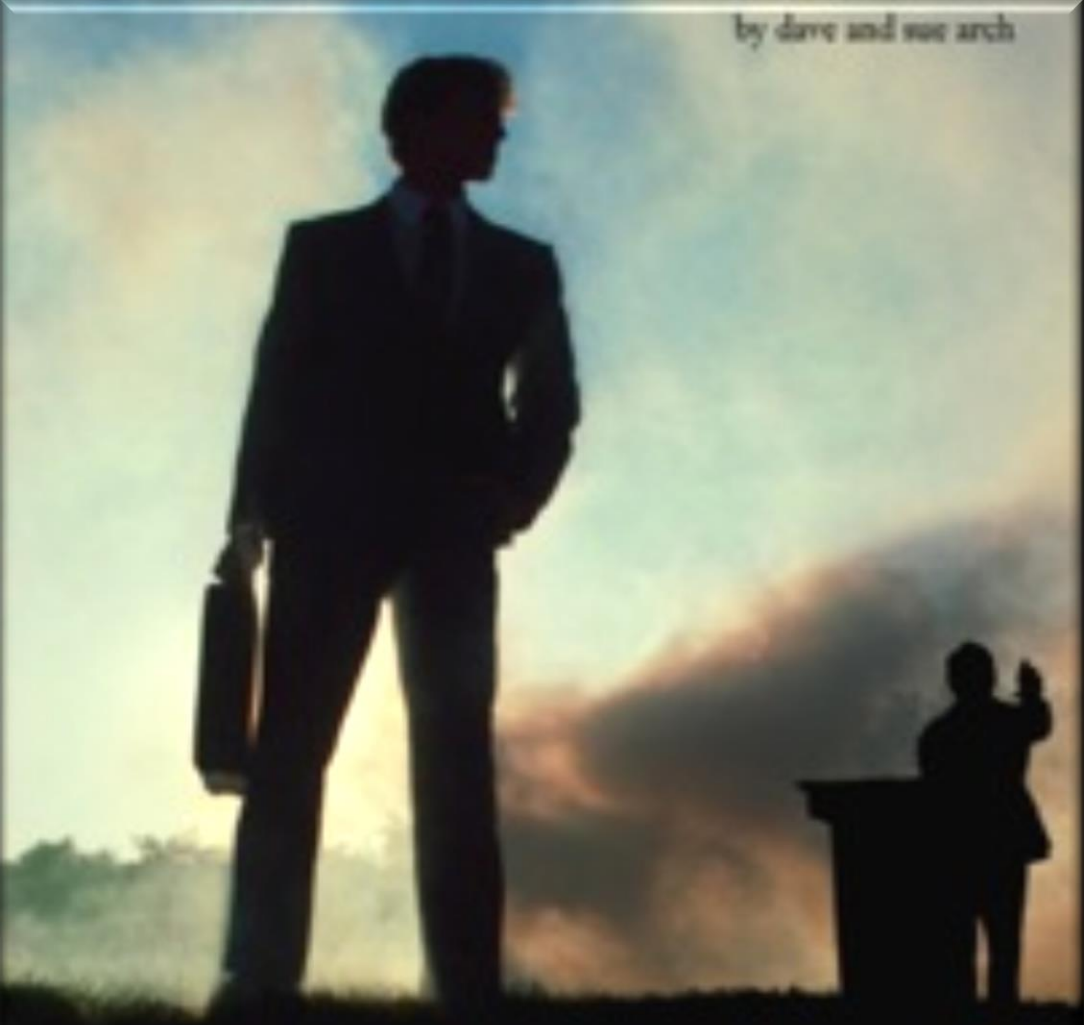
by dave and sue arch



MOVING BEYOND LECTURE

A SEMINAR IN A BOOK

About the Authors

President of Dave Arch and Associates, Inc., an authorized licensee of the Sandler Sales Institute, Dave Arch, a best-selling author, internationally recognized speaker, and conference presenter serves as the National Training Consultant for the Sandler Sales Institute and its 170 franchisees.

Drawing upon twenty-five years of training experience and a twelve year background in personal and family counseling, Dave's sales training workshops are featured annually at national conferences.

He has authored a dozen resource books currently used throughout the training industry.

Sue Arch combines her Masters in Special Education with twenty years of teaching experience from elementary to college classroom, as well as training such well-known corporate clients as Samsung and Hallmark.

Moving Beyond Lecture!

-A Seminar in a Book-

Have you ever sat in a classroom listening to a teacher drone through his/her content as you watched the hands on the clock move painfully slowly. You thought "If anyone can die of boredom it will surely be me!"

Interestingly enough the instructor might have been focused on something completely different. Desiring to make sure that s/he covered all the content, s/he was moving as fast as s/he could so at the end s/he might say with great satisfaction, "There. . . I covered it all!"

That disconnect between student and instructor has existed for thousands of years. However, it doesn't need to continue.

Welcome to the printed version of the popular ***Moving Beyond Lecture*** Seminar!

Come along and

- Explore the latest in adult learning research;
- Apply that research step-by-step through designing a lesson of your own; and
- Add 17 Alternative To Lecture to your teaching toolkit so that you'll have new options the next time your tempted to lecture to your students.

You'll quickly notice that every left hand page is a NOTES page on which you can complete the projects from the right hand page and/or jot notes to yourself as you process the information.

Although you can get much from this course merely by completing it yourself, I do want to encourage you to put a team of teachers together who will go through this course with you. Several times I will encourage you to meet and share projects with the other members of this learning team.

Thanks again for your interest in strengthening your teaching skills!

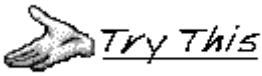
Dave and Sue Arch
(http://davearch.sandler.com)

Contents

How to Use this Book

Learning is straightforward and easy when exploring this book.

Here are some of the handy icons that you will encounter throughout the book:



Useful activities about the subject.

Additional pages within the book that offer more in-depth information.

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Recommended Internet resources.

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Challenge yourself as you learn.

Measure your understanding of the material

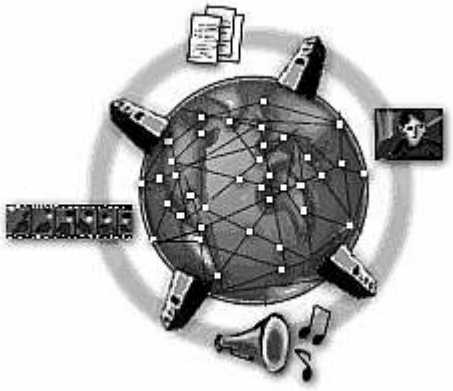
Take a moment to explore some of the most frequently asked questions about this course.

You will find them in Appendix 1 on page 121

Content Overview

Here is what to expect as you begin this course in each of its three main sections:

- ***Exploring the latest in learning research*** will help you move beyond your experiences (both good and bad) to a definition of best practices in the training arena.



- ***Effective Instructional Design*** will then take you through a seven-step design process guaranteed to make it easier for your students to learn your content.

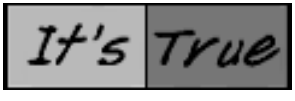
- ***You Don't Have To Lecture!*** We fill your teaching toolkit with 17 activities that will help you get greater involvement, interaction, and consequently higher content retention from your participants.

Notes • Notes • Notes

What Do You Already Know?

Realizing that many who read this book are very experienced teachers (or at the very least have had a lot of experience taking classes from teachers), take a moment to make a "Top Ten List" on the left hand page of what you already know to be important qualities of an effective teacher.

Then. . . at the bottom of the left hand page please add to this list three or four items you're hoping to learn from working your way through this book. Please share them with others on your learning team the next time you meet together.



A support team with other teachers is the key to getting the most from this course. Regularly exchanging ideas will multiply your results from completing this course!

Need to Know

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Chapter 1
Exploring Learning Research

This chapter provides you with the opportunity to visit the latest in learning research and glean important principles upon which you can build your own set of best practices.

Create Your Research File

Please take time to read through the research in these pages and then capture notes on the left hand pages regarding the ones that you believe to be the most important in the life of a teacher.

Bring your book along with your written insights to the next meeting, and share them with other members of your teacher learning team.

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How Adults Learn

There are essentially three memory components or repositories of information: sensory memory, short term memory, and long-term memory. Although the capacity of both auditory and visual sensory memory is quite large, the amount of time that information is available for additional processing is rather brief. Without additional processing, auditory information completely fades away through a decay process within about two to three seconds, whereas visual information lasts only about one-fourth to one half of a second (Ashcraft, 1994).

Attention plays a role in the transfer of information from sensory memory to short-term memory. By paying attention to certain information contained in sensory memory, one is deciding which information is to be maintained and transferred to short-term memory and which information should be allowed to decay (Loftus & Loftus, 1976).

As soon as attention is given to sensory information, it passes from sensory memory into short-term memory. Short-term may be considered as a working memory system where you are consciously aware of the object of your attention and hold it for further mental processing (Ashcraft, 1994).

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However, the capacity of short-term memory is relatively small. Short-term memory capacity is generally regarded as 7, plus or minus 2, chunks of information (Miller, 1956). The term "chunk" represents any information that has a "unitary representation" in long-term memory" (Loftus & Loftus, 1976, p. 55). In using the term "unitary representation," much flexibility is given. The letters "U", "T", "I", "L", "I", "Z", "E" may be considered seven chunks when used as separate letters. However, by joining them together, they become the word "utilize" and consequently have been transformed into one chunk with a singular "unitary representation" in long-term memory.

Information in short-term memory lasts only about 15-20 seconds once attention is directed to other information (e.g., Wickens, 1970, 1972)

Proactive interference occurs in short-term memory when information that has recently entered short term memory is similar to the information one is currently trying to remember. The previous information interferes or competes with storage of the current information and leads to forgetting (e.g. Wickens, 1970, 1972)

Information may remain active in short-term memory for longer periods of time through the use of maintenance rehearsal (Craik & Lockhart, 1972), a process whereby the person covertly or

Notes • Notes • Notes

overtly repeats the information over and over. The classic example is looking up a phone number in a directory and repeating the number over and over before dialing it in an attempt to retain the information for a brief period of time.

The retrieval of information in short-term memory is performed in a serial, as opposed to a parallel, manner (Sternberg, 1966). In other words, when searching for a particular piece of information in short term memory the contents are searched in a sequential, item by item manner, rather than searching all of the information in parallel.

Rehearsal is one mechanism that allows us to transfer information to long-term memory. Thus, in addition to allowing us to keep information active in short-term memory, continued rehearsal leads to the transfer of information into long-term memory (e.g., Rundus, 1971; Rundus & Atkinson, 1970) Indeed, the transfer of information into long-term memory increases with additional rehearsals of the information in short-term memory (Hellyer, 1962).

"Elaborative rehearsal" is critical in the transfer of information from short-term into long-term memory (Craik & Lockhart, 1972). Rather than repeatedly recycling the information through short-term memory in a rote fashion, one rehearses the information at a "deeper level of processing" by

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elaborating upon the incoming information through the incorporation of previously learned information in long-term memory.

Another way in which information may be transferred to long-term memory is through organization. Organization may involve incorporating the information into some existing framework in long-term memory or creating a new artificial framework that allows one to integrate the information into some cohesive unit (Loftus & Loftus, 1976). Many mnemonic devices form that artificial framework (acrostics, pegword, etc.).

There are not always deliberate or intentional attempts to store information in long-term memory. One may store information in long-term memory merely as the incidental result of being involved in a meaningful experience that engages one's attention and interest (Craik & Lockhart, 1972).

Most contemporary theories take the position that information is never completely lost from long-term memory. "Instead, it's almost as if information gets lost in long-term memory: it's still there, but it can't be located or retrieved" (Ashcraft 1994, p. 60). Ashcraft further notes that contemporary research suggests that the acquisition of new information may modify or alter the existing knowledge or

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information in long-term memory. So, rather than asking whether information in long-term memory is lost or forgotten, Ashcraft (1994, p. 61) notes that it may be more important to ask "was the attempt at retrieving it unsuccessful, possibly because the knowledge was stored too weakly to begin; or was retrieval unsuccessful because the information had been altered or revised in the meantime?"

Contemporary cognitive psychologists have treated attention as a form of mental energy or resource that is needed for the completion of various cognitive tasks. Attention resources are considered to be limited (Losbach, 1998).

Memory is better when information is presented in a pictorial rather than in a verbal format (Paivio, 1971).

Verbal information that is rated high in its imagery value (e.g. bridge, heart) is more memorable than information rated low in imagery value (e.g. ability, irony). (Lorsbach, 1998)

Memory for concrete verbal information (e.g. iron, submarine) is better than memory for abstract verbal information (e.g. unconcern, worth) (Marshark & Hunt, 1989).

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Verbal information that is rated high in meaningfulness is more memorable than information rated low in meaningfulness (Noble, 1952). Meaningfulness essentially refers to the number of association we may have with a word (Kausler, 1974). For example, some words elicit many associations (e.g., Christmas), whereas other may elicit few (e.g. concept) (Palermo & Jenkins, 1964).

Words rated high in familiarity tend to be remembered better than those lower in rated familiarity and occurring less frequently. Familiarity refers to the rated frequency with which subjects believe they encounter a given word (Kausler, 1974).

Individual words that are noticeably different than other study-list items (e.g., different color ink or other unique characteristics) are recalled better than other study-list items. This phenomenon is known as the Von Restorff effect (Murdock, 1974; Mayer, 1982).

Information that is presented in an organized manner is remembered better than information that is presented in a disorganized manner. For example, presenting a list of words according to their respective categories (robin, sparrow, cardinal, car, truck, plane) results in better memory performance than presenting words in a random

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manner (robin, plane, sparrow, truck, cardinal, car) (Lorsbach, 1998).

Although the storage capacity of short-term (working) memory is limited (7, plus or minus 2 bits of information), it may be used more efficiently by reorganizing or chunking information (Miller, 1956). Chunking refers to the process of combining smaller bits of information into larger and usually more meaningful units. For example, the eight numbers, "4,3,5,9,7,9,2" occupy eight different units in working memory. These numbers become a bit easier to remember when they are chunked into two units "435- 9792 of a phone number, and even easier if the chunking of numbers is related to more meaningful units (e.g., "I-FLY-SWA"). In this case, "I-FLY-SWA" happens to be the telephone number of Southwest Airlines (Lorsbach, 1998).

"A juggling act occurs in working memory when students try to learn from a lecture or an oral presentation. It takes about 10 seconds to transfer one bit of information from working memory to the more permanent store of long-term memory (Simon, 1974). If we consider that the typical speech rate for lectures is 150 words per minute, and an idea occurs every 5 words, we have students being bombarded with 30 ideas per minute (E. Gagne, 1985)! For the sake of discussion, let's assume that only half the ideas are

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new or important. Even then, the students are faced with 15 ideas a minute, but they're only capable of processing 6. When this happens, students grasp at what they can get or out of frustration, tune out altogether." Eggen and Kauchak (1992, p. 313).

One of the most powerful attributes of human information processing lies in its ability to automate performance. When we execute a skill, perform a routine movement, retrieve a familiar name, and so forth, we do so with a great deal of speed and accuracy. Our performance has become automated in that it occurs without any deliberate intent, without conscious awareness, and with a minimal cost in the limited resources that we have available for processing (Hasher & Zacks, 1979; Posner & Snyder, 1975; Schneider & Shiffrin, 1977). A benefit of automated performance is that it can be executed while other effortful, non-automated tasks are being performed. Automaticity comes as the results of extensive practice and over-learning.

Repetition of the information increases the amount learned. In most instances, there is a direct relationship between how much one practices and how much one learns (Mayer, 1982, p. 1046). Mayer observes that each additional amount of practice adds a constant amount to how much one learns. However, after a great deal of practice,

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additional effort does not seem to provide any substantial benefit.

Periodic practice with retrieval benefits the retention of information during a long delay interval (Bahrick et al., 1993).

Repetition of information is beneficial to long-term retention when repetitions are spaced. For example, repeated information (e.g., a word) in a list is remembered better when presentations of the information are spaced as opposed to presenting the information quickly in succession (Posner & Warren, 1972). When repetitions of an item are n succession, the learner may encode the item in the same manner on each presentation and thereby fail to use alternate codes. Spacing of presentations improves memory by encouraging the formation of alternate codes.

If two pieces of information are similar to each other, it becomes important to space these items if each is to be remembered (Moursund, 1976). Spacing greatly reduces the interference between similar pieces of information (Losbach, 1998).

According to Moursund (1976, p. 165) spacing is best using an "interval with a non-memory-involving activity; next best is an activity involving memory or entirely different sorts of material, used in different ways." As Moursund

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(1976, p. 165) observes, cramming for an exam represents "the antithesis of well-spaced learning and virtually never results in significant long-term retention."

Stimulus information may be processed at one of several different levels, ranging from surface, physical features to deep semantic characteristics. The levels-of-processing effect refers to the idea that the degree to which information is analyzed at a meaningful, semantic level determines how well that information is later remembered (Craik & Lockhart, 1972). For example, requiring participants to perform study tasks that involve deeper (semantic) levels of analysis (categorizing words) produces significantly better recall than tasks that require superficial forms of processing (counting letters). The levels-of-processing effect is obtained with word lists and with prose passages (e.g., Arkes, Schumacher, & Gardner, 1976; Till & Jenkins, 1973; Walsh & Jenkins, 1973)

Information must be processed in a way that is compatible with how it will be subsequently tested (Bransford, 1979; Morris, Bransford, & Franks, 1977).

Memory performance is enhanced to the extent that the state of the conditions (i.e. time of day, physical surroundings, etc.) under testing match those that existed during original learning (Godden& Baddeley,1975; Goodwin et al., 1969).

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One hypothesis for the benefits of matching test state and learning state is that contextual information may serve as supplementary retrieval cues (Mayer, 1982).

Prior learning may have either a positive or negative effect on current learning. For example having learned a previous word processing program may make it easier for one to learn a new one. However, if the same key is used two different ways in the two programs, the prior learning might make the new learning more difficult. Nevertheless, in general, the more two tasks have in common, the more likely it is that prior learning will positively impact new learning (Osgood, 1949).

"The better we understand something and the more important it is to us, the more likely we are able to find our way back to it later on." (Moursund, 1976, p. 162).

The chances of later retrieving information become greater if the information is initially encoded along a number of dimensions, using a number of alternate memory codes. ". . .alternative coding depends upon attending to a number of different characteristics or qualities or association potentials of a stimulus, and the teacher can emphasize these characteristics in presenting material. . . . train the student to do this . . .for himself. . . by both

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example and by direct teaching. Students should be encouraged to look at ideas and relationships in as many different ways as possible and to build conceptual bridges between apparently unrelated sets of information." (Moursund, 1976, p. 154)

"We should avoid asking students to perform several learning tasks in a row, especially when the materials to be learned are at all similar. Second, we must realize that similarity - and thus potential interference- can be based on a number of different characteristics. Learning about the Battle Of Bunker Hill and learning about coal mining are conceptually different, but they are similar in that both are 'strong' concepts. Recall is best when to-be-learned information is varied not only in content but in evaluative quality, strength, and 'quickness' as well. (Compare learning about tap dancing with learning about turtles, or compare practicing speed-typing exercises with practicing an adagio passage in a piano concerto)." (Moursund (1976, p. 159)

Performance on rote memory test is affected by the length of time between original learning and the test of memory. A great deal of information is quickly forgotten within a short period of time after learning (e.g., the first 20 minutes to an hour) and very little additional forgetting occurs after one day (Mayer, 1982)

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Chapter 2
Effective Lesson Design

Effective lesson design involves the following seven steps. The remainder of this course will examine each one in greater depth.

To immediately obtain a more complete overview of these six steps please visit appendix 2 on page 123

Step One:	Mind map
Step Two:	Define Objectives
Step Three:	Prioritize
Step Four:	Outline
Step Five:	Chunk
Step Six:	Insert Activities
Step Seven:	Design Your Handout

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Before we actually begin moving through the steps of developing a solid lesson, let's a take a quick detour to look at the role of an opening in the success of a training.

Opening With Impact

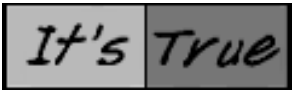
How are you going to maximize those very important opening moments of your class? Here are some great ideas!

Some research indicates that a teacher truly has less than sixty seconds to engage the audience.

During that period of time, the audience is deciding whether or not the lesson is going to directly benefit them.

Here are four keys for making the opening of your teaching as high-impact as possible.

1) Does it FOCUS THE STUDENTS' MINDS?
2) Does it ENCOURAGE RELATIONSHIPS between the students?
3) Is it CONTENT RELATED?
4) Does it GENERATE CURIOSITY in the students?



To open your class with housekeeping or even a lengthy discourse is to squander the most memorable of all the class moments.

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Does it FOCUS THE STUDENTS' MINDS?
Students come to class with quite a bit on their mind that has little or nothing to do with your content. You must make sure that your opening helps them bring their minds to focus on your topic. Physical movement is one of the best ways to get this job done.

Does it ENCOURAGE RELATIONSHIPS between the students?
Your instructional model will have students talking with other students throughout the class. Your opening needs to open those channels of communication.

An excellent book of openings that might work in some of your classes.
www.bobpikegroup.com

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Is it CONTENT RELATED?
Make sure that whatever activity you use in your opening. . . it must tie in with your content.

When that doesn't happen, students quickly turn off since they feel you just might be wasting their
time.

Does it GENERATE CURIOSITY in the students?
Curiosity is a powerful energy that students bring into the classroom. You can tap into it by something as simple as handing someone a sealed envelope and requesting that they not open it until later in the class. The opening needs to pique the students' curiosities about what is about to happen in the class.

Determine how your students expect you to open your class and then don't!

Get them curious and keep them curious about what you may be going to do next.

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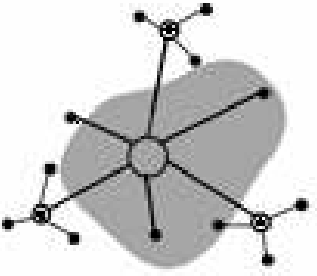
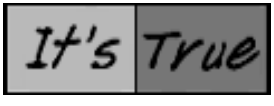
Chapter 3
Steps 1 and 2

Step 1 – Mind Map

Here's the first step for designing your class for maximum impact! Mind mapping will enable you to keep the big picture in view throughout the lesson.



Mind maps are a visual way to depict your lesson's content. This is a wonderful system for getting your initial thoughts about any course down on paper. . . and it's fun to use outside of the classroom too!



We think in pictures. When shown to your students, a mind map is an excellent way for your students to better understand the organization of your content too!

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How to Mind Map

Step	Instruction	What it Looks Like
1	Take an 8 1/2 X 11 sheet of paper and put a circle in the center of the page.	Inside the circle print the title of your course
2	Draw a "balloon" coming out of one edge of the circle.	Inside the balloon print one of the main topics of your class.
3	Now. . . you could draw another balloon coming out of your main title circle.	And print another main topic inside of that balloon.
4	Or. . . you might work with your first balloon and draw other little balloons coming out of the first balloon.	Print some sub-points within each of these new balloons as they pertain to the balloon out which they come.
5	Continue in this same manner filling the page with balloons until ALL of the possible content for your class is represented on the page linked with lines to the appropriate main topic.	Don't prioritize the content yet. Just try and get everything that you could possibly teach about the topic on the page.

Now. . . select a topic that you currently teach or plan to teach and try your hand at creating a Mind Map of all the content contained in that topic on the left hand page using the above step-by-step directions.

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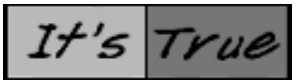
Step 2 – Define Objectives

Writing effective learning objectives is key to making sure that the class has sharp focus. Here's a simple system for writing those objectives that will keep you on target.



If you don't have clearly defined learning objectives, there is very little chance that your students will leave with the content you desire.

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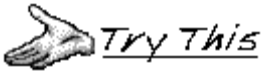
Even though the feeling objective will be the most subjective and most difficult to measure, it will affect how you deliver your content -- preventing you from resorting to "brutal training."

Take a moment to write answers to the following three questions:

1) What do I want the students ***to know*** when the class (course) is done?
2) What will the students need to be able ***to do*** to prove they know what I want them to know?
3) How do I want the students ***to feel*** when the class (course) is over?



Using the above format record on the left hand page the learning objectives for your previously selected lesson content (i.e. the content you previously Mind Mapped on page 55).

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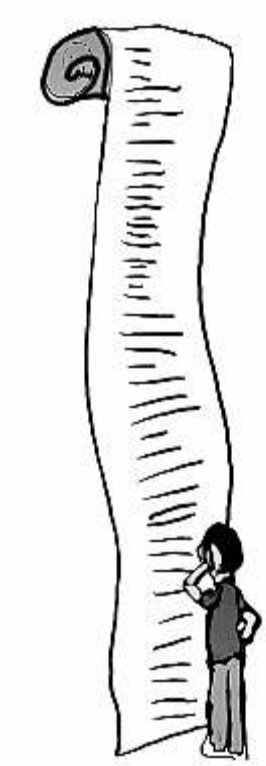
Chapter 4
Steps 3, 4 and 5

Step 3 – Prioritize

As we've just explored, this step of prioritizing the content must be based on a set of clearly defined learning objectives for the class.



- What do you want your students ***to KNOW***?
- What must they be able ***to DO*** to demonstrate that they do indeed know what you wish them to know?
- And finally how do you want them ***to FEEL*** when the class is over?

Armed with the answers to these important questions, you are ready to continue the process.

Once your Mind Map is complete with ***ALL*** of the possible content you could cover on your subject, you then need to make some decisions regarding the priority of each of the content pieces.

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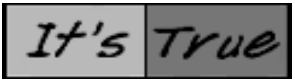
Each piece can be prioritized into one of the following categories:

1) **Need to Know**: These are the content pieces that you absolutely MUST cover during the class time.
2) **Nice to Know**: These are the content pieces that you could cover if you have the time.
3) **Resources**: These are the content pieces that you do not need to cover because you will provide them to your students as printed follow-up resources.



When our list of Need To Know information gets too long, we are forced to resort to too much lecture in order to cover all the content.

Now. . . turn to your originally created Mind Map (page 55) and mark the pieces of content according to the previous categories (i.e. Need to Know, Nice to Know, Resources).

Be ready to share them with your learning team the next time you meet.

Define for your students the Need To Know information in your class. They shouldn't be expected to determine that for themselves.

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Step 4 – Outline

Now you're ready to convert your previously created Mind Map into an outline using the following main headings.

1) **Need to Know**: These are the content pieces that you absolutely MUST cover during the class time.
2) **Nice to Know:** These are the content pieces that you could cover if you have the time.
3) **Resources:** These are the content pieces that you do not need to cover because you will provide them to your students as printed follow-up resources.

At the completion of this chapter, you will need to be ready to share your outline with the members of your teaching team.

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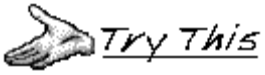
Here are step-by-step instructions for building an effective outline.

Step	Instruction	What it Looks Like
1	Start with the first category. To keep things organize mark it with a Roman Numeral "I".	This is the "Need To Know" Content
2	Underneath that main heading put a capital letter A for the first point under the main heading.	Here's My First Need To Know Piece Of Content.
3	If there are any sub-points under the capital letter A category, please put them as Arabic numerals.	Here's the first sub-point under A
4	Finally. . . if there are any sub-points under the #1 point, please put them as a small letter.	This is the first sub-point under #1
5	Continue building your outline in the same manner with the other major categories too.	You final outline will be a very organized list of headings and subheadings.



Now . . . go back to your previously created Mind Map (page 55) and transfer the content into outline form on the left hand page using the steps listed above. In what order would it make sense to deliver the content?

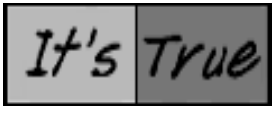
Notes • Notes • Notes

Step 5 – Chunk

Breaking your content delivery into bite-size pieces will really make it easier for your students to process and ultimately ensure their placement of that content into their long-term memories.

Working with the outline you've developed (see page ?), how will you divide that content into twenty-minute chunks?

What will you do in the first twenty minutes, the second twenty minutes, the third twenty minutes, etc.?



Although ninety minutes is the attention span of an adult with interest, twenty minutes is the attention span of an adult with retention. These attention spans are even shorter when our students are children.

Notes • Notes • Notes

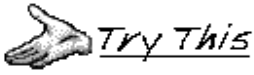
Research indicates that we must return to a piece of content at least six times to move it from short term to long term memory.

Within each twenty minute chunk, you MUST have the following two pieces:

1) CONTENT: How will you communicate the content for this twenty minute chunk? You're about to discover 17 techniques for doing it without resorting to lecture!
2) PROCESSING: What questions will you use to guide your participants into discussing and processing the content they have received?

Within every forty to sixty minutes, you MUST have a:

3) REVIEW: You will also need to build a review activity within every two or three twenty-minute chunks.



Now. . . Turn to Appendix 4 on page 129 for an activity in Chunking and go back to your content outline on page 65 to draw horizontal lines indicating where the twenty-minute dividers need to go.

Notes • Notes • Notes

Chapter 5
Step 6

Step 6 – Insert Activities

Finally it's time to consider what activities you are going to use to communicate your **content**, have your students **process** your content **and**

www.salestrainingspecialists.com/alternatives has an online exploration of these alternatives to lecture.

Notes • Notes • Notes

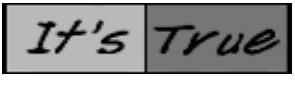
In the following pages you will learn about:

1) Case Studies
2) Crossword puzzles
3) Debates
4) Field Trips
5) Games
6) Graphic Stories
7) Interviews
8) Learning Teams
9) Projects and Reports
10) Role Playing
11) Scavenger Hunts
12) Sentence Completion Activities
13) Simulations
14) Skits
15) Small Groups
16) Videos

Case Studies

Creating a problem-solving scenario will oftentimes help students more quickly get into the practical application of your content, especially if the scenario is interesting and true-to-life.

One great method for incorporating case studies into your lesson is to present students with a "Dear Abby" type of letter and have them create a suitable response.



We remember 99% of what we can teach to another.

Notes • Notes • Notes

You can also have your students create their own case study, which is much more advantageous than presenting them with one that you created beforehand.

Never do for your students what they could do for themselves!

Script, Switch, and Solve: Student Created Case Studies

Here is a technique that will get everyone involved in problem solving!

Step	Instruction	What it Looks Like
1	Have each small group (5-7 people write a one paragraph scenario that they might fear facing or wouldn't know for sure how to best deal with it if they did face it (i.e. If someone offered me drugs, if I caught my spouse cheating on me, if my child became pregnant outside of marriage, etc.)	Give them no more than two or three minutes for this step. Have them write so others can read their work and encourage them to use their own concerns so that the scenarios remain as realistic as possible.
2	Exchange it with another team.	Let them choose which team to switch with.

Notes • Notes • Notes

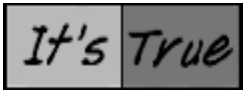
Step	Instruction	What it Looks Like
3	Embellish the scenario you received from the other team by adding one or two sentences. Do NOT solve it.	Give them only about ninety seconds to do this step.
4	Exchange it with another team.	Do NOT have any team get their own back.
5	On the back of the written scenario have the team make a two column chart. One column is headed Preventive and one is headed Corrective. Have them list ways to prevent the situation from happening and how to correctly respond to it once it did occur.	Give them about four or five minutes for this step.
6	Have them hand it back to the team from which it originated.	You can then have teams share the suggestions they've received with the whole group.

Notes • Notes • Notes

Crossword Puzzles

The use of crossword puzzles is a fun way to find out if students have the necessary vocabulary to explore the content under study.

These puzzles are a fun replacement for a quiz or test, which helps to maintain a light environment. To further facilitate interaction, you can allow students to complete the puzzles as teams.



When tension in a class increases, content retention decreases. Keeping the tension in a class low is a key to keeping content retention high.

Visit this site for free educational puzzles and games.
http://puzzlemaker.school.discovery.com

Debates

The writing of good agree/disagree statements really take some practice. However, once you have some in hand they will always stir a class discussion.

Turn to Appendix 5 on page 131 to complete a quick quiz. This exercise will help you develop your ability to create and identify agree/disagree statements.

Notes • Notes • Notes

Here are some characteristics of a good agree/disagree statement:

1) It MUST NOT have a right or wrong answer.
2) It MUST sound specific.
3) It MUST be ambiguous.

Physical Debates – Go To The Wall

Here is a way to get your student's physically involved in the debates. Have all your students stand. Then after reading one of your content related statements have them move to one wall if they AGREE and one wall if they DISAGREE. No one gets to stand in the middle of the room.

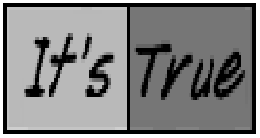
Then go to the wall with the fewest number of people and interview those who stand there as to why they are against that wall. Then go to the other side. Work hard to make no comments about the positions of the group. Merely act as a reporter.

Field Trips

Going off-site for a class makes the learning very memorable; there is even the chance for doing this virtually!

Notes • Notes • Notes

1) Take them to a business where they can see your class content actually being applied. Before you go, give them some "observation assignments" where they will be looking for answers to some specific questions.



Go to an Internet search engine and select the category of photos and images. Then type the name of the location you wish to visit and watch the number of pictures that appear. You can then either print them out or save them on your laptop computer so that you can take students on a virtual field trip the next time you

2) Consider using the magic of the Internet or videos to take participants on a "Virtual Field Trip".

3) Instead of talking in a sterile classroom about science, go to a location where discovery through hands-on experiments is an option.

Don't take a Field Trip without having the class generate a list of questions they hope get answered during the Field Trip. Then have each of them take a list of the questions with them to interview people at the field trip site location -- using those questions after the Field Trip to then debrief the experience.

Notes • Notes • Notes

Games

When used as reviews, games become great energizers. Here are some examples that have proven themselves effective in the classroom.

Television Game Shows

These are great formats for classroom review sessions. Create a Jeopardy review game with index cards and categories (see the "Step by Step" feature below for more details). Or have the students create the game Concentration with index cards for a great review of trying to match vocabulary and definitions.

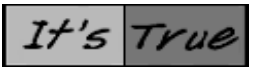
Sports

Games that have been adapted from favorite sports can also make for great game shows with everything from baseball to basketball to bowling. With each team's correct answer they advance to another base or get a chance to shoot a ball into a wastebasket or try and bowl over toilet paper rolls standing on end with a softball!

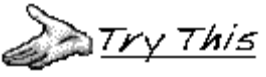
Karaoke Reviews

These can be created by having students write their best half dozen ideas from the class and then working together in teams writing lyrics to a familiar tune ("She'll Be Coming 'Round The Mountain") -- summarizing those points. Of course, each team sings their song to the rest of the class.

Notes • Notes • Notes



Research indicates that we need to revisit a piece of content at least six times to move it from short-term to long-term memory.



Turn to appendix 6 for a list of games that you can incorporate into your lessons.

Graphic Stories

Using uncaptioned pictures can really pull students into the content. Here are three different types of graphic stories.

- **What's Wrong With This Picture?**

This activity uses a picture that displays inappropriateness. Can they find the five things wrong with the picture?

- **What Are The Differences Between These Pictures?**

This activity has students try to compare two pictures and determining what are the 3-5 differences between them. Most often this is a picture of something correctly done compared with one that has mistakes in the picture.

- **What's Going On In This Picture?**

This activity has students attempting to create a story based on the uncaptioned picture. This can easily then be transitioned into a discussion about what can be done or how can the problem be solved.

Notes • Notes • Notes

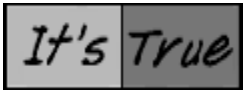
Interviews

By involving other "voices" in your class, you'll be able to oftentimes ride on the credibility of others (even their own peers).

Here are some ideas for getting the most out of interviews:

- Have the class generate questions they hope will be answered through the interview (see the "Tell me More" feature below for further directions).

- Use the familiar television talk show format -- allowing at some point questions from the audience.



Television talk shows use interviews because they tap into our curiosity. It's the same curiosity that causes us to try and eavesdrop on conversations around us.

Turn to Appendix 7 on page 165 for instructions on how to create group generated questions.

The use of an interview format helps keep a content expert (who might not be a particularly good presenter) on-track.

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- Following the interview, involve the class even more by having small groups generate quiz questions for others regarding the content of the interviews.

- Expand the interview with more people and you will have created another alternative to lecture -- the panel discussion!

Learning Teams

Share with your students some of the responsibilities of teaching, and they will learn so much more!

Have each student (or small group of students) become "instant experts" on only one part of the total lesson. You can do this by having them research the subject in class or even have a prepared one-page synopsis for them to read.

You can also have students prepare a presentation (complete with a visual) for sharing what they've learned with the others in the class.

Finally, teamwork is always a great idea. Have each team teach the others what they have learned – making their presentation to the rest of the class or even individual to individual in a one-on-one setting.

In larger classes, you could have several learning teams teach each other at the same time with several presentations going on in the room at the same time.

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Projects and Reports

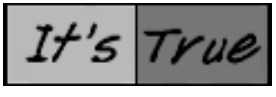
Including the generating of a physical product in a class is a great way of helping the students remember the topic under discussion. It's also a way to get students involved with the content outside of class!

Here are five examples of projects you might want to try:

Writing Projects
These might involve a newspaper article, a report, or a creative writing assignment (like a poem or essay) about the content under discussion.

Video Projects
These could include a videotaped interview with someone who has experience with the topic under discussion or a videotaped drama depicting an aspect of the subject.

Audio Projects
These could easily involve a videotaped interview with someone who might be a content or experience expert on the content piece being studied.



An old Chinese proverb says: “I hear and I forget, I see and I remember, I do and I understand.” It’s still true!

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Music Projects
These would have the students creating a song (possibly to a familiar tune) combine all of the main points of the subject or passage.

Internet Projects
These could include searching and cataloging some of the best Internet sites concerning the subject under discussion.

By allowing students to pick a project on different components of your subject . . . and then having them present their projects to each other upon completion, you will have achieved maximum learning by sharing the teaching responsibilities. The one who teaches always learns more than the student.

Role Playing

Here are some tips for making Role Plays as involving as possible.

The first step is to not call it "Role Play." Unfortunately, the words "Role Play" may have negative connotations for your students. Terming it "Skill Practice" is a better idea.

To keep the class motivated be sure to match every piece of negative feedback with two pieces of positive feedback. See Appendix # for more information about the feedback process.

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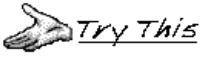
Turn to appendix 8 on page 167 for step-by-step guidelines for facilitating a successful Role Play.

The second step is to define the objectives of each participant clearly (See the "Tell Me More" feature) and provide the roles in writing, using gender neutral names and descriptions.

You should also consider using small groups of no more than five students each, and keeping the scenarios short (no more than three minutes).

And of course, using costumes and props add even more fun!



Turn to Appendix 8 on page 167 for a sample role play activity. Use it as a model to create your own, or try it out as it is.

Keep the Role Play realistic. The more true-to-life the scenario, the more emotional involvement comes from the students.

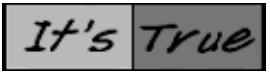
Scavenger Hunt

Here is a method for giving even vast amounts of resource material interactivity.

Have students increase their familiarity with a new student manual or other resource by sending them on a search of the

Notes • Notes • Notes

resource to find specific pieces of information just like in a scavenger hunt!.



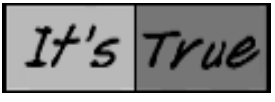
Physical movement helps break pre-occupation and focuses students on the task at hand.

By having the teams run up with Post-It notes to place on an easel once they have found items on the list, you will encourage physical movement in the most of the scavenger hunt.

Sentence Completions

This easiest of all alternatives to lecture is still one of the most effective in bringing out discussion from students.

Allow students to choose which sentences they want to answer in their own small groups possibly making the last couple required for all.



Students are social and need a social component in every class. If you don't provide one within the context of your lesson, they will make one themselves outside of your control.

Notes • Notes • Notes

Make sure that no sentence completion has a "right" or "wrong" answer. See appendix 9 on page 173 for some examples.

Build your sentence completion worksheet with the fun and social sentences first -- moving towards the content related sentences at the end of the exercise.

Simulations

Simulations are a great lecture alternative when they are well facilitated and debriefed.

The first trick to a successful simulation is not to tell your class why they're doing the simulation activity. Allow them to discover the reason for the simulation later during the debriefing.

Make your directions for the simulation very specific and have them printed and posted on a wall if they are very complicated.

Allow much time for debriefing since it is in the debriefing that the learning will come.

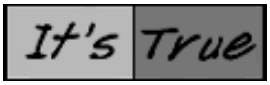
Turn to Appendix 10 on page 175 for a comprehensive guide to simulations and the debriefing of simulations.

Here's a page that offers more simulation ideas:
http://www.thiagi.com

Notes • Notes • Notes

Skits

Skits get students physically involved in the topic under discussion.



We remember 90% of what we say as we act.

As a fun alternative, *Negative Skits* involve the students acting out a scenario and doing everything wrong within the drama. It's great fun. . . and in order to do it wrong, the group has to process the correct way to do it too!

Small Groups

Here is a strategy for using small groups in your class as well as some "whys" about their importance.

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When working in larger classes, have one group present their skit to another group rather than trying to get everyone to show it to the entire class.

Have students work in groups of 5-7 and approach a scribe for each group in a fun manner (i.e. the person with the most siblings, the person who got up the earliest, etc.). They will be the spoke person for the group's work.

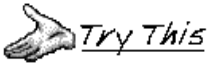
Rotate the job of small group/scribe leader often to help involve as many people as possible in this leadership position.

Select a fun method of picking group leaders that will draw out the reluctant student without calling attention to what you're doing (i.e. "The person in your group with the most red on will be your leader" and you know that the reticent person has a red sweater on in their group.)

You should also rotate the groups in a longer class or when class disruptions or cliques are a problem. Numbering them off and then designating team tables is one way to get the job done.

Notes • Notes • Notes

Have the room physically arranged to help you work your small groups. Having several tables with chairs around those tables or even grouping chairs in a half circle (without a table) will help facilitate the use of small groups.



Turn to Appendix 11 on page 241 for more methods of rotating the group..

Videos

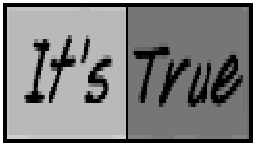
Here are some tips for getting the most out of using a video in your class.

- Never play a video without giving "listening assignments."
- Make sure that everyone has specific questions they are seeking to answer from the video.
- Never play a video for longer than 8 minutes without stopping to discuss what has just been seen. See the "It's True" section below for more information.

Turn to Appendix 12 on page 243 for more methods of picking a group leader.

Notes • Notes • Notes

- Cut out all extraneous materials from the video. Start in the middle of the video if necessary to achieve your learning objective.



By the time a high school student graduates from high school, they will have watched 14,000 hours of television. Television gives them a break (commercial) every 8 minutes. Playing a video for longer than 8 minutes without breaking for discussion is asking for trouble.

Following the showing of a video, have different groups of students create quizzes based on the content of the film. Exchange the quizzes between groups for answering.

Give different students different "learning assignments" and have them report on what they learned from the video in response to the questions they answered.

Notes • Notes • Notes

Chapter 6
Handouts and Closings

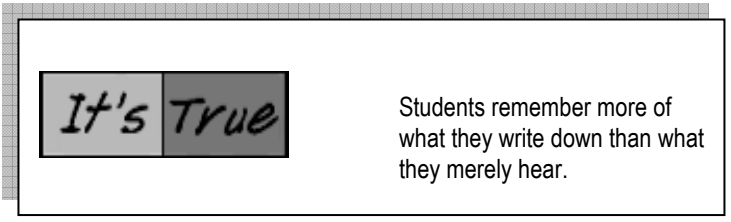
Step 7 – Design Your Handouts

Here are some excellent suggestions for building an effective handout.

- Use incomplete handouts (with plenty of blanks) in which students must fill-in information as the class progresses. This will keep them moving along with you rather than reading ahead and finishing before you do.

- Include graphics. Avoid a handout with text only. A picture is worth a thousand words, and graphics are eye magnets - drawing the students' eyes to the page.

- To avoid overwhelming the participants include white space within your handout.



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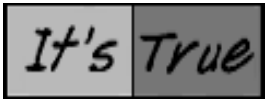
Effective Closings

How can you bring your class to a close so that you can help your students remember the focus of the class?

You'll find a variety of ideas within this chapter!

Provide each student time to define their personal "takeaways." What does each student want to take away from all that they've learned in the class? Give the students time to revisit key pieces of content for themselves.



As we saw in an early chapter, students will remember how we open and close our classes more so than everything we might do in between those key moments.

By visiting www.bobpikegroup.com you will have find “50 Creative Closers”, a great resource for all presenters.

Now would be a good time to write down your own five greatest lessons you’ve learned in this book so far. Just go ahead and use the right hand page to record those ideas.

Notes • Notes • Notes

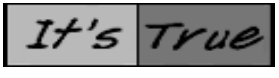
When You Absolutely Have to Lecture!

Here are some ideas for making even your lectures more interactive.

- Use "listening assignments" with every lecture. Have your students listen for specific answers to specific pre-assigned questions during the lecture presentation.

- After announcing your topic, have students generate in small groups three questions that they hope will be answered during your presentation. Have them write those on post-it notes and bring them to the front of the room for you to read before proceeding.

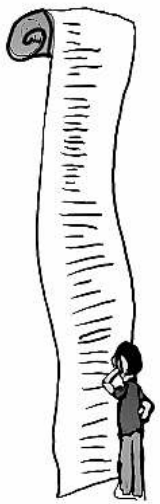
Turn to Appendix 13 on page 245 for more Interactive Lecture Activities.



When someone interrupts a presenter, attention in the room increases. Consider using "planned interruptions."

By having students create questions in a group (see the second idea above), you will achieve anonymity an consequently get more honest questions than if you asked an individual for answers.

Nice to Know



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Appendix #1
Frequently Asked Questions

Is there a live version of this information?

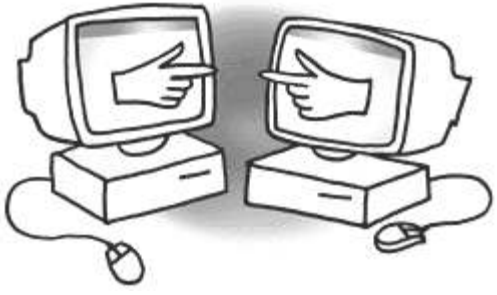
Yes there is! It is called Moving Beyond Lecture! and can be scheduled in either a one or two-day format. Contact the authors for more information.

Who wrote this course?

Dave and Sue Arch wrote this course bringing over thirty years of teaching teachers, corporate trainers, and staff developers to be better at their jobs.

Can this course be customized?

Absolutely. The course can be customized for any organization.



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Appendix #2
Effective Lesson Design

Step	Instruction	How it Looks
1	Mind map	Mind mapping is a visual way of depicting content. Its benefits over outlining is found in it speed, creativity, and the ability it gives the designer to continually insert content into the design of the class as it comes to mind.
2	Define Objectives	Learning objectives are written with the help of three questions. What do you want participants to KNOW when the course if completed? What must participants be able to DO to demonstrate that they do indeed know the desired content? How do you want your participants to FEEL at the conclusion of the class (course)?
3	Prioritize	Looking at the content Mind Map, the designer attempts to define those content pieces that are NEED TO KNOW as opposed to those which are NICE TO KNOW – contrasting those with content that will be put into a RESOURCE section.
4	Outline	The Need To Know section is now placed into a traditional outline form. This is the material that will actually be delivered in the class.

Notes • Notes • Notes

5	Chunk	Based on the fact that research indicates that an adult learner can pay attention with retention for only twenty minutes, the outline is divided into twenty minute chunks. Following your opening, what are you going to do in your first twenty minutes, second twenty minutes, etc.?
6	Insert Activities	Within each twenty minute chunk, what activities will you use to help the students take the content away in their long-term memories -- obtaining the content, processing the content and reviewing the content
7	Design your Handout	Finally, your ready to design the handout that your students will use to keep themselves focused during the class.

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Appendix #3
Sample Learning Objectives

Here is a sample of what your learning objectives (created in step 2) may look like:

1. I want the participants to KNOW the four stages of an effective sales opening.

2. Each participant will need to DO a demonstrative role play in which they exhibit proficiency in applying the four stages.

3. I want them to FEEL confident when they leave that they can indeed open the sales conversation in the real world.

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Appendix #4
Chunking on Paper

During Step 5 you began the process of “chunking”. This is a learning exercise that will walk you through the process so that you can effectively apply it to your lesson plan.

Take a piece of paper and create a two-column chart. After printing your completed outline in the left hand column, determine what part(s) of the outline you're planning to do in the first twenty minutes, second twenty minutes, etc. and draw a line dividing your outline into those twenty minute segments. However, extend the dividing line so that it also goes into the right hand column.

You'll now be ready for the next section in which you'll begin to insert activities in the right hand column.

What activity will you use to deliver the CONTENT in the first twenty minute chunk?

What activities will you use to help your students PROCESS the content in the first twenty minute chunk?

These can now be inserted into the right hand column of each chunk.

Notes • Notes • Notes

Appendix #5
Identifying the Components of Good Agree/Disagree Statements

By completing this quiz you will develop your ability to identify and create good agree/disagree statements.

1. In the statement "If a class has 50% lecture, it still has too much lecture," what is the specific sounding word?

   a. 50%
   b. too much
   c. lecture

2. In the above statement, what is the ambiguous word(s)?

   a. 50%
   b. too much
   c. lecture

3. In the statement “Some instructors should lecture more than others,” what is the specific sounding word(s)?

   a. some
   b. should
   c. more

Notes • Notes • Notes

4. In the above statement, what is the ambiguous word(s)?

a. some
b. should
c. more

5. In the statement, “If a class says they prefer lecture rather than activities, then the teacher should deliver his/her content with lecture,” what is the specific sounding world(s)?

a. lecture
b. should
c. prefer

Notes • Notes • Notes

Appendix #6
Games to Try

In the following pages you will find these 10 High Impact Learning Activities:

1) **Baseball Review**
2) **Basketball Review**
3) **Bingo**
4) **Concentration**
5) **Darts**
6) **Dice**
7) **Football Review**
8) **Jeopardy**
9) **Pawns and Spinner**
10) **Soccer**

Baseball Review

Prework: Using masking tape - tape off a baseball diamond on the floor (see diagram). Or, if you cannot do this layout physically draw a game board and uses markers (M&Ms or Koosh People) to indicate players.

Prepare a series of question cards containing content review questions and a set of cards that describe the various play possibilities. The "Play Cards" could be as follows:

(1 card) fly ball catch/you're out!
(2 cards) one base run
(2 cards) two base run
(2 cards) three base run
(2 cards) home run
(1 card) foul ball catch/you're out!

One question missed = One out and a new batter comes up to the plate.

After three outs the teams exchange places.

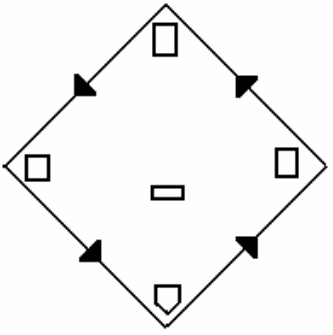
Notes • Notes • Notes

How To Play: Divide the group into two teams and flip a coin to see who get up to bat first. Teams decide the batting order. Participants will take turns being "at bat." Although you certainly may choose to have the team help them with their answer(s) to the questions.

A question card is drawn and the team must answer the question correctly in order to draw from the "Play Cards". The "pitcher is the one who draws and reads the questions to the other team. (Taking turns being the pitcher is the most fun).

When a question is answered correctly, a Play Card is drawn and the person up at bat proceeds onto the diamond to a base corresponding to the card drawn. Or the person returns to the group is they happen to have a ball caught as either a fly ball or a foul ball.

The game proceeds as long as desired making sure that each team has an equal number of times up at bat.



Be sure and let them know that this is your baseball game and only your rules apply!

Notes • Notes • Notes

Basketball Review

Prework: Using masking tape - tape off the jump circle (or use a rope circle for this feature) and the free throw line (see diagram below). Create a set of index cards that describe the positions on the floor from which the players must shoot the ball. The cards can be written as follows:

(3 cards) to the right of the free throw line
(3 cards) to the left of the free throw line
(3 cards) behind the free throw line
(3 cards) right corner of the baseline
(3 cards) left corner of the baseline
(3 cards) a three point position
(1 card) a turn over no shot allowed
(1 card) a foul - team with the lowest score gets to shoot a free shot
(1 card) a slam dunk - just go up to the basket and drop it in

You'll also need a foam ball (Nerf™ ball) and a wastebasket to serve as the "basket."

How To Play: Divide the class into teams of 5-7 people -- having the teams pick a team name and a mascot. Content review questions are then written on index cards either by the instructor or by teams in the class. In the latter case, each team would choose a section of the content on which to focus their questions. Begin the game with the "tip off." Have teams select a member to go to the jump circle to answer the question posed by the instructor. The team with the first person to answer the question begins the game.

Every member on the team is a player and takes turns answering the questions (and shooting the basketball) -- serving as a spokesperson for the team. Questions are drawn by teams at random from the question pile. When a team member answers

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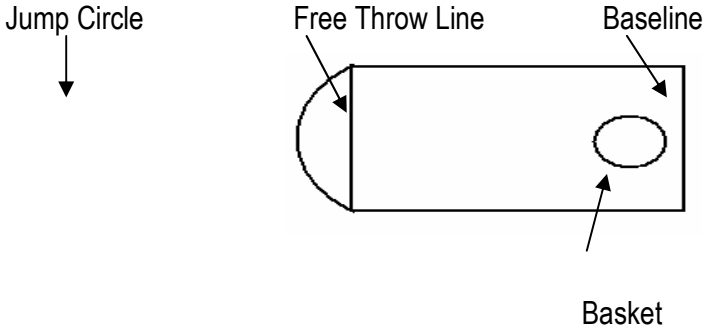
the question correctly, they now have to select a position card to find out from which position on the floor they must shoot. Points are awarded for baskets made. Incorrect answers mean that no shot is allowed and the question passes to the next team in an attempt to answer the question.

The length of the game is determined by the instructor making sure that each team has an equal number of times drawing from the question pile of cards. The team with the most points (baskets) at the end of the time wins.



Bingo

There are few review tools more flexible and widely enjoyed than good old bingo. You can probably think of others, but here's one good way to put the game to work in the classroom as a combination review/evaluation technique.

Pre-Work: Copy the bingo card on the next page. Participants will be writing in the squares, so if you choose to make your own customized card, please make the grid as large as can be accommodated on a standard sheet of paper. Leave the squares blank, with the exception of the center "free" space.

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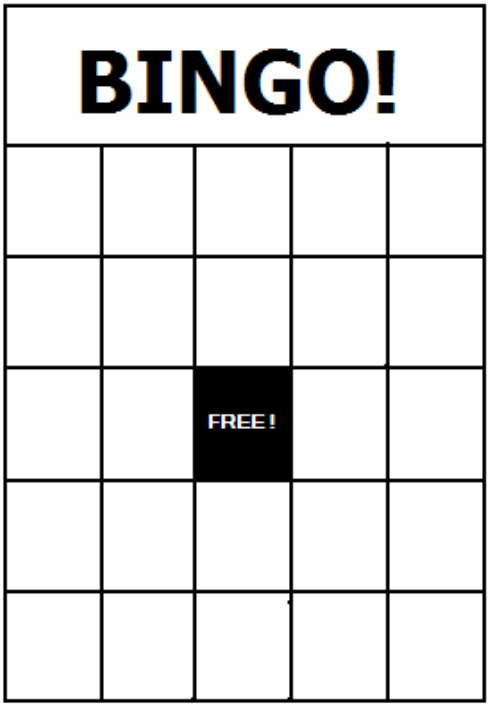
Select 24 must-know facts or concepts from your session — the points you consider most important for students to retain. Before the class begins, formulate 24 questions that capture these points. Print the correct answers on slips of paper and place them into an envelope or other random-drawing vessel.

How To Play: When you're ready to review, distribute the Bingo cards, one per participant. Read to them your questions and invite them to write appropriate answers in any space on their bingo cards, using each square only once.



Encourage participants to guess when they aren't certain of a correct response. This helps you evaluate later, after you collect the cards. You'll be able to get a rough idea of where YOU may have erred — questions missed by numerous players — and you'll get an idea of each student's comprehension. You'll also

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want every square filled to prevent cheating by those who might write in answers during the post-game discussion.

After the cards have been filled, you can proceed one of two ways. Either go through the questions again and ask participants to correct their own answers with the correct answers, or take out your “answer envelope” and begin randomly drawing answers. In the latter case, ask participants to give you the corresponding question as you read correct answer — another round of review. Tell participants to cross out wrong answers and replace them as they are made aware of correct responses, and to make a mark through correct answers as well. (Avoid punishing for failure when learning is the goal.)

The first person to cross out five answers in a row, straight or diagonal, wins.

Other Options: Or for a more complete review of the 24 questions, play for the first person to get three or four complete rows crossed out. This increases flexibility in terms of time and content.

Concentration

Prework: Write up to 10 questions you’d like reviewed during this game with one question written on each index card. Then write the answer to each question on another index card. You will now have a set of 20 cards. When playing in groups of two, one player could contribute half of the questions and answers and the other player the other half.

How To Play: Lay the cards facedown on the table and mix the questions and the answers thoroughly -- laying out each card separate from the others. Then the players take turns turning two cards face up. If the question and the answer matches, the player

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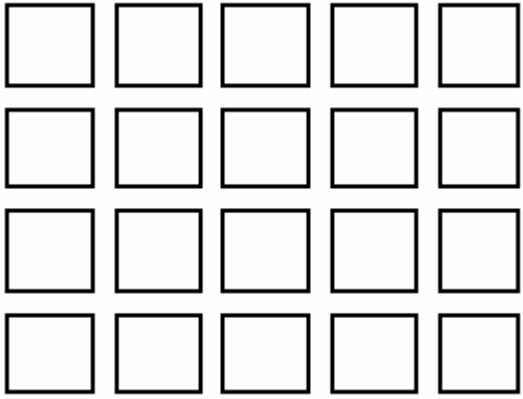
can take those cards off the playing area and add it to their pile. They can continue to play until they don't get a match. If they do not match, they turn them facedown -- keeping them where they were on the table and the next player takes his/her turn.

The game ends when all the cards have been removed from the table playing area. The winner is the person with the most cards in his/her possession.



Other Options: You can play with more than two players. You can have each player contribute an equal number of questions and answers to the game board. You can insert questions as an instructor you would like to have discussed. This game works great with jargon (terminology) on one set of cards and definitions on another. When you want the game to go faster, divide the question cards and the answer cards into two separate locations on the table top. In this case, a person would turn over one question card and one answer card each turn.

Additional Hints: Use colored index cards as they more opaque than the white index cards. Players can't read the question/answer through the back of the card. Have the class write the questions and answers at the end of one session for use

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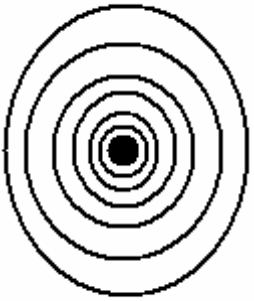
in review the next morning. If you teach the same content again and again, save the cards that the students create for use in other classes.

Darts

Prework: Prepare 10 question envelopes with a written value on the outside of each envelope (10, 20, 30, 40, 50, 60, 70, 80, 100). Put several index cards with a question on each index card within each of the envelopes. Place the more difficult questions inside the higher numbered envelopes. Put your dartboard up on the wall with the bullseye 5'8" above the ground and masking tape a line 10 feet back from the mounted dartboard.

How To Play: Create teams of 5-7 people and have team throw a dart. The team with the dart closest to the bullseye begins. Players on a team must throw in rotation with everyone taking their turn at throwing the dart. After the first person throws the dart (assuming that they hit the board), the team draws a question out of the envelope that is numbered the same as the number hit on the dartboard. If the person does not hit the dartboard, their team's turn is forfeited and the turn passes to the next team in the rotation.



Notes • Notes • Notes

Other Options: You can have each team contribute an equal number of questions and answers to each envelope. Then you can insert questions as an instructor you would like to have discussed.

Dice

Print on each face of your blank dice some of the following depending on how you wish to use the dice:

Names (Team Names) Of Participants (only six participants/teams per dice): Then you could have them roll the dice and the person (team) whose name comes up must try and answer the review question from the review deck of index cards already prepared by either the instructor or the student.

Categories Of Content (only six categories per dice): Then the person (team) whose turn it is must roll the dice and summarize (or demonstrate) the content of the category that comes to the top of the dice -- giving (demonstrating) the key points of the section. Or you could have prepared question cards divided into different categories piles. They then could draw a question card from that pile and try to answer the question.

Numbers: Then the person (team) whose turn it is must share with the others that many ideas that they have obtained during the training.

Combination: By combining any of the above you could have one dice rolled to indicate who must respond (Names Of Participants) and the other dice rolled to determine the category/topic and the remaining dice to indicate how many key ideas must be shared from that category. Or the numbers on the dice could be used to indicate how many points a correct answer is worth from a question drawn from a question pile.

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Once a person/team has played they are eliminated from play until all others have had
a chance to respond.

Football

In preparation for using this energizing review activity, take the enclosed football field template to your local quick print shop and have them enlarge it to poster size. Mount this on the wall of your room. Or merely make a transparency and use it on your overhead! Or make a masking tape field right on the floor of your training room. Prepare a stack of index cards with one review question per index card. You could also have your students prepare these questions with each team contributing an equal number of questions. You will also need to cut apart the ten play strips and have them readily available in an envelope. Each team can then be identified on the football field using one of the enclosed footballs. Have each one colored a different color. Use a Post-It™ brand glue stick to line up the tip of teams' footballs on (behind) the goal line on the right end of the field.

The rules are simple. . . divide your class participants into teams of five to seven persons each. For maximum involvement have them develop a team name, cheer, mascot, and even song to share with the others before the game begins. Costumes and room decorations are also a nice touch. Then have each team pick a number from one to six (or twelve or more) and roll a dice (or two dice) to see which team goes first. Have your shuffled stack of question cards and the play strips envelope too, and you're ready to go. If they can't answer it correctly, the question passes to the next team to try and answer it.

When a team does answer it correctly, have them draw a play from the play strips envelope, and have someone play the role of the announcer and describe the play -- telling them how many yards the team gained on the play. Their team football is then

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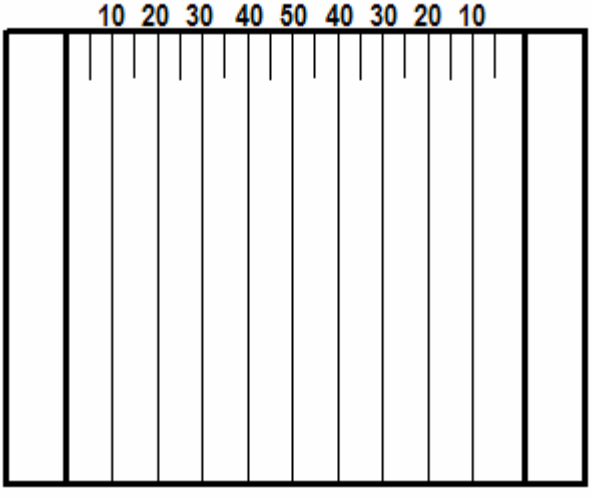
moved on the wall-mounted football field accordingly. If played on the floor masking tape field, a play stands in as the “ball” for each team. For greater precision and less arguments, have the tip of the football positioned on the correct yardage position. The team who either crosses the opposite goal line the most (six points per touchdown with an extra question drawn to see if they get the extra one point) or is closest to the goal line when time is called (assuming no team scores a touchdown) wins the game. When a team makes a touchdown all teams go back and start again at the twenty yard line. Awarding trophies or other prizes adds to the excitement! Make sure each team gets an equal number of times to try and answer a question before calling the game.



Jeopardy

Prework: Write up to 25 questions you’d like reviewed during this game with one question written on each index card. Then divide the questions into no more than five general categories. Write one category topic on another separate index cards. You could also have the class members write the questions -- assigning a

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category to each team. They need to also write the answer on the card. In this case when playing the game, they could not take a question from the category in which they wrote the questions.

Lay out the game board as follows -- taping the index cards to a white board, black board or using a pocket chart:

OPENERS	CLOSERS	REVIEW	TERMS	RESEARCH
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Each of the numbered cards are actually the backs of your question index cards. You have assigned points based on the difficulty of the question on the reverse side of the card. Make sure the class understands that this is your Jeopardy game and only your rules apply.

How To Play: When ready to begin divide the group into teams and draw lots to decide who goes first. The team gets to choose the category and point value that they wish to try and answer. If they answer it correctly, that amount of points is added to their score. If they don't get it correct then the next team in line can try to answer it or pass on it and select another question from the board. The winning team is the one who has the most points at

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the end of play. Make sure that each team has had an equal number of times at the board before ending play. Each player on the team takes turns being the spokesperson for their team. The instructor is the ultimate judge as to the correctness of an answer. In larger classes you can have a panel of judges comprised of one member from each team.

Other Options: You could have BONUS question hidden on the board and marked to indicate that it is worth double the point value shown on the card. You might also consider having a FINAL QUESTION that all teams try and answer after writing down a wager of all or part of the points that they had accumulated up to that point in the game. They would be awarded the number of points they wagered if they answer the question correctly. Teams would need to write down their answers to this final question.

Pawns and Spinner

Prework: Build a game board that has a starting point and then an ending point that corresponds with a goal of your content. Giving the game a name built around a theme will only add to the fun of this review activity. Adding a square or two such as “Lose Your Next Turn” or “Move Back One Square” will also add to the fun. Also create a set of question cards interspersing the deck with a couple of “Lose Your Turn” cards and “Move Back One Space” cards, etc. Having the participants create their own question cards is also an excellent way to create more interest in the game.

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How To Play: Spin the spinner (or roll a dice) to see who goes first. High roll or spin goes first. The first player then spins the spinner and draws one card from the deck. If s/he can answer the question correctly s/he advances the number indicated by the spinner. The person (or even play with teams) who gets to the goal first wins the game

Soccer

Prework: Fasten the game sheet to the wall at shoulder height. Write one content related question on each of several index cards. Create two soccer ball markers about silver dollar size. Have double stick tape or a Post-It™ glue stick available to use on the back of the soccer ball markers. Have a blindfold available. Create a masking tape line on the floor five feet back from the game board.

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How To Play: Divide the participants into two teams. Use a coin toss to decide who which team goes first and have them draw a question from the question deck. If they can answer the question correctly one of their members stands behind the masking tape line, is given one of the soccer balls with a piece of double stick tape or Post-It™ glue on its back, is blindfolded, and then spun around three times and ends up facing the game board. S/he then has ten seconds to place the soccer ball to the game sheet using only one hand (ala Pin The Tale On The Donkey). Coaching is encouraged with the participant's team shouting instructions while the opposing team counts from ten to one backwards (ten one thousand, nine one thousand, eight one thousand, etc.) acting as official
timekeepers.

Points are awarded based on where the soccer balls are stuck. To receive points some of the ball must be in the space. If a ball overlaps more than one space, the space with the higher number of points is awarded to the team.

Other Options: You can have each team contribute an equal number of questions and answers to the question deck. Then you can then insert questions as an instructor you would like to have discussed. If you can find Post-It™ note soccer balls, you can then have the team put their score on a Post-It™ note and put it up on the scoreboard roster upon successful completion of a round. That would make scorekeeping easy and fun.

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Appendix #7
Creating Group Generated Questions

To encourage even more class involvement during an interview activity, here are instructions on how to create group generated questions.

Step	Instruction	What it Looks Like
1	Work in groups of 5-7 students.	If the group is smaller than five students, an extroverted personality can dominate. If the group is larger than 7 students, an introverted person won't contribute.
2	Appoint a scribe in each group.	Pick the scribe using a fun criteria (i.e. the person with the smallest/largest high school graduating class, the person with the most letters in their first name, etc.)
3	Have each group generate three questions and have the scribe write on each of three post-it notes – bringing the questions to the front of the room for posting.	By having the questions written down, you have leveled the playing field between extroverts and introverts.
4	Use the questions as a guide for your interview or panel discussion.	The students will have much more involvement with the interview since the questions were shaped by themselves!

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Appendix #8
Facilitating a Successful Role Play

Here are step-by-step instructions for facilitating a successful Role Play.

Step	Instruction	What it Looks Like
1	Form students into groups of five	Allowing them to choose their group will increase their motivation about the activity.
2	Let students select the responsibilities they will have in their group. The role play participants, the timekeeper, the observer, and the observer of the observer.	The observer of the observer will be the last to speak and will give feedback to the observer on his/her observations as to whether or not they were too soft or too hard on the role players.
3	Distribute the printed sheets that list the objectives and roles of each of the two participants. For an example of these sheets go back to the main Role Play page and look into the feature entitled "Tell Me More."	Only let the participants read their own sheet. However, let the others in the group read both sheets.

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4	Begin the Role Play announcing to the timekeepers how long the role play is to last.	Keep the time short since most students aren't good improvisationists and the role play will only get silly after they run out of what to say.
5	Stop the Role Play and begin the feedback session. Use the commend-recommend-commend formula for all feedbacks. First, they give a commendation, then a recommendation, and then another commendation.	Allow the role players to begin by sharing what they felt they did well and where they felt they could have improved. Then proceed to the observer and then the observer of the observer.
6	Try it again with everyone in the group getting a different job. See if they can build on what they learned the first time around.	As the teacher be careful not to eavesdrop on the role players or the feedback session. Students will find this intimidating and will not be as "real" in their feedback or will begin sharing their feedback with you rather than with others in the group.

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A Role Play Example

TERRY AND CHRIS

Role for Chris: you will have two objectives in this practice session:
1. To keep your recently purchased home computer.
2. For both you and your spouse, Terry, to finish the discussion feeling good about it.

You and Terry have been married for one year. It hasn't been an easy year. Although both of you work, it has been very difficult to get ahead financially. The limits on your credit cards are all at their maximum. It seems like you are working longer and longer hours, and you're worried about the stress on your marriage due to the amount of time the two of you are spending apart.

In an attempt to control the financial situation, you and Terry agreed to not make a purchase over $100 without consulting each other. However, yesterday an opportunity came up at work that you had to move on quickly. A friend offered you his state of the art personal computer for $1200. It had everything you knew you wanted on a computer. You knew someone else would take him up on his offer if you didn't take it fast. You also knew that there was exactly $1200 in the savings account, so you wouldn't need to borrow any money. You bought the computer and brought it home. You could tell that Terry wasn't happy, but the two of you didn't discuss it last night.

Actually the more you've thought about it, the more excited you've become about the computer. It will mean that you can come home from work earlier since some of your work can be now done on the new computer. Nevertheless, you know that you'll need to talk this out with Terry. You have a feeling that it will be tonight. You're about to find out, since you're pretty sure Terry's already at home, and you're about to walk through the front door.

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Appendix #9
Example Sentence Completions

1. My favorite movie is _____.

2. My favorite vacation has been _____.

3. If I could meet one celebrity, it would be _____.

4. The best time I remember having in church was _____.

5. One question I have about God is _____.

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Appendix #10
Simulation Ideas and Debriefing Guidelines

A Collection Of Some Short Simulations

Paper Bridge: A Team Building Simulation

The class is divided into two teams and each team is clustered into one of the two opposite corners in the front of the room. Each team is given full sheets of newspaper (exactly one more sheet than half the total number on their team) and told to stand on the paper (they will have to have two people per piece of paper). The challenge now is for the two teams to change places by moving into the other team's corner. However, they must go around the outside of the room -- moving around the back of the room. They cannot step off their papers until they arrive at the other team's corner. . . the carpet has become a swamp.

In larger groups, you might consider dividing the group into four teams and having them stand in
the four corners of the room with the two teams at each end of the room needing to exchange positions with each other.

Say "Go" and turn them lose. Play a little music to get the juices flowing.

Even though one team will win, encourage the other to continue until they also reach the corner.

After both teams have accomplished their goals, discuss the following questions:

1) Why did the teams make it a race? No one said it was a race.

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2) What could have been accomplished through cooperation?

3) Is there a better way to accomplish the task? How about tearing the paper, putting a piece of paper under each shoe of each participant, and sliding on the paper under the shoes of the participants? Why didn't anyone think of that?

Stretch: A Competition Simulation

Stick a piece of poster paper high on the wall in the front of your room so that the tallest person in the room would be able to barely reach the bottom of the paper.

Have a person from each small group in your class come to the front of the room and line up one behind the other facing the paper that's on the wall. Have them line up according to their height with the shortest person in the front of the line and the tallest person at the end of the line.

Let each person select a different colored marker or crayon. The challenge is that without jumping or throwing their marker, each person is to place a mark on the paper as high as they can.

Nor are they allowed to connect their markers together or stand on a chair. The individual small groups can cheer as their representative makes their mark.

After making their mark, each person goes to the back of the line.

After each person has made their mark, you, as the facilitator comment that you believe that each one can do better. In fact, you're convinced that they can place their second mark at least one inch higher than the first time. The rest of the class also agrees.

Each person tries again and are indeed they are amazed that by using little tricks like putting the cap of the marker on the end of

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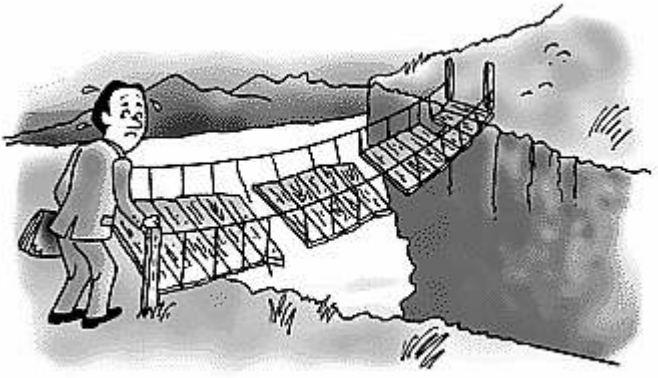
the marker and then putting the marker on by inserting their finger in the cap, they do indeed place their second mark higher. They inevitably do better the second time around.

After the second round of attempts, clap for all of them and discuss the following questions with the group:



1) What can we learn from this activity about the ingredients necessary for success?

2) What role did competition play in that success? How was the focus of the competition different between the first round and the second round?

3) What role did benchmarking play in the success achieved by the participants?

The World's Shortest Simulation: A Simulation About Change

Have each participant sign their name on a piece of paper and then immediately under it sign it again with their other hand.

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1) What caused the one signature to flow so naturally and the other to be so laborious?

2) How many times would you guess that you'd need to sign with your other hand before it could flow like the first one?

It's a very quick and powerful way to emphasize the need for repetition and practice outside of the classroom in order to make the learned behaviors a permanent part of their lives.

Effective Debriefing of Simulations

If the group is larger than seven people, it is best to break the group into smaller discussion groups of five to seven for this important debriefing section. Let each small group appoint a note-taker/spoke person. Then toss the question (usually one question at a time) to the small groups -- giving them time for discussion. Finally ask the note-taker for each group to report out the findings of the group. This method will level the playing field for both extroverts and introverts – giving you the opportunity of receiving feedback from the entire group instead of hearing only from a select few.

1. Address their emotions.

In a well-designed simulation, there will always be a variety of emotions. Those emotions might be happy, sad, angry, tense, scared or annoyed, but they are there and they are all equally valid. If you try to ignore the emotions that surface rather than giving them vent, participants will focus on them instead of the lessons learned from the experience.

Therefore, start your post simulation discussion by listing the emotions that people felt. Questions that will help reach this goal include:

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How did you feel during the simulation?

Did you feel any kinds of emotional responses to situations in this simulation?

Describe them.

Then a follow up question relating the experience to the real world is often a good way to bring this section of the debrief to a close. It can be something simple like:

Are any of these emotions similar to things you feel in your work?

Which ones?

Immediately, you have allowed them to express their emotions and tie them back into their work experience. You're ready to move on.

2. Ask "What happened?"

You might think you know what happened, but you might be surprised by their perspective on the activity.

The goal is to have the participants explain what events took place in the simulation, from their perspective. However, recognize that their perspective may be markedly different than what you saw. That's o.k. You'll want to hear what they have to say.

Here are some sample questions that elicit the appropriate responses from the group.

What were the most important events in this simulation?

How would you describe what happened in this situation to someone who hadn't seen it?

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What happened during this simulation?

Again here are some questions that help bring closure to this section.

Does anyone have any other perspectives on what happened?

Have we left out any important parts of the simulation?

3. Review Objectives

Remember the objectives you created before the simulation? This is the time to make sure that they have been achieved. In that early section it was suggested that your objectives be something that people could do, say or display. Now is the time to ask them to display the outcomes of the simulation through their behaviors.

For example, in the Choice and Consequence Simulations, the following objectives apply:

Students can describe the feelings a customer has when they call with a problem.

Students can articulate the value of listening and the danger of jumping to conclusions regarding customer requests.

Transform the objectives into questions and you have excellent processing pieces for this section of the debrief. Some sample questions might include:

Based on your experience in this simulation, can anyone describe what kinds of feelings a customer has when they would call with a problem?

In this simulation, what kinds of problems arose when assumptions were made?

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Do those problems occur when make assumptions here? In what ways?

It is essential that these questions are prepared before entering the simulation debrief. Excellent processing questions are very difficult to create on the spur of the moment.

4. Action Plan.

Here is where the participants need to be encouraged to plan their behavioral follow-through. "What are three things that you plan to do differently on your job as a result of what you've learned through this simulation?" might be one question to help them individually make some behavioral decisions. Printing these on three by five index cards is another way of helping to make this stick.

After such a time of action planning, it is sometimes fun to even have them fold those index cards into fourths and keep them for the next thirty days in their wallet or purse. Anytime during the next thirty days anyone in the simulation can approach anyone else in the simulation and ask to see their index card. If that person cannot produce that index card, then they owe the person asking a soda or a cup of coffee. It creates great fun and gets the learning points outside of the classroom walls too! They won't leave the training and take the next day to process the simulation. If you don't give them time to process and make some decisions during this debrief, it isn't going to happen!

5. Go With The Flow

You will get comments out of left field. You will get answers and ideas that have no sense or relationship to your objectives. So, how do you get the flow back to where it needs to be? Well, the truth is you may not get it exactly to where you "need" it to be. If people's comments or answers lead into tangents that have nothing to do with the simulation or your objectives, then you

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need to bring people back to the discussion subject. But if they are making observations that you did not anticipate, and for which you are unprepared, you must simply deal with it. Keep your objectives in mind and seek for ways to link them to what people are saying. However, the fact there is flow (energy) is a good thing, and one to foster, even if it wasn't exactly what you thought it was going to be.

I once was debriefing a simulation on trading electricity. One of my objectives was for students to describe the information needed to successfully trade electricity futures. Instead, the discussion focused on the risks that became apparent in this business. The risks became an important focus point. I was able to eventually link the idea of risk management to the concept of information needed to be successful. I needed to make the connection between information and risk in general. This was easily tied into the other information needed. If I had tried to deny the risk comments, it would have continued to build in intensity until my other main objectives would have been lost. In designing the simulation, I had not defined all the successful items. The simulation brought out the excellent discussion of risk. Recognizing that fact is what going with the flow is all about.

6. Summarize.

This is where you take the comments that have come out during the debrief and summarize them. Make sure that you are summarizing their comments and not bringing new ideas of your own to the table at this point. That would be launching into the Deadly Sin of Lecturing. Instead here is how best to do it. If you have been using easel paper to record emotions and applications, you will be able to draw their attention to these papers at this time. Here is how you do it.

Recall the emotions identified by the group.

Repeat the summary of events that the group drew out.

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Repeat the "answers" to the objectives that the group did.

Validate any new "answers" or observations that came out in the discussion.

Finally, this is the time to share with your participants your own learning objectives and ask the participants whether or not they feel they have been met. To share your learning objectives prior to this time will taint the discussion. The goal is that they can give back to you your own learning objectives without them having to be shown those objectives. Using the principles outlined in this book, a full 99% of the time your participants will have given back to you your own objectives. Those times that they are not, you need to come up with a plan that can happen in the next couple of days to hit those objectives.

Thank everyone for his or her participation.

4 Deadly Mistakes Of Simulation Debriefing

1. Lecturing

There is a tendency to want to lecture through the highlights so that everyone will "know" what they are supposed to know. This is especially strong if the simulation did not go exactly as planned. If you are talking rather than asking questions or restating questions of others, you are doing something you shouldn't. People will shut down very quickly if you begin lecturing.

Facilitate the group to a discovery of your learning objectives. People might argue with your data, but people seldom argue with their own data.

2. Explaining what "should have happened."

This is closely related to lecturing. Instead of allowing participants to relate what they believed the events were, the trainer tries to

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explain what they participants should have done. This is a big danger in situations where you have run the same situation with a number of different people. Again, if you are doing the talking, something is not right.

3. Allowing the debriefing discussion to run itself.

This is the opposite of the other two. In this temptation you allow the participants to ramble without giving much direction. You are thinking that by doing this you are allowing the participants to self guide their way through the material and objectives. Maybe it will work. Most likely it will not. You avoid this by making sure you are restating people's comments and mapping them to the objectives. Clearly and well-written discussion questions are your best safeguard here.

4. Telling people that they are wrong.

"That is not correct."
"I'm sorry that's not right."

"No."

If you hear those phrases directed at you what is your reaction? Imagine it is being directed to you in front of your peers. Is your reaction stronger? What are the chances that other people will want to contribute after watching you receive these responses?

Always accept what people offer. You can point out that it may not map to the objectives, but still give it some value. Here are a couple of phrases that give value to a statement in spite of the fact that it might not tie directly to one of your learning objectives.

“I have not really thought of that before.”

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“Thanks for your observation.”

“I think you may have a point in what you are saying, but it may not be valid in every similar situation.”

“That wasn't exactly what I was thinking of, but you make an interesting point.”

Have you ever been in a learning situation and felt like you were trying to guess what the instructor was thinking? This is exactly what you are trying to avoid.

Delivering The Simulation: 50 Quick Tips

1. Use simulation teams of five to seven people. More than seven makes participation by all the team or group members unwieldy. Less than five allows extroverts to take over and dominate a group. Obviously in some groups you’ll need to have teams smaller than five. However, as much as possible keep simulation teams to the ideal size of five to seven participants.

2. Post written rules and directions in at least two different places in the space so that everyone can review them as needed without having to stop the action.

3. In reference to technology and its use, keep your simulation as simple as possible. Flashy graphics, slides, presentations, and sound effects can add a lot to the ambiance. However, if these bells and whistles don’t work, it can be so disruptive that the simulation never gets off the ground.

4. Before beginning the simulation, take adequate time to clearly outline how teams will interact with the facilitator during the simulation. Should they call the facilitator over? Can they ask help in strategies? What can they ask of the facilitator? In the heat of the simulation this clear method of interaction will facilitate results.

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An ambiguous method of facilitation will only cause confusion and slow the pacing of the simulation.

5. Assess the group you are facilitating. Every group has different dynamics. Don't assume that one simulation fits all. You may have to make some changes in flow and content to accommodate the group's needs. The worksheet in this book will help with these considerations.

6. A facilitator's impartiality to all parties is absolutely vital.

7. Never allow racial, religious, and sexual stereotypes and/or comments to be fostered by the simulation. There may be times where you are using a simulation to extinguish such behavior, but if that is not the objective, and you begin to hear these types of things, move to extinguish it immediately.

8. During the simulation, ask each member to maintain a sheet of paper upon which they can record their questions, observations and comments. This will help facilitate the debriefing at the end of the simulation.

9. Quickly and directly resolve the conflicts or challenges that arise. In some cases, you will be wrong. However, being decisive is better than resorting to careful, thought out, long decisions. Maintain the pace of the simulation.

10. Monitor the involvement level of participants. Make sure that they are engaged. If possible, have another person involved to also maintain observation of the group. Look for questions asked, physical contributions to the group's objectives, and body language. If a participant is sitting away from the group, or is not leaning in towards the group, they may be somewhere else. Seek to re-engage them quickly.

11. If you sense it appropriate, be prepared to end your simulation earlier than planned. Lack of participation, negative feelings

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among participants, lack of learning, or one group dominating the simulation are all adequate reasons to quit. The time you would have spent simulating can be spent exploring as a group why the simulation took this turn. This time of debrief might be as valuable or more valuable than the actual simulation itself.

12. Have fun. Make sure that the simulation is one that you truly enjoy. Put a smile on your face. Your demeanor and body language has a huge impact on the feelings of your participants.

13. After the activity, make sure that you give everyone in the room a chance to contribute to the discussion. If someone hasn't said anything, you may certainly call on them directly to comment. Allow for written input too. By the time you leave, your goal needs to that of obtaining a statement or comment from all participants.

14. On a sheet of paper, have everyone list three things they either learned, or were surprised about during the simulation. Have them put their name on this and collect it after the debrief. This simple activity stimulates thought, and gives you some tangible responses to the activity.

15. Make sure you make a connection back to your ‘participants’ work or school environment. Don't leave this simulation experience as one that has no relation to the real world. Using the planning worksheet in this book should help keep the simulation on target.

16. Ask participants what they would change in the simulation to make it "better". ‘Better’ is a wonderfully subjective word. By leaving it that open you can get a good idea of what they felt was valuable, and what was not.

17. Allow for bathroom breaks during the simulation.

18. Eliminate cell phones, disruptions, and beepers from the group. Try and have this as a policy coming from someone higher

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up in the organization than yourself. This avoids having you being 'the heavy' -- making up rules on the spot.

19. Have a clear schedule and keep to it. Start and finish on time.

20. If at all possible, do the simulation away from the normal work environment. This will help avoid people getting involved with a 'crisis' or running back to check on a project during a break. 21. Do not take away from your debrief time merely because the simulation is "fun". Make sure you have ample time to debrief and emphasize your learning objectives.

22. Do not 'beat a dead horse' during your debrief. If people have no more to say, then provide them a way to collect comments or thoughts on paper or electronically, and send it to you at a later date. When they are done talking, be ready to wrap it up.

23. If a team spirit is needed for a particular simulation, name tags, color coded arm bands, hats, or other types of physical differentiators can help to rapidly build that sense of team.

24. Allow for food and drink to be consumed during a simulation. If you don't allow for this consideration, the hunger or thirst that will result will negatively impact the learning.

25. Design simulations in 20 minute chunks. Have a major change of pace in the simulation every twenty minutes in order to maintain the energy of the group.

26. Realize that 90 minutes is the maximum time of attention that one can realistically give to even the most engaging movie. If your simulation is going to exceed this ninety minute limit, have a break at ninety minutes before continuing.

27. Work hard to balance the playing field between introverts and extroverts by managing the size of each team (5 or 6 people) and allowing participants to submit written feedback as well as verbal.

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28. Do not allow participants to completely exhaust their energy on a given subject. Always give them less time than you believe it would take them to COMPLETELY work through a subject. This will conserve group energy rather than causing them to explore a subject to the point of no longer even caring about that subject.

29. Allow the creation of team names and even team posters to further the team spirit in a simulation.

30. In order to bring focus to your simulation, clear your simulation area of as many extraneous items as possible. If it isn't going to be used in the simulation, try and have it removed from the room.

31. Post housekeeping items (restroom locations, phones, etc.) on the wall rather than using the opening of the simulation for such items. Greater energy is generated by just 'getting to it' when ready to begin the simulation.

32. Use nametags for groups of people who don't know each other's names. However, let them have some fun designing their own as opposed to having the already prepared potentially 'sterile' ones.

33. The right style of music playing in the room before, sometimes during, and after can help create the right atmosphere and expectations for the simulation.

34. Don't be afraid to have the doors of your room shut with a sign on the door indicating when the room will be opened. By keeping the doors closed until about fifteen minutes prior to the start of the simulation, you can help build curiosity about the room and give you the time necessary to be totally prepared before greeting the participants.

35. Take time to greet the participants as they enter the room to help them feel at ease with yourself as the facilitator as well as

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helping them connect with each other. This is also a great time for some light refreshments.

36. Some simulations lend themselves to the decorating of the room. Don't hesitate to add to the atmosphere in this manner.

37. Use pre-session publicity to build anticipation for the simulation. Just make sure that the promotional material accurately builds reasonable expectations in the minds of the participants.

38. Consider room lighting. Sometime it can be effectively used to enhance the mood of a simulation by either dimming the lights or eliminating lights in a part of the room or brightening the lights when ready to begin the simulation.

39. Give a countdown. Tell them when it's five minutes until the simulation starts and then give them a one minute warning. It builds anticipation and gives people one last time to run to the restroom or freshen their coffee.

40. Don't be afraid to confront a difficult participant. However, try and talk to them at break and privately if possible. Confront to understand. Asking questions such as 'This simulation doesn't seem to be working for you does it?
Can you help me understand how I might be able to make it more beneficial to you?' might give you insight into how you might be able to recapture the interest of this participant.

41. Don't be afraid to eject a participant. Understand who needs to back you on this decision, but the rest of the group expects you as the facilitator to minimize the damage that an unruly participant can inflict on a group.

42. Know who is who's superior/supervisor/manager in the room. The hierarchical structure of the room will affect dynamics greatly.

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43. Assume everyone's cooperation. Approach the group with a confident attitude and most will join in with this positive energy.

44. Take sometime at the beginning to get everyone comfortable with each other before moving right into the simulation. This is a great time for using a quick team building icebreaker. Visit the online catalog of Creative Training Techniques (http://www.creativetrainingtech.com) for some excellent books containing great team builders.

45. Have a prop list, check and double check to make sure that all props are in the room. There's not much worse than needing something and finding that it's not there.

46. Use props. Sometimes props help to make the simulation more fun.

47. Try and utilize a universal clock. A clock on the wall of the room will greatly help keep everyone on schedule as opposed to having people relying on their own individual watches.

48. Make sure that you can be heard. Have a microphone if you question whether or not you'll be able to verbally access the group as needed. stymieing the very honest level of interaction you're desiring to cultivate.

50. Give verbal time warnings. "Only one minute left" is phrase that will give each group/team time to wrap up their discussion quickly rather than having you abruptly stop the activity.

Three More Quick Tips

<u>Before the debrief . . .</u>

*Take a look at your objectives and create questions you can ask to ascertain whether or not they have been achieved.

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*Write the objectives in a very visible spot that you can refer to during the debrief.
*Prepare to capture people's comments or unanswered questions.

During the debrief . . .

*Have your written questions in your hands and don't be afraid to use them.
*Express your appreciation to each participant with your voice and eye contact.
*Stay relaxed
*Make sure you have a solid conclusion

After the debrief. . .

Following up after the debrief is a good idea. It can be anywhere from a week to thirty days after the experience. The objective is to ask individuals if their experience during the simulation, and the objectives that were covered, have been helpful in their job. A good way to do this is through a survey. This can be either mailed or e-mailed to individuals.

Here are some sample questions that you could use for this follow-up survey:

1. In the time since the simulation have you found what you learned to help improve your performance in your job?

This question seeks to have the participant be able to air their view on the efficacy of the simulation or training. It can also be valuable to find out that your objectives may or may not have been on target. This is a humbling question when the responses come back in the negative. However, it can also be a powerful piece of evidence for any return on investment work you may need. You can extend it to try and quantify the efficacy if you need to.

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2. If you were to prepare another simulation, what elements in your job would you want to include to make it more accurate?

This question is what you have to help make your simulation more accurate.

Often you work with management personnel to determine what the objectives of the simulation are. They may not have the same perspective on what is really going on as people in the "trenches" do. Because they have already been through the simulation they will have very valuable insight into how their real world situation maps to the simulation you developed. They have been in both worlds, and are now extremely helpful.

3. What lessons or experience from the simulation do you remember best at this time?

This gives you the best information about what people take away from the experience. If you find that the responses you have to this question are very similar, you know that the experience was shared by all. If that experience, or lesson learned, is one of your objectives, you can feel extremely good about the validity of the simulation. If the responses are varied, but contain elements of your objectives you can still feel good and know that on a high level your simulation is valid. If the responses are varied, and do not address any of your objectives, you need to rethink your objectives and how you are trying to reach them.

Sharing information

Have you ever filled out a survey, or had an interview, and never known the results? How did you feel about the time you spent doing this? If you are like most people, you feel like you wasted your time. Once you collect data from your participants it is very powerful to share it with them. It also brings long term closure to the activity they were involved in. It is a good idea to have individual comments listed anonymously. When you send your

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survey or conduct your interview, post simulation, it is a good idea to inform respondents what the communication plan is regarding the results.

Although it is only through practice that you become a simulation expert, you do now have the tools and framework to get started. Will you have some simulations that fail miserably? Yes. But, the trick is to learn from them and improve upon them. And never forget that research continues to prove that even a mediocre simulation is more effective than even a dynamic lecture in getting participants to retain those key learning objectives.

Happy simulating to both you and your participants!

Short Simulations

Below are some additional examples of shorter simulations .

The Memo
A Consensus And Diversity Simulation
By Dave Arch

Each person would receive a copy of the following memo with the exception of the name in parentheses at the end of each description. The names in the parentheses at the end of each description are for use only in the debriefing of the process. The name in parentheses is the person from whose past the information in that paragraph has been gleaned.

The large group would be divided into small groups of 5-7 people and would serve as the Liver Transplant Advisory Committee -- fulfilling the requirements as stated in the following memo.

_____
MEMO
To: Liver Transplant Advisory Committee
Re: Liver Transplant Recommendations

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The following seven people are currently on our hospital's liver transplant waiting list. All seven are in equally serious condition. There is little doubt that those who don't get the transplants will die. We have just been notified that two suitable livers will be available tomorrow morning. Please select the TWO PERSONS from the waiting list who will receive those transplants.

Per hospital policy, this committee decision must be unanimous.

DAVID is 7, white, and has lived in an orphanage for the past two years. His father died of alcoholism and his mother has constant bouts with mental illness -- requiring John's current living arrangements. (Charlie Chaplin)

STANLEY is 10 years old, white, and has been in five different elementary schools throughout his elementary school experience. His teachers all speak of him as a quiet, good boy and an average student. He and his mother are very close. (Adolph Hitler)

TOM is 18, white, and in his senior year of high school. His physician has required him to take six months off of school for a nervous breakdown. He parents regard him as quite odd since he makes up his own religion and chants hymns to himself. He is not doing well in school and has few friends. (Albert Einstein)

JOHN is 13, black and lives in a state institution for delinquent boys. The courts placed him there as punishment for indiscriminately firing a revolver from the front steps of his home. Neither parent seems to care what happens to John. (Louis Armstrong)

MARTHA is 5, white, and complete deaf and blind. She has not learned how to communicate her thoughts in any manner at all and is "out of control" most of the time. (Helen Kellar)
GEORGE is 15, white, and is being home schooled by his mother since being diagnosed as mentally ill by one of his teachers.

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However, mother seems to really believe in him and angrily denies that he is incompetent at all. (Thomas Edison)

DEAN is 15 years old, black, and appears to be quite gifted. He has skipped school three grades since beginning school and is ready to begin college next year. His family is very close and parents appear very devoted to each other.
(Martin Luther King)

Processing

This is a very effective consensus simulation and would work well to bring out of the committee members both strengths and weaknesses in relation to their ability to work in a team setting. However, since each description actually is drawn from a real person's background, this exercise also has an added application of demonstrating how first impressions can oftentimes be misleading. Thus, it would have a powerful application for diversity training.

After each committee has given their "unanimous" decision, it is good for the facilitator to go back around each group and ascertain from each person that they are in agreement with the decision. Very often more than one person in each group merely acquiesced to the demands of the majority in the group and didn't express their honest opinion. This alone can begin interesting dialogue about conflict and the way we manage it.

Then the facilitator needs to help the group know the identity of each person by reading the names in parentheses at the end of each description.

Here are a few other questions that help in the processing of the activity:

1) What did you learn about how people handle conflict?

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2) How did the group organize itself for its task? What lessons can you learn from that process?

3) If you had it to do over again, what would you do differently in helping to make sure that everyone in the group was heard with equality?

4) What happened in your mind when you learned that these were actual backgrounds from real people?

5) Did knowing who the people were change your decision? Why? or Why not?

Paper Bridge
A Team Building Simulation

The training group is divided into two teams and each team is clustered into one of the two opposite corners in the front of the room. They are given full sheets of flip chart paper (exactly one more sheet than half the total number on their team) and told to stand on the paper (they will have to double up). The challenge now is for the two teams to change places by moving into the other team's corner.

However, they must go around the outside of the tables -- moving around the back of the room. They cannot get off their papers. . . the carpet has become a swamp.

In larger groups, you might consider dividing the group into four teams and having them stand in the four corners of the room with the two teams at each end of the room needing to exchange positions with each other.

Say "Go" and turn them lose. Play a little music to get the juices flowing.

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Even though one team will win, encourage the other to continue until they also reach the corner.

After both teams have accomplished their goals, discuss the following questions:

1) Why did the teams make it a race? No one said it was a race.

2) What could have been accomplished through cooperation?

3) Is there a better way to accomplish the task? (tearing the paper and sliding on the paper under the shoes of the participants?) Why didn't anyone think of that?

Stretch
A Competition Simulation

Stick a piece of poster paper high on the wall in the front of your room so that the tallest person in the room would be able to barely reach the bottom of the paper.

Have a person from each table in your room come to the front of the room and line up one behind the other facing the paper that's on the wall. Have them line up according to height with the smallest person in the front of the line and the tallest person at the end of the line.

Give each person a different colored marker.

The challenge is that without jumping or throwing their marker, each person is to place a mark on the paper as high as they can. Neither are they allowed to connect markers together or stand on a chair either. The individual tables can cheer as their representative makes their mark.

After making his or her mark, each person goes to the back of the line.

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After each person has made their mark, you, as the facilitator comment that you believe they can actually do better. In fact, you're convinced that they can do at least one inch better than the first time. The rest of the group back at the tables also agrees!

Each person tries again and are indeed amazed that by using little tricks like putting the cap of the marker on the end of the marker and then putting the pen on then inserting their finger in the cap, they get further. They inevitably do better the second time around.

After the second round of attempts, clap for all of them and discuss at the tables the following questions:

1) What can we learn from this activity about the ingredients for success?

2) What role did competition play in that success? How was the focus of the competition different between the first round and the second round?

3) What role did benchmarking play in the success achieved by the participants?

Shirt Race
A Simulation About Behavioral Change

In most training, we are calling upon our participants to involve themselves in some form of behavioral change. This simulation emphasizes the challenge of that goal.

Two men and two women are brought to the front of the room to participate in a race. Each selects a large shirt from a pile of shirts .
The challenge is to be the first person to put on the shirt over their other clothes and have it completely buttoned.

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What they don't know is that all of the shirts are women's shirts, and they button in the opposite direction of a man's shirt. This consistently gives the women the advantage and provides a springboard into the discussion of habits and how difficult habits are to break.

The World's Shortest Simulation
Another Simulation About Change

Have them sign their name on a piece of paper and then immediately under it have them copy their signature using their other hand.

1) What caused the one signature to flow so naturally and the other to be so laborious?

2) How many times would you guess that you'd need to sign with your other hand before it could flow like the other one?

It's a very quick and powerful way to emphasize the need for repetition outside of the classroom in order to make the learned behaviors a permanent part of their lives.

Good Grief!
A Simulation Article About Change

Here's a very unusual simulation in which the experience of coping with change occurs during the reading of the article!

This article about the process of change in the lives of our training participants is indeed printed backwards. The reason will become apparent. It needs to be read starting at the end of the article and reading each line from right to left.

(end here)

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. environment work changing-ever and frequently is what in adapt and grow they as process this understand participants of team the helping patiently – coach change the becomes trainer the, mind in firmly stages these with

.process that through participants guide to equipped better much be will process change the to relationship their and stages grief these of understanding an with armed trainer The

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Puzzle Pieces
A Simulation On Teamwork

Each team is given a childish jigsaw puzzle consisting of no more than 10-15 pieces. The race is to see which team can first put their puzzle together.

However, unknown to the teams, you have taken a piece from one puzzle and exchanged it with a piece from another. In order to be successful in the race they will need to cooperate with the other teams to get what they need.

After they make that discovery and successfully complete their puzzles, you can use the following questions to process this activity:

1) How did you feel when you knew you were going to need to cooperate?

2) What steps did you take to make sure that you wouldn't get "cheated" during the exchange of puzzle pieces?

3) How is what we just did like working for this company?

Additional Option: This can also be done by giving each team a deck of cards with the challenge to put them in order by suits with you have previously exchanged cards between the decks so that no team is playing with completely full deck.

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Putting On The Coat
A Training Simulation

A volunteer participant is brought to the front of the room as the trainer takes off his/her suit jacket (also works with a sweater) or borrows a suit jacket from a participant.

The volunteer now turns their back on the trainer and is given the challenge of instructing the trainer on how to put on the suit jacket. The volunteer needs to assume that the trainer has never seen a suit jacket before.

Unbeknownst to the volunteer, immediately upon the volunteer turning their back on the trainer, the trainer has taken one sleeve of the jacket and pulled it completely inside out and is now holding the jacket upside down. The results are hilarious as the trainer literally follows the instructions of the volunteer.

The applications to the ingredients for good training are also equally powerful.

Here are some questions to help process this activity:

1) What were five missing ingredients that made this training a disaster?

2) What would be five components of effective training that you could learn from this simulation?

3) Not all the blame rests on the shoulders of the trainer. What are some actions that the learner could have taken to make the training session more effective?

Additional option: You could get everyone involved by having them team up and take off their suit jackets while one attempts to instruct the other. As the facilitator, you'll be able to silently signal to the participants that they need to turn a sleeve inside out and

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hold the jacket upside down, but you'll need to be sure and position the "instructors" so they cant see any other person in the room. One of the best ways of doing that is having the instructors face the wall around the outside of the room while a "student" standing immediately behind each of the instructors.

A Walk In The Dark
A Coaching Simulation

A person in the class volunteers to be blindfolded and stand in the back of the room. After being blindfolded some of the tables are rearranged so that there are obstacles between the person and the front of the room.

Now everyone begins to yell instructions at the volunteer -- attempting to move him or her successfully through the maze of tables to the front of the room.

After about twenty seconds of trying that approach, the volunteer is told to stop where they are and six people are told to go up close to the person -- surrounding the person. However, no one is allowed to touch the person as these six now attempt to verbally guide the person to the front of the room.

After about ten second of this approach, one person is signaled out and allowed to go and stand by the person and singularly guide the person to the front of the room with a hand on the shoulder of the blindfolded volunteer.

This is quite a moving simulation as the frustration of the blindfolded person becomes very evident.

Here are some questions to process this activity:

1) What factors caused the first approach to be less than successful?

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2) What factors remained even when trying the second approach?

3) What ingredients in the third and final approach are essential in any coaching/mentoring relationship?

Additional option: With some careful planning more people can get involved by having this exercise taking place in small groups around the room, with the blindfolded volunteers being guided through a process like putting together a five or six piece children's puzzle.

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Appendix #11
Activities for Rotating Groups

When rotating groups, you want it to appear as random as possible. By having the students draw a playing card (and then the aces go to one group, the twos to one group, etc.) you can attain that feeling of fairness and choice and still break up the groups you desire. Obviously using this method you can have index cards with different colored stickers, different colored balloons, and any number of other combinations for accomplishing your task of organizing new small groups then rotating the groups is necessary for reenergizing the room.

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Appendix #12
Methods for Picking Group Leaders

1. Most/fewest brother and sisters.

2. Longest/shortest first name.

3. Who got up the earliest/latest.

4. Most "living legs" in their household (count the legs of pets and people).

5. Shortest/longest middle name.

6. Oldest living relative.

7. Most e-mail accounts.

8. Most recently visited the dentist.

9. Their birthday is the closest to today's date

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Appendix #13
Interactive Lecture Activities

1. Intelligent Interruptions

In this scenario, every student is given a playing card as they enter the class. The teacher has a deck of duplicate cards. During the presentation, the teacher shuffles the cards and at anytime can draw a card an call on the person who has the duplicate card with a question like "What did you think about what I just said 'three of diamonds.'" The person with the three of diamonds then needs to respond with an intelligent interruption such as a question or comment about the speaker has just said. It keeps everyone on their toes.

2. Comic Strip Icons

After teaching through the first part of the presentation, the teach stops and has students generate an icon (picture) that will help them remember the content of the first section. Then after the second section, the teacher stops giving them a chance to create a second icon. After about three icons, the students share their icons with each other (thus successfully reviewing the presentation up to that point). At the end of the presentation, the students will have created a memorable comic strip of icons -- taking them through the entire presentation in a memorable manner.

3. Quiz Show

Following the presentation, groups create questions about the presentation that other teams are going to have to try and answer in a game competition.

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4. Bingo

Each person is given a five by five grid at the beginning of the presentation and the presenter gives them either a question or a term to write into each square of the grid before starting. When the person gets the answer to that question or can give the definition of the term during the presentation, they can cross off the square. Bingo is achieved when a person gets five in a row horizontally, diagonally or vertically. So. . . during the presentation, the students are also playing Bingo. The person who wins must share the answers to the items in each of their winning squares.

5. Mind Mapping

This process already discussed in this course works very well during a lecture. After completing a section of the content (no longer than twenty minutes), have the student create a mind map of the content just covered. Then after the next twenty minutes have them add to their mind map. At that point you might wish to have them share their mind maps with others in a small group – serving as a review of the content. To help them get started you might give them a partial mind map at the beginning of the lecture with the main points filled in but the sub-points left blank where they will fill those in as the lecture proceeds.

Resources

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