

Partnership Ice Breaker – Partnership Utopia: Wide Eyes, No Winks and Reality Lesson Plan

Training Aids/Materials:

- Sets of color cards (1 set for every four participants); the color for each set needs to be unique and different from the other sets, and all cards should be the same shape (e.g. square, rectangular, oval, etc.). Only the color is different.
- Sets of 2-piece puzzle pieces (1 set for every two participants); the shape and color of each set of puzzle pieces needs to be the same within the set but unique and different from the other sets. Text should be written on each piece (see below for some ideas).
- Sets of 4-piece puzzle pieces (1 set for every four participants); the shape of each puzzle piece in each set of puzzle pieces needs to “fit together” as in an actual puzzle; the color needs to be the same within the set but unique and different from the other sets.

Hint: Trace puzzle pieces from a child’s large puzzle onto stiff cardboard paper.

Some suggested text for 2-piece puzzle pieces (or choose your own text):

- Information and Education Chief seeking private sector financial partners to match federal funds for watchable wildlife education program.
- Nature center director seeking operating funds to hire staff for new program.

- Biologist seeking private landowners to establish conservation easements.
- Fisheries biologist seeking nonfederal funds for a habitat improvement project.

- CEO of Fortune 500 company seeking ways to participate in creative wildlife education projects.
- Private source of funds for habitat improvement projects.

- Private foundation with funds to support operating budgets of grass-roots conservation organizations.
- Landowner seeking organization to help her establish conservation easement.

- You are a great person that likes to talk and meet new people. Please get to know other workshop participants by asking them a few questions.

- Non-government organization with funds to acquire land for federal and state agencies.

Some suggested text for 4-piece puzzle pieces (or choose your own text).

- Local divers' club seeks funding to produce a pamphlet to educate the public about protecting the coral reef.
 - Glass bottom boat concessionaire seeks to partner with groups interested in educating people about the coral reef.
 - World renowned coral reef expert will volunteer his knowledge of the coral reef to educate the public.
 - Federal agency has grant money to support coral reef education.
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- Federal agency interested in funding water education project for adults at the regional level (3-9 states).
 - Regional water education group interested in adult water education.
 - Private foundation interested in regional water education.
 - Citizen group interested in learning about water.
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- University professor seeking funding in order to explore options for reducing air pollution from automobiles.
 - Federal agency wants to fund program for exploring alternative sources of energy for transportation.
 - School technology class desires funding to construct a solar vehicle.
 - Major auto company requests proposals from local education groups for alternate transportation projects.
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- Local Changer wants to produce a booklet as to where you can see manatees.
 - Citizen's group desires funding to produce sign for waterways. SLOW DOWN MANATEE ZONE.
 - Federal agency interested in funding projects concerning endangered species.
 - Major boat manufacturer wishes to launch a "Save the Manatee" campaign.
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- Local 4-H wants to do a wildlife project.
 - Fish and Wildlife Service Watchable Wildlife Coordinator has ½ funds needed to fund a program.
 - City service group interested in providing funds to a wildlife program.
 - Teachers want to construct a wildlife walk (trail at school site).

<p>Activity:</p> <p>Hand out 2-piece puzzle pieces, same color.</p> <p>Instructions to the group:</p> <p>Give the participants a few minutes to find their match, and then debrief.</p> <p>Debrief points:</p> <p>Activity:</p> <p>Hand out 4-piece puzzle pieces, same color.</p> <p>Instructions to the group:</p>	<p>“matches” available.</p> <ol style="list-style-type: none"> 2. Only one parameter of interest (color of card). 3. Simple, straightforward match (same edges on sides of cards). 4. This is a “Wide Eyes” approach to partnering: practically anyone can be a partner to accomplish practically any project. <p>Turn the cards so that you cannot read the text. Find your “partner” based upon the shape of the cards only. Once you find a partner, turn the cards over and read the text.</p> <ol style="list-style-type: none"> 1. Was it easier or harder to find your partner? 2. What are some of the partnerships you formed? 3. Are all the partners giving and receiving something? 4. This is the “No Winks” aspect of partnering. Sometimes what seems to be an easy match is actually not a productive partnership. Just “nice person who likes to talk” is winking at you, as if they can help you, but really they cannot or will not. <p>Find three other people whose cards fit with your piece that seem to be good partners. Introduce yourselves.</p>
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Once the participants find the correct matches, debrief.

Debrief points:

1. What was it like to find partners this time?
2. Describe these partnerships. (*Possible answers: Clear goals, specific needs and ability to offer benefits.*)
3. This is “Reality” aspect of partnerships. Not everyone is a potential match. Every partner has something to offer or some way to benefit.

Summarize:

(You may want to use a PowerPoint or easel pad to make your points.)

Level of Involvement:

The level of involvement can be looked at as a continuum from cooperation at one end to collaboration at the other end.

At the cooperation end, you may have a situation in which one or two people do all the work.

At the collaboration end, you may see more time and resources spent by all parties, partners planning together, increased communication, more parity, a balance of power and responsibility.

Level of Interaction:

This can be seen as a continuum from “partnership” to “relationship.”

At the partnership end: static, simply a structure, meets agency’s needs, clear roles, done for status/credit for “doing partnerships.”

At the relationship end: personal relationship building, dynamic relationships, individual’s needs met, humanistic approaches, shared responsibilities, shared credit for projects.

Level of Impact:

Here we can conceptualize a continuum

<p>Summary:</p>	<p>from “Helping Hands” to “Project Driven” to “Reform Based.”</p> <p>Helping Hands: “We’re here to help”.</p> <p>Project Driven: The partnership remains in place until the project is completed.</p> <p>Reform Based: Long-term changes, larger goals, paradigms shift in the way business is conducted and work is accomplished.</p> <p>It is possible that the most effective place to be on any one continuum is not necessarily the extreme end. Partnerships are context driven: There is no cookie cutter approach! The important thing is to be very clear about each partner’s expectations regarding each particular partnership.</p>
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