

Title: Facilitators Workshop
Category: Group Dynamics
Program: Outdoor Action Program Princeton University
Date: 3/15/98
Submitted by:
Type: Teaching Plan

Start at 10:00 AM (takes 15 min. to get everyone settled)

1. Introduction (15 Minutes)

Goals:

- Meet people
- Relax & be who you are
- Neutral ground
- Fun
- Introduce the concept of setting the tone
- Feel more comfortable
- Begin to develop sense of group identity

Activity:

Ice Breaker: Name Game of some sort - Pass-a-Name Game
- ABC (how fast)
Commonalties - QS p. 76
Wizards & Gelflings - QS p. 143 (Games)
Blindfold Tag
Moon Ball (SB p. 31, QS p. 176)
Captain's Coming

Debrief:

Not necessary

Restructure order of this and Leader Facilitator so that the Activities list comes at the beginning and shows the order of all things including lecture material. Then follow with detail material. Also have a *basic concepts* separate handout to give to UA leaders on Saturday.

Have a set of initiative games & instructions. Break into small groups and have each group research and be ready to present, run and debrief the game. Throughout the afternoon, rotate groups through running a game. Showing sequencing & debriefing. Also hand out debriefing techniques cards so that people can try certain things as they debrief their game.

1. Setting the Tone - (30 minutes)

We learn to lead by experience. Today is an opportunity to experience leading and facilitating in a group setting and to observe what roles you play in a group. We will offer some tools for observation and action that will help you to be a more effective leaders facilitators. There will be lots group exercises. Some may be things you have done before. If so, go with the flow. Be an observer of others behavior and your own. You'll still learn an amazing amount. One thing that professional facilitator's say, they never stop learning, and learn something new each time they facilitate a group.

(Think about ways to give each individual a concrete opportunity to lead & facilitate during the day and to get feedback for that. One possibility is to have individuals lead some of the group games etc. Hand them instructions and let them figure it out).

Goals:

- Meet people
- Relax & be who you are
- Neutral ground
- Fun
- Introduce the concept of setting the tone
- Feel more comfortable
- Begin to develop sense of group identity

Try Toss-a-name Game in small groups then let people pair up and talk for 2 minutes, then come back to whole group and partner introduces name and fact about person

Activities:

1. Active Game - to loosen people up, fun possibly: Hog Call (SB p. 99 & QS p. 202 two lines facing each other, create word pair, move lines to opposite ends of room, find pair, sit down & talk, then introduce each other). Create into small “base groups” (have morning base group then different afternoon base group) (5-8 people mixed - Need a Randomizer Activity to create these groups - Paper Tear Up creating similar shapes?). **(5-10 minutes - student).**
2. Name Game: Toss-a-name Game, Where in the Circle Am I (QS p.93), Name by Name (QS p.128) **(10-15 minutes - student) If group large do smaller groups and then have small groups have to introduce each other the rest of group**

Challenge by Choice

As a leader you may want to push someone to attempt a challenge, but know when to back off. This is a fundamental principal known as **Challenge by Choice**. At the final point addressing a challenge should be a personal decision by the participant, not something they are forced or pressured into. Accepting a challenge is a **motivational choice**. **Yes**, I will attempt it or **No**, I won't attempt it. Support the person in either decision they make. If s/he chooses not to continue, let the person pass and be supportive in such a way so that they feel empowered by their willingness to try rather than devalued for not having achieved the task. **Accept** the individual's choice, as long as it is not unsafe.

3. Lecture - Setting the Tone: **(10 minutes) - keep it short & focused**
 - Ask questions of the group
 - What happens when a group first comes together?
 - What did this group do?
 - What role does the facilitator play?
 - Activities chosen to set the tone are based on:
 - The goals of the experience
 - Goals set by the group
 - Based on these the facilitator develops a “Sequence” designed to move the group towards the goals of the experience and the group's goals keeping in mind what stage of development the group is in (see GRABBS below). Emphasize that the facilitator must be flexible in route to the goal(s). The sequence can be generally set up in advance but it must move with the group (Situational Leadership).

Debrief:

Puzzle as a personal journal tool?

2. Setting Group Goals, Group Contract, & Natural Consequences - (20 minutes)

Goals:

- To introduce the idea of the Group Contract
- Set up basic norms for this group's operation.
- To introduce the idea of providing a space for groups to set their own goals.
- To understand the idea of consequences and what to do when the group contract is broken.
- Create base groups that will spend time together throughout the day in order to experience group development and process.

Group Contract:

The facilitators should present the GC and the ideas that underlie it. The GC is a mutual contract between the group members and the facilitators that defines how the group will operate while moving towards its goals. It is a process whereby the group agrees to find positive value in the efforts of its members. It is usually expressed by encouragement, goal setting, group discussion and spirit of forgiveness and confrontation. This agreement encourages the valuing of:

- Valuing of Self
- Valuing of Each Other
- Valuing of the Learning Community
- Valuing of the Learning Experience

This helps to set the expectations of the participants about what the experience will be. The GC asks each group member to agree to:

- Adhere to the physical and emotional safety of all members
- Give and receive honest feedback
- Increase awareness of devaluing or discounting of others
- To work together to achieve the individual and group goals

Present the idea of the GC, then ask each member to signify agreement. Then explain the rationale for setting an GC when working with a group.

- It sets strong expectations for behavior.
- The GC serves as a contract for group norms.
- It establishes a baseline to measure how the group is performing.
- To some extent the GC doesn't "come up" until someone is not living it and you ask "Well, are you living up to the GC by that statement?"

There are a few other ground rules that should be explained as part of the GC. These include:

- Challenge by Choice
- Respect the diversity of everyone in the group (race gender, sexual orientation, religion, personal beliefs). We all have a great deal to learn from each other. You don't have to agree, but you need to listen honestly and think about how someone else sees the world.
- Right to pass.
- Be 100%
- Use gender inclusive language
- I Language & Eye Language

Setting Group Goals:

In any group that comes together there must be goals. In some cases the facilitators will have a set of goals for the group. In other cases the group itself must determine its goals. As facilitators we have established a series

of goals for this workshop and the ones that follow. At the end of each section of the workshop we will talk about the goals that we identified and you can give us feedback on how well the activities worked to reach those goals. Also, we want the group itself to set goals for the rest of the day and for each individual to set goals for the day. **(5 minutes)**

To set effective goals, set SMART goals:

S - Specific - one goal at a time, stating exactly what you are responsible for.

M - Measurable - the goal must be stated so that it is measurable in time and quantity

A - Achievable - the goals must be accomplishable or reasonable

R - Relevant - a goal is relevant if it addresses an activity which makes a positive difference in overall performance.

T - Testable - a goal should set in a way that allows you to monitor your progress

Natural Consequences:

Whenever dealing with behaviors and established goals, you also need to identify consequences for not following certain behaviors, these are consequences. Depending on your group or program, you may have preestablished consequences for behaviors (such as expulsion from a program for violence). If so, these must be communicated to participants at the outset. In other cases, consequences may be developed with the participants. (This is usually done only on longer programs). Since you cannot anticipate all possible behaviors, leaders will need bring up other consequences if and when the situation arises. It's best if there is some congruence between the level on consequence and the level of behavioral violation. Have the consequence be something related to the breaking of the contract.

Examples:

- Class Project - WWS Policy conference. The contract is to go 3 hours each night and everyone be on time. Everyone has to be there before you start. So if people are late, the 3 hours goes later. Everyone has an interest in keeping to the contract
- PBC - no rock throwing. If someone throws a rock the entire group must pick up a rock and hold it silently for 5 minutes. Then put the rock down saying, "we don't throw rocks."

Activities:

1. Introduce Group Contract and give examples of items that the facilitators would ask for as part of the GC for this workshop (model the GC).
2. Explain Goal-setting as a group (SMART)
3. Give each person **(2-3 minutes)** to set up at least 2-3 personal goals for the day. Think about how you usually are in a group. Today you are in a new group and have an opportunity to place that role or chose another. How do you want to be in this group?
 - Option 1 - Write your 2-3 personal goals on a 5x7 index card save it for Closure (look at goals and see how you met them, add some new ones)
 - Option 2 - Give each individual a large Post-it Note for them to write their goals on (anonymously). Let people know that the goals will be collected by the facilitators, randomized and then posted next to the group goals.
4. Each group will be given paper and markers and must come up with at between 3 - 5 group goals for the day (or for how they would want to run an UA/OA/other group) **(10 minutes)**. Instruct the groups to write their goals on the paper and at the end we will create a Goals Quilt with all of the group goals for the day. Also People can look at the goals later during lunch [At that point ask them to see if they can identify anyone's else's goals that they feel could be another goal for them.] Reconvene and let each group come up and share **2** of it's goals. Put goals on flip chart as GC. Then ask everyone for any they want to add. **(10 minutes)**.

Debrief:

GAME & DEBRIEF (20 minutes)

- Activity: Mergers (See Handout)

3. Adventure Wave - (5 minutes)

Goals:

- To understand the Adventure Wave (from Project Adventure) and its place in activity planning.

Activities:

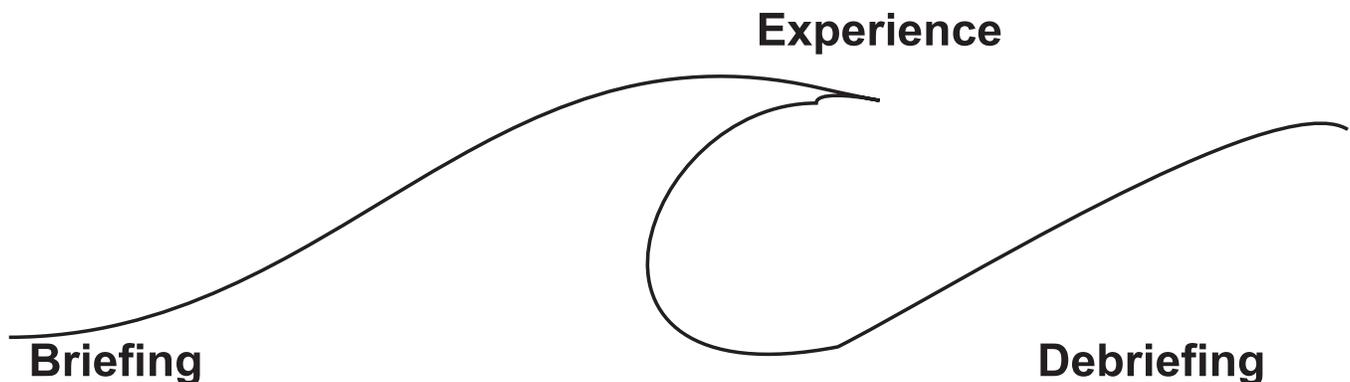
1. Initiative - Balloon Trolleys QS p. 149 or Stepping Stones QS p. - show briefing, experience, debriefing
2. Short Lecture on the Adventure Wave - relate it back to the above initiative.
3. Distribute Game instructions - Each small group will be given the instructions for one game. They will need to decide how to run it through the Adventure Wave - brief, experience and debrief. Each group will also be given a debriefing card with some potential questions on it to use.

What I hear, I forget.

What I see, I remember.

What I do, I know.

People remember what they do better than what they are told. The basic structure of any adventure activity is defined by the Adventure Wave. There are three parts to the Adventure Wave, all of which need to be carefully thought out by the leaders, Briefing, Experience, and Debriefing.



1. **Briefing** - to inform

- The briefing sets the stage for the activity including:
 - Goals
 - Non-negotiable safety info/requirements/techniques
 - Spotting - demonstrate
 - “Bumpers Up” when blindfolded

- Falling
 - Group Contract
 - Relates previous experience to the activity
 - Story-lines - builds a metaphor for the activity, which is later examined in debriefing
2. **Experience** - the activity
 3. **Debriefing** - processing the activity in terms of
 - How the group did
 - How individuals did
 - What people learned

Debrief:

Not necessary

GAME & DEBRIEF (20 minutes)

Activity:

- Minefield (See handout)

4. Philosophy of Experiential Education: Thaw-Shift-Refreeze & Challenge - (5 minutes)

Goals:

- To introduce the ideas of why outdoor education is so powerful
- To understand the Thaw-Shift-Refreeze model and its place in Situational Leadership.
- To understand how people experience challenge

Activities:

1. Trust Wave or other trust activity - leads into Challenge and Thaw-Shift-Refreeze (brief, experience, debrief - who was challenged by this activity? As runner, as line, bored?) **Maybe find another activity**
2. Thaw-Shift-Refreeze & Challenge - This is a short lecture on the Thaw-Shift-Refreeze Model of experiential learning to give participants a framework to understand the process that their participants will go through. **Use OB example. (10-15 minutes - Rick).** Possibly have individuals write in their journal about a T-S-R experience in their own lives.
3. What is challenge? (**student scribe**)

Process of Growth:

The process of personal growth is described by a model of experiential learning known as the Thaw-Shift-Refreeze Cycle. This model assumes that we each have a developed set of behaviors and attitudes. When we are placed in a new situation, our old behaviors may not be appropriate. So there is a thawing period during which new behaviors/skills can be learned. If these new behaviors work well, and are properly reinforced, they re-freeze and the person incorporates a new set of behaviors.

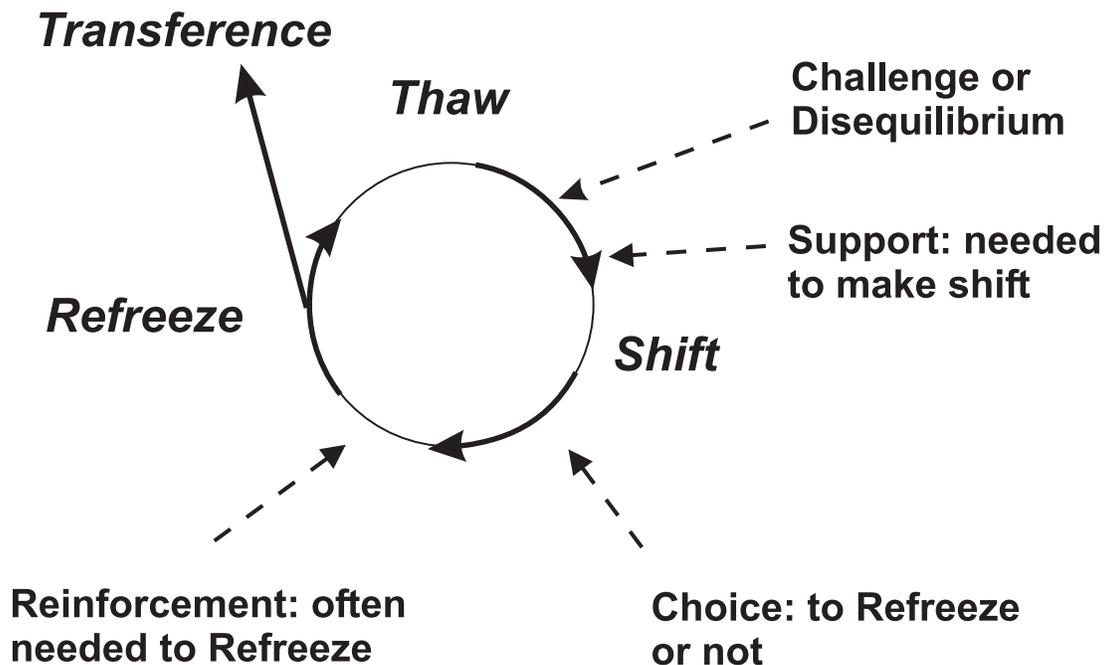
It is essential to remember the following points:

- New behaviors are learned primarily from the leaders.
- It may be a challenge/stress situation (such as hiking in a downpour - see Challenges below) that initiates the Thaw-Shift-Refreeze Cycle.

- There may be anxiety during the Shift process while the person casts of old “safe” behavior and struggles to learn new behavior.

The wilderness provides an excellent “classroom” for this type of development. An outdoor environment, in a small group setting provides an immediate and simplified environment. You are dealing with basic issues like staying warm and dry, feeding yourself, and traveling from A to B. As a result the skills you need are basic ones which give you immediate feedback. If you didn’t set the tarp up right, you get wet. Thus participants are in an environment where new behaviors are learned quickly.

The other essential part of the situation is the group. A small group setting (8-12) provides for diverse interaction and sharing yet also is small enough so that close relationships can be formed. The interconnections between people in the group are essential for providing support and encouragement as people face challenges and learn from them. Once again the leaders must work to facilitate effective group interaction.



Experiential Education

- | | |
|-------------------------|--|
| • Meeting new people | • Time to reflect |
| • Choice of challenge | • Integration of self with environment |
| • Challenge → Growth | • Immediate |
| • Unfamiliar setting | • Solvable |
| • Interpersonal skills | • Release |
| • Cooperation essential | • |

What is Challenge?

Challenge is a **goal** in which there is some **obstacle** to overcome in order to achieve the goal. Both the goal and the obstacle can be internal or external (see Table 9.1).

Obstacles

Goals	Internal	External
Internal	Internal Goal: Self-disclosure Internal Obstacle: Embarrassment	Internal Goal: Not using homophobic language External Obstacle: Peer pressure
External	External Goal: Climbing a rock face Internal Obstacle: Fear of falling	External Goal: Getting to the top of a mountain External Obstacle: Difficult climb

The fundamental goal of dealing with challenge is *not* whether you reach the summit but did you push yourself beyond your previous limits in the attempt. This is what creates growth and change, the knowledge that you can move beyond where you were before. Be aware that if a person gets confused about the locus of the challenge (e.g. perceives the obstacle to be internal when in fact it is external or vice versa) s/he may become frustrated trying to overcome the challenge.

Examples:

- Jim is having a hard time hiking on a wet, rocky trail. He perceives that obstacle as internal, “I must be a wimp.” In fact, the obstacle is external—the trail is truly difficult—and everyone else may be having trouble. If this can be pointed out, Jim won’t be so frustrated and angry with himself.
- Sarah is having a hard time getting along with the group. She thinks they don’t appreciate/understand her (external). In fact, her behavior is aloof and closed and the group doesn’t feel that she is approachable (internal).

Other Facets of Challenge:

1. A challenge may be something one seeks out (going rock climbing) or something encountered unexpectedly (bad weather).
2. Motivation and skill may be key factors in moving past/through the obstacle. Many challenges involve an emotional component (often stressful).
3. **Remember nothing is trivial!** Each of us experiences challenge differently and each of us has different experiences, which are challenging.
4. As a leader you may want to push someone to attempt a challenge, but know when to back off. This is a fundamental principal known as **Challenge by Choice**. At the final point addressing a challenge should be a personal decision by the participant, not something they are forced or pressured into. Accepting a challenge is a **motivational choice**. **Yes**, I will attempt it or **No**, I won’t attempt it. Support the person in either decision they make. If s/he chooses not to continue, let the person pass and be supportive in such a way so that they feel empowered by their willingness to try rather than devalued for not having achieved the task. **Accept** the individual’s choice, as long as it is not unsafe.
5. The key to growth through the Thaw-Shift-Refreeze process is *not* whether the person did the activity, but rather that s/he pushed to his/her limits to try it.
6. Be aware of the Process of Decreasing Self-worth: Did not achieve goal → Sense of Failure → feeling one is not a good person, feeling that the group will think less of you. To combat the process of decreasing self-worth, let the person know that s/he is an accepted and valuable part of the group. Make the person aware of the semantics of the words **success** and **failure**. Neither exists as absolutes though we treat them as such. In fact, they exist along a continuum. If you try to get from A to Z and only get to T you have not failed! You have made great strides. If someone stands at the edge of a rappel for 20 minutes, scared, and finally decides not to do it, they have in fact succeeded. They pushed themselves to

and beyond their limits probably more than the others who went down the rope (since it was probably less of a challenge for them).

7. Challenge can be an integral part of being in the wilderness, which is one reason why OA is able to accomplish so much in terms of personal development. However, always keep in mind that your diverse group can handle different challenges at different levels. Make sure you are not placing people in situations where the challenge is too far beyond their current levels. This does not lead to feelings of achievement and growth but rather to frustration and loss of self-esteem (see above).
8. Also remember that “artificial challenges” created by the leaders can be a wonderful stimulus for development (Example: setting up camp without talking). **However**, if the level of challenge is inappropriate, it can lead to great frustration with the leaders. Make sure that you are not increasing the Accident Potential (see Dynamics of Accidents).

Examples of Challenge:

Hiking faster	Dealing with people different from yourself
Hiking slower	Taking care of the wilderness
Leadership	Sharing responsibility
Trusting others	Learning a new skill
Responsibility to others	Taking risks
Endurance/physical stress	Honesty with the group/self-disclosure

GAME & DEBRIEF (20 minutes)

Activity:

- Activity: Trust Falls/Trust Circle

5. Sequencing the Experience (15 minutes)

Needs more experience than discussion

Goals:

- For leaders to become aware of Sequencing as part of their program planning.
- For leaders to understand how different types of activities fit into the Sequencing approach.

Short Lecture on Sequencing & GRABBS: (5 minutes - Rick)

In order to facilitate the growth and development both of your group and of individuals in your group, you need to pay close attention to Sequencing. The idea of Sequencing is to provide activities and interactions that are at an appropriate level of challenge for your group.

Sequencing using GRABBS: (People are unlikely to remember this unless they have to use it regularly.)

(from Adventure Based Counseling Manual, Project Adventure)

Goals - make sure activity relates to goals of group

Readiness - is the group ready/safety/instruction

Affect - what is the feeling of the group/How does activity relate to affect/level of caring and empathy

Behaviour - how is the group acting/reactive, cooperative, disruptive,

Body - physical shape people are in

Stage - what stage of development is the group at

Other questions to ask about Sequencing are:

(from Adventure Based Counseling Manual, Project Adventure)

- What **overriding goal(s)** for the full set of activities do I have for this group?
- Considering the goal, what **type of activity** is best to start off the day? End the day?
- What type of **general structure** do I want to have for the set? (e.g., Time limit? Lunch break? Percentages of Briefing, Activity, Debriefing? Indoor versus outdoor activities? High activity versus low activity?)
- Do my activities **build logically** on each other? For example, de-inhibitors naturally ready a group for more aggressive problem-solving work and trust sequences.
- Do my activities build on one another in **skills required?** (e.g. Spotting, High element skills? Debriefing skills?)
- What is my **contingency plan** if an activity that I had in mind does not seem to fit the group's progress/goals? Do I have at least three portable activities ready for this eventuality?
- Most activities can be **adapted for a wide-range** of uses depending on your briefing of the activity.

Example: Doing balloon trolleys with LAMP high school group. Metaphor for challenges of their group. Balloons given out at the end.

Types of Activities & Sequencing:

(see pages 56 - 58 from Adventure Based Counseling Manual, Project Adventure)

- **Ice-breakers/Acquaintance** - provides opportunities for participants to get to know each other and beginning to feel comfortable by utilizing activities that are primarily fun, non-threatening, and can be performed together. - **Name Game**
- **De-inhibitors** - provides opportunities where participants are able to take some risks as well as make improvements in commitment and willingness to appear inept in front of others. - **Wizards & Gelflings**
- **Trust & Empathy** - provides opportunities for group members to trust their physical and emotional safety to others by attempting a graduated series of activities which involve taking some physical and/or emotional risks. - **Trust Wave**
- **Communication** - provides opportunities for group members to enhance their ability to communicate thoughts, feelings, and behaviors more appropriately by participating in activities which emphasize listening, verbal and physical skills in the group decision making process. - **Dyads**
- **Decision Making/problem Solving** - provides opportunities for group members to effectively communicate, cooperate, and compromise with each other through trial and error participation in a graduated series of problem solving activities which rang from the simple to the more complex. - **Stepping Stones**
- **Social Responsibility** - provides opportunities where group participants can build upon previous gains in areas of acquaintance, trust, communication, and decision-making or order to develop skill in assessing and working effectively with the strengths and weaknesses of individuals in a group.
- **Personal Responsibility** - provides opportunities where participation is someone more individualistic and challenges participants to develop persistence and a resistance to frustration in attempting to reach a personal goal. - **Climbing Wall**

Leader's Radar & Assessment: Like First Aid assessment

1. "Scene Assessment" - What is going on?
2. "Patient Assessment" - Where is the group and individuals within the group?
3. "Problem List or Needs List - What does the group need?"

4. "Treatment Plan" - What can I do here to facilitate these needs and move group towards it's goals?
5. "Monitor" - How is the group doing?
6. "Reassess" - Are my activities/interventions working? Do I need to change the sequence or activity plan?

Handicapping

Be sure that if you handicap a group, it's done appropriately as follows:

1. How—Is it safe to blind or disable with this activity? Can it still be completed?
2. When—Is this group prepared for a greater challenge at this time? If they've shown success as a team already, then they probably are ready. If they haven't, do they need additional hardship? Is the group already frustrated with an activity without a handicap? Is the group flying through challenges too easily and too complacently? Are you challenging them? Are they bored? Will a handicap actually aid them? For example, muting someone often improves communication.
3. Why—Does it fit into a progression of challenge and teambuilding? Better to do it this way rather than capriciously.
4. Be conscious of the individual's emotional safety; carefully choose the individuals you might handicap.
5. Don't get handicap happy!

Examples of Handicaps:

- | | |
|--|--|
| • Lose use of a sense (sight, speech etc.) | Lose use of a limb or body part |
| • Only speak in Pig-latin | Different People have various abilities (see Knot Fun) |
| • Someone is paralyzed | Only one person can speak at a time |

Activity: (35 minutes)

- **De-inhibitizer** - let this also serve to break into small groups. **(10 minutes)**
- **Small Group or Triads** - Give groups information about a mythical Frosh Trip. Let them discuss mutual goals for the trip. Then, let them plan a sequence of events for the trip in terms of group activities. Along the way, throw in new info and problems including stages of group development changes. What are they going to do? Uses both sequencing and Situational Leadership. **(25 minutes)**
- **Games** - Leave out PA books and have small groups find and try a game.

Debrief: (15 Minutes)

GAME & DEBRIEF (20 minutes)

Activity:

- Tag/Captain's Coming

6. Transforming & Debriefing (55 minutes)

Goals:

- To familiarize leaders with the importance of debriefing for Transferring the experience.
- To let leaders develop final debriefing, sequenced questions.

Activity: (40 minutes)

- Do Blind Trust Walk or Human Camera (optional)
- Short lecture on Transforming & Debriefing

- Small Group (6-8): come up with 2 two What, So What, Now What questions for a debriefing. **(10 minutes)**

Short Lecture on Debriefing: (15 minutes)

Transference occurs both on an individual and a group level. It is through reflection and processing (debriefing) that people reach transference.

Processing Issues

In most cases processing is done verbally through discussions or questions asked by the leaders. This can be done in a group setting, one-on-one or privately (through journal exercises). There are a number of issues to keep in mind while facilitating a verbal processing session.

- **Setting** - processing should be done at a time when all participants can be focused on the task. Make sure you have enough time to process. Typically sitting in a circle so everyone can see everyone else is works well.
- **Front Loading** - Front Loading means anticipating issues that need focus and bringing them up before entering into the experience. This gets people primed to watch for them and be more attentive. For example, in a group of men and women on a trip, you might say, “I want us to be aware of the traditional role s that we are socialized into as men and women and to not be locked into those same roles. I would like to see the group make sure that men do an equal share of the cooking and women do and equal share of heavy work like bear bagging.”
- **Physical Presence** - it is important for the leaders to have a focused physical presence with good eye contact to participants as they are speaking, a focused body posture, and verbal or physical acknowledgment of a person’s comments.
- **Silence - (Ask as a question, What about silence during a debrief?)** leaders should not be afraid of silence. Silence comes as participants search for an answer to a question or are examining feelings, or feel challenged. Rushing to fill the silence only interrupts the process for the participants. Wait and see what happens. If no one responds, try rephrasing the question.
- **Sequencing of questions** - processing is based on self-disclosure. Students need to start at easy levels of self-disclosure and move to deeper levels in a slow, graduate way. Asking questions that require too much self-disclosure too early will only force sharing at a superficial sharing. Questions are generally arranged to be in three areas. Leaders should use this basic sequence to design a series of questions for the group.

<p>1. A What?</p>	<ul style="list-style-type: none"> • What Happened • Relive the Experience 	<p>Questions that deal with the factual experiences of the trip. These are easy to answer and help bring back basic memories about the experience.</p>
<p>2. So What?</p>	<ul style="list-style-type: none"> • What just happened • Getting to feelings of the experience • Reflect on goals/GC/process... 	<p>Questions that ask why particular events were important or had an impact. These questions require greater self-disclosure and require participants to think about their reactions to the experience.</p>
<p>3. Now What?</p>	<ul style="list-style-type: none"> • Planning for the next experience • Relate it back to the real world • Transfer personally and professionally 	<p>These questions require self-assessment and ask that participants think about what comes next after this experience, how can they take what they have learned back to other parts of their lives.</p>

Processing Techniques

1. **Large Group Discussion** (traditional technique)
 - Questions
 - Open forum
 - Rounds - leaders give the beginning of a sentence or phrase and ask for a brief response
 - One word or number (ex. Were you a leader or follower today? How would you rate your feelings about the group today on a scale of 1-10)
 - Adjectives (ex. Give an adjective that describes how today went for you)
 - Word or phrase (ex. how did we do today, give me a word or phrase)
 - Fill in the blank (I am happy that today I _____.)
2. **Journal Writing**
 - Free form writing
 - Assigning processing questions for participants to write about
 - Poetry, Haiku - specific forms that create a more focused style for writing that may be challenging in their own right for participants
 - Write letter to yourself, open it in one month
 - Group journals - students can write at will or different students can be “assigned” each day.
3. **Dyads** - increase the amount of personal involvement, useful before large group sessions
4. **Small Group discussions**
5. **Writing Activity Sheets** - incomplete sentences to fill out, statements to complete (ex. I am confident in myself because...)
6. **Isolation**
 - Solo - make sure that you have set up proper safety guidelines when doing solos in a wilderness context
 - Solitary hiking - spread the group out enough so that people can't talk, but you should be able to see the person in front of you, one leader at point one leader at sweep.
7. **Drawing** - often produces disequilibrium for adults, provides an avenue for those who aren't as verbal
 - Life Spiral - draw a spiral with your birth at the center, close your eyes and point to a spot. Write or talk about why that spot on the time-line of your life is important
 - Symbol - create a symbol that you feel represents you and explain why
 - Personal shield - draw a shield and add items to your “crest.” Explain why you picked particular items to represent you.

Increasing the effectiveness of Processing

- Structure regular periods of time throughout the trip. Let people know from the beginning that you will spend time reflecting.
- Vary the style and methods used
- Alternate times of day (if you always do it at the end of the day, people will almost always be tired)
- Provide sufficient “wait time” for people to think before responding. Also prevents “quick people” from jumping in all the time.
- Ask open-ended questions (ex. What did you think was most challenging part of the day? *Instead of* how many people thought the rock climbing was the most challenging part of the day?)
- Ask one question at a time (don't piggy back questions)
- Own the questions you ask (ex. “I'm curious how people feel about today” rather than seeking a “right” answer)
- Give participants specific feedback (ex. “I like how we broke camp and got moving today”)
- Guard against “small talk” by setting a time line (ex. “Okay, we'll go 5 more minutes”)

- If people aren't in the mood, cut the session short. Don't make everything an encounter group. Give them options and empowerment for cooling out.
- Move gradually into increasing levels of self-disclosure.
- Make sure people are relaxed. Group backrubs, songs, etc. can help establish a relaxed atmosphere.
- Acknowledge each person's comments with direct eye contact and a nod, a yes, or thanks.
- Remember that the leader is modeling the self-disclosure. You can help move the group into deeper levels by revealing a bit more about yourself, but, like hiking, go at the pace of the "slowest" member of the group.
- Remember that this is not an encounter group, just an opportunity for people to remember their experiences, reflect, and hopefully learn.
- People always have the right to pass. Make sure you come back to them later unless you have a sense that answering the question could compromise the person. If you get strong resistance to answering, don't force it, the person probably has a good reason for not sharing that information or does not feel comfortable enough with the group.
- Groups may have a tendency to wander away from your initial question, which is fine as long as you feel the conversation is useful. If they have simply wandered, you may need to help them refocus on the question.
- If you have co-facilitators, sit opposite each other. This allows you to pass subtle information back and forth and to see the whole group and also spreads the focus around the circle not just onto the facilitators.

Debrief:

Not necessary

GAME & DEBRIEF (20 minutes)

Activity: Stepping Stones (See handout)

7. Summary & Closure (15 minutes)

Goals:

- To let leaders experience a debriefing session.
- A brief review of concepts. Read concepts section at end of handout.
- Reassessment of individual leadership skills and areas for further development

Activity:

- Have people do a short solo with Debriefing Sheet/Journal
- Small Group Debrief: do a debriefing of the day using questions (or both days). Could do this as a fishbowl with one group debriefing and others watching. **(20 minutes)**
- ***Read The Missing Piece***

Summary:

1. Setting the Tone
2. Challenge by Choice
3. Goal Setting
4. Thaw-Shift-Refreeze & Challenge
5. Adventure Wave
6. Sequencing the Activity
7. Transforming & Debriefing

Tools For Facilitators

- Model behaviors (active listening, open-ended questions, neutrality in language and body, etc.)
- Encourage participation of all members (present opportunities)
- Discourage any individual or individuals from dominating discussion
- Confront any personal attacks (remind participants to focus on a view/problem, not a person)
- Re-frame conflict as positive opportunity
- Remind participants that it's not about right and wrong, but about understanding complexity of an issue and each others' views
- Remind group about group norms/group contract
- Encourage "I statements" and honest participation...even around difficult issues
- Name discomfort, instead of pretending it's not there (give group members a chance to name theirs)
- Live with silence in the group...resist the temptation to fill the silences

Concepts:

- **Leader's Radar** - Leader's radar is all about listening and assessment. It means being attentive to all of the members of the group, including your co-leader and yourself. From a safety perspective, it means being aware of increasing Accident Potential. From a group dynamics perspective it means being aware of how each individual member of the group is doing emotionally, physically, are they being challenged, under stress, getting along with others, in conflict, etc. It also means having a sense of the group as a whole. How well are they interacting and cooperating, etc. All of this "information gathering" is for you to determine what each person needs from you in terms of education, support, encouragement, being left alone, etc. Leader's radar is made up of concrete listening skills, conversations with your co-leader, careful observation, and intuition. As you develop this skill through actual trip leading experience, you will be better able to determine what roles and steps you should take in working to facilitate a positive group experience.
- **Challenge by Choice** - an essential aspect of challenge is that the individual should not be forced or coerced into it. In some situations (e.g. bad weather) there is nothing we can do. But in situations where activities are voluntary people must feel they have the right to say no and not feel a loss of self-worth. This is part of creating a Safe Environment.
 - The chance to try a potentially difficult and/or frightening challenge in an atmosphere of support and caring.
 - The opportunity to "back off" when performance pressures of self-doubt become too strong, knowing that an opportunity for a future attempt will be available.
 - The chance to try difficult tasks, recognizing that the attempt is more significant than performance results.
 - Respect for individual ideas and choices.
- **Thaw-Shift-Refreeze** - the basic model of how we change our behavior. Often it is a challenge or disequilibrium that initiates the Thaw and a supportive environment is usually required to help Refreeze the new behavior.
- **Challenge** - challenge is often a fundamental part of the Thaw-Shift-Refreeze Cycle. A challenge occurs when there is a goal and an obstacle to overcome to reach the goal. The goal can be internal or external and the obstacle can be internal or external. If the participant attributes the locus (internal vs. external) of either the goal or obstacle incorrectly, it may lead to frustration. The person may need help seeing the situation more clearly. Remember that each person will have different things, which challenge him or her and will experience a challenge in different ways.

- **The Edge** - the point at which we make the shift to the new behavior in the Thaw-Shift-Refreeze cycle is known as the edge. We are at the edge of our know behavior moving into new and possibly unknown territory. This can be a period of great stress for the person both physically and emotionally (which can have safety implications in some activities). It may be necessary to do some debriefing and processing with the person right then and there.
- **Debriefing** - a process that encourages both personal reflection and self-disclosure. It is accomplished in various ways and is an essential part of Transference.
- **Safe Environment** - creating a “safe” emotional environment so that participants can feel comfortable telling the group if they are having problems.
- **Setting the Tone** - recognizing that the opening stages of any group are very pliable for establishing group norms. This is the time to introduce and model appropriate types of behavior. It is also the time to correct behaviors which are inappropriate before they become established norms.
- **Body Language** - make sure that when you are talking or listening to someone that your body language shows that you are actively paying attention to him or her. You should be facing them, attentive, looking at their face (not down to the ground), and giving other signs like nods to show that you are focused on what they have to say. When its your turn to talk, your posture should be the same, your are focusing your message to that person. Looking away, etc. suggested that you don’t think that talking with them is important or suggests that you are nervous or are not being honest. Body language is especially important in high stress situations and emergencies. Part of the way you take control of the situation is through your body language and physical presence. Be firm, direct, look people in the eye, speak directly to them and address them by name giving specific instructions for what they are to do.
- **Assessment** - the process of using Leader’s Radar to assess the current state of participants and the group and apply the Situational Leadership Model to determining the most effective leadership behavior for that situation.
- **Facilitator** - one of the leader’s primary goals is to facilitate effective group interaction and encourage personal growth.
- **Honesty** - it is imperative that you are honest with the group at all times. There should be no hidden agendas.
- **Transference** - the process of transferring the new knowledge learned from the trip back to daily life and incorporating it there. Debriefing is essential to successful transference.
- **Recipes, basic ingredients, chefs and cooking style** - a metaphor for leadership in which the leaders are chefs. Each may have their own recipes but there are certain fundamental cooking skills, which must be mastered by all.
- **Anxiety Meter** - a method of checking to see how stressed people are feeling.
- **Right to pass** - people always have the right to pass on an activity. This is part of the philosophy of challenge by choice. In some situations, like debriefing, it is important to hear from everyone, so a pass means you will come back to that person later.

Activity:

- Lap Sit
- Yurt Circle

Debrief:

Not necessary

Notes

Add group games instructions.

SB = Silver Bullets, Karl Rohnke, Kendall Hunt Publishing

QS = QuickSilver, Karl Rohnke & Steve Butler, Kendall Hunt Publishing

CTC = Cowstails & Cobras, Karl Rohnke, Kendall Hunt Publishing