

Educ 4163 - Outdoor Education Methods  
Gilbertson/Bates  
Adventure as an outdoor education tool

## Asking questions & Processing

### I. Facilitation/Debrief

#### A. Facilitation (individual & group) [Steps 1-4 are called AProcess@]

1. Clarifying
2. Focus
3. Guiding toward meaning
4. Guiding toward transfer

#### B. Stages

1. Front loading      What?
2. Debriefing        So what?
3. Follow-through    Now what?

#### C. Do:

1. Encourage
2. Support
3. BE GENUINE
4. Reflect (paraphrase - ASo what you mean is...@)
5. Re-direct (ASo what about that@? AWhat does that mean to you@  
AHow will you be different from that?@)

#### D. Avoid:

1. Too much information at the beginning (AThis is how its gonna be@)
2. Imposing YOUR values; answers; beliefs; ego; success
3. Talk more than listen
4. Lead them to Ayour@ or Athe@ solution
5. Over-process (too much detail; just one more thing...)
6. Stepping in too frequently (doesn't mean you don't. Think of skills learning)
7. Incongruence: Encourage creativity then restrict it through unnecessary rules.

### II. Steps

- A. Assess needs & goals (Why are we doing this?)
- B. I.D. Activities to address needs & goals
- C. Do the program (elements)
  1. Be sequential
  2. Avoid over-processing (set them up to improve over the next steps:  
AWhat will you do different on the next one?@)
- D. Process (Debrief)
- E. Follow-up

### IV. Processing

- A. Set ground rules for inclusion & Intentional Invitation
  1. Your comments are welcome (or, what you say counts)
  2. Respect others comments

3. Encourage ownership (Use AI@ statements)
- B. When do you process?
1. Timing is tough - during, after, post
  2. Setting - Must be inclusive (comfort, distraction, all can see each other)
  3. When to move on? (detachment; repetition; A same old@)
  4. When to stay with it? (sense of unresolved)
  5. If one point is made - move on (Don't strive to make A all@ the points)
- C. Techniques
1. Journal
  2. A Slideshow@ (click - describe an event that was: favorite; significant; ..)
  3. Great graphics: Draw a face on a sheet on how you felt during the activity. Or event.
  4. Just one word (complete a phrase)
    - a. I began the day feeling \_\_\_\_\_.
    - b. I feel \_\_\_\_\_ now.
    - c. The first time I was challenged I felt \_\_\_\_\_.
    - d. I felt \_\_\_\_\_ by the rest of the group.
  5. Global commentary
    - a. A So what did you learn today?@
    - b. A How many ideas were required to solve the problem?@
    - c. What's one thing you liked best?@
    - d. A.....liked least?@
    - e. Which activity would you like to do better?@
  6. Creative comments

Plan activity for partner selection + Each group choose a technique and use it to debrief last week=s session.

### **FACILITATING INITIATIVES**

#### **List of Possible Discussion Questions**

When conducting a ropes course activity, keep in mind who your audience is and what the purpose is for this specific group. Avoid the A one goal fits all@ approach. For example, ropes courses are used for: individual growth or team/group growth. They can be used as tools to improve communication, healthy interpersonal skills development, work place interactions, or as a psycho-therapeutic mode. Most of the activities are used as metaphors or experiences to be transferred to real life application. Rarely are ropes courses used to build hard skills or as an end to personal growth. They should not be used as simply a form of entertainment.

Once you know the expectations for your group, then you can properly select which elements, or activities, will best suit your needs.

Select elements that are sequential in meeting your objectives. In other words, start safe and easy and move toward greater risk and complexity of interpersonal skills. Refer to the A Key Concept Matrix@ (ACNW, 00) as a guide for activity selection.

Following are examples of questions that you can ask to debrief the group. You need to determine how to best guide your group to elicit their own perspectives and insights. Avoid giving them yours. They are not there for you. Rather, you are there for them.

### **List of Possible Discussion Questions:**

1. How well did you communicate?
2. In what ways did you communicate well?
3. Did everyone clearly understand the solution?
4. How could you tell?
5. How did you discuss, plan, and carry out your solution?
6. How would you do it different next time?
7. How were your ideas for the solution shared?
8. Share your perspectives for your approach to the solution.
9. What things did you consider in reaching your solution?
10. How did you account for all group members in achieving your goal?
11. How did you feel about your group members prior to the activity? What about now?
12. What words did you tell yourself about your abilities to succeed before you started?
13. What new words do you have for yourself?
14. At what point did you feel that you would make it?
15. Who was the leader (s)? Where they the intended leader? How did they become the leader?
16. How did the leadership change during the challenge?
17. Were you afraid at any time? How did you deal with your fear?
18. What new solutions did you learn?
19. What did you learn about someone else that you didn't know before?
20. How do you feel about your success in this activity?
21. How can you use what you learned today at home? Work? With friends?

### **Guide to facilitate expression of appropriate feelings:**

1. What feelings did you experience during the activity?
2. How many different feelings did you have during the activity?
3. What is a feeling?
4. What caused those feelings?
5. Which of these feelings are good? Bad? (Neither - they are simply your feelings)
6. Where in your body do you feel?
7. How do those feelings cause you to act?
8. How can you tell what other people are feeling?
9. How can you deal with your feelings most positively? (Identify; Accept; Express)
10. How can you best express your feelings to others? (Use I@ words - I feel \_\_\_ when \_\_\_)  
(Avoid the myth AYou make me feel \_\_\_\_\_@)
11. Is the feeling that you experienced here today one that you commonly feel in life?