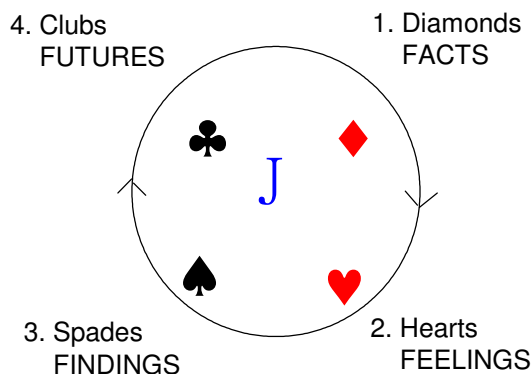


Asking Productive Questions (1)

When you want to draw on learners' own experiences, this active learning cycle will help you to ask well sequenced and productive questions. The cycle will be applied to Success-Focussed Learning, Guided Reflection, Sentence Completion, Action Replay and Metaphor Making as well as to the art of asking good questions.

The Active Reviewing Cycle



The first two stages (♦ + ♥) help learners to communicate the story of what happened. The third stage (♠) is for analysing what happened: questions beginning 'why' and 'how' are typical Spades questions. The fourth stage (♣) introduces different ways of approaching the future. The exercises that follow demonstrate alternative ways of using the cycle.

Success-Focussed Learning

♦ **FACTS** Success story: describe what happened, highlighting the successes.

♥ **FEELINGS** What were you feeling during each of these successes?

♠ **FINDINGS** How did you succeed? What was your recipe for success?

♣ **FUTURES** How can you build on this success?

Guided Reflection (rhetorical questions)

You may want to guide learners thoughts through several cycles. It is unwise to use Guided Reflection for more than 10 minutes.

♦ **FACTS**

At the beginning of the event, what goals did you have? What responsibilities did you have? What did others expect from you? Try

to remember if you had any thoughts or conversations about what was going to happen.

♥ **FEELINGS**

What mood were you in at the start? Did you expect your mood to change? What was your mood at the end of the event? At what stage were your feelings most intense? Did you express those feelings in any way? What was motivating you during the event? How much of this was self-motivation? How much were you motivated by others?

♠ **FINDINGS**

What did you discover about yourself? About working with others? About achieving the task? What made it difficult to perform the task well? What factors helped you achieve as much as you did? What do you deserve to be congratulated for? For what do others deserve thanks or congratulations?

♣ **FUTURES**

If you were given another ten minutes on the task, what would you do in those ten minutes? If you had the chance to make a fresh start, how would you approach the task another time? What learning do you want to take forwards? What questions do you want to explore? What individual or team qualities do you want to use again?

Sentence Completion

This is best conducted in 'Rounds'. Passing is usually allowed in 'Rounds'.

♦ **FACTS**

- If I'd had a camera ...
- Nobody seemed to notice ...
- I nearly ...

♥ **FEELINGS**

- My motivation went up when ...
- My low point was ...
- I experienced 'déjà vu' when ...

♠ **FINDINGS**

- I appreciated ...
- I'm pleased that I ...
- I'd like the group to tell me ...

♣ **FUTURES**

- Another time I would ...
- Next time we should ...
- If only ...

Asking Productive Questions (2)

Action Replay

♦ FACTS

Show freeze frame or video clips of the 3 best, 3 worst and 3 other moments

♥ FEELINGS

Freeze the replay at any point and use a microphone to ask feelings questions.

♠ FINDINGS

Ask each person in turn to direct replays of incidents they want to investigate or appreciate. Encourage interviewing.

♣ FUTURES

Wishful thinking: If only it had been like this! Or: Next time it will be like this!

Metaphor Making (and imagined worlds)

♦ FACTS

Imagine that the whole event had been watched by a visitor from (another planet). How might they describe what was going on?

♥ FEELINGS

Imagine the event had been filmed and you now need to make a musical soundtrack. What songs or music would you choose?

♠ FINDINGS

Imagine that you are the first people to have discovered what you have just learned. Create a newspaper headline and story to go with it.

♣ FUTURES

Imagine a group or people somewhere in the world for whom this knowledge could be extremely useful. Who would they be and what would you say to them?

Questions (and other starters)

♦ FACTS

- Tell the story in five chapter headings.
- Make a short news report covering: What? Who? Where? When?
- Did anything unexpected happen?
- Did anything very predictable happen?
- What were the critical moments?
- Who or what influenced what you did?
- What didn't happen that you thought would happen?

♥ FEELINGS

- Name five feelings that you experienced.

- What were your most contrasting experiences?
- At what points did you feel most and least involved?
- Who did you feel was going through similar / different emotions?
- What previous experience was this most like?
- If you were an animal during that event, what would you be?

♠ FINDINGS

- Why did you take the role that you did?
- How did your feelings influence what you said or did?
- What are you finding out about yourself / the group / the topic?
- What would you like to have done differently / more of / less of?
- How (or how well) did you achieve your group / personal objectives?
- What did you appreciate about others?
- What is helping / hindering your learning?
- What have you discovered?

♣ FUTURES

- How might this experience benefit you in future?
- What possibilities and choices can you see?
- What will you stop / start / continue?
- What do you want to take forwards from this experience? Why? How? When?
- What do you want to explore further? Why? How? When?
- I will be disappointed, pleased, delighted if ...
- This event has renewed my ...

J is the Joker

Because it is a wild card, the Joker can be used in any way you want. The Joker is a reminder that all models have their limitations and that you should always be alert for exceptions and for opportunities to make your own improvements.