

BHSC Retreat |

Building Unity and Strengthening Resilience

Facilitators: *Betty Hart*, Innovation Center Program Manager, IMSA and *Jerami Johnson*, Assistant Director of Residence Life, IMSA

Activity: Unity and Developing Your Community

Location: Center for Innovation and Inquiry

Time: 11:15 AM - 12:15 PM

Learning Objectives

Students will

- Identify strategies and tools necessary to create a community for themselves at IMSA
- Ideate solutions for self care and group care to promote resilience within their community
- Engage in courageous conversations to challenge assumptions and create connections

Activity 1: On The Farm

Time: 15 minutes

Materials: paper with animal and sound

Instructions:

- Everyone will be assigned an animal upon arrival.
- Students will spread out in the open space and with eyes closed (?) have the participants make the animal sound assigned to them.
- They must then mingle around the room (in the dark) listening for the other animals of their kind and group together.
- *Elephant and Mouse* will not be assigned a partner/group. Unpack the groups thoughts around their experiences finding their animal tribe.
- Ask elephant and mouse to share back their experience. Use the fairytale of the *Mouse and the Elephant King* to tie in “community care”

Animals:

Wolf (howl)

Elephant (trumpet)

Dog (bow wow)

Cat (meow)

Horse (neigh neigh)

Duck (quack)

Cow (moo)

Donkey (hee haw)

Pig (oink)

Lion (hakuna matata)

Bird (tweet)

Bear (growl)

Bee (buzz)

Frog (Coqui *pronounced ko - key*)

Turkey (Gobble Gobble)

Mouse (squeek)

Owl (whoody who)

Goose (honk)

Debrief:

How did it feel to find your group?

How did it feel to not find your group?

Have you seen this happen in your own life? What did/could you have done?

Activity 2: Spectrum | Discussion

Time: 50 minutes

Materials: Painters Tape, paper signs

Instructions:

1. Divide room floor into half for the following spectrums: *Strongly Agree, Disagree, Somewhat Disagree, Somewhat Agree, Agree, Strongly Agree*
2. Divide youth into 5 groups of 10 (or evenly divided groups). For each of the 5 rounds, each group will nominate someone to go into the round.
3. Student line in center. Read statement and allow youth to decide for only 5 seconds then briefly share back why they landed in the spectrum.
4. Remind group of Courageous Conversation Rules. This is an opportunity to understand perspectives. No feedback required - just self reflection.
 - a. *The Four Agreements of **Courageous Conversation** - stay engaged, expect to experience discomfort, speak your truth, and expect and accept a lack of closure*

Spectrum Subject: Do all IMSA teens think the same

- **Round 1**
Statement: *I care about the opinion of other cultural groups at IMSA*
- **Round 2**
statement: *I feel connected to my culture at IMSA*
- **Round 3**
statement: *It is important for me to have a culturally diverse group of friends*
- **Round 4**
statement: *I know an IMSA adult who I can trust and who supports me (or My learning is supported by IMSA Faculty)*
- **Round 5**
statement: *Coming to IMSA was the best decision for me*

Group Discussion (if time allows):

- 1) How would you define equity and inclusion at IMSA? Give an example.
- 2) Did you make the decision to come to IMSA? If not, who did and why?
- 3) Name one area of self care you plan to establish in 2020.

Closing: Betty and Jerami - Share Life nuggets/motto