

Generational Performance Activity

4/10/16 version.

Developed by Kristin Lensen 2013

Good activity for Wednesday evening of WMAA. Can be used as cable walk replacement or a 60-minute Dinámica for Wednesday evening leaving time for in and outs or other work.

Long version: 2h, 5m

[5m] Invite total group to self-form into groups by generation. Do not define generation for them. It's whatever it means to them and whichever generation they identify with the most. A generation group can be two or more people, and as many as they wish.

[10m] In their self-formed groups, ask them to discuss standard partnership questions. Have them newsprint their responses to

(**CHART**):

- How do we want to operate as partners?
- How will we define "success" for our partnership?
- What do we want it to feel like when we are done?

Note that as of this point, the groups do not know what their task will be.

[30m] Groups are then told they have 25 minutes to select a song and prepare a 5-minute performance for the larger group that is representative and/or significant in some way to their generation (however they define or interpret generation or my instructions). Tell them they are welcomed to leave the room but to set their watches/timers so that they are back in the room at [name specific time]. Common questions/concerns that arise: "Can we use props?" "Can we use technology?" "I don't want to do this activity, I have stage fright or performance anxiety?" Our general response is "how you choose to do your performance is up to you and your group ". Avoid giving examples or structuring the work for them. They need to own their own process.

[25m] At the end of 25 minutes, they will be back in this room, ready to perform their song for the total group. Ask for group to volunteer to go first. We ask for groups to prepare a 5-minute performance but rarely, if ever, has a group used the whole time. Typically this section takes about 20m for four group performances.

[45m] Debrief: each group in turn sits in a fishbowl, using a talking stick to keep comments brief and moving along: 1) What am I learning and relearning about myself? 2) What am I learning and relearning about partnership? For each question, the talking stick moves once around the circle of the inner group. Then the group moves to the second question, same process with the talking stick. A facilitator sits in the circle with the group and is the one that asks the questions. Ask for a volunteer to go first then they get to choose "left" or "right" and go around the circle based on that choice. Once first round is complete responding to first question, facilitator asks second question and the talking stick moves around the circle in the same order as for the first question. Then quickly move to the next generation group, now in the fishbowl and proceed until all groups have debriefed in this way.

[10m] If time allows, give generation groups time to debrief themselves at end, using their own newsprint on how they wanted to operate and their success criteria.

Short version: 45-60m

For a Wednesday evening Dinámica that leaves time for other work.

[5m] Invite total group to self-form into groups by generation. Do not define generation for them. It's whatever it means to them and whichever generation they identify with the most. A generation group can be two or more people, and as many as they wish.

[20m] Groups are then told they have 15 minutes to select a song and prepare a 5-minute performance for the larger group that is representative and/or significant in some way to their generation (however they define or interpret generation or my instructions). Tell them they are welcomed to leave the room but to set their watches/timers so that they are back in the room at [name specific time]. Common questions/concerns that arise: "Can we use props?" "Can we use technology?" "I don't want to do this activity, I have stage fright or performance anxiety?" Our general response is "how you choose to do your performance is up to you and your group". Avoid giving examples or structuring the work for them. They need to own their own process.

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[10m] As a whole group - "What did you learn or relearn about partnership?"

Both versions of this activity have been used at WMAAs with positive results. Robin Gerald, Jo Ann Morris, Kristin Lensen, Chad Simmons, Michael Collins, Nancy Brown, Tim McNichol, and Steve Proudman have done this activity.