

Facilitator's Toolkit



Ways to add creativity, energy and effectiveness to your meetings





Facilitator's Toolkit



This manual has been written to help you to wisely facilitate a group. These tools could be adapted for many purposes: if you are running a team meeting, solving a problem, making new resources, evaluating a project, planning an event, goal setting or facilitating a training workshop. Some ideas are for multi-day workshops. Experiment with different ideas and see how they work with people.

Continue to develop skillfully as a facilitator because your work is vitally important to the success of the team you are serving.

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Helpful Facilitation Guidelines

Facilitation is serving a group. A facilitator or facilitation team helps a group to achieve its goals by guiding the process of decision making or resource production in an objective way. Good facilitation makes a difficult process **easy for a group** by concentrating those with the information and the goals on their task, and relieving them of the burden of running the process.

The facilitator helps the group/team move from where they are (in need, undecided) to where they aim to be (productive, decided). A facilitator makes sure the **process is helpful** and **engaging** so that the best possible results can emerge from the work of the group. The facilitator succeeds as they help the group **collaborate**, see **problems (roadblocks) as opportunities**, and as they allow people to also **rest and be regenerated** in their thinking.



Basic principles for good facilitation

The role of a facilitator is to act as a guide through a process. A facilitator or team of facilitators works objectively to serve the group. Facilitation is a type of servant leadership. Some distinctive aspects of good facilitation are:

| | |
|---|--|
| <p>Develop a positive and safe atmosphere in your group: 'this is a safe place for dangerous or crazy ideas'. A secure and positive group will produce better work.</p> | <p>'Park' ideas if necessary, so divisive ideas or sorrow over old mistakes do not derail the process.</p> |
| <p>Pray about the process, the ideas and the relationships. Ask God's Spirit to guide you as you guide the group.</p> | <p>Make sure you help everyone to contribute- consider jetlag, culture, heart language, personality styles and group dynamics.</p> |
| <p>Set ground rules, a code on how the group wants to operate. E.g. we speak one at a time; we trust each other, etc.</p> | <p>Learn to 'read' the mood of the group and be flexible to what they need.</p> |
| <p>Position the group in the process: Explain the process of how you expect to work together from the beginning. Develop a plan of action together and then refer to the plan continually throughout the time together to connect ideas and reshape expectations and plans as you go.</p> | <p>When giving feedback, start with positive before going to negative, then summarize and finish with positive.</p> |
| <p>Speak: get agendas and concerns out in the open. If you notice an undercurrent, point out what you notice and ask what it is or what it means. E.g. "I notice that nobody is speaking further about youth suicide when it is raised. What is it that I don't know because I'm not a part of the group?"</p> | <p>Stop work at the end of the day very intentionally. Put it down and rest. God gave us rest to refresh our minds. Tomorrow's ideas will be much better because of rest today.</p> |
| <p>Structure in facilitation gives courage and confidence. Try to have a 'roadmap' of where the group is going and come back to it regularly to review the progress.</p> | <p>Use high-energy small groups to fill in details quickly when ownership and consensus have been achieved.</p> |
| <p>Go slow to get ownership and have consensus by all the members.</p> | |

Qualities for a facilitation team

| Quality | Markers |
|--------------------------|---|
| Responsive | <ul style="list-style-type: none">• These facilitators are drawn to helping people solve problems in groups.• They want to understand what the problem or need is, and structure an opportunity to tackle the issue. |
| Helpful | <ul style="list-style-type: none">• Servant-hearted. They prepare and pray for the group and the process.• They seek to include everyone in the process. |
| Intuitive | <ul style="list-style-type: none">• They will pick up on the mood of the people. They will invite the group members to reveal what they are thinking/feeling.• They will notice changes in the needs or priorities of the group. |
| Strategic | <ul style="list-style-type: none">• They will see the potential of what the group can achieve.• They will ask powerful questions in a timely way.• They will notice who is showing possible untapped potential in the group. |
| Neutral/Impartial | <ul style="list-style-type: none">• They will put aside their own needs or agenda for the sake of the group.• They will keep value judgements and opinions out of the discussion – putting aside their facilitation role to give any personal view in the process. |
| Encouraging | <ul style="list-style-type: none">• Offering truthful, insightful encouragement, they will help to give the team courage as they take next steps and put pressure on themselves to explore ideas and make decisions. |
| Responsible | <ul style="list-style-type: none">• Willing to take the team completely through the process, stick to time, stick to the task and push for final results. |
| Prayerful | <ul style="list-style-type: none">• Continually asking God to guide the facilitation team and the group. |

Ground Rules you may want to suggest

Participants can set ground rules. Here are some you may want to suggest so that members of the group feel welcomed and valued:

| | |
|---------------------|--|
| Mutual trust | We honor absent people and talk about them with respect. |
| Safety | This is a safe place to try new and different ideas. |
| Respect | Your opinion matters to me. |
| Equality | We are all equal under God. |
| Flexibility | The process is dynamic and can change to suit new perceived needs. |
| Freedom | We have freedom in Christ. |
| Empathy | It is good to walk in the shoes of others to get true understanding. |

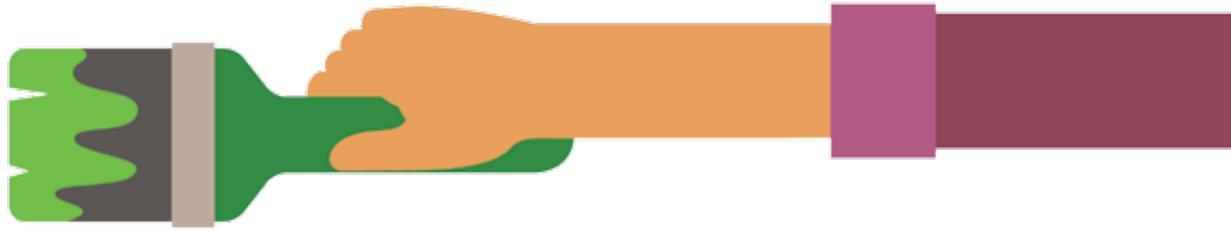
Listening

Good listening encourages all the positive values that make good group atmosphere. Be aware of all these aspects of listening:

- Positive eye contact and posture.
- Signal attentiveness with verbal and non-verbal affirmations: “yes” and nodding head.
- Wait through pauses / silences.
- Respond to feelings and acknowledge emotions using gestures and facial expressions.

Asking questions

- Learn to ask powerful questions, especially open-ended questions.
- Use open-ended questions and follow-on questions to probe deeper.
- Through questions you guide participants to pay attention to different things, to guide thinking, to evaluate themselves and their team, and to develop new ideas.
- Use experiential learning and debriefing as a good place for questions. Frame questions around: What? So what? Now what?
- Ask 5 ‘why’ questions in a row to discovered the underlying reasons for things.

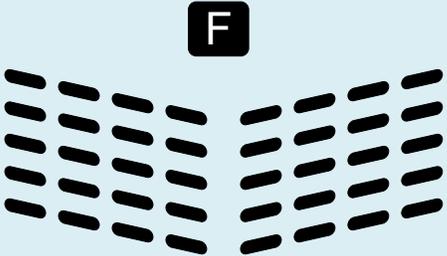
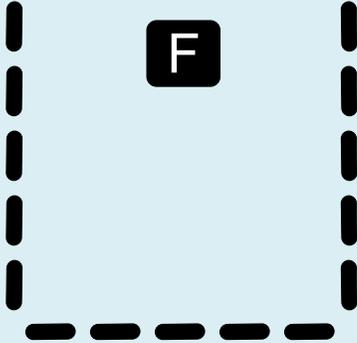
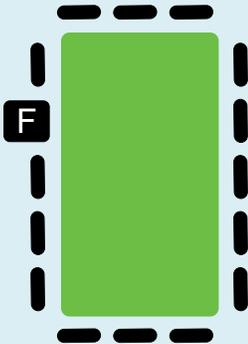


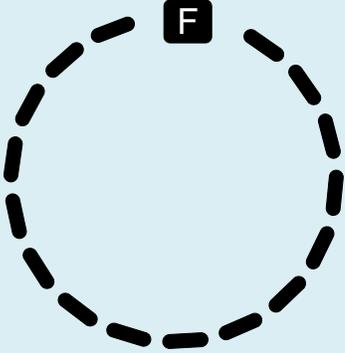
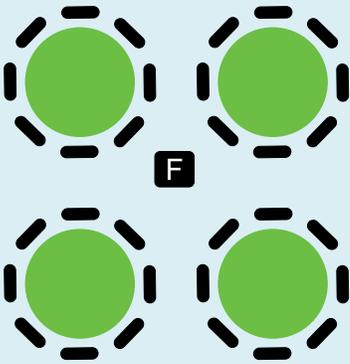
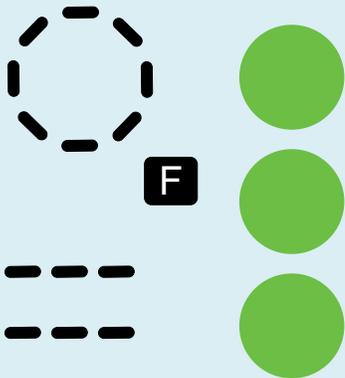
Meeting space design

Think about the space you are using to work with the group. Are you using the space in interesting ways or not? If people are always in the same physical arrangement they will get bored, sleepy and be disengaged. Mix things up by moving the room around, sitting in different arrangements, using energizers, varying the schedule, using surprises, using multimedia and engaging in interactive experiential games.

Here are some room arrangements and their uses. The arrangement of the room will closely link to the mode and purpose of the work. Changing the arrangement will also move people to a different part of the room, which is healthy for group dynamics.

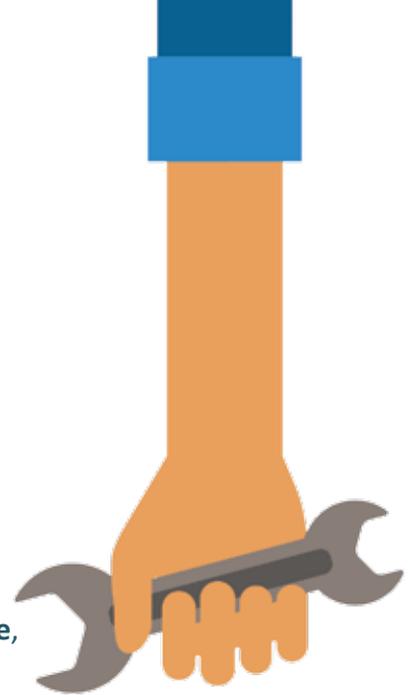


| Design | Benefits | Difficulties |
|---|---|---|
| Theatre: Straight line, V shaped or curved seating | | |
|  | <ul style="list-style-type: none"> • Can accommodate a large group. (30-1000) • Good for plenaries and talks. • Everyone can see the screen and flipcharts. • It is easy to have a sound system. | <p><i>People cannot interact easily as they look at the back of the heads of the row in front. (However the more angled the chairs, the better for group dynamics.)</i></p> |
| U shaped | | |
|  | <ul style="list-style-type: none"> • Can accommodate 10-30 people. • Each person has a workspace to write and use computers. • People face each other in discussions. • There is space in the middle for demonstrations and activities. • Everyone can see the TV or screen and flipchart. | <p><i>Time can be wasted when people go to the middle for activities.</i></p> <p><i>This work environment is difficult for group work.</i></p> |
| Board room | | |
|  | <ul style="list-style-type: none"> • Can accommodate 8-20 people. • Each person has a workspace to write and use computers. • People face each other in discussions. | <p><i>No room for activities.</i></p> <p><i>People face different directions when a screen is used.</i></p> |

| Design | Benefits | Difficulties |
|---|--|--|
| Circle of chairs | | |
|  | <ul style="list-style-type: none"> • Can accommodate 10-40 people. • People face each other in discussions. • There is a space in the middle for demonstrations and activities. • The chairs can be moved into different arrangements very easily for group work or theatre arrangement. | <p><i>The circle can be very big for discussions and some cannot be heard.</i></p> <p><i>Not everyone will see a TV, screen or flipchart easily.</i></p> |
| Work group tables (or cabaret seating) | | |
|  | <ul style="list-style-type: none"> • Can accommodate 20-100 people. • Each person has a workspace to write and use computers. • People face each other in discussions. • Tables can be optional if flexibility is required. | <p><i>No room for whole group activities.</i></p> <p><i>Some people will have their backs to the front.</i></p> |
| Flexible seating | | |
|  | <ul style="list-style-type: none"> • Can accommodate 15-50 people depending on size of the room. Use only chairs to move between theater, circle and workgroups as the need changes. • Tables can be left at the side and used when workgroups need tables. | <p><i>The group moves chairs continually so people have nowhere permanent to put their equipment.</i></p> |



Different Work Modes in Groups



Work Mode is about matching **task** with **activity type**, with the best number of **people participating**.

When facilitating a group it is best to change the mode of how people are working every 10-30 minutes depending on the topic and the intensity of the task.

Many group meetings rely on just one or two modes such as whole group discussion (sitting in a meeting room chair arrangement) or breaking into small work groups. Potential problems with work modes are reduced when a Work Mode is well matched to the Task.

There are many productive modes of work. Changing modes to suit the task of the group will create better group interactions, work practice and better matches between topic, task and methodology – review your choice of Work Modes and experiment to discover what works well.

| | | |
|--------------------|--------------------------|---|
| Whole group | Spectrum line | Speed dating |
| Small work groups | Cross fertilizing groups | Practicum |
| Work group tabloid | Expert groups | Demonstration and observation |
| Work alone | Café- open tables | Role play, experiential learning, or simulation |
| Work in pairs | Build ups | Walk and talk |

All modes have different uses, applications, and potential problems – details in the following table will help you match Work Modes to the various tasks the group needs to accomplish. If one Work Mode isn't effective with your group, there may be other Work Modes listed that will be more effective.

Work Modes Table

| Work Mode | Description | Good for... | Potential problems |
|---------------------------|--|---|---|
| Whole group | The whole group works together on a task led by the facilitator. | <ul style="list-style-type: none"> Briefings and explanations. Plenaries. Setting the tone. Getting everyone on the same page. | <ul style="list-style-type: none"> Only a few very confident voices are heard in discussions. Some people are not engaged fully. Can be boring if it goes too long. |
| Small work groups | Divide the bigger group into work groups to complete certain tasks in a time frame. After a set time, work teams report back to whole group. | <ul style="list-style-type: none"> Getting many things done at once. Creating momentum in the group. Delegating decision making about details. More people are engaged in the task. Some people work best in groups. | <ul style="list-style-type: none"> Not enough space. Needs good facilitation so group stays on track. Requires more resources. Some personalities can dominate a group if leadership is weak. |
| Work group tabloid | Different tasks are set up at different places in the room and individuals can work at each station for 5-15 minutes before moving to the next task. | <ul style="list-style-type: none"> Bringing energy to the group. Informally working with different people. Stretching legs and moving. | <ul style="list-style-type: none"> Needs organization and sometimes repeated equipment. Takes more space. Can be noisy for other groups. |
| Work alone | Each member of the group works alone on a task and then reports back after limited time. | <ul style="list-style-type: none"> Getting many things done at once. Some people prefer to work alone. | <ul style="list-style-type: none"> People can lose focus if working alone too long. Getting feedback from every individual is time consuming. |
| Work in pairs | Pairs are given a short task. After 2-5 minutes people feedback to whole group. | <ul style="list-style-type: none"> Everybody gets to contribute ideas. A partner can identify a good idea if someone is too shy. | <ul style="list-style-type: none"> Needs a time limit. People may only partner with those they already know. |

| Work Mode | Description | Good for... | Potential problems |
|---------------------------------|---|---|--|
| Spectrum line | <i>To use when wanting to find out how competent people feel about a topic.</i> Ask the group to stand in a line, which indicates their level of experience or competence with a topic. The line can be divided in different ways. | <ul style="list-style-type: none"> Finding out competence in the group so everyone is aware. Can arrange people afterwards in different types of groups. This task appeals to visual and spatial people. | <ul style="list-style-type: none"> Not always accurate as it is reliant on people's own perceptions. |
| Cross fertilizing groups | Each group meets with another group. Each group can present ideas to the other group for 5 minutes and then the other group can ask questions and make suggestions. Feedback could answer these questions: 'What was good?' 'What could improve the ideas?' Then swap roles. | <ul style="list-style-type: none"> Clarifying ideas. Expressing ideas. Getting feedback. Gaining bigger perspective. The group giving feedback will learn and grow. | <ul style="list-style-type: none"> Needs a time limit. Can be negative if not well facilitated. Feedback takes time away from the task and some groups can resent this. |
| Expert groups | The whole group works in mode A and mode B. In mode A the people are grouped into 'expert' groups. In these groups they go into depth about a topic. Then in mode B, the groups are reorganized into work tasks and the people from each expert group are distributed between all the work groups. The workgroups are seasoned by the expertise and depth of the expert groups. | <ul style="list-style-type: none"> Depth of understanding. Uses the insight and depth in the group productively. Creates substantial resources. Breaks up cliques. Allows variety as you move between mode A and B and back again. People can belong to two main groups of people. | <ul style="list-style-type: none"> Some people may value one mode more than another and be flippant in the other group. |

| Work Mode | Description | Good for... | Potential problems |
|---------------------------|--|---|--|
| Café - open tables | The instructions for tasks are set out on separate tables/flipcharts around the room. People can move between tables to stay and work as long as they like. People are constantly moving from table to table. | <ul style="list-style-type: none"> • Getting many ideas quickly. • Allowing people to find their passions. • Bringing energy to the room. | <ul style="list-style-type: none"> • Needs a time limit. • Some can become lost and disengaged because they can drift. • Requires people to read constantly and think actively. |
| Build ups | People are given a task and work alone for 2-5 minutes. Then they form pairs and continue for 2-5 minutes. Maybe they can get consensus. Then they form 4's to find consensus, then 8's and continue in this way. | <ul style="list-style-type: none"> • Working with new people. • Finding the important priorities. | <ul style="list-style-type: none"> • Some important ideas can be lost if they are not identified all the way through the process. |
| Speed dating | Each pair is given a short task. After 2-5 minutes people have to find a different partner and do the task again with the new person. This process is repeated. People could find people they don't yet know. | <ul style="list-style-type: none"> • Clarifying ideas. • Expressing ideas. • Getting feedback. • Gaining bigger perspective. • Connecting with new people. | <ul style="list-style-type: none"> • Restricted time for work. • The repeatable task needs to be of value for the group to repeat it many times with new work partners. |
| Practicum | Work teams develop an idea and then test it with another group or groups. The group could be part of the conference or an outside group. Do this in the middle of the conference, not at the end. This leaves time to modify the idea. | <ul style="list-style-type: none"> • Shaping and evaluating ideas. • Creating a time pressure to complete a task. • Gathering valuable feedback and experience. • Creating great opportunity for team growth. | <ul style="list-style-type: none"> • Needs to be limited time. |

| Work Mode | Description | Good for... | Potential problems |
|--|--|--|---|
| Demonstration and observation | The whole group sits around the perimeter of the room to observe a small group demonstrate an activity in the middle. (This group in the middle could be experts or novices). After the experience is demonstrated the facilitator debriefs with the whole group. Positives and negatives can be drawn out. The facilitator can ask participants questions as well as the observers. | <ul style="list-style-type: none"> • Showing very good or poor examples of a skill which can be debriefed. • A rich learning experience. • Observers and participants will have different perspectives, which can be drawn out. • Active learning. | <ul style="list-style-type: none"> • Passive learning unless the observer's task is focused and responses debriefed. • This is an improvised activity and may not work exactly as you expect. |
| Role play, experiential learning, or simulation | This can be done in large or small groups. Each person is given a role that they have to fulfill or act out within a scenario. Afterward the experience is debriefed. | <ul style="list-style-type: none"> • People get to explore ideas by being in other people's shoes. • Active learning. | <ul style="list-style-type: none"> • Some people have mobility issues and need to be thoughtfully included. |
| Walk and talk | Pairs or threes are given a topic to discuss. Then they go outside and walk and talk. | <ul style="list-style-type: none"> • Brain rest and exercise. • Expressing ideas informally. • Getting feedback. • Gaining bigger perspective. • Connecting with new people. | <ul style="list-style-type: none"> • Groups will need to be able to choose a variety of places to walk and talk. Those with mobility issues need to be thoughtfully included by their pair/triplet. |





CHURCH

Children
ministers

Pass
book

Choir

Children
center
in

Pray for the
sinner
that he will
be saved
1 Tim 2:1-4

Teach in
my church
about children
in the body
of Christ
1 Cor 12:27

Members
(Name tags)

Children's
Bible
class
with
children
in
groups

Children's
Bible
class
with
children
in
groups

Prayer
cards
10/10/10

Children's
Bible
class
with
children
in
groups



Key concepts for wrestling with new ideas

There are three basic “brain sparking” principles that are foundational to all the tools in this kit:

Roadblocks

Collaboration

Brain Rest



Roadblocks

Problems and challenges will always emerge as a group works together. A problem is not a 'roadblock' that has to stop progress. A 'roadblock' is simply an opportunity for a creative solution. We strive to find a way to get around the roadblock and this gives us an opportunity to find a solution we have never tried before. Our world needs many more simple and creative solutions to our challenges. Read Luke 5:17-26. Jesus describes the friends' creative solution as faith. Solution finding is very important in Gospel work.

Roadblocks are incredibly useful for Creative Solution finding. When we hit a roadblock in planning or ideation it does 2 things:

| | |
|---|--|
| We cannot do what we have always done – old ways won't work because there is a roadblock. | We need to figure out a way around the roadblock (a detour). What happens on detours? <i>(There are many answers to that question, which is why roadblocks are so helpful!)</i> |
|---|--|

Roadblocks can be identified as real, or artificially placed in the process. Here are some suggestions to integrate a Roadblock into facilitation – only use one – it's meant to prompt thinking, not frustrate and anger the group. After brainstorming some ideas/solutions, add one of these challenges and encourage the group to come up with a creative solution unlike anything previous. This is often done well in small groups of 3-5.

Examples of roadblocks

- **Communication:** cut off one major form of communication that the group has with each other and with their focus people.
- **Travel:** reduce the distance or the number of people who can travel.
- **Message:** must be delivered by mime, picture, photo story, 4 year old, YouTube video, a cardboard box, or Meme.

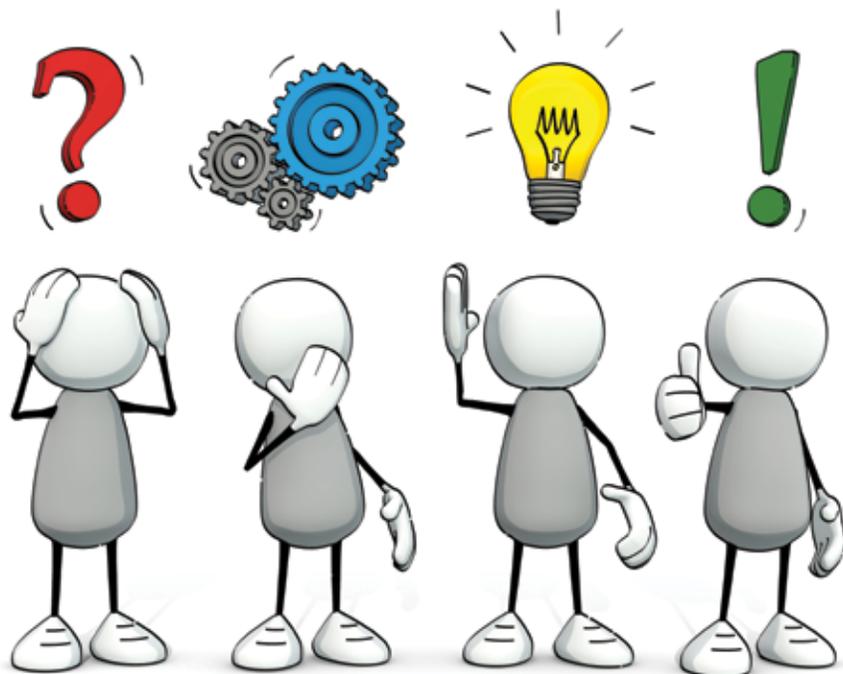


Collaboration

Facilitation is all about helping a group of individuals work together in the best way possible, because when they do, good results will happen. Collaboration is the most complex form of working together. The team members are reliant on each other for success. When we are looking for creative solutions we need to work with others. It is best that team members are different from each other: different strengths, different perspectives and different styles. This gives two main benefits:

- There is potential to learn from each other.
- We are able to get ownership of the potential creative solutions early on in the process.

However collaboration is difficult. It requires trust. It requires practice. A team will grow in their collaboration skills as they practice working together. It takes time.



Brain rest

Rest allows people the time and opportunity to generate new thinking.

The brain continually needs to be refreshed. Sleep is the best form of brain rest because the brain has not got a specific task to do while asleep – sleep options are helpful when facilitating a workshop over a number of days. Brain rest is vital for creative thinking. When the conscious parts of the brain are at rest, the unconscious parts of the brain are capable of making extraordinary connections with ideas. People can go to sleep with a persistent problem and wake with a creative solution. However, sleep is only one kind of brain rest. There are many others. Energizers, creative challenges (that are related or unrelated to theme), solitude, café break, sport, games, prayer and times of personal reflection are all moments of brain rest. Build these into any schedule.

If we are facilitating a process of creative solution finding, we need to find ways to allow intentional brain rest. Do things that aren't necessarily closely related to the problem-solving task.

Examples:

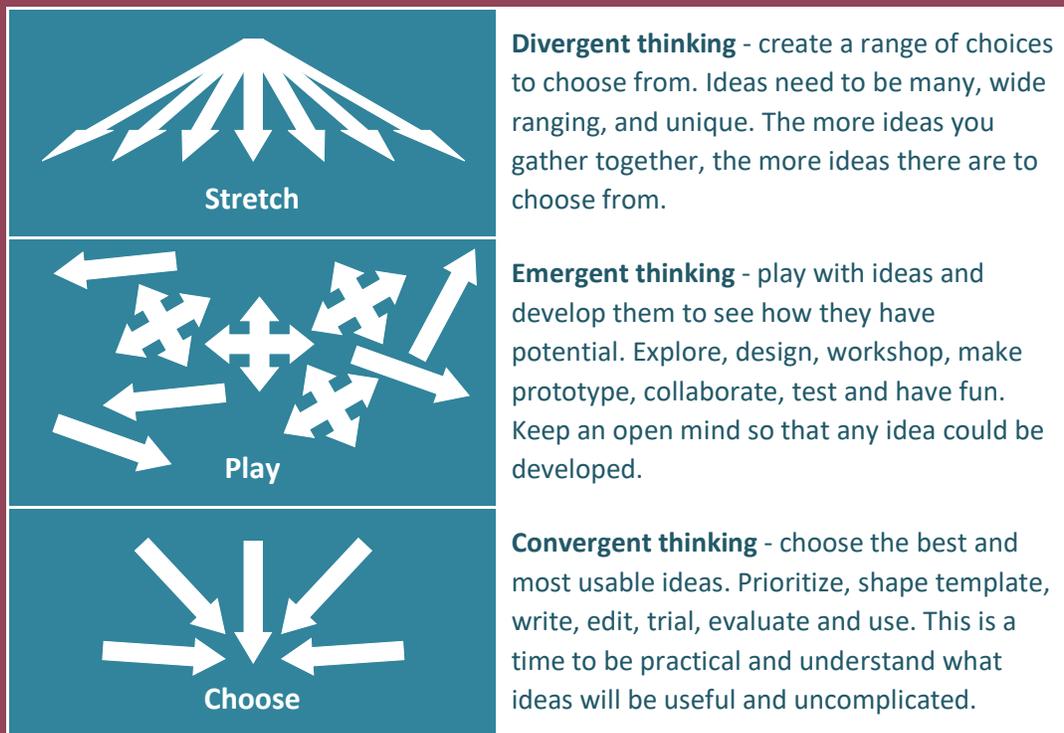
- Plan a closure for each day, or meeting. During that closure- tell the group that the work is finished, that no more is expected of them that day (or session).
- Send the group out around the area for 10 minutes to take photos with phone cameras or to collect things related to a theme
- Send people to bed to sleep – remind them of its value each day.
- Structure a personal prayer and sharing time each day so that each person is cared for by another. As people pray and share, they lay pressing problems together at the Lord's feet.
- Send group/pairs/individuals on a specifically themed mission for 15 minutes – debrief for new ideas – or new insight into the existing theme.
- Eat a special meal together.
- Watch a funny video clip (not more than 3 mins)
- Complete a puzzle competitively.
- Go on an excursion together.
- Build a structure from locally sourced materials.





The Creative Thinking Process

The process of finding and shaping new ideas has three main parts:



Another important part of creative thinking is to **energize** thinking continually.

Energize

Wake the brain up by doing physical activities. Find connections between ideas using means other than just thinking. Energizers can come at any time in the process. The placement of energizers is dependent on the facilitator taking notice of the group's energy levels and adjusting the process.

The tools have been clustered together in categories: stretch, play and choose. However many of the tools can be used for different purposes so please experiment with the tools and adapt them for your own purposes. For example the ideas café can help generate many ideas quickly. It can also help to go deeper into issues and help divide the group into workgroups to develop each idea further. Finally it can be used to vote on ideas and decide which idea to use.

Divergent: Tools to stretch thinking and discover many new ideas

Brainstorming

WHY:

Use this tool when the group needs to work together to find many new ideas around a topic or challenge.



HOW:

Spend a limited amount of time listing as many ideas as possible. Teams of 4 or 5 are ideal. Don't judge the ideas too quickly. 'Piggy back' ideas onto one another, using one idea to build a new idea. Crazy, 'out-there' ideas can lead to very innovative workable ideas later on. The effectiveness of a brainstorm is measured in 3 ways:

- Number of ideas
- Range of ideas (ideas are not just simple variations of other ideas but are fundamentally different)
- Original ideas

The more ideas written the more ideas there are to choose from.

NEXT:

Choose one or two of the ideas and find a way to join them together. Choose an idea to develop further.

Ideas café

WHY:

Use this tool when you want to crowd source ideas from the whole group and have ownership of ideas. The group will work on many ideas at the same time in an informal manner.



HOW:

A topic is written at the top of each flip chart. 3 or more topics can be worked on by putting flip charts in different parts of the room. Individuals can move around to each flip chart and add ideas and talk about the ideas already there before moving onto new topics. Allow 15-20 minutes to collect ideas from the group.

NEXT:

People can choose a workgroup based on each of the flip chart topics. The ideas can be organized and developed in the workgroup and then shared with the whole group or one other group.

Random words brainstorm

WHY:

Use this tool when the group wants to come up with some innovative ideas by limiting the scope of their thinking to solve a problem. This tool uses roadblocks.

HOW:

While groups are brainstorming a topic choose 3 or 4 random words and tell the group the words one at a time. The group must solve a problem using all or some of the random words in the solution they come up with. This can create a lot of creativity and originality, which may lead to new good ideas. *Search Max7.org for "Random Words" to download a PowerPoint that chooses random words or choose from below:*

Cautious, prefer, animal, marble, injure, skin, pause, cream, humorous, river, contain, gusty, tiger, secret, number, mist, faithful, berserk, hunt, squeeze, rapid, call, calculating, bump, coast, alike, thrill, rustic, full, direction, bite-sized, productive, amused, notebook, exercise, sparkling, bury, copper, bedroom, fish, spade, thought, chair, bike, stick, transport, zealous, plant, resolute, popcorn, seashore, bridge, deserted, unit, develop, curly, tense, panoramic, cup, waves, pollution, slip, spot, trucks, whistle, long-term, increase, cannon, determined, excited, animated, change, vigorous, birth, key, questionable, x-ray, lively, oven, toys, low, train, whispering, protect, dust, ceaseless, impossible, capable, edge, delicious, collar, second-hand, brown, puzzling, swim, sheet, airplane, mailbox.

Stretching questions

WHY:

Use this tool to move people out of complacent ruts.

The facilitator asks questions that seem impossible but will take the group to a place where they will see from a new perspective.

Questions:

- How will we multiply the effect by 1000 without spending more money?
- What if we could no longer...(travel, print materials, go to church)
- What if we could only meet 3 people at any one time? How would training, meeting change?

It would be great if....

WHY:

Use this tool to get people to dream and stretch their thinking in positive ways.

HOW:

Ask people to work alone. Ask each person to spend 5 minutes and write as many answers to this statement as possible. You could make the topic about the team or about individuals or an event. Just make sure the group is clear on what you expect.

- "It would be great if ... our team communicated more regularly."
- "It would be great if our team had more fun together"

NEXT:

Pair and share. See what is common.

Find the five most popular ideas. Brainstorm creative and practical ways to make these dreams a reality.

Appreciative enquiry

WHY:

This is used to hear the experiences of different participants and help the group draw out principles of success.

HOW:

Many discussions focus around identifying the problems and then trying to fix them. This AE approach starts with the assumption that

there are many positives that need to be identified and then principles drawn to be able to repeat success. The process helps to shape what could be. Individuals in the group will tell their stories of work or ministry. As people listen they notice key words and themes and write them down. Repeat this process with a few people, and then find the common themes or principles.

The principles can be listed and then discussed as a positive basis for new endeavors.

Emergent: Tools for playing with and developing ideas

Sticky note categorizing

WHY:

After ideas have been generated in Brainstorms the ideas need to be grouped and processed.



HOW:

Ask a small group of people to gather around the flipchart after a brainstorm and group the sticky notes into categories. After grouping them put a label clearly on each group with a new colored sticky note.

NEXT:

Ask the group:

- Is this how you would have categorized them?
- What categories do you see?
- What patterns do you see?
- What is missing?

Give each team a different category to work on.

Group timed discussion

WHY:

Use this tool to unite the whole group together and find the mood and ideas about a topic from many different people.

HOW:

The facilitator introduces the topic and allows different people to contribute an idea in 30

seconds. People may only make one contribution and one clarification comment if needed. This gives many people a chance to contribute. An object can be passed around the group and only the person holding the object can speak.

Speed talking hot topic

WHY:

Use this tool when you want each person to be able to express their ideas.



HOW?

Work in pairs. Each person has 1 minute to say his or her opinion about a certain topic to someone else. After 2 minutes each person moves on to another person and tells them about the topic. After 3 times ask the group what opinions left an impression on them. Did others think so too?

Five whys

WHY:

Use this tool when you think that there are a lot more 'layers to the onion' with the particular issue being discussed. Maybe you suspect that the actual problem is different to what people say it is.

HOW:

Work in small groups. Allocate one person to be the leader who will facilitate the discussion. One person in the group will express their

opinion about a problem or issue. After they have finished the leader asks 'Why?' Anyone in the group can answer. Then ask 'why' again. Continue the process of asking why to try and get to the base of the problem.

NEXT:

- Bring the group together and debrief.
- Ask: What did you discover about the base cause of the issue? What is it?
- After the group has consensus on the actual cause of the issue then use another tool to find some new solutions.

Discussion roles

WHY:

Use this tool when the facilitator wants to break the usual dynamics of the group where some contribute more than others.



HOW:

Assign roles to each member so each has to limit their comments to be consistent with their role.

ROLES:

- positives seeker
- problems seeker
- process observer
- new ideas finder
- linking new ideas with ideas already given.

After roles are assigned then discuss the topic as normal.

Floor mind-map

WHY:

Use this tool to explore how a structure, strategy or idea all fits together. It will help the whole group understand the implications of the structure with many parts or outcomes that are trying to be achieved. It can be done for planning or evaluation.



HOW:

Draw the main elements of the structure or strategy onto separate pieces of paper. E.g. Big group meeting, cell groups, leadership team, local church, etc. (these could be symbols to make each paper more memorable and identifiable).

As the group is asked to explain the structure or strategy, the facilitator gradually lays the papers on the floor to create a mind-map. Parts can be connected with ropes or string. The group can walk around the parts and gather to discuss different elements or connections.

Options:

- Move different labels in the mind map to explore the consequences to various outcomes.
- Number each element to show a sequence of events or an order of priority. Numbers can be moved around.

- Ask questions to try to understand the relationship on the mind-map.
- Overlay a set of labels that the group is already familiar with and ask them to place them on the mind-map and explain the placings.
- Brainstorm new ideas around each label on the floor.

Metaphor connections

WHY:

Use this tool when trying to understand the roles of different people, organizations and events in the process.



HOW:

Think of a simple metaphor that would help the group discover new aspects about the theme they are exploring, e.g. aircraft, tree, ship, recipe, factory, house, bicycle. Then draw an aircraft/tree on a flip chart. Label each part and then use each part as a metaphorical link to the topic being discussed. If an aircraft is the metaphor we are using to explore the theme of the *'health of our team'*: Who is the pilot? Where are we going? Who are the crew? Who are the passengers? Who are the ground crew? What are the seats, meals, and entertainment?

NEXT:

- Small groups could work on the metaphor and then compare results after 10-15 mins.
- Ask probing questions to see what the group can learn from the metaphor.

Informal debate

WHY:

Use this tool when you want to provoke a response about a certain topic.

HOW:

Create a strong statement about a topic. For example: 'All good leaders will surround themselves with people better than them and who disagree with them.'

Ask the group to move to a side of the room depending on whether they are 'for' or 'against' the statement. Those who are unsure can sit in the middle. Give each side a chance to express their ideas in just 1 min. People can move sides if their minds change. Repeat the process and see how the group responds.

Reverse Debate

WHY:

Use this tool if there is significant conflict in the group over an issue. It will help people see a new perspective.

HOW:

Say what the issue is, e.g. 'The team needs to divide into 2 new teams to grow.' Ask people to stand on one side of the room if they agree and the other side of the room if they disagree. Now the group will have a debate, however each team needs to argue for the point of view which is opposite to what they truly believe. (Those that agree will disagree, and vice versa.) Give each team 60 seconds to say some points then swap to the other team. Continue in this process until all the arguments have been expressed.

NEXT:

- Have time alone to reflect on the ideas you heard. What have you realized?
- Has anyone changed their opinion? Why?
- How could we resolve this?
- Pray together for wisdom.

S.C.A.M.P.E.R.

WHY:

Use this tool to play with ideas and broaden your insights.

HOW:

SCAMPER is an acronym for seven thinking techniques that help those who use them come up with untypical solutions to problems. The thinking techniques are so common to human creative behavior that it might be more accurate to call SCAMPER a mnemonic for the collection of techniques rather than a technique of its own.

| | | |
|----------|-------------------|--|
| S | Substitute | Remove some part of the accepted situation, thing, or concept and replace it with something else. |
| C | Combine | Join, affiliate, or force together two or more elements of your subject matter and consider ways that such a combination might move you toward a solution. |
| A | Adapt | Change some part of your problem so that it works where it did not before. |

| | | |
|----------|-----------------------------------|---|
| M | Modify | Consider many of the attributes of the thing you're working on and change them, arbitrarily, if necessary. Attributes include: size, shape, other dimensions, texture, color, attitude, position, history, and so on. |
| P | Purpose (Put to other use) | Modify the intention of the subject. Think about why it exists, what it is used for, what it's supposed to do. Challenge all of these assumptions and suggest new and unusual purposes. |
| E | Eliminate | Arbitrarily remove any or all elements of your subject, simplify, reduce to core functionality. |

| | | |
|----------|----------------|--|
| R | Reverse | Change the direction or orientation. Turn it upside-down, inside-out, or make it go backwards, against the direction it was intended to go or be used. |
|----------|----------------|--|

Consensus

WHY:

Use these questions when trying to discover the level of consensus in the group about a particular issue of direction.

HOW:

- Have you been heard and understood?
- Have you heard and understood?
- Can you live with it?
- Can you and will you publicly support it?



Convergent: Clarifying, summarizing, choosing and assessing ideas

Pros and cons list

WHY:

Use this tool when wanting to explore the positive and negative implications of an idea.

HOW:

Divide a flip chart into 2 columns. Take a minute to list all the positives of the idea as a group. Now spend a minute finding the negatives. To evaluate the lists ask questions like: Which list has more? Which ideas are more significant?

Clarify the key question

WHY:

Before discussing and wrestling with an issue it is wise to make sure the issue is clear to everyone.

HOW:

After the group has brainstormed all the issues that need to be dealt with, choose the issue that is a high priority to explore and resolve. Work in pairs. Each pair writes one clear and succinct sentence that explains the actual issue or problem. Then two pairs join together to make 4. Share the sentences and then make a new one that reflects to best ideas. Continue this process in groups of 8.

Now write the sentence of each big group on a flipchart. Combine and summarize the sentences to produce the clearest sentence that explains the problem. This whole process

need only take 5 minutes but it will make the discussion more efficient later.

Plus | Minus | Interesting

WHY:

Use this tool when giving another writing team feedback on their work.

HOW:

Each person works alone and divides a page into 3. List ideas about an issue under these three headings:

| | |
|-------------|---|
| Plus | Positives - comment on the strengths of the material. |
| Minus | Negatives - comment on the weaker aspects of the material, what doesn't work as well. |
| Interesting | Comment on interesting, creative ideas with potential. |

NEXT:

- Pair and share ideas with another person.
- Collect all the ideas and list them on a flip chart. Ask the group to prioritize the 3 most important ideas for each.
- 'I' could also stand for 'Implications'.

Show me fingers

WHY:

To quickly assess the group's opinion of an issue.

HOW:

Ask people to think about the issue and then raise their hand showing fingers to indicate what they believe.

| | |
|----------|--|
| 5 | Five fingers for strong support. |
| 4 | Four fingers for good support, and a willingness to work on it. |
| 3 | Three fingers for minimal support, but a willingness to work for it. |
| 2 | Two fingers for neutrality. |
| 1 | One finger for no support. |
| 0 | Fist for no support and active opposition. |

This could be simplified by using thumbs up, thumbs sideways and thumbs down.



Six thinking hats

WHY:

Use this tool when wanting to evaluate an idea from different points of view.

HOW:

Spend time evaluating an idea from different perspectives. Each colored hat represents a different perspective.

| | |
|---------------|---|
| White | What are the facts? |
| Yellow | What are the positives/strengths? |
| Grey | What are the negatives/weaknesses? |
| Green | What are some new ideas? |
| Red | How do I/we feel about this? |
| Blue | Is there another way to think about this? |

NEXT:

- People can do this alone, in pairs or small groups.
- Use a hat of each color and put them where they are clearly seen to remind people of the process.
- Focus on one color hat at a time.

30-second opinion

WHY:

After working on an idea for some time, only a few people's opinions are heard. This allows everyone to say what they think. It will raise participation levels or help to define a problem by asking each person in the group to state their views on the issue under discussion without being interrupted by anyone else in the group.

HOW:

Each person has 30 seconds to say what they think. This means that all the ideas and views are raised at one time but the facilitator gets the group to summarize these ideas and views before the group moves on.

NEXT:

Ask: 'Do we need to make any changes to our direction in light of what has been said?'

NSEW - North, South, East, West

WHY:

Use this tool when trying to understand how each person is reacting to a topic. This is a self-reflection tool.

HOW:

Each person works alone.

Ask yourself; what **W**orries you, what **E**xcites you, what do you **N**eed to know and what are the **S**teps forward?

NEXT:

- Pair and share answers with another person.
- Collect the major worries or needs from the group.

- Get the group to rate the worries or needs to see which issue most needs to be addressed.

S.W.O.T. analysis

| | |
|----------------------|-------------------|
| Strengths | Weaknesses |
| Opportunities | Threats |

WHY:

Use this tool when the group needs to explore a topic from different perspectives.

HOW:

Make a list of ideas about a topic under each of these headings- **Strengths, Weaknesses, Opportunities, Threats**. This could be done as individuals, pairs or small groups. Give 2-5 minutes to collect ideas around each category and then discuss together. In the discussion focus on all the categories.

Plus one "+ 1"

Why:

Use this tool when the number of challenges and tasks seems overwhelming. This will help break up the huge task into smaller manageable steps.

How:

After the group has determined the ultimate goal together it will usually seem overwhelming. How do we get to the goal? The best question to ask is, '**What is one thing we can start doing today that will move us closer to our goal? What is our "plus one"?**'

Each time the team meets they can discuss how to **plus one**, implement each decision and progressively move closer to the goal.

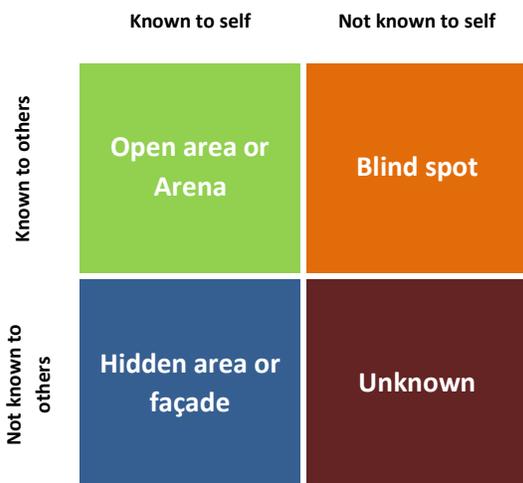
Johari's window

WHY:

Use this tool to evaluate the group's understanding of themselves and their impact.

HOW:

Teach the idea of each quadrant of Johari's window.



Do this self-reflection activity. It can be done on each individual or the team.

For this example we will evaluate the team.

| | |
|---------------|--|
| ARENA | Brainstorm the culture and character of the team that everyone is aware of. This is what is widely understood by everyone inside and outside the team. |
| FAÇADE | List the things that have happened in the team that we do not want others to know about. These are conflicts and |

| | |
|------------------|---|
| | problems that we wouldn't tell new people about as they join the team. Share these together. Be careful not to embarrass people. |
| BLINDSPOT | Ask this question: 'What do others say about our team?' List the responses and then pray. Discuss how people might come to this opinion about the team. |

Consensus lists

WHY:

Use this tool when the whole group needs to find what is common and important to everyone.

HOW:

Each person writes a list of the important ideas on a topic. Then in pairs see which ideas are common to both people. Then in groups of 4, see which ideas are common to all. Then in groups of 8, see which ideas are common to all people. Then ask each group to list their common ideas in front of the big group for the group to comment on. The facilitator could ask, 'Are there any surprises?' 'What important thing is missing?'



Prioritize ideas

WHY:

Use this tool when the group needs to categorize the ideas into sets of different importance.

HOW:

As a group order the ideas into A, B, and C classification according to importance. A = very important, B = moderate, C = low importance.

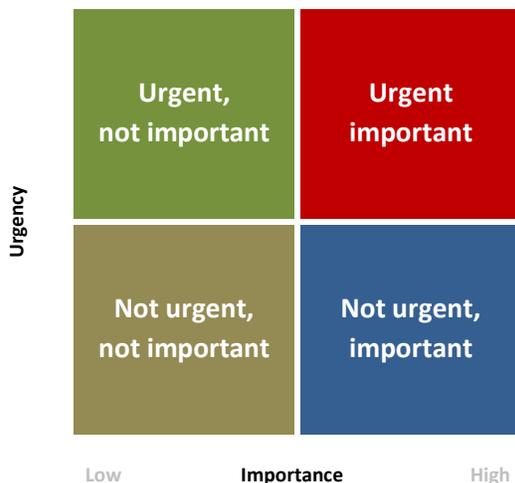
Important/urgent matrix

WHY:

Use this tool to work out what priorities are, especially when some are important and some urgent.

HOW:

As a group list all the tasks on a flip chart. Ask each person to draw a grid like the one below. Then fill in the tasks so that there are some in each quadrant.



Group voting

WHY:

Use this tool when wanting to pick two or three topics to work on from a long list of ideas from the group.

HOW:

Each group member can put a tick next to 3 of the topics. The topics with the most ticks are then chosen to work on.

Park ideas

WHY:

Use this tool when there are many ideas that are so complex that they will only stop the process from moving forward unless they are put to the side for the time being.

HOW:

When the group discusses issues many ideas can emerge and some of them will take the group off the topic unnecessarily. Some ideas might be good and worthy ideas but the group does not have time to deal with now. 'Park' the idea by writing the topic on a list that you can refer to later. It allows for the problem or issue to be acknowledged and then allows the group to move on.

NEXT:

If there is a **Parked** issue that some of the group wants to tackle and others do not want to address, this may be a time when you can offer 2 alternative activities.

- Group 1 can meet and discuss the contentious issue, using NSEW or SWOT (or similar) to get the topic up for dissection and discussion. It may be that a leadership delegation of the group want the group to offer a couple of proposals

for a vote. Group 1 needs to work on a 15-minute debrief and a 15-minute question time with the whole group before a vote is taken.

- Group 2 can meet to work on progressing the overall task – making decisions about matters that don't need the whole group. They will have 10 minutes to report back to Group 1 and get them up to speed.

Low hanging fruit

WHY:

Use this tool when the group wants to find a way to get some quick success when there are many tasks to be done.

HOW:

After a number of options have been brainstormed the leader asks which of the ideas could be developed most easily. This is 'picking the low hanging fruit'. The group can then work on these tasks first to get some quick successes. This can be a great encouragement to the group and help motivate it. Other tasks can be scheduled to be completed at a later date.

Elephant in the room

WHY:

Use this tool to explore topics that the group traditionally or culturally is not able to talk about, or even mention.



HOW:

Each person works alone. The group is asked this question and writes their answer anonymously:

'What is the biggest problem that stops our team/ministry developing that we are never at liberty to talk about?' (e.g. gender bias or financial support)

The papers are collected. The leader looks at the papers and groups them together in themes. The topic with the most responses can then be identified and dealt with.

NEXT:

- Pray for wisdom.
- Spend some time thinking carefully about how you will wrestle with the big issue. Do not rush.

Action steps

WHY:

Use this tool to make sure a discussion is brought to a close and each person in the meeting knows what responsibilities they need to complete afterwards.

HOW:

After each idea is discussed ask the group what action must be taken and by whom so that this idea can continue to develop and be implemented. Who, What and When?

Remind everyone at the completion of the meeting about all the actions steps needed. Ask people to write their own responsibilities to remember them. Print a copy for each if needed.

Energizers: How to bring energy to the group

Change the Work Mode

The easiest way to bring energy and active thinking back to the group is to change the work mode regularly so it suits the purpose of the task.

Move to a new location to write or discuss a topic.

Sit or stand in a new arrangement to suit the type of task.

Walk outside and breathe deeply.

Change roles in writing or discussion.

Update a Bible parable into the modern day.



Games

Simple games can be energizers. You can collect many examples as you watch others facilitate. You can also research games online.

Here are some to try:

Any experiential game.

Mexican Karate. Work in pairs or threes. Each person hides their right hand behind their back. At the same time they bring their hands to the middle in a karate chop and count the number of fingers that are seen.

Paper | Scissors | Rock. Play in pairs. Each person chooses to make the shape of paper (hand flat), or scissors (two extended fingers as the scissor blades), or rock (a fist). Scissor beats paper, paper beat rock, rock beats scissors.

Man | Ape | Gun (same as Paper | Scissors | Rock)

Relays.

Tag games.

Modified sports. balloon soccer etc.



Debrief after a game/activity

Debriefing is the time after the game when the group gathers to understand lessons from the experience of playing the game.

The facilitator mostly uses good questions to help the group discover and reveal what can be learned from the game. *Note: this is not the time for the facilitator to preach.*

Here are some good questions to ask:

- Why did you enjoy the game?
- What did you notice in the game?
- Where was your conflict of challenge? Why?
- What did you learn from this experience?
- How is this like the Bible's teaching?



Activities

Drawing on top of your head - each person has a notepad and pencil and places the pad on their own head. Then they must draw another person without seeing what they are drawing.

Scribbles - One person draws scribble on a paper. Papers are swapped. The new person must make the scribble into an animal.

Tie shoelaces with a partner using only one hand each.

Make up a new fun game with random 2 or 3 random objects e.g. a ball, a frisbee and a stick

Human machine - one person starts by doing an action and sound in the middle of the room. Another joins them and adds in a creative way to this human machine. Continue until everyone is involved.

Fun songs (e.g. banana song, la position)

Laugh greeting - each person walk around the room greeting people with laughter not words.

Mirrors - Work in pairs. One person is the mirror of the other. As one moves the other follows.

Clay and potter - Work in pairs. One person is the clay and the other is the potter who shapes him or her.

Personal object - Sit in a circle around a large sheet of paper. Ask everyone to take a personal item out of their pocket or bag – something that has some personal significance to them – place it on the paper and draw round it with a marker pen. Once they have drawn round it they can put it away again. Then take turns to pick one of the outlines. The person whose outline it is explains what the item is and why it's significant to them.



Physical challenges

Stand up from sitting on floor without using hands.

Sit back-to-back in pairs and then stand up. Reverse the process.

Group must all be connected and walk around the building.

Group must all be connected and walk around the building with all but one blindfolded.

Straws - how many drinking straws can be placed on someone from your team.

Work as a team to create the longest chain of objects from the doorway outside. All objects have to be the property of the team. i.e. only what they have with them.

Build a tower from newspaper or straws or shoes.

Build a bridge from paper and tape.

Use locally sourced materials for the tower or bridge (above) i.e. what can you/your team gather to build a bridge or tower outside in 5 minutes?



Write your names as pairs without speaking. Hold the pen together. Debrief afterwards.

Knots - Groups of about 8 people stand in a circle and reach hands across in the middle and take the hands of others. Now untangle the knot.

Pole to the floor - the team stands either side of a pole/stick. Only one of each person's fingers can touch the pole. The whole team must lower the pole to the floor while everyone's finger remains in contact with the pole.

Sit in a circle - everyone stands in a circle, faces clockwise and stands very close. On count of three everyone sits on the lap of the person behind at the same time. This can be difficult to achieve. Make sure circle is even and round.





Facilitation schedules for different purposes

General team meeting – an example

The aim of a general team meeting is to reconnect as a team, evaluate what has been happening and set new plans for the future.

| Step | Purpose | Strategies to use |
|------|---|--|
| 1 | Get ownership and agreement of the issues. | Open the meeting. Set the ground rules. Brainstorm all the issues that need to be discussed. Write them on a flipchart. |
| 2 | Work out what to spend most time working on. | Prioritize the list of issues using A, B and C. Then pray together about the list of issues. |
| | <i>Team training - Optional segment</i> | Team training. Spend 10-15 minutes exploring a heart value or a skill together from the kit. |
| 3 | Give each important issue time for work and discussion. | Allow 10- 15 minutes to wrestle with each A category issue. Determine whether the topic needs new ideas (divergent tools), ideas developed (emergent tools), or a decision made (convergent tools) in this meeting. Then choose a tool to use from this guide. Make sure you use different facilitation tools with each topic. After 15 minutes summarize what was done and create an action step . |
| 4 | Give other issues time for work and discussion. | Move to B category topics and allow 5-10 minutes to wrestle with each. Park any ideas that will take the group discussion off course. |
| | <i>Team evaluation - Optional segment</i> | Evaluate the team. Use Six hats to evaluate how people are feeling about the team right now. Do this alone and then pair and share. Ask if any issues came up with both partners. |

| | | |
|---|--|---|
| 5 | Get ownership and agreement of the issues. | Check and see which topics have been worked on using the list made at the beginning of the meeting. Tick all topics covered. Check all the action steps – add any Plus 1 actions as needed. |
| 6 | Wrap up the meeting | Decide the next meeting time and agenda items to carry over. Close the meeting with thanks. |

Evaluate and reshape a project – an example

The aim of this meeting is to evaluate and understand the good and the challenging aspects of a team or project. Then use the evaluation to improve the project/plan.

| Step | Purpose | Strategies to use |
|------|---|--|
| 1 | Set the ground rules of the meeting. | Facilitator briefs the group . The group needs to understand and be reminded of how they will work together. |
| 2 | Define the issue or project to be evaluated. | Brainstorm all the areas of this project or issue. Get clarity on the purpose of the meeting. |
| 3 | Each person completes his or her own personal evaluation before collaborating on a combined list. | Each person works alone and uses Plus Minus Interesting tool , Six hats or S.W.O.T. analysis to assess the project (just choose one tool as the facilitator). Pair and share results. Make a combined list of the ideas on a flipchart with whole group. |
| 4 | Find out what the real issue is. Clarify this with the whole group. | Use Elephant in the room or 5 whys to determine the real issues that need to be addressed. Then clarify the key question . |
| 5 | Work on one key area and generate new ideas. | Brainstorm new ideas to improve the key issue/problem. Use random words or stretching questions to generate original ideas. If there are a number of issues to work on then use ideas café . Sort out the ideas into categories . |
| 6 | Play with the best of these ideas and improve the ideas to see if they are workable. | Use a group voting to decide 3 or 4 good ideas to develop. Divide into 3 or 4 teams and give each an idea. Each team has 20 min to develop their idea using group timed discussion or mind map , and then present it back to the whole group. |
| 7 | Close the meeting and give responsibilities. | Group vote on which idea or ideas to carry forward. Create action steps for follow-up of each idea. Decide when to meet next. |

Make new resources – an example

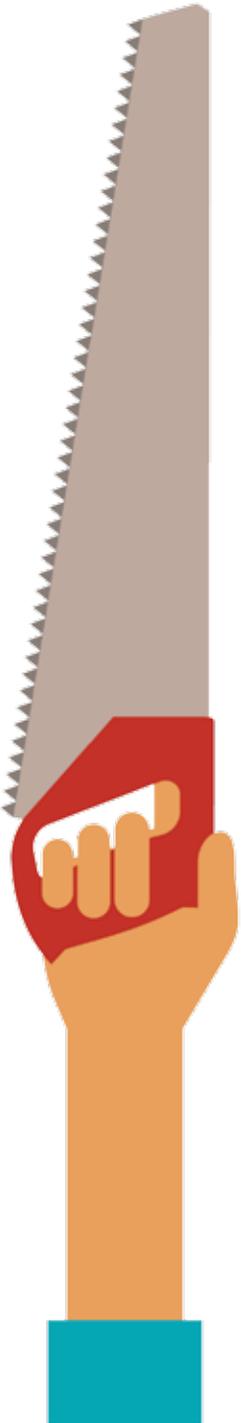
The aim of this meeting is to design and create new useful resources and get ownership of the ideas across the whole team. This is a complex process but this will guide you through the essential elements.

| Step | Purpose | Strategies to use |
|------|---|--|
| 1 | Introduce the writing task and the purpose and audience of the resource/s. | <p>Explain the purpose of the resource. What problem or gap are you trying to fill? Introduce writers. Q and A. Pray together.</p> <p>Explain the writing facilitation process.</p> |
| 2 | Determine the issues that need to be articulated and wrestled with in order to create the resource. | <p>Brainstorm/list all the issues that need to be wrestled with as a group to be able to write the resource e.g.</p> <p>What is the context of the target group?</p> <p>What are the needs of the group?</p> <p>On what principles are we building the resource?</p> <p>Choose an appropriate tool and time frame to deal with each issue. Link each issue with the previous ones.</p> <p>Teach anything that the group needs to understand in order to write together; e.g. How to handle the Bible, learning through games, creative solution finding, what is the Gospel?</p> |
| 3 | Collect and create ideas for the new resources | <p>Brainstorm using time limits and random words.</p> <p>Categorize the ideas. Choose a few ideas to explore further using group voting, prioritizing or low hanging fruit.</p> |
| 4 | Collect, choose and develop specific ideas around 3 or 4 topics/projects. | <p>Collect ideas around different topics using an Ideas café. People then pick which group topic they would like to do more work in. Do more brainstorming using reverse, time limits and random words. Categorize brainstormers.</p> <p>Use mind-maps, debates and writing to develop the best ideas.</p> |
| 5 | Groups work in pairs for feedback. | <p>After planning and writing cross-fertilize groups to give and receive feedback on each project. E.g. Biblical, structural.</p> |
| 6 | Continue in the process. | <p>Write using the STAR structure (next pages). Continue to think, pray, write and make to develop the resource and then cross-fertilize the groups. Do this again and again as needed.</p> |
| 7 | Prepare the resource for testing. | <p>Commission the resources for editing, trialing and revision. Pray and give thanks. Evaluate the process using Six hats or NSEW. Create an action plan.</p> |

STAR Structure: Writing segments for training manuals

It is important to structure what you want to teach so that it is simple to understand and so it will engage the participants. The STAR structure is a good way to do this.

| | | |
|----------|------------------|---|
| S | Stimulate | Make the topic interesting for the group and stimulate their thinking in new ways. |
| T | Teach | Decide what information you need to teach and how to sequence this in a logical order. |
| A | Apply | Give opportunities for the group to try to put into practice the things they have learnt and apply it to their lives. |
| R | Review | Summarize the main points of the segment so it can be easily remembered. |



Facilitation tools for each part of STAR process

| | Step | Examples of facilitation tools |
|----------|---|--|
| S | Stimulate <i>Leader directed, group focused</i> | <ul style="list-style-type: none"> • Energizer or game • Experiential learning activity • Posing a problem or question • Tell a story or show a video • Surprise the group • Brainstorming ideas |
| T | Teach <i>Leader directed group focused</i> | <ul style="list-style-type: none"> • Explain the idea • Show a video • Draw a diagram or metaphor • PowerPoint bullet points • Demonstration |
| A | Apply <i>Leader facilitated, group contributing, some group directing</i> | <ul style="list-style-type: none"> • Tell stories of personal experiences • Work group questions: ‘How would this idea look in our context?’ How could we change it to make it better?’ • Brainstorming ideas • Problem solving activity • Group discussion • Role play activity • Work group strategy time ‘What will we do next?’ |
| R | Review <i>Leader facilitated, group directed</i> | <ul style="list-style-type: none"> • Pair and share • Game • Summarize • Pray together • Discussion |

NOTE: Try to use a variety of facilitation tools to keep the session varied and engaging.



Sample skeleton session with 3 ideas

A longer session of 60-90 minutes is simply made up of a number of 4 or 5 STAR segments put together one after another.

| | | |
|------------------------------|----------|--|
| Introduce whole topic | | Energizer game Explain the goal of the session and give an overview of 3 big ideas Pray together |
| Big Idea 1 | S | <ul style="list-style-type: none"> • Experiential learning activity |
| | T | <ul style="list-style-type: none"> • Show a video |
| | A | <ul style="list-style-type: none"> • Small group discussion |
| | R | <ul style="list-style-type: none"> • Summarize using diagram |
| Big Idea 2 | S | <ul style="list-style-type: none"> • Surprise activity |
| | T | <ul style="list-style-type: none"> • Explain big idea 2 and demonstrate |
| | A | <ul style="list-style-type: none"> • Role play ideas in own context |
| | R | <ul style="list-style-type: none"> • Summarize using diagram (also link to idea 1) |
| Big Idea 3 | S | <ul style="list-style-type: none"> • Pose a problem or a question |
| | T | <ul style="list-style-type: none"> • Use bullet points to explain idea 3 |
| | A | <ul style="list-style-type: none"> • Brainstorming ideas • Work group questions: 'How would this idea look in our context?' How could we change it to make it better?' |
| | R | <ul style="list-style-type: none"> • Summarize using diagram (also link to idea 1 and 2) |
| Review | | <ul style="list-style-type: none"> • Tell a story • Pair and share |

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