REFLECTION WORKSHOP

COMMUNE FORESTRY EXTENSION WORKER

SESSION MATERIALS

1st Draft   Son La,   July 2002
OBJECTIVES  At the end of the session participants…

☑ can gain confident for sharing the experiences and lessons they have had from their work

MATERIALS  1. 4 Questions on flipchart

TIME  30 minutes

STEPS  1. Start the session by explaining that we will spend some time to learn from each other. But before we do that we need to develop a friendly atmosphere that encourages every one to share experiences.

2. To develop our confident and let other people know more about our working condition, we will use the technique called the sharing wheel.

3. Participants are divided into two groups each group would have less than 10 members, but both must have equal numbers. One group sit in the inner circle and face out. Another group sit at the outer circle and face into the inner circle so that each participant have a partner in front of him or her. In between these 2 circles leave some space for moving.

4. Facilitator give questions once at a time to participants and let them discuss with their partner. After a couple of minutes, facilitator will ask them to move to other positions in the ring. This helps participant to discuss the topics with various people, not only one. Then give the next question.

5. Following suggested questions are asked and facilitator allows them for couple of minutes for discussion.
   - Tell your partner about your commune
   - How many ethnic groups in your commune?
   - How is your commune forest? Why?
   - Do you have difficulties in forest management in your commune?

6. Facilitator wraps up that now we have known each other better and hopefully this will help us learn more to improve our performance.

COMMENTS  1. The given questions related to their working environment, common things all participants would know.

2. Trainer may allow only 2 - 3 minutes for each round, this will encourage them to share in quick.
Facilitating the two wheel exercise

**Procedure**

1. Participants will be divided into two groups each group would have less than 10 members, but both must have equal numbers. One group will sit in the inner circle and face out. Another group will sit in the outer circle and face into the circle. In between these 2 circles leave some space for moving. They all would have their partner to discuss with.

2. Facilitator will give assignment or question once at a time to participants and let them discuss with their partner. After a couple minutes, facilitator will ask them to move to other positions in the ring. This helps participant discuss the topics with various people, not only one. Then give the next question.

3. Following questions are posed and facilitator allows them for couple minutes for discussion.

This technique can be used for problem solving, refreshing what they have learned in the course, or monitoring and evaluation of the process.
CFEW Reflection (2)

OBJECTIVES  
At the end of the session participants...  
☑ Have shared their lessons learned from being CFEW  
☑ have shared their challenges and ideas for improving their roles

MATERIALS  
1. Questions on flipchart  
2. Chart and Note Taker

TIME  
1.5 hours

STEPS  
1. Explain that after we have been working as CFEW for a while this is a good time to reflect what we have done or learned from the field. This session will allow all of us to share and learn from each other. Some may have different experience but we will learn together.  
2. Check whether they are familiar with “Fish Bowl”, if not explain the procedure.  
3. Ask volunteers to form a circle and become fish, leave empty chair for temporary fish. Invite all fish to discuss on given questions. Allow 10 minutes for each round to discuss on the issues. Facilitator takes key points on the flip for everybody to see.  
4. Suggested Questions are:  
   • What do you remember about your ToR as CFEW?  
   • What have you done in the village already?  
   • What was easy for you to work as CFEW? Why?  
   • What was difficult for you to work as CFEW? Why?  
   • Was it difficult for you to discuss with villagers?  
   • Do you needed support, and where can you get support?  
   • What lessons do you learned during your work as CFEW?  
   • In what aspects do you need more help or training?  
5. Summarize the key points and mention that within this workshop some of these will be addressed again.

COMMENTS
Facilitating Fishbowl Discussion

What is a fishbowl discussion?
The word fishbowl is related to the way the chairs are arranged (in 2 circles). The people sitting in the inner circle are the fishes who are allowed to talk, discuss and share. The people sitting in the outer circle observe and listen to the discussion of the 'fishes'. Often one or two chairs are kept empty for observers to jump in the 'fishbowl' to add a point or question to the on-going discussion. However, as she/he is not a real fish, the person has to jump out of the fishbowl after making the point.

Why and when to use fishbowl when organizing a plenary discussion?
Discussions in which all participants are supposed to participate are often hard to control for the facilitator. Shy people will hide behind the group and big talkers are unaware or do not care about their dominance. The fishbowl method, because of the physical set-up, helps the participants to monitor their own contributions in a playful but effective way. The method is suitable for a variety of purposes, but is especially appropriate during reflection or sharing experiences for example:
- during sharing field experiences
- or dealing with remaining questions,
- or as a way of doing the daily monitoring.

How to prepare for a fishbowl discussion?
1. Prepare beforehand a number of topics or discussion points for each new round of fishes.
2. Explain purpose of the discussion to the participants. Explain why you are using fishbowl method. Explain the method.
3. Invite the people to stand up and arrange their chairs in such a way that an inner (one third or quarter of the chairs) and outer circle (the rest) is formed, both facing inwards.
4. Invite (for some purposes pre-selected) people to become fish and take place in the inner circle, at least one chair should stay empty.
5. Invite the others to take place in the outer circle.
How to facilitate a fishbowl discussion?

1. Introduce the first topic, question or issue and ask the fishes to discuss the point (you can ask somebody to volunteer to do the writing of the most important discussion points).

2. Discourage people in the outer circle to talk, if they want to talk they should go into the inner circle and sit on the empty chair and make their point. Having commented and made their point, they should take place on the empty chair, and leave the chair as soon as they made their point to make room for somebody else to come in. (as a facilitator you can either take a seat in the outer circle or become a fish if you think the discussion needs continuous guidance, otherwise you can become a fish only on crucial moments).

3. Change the fishes (participants) each time you change the topic of discussion to ensure that all participants get the chance to participate as a 'fish'.

4. Close by summarizing the main points of discussion.
OBJECTIVES
At the end of the session participants...
☑ can draw and explain the diamond model of participatory decision-making
☑ can explain why facilitators need to understand these dynamics

MATERIALS
1. Poster and prepared pictures
2. Copied handout

TIME
45 minutes

STEPS
1. Introduce the session by telling participants that we will now look at the process of how decisions are made in a participatory way.
2. Explain that we will start this session with a role play they have to observe carefully.
3. Facilitators play "What tree do you like to plant?" for 10 minutes.
4. After role play, trainer help participants reflect by asking questions such as:
   ▪ What happened? What happened next?
   ▪ How many different ideas did they discuss in the group? Was there any disagreement and, if so, how was this solved?
   ▪ How was the decision made? Whose decision was it? How did the group come to an agreement?
   ▪ How does this role play relate to decision-making in your reality?
5. Based on the reflection of the role play, explain that participatory decision-making processes are quite complicated, and rarely straightforward.
6. Use the prepared pictures and draw the the diamond flipchart where everyone can see and explain different areas of the diamond. Make this diamond come alive by referring to the different scenes that happened during the role play.
7. Explain that while they are working as CFEW, they have to deal with number of formal and informal meetings. Please observe the group dynamic when they are attending any meeting.
8. Distribute the handout.

COMMENTS
Trainer may need to refer to this diamond again and again to reemphasize the process.
The Diamond of Participatory Decision Making Process

Full Participation → Mutual Understanding → Inclusive Solution → Sharing Responsibilities
What is facilitation? (4)

OBJECTIVES
At the end of the session participants...
☑ can explain the different perceptions of facilitation
☑ can explain how facilitation support effective sharing in groups

MATERIALS
2. Three posters with different statements of facilitation in different corners
3. Copied handout

TIME
45 minutes

STEPS
7. Start the session by explaining that we need to spend some time working out a common understanding of what it means. Refer back to the diamond of participatory decision making process.

8. Display the three posters and read out the different statements on them. Invite everyone to walk to the statement they agree with most, based on their own experience in facilitation.

The three statements of facilitation are:
☑ To check farmers in their forest protection
☑ To train farmers in forest management on request
☑ To enable farmers to make their own decisions in forest management

9. Ask participants who have choosen the same statement to share their reasons for their choice and think of a way they can present their reasoning to the others.

10. After ten minutes ask one group to explain their reasons to the others. If the explanation is not very clear ask them some questions so they can clarify what they mean. Invite the other groups to challenge their explanation.

11. Repeat this procedure with the other groups.

12. Summarize the discussion by explaining that facilitation is actually a very broad concept (“making it easy”) and that it can be defined and explained in different ways for different contexts.

13. Introduce the definition and function of facilitation as described in the handout and link this to the CFEW roles.

14. Give a short talk on the handout emphasizing how good facilitation encourages effective sharing in groups.

15. Distribute the handout.

COMMENTS
Flip chart of the Diamond is on the wall so that trainer can easily refer to.
How Adults Learn (5)

**OBJECTIVES**  At the end of the session participants...
- will have identified the basic adult learning principles based on their own learning experiences as an adult

**MATERIALS**  1. Flipchart with adult learning principles
  2. Copied handouts

**TIME**  1 hour

**STEPS**  1. Introduce the session by saying that before we can learn more about facilitation, we first need a better understanding of how we as adults actually learn things. We learn continuously throughout our lives from the moment we are born through to adulthood. Explain that this session will focus on the way adults learn, because all of us have to deal with adults.

  2. Ask the participants to think about the following questions:
    - *Who are adults?*
    - *Why adults are different from children?*
    - *When do adults learn best?*
    Before answering the last question hold a “scientific” lecturing about how to balance a ball or coconut on your foot. Let participants try out this exercise and reflect back to the question. The intention is to show that adults learn best with experiential learning or “learning by doing”.

  3. Summarize the main adult learning principles: participatory, reflective, experiential, respectful, safe and comfortable environment, meets immediate needs.

  4. Distribute the handout.

**COMMENTS**
Introducing to the Facilitation Steps (6)

OBJECTIVES  At the end of the session participants...
☑ can explain the wide range of skills a facilitator needs in order to function effectively

MATERIALS  1. Poster of Facilitation Tree without text  
            2. Four coloured cards with text  
            3. Copied handouts

TIME  30 minutes

STEPS  1. Introduce the session by explaining that since we have a common understanding about the role of the facilitator, we now need to focus on the skills that are required in order to play this facilitation role.

2. Introduce the idea of "how to reach the golden fruit on a high tree". Firstly, explain the symbolism of the boxes. Explain that skills can be grouped and presented as toolboxes to reach the desired goal (fruit) and give an example of each.

3. Explain that the course may not be able to hear about all skills but we select some of these that we consider most essential and suitable to be practiced in this workshop.

COMMENTS
Listening (7)

OBJECTIVES At the end of the session participants:
- can explain the difference between hearing and listening
- can list what to do and what not to do while listening as a trainer

MATERIALS Copied handout

TIME 30 minutes

STEPS 1. Introduce the objectives. Explain that listening is the most fundamental facilitation skill for any trainer because all the other facilitation skills cannot be done without listening.
2. Ask participants not to write down anything while solving the following riddle (puzzle). Read out (don’t hand out) aloud:

You are organizing a village meeting in the commune house. At the beginning 5 people join in, later 3 people more come but 2 have to leave, then 6 more are coming but 5 people are tired and go home, at the end 3 old people also join in. What is the name of the person who is organizing the village meeting?
Answer: your name!

3. Reflect on what happened using the following questions
   - Why did some people do not know the answer? (missed the beginning, side tracked, assumption what the problem was)
   - How does this relate to listening as a facilitator? (listen to the inputs and opinions of participants without judging, comparing, picking up main points, common elements, summarizing etc.)

4. Explain the difference between hearing and listening.
5. Ask participants to brainstorm on do’s and don’ts about listening as CFEW and write on flipcharts.
6. Display the flipcharts and let everybody walk around and read them.
7. Distribute the handout and explain that they can practice their listening skills almost constantly during this workshop.

COMMENTS This is an energizing activity and can be used as a quick illustration of the fact that active listening is not as easy as it might seem. It demonstrates how easy it is to get immersed in detail and miss critical points. Participants will have to actually practice their listening skills while doing the other facilitation exercises.
OBJECTIVES

At the end of the session participants...

☑ can explain why asking the right questions is basic in experiential adult education

MATERIALS

1. Flipchart
2. Copied handout

TIME

1 hour

STEPS Questioning

1. Introduce the session by saying that asking questions is a very powerful facilitation tool in a participatory decision making. Explain that if we want our villagers to learn, we as CFEW have to be able to ask the right questions in the right way.

2. Facilitator perform a role play "On tree selection for afforestation" to show when and why to use different kind of questions. What are the results from using different questions?

3. List the answers in the plenary. Reflect on the answers given and group into open and closed questions. Summarize and explain the difference between open and closed questions. Participants will understand "what" are open and closed questions

4. Reflect on the use and expected results from using different questions.

5. Invite participants to work in pair and practice asking closed and open questions (2 questions per pair).

6.

7. Invite participants to work in pair and practice asking prepared questions (2 questions per group).

8. Invite participants to give examples for both types.

9. Explain that there are different types of questions apart from open and closed ones. Ask if they can think of other types of questions to be used for working purposes. Discuss some of the advantages and disadvantages of the other types of questions and give examples (see handout).

10. Explain that one purpose of using question is to probe some thing. Ask participants "what do we understanding about probing?"

11. Summarize and Give examples of probing questions and discuss their use.

COMMENTS
## Practicing Questioning (8b)

<table>
<thead>
<tr>
<th>STEPS</th>
<th>Probing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Reflect on the use of open questions and the purpose of probing.</td>
</tr>
<tr>
<td>2.</td>
<td>Facilitator perform a game by asking participants to identify a hidden object in his bag by using open questions.</td>
</tr>
<tr>
<td>3.</td>
<td>The facilitator has to describe the object by not giving too many details at one time. Every answer has to give a little help only.</td>
</tr>
<tr>
<td>4.</td>
<td>Every question and answer is noted on flipchart and discussed immediately about (i) the intention of the question, (ii) the information gained and (iii) the next question to be followed.</td>
</tr>
<tr>
<td>5.</td>
<td>Ask participants why probing is an important skill in extension and when it should be used?</td>
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</tbody>
</table>

## COMMENTS
Suggested object should be some thing all participants would know such as a bottle, book, comb, and so on.
Group Communication (9)

OBJECTIVES
At the end of the session the participants...
☑ can explain how decisions are affected by different perception
☑ can explain why group communication is important

MATERIALS
Prepare 3 namecard boxes and one bag.
1) transparent box containing a key fixed with tape (✓ seeing)
2) perforated box with some tea wrapped in paper (✓ smelling)
3) black box with a bell inside (✓ hearing)
4) black bag with a pen inside (✓ touching)

TIME
30 minutes

STEPS
1. Open the session by telling that when working with groups we all have to understand that group members may have different perceptions in one thing. The next exercise will allow us to learn how is group perceptions important for decision making.
2. Get four volunteers and ask one of them to see, one to hear, one to smell, and one to touch only what objects are hidden inside the 3 boxes and the bag.
3. Ask all of them to write on cards what objects they think are hidden. Finally show the objects inside the boxes and the bag.
4. Begin a discussion with the following questions:
   • What are the results? Why do they differ?
   • How to get everybody equally informed about the hidden objects?
   • What can we learn from this for our extension work?
5. From this activity conclude that we have to get involvement of people at different level in CF activities.
6. Clarify any questions and distribute handout.

COMMENTS
Making your meeting more effective (10a)

OBJECTIVES  At the end of the session participants...
☑ have identified the characteristics of a bad meeting agenda and process
☑ can explain the critical components of designing a meeting process and
  its agenda
☑ have differentiated between topics and outcomes in relation to a
  meeting agenda

MATERIALS  1. Characteristics of effective and ineffective meetings
  2. Flipcharts
  3. Copied handout

TIME  1 hour and 30 minutes

STEPS  Part 1)  45 minutes

  1. Introduce this session by explaining that we will focus on one key role of
     a facilitator as a guide during a process. This session will focus on the
     design of the meeting and the guiding of the meeting process.

  2. Explain that we will do an exercise in which participants have to relate
     back to their own experience with meetings and reflect on what sorts of
     things made them good or bad. Ask participants to think in pair about
     which characteristics make meetings bad and which make them good.

  3. Invite each pair to share what they are thinking about good and bad
     meeting. Reflect on
     •  What does make the meeting good or bad?
     •  Why?

  4. Explain that after we all recognized the good and bad characteristics of
     meetings then we will focus on how to design processes and realistic
     agendas for meetings incorporating the good characteristics we just
     raised.

  5. Bring in some tips of organizing an effective meeting
Part 2) 45 minutes

6. Ask participants what an agenda is and why we develop it (e.g. to focus the meeting, to know the time allocation, to know what decisions need to be taken etc.). Emphasize that planning, or contributing to an agenda is a central responsibility of a facilitator and will help improve the effectiveness of meetings.

7. Introduce the idea that there are two critical components in good agenda planning (see handout). Just distributing a list of topics often leads to confusion in meetings as farmers do not know what they are expected to achieve.

8. Ask the group to focus on the first critical component of an agenda - clarifying the expected outcome for each topic. Give an example (see handout).

9. Ask participants to form buzz groups and let them think of a topic, three possible expected outcomes for this topic and how to get the outcomes on their meeting agenda.

10. Stress the importance of differentiating topics and outcomes as a facilitator, as it will help the group and the facilitator know what is expected at the end of the meeting. It also gives a facilitator the opportunity to design a realistic process with the group, in order to achieve the expected outcomes.

11. Distribute the handout.

**COMMENTS**

* Be aware that participants will often generate objectives or sub-topics rather than specific outcomes as this is what they are used to doing. Also make sure the outcomes formulated are realistic enough and specific to the meeting and not the overall project.
### Some Characteristics of Effective and Ineffective Meetings

<table>
<thead>
<tr>
<th>Effective Characteristics</th>
<th>Ineffective Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many methods are used to allow everyone to participate</td>
<td>An agenda with detailed time allocation is prepared.</td>
</tr>
<tr>
<td>Agenda only highlights key points</td>
<td>No prepared agenda as the facilitator thinks it is important to maintain flexibility</td>
</tr>
<tr>
<td>A participant make notes and share with other at the end of the meeting</td>
<td>The meeting has no desired outcomes</td>
</tr>
<tr>
<td>A person keeps a check on time</td>
<td>It is assumed that everybody knows what needs to be done in the meeting</td>
</tr>
<tr>
<td>Participants are well prepared for the meeting</td>
<td>No breaks given</td>
</tr>
<tr>
<td>Participants know well in advance what will be expected in the meeting</td>
<td>No opportunities to raise issues that are not on the agenda</td>
</tr>
<tr>
<td>Ground rules for the meeting are developed and agreed by everybody</td>
<td>A lot of time is spent prioritizing items to be discussed in the meeting</td>
</tr>
<tr>
<td>Everybody is clear at the end what has been decided and what is to be done next</td>
<td>Meetings always follow the same format and the same people always speak</td>
</tr>
<tr>
<td>Issues raised that are not on the agenda are parked and being discussed later</td>
<td>At the end of the meeting decisions and future actions are unclear</td>
</tr>
<tr>
<td>All participants know each other and understand clearly the different roles in the meeting process</td>
<td>Confusion about responsibility among participants</td>
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</tbody>
</table>
OBJECTIVES
At the end of the session participants...
☑ can explain possible interventions for dealing with some difficult group members

MATERIALS
1. Poster of difficult group members and possible interventions
2. Copied handout

TIME
30 minutes

STEPS
1. Introduce the session, by explaining that within a meeting normally there are several types of people participate in. CFEW are supposed to understand the group dynamic and be able to make use of the situation for achieving their tasks. In this session we will focus on some difficult behaviors that they may have experience while working in commune.

2. Present the types of people CFEW may have in the meeting; ask all to think how to respond. Write the possible actions on the flip. You may add some more if the group get stuck.

3. Discuss in plenary what other types of people might cause problems in meetings. And what are the types of people that support meetings? How to make use of these people?

4. Summarize and distribute handout.

COMMENTS