

Resources for young leaders



Reviewing, evaluating and feeding back

Reflecting on what you've done and learned is the most important part of a session, but we know it can also be the most difficult. Here are our top tips for reviewing, evaluating, and feeding back.

Getting a helpful review

Reviewing (or debriefing) is the process of looking back at an experience, evaluating it, and learning lessons for the future. Doing an effective review will help you to be better at something next time. The lessons you learn in your review are often broad enough to apply to a wide range of other situations.

When you analyse your own experience, you look at it from a different perspective and think about things you might have missed before. Reviews should usually spark some debate within the group, which helps everyone learn.

One way to lead a great review is to lead participants through a process with four Fs using the suits from a deck of cards:

Facts – diamonds

First, use facts that are as hard as diamonds to explore what happened. The diamond stage is often a bit like a memory exercise because people have to work together to remember the sequence of events and describe key moments or forgotten details. Some people may see a different side of the diamond that others didn't notice.

Feelings – hearts

Next, everyone should use their hearts to explore their feelings about the session. Encourage people to tune into their experiences and to express and share their feelings. If people don't really appreciate the nature of the experience and how it made them feel, the things they learn won't be well grounded in what they actually experienced.

Findings – spades

Spades are for digging and investigating, and it's time to dig deeper into the reasons and underlying causes as everyone asks 'why'. There will never be time to dig the whole field in one go, so help everyone to make sure that most of their digging takes place in the most productive areas.

Futures – clubs

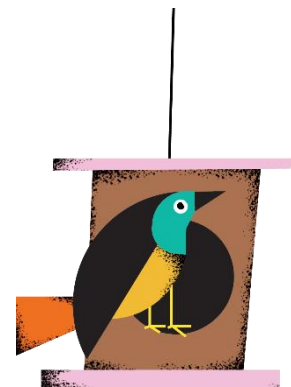
Clubs represent a choice of directions, so finally, it's time to decide which direction people's learning will take them in. You can use a variety of techniques to achieve this.

Make your reflection a game

All reviews should be linked back to the objectives that you agreed at the start of the session. Why not try some quick games to kick off or motivate reflective practice at the end of a session?

The movement map

1. Everyone should spread out in the space.
2. The person leading the game should ask someone a question about the activity or game they've just finished. Don't forget to use the 4Fs.
3. The person should say their answer out loud.
4. Everyone that agrees with the answer should run and form a group around that person.
5. The person leading the game should choose someone who didn't join that group and ask them to give their own answer.
6. Again, anyone that agrees should run to form a group around the person who's just answered. Some people may move from one group to another because they agree with both answers – that's OK.
7. The person leading the game should keep asking people questions until there are no more new answers.



Replay the day

In small groups, people act out different parts of the session. Ask people what they enjoyed, found most challenging, learned the most from, and so on.

Question a ball

On each face of an old football, write some questions about the facts, feelings, findings and future of the session you just completed. For example:

- What did you do?
- How did it make you feel?
- What did you learn?
- If you did this activity again, what would you change?

To play, everyone should throw the ball to each other. Every time someone catches it, they should answer the question that their right thumb is touching.

Wheely easy discussion

1. Lay out one rope for each person in the group as if they were making the spokes on a bicycle wheel – if you don't have ropes, you could draw lines in another way or ask people to imagine the ropes.
2. Everyone should stand at the outer point of their line – this is the start. Inside, where all the ropes meet, is the goal.
3. Ask the group questions about the activity. Everyone can then rank themselves against the question by moving in or out along the spokes. For example, you might ask questions like:
 4. How well did you listen to other people?
 5. How hard was it to complete the challenge?
 6. Everyone should discuss whether they believe people's self-assessments are correct or not.

It can be difficult for everyone to have eye contact with each other once they're in position. This often means that the people nearest the centre pay attention to each other (rather than to those further out). You could make it easier for everyone to chat as a group by asking people to place an object on their spoke instead.



Talking knot

This is a variation on the talking stick – where only the individual holding the knot can speak.

1. Tie a piece of rope into a large circle, making sure it's big enough for the entire group to stand or sit around and hold onto.
2. The person who's holding the knot begins the discussion.
3. When they've finished, everyone should work together to pass the rope in a clockwise direction around the group until the knot reaches someone who wishes to speak – they should shout 'Stop!'

