**2.0 Course Review**

**Day 2:  0830 – 0900 (30 minutes)**

**Session Purpose:**

To help participants refresh their memory of learning points from the previous day and set a positive tone for today.

**Learning Objectives:**

By the end of this session, participants will be able to:

1. List the sessions from the previous day of the workshop.
2. Recall learning points from the previous day that were useful for their work.
3. Describe the agenda for today.

**Outline of the Session:**

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| --- | --- | --- |
| **Topic** | **Time** | **Guidance note for facilitator** |
| Opening | 5’ | * Welcome participants back to the course * Summarise the feedback from participants yesterday and how the workshop team will address the feedback. |
| Course Review | 20’ | Participant volunteers conduct an interactive review exercise with support from facilitators. |
| Overview of Today’s Agenda | 5' | Review of agenda for today |

**Session Materials:**

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| --- | --- | --- |
| **General** | **HO=Handouts (1 per person) and**  **R =Resources (copy per instructions)** | **Electronic References** |
| * According to exercise chosen | N/A | N/A |

**Facilitator Notes**:

Before the session starts, ensure the participant volunteer course reviewers have all the materials they need.

**Opening (5 minutes)**

Welcome participants back to the workshop.

Acknowledge and summarise the feedback from the previous day. Highlight how the workshop team will address it.

**Course Review (20 minutes)**

Introduce the participant(s) volunteers who will conduct the course review and support them by enforcing or clarifying the learning points that are discussed.

In the section below entitled Course Review Exercise Options, there are some options for course review exercises, but participants and facilitators are welcome to come up with their own creative ideas.

At the end of the exercise, invite participants to thank the course reviewers.

**Review of Today’s agenda (5 minutes)**

Show the PowerPoint with the course agenda for today and/or have participants find their course agenda handout. Review the topics for the day linking them to other relevant parts of the course.

**Course Review Exercise Options:**

Below is listed a variety of course review techniques. One of these methods may be selected by participant volunteers to conduct or participants may come up with their own creative ideas under the guidance of the facilitators.

* **Game Show**: 2 teams, one course reviewer narrates and another to keep score. 9 review questions made up by course reviewers. Team with the most points wins.
* **Stickers**: Write one question per sticker note (lightly in pencil on the sticky side) and numbers 1-9 on the front of the sticker (one number per sticker). All stickers placed in order on the flip chart. 2 teams. Teams take turn selecting a number, the course reviewer reads the question. Team gets to keep the sticker if they get the answer correct. You can only accept the first answer they say so they should agree the answer as a group before responding. If the team answers incorrectly, the other team can try. Team with the most stickers at the end of the game wins.
* **Musical Box**: 10 review questions written by course reviewers on folded paper placed in a box. Participants sit or stand in a circle and pass the box around with music playing. When the music stops, the person holding the box should pick out one question, read it and answer it. Course reviewers should have the responses and be able to expand a bit on each subject.
* **Snowballs**: Have a sheet of paper laying on each participant’s chair on arrival to the workshop. Do a quick review of all of the sessions from the previous day eliciting from participants as much as possible. Ask them to write their one most important learning point from the previous day on the paper. Everyone stands in a circle, crunches their paper into a ball and then throws them at each other for about 15 seconds (snowball fight). Say “Stop” and ask participants to find one snowball to pick up. They will then read out the learning point and say something about it.
* **Onion**: Have a sheet of paper laying on each participant’s chair on arrival to the workshop. Do a quick review of all of the sessions from the previous day eliciting from participants as much as possible. Ask them to write their one most important learning point from the previous day on the paper. Ask the person sitting on one end to crunch their paper into a ball, then pass it along so each participant adds their own paper forming and “onion with many skins”. Once everyone has added to the onion, pass it around the room again. Each person will peel a layer off the onion and read out the point and say something about the point.
* **Sharades**: Reviewers prepare several cards that describe learning points from the previous day. The plenary is divided into two teams. Each team picks a card in turn and performs it while the other team guesses. Course reviewers keep score.
* **Stickers**: Write one question per sticker note (lightly in pencil on the sticky side) and numbers 1-9 on the front of the sticker (one number per sticker). All stickers placed in order on the flip chart. 2 teams. Teams take turn selecting a number, the course reviewer reads the question. Team gets to keep the sticker if they get the answer correct. At the end of the questions, the team holding the most stickers wins.
* **Reflection**: Have participants write down their three most important learning points from the previous day (5’). They will then share what they learned in pairs (5’) and then in groups of 4 (5’).