



Let's Have Some Serious Fun!

Commonalities

In teams of 3-4, find as many things that you ALL have in common that you can't see by looking at each other (e.g. "we all have dark hair" would not be acceptable as this is something that is visible to the eye).

Needs Assessment

Ideally, do a needs assessment in advance of your program and develop learning objectives to address these needs.

Upcoming Workshop/Presentation

Think of an upcoming workshop you are giving and how you will apply these principles to this workshop:

When: _____

Who is attending: _____

Topic: _____

What are your learning objectives? What do you want them to learn or be able to do better or differently as a result of attending this workshop?

Interactive Presentation Techniques

I hear and I forget; I see and I remember; I do and I understand.

Confucius

1. Pull then Push

If you are presenting information on a PowerPoint slide and you anticipate that the **participants know at least some of the points you have on the slide**, then **before showing the slide**, pose an open-ended question to the audience that, if they answer it correctly, this will PULL from them the content that is on your slide. If they are able to give you all of the points on your slide, congratulate them and go directly to the next slide. If they miss one or more important points, PUSH these points at them by referring them to your slide.

2. Think; Pair; Share

Give participants a moment to individually reflect on a challenge and to record their ideas. Pair them up with a partner to share thoughts/ideas. Ask for a few volunteers to share their ideas. This technique is very effective at getting quiet audience members to participate.

3. Guess a Statistic

Provide the participants with a variety of answer options and ask them to vote with a show of hands for the answer option they think is correct. Their responses will give you an idea of their current level of knowledge and when you reveal the answer, if it is different than they expect, it can motivate participants to want to learn more about the topic.



4. Take a Vote

Voting can be done by using technology (touch pads), voting cards or with a show of hands.

If using coloured cards, provide instructions as to what each card means (e.g. pink = yes, purple = no). Provide the participants with a variety of answer options. They are asked to raise the card that matches their opinion. They can also vote with a show of hands. Voting can be used to “test” your audience to help them to realize they have more to learn about the topic, give you feedback etc.

5. Action Ideas Page

Distribute a sheet like the one on the last page of this workbook at the beginning of the workshop. Encourage participants to use this page to record their personal learnings. This can serve as a communication tool between the learner and their manager.

6. Share a take-away

Build in a few minutes, at strategic intervals during the workshop, for them to record what they have learned. Ask them to stand once they have recorded a few ideas. Have them pair up with a partner and share their ideas. If time permits, ask for a few volunteers to share their new (or re-learned) ideas with the large group. (This serves as a mini review without calling it a review).

7. Active Silence

Particularly effective for data slides, begin by explaining the axes of the graph. Then, give the audience a moment of “active silence” to review the slide and think about what the slide is saying or what it means to them/their work. Placed strategically, it can draw special attention to a slide that contains information that is critical to their learning.

8. Visualization

Encourage the participants to visualize someone they will teach something they are learning in the workshop. Encourage them to write the person’s name down as a further reinforcement.

9. Ask for a Show of Hands

This simple involvement technique can be used at any time during the presentation to engage the audience. Ideally the question you pose should be one to which most people will say “yes” and raise their hand. Demonstrate that you do want them to raise their hand by raising yours, stepping forward and prefacing your question with, “Could I see a show of hands please...”

10. Time Challenge

This simple, competitive exercise will generate interest and involvement.

- state the objective (to be the team with longest list of high quality answers to the challenge posed)
- group the participants into teams and have them pick a group recorder
- ensure the recorder has a paper/pen to record responses
- state how much time they have to record their answers (maximum of 3 minutes so don't make the challenge too complicated)
- pose the challenge and ask them to begin
- call time and have teams tally the number of responses
- ask the team with the most responses to read their list. Ask if any of the other teams want to add any points
- prizes for the winning team are optional – be generous with praise

11. Team Test (using technology)

Using the touch pads, you will be grouped into teams and respond to few questions. The technology keeps track of the scores to determine a winner.

**Interactivity solidifies learning and helps to change behaviour.
Interactive involvement and review techniques should be *strategically*
placed within the workshop.**

Q & A – Challenging Participant Behaviours

Wedding Theme - Review

Objective – to review/reinforce learning

Timing: - 5-10 minutes,

Resources: none

Instructions:



Work in small groups and share the following information:

1. Something OLD that you already knew about the content presented today. This could include something you forgot and were reminded of today.
2. Something NEW that you learned in this session.
3. Something BORROWED: something you learned from another participant or the facilitator that you plan to use/try.
4. Something BLUE: something you hope to do differently as a result of attending this workshop (blue being the color of the heavens, and of hope).
5. Use the Action Ideas (page 6 of this handout) to record your ideas.
