METHOD CARDS
**WHAT IT IS**
Ways to set up the virtual space to create an environment that fosters pleasant engagement throughout an online session.

**IDEAL FOR**
Depending on the purpose of the online session, the introduction should match the level of fun/seriousness.

---

**HOW IT WORKS**
A delightful introduction begins before the official start of an online session and includes a time countdown for learners who join earlier. The moderator should welcome them without adding complex tasks and be transparent that people who join right on time did not miss out on important information.

Other things to add in a delightful welcome:

- Briefly explain the purpose of the online session and agenda.
- Make learners feel comfortable with the platform with a housekeeping slide and engagement guidelines (when and how to ask questions, what to do when facing technical difficulties etc).
- Show pictures of the team organizing the online session.

Choose how to continue:

- Run a poll via [Mentimeter](#) (see #7 Competitive Poll).
- Chat (see #6 Chat Function).

For content-driven online sessions and for participation-driven online sessions: see back of the card.

---

**CONSIDERATION CHECKLIST**

- Open the room for the online session 5-10 minutes beforehand and play music for people to relax and verify their audio settings.
- Increase engagement by thinking of meaningful opening questions that link to the learning topic, or help learners to connect by asking questions of their background or location.
- The moderator should establish a strong personal presence. When kicking off a session, an energetic "Welcome everyone! We are happy you're here. We put in a lot of work in creating this event and can't wait to get started" can be infectious and sets the tone for the session.

**ADD ON**
Make use of the information you collected during the registration process and summarize the locations of attendees.

**REQUIREMENTS**

**Roles:**
- 1x moderator

**Software:**
- Opening slide
For content-driven online sessions

When the objective of the session is to explain complex and deep topics, the moderator helps learners by setting up a non-distracting learning environment. Ask them to find a quiet place, remove distractions such as muting their phones or finishing open tasks. Consider a small reminder to find a healthy seating position and to grab a glass of water. Decide whether you want to use an opening slide or an opening question. See #4 Learning Reflection

For participation-driven online sessions

For events with a lighter, diverse range of topics or multi-session events, where the focus is to keep learners interested and connected, the moderator should emphasize creating a pleasant atmosphere. Consider reading out the names of joining learners out loud to give them a sense of acknowledgment, (“Welcome Katherine, great to have you here. Hello John, hi Nancy, great that you are joining us today”). Let people introduce themselves on a whiteboard (see participant’s wall under #2 Warm-ups) or by answering a Mentimeter poll. The contributions of everyone should be visible and can be shared in the event summary.

INSPIRATION


Global Risk Financing Facility
Supporting Italy, Action in Drought Stress, Disasters, and Crises
WHAT IT IS
Warming up a group in an engaging and light-hearted way to help members to get to know each other

IDEAL FOR
Setting the right tone of an online session by giving people the opportunity to express themselves and learn more about their peers.

REQUIREMENTS
Roles:
- 1x moderator

HOW IT WORKS
Carry out warm-ups at the start of an online session. They come in various formats which is why what you decide to use depends a lot on:
- What you are trying to achieve with the exercise
- Group size
- Characteristics of the learners

They work best when they are well prepared and have clear, concise instructions. If you are trying a new one out for the first time, make sure to test it beforehand. Demonstrating the exercise also helps learners to comprehend instructions when there is a visual explanation. Don’t forget to be mindful of the time so the exercise feels exciting and flows nicely into the next segment. At the end of the warm-up, the moderator should explain the meaning behind the exercise and what it helps to reinforce, (the learning topic, team collaboration, etc.).

CONSIDERATION CHECKLIST
☐ What tone do you want to set at the beginning of your online session and how will the objective of your warm-up do this?
☐ Purpose: How does the warm-up link nicely to the next segment of your online session?
☐ Are the instructions clear?
☐ Who are your learners? Do they already have a connection with each other?
☐ Is your warm-up inclusive to your group? Consider different values, beliefs, and experiences.

INSPIRATION
[1] Article: 4 Reasons Warm-Ups Will Fundamentally Change Your Work

ADD ON
When using word clouds & polls, moderators should acknowledge the answers coming from the group.
Warm-ups for big groups

WOULD YOU RATHER...
Purpose: Understanding the identity of the group. How: Using the poll, several humorous “would you rather” questions are asked to the group (e.g. Would you rather have the superpower to fly or breathe underwater?). By using the poll feature, the moderator can have an idea of the group’s collective identity and give some casual feedback.

PASS THE WORD
Purpose: Working and creating something together as a group. How: By using the chat function, the group has to create a story together by only adding one word at a time. The moderator narrates and comments on the story out loud.

Radical warm-ups

PARTICIPANT WALL
Purpose: Virtual “badge” / Allows people to get to know each other / Gives context to people if breakout rooms happen later on in an online session. Before an online session, a link is sent out to an online collaboration tool like Miro or Padlet. It should include a template where learners can then submit their name, photo, where they work, and certain facts about them. Depending on your audience, the questions can be more serious or fun. Learners can then spend time looking at the wall during the introduction of the online session to see who they are working with. Some ideas: Fun - What’s your favorite food, hobby; Serious - Work, Education background

SCAVENGER HUNT
Purpose: Movement and fun. How: Everyone has their cameras on. The moderator asks for the group to look for certain things in their space and hold them up to the camera (e.g: Something that’s older than them). The moderator comments on what is then displayed on the screen. Whoever is the fastest can then turn their microphone on and give a sentence or two explaining the object.

STAND UP-SIT DOWN
Purpose: Movement, getting to know other learners. How: Everyone has their cameras on. The moderator asks a series of questions (e.g: Do you have a pet?) and if someone in the group has done it, they have to stand up (or raise their arms).

Warm-ups for small groups

WHERE IN THE WORLD IS
Purpose: Acknowledgement of people in the room / Familiarizing names and faces / Having fun with the environment you are in. How: Everyone has their video on. The moderator says “where in the world is, …” and says someone’s name from the group. Everyone has to point to where that person is on their screen (up, down, left, right). That person is then nominated to ask where the next group member is. This process continues over multiple rounds.

FUN FACT
Purpose: Getting to know people in the group on a more personal level. How: The moderator asks a question and each person in the group has one minute to answer. Examples: What was something they learned about themselves during the pandemic? If you could learn one skill right now, what would it be and why?

TWO TRUTHS, ONE LIE
Purpose: Getting to know people in the group on a more personal level. How: Each person in the group introduces themselves with three facts about themselves. Two of them are true, one of them is a lie. The rest of the group has to decide which is the lie. The lie is then revealed and the introduction is passed on to the next person.
# WARM-UPS

## (FOR CONTENT-DRIVEN AUDIENCES)

### WHAT IT IS

Warm-ups for learners to reflect on their objectives, worries, and concerns in the context of what will be taught.

### IDEAL FOR

Setting the right tone for an online session.

### REQUIREMENTS

Roles:
- 1x moderator

### HOW IT WORKS

Carry out warm-ups at the start of an online session. They come in various formats which is why what you decide to use depends a lot on:

- What you are trying to achieve with the exercise
- Group size
- Characteristics of the learners

They work best when they are well prepared and have clear, concise instructions. If you are trying a new one out for the first time, make sure to test it beforehand. Demonstrating the exercise also helps learners to comprehend instructions when there is a visual explanation. Don't forget to be mindful of the time so the exercise feels exciting and flows nicely into the next segment. At the end of the warm-up, the moderator should explain the meaning behind the exercise and what it helps to reinforce, (the learning topic, team collaboration, etc.).

See #4 Learning Reflection as an example.

### CONSIDERATION CHECKLIST

- How will the objective of your warm up set the tone of your online session?
- Purpose: How does the warm-up link to the next segment of your online session?
- Are the instructions clear?
- Who are your learners? Do they already have a connection with each other?
- Is your warm-up inclusive to your group? Consider different values, beliefs, and experiences.

### INSPIRATION

[1] Article: [4 Reasons Warm-Ups Will Fundamentally Change Your Work](#)
Warm-ups using a word cloud

Purpose: A visual representation of all the voices in the room. How: The moderator asks a question to learners and gives them 30 seconds to reply by using a word cloud. The moderator explains and demonstrates how learners can submit their answers using the tool. The moderator should comment on the results when it is displayed on the screen.

Some ideas (start of a session):

- Using one word, what themes do you want to hear about?
- What is the weather like in your location?

Some ideas (ending a session):

- What is a personal takeaway from this online session?
- How are you feeling after day 1? (if this is an online learning series)

Warm-ups using a poll

Purpose: Detecting patterns from your learners/helping moderators to understand the collective energy of the group. How: The moderator explains the poll tool and goes through several questions. The moderator should give learners at least 30 seconds to answer. The moderator then displays the results and comments on what patterns they see.

Some ideas:

- What's your level of understanding of the topic? (low - high)
- How energized are you about today's session? (low - high)
- What do you want to get out of this session? (list down different options)
LEARNING REFLECTION

HOW IT WORKS

For participation-driven audiences, the moderator presents the goal (see “ideal for”) of the exercise and invites learners to journal the following questions (see the back of this card).

After the learners have a few minutes to write down their thoughts, open up the floor for people to share their intentions and goals in the main virtual room. If you have more time, IT support can put learners in groups of 2-3 in breakout rooms and let them share their reflections. That way learners can get to know each other better and bond faster. In addition, the moderator gets to know their intention and can either adjust the online session or program if applicable or comment on what the session/s will or will not cover to manage expectations. You can also send out a questionnaire to get to know the learner’s motivations and intentions in advance.

For content-driven audiences, turn this into a brainstorming session to connect with the topic and set the stage for diving deeper into it. Ask the questions in the following order (see back of this card), and invite learners to write their comments in the chat, on a collaborative online whiteboard, or turn on their microphones so they can say it out aloud. Note that they are only supposed to write keywords or up to one sentence.

After the end of a session, the moderator can come back to these questions and ask what else the learners would like to add to what they said at the beginning.

REQUIREMENTS

Roles:
- 1x moderator

Software:
- Collaboration whiteboard (Miro, Jamboard)

Supplies:
- Writing material or note-taking app

CONSIDERATION CHECKLIST

- Conducting a single online session or a whole program? Consider incorporating questions in the #5 Digital Journey Map.
- If learners share their reflections in the main virtual room, make sure it’s documented if you want to go back to this exercise later.

WHAT IT IS

Individual reflection for setting the intention of participating in an online session or program

IDEAL FOR

Discovering and strengthening your personal relationship with the topic of the online event. It also sets the stage for an optimistic perspective towards learning

5-50 5-15 min
Questions to ask participation-driven audiences

- Why did you sign-up for the online session/program and what is your intention of participating?
- What do you hope to get out of the online session/program?
- How does this online session/program relate to your professional or personal life?

Questions to ask content-driven audiences

Ask the questions in the following order:

- Why does this problem matter?
- Why does the problem exist?
- Why hasn’t it been solved already?
- Why might that change now?
- How does this relate to your professional or personal life?

**INSPIRATION**

[1] Exercise Example: [Future Mapping](#)

[2] Exercise Example: [Critical Thinking Mindset](#)


[4] Exercise Sheet Example: [Best Possible Self: Visualization Exercise](#)


**DIGITAL JOURNEY MAP**

**WHAT IT IS**

The Journey Map helps participants connect the dots between the content of an online series and their existing knowledge.

**IDEAL FOR**

Slowing down and providing space for participants to reflect on what they have learned and where they want to go from there.

**REQUIREMENTS**

Roles:
- 1x moderator

Supplies:
- Clickable Journey Map PDF
- Relaxing background music

**HOW IT WORKS**

The Journey Map is handed out before the program begins, via email. It should include a note explaining how the map provides space for personal reflection and notes throughout the course. You can also encourage learners to print out the map. That way, learners have something tangible to help recap learnings, build on existing knowledge, whilst identifying knowledge gaps, and follow through with the program whilst still having the grand scope in mind.

The map should be filled out at the beginning of the online series. Introduce the task and let learners capture their thoughts, insights, and questions on the page. You can play relaxing music in the background while they carry out this task. If you have smaller groups of 5-10, ask them to share their top insights or questions. Make sure to refer back to the map during the program, so people get into the habit of reflecting on their learning journey.

**INSPIRATION**

1. Method: [History Map](#)
2. Article on reflection exercises: [7 Free Reflection Activities and Revision Exercises for Freelance Trainers & Teachers](#)
3. Article: Chapter 5: [Activities - Facilitation Reflection](#)

**CONSIDERATION CHECKLIST**

- What are the milestones during the online program that should be included in the template?
- Decide what you want your learners to reflect on. You can ask them to only focus on the input they receive in the online session and connect it with their prior knowledge, or even include current events happening in the world.

**ADD ON**

Learners can also create a map together, using collaboration tools such as Mural or Miro.
#6

**CHAT FUNCTION**

## WHAT IT IS

Utilizing the chat function to enable interaction between the moderator and larger groups

## IDEAL FOR

People to feel like they are in the same room and can interact with each other publicly

## HOW IT WORKS

**Open chat**
When sessions are in smaller groups, have the chat function set to “public” so people can interact and learn from each other. Allowing them to have the chat open as a way to express themselves to others, will also help to create a sense of community. During the introduction of the session, the moderator should explain how the chat function works. They can also advise learners to comment or share issues they have in their geographic regions when a presentation is carried out for the moderator to read during the Q&A afterward.

See back of card for moderated chats.

## REQUIREMENTS

**Roles:**
- Chat administrator

**Software:**
- Chat function set to public

## INSPIRATION

[1] Card: #7 Competitive Poll

## ADD ON

If there is a very high engagement or debate in an “open chat” within smaller groups, the moderator can think of setting up an asynchronous e-debate (see #24 Asynchronous E-debate).

## CONSIDERATION CHECKLIST

- Is there an open registration for the online session? Could this be an issue having an open chat?
- What areas of the online session could benefit from open-ended answers from learners?
- Are there templates where the chat administrator can write FAQs for learners facing technical difficulties?

## HOW IT WORKS

**Open chat**
When sessions are in smaller groups, have the chat function set to “public” so people can interact and learn from each other. Allowing them to have the chat open as a way to express themselves to others, will also help to create a sense of community. During the introduction of the session, the moderator should explain how the chat function works. They can also advise learners to comment or share issues they have in their geographic regions when a presentation is carried out for the moderator to read during the Q&A afterward.

See back of card for moderated chats.
**Moderated chat**
For larger groups, consider having a chat administrator moderate the chat while a session is carried out. They should be introduced at the start of a session, say a few words about themselves with their video on, explain how the chat function works, and communicate the rules, (see “Rules for moderated chats”). It is their responsibility to keep the chat active, safe, and speak on behalf of the organizers.

Ways to encourage learners to use the chat can include a “chat waterfall”, where the administrator asks learners to say hello in the chat and where they are joining from. They could also ask short-answered or open-ended questions regarding the learning topic, for people to write their experiences. Just note that the chat administrator and moderator should align when these questions are asked, so the moderator knows when to read through the chat so learners feel like their answers are being acknowledged.

If your online session is an open registration, you may want to think if the moderated chat is a safe option for your audience, or if you want to keep it restricted and use anonymous engagement methods like polls.

**Rules for moderated chats:**
- Don’t use the chat for other topics, promoting a business or internal discussions
- Be respectful of other learners and speakers. Write in the chat as if you would face-to-face.
- If someone enters a question you have as well, or you would like to have an answer to as well, indicate by writing “good question” or “+1”.
- The chat will be observed during the online session. Questions asked during presentations will be saved at the end during the Q&A segment.
# COMPETITIVE POLL

**WHAT IT IS**
A game using the poll function to spark light, competitive fun among learners

**IDEAL FOR**
Revising information in the format of an energizing, competitive assessment

**REQUIREMENTS**
- **Roles:**
  - 1x moderator
- **Software:**
  - Easy: Polling tool
  - Advanced: Online gaming tool

**HOW IT WORKS**
At the end of a learning module, the moderator presents a revision poll, which is structured as a competitive game amongst learners. They instruct everyone how to use the poll software and demonstrate it with an example question.

Keep questions simple and only ask one question at a time. A fast game is a good game, so depending on how difficult the questions are, try to keep each question round approximately 10-20 seconds. If the quiz is conducted with a standard polling tool, include points to each question and ask learners to keep a track of their score during the game. If you are using an external gaming tool, they should include a calculator score for each learner.

At the end of the game, the moderator asks the learners to put their scores in the chat. The learner with the highest score wins.

**INSPIRATION**

**CONSIDERATION CHECKLIST**
- What is the purpose of the quiz and how does it relate to a learner's learning journey?
- Are there easy, fun, surprising, and difficult questions to engage the learners?
- Should the poll be anonymous/with nicknames or should learners participate with their real names?
- Are there prizes to be won?

**ADD ON**
If you use a slide presentation for quizzing, make sure to highlight and display the correct answer long enough for everyone to see. Often, it is not enough to only say it out loud.
WHAT IT IS
Pre-recorded presentations with the speaker answering questions from the learners in real-time, using the chat function.

IDEAL FOR
Reducing technical issue concerns that live events might have. Exceptional talks can be reused and presenters can replicate themselves independent of time zones.

HOW IT WORKS
A presentation is pre-recorded and played during the online session. The presenter attends but as an audience member. Before playing the recording, the moderator introduces the presenter, (who says a few words about the topic) and states that they will be watching a pre-recorded presentation. The moderator explains that the chat function is a core element in this segment and that questions are highly encouraged as the presenter is available to answer questions from the learners, in real-time.

To encourage discussions, the moderator or presenter asks the learners to think of specific questions whilst watching the recording.

When the recording has ended, both moderator and presenter appear on screen for a short 5-minute reflection. They discuss any patterns regarding questions in the chat or elaborate on topics that need to be clarified.

The moderator then thanks the presenter and moves on to the next segment of the session.

INSPIRATION
[1] Article: Livestream Ecommerce: What We Can Learn from China

ADD ON
Practice looking in the camera! When recording the video, look in the camera instead of your screen.

REQUIREMENTS
Roles:
- 1x moderator
- 1x presenter

Software:
- Chat function
CONSIDERATION CHECKLIST

☐ What are questions or themes learners should think about when watching the input session?

☐ Learning happens when there is a constructive level of disagreement. How can the content be presented to encourage discussion and give rise to questions?

☐ This method can boost engagement in a segment that is seen as passive learning. But, this element alone cannot increase engagement. The style of the presentation must captivate learners in order for it to really work.
# SPLIT PRESENTATIONS

**WHAT IT IS**
Module presentations happening simultaneously with breakout rooms

**IDEAL FOR**
Increasing the autonomy of learners as they are given an element of choice on what presentations to attend. This method is great if you have a limited time presenting many guest speakers or case studies.

**HOW IT WORKS**

Be clear with the speakers about the objectives of the session beforehand. They should also provide a summary of their talk. The length of all presentations should stay consistent (10-30 minutes). Depending on how many presenters you have, you can also consider having 2-3 rounds.

The segment begins in the “main room”, where speakers and their presentations are introduced to the learners. A “map” is then shown, displaying the presentation times and which breakout rooms they are in.

The moderator should observe the time of each presentation and notify speakers five minutes before time is up. If your software doesn’t allow the people to move between breakout rooms autonomously, learners can edit their name according to the breakout room they want to go to. IT support can then move them. If learners want to move again, they join the “main room”, and notify IT support in the chat. The “main room” should have the map displayed to help with orientation.

**REQUIREMENTS**

**Roles:**
- 1x moderator
- 1x IT support
- 3-10 speakers

**Software:**
- Breakout rooms
- Chat function

**Supplies:**
- Map

**INSPIRATION**

[3] Article: [Rock Your Next Webinar with Multiple Webinar Speakers](#)

**CONSIDERATION CHECKLIST**

- Create a map outlining the presentation topics, times and breakout room number. This can be a timetable or a visually appealing imagery like a building with different rooms to enter or a map of a landscape (see #5 Digital Journey Map).

- If the breakout rooms are rather small and people will have the chance to interact with each other, set up a participant wall (see #2 Warm-ups).

**ADD ON**

Playing music in the “main room” creates a sense of welcome when learners move between breakout rooms. Depending on the music you choose, you can create a calming atmosphere or boost energy.

**CONSOLIDATION CHECKLIST**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
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<tr>
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</tr>
<tr>
<td><strong>CONSIDERATION CHECKLIST</strong></td>
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</tr>
</tbody>
</table>

**TIME Estimation**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>10-50 min</td>
</tr>
<tr>
<td>Social</td>
<td>20-60 min</td>
</tr>
<tr>
<td>Main</td>
<td>20-60 min</td>
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<tr>
<td>Input</td>
<td>20-60 min</td>
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<td>Assessment</td>
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<tr>
<td>Reflection</td>
<td>20-60 min</td>
</tr>
<tr>
<td>Closure</td>
<td>20-60 min</td>
</tr>
<tr>
<td>Follow-up</td>
<td>20-60 min</td>
</tr>
</tbody>
</table>
FLIPPED CLASSROOM

HOW IT WORKS
At least one week before the online session begins, the moderator delivers learning material to everyone via email, (this could be an article, video, report, etc). The moderator explains that the material should be read before the session as there will be group discussions about it. 1-3 questions are also listed for learners to reflect on when they read the text.

The moderator should highlight that learners will get more out of the session if they read the text beforehand. Try not to let the learning material be too heavy, as the flipped classroom segment is only 15 minutes long.

When the flipped classroom segment begins, the moderator explains that breakout rooms will be randomly assigned for learners to discuss in smaller groups. IT support should be working in the background to assign people to the right room.

The moderator should make it clear how much time the learners will be in their breakout rooms and they discuss all or just one question. If each group discusses one question, make sure you allocate the questions so the discussions are diverse.

After the time is up, the moderator closes the breakout rooms and gives each group one minute to summarise their discussion.

REQUIREMENTS
Roles:
- 1x moderator
- 1x IT support

Software:
- Breakout rooms

Supplies:
- Learning material (to be handed out beforehand)

INSPIRATION
[2] Article: 7 Unique Flipped Classroom Models Which is Best for You?
CONSIDERATION CHECKLIST

☐ Know what topic you want the learners to learn and discuss

☐ Research appropriate material and time it should take to read and analyze it

☐ What questions will help learners to reflect on the text based on the learning goal?

INPUT AND EXERCISE

For learners to comprehend knowledge immediately after an input session, then the “Input and Exercise” method is an alternative option.

During the introduction, the moderator explains that an exercise will take place during the session and learners should have a pen and paper nearby. It should be clear that the exercise is not a test but a way to assess how much people have learned from the online session.

When creating an exercise, the moderator should think of its objective and the added value learners get from doing it. It can include multiple-choice questions, filling in the blanks of sentences, completing a task, or filling out long-answered questions.

After the input, the exercise sheet is displayed on the screen for learners to fill out. It should take no longer than 10 minutes.

Once time is up, the moderator goes through the answers by providing the correct answer, talking through sample solutions, or using a peer-facilitated approach where all learners are invited to discuss the solutions. The moderator can invite 2-3 people to share their approaches to solving the exercise.

ADD ON

Before assigning breakout rooms, the moderator explains how the teams should assign a note-taker for the group discussion. It is the notetaker’s job to summarize the group’s points and presents during the one-minute sharing round.
EXAMPLE WALK-THROUGH

WHAT IT IS
Walking through a process or strategy with a learner, basing it on their unique context.

IDEAL FOR
Changing how case studies are presented as learners comprehend knowledge from a new perspective.

REQUIREMENTS

Roles:
- 1x moderator

Software:
- Collaboration whiteboard (Miro, Jamboard)

Supplies:
- Process template (if needed)

HOW IT WORKS

After explaining a process or strategy in a presentation, the idea is reinforced by walking through an example with a learner, based on their context.

A template of the process should be displayed on the screen to give a visual overview for everyone. The moderator then walks through the template with the volunteer and fills it out for them based on their answers.

If you are working with smaller groups (under 25 people), consider having a learner volunteer for this exercise. For groups larger than 25 participants, consider staging this segment with a member of your team or community, so the walk-through appears smoother. Just make sure to brief that person before the session starts.

INSPIRATION

[1] Example of a template that could be walked through with a learner: Business Model Canvas


CONSIDERATION CHECKLIST

☐ When staging the walk-through, the moderator can influence in what direction the conversation should go. What is the most important thing for learners to understand in the walk-through session?

☐ When opening up the floor to any learner to volunteer, be aware that the moderator has less control in comparison to staging the event. However, this is a very learner-centered approach as the walk-through is tailored to the needs of that learner.

☐ How complex is the process or strategy? If it can’t be covered in a 15-minute walk-through, think about focusing on just one aspect.

☐ What framework or template is the basis for analysis? Visualize this to make it easier for others learners to follow.

EXAMPLE WALK-THROUGH

Any size 10-15 min preparation opening main closure follow-up social input assessment reflection
HOW IT WORKS

Meet with guest speakers at least a week beforehand to align on what topics, themes, and questions will be covered during the segment. This will give them enough time to provide more meaningful answers during the live session.

As the podcast segment is about to begin, the moderator introduces the speakers and encourages the learners to ask questions in the chat function during the interview. It is the role of the “question facilitator” to collect and select the best ones at the end for Q&A.

The general format should look like a “TV interview”, as all speakers are visible. Visual aids are ok but the focus should be audio. It is the moderator’s responsibility to observe the time and boost the flow of the conversation if necessary. Aim for the talk to focus on storytelling and personal experiences rather than general information or processes (as these could be found in articles or worksheets).

Answers to each interview question should last 5-10 minutes. After the interview, the “question facilitator” has at least 10 minutes going through selected questions (see #20 Q&A) with the moderator and speakers.

You can also use the Podcast Style method as a “Follow-Up.”

Read the back of this card for further instructions.

INSPIRATION

[1] Podcast: This American Life

REQUIREMENTS

Roles:
- 1x moderator
- 1x question facilitator
- 1-2 external speakers

Software:
- Chat function

Equipment:
- Good quality microphones
CONSIDERATION CHECKLIST

☐ When choosing a speaker, do not only pay attention to their expertise but also their storytelling and presentation skills. It is much harder to listen to a monotonous speaker compared to a dynamic conversationalist.

☐ What topic/s do you want to cover? If this event is a follow-up or you already know who will attend, ask participants to submit their open questions in advance.

☐ Don’t be afraid to verbally repeat the core topics and themes during the interview as it helps to reinforce the point with learners.

☐ Good audio quality goes a long way. Check the audio quality of the guest speakers and provide a good microphone if needed.

☐ A good podcast is not an interview but a lively discussion and exchange of ideas, experiences, and knowledge. To make the most out of a conversation consider the following two points:
  • We are wired to be taken in by stories and remember them. What questions can spark and elicit stories?
  • Learning happens when there is a constructive level of disagreement. What are the tensions and contradictions to be discussed about the chosen topic?

Sound effects: When starting the Podcast Style method, play a short intro sound. Do the same when transitioning to a new topic to make it easier for the learners to follow. When closing the conversation, play the same sound you used for the intro to signal that the conversation is closed now.

Taking a walk: Whenever learners don’t have to look at the screen, encourage them to go out and enjoy the conversation while taking a walk. A 60-minute podcast conversation leaves enough time for learners to go outside and be back when the online session continues or ends.

Follow-up: When there are more questions than time in a Q&A session, record a short conversation with your guest speaker on the most popular questions and send the recording to attendees. Don’t forget to include sound effects and keep the last two points of the checklist at the back of your mind when talking with your guest speaker.
WHAT IT IS
Storytelling with visual aids. Case studies should focus on a protagonist or human effects.

IDEAL FOR
Solidifying and reinforcing a complex idea through storytelling. This is similar to #14 Storytelling - Eyes Closed, however, learners see images on the screen.

HOW IT WORKS
This segment is ideally suited after a heavy presentation where learners have absorbed a technical concept or process. It can also be used to captivate learners before going into depth about a technical concept or process.

REQUIREMENTS
Roles:
• 1x moderator (storyteller)
Supplies:
• Slide show presentation with photos only

HOW IT WORKS
When the moderator has found a case study or example, they map the story out with a series of snapshot images - otherwise as a storyboard, [Inspiration: 4, 5]. This can then be transferred as a slideshow presentation. For the learners to connect, there should be a protagonist in the story to create a deeper sense of empathy. Ideally, the protagonist and story should be based on a real situation, person, or people.

The moderator should write the story down and rehearse the reading a couple of times. Advanced speakers should practice speaking without notes to make it sound natural and allow for spontaneity. Practice telling the story without notes by using different time constraints: If you have 10 minutes, set a timer for 7 min, then 5 min and 3 min [Inspiration: 2].

When telling the story, the moderator should be aware of their pace, voice intonation, and pausing for dramatic effect. When telling stories, the most important thing is to connect with your emotions and speak from them to evoke emotions in others [Inspiration: 3].

After the story ends, the moderator should ask the audience to think to themselves why this story was told and how it relates to the online session.

Having the story lead by a protagonist also helps to create a level of empathy with learners. By breaking up the flow of a heavier presentation, learners can allow their minds to rest yet still learn.
INSPIRATION

[1] Video (8:34 min): Seven Keys to Good Storytelling | Josh Campbell | TEDxMemphis


[3] Video (2:42 min): How to Tell Stories

[4] Video (1:38 min): Build a Story with Scenes


CONSIDERATION CHECKLIST

☐ See what aspect of the online session appears very content-heavy and needs some light release.

☐ Find a story or case study that reinforces the purpose of the heavy content.

☐ If the learners only remember one thing from the story, what do you want them to remember? Focus on that one thing when choosing and crafting the story.

☐ Format the story or case study into a story. That means making it more relatable by having it focus on a protagonist.

☐ Use a storyboard to help you visualize the story (this is a tool for the moderator and shouldn’t be presented in the session) [Inspiration: 4, 5]. You can base the visual aids you select for your presentation on these notes.
WHAT IT IS
Storytelling via audio-only. It showcases examples or case studies on a human level, where it follows the story of a protagonist.

IDEAL FOR
Solidifying and reinforcing a complex idea through storytelling. This is similar to #13 Storytelling - Eyes Open, however, learners close their eyes.

HOW IT WORKS
This segment is ideally suited after a heavy presentation where learners have to absorb a technical concept or process. It can also be used to captivate learners before going into depth about a technical concept or process.

When the moderator has found a case study or example, they then brainstorm captivating ways to communicate it as a story. Having a protagonist in the story is a great way, as they help create empathy with the learners. Ideally, the protagonist and story should be based on a real situation or person/people.

The moderator should write the story down and rehearse the reading a couple of times. Advanced speakers should practice speaking without notes to make it sound natural and allow for spontaneity. Practice telling the story without notes by using different time constraints: If you have 10 minutes, set a timer for 7 min, then 5 min and 3 min [Inspiration: 4].

As the story is about to be told, the moderator winds down the energy of the online session. They first ask the learners to relax by rubbing their hands together quickly for 10 seconds, then immediately placing their palms over their eyes. The moderator should demonstrate this as well. Oftentimes, people feel more comfortable relaxing when having their cameras turned off. State that people can leave their cameras on or turn them off.

The moderator then asks learners to close their eyes as they go on a journey that is about a protagonist. When telling the story, the moderator should be aware of their pace, voice intonation, and pausing for dramatic effect. When telling stories, the most important thing is that the storyteller connects with their emotions and speaks from them to evoke emotions in others [Inspiration: 5].

After the story ends, the moderator explains why this particular story was told and how it relates to the online session.
Having the story lead by a protagonist also helps to create a level of empathy with learners. By breaking up the flow of a heavier presentation, learners can allow their minds to rest yet still learn.

CONSIDERATION CHECKLIST

- See what aspect of the online session appears very content-heavy and needs some light release.
- Find a story or case study that reinforces the purpose of the heavy content.
- If the learners only remember one thing from the story, what do you want them to remember? Focus on that one thing when choosing and crafting the story.
- Format the story or case study into a story. That means making it more relatable by having it focus on a protagonist.
- Use a storyboard to help you visualize the story (this is a tool for the moderator and shouldn’t be presented in the session) [Inspiration: 6, 7]

**INSPIRATION**


[2] Video (2:29 min): Palming Your eyes - for Relaxation and Clarity of Mind

[3] Video (8:34 min): Seven Keys to Good Storytelling | Josh Campbell | TEDxMemphis


[6] Video (1:38 min): Build a Story with Scenes


[8] Online Course (free): Storytelling for Change
# IMPACTFUL STORY-TELLING

**WHAT IT IS**
This method is about making sense of our experiences and sharing them by crafting engaging and tangible stories.

**IDEAL FOR**
Reflecting together on meaningful experiences.

**REQUIREMENTS**

- **Roles:**
  - 1x moderator (an experienced storyteller)

- **Software:**
  - Breakout rooms

**INSPIRATION**

1. [Free Online Course: Storytelling For Change](#)
2. Card: See “Inspiration” in #13 Storytelling - Eyes Open
3. Card: See “Inspiration” in #14 Storytelling - Eyes Closed

**HOW IT WORKS**

The moderator gives a short overview of why storytelling matters. Then, learners are asked to think of one story they would like to craft and share that story in breakout rooms organised by the moderator. Afterward, the moderator gives input on good storytelling techniques and learners get time to develop them. Afterward, they tell their stories again and give each other feedback.

**Questions to ask regarding the content:**

- What part did they find most interesting or engaging?
- If they had to make the story 20% shorter, what would they leave out?

**Questions to ask regarding the delivery:**

- When did the story evoke emotions in the listeners?
- Did the storyteller relive the moment and speak from their emotions?

By practicing storytelling together, learners reflect on their experiences and learn how to craft stories of hope.

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**IMPACTFUL STORY-TELLING #15**

5-10

30-40 min

Social

preparation opening main closure follow-up

Disaster Risk Financing & Insurance Program

WORLD BANK GROUP
**WHAT IT IS**
Reflecting what was learned during the online session together with a partner

**IDEAL FOR**
Learners contextualize their knowledge by sharing their learning comprehension. Reflection helps to raise awareness of learning gaps and unclarity

**HOW IT WORKS**
This method works best in small to mid-sized groups where there has already been some social interactivity (like #2 Warm-up or #22 Virtual Coffee Tables). During the online session, IT support assigns learners into pairs in breakout rooms (either in alphabetical order or according to their preferred language). For the latter, ask people to add their preferred language to the name that is being displayed on the video conferencing software by renaming themselves.

When the peer reflection is about to begin, the moderator asks the group to think about a recent task or project they were involved in that is related to the topic of the online session. They should reflect and explain to their partner, what went well, what didn't go so well, and can they move forward, based on the information they learned today. Pairs should have 5-7 minutes of speaking time each.

**REQUIREMENTS**
- **Roles:**
  - 1x moderator
  - 1x IT support
- **Software:**
  - Breakout rooms
- **Supplies:**
  - Pen and paper

**CONSIDERATION CHECKLIST**
- Decide what you want learners to reflect on and use this goal to find a good opening question. Provide 2-5 questions for them.
- Remind the learners of listening tools such as paraphrasing (ex.: Just to be clear, are you saying ___?) and asking questions for clarification (ex.: Can you explain what you mean by that?)

**INSPIRATION**
[1] Article: [The 15 Most Insightful Reflective Questions For Debriefing Learning](#)
WHAT IT IS

Learners take turns going around to explain their challenges and receive help from their peers.

IDEAL FOR

Strengthening community as learners share challenges and ask others for help. Knowledge is combined from different backgrounds to generate results without outside expertise and improve people's ability to give, receive and ask for help.

HOW IT WORKS

Roundtables consist of groups of 4-5 people. A roundtable of 4 takes approximately 60 minutes to complete. Each group has a breakout room and is allocated by IT support.

Main room: Learners are given time to reflect on a challenge they are currently facing related to the learning topic. Give them 5 minutes to write down the challenge with a pen and paper with bullet points providing context and one question for their group. Before learners go to their breakout rooms, explain that the following roles should be assigned in the group during the first minute: moderator/timekeeper/note-taker.

Breakout room: Cameras and microphones should be on. Roles are assigned and each person has strictly one minute to “check-in” with the group. A check-in question could be: “What holds you back from being fully present in this session?”, to remind people that they will get out the most of this session if they are fully participating and open up about the challenges they are facing. Each person takes turns receiving consultation on their challenge. It is also important that the timekeeper is strict with the time so everyone has equal speaking time.

1. The learner explains their challenge (2 min)
2. Their peers ask questions to clarify the challenge, for example by making use of listening tools such as paraphrasing (ex.: Just to be clear, are you saying ___?) and asking questions for clarification (ex.: Can you explain what you mean by that?) (2 min)
3. The peers discuss the challenge by raising questions, offer advice, and point to resources. The learner remains silent and takes notes (8 min)
4. The learner summarises the input and provides feedback on what they found helpful (2 min)
5. Repeat steps 1 to 4 until everyone in the group has received consultation on their challenge.

Back in the main virtual room, the moderator facilitates a reflection round by encouraging learners to share what the consultation sessions were like and what their highlights were.
CONSIDERATION CHECKLIST

☐ Especially when participating in this format the first time, there is a lot for learners to take care of. Provide a document for them to look up what they are supposed to do in their breakout sessions.

☐ If you are hosting a longer online series, use this format at least once a month to develop a community among your learners.

ADD ON

When learners are in a breakout room and feel stuck, they can make use of the request-host function to get help.

Depending on the number of participants, you might want to have more than one person who can help teams out in case there is a lot of demand for it.

REQUIREMENTS

Roles:
- 1x moderator
- IT support

Software:
- Breakout rooms

Supplies:
- Pen and paper

INSPIRATION

WHAT IT IS
A discussion format where 3-5 learners are placed in "the fishbowl". A topic is given by the facilitator for them to discuss. Those outside the fishbowl listen and observe whilst taking notes.

REQUIREMENTS
Roles:
• 1x moderator

INSPIRATION
[2] Video (8:12): Fishbowl Discussion Example
[4] Article on Fishbowl variations: Fishbowl Discussions: From Setting Up the 'Basic Bowl' to Creating a 'Fancy Aquarium'

HOW IT WORKS
Learners are split into two groups: Those in the fishbowl having a discussion, and those outside who are observers. Learners in the fishbowl have their microphones and cameras on and are given a topic to discuss by the moderator. Those who are outside the fishbowl listen to the discussion and take notes on:
• What are good arguments?
• Something new they learned
• What topics they would have liked to have heard more about and why?

It is the moderator's job, to guide the discussion and make sure there is equal speaking time between people in the fishbowl. After the discussion, the moderator opens the floor for learners outside the fishbowl, to reflect on what they noticed in the discussion. This should take 5-8 minutes. It is also possible for learners to write their observations in the chat.

CONSIDERATION CHECKLIST
☐ Consider what fishbowl format works best for your learning objectives [Inspiration: 4]
☐ Consider how your chosen topic and questions will foster understanding and comprehension among learners
☐ Where can you inject questions in the discussion to spark new ideas among the learners in the fishbowl?
☐ Have a set of backup questions in case the discussion starts to fizzle out. These can be open-ended questions or asking for a story.
ADD ON - Follow-up

After any online session, make sure to send a follow-up within 24 hours. A follow-up email can include notes from the online session, a roadmap of where we are (if it’s a program), encouraging learners to connect one on one, information about follow-up events (such as #24 Asynchronous E-debate), or upcoming events. You can also always ask for feedback.
HOW IT WORKS

Ideally, after an input session, the moderator sets up a poll with two options and asks learners if they agree with the first or second statement.

The moderator then continues by introducing the debate and that two teams will be created with opposing views on a topic related to the online session and poll. After teams are assigned, they are then displayed on the screen using an editable whiteboard. The question for debate is also written down on the whiteboard for everyone to see.

Depending on the knowledge level of the learners, consider giving them time to prepare for the debate. This can be done before the session or before the debate itself takes place.

Both teams take turns speaking for one minute to discuss their point in front of the opposing team. This should take approximately 10-15 minutes. The moderator has a timer that goes off once each minute has ended. The moderator should also keep an eye that each team member has a turn to speak.

When concluding the debating rounds, the moderator should try to have both teams arrive at the same conclusion. They can do so by spending 10 minutes asking the questions (see back) which should then be discussed as a group. After this reflection, the moderator brings up the same poll again to see if opinions have changed in the group.

If the debate is very active and doesn’t reach a common standing at the end of the segment, the moderator should consider setting up an e-debate. For more information, read #24 Asynchronous E-debate.
INSPIRATION

[1] Video (14:56): How to Disagree Productively and Find Common Ground


Assigning the teams

The teams can be assigned at random (e.g. alphabetical order) or according to each learner's opinion. For the latter, ask learners to add their preferred team to their name displayed by renaming themselves (e.g. “[Name] - Team B”)

Questions to ask when concluding the debating rounds

- What is it in the other team's position that gives you something to think about?
- What is it in the other team's position that interests or attracts you?
- On a scale from 1-10 (1 having no value at all, 10 being 100% right and unassailable), how would you rate the other team's position? And your own?
- If you didn’t rate the other team's position a 1 and yours a 10, why not?
- Can you imagine a position that might at least partly satisfy both of you?
#20

**Q&A: QUESTION & ANSWER**

**WHAT IT IS**
A way to allow learners to engage more with the content by thinking critically and asking questions

**IDEAL FOR**
Wrapping up a unit of content

**HOW IT WORKS**
Q&A sections are commonplace in online sessions today. And it’s your group size that will determine how it should be conducted. For mini-events, Q&As can be done ad hoc to create a level of intimacy. Larger groups tend to have questions asked in the chat, which is collected and moderated by a “question facilitator” at the end.

For dedicated Q&A sections, the moderator should start by creating a safe environment. They can frame the discussion and invite learners to participate by saying, “there are no right or wrong answers. Complex problems have several aspects to them, so please feel free to participate in the discussion”.

If you receive a lot of great questions from the learners and you are going overtime, export them and respond to them in a follow-up email or newsletter.

Read the back of this card to learn more about where to place Q&A sessions and how to select questions.

**INSPIRATION**
[1] Article: [4 Ways to Fix the Q&A Session](#)
[2] Example: [EasyRetro](#)

**ADD ON**
Some learners are not as quick to come up with questions. To give everyone the same chance, consider giving them a few minutes to reflect quietly to formulate ideas.

**REQUIREMENTS**

**Roles:**
- 1x moderator
- 1x question facilitator (for larger groups)

**Software:**
- Chat function

**CONSIDERATION CHECKLIST**
- [ ] What learning will be reinforced during the Q&A?
- [ ] What opening questions can put learners in the right mind frame for asking questions?
- [ ] Is the format of your Q&A inclusive to the size of the learners?
Placing your Q&A

- At the beginning: If you are conducting a series of online events, you might as well kick off a session by starting with a Q&A. The questions for the Q&A session can be collected at the end of the last session or the beginning of the new session. By doing so, you recap what was presented in the last session. Make sure you clarify how the topics from the last session are connected to the new one.
- In the middle: You can include short Q&A sessions throughout your online event to provide some space for learners to reflect on what they have heard.
- At the end: Usually, Q&A sessions take place at the end of an event.

Selecting questions

The quality of a Q&A session not only depends on the expert providing answers but also on the depths of the questions raised by the learners.

Have a question facilitator quietly select questions to be asked at the end of the session. That way, they can filter what questions the expert can answer best and what goes along with the overarching topic of the event. If finding a question facilitator requires more work, you might consider the following alternatives for selecting questions for larger groups:

- Use the learners as question facilitators – This can easily be done by using tools such as EasyRetro.
- Incentives – When voting on the questions, consider having a prize for the best one.
- First come, first served – Open up the floor for learners. They can type in their question in the chat or unmute themselves to ask their question directly.
OPEN MIC

WHAT IT IS
A networking element that opens the stage to learners allowing them to promote or ask for help from the community

IDEAL FOR
Creating a sense of community, especially in sessions that require group collaboration. As learners show their vulnerability, they become more relatable, making it easy to engage with each other

REQUIREMENTS

Roles:
- 1x moderator
- 1x IT support

Software:
- Video and microphones enabled for learners
- Chat function

INSPIRATION
[1] Video Example (1:07:03): Survive & Thrive Friday Webinar, May 29 Open Mic

HOW IT WORKS
This method should be used towards the end of an online session. It is a way to slowly end the session by opening up the floor to the learners to ask for help or advice from the community.

The moderator introduces the "open mic" segment, explaining the purpose and the rules of how it works: If a learner has an announcement, an opportunity to share, or needs help or advice, they raise their hand or state that they would like to speak in the chat. IT support gives the learner one minute for them to present their "elevator pitch", whilst enabling their video and microphone. This elevator pitch starts with the person briefly introducing themselves and then stating what's the challenge and what they have tried already. The moderator uses a timer to keep track of the time. Once time is up, everyone will hear the timer go off and the learner's video and microphone will be turned off.

After the one minute is up, the learner puts their contact details in the chat for community members to contact them in case they can help. If you have more time, community members can share their ideas or resources straight away by saying it out loud or typing it in the chat.

CONSIDERATION CHECKLIST
- The moderator should pay close attention to creating a welcoming and nurturing environment.
- Play music in the background to create a relaxing atmosphere.

CONSIDERATION

#21

OPEN

MIC

10-50
5-10 min

preparation opening main closure follow-up

social input assessment reflection
WHAT IT IS
A casual segment where learners can mingle and network with each other.

IDEAL FOR
Creating a safe space for active participation and informal knowledge exchange. The casual format releases tension, regains concentration and can also be a networking opportunity.

HOW IT WORKS
When sending invitations for the online session, explain this is an informal group segment where learners are encouraged to prepare a drink. Videos are encouraged to be on as well.

Schedule at least one Virtual Coffee Table segment for every 60 minutes of an online session. As the segment is about to commence, mention once again how this is an informal element with no meeting agenda. Learners are welcome to grab a drink and let the conversations flow freely in their group.

IT support assigns breakout rooms with 3-5 learners. Groups are formed by asking everyone a mood-related question like: “Where would you like to be right now: city, sea, or mountains?” This conversation starter allows groups to already have something in common when they enter the room. That way, they will not be assigned to virtual coffee tables/breakout rooms by their origin or job title.

This activity is suitable when there is a change of energy needed in the online session and focused on participation-driven audiences.

It’s difficult to dive deep into a conversation in a short space of time, so try to keep this segment around 10-30 minutes.

Requirements
- Roles: 1x moderator, 1x IT support
- Software: Breakout rooms

CONSIDERATION CHECKLIST
- This activity is suitable when there is a change of energy needed in the online session and focused on participation-driven audiences.
- It’s difficult to dive deep into a conversation in a short space of time, so try to keep this segment around 10-30 minutes.
- Do you think the group will feel comfortable with this format? Consider their expectations and cultural background. You can adapt the Virtual Coffee Tables accordingly and make them an optional part of the session.
- State in the invitation that the Virtual Coffee Tables will be part of the online session and what learners can expect. That way they can make sure that they are prepared to turn on their video and participate actively.

ADD ON
Don’t be a floating head! Encourage learners to move further away from their cameras during this session so the group can read more body language (like hand and arm movements).
INSPIRATION

[1] Article: *Virtual coffee break benefits for your team and why it should be involved in daily working routine*


[3] Video (0:50 min): *How To Set Up Virtual Coffee Tables In The Post-Covid Workplace | Cognizant*

#23

## Delightful Closing

### What It Is

A dynamic and interactive way to summarise an online session and emotionally engage with participants.

### Ideal For

Ending any online event on a delightful note.

### Requirements

**Roles:**
- 1x moderator

**Software:**
- Chat function

### Inspiration

1. Video (1:43): Singa Zoom Karaoke Party - Here's how it looks like!
2. Video (1:29:16): Delightful end, performance

### How It Works

Choreographing a delightful closing to an online session is as important as the beginning, as learners are often tied to the online session for a large segment of their day. Making sure the wrap-up is as delightful as possible, plays a pivotal role in how learners will remember the event afterward.

See back of this card for more information on:
- Closing slides
- Acknowledgments
- Chat function
- Group karaoke

### Consideration Checklist

- When preparing the delightful closing, the guiding question is: “How do you want people to leave the (virtual) room and remember this event?”

### Add On

Incorporating music at the end of an online session adds a sense of closure and a delightful end. To make it even more meaningful, select a song that reinforces what you want learners to take away from the event, (ex. “Imagine” by John Lennon to reinforce the idea of hope).
Closing slides:
Closing slides receive the biggest attention from learners, so if you are wanting to reinforce the learnings from your session, organize this section carefully. Instead of just saying “Thank you for attending”, you can go further by using it for:

- A recap of the topic
- An open question for learners to think about after the session ends
- Ways to connect and to stay in contact with speakers, the attendees, or the learning series
- Next steps

Acknowledgments:
A simple thank you will go far to add a sense of humility and awareness to the event. Thank learners for taking the time to attend the online session and acknowledge team members for the work they put in and made the event possible. You can mention them with “@name”. If you want to add their pictures, make sure to ask for their permission first.

Chat function:
Depending on the intention of the online session (e.g. understanding a new topic or creating a sense of community), ask one or two questions for learners to reply in the chat. The moderator should read and comment on the answers that come in. If you are a smaller group of up to 50 people, learners can unmute themselves and talk to the group directly. Questions could include:

- “What are your reactions to this event?”
- “What is one thing you have learned about yourself?”
- “What is one thing that surprised you?”
- “What is one thing you have learned for your work/business?”
- “What is one thing you will implement/do?”
- “What would you like to thank your team or a specific person for?”

Group karaoke:
For a more radical idea, have your online session end with a fun group activity like group karaoke. Enable everyone’s videos and turn off their microphones. The moderator selects a song beforehand. Everyone should see each other in a gallery format performing to the music. It doesn’t matter if learners don’t know the words to the song, as their microphones are off.
# ASYNCHRONOUS E-DEBATE

**WHAT IT IS**
A time-bound debate, related to the learning topic, taking place asynchronously on a chat forum.

**IDEAL FOR**
Creating a community by increasing interaction and adding local perspectives to the table.

**HOW IT WORKS**
The moderator brainstorms a topic for an upcoming e-debate or may consider creating one if groups in a learning series have active discussions during online sessions. E-debates can be about a case study or topical issue, which is then carried out asynchronously on a chat forum hosted on the World Bank Community of Practice forum (CoP).

When the moderator first presents the e-debate in the online session, the issue is introduced, with both sides explained (pro and con). The moderator also explains the CoP forum by sharing their screen and demonstrating how to write a comment. Learners are then encouraged to select a side, with both teams having an equal number of people.

The moderator lists the teams down and displays the following on the e-debate forum:

- The topic that is up for debate (case study topic or question)
- Explanation of both sides: Pro and con
- The learners in each team

Over a 1-2 week period, learners are encouraged to post at least once by contributing to the debate with questions, thoughts, comments, rebuttals, or regional examples. Depending on how strong your community is, you can either have the moderator or 1-2 individuals facilitate the debate.

**REQUIREMENTS**

**Roles:**
- 1x moderator

**Software:**
- World Bank Community of Practice (CoP) forum

**INSPIRATION**

[1] Tool: Kialo
[2] Example: kialo debate

**ADD ON**
Conduct a short survey or live poll to give learners the chance to present their feedback on the e-debate.

5-50 learners, 1-2 weeks duration.
CONCLUDING THE E-DEBATE

The e-debate can conclude when the next online session is about to begin. The facilitator of the debate summarises the key points from each team and can share additional resources, if necessary. The moderator can also spend 10 minutes asking the following questions for learners to discuss and reflect as a group:

- What is it in the other team's position that gives you something to think about?
- What is it in the other team's position that interests or attracts you?
- On a scale from one to ten (one having no value at all, ten being 100% right and unassailable), how would you rate the other team's position? And your own?
- If you didn't rate the other team's position a one and yours a ten, why not?
- Can you imagine a position that might at least partly satisfy both of you?

CONSIDERATION CHECKLIST

☐ How does the topic of the debate relate to what you wish learners to take away from the online sessions?

☐ Learning happens when there is a constructive level of disagreement. When choosing a controversial topic, think about how controversial it is and whether this would be an issue for your group.