Step 4: Structure the Agenda and Activities

The Session

**The Body of the Session: Learning Activities**

The following is a list of different activities you may want to use. You can consider each activity according to its benefits, how participants take in information and approach learning, to transform their experience into something useful. One size does not fit all – people learn in very different ways! Your training activities need to reflect these differences5.

| % Agenda | Activity | Benefit | Visual, Auditory, Kinesthetic | Learning Approach  RO, AE\* | Transform Experience  AC, CE\*\* |
| --- | --- | --- | --- | --- | --- |
|  | Listening to speakers | Deliver content-rich monologue, some reflection | V, A | RO | AC |
|  | Question and Answer (Q&A) | Individual interaction | A | RO | AC |
|  | Small group discussions (with group participant exchange) | Many can discuss thoughts, feelings, facts, observations from a variety of perspectives; build on each other’s contributions | A | RO, AE | AC, CE |
|  | Plenary discussion | Individual interaction | A | RO | AC |
|  | Reflection | Surfaces individual thoughts, feelings, values; can compare new input to previously held views | V, A | RO | AC |
|  | Data interpretation | Critical thinking | V, K | AE | AC |
|  | Decision making | Focuses on what to do next | V, A | AE | CE |
|  | Watching media | Content-rich monologue, some reflection | V, A | RO | CE |
|  | Reading text | Content-rich monologue, some reflection | V | RO | AC |
|  | Simulations, model building | Sparks active experimentation; surfaces unresolved issues | V, A, K | AE | CE |
|  | Brainstorming | Surfaces ideas without judgment | V, A | AE | CE |
|  | Working groups | Many contribute to an applied discussion | A | AE | CE |
|  | Case studies | Many contribute to an applied discussion; develops problem-solving skills; writing notes can help people to make sense of ideas or to remember key points | V, K | AE | AC |
|  | Practice contingency “what if” scenarios | Can practice real-life situations in low-risk setting | A, K | AE | CE |
|  | Summarize progress/ results to date | Enhances critical thinking | V, A | AE | AC |

\*RO – reflective observation; AE – active experimentation

\*\*AC – abstract conceptualization; CE – concrete experience

* Tips:
* Confirm the variety of activities in your agenda to keep all participants engaged. This encourages active participation and promotes ownership of session outcomes.
* What activities look most/least interesting for your group? Most/least challenging?
* Check specific adaptations to the online learning environment5.
* Ensure a learning outcome is the focus of each part of the agenda.
* Identify activities that will address each outcome and different participants’ learning preferences.
* Check that the time allocations are reasonable, e.g., small group discussions are more inclusive and interactive, and may take longer than a large group presentation.
* Arrange for human and technical resources, e.g., expert presentations by internal or external speakers (face-to-face, videoconference) who can explain complex concepts in a compelling way.
* Create materials that support learning at each stage of the session and afterwards in the workplace; determine how they will be distributed.
* Identify who is the best person to present/facilitate each piece (e.g., expert who can explain complex concepts in a compelling way for content sections, someone with good facilitation skills for group work).
* Build in “flex” points where you can change formats or cut something out (e.g., provide it as a handout rather than presenting) to catch up if running over time.