

Use this sheet to reference behind-the-scenes information on what/how/why/when we work through the session worksheet.

## [ "BREAKDOWN" CHEER ]

We use this as a cold open to determine where the group is regarding participation and willingness to add energy and be physically expressive. We can gauge the kind of resistance that might be present in a short period of time. In some cases, we can identify leaders of the group.

## [ POP UP ]

Engages individual participation through the responsibility to the team. Practice and repetition of commanding an audience attention by standing up works muscle of creating the opportunity to speak and speaking with intent to be heard.

## [ LINES 1-3 ]

These lines signify how individual has come to this point in her/his life. Identifying the most significant time and place is framing what she/he values in a lifetime of experiences. The "year" and the "place" are big stories, told only through naming the year and the place, which allows so much more meaning when stating them over and over.

## [ CATEGORIES OF BRAVE ACTION ]

**General bravery:**  
When you do something that would be brave for anyone.

**Personal bravery:**  
When you do something that is brave for you.

## [ BRAVERY ]

**Persistence or perseverance despite having fear.**

—  
Norton & Weiss, 2009

Establish evidence of brave action in each individual.

*Objective:* Define and categorize individual brave act as General or Personal.  
( G / P )

—  
Pury, Kowalski & Spearman, 2007

Identifying physical and emotional feelings to establish understanding.

## [ FEAR ]

**Unpleasant emotion caused by the belief that someone or something is dangerous, likely to cause pain, or a threat.**

In our work, knowing fear is critical to building bravery in order to match or exceed it. This is where action - instead of paralysis - happens.

Identifying physical and emotional feelings of fear allow people to know those feelings and practice seeing them as cues to be brave.

## [ CHOICES ]

Opportunity to practice quick decision-making with swift justification and use immediately as conversation fodder.

*Rock-Paper-Scissors* game is used to get practice on two things:

- ▶ Loser track: Getting over it quickly to cheer on winner
- ▶ Winner track - Pressure of heightened stakes

## [ REFLECTION ]

Quiet time, particularly critical to introverts and a good challenge for extroverts, allows for space and time to go inward. Writing encourages connection to personal content. >>>

## [ PITCH EXCHANGE ]

Alternating or simultaneous exchange of information. Can be verbal or non-verbal and/or use physical connection (high-5, hand shake, fist pump, etc). Important elements to reinforce: eye contact, active listening, strong posture.

## GET MORE BRAVE

# Educator Summit

2019

B \_\_\_\_\_

\*P U \_\_\_\_\_

**What is the bravest thing you've ever done?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

G / P

**\*Brave Pitch Lines 1 - 3**

LINE 1 First Last \_\_\_\_\_

LINE 2 Year \_\_\_\_\_

WHY \_\_\_\_\_

LINE 3 Place \_\_\_\_\_

WHY \_\_\_\_\_

**\*CHOICES**

People  Passion  Precision

WHY \_\_\_\_\_

Text  Call  In-person

WHY \_\_\_\_\_

Rock  Paper  Scissors

WHY \_\_\_\_\_

**\*REFLECTION**

▶ Who are you? \_\_\_\_\_

\_\_\_\_\_

▶ What do you want? \_\_\_\_\_

\_\_\_\_\_

▶ Your biggest hopes? \_\_\_\_\_

\_\_\_\_\_

▶ Your biggest fears? \_\_\_\_\_

\_\_\_\_\_

▶ What makes you feel alive? \_\_\_\_\_

\_\_\_\_\_

▶ What makes you great? \_\_\_\_\_

\_\_\_\_\_

PITCH EXCHANGE\*

BRAVE feelings

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 things that scare you

• \_\_\_\_\_

• \_\_\_\_\_

• \_\_\_\_\_

FEAR feelings

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**[ SKILLS & EXERCISES ]**

- ▶ **Post-its on board:** Crowdsourcing of fears, comfort areas and brave action. Oftentimes, we think we are the only person who is worried or feels a certain way. This is an exercise of personal expression and a way to see your feelings in the context of your peer or colleague group.
- ▶ **0-60 conversation:** Point is to provide basic conversation fodder to focus initial engagement. With limited time, there is pressure to get at the subject matter without a big warm-up. We did :20 and :30 intervals.
- ▶ **Text Yourself:** Establishing intrapersonal connection and accountability.
- ▶ **Turn & Talk:** Practicing communicating unformed thoughts, hearing yourself out loud while simularan
- ▶ **PPP (Posture, Projection, Punctuation):** Basic public speaking components that are critical in delivering a clear message.
- ▶ **Handshake & Eye Contact:** Use of physical connection in combination with thinking on feet, and repetition of handshake connected to opportunity to organize strong opening statement in new conversation.

- ▶ **Pop Up:** Engages individual participation through the responsibility to the team. Practice and repetition of commanding an audience attention by standing up works muscle of creating the opportunity to speak and speaking with intent to be heard.
- ▶ **Active Memorization & Listening:** Setting perfection aside, using repetition to memorize and an active audience to take a little pressure off practicing faster, louder, with goofy face or body movement.
- ▶ **Pitch Exchange:** Alternating or simultaneous exchange of information. Can be verbal or non-verbal and/or use physical connection (high-5, hand shake, fist pump, etc). Important elements to reinforce: eye contact, active listening, strong posture.
- ▶ **Parrot Circles:** Hearing your delivery and content back to you allows for immediate feedback / interpretation of your performance.
- ▶ **Curiosity / Vulnerability:** The "Ask me a question" and "Share" prompts are to keep participants engaged in the present, finding more meaning in it the more they wonder more about the session or the session facilitator. Adds an additional layer of fear (having to be ready at any moment) that has to managed for the duration of the session.



**[ INTERNAL CHARACTERIZATION ]**

To come up with the "I AM" statements, which tell the story of the individual and how she/he is unique. Emphasis is placed on the existing truth rather than aspirational adjectives.

**[ BUILDING PITCH ]**

Mantra, internal elevator pitch to motivate and inspire authentic intra- and interpersonal communication.

Lines 1-3: Name and life inventory - year and place as opportunity to make bold choice on experiences that inform who you are.

Lines 4-6: "I am" statements representing existing and pronounced characteristics that tell an accurate personal story.

Line 7: BE word - self-motivating word intended to be a reminder and kick-in-the-butt against resistance, fear or other barriers.

**[ PARROT CIRCLES ]**

Performance / spotlight practice, emotional leader and servant leader role play.

**[ ADDITIONAL MATERIALS ]**

More ways leaders and participants can pursue Brave work and materials.



\*BC

| INTERNAL CHARACTERIZATION   | NAME & RELATIONSHIP  | WORD THEY USE TO DESCRIBE YOU | EXTERNAL CHARACTERIZATION |
|---|--|-------------------------------|---------------------------|
| <b>"I AM" STATEMENTS</b><br>▶ _____<br>▶ _____<br>▶ _____<br>NOTES / MORE IDEAS<br>_____<br>_____ | LOVES you _____<br>LIKES you _____<br>Does NOT KNOW you _____<br>HATES / DISLIKE you _____ |                               |                           |

°EL

| *Brave Pitch Lines 1 - 6  | BE WORD  |
|---|--|
| LINE 1 First Last _____<br>LINE 2 Year _____<br>LINE 3 Place _____<br>LINE 4 I AM _____<br>LINE 5 I AM _____<br>LINE 6 I AM _____ | • Propels toward goal vs. obstacle + / or fear    • Leverages a strength    • Motivates you<br><b>YOUR BRAVE GOAL</b> (2-3 month pursuit)<br>_____<br>Why is it important to you?<br>_____<br>How does it scare you?<br>_____<br>What is the biggest obstacle in pursuit of this goal?<br>_____<br>What strength of yours will help you confront your fear(s) and manage the obstacle(s)?<br>_____ |

**LINE 7 BE** \_\_\_\_\_

\*PC

ACCOMPANYING DIGITAL TOOLKIT  
morebrave.com/edsummit

**[ EXTERNAL CHARACTERIZATION ]**

To gain perspective on others' views. Using this exercise to identify truth in "their" judgement and adopting only what is true as internal characterization.

**[ EXPRESSION LINES ]**

Place to establish personal space and work out how personal content is expressed in physical and emotional ways. Partners are facing, repetition is key, but with varying ways of projecting that material.

**[ BE WORD ]**

This section reinforce all S.M.A.R.T. criteria, building to a "BE" word that is meant as a self-motivational / aspirational word based on an existing strength and specifically to address identified fears and expected obstacles. In this word, we look for the third people have in their own strengths and what quality they think would determine success toward their goal.

**[ READING LIST ]**

- Grit**, Angela Duckworth
- Peak**, Anders Ericsson
- Mindset**, Carol Dweck
- Power of Habit**, Charles Duhigg
- Learned Optimism**, Martin Seligman