Facilitate planning and participatory processes for CBOs

Level 4

- Facilitator Guide -

The development practice project

ACKNOWLEDGEMENTS

LICENSING

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SOME NOTES ON FACILITATION SKILLS

What is facilitation?

Facilitation is the process of making learning easy. This is done through the use of various approaches such as small group discussions, debates, question and answer sessions, personal reflection and sharing, experiential activities and practical exercises. You allow participants to discover solutions for themselves and encourage them to internalise lessons learnt, rather than lecture on topics.

Your role as the facilitator is to:

- Give direction to the group

- Create a comfortable and friendly environment for the group

- Observe what goes on in a group

- Identify the main needs of the group

- Learn ways to address these needs

- Adjust to the level of the group – in language, content, presentation, and pace.

- Apply and practice these skills in many different situations

Key principles of facilitation

Confidentiality: What is shared in the group remains in the group. Personal and sensitive information will not be told to others. However as evaluations of the course need to be done, and lessons learnt from each course, obviously you will need to discuss some of the content with your colleagues.

Respect: We should respect each other's opinions and experiences, even if they are different from our own or we do not agree with them –this includes the facilitator, who needs to display respect for every learner's opinion and contribution, and to make sure that s/he provides opportunity for all to participate.

Non-Judgmental: It is fine to disagree with another person's point of view but not to judge or put down another person because they do not feel the same as you do. This is particularly important because as a facilitator you have a lot of power in the group (people look up to you) and so you need to make sure that you do not appear to judge or dislike someone.

Use I-statements: Using I-statements ensures that the view you are expressing comes from you. It also shows confidence and assertiveness. It clarifies that you are speaking for yourself and not for the group.

Integrity: Walk your talk! Be a role model for the group. For example, the ground rules apply to the facilitator the same as for the participants – if it says cell phone silent, do not answer calls in the workshop!

Do's and don'ts of facilitation

Do's	Don'ts
Plan and prepare for sessions in advance	Create a long dialogue with one participant
Show interest when listening	Criticise on a personal basis
Use simple language	Dominate the group
Act responsibly	Be biased
Be patient	Be insensitive
Allow participants to discover	Allow domination
Encourage active interaction	Go beyond time allocated
Ask for suggestions from the group in answering questions	Exaggerate enthusiasm about delivering session – be false.

Critical skills of a facilitator

Listening: You pay attention to what is being said, show interest by nodding your head and maintaining eye contact. Allow the speaker to finish without interrupting (unless they are dominating the group and haven't allowed others to speak).

Paraphrasing: You repeat what the person said using your own words (i.e. interpret or reword). This is to ensure you understand and are not making assumptions.

Summarising: You sum up by going over the main points. You help participants to gain a better understanding of the subject.

Creativity: You must always have a plan B. Be imaginative and stimulated. Make your sessions fun yet educational by ensuring that the group does not miss the learning points. You know when and how to use ice-breakers, energisers and humour (without being offensive). Identify different ways of achieving the objectives without compromising the quality of the session.

Awareness: You pay attention to what is not being said in the group, their unspoken needs and watch out for group dynamics that need attention. You are able to "read" the energy and level of the group and adjust your programme accordingly.
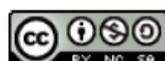
Qualities of a facilitator

Good	Bad
Punctual and organised	Disorganised
Presentable	Messy, no care taken in presentation
Confident	Low self-esteem
Assertive	Passive
Friendly	Rude or impolite
Knowledgeable	Uninformed
Approachable	Intimidating
Creative and flexible	Rigid and unaccommodating

The difference between facilitation and presentation

Facilitation	Presentation
Interactive process	One way process
Use of different methods of approach	More formal
Participants discover for themselves	Audience receive the message
Facilitator works with participants as a team	Presenter delivers the message
Use different ways of facilitating (e.g. role plays, debates, small groups etc)	Use one way of presenting – normal "lecture" style

Tips for being a good facilitator

- Remember that you are a role model. Do your best to practise the behaviour you are talking about

- Keep studying and researching, learn about the issues, develop leadership skills

- Share information, be open to new experiences – there is always something to learn

- Ensure that you give accurate and updated information

- Understand your target audience

- Use target/age appropriate activities

- Always strive to keep to time

- Use ice-breakers and energisers that add value to sessions (and where possible, link to the content presented)

- Keep your mind open and flexible

- Have fun, love and enjoy what you are doing

OVERVIEW

Welcome to this facilitator's guide. This guide was developed to – Facilitate planning and participatory process for CBOs (Level 4). The manual provides information that will assist you to help learners to develop skills and acquire knowledge to facilitate planning and participatory processes in their CBO.

What you will cover in this course

This course consists of the following:

1. Reflecting on the work of the organisation

2. Reflecting and planning together

3. Setting strategic direction

4. Planning together

5. Evaluation

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific outcomes	Assessment criteria
Competence in this standard means that the learner has clearly shown that s/he is able to…	*Tasks and activities completed by the learner contain the following evidence of competence…*
Reflect on and evaluate previous plans and activities	• The action learning cycle is explained and organisational activities are suggested for each stage (e.g. strategic planning, mid-year review etc) • Previous plans are reviewed and the achievements and challenges discussed. Some project learnings are suggested. • Various methods to reflect on organisations delivery and approach are described (methods such as SWOT analysis, revisit mission and vision are described)
Facilitate agreement on strategic objectives	• Different perspectives and perceptions of issues in the community are shared and explored. (There is an awareness of the need to balance different stakeholder interests and use a participatory approach) • Stakeholders are consulted on strategic objectives • A common vision is developed and agreed – (from informal interviews to inclusive focus group discussions and public meetings). • Achievable and clearly defined objectives, that include prior project learnings, are agreed too (so that everyone understands them) • Objectives are practical and achievable (within the budget and human resources available)

	1. Objectives are aligned to vision.
Develop a detailed plan for the organisation	• Agreement is facilitated on activities, roles and responsibilities within an agreed time frame • A plan is developed that clearly identifies specific tasks and activities Responsibilities are allocated for tasks • Time frames are agreed • Tasks are appropriate to resources and skills available • Resources and budget required are detailed
Develop indicators of success that reflect diverse stakeholder perspectives	• Some example indicators are provided in the project plan • Indicators reflect the perspectives of important stakeholder groups • Indicators are clear and easily understood

Note: Tasks may be presented for an actual or hypothetical organisation but must be learner's original work and not copied from existing documents. Learners should be able to explain and justify their statements.
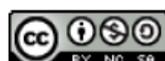
FACILITATING PLANNING AND PARTICIPATORY PROCESSES FOR CBO'S - COURSE PLAN FOR LEVEL 4

Workshop – Day 1

Time	Topic	Activity/Method	Aids/Materials	SO	AC
09h00	Welcome	Introduction and expectations – spend time letting the participants get to know each other and do a fun activity to discuss expectations for this course. Make sure you get to hear each person's voice in this first activity as it sets the tone for participation!			
09h20	Introduction	Ask participants to reflect on "How do I feel about strategising? What is it to me?"

Get some feedback from those who would like to share (or share | | | |

Time	Topic	Activity/Method	Aids/Materials	SO	AC
		in pairs first) Then Introduce the course – what is its focus? Get the group to come up with the Process of planning – put their steps on the wall for discussion later			
10h00	Action learning	Ask the group to:" Think back on a recent experience of learning where you actually started doing things differently – think back to the detail of how it happened? Who was there? What happened before and after (5mins)" Write it up on the board as well so that they can spend time reflecting. Then get together and share your learnings (groups of 3 or 4). See if there are any patterns/ steps. Identify if there are any		SO1	The action learning cycle is explained and organisational activities are suggested for each stage (e.g. strategic planning, mid-year review etc)

Time	Topic	Activity/Method	Aids/Materials	SO	AC
		differences. Share in the plenary group. Use this to elicit and teach the action learning cycle – as facilitators of learning or development, our role is to facilitate the movement through the action learning cycle.			
10h45		**Tea**			
11:00	Strategic review	What is this and why do it? Brainstorm this in the plenary. How does this fit on the action learning cycle? What are the ways one can do this in an organisation? Draw circular diagram on the flipchart and briefly discuss each step of a strategic review		SO 1	• Various methods to reflect on organisations delivery and approach are described (methods such as SWOT analysis, revisit mission and vision are described)

Time	Topic	Activity/Method	Aids/Materials	SO	AC
11:20	Timeline	Explain that when doing a review it is important to make time to reflect on your experience (action). One way of doing this is doing a timeline as a group. Get the participants to do timelines of their organisation or their work in the community. Reflect on what has happened? What have some of the challenges/ learnings/ changes been? Ask them to, in organisations or on their own, draw a timeline of the organisation since it started until this point. Remind them to try to include all the important events that they think have been part of creating the organisation, have influenced its work or have been important in developing the			• Previous plans are reviewed and the achievements and challenges discussed. Some project learnings are suggested.

Time	Topic	Activity/Method	Aids/Materials	SO	AC
		programmes. Share in small groups and reflect on the patterns or themes that came up repeatedly. What has changed? What does our history tells us? Take a few comments about the process in the plenary.			
11:50	Review previous plans using SWOT analysis	Introduce the idea of a SWOT analysis. If necessary remind the group about the fact that any organisation has assets and capabilities – not just problems! In organisational groups or individually, spend some time reflecting on a past activity or programme – what have been the strengths? What have been the		SO1	• Previous plans are reviewed and the achievements and challenges discussed. Some project learnings are suggested.

Time	Topic	Activity/Method	Aids/Materials	SO	AC
		challenges? What have been the opportunities etc Explain how they can use this process to identify critical priorities for the coming period. Get them to do this.			
12h45		**Lunch**			
13h30	Facilitating agreement	Do Experiential planning activity – there are 3 to choose from at the end of this workbook depending on the group and your understanding of which would work best for the group. Use Action learning cycle and questions to debrief the activity. Discuss some of the issues/ challenges that came with decision making in a plenary. Teach about how we facilitate		SO2	

Time	Topic	Activity/Method	Aids/Materials	SO	AC
		agreement on issues?			
15h00		**Tea**			
15h15	Making decisions & planning together	Get group to come up with steps of planning in small groups and what the role of the facilitator is in each of these steps. Teaching on planning and how to make decisions together.		SO2	
16h00	Closure	In pairs: What is it that excites and what is it that challenges me about what I have learnt today? Share and discuss. Check out in larger group with comments or reflections on the day			

Workshop – Day 2

Time	Topic	Activity/Method	Aids/Materials	SO	AC
09h00	Reflection on previous day	What did you take away from yesterday? What thoughts or ideas are you sitting with this morning?			
09h30	Consulting stakeholders	Look at M written on paper. From different sides of the room, they all see different things – E, M, W, 3. Use this to illustrate the need to get varied perspectives. Brainstorm in 3s – what are the ways that you can gather different perspectives from the community (and your organisation)? Explain why consulting stakeholders are important.		SO2	• Different perspectives and perceptions of issues in the community are shared and explored. (There is an awareness of the need to balance different stakeholder interests and use a participatory approach

Time	Topic	Activity/Method	Aids/Materials	SO	AC
		Asking good questions rather than telling			• Ways to consult stakeholders on strategic objectives are listed– (from informal interviews to inclusive focus group discussions and public meetings
10h30		**Tea**			
10h45	Developing a common vision	Do visioning exercise together. In groups of 3 and come up with a common vision for your community. Do this by creating a newspaper headline activity of the great success and impact you have had in your community. Remember to use the present tense. Explain how this can be done in an		SO2	• A common vision is developed and agreed

Time	Topic	Activity/Method	Aids/Materials	SO	AC
		organisation to review vision (and mission)			
11h30	Developing Objectives	What is a goal (aim) and What is an Objective? Brainstorm in plenary for a definition. Explain the difference and how some organisations only have objectives and how you should not have too many. Teach them how to write an Objective –what, how, when, how much.(Use an example from the group and write in plenary together) Looking at project learnings/ challenges identified before in the SWOT, come up with some new objectives for your organisation.		SO2	• Achievable and clearly defined objectives, that include prior project learnings, are agreed to (so that everyone understands them) • Objectives are practical and achievable (within the budget and human resources available) • Objectives are aligned to vision.

Time	Topic	Activity/Method	Aids/Materials	SO	AC
12h10	SMART	Teach SMART. In groups, get participants to share their objectives and review whether these are SMART			
12h30		**Lunch**			
13h15	Project Planning tools	Show project planning template and Spend time discussing each element of the project planning template. (Don't teach the final column on indicators as this is the next session) Then in groups get them to plan for a project using the template. If there are enough groups from organisations, get them to use the template to plan a project they are busy with in their organisation or if there is only one from each organisation you can create a fictional relevant organisational		SO3	• Agreement is facilitated on activities, roles and responsibilities within an agreed time frame • A plan is developed that clearly identifies specific tasks and activities Responsibilities are allocated for tasks • Time frames are agreed • Tasks are

Time	Topic	Activity/Method	Aids/Materials	SO	AC
		project that they can plan. Remember to make it fun so that they will enjoy the activity.			appropriate to resources and skills available • Resources and budget required are detailed
14h45		**Tea**			
15h00	What are indicators?	Brainstorm - what indicators are and why they are important? Come up with some indicators for your activities. Add these to the project plan. Share in groups – go around as a facilitator and check on these indicators.		SO4	• Some example indicators are provided in the project plan • Indicators reflect the perspectives of important stakeholder groups • Indicators are clear and easily understood
16h00	Summary and closure	Closing: What have I learnt about organisational planning that I will			

Time	Topic	Activity/Method	Aids/Materials	SO	AC
		take back into my organisation? Ask learners to complete the course evaluation form.			

ADDITIONAL INFORMATION

Action learning

As you will be using this methodology to facilitate the learning on this course and also teaching the action learning cycle, it is important as a facilitator, that you understand what this methodology is about. Below follows a very good article by the Community Development Resource Agency on the topic. At the end, they include some questions with the action learning cycle – these are useful when facilitating the learning discussion for the experiential activities that are described in the facilitation outline.

Action Learning - a developmental approach to change

Adapted from *Action Learning for Development: use your experience to improve your effectiveness,* by James Taylor, Dirk Marais and Allan Kaplan

"I never remember what I was taught, only what I learnt"

Patrick White in <u>Voss</u>

1. What is Action Learning[1] or Experiential Learning?

"Experiential Learning is the process of consciously learning from experience in order to improve future practice. Action Learning is an approach to the development of people in organisations which takes the task as the vehicle for learning. It is based on the premise that there is no

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[1]. *See also* **Action Learning for Development: use your experience to improve your effectiveness** *James Taylor, Dirk Marais, Allan Kaplan, Juta and Co. Ltd., 1997*

learning without action and no sober and deliberate action without learning" Mike Pedler

"Action Learning is learning from concrete experience, through group discussion, trial and error, discovery and learning from and with each other. It is a process by which groups of managers/leaders or "learners" generally work on real issues or problems, carrying real responsibility in real conditions". Ortrum Zuber-Skerrit

Action Learning is a more conscious form of the *natural way that human beings learn from experience*, from doing, from living. Simply put it is about learning from our experience, learning from our actions and then applying these learnings back into our next experience or our next action. It is about ongoing cycles of improved learning and doing.

It is an ancient form of learning. We have all been doing this all our lives, usually unconsciously, sometimes consciously. Some of us do it better than others. The point however is *that through being more conscious of how we naturally learn we can improve the way we learn and help other people to learn more effectively*.

An Action Learning centred approach values the *experience* of the learner above other sources of learning and in so doing brings respect into the learning relationship - respect for the learners by the facilitators and respect for the learner by themselves.

But we can also value the experience of others. Learning from the related experience or the stories of others can also be valuable, particularly if the story

is richly told and in such a way that the listeners re-experience the story for themselves.

Action Learning is in contrast to being *taught* by experts. Of course, inputs, ideas or theories from books, teachers or facilitators are valuable, but usually these are useful *after* the experiences of the learner have been surfaced, reflected on and learnt from.   If we are only taught theoretically then we usually struggle to find a place to put this theory - but by starting with own experience and drawing possible learnings we help learners to create *hooks on which to hang new concepts and theories* from the outside.

2.   Why is Action Learning important?

If a central purpose of a developmental practice is to help people to become more independent, to stand on their own feet, then Action Learning becomes a central process of helping people to become independent learners, learning more from their own experience and becoming less dependent on experts for knowledge or guidance. Helping people to become more conscious, confident and skilled "action learners" should be a central purpose to almost any developmental process.   The capacity to learn independently from own experience becomes the hallmark of sustainability.

Methodologically, in our training or in facilitating developmental processes in communities or organisations, if we help learners to work with their own experiences and draw learnings, these are immediately relevant. Learners are more likely to *own* their learning, to *feel* the learning - it can *live* more actively
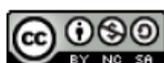
inside them. What they learn they can more readily apply back into their own future experience.

Action Learning can also be based on immediate experience. If in our training or learning programmes we use active, experiential exercises with learners (especially where they have little or no prior experience), then the experience becomes theirs to learn from. Handing them learnings (teachings!) on a plate does not penetrate to *their* feelings and *their* will and does not assist them to apply learnings to their lives or practice and may just remain a frustrating intellectual curiosity.

Good stories from elsewhere that are dramatically told can become learning experiences because they enable us to feel and experience the drama as if we were part of it. This is probably why in older cultures, stories and myths have always been such an important means of passing on learnings from generation to generation (before Education arrived and suppressed so many of them).

Action or Experiential learning, the ability to learn from your own experience is the foundation of empowerment, of sustainable development.

3.   The Action Learning Cycle as a Tool

Action Learning is a continuous cycle - the end of each learning cycle becomes the beginning of the next cycle.
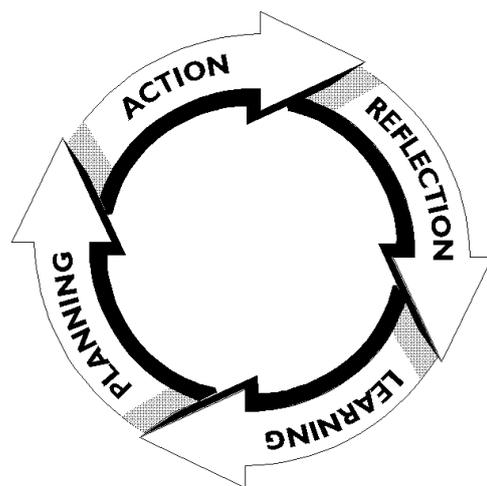
Action: Doing/experiencing and recalling the experience: nobody knows your experience of your actions better than you do. To become more conscious of our "experience" while acting, can impact on the next step quite dramatically.

Some useful questions: *What significant things happened? Describe the events. Who was involved, what did they do? What picture emerges? How did I/we feel?*

Reflection: Re-examining and thinking about the event or action means to make it more conscious, to analyse it, to evaluate it, to understand it better or on a deeper level. The problem is that we do not do this normally. Often it is only as a result of a crisis that we reflect, that we stop to take a deeper look. A more pro-active approach is vital to become a good action learner. This is very much a "brain storm" activity where we would look at the event from different angles.

Some useful questions: *Why did it happen, what caused it? What helped, what hindered? What did we expect? What assumptions did we make? What really struck us? Do we know of any other experiences or thinking that might help us look at this experience differently?*

Learning: Reflection is no guarantee that learning has taken place! Very often people "reflect" on practice and repeat the same mistake over and over again. Therefore the distinction between **reflection** and **learning** in the AL Cycle is important; learning here is the process of distilling or drawing out the **core generalised lessons;** moving from "what actually happened" to "what tends to

happen as a result of such circumstances". Be careful of jumping to learning before adequate reflecting has taken place.

Some useful questions: *What would we have done differently? What did we learn, what new insights? What was confirmed? What new questions have emerged? What other theories help us to deepen these learnings?*

Planning: This is the key link between past learning and future action (and learning). The core "insights" from the previous step must now be translated into decisions that will ensure improved practice and these decisions then need to become part of the plan. Planning that is unrelated to learning from the past is nearly always a waste of time!

Some useful questions: *So what does this mean for practice? What do we want? What do we want to do, to happen? How? What are we going to do differently? How will we not repeat the same mistake? What do we have to let go of or stop doing? What steps will we use to build these new insights into our practice?*

4.   Some more lessons and applications

No one part of the cycle is more important than the other

All four segments (processes) are important and good action learning means we consciously give attention to all four segments. The ideal action learning cycle is an upward spiral of learning and increasingly effective action. But sometimes the cycle seems to get stuck. The same learnings crop up and the same mistakes

are repeated. This often happens when "planning and evaluation" become a "habit" in situations where there is no real culture of learning. The worst situation though is when organisations get "trapped" into one or two of the segments; neglecting the other processes and a downward spiral of less and less effective action results.

Strengths and weaknesses

Very few people are equally gifted in all 4 segments. Most people are more competent in one or two segments of the cycle. It is perfectly okay to be more gifted in one or two segments. The most effective teams will normally have individuals with different competencies, but will have all the segments represented in the team. A team with 90% doers is as incapacitated as a team with 90% reflectors!

While it is thus okay as an individual to be more skilled in one or two segments, it is not okay to use your competencies as an excuse not to develop the areas where you are less skilled.

Resistances to learning

The model also helps us to identify the four most common resistances to learning. They happen when one segment is overemphasized at the expense of the other three. Although these examples are all caricatures they do help us to identify the resistances to learning.

1.   The Activist (Action)

Activists prefer immediate action and reflection; learning and planning are seen as a waste of time. All the focus is on getting things done with little or no "thinking" about what is really happening. If something does not work and activist may easily jump into trying something different rather than taking the time to think about what happened.

2.   The "Navel-gazers" (Reflection)

Navel-gazers prefer to spend lots of time on "serious thinking" and arguing the finer points. They intellectualize very easily and love debates. Organisations developing this specific resistance to learning spend their lifetime debating every single little issue! Unfortunately very little gets done!

3.   The "Easy-learners" (Learning)

They want the "bottom line" very quickly. The emphasis is on quick answers - readymade solutions - they jump to learnings very easily, without taking the time to reflect on the actual experience, so that the learnings lack depth.

4.   The Blue-print people (planning)

They believe everything is in the plan and will spend days and weeks developing "the plan" (the blueprint), often with very little consultation and reflection on the past and often with just as little intention of actually executing

the plan. Some do execute the plan, but this makes the do-phase very painful for others because the plan is not something that can be adjusted, it is a **blueprint**, a master plan, that has to be followed to the letter. One of the strengths of the Action Learning approach is that it favours regular rethinking and re-planning.

All these "passions" are necessary to produce excellence, but if a passion for one segment excludes (or down plays) the importance of the other segments, we have a serious resistance to learning with negative outcomes as the final result.

5. Applications of action learning: Some examples

The Action Learning Cycle can be used as a "frame" to guide the process of working consciously from past experience into the future. It can be applied to many challenges:

Individuals

- Report writing - Action Learning can be used as a very useful frame or guide for a field report
- Personal life visioning/planning - unpacking your life experience
- Own project planning and evaluation
- Development counselling (mentoring) or supervision

Groups and organisations

- As a guide to work with and learn from *case studies* from the field
- Strategic Planning (departments, projects, organisations) -

evaluation and project planning

- Action research on some specific issue

- Courses or structured learning processes (e.g. with case studies or experiential exercises)

Communities

- Helping leaders or members to make sense of their experience

- As a guide for programme progress meetings

- Strategic planning with larger groups like a village or town

- A country or nation reflecting on some serious issue e.g. the Truth and Reconciliation Commission in South Africa. (Where the nation is looking back at its Apartheid past and coming to terms with everything that happened, drawing lessons from that for future generations.)

Experiential planning activities for groups

Below follow a few activities that you can use in order to stimulate discussion and learning about planning and group decision-making and participatory processes. Remember when running activities such as these, the idea is to make them fun but safe – good introductions and explanations will help make the activity successful. However the most important role for the facilitator is to observe the activity and the possible areas that can be used to stimulate interesting discussion at the end.

Facilitated debrief involves asking good questions to allow the group to come to their own learnings and then to relate these learnings to planning and processes in organisations.

Group Survival Scenario

- A classic group communication and decision making exercise, with many variations.
- Works well for groups of all ages and sizes, indoors or outdoors.
- Steps in the process:
  - Provide instructions and hand out materials
  - Set a time limit (15-30 minutes)
  - Let the group go - answer questions, watch and observe!
  - Debrief (30-45minutes)

Instructions to the participants:

Your plane crashed in the Drakensberg Mountains in winter...your group needs to rank the most useful items to survive...

Choose *equipment* items in terms of their relative survival value:

- Participants rank the items individually

- Discuss rankings in small group and come to a group consensus

- Appoint a time keeper in each group and encourage them to be the person who monitors the progress of the group to achieving consensus within the time frame.

- Score answers against "expert" opinion

Participant Handout: Survival – A simulation game

You and your companions have just survived the crash of a small plane. Both the pilot and co-pilot were killed in the crash. It is mid-July in the Drakensberg Mountains, Lesotho. The daily temperature is 2 degrees, and the night time temperature is minus 5. There is snow on the ground, and the countryside is very steep and mountainous with many rivers. The nearest town is 40kms away. You are all dressed in city clothes appropriate for a business meeting. Your group of survivors managed to find the following items in the plane:

A small axe

A loaded gun

Newspapers (one per person)

Cigarette lighter (without fluid)

Extra shirt and pants for each survivor

10 x 10m piece of heavy-duty canvas

A sectional air map made of plastic

A bottle of whiskey

A compass

Family-size chocolate bars (one per person)

Your task as a group is to list the items of most importance for your survival. You MUST come to agreement as a group.

ANSWER SHEET: EXPLANATION

Mid-July is the coldest time of year in the Drakensberg. The first problem the survivors face is the preservation of body heat and the protection against its loss. This problem can be solved by building a fire, minimizing movement and exertion, using as much insulation as possible, and constructing a shelter.

The participants have just crash-landed. Many individuals tend to overlook the enormous shock reaction this has on the human body. These feelings have brought about more fatalities than perhaps any other cause in survival situations. Certainly the state of shock means the movement of the survivors should be at a minimum, and that an attempt to calm them should be made.

Before taking off, a pilot has to file a flight plan which contains vital information such as the course, speed, estimated time of arrival, type of aircraft, and number of passengers. Search-and-rescue operations begin shortly after the failure of a plane to appear at its destination at the estimated time of arrival.

The 40km to the nearest town is a long walk under even ideal conditions, particularly if one is not used to walking such distances. In this situation, the walk is even more difficult due to shock, snow, dress, and the rivers that would need crossing. It would be very dangerous and could lead to possible death.

Once the survivors have found ways to keep warm, their next task is to attract the attention of search planes. Thus, all the items the group has salvaged must be assessed for their value in signalling the group's whereabouts.

RANKINGS

1. Cigarette lighter (without fluid)

   The gravest danger facing the group is exposure to cold. The greatest need is for a source of warmth and the second greatest need is for signalling devices. This makes building a fire the first order of business. Without matches, something is needed to produce sparks, and even without fluid, a cigarette lighter can do that.

2. Newspapers (one per person)

   These are useful in starting a fire. They can also be used as insulation under clothing when rolled up and placed around a person's arms and legs. A newspaper can also be used as a verbal signalling device when rolled up in a megaphone-shape. It could also provide reading material for recreation.

3. Extra shirt and pants for each survivor

   Besides adding warmth to the body, clothes can also be used for shelter, signalling, bedding, bandages, string (when unravelled), and fuel for the fire.

4. 10 x 10m piece of canvas

   The cold makes shelter necessary, and canvas would protect against wind and snow (canvas is used in making tents). Spread on a frame made of trees, it could be used as a tent or a wind screen. It might also be used as a ground cover to keep the survivors dry. Its shape, when contrasted with the surrounding terrain, makes it a signalling device.

5. Small axe

Survivors need a constant supply of wood in order to maintain the fire. The axe could be used for this as well as for clearing a sheltered campsite, cutting tree branches for ground insulation, and constructing a frame for the canvas tent.

6. Family size chocolate bars (one per person)

Chocolate will provide some food energy. Since it contains mostly carbohydrates, it supplies the energy without making digestive demands on the body.

7. Loaded gun

The gun provides a sound-signalling device. There have been numerous cases of survivors going undetected because they were too weak to make a loud enough noise to attract attention. Anger, frustration, impatience, irritability, and lapses of rationality may increase as the group awaits rescue. The availability of a lethal weapon is a danger to the group under these conditions. Although a pistol could be used in hunting, it would take an expert marksman to kill an animal with it. Then the animal would have to be transported to the crash site, which could prove difficult to impossible depending on its size.

8. Bottle of whiskey

The only uses of whiskey are as an aid in fire building and as a fuel for a torch (made by soaking a piece of clothing in the whiskey and attaching it to a tree branch). The empty bottle could be used for storing water. The danger of whiskey is that someone might drink it, thinking it would bring warmth.

Alcohol takes on the temperature it is exposed to, and a drink at this temperature could freeze a person's throat and stomach. Alcohol also dilates the blood vessels in the skin, resulting in chilled blood being carried back to the heart, resulting in a rapid loss of body heat. Therefore, a drunk person is more likely to get hypothermia than a sober person is.

9. Compass

Because a compass might encourage someone to try to walk to the nearest town, it is a dangerous item. Its only redeeming feature is that it could be used as a reflector of sunlight (due to its glass top).

10. Sectional air map made of plastic

This is also among the least desirable of the items because it will encourage individuals to try to walk to the nearest town. It's only useful feature is as a ground cover to keep someone dry.

How to score

Each team should list its top 5 choices in order prior to seeing the answer sheet. To award points, look at the ranking numbers on this answer sheet. Award points to each team's top choices according to the numbers here. For example, the map would earn 10 points, while the newspapers would earn 2 points. Lowest score wins (and survives).

Debriefing the activity

Once the groups have ranked themselves and had a chance to discuss the process, then gather the group back together and have a discussion about the activity in terms of lessons for decision-making. Some Possible Debrief Questions are:

- How were decisions made?
- Who influenced the decisions and how?
- How could better decisions have been made?
- How was conflict managed?
- How did people feel about the decisions?
- How satisfied was each person with the decision (ask each participant to rate his/her satisfaction out of 10, then obtain a group average and compare or discuss with other groups' satisfaction levels)
- What have you learnt about the functioning of this group?
- How would you do the activity differently if you were asked to do it again?
- What situations at work do you think are like this exercise?

Magic shoes

A classic teambuilding activity that encourages learning about planning ahead as well as how to make plans in a group and to keep everyone involved.

WARNING: This game involves physical activity and lots of close body contact. Make sure that this is the kind of activity that your group would be okay with (both in terms of clothing and the fact that there will be some 'piggy-backing' of people).

Equipment:

You will need a pair of old slippers or sandals – quite a big size that all could wear. You will also need an open area that you can mark a beginning and end line.

Instructions to participants

You need to tell the participants that they are stuck on an enchanted island. In order to survive they need to get all of the team from one side of the crocodile infested river to the other side. They have a special pair of *magic shoes* that means that they are able to walk across the river without being hurt. However, each person can only use the pair of shoes **ONCE and for only one trip** (so only there OR back – not both ways). As a team they have to figure out how they will achieve this.

Steps in the activity

Introduce the activity (Tell a story! Make it fun!)

Give the group a chance for planning and then let them attempt the activity.

If they make mistakes, either send them all back to the beginning or deduct points from a final total or give them a handicap (for example make the most verbal person quiet or blindfold someone).

Once the activity is complete, let them debrief and discuss learnings.

Time: This activity takes between 1 hour – 1 ½ hours including debrief.

Possible questions for debriefing:

What happened? Why did you think that happened?

What did you do well as a team? What didn't you do well?

Do you think that you worked as a team – what makes you say that?

How was your planning as a group?

What did you learn about planning in a group?

Did this make you think anything about your organisation and the planning that you do together?

Building the dream car

1. Give the group the following instructions

You have been appointed as an engineer at the BMW factory. You have been put in charge of the design and development of the new BMW 9-series. You need to design the most beautiful, highly functioning BMW. Each of you has a different skill and expertise. Try to incorporate all ideas.

You have the following materials:

- Sticks (2 kebab sticks)

- Sweets (4 sweets)

- 1 toilet Roll

A leader will be appointed in each group

You have 15 minutes to build your BMW

Ask the groups to present their BMW's and then discuss in the small groups the following:

Were you successful or not?

What made you successful?

What did you learn about planning and designing together?

What was the role of the leader in building consensus?

What was the role of the participants?

Did you all feel involved in the design process? Was everyone's input considered?

What could you have done better?

Did you learn anything about decision-making or planning that is relevant to your organisation?

Make space for feedback about some learnings and reflections in the large group at the end of the activity.

Time: This activity takes about an hour including debriefing time.

Course evaluation form

Date: _____   Facilitator/s:_____

What did you like about the course?

_____

_____

_____

_____

What part of the content was most useful to you?

_____

_____

_____

_____

What was not useful to you?

_____

_____

_____

_____

What did you not like or would change about the course?

_____

_____

_____

_____

Please rate the following (circle or underline your choice):

Facilitation	Excellent	Good	Not Good
Pace	Perfect	Too fast	Too slow
Content	Appropriate	Not appropriate	

Do you have any other comments or feedback for the facilitator/s?

_____

_____

_____

_____

_____

What support would you like in implementing the learnings from this course?

_____

_____

_____