Spring 5-24-2017

The Heart of Experience: The Education of a Practitioner's Journey

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The Heart of Experience:
The Education of a Practitioner’s Journey

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PIM 75
Course-linked Capstone: Training

A Capstone Paper submitted in partial fulfillment of the requirements for a Master of Arts in Intercultural Service, Leadership and Management at the SIT Graduate Institute Brattleboro, Vermont, USA
May 2017
Advisor: Ryland White
“Success is peace of mind which is a direct result of self-satisfaction in knowing you made the best effort to become the best you are capable of becoming.”

-- John Wooden
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HEART OF EXPERIENCE: THE EDUCATION OF A PRACTITIONER’S JOURNEY

Abstract

This Capstone, The Heart of Experience: The Education of a Practitioner’s Journey, is an illustrative reflection of myself experiencing my learning cycle, taking the reader through my own journey of growth as an experiential education practitioner. To engage the reader, I first shine light on the context of what role experience played in my life as a form of education, specifically reflecting on my time living abroad in China and my cross-cultural work with Chinese youth in Manhattan, New York, emphasizing basketball’s involvement as a tool for engagement. I describe how such experiences helped me return to school. To portray my education at SIT Graduate Institute, I reflect on my application of David A. Kolb’s experiential learning theory and learning styles, bell hooks’ engaged pedagogy, social justice education, and facilitation roles while founding the student-centered poetry club A Nook for Rhyme Crooks. Through Paulo Freire’s teachings, my analytical reflection of my educational journey transforms into a newfound purpose of using alternative methods to educate the upcoming Chinese youth. I deepen my education further by choosing to work as the Global Leadership and Engagement Program Director for an organization called VIA: Volunteers in Asia during my practicum phase, continuing to operate within the East Asian-United States cross-cultural youth development demographic and implementing creative expression into the experiential learning cycle. Through reflection and analysis of my practicum experience, a reformation of biases result in a new realization about Chinese youth engagement and interest, culminating into a revelation regarding the education of basketball as experiential learning. I draw on philosophies of basketball particularly John Wooden’s Pyramid of Success and his peers to parallel experiential learning theory to support its substance with intellectual underpinnings that align with my own morals and beliefs of what I feel successful education is to be. To conclude, I present an original program design called Heart of Basketball: Leadership, Teamwork, and the Pursuit of Success, which is the manifestation of myself as a half-Chinese experiential education practitioner, what my life experiences have taught me, and what I believe to be the most impactful way to successfully cultivate experiential education for Chinese youth. This capstone serves as the final product of my landings as an experiential education practitioner, the fulfillment of my own learning cycle, and the ensuing segue into the next cycle of my transformation.
Introduction

This paper illustrates the education of my journey through my own experiential learning cycle as a practitioner, drawing on examples embodying lessons of growth that correlate to experiential learning theory, engaged pedagogy, and training design. Through perceptive reflection and analysis, I will take the reader through the pinnacle lessons of my time in China as an educator and as a house parent for an international boarding program in New York City, specifically emphasizing basketball’s importance as a tool for cross-cultural engagement. As a student at SIT Graduate Institute in Vermont, I introduce theories and frameworks of experiential learning, engaged pedagogy and facilitation skills of training design, which I implement during the creation of a student-centered poetry club called A Nook for Rhyme Crooks. For my practicum phase, I put my learnings into practice in the field as the Global Leadership and Engagement Program Director for VIA: Volunteers in Asia in San Francisco. I reflect on my own competencies and biases throughout these experiences, bringing me full circle to reexamine my demographic, interests, and passions to develop my new approach towards becoming a better experiential education practitioner. The paper concludes with the culmination of all that I landed on by designing a high-impact transformative program involving basketball as an experiential education tool for Chinese youth called Heart of Basketball: Leadership, Teamwork, and the Pursuit of Success. Theories of experiential educators such as Paulo Freire, David A. Kolb, bell hooks, and philosophies of John Wooden and his peers interweave throughout Heart of Basketball, supporting its substance with intellectual underpinnings that align with my own morals and beliefs of what I feel is “successful” education. In the end, this program is to be the spearhead for my ultimate vision, which is to run my own business that designs and facilitates
programs using universal mediums of interest among East Asian youth such as basketball as a tool for experiential learning education and empowerment.

**Context**

“Be not the slave of your own past. Plunge into the sublime seas, dive deep and swim far, so you shall come back with self-respect, with new power, with an advanced experience that shall explain and overlook the old.”

-- Ralph Waldo Emerson (“Ralph”, 2017)

Experiences are the undeniable stepping-stones of life for our growth and development. Whether we are conscious of it or not, each engagement with an experience provides us with a lesson, illuminating the competencies of our own character and constantly impacting our transformation. Having the awareness of what experiences can reveal about oneself, or better yet, how experiences can change oneself my question is, what can we learn from the journey of experience and how can it be recognized as a form of education?

It took me a while to land on this awareness. Near the end of my sophomore year at Wheaton College, MA, I noticed a shift in my perspective on how I viewed education. I noticed that my peers cared more about their grades than I did, and I felt as if my potential as a student was being judged unfairly by the marks I received. Why did grades and marks have to determine how much I’ve learned? Even when I did put my utmost effort towards my education, I still felt limited to learning only what professors provided in their readings, exams, and assignments. I started to value my social interactions, discussions with fellow peers, and my experiences outside the classroom more. Why did education have to be so rigid?

Amongst my then-outlook, I like to think that my true character was calling out for a new experience, a new form of education -- something extravagantly different, something challenging and rewarding, something that would change me into who I was meant to become. Or at least help reveal the first steps I needed to take towards my reaching potential.
It was not until the following year when I moved to China that this metamorphosis began to take way. The choice to board that first plane to Xi’an, China was my first conscious recognition of experience’s power to educate, change and cultivate. My inner narrative began to exhibit a conversation between the lessons that were to be provided by this upcoming experience and trust in my character to willingly accept and learn from them. Simply put, to let the process of experience impact and change me. Little would I know that this first step into my journey of self-discovery would become the essence of what has led me to who I am today.

**Background: My China/Cross Cultural Youth Work**

I am half-Chinese, born in New York City, and have been in the pendulum of cross-cultural swing my entire life. The initial purposes for moving to China was to reconnect with my ethnic heritage, understand my roots, and study Mandarin. However, it was my first job of being an English teacher in Xi’an to rural primary school children when I fell in love with education. 60-plus 2nd and 3rd grade students all eagerly awaited my lesson each day, and once they grasped the content of what I was teaching, no other feeling could compare with such a reward. This was where I realized I could make the most impact and play a role in their transformation. I saw with my own eyes my students’ direct change of heart. My students’ determination and curiosity to learn impressed me, however this was my first introduction to the Chinese education system and their customs of rote learning, memorization, and imitation. This began my questioning of what “successful” education meant to me.

There was one particular moment that depicted their learning habits perfectly; I wrote the word “CAT” on the blackboard in my typical handwriting in capital letters. I asked my students to write down the word on a piece of paper. As I walked around the room, I noticed that every
single student wrote the word “CAT” just as they saw it on the board—in capital letters and in my handwriting. I found it entertaining at the time, but did not understand what it meant in the sense of my students’ learning habits. This illustrative moment would serve as the first of many first-hand engagements exposing me to Chinese education and thought, eventually leading me to study Confucianism and the Confucian classics during my senior year of undergraduate school.

*Traditional pedagogy* has been at the core of civilizations for thousands of years establishing societal hierarchies, cultural identity, and systematic programming of thought.

Confucianism is no different, and is deeply embedded in the East Asian culture.

> the teacher is the ‘knower’ and the student is the ‘open repository’ into which the teacher pours knowledge.
> the teacher disciplines and the students are disciplined.
> the teacher (or institution) chooses the curricular content, and the students adapt to it.
> the teacher is the subject of the learning process, while the students are mere objects.
> knowledge is assessed through standardized exams.
> the act of knowing is assessed through a student’s ability to recite and memorize the information that is transmitted (Breunig, 2011).

Collections of Confucius’ teachings are now known as the Confucian classics. These classics mainly focus on propriety and filial piety and how one is to act in definitive societal roles. For example, mother to son, teacher to student, or emperor to his people. In the realm of education and ancient China, the Confucian classics became the curriculum, with the role of the teacher as the “educator” and the student as the “novice”. “In Confucianism, criticizing a teacher’s opinion or having opinions different from those of classical works was seen as breaking the harmonious social order” (Merriam & Kim, 2008). A standardized exam format on the Confucian classics, which eventually spread throughout East Asia, determined one’s potential. (Nylan, 2001). Today in China, standardized tests still determine a student’s future. “Good performance guarantees college entrance and good career prospects. In contrast, failure in these tests inevitably spells
doom for the student’s educational pursuit, and reduces hope for a better quality of life” (Niu & Sternberg, 2003).

I continued on my journey throughout China after graduation, living in Beijing, Kunming, Haikou, and Taipei, Taiwan as an English teacher, student of Mandarin, and as a residential advisor for study abroad programs for the next five and a half years. As I progressed as a teacher, I noticed the learning patterns amongst my Chinese students remained the same regardless of age; ambitious to learn and expand yet their thought-process and approach still remained rigid and limited. As a student of Mandarin, not only did I observe and adapt to the traditional pedagogical practices of my Chinese teachers, but also I meticulously repeated, memorized, and imitated the language just like my Chinese students in Xi’an. Experiencing the dual roles as a teacher and a student in the Chinese education system further pushed me to explore my own best methods for learning, and what I thought education was supposed to involve.

It was from 2008 to 2013 operating outside of the classroom as a residential advisor for International Education of Students (IES) study abroad programs where I landed on my most impactful methodology for education: experiential learning. At the time, I did not know it was called that or that it was an educational field. Simply based on who I was, my character, knowledge, and experience in China, I was hired to facilitate cross-cultural immersive experiences for my US university students. I was empowered as a mentor, to lead the establishment of our program’s culture and community, and guide each student towards his or her own self-discovery and growth. As I continued to practice, I became more aware of how specific experiences and their purpose affected the development of my students. With each new experience I facilitated, the more conscious I became of how each experience could cultivate
distinct lessons of character. This revelation of education also made me turn inward and realize how the experiences I’ve chosen to engage in have transformed me closer to becoming the educator I strived to be; a mutual exchange. I found my direction and role in the education world, however I did not have the skills, knowledge, or qualifications to be considered a professional. All I knew was that experience was my teacher, and I wanted to continue sharing experiences with my students to help them develop and grow this awareness like I did.

**Basketball Engagement: The Cross-Cultural Bridge**

I have played basketball my entire life; a sport when at best is full of harmonious poetic movement and flow, comprehensive communication, and metamorphoses of character. Lessons of the game have impacted my life in ways a classroom could never do, making me realize how the intention of my engagement with basketball factored in the outcome of my development and understanding of myself.

I have taught, refereed, played and coached basketball throughout my years, but had the most unveiling realization when I lived abroad in China. Local communities welcomed me in and I built friendships simply by sharing the court with Chinese, taught locals the basic fundamentals, and even had engaging conversations with some cultural Tibetan monks about the National Basketball Association (NBA). There was a love for basketball that spread across the country that apparently has a long history. “YMCA missionaries introduced the game in Tianjin in 1895 and, using a Chinese translation of Naismith’s rule book, spread it widely” (Alfano, 2016).

“First, the Communist Party embraced it. Games maintained soldiers’ morale during the Long March, when Mao Zedong led the Red Army on a yearlong retreat. And while Mao declared war against almost all Western imports during the Cultural Revolution, ‘he never wavered in support of basketball,’ The Atlantic reported in 2012” (Alfano, 2016).
There was a deep-rooted love for basketball, and when Yao Ming became the top NBA draft pick in 2002, China’s basketball profile emerged on the global stage (Li, 2012). Today, basketball reigns as the number one sport among Chinese youth (Li, 2012). Sharing the same passion for basketball, I’ve always been able to use basketball as a means of building a cross-cultural climate for dialogue. Both parties had a mutual understanding and acceptance, where the love for the game served as the perfect medium for meaningful engagement. As I sought out more of these engaging experiences over basketball, I began to feel its importance. However, back then, I was unable to articulate why.

After my time in China, from 2013 to 2015, I worked for a pro-profit international boarding program at Leman Manhattan Preparatory School as a house parent. My responsibility was to scaffold a learning environment for international high school students, build a student-centered cross-cultural community, and be the students’ mentor. Out of the 90 students we had, 75% of them were from Mainland China. I facilitated an open gym for recreational basketball games on Saturdays, coached the Junior Varsity basketball team, and had countless enthusiastic conversations with students about the NBA. Basketball became my most reliable way of reaching them. Unfortunately however, as Leman’s corporate priorities permeated into our overall program’s culture, basketball slowly became perceived by our director as nothing more than a recreational activity. I challenged his views and tried to advocate for basketball’s importance in an international education setting, but I was unable to sway its justification. I was incapable of articulating my reasoning that basketball was a form of education. I could not weave academic discourse into my language. I felt frustrated, disappointed, and defeated, not only because I could not communicate to my director, but also because I knew how important basketball was to the students’ growth and community. I knew basketball made an impact, but I
soon learned I did not have the necessary skills to legitimize it as an educational tool. I needed to return to school.

*Then: Who Was I?*

“Every sunset brings the promise of a new dawn.”

-- Ralph Waldo Emerson (“Nature”, n.d.)

To me, education is the greatest means for creating social change. Change requires action, and intention behind action derives from one’s character. Character is built through experience so in essence, the lesson of each experience directs us to further understand our competencies and ourselves. Awareness of this process has the capability to empower us to educate ourselves, change ourselves, and deepen the purpose of our experiential engagements.

Seeing the growth of character in the students at Leman Manhattan over our engagements of basketball confirmed its potential as a cross-cultural educational tool. The two-year experience we shared not only allowed me to continue blending my passion for basketball and education, but also gave me direction and purpose towards my next step in my career. I knew I wanted to practice education outside of the classroom, I just did not know how to make that happen. The best way to describe my situation was what my friend told me once: If I have a soccer ball in front of me, and my intention is to kick the soccer ball through a door, but I don’t have the proper technique of how to kick it, I will most likely kick it in the wrong direction, potentially breaking something, or simply just miss. After serious reflection of my own competencies, I knew that I required analytical technique, theoretical knowledge, academic rhetoric, facilitation skills, and the guidance and support to properly pursue my potential as a cross-cultural experiential education practitioner.
Once I applied to the School for International Training (SIT), I knew attending was the next experience I needed for my growth and development as a professional. After my acceptance, just like my first flight out to Xi’an, China, my inner narrative began to exhibit a similar conversation as before -- to let the process of this upcoming experience simply change me. Yet, this time was different. I had my direction, my intention, my global experience, my demographic of Chinese youth, my intuition, and my love for education, but most importantly, I knew who I was; where I was incompetent, what I lacked, and what aspects of my character needed education. It would be my experience at SIT Graduate Institute that would launch me into the experiential learning and training design field, equipping me with the pragmatic toolkit and skills, attitudinal proficiency, and reflective analysis necessary for me to tactically engage with my transformative journey and navigate through my understandings.

Education

“Educating the mind without educating the heart is no education at all.”

-- Aristotle (“Quotes”, n.d.)

At SIT Graduate Institute, originally I thought I wanted to be an International Education (IE) major. However, I chose to pursue the self-design route in Intercultural Service, Leadership, and Management (SLM). I still decided to take some IE courses, International Education Policy and Theory and Practice of International Education. The two courses allowed me to experience a curriculum around study abroad, practice articulating my examination of policies, issues, and theories through various frameworks, and develop a more intricate understanding of international education systems. Staying true to my demographic of interest, the US-China cross-cultural youth dialogue, I was able to expand my knowledge on the current realities of the Chinese education system, clarify why Chinese youth are studying abroad in the US more than ever
before, and solidify why I will remain in the Chinese youth market as an educator. “Chinese culture tends to encourage more conformity at the expense of creative expression” (Niu & Sternberg, 2003). The Chinese are aware of their traditional pedagogical practices, and how it discourages creativity, critical thinking, and character development.

*May be that Chinese students demonstrate a lower level of creativity because they have been exposed to a school system that predominantly emphasizes the learning of basic knowledge and analytical skills. In contrast, the American school system prides itself on a tradition in self-orientation and self-expression (Niu & Sternberg, 2003).*

Chinese parents are sending their children to study abroad, hoping they can get into a good US university, and receive a more multi-dimensional education. But the main reason is because there is such stiff competition amongst the youth that sending their children abroad will give them an advantage over their fellow peers in the future. Because of this phenomenon and my familiarity with teaching Chinese youth, I decided that this was a perfect opportunity for me. Being able to combine my knowledge from the IE courses with my Training courses, specifically Training and Design for Experiential Learning (TDEL) and Training of Trainers: Ethics (TOT: Ethics), was I able begin to understand how to apply my SIT learnings to my journey.

*SIT: The Experiential Learning Cycle and Learning Styles*

“*Learning is defined as the process whereby knowledge is created through transformation of experience.*”

-- David Kolb (Kolb, n.d.).

Once I attended the TDEL course at SIT, I became aware of the various learning styles among people, the theories of experiential learning frameworks that applied most to me, and discovered the process of the experiential learning cycle. But most importantly, it validated what I believed education to be, learn by experience.
Ryland White, my professor for my Training courses and my advisor, introduced us to David Kolb, one of the founding practitioners who established the experiential learning theory and the concept of learning styles to an academic setting. In experiential learning theory, “knowledge results from the combination of grasping and transforming experience. Grasping knowledge refers to the process of taking in information, and transforming experience is how individuals interpret and act on that information” (Kolb, n.d.). Kolb broke down these dual dialectics of grasping and transforming into four learning modes: Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experimentation (AE), which were constructed into an Experiential Learning Cycle model (Kolb, n.d.).

![The Experiential Learning Cycle](Mcleod, 2013)

“This process is portrayed as an idealized learning cycle or spiral where the learner ‘touches all the bases’—experiencing (CE), reflecting (RO), thinking (AC), and acting (AE)—in a recursive process that is sensitive to the learning situation and what is being learned” (Kolb & Kolb, 2009). Applying the Experiential Learning Cycle as a framework to my life helped me
deconstruct the flow of my past definitive phases into a clear understanding of the process of my learning. It also helped me perceive the cyclical movement of the learning process as a spiral, always being in a constant state of development, illustrating maturity and growth.

Categorizing these phases from my life into the Experiential Learning Cycle, I saw my initial time in China as a teacher, student, and residential advisor as my concrete experience. Reflection and observation took place throughout those years, not only of my own behavior and competencies, but also of what those experiences taught me about education. After landing on the awareness of experience and how it can be used as an educational tool during abstract conceptualization, I decided to actively experiment by applying my cross-cultural experiential education skills at Leman Manhattan as a house parent. For those 2 years, I was engaged in another concrete experience while simultaneously reflecting and observing. After concluding my need to return to school, I took action and was accepted into SIT. SIT has brought me full circle, and now I am in the process of completing another cycle with this Capstone.

*Learning usually does not happen in one big cycle but in numerous small cycles or partial cycles. Thinking and reflection can continue for some time before acting and experiencing. Experiencing and reflecting can also continue through much iteration before concluding in action (Kolb, n.d.).*

After intricate reflection of the various experiences I’ve lived, I recognized that the Experiential Learning Cycle ebbed and flowed in size depending on my contextual viewpoint and the impact it had on my transformation. Another observation that occurred when contemplating the Experiential Learning Cycle was my learning process before I encountered Training courses at SIT.

Throughout my journey, creative expression served as an essential ingredient for how I’d come to understand my own growth and change. I would fully engage in an experience, take a
moment to become completely absorbed in my emotions and then channel my reaction into written spoken word poetry to help me express the lessons I landed on. Over time, this became my habit, and still to this day, remains as my true form of learning. Creative expression was my way of grasping and transforming an experience through art. Yet, as impactful creative expression was/is for my own process of learning, I came to realize that I was heavily biased, and believed everyone had the capacity to use creative expression as a tool for growth like I did. I continued to explore creative expression as a medium for experiential education, and applied it to my experience at SIT and Training courses. Experimenting with creative expression as my main instrument for engagement led me to clearly see the different learning styles of my peers, and especially highlight my own learning style: Accommodating.

According to David A. Kolb, four learning styles were identified as different approaches to learning: Diverging, Assimilating, Converging, and Accommodating (Kolb & Kolb, 2005). These four learning styles individually reflect two parts of the experiential learning cycle model (CE, RO, AC, AE). “An individual with a Diverging [learning] style has CE and RO as dominant learning preferences. People with this learning style are best at viewing concrete situations from many different points of view” (Kolb & Kolb, 2005). Learners who “Diverge” specialize in generating ideas in “brainstorming” sessions, enjoy gathering information, and tend to be more imaginative and emotional. “An individual with an Assimilating style has AC and RO as dominant learning preferences. People with this learning style are best at understanding a wide range of information and putting it into concise, logical form” (Kolb & Kolb, 2005).

“Assimilators” ground their ideas in logical theory, prefer readings and lectures, and have more of an analytical approach towards learning. A “Converger” has AC and AE dominant learning preferences. “They have the ability to solve problems and make decisions based on finding
solutions to questions or problems. [Convergers] prefer to deal with technical tasks and problems rather than with social and interpersonal issues (Kolb & Kolb, 2005). And lastly, an Accommodator has CE and AE as dominant learning preferences. We prefer to learn from “hands-on” experience, carry out plans and involving ourselves in new and challenging experiences, and tend to follow our “gut” feelings rather than logical analysis (Kolb & Kolb, 2005). My feelings and new experiences drive the expression of my art, which makes my learning process literally “hands-on”. My willingness to engage with my emotions is how I understand the world.

In the beginning of TDEL, Professor White gave us a Learning Style Assessment, which asked us questions regarding our preferred learning styles. Through this assessment, we were able to individually land on what type of learner we each were, and more importantly, begin to understand how to challenge our comfort zones and expand our learning capacities to other styles. For myself, according to an Accommodator’s position on the Experiential Learning Cycle model, I was most familiar with operating in action and experience, relying heavily on my intuition, which I believe to be accurate. Visually seeing where I was not functioning on the Experiential Learning Cycle model, once again, confirmed where I was incompetent. It was time to actively embrace theoretical knowledge and analytical skill development, reflect on my own attitudinal competencies and beliefs, and realign my methods and understandings of what it meant to be a versatile experiential education practitioner. TDEL provided opportunities for us to practice our facilitation skills, design experiential learning programs, and filter our practices through pedagogical frameworks and theories, which strengthened our reasoning behind our actions. I began to see that diversity, especially in styles of learning, is a celebration, and co-creating a learning environment together is one of the truest art forms we can engage in.
However, it was outside of the classroom where my training facilitation and co-creating learning environment skills were put into practice while forming a student-centered poetry club on campus called A Nook for Rhyme Crooks. It was the application of experiential learning practitioners Paulo Freire and bell hooks teachings that substantiated its educational competence.

*Freire’s Banking Model and hooks’ Engaged Pedagogy’s Impact on A Nook for Rhyme Crooks*

“Listening is a magnetic and strange thing, a creative force. The friends who listen to us are the ones we move toward. When we are listened to, it creates us, makes us unfold and expand.”

-- Karl A. Menninger ("Karl", n.d.)

It is vital to be mindful of the experiential learning, engaged pedagogy, and social justice education underpinnings that supported A Nook for Rhyme Crooks’ purpose and philosophies in becoming a success. The theoretical frameworks of experiential learning practitioners Paulo Freire, bell hooks and social justice pedagogies such as critical race theory, feminist pedagogy, and social development theory, were essential in how I was able to legitimize the fabrication of our Nook culture as experiential education and engaged learning.

Reflecting on my classroom experiences in the past, I noticed a similar behavioral pattern amongst teachers and students. “[Teachers] often used the classroom to enact rituals of control that were about domination and the unjust exercise of power” (hooks, 1994). The classroom’s atmosphere served as a place for the traditional societal roles of the “all-knowing teacher” and the “colonized student” to remain conformed as the normality. Granted, while my Training courses and particular SIT professors challenged these traditional pedagogical boundaries, in general, seldom were teachers and students encouraged to bring their own individual experiences into the classroom. I started to see a transformation in my perspective on education.
I became more critical of the intentions behind education and saw myself disagreeing with the institutional systems and power dynamics that oppressed students’ potential to learn freely in accordance to who they were. Over her years in schooling, bell hooks experienced disagreement with her professors who “more than anything…seemed enthralled by the exercise of power and authority within their mini-kingdom, the classroom” (hooks, 1994). She became frustrated because the traditional pedagogy and societal roles at her university did not align with her beliefs of what education was meant to be. I also found myself having similar narratives around the limitations of the type of education I not only received in some of my classes at SIT or my experience at Leman Manhattan, but also in my experiences in China as a teacher and a student. Similarly to bell hooks, it wasn’t until I started to engage in Paulo Freire’s teachings did my purpose as a practitioner shift towards exploring alternative strategies to transcend the limitations of traditional pedagogy and “dismantle the ‘banking model’ of education” (Breunig, 2011).

Freire referred to traditional pedagogy as the “banking model”, which “supported the dominant ideology perspective that students were open repositories to whatever knowledge the teacher deemed important and noteworthy to deposit on any particular day” (Breunig, 2011). Long-established institutions still consider the classroom as the vessel for education, with the “all-knowing teacher” at the helm, transmitting information to the students. The students’ capacity is assessed upon their ability to score high on a test, memorize, recite and regurgitate information in accordance with the teacher’s training. “The function of the school is to teach and transfer contents—packages—to the students, which, once learned, will operate automatically” (Freire, 1998). Freire saw this as a “dehumanizing process”, and started “advocating for a social justice-oriented, experiential education” (Breunig, 2011). I began to critically reflect on my
attitude on education back in sophomore year at Wheaton and my many other classroom experiences abroad and in the US. I found myself agreeing with Freire’s banking model theory, and began to question where and how can I dismantle this “banking model” of education in my practice?

Reflecting on Freire’s perspective of traditional pedagogy as the “banking model” helped me understand my first encounter with Chinese education in Xi’an, and realize that it was the lack of creativity empowerment and the freedom to critically think which made students mechanically copy the word ‘CAT’ down exactly as they saw it. The students were products of their learning environment, and it wasn’t their fault. “The capability of banking education to minimize or annul the students’ creative power and to stimulate their credulity serves the interests of the oppressors, who care neither to have the world revealed nor to see it transformed” (Freire, 1996). To me, creative expression and Nook stood out as my most liberating tools to practice impactful social change. “Critical reflection on practice is a requirement of the relationship between theory and practice” (Freire, 1996).

In her book Teaching to Transgress, bell hooks introduced “engaged pedagogy” as “an alternative strategy for learning and teaching…[where] students and professors regarded one another as ‘whole’ human beings, striving not just for knowledge in books, but knowledge about how to live in the world” (hooks, 1994). Hooks’ engaged pedagogy helped me crystallize my values around what I believed education to stand for, a more “holistic approach to learning and spiritual practice” versus the “colonizing mind-set” (hooks, 1994) which Freire and hooks challenged and strived to liberate.

In the Training course TOT: Ethics, Professor White encouraged us to “link confessional narratives to academic discussions so as to show how experience can illuminate and enhance our
understanding of academic material” (hooks, 1994). This required vulnerability, the understanding that education is a mutual organic human process that we all go through by experiencing life, regardless of our societal roles; everyone is always in the process of becoming. In order for effective engaged pedagogy to be implemented in TOT: Ethics, Professor White dedicated the entire first class to the deconstruction of traditional dynamics in the classroom. We each shared our life stories emphasizing how our experiences, passions, and character all played into us becoming the practitioners we strived to be. By facilitating TOT: Ethics with a flexible discussion-based approach centered on personal narratives, Professor White made us critically aware of how progressive engaged pedagogical facilitation can impact the social environment of the classroom and the value of personal experience in application to our academic learnings.

TOT: Ethics exemplified hooks’ engaged pedagogy model and uprooted the banking system by not only empowering us to apply our personal experiences to our academic journey at SIT in the classroom, but also inspired us to develop other progressive pedagogies to transgress the traditional pedagogy of colonization that still exists today in education. This is where I began to view Nook as experiential education and engaged learning.

By forming Nook, students were empowered to “maintain alive the flame of resistance that sharpens curiosity and stimulates their capacity for risk, for adventure, so as to immunize themselves against the banking system” (Freire, 1996). The traditional education model of teacher to student in the classroom was dismantled by the simple act of only members of the student body coming together on their own to form Nook, to creatively engage, express, and learn from one another. Co-creating a student-centered learning environment for the purpose to educate ourselves through creative expression made us feel free to transform the process of how to gain knowledge without any institutional limitation or control. TOT: Ethics and hooks’
engaged pedagogy showed me how to apply the knowledge I gained from the classroom to how I wanted to practice education beyond the classroom through Nook.

Nook was held in the basement of Janeway, a house on campus at night, away from SIT classrooms, professors, and the institutional influence. Nook was a space dedicated to creative expression, nonjudgmental acceptance, and the culture of listening. It added a new dimension to our SIT community which became our classroom outside of traditional academia, where “our capacity to generate excitement [to learn] was deeply affected by our interest in one another, in hearing one another’s voices, in recognizing one another’s presence” (hooks, 1994). I began to see Nook as our own student-centered “classroom” where we first and foremost were recognized as human beings, engaging in the process of self-actualization together through expression and listening to one another. “This is one of the joys of education as the practice of freedom, for it allows students to assume responsibility for their choices” (hooks, 1994). But further, this shifted our traditional paradigm from always learning from our teachers, curriculums and classrooms to recognizing that education also is valued in human interaction and the narratives of our experience. “Engaged pedagogy necessarily values student expression” (hooks, 1994). Nook was a space where we could freely express our intricate identities and complex stories creatively, where societal roles of the teacher-to-student dynamic had no claim. We were empowered through the collective willingness of the student body to create Nook as a safe space to listen and accept one another, to learn from our intimate stories of experience in any creative manner. But most importantly, it clarified not only my discrepancy of the banking model, but also illuminated how impactful engaged pedagogy’s act of sharing personal experiences could be outside of the classroom. As I continued to further expand my pedagogical knowledge and facilitation skills in
experiential learning and training design, did I come to see that Nook was my practice of co-
creatively engaging in the transformation of our SIT learning environment.

Facilitation Styles and Social Justice Pedagogies in A Nook for Rhyme Crooks

“Education either functions as an instrument which is used to facilitate integration of the 
younger generation into the logic of the present system and bring about conformity or it becomes 
the practice of freedom, the means by which men and women deal critically and creatively with 
reality and discover how to participate in the transformation of their world.

-- Paulo Freire (Freire, 1996)

As the leader of Nook, my dynamic as facilitator/trainer also played a factor in how I 
engaged with my peers. In an article we read in TDEL, How to Escape Your Training Horrors, 
Betsy Pickren and Roy J. Blitzer introduce four different training styles: the Director, the 
Listener, the Interpreter, and the Coach. At the time I was unaware, but in hindsight, Nook was 
where I was able to practice my versatility as a trainer, and sharpen my facilitation skills.

“The Director takes charge…[holds] a brisk manner that focuses the group on a 
predetermined series of learning points, and…demonstrates strong presentation skills” (Pickren 
& Blitzer, 1992). In order for Nook to operate, I had to step up and take charge, organize timing, 
emphasize what Nook stood for, and open each session with welcoming words. Yet, as the 
session went underway, I’d shift roles to the Listener. “The Listener gives the floor to the 
participants and concentrates on encouraging learners to express their emotions, needs and 
experiences” (Pickren & Blitzer, 1992). I did my best to model the kind of behavior Nook stood 
for. I’d close my eyes when intently listening to each participant’s words, applaud in support, 
and practice empathic understanding. With each session, my Interpreter training style developed 
as I became more knowledgeable of engaged pedagogy. I was able to be more intentional in 
structuring and designing Nook’s culture through theoretical platforms of experiential education.
“The Interpreter…integrates theories, explains events and shares ideas...focuses on the facts, the terminology, [and] logical implications (Pickren & Blitzer, 1992). This allowed me to validate Nook’s purpose in alignment with SIT’s mission and competencies of inclusiveness and acceptance. “The Coach encourages experimentation through practical application: ‘trying on new ideas,’ practicing new behaviors, having a go at new skills” (Pickren & Blitzer, 1992). As the Coach, I did my best to gently encourage participants to simply experience creative expression, explore comfortably new avenues for themselves by engaging in expression, and get everyone involved in co-creating Nook’s environment. “The Coach strives to make training comfortable and relevant to participants’ needs, acting as a catalyst, not an authority” (Pickren & Blitzer, 1992). Even though I gained the knowledge of the art of facilitation through TDEL readings, my skills were whetted through the “hands-on” experience of practicing engaged pedagogy with Nook.

Participants shared poetry, prose, lyrics, and stories of conflict, pain, love, joy, and struggle; emotional swellings of expression that required courage, confidence, and respect. Participants would also simply just come to listen to their peers, freely welcoming all languages and cultural perspectives, and embracing our diversity as a whole. But most importantly, collectively we chose to build a community that transformed our experience into a conscious pedagogy that engaged with our own self-actualizing process as lifelong learning humans. “We can teach in ways that transform consciousness, creating a climate of free expression that is the essence of a truly liberatory liberal arts education” (hooks, 1994).

Other theories and pedagogies of social justice education also ran parallel with Nook, including critical race theory, feminist pedagogy, and social identity development theories. All incorporate awareness of diversity and consciousness-raising as the fundamental ingredient for
social justice education. “Critical race theory offers educators an innovative approach to ‘voice’ by posing argument through the use of metaphorical tales, chronicles, and ‘counternarratives’ synthesized from multiple historical, sociological, and personal, anecdotal familial sources” (Adams, Bell, & Griffin, 2007). Nook cultivated a space for freedom of ‘voice’, where original pieces about racism, sexual assault, poverty, and cultural strife were frequently shared. They helped us see how to “challenge the hegemonic master narratives of race, [culture], and [society]” (Adams, Bell & Griffin, 2007).

“Feminist pedagogy is rooted in the consciousness raising process, directed to social transformation” (Adams, Bell, & Griffin, 2007). Many female members of Nook told their personal stories of feminism through spoken word, prose, and poetry, shining light on topics ranging from menstrual cycles, love, birth control, cat-calling, identity, concepts of beauty, and rape culture. From a male perspective, my awareness of the realities of the opposite sex deepened, making me more conscious of the social issues females face every day, and continue to teach me how to be a better ally.

Social identity development theory “describes a person’s awareness and understanding of oppression in the social environment (and also ‘within’ every person) as part of the developmental process” (Adams, Bell, & Griffin, 2007). Like any social institution, there are rules, regulations, policies, and expectations in place that serve as constructs of control, limitation, and ‘oppression’, which directly affect our social dynamics, our learning habits, and our attitudinal developmental processes. Nook was to serve as a space where we could uproot these constructs communally and reassemble our environment according to our needs to help one another praise his or her diversity, address social issues of oppression or interpersonal struggles, and even act as a vehicle of measurement, helping us admittedly see our own behavioral progress
during each ongoing session. It was the exposure to social justice education and the concept of “oppression” which fit into alignment with Freire’s banking model theory and hooks’ engaged pedagogy that legitimized Nook as an experiential education and engaged learning environment. “The process of attaining the goal of social justice…should be democratic and participatory, inclusive and affirming of human agency and human capacities for working collaboratively to create change” (Adams, Bell, & Griffin, 2007). Nook holds true to the goal of social justice, where we were able to transcend these “social institutions of oppression” through the freedom of creative expression, raise our collective consciousness of prevalent social issues of the modern day, and build the awareness, agency, and responsibility necessary for us to learn how to move forward together in taking action and creating social change.

_The academy is not paradise. But learning is a place where paradise can be created. [Nook]…remains a location of possibility. In that field of possibility we have the opportunity to labor for freedom, to demand of ourselves and our comrades, an openness of mind and heart that allows us to face reality even as we collectively imagine ways to move beyond boundaries, to transgress. This is education as the practice of freedom (hooks, 1994)._ 

**Validation and Opportunity: The Next Step**

Introducing an education model emphasizing creative expression that empowers the student drastically differs from China’s social hierarchical system of the teacher-student dynamic, and the overall conforming purpose of their education. Grasping Chinese students’ reality reaffirmed my decision to continue my experiential education work with the next generation of China. I began to seek new ways to integrate creative expression empowerment into my practice. Delicate navigation in approach and communication would be required in introducing the Chinese education world to creative expression, and especially proposing students’ experiences and personal narratives as the source of inspiration.
I knew that I did not want to return back to the classroom to teach. Luckily, near the end of my final months of my on-campus phase at SIT, I accepted the position as the Global Leadership and Engagement Program Director of an organization called VIA: Volunteers in Asia in San Francisco. As my practicum, my responsibilities were to design, implement, and facilitate a twelve-day experiential education program for East Asian young professionals from Hong Kong, China, Thailand, Japan, and Tibet. This was the perfect opportunity for me to apply all of my knowledge and skills I acquired at SIT to the demographic I wanted to engage with and remain outside of the classroom.

In our final two weeks on campus, as a new initiative, our student government decided to have the student body vote for members of our cohort who best displayed SIT’s values: Inclusiveness, Experiential Education, Engaged Learning, Community, Reciprocity, Social Justice, and Sustainability (“CORE”, 2016). To further validate my journey’s direction, I was chosen for the “Experiential Education” and “Engaged Learning” awards for my work with Nook. I was humbled to be honored as a success amongst my peers, and solidified my determination to stay true to my practice.

After ongoing reflective analysis of my past cycles of experience: Xi’an and China, Leman Manhattan, SIT, Training courses, and Nook, was I finally confident in who I was as a cross-cultural experiential education practitioner. My intentions were always in the right direction, but now I knew I was equipped with the proper technique to “kick the soccer ball through the door.” I was ready to once again embark on my next cycle of transformation and growth.

Application: Practice in the Field

“Knowledge is of no value unless you put it into practice.”
During summer 2016, I was the Global Leadership and Engagement (GLE) Program Director for VIA (Volunteers in Asia) Programs in San Francisco, California. “VIA provides innovative experiential learning programs in Asia and the United States that promote cross-cultural understanding, build partnerships, and offer transformative experiences for our participants and the communities they serve” (“Our Mission”, n.d.). I was responsible for designing, implementing, and facilitating a twelve-day program for eight participants from East Asia, ages ranging from nineteen to twenty-four years old. I also had an assistant director (AD) from China, who was my SIT classmate. For most of the participants, it was their first time in the United States. Even though I have experience working in cross-cultural programs, this was my first time being fully responsible to lead and design a complete program on my own. Besides a basic template and previous contacts provided by my director, I was empowered to have full creative control. Consciously, I knew this was the next step I needed to take professionally, to step into a leadership role that would not only challenge me, but allow me to apply what I’d learned from this past academic year at SIT into the real work I love.

According to Freire, “education must begin with the solution of the teacher-student contradiction, by reconciling the poles of the contradiction so that both are simultaneously teachers and students” (Freire, 1996). This brought to light the idea of humanizing oneself in a leadership role and how it plays into the effectiveness of teamwork. “A correct way of thinking…must be produced by the learners in communion with the teacher responsible for their education” (Freire, 1998).

My AD and I were already close friends, but this was the first time for us to work together professionally. We discussed in length the importance of humanizing ourselves with our
participants, fully engaging in organized activities/visits, sharing perspective from our personal backgrounds during discussions and dialogues, and not being afraid to make a mistake or show emotion. And lastly, we wanted to emphasize and be honest about the program being our first ever with VIA so we could confidently exemplify vulnerability, to entrust mutual ownership of creating the team culture and direction of our experience together, and establish an atmosphere where we all needed the support of one another to grow and succeed. We wanted to share the responsibility in co-creating a learning environment just like Nook, especially as program leaders. “Development of shared leadership is establishing general team norms for the kind of atmosphere that the team wants to function in” (Halverson & Tirmizi, 2008). We wanted to invite our participants to embrace being human during this experience.

When determining how to implement experiential education into the program, I thought about the original Experiential Learning Cycle: Experiencing, Reflecting, Thinking, and Acting.

*Immediate or concrete experiences are the basis for observations and reflections. These reflections assimilated and distilled into abstract concepts from which new implications for action can be drawn. These implications can be actively tested and serve as guides in creating new experiences (Kolb, n.d.).*

When I looked at the Experiential Learning Cycle, specifically where “abstract concepts” came into play, I thought of emotion and how one engages with it. An emotional reaction to an experience is natural behavior, and being able to address these emotions is a vital part to understanding one’s growth. Creative expression directly gives emotion an external form to abstract feelings, liberating one to have direct conversation with his or her own inner dialogue. Implementing creative expression in the Experiential Learning Cycle allows emotion to be the vehicle for attitudinal exploration, discussion, and interpretation, a new frontier for East Asian students.
I introduced an unconventional cycle for experiential learning focusing on experience, creation, reflection, and action. First, the participants absorbed an experience, allowing them to completely feel the moment they were engaged in. Second, participants immediately creatively expressed, channeling what they were feeling into external form. Third, the participants looked at what they created, interpreting its abstract expression into concrete analysis of their emotions, and reflected on their behavior during the experience. I included discussion and dialogue in the reflection process, allowing each participant to practice explaining the reasoning behind certain choices they made during the creative process and drawing meaning from their overall final pieces. This provided an opportunity for the participants to articulate the connection between their visualized inner voice in creative form and what they believed in -- aligning their words with their morals. Fourth, participants acted on what they just expressed, bringing them back full-circle to build confidence in their integrity for their next experience. If knowledge is created through the transformation of experience, adding creative expression to the process can help grasp what one is learning about oneself internally.

When it comes to effectively cultivating competencies through change, intention of engagement is vital, especially when working in a team to achieve such personalized goals. To make these goals shared, we made a list of norms to which we wanted to hold each other accountable. We went around the group, each member taking a turn naming a norm they felt would keep us on track to achieve our teams goals. We wrote each word for everyone to see on a poster board. The norms included honesty, nonjudgmental acceptance, respect, support, empathy, listening, inclusiveness, encouragement, and more. I wanted participants to be aware that these words all had different interpretations according to their individual geopolitical socio-cultural backgrounds, yet at the same time, stressed how we as a team were to put these norms into action.
and share the responsibility of defining these words together. Defining these words as a community allowed us to land on how we would need to act in order to uphold our shared vision. But before anything else, we needed to understand how similar we were, regardless of their roles as participants and our roles as program directors.

*It is important that this vision be communicated in a manner to show that it grew out of the needs of the entire group. This requires leadership to become engaged in value sharing, where the critical values of the group are articulated verbally as well as lived out by the leadership* (Halverson & Tirmizi, 2008).

As the twelve-day program went underway, I introduced different forms of creative expression, such as collage making, empathy painting, and freehand writing, to help the participants envisage their inner voices and be proud of whom they were becoming. We had a variety of opportunities to put our team’s norms into practice and reflect through creative expression. For example, we spent a full morning serving food to homeless individuals in the Tenderloin, and followed the activity with empathy painting. For most of the participants, it was their first time painting. They were given two small canvases and various palettes of color to paint with. After, we hung all our pieces on the wall for everyone to see and sat together eliciting meaning from our color pigments, paintbrush gesture, and imagery, all tying back to our experience that morning. Later that evening, I facilitated a guided imagery workshop entrancing participants back to the morning once again, having them revisit some interactions they had with the Tenderloin community, and at the same time, incorporating colors to evoke emotion into their mind’s journey. Once I woke them up, I promptly had them write in their native tongue on a piece of paper non-stop for the next five minutes. I emphasized that what they wrote was for their eyes only, to enable their inner voices to express freely without any pressure. The key component was for them to continuously write, regardless of thinking, and to let their words
guide them through the emotions they were feeling. My student, Jessica Wang from Beijing, was impacted by the guided imagery/free-hand writing workshop and was kind enough to share with me her reflections on it via email:

_The reflection session that impressed me the most [was the one where] we were told to listen to the music and think whatever we wanted in our mind. Then the most magical thing followed, we all opened up our hearts and shared the things that we do not usually say. This touched me a lot because at that time I found [that] although people are different, their feelings are common, which are usually the parts that [we] want to be understood by others (J. Wang, personal communication, November 17, 2016)._ 

With each passing day, the impact of our experiences enhanced, producing richer dialogues around humanistic value, and shined light on the shared bond Ubuntu accentuates. “According to Ubuntu, [the African ethical concept], there exists a common bond between us all and it is through this bond, through our interaction with our fellow human beings, that we discover our own human qualities” (“Motivation”, n.d.). But above all else, we embraced the shared responsibility of effectively working as a team towards the change we envisioned and valued. “The performance stage of team development is where there is the highest degree of interdependence, and this is where shared leadership may be at its optimum” (Halverson & Tirmizi, 2008, pp. 158).

We conversed with ex-convicts at the Delancey Street Foundation, taught Asian-American youth in Chinatown’s Cameron House organization, and visited Stanford University. Not only were we able to build empathy together, engage with locals, and learn more about social issues, but also more importantly, we were able to recognize how the integrity behind our engagement with the local community and with ourselves as a group through creative expression brought immediate effective change. Direct human engagement became our vehicle for reciprocal change of heart.
The concept of creativity expanded beyond the program. Discussions contrasting the cultural upbringings of traditional education my participants had been products of their entire lives ensued throughout the program. “Those individuals who may feel oppressed or may come from a background where they have been marginalized in the past will then be provided with an opportunity to have their voices heard” (Breunig, 2011). Participants expressed never having the opportunity to dynamically delve into themselves, be heard by their teachers, nor be validated as an educated person without grades determining their value. With an engaged pedagogical program design involving the participants’ personal narratives as tools for creative expression and educational empowerment reaffirmed that it was possible to dismantle the banking model of traditional pedagogy with East Asian youth.

Offering an Experiential Learning Cycle implementing creative expression to students of a traditional pedagogical background such as Confucianism challenged them to confront comfort zones they were aware of needing to leave. Their need to grow differently was why participants chose to attend the program in the first place. The process of trusting one’s inner voice to reveal diction to one’s emotions liberated the participants to have confidence in facing themselves, grasp the reigns of their transformation, and forge forward with the knowledge of their own character. The exploration of one’s inner voice is profound in how it affirms truths about one’s behavior, and reveals how one is empowered to change one’s way of growth. Discovering simply the initial sparks of one’s potential starts by inspiring one to listen to his or her heart, an impact which will hopefully evolve into a lifelong practice of creative expression and spiritual liberation for my participants and myself.

On our final day, I had to address the group with closing words and I ended up breaking down in tears in front of them. I was overwhelmed by how close we’d grown in such a short
amount of time, how beautiful it was to see ten different people from all walks of life come together to form a family, and the willingness to respect, support, and listen to one another with such unconditional acceptance. It gave me hope. But also, I felt it was most important to exemplify myself as a leader full of emotion, one willing to embrace the sensations of change, and to show I, too, as their program director, am confidently human. Humanizing oneself in a leadership role fosters a more personalized culture for the team to work in, to engage effectively in creating change for the betterment of humanity. In our final moments together, the participants recorded and edited a final video for my AD and me, where they sang in unison the song “See You Again” by Wiz Khalifa, shared photos, wrote out adjectives describing us, and said thank you in all their respected languages. It brought us to tears. In the end, the participants were able to harness their collective inner voice to sing to our own hearts, impacting us and simply confirming why I will always walk this path as a cross-cultural experiential education practitioner. “I am what I am because of who we all are” (“Motivation”, n.d.).

**Learnings: Biases, Realizations, and Opportunity**

*Biases: Creative Expression and East Asian Youth Engagement*

My students were responsive and embraced the concept of creative expression, even if it was new territory for them. Getting in the habit of drawing meaning from creative pieces and articulating their emotions in English presented difficulties. Addressing emotion directly or expressing emotion also challenged one of the oldest traditions of East Asian culture, which is the concept of “face”. Showing emotion is a form of disgrace or humiliation, which is still very much embedded in societal norms today. However, I believe emotion and creativity go together, and today, creativity is a sign of innovation. This is what I wanted to emphasize in my program.
Even though I would consider my program a success, reflecting on the impact creative expression had on my students in the program, I’ve come to realize that it did not inspire them the way it inspired myself. Drawing on my own experiences of Nook and art in general, I thought creative expression would be an engaging avenue of empowerment for East Asian youth to be themselves. I was wrong. Even though my students had an incredible attitude towards embracing creative expression as a tool for self-discovery, it wasn’t of their true interest. They were not whole-heartedly engaged. This observation made me come to terms with my own biases as a practitioner, shining light on my own incompetence to embody the students’ current interests. Creative expression was of my own interest and impacted my learning process and growth, but that does not mean others are in agreement. I had to let go of my own bias of creative expression being the vehicle for transformation, and center my attention to what East Asian students’ found most engaging.

I still believed experiential education was “heart-work” as Maria Montessori, another founding figure of experiential education, would say (Swiderski, 2011), emphasizing development and growth of the five senses and intellect as the essence of education. “The Montessori method was deliberate in its design to fulfill the greatest potential in the child’s development and growth in all five realms, physical, social, emotional, intellectual, and spiritual” (Swiderski, 2011). Finding a medium that incorporated this multi-dimensional approach to education and that fully engaged my demographic of East Asian youth was the next phase of my journey.

Realizations: John Wooden

“It takes time to create excellence. If it could be done quickly, more people would do it.”

-- John Wooden (“100”, 2016)
I returned back to Brattleboro, Vermont where SIT is located to start working on my final papers. During this time, I ran into John Ungerleider, another SIT professor who uses experiential learning methodology and leads international youth programs. We also happened to share an avid love for basketball. One day, over another conversation about basketball, he introduced me to John Wooden, a legendary basketball coach of the University of California Los Angeles (UCLA) whose philosophies and teachings have rippled into life long lessons for lovers of the game. John Wooden not only holds ten National Collegiate Athletic Association (NCAA) Basketball championships, the longest winning streak among any sport, and the award of “Coach of the Century”, he also is most famous for his methodologies for success (Wooden & Jamison, 2010).

“Success is peace of mind which is a direct result of self-satisfaction in knowing you made the best effort to become the best you are capable of becoming.”
-- John Wooden (Wooden & Jamison, 2007).

Even though John Wooden was a basketball coach, he regarded himself as a teacher and an educator first and foremost. He used basketball as his learning environment, extracting lessons of leadership, teamwork, and success, beyond the realm of sport. Like any effective practitioner of experiential learning, he meticulously crafted a model for his methodology, which was called the Pyramid of Success (Wooden & Jamison, 2007). His implementation of his methodologies parallel the art of facilitation in experiential learning, where his aim was to engage his students “in all five realms”, guide them to realize their true potential, and co-create an environment where they learn about themselves and see themselves as knowledgeable beings.
“[John Wooden] used sports as a means to teach us how to apply ourselves to any situation. Any success that I’ve had as a parent, I have to give Coach Wooden credit for showing me how it was done”

-- Kareem Abdul Jabbar (Spodek, 2013)

John Wooden was a practitioner of experiential learning, and, after reading more about him, it became clear that I also shared this profound connection between basketball and growth.

*Opportunity: Pyramid of Success*

“Success is where preparation and opportunity meet.”

-- Bobby Unser (“62”, 2017)

The Pyramid of Success consists of fifteen building blocks, with the first row of five establishing the foundation for success: *industriousness, friendship, loyalty, cooperation* and *enthusiasm*. Wooden saw *industriousness* and *enthusiasm* as the cornerstones of the pyramid. “Is it possible to perform at your best with anything but a whole-hearted effort? You must love what you do, your heart must be in it” (Wooden & Jamison, 2007). The next four on top are *self-control, alertness, initiative, and intentness*, emphasizing how intention and action play in the development towards success. “Failure to act is often the greatest failure of all” (Wooden & Jamison, 2007). The next three are *condition, skill, and team spirit*, stressing how character, knowledge, and teamwork add up to leadership. “Ability may get you to the top, but it takes character to stay there” (Wooden & Jamison, 2007). The next two are *poise* and *confidence*, which Wooden saw as essential qualities of a leader. “Each is potent by itself, but when combined, they become an identifying characteristics of exceptional leadership and extraordinary organizations” (Wooden & Jamison, 2007). And at the top is *competitive greatness*, putting forth your best effort in all aspects as a leader, not on an individual level, but for the success of the greater good. “The star of the team is the team” (Wooden & Jamison, 2007).
The word “success” has traveled through thousands of contextual conversations, poetic interpretations, and philosophical debates, leading us back to ourselves in trying to understand what it means to “succeed” each and every day. I’ve observed contrasting perception of this word, especially in the realm of my demographic, understanding now why the typical Chinese student’s education experience is limiting in its practice of freedom, character development, and self-exploration. To “succeed” in their socio-cultural context, is to get the best grades in class,
the best marks on tests, and getting into a top university. This will lead one to a “successful” job, and a “happy” life with an ideal partner, house, and car. A to B to C—simple.

It is undeniable how one’s experience in such an education system or society influences the establishment of one’s learning habits. Yet, living in this digital age of globalized access to the Internet, media, and especially entertainment, information and different cultures are crossing borders faster than ever, influencing our development, attention, and interest. Looking at our historical mass behavioral patterns however, there has always been one consistent language in the form of ultimate entertainment that has kept the global majority engaged—sports. And in the context of the Chinese youth today, basketball reigns supreme.

In sports, as in ordinary life, obsession with ‘winning’ routinely ends up pushing us to try to win at any cost and prevents us from considering the numerous opportunities for human enrichment provided by sports practice, regardless of the outcomes (Monteiro, Brauner, & Filho, 2014).

Combing through John Wooden’s teachings with an analytical lens as an experiential education practitioner, I soon started to notice similarities in my own education from basketball and my education from SIT. Reflecting on past experiences with basketball not only as a cross-cultural engagement tool in China and as a community-building asset at Leman Manhattan in New York City, but also as impactful lifelong lessons of my character development. The hard-earned lessons of leadership, teamwork, and success that basketball provided me eclipsed any classroom, test, or curriculum. It had served as a platform to build foundation of character, meaningful connections, and a language of communication that transcended linguistics. Facilitated appropriately, basketball could be used as a tool to promote dialogues impacting direct change of heart. It had the power to bring communities together, establish long-lasting relationships, and empower teamwork simply by sharing an experience. The beauty of all this is
what can be extracted into conversation through the engagement of basketball, articulating intention for growth, and redefining “success” in a co-created learning environment. The process could also provide an opportunity for one’s overall understanding of the lessons of the game and how they could be applied to their personal experiences. But most importantly, it is a form of expression that provides Chinese youth with an outlet to freely explore oneself through an entertaining interest of theirs. “Self-development proceeds through the identification and development of a person’s interests. It occurs through an ongoing spiral of learning that refines, deepens, and extends an initial interest in something (Kolb & Kolb, 2009).

*We certainly consider high performance sports as a particularly educational expression. Therefore, we accept as educational those sports that develop values whose purpose are to strengthen the person’s character and personality, with a view to external and especially internal accomplishments (Monteiro, Brauner & Filho, 2014).*

After reflecting on my entire journey as a practitioner throughout China as a teacher, student and residential advisor, as a house parent and basketball coach in New York, as a leader of Nook at SIT, as a program director at VIA in San Francisco, and now as a cross-cultural experiential education practitioner in pursuit of his own success, I had an epiphany; Basketball is the ideal medium for an experiential learning program for the next generation of Chinese youth.

Research supports its potential, and I’ve always believed we must focus on educating the next generation. By designing an educational program that not only engages Chinese youth’s interest, but also facilitates discussion around personal narratives of leadership, teamwork, and the pursuit of success, can lead education to a new avenue by using sports as an experiential learning tool. It is time to view basketball as experiential education. Basketball has always been a vital instrument in my own journey and now, I finally know how to put it into practice.
Program Design: Heart of Basketball

“Every great design begins with an even better story.”
— Lordina Mamo (“A Showcase”, 2015)

I feel a rare opportunity has presented itself. I see basketball as the ideal medium for an experiential learning program for the next generation of Chinese youth. “Heart of Basketball: Leadership, Teamwork, and the Pursuit of Success” (HOB) is the name of the program I have designed. This program is the culmination of what my life experiences have taught me, the manifestation of my identity as a half-Chinese experiential education practitioner, and I believe, the most impactful way to “successfully” cultivate experiential learning in Chinese youth. Theories of experiential educators such as Paulo Freire, David A. Kolb, bell hooks, and philosophies of John Wooden and his peers interweave throughout Heart of Basketball, supporting its substance with intellectual underpinnings that align with my own morals and beliefs of what I feel “successful” education is.

Parallels in Journey: The Redefinition of “Success”

Wooden was first an English teacher and coach at Dayton High School in Kentucky before his days as a successful NCAA champion. Similar to bell hooks and myself, Wooden began to see a skewed value system and definition of “success” in the classroom. “In the classroom I quickly became very uncomfortable—even distraught—with the standards many parents were imposing on their children, demanding top grades regardless of the youngster’s raw ability, sincere effort, and good attendance” (Wooden & Jamison, 2007). The traditional standards of success would neglect character development of his students and did not align with Wooden’s beliefs of what successful education stood for. “When I was young, success meant the same to most people that it does now: fame, fortune, power. In the classroom it meant top grades;
in coaching, winning games; in business, big profit; in politics, power” (Wooden & Jamison, 2007). It wasn’t after Wooden graduated from Purdue University did he consciously decide to become a student again—“to seek a better approach—a more productive definition and standard of success, both for [his] students and for [himself]. The search led [him] back to [his] roots” (Wooden & Jamison, 2007). Very much like my current journey, Wooden reflected back on his past experiences as his teacher, landing on the lessons of his own transformation to help guide his practice for the future.

In Experiential Learning Theory people who see themselves as learners are those who trust their direct personal experiences and their ability to learn from them. Their primary focus is not on immediate performance or goal achievements but on the ongoing process of learning from these experiences (Kolb & Kolb, 2009).

Of all Wooden’s teachers, his father, Joshua Wooden, was the most impactful. He was a man of character, integrity, and conviction. Searching through his memories, John Wooden recalled what his father told him; “Johnny, remember this and remember it well: Never try to be better than somebody else, but never cease trying to be the best you can be. You have control over that. Not the other” (Wooden & Jamison, 2007). To judge one’s success on the quality of effort rather than in comparison to traditional standards in the classroom or any other life situations was what Wooden landed on. “To become the best I am capable of becoming” (Wooden & Jamison, 2007).

Leadership Role

“The most powerful leadership tool you have is your own personal example.”
-- John Wooden (Alfonso, 2016)
In John Wooden’s book *The Essential Wooden: A Lifetime of Lessons on Leaders and Leadership*, he quotes, “As Abraham Lincoln said, ‘you can learn something from every person you meet—even if it’s what not to do.’ But that’s still learning” (Wooden & Jamison, 2007). Wooden’s philosophies on what it meant to be a leader depicted parallels of experiential learning theory and engaged pedagogy. According to Wooden, leadership and learning went hand-in-hand. “As a leader, you must be a lifelong learner who constantly seeks knowledge and information that will provide you with better methods of helping your team achieve its full competency, to realize its potential as an organization” (Wooden & Jamison, 2007).

Even though bell hooks operated in the classroom and John Wooden on the basketball court, they both recognized the importance of preparation and intention of pedagogy. But more importantly, they were aware of how the social environment they cultivated in their respected programs spawned from their facilitation as leaders.

*Leaders must be [more] like thermostats than thermometers...A thermometer records the temperature of its environment but can do nothing to change that environment. A thermostat is an active instrument. It determines what the environment will be. It effects change in order to create a climate (Maxwell, n.d.)*

As leader of HOB, I will be drawing on successful facilitation methods I used in the past from my time coaching at Leman, Nook at SIT, and the Global Leadership and Engagement Program at VIA: Volunteers in Asia. I found playing the role of a coach inspires participants to work hard, become motivated by encouragement, and ignite the will to face and overcome challenges for their own benefit. But beyond an individual level, it is the coach that influences the culture of the team in a sports context. Using the Pyramid of Success as a guide for each practice, activities and drills on the basketball court will correspond directly with the building block (or two) of the day. For example, on Day 5 we cover the building block, Alertness. I
incorporate basketball drills and games around dribbling, passing, and rebounding that all highlight sharpening one’s awareness and reaction time (see Appendix for details).

Being the program director of HOB, precision, coordination, and time management of each activity, discussion, logistical operation, and engagement all serve an overall purpose to the flow of the program. I draw on my self-confidence in presenting learning points for experiential learning activities, utilize step-by-step agendas, and effectively take charge when necessary. These director skills sharpened when I was the GLE Director for VIA. Being the literal director of a program encompasses a natural leadership position, fulfilling me with responsibility to hold true to the Pyramid of Success and lead by personal example.

How I delicately balance the transformation of a team to a shared leadership culture without sacrificing the actual dynamic of being the leader stems from the lessons I’ve crystallized from all my experiences. Entrusting confidence to share who I have become through my journey and what HOB means to me with my team, exhibits a leadership that humanizes our potential together to actualize what we are meant to do and who we are meant to become. “Great leaders share themselves and what they have learned with learners who will become tomorrow’s leaders. A person can impress potential leaders from a distance, but only from up close can he or she impact them” (Maxwell, n.d.). The team makes the leader, and the leader makes the team, and success is only achieved when the pursuit is shared in purpose.

Exercising my leadership style from Nook to HOB, I recognize gentleness in listening, acceptance of difference, and exemplification of behavior as vital implications in facilitating a social environment that align with bell hooks’ engaged pedagogy. Again bringing in my own personal narrative of HOB being my first program, and illustrating confident vulnerability in sharing the process of growth together shifts the experience to a co-created learning
environment. Evoking my participants’ character by connecting their journey to the education of our shared experience awakens an awareness of their own process of development. Expanding their awareness of the character development process through the Pyramid of Success building blocks, the journey evolves from an individual engagement of creative reflection and articulation of one’s learning via facilitated discussion to a collective team effort, where participants land on their accountability of leadership integrity and what it means to be an impactful team member to strive for mindful growth. Aiming towards the goal of putting forth their best effort in the self-actualization process as a team ignites participants’ conscious awareness of the education process of character development in a co-created learning environment. HOB is an experience of progressive pedagogy that practices the reconstruction of what it means to “succeed” in life by engaging in the process of removing the traditional “banking” methodology and replacing it with a team’s uniting dynamic as the leading element for empowerment of one’s education.

**Design Strategy: Chinese Youth Engagement**

John Wooden, bell hooks, and myself shared similar philosophies. “[Educators] who embrace the challenge of self-actualization will be better able to create pedagogical practices that engage students, providing them with ways of knowing that enhance their capacity to live fully and deeply” (hooks, 1994). As I continued to learn more about Wooden and the Pyramid of Success, the visualization of HOB’s design of taking participants on a pedagogical journey through each building block via basketball, yet still holding true to the implementation of engaged pedagogy’s emphasis on personal narrative as the tool to dismantle, in this case, the “banked” definition of “success” began to take form. Composing the participants’ personal experiences as the vessel for navigating through these character-developing building blocks
gives them a voice they’ve never been empowered to explore. Through this, I consciously open
the dialogue for the depiction of personal narratives through digital storytelling to gently
empower Chinese youth to explore their own style of creativity and voice.

Reflecting on the East Asian participants’ lack of interest towards art and creative
expression during GLE, I had to seek out new innovative methods of how to engage current
Chinese youth with creativity. I realized the answer was digital social media. Today, throughout
the world Chinese youth are using technology to express themselves creatively, with digital
narrative storytelling on social media platforms as the canvas of their lives. Using digital social
media for their creative narrative as they journey through HOB’s pedagogy of the Pyramid of
Success not only introduces a new design towards Chinese youth engagement and
empowerment, but also stays true to hooks’ engaged pedagogy in modern terms. It is one thing
for Chinese youth to physically be outside of a classroom in an academic setting, which in itself
shifts the traditional dynamic to a new dimension for learning, but in addition, it is another thing
to bring reflective experience into their educational environment focusing on them selves as
individuals via digital storytelling as a map to redefine what it means to ‘succeed’ at life.

Similar strategic designs used in my GLE Program and Nook would also be implemented
such as establishing norms, deconstruction of buzzwords, and experiential learning activities.
Being able to freely express their own learnings of the Pyramid of Success process through
narratives of digital media and facilitated discussion, in a co-created learning environment
established by their self-pronounced norms outside of a traditional classroom, and challenging
comfort zones of their character through the hands-on basketball drills and workshops that
activate the confidence for leadership and teamwork qualities to arise in “all five realms”,
accentuates an original multi-dimensional progressive pedagogy for Chinese youth education.
Furthermore, HOB’s design challenges myself as a cross-cultural experiential education practitioner to learn, explore, and expand on more modern approaches such as digital media to evolve with and embody current Chinese students’ interests, an incompetence in need of practice. “We sense, then, that such an action bears, in addition to the synthesis of numerous values, a self-knowledge process: we find something in ourselves that we did not know and that we were able to accomplish” (Monteiro, Brauner & Filho, 2014). Experiencing a program like HOB highlights a whole new perspective of learning for Chinese youth and myself as we continue to share the discovery of dismantling the “banking” definition of what it means to “succeed” in our respective journeys of transformative education we call life. HOB is my next defining venture as an experiential education practitioner pursuing “successful” education.

Conclusion

“We do not learn from experience...we learn from reflecting on experience.”

-- John Dewey (“Education”, n.d.)

To understand myself as a reflective practitioner through this journey, reflection on my most impactful experiences required an acute appreciation for vulnerability, honesty, and challenge. Learning through experience became a multi-faceted engagement, where external factors of culture, social environment and human interaction melded with my character, behavior, values, and actions. With the application of the Experiential Learning Cycle, I began to grasp the process of my transformation, becoming more aware of who I was becoming, and what experiences I needed to engage in to further my education as an aspiring practitioner. It was through this Capstone where I was finally able to navigate accurately through my own competencies, land on knowledge that helped guide my definition of successful education, and
heighten the awareness necessary in me to see my own potential as an experiential education practitioner.

I recognize the lifelong process of learning as a practitioner, and even though I can confidently say through this spiraling experience my skills of articulating theoretical knowledge and language have improved, I still need practice. This Capstone experience has reminded me of staying true to hooks’ engaged pedagogy’s personal narrative implementations and the continuous pursuit of progressive designs in attempt to dismantle traditional banking education. My need to continue exploring progressive pedagogies and frameworks that align with my experiential learning and engaged pedagogy program designs remain important to me. I have also become aware of being more sensitive of the socio-cultural geo-political layers affiliated with words and language when articulating ideas in academic speech. It is important for me to maintain progress in making conscious efforts to change the proficiency of my linguistic practice. My attitudinal awareness of behavioral patterns and facilitation skills has always been my strong points, yet I know there is always room for improvement through more experience. The only way I will develop into who I am meant to become as a cross-cultural experiential education practitioner is to continue experimenting and putting my learnings into practice.

This Capstone served as the ultimate experiential learning tool, helping me return to the numerous cycles I’ve gone through this past decade. By applying frameworks and theories of fellow practitioners I highly respect in the field, I realize the process of learning to become a successful cross-cultural experiential education practitioner will always be a lifelong pursuit. As long as I stay true to my heart, give all that I am to this journey, and continue to embrace the spirals of life’s lessons, will I know I’ve achieved my own definition of success. Yet, at the same
time, only by continually reflecting on my metamorphosis will I effectively and consciously change.

Heart of Basketball: Leadership, Teamwork, and the Pursuit of Success is to serve as a prototype, and to be run sometime in this upcoming year. I am developing the design for potential partnerships here in the US and in China, with my fellow SIT classmate who also shares the same passions and interests as I. In the end, this program is to be the spearhead for my eventual vision, which is to run my own business that designs and facilitates programs using universal mediums of interest among East Asian youth such as basketball as a tool for experiential learning education and empowerment. Other mediums include other sports, Hip Hop, music, fashion, food, and art, just to name a few. And as I go through this process, I will continue to study my own capacity as an experiential education practitioner.

We all are on our respective journeys, to educate ourselves through cycles of experience to create the change in us we seek to be manifested out into this world. How we share our pursuit of success together is the journey, and how we come to understand our capacity for change is at the heart of education. To succeed is to always learn and grow, to be true to one’s heart, and to never give up. The Heart of Experience: The Education of a Practitioner’s Journey serves as the completion and fulfillment of my latest personal learning cycle, and the usher to my next stage of pursuit for growth and development as a successful cross-cultural experiential education practitioner.

So nigh is grandeur to our dust,
so near is God to man,
when Duty whispers low, ‘thou must,’
the youth whispers, ‘I can.’

- Ralph Waldo Emerson (“Quotable”, n.d.)
HEART OF EXPERIENCE: THE EDUCATION OF A PRACTITIONER’S JOURNEY

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Appendix A: Heart of Basketball: Leadership, Teamwork, and the Pursuit of Success Program Overview/Schedule

Heart of Basketball: Leadership, Teamwork, and the Pursuit of Success

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“Success is peace of mind which is a direct result of self-satisfaction in knowing you made the best effort to become the best you are capable of becoming.”

-- John Wooden

Overview

The Heart of Basketball is a high-impact English program focusing on utilizing basketball as a means for enhancing leadership qualities, team-building skills, and cross-cultural understanding. By using the legendary UCLA men’s basketball coach John Wooden’s Pyramid of Success, Heart strives to instill the lessons of success beyond the basketball court, where one’s true potential is sparked and inspired to achieve his or her dreams.
**Goal**

A two-week transformational program based in (Washington D.C.), guided to develop confidence in one’s character, inspire empowerment of one’s education, and enhance effective leadership practices through teamwork in basketball engagement, digital storytelling on social media, and discussion-centered English facilitation, all the while journeying through the Pyramid of Success’s building blocks.

**Objectives**

- To provide participants with quality-efficient basketball drills, trainings, and recreational games to improve athletic ability and health
- To enhance participants’ cross-cultural competence and English skills by engaging with local DC communities, schools, and organizations.
- To inspire participants’ confidence, community building, and character development through experiential learning and dialogue facilitation emphasizing personal experiences and narratives.

**Program Highlights**

- NBA Game: Washington Wizards v.s. _________
- Partake in MetroBall and Trax Sports Basketball Practices
- Use high-quality gym facilities
- Georgetown Campus Tour
- Hiking in Washington D.C.’s Nature
- Experience the US’s capital
- Cross-cultural Community engagement
- Escape the Room Challenge
- Digital marketing and community building through social media creativity
- Improve fundamental basketball skills
- Establish life-long friendships
- Engaging in character development through high-impact personal narrative English practice

**Final Project**

**Video and website depicting your Pyramid of Success narrative, presenting it and articulating lessons of leadership, teamwork, and success you learned over the program. This presentation will be given to the school (cultural exchange department), faculty, and local students, which will depict participants’ personal narrative of their journey here at HOB.** (Applying Pyramid of Success to their personal lives). This website will be used to display your self/your character, your team/teammates, your coaches, and what we stand for in terms of leadership, teamwork, and success. Also, we also want our participants to come to the realization of educational empowerment through experience, and that building the foundation and facing oneself internally together can make the external that much more engaging. And how
basketball can be used as an example of this, and how one may use other mediums to extract such learnings.

The assignment is to create a video capturing the participant’s journey through each building block of the Pyramid of Success, for example a handshake with teammates to display Friendship. Using their creativity on digital platforms to tell their story here at HOB. Giving access to participants to creatively personify lessons of the Pyramid of Success through hashtags, social media platforms such as Facebook, Twitter, Snapchat, Line, WeChat, Vine, Instagram, etc, will also be used to market HOB.

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**Program Schedule**

*Subject to change*

*Note: Exact time not specified for flexibility*

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**Day 1: First Steps**

*Airport Pickup*

*Hotel*

*Lunch*

*Icebreaker*

*Orientation*

*Activity 1: Neighborhood Tour*

*Gym: Basketball*

*Wrap-up*

*Hotel Return*

*Dinner on own*

*Activity 2: Letter to Future Self*

*Next day Agenda*

*Sleep*

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**Day 2: Leadership Practices (Off-the-Court)**

*Breakfast on own*

*Icebreaker*

*Pre-arrival Assignment: Introductions*

*Wrap-up*

*Program Overview: Norm Setting*

*Empowerment Exercise: KRS-One “Rockstar”*

*Activity 1: Qualities of Leadership Digital Collage*

*Debrief*

*Lunch on own*

*Icebreaker*
**Revisit**
Activity 2: Leadership Skills Workshop  
Debrief/Processing  
Dinner on own  
Gym: Basketball and Communication  
Wrap-up  
Hotel Return  
Next day Agenda  
Sleep

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**Day 3: The Heart of Bball: Foundation Building Blocks of Success**

Breakfast on own  
School Tour  
Icebreaker  
Quote of the day/Agenda  
Activity 1: Foundation Building Blocks  
Activity 2: Cross-cultural Engagement – An Understanding of Success and Character  
Debrief  
Lunch in Cafeteria  
Leadership Panel  
Wrap-up  
Gym: Players Combine  
Hotel Return  
Revisit Quote of the day/Next day Agenda  
Sleep

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**Day 4: Foundation in Action: Community Engagement and Team-building**

Breakfast on own  
Quote of the day/Agenda  
MetroBall Youth Outreach Organization  
Discussion w/ MetroBall Coaches  
Lunch  
Gym: MetroBall Practice  
Dinner on road  
Hotel Return  
Activity 1: Escape the Room: Team-building  
Debrief  
Revisit Quote of the day/Next day Agenda  
Sleep
Day 5: 2nd Tier – Alertness and Self-Control

Breakfast on own
Quote of the day/Agenda
Activity 1: Kim’s Game
Debrief
Discussion: Self-Control and Alertness Breakdown
Activity 2: Helium Stick/Hoola-hoop
Debrief
Lunch
Icebreaker
Revisit: Foundations and 2\textsuperscript{nd} tier
Gym: Basketball
Wrap up
Hotel Return
Dinner
Movie Night: Kobe Doing Work
Discussion
Revisit Quote of the day/Next day Agenda
Wrap-up
Sleep

Day 6: Taking Action and Never Giving Up

Breakfast on own
Quote of the Day/Agenda
Icebreaker/Review
Activity 1: Initiative – Understanding Failure, Luck, and Taking Action
Discussion/Debrief
Lunch in Cafeteria
Activity 2: Intentness: Never Giving Up and Persistence
Discussion/Debrief
Gym: Basketball
Wrap-up
Hotel Return
Dinner
Revisit Quote of the day/Next day Agenda
Free Time
Sleep

Day 7: Team Outing

Breakfast on own
Travel to Washington, D.C.
HEART OF EXPERIENCE: THE EDUCATION OF A PRACTITIONER’S JOURNEY

Quote of the Day/Agenda
DC Monuments and White House
Georgetown
Lunch
Georgetown Campus Tour
Free Time in Georgetown Area
Dinner
Washington Wizards NBA Basketball Game
Drive back to Hotel
Revisit Quote of the Day/Next day Agenda
Wrap-up
Sleep

Day 8: Heart of Success – 3rd tier: Condition, Skill, and Team Spirit

Breakfast on own
Travel to Hiking Trail (TBD)
Quote of the Day/Agenda
Hike
Lunch at Summit: Discussion
Hike
Drive back to Hotel
Dinner on own
Activity 1: Guided Imagery/Creative Reflection
Group Reflection/Wrap-up
Revisit Quote of the Day/Next Day Agenda (FREE)
Sleep

Day 9: FREE DAY

Day 10: Raise the Bar – Condition, Skill, and Team Spirit

Breakfast on own
Quote of the Day/Agenda
Icebreaker
Review: Foundations, 2nd tier, and 3rd tier
Dialogue: Successful Education
Activity 1: Caterpillar Traverse
Debrief
Lunch
Travel to Trax Sports Workout: Condition, Skill, and Team Spirit
Wrap-up
Hotel Return
Dinner on own
Movie Night: Coach Carter
Activity 2: Encouragement Cards/Final Project Introduction
Revisit Quote of the Day/Next day Agenda
Sleep

Day 11: Clutch – Poise and Confidence

Breakfast on own
Quote of the day/Agenda
Icebreaker
Discussion: Poise/Confidence
Poise and Confidence Workshop
Debrief
Lunch in Cafeteria
Video Session: Poise/Confidence in Basketball
Debrief
Gym: Basketball
Wrap-up
Hotel Return
Revisit Quote of the Day/Next day Agenda
Free Time: Final Project Last Touches
Sleep

Day 12: Competitive Greatness

Breakfast on own
Quote of the Day/Agenda
Icebreaker
Discussion: Top of the Pyramid of Success
Preparation of Final Project for Presentations in Afternoon
Lunch in Cafeteria
Final Project Presentations to School Community
Wrap-up
Celebratory Dinner
NCAA Basketball Game or Watch NBA Finals Game 7 (2016)
Revisit Quote of the Day/Next day Agenda
Wrap-up
Sleep

Day 13: Leadership, Teamwork, and the Pursuit of Success

Breakfast on own
Quote of the Day/Agenda
Gym: Basketball Final Combine
Lunch in Cafeteria
Gym: Final Scrimmage
Wrap-up
Hotel Return
FREE TIME FOR SHOPPING
Final Farewell Dinner with local students/faculty
Wrap-up
Feed back Session
Return “Letters to Future Self” and “Encouragement Cards”
Way of Council: Final Dialogue
Final Words
Free time: Prepare for Departures/Final Team Hang Out
Sleep

Day 14: FAREWELL!

Departures from (DC) to (China)
Appendix B: Heart of Basketball: Leadership, Teamwork, and the Pursuit of Success Program Learning Objectives/Flow of Competencies

The learning process of the overall program is in relation to the allowance of organic insights and realizations to come to the forefront. Here is a basic breakdown of the general flow of learning through the HOB Program:

Note: Each day's learning objectives are very broad in description and to be used as reference points. Program design details are found in Appendix C. Appendix B is to be used as a basic guide to understand the overall learning process of the program. The order of competencies under Day Title depicts the flow of each day.

Learning Objectives and Flow of Competencies for each day of the HOB Program:

Day 1: First Steps
Awareness, Knowledge, Attitude, Skills, Language

- Orientation: General knowledge of program, location, hotel, schedule, culture shock, Pyramid of Success, Digital Storytelling, inspiration of one’s potential
- Bball routine: Battle of Jetlag and establishing physical foundations to improve skill, inspire spiritual will to face one’s self, team bonding
- Letter to Future Self: Self articulation of personal goals, learning process, and change while participating in HOB

Day 2: Leadership Practices (Off-the-Court)
Awareness, Language, Skills, Attitude

- Norm Setting: Empowerment of team culture and establishment of shared leadership. First steps of breakdown of traditional education approach
- Deconstruction/Reconstruction of Leadership, Teamwork, and Success: Illuminating awareness of diversity in definition according our respected human stories and backgrounds.
- Creativity: Redefining Leadership, Teamwork and Success through image, aligning with first steps of digital storytelling and empowerment of creative freedom through digital media. Introduction to personal narrative documentation through digital platforms
- Reflection and discussion: Establishing new learning habits through self-expression by practicing articulation of one’s personal understanding through discussion. First tastes of new educational dynamic that contrasts traditional classroom pedagogy.
- Teambuilding and communication: Team work through experiential learning activities, articulation of individual behavior bridging it with collective dynamic, processing the patterns to a more global social scale. First tastes of multi-dimensional education
- Bball: Physical routine and improve skills. Establishing communicative culture in a bball team and how it plays into the multiple forms of trust, support, and reliability as a teammate. Building confidence

Day 3: The Heart of Bball: Foundation Building Blocks of Success

Awareness, Knowledge, Attitude, Language, Skills

- Pyramid of Success: Bringing concept of growth of character, change, and engaged experience into discussion of education process.
- Redefinition of Success: 100% effort in your actions
- Cornerstones: Hard work and Enthusiasm – Cross-cultural transcendence and diversity of meanings, linked to success, Foundations for Team Success: Friendship, Loyalty, Cooperation - cross-cultural engagement
- Reflection and Processing: Creativity in synthesizing learnings through wisdom quote creation, discussion, and presentation. Building teamwork off bball court. Digital documentation – creativity
- Bball: Personal goal setting – self-test. Building confidence and will to challenge one’s self. Reestablishing team culture through team-proclaimed norms, and the integrity of foundations: friendship, loyalty, cooperation. Putting 5 building blocks into action on bball court.
- Team-building: Awareness of team’s collective behavior and actions and how it plays into the process of pursuing success.
- Understanding how it feels to apply 5 foundation building blocks through action - documenting and articulating through digital narrative and open discussion.

Day 4: Foundation in Action: Community Engagement and Team-building

Knowledge, Awareness, Language, Skills

- Community Engagement: Seeing how Foundations of Pyramid of Success are applied in an organization. Displaying patterns to show parallels of character dynamics off the court.
- Open discussion with Founders of organization: Engagement in articulation of Foundation dynamics from founders, emphasizing value and importance in action to create success. Introduction to 2nd tier – Self-Control, Alertness, Initiative, and Intentness
- BBall: Physical routine and skill improvement. Continuous application of 5-foundation building blocks through conscious engagement on the bball court. Strengthening culture, team-bonding, energy, support, unity
- Problem-solving and critical-thinking skills: Alertness and Self-control through team work and communication off bball court in creative learning environment: Escape the Room.

Day 5: 2nd Tier - Alertness and Self-Control

Awareness, Attitude, Skills

- Linking alertness to awareness, specifically of emotion and self-control to success
HEART OF EXPERIENCE: THE EDUCATION OF A PRACTITIONER’S JOURNEY

- Bball: Alertness and self-control of emotion in challenging situations on bball court
  - Practice articulating emotional behavioral and self-change towards team-oriented goals.

Day 6: Taking Action and Never Giving Up
Awareness, Attitude, Language, Skills

- The power of taking action: An attitudinal shift on failure and success
- Communal Engagement: Building confidence in taking initiative through language practice
- Experiential learning activities that illuminate perseverance and participant’s strength of will to overcome challenges.
- Creativity: Start on Final Project of Digital Storytelling Documentation

Day 7: Team Outing
Knowledge, Awareness, Attitude, Language

- Cross-cultural immersion: Exploration of Washington D.C., history, learn about the US capital
- Team bonding: Experience of first two tiers of Pyramid of Success to be practiced organically as a team in US capital without facilitation. Freedom of character to express itself without any pressured context.
- Team spirit: Camaraderie, fun, shared exploration, reward
- Bball: Bball game in the US, view Pyramid of Success blocks in action on bball court
- Creativity: Final Project Preparation

Day 8: Heart of Success: – 3rd Tier: Condition, Skill, and Team Spirit
Awareness, Attitude, Language, Knowledge, Skill

- Discussion around third tier: Conditions of character and leadership, necessary skill and technique in leadership, team spirit emphasis – the “we” instead of “me”.
- Reflection and Insight: Nature hike, reflection on Pyramid building blocks thus far.
- Creative Reflection: Personal time, documentation, personal video diary practice
- Breakdown of Condition, Skill, and Team Spirit Dialogue (top of mountain): All in relation to leadership and success
- Group Reflection: Guided Imagery and awareness around impact of activities, process of growth thus far, perspective shifts on success and leadership.
- Creativity: Final Project Preparation

Day 9: Free Day
Attitude, Awareness, Language, Skill, Knowledge

- Freedom to bond in collective exploration
HEART OF EXPERIENCE: THE EDUCATION OF A PRACTITIONER’S JOURNEY

- Team bonding – freedom to learn and see what they choose but applying all teammates in decision making.
- Creative Reflection/Documentation: Digital storytelling and enhancing narrative
- Creativity: Final Project Preparation

Day 10: Raise the Bar: Condition, Skill, and Team Spirit
Awareness, Language, Attitude, Knowledge, Skill

- Way of Council - Empowerment of education: education systems back home, self-awareness of need for new experience, experience as education, basketball as education, education and growth, success
- Communication and Action: Team-building activities, application of building blocks, leadership dynamics
- Community Engagement: Bball training with youth bball organization, application of condition, skill, and team spirit
- Inspiration: Coach Carter film emphasizing application of Pyramid of Success in teamwork, leadership and definition of success.
- Encouragement Cards: Team unity, appreciation, articulation in gratitude, responsibility, support, respect, acceptance, bonding strength
- Creativity: Final Project Preparation

Day 11: Clutch: Poise and Confidence
Awareness, Language, Attitude, Skill, Knowledge

- Discussion: application of poise and confidence in leadership roles in/out of bball context, confidence in character, in a team, parallels in personal life
- Experiential activities: Poise under pressure, confidence in ability
- Bball: examples of inspiring bball leaders with poise and confidence, practice of poise and confidence in bball setting, physical routine, spiritual will.
- Creativity: Final Project Preparation

Day 12: Competitive Greatness
Awareness, Language, Attitude, Knowledge, Skills

- Discussion: Deconstruction of competitive greatness, revisit and strengthen understanding of leadership, teamwork, and success via Pyramid blocks, faith and patience application
- Final Presentation: Creativity in digital storytelling, English articulation of self-actualization process and growth, application of lessons in action, impact of lessons in program to life, experience as education, application of Pyramid in life, poise, confidence in one’s self, team support, success in 100% effort.
- Celebration: Certificates, success shared, team unity

Day 13: Leadership, Teamwork, and the Pursuit of Success
Attitude, Skills, Awareness, Language, Knowledge
- Bball: Measurement of progress, fun competition, application of all skills in final scrimmage, application of building blocks, fun!
- Freedom in teambuilding: Final exploration, organic team unity, shared leadership, success in reaping benefits of completing program, overcome challenges
- Cross-cultural engagement: Final farewell dinner with local students/faculty at Alexandria
- Final WAY OF COUNCIL dialogue: Reflection on journey, learnings, deconstruction/reconstruction of leadership, teamwork, and success, the experience as the education, how can be applied to your personal lives, articulation of ideas, cross-cultural awareness of education concept, inspiration, creative reflection and documentation, feedback, reverse cultural shock preparation, impact.
- Closure: Letter to future self return for self-reflection impact and awareness of empowered self-growth, Encouragement cards return for impact of what it means to feel valued by others on a team, establishment of lifelong connections, free time to enjoy one’s company.

Day 14: Farewell!
Appendix C: Heart of Basketball: Leadership, Teamwork, and the Pursuit of Success Program Design Detailed Template

**The Heart of Basketball Detailed Template:**
Leadership, Teamwork, and the Pursuit of Success

**NOTES:** All subject to change. Basketball drills will vary in accordance to participants’ skill level/English level. Location of Hotel/School also subject to change due to partnership details/potential homestay options

**COLOR CODING:**
- **Black:** Basic Notes/Narrative Details
- **Blue:** Concrete Schedule/Plan
- **Red:** Intention/Purpose/Logistics Details
- **Orange:** Materials/Necessary Purchases
- **Green:** Personal Notes between Directors

Pre-arrival Assignment:
*Pre-establish hashtag for HOB, digital platform on social media (giving access to the account), to begin scaffolding digital community feel (posting pictures, videos, etc).*

Bring 5 pictures representing your understanding of leadership, teamwork, and success

**FINAL PROJECT – A presentation on one’s own Pyramid of Success**

**Final Project: Video and website (Jimdo? This is where Jayson can help out since this is linked to his Practicum)**

**Pre-planned Importance:**
*VISA:* This we’ll have to think about how to coordinate with a school during partnership. We should give the responsibility on them to figure that out. We can offer letters of invitation.

*Travel Insurance:* making sure their insurance is covered at local hospital/clinic or make sure their credit card (bank account statement) has enough $ to cover any emergencies

- We must stress realities that we will be playing basketball and that injuries happen. It is at their own risk to join this program, we will be able to help them to get to/from any emergency clinics, but it will not be our responsibility to pay for any costs regarding injury.

- It is vital we get health records of any pre-existing injuries of participants.

*Health conditions:* Health records and pre-existing conditions

*English level competency:* Will need decent English speakers because the concepts and ideas we will be discussing are considered advanced in comparison to your typical Chinese student.

- Will have an interview process to find appropriate participants

*Basketball skill level:* The drills/games that we will be running our participants through will obviously spread across all levels, however we must be conscious of allowing a blank slate joining a bball program, when potentially surrounded by players with more experience.
We can have a basketball interview process as well, either sending a video of their skill level (we can prepare a set of drills we’d like to see on screen), and then have them discuss their knowledge of basketball (we can have prepared questions for them to answer, some high IQ bball questions like what is a V-cut? And simple ones like what does travel mean?)

Jersey/Merchandise: This may be something to consider if we have the funds, getting jerseys and our logo on it (which we will still need to design).
- These can be made abroad here in Cambodia, there are tons of t-shirt printing shops.

**PROGAM DESIGN DETAILED TEMPLATE**

**Day 1: First steps**

**Airport Pickup:** (Think of activity/ice-breaker during waiting period)
- **Public transportation? Big Bus? Lyft/Uber/VIA for delays**
- **Driver coordination**
- **General average time of when students arrive (will have students arrive on different days/times)**
- **Pre-order food/sandwiches from local place near hotel/school**

**Back to Hotel** (This is all pending if we get homestay options)
- Roommates pre-assigned
- Night before/before leaving: Coordinate with Manager all rooms are taken care of
- Call ahead of time so keys are prepared upon arrival
- While one facilitator makes sure check-ins are going smoothly, other goes and picks up Lunch (has exact $ or credit card) – **KEEP RECEIPT and return to envelope for records**

**Lunch**
- Hold in Hotel lobby/meeting room (depending on cost)
- Before eating – Icebreaker

**Ice-breaker**
- Ball passing with names

**Orientation:** PPT Presentation/Handout Orientation Folders

Folders contain: All slide information, participants pictures/names, emergency contact information, maps, program schedule, assignment descriptions, and Basketball vocabulary Glossary (this we can provide them with pre-arrival as well so they can affiliate themselves with terms that we will be using all the time)

Will need to print these out (or keep these in digital form)

[BREAKDOWN]:

1st slide: Title of Program: Heart of Basketball: Leadership, Teamwork, and the Pursuit of Success
- Elaborate and engage: Ask for their definitions and examples of “leadership”, “teamwork”, and “success”. Then ask about “pursuit”.
HEART OF EXPERIENCE: THE EDUCATION OF A PRACTITIONER’S JOURNEY

2nd slide: John Wooden quote: “Success is peace of mind which is a direct result of self-satisfaction in knowing you made the best effort to become the best you are capable of becoming.”

3rd: Our story: How did we come to create HOB?
- Intention here is first introduce the concept of storytelling, personalizing/humanizing passions with career
- Key to integrate our lessons of leadership, teamwork, and success.

4th: Location introduction: Washington, DC – Basic realities including weather, prices, culture, people, transportation, (if any poverty/homelessness realities, should be addressed)

5th: Health: Travel insurance, Jet lag, Culture shock, Diet/Hydration, Well-being, Basketball realities: stretching before and after, injuries, shoes/ankle support.

6th: Safety: Common sense, Precautions, Bags/Valuables, Pairs/Groups, Your surroundings, Emergency protocol

7th: Program Policies: Alcohol/Drug Policy, Overnight stays, Smoking restrictions, No weapons, No car rentals.

LANGUAGE PLEDGE: This is a high-impact English program, where we will be using English around facilitated dialogue, basketball practice and discussions, and also how we communicate among each other.
- This is on you: Do not speak Chinese to each other. For each time speaking Chinese = 1 Suicide. We can keep a tally. (This we can introduce to them when we get to the gym). Hold each other accountable. You came here to improve your English, challenge and push yourselves out of your comfort zones. Hold true to your word. We can even have a signed contract. When they do this, we can give them their jerseys/t-shirts, just like in the NBA.

BATHROOM BREAK – Stretch, Bathroom break – crumple up lunch trash and have them shoot it into a garbage bucket in the front. Get into the basketball mindset. (Clean up mess)

8th: HOB Program Breakdown:

9th: GOALS – What are their goals? Why did they choose this program?
- We can ask this question before flipping to this slide

10th: Pyramid of Success diagram:
- Brief story of John Wooden – introduction to philosophy of success
- Simple breakdown of the journey we are going to be taking together
- How does these building blocks help us grow beyond the basketball court?

11th: Education: How is education and experience connected?
- Purpose of our program: Basketball as the vehicle for lessons that can be applied to real life situations. But will do many workshops with same themes but off-the-court, using experience to educate – this will translate on the court.
- English improvement: Bball = communication. Not only on the court, but we are going to be discussing real life concepts in English. Just like skills in bball, it’s all about practice and doing your best. Same with English.
- Intention here is to empower each team member the responsibility to share their goal of improvement: They are help accountable, and have ownership over the amount of growth they want to expand to.

12th: Final Project: Digital Storytelling – [own 1-second a day video displaying examples and lessons of Pyramid of Success] – final presentation to classmates in the school

13th: Where we will be going/What we will be doing
- Pictures of places we will visit in DC, pictures of activities like playing bball, in the classroom
- HOB Digital Entity: Social media responsibility, practice of digital marketing (empowering them with responsibility to expand their creativity and innovation in documenting their experience with HOB). Also, on-going accountability for creating HOB digital community among participants and beyond. This gives them practice for digital marketing in the future through social media platforms. Then we can use their documentation as a means for HOB’s marketing.

14th: Questions?

BREAK – give time for participants to return to their rooms, get stuff for neighborhood tour, and bball gear. Change of clothes (warm clothes?)

**Neighborhood tour (end up at gym to ball):** Here we just give a brief breakdown of neighborhood, laundry mat, grocery store for food, local restaurants. Also, if there is a location to pick up US phone numbers, that will be ideal. (This will give us free transportation as well when we distribute Lyft/Uber numbers among us to spread credit) Plus, have them download any apps such as Snapchat, Instagram, Twitter, Facebook, Whatsapp, etc. WeChat and Whatsapp will be used as our means for communication among groups throughout the program as well.

**Facilities arrival:**
Introduction to Alexandria school
- short tour, eventually ending up at Gym

**Basketball** – This is to get the body moving, warm up, battle jet lag. Nothing too intense, but will introduce the routine stretches we will be doing, and the warm-up drills every time we enter the gym.

**Setup:** X amount of leaders will rotate each day to lead the team in stretches, and warm up drills. Their responsibility is to set the tone, engage with the intention to improve and grow, and also recognize their own behavior as a leader. There is a delicate balance between being a teammate and a leader, which leads to success for the overall team.
- The intention behind this is to empower each player, giving them the chance to engage with the dynamics of being a team leader, insightfully looking into their own behaviors, and how they can change to achieve the ultimate goal of success as a team.
- This is where reflection is going to be huge for the development of our participants. Facilitated dialogues around this concept will be an intricate part to our participants being able to articulate their growth among team members who are all going to be sharing the same experience of taking on that role.

“The star of the team is the team” – John Wooden’s old coach
- We will need to keep this as a motto for our team somehow

**Routine Stretches:** [breakdown]
- 2 or 3 leaders in front on baseline, rest in three rows of 4 facing them
- will count, each stretch up to 10 seconds (1, 2, 3 – 1…1, 2, 3 – 2…1, 2, 3 – 3, etc.)
  1) Arms: elbow above shoulder, shoulder across chest, rotations, swing, locked fingers in back opening chest, neck rotations.
  2) Legs: spread legs apart – down to right leg, left leg, center. Bend left knee and stretch quads/hamstrings, rotate to right knee. Feet together down to feet, cross legs down to feet (switch), calves stretch, stretch quads one leg and next. Floor: right leg out, left leg in, switch. Right over left, hug to chest, stretch back, switch.
  3) Warm up drills: Jumping Jacks x20.
    - Baseline to half court: High knees, butt-kicks
    - Baseline to baseline: Karoaka, backwards sprint, front sprint
    - Introduction to Suicides: Have them do 1. (Emphasizes this is what they will be doing each time they break the language pledge) We must hold strong on this policy.
  4) Basic bball drills:
    - Layup lines – Right then left
    - Block pull ups – Right then left
  Since this is the first day, point is for us to have some fun with basketball first. Do some light-skill drills and light-skill competitions.
  5) Light-skill drills:
    - Three-man weave (shout out names of teammates when passing)
    - Three on two, two on one: Man in middle dribbles strong, stopping at free throw line, bounce pass to either left or right cutting wing man, finishing in lay-up. Whoever makes/shoots lay up must return on defense. Two other players take ball down opposite direction for a 2-on-1 scenario.
  FREE THROWS 1-1, In unison - clap on one miss, two claps on a make
  6) Light-skill team competitions: Team building
  - (On baseline under basket, each player curls around us) Lay-ups in a row: 20. If miss one, start over
  - Elbow jump shots: 5 first, then 10 in a row, if miss one, start over
  - (Depending on how many hoops there are): Split into teams of X – Jump shot competition- 30 seconds to make as many possible, will go mid-range wing left, mid-range center, and mid-range right.
  FREE THROWS 1-1
    6) Game: Knockout (we play, too)
  FREE THROWS as a team: If miss – sprint baseline to baseline under X amount of seconds. First person over the line, takes the shot.

Wrap-up: Team comes first, all in this together, hard work, and enthusiasm. It all starts in practice. Come together (Heart on 3, Family on 6 – 1, 2, 3 “HEART!” 4, 5, 6 “FAMILY!”).

Stretch routine after (same leaders)
Pack up – Return to hotel for shower and then dinner
Shower
Dinner on own –
Meeting in lobby/meeting room for wrap-up:
  - Wrap-up on landing of the first day
HEART OF EXPERIENCE: THE EDUCATION OF A PRACTITIONER’S JOURNEY

- Facilitate discussion: Day 1 to last day of program: Why you are here
- How do you think you will grow?
- How do you want to grow/change?
- How do you think these words leadership, teamwork, success shift in definition?

Letter to Future Self Activity: Each participant will hand-write a letter to themselves reflecting on this first step towards growth, putting it into words for themselves to reflect on, and whatever else they want to tell their future selves. This letter will be put into an envelope, sealed, and saved until their last day of the program. They can use their native tongue.

Final brief run down of next day Agenda

Sleep

Day 2: Leadership best practices off the court

Breakfast on own: Meet in lobby/meeting room
- Quote of the day: “If you have built castles in the air, your work need not be lost; that is where they should be. Now put foundations under them...” – Henry David Thoreau
- Brief discussion of quote – connection to theme of the day
- Agenda run through

Ice-breaker: Wake up/Shake up
- Shake the parts of the body to wake them up, countdown.

Get to know your teammates: Introductions (pre-arrival assignment)
- Each participant will have about 5 minutes to introduce themselves through the pictures they brought. Emphasizing who they are, their background, and what is it that they want us to know about them.
- We also should do this assignment, to humanize ourselves with the team.

Wrap-up: This is your team, your family, your brothers. Each one of our stories is valued and honored the same as the next. Let’s come together now to write our next chapter together.

[BREAK]

Program Overview:

- BEFORE WE BEGIN: SET NORMS: We are responsible in making this program our space for growth (we are growing with you, too), what are some norms that we would like to establish together, that we can hold together as a family and be accountable for, to make sure that we are getting the most out of this experience and to achieve our goals?
- We must write these down on a big piece of paper on the wall so we can all visually see
- Opening question: Why did you join this program?
- In the end, you all know yourselves the best, and you recognize how you would like to change. This program emphasizes growth, change, and character development. How is this relevant to becoming an engaging leader?
- Go over OVERALL AGENDA OF PROGRAM: Briefly explain the flow of education, and what the purpose of visits/activities, and the purpose of basketball’s education. HOW THIS ALL CONNECTS TO THE FLOW! Letting them know about the flow and purpose of the education gives the participants a sense of ownership and respect that we have for them to know.
This also allows them to mentally prepare what is to come throughout the overall process of the program.

- It is also important that you recognize that this whole program is not only about basketball, is about life. We will be doing many different workshops/activities that will challenge you to leave your comfort zones, think creatively and outside-of-the-box, and that specifically encourage you to trust the process.

- I find it essential to include the participants in the vision that has been designed. This allows them to be aware of how they choose to engage with it, and recognizing the intentions behind our design.

**Brief Empowerment Activity: KRS-ONE “Rockstar”**
- “Close your eyes and say “I am _____, I am a leader” without speaking it, what was that voice? You can hear it, what tone did it have? What did it sound like? Who is this voice?
- This is you, this is the character that we will be cultivating and nurturing throughout this program. We want this character to grow with confidence, trust in its potential and abilities, and develop the skills to connect. The only way for this to happen is if you invest in your own development and you are willing to grow into yourselves.

- This activity’s intention is to make participants aware of one’s own empowerment, that there is a spirit living inside each of us, and that this spirit can grow on our own accord. Becoming conscious of its existence breathes a new approach to how one is to educate one’s self. This is also a fresh perspective on the individual which contrasts the collectivist culture and education system they are a part of back home.

**Deconstruction of Leadership Qualities**
- “Heart of Basketball: Leadership, Teamwork, and the Pursuit of Success”: Very big buzz words and have a lot of meaning. It is important to have the awareness that these words will have different definitions for each and every person. Let’s deconstruct them?

- Here we will write “Leadership”, “Teamwork”, and “Success” on three separate big pieces of paper with markers, deconstructing each one, having participants list off words of what they think they mean.

- Taking one’s context into consideration, geopolitical context, cultural understanding, family, tradition, religion, etc. Really comes down to the difference in one’s interpretation of their own respected experiences to explain what these words mean to them. And all are accepted.

**Activity 1: Qualities of Digital Leadership Collage**
- Heart of Basketball Digital Entity development: (making participants members, allowing them to contribute to the creation of collective albums that link to hashtags: #Leadership, #Teamwork and #Success.
- Collective Facebook HOB Albums for “Leadership”, “Teamwork”, and “Success”
1) What we want you guys to do is to look through these magazines to find images that capture your understanding of qualities for leadership, teamwork, and success. You guys will have about 30 minutes to craft your collage on any the piece of paper provided. Then you will post it on any social media platform of your choice but linking it to our HOB entity Hashtag, but be as creative as you can in how you’d like to display it. Once you feel like you are content with the final product, then we would like you to look at what you’ve created, and dissect what the images mean and how they connect to those words. (These magazines will be a variety of themes but we should definitely get some that are NBA/basketball related)

- Once everyone has taken time to complete this, we will each take turns to share what we’ve created. Quickly explain why we choose these images and how they connect to our own understandings.

- This is for each individual participant to define what those words mean to him or her. The first step is for us to understand our values, our beliefs, and ourselves as individuals before we can properly know how to engage on larger scale. We will all agree on a name of the team, and this is to be the first visual representation of who we are together.

Debrief:

- Set up chairs in a circle, so we are sitting with them, equal ground
  - How did the activity make you feel?
  - Why did we do it?
  - What were some challenges you faced?
  - What did you learn about yourself?
  - What did you learn from each other?
  - What was going on in you as you were doing the activity?
  - What was the conversation you were having with yourself while in the process of creating your collage?
  - In your past, when faced with an experience that made you look into yourself, what did you do to reflect, understand yourself, and release/express?
  - Where in other aspects of your life do you find yourself needing to make time for reflection?
  - As we proceed with this journey together, how can we use creative reflection as a means for deeper understanding and engagement?
  - How does this creative reflection process enhance leadership qualities?

This is our first step towards understanding ourselves and reflecting. This is a practice that we will be doing throughout the program, a chance to practice your English skills, and learn about who you are from a different perspective. Today you visually shared who you were in the moment of creativity. It is the same on the basketball court. Basketball is also creativity in the moment. Reflection each day is going to be an important piece in our growth, remember that.

[ LUNCH BREAK on own]
Meet in Lobby and walk to school gym

Students should bring their pillow cases from their rooms to act as blindfolds later.
Quick check-in - How’s everyone doing? What do you eat for lunch?

**ICEBREAKER:** Line-up w/o speaking, communicate
1) By height
2) By birthday
3) By first name

**Revisit**
- Who can help us out, what did we learn this morning?
- Quick review: What were some qualities for leadership, teamwork, and success? - “Wonderful, so this afternoon we are going to be doing some more fun activities, but this time we are going to be emphasizing SKILLS. This is how we put these qualities that we landed on into practice.”

- Move to Locker room: Take out big paper, with “SKILLS” written on it. Each participant will take a turn to write down a skill they think is necessary for becoming a great leader.
  - Communication
  - Listening
  - Creativity
  - Inspiration
  - Organizing
  - Trust
  - Team-building

**Activity 2: Leadership Skills Workshop**
- “We are going to do two different activities that are going to incorporate these skills that we listed, and both are going to require you guys to rely on each other together”

**(BRING RANDOM THINGS TO PLACE ON THE FLOOR)**
1) **TRUST WALK:** Line up and count off into pairs. Get into your teams
- Each group will take turns to go, and move their way through the obstacle course. First go-around, one partner will be blindfolded with the pillow case/close your eyes. NO CHEATING! I will spin them around first, then it is up to his or her partner to strategically guide them through without touching anything giving directions/instructions in English. Only the partner can speak. If the blindfolded walker steps on something, the group will can make a buzzing sound. Each group takes turns, and then when they’ve reached the other side, partners switch. And I will re-arrange the stuff.
  a) Quick debrief:
     - How was it? Fun? Terrible? Difficult? Too Easy?
     - What skills that we discussed earlier came up for you while doing this activity?
     - Try to think about how your approaches to these skills change, and how you apply the qualities we discussed earlier in the morning to your actions here, as we continue onto our next activity.

2) **BLINDFOLD ROPE SQUARE:**
   [http://www.innovativeteambuilding.co.uk/activity/blindfold-rope-square/](http://www.innovativeteambuilding.co.uk/activity/blindfold-rope-square/)
This activity is essential for team-building and communication. A perfect example of how a team operates together off-the-court. It also shines light on who steps up, who steps back, and recognizing the dynamics and roles at hand when achieving success for the team. 

[5-minute BREAK]

4:00 PM: **Debrief/Processing: Norm Setting**

1) **How did it feel to be blindfolded? Not? Giving instructions?**
   - What was the most challenging?
   - What made it easier/harder?
   - Illustrate examples when...

2) **What did the activity tell you about yourself? Your behavior?**
   - What skills did you have to rely on in order to succeed?
   - What qualities came up? Ones that you noticed in yourself or in others?
   - How do these skills and qualities come together in this activity?

3) **Where do we see similar patterns/dynamics of communication and trust on the basketball court? in the world? In your personal experience?**
   - Why do you think such patterns/dynamics are this way?
   - How do these patterns/dynamics change? How can we change them?
   - Where can we see change happen? How about internally?

4) **How does change involving skills and qualities we covered today play into leadership, teamwork, and success?**
   - How do they apply to social change?
   - What are some different approaches or innovative ways that can impact the change we want to see happen in the world today?
   - How can we use these qualities and skills to bring awareness to some of the realities that we find ourselves passionate about?

[BREAK/Early Dinner segue]
(at least 1.5 hours after, bring bball gear, change of clothes, etc)

PM: Meet up at gym for evening ball.

**Routine Stretches:** [breakdown]
- 2 or 3 leaders in front on baseline, rest in three rows of 4 facing them
- will count, each stretch up to 10 seconds (1, 2, 3 – 1…1, 2, 3 – 2…1, 2, 3 – 3, etc.)
  7) **Arms:** elbow above shoulder, shoulder across chest, rotations, swing, locked fingers in back opening chest, neck rotations.
  8) **Legs:** spread legs apart – down to right leg, left leg, center. Bend left knee and stretch quads/hamstrings, rotate to right knee. Feet together down to feet, calves stretch, stretch quads one leg and next. Floor: right leg out, left leg in, switch. Right over left, hug to chest, stretch back, switch.
  9) **Warm up drills:** Jumping Jacks x20.
     - Baseline to half court: High knees, butt-kicks
     - Baseline to baseline: Karoaka, backwards sprint, front sprint
  10) **Basic bball drills:**
      - Layup lines – Right then left
- Layup pull ups – Right then left
FREE THROWS 1-1, clap on one miss, two claps on a make

**Gather around:** Today we emphasized communication off-the-court, it is time to bring it the basketball context.
- Why is communication important for the success of a team in bball?
- What are some examples of successful communication on the court?
- Types of communication on the basketball court?

**THEME: COMMUNICATION on the court:** Norms

2 kinds of Communication: *Verbal and Non-verbal*

**Verbal:**
- 1) Names: Before passing, every time scream out your teammate’s name
- 2) Defense: Talk-fest – Successful defense is through communication. Having your teammates’ back, help defense, screens. Big man in the back can see all, have a responsibility to help direct others and help guards to see what they are unable to.
- 3) “Ball”: Letting your teammate know that you are open, you can say “ball”.
- 4) “Early and often”: Letting a teammate know a screen is coming “early” is vital to defense. “Often” is getting into the habit of letting your teammates know what is happening.

**Non-verbal:**
- 1) Eyes: Not only to use to trick defenders, ball fakes, up-fakes, no-look passes, but also to look for teammates. Connections for example: alley-oops.
- 2) Hands: The “Window”: Hands-up ready, for example, off a screen. This equal to a non-verbal way of saying “ball” or “I’m open”.
- 3) Target hand: One hand leading giving direction for passer on a cut. Or player in the post, calling for the ball.
- 4) Fingers on defense: Big men in the back, one eye or finger on the ball, one on the weak-side opponent (one that you are unable to see completely with your eye).

**Trust and Support:** A big part of establishing a culture for our team is support, respect, and trust. We are all in this together. Some of the smallest actions will help us become stronger together.
- How can we show/exemplify trust, respect, and support for each other through our actions?
- What actions should we establish as norms for us?
- 1) Help teammates up
- 2) High-fives, pats on the back
- 3) Verbal positive support and encouragement
- 4) Push each other to succeed

**11) Light-skill drills:** Keep communication flowing
- Three-man weave (shout out names of teammates who they are passing to, “ball”, show “the window” for passer, use eyes to connect)
HEART OF EXPERIENCE: THE EDUCATION OF A PRACTITIONER’S JOURNEY

- Three on two, two on one (shout out names of teammates who they are passing to, “ball”, show “the window” for passer, use eyes to connect): Man in middle dribbles strong, stopping at free throw line, bounce pass to either left or right cutting wing man, finishing in lay-up. Whoever makes/shoots lay up must return on defense. Two other players take ball down opposite direction for a 2-on-1 scenario.

- **NOW RUN THREE-MAN WEAVE WITHOUT VERBAL COMMUNICATION ALLOWED.** Can only use body to communicate
- **NOW RUN 3-on-2, 2-on-1, WITHOUT VERBAL COMMUNICATION ALLOWED.** Can only use body to communicate
- **NOW RUN THREE-MAN and 3-on-2 again but FILL THE ROOM WITH COMMUNICATION!!** (shout out names of teammates who they are passing to, “ball”, show “the window” for passer, use eyes to connect)

FREE-THROWS 1-1: (During free throws, ask)
- How did the contrast between Verbal and Non-verbal communication make you feel? How did it affect the dynamics of the team? Which was easier? Let’s keep communication open, early, and often…On and Off the court.

12) Defense:
- Basketball has two sides to the game: Offense and Defense. We will be focusing on both sides equally, every day.
- **Defense Drill:** This drill is to emphasize defensive footwork, movement, using hands on defense, and defensive stance.
- **First demonstrate defensive stance, and defensive slide.**
- Have everyone line up in two – three rows, spread out so each participant has enough room to maneuver. Coach stands in front of group, with basketball in hand. Each player stays in defensive stance. Then when Coach moves ball to left, group as unity slides in defensive stance following the ball. Coach moves right, team follows together. Coach moves forward, team moves back. Coach moves back, team moves forward. When coach stops, and moves the ball around in rotation, players follow motion of the ball, shadowing with one hand.
- **Mirror Drill:** Team lines up on baseline, each player gets a partner. Each group lines up facing one another on the key’s parallel lines. One player is the offensive player, the other is the defensive player. The goal of the defensive player is to stay directly in line with the offensive player. They offensive player must work hard to try and separate themselves from being in line with the defender by sliding up and down the line of the key. After 15 seconds, the players switch roles. After 30 seconds, group comes off and two new players step in.

FREE THROWS 1-1

Wrap-up: Team comes first, all in this together, hard work, and enthusiasm. It all starts in practice. Come together (Heart on 3, Family on 6 – 1, 2, 3 “HEART!” 4, 5, 6 “FAMILY!”

Stretch routine after (same leaders)
- While stretching have a quick de-brief/conversation linking what we did today to what we just did on the court. Tomorrow we will spend time on the court, starting to build up our Pyramid of Success through practice. Come ready to work hard, push yourselves, and bring heart!
  - We want to keep it the same so there is a familiarity of routine.

Pack up back to hotel –
Quick blip before everyone retires: Tomorrow, start morning with introduction to the building blocks of the pyramid of success.
Sleep

**Day 3: The Heart of Ball: Foundation Building Blocks of Success**

Bfast on own
Meet in Lobby to meet up to head to the School: We will need a classroom for the first part of the morning
In Classroom:
1) Icebreaker – Gotcha!

Quote of the day/Agenda
“Character is the real foundation of all worthwhile success.” – John Hays Hammond

What are your thoughts on this quote?
How do you define “character?”
How have you developed your character throughout your life?
Think about how you want to continue to develop your character and growth?

Today as we go over the Foundation Building Blocks for the Pyramid of Success, I want you all to keep in mind your own foundations of “character”.

**AGENDA:**

Pyramid of Success cornerstones and foundations: Simple breakdown
Cross-Cultural Engagement: Discussions around Foundation Building Block concept with local students – understanding of success and character
Debrief
Lunch
Meeting with School Basketball Coach/Players Panel: Emphasis on Foundations: Industriousness, Enthusiasm, Friendship, Loyalty, and Cooperation - How it translates on and off the court – NBA examples – Locker room culture Brotherhood
Wrap-up – Sage Wisdom
Gym: Participant skills combine – Set your bar
Dinner
Team-bonding event

1) **Activity 1: Foundation Building Blocks**
Cornerstones: Industriousness (Hard work) and Enthusiasm

- “Nothing will work unless you do” – John Wooden

Industriousness = Hard work. In Chinese we call this 吃苦 – to eat bitterness. Same concept. When it comes down to success, it takes working hard, there is no trick, there is no easy way, there is no alternative but old-fashioned grinding.

- When I say the word “hard work”, what does that mean to you?
- What are some examples back home in China where hard work is displayed?
- What are some examples where you can see “hard work” leading to success? (context)
- What are some examples where hard work has paid off for you in the past?

Enthusiasm = “You must love what you do, your heart must be in it.” Your energy and spirit stimulate the energy and spirit of team members. “Is it possible to perform at your best with anything but a whole-hearted effort?”

- When I say the word “enthusiasm”, what does that mean to you? “Enthusiasm” = “Passion”
- What are some examples where you can see “enthusiasm” leading to success?
- Where has “enthusiasm” paid off for you in the past?

“Industriousness (hard work)" and “Enthusiasm” go hand-in-hand. One does not work without the other, and it’s essential to blend those two together. This can translate on-the-court and off-the-court.

- How does blending “industriousness” and “enthusiasm” on the basketball court lead to success? Examples?

Here is a video of Kobe Bryant’s top 10 Rules for Success
How does blending “industriousness” and “enthusiasm” off the basketball court lead to success? Examples?

Here is an inspiring video of Steve Jobs emphasizing the importance of doing what you love.

What do Steve Jobs and Kobe Bryant have in common?

As you can see, the cornerstones of their success are hard work and enthusiasm. They love what they do, and they are willing to work harder than anyone else. The effort that they put forward is 100%, all heart, and the reason why they do this is because they LOVE it.

- My question to you is, what do you love to do?
- What makes you feel alive?
- What are you willing to give all that you are to?
- What is it that you want to succeed?

It is one thing to discuss these cornerstones, it is another to act on them. Looking at our definition of success by John Wooden, “Success is peace of mind which is a direct result of self-satisfaction in knowing you made the best effort to become the best you are capable of becoming,” it is about doing the very best you can, and this makes the pursuit of success a very personal thing. Only you know if you are putting your best possible effort, and in doing so, it starts from “hard work” and “enthusiasm” for your ultimate success.

**Activity 1: Cross-cultural Engagement: An understanding of success and character**

First in pairs, we would like you to prepare some questions around the concepts of around “hard work” and “enthusiasm” and how they lead to “success”. And then, in teams of two, you are going to go around the school, and ask local students their understandings of these concepts. The purpose of this is for you guys to reflect on your own understandings of what these ideas are, and to get a fresh perspective on another culture’s definition of these words.

- Documentation: In order for you guys to document your engagement with the local students, we’d love for you to use your mobile phones and any social media platforms that are linked to #HOB or HOB’s Facebook group to share what you find out. Maybe filming students’ responses or discussions, even recording your own selves in what you have found, or even taking selfies with the local students and sharing their names (tagging them). Try to be creative in how you document. Jayson and I will be on our Facebook page/Social Media platforms to see what you come up with.

You will have about an hour to take care of this, and we will return here in this classroom to have a debriefing and discussion around what you discover.
This we will need to work out with faculty and what classes are in session. If there is a homeroom segment where the kids can mingle, that may be ideal.

**Debrief:**

Each group has 3-5 minutes to give a short briefing of what they found out
- How did the activity make you feel?
- What were some challenges? Successes?
- What did you learn about yourself, each other, and the local students?
- What was the main lesson you took away from this experience?
- Moving forward, how did this experience change your understanding of success (or did not), and using what you learned today, how will you use this knowledge to move towards your own personal growth and success?

Remember through life that everything you engage with will require hard work and enthusiasm in order for you to do the best you can. Now regarding this program, hard work and enthusiasm are also the cornerstones; in how you want to change, grow, and make the most out of this experience here. Do not waste this precious time, make the most of it! Make it your masterpiece!

You guys will eat lunch in the Cafeteria, and then we will meet with the school’s basketball coach and players for a panel, that will cover the three remaining building blocks; “Friendship”, “Loyalty”, and “Cooperation”. We will be meeting in _______ (wherever the Coach and players agree to).

**LUNCH in the Cafeteria**


Introductions and Panel:
This we can work out ahead of time, regarding talking about the importance of the three remaining building blocks of the foundation and how they correlate to the success of the team.

*The star of the team is the team* – John Wooden

How does these translate on and off the court? Locker room culture = brotherhood, energy, and culture of team.

“Friendship”: Brings a spirit of goodwill that nourishes relationships within a group.
“Loyalty”: Do not betray your team, and the team will not betray you. Loyalty is earned, and 2-way street: give it to receive it.
“Cooperation”: “One hand washes the other”. Cooperation is present within a team when a leader is more concerned with what’s right than who’s right and with the best way rather than “my way”.

“It’s present in an environment in which no one cares who gets the credit”
“Individually, each finger on your hand is weak. Working together – cooperating – they can paint a masterpiece”

- Last words or advice?

Wrap-up – Sage Wisdom

(We can use the below cues as reference points but we want this to be a group activity for the students)

Sage Wisdom – In groups of 2-3, each group will come up with a quote of wisdom that sums up what they take away from their engagement and discussion with the Coach and players. They will write these quotes on a big pieces of paper and present their quotes. Participants will have 15-20 minutes to discuss and figure out their wording. After, each group will present their quote and explain why they landed on their phrase.

In life, we all need a foundation, a support system, and we need to surround ourselves around the things we value most. Love, family, friendships, loyalty, and finding ways within these relationships to work as harmoniously together as possible. We must understand that we are all different, but that each and every one of us brings something unique to this team (embrace diversity in identity). As a team, it is our responsibility to make the most of this experience, working together, support each other, and accept each other. The work is finding a way for us all to play a part, a piece to the ultimate puzzle. We are all in this together. And it’s going to take Industriousness (hard work), Enthusiasm, Friendship, Loyalty, and Cooperation. In order to become successful leaders, we must start from the ground up.

The hard work that we put in every day to improve ourselves, to push ourselves through the challenges that make us grow and become stronger; spiritually, mentally, physically, etc.

The enthusiasm and passion we have for this game basketball and life itself. We must pour our heart into this experience, and every experience, being true and honest to ourselves in who we are, and embracing this time with a passion and gratitude for this opportunity.

And between the cornerstones:

Friendship is what we are going to not only be building throughout this program, but beyond as a life long brotherhood. We are here to learn from one another, accept and have fun doing this. We are to treat one another the way we want to be treated, with respect, honor, and love. Friendship is one of the core foundations in life, and equally as important on the court.

Loyalty to ourselves and one another holds us together. Being true and honest to yourself and knowing how much heart you are giving will reveal one’s character. Loyalty is also an action. Having each other’s backs, trusting one another, and acting on your loyalty will create the core bond of a team, holding us together. “Be fair, be just, and be honest, and you will be a leader who inspires loyalty and who has the trust” of those on the same team, striving for the same goal.
And finally, cooperation. We must learn to work together, understanding our strengths and weaknesses, and figuring out the best solutions together to grow and improve. As we continue to learn more about one another, and learn how to communicate with the goal to cooperate, team chemistry becomes very clear. We become a unit.

This 1st tier of foundation building blocks are what our whole program is based on. This is what we signed our contracts to, and will hopefully be lessons for life beyond the basketball court. And even though these 5-building blocks will be cultivated on the basketball court, the “working together” 3 between the “cornerstones” are fostered even stronger off the court. That is why tonight, as a team, we are going to go out and have some fun, making sure we are developing Friendship, Loyalty, and Cooperation. But first, we are going to hit the Gym to play some ball, and Set our marks. This will allow us to evaluate our improvements throughout the program.

“It is amazing how much can be accomplished if no one cares who gets the credit.” – John Wooden

**Gym: Players’ combine**

First – Routine stretches (new leaders)

- Set your bar: Participant skills combine: (Our monitoring/evaluation on a kinesthetic level

  - *Shooting*: (# of makes in 1 min, 10 free throws) - Free throws, lay-ups, three-pointers
  - *Passing*: (# of makes through a circle/net in 30 sec) - Chest pass, bounce pass, baseball, overhead
  - *Speed*: (Record times) Sprites, back pedals, Suicides, defensive slides (w/o ball)

- Team-building bar-setting:

  **24 second drill**: Team lines up on the baseline, all holding hands, they will have 24 seconds to get from baseline to baseline without undoing their hands. This will emphasize cooperation, communication, and team chemistry. This will increase, and we will see their best time. At the end of the program, we will do it again and compare the times, see if their timing is better.

  **Lay-ups drill**: How many lay-ups can team make in a 1 minute?

  **Elbow Jump-shot drill**: How many jump shots from the elbow can team make in 1 minute?

  **Backboard taps**: Team lines up at free throw line with first person with the ball. First player runs to the backboard and throws the ball of the backboard for the next player to follow. The players must jump up, catch the ball midair, and then throw the ball against the backboard for the next player to receive it. We will see how long they can go without making a mistake? As they start and get into a rhythm, we will slowly extend the line, making it harder for them to run back.

  **Free-throws as a team**: Each player takes 5 free-throws. How many can the team make total?

All of these we will tally up and record for reference. At the end of the program, we will run another combine to compare their improvements.
Fun team-building drills:

Stand up from the circle: The players sit in a circle on the floor. Both feet must stay flat on the floor and the knees bent at ninety degrees. No other body part can touch the floor except the bottom of the feet and the player’s behind.

Goal - All stand up at the same time

Human Knot: Form a circle. Put your right hand in a join hands with someone who is not standing beside you. Now join left hands with someone different who is also not beside you. Without letting go untie the knot. You can end up with a circle, two circles or a figure of eight.

Equa-distance: Perfect for everyone to stay in the big circle together. ANNOUNCEMENT: This activity in no way reflects how popular or uncool someone is (this is just in case if someone does not get picked).

- “This next activity is called Equa-distance, which has two parts. First part: What I would like you to do is in your head, choose two people in the circle without speaking. (Give them a couple seconds to choose). Do you have them? The object of this first part is for you to place yourself in between those two people at equal distance without speaking. Try not to knock into each other, be mindful of one another and be careful please. Everyone ready? Go!”

- We will see everyone slowly clump into one another, pushing, shoving, and trying to get in between. They will eventually all end up in the middle, squished together. STOP! Everyone return to your positions in the circle.

- “How did this make you feel?”, “What just happened? Why did this happen?” (Elaborate and extend question to quieter ones): Ok on to the second part!”

- Second part: Again, I would like you to choose two different people in your head, without speaking. However this time, instead of moving to put yourself in between them, I want you to angle yourself in equal distance from your two people. Basically forming a triangle. (Demonstration?) Instructions clear? Ready? Go!”

- It will take them a bit longer to adjust to where everyone has found equilibrium of balance, and they stop moving. Once they have found it, we will take one person. “Ok, still follow your two people! Come here ______, let’s see what happens when I move you here.”

- Once we move that one person, the whole group will adjust and move in accordance to where that person is located. Then again, once they are balanced, we move another person. After they are settled, we ask everyone to get back into the circle.

- “How was that, easier/harder? What observations did you guys notice? Can anyone tell us the purpose of this activity? Why did we do this? What are your conclusions? What did this activity make you aware of?

- As we continue onto our second activity, please keep in mind what you learned from Equa-distance, and what you’ve become aware of.
Free throws – choose one person to take the final free throw to close out the practice. Come together (Heart on 3, Family on 6 – 1, 2, 3 “HEART!” 4, 5, 6 “FAMILY!”

Stretch routine – close out

Return to Hotel – shower, meet in Lobby for Field trip/Dinner together

Here we will need to organize transportation and logistics for food.

As we travel out and explore together, let’s make sure to have fun. And also document on our social media platform Dave and Busters? Watch a basketball game?

Return to Hotel – Review of Quote of the day: “Character is the real foundation of all worthwhile success”.

- How does everything we learned today play into our character development, on an individual level as leaders and as a team?
- Think about what you can do individually to make this team (entity) succeed.

Agenda tomorrow:

Breakfast

DC Organization Visit: MetroBall Youth Outreach metroballDC@yahoo.com
- Local community engagement: Learn about their operation, how they use basketball to empower youth, development of character, and impact lives. Skills training session? Attend a competition?
Lunch
Gym (Maybe stay and continue to use Metroball Facilities?)
Dinner
Escape the Room DC (Alexandria, VA) – Team-building
Sleep

Homework: As a team, it is your jobs to create handshakes. (Show video clip: https://www.youtube.com/watch?v=GRgiThMcJBE) – and document on social media platform/#HOB – displaying 5 building blocks

Come wearing bball gear and bring a change of clothes

**Day 4: Foundation in Action: Community Engagement and Team-building**

Bfast on own
Meet in Lobby:
Quote of the Day/Agenda:
HEART OF EXPERIENCE: THE EDUCATION OF A PRACTITIONER’S JOURNEY

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

- Thoughts on quote of the day?
- How is it relative to us and our progress?
- How is it relative to life? Examples?

Agenda:

Metroball Youth Outreach Brief Introduction (We will provide information about Metroball beforehand on the digital platform, providing links, websites, contact info, etc.)

**Activity 1:** Trip to Metroball Youth Outreach
Lunch
Gym: Ball
Return for Dinner
Escape the Room: Alexandria Rooms
Sleep

Quick Metroball Youth Outreach Organization Introduction (Could even do this on the bus/van to save time)

Drive to Metroball in DC
- Meet with Coordinators, arrange discussion/panel format. Background of Metroball, story of Metroball, Tour of facilities, Foundations of their philosophy of basketball and education through basketball. How basketball creates community. Emphasizing the lessons they instill to translate into real life. Also discussing the roles of their team, the dynamics of their team work, and what they do successful make team work effective.
- Maybe here we can discuss with the Metroball coordinators/coaches to start introducing the 2nd tier of the Pyramid of Success and how they play into leadership, teamwork, and success for their organization. “Self-control”, “Alertness”, “Initiative”, and “Intentness” (or persistence).

Debrief:
- How was it?
- What lessons did you land on after learning about Metroball and their goals?
- How can you take the knowledge you just gained and apply it to your next step forward?

Lunch (in DC area?)

Return to Metroball for Gym:
Routine Stretches (leaders) Skills conditioning? Go over fundamental techniques. Ways to improve their game. Scrimmage?
- Time to apply the 2nd tier to some of the skills, drills, and whatever other teachings Metroball may be able to offer.

Routine Final Stretch – Thank you for engagement with Metroball
Grab dinner to eat on the road – We will have to coordinate timing – one person goes and pre-orders sandwiches or something for the group and picks them up while team is doing final stretches and getting ready to leave. Since the participants will be responsible for paying for
meals throughout the program, we can figure out a set price for the pick-up here. Eat on the road to save time for evening activity.

Transportation: Drive back to hotel for shower
Here we will have a discussion on the road home:

- How was Metroball?
- What did you learn? Your take-aways?
- How did Metroball’s philosophies compare to your own or this program? Agree/Disagree, why?
- What are your thoughts on Metroball using basketball as a way to build community?
- Metroball saw basketball as a form of education, learning by doing. How does this contrast education and learning back home?
- How do you see basketball becoming a tool for building community, and where do you see examples of this back home in China?
- What other successful leading organizations that you know of back home that also have similar philosophies but are using a different medium other than basketball to educate and build community?
- How do the 5-building blocks that we’ve discussed over the past two days connect with leadership, teamwork, and success, not only on-the-court regarding basketball, but also in the context of organizations, community, and human connection?

There is a reason why we’ve emphasized these 5 building blocks for the first two days. It’s because they are so important in establishing our direction for our goals. It starts from foundation and character. Tonight, we are going to take what we learned these past couple of days, and apply them in a challenging but very fun way. We are going to participate in an activity called Escape the Room.

Escape the Room is a company that creates games for you to problem solve, work together, and think creatively. As a team (you guys may be split into two groups), you will need to figure out the answer to clues/riddles in order to “Escape the Room”. You will have a time limit for how long you will have to Escape, so it is important for you to use your time wisely and as efficiently as possible.

But remember guys, yes it is a friendly competition, not versus one another, but one against time and yourselves as a team. The most important thing though is for you guys to remember to just have fun with this, and to not put too much pressure on yourselves. The end goal is not for you to “Escape the Room”, but it’s about experiencing the process. The pursuit of success is the point, not “winning the game”. Remember that. Have fun!

Not only will this activity force team members to communicate and work together, but it will also be the perfect segue to introduce the 2nd tier of the Pyramid of Success, which emphasize “self-control,” “alertness”, “initiative”, and “intentness”.

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**Escape the Room:** (potentially two rooms, all depends on # of participants we have).

Debrief:

- How was it?
- What were your biggest challenges?
- What did you recognize about your behavior? The team’s behavior?
- How did your emotions play in trying to solve the problems?
- How alert were you regarding taking action?
- How did you are awareness change in trying to achieve your goals?
- Did you feel like giving up? Did you? If so, why? If you didn’t, why didn’t you?
- How did self-control of emotion, staying alert of time and your surroundings, taking action, and your persistence and not giving up help you succeed your goal? If you didn’t, how can you change your “self-control”, “alertness”, “initiative”, and “intentness” to succeed next time?
- Where in your own lives have you experienced similar behavioral dynamics?

Escape the room just gave you an introduction to our 2nd tier on the Pyramid of Success; “Self-Control”, “Alertness”, “Initiative”, and “Intentness”. Even if you may have not realized it, you’ve already put these next 4 building blocks into action through Escape the Room. Tomorrow we will bring them to the basketball court, and deepen our discussions around them.

Review Quote of the Day: “Coming together is a beginning. Keeping together is progress. Working together is success.” – Henry Ford

Thoughts?

Tomorrow’s Agenda:

Bfast on Own
Quote of the day/Agenda
Classroom: Discussion of 2nd tier on Pyramid of Success
Activity 1: Emotions and Awareness
Discussion
Lunch
Review of Pyramid Foundations/1st half of 2nd tier: Discussion
Gym: Ball
Dinner
Watch “Kobe Doing Work” Film
Sleep

Bring your basketball gear

**Day 5:** 2nd tier: Alertness and Self-Control
Bfast on own
Meet in Lobby and walk over to school
Quote of the day:
“Your inner purpose is to awaken. It is as simple as that. Finding and living in alignment with the inner purpose is the foundation for fulfilling your outer purpose. It is the basis of true success.” – Eckhart Tolle

- Thoughts?
- (Allow organic discussion to unfold)

AGENDA:

Quote of the day/Agenda
Activity 1: Emotions and Awareness
Classroom: Discussion of 2nd tier on Pyramid of Success
Activity 2: Helium Stick
Discussion
Lunch
Review of Pyramid Foundations/1st half of 2nd tier: Discussion
Gym: Ball
Dinner
Watch “Kobe Doing Work” Film
Sleep

Classroom: “Alertness” – Awareness

**Activity 1: Kim’s Game**

- A game that illustrates how a group knows more than an individual, and how members of a group or team can help each other to remember, and see what others may not. Collect 30-40 different objects which can be displayed together on a table of some sort. Divide the team into majority participants and one or two observers. We will display the objects for a short time (two minutes), where everyone can see them. Then remove them from view (we can put a blanket over them).
- Here will have to coordinate in getting random objects, potentially from classrooms we collect. Also we will have to coordinate usage of a room or a space where we can use the floor.
- We will then ask the participants to list what they can remember on their own first as individuals.
- Then we will bring the people together to see if they can list as many things together.
- What we’ll see naturally is the list of things is longer compared to than on an individual level. The point is to emphasize that the alertness and awareness of each team member is greater as a unit than on the individual level, and that other teammates’ perspectives and awareness.
Quick debrief questions as segue into “Purpose and Awareness”
- What was the purpose of this activity?
- How does this translate on to the basketball court? Illustrate examples.
- How does this awareness translate into your own lives?
- Why are alertness and awareness important leadership qualities and how does that play into successful teamwork?

**Breakdown of first half of 2nd tier: Self-Control and Alertness**

Display Pyramid of Success: 1st “Alertness” (Since we started with an activity focused on it)

“*Sailing a boat calls for quick action, a blending of feeling with the wind and water as well as with the very heart and soul of the boat itself. Sailing teaches alertness and courage, and gives in return a joyousness and peace but few sports afford.*”
– George Matthew Adams

- Do you guys agree with this quote? Why?
- What does it say about “Alertness” and what does it entail?

We just did a simple activity that shined on awareness and perspective, which the purpose was for us to become alert of the dynamics and vision that we as a team can accomplish better when we “see” together. This quote shines light on “alertness” in a different manner. Now, if we were to change this quote from it talking about “sailing” to “basketball”, how would you guys change it, using the same structure?

As John Wooden would describe “Alertness”, he says “to be competitive in any arena of competition, mental quickness and keen awareness are prerequisites.” During a game, we must be observant, quick to spot a weakness, see a trend or pattern, or capitalize on a strength. Can you guys give me examples where this may occur during a basketball game? (One thing that will be essential is using NBA players as references in illustrating the dynamics of our points we want to come across). Without “alertness” the same mistakes continue to be made, the same losing results occur.

- It’s important for us to be alert of our own behavior, our past patterns, and how we can change ourselves. This is where we become empowered through our actions to grow and evolve the way we choose to.

Now when becoming alert, that also means being aware of our emotions. How do emotions play into our actions?

“*Emotion creates reality, reality demands action*” – Brian Eno

Obviously basketball is full of emotion. Passion, love, and dedication to basketball are vital for striving towards success. However, if you let your emotions get the best of you, where you lose control of them, the results will not be the best. What are some examples of when you lose control of your emotions in basketball that end up having a negative impact on your team/the game?
Here’s just an example of how frustration and losing control of your emotions can affect the culture of your team, the loss of respect/disrespect for the collective goal, and

[Video Clip]: https://www.youtube.com/watch?v=ww55qk-u_-A

It’s all about your “Self-Control”. “You must be disciplined in your choices, and this is possible only when you have the ability to control yourself.” “Ups and downs—in effort, performance, and production—are inevitable results of poor personal discipline, especially in emotions.” The emphasis here is consistency and having discipline. “Control yourself so others won’t have to do it for you.”

Activity 2: Helium stick (or hoolahoop) Will need to get one

This next activity will require you all to work together, be alert in how you operate as a team and your own individual efforts, and will challenge your frustration. The goal of this activity is for you all as a team to work together to put the Helium Stick on the ground. You are all restricted in that everyone must support the Helium Stick on the backs of their index fingers at all times. You will have 15 minutes to achieve your goal.

Debrief:
- How was it?
- What was the biggest challenge? How were you able to overcome it?
- What did you notice about your alertness individually? As a team?
- What did you notice about your emotions during the process?
- What changes did you make in order to achieve your overall goal?
- What lessons can you walk away from after doing this activity?
- How will you apply this next time you are working with a team?

We will break for Lunch in the cafeteria. After Lunch we will have a short review of how far we’ve come through the Foundations and the first half of the 2nd tier.

Lunch
Meet in Gym
Ice-breaker: Group Jump rope Will need to purchase one

As a team, each member will have to make it through the big Jump rope. First running through to the other side as it is being swung. If one messes up, team must start over. Then we will see if the whole team can jump as a unit, all at the same time, while we swing the big rope.

Locker Room: Review of Foundations/2nd tier

Review of Foundation Building Blocks:
Deconstruction and examples of where you’ve been able to apply these concepts so far during our program? Here we should again put these words on a white board or big sheets of paper so that we can all visually see how we define them.

Hard Work
Enthusiasm
Friendship
Loyalty
Cooperation
- How have you seen these 5 building blocks of foundation affect our team dynamic?
- How can we improve and strengthen our foundation as we move forward?

2nd tier: Alertness and Self-Control

- How would you define “Alertness”? “Self-control?”
- What are you alert of? In control of?
- How will these both play in leading our team together for success?

Let’s keep in mind of our Foundations each time will come on the court, and approach each new building block with purpose for growth and improvement.

Gym: Ball

Routine Stretches: [breakdown]
- 2 or 3 leaders in front on baseline, rest in three rows of 4 facing them
- will count, each stretch up to 10 seconds (1, 2, 3 – 1…1, 2, 3 – 2…1, 2, 3 – 3, etc.)
  13) Arms: elbow above shoulder, shoulder across chest, rotations, swing, locked fingers in back opening chest, neck rotations.
  14) Legs: spread legs apart – down to right leg, left leg, center. Bend left knee and stretch quads/hamstrings, rotate to right knee. Feet together down to feet, calves stretch, stretch quads one leg and next. Floor: right leg out, left leg in, switch. Right over left, hug to chest, stretch back, switch.
  15) Warm up drills: Jumping Jacks x20.
    - Baseline to half court: High knees, butt-kicks
    - Baseline to baseline: Karoaka, backwards sprint, front sprint
  16) Basic bball drills:
    - Layup lines – Right then left
    - Layup pull ups – Right then left

FREE THROWS 1-1, clap on one miss, two claps on a make
- Alertness must be applied to every aspect of this game. We’ve done a lot of shooting drills, and little bit of defense. But today we are going to focus on passing, dribbling, and rebounding. Defense will be a part of this but the most important thing is working on staying alert, communicating with your teammates, and putting your heart into your effort.

Alertness:
1) **Passing Drills: Warm Up**
   - **Three-man Weave**
   - 3-man pass: Two players line up on each of the sidelines, one player in the middle with the ball. The player in the middle passes the ball to one of the players on the sideline. As a unit, they move up the court towards the other end. The player on the sideline with the ball, passes the ball back to the middle. And then the middle player, turns and passes the ball to the other sideline. Sideline player back to the middle. Do this until they reach the other baseline, and then return.

1) **Protect the Cone**
   - Have five players form a circle with one additional player standing in the middle. A cone is placed in the middle. Give the group one ball and have them try to knock down the cone by using both communication and cooperation. The players are to pass the ball to one another using bounce and chest passes. The person in the middle is to try to protect the cone from being knocked over. Once a player knocks the cone down, that player must enter the middle and now become the cone protector.
   - The purpose of this drill is for players to work on team work, passing skills, and alertness.
   - **Machine Gun Passing:** Form a line of 3 people next to each other. They should be about 4 to 5 feet apart. Have a 4th player stand about 12-15 feet away facing the other 3 players. Player 4 starts out with a ball & Player 1 also has a ball. Player 4 passes the ball to Player 3. After Player 4 has released the ball, Player 1 passes the ball to Player 4. Player 4 then passes the ball to Player 2 simultaneously, Player 3 passes it to Player 4. Then Player 4 passes the ball to Player 1. Simultaneously, Player 2 passes the ball to Player 4. Then return to the position you were in step 1. Repeat the process over and over. This is to test one’s passing and receiving skills, along with alertness.

FREE THROWS 1 and 1.

2) **Fun Dribbling Skills/Games:**
   - **Hand-eye-coordination drill:**
     - 1) Slap the ball
     - 2) Finger tips
     - 3) Revolutions around the body
   
2) **Dribble tag:** Each player has a ball and all start in half-court. The object of the game is for each player to protect their own ball, but try to hit or touch another players’ ball. If a player’s ball is touched or control is lost, he is out. Each round the size will decrease. Last player standing, wins.
   
3) **Cone Tip-Over Drill:** Set up 5-10 cones on each half of the court. Have two teams and each player needs a ball. On the whistle, team 1 knocks over as many cones as possible while maintaining their dribble. Team 2 tries to pick up any cone that is knocked over while maintaining their dribble. If a player from team 1 loses their dribble, they must pick up a cone. If a player from team 2 loses their dribble, they must knock down a cone.
After 30-60 second, one point is awarded to team 1 for each cone that is knocked over and team 2 receives a point for each cone still standing. The team with the most points wins.

FREE THROWS 1-and-1

Defense drill: Shell Drill
http://www.coachesclipboard.net/DefenseShellDrill.html

Rebounding with alertness:

Review Block Out – fundamentals
- Essential to teach proper form when blocking out, find your defender then back pivot into them. Put a body on someone and stay low when blocking out.

Review Close Out – fundamentals
- Staying low, keep feet grounded yet light, one hand up challenging shot, other hand low challenging passing lane. Defensive stance.

1) Reaction Rebounding:
- Position three offensive players around the inside of the three-point line. Each one is assigned 1, 2, and 3. Position three defensive players in the lane, lined up, and assign them numbers to match each offensive player. Coach starts with the ball somewhere on the court, and passes the ball to one of the offensive players, calling out their number (1, 2, or 3). The defensive player in the lane who’s number is called, goes to close out/block out the shooter. The other 2 defensive players have to identify who they block out. This forces the other two to quickly react and get to one of the other perimeter players. They should then get the ball and secure the rebound. The offensive players will try to get the offensive rebound. This is a very game-like scenario, and great practice for rebounding alertness.

2) Free throw block out
- Very simple. Coach will intentionally miss free throws while two players line up on the block. One on each block. They will face off and try to block the other out.

FREE THROWS 1-and-1

Fun Drill for Alertness:

1) BBALL DRAG RACE :
- The students are broken into two teams on each baseline. Each group member is given a number. A person on one baseline will have the same number as a person on the opposite baseline. Two basketballs will be set at half court. The coach will call out a number. If the players number is called they will sprint out from each side and run to get the ball set at the half court for their team. The student that dribbles to their basket and scores a basket first gets a point for their team.
FREE THROWS to close out
Routine stretches
Wrap-up: Team comes first, all in this together, hard work, and enthusiasm. It all starts in practice. Come together (Heart on 3, Family on 6 – 1, 2, 3 “HEART!” 4, 5, 6 “FAMILY!”).

Today was filled with drills that tested your alertness. Each day continue to bring the same type of energy and heart that you bring, yet keep working on sharpening your skills and awareness. This will play out in how you engage with things off the court as well. There are many activities/drills that you can do on your own to sharpen your skills.

Back to Hotel for Shower/Dinner
Meet _________ to watch KOBE DOING WORK: We will either need to get our hands on a projector or maybe use a classroom for later hours. Will need to do research on best ways to view this.

This film is a perfect insight to what it takes to approach each game and life. What’s important is for you guys to take notice on where you see some of the elements from the Pyramid of Success come to life in this film with Kobe and the LA Lakers. After the film, we will have a small discussion around the themes we’ve been discussing these 4 days and how they are shown in the movie.

Discussion:

- What did you like or not like about the film?
- What did you learn from it?
- Where are some examples of the Foundation building blocks and the 2nd tier stuff we focused on today in the film?
- Think about how we can do the same, and follow Kobe as a leader and an example for how we want our team and leadership to be.

As you guys go to bed, remember to continue to document your experience, using your creativity to depict the Pyramid of Success in your own lives together.

Agenda for Tomorrow:

Bfast on own
Quote of the day/Agenda
Activity 1: Initiative: Making things happen
Discussion/Debrief
Lunch
Activity 2: Intentness: Never give up
Discussion/Debrief
Gym: Ball
Dinner
Free time: Work on Final Project
Sleep

**Day 6: Taking Action and Never Giving Up**

Bfast on own
Meet in Lobby to head to School/Classroom
Quote of the day: “It is not often that a man can make opportunities for himself. But he can put himself in such shape that when or if the opportunities come, he is ready.” – Theodore Roosevelt

- Thoughts?
- How does this connect to taking action? Or never giving up?

AGENDA:
Bfast on own
Quote of the day/Agenda
Activity 1: Initiative: Understanding failure, luck, and taking action
Discussion/Debrief
Lunch
Activity 2: Intentness: Never giving up and persistence
Discussion/Debrief
Gym: Ball
Dinner
Free time
Sleep

Icebreaker: Electric Pulse –

- Form two teams forming lines facing each other. Instruct the teams to hold hands forming two long human chairs. At the end of the two lines, place a chair with a small object on it - a tennis ball would work. A referee stands at the other end of the lines, facing the chair. Tell everyone in the lines to close their eyes and downward face. The ref then flips a coin and quietly shows it to the first players on each team. If the coin is heads, the two people at the front of the lines squeeze the hand of the next person in line as quickly as possible. Each person, whose hand is squeezed, squeezes the person’s hand next to him or her. The goal is to be the team with the “electric pulse” passing all away along the line first. First team to do so, wins a point.

REVIEW:
Let’s do a quick review of the other 2 building blocks of the 2nd tier. What are they? (Alertness and Self-Control). As we move through today, continue to apply what you have learned throughout the program. Each day we are building ourselves up, one block at a time, together.

Now today we are going to look at the other 2 building blocks of the 2nd tier: Initiative and Intentness.
Here we are going to write them on the board/paper, again to visualize the words and deconstruct them with our initial definitions.

“Initiative”
- What does this word mean to you?
- “Failure to act is often the greatest failure of all”
- “A strong leader understands this and has the courage to act, to risk failure, to stand alone if necessary and make a decision.” – John Wooden
- Where in your life did you may be fail to act which you regret? (A girl you like?)
- Where on the court may you fail to act, which may lead to hurting your team?

Taking the initiative is making a decision and following through on that decision in action. Many people, which is very common, hesitate or are afraid to fail, so they won’t take a chance. Failure, rejection, or getting knocked down is usually our biggest reason of why we won’t act. All great leaders will tell you how important failure is in the pursuit of success.

I’m going to read a bunch of quotes, and I want to see if you can guess who said them. This we should put them on a PPT or something so we’ll need a projector

“ I’ve missed more than 9000 shots in my career. I’ve lost almost 300 games. 26 times, I’ve been trusted to take the game winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.” -- Michael Jordan

“Don’t fear failure. – Not failure, but low aim, is the crime. In great attempts, it is glorious even to fail.” – Bruce Lee

“I failed in some subjects in exam, but my friend passed in all. Now he is an engineer in Microsoft, and I am the owner of Microsoft.” – Bill Gates

“Success is walking from failure to failure with no loss of enthusiasm” – Winston Churchill

Each quote will be its own slide, and then the following will be a picture of who said the quote.

So, for your next Activity we are going to be focusing on Failure, and how it is connected to success.

Set up Failure/Luck workshop – hand out sheets
- “One thing about being a leader is learning how to fail. We learn from our mistakes and must also become comfortable with that sensation of trying and failing. Today we are going to practice how to overcome our fears of failure or rejection. What we’re going to do is have you guys break up into pairs or teams of 3, and I want you to think of 5 ways to fail. The goal is to fail. If you failed, you succeeded. The harder you fail, the more you succeed. Try to be as creative as possible. Document (photos/videos) these failures and post them on our #HOB, social media platforms, digital platform! Once you have finished this, then we will continue onto our second task.” This we will need
to figure out timing as well. We can either keep them in school, or take them outside.

**SHORT DEBRIEF**
- How did you fail?
- Hardest fail?
- How did it feel to fail?

**Paper Clip Trade:**
- “Now do you guys think Luck = Science or Chance? Why? It actually does connect to science. There was a study where a scientist brought two groups of people, one group who consider themselves “lucky”, and others that consider themselves “unlucky”. The scientist gave each person a newspaper, and asked people to (as fast as they can) to count how many pictures were in the newspaper. How long do you think it took for each group? The lucky group was faster, why? It took them literally 2 seconds. On the front page, it said, there are 52 pictures in this newspaper. Meanwhile, the “unlucky” group spent a very long time trying to count every single picture, while the “lucky” group was finished. Was the “lucky” group just “lucky” just to find the headline “52 Pictures” or is there a difference in approach and how you look? The point is for you to expand your awareness, open your eyes, and pay attention, and “luck” may find you. So for this second part of this activity, is for you guys to stay in your groups and I am going to give you each a paper clip. Your goal is to be creative and figure out a way to trade this paper clip for something new, and then trade that new thing, with another thing, and so on.
- You guys will have about 45 minutes to do this throughout the school. This will also have to be decided whether or not we want this to be done throughout the school or outside of the school premises on the streets.

- **Circle up and debrief** – each group shares their experience
- What was your biggest challenge?
- How did your awareness change about “luck?”
- How does this play into taking action, and link to leadership?

**Lunch in Cafeteria**
**Meet back in Classroom**
**Icebreaker: Ha, Ha**

Begin by having all players sit in a circle. Tell all of the players they have to remain as solemn and serious as they can throughout the game. Any player who laughs or makes a noise when it is not their turn, are eliminated.

Pick one player to start the game, saying “Ha” once. The player next to him on the right says the word “Ha” twice. Following this pattern, the third player says “Ha” three times and so on. The player who avoids laughing throughout the game wins.

**Review/Discussion:** “Intentness” → Another word for intentness is persistence/perseverance, or never giving up.
- What does “never giving up” mean to you?
- Where in your life do you see this exemplified? By you? By others?
- What does it take to have intentness? (character)

“A leader’s determination to stay the course no matter how fearsome the course may become.” – John Wooden

- “Intentness” = Persistence through failure. A long-term application of your will, it implies intensity and serious intent. It is so easy to quit, to turn back, to give up. Never do so. Try again and again. Try harder, smarter, but keep trying.

Activity 2: Icy Perseverance (We will need to pre-freeze at least x amount of ice-cubes with a penny frozen inside each)

Each participant is given an ice cube. Participants who can get the penny out of their ice cube without putting it into their mouth or hitting it with or against another object are the winners.

- How was it?
- Why did we do this and how does this connect to perseverance?
- Did you feel like quitting? Why didn’t you? (Or why did you?)
- What do you think that says about your character?
- Why do you think some people quit before achieving their goals?
- How is this activity a metaphor for what it takes in the pursuit of success?

Now we are going to take all the building blocks we have gone over, and apply them to the basketball court, specifically focusing on “Initiative” and “Intentness”

Gym: Ball

Routine Stretches: [breakdown]
- 2 or 3 leaders in front on baseline, rest in three rows of 4 facing them
- will count, each stretch up to 10 seconds (1, 2, 3 – 1…1, 2, 3 – 2…1, 2, 3 – 3, etc.)
  17) Arms: elbow above shoulder, shoulder across chest, rotations, swing, locked fingers in back opening chest, neck rotations.
  18) Legs: spread legs apart – down to right leg, left leg, center. Bend left knee and stretch quads/hamstrings, rotate to right knee. Feet together down to feet, calves stretch, stretch quads one leg and next. Floor: right leg out, left leg in, switch. Right over left, hug to chest, stretch back, switch.
  19) Warm up drills: Jumping Jacks x20.
  - Baseline to half court: High knees, butt-kicks
  - Baseline to baseline: Karoaka, backwards sprint, front sprint
  20) Basic bball drills:
  - Layup lines – Right then left
  - Layup pull ups – Right then left
FREE THROWS 1-1, clap on one miss, two claps on a make
Alright, today we’re going to be doing a bit harder stuff. Stuff that will challenge you, push you, and make you dig deep into yourselves. We’ll be going over the basic fundamentals and skills of DEFENSE. Perseverance and action! You guys ready to work hard today?

1) Defensive Stance:

Team gets into two lines (maybe three), all players get in defensive stance, moving their feet. Time them for 1 minute. Coach will be standing in front of them. (Do this twice)

2) Defensive Slides:

Starting from the corner of the baseline, players will do defensive slides in a diagonal pattern; from baseline corner to elbow of the key, to half court/sideline, to other elbow of key, to baseline corner. Then they will defensive slide across the baseline to the other, and repeat down the other side of the court. (2-3 minutes)

3) Defensive Man-to-man drill:

One player starts with the ball, while another guards him. Starting at the baseline corner like the defensive slide drill, player with ball dribbles to the elbow and crosses over and then dribbles over to the half court/sideline. The defensive player must beat the player with the ball to the spot, sliding in a defensive stance. Once they get to the other baseline, both players defensive slide over to the other side, and roles switch.

FREE THROWS 1-and-1’s

4) Close-out: Basic

Go over close-out stance, approach. Pass out to coach, come close out.

5) Shell Drill: Rotation, defensive help, communication, close-out, block-out

- [http://www.coachesclipboard.net/DefenseShellDrill.html](http://www.coachesclipboard.net/DefenseShellDrill.html)
- Run through basics, and incorporate passes to rotation defense

FREE THROWS 1-and-1

Review: Defense – Zone defense, and Man-to-man

6) Shell drill scrimmage LIVE:

1st – Without dribble, only passing, and every player must touch the ball 5v5.

7) SCRIMMAGE: Live
Incorporate everything we’ve learned. Jay and I will coach one team, and play a game to 50, full court.

FREE THROWS to close out
Routine stretches
Wrap-up: Team comes first, all in this together, hard work, and enthusiasm. It all starts in practice. Come together (Heart on 3, Family on 6 – 1, 2, 3 “HEART!” 4, 5, 6 “FAMILY!”).
Stretch routine

Return to Hotel for Shower/Dinner
Meet for wrap – up

Review quote of the day: “It is not often that a man can make opportunities for himself. But he can put himself in such shape that when or if the opportunities come, he is ready.” – Theodore Roosevelt

- Thoughts?

You guys should be very proud of yourselves, we are basically half way through our program. Tonight take the time to relax and reflect on your journey so far, and also try and look at the changes that you as a team have gone through. How close you’ve become, the brotherhood you have been able to form so far, and how we can together continue to strive for leadership, teamwork, and the pursuit of success.

You guys have free time tonight to work on your final projects, how you want to document your journey through the Pyramid of Success, exemplifying each building block through video/social media. You will have to give a final presentation to local students and teachers at the end.

Tomorrow will be a day of team travel – where we will venture into Washington D.C., do some campus visits, see famous sights, and go see an NBA Basketball Game. Make sure your phones are charged and ready for a lot of videos and pictures tomorrow. This we will need to coordinate logistics, cost of transportation, and scheduling of the NBA game (this day may need to change according to Washington Wizards). If NBA schedule is not working, we can always try and get tickets to a Division I bball game at Georgetown, or if Alexandria has a game, we can time it that way too.

All your hard work, heart, and perseverance pay off with a rewarding day of fun!
Sleep

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Day 7: Team Outing

Bfast on your own
Meet in Lobby to travel in Washington DC
Quote of the day: (On the bus/van discuss)
“The way a team plays as a whole determines its success. You may have the greatest bunch of individual stars in the world, but if they don’t play together, the club won’t be worth a dime.” – Anonymous

- Thoughts?
- Examples?

This whole program we’ve been deconstructing definitions of words, and in this quote, there is the word ‘play’. Play in this context regards to sports. But, also to play means…? To have fun. Today, that is our goal, to have fun, explore the capital of the US, and just enjoy our company together. Don’t forget to document as much as you can, and post on our social media platforms. Our goal today is to bring up our team spirit and camaraderie.

**AM:** Drive to DC Monuments and White House – park and walk around
Drive to Georgetown
Lunch
Georgetown Campus Tour – see facilities? Bball gym? *(We should make sure to find wherever the Allen Iverson Shrine is (if there is one))*
Free Time for shopping in Georgetown Area *(This can be changed)*
Meet for dinner
Travel to Washington Wizards center – get seats and tickets in advance
Watch Game
Drive back to Hotel:

Did you guys have fun? Tomorrow will be a different day as well, but we will be going over our 3rd tier of the Pyramid of Success which John Wooden considers the HEART of the Pyramid. They are 3 more blocks that are basically expand principles and characteristics of what we’ve already covered through the Foundations and the 2nd tier. Tomorrow we will be going on a hike outside of the DC area. Make sure to bring good quality hiking shoes, light clothes, sunblock, and potentially swim suits.
Throughout our time we will be going over the next 3 blocks: Condition, Skill, and Team Spirit.

We will provide a bagged lunch for a set price *(This we will need to do some research on where to grab sandwiches, fruit, some granola bar/energy bar snacks, and plenty of water)*

**Agenda:**

Bfast on own
Go over quote of the day in the van on the way to our hike
Discussion over Condition, Skill, and Team Spirit
HIKE
Lunch on top?
HIKE down
Back to hotel: Dinner
Activity: Guided Imagery/Reflection
Wrap-up discussion
Agenda for next day
Sleep

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**Day 8: Heart of Success: Condition, Skill, and Team Spirit**

Bfast on own
Meet in Lobby for drive to Hiking Trail Location: We will need to do some research on locations, distance, and difficulty. Also, right now, we will have to see how my knee is doing (which is very much on the mend out here). By the Late Summer/Fall comes along, we should have no problem.

Quote of the day:
“Watch your thoughts; they become words.
Watch your words; they become actions.
Watch your actions; they become habits.
Watch your habits; they become character.
Watch your character; It becomes your destiny.” – Lao Tzu

- Initial thoughts?

Agenda:

- Hike
- Lunch
- Hike
- Back for Dinner

Activity: Guided Imagery/Reflection

We will have a brief introduction/discussion around the three blocks to get them thinking in the car. But once we start hiking, when we have snack breaks and lunch can we dive into deeper conversations surrounding these concepts.

“**Condition**” – What does this word mean to you and how do you connect it to “character?” What conditions make your character of who you are? As a leader? As a team?

Perfection is impossible, but we must constantly strive for less imperfection. Self control is your ally in this struggle. “If you weaken yourself physically, you have less vitality and strength for sound thinking. You are more likely to make choices that may be inappropriate and foolishly compromising your principles and values.”

“**Ability may get you to the top, but it takes character to stay there.**” – John Wooden

“**Skill**”: What does this encompass? What are the layers of skill development? On the court? Off the court – at a job, task, organization?
Complete competence – a thorough knowledge of how to execute your leadership responsibility; “the starting point”.

“Team Spirit”: What is the difference between teamwork and team spirit? How can friendship, loyalty, and cooperation help in this process?

“Six horses pulling in the same direction represent teamwork. However, this is not good enough—merely pulling in the same direction. Great organizations have a quality beyond simply moving toward a common goal.”

“A selfless devotion to the group’s welfare and interests; it means putting “we” ahead of “me”, which is a challenging task for most people, including leaders.”

As we start our hike, we’d like for you guys to take time to reflect on these three concepts, and how they connect with the Foundation building blocks and the 2\textsuperscript{nd} tier blocks that we’ve experienced together. Taking into account and thinking about what it is you need to do from now on in the process of your pursuit of success. We still stop for a quick snack break, where we will have an overall check-in with the group, and also a discussion around “Condition”, “Skill” and “Team Spirit”. At lunch, we want you guys to take a moment after you’ve eaten to reflect on your experience here. And then, if you feel like it, document yourself, on your own or with a teammate, on some of the lessons you’ve landed on since being here, and how “Condition”, “Skill”, and “Team Spirit” have played in achieving your goals here. And then post it on our social media platform. However, if you don’t feel comfortable posting or sharing such a personal thing, that you are more than free to keep it for your own eyes. If you are unable to post them on the social media platforms, then you can do that when we return back to the hotel.

**HIKE:**

*Snack Break:*

**Group Check-in: Review**

- How is everyone feeling? Each teammate choose one word to describe how they are doing throughout this experience.
- How do we feel as a team?
- How have the foundations and 2\textsuperscript{nd} tier building blocks grown within our team?
- What are some things you are noticing about your own behaviors or attitudes while going through this program?
- How do you think the Pyramid of Success will impact you on the basketball court?
- How do you think the Pyramid of Success will impact you in your personal lives after HOB?

As we continue, take this time to reflect on your journey so far. Around lunch time, we want you all take some time for yourselves, reflect, and then document a video in your own words some of the lessons you have landed on so far, and how they connect to Pyramid of Success and your life. If you feel like posting them, we’d love for you to do so, if you don’t feel comfortable, then that is fine, and the video can be just for you and reminder for you in the future.
**Lunch: Discussion**

**Condition:**

- **Mental** conditioning? Illustrations? Mental conditioning: Maintaining psychological steadiness, wisdom in thought.
- **Physical conditioning?** Illustrations? Physical conditioning: The strengthening and maintaining a healthy state for the body and its parts.
- Balancing all three of these conditions is the key to productive leadership. To attain the, you must exercise good judgment, balance, and moderation in all areas. Also “**common sense**”. What are some examples of not having “**common sense**?”

**Skill:**

“As a leader you must be a lifelong learner who constantly seeks knowledge and information that will provide you with better methods of helping your team achieve its full competency, to realize its potential as an organization”

- **You must know what you’re doing and be able to do it.**
- **You must seek to be skilled in all areas relevant to your job.** Alertness is very important in this process.

**Team Spirit:**

The eagerness to sacrifice personal interests and glory for the good and greatness of the team.

**The team’s success is their own personal success.** When you and your organization are infused with the spirit of sharing—ideas, credit, work, information, and experience—here’s what happens: the team is greater than the sum of its members.

**HIKE DOWN**

Drive back to Hotel

Dinner on own

Meet in ________/Room for Guided Imagery/Reflection Activity

Wear something comfortable, bring a pad and a pen

**Activity 1: Guided Imagery/Reflection**

- For the Guided Imagery, make sure you wear comfortable clothes, maybe a pillow if you like, we will be relaxing, listening to music, and engaging with ourselves as I guide you through some questions/emotions we may have experienced today.

- Make sure the room is relaxed, BlueTooth is charged fully, and found some very relaxing soothing music on Youtube. Notebooks/pens
Everyone come in, get comfortable, find a nice spot on the floor, or bed, up to you. If you’d like to sit up, that is up to you. What we are going to do tonight is simply relax, focus on our breathing, on our emotions, and let our thoughts drift. Afterwards, we will have some time to self-reflect, and share.

I’d like you all to close your eyes, and focus on steadying your breath. Breathe in through your nose slowly, and then exhale out of your mouth. Do this for a moment. (Pause)

Now that we’ve been able to stop for a moment, we now can take some time to allow our emotions and thoughts to exist. Let your mind go, let go of your worries, and just be here. (Pause)

(5 SENSES) I want you to picture yourself back to this morning during the hike. Smell the fresh air, the texture of the dirt/ground with each step, the coolness of the shade, listen to the wind against the leaves. Take a moment and return. What colors do you see? (Pause)

Let the Music overcome you, fill you, up your spine, through your skin, into your heart. Feel the energy ride through your veins. Embrace it. Become it. What colors are your energy? (Pause)

How can we share this energy? These colors, together? (pause) We are sharing this energy now together. Embrace this feeling, this connection. This strength. (Pause) What colors do you see? (Pause)

How is this energy moving, through you? Through one another? With one another? Are you able to control them? Make them move? (Pause)

Let the colors become you. (Pause)

Picture yourself full of these colors, moving in and out of you. Watch them rise with each breath. See the colors of your energy grow. See the colors of your team’s energy expand together with each breath. Blending together. (Pause)

You are these colors. All of you. You are a team. These are your brothers. This is your brotherhood. Feel your strength. Together. (Longer Pause)

Now, I want you to return to the first day you arrived. Picture one of your teammate’s face, maybe an expression you remember. Look into their eyes, feel their story, their purpose, their drive, their goals. What colors do they give off? What colors is his energy? (Pause)

Now accept him. All that he is. All that he is different from you. All that he is the same as you. (pause) ...Now see him accept you. Your story. Your purpose. Your spirit. (Pause)

Open your heart to them, your story, your purpose, your drive, your goals. Let your colors blend with theirs.

What colors do you share? What new colors do you see? (Pause)

Can you feel them getting stronger? (Pause)

Feel their character’s energy connect with yours. Let them into your energy. (Pause)

Become one in energy. Become stronger. Unite as one. (Pause)
- Now see your other teammates come together. Connect your energy with theirs. (Pause)
- Now as one, step on to the basketball court.
- Feel the leather of the ball on your fingertips, the grip of the bottom of your sneakers on the court, your legs rooted, see the lights shining down on the court, see the elegance of the white threads of the basketball net. (Pause)
- Now close your eyes (Pause)
- See your energy move on the court. Flow. Feel the pain of your muscles, the sweat dripping off your forehead to your nose, the exhaustion, the gasp for breath. (Pause) Dig deeper (Pause)
- Feel the energy rise, expand. (Pause)
- Dig deeper (Pause)
- See your energy move on the court. Flow. Feel the support as your teammates extend their hands to pull you up off the floor. Feel the power of your teammates cheering you on as you pour your heart out in effort. Feel the connection as you make a bounce pass to your teammate as he shoots the basketball into the basket, the net swishing. Feel your energy flow together. (Pause) Dig deeper (Pause)
- Feel the energy rise, expand. Breathe deeper (Pause)
- Feel the happiness as you laugh together. Feel the love as you push one another to grow. Feel the power of you together. Feel the strength of your team. Feel the strength of your brothers. Your brotherhood. (Pause)
- The hard work, the passion, the loyalty and friendship, the cooperation. Staying alert, in control, taking action, and never giving up. All the energy you have poured into this experience, you have done together. And you will continue to move forward together, pursuing what success means to you. As long as you continue to blend your energy and colors together, you will paint this experience into your own masterpiece. (long pause)
- Now, for the next few minutes, take your own time to wake up slowly, let your thoughts and emotions drift back and forth, wiggle your toes, and when you are ready, open your eyes.
- **Self Reflection:** “Now for the next ten minutes or so, I’d like you take the time to reflect on what you are feeling. Find words to your emotions. No one else will be seeing this, so it is all for you. Feel free to write in your native tongue so you can express yourself best. Most important thing is to just start writing, and just trust your words to find you. Doesn’t matter if you start writing “My name is ______ and I have no idea what I’m writing about, blah blah blah...”, the point is for you to continue writing without stopping. We will give you a 5 minute warning, a 2-minute, and a 1-minute warning.

**Group Reflection/Wrap-up**
- How was it? How did these two activities make you feel?
- What were some things that became clearer for you? Or more unclear?
- Why do you think we did this activity? What was the purpose?
- What did you learn about yourself? From this activity? From today?
- How have the activities we did throughout the program so far connect with our understanding of success?
- How has your definition of success changed (or has not)?
- And why is this important in our growth to become Leaders?
- How does this all play into how we can create change? Within ourselves?
  Together? In a cross-cultural global community context?

Quote of the day Review:
“Watch your thoughts; they become words.
Watch your words; they become actions.
Watch your actions; they become habits.
Watch your habits; they become character.
Watch your character; It becomes your destiny.” – Lao Tzu

Final Thoughts?
Tomorrow you will have a FREE DAY: Start thinking about your Final Presentations (your video/website on your journey through the Pyramid of Success, what you have learned about leadership, teamwork, and success, and how your perspective has changed (or not) in a cross-cultural exchange context)

Sleep

Day 9: FREE DAY

Day 10: Raise the bar: Condition, Skill, and Team Spirit

Bfast on own
Meet up in the lobby to head over to classroom
Quote of the day: “Education is not preparation for life; Education is life itself” – John Dewey

- Thoughts?
- How has this experience been educating for you?
- Is this program/experience a form of education to you? Why? How so?

Keep these thoughts and ideas in mind because we are going to have a discussion around education, the Pyramid of Success, and how life/experience play into our character development.

AGENDA:

Review: Foundations, 2nd tier, and 3rd tier
Dialogue: Successful Education
To the gym or classroom:
Activity 2: Caterpillar Traverse
Debrief
Lunch
Trax Sports: Condition, Skill, and Team Spirit
Dinner
Movie night: Coach Carter
Introduce: Encouragement Cards/Final Project
Sleep

Ice breaker: Hoola Hoop Pass

**Review:**

Foundation Building Blocks: What are they?
Cornerstones? → Industriousness (hard work), and Enthusiasm (Passion)
“Work together” Building Blocks? → Friendship, Loyalty, and Cooperation

2\textsuperscript{nd} tier: What are they?
Self-Control, Alertness, Initiative, Intentness

3\textsuperscript{rd} tier: What are they?
Condition, Skill, and Team Spirit

**Dialogue:** Obviously with each discussion/dialogue we have, it’s important for us to recognize how we set up seating (circle preferably). Way of Council formation with a basketball as a “speak token”.

Now we have covered these topics over and over again, very much relating them to basketball and using sports as an example. What we would like you to do now is return back to your own cultural context, your background, your past experiences, and think about the Pyramid of Success, and how they link to education. We are going to expand these ideas beyond the classroom and into the global spectrum.

- First, what does education mean to you? Give us some words
- How is education seen back at home?
- Why is it that way? Historically?
- Why did you come here to join our program? What did you want to get out of it?

It’s clear that you guys were already aware of your need to change. Besides the fact that you wanted to improve your English levels and basketball skills, how did you know that this experience would impact you?

- How does experience play into education?
- Now if I changed the word ‘experience’ with the word ‘life’, how are they different? Or are they the same?
- Would you guys consider basketball as an ‘experience’? How is basketball a form of education?
- *Now through basketball, we’ve been incorporating the Pyramid of Success. Each block we’ve been experiencing, through on the court drills, activities,
discussions, and through human interaction together we engage in. We’ve also been able to get off the court, integrate with local students, teachers, coaches, even hike into nature. Learn and grow. But the one thing to recognize is that we’ve been doing this together. Each experience that we’ve gone through, we’ve been sharing. It’s our intention from each experience to realize that there is a lesson in it all. We, together, as a team, have taken the responsibility in making sure that we are always learning, growing from these experiences. We are allowing this experience to change us. Trusting the process of life and experience to “work its magic”, if you will. It is almost as if we are responsible for forming our own culture, our own brotherhood. Our values, norms, and responsibility that we have decided to act on are what define these experiences for us. We should all be very proud of one another for being to do such a thing. My question now for you is, becoming aware of this dynamic, this power to choose your own way to learn from life and experience and how it helps form who you are, how has this changed your perspective/awareness on what education is or should be?

- How are you going to continue to educate yourself, continue to strengthen the foundations of your character, and lead by example for others to learn what you may have learned about Leadership, Teamwork, and Success here?

- Now basketball is a universal sport that is recognized all around the world. Specifically the youth and its interest. Also, the concepts of the Pyramid of Success – that really aim at character development, are undeniable. We build these up through our experiences in life. They are connected. Our final question to you is how can we use basketball as a tool of experiential education to help bring change to our world?

To the gym or large classroom: Activity 1: Caterpillar Traverse
https://www.youtube.com/watch?v=8uWcpA_4z8U
“The star of the team is the team” – John Wooden

We have to make sure that participants are wearing shoes they don’t want damaged. We are going to be tying or taping them all together around the ankles/shoes. If we use tape, then we have to be cautious of any damage. But if we use rope or some other type of material, that may serve better.

This activity shines light not only on the 3 building blocks of the 3rd tier, but they also emphasize communication and action. This next activity is called Caterpillar Traverse.

In the gym or classroom, we will put two lines of tape down, parallel to one another about 12-15 feet apart (this we can extend considering how big the group is). Then using either tape or hula hoops, we will put 3-5 across in between the two lines in a zig-zag-esque formation.

All of you come line up across this first line. We are now going to link you all via your ankles/shoes. Right leg to left leg, and so on. The object of this activity is simple. Together communicating, trusting, and working together (keeping your spirits high), you must cross this line to the other, but you must use the spaces provided as stepping stones. You are not allowed to
touch the lines. If you do, then you have to return back to the starting line. You guys will have 20 minutes to complete the task.

**Debrief:**
- How was it?
- What was most challenging?
- How did you overcome it?
- How did communication play into your success?
- What did this activity reveal about your teamwork (or team spirit)?
- If you guys were to do this activity in the first day, how do you think it would go compared to today’s dynamics?
- How do you think this would happen if we were to choose some random people to do this activity together? What issues do you think would come up?
- Why is it vital for us first to build a foundation for ourselves through forming a base before we take our first steps together?
- With this awareness, how can this help you with succeed at leadership?

**Lunch** in the cafeteria

**Meet up in School Lobby: Travel to Trax Sports**
Here we will need to work out a way to communicate with Trax Sports to inform them about our Pyramid of Success pedagogy and the skills/drills we’ve covered with them so far. It’d be good for them to sharpen fundamentals, challenge them with drills that emphasize conditioning and skills – all the while keeping team spirit high.

**Travel to TraxSports**
**Return to Hotel/Shower**
**Dinner**
**Movie Night: Coach Carter**
We’ll have to figure out to get our hands on a projector or what materials may be available at Alexandria.

- Thoughts on the movie?
- Where were you able to see building blocks of the Pyramid of Success?
- How did education play a role in the movie?
- How was basketball the main tool of education for them and the team?

Quick review of the Quote of the day:

“*Education is not preparation for life; Education is life itself*” – John Dewey

Take time to reflect on that.

**Introduce: Encouragement Cards**
- This is a very simple activity but will take some time so we are introducing it to you now before the end of the program. Encouragement cards are very simple. Each participant will be given a card for each team member, including us 2. What you are to do is write words of encouragement, thank you’s, or
whatever you feel like you need to say to each of your teammates. We will collect these the day before our last day, so we can put them all together. At the end, we will return them to you, so that each player has words from each teammate to take home. We want you guys to start this process now and make it meaningful. This will take some time so make sure you manage your time and finish them all.

**Agenda tomorrow:**

- Bfast
- Meet in Lobby to head to classroom to go over the 4th tier
- Activity/Discussion - 4th tier: Poise and Confidence
- Lunch
- Gym: Ball – Poise and Confidence
- Dinner
- Free time: To work on Encouragement Cards and Final Project
- Sleep

**Day 11: Clutch: Poise and Confidence**

- Bfast on own
- Meet up in lobby to head to classroom

**Quote of the day:**

“Poise and confidence are not possible unless you have prepared correctly. Failing to prepare is preparing to fail. Poise and confidence are a natural result of proper preparation.” – John Wooden

- Initial thoughts?
- This quote shines light on “proper preparation”. What does John Wooden mean or is referring to? (12 blocks)

**AGENDA:**

- Discussion: Poise/Confidence
- Activities: Poise and Confidence under pressure
- Debrief
- Lunch
- Videos of NBA Clutch
- Discussion: “Clutch” on the basketball court
- Gym: Ball
- Dinner
- Wrap-up
Free Time for Encouragement Cards/Final Project
Sleep

Ice Breaker: Ball Tap – Will need to get a cheap blow-up ball that you can find in Toys-R-Us or wherever.

- In a circle, only tapping the ball, how many taps can the group get total in a row without letting it fall on the ground.

Discussion
“Poise” -

- What does this word mean to you?
- Examples of where poise is necessary?
- On the court?
- Off the court?
- Why is poise important for leadership?
- How does poise play into the process of learning, experiencing, and educating ourselves?

A leader must not be thrown off or rattled by events—winning, losing, or whatever precedes or follows them.

- Be yourself – no posing or pretense; be comfortable in your own skin, avoid judging yourself in comparison to others; and hold fast to your principles and ideals.
- When you put in place the 12 values and virtues, characteristics, and qualities of the first three tiers in the Pyramid of Success
  → All comes naturally when 12 blocks are together in your leadership philosophy and methodology.
  → If we prepare properly, we are given Poise

“Confidence” –

- What does this word mean to you?
- Examples of confidence?
- On the court?
- Off the court?
- Why is confidence important for leadership?
- How does confidence play into learning, experiencing, and educating ourselves?

The knowledge that you and your organization (or team) are ready for the competition in whatever form it takes.

- There is respect for, but no fear of, the competition
- You are comfortable letting the score take care of itself because you have taken care of preparation = 12 blocks

Confidence and Poise are connected together in the same way Industriousness and Enthusiasm are linked. You cannot have one without the other.

Each is potent by itself, but when combined, they become an identifying characteristic of exceptional leadership and extraordinary organizations.

**Activity 1: Poise and Confidence**

We are going to do a couple small activities for the remainder of this morning just so we can get more familiar with the feelings of being under pressure, and recognizing our own attitudes and behaviors when trying to complete a simple task. Pressure and stress is always going to be a part of life, it’s how we learn to take responsibility to fully prepare to the best of our ability when that pressure, stress, or even competition comes. Staying calm under pressure takes practice, like all of this does, so don’t worry too much about the success at this point, just do your best to recognize the dynamics of being under pressure and being true to yourself as you act. As you become more aware of how you need to change your approach and attitude when facing pressure, things will become easier and more successful.

**Activity 1: Cup Stack Pyramid**

We will take a rubber band and then tie 4 attachments of string to it with even spacing. We will also have 6 dixie cups spread out on the table.

Objective of this activity is for 4 people to work as a team to stack the 6 dixie cups up into a pyramid. You must keep your hands at the end of each string. If a cup falls on the ground or on the table, you must use your strings and rubber band to retrieve it. You will have 3 minutes to complete this task.

**Activity 2: Minute it to win it – Yank me**
https://www.youtube.com/watch?v=xIJtNesHBTE&list=PL967E5FC0F16FCD6D&index=2

Split into x amount of teams. Using the Dixie cups and index cards, each team’s goal is to create a tower by stacking A Dixie (Rim down) and then an index card on top of it, and so on, up to 4 cups high. Then the goal is remove or yank the index cards from under the Dixie cup quickly enough to have the Dixie cup drop into the cup under the card. Each team will have 60 seconds to complete this task.

**Activity 3: TEAM JENGA** We will need to get a jenga set, but this is the perfect game to shine light on acting under pressure.

Each team member will take 2 turns (including us) and remove one Jenga piece. The goal is to get through 2 rounds of each team member without letting the Jenga pieces to fall.
Debrief:

- How were the activities?
- What was challenging?
- How did acting under pressure make you feel?
- What did you notice about your own behavior when under pressure?
- As the activities progressed, did you see any changes in your confidence and poise?
- Now take that concept away from the activities; as we continue to encounter and engage in new life experiences, how can confidence and poise help us understand our learning processes for growth and change?

Confidence and Poise are the last two building blocks before we reach the top of the Pyramid of Success, making them the culmination of everything that we have been putting into practice; the development of our character, the integrity of our actions, and the conscious awareness of our purpose. All of this adds up, and when applied purposefully together, creates essential qualities of leadership, a culture for teamwork based on respect, support, and encouragement, and a redefinition of success that forces us to look into our goals and actions of who we want to become. We must have the confidence and poise to continue on this journey, to be willing to face ourselves and change if need be, making sure we know that each experience is just like going through one of these building blocks. Each experience is an education of character, and if we are successful, we will continue to grow into who we are meant to become.

After lunch we will start applying Confidence and Poise to the basketball court.

**Lunch in the Cafeteria: Meet back here in Classroom for a quick discussion/video session. Then to the gym for the afternoon.**

Today we’re going to focus on Poise and Confidence on the basketball court. Now, when we say the word “clutch”, what does this mean in a basketball context?

- Clutch is the performance of athletes under pressure, often in last minutes of a game, to summon strength, concentration, and whatever else is necessary to succeed, to perform well, and perhaps change the outcome of the game.

**VIDEOS:**
Michael Jordan clutch (start at 0:46)
https://www.youtube.com/watch?v=JYMd6QeE5DA

Tmac:
https://www.youtube.com/watch?v=LXUfP7fUD5w

Now “clutch” happens on both ends of the floor. Defense can also be clutch.

Manu:
https://www.youtube.com/watch?v=4EOaswqRUwM
Draymond Green:
https://www.youtube.com/watch?v=fH1xuuGHuv0

Lebron James – defensive clutch block
https://www.youtube.com/watch?v=qpvBhIUqNcM

As you guys can see from these videos, these are some of the most confident and poised “clutch” players in NBA history.

We will be putting you guys into situations where you will need to dig deep into your own confidence, and become aware of your behavior and action under pressure; these will include offensive and defensive exercises, so get ready to toughen up and learn how to take a charge just like Manu. To perform well under pressure or stress, Poise and Confidence are essential in how we bring all the other 12 blocks into action.

**Gym: Ball**

**Routine Stretches:** [breakdown]
- 2 or 3 leaders in front on baseline, rest in three rows of 4 facing them
- will count, each stretch up to 10 seconds (1, 2, 3 – 1…1, 2, 3 – 2…1, 2, 3 – 3, etc.)
  21) Arms: elbow above shoulder, shoulder across chest, rotations, swing, locked fingers in back opening chest, neck rotations.
  22) Legs: spread legs apart – down to right leg, left leg, center. Bend left knee and stretch quads/hamstrings, rotate to right knee. Feet together down to feet, calves stretch, stretch quads one leg and next. Floor: right leg out, left leg in, switch. Right over left, hug to chest, stretch back, switch.
  23) Warm up drills: Jumping Jacks x20.
    - Baseline to half court: High knees, butt-kicks
    - Baseline to baseline: Karoaka, backwards sprint, front sprint
  24) Basic bball drills:
    - Layup lines – Right then left
    - Layup pull ups – Right then left

FREE THROWS 1-1, clap on one miss, two claps on a make

*Time to get us warmed with pressure situations.*

1) **Lay-ups (Mika drill):** In 1-minute, we need you to make 20 lay-ups in a row. If you miss, you start over. If you are unable to do it, you have to do 10 push-ups. (another try?)
2) **Elbow Jump Shot:** In 1-minute, we need you to make 10 shots (not in a row) from the elbow. If you are unable to do it, you have to do 10 push-ups.
3) **4 – Point Passing Under Pressure:** This drill is for you to practice passing under defensive pressure. First, we are going to run you through the defensive part of this where you will learn to trap. (Showing them the 2-player trap in a corner) We will have 4 players about 15 feet apart from one another, forming a square. Then we will have 3 other players who start in the middle who will be the defense. It is the defense’s job to trap (this we will need to go over) and apply pressure, trying to intercept the pass, or cause the offensive player to turnover the basketball. The offense is to move the ball around fast enough
before getting trapper. The offense is not allowed to move, and can only use their pivot foot (this we will need to go over).

http://www.drillzandskillzbasketball.com/drills/offensive-drills/4-point-pressure-passing

4) **Pressured Full Court Lay-ups:** One line will form at the baseline. One player will start on the baseline without the basketball, and another will be facing that player with the ball. The player with the ball passes to the baseline player. The player takes the ball and must dribble down to the other end of the court as fast he can and make the lay-up. The player who passed the ball must run and touch the baseline and then run to catch up with the player who is dribbling, and stop him from scoring. The player must apply defense (not foul hard), to make sure he misses the shot. The objective of this is to focus on confidence and poise when attacking the rim. Performing under pressure.

5) **Taking a charge:**

https://www.youtube.com/watch?v=bYyN2AeyhsU
https://www.youtube.com/watch?v=pEykJ_chw4Y

6) **Charge drill:** (Very simple)
One player starts outside of the three-point line at an angle from the basket. Another player starts at the opposite block. Coach with the ball outside of other side of three-point line. Once the ball is passed from the coach to the player outside of the three-point line, the player must attack the rim. The player on the block will slide over and take the charge in the chest. All teammates must him up. Rotate.

7) **Fun with Clutch: 1-on-1** -- (This we will either need to have access to the clock, or we can just use our cell phones as stop watches and count down with our voices). This is a very simple drill for offense and defense. One line starts at the half-court, another starts under the basketball rim, with the basketball. Countdown will start at 10 seconds. Once the player under the rim passes the ball to the player at half court, the countdown begins. The offensive player must try and score with 10 seconds left, if he does, he wins. The defensive player must try and stop him from scoring, if he does, he wins.

8) **Free Throw Pressure:** Players line up on the baseline, spread out. Each player will take 2 free throws, down the line. For each miss, the team will do 2 push-ups. We will total the amount at the end.

Routine stretches
Wrap-up: Team comes first, all in this together, hard work, and enthusiasm. It all starts in practice. Come together (Heart on 3, Family on 6 – 1, 2, 3 “HEART!” 4, 5, 6 “FAMILY!”).

**Return back to Hotel for Shower/Dinner**

**Wrap-up:**
- Final thoughts on Confidence and Poise?
Tomorrow we are going to explore the ideas of types of pressures/stresses, and how we can apply confidence and poise to situations outside of the basketball court.
- Take this time now to relax and also work on your encouragement cards for your teammates and coaches. Make sure to have them all finished in two days and returned to us to prepare them.

**Free Time to finish up Final Project:**
We will have individual check-ins to see how the Final Project is shaping. We want to make sure you are prepared for your presentation.

**Agenda:**

- Breakfast on own
- Discussion: Last look at Pyramid of Success
- Preparation of Final Project for Presentations in afternoon
- Lunch
- Final Project Presentations to School Community
- Wrap-up
- Dinner
- Go to College Basketball Game or
- Watch NBA Finals Game 7 (2016 Cavs vs GSW) together
- Sleep

**Sleep**

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**Day 12: Competitive Greatness**

**Breakfast on your own**

**Meet in Lobby to head to classroom:**

**Quote of the day:** “Perform at your best when your best is required. Your best is required each day.” – John Wooden

- Thoughts on this quote?

**Agenda:**

- Discussion: Top of the Pyramid of Success
- Preparation of Final Project for Presentations in afternoon
- Lunch
- Final Project Presentations to School Community
- Wrap-up
- Celebratory Dinner
- Go to College Basketball Game or
- Watch NBA Finals Game 7 (2016 Cavs vs GSW) together
Sleep

Discussion: Top of the Pyramid of Success
“Competitive Success”

- Initial thoughts on the phrase “competitive greatness?”
- Examples of where “competitive greatness” is displayed?
- NBA players? Why are they recognized as achieving “competitive greatness?
- What qualifies an individual as competitively great? How about a team? (wins?)
- What about players who have not won but are still considered competitively great?
- Now, how about examples away from the basketball court? (Individuals, organizations, teams?)

→ Building teams whose members are able to perform at their best when their best is needed, who can deliver when it counts.
   - Your best is needed each day—especially if you are a/the leader.
   - Get the best out of what you’ve got
   - A love for the hard battle
→ “It is the competition itself—a worthy opponent—that gives you and your organization the opportunity to find out how good you are, to reach deep inside and perform at your best when it counts.” – John Wooden
   - The score doesn’t always reveal whether you achieve it.

Now before we can achieve competitive greatness and success, all along this journey towards becoming the leaders and teammates we are striving to become, two other principles are extremely important through this process. It’s vital to recognize that these two principles will continue with you as you grow, experience, and develop.

- What do you think they are?

Here’s a little scenario:

What would you say is considered a success for a farmer who plants his crops? (A successful harvest? Nothing dies?). A farmer who plants his crops in the spring understands most of all that good things take time. You must have “Patience” and “Faith” all along the way. For a good leader, the harvest will come in its time.

“Faith” – what words do you connect with faith? What does this word mean to you? Why is it important?
→ Have “Faith” that things will work out as they should—that genuine and intelligently applied effort is rewarded, although not always in the manner you may expect or desire.

“Patience” – what words do you connect with patience? What does this word mean to you? Why is it important?
→ Calm, self-possession in confronting the necessary fits and starts, obstacles and delays that are part and parcel of achieving anything worthwhile.
Both are important at every single stage of your journey as a leader. The impact of these lessons will show themselves when the times are right. When you all return back home, and continue on with your experiences in life, know that you are always learning and educating yourself for the development of your character. It is all a part of the building of yourselves, and this is what it means to educate through engaged experience.

Now, applying everything we have gone over, it is time for you guys to make your final preparations for your final projects/presentations. Remember, it is all about doing the best you can, having confidence in your abilities to achieving this goal.

So let’s use this time wisely, and if you have any final questions or concerns, please feel free to ask Jayson or I for help. We are here to support, and make sure you do the best job you can.

Final Preparations of Website/Videos for presentations
Lunch in Cafeteria
Final Presentations in ________________.
We will need to figure out a way to document the presentations, for our marketing (for HOB and the school). We want our participants to be present while listening.

Presentation will be about 10 minutes long, and then 5 minutes for questions.

Wrap-up:

“Perform at your best when your best is required. Your best is required each day.” – John Wooden

(Final Speech) – This we can figure out what to say.

Celebratory Dinner: We will need to have Certificates of Completion of our Program signed and presented.

College Bball Game? → Transportation and tickets will need to be purchased before.

or

Watch the NBA Finals Game 7 (2015) – Perfect example of Competitive Greatness at it’s best. Projector

Agenda:

Bfast on own
Gym: Ball → Final Combine
Lunch
Gym: Ball → Final Game
Final Farewell Dinner with Local Students/Faculty
Wrap-up
Return “Letters to Self” and “Encouragement Cards”
Free Time (Prep for departures) This we will need to leave open considering flights and timing. There are always students who will be flying out earlier from the program.
Sleep

Day 13: Leadership, Teamwork, and the Pursuit of Success

Bfast on own
Quote of the day:

“Success is peace of mind which is a direct result of self-satisfaction in knowing you made the best effort to become the best you are capable of becoming.” – John Wooden

- Thoughts?
- How has this quote affected your effort and understanding of success?
- Has your definition of success changed or is still the same? How so and why?
- How will you apply this definition to your every day lives?

Agenda:

Gym: Ball ➔ Final Combine
Lunch
Gym: Ball ➔ Final Scrimmage
Final Farewell Dinner with Local Students/Faculty
Dialogue: Wrap-up
Return “Letters to Self” and “Encouragement Cards”
Free-time: Prep for departures
Sleep

Gym: Ball
First – Routine stretches (new leaders)
- Set your bar: Participant skills combine: (Our monitoring/evaluation on a kinesthetic level
  - Shooting: (# of makes in 1 min, 10 free throws) -
    Free throws, lay-ups, three-pointers
  - Passing: (# of makes through a circle/net in 30 sec) -
    Chest pass, bounce pass, baseball, overhead
  - Speed: (Record times)
    Sprints, back pedals, Suicides, defensive slides (w/o ball)
    Full-court dribble sprint
- Team-building challenges:
24 second drill: Team lines up on the baseline, all holding hands, they will have 24 seconds to get from baseline to baseline without undoing their hands. This will emphasize cooperation, communication, and team chemistry. This will increase, and we will see their best time. At the end of the program, we will do it again and compare the times, see if their timing is better.

Lay-ups drill: How many lay-ups can team make in a minute?
Elbow Jump-shot drill: How many jump shots from the elbow can team make in 1 minute?
Backboard taps: Team lines up at free throw line with first person with the ball. First player runs to the backboard and throws the ball of the backboard for the next player to follow. The players must jump up, catch the ball midair, and then throw the ball against the backboard for the next player to receive it. We will see how long they can go without making a mistake? As they start and get into a rhythm, we will slowly extend the line, making it harder for them to run back.
Free-throws as a team: Each player takes 5 free-throws. How many can the team make total?

Routine stretches
Wrap-up: Team comes first, all in this together, hard work, and enthusiasm. It all starts in practice. Come together (Heart on 3, Family on 6 – 1, 2, 3 “HEART!” 4, 5, 6 “FAMILY!”).

Lunch in Cafeteria
Gym: Ball ➔ Final Scrimmage:

Full Court game to 100 – (25 point quarters) Jayson and I will be referees. Will need to attain whistles

Routine stretches
Wrap-up: Team comes first, all in this together, hard work, and enthusiasm. It all starts in practice. Come together (Heart on 3, Family on 6 – 1, 2, 3 “HEART!” 4, 5, 6 “FAMILY!”).

FREE TIME FOR SHOPPING

Return back to Hotel: Shower/Get ready for dinner
Final Farewell Dinner with Local Students/Faculty

Return back to Hotel for Wrap-up
Before Wrap-up ➔ Feed back Survey (This we will need to develop, and maybe put it on our HOB website)

Wrap-up: Final Dialogue (Way of Council format): We will use a basketball as the speaking token to pass around. We will also need a big room where we can put the Pyramid of Success model up on the wall as reference.

Chairs set up in a circle

We are going wrap-up our program tonight with a dialogue together. The format for this dialogue is called Way of Council. It is important that we first recognize that this space is ours, and that before we continue, we should establish norms that we are to hold ourselves to as we discuss what we have just gone through. (List).
SO here we are, last day of our program.
- How is everyone feeling? How was it?
- What did you find most challenging? Least challenging?
- How did you overcome some of your challenges that you faced? What helped?
- What kind of changes did you recognize in your own attitude and behavior as the program moved on?
- How about the shift in behavior as a team?
- Where was there a particular moment or event when you recognized a change in the character of you as a team? The unity?
- What was the hardest thing to overcome as a team? How did you?
- What did you learn about yourselves as leaders and leadership?
- What is necessary of a leader to be successful? To successfully lead a team?
- How does learning to work together to achieve a goal link to education?
- Do you guys consider this program, this experience, as a form of education? Why? Why not? This is what we call in our field “Experiential Education”.
- How is education supposed to be taught back home?
- Do you agree with it? Why?
- We chose to use basketball as a medium. Do you think basketball can be used as a form of education? How?
- What did it teach you?
- How do you feel first-hand engagement with experience has impacted your learning?
- At this moment, in your own words, what is your own definition of education? (Take a moment)
- What about the word success?
- How is success defined back home?
- Why is that?
- After going through this experience, has your definition of success changed? How so?
- How did experiencing this program educate your understandings of leadership, teamwork, and success?
- How can you or what will you use from this experience to benefit your own education when you return home, and for the rest of your life?

(Wrap-up Speech) – This we can improvise and contextualize it for how we feel in the moment.

Few main points to emphasize:

- You all should be very proud of yourselves.
- Pyramid of Success reminder – character development/experiential education
- Impact ➔ what you have learned will not show itself overnight (just like the farmer quote). As you continue to live and experience new things, there will be moments when you will recognize a certain aspect of yourself come into action that you built from the Pyramid of Success.
- Continue to post on HOB ➔ (This can be part of the contract) Want more documentation of Pyramid of Success videos/pictures from when back home and beyond in life.
- HOB Family ➔ Always in touch
Final huddle.

**Returns:**
- Letters to Future Self
- Encouragement Cards
- Also – Final Combine results.

**Free Time:** To enjoy our company one final night. We will most likely have participants depart this evening as well.

**Sleep**

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**Day 14: Farewell!**

**DEPARTURES from DC to China**

Spreadsheets will be created to keep track
Flights must be booked ahead of time
Car travel will be organized (via bus or van) – depending on distance, we can use our Lyft, VIA, and Uber credits to combine rides.

Any participants that are planning on staying longer, it will be their responsibility to organize room and board beyond the program. We can give them a hand if need be.