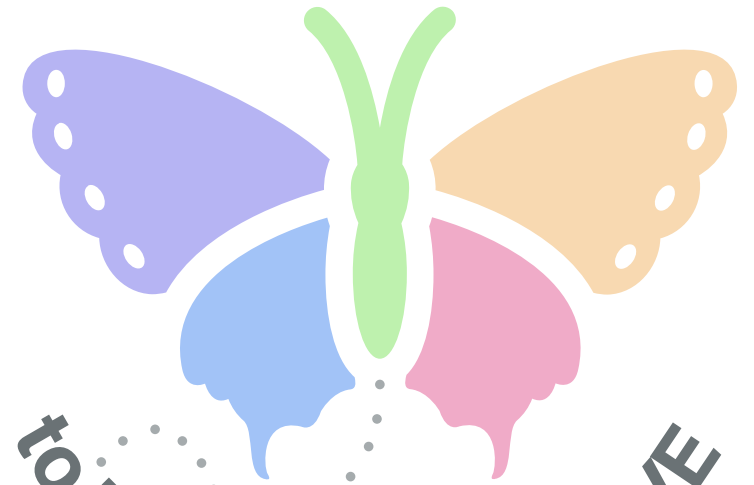
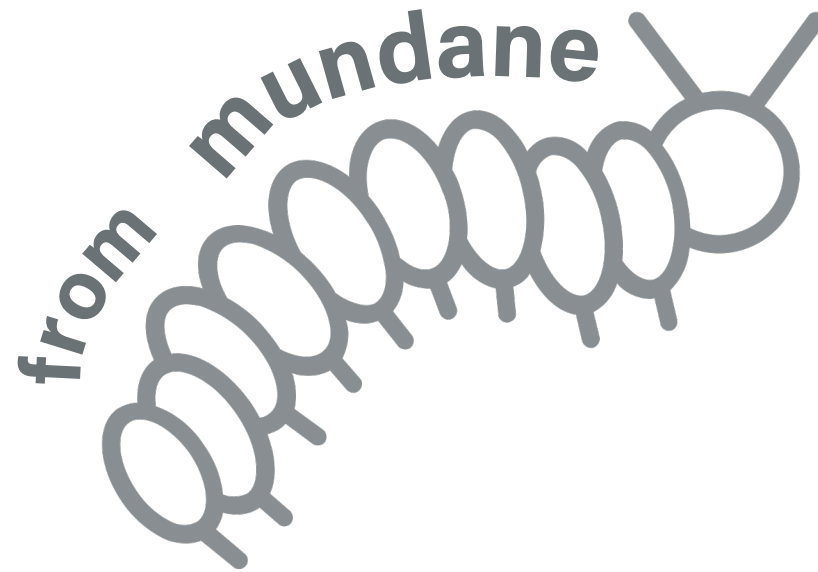


Dynamic exercises to shift debriefing time...

Annette Benson, MS
Alankrita Chhikara, PhD
Kelsey Patton, MA

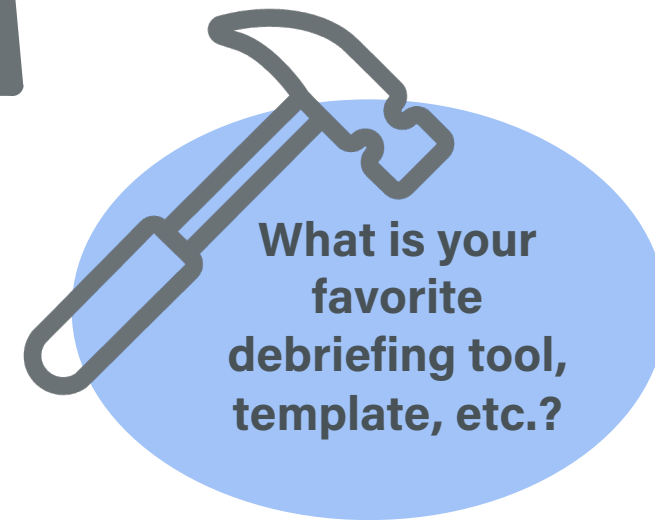




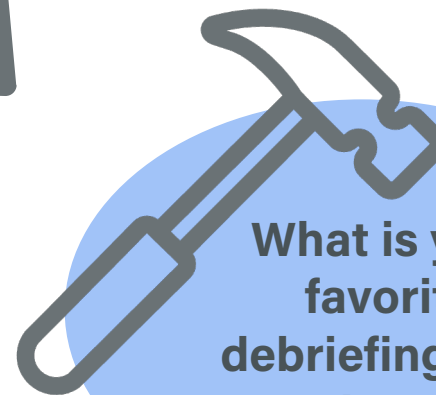
**Why do you
debrief?**



**What is your favorite
debriefing story?**



**What is your
favorite
debriefing tool,
template, etc.?**



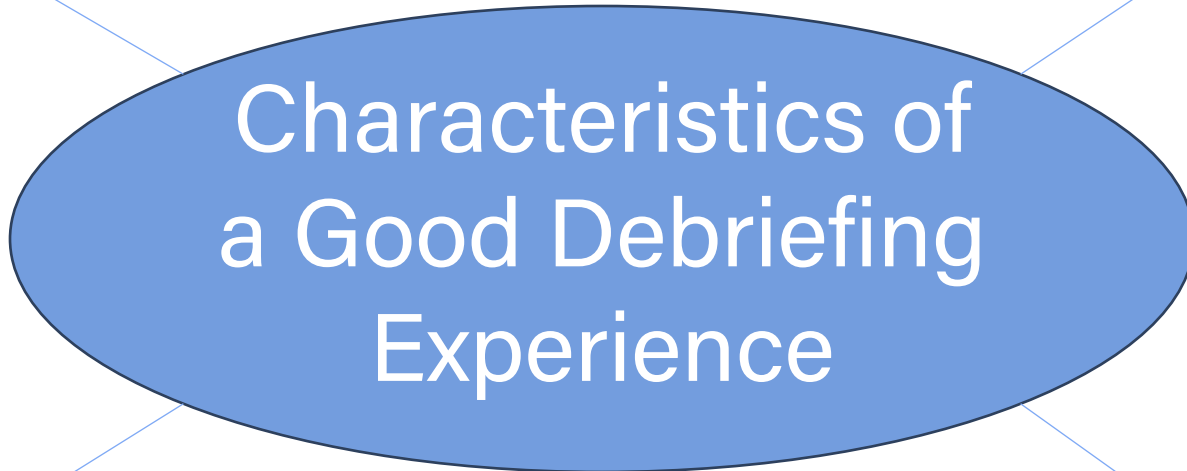
**What are
obstacles to a
good debrief?**



**Characteristics of
a Good Debriefing
Experience**

Why do you debrief?

What is your favorite debriefing tool, template, etc.?



What are obstacles to a good debrief?

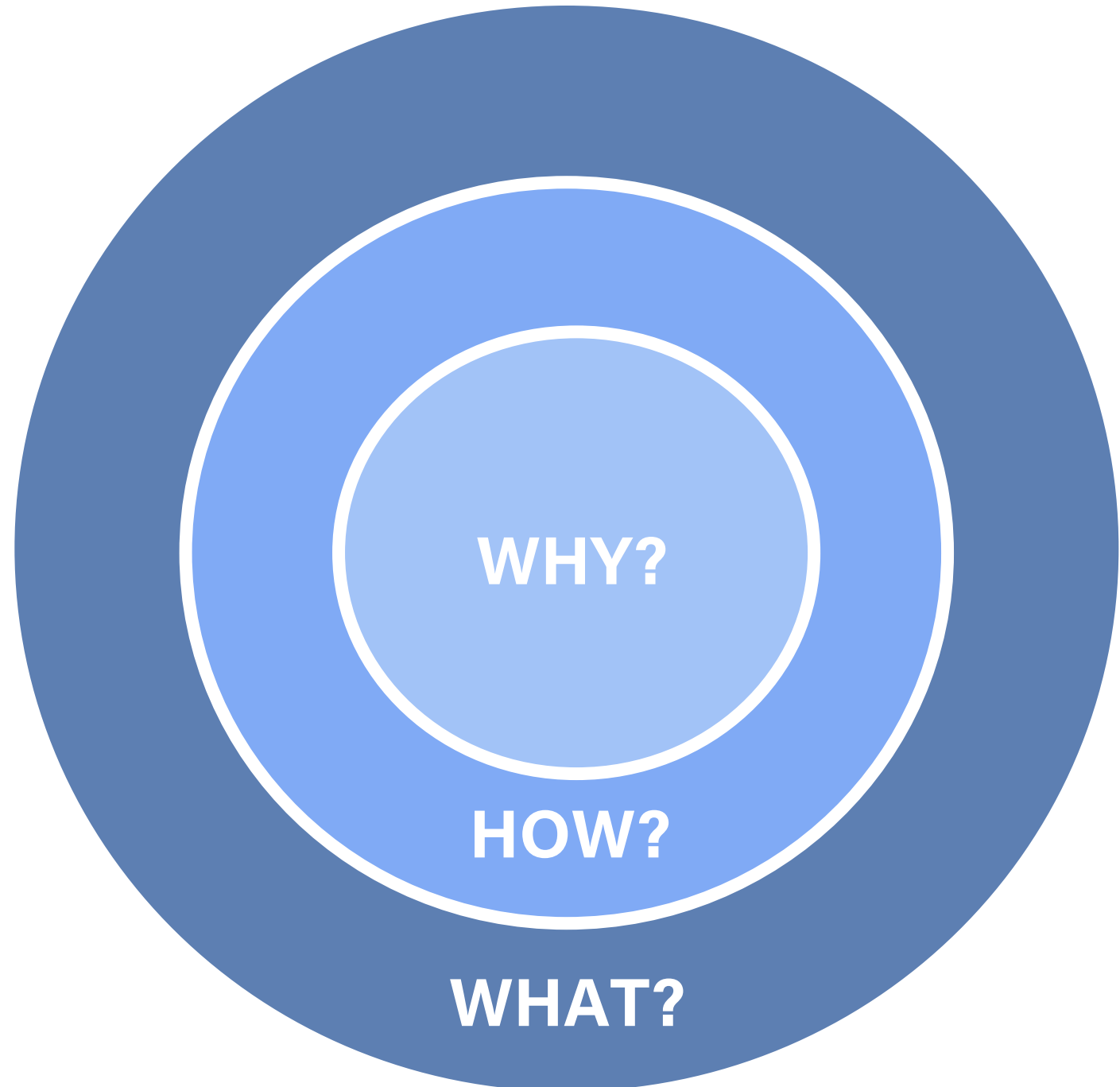
What is your favorite debriefing story?

The Golden Circle

■ **WHY** do you do what you do?

■ **HOW** you do what you do?

■ **WHAT** you do and your results.



Why do we debrief?



What should we debrief?

An activity in which the connection between the events and in the real world are not clear-cut.

An activity that generates intense feelings and emotions—either positive or negative.

An activity that happens so rapidly that the significance of the critical events are lost on the participants.

An activity whose significance is likely to be interpreted in different ways by different participants who experienced it.

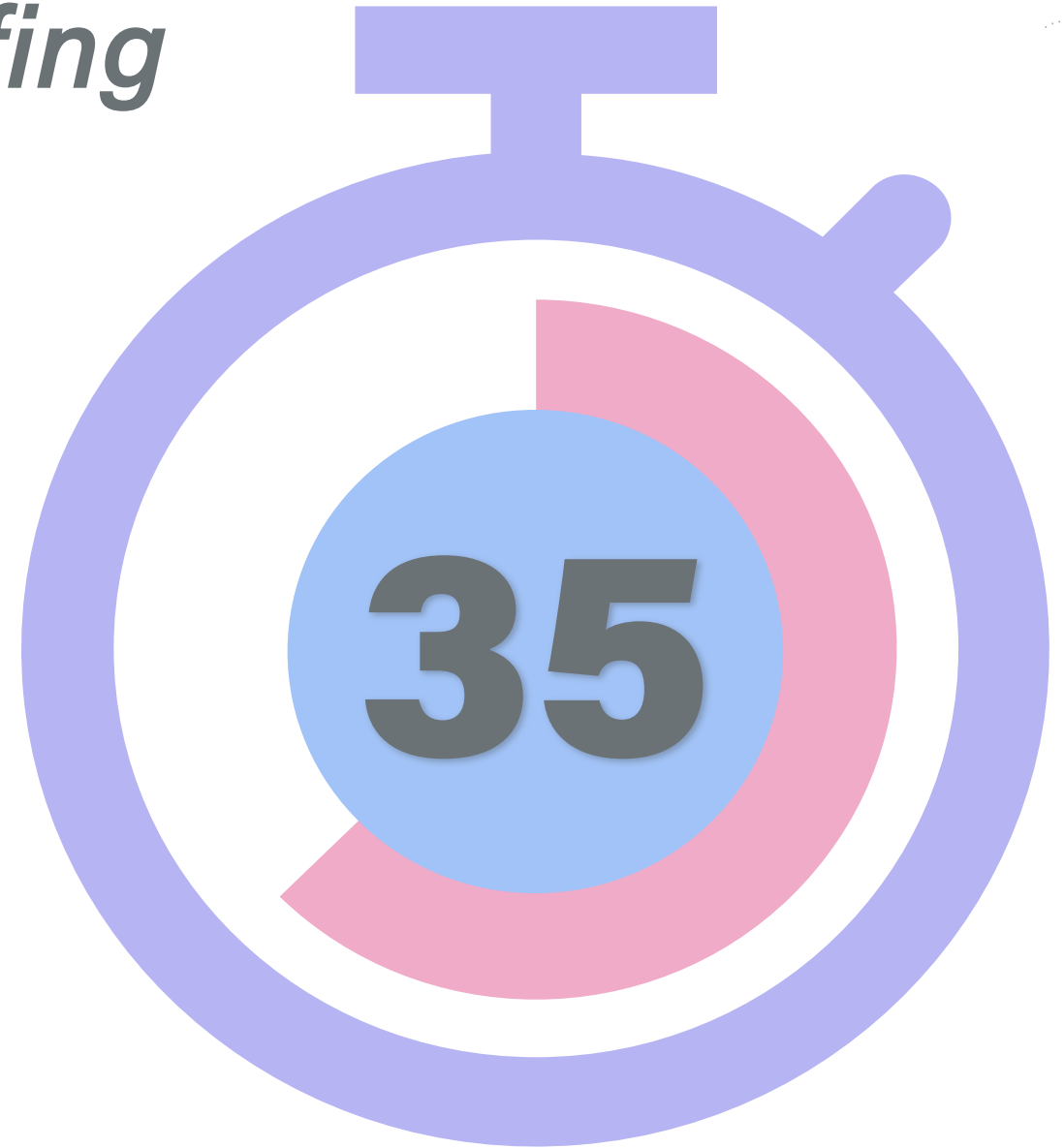
An activity that focuses on principles, insights, feelings, and beliefs rather than to facts, procedures, and problem-solving approaches.

(Thiagarajan, 2019)





Thirty-five for Debriefing





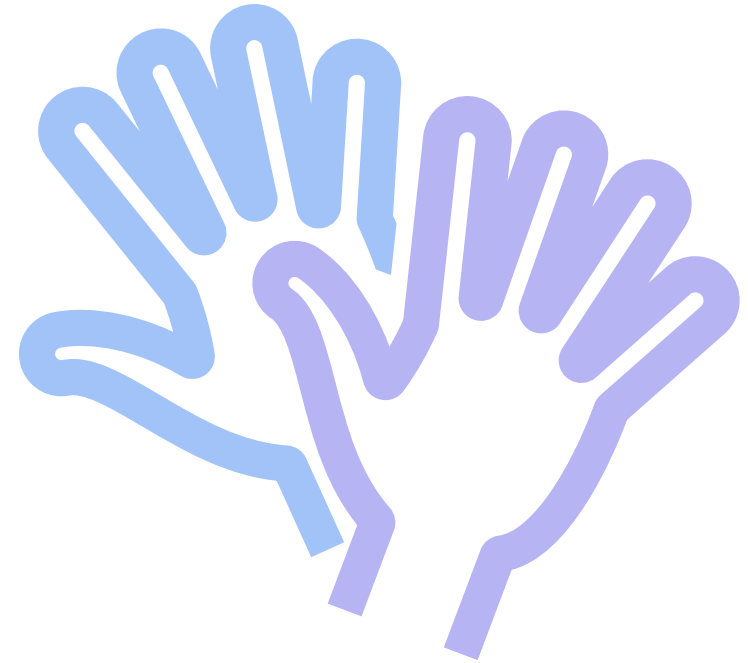
(Air) Handshake Mingle





*High five a new
partner
and say,*

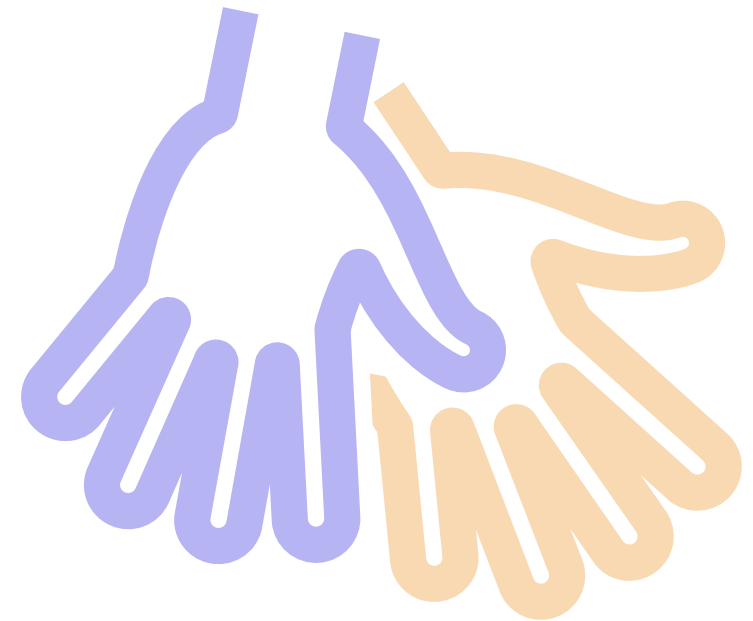
*“I’m glad
you’re here!”*





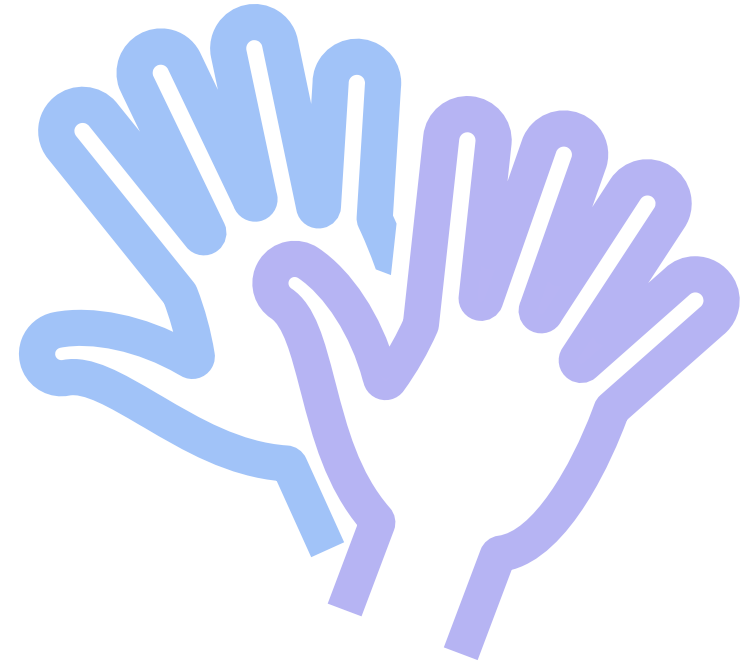
Low five a new partner and ask,

“What are you hoping to get out of this session?”



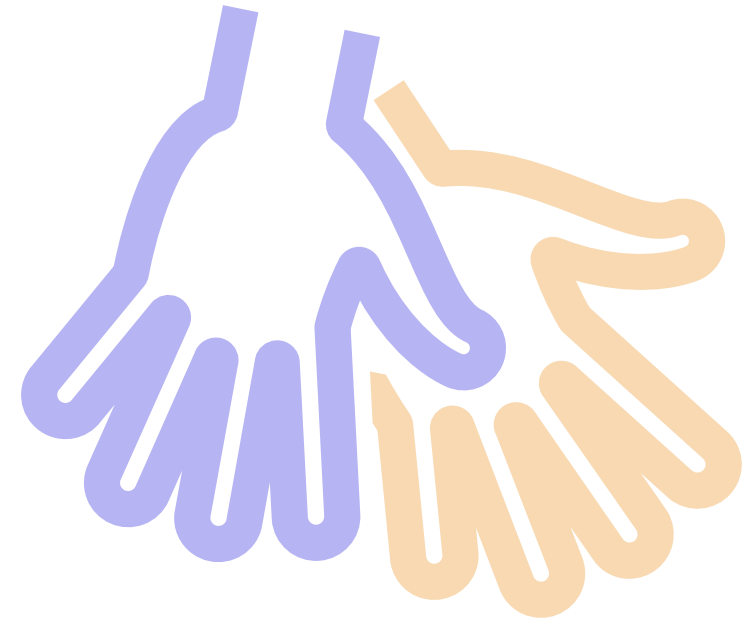


Revisit your high five partner.





Revisit your low five partner.





*Do fist bump fireworks
with a new partner
and ask,*

*“What are you
celebrating today?”*



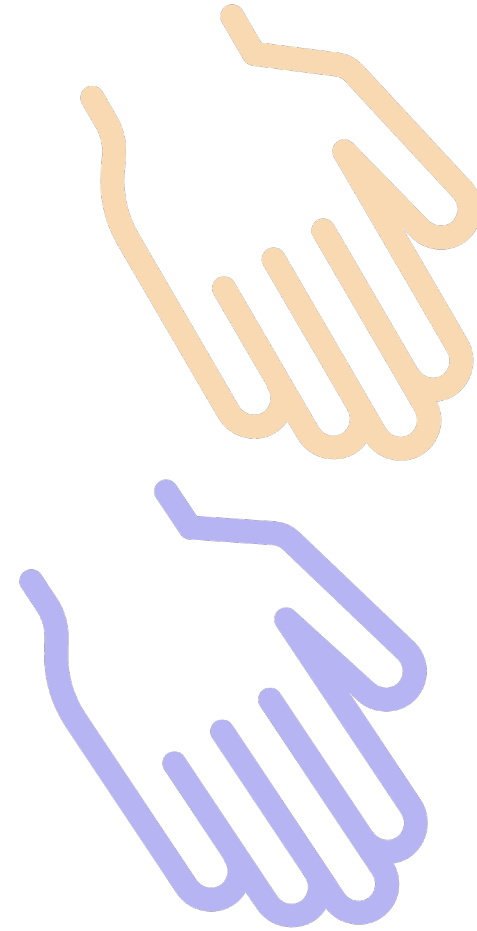


Revisit your high five partner but with an air greeting.





Revisit your low five partner but with an air greeting.

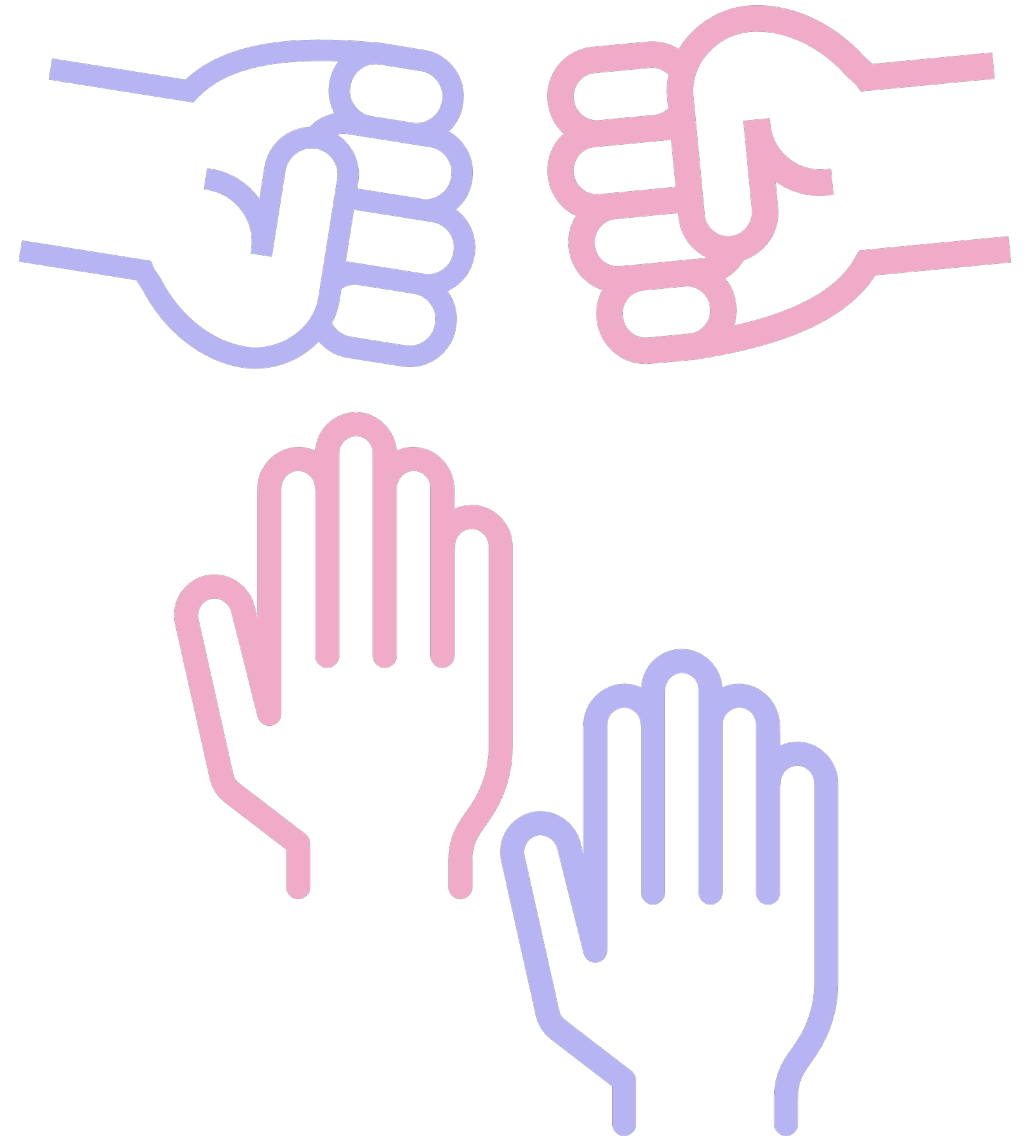




Revisit your fist bump fireworks partner but with an air greeting.



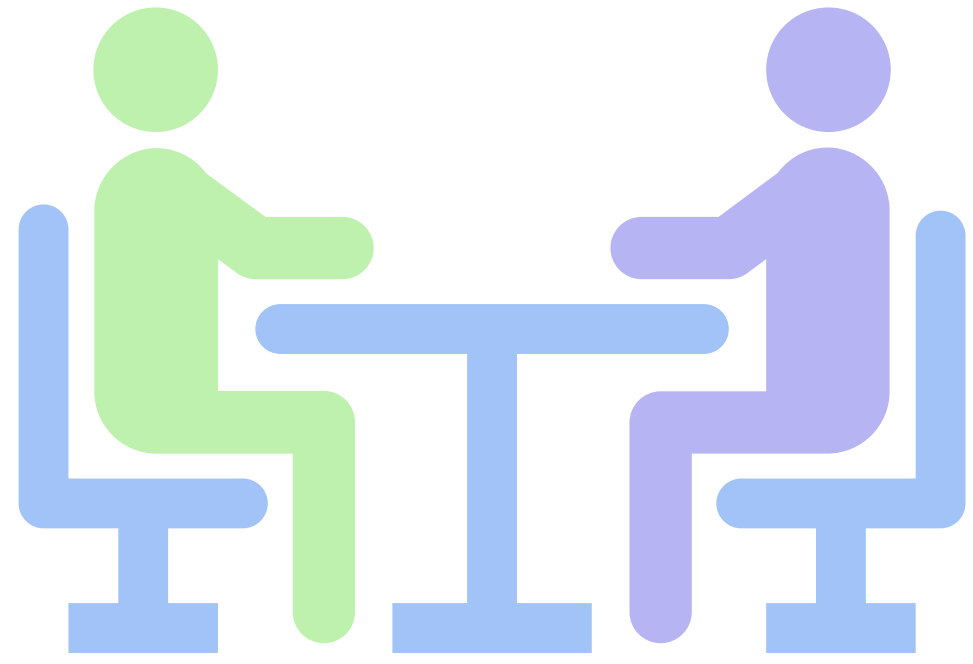
Find a completely new partner and create a new air greeting.





Pair up!

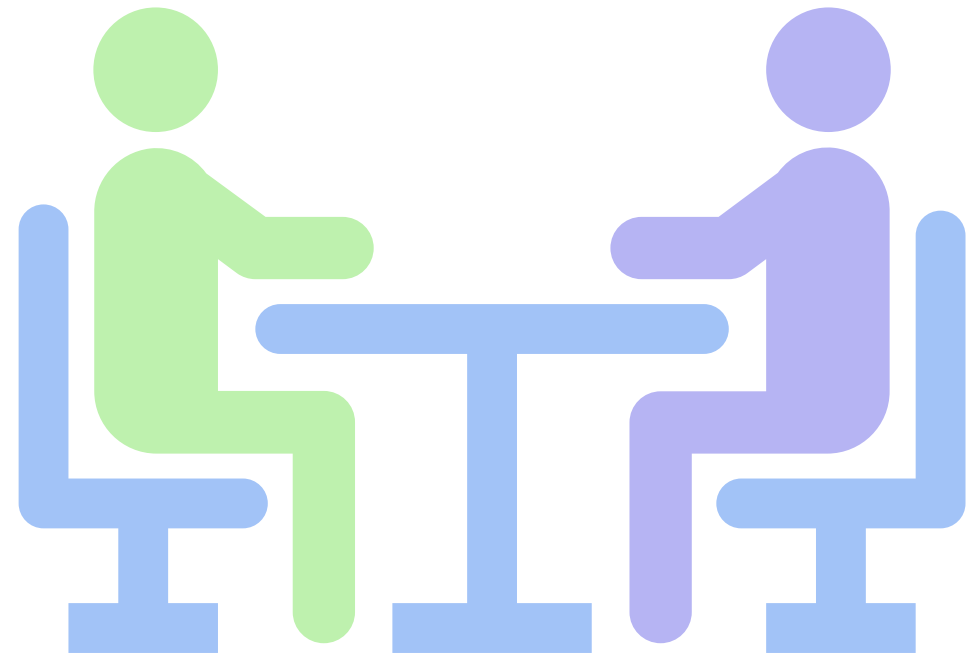
Find a partner and sit down.



Pair up!

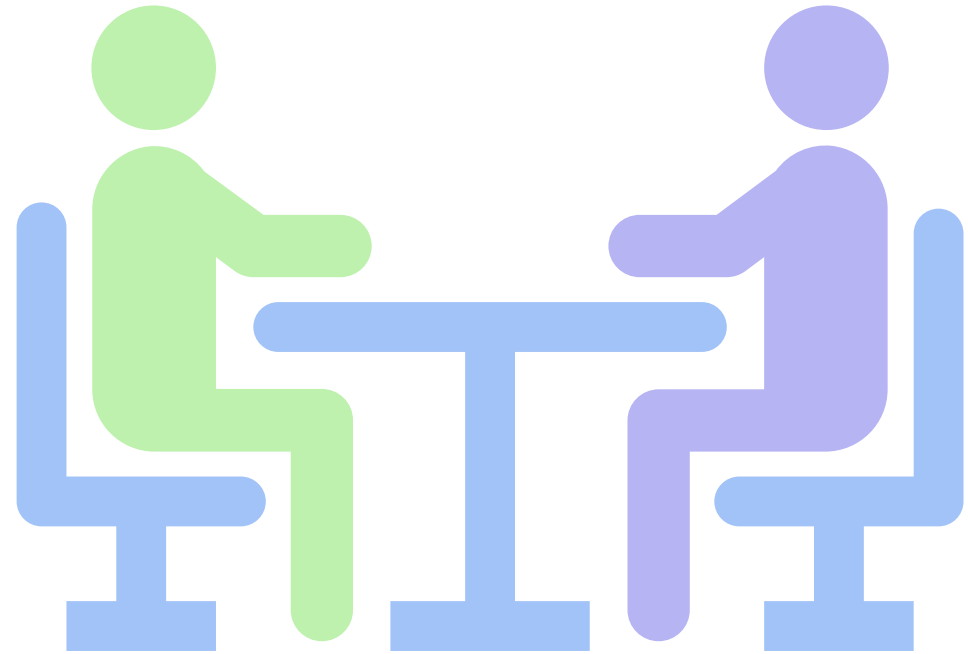
Find a different partner and sit down.

Introduce yourself.



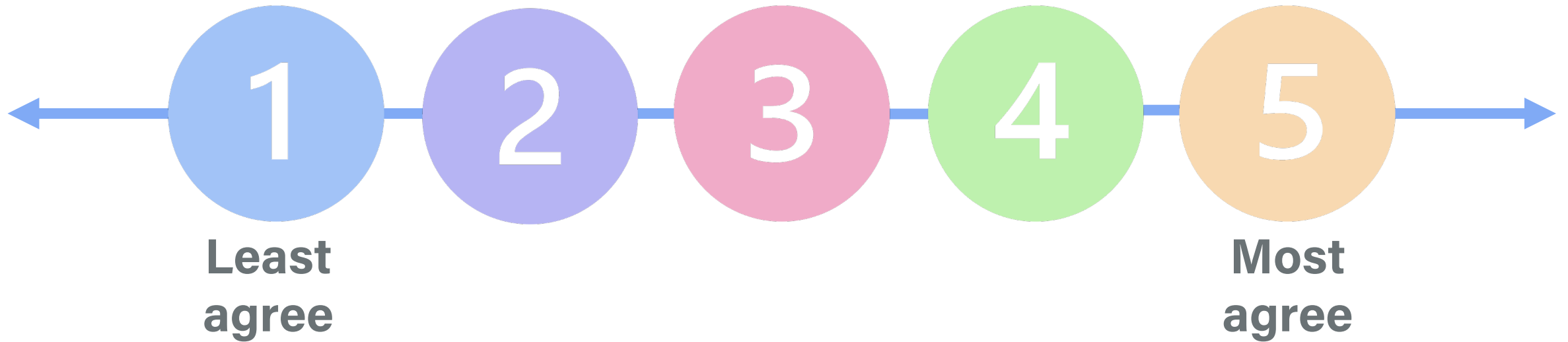
Pair up!

- Why did you choose your current partner?
- How do you think others in the room went about choosing a partner?

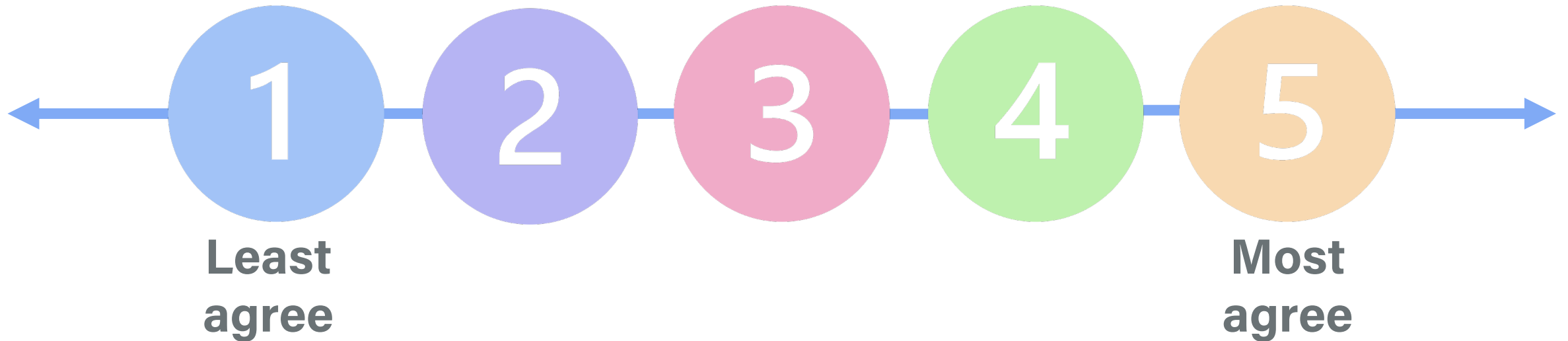




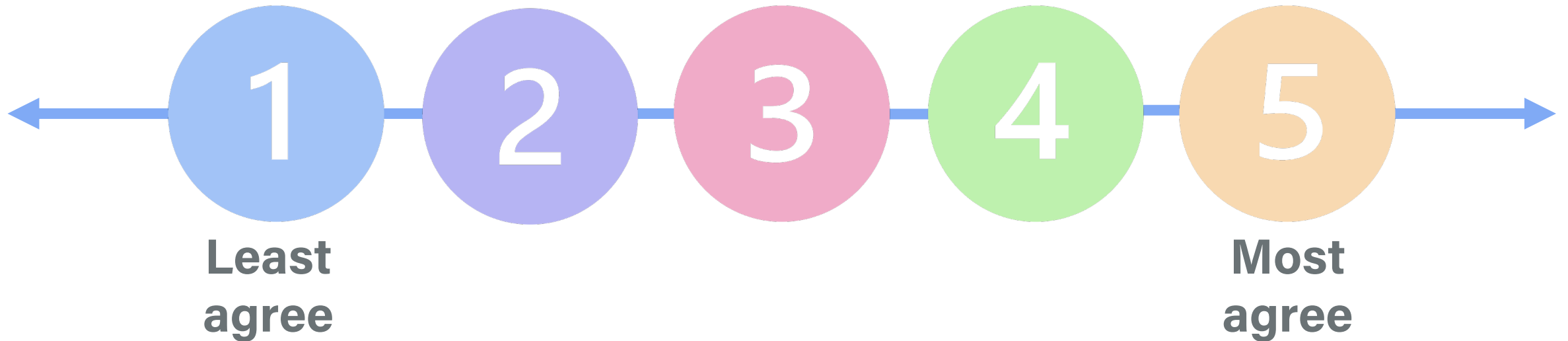
Pair up poll



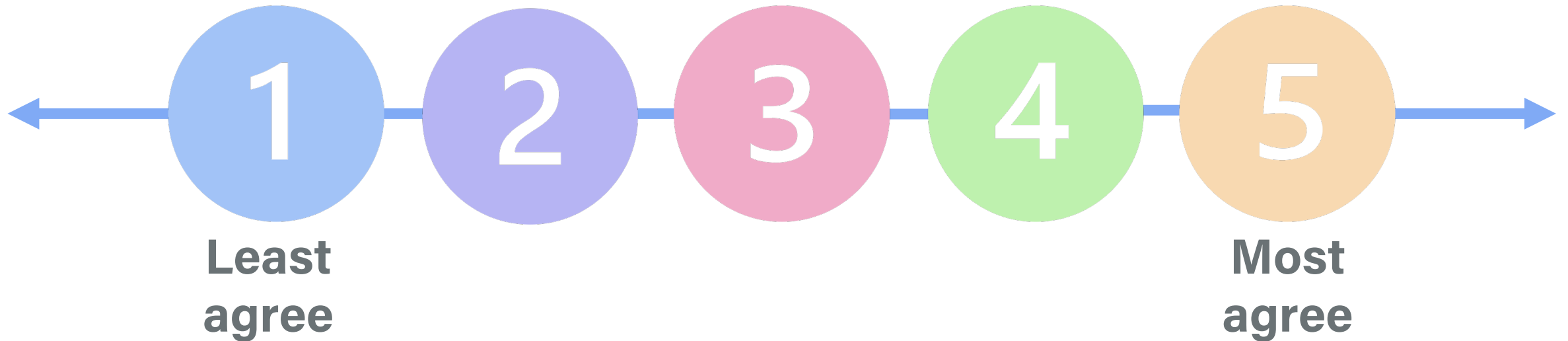
“Most participants pair up with people seated near them.”



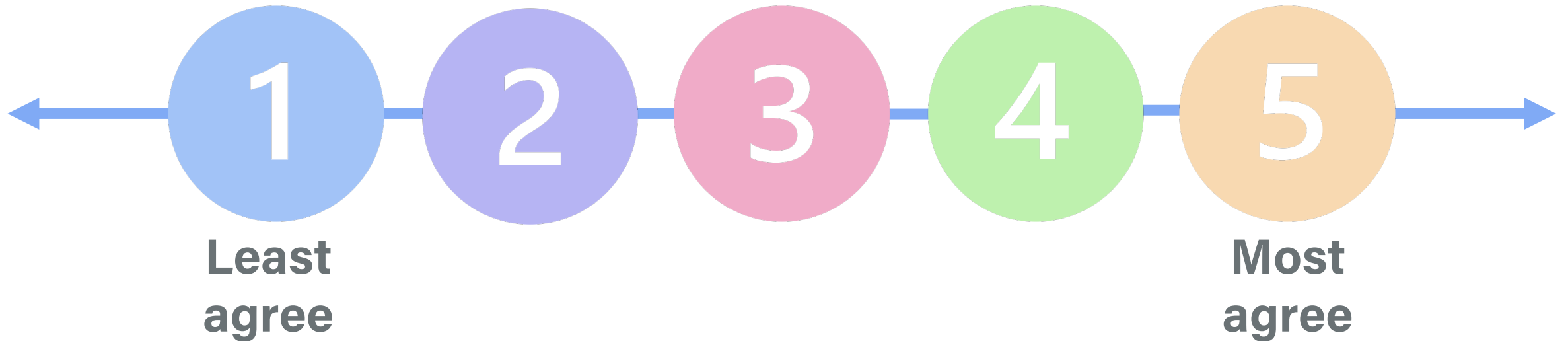
“Most participants pair up with people they already know.”



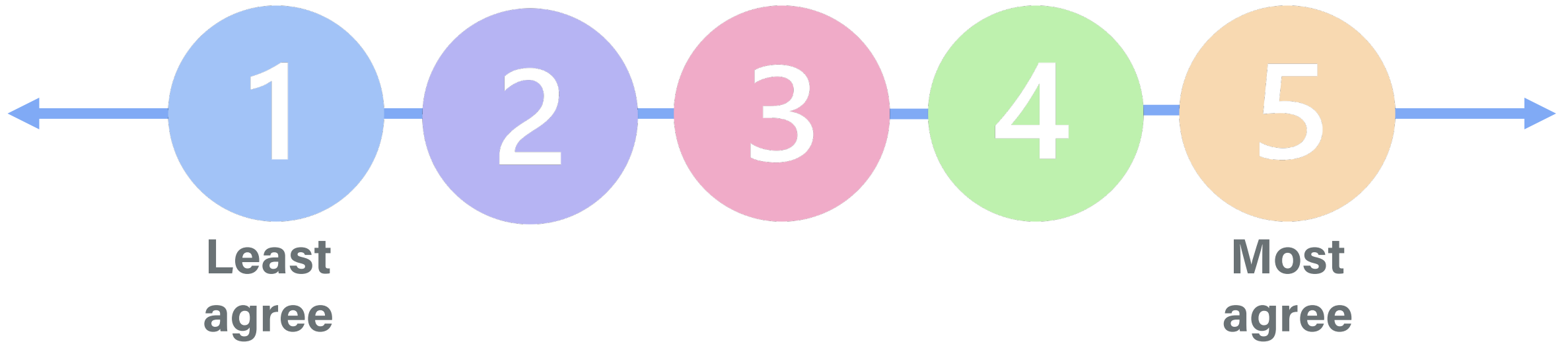
“Most participants pair up with people they already know.”



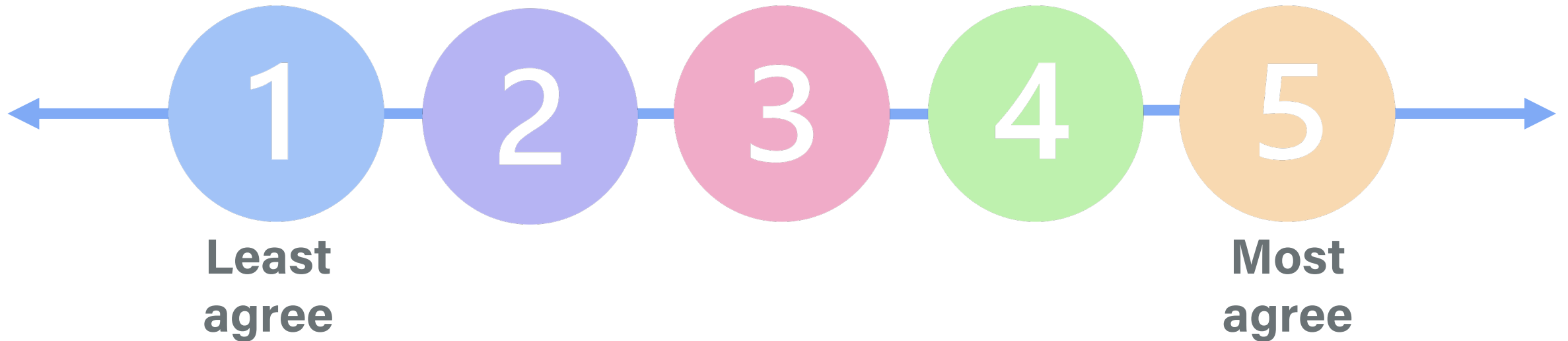
“Most participants don’t spend too much time deciding who they should pair up with.”



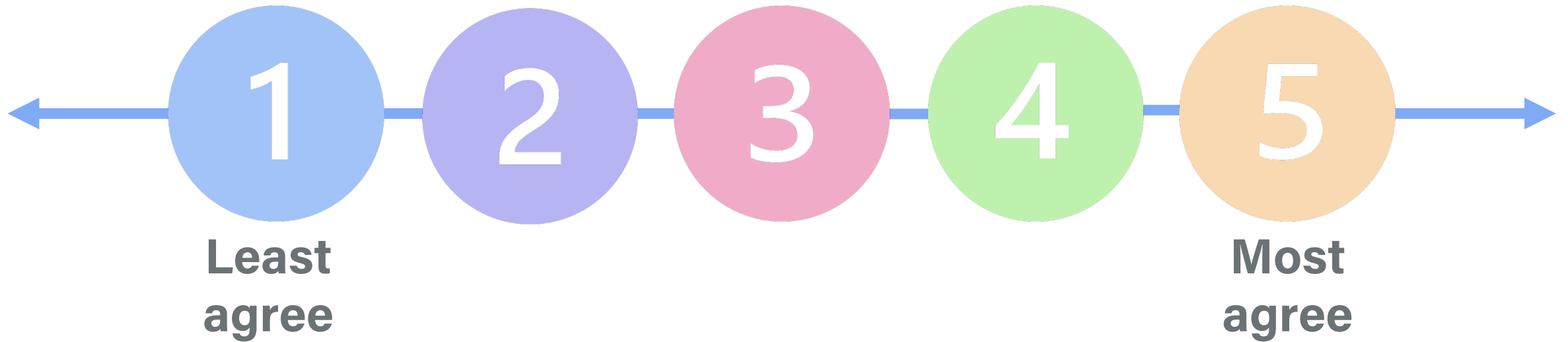
“No participant refuses an invitation from someone else to pair up.”



“Most participants pair up with attractive people.”



“Most participants pair up with friendly people.”



Discuss what-if questions with your partner.

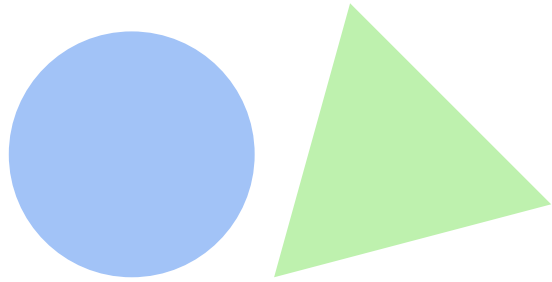


Competition. You will play a competitive game with another partner. Find someone to compete with.

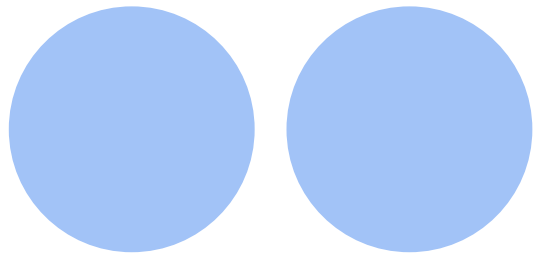


Cooperation. You will work with a partner to solve a problem. Find somebody to be your partner in this activity.

Discuss what-if questions with your partner.



Difference. Pair up with someone who is as different from you as possible.



Similarity. Pair up with someone who is as like you as possible.

Discuss what-if questions with your partner.



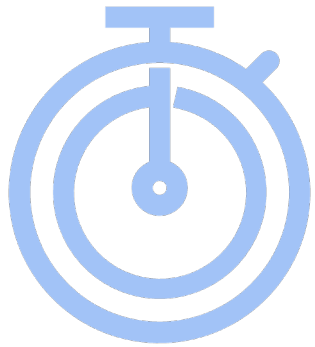
Competency. You will work with a partner to solve a mathematical problem. Find somebody to be your partner in this task.

Discuss what-if questions with your partner.



Date of birth. Pair up with someone who has the same birthday (month and date, not the year) as you.

Discuss what-if questions with your partner.



Limited time. You have a 15-second time limit. Quick, pair up with another participant.



THIAGI DEBRIEF

(Thiagarajan,, Tagliati, Richter, & Thiagarajan, 2015.)



PURDUE
UNIVERSITY®

Center for Intercultural Learning,
Mentorship, Assessment and Research

How do you feel?

1. [Insert questions specific to the activity; encourage participants to share their feelings about the activity]

What happened?

1. [Insert questions specific to the activity; begin with broader questions and then get into more specifics from the activity.]



PURDUE
UNIVERSITY®

What did you learn?

1. [Insert questions specific to the activity; present participants with specific principles generated from the activity and/or ask participants to generate their own principles.]



PURDUE
UNIVERSITY®

How does this relate to the real world?

1. [Insert questions specific to the activity; discuss the activity's relevance to the participants' experiences.]

What if?

1. [Insert questions specific to the activity; begin by providing an alternative scenario and asking participants how that alternative might have changed the outcome; then, ask participants to come up with their own alternative scenarios.]

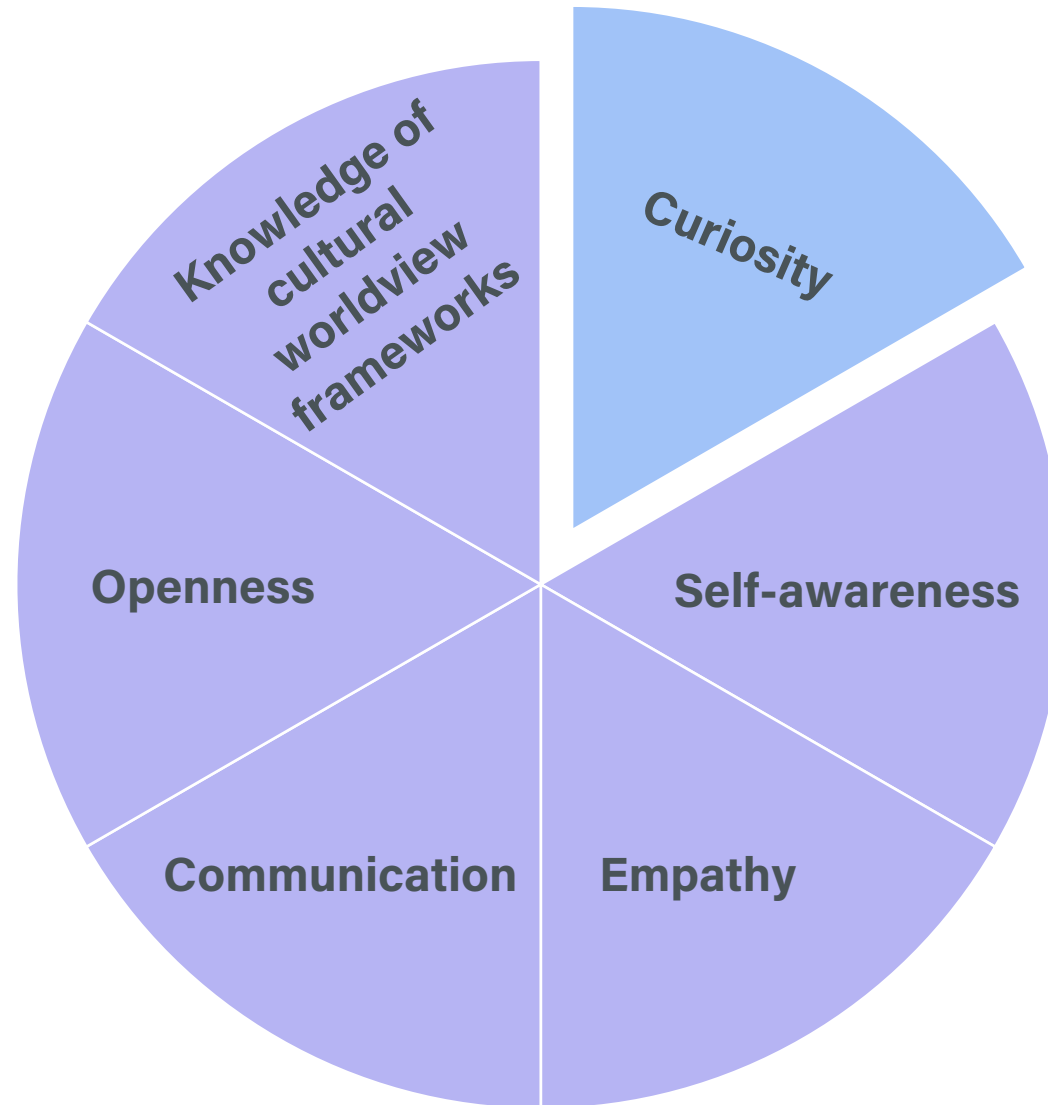
What next?

1. [Insert questions specific to the activity; ask participants how this experience will change their behavior in the future or if they have any new insights.]



End of Hour 1

Teaching the attitude of *intercultural curiosity*



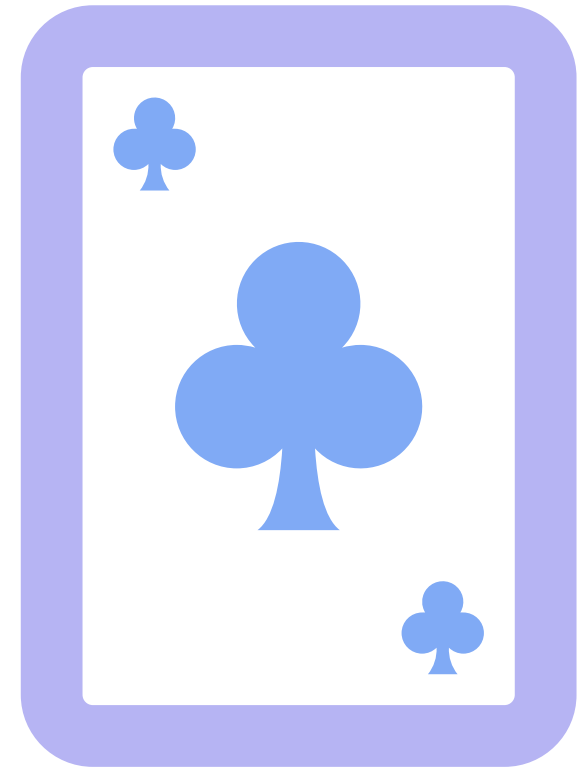
Teaching the attitude of *intercultural curiosity*



	Capstone	Milestones		Benchmark
	4	3	2	1
Attitude <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks deeper questions about other cultures and seeks out answers to these questions.

*Teaching the attitude of **intercultural curiosity***

Magic Spelling



A curious card trick

- 9 cards
- 1 assistant
- An abundance of magic, curiosity, and wonder



Poor, L. (2021, March 7). *jack of diamonds playing card*.
<https://unsplash.com/photos/jack-of-diamonds-playing-card-QHutOO4jiRw>



PURDUE
UNIVERSITY®

Center for Intercultural Learning,
Mentorship, Assessment and Research

Discussion:

- To both the assistant and observers: What did you observe?
- To both the assistant and observers: How did you feel?

Discussion:

- Who would like to know how this illusion works?
- For those of you who would like to know, how would you go about figuring out what happened in the illusion?

Discussion:

- What if I told you this trick is self-working?

The reveal...



(Stevens, 2018)

The Debrief:

- What strategies did you use to understand the illusion? What did you notice about your approach?
- If you asked questions, what kinds of questions did you ask?

The Debrief:

- Are there other ways you could get answers? Where/how could you find the information you need?
- What do you take away from this activity? And why does this matter?
- How does general curiosity or wonder relate to intercultural curiosity?
- How would you use this with your students?

Teaching the attitude of *intercultural curiosity*

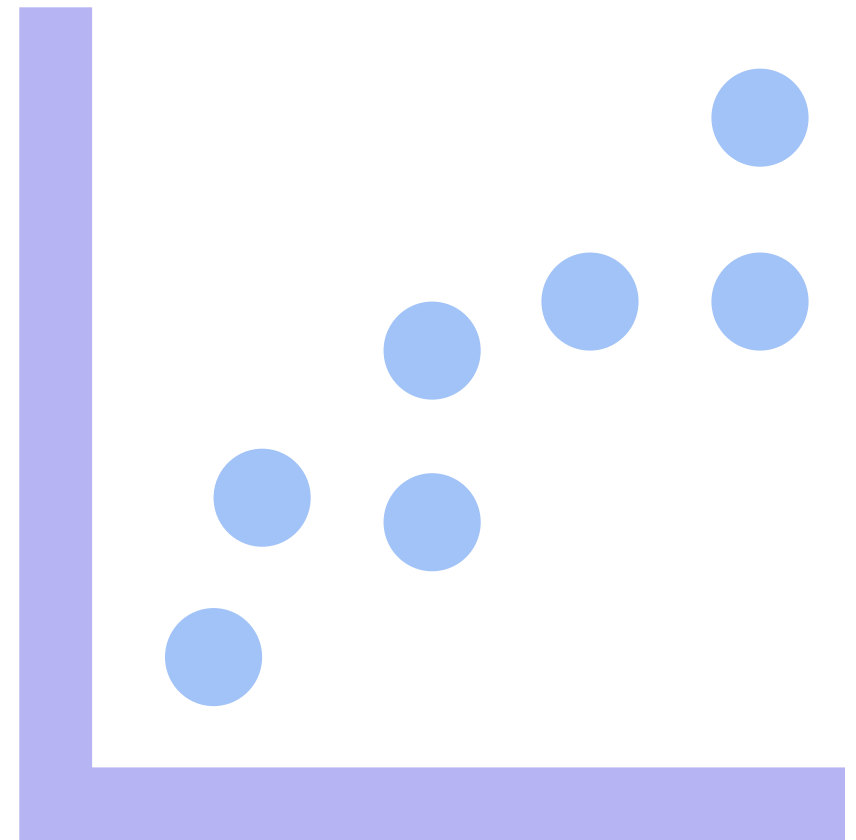
By the Numbers

3, 6, 7...

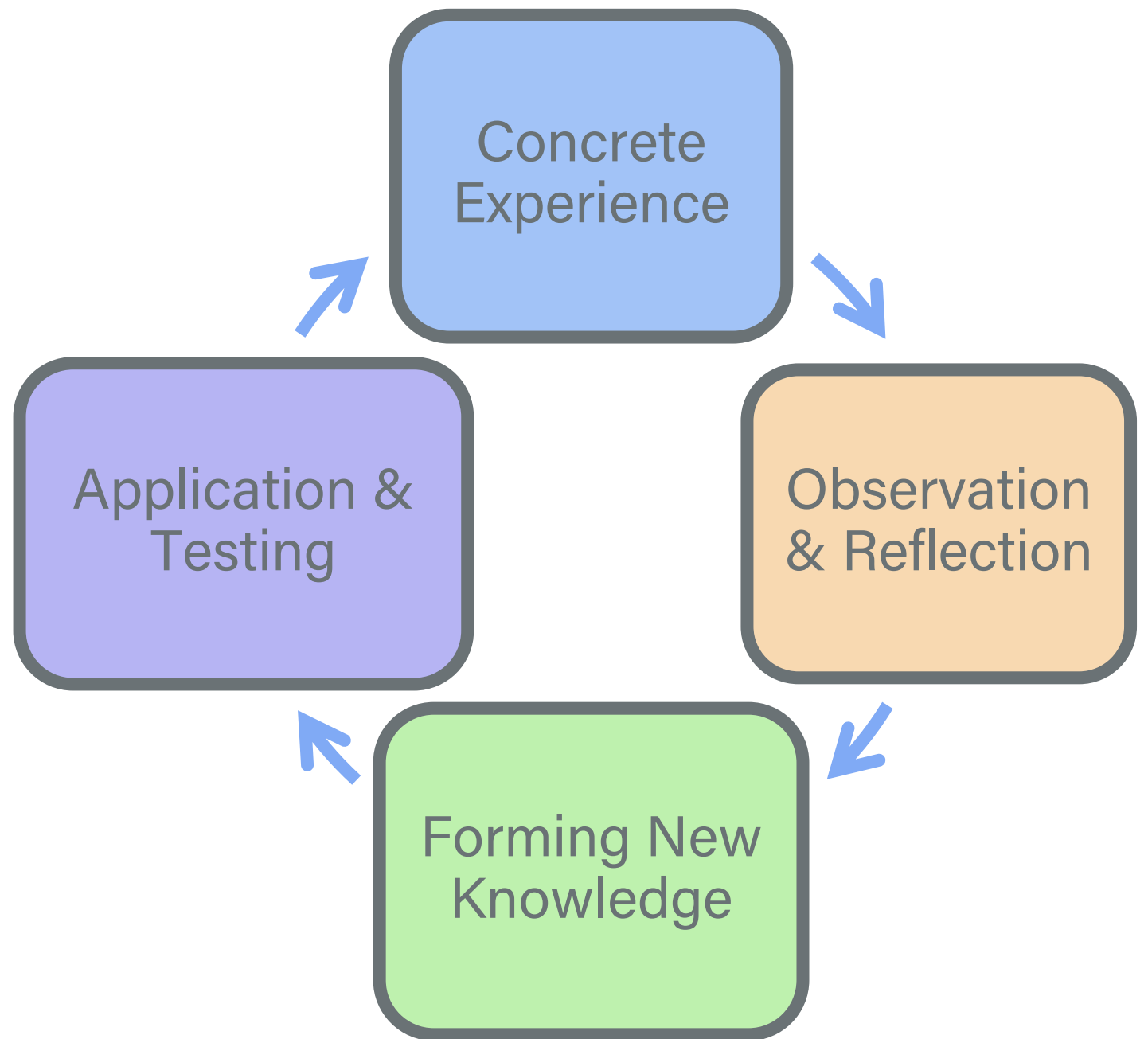
14, 28, 29...

5, 10, 11...

2, 4, 5...



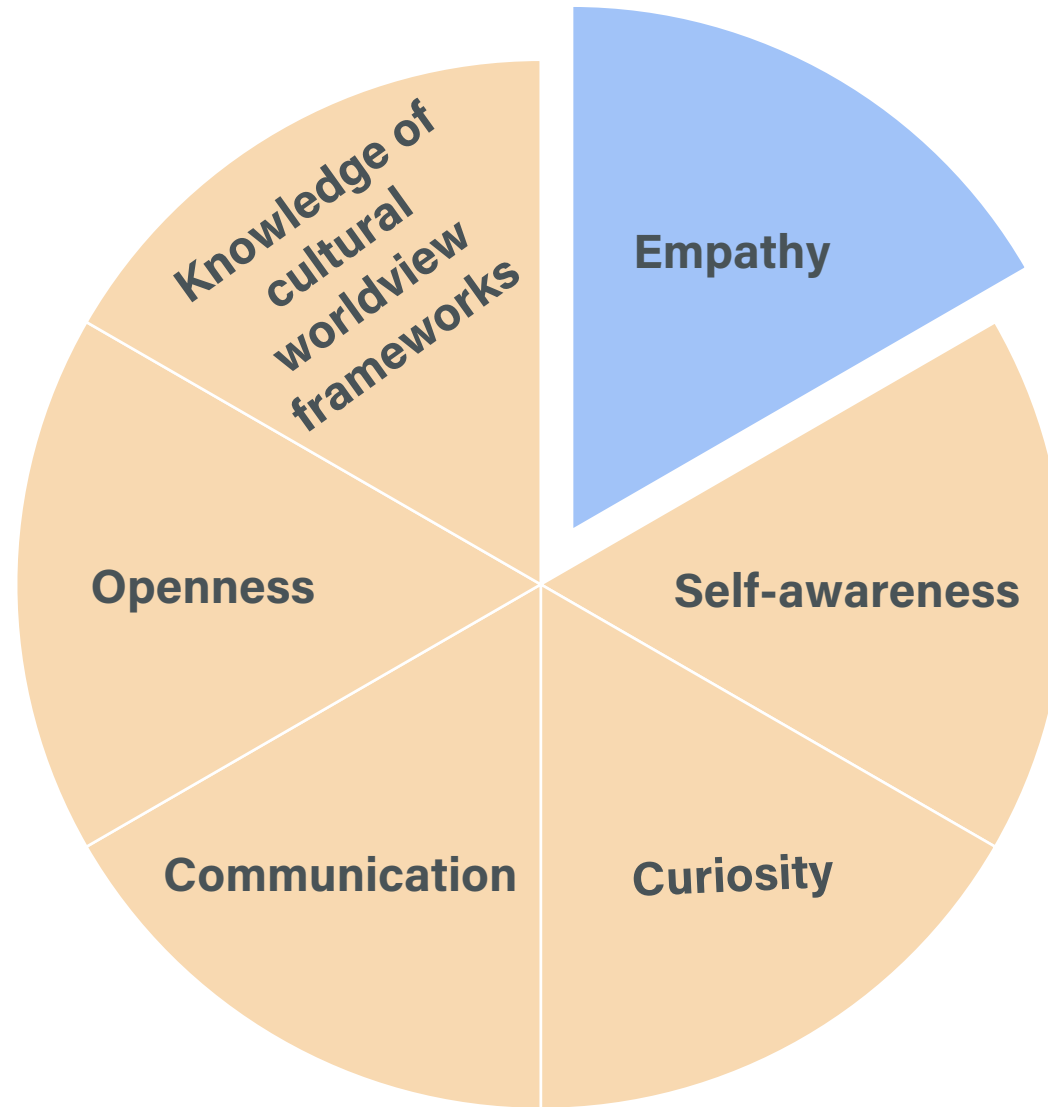
Thiagi Debrief



(Kolb & Kolb, 2018)



Teaching the skill of *intercultural empathy*





Teaching the skill of *intercultural empathy*

	Capstone	Milestones		Benchmark
	4	3	2	1
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.

*Teaching the skill of **intercultural empathy***

Ritual

Ritual

Ritual

*Look at people, listen to them,
and respond to what they say
only if they have their left
hands closed into loose fists
and their right fingers spread
open.*

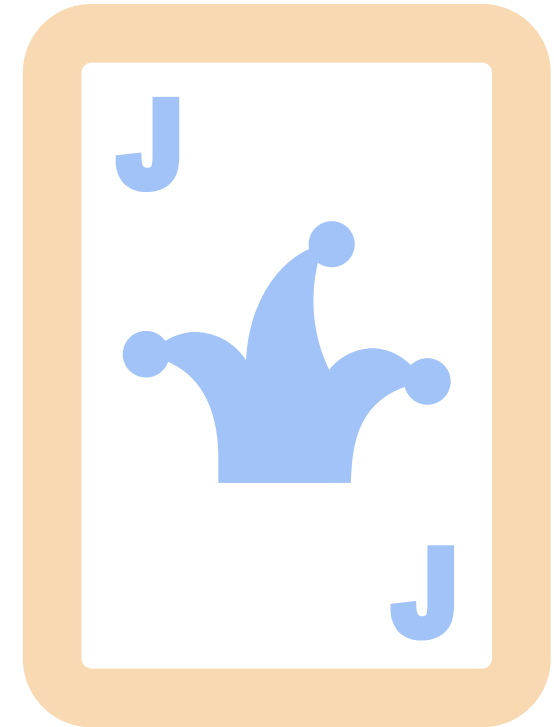


Ritual

*Discuss: Follow-up plans,
projects, and ideas from this
workshop.*

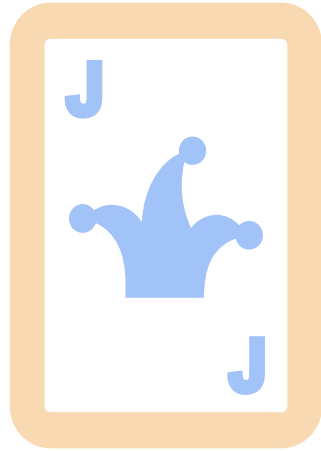
*Teaching the skill of **intercultural empathy***

Poker Face



*Teaching the skill of **intercultural empathy***

Debriefing Ritual and Poker face with Whoa! Aha! Hmmm!



Assessment as Learning

One-Minute Paper



(unknown)

What?

So what?

Now what?



Teaching the skill of *intercultural empathy*

AAC&U Intercultural Knowledge and Competence VALUE Rubric

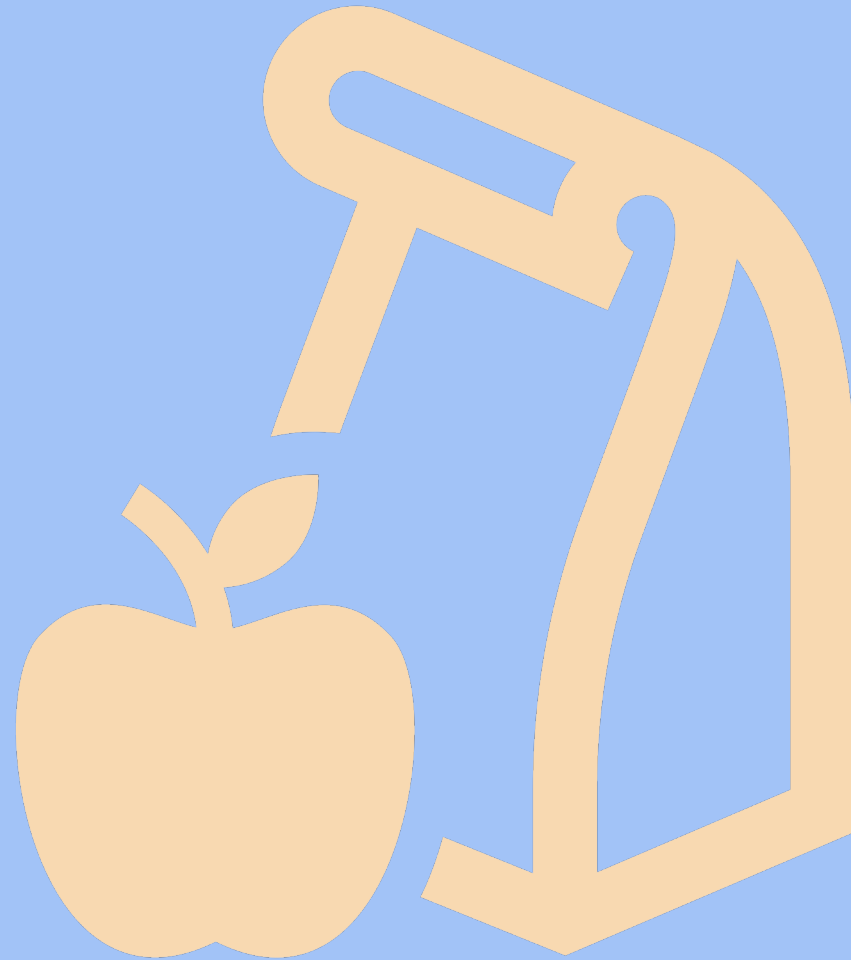
	Capstone	Milestones		Benchmark
	4	3	2	1
Skills <i>Empathy</i>	Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses more than one worldview in interactions.	Identifies components of other cultural perspectives but responds in all situations with own worldview.	Views the experience of others but does so through own cultural worldview.



Teaching the attitude of *intercultural curiosity*

AAC&U Intercultural Knowledge and Competence VALUE Rubric

	Capstone	Milestones		Benchmark
	4	3	2	1
Attitude <i>Curiosity</i>	Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks deeper questions about other cultures and seeks out answers to these questions.	Asks deeper questions about other cultures and seeks out answers to these questions.



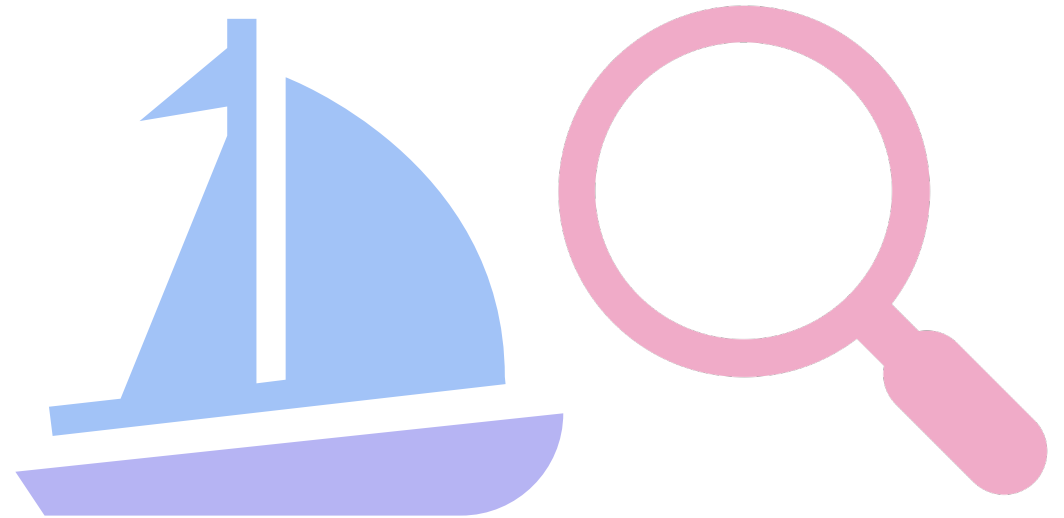
End of Hour 2 - lunch break!



**After Lunch
Story Time**

Lifeboat and Adjectives

- What could go wrong?
- How would you debrief it to have a positive outcome?



LUCKY STORES WILL PAY MILLIONS TO WOMEN IN JOB-BIAS LAWSUIT

By [Associated Press](#)

Dec 17, 1993, 2:00am EST

...Lucky Stores Inc., had agreed to pay up to \$107 million to settle claims from thousands of woman who say they got stuck in low-paying jobs.

It is the nation's second-largest settlement in a sex-discrimination lawsuit....

Among the 14,000 women who will share the settlement ...

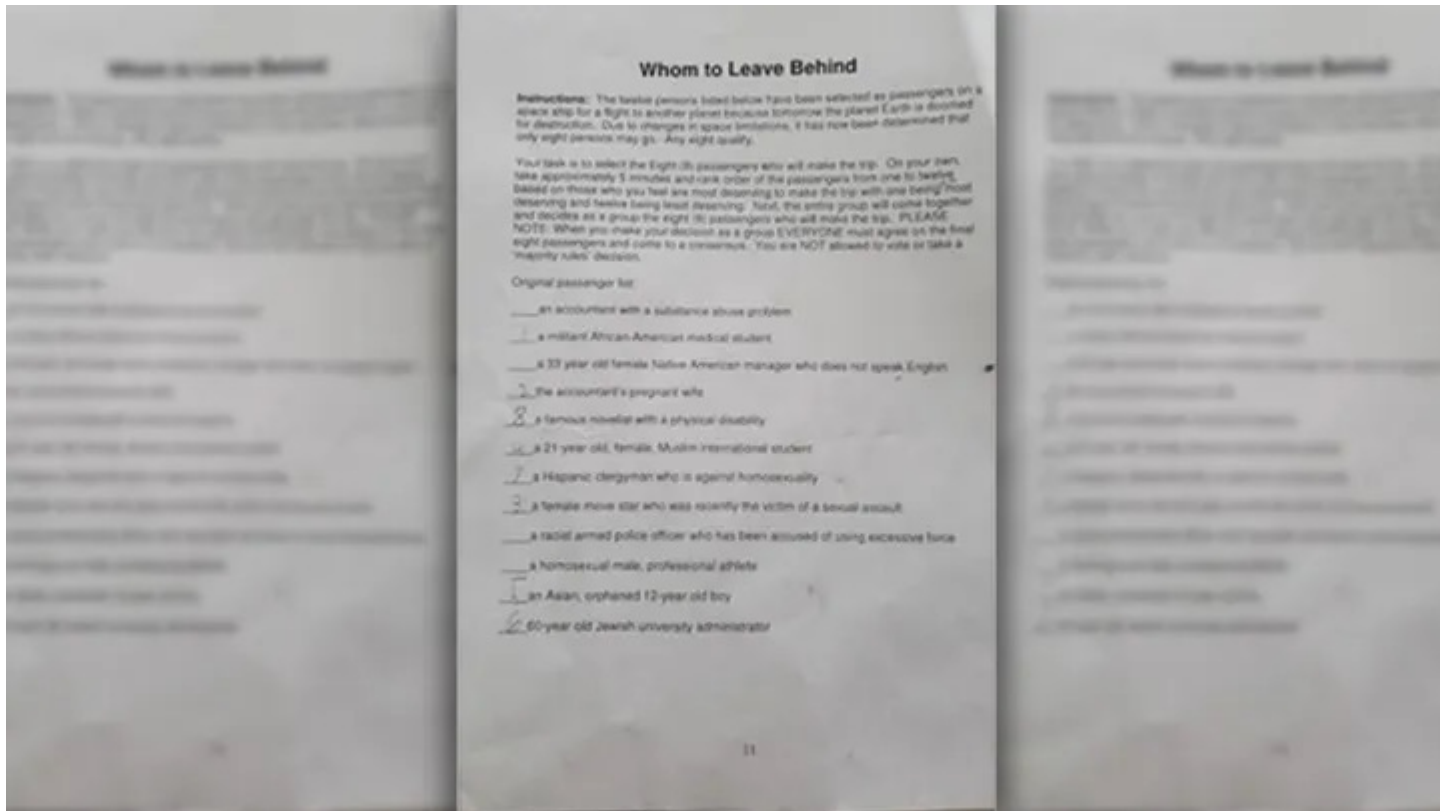
Lucky, while denying it broke civil rights laws, also agreed to change its personnel practices and goals for promoting women....

The award includes of \$74.25 million in damages to be paid out to the women and \$20 million to be spent over seven years improving personnel practices. Lucky will have to pay an additional \$13 million if it doesn't comply.

Individual awards, to be paid out in 1995, will be based on seniority, with the average award totaling \$5,000. Some women will get as much as \$50,000.

The New York Times

Who'd be on your spaceship. A school exercise backfires in Ohio.



An Ohio school superintendent has apologized for a class exercise that asked middle school students to choose from a list of racially, ethnically and religiously diverse candidates to save or leave behind if Earth were 'doomed for destruction.' The assignment presented 12 potential spaceship passengers, including 'a militant African-American medical student,' 'a Hispanic clergyman who is against homosexuality,' 'an Asian, orphaned 12-year-old boy,' 'a homosexual male professional athlete,' and a '60-year-old Jewish university administrator.' The students were instructed to select eight to take... to safety on another planet, ranking them from the most deserving to the least..." (Caron, 2018).

Slogan



Peer-led dialogues: Debriefing with trained peer facilitators

CROSSING BORDERS EDUCATION

a non-profit organization that specializes in interactive peer programs harnessing the power of media toward empathic dialogue.



CILMAR

Peer-led dialogues: An opportunity for intercultural learning based on Systems Thinking

“

Very great change starts from very small conversations, held among people who care.”

Margaret J. Wheatley

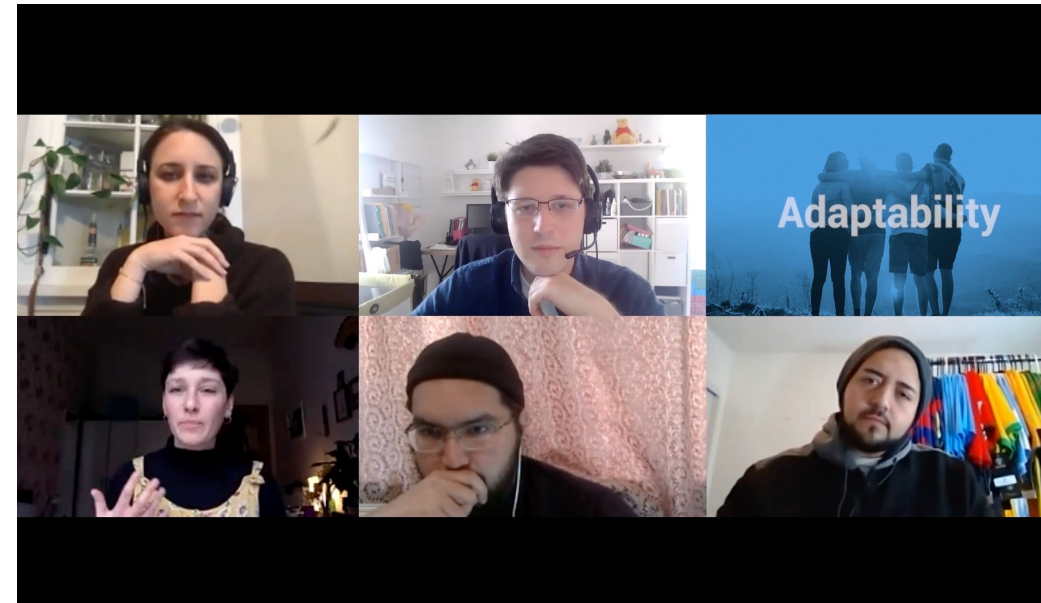


Peer-led dialogues: An opportunity for engaged virtual learning

INTERACTIVE PROGRAM DESIGN



Interactive: green, orange / Reflective: blue



Interactive virtual meetings to:

- Provide space for social learning (observation)
- Provide opportunity for experiential learning (doing)

Peer videos to:

- Break the ice
- Model sharing openly
- Represent inspiring voices from diverse backgrounds



Peer-led dialogues: Dialogue Agreements



Large group interactions - Riddle

Quick introduction in small group dialogues

Take two minutes per person to introduce yourself.

Peer video



Written Reflection

Video

Small group dialogue - designate small group supporter

***Take 1 minute per person for each round, ensuring equal airtime**

“Fishbowl” debrief



End of Hour 3

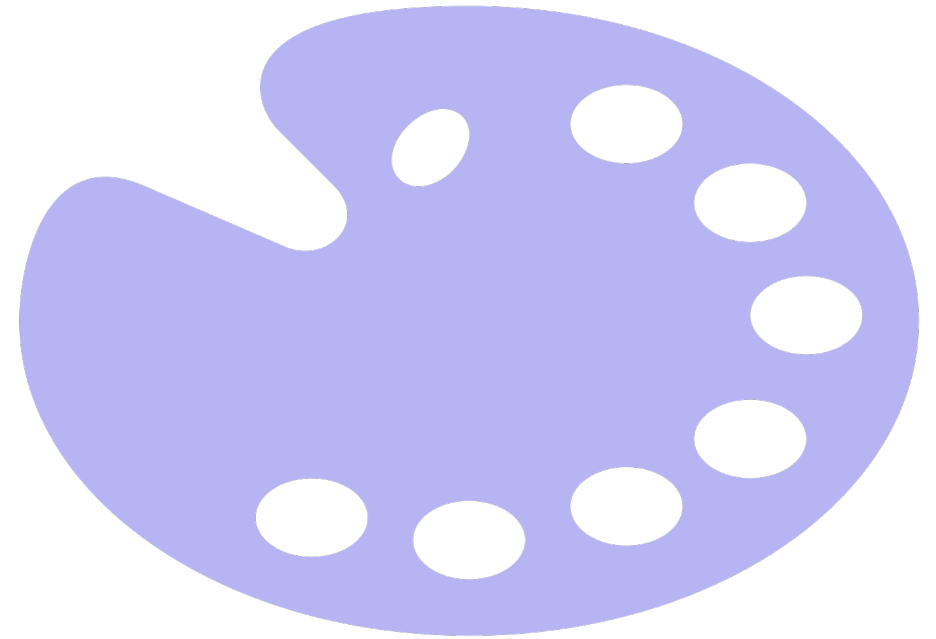
Listening for Values



Mindful Me



Artful Closer





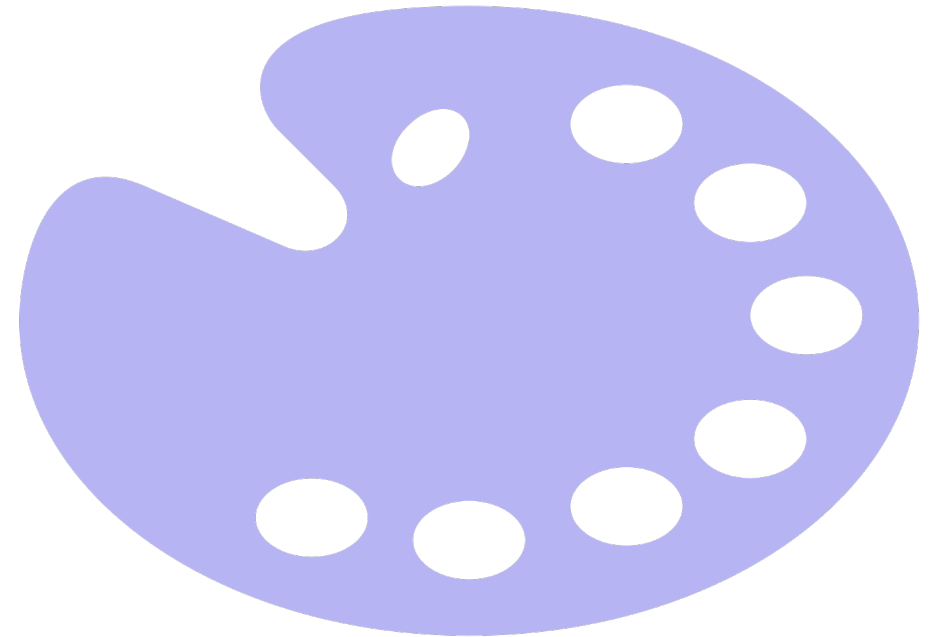
Artful Closer

For this activity, you will designate one person in your group to be the artist.

Discuss learnings from this workshop we experienced together today.

Come to a consensus as to the key learning or learnings you'd like to capture as a group.

The designated artist will draw an abstract picture that captures the essence of major insights from the workshop experience that was decided upon in your group.

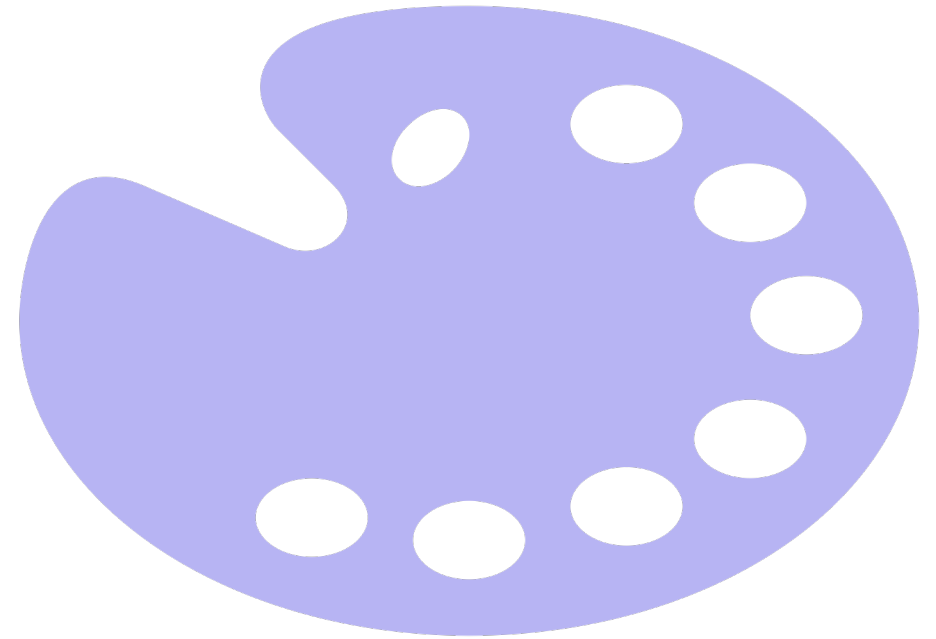




Artful Closer

Hold up your picture but don't reveal what it is.

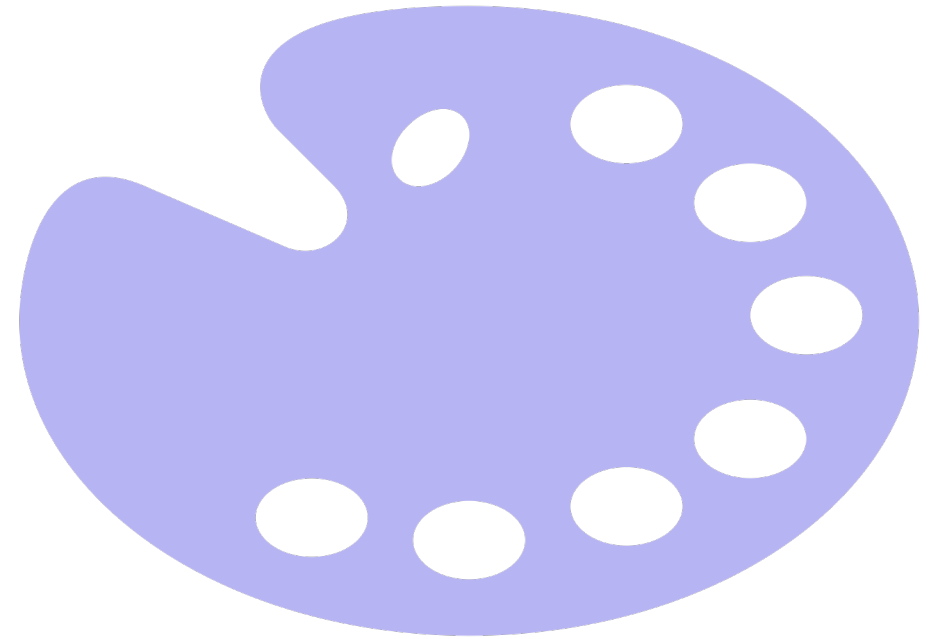
Individuals from other groups will treat the picture as a Rorschach inkblot and report what they see in it.





Artful Closer

Present your own picture.





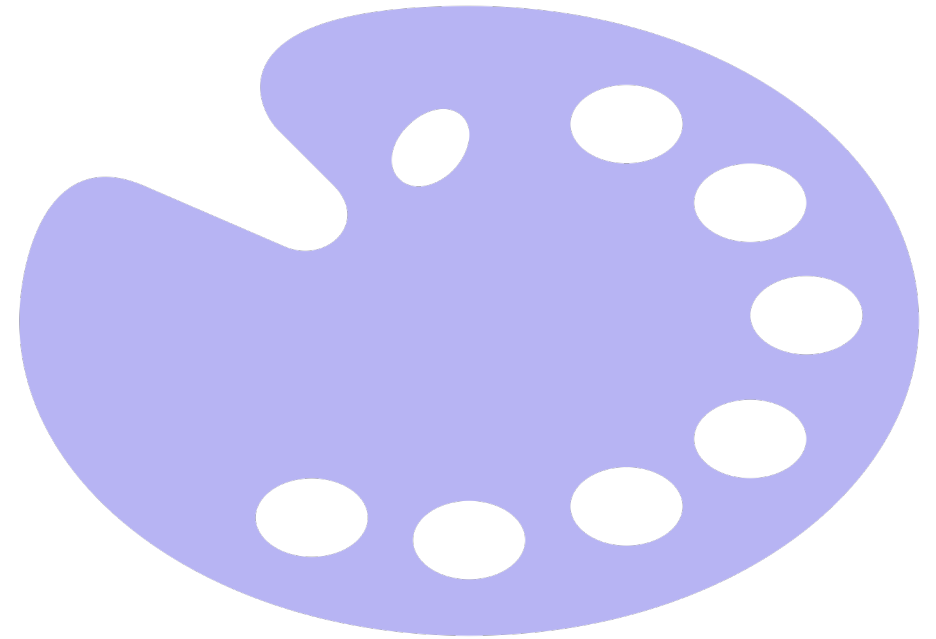
Artful Closer

What insights were the most frequently mentioned?

What insights were unexpected and unique?

What was the most powerful insight that affected you?

How do you expect this insight to change your future behavior?





Paradoxes in
New ways.
Trusting
participants.

Harvard Art Museum, Frog Art Museum, On
display from the Carpenter Center for the Visual
Arts, American Professional Photographers
Collection, 4 2002, 12819, Imaging Department
© Pearson and Holloway of Harvard College

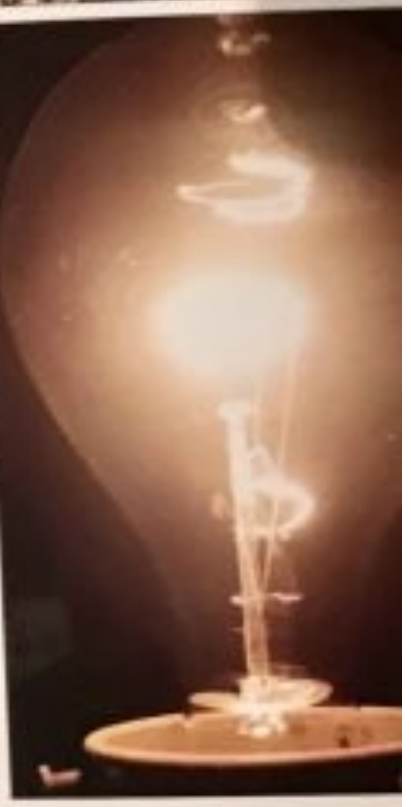


Facilitation
→ Listen (and how)
→ more partner stories
vs whole group sharing
out
→ use: unscripted, corelig
now some give +
Angela do...
Is applicable for you or not?
Are there some more to try?
Harvard National Weather Service Collection



Image pour te rappeler
qu'il faut innover et
ne jamais perdre
l'imagination, le plaisir
dans le travail!
Les meilleures idées
débutent souvent par
un mot...
© 2012 Experiential Tools

MESSAGE IN A BOTTLE, 2009
PHOTOGRAPH BY JEN STANCHFIELD
Greetings from All Montreal!
I hope that you are willing
to spend some personal time
developing new ideas and
ways to facilitate. Take some
time to remember that you
are a teacher. To develop
as an instructor you can
take the time to try one
thing differently every time
you work with
© 2009 Experiential Tools



(Stanchfield, 2018)



Thank you!



annetteb@purdue.edu
achhikar@purdue.edu
patton14@purdue.edu
cilmar@purdue.edu



facebook.com/purduecilmar
<https://www.purdue.edu/IPPU/CILMAR/>
<https://www.linkedin.com/company/cilmar/mycompany/>

<https://hubicl.org/members/1349/collections/dynamic-exercises-to-shift-debriefing-time-from-mundane-to-transformative-pre-conference-workshop-wise-conference-february-8-2024-10am--3pm>



Session/Workshop Evals

Don't miss these concurrent session options from Purdue University at the 2024 WISE conference!

SCALING UP: BUILDING INTERCULTURAL CAPACITY AMONG FACULTY & STAFF

with *Tara Harvey, True North Intercultural, and Annette Benson, Purdue University-CILMAR*

February 9, 9:30am-10:45am



SCALING UP INTERCULTURAL LEARNING ON CAMPUS: CURRICULAR INNOVATION FOR ANY DISCIPLINE

with *Aparajita Jaiswal and Alankrita Chhikara, Purdue University-CILMAR*

February 9, 3:30pm-4:45pm



EXPLORING THE EFFECTIVENESS OF SEMESTER ABROAD IN INTERCULTURAL LEARNING (SAIL) FOR INTERCULTURAL DEVELOPMENT

with *Alankrita Chhikara and Kelsey Patton, Purdue University-CILMAR*

February 9, 11:15am-12:30pm



TEACHING INTERCULTURAL CURIOSITY THAT CREATES BRIDGES INSTEAD OF BARRICADES

with *Annette Benson, CILMAR, and Natasha Harris, Purdue University-College of Science,*

February 10, 9:30pm-10:45pm



PREPARING CULTURALLY RESPONSIVE HIGHER EDUCATION LEADERS: THE IMPACT OF EMBEDDED INTERCULTURAL COMPETENCIES IN A PH.D. PROGRAM

With *Lisa Lambert Snodgrass and Rosalba Ledezma, Purdue University-College of Education*

February 9, 3:30pm-4:45pm

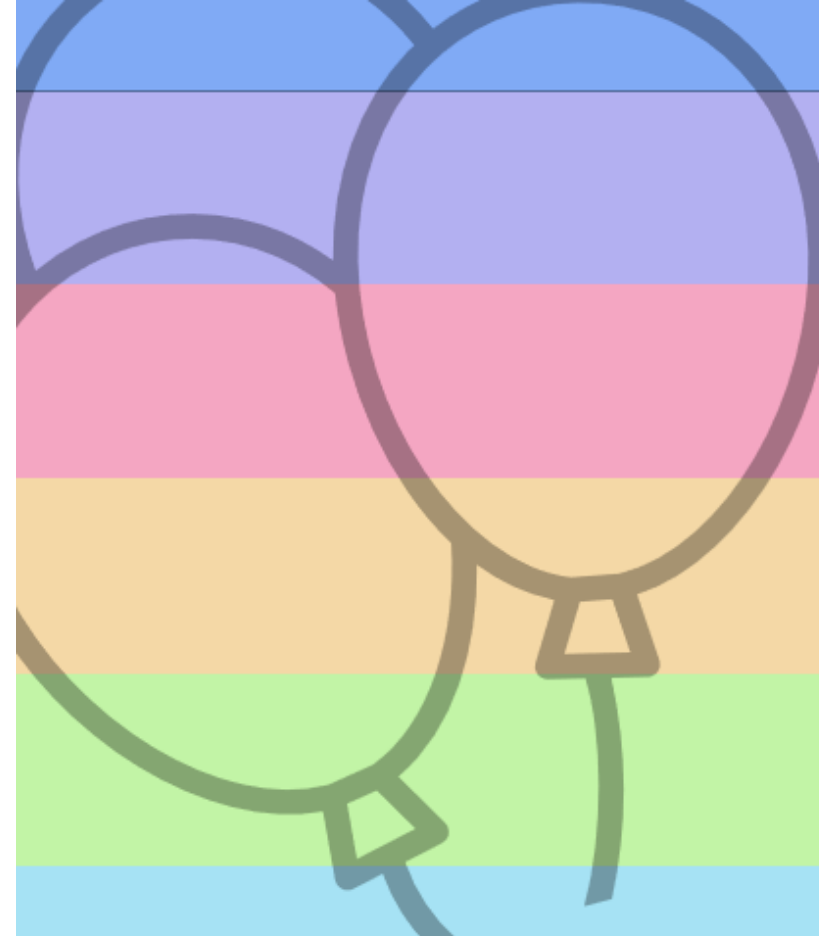


WAKE FOREST UNIVERSITY

Global Wake Forest



Center for Intercultural Learning, Mentorship, Assessment and Research



Don't miss the birthday party at the 2024 WISE conference, as we celebrate 5 years of collaboration between the HubICL and WISE!

Festivities begin Friday, February 9, 1:45pm-3:00pm



HubICL
Intercultural Learning Hub



- Associated Press. (1993, December 17). *Lucky Stores will pay millions to women in job-bias lawsuit*. Deseret News. <https://www.deseret.com/1993/12/17/19082264/lucky-stores-will-pay-millions-to-women-in-job-bias-lawsuit>
- Association of American Colleges and Universities. (2009). *Intercultural knowledge and competence VALUE rubric*. <https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-intercultural-knowledge-and-competence>
- Berardo, K. (2012). Listening deeply for values. In K. Berardo & D. K. Deardorff (Eds.), *Building cultural competence: Innovative activities and models* (pp. 119-125). Stylus Publishing.
- Caron, C. (2018, August 30). *Who'd be on your spaceship? A school exercise backfires in Ohio*. The New York Times. <https://www.nytimes.com/2018/08/30/us/ohio-school-spaceship-diversity-quiz.html>
- Eng, D. (2022, February 1). *Debriefing games-based learning*. University XP. <https://www.universityxp.com/blog/2022/2/1/debriefing-games-based-learning>
- Kolb, A.Y. & Kolb, D. (2018). *Kolb learning style inventory*. Experience Based Learning Systems, LLC. <https://learningfromexperience.com/themes/kolb-learning-style-inventory-lsi/>
- Lee, R. (n.d.) *The lifeboat*. <https://www.nwabr.org/sites/default/files/Lifeboat.pdf>
- Sinek, S. (2009). *Start with why*. Portfolio.
- Stanchfield, J. (2018, December 4). *Re-purposing icebreakers for reflection and review: Handshake mingle and concentric circles*. Experiential Tools. <https://blog.experientialtools.com/2018/12/04/re-purposing-icebreakers-for-reflection-and-review/>
- Stevens, M. [D.O.N.G.]. (2018, June 18). *Magic spelling* [Video]. YouTube. <https://youtu.be/QPLYWYq-VZc>
- Stanchfield, J. (2018, June 1). *Postcard to your future self*. Experiential Tools. <https://blog.experientialtools.com/2018/06/01/postcard-to-your-future-self/>

- Stanchfield, J. (2021, September 2). *"Air handshake mingle" and "distanced concentric circles," – active engagement and social connection at a physical distance*. Experiential Tools.
<https://blog.experientialtools.com/2021/09/02/air-handshake-mingle-and-distanced-concentric-circles-active-engagement-and-social-connection-at-a-physical-distance/>
Original activity from Aimee Desrosier Cochran.
- Thiagarajan, S. (2015, April 3). *Artful closer*. The Thiagi group: Improving performance playfully.
<http://www.thiagi.com/archived-games/2015/3/1/artful-closer>
- Thiagarajan, S. (2015, April 3). *By the numbers*. The Thiagi group: Improving performance playfully.
<http://www.thiagi.com/archived-games/2015/2/25/by-the-numbers>
- Thiagarajan, Sivasailam (2015, April 3). *Thirty-five for debriefing*. The Thiagi Group: Improving performance playfully. <https://www.thiagi.com/archived-games/2015/2/22/thirty-five-for-debriefing>
- Thiagarajan, S., Tagliati T., Richter M. S., & Thiagarajan, R. (2015). Six questions to ask during debriefing. In *Interactive techniques for instructor-led training* (pp. 252-253). The Thiagi Group.
- Thiagarajan, S. (2016, April 1). *Pair up*. The Thiagi group: Improving performance playfully.
<http://www.thiagi.com/games/2016/3/21/p6z5csyww1prjenqprm25yubxosfuw>
- Thiagarajan, S. (2017, July 24-28). *Poker Face*. Interactive experiential strategies for intercultural training [Conference presentation]. Summer Institute for Intercultural Communication, Portland, OR, United States.
- Thiagarajan, S., & van den Berg, S. (2017). Ritual. In *Jolts! Brief activities to explore diversity and inclusion* (pp. 100-102). Bloomington, IN: Workshops by Thiagi.
- Thiagarajan, S. (2019, January 25). *Some Thoughts on Debriefing*. LinkedIn. <https://www.linkedin.com/pulse/some-thoughts-debriefing-sivasailam-thiagarajan/>
- Thiagarajan, S. (2020, May 1). *Debriefing LOLAs*. The Thiagi Group: Improving performance playfully
<https://www.thiagi.com/games/2020/3/17/debriefing-lolas>

Trainers Warehouse (2020). *It's all in the debrief*. [Poster].

<https://trainerswarehouse.com/content/how%20to%20debrief%20a%20learning%20game-links.pdf>

Vande Berg, M. (2016, February). *Workshop 1: Intercultural learning & teaching program* [Workshop]. Purdue University, West Lafayette, IN, United States.