

EXHIBIT 1



THE HOOK!

One of the challenges facing the presenter is to stimulate participant interest in the topic. This challenge starts with the beginning of the presentation. One technique successful presenters often use is 'the hook'. Simply stated, *the hook* is one way to catch the attention of your audience.

At the beginning of the lesson, the presenter is faced with the decision of starting with the Personal Introduction, or the Interest Introduction. If you begin with the Interest Introduction, you've already 'hooked' your audience (assuming it was sufficiently provocative!) If you decide to begin with the Personal Introduction, you are still faced with the challenge of capturing participant interest in the topic.

HOW DO YOU DO IT?

1. Consider the composition of your audience, and...
2. Ask a provocative question. For example, if you were teaching a class on "Interviewing Parents" to probation or parole officers, you might ask your audience a question such as *"How many of you have had the experience of interviewing parents when one or both becomes angry and threatens a lawsuit?"* Or...
3. Make a dramatic statement, such as *"Despite their lack of parental ability, the majority of the kids we work with will eventually return to their parents' home. Our job is try to make that 'reality' work!"* Or...
4. Make a promise that is meaningful to the participants, such as *"I promise you that by the end of this session your interviews with parents will result in a dramatically increased understanding of why a particular juvenile finds him or herself in our system!"*
5. Then proceed with your Personal and Interest Introductions.



MY PERSONAL INTRODUCTION

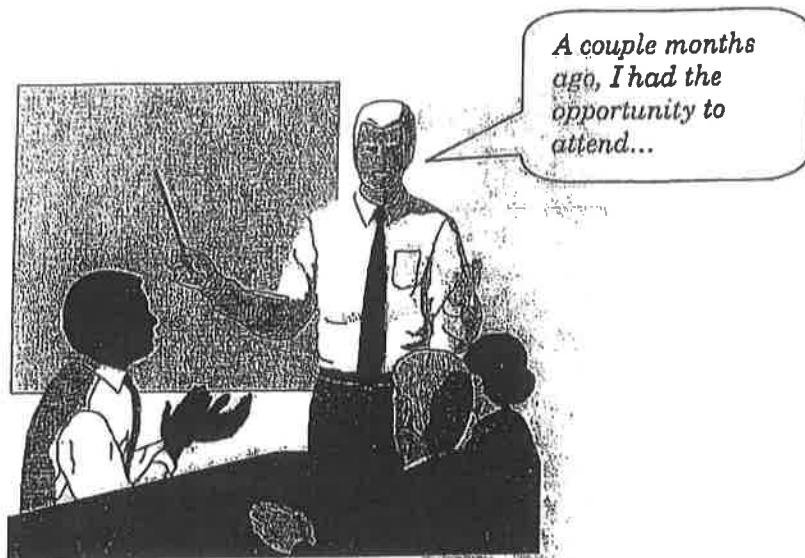
My Topic:

My Experience related to the topic:

The Audience:

- Who are they:
- Experience in topic:
- Number of participants
- Other?

What I will say (include a *hook* if appropriate):



PERSONAL INTRODUCTION

WHAT IS A PERSONAL INTRODUCTION?

The Personal Introduction is a brief, credibility building glimpse at you...the presenter. The Personal Introduction provides the audience an opportunity to learn pertinent information about you, e.g. name, experience related to the topic, qualifications, special training or accomplishments, etc.

HOW DO I DEVELOP THE PERSONAL INTRODUCTION?

Identify the topic you will be teaching.

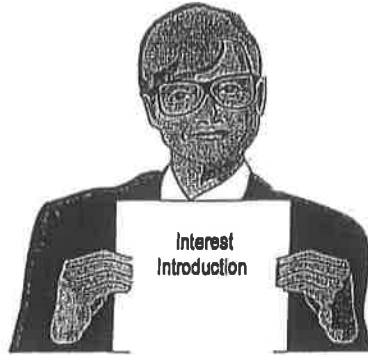
List out your background related to this topic, i.e. your education, training, life experiences (positive and/or negative), special credentials, qualifications, acquired skills or interests, etc.

Identify your audience and their probable experience/expertise in your topic area.

Ask yourself... "What parts of my experience relative to this topic, is this audience most likely to relate to?"

Write out a brief (1 - 3 minutes) introduction.

EXHIBIT 2



INTEREST INTRODUCTION

WHAT IS AN INTEREST INTRODUCTION?

An Interest Introduction is a strategy to capture the audience's attention in the topic. It is used to transition attention from the instructor to the topic. It also helps convince students of the value of learning the skill by supporting the belief that learning the skill will assist them personally and/or in the performance of their job.

HOW DO I DEVELOP THE INTEREST INTRODUCTION?

1. Brainstorm a list of possible interesting, topic-related facts, figures and stories related to the use of the skill. Examples of Interest Introductions include...
 - Dramatic situations where use of the skill made a difference (saved a life, saved time or money, etc.)
 - Humorous examples or stories related to the use of the skill.
 - Statistics that support your position (numbers of lives saved by use of the skill, number of people using the skill, etc.)
 - Personal stories related to using the skill.

Tip: It's a good idea to develop a catalogue of jokes, stories, examples of Interest Introductions you've seen other presenters use, etc.

2. Select an Interest Introduction that you are comfortable with and one that is appropriate for your audience.
3. Use an Interest Introduction that illustrates the value of the topic in assisting them to perform their jobs, and/or one that will add value to their life in some way.



MY INTEREST INTRODUCTION

- Possible dramatic situations involving my topic:
- Humorous stories/examples related to my topic:
- Statistics supporting my topic:
- Personal experiences:

What I will say:

EXHIBIT 3

Openers and Closers From A to Z

Always begin with an opener and conclude with a closer.

Break the pre-occupations of learners with an effective opener.

Close with enough time for review and evaluation.

Do something to help learners celebrate what they have learned.

Effective openers and closers are memorable.

Facilitate networking during icebreakers and introductions.

Get learners comfortable and ready to learn with your opener.

Have a way for learners to engage in action-planning during your closer.

It is all in the details – practice your openers/closers before you use them.

Just in case, have several openers and closers ready to go.

Keeep the purpose of your openers/closers in mind when designing them.

Let learners know the point of an opener or closer before moving on.

Make your openers/closers relevant to the training content.

Never do for learners what they can do for themselves.

Open with an attention-getter, not a boring introduction.

Provide context with an effective opener.

Quick reviews during the session help with the final review.

Reflection time at the end of a program is invaluable to learners.

Share your ideas and sources with colleagues and coworkers.

Tie things together with an effective closer.

Under no circumstances should you end with a whimper instead of a bang!

Variety helps learning stick; vary the openers/closers that you use.

***W**eb sites are another good source for ideas and resources.

Xerox your best openers/closers and file them for handy reference.

***Y**ou are only limited by your imagination!

Zone out when you're urged to skip your opener/closer because of lack of time – find ways to adapt to the time you have.



Two Truths and a Lie

This activity is equally effective with groups who do and do not know each other well.

Depending on the circumstances, use this icebreaker in a large group or in dyads/small groups.

- Share 2 things about yourself that are true and one thing that is false
- Ask all to guess which statement is the lie
- After all have guessed, the lie is revealed and the next person takes his/her turn

Book Covers

This activity works best with people who don't know each other well; but it can be adapted for people who are acquainted with each other.

- Ask learners to fold a piece of paper in half to form a "book jacket"
- For the front cover: ask learners to give their book a title: "How to {what they want to learn or what they feel they know a lot about}"
- On the inside: ask learners to write a brief "author's biography". This can be anything you want to suggest: name, title, length of state service, most unusual job they've ever had, something having to do with your subject matter, etc.
- Split group into "author's roundtables" and ask them to use their book covers to introduce themselves
- If appropriate, remind learners that you can't always tell a book by its cover

Variations:

- Ask learners to put "By {their name}" on the front of their book jackets and use them as name tents
- If different small groups are formed, learners can re-use their book covers to introduce themselves

Source: Creative Training Techniques: A Newsletter of Tips, Tactics and How-To's for Delivering Effective Training, April 2001

Stepping Through a Piece of Paper

This activity works well with any group.

At the beginning of the session:

- Ask "Do you believe I can step through this piece of paper?" "If I can, are you willing to suppose that you can master {content of the course}?"
- Point out that what they will be learning will be easier than stepping through a piece of paper – a seemingly difficult thing to do
- Promise to show them at the end of the session

At the end of the session:

- Demonstrate
- See separate handout distributed during workshop session for instructions
- Stress how creative and out-of-the-box thinking is related to the content of the course

Source: Bob Lucas, Creative Presentation Resources, Inc., Casselberry, Florida: www.presentationresources.net

Make Your Own Business Cards

Use this activity with a group that doesn't know each other.

- Distribute blank index cards and ask learners to make their own business cards. Cards should contain: a "logo" representing something about themselves, name, work phone number, e-mail address, and department (Show an example)
- Ask learners to use their "cards" to introduce themselves
- Ask learners to turn their cards over and draw a line to form 2 columns
- In column 1: What I want to be able to do/know/etc. from this session is:
- Conduct a large group debrief session
- In column 2 - at the end of the session: How you think we did? OR 3 implementation goals
- If goals are listed, ask learners to trade "business cards" and become a "goal buddy"

Source: Creative Training Techniques: A Newsletter of Tips, Tactics and How-To's for Delivering Effective Training, May 1999

Introducing a Subject



Fact Finding Mission

This activity cuts down on lecture time and lets learners discover content/answers for themselves.

- Before presenting any content on the given topic, divide learners into dyads
- Ask learners to gather answers to prepared questions by scavenging for the answers within a given time frame
- Learners may consult co-workers, supervisors, managers, the Internet, agency documents, and other appropriate sources of information (Note: prepare key agency players ahead of time!)
- Debrief the answers to questions upon learners' return
- Optional: award small prizes for most complete answers, quickest to return, etc.

Goal Cards

Use this activity for an icebreaker as well...

- Give learners 2-3 large index cards. Ask them to write a goal or expectation they have for the session(s) on each card
- Ask learners to post their cards on the wall (Cards can be grouped by goal type if you wish)
- As the session proceeds, learners are to get up and remove their goal/expectation cards as they are achieved
- The remaining cards are what still has to be worked on

Source: The Accelerated Learning Handbook; A Creative Guide to Designing and Delivering Faster, More Effective Training Programs, by Dave Meier

Quirky Facts and Stats

This quiz can be verbal or written...

- Prepare a fun quiz featuring interesting or unique facts and statistics about the subject matter
- Ask learners to complete their quizzes in dyads and review the answers in a large group OR
- Facilitate a large-group quiz-taking session
- Optional: Award small prizes for the most correct or creative answers

Source: The Accelerated Learning Fieldbook: Making the Instructional Process Fast, Flexible, and Fun, by Lou Russell

Learning Objectives Continuum

Get learners up and out of their seats! This activity can also be used as an icebreaker or assessment activity.

- With masking tape, form a continuum on the wall or floor and label one end "Strongly Agree" and the other end "Strongly Disagree"
- As you read a series of statements, ask participants to stand at a position along the continuum that represents their level of agreement
- Debrief after each statement as appropriate

Sample Statements:

- One of the learning objectives for this session is _____. This objective is highly important (or relevant) to me.
- I feel there is a lot I don't know about {course topic} and I'm here to learn all I can.
- I am fairly knowledgeable about {course topic} but feel there are still things I can learn.
- Other statements of things you want to know

Source: The Accelerated Learning Handbook; A Creative Guide to Designing and Delivering Faster, More Effective Training Programs, by Dave Meier



Dividing Into Groups



Give-Aways

Quick and easy...

- Stickers on name tents or learner guides
- Different colors or kinds of hard candies (All the reds in one group, etc.)
- Comic strips cut into frames to form groups of four (Use a different comic for each group you want to form)
- Put the names of respected experts in the subject matter field on strips of paper and have learners draw "from the hat" (All the "Tom Peters" in one group, etc.)
- Or use inspirational or motivational quotes and a color code system to form the desired number of teams (All the yellows in one group, etc.)

Source: The Accelerated Learning Fieldbook: Making the Instructional Process Fast, Flexible, and Fun, by Lou Russell

Jigsaw Puzzles

Use this activity when you have a little more time...

- Make your own jigsaw puzzles out of card stock or construction paper. Puzzles can be made of 3-8 pieces, depending on the desired size of small groups
- Make as many puzzles as the desired number of groups
- For puzzle content: enlarge clipart appropriate to the topic on a piece of paper and glue to the card stock before cutting the pieces
- Randomly distribute puzzle pieces OR include a puzzle piece with learner guides/handouts
- Ask learners to form small groups by completing their puzzles

Playing Cards

When you're done with this activity, collect the cards to use again...

Distribute playing cards in learners' folders or by distributing randomly and:

- Have all the same numbers group together – works for up to 4 people per group, up to 13 groups
- Have the same suits group together – up to 14 people per group, up to 4 groups
- Have runs group together – 5, 6, 7, 8, 9 of each suit forms 4 groups of 5 people each
- Reform groups by using the different options above

To add interest:

- Consider using unique decks of playing cards, such as sports cards, cards with jokes or sayings on them, or children's cards such as Warner Brothers cartoon characters. You can form teams by card characters, etc. as well as suits and/or numbers



Interactive Lectures



Question Cards

This activity works when presenting any type of information...

- Before beginning your lecture, pass out index cards that have a question on them pertaining to the lecture you are about to deliver
- Ask learners to write down the answer to their question when they hear it
- Explain that after the lecture, you will collect the cards and randomly re-distribute them. Learners will have an opportunity to augment the answer of the card they get. If they get their own card, they may trade with someone else
- Re-collect the cards and read the questions and answers, adding whatever you feel is appropriate after each answer
- For smaller groups, learners may be given more than one question card

Source: Sivasallam Thiagarajan, Workshops by Thiagi, Bloomington, IN

Interactive Story

Use this activity when you can present "case studies" in the form of a story: managerial behaviors, customer complaints, performance problem anecdotes, conflict situations, etc.

- Create or obtain a set of case incidents – make sure they encourage systematic analysis; prepare a story outline; specify beginning and ending points
- Divide learners into teams and brief them on what you're about to do
- Narrate the first story; it should be interesting and contain enough detail that groups have to separate critical information from irrelevant data
- Ask groups to discuss the story and what decisions they should make; provide a time limit
- Halfway through group discussions, provide additional information; take one or two questions from each team; limit questions to the content of the story; make up appropriate answers for your responses
- Ask for group reports; what are teams' conclusions and how do they justify them? Comment on groups' conclusions and add any important learning points
- Repeat the procedure using more stories/case scenarios
- Review and summarize major points

Variations:

- If pressed for time, use less stories
- If groups ignore the main learning point(s), stop discussions and give them a menu of alternative conclusions to choose from; ask them to justify their choice
- If groups complain they don't have enough information, explain that in the real world they may have to base decisions on incomplete information and encourage them to make suitable assumptions to reach a tentative conclusion

Source: Interactive Lectures; Add Participation to Your Presentation, by Sivasallam Thiagarajan, with Raja Thiagarajan



Review Games



Baseball Review

Adapt America's favorite pastime for a course review when a large amount of content has been covered...

- Prepare 50-75 questions on pieces of paper and crumple them up to use as baseballs
- Use masking tape and construction paper to form a baseball diamond on the floor; divide learners into 2 teams
- Read the first question to the first "batter"; if the batter doesn't know the answer, he/she can request hints from their team
- If the answer is correct, the batter rolls a die: 1 = first base; 2 = second base; 3 = third base; 4 = home run; 5 = foul, ask another question; 6 = pop fly; an out
- Outs are earned with wrong answers or by rolling a 6
- There are 3 outs to a turn
- The instructor decides how many innings are played
- Use a flipchart as the scoreboard

Source: CIGNA, Hartford, CT and The Accelerated Learning Fieldbook; Making the Instructional Process Fast, Flexible, and Fun, by Lou Russell

Exchange Game

- Place inexpensive prizes such as pencils, candy, highlighters, etc. in plain boxes of various sizes and wrap them in wrapping paper
- On top of each box, attach an envelope with a prepared review question inside
- Place all boxes on a table and ask learners to select one; they may shake the box but not look inside the envelope
- Tell learners they have 2 minutes to keep their box or switch with someone else; encourage them to switch as prizes may be better or some review questions may be more complex
- Ask for a volunteer to go first; tell them they can answer the question and keep the prize if they are correct; or they can switch one more time and then answer
- Correct responses get the prize in the box
- Incorrect responses earn a smiley sticker

Source: CIGNA, Hartford, CT

"Trivial Pursuit"

Adapt this and other well-known board or television games to review a large amount of content...

- Create a handout for the Rules of the Game
- You will also need: game boards, game pieces, dice, question-and-answer cards for each game set, inexpensive prizes such as candy
- Decide how many people will be on a team and divide participants accordingly
- Briefly explain the game and set a time limit for play

Important Note:

- Obtain permission from the manufacturer to adapt/use a box game

Other games to adapt include:

- Jeopardy
- Hollywood Squares
- Concentration
- Hangman
- Family Feud

Review by the Numbers

Use this card trick as a large-group review...

- Review course content and make a list of at least 9 items on a flipchart in the front of the room
- Ask for as many volunteers as you have decks of playing cards
- Ask volunteers to shuffle their decks and divide their decks into 3 equal piles; and to place their piles in front of them (Having 3 equal piles is the key to this trick)
- Ask them to choose 1 pile and discard the other 2
- Ask them to count the cards in the remaining pile; do not reveal the number
- Take that number – and add the two digits that make up that number. Example: If the number is 25, $2 + 5 = 7$ (Use this example and *only* this example!)
- Ask volunteers to discard that number of cards from their piles
- Ask them to count the remaining number of cards in their pile and think of that number and its corresponding review item; do not reveal the number
- Ask them if they are thinking of the number 9

Source: Creative Training Techniques: A Newsletter of Tips, Tactics and How-To's for Delivering Effective Training



Closings



Every Apple Has a Star

Every individual is born with the natural capacity to learn...

- Cutting an apple in half horizontally instead of vertically will reveal a "star" in the center
- Demonstrate this and emphasize that everyone can be a "star" if the right conditions for learning are present – or whatever point suits your purpose

Bumper Stickers

Provide participants with a visual reminder of the course...

- Assemble appropriate supplies and ask learners to make their own "bumper sticker" – a one-liner for the most important learning they are taking away from the session; or the one thing they want to remember and apply, etc.
- Debrief a large-group sharing of sticker sayings
- "Bumper stickers" can be displayed in learners' work areas as a reminder of the session's aims
- Optional: award inexpensive prizes for the cleverest, most original, most insightful, most creative, etc.

Gallery of Learning

Use this activity when you want to assess what employees have learned...

- Divide participants into groups of 2-4
- Ask groups to discuss what they are taking away from the class and make a list on flipchart paper entitled "What We Are Taking Away"
- Suggest that learning's can be new knowledge, new skills, improvements in _____, new or renewed interest in _____, confidence in _____, etc.
- Paper the walls with the lists
- Ask learners to walk by the lists and place a checkmark next to list items that they are taking away as well
- Survey the results and note the most popular learning's as well as the most unexpected or unusual

Variation:

- Have each learner make their own list
- Instead of learning's, ask participants to list "keepers" – ideas, etc. that learners think are worth keeping and retaining for future use

Source: Active Learning: 101 Strategies to Teach Any Subject, by Mel Silberman

Student Recap

Instead of summarizing course content and main learning points, let your participants conduct the review...

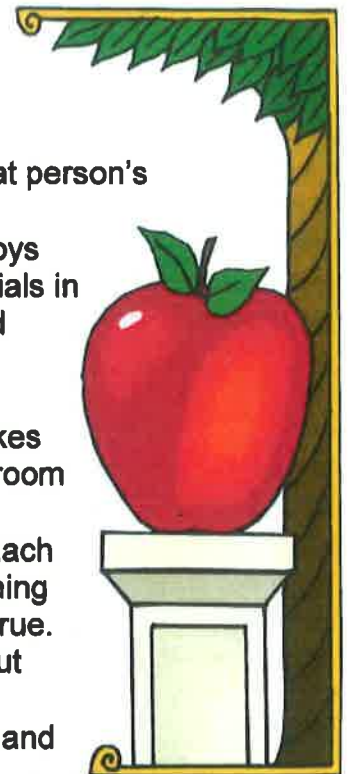
- Explain to participants that for you to review the course content would run counter to the principles of "involved" learning
- Divide learners into groups of 2-4
- Ask each group to create their own summary of the class on flipchart paper and be prepared to share with the rest of the class
- Encourage groups to create mind maps, lists, outlines, flowcharts, drawings, or other appropriate formats to communicate their learning's
- Post helpful questions for them to think about:
 - What are the major content pieces we have covered?
 - What are some the key points that have been raised?
 - What experiences have you had today and what did you get out of them?
 - What ideas or suggestions are you taking with you?
- Invite groups to share and applaud their efforts

Variation: Provide a topical outline of the day and ask learners to fill in the details of what has been covered

Source: Active Learning: 101 Strategies to Teach Any Subject, by Mel Silberman

ICEBREAKERS

- "Adopt a Person": Interview a person; then trade name tags and take on that person's identity. Then interview someone else, etc. Debrief as a large group.
- Human Bingo: Devise bingo cards with items like "enjoys R&B music", "enjoys Indian food", "belongs to a bowling team", etc. Everyone mingles to get initials in their bingo squares – people can initial a bingo card only once. Debrief and explore perceptions and stereotypes; emphasize that asking questions is critical to our fuller understanding.
- Characteristic Bingo: Everyone gets a sheet with characteristics such as "likes opera", "plays baseball", "is Irish", etc. Learners have to find people in the room with those characteristics.
- Form groups of 3- people in the groups should not know each other well. Each person tells the others 5 things about themselves; 4 things are true and 1 thing is false. Share statements and have groups guess which statement is not true. Debrief as a large group and explore perceptions and first impressions about others.
- "To Tell the Truth": Ask participants to write 2 true things about themselves and 1 false. Ask others to guess what is not true.
- Use a "Find Someone Who..." chart. In advance, identify experiences that people may have had. Include items like "someone who was born in another country", "someone who hates hamburgers", etc. Ask people to circulate with their charts and obtain signatures of other participants. First one finished "wins".
- Ask everyone to write something true and something not true about themselves. As each person reads their statements, participants take a guess at which is true or not true.
- Ask participants to write their name and something unique about themselves; share as a large group.
- Ask everyone as they walk in to pick up a card with a subject they are going to later say something about. The subjects on the cards should be related to the training subject. As people introduce themselves, ask them to say one thing they know about the subject on their card.
- Break into small groups. Give each group a subject-related story written on a card. Ask each group to act out their story.
- Go around the room asking the numbers of years of service/experience of each person. Then add the years that the trainers have. Say something like; "We don't have as many years...we need you to share your knowledge with us..."
- Ferris Buhler Video: Use the clip that shows a very boring teacher during a class where no one participates and the teacher continuously says "Anyone?", "Anyone?" looking for a response. Very funny.
- "Making Rain": First have participants do this individually. Ask some participants to rub their hands together, then ask some participants to clap lightly, then ask some to clap louder, then ask some to pat their thighs, then ask some to softly stomp their feet. Now have participants do it all together – everyone repeats their roles together.
- Treats: food, snacks
- Draw a black dot on flipchart paper. Ask participants what they think it is. Collect answers in a large group.



- Ask participants to introduce themselves and tell something about themselves that no one else knows.
- "Toilet Paper Game": Pass around a roll of toilet paper and ask everyone to take as many sheets as they want. Now explain that for every sheet they have taken, they must tell one thing about themselves as they introduce themselves to the group.
- "Interview Sheet": Interview someone else, filling in the answers to the questions on the Interview Sheet. Questions can be things like "What are your hobbies?", "What are you most proud of?", etc.
- Ask participants (small groups or a large group) to share their answers to the question, "If you had to do it all over again, who would you be or what would you do?"
- "Open the Egg": Pick an egg. Inside is a question to answer, such as "What's your favorite song?" or "Who would you most like to meet?", etc.
- Ball Toss: Participants form a circle. Toss the ball – if it comes to you, tell one thing about yourself.
- Line Ups: Ask participants to nonverbally line up by their birthdays. Then orchestrate how they interact so that they can find out more about each other.



INTRODUCING A SUBJECT

- Have volunteers, or everyone, discuss one expectation and one concern about the program or topic and "being here today".
- Draw a group mind map; or have one prepared ahead of time.
- If possible, review the history of the subject and "how we got here today".
- Review the learning objectives and key points.
- Use a catchy acronym.
- Use a visual aid, a video, or a picture.
- Ask participants to create artwork.
- Use a prop or props.
- Use music.
- Use a role-play to set the stage.
- Engage in some visioning: What would things look like if they were better?
- Take some time to help participants see how the goals of the program are matched to their needs as learners.
- Use paradigms, visual maps.
- Poll trainees for their level of expertise.
- Ask participants what their expectations are.
- Include "WIIFM" – What's In It For Me? (the learner).
- Explain "why are we here?" – the purpose of what we'll be talking about.
- Provide a global overview of the topic.
- Use interpretive dance.
- Use a song.
- Use a magic trick.
- Use a joke.

- Break a board.
- Use an icebreaker that relates to the subject.
- Use an experiential activity.
- Use an illustrative story – from the trainers or from the participants.
- Use examples, illustrations, a case study, or a story.



DIVIDING INTO GROUPS

- Pass out different types of individually wrapped candies – enough for the number of groups you want to form.
- Ask participants to pair up or group with people they do not know.
- Use color-coded nametags or name tents.
- Choose “captains” and ask them to take turns picking their group members.
- Pass out playing cards and group people according to numbers, or suits, or runs.
- Ask people to count off.
- Divide into small groups using:
 - Birth dates (divide the year into quadrants or whatever suits your purpose)
 - A range of heights
 - Age ranges
 - Types of cars (use as many types as groups you want to form)
 - A range of balances for vacation time on the books
 - A range of sick leave days used in the last year
 - A specified number of districts or work locations
 - Alphabetically by last name (divide the alphabet into groups, depending on the number of groups you want to form)
 - Shoe color
 - Number of children
 - A range of number of years of state service
 - Types of pets, depending on the number of teams you want to form
 - A range of the number of miles driven to work
 - Favorite foods (pick several different categories and group participants’ choices accordingly)
- For forming just two groups:
 - Dog lovers/cat lovers
 - Male/female
 - Wears glasses or no glasses
 - Left or right handed
- Wagon Wheels: Form small groups. Ask groups to get together with one other small group to form larger groups. Have the larger groups get together with one other group to form even larger groups. You will eventually end up with one large group. Debrief as one large group.



INTERACTIVE LECTURES

- Use short modules with debriefings.
- Ask questions.
- Use real-life examples.
- Use music.
- Use visuals; including color graphics.
- Use demonstrations.
- Ask learners to use post-it notes to share their ideas.
- Ask learners to use flipchart paper to post their ideas.
- Use fill-in-the-blanks handouts that correspond to your lecture.
- Use self-assessments.
- Include multi-sensory stimuli: auditory, visual, and physical activity/exercise.
- Include the sense of taste with food.
- Use videos.
- Include symbols or things that are symbolic.
- Adapt your content for both left and right-brained learners.
- Use small or large group activities or discussions.
- Use mind mapping.
- Use Brain Gym.
- Use role-playing.
- Include hands-on practice opportunities.
- Use learning games.
- Play "Baseball".
- Play "Red Light, Green Light".
- Play "Farmer in the Dell".
- Play "What's My Line?"
- Play "To Tell the Truth".
- Play "Wheel of Fortune".
- Play "Jeopardy".
- Play "Pictionary".
- Play "Scategories".
- Play "Name That Tune" (or whatever).
- Play "Trivial Pursuit".
- Play "Musical Chairs".
- Use word games.
- Use computers.
- Draw a picture, make up a story, or create a song.
- Ask participants to be that person or thing.
- Vary pacing and sequencing to hit a variety of learning styles.
- Ask participants to write an idea on a card, collect the cards, and pass the cards out for each person to read another's idea aloud.
- Encourage feedback.

- Include values clarification exercises.
- Use prizes.
- Include a question and answer period.
- Leave 'Em Hanging: The instructor tells everyone to stand up and stand on one foot (and gives no further instructions). The instructor then gets distracted and leaves the room momentarily. The instructor comes back and explains that the group was left hanging. Discuss feelings when the instructor left them that way (standing on one foot).
- Incorporate ongoing evaluation throughout your lecture.
- Read a case study.
- Use skits.



REVIEW GAMES

- Encourage individual transfer of knowledge by asking learners to reflect, engage in some future planning, and to list action steps for themselves.
- Ask learners to review what was important to them.
- Play "Who Wants to be a Millionaire?"
- Play "Jeopardy".
- Play "Survivor".
- Play "Monopoly".
- Play "Bingo".
- Play "Tic Tac Toe".
- Play "Simon Says".
- Play "Dominoes".
- Play "Go Fish".
- Travel tour, visit touring, going somewhere.
- Have a lab practicum.
- Have a scavenger hunt.
- Review with learners personal experiences that relate to the program's content.
- Conduct a video review.
- Ask the group to brainstorm about the topic and flipchart answers.
- Review expectations with group interactions.
- Have a practice quiz.
- Apply course content to a case study.
- Provide review "coloring sheets".
- Racing.



CLOSINGS

- End with music and guided imagery.

- Give participants a “doggy bag” filled with tricks, handouts, food, etc.
- Special goodbyes.
- Provide a contact list to facilitate sharing and networking.
- Provide contact information on how to reach the instructor with future questions.
- Fill out action plans or action steps about how to apply the program’s learning.
- Tie the beginning of the workshop with the end of the course; example: when we started, we identified what we wanted to get out of the course...
- Create review games.
- Congratulate the audience.
- Simply thank them for their attention and for being there.
- Use handshakes: Ask learners to share their learning or facts/content of the class.
- Ask for feedback: use brainstorming in small groups.
- Leave them with positive messages.
- Provide final words of wisdom and inspiration.
- Read a quote or other reading on the central theme.
- Use evaluations.
- Facilitate a large group, verbal evaluation.
- Review the main points.
- Summarize.
- Hand out certificates.
- Skill testing: Use a post-test.
- End on a hospitable note, feed people.
- Give pins or some other memento.
- Give an “object lesson”.
- Give prizes.
- Ask learners to write a letter that will be sent to them on a future date.
- Ask for feedback about the content.
- Ask learners why they came and if they got out of the program what they expected.
- Provide referrals to other resources (websites, books, people, etc.)
- Facilitate sharing of reactions to the experience.
- Leave them wanting more.

Find your Match

Directions: You have 5 minutes to write your answers in first. Then see if you can find someone in the room who has the same answers as yours. Ask them to initial in the “Your Match” column. Look for the next item until you’ve found a match for each of your answers. Only one match per person, please.

Item	You	Your Match
1. Favorite hobby/interest		
2. Favorite music		
3. Number of miles to work		
4. Favorite book		
5. Favorite movie		
6. Length of time with State		
7. Favorite food		
8. Language(s) spoken other than English		
9. State/Country of birth		
10. What do you value most		
11. Favorite place to visit		
12. Favorite proverb or saying		
13. If you could be anywhere else today, where would you be		

Creating Your Own PowerPoint Jeopardy Game

Playing history jeopardy is a wonderful way to motivate your students and to review content material. Creating a game board using PowerPoint is relatively easy and makes the activity even more exciting and professional.

Below you will find the instructions on how to design your own jeopardy board. Before we begin, a few tips:

HELPFUL TIPS:

Create a template so that you do not have to recreate the game each time.

Set your font sizes, background colors, and other slide preferences for ALL of your slides by going to: View – Master – Slide Master. NOTE: Anything placed on the master page CANNOT be hyperlinked or changed in the slide show.

Highlight an object or text and use CTL + K as a shortcut for setting a hyperlink

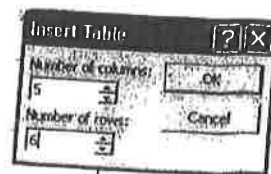
After you have created an answer slide, Use Edit – Select All – Copy (CTL + C) and paste the material into new slides to edit. This will speed up your board creation.

Don't forget to hyperlink back to the main page on each of the answer slides.

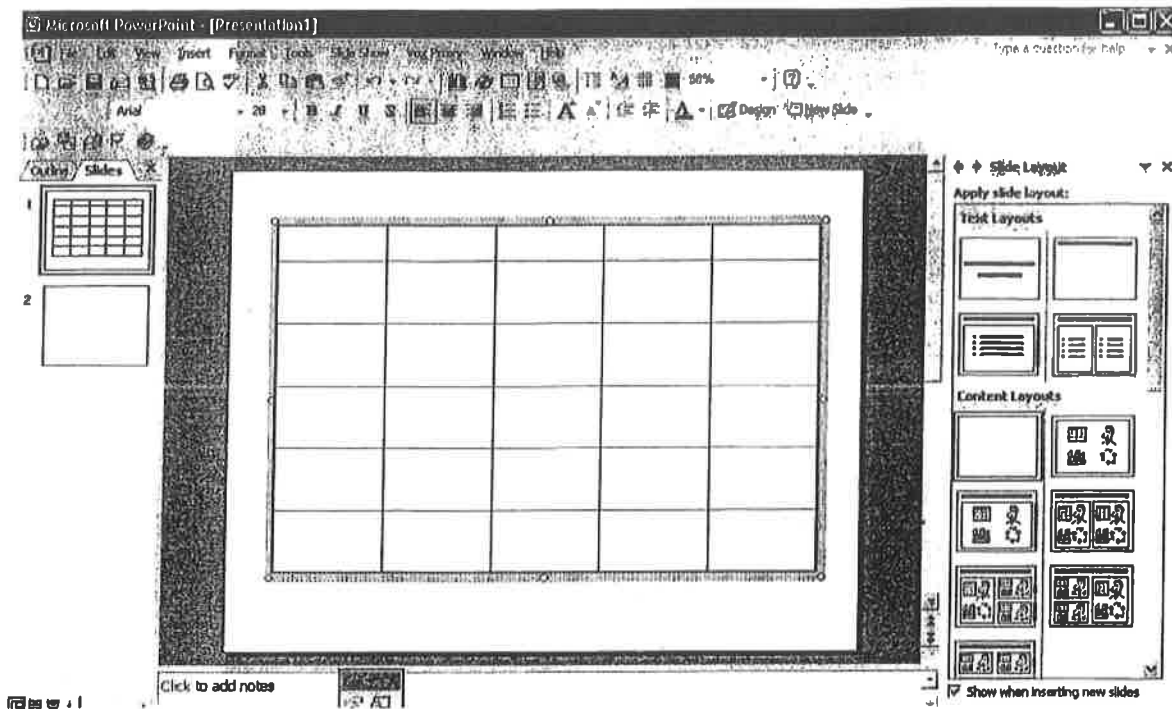
CHECK YOUR WORK. A missed hyperlink will interrupt your game.

Step One: To set your color, go to *Format—Background* and chose the appropriate color for your Jeopardy game. (You can set your colors, fonts, etc. in the Slide Master for ALL slides—go to *View—Master—Slide Master*).

In PowerPoint, go to *Insert—Table*. Set the box for 5 columns and 6 rows. The top row will be used for your categories.



Using your cursor, pull the table to fill the screen. You can adjust the height of the top row to create category names by placing your cursor over the line and pulling it up or down. The other rows will adjust automatically.

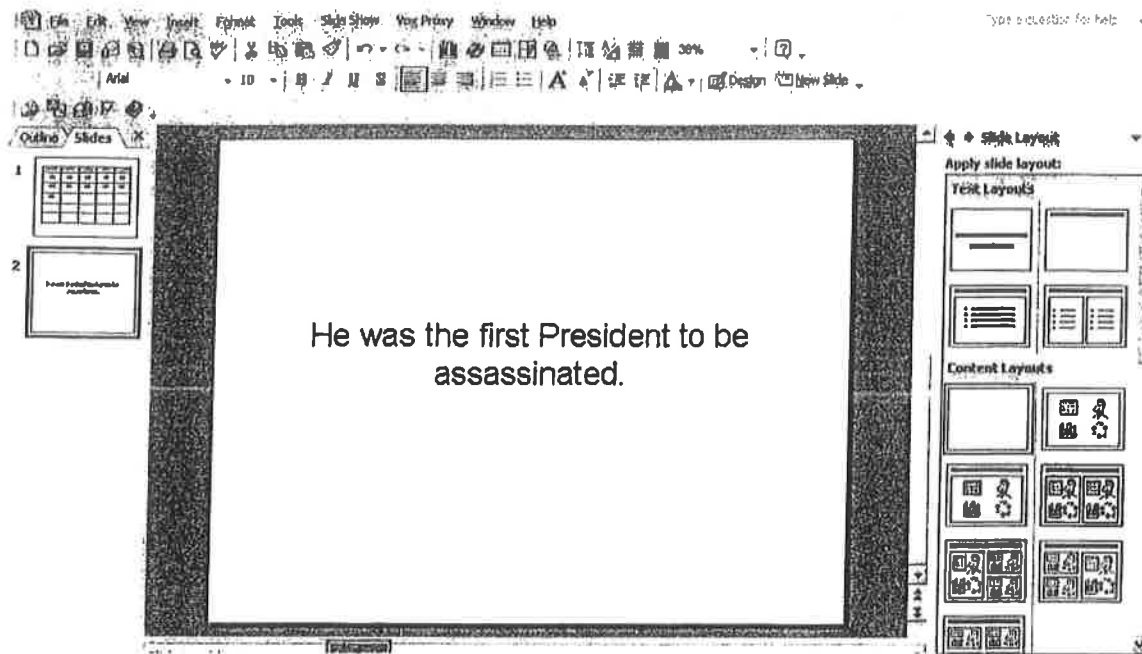


Step Two: Give each column a category name using an appropriate font and color (Times Roman Bold/14 is used in the example for categories and Times Roman Bold/36 for numbers). Highlight all of the columns and rows and center the text.

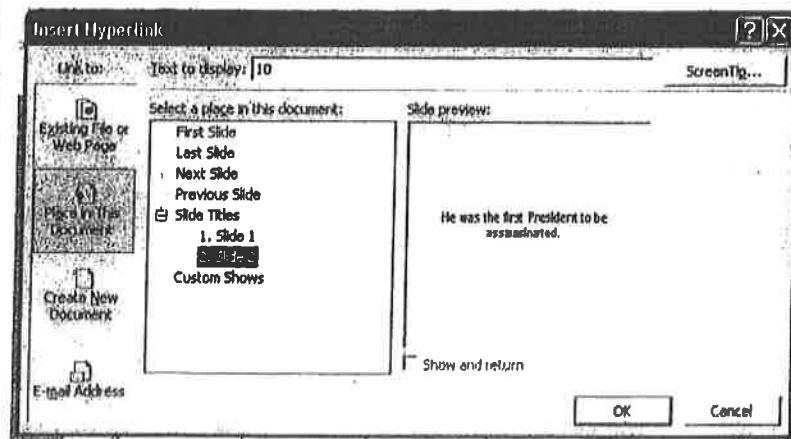
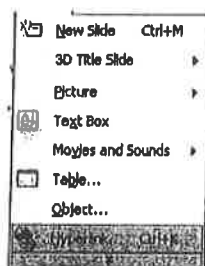
Number each box 10 through 50. Use the tab key to advance quickly from one column to the other.

President	Hedge Fund	Workward Expansion	Treasury	Supreme Court Cases
10	10	10	10	10
20	20	20	20	20
30				

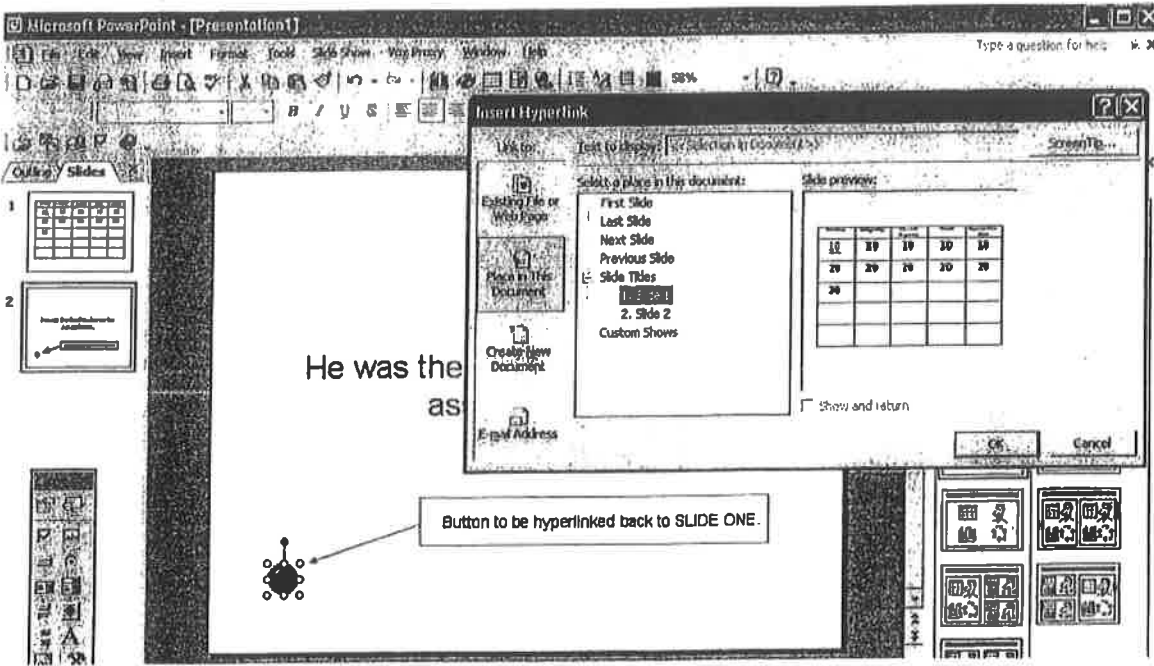
Step Three: Insert New Slide. Type in a question.



Go back to original game board. **Highlight** the appropriate point value and then go to **Insert—Hyperlink**. You will get a new screen and you should then click on **Place in this Document** which will give you all of the slides you have created. Click on the appropriate question and you have successfully created a link for your jeopardy game.



Step Four: Important: You should draw a box or insert a button on the question slide. It is important that you do this on each slide and then *hyperlink back to the original board*. You will be running the game in PowerPoint's slide show so you need to be able to use your cursor to return to the main screen after each question.



Step Five: Repeat the process for the entire Jeopardy board. HINT: Create a generic slide for your answers and cut and paste it to all of the new slides. You may insert sound clips, photographs, political cartoons as part of the game. After you have completed the board, run it as a slide show.

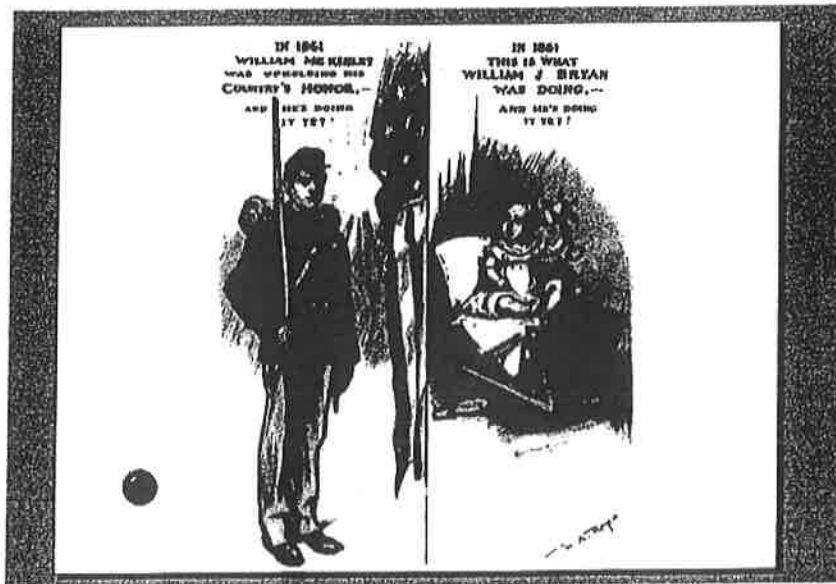


EXHIBIT 4

Using Flipcharts



IN ADVANCE

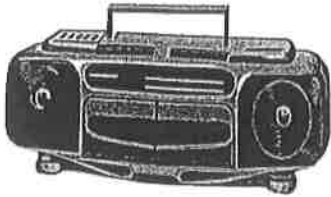
- Set up before you start, especially if the easel you are using is not your own
- When appropriate, prepare some of your flipchart papers in advance
- You can pencil in notes right the paper itself to remind yourself of things you want to write or say
- Install wide masking tape on the back of your pre-prepared sheets so that you can recycle them
- Pre-cut pieces of masking tape and adhere them to the easel; when you need to post a page, your tape pieces will be ready
- Use every other page of the flipchart – this allows for spontaneity as well as preventing bleed-throughs or see-throughs
- Bring your own supplies of markers, push pins, masking tape, rubber bands, etc.

DURING

- When you write, stand to one side
- Use dark colors and thick tipped markers
- Beware of using red and green; 7 percent of the population is color blind and have difficulty distinguishing these colors
- When making a list, alternate colors
- Number each point for easy reference; or use bulleted points
- Limit what you write on flipcharts to key words and phrases
- Write big – and print
- Use a "Parking Lot" sheet to hold questions you need to get back to; to research, etc.
- Don't speak while you are writing on or facing the flipchart
- Get your learners involved: Ask for volunteer recorders; ask for assistance in posting flipchart pages

Sources:

- 500 Tips for Trainers, by Phil Race and Brenda Smith (Gulf Publishing Company: Houston, 1996)
- Secrets to Enliven Learning, by Ann Petit (Pfeiffer & Company: San Diego, 1994)
- The Ten Minute Trainer, by Sharon Bowman (John Wiley & Sons, Inc.: San Francisco, 2005)
- The Trainer's Tool Kit, by Cy Charney and Kathy Conway (American Management Association: New York, 1998)
- Trainer's Bonanza: Over 1000 Fabulous Tips and Tools, by Eric Jensen (The Brain Store, Inc.: San Diego, 1998)



Using Audio Recordings

IN ADVANCE

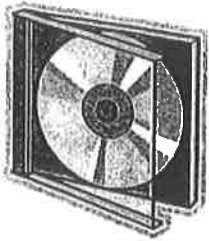
- Audiotapes or "talking books" have the potential of boring audiences if they continue too long – select your clips accordingly
- Select a clip that supports a key learning point
- Listen to the entire tape before playing in class – is it appropriate?
- Know your equipment
- Set up well in advance
- Check the volume ahead of time
- Cue your starting point
- Determine your back-up plan if something should go wrong

DURING

- Provide trainees context and prepare them by explaining the purpose of playing the clip
- Distribute any handouts or supplementary materials that will aid in mental processing
- Pause occasionally to ask questions and lead discussion
- Transition smoothly from segment to segment

Source:

- ASTD Infoline: How to Select and Use Learning Tools, by Judith Gillespie Myers (ASTD Press: Alexandria, VA, July 2005)



Using Movies

IN ADVANCE

- Preview your clips; know their content - make sure content is appropriate for the workplace and addresses key learning points
- Know your equipment
- Make friends with the local technician
- Determine how dark the room can get
- Time your showing
- Arrive early, you never know what will go wrong
- Cue the point at which you want to start playing
- Plan an alternative in case you cannot play your movie or clip
- Remember that attention spans are short and plan accordingly
- Provide context and set up your learners for a learning experience

Ways to Process a Movie

60-SECOND NUDGE-YOUR-NEIGHBORS

Stop the video at key points along the way and say "It's your turn. Turn to your neighbor – the person sitting to the left or right of you. Make sure no one is left out. Tell your neighbor the most important fact you've just heard in the last ____ minutes. Find out what your neighbor thinks is the most important fact. You have sixty seconds to talk to each other."

When the minute is up, resume the DVD. You can substitute the word "fact" with words like concept, question, major point, etc.

GRAPHIC ORGANIZER

Before the movie or clip is played, distribute a "graphic organizer" – some kind of handout that will help participants take notes about the movie – a structured mind-map, fill-in-the-blanks, key questions, etc. When the movie is over, debrief as a large group, using the organizer as a discussion guide.

PEER REVIEW

After the movie, form pairs. Ask each pair to designate one of their members as "A" and the other as "B". Flip a coin. Heads is "A" and tails is "B". The person winning the flip has to explain what was covered in the movie to his/her partner as if his/her partner missed the entire movie and wasn't even in the room. Person "B" can ask questions along the way. When everyone is done, person "B" provides the entire group with a synopsis of what person "A" told them.

KEY QUESTIONS

Ask participants to shout out questions about the topic that they hope the movie will address. Ask the group to bear these questions in mind as they watch the movie, and debrief afterwards.

Sources:

- 500 Tips for Trainers, by Phil Race and Brenda Smith (Gulf Publishing Company: Houston, 1996)
- Secrets to Enliven Learning, by Ann Petit (Pfeiffer & Company: San Diego, 1994)
- The Ten Minute Trainer, by Sharon Bowman (John Wiley & Sons, Inc.: San Francisco, 2005)
- The Trainer's Tool Kit, by Cy Charney and Kathy Conway (American Management Association: New York, 1998)
- Trainer's Bonanza: Over 1000 Fabulous Tips and Tools, by Eric Jensen (The Brain Store, Inc.: San Diego, 1998)

EXHIBIT 5

How to Make Presentations That Captivate, Persuade and Push People to Action

Four elements of a great presentation:

1. **Content:** Remember that today's audiences have short attention spans and are used to sound bites, factoids and quick information in bite-sized pieces.
2. **Design/Flow:** Make it easy for your audience to stay with you by designing a presentation that is logically constructed and easy to follow.
3. **Delivery:** While you don't have to be entertaining, strive to be engaging.
4. **Brevity:** Don't overestimate your listeners' patience!

Brevity = Impact

Eight classic ways to open—and capture the group's undivided attention:

1. Relate a maxim: Be sure it is related to your presentation subject
2. Explain by analogy: An effective way to increase understanding is to relate the new information to familiar information
3. Ask a question: Get immediate attention and response
4. Use a quotation: Be sure it relates to the topic of your presentation
5. Tell a story from your experience with a human interest angle
6. State an interesting fact: The fact must be highly interesting or little-known to get people's attention
7. Use visuals
8. Change your pacing

Ways to make your audience really like you:

- Don't violate their time or trust
- Meet and greet prior to the start of the presentation, if possible
- Help them solve challenges
- Help them feel good about themselves
- Talk *to* them, not *at* them
- Avoid jargon
- Display empathy
- Use a well-crafted story, especially if the audience is resistant and/or the material is dry

How to persuade others to your way of thinking

All presentations are persuasive in nature. Persuasion is defined as the process of changing or reinforcing someone's beliefs, values, attitudes, point of view or behavior.

Ways of persuading an audience:

- Discuss differences of opinion
- Identify your listeners' needs
- Positive motivation
- Negative motivation

Here are some tips for responding to questions:

1. **REPEAT.** Share each question with the entire group by repeating it loudly enough to be heard by all.
2. **REPHRASE.** Feel free to put the question into language with which you and the group are most comfortable. Don't get trapped by a person who is showing off with big words or technical jargon.
3. **CLARIFY.** If you aren't sure what the person is really asking, ask for clarification. Make sure you answer the question the person asked, not a related question for which you happen to have a clever answer. Look for the question hidden in the question. What may sound like a ridiculous question might be a way of asking something completely different.
4. **BE DIRECT.** Respond clearly and directly with the answer to the question, not with a roundabout ramble that only comes close to answering the question. Be factual.
5. **AVOID DIALOGUE.** If a member of the audience asks more than one question, or begins to respond to your answer, be alert to shutting off what could become a private dialogue. If necessary, be direct and say "Your enthusiasm for this topic is commendable and I can direct you toward further resources and information later. Thank you for your patience."
6. **SUPPORT.** Be supportive of people who ask questions. Treat the question and the questioner with respect. Give the person who asked the question a verbal or nonverbal expression of acknowledgement, and perhaps comment on the usefulness and value of the question.

NON-VERBAL BEHAVIOR AND TRAINER RESPONSES

BEHAVIORS	POSSIBLE FEELINGS	AND...	THEN...
SMILING NODDING (POSITIVELY) LEANING FORWARD EYE CONTACT	ENTHUSIASM/ UNDERSTANDING	<ul style="list-style-type: none"> ♦ SEVERAL LEARNERS DISPLAY BEHAVIORS ♦ ONE LEARNER DISPLAYS BEHAVIOR 	<ul style="list-style-type: none"> ♦ CONTINUE, NOTE TRAINING IS GOING WELL ♦ CONTINUE, CHECK BACK OFTEN
YAWNING VACANT STARE LEANING BACK IN CHAIR LOOKING AT CLOCK	BOREDOM	<ul style="list-style-type: none"> ♦ SEVERAL LEARNERS DISPLAY BEHAVIORS ♦ ONE LEARNER DISPLAYS BEHAVIOR 	<ul style="list-style-type: none"> ♦ SPEED IT UP, GET STUDENTS INVOLVED, TAKE A BREAK ♦ CONTINUE, CHECK BACK OFTEN
FROWNING SCRATCHING HEAD AVOIDING EYE CONTACT PURSING LIPS	CONFUSION	<ul style="list-style-type: none"> ♦ SEVERAL LEARNERS DISPLAY BEHAVIORS ♦ ONE LEARNER DISPLAYS BEHAVIOR 	<ul style="list-style-type: none"> ♦ ASK ABOUT CONFUSION, CLARIFY, REPHRASE, GIVE EXAMPLES ♦ SEE ABOVE OR TALK AT BREAK

Active Learning

Training Tips for Occasional Trainers

Presented by: Tracy Knofla, High Impact Training
320-259-8222 www.HighImpactTraining.net

1. The training environment is EVERYTHING! (You create the environment)

create the environment with: _____

2. Know your audience.

know these things: _____

3. Be attentive the entire time-it's hard!

Why? _____

4. Watch the audience's body language.

What clue do they hold? _____

5. Themes enhance training when used properly.

Helpful hints: _____

6. Utilize different learning styles.

How do people learn? _____

For reprint information contact Tracy Knofla at 320-259-8222 or Info@hit4you.net

7. Use ordinary objects to do unusual things.

sticks, potatoes, what else: _____

8. Let the audience talk and teach each other.

What do they already know: _____

9. Use nature, but don't compete with it.

When can I go outside? _____

10. Learn and adapt activities from other disciplines.

What are your hobbies? _____

11. Music, Music, Music

Create a mood: _____

12. Schedule lots of breaks.

How long is a 10 minute break? _____

13. To cry or not to cry?

Emotions at work: _____

14. Always bring your own markers.

Why? _____

15. It's not the FUN, it's the FACILITATION!

Ways to focus on the facilitation: _____

16. Most of the work is done prior to the gig.

What do you mean? _____

17. Don't be afraid of structured chaos.

Multitasking: _____

18. How long should the training last?

How much time should be spent on each subject? _____

19. Create interesting groups.

Promise no counting off 1, 2, 3... _____

For reprint information contact Tracy Knofla at 320-259-8222 or Info@hit4you.net

20. Use modern technology to enhance comprehension of your concepts.

We've seen it abused! _____

21. Provide a lasting momento.

Should be used to reinforce the learning: _____

Now it's YOUR Turn!

Something that really made sense to you today was: _____

One thing you will definitely try when you get back... _____

Create MEMORABLE Training Moments!

For reprint information contact Tracy Knofla at 320-259-8222 or info@hit4you.net

EXHIBIT 6

THE ADVANTAGES AND DISADVANTAGES OF CO-TRAINING

Advantages

- More than one perspective on the material
- Monitoring verbal and non-verbal cues (both from the other trainer and from the participants)
- Reduced or dissipated dependency on the part of the participants when leadership is shared
- Monitoring of time boundaries; improved pacing when observation and facilitation is shared and when timing of events is up to two trainers
- A more comprehensive covering of the material
- Better managing and controlling of the room
- Help in diffusing negativity
- Better processing of small groups
- Different perspectives on feedback
- More freedom to improvise – a sounding board on making changes

Disadvantages

- Boundary issues
- Air time issues
- Tripping over each other
- Clashing perspectives
- Disagreements over issues
- Stylistic differences that tend to the extreme
- Strong stylistic similarities
- Overtraining in that too much activity does not allow the group's own process to create the learning and helping each other

EXHIBIT 7

5 CLASSIFICATIONS OF OPTIONS FOR DEALING WITH DISRUPTIVE TRAINEES

(based on Energy to Manage the Situation)

#	OPTION	ADVANTAGES	DISADVANTAGES	APPROPRIATE TRAINING SITUATION
1	AVOIDANCE (ignore behavior - proceed with class)	<ol style="list-style-type: none"> 1. Low energy needed 2. Takes advantage of peer pressure 3. Low risk to trainer 4. Allows for future options 5. Consistent with Adult Learning Theory 	<ol style="list-style-type: none"> 1. May lead to escalation of behavior 2. May encourage others 3. May result in total loss of control 4. May undercut trainers confidence and self-esteem if behavior persists 	<ol style="list-style-type: none"> 1. Strong interest in class by most trainees 2. When the behavior occurs near the end of class 3. When the behavior is apathetic or withdrawal
2	ACCEPTANCE (find out reason for disruption & adjust)	<ol style="list-style-type: none"> 1. Low energy needed 2. Low risk to trainer 3. Defuses hostility 4. Increases trainee involvement 	<ol style="list-style-type: none"> 1. Can lead to behavior escalation 2. Tacitly encourages disruptive trainee 3. Others may copy disruption 4. May lose important training content 	<ol style="list-style-type: none"> 1. High trainee apathy 2. Hostile withdrawal 3. Apathetic/hostile diversion supported by other trainees
3	ADAPTATION (divert trainee resistance to support training) <i>Take what is happening & use it to your advantage</i>	<ol style="list-style-type: none"> 1. Encourages participation 2. Defuses and vents hostility 3. Maintains trainer control 4. Recognizes the concerns of participants and still covers the material by integrating them both into presentation 	<ol style="list-style-type: none"> 1. High expenditure of energy 2. Requires considerable trainer skill 3. Is manipulative and may be seen as such by trainees 4. Slightly more risky in that it can degenerate into an argument 	<ol style="list-style-type: none"> 1. High level of trainee knowledge 2. Strong support of disruptive trainees by others in class 3. Hostile behavior or apathetic behavior is focus of disruption 4. Trainer has wide base of knowledge and conceptual understanding of topic
4	STANDING FAST <i>more assertive</i> (continue with the planned program despite trainee discontent and unrest)	<ol style="list-style-type: none"> 1. Maintains trainer control 2. Maintains program and content integrity 3. Simple to do <i>(be careful because negative energy can affect class)</i> 	<ol style="list-style-type: none"> 1. Requires high amount of energy 2. Highly abusive to trainee 3. Could lose total control 4. Could lose class respect for trainer 	<ol style="list-style-type: none"> 1. High need for program integrity 2. Trainee support for staying with course material is generally high 3. Hostile diversion is the primary style of the disruptive behavior
5	PUSHING BACK (directly confronting and addressing disruptive behavior) <i>One-on-One</i>	<ol style="list-style-type: none"> 1. Option of last resort 2. Established trainer authority 3. Maintains trainer respect 	<ol style="list-style-type: none"> 1. May create martyrs among the trainees and solidify their opposition to trainer 2. May reduce respect for trainer 3. Creates conflict 4. Forces trainees to choose sides 5. No win situation (possibly) 	<ol style="list-style-type: none"> 1. Intimidation of class by trainee 2. High need for trainer respect 3. Disruptions on increase and other options have not helped

Don't do in a group

EXHIBIT 8

OVERCOMING FEAR OF SPEAKING BEFORE A GROUP

27 TIPS

1. Know the material well--be an expert.
2. Practice your presentation (pilot-test it, possibly on video).
3. Use involvement techniques to elicit participation from the group.
4. Learn the participants' names and use them.
5. Establish your credibility early.
- (6) 6. Use eye contact to establish rapport.
7. Take a course in public speaking.
8. Exhibit your advance preparation (via handouts, comments written on board, etc.).
9. Anticipate potential problems and prepare probable responses.
10. Check the facilities and AV equipment in advance.
11. Get information about the group in advance (through observation or questionnaire).
12. Arrive early and meet individual participants, so you'll have "friendly faces" in the crowd.
13. Convince yourself to relax (breathe deeply; meditate; talk to yourself).
14. Prepare an outline and follow it.
15. Manage your appearance (dress comfortably, yet appropriately).
16. Use your own style--BE YOURSELF! (DON'T imitate someone else.)
17. Use your own words (don't read!).
- (18) 18. Rest up so you are physically and psychologically alert.
19. Put yourself in your trainees' shoes and answer their natural question, "What's in it for me?"
20. Assume the participants are on your side (not necessarily antagonistic or hostile).
21. Provide an overview of the presentation (state the end objectives).
22. Accept some fears as being good (energizing vs. destructive).
23. Identify your fears, categorize them as controllable or uncontrollable, and confront them.
24. Give special emphasis to the first five minutes (super-preparation).
25. 25. Imagine yourself as a good speaker (self-fulfilling prophecy).
26. Practice responding to tough questions or situations.
27. Create an informal atmosphere (sit on a table).

EXHIBIT 9



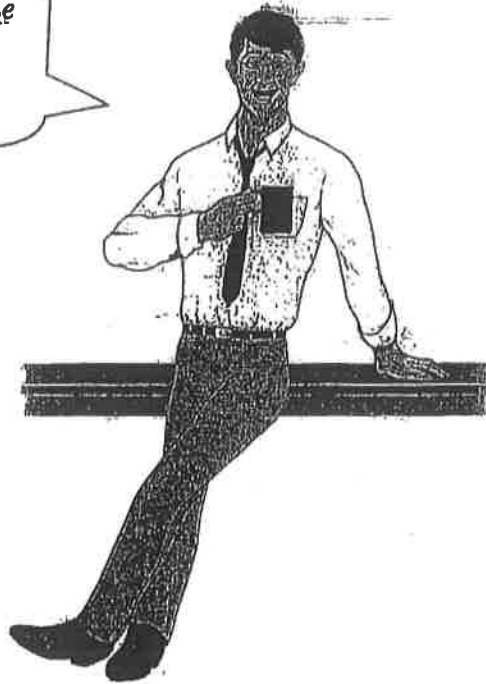
MY SUMMARY

Key learning points I want to emphasize:

Questions I can ask of participants:

My closing statement:

OK...what are the legal rights of parents that we need to explain?



SUMMARY

WHAT IS A SUMMARY?

The summary is a planned, 'strategic close' to your presentation. It is an opportunity to reinforce the learning as well as inspire your students to use the skill you taught them.

HOW DO I DEVELOP A SUMMARY?

1. Identify the key learning points of the unit.
2. Develop a strategy to reinforce the key points, e.g. remind students of the Performance Objective(s); ask students to recite the skill steps, etc.
3. Select one or more strategies for reinforcing the importance of the skill.
Examples:
 - Telling a story (especially one that continues from your introduction)
 - Citing alarming statistics, which underscore the value of using the skill.
 - Show a new...and dramatic visual.
 - Give students something concrete they can take with them.
4. Develop a powerful closing statement (the last thing you want the students to hear...what you want them to remember.)