

**The Gallery Walk:  
An Opening, Closing, and Review Activity.**

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One of the most versatile learner-centered activities, the Gallery Walk, has been called by a lot of names and has many variations. You can use it as an information-rich, opening (connection), closing (celebration), or review activity.

The Gallery Walk connects learners to each other and learners to the training topic in a number of interesting, interactive ways.



**General Instructions:** Before the training, tape a number of large sheets of chart paper to the walls of the training room. Space the chart pages so that learners have to walk from one chart to another.

Label each chart with a question, statement, or issue related to the topic.

While upbeat music plays (optional), learners walk around the room writing their responses on the charts.

You can assign a direction to move or they can move randomly. They can do the activity as individuals or in small groups of two to four.

After they've written on all the charts, learners take a "gallery walk" or tour of the room, reading the charts and jotting down their observations on a worksheet.

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Participants then spend a short period of time in small groups discussing their observations.

Finally, you discuss the activity with the whole group, having them share their small-group discussions. Examples of whole group discussion questions are:

- \* *What interesting things did you notice as you read the charts?*
- \* *What written items were listed on more than one chart?*
- \* *What was something that you expected or didn't expect?*
- \* *What were some apparent patterns?*
- \* *What is a question you still have?*

If you use the Gallery Walk as an opening (connection) activity, some of the chart questions you might post are:

- \* *What is one thing you want to learn in this training?*
- \* *What is one fact you already know about this training topic?*
- \* *What is your strength (related to the topic)?*
- \* *What is a topic-related question you want answered?*

\* *What is one assumption you have made about this topic?*

\* *What do you plan to do with what you learn during this training?*

**Set-Up and Materials:** You'll need to prepare the chart pages and tape them to the walls around the room before the training begins. Make sure you print the questions large enough, with dark felt pen, so that they are readable from a few feet away.

Learners need enough walking space so that they can move from chart to chart with ease.

Each learner will need a broad-tipped, dark felt pen for chart writing, a note-taking worksheet and regular pen or pencil. You can have them use the note-taking worksheet attached to this article, or you can make up your own.

The activity will take from 10 - 30 minutes depending upon the size of the group, the number of chart pages (a good rule-of-thumb is to have one chart page for every 4 - 6 learners), and the length of the class discussion.

**Examples:** At a change management training, the opening charts included: "*Organizational changes that affect you now.*"

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*Your strengths in handling change. Your challenges in handling change. One thing that would help you and your co-workers handle change more effectively. One change you would like to see happen in your company."*

At a train-the-trainer session, eight charts represented eight steps in a training design model and the activity was used as a review of information learned earlier in the training.

At a customer service training, the closing charts were labeled: *"What is the most important thing you learned? How do you plan to use what you learned? What do you want your co-workers to know about customer service? What do you need from management to ensure that your service skills are topnotch?"*

**Variations:** Learners can write their chart responses during the opening, and then read the charts during the break.

Learners can add to the charts at various designated times during the training, or use the questions as a pre- and post-assessment of what they've learned.

Learners can write one response to each chart during each break,

and then discuss the charts as part of the closing.

**Final Thoughts:** For a more in-depth look at the Gallery Walk, and for more variations to the activity, see Sharon's newest book *The Ten-Minute Trainer*. The Gallery Walk is one of ten short, quick activities and games described in the book - activities that can be done in 5 - 10 minutes.

The Gallery Walk honors your learners, gives you a rich source of information about what your learners know or are learning, and is a great jump-start to any training opening, closing, or review discussion.

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"The Gallery Walk" is described in *How To Give It So They Get It*, and detailed in *The Ten-Minute Trainer! 150 Ways to Teach it Quick and Make It Stick*. Please cite the source when downloading this material.

You can log onto [www.Bowperson.com](http://www.Bowperson.com) for more information about Sharon's books. You can also find all her books on [www.amazon.com](http://www.amazon.com).

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*The Gallery Walk: An Opening, Closing, and Review Activity.*



Author and traveling teacher Sharon Bowman helps educators and business people “teach it quick and make it stick,” - fine-tuning their information-delivery skills and turning their passive listeners into active learners.

Over 60,000 copies of Sharon’s 7 popular teaching, training, and motivation books are now in print.

For more information about Sharon Bowman and her books and training, log onto [www.Bowperson.com](http://www.Bowperson.com), or email her at [SBowperson@aol.com](mailto:SBowperson@aol.com).

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