



## Prevent Boredom Checklist

Tips	Yes	No
1. Change activities, exercises, methods, media, etc., at 15-minute intervals or less, especially if learners have been inactive (e.g. listening to a lecture or watching a videotape).	<input type="checkbox"/>	<input type="checkbox"/>
2. Use visuals to provide impact.	<input type="checkbox"/>	<input type="checkbox"/>
3. Present no more than 7 items of information before learners are asked to do something.	<input type="checkbox"/>	<input type="checkbox"/>
4. Devote 2/3 or more of a course to application and feedback and 1/3 or less to presentation.	<input type="checkbox"/>	<input type="checkbox"/>
5. Plan frequent breaks for stretching, coffee, exercises, laughter, etc.	<input type="checkbox"/>	<input type="checkbox"/>
6. Avoid passive sessions during “low” points of day (11:30-12:00; 1:00-1:30; 4:30-5:00).	<input type="checkbox"/>	<input type="checkbox"/>
7. If passive sessions cannot be avoided, schedule them during “up” periods (9:00-11:00; 1:30-3:00).	<input type="checkbox"/>	<input type="checkbox"/>
8. Maintain a brisk pace.	<input type="checkbox"/>	<input type="checkbox"/>
9. Suggest learners take brief notes (it aids concentration).	<input type="checkbox"/>	<input type="checkbox"/>
10. Pause for brief 2- to 3-minute periods so learners can review content silently.	<input type="checkbox"/>	<input type="checkbox"/>
11. Be energetic yourself. Force yourself, if necessary.	<input type="checkbox"/>	<input type="checkbox"/>
12. Move toward and among the learners. Speak from the side or back of the room sometimes.	<input type="checkbox"/>	<input type="checkbox"/>
13. Do unexpected things (e.g. sit among the learners, walk around the outside of the room, or tell an out-of-character story).	<input type="checkbox"/>	<input type="checkbox"/>
14. Have exercise breaks. Stand, move about, do stretching exercises.	<input type="checkbox"/>	<input type="checkbox"/>
15. Take a break in mid-activity so learners will be eager to resume.	<input type="checkbox"/>	<input type="checkbox"/>
16. Always seek opportunities for learners to respond and be active.	<input type="checkbox"/>	<input type="checkbox"/>
17. Use demanding stimuli (phrases that focus attention such as: “note this...,” “most importantly...,” “think about this...”).	<input type="checkbox"/>	<input type="checkbox"/>
18. Use actual samples, statistics, examples, and mini-cases.	<input type="checkbox"/>	<input type="checkbox"/>
19. Use analogies and metaphors as themes to bring content to life.	<input type="checkbox"/>	<input type="checkbox"/>
20. Record yourself when speaking in front of a group. Count the number of words you typically speak in one minute. It should be between 125-175 words/minute. If it’s less than 125, listeners will tune out. If it’s more, some listeners will miss things.	<input type="checkbox"/>	<input type="checkbox"/>