

**Student Organization Retreat Planning Guide**  
**The Keith B. Key Center for Leadership and Service**  
**Office of Student Life**  
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Welcome to the Center for Student Leadership and Service Retreat Guide! We are so happy that you are considering planning a retreat for your student organization or other group and we are excited to provide as much assistance as possible. This guide contains valuable resources and information to help you plan and enjoy a successful retreat.

In the first section, you will find some basic questions to guide you in your planning and a step-by-step outline of the process. You should start by looking over this material to help you decide what type of retreat would most benefit your group and what other pieces you will need to put together. We have included some sample agendas to help you get an idea for how to schedule your time during the retreat. We have also included suggestions for Icebreakers, Teambuilders, structured activities, and reflection ideas for you to use when building your retreat. Time and team dynamics are essential aspects of your retreat, make good use of them!

The second half of this guide is a list of retreat locations in or near Columbus. Student groups have used many of these sites in the past, but we have also included other sites that may be of interest to you. This is not a comprehensive list, so if you have suggestions for places to add we would love to hear them! We have provided some basic information about the sites in a clickable sheet format. Because pricing and availability are subject to change, we encourage you to refer to their websites or contact the sites directly with any questions you may have or to make reservations.

We hope that this guide will be a great resource for you in planning your retreat, but there may be questions you have that are not answered here. For more suggestions about icebreakers, team builders, and other activities, you can check out the Center for Student Leadership and Service website (<http://ohiounion.osu.edu/csls/>). There are also numerous books

and other resources in the SOURCE (<http://ohiounion.osu.edu/studentorgs/orgs.asp>) that you are welcome to check out.

Finally, if you need help setting your agenda or facilitating your retreat, Student Leadership Advocates are available to help you—contact: Matthew Van Jura (vanjura.1@osu.edu) for more information or to request their services.

Good Luck,

The Center for Student Leadership and Service Team

## Learning Outcomes

1. Students will have the necessary tools to properly plan, coordinate and execute an efficient retreat for their student organization.
2. Students will gain insight on skills such as facilitation and debriefing and apply them in their retreats.
3. Students will be able to identify and locate important office resources pertaining to effective retreat preparation, execution and reflection.

4. Students will gain insight on the importance of team dynamics, team development, and goal setting as well as, apply the activities provided to organizational goals.

# Retreat Basics

As you begin to plan your retreat, there are several questions you should and must consider. The answers to these questions will help your team choose activities that will best accomplish the goals you and your team have set for the organizational retreat.

1. **When** should your organization have a retreat?
  - a. At the beginning of the year or semester
  - b. At midyear for an evaluation or a refresher of organizational goals
  - c. Before or after new officer installation
  - d. Before a major program or event
  
2. **Where** should you hold your retreat?
  - a. **On campus:**
    - i. Programming space at the Ohio Union
    - ii. Recreational Sports Facilities
      1. Recreational and Physical Activity Center (RPAC)
      2. Adventure Recreation Center (ARC)
  - b. **Off campus:**
    - i. At a high ropes course or other experiential activity sites
    - ii. Organization facility or off campus lodging
  
3. **How** long should the retreat be? (Varies depending on level of engagement and depth of programming.)
  - a. **Several Hours:** Individual program focused, or budget planning review
  - b. **Half Day:** Organizational goal setting, officer transition, team training
  - c. **All Day:** Semester goal setting, officer training and engagement, team dynamics
  - d. **Weekend Long:** Yearlong goal setting, team dynamics, program workshops, presentations
  
4. **Who** should participate?
  - a. Members (General, New or Senior, be sure to include everyone)
  - b. Officers

- c. Advisors
- d. Workshop presenters or Resource persons (if any)

5. **Who** should facilitate the retreat?

- a. Members and/or officers who feel qualified and comfortable doing so
- b. Advisors
- c. Alumni
- d. Faculty
- e. Student Activities staff

6. **What** are your goals and/or intended outcomes for this retreat?

- a. To introduce and develop new members
- b. To set organizational goals (Semester or Year Long)
- c. To provide information and/or workshop sessions
- d. To increase morale and build team spirit and dynamics
- e. To motivate members for the new year or quarter
- f. To evaluate the progress of long-term goals and objectives
- g. To resolve group conflicts
- h. To get to know each other
- i. To get away and have FUN!

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# STEP-BY-STEP GUIDE TO PLANNING YOUR RETREAT

Now that you've considered the retreat basics, it's time to start planning your retreat. Good planning is likely to make any event go more smoothly. It is important to give yourself and your team enough time to take care of all the details so you won't run into last minute problems. We recommend beginning this process one to two months before your retreat date.

1. Determine the goals of your retreat and your desired learning outcomes.
2. Determine the length of your retreat.
3. Determine where and when the retreat will take place.
  - a. You may want to consult your members to see what the best dates are for them.
  - b. Be sure to notify all participants as soon as you have chosen a date so they can get it on their calendar.
  - c. Make a reservation at your chosen site.
4. Determine the budget for your retreat.
  - a. Consider possible costs including site rental, transportation, food, and materials.
  - b. Think about applying for a [Coca-Cola Leadership Retreat Package](#) to help offset some of these costs. More information on this can be found in the 'Additional Resources' Section of the packet.
5. Determine the format and develop an agenda for the retreat.
  - a. This will help keep everyone on track by providing a structure for the activities.
  - b. When creating the agenda, consider the needs and working styles of your group to determine how much or how little flexibility to include.
  - c. You may want to schedule every activity down to the minute, time some activities while leaving others open-ended, or leave times off the agenda altogether.
6. Contact any outside resources and/or presenters and confirm their participation.
7. Plan activities according to the needs of the organization and focus of the team.
  - a. Determine what supplies, materials, and handouts you will need.



- b. Be sure to check that the facility you will be using can supply or support any audio or visual equipment (TVs, projectors, etc.) that you will need.
8. Make arrangements for food.
  - a. Check to see if any participants have food allergies or special dietary requirements.
  - b. If you are providing your own food you will need to plan the menu, buy the food, and assign cooks and cleanup crews.
9. Make arrangements for transportation to the retreat (bus, vans, carpool, etc.).
10. Inform participants of the retreat details, including:
  - a. Date, time, and location
  - b. Transportation and/or directions
  - c. Expectations or policies for the retreat
  - d. Retreat agenda
  - e. What to bring
11. The week before the retreat you should remind all participants and confirm how many will be attending. You should also confirm any arrangements with the retreat site and/or outside resources as well as provide retreat agenda and details.
12. Enjoy your retreat!

### **After your retreat, don't forget to:**

- Pay the bills
- Compile any evaluations of the retreat
- Send thank you notes
- Revisit the topics from the retreat throughout the year
- Continue group dynamics and team spirit focus!
- Encourage all members to participate and take ownership



# WHAT TO DO AT YOUR RETREAT

Here are some suggestions on how to plan, execute and facilitate an effective and efficient retreat! Feel free to style your retreat any way your team feels fit but make sure to implement these key components!

## **Make Introductions:**

Set the tone for an open-minded and cooperative retreat by beginning the retreat with icebreakers or getting-to-know you activities. This will energize the group as well as help the participants learn one another's names.

## **Make Opening Remarks:**

Once participants have had a chance to get better acquainted, the retreat facilitator should make brief opening remarks. He or she may wish to address the following items:

- Purpose and goal(s) of the retreat
- Benefits of the retreat
- The agenda for the retreat

## **Stick to the Agenda:**

The facilitator is the person responsible for keeping the group on track with the day's agenda. However, the agenda can be flexible. If participants appear to need more time for a particular discussion or activity. For example, the facilitator can stop the activity and inform the group that their time is up or adjust the agenda to allow more time. Be flexible but keep goals in mind, always room for development and team dynamics but time management is important.

## **Create a Sense of Teamwork:**

Groups that have a sense of "we're all in this together" will be able to work together far more effectively and efficiently than group of strangers or worse a group with a lack of team dynamics Teambuilding can be accomplished in several ways, from the simple to the elaborate. Here are a few suggestions:

- Plan, cook and eat meals together as a group, with each person expected to make a contribution.
- Play games that involve the entire group and require collaboration and communication, such as a treasure hunt (you provide the treasure).
- Make time for group reflections and sharing, create a space for feedback.
- Sign up your group for a ropes challenge or other outdoor course.



### **Conduct Work Sessions:**

You may want to start off with a fairly "light" work session or presentation that is mostly informational and does not involve a great deal of participation from the group.

Possible topics may be:

- An explanation of the organization's budget for the year.
- A motivational presentation on organization's mission and or purpose.

Once the group has had a chance to get a "big picture" view, they may be better prepared to tackle larger issues that involve discussion, consensus, inclusion. Some of these topics may be:

- Goal setting for the year or semester.
- Major and events coming up or program brainstorm.
- Proposed policy changes, ratification of organization bylaws or new mission.

### **Take Notes!**

Appoint one person to take minutes of the informational or work sessions as a record of what was discussed and/or decided. (This is an opportunity to allow a general member to have a key role). Minutes will give members who were not able to attend some sense of what happened in their absence. The minutes, as well as copies of all printed materials used during the retreat, should be maintained in a retreat file along with records of reservations, menus, expenses, participants, evaluations, and any other information that will assist in planning similar events in the future, serving as a key transitional piece for future executive board.

### **Conduct a Closing Activity**

Once the work is done, it is time to bring the retreat to a formal close. This may be as simple as reviewing what has been covered, what actions have been taken and what (if any) further information is needed. Or, it may involve the group gathering in a circle and sharing what they have learned from the retreat and how they will use that information in the future. This is a very important piece to your retreat so make sure to allow time for this,

### **Evaluate the Retreat**

Ask facilitators and participants to evaluate the planning, location, accommodations, and food as well as the content of the retreat and activities before everyone leaves. Keep the evaluation form short and simple to get honest feedback. These responses will help the organization's leadership to successfully plan the next retreat.

### **Clean Up Before You Leave**

Always leave the retreat site as clean as or cleaner than you found it. Everyone should help with this task; you may find it helpful to divide participants into teams and make it a game.

*Information taken from Boise State University*

# RETREAT RESOURCES

Below you will find some sample retreat documents to consider, when planning your organization's retreat! As well as documents to consider when creating your agenda. Feel free to add or edit documents depending on your personal retreat's needs! These are just guidelines to reference. Be sure to share documents to all participants and those who missed the retreat as well!

## **Attached Documents:**

### **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. Develop Me Worksheet
- b. SMART Goal Setting

# Retreat Planning Budgets

## On – Campus Retreat Budget Sample:

Category:	Description:	Approx. Cost:	Cost:			
Food & Refreshments	Snacks, Water, Soda	\$50.00				
Facilitator Appreciation	Thank you bags, gift card	\$50.00				
Retreat Supplies	Rope, maze equipment	\$25.00				
Office Supplies	Paper, pens, printed material	\$30.00				
<b>Total</b>		<b>\$155.00</b>	<b>0</b>			

\*\*\*Avg. Cost Range \$0.00 - \$250.00\*\*\*

## Off – Campus Retreat Budget Sample:

Category:	Description:	Approx. Cost:	Cost:
Venue	AV, Labor, Space and Rental	\$250.00	
Transportation	(Bus, Carpool, Gas)	\$100.00	
Lodging Cost	Overnight - Camp	\$500.00	
Meals & Snacks	Breakfast, Lunch, Dinner, Snacks	\$200.00	
Facilitator Appreciation	Thank you bags, gift card	\$50.00	
Retreat Supplies	Rope, maze equipment	\$125.00	
Office Supplies	Paper, pens, printed material	\$70.00	
Misc. Equipment	Generator Rental, Tent Gear, etc.	\$115.00	



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<b>Total</b>		<b>\$1,410.00</b>	17	<b>0</b>
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\*\*\*Avg. Cost Range \$200.00 – \$1500.00\*\*\*

# Sample Retreat Agendas

## Half-Day Retreat Sample Agenda

Date:

Location: Room X

Time: 2:00PM – 5:45 PM

- 2:00 PM – 2:30 PM
  - Arrival and Team Activity or Ice Breaker
- 2:30 PM – 3:00 PM
  - (Organization Background) – Exploring the:
    - *Who we are*
    - *What we do*
    - *When we do it*
    - *Where we do it*
    - *Why we do it*
    - *How we do it*
- 3:00 PM – 4:00 PM
  - What Does It Mean to be \_\_\_\_\_?
    - *Review of Coaching Document*
    - *Leader, Face, Team-Member*
    - *Understanding Group Dynamics*
    - *Delegation and Responsibility*
- 4:00 PM – 4:30 PM
  - Team Activity & Energizer
    - *True Colors, The Maze*
- 4:30 PM – 5:00 PM
  - Expectations
    - *For Yourself*
    - *From Co-Chair*
    - *From Advisor*
    - *From Committee*
- 5:00 PM – 5:30 PM
  - Your Time
    - *Questions*

- *Comments*
- *Concerns*
- *What else do you need?*
- 5:30 PM – 5:45 PM
  - Wrap-Ups (Retreat Reflection, Dates to Know)

## **All-Day Retreat Sample Agenda**

Date:

Location: Room X

Time: 8:00AM – 4:00PM

- 8:00 AM – 8:15 AM
  - Arrive
- 8:15 AM – 8:30 AM
  - Introduction and Ice Breaker: Body Parts!
- 8:30 AM – 9:30 AM
  - Work Session: Organizational Goal Setting
- 9:30 AM – 9:45 AM
  - Break & Snack
- 9:45 AM – 10:00 AM
  - Energizer!
- 10:00 AM – 11:00 AM
  - Work Session: Project Delegation
- 11:00 AM – 11:15 AM
  - Break
- 11:15 AM – 12:15 PM
  - Work Session: Communication & Team Dynamics
- 12:15 PM – 12:45 PM
  - Lunch
- 12:45 PM – 3:45 PM
  - Team Building, Experiential Activity: High Ropes Course
- 3:45 PM – 4:45 PM
  - Closing Activities: Team Reflection & Evaluation



## Weekend Overnight Sample Retreat Itinerary

Date: Day 1 – Day 3

Location: Off Site Location

### DAY 1

- 5:00PM – 5:30PM
  - Arrival and Check-in
- 6:00PM – 6:30PM
  - Work Session # 1: WELCOME & ORIENTATION & Ice Breaker
- 6:30PM – 7:30PM
  - Dinner
- 7:30PM – 8:15PM
  - Work Session # 2: THE LEADERSHIP CHALLENGE
- 8:30PM – 10:00PM
  - Work Session # 3: LEADERSHIP & SELF DEVELOPMENT
- 10:10PM – 10:30PM
  - END OF DAY 1 REFLECTION & TEAM DYNAMICS

### DAY 2

- 7:30AM – 8:30AM
  - Breakfast
- 8:45AM – 10:15AM
  - Work Session # 1: FOSTERING COLLABORATION
- 10:30AM – 11:15AM
  - Work Session # 2: ENABLING OTHERS TO ACT
- 11:15AM – 11:45AM
  - Experiential Activity: Starburst
- 12:00PM – 1:00PM
  - Lunch
- 1:00PM – 1:45PM
  - Work Session # 3: INSPIRING A SHARED VISION
- 1:45PM – 3:30PM
  - Work Session # 4: MODELING THE WAY
- 3:30PM – 4:15PM
  - Team Activity: ENABLE, ENCOURAGE, INSPIRE, MODEL
- 4:15PM – 6:00PM
  - Work Session # 4: Organization RELEVANCE, PART I
- 6:00PM – 7:00PM

- Dinner
- 7:00PM – 8:00PM
  - Work Session # 5: FRATERNAL RELEVANCE, PART II
- 8:00PM – 8:30PM
  - END OF DAY 2 REFLECTION & TEAM DYNAMICS

DAY 3

- 7:30AM – 8:30AM
  - Breakfast
- 8:45AM – 10:15AM
  - Work Session # 1: CHALLENGE THE PROCESS
- 10:30AM – 11:15AM
  - Work Session # 2: CREATING CHANGE
- 12:00PM – 1:00PM
  - RETREAT CLOSING ACTIVITY & EVALUATION & DEPARTURE

# Retreat Activity Sheets

It's important and encouraged that you allocate time for goal setting, accountability these components will play a big role in team dynamics. Below you will find examples of said activity sheets, important to know there are numerous others! Ask staff within the Center for Leadership and Service for more examples!

## Activity Sheet #1

### SMART Goal Setting Worksheet:

#### SMART Goal Checklist

Is my goal...

- Specific**
- Measurable**
- Achievable**
- Relevant**
- Time-bound**

Goal Statement:

Why is this goal important?

What is needed to accomplish this goal?

**Action Plan**

Action	Owner	Due Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



**Activity Sheet #2:**

## **How I want to be Developed and Coached**

This tool will help you clarify and share your needs and expectations while in a coaching relationship with your advisors, peers or anyone else. Trust and communication are the keys to successful coaching relationships. The more your needs and expectations are communicated the greater your chance for a productive, enjoyable and developmental experience. Be sure to review this periodically with your coach as your needs, expectations and priorities are likely to change.

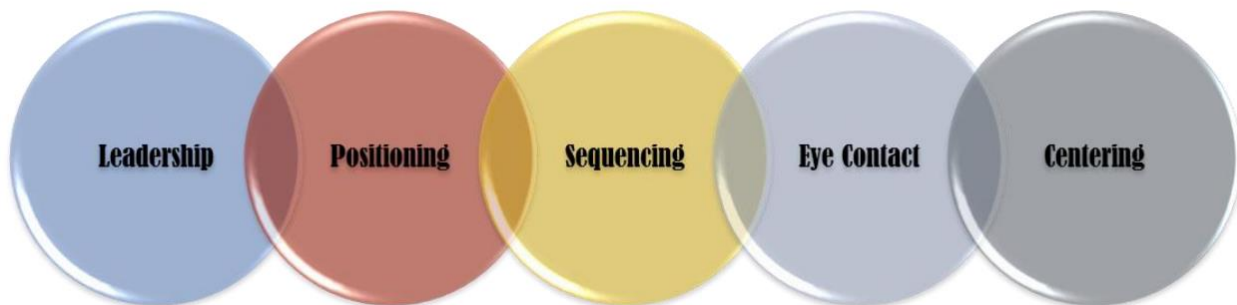
1. In a word the one thing I need most from a peer, executive board member or advisor is:
2. Explain:
3. I am motivated by many things but the three things which are most important to me are:
4. The top three things which frustrate me are:
5. And if that happens I may:
6. As a member you can realistically expect me to:
7. In turn, I expect my coach to:
8. The following professional goals are important to me:
9. The following personal goals are important to me:
10. I enjoy these parts of my job and do well:
11. I enjoy these parts of my job but do not do as well:
12. Therefore my development opportunities are:
13. My coach can help me reach my full potential in the following ways:
14. Lastly, one thing I really want my coach to know about me is:

## Facilitation Techniques & Debriefing

Aside from the programming aspect of the retreat, you must also consider a designated retreat facilitator. This is the person coordinating sessions from goal setting, teambuilders, icebreakers and reflective session. Your 'Retreat Facilitator' is just as important as the retreat and the activities themselves. Think of this person as the retreat personified. Debriefing allows the group to reflect and analyze the challenges and activities you provide them, this is extremely important. If your organization isn't utilizing the Student Leadership Advocates as retreat facilitators, here are some tips and suggestions when facilitating the retreat or certain sessions within the retreat, as well as, navigating a debriefing session.

### How to Implement Facilitation:

Consider these facilitation skills when you or a team member are facilitating a discussion at any point of the retreat.



There is no particular order in using these skills. It is just important that they are covered when facilitating. Many times facilitators get caught in the moment of their activity and do not pay attention to these factors. By ignoring these, the group may not receive the best experience that you have set up for them. In the following pages we will go over each one and explain their use.

1. **Your Leadership:** The involvement and reaction of your participants is going to be set by your tone of commitment. If you as a leader are not committed and motivated about the activities that your group is going to partake in, they will not positively respond. It is important that you are motivated and do the following:

- Explain the rules and objectives clearly for each activity
- Paint a clear picture or storyline for each activity
- Properly answer any questions the group may have
- Ensure that the area of the activity is safe and that all participants receive a safety brief

**Special Note:** There are moments when poor leadership could hinder the progress of a group through an adventures course. Things such as:

- Low voice volume / Lack of Motivation
- Being too serious / too silly
- Using inappropriate language or scenarios

*Tip: It is important that the leader of the activity properly assesses the group and setup an effective plan for the day according to their needs. This is referred to as Sequencing, which will be talked about in the next area.*

2. **Positioning:** 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:
  - If outdoors place the participants where they are not in direct sunlight while looking at you
  - Is the area too hot or cold?
  - Are there any safety hazards that could hurt the participants (i.e. ant hills, wasp nests, etc.)
3. **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:
  - **Forming** – Group Getting to Know One Another.
  - **Storming** – Period of Conflict between Individuals. (Vital Part)
  - **Norming** – Group Addresses Conflict and Resolves to Work Together.
  - **Performing** – Group Performs!

*Tip: Using an activity that requires heavy trust and close proximity with one another would not be a good idea to use during the Forming stage. Many people that have not yet built or are willing to open up to individuals could be affected negatively when made to perform activities outside their comfort zone.*

4. **Eye Contact:** 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. Wearing sunglasses could make a big difference in the interaction with your group. It is important as a facilitator that you are always open and accessible to the team.
5. **Centering:** There are many moments when we call a “group up” we have the participants form a large circle and you as the facilitator stand in the center to address them. This seems like the normal thing to do, however, during a large group this might not be the best position to take.

When you stand in the middle of a circle you will always have your back to a certain part of it. With the different distractions the outdoor can bring, it makes it hard to give instructions clearly without having participants strain to hear you. A good way of giving instructions is to stand in the perimeter of the circle where everyone could see you and hear you. Make sure that you speak with a very LOUD voice so that everyone could hear you and ensure that you are making eye contact.

**Standing in the middle is good for the following activities:**

- An event that needs a person in the middle such as “Have you ever...” this reduces the anxiety of all participants by having you start first.
- Showing the group how the event is done after explaining it.

Source: How to Facilitate, Center for Leadership and Service, Florida International University, Modesto Madique Campus, cls@fiu.edu

*Tip: Your role during a group discussion is to facilitate the flow of comments from participants. Although it is not necessary to interject your comments after each participant speaks, periodically assisting the group with their contributions can be helpful.*

- 1) **Paraphrase** what a participant has said so she/he feels understood and so other participants can hear a precise summary of what was said.

- 2) **Check** your understanding of a participant's statement by asking the participant to clarify or expand on what they said.
- 3) **Compliment** an interesting or insightful comment when you'd like to lead others in the same direction – possibly out of the box thinking.
- 4) **Elaborate** on a participant's contribution with examples or suggestions of new ways to view the problem
- 5) **Energize** a discussion by quickening the pace, using humor, or – if necessary prodding the group for more contributions.

Source: Active Training, 26 Linden Lane, Princeton, NJ 08540 (800-924-8157) mel@activetraining.com

### Look Into Debriefing:

**The 'debrief' is the bridge between the activity and participants' learning.** The facilitator stands as a guide on this bridge, to assist participants in making connections between what they just experienced in an activity and what for many may be unfamiliar ways of thinking about group/organizational functioning and their individual roles in it.

In effect, the debrief is conducted as a relatively compact follow-up to the activity, in which **participants pause and reflect**; where **initial observations, perspectives and attitudes are unpacked** and laid out for all to examine; and where **meaning and value are assigned**.

A debrief has three parts:

- 1) **What happened – What?**
- 2) **Implications – So what?**
- 3) **Applications – Now what?**

- **What happened?** 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.)
- **Implications?** derive from an examination of the meaning of what just happened, the interpretations that can legitimately 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.)
- **Applications!** 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:
  - *What was it like to do such and such?*
  - *What was your reaction to so and so taking charge?*
  - *How did you feel when the group reached rapid consensus?*
  - *What did you perceive to be the purpose of the activity?*
  - *What was your sense of who exerted good judgment at critical junctures?*(Formulate your own questions for the particular exercise.)
  
- **A successful debrief** can start out slowly and unevenly and reach a crest toward the end; or it can take on momentum at the beginning and then trail off at the end. The job of the facilitator is to **capitalize on the experience of the participants.**

## ICEBREAKERS

Icebreakers are activities and games used to help a group get to know each other better by removing the barriers that can impact a group such as 'feeling of awkwardness' or 'not knowing one another'. Use them at the beginning of a retreat to ensure all participants know one another's names, create energy in the group, or generate momentum. Below you will find a list of suggested icebreakers, try them out!

### **Chain of Connectedness**

One person starts out by introducing him or herself 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.

### **Beach Ball**

*Materials: Beach Ball with numbers on it.*

Toss it around and wherever your thumb lands answer that question (see page 25 for suggested questions).

### **Birthday Partner**

Have participants mingle in the group and identify the person whose birth date (not year - just month and date) is closest to their own. Find out two things they have in common.

### **Eye Tag**

Set Up: Group forms a larger circle shoulder to shoulder. There is one facilitator who says "eyes up" and "eyes down".

Everyone begins with his or her heads down. At "eyes up" everyone looks up and stares directly at another individual's eyes. If they are looking back at you and you make eye contact, then both individuals are out and the circle becomes smaller. Then "eyes down" everyone looks down at the ground. You must look at another person and not up in the sky or outside of the group – that is cheating! The last person remaining is the champion Eye Tagger!

### **Famous Couples:**

*Materials: Index cards and tape or nametags*



Write names of famous couples on index cards (one person on each). When people arrive place a card on their backs. They have to ask other people "yes and no" questions to identify the name on their back. When they figure out who it is, they then have to find the person who has the card for the other half of the famous couple.

### **Highs and Lows**

Describe good and bad parts and stories of the past week/day or activity

### **Hand Outline**

*Materials: paper and writing utensils.*

Draw an outline of your hand and then for each finger write something interesting:

- Thumb - something you do well (thumbs up)
- First finger - something that makes you stand out from a crowd
- Middle finger - pet peeve/something that frustrates you
- Ring finger - something you're passionate about/committed to
- Pinkie finger - a little known fact

### **How many?**

*Materials: Roll of TP or bag of assorted candy*

Pass around a roll of TP or M&Ms/other candy and however many pieces or squares are taken by that individual, that's how many facts they have to say about themselves.

### **Human BINGO**

*Materials: BINGO sheets enough for one per person, writing utensils*

Create a BINGO sheet with characteristics about people that are somewhat unique. The object can be to have a person with that trait sign the sheet until all the spaces are filled or until a "Bingo" is reached horizontally, vertically, diagonally, or other traditional BINGO combinations. Some examples of statements are "only child" "has never been to another country" "likes broccoli" etc.

### **I'm a Buckeye, You're a Buckeye Too**

This is similar to musical chairs and is best played sitting, but can be done standing. The group is in a circle facing each other, one person in the middle of the circle. The person in the middle says their name, and then makes a statement about themselves.

*Examples:* "I'm a Buckeye, you're a Buckeye too if you... are a middle child ...like to ski ...are a commuter student." Everyone in the group who also has the same thing has to move to another position in the circle while the person who made the statement will also try and take a position on the circle. Eventually, since there are more people than positions, one person will be left in the center. That individual then repeats the process.



### **Line up**

Have students create a line according to birthday, middle name, etc. without talking.

### **Two Truths and a Lie**

Each member of the group tells two truths about themselves and a lie in any order they wish. The other members have to come to a group consensus of which is the lie. You can give an award for the best liar.

### **Quick Conversations**

Divide the group into two even groups. Have the two groups stand in two circles facing each other – one facing in, the other facing out. Hold one minute timed conversations about anything or with prompted questions with two circles of people. The inner circle stays still while the outer circle shifts one person each time clockwise until they are back at the first person they started talking to. (See page 25 for suggested questions.)

### **Questions for Quick Conversations or Beach Ball**

*If you had to describe the silliest thing people do in general, what would you say?*

*If you had to name the most beautiful spot on Earth that you've seen, what would you choose?*

*What is your most embarrassing moment?*

*If you were to choose the breed you would be if you were a dog, which type would best suit you?*

*If you exchanged wardrobes with someone you know, whose clothes would you want?*

*What magazine would you want to appear on the cover of?*

*What is your favorite cartoon character? What cereal are you most like?*

*If you could appear as a guest star on any television show, which show would you choose?*

*If you could have prevented any single fashion idea or trend from ever happening, which would you have stopped?*

*If you found out that one work of fiction were true, what book would you select? If you could be fluent in any language, which language would you choose?*

*If you joined the circus, what act would you most want to perform?*

*What is the greatest movie of all time?*

*If you had to name a smell that always makes you nostalgic, what would it be? If you had a superpower, what would you choose?*

*If you could trade places with a famous person for a day, who would it be? If you had to lose one of your 5 senses, which one would you choose?*

*What animal best describes you?*

*Other than “My Life”, what would be the title of your autobiography?*  
*If you could have a theme song played every time you entered a room, what would it be?*  
*Where is your favorite vacation destination?*  
*What would you do if you won \$10 million in the lottery?*  
*If you became a professional wrestler, what would your stage name be?*  
*If you could have any profession and money isn’t a factor, what would it be? What is one of your memories from kindergarten?*  
*If you could meet one famous person over breakfast, who would it be? Who is the man or woman most relevant to our times?*  
*What is the title of the last book you read?*  
*If an atomic bomb were going to fall in 30 minutes, what would you do?*

## ENERGIZERS

Energizers are a great way to encourage interaction and involvement with a group. They are structured, yet fun activities that can be used throughout the retreat to recharge the group. These are effective when group is waking up or after breaks, get the group ready to engage. As always, these can be modified to the group you are working with.

### **High five**

**Process:** Each member of the group takes a turn holding up a hand and listing off information for each finger. For example, the thumb is name; the first finger is hometown, etc. Other types of information shared can include major/degree, residence hall, random fact, pet name, or anything the group decides on.

**Additional Information:** This activity is best for groups of 25 or less, but would work for larger groups as well.

### **Back to Back**

**Process:** In pairs, have people stand back to back. One person is “it” and not paired up. They call out various body-part combinations (finger to toe, head to knee) and the pairs must follow those instructions. When the person says “back to back” they need to quickly try to find a new partner. Someone will be left without a partner and is now the new “it”. When they pair up again, have them introduce themselves.

### **Partner Tag**

**Process:** Have the group divide into groups of two; these two people are now partners and will link arms. One pair starts as “it” and separates, with one of the two chasing the other. Everyone else in pairs walks around. The person being chased is “safe” when he/she links arms with anyone, but the person on the other side of the newly linked person is now solo and can be tagged by the chaser. The new person being chased becomes safe by linking with anyone he/she chooses, forcing someone else to unlink and become chased.

### **Rock, Paper, Scissors**

**Process:** The group will pair off as they were playing rock, paper, scissors, and each group will face each other. The loser will share a fun fact about himself or herself, and the pair will

continue to participate in two more games (best of three). Whoever wins best out of three will proceed to find another winner from a different partnership. The person who did not win would sit down and wait until the group has a champion.

**Additional Information:** This activity works best with an even group.

### **Coin Toss**

**Process:** Divide the group into two lines and have the two lines sit facing each other. Hold hands. The two front people watch a coin being tossed. If it's heads, they should squeeze and the squeeze down will travel the line. When it gets to the end the last person raises their hand. It's a race. Tails does nothing.

### **Stand Up**

**Process:** Have the group divide into pairs. Have the two people sit on the ground with their feet pushed up next to each other firmly. The two people grab hands in the middle and pull each other up so that both are standing. When everyone has accomplished this successfully, have two groups combine and do the activity again, this time with four people. Keep combining groups until everyone who is participating is in one group and does it together.

### **Group Juggling**

**Materials:** Balls

**Process:** Have the group stand in a circle. The leader tosses a ball to the person across the circle saying his/her name, and then puts their hands behind their back. This repeats until everyone has been tossed the ball and had their name said. The leader throws the ball again to the same person, and everyone must throw the ball in the same pattern as the first time, calling out the person's name and throwing the ball. Each time the ball returns to the leader, another ball is added in. Continue adding balls and see how far the group can get without messing up.

**Additional Information:** This can be tried nonverbally if everyone knows each other's names and other objects in addition to balls may be used.

### **Balloons**

**Materials:** Balloons

**Process:** Have everyone in the group lie on his or her backs, heads facing inward in a circle. By using only their feet and hands, they attempt to keep several balloons afloat for as long as possible. Play again, this time using only feet. You can also try the following variations: sit in a circle holding hands, and hit the balloon without using hands; stand up, hold hands, and hit without using hands, etc.

**Rain**

**Process:** Everyone sits in a circle, shoulder to shoulder. No talking is allowed. The leader starts the exercise and each person joins in when they hear the sound the person to their left is making. The leader starts the exercise by rubbing their palms together. This continues in the circle until it comes back to the leader who then changes the sound (snap fingers, clap hands, slaps thighs, stomps feet, and then in reverse order). The sensations created are akin to the sounds of a rainstorm.

## TEAMBUILDERS

Teambuilders are more in-depth activities and experiences for a group or organization that already knows each other but wants to build greater bonds or friendship individually or within small teams. They typically involve greater risk and trust among the group.

### **Assumptions**

Have everyone in the group pair up, and without speaking write down the answers to questions about the other person:

- 1) What kind of car does your partner drive?
- 2) What is your partner's major?
- 3) What is your partner's best friend like?
- 4) If your partner could do something completely out of character, what would it be?

After each person takes a few minutes to write down the answers to these questions, the partners should discuss and reveal the right answers to the questions to see how close they came. As a large group, discuss making assumptions.

### **Boat**

Tell everyone that you are going on a boat, and only certain items are allowed on the boat. Each person should take turns asking if they can bring certain things onto the boat, and you tell them if they can bring those things on the boat or not. Only allow people to bring items on the boat that start with the same letter as their first name (ex. Jessica can bring Jelly Beans and Catherine can bring a Cat, but Jessica cannot bring an oar or a suitcase). Keep going until everyone gets the trick.

*Variations include: people can only bring on items that have a double letter in their name (they can bring boots, books, balls, etc.), or they can only bring items that have the same number of syllables as their names (Jessica has three syllables, so she can bring gasoline and tennis balls, and Bob has one syllable so he can bring books, bats, and gas).*

### **Categories**

One person thinks of a category, then the group takes turns naming items that fit in the category. When one of the participants can't name another thing in the current category, s/he is out; the game continues until one of the last two players can't continue. But the other player doesn't "win" unless s/he can name at least one more item in the category.

(Sample Categories: characters on The Simpsons, cities or countries that begin with a certain letter, things that are yellow, kinds of trees, brands of soda, cartoon shows. The only category outlawed is "numbers between one and three; I start!")

### **Count Off**

Without any preplanning, someone in the group will start counting and the group attempts to count off as many numbers as there are people in the group without any two people calling out a number at the same time or more than a brief pause. Any time two people call out a number at the same time or there is a long pause, the group must begin again at number 1.

### **Crocodile Island**

*Materials: Tape*

**Set-Up:** Tape two squares onto the ground, one approx. 3' x 3' and another one surrounding it, leaving 2-3 feet of space around the inner square. The team must start outside the larger square and cross over the crocodile infested river to Crocodile Island. The team can help each other, but must not step into the river. They must all stay on the island for a count of 5 seconds. As the group is successful, gradually make the size of the inside square smaller and smaller.

### **Flip the Tarp**

*Materials: Tarp*

The entire group must stand on the tarp and then flip the tarp over to the other side without stepping off of the tarp to the ground.

### **Forced Choice**

*Materials: forced choice prompts*

Create an imaginary or real line down the center of the room. Read off a seemingly opposite pair of words (sample list provided at the end of this section). As each pair is presented, the participants must pick one side of the other – no fence sitting! You may ask for silence during the selections, or allow individuals to discuss, defend, or explain their choices.

### **Hula-Hoop Pass**

*Materials: Hula-hoops*

Make a circle and have everyone join hands. Break the circle and place a hula-hoop or two between participants. Move the hula-hoop around the circle by having participants step through it.

### **Human Knot**



Usually best with 8-10 people. Have students form a circle and put their hands in the middle, and grab 2 random hands. Make sure you are grabbing the hands of two different people. Without letting go of anyone's hand, try to reform the circle by untying the Human Knot.

### **Keep it in the Air**

*Materials: Beach Ball*

The team must bounce the ball in the air at least 100 times consecutively without touching the ground. Each person on the team must hit the ball at least 5 times, but may not hit the ball 2 times in a row. As the task is completed, challenge the team to go as long as they can or as fast as they can.

### **Personal Shield/Coat of Arms**

*Materials: Blank Coat of Arms templates*

Have each team member design their personal "Coat of Arms" or shield with items representing themselves. Once Coat of Arms are completed, have each team member share in small or the large group.

### **Rainstorm**

Have everyone sit in chairs in a circle and instruct them to mimic the actions of the person to their left. The facilitator starts the action by snapping their fingers.

Watch one person after another begins to snap their fingers. When the person to your left is doing it then you begin (like a wave). Once the first action goes all the way around the circle the action changes.

The sequence is as follows:

- Snapping-fingers
- Rubbing hands together
- Slapping-knees
- Stomping feet while slapping knees
- Slapping-knees
- Rubbing hands together
- Resting hands on knees

### **Rock, Paper Scissors Showdown**

Everyone pairs up with a partner initially and plays RPS (1, 2, 3, Shoot!). The person that doesn't win must become a cheerleader for the winner. The winners then take on a new opponent. Eventually it will come down to 2 people with everyone else cheering on one side or the other.

### **Sing Off**



The group is divided into two teams. A word is given (ex. love, dance, boy, girl, baby) and the teams must alternate back and forth signing a song that has that word in the song title or prominent part of the song. Everyone on the team must sing, or attempt to sing, the song for it to count. Once a song is sung, it cannot be repeated. The team that cannot come up with another song loses.

**Stand Up**

Two persons sit on the floor touching back to back; they stand up pushing against each other. Try it with 4, 6, or 8 people together.

The following team builders are more difficult and involve full participation and cooperation of the group, try these later on in the day, they have specific learning outcomes and reflective pieces.

### **“The Maze”**

**Directions:** Lay out a tarp and have all the participants stand on one side of the tarp.

**Discuss** a “scenario” with the group. This could be any story you decide using the overall “goal” which is getting the group from one side of the maze to the other. Do not take too much time setting up the story.

**Rules:**

- 1) Once someone steps on the matt NO ONE CAN TALK.
- 2) You can only take one step at a time
- 3) You can step one space forward, left or right. No backwards or diagonal.
- 4) If you miss a step you MUST leave the maze the exact same way you entered.

**Debrief:**

- 1) Use the adventure cycle & What, So What, Now What
- 2) How will you use this experience the rest of the weekend?
- 3) How will you use this experience in the classroom?

**Learning points** – develop curiosity, take risks, learn from mistakes, and be open to diverse ideas, encourage creativity

*Tip:* Leaders are pioneers; they are willing to step out into the unknown. They are willing to take risks, innovate, and experiment to find better ways of doing things. Leaders are learners. They learn from failures as well as from successes.

### **Magic Steps**

**Directions:** Your team needs to find a path from Point A to Point Z to cross the “Lava Pit” using nothing but a set of “Magic Plates”.

- The first team member chosen to cross the “Lava Pit” must set one plate at a time in the “Lava Pit”. This team member must always be in direct physical contact with a plate as it is set down so that they keep contact and control over the plate. Direct contact means that a team member must at all times touch a plate.
- You lose a “Magic Plate” if at some point a team member loses contact with a plate in any way.
- You may move a plate once it has been set down in the “Lava Pit”. Remember, a team member must always be in direct physical contact with a plate as it is set down so that they keep contact and control over the plate.
- You have 20 minutes to complete this exercise.

### **Blindfold Polygon**

#### **Materials:**

- One rope 50-75 feet long
- Blindfolds for each participant

#### **Scenario:**

Do you feel as though you are sometimes asked to perform without access to all the details of the problem or solution? What are some examples? This activity will require you to work with a piece of rope. You will be asked to wear blindfolds to symbolize you're not knowing the details of this problem. Once you are sightless, I will tell you what the task is.

\*\*\*Note: Any shape can be used depending on the complexity desires.\*\*\*

Examples have included: A perfect square, rectangle, five-pointed star etc. Blindfolded activities tend to bring out issues of trust and communication, and they can offer a different perspective from which to view interactions. Including a blindfold activity can add significant value to a design if the group members are ready for the experience.

#### **Rules:**

- 1) The team has \_\_\_\_\_ minutes to solve the problem. (This time is predicated on how much total time you have for each teambuilder.)
- 2) Execution of the task can only begin once everyone on the team has put on a blindfold or agreed to close their eyes for the duration of the activity.
- 3) All participants must stay in contact with the rope at all times. Once you are touching the rope, you may not release it with both hands and grab it again; however you may slide your hands along the rope and release one hand at a time.
- 4) When the group feels it has finished with the task, then the rope must be placed on the floor in the final shape the group has created. Once the rope has been put on the floor, the group may ask for permission to remove their blindfolds.
- 5) The task for this group is to form a \_\_\_\_\_ (identify a shape for example: a perfect square, a star, a six pointed star, a rectangle, a triangle etc.)

#### **Questions for Debriefing:**

- How effective was the group's planning process? Did everyone have a clear picture of how the task was to be solved?

- Did you implement the plan effectively? If so, how? If not, why not?
- When the work didn't go as planned, what was the impact on you? On the group?
- Did you know, as an individual, what was expected of you, what your role was?
- Were there any assumptions made that were helpful to or hindered the team's performance?
- What 3 key learning's do you want to remember from this activity?

## STRUCTURED GROUP ACTIVITIES

Structured group activities help a group learn a new concept or skill in an interactive way. Here are a few sample activities that require collaboration, communication, and allow for group processing and learning. Make sure to implement debriefing!

For many more suggestions, visit the **Resource Room** in the Ohio Union!

### **Farkel/Tarkel**

**Materials:** *Two objects (balls, cones, etc.) that will be the “Farkel” and “Tarkel”*

**Purpose:** This activity helps to illustrate the challenges of clear communication within groups.

### **Directions:**

- 1) The group sits in a tight circle with a facilitator also in the circle, starting with both objects. The facilitator says,  
“I have two objects in my hand. In the right is a Farkel and my left is a Tarkel. Both objects must travel around the circle through each person and end up back to me. The Farkel must travel counter clockwise and the Tarkel travels clockwise. When I pass the Farkel to my right I will tell (insert name of person next to you) that "This is a Farkel." Now before I can give it to him/her they must ask again for clarification. They say "A what?" I repeat "It's a Farkel" and of course (name) says "THANK YOU!" Now you continue to pass it by following this script except when the person asks for clarification by saying "A what?", that question must travel back to the facilitator for the answer (since you all have amnesia and I am the only one with a good memory of course!). This will continue for both objects until they arrive back to me!”
- 2) The facilitator then proceeds to start the Farkel around the group counter clockwise and the Tarkel clockwise.

### **Questions for Debrief:**

- 1) What was difficult about this activity?
- 2) How could you have simplified the process?
- 3) What does this say about communication?
- 4) Who was in the easiest location and who was in the most difficult location?
- 5) Who does the facilitator symbolize in your organization?

### **Traffic Jam**

**Materials:** Carpet Squares or sheets of paper people can stand on

**Directions:** Divide a small group into two equal groups. Line up the two groups single file on the squares/pieces of paper provided. Make sure students face the center X (Beginning Empty Square).

>>>> X <<<<<

The name of this challenge is Traffic Jam. The task for the two sides is to move past each other so all members on one side of the empty space end up on the other side. The constraints are:

- Everyone must remain facing his current direction.
- It is illegal for anyone to move around someone facing the same way.
- It is illegal to move backward around someone.
- You are permitted to step forward into an empty space.
- You are also permitted to jump around someone who is facing you into an empty space.

*Facilitators should provide visual examples of legal and illegal moves.*

Facilitators should ask anyone that has done this activity before to remain silent, but still participate. If they still struggle, allow this person to give suggestions. While the group begins the process, any time an illegal move occurs, the facilitators should immediately jump in and say “TRAFFIC JAM” and make the students start over. If the group has not completed the activity in 20 minutes, please stop and move on to processing.

### ***Questions for Debrief:***

- 1) How did the group approach this activity?
- 2) What was frustrating about this activity?
- 3) How did preparation, planning, and/or trial and error come into play?
- 4) Would you have been more successful if you stepped back from the problem and worked out the best approach visually (using coins, keys, etc.)?

- 5) What was it like when I would jump right in and yell “TRAFFIC JAM”? How does that relate to how leaders sometimes react?
- 6) In a group, when is it important to analyze and plan a strategy before beginning execution? When is it important for everyone to follow one simple rule?
- 7) Did a group leader emerge? Was there a dominant voice?

*\*Secret to Success: With the exception of each person’s final move, never step forward after you have been jumped.*

## REFLECTION

Reflection provides a structured opportunity for individuals and groups to consider what they have learned and to better understand their role in the larger community. Reflection also makes a connection between the content you have provided and the broader issues that are impacting your group or the larger community. It is also a time for personal growth when individuals can look within, by processing the knowledge and skills one acquires.

### **Some things to keep in mind:**

- Make sure you save plenty of time for reflection at the end of each event.
- Reflection and leadership are closely connected-be sure to incorporate questions that reveal this connection. (ex. What have we learned that we can take back to our leadership positions on campus and in the community?)
- Before reflection, remind participants of the importance of trust, respect, and confidentiality.

### **The Basics:**

Each person shares something they enjoyed, learned or appreciated about the day

### **Group Expectations/Commitments:**

On a large sheet of paper, brainstorm future group expectations that were created at the retreat or commitments that the entire group wants to hold itself accountable to. Have everyone sign this sheet of paper and then post it in a common area or bring it to future meetings.

### **Group Story:**

This activity can be done either aloud or written on a piece of paper. Start off with one sentence and ask each member of the group to add on another sentence to the story.

**Piece of the Puzzle:**

A pre-designed shape is cut into smaller pieces ahead of time and individual pieces are distributed to the participants. Each person writes their name on their puzzle piece and either their favorite part of the retreat, something they learned, something they commit to doing following the retreat, etc. Put the puzzle together. Everyone is a part of our puzzle and each part is needed.

**Positive Bombardment:**

One member sits in the middle of a circle while other members say positive things about him or her.

**Touch Someone Who:**

Sit in a large circle, facing outwards with eyes closed. Small groups stand up and walk on the inside of the circle and touch people on the back as a facilitator read prompt statements, such as “Touch someone who has inspired you” or “Touch someone who you got to know better.” A variation of this activity is to have members write positive things about other members on “post-it notes” and put them on each other’s’ backs.

**Tree Reflection:**

Have each participants draw a tree on a sheet of paper. Have them label the roots as the values, people, beliefs that influence them, the bark as issues/causes they are passionate about, and the branches as steps they will take to act on these passions or address the needs they identified. Discuss.

**What? So What? Now What?:**

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?

**What will you remember?**

In a circle discussion, ask participants to answer the question, “What will you remember from this experience in 3 months? In 5 years? In 25 years?”





## CAMPUS RESOURCES

**The Keith B. Key Center for Student Leadership and Service** at the Ohio Union is your point of connection for the full spectrum of involvement at Ohio State. You can connect with leadership and service initiatives, engage with student organizations, advance your learning and create lasting memories. The Center for Leadership and Service is here to provide students with the opportunity to develop skills, techniques and practices to be successful Buckeyes. Our office is equipped with staff whose passion is develop students. Below you will find some other resources we advise you look into! Our office is located in the Ohio State Union, 2nd Floor in the Keith B. Key Center.

Feel free to email us at [CSLS@osu.edu](mailto:CSLS@osu.edu) to schedule an appointment, ask questions or provide feedback.

**Student Leadership Advocates:** SLA is a peer leadership cohort program supported by the Student Activities through the Office of Student Life. SLAs take part in experiential leadership education and training as a group while also providing Ohio State student organizations with leadership, workshop and retreat facilitation services and resources. SLAs can work with your student group on your next meeting, educational workshop or retreat plans! These student facilitators are trained in a variety of topics and activities to specifically build leadership and teamwork among groups.

**Requesting a SLA Consultant or Facilitator:**

Student organizations and groups can request SLA facilitators by using the Workshop and Retreat Network [online request form](#). This form also has a listing of sample workshop/retreat topics. SLA staff will select a facilitator based on the organization's needs.

**Contact SLAs:** email Matt Van Jura ([vanjura.1@osu.edu](mailto:vanjura.1@osu.edu)) to set-up a meeting with a certified SLA facilitator!

**CSLS Website Resources:** [https://activities.osu.edu/involvement/center\\_for\\_student\\_leader](https://activities.osu.edu/involvement/center_for_student_leader)

**The Resource Room:** Located on the 2<sup>nd</sup> Floor of the Ohio Union, the Resource Room houses a variety of publications, resources, games, and equipment available for use by registered student organizations.

**Funding Your Retreat:** [Coca-Cola Leadership Retreat Package](#)

Thanks to the generous support of Coca-Cola and The Ohio Union, the Keith B. Key Center for Student Leadership and Service is proud to offer Leadership Retreat Packages to registered and active student organizations. You may apply for Coca-Cola Leadership Retreat Packages during the academic year. Coca-Cola Leadership Retreat Packages provide student organizations with a variety of resources in support of experiential and educational retreats.

Resources include:

- Funding for consumable supplies and food
- Coca-Cola brand beverages
- Experiential team activities (further details listed on the application)
- Trained facilitators through [Student Leadership Advocates](#)

Please refer to the table below for the due dates:

Desired Retreat Date	Application Due Date (by 11:59pm)
August 16 - October 15	July 1
October 16 - December 31	September 1
January 1 - March 15	November 15
March 16 - May 31	February 1
June 1 - August 15	April 15

Interested?! Click [HERE](#) to apply for a Coca-Cola Leadership Retreat Package

Retreat Location Information

Below you will find a list of several potential locations for your retreat! Pick a site according to the needs of your retreat! Good Luck! Know more? Tell us!

Type of Facility	Location Name	Location Address	Web	A	F	D	Contact
Camps	Camp Akita	29746 Logan-Hornsmill Rd Logan, OH 43138	<a href="#">Link</a>	Yes	Yes	47.1	<a href="#">Danita Wolfe - 740 385.3827, ext. 221 danital@campakita.org</a>
	Camp Lazarus	4422 Columbus Pike Delaware, OH 43015	<a href="#">Link</a>	No	Yes	19.9	Chuck Howard, Sr., ranger: 740-548-5502
	Camp Mary Orton	7925 North High Street Columbus, OH 43235	<a href="#">Link</a>	Yes	No	14.5	<a href="#">614-885-1023 camp@godmanguild.org</a>
	Camp Ohio	11461 Camp Ohio Rd. St. Louisville, Ohio 43071	<a href="#">Link</a>	Yes	Yes	49.7	<a href="#">Douglas Clark, douglas.campohio@gmail.com: 740-745-2194</a>
	Camp Oty'Okwa	24799 Purcell Rd. S Bloomingville, OH 43152	<a href="#">Link</a>	Yes	Yes	56.7	740-385-5279
	Camp Wyandot	1890 Northwest Blvd. Suite 240 Columbus, Ohio 43212	<a href="#">Link</a>	Yes	Yes	46.6	<a href="#">614-481-8227 info@centralohiocampfire.org</a>
	Lutheran Memorial Camp	2790 OH-61, Fulton, OH 43321	<a href="#">Link</a>	No	Yes	39.5	<a href="#">419-864-8030 lmc@lomocamps.org</a>

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	Salvation Army Lake Camp	340 Lake St Delaware, OH 43015	<a href="#">Link</a>	Yes	Yes	28.1	<a href="tel:740-369-4821">740-369-4821</a> <a href="mailto:jklemanski@usa.salvationarmy.org">jklemanski@usa.salvationarmy.org</a>
	YMCA Camp Kern	5291 State Route 350 Oregonia, Ohio 45054	<a href="#">Link</a>	Yes	No	78	<a href="tel:513-932-3756">513-932-3756 ext. 1526</a> <a href="mailto:leadershipadventures@daytonymca.org">leadershipadventures@daytonymca.org</a>
	YMCA Camp Wilson	2732 County Road Bellefontaine, OH 43311	<a href="#">Link</a>	Yes	Yes	59.5	<a href="tel:800-423-0427">800-423-0427</a> <a href="mailto:conference@ymcaFDPSwillson.org">conference@ymcaFDPSwillson.org</a>

Type of Facility	Location Name	Location Address	Web	A	F	D	Contact
Experiential Facilities	Eagle Creek	6665 Eagle Creek Lane Ostrander, OH 43061	<a href="#">Link</a>	Yes	Yes	24.1	<a href="tel:614-352-2505">614-352-2505</a> <a href="mailto:info@eaglecreekohio.com">info@eaglecreekohio.com</a>
	Hoover Y-Park	1570 Rohr Road Lockbourne, OH 43137	<a href="#">Link</a>	Yes	Yes	18.4	614-224-9622
	Indoor Adventure Center	1747 East Broad Street Columbus, OH 43203	<a href="#">Link</a>	Yes	Yes	5	Lori Schaeffer, 614-645-5972
	Camp Joy	10117 Old 3C Hwy, PO Box 157 Clarksville, OH 45113	<a href="#">Link</a>	Yes	Yes	74.9	937-289-2031
	The Nuhop Center	404 Hillcrest Drive Ashland, OH 44805	<a href="#">Link</a>	Yes	Yes	81	Township Road 2916 Perrysville, Ohio 44864 419-938-7151
	OSU Adventure Recreation Center	855 Woody Hayes Drive Columbus, OH 43210	<a href="#">Link</a>	Yes	Yes	On Campus	614-247-8686

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	Pleasant Hill Outdoor Camp	4654 Pleasant Hill Rd Perrysville, OH 44864	<a href="#">Link</a>	Yes	No	73	Phone: 419-938-3715 Email: info@phoc.org
	Summit Vision	8111 Schott Road Westerville, OH 43081	<a href="#">Link</a>	Yes	No	22	614-403-3891
	Woodhaven Farm	11401 Woodhaven Rd. PO Box 59, Johnstown, OH	<a href="#">Link</a>	Yes	No	32.1	614-470-2665 info@woodhavenfarm.com
Outdoor Facilities	Glen Helen Nature Preserve	405 Corry Street Yellow Springs, OH 45387	<a href="#">Link</a>	Yes	Yes	56.6	937-769-1902
	Ohio State Parks	2045 Morse Rd Columbus, OH 43229	<a href="#">Link</a>	Yes	Yes	> 1Hr	

Type of Facility	Location Name	Location Address	Web	A	F	D	Contact
	Burr Oak Resort & Conference Cntr.	10660 Burr Oak Lodge Rd. Glouster, OH 45732	<a href="#">Link</a>	Yes	Yes	79	740-767-2112
	Mohican Resort & Conference Cntr.	PO Box 429 1098 Ashland County Rd 3006 Perrysville, Ohio 44864	<a href="#">Link</a>	Yes	Yes	80	1-800-282-7275
	Salt Fork Resort & Conference Cntr.	US Route 22 East Cambridge, OH 43725	<a href="#">Link</a>	Yes	Yes	93	740-435-9000 or 740-439-2751
Other Facilities	Bergamo Cntr. For Lifelong Learning	4400 Shakertown Rd Dayton OH 45430	<a href="#">Link</a>	No	Yes	75.1	937-426-2363

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	City of Columbus Rec Facilities	Varies	<a href="#">Link</a>	Varies	Varies	Varies	
	Geneva Hills	1380 Blue Valley Rd. SE Lancaster, OH 43130	<a href="#">Link</a>	Yes	Yes	43.1	740-746-8439 genevahills@midohio.twcbc.com
	Columbus Shelter House Rentals	11680 Refugee Road Columbus, OH 43232	<a href="#">Link</a>	No	Yes	Varies	614-645-3337
	SparkSpace	300 Marconi Blvd. Suite 206 Columbus, OH 43215	<a href="#">Link</a>	Yes	Yes	3.3	614-224-7727 guesthappiness@sparkspace.com
	Spruce Hill Inn & Cottages	3230 Possum Run Rd Mansfield, OH 44903	<a href="#">Link</a>	No	Yes	61.8	419-756-2200
	St. Therese's Retreat Center	5277 East Broad Street Columbus OH 43213	<a href="#">Link</a>	No	Yes	14.7	614-866-1611 StThereses@aol.com

Type of Facility	Location Name	Location Address	Web	A	F	D	Contact
	Sts. Peter & Paul Retreat Center	2734 Seminary Rd. SE Newark, OH 43056-9339	<a href="#">Link</a>	Yes	Yes	37	740-928-4246
	OSU Stone Lab	878 Bayview Ave, Put-In-Bay, OH 43456	<a href="#">Link</a>	Yes	Yes	126	419-285-1800
	Hocking Hills	19852 Ohio 664, Logan, OH 43138	<a href="#">Link</a>	Yes	Yes	57.3	740-385-6842

