Participation Toolkit

exercises for working together

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Contents

Welcome to the Participation Toolkit

This Toolkit contains a collection of participatory training and workshop facilitation techniques that are easy and quick to use. The exercises are suitable for use by community enterprises, governing bodies, projects and project management, and any situations where communities and stakeholders need to be engaged in deciding about, developing and maintaining their surroundings.

These exercises have been compiled from numerous sources: some are new and some have been used in many countries for many years. Some exercises are good for decision making and planning, others for structuring teams and boards, some can be used as part of an organisational Social Audit, and others for self evaluation: you can use the ones that are most appropriate to your situation and nearly all of them can be adapted in some way to your needs.

Who is this toolkit for?

This Toolkit is suitable for groups of people who wish to conduct their own workshops, trainers who wish to use facilitation methods, facilitators who work with groups of people and development practitioners. The Toolkit supports stakeholder involvement, offering ways to engage stakeholders in the decision making process, and to record views about outcomes. The exercises are inclusive and encourage the recognition and respect for cultural interdependence, both within and between communities.

How can the toolkit help?

Participation can increase the effectiveness of projects and build capacity within groups. If people are genuinely involved in decision making they will have a greater degree of commitment and shared objectives are more likely to be met.

The methods in this Toolkit can be used to facilitate the participation of people in discussing, analysing and deciding about issues in an open and democratic way. These methods can be used to bring groups of people to together and to replace traditional meeting procedures. The ‘meeting’ has for too long been the way we come together debate and decide, but the meeting has limitations; it is often dominated by a minority of participants who are forceful and articulate. The meeting can often be replaced by other methods of participation to debate and decide on issues. The Toolkit offers ways and methods where participants don’t have to fight to say something, and encourages opportunities for everyone present to have a say, however shy or reticent they may be.

Facilitating participatory workshops

Participatory workshops which use facilitative techniques are a very good way of bringing together stakeholders and partners to share an experience, to learn something new, to make decisions, to solve problems, to plan actions and to settle disputes.

What is Facilitation?

Since the 1960s facilitation has been recognised as useful and important way of bringing together individuals and representatives into a group and/or team to share an experience, to learn something new, to make decisions, to solve problems, to plan actions and to settle disputes.

Facilitation is a very good way for project managers to bring together stakeholders and partners but in many cases stakeholders will not have worked together before and will have different interests, priorities and values. When the stakeholders are varied and dissimilar, but need to work together, the use of an external facilitator can be of great help, especially where it is important to engage with and establish agreement of all stakeholders on the issues to be addressed and the type of solutions that are sustainable. An external facilitator should be neutral and independent from the problem under discussion.

Below are three broad areas of facilitation that can be used independently or as a combined approach:

- The external facilitator approach uses an external skilled person or persons to facilitate a process, such as a business meeting, a strategic planning event, a conflict resolution process, a rapid appraisal exercise, etc. The benefit of this approach is that it can provide a quick-fix to a problem, or generate information, and does not necessarily affect the organisation/group in the long term.

- The structural facilitation approach uses a step by step process. This is used as a regular and integral part of organisational procedure and management. The advantage is that once established it builds good organisational structure and continues to generate coherence amongst disparate interest groups.

- The self-help facilitation approach, based on the Swedish study circle method, uses peer learning and studying methods. These may be prescribed with step by step methods, can be facilitated by a facilitator or can, through peer agreement, have individuals sometimes taking turns to lead. It is basically a group of people who come together to learn something, solve a problem, design a new way of doing something, etc. The advantage is that it builds participation and equalises individual involvement.

The Role of a Facilitator

The role of a manager or team leaders is not only about getting things done on time, it is about getting it done within a context of participative decision making: acting as a facilititator. The manager has to shift their position of power from feeling good about directing things to a position of feeling good about assisting others to direct things; to facilitate others to get involved, make decisions and take responsibility.

It is important to recognise that not all stakeholders will participate in the same way or at the same intensity. The intensity and level of participation will depend on the capacity and willingness of stakeholders to be involved; a facilitator will have to vary the level and intensity of participation to suit the particular need at that particular time.

The facilitator has to facilitate an understanding of the differing realities amongst all stakeholders. As there is often no right or wrong way of doing things, expressed views are mostly right from the point of view of the representative. For example: statistical evidence might say that more people are in work than a year ago, but if a number of people have been laid off in your work place the perception by you is that unemployment is increasing. Both are right, it depends not on what is happening, but from where you are in relation to what is happening.

We might consider four levels of intensity (they are not mutually exclusive):

Passive and low level participation

- Information sharing is the minimal level of participation and often consists of keeping people informed, i.e. a one-way flow of information.
- Consultation means that there is a two-way flow of information, a dialogue. This may not, however, lead to decision making.
- Decision making is when participation reaches a higher level; it involves individuals or groups (particularly those who are normally excluded) in actually making decisions. They have the authority and responsibility to take action.
- Initiating action is the highest level of participation when people take upon themselves to initiate new actions. To do so indicates a significant level of confidence and empowerment.

Active and high level participation

How to facilitate

A facilitator has to have a warm personality with an ability to show approval and acceptance of others. A facilitator will listen to what people are saying, and analyse and summarise it for them to keep the session moving forward: they need the confidence to go with the participants and to support them in achieving their outcome, not to try to judge and impose their own ideas. The key to good facilitation is to be flexible and responsive, to bring all the perspectives together whilst keeping the overall purpose of the session on track. Knowledge of the subject is not necessarily that important, what is important is knowledge of group processes. The facilitator focuses on the processes, while the participants focus on the content.

1. Purpose

Be clear about the purpose of the facilitation, is it:

- to change behaviour
- to inform on processes and comparable experience in other groups?
- to stimulate to think creatively?
- to gather and structure information?
- to analyse information?
- to make decisions?

2. Prepare

Be well prepared for running the facilitation and be clear about who is coming and what they think the purpose is:

- who is your client?
- who are the participants?
- are their expectations clear?
- do they know each other?
- create an agenda that suits them
- when should the event happen and at what time of day/week/month/year suits participants?
- where and what type of venue is most suitable?

3. Run

Be clear, start with an agenda, listen and be flexible, create focus but don't exclude, bring people together and make sure all present have opportunities to say what they think.

- don't talk more than one third of the time
- ensure participants are having conversations in which they can think aloud about what you are telling them (to understand it better)
- give them opportunities to try out the methodology
- show respect for what participants tell you especially people who disagree with what you are saying
- be honest about the limits of your expertise and experience
- use exercises to engage participants

4. Finish

Remember what has been said, summarise and give support to any continuation required.

- make sure the session ends clearly by summarising what happened, and if required, future actions: what? who? how? when? and where issues are clarified
- clarify if/how you can assist after the training
- get their opinions of the training
- work out your mistakes and how not to repeat them; keep looking for better ways of doing things

A facilitator should:

- enable participants to understand each other as human beings and in their roles as stakeholders
- facilitate planning and processes toward decision-making
- handle disagreements skillfully
- support a group to develop and apply rules about the ways it works together
- support stakeholders aspire to achieve the objectives they have set

As a facilitator there is always more to learn, therefore some form of session review or evaluation is useful. This may be in the form of a written set of questions, a participative review exercise or a short discussion on what worked well and what didn't work well. Ask for suggestions on how to improve the session for the next time. Use each session to build up a toolkit of participative exercises and try to keep a note, for yourself, about how they worked and how you might improve them next time. The trick is to learn which exercise is suited to which stakeholder occasion; this can be done by keeping notes of the session, soon after the event, and building on this when you next run a similar event.

The Participative Tools

We have compiled a series of innovative and participative tools that will help groups of people come and work together to achieve a task or solve a problem.

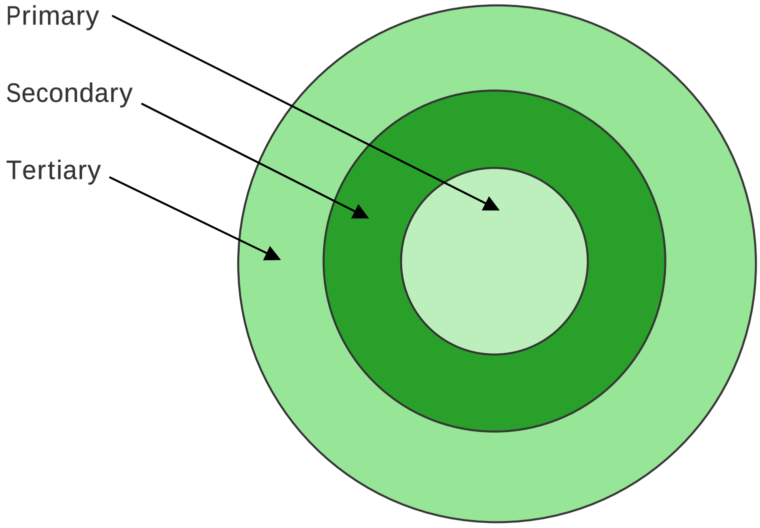
Engaging with your Stakeholders

Title	Identifying your Stakeholders
Type of Exercise	Engaging with your Stakeholders
Objective	To identify, analyse and record stakeholders in relation to communities or organisations.
Materials	Flip chart , pens, cards or post-it notes
Preparation	The facilitator should prepare a large sheet of paper with three concentric circles drawn on it, as below.
Time	2 hours
When to Use	At the beginning of a process

Before you can engage with your stakeholders you must first be sure about who they are. Groups of people, individuals, institutions, enterprises or government bodies that may have a relationship with your project or organisation are defined as stakeholders. Furthermore, there are differences in the roles and responsibilities of women and men, young and old people, ethnic groups, people with disabilities and their access to, and control over resources, and their participation in decision making. It is evident from evaluations that stakeholders' participation is vital to the successful design and implementation of projects.

This exercise will identify and then categorise your stakeholders in a hierarchy of primary, secondary and tertiary. By categorising stakeholders in this way it becomes easy to see who and how they should be involved and when. Different categorisations can be used, which will be necessary in some cases in order to adequately describe stakeholders.

Issue each participant with a number of cards and marker pens. Ask participants to identify who they think the stakeholders are by writing each one they identify on a card. When they have identified as many as they can think of, place all the cards around the outside of the circle and remove any duplicate cards.



Through discussion decide where to place the cards within the circles; look for any gaps and add any stakeholders that might have been missed.

The centre of the circle represents the central most important stakeholders, moving further out to the less important. Discussion widens the understanding of who the stakeholders are and their importance: the whole range of individuals and groups who "hold a stake".

- Primary Stakeholders include those whose interests lie at the heart of the project or organisation. These may be called the 'beneficiaries' or the 'target group'. They are usually members, users of services, occasional volunteers and/or residents. Sometimes primary stakeholders include 'hard to reach' individuals and groups and mapping will ensure that reaching them is part of the project.

- Secondary Stakeholders are those with whom an organisation co-operates in order to reach the primary target group. This group would include statutory agencies (such as the Local Authority), voluntary groups, private sector organisations and potential co-funders. These stakeholders are where the primary support will come from and usually where project partners can be identified.

- Tertiary Stakeholders are those who may not be too involved at the beginning but may be important in the long term. These may include suppliers, customers, contractors, financial institutions, legislative and policy making bodies, external consultants and trading partners. The last category may not apply to some projects, but for on-going initiatives this can be an important category, they will support the long-term sustainability of a project benefit.

A record of all the stakeholders that a project, organisation or community is involved with; both formally and informally, can be recorded in a simple matrix as below. This can be kept as a record and updated as required; stakeholders may well change from year to year. The discussion and recording is a useful exercise in itself. It is much easier to create a dialogue with stakeholders if they have been identified and categorised, and important stakeholders will not be accidentally left out.

Planned			Actual
Hierarchy of Stakeholders	Why are they involved?	How are they involved?	How are they monitored?
Primary Stakeholders			
Secondary Stakeholders			
Tertiary Stakeholders			

Stakeholder Analysis

Once stakeholders have been identified and categorised an analysis of how they might behave and be involved can be undertaken. Below is a list of analytical questions which can help a team consider how and when to involve particular stakeholders and which stakeholders have the most to contribute and benefit from their involvement.

What are the stakeholders' **expectations** of the organisation?

What **benefits** is the stakeholder likely to receive?

What **resources** will the stakeholder commit or not commit?

What **interests** does the stakeholder have which may conflict?

How does a stakeholder **regard other** categories of stakeholders?

What **other things** do stakeholders think should happen or not happen?

Title	Stakeholder Dialogue
Type of Exercise	Engaging with your Stakeholders
Objective	To plan for ways to generate a dialogue with stakeholders.
Materials	As required.
Preparation	Do the Stakeholder Identification Exercise beforehand.
Time	Various
When to Use	As required

The a numerous reasons for engaging with stakeholders: the aim is to have interactive dialogue rather than one way: for example, some consultation exercises only ask stakeholders about decisions that have already been made; leaflets, newsletters, videos and exhibitions are useful for promoting messages but the dialogue is one way, and it is easy to get excited by creating a product and forget the purpose of using it. However, it is sometimes difficult to achieve a useful dialogue without prior and active support from stakeholders; therefore methods for general engagement with stakeholders can be an effective way of building trust.

When planning for dialogue start with a clear idea of the subject; why the information is required; and what will be done with the responses once received and analysed. Consider whether the responses have to be scientific, i.e. can they be repeated with any degree of similarity of response or are we to accept anecdotal evidence which is not scientific but may offer valuable information. Different dialogue methods will be suitable for different categories of stakeholder. Use the Stakeholder Record from the previous exercise as the basis for discussing which methods are appropriate.

Types of dialogue that could be planned for:

Dialogue to give information

- Formal Meetings
- Short Presentations
- Posters/ Bill Boards
- Newsletters
- Radio
- Text Messaging
- Newspaper articles

Dialogue to find out information

- Questionnaires
- Rapid Appraisal
- Surveys

- Face to Face Interviews
- Telephone Interviews
- Video Interviews

Participative dialogue

- Liaison/outreach worker
- Workshops which include participative exercises
- Public Voting
- Theatre workshops
- Website Message Boards
- Play Schemes
- Oral History Projects
- Coffee Mornings
- Community Newsletter
- Tea and Chat
- Youth Clubs

Dialogue through Social Events

- Arts projects
- Street Parties
- Disco/Dance/Party
- Sports events
- Weekends Away

Below is an example of how dialogue with a particular stakeholder group has been identified and recorded. This format can be used as the basis for planning.

<table>
<tr><td colspan="2">Stakeholder Level:</td><td>Secondary Stakeholder</td></tr>
<tr><td colspan="2">Stakeholder Category:</td><td>Funders</td></tr>
<tr><td colspan="2">Purpose of the Dialogue:</td><td></td></tr>
<tr><td colspan="2">Types of possible dialogue:</td><td></td></tr>
<tr><td>1.</td><td colspan="2">One to one interviews</td></tr>
<tr><td>2.</td><td colspan="2">Short questionnaires</td></tr>
<tr><td>3.</td><td colspan="2">Invite funders to a strategic planning workshop</td></tr>
<tr><td>4. etc.</td><td colspan="2">Telephone interviews</td></tr>
</table>

Title	Questionnaires
Type of Exercise	Engaging with your Stakeholders
Objective	To plan for questionnaire development
Materials	Flip chart and pens.
Preparation	Do the Stakeholder Identification exercise beforehand.
Time	As required.
When to Use	When specific information is needed.

Questionnaires and surveys can be excellent ways to start a participation process but they are seldom enough on their own: they require good design and sampling to be useful and are best designed as part of a process which will lead through to some action.

The benefit of the questionnaire approach to dialogue is that it is well thought out in advance, it is easy to analyse and the results can be regarded as 'scientific'. The disadvantage is that it is one-sided, the questions, to a degree, predetermine the answers, it is boring for those having to fill it in and the results of the exercise are often difficult to see by interviewees. No one likes filling in questionnaires or being interviewed unless they can see benefit for themselves. Increasingly questionnaires are accompanied by a prize draw for those who return them: incentives are quite good if you can afford to provide some benefit to respondents. Questionnaires should be directed at the correct representative sample of stakeholders. The exercise in identifying stakeholders can help to define who should receive them. Make sure that respondents know how, when and where the results of the questions will be presented.

Questionnaire Styles:

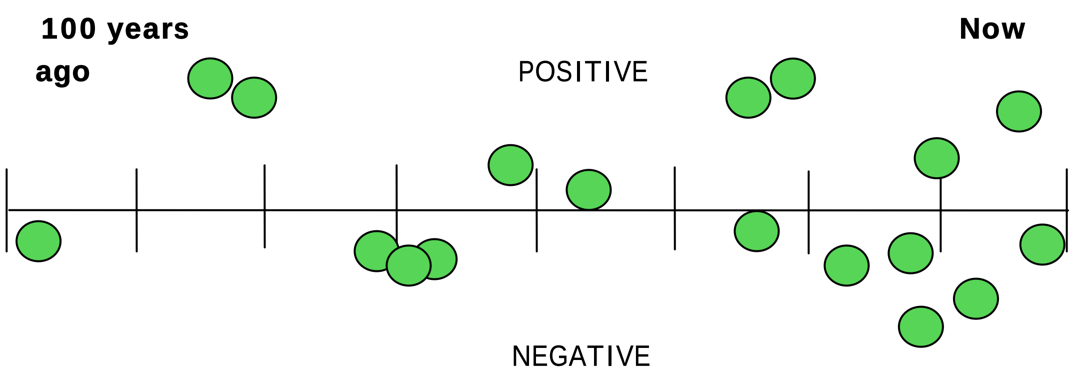
- Closed questions Yes/ No questions
- Multiple choice
- Open ended
- Statements inviting responses or comments
- Scaled responses, e.g. 1-5 or good or bad
- Variance questionnaires, e.g.; how it is now, and how you think it should be, on a scale of 1 to 10.

Scoping Exercises

Title	Community History – what happened when?
Type of Exercise	Scoping Exercise
Objective	To understand what the community is in relation to its past, and why.
Materials	Flip chart paper, blue tack, post-it notes and pens
Preparation	Draw time in on paper.
Time	30 -45 minutes
When to Use	As the beginning of a broader discussion of problems.

If there is a problem within a community looking at the past can help to identify why the situation has occurred, understand the present and prevent problems being repeated. This exercise helps regeneration projects explain the present situation and can overcome prejudices by addressing reality. It is also a good opportunity for people to learn more about their community, and a range of ages should be invited to attend.

The Facilitator should draw a timeline on a long piece of paper. Depending on the community it can be decided to look back over a hundred years or more; if it is a new community perhaps over 50 years. Discussion is held over what happened of significance, both positive and negative in the community over the timeline period: e.g. a bypass, a factory closing or opening, a swimming pool, school, bus service, new houses built, increase in population, increase in traffic etc. Influences can be written on or stuck on with cards or post-it notes: positive above the line; negative below. Photographs or other relevant pictures can be added.



Title	Thinking around Five Key Factors
Type of Exercise	Scoping Exercise
Objective	To visualise future possibilities
Materials	Flip chart, pens
Preparation	Prepare the five key factors, photocopy for each participant.
Time	30 – 45minutes
When to Use	Use as a starting point for strategic planning

This is a method which provides a framework to use when brainstorming to visualise the future, and to explore and share ideas for the future of a community or an organisation. In order to keep it manageable and participatory it is sometimes useful to limit people to, say, their five most important ideas. The important thing is to think of how the five key factors below should be organised, not today, but in the long term.

1. Facilities	What are they? How are they managed and maintained? Who owns them? Where does the finance come from? Who can use them? How do people use the facilities?
2. Leaders and Teams	Who are they? Have they grown up within the community? What are their experiences? Who are the key stakeholders?
3. Organisation	Who should manage? How is the organisation structured? Who should be involved? How are they involved? What should the organisation do?
4. People Process	How are people involved? How do you reward people? How are people recruited? How will you measure performance? What are the key aspects of career development? Where do people get schooled and trained? How do people participate?
5. Culture and Values	What is the operating style of the organisation? How do people in the organisation operate and interact with each other? What are the norms of behaviour? What are the core beliefs? How are the culture and values identified?

Title	Mapping the Present
Type of Exercise	Scoping Exercise
Objective	To create a visual interpretation of the community and an understanding of areas of importance to different groups.
Materials	Large sheets of paper and coloured pens
Preparation	Have groups already formed.
Time	Flexible. Depends on the age and experience of the groups.
When to Use	

Maps can illustrate the great difference in perceptions held by different groups of people within communities or organisations. In groups ask participants to think about the community and draw it, including major landmarks, resources, and transport routes. When maps have been completed put them all up on the wall and discuss:

- which groups have placed emphasis on certain features
- what they drew first
- what they included
- what they left out
- where services are placed
- what is lacking
- what could be improved in the community

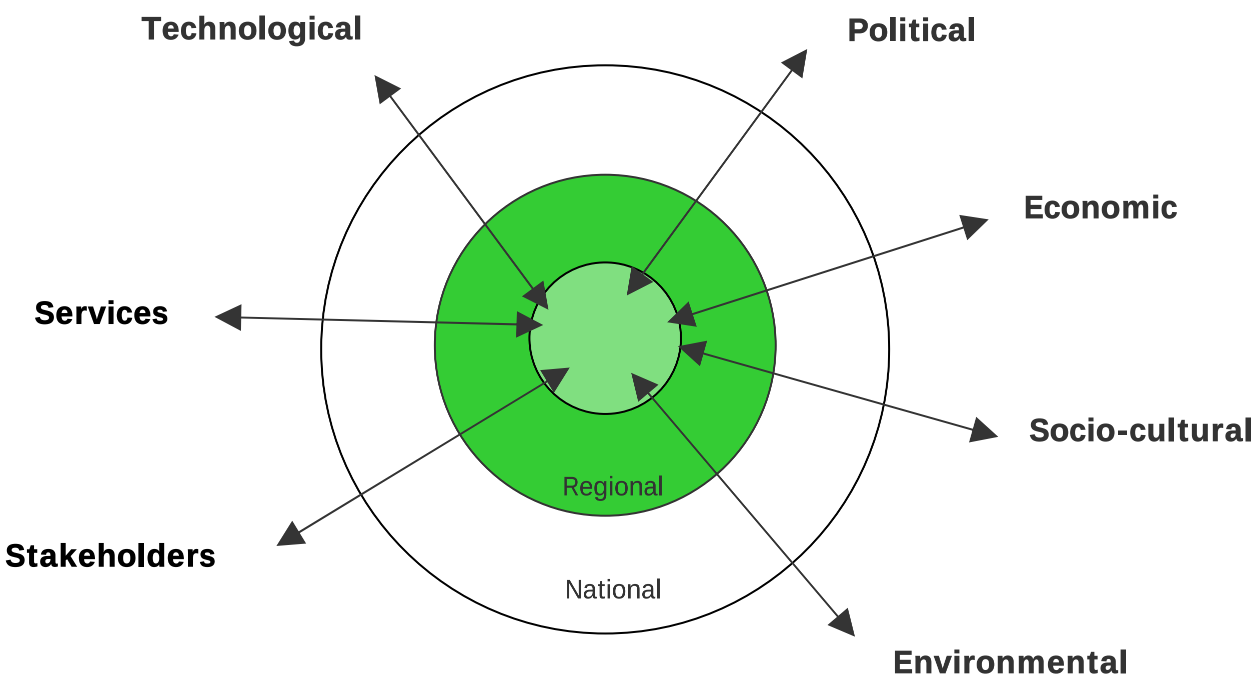
Title	Future Mapping
Type of Exercise	Scoping Exercise
Objective	To inform community strategic planning
Materials	The existing map. Extra paper. Post it notes. Pens
Preparation	
Time	
When to Use	As a community engagement exercise. Use after the Mapping the Present Exercise.

This exercise is useful for informing strategic planning: it is a follow–on exercise to the previous mapping exercise. Discussion is held around the existing map, adding or moving services, looking at how the community could be improved if it was laid out differently. Different groups again will place emphasis on different areas. You may want to re-draw the map or use post-its to reposition facilities.

Title	Position Analysis
Type of Exercise	Scoping Exercise
Objective	To assess perceptions of an organisation in relation to wider issues
Materials	Flip chart and pens or white board.
Preparation	Draw the diagram below in advance
Time	1 hour
When to Use	To structure discussion of the organisation in a wider context.

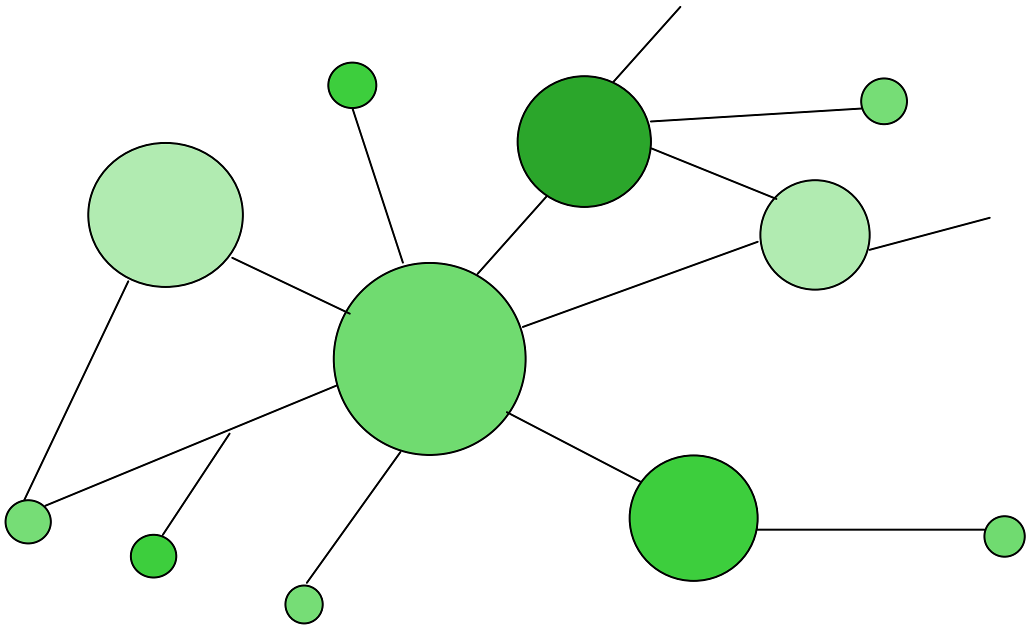
This exercise identifies how people perceive the position of an organisation, project or programme in relation to a number of external factors, and how these factors influence the organisation, project or programme. The contribution made by the organisation and costs imposed by its activities are assessed in relation to geographical boundaries, such as local, regional, etc., and to particular groups or bodies chosen by the organisation that are relevant to their work. The factors for discussion are environmental; political; technological; socio-cultural; services; stakeholders and economic. There may not be any influence in some areas, which is fine, don't create unnecessary difficulties.

Below is a Position Analysis diagram that can be a helpful tool for promoting discussion on these issues. The local area is at the centre. The results can be recorded in grid form so that they can be analysed.



Title	Mind Mapping
Type of exercise	Scoping Exercise
Objective	To visually represent a planning discussion
Materials	Flip chart or whiteboard and pens, post it notes
Preparation	Plan central theme or topic
Time	15 minutes or as an open exercise people can contribute to during a one day workshop.
When to use	This exercise is a useful starter for planning, and can be followed by more strategic planning.

Mind Mapping is a visual way of generating ideas and linking them together. Start with a central question, theme or topic, which is written on a flip chart or whiteboard. Through discussion as other related issues are developed they are written down on cards and placed on the chart. Lines are drawn between the issues that are linked. This can be extended out to identify and link in other issues as the web grows.



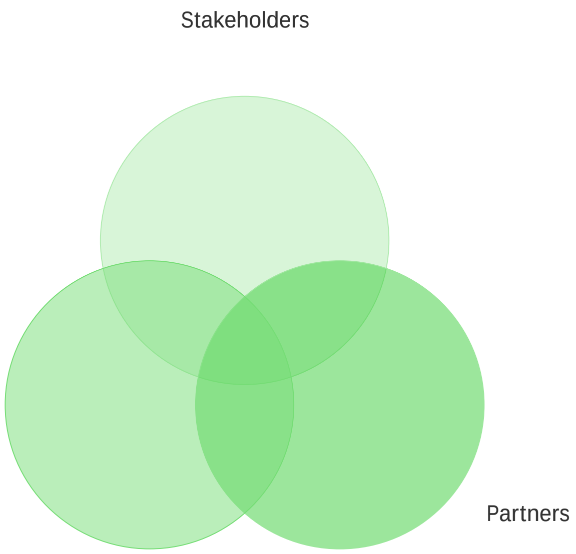
Title	Venn Diagram
Type of Exercise	Scoping Exercise
Objective	To illustrate linkages and relationships
Materials	Paper circles or flip charts and pens / whiteboard
Preparation	Materials ready
Time	Various.
When to Use	As a second stage scoping exercise to collate information.

A visual method of understanding linkages and relationships, it can reveal how linkages manifest themselves according to different groups of people, it can show areas of overlap and concentration, and it can be used to represent statistical information in a pictorial form. There are three methods of using Venn Diagrams

- Cut out paper circles in differing sizes to represent the issues under discussion. They can be overlapped or go within each other, and moved about throughout the discussion until agreement is reached

- Use paper and pen and draw the position of the circles as they are discussed. If possible use a whiteboard as it is easier to make changes without the diagram becoming unclear.

- Use statistical results to create a diagram to represent information pictorially, such as the results of a stakeholder analysis. There are computer programmes that can do this automatically.



Understanding your group or team

Title	Roles and Tasks Matrix
Type of Exercise	Understanding your Group or Team
Objective	To design working teams, boards and partnerships.
Materials	Large sheets of paper or white board
Preparation	Draw a big matrix on paper prior to the workshop, fill in any information on specific role and tasks beforehand, and then add to it at the workshop.
Time	Up to 1 hour 30 minutes
When to Use	At the beginning of organisational development processes.

The Roles and Tasks Matrix is a simple exercise which enables groups to identify how the internal structure of an organisation operates and analyse where change needs to be made. The Roles and Tasks Matrix identifies **who does what** and **where either too few people or too many people are applied to each task** within an organisation.

The matrix is structured by listing all the Roles performed by staff, volunteers and board members in the top horizontal row: roles are areas of work that a person carries out, they may be divided into lead role i.e. decision-making and support role i.e. being instructed to do the work. All the Tasks are listed in the vertical left-hand column: a task is defined as a particular area. Participants fill in the columns discussing and identifying all the roles performed by the organisation in its daily operation and all the tasks that were carried out and then stating which role is responsible for which task. It is useful to distinguish between the lead role and the support role. This can be done by marking a Lead Role with a  and a Support Role with a  .

If new tasks are required then it also shows if existing people can be used or if new people are needed. It can also lead to reassessment of job descriptions. It is common for small organisations, which expand rapidly, to outgrow their structures and systems and this exercise is useful for reviewing and evaluating the growth and planning for change.

Roles Tasks	Administrator	Treasurer	Manager	Outreach worker	Caretaker	Chairperson	Company Secretary	Cleaner	Volunteers
Guidance	■		●	■					■
Policy Making		■				■	●		■
Planning						●			
Training			●				■		
Reception	●			■	■				
Events	■			●					●
Building Maintenance					●			●	■
Outreach				●					
Finance		●	■				■		

Title	The Life Cycle
Type of Exercise	Understanding your Group or Team
Objective	To understand the composition of a group or team
Materials	Flip chart and pen
Preparation	None
Time	10 - 20 minutes
When to Use	At the beginning of sessions on team building: suitable for using when thinking about the composition of a team of people.

Teams are often created on the basis of technical expertise and experience, which is good and useful, but the psychological aspect of teams also needs to be recognised.

The Life Cycle exercise shows that processes go through a series of characterised actions in order to complete their cycle from beginning to end. These characterised actions also represent peoples' personal qualities. The Life Cycle exercise shows that all people's contribution to a team has a value and in order to create a good group or team some of the life cycle characteristics should be represented. All of them are positive in the right environment and all of them can be wrong in the wrong environment. It is not a judgemental exercise: it is an exploration of who we are and how we can be valued.

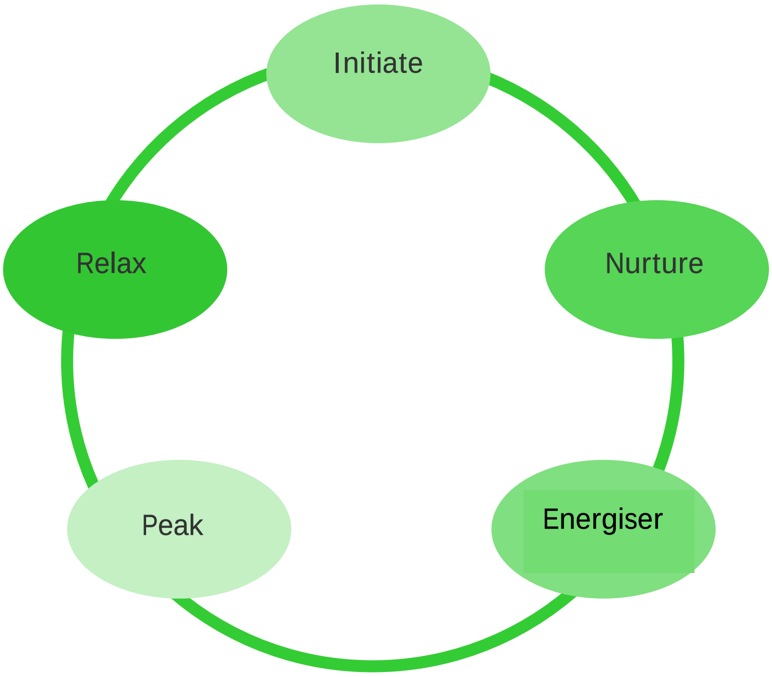
The facilitator should have prepared a life cycle circle and put it on the wall. Introduce the cycle - use a relevant example or something abstract, like digging a hole, to illustrate the idea of the process:

- Initiate – Have an idea: we need a hole
- Nurture – Get other people to support and help
- Energise – Make it happen: dig the hole
- Peak – Finish the job: recognise it is a good job done
- Relax- Enjoy the rewards: go to the pub for a drink

Ask each person to write on a card which one, of these characteristics represents themselves. They will often say that there is more than one, so these can be written on other cards. Participants then place their cards around the cycle at the appropriate place and then review the dynamic of the group.

If, for example, there are lots of energisers and initiators, but few nurturers and relaxers, in the team then you can expect a very skewed group of people who may not be function well because essential components of a good working team are missing. In the above example the team may contain lots of ideas people who want to make things happen, but without the support of the nurturers and peakers, the ideas won't be achievable because there will be no one to support them do the work, keep the project going and see it finished. (Initiators and energisers are great for getting things going but tend to lose interest after that and move on to the next idea). Relaxers are very important to a team; they make everyone take time out to appreciate their successes. An imbalance of characteristics can explain why the team may be experiencing problems. Ideally we are looking for a balanced circle of characteristics.

- Discuss how teams would operate if they were made up of only one or two types of characters
- You can get the group to establish small teams by asking that each team is comprised of the different types of character



Title	Group Roles
Type of Exercise	Understanding your Group or Team
Objective	To generate discussion on how group dynamics are affected by the characteristics of individual members.
Materials	Slide or Flip chart and pen
Preparation	List characteristics in advance
Time	15 - 20 minutes
When to Use	With the lifecycle exercise

This is a short exercise which generates discussion about how group dynamics are affected by the characteristics of individual members, and that people behave differently in a group to individually.

On a slide or flipchart these five character types identified by Letters A-E are listed.

A. I like to lead a group from the start
B. I like to sit back and wait for someone to take the lead; I make my point of view known when I am aware of other peoples' positions.
C. I don't like to contribute directly to group discussions; I prefer to do things quietly, building relationships with others.
D. I am quite easy going, I prefer to let others take the lead and I will only intervene if I strongly object to decisions
E. I don't like to take the lead but I am happy to carry put practical tasks that the group decides upon together.

In groups; ask everyone to choose the character type that generally describes their behaviour in a group and write the letter on a small card. Keep the card private. The facilitator collects the cards without showing the letters; they are shuffled and laid out face down. The group then turns them over and the composition of the group in terms of balances of roles and inputs is discussed. This should be anonymous.

Title	Matches
Type of Exercise	Understanding your Group or Team
Objective	To illustrate group dynamics; encourage listening and making an effective contribution when discussing.
Materials	Big box of matches
Preparation	None
Time	As long as the discussion
When to Use	During a meeting or workshop when only a few people are contributing to the discussion.

Give three to six matches to each participant, depending on the time limit. During a short discussion every time someone speaks they must put one of their matches in the centre. When they run out of matches they can no longer speak.

This exercise encourages listening and making an effective contribution when discussing. Speakers must evaluate their potential contribution and consider whether it is worth it, in terms of value and relevance, listeners will know that a clear choice about contributing has been made. Discussion can also be had about who didn't speak.

(An added dimension is for each person to light the match as they speak in which case materials will also include lighters, buckets of water, fire extinguishers, etc.)

Title	Talking String
Type of Exercise	Understanding your Group or Team
Objective	To illustrate group dynamics and participation
Materials	Balls of string
Preparation	None
Time	As long as the discussion
When to Use	During a meeting when only a few people are contributing

A fun and energising way of illustrating discussion group dynamics. A ball of string is given to a group. The first person to speak holds the end of the string and passes the ball to the person he or she is talking to. This individual holds the string and passes the ball to the person they speak to. At the end of the discussion look at the web of string will have formed. It may be mostly between one or two people and some people may not be part of the web at all.

Analysis and Planning Exercises

Title	SWOT Analysis
Type of Exercise	Analysis and Planning Exercise
Objective	To review an existing situation by those people who are involved.
Materials	Flip chart, pens, post-its
Preparation	None
Time	30 minutes – 1 hour
When to Use	In the early stages of strategic planning

A SWOT Analysis is used to determine the Strengths, Weaknesses, Opportunities and Threats facing an organisation or community: Strengths and Weaknesses are internal influences and Opportunities and Threats are External influences. The SWOT has two parts: first it is used to profile the current situation, and secondly it enables participants to gain insights into strategic opportunities and the potential for strengthening and capacity building. These can be prioritised through discussion.

SWOT Profile

Strengths	Weaknesses
Opportunities	Threats

SWOT Strategy

Strengths	Weaknesses
Opportunities	Threats

Title	Forcefield Analysis
Type of Exercise	Analysis and Planning Exercise
Objective	To understand the detail required for change.
Materials	Flip chart, pens, blue tack and paper.
Preparation	Bring the planned strategies to the workshop.
Time	1 hour – 1 hour 30 minutes
When to Use	After a SWOT or first stage strategic planning exercise.

Forcefield Analysis

Forcefield Analysis is the process of identifying forces for change and forces against change. It can help participants understand what has got to change and what the barriers to change are in order to achieve planned objectives. Forcefield Analysis is used to analyse the driving forces that support change and the restraining forces that hinder change.

1. Define each planned objective or strategy. Put the emphasis on clarity and measurability and write it as a statement in the present tense. Write up on a flip chart or white board. For each one ask, 'how would you know when you have achieved it?' The emphasis is on clarity and measurability. Unless the objectives or strategies are clear the subsequent discussion and analysis is less useful.

2. The headings 'Driving Forces' and 'Restraining Forces' are written underneath as in the diagram below.

3. Brainstorm the Driving and Restraining forces. Brainstorm ideas that will drive the objective or strategy to achievement and all those that will restrain it: the discussion should try to include all areas, such as local politics, social framework of the community, physical resources, skills, etc. Ask participant to write their views on cards or post-it notes and place them under the correct heading. This is often done in small groups so if you have, say 20 participants, you could break them down into 4 or 5 small groups each with one or two objectives or strategies to deal with.

4. Now cluster similar forces together to make statements and try to match a driving force with a restraining force as in the example below.

Example of a Forcefield Analysis:

'Community residents govern the organisation through the process of democratic decision-making.'

Driving forces	Restraining forces
Appropriate legal structure in place	Legal structure not widely understood or known
Willingness by residents to participate	Image of residents being unable to work together
Support by local agencies	Small group and key stakeholder currently hold power
Staff keen to be part of decision making team	Some staff are not residents and are therefore not eligible to be a member

5. At this point you are likely to have many driving forces and restraining forces; it may well be necessary to narrow them down to a more manageable number. This is done through discussion, merging some of the statements and deleting those that are not so important; it is often possible to combine a number of similar forces when doing this exercise to produce one statement.

6. Once the numbers of forces have been narrowed down then the team goes through each one exploring how to use the Driving Forces to overcome the Restraining Forces. This is undertaken through discussion and making judgements about the best way of proceeding, prioritising the more important areas for change. The statement you come up with can then be used; either as it is, or developed into criteria. Criteria are 'standards' and should be written as clear statements of how something should be done, and in the present tense.

7. The next step in the exercise is to identify the actions needed to support the driving forces for change and decrease the restraining forces. On occasion you might find that an action is in fact a project, or project activity, such as research or the design and writing of a guide. If the actions are not done there is a danger that the strategy will cease to be aligned to projects and fail.

Example of establishing project criteria and supporting actions for change:

Appropriate legal structure in place	Legal structure not widely understood or known by community
Willingness by residents to participate	Image of residents being unable to work together
Support by local agencies	Small groups and key stakeholder currently hold power

Project Criteria
Projects practice democratic decision making.

Actions
A simple guide to the constitution and how it affects projects should be drawn up and made widely available.
Projects should be supported by the local agencies in applying democratic practices

Title	Problems and Objectives Assessment
Type of Exercise	Analysis and Planning Exercise
Objective	To thoroughly analyse problems and to structure ways of overcoming them.
Materials	Large sheets of paper, yellow and green cards and blue tack or yellow and green post-it notes.
Preparation	The facilitator should cover the wall with a large sheet of paper. Rolls of lining paper are good. Invite stakeholders.
Time	1 hour 30 minutes – 2 hours
When to Use	At the beginning of project development.

A two–part exercise, through which participants express their perceptions of a focal problem, and develop objectives to overcome it. The exercise works better if it is facilitated by an external facilitator.

Part One - Problem Assessment

- Prior to the workshop a focal problem will have been identified, either though documentation, a group or an individual coming forward: e.g. unemployment.

- Relevant stakeholders are identified in relation to the general problem and invited to attend a workshop to analyse the problem. The stakeholders must include Primary Stakeholders; those that experience the problem and Secondary Stakeholders; those that support the solution to the problem. This information will be in your Stakeholder Record. (refer to the Stakeholder Identification exercise if you have not already clearly identified your stakeholders.)

- At the beginning of the workshop the general problem is discussed and clarified to make it relevant and specific: e.g. unemployment amongst a particular age group or gender group.

- Once the problem has been clarified it is written on a yellow card and placed in the middle of the wall. Participants then express their perceptions of the problem and everyone is entitled to say what they think: there is no discussion at this stage

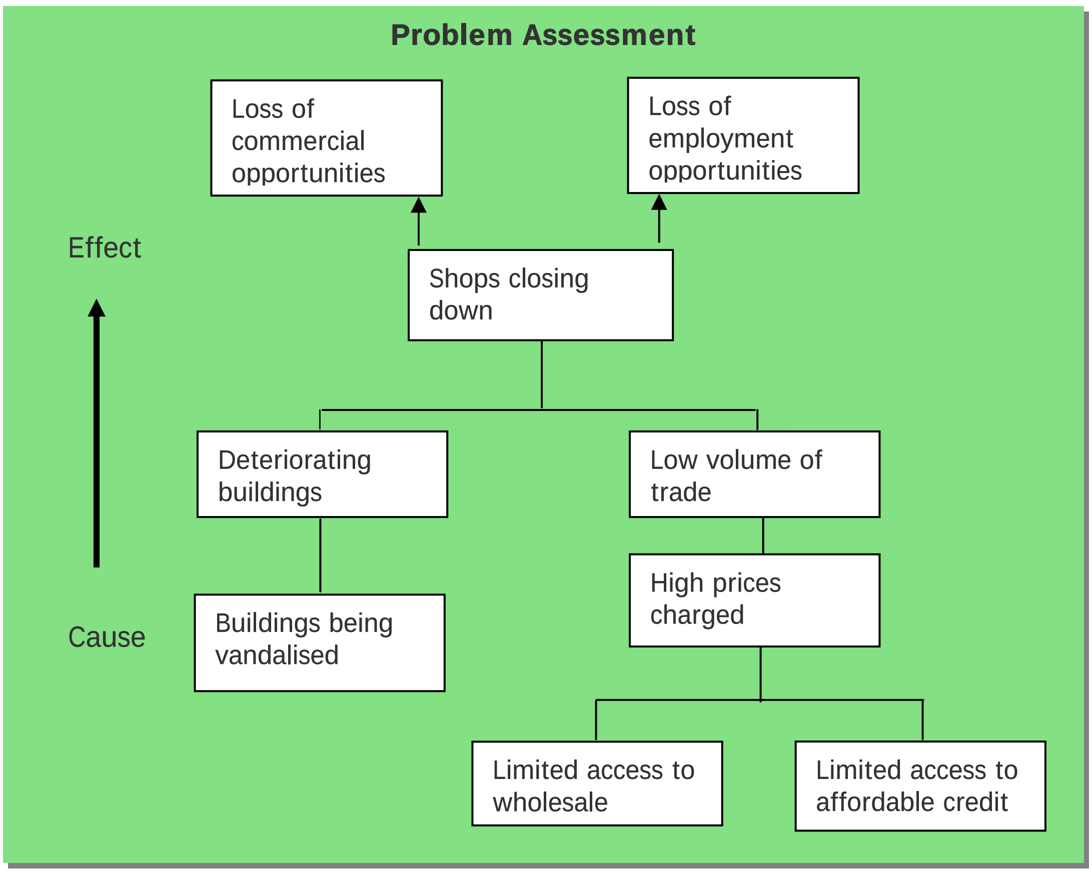
- All the stakeholders are given cards of the same colour (yellow) on which they write their own ideas about the associated problems, which either cause the key problem or are an effect of the key problem. Within any one group different people will perceive the same problem in different ways: each person present can say what they think; the exercise captures all the different perceptions and insights which must all be included as they form the basis of understanding the totality of a problem. Try not to use the term “lack of..” - try to describe the problem in terms of how it affects you. When writing a problem use short phrases. If it is difficult to express a problem in concrete terms, try adding the specific target group of people to the problem and in that way the problem will become specific. For example, if the problem is 'fear of going out after dark' then try adding a particular target group, such as 'elderly people fear going out after dark'. The solution then becomes much more focused and achievable.

- The facilitator then places all of these cards on the wall below and on top of the key problem to create a hierarchy of cause and effect. If it is a cause, it goes on the level below; if it is an effect, it goes on the level above; if it is neither a cause nor an effect, but is related, it goes on the same level to one side and creates a new column of causes or effects.

- The facilitator creates different vertical columns of cause and effect problems by separating the associated problems into different target groups and/or technical areas.

- The exercise is complete when the top of the problem assessment could also be at the very bottom as the main cause. A cycle of cause and effect is then unwrapped. At this stage confirm that the key problem is still the key problem. Review the hierarchies; try to put them into clear cause and effect relationships before moving to the next part of the exercise.

A Problem Assessment shows the effects of a problem on top and its causes underneath in a hierarchy of cause and effect.



There can be any number of vertical lines of problems. If, for example, the original problem is “Shops closing down”, a cause might be “Low volume of trade”, and an effect might be “Loss of employment opportunities”. Another problem is “Deteriorating buildings” which is neither a cause nor effect of “Low volume of trade” but is a cause of “Shops closing down” and therefore goes to one side and starts a new vertical line of problems.

If the Problem Assessment has many vertical hierarchies of problems then it is usually the case that the problem is quite complex. In this case, some problems may need to be taken out and form the focus of a new Problem Assessment. Also, if it is found that the vertical hierarchies contain few problems then we can assume that the group of stakeholders present is not very familiar with the problem area under discussion and additional stakeholders might need to be included. A review of the Problem Assessment may lead to the emergence of a different key problem, but this does not affect the validity of the current assessment. The discussion itself is important and can lead to greater understanding of the issues surrounding the problem.

Part Two - Objective Assessment

Objective Assessment is a continuation of the previous exercise, done at the same time with the same people: it identifies and organises objectives in direct relation to the problems. The exercise involves the reformulation of identified problems into objectives.

How to construct an Objective Assessment

- Participants are given green cards
- For every yellow problem card participants are asked to write a specific objective on a green card (use short phrases to write objectives). Objectives are written as a description of what it will be like once something has been improved, reduced, constructed, etc. Objectives are desired future situations, they are not activities: an activity will use verbs such as ‘to improve’, ‘reduce’, ‘construct’, etc. When writing an objective it is often simply a matter of turning the problem statement around.

For example:

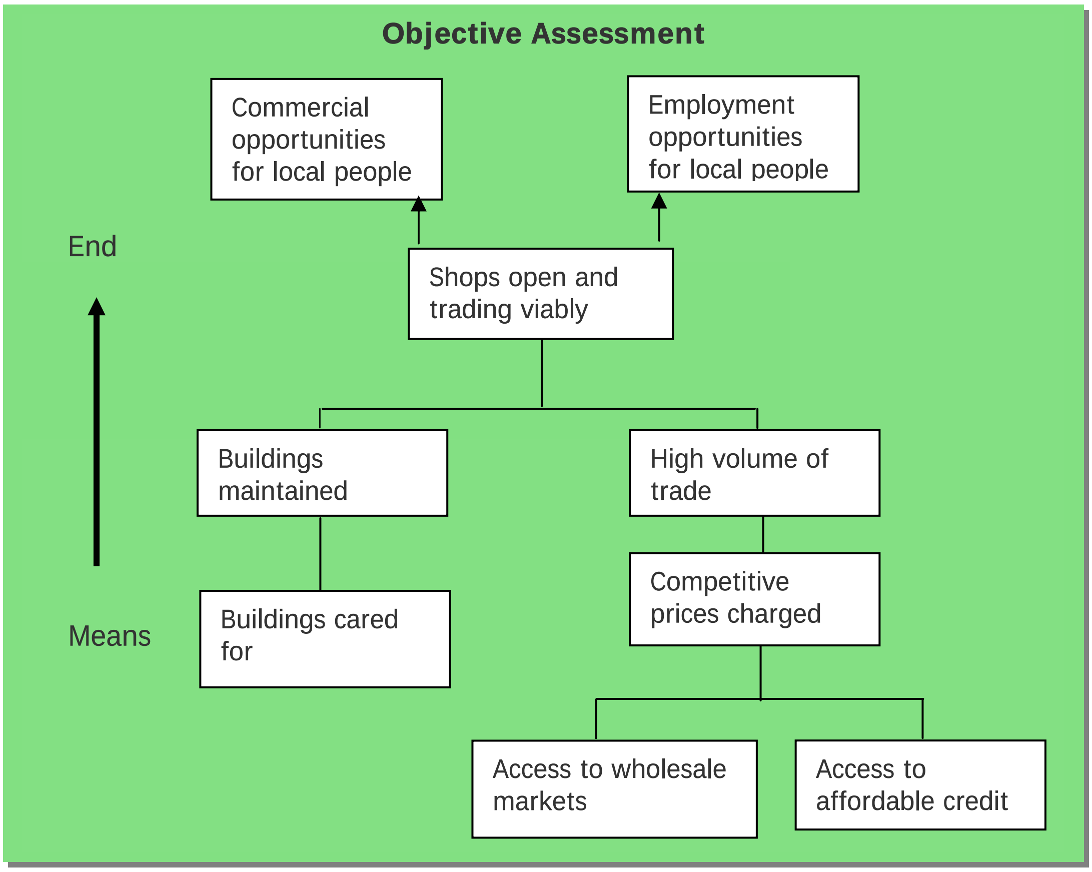
Problems		Objectives
Loss of job opportunities	→	Employment opportunities for local people
Shops closing down	→	Shops opening and viably trading
High prices charged	→	Competitive prices charged

- The green cards are then placed on top of their corresponding problem cards. This is a free flowing exercise: participants can write any objective for any problem and there is no limit to the numbers they can do.

- If there are several objectives for a single problem then the facilitator should place all of those objective cards on top of the problem.

- Once all the problem cards are covered by objectives then assess the hierarchy. From a 'cause to effect' hierarchy it should now have changed to a 'means to end' hierarchy.

- At this point assess if the 'means to end' is practical: the logic of the hierarchy needs to be maintained. It may be found that there are gaps in the hierarchy that require the objectives to be re-ordered so that the process follows a sequence, it is fine to do this as long as the starter problem remains the focus.
- It is likely that the Objective Assessment will be more or less logical at the end of the exercise. If some problems cannot be converted into objectives it is likely that the problem is too general or unclear and will need re-stating to clarify the issue. The problem cycle will have now changed into a cycle of objectives.



Ice Breakers

These exercises are a way of introducing a new group of people to each other in an informal way. They are short, designed to break down barriers and fun.

Title	Self Sorting and Talking
Type of Exercise	Ice Breaker
Objective	To introduce a new group of people to each other
Materials	None
Preparation	None
Time	3-5 minutes
When to Use	At the beginning of a session

Choose a characteristic with a range of gradations and ask the participants to line up accordingly. This means everyone has to speak to each other, and people have awareness of who everyone is or where everyone has come from. For example:

- Alphabetic order of first names
- When their birthday falls during the year (not the actual year)
- Distance from home to the place of the workshop
- Offer fun incentives for the first group to form such as a handful of sweets.

Title	Memory Game
Type of Exercise	Ice Breaker
Objective	To illustrate the power of working together
Materials	25-30 assorted items, tray
Preparation	Prepare tray and cover
Time	5-10 minutes
When to Use	During a session as an illustration of team working

This exercise illustrates the power of the group brain over the individual brain.

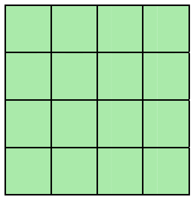
- Collect together 25-30 small items and place on a large tray (a pen, watch, spoon etc)
- Allow the group to look at them for a short time, 1-2 minutes
- Divide the group into individuals and small groups and ask them to list as many of the items as they can
- Check the results

Discuss the process:

A group knows more than one person (hopefully); how individuals felt when working on their own or in groups; how individuals felt when giving their results.

Title	How many squares can you see?
Type of Exercise	Ice Breaker
Objective	To show that working cooperatively will result in a correct perception.
Materials	Flipchart and pen
Preparation	None
Time	10 minutes
When to Use	Any time you want to have a break from what's going on.

How many squares can you see?



- Draw squares on the flipchart
- Ask each participant to say how many squares they can see, give them 3 minutes, and then go around the room and ask them to let you know
- Write down the numbers on the flipchart, they will be different
- As them to sit in pairs and do the same thing again, give them about 5 minutes
- Write the answers on the flipchart and then ask them to sit in larger groups and repeat the exercise
- If they do not come up with the same number then go through the exercise in one large group.
- There are 30 squares in all, try it yourself

Forming Groups and Teams

Title	Puzzle Pieces
Type of Exercise	Forming Groups and Teams
Objective	To put people into teams
Materials	Postcards, pictures or illustrations
Preparation	Before the session
Time	5 minutes
When to Use	At the beginning of a session or when forming teams

Use a cut up picture, such a postcard or photograph for each team that you want to create. Cut each picture into as many pieces as you want there to be team members (e.g. six). Give a piece to each participant and ask individuals to find the teams by joining the shapes together, without speaking to each other. If required the teams can be named after the picture on the card.

Title	Lifeboats
Type of Exercise	Forming Groups and Teams
Objective	To create teams of a certain number
Materials	None
Preparation	Work out sets of numbers
Time	10 minutes
When to Use	At the beginning of a session or when forming teams

Work out sets of numbers which add up to the total number of participants (for a group of 15 it could be: 5,5,2,3 or 2,2,2,2,3,4, or 6,5,4 etc)

- Tell the participants that they are on a sinking ship;
- Tell them that the lifeboats are different sizes and each will only hold the specified number;
- When you call ‘abandon ship’ they must listen to the lifeboat sizes and form those groups as quickly as possible.

Do the game with a couple of variations on numbers then end with the group sizes you actually want e.g. three groups of 5.

Energisers

Sometimes a training session will start to flag, these exercises take a few minutes time out, and change the pace and focus.

Title	Word Game
Type of Exercise	Energiser
Objective	To revitalise a session
Materials	Flip chart and pen
Preparation	Think of good words
Time	5 minutes
When to Use	As appropriate

Word Game – how many words can you make from a word related to the topic?
e.g. Management

Title	Balloon Race
Type of Exercise	Energiser
Objective	Have fun
Materials	Balloons
Preparation	None
Time	15 minutes
When to Use	After lunch

Balloon Race - each participant is a given a balloon. They line up across the room and are given a point on the other side of the room to get their balloon to by blowing it up and letting it go.

Title	Rainforest
Type of Exercise	Energiser
Objective	To do things as group that you can' t do on your own
Materials	None
Preparation	None
Time	5 minutes
When to Use	When you need a break

All participants should close their eyes and imagine they are in a rain forest.
Get them to rub their hands together. Speed it up until it breaks down.

Exercises for working together

Title	Buzz Group
Type of Exercise	Exercises for Working Together
Objective	To establish current levels of knowledge and understanding
Materials	Slide or Flip chart
Preparation	Think of good questions
Time	15 minutes
When to Use	Can be used anytime, it is good as a break for the facilitator and as a link from subject to subject.

Use a Buzz Group to get everyone involved at the start of a course, and to establish current levels of knowledge and understanding in the group.
Put a carefully phrased question onto an OHP or flipchart. Either look at the main item of the course and choose a question that will get people discussing it.

> "Getting residents involved in the project will depend on…"

Or, when you want to use the Buzz to motivate people and to put your subject into context, use a benefits or advantages type of question.

> "Make a list of the advantages of the project"

- Brief the group to work in threes and ask them to write their list of answers on a sheet of paper using large lettering
- Carefully prompt individual groups who need help by restating the question
- Allow this step to continue for about 10 minutes or until the 'buzz' stops
- Hang all the lists together on the wall
- Ask the groups to scan the lists
- Ask what items are common to all lists

Additional questions can then be put after one has been highlighted, such as:

- "What made you say this…?"
- "What do you mean by…?"
- "Can you give an example from your experience?"

When the discussion phase is well established you can pick on particular items on any list and request explanation. When the buzz dies down bring the exercise to a close. At the end of the discussion summarise briefly and make a positive link with what happens next.

Title	Windows of Knowledge
Type of Exercise	Exercises for Working Together
Objective	To examine how a group views itself in relation to other groups.
Materials	Flip chart and pen
Preparation	Draw a large grid in advance
Time	30 minutes
When to Use	Can be used with or as an alternative to the Position Analysis exercise

This is a group exercise undertaken to explore difference between local and external knowledge and the biases and preconceptions we hold about the value of each. For example it can highlight how a particular group views another group, such as a community group and the housing department.

A grid is prepared as below and a discussion is held as it is filled in.

Open Knowledge What we know and what they know	**Closed Knowledge** What they know and what we don't
Hidden Knowledge What we know and they don't	**Knowledge that will be revealed** Things we don't know yet – e.g.; future

Title	Brainstorming
Type of Exercise	Exercises for Working Together
Objective	To get everyone to contribute their point of view.
Materials	Flip chart and pens, cards, blue tack
Preparation	Plan the topic in advance
Time	10 minutes to 2 hours
When to Use	Use Brainstorming to switch the course from one subject and focus attention on the next; examine the range of a subject; create a lively atmosphere; to get a good number of ideas quickly.

Thought Scattering, sometimes called Brainstorming, is about being free to say whatever you want; no rights or wrongs, without criticism, and everyone should be given the opportunity to contribute.

Write up a one or two word topic.

e.g. "What is the Problem?"
"What are the Assumptions?"

- Ask for one or two word contributions
- Don't question whatever is called out, just write or paste it up
- Brief them not to challenge any idea
- Keep your back to the group, write up as fast as you can
- Give encouragement, refocus the process by picking on particular words already written up
- Stop when you feel you have enough material on the board or wall

The results can be discussed and analysed by ranking, sorting, grouping, clustering or prioritising the results, as in the next exercise.

Title	Preference Ranking
Type of Exercise	Exercises for Working Together
Objective	To introduce how criteria is developed and arrived at.
Materials	Paper and pens
Preparation	Facilitator can prepare cards with examples.
Time	Fix a time limit appropriate to the subject.
When to Use	As a introduction to planning criteria.

This exercise can be used in two ways:

1. To illustrate how people develop selection criteria through showing how any topic can be discussed and ranked in an order of preference such as: Cheese, Trees, Cars.

Or

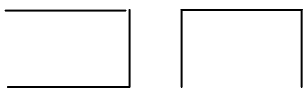
2. To rank a specific subject under discussion such as: Public Transport, Service Provision.

Specify a number of items to be ranked, such as 5; within a limited time the group must work together through discussing individual preferences to place these in an order and develop their criteria for ranking. Discuss the criteria and values that participants used to make their choices. This can be used with different groups of identified stakeholders.

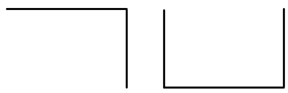
Title	The Ozzozi Exercise
Type of Exercise	Exercises for Working Together
Objective	To assess individual's ability as an organiser and a trainer. To promote discussion on communication
Materials	Photocopied sheets. Flip chart and pens.
Preparation	Prepare and photocopy the nine shapes, as below.
Time	Up to 30 minutes
When to Use	As part of a session on communication and marketing and training of trainers courses.

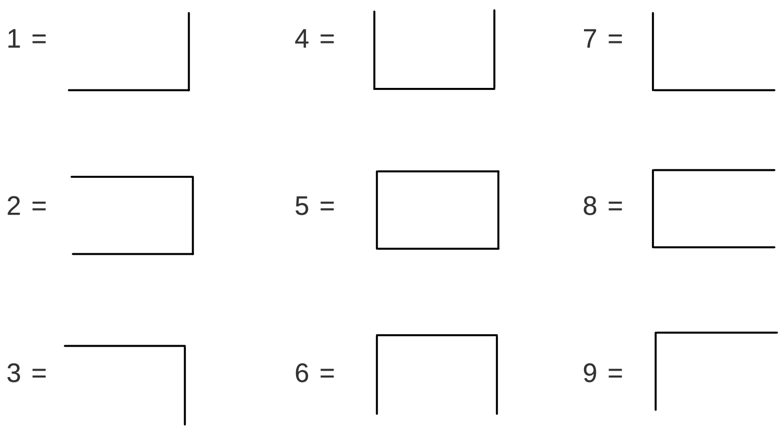
The Ozzozi Number system assigns a specific symbol to each of the numerals 0. Zero can be represented by diagonally crossed sticks.

In this exercise one member of the group must teach the system to the others. Your ability, both as an organiser and as a trainer, will be measured on the basis of how well your trainees remember and are able to convert any Arabic number from 1 – 50 into its Ozzozi equivalent. For example, if you asked them to write 26 they would write:



For 34, write





The exercise can end with a discussion about communication and how you can use the same training material yet communicate it entirely differently.

Title	Study Circle
Type of Exercise	Self Help Exercise
Objective	For people to learn new things from each other and develop peer learning and studying methods within an organisation.
Materials	None
Preparation	None.
Time	As decided by the group.
When to Use	As required.

As part of a longer term training programme study circles can be developed to investigate certain aspects or topics. It is basically a group of people who come together to learn something, solve a problem, design a new way of doing something, etc. The advantage is that it builds participation and equalises individual involvement.

This is based on the Swedish study Circle method; a study circle is a small group of between 7 – 12 participants. The study can be facilitated by a facilitator or most usually there is no fixed leader, the role rotates and individuals choose through peer agreement which areas they wish to study as a group.

Evaluation Exercises

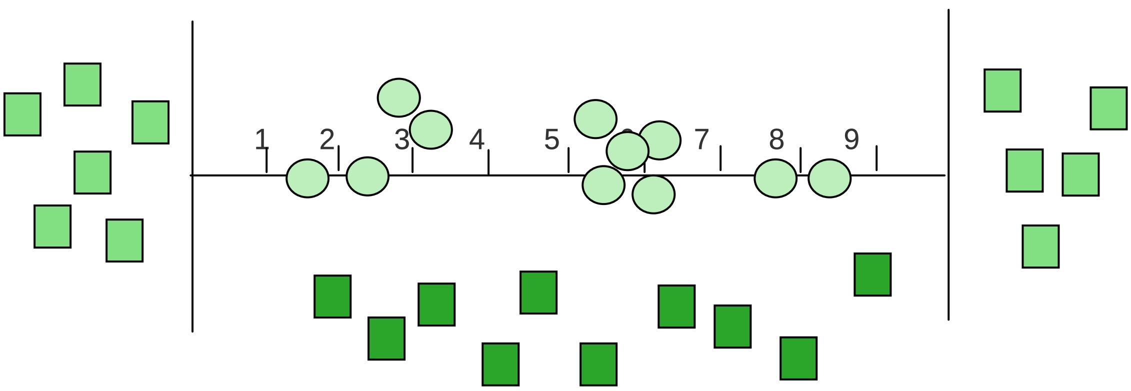
Title	The H Diagram
Type of Exercise	Evaluation Exercise
Objective	To quickly review any question, issue or situation, in an open and participative way
Materials	Paper and colour pens, or coloured sticky dots, post–its.
Preparation	Prepare the diagram(s) in advance
Time	30 minutes
When to Use	To review a course, project, particular activity, etc.

This exercise can be used as a discussion tool or evaluate how well a project or activity went. A diagram can be constructed for each question to be asked and placed around a room, or a single issue can be discussed.

The Facilitator draws a large H shape on a piece of paper, as below. The central line is marked from 1 (low) to 10 (high) and the question or issue is written above. First, each participant is asked to generally mark his or her response to the question, e.g. How well did the project engage with beneficiaries, by placing a coloured dot or sticker at a score. Discussion is then held about the scoring and participants are invited to comment further by writing comments on post-its and sticking them in the Good or Bad spaces. The responses can be discussed in more detail and then, if wished, the diagram can be extended further by asking participants to suggest ways of improving the situation or ideas for future development. These are written on another colour post–it and stuck below. This is useful information for later planning sessions.

BAD How well did the project engage with beneficiaries? Good

Negative Positive

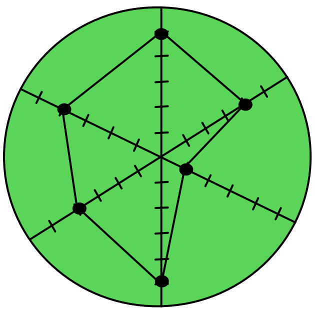


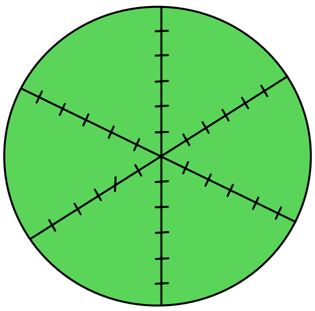
Title	Evaluation Wheel
Type of Exercise	Evaluation Exercise
Objective	To evaluate levels of satisfaction and consensus.
Materials	Transparency sheets and pens
Preparation	In advance
Time	20 minutes
When to Use	With different stakeholder groups to compare responses.

The Evaluation Wheel exercise can be used to visually express how groups or individuals have evaluated a series of questions. This exercise is undertaken on transparency sheets so that the results can be overlaid to assess the degree of consensus between groups or individuals.

This exercise can be prepared in advance by drawing circles on transparency sheets. If the evaluation subjects are known these can also be prepared and marked in advance. Draw a 'wheel' with the same number of spokes as the criteria or subjects chosen for evaluation or discussion, for example: how well was the project managed; were all the stakeholders included; did the project work well with partners?, etc. Write each criterion/ subject along a spoke and mark incrementally from the centre 0 outwards to 10.

After discussion groups can score each criterion. The points are joined up to form a shape, which may be circular and even or be scored heavily on one particular area, with either a negative or positive response.





Title	Rapid Appraisal Exercise
Type of Exercise	Scoping Exercise and Evaluation Exercise
Objective	To obtain a snap shot view of an issue.
Materials	Flip chart and pens.
Preparation	Have a clear and concise question.
Time	Can take several hours.
When to Use	At busy times in the required location.

This exercise is a way of finding out what individuals think about specific issues and can be organised tailored so that different groups of people (identified stakeholders) are asked the same question. This exercise can be used to build a picture of people's comments.

This is done on location: the facilitator goes to where the people are he or she wants to interview, this could be a shopping centre, outside a pub or club etc; or the facilitator can arrange to go to a youth club, day centre etc, to gain a specific group snap shot.

Write the specific issue you want to know about on a flip chart e.g.: would you like the Local Authority to put CCTV cameras up here? People then say yes or no or make a comment. You write their answer clearly on the Flip chart.

As you are doing the exercise have all the comments visible so people can come along and read them, all should be anonymous.

Afterwards the facilitator can collate the responses. The results can be used to inform planning and strategy. It is important that the groups asked are made aware of the results.