

# Try Some of These! - Adult Learning Activities

## Multi-Purpose Activity

### Think-Pair-Share

Ask learners to answer an open-ended question. Give them a minute to think on their own, then ask them to pair with a neighbor to discuss their thoughts for 2 minutes.

### **'Anchor' Activities:** Activate prior learning and experience

**Walk and Talk:** Provide a phrase to be completed (Example: I learn best by...). Learners write response on letter-size paper, then walk around the room displaying their sign. Introduce themselves to a few people and talk about their answer.

**Post-it Note Chart:** Invite learners to write responses to opening question and stick on flip chart paper. *Example:* Adult learners are... Adult learners need...

**Graffiti Wall:** Large sheet posted on wall before session, multi-colored markers  
Invite learners to write or draw something they want to learn about in the session (or what they already know, or other prompt).

**Introduce Session Objectives:** Ask learners to mark one objective that speaks to their needs, then share with a partner.

**Visual Agenda** - use graphic symbols to represent session topics

## 'Add and Apply' Activities

### Write What You Remember

Pause and ask learners to write down what they remember from the last section of teaching.

### Write and Rotate or 'Carousel'

Hang flip chart paper around the room with different questions or writing prompts. Divide the class into small groups. Ask each group to brainstorm and write responses on one of the flip charts. Every 2 minutes, ask the groups to move to the next flip chart and add to what has already been recorded.

Notes: may want longer time at each flip chart later in the activity. Different color marker for each group may be used.

### What's the Correct Order?

Give learners a procedure with multiple steps written on strips or cards then mixed up. Ask them to put the steps in the correct order.

**Sticker Survey:** learners vote by placing a colored sticker dot under their choice on a flip chart.

## **Become the Expert**

Provide small groups a 1-2 pages of written material on a topic. Ask each group to decide on 4-5 key points and prepare to present to the larger group.

### **Password:**

- Project or write terms that will be or have been discussed in session
- In pairs - one person faces the terms and the other faces away
- Person facing terms gives one-word clues; person facing away uses clues to guess terms

**Group Discussion Popcorn:** Instead of just raising hands - stand, share your comment or idea briefly, then sit down.

**'Away' Activities:** Reflect and set goals

### **3-2-1 Review**

- 3 things you remember from the session
- 2 ways you can apply what you learned
- 1 strategy you will use in the next week/month

### **Q&A the Expert**

Before the training begins, ask the participants to write down a question that he/she would like to be answered through this training. At the end, mix the questions around and invite participants to answer each other's questions.

**Start/Stop/Change/Continue** - what will you Start-Stop-Change-Continue as a result of the event? 1 example of each.

### **Action Steps Postcards**

Learners write their action steps on a postcard and address it to themselves. Facilitator mails the postcards back 1-3 months after the training to remind learners of their action steps.

### **What? So What? Now What?**

*What* have you learned? *So what* - what is the significance of the learning? *Now what* are you going to do or change going forward?

### **One Thing**

What is the one thing I learned, which if I start doing now, can make a big difference to my work?

### **Pledge, Boogie, and Own It!**

'Pledge' is writing down action steps. 'Boogie' - Play some fun music! When the music starts, look far across the room. Make eye contact with a colleague - preferably someone you don't know well. Take your action steps with you. 'Boogie' across the room and connect with that person. Boogie until the music stops. 'Own It' Share one of your action steps with that person.