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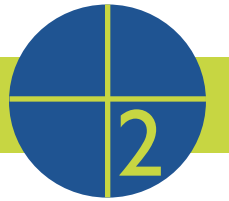
6 Activities for Interactive Lecture



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Learning Goal	Questions to Ponder	Yes	No
Engage Connecting the learner to the content	Did I introduce the training by setting up situations the learner can recognize? Did I begin with situations that build on what the learners already know?		
	Did I set up situations that draw from the learner’s subjective comments and personal experiences about the training to be presented?		
	Did I construct an experiential training situation, i.e. simulation, where the learners are involved in some event, rather than just reading or listening to information?		
	Did I help the learner to see the patterns emerging in the dialogue?		
Share Teaching the big ideas and topics	Did I think about the material in broad brush strokes?		
	Did I emphasize the underlying concept, as well as, the connected topics?		
	Did I ask the learner to explore the relationships among the topics?		
	Did I keep returning to the main concept as I moved through the training?		
	Did I give the learners the opportunity to synthesize what they already know with the new content being shared?		
Practice Applying the content to the real-world	Did I set up ways in which the learner can learn by doing, such as field-based experience, applications, information searches and role-play?		
	Did I require the learner to test the theories shared in Share?		
	Did I check in to make sure the learner is “getting” the content?		
	Did I create an opportunity for the learner to process the questions emerging around application?		
Perform Real-world transfer	Did I ask “What if?” questions?		
	Did I give many options for the learner to demonstrate mastery?		
	Did I give the learner an opportunity to assess their own performance?		
	Did I create an opportunity for the learner to refine the application, eliminating potential barriers to transfer?		
	Did I gain commitment on application of what was learned?		

Share: What?



Share the content, what the experts have to say on the subject. Lecture, video, expert presenters, presentations, and research are all appropriate for this part of the learning process. In Share, you provide a meta-view of the content using right-mode strategies. When done well, the learner sees the connections between the overarching concept and topics being presented.

What Happens When Share is Missing?

The learning experience lacks structure and meatiness. The learners may question the credibility of the trainer and of the content. The learners may be confused by lots of dialogue and activity with no apparent framework holding it all together. The learners may be entertained, but not educated. The Type Two learners are most dissatisfied.

Activity I: Group Interviews

Objective

Learners interview each other on questions related to the information being shared.

Description

1. Trainer provides the interview topic and shares the duration of the interview.
2. Trainer allows participants reflection time to craft questions.
3. In pairs, Participant A interviews Participant B.
4. Pairs switch roles.
5. Pairs combine to form a group of 4.
6. Each participant takes a turn sharing what they learned from the interview.

Facilitator Script

- “We all have experience with the subject of _____ (today’s topic). In a moment, I will ask you to pair up and take turns interviewing each other on the topic of _____. Imagine you are interviewing an expert on this topic. What questions would you like to ask? Take a moment to prepare your questions.”
- Reflection time
- “Now, find a partner. One of you will be Partner A and one will be Partner B. Partner A will interview Partner B for _____ minutes. Begin”
- Switch and allow time for both partners to be interviewed.
- “Now, pair up with another partner team. Take turns sharing what you learned from your questions.”

Resources Needed

None

Assessment

Learners will identify questions of interest to them around the topic. Walk around the room and make note of the questions the learners are asking.

Activity 2: Questions and Answers

Objective

To engage learners before or during lecture, learners generate key questions related to the content.

Description

1. In pairs, ask learners to generate one or two key questions they would like to explore related to the content.
2. Have pairs combine to create small groups (6 or more). Ask each pair to share their questions.
3. Allow time for small groups to generate possible answers to the questions posed by other team members.
4. Share questions and possible answers in the larger group. This can be recorded on a flip chart for reference throughout the lecture. This exercise allows you to link the lecture content you will be sharing to the learner's questions. You can also incorporate the knowledge of the group by tapping into the "answers" shared.

Trainer Script

"Learning is a product of asking and answering questions. Before we begin exploring the content, let's reflect on the questions you have related to the content..."

Debrief Questions

"What themes are showing up? Are there some questions that are more significant than others? Why? If we had to choose only one question to explore today, which question would you choose?"

Resources Needed

None

Timeline

5 minutes

Notes

Activity 3: Craft a Story vs. Report a Story

Objective

Lecture processing activity which requires learners to develop a story around the information being shared. Learners are divided into two reporting groups: creative story-telling and “just the facts” reporting.

Description

Learners are divided into 2 groups. One group(s) will be asked to reprocess and share the information learned in a creative story-telling form. (Optional: The creative story-telling group could be required to do so in picture form using either a Visual Explorer™ tool or magazine photos or drawings.) The other group(s) will reprocess and share the information in “just the facts” reporting style. Divide into learner groups of 4-6. Assign half of the groups the “Creative Story-telling” format and the other half the “Reporting” format.

Trainer Script

“Your groups will be given 10 minutes to reprocess the information we just learned in either a ‘Creative Storytelling’ type of story or a ‘Just the Facts Reporting’ format. For the creative format, think about visual storytelling or fairy tales. For the reporting format, think about creating an evening news-style report. I will assign each group their story format. Each group will share their story with the large group.”

Debrief Questions

- “Was there anything new you discovered about this content during the exercise?”
- “What did you notice about the different styles of reporting?”

Resources Needed

Visual tools (optional)

Timeline

15 minutes

Assessment

This activity allows the learners to re-process the content in their own words. The learners also will experience the information in both right-mode and left-mode delivery styles. Look for learners to establish connections between new material and application to real life situations.

Notes

Activity 4: Lecture Translator

Overview

Presenter pauses periodically during lecture and learners translate lecture into their own words to reinforce key concepts. This works particularly well with high-level technical information lecture.

Basic Idea

The presenter pauses from time to time during the lecture. A randomly selected participant “translates” the lecture.

Description

1. Share with participants that you will randomly choose “translators” to interpret what you have shared in lecture.
2. Lecture for about 5-10 minutes. Pause and allow participants to reflect on what you have shared.
3. Call on a participant to re-phrase what you have shared in 2 minutes or less. Pause briefly to permit everyone to get ready for the interpretation segment. Randomly select a participant to repeat what you said in his/her language. After this interpretation, ask others to add any missing items. Repeat the procedure in approximately 5-10 minute intervals.

Facilitator Script

“During lecture, I will stop periodically and give you a chance to think about what we are exploring. I’ll invite one of you to translate what I said and share this in your own words.”

Resources Needed

None

Assessment

Focus on the accuracy of the learner’s interpretations. If detail is missing or is inaccurate, invite others in to share their translation.

Notes

Activity 5: Essence

Objective

Participants summarize lecture with the intent of identifying the core concepts being shared.

Description

1. Ask participants to take notes during lecture. Inform them that they will be asked to create a summary of the lecture.
2. After the presentation, ask teams to prepare a summary of the lecture. You can choose to have participants write or visually display the summaries on a large paper chart.
3. Review each group's summaries. Each group can read their summary. Or, if you choose to do visual charts, you can post the summaries on the wall. Ask all teams to review the collective summaries.
4. Refine and challenge. Challenge the teams to reduce their summary by half e.g. from 50 words to 25. They can choose to incorporate ideas of other teams .

Facilitator Script

- “In your small groups, summarize the lecture shared. Be prepared to share your summary with the larger group.”
- Share
- “Go back to your summary. Think about the information shared by the other groups. What are the biggest ideas that need to be included? I’m going to challenge you to refine your summary and to reduce what you shared by half. If you have a 50-word summary, reduce it to 25 words. What are the essential concepts that you need to get across in your summary?”

Assessment

Look for learners to process the information in new ways. Learners will separate the big ideas from the details. You should see learners developing greater clarity around the information and the relationships between topics.

Notes

Activity 6: Content Voting

Overview

Participants generate a list of questions for the session. Participants vote on the questions they are most interested in exploring, related to the topic.

Description

1. Ask participants to generate questions they would like to explore, related to the topic. Write the questions on flip charts in the front of the room. Alternatively, you can also invite participants to send you questions before the session begins.
2. Ask participants to vote on the questions they most want to explore. You can do this through hand-raising. Or, you can give each participant a green, red and yellow sticky dot. Have participants place their dots next to the questions that most intrigue them. Green=first, Yellow=second, Red=third
3. Begin your lecture by answering the questions with the highest votes.

Facilitator Script

“Review the questions shared by your fellow participants. Choose three questions that you are most interested in exploring in this session. Place a green sticky dot next to your first choice, a yellow next to your second choice and a red next to your third choice. We will begin the lecture part of our session with the three most popular questions.”

Resources

3 colored sticky dots per participant (optional)

Time Needed

Varies

Assessment

This activity will create high energy around the topic. Look for enthusiasm being generated.

Notes

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