

## Reviewing Outdoors with Roger Greenaway

IOL Peak Region Hollowford, Castleton Wednesday 27<sup>th</sup> March 2019

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## Observation Walk

- |             |   |
|-------------|---|
| When        | <ul style="list-style-type: none"> <li>• Near the start of an event to help people to tune into their surroundings (and to other people and themselves).</li> <li>• At any time that you wish to enhance the experience of a walk by bringing out the variety of observations and responses to the surroundings.</li> <li>• At any time that you wish to get across a message about the value of noticing and sharing.</li> </ul> |
| Why         | <ul style="list-style-type: none"> <li>• To sharpen awareness (of self, others and the environment).</li> <li>• To demonstrate that you value what each person has to say.</li> <li>• To encourage participation and listening.</li> </ul>  |
| Where       | <ul style="list-style-type: none"> <li>• For the sharing round, pick (or they pick) 'perfect places' for shelter, sunshine, shade, or views.</li> <li>• Although the process can enhance any walk, it works particularly well in stimulating natural surroundings.</li> </ul>   |
| How         | <ul style="list-style-type: none"> <li>• Stop and stand in a circle.</li> <li>• Ask "<b>What did you notice?</b>"</li> <li>• People take it in turns (clockwise) to answer or pass.</li> </ul>  |
| Time        | <ul style="list-style-type: none"> <li>• Approximately 2 minutes per round – more in larger groups.</li> <li>• Repeat during the walk after further opportunities for noticing.</li> </ul>  |
| Tips        | <ul style="list-style-type: none"> <li>• Encourage the use of all senses.</li> <li>• Encourage observations about self, others and the environment.</li> </ul>  |
| Variations  | <ul style="list-style-type: none"> <li>• <i>"Call out something you have noticed as you pass through the gate."</i></li> <li>• <i>"Tell two other people what you have noticed."</i></li> <li>• <i>"In threes choose one observation that others are least likely to make".</i></li> </ul>  |
| Messages    | <ul style="list-style-type: none"> <li>• Optionally finish with the message that <i>"the more you notice and the more you share what you notice, the more you and others will benefit".</i></li> <li>• Or <i>"This is the starting point for reviewing: noticing and sharing. Without noticing and sharing you are unlikely to learn much from experience."</i></li> </ul>  |
| Interesting | <ul style="list-style-type: none"> <li>• This exercise can't be too difficult or too easy because participants automatically set the level by the quality of their observations.</li> </ul>   |

## Wandering & Wondering

- |          |  |
|----------|--|
| What     | <ul style="list-style-type: none"> <li>• This is a variation of Observation Walk. If new places arouse curiosity, then it can make more sense to ask for <i>questions</i> than for <i>observations</i>.</li> </ul> |
| How      | <ul style="list-style-type: none"> <li>• Ask for statements that begin "<b>I wonder ...</b>"</li> </ul>  |
| Examples | <ul style="list-style-type: none"> <li>• I wonder why ...</li> <li>• I wonder what ...</li> <li>• I wonder how/if/when/whether ...</li> </ul>  |
| Messages | <ul style="list-style-type: none"> <li>• Optionally finish with the message that <i>"the more you share what you are wondering, the more you will arouse everyone's curiosity".</i></li> </ul>                     |

# Talking Knot

## **broadens participation**

### **creates frequent opportunities to speak up**

Talking Knot (or Knots) is a highly inclusive group process. It works because it makes it easy for people to join in when they want to.

Quieter participants feel connected because, like everyone else, they hold and move the rope and can frequently opt-in.

Talking Knot lies somewhere between the predictable turn-taking of 'Rounds' (a method that puts pressure on people to speak up whether or not they have something to say) and the imbalance of a free-flowing discussion (in which it can be difficult for quiet or polite people to join in when they want to).

### **Preparation**

Tie a knot in a rope to make a rope circle. Then make a second knot roughly opposite the first one. The rope circle should be a little smaller than the group circle: the size of the rope circle should allow everyone to hold on to the rope without any slack between people.

### **Briefing**

Everyone holds on to the rope while standing or sitting in a circle. Get the rope moving in a clockwise direction with everyone passing the rope through their hands. When a knot is passing through your hands, hold the rope tightly on both sides of the knot and call 'stop'. Explain that this is what you do if you wish to speak. To continue the briefing by demonstration say something like this:

*"If anyone has a question to ask about the process, wait until a knot comes to you, grip the rope hard - and ask your question. After you have asked your question (or had your say) get the rope moving again. When a knot comes round to me, I can stop the rope and respond to your question. So can anyone else."*

As soon as participants know enough to move beyond this briefing stage, be sure to state the

rule that the rope only moves in a clockwise direction (because if the rope is allowed to move both ways, people can be excluded for long periods without a knot arriving in their hands).

Everyone should know that the person with the knot in front of them may speak. When that person has finished speaking they start moving the rope in a clockwise direction. The knot keeps moving round until someone with the knot in front of them wants to talk and stops the rope. Make it clear whether you, as facilitator, follow the same rule.

Tip: if the rope keeps going round in silence, explain that this is thinking time: you want people to think before they speak. But it may be important to provide a focus for thinking and discussion ...

### **Focus**

On some occasions there is no need to provide a focus: this leaves participants free to take the conversation wherever they choose. Depending on the situation this may be highly desirable or highly undesirable.

Explain if either of the knots have any special functions. For example:

- Reserve the big knot for questions and the other knot for saying anything.
- Or reserve the big knot for starting 'We ...' and the other knot for 'I ...'
- Or divide the discussion time into 3 parts: past, present and future. For example, the question knot in part one would invite questions about the past (such as the recent group activity).
- Or 'Here ...' and 'In the real world...'

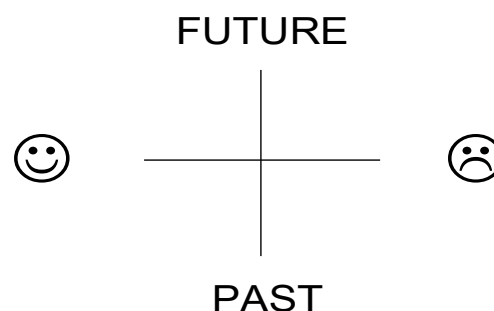
Opportunities to speak are frequent, but the pressure to speak is typically low – so people usually speak up only when they have something they want to say.

### **Acknowledgements**

Jim Cain, author of *Racoon Circles*, introduced me to Talking Knot.

## Activity Map

*Activity Map* is a map with four zones (marked on the floor) on which participants reveal their attitudes towards activities that you name.



### Why use Activity Map?

- For participants to get to know each other better.
- For you to better understand what motivates your participants.
- To discuss values and principles underlying activity preferences.

### If talking about the course ahead

- It can serve as an appetiser for the course ahead - if you include activities (or learning methods) that participants could be experiencing on the course.
- It provides an opportunity to discuss which aspects of the course participants are most and least looking forward to. (You can then correct any false assumptions or allay concerns.)
- If there is any scope for flexibility or negotiation, Activity Map gives you early warning about how you may want to adjust your approach (or the activities).

### Setting up Activity Map

- Floor/ground space: a little larger than the space needed for the group to stand comfortably in one circle.
- A means of marking out four boxes (2x2) on the floor/ground. Use rope, string, tape, chalk, or make use of a pattern that is already on the floor/ground.
- Labels for naming each box or each line.
- A prepared list of activities or learning methods that you want to ask about.

### Facilitating Activity Map

- Name an activity and ask everyone to go to the zone where that activity would belong on their own personal map.
- Ask neighbours to have a quick chat in 2s or 3s about the named activity.
- Invite one person in each occupied box to speak to the group. For example: ask someone in the past/happy box to sell the activity to others; invite someone in past/sad box to tell their story; ask those in future boxes what was most on their mind when choosing their box.
- Keep naming activities, pausing now and again for comments and questions.
- You will usually want to position yourself in (whichever becomes) the emptiest box so that everyone can see you (and vice versa). Your primary role is a facilitator. It can be confusing if you try to join in, but it is sometimes helpful to do so.

### Things to watch out for

**Everyone crowding into one box.** There are no clear differences to explore and standing squashed together is not conducive to good discussion. Solution: name another activity!

**Someone always going into a 'dislike' box.** Solution: Ask the person to name an activity that would place them in one of the 'happy' boxes.

**People being uncomfortable or inattentive if standing for a long time.** Solution: if Activity Map prompts a really interesting discussion, *either* take time out from the exercise for a seated discussion *or* keep things moving, but make a note of points for discussing later.

## Simultaneous Survey

*Simultaneous Survey is a highly participatory way of getting through a long agenda. Pairs or small groups specialise in one of the agenda items (possibly one of their own) and work separately during the survey. At the end of the survey they meet back together, collate results and report back to the whole group. It is carried out in the spirit of a street survey and works well outdoors*

- What** 'Sim Survey' is a survey process designed for high participation throughout.
- When** During a walk, or when there is a lot to review, or when 'hands up' is too shallow.
- Why** To review a lot in a short time in a way that is very busy and engaging
- Where** Anywhere. Laminated cards with ready-made questions can help save time.
- How** Give out question cards - one per pair or subgroup.
- Time** Up to 10 minutes for the survey (plus time for verbal reports or poster displays)
- Tips** Have (or generate) a good variety of questions. When reviewing it is useful to have a balance of questions about emotions, opinions, evaluations, predictions etc.
- Variations** Brief Encounters: if they are not going to report back, then have pairs swap question cards after they have answered each other's question.
- Plus** Fast-paced with everyone asking or answering questions all of the time.
- Minus** Individuals may feel their views are not represented in the report back – so ask 'Does anyone feel that their views or ideas are not represented in the summary?'
- Interesting** Indoors, it is easier for participants to create their own questions. Outdoors, this is a great way of keeping a group together on a walk and making it more sociable.

### Democracy in action

Simultaneous Survey allows for everyone to be consulted on all issues, it involves everyone in responsible roles, and everyone gets to hear the result of each survey. It is difficult not to take everyone's views into account in any discussion that follows.

### Do the maths

Work out how many survey questions would suit the group size and the time available (for the survey, collation, report back and any subsequent discussion). If you want to have discussion arising from the sharing stage, allow even more time.

### Reporting back



With big groups, or when there are lots of questions, the collation of results and reporting back can become a slow process, so consider alternative means of sharing such as a poster exhibition.

### Anonymity

Surveys are usually anonymous so warn participants if it is not. I like to stay within the frame of a survey and to ask for the report back to be anonymous eg "70% agreed, one of the 30% said 'I refuse to answer such a question' ". If the report back is followed by a discussion, participants are clearly entitled to step out from their anonymity and speak for themselves to the whole group.

## Empathy Test

*Empathy Test involves getting 'inside the shoes' of a partner and guessing how they would respond.* Empathy Test is best used after a paired exercise (such as a trust walk in pairs). Ask pairs to stand back to back with a space in between. Each person guesses their partner's answer by guessing the height of their partner's hand (using their own hand).

What	Partners guess each other's answers using a hand height scale
When	After any paired activities: eg Geocaching, Orienteering, Spotting/Supporting After any linear activities: eg Nightline, Stream Walking, Caving
Why	To have fun guessing a partner's answers. To develop empathy between pairs.
Where	Anywhere, but if the sun is casting shadows, or if there are reflective surfaces nearby, guessers close their eyes.
How	"Stand back to back with partner, half a metre apart." "Decide who is A and who is B." A's answer your excellent scalable questions by hand height. B's guess the level of A's hand by their own hand level. "Turn around!" Next question is for B to answer – with A's guessing B's answer.
Time	About 30-40 seconds per question. Use from 4 to 10 questions.
Tips	Allow 20-30 seconds for chat in pairs after each revelation. Use after activities where pairs will have noticed each other.
Variations	<ul style="list-style-type: none"> <li>• Questions don't have to be about feelings. Ask anything guessable.</li> <li>• Random partners (more difficult and results in less successful guessing)</li> <li>• Head height rather than hand height (more fun, less accurate).</li> <li>• Giving an overall score to partner on the closeness of their guessing.</li> </ul>
	Listen to the buzz and laughter when they first turn around.
	Doesn't work where partners did not notice each other.

## Empathy Test with Storytelling

You narrate what happened, pausing to allow pairs to show their own mood or guess their partner's mood at this point in the story.

**Setting up the storytelling version:** Everyone finds a partner. One is 'A', the other is 'B'. Form two concentric circles, facing inwards, with B's standing behind A's. As you talk through the story of the activity to be reviewed, B's stay still and silent behind A's, while A's guess what B's were feeling at the time. A's do this by showing (by head height) how 'up' or 'down' they think 'B' was at the time. Ask B's to give A's a score out of 10 for how well they guessed (Allow time for pairs to chat about the guessing). Do this half way through the story so that partners can swap places and roles for the second half of the story. A's can then give B's an empathy score.

*If 'Sample Questions' are not included, please request a copy from the author ...*

## Empathy Test: Sample Questions

It is a good idea to start with questions about *feelings*:

1. because 'empathy' is mostly about being in tune with another person's *feelings*
2. because a conversation about *experiences* is a good starting point for a review

But you can *also* ask people to guess what the other person was *thinking, deciding, hoping* etc. because the guesser still needs to get 'inside' the shoes/skin/head of the other in order to respond.

Questions should be in a form that they can be answered on a *scale* eg How much ... How often ... How well ... How difficult ... How easy ...

In each pair, one person is A, the other is B. After asking a question to A, you can either ask the same question to B, or give B a different question. It is not worth asking the same question twice if it seems likely that the guesser has revealed their own answer during their short discussion.

**After 'Meet a Tree'** in which *both* people have experienced being the guide and the tree-meeter.

1. Which role do you prefer: being the guide (hand high) or being the tree-meeter (hand low) or no preference (hand waist height).
2. How much did you get to like your tree? A lot (high). No feelings about my tree (low).
3. As the guide, how much attention did you pay to the safety of your tree-meeter. Full attention (high). Forgot about safety (low).
4. As the tree-meeter, do you wish your tree had been harder to find (high) easier to find (low) or about the right level of difficulty (middle).
5. As the guide, how much did you try to make it a fun experience?
6. As the tree-meeter, how much fun was it?
7. As the tree-meeter, do you now trust your guide any more (high) or any less (low)?
8. [If each person has only played one role] Guide: How much would you like to swap roles and be the tree-meeter? Tree-meeter: How much would you like to swap roles and be the Guide? [Optional: do *Meet a Tree* again in different roles.]

**After searching or orienteering in pairs**

1. Did you ever feel lost? Really lost (high). A bit lost (middle). Never lost (low).
2. Did you have a good search strategy? Very good (high). No strategy (low).
3. Are you happy about the way you made decisions together? Very happy (high). Not happy (low).
4. How do you rate your physical fitness for

this activity. Very fit (high). Poor fitness slowed me down (low).

5. Would you like to do a more challenging version of this activity? Yes (high). Middle (maybe). No (low).

**After paddling in the same canoe**

1. How well did you work as a team? Excellent (high). Not very well (low).
2. How much did your paddling technique improve? A lot (high). No difference (low).
3. How close did you get to capsizing? Very close (high). We were very stable (low).
4. How observant were you of nature?
5. Would you like to do a longer canoeing trip? Yes (high). No (low).

**To evaluate an outdoor workshop / experience** in a fun way. (Not for making a written record.)

1. To what extent have you found this event enjoyable or inspiring?
2. Has this event had any impact on your attitudes or values?
3. Would you say that you have a deeper understanding ... as a result of this event?
4. Have you developed any kind of new skills during this event?
5. Do you expect or intend to do anything differently as a result of this event?

The above 5 questions are derived from the framework of General Learning Outcomes eg: <http://www.inspiringlearningforall.gov.uk> But you can make these questions more specific to apply to the nature and objectives of the event.

## 'Objectivity' or 'Find an Object'

- What** Each person finds an object (or takes a photo of one) that helps answer a question. The objects are shown and 'explained' in the whole group (or in pairs to save time).
- When** While walking through forest, beach or other environment with sufficient variety.
- Why**
- to make a journey more interesting
  - to increase awareness of (and connection with) nature
  - to explore the given question - in some depth and from many angles
  - to give participants time to think about and prepare their answer
  - to improve participants' quality of communication and confidence
- Where** Forest, beach or other environment with sufficient variety of suitable objects
- How** Working alone or in pairs, the group is given the question and told the time and place for sharing the object or snap which they choose (eg 5 mins down the track)
- Time** Example: 5 minutes searching and 5 minutes sharing in the group. The search time can be much longer if the activity is embedded in another one such as a longer walk.
- Tips**
- Ensure that your question is worth such focussed and sustained attention.
  - Ensure there is a sufficient variety of objects available to allow real choice.
- Variations**
- To encourage discussion during the searching stage (and to save time when sharing at the end) ask for one object between two people.
  - If there is not a wide enough choice of suitable objects, you can provide an assortment of objects and pictures from which participants can choose.
- 👍
- Participants are more likely to complete a task when they are expected to show something at the end (such as compared to 'discuss with a partner')
  - You can see when people are ready to speak - they are holding an object!
- 🔗
- Some places (tidy parklands, sensitive environments) have limited 'stuff' to pick up – so choose the area carefully, or use cameras, or supply objects.
  - Participants may pick up stuff that should be left in place – so brief carefully.
- Interesting** The object will often generate extra significance beyond the reason why it was first picked up – much to the delight of the speaker and the audience.

### Walking and Talking with objects in pairs

**Scientific thinking** - to share knowledge and generate curiosity about the objects found.

"Find an object you know something about and tell your partner what you know about it. After each sharing your knowledge, say as many things as you can that you *don't* know about your object."

**Metaphoric thinking** – using objects to represent ideas in symbolic ways.

"Find an object that represents something that you would really like from this event and tell your partner. After each sharing your thoughts, say if there is any way in which the same object represents what you *don't* want. If necessary find a *new* object to represent what you *don't* want."

**Creative thinking** – to stimulate new thoughts about how different objects are connected.

"One of you holds a phone and states one thing that is amazing about it. The other holds a seed and states one thing that is amazing about the seed. Fell very satisfied if this amazing property is connected with the amazing property that your partner just stated. Swap objects. Either person starts with an 'amazing' statement about the object they now hold. Continue your amazing conversation. When finished return amazing phone to amazing owner and amazing seed to amazing soil."



## Spokes

*Spokes* is an active method for facilitating self-assessment and feedback.

<b>When</b>	After any group activity
<b>Why</b>	To encourage self-evaluation. To encourage positive feedback.
<b>Where</b>	Anywhere.
<b>How</b>	Place an object in the centre to mark the hub of the group circle. Explain that each person has their own spoke (scale) leading in to the hub. Ask questions about individual performance. (See 'EXAMPLES' below) Ask: "Should anyone have placed themselves nearer the centre?" "Why?"
<b>Time</b>	1-2 minutes for each question. Use at least 3 questions.
<b>Tips</b>	Have excellent questions up your sleeve. Rather than use a standard set of questions, base them on helpful behaviour that you noticed.
<b>Variations</b>	<i>Spokes</i> can be used for any questions answerable on a scale, but is best saved for group related questions because it instantly shows group patterns.
<b>Plus</b>	Especially good for recognising how each individual is contributing.
<b>Minus</b>	Some participants may stay put on the outside for all questions. Look out for this and try to ask some questions that bring everyone in.
<b>Interesting</b>	The combination of words, space and movement (inviting others into the centre) probably has more impact than words alone.

### Questions for Spokes

The spokes can all be 'new ideas' spokes. Each person assesses their own contribution to original thinking during the event being reviewed, moves into position and then looks around at where others are standing. Other topics might be 'supporting others', 'providing leadership', 'speaking up', 'clear thinking', 'making things enjoyable', 'giving feedback', etc.

### Positive Feedback

Once everyone is in position, you can ask "Should anyone have placed themselves nearer the centre?". Participants may then invite each other nearer to the centre - which (depending on the topic) is likely to be a form of positive feedback. Encourage people to give specific reasons or examples supporting why they would like to invite someone to move towards the centre.

### Noticing Everyone

It can be difficult for everyone to have eye contact with each other once they are in position. This often results in the people nearest the centre paying attention to each other rather than to those further out. This tends to exaggerate the dynamics of the group. Encourage people to look at the whole group not just those nearest the centre.

### Eye Contact

A variation for improving all-round eye contact is to have people place an object on their spoke to represent their position. All then retreat to their starting positions - making it easier to see each other and the objects representing their positions. BUT if objects become the focus of attention eye-contact may be less, and people may feel more detached when represented by an object.

### A good question for Spokes

- invites participants to assess their own **individual** performance (which might often include **individual** contribution to group tasks)
- asks about a performance that was **witnessed** by others in the group (the more witnesses the better)
- focuses on **competencies** that participants want to develop (or are expected to develop)
- generates answers on a **scale** eg
  - How much did you ...?
  - How well did you ...?
  - How successful were you at ...?
  - How would you rate your contribution to ...?
  - How much do you think you improved your ...?)

### A Spokes question

- can refer to what participants say or do (or both)
- can be about activity skills (eg dribbling, passing, singing, dancing)
- can relate to broader competencies (eg resilience, communication, leadership)
- can refer to both activity skills and broader competencies

### Other considerations when constructing questions for Spokes

- Questions about what's going on inside (eg feelings, thoughts, intentions, values) are not recommended. This is because others are not able to give feedback about someone's internal world. But people can guess what is going on inside someone else (which is exactly what *Empathy Test* encourages – so use *Empathy Test* to encourage participants to reveal what they choose to reveal about their inner world!)
- If what's going on inside is closely linked to a **behaviour**, then you can ask about the behaviour eg:
  - How much did you show commitment? (not 'How much did you feel committed?')
  - How much did you express your optimism? (not 'How optimistic did you feel?')
  - How courageous were you (not 'How courageous did you feel?' but these 'nots' are perfectly good *Empathy Test* questions).
- Try to go for a **variety** of questions so that it is not always the same people stepping forward and the same people holding back. Try to find questions that are likely to bring in participants who linger on the outside.
- You can invite participants to move towards the centre, but first try to generate **peer feedback** by facilitating feedback from others. You might need to prompt feedback eg by saying “Freddie does not seem to have moved at all. Does anyone think Freddie should be invited to move in a bit?”
- Insist on **evidence** or **examples**, so that participants know what it was they said or did that has prompted the invitation to move in. Without such information there is much less learning.

## Action Replay

### Recommended uses

*Action Replay* is best suited to the debriefing of exercises in which there is plenty of action involving the whole group. If the 'action' was repetitive, it may be too difficult for participants to synchronise their replay. Tasks that involve getting the whole group from A to B are often well suited to Action Replay. Activities in which there is little movement (such as mental puzzles, board games or discussions) are less suitable.

### Resources

Dummy microphone and dummy remote control (real or improvised)

### Description

*Action Replay* is a classic example of Dynamic Debriefing as well as being a challenging team exercise in its own right. *Action Replay* involves re-enacting an activity as if a video of the activity is being replayed. Just as on TV, the action is played back to examine an incident more closely or to replay an event worth celebrating. In the age of TV and video, Action Replay is readily understood and needs little explanation.

Compared to video work, *Action Replay*

- is much quicker to set up, edit and replay (no technical problems!)
- it is more convenient and versatile - it can be used almost anywhere
- it keeps involvement and energy high
- it is an exercise in memory, creativity, and teamwork
- it brings out humour and honesty
- it provides opportunities for leadership, interviewing and commentating
- and it can be used as a search technique to find incidents or issues that are worth debriefing more thoroughly.

### Action Replay with a dummy microphone

A dummy microphone adds extra purpose (and interest) to the replay. Any group member (actor or audience) can pick up the dummy microphone to interview someone involved in the action. They can ask questions from any point of the learning cycle:

- to clarify what was happening
- to give people a chance to express their feelings (especially if unknown to others)
- to analyse the situation (Why were you doing that? How did that happen?)
- to look to the future (How could you build on what worked well? What could you take from this experience into the workplace?)

### Action Replay with a dummy remote control

Introduce a dummy remote control before the replay starts. You (or participants) can preselect which moments to replay by requesting '**Selected Highlights**' or you can just ask for the whole activity to be replayed.

While taking part in (or viewing) a replay anyone can ask for the remote to slow down the replay at a particular moment or to see it again.

Introduce people to useful buttons on the remote and warn that you may invent some new buttons that no-one has ever heard of before.

Once you have demonstrated the possibilities of using the remote control, participants can take it in turns to direct the action. The dummy remote can be fun to play with while also providing opportunities for some very focused and controlled debriefing.

*Action Replay* is also readily adapted for rehearsing future scenarios. This is strictly 'preplay' rather than 'replay' but why send people back to their seats as soon as you start discussing the future?

*This page is adapted from my chapter on Dynamic Debriefing in Mel Silberman's 'Handbook of Experiential Learning' (2007).*

## Missing Person

Missing Person is a task in which a team creates an imaginary person who will help the team improve in whichever directions the team wants to improve. The new character represents the skills, roles and qualities that the team have so far lacked or that they need in greater measure. This new person can have characteristics that are already well represented in the group.

**What** The group make a picture of an imaginary team member whose presence would help the group to work better together and achieve a higher level of performance.

**When** After a few team activities or after the group has worked on a variety of tasks.

**Why** To get a team assessing their own values, skills and needs.  
To create their very own 'mascot' for inspiring them to work better as a team.

**Where** Indoors: use flip paper and pens. Outdoors: the group scavenge for natural or artificial resources from which to make their missing person (environmental art).

**How** Start with a briefing in which you ask everyone to think about:

- What kind of new team member would help to improve team performance?
- What qualities would help to make the person accepted as a team member?
- What extra strengths and skills would you like the new person to bring?
- What name would you like the new person to have?

Encourage the team to:

- start with a name (it can be changed later)
- get drawing (or making) early in the process
- only use words if the desired qualities cannot be illustrated

Ask each group (or subgroup) to introduce the person they have created while explaining how this person will help to improve teamwork and team performance.

**Time** 10 - 15 minutes creating the person. Allow more time for the outdoor version.

**Tips** To encourage full participation:

- divide large teams into smaller groups of 4-7 people
- provide plenty of pens
- place paper on table surfaces rather than easels because this allows more people to work on the drawing at the same time.

**Variations** The power of the created image can be stronger than any action plan, but in some situations an action plan will add value. Ask the team who will take responsibility for each of the desired changes and for ensuring that they happen.

More variations: [http://reviewing.co.uk/toolkit/large\\_groups.htm](http://reviewing.co.uk/toolkit/large_groups.htm)

**Notes** \* Even if the images are soon forgotten, it is still a valuable review exercise – because the task involves the group considering its strengths, needs, skills and qualities.

\* If the imaginary person 'lives on' after the event it may assist with learning transfer. On the other hand, the better this exercise has worked the more likely it is that the team will have learned the lessons and have already moved on.

\* In the pen and paper version some groups leave the drawing to the "best" artist. Whereas in the outdoor version it is easier for more people to be involved: "artist's block" does not deter people from gathering and arranging materials.

**Warning** Take care not to destroy art works: the creators should dispose of their own work.

## Hokey-Cokey

Hokey-Cokey is useful when you want a short and original response from everyone in the group and when you also want something more lively than Rounds or Talking Stick.

The main benefits of Hokey-Cokey are:

- ✓ People speak when they are ready to do so - not when their 'turn' arrives.
- ✓ It becomes a group activity if individuals get stuck: if people find they have nothing to say, the group is invited to come to the 'rescue' – after which anyone can suggest (considerately) what the person may wish to say.
- ✓ It suits groups of around 20 people.
- ✓ You tend to get much faster responses than in other turn-taking methods such as Rounds or Talking Stick. ('Fast' is not always desirable but is often a benefit in large groups.)

Everyone stands around a rope circle. You ask a question for which you expect a unique answer from each person in the group. The first person to give their answer steps inside the rope. The next person to give an answer (but not an immediate neighbour) also steps in. And so on ... until a few people are still outside. Usually it is now much harder for people to come up with a unique answer, so you can change the rule and allow those inside the rope to suggest an answer which one of the 'outsiders' is happy to accept as something they can say. And so on ... until everyone is *inside* the rope. You now ask a second question and the same process is followed, except that on this occasion participants are stepping out of the circle one at a time. This makes it a slow and staggered version of the 'Hokey-Cokey' dance!

### PAIRED QUESTIONS

Paired questions work well. For example, the first question can be '*What did you do well as a team?*' and the second question '*How did you,*

*as an individual, contribute to the team achievement?'*

### MORE PAIRED QUESTIONS

Devise your own questions (or sentence beginnings) using these pairs: I/we; easy/hard; fortunately/unfortunately; same/different; helped/was helped by. pleased/disappointed; high/low; best/worst; give/receive; hear/see; feel/do; surprising/unsurprising; past/future;

### OTHER PLUS POINTS

- ✓ If the question is about individual contribution, it becomes a positive feedback exercise once the facilitator asks for suggestions.
- ✓ It is more participatory, democratic and lively than asking a question to the group and writing answers on a flip chart.
- ✓ The energy reaches a climax from the point where it becomes a team exercise.

### MINUS POINTS

- ✗ It does not lead to flowing discussion (although the team aspect makes the process more lively than many other turn-taking methods).
- ✗ It has a youth work feel and may not suit adult groups unless you are working in an informal setting such as outdoors.

### VARIATION: SIT'N'STAND then STAND'N'SIT

This variation works in much the same way as the original version. The only difference is that with the rope circle the two positions are IN or OUT of the circle, whereas in this variation you do not need a rope because the two positions are STANDING or SITTING. You don't even need chairs if sitting on the floor or ground is OK.

**TIP:** When the group comes to the 'rescue', some individuals may experience this as unwelcome or insensitive, so be ready to offer an easy way out (a rescue from the 'rescuers').

## Moving Stones

*Moving Stones is a hands on method to help groups of almost any age to look at group dynamics. Stones (or other small objects) can readily be moved around to create different patterns. Moving Stones involves asking people to arrange (and rearrange) the stones to illustrate the dynamics of a group and their position within it. See the short video at <http://www.activelearningmanual.com>*

<b>What</b>	A tool for assisting communication about group dynamics, roles and relationships.
<b>When</b>	Safest to use when there are positive stories to tell ("things are better now")
<b>Why</b>	For illustrating changing roles, relationships and dynamics.
<b>Where</b>	Wherever there is a plentiful supply of suitable objects.
<b>How</b>	Either individuals make and share, or groups (or subgroups) make and share.
<b>Time</b>	Unrehearsed storytelling may take only 3 mins. Making then telling takes longer.
<b>Tips</b>	Natural objects with different shapes, colours, sizes, textures work best.
<b>Variations</b>	Strip cartoons need more stones and create more opportunities for involvement. Using a single set of stones tends to produce more dynamic storytelling.
<b>Plus</b>	Touching and moving objects enriches communication in novel ways.
<b>Minus</b>	Can be misinterpreted if not explained or can create conflict (see 'When' above)
<b>Interesting</b>	Moving Stones usually helps to communicate richer and deeper insights than words alone, but some arrangements of stones can lead to stereotyping and clichés.

**Main rationale:** Group dynamics are always in flux. It seems highly appropriate to use a hands-on and flexible reviewing technique for looking at group dynamics. *A group that communicates about its own processes will generally function more effectively than groups that are unable to do so.*

**Solo version:** *Each person makes one arrangement and the whole group tours the exhibition*  
Each individual finds a place where they create one arrangement showing the group and how they see their own position or role within it. The whole group now make a tour as a whole group visiting each arrangement in turn. It is 'safer' for each person to explain their arrangement than to invite guesses or comments that may be insensitive. A nice ending is to invite the individual to make a new arrangement showing a preferred future.

**Group version:** *Each group (or subgroup) tells the story of the whole group*  
Ask the group to tell the story of how they have developed as a group by constructing about 6 different arrangements (using one or several sets of stones). Warning: if this exercise is based on just one activity it can become more like an action replay of what happened – probably resulting in a more superficial and less satisfying outcome.

### Ending looking to the future

Arrange the stones to show how you would like the group to be. Say which stone is you - and why. Say how you think this image of the future can be achieved. Adjust the relative emphasis on individual position and group state depending on your overall purpose.

## Deciding Line

*Deciding Line* is similar to *Appreciative Competition* but has a different emphasis which is **to develop group decision-making skills**. At the end of the exercise the group will have decided on the best course of action, or the best solution, or the best idea or on what they will do next.

Unlike *Appreciative Competition* the choices are not limited to what is on a menu of fixed items (such as a set of picture cards). In *Deciding Line* ideas can be adapted, shrunk, expanded, merged and developed with the only limitation being people's imaginations.

1. For *Deciding Line* you need a large room or open space and a line on the ground that divides the space in two. One side is for saying 'hi' and greeting people and the other side is for making decisions.
2. Everyone starts in a pair on the '*deciding*' side of the line because they have a decision to make. When a pair has made their decision, they cross the line and greet another pair with a bow, or a handshake, or a high five (any ritual that is acceptable and welcoming for all).
3. After exchanging greetings *and before starting to share ideas*, all four return to the *deciding* side. Each pair presents their idea. At this stage, the listening pair may only express appreciation.
4. When both pairs feel they have received sufficient appreciation, the deciding begins. The group may choose one of the ready-made options, or they can improve one of these options, or they can merge the options in some way to make a better idea. At this stage, the 'appreciates only' rule is suspended, but the focus should be on producing a high quality proposal for the next round.
5. The process builds up as in *Appreciative Competition* until everyone meets up with two proposals to consider.

## Enhancing the focus on decision-making

- Pause the process any time after the slowest four have crossed to the greeting side of the line and ask everyone to take 'time out' and talk (in their original pairs) about what they have each done that has helped with 'good group decision-making'. Also ask them to talk about how other participants have contributed to 'good group decision-making'.
- Conclude these paired discussions by asking each pair to make three '**goal keeper cards**' each with a word (in thick pen) that reminds them of what they should pay attention to in future group decision-making. During the final whole group decision-making, one of the pair is a participant and their partner is a coach. The coach stands just outside the circle (and opposite their partner) with their three cards at the ready. Flashing a card with the 'thumbs up' sign means 'well done', and with the 'thumbs down' sign is a reminder of their goal.

## Stuck at the start?

You may want to start with a whole group brainstorm that generates more ideas than are needed. Pairs then each choose an idea from the brainstorm - which they can adjust (if needed) while rehearsing the arguments in favour of their adopted idea. If any pair is really stuck, suggest they start with *any* idea, just to get the process moving. If they prefer the idea of the first pair they meet, then their idea was in effect just an entry ticket to the process.

## Briefing tip: walk through the process

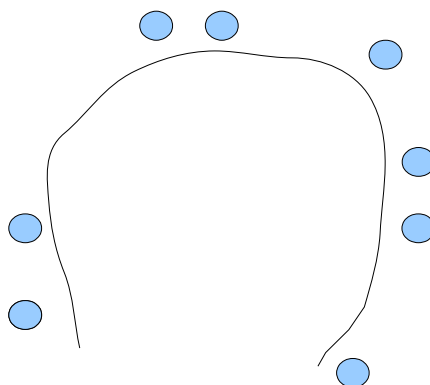
When briefing this exercise ask for two pairs of volunteers to walk through the first 4 stages (in silence) while you explain the process. People can then see what you mean.

## Alternative Ending

When there are 2 or 3 ideas still in the process, you can switch to the Turntable method before the group make their final decision.

## Horseshoe

- is a scaling exercise. Participants show their position on an issue by standing on a curved spectrum.
- helps people to clarify their views when talking with someone close to their own position (a 'friendly neighbour').
- accelerates the start of a discussion by making everyone's point of view visible.



spectrum. To discourage people from following each other, first ask everyone to write down a number and the reason for choosing it.

### Why would I use Horseshoe?

- so that everyone can quickly discover the range of views on an issue.
- to encourage everyone to clarify their thoughts before they speak to the group.
- to improve the range and quality of contributions in group discussion.
- to create a platform for group discussion in which participants naturally show an interest in each other's chosen positions.
- to bring rarely heard voices into group discussion. These voices are often the more reflective ones.

3. Ask neighbours to discuss (in 2s or 3s) why they have chosen their position.
4. Ask if anyone wants to move in either direction as a result of their discussion.
5. Bring attention to the overall pattern of distribution and invite comments.
6. Ask everyone to notice where individuals are standing and ask, "*Any surprises? Any comments? Any questions?*"
7. Encourage participants to move if their views change and invite them to explain why they are moving. Also ask stationary participants why they are *not* moving.
8. Facilitate discussion for as long as it is productive.

### What do I need for setting up Horseshoe?

- A rope is useful for marking out the horseshoe shape. Make the rope about 25% longer than would be needed for the group to stand side by side on it.
- Or use well-spaced chairs to mark out the horseshoe shape. Use the space behind the chairs, especially if there is a lack of space in front of the chairs.

### How to facilitate Horseshoe

1. Ask a question that can be answered on a scale: "*On a scale of 0 - 10, how much can you influence global warming? 0 = nothing I do will make a difference. 10 = I can make a difference.*"
2. Everyone stands in position on a curved

### Things to watch out for

- **Discussion focusing on the extremes.** Solution: ensure that attention is also paid to other views eg by asking for a view from the middle. Emphasise that the purpose is to try to understand the views of others and to both see *and* hear what others have to say.
- **People getting tired or restless while standing.** What starts out as 'dynamic' can become static and tiring if conversation is sustained in one position. Solution: ask a series of related questions that can be answered on a spectrum. Be prepared, and be ready to improvise new questions as related issues emerge.



## Horseshoe: Sample Questions

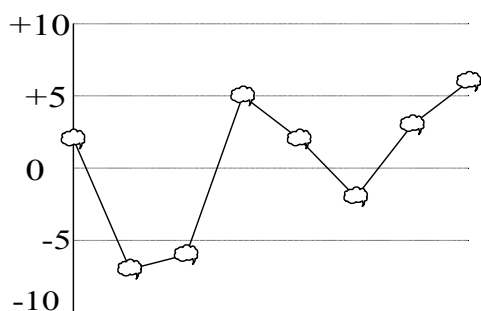
*Horseshoe is a large curved spectrum on which people show 'where they stand' on an issue.*

ONE END <-----> THE OTHER END	NOTES	
<b>For reviewing shared group experiences</b>		
1. It was the best <b>decision</b> we could have made.	<-----> We could have made a much better <b>decision</b>	<i>Use any paired statements about group performance.</i>
2. I am impressed with how we work together as a <b>team</b>	I am <i>not</i> impressed with how we work together as a <b>team</b>	<i>Ask all zones to discuss how they could be more impressed.</i>
3. We do not deserve full marks for the <b>task</b>	We deserve full marks for <b>task</b> achievement	<i>The spectrum spans from the lowest to highest scores given.</i>
4. We should have paid more attention to the <b>task</b>	We should have paid more attention to the <b>team</b>	<i>Explore how different demands can be balanced.</i>
<b>For providing feedback to an individual</b>		
5. Our <b>leader</b> did a great job	Our <b>leader</b> did not do so well	<i>Ask all zones to discuss what the leader did well and how the leader could improve.</i>
6. Our <b>facilitator</b> should help us more	Our <b>facilitator</b> should help us less	<i>Middle position = facilitator helps the right amount</i>
<b>For evaluating the learning process</b>		
7. The <b>pace</b> of this event is too fast	The <b>pace</b> of this event is too slow	<i>Listen carefully and use the spectrum to test for consensus on different aspects of pace, choice and responsibility.</i>
8. We should have less <b>choice</b> and <b>responsibility</b>	We should have more <b>choice</b> and <b>responsibility</b>	
<b>For exploring issues out there (as opposed to reviewing shared experiences)</b>		
9. Individual choices affect <b>climate change</b>	Individual choices have no effect on <b>climate change</b>	<i>Substitute any issue on which people may feel powerless.</i>
10. The best solution is <b>education</b>	The best solution is <b>punishment</b>	<i>Applies to many topical issues. So does carrot vs stick.</i>
<b>For discussing (and assisting) learning transfer</b>		
11. Our learning from this event will help us make a <b>real difference</b> in our organisation.	Our learning from this event will <b>not result in much change</b> in our organisation.	<i>These topics can be set up as an 'optimists vs pessimists' debate using 'Turntable'. After the role-play of Turntable use Horseshoe to allow people to see each other's true position.</i>
12. Our <b>team action plan</b> is unlikely to succeed.	Our <b>team action plan</b> will work if we really want it to	

*TIP: Self-assessment questions work much better with the 'Spokes' (bullseye) method.*

## Storyline

- *Storyline* is a chart made by participants showing their 'ups and downs' (or 'highs and lows') over a period of time.
- The chart can represent a 'journey' through a course of study, a work project or while learning a skill.
- *Storyline* can chart anything that fluctuates, such as emotion, involvement, motivation, effort, performance, teamwork, productivity ...
- A chart makes it easier for speakers to communicate. It also makes it easier for others to see the big picture, follow the story and ask good questions.



### Why would I use Storyline?

- To help people reflect on their 'story'.
- To help people focus on a particular theme while telling their story.
- To create interest in the stories of others.
- To help participants notice similarities and differences in each other's stories, and to stimulate interest, empathy and support between participants.
- To bring out stories of resilience if asked "What helped you recover from the dips?"

### What do I need for setting up Storyline?

- For making individual *Storylines*, each participant needs pen and paper.

- For a more active version, provide participants with 5 metre ropes for charting their story on the floor.
- For paired work (with ropes) you need one rope between two and plenty of space. Alternatively participants can each tell their story to the whole group.
- A good supply of suitable questions can help to encourage the analysis and discussion of the stories.

### Exploring a Storyline

Questions for stimulating further reflection.

1. Can you name five emotions that you were feeling at different points in your story?
2. What caused your high points? How did you (or others) contribute to these high points?
3. What did you or others do to help you bounce back from your low points?
4. How did your feelings influence what you said or did?
5. How do you think your feelings influenced what others said or did?
6. How did the feelings of others influence what you said or did?
7. In a similar situation in future, how would you like your *Storyline* to be different?

### Storyline: plus (+), minus (-), anything (∞)

- + *Storyline* helps participants communicate...
- ... but some may not want to tell their story.
- + *Storyline* provides the big picture and a balanced overview before going into the detail.
- ∞ When walking the line body language tends to enhance communication.
- ∞ Participants can add objects, words or pictures to their *Storyline* to help them tell the story.
- ∞ For tips about group Storylines see: <http://reviewing.co.uk/articles/ropes.htm>