

Instructional Changes that Engage the RAS

- Vary the tone, speed, loudness, or softness of your voice.
- Move around the room as you talk.
- Gesture while you speak, using hand and arm movements and facial expressions.
- Act out a story to illustrate important concepts.
- Ask a question and then pause for five full seconds.
- Add humor with a topic-related joke or anecdote.
- Use topic-related, visual images while you talk—photos, cartoons, drawings.

Activities to Involve Learners

Learners can:

- Participate in short, quick, review activities.
- Stand and stretch.
- Walk outside or around the room while discussing what they've learned.
- Take notes a number of different ways while listening to the lecture.
- Draw images to represent what they've learned.
- Write topic-related comments on wall charts.
- Discuss a question about the lecture material.
- Make a quick review game with index cards.
- Quiz each other on what they have learned.

Changing the Environment

We can:

- Move chairs into clustered groups instead of straight rows.
- Use round tables for small group work.
- Have a break-out space for large group activities.
- Set aside a reading and study area with cushions, pillows, or comfortable chairs.
- Rearrange desks into small cluster groups.
- Add aromas that please most people (apples, cinnamon, citrus).
- Play music that either energizes or relaxes learners.
- Provide snacks and beverages on occasion (learners can bring them too).
- Get rid of anything that is aesthetically displeasing (exposed wires, broken furniture, discarded paper).

- Decorate the walls with colorful wall charts, hangings, mobiles, streamers, and learner-made projects.
- Create colorful centerpieces for each table with colored paper, confetti, hard candy, toys, and the like.
- Make sure the room looks and feels warm, inviting, and interesting.



Quickly read over the bulleted items on Worksheets 1 and 2. Put a star beside the three items under each heading that will be most important to you.

Notes:

Quick Start

Take a Guess: What do you think each of the four letters of CLUE stands for in terms of training? Jot down your guesses below. Then check your answers against what we will be discussing in this section of the training.

C = _____

L = _____

U = _____

E = _____

Notes:



Integrating the Creative Element into Your Training

Right Brain Reports—Let learners work in small groups to create informational reports to present to the large group. Instead of a verbal report on the information, have learners use a song, rap, poem, dance, movement, drama, art, sculpture, pantomime, skit, metaphor, or improvisation, to name a few.

Metaphor Magic—Ask the whole group to list five or six household objects from any room, including the garage. Print these in list format down one side of a chart paper/overhead. Direct the group to state five or six concepts they've learned. Print this down the other side of the chart/transparency. Print this across the top of another chart paper/transparency: *[Concept] is like a [household item] because...* Have learners work in small groups to finish the sentence, using both lists of concepts and objects. They are to create three metaphors using one concept and one object from the lists.

Stand, Walk, Talk—Balance passive seat and listening time with active standing, walking, and talking. Learners can form standing groups while reviewing material. They can use activities like Gallery Walk or Walkabout to add more movement.

Walkabout-- Direct participants to form standing pairs or triads. Tell them they are going to do a Walkabout in which they walk around the room, down the hall, or outside and back. On the first half of the journey, one person will talk and the other will listen. On the second half of the journey, the listener becomes the talker. Tell learners they will have 10 minutes total. They are to talk about the most important facts they remember from the material. Walk and observe the small groups as they do the Walkabout, or join in and listen. Process the activity by asking the whole group what the most valuable take-away from the activity was.

Gallery Walk—Create topic-related questions, sentences to complete, or concepts, one per chart paper, and print them in large dark lettering so they are visible from at least 4-6 feet away. Some examples for an opening Gallery Walk include:

- One fact I already know about this topic.
- One take-away I want from this training.
- One question I want answered.
- How I plan to use what I learn.

Some examples for a closing Gallery Walk include:

- What is a creative way you would use this concept?
- How does this concept link with what you already know?
- List ways you can apply what you've learned.

Tell learners they will work individually on this activity. Direct them to move from chart to chart, writing their responses on the charts. When all have finished, tell learners to take a walk around the gallery, reading the charts and observing any interesting patterns, surprising comments, etc. Have them report their observations to their table groups. Give the whole group about three minutes to write on as many charts as they can. Play upbeat music during this time if possible.

Brainstorming Time—Encourage learners to work collaboratively whenever possible to create lots of ways to solve problems, provide solutions, answer questions, collect facts, etc.

More Than One Right Answer—Expect learners to think of more than one right answer to any question you ask. Shout Outs are perfect for this. (The participants don't actually have to shout; they can use normal voices as per your directions!)

Shout Outs—(1) Shout out a number between one and ten. Now tell me (state the number) facts you already know about the topic; (2) Shout out six things you want to learn from this session; (3) Tell me three topic-related issues that are really important to you right now; (4) Shout out four ways you can use the information we've covered so far; (5) With the person next to you, come up with a question related to what you've been learning. Let's hear three of those questions; (6) Think of a word or phrase that summarizes what you've learned so far. On the count of three, everyone shout out his/her word; (7) Ask the group a question. Then say: We need five answers to this question; (8) Tell me ten things you have learned today that you didn't know before; (9) Let's hear seven ways that you can use what you've learned today; (10) Post a list of important topic-related words or terms. Say: When I point to the word, everyone shout it

out. Then turn to the person next to you and take turns defining the word for each other.

Learner-Created Challenges—Have learners create their own questions, quizzes, and games. Have them exchange games with the other groups, challenge each other with their own game-show questions and handmade quizzes. Place Your Order or Grab That Spoon are good examples.

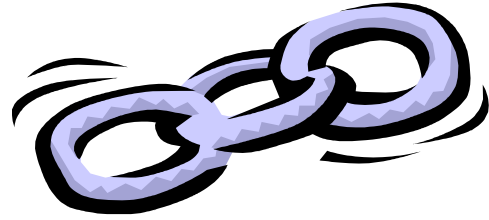
Place Your Order—This is a review game in which participants work together to put a series of cards in the correct order. Each card describes a specific step in a topic-related procedure (e.g. steps to boot up a computer, filling in a safety report, forming effective teams). Provide learners with index cards from which to make card sets. Have each group make a card set and answer key. Have them mix up the cards. Each group should be doing a different set of procedures/steps. If the game is competitive, make sure you have ample small prizes for the winners and for consolation prizes for everyone else. Set the time limit for exchanging and putting the cards in the correct order. Check the card set against the answer key.

Grab That Spoon—Learners will need pens/pencils and index cards (one of each item per person) and plastic spoons (one for each group). Put the plastic spoon in reach of all learners. Have each learner write a review question and answer on an index card, as well as a point value. (i.e. 1-point for a yes/no question; 3 points for a challenging question). One person volunteers to be the first reader. The reader may not grab the spoon. The reader reads aloud the question. The first group member to grab the spoon answers the question. If correct, he gets points. If not, he loses points. Group members take turns reading being the reader.

Make It Outrageous—Ask yourself, What is the most outrageous thing I could do to get this point across? Or, What is the most outrageous thing I could have my learners do so that they remember this forever? Then do that thing.



The Linked Element



Take a Minute—Choose sixty-second activities that specifically ask learners to link what they are learning to what they already know, such as Connections.

Connections—(1) Introduce yourself to the person in front of or behind you and ask your new acquaintance to tell you three things s/he already knows about the topic; (2) Quickly introduce yourself to someone seated near you and tell him what you want to learn in the session and one fact you already know about the topic; (3) Stand and find one person in the room that you don't know yet. Introduce yourself to this person and ask him what he wants to be able to do with what he learns in the session.

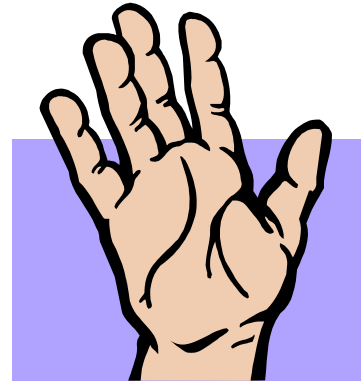
Lecture the Links—During instruction, be sure to point out how the new information fits with what learners already know about the topic.

Use Games—Choose a game format, substitute your own content combined with what learners already know, and give them time to review new and old information by playing the game.

Learner-Created Games—Hand the game making over to your learners.

Talk About It—Always allow time for learners to talk about what they are learning and how it fits with what they already know.

The Useful Element



Real Life Challenges—Give learners real-life problems to solve. Assign different challenges to separate small groups and have them report their solutions to the larger group. Or have small groups to discuss actual problems they have encountered, write them down, and exchange them with other groups. Each group can then brainstorm solutions and report them to the larger group.

Demonstrations—Most training participants hate role plays, but demonstrations don't have that negative connotation. Give learners time to demonstrate how they could use their new information. In small groups, have them create demonstrations in the form of skits, chart drawings, lists, presentations, sculptures, news reports, interviews, and so on.

Improvisation—This activity allows learners to model or use new concepts in a simulated, real-life, but unscripted, situation. In it, you describe a real-life scene and ask for volunteers to take different parts of the action. You can stop it at any time to process what is happening, change characters, or step into the action yourself.

Graffiti Wall—This is a large space covered with flip chart paper where learners can write ideas, questions, reactions, or comments. Learners can also brainstorm and write ways to use the information they have learned.

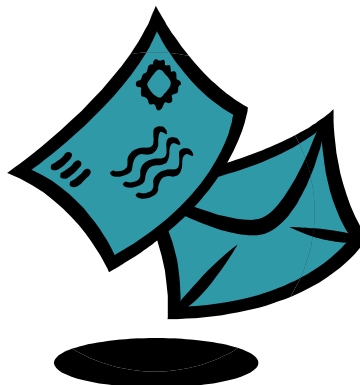
Job Shadowing—If possible, allow time for learners to observe how the training concepts and skills are being applied by shadowing someone who is actually using them.

Guest Speakers—Invite someone to speak who is using the skills you are teaching. Allow time for learners to ask questions and engage in dialogue with the speaker.

Action Plans—Give learners time near the end of training to think, talk, and write about what they are going to do with the information they have learned. Use Tickets Out or Action Plans to do this.

Tickets Out—Have pens/pencils, markers, index cards, blank typing paper, Post-it notes, wall charts, and a small bag or box available. (1) Hang flip chart paper labeled “WOW!” near the door. Say: On a Post-it note, write the most important thing you’ve learned so far, and stick the note on the WOW chart on your way out the door; (2) Hang flip chart paper labeled “How About?” near the door. Say: On a Post-it note, write a question you want answered and stick it on the How About chart on your way out the door; (3) Stand by the training room door and say: On an index card, write down three main ideas from the material we’ve covered, and hand the card to me on your way out the door; (4) Have a small, colorful bag or box at each table group. Say: On an index card, write a one-sentence opinion about an issue related to what you’ve learned, and drop it in the box/bag before you leave; (5) Place a chair by the door. Post a chart where everyone can see it with the words “Glow and Grows” on it. Say: Please take a blank sheet of typing paper and write the words “Glow and Grows” on it. A Glow is something that worked well for you in the training. A Grow is a question you want answered or a suggestion to make the training better. Please write your responses and place the paper on the chair by the door as you leave.

Action Plans—(1) Turn to the person next to you and finish this sentence: “I plan to…” by telling this person what you plan to do with what you learned today; (2) On an index card, jot down two things you are going to do with this new information. Now compare your card with a neighbor’s to see whether your action plans are the same or different; (3) Tape one or two wall charts close to the door. Print the words “Action Plans” in large bold letters. Say: On a Post-it note, write these three words: “I plan to…” Now finish the sentence by writing what you plan to do with what you’ve learned here today. On your way out the door, stick your Action Plan to the wall chart by the door; (4) Have the whole group stand and do a ball toss. Whoever catches the ball states her action plan and then tosses the ball to someone else; (5) On the front of a postcard, write what you plan to do with what you learned today, and some words of encouragement for yourself. On the back of the card, legibly print your name and mailing address. On your way out the door, please give the card to me. In two weeks, I will mail it back to you to remind you of the commitment to action you made here today.





The Emotional Element

Connections Are the Keys—Always begin your training with connections: connecting learners to what they already know, to what they want to learn, to each other, and to you.

Keep Them Going—Keep positive connections going throughout the entire learning process through the use of training activities such as small group discussions, paired and triad learning, and group projects and presentations.

Right to Pass—When you give learners the right to observe an activity instead of having to participate in it, you are giving them permission to take care of their own emotional well being. This increases the feeling of safety.

Need-to-Know Guidelines—State or post a few simple behavioral guidelines at the beginning of training, such as “No putdowns” or “When in doubt, leave it out.”

What’s Your Baggage?—Be aware of emotional triggers that upset you or cause you to be defensive as a trainer. Then you can deal with it consciously to keep yourself from downshifting. Be aware also of what triggers your learners to downshift and adjust your training.

Sarcasm Is Out—No matter what anyone says, sarcasm is just disguised anger.

Take Care of It Now—If you see a problem in the training that is causing negative emotions among your learners, stop to address it. It can be addressed privately, one-on-one, or with the whole group.



When your soul is happy, your learning is snappy! --Dave Meier



Using Imagery in Training

Tell Stories

Use Physical Space

Use Movement

Use Graphics

Draw Doodles

Encourage Learners to Doodle

Use Metaphors

Use Graphic Organizers



The soul never thinks without a picture. --Plato

**Ah, if you could dance all that you've just
said, then I'd understand.**

--Nickos Kazantzakis in *Zorba the Greek*

Think and Write

Write a word or phrase defining the term or stating its importance in learning.

Brainstem, subcortex
Limbic system
Cerebrum, neocortex
Safety
Learning Community

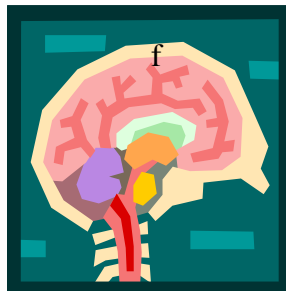
Using Kinesthetic (Movement) and Spatial (Image-rich) Learning

Make a fist with one hand and hold it in front of you. Your fist represents your brain sitting on top of your spinal cord (your arm).

With your other hand, touch your wrist. Your wrist represents the **brainstem** (subcortex or survival brain). This is the part that triggers the fight-flight reaction to any perceived danger, physical or psychological.

Now touch your fist. Your fist represents the **limbic** or **emotional** brain. This is the part of your brain that houses most emotions and moves information and experiences with strong emotional connections into long-term memory.

Now lay your other hand over your fist as if it is covering it. This represents the cerebrum, neocortex, or **thinking** brain. This part of your brain has two sides (hemispheres), the right and left.



Handout #8

Training Template

Training Title:

Training Duration:

Group Size:

Need to Knows (Major Concepts):

Take-Aways (Outcomes to Expect):

Setup, Materials, Reminders:

Notes:

Training Map Example

Step One: Making the Connections

1 minute Quick Start #1: Post the following where everyone can read it: *After reading this, introduce yourself to someone you don't know and ask that person to list three things s/he hopes to learn from this training.* Begin by directing participants to read and do the Quick Start.

2 minutes Introduction and Opening Statements

Step Two: Explaining the Concepts

10 minutes Lecture Segment #1

1 minute Pair Share #1: *Turn to your neighbor—the person sitting next to you—and tell him/her the most important fact you just learned in the last 10 minutes.*

10 minutes Lecture Segment #2

1 minute Think and Write #1: *Think about the material we've just covered. On one side of an index card, write one sentence that summarizes this information.*

10 minutes Lecture Segment #3

1 minute Pop-Up #10: *Stand up and ask the person standing next to you a question about the material we've covered. Give him/her a "thumbs up" if s/he answers the question to your satisfaction. Sit down when you are done.*

10 minutes Lecture Segment #4

Step Three: Practicing the Skills

1 minute Shout Out #4: *Shout out four ways you can use the information we've covered so far.*

10 minutes Lecture Segment #5 (include other ways to use this information)

Step Four: Celebrating the Learning

1 minute Summary and Closing Statements (include next steps and resources for more information)

1 minute *Action Plan #4: On the back of your index card, jot down two things you are going to do with this new information. Now compare your card with a neighbor's to see whether your action plans are the same or different.*

1 minute *Clap your hands if you learned at least four things you didn't know before. Clap your hands if you can use what you've learned in the past hour. Clap your hands if you had fun while learning.*

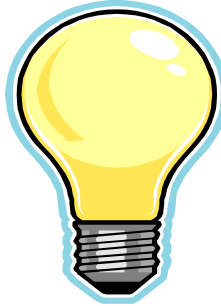
Graphic Organizers

List It Here!

Topic _____



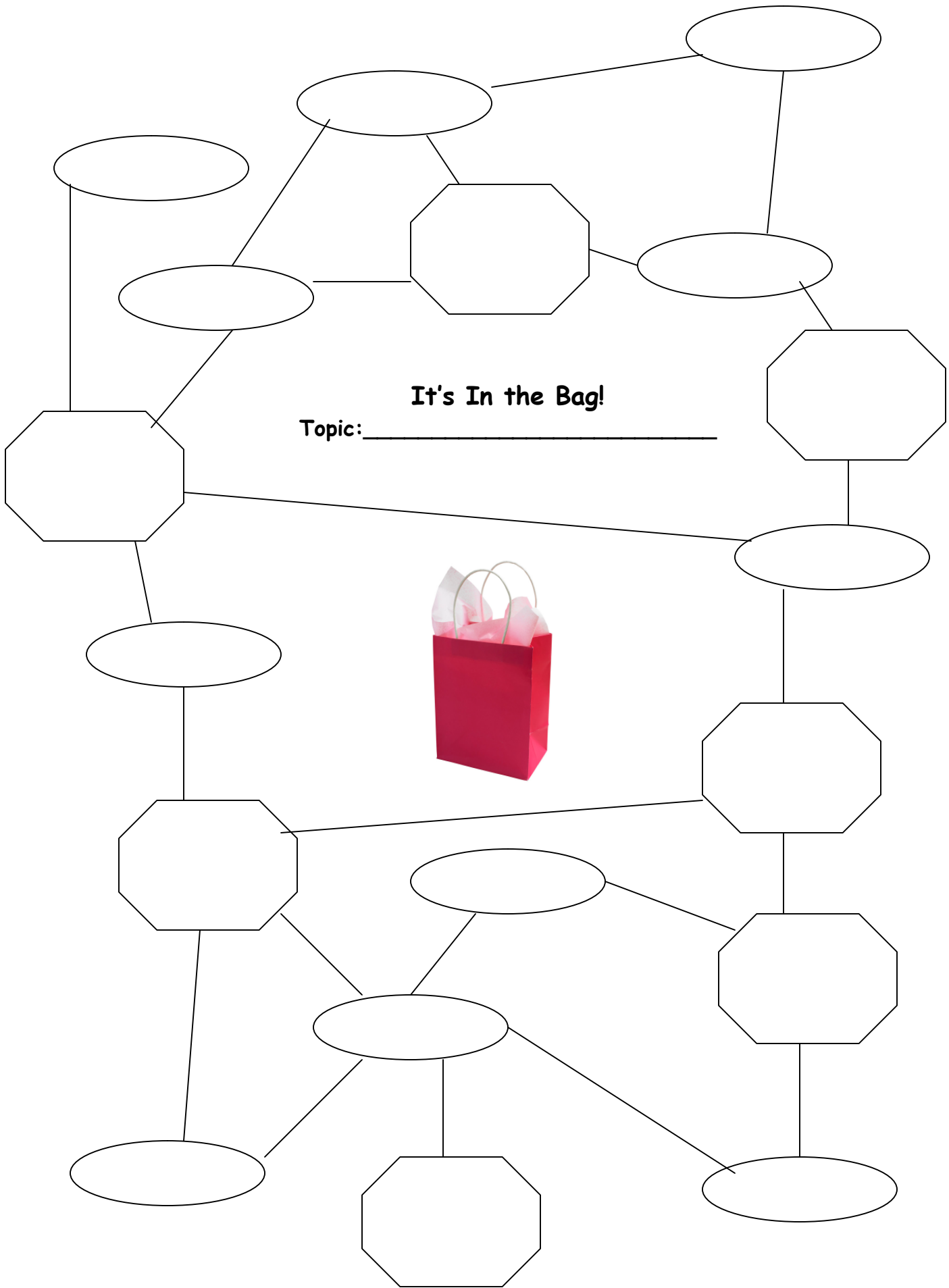
Important Information



New Ideas



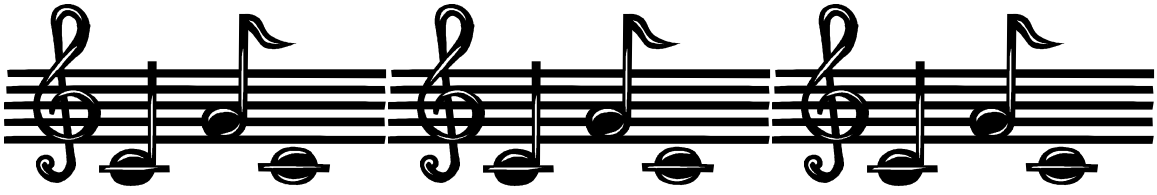
Questions



It's In the Bag!
 Topic: _____



Nifty Notes

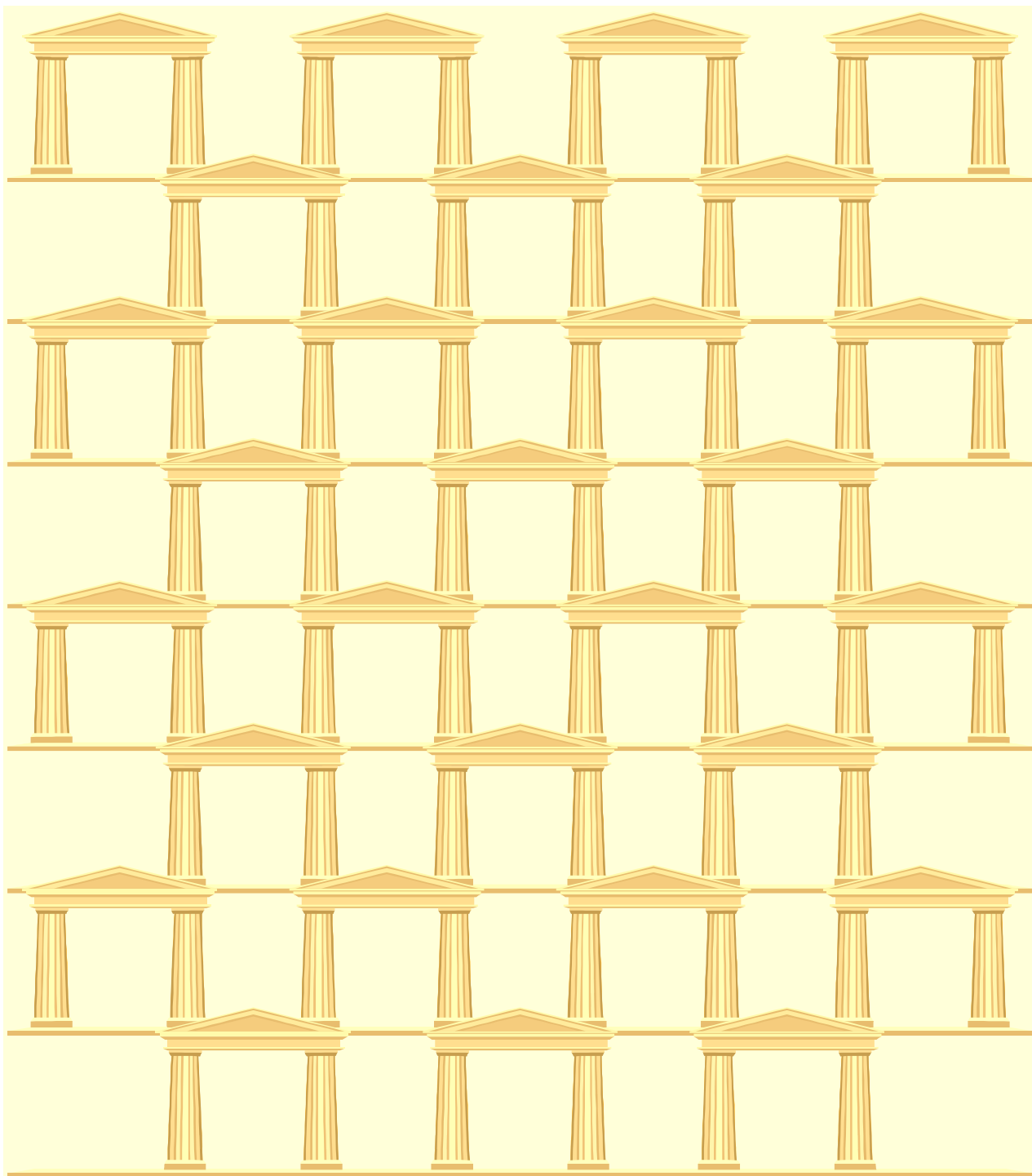


Frame It In!

Topic _____

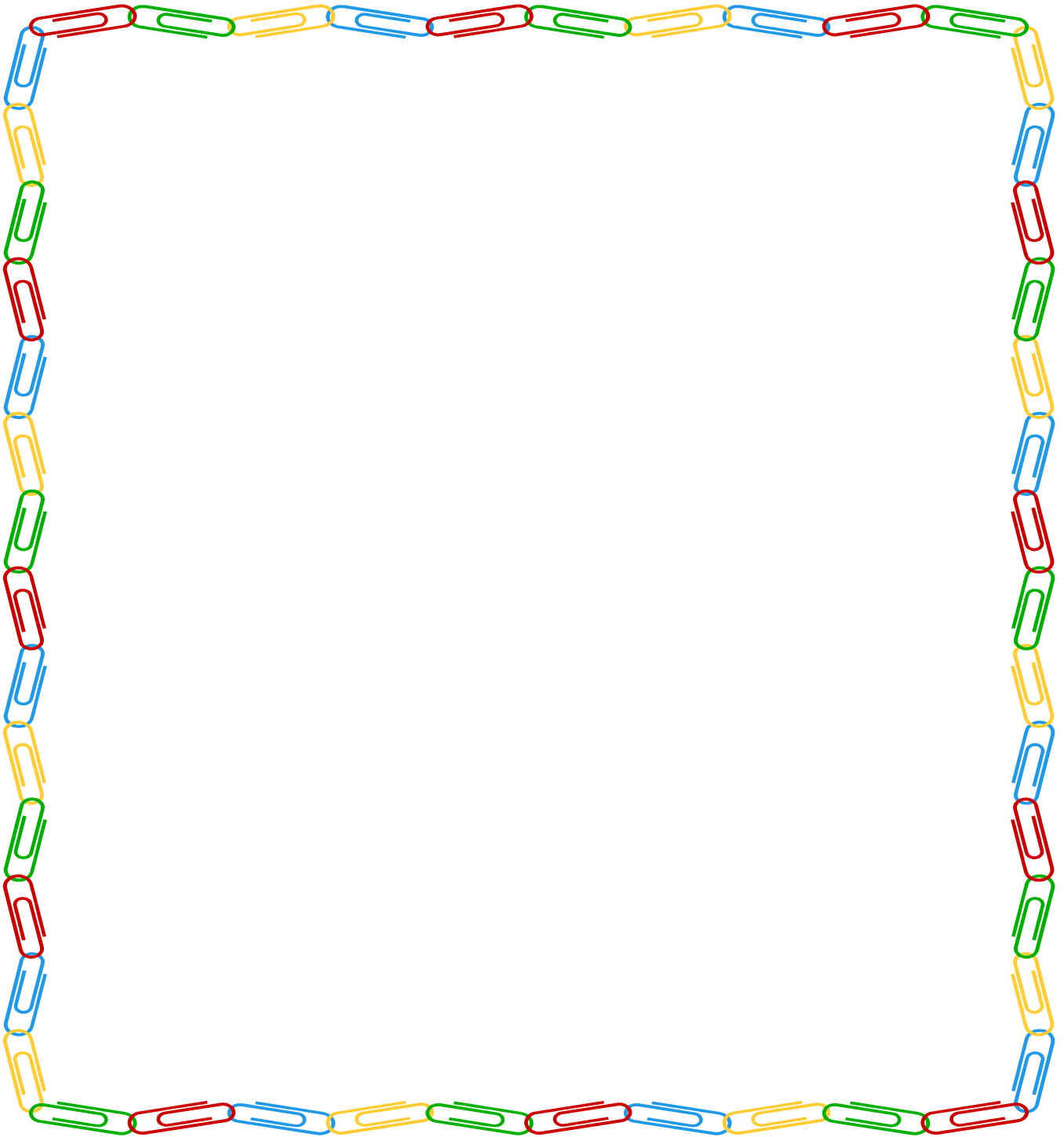
Word Wall

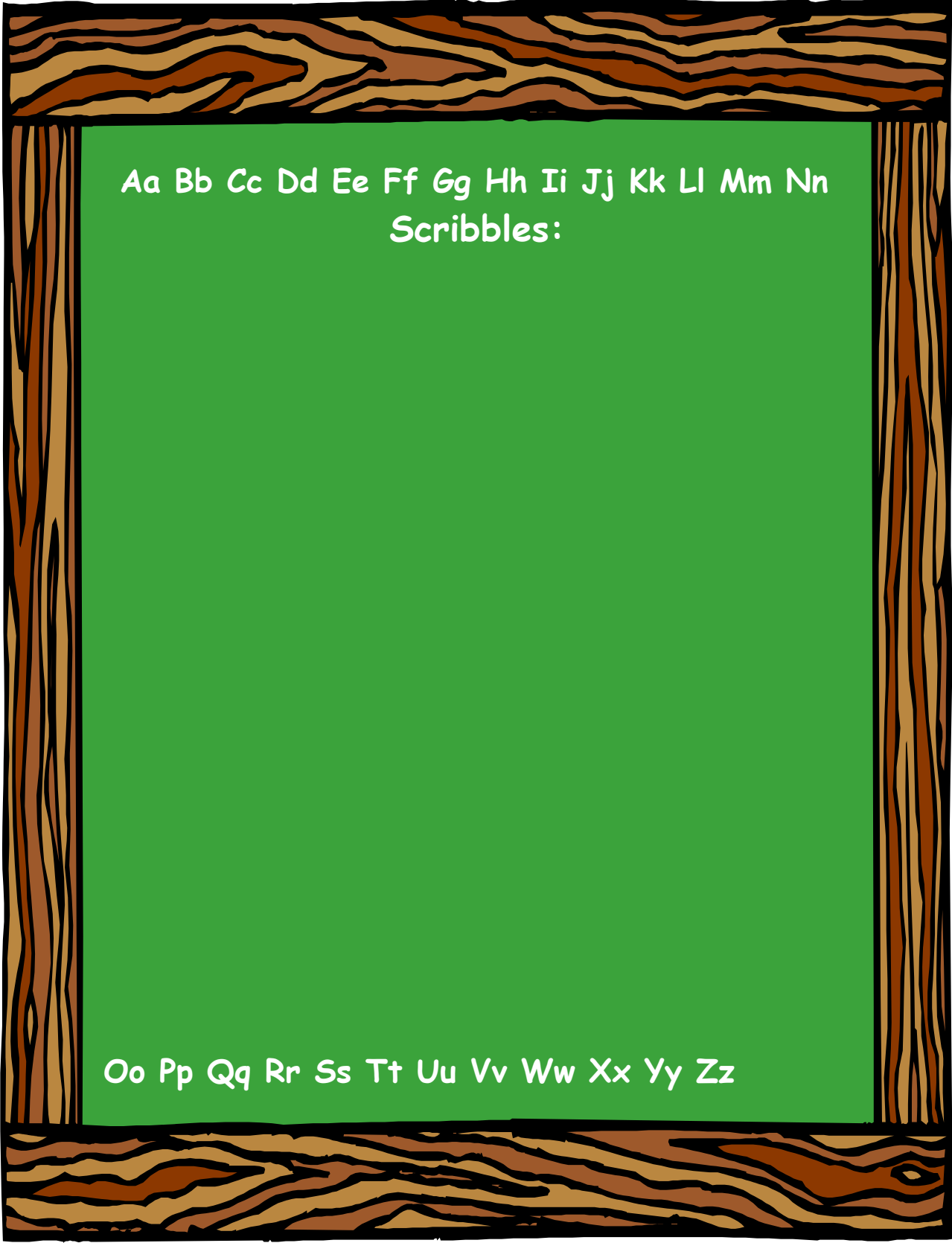
Topic _____



Clips

Topic _____

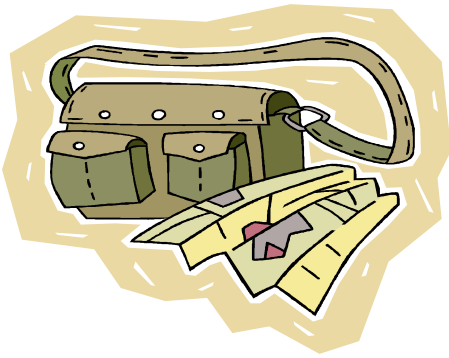




Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn

Scribbles:

Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



Notes Along the Way:



Remarkable Resources

- Bean, John C. (1996). *Engaging Ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco, CA: Jossey-Bass Inc., Publishers.
- Bowman, Sharon. (2001). *Preventing death by lecture! Terrific tips for turning listeners into learners*. Glenboork, NV: Bowperson Publishing.
- Bowman, Sharon (1999). *Shake, rattle, and roll! Using the ordinary to make your training extraordinary*. Glenbrook, NV: Bowperson Publishing.
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- Rose, Colin, and Nicholl, Malcolm., (1997). *Accelerated learning for the 21st century*. New York: Dell.
- Samples, Bob. (1987). *Open Mind/Whole Mind: Parenting and teaching tomorrow's children today*. Rolling Hills Estates, CA: Jalmar Press.
- Sprenger, Marilee. (1999). *Learning and memory: The brain in action*. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD).
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Web Sites

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|--|--|
| www.alcenter.com | The Center for Accelerated Learning
David Meier, Director |
| www.bobpikegroup.com | Creative Training Techniques, International
Bob Pike, President |
| www.Bowperson.com | Bowperson Publishing and Training
Sharon Bowman, Director |

www.co-operation.org

The Cooperative Learning Center
David and Roger Johnson, Directors

www.guilamuir.com

Guila Muir and Associates
Guila Muir, President

www.thebrainstore.com

The Brain Store
Eric Jensen, President

www.thiagi.com

The Thiagi Group
Sivalsailam Thiagarajan, President and Mad Scientist

www.trainingsys.com

Training Systems, Inc.
Carolyn Thompson, President

More Resources!

www.trainerswarehouse.com

Trainer's Warehouse

www.orientaltrading.com

Oriental Trading Company (great source for
cheap prizes and props!)

www.humorproject.com

The Humor Project (upbeat items and books)



I SPY!

What active learning techniques did the presenter use during this training?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____