

Making Games and Activities Effective

We know that the more the participants interact with the learning events, the more retention they have. And yet, lecture is still abundantly used in training. Brainstorming and Questioning, while effective, become routine, as they commonly provide “interaction.” Games may be played, but they may not be processed by all the learners—losing their effectiveness.

This session will look at ways to add interaction to lecture. It will propose some alternate methods to jazz up brainstorming. And it will stress the importance of debriefing learning events to facilitate their impact.

Objectives:

Using available resources, the presentation participant will:

- Discuss the barriers to using term “game” in workplace training.
- Identify participant’s expectations for course.
- Execute an Interactive Lecture ILE on first section.
- Identify examples of frame games.
- Execute at least one ILE using an alternative approach to brainstorming.
- Discuss the value of debriefing ILEs.
- Identify Thiagi’s 6 recommended questions.
- Execute Concentric Circles to show how to actively involve every participant in debriefing.

“Games” = Interactive Learning Event

Games and Activities

Training Games and Activities sometimes have a bad rep. My Dad, a chemical engineer, often complains about how he hates training and that he won’t participate in no “parlor games.”

What is the perception? That the game serves no purpose? That it is not “real” learning? That “Games” mean childish, non-productive pursuits, such as charades or dominoes? Personally, I think he would simply rather be learning his way—alone, reading expert information, and incorporating the new information in with the old already rattling around his brain.

Well that approach may be fine for some, but it is not so good for others. Dale’s Cone of Learning demonstrates that retention of new information is best achieved the more actively involved the learner is.

So our goal in training games is NOT fun, but creating an interactive learning event. But the fun helps make it memorable. They also often need reflection to best process what was learned.

Four C’s

Thiagi says “A game has four critical characteristics: conflict, control, closure, and contrivance.”

He adds that training games have a fifth characteristic: competency. This characteristic refers to the objective of a training game: to improve the players’ level of competency in specific areas.

Interactivity

Key point of training games and activities is making them interactive. Participants need an object or a person to interact with: fellow participants, facilitators, subject-matter experts, typical customers, content presented through various media, computers, or tools.

Interactive Lectures

Purpose	To provide opportunity for audience interaction with the content materials.
Source	<p>Dr. Sivasailam Thiagarajan (Thiagi) has dedicated his talents and focus on building interactivity to performance improvement solutions, including training. Dr. Thiagi provides a number of suggestions for interactive lectures on his Website:</p> <p>http://www.thiagi.com/interactive-lectures.html</p> <p>Below are 5 of his suggestions from the Website.</p>
Types	<p>The Interactive Lecture strategies include:</p> <ul style="list-style-type: none">• Reviews: Doing review-type activities at breaks through lecture, such as summarizing key points, or writing pertinent questions.• Create Your Own: Creating a statement, image, or idea and communicating it to others. The created image is then pulled into the lecture or explored as an example of the concept.• Word Games: Applying learning to word-game structure at breaks.
Best Summary	<p>Basic idea. Each participant prepares a summary of the main points at the end of a presentation. Teams of participants switch their summaries and select the best summary from each set.</p> <p>Application. This lecture game is especially useful for informational or conceptual content.</p> <p>Flow. Stop the lecture at appropriate intervals. Ask participants to write a summary of the content presented so far. Organize participants into equal-sized teams. Redistribute summaries from one team to the next one. Ask each team to collaboratively identify the best summary among those given to them—and read it.</p>

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Interactive Lectures, Continued

Intelligent Interruptions

Basic idea. Presenter stops the lecture at random intervals and selects a participant. This participant asks a question, makes a comment, or challenges a statement as a way of demonstrating that he or she has been intelligently processing the presentation.

Application. This lecture game is especially useful when the instructional content is informational.

Flow. Set a timer for a random period between 5 and 10 minutes. Make the presentation in your usual style. Stop the presentation when the timer goes off. Announce a 30-second preparation time during which participants review their notes. Select a participant at random. Ask participant to demonstrate his or her understanding of the topic by asking five or more questions, coming up with real or imaginary application examples, presenting a personal action plan, or summarizing the key points. The selected participant should spend at least 30 seconds and not more than 1 minute in his or her “interruption.” React to participant’s interruption and continue with your presentation. Repeat the procedure as needed.

Dyads And Triads

Basic idea. Participants write closed- and open-ended questions and gain points by answering each others’ questions.

Application. This interactive lecture is useful with any type of instructional content.

Flow. The activity consists of three parts.

1. During the first part, participants listen to a lecture, taking careful notes.
 2. During the second part, each participant writes a closed question on a card. During the next 7 minutes, participants repeatedly pair up and answer each other’s questions, scoring one point for each correct answer.
 3. During the third part, each participant writes an open question. During the next 7 minutes, participants repeatedly organize them into triads. Two participants answer each question and the person who gave the better response earns a point.
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Interactive Lectures, Continued

Bingo

Basic idea. Presenter hands out BINGO cards to participants. Presenter then delivers parts of a lecture interspersed with short-answer questions. Participants play BINGO by identifying the answers on their cards.

Application. This lecture game is especially useful when the instructional content is primarily factual or conceptual.

Flow. Divide the lecture outline into 10 to 15-minute sections. For each section, prepare a set of short-answer questions, and create BINGO cards with the answers. Present the first section of the lecture, then ask the first set of questions. If participants can find an answer on their BINGO card, they make a small checkmark in the square. Read the question and give the answer. Have participants shout “Bingo!” if they have any five-in-a-rows. Repeat the process of lecturing, having participants mark cards, and checking the cards, as needed.

Crossword Lecture

Basic idea. Participants receive a crossword puzzle that contains questions to test the mastery of the major learning points in the presentation. During puzzle-solving interludes, participants pair up and solve as much of the puzzle as possible.

Application. This lecture game is suited for any type of content that can be summarized by a series of one-word-answer question (which are converted into crossword puzzle clues).

Flow. Pair up participants and give a copy of a test disguised as a crossword puzzle to each pair. Begin your lecture and stop from time to time to provide puzzle-solving interludes. Before continuing the lecture, provide feedback and clarification based on participants’ solutions.

Frame Games

Overview

Introduction	Frame Games are a very valuable training game. The concept is that the framework (format and rules) allows easy substitution of content-based questions.
Examples of Famous Frame Games	Jeopardy Tic-Tac-Dough Hollywood Squares Weakest Link Who Wants to Be a Millionaire

Information Basketball Framegame

Purpose	This game is ideal for a review session. It allows you to test knowledge on the subject matter for a group as a whole.
Pre-requisites	Before playing the game, the students should have had the opportunity to learn the subject matter the questions are based on.
Materials	<p>For this game, you will need:</p> <ul style="list-style-type: none">▪ A way to keep score. <p>Optional materials you may want to use:</p> <ul style="list-style-type: none">▪ Nerf or cush ball.▪ Flipchart or Whiteboard and markers to show score.
Participants	Best played with 6 to 20 people. Divide participants into two teams. One participant may be appointed scorekeeper.
Set-up	<p>Each team should select a Center. The Centers will face each other to determine who will get control of the “ball” for start of game.</p> <p>The “ball” is just an indicator of who is the current player. The person with the ball will be the one taking a shot by answering a question.</p>
Questions	A list of questions on the subject matter should be created with one face-off question, seven 2-point questions, and six 3-point questions.
Rules of play	<p>Rules for play include:</p> <ul style="list-style-type: none">▪ Players may not use reference materials when they have the ball, they must answer from memory.▪ Players may look at references before or after having the ball.▪ Team Centers will select player with the ball, the Center may not select a player who has already scored until all players on team have scored.

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Information Basketball Framegame, Continued

Flow of game: The first question determines which team will first get control of the ball.
face-off

Stage	Description													
Face-off	Team Centers stand opposite each other.													
Query	Facilitator reads face off question.													
Who's first	Center who indicates he/she knows the answer first is determined.													
First Answers	The first Center answers.													
	<table><tr><th>If answer is...</th><th>Then...</th></tr><tr><td>Correct</td><td>That team gets control of the ball.</td></tr><tr><td rowspan="3">Incorrect</td><td>Other team gets a chance to answer.</td></tr><tr><td><table><tr><th>If answer is...</th><th>Then...</th></tr><tr><td>Correct</td><td>That team gets control of the ball.</td></tr><tr><td>Incorrect</td><td>Alternate calling on each team until correct answer is given.</td></tr></table></td></tr></table>	If answer is...	Then...	Correct	That team gets control of the ball.	Incorrect	Other team gets a chance to answer.	<table><tr><th>If answer is...</th><th>Then...</th></tr><tr><td>Correct</td><td>That team gets control of the ball.</td></tr><tr><td>Incorrect</td><td>Alternate calling on each team until correct answer is given.</td></tr></table>	If answer is...	Then...	Correct	That team gets control of the ball.	Incorrect	Alternate calling on each team until correct answer is given.
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	If answer is...	Then...												
Correct	That team gets control of the ball.													
Incorrect	Alternate calling on each team until correct answer is given.													
Wins the ball	The first team to answer correctly gets control of the ball.													

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Information Basketball Framegame, Continued

Flow of game: Continue the game with the following play until all questions are used up.
Normal play

Stage	Description						
Center passes	Center with ball passes it to a teammate.						
Player chooses shot	Player with the ball chooses a 2 point or 3 point question. Note: If there are only one type of question left, the player does not choose a point value.						
Query	Facilitator chooses an appropriate point-valued question from list and reads it aloud.						
Answer	Player answers. <table><tr><th>If the answer is...</th><th>Then</th></tr><tr><td>Correct</td><td>Player scores those points for team and question is removed from play.</td></tr><tr><td>Incorrect</td><td>Player scores 0 points and the question is returned for a future play.</td></tr></table>	If the answer is...	Then	Correct	Player scores those points for team and question is removed from play.	Incorrect	Player scores 0 points and the question is returned for a future play.
If the answer is...	Then						
Correct	Player scores those points for team and question is removed from play.						
Incorrect	Player scores 0 points and the question is returned for a future play.						
Ball passes	The player passes the ball to the other team's Center.						

Flow of game: Play continues until all questions have been answered. At end of play, a winner is determined and announced.
end

Time Time to complete this activity averages 15 minutes.

Alternative This game could also be used to demonstrate or describe tasks instead of answer questions. If the class was on Ballet Dance, the task might be "demonstrate arm and feet positions for First Position."

Source <My name>, <my company>

Creative Activities: Beyond Brainstorming

Reverse Storm

Purpose The Reverse Storm technique helps you focus in a different way on the problem. It can help you find the real causes of a problem.

Process Below are each stage of the process.

Stage	Description
State challenge	State the challenge you are addressing. For example, “In what ways might I increase sales?”
Reverse it	Reverse the statement, e.g., “In what ways might I decrease sales?”
List examples	List all the ways you can think to make the reversal work.
Rank	Assign each example a rating from one to ten, with 10 being the most significant. For example, “Yelling at the customers” may be ranked a 7, while “Not saying ‘please’” might be a 2.
Select item	Select the highest ranking item, e.g., “Make fewer sales calls.”
Reverse it	Reverse the highest ranking item. For example, “In what ways might I increase sales by making more sales calls.”
List examples	List ideas for the reversal of the highest ranking idea.

Summary The Reverse Storm plays on one of human nature’s favorite things—to find faults. It focuses on how NOT to achieve something and consequently can identify some of the behaviors most often causing the problems.

Resource *Cracking Creativity*, p. 181.

Six Hats

Purpose	To overcome the usual process of Western Thinking that is argumentative, to reach a productive advancement on a project or discussion. The six hats provide a strategy of parallel thinking, that ensure each of the perspectives are considered for a project.
Six Hats	Each of the six hats represent a “thinking focus.” As you explore a project, idea, or problem, you guide all members of a team to express ideas within the focus area of that moment.
White Hat	White is neutral and objective. The white hat is concerned with objective facts and figures. It includes identifying what data may still need to be gathered.
Red Hat	Red suggests anger, rage, love, and other emotions. The red hat is focused on the emotional view. Red Hat time may be shorter than other times. If the subject has strong feelings associated with it, you will probably want the red hat to immediately follow opening blue hat.
Black Hat	Black is somber and serious. The black hat is cautious and careful. It points out the weaknesses in an idea.
Yellow Hat	Yellow is sunny and positive. The yellow hat is optimistic and covers hope and positive thinking.
Green Hat	Green is grass, vegetation, and abundant, fertile growth. The green hat indicates creativity and new ideas.
Blue Hat	Blue is cool, the color of the sky, which is above everything else. The blue hat is concerned with control, the organization of the thinking process, and the use of the other hats. Blue should always be first and last hat scheduled, because it is used to set the tone, explain the schedule, and then reflect on success of the process.

Sequence Use There are few requirements on using the six hats in a discussion. The hats can be used, one after the other, in any sequence. Any hat can be used as often as you like. You do not need to use every hat.

Warnings Do not make the mistake of assigning anyone a role, such as Joe will be the Black Hat thinker. This is NOT parallel thinking and this encourages an argumentative discussion. Instead make sure the whole team takes time for black hat thinking.

Alternative A quicker variation of Six Hats is **The Dreamer, the Realist, and the Critic**. This activity ensures that you don't start censoring your creativity while still trying to generate ideas. The process is below.

Stage	Description
Dreamer	Imagine you have a magic wand that will grant you any wish you desire. What wishes would you create to solve your problem? List at least three to five wishes. Try to make each wish more improbable than the last.
Select a Wish	Select one of the wishes.
Realist	Extract principles, features, or aspects of the wish.
Select one	Choose one of the features or aspects and try to engineer it into a practical idea.
Critic	Attempt to poke holes in the idea (identify weaknesses).
Improve	You may choose to try and reduce or eliminate the identified weaknesses to improve the idea.
Repeat	You may continue the process by Selecting another wish and playing Realist and Critic with it.

Resource *Six Thinking Hats* by Edward De Bono

Cracking Creativity, p. 163-166

Think As If

Purpose To help put people into a different frame of mind.

Process This process uses the following stages for a group activity:

Stage	Description
Create Question	Phrase the problem or issue as a question.
List Characters	Create a list of well-known people: celebrities, historical figures, cartoon characters, movie heroes....
Imagine	Go down the list one-by-one and imagine how each person would respond to the question given what is generally known about that individual's viewpoint and opinions.

Example “Why did the chicken cross the road?”

Aristotle: To actualize its potential.

Buddha: If you ask this question, you deny your own chicken-nature.

Darwin: It was the logical next step after coming down from the trees.

Albert Einstein: Whether the chicken crossed the road or the road crossed the chicken depends upon your frame of reference.

Salvador Dali: The Fish.

Howard Cosell: It may very well have been one of the most astonishing events to grace the annals of history. An avian biped with the temerity to attempt such a herculean achievement formerly relegated to *Homo sapien* pedestrians, is truly a remarkable occurrence.

Ernest Hemingway: To die. In the rain. Alone.

Jack Nicholson: ‘Cause it (censored) wanted to. That’s the (censored) reason.

Frank Perdue: I breed the finest chicken I know how, and it crosses the road as part of a vigorous fitness program to raise the leanest, plumpest birds anywhere.

Variation This process can also be used with a more generic list, like using an occupation or type of person. For example, respond to the question as if you were the opposite gender, a postal worker, a manager, a child of 5, a retiree....

Resource *Aha*, p. 214-216

Wishes

Purpose You are more likely to have a creative idea when you are wishing than when your thinking is extremely intellectual. Wishes help us deliberately oversimplify.

Process This group activity requires both individual and group participation during the stages below.

Stage	Description	Time
Post topic	The group leader writes the topic on a card or Post-it note and posts it on the wall.	
Wish	Participants should silently list wishes. Ask participants to imagine they have a magic wand. The wand will grant them any wish they desire. What wishes do they have about the subject? Especially look for things that would not normally be possible.	2 to 3 min
Select one	Participants should select one wish from their list and write it on a card or Post-it note.	1 min
Post selection	The selected wish cards are collected and posted around the topic card. Group leader or group may organize the cards and place related ones together.	1 min
Group selects	The group selects one wish that is most interesting to them.	2 min
Brainstorm	The group brainstorms for ways to make the wish a reality. You may look for something that approximates the wish, achieves some feature or aspect of the wish.	3 min
List ideas	List and elaborate on the ideas.	3 min
Repeat	Repeat the Group selects, Brainstorm, and List ideas stages for the wish that is “most unique” to the group.	8 min
Repeat	Continue repeating Group Selects, Brainstorm, and List ideas with additional wishes until the group has generated a sufficient number of ideas.	8 min /wish

Resource *Cracking Creativity*, p. 166-168

Paper Airplanes

Purpose To expand awareness of a problem and assimilate additional viewpoints. To add fun to the process.

Process This group activity will require some blank sheets of paper.

Stage	Description
List Ideas	As individuals, silently write down three to four ideas on a sheet of paper about the subject being considered.
List cues	On a separate sheet, silently write down cues about the subject. These cues are free associated thoughts on the subject. For example, you could list the characteristics, components, your wishes about the problem, obstacles, and absurd ideas. Use a stream of consciousness technique.
Cue Airplanes	Have everyone fold their cues sheet into a paper airplane.
Fly	At a given signal, everyone flies their cues planes to another part of the room.
Retrieve	Everyone picks up someone else's airplane and reads the cues.
Elaborate	Using these cues, improve or elaborate on the Ideas list from 1 st stage.

Resource *Cracking Creativity*, p. 168-169.

Visual Brainstorming

Purpose Visual brainstorming is an attempt to use drawings and sketches to conceptualize and capture ideas. The basic idea is to draw a sketch of how the problem might be solved. The sketches may be abstract, symbolic, or realistic.

Group Sketch Each participant creates a sketch and then adds to sketches done by other participants.

Stage	Description	Time
Draw	Each person draws a sketch of a problem solution. (No talking is permitted.)	5 min
Pass	Passes one's drawing to person on right.	
Edit	Review the sketch received and add to it: <ul style="list-style-type: none">• Add features• Modify the drawing• Make a new sketch on the same page.	5 min
Repeat	Repeat Pass and Edit stages	30 min
Construct	Gather all modified sketches, select a final solution or construct a final solution from parts of different sketches.	10 min

Resource *Cracking Creativity*, page 80

Envelopes

Purpose Dr. Thiagi does many pass along games using envelopes. This involves each team generating a response to a set of similar stimuli and rating the response of other teams.

Alternatives Below is a basic version of envelope games.

Stage	Description
Prepare Envelope	Create a set of envelopes, writing on the front of each a stimulus (e.g., a problem to be solved, a question, an issue to be discussed, a task, or a clue to be examined). Each envelope should have a different stimulus, but the same type of stimulus.
Prepare Rating Scale *	Create a checklist that identifies the criteria for evaluating and comparing different responses to the stimuli. *In some games, you may skip this stage and ask participants to conduct an overall evaluation (debrief).
Divide into teams	Create at least 3 teams from participants. (If less than 6 players, have each person act individually instead of as a team.)
Seat Teams	Seat teams in a roughly circular configuration. (You will be passing envelopes clockwise between teams.)
Give envelope	Give each team an envelope and the response cards (several index cards).
1 st round	Ask each team to review stimulus and think of list of responses. Write responses on an index card in a brief, understandable form. Use only one card! (You should set a time limit.)
Pass envelope	Each team should place its response card inside the envelope, leave the envelope unsealed and pass it to the next team. Teams receiving envelope should NOT open it.
2 nd round	Repeat 1 st round. Do NOT read the other teams response card.
Repeat	Repeat Pass envelope and 2 nd Round until all teams have responded to each envelope less one, or until time is up. Always stop at least one round short of the number of envelopes.
Pass envelope	Each team should place its response card inside the envelope, leave the envelope unsealed and pass it to the next team.
Evaluate	Using the rating scale* or team discussion, have teams open an envelope they did not respond to, and evaluate the responses. Teams should distribute 100 points among the cards to indicate their relative merits. Record scores on card.

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Envelopes, Continued

Alternatives (continued)

Stage	Description
Announce Results	Ask each team to read the stimulus on the envelope and the items from the response cards, beginning with the card that received the lowest score and progressing through ascending order to the top scorer. Team should explain scores and reasons for scores.
Determine winner	Place all response cards on a table and have teams retrieve their cards. Tally the scores received for each team.

Envelopes Debrief

Dr. Thiagi recommends the following be part of the debrief: Asking the participants to comment on the similarities and differences in the responses. Also ask them to identify which stimulus was the easiest to work with and which one was the hardest. Discuss the similarities and differences in the criteria used by the different teams for rating the responses.

Resource

Workshops by Thiagi, “Envelopes” by Sivasailam Thiagarajan with Raja Thiagarajan by HRD Press.

SCAMPER

Purpose SCAMPER is acronym for a process to apply creative processes to an idea. It is based on the notion that everything new is some addition or modification of something that already exists. You take a subject and change it into something else.

Acronym Scamper:

S = Substitute
C = Combine
A = Adapt
M = Magnify or Modify
P = Put to other uses
E = Eliminate
R = Rearrange, Reverse

Process Isolate the subject you want to think about and ask a checklist of questions to see what new ideas and thoughts emerge.

Can I substitute something? Who else? What else? Can the rules be changed? Other ingredients? Other materials? Other approach? Other place? What else instead?

Can I combine it with something else? What can be combined? Can we combine purposes? How about an assortment? A blend? An ensemble? Combine units? Combine materials? What other article could be merged with this? What can be combined to multiply possible uses?

Can I adapt something to the subject? What else is like this? What other ideas does it suggest? Does the past offer a parallel? What could I copy? Whom could I emulate? What idea could I incorporate? What other process could be adapted? What else could be adapted? What different contexts can I put my concept in? What ideas outside my field can I incorporate?

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SCAMPER, Continued

Process, continued

Can I magnify or add to it? What can be magnified, made larger, or extended? What can be exaggerated? Overstated? What can be added? More time? Stronger? Higher? Longer? How about greater frequency? Extra features? What can add extra value? How can I carry it to a dramatic extreme?

Can I modify or change it in some fashion? How can this be altered for the better? What can be modified? Is there a new twist? Change meaning, color, motion, sound, odor, form, shape? What changes can be made in the plans? In the process? What other form could this take? What other package? Can the package be combined with the form?

Can I put it to some other use? What else can this be used for? Are there new ways to use this as is? Other uses if modified? What else can be made from this?

Can I eliminate something from it? What if this were smaller? Understate? What should I omit? Delete? Subtract? What is not necessary? Should I split it up? Separate it into different parts? Streamline? Make miniature? Condense? Compact? Can the rules be eliminated?

Can I rearrange it? What other arrangement might be better? Interchange components? Other pattern? Other layout? Other sequence? Change the order? Transpose cause and effect? Change pace? Change schedule?

What happens when I reverse it? What are the opposites? What are the negatives? Can I transpose positive and negative? Should I turn it around? Up instead of down? Down instead of up? Consider it backwards? Reverse roles? Do the unexpected?

Resource

Cracking Creativity, pp. 95-100

Debriefing

Overview

Introduction

It may be called many things: debriefing, reflecting, processing, or reviewing, but it all means helping to process or reflect on the activity completed.

Reflection is any process that helps you to make use of personal experience for your learning and development. The reflection process can include acknowledging what happened, analyzing experience, making sense of experience, communicating experience, reframing experience, and learning from experience.

Participants may reflect on their own or they may be facilitated using a debriefing process. Facilitated debriefings allow the time to process mentally and opportunity to shape the actual learning.

Resources

Roger Greenaway has a dynamic Website, the *Active Reviewing Guide*, focused on debriefing. <http://reviewing.co.uk/>

Dr. Thiagi also has many suggestions for engaging debriefing ideas on his Website. <http://www.thiagi.com/>

Comment [j1]: Many of us probably have an experience where we did not assimilate the intended learning, but got something unwanted out of it. Such as intended message is "don't give into peer pressure" and unintended learning, "My Mom lied to me, she told me last year a very different 'story.'"

Thiagi's 6 Questions for Debriefing

Purpose	To help make debriefing sessions effective, you should be prepared to lead the discussion in six areas.
Six Questions	<p>According to Dr. Thiagi, there are six sets of debriefing questions needed for an effective debrief:</p> <ul style="list-style-type: none">• How do you feel?• What happened?• What did you learn?• How does it relate?• What if?• What next?
Process	In general, each set begins with a broad open-ended question. The participants are encouraged to respond to this question by reflecting back on their participation in the experiential activity. Additional specific questions are used when the participants run out of comments and responses.
How do you feel?	This set of questions gives the participants an opportunity to express any strong emotions and clear the air. This venting process makes it easier for the participants to be more centered and objective during the later phases of the debriefing.
What happened?	This set of questions permits you to collect data from different participants about what happened during the activity. This recollection makes it possible for the participants to compare and contrast their perceptions and to derive general principles for use in the next phase of debriefing.
What did you learn?	This set of questions encourage the participants to test different hypotheses about the experiential activity. This generalization makes it possible for the participants to discover the learning points and to apply to their real-world situations.

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Thiagi's 6 Questions for Debriefing, Continued

How does this relate?	This set of questions encourages a discussion of the relevance of the experiential activity to the participants' workplace. Participants suggest and discuss analogues between what happened in the activity and what happens in their real world.
What if?	This set of questions encourages the participants to apply their insights to new contexts. These questions involve alternative scenarios to extrapolate from the experiential activity to a wider set of variables.
What next?	This set of questions facilitates the action-planning phase. The questions encourage the participants to come up with improved strategies for use in future activities.
Using the Questions	It is important to realize that these six questions are not meant to be used in a linear, mechanical fashion. Rather, they provide a safety net beneath free-floating dialogue.
Resource	<i>Workshops by Thiagi</i> , "How to Design and Use Debriefing Guides" by Sivasailam Thiagarajan with Raja Thiagarajan by HRD Press.

Reviewing By Numbers

Purpose	To adjust debriefing activities to accommodate various number of participants.
Effect of Numbers	<p>The goal in debriefing is not only to have participants reflect on learning, but have them interact with each other or the content. As the numbers increase in a room, the opportunity to get everyone interacting seems to reduce. Below are suggestions from this Website for different sizes.</p> <p>http://reviewing.co.uk/articles/reviewing-by-numbers.htm</p> <p>The biggest concern as numbers change is that the larger the group the more some participants fade out from contributing. This defeats the goal of participatory experiential learning. To encourage all participants, you may want to allow small group interactions for most of the review.</p>
Alone	<p>The presence of others can support individual learning in many ways, but it is also good to provide individuals with some personal time and space to reflect - away from the distractions of others. Providing structure helps maintain investment in the purpose of the debriefing.</p> <ul style="list-style-type: none">• UNSTRUCTURED REFLECTIVE WRITING: using log books, diaries, journals, notebooks.• STRUCTURED REFLECTIVE WRITING: responding to a questionnaire or to a standard template of questions or headings following a particular sequence.• GRAPHIC REFLECTION TECHNIQUES: creating diagrams, charts, graphs, maps, patterns, drawings, collages or photos to capture reflections.

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Reviewing By Numbers, Continued

Pairs

Talking things through with another person can be more dynamic and productive than being left with your own thoughts. Sometimes the other person is just a listener, but there are many other useful roles the other person can adopt.

Here are a few helpful roles that the 'other person' can play when reviewing in pairs:

- **SUMMARISER:** repeats key phrases, summarizes, asks for clarification
- **INTERVIEWER** (with a script): asks set questions or follows a certain review sequence
- **CHILD:** just keeps asking 'why?'. The reflector can stop the process at any point.

Multiple pairings include:

- **MAD HATTER'S TEA PARTY:** Two lines face each other. People talk with the person standing opposite. At a given signal, everyone moves one to the left and starts talking with their new partner. The facilitator announces a fresh question at each move. If the group is too big to complete a full cycle, set up a suitable number of smaller groups.
- **CONCENTRIC CIRCLES:** This is much the same idea as the Mad Hatter's Tea Party, but is a little easier to set up and manage. This structure does not allow participants to have conversations with people in their own circle, but it does provide an effective way of meeting and learning one-to-one with everyone in another group.

Work Group (4-6)

Suggests creating a task that "reports" on what was learned...

- **REPLAY:** Prepare to re-enact five significant events in the development of your team.
- **PERFORMANCE:** Write and perform a news report about your team, using interviews, flashbacks, 'reading the news' or any other TV inspired method to tell the story in an engaging way that reveals how and what you are learning.

Continued on next page

Reviewing By Numbers, Continued

Medium to Large Groups

For a medium/large group, much of the time can be spent in smaller units - probably twos or fours. The larger group would mainly be for headlines.

It helps if skilled facilitators can assist each group. There is no getting away from the basic calculation that the larger the group, the more trained facilitators you need.

Last Challenge

Sometime today, take a few moments and try and draw an image or visual (you may also use words) to capture one of two take-aways you had from this presentation.

My Example of Graphic Reflection Technique

Attached is a page from a 7-day course on leadership. At the end, I captured key points using an image that reminded me of the activity or idea and a statement—one for each day. It continues to be a reminder to me of these concepts.

Combining images and words can be an effective memory tool for learners. Having them choose the image and/or words can be even more powerful for retention.

