students from all programs.

### WHY:

- Shows participants that there are many different approaches to solving the same problem.
- Optimizes team productivity and strengthens team dynamics.

### HOW:

- 1 Break the participants into groups of 4-6 and provide them with a "Hackpack".
- 2 Identify the problem (see the following page for examples), giving detail. Consider handing out an article, case study, or summary for background, statistics or otherwise useful information.
- 3 Define success - hack-a-thons aren't always successful in completely solving the problem they're addressing; however success could mean getting on the right track, a team working better together, and more. Success shouldn't be defined as "perfection". Some groups may not have fully realized ideas. The learning is achieved through the process rather than the end result.

- 4 Distribute the Problem Identification, Ideation, and Design handouts and give the participants at least one hour to complete the handouts and prepare their presentations. Circulate amongst the teams and provide feedback. You could consider playing music during this time, displaying a timer, etc.
- 5 At the end of the hour, begin the presentations. These can be as professional or casual as the teams want and do not have to follow any particular format. Presentations should be from 3-5 minutes in length and should include a brief Q&A. Limit each team's presentation time so that all teams can present without running late.

### POTENTIAL THEMES:

- Smoother integration between international and domestic students at SLC
- Youth homelessness
- Youth financial literacy
- Increase parking in Downtown Kingston
- Food sustainability or waste
- Local youth engagement
- Promoting use of public transit
- Promoting healthy eating
- Increase voter participation in elections
- Increase and generate more tourism revenue in Kingston
- Involving youth in the preservation and protection of local ecology
- Tackling loneliness and building a stronger social connections
- Increase engagement and interactivity with senior citizens
- Decreasing the negative effects of technology on youth
- Promotion of fitness and physical activity (any age range)
- Clarifying career paths for youth





# UPCYCLE CHALLENGE

**COLLABORATION – SOCIAL IMPACT – CREATIVITY**

## TIME REQUIRED

# 30-60 MINUTES

### WHAT:

- A dynamic brainstorm and pitch activity that challenges participants to flex their “innovation muscle” by getting them to develop innovative ideas for products or materials that pose a threat to the environment.
- Upcycling is the process of taking something old or discarded and converting into something useful – often incorporating elements of design and aesthetics.

### WHY:

- An effective introduction and practice of the skills required for effective brainstorming and innovation.
- Highly collaborative and requires participants to reflect on their own ideas, as well as on those of their peers.
- Participants gain a conceptual, concrete and abstract understanding of the learning material and can begin to incorporate this kind of thinking into their every day lives.

### HOW:

- Break the participants into groups of 4-6.
- Give each team a material or product that they have to upcycle. You can give each team the same material, or diversify.

- Hold a quick discussion about upcycling and recycling to (re)iterate the purpose and theme of social and environmental impact. Encourage participants to do research about their materials, but to try to not take too much inspiration from existing ideas and projects.
- Distribute the Problem Identification, Ideation, and Design handouts and give the participants at least 45 minutes to complete the handouts and prepare their presentations. Circulate amongst the teams and provide feedback. You could consider playing music during this time, displaying a timer, etc.
- At the end of the hour, begin the presentations. These can be as professional or casual as the teams want and do not have to follow any particular format. Presentations should be around 5 minutes in length and should include a brief Q&A. Limit each team’s presentation time so that all teams can present without running late.

### EXAMPLE MATERIALS:

- Backpack
- Wooden Barrels
- Wooden Pallets
- CDs & DVDs
- Rubber Tires
- Plastic toothbrushes



## 10. Handouts



### **PROBLEM IDENTIFICATION: DEFINING THE ISSUE**

*IDENTIFY THE ISSUE – WHAT'S THE PROBLEM YOU'RE TRYING TO SOLVE?*

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*WHAT IS THE ULTIMATE IMPACT YOU'RE TRYING TO HAVE?*

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*EXPLAIN THE CONTEXT (GEOGRAPHIC, TECHNOLOGICAL, TIME-BASED OR OTHERWISE).*

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*PROVIDE SOME INSIGHT.*

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*DETERMINE SUCCESS CRITERIA.*

1. 

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2. 

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3. 

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*IDENTIFY CONSTRAINTS/LIMITATIONS (GEOGRAPHIC, TECHNOLOGICAL, TIME-BASED OR OTHERWISE).*

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# IDEATION: EXPLORATION YOUR OPTIONS

**PROBLEM STATEMENT**– RESTATE FROM THE PREVIOUS HANDOUT

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**DESIGN PHRASING**– BASED ON THE PROBLEM STATEMENT, REFRAME THE ISSUE WITH A “HOW MIGHT WE” QUESTION.

*HOW MIGHT WE*

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**EXPLAIN THE CONTEXT** (GEOGRAPHIC, TECHNOLOGICAL, TIME-BASED OR OTHERWISE).

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*\*EXAMPLE: HOW MIGHT WE CREATE AN EXPERIENCE FOR STUDENTS THAT EFFECTIVELY DRIVES INNOVATIVE THINKING?*

**DETERMINE SUCCESS CRITERIA.**

OPTION 1:

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OPTION 2:

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OPTION 3:

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**RATING**– BASED ON SUCCESS CRITERIA.

*DENOTE IF CRITERIA IS ADDRESSED (LOW, MID, HIGH)*

OPTION	CRITERION 1:	CRITERION 2:	CRITERION 3:
1			
2			
3			

# DESIGN: FORM AND FUNCTION

**DESCRIBE YOUR SOLUTION.** GO INTO MORE DETAIL.

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**WHO’S YOUR TARGET MARKET/KEY CUSTOMER?** THINK DEMOGRAPHICS, LIKES/DISLIKES, VALUES, MOTIVATIONS, STATUS, ETC.

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**WHAT ARE THE KEY FUNCTIONS OF YOUR DESIGN?**

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**DESCRIBE THE AESTHETICS OF YOUR DESIGN? WHAT DOES IT LOOK LIKE?** THINK ABOUT SOME BRANDING BASICS.

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**HOW MUCH IS A FAIR PRICE FOR YOUR PRODUCT/SERVICE? APPROXIMATELY HOW MUCH WILL IT COST TO PRODUCE?**

PRICE	COST
Justification	Justification

**WHAT EXISTING BUSINESSES AND/OR ORGANIZATIONS MIGHT ACT AS KEY PARTNERS?**

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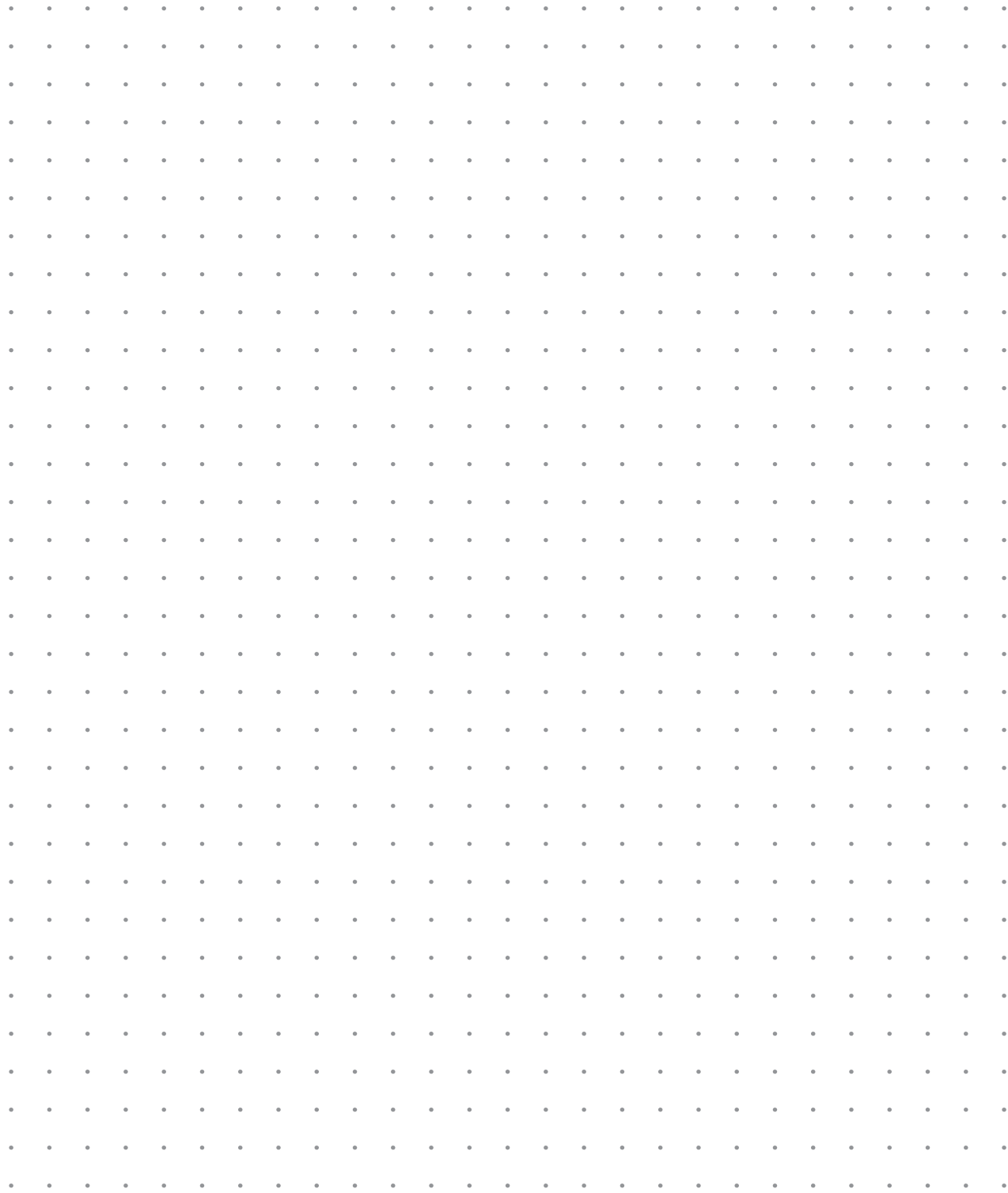
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# SKETCH GRID



## 11. Additional Resources

# ADDITIONAL RESOURCES

### Understanding the Johari Window

[www.selfawareness.org.uk/news/understanding-the-johari-window-model](http://www.selfawareness.org.uk/news/understanding-the-johari-window-model)

### Collection of Games

[oi-net.eu/m-oinet-network/m-oinet-key-topics/m-wp3-methodologies-best-practices/820-collection-of-games-and-exercises](http://oi-net.eu/m-oinet-network/m-oinet-key-topics/m-wp3-methodologies-best-practices/820-collection-of-games-and-exercises)

### The Power of the Check-In

[www.hyperisland.com/community/news/the-power-of-the-check-in](http://www.hyperisland.com/community/news/the-power-of-the-check-in)

### Help Get Your Students Prepped for Their Next Test With These 5 Games

[www.thoughtco.com/games-for-test-prep-31244](http://www.thoughtco.com/games-for-test-prep-31244)

### City of Edmonton: Tips on Leading a Video Discussion

[www.edmonton.ca/city\\_government/documents/PDF/TipsOnLeadingVideoDiscussion.pdf](http://www.edmonton.ca/city_government/documents/PDF/TipsOnLeadingVideoDiscussion.pdf)

### The Missions “Interactive Innovation Exercises”

[medium.com/the-mission/10-hands-on-exercises-for-innovation-96bc888d678b](https://medium.com/the-mission/10-hands-on-exercises-for-innovation-96bc888d678b)

### Queen’s University Teaching and Learning in Higher Education: Active Learning Activities

[www.queensu.ca/teachingandlearning/modules/active/12\\_exmples\\_of\\_active\\_learning\\_activities.html](http://www.queensu.ca/teachingandlearning/modules/active/12_exmples_of_active_learning_activities.html)

### University of Waterloo Centre for Teaching Excellence: Active Learning Activities

[uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/assignment-design/active-learning-activities](http://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/assignment-design/active-learning-activities)

### University of Toronto

[www.utm.utoronto.ca/experience/sites/files/experience/public/shared/Team%20Based%20Problem%20Solving%20Activities%20-%20UTM%20EEO.pdf](http://www.utm.utoronto.ca/experience/sites/files/experience/public/shared/Team%20Based%20Problem%20Solving%20Activities%20-%20UTM%20EEO.pdf)



CUSP