

# Closing and Evaluation Activities

## 1. Closing Circle

- Going table by table or in a large circle, ask each participant to express their final sentiments and share what they have learned during the training, the experiences they appreciated, and their future intentions.
- Instructors also should express their final thoughts after the participants have done so.

## 2. Taking It Home

- Ask participants to walk around the training room and review the information that has been posted on the tear sheets throughout the training. Allow them a few minutes to review the tear sheets.
- Ask participants to identify at least one new concept, learning point, or innovation they will take back from training.
- Ask volunteers to share the learning they will take back, and how they intend to implement their learning.

## 3. Final Questions and Concerns

The purpose of this activity is to provide participants with the final opportunity to raise questions or concerns.

- Ask participants to write on one index card: I still have a question about\_\_\_\_\_
- Ask participants to write on write on a second index card: I can answer a question about\_\_\_\_\_.
- At their tables, ask participants to select the most pertinent question and interesting answer from the cards of group members.
- Ask each table to report the question it has selected. Determine if anyone in the full group can answer the question. If not, the instructor should respond.

## 4. Four Quadrants Review

Create the four quadrants on a tear sheet, with labels for each quadrant. Conduct a review of the training by asking for input into each of the four quadrants, described below.

- Quadrant 1: **Aha!** (where participants recognize —light bulb moments of insight).
- Quadrant 2: **Right on!** (where participants hear something that they want to emphasize or note something that is really important to them).
- Quadrant 3: **Murky waters!** (where participants note issues that are unresolved or unclear).
- Quadrant 4: **No way!** (where participants communicate about areas, ideas, or statements that they disagree with or do not believe are true).



## **5. Activity: Let's Review**

The purpose of this activity is to review topics covered in the training.

- Post the prepared tear sheets with the module names on the wall.
- Break participants into small groups, one for each module on the tear sheets.
- Assign each group a tear sheet to start with. Have participants write everything they know about the modules on their assigned tear sheet.
- Allow participants 4–5 minutes; then have them move to the next tear sheet in a counter-clockwise direction.
- Repeat rotation until each group has worked on all tear sheets.
- Review tear sheets when time is up and answer questions as needed. Emphasize the amount of information participants learned during the training.

## **6. Ball Review**

- During this activity, ask participants to state something they learned during the training.
- Toss out a soft, rubber ball to a participant; the participant responds to the question and then tosses the ball to another person.

## **7. Game Show Ending**

- Prepare review questions and use the format of a popular game show, such as Jeopardy! or Family Feud to review information.
- Make sure you stick to the rules of the game in order to avoid confusion.

## **8. Letter to the Supervisor**

- Pass out paper and envelopes.
- Ask participants to compose a letter to their supervisor/teacher/parent. Include in the letter the most important skills, concepts, or issues they have learned; specific behavior or skills they plan to implement upon returning to work; and additional training they feel they need to do their job better.
- Ask volunteers to share highlights of their letters.
- Variation: participants write a letter to themselves, identifying how they are going to incorporate what they have learned from the training into their jobs. The instructors mail the letters to participants after a specified period of time has passed (e.g., 6 weeks).

## **9. Personal Learning Goals**

This activity can be used if participants were asked to identify personal learning goals at the beginning of the training or prior to the training.

- At the end of the training, arrange the participants in a circle and ask them to tell the group what their goals were; how successful they were in reaching their goals (on a scale of one to five); reasons they did or did not reach their goals; and whether or not they were satisfied with the goals they set for themselves and why (or why not).

## 10. I Learned and I Plan To . . .

- Prepare a card or handout with the following unfinished statements:
  - I learned that I . . .
  - I relearned that I . . .
  - I discovered that I . . .
  - I noticed that I . . .
  - I was surprised that I . . .
  - I am disappointed that I . . .
  - I plan to . . .
- Ask participants to complete these statements. Ask some of them to share their statements; if there are more than 20 participants, this activity could be completed in small groups.

## 11. Paper Airplanes

- Pass out colored construction paper to participants; ask them to write their name, address, and phone number in the center of the paper.
- Participants build paper airplanes; when finished, they simultaneously toss the planes in the air.
- Participants pick up an airplane and are instructed to contact the person named on their plane within 90 days, discussing how they have incorporated ideas/skills learned in the training at their workplace.

*This article excerpted from the “Trainer’s Toolbox,” published February 2012 by the Dept. of Justice Office of Victims of Crime. The toolkit contains information on icebreakers, techniques for dividing groups and selecting reporters/recorders, sample evaluations, and more. The complete document is available here:*

[https://www.ovcttac.gov/downloads/views/TrainingMaterials/docs/Trainers\\_Toolbox\\_2-7-12.pdf](https://www.ovcttac.gov/downloads/views/TrainingMaterials/docs/Trainers_Toolbox_2-7-12.pdf)