

Handout 4: Training Activities			
Name of activity & purpose	Pros	Cons	Additional Considerations
Beach Ball Toss			
Tossing a beach ball or another soft object can help to review, refresh, and practice information previously introduced in class	<ul style="list-style-type: none"> • It is fun • It is a way to review concepts and ideas in a non-threatening way • It provides break from lecture format • It can help people get on their feet 	<ul style="list-style-type: none"> • Facilitator needs to have a clear definition of the concepts to be reviewed by the class to avoid confusion • This activity is meant to remember facts and statements, not to generate discussion 	<ul style="list-style-type: none"> • It becomes boring if overused • Make sure that the people are paying attention and are not hit by the ball
Brainstorming			
Helps to introduce or direct a topic by generating ideas. Encourages active and imaginative input from participants and shows that you value the ideas of the people in your team	<ul style="list-style-type: none"> • Promotes creativity to finding problems and solutions • Helps to produce ideas and stimulate a discussion 	<ul style="list-style-type: none"> • Can be overused • Sometimes not connected with the next activity or overall lesson and hence feels like a waste of time 	<ul style="list-style-type: none"> • Facilitators' role is to encourage all to participate and provide a ground rules so that all ideas are considered and written down • The facilitator should ensure that the topic of the brainstorm is relevant to training objectives
Bus Stop			
Helps to introduce a concept by giving numerous examples and asking participants to distinguish between examples. Helps participants to see visually what their peers are thinking	<ul style="list-style-type: none"> • This activity helps introduce new concepts or ideas • Good for kinesthetic learning • Helps facilitate discussion 	<ul style="list-style-type: none"> • Some people don't like to move around • Some people may cluster at one station and not allow others to discuss or read 	<ul style="list-style-type: none"> • It is important for facilitators to walk around and make sure the rhythm and pace of activity is fluent

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Case Studies			
<p>Case studies are stories that help participant think through a particular issue. The case study highlights a specific issue that can be used for discussion</p>	<ul style="list-style-type: none"> • Helps analyze a problem or challenging situation • Allows the facilitator introduce a tool or solution to the problem • Helps understand social dynamics 	<ul style="list-style-type: none"> • Case study must help participants to think through how to resolve the problem • If not oriented towards a solution, it could become a venting conversation 	<ul style="list-style-type: none"> • The case study must reflect the reality of the participants in order to be relevant • The facilitator needs to be prepared to discuss solutions and issues reflected in the case study
Card Game			
<p>Allows for a facilitated discussion of information. Helps participants to distinguish between examples by ranking. Also, helps Participants to see visually what their peers are thinking and form a consensus</p>	<ul style="list-style-type: none"> • Allows for visual, aural, and tactile learning • Participants are learning on their own, without the trainer 	<ul style="list-style-type: none"> • Requires some preparation of material beforehand • Trainer must be sure to model correctly what is being asked by participants 	<ul style="list-style-type: none"> • Trainer should walk around and offer help, etc. • Groups finish at different times, so as soon as two groups finish, have them “visit” other groups and discuss
Concept Map			
<p>It helps identify components of a topic and divide it in manageable and simple subtopics. It allows seeing how the parts connect with each other</p>	<ul style="list-style-type: none"> • Its helps view parts and how they are connected • It is flexible; one topic can be divided in different ways • It allows different interpretations 	<ul style="list-style-type: none"> • It needs to be finished. If not, it leaves people feeling overwhelmed and confused 	<ul style="list-style-type: none"> • It can be helpful as a planning tool or a presentation tool • Can be used to review component of policy during training • Its time consuming. Make sure to allocate enough time
Eyes and Ears			
<p>Allows participant to help out with the evaluation of the session. Two volunteers serve as the ears and the eyes for the group and are tasked with observing different things that happen during the training session</p>	<ul style="list-style-type: none"> • It directly involves people in the evaluation of the training • It gives people a role in the training • It allows voices to be heard that are not always heard 	<ul style="list-style-type: none"> • An environment of trust is essential to receive honest feedback • If the volunteers do not understand their role, they may mistake if for telling on people 	<ul style="list-style-type: none"> • Used poorly, they can make participants extremely uncomfortable • Volunteers need clear guidance on their roles as ears and eyes

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Fortune Cookie			
Interesting and humorous way to have participants reflect on what they have learned and then share in a group	<ul style="list-style-type: none"> • Allows for “Out of the Box” thinking • Everyone likes fortune cookies • Participants get to eat 	<ul style="list-style-type: none"> • Some might find it hard to relate fortune to what they have learned, as it can be abstract 	<ul style="list-style-type: none"> • It’s important for Trainer to walk around and ask participants or offer help. Also, should not let one person dominate
I used to think... but now I think			
Closing activity that is reflective and allows for participants to process their learning, and how learning can affect them.	<ul style="list-style-type: none"> • Good for “quiet” time, especially after an energized session • Takes learning one step further by having participants become aware of the effects of their learning • Participants get to share their “learning” 	<ul style="list-style-type: none"> • May be difficult if participants are struggling with main points of lesson. 	<ul style="list-style-type: none"> • Important for trainer to make sure important topics are on Flipchart if participants don’t provide them.
Ice breakers			
Ice breakers can be used to introduce a group to each other, energize a group, and break- up long training, allowing for better focus.	<ul style="list-style-type: none"> • They are quick and fun • Helps people “clear out” extra energy 	<ul style="list-style-type: none"> • Used poorly, they can make participants uncomfortable and unwilling to participate • Needs to be culturally and ability appropriate 	<ul style="list-style-type: none"> • Can be overused • The icebreaker should link to the topic of training
Jigsaw Activity			
Used to help participants learn about and teach a complex topic. Provides opportunity for each individual to be an expert on a bit of information and share with others	<ul style="list-style-type: none"> • Great opportunity to learn a topic then immediately teach it • Helps to build individual confidence 	<ul style="list-style-type: none"> • Takes time to plan and execute • Instructions have to be very clearly presented in order to avoid confusion 	<ul style="list-style-type: none"> • The facilitator should ensure that each group is clear on the task to be done before the small group meets • In the large group, the facilitator leads the discussion and involves small groups to share their work

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Live Likert			
<p>It helps people physically show their ideas or feeling towards a particular topic. Helps to create a friendly group environment, letting participants know each other better</p>	<ul style="list-style-type: none"> • It is a quick way to discover a group opinion or feeling about a topic • It is dynamic and fun • Facilitator controls the length of the activity and the content 	<ul style="list-style-type: none"> • It doesn't reflect actual skills or knowledge but perception of participants • If topics are too sensitive, people may feel uncomfortable and not participate 	<ul style="list-style-type: none"> • Allows facilitators to visually see how participants feel, summarize results, and explore the how and why of participants' opinions • It helps create a safe and friendly environment and realize similarities among the group
Question Storming			
<p>Helps people air out questions on a particular topic and gives the facilitator a sense about the different participants and their starting points</p>	<ul style="list-style-type: none"> • Focuses on question not in providing solutions • Gives everyone the chance to ask questions • Opens up a safe space for people to try and understand both big pictures issues and details 	<ul style="list-style-type: none"> • Questions can be threatening to execute • Can be challenging for people to frame their ideas in questions • This is not a regular practice for many people 	<ul style="list-style-type: none"> • The facilitator needs to provide ground rules that all questions are valid and important • After collecting questions, if you are not going to address some of them, you can put them in a "freezer" or "parking lot" to be discussed in later time
Role play			
<p>It allows participants to put themselves in "somebody else's shoes" and understand others' perspectives</p>	<ul style="list-style-type: none"> • It helps identify values and solutions as a group • It facilitates conflict management and positive communication. • Quieter learners get a chance to express themselves 	<ul style="list-style-type: none"> • Role play used in large groups could be chaotic • If boundaries are not clearly established by facilitator, role play could make some learners feel embarrassed 	<ul style="list-style-type: none"> • The trainer needs to be willing to facilitate the conversation and let go the control of the discussion • This is a time consuming activity

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Small Group Work			
Small groups are great for facilitating discussion, problem-solving, brainstorming, or performing different tasks as assigned	<ul style="list-style-type: none"> • A great method of getting everyone's input • Increases the chance for the shy participants to participate • It increases the chances of generating information and solutions to tasks, problems or solutions 	<ul style="list-style-type: none"> • Reporting back on the same topic can be repetitious and tiring • May take time • Some group members can be overbearing • Power dynamics can affect who participates in the group 	<ul style="list-style-type: none"> • The facilitator must allow enough time for the task given • The facilitator may need to use creative ways for report back and discussions • Groups need norms on how to share time and provide feedback
Snowball Fight			
Closing activity that is a lot of fun and allows for some fun learning and physical movement Also, participants get to discuss their learning with peers.	<ul style="list-style-type: none"> • Good for energizing participants after a heavy session • Gets them up and moving • Allows for trainers to make sure certain points are covered 	<ul style="list-style-type: none"> ⚠ Can sometimes get rowdy ⚠ Hard to keep track of every piece of paper during the fight 	<ul style="list-style-type: none"> • Important for trainer to keep a bell or some other attention-getting device to pull everyone's attention back • Only solicit a few as everyone would be too much.
Think-Pair-Share			
Discussion technique giving participants opportunity to thoughtfully respond to questions and to engage in meaningful dialogue with their partner	<ul style="list-style-type: none"> • Helps participants build confidence, encourages greater participation and often results in more thoughtful discussions 	<ul style="list-style-type: none"> • Can be very noisy • Puts time pressure on some 	<ul style="list-style-type: none"> • The facilitator needs to provide clear instruction • May be overused