
Guide for Active Learning

Activities for facilitating learning in groups



Application and practice are the best ways to embed the learning. So is fun! Use these proven activities or use your creativity to design ways for people to understand their own style and others' styles.

Find an activity inside that meets your event objectives, helping to make learning stickier by facilitating participants' own personal insights.

DiSC-centered activities and general ice breakers and activities are included. Have an activity to share? Send it to sally@sepp6.com for the next update of this Guide.

BUILD THE ROOM

Purpose: Introduce personalized DiSC theory

Prep: Professionally print in advance four posters as shown below, and place on the wall.

Instructions

1. Instruct participants to stand at either the front (Active) or the back (Thoughtful) of the room, based on the words they think tend to describe them best.
 2. Instruct them to then stand at either the left (Questioning) or the right (Accepting) of the room, based on the words they think tend to describe them best.
- Have the groups put those two identifiers together:
 - If you answered **Active** and **Questioning**, please come to this corner. *(Direct them to front-left corner.)*
 - If you answered **Active** and **Accepting**, please come to this corner. *(Direct them to front-right corner.)*
 - If you answered **Thoughtful** and **Accepting**, please come to this corner. *(Direct them to back-right corner.)*
 - If you answered **Thoughtful** and **Questioning**, please come to this corner. *(Direct them to back-left corner.)*
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Day in the Life

Instructions:

- Group according to the primary DiSC styles (One-person in a group is okay)
 - Provide flipchart paper and markers to each group
 - Give each group instructions:
 - For the next 10 minutes, you will work together to create a poster about a day in the life of a person with your style
 - Use pictures, words, symbols, images, etc.
 - Give each group will get 5 minutes to present its poster to the larger group
 - Suggest to other groups that they may want to take notes
 - Prepare a poster for any missing style
 - When each group presents their poster, do not correct for any inaccurate reflections for that style. It may be worth noting that a secondary style may have influenced the comment.
 - After each group presents, ask the audience if they have any specific questions for that group (questions they've always wanted to ask)
 - After audience has had a chance to ask questions, ask
 - How can other styles learn to better relate to you?
 - How are you often misunderstood
 - What are your fears?
 - What is the value you bring to a team?
 - How do you like to get feedback?
 - Debrief
 - After all have posters have been presented, ask:
 - What did you learn about styles that are different from yours?
 - How would knowing this help meet our goal of a more cohesive leadership team and more open, sharing environment?
 - How could you use this information you learned today to help your organization and your environment?
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WHAT'S MY STYLE?

Prep:

- Buzzer or party horns
- List of phrases indicative of style (see below*)

Instruction:

1. Play individually or break into teams of 3-4
2. Each team gets a buzzer
3. Facilitator reads phrases or shows slide of statements (see below for suggestions)
4. Team buzzes in if they think they have the answer they get a point (2 points for those with dual style, e.g. CD)
5. Play 8-10 rounds, winner gets prize (e.g., t-shirt, mug, coffee gift card)

Sample Style Phrases

- Let's be the first one to market this.
 - That gives me a great idea.
 - I am happy to help.
 - Let's get this done.
 - This project would be so fun to work on with you.
 - If it's not too much trouble.
 - I have some real concerns about these numbers.
 - This idea is great and I know with you on the team we can get it done by next week.
 - Take as much time as you need to work on this.
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BEST USE - MOTIVATORS + STRESSORS

Purpose: Maximize strengths of team

Prep:

- On flip chart, have three columns
 1. Team member name
 2. Offer
 3. Ask

Instruction

1. Have people highlight their top motivator and top stressor from Page 6 of the Workplace report
 2. Have them consider their motivator and what their OFFER is to their team (e.g. working with others: I offer that when you need ideas for a project, come to me to brainstorm)
 3. Have them consider their stressor and what their ASK is of their team (e.g., saying no: I ask that when I have to decline something, that I can come to you to provide additional perspective so that I can approach the conversation more easily)
 4. Flip chart each person's answers
 5. Ask how they will use these going forward
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QuikDiSC Self/Stretch

Here is an idea that is not included in your QuikDiSC deck:

- Hand out 3 cards to each participant
 - Ask them to circulate, trading cards with others until they have one card that explains them well and another card that they want to work on today
 - Have each person share (perhaps during introductions)
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Quote by Style

Instructions: Have people guess the style of someone who might said the quotes below. Each is attributed, though guess the quote, not the person.

- "Better to light a candle than to curse the dark" Ancient Chinese Proverb
 - "It's never too late to be who you might have been." ~ George Eliott
 - "If you want to build a ship, don't drum up people to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea." - Antoine de Saint Exupéry.
 - "Humility is not thinking less of yourself, it is thinking of yourself less." C.S. Lewis
 - Yesterday I was clever, so I wanted to change the world. Today I am wise, so I am changing myself. – Rumi “
 - Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.“ — Viktor E. Frankl
 - Tell me what is it you plan to do with your one wild and precious life." --Mary Oliver "Circumstances do not make the man; they reveal him." – James Allen
 - "If you want something you have never had, you will have to do something you have never done"
 - "What lies behind us and what lies before us are tiny matters compared to what lies within us." — Ralph Waldo Emerson
 - When we are no longer able to change a situation - we are challenged to change ourselves - Viktor Frankl
 - *"I can't change the direction of the wind, but I can adjust my sails to always reach my destination."* – Jimmy Dean
 - *"All is flux, nothing stays still."* – Heraclitus
 - *"For everything you have missed, you have gained something else, and for everything you gain, you lose something else."* – Ralph Waldo Emerson
 - *"Every man must decide whether he will walk in the light of creative altruism or in the darkness of destructive selfishness."* – Martin Luther King, Jr.
 - *"I am tomorrow, or some future day, what I establish today. I am today what I established yesterday or some previous day."* – James Joyce
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Buying a TV

Instructions:

1. Group by dominant style
2. Tell them they are setting off to buy a TV
3. Ask them to identify the natural steps they would take (5 minutes to discuss and flip chart)
4. Have them present (3 minutes each)

This is what you might see:

- D's – have shortlist, straightforward list/picture, name of store they are going to.
- Is– A colorful page that might identify friends they can ask for advise, search for the latest, greatest and funnest tech (does karaoke come with it?), with a picture of the party they will have to introduce the TV to friends.
- S – typically create an orderly numbered list of features they need to have, and get input from family members or roommates.
- Cs – Will take them the longest time, as they talk about what they have to research and find out, comparing brands, specs. Might not have decided when they were going to get the TV yet.

Famous People Style Guessing

Relating the common sense foundation and approaches of DiSC often generates personal insight and valuable learning. It is also relatable and offers a way to variety, diversity and humanity. DiSC simple-to-understand theory of behavior can apply to famous people.

Ask participants to identify a famous person and their style; e.g.,

D style: Michael Jordon
i style: Oprah Winfrey
S style: Jimmy Stewart
C style: Meryl Streep

Have participants guess the styles of classic TV shows; e.g., I Love Lucy:

Ricky (D)
Lucy (I)
Ethel (S)
Fred (C)

How about Seinfeld?

A good follow up to this people guessing would be to use comparison reports to find out how styles can interact more effectively 1:1. Ask respondents what they'd include on the Comparison Reports for Lucy and Ricky, or Phil and Jay from Modern Family.

Famous People Style Guessing 2

Ask participants to guess the styles of famous people, sitcom stars. Use youtube clips, scenario cards, news clippings. You can also use the guessing prompts below (without the answers).

- **Seinfeld:** Jerry (D), Elaine (I), Kramer (S), George(C)
- **Modern Family:** Jay (D), Gloria (I), Phil (S), Claire (C)
- **Star Trek:** Captain Kirk (D), Scotty (I), McCoy (S), Spock (C)
- **Friends:** Monica (CD), Joey (ID), Chandler (I), Pheobe (IS), Rachel (S), Ross (C)
- **Soccer/Football stars:** Cristiano Ronaldo (D), Herculez Gomes (I), Sergio Ramos (S), Lionel Messi (C)
- **TV Dads:** Jay Pritchett, Modern Family (D), Tim Taylor, Home Improvement (I), Michael Bluth, Arrested Development (S), Hank Hill, King of the Hill (C)
- **TV Moms:** Claire Huxtable, Cosby Show (D), Lorelai Gilmore, Gilmore Girls (I), Charlotte York, Sex in the City (S), Claire Dunphy, Modern Family (C)

SCENARIOS

Instructions:

1. Separate into 4 groups, according to dominant DiSC styles
2. Ask someone from a group to volunteer to go first
3. Volunteer picks scenario from bowl, reads silently
4. Volunteer picks anyone from another dominant group style to address
5. The two, visible to the rest of the groups, work at the scenario, with Volunteer 1 opening the dialogue and trying to effectively influence, adapting to the other person's style.
6. Debrief (after each or after all scenarios are played out):

<p>Scenario #1 Your CEO asks you why your group should get the extra staff person you requested.</p>	<p>Scenario #2 You address a colleague who prepared a report that was full of errors.</p>	<p>Scenario #3 You are asking a coworker to deliver a work product one week early.</p>	<p>Scenario #4 You are asking someone to take on organizing the company picnic.</p>
<p>Scenario #5 You approach your boss to ask for a raise</p>	<p>Scenario #6 You are at a cocktail party and a potential new client asks why they should hire your company. What is your response?</p>	<p>Scenario #7 A co-worker is late (again) on a deliverable. You need this material to complete your work. How will you address this colleague to express the impact of these missed deadlines?</p>	<p>Scenario #8 Someone is considering joining your team. What would you say to encourage them to do so?</p>

ALONG THE CONTINUUM

Purpose: Introduce and personalize DiSC theory

Prep:

Room with open space, label one side of room A and the other side B

Instruction:

1. Instruct participants to stand up
2. Ask them to stand along the continuum in the room according to their alignment, to either side A or B.(See continuum suggestions below)
3. Facilitator reads both sides and participants stand at a point where they most agree, they can be in the middle
4. Give participants a moment to notice who is standing near them and relate their experience to each other

Side A	Side B
I appreciate a fast pace (D, I)	Things sometimes go too fast (S)
Determination is key to leadership (D)	Staying open to others ideas is key to leadership (S)
Energy and zeal propel us forward (I)	Energy and zeal are draining (C)
Meetings are often productive (I)	Meetings are often a waste of time (D)
Small talk builds relationships (I)	Small talk is a waste of time (C)
Conflict is necessary to growth (D)	Teamwork is necessary to growth (S)
Things get boring when they stay the same (D, I)	I prefer a secure, stable environment (S)
Proceeding with caution is wise. (C)	Continuous attention to accuracy may hold us back (I)
It's important to take time in making decisions (S, C)	Quick decisions are important for results. (D)
I'd like to see more optimism (I)	There is too much pressure to be optimistic (C)
Email - the shorter the better. (C, D)	I look for ways to build relationships in email. (S, i)



OTHER (Non-DiSC) ACTIVITES

HOPES AND CONCERNS

Materials: blue and yellow index cards

Instructions:

- Have each person write down on the yellow index card their HOPE for today and on the blue index card their CONCERN for the day (legibly). Let them know they are not to put their names on them.
 - Collect them.
 - Shuffle them and then pass them back out so that each person has a card of each color (most likely not theirs).
 - Have them read out their cards, while you capture the HOPES and CONCERNS in two columns of a flip chart page.
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OPEN INTRODUCTION

Instructions:

During introductions, have each person say (select 3):

- Name
 - Department
 - What they want from today
 - What was their first job and what is a lesson learned that they still apply today
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FUN BAG

Materials: Lots of items (e.g., tooth brush, mask, tape, binder clip, pencil sharpener, ruler, kids toy, tea bag, tennis ball, violin bow, pin pong paddle, Pokemon card - I go through my house and pick up stuff that seem interesting)

Prep: Spread items out on a large table at the back of the room

Instructions: Have participants pick up something from the table that connects to what they contribute to the team (and share during the introduction) in large group.

BEST MANAGER

Prep: On flip chart write: "The best manager I ever had was..."

Instructions:

1. Have everyone write a name down on the flip chart page.
 2. At tables, have them come up with the qualities that made the people they identifies as "the best manager."
 3. Discuss for 5 minutes. Share in open.
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SIMILARITIES IN CIRCLES

Instructions:

1. Break into groups of 3-4, with flipchart paper
 2. Have groups draw a circle in the corners, writing the name of each participant toward the top inside a circle. Leave space in the center of the flipchart.
 3. Each person fills in something unique about them in their corner circle, something that no one in the group can say about themselves (You can set parameters like: your similarity can't be that you work for the same company; the identifiers need to be something that isn't physically apparent (like hair color, only man in the group))
 4. In the center, have them write something they all have in common.
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ROOM OF CARDS

Materials: Playing cards

Instructions:

1. Pass out one playing card to each participant, face-down.
 2. On your cue, ask participants to turn over their playing cards.
 3. They are to find others with their suit, but they are not allowed to talk or show their card. For example, if a person had a spade, they may illustrate that by pretending to dig a hole.
 4. Once participants are in their groups, they are to introduce themselves and come up with a list of 3 things that they would like to learn today.
 5. Flip chart them (or have them)
 6. Share in large group
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TEARING PAPER

Instructions

1. Give a single blank 8 1/2-by-11-inch sheet of paper to each participant.
2. SAY: “We are going to play a game that will show us some important things about communication. Pick up your sheet of paper and hold it in front of you. Now, close your eyes and follow the directions I will give you—and no peeking! Participants cannot ask questions.”
3. Give the following directions, carrying them out yourself with your own sheet of paper and pausing after each instruction to give the group time to comply:
 - The first thing I want you to do is to fold your sheet of paper in half.
 - Now tear off the upper right-hand corner. o Fold it in half again and tear off the upper left hand corner of the sheet.
 - Fold it in half again.
 - Now tear off the lower right-hand corner of the sheet.”

Debrief

1. After the tearing is complete, have them open your eyes.
2. SAY: If I did a good job of communicating and you did a good job of listening, all of our sheets should look the same!”
3. Hold your sheet up for them to see. It is highly unlikely any sheet will match yours exactly