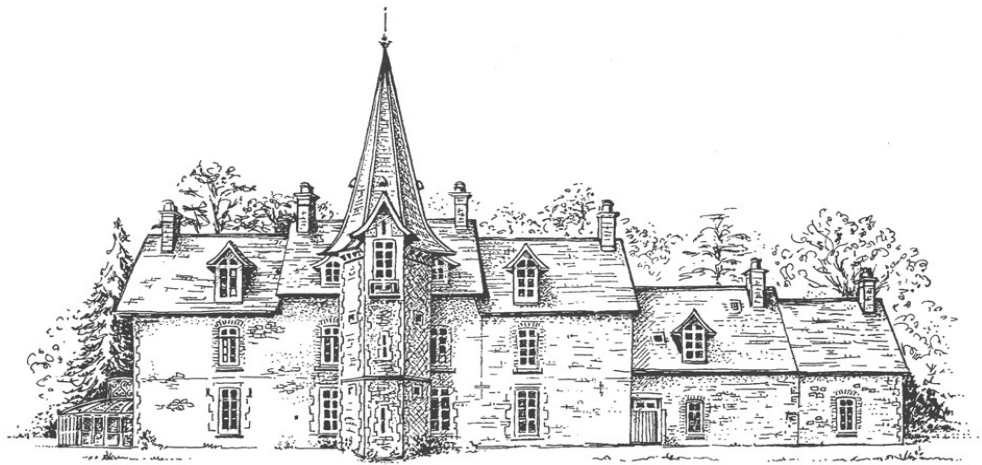


How we conduct reviews



What is a review?

- **A review is used during an activity to reinforce learning, and enables the group to reflect on their experiences. Reviewing can be done throughout the session, but is often used at the end of the activity to bring it to a close.**
- **Many examples of appropriate reviews can be found in the following pages.**

Why Review?

- **Value is added to the participant's experiences, and reviewing can be fun.**
- **A review brings the session to a natural close.**
- **Reviewing will make it more apparent to teachers what has been learned during the session.**
- **As an instructor, you will be more in touch with the group's experiences, and will receive feedback about the success of your session.**
- **Reviewing will be a good time to test vocabulary/ phrases that have been learned.**

Reviews

Many reviews can be found in the following pages. Along with each review is the activity/ activities which it is most suited to.

1) Temperature Gage

This review is a visual way to check enjoyment and understanding of the session. The instructor asks the group questions (in French) and the group must put their thumbs up or down in response to these.

E.g. did you enjoy the session, did you work well as a team?

This review will test vocabulary and understanding, as well as bringing the session to a close.

For older ages, the group can be involved in the question asking.

Most suitable activities: All activities

2) What I liked.....

The group must tell you 3 parts of the session that they enjoyed (in French).

Most suitable activities: Assault course, Problem solving

3) What I learned.....

The group must tell you 3 things they have learned during the session (in French).

Most suitable activities: Fencing, Archery, Climbing

4) Positive Feedback (Individual)

While seated in a circle, the group must go around and say something positive about the person to their right. This can be something they have done well in the session, or in the week. This will be a good chance to practice vocabulary.

Most suitable activities: Archery, Climbing, Fencing

5) Positive Feedback (Group)

Between the group, they must come up with 10 positive statements about how they have worked together during the session. This will be a good time for stronger members of the group to help the weaker members. Ensure the whole group gets involved.

Most suitable activities: Assault course, Problem Solving

6) Active Listening

The instructor tells a story describing what happened during the session (in French). While the story is being told, the group must show their feelings at the time. Different techniques can be used: moving around the circle, using gestures and facial expressions, bending knees. To make the vocabulary more challenging for older groups, they can be involved with the story telling.

Most suitable activities: Assault course, Problem solving

7) Freeze Frame

The group act out a freeze frame/ snapshot of their favourite part of the session, and the group must guess (in French) which part of the session is being acted out.

Most suitable activities: Climbing, Assault course

8) Scores

At the beginning of the session, the group assess the challenge ahead and score how well they feel they will perform/ how much they will enjoy the activity. At points throughout the session, and at the end of the activity, this can then be a discussion point for the group. Find out how well the group performed compared to their expectations, and why.

Most suitable activities: Climbing, Archery

9) Contributions

Each participant must assess and share with the group how they have contributed to the success of the group/ activity.

Most suitable activities: Problem solving, Assault course

10) New Recruit

At the end of a team activity, the group must come up with criteria that a new recruit would need to join their team (in French). They should think about the strengths and weaknesses of their team whilst doing this review and this can be a topic for discussion at the end.

Most suitable activities: Problem Solving, Assault course

11) Rounds

The instructor starts a sentence, which is then finished by each person in turn e.g. The hardest part for me was....., I'm pleased that I.....

This will be great for reinforcing vocabulary, and can be differentiated for different ages.

Most suitable activities: Fencing, Archery, Climbing

12) Drama

The group perform replays of parts of the session in different styles e.g. in the style of a news reader/ Shakespeare play etc. Again this can be differentiated for different ages by making this review more practical or vocabulary based.

Most suitable activities: Climbing, Fencing, Archery

13) Positions

The instructor asks a number of questions about the activity, and the group must position themselves along a line to express their opinion about the statement. E.g. 'I feel the team worked well'. One end of the line will be agree, the other disagree. This can then be a point for discussion.

This review will be useful when checking the understanding of the group.

Most suitable activities: All activities

14) Action Replay

Individuals act out their favourite/ most exciting parts of the session. The rest of the group have a remote control and can control the performance e.g. rewind, fast forward, pause etc. They group can invent new buttons (as long as they know the vocabulary).

Most suitable activities: Assault Course, Problem Solving, Climbing

15) Linguistic Review

Review words and phrases used during the session. Discuss (in French) the experience and what they achieved as individuals and as a team (supporting, praising, etc).

Most suitable activities: All activities