



Warm-Ups: Sequence, Congruence, Affect

Warm-ups are thoughtfully created tasks completed early in the workshop or session, that:

- Directly relate to the content that will be learned
- Gently bring people's attention to the work at hand
- Invite the learner's perspective linked to content

What other purposes, insights and characteristics of warm-ups would you add to this list? I almost always participate in the warm-up; what do you do? Why? [Post to the Voices listserv](#); it would be great to hear your thoughts. (You can [join the list here](#) if you're not a member.)

Sequence

Often, but NOT always, the work within the warm up is sequenced first as individual work, then share in pairs, followed by sharing in the large group. This sequence respects that every group has people who are extraverted and introverted. It gives each person time to think and a chance to participate. It ensures everyone's voice can be heard.

Congruence

When I consider what warm-up I will create, I am looking for the integration of the topic, the purpose for the course or workshop, and where these meet the specific group of people coming. So my "best" warm-up's are those that take the "Who", "Why" and the "What" into consideration. And of course the location and time are going to be factored in. Below you will find a worksheet with [17 Warm Up Examples](#) for your adaptations and additions. Share your favorite warm-up! [Post to the listserv](#) and add it!

Upcoming Events

Learning to Listen, Learning to Teach

An Introduction to Dialogue Education™

March 23-26, 2010 ~ Minneapolis, MN
with Karen Ridout

(karen@globalearning.com)

[register now](#)

April 13-16, 2010 ~ Stowe, VT
with Peter Perkins

(peterp@globalearning.com)

[register now](#)

Sure-FIRE Meetings

April 29-30, 2010 ~ Boston, MA

with Marian Darlington-

Hope(marian@globalearning.com)

Early Bird deadline: March 5th

[register now](#)

Advanced Learning Design

May 5-7, 2010 ~ Raleigh, NC

with Karen Ridout

(karen@globalearning.com)

Early Bird deadline: March 10th

[register now](#)

View the complete

[2010 Public Course Calendar](#)



Affect

We know from the most recent research on learning and the brain, that the deepest learning happens when the affective domain is engaged with the material. That said safety is paramount. The warm-up sets the tone for the entire time together. Here's a list of warm-up's created for different situations and topics, as you review them, which seem more and less "safe" to you? How might you adapt them, or lead the task to create the most safety while providing the opportunity for the individual to decide what is "safe-enough"?



Worksheet: 17 Warm Up Examples.

What would you add to or change about this worksheet? [Share your thoughts via the listserv!!](#)

Other Resources



*Listen to Jane Vella speak about safety and learning in this podcast, [Safety First!](#)



Wlodkowski, Raymond. [Enhancing Adult Motivation to Learn: A Guide to Improving Instruction and Increasing Learner Achievement.](#) San Francisco: Jossey-Bass, 1999.



Need to know more about your "why" or "who"? -- visit [The Learning Cycle](#) and meet "Eleanor Ray"!



17 Warm-Up Examples

The following ideas can be easily changed to fit different circumstances by changing:

1. How sharing is done
2. The time allowed for the task
3. Group size

No.	Topic	Example
1	Breastfeeding	When you think of breastfeeding, what is the first word that comes to your mind? Tell the person to your right, your first name and the word that came to your mind.
2	Neighborhood Greening Projects	Trees often play an important role or part in our lives. Take a moment to reflect on a tree that was important in your life. After one minute, notice how you feel, and then find a partner and share your experience of important trees with each other. We'll hear how thinking and talking about your tree made you feel, and why this tree was important in your life.
3	Autonomy and Responsibility	Read the quote on decision-making, decide the ways in which this is not true and true in your life, share with a partner ONE way you have found this NOT to be true, and ONE way you have found it to be true. We'll hear a sample of your thoughts.
4	Designing for Adult Learning	In pairs, describe a really good learning experience you have had as an adult. Then, analyze it. Name 1-2 factors that made it so good and write them on Post-it Notes, <i>one per note, using large markers</i> . We'll share all your factors, and then compare them with research on adult learning.
5	(any topic)	Listen to the Achievement-Based Objectives for this course and the Topical Program for each session. Identify your own personal expectations, that is, what do you hope to <i>do</i> or <i>learn</i> by the end of our last day? Write these on your personal achievement hand using large felt pens. Write your name on your achievement hand and hang it on the wall. We'll hear a sample of your expectations.
6	Ask Provide Ask: A Process for Inviting Dialogue and Decision-Making	<i>Let's get started! Please, divide into pairs.</i> <i>When you hear and read this:</i> "People are more likely to try on new behaviors that they choose,



		<p>than those they are told to do,” what does it bring to mind?</p> <p><i>Take one minute <u>each</u> to tell your partner how you feel when you are <u>told</u> to do something rather than when you are asked.</i></p> <p>Wait two minutes, then call group together.</p> <p><i>You shared how you felt about being “told” to do something with each other. How about sharing in just one word with the whole group, what you feel like when you are asked? We’ll do this quickly in popcorn style! Just “pop” out your response!</i></p> <p><i>In the next five learning tasks, we will look at Ask, Provide, Ask as a whole strategy and then break it into its parts to examine and practice it.</i></p>
7	Learning, Transfer and Impact	<p>Starting with the Difference We Hope to See</p> <p>1A. The Difference You want to SEE</p> <p>Think about the learners you work with, or ones that you will work with. What difference(s) do you hope to help make through your work with them?</p> <p>After one minute, find something in this room, or nearby that symbolizes <u>one</u> difference you hope your work makes.</p> <p>1B. Find one other person, and share your symbol and why you chose it with him or her.</p> <p>Keep your symbol, we will share in the larger group.</p>
8	Dialogue Education Approach	<p>Our Voices</p> <p>Warm Up- Review & prepare</p> <p>A. To get our voices going:</p> <ul style="list-style-type: none"> ▪ Grab your rolodex ▪ Get into trios, and, ▪ Take 3 minutes to create a quick song, poem, or picture to tell the group how you are currently seeing the <i>Dialogue Education Approach</i>.
9	Design Reinforcement	<p>Task #1 Warm-Up: We Have All the Time We Need</p> <p>There is no doubt that we all are expected to do more, in less time with fewer resources. While we may not be able to change this movement, we can change the way we respond to it. And we can create and model the same, when we work with groups of learners using a keen attention to timing, simplicity and congruence. When a design is congruent, all its parts relate to each other, fit together, and incrementally move in the same direction. When we speak of congruence in design work, we mean that each part of the design works with the other parts, fluidly, in forward motion.</p>



		<p>In pairs exchange: <i>What is a design that you have been involved with which you felt was highly congruent? What do you feel made it work particularly well?</i></p> <p>In large group, please introduce yourself and tell about something that you believe has worked well in your design work. (Yes, boast a bit!)</p>
10	Dialogue Education	<p>Task #1: Warm-Up – Design a Bumper Sticker!</p> <p>1A. The “Learning to Listen, Learning to Teach” seminar has covered a number of learning areas. When you go home, people will ask you what the week was all about.</p> <p>So, in 2 teams, we want you to create a bumper sticker that captures the essence of the week. You will have 3 minutes to write it. Add pictures, if you would like. When completed, post your bumper sticker on the flipchart.</p> <p>1B. Look at these examples. We invite 2 people to share their impressions regarding the bumper stickers.</p>
11	Event Planning	<p>Task #1 Warm-Up – The Best Event Ever!</p> <p>On your own, reflect on this questions:</p> <p>What is THE Best Event you have ever planning or helped to plan?</p> <p>(If you have never planned one, select one you attended that the BEST!)</p> <p>Find a partner and tell each other about your events, Decide: What was it about your event that made it THE best?</p> <p>Write as many characteristics that you can think of that made it the best! We’ll see and celebrate all. Write LARGE, one idea per post-it.</p>
12	Facilitation	<p>Opening of Day Two</p> <p>Envision the day today. Take a silent moment to consider how you want to represent yourself to this group of colleagues, some of whom you know quite well.</p> <p>In pairs, share one personal quality which you want to hold onto during this workshop today and one quality which you’d like to leave outside. We won’t share these in the full. Group.</p> <p>The topic of this workshop is facilitation. The word comes from the Latin “facilitator” - to make easy.</p> <p>In full circle, share one thing that makes your work as a facilitator easier.</p>

DIALOGUE EDUCATION™

Tips & Tools

Revolutionizing Your Learning. Transform Your World.

13	Revising Curriculum ala DE	<p>Setting the Tone for Our Work Together</p> <p>When you think of the First Link Learning Series, what stands out to you as most important, why?</p>
14	Change Is	<p>1a. By yourself read this quote,</p> <p><i>"...we ourselves do not always have control over what is happening and things can change quickly."</i> Gail Robinet, B.A. M.Div., Burford, ON*</p> <p>1b. In your small table groups, or at your table (re) introduce yourself and share how might keeping this in mind help your stress levels?</p>
15	(Any topic) Expectations and Introductions	<p>A. Get comfortable in your seat and with the familiar and new faces in the circle with us. As you reflect on your invitation to come here, name for yourself what the best possible outcome of these sessions might be for you: what your hopes and expectations are.</p> <p>B. Introduce yourself to the large group, sharing what you see might be the best possible outcomes of your participation in this workshop series. We will record your hopes on the flipchart as we go.</p>
16	Managed Care	<p>Managed Care can provide significant benefits for everyone involved. On the table upfront you will find many items that might be useful for managed care, select one that represents for you one benefit of managed care. Feel free to select or create a different item, if you'd like.</p> <p>Introduce yourself, including why you are here today and share the reason you selected the item you did.</p> <p>We'll hear your thoughts in the larger group in 10 minutes.</p>
17	Your BEST In-service	<p>Find someone who you don't know, or know the least, tell them about the BEST in-service you have ever led (or if you have not led one yet, tell about an in-service that you have attended). Describe what it was about that in-service that made it the <u>best</u>. Be specific.</p> <p>After you have had 4-5 minutes to share your experiences and descriptions, name two factors <u>each</u> that made the in-service GREAT for you. Write each one on a different post-it. (One factor per post-it)</p> <p>In the larger group, we will introduce ourselves and our two factors. Stick your factors on our building.</p>



The tools and resources in this issue of *DE Tips & Tools* were developed/compiled by [Darlene Goetzman](#), Certified Dialogue Education Teacher and GLP Partner. [Darlene](#) will be teaching *Learning to Listen, Learning to Teach* in [Seattle, May 18-20](#), or [contact her](#) to bring Dialogue Education™ directly to your company or organization.