

# **Reviewing Workshop for IOL Wales**

**at Outward Bound, Aberdyfi**

**10am until 5pm on Sunday 5th July 2009**

**with Roger Greenaway, Reviewing Skills Training**

**Develop your tool box of reviewing skills  
and take home some innovative ideas**

Cost: A special rate of £25 for IOL Members. £65 - Non-members.

Price includes packed lunch, tea/coffee and afternoon cake.

For booking details see [the Wales Home Nation page on the IOL Website](#)

You are welcome to [download this 16 page manual](#) as a souvenir of the day.

If you have an appetite for more, there is a whole website to explore at <http://reviewing.co.uk>

These could be good starting points for you:

[Articles about reviewing and facilitation](#)

[Active Reviewing Tips Archives](#)

[The Outdoor Index @ reviewing.co.uk](#)

[Roger's Active Learning Bookshop\\*](#)

\*all my bookshop profits go to Save the Children

If you have any questions before or after this event: please write to [roger@reviewing.co.uk](mailto:roger@reviewing.co.uk)  
or contact Eluned Roberts who is kindly arranging this event on behalf of IOL Wales.

If any of the above links do not work, go to:

<http://reviewing.co.uk/iolw/>

(which is a temporary page available for 6 months after the workshop)

# Develop your tool box of reviewing skills and take home some innovative ideas

## Sunday 5<sup>th</sup> July 2009

When it comes to Reviewing learning in the Outdoors, Roger Greenaway is the UK's leading exponent! Now you can spend the day with Roger on an outdoor journey - a start and stop walk near Aberdyfi. The whole day will be spent looking at reviewing on the move, in the outdoors, using place, space and found objects as reviewing aids.

## Venue

Outward Bound Aberdyfi

## Start and Finish times

10am until 5pm

## What should I bring?

Packed lunch, tea/coffee and cake *are included*. Bring a bottle of water to help you through the day. Sunday best not advised. Bring gear for a slightly adventurous local walk around Aberdyfi (including beach, forest, scrambling and maybe getting wet and dirty). Please also bring a small notebook and pen.

## Why a walking workshop?

My reviewing workshops for outdoor educators usually make the most of the local outdoor environment and are typically about 50% indoors and 50% outdoors - so why not 100% outdoors? I am confident that there will be just as many reviewing methods to try out as in a 50/50 workshop (especially after providing a successful outdoor workshop for IOL Scotland earlier this year). Because you work outdoors it makes sense to learn these reviewing methods in the kind of environment in which you will be using them for real. We will be in your workplace – the outdoors. We look forward to meeting you there.

## Preparation and follow-up

You may wish to visit Roger's website at <http://reviewing.co.uk> for a taste of what to expect and/or take a look at [the manual](#) supporting the day's activities. (The page numbering in this manual is a bit eccentric and difficult to change – please just ignore it.) You may print out the manual for your own reference, but you will not need a copy with you on the day.

## Sample Schedule

This sample schedule is based on my workshop for IOL Scotland. The natural environment and opportunities in and around Aberdyfi (and your own preferences) may result in a different order and different content.

### START 10 am

- Map Intro - where are you from and what do you do?
- Observation Walk - sharing observations about self, others and the environment and 'wonderings'
- Brief Encounters
- Activity Map
- Missing Person
- Find an object representing a goal for the day
- Paired walk (one person with closed eyes)
- Empathy Test
- A-Z of what is valuable in nature
- Hokey Cokey - What did we do well? What did I do well? What we could have done better?
- Setting up of five Simultaneous Survey groups for a survey about reviewing
- Sharing of Sim Survey findings
- Moving Stones
- Horseshoe ('Where Do U Stand?')
- Talking Knot

### FINISH 5pm

**Questions?** Please ask Eluned Roberts (IOLW) 01228564580 or Roger Greenaway [roger@reviewing.co.uk](mailto:roger@reviewing.co.uk)

## 10 Benefits of Reviewing

1. You are more in touch with learners' perspectives.
2. You are developing their communication skills.
3. You are developing learning skills (yours and theirs).
4. You are adding value to what is already happening.
5. You are making benefits more tangible.
6. You are generating evidence for evaluation.
7. You become more alert and responsive.
8. You help learners clarify and achieve their objectives.
9. You make transfer of learning more likely.
10. LEARNERS ENJOY IT!

## 10 Reasons for Reviewing

1. Adding Value to the Experience
2. Getting Unstuck
3. Achieving Objectives
4. Opening New Perspectives
5. Developing Observation and Awareness
6. Caring: By reviewing activities we show that we care about what people experience, that we value what they have to say, and that we are interested in the progress of each individual's learning and development. When people feel cared for, valued, and respected as individuals they will be better learners!
7. Encouraging self-expression
8. Using Success
9. Providing Support
10. Empowering People

## 10 Extra Benefits When Reviewing Actively


### Active Reviewing ...


1. is more likely to engage all learning style preferences.
2. creates better integration between talk and action.
3. provides more ways to communicate, learn and develop.
4. produces more dynamic, enriched and focused reviewing.
5. gives better access to intuitive and tacit knowledge.
6. pays more attention to the experience of reviewing.
7. generates more effective learning from experience.
8. allows more realistic testing of future plans.
9. increases the range of strategies for effective transfer.
10. is even more enjoyable!


<p>This page is based on <a href="http://reviewing.co.uk/review.htm">http://reviewing.co.uk/review.htm</a> where you will find further details and useful links</p>
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## Reviewing with Playing Cards and Playing with Reviewing Cards


The cards can be arranged in sequences to create models to guide learning from experience. Let me first introduce what each of the five cards represent.

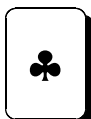
 The **Joker** is the blank or wild card that can mean anything you want it to. The Joker is here for a serious reason. The Joker reminds us not to mistake the model for reality. Models are not reality. Models simplify reality. Every way of seeing is also a way of not seeing. The Joker allows exceptions and the freedom to experiment.

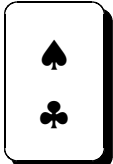
 The **Diamond** represents the experience as it first appears: a mixture of facts and impressions. *It's sparkle catches our attention.* What do we first notice, perceive or assume about it? *It has many sides.* What does it look like from other perspectives? How do others see it? *The diamond is a valuable resource.* How can we use it well?

 The **Heart** also represents the experience - how it felt and how it seemed. What emotions and intuitions are found within the experience? What was it like? Did it remind you of another experience? How was it similar/different? How intense, new, special, surprising, interesting, frustrating, disturbing, inspiring, comforting was it?

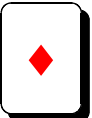


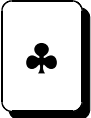
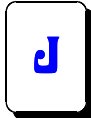
 The **red cards** (diamonds and hearts) together represent the story of the experience. This story describes the version of events from which learning and development will be derived through further reflection and analysis. The red cards flesh out the story. This is already a useful process, but you can take it further...

 The **Spade** digs deeper. It involves examining the story. Questions typically seek reasons, explanations, judgements and conclusions. *Why did it turn out like that? Why did you not ...? What made you feel that way? What made you think that? How did we manage that? What can we learn from this? What are we finding out?*

 The **Club** represents future growth - in many possible directions. These might include action plans, learning plans, predictions, considering possibilities, describing choices, making decisions, practising, testing, rehearsing, imagining and even dreaming. *How can we best take our learning into the future?*

 The **black cards** (spades and clubs) together represent the various ways in which people can learn from their experiences and take their learning forwards. The red cards represent the story, the black cards represent learning, change and growth. Black cards are about the story's significance and making a difference.

**The basic sequence (in the order described above)**

 Facts    Feelings    Findings    Futures    The joker can be played at any time.



♦	<b>Observation Rounds</b>
<i>When</i>	At the start of a course when introducing reviewing and learning names
<i>Why</i>	To sharpen awareness (of self, others and the environment). To demonstrate that you value what each person has to say. To encourage participation and listening. To introduce <i>Rounds</i> . (You may want to use variations later.)
<i>Where</i>	Pick (or they pick) 'perfect places' for shelter, sunshine, shade, or views.
<i>How</i>	Stop and stand in a circle. Ask <b>"What did you notice?"</b> People take it in turns (clockwise) to answer or pass.
<i>Time</i>	Between 1-2 minutes per round. Repeat during the walk after further opportunities for noticing.
<i>Tips</i>	Welcome variations and the use of all senses. Encourage observations about self, others and the environment.
<i>Variations</i>	If people are still learning names, preface each sentence with own name. What are you curious about? Complete the sentence: "I wonder why ..."
👍	Simple, valuable messages that help to accelerate group development.
👎	If too slow, rounds get boring, so keep it at a pace that suits your group.
<i>Interesting</i>	This exercise can't be too difficult or too easy because participants automatically set the level by the quality of their observations.

♦ ♣	<b>Activity Map</b>
<i>When</i>	Early on for sharing likes and dislikes and revealing values.
<i>Why</i>	To encourage sharing of good and bad experiences, and hopes and fears. To discover any fears, talents or strange ideas about the programme.
<i>Where</i>	Anywhere you can create and label 4 zones.
<i>How</i>	Create 4 labelled spaces: Past/Future/Happy/Sad. Name an activity and ask people to go to the right space. e.g. Past/Sad = I didn't enjoy it; Future/Happy = I'd like to try it.
<i>Time</i>	1-2 minutes for each activity you ask about.
<i>Tips</i>	Vary the pace: there is no need to discuss every pattern. It is less confusing if you facilitate rather than stand in your chosen zone.
<i>Variations</i>	Use as a before and after check to see if worries have disappeared.
👍	A quick way of sharing lots of information. Fun to facilitate.
👎	Confusion over past and future. Future = haven't yet done it.
<i>Interesting</i>	When asking "What don't you like about it?" or "What appeals to you about it?" responses reveal values which is usually a bonus (more depth).



♦	<b>1-2-MANY</b>
<i>When</i>	When using Horseshoe, Activity Map, Empathy Test, or Learning Buddies
<i>Why</i>	To involve everyone instantly To build up people's confidence and ideas in similar pairs in preparation for speaking to the group.
<i>Where</i>	Anywhere.
<i>How</i>	1: Participants make a 'silent statement' by choosing to stand in a particular zone or by showing a point on a scale. 2: "Talk with a neighbour about why you chose to stand where you are." MANY: "Look around at the overall pattern or at where individuals have chosen to be. Any surprises / comments / questions?"
<i>Time</i>	1: takes 5 seconds 2: takes 1 minute MANY: takes as long as you want.
<i>Tips</i>	The start of the process is very clear, but the 'MANY' process is open, so have one or two ideas about how to close / finish (see first variation below)
<i>Variations</i>	To round off, you can reverse the process: MANY-2-1. The final individual 'statement' may show a change of view (especially with Horseshoe). Miss out any of the 3 stages: it is still a build up, but is less effective. Miss the first stage and you start with <i>Buddy Time</i> or <i>Pair and Share</i> .
👍	Ideas are first shared with a 'friendly' partner with a similar view. The quality of group discussion is better after preparation in pairs.
🧐	If interest fades at the 'all' stage, switch to same or different pairs.
<i>Interesting</i>	Why is this process not more widely used? (It's better than pair and share.)

## Learning Buddies { ♦ ♥ ♠ ♣ }

**Recommended use:** to provide individualised support for learning within a group setting.

This is an example of '1-2-MANY'. There are many ways of using learning buddies. The simplest method is to ask individuals to write down two or three personal objectives in advance of the activity. (Alternatively, each person can choose from a ready-made set of cards) Each person pairs up with a learning buddy and gives their cards to their buddy. Allow time for learning buddies to add any extra explanation if needed. At a break in the activity and/or at the end of the activity, learning buddies get together and discuss how well they have achieved their objectives.

To make the review more active, ask each person to place each of their 3 cards on a scale on the floor showing how well they have performed (self-assessment). Learning buddies then talk with each other about how they could improve their scores (or adapt an objective) for the next activity. End by asking each person to make a statement to the larger group about one achievement they are pleased about and one objective they want to take into the next activity. This version of Learning Buddies is about *self-assessment* rather than having partners give feedback. The feedback version is more ambitious and is called 'Goal Keepers'.



## Brief Encounters {♦ ♥}

**Recommended use:** to create lots of quick interaction to launch or conclude a topic  
This one of the most dependable methods of all, but it does itself depend on having a good set of questions suited to your group and to the theme or purpose of the programme. This example uses questions about success.

'Brief Encounters' - an icebreaker for sharing success

**Purpose:** to get to know others while learning about their experiences of success.

**Briefing:** The briefing is on the cards that you give out. One side of each card has the standard briefing. The other side has two unique questions about success (or any topic you want to focus on).

**Comment:** This is an excellent way to start an event where people are arriving at different times, but it can be introduced at any point. My own collection of questions brings out people's strengths and their humour and focuses attention on the theme of the day (which in this case is 'success'). Everything you want from an icebreaker!  
This briefing appears on one side of the Brief Encounters card:

**BRIEF ENCOUNTERS**

Find a partner and stay on your feet.  
Ask a questions from the back of this card.  
Answer each other's question in < 1 minute.  
Swap cards and find a new partner.  
The purpose of this exercise is to meet everyone and to hear about their experiences of success.  
Be kind: adapt or change your question if your partner is struggling to answer it.

### 'Brief Encounters' as 'Learning Cards'

What have you learned already today and how?

What have you unlearned recently and how?

When have you learned how to do something without really trying?

When have you felt that learning was hard work?

When have you felt that learning was a joyful experience?

What ways have you found to speed up your own learning?

In what situations do you learn at your best?

In what situations do you learn most?

What things have you learned about yourself as a learner that you should warn your teacher or trainer about?

Imagine you have a label round your neck that gives helpful hints to your teacher or trainer about how to get the best out of you. What might it say?

Imagine that instead of having a collection of certificates about what you have learned you have a collection of certificates about how you learn. What would the certificates be for?

In what ways are you a better learner now than you were five years ago?

Imagine you are given two months to learn to speak a new language fluently. How would you go about achieving this? (assuming that you could put all your other responsibilities aside for two months)

What would you find most difficult as a learner about going back to school for a year?

What makes you a good lifelong learner?

More sample questions for Brief Encounters: <http://digbig.com/4wmbg> (about 'Success')



## Mid-Activity Review {♣}

**Recommended use:** to affirm the value of reviewing because whatever is learned can be instantly applied.

The problem with reviewing at the end of an event or activity is that any learning may be too late (“We could have done that, but it’s too late now”). Participants are often more motivated to review if they are midway through a task and are struggling or looking for a better way. Give them time out to review what’s going well and where there’s room for improvement.

There is a high risk that an open discussion will be dominated by a few, so use the 1-2-MANY strategy to even things out a bit and involve everyone in the process.

To make the review more active and focused, you can ask the group to produce 'FREEZE FRAMES' or 'VIDEO CLIPS' of their best and worst moments (rather than just talking about them).

Think of ‘Mid-activity Review’ as a half-time team meeting about how to perform better in the second half.

♥	<b>Empathy Test or In My Shoes</b>
<i>When</i>	After paired or linear activities (where participants pair up with a neighbour). Or as a test in random pairs for a group that know each other fairly well
<i>Why</i>	To have fun guessing a partner’s answers. To develop empathy between pairs.
<i>Where</i>	Anywhere, but if the sun is casting shadows, guessers close their eyes.
<i>How</i>	“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!”
<i>Time</i>	About 30 seconds per question. Use at least 4 questions. (2 goes each)
<i>Tips</i>	Allow about 20 seconds for chat in pairs after each revelation. Use after activities where pairs will have noticed each other.
<i>Variations</i>	Questions don’t have to be about feelings. Ask anything guessable. Use concentric circles if you want to keep changing pairs
👂	Listen to the buzz and laughter when they first turn around.
🧐	Doesn’t work where partners did not notice each other.
<i>Interesting</i>	It’s more fun than Temperature Check because it’s a guessing game.



♥ ♠	<b>Roving Mike</b>
<i>When</i>	A roving microphone is useful tool during <b>Problem-Solving</b> exercises It is a useful tool for any <b>group discussion</b> . When using <b>Action Replay</b> it adds an extra dimension.
<i>Why</i>	To make asking and answering questions more attractive and fun. To encourage one-at-a-time talking in any group discussion. To explore situations in Action Replay in greater detail and depth. To draw attention to unheard ideas during problem solving activities.
<i>Where</i>	Anywhere.
<i>How</i>	Ensure that the interviewer and responder talk into the mike.
<i>Time</i>	Any time: whenever you bring out the mike.
<i>Tips</i>	Improvise with anything, but real or realistic mikes work best.
<i>Variations</i>	Use it for mid-activity review Have two microphones. One for you and one as a roving mike.
👍	The Roving Mike instantly signals 'review' time and a one-at-a-time rule.
🗨️	It can be used aggressively and intrusively, so you may need to encourage friendly questioning. Mike is a communication aid, not a weapon.
<i>Interesting</i>	This simple tool can transform the quality of questions and answers. It can reveal and bring out some excellent facilitation skills in interviewers.

♠	<b>Spokes</b>
<i>When</i>	After any group activity or when a review is full of team jargon
<i>Why</i>	To encourage self-evaluation. To encourage positive feedback.
<i>Where</i>	Anywhere.
<i>How</i>	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 their performance as a team member. "Should anyone have placed themselves nearer the centre?" "Why?"
<i>Time</i>	About a minute for each question. Use at least 3 questions.
<i>Tips</i>	Have excellent questions up your sleeve. Rather than use a standard set of questions, base them on helpful team behaviour that you noticed.
<i>Variations</i>	Spokes can be used for any questions answerable on a scale, but is best saved for group related questions because it instantly shows group patterns. Each person places an object as a marker instead of themselves..
👍	Especially good for recognising how each individual is helping the group.
🗨️	Some people may stay on the outside for all questions 😞. Look out for this and try to ask some questions that bring everyone in. For all-round eye contact, use Horseshoe or the 'objects' variation..
<i>Interesting</i>	The combination of words, space and touch (bringing others into the centre) has more impact than words alone.



## Spokes (continued)

**Recommended use:** for self-assessment and positive feedback

Like Hokey-Cokey, Spokes spotlights what individuals contribute to success, but it starts with self-evaluation and it lends itself to exploring a range of themes that contribute to success. It also involves positive feedback, especially for those who give themselves a low rating at the self-evaluation stage.

All stand in a circle with an object at the centre representing the hub of a giant wheel. An imaginary spoke leads from each person into the hub. The outer end of each spoke is the starting point and the centre is the goal. This can be used for individually different goals, but is particularly suitable when looking at goals that are shared by everyone in the group. For example, the spokes can all be 'listening' spokes. Each person assesses the quality of their own listening during the event being reviewed and then looks around at where others are standing. You could do the same for 'talking', 'supporting others', 'providing leadership', 'speaking up', 'clear thinking' etc.

**Tip:** Ask people to decide their position for themselves and not to be influenced by others. Once everyone is in position, you can ask if anyone feels that anyone else deserves to be nearer to the centre - which (depending on the topic) is likely to be a form of positive feedback. Encourage people to give specific reasons about why they would like to move others. Discourage or disallow negative feedback as sending people further out can be hurtful. There are better methods for providing critical feedback (e.g. Gifts, or Warm Seat).

**Issue and solution:** 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. Much better for all-round eye contact and group discussion is to have people place an object on their spoke to represent their position. This frees up everyone to stand or sit in a circle around the spokes - making it easier to see each other and the objects representing their positions. This problem mainly arises if the pace slows down on an interesting topic.

**Variation:** For the end of the course or the end of a group, reverse the polarity of the spokes, so that the inner end now represents the starting point and the outer end represents future goals. Each person walks into the future (simultaneously or one at a time). Whenever someone turns round to look at their starting point they are also looking back at the group - which may be slowly dispersing as others leave.

## Hokey-Cokey {♠}

**Recommended use:** to break through from generalities to specifics - in a friendly and positive way

For 'Hokey-Cokey', all sit or stand in a circle. Ask *'What did you do well as a team?'* As each person gives an answer they step into the circle. If anyone is left on the outside, others can suggest a new answer for that person to 'use' to step inside the circle. You now have a huddle of people in the middle. The review now shifts from a team focus to an individual one. The next question is *'What did x do well as a team member?'* This is effectively an invitation to give positive feedback to others. As each person is given (and accepts) one genuine positive



comment they step back to the original circle. You reach a stage where two or three people are in the middle waiting for positive feedback. You may need to prompt or coax or give feedback yourself.

To add value to this exercise you can encourage people in the middle to stay there until they are satisfied with the feedback they have received or you can raise the stakes and ask that everyone receives 2, 3, 4 or 5 positive statements.

Compared to 'Rounds', Hokey-Cokey is more lively and more involving as everyone works harder towards the end of each stage as they try to include everyone. Unlike 'Rounds' where there is a predictable order, Hokey-Cokey is a random order which tends to leave those who were not much noticed as the centre of attention and the last to receive positive feedback. ['Hokey-Cokey' refers to the dance where there is movement into and out from the circle.]

♠	<b>Talking Knots (Rope Circle)</b>
<i>When</i>	Any time you are stuck! (You can observe, take a break or join in.)
<i>Why</i>	To help people take turns talking (when decision-making or reviewing). To help each person stay engaged and to focus group energy and attention. To give quieter people a voice and to get louder people listening more.
<i>Where</i>	Anywhere you can stand or (better) sit in a circle holding a rope circle.
<i>How</i>	Use an 8 metre rope circle with at least two knots or labels. One knot is a question knot, the other is a statement knot. Start the rope moving clockwise. Grab the statement knot between your hands when it arrives and explain that you can only speak when you have a knot between your hands. What you can say depends on which knot it is.
<i>Time</i>	About 5 minutes.
<i>Tips</i>	Be creative: a third knot can be a noise, a facial expression, one word only, anything positive, or any suggestion that fits the mood or purpose..
<i>Variations</i>	You can rename the knots (or tie new labels) at any time. You can add a third knot (or label) at any time.
👍	A handy technique if you have a spare 5 minutes to fill.
🤔	Silent spells ... are OK: they are often followed by insights or humour. If "Any statement" or "Any question" is too vague, be more specific.
<i>Interesting</i>	A good way to round off the day. If questions and statements wander too far off course you can easily redefine them and get back on course..

## Horseshoe (Where do U stand?) {♠}

**Recommended use:** for exposing and exploring different views

I think of this method as the facilitator's friend. You can instantly see where everyone stands on an issue. You can easily warm people up to the topic at the 'talk-to-your-neighbour' stage. And it is entirely up to you how long you try to sustain a whole group discussion before moving on to another Horseshoe topic - or something else. As with all the methods above, the more you get to use them the better they will work.



This reviewing method is a variation of a technique that goes under many names including: 'spectrum', 'line-up', 'positions', 'diagonals' and 'silent statements'. The main difference is that these other methods use straight lines, whereas the 'horseshoe' is a curved line. In this method, you simply define the two ends of the spectrum and ask everyone to stand at a point on the line that represents their point of view. The benefit of the Horseshoe shape is that everyone is more likely to be in eye contact with each other - which makes facilitating whole group discussion much easier.

**For example:** One end represents "We performed well as a team", the other end represents "We are not performing well as a team". Everyone chooses their point on the line and then talks to one or two neighbours to check whether they need to adjust their own position on the line. Once everyone is in position, encourage questions from participants to each other. Everyone should have a chance to explain their position (depending on the size of the group), after which everyone should have a chance to move to show whether or not their views on the issue have changed.

**Variation:** It may be helpful to choose different points during the activity. E.g. "How would you each have rated this team before the exercise started?" "What was the quality of teamwork like up to the end of the initial planning?" ... "What is your personal prediction for the quality of teamwork in the next exercise?"

**Variation:** Arrange chairs in a horseshoe with the facilitator sat in the gap. Have about twice as many chairs as there are people to make movement easier and to allow for different patterns of clusters and spaces to develop.

**Variation:** This is a useful tool for discussing any issues that can be represented on a spectrum - so it can be used for exploring moral issues or company values as well as for reviewing group exercises.

## Find a Picture (or Object) {♥ ♠ ♣}

**Recommended use:** to give thinking time, to include everyone and to add interest and depth.

If indoors you need plenty of pictures or objects available. If outdoors, there should be a wide variety of objects that people can pick up (e.g. on beaches or in forests) without damaging the environment. The structure is simple. You have one or two questions that you want people to think deeply about. They then look for pictures or objects that in some way answer your question(s). You then meet in a circle and each person introduces their picture/object and explains why they chose it. All you need is a good question or two. But whatever your questions, you are sure to get better quality responses than if you ask the same questions to the group or in a round.



♠	<b>Sim Survey</b>
<i>When</i>	Use Simultaneous Survey when there is a lot to review or when you want more participation or more responsibility to be taken.
<i>Why</i>	To review a lot in a short time in a way that is very busy and engaging
<i>Where</i>	Anywhere. Use ready-made question cards or generate questions for blanks.
<i>How</i>	Give out question cards - one per person or one per pair. Allow 2-5 minutes for each person to carry out a survey (simultaneously).
<i>Time</i>	2-5 minutes for the survey + more time if you want the results to be shared.
<i>Tips</i>	Have a good variety of questions, but exclude miserable questions.
<i>Variations</i>	Brief Encounters: if they are not going to report back, then have pairs swap question cards after they have answered each other's question.
👍	Fast-paced with everyone asking or answering questions all of the time.
👎	Interesting results may get lost if there is no survey report, but that's OK.
<i>Interesting</i>	Group-made questions can be much better (or worse) than your own..
<p><b>Sim Survey</b> is a highly participatory way of getting through a long agenda. Pairs or small groups carry out a survey, each specialising in one of the agenda items. They collate results and report back to the whole group. You need to do the maths carefully in advance to ensure that you set suitable time limits to achieve the whole process in the time available (for the survey, collation, report back and any subsequent discussion).</p> <p><b>Sim Survey</b> 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. (It is also a good way of keeping people together during an expedition!)</p>	

♣	<b>Missing Person / Team Mascot</b>
<i>When</i>	After any team activity. When indoor space is available.
<i>Why</i>	To get a team assessing their own values, skills and needs. To create a mascot that may help them to work better as a team.
<i>Where</i>	Best indoors with flip paper and pens.
<i>How</i>	Explain that a new person is coming to join their team. What qualities do you have and value that you would like them to have? What extra strengths and skills would you like them to bring? Give them a name. Draw and label features that bring out their qualities.
<i>Time</i>	Indoor version: 10 minutes creating the person/mascot.
<i>Tips</i>	The mascot will often take on a life of its own, but only refer to the mascot if it has captured the group's imagination (which it usually does)
<i>Variations</i>	Quicker (less impact): use a soft toy or rope figure (no pens or paper).
👍	If it takes off, the mascot is a powerful positive force. Mascots can 'live on' after the programme and assist with transfer.
👎	If it is difficult for the whole group to be involved in the making of the mascot consider making two mascots in sub groups <i>and accepting both</i> .
<i>Interesting</i>	Even if mascots are quickly forgotten, it is still a valuable review exercise.

## The timing of reviews ~ some options to consider

### 1. Standard pattern of activity and review

Activity	Review	Activity	Review	Activity	Review
----------	--------	----------	--------	----------	--------

- Plus An active start to each session. Reviewing happens while the activity is still hot.
- Minus Activities tend to overrun and squeeze out review time. Reviews happen when people are tired or needing a break
- Interesting That the standard pattern is so frequently found despite its drawbacks and the existence of other possibilities.

### 2. Taking breaks between the activity and the review

Activity	Review	Activity	Review	Activity	Review
----------	--------	----------	--------	----------	--------

- Plus People start reviews refreshed. You start better planned. More likely that learning is transferred into the next activity. Reviews happen!
- Minus Appetite for review may vanish. Unresolved issues may take bad feelings into the break. Can be difficult to find best starting point.
- Interesting Informal review might happen in breaks. If reviews overrun, you may need to have quicker versions of the next activity available.

### 3. Mid-activity reviewing after each stage of an activity

Activity part 1	Review of part 1	Activity part 2	Review of part 2	Activity part 3	Review of part 3	Full review
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- Plus Details don't get forgotten. Review can be quick and timely. Short cycle keeps learning moving. Review can help refocus on next part.
- Minus Short cycle reviewing misses wider perspectives. Quick reviewing risks trivialising things. Difficult to involve everyone in quick reviews
- Interesting Short cycles can improve experience and performance and fun - but they can also have the opposite effect.

### 4. Mid-activity reviewing occurring naturally when problem-solving

First try	Review	Second try	Review	Third try	Review	Fourth try	Full review
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- Plus You can observe the process and at the end you can facilitate a review of the way they review when problem-solving.
- Minus The more engaging a problem the more difficult it can be to refocus attention on other factors such as leadership or group dynamics.
- Interesting Can you solve a problem without following a learning cycle? This is a good way to sell reviewing - but it is not the only kind of reviewing.

### 5. Reviewing while doing: activity and review both happening continuously, simultaneously and even seamlessly.

Activity Review	Activity Review	Activity Review
-----------------	-----------------	-----------------

- Plus This kind of seamless reviewing (whether private or shared) develops as people get into the habit of reviewing in more structured ways.
- Minus Without clear opportunities for 100% activity and 100% review, the quality of both can suffer in a kind of limbo between the two.
- Interesting Should we not always be thinking about what we are doing? Is it not irresponsible to be unaware or unreflective in our actions?

### 6. Mid-review activity: Introducing an activity to *energise* or to *check a statement* or to *enrich communication* or to *illustrate or relive an event* or to *visualise a possibility*, or to *engage more intelligences or learning styles*. Who says action cannot enhance reflection?

# HOW TO PLAN A SUCCESSFUL REVIEW

## OVERALL STRATEGY

- What kind of review would meet the needs of the participants?
- What preparation would help to produce this kind of review?
- What kind of experience would lead into this kind of review?
- What kind of activity would create this kind of experience?

## PURPOSE

- When and how are group aims and objectives decided?
- When and how are individual aims and objectives decided?
- Don't lose sight of original objectives, but be prepared to welcome new ones.

## PERFECT TIMING

- Immediately after the event? After a short break? Next week?
- A quick on-the-spot review, followed by a longer one later?
- Same duration as the activity? Or shorter? Or longer?

## PERFECT PLACE

- Where the activity took place? (*While experiences are fresh*)
- While walking, travelling or eating? (*A chance for informal reviewing*)
- The review room? (*Ideal surroundings? Comfortable? Air-conditioned? Quiet?*)

## STRUCTURE & FLOW

- How structured, efficient and businesslike?
- How informal, easygoing and free-flowing?
- A structured start and finish with a free-flowing middle?

## BREADTH & DEPTH

- Covering lots of ground quickly or one aspect in depth?
- Using several reviewing methods or just one?

## GROUND RULES

- No contract or agreement unless problems arise?

- Rules are expressed positively? (*more do's than don'ts*)
- Agreeing principles rather than rules? (*more respect for principles?*)
- What is negotiable? What is not negotiable? (*your values?*)

## PARTICIPATION

- How will you maintain high levels of involvement for each individual?
- How will you help those who cannot express themselves readily?

## ROLE & STYLE

- If you are consistent and sincere in your values, variations in your role and style will encourage participants to try out different roles and styles themselves.

## ENDING A REVIEW

- How will you decide when to finish? Will this be agreed in advance?
- Will important points be summarised? How? (*as learning? as actions? as questions? for all or for each?*)
- How will you gauge and attend to emotional needs at the end?

## TRANSFER OF LEARNING

- How will you help learners work out realistic follow-up action?
- How will learners be supported during transfer?

## EVALUATING A REVIEW SESSION

- How will you gauge the success of your review? (*structured evaluation?*)
- How will you learn from this experience? (*personal recording? feedback from participants? feedback from colleagues?*)

## EMPOWERING PEOPLE

- Remember that you are helping people to learn from their experience. Encourage them to develop reviewing skills.
- Listen to their ideas and you, and they, will have many more methods from which to choose.

The above questions are based on Playback:  
<http://digbig.com/4wmbf>

# EVALUATION FORM

Please copy any notes that you want to keep for your own records.

## REFLECTION

EXPERIENCES that I enjoyed or valued



How I am beginning to THINK differently

!

!

!

What I hope to DO differently  
(notes for action plan)



What I want to EXPLORE further  
(notes for learning plan)

?

?

?

Other notes

e.g. surprises, confirmations, predictions

## FEEDBACK

What HELPED my learning or development



Other PLUS points

+

+

What HINDERED my learning or development



Other MINUS points

-

-

INTERESTING points

!

!

IDEAS for improving events like this



Any other comments

This event deserves \_\_\_/10