TRIED AND TRUE CAFETERIA LEARNING ACTIVITIES

10

Mix and match this handpicked selection of our most popular and versatile activities to use as starting points for your Cafeteria Learning design process. Use them for your own Activity Menu, or use them as a springboard for coming up with new or modified activities. Feel free to change the structure and the materials of each activity to meet your needs.

Most of these activities can be applied to a variety of topics, but sometimes an activity may work best within one particular subject matter context. The “Happy Hopper” activity is an example of an activity that we use specifically for communication—in this case, for teaching managers to give their employees specific (rather than general) praise: for example, “I love how much detail you included in your presentation” rather than “Great job!”

As you review this selection, you’ll notice we used the design document as your guide. The Topic Title, Learning Objectives, Foundational Content, Activity Title, and Reflection Questions sections are purposefully left out so you can tailor the activity to meet your content and learning needs.

<<CREATIVE: Under Learning Preference/Interaction/Technology, the text below should be formatted as a list with check boxes, with the red text indicating when the box should be checked off.>>

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| Topic Title  (Priming) | | | | | Learning Objective | | | | | |
| Foundational Content | | | | | | | | | | |
| Activity Title  (Priming) | | | | | | | | | Estimated Time  10 minutes | |
| Activity Description  Participants choose randomly from a set of cards with thought-provoking quotes. They then answer discussion questions about the card they chose. | | | | | | | | | | |
| Learning Preference | | | | | | | Interaction | | | Technology |
| Problem solving  Competition | | | Collaboration  Visual | Auditory  Kinesthetic | | Reflective | Individual  Partner | Group  Other | | High tech  Low tech |
| Activity Instructions  Priming activities are facilitated; therefore, you will not need to print out instruction sheets for this activity. Our instructions for the facilitator’s use are as follows:  When participants enter the room, instruct them to take one quote card.  After the session begins, ask participants to read their quote card and then share it with people at their table. | | | | | | | | | | |
| Reflection Questions  Ask if anyone would like to share his or her quote with the group.  Ask what learners noticed about the themes of their quotes (for the example quote cards below, learners might notice that the quotes all relate to learning and creativity). | | | | | | | | | | |
| Produce | Purchase | Workshop Materials | | | | | | | | |
|  |  | Large poster board with hook-and-loop pieces. You’ll attach each “quote card” to this board for participants to choose from as they enter the room. | | | | | | | | |
|  |  | Laminated “quote cards” displaying a variety of images or thought-provoking quotes, one for each participant, plus a few extra for choice. Each card has a hook-and-loop piece stuck to the back of it for easy attachment to the poster board. | | | | | | | | |
|  |  | Printed copies of the discussion questions, one for each participant. | | | | | | | | |

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| Topic Title | | | | | Learning Objective | | | | | |
| Foundational Content | | | | | | | | | | |
| Activity Title  (Case Studies) | | | | | | | | | Estimated Time  10 minutes | |
| Activity Description  Participants choose a case study (from a set of three) to work on and answer questions at the end of each case study. Case studies are a great way to flex your learners’ problem-solving muscles and to get them actively thinking and talking about how they can apply the concepts to real-life situations. | | | | | | | | | | |
| Learning Preference | | | | | | | Interaction | | | Technology |
| Problem solving  Competition | | | Collaboration  Visual | Auditory  Kinesthetic | | Reflective | Individual  Partner | Group  Other | | High tech  Low tech |
| Activity Instructions  Choose one of the case studies.  Read the case study aloud and answer the questions with a partner or group. | | | | | | | | | | |
| Reflection Questions | | | | | | | | | | |
| Produce | Purchase | Workshop Materials | | | | | | | | |
|  |  | Laminated activity instructions | | | | | | | | |
|  |  | Table and chairs | | | | | | | | |
|  |  | One copy of each case study and questions. (We usually like to create about three case studies, each printed on a separate sheet of paper.) | | | | | | | | |

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| Topic Title | | | | | Learning Objective | | | | | |
| Foundational Content | | | | | | | | | | |
| Activity Title  (Conversation Cards) | | | | | | | | | Estimated Time  10 minutes | |
| Activity Description  With a partner, participants take turns choosing cards and discussing the respective questions on each card. Conversation cards contain content meant to be thought-provoking. This type of activity is an excellent way to allow participants to state their own thoughts and opinions while also learning from someone else’s thoughts. | | | | | | | | | | |
| Learning Preference | | | | | | | Interaction | | | Technology |
| Problem solving  Competition | | | Collaboration  Visual | Auditory  Kinesthetic | | Reflective | Individual  Partner | Group  Other | | High tech  Low tech |
| Activity Instructions  Choose a conversation card.  Read the card aloud and discuss with your partner.  Switch roles until all the cards have been read and discussed. | | | | | | | | | | |
| Reflection Questions | | | | | | | | | | |
| Produce | Purchase | Workshop Materials | | | | | | | | |
|  |  | Laminated activity instructions | | | | | | | | |
|  |  | Table and chairs | | | | | | | | |
|  |  | Eighteen conversation questions printed on 5x7 cards, laminated. | | | | | | | | |

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| Topic Title | | | | | Learning Objective | | | | | |
| Foundational Content | | | | | | | | | | |
| Activity Title  (Happy Hopper) | | | | | | | | | Estimated Time  10 minutes | |
| Activity Description  Standing in a circle, learners take turns giving examples based on a hypothetical situation. Each time a learner contributes their example, they wind the “happy hopper” windup toy one time before passing it on to the next learner in the circle. After everyone has had a turn, the last learner lets the happy hopper go on the table. | | | | | | | | | | |
| Learning Preference | | | | | | | Interaction | | | Technology |
| Problem solving  Competition | | | Collaboration  Visual | Auditory  Kinesthetic | | Reflective | Individual  Partner | Group  Other | | High tech  Low tech |
| Activity Instructions  Stand in a circle, facing each other. Read the scenario. Think of a single, specific example.  Say your example aloud, wind the Happy Hopper, and while holding the feet, pass it to the next person.  Continue until everyone has had a turn to say their examples. Examples cannot be duplicated.  Set the Happy Hopper down on the table and watch it go! | | | | | | | | | | |
| Reflection Questions | | | | | | | | | | |
| Produce | Purchase | Workshop Materials | | | | | | | | |
|  |  | Laminated activity instructions | | | | | | | | |
|  |  | Table and chairs | | | | | | | | |
|  |  | Windup toys (we used smiley face ones). | | | | | | | | |
|  |  | Employee behavior scenario cards. | | | | | | | | |

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| Topic Title | | | | | Learning Objective | | | | | |
| Foundational Content | | | | | | | | | | |
| Activity Title  (Heads-up!) | | | | | | | | | Estimated Time  10 minutes | |
| Activity Description  Learner 1 selects a notecard from Set 1 without reading it. They place the card (word/phrase-side out) on their forehead for Learner 2 to read. Learner 2 gives clues without saying the word/phrase, while Learner 1 tries to guess the corresponding word/phrase. When all the notecards in Set 1 are used, learners switch roles and use Set 2 of the notecards. | | | | | | | | | | |
| Learning Preference | | | | | | | Interaction | | | Technology |
| Problem solving  Competition | | | Collaboration  Visual | Auditory  Kinesthetic | | Reflective | Individual  Partner | Group  Other | | High tech  Low tech |
| Activity Instructions  Determine who will be Learner 1 and who will be Learner 2.  Learner 1 will select notecards from the Set 1 deck, without reading the word/phrase.  One at a time, Learner 1 will place one notecard to their forehead with the word/phrase side visible for Learner 2.  Learner 2 will give clues to Learner 1 (without saying the word/phrase) while Learner 1 guesses what the word/phrase is.  <<Secondary bullet under previous numbered entry>>Got it right?—place the notecard in the “correct” pile  <<Secondary bullet under previous numbered entry>>Got it wrong or want to skip?—place the notecard in the “discard” pile  When all the notecards in Set 1 are used, learners switch roles and use Set 2 of the notecards. | | | | | | | | | | |
| Reflection Questions | | | | | | | | | | |
| Produce | Purchase | Workshop Materials | | | | | | | | |
|  |  | Laminated activity instructions | | | | | | | | |
|  |  | Table and chairs | | | | | | | | |
|  |  | Two sets of 20 notecards with words/phrases | | | | | | | | |

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| Topic Title | | | | | Learning Objective | | | | | |
| Foundational Content | | | | | | | | | | |
| Activity Title  (Magnetic Poetry) | | | | | | | | | Estimated Time  10 minutes | |
| Activity Description  Learners place words on a magnetic board in order to build creative phrases that relate to the selected topic. | | | | | | | | | | |
| Learning Preference | | | | | | | Interaction | | | Technology |
| Problem solving  Competition | | | Collaboration  Visual | Auditory  Kinesthetic | | Reflective | Individual  Partner | Group  Other | | High tech  Low tech |
| Activity Instructions  Place words on the board to build a creative phrase related to what comes to mind when you think of the topic.  You can build off phrases or sentences already on the board or create your own. | | | | | | | | | | |
| Reflection Questions | | | | | | | | | | |
| Produce | Purchase | Workshop Materials | | | | | | | | |
|  |  | Laminated activity instructions | | | | | | | | |
|  |  | Table | | | | | | | | |
|  |  | One magnetic board for learners to create and display their magnetic poetry on | | | | | | | | |
|  |  | An easel or wall to display the magnetic poetry board | | | | | | | | |
|  |  | A selection of small rectangular magnetic pieces, each with a word printed on the front. Participants will use these pieces to “write” their poetry. When choosing your words for this activity, come up with 25-35 sentences that you think your learners might typically create and print each of these words (even if they are duplicates). Also print at least two of each “connector” word (“the,” “as,” “a,” “in,” “at,” “for,” “I,” “you,” “me,” “and,” “we,” “they”) | | | | | | | | |

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| Topic Title | | | | | Learning Objective | | | | | |
| Foundational Content | | | | | | | | | | |
| Activity Title  (Mind Maps) | | | | | | | | | Estimated Time  10 minutes | |
| Activity Description  Several flip chart pages are taped together on a wall to create one large writing space. The question “What does (topic) mean to you?” is written in the center of the paper writing space. Learners add lines off the center question or off each other’s responses to answer the question if they have the same response. (The facilitator should write in some examples for the learners before the workshop begins.) | | | | | | | | | | |
| Learning Preference | | | | | | | Interaction | | | Technology |
| Problem solving  Competition | | | Collaboration  Visual | Auditory  Kinesthetic | | Reflective | Individual  Partner | Group  Other | | High tech  Low tech |
| Activity Instructions  Use markers to add lines to the Mind Map describing what (topic) means to you.  You can also add to any existing definitions. | | | | | | | | | | |
| Reflection Questions | | | | | | | | | | |
| Produce | Purchase | Workshop Materials | | | | | | | | |
|  |  | Laminated activity instructions | | | | | | | | |
|  |  | Various color flip chart markers | | | | | | | | |
|  |  | Wall or other hard surface | | | | | | | | |
|  |  | Self-sticking flip chart paper or flip chart paper with an easel | | | | | | | | |

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| Topic Title | | | | | Learning Objective | | | | | |
| Foundational Content | | | | | | | | | | |
| Activity Title  (Postcards) | | | | | | | | | Estimated Time  10 minutes | |
| Activity Description  Thirty photo cards are spread out on the table in numerical order. Each card is numbered. Participants choose a blank index card, write the number of the photo that inspired them on it, and then describe on the index card how that photo relates to their understanding of the topic at hand. They will then place their index card in a photo album-style binder for others to view. | | | | | | | | | | |
| Learning Preference | | | | | | | Interaction | | | Technology |
| Problem solving  Competition | | | Collaboration  Visual | Auditory  Kinesthetic | | Reflective | Individual  Partner | Group  Other | | High tech  Low tech |
| Activity Instructions  Choose a picture postcard that represents your view on the topic.  Take a blank index card and write the number on it from the postcard you chose.  Answer the following statement on your index card: “This image represents [the topic at hand] to me because . . .”  Place your index card in the binder for others to view.  Review your colleagues’ postcards. | | | | | | | | | | |
| Reflection Questions | | | | | | | | | | |
| Produce | Purchase | Workshop Materials | | | | | | | | |
|  |  | Laminated activity instructions | | | | | | | | |
|  |  | Table and chairs | | | | | | | | |
|  |  | 30 4”x6” photo cards, laminated. If you prefer to purchase premade cards rather than finding your own stock photos, we recommend Christine Martell and Tom Tiernan’s VisualsSpeak cards (www.visualsspeak.com) | | | | | | | | |
|  |  | 30 4”x6” blank index cards for people to record their thoughts about the photos | | | | | | | | |
|  |  | Pens | | | | | | | | |
|  |  | 8.5”x11” binder with pages for 4”x 6” index cards | | | | | | | | |

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| Topic Title | | | | | Learning Objective | | | | | |
| Foundational Content | | | | | | | | | | |
| Activity Title  (Tic-Tac-Toe) | | | | | | | | | Estimated Time  10 minutes | |
| Activity Description  Using dry erase tic-tac-toe boards, learners partner up and take turns selecting true/false trivia cards. With each right answer, learners earn the right to place a mark (“X” or “O”) on the board. Using tic-tac-toe should add a level of friendly competition to this activity. | | | | | | | | | | |
| Learning Preference | | | | | | | Interaction | | | Technology |
| Problem solving  Competition | | | Collaboration  Visual | Auditory  Kinesthetic | | Reflective | Individual  Partner | Group  Other | | High tech  Low tech |
| Activity Instructions  Decide who will go first. This learner is the “X”; the second learner is the “O.”  Select a card and read the true/false question aloud.  Answer the question and check your answer.  If you are correct place your mark (either “X” or “O”) on the tic-tac-toe board.  Continue until you have either reached a stalemate or have a winner. | | | | | | | | | | |
| Reflection Questions | | | | | | | | | | |
| Produce | Purchase | Workshop Materials | | | | | | | | |
|  |  | Laminated activity instructions | | | | | | | | |
|  |  | Table | | | | | | | | |
|  |  | Pre-made tic-tac-toe boards or create your own using a whiteboard and washi-style tape | | | | | | | | |
|  |  | Two dry erase markers | | | | | | | | |
|  |  | Eighteen true/false questions printed on 5”x7” cards, double-sided, laminated. The front of the card is printed with true/false question; the back is printed with answer | | | | | | | | |

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| Topic Title | | | | | Learning Objective | | | | | |
| Foundational Content | | | | | | | | | | |
| Activity Title  (Timeline) | | | | | | | | | Estimated Time  10 minutes | |
| Activity Description  Learners place relevant events, processes, or milestones (related to the content) in chronological order on a timeline. Each event also includes a description highlighting its importance in the larger cultural context. | | | | | | | | | | |
| Learning Preference | | | | | | | Interaction | | | Technology |
| Problem solving  Competition | | | Collaboration  Visual | Auditory  Kinesthetic | | Reflective | Individual  Partner | Group  Other | | High tech  Low tech |
| Activity Instructions  Do not flip cards over.  Read each card.  Organize all cards in the order in which you think the events happened.  When you feel that the events are in the right order, flip each card over to find out if you’re correct. | | | | | | | | | | |
| Reflection Questions | | | | | | | | | | |
| Produce | Purchase | Workshop Materials | | | | | | | | |
|  |  | Laminated activity instructions | | | | | | | | |
|  |  | Table and chairs | | | | | | | | |
|  |  | 10-15 double-sided laminated timeline cards, with the year on one side and the milestone (along with pop culture cues to help learners place the events) on the other | | | | | | | | |
|  |  | You can create a timeline for learners to add the cards to, but they could also figure out how to organize the cards in order without one | | | | | | | | |

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| Topic Title | | | | | Learning Objective | | | | | |
| Foundational Content | | | | | | | | | | |
| Activity Title  (Storytelling) | | | | | | | | | Estimated Time  10 minutes | |
| Activity Description  Using a recording device, learners record themselves telling a personal story in response to questions or cues related to the topic. The stories are also available for others to hear during the workshop. | | | | | | | | | | |
| Learning Preference | | | | | | | Interaction | | | Technology |
| Problem solving  Competition | | | Collaboration  Visual | Auditory  Kinesthetic | | Reflective | Individual  Partner | Group  Other | | High tech  Low tech |
| Activity Instructions  Select a story prompt.  Using the recording device, record yourself reading the story prompt and your response.  Stop recording when you’re done.  Recorded stories will be available for others to view during the workshop. | | | | | | | | | | |
| Reflection Questions | | | | | | | | | | |
| Produce | Purchase | Workshop Materials | | | | | | | | |
|  |  | Laminated activity instructions | | | | | | | | |
|  |  | Recording device | | | | | | | | |
|  |  | Two story prompts related to the topic of your workshop, printed | | | | | | | | |

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| Topic Title  (Debrief) | | | | | Learning Objective | | | | | |
| Foundational Content | | | | | | | | | | |
| Activity Title  (Debrief) | | | | | | | | | Estimated Time  10 minutes | |
| Activity Description  Debriefing activities are facilitated; therefore, you will not need to print out instruction sheets for this activity. This activity will ask learners to share their takeaways and observations using notecards. You can have the questions prepared on each notecard, or you can ask them aloud to the group and ask the learners to write their response. Gather all notecards, and one at time, read a notecard response to share the learner’s experience with the group. | | | | | | | | | | |
| Learning Preference | | | | | | | Interaction | | | Technology |
| Problem solving  Competition | | | Collaboration  Visual | Auditory  Kinesthetic | | Reflective | Individual  Partner | Group  Other | | High tech  Low tech |
| Activity Instructions  On your notecard, answer the following questions:  How did this topic cause you to think differently about (topic)?  What surprised you most about (topic)?  What is one thing that inspired you today?  What will you do differently as a result of your learning experience today? | | | | | | | | | | |
| Reflection Questions | | | | | | | | | | |
| Produce | Purchase | Workshop Materials | | | | | | | | |
|  |  | Notecards—either blank or prepared with questions | | | | | | | | |