Debriefing: practical guide to running effective debriefs for small groups

This session is interactive and will require your input!! So join a game & break that ice....
Please find a seat
we are about to begin...
Debriefing: practical guide to running effective debriefs for small groups

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STI Youth
Introduction

- Arthur McGregor (New Zealand)
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- Shannon Dunfey-Ball (USA)
  Curriculum Developer, Grant Writer, Wilderness Trip Leader and Sail Training Deck Officer
- LaKai Dill (Bermuda)
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Workshop Outline

Presentations:
- Why review and reviewing quickly (Shannon)
- Engaging trainee behaviour (LaKai)
- Getting your trainees talking (Arthur)

Workshop:
- 10-min Challenge: plan an exemplary debrief
- 3 stations: asking good questions, quick activities, longer activities

Wrap up
The Basic Experiential Learning Cycle

- **Act.**
- **What?**
  - What happened?
  - What were the results?
- **So What?**
  - What do these results imply?
  - How did I influence the outcome?
- **Now What?**
  - What will I do differently next time?

(Corney, 2007) (Revised by Shannon Dunfey-Ball, 2012)
Why Review?

To facilitate learning from experience by:

- Enhancing the trainees' experience
- Enhancing the trainees' own reviewing abilities
- Enhancing the trainees' own learning process (Greenaway, 1992).

"Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand."

-Confucius around 450 BCE
When to Review?

When you encounter:

- new and challenging activities
- new group experiences and
- new ways of learning (Greenaway, 1995).
Quickies

- Thumbs up, thumbs down, thumbs center
- Finger Shoot
- Traffic Light
Engaging trainee behaviour

Structure:
setting group objectives

Expectations by Organisation

Expectations by Trainees
Full value contract

What?
- Set of agreed upon behaviours or guidelines
- Written down, not remembered
- Expectations and consequences

When?
- First day, towards day’s end

Why?
- Effective team for support, encouragement and inclusion
- Tool to deal with group conflict
Full value contract

Tips

During
• Brainstormed and written by trainees, not facilitator
• Expectations (five to seven) with consequences
• Signed by each watch member, including facilitator

After
• At end of day, gather all watches to present
• Facilitator = guardian of the contract
Getting your trainees talking

- Why is this important?
- Asking the right questions
- Utilising silence
- Techniques on handout
Getting your trainees talking

- Why is this important?

- Whatever form your activity takes, your trainees should be generating the content (talking/acting/discussing etc)
Asking the right questions

- Closed question
  - Did you enjoy your day today?
  - Yes

- Open question
  - What was the best part of today?
    - Yummy dinner!
    - Rough weather!
    - Climbing the mast!
    - Being leader for today!
    - Saw a whale!
    - Sleep!

- Closed question leading to an open question
  - Did you enjoy your day today?
  - No
  - What was the best part of today?

- Turn any closed question into an open question with: “Why?”
Utilising silence

- On average, the time between a teacher asking a question and
  - The question being answered
  - The teacher re-phrasing the question
  - The teacher answering his/her own question
  is less than one second

Silence = pressure!
Techniques

- Structured and unstructured rounds: ask one question, get a response from everyone
- Continuum: visually see individual and group opinion, encourage discussion between and within sub-groups
- Think-pair-share: quick reflection technique

(details on the handout)
Summary

Get the trainees talking so that:

- They process what has happened
- They listen to each other
- They get a deeper understanding out of the activity
Interactive Activities

1. Group challenge: for the given typical sail training scenario, develop an exemplary debrief
2. Independent stations: contribute your favourite activities and suggest good questions
Wrap Up

- What was the most useful ‘nugget’ or ‘takeaway’ from this workshop?
  - Think – silently decide on your ‘nugget’
  - Pair – share your ‘nugget’ with the person next to you
  - Share – share your ‘nugget’ with the whole group

- Thank you for your attendance and participation!
- Please complete the feedback forms
- Watch out online for the workshop material... Share with your friends and colleagues
References


