

# DIALOGIC TEACHING vol.2

**DIALOGIC TEACHING Vol.2**  
Deep Dive: Self-Assess, Strengthen, and Strategize  
TEA LEAF OF JUST  
January 2020

1

**WELCOME BACK, PIONEERS!**  
We're here to go deeper, together.  
• Our goal is to shift from doing dialogic activities to truly **BEING** a dialogic presence in the classroom.  
• Today, we sharpen our skills, challenge our assumptions, and strategize our next powerful steps.

2

**A TALE OF TWO CLASSROOMS!**

|                             |  |                          |  |
|-----------------------------|--|--------------------------|--|
| <b>TRADITIONAL CONCEPTS</b> | Teacher Lectures<br>One Right Answer<br>Passive Reception<br>Abstract Principles First | <b>DIALOGIC CONCEPTS</b> | STUDENTS DISCOVER<br>MULTIPLE PERSPECTIVES<br>ACTIVE CONSTRUCTION<br>CONCRETE EXAMPLES FIRST |
|-----------------------------|--|--------------------------|--|

3

**OUR JOURNEY TODAY**

- 1. SELF-ASSESS: WHERE ARE WE NOW?**
- 2. STRENGTHEN: EMPOWERING THE HOST**
- 3. STRATEGIZE: OUR NEXT STEPS**

4

**CONCRETE PRACTICE: YOUR DIALOGIC SCALE**

- On a scale from 1 (100% instructional) to 10 (100% dialogic), where are you today? (1 min, individual reflection)
- What makes you already at that number (and not lower)? Identify your successes and strengths. (Share with a partner)
- Imagine you move up just one level. What looks different for you? For your student? What's the first thing you're on your way? (Share with your partner)

5

**SEGMENT 2: STRENGTHEN**  
Concept: From "Guide on the Side" to "Great Host"  
The most powerful shift is moving beyond just facilitating to truly **hosting** the learning experience.  
A great host creates the conditions for creativity, engagement, and shared ownership. Let's explore the **Host Leadership** model by Mark McKergow.

6

**THE HOST'S STAGE: 4 POSITIONS**  
A Host seamlessly moves between four key positions to serve their guests (our students), balancing these positions in the key to creating a dynamic, student-centered learning environment.

- IN THE SPOTLIGHT (Leading)**
- WITH THE GUESTS (Participating)**
- IN THE KITCHEN (Preparing)**
- IN THE GALLERY (Observing)**

7

**POSITIONS: OUT FRONT**

- IN THE SPOTLIGHT**  
You are the center of attention.  
• **Dialogic Use:** Introduce a theme, set or clear focus, summarize key insights from a discussion. Use strategically and sparingly.
- WITH THE GUESTS**  
You are a co-leader and participant.  
• **Dialogic Use:** Join a small group discussion, model capacity, ask questions as an equal. This is a core dialogic stance.

8

**POSITIONS: BEHIND THE SCENES**

- IN THE GALLERY**  
You stay back to observe the whole system.  
• **Dialogic Use:** Observe group dynamics, use your presence to model capacity, and model a participant's capacity.
- IN THE KITCHEN**  
You prepare the conditions for success.  
• **Dialogic Use:** Design the learning flow (e.g., using the 4:2:2:2 protocol) and questions, and arrange the room for interaction.

9

**CONCRETE PRACTICE: MAPPING YOUR POSITIONS**

- On a 2x2 grid, map your teaching style.
- STAYING IN PLACE: How many times do you currently spend in each of the positions (in percent, e.g., 40% in Spotlight, 20% in Kitchen, 20% in Gallery, 20% in Behind the Scenes)?
- MOVING ON: To be more dialogic, what would your ideal ratios look like? What is one specific action you would take in each quadrant to move toward that ideal? (Share your "ideal" map and one key action with a partner)

10

**CONCEPT: THE HOST'S TOOLKIT**  
Beyond your physical position, a Host plays **key roles** before, during, and after an event to ensure its success. For the core of a Host's-based toolkit.  
These roles are your design checklist for creating generative dialogic experiences.

11

**THE 6 ROLES OF A HOST**

1. THE PREPARER
2. THE OBSERVER
3. THE HOST
4. THE PARTICIPANT
5. THE SUPPORTER
6. THE FACILITATOR

12

**ROLES: BEFORE YOU BEGIN**

- INITIATOR**  
• "Initiate: You are a model for the opportunity for learning and the dialogue."  
• "Initiate: You are a model for the opportunity for learning and the dialogue."  
• "Initiate: You are a model for the opportunity for learning and the dialogue."
- WRITER**  
• "Initiate: You are a model for the opportunity for learning and the dialogue."  
• "Initiate: You are a model for the opportunity for learning and the dialogue."  
• "Initiate: You are a model for the opportunity for learning and the dialogue."
- SPACE-PROVIDER**  
• "Initiate: You are a model for the opportunity for learning and the dialogue."  
• "Initiate: You are a model for the opportunity for learning and the dialogue."  
• "Initiate: You are a model for the opportunity for learning and the dialogue."

13

**ROLES: DURING THE DIALOGUE**

- GATEKEEPER**  
• "Initiate: You are a model for the opportunity for learning and the dialogue."  
• "Initiate: You are a model for the opportunity for learning and the dialogue."  
• "Initiate: You are a model for the opportunity for learning and the dialogue."
- CONNECTOR**  
• "Initiate: You are a model for the opportunity for learning and the dialogue."  
• "Initiate: You are a model for the opportunity for learning and the dialogue."  
• "Initiate: You are a model for the opportunity for learning and the dialogue."

14

**ROLES: ALWAYS**

- CO-PARTICIPANT**  
• "Initiate: You are a model for the opportunity for learning and the dialogue."  
• "Initiate: You are a model for the opportunity for learning and the dialogue."  
• "Initiate: You are a model for the opportunity for learning and the dialogue."

15

**CONCRETE PRACTICE: DESIGNING AS A HOST**

In small groups (3-4 min)

1. Choose one opening lesson or activity.
2. Reassess: How can you intentionally apply at least **20%** of the following roles to make it more dialogic and engaging?  
Example: "As a teacher, I'd frame the topic as a question. As a Space Provider, I'd arrange desks in circles. As a Connector, I'd set up groups to share one idea that was inspired by another group."
3. Be ready to share one great idea.

16

**SEGMENT 3: STRATEGIZE**  
Conclusion: From Insight to Action  
We've assessed our practice and sharpened our hosting skills.  
Now, the most important part: **What will you do differently tomorrow?**  
Let's move from ideas to commitment.

17

**CONCRETE PRACTICE: WHAT'S YOUR 15% SOLUTION?**

A 15% solution is any small step you can do right now. You don't need permission, budget, or someone's help. It's 100% in your control.

**15% SOLUTIONS**  
What is one 15% solution to be a more effective dialogic host in your classroom?

1. Individual reflection (5 min)
2. Share and refine in pairs (10 min)
3. Help each other make it more concrete

18

**CONCRETE PRACTICE: TRIKA CONSULTING**

**Avenir Next**  
Let's get some help on our 15% Solution!  
In groups of 3 (3 rounds of 10 min each):  
One person is the "Client," two are "Consultants."  
1. Client shares their 15% challenge. (1-2 min)  
2. Consultants ask clarifying questions. (1-2 min)  
3. Client turns around (back to consultants).  
4. Consultants brainstorm ideas, suggestions, and advice.  
5. Client just listens and takes notes. (4-5 min)  
6. Client turns back and shares what was most helpful. (1 min)  
Rotate roles twice more!

19

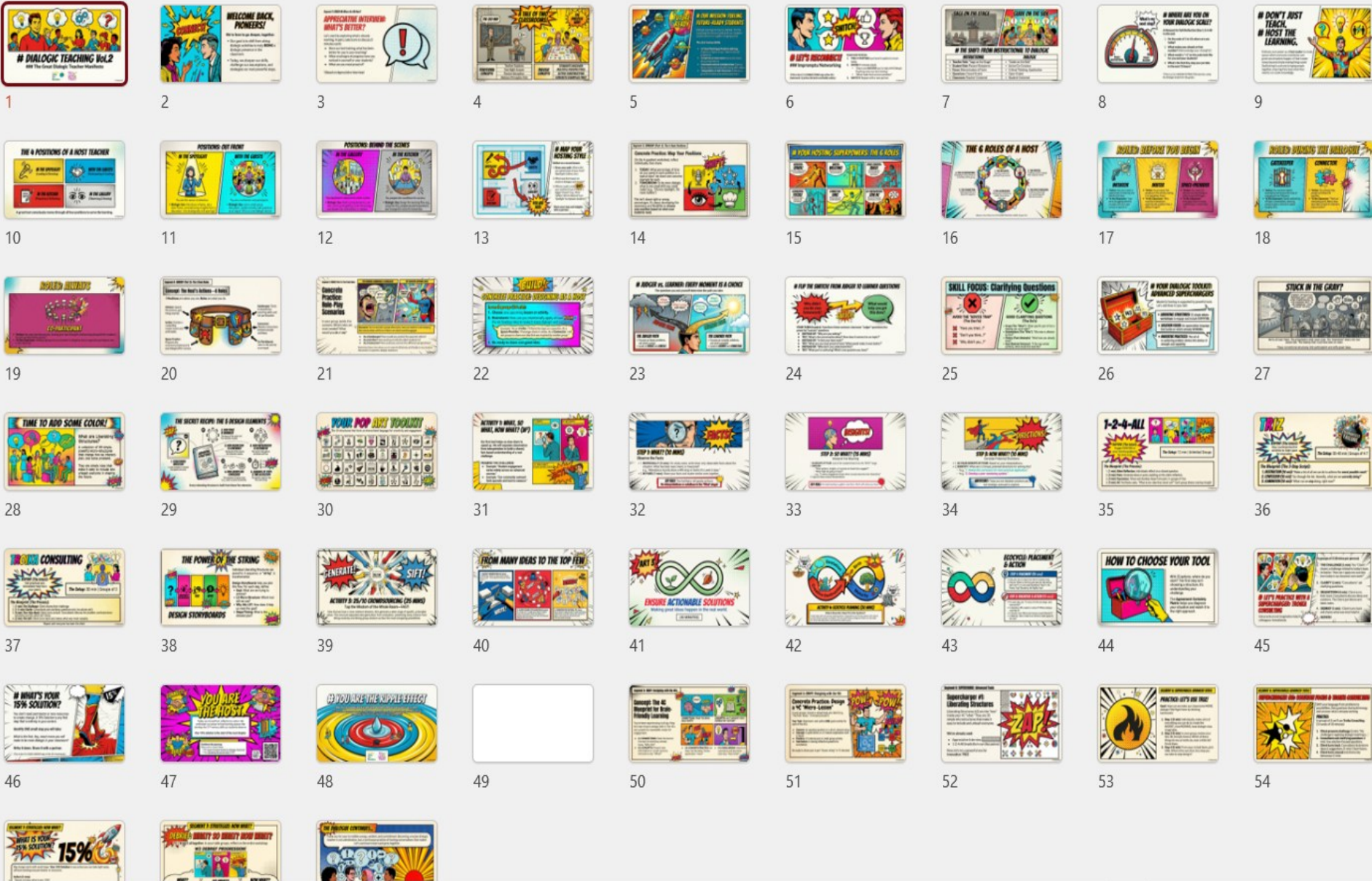
**YOU ARE THE HOST!**

Today, we moved from reflection to action. We embraced our power to host learning spaces that develop the 21st-century skills our students deserve.  
Your 15% solution is the start of the next chapters.

Created by the Pioneer  
Revised by Avenir Next  
"The Super Practical Guide to Dialogic Teaching"  
"The Learning Revolution: April 2019"

20

# Dialogic Teaching vol.2 – The great dialogic teacher manifesto



# DIALOGIC TEACHING vol.2

**DIALOGIC TEACHING Vol.2**  
Self-Assess, Strengthen, and Strategize

1

**OUR JOURNEY TODAY: A 4C DEEP DIVE**  
We'll use a brain-friendly structure to guide our deep dive, moving from connection to action in every segment.

- CHECK-IN:** Where Are We Now?
- GEAR UP:** Dialogic vs. Instructional
- EMBODY (Part 1):** The 4 Host Positions
- EMBODY (Part 2):** The 4 Host Roles
- CRAFT:** Designing with the 4Cs
- SUPERCARGE:** Advanced Tools
- STRATEGIZE:** Your Next Steps

2

**Segment 1 CHECK-IN: Where are We Now?**  
**APPRECIATIVE INTERVIEW: WHAT'S BETTER?**

Let's start by exploring what's already working. It takes time to discuss (5 minutes each):

- Since our last training, what has been better for you in your teaching?
- What small signs of progress have you noticed in yourself or your students?
- What are you most proud of?

\*Based on Appreciative Interview

3

**CONCEPT: MULTI-SENSORY INPUT, INTERACTIVE "LECTURE"**

**Segment 2: GEAR UP: Dialogic vs. Instructional**  
**Connection: Steps on the Stages vs. Guide on the Side**

| Criteria     | INSTRUCTIONAL (Stage)            | DIALOGIC (Guide)                     |
|--------------|----------------------------------|--------------------------------------|
| Teacher Role | Deliver content, lectures        | Facilitation inquiry, always control |
| Student Role | Passive recipient                | Active co-creator of knowledge       |
| Best For     | Foundational skills, safety nets | 21st C. skills, deep understanding   |

**Activity:** On a scale of 1 (100% Instructional) to 10 (100% Dialogic), where are you today? What makes you already at that number? Share with a partner.

4

**Segment 2: GEAR UP: Dialogic vs. Instructional**  
**CONCRETE PRACTICE: YOUR TEACHING CHARTER**

In small groups, create a single "Teaching Charter" that answers:

- WHEN** is the DIALOGIC approach most effective for our students? (e.g., debating new legislation)
- WHAT** are our guidelines for blending them strategically?

The goal isn't to eliminate instructional methods, but to use them with intention as part of a richer, more flexible dialogic practice.

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**Segment 3: EMBODY (Part 1): The 4 Host Positions**  
**Concept: The Host's Stance—4 Positions**  
A great host moves with intention. As a dialogic teacher, you consciously move between four key positions.

**IN THE SPOTLIGHT:** Leading from the front (e.g., giving instructions, introducing themes)

**WITH THE GUESTS:** Participating alongside learners as an equal.

**IN THE GALLERY:** Closing the distance from a distance to reflect and assess.

**IN THE KITCHEN:** Preparing and adjusting behind the scenes.

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**Segment 3: EMBODY (Part 1): The 4 Host Positions**  
**Concrete Practice: Map Your Positions**

On the 4-quadrant worksheet, reflect individually, then share:

- TODAY:** What percentage of time do you spend in each position in a typical class? Set down one concrete example for each.
- TOMORROW:** To be more dialogic, what is one small shift you could make? (e.g., "7% less Spotlight, 5% more Gallery")

This isn't about right or wrong percentages. It's about developing the awareness and flexibility to choose your position based on what your students need.

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**Segment 4: EMBODY (Part 2): The 4 Host Roles**  
**Concept: The Host's Actions—6 Roles**

If Positions are where you are, Roles are what you do.

**Initiator:** Sparks the process; gets things started.

**Connector:** Creates a compelling reason to join in.

**Space Creator:** Prepares the environment (physical & psychological) for success.

**Get-Backer:** Tends to boundaries, ensuring safety and full participation.

**Commenter:** Weaves connections between people and ideas.

**Co-Participant:** Joins in the activity as arranged.

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**Segment 4: EMBODY (Part 2): The 4 Host Roles**  
**Concrete Practice: Role-Play Scenarios**

In your group, tackle this scenario. Which roles are most needed? What would you do or say?

**Scenario:** "You've started a group discussion, but one student is dominating the conversation and not allowing others to share their ideas."

- As a **Get-Backer**: How would you protect the space for others?
- As an **Initiator**: How could you invite the silent students in?
- As a **Commenter**: How could you connect the different perspectives?

Debriefing process: allow you to respond effectively and flexibly to any situation that arises in a dynamic, dialogic classroom.

9

**Segment 5: CRAFT: Designing with the 4Cs**  
**Concept: The 4C Blueprint for Brain-Friendly Learning**

You've been exploring it all day: Now let's learn how to design with it. The 4Cs are a powerful, reusable recipe for engagement.

- C CONNECTIONS:** Invite the learner. Connect to what they already know. "Yes, but..."
- C CONNECTIONS:** Present new information in multiple, interactive ways. "What if...?"
- C CONNECTIONS:** Invite the learner. Connect to what they already know. "Yes, but..."
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- C CONNECTIONS:** Present new information in multiple, interactive ways. "What if...?"

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**Segment 5: CRAFT: Designing with the 4Cs**  
**Concrete Practice: Design a 4C "Micro-Lesson"**

In your groups, choose a simple topic you teach (e.g., "The Past Tense," "Interest Over").

**Task:** Brainstorm and outline ONE quick activity for each of the 4Cs.

- Connect:** An opening question or a short, relevant story or video.
- Challenge:** A quick activity or a mini-lesson with an extension.
- Comment:** A 3-minute pair or small group activity.
- Conclusion:** A closing reflection question to summarize.

Be ready to share your 4-part "lesson design" in 15 minutes!

11

**Segment 6: SUPERCARGE: Advanced Tools**  
**Supercharger #1: Liberating Structures**

Liberating Structures (LS) are the "how" inside your 4C "what." They are 33 simple microstructures that make it easy to include and unleash everyone.

We've already used:

- Appreciative Interview
- 1-2-4-All (implicitly in our discussions)

Now, let's try a powerful one for innovation: TRIZ!

12

**Segment 6: SUPERCARGE: ADVANCED TOOLS**  
**PRACTICE: LET'S USE TRIZ!**

Goal: How can we make our classrooms MORE dialogic? We'll get there by thinking backwards!

- Step 1 (5 min):** Individually, make a list of everything you can do to create the MOST, most BOLD, best dialogic class imaginable.
- Step 2 (5 min):** In your group, review your lists, but be brutally honest: Which of these things do we currently do, even a little bit? Circle them.
- Step 3 (5 min):** From your circled items, pick ONE. What is the very first, tiny step you can take to stop doing it?

13

**Segment 6: SUPERCARGE: ADVANCED TOOLS**  
**SUPERCARGER ONE: SOLUTION FOCUS & TROUBLE CONSIDERATIONS**

Shift your language from problems to possibilities. Ask questions that build energy and uncover what's already working.

**PRACTICE:** In groups of 3, we'll use Trizka Consulting (3 rounds of 10 minutes)

- Client presents challenge** (2 min): "My challenge is applying dialogic teaching..."
- Consultants ask clarifying questions** (2 min): Use neutral, relevant questions.
- Client turns back:** Consultants brainstorm ideas & suggestions (3 min). Client listens.
- Client turns around** and shares key takeaways (1 min).

14

**Segment 7: STRATEGIZE: NOW WHAT?**  
**WHAT IS YOUR 15% SOLUTION?**

Big change starts with small steps. Your 15% solution is any action you can take right now, without needing any permission or resources.

**Debrief (3 min):**  
\*Based on today, what is your 15%? What's one small, concrete step you will take in the next week to make your teaching more dialogic? Share & Refine (10 min):  
\*Share your 15% with a partner. Help each other make it more more specific and achievable.

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**SEGMENT 7: STRATEGIZE: NOW WHAT?**  
**DEBRIEF: WHAT? SO WHAT? NOW WHAT?**

Let's bring it all together. In your table groups, reflect on the entire workshop.

**W3 DEBRIEF PROGRESSION!**

**WHAT?** What are the key facts, activities, or ideas that stood out to you from today?

**SO WHAT?** Why are these things important? What does it mean for us as teachers at TEALAB?

**NOW WHAT?** What actions will we take, individually and together? How will we support each other?

**THE DIALOGUE CONTINUES...**

Thank you for your incredible energy, wisdom, and commitment. Becoming a master dialogic teacher isn't a destination, but a continuous practice of holding conversations that matter. Let's continue to learn and grow together.

# Real Classroom Situations with Solution Focus

**DIALOGIC TEACHING Vol. 2**  
**\*\*REAL CLASSROOM SITUATIONS\*\***  
 Unlocking Solutions, One Conversation at a Time.

1

**OUR JOURNEY TODAY**  
 Welcome back, change-makers! We're embarking on a quest to upgrade our dialogic toolkit.

- The Challenge:** Acknowledging the tough, "stuck" moments.
- The Paradigm Shift:** A new way to frame problems.
- The Toolkit:** Mastering the art of Solution-Focused questions.
- The Workshop:** Putting our new skills into immediate practice.
- The Commitment:** Taking our new powers back to the classroom.

2

**STUCK! THE CLASSROOM CHALLENGE**

We've all been there. A situation feels intractable. A problem seems to have no solution.

"Problem Talk" can feel like a loop:

- Analyzing what's wrong.
- Searching for the root cause.
- Feeling drained and no closer to a solution.

3

**A PARADIGM SHIFT FOR PROBLEM SOLVING**  
 Software engineering teaches us a powerful lesson: How you frame a problem determines if it can be solved.

| Problem-Centric Model             | Solution-Centric Model           |
|-----------------------------------|----------------------------------|
|                                   |                                  |
| Focus on the problem's nature.    | Focus on the desired outcome.    |
| High complexity, low abstraction. | High abstraction, goal-oriented. |
| Leads to analysis paralysis.      | Leads to actionable steps.       |

Our question today: Can we shift from analyzing the problem to building the solution?

4

**INTRODUCING: SOLUTION-FOCUSED DIALOGUE**  
 A revolutionary yet simple approach pioneered by Steve de Shazer & Insoo Kim Berg at the Brief Family Therapy Center. It's built on one powerful idea.

**WOW!**

> "Problem talk creates problems. Solution talk creates solutions."  
 - Steve de Shazer

Instead of being problem detectives, we become solution architects.

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**THE GUIDING TENETS**  
 Three simple rules guide our new approach.

- 1. Find What Works, Do More of It.** Identify the small successes that are already happening and amplify them.
- 2. Small Steps Lead to Big** The goal isn't one giant leap, but the next small, achievable step.
- 3. The Future is Created & Negotiable.** The past doesn't dictate the future. We can build the future we want, starting now.

6

**YOUR NEW DIALOGIC TOOLKIT**

The power of the Solution-Focused approach lies in the questions we ask. We shift from investigative "Why?" questions to constructive "What?" and "How?" questions.

Our three core tools:

- Exception Questions
- Scaling Questions
- The Miracle Question

Let's master our new tools.

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**TOOL #1: EXCEPTION QUESTIONS**

The Big Idea: No problem happens 100% of the time. We hunt for the exceptions—the moments when the problem is less severe or absent.

In the Classroom, Ask:

- "Tell me about a time this week, even for just five minutes, when this student was more engaged. What was different in that moment?"
- "What are you doing differently when things are going even a little bit better?"

These questions uncover existing strengths and solutions.

8

**TOOL #2: SCALING QUESTIONS**

The Big Idea: Make progress visible and concrete. Use a 0-10 scale to measure the present and identify the next step.

In the Classroom, Ask:

- "On a scale of 0 to 10, where 10 is the perfect learning environment and 0 is the complete opposite, where is our classroom today?"
- If they say "4": "That's great, we're not at 10! What are we doing that keeps us at a 4?"
- What would a 4.5 look like? What's one small thing we could do to get there?"

9

**THE STAR TOOL: THE MIRACLE QUESTION**

The Big Idea: To bypass the "problem swamp" entirely and teleport directly to the desired future. It helps people describe what they want in concrete, behavioral terms.

The Script: Suppose you go home tonight and go to sleep... and while you're sleeping, a miracle happens. The problem we've been talking about is completely solved... But since you were asleep, you don't know it happened. When you walk into your classroom tomorrow morning. Wake about morning, what is the very first small thing you will notice that tells you, "Wow, the miracle happened?"

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**WHY THE "MIRACLE" WORKS**  
 This isn't about fantasy. It's about precision.

The Miracle Question accomplishes three things:

- Shifts the Story:** It propels the conversation from a bleak, problem-focused past to a hopeful, solution-focused future.
- Clarifies the Goal:** It forces us to define what "better" actually looks like, much like, and feels like.
- Reveals the First Step:** The answer to "what's the first thing you'd notice?" is often the first step on the action plan.

11

**WORKSHOP: BECOME A SOLUTION ARCHITECT**

Time to put our tools to work.

The Mission:

- Form groups of three.
- One person is the "Client" (teacher with a real classroom challenge).
- Two people are the "Coaching Team."

The Golden Rule: The Coaching Team can ONLY ask Solution-Focused questions (Exceptions, Scaling, Miracles). Your job is to listen and ask powerful questions. We will follow a simple, timed structure.

12

**WORKSHOP STRUCTURE (25 MINS PER ROUND)**

- 1. Present (5 mins)** The "Client" briefly describes their challenge.
- 2. Question (15 mins)** The "Coaching Team" uses the new toolkit. e.g., "What are your hopes from our client?" e.g., Use Scaling, Exception, and Miracle questions.
- 3. Admire & Reflect (3 mins)** Team shares what impressed them about the Client's strengths and resilience.
- 4. Commit (2 mins)** The "Client" identifies and shares their next one, small step.

(We will rotate roles so everyone gets a turn to be the Client)

12

**IT'S NOT JUST THEORY. IT'S BIOLOGY.**

Research confirms what you just experienced. Compared to problem-focused talk, Solution-Focused questions are proven to:

- EMPOWER PROBLEM SOLVERS:** Increases feelings of energy, satisfaction, and calm.
- DECREASE PROBLEM AWARENESS:** Reduces feelings of tension and anxiety.
- PROVE CORRECTNESS:** Strengthens our "approach" orientation—our drive to move towards a goal.

Feeling better isn't just a side effect. It's a core component of effective problem-solving.

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**YOUR NEXT SMALL STEP**

The journey doesn't end here. It begins. Your Commitment: What is one Solution-Focused question you will consciously use in a conversation this week?

- With a student?
- With a colleague?
- With yourself?

Thank you for your courage and creativity!

Apply-Share-Reflect-3-TEA LEAF

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# Unleashing Dialogic Engagement with LS

1. LIBERATING STRUCTURES v1.1

2. Illustration of people talking

3. CONNECTIONS FROM THE BRAIN: BUILD SAFETY

4. IMPROMPTU NETWORKING SWITCH!

5. Illustration of people in a circle

6. Walk around!

7. Pair up!

8. Share: "What's one teaching/leadership challenge you'd love to solve?" (2 min each)

9. 1-2-3-4 ALL PROGRESSION

10. Illustration of people in a circle

11. Allow, silently, 1 min. in your head. What was really nice / stimulating / inspiring in the short discussions you got?

12. Pair Up!

13. 2 min (only). Share what was the most stimulating for you. Ask your partner for the same.

14. 2 x Pair Up! (2 pairs together)

15. Share and develop ideas from your pair in facemasks (more in time and otherwise)

16. Which inspiring idea that stood out in your conversation, would you be proud to share with the others?

17. Each group shares one important / inspiring idea with all

18. W3 DEBRIEF PROGRESSION!

19. W3 GROUP DEBRIEF

20. W W W

21. Sit Down 4 to 5 people together

22. WHAT - 3 min. What did we do during the previous exercises?

23. So WHAT - 3 min. Why was it important? (to do it next time)? What was useful to me?

24. So WHAT - 3 min. Why was it important? (to do it next time)? What did I enjoy most of all?

25. W3 DEBRIEF - 3 min. What opportunities does this open up for me? Where would I use some of this experience? On what specific resource?

26. W3 DEBRIEF - 3 min. What opportunities does this open up for me? Where would I use some of this experience? On what specific resource?

27. W3 DEBRIEF - 3 min. What opportunities does this open up for me? Where would I use some of this experience? On what specific resource?

28. Illustration of people in a circle

29. Illustration of people in a circle

30. Illustration of people in a circle

31. Illustration of a brain and a book

32. The rhetorical language of the 22 liberating structures

33. QR code

34. Illustration of people in a circle

35. Illustration of a cup

36. Illustration of a globe

37. Illustration of people in a circle

38. Illustration of people in a circle

39. Illustration of people in a circle

40. What, So What, Now What? IP

41. Illustration of people in a circle

42. Illustration of people in a circle

43. Illustration of people in a circle

44. Illustration of people in a circle

45. Illustration of people in a circle

46. POW! BUILD! CONCRETE PRACTICE: ACTIVE JOINTS: BULL'S APPLICATION

47. Illustration of a flame

48. Illustration of people in a circle

49. Step 2 (Comment)

50. Step 2 (Elimination)

51. Brainstorm! 4 to 5 people! "How would the Liberating Structures flip this?"

52. CONCLUSIONS: REFLECT: PLAN: COMMIT TO ACTION

53. 15%

54. "What's your 15%? One small step to include more voices, creativity, engagement?" 5 min individual, 10 min pair & build, 5 min share.

# Mastering the Liberating Structures



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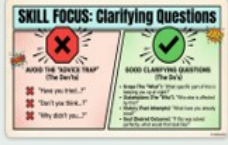
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# DESIGNING DIALOGIC LESSON PLANS WITH THE 4C



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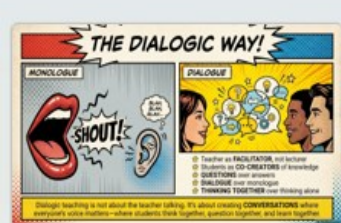
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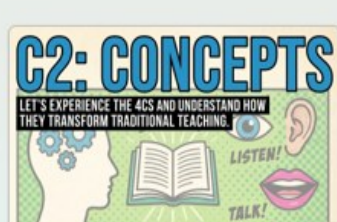
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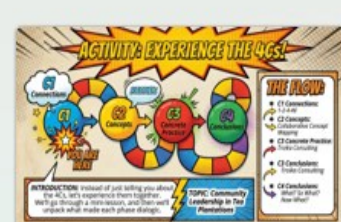
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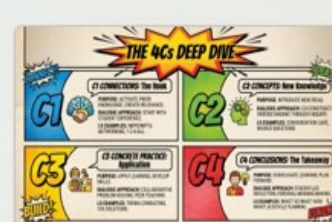
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# PEER TEACHING POWER UP

**PEER TEACHING POWER-UP!**  
DISCOVER WHAT'S ALREADY WORKING IN YOUR CLASSROOM

1

**THE SMARTEST PERSON IN THE ROOM IS THE ROOM ITSELF.**  
DISCOVER WHAT'S ALREADY WORKING IN YOUR CLASSROOM

2

**OUR GOAL TODAY**  
To equip you to design and facilitate transformative peer teaching experiences.

3

**OUR LEARNING JOURNEY: THE ACS**

1. CONNECTIONS: We start with what you already know.
2. CONCEPTS: We build new frameworks together.
3. CONCRETE PRACTICE: We learn by doing, not just listening.
4. CONCLUSIONS: We plan our next steps for near-term action.

4

**ZAP! CONNECT!**  
**# PHASE 1: CONNECTIONS (30 MIN)**  
We begin by discovering the expertise already here.

**PURPOSE:** To discover what's already working in your classroom.

**PURPOSE: TO DISCOVER:**

- What is already known?
- What's already working?
- What makes us see things together?

5

**ACTIVITY: DISCOVERY & ACTION DIALOGUE (DAD)**  
PURPOSE: To discover what's already working in your classroom.

6

**TOOL SPOTLIGHT: DISCOVERY & ACTION DIALOGUE (DAD)**  
THE PROCESS: 7 KEY QUESTIONS

7

**# PHASE 2: CONCEPTS (65 MIN)**  
# FROM WISDOM TO FRAMEWORKS

8

**THE PHILOSOPHY OF CO-CREATIVE DESIGN**

1. STAY WITH UNPILLOWED THINKING
2. CO-CREATE BARRIERS THAT DELIVER
3. EXPERIENCE BUILT LEARNING
4. DO NEW ACTION

9

**ACTIVITY: HELPING HEURISTICS**  
PURPOSE: To discover what's already working in your classroom.

10

**MUST DO**  
**MUST NOT DO**  
**ACTIVITY: Minimum Specifications**

11

**BREAK (15 MIN) REFRESH & RECHARGE!**

12

**ACTIVITY: 25/10 Crowdsourcing**  
PURPOSE: To discover what's already working in your classroom.

13

**# PHASE 3: CONCRETE PRACTICE (80 MIN) TIME TO BUILD!**

14

**ACTIVITY: SHIFT & SHARE**  
PURPOSE: To discover what's already working in your classroom.

15

**ACTIVITY: USER EXPERIENCE FISHBOWL**  
PURPOSE: To discover what's already working in your classroom.

16

**ACTIVITY: ECOCYCLE PLANNING**  
PURPOSE: To discover what's already working in your classroom.

17

**PHASE 4: CONCLUSIONS (40 MIN) FROM INSIGHT TO ACTION!**

18

**ACTIVITY: WISE CROWD CONSULTING**  
PURPOSE: To discover what's already working in your classroom.

19

**ACTIVITY: 15% SOLUTIONS**  
PURPOSE: To discover what's already working in your classroom.

20

**THE POWER OF THE NEXT STEP: 15% SOLUTIONS**  
WHAT CAN YOU DO WITH THE 15% OF FREEDOM AND RESOURCES YOU ALREADY HAVE?

**SYNTHESIS: CONVERSATION CAFE (25 MIN)**  
PURPOSE: To discover what's already working in your classroom.

**HOW IT WORKS: Conversation Cafe**  
PURPOSE: To discover what's already working in your classroom.

**THE CAPSTONE: DEEP SYNTHESIS WITH CONVERSATION CAFE**  
PURPOSE: To discover what's already working in your classroom.

**CLOSING CIRCLE (5 MIN) ONE WORD ONE APPRECIATION**  
THANK YOU FOR YOUR COURAGE & CREATIVITY

# Critical Thinking Lab

**CRITICAL THINKING & PROBLEM SOLVING**  
A Liberating Structures Lab for Better Decisions

**ACTIVITY**

**OUR JOURNEY TODAY**

DIAGNOSE → PRESSURE-TEST → GENERATE → ACT!

This is a structured journey through a complete problem-solving cycle. We will build a reusable "lean canvas" for tackling complex challenges by moving from clear diagnostics to relevant, actionable solutions. Let's make critical thinking a habit, a structured group activity.

**PART 1**

**DIAGNOSE THE REAL PROBLEM**  
Are we solving the "RIGHT" problem?  
(10 MINUTES)

**ACTIVITY 1: WHAT, SO WHAT, NOW WHAT? (10')**

Our first tool helps us slow down to speed up. We will separate observation from interpretation to build a shared, fact-based understanding of a real challenge.

**FRAMING THE CHALLENGE:**

- Example: "Student engagement varies widely across our advanced courses."
- Example: "Our community outreach feels specific and hard to measure."

**STEP 1: WHAT? (10 MINS)**  
Observe the Facts

- 1. INDIVIDUALLY (3 mins): On sticky notes, write down only observable facts about the situation. What has been seen, heard, or measured?
- 2. IN PAIRS (7 mins): Share your facts and cluster similar ones together.

**KEY IDEA:** The facilitator will gently enforce: **No interpretations or solutions in the "What" stage!**

**INSIGHTS!**

**STEP 2: SO WHAT? (15 MINS)**  
Interpret the Meaning

1. IN GROUPS OF FOUR: Look at the clustered facts from the "What" stage.

2. INDIVIDUALLY:

- "What patterns, insights, or hunches do these facts suggest?"
- "What might be going on here?"
- "As a group, when engagement drops what courses became more theoretical?"
- Cluster these observations/insights.

**KEY IDEA:** No backtracking to gather new facts. Work with what you have.

**DIRECTIONS!**

**STEP 3: NOW WHAT? (10 MINS)**  
Consider Potential Directions

- 1. IN YOUR GROUPS OF FOUR: Based on your interpretations.
- 2. INDIVIDUALLY: What are 2-3 broad, potential directions for solving this?

Examples: "e.g., '1. Revise the curriculum for more practical application.'"

Example: "e.g., '2. Develop a peer-mentoring system.'"

**IMPORTANT!** These are not detailed solutions yet, but strategic avenues to explore.

**PART 2**

**PRESSURE-TEST & GENERATE IDEAS**  
Test for the future, then unleash collective creativity.  
(10 MINUTES)

**ACTIVITY 2: CRITICAL UNCERTAINTIES (40 MINS)**

**Prepare for Multiple Possible Futures**

A great strategy must be robust enough to survive an unpredictable future. We're not predicting the future, we are preparing for it. Let's take one of your "Now What?" directions and see how it holds up.

**BUILDING THE SCENARIOS**

1. PAIRS (10 mins): Pick one direction from your observations and brainstorm a "What if...?" scenario.

2. INDIVIDUALLY (10 mins): Write down the scenario on a sticky note.

3. IN PAIRS (10 mins): Share your scenario with your partner.

4. INDIVIDUALLY (10 mins): Write down the scenario on a sticky note.

**GENERATE!**

**ACTIVITY 3: 25/10 CROWDSOURCING (25 MINS)**  
Tap the Wisdom of the Whole Room—FAST!

Now that we have a main reason, direction, we'll generate a wider range of specific, actionable ideas. This structure separates idea generation from evaluation, preventing early criticism from killing creativity and letting group wisdom surface the most emerging possibilities.

**FROM MANY IDEAS TO THE TOP FEW**

1. A GROUP (25 minutes): Generate ideas. Write them on sticky notes.

2. INDIVIDUALLY (10 minutes): Sort ideas into categories.

3. IN PAIRS (10 minutes): Share ideas and get feedback.

4. INDIVIDUALLY (10 minutes): Write down the top few ideas.

**PART 3**

**ENSURE ACTIONABLE SOLUTIONS**  
Making great ideas happen in the real world.  
(45 MINUTES)

**ACTIVITY 4: ECOCYCLE PLANNING (30 MINS)**

When Does Our Idea Fit in the System?

1. Take your top 3-5 ideas from 25/10 Crowdsourcing.

2. Discuss: Where in the Ecocycle does this idea belong right now? Is it a new seed? Growth? Peak? Decline? Death?

3. In Pairs: Share your ideas and discuss what stage it is in the Ecocycle. Does it need to be reworked or kept for the next?

**ECOCYCLE: PLACEMENT & ACTION**

**STEP 1: PLACEMENT (10 mins)**

- Take your top 3-5 ideas from 25/10 Crowdsourcing.
- Discuss: Where in the Ecocycle does this idea belong right now? Is it a new seed? Growth? Peak? Decline? Death?

**STEP 2: DIAGNOSIS & ACTION (10 mins)**

- For each idea, ask: "Is there a real edge, and what is it?"
- In Pairs: Who needs to make it? What prototype does it need?
- In Pairs: Who will measure what? What's the goal?
- In Pairs: Does it need to be reworked or kept for the next?

**CLOSING: 15% SOLUTIONS (10 MINS)**  
What is in YOUR hands to do?

**"What is my 15% Solution?"**  
What is one small part of this problem-solving process that you have the full authority and resources to implement this week? It's not about boiling the ocean, it's about starting somewhere.

**INSTRUCTIONS:**

1. REFLECT (5 mins): Silently, identify your 15% Solution.
2. SHARE (5 mins): Share your commitment with a partner.

**APPRECIATIVE CHECK-OUT (5 MINS)**  
Ending on Our Collective Strength

**IN A CLOSING CIRCLE, COMPLETE THIS SENTENCE:**

“A strength I see in this group for tackling complex challenges is...”

**THANK YOU!**

**Agility No Borders** **TEA LEAF**

You now have a shared process for thinking together. Use these structures to ensure that the decisions you make and the solutions you implement are built on a foundation of rigorous, collective critical thought.

Scan for more Liberating Structures resources!

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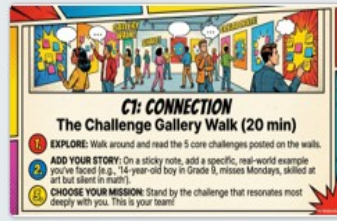
# Problem Solving with Design Your Impact ! (Design Thinking)



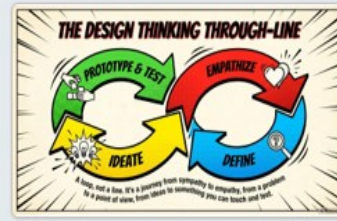
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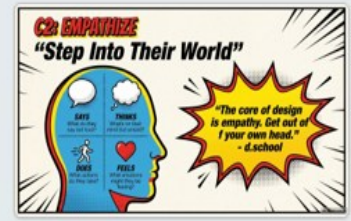
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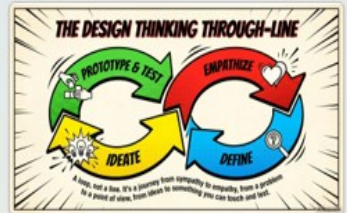
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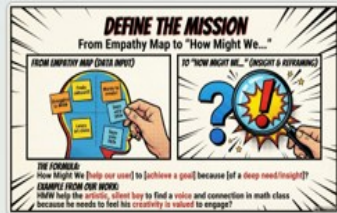
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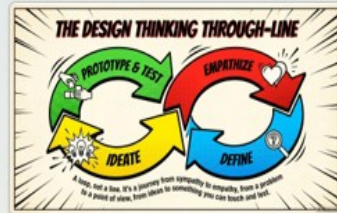
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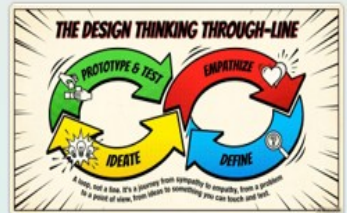
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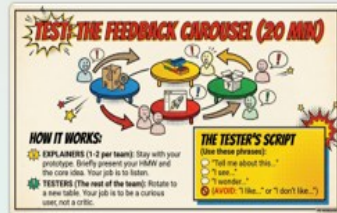
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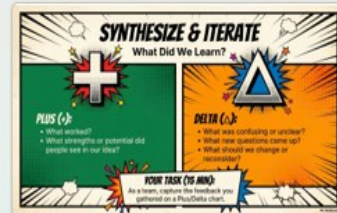
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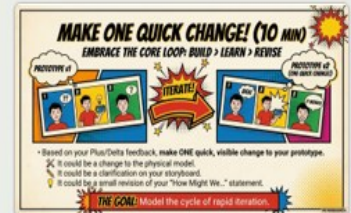
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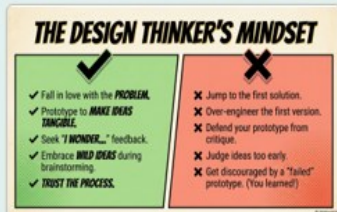
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# Decision Making

**DECISION-MAKING FOR LEADERS**  
FROM UNCERTAINTY TO ACTIONABLE AGREEMENT  
A Dialogic Workshop for the Leaders of TEA LEAF Trust

1

**WELCOME BACK, LEADERS!**  
We are building on our shared foundation of Management 3.0, Trust Leadership, and Agile principles.

**YOUR MISSION:**  
#1 To add clear, practical tools to your leadership toolkit, enabling you to make decisions with more clarity, speed, and team buy-in.

2

**# OUR LEARNING JOURNEY: THE 4C MAP**

CONNECTIONS PRIME THE BRAIN, BUILD SAFETY. CONCEPTS MULTI-SENSORY INPUT, INTERACTIVE "LECTURE". CONCRETE PRACTICE ACTIVE DOING, SKILLS APPLICATION. CONCLUSIONS REFLECT, PLAN, COMMIT TO ACTION.

1. CONNECTIONS: We connect to each other and our real-world challenges. 2. CONCEPTS: We learn from each other and make sense of the world. 3. CONCRETE PRACTICE: We apply the skills to realistic scenarios. 4. CONCLUSIONS: We reflect on our next steps for immediate action.

3

**#1. CONNECTIONS**  
## PRIME THE BRAIN, BUILD SAFETY.  
Let's surface the real, current decision-making challenges we face.

4

**IMPROMPTU NETWORKING**

**ACTIVITY: IMPROMPTU NETWORKING**

**YOUR PROMPT:**  
Think of a recent decision at work that was either **SMOOTH & EFFECTIVE** OR **DISASTROUS OR FRUSTRATING**. What was the situation?

**INSTRUCTIONS:**

- 5 Rounds
- 3 Minutes Each
- 1-on-1 Conversations

5

**# OUR DECISION-MAKING LANDSCAPE**

As a group, let's harvest the PATTERNS we heard. What were the common themes, obstacles, and success factors? (Facilitator captures key patterns on a flipchart.)

**GOING IN CIRCLES!**  
**NO TALK!**  
**TOO SLOW!**

**NEXT, LET'S MAP THESE CHALLENGES ONTO OUR DECISION CANVAS.**

6

**# ACTIVITY: GALLERY WALK (15 MINS)**

**INSTRUCTIONS:**

1. WALK: Identify "the poster that represents a current challenge for you."
2. WRITE: 3 brief, anonymous comments on the poster (e.g., "New topics vs. student scholarship").
3. VISIT: 2-3 other posters. Add a ✓ next to examples you relate to. Add questions or thoughts on sticky note.

**THE CANVASES:**

- Allocating Human Resources (Money, Time, People)
- Starting or Shaping a Programme
- Solving Team Tension
- Responding to a Crisis
- Improving How We Work

7

**# 2. CONCEPTS**  
MULTI-SENSORY INPUT, INTERACTIVE "LECTURE".  
Let's explore some powerful models for understanding and choosing decision methods.

8

**# NOT ALL DECISIONS ARE EQUAL!**

**POWER DISTRIBUTION**

More Power (e.g., Unanimity, Scoring, Voting) vs. Less Power (e.g., Consent, Authority, Consensus)

**DECISION METHODS EXIST ON A SPECTRUM OF POWER DISTRIBUTION.**

**NOTE!** The team's culture (trust, respect, safety) must compensate for a method's built-in power dynamics.

9

**# YOUR SUPERPOWER: CLARIFYING WHO DECIDES**

Being explicit about decision control empowers us to be 10x more effective in our operations.

- 1. **WHO:** Who will decide and when?
- 2. **HOW:** Who will decide and explain my reasons.
- 3. **CONSENT:** Who will get my input, then will decide.
- 4. **AGREES:** Who will decide together.
- 5. **AGREES:** Who will decide, after getting my advice.
- 6. **AGREES:** Who will decide, after I've given my input.
- 7. **AGREES:** Who will decide, after I've given my input.
- 8. **AGREES:** Who will decide, after I've given my input.

10

**# OUR TOOLKIT FOR ACTION**

Today we will practice three progressive protocols for these different contexts.

1. THE ADVISE PROCESS: For empowering individuals.
2. THE ADVISE PROCESS: For empowering individuals.
3. CONSENT DECISION-MAKING: For group agreements.
4. THE DECIDER PROTOCOL: For fast, binary team commitments.
5. THE DECIDER PROTOCOL: For fast, binary team commitments.
6. THE DECIDER PROTOCOL: For fast, binary team commitments.

11

**3. CONCRETE PRACTICE**  
ACTIVE DOING, SKILLS APPLICATION.  
Let's move from theory to action with realistic scenarios.

12

**# PRACTICE SCENARIO 1: THE BUDGET SHIFT**

**THE PROPOSAL:** "To reallocate a portion of the university budget to fund an extra weekend of student internet access for one month."

**YOUR MISSION:** Your group will use 100 minutes to propose this proposal to "Board 3: Consent Decision-Making & Round 2: The Decider Protocol."

13

**IS IT SAFE TO TRY?**

**PROCESS TO FOLLOW:**

1. Present Proposal: Proposer shares the details.
2. Clarifying Questions: Board for understanding what is proposed, not why.
3. Reaction Round: Quick, initial thoughts from everyone.
4. Answer Proposal: Proposer can respond based on feedback.
5. Objection Round: Facilitator asks, "Are there any pertinent objections?"
6. Integrate Objections & Celebrate!

**# ROUND 1: CONSENT IN ACTION**

**GOAL:** Endorse the proposal to a "safe-to-try" agreement.

**ROLES:** Facilitator, Proposer, Recorder, Participants.

14

**# THE HEART OF CONSENT: OBJECTION VS. CONCERN**

**OBJECTION:** An objection is an argument that needs a **PERMANENT FIX**.

- It needs more time to be explained or debated on point.
- It is a substantive conflict which requires the proposal.
- It is a logical STOPS the proposal until it is resolved.

**CONCERN:** A concern is an assumption or problem without a resolved argument of facts.

- It is a resolvable observation and should be noted.
- It does not stop the proposal.

15

**# ROUND 2: THE DECIDER PROTOCOL**

**GOAL:** Get a fast, clear, and committed team decision.

**THE SCRIPTED STEPS:**

1. Propose: "I propose..."
2. Vote: Count "1-2-3" -> VOTE! (Thumbs Up/Down/Flat Hand)
3. Check for Absolute No: A veto stops the process.
4. Revoice: Ask each dissenter: "What will it take to get you in?" They must state a precise modification.
5. Commit: "Proposal carried. We are committed."

16

**# PRACTICE SCENARIO 2: THE ADVISE PROCESS**

**THE SCENARIO:** "A teacher wants to propose a new method for teaching student progress, which is outside the standard system."

**THE ACTIVITY: THINKING CONSULTING:** To think, you will present your proposed decision and assess the final call.

**THE CORE RULE:** The decision maker MUST seek advice, but they are NOT required to take it. They have the final say.

17

**# 4. CONCLUSIONS**  
## REFLECT, PLAN, COMMIT TO ACTION.  
Let's consolidate our learning and plan how to apply it back in our work.

18

**# YOUR 15% SOLUTION**

**THE PROMPT:** "What is one small decision-making practice you'll use 100% of the time for the next week that will improve your team's clarity or speed?"

**THE PROCESS:**

1. Reflect: Individually and write it down (5 mins).
2. Share: With a partner to make it concrete and to strengthen your commitment (10 mins).

19

**# YOUR TAKEAWAY TOOLKIT & CLOSING**

**FINAL REFLECTION:** Write in one word, how do you feel about your decision-making process today?

**YOU WILL RECEIVE A ONE-PAGE "SUPER PRACTICAL GUIDE" summarizing today's protocols for easy reference.**

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# Unlocking Dialogue With AI Bots v1.0



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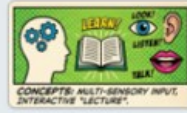
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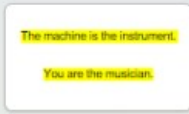
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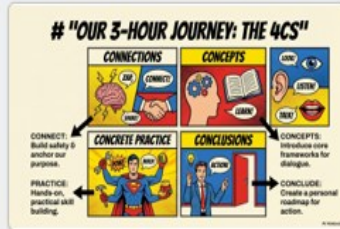
# Unlocking Dialogue With AI Bots v1.0



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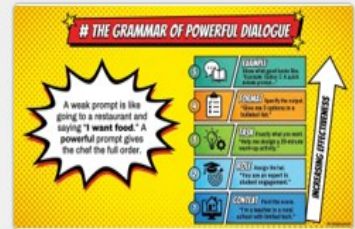
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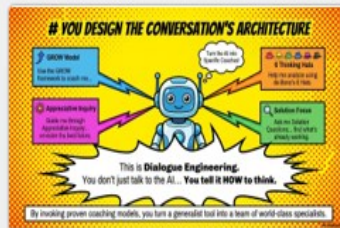
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# The Solution-Focused Shift

**DIALOGIC TEACHING VOL. 2:  
THE SOLUTION-FOCUSED SHIFT**  
A New Design Paradigm for Teacher-Student Conversations

Agility TEA LEAF TRUST

1

**OUR MISSION**

|                             |                                  |
|-----------------------------|----------------------------------|
| <br><b>THE PROBLEM TRAP</b> | <br><b>A NEW PARADIGM</b>        |
| <br><b>THE SF TOOLKIT</b>   | <br><b>PRACTICE &amp; ACTION</b> |

2

**THE PROBLEM PARADIGM**

*"Problem talk creates problems."* – Steve de Shazer

When we focus only on analyzing a problem, we risk:

- Getting stuck in a loop of causes and blame.
- Reinforcing a narrative of deficit and helplessness.
- Feeling drained and disempowered.

3

**PRINCIPLE #1: DECOUPLE & ABSTRACT**

ASE decouples problem interpretation from solution processing. We will decouple the emotionally-heavy **Problem Story** from the creative, forward-looking **Solution-Building** process. This is a shift from the concrete problem to an abstract, desired future.

4

**WELCOME TO THE SOLUTION-FOCUSED MINDSET**

This new paradigm has a name: Solution-Focused (SF) Coaching. It was developed empirically by Steve de Shazer and Insoo Kim Berg by observing what actually helps people change.

**POW!**

**THE SF TENETS:**

- \* If it works, do more of it.
- \* If it doesn't work, do something different.
- \* Small steps can lead to big changes.
- \* The solution is not always directly related to the problem.
- \* No problem happens all the time; there are always exceptions.

5

**THE SF TOOLKIT: THE MIRACLE QUESTION**

This is the ultimate tool for creating a "preferred future" and bypassing the problem story.

**The Script:** "Suppose tonight, while you are sleeping, a miracle happens and this problem is solved. Since you were sleeping, you don't know it's happened. When you wake up tomorrow morning, what is the very first thing you will notice that tells you the miracle has occurred?"

**Follow-up:** What might others see that would tell them that the miracle has happened?"

6

**THE SF TOOLKIT: EXCEPTION QUESTIONS**

This tool mines the past for evidence of success, based on the tenet: "No problem happens all the time."

**Example Questions:**

- \*Are there times when this has been less of a problem?"
- \*Tell me about a time, even a small one, when this problem was a little bit better."
- \*What were you doing that helped?"

**The Goal:** Help the student see they already possess the skills to solve the problem.

7

**THE SF TOOLKIT: SCALING QUESTIONS**

This tool makes progress visible and identifies the very next step.

- 1. Establish the scale:** "On a scale of 0 to 10, where 10 is the miracle you described..."
- 2. Get the number:** "...where are you right now?"
- 3. Mine for strengths:** "A 4! That's great. What are you already doing to be at a 4 and not a 0?"
- 4. Identify the next step:** "What would a 4.5 look like? What would be different?"

8

**THE SCIENCE BEHIND THE SHIFT**

Research shows that Solution-Focused questions lead to measurable psychological changes:

- **MORE POSITIVE FEELING:** Increased energy, satisfaction, and optimism.
- **LESS NEGATIVE FEELING:** Reduced tension, anxiety, and stress.
- **A FORWARD FOCUS:** Higher 'Approach Goal Orientation' – the motivation to move towards a desired future, not just away from a problem.

(Source: Soims et al., 2022, Frontiers In Psychology)

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(Source: Soims et al., 2022, Frontiers In Psychology)

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**WHAT'S YOUR NEXT SMALL STEP?**

A final Solution-Focused question for you:

*"From our discussion today, what will be your next small step to bring this into your practice?"*

(Remember the tenet: "Small steps can lead to big changes.")

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**BUILD SOLUTIONS**

www.awnb.org      www.tealeaftrust.com

**Stay curious. Keep building solutions.**

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# Appreciative Inquiry



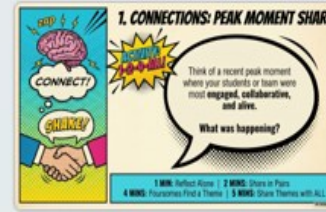
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# Agile Entrepreneurship



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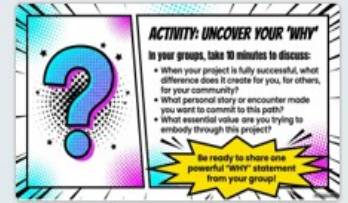
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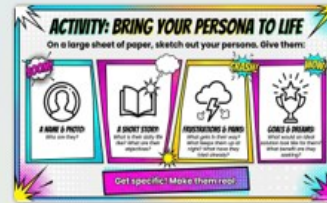
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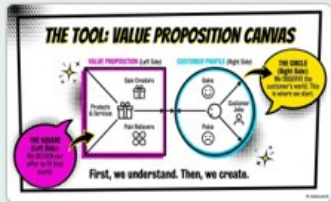
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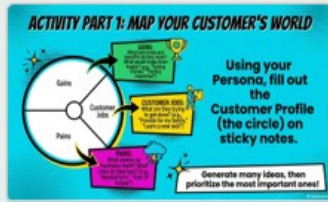
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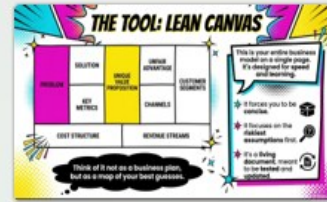
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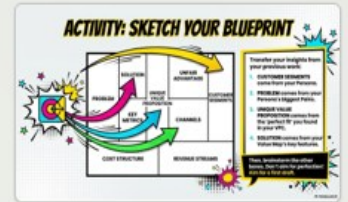
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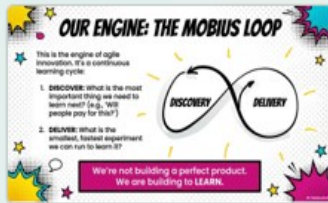
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# 14 – THE VISUAL EVENT DESIGN TOOLKIT



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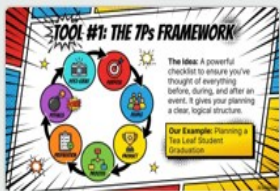
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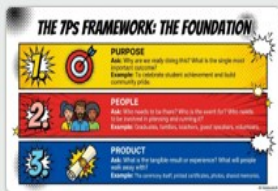
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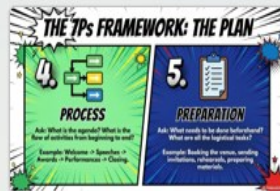
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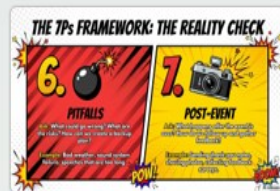
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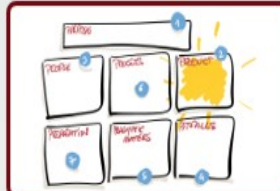
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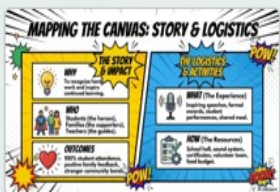
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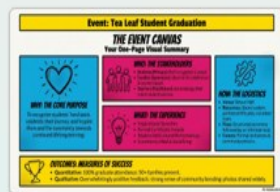
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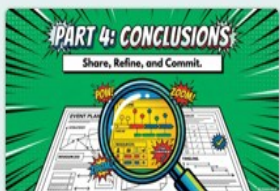
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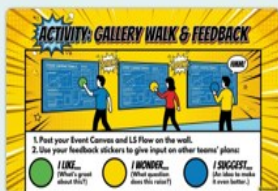
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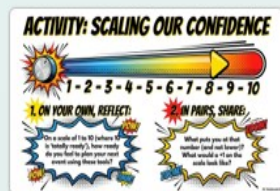
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# 15 – INNOVATION GAMES – CREATIVE THINKING

**THE DIALOGIC INNOVATION GAMES PLAYBOOK**  
 MODULE 1: CREATIVE THINKING  
 Generating & Shaping Ideas

1

**OUR CORE QUESTION**  
 How do we move from "We've always done it this way" to...  
**"WHAT IF WE TRIED...?"**

2

**OUR JOURNEY TODAY: THE 4Cs**

We'll follow a familiar path to build our skills together.

- 1. CONNECTIONS:** Start with our own experience.
- 2. CONCEPTS:** Learn a powerful new model.
- 3. CONCRETE PRACTICES:** Play the games!
- 4. CONCLUSIONS:** Plan our next steps.

3

**PART 1: CONNECTIONS (15 MINS)**  
 Let's begin by uncovering the creativity already present in this room. We'll use the Liberating Structure: 1-2-4-ALL.

4

**1-2-4-ALL: STEP 1 (1 MINUTE - ALONE)**

PROMPT: Think of a **small win** in your work recently—a moment where you or a student had a useful new idea or adapted something successfully. What was the spark?

5

**1-2-4-ALL: STEP 2 (2 MINUTES - IN PAIRS)**

PROMPT: • Share your story with a partner. • As you listen, notice: **What did the other person do to allow that spark to happen?**

6

**1-2-4-ALL: STEP 3 (4 MINUTES - IN FOURSOMES)**

PROMPT: Your two pairs will now join. In your new group of four, discuss: "What **common conditions** seem to help new ideas emerge in our context at TEA LEAP?"  
 We will capture these "conditions" on a flip chart!

7

**PART 2: CONCEPTS (5 MINS)**  
 DIVERGENCE: Opening up, generating many options.  
 CONVERGENCE: Narrowing down, refining, and selecting.

8

**PART 3: CONCRETE PRACTICE (60 MINS)**  
 Time to play! We will split into two groups and rotate through two game stations.

**STATION A: PRODUCT BOX**  
 "For Pitching New Ideas"

**STATION B: PRUNE THE PRODUCT TREE**  
 "For Evolving Existing Work"

9

**STATION A: PRODUCT BOX**

SCENARIO: Your team's task is to design a new "Community Connector" after-school programme.

SETUP QUESTION: Before you begin, answer this: "Imagine this programme is already a wild success in 6 months. What's the simplest sign you see it that proves it's working?"

10

**PRODUCT BOX: YOUR MISSION**

INSTRUCTIONS: In your triads, use the craft materials to build a physical box for your programme.

**YOUR BOX MUST INCLUDE:**

1. A catchy Name
2. An exciting Slogan
3. 3 Key Benefits for students/community
4. One fake "Testimonial" from a happy participant

**FINAL STEP:** Prepare a 30-second "pitch" to sell your programme!

REMEMBER: You're selling the DREAM, not the logistical Go wild!

11

**STATION B: PRUNE THE PRODUCT TREE**

SCENARIO: This tree represents our existing "Main Diploma Programme."

SETUP QUESTION: Before you begin, answer this: "Looking at this strong tree, what's one branch that's already most vital and alive? What makes it so strong?"

12

**PRUNE THE PRODUCT TREE: YOUR MISSION**

INSTRUCTIONS: Use the sticky notes to shape the future of the programme.

- (GREEN notes): Place **NEW FRUIT** on the outer branches. (What new features or ideas should we add?)
- (YELLOW notes): Identify the **STRONG BRANCHES**. (What is already working well and is vital?)
- (RED notes): Mark the **DEADWOOD** to be trimmed. (What has served its purpose and we can stop doing?)

**FINAL STEP:** Discuss: "Where should we focus our energy to grow?"

**PART 4: CONCLUSIONS (10 MINS)**  
 Let's capture our learning and turn it into action. It's time to build your personal Facilitator's Playbook.

**YOUR PLAYBOOK CARD:**

- Game Name:
- When I'll use it (Situation):
- The core IF question I'll ask to start:

**COMMIT TO ACTION!**

INSTRUCTIONS:

1. Choose ONE game you will commit to trying.
2. Fill out your Playbook Card.
3. Turn to a partner and share your card by completing this sentence:

"I will try this when I'm planning the next..."  
 "...staff meeting."  
 "...lesson plan for my advanced students."  
 "...community event."

# 15b – INNOVATION GAMES – PROBLEM SOLVING

**# INNOVATION GAMES: MODULE 2**  
**### PROBLEM SOLVING: Diagnosing & Visioning**  
 A workshop by Agility With No Borders for the TEA LEAF Trust

1

**## "Our Core Question for Today:"**  
**### How do we get unstuck and move from "What's wrong?" to "What do we want to build?"**

2

**### "CONNECTIONS: 1-2-4-All"**  
**### "Finding Our Hidden Strengths"**

- "1 min (SOLO):" Think of a "small, persistent hassle" in your work.
- "2 mins (IN PAIRS):"  
 Partner 1: Describe your hassle.  
 Partner 2: Listen, then ask: "Despite this, what still manages to get done anyway?"  
 Switch roles.

3

**## Synthesize & Share**

- 4 mins (IN FOURSOMES):  
 • Join another pair.  
 • Share the "hassles" briefly, but focus the conversation on the answer to the question.  
 • Discuss: "What hidden resources or workarounds are we already using?"
- **ALL TOGETHER:**  
 • The facilitator will ask each group for one common resource that emerged.

4

**## "CONCEPTS: The Problem-Solving Bridge"**  
**### Effective problem solving is a bridge built from two pillars:**

1. A clear, shared diagnosis of the "PRESENT".
2. A compelling, detailed picture of the "FUTURE".

5

**## "Our Two Games for Today"**

|  |   |
|--|---|
| <p><b>SPEED BOAT</b></p> <ul style="list-style-type: none"> <li>• For Visual, Business Diagnosis</li> <li>• "What's holding us back?"</li> <li>• "Useless anchors without boats."</li> </ul> | <p><b>REMEMBER THE FUTURE</b></p> <ul style="list-style-type: none"> <li>• For Writing the Story of Success</li> <li>• "What does 'success' look like?"</li> <li>• "Walk backward from the goal to discover the path."</li> </ul> |
|--|---|

6

**## CONCRETE PRACTICE: Game Stations**

- "We will split into two groups."
- "Each group will start at one station."
- "25 minutes per game."
- "We'll signal when it's time to rotate!"

7

**## "STATION A: Speed Boat"**  
**### "Game"** Our "Speed Boat" is the "Student Graduate Employability Pathway."  
**### "5" Setup Questions:**  
 "Even with anchors, the boat is still moving. What's the anchor to our path forward?"

8

**## "Speed Boat The Game"**

1. **LADD WIND (Top):** On sticky notes, write down what's pushing you forward (the "wind in your sails").
2. **ADD ANCHORS (Bottom):** On separate notes, write the obstacles holding you back. Write them as neutral phenomena, not complaints.
3. **DOT-VOTE:** Each person gets 3 dots. Vote on the ONE anchor that, if removed, would give the biggest boost.

9

**## "STATION B: Remember the Future"**  
**### "Game"** It is March 2026. A newspaper runs this feature:

**THE DAILY SUCCESS**  
**"TEA LEAF Centre Celebrates Zero Student Drop-Out This Year!"**

**### "5" Flash Cards:** Draw a timeline on your flipchart from Today → March 2026.

10

**## "Flash Out the Story"**  
**### "Game"** As a group, imagine the details of that newspaper article. Co-write & flash out details that describe exactly what you accomplished to make that headline a reality.

**THE DAILY SUCCESS**  
**"TEA LEAF Centre Celebrates Drop-Out This Year!"**

- A new peer-mentoring program was a runaway success.
- 98% of students reported feeling a strong sense of belonging.
- Innovative curriculum reforms increased engagement.
- Strong community partnerships were established.

(e.g., "A new peer-mentoring program was a runaway success.") (e.g., "98% of students reported feeling a strong sense of belonging.")

11

**## "The Backward Walk"**  
**### Start from your successful future and walk back to today.**

12

**## "Identify the "Right Now" Action"**  
**### Look at that "small, brave first step" you identified.**

**### Now, ask yourselves:**  
**### "What is one tiny thing we can do this week to learn more about that first step?"**

**CONCLUSIONS: REFLECT, PLAN, COMMIT TO ACTION.**

**## "CONCLUSIONS: Build Your Playbook"**  
**### Choose ONE game you feel you could use in your work.**  
**### Create a personal "Playbook Card" to capture your learning.**

Game Name: [Speed Boat or Remember the Future]

Is this for: [Diagnosis or Visioning?]

My first question: [The key SF question I will ask my team...]

14

# 15 - INNOVATION GAMES – DECISION MAKING AND PRIORITIZATION

**THE DIALOGIC INNOVATION GAMES PLAYBOOK**  
**MODULE 3**  
 Decision Making & Prioritization  
 "Comparing & Choosing with TEA LEAF"

1

**OUR CORE QUESTION**  
 How do we make **clear, fair, and efficient** choices that everyone can move forward with?

2

**OUR 90-MINUTE JOURNEY**  
 The 4C Learning Framework

3

**PART 1: CONNECTIONS (15 mins)**  
 Let's tap into our collective wisdom using 1-2-4-All.

4

**1-2-4-ALL: THE PROMPT**

- 1. SOLO (1 min)**  
Recall a time a group decision at work felt good and clear. What was one thing about the process that made it so?
- 2. PAIRS (2 mins)**  
Share your story. Your partner asks: "What did people do to contribute to that good process?"
- 3. FOURSOMES (4 mins)**  
Discuss: "What simple rules from that experience could we use more often?"

5

**PART 2: CONCEPTS (5 mins)**  
 A good decision is not about being right; it's about being clear and committed.

- It requires:
- A transparent method for weighing options.
- A clear "safe-to-try" threshold for action.

**CONCEPTS: MULTI-SENSORY INPUT, INTERACTIVE "LECTURE".**

6

**INTRODUCING THE GAMES**

**20/20 VISION**  
 A democratic, fast-paced method for ranking options.

**VS.**

**SPIDER WEB**  
 A multi-criteria lens for comparing complex choices.

7

**PART 3: CONCRETE PRACTICE (60 mins)**  
**GAME STATION ROTATION**  
 Time to play! We'll split into two groups. You'll spend 25 minutes at each station to practice the games with a real TEA LEAF scenario.

8

**STATION A: 20/20 VISION**  
 For Democratic Ranking

**WHICH ONE?**

**SCENARIO:** We have 12 potential topics for the next "Teacher Development Day." We can only choose 4.

**20/20 SETUP QUESTION:** "Given our goal is energized teachers, which topic might be the easiest win to create that energy?"

9

**20/20 VISION: HOW TO PLAY**

- Write the 12 topics on separate cards.
- In pairs, hold up two random cards at a time.
- Instantly decide: "Which is MORE important/urgent right now?"
- The winning card gets a tally mark.
- Repeat rapidly for 5-7 minutes. The topics with the most tallies win!

**FACILITATOR WATCH-OUT:** Emphasize SPEED and GUT FEELING. No long debates!

10

**STATION B: SPIDER WEB**  
 For Multi-Criteria Comparison

**SCENARIO:** Evaluating proposals for our annual "Community Impact Project."

**20/20 SETUP QUESTION:** "Imagine a 'good enough' proposal. What's the minimum it would have on each axis?"

**SPIDER WEB:** Student Learning, Sustainability, Cost, Equity/Inclusion.

11

**SPIDER WEB: HOW TO PLAY**

- Draw the "web" with the 4 axes, scaled 1 (low) to 5 (high).
- Take one sample proposal.
- As a group, rate the proposal on each of the 4 axes.
- Connect the dots to reveal the proposal's SHAPE.
- Discuss: "Is this shape good enough? What trade-offs does it show?"

**FACILITATOR WATCH-OUT:** The goal is to make trade-offs VISIBLE, not to find a "perfect circle."

12

**PART 4: CONCLUSIONS (10 mins)**  
**"BUILD YOUR FACILITATOR'S PLAYBOOK"**  
 Let's turn learning into action.

**YOUR COMMITMENT CARD**  
 Choose ONE game you will try. On an index card, write:

**COMMIT!**

Game Name: \_\_\_\_\_

I will use it when we need to... \_\_\_\_\_

The key criteria or question I'll use to start: \_\_\_\_\_

**WRITE!**

**COMMIT TO ACTION!**

In pairs, share your card and state your intention aloud:

"I will use this to help decide [a specific upcoming choice] by the end of [month]."

# GAMESTORMING 01 - THE SPRINT LAB - FAST PACED IDEATION AND SELECTION

**GAMESTORMING**

**THE SPRINT LAB: Fast-Paced Ideation & Selection**

A 90-minute toolkit for creative problem-solving.

**THE CORE QUESTION**

How can we generate a wealth of ideas for our challenges...  
...and find the **best** ones in a short, structured, and democratic way?

**THE CORE QUESTION**

How can we generate a wealth of ideas for our challenges...  
...and find the **best** ones in a short, structured, and democratic way?

**Activity: The Anti-Problem**

**\*\*\*Step 1: Brainstorm the Worst (2 mins)\*\*\***

Think of a minor, real challenge in your work.  
"e.g., "Students are hesitant to speak up."  
Now, brainstorm all the ways you could make this problem **"WORSE"**. Be mischievous and specific!

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**The Anti-Problem: The Reveal**

**\*\*\*Step 2: Find the Opposite (Pair Share)\*\*\***  
Look at your list of "bad ideas."  
Now, ask your partner: "What is the exact opposite of one of them? Could that be the seed for a brilliant solution?"

**PART 2: CONCEPTS (5 mins)**

**CONCEPTS: MULTI-SENSORY INPUT, INTERACTIVE "LECTURE".**  
The single most important idea for creativity.

**The Core Idea: Faucet & Filter**

Creative throughput requires separating the **faucet** from the **filter**.

- DIVERGE (Faucet):** First, open the tap wide to generate a massive volume of ideas. Don't judge, just create.
- CONVERGE (Filter):** Then, use a fair, structured process to find the best ideas.

**Trying to do both at once clogs the system!**

**Our Tools for Today**

We will build a pipeline using three powerful Gamestorming tools:

|                       |                          |                       |
|-----------------------|--------------------------|-----------------------|
| <b>THE FAUCET</b><br> | <b>THE AMPLIFIER</b><br> | <b>THE FILTER</b><br> |
|-----------------------|--------------------------|-----------------------|

**3-12-3 Brainstorm:** Our high pressure engine for generating lots of ideas, fast.  
**Brainwriting:** Our quiet, inclusive tap to build on and improve ideas.  
**Dot Voting:** Our instant, democratic filter to find winners.

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**PART 3: CONCRETE PRACTICE (60 mins)**

**CONCRETE PRACTICE: ACTIVE DOING, SKILLS APPLICATION.**  
Let's build the Sprint Pipeline.  
**Our Scenario:**  
"How might we make our end-of-term student reviews more meaningful and less daunting for everyone?"

**Activity A: 3-12-3 Brainstorm The Divergent Engine (25 mins)**

**3 mins: Clarify the Challenge**  
In your team, make sure everyone understands the "How Might We..." question.

**12 mins: Idea Generation**

- (3 mins) Each person **SILENTLY** sketches 3 rough ideas.
- (9 mins) Share and rapidly build on each other's ideas.
- RULE:** Go for **VOLUME**, not perfection. Wild ideas are fuel!

**3 mins: Prepare to Present**  
Choose your team's 2 most compelling ideas and make them presentable.

**ACTIVITY B: BRAINWRITING**  
The Inclusive Amplifier (15 mins)

- Gallery Walk:** All teams post their top 3 ideas on the wall.
- Improve & Pass:** Each person takes a sheet of paper with one idea at the top.
- Silent Contribution (2 mins):** Silently add your thoughts to improve, modify, or combine the idea.
- Pass & Repeat:** Pass the paper to the person next to you. Receive a new one and repeat the process. Complete 3 rounds.

**"Why it's key: It ensures every voice contributes, not just the loudest!"**

**Activity C: Dot Voting**  
The Democratic Filter (10 mins)

- Display:** Post all the enriched ideas from Brainwriting on the wall.
- Distribute:** Give each participant 3 dot stickers.
- Vote:** Place your dots on the ideas you believe are both **Meaningful** and **Doable**.
- Rule:** You can put all 3 dots on one idea if you feel strongly about it!

The top 3-5 ideas will emerge instantly, giving you clear, group-sourced priorities.

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**PART 4: CONCLUSIONS (10 mins)**

**CONCLUSIONS: REFLECT, PLAN, COMMIT TO ACTION.**  
Let's lock in the learning.

**YOUR PLAYBOOK CARD: THE SPRINT PIPELINE**

You now have a powerful 60-minute recipe to go from a challenge to prioritized solutions.  
**DIVERGE → AMPLIFY → CONVERGE**  
3-12-3 Brainstorm → Brainwriting → Dot Voting  
"Draw this in your notebook. This is your tool to use anytime."

**COMMIT TO ACTION!**

What is one specific, upcoming task where you can use this Sprint Pipeline?

Complete this sentence:  
"I will run this 60-minute sprint with my team/students to tackle \_\_\_\_\_ next week."

Share your commitment with a partner.

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# GAMESTORMIN 02 – THE FORSIGHT ROOM

**GAMESTORMING PRESENTS:**  
**THE FORSIGHT ROOM!**  
 Expanding Context & Aligning Vision

1

**?**  
 How do we step back from daily tasks to see the **BIGGER PICTURE**...  
 ...and ensure we're all working toward the same **INSPIRING FUTURE**?

2

**zap** **CONNECT!** **CHAKE!**  
**PART 1: CONNECTIONS (15 MINS)**  
**CONNECTIONS: PRIME THE BRAIN, BUILD SAFETY.**

3

**ACTIVITY: FORCES OF CHANGE**  
 ← **Headwind** → **Tailwind**  
**INDIVIDUAL PROMPT**  
 What's one **BIG TREND** outside these walls (technological, social, economic) that's starting to affect your work with students?  
 (e.g., "rise of AI tools," "changing migration patterns")  
**PAIR SHARE**  
 Is this trend a...  
**HEADWIND** (slowing you down), a **TAILWIND** (pushing you forward), or **DOBBY**

4

**LEARN!** **LOOK!** **LISTEN!**  
**PART 2: CONCEPTS (5 MINS)**  
**CONCEPTS: MULTI-SENSORY INPUT, INTERACTIVE "LECTURE".**

5

**WORLD AS IT IS** **FUTURE WE WANT**  
**CONTEXT MAP** **COVER STORY**  
 "Strategy lives in the gap between the world as it is and the future we want to create." To cross that gap, we need two maps: one of the **EXTERNAL LANDSCAPE** and one of our **DESIRED DESTINATION**.

6

**POW!** **WORLD!**  
**PART 3: CONCRETE PRACTICE (60 MINS)**  
**SCENARIO:** "The future of skills and employability for our graduates over the next 5 years."  
**CONCRETE PRACTICE: ACTIVE DOING, SKILLS APPLICATION.**

7

**ACTIVITY A: CONTEXT MAP - MAPPING THE EXTERNAL WORLD**

8

**YOUR TASK** **DEBRIEF**  
 In your groups, use sticky notes to populate the rings with:  
 ● Trends (What's changing?)  
 ● Actors (Who matters? e.g., new employers, tech platforms)  
 ● Forces (What's pushing or pulling?)  
 Solution-Focused Discussion Question  
 Looking at this map, where do you see the most promising opportunity for us to leverage?

9

**ACTIVITY B: COVER STORY - VISUALISING THE DESIRED FUTURE**  
**FLASH FORWARD!**  
 It's **2029**. 'TEA LEAF Today' magazine runs a cover story on your centre's breakthrough success in graduate employability.  
**CREATE THAT COVER!**

10

**COVER STORY TEMPLATE**  
 1. "Banner Headline": The main success story.  
 2. "Magazine Name & Date (e.g., 'TEA LEAF Today, 1st 2029)'  
 3. "4-Bullet Points": Key achievements from the article.  
 4. "Central Image": A personal photo or symbolic collage of success.  
 5. "A Fake Pull-Quote": A quote from a 'happy graduate or employer'.

11

**ACTION!**  
**PART 4: CONCLUSIONS (10 MINS)**  
**CONCLUSIONS: REFLECT, PLAN, COMMIT TO ACTION.**

12

**Pop Art Editorial**  
**YOU BUILT THE FUTURE!**  
 TEA LEAF TODAY: THE FUTURE IS BRIGHT!  
 These are your reusable artifacts. Your map of the landscape and your vision for the destination.

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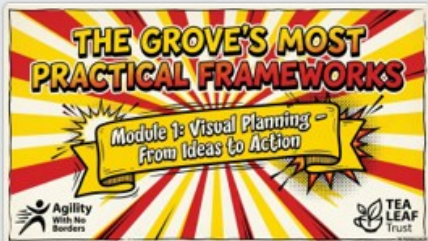
**MY COMMITMENT**  
 I will use the Context Map to frame a discussion on...  
**ACTION!**  
 ...and the Cover Story to kick off our next team goal-setting.

14

**THANK YOU!**  
 Quality With No Borders  
 ENQUÊTE SANS LIMITE POUR TOUS  
 WWW.QNLIMITED.COM  
 CONTACT: Laurence Bruchon@qnlimites.com

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# 17a. VISUAL PLANNING - FROM IDEAS TO ACTIONS



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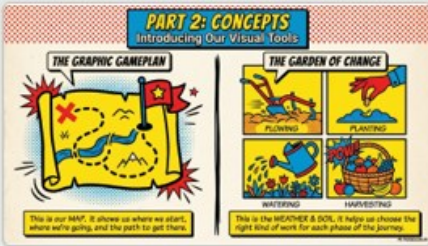
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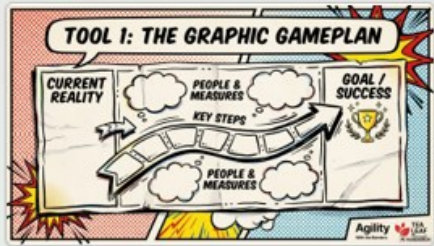
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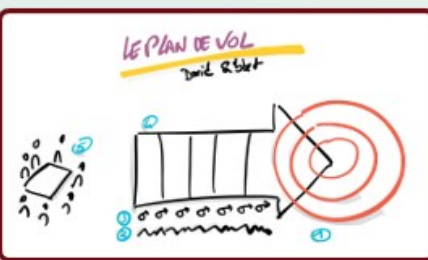
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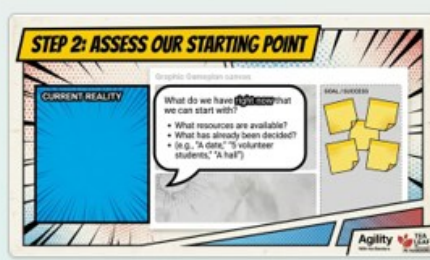
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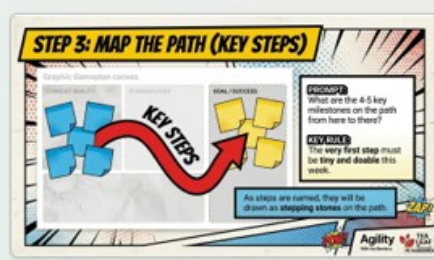
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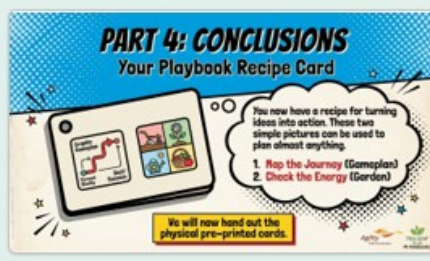
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# 17b – SIBBET – STRATEGIC THINKING

**Agility With No Borders**

**THE GROVE'S MOST PRACTICAL FRAMEWORKS**

**MODULE 2: STRATEGIC THINKING**

From the Big World to Our Plan

**# OUR BIG QUESTION**

**POW!**

### "POW!" How do we ensure our work is relevant and strong in a changing world?

**# OUR ACTION PLAN**

A familiar journey to build powerful new skills.

CONCRETE PRACTICE: ACTIVE DOING WITHOUT ATTENTION

CONNECTIONS: REFLECT, PLAN, COMMIT TO ACTION

1. CONNECTIONS: Prime the brain, build safety.
2. CONCEPTS: Multi-sensory input, interactive "lecture".
3. CONCRETE PRACTICE: Active doing, skills application.
4. CONCLUSIONS: Reflect, plan, commit to action.

**CONNECT!**

**SHAKE!**

**# PART 1: CONNECTIONS**

Let's connect with the world outside this room.

**# ACTIVITY: FORCES OF CHANGE**

TECHNOLOGY

ECONOMY

ENVIRONMENT/CLIMATE

SCIENCE

We'll use 1-2-4-All to explore this prompt: "What is one **change outside this room** (in technology, society, the economy) that is starting to touch the lives of our students?"

**# 1-2-4-ALL IN ACTION!**

- 1 MINUTE (CHECK): Silently reflect on the prompt, set down your ideas.
- 2 MINUTES (PAIRS): Share your idea with a partner. Notice what's similar or different.
- 4 MINUTES (COURSES): Share the key ideas from your pair. What's the most important "force of change" your group identified?

Goal: Harvest a collective picture: "We see a world that is..."

**LEARN!**

**LOOK!**

**LISTEN!**

**TALK!**

**# PART 2: CONCEPTS**

### Acquiring two "super-lenses" to see with strategic clarity.

**# LENS 1: THE CONTEXT MAP**

### Our **WIDE-ANGLE LENS**.

It helps us zoom out and map the big world around us, from global trends to local realities.

- It answers:
- It answers: **What's the world we're operating in?**

**# LENS 2: THE SAM MODEL**

### Our **INTERNAL COMPASS**.

It ensures our Purpose, Strategy, and daily Actions all point in the same, powerful direction.

It answers: **Are we set up to succeed in that world?**

**POW!**

**BUILD!**

**# PART 3: CONCRETE PRACTICE**

### Let's put our new lenses to work!

**# OUR SCENARIO**

### We will use our new tools to map the future of...

### "Life Skills" our students need most.

**# STEP 1: MAP THE CONTEXT (25 MINS)**

Draw three rings. Let's populate them together:

- **CENTER RING (THE WORLD):** What big trends affect work and life? (e.g., AI, remote work, climate change)
- **MIDDLE RING (SRI LANKA):** What's happening in our economy, society, education system?
- **CENTER (OUR GRADUATE):** What resources & opportunities do these other rings create for our students?

**BAM!**

**# STEP 2: CRAFT OUR RESPONSE (25 MINS)**

Now, let's use our compass. We build from **RIGHT to LEFT!**

**ACTIONS** **GOALS** **STRATEGY** **PURPOSE**

**SAM MODEL**

1. **ACTIONS:** Given the world we inhabit, what concrete things could we do in our "Life Skills" training?
2. **GOALS:** If we did those, what would we see changing in our students?
3. **STRATEGY:** What's our guiding best? (e.g., Focus on adaptability over fixed skills.)
4. **PURPOSE:** How does this strategy serve our core "WHY?"

**ACTION!**

**# PART 4: CONCLUSIONS**

### Make it yours. Commit to action.

**# CREATE YOUR PLAYBOOK CARD**

You'll receive a card with both models.

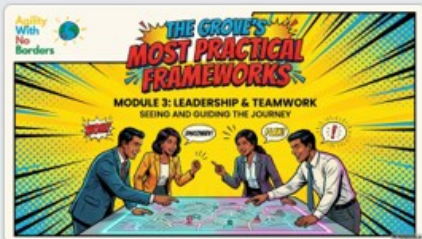
Your **final intention**:

1. Think of one area in your own work (in class, a project, a team meeting).
2. On the card, write your personal commitment.

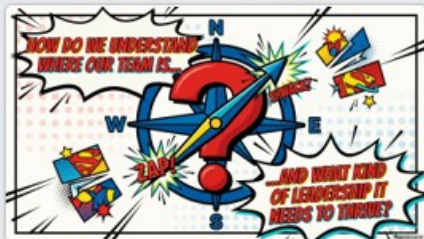
### "I will use the "Context Map" to discuss "my topic" and check our plan against the "4 diamonds."

Share your commitment with a partner.

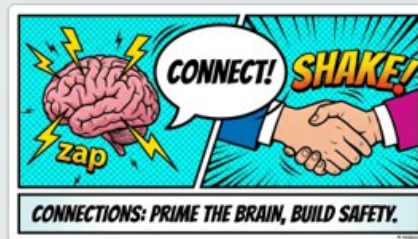
# 17c – SIBBET – LEADERSHIP AND TEAMWORK



1



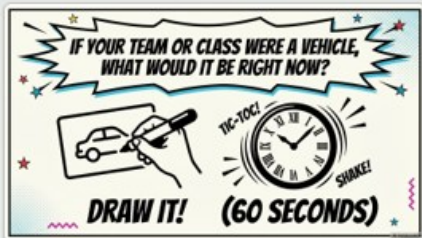
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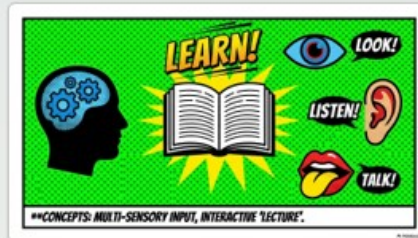
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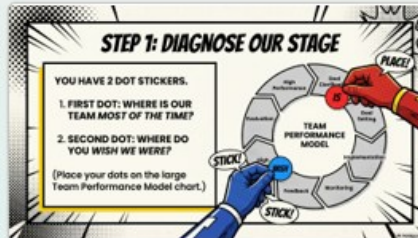
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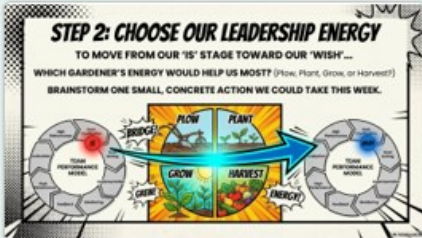
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