

GLOSSARY ADDENDUM TO THE REVISED EDITION
OF THE TBR-VE PARTICIPANT WORKBOOK

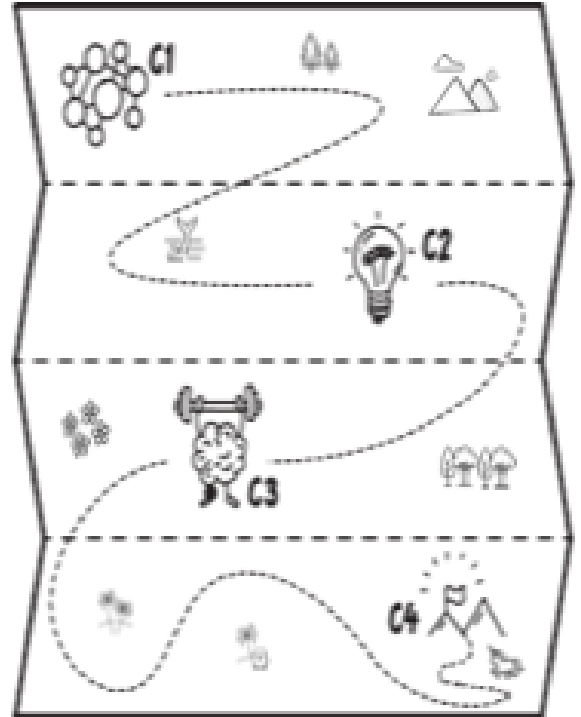
Participant Workbook:
Glossary of Activities for the
Training from the BACK of the Room!
Virtual Edition Class

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Glossary Addendum to the Revised Edition of the
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TBR-VE Activity List

Contents

All the activities below are listed in order of how they appear in the TBR-VE class. Some of these activities appear in multiple places, for example the Ticket Out activities. For an alphabetical index of the activities, please go to the end of this document.

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Be Prepared

Description

The Be Prepared section of the Whiteboard allows participants to start to learn to use the Whiteboard Software, get to know a little about their colleagues, the trainer, and the producer, and gives them some idea what will be necessary for a successful start to the class.

A further benefit of this activity is that it allows the trainer and producer to check how well the participants can use the Whiteboard Software. If the Be Prepared section remains unused a few days after you have sent the welcome email, this could be a signal of the following:

- participants have not received your email.
- participants don't realise that importance of being prepared.
- participants are experiencing difficulties using the Whiteboard Software.

This then provides the trainer and producer with a signal of whether they need to check-in with the participants to see how things are going.

Type of Participation

Shared Individual

Duration

It should take no more than 5 minutes to do, but typically we give participants a week to complete it.

Technology Involved

Online Whiteboard

Instructions

1. On the whiteboard, create sticky notes with ideas of ways to be ready.
2. Create sufficient "column" sticky notes for your participants, plus the trainer and producer.
3. Write instructions to claim a column, personalise it with an icon, and to add any other ways the participants can think of to be prepared.
4. Complete the trainer's column as an example.
5. Get your producer to do the same.
6. Decorate the participants' column.

Where it Appears

Welcome Whiteboard

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Which 4Cs can you use it for?

C1	C2	C3	C4
X			

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
		X	X	X	X

Warm-Ups

Description

Warm-Ups are pre-training activities that we invite participants to do ahead of the class. Page 89 of Training from the BACK of the Room! discusses Warm-ups in greater detail. In the Live Virtual world, Warm-Ups are a critical part of instructional design. Because of the intensity of learning in a Live Virtual Classroom, we need to shift content and reinforcement activities into offline time. Warm-Ups should prime and prepare participants for the learning to come. Examples include:

- Watching videos.
- Reading a blog article or a book chapter.
- Completing a task on a Whiteboard.
- Researching a question and writing about it.
- Posting ideas into the class online communication platform.

Type of Participation

Usually individual

Duration

30-60 minutes

Technology Involved

Whiteboard, Video, Browser, etc.

Instructions

- Make sure that you have created clear instructions for the Warm-Ups which also include how to get help.
- Put these instructions in a Handout, Participant's Workbook and/or on the Whiteboard.
- If you are at the end of a session and setting up the Warm-Ups for the next session, make sure you get the participants to flag or bookmark where the Warm-Ups for the next session are. Set an expectation that the participants must complete the Warm-Ups. Highlight that they are an essential part of the content.
- Send an email to participants informing them/reminding them to do the Warm-Ups.
- Be sure to use the content from the Warm-Ups in the following module.

Top tip: Add questions into the Warm-Ups with instructions to post the answers into the online communication platform. This helps you keep track of how engaged the class is with the Warm-Ups, as well as encouraging communication outside of the class.

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Where it Appears

Before all modules.

Which 4Cs can you use it for?

C1	C2	C3	C4
X			

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
		X	X	X	X

Check-in and Tech-Check

Description

At the beginning of any Live Virtual Session, it is important to make sure that everyone can be heard and seen well. Rather than doing something formal after the whole group arrives, it is worth doing this in a safe, friendly way as participants arrive.

If a participant is having trouble with their technology, the producer can help. If it is possible to take them to a breakout room to try to help them out further, this lowers the stress levels for the participant as they can sort the issue out privately. It also removes the distraction for other participants. You can significantly reduce the risk of this happening by having a pre-course tech check-in; however, it does not take away the need to do this at the beginning of every session.

It is critical that you have a pre-prepared plan for how to deal with this. The plan should at least include:

- Access to instructions for Windows, Mac, Linux, iOS, Android, and any other platforms that the participants might be using.
- Plan B contact plan if the participant can't access the software (phone number, SMS, email, online messaging tool, etc.).
- How you will deal with multiple participants having problems.

Type of Participation

Plenary

Duration

1-2 minutes

Technology Involved

Video Conferencing

Instructions

1. As each participant arrives, greet them.
2. Ask them to say "Hello" and give you a wave.
3. If the participant is having video or audio problems, the producer should follow your pre-prepared troubleshooting plan.

Where it Appears

All modules

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Which 4Cs can you use it for?

C1	C2	C3	C4
X			

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
		X		X	X

Rename Yourself

Description

In all the modules of TBR-VE, we start by getting people to rename themselves in the virtual environment to add something about themselves. Not every tool has this option, but where it does this can be a fun way of learning more about people and thus build connections between participants. You can also use it to relate back to the learning - for example, by metaphor.

Type of Participation

Individual

Duration

1-2 minutes

Technology Involved

Video Conferencing

Instructions

1. Ask participants to change their name using the rename function of the Video Conferencing software.
2. Get them to add something about themselves to their name. Examples include:
 - a. Geographic location (e.g., City and/or Country)
 - b. Favourite Animal
 - c. How they are feeling about the training
3. If they like, encourage them to also choose an emoji to add after.

Where it Appears

All modules

Which 4Cs can you use it for?

C1	C2	C3	C4
X			

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
			X	X	X

Fast Pass

Description

A Fast Pass is conceptually the same as the class of Connection activities you will find on page 97 of the English version of Training from the BACK of the Room! book. It is a short activity which connects participants to the topic and to each other. The main difference is that we use breakout rooms with small groups to build a safe learning environment.

Type of Participation

Pairs or Small Groups

Duration

5-7 minutes

Technology Involved

Breakout Rooms, Chat Functionality, and Whiteboards

Instructions

1. Make sure you have some well-crafted open questions (e.g., What, How, Why) and instructions for the participants. These can be on the Whiteboard, pasted into the Chat Functionality of your video conferencing tool, or printed in a Participant's Workbook or Handout.
2. Explain to participants that you will be sending them to breakout rooms to have a conversation.
3. Assign small groups to breakout rooms with a time limit of 5-7 minutes.
4. Direct the participants to the questions you have created, wherever that might be (chat function, whiteboard, Handout, etc.).
5. Tell participants how much time they have.
6. Ask the participants if they have any clarifying questions before they go.
7. Open the breakout rooms.
8. Close the breakout rooms when time is up.

Where it Appears

Modules 1, 2 & 4

Which 4Cs can you use it for?

C1	C2	C3	C4
X			

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
	X			X	

Analog Tools (Pass, ELMO, and Help Signals)

Description

It is a shame that when we are in a virtual environment, we often forget that we can also use physical objects to interact with each other. Analog tools can be items like pen and paper, objects like a ball, or a photo. When getting people to write or draw, it is important to get people to use thick tipped pens which are visible when held up to a camera.

In TBR-VE, we invite participants to create “Pass”, “ELMO”, and “Help” signs.

The Pass (Right to Pass) sign is especially important as it provides participants with a way of opting in or out of an activity and therefore providing further safety.

ELMO (Enough: Let’s Move On!) can be a good way of gauging whether a conversation has gone on long enough, although not every trainer or group of participants is comfortable with signalling ELMO at each other. You’ll have to decide if it works for you and your participants.

Finally, the Help sign can be an effective way for participants to get your attention if they need further assistance or clarification with a topic. This can be especially useful when you have participants who are less comfortable or confident with the technology. Waving a sticky note, card, or piece of paper with “Help” written on it might be easier than finding a reaction or typing something in to chat. Also, providing permission to do this also increases the safety for participants to do so.

Type of Participation

Individual

Duration

5 minutes

Technology Involved

Video Conferencing

Instructions

We will cover the example of creating a Right to Pass here, but you can adapt these for any signal you feel your participants would find useful.

1. Invite your participants to find a thick tipped pen and some paper/cards/sticky notes. Ask them to hold them up to the camera when they have them as a signal that they are ready.
2. Tell them that you will be asking them to create some signs and that they can draw on them or simply write if that makes them feel more comfortable.

3. On a sticky note, write the word “Pass” in the middle of it.
4. Hold this up to your camera so that it is visible to everyone else. Invite them to do the same as you have. Give them a moment to do so.
5. Now draw a ticket shape around the word “Pass” as a container.
6. Once again, hold this up to the camera and invite your participants to do the same.
7. Ask them to hold the paper up to the camera when they have finished.
8. Explain the purpose of the Right to Pass.
9. Once you have explained the purpose, invite your participants to practice it by holding their Right to Pass up to the camera.

If you don't want to do the writing and drawing live, make the different stages of creating the signal ahead of time,

Where it Appears

Module 1

Which 4Cs can you use it for?

C1	C2	C3	C4
X	X	X	X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
X		X	X	X	X

Virtual Ball Toss

Description

The TBR book contains an activity called Ball Toss on page 195. The virtual version is similar, although in the virtual environment, we use it as a way of getting people to volunteer to speak and move around a little, whilst providing a little whimsy to the training.

Type of Participation

Group

Duration

5 minutes

Technology Involved

Video Conferencing

Instructions

1. Have a small ball (e.g., stress ball, Koosh ball, etc) to hand.
2. Say to participants that you are about to invite people to speak if they would like to.
3. Tell them that you will go first and that once you have had your go, you will hold up the ball you have and offer to throw it to whoever would like to go next.
4. The way they show that they want to speak next is by holding their hands up as if they want to catch the ball.
5. You will then “throw the ball” and say the name of the participant who is holding their hands up to catch the ball.
6. The person who has caught the ball will then give their answer and offer to throw the ball.
7. They then choose whoever volunteers next and “throws the ball” to them whilst saying their name.
8. Start the process by asking an open question and giving your answer.
9. Hold the ball up and ask who would like to go next.
10. Select a volunteer and “throw the ball to them” whilst saying their name.
11. This continues until nobody volunteers, or everyone has had a go. The producer should then volunteer to catch the ball, provide their answer and the activity ends.

Optional Variation

Use this as a celebration activity where each participant gives a statement of appreciation of the group before tossing the ball to someone else who is holding their hands up.

Where it Appears

Module 1 and 5.

Which 4Cs can you use it for?

C1	C2	C3	C4
X	X	X	X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
X	X			X	X

Polling

Description

You can use polling when you want participants to select one or more fixed responses to a question. Video Conferencing tools often have a Polling function built-in, or you can use a Whiteboard with icons or the in-built Dot Voting functionality that they sometimes have.

You can alternatively use the Chat Functionality to get people to type their options or get them to show a number on their hands via their camera.

Type of Participation

Group

Duration

5 minutes

Technology Involved

Video Conferencing, Polling Function, Whiteboard, (optional) Chat Functionality

Instructions

1. Prepare your poll before the session begins.
2. Introduce the poll to the participants.
3. Ask them to make their choice(s) from the options available.
4. Reveal how the group polled.
5. Hold a brief discussion about what the result means, allowing participants to share their observations if it makes sense to do so.

Where it Appears

Module 1

Which 4Cs can you use it for?

C1	C2	C3	C4
X	X	X	X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
				X	X

Trainer's Toolbox

Description

The Trainer's Toolbox is a Graphic Organiser. Training from the BACK of the Room! introduces Graphic Organisers on page 115. It is a way to help participants take notes. We co-create the Trainer's Toolbox during the TBR-VE class. We invite participants to complete the Toolbox by filling it with ideas, activities, and materials. By writing these down, participants will remember better. Also, as the organiser is free form, it encourages participants to choose where they will write the toolbox item, further reinforcing the memory.

The organiser serves as a handy tool where participants can go after the class to remind themselves of the many things that they experienced during the class and what they decided they would like to try later.

Type of Participation

Individual

Duration

10 minutes

Technology Involved

Whiteboard

Instructions

1. Before the class, send a Trainer's Toolbox to your participants in electronic format (it could be a standalone hand out or in a Participant's Workbook).
2. Instruct them to download the file and either print it out or load it on to a device which allows them to write on to the digital file.
3. Create a space on the whiteboard which lists 2-5 ideas, activities, and materials that you will be introducing to your participants during the session.
4. When the time comes, direct your participants to their Trainer's Toolbox.
5. Reveal the list of ideas, activities, and materials that you have pre-created on your whiteboard,
6. Invite your participants to write down each of the items in their Trainer's Toolbox.
7. Tell them to give you a signal when they have finished. This can be physical or digital - but be clear on what the signal is (e.g., thumbs up, raise a hand, etc.).
8. Conduct a brief discussion about the items in the list. Address any questions that arise.
9. Ask participants to highlight 1 or 2 items they have written down as things they would like to try.

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10. Invite a volunteer or two to explain which of the items they highlighted and how they plan to use it.

As an alternative to step 10, you could send the participants into breakout rooms in small groups or pairs to discuss this with each other.

Where it Appears

All modules

Which 4Cs can you use it for?

C1	C2	C3	C4
X	X	X	X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
		X	X		

Chat Storm

Description

A chat storm is a way of providing participants with time to think before giving their responses using the chat functionality of the Video Conferencing software. As you invite participants to submit their responses all at the same time, it reduces the possibility of participants anchoring each other.

Type of Participation

Group

Duration

3-5 minutes

Technology Involved

Video Conferencing, Chat Functionality

Instructions

1. Tell participants that you are going to ask them a question and that you would like them to type their answer into the Chat Functionality of the platform you are using.
2. Tell them that they will not send their answer though until you give them a verbal signal to do so. The verbal signal will be you giving a countdown from 3 to 1 and then saying the word "Go".
3. Explain that the reason you would like them to do this is because you want all their answers to appear at the same time.
4. Ask your question and invite the group to put their hands in the air when they have finished typing to let you know that they are ready. You can also joke that this will stop them from being tempted to send their response too early.
5. When everyone has signalled that they are ready, remind them that you will be giving them a countdown and that they are to send their response when you say "Go!"
6. Countdown from 3 to 1 and say "Go!"
7. Read out all the responses from the participants, thanking and praising them as you go.

Where it Appears

Module 1

Which 4Cs can you use it for?

C1	C2	C3	C4
X	X	X	X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
X				X	X

Suggestions for Success

Description

To build a safe learning environment, it is important to have working agreements of how the group should be together. Suggestions for Success is a part of the creation of the working agreements in the TBR-VE class, along with a chat storm, the final formalisation of the working agreement. We won't cover the exact version as per the TBR-VE class here. However, we will give a brief overview of how to do it.

Suggestions for Success is a type of Interactive Lecture. There can be times when we are introducing new content to participants where we may have to deliver a lecture. The temptation is to fire up your slide deck and talk over the top. This is not a participant-centric way of delivering content. Instead, make your lecture interactive by breaking it down into segments which involve participants every step of the way. Training from the BACK of the Room! discusses Interactive Lectures on page 133.

Type of Participation

Plenary

Duration

20 minutes

Technology Involved

Video Conferencing, Whiteboard

Instructions

1. Before the class, prepare a Graphic Organiser which contains images representing behaviours that you would like your participants to agree to. Ensure that there is space for them to write down the name of the behaviour and take notes if they wish.
2. Send the Graphic Organiser to your participants in electronic format (it could be a standalone hand out or in a Participant's Workbook).
3. Instruct them to download the file and either print it out or load it on to a device which allows them to write on to the digital file.
4. Create a space on the whiteboard which lists the behaviours you suggest, along with the images that represent them. Make sure that you have individually hidden the suggestions and that you can reveal them one at a time.
5. When the time comes, direct your participants to their Graphic Organiser. Give them a few moments to do this and ask them to signal to you when ready.
6. Go through each of the suggestions, one by one inviting your participants to write down the behaviour, take notes, and ask clarifying questions. Try to vary your

approach to each to stop the process becoming repetitive. For example, think of how you could get movement into the activity

7. Once you have revealed them all, ask if everyone is happy to abide by these suggestions. Remember that these are not demands, but only suggestions, so if someone really disagrees with one of the suggestions, try to find common ground, or remove the item and move on.

Where it Appears

Module 1

Which 4Cs can you use it for?

C1	C2	C3	C4
X			

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
X	X	X	X	X	X

Tech Time

Description

We must assume that our participants do not know our chosen technological platforms. Live Virtual Classrooms can be overwhelming to participants who are experiencing them for the first time. We therefore use Tech Time activities to introduce new features and gradually build the expertise of our participants, and therefore their confidence with the platforms.

As you need to use new features of a technological platform, give your participants the opportunity to try them out in a safe, no stakes way first. The activity should be safe to fail and not impact on the learning experience in any way. If a participant is not able to achieve the result you are hoping for, be prepared to have an alternative way that they can participate and look to provide an opportunity between sessions to help them out.

This can be a chance for your producer to shine as they can take over and be more visible in the classroom.

Type of Participation

Group

Duration

Up to 5 minutes

Technology Involved

Whichever technology you are introducing

Instructions

1. Before the class, prepare a script and have troubleshooting instructions available for the variety of platforms that your participants may be using.
2. Create a simple activity that gently introduces the new feature you will be using. Have clear, non-technical instructions and do not assume any prior knowledge.
3. When the time comes, patiently guide your participants through the activity.
4. Be prepared to help anyone who is struggling with the activity.

Where it Appears

Module 1

Which 4Cs can you use it for?

C1	C2	C3	C4
X		X	

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
				X	X

Working Agreements

Description

A Working Agreement is a set of behaviours that the group agrees upon to ensure a safe learning environment. In TBR-VE, we start to build the working agreement using the Chat Storm and Suggestions for Success. The last step for creating a working agreement is for the trainer and producer to copy the items from the Chat Storm to the whiteboard. The participants then review the items on the board, ask questions about any that are unclear, change any that they can't agree to, and add any that might be missing. The group settles on their agreement and celebrates.

Type of Participation

Group

Duration

5-10 minutes

Technology Involved

Video Conferencing, Whiteboard

Instructions

1. Copy the items from the Chat Storm to the space on the whiteboard for working agreements.
2. Ask the group to review the agreements.
3. Ask the group to add any that they feel are missing.
4. Discuss which items need clarification.
5. Remove or revise any which the group can't agree to.
6. Once the group has agreed, invite them to decorate the agreement with icons, images, emojis, etc.
7. (optional) You can share the screen with the agreement once everyone has agreed. Invite participants to make an "agreement pose" and take a screen grab of the agreement and the video images of the participants agreeing as a way of "signing" the agreement.

Where it Appears

Module 1

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Which 4Cs can you use it for?

C1	C2	C3	C4
X			X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
	X	X	X		X

Ticket Out: “Wows” and “How About?”

Description

Ticket Out activities give participants the opportunity to reflect on what they have learned. TBR-VE uses “Wows” and “How About?”. Participants can prioritise what they have found important and decide on what they are missing (if anything). The process reinforces learning because it causes participants to recall what they have learned. It also provides you (the trainer) with insights into what resonates and what to cover further.

Type of Participation

Shared Individual

Duration

5 minutes

Technology Involved

Whiteboard

Instructions

1. Prepare a space on the whiteboard for participants to add their “Wows” and “How About?” tickets.
2. Direct participants to the section
3. Explain that "Wows" are the important things participants learned from this first module. "How About?" is a question they want answered during the next module.
4. Ask them to produce one “Wow” and one “How About?” in the section.
5. Give them time to do this.

Where it Appears

Modules 1, 2 & 4

Which 4Cs can you use it for?

C1	C2	C3	C4
			X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
			X	X	

Class Photo

Description

The ease of making a Screenshot means that it's quite a common thing to do. As with all things TBR, keep it about the content and learners.

Type of Participation

Group

Duration

2 minutes

Technology Involved

Video Conferencing, Screenshot, Whiteboard

Instructions

1. Make sure that you have the gallery view enabled so that you can see everyone in the group.
2. Tell the class that you are going to take a Screenshot of the class
3. Explain to the participants how this will be used (i.e., is it just to be used in the class, or are you planning on using it for external purposes). Keep in mind your working agreements here.
4. Say to your participants that they can take the right to pass by turning their video off if they don't want to be in the photo. Give them a moment to do this.
5. Invite participants to make a pose that represents how they are feeling about the class so far.
6. When everyone is ready, take a Screenshot of the group.
7. Upload to the Whiteboard.

Remember that often, by default, whoever is taking the Screenshot may have to edit their video settings so that they appear the right way around in the photo.

Optional Variations

Other ways you could use this:

- Ask participants to hold up an object relating to something about the class.
- Get participants to draw something on paper and hold that up.
- Invite participants to strike a pose for the photo (for example, celebrating the end of the class).

Where it Appears

Modules 1, 2, 3 & 5

Which 4Cs can you use it for?

C1	C2	C3	C4
X	X	X	X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
X		X		X	X

Experts in the Room

Description

Participants share information about themselves based on their skills and experience. This activity is a good way to get participants to be aware of the breadth of experience in the group and to know a little more about their colleagues.

Type of Participation

Individual Shared

Duration

5 minutes

Technology Involved

Whiteboard

Instructions

1. Create a space on the Whiteboard with clear instructions of what you expect your participants to do.
2. During the class, introduce the area and explain that this is a way of the class getting to know each other better and learn who the experts in the room are.
3. Tell them that they can take 5 minutes to fill in the board and celebrate their expertise.
4. Provide them the space to do this.
5. When participants complete the activity, compliment them on the knowledge and expertise they have.

Where it Appears

Module 1

Which 4Cs can you use it for?

C1	C2	C3	C4
X			

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
		X	X	X	X

Follow-Ups

Description

Like Warm-Ups, Follow-Ups are activities which participants should complete outside of the Live Virtual environment. They are activities which promote Retrieval Practice and Spaced Practice and therefore reinforce learning and increase knowledge retention. Page 277-8 of Training from the BACK of the Room! contains ideas for Follow-Ups in virtual environments. Examples include:

- Watching videos.
- Reading a blog article or a book chapter.
- Completing a task on a Whiteboard.
- Researching a question and writing about it.
- Posting ideas into the class online communication platform.

Type of Participation

Usually individual

Duration

30-60 minutes

Technology Involved

Whiteboard, Video, Browser, etc.

Instructions

- Make sure that you have created clear instructions for the Follow-Ups which also include how to get help.
- Put these instructions in a Handout, Participant's Workbook and/or on the Whiteboard.
- If you are at the end of a session and setting up the Follow-Ups for the next session, make sure you get the participants to flag or bookmark where they can find the Follow-Ups for the session.
- Set an expectation that the participants need to complete the Follow-Ups. Highlight that they are an essential part of the content.
- Send an email to participants informing them/reminding them to do the Follow-Ups.

Top tip: Add questions into the Follow-Ups with instructions to post the answers into the online communication platform. This helps you keep track of how engaged the class is with the Follow-Ups, as well as encouraging communication outside of the class.

Where it Appears

Before all modules.

Which 4Cs can you use it for?

C1	C2	C3	C4
			X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
		X	X	X	X

Pen Pop-ups

Description

Pen Pop-Ups are a way of encouraging class members to contribute to the class conversation. Like the Virtual Ball Toss from Module 1, participants will signal that they wish to talk, this time by holding up a writing tool (pen, pencil, marker, sharpie).

Type of Participation

Group

Duration

10 minutes

Technology Involved

Video Conferencing, Whiteboard/Chat

Instructions

1. Before the class, create instructions for the Pen Pop-Ups exercise. The instructions should include the framing question for the exercise, and how the exercise works. These can be on a whiteboard, pasted into chat, or shared through a digital file (Handout, Participant's Workbook, etc.).
2. Share the instructions with the class.
3. Ask participants to find a pen or other writing tool. Give them a moment to do this.
4. Remind them that, if they want to speak, they should wave their pen in front of the camera.
5. Get them to practice doing this.
6. Tell them that if they hear their name called when they wave their pen, it is their turn to answer the question that you shared with the group. They then look to see who is waving their pen and choose the next person to go.
7. Start off by demonstrating how to do a Pen Pop-up. Wave your pen, give your answer, and then ask who wants to go next. Choose someone.
8. Continue until everyone who wants to participate has gone or time runs out.

Where it Appears

Module 2

Which 4Cs can you use it for?

C1	C2	C3	C4
X	X	X	X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
X	X				X

Quick Sort

Description

A Quick Sort is an activity where participants can work either individually or in groups to move items around a white board and sort them in a way that makes sense. It should be just challenging enough to participants thinking about the content, and not so hard that it is difficult to answer. There should be only one correct way of sorting the items out and it should be a brief activity.

Type of Participation

Individual or Group or Plenary

Duration

10 minutes

Technology Involved

Video Conferencing, Whiteboard, (optional) Breakout Rooms

Instructions

1. Before the class, on the whiteboard, create a section for the activity. It should include clear instructions for the activity, items to sort, and areas to sort the items to.
2. Make sure you have enough copies for the size of the group you are using.
3. During the class, reveal the Quick Sort section and direct participants to it.
4. Explain to the participants what they will be sorting and why.
5. Tell them how they will be doing this (e.g., Breakout Groups, Individually or Plenary).
6. If they are doing this in groups, let them know that you would like them to discuss each item and collectively decide where it goes.
7. Give them a timebox.
8. Start the activity.
9. Whilst the activity is taking place, see whether there are any items in the wrong place and be prepared to help with this when the activity is over.
10. When participants finish, lead a celebration.
11. Address any wrongly sorted items.
12. Ask if anyone has any questions or insights that they would like to share with the group.

Where it Appears

Module 2

Which 4Cs can you use it for?

C1	C2	C3	C4
	X	X	

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
	X	X		X	X

Shout Out

Description

Shout Out is where we ask a question to the group and ask them to “Shout Out” their responses. It can be quite chaotic over video conferencing because of the time lag and difficulty in spotting each other’s cues. Still, if done with a good sense of humour, it is an effective way of interacting with a group.

Type of Participation

Plenary

Duration

5 minutes

Technology Involved

Video Conferencing

Instructions

1. Tell participants that in a moment you will ask them a question and that you would like them to “Shout Out” their response.
2. Tell them that you will go first.
3. Remind them that they have the Right to Pass.
4. Ask the question and shout out your response.
5. Ask for volunteers to shout out their answers.
6. If chaos ensues, ask them to use a funny signal to show when they want to “Shout Out” an answer and facilitate.

Where it Appears

Module 2

Which 4Cs can you use it for?

C1	C2	C3	C4
X	X	X	X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
	X	X	X	X	X

Mix and Match

Description

Mix and Match is like Quick Sort in that you direct participants to move items into areas that make sense on the whiteboard. The key difference is that there isn't one and only one way of matching the items to an area. The items can belong to multiple areas. It is a great way of demonstrating that a set of concepts are flexible and can be used in multiple ways.

Type of Participation

Individual or Group or Plenary

Duration

10 minutes

Technology Involved

Video Conferencing, Whiteboard, (optional) Breakout Rooms

Instructions

1. Before the class, on the whiteboard, create a section for the activity. It should include clear instructions for the activity, items to sort, and areas to sort the items to.
2. Make sure you have enough copies for the size of the group you are using.
3. During the class, reveal the Mix and Match section and direct participants to it.
4. Explain to the participants what they will be sorting and why.
5. Tell them that items can belong to multiple areas.
6. (optional) Say that they can duplicate the items if they like so they can put them next to multiple items.
7. Tell them how they will be doing this (e.g., Breakout Groups, Individually or Plenary).
8. If they are doing this in groups, let them know that you would like them to discuss each item and collectively decide where it goes.
9. Give them a timebox.
10. Start the activity.
11. Whilst the activity is taking place, see whether there are any items in the wrong place and be prepared to help with this when the activity is over.
12. When participants finish, lead a celebration.
13. Reflect with them how there are many different ways they can apply these items.
14. Address any wrongly sorted items.
15. Ask if anyone has any questions or insights that they would like to share with the group.

Optional Variation

- Ask participants to do this individually offline (like the Module 3 Follow-Up: Virtual Tool Sort).

Where it Appears

Modules 2 and 3 (Virtual Tool Sort)

Which 4Cs can you use it for?

C1	C2	C3	C4
	X	X	X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
	X	X		X	X

Gallery Walk

Description

A Gallery Walk is an activity where participants visit the areas of the whiteboard where other participants have been working. So, like going to an art gallery and walking around looking at various works, participants do much the same thing with the work of others from the class. It creates the opportunity for participants to see alternate answers, diversifies insights, and is a great way of participants sharing their knowledge without having to do plenary conversations and so forth.

Type of Participation

Individual or Group or Plenary

Duration

5 minutes

Technology Involved

Video Conferencing, Whiteboard, (optional) Breakout Rooms

Instructions

1. After an activity where participants have been working in breakout groups or individually, invite them to spend some time visiting the spaces in which the other participants were working.
2. If they were in Breakout Rooms, send the participants back to their breakout rooms with the direction to discuss what is the same and what is different with the other participants' work.
3. (optional) Provide participants with icons they can use to praise or ask questions about specific items.

Where it Appears

Module 2

Which 4Cs can you use it for?

C1	C2	C3	C4
X	X	X	X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
	X			X	X

Quick Draw

Description

Quick Draw is an activity where we give people a moment to think and then draw an icon or image on a sticky note/card/piece of paper using a marker, sharpie, or the like. They then share what they have drawn. In the TBR-VE class, we use this to ask people to represent one of the 6 Trumps. Use your imagination: It could be something about the class content, how the participant feels about the class, what they are hoping to learn. Remember to keep it participant-focussed and relevant to the learning experience.

Type of Participation

Shared Individual

Duration

5-10 minutes

Technology Involved

Video Conferencing, (optional) Whiteboard, (optional) Breakout Rooms

Instructions

1. Ask participants to find themselves a marker and a sticky note or card. Give them time to do this.
2. Tell them that in a moment you will ask them to draw something that represents your chosen idea on the card.
3. Get them to take it in turns to hold up their card and explain what they have drawn.
4. Praise all contributions and celebrate at the end.

Optional Variations

Other ways you could use this:

- Instead of getting participants to share in the main group, create small group breakout rooms and ask them to share there instead.
- Get the participants to hold up their card and get people to guess what they are expressing through their icon.
- Take a group photo at the end and upload it to the whiteboard.

Where it Appears

Module 2

Which 4Cs can you use it for?

C1	C2	C3	C4
X	X	X	X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
X	X	X			X

Teach-Back

Description

The Teach-Back activity is in the Training from the BACK of the Room! book starting from page 177. Invite participants to take a piece of content, prepare a brief learning experience and then use that to teach their fellow participants.

A Standing Teach-Back is a variation on this where participants stand as they deliver their short piece of content. Participants may have to change the angle of their camera for this to work well.

Type of Participation

Small Group and then Whole Group

Duration

Up to 40 minutes

Technology Involved

Video Conferencing, Whiteboard, (optional) Screen-Sharing

Instructions

Because of the complexity of this activity, you should have the instructions for the Teach-Back written on the whiteboard. The example from the TBR-VE Whiteboard is as follows:

1. *With your breakout group, discuss and agree on a small segment of content to use for your Teach-Back.*
2. *Choose at least one of the 6 brain science principles and at least one of the tools from your Trainer's Toolbox to demonstrate as you teach your content segment.*
3. *You will have 10 minutes to prepare your Teach-Back and 3 minutes to demonstrate it.*
4. *Note: Most importantly, you will engage and involve us all. This is NOT a 3-minute lecture!*

You can adapt these as necessary.

1. Before the class, create a space on the Whiteboard for the Teach-Back to take place.
2. Create sufficient space for the number of groups you expect to have. Each group should have their own copy of the instructions as well as space to work and create an activity.
3. In the class, when it comes to the Teach-Back, reveal the instructions and invite the participants to read the instructions to themselves. Give them time to do this.
4. Provide any additional context about the activity that makes sense. For example, give them constraints about what content they could use for their Teach-Back.

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5. [Perform a Check for Understanding.](#)
6. Ask if there are any other questions. Answer any that arise.
7. Start the breakout rooms. *
8. When the Teach-Back preparation time is over, welcome everyone back.
9. Ask for a group to go first.
10. When you have a volunteer group, remind them that they need to involve the entire class, so everyone is participating.
11. Remind them of the timebox for their Teach-Back and set a timer.
12. Check they are ready to go and when they are, kick off the timer.
13. After each group's Teach-Back, lead a round of applause. Do a different round of applause each time to keep things fun and introduce movement.
14. Perform whatever debrief is appropriate after each group.
15. Praise and debrief after all groups finish.

* As this is a complex activity, we recommend that you visit the breakout rooms to check in with the group progress. Especially early on to make sure that the groups have decided what they are going to Teach-Back.

Where it Appears

Module 2, 3 & 5

Which 4Cs can you use it for?

C1	C2	C3	C4
	X	X	

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
X	X				X

Check for Understanding

Description

Sometimes an activity we are using has complex instructions. The more instructions we have for an activity, the more likely it is that participants will not understand the instructions. Further to typing the instructions on Whiteboards or in to Chat, we can also perform a Check for Understanding. When we do a Check for Understanding, we ask a series of yes/no questions and ask for understanding by analog signals.

Type of Participation

Group

Duration

5 minutes

Technology Involved

Video Conferencing

Instructions

1. Prepare a series of yes/no questions about the activity that participants are about to undertake. These questions should show you as the trainer that the participants have everything that they need to be successful in the activity.
2. Explain that you are going to ask the group a series of questions about the instructions for the activity. This is to Check for Understanding.
3. Ask them to give you a signal for yes and one for no (e.g. thumb signals or see below)
4. Go through the questions and give them a moment to respond to each.
5. If they get any wrong, gently correct them and highlight that this is the reason you are doing this.
6. Once done, check if they have any other questions before they begin.

If you ask them an incorrect number-based question (e.g., Do you have 10 minutes to...? when they have 5 minutes), you should ask them to show how many minutes they do have.

Optional Variations

Types of signals include:

- Thumbs Up/Thumbs Down (up for yes, down for no).
- Stand Up, Sit Down (stand up for yes, sit down for no).
- Facial expressions (smiley for yes, frown for no).
- Card signals (tick for yes, cross for no).

Where it Appears

Module 2, 4 & 5

Which 4Cs can you use it for?

C1	C2	C3	C4
X	X	X	X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
X				X	X

Personal Reflection

Description

Personal Reflection time is for allowing us to assimilate our learning experiences. It gives participants a moment to think. We can invite them to talk about what they were thinking about or share in Chat, Whiteboard, etc.

Type of Participation

Shared Individual

Duration

10 minutes

Technology Involved

Video Conferencing, Chat Functionality or Whiteboard

Instructions

1. Tell participants that you are going to invite them to spend a short amount of time to reflect.
2. Ask them to take a moment to think of a sentence that summarises what they have just learned.
3. When participants are ready, they can type the sentence into the Chat Functionality of the platform you are using. (Alternatively, they can do this on a Whiteboard instead).
4. Give them time to do this.
5. When the group finishes, invite them to read each other's reflections.
6. Lead a brief discussion about their reflections.

You can also provide Personal Reflection activities through Handouts and Participant's Workbooks. This provides participants with the chance to write down their thoughts. Furthermore, you could get them to share their reflections in small groups using Breakout Rooms.

Where it Appears

Module 2, 3, & 4

Which 4Cs can you use it for?

C1	C2	C3	C4
X	X	X	X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
	X		X	X	X

Think and Write

Description

Like the Personal Reflection activity, Think and Write gives participants a moment to think about a question or concept and then Write down their response. In this case, we ask them to write in their Participant's Workbooks or on Handouts which have prompting questions.

Type of Participation

Individual

Duration

5 minutes

Technology Involved

(Optional) Whiteboard, (optional) Breakout Rooms

Instructions

1. Before the class, prepare a Graphic Organiser with instructions for the Think and Write activity.
2. Send the Graphic Organiser to your participants in electronic format (it could be a standalone hand out or in a Participant's Workbook).
3. Instruct them to download the file and either print it out or load it on to a device which allows them to write on to the digital file.
4. During the class, direct your participants to their Graphic Organiser. Give them a few moments to do this and ask them to signal to you when ready.
5. Ask them to read the instructions for the Think and Write.
6. See if they have any questions about the activity and answer them.
7. Set a time and ask the participants to begin.
8. When the time is up, debrief if necessary.

In Module 3, a [Pair-Share](#) immediately follows this activity

Optional Variations

Other ways you could use this:

- Use a space on the Whiteboard and ask participants to type in their ideas in this space.
- Use the chat functionality.

Where it Appears

Module 3 & 5

Which 4Cs can you use it for?

C1	C2	C3	C4
X	X	X	X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
			X	X	

Pair-Share

Description

Pair-Share is where participants share ideas and answers with each other in pairs (or triads if you have an odd number).

Type of Participation

Pairs (or triads if odd number)

Duration

5 minutes

Technology Involved

Video Conferencing, Breakout Rooms, (optional) Whiteboard, (optional) Chat Functionality

Instructions

1. Give participants a framing question or topic.
2. Set up Breakout Rooms with pairs.
3. Tell them that you would like them to spend a few minutes sharing their answers and insights about the framing question/topic.
4. Send them to Breakout Rooms until the allotted time is up.

Optional Variations

- Ask participants to write down what their partner in the share said.

Where it Appears

Module 3

Which 4Cs can you use it for?

C1	C2	C3	C4
X	X	X	X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
	X			X	

Virtual Card Game

Description

A Virtual Card Game is a type of Concept Centre. It is an activity-based lecture segment where the participants discuss and learn without the trainer talking to them. You will find more about on page 149 of the Training from the BACK of the Room! Book. Groups of participants sort through cards with different types of information about the content and place them into areas that make sense. After participants complete this, the trainer reveals the answers. Each group then discusses a set of questions which the trainer can provide in a Participant's Workbook, or Handout.

It is like the [Quick Sort](#) from Module 2. The key differences are that we provide the answers so people can check, and then also provide a question sheet to prompt discussion in the Breakout Rooms.

Type of Participation

Small Groups

Duration

20 minutes

Technology Involved

Video Conferencing, Breakout Rooms, Whiteboard

Instructions

1. Before the class, on the Whiteboard, create 3-4 “cards” per concept you want the participants to learn and a space for participants to place each concept’s cards. Use a mixture of images, words, icons, and colours for the cards.
2. Create an answer area on the board where you have placed the cards in the correct spaces so that participants can check their work after they have sorted the cards. Make sure you have hidden this area.
3. Create one copy of the game for each group.
4. Write some open questions around the concepts in the activity so that participants can discuss in their Breakout Rooms before they return (this could be on the Whiteboard or in an electronic such as a standalone hand out or in a Participant's Workbook). Do not forget to direct them to download the questions before the class if they need to!
5. Make sure the Whiteboard contains clear instructions on what participants need to do.
6. During the class, reveal the areas on the Whiteboard.

7. Ask the participants to read the instructions on the Whiteboard. If the instructions are complex, consider using a [Check for Understanding](#) before people begin.
8. See if anyone has any questions about the activity. Answer any questions that arise.
9. Send them to Breakouts in groups of 3 or 4 participants.
10. Set a timer on the Whiteboard.
11. When the time is up, bring the participants back.
12. Debrief as necessary.

Top tip: Watch the Whiteboard to see that people can work with the card game. If there is no movement in one or more of the groups' areas, consider visiting their Breakout Room to see if they need help.

Where it Appears

Module 3

Which 4Cs can you use it for?

C1	C2	C3	C4
	X		

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
	X	X	X		X

Three Before Me

Description

Rather than immediately answering a question from a participant, ask the class for 3 answers before you give your answer.

Type of Participation

Group

Duration

5 minutes

Technology Involved

Video Conferencing

Instructions

1. When you are asked a question, ask the class to see if they can give you 3 answers before you give your response. If you want to, reassure them that you have an answer, and you would love to hear what the class has to say first.
2. See what responses you get from the class, praising answers that work, and gently correcting answers which don't.
3. Do this until you have three answers from the class, or they run out of ideas - whichever happens sooner.
4. If a participant has already given your answer, provide praise to the person who gave it, and expand on it. Explain why that is your response. Perhaps provide an additional answer if you have one.
5. Check if that has answered the original question.
6. Thank everyone who responded.

Where it Appears

Module 3.

Which 4Cs can you use it for?

C1	C2	C3	C4
	X	X	X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
	X			X	X

Metaphor Magic

Description

Ask participants to think of something. Once they have done that, ask them to find a physical object that represents this for them. Then take it in turns to explain what the object is and why it represents what they thought of.

Type of Participation

Shared Individual.

Duration

5-10 minutes (depending on the size of the group).

Technology Involved

Videoconferencing, (optional) Screenshot.

Instructions

1. Ask participants to take a moment to think about something. Give them 30 seconds or so to do this. If you like, get them to give you a signal when they are ready.
2. Ask participants to find a physical object that represents this for them and hold it up to the camera when they have found one. Make sure that you have an object that represents it for you handy too!
3. Explain to participants that you will take it in turns to explain what the object is and how it represents whatever they were thinking about.
4. Tell them you will take it in turns and that you will go first. Whoever wants to go next should hold their object in front of the camera and wave it. If they are taking the right to pass, they should not hold the object up to the camera. When each person finishes their turn, they should look to see who is holding up their object and choose someone by saying their name.
5. Begin by holding up your object and explaining what it is and why it represents what you asked the participants to think about.
6. When you have finished, say the name of someone who is waving their object at the camera.
7. Continue until done.
8. Celebrate everyone's input and debrief as necessary.
9. (optional) Ask participants to hold their objects up to the camera and pose for a Screenshot to share on the Whiteboard.

Optional Variations

Other ways you could use this:

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- Ask participants to think of an animal and how it represents what you asked them to think of. (Animal Metaphors)
- Get participants to draw something on paper that represents what you asked them to think of.

Where it Appears

Module 3.

Which 4Cs can you use it for?

C1	C2	C3	C4
		X	X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
X	X	X		X	X

Data Hunt

Description

Data Hunts are a type of activity where you ask questions and participants hunt for the answers. You can find other examples of Data Hunts on pages 20 & 56 of Training from the BACK of the Room! as well as some variations on the theme in the “Connections: Warm-Up Activities” section which begins on page 89.

Type of Participation

Whole Group

Duration

15 minutes

Technology Involved

Video Conferencing, Whiteboard

Instructions

1. Before the class, create a space on the Whiteboard which contains clear instructions of what the participants are meant to do, data to hunt for, and an answer list of what you are expecting them to find. Make sure you create multiple versions of the data to hunt for, so that everyone has the chance to identify the items you want them to find.
2. Create a digital file which contains space for participants to write the answers from the Data Hunt and any notes they would like to take (could be a Handout or part of a Participant's Workbook).
3. Instruct them to download the file and either print it out or load it on to a device which allows them to write on to the digital file.
4. During the class, guide participants to this section of the Whiteboard.
5. Ask the class to take a moment to a moment to read through the instructions. Give them a moment to do this.
6. Share your screen and explain that you are going to ask them to use the pen feature on the Whiteboard to circle items that they identify as meeting the criteria of your data hunt.
7. Demonstrate an example for them.
8. Tell them how many items you are expecting them to find.
9. Say that they will do this individually and that they don't need to take turns.
10. Ask if they have any clarifying questions. Answer them.
11. Invite them to begin and give them time to complete the task.
12. When participants finish, praise them, and ask them if they would like to see the answers.
13. Reveal the answers and debrief.

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14. Ask them to write down the answers in the Handout or Participant's Workbook.

Where it Appears

Module 4

Which 4Cs can you use it for?

C1	C2	C3	C4
X		X	

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
		X	X		X

Fist to Five

Description

Fist to Five is a well-known facilitation tool which is great for checking in with a group. It allows participants to provide you with feedback based on how many fingers they are showing on their hand. 0 (fist) to 5 (all fingers and thumb showing).

Type of Participation

Group

Duration

5 minutes

Technology Involved

Video Conferencing

Instructions

1. Tell participants that you want to check how they are feeling about a topic/content/the class (whatever makes most sense).
2. Say that in a moment, when you say go, you want them to show you on a scale of 0-5 how they are feeling.
3. Explain that they will do this by holding up their fist and when you say “Go” they will reveal how they rate themselves by holding up the number of fingers for that rating in front of the camera.
4. Take them through the meaning of the ratings whilst physically demonstrating holding up your fist in front of the camera:
 - a. Closed fist is 0 and means... (for example, “Not very confident”)
 - b. 1 or 2 fingers means... (for example, “Starting to get this”)
 - c. 3 or 4 fingers means... (for example, “Pretty much there”)
 - d. 5 fingers mean... (for example, “All over this”)
5. Ask the participants to take a moment to think about where they are and then hold their closed fist up to the camera ensuring that they don’t show their rating until you say “Go!”
6. When everyone is holding their fist up to the camera, say “Go!”
7. Observe where people are and provide a short summary of what you see.

Where it Appears

Module 4

Which 4Cs can you use it for?

C1	C2	C3	C4
X	X		X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
X				X	X

Chat Box Questions

Description

Open the floor by inviting participants to ask any questions they have in the Chat Functionality of the Video Conferencing platform you are using.

Type of Participation

Individual

Duration

10 minutes

Technology Involved

Video Conferencing, Chat Functionality

Instructions

Invite participants to type any questions they have about the content you have been covering. Give them a moment to do this.

Scan through the questions to see if there are any themes and groupings.

Spend a few minutes discussing and answering their questions, starting with those which are in the same grouping or theme first.

Where it Appears

Module 4

Which 4Cs can you use it for?

C1	C2	C3	C4
X	X	X	X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
	X			X	

Glows & Grows

Description

Sometimes when participants present back to a group or demonstrate something, you need a framework for participants to provide specific, safe, and positive feedback to each other. Glows and Grows are a way to do this. They use “Yes, and...” thinking which promotes a sense of positive collaboration.

Glows and Grows work best when you set clear expectations of what a Glow and Grow looks like. For example:

GLOWS

Positive statements with specific Information about what works.

EXAMPLES TO READ ALOUD:

"This worked well because (state reasons why)."

"I liked this part because ..."

"Because you did this your learners will be able to do this..."

"This is a great part because ..."

AND (not “but”)

GROWS

Positive suggestions, ideas, questions,
or comments that will help someone improve.

EXAMPLES:

"Another suggestion is "

"Have you thought about ...?"

"In addition, you can try"

"How about doing this as well ... ".

Type of Participation

Group

Duration

5 minutes

Technology Involved

Video Conferencing, Whiteboard

Instructions

1. Before the class, prepare an area of the Whiteboard with clear instructions of how to conduct Glows and Grows. Ensure that you provide examples of what they look like (see above).
2. Create a space on the whiteboard for participants to type in Glows and Grows for each other.
3. During the class, just before you want the participants to start to provide feedback to each other, direct them to the Glows and Grows area of the Whiteboard.
4. Explain to the class that they will be providing positive feedback to each other after
5. Ask participants to read the instructions and to give you a signal when they have finished. Give them a moment to do so.
6. When they have read the instructions, highlight the “yes, and…” nature of Glows and Grows.
7. Explain to them that after each presentation/demonstration, they will have a moment to think.
8. They will then type their Glow and Grow onto a sticky note in the Glows and Grows space for the participant who has done the presentation/demonstration.
9. You will then invite 3 or 4 of them to verbally provide a Glow and Grow each.

Top tip: It is best if you model a Glow and Grow as the first piece of feedback after the first presentation.

Where it Appears

Module 5.

Which 4Cs can you use it for?

C1	C2	C3	C4
		X	

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
	X		X	X	X

Choral Reading

Description

Participants read a particular frame on the Whiteboard or paragraph in the Participant's Workbook out loud with the rest of the group. This enables them to practice reading, hearing, and saying the content, which will help them remember it.

Type of Participation

Group

Duration

5 minutes

Technology Involved

Video Conferencing, (optional) Whiteboard

Instructions

1. Before the class, create some content that you want the participants to read out loud. This can be on the Whiteboard, or in a digital file such as a handout or in a Participant's Workbook.
2. During the class, direct participants to the content. Ask them to signal to you that they have found it.
3. Explain to the participants that you are going to read aloud some content together.
4. Highlight that in doing so, they will remember the content better.
5. Give participants the choice of doing this whilst muted or with their microphones on. Allow them a moment to mute or unmute themselves.
6. When they are ready, begin reading with the participants.

Where it Appears

Module 5

Which 4Cs can you use it for?

C1	C2	C3	C4
		X	

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
	X				X

Wall of Fame

Description

It is important that participants celebrate each other's learning and contributions at the end of a class. The Wall of Fame is an activity for doing this. Participants write statements of appreciation about each other and/or the group on sticky notes on the Whiteboard and then decorate it with icons and images.

Type of Participation

Group

Duration

5 minutes

Technology Involved

Video Conferencing, Whiteboard

Instructions

1. Before the class, create a space on the Whiteboard for the Wall of Fame.
2. Pre-prepare a statement of appreciation for the group based on how the class has been.
3. During the class, when it is time to celebrate, direct the participants to the section of the Whiteboard.
4. Explain that you are going to invite them to make statements of appreciation about the group. Say that the statements can be about a specific person or a general one for the whole group.
5. Show the class your pre-prepared statement of appreciation as an example.
6. Invite them to write statements of appreciation and to decorate the Wall of Fame with icons and pictures.
7. Give them some time to do this.
8. Suggest they take a few moments to read the Wall of Fame.

Where it Appears

Module 5

Which 4Cs can you use it for?

C1	C2	C3	C4
			X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
		X	X	X	X

Body Breaks

Description

Body Breaks are an opportunity for participants to move around, get some oxygen into their brain, and re-energise themselves. Moving this way helps participants refocus their attention.

Type of Participation

Group

Duration

1-2 minutes

Technology Involved

Video Conferencing

Instructions

There are lots of different ways to get people moving. Page 36 of Training from the BACK of the Room! discusses Stretch Breaks. Page 137 describes Stand, Stretch, and Speak and page 138 has Bend, Breathe, and Write.

You can also ask for volunteers to lead stretches or suggest playful ways of moving around. If you can make it content related, all the better! [Writing on the Ceiling](#) is an example of this.

Please remember to adapt these activities to your participants' needs and be inclusive. Also, remind people that they have the right to pass.

Where it Appears

Everywhere!

Which 4Cs can you use it for?

C1	C2	C3	C4
X	X	X	X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
X				X	X

Writing on the Ceiling

Description

With Writing on the Ceiling, participants think about something content related and then extend their arm in the air to “write” their thought on the ceiling.

Type of Participation

Individual

Duration

2 minutes

Technology Involved

None

Instructions

1. Invite participants to take a moment to reflect on a piece of content/question.
2. Ask them to extend their arm into the air and pretend to write the reflection/answer on the ceiling.

Where it Appears

N/A

Which 4Cs can you use it for?

C1	C2	C3	C4
X	X	X	X

Which Trumps?

Movement trumps Sitting	Talking trumps Listening	Images trump Words	Writing trumps Reading	Shorter trumps Longer	Different trumps Same
X			X	X	X

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