

# Building Educational Bridges

Competently dealing with intercultural and psychosocial challenges in the classroom with return-interested refugees

**Toolbox with methods for classes with refugees**



Funded by the

**giz** Deutsche Gesellschaft  
für Internationale  
Zusammenarbeit (GIZ) GmbH

On behalf of the

 Bundesministerium für  
wirtschaftliche Zusammenarbeit  
und Entwicklung

Programme "Perspektive Heimat"



# Introduction

The insert booklet “Toolbox for Instructors and Coaches” is designed for instructors and coaches who provide further training courses for return-interested refugees. The toolbox comprises methods aimed at creating a safe and appreciative, shared classroom culture that fosters empowerment and agency.

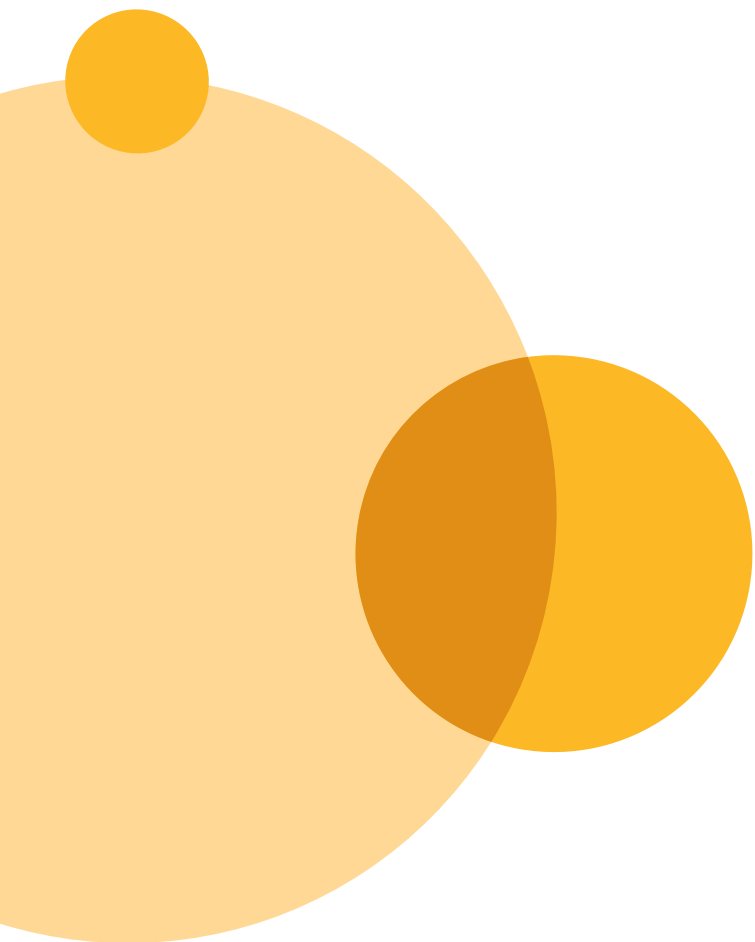
The methods complement the materials presented in the folder, and they are also based on the three education approaches of multicollectivity, participatory education and the trauma-sensitive classroom.

Furthermore, the methods are aligned with the different phases of group formation (see dossier on [Group Dynamics](#) in Module 4) and should encourage trainers to actively support and facilitate the group formation process.

The diverse participatory methods thus help the participants to get to know each other, to form a group identity, to create a safe learning atmosphere, to support their concentration and to conclude a course with appreciation.



Photo: © vhs Meppen



# List of Toolbox Methods

Exercise instructions for instructors and coaches for use in classes with return-interested refugees

<b>1. Support getting to know each other</b>	<b>Page</b>
Truth or Lie – Energiser for getting to know one another	6
Friendship Network – Learning more about each other	7
Things That We Share – Finding common ground	8
Who Are We? – An introduction to the group	9
<b>2. Enhance group feeling</b>	
Grouping – Several options for fast group formation	10
Venn Diagram – Defining common ground rules for groups	11
Opinion Barometer – Taking a position and engaging in discussion	13
We Write a Text – Including stories of the participants	15
<b>3. Create a safe learning atmosphere</b>	
Emotions Card Game – Addressing and connecting emotions	16
The Flashlight – Monitoring the participants' mood	18
The Traffic Lights – Getting quick feedback from the group	19
The Power of Breathing – Relieving tension	20
<b>4. Support concentration</b>	
1, 2, 3 – A quick energiser to boost concentration	21
Shifting Direction – Enhancing attention and non-verbal communication	22
Who Has the Last Word? – Memory and sentence-building game	23
City, Country, River – A brain teasing game	24
<b>5. Receive feedback</b>	
Any Energy Left? – Direct and fast energy level check	25
5 Finger Feedback – An easy-to-use feedback tool	26
Visualised Feedback – Giving non-verbal feedback	28
The Tree of Awareness – A creative way of giving feedback	30



# Truth or Lie

## Energiser for getting to know one another

### For what purpose?

This fun energiser serves to get to know participants better and deepen personal relationships.

### Instructions

Ask all participants to form a circle and think about three statements about themselves and to write them down on a moderation card. Two of the statements must be true and one must be false. They do not have to be intimate or life-revealing things, but just hobbies, interests or experiences that make each person unique.

For example:

“Hello, I’m Said. When I was a kid, I loved to play with cars; I can juggle fire and speak four languages.” Each participant shares his/her three statements with the group, in any order. The goal of the icebreaker exercise is to determine which statement is false. The group discusses and decides which statement they consider a lie. At the end of each round, the respective person reveals which statement was untrue.

### Timeframe

20 min

### Materials

- Moderation cards/post-it notes
- Pens

### Authorship

DVV International (2018). Curriculum interculturALE: Interkulturell-didaktische Lehr- und Lernmaterialien, Bonn.





# Friendship Network

## Learning more about each other

### For what purpose?

This icebreaker serves to get to know each other's names and to enhance the group feeling.

### Instructions

The participants form a large circle. The trainer starts the game by holding the end of a ball of knitting yarn, saying his/her name and something he/she is good at (for example: "My name is Abdul and I am good at helping others.") and then throws the yarn ball to another person in the circle. The person who catches the ball does the same thing – he/she holds part of the yarn, says his/her name and tells what he/she is good at. Then he/she also throws the ball to another person. Repeat this procedure until each participant has had his/her turn and a network has been formed in the circle. The trainer explains to the participants that they should not pass the yarn directly to their neighbour to ensure a network is created in the circle. Afterwards, the trainer communicates the message of the game: "In this game, the yarn we have passed on shows the connections that arise between us and link us all in this room. We have learned that everyone in this network of friendship can do something well, and we must use these strengths to help each other and make our group even better and stronger."

### Timeframe

20–30 min

### Materials

A ball of string or yarn

### Remark

The duration of the game can be extended and the effect increased by having the participants untangle the net afterwards – they should return the yarn ball to the person from whom they received it and say what that person is good at or what they like about him/her.

### Authorship

Martti Zeyer

Adapted from: IRC Deutschland (2018). Healing Classrooms – Die Schule als stabilisierendes Umfeld für geflüchtete Kinder und Jugendliche, Praxishandbuch für pädagogische Fachkräfte 2018, International Rescue Committee Berlin, Berlin.



# Things That We Share

## Finding common ground

### For what purpose?

This icebreaker helps the group to get to know one another at the beginning of a course. The idea is to enhance the group feeling by finding common ground.

### Instructions

The participants as well as the trainer write down three points about themselves (personal qualities, hobbies, etc.) that the others do not know yet. The participants walk around the room, introduce their characteristics to each other and look for up to three other persons with the same qualities. Then the participants present their characteristics in front of everyone and add with whom they share something.

### Timeframe

20 min

### Materials

- Flipcharts
- Markers
- Moderation cards
- Coloured crayons

### Remark

Variation: Divide the participants into groups of three or four. Tell the newly formed groups that their assignment is to find five things that they have in common with every other person in the group. Tell the participants that one person must take notes and be ready to read his/her list to the whole group upon completion of the assignment. Then each group shares their whole list in plenary.

### Authorship

Adapted from: DVV International (2018). Curriculum intercultuRALE: Interkulturell-didaktische Lehr- und Lernmaterialien, Bonn.





# Who Are We?

## An introduction to the group

### For what purpose?

The icebreaker helps the participants to get to know each other better and creates an appreciative classroom atmosphere.

### Instructions

The trainer distributes moderation cards to all participants. The participants are asked to provide information on selected points that are listed on a flipchart (e.g. name, origin, profession, hobbies, place of residence, family, etc.). For this purpose, they are requested to team up in pairs. Then the participants have 15 minutes to introduce themselves to each other and write down on the moderation card all the information about their partner as required by the listed points.

Afterwards, the participants are asked to introduce their respective partners to the group. The completed moderation cards are attached to a flipchart with the headline “Who we are”, and reveal common ground between participants that the group can build on.

### Timeframe

30 min

### Materials

- Flipcharts
- Moderation cards
- Pens
- Pins

### Authorship

Huber, Judith/Kastrati, Dorina/Schüll, Katja (2016). Jeder Mensch ist Experte – Mehrwert entsteht aus vielfältigen Erfahrungen, Friedrich Schiller Universität Jena. Available at: <https://www.expertisenwechsel.de/> (Accessed 9 September 2019).

Based on: Bolten, Jürgen (n.d.). Erfahrungsschätze. Available at: <http://ikkompetenz.thueringen.de/wp-content/uploads/2017/09/erfahrungssch-c3a4tze1.pdf> (Accessed 9 September 2019).



# Grouping

## Several options for fast group formation

### For what purpose?

It can take time for participants to form groups themselves. Some participants may be excluded or the same persons may always group together. The following is a quick and easy way to organise groups.

### Instructions

- 1.** Counting: For example, for three groups, the participants count to three, one after the other (participant 1 says “one”, participant 2 says “two”, participant 3 says “three”. Attention: participant 4 says “one” again, and so on). All those who said “one” join into one group; all those who said “two” join into the next group; all those who said “three” form the last group. Whenever a different number of groups is required, the participants count up to that number.
- 2.** Pack of cards: The participants draw one card from a card pack face down and sort themselves according to their suits (clubs, spades, hearts, diamonds) or, for more groups, according to their card type (king, queen, jack, numbers). For this purpose, the trainer must first sort the deck of cards according to the number of groups required.
- 3.** Postcards: The trainer will divide postcards cut into four parts (one part per person), for example, and the participants will be asked to join those in a group who have the other parts of the same postcard.
- 4.** Based on criteria: Groups can also be divided according to a specific criterion: experience, ability, age, gender, origin, etc. This allows homogeneous or heterogeneous groups to be formed in a targeted manner. This type of group formation can be helpful, but must be used with caution, as it strongly emphasises a specific criterion that participants might feel uncomfortable with.

### Timeframe

5–10 min

### Authorship

Jannik Veenhuis



# Venn Diagram

## Defining common ground rules for groups

### For what purpose?

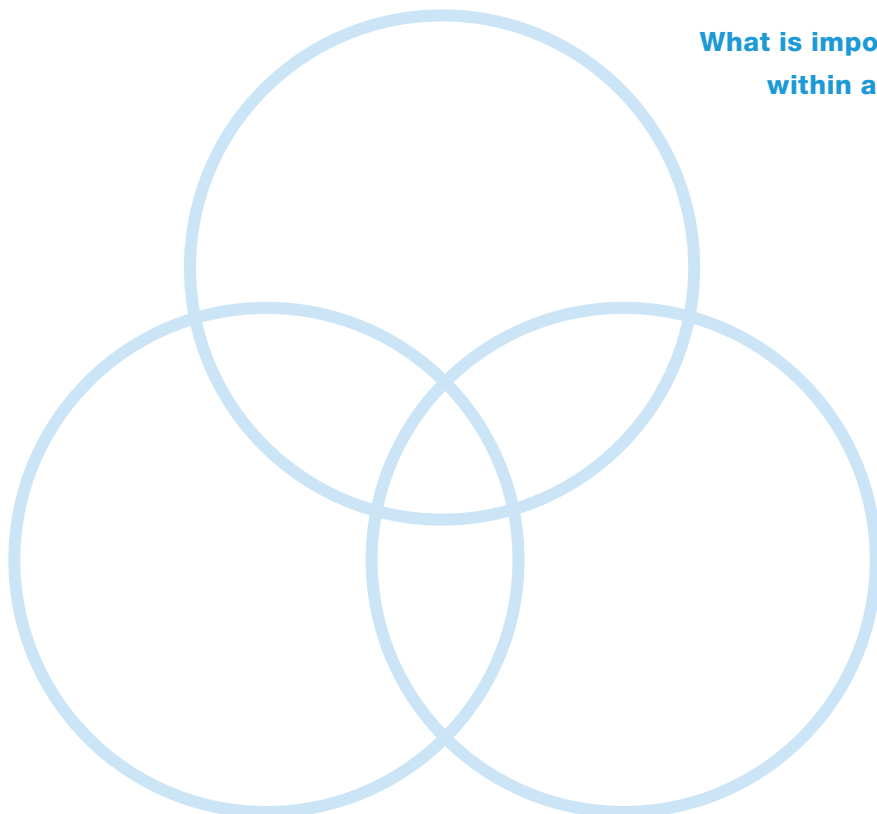
This exercise helps to support the group formation process. Participants share their expectations of working together and set up group rules.

### Instructions

A Venn diagram consists of a rectangle containing overlapping circles. The circles represent different participants or groups. The purpose of a Venn diagram is to arrange information visually and thereby reveal relationships between specific individuals and/or groups (e.g. commonalities and differences or comparison of two or more options).

The rectangle symbolises the room/context in which the participants are located. Overlaps between circles are intended to reflect the shared interaction between persons/groups.

In order to create a shared group identity, it is useful to establish common group rules at the beginning of a new course.



**What is important to me  
within a group**

Groups of three are formed, each group gets a template (“What is important to me within a group” and “What disturbs me within a group”) and moderation cards. The group participants respond to the questions by themselves in silent work and note down their points on moderation cards. Then they present these points to each other and enter their replies into the fields.

Afterwards, participants share the outcome of their Venn diagram in plenary. The outcome can be used to derive and compile common group rules.

### **Timeframe**

25–35 min

### **Materials**

- Several flipcharts
- Pens
- Templates (see image)

### **Remark**

Venn diagrams can be applied in many exercises. For getting to know each other, the participants grouped in pairs can answer questions such as “What am I good at?” or “What do I like doing?” and visualise differences and commonalities by using a Venn diagram.

### **Authorship**

Martti Zeyer

Finnish Refugee Council (FRC, 2016). Adult Literacy REFLECT Training Manual 2016,

Finnish Refugee Council (FRC), Sierra Leone Programme.

Steiner, Tanja (n.d.). Grundschul-Ideenbox. Available at:

<https://www.grundschul-ideenbox.de/wp-content/uploads/Venn-Diagramm-Sitz-nachbar.pdf> (Accessed 22 July 2019).





# Opinion Barometer

## Taking a position and engaging in discussion

### For what purpose?

This exercise encourages participants to move and position themselves. By standing up and positioning themselves on different questions, opinions become visible to the whole group. This creates a common understanding of where the individual and the group stand.

### Instructions

This exercise combines movement with asking for opinions or simple information. Questions to get to know one another are as suitable as statements on the contents of the modules; opinions and positions fit just as well as emotions. The exercise is implemented by using a line of a few metres in length (e.g. taped to the floor with masking tape). The trainer reads out statements or questions, and the participants position themselves along the line, depending on how much they agree with the statement or question. When all the participants have placed themselves, the trainer addresses individual participants and asks them why they have chosen that position. Questions/Statements can be, for example:

- “Position yourselves according to the duration of your journey from home today or the distance you have travelled.”
- “How do I like the food/weather/people ... in Germany?”
- “I think it’s important to make new friends in class.”

### Timeframe

10–30 minutes, depending on the number of questions/statements and duration of discussion.

### Materials

- Masking tape or similar to indicate the line
- Statements or questions via PowerPoint or on moderation cards/A4 or larger

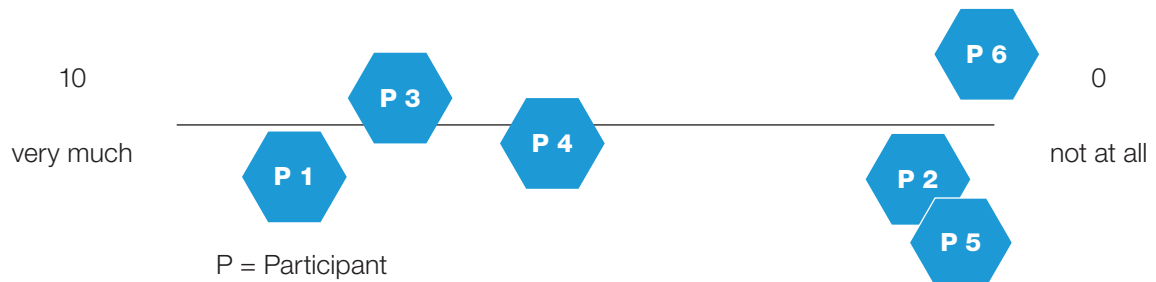
### Remark

- There may be participants with restricted mobility, for example those who cannot stand for long periods. They can position themselves in either a chair or sitting in their seat near the wall in order to respond to the questions/statements.
- You can also ask open questions that cannot be classified into a scale, such as “Where do you live?” Then participants should position themselves in relation to each other on an imaginary map.
- This is how it basically works or looks like:

- 1: Trainer: How do I like the food in Germany?
- 2: Participants position themselves on the line.
- 3: Evaluation

### Possible follow-up question:

What do you particularly like/dislike? What do you miss?  
What do you cook for yourself?



### Authorship

Jannik Veenhuis

Sociometric exercises date back to Jakob L. Moreno (1889-1974). He used this method to analyse the position of individuals in a group and thereby wanted to facilitate self-awareness of one's own position in a group.



# We Write a Text

## Including stories of the participants

### For what purpose?

This exercise improves the sentence-building skills of the participants and integrates their ideas and everyday worlds by creating common texts. Creative group writing strengthens the bonds between the participants.

### Instructions

At the beginning, three groups are formed. The trainer distributes moderation cards to the groups, with each group getting their own colour. The groups are asked to think of five to eight words as a group within ten minutes and to write down a single word on each card. The words can be of any sort (nouns, verbs, adjectives, etc.).

Next, the cards are exchanged. Each group now gets the assignment to write a short story or text within 20 minutes by using the words the other group has written down. All the words from the cards have to be included and composed into a coherent text.

Finally, the trainer asks the groups to read out their story or text and discuss the results. Topics of the stories can be raised in the discussion. Depending on the respective teaching context, grammar can be illustrated with examples.

By creating their own texts, participants integrate their everyday world and strengthen the group feeling. The texts can provide a basis for further work (in terms of content or grammar).

### Timeframe

45 min

### Materials

Moderation cards in three different colours and markers

### Authorship

Jawad Al-Gousous



# Emotions Card Game

## Addressing and connecting emotions

### For what purpose?

The exercise helps participants to bond with their own feelings and to give feedback on their emotional states (e.g. distress).

### Instructions

In preparation for this method, write the following emotion terms on moderation cards:

Anxious, angry, amazed, annoyed, bored, confused, happy, sad, surprised, concerned, disgusted, frustrated, jealous, ashamed.

The pictures corresponding to the emotions are available at:

[https://www.dvv-international.de/fileadmin/files/Inhalte\\_Bilder\\_und\\_Dokumente/Materialien/Curriculum\\_interculturALE/Lehr-\\_und\\_Lernmaterialien\\_Curriculum\\_interculturALE.pdf](https://www.dvv-international.de/fileadmin/files/Inhalte_Bilder_und_Dokumente/Materialien/Curriculum_interculturALE/Lehr-_und_Lernmaterialien_Curriculum_interculturALE.pdf)

The pictures must be printed and cut out.

The trainer spreads the pictures as well as the emotion cards on the floor for all participants to see. Now, the participants have about ten minutes to match each picture with the corresponding emotion card (the group decides how to go about this). Afterwards, the following guiding questions will be discussed:

- Was it easy to match the cards with the pictures? What made it easy?
- Which cards were hard to match?
- Did you, and do you still have different opinions about the matchings?  
If so, what are the possible reasons for this?

### Variation for later use

The trainer spreads out the pictures on the floor and asks the participants to choose a card according to their present emotional state (several people may choose the same card). This method can be used repeatedly to get a quick feedback on the current state and emotional situation in the classroom and, if needed, to react accordingly (break, talk, conflict resolution or similar). Thereby, the different needs of participants can be addressed and an atmosphere that leaves room for the participants' emotions can be created.



**Timeframe**

20–25 min

**Materials**

Printout of pictures (see link above)

**Remarks**

- This method is an example of the tools described in the dossier Feedback! What for? to receive regular feedback on the atmosphere in the classroom.
- The trainer has to keep in mind that expression and perception of emotions are culturally influenced. For heterogeneous groups, it may be interesting to have a discussion following the exercise about how culture-based differences in expressing and perceiving emotions can influence interaction and communication in multicultural environments.

**Authorship**

Jannik Veenhuis

Adapted from DVV International (2018). Curriculum interculturALE: Interkulturell-didaktische Lehr- und Lernmaterialien zur Fortbildung von Kursleitenden und ehrenamtlich Tätigen in der Erwachsenenbildung mit Geflüchteten 2018, DVV International, Bonn.





# The Flashlight

## Monitoring the participants' mood

### For what purpose?

This exercise is useful when a simple “good” or “bad” feedback is not sufficient, but a short statement related to the content is needed and all participants are expected to contribute their share.

### Instructions

All participants take turns responding as briefly as possible (in a word or a short sentence) to a question from the trainer. For this purpose, participants can form a circle. Possible questions could be:

- How are you feeling right now?
- Which feeling is your strongest at the moment?
- What thought is in your mind if you were to leave the lesson/course right now?

### Timeframe

1-5 minutes, depending on the number of participants

### Materials

No material needed

### Authorship

Jannik Vennhuis





# The Traffic Lights

## Getting quick feedback from the group

### For what purpose?

The method allows you to quickly find out whether all participants have understood an assignment or an explanation or if there is a need for further explanation.

### Instructions

The trainer distributes a green, a yellow and a red moderation card to each participant. After giving an assignment or an explanation, the trainer asks the group what they have understood. Those who have understood everything show the green card, those who still need some explanation or have a question show the yellow card, and those who did not understand anything show the red card. This allows participants to give their feedback together, under the protection of the group, so to speak, rather than having to respond individually to queries.

The cards can remain with the participants, and the query can be integrated as a regular component of the lesson.

### Timeframe

< 1 min

### Materials

Moderation cards in green, yellow and red for each participant

### Authorship

Jannik Veenhuis



# The Power of Breathing

## Relieving tension

### For what purpose?

This quick and helpful method for coping with stress helps participants become more aware of the tensions in their bodies and then helps them to release those tensions. The aim is to build upon the resiliency and mindfulness of participants.

### Instructions

Our breathing is mostly only shallow. Therefore, it helps us to release tensions when we learn to breathe deeply from our stomach. In order to prepare for this exercise, the trainer dims the lights in the room and tries to minimize noise and distractions. Then he/she asks the participants to sit down on their chairs, close their eyes, put their feet flat on the floor and place their hands in their laps in a relaxed position. The trainer asks the participants to breathe in deeply through their nose and feel their abdomen expand.

Afterwards, participants are asked to hold their breath for a few seconds and then exhale slowly through the mouth. When exhaling, participants shall imagine how the tension leaves their body. Repeat this several times.

The exercise can also be used as a regular component of the lesson, for example at the end of the day.

### Timeframe

5 min

### Materials

Soft music when required

### Authorship

Tania Hussein

Based on: UNHCR (n.d.). Relaxation Techniques for Stress Relief: Finding the Relaxation Exercises that Work for You. Available at: <https://cms.emergency.unhcr.org/documents/11982/34619/Relaxation+Techniques+for+Stress+Relief/3b3ae17a-2dbf-4cc4-b2b8-569c805bd379> (Accessed 6 July 2019).



# 1, 2, 3

## A quick energiser to boost concentration

### For what purpose?

There are situations in the classroom that require a brief stimulus. This energiser works without physical contact and is simple to implement.

### Instructions

Two participants stand facing each other and count to three (in case of an odd number, the trainer can step in). Counting is done as follows:

**Participant 1** says: **one**

**Participant 2** says: two

**Participant 1** says: three

**Participant 2** says: **one**

And so on. After a few minutes, the trainer can introduce one number to be replaced by a clap to increase the difficulty – then the next number by a flick and, if desired, the last number by stamping the feet.

It is advisable to first start slowly and then encourage the participants to go faster.

### Timeframe

5–10 min

### Materials

No material needed

### Authorship

Jannik Veenhuis



# Shifting Direction

## Enhancing attention and non-verbal communication

### For what purpose?

This simple and fast exercise increases concentration through movement and variety and works without physical contact and without words.

### Instructions

The participants line up in a circle with each of them extending one arm to the centre. Everyone gives a “thumbs up” with their hand. One person starts humming. After a few seconds, he/she turns their thumb in any direction. This is the sign for the person next to him/her to start humming as well.

After some time, it is the turn of this person to move their thumb in any direction. As the game progresses, the pace can increase.

Should a mistake be made, the game starts all over again.

### Timeframe

5–10 min

### Materials

No material needed

### Authorship

Anna Rein

Based on the exercise “Summ-Spiel” from: Naturfreunde Internationale (2015). Vielfalt erleben. Available at:

[https://heteroglossia.net/fileadmin/user\\_upload/NFI\\_Vielfalt\\_Erleben\\_Brosch\\_WEB.pdf](https://heteroglossia.net/fileadmin/user_upload/NFI_Vielfalt_Erleben_Brosch_WEB.pdf)  
(Accessed 4 September 2019).





# Who has the last word?

## Memory and sentence-building game

### For what purpose?

This exercise enhances the participants' awareness of their memory and sentence-building potential and promotes attention and concentration.

It provides a variety to the course programme, serves as a brainteaser for in-between times or to bridge time gaps.

### Instructions

Before starting the game, the trainer writes down a short sentence (noun, verb, noun), such as "Goats eat potatoes." But the trainer does not inform the participants about it.

Then he/she thinks of three consecutive sentences, each ending with one of the three words from the noun-verb-noun sentence. Example: "The farmer has two pink goats. Alex loves to eat. Ismael harvests potatoes." Afterwards, the trainer reads the three sentences aloud and slowly, first asking the participants in groups of two to memorise the last word in each sentence. The trainer continues with the request for the participants to build a new sentence from these three words. After each round, one pair of participants shares their sentence.

Finally, the participants can give their feedback on easy or difficult parts of the game.

### Timeframe

25 min

### Materials

Blackboard/flipchart and pen

### Remark

As an extra challenge, longer sentences can be used or participants are asked to remember a different word in each source sentence (such as the first or second last word).

### Authorship

Martti Zeyer

Based on IRC Deutschland gGmbH (2018). Healing Classrooms – Die Schule als stabilisierendes Umfeld für geflüchtete Kinder und Jugendliche, Praxishandbuch für pädagogische Fachkräfte 2018, International Rescue Committee Berlin, Berlin.



# City, Country, River

## A brain teasing game

### For what purpose?

The game provides a variety to the course programme, serves as a brainteaser for in-between times or to bridge time gaps.

### Instructions

The trainer selects three to four categories that match the language level and possibly the content of the course (e.g. professions, colours, food and names).

All participants write these categories down in columns on a piece of paper. The trainer can demonstrate that on the blackboard.

	<b>Animals</b>	<b>Professions</b>	<b>Name</b>	<b>...</b>
A	Alligator	Architect	Ahmed	

Then the trainer presents one alphabet letter to the participants who get one minute of time to find a term starting with that letter in each category.

A correct term is awarded one point. Two points are given for a term that nobody else has found. In the end, the points are summed up and whoever has the highest score wins.

### Timeframe

20–30 min

### Materials

Pens and paper

### Authorship

Anna Rein





# Any Energy Left?

## Direct and fast energy level check

### For what purpose?

This exercise can be used to quickly find out whether the participants are still energetic, motivated or in a good mood to continue working, or whether they need a break, for example.

### Instructions

The trainer asks all participants to indicate how much energy/motivation they have left or how good their mood is by taking up the corresponding position.

For example you can do the following:

- **Stand upright:** I still have a lot of energy/motivation or good mood.
- **Let your shoulders sag:** I have a bit less, but still enough energy/motivation/good mood.
- **Stand bent forward:** I have a rather low level of energy/motivation or good mood.
- **Sitting:** I do not have much energy/motivation/good mood left.
- **Lying on the floor:** I have no energy/motivation/good mood left.

Before starting the exercise, the trainer can demonstrate all the positions once.

The participants may also decide on their own positions or gestures that represent the respective energy level.

### Timeframe

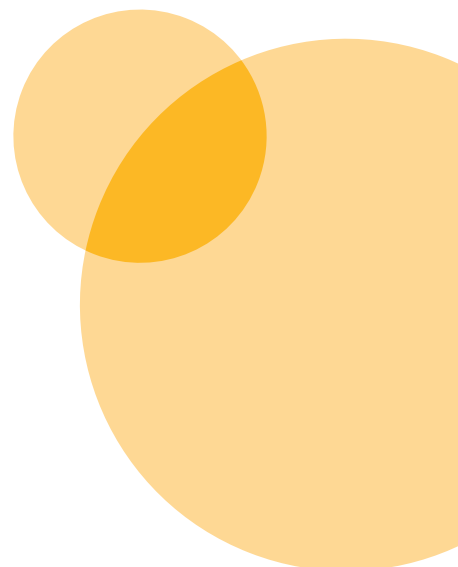
5 min

### Materials

No material needed

### Authorship

Jannik Veenhuis





# 5 Finger Feedback

## An easy-to-use feedback tool

### For what purpose?

This exercise is an easy-to-use feedback tool that allows the trainer to get feedback on various aspects of the training. The participants are able to reflect and share their thoughts on the highlights as well as the disappointing aspects of the course.

### Instructions

The trainer shows a flipchart with a picture of a hand and the feedback categories on it, and explains how the feedback works.



Participants are given a blank sheet of paper and draw an outline of their hand on it. Then everybody writes down his/her individual feedback (on a specific exercise, unit or the entire course) on each finger. Afterwards, each participant explains his/her feedback hand in front of the plenary.

**Timeframe**

15–20 min

**Materials**

- Flipchart with hand and feedback categories (see above)
- Blank paper sheets and pens

**Remark**

- The group can also be divided in two to make the exercise shorter. Each trainer then receives feedback from half of the participants.
- When presenting the hand, you should bear in mind that gestures have different meanings in different countries. Allow sufficient time to discuss the meaning of the feedback fingers with the group.

**Authorship**

DVV International (2018). Curriculum interculturALE: Interkulturell-didaktische Lehr- und Lernmaterialien zur Fortbildung von Kursleitenden und ehrenamtlich Tätigen in der Erwachsenenbildung mit Geflüchteten 2018, DVV International, Bonn.





# Visualised Feedback

## Giving non-verbal feedback

### For what purpose?

This exercise provides a way of using visualisations to loosen up feedback situations and to get feedback on various contents and aspects of the training. It works well with groups who have language barriers or prefer to give indirect feedback.

### Instructions

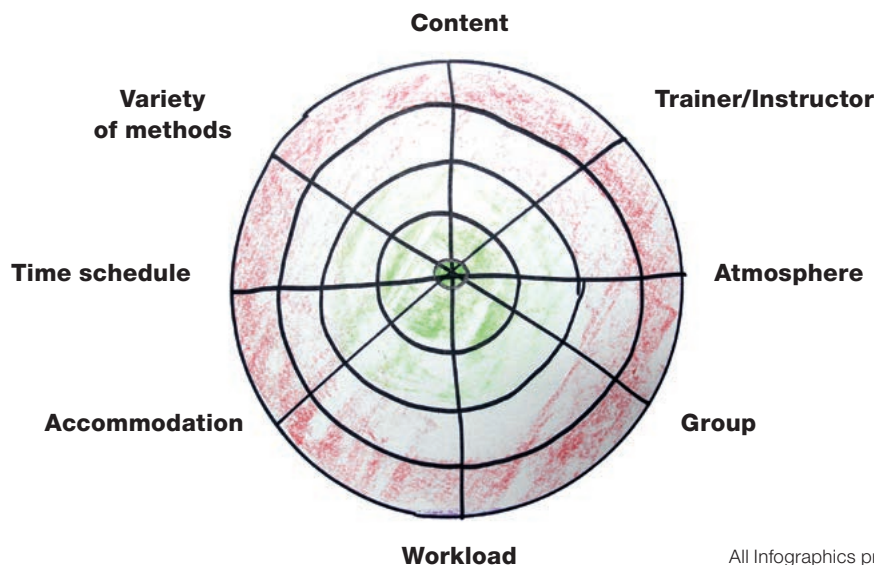
Visualised feedback can be used as an alternative or in addition to common paper-and-pencil or open feedback rounds. Participants have the opportunity to give anonymous feedback in a more informal setting. You can put up several pinboards as feedback stations on different topics.

Here are a few examples:

1. If you want to have an overall evaluation of how participants liked your course or lesson, you can use the target. Participants can rate the single categories with dot stickers or by making crosses with markers. The categories can be adapted to your needs.

### Rating:

- Right in the middle of target: very satisfied
- Far end of target: not satisfied



2. You can use a bag to find out what participants liked most and want to take away. Put the picture of a bag on a pinboard with the leading question “What are you taking away from the lesson or the course?”



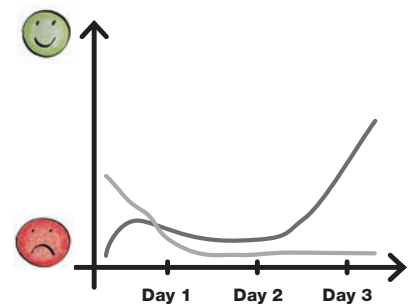
3. If you want to know what participants did not like and want to leave behind, you can use a bin. Put a picture of the bin on a pinboard with the leading question “What didn’t you like about the course or the lesson?”
4. For responding to the question “How was the atmosphere during the day/ the entire course?” use a coordinate chart, plotting time on the x-axis and mood on y-axis (e.g. using smileys and frownies). Everybody draws his/her own mood line.

**Timeframe**

Can be adapted to different needs, depending on how many feedback stations are to be implemented

**Materials**

- Markers
- Coloured pens and crayons
- Flipcharts
- Pinboards



All Infographics produced by Meike Woller

**Remark**

If you want the feedback to be anonymous, make this point clear in advance, and make sure that you as a trainer do not look, or you leave the room.

**Further reading**

Brandt, Richard C. (2008). Flip Charts: How to draw them and how to use them, Hoboken, New Jersey.

Westcott, Jean (2008). A Picture’s Worth 1000 Words: A Workbook for Visual Communications, Hoboken, New Jersey.

Brand, Willemien (2017). Visual Thinking: Empowering People & Organizations through Visual Collaboration, Amsterdam.



# The Tree of Awareness

## A creative way of giving feedback

### For what purpose?

This method encourages participants to reflect and share their opinions, feelings and perceptions of the course.

### Instructions

The trainer prepares in advance a large flipchart or a meta planning board with a tree drawn on it. Then he/she distributes moderation cards among the participants. They are asked to give feedback on different aspects of the training, such as about the trainer, the instructions given, the content, the atmosphere, the group, etc. The cards distributed have different colours and stand for the following:

- Red (the ripe fruits) for what the participants take as new knowledge/success and positive aspects;
- Green (the tender shoots/buds) for what the participants liked but want more of;
- Yellow (windfalls/fallen fruit) for what did not go well or for the negative aspects they noticed.

The participants collect the cards and put them on the tree – ripe fruits and tender buds to the tree crown, windfalls to the ground. If wished, participants can also discuss it.

### Timeframe

30 min

### Materials

- Meta planning board
- Pins
- Moderation cards
- Blank paper sheets and pens

### Authorship

The method was applied as part of an additional qualification by IJAB (<http://www.ijab.de>) and transfer e.V. (<http://www.transfer-ev.de>).



Graphic: saemilee/Getty Images

# Imprint

## Published by

DVV International  
Institut für Internationale Zusammenarbeit  
des Deutschen Volkshochschul-Verbandes e. V.

Obere Wilhelmstraße 32  
53225 Bonn  
Germany

Phone: +49 (0) 228 97569 – 0  
Fax: +49 (0) 228 97569 – 55

E-mail: [info@dvv-international.de](mailto:info@dvv-international.de)  
Website: [www.dvv-international.de](http://www.dvv-international.de)

1st edition  
2020

## Responsible

Christoph Jost

## Concept and editing

Meike Woller

## Proofreading

Danny Antonelli

## Translation

Constanze Prehl

## Layout

designlevel 2  
[www.designlevel2.de](http://www.designlevel2.de)

## ISBN

978-3-942755-42-9

Bibliographic Information published by the Deutsche Nationalbibliothek.

The Deutsche Nationalbibliothek lists this publication in the Deutsche Nationalbibliografie.

Detailed bibliographic data is available at: [https://www.dnb.de/EN/Home/home\\_node.html](https://www.dnb.de/EN/Home/home_node.html)

## License information

Unless otherwise specified herein and insofar as no rights of third parties are infringed, the materials on this website are subject to the following license:



These teaching and learning materials of DVV International are published under the Creative Commons License

Attribution-ShareAlike 4.0 International (CC BY-SA 4.0)

Further information is available at:

<https://creativecommons.org/licenses/by-sa/4.0/deed.en#>

Copyright information on photos/graphics etc. is provided directly with the figures.



