

Audience Interaction Interventions

Ask Questions of the Audience

Ask a question of the large group vs. one participant.

Situational	You do not expect a direct response from the audience, but you do expect them to answer it in their heads.
Rhetorical	Ask participants about their own experiences that are directly related to the content. Help participants recall or envision times when they have been in similar situations. Usually used to introduce a problem that your presentation will solve. ◆ “Have you ever had...” ◆ “Did you ever find...” ◆ “How many times have you...” ◆ “When is the last time you...” ◆ “Do you sometimes...” ◆ “Have any of you ever tried to do this?” ◆ “Have you ever wondered...”
Suffer Silence	Let the audience fill the space – patiently and calmly give the audience time to collect their thoughts and get the courage to raise their hands. If you force yourself not to provide the answer, you will find that your participants will respond.
Acknowledge	Acknowledge the response. ◆ Validate the answer by writing it down on a flipchart if necessary to “anchor” the comment. ◆ Paraphrase/clarify/empathize with their answer. Build on if necessary. ◆ Extend the response by asking for examples, explanations, or other opinions.

Ask Good Questions	Ask the audience a strategic or provocative question which challenges them to think. ◆ Ask for real or hypothetical examples of your concepts ◆ Ask for real stories that demonstrate your concepts ◆ Pose an ethical dilemma and ask for their position ◆ Present a case study and ask how they would respond ◆ Ask powerful questions like: ○ <i>Have you ever had...</i> ○ <i>Did you ever find...</i> ○ <i>How many times have you...</i> ○ <i>When is the last time you...</i> ○ <i>Do you sometimes...</i> ○ <i>What do you love about...</i> ○ <i>What drives you nuts about...</i> ○ <i>Have you ever wondered...</i> ○ <i>How do you feel about_____</i> ○ <i>What do you think of this idea...</i> ○ <i>How would you apply this at your job?</i> ○ <i>What obstacles are keeping you from doing this?</i> ○ <i>What would it take to make this happen in your office?</i>
Shout It Out	Solicit their ideas.
Write It Down	Ask them to write down their answers on the handout, a stickie note or index card.
Dyads and Quads	Move into small groups first dyads (2 people) then quads (4 people).
Debrief	Ask for a few volunteers to share their answers
Create Value	Create value with the results (information you gleaned) ◆ E-mail the summary to the participants ◆ Post summary on your website ◆ Post/share summary on social media

Setting Up Small-Group Discussions

1. Set up

The larger the overall group:

- ◆ The clearer your instructions must be
- ◆ The simpler/easier the logistics must be
- ◆ Consider having the instructions written out (PowerPoint or handout)
- ◆ Consider having table facilitators to assist

2. Separate

Pairs (Dyads) or Trios (Triads)

- ◆ Find a partner.
- ◆ Work with the person next to you.
- ◆ Search for a new person (encourage innovative networking)!
- ◆ Out of your seats, put your finger in the air, go search for another person you don't know and touch finger to finger. Sit down next to each other close to the front of the room.
- ◆ Find someone who has something in common with you (e.g. same color shoes or closest birthday).

Quads

- ◆ Merge two dyads into a quad.

More than four

- ◆ Teaming by tables
- ◆ Number one through five around the room. Rotate so each sits with the others having the same number. Count off and reshuffle – make a conscious effort to put “resisters” in front of you
- ◆ Have everyone stand and form groups of three people while standing. Each person in the group must be from a different table/division/function.

(Note: Don't let the physical environment prevent you from small-group activity!)

- ◆ If in theatre-style, reshuffle by section. Ask to count off to the number of rows you want to fill. Ask them to move into the row number. When moving to small-group activity, ask that two rows be involved with each other.

	♦ Pay attention to where you are standing as people are pairing up. Make sure your position gives you as wide a view of the room as possible. As people are getting into their groups, your job is to wander around or watch for those who look like they're having difficulty connecting. When you find a lost soul, you can lead them to a group and do the connecting. Or, suggest to the participants that they look around and see if there's anyone nearby who needs to be included.
3. Move!	Move to specific areas in the room and THEN give the instructions. ♦ Have a flipchart with the topic identified ♦ Have a slide with a "map" of the room ♦ If you hand out "instructions," give them only to the group leaders who then read the assigned activity, directions or discussion questions aloud to their group/table. Or you can provide each person with a discussion or activity so the whole group can follow along as the activity is covered. ♦ Clarify instructions, if necessary, but don't let yourself get sucked into group discussions or debates – even if the group seems "stuck" or divided about which approach to take. Remember, the emphasis with this approach is on giving our participants experiences that will enable them to apply the content back on the job where you are not available to solve every problem or answer every question.
4. Assign Roles	If you will need a "leader" or "spokesperson" help them to select one ♦ Individual with last name closest to the end of the alphabet ♦ Person with birthday closest to today's date ♦ Finger in the Air. "At the count of three, point to the person at your table who should be the leader." The person with the most fingers pointed at him or her leads. ♦ The leader is the person with ○ <i>The largest (or smallest) graduating class...</i> ○ <i>The most (or fewest) letters in his/her first name (or nickname, or last name</i>

Facilitate the Small-Group Activity

Roam	Roam around and listen to people during small group activities.
Be Accessible	Be available in case someone has a question.
Eavesdrop	Use information you overhear during the debrief. If you happen to hear a good comment or question, let the person know you would like everyone to hear what was said when you reconvene the whole group.
Warn 'Em!	Give them a 1 minute or 30-second warning so they can finish their conversations.
Bring 'Em Back!	Quickly refocus the smaller groups back to the larger group discussion. ◆ "I invite you to take your seats..." ◆ "Thank you for being seated." ◆ "If you can hear me, clap once" - or - "Hands up, clap once. Hands up, clap twice". ◆ "You might not be completely finished, but that's okay...." ◆ Blink the lights on and off as they do in the theatre ◆ Use a noisemaker such as Tibetan bell, cymbals, gong, chimes, singing bowl, tuning fork, duck or train whistle. See www.trainerswarehouse.com ◆ Play music during the small-group activity and either significantly raise or lower the volume to signify the need to return. ◆ Use software that projects a clock/countdown ○ www.xnotestopwatch.com ○ www.trainerswarehouse.com ◆ Create your own PowerPoint slide show that changes slides at the proper intervals.

Debrief the Activity

The debrief is a discussion to tie an activity to the key workshop objectives and to provide closure activities

Thank 'Em	Thank them for participating.
Big Picture First	Go from general to specific ◆ "What Happened?" ◆ "So What, Now What?"
Prepare ?s	Debrief an activity with key questions you prepared ◆ "What just happened?" ◆ "What did you experience?" ◆ "What hindered your progress?" Then, ask, "What helped?" ◆ "What was this activity designed to teach us?" ◆ "What did you learn?" ◆ "What are you going to do with this information?" ◆ "What's the one thing that sticks with you from this session so far?" ◆ "What are you going to do differently as a result of this session?"
Report Out	Ask the group leader to succinctly summarize (in less than one minute) the conclusions or discussion of the group. (Ask them to stand). ◆ To discourage repeating the same thing, encourage reports to be additive by asking "Do you have anything to add to what's already been said." ◆ Ask for the best point from each small group ◆ Conclude each report out with a simple phrase such as "Thank you very much."

	◆ If larger than 25, not every group leader can report out. Ask for three group-leader reports and, when those are given, ask if other leaders have anything else to add.
Emphasize	If you heard a great idea from a small group, you may want to ask the audience to “hang on to your ideas...as I was wondering around, I heard XYZ and I want to share with you...”
Application	Query application of concept/idea to their own business.
Reinforce	Reinforce key learning points.
Summarize	Let the audience summarize instead of you.

Closing Activities

Closing activities allow for celebration and action planning.

Reflections	Allow the opportunity for participants to reflect on their learning. Ask them to reflect on one of these questions: ◆ What one thing, as a result of what you just heard, might make the most difference in your organization if it was successfully implemented? ◆ Thinking about what was just shared in this session, what’s a small step forward you could easily take, one that would get you in action about a bigger idea or goal you want to pursue? ◆ Great sessions often inspire questions you need to explore further with others. What’s a question that the conference (or this session) has inspired for you so far?
Action Plan	Create meaningful next steps as a result of the program and key learnings. ◆ Make a personal commitment. ◆ “Based on what I have learned, I am going to...” ◆ List three action items or “Keepers”

	◆ Write your “a-ha’s” on stickie notes or a designated page. Put them in your notebook throughout the program. During the end note, ask them to review their stickies. ◆ Write a letter to yourself. Mail it to them in 60–90 days. ◆ What’s the one thing in three months that you want to change as a result of the information you heard today? ◆ Based on our discussion today, my first action step is: _____ My reward for this action is _____
Share Actions	Ask for someone to share.
Accountability	Create a structure for participants to follow up on their actions. ◆ Ask participants to find a learning partner and find out what’s the best idea they’ve heard so far that they can use immediately to increase their business. And if you hear a good idea, steal it! Ninety seconds. Go!” Gather ideas from the audience and ask, “How much is that idea worth to you?” ◆ Have participants find an accountability partner and share the 1–2 ideas they plan to implement (action plan). Have them exchange contact info and schedule a call/Skype/Facetime chat in 60–90 days to check in on each other’s progress.