



PRACTICAL FACILITATOR GUIDE

10

Ready-to-Use Corporate Training Activities

Instructions • Timings • Participant Tasks • Debrief Questions

A practical facilitator ebook for workshops, team sessions and workplace learning

INSIDE

Ten complete activities with timings, participant worksheets and debrief questions, plus a selection matrix, virtual adaptations, a planning sheet and a facilitator checklist.

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WELCOME

Turn Activities into Learning

A good activity is not simply an entertaining break. It creates a focused experience, makes behaviour visible and gives participants a structured opportunity to interpret what happened and apply the learning at work. This ebook provides ten adaptable activities for communication, teamwork, listening, leadership, feedback, prioritisation, conflict handling, customer service and personal commitment.

The learning cycle

Step	Facilitator Purpose	Check Yourself
Plan	Connect the activity to a real performance need.	What should participants do differently afterwards?
Facilitate	Give clear instructions, protect time and observe behaviour.	Am I guiding the process rather than solving the task?
Reflect	Use debrief questions to uncover choices and consequences.	What evidence did participants observe?
Apply	Translate insight into a specific workplace action.	Where, when and with whom will they practise?

How to use each activity

- Choose the activity based on the learning objective, not novelty alone.
- Review timing, materials, accessibility and group size before the session.
- Explain the task and success criteria; do not reveal every possible lesson in advance.
- Observe behaviours and decisions, not just whether the group “wins”.
- Debrief before explaining the model. Let participants interpret their experience first.
- End with a workplace transfer question and a measurable next step.

FACILITATOR SAFETY AND INCLUSION

Participation should be psychologically safe and accessible. Offer equivalent roles for participants who cannot or do not wish to perform a physical task. Do not force personal disclosure, use humiliation as a teaching method or treat one activity as a validated assessment of personality or capability. Adapt examples to local culture and organisational context.

Quick selection matrix

Activity	Primary Focus	Typical Time	Best Used When...
1. Communication Breakdown	Clear instructions and shared meaning	25–35 min	handoffs or instructions are inconsistent
2. Marshmallow Challenge	Experimentation and collaboration	30–40 min	teams need to test assumptions quickly
3. Lost at Sea	Decision-making and consensus	35–50 min	groups need to surface reasoning and trade-offs
4. Listening Test	Listening and paraphrasing	20–30 min	people interrupt, assume or miss key details
5. Leadership Switch	Leadership flexibility	30–40 min	teams over-rely on one voice or style
6. Feedback Role-Play	Specific, respectful feedback	30–45 min	feedback is vague, delayed or defensive
7. Priority Grid Challenge	Prioritisation under constraints	25–35 min	everything feels urgent
8. Workplace Conflict Clinic	Interests and constructive resolution	35–50 min	disagreement is stuck at positions
9. Customer in Crisis	Empathy and service recovery	30–45 min	service teams face emotionally charged cases
10. 30-Day Action Commitment	Transfer and accountability	20–30 min	a workshop needs practical follow-through

ACTIVITY 1

Communication Breakdown

FOCUS

Clear instructions, assumptions, feedback loops and shared understanding

QUICK SETUP

Group size	6–30 participants; pairs or teams of 4–6
Duration	30 minutes
Materials	Simple geometric picture/card, paper, pens; optional screen divider
Setup	Arrange pairs so the describer cannot see the listener's drawing.

Learning objectives

- Notice how assumptions enter instructions.
- Practise checking understanding instead of assuming it.
- Identify ways to improve handoffs and task briefings.

Facilitator preparation

- Prepare a simple abstract image using shapes and lines. Keep it unfamiliar but not overly complex.
- Create pairs: one person is the Describer and the other the Builder.

Facilitation steps and timings

Phase	Instructions
Brief · 3 min	Explain that the Descriptor must communicate the image without showing it. The Builder may ask questions only if the facilitator chooses the interactive version.
Round 1 · 5 min	In the restricted version, the Builder listens without questions and draws. The Descriptor cannot look at the drawing.
Compare · 3 min	Reveal the original image and compare it with the drawing. Keep the tone curious, not judgemental.
Round 2 · 5 min	Repeat with a new image. This time allow clarifying questions, paraphrasing and confirmation.
Debrief · 10 min	Compare the two rounds and connect observations to real workplace communication.
Transfer · 4 min	Each participant writes one question or confirmation habit to use in a real handoff.

Participant worksheet

What instruction was hardest to interpret?

Which assumption changed the result?

What clarification would have prevented rework?

My next communication check:

Debrief questions

- 01 What did the speaker believe was obvious that was not obvious to the listener?
- 02 Which question most improved accuracy?
- 03 How did time pressure affect clarity?
- 04 Where do we see this pattern in email, shift handovers, project briefs or customer requests?
- 05 What should be confirmed in writing after a verbal discussion?

KEY LEARNING

Clarity is jointly created. Good communication includes a feedback loop: explain, check, adjust and confirm.

WORKPLACE APPLICATION

Use a closed-loop handoff: state the task, owner, deadline and expected output; ask the receiver to paraphrase; confirm exceptions and next steps.

FACILITATOR NOTE

Avoid presenting the drawing as a test of intelligence or communication ability. The purpose is to examine the process, not score individuals.

ACTIVITY 2

Marshmallow Challenge

FOCUS

Prototyping, collaboration, experimentation and learning from failure

QUICK SETUP

Group size	Teams of 4–6; 8–36 participants
Duration	35 minutes
Materials	Dry spaghetti, tape, string, one marshmallow per team, measuring tape
Setup	Clear tables and establish a safe, non-food alternative if needed.

Learning objectives

- Experience the value of testing assumptions early.
- Notice how roles and ideas influence team performance.
- Use prototypes to learn before investing heavily.

Facilitator preparation

- Prepare equal material kits for each team.
- Define success: tallest free-standing structure with the marshmallow at the top when time ends.

Facilitation steps and timings

Phase	Instructions
Challenge brief · 3 min	Teams have 18 minutes to build the tallest stable structure. The marshmallow must be on top and the structure must stand unsupported.
Planning/building · 18 min	Teams may plan, test and rebuild. Facilitator observes experimentation, inclusion, role allocation and reactions to failure.
Measurement · 3 min	Measure only structures that stand independently for at least 10 seconds.
Team reflection · 5 min	Each team identifies one useful experiment and one assumption that proved wrong.
Debrief and transfer · 6 min	Connect the experience to project launches, service changes and process improvement.

Participant worksheet

Our first assumption:

The first thing we tested:

A failure that gave us useful information:

How we shared decisions:

One workplace prototype we could run this month:

Debrief questions

- 01 When did your team test the central assumption?
- 02 Who contributed ideas, and whose ideas were overlooked?
- 03 What changed after the first failure?
- 04 Did planning help, or did it delay testing?
- 05 Where could a small prototype reduce the cost of a large mistake?

KEY LEARNING

Early experiments make hidden assumptions visible. Iteration is useful when it is purposeful and informed by evidence.

WORKPLACE APPLICATION

Before a major rollout, define the riskiest assumption, create a low-cost test, agree what evidence would count and decide what to change based on the result.

FACILITATOR NOTE

This is a learning simulation, not a scientific comparison between teams. Materials and group dynamics affect results; focus on decisions and learning.

ACTIVITY 3

Lost at Sea

FOCUS

Decision quality, reasoning, consensus and trade-offs

QUICK SETUP

Group size	4–7 per team; multiple teams recommended
Duration	40–50 minutes
Materials	Scenario and item list, individual ranking sheet, calculator optional
Setup	Use an instructor-provided answer key only if a reliable source is available; otherwise assess reasoning quality, not “correct” rankings.

Learning objectives

- Make individual reasoning explicit before group discussion.
- Practise disagreement without personalising it.
- Distinguish consensus from simply following the loudest voice.

Facilitator preparation

- Present a fictional survival scenario: a small boat is disabled offshore and the group has a limited list of recovered items.
- Prepare 8–10 items relevant to the scenario. State assumptions such as distance, weather and available help.

Facilitation steps and timings

Phase	Instructions
Scenario · 4 min	Read the scenario and clarify assumptions. Explain that participants are practising group decision-making, not survival expertise.
Individual ranking · 5 min	Each participant ranks the items privately and writes a short reason for their top three choices.
Team ranking · 15 min	The team creates one shared ranking. Ask them to record unresolved differences and the reasons behind the final choices.
Compare approaches · 5 min	Teams explain their reasoning, assumptions and decision process. Do not claim a universal correct answer without a credible answer key.
Debrief · 10 min	Explore evidence, influence, dissent, trade-offs and how the team reached closure.
Transfer · 3 min	Choose a current workplace decision that would benefit from explicit criteria.

Participant worksheet

My most important criterion:

An assumption I made:

A view that changed my thinking:

How the team resolved disagreement:

Decision rule I would use at work:

Debrief questions

- 01 What evidence or assumptions shaped your ranking?
- 02 Did the team explore reasons or merely exchange preferences?
- 03 Whose view had the most influence, and why?
- 04 How did you handle unresolved disagreement?
- 05 What decision rule would make this process fairer?

KEY LEARNING

Good decisions require explicit assumptions, criteria and reasoned dissent. Agreement alone does not guarantee decision quality.

WORKPLACE APPLICATION

For consequential decisions, record the objective, constraints, criteria, alternatives, assumptions, dissenting views, owner and review date.

FACILITATOR NOTE

Avoid implying that the exercise provides professional survival guidance. If using an established version with a scoring key, verify its source and explain the limits of the key.

ACTIVITY 4

Listening Test

FOCUS

Active listening, paraphrasing, curiosity and checking meaning

QUICK SETUP

Group size	Pairs or triads
Duration	25 minutes
Materials	Prompt cards and observer checklist
Setup	In triads, assign Speaker, Listener and Observer; rotate roles.

Learning objectives

- Separate listening to understand from listening to reply.
- Practise paraphrasing and open questions.
- Notice interruptions, advice-giving and premature conclusions.

Facilitator preparation

- Prepare low-risk workplace prompts, such as describing a process that wastes time or a recent work success.
- Remind participants not to disclose confidential or deeply personal information.

Facilitation steps and timings

Phase	Instructions
Introduce · 3 min	Explain the three behaviours: listen without interruption, paraphrase meaning, and ask a curious follow-up question.
Round 1 · 4 min	Speaker talks for two minutes about the prompt. Listener listens without interrupting; then summarises in their own words.
Observer feedback · 2 min	Observer names one visible listening behaviour and one improvement, using neutral language.
Round 2 · 6 min	Rotate roles and repeat, this time using open questions and checking whether the paraphrase is accurate.
Debrief · 7 min	Compare what made speakers feel understood and what caused them to clarify.
Transfer · 3 min	Each person chooses one listening behaviour to practise in the next meeting.

Participant worksheet

What helped me feel heard?:

What did I assume too quickly?:

A useful paraphrase I heard:

My listening commitment:

Debrief questions

- 01 What is the difference between repeating words and reflecting meaning?
- 02 When did a question open up the conversation?
- 03 What made you want to interrupt or offer advice?
- 04 How can a listener check accuracy without sounding mechanical?
- 05 Which work conversations most need this discipline?

KEY LEARNING

Listening is observable: attention, paraphrasing, open questions and checking meaning. It does not require agreement with everything said.

WORKPLACE APPLICATION

In one-to-ones, summarise the other person's point before offering your own view: "What I'm hearing is... Have I understood that correctly?"

FACILITATOR NOTE

Use fictional or low-risk topics. Participants may pass on a prompt. The activity is practice, not a psychological assessment.

ACTIVITY 5

Leadership Switch

FOCUS

Leadership flexibility, delegation, voice and shared ownership

QUICK SETUP

Group size	Teams of 4–6
Duration	35–40 minutes
Materials	A short team challenge, role cards, observation sheet
Setup	Select a neutral task such as planning a small staff event under stated constraints.

Learning objectives

- Notice how leadership behaviours affect participation.
- Practise shifting between directing, facilitating and delegating.
- Identify when leadership should be shared or clarified.

Facilitator preparation

- Create a realistic challenge with a clear output, time limit and two or three constraints.
- Prepare role cards: Coordinator, Questioner, Timekeeper, Synthesiser and Observer.

Facilitation steps and timings

Phase	Instructions
Brief · 4 min	Explain the challenge and assign initial roles. The coordinator leads the first phase.
Phase 1 · 7 min	Team works while the observer records whose ideas are heard, how decisions are made and whether responsibilities are clear.
Switch · 2 min	Change the coordinator. Ask the new leader to use a different approach: ask-first facilitation rather than immediate direction, or vice versa.
Phase 2 · 7 min	Continue the task with the new leadership approach.
Report · 5 min	Teams present their output and describe any change in participation or clarity.
Debrief · 10 min	Discuss when direction, facilitation or delegation helped or hindered the task.

Participant worksheet

Which leadership behaviour helped most?:

Who was not heard early enough?:

What did the second leader change?:

One situation where I should adapt my approach:

Debrief questions

- 01 What did the leader do that made the task clearer?
- 02 When did direction save time, and when did it restrict ideas?
- 03 How did the team respond to a change in leadership?
- 04 What is the difference between sharing leadership and avoiding accountability?
- 05 What signals should guide a leader's choice of approach?

KEY LEARNING

Leadership is a set of behaviours applied to a situation, not just a job title. Flexibility still requires clear ownership and decisions.

WORKPLACE APPLICATION

At the start of a project, agree who decides, who contributes, what can be delegated and when the decision owner must step in.

FACILITATOR NOTE

Do not label participants as "natural leaders" or "poor leaders" from a brief simulation. Discuss specific behaviours in context.

ACTIVITY 6

Feedback Role-Play

FOCUS

Specific feedback, impact, listening and clear requests

QUICK SETUP

Group size	Pairs or triads
Duration	35–45 minutes
Materials	Scenario cards, feedback planner, observer rubric
Setup	Choose ordinary performance situations, not cases involving harassment, discrimination or serious misconduct.

Learning objectives

- Describe observable behaviour without attacking character.
- Explain impact and invite the other person's perspective.
- Make a clear, reasonable request and agree follow-up.

Facilitator preparation

- Prepare scenarios such as missed handover details, repeated late meeting starts or an incomplete client update.
- Model Situation–Behaviour–Impact (SBI) as a structure, not a rigid script.

Facilitation steps and timings

Phase	Instructions
Model · 5 min	Compare a judgemental statement ("You are careless") with a specific observation ("In yesterday's handover, the client deadline was missing").
Prepare · 5 min	Participants write the situation, observable behaviour, impact, question and request.
Role-play · 8 min	Person A gives feedback; Person B responds naturally. Encourage questions and listening.
Observer feedback · 4 min	Observer uses the rubric: specific, respectful, impact explained, perspective invited, request clear.
Repeat · 8 min	Switch roles or replay with one improvement target.
Debrief · 10 min	Discuss what kept the conversation focused on work and what triggered defensiveness.

Participant worksheet

Situation/date:

Observable behaviour (no labels):

Impact on work/customer/team:

Question to understand context:

Specific request or next step:

Follow-up date:

Debrief questions

- 01 Which words made the feedback specific rather than personal?
- 02 How did inviting the other person's perspective change the conversation?
- 03 Was the request observable and achievable?
- 04 What should change if the original account is incomplete?
- 05 How will both parties know whether improvement occurred?

KEY LEARNING

Useful feedback is timely, evidence-based, respectful and actionable. It distinguishes intent from impact and leaves room for context.

WORKPLACE APPLICATION

Prepare feedback around an event, not a personality label. Describe what you observed, explain the impact, ask for their perspective and agree a future behaviour.

FACILITATOR NOTE

For formal performance management or serious concerns, follow organisational policy. Do not use role-play to adjudicate real allegations.

ACTIVITY 7

Priority Grid Challenge

FOCUS

Prioritisation, urgency, importance and trade-offs

QUICK SETUP

Group size	3–6 per team
Duration	30 minutes
Materials	Task cards, priority grid, timer
Setup	Prepare 10–12 competing work tasks with deadlines, impact and dependencies.

Learning objectives

- Make prioritisation criteria explicit.
- Distinguish urgency from importance.
- Practise communicating trade-offs and renegotiating commitments.

Facilitator preparation

- Create a fictional busy-day scenario with limited team capacity. Include customer impact, compliance deadline, routine work and an unexpected request.
- Ensure the scenario does not suggest that legal, safety or compliance duties can be casually ignored.

Facilitation steps and timings

Phase	Instructions
Brief · 3 min	Teams have limited capacity and must sort the tasks into: act now, schedule, delegate/coordinate, and clarify/defer.
Individual sort · 4 min	Each participant chooses their top three tasks and records the reason.
Team decision · 10 min	Teams agree a shared plan, identify dependencies and decide what must be communicated.
Curveball · 4 min	Introduce a new urgent request. Teams revisit their plan and state what moves, who is informed and why.
Debrief · 6 min	Discuss criteria, assumptions, stakeholder impact and the cost of saying yes to everything.
Transfer · 3 min	Write one real task to renegotiate or schedule.

Participant worksheet

My top criterion is:

Task I would clarify before acting:

Commitment that needs renegotiation:

Who needs an update, and by when?:

Debrief questions

- 01 Which criteria mattered most: impact, deadline, risk, dependency or effort?
- 02 What did the curveball reveal about your decision process?
- 03 How did you handle tasks that were important but not urgent?
- 04 What should never be deprioritised without escalation?
- 05 How can a manager communicate a trade-off without simply saying “no”?

KEY LEARNING

Prioritisation is an explicit allocation of limited capacity. It requires transparent criteria, stakeholder communication and escalation when constraints conflict.

WORKPLACE APPLICATION

Use a short weekly priority review: outcomes, deadlines, risks, dependencies, capacity and commitments that need renegotiation.

FACILITATOR NOTE

Make clear that critical safety, legal, regulatory and policy requirements follow formal escalation and prioritisation rules.

ACTIVITY 8

Workplace Conflict Clinic

FOCUS

Conflict diagnosis, interests, needs and workable agreements

QUICK SETUP

Group size	Triads or groups of 4–5
Duration	40–50 minutes
Materials	Fictional case cards, interests map, agreement planner
Setup	Use fictional scenarios or anonymised cases approved for training.

Learning objectives

- Separate positions from underlying interests.
- Identify whether a conflict is about task, process, relationship, values or resources.
- Build an agreement with owners, boundaries and review points.

Facilitator preparation

- Prepare cases such as two departments disputing handover timing or two colleagues disagreeing about ownership of a shared deliverable.
- Assign roles: Person A, Person B, Facilitator/Observer. Participants should not be asked to reenact active personal disputes.

Facilitation steps and timings

Phase	Instructions
Case read · 4 min	Each person reads the case and notes observable facts separately from interpretations.
Position and interest map · 7 min	Each party states their position, concern, underlying need and constraint.
Facilitated dialogue · 12 min	The facilitator asks each person to paraphrase the other's concern before generating options.
Option building · 7 min	Generate at least three possible agreements before evaluating them against fairness, feasibility and impact.
Agreement · 5 min	Record the action, owner, deadline, boundary and review date.
Debrief · 8 min	Discuss what moved the conversation from blame to problem-solving.

Participant worksheet

My stated position:

Concern or interest behind it:

Constraint I need others to understand:

What I understand about the other party:

Agreement / owner / due date / review:

Debrief questions

- 01 What was each person trying to protect or achieve?
- 02 Which assumptions increased the conflict?
- 03 What helped each person feel understood without requiring agreement?
- 04 Was the final agreement specific and balanced?
- 05 When should a manager, HR partner or formal process become involved?

KEY LEARNING

Conflict becomes easier to work with when parties understand interests, constraints and impacts, not only stated positions. Not every conflict can or should be resolved informally.

WORKPLACE APPLICATION

For ordinary work disagreements, use a structured conversation: facts, impact, each party's interests, options, agreement and review. Escalate serious or unsafe situations.

FACILITATOR NOTE

Do not mediate allegations of harassment, discrimination, threats, retaliation, abuse or serious misconduct through a classroom exercise. Follow formal policy and specialist guidance.

ACTIVITY 9

Customer in Crisis

FOCUS

Empathy, ownership, service recovery and clear next steps

QUICK SETUP

Group size	Pairs or triads
Duration	35–45 minutes
Materials	Customer scenario cards, service recovery planner, observer rubric
Setup	Use realistic but fictional customer situations and clear limits on what an employee can promise.

Learning objectives

- Acknowledge customer impact without becoming defensive.
- Clarify facts and desired resolution.
- Explain ownership, options and realistic next steps.

Facilitator preparation

- Create scenarios such as a delayed delivery, billing error or missed service appointment.
- Define authority limits, escalation points and any promises that must not be made without approval.

Facilitation steps and timings

Phase	Instructions
Brief · 4 min	Introduce a four-part response: acknowledge, clarify, own the next step, confirm timing.
Prepare · 5 min	The service representative plans an opening statement, two clarifying questions and one realistic next step.
Role-play · 8 min	Customer expresses frustration. Representative listens, acknowledges impact and works toward resolution.
Observer feedback · 4 min	Observer notes empathy, accuracy, ownership, boundaries and clarity.
Replay · 8 min	Repeat the conversation using one improvement target or a new complication.
Debrief · 10 min	Discuss how to remain calm without accepting blame for facts not yet established.

Participant worksheet

Customer's stated issue:

Impact on customer:

Facts still to verify:

What I can do now:

What requires approval/escalation:

Owner and update time:

Debrief questions

- 01 Which phrase acknowledged impact without arguing?
- 02 What questions clarified the facts?
- 03 Did the representative promise only what they could control?
- 04 How did they explain the next update and timing?
- 05 What should happen if the requested remedy exceeds their authority?

KEY LEARNING

Service recovery combines empathy with accuracy and ownership. A sincere response must be paired with a credible next step.

WORKPLACE APPLICATION

Use a recovery checklist: listen, acknowledge impact, verify facts, explain available options, take ownership of the next action and confirm when the customer will hear back.

FACILITATOR NOTE

Adapt to company policy, data protection and refund/compensation authority. Escalate threats, safety risks or suspected fraud through the correct channels.

ACTIVITY 10

30-Day Action Commitment

FOCUS

Learning transfer, habit formation and accountability

QUICK SETUP

Group size	Individual reflection plus pairs or small groups
Duration	25 minutes
Materials	Action planner, calendar, optional accountability cards
Setup	Run at the end of a program or after a major learning module.

Learning objectives

- Convert learning into a specific workplace behaviour.
- Anticipate barriers and plan support.
- Define evidence of progress and a review date.

Facilitator preparation

- Ask participants to revisit key ideas from the program.
- Encourage one meaningful action rather than a long list of intentions.

Facilitation steps and timings

Phase	Instructions
Review · 3 min	Participants list two insights they want to retain and choose one behaviour to practise.
Make it specific · 6 min	Complete the action planner: situation, behaviour, frequency, first step and success evidence.
Barrier plan · 4 min	Identify likely obstacles and an if-then response.
Peer commitment · 5 min	In pairs, each participant explains the plan. The partner asks what support or reminder would help.
Calendar it · 3 min	Choose the first practice date and a 7-, 14- or 30-day review point.
Close · 4 min	Participants state their commitment and identify how they will capture evidence.

Participant worksheet

The behaviour I will practise:

In this situation:

I will do this by / how often:

My first practice date:

Likely barrier:

If that barrier occurs, I will:

Evidence of progress:

Review date and accountability partner:

Debrief questions

- 01 What makes this action observable rather than vague?
- 02 What part of the workday will trigger the new behaviour?
- 03 What support do you need from your manager or team?
- 04 How will you know the behaviour is helping?
- 05 What will you do if the first attempt does not go well?

KEY LEARNING

Transfer improves when a learner chooses a specific behaviour, plans practice in context, anticipates barriers and receives follow-up support.

WORKPLACE APPLICATION

Managers can support transfer through a brief check-in: ask what was tried, what happened, what evidence was noticed and what the learner will adjust next.

FACILITATOR NOTE

Do not treat a completed commitment sheet as proof of performance improvement. Use proportionate evidence and avoid collecting sensitive information unnecessarily.

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Virtual and Hybrid Adaptations

The activity objective should remain the same even when the delivery method changes. Explain how participants will communicate, share materials and signal completion before the timer starts.

Activity Type	Virtual / Hybrid Adaptation	Watch for
Communication and listening	Use breakout rooms, shared drawing boards or chat-based instruction. Ask participants to paraphrase instructions aloud.	Unequal access, audio delay and people speaking over one another.
Build / prototype challenge	Use digital whiteboards or household materials only where safe and accessible. Teams can prototype a process or paper model.	Do not reward camera access or physical dexterity.
Ranking and prioritisation	Use a shared document or private form for individual rankings before group discussion.	Early group influence can erase independent reasoning.
Role-play and conflict	Use breakout rooms with written roles; allow observers to record behaviours in a shared rubric.	Privacy, sensitive disclosures and clear escalation boundaries.

Activity Type	Virtual / Hybrid Adaptation	Watch for
Action commitment	Use a digital form or calendar invitation and let participants keep their own copy.	Collect only necessary data; make accountability voluntary where appropriate.

Virtual facilitation checklist

- Send any required files and accessibility options in advance.
- Explain breakout-room roles, time limits and how to request help.
- Provide a non-speaking contribution option such as chat or shared notes.
- Use one shared timer and state when each phase ends.
- Debrief in the main room using observed examples, not assumptions about silent participants.

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Common Facilitation Mistakes

Mistake	Why It Weakens Learning	Better Practice
Giving unclear instructions	Participants spend time guessing what counts as success.	State purpose, task, output, time, rules and constraints; invite one person to paraphrase.
Explaining the lesson too early	Participants try to perform the "expected" behaviour instead of noticing their own choices.	Let the activity happen, then ask for observations before interpretation.
Debriefing only the result	Teams may succeed by luck or fail for reasons unrelated to the intended skill.	Ask about decisions, evidence, interaction and trade-offs.
Letting one person dominate	The activity reproduces the very team pattern it should help reveal.	Use role rotation, silent individual thinking and structured turn-taking.
Turning reflection into blame	People defend themselves rather than examining behaviour.	Ask what happened, what effect it had and what to try next.
Overloading the schedule	The activity is completed but the learning is rushed.	Protect debrief time; shorten the task before cutting reflection.
Claiming too much from one exercise	A brief simulation cannot diagnose personality or predict job performance.	Use it as a discussion prompt and triangulate workplace evidence.

Mistake	Why It Weakens Learning	Better Practice
Ignoring inclusion or safety	Participants may feel exposed or be excluded by task design.	Offer alternatives, establish respectful norms and avoid forced disclosure.

Debrief sequence: from event to application

- 01 What happened? Ask for observable events before opinions.
- 02 What did you notice? Identify decisions, patterns and consequences.
- 03 Why might it have happened? Explore assumptions, context and alternative explanations.
- 04 What will you carry forward? Name the principle or behaviour that matters.
- 05 Where will you apply it? Identify a real situation, first action and evidence of progress.

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Master Activity Planning Sheet

Complete this sheet before delivering any activity. Use it to keep the learning objective, facilitation choices and transfer plan aligned.

Planning Field	Your Notes
Program / session title	
Participant group and relevant context	
Learning objective (observable)	
Why this activity fits the objective	
Group size, timing and materials	
Instructions and success criteria	
Likely risks, barriers or accessibility needs	
Behaviours to observe	
Debrief questions to prioritise	
Workplace application / next step	
Evidence and follow-up date	

After-action reflection

Question	Notes
What worked as intended?	
What did participants actually do or say?	
What evidence supports my interpretation?	
What should I change next time?	
What follow-up would help transfer?	

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Final Facilitator Checklist

- ☐ I can explain the link between the activity and the session objective.
- ☐ The task, output, rules and time limit are clear.
- ☐ Materials and room / online setup are ready.
- ☐ Participation options are accessible and psychologically safe.
- ☐ I know which behaviours I will observe without over-interpreting them.
- ☐ The debrief questions move from observation to insight to application.
- ☐ There is enough time for reflection and a workplace commitment.
- ☐ I have a plan for handling sensitive disclosures or escalation.
- ☐ I will evaluate transfer using suitable evidence, not enjoyment alone.

A FINAL REMINDER

The activity is the experience. The debrief is where meaning is made. Workplace application is where learning begins to prove its value. Choose carefully, facilitate inclusively, ask better questions and give participants a clear next step.

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