

Session	4. Questioning & Debriefing using Adventure Based Learning
Training course	Facilitation skills
Proposed length of session	1 hour

Aim
Learn how to effectively use questioning and debriefing tools
Learning Objectives
<p>After the session, participants will be able to:</p> <ul style="list-style-type: none"> ♣ Define debriefing ♣ Explain the role that questioning and debriefing play in training adults ♣ Experience a variety of methods to debrief an activity or situation ♣ Explain the different types of questions as a trainer and apply to particular situations.

SESSION OUTLINE			
Time	Activities	Trainers Notes	Resources
10 min	4.1a 'World Record' or other activity that can be repeated and improved. The trainer asks a series of questions, then allows the group to improve on the activity results.	<p>World Record activity: The group sits in a circle holding hands. The challenge is to stand up, while holding hands turn around in the circle and sit back down. Group is given minimal instructions, time the group as they complete the task. At the end of task, ask questions to see if the group can improve on their time.</p> <p>Did they complete the task? How did they go? How did it feel? Could they be quicker? How as a group could they be quicker? Can they beat the record? Are you happy?</p> <p>Get the group to re-challenge themselves. Again ask the questions, continue until the group is happy.</p>	Stop Watch
5 min	4.2 Types of Questions	<p>Reference: WAGGGS Facilitation Guide Pages 99 – 100</p> <p>Review 8 types of Questions: Open, Probing, Challenging, Clarification, Redirection, Closed, Pauses, Chaining.</p>	Resource on types of questions
10 min	4.3 'In Concentric Circles' or 'Think, Pair and Share' activities are used to define debriefing	<p>Trainer to choose activity depending on numbers of participants: <u>Activity: Concentric Circles</u> The group forms two circles, an inner and outer one, with participants facing each other. Every minute, the inner circles rotates. When they meet their new partner, they must discuss the question 'What is debriefing?' and create their own definition for debriefing with information they have collected from their own personal understanding and what they have learnt from other participants.</p> <p><u>Activity: Think, Pair & Share</u> Participants to think about how they would define debriefing, they will then each share this with another participant, repeat if time and then create their own definition to share with the group.</p> <p>Debriefing an experience helps trainees connect lessons and activities they learned in a session to the outside world. If participants are not allowed to reflect on their experiences and relate them to the outside world, then a lot of the learning may be lost.</p>	

10 min	4.4 'Magic Carpet' or other similar activity	'Magic Carpet' activity: Ask the participants to stand on a magic carpet (tarp) Tell the group they are going on a magic carpet ride and that they are now 100 metres in the air. Unfortunately, the instructions on how to steer and land are on the other side of the carpet, so they must flip the carpet over while standing on it.	Tarp – size depending on the number of participants
10 min	4.5 The Debriefing Process	Reference: WAGGGS Facilitation Guide, Page 100 The Debriefing process can be categorised into 3 key types of questions; Reactionary, Processing and Application. Reactionary: 'The What' Participants describe the events that transpired during the activity Processing: 'So What' Participants explain what they feel they learned from the experience. Application: 'Now What' Participants explain how they can apply what they learned from the activity in different situations. Use the previous activity 'Magic Carpet' as the learning experience for this debrief. Ask participants in groups what questions they could use for each 'What' and use them to debrief the activity.	Debriefing Process handout Paper, Pens
8 min	4.6 'Toxic Fence' or other activity to cater for different outcomes	'Toxic Fence' activity: Tie a rope between two chairs at a height that will challenge the participants. The participants are required to make their way over the toxic fence without touching it. The group is to remain linked at all times. If one person connects with or touches the fence the whole group must start again. If it is large group split into smaller groups, minimum 5 per group is best. Before starting decide on a purpose for the activity ie. Communication, Leadership, Team Work	Rope
5 min	4.7 Debriefing with a purpose	Depending on the purpose for the activity, list questions that could be asked to debrief the previous activity relating to the 3 'Whats'. Use the list of questions developed to debrief the activity.	
2 min	4.8 Session Debrief	Participants to choose a colour that represents how they now feel about debriefing. Share with the group.	Coloured lollies or paper