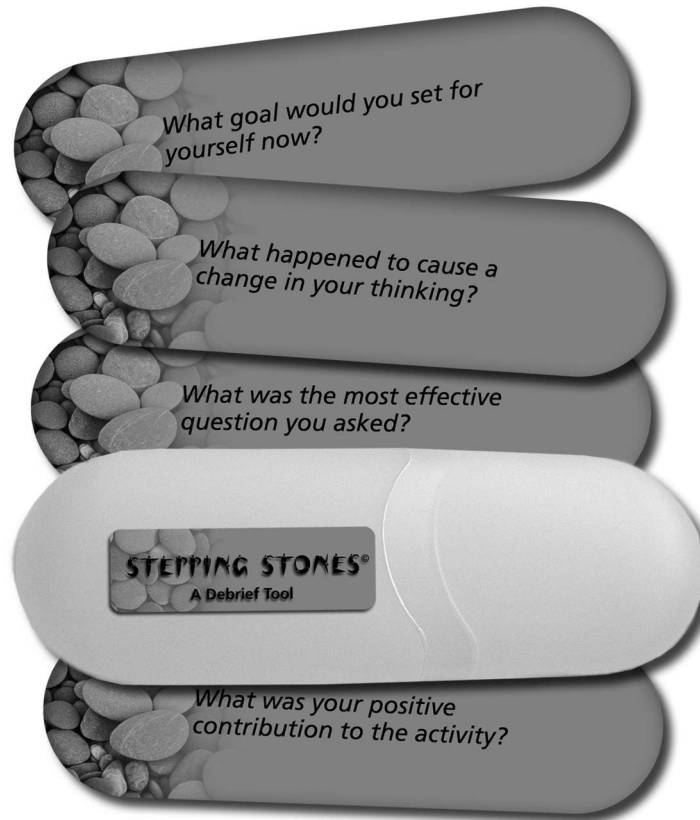


Stamp
here

The Learning Project
24a Wentworth St,
Ilam,
Christchurch,
NEW ZEALAND

Stepping Stones:

Stepping Stones, by The Learning Project, are found wherever course participants are asked to process the experience by focussing on key questions and then sharing with other participants. We are aware of their use in university and teacher training courses; in secondary and primary school classrooms; at Hui and conferences; in the great outdoors where the leader pulls out a capsule from the top lid of his/her pack; at outdoor education centres; adult education classes; sports coaching; in professional development and mentoring sessions; and in art, social studies, physical education, drama and music classes.



Stepping Stones

By The Learning Project

Innovative &
Contemporary

Inspire your learners to take giant
steps towards becoming self-
directed learners.

Origins

In preparing Stepping Stones The Learning Project was conscious of what Cousins had to say in 1981:

“What is of greatest consequence in a person’s life is not just the nature and extent of his or her experiences but what has been learned from them.”

This self-reflecting tool provides 40 questions for use in debriefing a range of experiences. The use of the tool rests with the creativity of the facilitator. The Learning Project is working on a publication entitled “Stepping Stones in action”

Trying to learn without reflecting and reviewing is like trying to fill a bath without putting the plug in.



Stepping Stones challenges learners to process and reflect on their learning at higher levels than you ever imagined!

Some Examples To Try:

- 1) 10 people in the group, each receives 4 cards at random. Instructed to select the question that they feel best relates to the experience/session that they have been part of; think about a response; be prepared to share it with the group; each person shares their question and response in turn.
- 2) All the cards are out on a table; people choose one, or more, that they feel best relates to the experience/session that they have been part of; encouraged to think about a response; be prepared to share the question(s) and their response with the group; each person shares their question(s) and response(s).
- 3) One card is chosen by the facilitator; everyone is asked to respond to the question.
- 4) One card is chosen by the facilitator; everyone is asked to respond to the question and see #1
- 5) One card is chosen by the facilitator; everyone is asked to respond to the question and see #2
- 6) Sometimes it is decided that the sharing will be recorded (written down; videoed; etc) It is recommended that the scribe/camera operator is someone other than the facilitator because a second task compromises the primary role.
- 7) Post boxes are set up with one question selected for each box. Everyone moves around the post boxes and posts their written responses. The facilitator shares the responses to each question.

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