




WORKSHOP RESOURCES 1

Creative Facilitation Techniques



Notes...

Introduction

What is a facilitator?

- A facilitator does not stand in front of a group and lecture.
- A facilitator is an active unbiased member of the learning process.
- The role of the facilitator is to skillfully assist a group of people to understand their common objectives and to help them to achieve these objectives without taking sides in any argument.
- The facilitator guides and helps achieve understanding and consensus.

In many ways a facilitator is like a midwife
• **A midwife assists in the process of creation** •
but is not the producer of the end result

The basic skills of a facilitator

- Following good meeting practice
- Timekeeping
- Following an agreed agenda
- Assisting a group to brainstorm and problem solve

An experienced facilitator will also have the following skills:

- The ability to intervene in a way that adds creativity to a discussion rather than leading the discussion and taking away creativity from the group
- The ability to understand the group process and dynamics – successfully address these inequalities in the group dynamic
 - Who is dominating in the group? And how stop them
 - Who is withdrawn? And how to involve them
 - Who looks bored? And how to draw them in to the process

Good facilitation skills cannot just “be taught” – they need to be learned.

The more we practice our creative facilitation techniques the more comfortable we become within ourselves and with the workshop participants.

The most important lesson of all is to have FUN.

- Workshops need to be enjoyable for both the workshop participants and the workshop facilitator - a joyful learning environment will greatly assist the learning process.
- Workshop participants will remember vital information if the information is presented in a lively way.

To get the most from a workshop, all participants need to be comfortable with one another.

If workshop participants are not introduced properly, sit passively at tables, or are not given interesting tasks they will lose focus very quickly. The workshop dynamic will be less effective and the learning environment can be dull and unproductive.

If the facilitator just stands in front of a workshop group and lectures this will only result in bored participants who will probably stop listening after 10-15 minutes.

This is not an effective way to share information and knowledge. Try instead to link fun and energizing activities to the workshop material. These activities can be used to introduce important concepts, and / or as a lead-in to the workshop exercises.

A good facilitator will design workshops that combine learning and information sharing with interactive tools for group work.

Facilitators know when they are successful when they look at a group of happy, smiling faces.

Achieving a happy workshop is not difficult. The facilitator simply needs to build up a repertoire of techniques or tools to help keep the workshop participants focussed on and interested in the workshop material.

Good facilitation techniques should...

- Help the participants to be comfortable with each other
- Create a fun and interesting learning environment
- Boost the energy levels of workshop participants
- Organize interesting and productive group work activities
- Use participatory activities which enable dynamic reviews of what has been learnt
- Increase group activity so that workshop participants can expand on the new knowledge they have received and localise that knowledge

This chapter includes an introduction to creative facilitation skills as well as some examples of facilitation techniques and tools which facilitators can try and adapt to best suit their workshop and learning activities.

All facilitation techniques should be adapted to local cultural environments.

You are the facilitator.

Choose what you think will work, play with it and create your own fun games to energise your workshop participants.

As the facilitator it is up to you to choose what will and won't work with the participants of your workshop.

About planning and adapting creative facilitation

It is good to plan and trial creative techniques before using them at a workshop.

- You can practice and design new ideas with your friends or work colleagues.
- Discuss ways to adapt the techniques so they are in accordance with the workshop material and assist the general aims and outcomes of the workshop.
- Make sure that your techniques are culturally appropriate and do not offend any local ethnic, religious or gender sensibilities

This chapter introduces several types of creative facilitation techniques including...



“Icebreakers”



Energizers



Forming Groups



“Living Metaphors”



Dynamic Lead-Ins




Dynamic Reviews



“Brainstorms”





Notes...

Icebreakers

Participants often enter a workshop as strangers and / or apprehensive about what will happen during the workshop. Right from the beginning of the workshop it is important to take some time to allow the participants to get to know one another, to get to know the facilitator(s) and to create a sense of team working and camaraderie.

“Icebreakers” are techniques which can be very helpful to:

- Help participants get to know each other and become comfortable with each other at the beginning of a workshop
- Help energize participants at the beginning of a new stage of a workshop
- Encourage team working and creative problem solving

Icebreaker No. 1 - Stand up if you . . .

This is a useful opening exercise. As the facilitator you can ask a series of fun, general questions or some more specific questions relevant to the workshop. This way as a facilitator you will get a snapshot of existing experience of the workshop participants.

Materials Required

No materials need to be prepared for this activity.

The facilitator needs to think about a list of questions before running the exercise.

These can be :

- General questions - to get the participants laughing and offering a little bit of information about themselves
- More specific questions linked to the workshop material

Time Required

This is a fairly quick exercise. The time needed will be determined by the number of questions that are asked.

What to do

Ask questions of the participants using the following opening words: “Stand up if you ...”

For example: Stand up if you ...

...are already married

...are still single

...are looking for a prospective marriage partner

It is best if each question is a little more risqué than the last. But remember to make sure that the questions are culturally and gender appropriate and do not offend any of the participants.

You can also design questions to bring out participants' talents and highlight diversity and / or common characteristics of participants' existing knowledge.



For example: Stand up if you ...

- ... can speak more than one / two / three languages
- ... can cook (name a favorite local dish)
- ... can dance (name a local dance)

You can also use questions that will tell you what prior experience people have in the areas that the course will cover:



For example: Stand up if you ...

- ... grow your own vegetables
- ... raise chickens, cows or other animals
- ... make money from your vegetables or animals
- ... use composting for your gardens
- ... want to learn how to make more money from the crops you grow

Variation

One variation is to open the question using the following words: "Have you ever...?" You can use a mix of fun questions as well as questions relating to the workshop material.

For example: Have you ever ...

- ... climbed to the highest point in your country?
- ... been displaced from a place where you lived?
- ... sung karaoke?
- ... gone without a shower for more than 2 days?
- ... been to a workshop?
- ... found it difficult to find drinking water for your family?
- ... used organic fertilizer?



Facilitator's Tips

This should be a quick, fun activity to help the participants laugh and help them to feel comfortable. You can follow this activity with other icebreaker exercises such as Introduce Your Partner, Do You Know Me? or Introduction Through Musical Chairs.

Icebreaker No. 2 - Introduce Your Partner

This icebreaker provides time for participants to get to know each other and gives them an opportunity to practice their inquiry skills.

Materials Required

Participants will need a notebook / card and a pen / pencil to record their answers.

Prepare some example questions on large enough paper so that everyone can see them.

Example questions could include:

- What is your name?
- What is your background?
- Why are you involved in this workshop?
- What is the best learning experience you have ever had?
- What do you hope to learn from this workshop?
- Do you have previous experience in the subject matter of this workshop?

Time Required

- 10 minutes for interviews
- Each participant is given a maximum 5 minutes to introduce their partner

What to do



1. Divide the group into two-person teams by asking them to find a partner that they know the least about.
2. The pairs then interview each other for about 10 minutes.
3. After the interviews, reassemble the group into a big circle and have each participant introduce their partner to the group. Ask both participants to stand up for the introduction.



Facilitator's Tips

- To avoid this process taking up too much time the introductions should be short and brief. Let the participants know that the introduction of each partner should take a maximum of 5 minutes each.
- You can encourage the participants to applaud the introductions, which will help build their enthusiasm.

Icebreaker No. 3 - Circle of Friends

This is a great greeting and departure exercise for large groups of participants who are attending a short seminar or a workshop where the chance of everyone meeting everyone at the same time again is unlikely.

Time Required

- This is a fairly quick exercise
- The time required will depend on the number of participants

What to do



1. Form two large circles, one outer circle and one inner circle - the participants in the inner circle should be facing participants in the outer circle
 2. Ask the participants in each circle to take one step in opposite directions - ie. the outer circle participants step to the right while the inner circle step to the left
1. The participants greet each new person as the circle continues to move around
 2. The participants can greet each other by simply saying one word that they think expresses something they feel, right now, or something that is important to remember



Facilitator's Tips

- To speed up the process divide the participants by assigning them number 1 or 2
- Those given the number 1 form the outer circle
- Those given the number 2 form the inner circle



“Energizers”

There are times when people’s energy is low during workshops, particularly after a long lecture or after a break. After lunch time workshop participants tend to be tired while they are still digesting. “Energizers” are fast and fun ways to :

- Get people laughing
- Put people at ease
- Get participants refocused on the workshop

Energizer No. 1 - Truth & Lies

Materials Required

- Each participant needs a note pad / card and pen / pencil

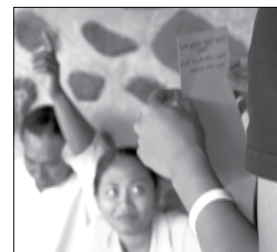
Time Required

This is a fairly quick exercise - each participant needs about 2 or 3 minutes. The entire energizer usually doesn’t take more than 20 minutes

What to do

1. Participants write on cards / note pads two truths about themselves and one lie.
2. The participants then walk around sharing with one another their three statements - **during this time participants should not reveal which of the statements is a lie.** During this sharing it is the goal of the participants to :
 - a) Convince others that your lie is true
 - b) Guess the correct lie of the other participants
3. The participants gather back together in a circle and the first person reads aloud their statements to remind everyone. For example:

“I was born in Malaysia.”
“I have three children.”
“I am a vegetarian.”
4. **The group then tries to guess which of the three statements is not true** - at each end of each statement ask for a vote through a show of hands. “Who thinks this statement is true? Raise your hand.”
5. The participant then reveals says which of the statements is untrue.



Facilitator’s Tips



- For large groups (30+), it is best to split into smaller group sizes.
- Give examples (like the above) of statements and remind people that they should use short statements.

Energizer No. 2 - Knots of People

This is a fun activity game in which participants work together to solve a problem.

Time Required

This is a fairly quick exercise - the time needed depends on how long it takes for the first group to untangle itself.

What to do

1. Divide the group into teams of 8 to 12 members (note: less people than this per group won't work)
2. Have each person in the team raise their left hands in the air. Then have each person join right hands with another person in the team - but it must be someone that is NOT standing immediately to the left or right of them.
3. Then have each person join left hands with another person in the team - but again it has to be someone who is NOT standing immediately to the left or right and it has to be a new person on the team than they already joined their right hands with.
4. The teams have to untangle themselves without letting go of hands.
 - They may have to loosen their grips a little to allow for twisting and turning.
 - They may also have to step over or under other people.
5. The first group to untangle their knot is the winner.



Facilitator's Tips

There are four possible solutions to the knot:

- One large circle with people facing either direction
- Two interlocking circles
- A figure eight
- A circle within a circle



Energizer No. 3 - Earthquake!

This exercise works best with large groups – more than 20 participants.

Time Required

This is a fairly quick exercise. The facilitator can stop the activity after a few rounds and / or once the participants are feeling refreshed.

What to do

1. Divide the workshop participants into three equal groups. It is easiest to assign each participant a number (1 – 2 – 3) and participants form their groups based on the number they have been assigned.
2. All of the participants from Group 1 are asked to find a partner from Group 2. These partners face one another, raise their arms and place their palms together forming a "house".
3. Each of the participants from group 3 then choose a "house" and "hide" underneath it.
4. The facilitator then yells "QUAKE!!" and the participants hiding under the "houses" must find another partner who was also hiding under a "house".
5. At the same time the participants who were forming "houses" need to scramble and find a "new house" to hide underneath. Note: Those that were forming houses in the first round are not allowed to form a house again.
6. Each time this is done 1/3 of the participants are left without a "house" in which to hide and they are eliminated from the game.
7. Continue until there are only three participants left – two forming a house and one participant hiding underneath.



Facilitator's Tips

The facilitator may need to set some ground rules in order to avoid this game becoming too chaotic. No pushing, punching or kicking etc.

- Participants who were forming "houses" cannot form a house again. They must try and find a "new house" to hide under. Similarly, participants who were hiding under a "house" cannot hide under a "house" again.
- To avoid confusion tell participants who were hiding under the "houses" to shout out "Over here! Over here!" in order to identify each other.

Energizer No. 4 - Line-Ups

This is an activity that is good for groups of 16 or more.

Materials Required

The facilitator will need to think of a number of criteria for the line ups (see samples below).

Time Required

This is a fairly quick exercise. Time needed will depend on how many times the exercise is run. Each run of the exercise usually takes about 5-7 minutes.

What to do

1. Organize the participants into two or more groups of 8 to 20 people.
2. The facilitator tells the participants that in the Line Up they will have a chance to learn things about one another they may never think to ask.
3. The facilitator tells the groups that this is a competition, and that when they are asked to line-up in a particular way the first group to do so wins, so they need to get into the lines as quickly as possible. **For example:** Tell the groups to line up by height (shortest to tallest) and to all clap when they have finished.

Other line up criteria possibilities:

- Line up in order by shoe size
 - Line up in order by length of arm's reach
 - Line up in order alphabetically by first name
 - Line up in order by date of birth from January to December
 - Line up in order by number of brothers and sisters you have
 - Line up in order by age
 - Line up in order by length of time in your current occupation
 - Line up in order by number of animals you own
 -
5. When any one group finishes the line-up all of that group's members should clap to indicate that they have finished.



Facilitator's Tips

Conduct a practice round first

- It is best if the facilitator uses criteria that links to the workshop material
- Use this activity periodically throughout a long session and ask groups to come up with their own way of letting you know they have finished (e.g. yell, hum a song, put up their hands, etc.) This can add a lot of fun to the exercise.



Forming Groups

Group work is especially useful with large workshops, creative thinking exercises and brainstorming. Group work will also make workshops more manageable. Unless it is culturally inappropriate, groups should be established with gender and age balance.

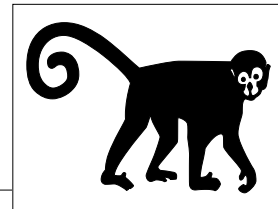
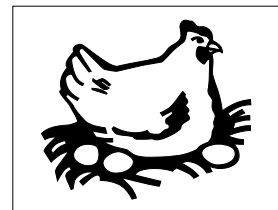
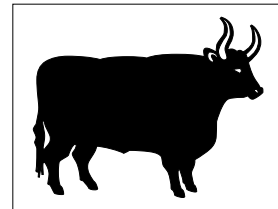
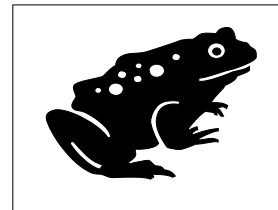
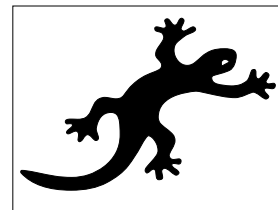
Note: If the facilitator notices that in any group there are dominant participants while the others are not taking an active role in discussions and activities, then the facilitator may form new groups or swap some of the participants around.

Forming Groups No. 1 - Animal Scramble

This is a way to form groups that is fun and relevant for agricultural programs.

Materials Required

- Work out how many groups you want to form
- Create small 'animal cards' - as many types of animals as work groups needed for the exercise. For example, if you have 30 participants and need 5 groups you can use 6 x each Rooster, Cow, Goat, Horse, Cat etc. Choose animals that everyone knows the sound for, and are culturally appropriate.
- Write the same number of slips as the number of people that will form each group. Fold the slips and place them in a bag, basket or box



Time Required

This is a fairly quick exercise - takes about 10 minutes.

What to do

1. Each participant is asked to take one slip of paper - tell them that they are not allowed to open the paper yet
2. The facilitator instructs everyone to open their slips of paper and read the word written on the paper but to keep the word a secret
3. Now the facilitator instructs the participants to find the rest of their friends – but there is no talking allowed. Instead they have to make the sound of the animal. As soon as two participants find one another they should stick together and continue calling out until they find all of their animal friends



Facilitator's Tips

Use animals that everyone knows the sound for - the exercise may be confusing with abstract animals or animals from other areas.

- Choose appropriate animals. In some cultures use of dogs or pigs may be inappropriate, particularly in Islamic environments.

Forming Groups No. 2 - Picture Puzzles

Materials Required

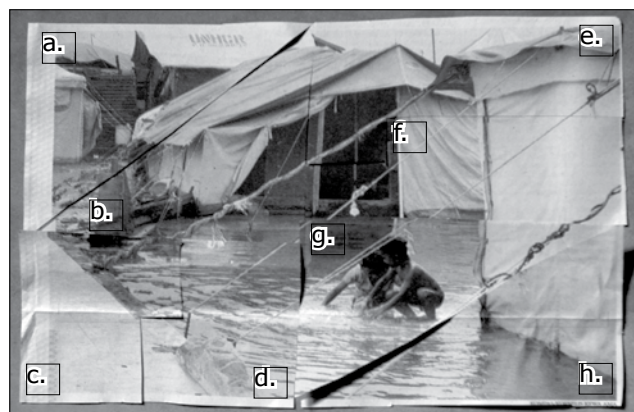
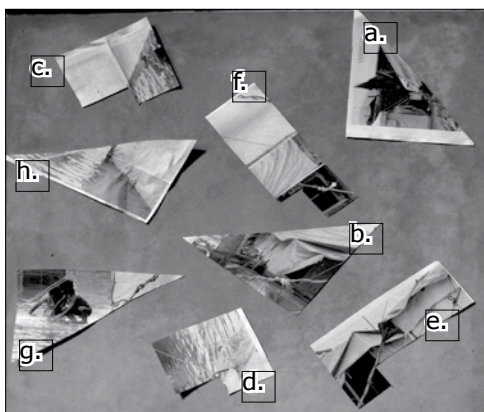
- Work out how many groups you want to form
- Create 'Picture Puzzles - as many different puzzles as work groups needed for the exercise. For example, if you need 5 groups you will need to make 5 different picture puzzles. The total number of all of the puzzle pieces should match the total number of participants.
- Pictures that could be used to make the puzzles could be:
 - Pictures that are relevant to the workshop material cut into pieces, or
 - 4 or 5 frames of a comic - IDEP Community Based Disaster Management comics can be used or other comic strips from newspapers
- Place all of the puzzle pieces in a bag, basket or box

Time Required

This is a fairly quick exercise and should only take about 10 minutes

What to do

1. Each participant takes a turn picking a puzzle piece out of the container.
2. After each person has chosen one, the participants begin to search for others with puzzle pieces that can be joined to make the picture or comic strip.
3. After the participants have found everyone in their group, they need to re-create the pictures and / or put the comic strip story back in order.
4. Once they are done, the newly formed group can sit down to work together on a creative thinking exercise or design project.



Facilitator's Tips

It is best if the pictures or comic strips used are relevant to the workshop materials.

- Once the groups have formed themselves they could brainstorm the subject matter of the pictures / comics.

Living Metaphors

Living metaphors physically simulate important concepts or problems.

Living Metaphors No. 1 - Re-arrange the Classroom

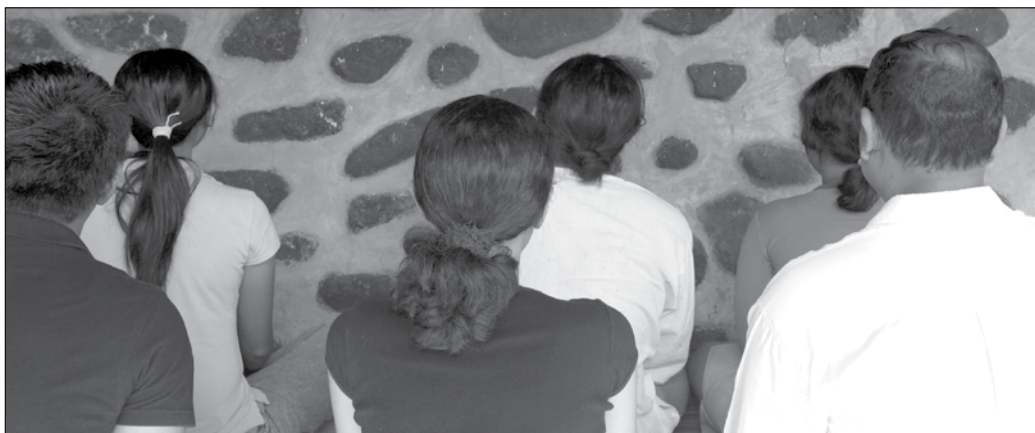
This exercise is designed to achieve greater cooperation and coordination amongst the workshop participants.

Time Required

This is exercise and should take about 10 - 15 minutes

What to do

1. During a workshop break, the facilitator should set the workshop space up with the seating in rows, and set up the facilitator's desk / podium / flip chart at the **BACK** of the class.
2. When the workshop participants return to the workshop the facilitator should ask them to take a seat, and then walk behind them and begin the presentation of the next section of the workshop. **The participants will need to turn around to see what is going on** - they will likely be confused and uncomfortable.
3. The facilitator should then explain that in organizations or even at the community level change is often implemented in the same way. Community members are not an active part of the change process, but pushed into change by someone they cannot see and who decides, on their behalf, what they think is best for them. Explain that this way of instigating change is about as effective as conducting a workshop in this 'backwards' way.
4. Explain to the workshop participants that many formal organizations, including government departments, operate in the same way which makes communication and coordination difficult. And that productive changes occur much better by using good, communicating, cooperative teams.
5. Ask the participants rearrange the space so that more effective learning, communication, and teamwork can take place.
6. At the next break, ask the participants to rearrange the room again in a way that will further improve communication.
7. This can be repeated a few times, each time the new arrangement should reinforce a concept they have learnt in the workshop -ie. natural patterns etc.



Living Metaphors No. 2 - The Web of Life

This living metaphor activity simulates and deepens understanding about how the diverse elements of a living eco-system are interconnected.

Materials Required

- Index cards or name tags
- Marker pens
- Safety pins
- A ball of strong string or string equivalent in length to 5 metres per participant

Time Required

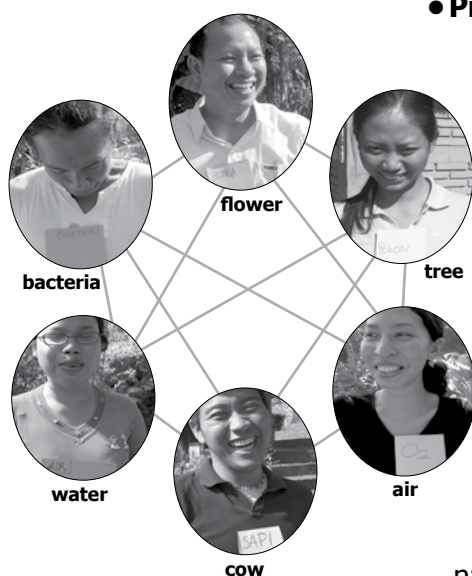
This exercise should take about 30 - 40 minutes including the explanations

What to do

A. ORIENTATION & IDENTIFICATION OF ELEMENTS

1. Conduct a very brief discussion with the participants about the interconnections in nature and elements in those interconnected relationships.
2. Together, choose a local ecosystem - e.g. the ecosystem of the community where the workshop is being held such as a forest, coastal or a wet-rice paddy ecosystem as a focal point
3. Have each participant in the class identify & call out a key element of the local ecosystem. Write each of their answers down on a separate index card. The facilitator may need to prompt the participants to ensure that all of the important elements of the ecosystem are covered:

- **Abiotic elements** (soil, water, sun, air)
- **Producers** (e.g. plants and trees)
- **Primary consumers** (e.g. animals that eat the plants)
- **Secondary consumers** (e.g. animals that eat other animals)



- **Decomposers** (which turn the waste of the plants and animals into nutrients for further growth)

4. The cards are shuffled and each participant & the facilitator draws a card from the deck, with the names facing down so that they don't know which card they are choosing.
5. Ask everyone to look at their card, think about what that element needs to survive and what it contributes to the environment and then safety pin the card to their shirts or insert the card into their name tag holders.

B. MAKE THE 'WEB OF LIFE'

1. Ask everyone to form a circle.
2. The facilitator starts the process by taking the ball of string and looking around the circle for an element that either needs their element for survival or that their element needs to survive. The facilitator throws the ball of string to this person while explaining the relationship. For example:

If you are water, you may choose rice and say aloud:

"The rice plant needs water to grow".

- or else -

You might select a tree and say:

"Water needs tree roots to stay in the ground".

3. The person who is now holding the ball of string looks around the circle, finds an element that either needs their element for survival or that their element needs to survive. **While holding on to a point in the string with one hand**, the person says what the relationship is, and throws the ball of string to the element they have chosen.
4. Continue this process until (a) all the elements are interconnected and (b) no-one can think of any more connections that can be made. Note: many of the elements are likely to be included in the web of relationships several times.
5. Now everyone, still holding on to the sections of string in hand, takes a step backward to make all the strands of string taut, and observes the web of relationships that has been created.
6. Demonstrate the interdependence of the various elements to the system, ask one element to gently begin tugging until other species feel the tug. Explain that the tugging represents pressure on the ecosystem through natural events (drought etc.) or human-made events (new plant introduction that crowds out the natural plants etc). How does it affect the system?
7. To emphasize the importance of each species in an ecosystem, ask participants to pick a component that seems the least important and have the person representing that element let go of his or her section of string. This represents the disappearance of a part of the system. How does this affect the rest of the system?

Other questions to consider might include:

- Could any part of the web be replaced? If so, with what?
- Are any members of the web in competition? How and for what?
- How do people influence the web?

C. 'WEB OF LIFE' FOLLOW UP DISCUSSION

Write on the board a few human practices that strongly affect the ecosystem and the plant and animal species that make it up. For example, discuss the circle of effects of:

- Chemical pesticide use
- Land clearing
- Throwing trash into rivers



1



2



3



5



6

Living Metaphors No. 2b - Web of Life “Global Problems”

Using the same processes described earlier, you can explore **relationships between seemingly separate environmental and social problems.**

This time, the elements in the circle are various environmental and social problems such as:

- Air pollution
- Unsustainable use of natural resources
- Poor education
- Corruption
- Man made disasters
- Poverty
- Poor health
- etc.

When throwing the ball of string, the person gives a statement describing how the problem they represents is connected to the problem represented by another person in the circle.

For example:

- Poverty makes people use resources unsustainably
- Unsustainable use of forest resources causes the forests to disappear
- When the forests disappear, there is flooding
- Air pollution makes people sick
- Sick children are poorer learners

Living Metaphors No. 2c - Web of Life “Community Connections”

If the course is being held for people of a specific community, you can use the same processes described earlier **to explore relationships within a community.**

Used at the beginning of a course :

- Each person introduces themselves and their role in the community
- While keeping hold of a section of yarn in one hand, they toss the ball to another person in the group and expresses how their roles are interdependent
- The process continues, linking the individuals in the circle with multiple strands as everyone is introduced
- The facilitator then pulls on the starting thread and asks the group if anyone’s hand failed to move
- The facilitator can then point out that this web is a physical metaphor for the interdependencies of the group and a key components of the processes they will be learning during the workshop



Used at the end of a course :

Each person tosses the ball of string to another person, stating something about how they have connected or been moved by this person and/or how they hope to keep cooperating with them after the course

Living Metaphors No. 3 - Chinese Whispers

This activity can help to increase understanding about the need to communicate directly instead of relying on second-hand information or rumors.

This exercise can be used as a fun way to introduce new workshop topics.

Time Required

This exercise should take about 10 minutes

What to do

1. The facilitator chooses a short sentence. It is best to choose a sentence that is related to the workshop material. For example:
"This ecosystem is in danger, but we can save it if we work together."
2. The participants form a large circle and the facilitator starts by whispering the statement to the first participant.
3. This participant whispers the statement to the person next to them and so on throughout the whole group.
4. At the end the last person announces the message they heard and the facilitator writes this up on a board or flip chart. Then the facilitator writes down what the original message was - invariably the message has changed dramatically as it passes from ear to ear.
5. At this stage the facilitator explains that when we want to gather information we must talk directly to the source and not simply rely on information that we have heard by way of rumor or through others.



Facilitator's Tips

- Participants are not allowed to say the message more than once
- The message needs to be whispered so that other participants do not hear
- The trick is to start with a sentence that is not too long

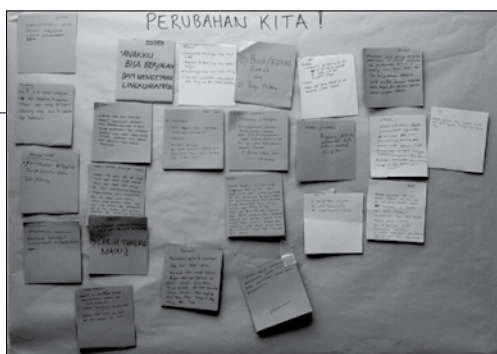
Dynamic Lead-Ins

'Dynamic lead-ins' can help the facilitator to introduce new topics or identify critical issues in a participatory way.

Dynamic lead-ins can provide background information for an upcoming workshop topic and / or reinforce previous knowledge of a topic.

Dynamic Lead-Ins No. 1 - Learning Contract

- Every workshop, and even specific exercises, can be reinforced by starting with a 'Learning Contract'.
- Learning contracts help everyone involved to understand the goals of the activity and to consciously agree that they will work together toward reaching the goals.



Materials Required

- Flip chart
- Markers
- Index cards
- Pens

Time Required

This exercise should take about 15 minutes.

What to do

1. Start the workshop / exercise by stating what the goal of the workshop / exercise is; what the participants will learn; and what they will be able to do after the workshop / exercise.
2. Explain that this is a learning contract between the facilitator and the participants and that it is the facilitator's job to strive to ensure that the contract is fulfilled
3. Write up this contract on poster paper and keep it in a prominent place throughout the workshop. Ask the participants to come forward and sign the contract.
4. Next hand out index cards to each of the participants and ask them to write down their own personal expectations - what they hope to learn from the workshop. The cards can be stuck onto another piece of large paper.
5. At the end of the workshop / exercise the facilitator can return to both the learning contract and the participants' learning expectations and together with the participants check whether both have been fulfilled.

Dynamic Lead-Ins No. 2 - Pre & Post Exercise Quizzes

Give a quiz at the beginning of an exercise. This can help the facilitator pre-evaluate the level of understanding about a specific issue while focusing the participants' attention on the upcoming session. The same quiz can be given again at the end of the session to see change in understanding.

Materials Required

- Flip chart
- Index cards
- Masking tape
- Markers
- Pens



Time Required

This exercise should take about 15 minutes.

What to do

1. The facilitator will need to prepare multiple choice and / or true & false quizzes with about 6-10 questions which relate to an upcoming workshop exercise. They should be written out on large paper big enough for everyone to see.
2. The participants or groups are given a short time to answer the quiz questions.
3. When they are ready, the facilitator can get a show of hands (vote) to indicate how many people choose "a / b / c / d" and / or "true / false" to the questions.
4. The facilitator should keep track of the number of votes given for each possible answer on the board so everyone can see the results.
5. Then the facilitator continues with whatever the exercise is.
6. At the end of the exercise the facilitator can ask the participants if they would like to change any of their answers. This will provide a tangible record of how much they have just learned.

Example 1 : With Creative Thinking Exercise "Various Building Materials"



These building materials are sustainable resources

- | | |
|-------------------|--------------|
| • Bamboo | TRUE • FALSE |
| • Coconut wood | TRUE • FALSE |
| • Asbestos | TRUE • FALSE |
| • Rainforest wood | TRUE • FALSE |

Example 2 : "Sustainable farming"

Chemical Pesticides:

- (a) make people healthy
- (b) make people unhealthy
- (c) make soil healthy
- (d) make soil unhealthy

Sustainable farming :

- (a) uses only one kind of crop
- (b) uses many different crops
- (c) uses imported resources
- (d) uses local resources

Unsustainable farming :

- (a) uses chemicals
- (b) uses natural fertilizers
- (c) damages the soil
- (d) makes soil more healthy

Dynamic Reviews

Dynamic Reviews No. 1 - Ball Toss Review

This is a physically active exercise that can be used at the end of the day or at the end of a session. It is especially useful after a session that involves a lot of technical material or requires heavy concentration as it is also an energizer.

Materials Required

A ball (a soft ball is best)



Time Required

This exercise should take about 15 - 20 minutes.

Dynamic Review No. 1a - "Valuable Lessons Learned" Ball Toss

What to do

1. The facilitator asks the workshop participants to form a circle
2. The facilitator starts by saying what they thought was the most valuable lesson or concept they learned that day, and then throws the ball to another participant.
3. The participant states the most valuable or important lesson / concept they learned that day and throws to another participants and so on until all participants have expressed their valuable lessons/concepts learned.

Dynamic Review No. 1b - "Concepts in Action" Ball Toss

1. The facilitator asks the workshop participants to form a circle
2. The facilitator starts by stating a concept that relates to the workshop / exercise, and then throws the ball to another participant.
3. The participant gives an example of that concept in action, and then states another concept and throws to another participants and so on.

Example:

- The person throwing the ball yells: "Soil improvement"
- The person receiving the ball says: "Using organic compost"
- This person then passes the ball to another participant and yells out a new concept: "Recycling"



Facilitator's Tips

If someone receives the ball but does not have an example ready, they can 'pass' by passing the ball to a different person and simply repeating the question.

Dynamic Review No. 1c - "Process" Ball Toss

1. After an exercise has been conducted about the steps in a particular activity, the facilitator asks the workshop participants to form a circle
2. The facilitator starts by explaining the first step in the process that has been covered in the exercise, and then throws the ball to another participant.
3. The participant explains the next step in the process and then throws to another participants and so on.

Example (making a garden)

- The person throwing the ball yells: "Design the garden"
- The person receiving the ball says: "Make raised garden beds"
- The person receiving the ball says: "Mulch the garden beds"
- The person receiving the ball says: "Plant the seedlings"
- The person receiving the ball says: "Use compost & mulch"
- The person receiving the ball says: "Water in the morning"
- The person receiving the ball says: "Use natural weed & pest control" etc.

Dynamic Reviews No. 2 - Calm Down!

Sometimes a group needs to slow down after an intensive session. This will help everyone to consider more of the benefits of new learning.

Time Required

This exercise should take about 10 minutes.



What to do

1. Invite the participants get into a comfortable position with their eyes closed.
2. Then, have them reflect on what is important about what they have just learned and how it might be helpful to them.
3. After about five minutes, say a key word or phrase that relates to the main ideas that have been covered, and ask them to reflect on that for a couple of minutes.
4. Repeat one or two more key words/phrases, leaving a couple of minutes for reflection each time.
5. Then gather the group into a circle and invite them to share what they believe are the most important or valuable aspects of the ideas they have just reflected on, and how they can best use these ideas in their own life.



Facilitator's Tips

This may seem like slack time, but reflection is one of the most powerful learning techniques available. Use it!

Dynamic Reviews No. 3 - "The Game Show"

Materials Required

- Prepare multiple choice questions with A B C or D answers based on the workshop material (about 3-5 questions per group)
- Place a paper sign designating A B C or D in the four corners of the space
- Prepare two seats at the front of the space:
 - **One for the facilitator** (game show host)
 - **One for the participant** (game show contestant) – the "hot seat"

Time Required

This exercise should take about 30 - 45 minutes.

What to do

1. Divide the participants into groups with about the same number of people in each group. Explain that the objective of the game is to be the group that answers the most questions correctly.
2. Explain the rules of the game:
 - Each group has two chances to **"Ask A Friend"** - ask another member of their group if they know the answer to the question.
 - Each group also has two chances to **"Ask The Audience"** - ask all the participants to stand up and walk to the corner of the room with the letter corresponding to the answer they think is correct.
3. Ask the first group to send a representative to the "hot seat". The facilitator asks a question giving four multiple choice answers (A B C D).
 - **If the "contestant" answers the question correctly** they return to their group and another member of the same group comes to the front
 - **If the "contestant" does not answer the question correctly** they return to the group and the facilitator calls for a representative from another group to sit in the "hot seat"
 - **If the "contestant" is not sure of the answer** they can choose to use one of their group's opportunities to either "Ask The Audience" or "Ask A Friend". Remember: Each group is only allowed to use the "Ask The Audience" or "Ask A Friend" twice
4. The facilitator adds up the number of correct answers for each group and announces the winner at the end of the exercise.



Facilitator's Tips

For each group ask a couple of easy questions first then ask progressively more difficult questions.

Brainstorms

“Brainstorming” is a good way to generate creative ideas to solve a problem.

The key results of a brainstorm may be :

- A complete solution to a problem
- A list of ideas for an approach that may lead to a subsequent solution
- A list of ideas resulting in a plan to find a solution

Brainstorms are best done in groups of 3-6 people in sessions that adhere to a number of important rules.

The following “Guidelines for Successful Brainstorming” can be presented and posted in the workshop area to remind the participants each time they do a brainstorm session.

Guidelines for Successful Brainstorming

Brainstorm Rule No 1 : Withhold judgment

All ideas are potentially good - even seemingly foolish ideas can spark off discussion about better ones. Therefore, do not judge the ideas until after the brainstorm is complete - note down all the ideas. **Judging ideas takes up brain power which could better be devoted to creating new ideas.**

Brainstorm Rule No 2 : Encourage “wild” ideas

It’s easier to adjust a wild idea than to think of an immediately valid one. Present bizarre ideas to see what they spark off - the ‘wilder’ the idea the better.

Brainstorm Rule No 3 : Quantity not quality

Go for quantity of ideas and narrow down the list later. Strive to generate as many ideas as possible - the more creative ideas a group has to choose from the better. If the number of ideas at the end of the session is very large, there is a greater chance of finding a really good idea among them. Keep each idea short, do not describe it in detail - just capture its essence. Think fast, reflect later.

Brainstorm Rule No 4 : Build on others ideas

Build and expand on the ideas of others - add extra thoughts to each idea & use other people’s ideas as inspiration for your own. Combine several of the suggested ideas to explore new possibilities. **The most creative people are also good listeners.**

Brainstorm Rule No 5 : Every person and idea has equal worth

Every person has a valid and unique perspective on any situation. You can always put forward ideas purely to spark off other people. Participate, even if you need to write your idea on paper. Each idea presented belongs to the group, so it is the group’s responsibility to ensure all members feel able to contribute freely and confidently.

Brainstorm No. 1 - The Magic Charm

The “Magic Charm” activity is a good way to encourage and energize both individual and group brainstorming sessions.

Time Required

This activity should take about 30 mins – 1 hour.



What to do

1. Form work groups.
2. The work groups are asked to go outside and together find a small object that attracts their attention or that they think exemplifies a natural pattern (e.g. a branch, pebble, shell, leaf etc.).
3. Once the groups have reassembled in the workshop space the facilitator tells the participants that they have just found a “Magic Charm” that will allow them to **change three things in their world**. They can change anything they want.
4. Ask the workgroups to come up with three ideas of how they would use their “Magic Charms” to change any of the following:
 - Themselves
 - Their work or an important project
 - Their house
 - Their community
 - Their country etc.
5. The groups then share their three wishes with everyone at the workshop.
6. Following this the participants again join up with their brainstorming groups and work together to discuss :
 - Three changes they would make to their community
 - The reasons why these changes are important
7. Each group then shares its three changes with the workshop together with the reasons why these changes are important or needed.

Variation

Have the work groups brainstorm what they would change if they were President for a month.




Facilitator’s Tips

Let the workgroups know how much time they have for their group brainstorms before they start, and give a “five minute” warning so they can wrap up their ideas before presenting them to the larger group.

- This activity can be used as a lead-in to the village design exercise at the end of the Permaculture Course.

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