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| **Find Someone Who** | | | | |
| **A quick reminder of how to do it** | **How we used it** | **Rationale** | **Other ways to use in a Living Smart course** | **How to use for planning or evaluation** |
| Have a list of statements. The group has to find someone who can meet the requirements for set statements. It is even better if they need to get some information from the person they are talking to. | Introduction activity  Discover expertise  Share knowledge and skills  Introduce range of topics covered in LS | Gets everyone talking  Shares information and knowledge- no one knows everything – importance of  sharing  Best if get them explaining something – not just saying hello and writing down a name! | As a get to know you activity –may need to have different statements (“easier”) good one on the wiki  As an introduction to a topic – eg Healthy you – find someone who meditates regularly, does regular exercise, can tell you one way they distress, eats a good breakfast etc etc Really make people realise the wide variety of things involved in being healthy and can link different needs | Watch as people are interacting – see if you have any people with expertise that might be useful.  Use the find someone who sheet again at the end of the course – get people to comment on which ones they could now answer themselves. |
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| **Aims of the Session** | | | | |
| **A quick reminder of how to do it** | **How we used it** | **Rationale** | **Other ways to use in a Living Smart course** | **How to use for planning or evaluation** |
| Sharing what it is you are wanting people to get out of each session.  Gives you a good way to review if it has been achieved | At the beginning to outline what we were hoping to achieve | Helps with your planning  Makes it clear  Allows good reflection and goal setting opportunities | Should have aims of every session clearly outlined  Try and present them in really clear ways, behavioural goals  Ie When you leave tonight you will have five ideas for saving power in the home and a plan to implement one of them this week. | You can directly use these to evaluate, either informally or by directly asking people in a survey. |
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| **Place mat** | | | | |
| **A quick reminder of how to do it** | **How we used it** | **Rationale** | **Other ways to use in a Living Smart course** | **How to use for planning or evaluation** |
| Get into groups of three. Draw up a A3 sheet of paper with a circle in the middle and a space for each person to write.  Give some time for each person to write their own individual response to a set question Eg Definition of Sustainability, then share their responses (eg come up with common themes) | What things do you need to keep in mind when working with adults? | Allows think time, small group and large group sharing.  Allows introverted and extroverted to contribute equally.  Encourages sharing- all give input. | Great for an introduction to sustainability eg Placemat of definition of sustainability – then lead in to definition used in LS (social, environmental, economic) and why we cover all the topics we do.  Use for areas with many behavioural changes eg “how can you save water at home?, how could you reduce your household waste?” Think yourself and write on placement, share with your group, in the middle agree on your top five tips. | Keep a copy of the responses from people. These can be typed up and given to participants as a record, or used as a checklist for action, or evaluation of which ones people are currently doing. |
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| **Group Norms** | | | | |
| **A quick reminder of how to do it** | **How we used it** | **Rationale** | **Other ways to use in a Living Smart course** | **How to use for planning or evaluation** |
| Present a list of how you want the group to work together.  If you had a longer time the group could come up with their own norms.  I usually get each person to think of one that is significant to them and then get a few people to share. | Introduce how want to work  Demonstrate what to do with “difficult people” | Lays guidelines for how to operate  Language for “issues” to be discussed 1:1 if necessary | Present them in your first session – you will not have time to create as a group!  (there is a suggested list in the facilitator materials on line)  Set up someone to bring up a norm that you think might be an issue (eg keep it positive does not mean whitewash the truth)  Refer back to them if needed later with the whole group or individuals. | Get people to reflect on the norms when assessing their satisfaction with the program |
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| **Case Study** | | | | |
| **A quick reminder of how to do it** | **How we used it** | **Rationale** | **Other ways to use in a Living Smart course** | **How to use for planning or evaluation** |
| These can be from within the group, a story from someone you know etc etc | Goal setting | Great way to involved past participants  Real life examples can be extremely motivating | Guest speakers – use a “interview” style presentation to talk about what they have done  Eg someone who has made a solar cooker, someone who drinks a green smoothie each day comes and makes one for break  You may find that there are people in your group who can provide these examples in areas. | Use a reflection technique after the talk to get people to relate the case study to their real life examples. |
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| **Rotating Groups** | | | | |
| **A quick reminder of how to do it** | **How we used it** | **Rationale** | **Other ways to use in a Living Smart course** | **How to use for planning or evaluation** |
| Set up pieces of large paper with topics or stimulus  Participants rotate around the room, responding to each stimulus  This can be done individually or in small groups  Participants read what the last group wrote and tick if they agree etc  The pace can be self controlled or controlled by the facilitator | To determine what we should cover | Very quick and easy way to collect alot of data | We use this strategy at the end of the course – we list each topic and ask participants to list things they have done or plan to do | We collate this information for the final report |
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| **Snowball** | | | | |
| **A quick reminder of how to do it** | **How we used it** | **Rationale** | **Other ways to use in a Living Smart course** | **How to use for planning or evaluation** |
| Get into a circle (can be done in seats but not as effective) Participants individually write their response to the given topic or question on a piece of paper. Screw up their piece of paper. Attempt to throw their paper into a basket in the centre of the circle or at someone else. Pick up a new piece of paper and return to the circle. Each participant shares the response on their new piece of paper.  Collect the snowball sheets afterwards as evidence. | “One thing you learnt or one thought you had from this morning” | Fantastic way to review a session  Creates good group cohesion  Encourages reflection and action  Important for facilitator to participate – we are all learning and reflecting | Use as an alternative way to review and set goals:  One thing I learnt today  One thing I will do in the future  Would work well during a follow up session – Write down one thought you have had or one thing you’ve changed since the course finished. | Collect snowball sheets as evidence.  Use qualitative evaluation techniques to comment on responses |
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| **Moodline** | | | | |
| **A quick reminder of how to do it** | **How we used it** | **Rationale** | **Other ways to use in a Living Smart course** | **How to use for planning or evaluation** |
| Get participants to stand in one long line, based on a question or other criteria. Eg How sustainable is your life right now? How healthy is your diet? You should not define the ends of the line – each line will be different! | How confident are you feeling about facilitating a Living Smart course?  How sustainable is your life right now? | Allows participants to be “matched” to those who are similar to them so sharing is more appropriate.  Allows sharing at small group and whole group level  Encourages group bonding  Useful as a break between talks – allows for reflection and sharing | Ask various questions in different sessions:  Eg How sustainable is your life right now?  How sustainable is your transport use?  How much of your own food do you produce (or buy) locally?  How confident are you that you have the skills to deal with the stresses in your life?  How healthy is your diet? | Take a photo as evidence.  Use to support various people, or match like or unlike groups  Be aware that movement on a line can be deceptive – since the ends of the line are not defined. |
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| **Expert Groups** | | | | |
| **A quick reminder of how to do it** | **How we used it** | **Rationale** | **Other ways to use in a Living Smart course** | **How to use for planning or evaluation** |
| Students form groups These groups are the “home” groups. Then. move into new groups, designated “expert” groups.  Share the information to decide on the most important things to share with their home groups.  Return to their home groups, with each, in turn, explaining what they have learnt about their topic  PS you can also do this without the expert group stage (ie just get different information and share in groups) | We did not use this strategy in this training course, but Tim and I always use it for introducing water or power – see the wiki | More interactive way to present information  Encourages recall – you learn if you have to teach!  Allows you to use participants with expertise in a non threatening way. | Water situation in WA – present four graphs, each group discusses salient point and shares with home group.  Power – mini experiments in groups – present findings to others.  Gardening – have different sessions on eg no dig beds, worm farms, reticulation etc and participants share what they learnt. | Use information for a short quiz.  Walk around and listen to conversations groups are having and note issues they bring up. |
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| **Graffiti** | | | | |
| **A quick reminder of how to do it** | **How we used it** | **Rationale** | **Other ways to use in a Living Smart course** | **How to use for planning or evaluation** |
| Get groups to work around a big sheet of paper, write down ideas that they have for a set topic. After a set amount of time move the paper to the next group, people read and add new responses. At the end get participants to reflect on list and choose one or two they will do, try etc | Rewarding and recording behaviour change. | Recognises everyone has something to add. Quicker and easier than a brainstorm and all will be involved | Great for water and power saving tips, where there are lots of ideas that people have. Get everyone to pick one or two they will implement in the next week. Type up the graffiti sheets and send them out with your midweek email. | Keep a copy of the responses from people. These can be typed up and given to participants as a record, or used as a checklist for action,  or evaluation of which ones people are currently doing. |
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| **Card cluster** | | | | |
| **A quick reminder of how to do it** | **How we used it** | **Rationale** | **Other ways to use in a Living Smart course** | **How to use for planning or evaluation** |
| Have a series of cards that need to be sorted in some way by a small group of people.  You can even get them to write on the cards (eg ways to save water) and then cluster them – eg in the laundry, kitchen, bathroom . . . | The Living Smart Landscape | Allows sorting and classifying of information  Another way of introducing a large amount of information | Cluster a brainstormed list of actions that can be taken in a given area  (eg reducing power use at home) into technological and behavioural changes.  Cluster solutions and issues in the home (eg issue of dust – leave shoes off at door, good vacuum, ventilation etc etc) | Take a photo of the responses from different groups.  Document sorting and use as a checklist for action or evaluation. |
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**Strategies and ideas for presenting information in Living Smart**

Compiled by Shani Graham from Ecoburbia

with many thanks to Barry Bennett, the PLI and many teachers in WA schools