

# Adventure Based Experiential Learning

SPORTS & SKILLS TEAM  
BEYOND SOCIAL SERVICES

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## **Goals and Idea**

### **Goals**

- To train staff of Beyond Social Services on Adventure Based activities through experiential learning;
- To better equip them with the skill of group facilitation and;
- To enable them to take on the role of a ranger for Campland and the Community Encouragement programme.

### **Sub Goals**

- To understand the Principles of Experiential Learning, Role of Facilitators (Briefing – Leading - Debriefing), Debriefing Sequence (What? - So What? – Now What?) and Methods of Debriefing

### **Idea/main concept:**

To provide a 3 day training programme which consists of theory, and field-based activity.

## **Philosophy of Experiential Learning**

### **Elements of Experiential Learning**

#### **1) Embracing the Challenge**

Engaging in an experience that gives the participants a chance to try potentially difficult or frightening challenges by introducing new experiences, and encouraging them to deal with fear, adopt new ways of doing/thinking about things, and to accept peer help and support.

#### **2) Group**

Group activity engages participants in the learning process and makes them working partners.

### **3) Reflection and Transfer.**

Opportunities are set up for participants during activities to address and help solve actual problems that they are currently experiencing.

### **4) Unusual Environment**

Bringing participants to unusual surroundings like the parks or areas unknown or out of their comfort zone.

### **5) Goals**

Goal-setting helps participants to be clear of what he/she wants to achieve during the activity and how best to achieve this aim. It pays off in the way that it holds tangible evidence that his or her individual actions make a difference to the overall objective of the task.

## **Goals of Experiential Learning**

### **1) Improvement of Self concept**

It challenges the participants to unknown and unpredictable situation and problems which have to be solved as and when they appear. Old norms and behaviour patterns may help because it does not fit into that particular task-situation. Therefore the participants will have to use new, self-developed strengths and skills to overcome the situations more creatively.

### **2) Development of soft / social skills**

- Self esteem
- Self awareness
- Communication skills
- Personal development / growth / maturity
- Problem solving skills
- Conflict solving skills

- Decision making skills
- Responsibility
- Teamwork abilities
- Leading qualities
- Learning ability and creativity
- Stress management
- Motivation
- Environmental consciousness
- Physical fitness

## **Bedrock of Training**

### **Presenting the Ground Situation**

Over time, we have received feedback from rangers conducting experiential learning activities in the Campland and Community Encouragement programmes in school that rangers or trainers were:

- unsure about their roles;
- not confident when conducting an activity;
- not confident enough or as vigilant to assess issues of safety during the activity;
- not proficient in debriefing;
- they had limited knowledge of games to motivate his or her group during experiential learning activity.

On the basis of what has been gathered from the above feedback, our group decided to conduct a ranger training and we managed to gather 14 Beyond Social Services staff-members to attend the training.

The staffs that are attending the training had not done any Adventure-based experiential learning training before but some of them had previously conducted activities for Campland and Community Encouragement programmes in school before. Many of them were new to the organisation and were drawn in from a mix of departments thus most of them did not know each other.

### **Framework**

After assessing the situation and needs at hand, our team came out with a framework to reach our goals.

Ice Breaker Activities – To provide opportunities for group members to have fun together and to get to know each other by first, beginning to feel comfortable with each other.

Imparting the theory of Adventure-based Experiential Learning – sharing knowledge on principles of Experiential Learning and its benefits.

Demonstrating the facilitating of a group activity – T role-model to participants on the art of group facilitation of an activity. It is also a useful tool for trainers to assess group dynamics

Debriefing Sequence Exercises – Debriefing is an important element of an activity as it brings out learning points that relate to our daily life behaviours. Therefore, it is important for any facilitator to be confident and proficient in debriefing.

Adventure Waves – four adventure waves for the participants to conduct. Participants were given the chance to plan and execute an activity. They will be in full control of the whole activity from briefing to debriefing unless breach of safety rules. Feedback from trainers and participants after each activity was shared, so that everyone learns from each other and fares better at the next adventure wave.

### **Goals**

- To impart knowledge on Adventure Based Experiential Learning.
- To understand the role of facilitators, practise and improve on facilitating and debriefing after an activity.

## Ranger Training Schedule

**Participants** : 14 Beyond Social Services Staff  
**Date** : 2009 April 01-03  
**Venue** : Sembawang Base

Time	Theme	Exercise	Equipment
<b>DAY 01</b>			
1000	Welcome – Ice Breaker	1. Ball Circle 2. Name Tag (Exchange)	<u>Iskandar</u> 6 tennis balls Writing cards/ markers
1100	Introduction	1. <i>What is Experiential Learning</i> 2. <i>Group Work – Participants Expectation / Fears / Goal Settings</i> 3. Full Value Contract 4. Making Pot of Soup (Collection of Energizers from participants)	<u>Stephen</u> Writing cards/ markers  <u>Fawzi</u> Mahjong Paper/ markers
1230		LUNCH	
1330	Ice Breaker and Initiative Activity	1. Energizer from Pot of Soup 2. TP Shuffle – facilitation techniques, briefing and debriefing (what, so what, now what?), methods of debriefing	<u>Fawzi</u> Crates/ Wooden planks
1500		BREAK	
1515	Ice Breaker and Initiative Activity	1. Energizer from Pot of Soup 2. Key Punch – facilitation techniques, briefing and debriefing (what, so what, now what?), methods of debriefing	<u>PK</u> Rope, number cards, markers, white board
1645	Classroom/ reflection	1. <i>Group Work – Behaviour of facilitators</i> Briefing and debriefing What, So What, Now What?	<u>Iskandar</u> <u>PK</u> Writing cards/ whiteboard, markers
	Summarize	2. Feedback and reflection of the day	
1800		END	

<b>DAY 02</b>			
1000	Ice Breaker	1. Energizer from Pot of Soup	<u>Stephen</u>
1030	Preparation of Adventure Wave	1. Group work – 4 groups	<u>Iskandar</u> Markers, pens, mahjong paper
1230		LUNCH	
1330	Energizer and Adventure Wave (AW)	1. Energizer from Pot of Soup 2. AW 01 - Trust Fall Time – 70mins Briefing, leading, debriefing and feedback	<u>PK @ Sembawang Base</u>
1500		BREAK	
1510	Energizer and Adventure Wave (AW)	1. Energizer from Pot of Soup 2. AW 02 – Zig-Zag Time – 70mins Briefing, leading, debriefing and feedback	<u>Stephen @ Sembawang Base</u> Crates/ planks
1700	Classroom  Summarize	Feedback on adventure wave. 1. Safety? 2. What can we improve 3. How can we improve?  Feedback and reflection of the day	<u>All</u>
1800		END	
<b>DAY 03</b>			
1000	Energizer and Adventure Wave (AW)	1. Energizer from Pot of Soup 2. AW 01 - A-frame Time – 70mins Briefing, leading, debriefing & feedback	<u>Iskandar @ Sembawang Park</u> A-frame, ropes, gloves, helmets
1130		BREAK	
1140	Energizer and Adventure Wave (AW)	1. Energizer from Pot of Soup 2. AW 04 – Spider Web Time – 70mins Briefing, leading, debriefing and feedback	<u>Fawzi @ Sembawang Park</u> Nylon ropes
1310		LUNCH	
1410	Classroom	1. Energizer from Pot of Soup 2. Methods of Debriefing 3. Fear and expectations 4. Summary of 3 days 5. Questions and answers 6. Closure	<u>PK</u> <u>ALL</u>
1800		END	

# Preparation for Ranger Training

## Meeting Process:

### 1<sup>st</sup> meeting

1. Goals and objectives.
2. Number of participants.
3. Delegation of responsibilities(Sourcing of participants, Reading up notes and brainstorm training's contents)

### 2<sup>nd</sup> meeting

1. Contents of training
  - 1.1. Principle of Experiential Learning.
  - 1.2. Adventure Wave.
  - 1.3. Role of facilitator (Briefing, leading, debriefing)
  - 1.4. Debriefing Process (What? So what? Now What)
  - 1.5. Methods of Debriefing.
2. Duration of Training.
3. Group Name
4. Programme template.
5. Delegation of responsibilities (Brainstorm methods to facilitate training and type of activities.)

### 3<sup>rd</sup> meeting

1. Methods of Facilitations (Demonstration of facilitating an activity, using Slides and Notes, etc...)
2. Type of activities (Ice breaker, problem solving, Trust, etc...)
3. Delegation of responsibilities (Brainstorm activities and finish up with the programme.)

### 4<sup>th</sup> meeting

1. Confirmation of activities and locations,
2. Programme.
3. Tasks and roles of each trainer
4. Equipments List
5. Slides and notes.

### 5<sup>th</sup> meeting

1. Preparation of equipments, slides and notes.
2. Finalising programme details.

## Realisation and Reflection of Activities

Time	Activity	Execution	Reflection
<b>DAY 01</b>			
1000	Ball Circle	A Group with 8 balls. Start off with 1 ball and slowly increasing to 8 balls. To pass the balls around by calling the names and having eye contact.	Good activity to start off the group. They get to know one another name, having fun and they came out with ideas on how to reduce the number of times the balls drop.
	Name Tag Exchange	To introduce a person by saying 3 things about himself. To know one another better and improving confidence while presenting	They manage to remember each other better, and getting to know more information about each and everyone. They are comfortable presenting in front of the group.

1100	<p>What is Experiential Learning?</p> <p>Group Work – Participants Expectation / Fears / Goal Settings (Appendix A)</p> <p>Full Value Contract (Appendix B)</p> <p>Making Pot of Soup (Collection of Energizers from participants)</p>	<p>Using Slides to show them the principles and element of Experiential Learning.</p> <p>Divide them into 4 groups and discuss about their expectations, fears and goals.</p> <p>Trainers discuss with them about their fears, expectations, goals and coming up with the full value contract.</p> <p>Participants write down an energiser game and put it in a bag.</p>	<p>The presentation was short and clear. Participants participated well with questions and answers too.</p> <p>Participants are more engaged. It was a good that trainers can address some fears and expectations right from the start. A better understanding of the participants too.</p> <p>The rules and regulations were set right from the start. Everyone has the same understanding and know what to expect from one another.</p> <p>Participants were nervous as they are not very confident to conduct the energizer game if called upon. But we feel it's a good way to empower them and enable them to practise conducting activity.</p>
1230	LUNCH		



1645	<p>Group Work – Behaviour of facilitators Briefing and debriefing What, So What, Now What?</p> <p>Feedback and reflection of the day</p>	<p>Participants are divided into 4 groups. Each group is given a topic (Trust, leadership, communication, cooperation). They are to come out with questions for the different debriefing stage.</p> <p>Go one round and get participants to feedback on the day and what can be done better.</p>	<p>The participants were confused; they didn't quite understand how to come up with the different questions. They feedback that giving a scenario will be helpful.</p> <p>The trainers should brief and stress to the participants that they should observe the demonstrations done by the trainers e.g. On facilitating, briefing, leading and debriefing during TP Shuffle and Key Punch</p>
1800	END		

**DAY 02**

1000	Energizer activity	Energizer conducted was Evolution. Trainer introduced and conducted this activity to demonstrate different types of energizers.	
1030	Group work – Adventure Wave	Participants are divided into 4 groups. They choose which activity they will like to conduct. They are given handout on the activity and a trainer attached to them to answer any query they have.	The participants show enthusiasm during group discussion, a lot of questions were asked. Efforts were shown in trying to do it well.
1230	LUNCH		





**DAY 03**

1000	<p>Energizer from Pot of Soup</p> <p>AW 01 - A-frame Time – 70mins Briefing, leading, debriefing &amp; feedback</p>	<p>Participant conducts an energizer game that was picked up from the bag.</p> <p>Group conducts the activity and debriefs the participants. Feedback from participants, facilitators and trainers at the end of the session.</p>	<p>The conducting group was able to conduct and brief the activity well. It was done in a progressive way whereby the challenges were increased in stages.</p> <p>This shows that the conducting group understood and flexible. They responded to the participant's group dynamics to suit the level of challenge.</p> <p>There were many points brought up during debriefing but the conducting group was not able to zoom into a main topic.</p>
1130	<p>BREAK</p>		

1140	<p>Energizer from Pot of Soup</p> <p>AW 04 – Spider Web Time – 70mins Briefing, debriefing and feedback</p>	<p>Participant conducts an energizer game that was picked up from the bag.</p> <p>Group conducts the activity and debriefs the participants. Feedback from participants, facilitators and trainers at the end of the session.</p>	<p>The conducting group did a good briefing by presenting a good storyline. The safety rules were well covered. During the leading part, the facilitators were able to set a higher challenge for the group.</p> <p>Debriefing was done in a very systemic way and they were able to bring out the learning points and transfer it to real life situation.</p>
1310	LUNCH		

1410	<p>Energizer from Pot of Soup</p> <p>Methods of Debriefing</p> <p>Fear and expectations</p> <p>Summary of 3 days</p> <p>Questions and Answers</p> <p>Feedback Form (Appendix C)</p> <p>Closure</p>	<p>Participant conducts an energizer game that was picked up from the bag.</p> <p>Showing them debriefing using photos and different body parts that they represent in the group.</p> <p>Going through their fears and expectations on the first day and whether they have achieved it.</p> <p>Summarize the main activities and goals of the 3 days and check if they fully understand.</p> <p>Participants raise any question they have and trainers discuss with them.</p> <p>Participants to fill up feedback form for the training</p> <p>Slide show for the 3 days.</p>	<p>A good exposure to different ways to conduct debriefing. They showed interest to learn more ways to do debriefing.</p> <p>A check on whether the trainers manage to align the participants expectations and fears through the training. From the feedback, we manage to meet the participants' expectations.</p> <p>Participants understood the principles of Experiential learning, the role of facilitators and the debriefing process. They will need more practices on debriefing, therefore recommending them to do more Campland and CE programme.</p> <p>They prefer to be given another chance to conduct an activity and to improve on their facilitation.</p> <p>They enjoyed recalling the moments they have gone through for the 3 days.</p>
1800	END		

## **Conclusion**

After debriefing with the trainers and eliciting feedback from the participants, the lessons we learnt include:

- 1) All participants agree that they have a better understanding on the principles of Experiential Learning.
- 2) 50% of the participants agree that they are confident to conduct an experiential learning activity. 50% are neutral saying that they need more exposure.
- 3) While most of the participants understood the briefing and leading process, 25% are still uncertain with the debriefing process.
- 4) 80% agree that the training duration is sufficient.
- 5) The training programme was a good introduction into experiential learning.
- 6) Giving the participants the chance to experience both roles as a participant and a facilitator was useful for them to discover the differences.
- 7) To give the participants a scenario or situation during the debriefing exercise on coming out with questions on: *What? So What? and Now What?*
- 8) We found that the *Pot of Soup* is a good opportunity for the participants to build on group dynamics e.g sharing different ideas and methods and empowering them to take charge.
- 9) Participants should be given a chance to conduct at least two main activities.

## **Recommendations**

To conduct more effective ranger training to prepare them for Campland and CE, we recommend that:

- 1) The training should be as long as five days instead of three days. Participants will be given two activities to facilitate, so that they can improve on what they feel to be lacking in the first activity.
- 2) To share and discuss debriefing methods participants can think of to make their debriefing more interesting and relevant. It should be done after the

first round of the adventure wave so that they can incorporate different methods at their second adventure wave.

- 3) Participants should conduct Campland or CE programme straight after the ranger training to build up their learning experience from the training.

# Appendix A

## Fears and Expectations



**Appendix B**  
**Full Value Contract**

Full Value Contract

- LOOK OUT FOR EACH OTHER
- BE RESPONSIBLE FOR YOUR OWN AND OTHERS.
- GOAL FOCUS
- RESPONSIVE
- BE SENSITIVE
- RESPECTING
- TRUTHFUL COMMUNICATION
- BE PUNCTUAL
- PHONE ON SILENT

**Appendix C**  
**Ranger Training**  
**1<sup>st</sup> April 09 – 3<sup>rd</sup> April 09**  
**Feedback Form**

***Purpose: To gather feedback and suggestion of the training so as to improve the future training.***

**Part 1**

Please rate 1 to 5. 1 being strongly disagree and 5 being strongly Agree.

After going through the ranger training:

- 1) I have a better understanding on principles of experiential learning. ( 4 )
- 2) I am confident to conduct an experiential learning activity. ( 3 )
- 3) I understand the facilitation process of an activity.
  - a) Briefing. ( 5 )
  - b) Leading. ( 4 )
  - c) Debriefing. ( 4 )
- 4) The training duration is sufficient. ( 4 )

**Part 2**

- 1) What was good about the training and we should keep it for future training?

It's good to get the ranger to conduct the activities and games, so that they can practice and get feedback from the trainer to improve.

- 2) What can be improved?

If possible, it would be good if the activities can be conducted NOT under the sun. It would be good if the trainer can demonstrate more about debriefing.

***Thank you for your time and hope you enjoyed the training.***

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  - c) Debriefing. ( 4 )
- 4) The training duration is sufficient. ( 5 )

**Part 2**

- 1) What was good about the training and we should keep it for future training?

The training was helpful, fun and having lots of interaction among participants. We should have the training for new staffs as well as for old staffs to refresh.

- 2) What can be improved?

None! You guys did great job.

***Thank you for your time and hope you enjoyed the training.***

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  - c) Debriefing. ( 4 )
- 4) The training duration is sufficient. ( 4 )

**Part 2**

- 1) What was good about the training and we should keep it for future training?

The training gives us the opportunity not only to experience the activities but as well as to facilitate the activity proper. We've learnt the theories and the application at the same time.

- 2) What can be improved?

Though the training accomplished its objectives, I believe that there is still room for improvement. I think as facilitators of training, it is important to maintain the interest and the enthusiasm of the participants. I also observed that there were instances that the timing for the activity was not properly utilized. For me it is very important to maximize the use of time for every activity conducted so as to emphasize the value of the training to the participants.

Two thumbs up for the team!

***Thank you for your time and I personally enjoyed the training.***

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- 4) The training duration is sufficient. ( 5 )

**Part 2**

- 1) What was good about the training and we should keep it for future training?

Allowing participants to brief, lead and debrief an entire activity. This gave us the opportunity to realize the strengths and weaknesses that is inherent in us. It was a good bonding session 😊

- 2) What can be improved?

More clarity when introducing the Debriefing part. We got a little confused on what to do during group discussion.

***Thank you for your time and hope you enjoyed the training.***

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- 4) The training duration is sufficient. ( 5 )

**Part 2**

- 1) What was good about the training and we should keep it for future training?

The "ice-breakers", games, in-between sessions while waiting for facilitators to prepare the games station; reading & understanding the notes for facilitating an activity enables the participant to think out of the box, modify the activity in a way that caters to the suitability of participants, allow the participant learn how to problem-solve (or seeks help/guidance from rangers/ team-mates when need be); that debriefing can be conducted in various forms (not necessarily to be in a circle)

- 2) What can be improved?

Better let the team decide on who should be the "leader" than appointed by training facilitators; cos there'd bound to be other members in the team trying to dominate / empower over other members. There must be common understanding, acceptance and agreement by individual member in the team about the rules, regulations and "penalty" of the activity.

***Thank you for your time and hope you enjoyed the training.***

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  - c) Debriefing. (3)
- 4) The training duration is sufficient. (4)

**Part 2**

- 1) What was good about the training and we should keep it for future training?

I can learn the way to conduct the activity in this training. I think the 3 stages of facilitation process is good for the one who is never join the campland or other activities same like this campland. Beside, the energy games can help for refreshment in the training.

- 2) What can be improve?
  - Alert and prevent the safety issues.
  - Can give the notes regarding the schedule or process of training when the training in first day starts.

***Thank you for your time and hope you enjoyed the training.***

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  - b) Leading. ( 4 )
  - c) Debriefing. ( 4 )
- 4) The training duration is sufficient. ( 4 )

**Part 2**

- 1) What was good about the training and we should keep it for future training?

The theories of briefing, leading to debriefing were very helpful. It provides insights and equips rangers with relevant skills and both mental and physical preparation in conducting the activities. The energizer games would come handy whenever we to build bonds with our students and have extra time on hand.

- 2) What can be improved?

I would like to suggest that to give the rangers at least a day in advance to prepare in conducting the group activities. It would be good to provide all the rangers the activities hand out at the end of the day for future campland and CEs activities.

***Thank you for your time and hope you enjoyed the training.***

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- 4) The training duration is sufficient. ( 3 )

**Part 2**

1) What was good about the training and we should keep it for future training?

Able to experienced being a participant and a facilitator.

2) What can be improve?

Enough time for planning and facilitation of activities.

***Thank you for your time and hope you enjoyed the training.***

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  - a) Briefing. ( 4 )
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  - c) Debriefing. ( 4 )
- 4) The training duration is sufficient. ( 4 )

**Part 2**

- 1) What was good about the training and we should keep it for future training?

Allowing the participants to conduct the activities

- 2) What can be improve?

When participants are planning for the activities – facilitators would be a great help if they could be with them and give them an idea of what the activity is all about.

***Thank you for your time and hope you enjoyed the training.***

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  - a) Briefing. ( 5 )
  - b) Leading. ( 5 )
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- 4) The training duration is sufficient. ( 3 )

**Part 2**

- 1) What was good about the training and we should keep it for future training?

The energizer games were useful, as they allowed us time to get back into the mood of doing a group activity, as well as giving us an extra opportunity to do a quick briefing and leading. The group work of conducting a full activity of course is key to the whole programme, and allows for a better sense of what its really like to conduct an experiential activity.

- 2) What can be improved?

Clear instructions are always necessary (like during the game where we had to pick up the numbers inside the circle). If you had more time to teach the course, having the chance to lead more activities would be useful, as well as more time/materials to prep our activities. I wonder if its possible to ever have a group of kids that we could try an activity with? It may be more realistic than conducting the activity for our colleagues.

***Thank you for your time and hope you enjoyed the training.***

**Ranger Training**  
**1<sup>st</sup> April 09 – 3<sup>rd</sup> April 09**  
**Feedback Form**

***Purpose : To gather feedback and suggestion of the training so as to improve the future training.***

**Part 1**

Please rate 1 to 5. 1 being strongly disagree and 5 being strongly Agree.

After going through the ranger training:

- 1) I have a better understanding on principles of experiential learning. ( 5 )
- 2) I am confident to conduct an experiential learning activity. ( 4 )
- 3) I understand the facilitation process of an activity.
  - a) Briefing. ( 4 )
  - b) Leading. ( 4 )
  - c) Debriefing. ( 4 )
- 4) The training duration is sufficient. ( 3 )

**Part 2**

1) What was good about the training and we should keep it for future training?

Basically, everything is good. More games would be good

2) What can be improve?

Full demonstration of games by facilitators before starting of the games

***Thank you for your time and hope you enjoyed the training.***

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- 4) The training duration is sufficient. ( 4 )

**Part 2**

**1) What was good about the training and we should keep it for future training?**

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It was a good introduction to the various activities. I think 3 days is just sufficient. I also thought that it was appropriate and beneficial for each group to practice conducting an activity, so perhaps this element could be kept

**2) What can be improved ?**

As mentioned, for the question – “what”, “so what”, “now what” – I feel that it would be best for each group to have a ‘scenario’ or ‘situation’ ready, whereby they can use to answer the question.

***Thank you for your time and hope you enjoyed the training.***

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  - c) Debriefing. ( 4 )
- 4) The training duration is sufficient. ( 2 )

**Part 2**

1) What was good about the training and we should keep it for future training?

Able to conduct and learn new activities

2) What can be improve?

Longer training, not able to practise conducting after knowing our mistakes.

***Thank you for your time and hope you enjoyed the training.***

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  - c) Debriefing. ( 4 )
- 4) The training duration is sufficient. ( 3 )

**Part 2**

- 1) What was good about the training and we should keep it for future training?

Allowing us to conduct our energizer game.

Allowing us to comment on the activities from the view of the facilitator and participants.

- 2) What can be improve?

More Activities, want to learn more games.

***Thank you for your time and hope you enjoyed the training.***