Would You Rather?

Purpose: Analyze scenarios to improve technical knowledge and identify learning opportunities.
Session Format: Training
Audience: Anyone learning to use a software platform
Number of participants: 16
Time: 25 minutes
Materials: A handout with the list of choices and a place to take notes
Features used: Breakout rooms

Activity: Would you rather?

Help attendees with **internet** connection issues	or	Help attendees with **audio** issues
Help attendees prepare their **physical** environment (office space, etc.)	or	Help attendees learn how to use the **features** of the online platform
Produce a **webinar**	or	Produce a virtual **training**
Troubleshoot **webcam** issues	or	Troubleshoot **headset** issues

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Description: Teaching people to use the features of an application, or in this case, the features of the web conferencing platforms they will be providing technical support for, takes time, attention to details, context setting, and practice. It is typically a large undertaking and usually learned over multiple sessions, various practical applications, many discussions and readings, and of course, on the job experience as well. Features can be described, stories shared, examples provided, and practices executed and yet, there will always be more to learn. An activity like Would You Rather highlights the importance of taking the time to bring things together to consider them from new angles. It gives the learners the opportunity to examine existing knowledge, current beliefs or feelings, and even any potential biases. And in the process, it identifies areas where learning still needs to occur. Participants learn that perhaps the reason they have not mastered that set of features is because they don't like it, or they are so confused by it that they are refusing to focus on it!

Use a Would You Rather activity to get participants to think about what they are learning by asking them to compare ideas, concepts, or details. In the example shown here, producer candidates are asked to consider which features of a web conferencing platform they would prefer to support? They are paired up and placed into breakout rooms with enough time to review each one, discuss their reasons, take notes, and discover together. They learn from one another's stories, support and teach each other, and they identify what else they still need to learn in the process. The debrief questions the trainer uses once everyone returns from the breakout room are:

- What did you learn from others?
- Which features do you still need to learn more about?
- What are you most excited about?

Design needs ahead of time: Decide upon the comparisons and document them in the participant handouts. Leave space for taking notes.

Before the activity begins:

© 2 0 2 3 A T D P r e s s a n d K a s s y L a B o r i e C o n s u l t i n g

I n t e r a c t a n d E n g a g e ! 7 5 A c t i v i t i e s f o r V i r t u a l T r a i n i n g , M e e t i n g s , a n d W e b i n a r s | 1

Facilitator: Determine how much time is needed and plan accordingly. This activity deserves at least 15 minutes in the breakout room. For reference, participants in the example described here were asked to discuss a comparison 8 times, referring to 16 different features.

Producer: Prepare breakout rooms, a clock for timing, and ensure participants have the materials they need to reference while working in teams of 2.

The Activity

SAY	DO
Facilitator: "It's time to play, Would Your Rather! In this activity you will be partnered with one other person and asked to review the table on pages 33 and 34 of your participant manuals. Take a look there now to make sure you are ready." "Our producer has paired you up and you will be working in a breakout room to review each of the 8 rows in that table. Note you are being asked to compare features and the question is essentially, would you rather support this feature or that one and why? Discuss with one another, take notes, and be prepared to discuss the final three questions at the bottom of page 34 when we all return in 15 minutes: What did you learn from others? Which features do you still need to learn more about? What are you most excited about? Let's do this!"	*Producer:* Prepare breakout rooms placing participants into teams of two. *Facilitator:* Visit the breakout rooms to listen in, but there is no need to interrupt or add into their conversations.

Transition after the activity:
Facilitator: "Wonderful! Your conversations were enlightening because now you each know exactly what you still need to focus on to sharpen your technical support and troubleshooting skills to be an expert virtual producer."

KASSY LABORIE

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In her previous role at Dale Carnegie Training, she was the director of virtual training services, a consultancy that partners with organizations to help them develop successful online training strategies. Kassy also served as the product design architect responsible for developing the company's live online training product and experience. Prior to this, she was an independent master virtual trainer, a Microsoft software trainer, and a senior trainer at WebEx, where she helped build and deliver training at the WebEx University.

Kassy is the co-author of Interact and Engage! 75+ Activities for Virtual Training, Meetings, and Webinars (ATD Press 2022) and Producing Virtual Training, Meetings, and Webinars (ATD Press 2021). A frequent speaker at industry conferences since 2006, she has presented at Training Magazine events including their yearly conference and Online Learning Conferences, Chief Learning Officer symposiums, The Virtual Learning Show, ATD's TechKnowledge and International Conference & Exposition, as well as many local ATD Chapter events.
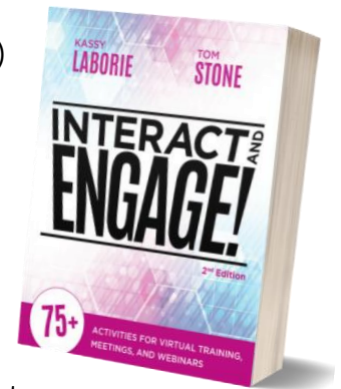
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