

GAME CHANGERS

GAMING SKILLS AND THE WORKPLACE

FACILITATOR'S GUIDE: OBSERVATION SKILLS



Observation Skills: Facilitator Guide

This facilitator guide is part of a series created for the course “Game Changers: Gaming Skills and the Workplace.” Built in a modular fashion to allow for maximum flexibility, this course provides training on real-world skills that can be developed and practiced in a game-based environment. Using a combination of facilitated lessons, participatory activities, research, and games, this course will help teach a new generation of job seekers the 21st Century soft skills so critical to Canadian employers. Modules in this course include:



A Youth Advisory Committee played a key role in the development of this course. Literacy Link South Central offers thanks to committee members Cassandra Smith, Colin Todkill, Eleyas Araya, Eric Rice, Jamie Kaill and Taisha Jene Pinsonneault for their input and guidance.

Gaming recommendations for this project were provided by our advisors at Teleos Engagement. Literacy Link South Central recognizes Gabriel Hancock, Robert Durant and Shayne Ganness and thanks them for sharing their in-depth knowledge of game design and development.

This curriculum was developed and formatted by Summer Burton, Project Manager, Literacy Link South Central. For questions about this curriculum, please contact Literacy Link South Central at 519-681-7307 or literacylink@llsc.on.ca

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A note for our Facilitators: The Game Changer curriculum (Facilitator Guides, Learner Playbooks, PowerPoint Presentations and supporting documentation) are available to download from Literacy Link South Central free of charge. We encourage you use these materials, but selling this curriculum or offering this training to clients for a fee is prohibited.

This course was designed for flexibility. It is divided into several modules, and many can be done in the order that suits your personal facilitation style and the timing of each session in your course. Participants also have an opportunity to provide input into the order of modules.


At the start of each module you will find a list of supplies required, along with recommended tasks and activities for facilitators to complete before the session begins. A set of companion playbooks are available for participants and should be used by participants throughout.




Each module also has an estimated time requirement, which may fluctuate depending on your number of participants, how in-depth group discussions become, and how long game-play takes. You may find that the estimated length of time required for a particular module does not align with the time allotted for individual sessions in the course you are facilitating. Please note that every module is separated into a series of lessons, activities, discussions and games, so you can review it in advance, plan for an appropriate time to break, and begin your next session where you left off.


Tip: if you break up modules in this fashion, we recommend you set that expectation with participants in advance, so you do not appear to have run out of time.

Curriculum Legend: Each module includes several key components, meant to keep the workshop moving and provide breaks between lecture-style elements. Please watch for the following symbols to identify each element of the module you are facilitating:

 Facilitator notes (a summary of what should happen during a session. Facilitator notes provide an overview, which the facilitator can customize to reflect the format of their workshop/course)

 Lesson / presentation (facilitator-led teaching opportunities)


 Discussion (facilitator-led conversations, using provided questions. Facilitators are encouraged to respond to the conversation by adding their own questions whenever appropriate)


 Playbook (activities to be completed by participants in their curriculum work book. When a specific “right” answer is expected, an answer key is provided in your facilitator guide.)

 Activity (interactive or independent activities not included in the participant playbook)

 Game (interactive play-based opportunities, often using board games or digital games)

 Video (video presentations to be viewed by the group)

 Debrief (a discussion following an activity, game or video. Includes guiding questions and topics, and key points to cover when applicable)

 Independent work / homework (handouts or activities provided in the playbook, which are intended to be completed by participants independently. Some are reviewed, while others are for the participants personal information.)

Estimated time to complete this module: 1 hour and 45 minutes, not including a break.

Supplies required for this module:

- A SmartBoard, or laptop connected to a projector and screen, with internet access
- The PowerPoint Presentation “Observation Skills”
- The tabletop game “Ghost Blitz”

Pre-session preparation:

- Consider any take-away activities or “homework” you may have assigned at the end of the last session, so you can review them before starting this module.
- Review the questions for the Observation activity in this facilitator guide, and determine the answers in advance (when applicable). Consider if you would like to add or change any questions.
- Consider opening the video “TEDxUIUC - Daniel Simons - Counter-Intuition” in and cuing it up prior to starting the presentation. You will want to begin the video at 1:54 (right after the speaker says “Let’s come back to that in a few minutes, but first...”)
- Review the instructions for the game “Ghost Blitz,” and if possible, play a round of the game with coworkers, friends or family to become familiar with it. Please contact Literacy Link South Central if you need to borrow a copy of this game for your course.
- Decide how you would like to have the group choose the topic for the next session and prepare any supplies you need.

Optional preparation

- For additional instructions on how to play “Ghost Blitz,” watch this short video outlining game play by “Marbles The Brain Store”. The video is available using the link below:
<https://youtu.be/sLiyeNpOXKQ>

Introduction:

📖 Begin by welcoming participants and outlining the timing (including any breaks) for the session. Then, share the agenda. Note that the agenda is also in the participant playbooks for reference.

Agenda:

1. Introduction
2. Observation Skills
3. Activity: Check Your Observation Skills
4. Practicing Observation Skills in Real Life Circumstances
5. Observation Activities and Exercises
6. Sharpening Both Observation Skills and Reactions
7. Selecting the next session's topic
8. Wrap-up and take-away

Before you begin the first item on the agenda, take up or discuss any activities you may have asked participants to do between the last session and this one. They may be sharing observations from their life outside of class, letting you know what they learned from something you asked them to read, or describing an interaction they had with someone else.

Estimated time to complete: 5 minutes

Introduction

🔑 Explain that observation skills start with watching people and events, but being a good observer also involves thinking about what you've observed and making decisions based on what it means.

💬 Ask: What have you observed about how we interact in this classroom? What have you seen so far and what do you think it means? If no one is able to provide an example, mention that if someone asks a question, you thank them for doing so, which they might interpret to mean that curiosity and confirming your understanding is valued in the classroom.

Self-observation is an element of this skill as well, and it's not always easy. Consider for a moment how you might appear in the eyes of another person. What messages might an outside observer – someone considering hiring you for a job, for example – receive from how you present yourself?

💬 Ask: has anyone ever watched a video of themselves, and felt surprised by how you looked or how your voice sounded? People will usually say their voices sound very different, but what's also interesting is what we notice about how we hold ourselves, our body language, and facial expressions we may not even know we're making. It's almost impossible to see ourselves exactly as others might see us, but with practice we can observe ourselves non-judgementally and understand how those things might be interpreted by others.

Estimated time to complete: 5 minutes



Observation Skills

Let's take a closer look at observation skills, and some other ways they're valuable.

🗣️ Facilitate the lesson "Observation." Facilitator instructions and scripting are both included in this Facilitator Guide, and also in the "notes" section of the PowerPoint presentation.

📖 If you are comfortable with this material, the scripting does not need to be used word-for-word. It is there as a guide and to be referenced to assist you in this lesson as needed.

📖 The participant playbook contains accompanying information and places to record notes for this lesson.

Estimated time to complete: 35 minutes



The ability to observe our surroundings and make logical conclusions based on what we see is a very important skill. Knowing what stands in the way of being truly observant can help us connect with and respond to situations and people more effectively.

In many ways, an increase in technology has changed, and some would say damaged, our observation skills. We no longer have to observe our friends or family members to find out what they're up to or how they're feeling. Their latest Snapchat, Instagram story or Facebook update fills us in without us ever seeing them. And from an online and media perspective, marketers work hard to make sure we don't have to be very observant to find the "next big thing". You don't even have to look – it will appear in front of you based on your interests, search history, or demographic information.

It's not just technology that changes how and why we observe the world around us. Some skills just aren't as necessary as they used to be. We don't need to carefully observe the animals and plants around us to find our next meal for example, or to protect ourselves from predators. We still need to pay attention when crossing the street, but what we need to observe is different in today's world.

💬 Ask: What are some examples of times when you need to pay attention and carefully observe what's happening around you? Answers may include while driving, when cooking, if you're looking after children, or in a workplace where injuries are possible if you get distracted. It's interesting to note that most responses will likely connect to when there's a risk of accident or injury.

Point out that while sometimes you can anticipate the likelihood of an accident or injury being higher (when driving on a busy highway in a rain storm, for example), they often catch us completely off guard. You may drive dozens of highways in rainstorms without incident, yet have someone run a stop sign on an empty country road on a beautiful day and hit you.



The Power of Observation

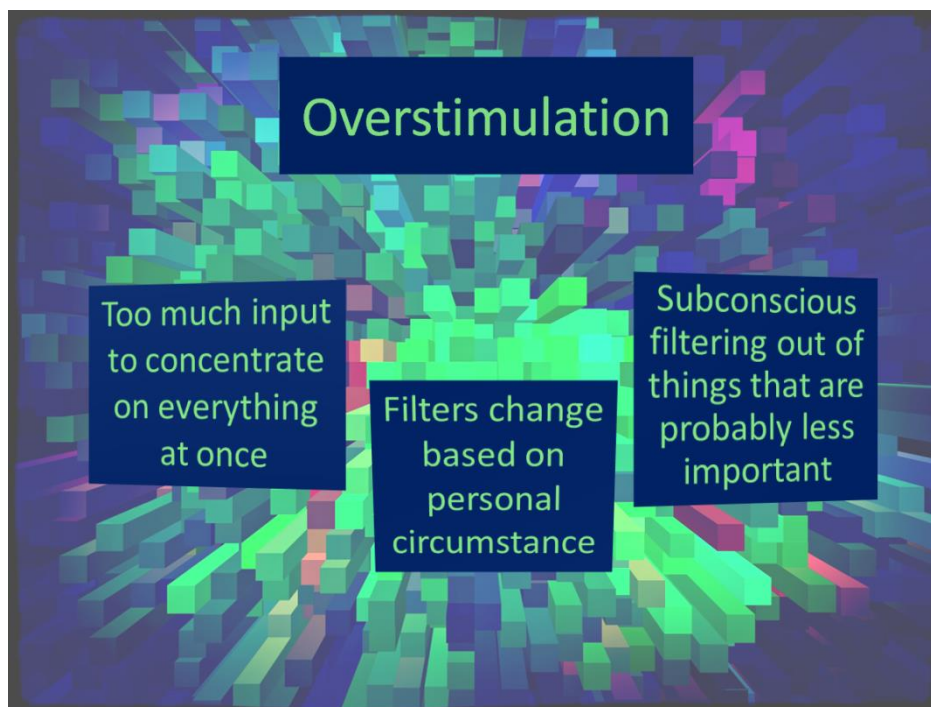
- Awareness of what's happening around you
- Quick recognition of opportunities and threats
 - Ability to anticipate people's reactions before they happen
 - Better communication



With strong observation skills, you become aware of what is happening around you in ways that can benefit both yourself and others. You recognize potential opportunities and possible threats when they arise. In fact, observant people may appear to know something is going to happen before it actually does – they aren't psychic, they simply observed a person or event, thought about the meaning behind what they saw, and made a decision or changed their behaviour as a result. The person running that stop sign on a country road is a good example – someone fully observing their surroundings while they drive has a greater chance to notice that car isn't slowing down as it approaches the stop sign, and take measures to avoid being at the intersection at the same time the other car is.

People with strong observation skills also recognize reactions in other people, and can make the choice to communicate with them in a way the other person can understand. It gives them a huge advantage, and is skill highly valued in all sorts of jobs, including sales and marketing, social services, education, policing, and government.

Unfortunately even with all of these advantages, not everyone has strong observation skills. So, what are the roadblocks that could stop us from observing the world around us cleanly?

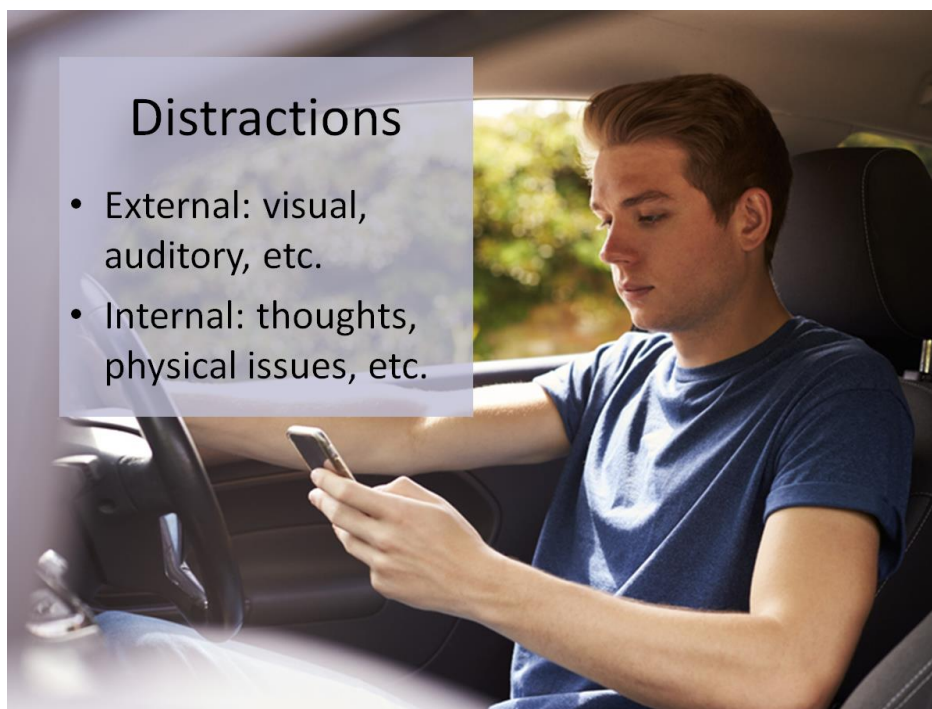


There are so many things going on around us at any given time that our minds cannot process it all. Our senses can be overwhelmed with input – movements, sounds, scents, flavours and textures all providing us opportunities for observation that we just can’t concentrate on all at once.

To cope with all this input, our brains subconsciously filter out things that are likely to be less important so you can focus on the things more likely to impact you. The problem is knowing ahead of time which things are important and which ones aren’t.

Our filters change from person-to-person, so what one person subconsciously disregards another might immediately focus on. A crying baby is a great example of filtering in action. People who don’t have a baby in their lives may be able to quickly disregard that sound as “someone else’s problem,” while parents with a newborn go immediately on high alert. While it’s possible those who disregard that sound are totally right to do so – it may not be until later that they realize it was a sign of something else happening that they really should have been paying attention to.

💡 Ask: What do you think your filters are? Is there anything that you tend to automatically tune out as “less important”? Are there things that you can’t help but notice when they happen? Answers will vary by group.



Distractions

- External: visual, auditory, etc.
- Internal: thoughts, physical issues, etc.

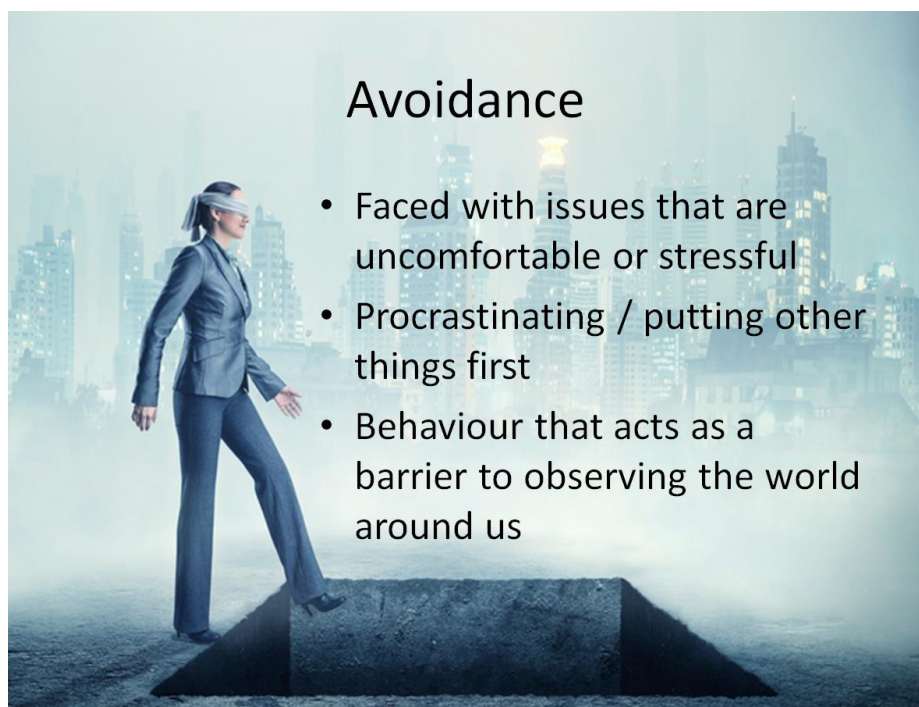
When you're focusing on more than one thing at a time, it becomes very difficult to accurately observe what's happening around you. That's why Bluetooth has become commonplace in cars – to allow for hands-free phone calls. It's also why there are laws in place banning texting and driving. In fact, in Ontario you can be charged with distracted or careless driving if activities like eating or drinking coffee negatively impact how you're driving.

💬 Ask: What other external distractions can you think of? Not just ones that impact your driving, but can make it hard to concentrate on work, or on something you're doing at home. Answers could include someone who wants to talk while you need to focus on something important, messages alerts on your phone, loud noises or annoying music you don't like.

Distractions aren't always external things that split your focus – they can be internal as well.

💬 Ask: What type of internal stresses might distract you? Answers could include mental or emotional distractions like worrying about bills or a fight with your partner, or physical distractions like being overtired or hungry.

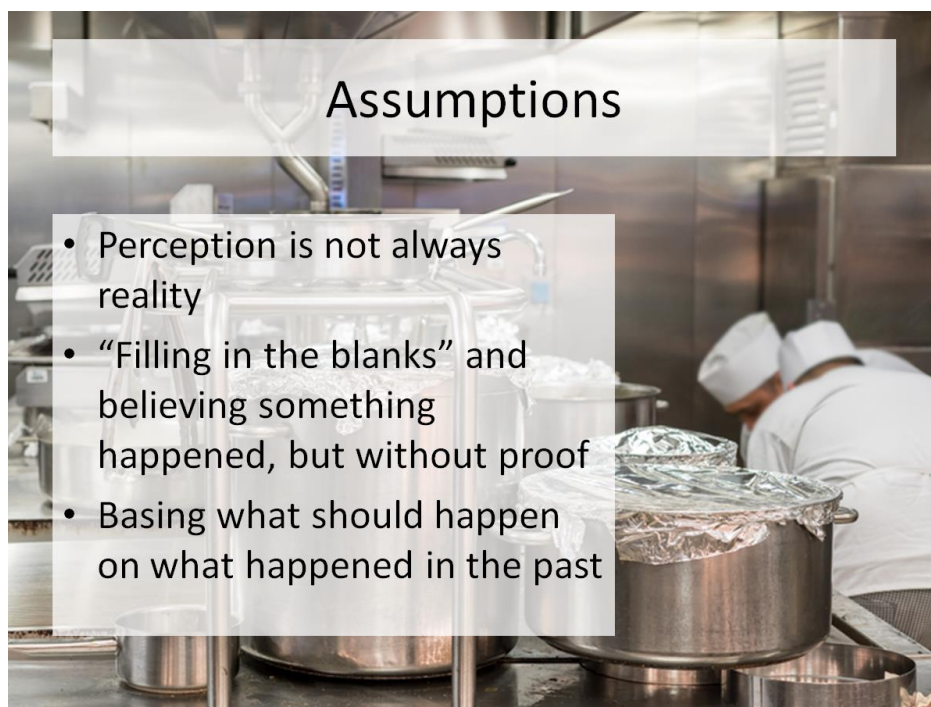
Any of these things – or a combination or several of them – can distract your focus and make it much harder to pay attention. To be observant we have to be fully present and aware in the moment. This is sometimes referred to as “mindfulness.”



To be fair, sometimes not wanting to pay attention plays a role too. If something is unpleasant, difficult or stressful, we may choose to disengage because we don't want to pay attention to it.

That's a common problem when it comes to finances. When you've got more bills to pay than money coming in, the stress and anxiety that causes often makes us procrastinate dealing with it. You know it's going to feel bad and no one likes to feel that way, so we'll go out of our way to not face it, and secretly hope the problem will just go away. We may prioritize other things, and tell ourselves we'll deal with it later. Unfortunately especially when it comes to money, the issue never goes away – if you ignore it, it gets worse and even harder to deal with.

Avoidance plays a role in how we interact with other people too, and creates a barrier to observation as a result. For example, when we find ourselves waiting in line or walking from one place to another, we often lower our eyes rather than looking at the people and things around us. While that gives us plenty of opportunity to observe the ground or our own shoes, it leaves a lot of other things out of the picture. Technology comes back into the discussion here too. Often when our eyes are lowered, it's because they're focused on our phones. It creates a distraction bubble around us that acts not only as protection from having to interact with others, but as a barrier from us seeing things that may be right in front of us.



Sometimes we simply assume that we will see what’s right in front of us. Unfortunately that’s not always true. It’s actually very common to believe we are observant when we’re actually overlooking things. As any good magician will tell you, your perception isn’t always reality.

Think about what we mentioned earlier about overstimulation – that we cannot take in every piece of information around us at all times. As a result, we can make assumptions – fill in the blanks and create what we believe to be happening without actually observing it firsthand. Those assumptions may turn out to be true, but not always. Here’s an example, which is also included in the participant playbook for reference.



Picture yourself working in a restaurant kitchen, and handing a plated meal to a server. As you do, a flare-up on the grill catches your attention and you turn to look at it. While you’re distracted, you hear a plate of food crash to the floor near you.

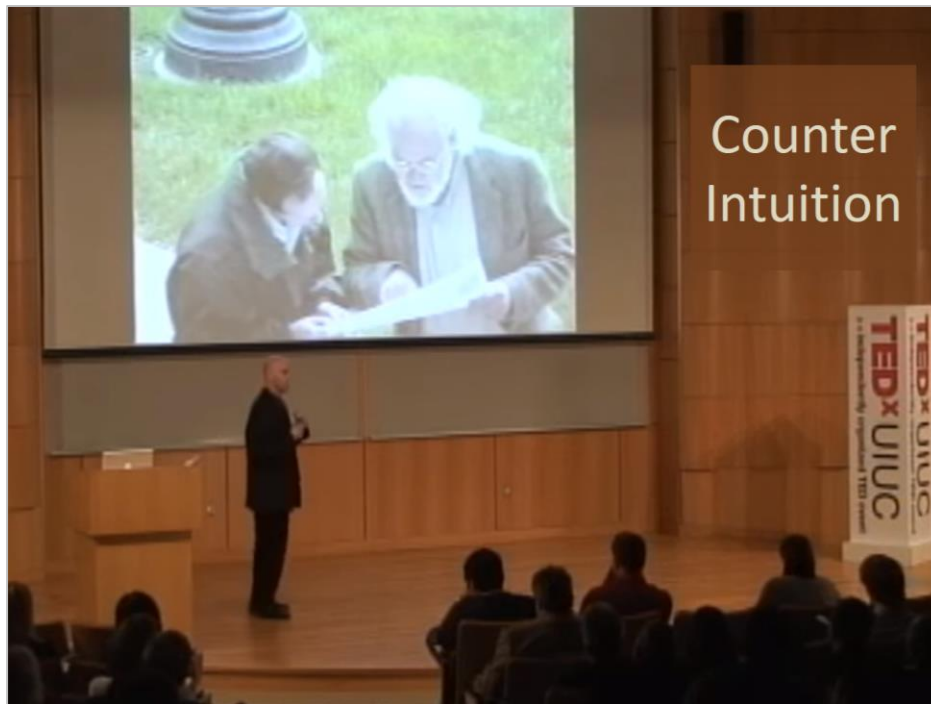
🗣️ Ask: What may have happened? Encourage the group to come up with as many possible scenarios they can. Answers could include that you didn't put the plate fully in the server's hand before turning around, that the server had the plate but dropped it when they saw the flare-up, that another plate in the kitchen was knocked to the floor, that a customer dropped their plate of food, that another item dropped and you just thought it was the plate, and more.

Emphasize that one of those scenarios is likely correct, but if you weren't actually looking at the plate that dropped and observing that action, it's just an assumption.

Overlooking things because of assumptions is a particular risk when doing a repetitive task. Without thinking about it consciously, we often assume that since all the other times we did a certain action you got the same result, when you it again the same thing will happen. We may not even notice if it doesn't.

If part of my morning routine is walking into the kitchen to push the button on the kettle before heading to the bathroom to brush my teeth, I'm going to assume that the kettle will turn on and boil the water inside. It has every other morning. What I may not have observed is that the kettle was no longer plugged in. I assumed that I'd have hot water for tea when I came out of the bathroom because I'd repeated an action that resulted in hot water all the other times.





Because assumptions are a particularly important element of how we observe the world around us, I want to share a video with you that demonstrates this issue in a few different very funny ways.

📖 As you bring up the video, let the group know that the speaker in this video refers to assumptions in this context as “intuitions.”

🎬 The video “TEDxUIUC - Daniel Simons - Counter-Intuition” is available using the link below. The segment you want to share runs from 1:54 (right after the speaker Daniel Simons says “Let’s come back to that in a few minutes, but first...”) to 12:28. Pause the video after Daniel Simons says “This is a nice case in which our intuitions don’t map onto the reality of how our memory works.”

<https://youtu.be/eb4TM19DYDY>

Following the video, ask: Had anyone seen the basketball video before? Regardless of the answers, remind the group that if you're not expecting to see something, you may not – even if it's right in front of you. Remind them of the following quote from the video:

"People are confident that when something unexpected or distinctive happens right in front of you, you'll automatically notice it and it will draw attention to itself. Our intuitions about what we notice are consistently wrong."

Take up the answers to the following questions from the Participant Playbook.

1. What does the speaker call thinking that we see, notice and remember far more than we actually do? Everyday Intuition
2. What is it called when we don't notice things that are changing around us because we're otherwise distracted – especially if we're distracted by looking for changes somewhere else? Change Blindness

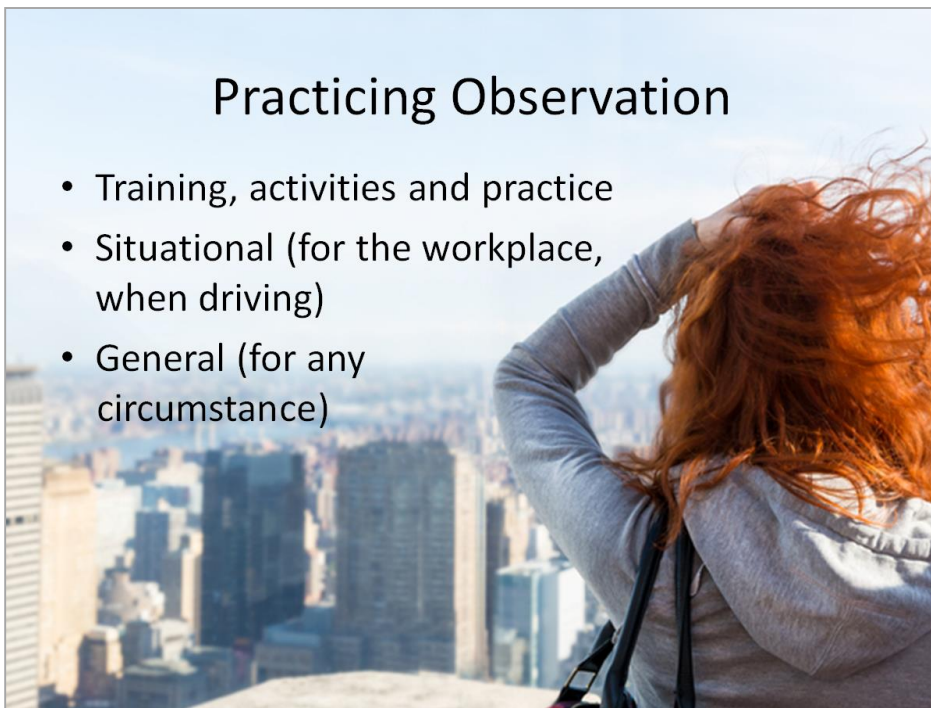


3. What percent of people didn't notice a change when people went by with the door? 50%
4. What is one implication of not being right about what we confidently believe we've observed and remember? Even if we're sure of something, we may not be correct.

When taking up this answer, remind participants this was discussed in the video in relation to the confident testimony of eye witnesses to a crime, where the person charged was later exonerated by DNA evidence. As mentioned in the video: "There isn't a link between how confident someone is about their memory, and how accurate their memory is."

Practicing Observation

- Training, activities and practice
- Situational (for the workplace, when driving)
- General (for any circumstance)



At the beginning of this presentation we talked about some of the times when paying attention and observing things carefully is important – like when you’re driving, cooking, or in a workplace where on-the-job injuries are possible. In all of these circumstances, special training is available to help people develop the skills they need to stay safe.


In the workplace, health and safety training, WHMIS, and other training is often provided, and defensive driving classes teach you to assume other people are going to do dumb or dangerous things on the road so you can be prepared, react and stay safe.

But it’s not enough – when we consider what we just discussed about making assumptions that we have better observation skills than we actually do, we need to hone those skills for general, every day use too.

Later in today’s session we’ll be looking at some techniques that can help you develop stronger observation skills, and I’ll be asking you to practice one of them outside the classroom and report back on what you noticed in the next session. First, let’s do an activity to help us evaluate the observation skills we brought into this room with us today.

 This concludes the lesson.

Activity: Check Your Observation Skills

 Direct participants to sit comfortably, put down anything they have in their hands, and close their eyes. Let them know you will be asking a series of questions, which they can decide if they can answer or not – but they cannot open their eyes to look first. Anyone who believes they can answer the question should raise their hand, and you will choose people to share their answers.

Note that once you've picked someone and they have answered the question, you may wish to suggest that they (or the entire group) open their eyes and check to see if they're right. You will need to redirect them to close their eyes again before you ask the next question.

The following questions have been provided – please review them in advance and determine the answers in advance (when applicable). The facilitator is welcome to add other questions they think are appropriate. Consider questions that can demonstrate what we do and do not observe about what's happening around us.

- What is the address of the building you're in?
- Which way is North from here?
- What colour socks are you wearing today?
- How many people are in this room right now?
- Can anyone describe the shoes I'm wearing?
- What colour are the walls in this room?
- Where is the closest water fountain (if there is one)?
- Is there a wall clock in this room?

? Debrief: Was anyone surprised at what they could and could not remember?

Estimated time to complete: 15 minutes



Practicing Observation Skills in Real Life Circumstances

📖 Mention that there are some great activities participants can do to build their observation skills, and some really excellent reasons why they should practice them. Share the following example, which is included in their participant playbook for reference as well.

“Hopefully none of you will ever be in an accident or have your car break down on the side of the highway, but if it were to happen would you be able to accurately guide a tow truck, a friend, or the police to your location?”

Explain that often when we’re driving, and especially if we’re the passenger, we focus on the music playing, on the scenery going by, or on the conversation we may be having with our fellow passengers. You may know you haven’t reached your exit yet, but it can be very easy to lose track of where you actually are – and even if you have location services enabled on your phone, that can make it hard for help to find you.

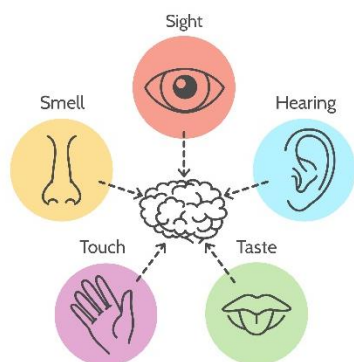
Suggest that participants practice their observation skills by looking for mile markers along the highway, and as crazy as it may sound, knowing for sure if they’re travelling eastbound or westbound on the highway. More people than you would imagine call for emergency assistance and either provide the wrong direction, or don’t know. That can add time to how long it takes for help to get there, and particularly in an emergency it’s time you don’t want them to take.

Estimated time to complete: 5 minutes



Observation Activities and Exercises

✍ Let the group know that we will be looking at several activities and exercises they can do to help develop strong observation skills. The activities are listed below, and appear in the participant playbook as well. Ask for volunteers to read each activity aloud, and reinforce the description they read using the notes below.



High Five: In this activity you use all five of your senses to observe what is happening around you. In a notebook, record of one thing that you can see, one thing you can smell, one thing you can taste, one thing you can feel, and one thing you can hear.

✍ Share with the group that this activity is very good for dealing with situational anxiety as well, and it can be expanded by varying the number of things you're looking for with each sense (ex. 3 things you can hear, two things you can feel, etc.)

Focus In: In this activity you make a note of as many things you can observe using only one of your five senses. For example, if you choose hearing you will write down all of the sounds you can hear along with what is making each sound. If you're not sure where the sound is coming from, write a list of things that could make that sound (ex. I hear a distant humming noise. It could be an airplane, or the motor of a lawn mower, or a truck driving by in the distance).



✍ Mention that this is a great exercise to help identify distractions that you may not have even noticed were disturbing your concentration. If you closely observe what you feel for example, you may recognize that the temperature is too hot or cold, that your back is aching, that your chair doesn't have enough support, and so on. Observing those things is the first step to making changes so you can be more comfortable, and are better able to concentrate.



Colour by Numbers: In this activity, you pick both a colour and a number, and challenge yourself to find that exact number of coloured items near you.

📖 Suggest adding a random element to this exercise by rolling dice for the number, or having someone else suggest the colour. That prevents you from automatically choosing a low number or a colour you’ve just seen.

Gotcha: In this exercise, you will pick one random object or item, and look for it throughout the day. For example, count how many dogs you can see during the day. Find as many people in uniform (security guards, UPS drivers, paramedics, etc.) as you can. Actively count the number of door handles you touch in a day. Make a point of recognizing that these things were there all along – you just weren’t forcing yourself to observe them.



📖 Suggest that this is a bit like the “punch buggy” game from your childhood (maybe with less actual punching). Once you’ve picked an item to look for and have recorded how many times you saw it, dig deeper. See if you can identify any trends in what you saw, and ask why. Why did I see more dogs at one time of day than another? Why were there more people in uniform in this particular neighbourhood than another?




Hidden in Plain Sight: In this exercise, challenge yourself to find one thing you have never seen or noticed in your surroundings before. Look around your home, school, or neighbourhood and identify one item you’ve never actually recognized was there before now. Consider whether the item is new, or if it’s been there before, but you simply hadn’t noticed.


📖 Suggest that once they’ve tried this exercise, participants can challenge themselves by trying to specifically notice things that upon reflection they know aren’t new, but that went unnoticed before.

People Watching: In this activity, your main goal is to watch other people and think about the following things:

1. What are they wearing, and why they might have picked those clothes? What is the message they're trying to send?
2. How are they holding themselves, what's their posture like, and how do they interact with others? Do they seem confident, shy, worried, distracted? How can you tell?
3. Does anyone you observe make you feel uncomfortable? Ask yourself why. What is it about this person that makes you feel that way? Is it their behaviour, how they look, how they are dressed, the setting?




 Mention that we often make judgements about people quickly and without even realizing consciously that we're doing it. Consider walking to your car in a relatively empty parking lot late at night, when out of the corner of your eye you observe someone walking towards you.

 Ask: What judgement might you make based on that observation? Answers will vary, but may include that they are being approached by the other person and they may feel threatened as a result. Ask probing questions about the setting, about how they would know if the person was a threat or not, and how their observations might lead them to change their behaviour.



Connection: Guess what the relationship is between two people who are talking to one another. Does one person have more power or influence than the other? Do you think they're related? Is their relationship comfortable, or strained? How can you tell?

 Share that the question about power is a particularly interesting one. What might you observe between two people that makes you think one has a higher status or more power than the other? Answers may include the person's posture, whether they seem particularly engaged with the other person, if the other person is asking them for permission to do something, etc.

Estimated time to complete: 10 minutes

Sharpening Both Observation Skills and Reactions

📖 Reinforce that being observant and noticing what’s happening around you, how other people are behaving, and how you act and interact with others is the first part of the equation – but what makes observation skills so important is what you do with what you’ve observed. Let them know that we’re going to practice both observing and reacting to your observations by playing a competitive, fast-action game.



💬 Ask: has anyone in the group heard of or played the game “Ghost Blitz” before? If they have, ask for their help in explaining the rules of the game to the group. Note that the document “Ghost Blitz Game Play” contains instructions and is available for reference if needed.

🎮 Begin the competitive game “Ghost Blitz” with up to 8 participants. As it progresses, make notes about anyone who seems to do particularly well in this challenge. What do you notice? Also watch for if one style of card is harder or easier for players to find the object for. Do they have an easier time identifying the object when it appears on the card accurately, or when it’s missing from the card?

❓ Debrief: Ask group about the experience of playing the game. What was the hardest part? What would make it task easier? Ask those not actively playing the game what they noticed while watching it.

Estimated time to complete: 20 minutes, but note that this activity offers opportunities for flexibility in terms of timing. Game play may naturally run long, or short – depending in your time requirements, you can have the group(s) play the game several times, rotating players so everyone gets a turn.

Selecting the next session's topic

📖 Thank the group for choosing today's topic, and let them know it's time to pick the focus for the next session. Share the list of remaining topics as shown below.

1. Verbal communication
2. Non-verbal communication
3. Observation skills
4. Decision making
5. Problem solving
6. Teamwork
7. Flexibility and adaptability
8. Work ethic
9. Conflict resolution
10. Resiliency

✂ Take a poll: which of these topics would the group like to look at next? This poll should be done in the same format as the poll completed in the first session. A full list of possible polling options can be found in the Game Changers Course Facilitator Guide if needed.

📖 When the poll results are in, prepare for the topic chosen by reviewing that module.

Estimated time to complete: 5 minutes



Wrap-up and take-away

📖 Remind the group that we looked at several different exercises that people can do to practice and enhance their observation skills. Direct them to choose one of those activities to try between now and the next session.

📖 There is a space in the participant playbook to indicate which activity they would like to do. Encourage them to make their choice now, and remind them to write down notes during the activity because you'll be asking them to share their experiences when you meet again.

📖 Ask for questions or comments about today's session. Thank the group for participating, and remind them of the date and time of the next session. Please make a note of the homework assigned during this session, so you can review it during the session that follows.

Estimated time to complete: 5 minutes

📖 This concludes the module "Observation".