

From Icebreaker to Warm-up

Over the past 3 years, Cornell Cooperative Extension has undertaken a project to write and produce a state-wide curriculum used to train all new nutrition educators. The curriculum is called Navigating for Success and uses the Learning by Dialogue and Voice by Choice approach developed by Susan Baker and Joye Norris. The Learning by Dialogue approach incorporates the six principles of adult learning and allows learners to use their voice in small groups to experience the learning. Voice by Choice lets your learners know that they will never be called on to give an answer or to participate. Today we will experience a very small piece of the Navigating for Success curriculum. Imagine that you are a newly hired nutrition educator, attending one of your first new educator trainings.

1. Let's take a minute to review the **Six Principles for Adult Learning**.

- **Respect** - who they are, what they know, where they've been
- **Inclusion** - part of the group, needs considered, level playing field
- **Relevance** - what they are being taught makes sense in their world - it is about them
- **30/50/70/90**- 30% of what they hear, 50% of what they see and hear, 70% of what they say and write, 90% of what they say as they perform a task
- **Immediacy** - can use/apply what they are learning now or soon
- **Safety** - physical and emotionally feel they can add their voice

A. You are adult learners and therefore experts on the subject. Using that **expertise**, describe to a partner any learning event - a class, seminar, retreat- that you've participated in where:

- You reaped the rewards of the facilitator honoring any or all of these principles; and
- You felt the sting of a facilitator's failure to recognize you as an experienced and capable adult. You will have 2 minutes.

At this point, we would typically ask who would like to share an example of what they spoke about with their partner. It is amazing how easily people share with each other when they know they only have to speak with 1 or 2 other people and know that they will never be called on to share their answer.

2. Today we will focus on the first step in working with learners, especially those in group settings, to assist them in getting the most from the time they spend with you. You will practice strategies that enhance learner motivation. This process starts with getting learners "warmed up" to the topic. Unlike an icebreaker that is useful just to get everyone mingling,

- Please fold your piece of paper in half the long way, so you have a rectangle.
- Please write your name, as you like to be called, in the middle of the folded tent.
- Using crayons, decorate the tent corners with pictures of your 2 **favorite fruits and your 2 favorite vegetables**. **You will have about 5 minutes.**

B. During the **next 2 minutes**, introduce yourself to the person next to you and choosing one of the corners of your card, share with your partner why you chose that item. **In a small group, we would then invite you to introduce your partner and share one thing you learned about her/him from your conversation.**

A. You have just experienced a Warm-Up.

A warm-up:

- Helps everyone in a group get to know each other better
- Provides the facilitator with useful information about the learners
- Increases people's sense of belonging; builds group cohesiveness
- Offers an excellent place to start people off in
- Quickly shifts the energy to learning
- Puts THEM in the story
- Activates what they already know about a topic to some degree
- Sets safety - first time facilitator gets to demonstrate voice by choice, affirmations, waiting - not just talk about it

You can see how this information is useful to you as group members and to the facilitators.

If you are familiar with the term "icebreaker", or have ever participated in or used one, I invite you to describe the experience or share how you think a warm up differs from an "icebreaker". (OPTIONAL BASED ON TIME)

What questions do you have?