Your activity to teach is a: STARTER

Activity: **Connections**

Description: takes the place of introductions and connects people to people and people to content of your session.

Form groups of two to four people.

Answer two questions:

1. What is one experience you’ve had with <topic> and how did you feel about it?
2. Why did you decide to attend this workshop and what (specifically) do you hope to do with the new information you learn?

Instructor can ask for some sharing of responses, or simply proceed into the workshop at this point.

Time required: 5 to 10 minutes

Source: *How to Give It So They Get It,* by Sharon Bowman, 2010. Page 105.

Your activity to teach is a: STARTER

Activity: **Post-It Thought Doodles**

Description: engages audience with what they already know and feel about a topic.

Ask the audience: *What image comes to mind when you think of <topic>?*

Then instruct the audience to draw that image and stick their post-it note in a single visible location in the room (instructor choose location).

Audience members should look for similar doodles and cluster.

Ask for volunteers to describe their doodle or the group of doodles in which they chose to include their own.

Time required: 5 to 10 minutes

Source: *The Ten-Minute Trainer,* by Sharon L. Bowman, 2005. Page 55.

Your activity to teach is a: STARTER

Activity: **Cheating Allowed**

Description: challenges learners before talk begins, provides an advance organizer.

Give each participant a worksheet you’ve created that lists a number of questions pertaining to the presentation. Make the questions difficult enough that learners won’t know some/all answers.

Direct them to stand, walk around, discuss questions with others and jot down answers.

At the end of allotted time, everyone returns to their seats. Ask them to listen for the correct answers throughout the presentation.

Variation: Fill in the blank: list facts with missing key words or phrases.

Time required: 1 to 2 minutes per question or fact.

Source: *Preventing Death by Lecture,* by Sharon Bowman, 2008. Pages 27 – 28.Your activity to teach is a: TEACH activity

Activity: **Pass the Buck**

Description: encourages questions from the audience throughout a teaching segment.

After ten minutes of lecture, stop and ask for one question from a volunteer. Answer the question, thank the volunteer, and hand the person a $1 bill. (Variation – candy bar)

The next time a question is asked, tell the first person to pass the $1 to the person asking the second question.

The $1 makes its way around the room as learners ask questions at specific times, as directed by you. The person who asks the last question gets to keep the $1.

Time required: 30 seconds to 1 minute for each question/answer.

Source: *Preventing Death by Lecture,* by Sharon Bowman, 2008. Page 63.

Your activity to teach is an: EXPLORE activity

Activity: **Dot Voting**

Description: used to develop and collaboratively prioritize any set of items. Ideas collected from the group on a flip chart work well.

Each participant receives five sticky dots for voting. Ask the group to cast votes by placing dot(s) next to items they select. Participants cast their votes all at once and they may vote more than once for a single item if they feel strongly about it.

Once all the votes are cast, tally the results and make a new list based on results. This prioritized list becomes the basis of discussion and decision-making.

Time required: variable

Source: *Game-storming,* by Dave Gray & colleagues, 2010. Pages 63 – 64.

Your activity to teach is a: TEACH activity

Activity: **Game Boards**

Description: for application/practice of content.

Prep: instructor creates game boards, cards and answer keys in advance.

Learners are divided into small groups. Each group receives a set of materials. Groups read, discuss and sort out game cards according to categories.

Example: Patient case vignettes sorted by differential diagnosis or other characteristics of your choosing.

Time required: varies by number of items and complexity.

Source: *How to Give It So They Get It,* by Sharon Bowman, 2010. Page 196.

Your activity to teach is a: CLOSER

Activity: **Snowball Fight**

Description: high-energy commitment to transfer the learning to home and implement.

Each learner writes a brief description of their action plan or next step on a blank sheet of paper. At your instruction, they crumple their paper into a ball and begin throwing “snowballs” at each other. Pick up and continue throwing for 30 seconds. When time is called, each person picks up a snowball, opens it, and takes a turn reading the action plan to the whole group.

Time required: varies based on size of group.

Source: *How to Give It So They Get It,* by Sharon Bowman, 2010. Page 204.

Your activity to teach is a: CLOSER

Activity: **Four Square Feedback**

Description: summarize and/or collect feedback from learners. (Each question actually represents one of the four learning styles described by Kolb!)

Students write responses to the following questions on each of four post-it notes:

1. *My feelings about what I learned are…*
2. *The most important information was…*
3. *I plan to…*
4. *Another idea or suggestion I have is…*

Then have them stick the notes in groups, clustering within groups where appropriate.

Ask for 4 volunteers to summarize aloud for the whole group.

Time: 10 minutes

Source: *How to Give It So They Get It,* by Sharon Bowman, 2010. Page 212.

Your activity to teach is a: CLOSER

Activity: **Let’s Trade**

Description: commitment to transfer the learning to home and implement.

On one side of an index card, learners print their action plans. On the other side, list contact info (name, email address).

Learners stand and do three card trades, making sure they don’t get their own card back. After the third trade, keep the card and sit down.

Instruct learners to write a certain date within 1 to 2 weeks from today. On this date, they should contact the person whose card they hold and ask that person how the action plan is coming along.

Time: 5 minutes

Source: *The Ten-Minute Trainer,* by Sharon L. Bowman, 2005. Page 119

Activities used during today’s session:

STARTER: **Voting Cards**

Description: engage the learners’ attention and focus on the session topic.

Pose opening questions or competing statements about the topic and have audience members hold up a “voting” card corresponding to their response.

Time required: 30 to 60 seconds per question/statement.

Source: *Preventing Death by Lecture,* by Sharon Bowman, 2008. Page 35. (Variation by LRN.)

TEACH/EXPLORE #1: Combination of **Each-One-Teach-One** and **Blackout Bingo!**

Description: for engaging the audience in teaching and learning the material to be presented.

Each-One-Teach-One: Assign each participant a brief “chunk” of information to teach to their colleagues.

Blackout Bingo!: Prepare bingo cards organizing the information or major concepts to be learned.

Participants must interact with each other to simultaneously teach their assigned concept/info AND collect on their own bingo

card all of the concepts/info to be shared in the session.

Time required: 2 to 3 minutes per bingo square (varies based on complexity of info/concepts and number of bingo squares).

Source for Each-One-Teach-One: *Preventing Death by Lecture,* by Sharon Bowman, 2008. Page 75.

Source for Blackout Bingo: *How to Give It So They Get It,* by Sharon Bowman, 2010. Page 178 – 179. (See also Blackout Bingo! In *Ten-Minute Trainer*, page 128 – 129.)

Variations by LRN.

TEACH/EXPLORE #2: **RAP Activity**

Variation of combined activities from *The Ten-Minute Trainer,* by Sharon L. Bowman, 2005 and other sources, by LRN.

Can be developed from any worksheet or activity that allows participants to work with the new material in an authentic application, ideally based on their own professional role or responsibilities.

CLOSER: **Bringing It Home/Let’s Trade**

Description: commitment to transfer the learning to home and implement.

On one side of an index card, participants print one technique they learned today and one person back home to whom they will teach the technique. On the other side, list contact info (name, email address).

Learners stand and do three card trades, making sure they don’t get their own card back. After the third trade, keep the card and sit down.

Instruct learners to write a certain date within 1 to 2 weeks from today. On this date, they should contact the person whose card they hold and ask that person how the plan is coming along.

Time: 5 minutes

Sources: *The Ten-Minute Trainer,* by Sharon L. Bowman, 2005, page 119 and *How to Give It So They Get It,* by Sharon Bowman, 2010, page 199. (Variation by LRN.)