



RETREAT PLANNING GUIDE

CREATED BY STUDENT ACTIVITIES & LEADERSHIP DEVELOPMENT

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INTRODUCTION

Welcome to the Office of Student Activities & Leadership Development, we hope that this Retreat Guide serves as a valuable resource in your planning stages and that the information inside will assist you in planning a successful retreat. We are happy that you are considering planning a retreat for your student organization or other group and are excited to provide as much assistance as possible.

The first section of the guide will review basic questions to guide you in your planning and a step-by-step outline of the process. You should start by reviewing over this material to help you decide what type of retreat would be most beneficial for your student organization or group. We have included sample agendas to help you get an idea for how to schedule your time during your retreat, the samples included will have one day retreats as well as two day retreat agendas. We have also included a list of icebreakers, energizers, team builders, and reflection ideas for you to incorporate in to your retreat. Spending time on team dynamics is an essential aspect of your retreat, and a great use of your time.

The second section of the guide is a list of retreat locations in or near the Cincinnati area, a lot of retreat centers of campus that we use are located in Ohio, Kentucky and Indiana. But all driving distance from campus and no more than two hours away. Student organizations and groups on campus have used many of these sites in the past, so if you have suggestion for places to add we would love to hear them. We understand that this list will not include all retreat centers so if you are interested in attending somewhere not listed that is okay. We have also provided basic information about the sites such as the name, location, and contact information. Pricing and availability are subject to change at this sites, so we encourage you to refer to their websites and contact sites directly with questions you may have.

We hope that this guide will be a great resource for you in planning your retreat, but there may be questions that were not answered by reading the guide. If you have further questions on planning your retreat or suggestions of information that you feel should be added please contact the Office of Student Activities & Leadership. You can reach us at the following number as well as checking out our website; (513) 556-6115, [University of Cincinnati Student Activities & Leadership Development Website](#).

Finally, if you need help setting your agenda or facilitating your retreat,

Happy retreat planning!

The Office of Student Activities & Leadership Development Team

LEARNING OUTCOMES

After reviewing the retreat planning guide, students will be able to...

1. Access the necessary tools to plan, coordinate, and execute successful retreats
2. Navigate university policies and resources related to planning retreats
3. Understand the basics of facilitation
4. Choose appropriate retreat activities
5. Assess the effectiveness of their retreat and the satisfaction of participants
6. Create reflective opportunities for participants
7. Develop a thorough retreat agenda

RETREAT BASICS

There are many things to think about when you begin to plan a retreat. One of the first things you need to identify is the purpose for the retreat. Understanding the purpose and desired outcomes of the retreat will allow you to make informed decisions about location, resources, timing, and content.

RETREAT PLANNING GUIDING QUESTIONS

As you begin to plan a retreat, it is important to ask yourself various question to help you and your organization create an impactful experience.

1. What are your goals and/or intended outcomes for this retreat?
2. How will the retreat align with your organization's mission?
3. When should your organization have the retreat?
4. Where should you hold your retreat? *(see the resource section for a list of popular retreat locations)*
5. If the retreat is off campus – how will you get there?
6. How long should the retreat be?
7. Who should participate?
8. Will there be a cost associated with the retreat?
9. Who should facilitate the retreat?

STEP-BY-STEP GUIDE TO PLANNING YOUR RETREAT

Now that you have reviewed your retreat basics, you might be wondering what is next. *It is time to start planning your retreat!* Good planning takes time and sets you up for a retreat that will run smoothly. It is important to give yourself and your organization enough time to take care of the details to avoid last minute problems. We recommend that you start the process one to two months before the date.

1. Determine what your goals and learning outcomes are for your retreat
 - a. What are you hoping to accomplish during it?
 - b. What do you hope members gain from attending?
 - c. What will you be bringing back with you to the organization and institution?
 - d. How long should the retreat be, determine the length
 - i. Keep in mind what your goals and outcomes are - how long do you need to accomplish those?

Check out this helpful [learning outcome generator](#) if you need a starting point!

2. Where and when should the retreat take place
 - a. Discuss with your executive board, committee, or general membership what date works best for your members
 - i. Many organizations do one Fall retreat and one Spring retreat
 - b. Once you determine a date, notify all members of the organization. That way they can mark the date down and ask off work if needed
 - c. Confirm with retreat site that they are available for the date you have in mind, and reserve the space
3. Determine the budget
 - a. Consider all costs associated with planning a retreat: site rental, transportation, food, and any materials needed for team building activities
 - b. Create a budget template for you costs to avoid over spending
 - c. Check on all available funding opportunities (UFB, Grants, etc.)
4. Develop an agenda
 - a. Agendas keep everyone on track especially those leading the retreat
 - b. Consider the needs and styles of your group and determine how much or how little flexibility to include (include snack/bathroom breaks in to agenda)
 - c. You may need or want to schedule every activity down to the minute, that way you stay on track and do not run over on time.
 - d. Include activities, icebreakers, and team builders suited to the needs of your organization
5. Plan activities according to the needs of your group and focus on the team
 - a. What supplies are needed for activities? Do handouts need to be printed ahead of time?
 - b. Do members need to fill out liability forms or waivers for site location and or transportation?
 - c. What are the tech needs we will need for our retreat? Confirm with site location to make sure you have audio or visual equipment available.
 - i. You may need to bring a laptop and HDMI cord as a backup
6. Make arrangements for food
 - a. Check to see if anyone has food allergies or special dietary requirements

- b. If providing your own food you will need to plan the menu, create a shopping list, and purchase food. Create a schedule of shifts for those to cook and clean up.
- 7. Arrange for transportation (bus, vans, carpool, etc.)
 - a. For trips over 100 miles from the University of Cincinnati Uptown Campus, or overnight, it is required that organizations use University vehicles organization travel. Use of personal vehicle is allowed only if rental vehicles are not available. The University of Cincinnati utilizes Enterprise Rent-A-Car Service through [University Transportation Services](#).
 - b. In order to use University Transportation...
 - i. Drivers must be at least 18 years old for Sedans, Mini Vans & SUVs
 - ii. Drivers must be at least 21 years old for the 12 & 15 passenger vans
 - iii. Drivers must have a valid driver's license
 - iv. Drivers must complete the [online Defensive Driving Course](#)
 - v. Only authorized drivers who appear on the rental agreement/Vehicle Reservation Form are allowed to drive the rental vehicle
 - vi. Organization officials may not assign carpools
 - vii. Organizations may want to first contact Transportation Services at 556-4424 to check availability of vehicles for trip
 - viii. Organizations must turn in a [Travel Authorization Form](#) with Travel Roster and [Vehicle Reservation](#) to SALD
 - a. This form will be sent to Transportation Services who will then complete the rental agreement
- 8. Inform members of the retreat details, including:
 - a. Date, time, location (address of where you are staying)
 - b. Transportation details and directions (location to meet to depart/arrival)
 - c. Expectation or policies for retreat
 - d. Retreat agenda
 - e. Packing list of what to bring
 - f. Signed waivers/liability forms if required
- 9. At least two weeks before your retreat call and confirm details with any additional stakeholders. This might include transportation, the site location, presenters, etc. to make sure they are aware of the date, time, location and everything is good to go
- 10. The week before your retreat you should send a reminder out to all members and confirm who will be attending (gather a final headcount).
- 11. Enjoy your retreat and be safe!

AFTER THE RETREAT

Remember to do the following...

- 1. Pay outstanding invoices, turn in receipts for reimbursement
- 2. Compile any evaluations of the retreat
- 3. Send thank you notes to those you worked with
- 4. Revisit retreat topics throughout the academic year
- 5. Continue group dynamics and team builders
- 6. Encourage members to participate and take ownership

FACILITATION

An effective facilitator(s) can make a major impact on your retreat experience. It is important that whomever you choose to serve as a facilitator(s) understands the purpose, goals, and learning outcomes for the retreat. It is also necessary to provide an opportunity for the facilitator(s) to review the material they will be facilitating before the event, and to provide an opportunity for practice.

ROLE OF THE FACILITATOR

There are three main points for facilitators to keep in mind:

1. Facilitation focuses on how people participate in the process of learning or planning, not just on the outcome of the activity.
2. A facilitator is a guide to help people move through a process, not the holder of knowledge and power. Therefore, their role is not to give opinions, but to draw out conversation and ideas of the group.
3. A facilitator is neutral and does not take sides.

CHOOSING A FACILITATOR

There are varieties of people that can serve as a facilitator(s). Think back to the purpose of the retreat that you identified earlier. What type of facilitator is going to best help you meet the objectives of the retreat? Do you need an expert in a particular area? Invite a faculty, staff, or alumna to facilitate. DO you need a large group facilitator and several small group facilitators? Utilize a member of the University Staff and then a few qualified organization members. Whatever configuration of facilitators you choose be sure that they are prepared and able to meet the needs of the attendees.

Some potential facilitator types include:

1. Members and/or officers who feel qualified and comfortable doing so
2. Advisors
3. Alumni
4. Faculty
5. University Staff
6. Retreat Site Staff
7. Campus Involvement Ambassadors (CIAs)

FACILITATION TIPS

Whether you are serving as the retreat facilitator, or you have chosen someone else, it is helpful to review and share the facilitation tips below.

1. **Your Leadership:** The involvement and reaction of your participants is going to be set by the way model engagement and excitement for the activity. If you as a leader are not committed and motivated, they will not positively respond. It is important that you appear engaged and do the following:
 - a. Explain the rules and objectives clearly for each activity
 - b. Answer any questions the group may have
 - c. Model the level of engagement that you expect the participants to have
2. **Active Listening:** All participants want to know that you are giving them your full attention. When speaking to a group it is important that you do not setup any barriers between yourself and others in your group. Active listening can help you to create a genuine connection with your group. Active listening is when you make an effort to hear not only the words that another person is saying but also, the complete message being communicated. Tips for active listening include:
 - a. Maintain eye contact

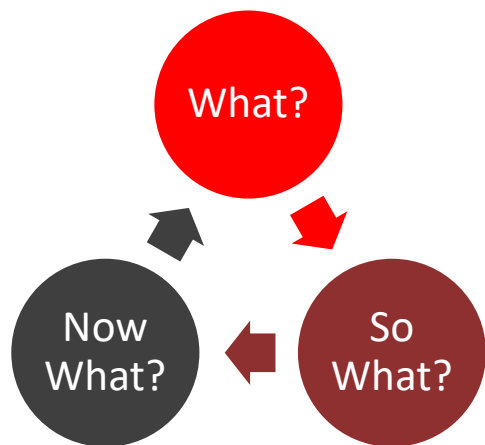
- b. Show you are listening with other non-verbal communication (nodding, leaning toward the person, keeping off your phone)
 - c. Summarize or paraphrase what people have said (but be careful not to interrupt or speak over them)
- 3. Space: Where the activity takes place makes a big difference in its effectiveness. As a facilitator, you want to be aware of the following obstacles if both indoors or outdoors:
 - a. If outdoors place the participants where they are not in direct sunlight while looking at you
 - b. Is the area too hot or cold?
 - c. Are there any safety hazards that could hurt the participants (i.e. anthills, wasp nests, etc.)
- 4. Sequencing: Knowing the stage of development the group is currently in and conducting activities that will assist them in moving on to the next area of development is called sequencing. There are four stages that each group goes through, they are the following:
 - a. Forming – Group is starting to get to know each other
 - b. Storming – Group struggles to define roles and complete task
 - c. Norming – Group moves through conflict and starts working together well
 - d. Performing – Group needs little to know direction and functions well on own

THE DEBRIEF

The debrief is the bridge between the activity and participants' learning. A debrief should follow every activity. It allows participants to pause and reflect, discuss initial observations, unpack perspectives and attitudes, and make meaning of the activity. The facilitator serves as a guide to assist participants in making connections between the activity and how it applies in their organization, their role, or their leadership.

A debrief has three parts:

- 1. What?
 - a. Involves a review of what actually occurred within the confines of the activity: who did what to whom and in what order. (What happened looks to the immediate past.)
- 2. So what?
 - a. Derive from an examination of the meaning of what just happened, the interpretations that can be drawn from the experience, particularly in terms of the functioning of groups or organizations and the practice of leadership. (Implications concern the present—the meaning right now of what just happened.)
- 3. Now what?
 - a. Relate to what participants should do differently from here on in because of what was just learned—that is, how what was learned from the experience ought to be translated into what happens after the training program/seminar/workshop. (Applications envision future considerations.)



Use the ‘debrief’ to get participants to express their feelings, attitudes and ideas. Ask questions such as the following:

1. What was it like to do _____?
2. What was your reaction to _____ taking charge?
3. How did you feel when the group reached consensus?
4. What do you think the purpose of the activity was _____?

REFLECTION AND ASSESSMENT

You might think that after everyone has gone home and the retreat is over, that your job as retreat planner is done. However, this is not the case! It is extremely important to reflect on and assess the retreat in order to inform future programming and make recommendations to future organization leaders.

REFLECTION

Reflection is a great way to reinforce what everyone learned on the retreat. There are numerous ways to encourage participants to reflect on their experience. A few different ways to encourage reflection are listed below, but don't be afraid to get creative and your own ideas!

1. Post-Retreat Discussion
 - a. Invite retreat participants to a post-retreat group discussion. Depending on the location of participants, the discussion may occur in person or over a conference/web call. Let participants share what they took away from the retreat. Listening to others share what impacted them the most will inspire participants to further reflect and appreciate the experience.
2. Create a Blog
 - a. The use of a blog can be a great way to stay engaged with participants. Create original posts and invite others to guest blog, then share the posts on social media to increase engagement.
3. Publish a Video
 - a. A recap video is a fantastic way to capture the essence and energy of the retreat after it is done. Be sure to post any videos on the event's webpage and social media. Use email, newsletters, and social media to share the video. Use participant testimonials to create a video about the retreat. Release the testimonials all at once to create a big bang, or release them individually to keep your audience engaged for a longer amount of time.
4. Social Media
 - a. Using social media is a great way to help participants reflect after a retreat. Encourage them to use the event's hashtag to share a-ha! moments. Additionally, you could provide different reflective prompts for participants to answer via social media.

Use these three questions to guide your discussion. First discuss what you did that day. Then discuss the so what, why did you do it, what does it mean, what was the impact? Then discuss the now what, what comes next, what will be different as a result of today's experience?

ASSESSMENT

Assessment is crucial in determining the effectiveness of the retreat. There are two key things to assess after a retreat:

1. Did you meet the objectives of the retreat?
 - a. What did people learn – how have they changed as a result of attending the retreat?
 - b. This should align with the objectives and learning outcomes that you identified earlier.
2. Were people satisfied with the retreat?

- a. Ask members what they thought of the experience. What would they change? What would they keep the same? Ask the presenters what they thought of the experience. What could have made it better?

Need help creating an assessment? Ask your advisor or stop into the Student Activities & Leadership Development Office (455 & 671 Steger Student Life Center).

Tip: A CampusLink form is great way to gather and save reflections and assessments for members to look back on for years to come!

RESOURCES

Here you will find several useful resources for planning a retreat.

1. Retreat Planning Budget:
 - a. On-Campus Budget Sample
 - b. Off-Campus Budget Sample
2. Retreat Sample Agenda:
 - a. Half Day Retreat Sample Agenda
 - b. Full Day Retreat Sample Agenda
 - c. Weekend Overnight Retreat Sample Itinerary
3. Activity Sheets:
 - a. SMART Goal
4. Assessment:
 - a. Sample Post-Retreat Assessment

SAMPLE BUDGETS

OFF CAMPUS RETREAT BUDGET SAMPLE

Date	Amount	Description	Item/Vendor name	Transaction
7/10/2018	\$2,540.00	Fee to stay at retreat Center	Crossing Ministries	Check
10/17/2018	\$145.74	Food and snacks for members	Kroger	Credit
10/22/2018	\$554.23	Rental Cars for travel	UC Enterprise	Credit
Total:	\$3,239.97			

ON CAMPUS RETREAT BUDGET SAMPLE:

Date	Amount	Description	Item/Vendor name	Transaction
7/10/2018	\$50.00	Snacks, Water, Soda	Kroger	Credit
10/17/2018	\$50.00	Thank you bags, gifts for facilitators	Kroger	Credit
10/22/2018	\$25.00	Materials for activities	Kroger	Credit
10/23/2018	\$30.00	Office Supplies, paper, pen, markers	DollarTree	Credit
Total:	\$3,239.97			

WILL Opening Year Kick-Off

Saturday, September 8th, 2018

UC Women's Center

11:00am- 3:00pm

Schedule

- 11:00am – 11:30pm: *Ice Breaker Activity*
- 11:30pm – 12:30pm: *WILL Small Groups, Get to Know Each Other, and Accountability*
- 12:30pm – 1:30pm: *Lunch + What is the Women's Center?*
- 1:30pm – 1:45pm: *BIO Break*
- 1:45pm – 2:45pm: *WILL Binder Distribution + WILL Expectation*
- 2:45pm – 3:00pm: *Hope, Dreams, Fears, & Final Thoughts*

2018 PHC Council Exec Retreat

January 9, 2018

Place:

Time: 10am

*“Coming together is a beginning. Keeping together is progress. Working together is success.”
-Henry Ford*

10:00am Energizer

10:15am PHC Exec Big Picture Convo & Expectations-

- What does your chapter think PHC does?
- What do you think PHC does?
- Why do you want to be a part of this experience?
- What are you expectations of this experience?
- What do you need to be successful in your role and on a team?

11:15am Servant Leadership Philosophy and Integrity

- Begin with the question, “How do you define integrity?”
- Each person will talk about their definition of integrity and how it affects the group.
- Scenarios concerning integrity will be discussed
- Close with a discussion on our actions affecting our respective communities and the LSU Greek community

LUNCH

1:00pm Office Review

1:30pm Review of Each Officer and Advisor Duties & Binder Walk Through

1:45pm Recruitment

- Discuss Spring Recruitment. Rules and Process—handout
- Obligations for spring and summer
 - Info sessions, SPIN, Meet the Greeks, office employment, etc.
 - Must be available all of July 30- August 18th (3 weeks)
 - Exec Work Week
 - Gamma Chi Training Week
 - Recruitment
- Formal Recruitment 2018

1:55pm Gamma Chi Selection: Personnel Team

- Provide details and discuss interview process for Gamma Chis

2:05pm Budget

- Discuss how our budget works, how to read it, and reimbursement

2:10pm **CCWL**
February 1st-3rd at the Renaissance Waverly Hotel, Atlanta, GA.

2:30pm **Review Calendar**
-GL programming philosophy
-Important Dates for Exec

2:45pm **SNACK BREAK**

PHC Meetings, Delegates, and Committees

3:00pm **Meeting Agendas and Minutes**
-Discuss the importance of getting agenda items on time
-Monday council meeting @ 3:45pm: reminder sent on Friday at noon. Agenda items due to Leelee **Sunday at noon**. Minutes will go out Wednesday.
-Wednesday exec meeting @ 3:30pm: reminder sent on Tuesdays at noon. Agenda items due to Leelee **Tuesday by 8:00 PM**. Minutes will go out immediately following the meeting.
-Review sample agendas

3:15pm **Delegates and Committees**
-Constitution Scavenger Hunt
- Accountability Board
-Committee Structure Discussion
-Agendas and information

3:45pm **Meeting Expectations**

Exec meetings: Every Wednesday from 3:30-4:30pm. These are more relaxed.
-Create a list of meeting expectations as a group

Council Meetings: Every Monday from 3:45-4:30 p.m. (approx.)
-More formal in the way that the meetings are called to order and adjourned, we follow parliamentary procedure.
-Stand when you are addressing the council.
-All guests who would like to be added to the agenda must contact Corrin
-We will be prepared, informed and educated about what we are going to present at meeting.
-**We must be enthusiastic** about ideas, events and absolutely everything we are doing as a council!
-Remember that we are a team and we always need support from one another.
-Delegate/Exec relations
-Go over the difference between business and committee meetings.

One on One w/ Beth: 30-60 minutes weekly.
-Prepare a typed agenda
-Only meet when we have items to discuss (always ask Beth if she has anything before cancelling)

Chapter Meetings (your own chapter)

- Be supportive of Panhellenic, but make sure you let the Jr. and Sr. delegates do their jobs...they were elected for a reason.
- Make sure they know the facts to be presented, so you do not feel the need to stand up after her and speak, help her shine!
- However, you are an incredible asset to your chapter. If they need help then be available for it!

4:00pm

Tri-Council Retreat/Training Details and our Roles

- Agenda Review
- Expectations
- Carpool & Liability

Wrap Up

Chapters are comprised of different personalities.

RESPECT the opinion of your sisters, but remember you are wearing a Panhellenic jersey now, not your chapters.

Panhellenic has the interest of all LSU chapters in mind.

Be appreciative of your chapter's feedback.

Let your chapters use you to their advantage, help clarify situations/rules for them.

*Know that there are times when you will feel left out
and times when you will be sought out*

WEEKEND OVERNIGHT SAMPLE RETREAT ITINERARY

PAC Retreat Schedule Friday, October 9th – Saturday, October 10th

Friday, October 9th

2:00 – Everyone meets at CRC Circle

2:30 - Departure

4:30 - Arrive at The Crossings / Settle In

4:45 – Play first round of icebreakers

- Get to know you bingo
- Personal Trivia Baseball

5:30 - Advisor (Monica) speak

5:40 – Compliment Bags – decorate bags and start writing compliments

6:00 – Dinner

6:45 – Special Events and Concert Proposals

8:15 - Fun Games

Who Am I

Keeping the names hidden, stick the post-it notes on the foreheads of everyone in the group. These notes have the names of famous people on them. The group members must then ask questions of the others to find out their identity. Each person takes a turn to ask questions and figure out who they are. For example, Am I alive? Am I female? Am I in a band? Only yes or no questions can be asked. If the answer is no, their turn is over. If the answer is yes, they can ask another question and keep going until they get a no, or guess who they are. Keep playing until everyone has guessed, or if time is short, stop after the first few correct answers.

Pairing Activity

At the beginning of this activity everyone will have a paper taped to their back. This paper will have the name of one person in a famous couple on it. Once the leader says “go” everyone will have to ask other people in the room yes or no questions to determine who they are and find their better half. An example would be Aladdin and Jasmine. Once you find your partner you must sit down quietly and wait for everyone else to finish. -Be sure to watch for people trying to cheat. Are there any doing so? Are they allowing others to cheat? Do they not care at all about this?

Minute to Win It (give each station 5 minutes) - 25 min

- Scoop it up
- Suck it up
- Junk in the trunk
- Eating oreos
- Speed Dating
- 9:30 - Budde – 1 hour
- First thirty minutes is with everyone
- Second thirty minutes is with only new members
- Start the initiation during this time
- Bylaws
- Meeting educate

10:30 - Bonfire (group bonding)

Saturday, October 10th

8:30 - Breakfast

9:15 – Team Building Activities – sponsored by the campground

11:15 – Comedy proposals

12:30 - Lunch

1:30 - Concert Proposals

3:00 - Wrap up and clean up (return room keys to main office)

3:30 - Departure

Your driver is with Queen City Transportation bus for your transportation on 10/9. They will be at the CRC Circle around 2:20 for a 2:30 departure to The Crossings.

Your driver is with the Queen City Transportation Bus Company for the return trip from The Crossings back to the University of Cincinnati.

SAMPLE RETREAT ASSESSMENTS

Greek Leadership Retreat Assessment

This assessment is for attendees of the 2017 Greek Leadership Retreat.

1. Council
 - a. I am a member of a...
 - i. IFC Organization
 - ii. Panhellenic Organization
 - iii. NPHC Organization
 - iv. MGC Organization Relationship
2. Building & Communication
 - a. Because I attended GLR, I developed meaningful connections with members of the Greek Community
 - i. Strongly disagree
 - ii. Disagree
 - iii. Neutral
 - iv. Agree
 - v. Strongly agree
 - b. Because I attended GLR, I feel more comfortable in my ability to collaborate with different groups in the Greek community
 - i. Strongly disagree
 - ii. Disagree
 - iii. Neutral
 - iv. Agree
 - v. Strongly agree
 - c. Because I attended GLR, my communication skills improved
 - i. Strongly disagree
 - ii. Disagree
 - iii. Neutral
 - iv. Agree
 - v. Strongly agree
3. Greek Life
 - a. Our community places an emphasis on five pillars of excellence; please select all pillars that you feel were addressed at GLR
 - i. Intellectual Development
 - ii. Philanthropy & Service
 - iii. Social Responsibility & Citizenship
 - iv. Leadership Development
 - v. Values Integration & Personal Growth
 - b. What is one major issue affecting Greek Life at UC today?
 - c. It is my responsibility to actively address issues faced by Fraternity & Sorority Community
 - i. Strongly disagree
 - ii. Disagree

- iii. Neutral
- iv. Agree
- v. Strongly agree

Values & Vulnerability

What does it mean to be vulnerable?

Vulnerability is an important leadership skill

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

Because I attended GLR, I better understand my own values

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

Because I attended GLR, I feel more comfortable in my ability to work with people that may have values that are different than mine

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree Leadership & Reflection

Because I attended GLR, I have a better understanding of myself as a leader

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree

What is one thing you learned at GLR that you will take back with you to your chapter & the Greek community at UC?

Would you like to give feedback about GLR

☐ Yes ☐ No

Feedback

Please provide any feedback about GLR below

RETREAT ACTIVITY SHEETS

It is important and encouraged to allocate time during your retreat for goal setting and accountability. These components play a big role in team dynamics. Below you will find examples of activity sheets, there are numerous others out there that you can utilize as well.

SMART GOAL SETTING WORKSHEET:

S.M.A.R.T. Goals Template

Crafting S.M.A.R.T. Goals are designed to help you identify if what you want to achieve is realistic and determine a deadline. When writing S.M.A.R.T. Goals use concise language, but include relevant information. These are designed to help you succeed, so be positive when answering the questions.

Initial Goal *(Write the goal you have in mind):*

1. Specific *(What do you want to accomplish? Who needs to be included? When do you want to do this? Why is this a goal?)*

2. Measurable *(How can you measure progress and know if you've successfully met your goal?):*

3. Achievable *(Do you have the skills required to achieve the goal? If not, can you obtain them? What is the motivation for this goal? Is the amount of effort required on par with what the goal will achieve?):*

4. Relevant *(Why am I setting this goal now? Is it aligned with overall objectives?):*

5. Time-bound *(What's the deadline and is it realistic?):*

S.M.A.R.T. Goal *(Review what you have written, and craft a new goal statement based on what the answers to the questions above have revealed):*

ICEBREAKERS

HOW TO USE ICE BREAKERS SUCCESSFULLY:

1. Know your audience- before choosing your ice breaker activity assess your group for: age, familiarity with one another, purpose of the group gathering, and potential considerations for physical abilities.
2. Build intensity- begin with activities with limited movement, minimal physical contact, and simple rules. You can then progressively increase each of these factors with subsequent activities.
3. Flexibility- tailor each activity to the strengths of the group, it's okay to adjust the instructions!
4. Be enthusiastic –ice breakers can be uncomfortable for group members, but the whole point is to break down those barriers and learn something about the group. Be sure to actively participate in the ice breaker, setting a precedent for all group members. Attitude is contagious!

ICE BREAKER EXAMPLES

MY NAME IS?

Go around the group and ask each young person to state his/her name and attach an adjective that not only describes a dominant characteristic, but also starts with the same letter of his name e.g. generous Grahame, dynamic Dave. Write them down and refer to them by this for the rest of the evening.

CONVERSATIONS

Each person is given a sheet of paper with a series of instructions to follow. This is a good mixing game and conversation starter as each person must speak to everyone else. For example:

1. Count the number of people with brown eyes in the room.
2. Find out who has made the longest journey.
3. Who has the most unusual hobby?
4. Find the weirdest thing anyone has eaten.
5. Who has had the most embarrassing experience?
6. Who knows what 'Hippopotomonstrosesquippedaliophobia' is a fear of?
7. Nearest guess wins. If that's too easy you can try Arachibutyrophobia or Alektorophobia.

QUESTION WEB

You need to have a spool of string or wool for this game. Ask the group members to stand in a circle. Hold on to the end of the string and throw the ball/spool to a group member to catch. They then choose a question from 1-20 to answer. A list of 20 sample questions is given below. Adapt for your group. Holding the string they then throw it to another member of the group. Eventually this creates a web as well as learning some interesting things about each other! At the end of the game you could comment that we all played a part in creating this unique web and if one person was gone it would look different. In the same way it's important that we all take part to make the group what it is, unique and special.

1. If you had a time machine that would work only once, what point in the future or in history would you visit?
2. If you could go anywhere in the world, where would you go?
3. If your house was burning down, what three objects would you try and save?
4. If you could talk to any one person now living, who would it be and why?
5. If you HAD to give up one of your senses (hearing, seeing, feeling, smelling, tasting) which would it be and why?
6. If you were an animal, what would you be and why?
7. Do you have a pet? If not, what sort of pet would you like?
8. Name a gift you will never forget?
9. Name one thing you really like about yourself.
10. What's your favorite thing to do in the summer?
11. Who's your favorite cartoon character, and why?
12. Does your name have a special meaning and or were you named after someone special?
13. What is the hardest thing you have ever done?
14. If you are at a friend's or relative's house for dinner and you find a dead insect in your salad, what would you do?

15. What was the best thing that happened to you this past week?
16. If you had this week over again what would you do differently?
17. What is the first thing that comes to mind when you think about being a Bearcat?
18. What's the weirdest thing you've ever eaten?
19. If you could change one problem in the world today, what would you like to change?
20. What book, movie or video have you seen/read recently you would recommend? Why?

DESERT ISLAND

Announce, "You've been exiled to a deserted island for a year. In addition to the essentials, you may take one piece of music, one book, and one luxury item you can carry with you i.e. not a boat to leave the island! What would you take and why?"

Allow a few minutes for group to draw up their list of three items, before sharing their choices with the rest of the group. As with most icebreakers and relationship building activities, it's good for the group leaders to join in too!

WOULD YOU RATHER..?

Questions may range from silly trivia to more serious content. On the way you might find out some interesting things about your group! Place a line of tape down the center of the room. Ask the group to straddle the tape. When asked 'Would you rather?' they have to jump to the left or right as indicated by the leader. Below are 20 starter questions, just add your own and let the fun begin.

Would you rather...

1. Visit the doctor or the dentist?
2. Eat broccoli or carrots?
3. Watch TV or listen to music?
4. Own a lizard or a snake?
5. Have a beach holiday or a mountain holiday?
6. Be an apple or a banana?
7. Be invisible or be able to read minds?
8. Be the most popular or the smartest person you know?
9. Make headlines for saving somebody's life or winning a Nobel Prize?
10. Go without television or fast food for the rest of your life?
11. Have permanent diarrhea or permanent constipation?
12. Be handsome/beautiful and dumb or be ugly and really smart?
13. Always be cold or always be hot?
14. Not hear or not see?
15. Eliminate hunger and disease or be able to bring lasting world peace?
16. Be stranded on a deserted island alone or with someone you don't like?
17. See the future or change the past?
18. Be three inches taller or three inches shorter?
19. Wrestle a lion or fight a shark?

FLAGS

'Flags' is a get-to-know-you activity, helping people express what's important to them or more about themselves. Provide large sheets of paper, crayons, markers and paints. Ask each young person to draw a flag which contains some symbols or pictures describing who they are, what's important to them or what they enjoy. Each flag is divided into 4 or 6 segments. Each segment can contain a picture i.e. favorite emotion, favorite food, a hobby, a skill, where you were born, your family, your faith. Give everyone 20 minutes to draw their flags. Ask some of the group to share their flags and explain the meaning of what they drew.

PEOPLE BINGO

Great for new groups. Make a 5 by 4 grid on a piece of card and duplicate for everyone in your group. Supply pens or pencils. Each box contains one of the statements below. Encourage the group to mix, talk to everyone to try and complete their card. If one of the items listed on the bingo card relates to the person they are talking with, have them sign their name in that box.

End the activity after 10 minutes and review some of the interesting facts the group has discovered about each other. You can add your own statements appropriate for your group.

1. Has brown eyes
2. Has made the longest journey
3. Has eaten the weirdest food
4. Plays Tennis
5. Is wearing blue
6. Speaks a foreign language
7. Plays a musical instrument
8. Has 2 or more pets
9. Has been to the most foreign countries
10. Hates broccoli
11. Has 2 or more siblings
12. Name begins with an 'S'
13. Loves Chinese food
14. Loves to ski
15. Knows what a quark is (A quark is a tiny theoretical particle that makes up protons and neutrons in the atomic nucleus. So there!)
16. Loves soccer
17. Likes to get up early
18. Someone who's favorite TV show is CSI
19. Someone over 6ft tall

CHAIN OF CONNECTEDNESS

One person starts out by introducing themselves to the group by saying, "Hi, my name is James and I like to go hiking." When someone in the group hears something that James is saying that they have in common with him, that person walks to James and links arms with him. He or she will then say, "This is James and my name is... and we both like to hike." And then he or she will continue by talking about him or herself. The pattern continues and the last person has to find something that they have in common with the first person. Eventually, everyone's arms will be locked in one gigantic chain.

YOU'RE A BEARCAT TOO

This is similar to the concept of musical chairs and is best played sitting, but can be done standing with "place markers". The group sits in a circle facing each other with one Bearcat in the middle of the circle. The person in the middle says their name and makes a statement about themselves. For example, "I'm a Bearcat, you're a Bearcat too if you... love to swim... were born in Ohio... have an older brother... favorite food is pizza." Anyone in the circle that has that in common must move to another chair in the circle. The one person without a chair must repeat the process by saying something about themselves.

STICKY NAME TAGS

Have participants put on removable nametags, sticker nametags are easiest. Have participants introduce themselves to one other person. Suggest 2-4 questions for the pairs to talk about and learn about each other (favorite food, hometown, major, hobbies, etc). After a couple minutes have the pair switch nametags and switch partners and introduce themselves to someone else. Each person should introduce themselves according to their nametag, not who they actually are. Once participants have switched at least 3 times, have each person introduce themselves to the large group, according to their nametag. The real person may correct any inaccuracies at this time too.

ENERGIZERS

PHOTO FINISH

1. Line the team up side by side behind a straight marking (can be done with a length of rope) on the floor.
2. Explain to the group that every team member crosses the line (step across) and touch the ground with their feet at exactly the same time.
3. If one person steps across before the rest of the group does, then the leader must shout, 'click' and get them to start over again.
4. Keep an eye on everyone and remain vigilant at all times. The group will find it difficult start with, as normally they do not prepare for the challenge. The key is to nominate a leader for the task and plan in advance.
5. Reiterate to the group that if everyone foots touches the ground before the rest of the group, the task will be started.

TRAFFIC JAM

1. Split participants into two groups.
2. Both of these groups must be in a vertical line (one behind the other) with side a and b facing each other with a free space in between separating the groups.
3. All participants should have a cone next to them and there should be a free cone in the centre.
4. The goal of the game is to get side A to side B and Side B to side A, all facing forward.

Rules are as follows

1. No moving backwards
2. A person can only move forward to an empty space
3. A person cannot "jump over" their own teammate.
4. Only one person may move at a time.
5. One spot per person, no sharing.
6. If any of these rules are broke, the group must begin again.

Starting Order

1. A B C D – 1 2 3 4

Ending Order

1. 1 2 3 4 – A B C D

Equipment

1. Cones/Floor Markets
2. Answer/Solution Sheet

Summary

1. Traffic Jam is a real, "Brain buster" that requires much thinking and communication. This exercise is very similar to a human chess game.
2. Group members are split in 2 groups and have to cross each other in this challenge based Team Building activity.
3. Cooperation and planning are essential to complete this task.

Group Size

1. 8-12 participants (no more than 20 in a group (even numbers only))

Time

1. Total time – 55 minutes
2. 5 minute intro and setup
3. 40 minutes activity time
4. 10 minutes review

Learning Targets

1. Strong communication
2. Ability to work with others
3. Leadership
4. Planning and evaluation skills

TRUST EXERCISES

Mine Field Time Required: 20-30 minutes

This trust exercise requires some setting up before it can be executed. It also requires a large, open area such as a room without furniture or an empty parking lot. The leader must distribute “mines,” which they place haphazardly around the area. These “mines” can be balls, bowling pins, cones, etc. This exercise gives coworkers a chance to work on their relationships and trust issues, which is why they are paired into teams of two. One team member will be blindfolded and cannot talk and the other can see and talk, but cannot enter the field or touch their blindfolded teammate. The challenge requires each blind-folded person to walk from one side of the field to the other, avoiding the mines by listening to the verbal instructions of their partners. Penalties can be put in place for each time a blindfolded person hits a mine, but the real idea behind the game is to get the team members to trust their partner’s directions and to teach them to communicate in a more effective way.

TEAMBUILDERS

SUPERMARKET

The first player says: "I went to the supermarket to buy an Apple (or any other object you can buy in a supermarket that begins with an A). The next player repeats the sentence, including the "A" word and adds a "B" word.

Each successive player recites the sentence with all the alphabet items, adding one of his own. For example; 'I went to the supermarket and bought an Apple, Banana, CD, dog food, envelopes, frozen fish'. It's not too hard to reach the end of the alphabet, usually with a little help! Watch out for 'Q' and 'X'

TALL STORIES

The leader starts a story with a sentence that ends in SUDDENLY. The next person then has to add to the story with his own sentence that ends in SUDDENLY. Continue the story until everyone has contributed. The story becomes crazier as each person adds their sentence. Tape it and play it back. For example; 'Yesterday I went to the zoo and was passing the elephant enclosure when SUDDENLY.....'

ONCE UPON A TIME

Ask each person to think of either the name of a person, a place or a thing. Invite them to share this with the rest of the group. Select one of your group members to begin a story. However, within 10 seconds they must mention the person, place or thing they have thought of. After 10 seconds (use a stopwatch or kitchen timer) the story is continued by the next person who must also mention their person, place or thing within the 10 seconds.

Continue until everyone has made a contribution. The stories can get really weird, but that's part of the fun!

WORD LINK

This is a word association game. Ask the group to sit in a circle. The first person starts with any word they wish i.e. red. The next person repeats the first word and adds another word which links to the first i.e. tomato. The next person repeats the previous word and add another word link i.e. soup, and so on. To keep this moving, only allow five seconds for each word link.

WATCH WHERE YOU STEP

Using masking tape, create a large polygonal shape on the floor. It should be about 12 feet long by 6 feet wide, at least. Mark the start and stopping points. Make the shape a bit convoluted, choosing a shape that is elongated with the idea that people must make their way from one end to the other. Place a few squeaky dog toys inside the shape, and twice as many full sheets of paper with a large X on them inside the shape. The pieces of paper are mines. At least two at a time, each person on your team must make their way from start to finish blindfolded. They cannot step outside of the boundary, nor can they step on a mine. If they do, they are frozen. They can only be unfrozen if someone else inside the shape steps on a squeak toy. Their only guidance is the vocal commands of those outside the shape who are not blindfolded.

ONE MINUTE PLEASE!

The aim of the game is to talk for one minute on a given subject. You announce the topic and a member of the group is randomly selected to speak for one minute. Use a pack of cards to randomly select, i.e. the person who draws the lowest number. Choose subjects to stimulate the imagination, which may be amusing. Put a stopwatch on each person to see how long they last before drying up! Subjects might include, my earliest memories, my favorite computer game, why beans are good for you, 10 things you can do with potatoes, Alligator wrestling, if you were an animal at the zoo, etc...

BALLOON HUGGING

Select three pairs to help you with this game. Give each pair three balloons. The pair must blow up and knot all their balloons. Then place two under the participant's armpits and one between the pair as they face each other. The pair then has to burst the three balloons simultaneously by hugging each other. The winning pair is the two who burst all their balloons in the quickest time.

TWENTY QUESTIONS

20 questions is an old party game which encourages deductive reasoning and creativity. One player is selected to think of an item. The rest of the group tries to guess the item by asking a question which can only be answered with a simple "Yes" or "No." Truthful answers only, as anything else will ruin the game.

USING YOUR CLOSED WORLD

Divide your team into equal groups. Create a specific project with clear restrictions and a goal. For example, you might have your team create a device that involves movement without electricity, and moves a golf ball from point A to point B. The challenge is completely up to you.

Then give each team the same supplies to work from, or create a pile of available supplies in the middle of the room. Give them a specific time to complete the project, making sure to mention that they can only use what is available in their closed world, though how they use it is completely up to them. The final reveal is a fun event, and a great opportunity for your team to compete.

AFFIRMATIVE FOLD UPS

Give each participant a sheet of paper and ask them to write their name on the top of the paper. Place all of the papers in the center of the circle. Have each participant draw a sheet from the center (not their own) and ask them to write one positive word (or a sentence) about that person at the bottom of the sheet. They then fold the paper up to cover up the word. Have them place the sheet back in the center and repeat on another sheet. Participants continue to select sheets from the circle to write affirming words on, until the name is the only thing showing on the paper. The leader can then distribute the paper to their owners.

TWIZZLER TIE UP

Place everyone into groups of two and hand them ten Twizzlers (make sure they are fresh). Explain to them that they are a part of the greater Twizzler Tie Up competition. The goal for each team is to tie the Twizzler into a knot (a simple loop that is pulled together is fine). The catch is that they must work together as a team, but each participant can only use one hand.

The first team to tie up all ten Twizzlers wins!

Bonus Tips:

1. *Use Twizzlers, not licorice. Twizzlers are more challenging in that they are more slippery, but they are more durable as well.*
2. *Have some extra Twizzlers around in the case that some break.*
3. *Award the winning team a package of Twizzlers for their knot-tying prowess.*

BACK TO BACK DRAWING

Divide your team into groups of two each. Have each person sit with their back to the other. One person will have a picture. The other person will have a blank sheet of paper and a pen. The team member with the picture must not show the other person the image. Instead, they are to describe the image without using words that give it away, while the other team member is to draw what is being described.

For example, the picture might be of an elephant standing on a ball. The description cannot be “draw an elephant on the ball” but instead must use other adjectives and directions. After a set time limit, the drawing time ends and both team members view the original picture and the drawing.

RETREAT SITES

These are just some of the off campus retreat sites that are available. Feel free to do your own research if none of these locations fit your organization’s needs for your off campus retreat.

Location Name	Location Address	Web Address	Contact
Crossings Ministries	3083 Cedarmore Rd, Bagdad, KY 40003	Crossings Ministries Website	Phone: (502) 491-7000 info@gocrossings.org
Camp Joy	10117 Old 3c Highway P.O. Box 157 Clarksville, OH 45113	Campy Joy Website	Phone: (937) 289-2031
St. Anne Retreat Center	5275 Saint Anne Drive Melbourne, KY 41059	St. Anne Retreat Center Website	Phone: (859) 441-2003
Higher Ground	3820 Logan Creek Ln. West Harrison, IN 47060	Higher Ground Website	Phone: (812) 637-3777
The Springs	8173 Davison Rd, Oldenburg, IN 47036	The Spring Website	Phone: (812) 527-2138; hello@thespringsindiana.org
Potter's Ranch	5194 Beaver Rd, Union KY 41091	Potter's Ranch Website	Phone: (859) 586-5475; info@pottersranch.org
Woodland Lakes Christian Camp	3054 Landale-Mt Holly Rd, Amelia, OH 45102	Woodland Lakes Website	Phone: (513) 797-5268
VentureOut!	10117 Old 3 C Hwy, Clarksville, OH 45113	VentureOut! Website	Phone: (937) 289-2031
Ravenwood Retreat Center	6092 OH-753, Hillsboro, OH 45133	Ravenwood Retreat Center Website	Phone: (937) 365-1935
Ohio Star Retreat Center LLC	232 Old Cincinnati Pike, West Union, OH 45693	Ohio Star Retreat Center Website	Phone: (937) 217-9248

UNIVERSITY OF CINCINNATI SPECIFIC RESOURCES

FUNDING OPPORTUNITIES

- University Funding Board

- Diversity Funding Grant
- Lead & Grow Grant

TRANSPORTATION

- Enterprise Risk Management: [Enterprise Risk Management Website](#)
- Defensive Driver Training: [University Driver Training](#)
 - All drivers must complete this and bring copy of their license to drive):
- Rental Form for University Transportation: [UC Transportation Rental Form](#)

STUDENT ORGANIZATION AND ADVISOR RESOURCES

- [Student Organization Resource Website](#)
- Liability forms/waivers: [Liability Forms and Waivers](#)