Belize Strategies to Get Participants Talking

✓ Debrief strategies are meant to initiate the discussion and processing of an experience

One Word
Participants come up with one word to describe or summarize an activity

Bumper Sticker
Participants either imagine or create a bumper sticker using strips of paper and a pencil. If no materials, have students describe their ideal “Bumper Sticker” they would stick to their car, bicycle, backpack, or notebook

Snapshot
There are a whole stack of (imaginary) photos laid out in front of them that were taken of them during the activity. If they were allowed to take only one picture home with them to put on their wall or refrigerator, what would it be? Do a full round to allow all students to share their “picture”.

Statue
Each student will strike a pose related to an aspect of the activity and others will view each of the poses for a period of 15 seconds. Each student will explain the meaning of their pose

Rocks (Marbles, Skittles, M&M’s, etc.)
Pass around a bag of rocks and tell students to take as many as they want from the bag. Once each student has at least one rock tell them that for each rock they took they will explain one thing about the activity to the group. If students took more than three rocks you may want to limit them to explaining three things. Give them time to think and then do a round robin or ask for volunteers to share.

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FRIDAY MORNING SESSION

Thumbs up, thumbs to the side, and thumbs down
Rate how we (or you) did, and say why you rated it that way

Yard Stick/Ruler
Have a ruler to pass around. Each student can show how they rate the activity by touching a number and sharing why they touched that number.

Traffic Light
Each student chooses either the red, amber, or green light to represent what they thought about the activity and then explains why. Green light = full speed ahead, yellow = proceed with caution, red = stop!

Headliners
Get students into pairs and give each pair a piece of paper and some crayons or markers. Tell the students to create a headline about the activity that they just completed. You can focus the topic of the headline more if you want to bring up particular issues – e.g. how did the group communicate, how did you work together to solve the task etc. Give the students time to complete the headline
and then ask each group to share their headline and explain what it means to them. You can also
provide students with some newspapers and they can select a headline from the paper that best
represents their experience. This strategy takes a little longer but can help students who do not think
quickly on their feet.

**Crumpled Paper**
Each student will receive an identical piece of paper. Students will write anything they want about
the activity, themselves, or the group. Students will throw them into the center circle and mix them
up. Everyone takes a piece of paper from the center circle and reads it aloud to the group. With
older students you can have them give an interpretation what is written (helps with perspective
taking). If someone gets their own, they read it anyway. Caution students not to use anyone’s name
in their writing.

**Balloon Drawings**
Each student will receive a balloon and a marker. Students will draw a picture on the balloon that
represents their feelings, thoughts, emotions, actions etc during the activity. Each student will show
their balloon and describe the picture to the rest of the group.

**Feeling/Expression Cards:**
Spread the cards out on the ground in front of the group so they can see some words and pictures.
Choose the card that best represents an experience, feeling, though, or emotion that they had during
the activity. Each person will show their card and share what it represents to them

**Drawings**
Have students draw a picture on a piece of paper that represents their experience. Students will then
show the group their picture and describe its meaning.

**Beach Ball**
Write questions on a beach ball, such as: “Something that went well”, or “Someone who showed
leadership and why.” Throw the ball to whoever wants it. Each person answers whichever question
is closest to them or that their left thumb is on etc.

**Paper Plates**
Give everyone a paper plate and a marker…They draw a face on the paper plate in regard to how
they think things went, how they felt, etc.; Students can present their drawing to peers or to the
entire group

**The Magic Circle**
Everyone gets really close in a circle. Shuffle to the right. Someone says “stop” and says one quick
thing about how things went. Then shuffle to the left until someone says “stop” and says something
that happened. Keep going until people run out of things to say, or you run out of time.

**Faces**
Pass around laminated sheets and each student will choose one picture that represents how they felt
during the activity, or their experience of the activity. Having more than one sheet of pictures will
help this activity go a little faster.
Other teaching/coaching tips to initiate and develop discussions and processing of experiences:

1) Effectiveness of a Circle Formation
2) Solo and Paired Interactions
3) Reinforce the norms and values you want to impart (e.g. Five Finger Contract, etc.)
4) Active Listening, Perspective Taking, Mixing
5) Thank the contributors
6) Promote “I” statements
7) Give yourself up…share a little

Effective questions to keep the conversation going:

1) What do you think?
2) Why do you think that why?
3) What do others think about this topic?
4) How are other ways to view this?
5) How does this make others feel?
6) What could we do differently?
7) What are the implications if we continue this (behavior, activity, etc.)?

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