



4MAT 4Business™

6 Interactive Activities



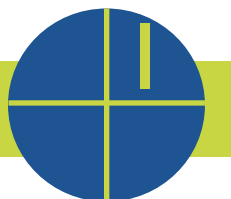
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| Learning Goal | Questions to Ponder | Yes | No |
|---|---|-----|----|
| Engage Connecting the learner to the content | Did I introduce the training by setting up situations the learner can recognize? Did I begin with situations that build on what 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, ie 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? | | |

ESPP: Engage, Share, Practice and Perform

The 4MAT Learning Cycle provides a four-step model for designing and delivering brain-based learning. This guide shares examples of activities for the first part of the Learning Cycle Engage. You can apply these activities to any content.

Engage: Why?



Engage the learners by connecting the content to their personal lives—their concerns, experiences and needs. Stories, sharing, dialogue and exploration are fundamental to this part of the learning process.

What happens when Engage is missing from a learning experience?

The learners have no opportunity to attach personal meaning to the content. The learners must figure out how the content applies to their lives, if at all. The trainer ends up working harder to keep the learners engaged throughout the rest of the learning process. The Type One Learners are most dissatisfied.

The One Thing

Description

In the movie *City Slickers*, actor Billy Crystal's character is facing a midlife crisis. He gets some good advice from an old cowhand played by Jack Palance. In this scene, Palance's character shares the secret to life: One Thing. What is the one thing? You have to figure that out. You can use this video clip as an introduction to a session on planning, prioritization, coaching or other related topics. Show the clip and use the following questions to initiate a dialogue:

Trainer Script

"In the movie *City Slickers*, actor Billy Crystal's character is facing a midlife crisis. He gets some good advice from an old cowhand played by Jack Palance. In this scene, Palance's character shares the secret to life."

Show clip.

Choose from the following debrief questions:

1. What is the one thing in your (department, team, project)?
2. What is the one thing which, if accomplished, would generate the greatest results?
3. What is the one thing we should be talking about?
4. What is the one thing we need to be aware of?"

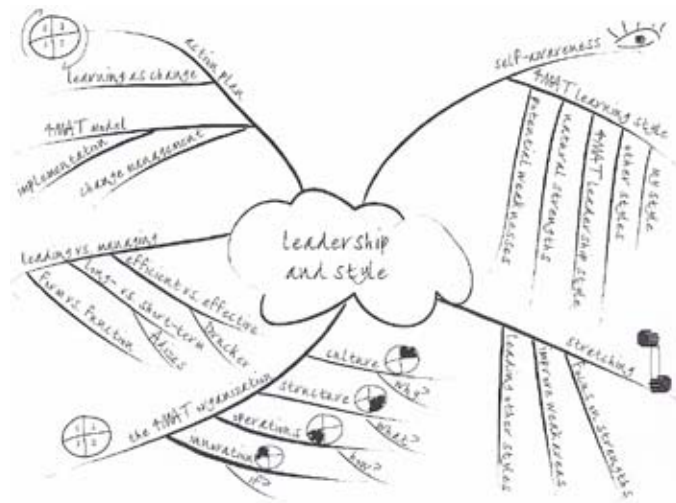
Resources Needed

Clip of the movie

Timeline

15 minutes

Expectations Exercise



Each learner walks into the learning experience with a set of expectations. Managing learner expectations is a critical first step to engagement. Here is a powerful activity to begin a learning session. This gets dialogue going and elicits the issues that are most important to the learners related to the content being taught.

1. Ask each learner to reflect on their expectations for the course.
2. In small groups, have teams share their expectations.
3. Prepare a large flip chart on a visible wall. Ask learners to share their expectations. Mindmap the responses.
4. Link learner expectations to the planned course agenda. Clarify if certain expectations will not be met.

The conversation that emerges from this exercise brings forth the underlying issues related to the content.

E-Learning Expectations Exercise

1. Estimate the number of participants in the course. Create a grid with squares to match the approximate number of participants.
2. If you know participant names beforehand, type the names into the grid ahead of time. If names are not available, type a number into each grid.
3. Assign each learner a numbered section of the grid, if names are not available.
4. Instruct participants to use the text or drawing tools in their assigned space to share at least one expectation of the course.
5. Participants should indicate that they are done by clicking “yes” or raising their “hand.”

| Expectations | | | |
|------------------------------|--------------------------------|------------------------|----|
| 1 | 2 <i>deal with conflict</i> | 3 | 4 |
| 5 <i>create a win-win</i> | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 |
| 13 | 14 | 15 <i>save time</i> | 16 |
| 17 | 18 | 19 | 20 |

Timelines

A timeline is a learning tool that encourages the learner to explore their perceptions, experiences and knowledge around the topic being explored. Using a visual timeline, learners plot experiences that have shaped their perception or current understanding of the content being shared.

1. Create a visual timeline. You can do this by taping together paper charts along a wall and drawing a timeline down the horizontal length of the paper.
2. Ask learners to reflect on experiences that have shaped their perceptions and understanding, related to the topic. For example, in a leadership class you might ask, “Think about the people, events and experiences that have defined your definition of effective leadership. On the timeline (in your workbook, on the wall or at your table) make note of what has happened in your life that has shaped your definition of leadership.”

Partner Interviews

Description

Pair each student with a partner. Before the session, prepare a powerpoint slide with sample interview questions. Have each pair of students take turns interviewing each other using the chat forum.

Trainer Script

“We will all gain the most benefit from this course by learning from each other. To get to know each other, let’s share our area of interests (or interests around this topic). Think about what you already know about this topic and what you would like to explore. On the screen, you will find your partner’s name. In the chat, interview your partner and identify key areas of interests around this topic. Partner A will share first for _____ minutes. I will signal time to switch and Partner B will share for _____ minutes.”

Debrief questions/activities: “Were there any commonalities in your experiences that you would like to share? On the whiteboard I have created a table with two columns: “What I Know” and “What I Would Like to Discover.” Recap your conversation on the whiteboard by writing comments in each column.

Note: If your e-learning platform provides individual pointers for participants, ask the participants to place their pointer on the whiteboard to “reserve” their writing space. Then, they can use the text tools to write their response. This prevents learners from typing over each other’s comments on the whiteboard.

Resources Needed

White board
Table created on powerpoint

Visual Metaphors

Description

Encourage learners to reflect on the chosen concept for the course. Learners will be asked to create a visual metaphor which relates to the concept using an item in the room. For example, if you are teaching a course on leadership development, you might choose the concept of “empowerment”. Learners will reflect on “empowerment” and pick an item in the room that illustrates the concept of “empowerment” to them. A learner might choose a light bulb in the room (“illuminating the way”) or a cup of coffee (“energizing others”) to share their understanding of the concept.

Trainer Script

“Our big idea for today is _____ (concept). Reflect on how you would describe this concept to someone who does not understand what it means. Metaphors are one of the most powerful tools we have in creating understanding. Choose an item in this room to use as a visual metaphor related to the concept of _____. Take a few minutes to choose your metaphor. You can use anything in the room including items you brought with you. Share your metaphor with your table group. Explain how your choice relates to the concept of _____.”

Resources Needed

None