

Guidelines for Facilitating Activities

- Give clear instructions, in writing.
 - ✓ Use PowerPoint slides.
 - ✓ If participants are at tables, distribute copies ahead of time.
- Have assistants help you, if needed.
- Include a debrief discussion by asking a table group or individuals to share their insights, or provide summary remarks.

Reflection

Give participants time to reflect periodically on what they've learned and how they might use that information.

After 2–3 minutes, ask for volunteers to share individually, share in small groups, or not share.

Think-Pair-Share

- Participants **reflect** on their own about an issue, problem, or idea.
- With the person next to, in front of, or behind them, participants **share** their thoughts.

Three Applications

- Participants write three ways they can use or **apply what they've learned**.

Things to Remember/Things to Do

- Provide participants with an index card, and have them write *things to remember* on one side and *things to do* on the other.
- Periodically remind participants to jot down things that are important to them and things they think they can apply.

Great Endings

Close the session with questions like these:

- What can I share with others when I get back?
- What resources do I need to move forward?
- What is one thing I can put into practice?

Share Knowledge



Have participants build on and validate what they know.

Brainstorm

- After a presentation or a portion of a presentation, have small groups of participants brainstorm and come up with specific examples of a principle, concept, or skill.

Discovery and Action Dialogues

- Engage everyone in short, lively conversations to discover the existing solutions and identify barriers to action or change and ways to get around them.
- Sample questions:
 - ✓ What do you know about _____?
 - ✓ What keeps you from doing that all the time?
 - ✓ Who/Where have you seen overcome those barriers?

Impromptu Speed Networking

- Invite participants to start thinking about a provocative question that relates to the purpose of the session.
- Give them 2–3 minutes to think about their answer.
- Then ask them to find a partner and have a conversation about the question and their possible answers.
- After 2-5 minutes, ask participants to find another partner and have another conversation.

Source: Vandenburg L. Facilitating adult learning.

http://od.msue.msu.edu/uploads/files/PD/Facilitating_Adult_Learning.pdf.