

Some Active Reviewing Techniques



What	Observation Rounds
When	Early on when walking around the grounds
Why	To sharpen awareness (of self, others and the environment). To demonstrate that you value what each person has to say. To encourage participation and listening. To introduce <i>Rounds</i> . (You may want to use variations later.)
Where	Pick (or they pick) 'perfect places' for shelter, sunshine, shade, or views.
How	Stop and stand in a circle. Ask "What did you notice?" Children take it in turns (clockwise) to answer or pass.
Time	Between 1-2 minutes per round. Repeat during the walk after further opportunities for noticing.
Tips	Welcome variations and the use of all senses. Encourage observations about self, other and the environment.
Variations	"Call out something you have noticed as you walk through the gate." "What questions are in your head? (We may just leave them as questions.)"
👍	Simple, valuable messages that help to accelerate group development.
💡	If too slow, rounds get boring, so keep it at a pace that suits your group.
Interesting	This exercise can't be too difficult or too easy because participants automatically set the level by the quality of their observations.

What	Activity Map
When	Early on or just before the first 'scary' activity.
Why	To encourage sharing of good and bad experiences, and hopes and fears. To discover any fears, talents or strange ideas about the activities.
Where	Anywhere you can create and label 4 zones.
How	Create 4 labelled spaces: Past/Future/Happy/Sad. Name an activity and ask children to go to the right space. e.g. Past/Sad = I didn't enjoy it; Future/Happy = I'd like to try it.
Time	1-2 minutes for each activity you ask about.
Tips	Vary the pace: there is no need to discuss every pattern. It is less confusing if you facilitate rather than stand in your chosen zone.
Variations	Use as a before and after check to see if worries have disappeared.
👍	A quick way of sharing lots of information. Fun to facilitate.
💡	Confusion over past and future. Future = haven't yet done it.
Interesting	When asking "What don't you like about it?" or "What appeals to you about it?" responses reveal values which is usually a bonus (more depth).

What	Empathy Test or In My Shoes
When	After paired activities: Traversing, Orienteering After linear activities: Nightline, Stream Walking
Why	To have fun guessing a partner's answers. To develop empathy between pairs.
Where	Anywhere, but if the sun is casting shadows, guessers close their eyes.
How	"Stand back to back with partner, half a metre apart." "Decide who is A and who is B." A's answer your excellent scalable questions by hand height. B's guess the level of A's hand by their own hand level. "Turn around!"
Time	About 30 seconds per question. Use at least 4 questions. (2 goes each)
Tips	Allow about 20 seconds for chat in pairs after each revelation. Use after activities where pairs will have noticed each other.
Variations	Questions don't have to be about feelings. Ask anything guessable.
👍	Listen to the buzz and laughter when they first turn around.
🤔	Doesn't work where partners did not notice each other.
Interesting	It's more fun than Temperature Check because it's a guessing game.

What	Freeze Frame or Magic Moments
When	After physical, varied, individual activities: Obstacle Course, Bouldering
Why	To relive and express a special personal moment. To share special personal moments in the whole group in a fun way. To celebrate achievements and (maybe) to acknowledge difficult moments.
Where	Ideally close to the activity but not the exact same place. (too scattered)
How	"Choose a moment that you found difficult / funny / surprising / magic ..." "Get in <i>Freeze Frame</i> position." "On the count of 3 shout a word that sums up your moment. 1, 2, 3: "
Time	About 30 seconds for each pose and simultaneous shout. Do at least 3.
Tips	For more sharing, have children shouting one at a time. For more depth, add a <i>Roving Mike</i> to spotlight 2 or 3 children each time.
Variations	For best / proudest moments, have each child show their pose and shout their word, then have their pose and word echoed instantly by everyone.
👍	It's a highly adjustable method which you can play for pure fun - or more. It provides a fun platform for appreciating and understanding each other.
🤔	☹️ "But I didn't have a magic moment" ... so start with inclusive questions.
Interesting	It's a good warm up for other kinds of <i>Action Replay</i> .

What	Action Replay or Video Clips
When	After team activities: Problem Solving, Team Challenges After scattered activities such as Orienteering
Why	To enjoy reliving and learning from significant moments for the team. and/or: For all to discover what they missed first time round. and/or: To enjoy the team challenge of replaying events and/or: To bring a group back together if they have been drifting apart.
Where	Anywhere, but not on the activity. [Replay is drama, and is not a 'Retry'.]
How	You or they choose <i>Video Clips</i> you or they want to 'see again'. Explain the remote controls you may use, but keep it simple to start with. For Discovery Mode, choose a starting point and pause when you like.
Time	About one minute per <i>Video Clip</i> , longer if using <i>Roving Mike</i> .
Tips	Don't allow rehearsing - just get on with it. For fast forward, say how fast. (maximum speed: 5 times faster)
Variations	Infinite! The <i>Roving Mike</i> is useful but optional extra. If it's working well, offer the remote control and the mike to the children
👍	It is one of the most enjoyable and versatile reviewing methods around. It often brings the group together, especially when listening to 'lost stories'.
🧐	Avoid difficult-to-remember activities that are more talk than action.
Interesting	You can take Replay into the future (as 'Wish-Play' rather than 'Replay'): "If only we'd done it this way" or "Next time we'll do it this way".

What	Roving Mike
When	A useful tool for use <i>during</i> Problem-Solving A useful tool for any group discussion. When using Action Replay it adds an extra dimension.
Why	To make asking and answering questions more attractive and fun. To encourage one-at-a-time talking in any group discussion. To explore situations in Action Replay in greater detail and depth. To draw attention to unheard ideas during problem solving activities.
Where	Anywhere.
How	Ensure that the interviewer and responder talk into the mike.
Time	Any time: whenever you bring out Mike.
Tips	Improvise with anything, but realistic mikes work best.
Variations	Use it for mid-activity review Have two microphones. One for you and one as a roving mike.
👍	The Roving Mike instantly signals 'review' time and a one-at-a-time rule.
🧐	It can be used aggressively and intrusively, so you may need to encourage friendly questioning. Mike is a communication aid, not a weapon.
Interesting	This simple tool can transform the quality of questions and answers. It can reveal and bring out some excellent facilitation skills in children.

What	Spokes
When	After any group activity or during end of day review
Why	To encourage self-evaluation. To encourage positive feedback.
Where	Anywhere.
How	Place an object in the centre to mark the hub of the group circle. Explain that each child has their own spoke (scale) leading in to the hub. Ask questions about their performance as a team member. “Should anyone have placed themselves nearer the centre?” “Why?”
Time	About a minute for each question. Use at least 3 questions.
Tips	Have excellent questions up your sleeve. Rather than use a standard set of questions, base them on helpful team behaviour that you noticed.
Variations	Spokes can be used for any questions answerable on a scale, but is best saved for group related questions because it instantly shows group patterns.
👍	Especially good for recognising how each individual is helping the group.
🧐	☹ Some children may stay put on the outside for all questions. Look out for this and try to ask some questions that bring everyone in. If you want a discussion with all-round eye contact, use Horseshoe.
Interesting	The combination of words, space and touch (bringing others into the centre) probably has more impact than words alone.

What	Missing Person / Team Mascot
When	After any team activity, preferably when indoor space is available.
Why	To get a team assessing their own values, skills and needs. To create a mascot that may help them to work better as a team.
Where	Best indoors with flip paper and pens.
How	Explain that a new person is coming to join their team. What qualities do you have and value that you would like them to have? What extra strengths and skills would you like them to bring? Give them a name. Draw and label features that bring out their qualities.
Time	Indoor version: 10 minutes creating the person/mascot.
Tips	Most times the mascot will take on a life of its own, but only refer to the mascot if it has captured the group’s imagination: Don’t flog a dead horse.
Variations	Quicker (less impact): use a soft toy or rope figure (no pens or paper).
👍	If it takes off, the mascot is a powerful positive force. Mascots can live on back in school and assist with transfer.
🧐	It can be difficult for the whole group to be involved in the making of the mascot - so consider making two mascots in sub groups <i>and accepting both</i> .
Interesting	Even if mascots are quickly forgotten, it is still a valuable review exercise.

What	Simultaneous Survey
When	If two or more activities have not been followed by reviews
Why	To review a lot in a short time in a way that is very busy and engaging
Where	Anywhere. If you have some laminated cards with ready-made questions.
How	Give out question cards - one per child or one per pair. Allow 2-5 minutes for each child to carry out a survey (simultaneously).
Time	2-5 minutes for the survey + more time if you want the results to be shared.
Tips	Have a good variety of questions, but exclude miserable questions.
Variations	Brief Encounters: if they are not going to report back, then have pairs swap question cards after they have answered each other's question.
👍	Fast-paced with everyone asking or answering questions all of the time.
🔄	Interesting results may get lost if there is no survey report, but that's OK.
Interesting	If indoors, this is an opportunity for children to create their own questions.

What	Mood Check
When	Before and after individual activities: Archery, Climbing, Zip, Trapeze During and after team activities
Why	To bring out stories of achievement, enjoyment (and even disappointment) To keep everyone tuned in to how others are feeling during team activities. To share ups and downs and interpret group or individual patterns.
Where	Anywhere you can stand in a circle.
How	Use a head height or hand height gauge to show mood at each moment. "Show how high or low you felt when ..." "Show how high or low you feel now ..." "Show how high or low you expect to be when you are doing this activity."
Time	From 5 seconds for instant mood check to 2 minutes for a series of checks.
Tips	Mood check does what it says on the tin, but you can do more than 'check'.. Ask children to look around: "Any surprises / comments / questions?"
Variations	Call out a number (1-10) or (1-100) Show by number of fingers or number of spins or number of jumps. Show by body language, facial expression and sound. Have everyone face out from the circle, prepare and jump 180 degrees.
👍	It gets you and them in touch with the source of <i>experience-based</i> learning.
🔄	It gets tedious if you never do anything with mood checks. Be creative!
Interesting	You can combine this with 'Mascot'. You can suggest Mascot's mood. You can combine the hand/head height version with <i>Storyteller's Chair</i> .

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<i>What</i>	Storyteller's Chair
<i>When</i>	After several activities or a complex one. When waiting for everyone to arrive for the next activity. To review the day's stories at the end of a day or at the start of the next day.
<i>Why</i>	To develop a group story through shared storytelling. To enjoy storytelling in a way that brings out talents (and humour).
<i>Where</i>	Anywhere, but helped by an attractive 'chair' indoors or outdoors.
<i>How</i>	Sit in a circle that includes an empty chair or natural throne. "If you want to start or take over the story of the group at any time, just stand up and walk to the chair. Once you are in the chair you can leave whenever you want, but must leave if someone stands up. Stand up if you want to include something that the story teller has not included."
<i>Time</i>	At least 5 minutes.
<i>Tips</i>	To get going quickly demonstrate by example and be the first in the chair.
<i>Variations</i>	Introduce <i>Mood Check</i> during the storytelling, but abandon if too tiring.
👍	You can 'brief' this as a guessing game. See <i>Visitor Technique</i> .
👎	Can be slow to start, so encourage challenges to cause place-changing
<i>Interesting</i>	It assists with the transfer of learning especially if teachers are present.

<i>What</i>	1 - 2 - ALL
<i>When</i>	When using Horseshoe, Activity Map, Empathy Test, or Buddy Time
<i>Why</i>	To involve everyone instantly To build up people's confidence and ideas in similar pairs in preparation for speaking to the group.
<i>Where</i>	Anywhere.
<i>How</i>	1: A silent statement by choosing to stand in a particular zone or by showing a point on a scale. 2: "Talk with a neighbour about why you chose to stand where you are." All: "Look around at the overall pattern or at where individuals have chosen to be. Any surprises / comments / questions?"
<i>Time</i>	1: takes 5 seconds 2: takes 1 minute All: takes as long as you want.
<i>Tips</i>	The start of the process is very clear, but the 'all' process is open, so have one or two ideas about how to close / finish (see first variation below)
<i>Variations</i>	To round off, you can reverse the process: All-2-1. The final individual 'statement' may show a change of view (especially with Horseshoe). Miss out any of the 3 stages: it is still a build up, but is less effective. Miss the first stage and you start with <i>Buddy Time</i> .
👍	Ideas are first shared with a 'friendly' partner with a similar view. The quality of group discussion is better after preparation in pairs. High involvement from the beginning.
👎	If interest fades at the 'all' stage, switch to same or different pairs.
<i>Interesting</i>	Why is this process not more widely used in education?