

APPENDIX 6 *VIPP methods and tools*

CATEGORY	METHOD/TOOL	PAGE	USES AND REMARKS	DURATION	GROUP SIZE	REQUIREMENTS AND REMARKS
GROUP WORK	Group work	87	Any topic. Needs clear rules and instructions. Other VIPP tools should be used in conjunction.	15–120 min	4–6 each	Space and materials to be prepared in advance for the groups.
	Buzz groups	87	To involve all to filter or condense answers quickly or to raise questions on a topic for a specialist.	3–8 min	2–3 each	Cards (size according to task).
	Rotating plenary	89	Energize and also create a more informal set-up by circulating to all the workspaces of groups.	10 min for each subgroup	20–30	Group workspaces close to each other.
	Walkabout	90	Used at an initial stage of group work to allow participants to discuss freely in the open air. Needs time afterwards to visualise the main results.	30–60 min	3–4 each	Attractive walking area (park, forest, lake . . .)
	The fish pond	90	Share ideas and experiences in two circles facing each other.	20–30 min	12–30	Free space to form the circles (inner and outer circles).
IDEA GENERATION AND PROCESSING	Card collection and clustering	90	Any topic in which we expect diversity of answers. Start with a question followed by clustering and labelling of cards and end with further elaboration on clouds/clusters.	30–60 min	12–40 (split larger groups into sub-groups or buzz groups)	Pin boards, cards, markers.
	Visualised idea collection with open questions	93	Any topic in which you expect similar answers but want diversity.	10–20 min	10–30	Visualise on cards or flip chart.
	Visualised presentations in plenary	93	Motivate, inform, assign task, clarify concepts. Larger groups cannot read the visualisation (a projector may help).	5–20 min	5–30	Structured visualised chart, usually with cards on pin board.
	Visualised discussion	94	Document the outcome of an open or semi-structured plenary discussion.	10–30 min	8–20	Cards, pin boards.

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IDEAS GENERATION AND PROCESSING	Single-dot questions	95	Quick view of a group's opinion/interest on a polemic or controversial topic (also for feedback).	2–5 min	5–30	Dots and materials to vote on.
	Multi-dot question	95		3–8 min	5–30	
	Pro and contra	96	Structured debate on a polemic topic.	10 min for preparation, 20 min for debate , 10 min to debrief	12–20	Can use cards and pin boards to capture ideas.
	Hanji–Naji	96	Discuss polemic and controversial issues of relevance to participants.	20 min + 10 min	12–20	Visualise positive and negative responses from plenary with cards.
CREATIVITY	Brainstorming	97	Produce many ideas in a short time on one issue.	15'+10'	12–30	Large sheets of paper, markers.
	Brain writing	98	Produce real solutions to individual problems (topic related).	20 min + 10 min	7–9 each	Markers, small and large cards for each participant.
	Topsy-turvy	99	Use negative ideas to produce innovative insights and solutions to a problem or task.	15 min + 10 min	10–20	Flip-chart paper or cards.
	Witchcraft	99	Obtain creative ideas from a different perspective.	10 min + 10 min	12–20	Flip-chart paper.
	The fish bowl	100	Share ideas and experiences to find solutions.	15 min	12–30	Open space.
	Mindmap	100	Create a graphic overview of all thoughts and ideas related to one topic.	10 min	12–30	White chart or paper.
GROUP LEARNING	Mini-dramas and role plays	101	Show a situation, warm up, or reflect on values and behaviour.	15–30 min to plan and 5 min to present	2–5	According to scripts and scenarios.
	Expert interview or panel	102	Condition the opinion of the expert to the needs of the audience.	30'–60'	10–30	Cards or flip chart to visualise questions and answers.
	Field visits	103	Allow a quick observation and exchange in the field.	½–1 day	Groups of max. 8 persons divided into pairs for field dialogue.	Requires a task for each participant, otherwise it becomes a pleasure tour and wastes time.

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GROUP LEARNING	Study tours	104	Achieve a deeper understanding of a specific topic.	2–5 days	10–20 persons divided into sub-teams of 3–6 persons	Requires a task for each participant, otherwise it becomes a pleasure tour and wastes time.
	Nature hikes	104	A longer outdoor trip to warm up for a discussion taken up in various subgroups.	2–4 hours	12–20	Drinking water and some food.
	Case studies	105	Achieve a deeper understanding of a specific topic, applying new concepts.	1 day	3–5 persons each	Requires thorough preparation of case study materials (documents and videos).
	Information market	105	Share information of participants (plans, experiences, etc.)	60' for preparation, 60–90' for exchanges	15–30	VIPP materials and space for the information market and the booths/pin boards.
GETTING TO KNOW EACH OTHER	Mistaken identities	111	Enable people to make new acquaintances.	10–15 min	20–50	Name tags
	Written names	112	Get to know each other.	10–20 min	10–30	Cards, masking tape, markers
	Mutual interview	112	When we want to stress the interactive character of a workshop.	40–60 min	10–25	Flip-chart paper, markers.
	Association	113	Getting to know each other.	15'–20'	Max 25	None.
	Cobweb	113	Create a sense of being connected to each other.	15–30 min	10–25	A ball of string, yarn or cord.
	The walking billboard	114	Create a social environment to promote the sharing of experiences.	30 min	10–30	Large sheets of paper, masking tape, markers of different colours.
	I am . . .	114	Establish a group gallery of individual resources for the event.	15–20 min	10–30	Paper, markers, masking tape.
	The river of life	115	Share the past and personal aspects of participants which are not known or obvious. Charts created to be displayed in a gallery so that they may be read afterwards.	45–60 min	8–24	Large sheets of paper and markers of different colours.
	Historic diagram	115		45–60 min	8–24	
Ups and downs in life	115	45–60 min		8–24		

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WARM-UPS AND ENERGIZERS	The wizard	116	Energizing exercises.	15–20 min	10–20	Open space with soft floor.
	Streets and avenues	116		20 min	20–40	Open space.
	Simon says . . .	117		10 min	10–30	Open space.
	Deer, hunter and wall	117	Energizing exercise with competition and emotion.	2 min each round	12–24	Do not use in societies where killing of animals is taboo.
	Winking	118	Energizing exercises.	10 min	10–30	Open space.
	Follow the leader	119		10 min	10–30	Open space.
	Find the leader	119		10 min	10–30	Open space.
	Bang	120		15–20 min	10–30	Open space.
	Lifeboat	120		15 min	15–30	Open space.
	The mail	121		15–20 min	10–30	Chairs in a circle.
	Power cable	122		5 min	10–20	Never involve a person with heart problems as the volunteer.
	Person A, Person B	122	Create a feeling of cohesion.	5 min	10–40	Open space.
	Robot testing	123	Energizing exercise.	5–10 min	15–30	Open space.
The dog	123	Create a surprise moment and help the group to vanish symbolically.	10 min	12–30	Open space.	
COMMUNICATION AND PERCEPTION	House, tree and dog	124	Learn the basics of communication and mutual understanding.	Up to 50 min	10–24	Debriefing by reflecting on non-verbal communication, domination.
	The human knot	125	Reflect on empowerment and participation.	15–20 min	10–25	Open space.
	Controlled dialogue	125	Understand the importance of careful listening in dialogue.	60 min	9–27	Flip-chart paper, markers.
	Blindholder	126	Learn about facilitation.	30–60 min	10–30	Flip-chart paper, markers.
	Horse trader	127	Identify own shortcomings in dialogue.	60 min	10–30 in groups of 5 or 6	Flip-chart paper, markers. Visualised instruction. Needs debriefing. Videotaping is very powerful, as people are not aware of their own communication style.

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COMMUNICATION AND PERCEPTION	Development means to me . . .	128	Develop future orientation to own work/programme. Goes from individual to group to plenary.	45–60 min	10–20	Large sheets of paper, coloured markers, coloured papers, scissors.
	Past, present and future	128	Examine the trends of own perceptions and develop future vision.	45–60 min	10–20	
	My house, my community, the landscape	129	Explore the subjective perception of reality, community and nature.	60 min	10–20	
TEAM BUILDING AND COOPERATION	Breakthrough	130	Explore how communication helps to improve group cooperation.	20 min	16–24	Open space.
	Tangle – untangle	130	Compare the value of participation versus expertise.	15 min	15–25	Open space.
	Organizational channels	131	Understand communication channels within organizations.	40–60 min	8–20	Flip-chart paper, markers.
	Blind trust	132	Build up team spirit.	15 min	10–25	Open space with wall.
	The bridge	132	Create a sense of being a team.	20 min	14–26	Light but stable chairs to stand on.
	Venn diagram	133	Learn about the importance of outside organizations to a local community.	30–45 min	8–20	Large sheets of paper, markers, round cards of different sizes and colours, glue.
	Build a machine	133	Prepare for team collaboration.	10–20 min	10–30	Open space.
	Trust me	134	Analyze individual roles within a project or organization.	30 min	12–24	Blindfolds.
GENDER SENSITIZATION	Values auction	134	Explore and learn about gender values.	45 min	10–30	Cards, strips, markers.
	Values voting	135		45 min	10–30	Cards, markers.
	If I were . . .	136		45 min	10–30	Cards, markers.
	Family messages	137		45 min	10–30	Cards, markers.
END GAMES	Joint painting	138	Create a feeling of closure and a community of ideas.	30 min	10–30	Paper, markers, audio tapes or CDs and player.
	Songs	138	Create a feeling of community by drawing on emotions associated with music.	40–60 min	10–30	Objects that can be used as musical instruments.

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END GAMES	Freeing the bird	139	Prepare for the trip back to reality.	15 min	10–30	None.
	Back pat	139	Finish the workshop.	10 min	10–30	Cards, markers, masking tape.
EVALUATION	Moodmeter	141	Obtain continuous feedback from the plenary.	5 min per day	10–30	Charts, dots or markers.
	Process monitors/ feedback committee	142	Involve the plenary in daily evaluation and production of reports.	15–20 min per day in plenary	2–3 people per day	Whatever the committee chooses.
	Flash	143	Obtain an immediate feedback from the plenary.	5–10 min	10–30	Cards, markers.
	Feedback and memo boards	143	Provide a space for feedback which can be dealt with each day and at the end of a workshop.	5–10 min	10–40	Permanent board for memo cards of participants/facilitators, cards, markers.
	Body outline	144	Focus on individual learning and evaluation.	45–60 min	10–30	Large pieces of paper, markers.
	Human scale	144	Obtain immediate feedback from the plenary.	25–35 min	10–30	Masking tape, cards, flip chart, markers.
	Draw a face	145	Create a visual evaluation of the group event.	30–45 min	10–40	Flip-chart paper, markers.
	Final evaluation	146	Combination of evaluation methods.	30–45 min	10–30	Depending on method: charts, dots, paper for drawing, cards for individual scoring, markers.
	Facilitators' self-assessment wheel	147	Develop criteria for own assessment.	30–60 min	10–20	Assessment wheel diagram (see Appendix 7, page 180), pencils, erasers.