

Facilitator Frontloading: Explicitly stating the purpose of an activity before the activity takes place

Should I use Facilitator Frontloading for processing this group?

*If answered yes to most of the questions below, consider using this technique

Yes	No	
		Do I know the needs of the group?
		Did I plan group tasks after (versus before) discovering the group's need?
		Is it important that the intended outcome be understood by everyone?
		Do my participants struggle with understanding new or complex concepts?
		Would creating a safe and neutral space for my group (as in discussing difficult or sensitive topics) be important for this group?
		If I am wanting to use a metaphor: Do my participants struggle to understand and transfer metaphors or difficult concepts to themselves without help?
		Did I have time to properly dress my intended metaphor?
		Does my intended metaphor connect to the group needs?

Frontloading ideas

- Opening metaphor
 - Dressing a metaphor (81-82)
 - Understand the group's context and needs before planning your task (an inpatient group in a hospital will have different needs from a sports team on a ropes course).
 - Keep the metaphor relevant to the group's specific goals and dynamics.
 - Use the metaphor frequently throughout the session to remind participants of the goal.
 - Encourage participants to share their own interpretations of the metaphor.
 - Be flexible and adjust the metaphor if it's not resonating with the group.
 - Use cues (like smiles or verbal affirmations) to highlight positive moments.
 - Stop the activity to connect it back to the metaphor.
 - Use props or visual aids to enhance the metaphor's impact.
 - Process at the beginning, during, and sometimes at the end.
 - Avoid heavy processing at the conclusion; consider a short closing story.
 - Ensure that the metaphor aligns with the learning objectives of the session.
 - Metaphors should be explicit, avoiding subtlety.
- Setting intentions
 - Guided discussion where participants share expectations, goals and concerns related to the upcoming task.
- Interactive storytelling
 - Share a relevant and engaging story that illustrates the challenges, successes, and lessons tied to the upcoming task. The intention is to captivate participants' attention and offer potential valuable insights to consider during the task.
- Visualization exercises
 - Guide participants through a visualization exercise that allows them to mentally experience the upcoming task. Encourage them to imagine themselves successfully completing the task, visualizing the process and outcomes.
- Interactive icebreaker
- Interactive Simulation
 - Organize a brief simulation or role-playing activity that simulates elements of the upcoming task. This hands-on experience provides participants with a taste of what's to come and allows them to explore challenges and strategies in a controlled environment.

Q&A: Having a discussion immediately after a group completes the action component of an experience.

Should I use Question and Answer for processing this group checklist:

*If answered yes to most of the questions below, consider using this technique

Yes	No	
		Are the intended outcomes of the initiative clear to me as the facilitator?
		Do I need to control the outcome, and also maintain flexibility to accommodate differing levels of comprehension?
		Is the group size manageable for a Q&A session?
		Will I be co-facilitating this group?
		Do I have suitable questions ready for the group?
		Are these questions sequenced appropriately?
		Do I have clear guidelines/ground rules established that I can invite the group to adhere to?
		Have I created a contingency plan if the Q&A session stalls or doesn't yield productive insights?

Q&A ideas

Possible questions for dealing with frustration:

Fact Finding Questions

1. Is everyone feeling frustrated? By a raise of hands, who is frustrated?
2. By a raise of hands, who noticed that some of you were frustrated?
3. What caused the frustration? Why are you frustrated?
4. When did the frustration start?

Analysis and Feelings Questions

5. Did the cause of the frustration begin with this activity, or was it there before? Explain.
6. How did people exhibit their frustration?
7. Was frustration an appropriate response to the events? Why or why not?
8. What effect, either positive or negative, is frustration having on the group?

Synthesis and Transference Questions

9. Is frustration a problem that should be addressed with this group? Why or why not?
10. What specifically can we do to address frustration in the next activity?
11. In general (not specifically the last activity), what frustrates you?
12. Are the things that frustrate you important or trivial? If trivial, why do you let these things bother you?
13. How do you deal with frustration in your daily lives?
14. How can the solutions that we've divided to use in the next activity also be used with your daily frustrations?

Participant-Directed Processing: A formal processing session, but the participants assume most of the responsibility for processing. The facilitator takes a more observational role and is now teaching the group how to process.

Should I use Participant Directed Processing for processing this group checklist:

*If answered yes to most of the questions below, consider using this technique

Yes	No	
		Have I worked with these participants before?
		Do participants have prior experience with experiential education activities?
		Are group members emotionally mature enough to take processing seriously?
		Do the members of this group have the skills necessary to learn to process?
		Are the pre-determined and/or intended outcomes of the group flexible?
		Does the group need a formal processing session?
		But if I (the facilitator) wasn't present, could the group process together?
		Am I willing to sacrifice guaranteed results?

Participant-Directed Processing ideas

- Processing cards (chiji)
 - Processing cards are tools used by experiential educators to guide and facilitate reflection and discussion after an activity. Each card contains a prompt or question that encourages participants to think critically about their experiences and extract meaningful insights.
- Mandatory journaling
 - Provide participants with individual journals and prompts related to the task they just completed. Encourage them to write about their thoughts, emotions, challenges, and insights gained from the experience.
- Small group discussions
 - Divide participants into small groups and ask them to lead discussions about their individual experiences during the task. Each group can share key takeaways, lessons learned, and strategies employed.
- Peer interviews
 - Pair participants up and have them interview each other about their experiences during the task. This structured conversation allows participants to share and learn from each other's perspectives.
- Reflective Art or Creative Expression:
 - Invite participants to express their experiences through art, music, writing, or any other creative medium. This activity allows for nonverbal processing and can reveal deeper emotions and connections to the task.
- Pair Sharing:
 - Pair participants up and have them share their reflections with each other. Encourage active listening and ask follow-up questions to deepen the conversation. This activity fosters peer learning, empathy, and diverse perspectives.
- Solo Reflection:
 - Allow participants time to reflect individually on the task. Provide prompts or guiding questions related to their experiences, challenges faced, insights gained, and emotions felt. This introspective activity promotes deeper self-awareness.

Independent Processing: The facilitator has now stepped completely out of the processing picture and participants are processing on their own. The facilitator will most likely never know what participants learned

Should I use Independent Processing for processing this group checklist:

*If answered yes to most of the questions below, consider using this technique

Yes	No	
		Will the immediate surroundings of the session be out of the ordinary, quiet, and distinctive in some way (to spark reflection)?
		During the action component of the group, will the group do something challenging (either physically or mentally) that would cause them to mark the experience as significant?
		Will that experience be slightly outside of what is considered the group norm?
		Will the group have an opportunity to take an active part in making the experience happen?
		Does this group know how to process as individuals?
		Does the group have the capability to reflect on the present moment?
		Is there a strong sense of safety and trust within the group?
		Am I comfortable not knowing the results of the individual self-processing?

Ideas for Independent Reflection

- Letter to self
 - Provide a list of situations in which participants would like to receive a letter from themselves (i.e. “when you are feeling sad,” “when you need some encouragement,” “when you’ve had a win.” “when you need to remember things you’ve learned in the past” etc) and allow participants to write a letter addressed to themselves for the times of their choosing. Provide envelopes and allow participants to seal up those letters to take home.
- Mindful Solo Walk:
 - Invite participants to take a solitary walk in a quiet outdoor area. During the walk, they can reflect on the task and their experiences. Encourage them to be mindful of their surroundings and thoughts.
- Artifact Creation:
 - Provide participants with art supplies and ask them to create an artifact that symbolizes their experience during the task. This could be a drawing, sculpture, or any other creative representation.
- Audio Reflection:
 - Have participants record an audio reflection using their smartphones or other recording devices. They can speak about their thoughts, emotions, and takeaways from the task.
- Silent Writing Retreat:
 - Allocate a period of time for participants to engage in silent reflection and writing.
- Mind Mapping:
 - Ask participants to create a mind map that visually represents their experience during the task. They can include key takeaways, emotions, connections, and areas for growth.
- Video Reflection:
 - Invite participants to record a short video or audio reflection. This multimedia approach allows for dynamic self-expression and can capture nuances of tone and emotion.