



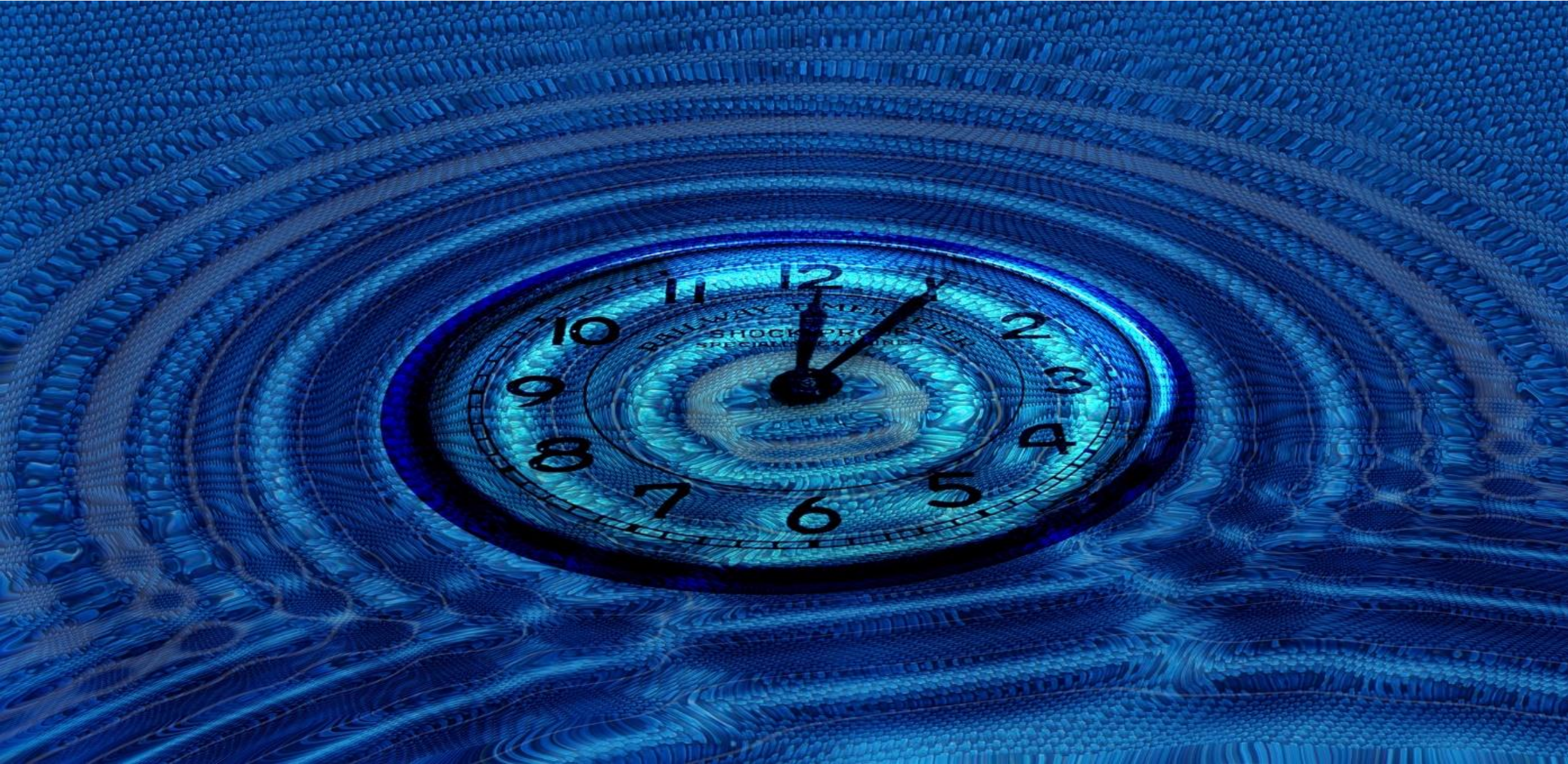
Chiji

The use of visual metaphors

Ice breakers

- ★ **Connection:** Deal each person a card face down. They then need to mingle and find someone with a card that they can find a connection with.
- ★ **That person over there:** Each person pick a card with a personal quality they have. Find someone to swap cards and explanations of their choice and then find someone new to explain the choice and story of the person they had previously spoken to.
- ★ **Personal stories:** Sit in a circle with the cards face up in the middle. Ask everyone to visually select a card which reminds them of a personal story. Give the group a few minutes to think of the story. Ask if anyone is willing to share the story. Listen to a few. Have follow up questions around the benefits of sharing stories.

What is Chiji?



The Chiji Set



Reasons for group reflection

- ★ Understanding action component of learning
- ★ Teaching the importance of reflection and how to process
- ★ Allows expression of positive and negative feelings
- ★ Helps to clarify thoughts into words
- ★ Helps to analyse action and break into events
- ★ Synthesises the action – putting it into the wider context
- ★ Gives the experience permanence in the memory
- ★ Transferral of lessons to every day life
- ★ Checking if goals and objectives were met
- ★ Encouraging people to develop continuous learning from everyday life
- ★ Closure to an event

Paraphrased from “Eleven reasons for processing in a group”
in *The Processing Pinnacle* , Simpson, Miller & Bocher (2006)

Sequencing to build the learning

★ Factual questions which revisit activity

e.g. Can someone remind me what was the purpose of the last activity?

★ Feelings questions – be specific!

e.g. I sensed some frustration during this exercise. How many people felt frustrated. Would anyone be willing to share why they were frustrated.

★ Analysis / synthesis questions which draw the learning out

e.g. Frustration was felt because it was felt that no one was listening. Why was that? If we agree it is important, what two things could we do to improve it?

★ Transference – applying to everyday life

e.g. The group seems to be working more co-operatively together, give three reasons why this is the case?

Close with asking group what they learned and how will they commit to using it

Paraphrased from The Chiji Guide Book, Cavert & Simpson
(2010)

A throw of the dice

Use this as part of an after action review

- ★ Roll the **blue** die to see who answers the question
- ★ Roll the dice in order:
Red (Fact finding), **Orange** (Analysis), **Yellow** (Transference)
Roll the **blue** one in between so a different person answers
- ★ Pass the dice to the last person who answered.
- ★ Usually 2 rolls of each die is sufficient



Exercises supporting reflection

- ★ **Traditional use:** *Each participant picks a card based on the activity completed. Participants name and explain their choice (allow 1 minute per participant).*
- ★ **Chiji dyad:** *Working in pairs, select a card each to reflect and discuss around the activity. Feedback to the group.*
- ★ **Chiji intuition:** *Place cards face down, each participant selects a card and discusses how it relates to the activity.*
- ★ **Now and then:** *Each person selects a card representing how they felt at the start of training and then how they feel now. Feedback to the group with a focus on the process of change.*
- ★ **When do we ask the questions:** *run through an example of the traditional use of Chiji, then open the floor to the participants to ask the questions (may need to limit to only some of the group feedback on each reflection).*
- ★ **Affirmation:** *In pairs, you would like to thank the person you are working with. Choose a card which represents this and explain the meaning and reasoning.*

Frontloading - setting the scene

- ★ **Representation:** *Each participant picks a card which represents why they are attending this session and feeds back to the group.*
- ★ **What matters:** *Each participant picks a card which represents behaviours they would like to see demonstrated by the group. Can work in small group and prioritise by laying out like a clock face.*
- ★ **Personal strength:** *Each person picks a card that they feel is a strength they bring to the group.*
- ★ **Focusing:** *Each individual sits and reflects on a card which represents something they would like to improve on within the context of a follow up activity. This can also be discussed as a group and priorities identified. P55 example of conflict resolution in a classroom.*
- ★ **Tool kit:** *Facilitator selects 8-12 cards to represent what would be good 'tools' for the day. Work in groups to determine their significance and importance. Discuss. It is optional whether to discuss the facilitators values placed on the cards.*

The ying & yang

Use to support goals & objectives (group & individual)

Frontloading

- ★ Promotes discussion on where people think they are on the continuum
- ★ Use to help groups or individuals select personal goals
- ★ If too many goals, this can be used to prioritise

Transference

- ★ Use the cards to facilitate commitment to specific goals
- ★ In a debrief, can select something which has developed and can be transferred



Feedback

