IDEA BOOK FOR WORLD BANK GROUP FACILITATORS

Practical ideas for icebreakers, energizers and interactive exercises to add to learning sessions
“Those that know, do. Those that understand, teach.”

- Aristotle

This idea book was written by Darlene Christopher and Mike Goldberg. A special thanks to Donald MacDonad, Hamideh Keyhani and Josebe Bilbao-Henry who contributed their ideas.
INTRODUCTION

A well-designed learning event requires substantial preparation, planning and a strong team in charge of delivering the learning. From the course materials to the room set up to the timing of the agenda, the myriad of activities that go into a successful learning event is remarkable. At the center of the planning and design of the learning event is the learner.

The learner at the World Bank Group is sophisticated, motivated and busy and works in an environment where building relationships and working in teams are two important keys to success. Learning events can help staff to not only learn new information and practice new skills that will help improve their performance, but also foster new relationships and create networks that help them solve problems together. Since the Bank is a multi-cultural work environment, learning events also provide a way for learners to see issues, problems and potential solutions through the eyes of colleagues from other cultures, enriching their ability to respond to problems in creative, effective ways.

The purpose of this idea book is to provide practical ideas on how to make training interactive and interesting. It contains ideas on icebreakers, energizers and interactive exercises to include in your next learning event. Each activity includes information on ideal audience size, materials, preparation time, duration of the activity, room set up. The process of each activity is laid out step-by-step along with suggestions on what to say in some cases, to help you visualize the activity. Since we work in a multi-cultural environment, we should always keep cultural considerations in mind and some activities have specific suggestions on cultural concerns. You may have your own ideas on cultural adjustments as well. Finally, the activities have been adjusted for delivery in a virtual classroom such as Adobe Connect when appropriate.

This idea book was designed for facilitators who lead training sessions on Bank operations, however the ideas are applicable to many types of training.
ICEBREAKERS

Icebreakers typically fit into the welcome/introduction section of a course. A good time to do an icebreaker is after the opening remarks and before the course overview/objectives and review of agenda. An icebreaker helps to start a training session on a positive note, gets learners to ease into the training and builds group cohesiveness.

At first glance, the time spent on an icebreaker may seem like time that could be better spent delivering content. However, icebreakers have several advantages for participants and facilitators since they help to:

- Get people engaged and moving around
- Get people talking and hopefully laughing
- Get people to see some common ground, feel less like strangers
- Relax the facilitator and establish a bit of control over the group by leading the activity
- Set the rule that time limitations are going to be enforced
- Establish the practice of adult learning cycle - objectives/intro, activity, generalizing
- Set the tone to encourage questions and participation from all participants

Icebreakers should be linked to the training topic when possible. In other words, the icebreaker should not feel like a complete departure from training. Furthermore, the icebreaker can teach a lesson. For example, the icebreaker may underscore the importance of asking questions (see “Interview the Facilitator”) or the importance of reading body language (see “Body Speak”). To be most effective, icebreakers should be inclusive, high energy, and relatively fast. The facilitator should have an “exit strategy” in mind: in other words, the facilitator should plan how s/he will link the icebreaker to the next session, to get the technical content underway.

This section describes several icebreakers that can be done quickly, with minimal preparation time.
Overview: Upon introducing themselves to the group, participants share something that the group does not know about them.

Objectives: To get participants to say something out loud, so they are more inclined to participate later. To get people moving by asking them to act out their hobby. To help participants know more about each other.

AUDIENCE SIZE: 15-30

MATERIALS: Flip chart (optional)

PREPARATION TIME: None

DURATION: 5 minutes or more depending on group size

ROOM SET UP: Any

Process

Introduction:
1. The facilitator tells the group, “We are here to learn and share in this course. In many courses at the Bank it is the experience of the other people in the room that teaches us the most, so let’s find out what human resources we have here today.”
2. Facilitator shows a prepared slide or flipchart page and says, “Stand up and tell us three things:

   • Your name
   • Where you work
   • A skill or hobby you have – something that people may not know about you

To make this interesting, you will need to act out your hobby, without speaking, and others have to guess.”

Activity:
3. One facilitator goes first to model the behavior (the rest of the training team can go at the end, so you get participants speaking and moving around quickly).

4. The facilitator asks each person to stand one at a time and present quickly. Remind them not to speak when they demonstrate their hobby.

Debrief/Processing:
5. When everyone has had a chance to introduce themselves say, “Now we know more about each other than we did a few minutes ago. Some of us like (specific sports, dancing, whatever the responses were), and many have hidden talents. You come from (all around the Bank, region, different sectors – whatever responses were), and this can help us to work effectively, see issues and possible solutions from various angles.”
6. Thank participants and segue to next activity.

Adaptation for Virtual Delivery: For a virtual class of up to 12 participants, prepare a slide with large empty squares equivalent to the number of participants. Ask participants to ‘claim’ a square by writing their name at the top. Tell them to draw a simple picture that illustrates their hobby. When everyone is done drawing, start at the top left square and ask the person to introduce themselves by saying their name and where they work. Then ask participants to guess the person’s hobby based on the drawing they see. Continue until all participants have introduced themselves.

For a class of more than 12 participants, prepare a slide with participant photos and names. Start at the top right of the slide and ask participants to introduce themselves verbally and tell the group a hobby or interest.

TIPS

• Watch to see if people join as you are doing introductions and remember to include them at the end if they were skipped.
• Listen carefully to the introductions so that you can generalize and draw conclusions as you summarize the activity.
Experience Adds Up

**Overview:** As participants introduce themselves and state their years of development experience, a tally illustrates the collective experience in the room.

**Objectives:** To illustrate the collective years of experience and knowledge of the participants.

**AUDIENCE SIZE:** 15-30

**MATERIALS:** Flip chart

**PREPARATION TIME:** None

**DURATION:** 5 minutes or more depending on group size

**ROOM SET UP:** Any

---

**Process**

**Introduction:**
1. Tell participants that each person will introduce himself or herself to the group and say three things. On a prepared flip chart, show and read the following:

   - Name
   - Where you work
   - How many years of development experience

**Activity:**
2. Pick a starting point in the room and ask participants to begin introducing themselves. As each person says the number of years of development experience, (whether with the Bank, other development institutions, government ministries, or others) write it down. At the end of introductions tally the numbers.

**Debrief/Processing:**
3. Thank participants for introducing themselves and say, “We are extremely fortunate to have over xxx years of development experience in the room today. Today you will learn from the content and materials we will present today, by drawing on your past experience and you will also learn from each other. I am here to facilitate the session today, but as you can see from this exercise, the collective experience in the room will be very beneficial.”

**Adaptation for Virtual Delivery:** As you begin the introductions, post a slide that shows the three things you want people to say. Keep a written tally of years of experience at your desk. When everyone has introduced themselves, show a new slide with the text: ___ years of development experience. Using the whiteboard drawing tools, write the total number on the screen.

---

Body Speak

**Overview:** Participants organize themselves in a line from tallest to shortest without speaking.

**Objectives:** To increase awareness of our ability to communicate things without words, and the same for counterparts/clients.

---

**TIPS**

Be open about how to count years of development experience if people ask, since the purpose of the exercise is to remind the learners of the wealth of experience in the room.
AUDIENCE SIZE: 15-30

MATERIALS: Watch with second hand or other timing device

PREPARATION TIME: None

DURATION: 15 minutes

ROOM SET UP: Any

Process

Introduction:
1. Facilitator says, “We spend a lot of our day communicating – we chat with friends, we talk with family, we bring up points in meetings. Let me start by asking what languages do you speak?” Listen as people shout out languages… Spanish, French, English, etc. etc. (Option – give a small chocolate or candy to the first person to speak.)
2. Facilitator says “Besides these languages, there is another language that we all speak… any ideas?” Listen for responses. The answer you are looking for is body language. Say, “We speak body language with colleagues, supervisors, in the cafeteria. You recognize a lot of body language: people crossing their arms, looking away, yawning, smiling, direct eye contact, looking at their watch.”

Activity:
3. Say, “Here is your first group assignment of the day… a chance to test your fluency in body language. WITHOUT TALKING I want the group to get in line according to height, shortest in the front. And if you are wearing high heels, that would be cheating, so please take them off. You have one minute, starting NOW. (Alternative – If the group is more than 20 people, give two minutes).”
4. After time is up facilitator goes down the line, comparing heights, commenting and nicely moving people around when necessary.

Debrief/Processing:
5. Keep participants standing in line but facing you. Ask, “Was it hard to get your idea across to other people without words?” Take four to five answers.
6. The takeaway message is: “We should be aware of our ability to communicate things without words, and the same for our colleagues and counterparts. So next time ask yourself based on what you are observing:
   • Is this a good time to approach the Minister about an innovative approach?
   • Will the CMU Director be open to my suggestion?
   • Are team members participating in a meeting or are they distracted or bored?”
7. Optional: “By the way, if you are short, remember two things (i) in Latin America there is a saying: the best perfumes come in the smallest bottles, and (ii) tall people don’t fit on buses, planes or the metro. I think the world is designed for shorter people!”
8. Say, “While we are here, I’d like everyone to say their name, the office they work in, and one hobby they have. Let’s start at the two ends of the line and work our way to the middle.”
9. After everyone has introduced themselves, thank participants and segue to next activity.

Variations of Activity: A more difficult alternative: Get in line in order of birthday without talking. Or: post Chinese horoscope with the corresponding years and have participants get into groups according to their horoscope sign - they have to act like that animal to form the groups, no talking.

Cultural Considerations: Some cultures may not feel comfortable removing their shoes.
Overview: In small groups, participants discover what they have in common, what is different about them and how they are individually unique.

Objectives: To get to know others. To illustrate how to find common ground with new acquaintances.

AUDIENCE SIZE: 15-30
MATERIALS: None
PREPARATION TIME: None
DURATION: 15 minutes
ROOM SET UP: Small group tables of any size

Process
Introduction:
1. Tell participants that they have five minutes to work as a group and identify something they all have in common, something completely different about each member of the group, and something unique about themselves.
2. Give an example: one group may find that they were all born in the same month (something similar) and that they all went to different universities (something different). Explain that participants should share something unique about themselves (a hobby, talent, interesting fact, etc.). Explain that each group should assign one person to be the reporter and this person will share the findings in plenary.

Activity:
3. Start the activity and the timer.
4. After five minutes invite the reporter from the first table to share what the group has in common, what is different, and then to introduce each person in the group and tell his/her unique fact.

Debrief/Processing:
5. Conclude the exercise by asking how easy or difficult it was to complete each of the three tasks. Ask which task was most interesting. Emphasize the importance of the discovery process and getting to know others in order to foster teamwork and accomplish tasks.

Variations of Activity: Instead of having people share something unique about themselves in the small group, ask everyone to write their name on the card along with the unique fact about themselves. Collect the cards and read each fact. After reading a fact, ask the group to guess who wrote it. If no one guesses correctly, invite the person who wrote the fact to identify himself/herself and explain the fact they wrote.

Cultural Considerations: Some cultures are not comfortable showcasing their uniqueness. Consider adjusting the activity and ask participants to share something special about their family or other appropriate topic.

TIPS
Encourage groups to have fun with this activity and find funny things that are similar or different.

Paper Clip

Overview: Participants introduce themselves, using common office supplies.

Objectives: To get to know others and build trust. To get participants to say something out loud, so they are inclined to participate later.
AUDIENCE SIZE: 15-30

MATERIALS: Different common office items (a paper clips, a pen, a post-it note, etc.), large envelopes to put items in. Flip chart (optional).

PREPARATION TIME: 10 minutes to gather office supplies

DURATION: 15 minutes

ROOM SET UP: Small group tables of any size

Process

Introduction:
1. You will need one envelope per table that contains the number of items equivalent to the number of people seated at the table, plus 1-2 extra items in each envelope. For example, if there are 25 participants seated at 5 tables, you’ll need 5 envelopes with about 6-7 different items. All items in all envelopes should be unique. In other words, if you put a post-it note pad in one envelope, don’t put a post-it note pad in any other envelope. Examples of items to include are: a cup, plate, fork, paper clip, stapler, post-it note pad, highlighter, bottle of aspirin, binder clip, scissors and so on.
2. Facilitator says, “Welcome! We are here to learn and share in this course. It is often the experience of the other people in the room that teaches us the most, so let’s find out what human resources we have here today.”
3. Distribute one envelope to each table.
4. Facilitator says, “In your envelope you will find several common items... a paper clip, a post-it note, a cup, a pen, and so on. Each person should take one item that tells something about them. Take thirty seconds to think about what that item says about one of your values or characteristics. Then I’d like you to be ready to state your name, where you work, and tell us about your item.” (Assignment can be shown on flipchart or prepared slide)
   - Your name
   - Where you work

Activity:
5. One facilitator goes first to model the behavior (the rest of the training team can go at the end, so you get participants speaking quickly).
6. Starting with the first table, the facilitator asks each person to stand one at a time and present quickly. The facilitator thanks each one (with their name or the name of their item).

Debrief/Processing:
7. Facilitator says, “Now we know more about each other than we did a few minutes ago. You come from (all around the Bank, region, different sectors - whatever responses were), and this can help us to work effectively, see issues and possible solutions from various angles. And if we need office supplies, we are ready now, right?”
8. Thank participants and segue to next activity.

Cultural Considerations: Use common office supplies that people from different country offices from around the world will recognize.

Adaptation for Virtual Delivery: Instead of physically distributing office supplies, create a slide with a variety of images. Ask people to select an image from the page when they introduce themselves and describe what the item says about one of their values or characteristics.

TIPS
- Be efficient, don’t let people talk too long, keep it moving – state the 3 questions, and don’t give participants more than 30 seconds to think about the office supplies. The introduction should feel spontaneous.
- Items in envelopes must be unique – don’t have two pens or two post-it notes.
Interview the Facilitator

Overview: Instead of the facilitation team introducing themselves, participants interview the facilitation team.

Objective: To demonstrate the importance of asking questions to facilitate learning

AUDIENCE SIZE: 15-50

MATERIALS: None

PREPARATION TIME: None

DURATION: 10 minutes

ROOM SET UP: Group tables of any size

Process

Introduction:
1. Tell participants that instead of the facilitation team introducing themselves, the participants will develop questions that the facilitator(s) will answer. Each table will have five minutes to write three questions on a paper at their table. Explain that each table will ask one question and that if a table asks a question that was on their list then they should ask another question on their list.

Activity:
2. Start the activity and the timer. When five minutes are up, start at one end of the room and tell the first table to ask their question. Briefly respond to the question then move on to the next, until each table has had a turn.

Debrief/Processing:
3. To conclude, emphasize the importance of asking questions to (1) get to know a person and (2) increase your learning. Segue into the next activity.

Variations of Activity: Have one person volunteer to be a ‘reporter’ who will sit in a chair next to the facilitator(s) and conduct the interview. All the tables hand the sheet of questions to the ‘reporter’ and he or she prioritizes them, and then conducts a brief interview.

Cultural Considerations: The facilitator needs to be open to answering a wide range of questions. Some cultures are very open and direct and will ask personal questions such as age or marital status.

Adaptation for Virtual Delivery:
1. Place a slide on screen with your photo and name. Tell participants that instead of the facilitation team introducing themselves, the participants will think of a question that the facilitator(s) will answer. Tell participants to type a question into the chat.
2. As the questions appear, copy and paste into a note pod, removing any duplicates. When all questions are in, begin answering.
3. To conclude, emphasize the importance of asking questions to (1) get to know a person and (2) increase your learning.

TIPS

This exercise works best for a multi-day course where participants and facilitators will be working together over a period of time rather than a short course.
Two Truths and a Lie

(Adapted from the Parker Team Building Program: Facilitator's Guide, p. 65)

Overview: Participants share two truthful statements and one untrue statement about themselves with the group and the group determines which statements are which.

Objectives: To help participants get to know each other by breaking down interpersonal communication barriers and building trust.

AUDIENCE SIZE: 15-30

MATERIALS: None

PREPARATION TIME: none

DURATION: 15-30 minutes, depending on group size

ROOM SET UP: No specific set up needed

Process

Introduction:
1. Explain that we often work with people yet we know little about their hobbies, interests, family background or what they have done in the past. The purpose of the activity is to give participants an opportunity to share information about themselves with the group. By sharing information about themselves, the group will develop more open communication and trust.
2. Explain that participants have two minutes to think about three statements they will tell the group: two true and one untrue. If needed, suggest topics such as family background (I am an only child), hobbies and interests (I sing in a choir), likes (I enjoy opera) or past accomplishments (I was the champion diver at my high school).

Activity:
3. Begin the activity by modeling and giving your three statements. Ask the group to guess which one is untrue.

Debrief:
5. Conclude the activity by leading a brief discussion by asking some of these questions: What was the biggest surprise? Who was the toughest person to figure out? Have you made any connections with people in the room? How does this activity help us to be more effective as a group/team?

Variations of Activity: Ask participants to find a partner and discover all of the things they have in common. Then ask them to come up with three statements: two true statements about what they have in common and one untrue statement. Ask the remainder of the group to guess which statement is untrue.

Adaptation for Virtual Delivery:
1. Prepare a slide with the instructions at the top “Think about three statements you will share with the group: two true and one untrue. Statements can be about family background (I am an only child), hobbies and interests (I sing in a choir), likes (I enjoy opera) or past accomplishments (I was the champion diver at my high school) or anything else you can think of.”
2. Open a new chat pod on the bottom of the slide and model the activity by typing in your three statements (prepare this ahead of time so you can copy and paste). Ask participants to guess which one is untrue.
3. Give participants two minutes to type their statements in chat, then begin with the first person who responded in the chat area and ask the group to guess which is the untrue statement.

4. Give participants two minutes to think about their statements. After two minutes select one table to begin and ask a participant to go first, then ask the group to guess which statement is untrue. Continue until all participants have had a turn.

TIPS
This activity works best with an existing team that needs to get to know each other better.
People BINGO

Overview: Using a customized BINGO card, participants get to know each other on a personal level.

Objectives: To help participants get to know each other by breaking down interpersonal communication barriers and building trust.

AUDIENCE SIZE: 20-40

MATERIALS: One BINGO card and one pencil for each participant. Two or three small prizes for the winner(s).

PREPARATION TIME: 30 minutes to prepare BINGO cards

DURATION: 15-20 minutes

ROOM SET UP: No specific set up needed, but the room needs space for people to walk around.

Process

Introduction:
1. Create a customized BINGO card for your group. See a sample in the appendix.
2. To start the game, explain that we often work with people yet we know little about their hobbies, interests, family background or what they have done in the past. The purpose of the activity is to give participants an opportunity to learn about other participants in a fun way.

Activity:
3. Pass out the BINGO sheets and explain that participants have 10 minutes to mingle with others, introduce themselves and find people who match the traits on the sheet. Explain that they may only ask each person ONE question before moving on to another person, but they may return later to ask that person a second question if they want. Add that they may not write their own name in a box.
4. When they find a person with a trait that matches, they should write the person's name or have the other person write their name in the box. Explain that when they get five names across, down or diagonal call out “BINGO.”
5. Start the game and when the first person yells BINGO stop the game. As the person who called out BINGO to come to the front of the room and say out loud the five traits, naming the five people that he or she met.
6. Thank the winner and give the prize. If time permits, ask participants to introduce themselves and share one of the interesting traits they learned about someone else.

Debrief/Processing:
7. While still standing, ask for volunteers to describe if they feel differently about the group now that they know a few things about others in the group. Ask if they found things they have in common with others that they didn’t know about before. Explain that when we take time to get to know each other, people open up and knowledge exchange increases. Ask everyone to sit down and segue into the next activity.

Adaptation for Virtual Delivery: In a virtual classroom do this activity as a group warm up instead of a game. Create a BINGO slide, but remove the word BINGO from the top row. As participants join the class, ask them to sign their name in a box which contains a trait that applies to them. When everyone has signed a box, start at the top left and ask participants to introduce themselves and say a few words about their trait.

TIPS
For the in-person game, each person should only sign one box. For the virtual game, it’s ok to have more than one person sign a box.
Sample People BINGO Card

To create a BINGO card, make a 6 X 5 table in Word or PowerPoint. Make sure to leave space for signatures.

**Include these instructions at the top:**
The object of this game is to fill in the boxes below with the name of a person for which the statement is true (you cannot put your name in a box). Introduce yourself to another person and ask him/her one question. You may only ask each person one question before moving to another person. When you get five names across, down or diagonal call out “BINGO.”

<table>
<thead>
<tr>
<th></th>
<th>B</th>
<th>I</th>
<th>N</th>
<th>G</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Plays a musical instrument</td>
<td>Is left-handed</td>
<td>Writes poetry</td>
<td>Was once in a band</td>
<td>Was born the same month as you</td>
</tr>
<tr>
<td>I</td>
<td>Has two or more sisters</td>
<td>Has run a marathon</td>
<td>Practices yoga</td>
<td>Likes to eat olives</td>
<td>Has a pet</td>
</tr>
<tr>
<td>N</td>
<td>Has been sky diving</td>
<td>Is a vegetarian</td>
<td>Has green eyes</td>
<td>Owns a motorcycle</td>
<td>Has lived in Canada</td>
</tr>
<tr>
<td>G</td>
<td>Can dance salsa</td>
<td>Likes to garden</td>
<td>Loves winter</td>
<td>Drinks tea instead of coffee</td>
<td>Drives a red car</td>
</tr>
<tr>
<td>O</td>
<td>Speaks 3 languages</td>
<td>Has met someone famous</td>
<td>Youngest child in family</td>
<td>Likes very spicy food</td>
<td>Has flown an airplane</td>
</tr>
</tbody>
</table>
ENERGIZERS

An energizer is a brief activity that is intended to increase the energy of the group. Energizers are important to add to training after lunch, after a long panel or lecture, or any time the energy level of participants is low. Watch for body language of participants – are they yawning, looking out the window, looking bored, chatting with others? If yes, then it is time to plan an energizer between short sessions or even in the middle of a long session.

One key to the energizer is the trainer’s energy level (voice, body movement and energy level). If you are not energized, they won’t be, regardless of the activity. Finally the energizer should link or fit into session objective. It’s the role of the facilitator to describe how it fits into the objective and segue back into the training material when the energizer concludes.

The following pages describe energizers to consider adding to your next training event.
Raise Your Hand by Standing

Overview: Participants stand and sit as the facilitator asks different questions.

Objectives: To solicit information from participants that is beneficial for participants and facilitators. To get participants out of their seats briefly and energize the room.

AUDIENCE SIZE: Any

MATERIALS: A set of prepared questions for the facilitator

PREPARATION TIME: 5-10 minutes to prepare list of questions

DURATION: 1-5 minutes, depending on how many questions you ask

ROOM SET UP: Any

Process:

Introduction:
1. Facilitator tells everyone to stand.
2. Facilitator tells participants that s/he will ask a question and that they are to remain standing if the statement is true for them, or they should sit down if the statement is not true for them.

Activity:
3. Facilitator asks a question and tells people to remain standing if the statement is true (example: “Remain standing if you have more than one region.”)
4. Facilitator continues to ask questions until his/her point is made (example: “Remain standing if you have worked in more than two regions. Those people who are standing, please tell us if the operations procedures were the same in the regions where you worked.” OR: “Remain standing if you have worked on a World Bank project. Now, remain standing if that project triggered a safeguards policy.”)

Debrief/Processing:
5. After each round of questions, the facilitator comments on the number of people still standing. For example “We are fortunate to have several people who have worked in multiple regions. For those of you who are standing, can you share a tip about what you have learned from switching regions?”

Variation of Activity:
Simply ask people to stand instead of raising their hand to answer questions. For example, ask people to stand if they have a checking account; then sit down. Then ask people to stand if you have a savings account; sit again. Next ask people to stand now if they have a health insurance policy. Then ask them to estimate how many would answer the questions with “yes” and stand in a developing country. Putting the questions in the context of client countries can have a powerful effect.

Adjustment for Virtual Delivery:
To do this activity in the virtual classroom, ask everyone to click on the ‘Raise Hand’ button. Then ask them to lower their hand when the statement is no longer true for them. At the end of the question list, you will have a subset of people with raised hands. Just as in the face-to-face setting, ask questions to those with their hands still raised to make your point.

TIPS
- Make sure that the statements you read are clear and cannot easily be misinterpreted, otherwise participants may not know when to stand or sit.
- This energizer works well because it gets people out of their seats and it relates directly to the content of the training.
What Happens When You Lose Your “I’s”

Overview: Participants have a one-minute discussion with a partner without using the word “I.”

Objectives: To increase awareness of our speech and words we choose.

AUDIENCE SIZE: Any

MATERIALS: Watch or timing device

PREPARATION TIME: None

DURATION: 5 minutes

ROOM SETUP: No specific setup needed

Process

Introduction:
1. Tell participants to stand up and find a partner.
2. Explain that each person will have one minute to talk about any topic they wish with their partner, however they cannot say the word “I.” While one person is speaking, the partner should only listen. If the speaker uses the word “I”, then the other person takes over and becomes the speaker. Each time the speaker uses “I” the speaker stops talking and the other person begins speaking.

Activity:
3. Signal that it’s time to start and step back and watch the activity in the room. Call time after one minute and tell the pairs that they should switch speakers if they have not done so already. After two minutes pass, stop the activity.

Debrief/Processing:
4. Ask participants how the activity went: Did they complete it successfully? Was it easy or difficult to speak without saying I? Give pairs a chance to give feedback, and then listen and comment on the responses.

6. Conclude by saying that when working with clients it’s important to remember that the projects are theirs, not ours. When discussing a project with the government, think about how you can use inclusive speech such as we and our, for example “We look forward to sharing in the successes of the project. We can solve this issue together.”
Buzz

Overview: Participants compete to see how long they can stay in a circle by taking turns giving multiples of 3 and 7.

Objectives: To raise the energy level of the room. To warm up people for any topic that involves calculations (before a case study, for instance).

AUDIENCE SIZE: Best with less than 15, but can be done with more participants

MATERIALS: None

PREPARATION TIME: None

DURATION: Depends on the participants, but usually less than five minutes

ROOM SET UP: Open space to stand in a circle, with room outside the circle for those who are eliminated to still watch.

Process

Introduction/Rules:
1. Ask participants to stand up and form one big circle.
2. Starting with the number 1, the first participant begins counting by saying a number out loud. However, if the number is a multiple of 3 or 7, or has a 3 or 7 in it, you say BUZZ instead of the number.
3. If you get it wrong, you step outside the circle. If you get it right, you get to stay in the circle and get another turn.
4. If you hesitate too long (based on facilitator's decision), you are eliminated.
5. People outside the circle and the facilitator can shout out if someone is wrong and they are eliminated - but if no one catches the mistake and people keep counting up, the person gets to stay in the game.
6. The last person standing wins a prize.

Activity:
7. Pick a person who will start the game.
8. Participants take turns one after another in a clockwise direction.
9. When someone is eliminated, start the count at the next number (don't go back to 1 unless there are a lot of participants and the counting number gets too hard to figure out).
10. Give a small prize to the winner

Debrief/Processing:
11. The facilitator points out that it is important to think quickly sometimes. Then comments, “But you all did it well, you are ready for what comes next, the (case study, the calculations, or just the challenges of the next activity).”

Variation of Activity: Each table has a quick buzz competition, and the winners have a contest to find the overall champion in the room.

Cultural Considerations: Not appropriate for cultures where individual competition is not appreciated.

TIPS

Confirm that everyone understands the rules. You can try a test run once around the circle, but then start the actual game with a different person.

Getting to... No!

Overview: In our work and outside the office, we have to learn to say “no” and explain to teams, supervisors and counterparts why something is not possible. This individual activity provides an example of when “no” determines an outcome.
Objectives: To energize the participants by having a contest and the promise of a small prize. To demonstrate that sometimes we are forced to say “no” due to conditions and circumstances beyond our control.

AUDIENCE SIZE: Any, although the debriefing would have to be by sample if the group is more than 20 people.

MATERIALS: Flip chart; Prepared pieces of paper with the blank 3x3 matrix to be filled out; chocolates, or another small prize for winners; Watch with a second hand or timing device.

PREPARATION TIME: Less than 2 minutes

DURATION: 5-10 minutes, depending on how much facilitator wants to process the main messages

ROOM SET UP: Participants need a table to write on (but can be seated in any way - small groups, one large group)

Process

Introduction/Rules:
1. Facilitator introduces the activity by saying, “Sometimes in our work or our lives outside work it is less what we can do and more what we can’t do that determines the outcome. Who can give me some work examples? (procurement rules, safeguards, OPE guidelines, etc.). Who can give me some examples from outside of work? (no shouting fire in a movie theater, no driving through a red light, no smoking in a public bathroom, etc.). Has anyone ever heard of a famous mediation book from Harvard, Getting to Yes? Well, now we are going to do an activity that is more like “Getting to No!”
2. Draw a 3x3 matrix on a flip chart and explain the rules:
   • All columns, rows and diagonals must add up to 15
   • You can only use each number once
   • Time is important - you will have only 90 seconds to do this puzzle
   • There is a prize for the winner or winners who get this right in 90 seconds
3. Give participants 3 X 3 blank puzzle (or they can just take a blank piece of paper and draw it themselves, which is more participatory but can be just a bit more time consuming)
4. Give participants 90 seconds to complete the puzzle.

TIPS
• By asking if there are questions, the facilitator is modeling a behavior of openness to questions that is helpful later.
• The use of math can identify those who are comfortable with numbers and those who are less comfortable.
Debrief/Processing:
5. Check to see who completed the puzzle successfully.
   Possible answers are:

<table>
<thead>
<tr>
<th>2</th>
<th>7</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>

   There are multiple solutions, but all use the same logic:
   - 9, 8, and 7 cannot interact in any way, since the total would add up to more 15 if a third number is added.
   - 5 must go in the middle, it cannot go anywhere else (because it is included in four totals getting to 15)
   - 9 cannot go in a corner, it can only be part of two responses

   • The combinations are pre-arranged to get to 15 as follows:
     - 9-5-1   9-4-2
     (no other combinations with 9 will work)
     - 8-3-4   8-6-1
     (no other combinations with 8 will work)
     - 7-5-3   7-6-2
     (no other combinations with 7 will work)

   • You can also think of it this way:
     - 5-6-4   5-7-3   5-8-2   5-9-1
     (and the others become pre-determined)

6. Give chocolates or a small prize to the winner(s)
7. Next debrief the exercise by applying it to work by saying, “Let’s focus on work - when do we have to say no?” (to team members, to supervisors and to counterparts, to the Minister)
8. “This puzzle activity shows that we do not control all of the aspects of Bank work. We can benefit from team members from various disciplines who understand the rules, the best practices, and can explain why a no is a good thing sometimes.”
9. “An example - how does a “no objection” help the counterpart/implementing agency? (think of political pressures to hire someone with connections but no skills, or to approve a contract that is not competitive). When can no objections make a positive contribution? No objections give the Bank’s stamp of approval and legitimacy to a special request outside the approved operational plan and procurement plan, lowering the risk to counterparts.”
10. “What do we do to minimize the “no” in our work? Procurement plans, safeguards frameworks, annual operating plans, supervision missions and VCs to clarify the rules.”
11. Thank participants and segue into the next activity.

Cultural Considerations: People who dislike math or who are not used to matrices would have problems with this exercise.
INTERACTIVE EXERCISES

Weaving interactive exercises into a training session encourages learners to participate actively in the learning process, rather than just be a spectator. Interactive exercises give participants a chance to enhance their understanding of a topic by analyzing, applying and internalizing new information.

Using interactive exercises throughout a learning event adds energy and improves learning outcomes. An interactive exercise can be as simple as giving participants a ‘job aid’ (for example a checklist, decision table), then sharing an example and helping them apply the job aid to complete a task (see “Teaching to a Job Aid”). Or you may prefer to add a game where participants compete on teams (see “Frame Game”) or a ‘brain teaser’ such as a crossword puzzle. The following section offers a variety of ideas to engage participants in the core content of a session.

The following section offers a variety of ideas to engage participants with the core content of a session.
Understanding Different Roles

Overview: Working as a group or in teams, participants differentiate the roles and responsibilities of different teams to complete a task.

Objectives: To name and classify the roles and responsibilities of individuals or teams for a project or task.

AUDIENCE SIZE: 15-30

MATERIALS: Flip chart for each group, plus flip chart for facilitator. Laptop hooked up to projector with handouts loaded for display to the entire room or printed handouts to pass out when exercise concludes.

1. A handout entitled “Who Is Responsible for What” with column headings and no text below (number of columns equal to the number of individuals or groups that you will name tasks for. Ex: Client, Task Team, Regional Safeguards Advisory Team); (2) another handout with same information as previous slide, however the columns are filled in with the responsibilities of each role.

PREPARATION TIME: Up to 1 hour to define roles and tasks and create slides

DURATION: 15 minutes

ROOM SET UP: Small group tables of 4-8.

Process

1. Explain that participants will now do an exercise where they will review the roles and responsibilities of different parties involved when working on a project, completing a task, etc.
2. On your flip chart write column headings for the various parties/entities/individuals that will be covered (for example: Client, Task Team, Regional Safeguards Team). Review the column headings and say, “Let’s review the roles of , , and .” Each group has a flip chart to record the group discussion. Nominate one person to write the column headings on your flip chart. As a small group discuss the roles of , , and . Work for 10 minutes as a group and fill in the columns of your flip chart, and then we’ll review responses as a group.”
3. After 10 minutes ask one group to volunteer to read three tasks for the first column. Continue this around the room for each of the columns.
4. Fill in any gaps, clarify misunderstandings. Then pass out the handout with the roles filled in and/or display the roles on a slide.

Variations of Activity: Write the roles of the parties/entities/individuals on stiff paper in a large font. Then cut up the paper and give to participants along with a piece of paper with column headings and empty columns. Ask them to sort the cut up pieces of paper and place on the proper column headings. To debrief, have a poster or flip chart ready at the front of the room with empty column headings. Ask for a volunteer from one group to bring the tasks they assigned to the first column. As the volunteer reads the tasks aloud, use masking tape to post them in the appropriate column. Continue soliciting input from the groups until all columns are complete. Clarify misunderstandings if tasks are in the wrong columns.

Adjustment for Virtual Delivery: Load slides into meeting room and do exercise with the entire group, rather than a small group exercise. Prepare note pods that have been renamed with the names of the parties/entities you will be discussing (for example: one note pod named Client, one named Task Team, another named Regional Safeguards Team). Process:

1. Explain that participants will now do an exercise where they will review the roles and responsibilities of different parties involved in completing a task.
2. Show the first slide. Open three note pods and place one on top of each column. Say, “Let’s review the roles of , , and .” On the screen we will write your ideas about who is responsible for what. Let’s start with (first column). Name a task that is the responsibility of . Use your phone to
respond.”
3. As participants call out answers, write them on the corresponding note pods. Continue until all roles have been completed.
4. Show the next slide and identify any gaps, clarify misunderstandings.

**TIPS**

Let participants work on the columns in any order—don’t focus on completing one column, then moving to the next, etc.

**Superlatives**

(Adapted from Interactive Lectures by Sivasailam “Thiagi” Thiagarajan, p 15)

**Overview:** By asking participants to answer superlative questions, they engage in an interactive review and summary of what they have just learned.

**Objectives:** To improve participant retention of presentation material. To encourage reflection on what they have just learned.

**AUDIENCE SIZE:** 15-30

**MATERIALS:** None

**PREPARATION TIME:** A few minutes to determine which questions you will ask.

**DURATION:** 10-15 minutes

**ROOM SET UP:** No specific set up needed

---

**Process**

**Introduction:**

1. Prepare a presentation/outline. Prepare a list of 3-4 superlative categories that are relevant to your topic. Possible categories include:
   - Most difficult to understand
   - Most popular
   - Most controversial
   - Most intriguing
   - Most expensive
   - Most obvious
   - Most subtle
   - Most surprising
   - Most unusual
   - Most humorous
   - Most streamlined
   - Most complicated
   - Most time consuming

2. Make a presentation on a topic and ask participants to take notes since you will be asking questions at the conclusion.
3. Upon concluding, ask participants to identify the most important piece of information you presented. After a few people have shared their points question the logic behind some of the choices made by the participants. This approach forces them to justify their decision using evidence. Add your comments to support participant choices.
4. Announce a new superlative to the group. For example, ask participants to reflect on what was the most controversial part of the process you just presented and what is the most surprising part.
5. Ask participants to find a partner and discuss their choices. After a few minutes, ask a pair to share their ideas and justify their selections.

**Processing/Debrief:**

6. To conclude, congratulate participants for their in-depth analysis and understanding of the presentation.

**Variations of Activity:** Depending on the group size, do
**Teaching to a Job Aid**

*(Adapted from Interactive Lectures by Sivasailam “Thiagi” Thiagarajan, p 41)*

**Overview:** Using a job aid as the basis of the presentation, the participants simulate how they could accomplish a task in real life.

**Objectives:** To improve participant performance and knowledge transfer by teaching to a job aid (checklist, decision table, worksheet, etc.) that they can use when they are back on the job.

**Process**

**Introduction:**
1. Distribute copies of the job aid to participants (for example, an ORAF checklist)
2. Explain how the job aid is laid out and any other overview information.

**Activity:**
3. Distribute copies of the first exercise. Describe the context in which the job aid might be used (for example, distribute a copy of an ORAF and describe how to use the ORAF checklist before submitting)
4. Give participants time to review the exercise, applying the job aid and answering the questions you have established.
5. In plenary, call on participants and ask for the analysis and suggestions. For example, ask if the ORAF was completed correctly and if anything is missing or incomplete.
6. Next, divide participants into teams and distribute another application exercise. Give teams time to work on the exercise, applying items in the job aid as appropriate.
7. Ask teams to report one or two findings. Continue going around the room and ask subsequent teams to only report a finding that has not yet been reported.

**Variations of Activity:** Depending on the group size, do this entire exercise with the entire class (small class size) or entirely in pairs/small groups (larger class size).

**TIPS**

This exercise doesn’t necessarily have right or wrong answers.

**Adaptation for Virtual Delivery:** Prior to the training, divide the participant list into groups of 3-4. Prepare multiple chat pods that have been renamed with the participant names. Prepare a slide with text at the top of the slide that has the superlative written in the form of a question and instructions. For example: Chat with your partner for 3 minutes and share your ideas on what is the most controversial part of the XX process and what was the most surprising part of the process. After the chat exercise is completed, comment on what you see in the pods and ask a few people to elaborate and justify what they wrote.

**AUDIENCE SIZE:** 15-30

**MATERIALS:** Job aid plus application exercises

**PREPARATION TIME:** 2-3 hours, depending on whether a job aid already exists.

**DURATION:** 15-20 minutes

**ROOM SET UP:** No specific set up needed, but participants will need to work in pairs or small groups
**Adaptation for Virtual Delivery:** Prior to virtual classroom delivery email participants the job aid and exercise, or include in their participant workbooks. Display a slide with the job aid and review it with the class. Then display a slide showing the exercise and ask participants to apply the job aid to the exercise, answering questions that you pose (is it correct, is anything missing or incomplete). Conduct this as an individual exercise and give participants a few minutes to analyze independently. Then solicit answers by calling on people.

**Frame Game**

(Adapted from Playing to Learn: Engaging Learners with Frame Games by Steve Sugar, Gregory Williams and Linda Raudenbush, 2012 Pfeiffer Annual Training.)

**Overview:** A frame game is a forced-choice wall game that highlights the similarities and differences between topic items. It’s extremely flexible format is open to almost any type of topic.

**Objectives:** To encourage participants to actively participate in the learning process. To get participants to work in a team to help them to get to know each other. To illustrate similarities and differences between items.

**Audience Size:** 15-30

**Materials:** For each group you will need: A flip chart, markers, set of prepared cards, and a copy of instructions. You will also need a timing device and copies of one answer sheet with answers for all card sets.

**Preparation Time:** 1-2 hours, depending on how many categories you will prepare.

**Duration:** 15-20 minutes

**Room Set Up:** No specific set up needed however flip charts should be spread around the room with a table in front of each

**Process**

**Introduction/Rules:**
1. Set up flip charts around the room and write a topic and 2 column headings on each.
2. Place a set of 15 prepared cards on a table face down in front of each flip chart. Each set of cards will have a statement that relates to the topic on the flip chart. For example, if the topic is ‘The Project Cycle’ and the column headings are ‘Preparation’ and ‘Implementation’, then each card would have a statement related to either the preparation phase or the implementation phase.
3. Place a copy of instructions next to each set of cards.

**Instructions:**
- First player turns over an index card and places it in the appropriate column.
- Only after the first player plays his or her card can the second player touch the next card.
- Continue to play until time is called.
- Teams receive a point for each correctly placed card; the team with the most points wins.

**Activity:**
4. Facilitator instructs participants to stand up and distribute themselves evenly in teams next to flip charts and read the instructions next to each chart.

**Tips**
Simulate a real work environment as much as possible, so that participants will make the connection and be encouraged to use the job aid after the course is over.
5. After teams have read instructions, distribute sets of index cards to teams and ask them not to look at the cards until you say so.
6. Tell teams they have 2 minutes to play the game and give the signal to begin play.
7. After 2 minutes, stop the game (teams may want to keep playing).

**Debrief/Processing:**
8. Ask teams what how the game went for their team and to comment on the team dynamic (wait for 2-3 answers).
9. Pass out answer sheet and ask teams to compute their score and write on flip chart.
10. Declare a winning team (optional: give chocolates or a small prize to winning team(s)).
11. Tell the group that what they have learned by playing the game will be the basis of the next session, so they should keep the answer sheet handy. Ask everyone to return to their seat and segue to the next activity.

**Variations of Activity:** If your topic doesn’t fit easily into two topics, make the two columns ‘True’ and ‘False.’ For example if the topic is Access to Information Policy, write true and false statements about the policy on the cards.

**Adaptation for Virtual Delivery:** This game can be conducted as an individual exercise in the virtual classroom. In the participant workbook, create a series of empty frames. Begin with the first frame and post a slide or note pod with a list of 15 items that participants must sort by writing in items in the correct column in their workbook. Give 2-3 minutes per frame. After participants have sorted, ask for a volunteer to read how he or she sorted the items. Next show a slide with the items sorted correctly. Give participants time to make corrections in their workbooks and move to the next frame. Repeat this process for all frames.

**TIPS**
- Do not over explain directions: let team members develop synergy by reviewing rules of play and interpreting the instructions.
- Decide ahead of time whether you will allow teams to coach a player holding a card. One option is to begin with no coaching. Then stop the game momentarily and explain that team coaching is now allowed. Allowing team members to coach the card holder help to demonstrate the power of team input.
- To reinforce concepts, create a job aid with the categories.
Crossword Puzzle

(Adapted from Interactive Lectures by Sivasailam “Thiagi” Thiagarajan, p. 54)

Overview: Participants work with a crossword puzzle to test their mastery of major learning points.

Objectives: To improve performance by having participants review key concepts of a presentation in a game format.

AUDIENCE SIZE: Any

MATERIALS: Crossword puzzle handout, crossword puzzle answer key, pencils with erasers

PREPARATION TIME: 2-3 hours to prepare crossword puzzle

DURATION: 10-15 minutes

ROOM SET UP: No specific set up needed

Process

1. Prepare an outline of your presentation and note key concepts you will cover.
2. Convert outline into short-answer questions and single word answers related to key concepts.
3. After the presentation, distribute copies of the crossword puzzle and pencils.
4. Explain that the crossword puzzle covers the key concepts of a presentation that you just made and rather than review the material in a traditional way, participants will work with a partner to complete the puzzle.
5. When the first few teams are done, stop the group and ask them how far they got through the puzzle. Share the answer key on a PPT slide so participants can fill in missing boxes.
6. Review a few key concepts and answer questions.

Variations of Activity: Distribute the crossword puzzle at the beginning of the presentation and give breaks during the presentation for participants to work on the puzzle. Another variation is to use the puzzle as a warm up. In this case, the puzzle would cover concepts from prerequisite content such as e-learning modules or reading materials. Hand out the puzzle as participants arrive and tell them to work with a partner.

Cultural Considerations: The concept of crossword puzzles is understood by a wide range of cultures from around the world.

Adaptation for Virtual Delivery: Include a copy of the crossword puzzle in the materials /workbook for participants. Assign the crossword puzzle as homework to do after a session ends. Then start the next session with the empty crossword puzzle showing on the screen and ask if anyone was able to get all the answers. After some discussion about questions, key concepts, display the answer key on a slide and let participants fill in missing boxes.

TIPS

- This activity works best with the instructional content contains factual, technical terms and acronyms.
- Recommended software for creating crossword puzzles is http://www.crossword-compiler.com/
Learning Journal

Overview: Participants reflect on what they have learned by writing in a journal.

Objectives: To improve learning transfer by asking participants to write down key items they learned and key actions they will take back to their work.

AUDIENCE SIZE: Any

MATERIALS: Learning journal pages, or a blank notebook

PREPARATION TIME: 5 minutes

DURATION: 5-15 minutes

ROOM SET UP: No specific set up needed

Process

1. Explain to participants that they will use a learning journal to capture key items that they have learned and key actions they will take back to their work. The purpose of the learning journal is to help participants recall key learning times and outline next steps they will take when they are doing their work.
2. As the facilitator, you can determine when you want to stop the session and ask participants to write in their learning journal. You may stop at the half way point, at the end of a session or at the end of the day. When you determine the appropriate stopping point, instruct participants to complete their learning journal page. See Appendix for sample.
3. Optional: ask participants to discuss their notes with a partner or small group.

Variations of Activity: Some participants may prefer to keep their notes on a laptop, tablet or SmartPhone using a tool like Evernote. In that case, instruct participants to create their own journal/notebook page and respond to the questions posed.

Cultural Considerations: Encourage participants to write notes in the language they will use when they implement the actions.

Adaptation for Virtual Delivery: Include a copy of the learning journal in the materials / workbook for participants or instruct participants to use their computer, tablet or SmartPhone.

TIPS

For a multi-day course, start the day by asking participants if they were able to take any actions on any of the notes they captured from their journal from the previous day.
Sample Learning Journal

Instructions:
The facilitator will direct you to use this learning journal at certain points in the session, but feel free to use the journal throughout the session.

Name: ___________________________________________________________________________________

Session Title: ___________________________________________________________________________________

1. What information agrees with something you already knew?

2. What information do you now see from a new perspective?

3. What information did you learn that was new or completed something you partially understood?

4. What new actions will you take?
Pass the Ball

Overview: At the end of a learning event, participants pass a ball from person to person and state one important thing they learned.

Objectives: To reinforce key takeaway messages from a learning session. To bring closure to a learning session by reflecting on the breadth and depth of learning that took place.

AUDIENCE SIZE: 15-30

MATERIALS: Small football, tennis ball or other ball

PREPARATION TIME: None

DURATION: 5 minutes or more depending on audience size

ROOM SET UP: Any

Process

1. Ask everyone to stand.
2. Explain that each person have a turn to say one important thing they learned in session or a key takeaway from the session. Participants will take turns by tossing the ball from person to person. The person with the ball gets to speak and then toss the ball to anyone in the room. After you have a turn to speak you should sit down.
3. When everyone has had a chance to speak, only the facilitator will remain standing with the ball. Thank participants for their contributions and make a closing statement about something new that you learned from the class.

Cultural Considerations: Some cultures may be more comfortable handing an object from person to person rather than tossing the object. Keep in mind hierarchical considerations that may be important for some cultures.

TIPS

Keep this exercise moving quickly by going first and modeling the type of brief statement/key takeaway that you want participants to say.

Adaptation for Virtual Delivery: Show a slide with pictures and names of all participants (reuse the introduction slides for this exercise). Ask one participant to volunteer to go first and when s/he is done, place a check mark on his/her photo. Ask the person who went first to pick the next person. Continue this pattern of checking off people and selecting the next person until all participants have had a turn.