ID9 INTELLIGENT DESIGN
Corporate Learning Revolutionized

Chapter 5:
During Course:
Review Activities -
End of Day / Start of Day

Multi-day or Multi-session courses

Melanie Barn

About the Co-Author:

Melanie Barn

Melanie Barn (Mel) is an International Training Professional with many years of training and instructional design experience.

From an early age Mel was fascinated by training. Whether helping school mates with spelling, teaching juniors to play music, teaching horse-riding skills or coaching on the school sports field. She grew up in a sales and training environment and was inspired by her parents. Her mother was a highly-regarded business leader with an amazing sense of style and incredible ability to inspire people. It was her father who, as a training director, introduced the thrill of training techniques. He shared intriguing ideas such as adult learning styles, NLP and with funky acronyms like "KISS" and "SPIN". Mel wanted to know more!

After achieving a First Class Honors degree in Applied Biology, Mel could finally pursue her dream of a training career. Working in the Pharma-Biotech Industry, she built expertise in clinical research, website management and internal communications. Mel quickly found her niche as a Training Manager and earned her corporate reputation as a highly regarded International Trainer. She has been an invited speaker at a recognized UK pharmaceutical Trainer's Forum on two separate occasions.

Mel has developed and delivered an extensive portfolio of training programs. She is a specialist in designing interactive, outcome-driven training programs and has lead global training projects and training teams. Her instructional design experience spans a wide range of topics. Mel has used Mattiske's ID9® process since 2005. ID9® has revolutionized her training design beyond what she ever dreamed was possible!

Mel gets a big thrill from coaching other trainers to successfully design and deliver training. Her training mantra is "involve and inspire".

In 2010, Mel was able to realize another long-term dream, and relocated from the UK to the Mediterranean island of Cyprus. She lives by the sea with partner Keith, her spaniel Merlin and many cats! Her mum and dad are close by.

Thanks to the wonders of modern technology, Mel works for The Performance Company, as a Senior Instructional Designer and Trainer. Spare time is occupied by a passion for cooking, listening to music and learning Greek. As a semi-retired horse woman, Mel continues an obsession with animals and particularly enjoys taking Merlin to obedience classes – she's always training!

Chapter Introduction

This chapter provides start or end of day review activities for multi-day or multi-session courses. Give these start and end of day review activities a try and enjoy the results of more confident and motivated participants, who feel involved and inspired.

Multi-day courses are courses defined in this chapter as being split by an overnight break. For example a multi-day course might be a 2-day course which runs on 2 consecutive days. Multi-session courses are courses split by a longer period of time. For example, a 2-day course which is conducted with a week between each day (called a 1 + 1 course) or a virtual course of 5 x 2 hour sessions, run over 5 weeks.

So what are these activities for?

These start or end of day review activities take less than 30 minutes to run. They are used to review and summarize learning progress and provide opportunities to practice and "try out" new skills or techniques. They also help to boost participant confidence and motivation at a critical point in the course. The trainer has a final chance to observe and fill any significant learning gaps before taking participants forward.

Start of day reviews tend to be lower energy, that is, of slower to moderate pace. They are particularly useful for multi-session courses when memories need refreshing from the previous session. They are also a good way to 'break the ice', set the scene and connect participants to the topics at the beginning of each day of their course.

End of day activities tend to be higher energy, that is, faster-paced and highly kinesthetic. There is often nothing better than a highly kinesthetic or competitive end of day review to build some energy and finish with impact!

What makes these different to other reviews?

Start and end of day reviews tend to be of longer duration and can review a greater amount of course content than Mini- or Post-lunch Reviews (See previous Chapters).

They differ from a Major Review (see next Chapter) in several ways:
- Firstly, they are used at the start as well as the end of a day.
- Secondly, they can go beyond "must know" course content and review the finer details.
- Thirdly, they are often much more practical and provide opportunities for participants to practice and fine-tune their skills.

The activities suggested in this chapter have worked especially well for me. They are straightforward and generally easy to prepare and run. They are designed to engage as many different learning styles and preferences at once. Using these start and end of day review activities provides a great opportunity to give your training a boost. They may even help to revolutionize your training, as they did for mine. Give these start and end of day review activities a try and enjoy the results of more confident and motivated participants, who feel involved and inspired.

65. Wordstorm

Learning outcome
To recall key learning and content from topics covered.

Overview
During this end of day review activity small groups compete against each other. They fill a flipchart page with as many ideas, words, phrases, or symbols that they can recall from the topics specified.

Start of Day Review Activity	End of Day Review Activity
X	X

In my Experience
This is simple to prepare and easy to run. It is particularly good for reviewing factual or procedural content, such as regulations, procedures or Health and Safety training. The open nature of filling the page readily engages several learning preferences at once. The time allowed for the actual 'wordstorm' is enough to motivate participants to quickly write ideas. It is not so long that they run out of steam. 60 seconds to 3 minutes is recommended.

Anything goes with this activity as long as it helps participants remember key points. They may recall fun and meaningful moments from the course, such as donuts at break. All recall is great!

The Hidden Twist
This is a disguised way of getting participants to review and summarize their own knowledge. Additionally, if teams are creative they can unknowingly score bonus points. Based on the phrase "a picture paints a thousand words," teams score a bonus of 1,000 points for every picture/symbol drawn.

Essential Data
Course Type: Any, works best with factual or procedural content
Group size: 6–30 (Optimal. 1-5: Work in pairs or individually)
Time of day: End of Day. To use as a start of day review, remove the competition.
Pace: Fast and competitive
Trainer Preparation Time: 5 minutes
Activity Duration: 10-20 minutes

Steps to Create
1. Obtain blank flipchart paper and colored markers
2. Clearly identify topics for review
   - Refer to learning objectives and ensure alignment
3. Determine time allowed for the wordstorm (60 seconds to 3 minutes)
4. Optional: Prizes for winning team

Steps to Run
1. Regroup into groups of 3-5
2. Hand out a blank flipchart page and pens to each group
3. Explain instructions
   - Fill the flipchart with words, phrases, pictures, acronyms – anything you remember from [specify topics]/ the topics covered today
   - Set time allowed, e.g. 90 seconds
   - Say it's competitive – team with the most words wins
4. Start activity – shout 'go!'
   - Call out when half the allotted time has passed
   - Call out again with 10 seconds left and countdown to zero
5. Stop when time is up
6. Regroup to whole group: Each team reads out their words* to the whole group
   - * As one team reads, remaining teams cross out matching words on their page
   - Then another team read out – read only uncrossed* words
   - Go around teams until all uncrossed words are shared
7. Teams count up their total score
   - The scores 'TWIST':
     - Trainer asks – did anyone draw a picture or icon?
     - If yes, say "a picture paints a thousand words" – add 1,000 points to your total for every picture/symbol drawn (If no, mention bonus points missed)
     - Groups adjust score totals
8. Teams shout out final scores
9. Winners declared. Optional: Award prize

Suggested Debrief strategy
- **At the end**, trainer points out that the group has created their own summary
  - Trainer summarizes key points and patterns; or asks any of the following questions:
    - What do you notice about the ideas shared?
    - What patterns or repeating themes are there?
    - What unique items did you have that the other teams didn't?
- **During activity**, trainer notes important topics missed
  - Ask questions to recall missed topics
- Optional for debrief:
  - Ask each group: What are 2 acronyms you've used and what do they stand for?
  - Individuals select their #1 key word

Working Example
Regulations Training
Groups fill the flipchart with ideas about the regulations or 'procedures' covered. This might be names of regulations, regulating bodies, acronyms, examples, historical events that led to regulations, tips, do's and don'ts, etc. There is a lot of information to recall.

Tips, Tricks and Traps
- Remind group about the rules of brainstorming
- Be clear with instructions and scoring:
  - Clearly state that anything goes – fill the page with ideas!
  - 1 point for a word/acronym
  - 1 point for a phrase; not 1 point for each word in the phrase

- Play moderate-paced music during brainstorming. Not so loud that it distracts

Variation:
- Use Wordstorm as a learning activity. For example, used to explore what participants already know at the start of a course/topic
- **Virtual** session, use breakout groups or run as a whole group activity. Participants type into the Chat feature or use Annotation tools to write on a Whiteboard/slide

Adult Learning Base Process: Brainstorm
Refer to **Adult Learning Base Process Reference Guide** for more information about this learning process.

Adult Learning Dashboard
This activity links participant's preferred style of learning. The following dashboard provides a quick reference to adult learning theorists and principles as part of the ID9® methodology.

This activity achieves the following level of Bloom's Taxonomy of the Cognitive Domain (Bloom et al 1956), shown with "X" in the following table.

Bloom's Taxonomy of the Cognitive Domain Level					
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
X					

This activity also achieves a link, shown with "X" in the following table, to participant's naturally occurring learning preferences. Global/Specific, Learning Modalities, Hemispheric Preference (Sperry, 1981), and Multiple Intelligences (Gardner, 1983) are referenced in ID9® methodology and process. This is not a complete list of links that are covered within the ID9® process however this dashboard aims to provide a quick reference for trainers to use to balance instructional design to provide equality for participants' learning preferences.

Global/Specific Learners		Learning Modalities (Sensory Intake)			Hemispheric Preference	
Global	Specific	Visual	Auditory	Kinesthetic	Left Brain	Right Brain
X	X	X	X	X	X	X

Multiple Intelligences								
Visual	Intrapersonal	Interpersonal	Musical	Mathematical / Logical	Linguistic	Kinesthetic	Naturalist	Existential
X		X	X		X	X		

66. Rico Reflection

Learning outcome
To identify key learnings and commit to one action from topics covered.

Overview
Individuals use a "clustering" technique to write their thoughts about the course topics covered. Then they identify their key learnings and actions as they reflect on the written clusters. Finally, key learnings and actions are shared with a partner.

Start of Day Review Activity	End of Day Review Activity
X	X

In My Experience
Using Rico Clusters (developed by Gabriele Rico) encourages participants to indulge in a moment of personal reflection. Their minds wander and explore the course topics in an open and creative way. Rico Reflection is simple and takes only a few minutes. This makes it a great activity for larger participant groups. Participants only need a pen and paper. The technique appeals to creative, right-brained participants, while those with a left-brained preference will focus and analyze their thoughts.

The Hidden Twist
Participants are so absorbed by creating clusters that they engage in powerful reflection without realizing it. They are often surprised by what they identify. They also commit to an action, which is reinforced by sharing with a colleague.

Essential Data
Course Type – Any
Group Size – Any
Time of day – End of Day or Start of Day
Pace – Slow and focused
Trainer Preparation Time – 10 minutes
Activity Duration – 10-15 minutes

Steps to Create
- Obtain blank paper and pens (different colors if possible)
- Optional: Write an instructions summary for participant reference

Steps to Run
- Hand out to each participant a blank sheet of paper and pen(s)
- Explain the activity (Optional: Provide written instructions summary)
  - Write the name of the course/topic in a circle in the top third of the piece of paper
  - Let your mind wander from the name and think of other words
  - Write down each word that you think of. Put each one into a circle
  - Join the circles to each other with lines – there is no order
  - Let the words flow. If you sense a direction, follow it
  - Keep filling the page with words and circles
    - If you get stuck, move your pen. Trace over circles you've already created until another idea occurs
- Once the page is full, review your ideas and answer two questions –
  - 1) What is my key learning?
    - Highlight key words on the page and/or list key learnings
  - 2) What will I do with that learning?
    - Identify at least one action you can take
- Turn to the person next to you. Share key learning and one action

Suggested Debrief Strategy
Bring the whole group back together. Debrief using the following:
- What key learnings/action did you identify?
- How did the clusters help you? (What surprised you?)
- What else do you need to know before you can apply your learning?
- What is your first/next step to implement your action?

Working Example
Leadership Program
Useful for complex programs, such as a multi-day Leadership courses that involve lots of group work and group-based feedback. As an end of day activity it provides the opportunity to freely reflect and concentrate on personal thoughts, identifying key learnings and associated actions.

Computer Systems Training
Use Rico Reflection as an end of day activity following highly-interactive software or system training. It provides individuals with the opportunity to reflect and deeply consider their own key learnings and actions.

Tips, Tricks and Traps
- Keep the room quiet to aid a reflective mood
- Make sure participants stay focused – soft, slow music can help
- Check that actions are appropriate to the course objectives
- Be prepared for the speedy finisher! Ask questions on how they used the process (see debrief questions). Can they identify additional key learning/actions?

Variation:
Virtual session, participants complete this activity in their participant guide. They share with a partner using the Chat feature.

Adult Learning Base Process: Rico Clusters and Metacognitive Reflection
Refer to **Adult Learning Base Process Reference Guide** for more information about this learning process.

Adult Learning Dashboard
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Bloom's Taxonomy of the Cognitive Domain Level					
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
	X				

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Global/Specific Learners		Learning Modalities (Sensory Intake)			Hemispheric Preference	
Global	Specific	Visual	Auditory	Kinesthetic	Left Brain	Right Brain
X	X	X	X	X	X	X

Multiple Intelligences								
Visual	Intrapersonal	Interpersonal	Musical	Mathematical / Logical	Linguistic	Kinesthetic	Naturalist	Existential
X	X	X	X	X	X	X		

67. Mind Movie

Learning outcome
Participants use the 'Future Pace' NLP technique to mentally practice new skills or behaviors in a future, real-life scenario

Overview
Individuals visualize a future, real-life scenario in their mind – as a 'mind movie'. They imagine themselves conducting the perfect scenario. In the perfect scenario they should implement the desired new skills or behaviors exceptionally. They vividly imagine and rehearse their own actions, words and behaviors from start to finish. If they find themselves adopting any old habits or wrong behaviors these are instantly blocked and replaced with desired ones. After completing the visualization, individuals reflect on their 'mind movie' by answering questions. To debrief, they pair and share, or discuss experiences as a whole group.

Start of Day Review Activity	End of Day Review Activity
X	X

In my Experience
Most trainers feel at some stage as if they have to be a mindreader, or wish that we could telepathically project thoughts to our participants! As if by magic, here is an activity to help with that! This powerful visualization technique really helps participants to subconsciously embed new skills or behaviors into their minds. It is useful for any course involving a significant change. Do you want your participants to change their behavior? Or do you want them to follow a completely new process than before? Use this activity to help them take subconscious control of their learning and behavior.

The Hidden Twist
By mentally rehearsing the real-life situation in such a powerful and realistic way, the brain is subconsciously programmed with the new approach. If the visualization is delivered well, new behaviors can become almost automatic. Participants are often surprised by how easily they recall what to do when faced with the situation in real-life.

Essential Data
Course Type: Any course requiring a significant change outcome
Group size: 1 to 30 (Optimal)
Time of day: Start of day or end of day review
Pace: Slow and reflective
Trainer Preparation Time: 10-15 minutes
Activity Duration: 15-30 minutes

Steps to Create
1. Prepare for running the visualization (see Steps to Run)
   - Refer to learning objectives and ensure alignment
2. Create a debrief worksheet/page in participant guide (see Debrief Strategy)

Steps to Run
1. Participants identify a future situation where they will apply the new process/skills
   - Choose a scenario where an old habit/attitude would have been displayed
2. Conduct the visualization activity. Say:
   - Close your eyes and imagine you are there right now
   - You are carrying out the process/ You are applying the new skill
   - Step right into the scenario, imagine vividly what takes place and listen in to the soundtrack
     - See what you will see, hear what you will hear, feel what you will feel
   - Imagine the scenario from beginning to end – What are you saying? What are you doing? What are you thinking?
   - **If you have an old thought/use an old habit, immediately remove it – block it with a huge red no entry sign. Immediately switch to what you should be doing/saying
   - Visualize success! – Things are going perfectly for you, exactly as they should. See what you will see, hear what you will hear, feel what you will feel
3. Individuals reflect and answer questions in their worksheet/guide
4. Optional: Pair and share their scenarios and answers

Suggested Debrief Strategy
- Debrief whole group
- Questions for individual reflection:
  - Summarize your situation - What did you see, hear and feel?
  - What are you doing differently or what is new for you?
  - What did you do well in the rehearsal?
  - What must you avoid doing in the future?
  - What are 2 key things to remember when you do this for real?
- Whole group debrief – Choose from the following, based on the personal nature of the scenarios:
  - If sensitive, use pair and share as debrief. Then debrief #1 tip/action from individuals

○ Possible debrief questions for whole group:
  - Being as specific as possible, what happened during the visualization?
  - How did the visualization help you?
  - On a scale from 1-10 (1 low, 10 high), what is your confidence level?
  - What are 2 key things to remember when you do this for real?

Working Example
Evidence-based Interview Training
After training participants on the new interview process and arming them with some powerful questioning techniques, they visualize and rehearse their next interview. They systematically follow the new interview structure and mentally use some of the new interview questions. They block old habits and adjust questions to create stronger, more focused questions. The debrief reviews their experience and highlights benefits of the new process and questions.

Upgraded Data Entry System Training: Change Control is used after training participants on the new data entry process and data entry requirements. Participants rehearse making a system entry from start to finish. They follow all of the essential steps and ensure key elements are correctly entered. They work through the process and make mental corrections. The debrief reviews their experience and extracts the do's and don'ts of data entry.

Tips, Tricks and Traps
- Use a slow, soft and clear voice tone for the visualization
- If participants struggle to close their eyes, suggest that they fix on a single point in the room
- If participants find it difficult to visualize success, it may help to repeat the visualization
- Keep the mood in the room quiet during the reflection; slow, soft music can help

Variation:
Virtual session, this activity runs identically. Ensure good audio quality. Mute all participant lines during the visualization.

Adult Learning Base Processes: NLP – Future Pace, using sensory predicate phrases, and metacognitive reflection
Refer to **Adult Learning Base Process Reference Guide** for more information about this learning process.

Adult Learning Dashboard
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Bloom's Taxonomy of the Cognitive Domain Level					
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
		X			

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Global	Specific	Visual	Auditory	Kinesthetic	Left Brain	Right Brain
X	X	X	X	X	X	X

Multiple Intelligences								
Visual	Intrapersonal	Interpersonal	Musical	Mathematical / Logical	Linguistic	Kinesthetic	Naturalist	Existential
X	X	X	X	X	X	X		

68. Start, Stop, Continue

Learning outcome

Participants classify activities and tasks from the course. They consider what they should and should not put into action.

Overview

Small groups review the topics covered during the course. They identify activities and tasks and then classify each one according to whether they are: 1) Something to start doing, 2) Something they should stop doing, or 3) Something they should continue to do. By the end participants create a summary of things to do (start or continue) and things to avoid (stop). Participants create their own personalized checklist to use as an action plan, which aids recall and supports implementation.

Start of Day Review Activity	End of Day Review Activity
X	X

In my Experience

This is a versatile activity which requires minimal trainer preparation. It works equally well as an individual activity. It provides an excellent review for procedural and role-specific training. Start, Stop, Continue is particularly useful when identification of roles and responsibilities is a key learning outcome. The activity works best if it can be repeated at least once per day through a multi-day course. This means the lists evolve across the entire course.

The Hidden Twist

The act of classification encourages participants to consider the impact/outcome of tasks. They translate an otherwise simple task list into something more instructive. They identify new activities, continuing activities and obsolete or unnecessary activities.

Essential Data

Course Type: Any, good for procedural or role-specific content
Group size: 4-30 (Optimal. 1-3: change to individual/ paired activity)
Time of day: Start of day or End of day
Pace: Moderate
Trainer Preparation Time: 5 minutes
Activity Duration: 10-30 minutes

Steps to Create

1. Obtain flipchart paper and pens
2. Clearly identify topics and roles
   - Is it only the participants' role, or multiple roles?
   - Refer to learning objectives and ensure alignment
3. Optional:
   - Prepare Start, Stop, and Continue flipcharts per group – see Steps to Run 3.
   - For individuals: Create a 3-column worksheet. Column headers: Start, Stop, Continue

Steps to Run

1. Regroup into groups of 3-5 (group same roles together)
2. Hand out 3 sheets of flipchart paper and pens to each group
3. Each group writes the following headings on their flipchart paper:
   - Start (Things to start doing)
   - Stop (Things to stop doing/ avoid)
   - Continue (Things to continue doing)
4. Specify/ allocate a role to each group
5. Explain instructions
   - Review the topics/ processes to this point
     - Identify tasks for your (allocated) role
     - Classify each task according to whether it should start, stop or continue
       - Record on the appropriate flipchart

Suggested Debrief Strategy

- Regroup to whole group: Each group presents their flipcharts
  - For one role: Ask groups to share what they should start, then stop, then continue
  - For different roles: Each group to present their start, stop, continue as a whole
- Possible debrief questions:
  - What tasks should you start?
  - What should you continue?
    - Are you doing more or less of that?
  - What must you stop/avoid?
  - What did you learn from this activity?
    - What's different/the same?
    - What surprised you?
    - How will it help you?
  - What are your expectations of others?
- If running as a small group activity, ensure debrief allows individuals to personalize the content

Working Example
Standard operating procedure (SOP) training
Having reviewed several topics or procedures, participants complete this review. For their own role, they identify potential tasks and classify these into Start, Stop or Continue. They could also identify the tasks and expectations of other roles in the same way.

Tips, Tricks and Traps
- Trainer or participants draw images/icons to symbolize Start, Stop and Continue. This further engages visual and creative (right-brained) learners.
- Prepare model answers for each role, as a post-activity job aid

- This activity provides an alternative to the Learning Journal
- Play soft music in the background during group work/ reflection

Variation:
- Start, Stop, Continue can be adapted for numerous course types and different reviews. It can be conducted in small groups, pairs or individually.
- **Virtual** session, use breakout groups or run as a whole group. Participants type ideas into the Chat feature or use Annotation tools to write on a Whiteboard/slide.

Adult Learning Base Process: Metacognitive Reflection and Naturalist
Refer to **Adult Learning Base Process Reference Guide** for more information about this learning process.

Adult Learning Dashboard
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Bloom's Taxonomy of the Cognitive Domain Level					
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
	X				

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Global/Specific Learners		Learning Modalities (Sensory Intake)			Hemispheric Preference	
Global	Specific	Visual	Auditory	Kinesthetic	Left Brain	Right Brain
X	X	X	X	X	X	X

Multiple Intelligences								
Visual	Intrapersonal	Interpersonal	Musical	Mathematical / Logical	Linguistic	Kinesthetic	Naturalist	Existential
X		X	X	X	X	X	X	

73. All a 'Board

Learning Outcomes
Participants use a commercial board game format to review key points from the course.

Overview
In this example, participants use the "Trivial Pursuit" board game format to review key learning. They use the game board and follow the general games rules. The main difference is the questions have been substituted to review the course.

Start of Day Review Activity	End of Day Review Activity
X	X

In my Experience
This activity uses an existing board game to add visual impact, creativity and variety to a simple set of quiz questions. All the trainer has to do is prepare the questions. The board, the game pieces and the rules (often most difficult and time-consuming to create) are on the shelf and ready to go! To stretch the learning, add a participant-generated category. Participants then write questions that are given to another group.

There are numerous board games that can be converted. These include "Scrabble", "Connect 4", "Snakes and Ladders/ Chutes and Ladders" and "Cluedo". Race games or strategic games tend to work best.

The Hidden Twist
Participants enjoy completing a familiar board game but the questions review course content and key learning.

Essential Data
- Course Type: Any
- Group size: 2-36 (Recommend groups of 4-6, one game board per group)
- Time of day: Start or End of day review
- Pace: Moderate. Speed up by adding a time limit.
- Trainer Preparation Time: 30 minutes
- Activity Duration: 20-30 minutes

Steps to Create
1. Buy "Trivial Pursuit" game boards and pieces – 1 for each group of 4-6 (check online auction sites)
2. Create questions based on content to be reviewed
   a. Ensure questions are in categories – at least 3 categories recommended
3. Assign each color of the board to a question category (double up the colors if only 3 categories)
4. Create a color key for the participants

Steps to Run
1. Provide game board and pieces to each group
2. Hand out new color key
3. Explain the "Trivial Pursuit" Rules – answer questions to "fill the pie"
4. Explain how to win: The person/ pair who complete their pie first. Or whoever has most of their pie filled after the time is up
5. Debrief whole group at the end

Suggested debrief strategy:
- How did the game unfold? (Who won?)
- Were there any difficult/ easy questions? (Which ones?)
- What's your #1 key takeaway?

Working Example
Company Induction
Use the "Trivial Pursuit" board and pieces, along with the following categories:
- Pink & Blue: Company Structure, Vision and Mission
- Brown & Green: Jargon and Acronyms
- Orange: Health and Safety Tips
- Yellow: Company History

Tips, Tricks and Traps
- Board games take a long time! Set a time limit and moderate the level of questions
- Write enough questions to keep everyone going to the end
- Add variety with a General Knowledge or "Joker" section about a completely different topic
- Remember to look for copyright restrictions on board games. For example, using "Trivial Pursuit", call the activity "Fill the Pie"
- Provide a list of questions and answers for the trainer
- Use themed music to start and finish the activity

Variation:
- **Virtual** session, complete one game as a whole group, with virtual teams of participants. The trainer uses one game board which is shown to participants using a webcam. The trainer asks the questions and participants shout out the answers. The trainer moves the pieces for the virtual teams. Consider using an online "roll the dice" app.

Adult Learning Base Process
Quiz/ Board game
Refer to **Adult Learning Base Process Reference Guide** for more information about this learning process.

Adult Learning Dashboard

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Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
	X				

This activity also achieves a link, shown with "X" in the following table, to participant's naturally occurring learning preferences. Global/Specific, Learning Modalities, Hemispheric Preference (Sperry, 1981), and Multiple Intelligences (Gardner, 1983) are referenced in ID9® methodology and process. This is not a complete list of links that are covered within the ID9® process however this dashboard aims to provide a quick reference for trainers to use to balance instructional design to provide equality for participants' learning preferences.

Global/Specific Learners		Learning Modalities (Sensory Intake)			Hemispheric Preference	
Global	Specific	Visual	Auditory	Kinesthetic	Left Brain	Right Brain
X	X	X	X	X	X	X

Multiple Intelligences								
Visual	Intrapersonal	Interpersonal	Musical	Mathematical/ Logical	Linguistic	Kinesthetic	Naturalist	Existential
X		X	X	X	X	X	X	

74. Find and Seek

Learning Outcomes
Participants solve clues/questions to physically locate information in relation to the course content

Overview
Pairs or small teams are provided with a series of questions or clues. In a treasure/scavenger hunt style, they solve a series of clues or answer questions to locate items or pieces of information. The activity ends once all clues are solved. The correct answers are discussed as a whole group.

Start of Day Review Activity	End of Day Review Activity
X	X

In my Experience
This is a highly kinesthetic and practical activity. It works well for procedural or technical/ systems training, when participants need to navigate around something or locate an item/information. They could be asked to locate information within a report, or a database. They could be identifying different areas or screens within systems or software. Or they could be locating specific tools or information within a document/template, or on a website.

The Hidden Twist
While simply answering review questions or solving clues, participants unconsciously learn to navigate around the item in question. They find paths to locate important information and tools that they will need to use back in the workplace.

Essential Data
- Course Type: Any, particularly good for procedural or technical training
- Group size: 1-40 (Optimal)
- Time of day: Start or End of day review
- Pace: Moderate (Fast if competition is created)
- Trainer Preparation Time: 30 minutes
- Activity Duration: 20-30 minutes

Steps to Create
1. Identify the key information/ actions that participants need to locate/ complete
2. Prepare a clue or question for each point
3. Write each one onto a clue card
4. Prepare an answer sheet for the trainer/ facilitator
5. If using treasure hunt style: on day of course place each clue into an envelope and hide appropriately

Steps to Run
1. Regroup into pairs, trios or small groups
2. Provide each group with a clue sheet, or the first clue
3. Begin the hunt
   a. Participants find the answer to each clue/ question
   b. Return to the room and indicate completion once finished
4. Debrief the answers with the whole group

Suggested Debrief Strategy
Use the following questions:
- How did the hunt go for your group?
- Were there any difficult/ easy clues? (Which ones?)
- How does this activity help you to locate/use this [tool] in the workplace?
- What's one new thing that you've learned from this activity?

Working Example
Budgeting and finance training
After completing training on how to use a new financial report and being shown where to locate relevant supporting documents participants complete the information seeker activity. The clues and questions get them to:
A. Identify different areas of the financial report that need to be completed with specific information
B. Locate supporting tools on the company intranet

Tips, Tricks and Traps:
- To write clues, focus on essential or mandatory information first. Once this is done, if further questions are required, use optional or less critical information.
- To inject some energy at the beginning or end of day, make the hunt competitive – Winners are first team to solve all clues; or those with the highest score
- Think about physical location of the information they need to find. If participants are using computers, where will these be located?
- Play low-volume energetic music in the background during group work (the information hunt)
- Prepare a stretch activity for early finishers
- Provide a list of questions and answers for the trainer to use in the debrief

Variation:
- Clues can be given all at once or sequentially in a treasure hunt format. If there are different levels of importance, clues can be assigned points. Then the objective is to score as many points as possible.

- **Virtual** session, participants solve the clues individually. Or the trainer gives clues one-by-one for the whole group to solve.

Adult Learning Base Process Scavenger Hunt/ Guided research
Refer to **Adult Learning Base Process Reference Guide** for more information about this learning process.

Adult Learning Dashboard

This activity links participant's preferred style of learning. The following dashboard provides a quick reference to adult learning theorists and principles as part of the ID9® methodology.

This activity achieves the following level of Bloom's Taxonomy of the Cognitive Domain (Bloom et al 1956), shown with "X" in the following table.

Bloom's Taxonomy of the Cognitive Domain Level					
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
	X	X			

This activity also achieves a link, shown with "X" in the following table, to participant's naturally occurring learning preferences. Global/Specific, Learning Modalities, Hemispheric Preference (Sperry, 1981), and Multiple Intelligences (Gardner, 1983) are referenced in ID9® methodology and process. This is not a complete list of links that are covered within the ID9® process however this dashboard aims to provide a quick reference for trainers to use to balance instructional design to provide equality for participants' learning preferences.

Global/Specific Learners		Learning Modalities (Sensory Intake)			Hemispheric Preference	
Global	Specific	Visual	Auditory	Kinesthetic	Left Brain	Right Brain
X	X	X	X	X	X	X

Multiple Intelligences								
Visual	Intrapersonal	Interpersonal	Musical	Mathematical/ Logical	Linguistic	Kinesthetic	Naturalist	Existential
X		X	X	X	X	X		

77. Top 10

Learning Outcomes
Participants prioritize their top key learning points from the session

Overview
In small groups, participants identify their top priority key learning points, or top tips for success.

Start of Day Review Activity	End of Day Review Activity
X	X

In My Experience
This is an extremely versatile reflection activity which can be used for all course types. It requires minimal trainer preparation. It can be run in under 10 minutes, and unlocks key learning from the session so far. This may include facts, actions, activities, Do's and Don'ts, instructions or skills. This is an interactive way of encouraging participants to reflect and prioritize their learning so far. The top 10 lists can be converted to a useful job aid.

The Hidden Twist
This is a disguised way to review key learning points at the end of a day. The act of prioritizing encourages participants to evaluate all key learning and identify the most valuable/important tips so far.

Essential Data
- Course Type: Any
- Group size: 4-40 (Optimal, for 1-4 participants convert to individual or paired activity)
- Time of day: Start or End of day review
- Pace: Moderate
- Trainer Preparation Time: 5 -20 minutes
- Activity Duration: 10-20 minutes

Steps to Create
1. Obtain blank flipchart paper and pens

Steps to Run
1. Regroup to small groups (3-5 participants)
2. Hand out to each group a blank flipchart and pens
3. Groups brainstorm their key learnings onto flipchart
4. Then prioritize their Top 10
5. Each group presents their top 10 to the whole group

Suggested Debrief Strategy
- Debrief the Top 10 lists
- Then ask questions to compare the priorities
  - Possible debrief questions:
    - How easy was it to prioritize? (If you could add another tip what would it be?)
    - How do your top 10 lists compare to each other?
    - What patterns or repeating themes are there?
    - What items would you "steal" from another group?
- Additional: Individuals to highlight their #1 key learning

Working Examples
New Appraisal Process Training:
- In groups participants list their top 10 key learnings, things to remember or actions about the new appraisal process.

Giving and receiving effective feedback
- Participants are given a "giving and receiving feedback Do's and Don'ts list" as a handout. In groups they review the list and prioritize their top 10. They create their own personalized guidance for giving and receiving feedback.

Tips, Tricks and Traps
- The Top 10 can be reduced to "Super Seven" or "Fantastic Five", even "Top Three"
- Provide stickers to aid prioritization through voting
- To incorporate Musical Intelligence add a music chart countdown theme and matching sounds, E.g. "Top of the Pops". Then conduct the debrief using this countdown style.
- Use as an end of day review. Convert the top 10 lists to a job aid. Provide the job aid as the next start of day activity. Ask participants, on further reflection, what would they add or change on the list?

Variations:
- The trainer provides a list of key learning points/ do's and don'ts as a handout (one per participant) or on giant flipchart (one per group). Participants prioritize their top 10 from this list.
- Virtual session, the top 10 lists can be created individually in the participant guide, or as a whole group on a slide/whiteboard

Adult Learning Base Process
Metacognitive
Refer to **Adult Learning Base Process Reference Guide** for more information about this learning process.

Adult Learning Dashboard

This activity links participant's preferred style of learning. The following dashboard provides a quick reference to adult learning theorists and principles as part of the ID9® methodology.

This activity achieves the following level of Bloom's Taxonomy of the Cognitive Domain (Bloom et al 1956), shown with "X" in the following table.

Bloom's Taxonomy of the Cognitive Domain Level					
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
	X				

This activity also achieves a link, shown with "X" in the following table, to participant's naturally occurring learning preferences. Global/Specific, Learning Modalities, Hemispheric Preference (Sperry, 1981), and Multiple Intelligences (Gardner, 1983) are referenced in ID9® methodology and process. This is not a complete list of links that are covered within the ID9® process however this dashboard aims to provide a quick reference for trainers to use to balance instructional design to provide equality for participants' learning preferences.

Global/Specific Learners		Learning Modalities (Sensory Intake)			Hemispheric Preference	
Global	Specific	Visual	Auditory	Kinesthetic	Left Brain	Right Brain
X	X	X	X	X	X	(X)

Multiple Intelligences								
Visual	Intrapersonal	Interpersonal	Musical	Mathematical/ Logical	Linguistic	Kinesthetic	Naturalist	Existential
X	X	X	X	X	X	X		

79. Fast Five with Bonus Bank

Learning Outcomes
Participants answer questions to review key points from the course

Overview
A review quiz with a difference! Small groups (or individuals) "buzz in" and answer questions to score points. After answering a question correctly, they then gain control of a 'bonus' question. The bonus is a more detailed follow up question.

Start of Day Review Activity	End of Day Review Activity
X	X

In My Experience
This is a short duration start or end of day review. It can be a whole group shout out, with individuals keeping their own scores, or a competitive paired or small group activity.

The Hidden Twist
Not only is this a fast and creative way to ask review questions. The bonus questions add depth and detail. They heighten the learning experience.

Essential Data
- Course Type: Any
- Group size: 1-40
- Time of day: Start or End of day review
- Pace: Moderate to fast
- Trainer Preparation Time: 30 minutes
- Activity Duration: 10-15 minutes

Steps to Create
1. Create 5 questions to review key learning from the course, to this point
2. For each question, write a more in-depth bonus question. This is a direct follow-on question or could introduce a practical scenario for participants to consider.
3. Optional: Write each question and bonus onto PowerPoint slide/ flipchart
4. Optional: Obtain buzzers/ noisemakers

Steps to Run
1. Regroup to teams of 2-4 (or run as a whole group shout out)
2. Explain the rules and scoring
   a. Shout out/buzz in to answer the question
   b. First with correct answer gets control of the bonus
   c. 1 point for a correct answer
   d. Minus 1 point for an incorrect answer
3. Display each question in turn
4. Participants shout out/buzz in to answer
5. Debrief the answer and award/deduct 1 point
6. Then ask bonus question to the person/ team who gained control
7. Award/ deduct a bonus point according to their answer

Suggested Debrief Strategy
- Debrief answers at the time they are given
- Note specific gaps in learning and ensure gaps are filled before moving on
- Ask: What quiz question do you remember most and why?

Working Example
Coaching skills training
Questions review stages of the coaching conversation model used. For example "Expand and Focus" or "GROW". The bonuses are true/false questions about different example questions that can be used at each stage of the model.

Tips, Tricks and Traps
- To be quick, make bonus questions true or false or multiple choice
- To run a longer, deeper review, make bonus questions open-ended
- Use quiz-themed music to start and finish the activity; sound effects for right and wrong answers may also be appropriate
- Provide a list of answers for the trainer to debrief (include an image of any relevant model for easy reference)
- Tricks to ensure all participants remain engaged during bonus questions:
   o Involve all participants in confirming whether the bonus answers given are correct or not
   o Set a time limit for answering bonus questions
   o Announce that bonus questions can be "stolen" by others when an incorrect answer is given

• If available, an interactive response system can be used in place of the buzzers or shout out

Variation:
Virtual session, run in exactly the same way

Adult Learning Base Process
Quiz/ Review Questions
Refer to **Adult Learning Base Process Reference Guide** for more information about this learning process.

Adult Learning Dashboard

This activity links participant's preferred style of learning. The following dashboard provides a quick reference to adult learning theorists and principles as part of the ID9® methodology.

This activity achieves the following level of Bloom's Taxonomy of the Cognitive Domain (Bloom et al 1956), shown with "X" in the following table.

Bloom's Taxonomy of the Cognitive Domain Level					
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
X					

This activity also achieves a link, shown with "X" in the following table, to participant's naturally occurring learning preferences. Global/Specific, Learning Modalities, Hemispheric Preference (Sperry, 1981), and Multiple Intelligences (Gardner, 1983) are referenced in ID9® methodology and process. This is not a complete list of links that are covered within the ID9® process however this dashboard aims to provide a quick reference for trainers to use to balance instructional design to provide equality for participants' learning preferences.

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Global	Specific	Visual	Auditory	Kinesthetic	Left Brain	Right Brain
X	X	X	X	X	X	X

Multiple Intelligences								
Visual	Intrapersonal	Interpersonal	Musical	Mathematical/ Logical	Linguistic	Kinesthetic	Naturalist	Existential
X	X	X	X	X	X	X		