Nice to Know

Notes

26 Tips: What Just Happened?

TIP	WHY
1. Sign Outside the Door	Give a sense or feel that you are in the right place
2. Ground Rules Chart	Allows learners to take self responsibility
3. Self-Registration	Allows the trainer to focus on participants
4. Tour Guide Flip Chart	Takes the trainer off the hook
5. Road Map Agenda	Shows what is about to happen without time
6. Correct Table Setup	Better interaction and sight lines
7. Variety of Supples on Tables	Appeals to visual and tactile learners
8. What's NOT on Tables	Decreases judgment
9. 2 Minute Trainer Introduction	Quick credibility of trainer
10. Rolling Power Point Slide Show	Sets the tone and appeals to the visual learner
11. Royalty Music Playing	Sets the tone and appeals to the auditory learner
12. Screen Location	Works to the trainers advantage
13. Flip Chart Location	Works to the trainers advantage
14. Projector Location	Works to the trainers advantage
15. Trainer's Table for Presentation	Works to the trainers advantage
16. Continental Breakfast Location	Decreases distractions
17. Difference Between IL/PC vs IL/IL	Increases retention
18. Magic Trick Opener	100% engagement right from the start
19. Identifying Participant Needs	Allows trainer to tap into (WII-FM & MMFI-AM)
20. Identifying Name Tents With Data	Calling people by the name they WANT to be called
21. Splitting Up the Cliques	Decreases distractive behavior
22. Forming Learning Groups	Increases retention
23. Appointing New Group Leader	Creates energy and responsibility
24. Techniques to Increase Retention	Long term benefits
25. Groups/Brother/Sister/Cousins	Brings about bonding, retention, sharing
26. Tape Flags	Brings about responsibility and easy reference

Piece of Pie

Author: Scott Enebo

Description: This activity helps everyone identify the best thoughts and actionable ideas from the session in order to encourage action as participants get ready to leave at the end of a session.

Objective: To allow participants to reflect on the learning from the session and decide what is most relevant and important for implementation on the job.

Time: 10 minutes

Audience: Any training audience

Group Size: Any size

Materials: Piece of paper and writing instrument

Process:

1. Ask everyone to take out a piece of paper and a writing implement. Say, "Based on what we have talked about here today, I would like for you to answer the following questions."
2. Here is what they write. (Model this on a piece of chart paper.)
   a. **P** – Priceless piece of information. What has been the most important piece of information for you today?
   b. **I** – Item to implement. What is something you intend to implement from our time today?
   c. **E** – Encouragement I received. What is something that I am already doing that I was encouraged to keep on doing?

Debrief: Use the following situations and questions for debrief.

1. Turn to a partner and share what it is that you wrote down.
2. What were some of the key words that you heard while you shared?
3. What were the common themes that kept coming up?
4. What would it mean for our organization if we implemented the things on your papers?
5. What would it mean if we did NOT implement the things on your papers?
6. What are the next steps that you think we should take together?

Variations:

1. Instead of sharing with a partner, have everyone get in a circle and share one or more of the things that they wrote on their piece of paper.
2. Try and bring in some actual pie as you close the session. As you eat the pie, have people answer the questions above as well as talk about how the image or object of "pie" is relevant to the work that they are expected to do.

Koosh Toss Revisit

Author: Janice Home

Description: Participants toss a Koosh ball onto a grid with training topics to see which topic they will review.

Objective: Participants revisit training content in a fun and active way

Time: 10 minutes

Audience: Any technical training audience

Group Size: 16 or fewer

Materials:

- Flip chart paper with four quadrants drawn on it; each quadrant should be labeled with a main topic from the training.
- Koosh (porcupine) ball. The soft kind works best.

Process:

1. Invite participants to join you at an open space in the room.
2. Place the paper on the floor.
3. Have participants form teams of 3–5 people. The members of the team will stand behind each other facing the paper on the floor. Designate a line approximately three feet (one meter) back from the bottom edge of the paper.
4. Inform participants that they will each have an opportunity to throw the Koosh ball onto the paper. They will then say one thing they learned about the topic on which the ball lands. Then they go to the back of their team line.
5. Rotate from one group to the next until each participant has had a chance to throw the ball and share a key learning.

Debrief: None

Variations:

- Give participants two minutes to review information they have learned around the four topics you placed on the paper, either alone or as a group. Then tear the poster off and invite participants to an open space in the room for the activity.
- Allow participants to confer with team members before answering.

Visual Summary

Author: Priscilla Shumway

Description: Teams of learners create posters representing training content then try to interpret the other teams' posters.

Objective: To help participants visualize technical information

Time: 15 minutes

Audience: Any training audience learning difficult or complex technical content

Group Size: Any size, but best if fewer than 30 people

Materials:

- Flip chart paper
- Markers

Process:

1. Divide the group into teams of 3–4 people. Each team has a piece of flip chart paper taped to the wall and several colored markers.
2. Tell them to draw a poster that summarizes the key learning points or the steps in one of the processes they learned using only pictures and no text. Depending on the complexity of the process, give them 3–4 minutes to draw.
3. After time is up, have the teams move from poster to poster while trying to guess what the other posters represent.
4. Allow each team to describe its poster and then ask the other teams how they interpreted the posters.

Debrief: Ask questions such as: What posters were easy to decipher? Why? How did the complexity of the topic affect your ability to use pictures to summarize it? Which graphics helped you to guess the point of the poster?

Variations: Have teams guess what the poster represents first and then have the drawing team explain what their poster represents.

Reflections

Author: Becky Pluth

Description: This is a closer that can begin in the virtual classroom and be extended after the class through social media.

Objective: This activity can be used to accomplish many things: to brainstorm, establish a learning community, familiarize, recall background knowledge, refocus learner, and review, to name a few.

Webinar Length: Any

Instructor Skill Level: Novice

Participant Skill Level: Novice

Group Size: Fewer than 15 participants

Activity Time: 5–10 minutes

Materials/Tools: Group whiteboard/writing tools

Set-Up:

1. Create a slide with reflection questions and starter sentences for learners to reflect on (or purchase the accompanying slide deck).
2. Insert the slide at the end of the session as a way to revisit the session while celebrating all the things learned.

Trainer Process:

1. Put up the pre-made Reflections slide.
2. Demonstrate to the class by whiteboarding an answer to a starter question such as “Idea I will use first________________
3. Give learners 30 seconds to reflect personally on the questions and starter thoughts on the whiteboard.
4. Have learners begin filling in the blanks until all are completed.

Producer Process:

1. Add one thought to the whiteboard right away, in a different color than the trainer, to get things started.
2. Assist learners with technical difficulties or questions.

Debrief: As learners are writing things up, stay silent for the first 30 seconds and then read out loud what they have written. Encourage learners as they are reflecting.

We're a Puzzle, but Still a Team

Author: Jaime Pylant

Description: This is an absolutely wonderful way to illustrate teamwork and energize your audience whether the learners are strangers or have worked together for many years. If you have multiple teams from the same organization, this helps illustrate they are both working toward the same goal.

Objective: The learner will experience teamwork through a kinesthetic activity.

Audience: Any training audience that can be easily divided into four groups

Time: 10–15 minutes

Group Size: 4–50 people

Materials: One 100-piece puzzle, PowerPoint slide with a picture of the puzzle, sealable plastic bags, timer, table space.

Process:

1. Put together the puzzle ahead of time.
2. Divide the intact puzzle into four quadrants and separate.
3. Using separate sealable bags, dismantle the puzzle and place an individual quadrant into each bag.
4. Seal the bags.
5. Tell the class their assignment is to complete this puzzle in 5 minutes.
6. Display the picture of your puzzle.
7. Each group will compete against each other to see who can complete the puzzle the fastest.
8. Distribute sealed bags, but have participants wait to open.
9. Once every group has its bag and is ready, have them begin.

Debrief: By the end of the activity, participants will realize their puzzle pieces create only one-fourth of the puzzle. Each group must complete their portion and then add it to the other groups' portions to complete the final product. Then ask participants, "How does this activity relate to our work environment at Company XYZ?"

Variations: Once all the bags have been filled with one-quarter of the puzzle, take one or two pieces from each bag, and place them into another group's bag. Do this for all four. Now, when the groups are racing to complete their puzzle, they'll find pieces that do not fit anywhere with their picture. As each group discovers this, they'll learn they must swap out pieces illustrating the point that everyone's role on the team is to accomplish the group's mission regardless of their assigned role and team.

Experience Line-Up

Author: Rich Meiss

Description: Have participants lineup according to how much experience they have in your training topic.

Objective: To pair a more experienced participant with a lesser experienced one so he can provide guidance to his partner during practice exercises

Time: 5 minutes

Audience: Any training audience

Group Size: Usually a smaller training audience of fewer than 15

Materials: None

Process:

1. Ask everyone in the class to write down a number that represents the amount of time they've had experience with the topic of the day. For example, in an Excel class, participants should write down how many years they've been using Excel. Then ask the participants to form one single-file line in the front of the room with the less experienced on one side leading to the more experienced at the other end of the line. Once they have lined themselves up in this way, explain that you are now going to have them number off in a unique way to help create partnerships for the class.
2. In a group of 10, number the participants 1, 2, 3, 4, 5 – and then number the next five participants 1, 2, 3, 4, 5 as well. The numbered pairs (1s, 2s, etc.) will now form a partnership by sitting next to each other in the class.
3. Whenever the instructor assigns practice and application time, the more experienced person in the partnership should become a mentor to the other. For example, if one person completes the practice exercise, she should turn to her partner and ask if any help is needed. In this way, you get five additional "mini-instructors" in the course throughout the day, and it speeds up the process of the training. By doing it this way, you avoid the frustration that comes with having the most experienced person paired with the least experienced person.

Debrief: None

Variations: None

Letter Scramble

Author: Marc Ratcliffe

Description: Participants are given one letter of the alphabet and are to make words by grouping with other participants.

Objective: To get people moving early in the training session while building creativity and becoming more familiar with each other

Time: 20 minutes

Audience: Any training audience

Group Size: Any size

Materials: Cards with different letters of the alphabet on them (one per participant) with a mix of vowels and consonants.

Process:

1. Provide each participant with a card containing a single letter of the alphabet.
2. Tell the whole group their task is to arrange themselves into words using all the letters. The group can come up with a lot of words or just a few longer words but explain that every letter must be used.
3. After arranging themselves into these words, encourage the participants to introduce themselves to each other. It is important to have a good balance of vowels to consonants to give them the best chance of coming up with words quickly.

Debrief: The trainer should thank the participants for playing and remind them that in life they have to do the best with the cards they are dealt. However, by working together they can come up with a lot of different solutions.

Variations:

- As an extension, you could have a competition for which group can come up with the largest amount of different words.
- Instead of simply asking for groups of five, you could also use the activity as a means of forming groups during the session – e.g. "get into a five-letter word."
- You can also have the group come up with words that relate to the subject matter or topic of the session. Have some fun with this!

Introductions

Author: Becky Pluth

Description: This activity provides the opportunity for participants to get to know one another by answering questions you create ahead of time.

Objective: To have participants get to know one another while having them practice text chatting skills

Webinar Length: At least 60 minutes

Instructor Skill Level: Novice

Participant Skill Level: Novice

Group Size: Fewer than 20 participants

Activity Time: 10–15 minutes

Materials/Tools: Group text chat

Set-Up:

1. Create an Introductions slide with 4-6 name place cards with questions or thoughts for learners to answer (or purchase the accompanying slide deck). One example question for the card might be: What's one thing you know about this topic?
2. Insert the slide at the beginning of the day as a way to break the ice, familiarize learners with tools and help them get to know one another.

Trainer Process:

1. Put up the Introductions slide.
2. Have learners share answers via audio to one or two of the cards. If you have a larger group, have them text chat their answers to the questions.
3. Demonstrate to the class by text chatting an example that is true for yourself. For example, if you have the question "Best tip on [training topic] presentation skills?" You might text chat, "Avoid using jargon or acronyms ... spell it out."
4. After all participants have had a chance to share, move into the agenda.

Producer Process:

1. Save the text chat at the end of the presentation.
2. Assist learners with technical difficulties or questions.

Debrief: As learners are texting things up, add key thoughts or ideas to what they have written. Make sure everyone has added a thought and that tools are working.

Revisiter and Energizer Examples

- **Action Idea List** – A blank page in the participant workbook where learners can record important ideas that they are going to be able to use in the future. It is helpful to make this page a unique color so that it is easy to find.
- **Clicker Questions** – Utilize technology to revisit content and assess learning
- **Effectiveness Grid** – Given a series of criteria, tasks, or competencies, a learner can assign his or her effectiveness in relation to each. This is an informal inventory that is based off of an individual's perceived effectiveness. This can be done by a third party as well to give another perspective on competency effectiveness.
- **Field Trips** – A technique where learners explore concepts and learning out of the classroom setting
- **Four Corners** – Assign answers to each corner and have learning go stand with the appropriate answer
- **Gallery Walk** – Hang posters of content up on the walls and have learners move around the room, recalling information and adding new insights to learning that has already taken place
- **Graphic Organizers** – Using images to help organize and remember information. A windowpane is an example of a graphical organizer.
- **Human Line Up** – Participants line up on an imaginary continuum. For example, more experienced to the right, less experienced to the left. Participants talk together to figure out who goes where. This is an example of a visual survey.
- **Human Scramble** – After giving participants criteria on information to share, have learners meet up with one (or more) people, share their information, and then move on to meet as many new people as possible in the time allowed
- **Matching** – Process whereby one idea is connected to another by choosing an option from a list of possibilities
- **Mnemonics** – A tool like a rhyme, visual or acronym that aids memory
- **Scavenger Hunt** – Create a list of activities that a group must accomplish within a given time limit. This helps connect information that may be scattered around the room/facility.
- **Sit-Stand** – Participants begin by standing. The instructor shares a piece of information. If it is true for the participant they sit down and stand back up.
- **Top Ten List** – Working in groups or individually, have participants generate a "Top 10" list of ideas or concepts related to the topic at hand. This activity helps hone in the most important concepts.
- **Wall Chart List** – Any activity that gets learners up at a wall where they can write on a chart or whiteboard.
- **Windowpane** – Pictorial representation of ideas drawn in a 3 x 3 grid

See pages 105–111 *CTT Field Guide*

Myth Buster

Author: Marc Ratcliffe

Description: Participants will often have pre-conceived ideas, generalizations or social myths about a topic when they enter training. “Myth buster” is a way of confronting these head on while using the data gained from the session to support a new position.

Objective: Check the participants’ understanding through their application of knowledge to a series of common myths.

Audience: Beginning or intermediate knowledge level in relation to the content

Time: 20–30 minutes, depending on the number of myths to be busted

Group Size: Any size

Materials: A list of common myths about a topic of your choice.

Process: Identify your myth-busting topic and research some of the common myths. For example, here is a list from Liz Davidson, CEO of Financial Finesse, which she contributed to Forbes magazine about investing:

- Myth 1 – You should focus on finding opportunity which could turn into very lucrative “home run” investments.
- Myth 2 – The more you study the market, the better you will do in the market.
- Myth 3 – International investing is too risky; you should stay domestic.
- Myth 4 – Good quarterly or annual returns mean the fund has a good strategy.
- Myth 5 – A more complex investment strategy is better. This is what it takes to beat the market.

Present the list to the participants and ask them to either confirm or debunk the myth using information learned during the session. As an extension, it is a good idea to add some myths which are in fact true to really test their understanding of the topic.

Debrief: Depending on the size of the overall group, facilitate a sharing of the most ideal answers to the questions. This could include a combination of responses by you and the participants.

Variations:

1. Create different myth sheets for different groups and have them teach back their responses to the other groups. This enables a larger amount of content to be covered and creates a more dynamic interaction between participants.
2. Reverse the process and ask the participants to create the myth busting questions based on topics covered in the session. They would then test their peers as part of the revisit. In this way, it is a “checking for understanding” activity for both the participants creating the questions as well as the ones being asked the questions.

What's Wrong with this Picture?

Author: Karen Carlson

Description: Participants team up and look at a screenshot filled with correct and incorrect data and work to correct the misinformation.

Objective: To reinforce processes already covered by having participants pinpoint incorrect information

Time: 5–10 minutes

Audience: Software training participants

Group Size: Any

Materials: Copies of various screenshots showing correct and incorrect data (each pair should have a different screenshot). Be sure to include both correct data and incorrect data in the screenshot.

Process:

1. Have participants team up.
2. Give each team a copy of a different worksheet that shows a screenshot of a data entry form or other applicable screen covered in class.
3. Participants work in pairs to analyze their screenshot and spot correct and incorrect data. For incorrect data, participants jot down the correct data for that field.

Debrief: Each pair shares their analysis with the group, especially highlighting the areas they corrected.

Variations: Various screenshots can be put on posters and hung throughout the training room. Pairs can then travel the room to mark one correct and one incorrect data point per poster. When time is called, pairs stop at the poster nearest them and report out the key points. The group adds comments about additional points that need to be addressed on that poster. The facilitator then verifies completeness and accuracy of each poster.

Race to the Finish

Author: Priscilla Shumway

Description: After pulling out mixed-up steps of a process from an envelope, teams race to put together a process correctly.

Objective: To reinforce and revisit specific steps in a technical process

Time: 5 minutes

Audience: Any training audience

Group Size: Any size in groups of 4–6 people

Materials: One envelope per group. In the envelope is every step in a process written on individual slips of paper that are then shuffled.

Process:

1. Provide each table with an envelope with all of the steps to the process.
2. Say, “When I say go, open your envelopes and put the steps to the XYZ process into the correct order. The first team to do this correctly is the winner.”
3. Allow the teams to race until one team has finished. However, the trainer should verify that they have done it correctly before declaring them the winner.
4. Allow all teams to finish. Winners may help other teams if desired.

Debrief: None

Variations: At a later time in the training, randomly hand out the steps in the process on slips of paper to different participants and ask them to come and stand in the front of the room in the correct order. Have the audience correct them if needed.

Picture This

Author: Scott Enebo

Description: To help make sure information is sticking, use the idea of a Pictionary-like game to help lock in content and energize learners

Objective: To revisit key concepts and content by drawing them in order to ensure content retention

Webinar Length: Multiple sessions

Instructor Skill Level: Intermediate/Advanced

Participant Skill Level: Intermediate/Advanced

Group Size: 5–30 participants

Activity Time: 5–10 minutes

Materials/Tools: Slide for PictureThis (or purchase the accompanying slide deck), access to whiteboard tools

Set-Up:

1. Build in white slides for drawing if you are not able to create them in the moment.
2. Decide on a prize to award the winner.
3. If using one of the Variations, create a list of words that you can private text-chat to people that they will then draw on the screen.

Trainer Process:

1. Say, "Everyone please take a moment and look through the content that we have already covered. Please write down 3–4 main ideas, concepts, or thoughts that you think are most critical to understanding this content. Be sure to write them down as we are going to use that information in just a moment."
2. Allow time to write.
3. Say, "How many of you have played Pictionary® before? We are going to use that concept to revisit content covered. Volunteers will use their whiteboard annotation tools and recreate one of the concepts she or he just wrote down. The rest of the group will text chat guesses of what we think it is until the correct answer is entered. If you happen to be the first person with the correct answer, you will get a point. Each person will keep track of his or her own points, and the winner will receive a prize! The other way that you earn points is to volunteer to draw. If you volunteer and draw for the group, you automatically get 2 points! Who would like to go first?"
4. Select volunteers to go and have them draw on the screen. Once the correct answer is given, you can ask for the group to share more key learning around this topic or simply ask for a new volunteer to draw. Continue as time and interest remain.

Picture This

5. Award a prize to the person with the most points. Feel free to be creative with your prizes! It could be as simple as having the group give the winner a virtual round of applause or perhaps you may choose to promote this person to the moderator role. People do stuff for stuff!

Producer Process: None

Debrief: This is an informational activity that does not require any debrief; rather it is a way for learners to revisit content that has already been covered and draw out any new connections that people wish to make.

Variations:

1. If you are doing a webinar series and you would like to revisit key content from a previous session, this is an excellent way to open. This way everyone is thinking about the content already covered in order to build on it in the current session.
2. If you know your group will be hesitant to draw on the whiteboard, a safe way to get participation without calling on people individually is to send everyone a playing card. Have a duplicate deck in front of you and, when you want a volunteer, simply draw a card from your deck and that person will get to draw. You may then choose to have that person select the next person to draw.
3. Instead of having everyone write down their own ideas, you can create a list of content ideas that you know everyone should have mastered before leaving. After you get a volunteer, private text chat that person one of the concepts that they are to draw for the group.

Cross Lateral Stretch

Author: Becky Pluth

Description: Using both sides of the brain and the body is a great way to startup after a break or lunch. When it is a nice day and the afternoon feels a bit sluggish, participants love heading outdoors for some fresh air and a stretch break. No materials are required; just bring yourself!

Objective: Quickly refocus a group and get people standing up. Because you are using movements that are cross lateral (where arms or legs cross over the body), it stimulates and engages both sides of the brain for a mental and physical pick-me-up. These movements are designed to improve attention and ability to learn new information.

Audience: Any training audience

Time: 5 minutes

Group Size: Unlimited

Materials: A partner

Process:

1. Have participants stand and get some space around them.
2. Share that you will be modeling a cross lateral movement that they are to mirror.
3. Examples of movements:
    a. Right hand to the left shoulder
    b. Right hand to left knee
    c. Hold right foot with left hand while hopping on left foot
    d. Left hand to right ear
    e. Left elbow to right knee

Variations:

1. Have participants make up the movements.
2. Partner up and mirror your partner's movements.

What do they stand for?

Author: Adrianne Roggenbuck

Description: Participants will guess what the abbreviations of well-known companies stand for.

Objective: Test the knowledge of participants on abbreviations for recognizable companies as a mental stimulator.

Audience: Any training or meeting audience

Time: 5–7 minutes

Group Size: Any size

Materials: Copies of the handout

Process: Hand out copies of the abbreviations sheet and have participants make their best guess as to the identity of each well-known company.

Variation: Have participants brainstorm any abbreviations or acronyms that are used in their own company but may not be known by everyone.

Answers:

AFLAC	American Family Assurance Company
ALCOA	Aluminum Company of America
AMC Theatres	American Multi-Cinema
AT&T	American Telephone and Telegraph
CVS	Customer, Value and Service
FTD	Florists' Transworld Delivery
FYE	For Your Entertainment
GE	General Electric
H & M	Hennes and Mauritz
IBM	International Business Machines
LG	Lucky Goldstar Corporation originally; now Life's Good
Nabisco	National Biscuit Company
3M	Minnesota Mining and Manufacturing
UPS	United Parcel Service
XEROX	The acronym has no meaning

What do they stand for?

Write the name of these recognizable companies next to the abbreviation.

AFLAC	
ALCOA	
AMC Theatres	
AT&T	
CVS	
FTD	
FYE	
GE	
H & M	
IBM	
LG	
Nabisco	
3M	
UPS	
XEROX	

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Personalized Plates

Author: Becky Pluth

Description: Learners brainstorm to interpret these vanity license plates. This activity is designed as a mental stimulator but can be used as an opener, a closer or a revisiter as well! (See Variations.)

Objective: To stimulate creative thinking, further cement a learning community, and refocus learners if used as an energizer

Webinar Length: Any

Instructor Skill Level: Novice

Participant Skill Level: Novice

Group Size: Any size

Activity Time: 5 minutes

Materials/Tools: Slide with several pre-made license plates relevant to your content or the concepts that will be taught

Set-Up:

1. Write down terms or concepts from the class. (If this is being used as an energizer, the terms do not have to be training related.)
2. Then convert each term into a combination of 3-8 letters.
3. Create at least one slide with at least four personalized license plates (see sample pictured with this activity) using your terms from step 2. An example class plate that reads "1GR8IDEA" would be an easy plate to begin with for all levels of learners, even those where English may be a second language. I recommend using the primary language of the participants on the vanity plate. (If you purchase the accompanying slide deck, the letters on the sample plates can be easily replaced.)

Trainer Process:

1. Say, "Today we focused on [topic]. See if you are able to decode some of the concepts and ideas we have explored. For example, '1GR8IDEA' is read as 'One Great Idea.' Text chat now: what is one great idea you received today?"
2. Comment on thoughts as they are texted and then post the next slide.

Personalized Plates

0 = zero, nothing
911 = emergency
CRE8 = create
1DR = wonder
EDUC8 = educate
EZ= easy
HM = home

L8 = late
MT = empty
N2 = into
N4CMT = enforcement
NRG = energy
NVR= never
QS10 = question

R8 = rate
R8D = rated
SN = soon
TM = time
XLR8 = accelerate
XMN=examine
V = why

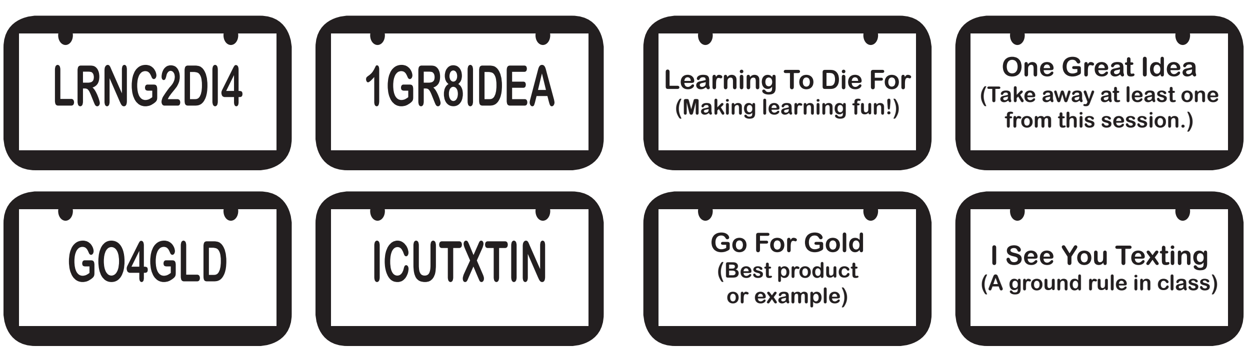
Producer Process: Ensure the learners' text chat function is enabled. Save the chat (optional).

Debrief: As learners post ideas, comment on them and highlight what you want to reiterate from the training. Share any plates that the group wasn't able to identify to close the loop.

Variations:

1. Assign a topic of study (e.g., virtual training). Have participants take on the role of the topic by telling them, "Pretend you are virtual training." Participants will then create a vanity plate that is 3-8 characters long and related to the topic of study. Have learners share their vanity plates by typing their eight letters on the whiteboard or text chatting. After all have shared, they can guess one another's concepts either via audio, text chat or writing on the whiteboard next to the coded plate.
2. Use this as a closer by having learners' create their own personalized plates for their takeaway ideas.
3. Use this as an opener by creating license plates that introduce your topic. After learners solve the plates, you can then have them share what they already know about the topic or what they are excited to learn.
4. As written, this activity also makes a great revisiter as you again touch on concepts already discussed in the webinar.

Personalized Plates **Personalized Plates Decoded**



Expert Index

Author: Jaime Pylant

Description: Participants share their contact information along with an area of personal expertise on a whiteboard as a mental break from training content and as a way to build their learning networks.

Objective: To encourage people to interact and form connections in a virtual classroom

Webinar Length: Any

Instructor Skill Level: Novice

Participant Skill Level: Intermediate

Group Size: Fewer than 30 participants

Activity Time: 5 minutes

Materials/Tools: Whiteboard tools

Set-Up:

1. Make sure to give your participants drawing and typing privileges.
2. Insert a white slide into your PowerPoint deck or use the slide from the accompanying slide deck (sold separately).
3. Allow your participants to practice drawing and typing on the whiteboard before this activity.

Trainer Process:

1. Encourage learners to place their contact information on the whiteboard by using their typing tools. Have them write their names, phone numbers, and email addresses.
2. After they place their contact information on the screen, they can also add an area in which they specialize. This will add great value for people who attend your webinar.
3. Insert this towards the end of your webinar.
4. Encourage people to make their own expert index or offer to email the slide to all the participants.

Producer Process:

1. Even though the trainer has asked for participants to add their information to the whiteboard, people will still text chat their information. Be ready to copy and paste their information onto the white slide. copy and paste their information onto the white slide.
2. Before the webinar is over, make sure to take a screenshot of the Expert Index slide with all information entered.
3. After the webinar, compile the expert index or simply email the screenshot to all the participants.

Debrief: Encourage participants to use their new networking information to help further their learning from your session.

Variations: Use as a closer and invite each person to share one piece of information they are taking from the session in addition to their specialty.

Energizers to Use in Training

1. **Acronym Alert:** Show a slide with common acronyms on it such as CVS, GE and UPS. Teams compete to see how many they can guess correctly in 2 minutes.
2. **Back to Back Counting:** Partners stand back to back. On the count of three they turn to face each other while holding up any number of fingers from 1-10. The first person to count up the total number of fingers between the partners wins a point.
3. **Card Question Swap:** Participants write a question on a 3x5 card that they know the answer to. They then form a partnership to share their questions. When the questions have both been answered correctly, they swap their question card with their partner and move to form a new partnership. Repeat the process several times.
4. **Face to Face:** Everyone finds a partner and stands face to face. Each time you call out an instruction, participants must find a new partner and stand according to the instruction. (back to back, hand to hand, elbow to elbow, etc.)
5. **Gallery Walk:** Participants circulate around the room looking at and discussing information posted on wall charts.
6. **High Five**: Partners discuss questions posed by the leader and give each other a high five when they believe they have the correct answer.
7. **Human Scramble**: After giving participants criteria on information to share, have them meet up with someone from a different table to share with. The goal is for them to share with as many different people as they can in the given timeframe.
8. **John Hancock:** Participants fold a blank paper in half vertically. On the left side of the paper have them sign their name as many tines as they can in 30 seconds using their left hand. On the right side of the paper have them do the same using their right hand. Count up the totals from each column.
9. **Mirror Race:** Have each partnership select a leader and a follower. The leader makes movements for 30 seconds that the follower must replicate. Switch roles and continue for another 30 seconds.
10. **Name That Acronym:** Give a list of nonsense acronyms to the participants and have them create meanings for them. (e.g. BDU: Brain Dead User, MEGO: My Eyes Glazed Over.) Have them make up one of their own and share the results with the group.
11. **Sit Stand:** Participants begin by standing up. The leader makes a statement. If the participants agree with it, they sit down and quickly stand back up. If they disagree, they remain standing.
12. **Sort It Out:** Regroup participants according to the month of their birthday, height, hair color, or some other criteria and have them move to a new table with their new group.
13. **Stretch Yourself:** Stand up and use different body parts to write the following: your name, a vacation destination, your true love's name, your height, your age, etc. After a minute have them give themselves a big hug and sit down.

Energizers to Use in Training

14. **Top Ten List:** Working in groups, have participants create a Top Ten List of ideas or concepts and post them on a chart on the wall.
15. **Touch Three Walls:** Have participants touch three walls of the training room, give two high fives, and return to their seats as quickly as they can.
16. **What Do They Stand For?** Hand out the abbreviations sheet and have participants guess the identities of well-known companies. (AFLAC American Family Insurance, CVS Customer Service Value, FTD Florists' Transworld Delivery, 3M Minnesota Mining and Manufacturing, AT&T American Telephone and Telegraph)
17. **What's Your Point?** Ask a series of multiple choice questions and have participants stand and point to the front wall if the answer is A, the back wall if the answer is B, the right wall if the answer is C, and the left wall if the answer is D. When using True/False statements, they would point to the ceiling if the statement is true and the floor if it is false.

55 Wonderful Ways to Put Variety in Your Training

1. **30/60/90 Mailback Cards** – Cards created at the end of a learning session that capture key learnings and/or action steps that the individual will take once back at work. The cards are mailed 30, 60, or 90 days after the session as a reminder of action that should have been taken.
2. **Action Idea List** – A blank page in the participant workbook where learners can record important ideas that they are going to be able to use in the future. It is helpful to make this page a unique color so that it is easy to find.
3. **Adapt, Adopt, Apply** – Take concepts that are covered and allow learners to adapt them to their own content, adopt the learnings that will work for them and apply key content to their own situation.
4. **Brainstorming** – A group technique involving unrestrained and unlimited idea generation to gather information and stimulate creative thinking.
5. **Buzz Groups** – Small groups of about 4–7 participants used for regular discussion on assigned topics.
6. **Card Sort** – Create various types of cards for activities. Example – terms and definitions
7. **Case Histories** – Stories used to help illustrate a point and support content.
8. **Charts** – Diagrams that illustrate a particular idea or concept through an image.
9. **Conversation** – To talk over or talk about something of relevance.
10. **Critique** – To offer feedback on a process, idea, or skill with the aim of improving it.
11. **Crossword Puzzles** – Puzzle technique to help engage learners in a topic or to revisit material already covered or known. The puzzle structure offers numbered clues those answers must fit into a set of squares, one letter per square. Answers may go horizontally or vertically and most letters are shared between two different words.
12. **Demonstration** – A process to exhibit how something is used or implemented.
13. **Discussion** – To talk over or talk about something to find new meaning.
14. **Experts Unite** – Participants meet and greet fellow participants sharing a piece of information they already know about the topic they are about to learn about.
15. **Field Trips** – A technique where learners explore concepts and learning out of the classroom setting.
16. **Fill-in-the-blanks** – A learning technique where learners are asked to fill in missing words on a page in order to reveal the entire sentiment or message.
17. **Films/Video** – Media form used for content learning.
18. **Four Corners** – Each corner is labeled A, B, C, D. Questions are asked and participants go to the corner that represents their answer.
19. **Gallery Walk** – Hang posters of content up on the walls and have learners move around the room, recalling information and adding new insights to learning that has already taken place.
20. **Games –** Crossword puzzles, word searches, jig saw puzzles and other brainteasers form a wonderful group of tools for energizing and reviewing content.

55 Wonderful Ways to Put Variety in Your Training

21. **Graphic Organizers** – Using images to help organize and remember information. A window-pane is an example of a graphical organizer.
22. **Highlighting** – A technique where learners highlight interesting or important information on a piece of paper. This can help the learner in revisiting the information at a later date or locking in key thoughts to share later.
23. **Human Line-up** – Participants line up on an imaginary continuum. For example, more experienced to the right less experienced to the left. Participants talk together to figure out who goes where. This is an example of a visual survey.
24. **Interactive Learning Activities** – Any number of activities that engage the learner in exploring and uncovering information for him/herself through personal experience.
25. **Job Aids** – Performance support tools that help people do their work. Examples include flow-charts, checklists, signs etc.
26. **Lecturette** – Short lecture segments that are used to share relevant information. Lecture if you must, but never for more than 8 minutes.
27. **Matching** – Process whereby one idea is connected to another by choosing an option from a list of possibilities.
28. **Memorizations** – A learning tool whereby a person memorizes information in order to recall it later when needed.
29. **Mindmaps** – A diagram that is used to represent ideas or tasks that are organized around a central idea.
30. **Mnemonics** – A tool like a rhyme, visual or acronym that aids memory.
31. **Models** – Simplified representations of a concept or idea that explain a larger notion.
32. **Nametags** (other uses) – Simple to complex tool that is a way for someone to share information about him/herself with others in a group.
33. **Objects/Object lessons** – Using props to help emphasize a lesson. Example – use a water glass and pitcher of water to help illustrate content and learning retention where the glass represents 20 minutes of content and the pitcher represents the information that we need to convey.
34. **Paired Shares** – Process of sharing information with one other person in a group.
35. **Pass the Ball** – Participants pass the ball while music plays. When the music stops the participants with the ball shares the best aspect of the class or one takeaway. Done multiple times and all should share.
36. **Playing Cards** – A deck of playing cards that can be used to perform magic tricks, split up groups and to determine how long a break will be.
37. **PowerPoint** – A Microsoft application for creating presentations, speeches and slides. Mac users make use of a software program called Keynote.

55 Wonderful Ways to Put Variety in Your Training

38. **Problem Solving** – Discovery process where a person or a group must find a solution to a problem that is presented.
39. **Profiles** – Participants fill out questionnaires, checklists, assessments, or profiles that provide insight about themselves or help explore a topic in greater depth.
40. **Projects** – Any type of simulation or work project. This would be specific by industry.
41. **Props** – Movable articles or objects that support information that is being shared.
42. **Quiz** – A tool used to examine what knowledge a person has.
43. **Questions & Answers** – Using questions as a way to elicit answers. This process helps reinforce learning and offers new insights into topics. "Why Cards" are an example.
44. **Reading** – Allowing learners to read as a method to share information and deepen learning.
45. **Reality Practice** – Participants adopt a character or part and act out structured or unstructured scenes to prompt learning and discovery.
46. **Research** – Process used to find information about a topic.
47. **Revisit** – Participant-driven activity that reinforces key learning objectives and skills.
48. **Storytelling** – Using stories to illustrate a point or message.
49. **Teachbacks** – Giving opportunities for learners to take content they have learned and teach it back to their peers.
50. **Testimonies** – Using personal experiences to validate learning and to hear about success stories of something learned.
51. **Venn Diagram** – This is a graphical representation of data that offers relationships between different elements, including places where those elements overlap. The most common representation is of overlapping circles.
52. **Word Find** – Puzzle format that allows learners to utilize a word bank in order to find key words or concepts hidden within a matrix of letters.
53. **Whiteboards** – A tool used to record ideas and thoughts from a group in a visual format. These boards are often mounted on walls in classrooms and conference rooms. Go green. Use white boards in small groups for answers or large whiteboards to draw out scenarios or share info.
54. **Why Cards –** This is a revisit technique where learners each receive cards that have questions that all begin with "Why." Pairing up with another learner, the questions are asked and a collaborative answer is generated until both people feel that they have the correct answer. They then move on to the next card.
55. **Window Pane** – Pictorial representation of ideas drawn in a 3 x 3 grid.

Evaluation of Training

Level 4	**Did it make a difference?**
Level 3	**Are they using it?**
Level 2	**Did they learn it?**
Level 1	**Did they like it?**

Generation Grid

	Baby Boomer 1946–1964	Gen X 1965–1980	Millennials (Gen Y) 1981–1995	Generation Z (I-Gen) 1996–Now
In Class Participation	• Honor historical memory, use for policies and procedures • Use as a resource for younger participants	• Develop their skills	• Position training as powerful source of resources, tools, learning goals	• Use collaborative methods and flipped classroom approach • Utilize all technology tools
During Training	• Allow time for skill practice • Team projects • Use headings with relevant information	• Use pop-culture examples • Give lots of individual attention • Use bullet points	• Use lots of activities • Use up to date technology • Tie program goals to economic gain • Play games with prizes • Role Play	• Make learning practical for immediate application • Communicate in bite-sized chunks of information • Allow in-class screen time • Focus on visual
Assignments	• Have them develop their own goals for projects	• Give flexible assignments and freedom to set their own hours. Use blended learning	• Allow them to customize schedules and assignments. Use blended learning	• Allow their preferred technology to complete assignments • Allow collaboration in assignment task
Outside of Class Role	• Use to mentor new younger leaders • Use for job shadowing	• Increase access to coaches and mentors – they want to build lasting relationships	• Give constructive feedback in real time, help with goal setting, give action plans	• Coach and mentor them • Monitor the multi-tasking myth • Point them to credible resources • Encourage them to share with their networks

Generation Grid

	Baby Boomer 1946–1964	**Gen X** 1965–1980	**Millennials (Gen Y)** 1981–1995	**Generation Z (I-Gen)** 1996–Now
On the Job Training	• Pair up with younger worker in computer skills class	• Provide information, resources and answers quickly • Provide and use job aids, online resources	• Job shadow with older worker, position them as valuable resource	• Job shadow with experienced worker • Allow partnering opportunities to brainstorm ideas • Encourage them to share with their networks
Learning Methods	• Utilize them to create or update current policies and procedures	• Webinars, Computer based training, classroom	• Engage them in being peer leaders for other new workers	• Enable collaborative learning • Honor their need to use multiple screens • Treat learning like a game
Basic WIIFM (What's In It For Me) for Attending	• Increase job security • Develop transferable skills	• Clear class purpose • Immediate application • Increase life options (more $$, save time etc.)	• To be seen as the expert • Immediate gratification	• Practical and immediately usable content • Instant results
Learning Process	• Wants to know how learning will be assessed, how to define success	• Able to use technology to streamline processes	• Doesn’t like, but needs to understand historical context; prefers work arounds and shortcuts	• Digital natives • Use of multiple screens • Use a range of collaboration options (e.g. blogging, podcasts, file sharing)
Learner Attitude	• Gives respect to knowledgeable trainers	• Wants to be respected by trainers and in turn gives respect	• Demands respect or will not respect trainers	• Respects peers and requires mutual respect

8 Tips for Creating Your Own Windowpane

1. Number of Boxes 5–9: Less than five bits of information people can remember more easily; more than nine is too hard.

2. See it: Make concepts into images/icons so people can see it.

3. Key Word(s): Give a key word or words to help describe the idea.

4. Read line-by-line: Teach one line and then review. Then go on to the next line, etc.

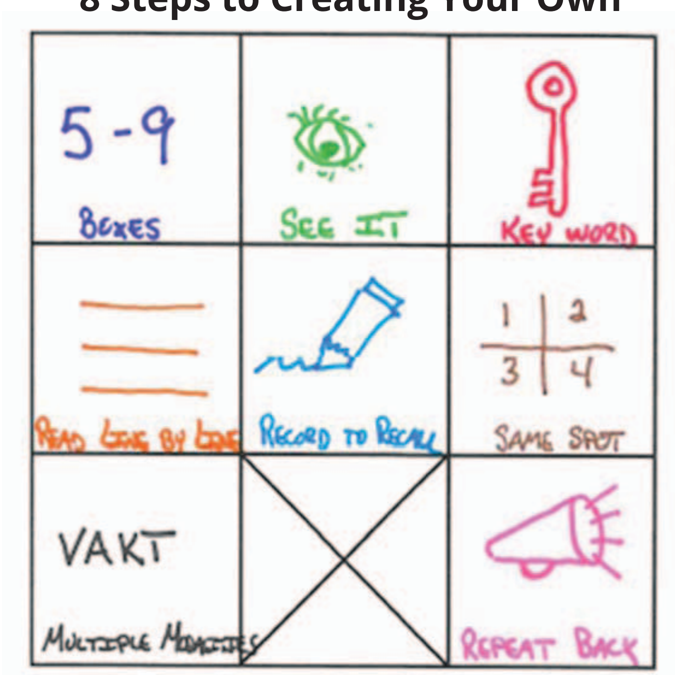
5. Record to Recall: Having people write things down aids retention.

6. Same Spot: Put the images in the same pane every time to aid retention.

7. Multiple Modalities: Appeal to different modalities by seeing, saying, and writing.

8. Repeat Back: Have participants repeat back the concept to help it sink in.

8 Steps to Creating Your Own



Quick Reference Guide for Function Keys

Know and Use Keyboard Shortcuts

If on a mac control is command or the short cut may not work

Insert Slide: Ctrl M	End slide show: Esc	Insert Hyperlink: Ctrl + K
Select all Shapes Ctrl + A	Change the order of bulleted text in text boxes: Alt + Shift + Up/Down Arrow Key	Increase/Decrease Font Size: Ctrl + Shift + > <
Select all slides from thumbnail: Ctrl + A		Change case: Shift + F3
Duplicate object: Ctrl + drag object	Change the indent-level of bulleted text in text boxes: Alt + Shift + Right/Left Arrow Key	Apply superscript formatting: Ctrl + Equal sign
Move object horizontally or vertically: Shift + move object	Resize an object while keeping them regular and in proportion: Hold Shift while you're resizing an object with your pointer/mouse	Apply subscript formatting: Ctrl + Shift + Plus sign
Move object precisely: Alt + move object		Activate the pen tool during a show: Ctrl + P
Start slide show from beginning: F5 Start	Duplicate your shape or object without copy & paste: Ctrl + Drag the shape	Change the pen to a pointer during a show: Ctrl + A
Slide show from current slide: Shift + F5		

Keys to Handouts

- White space
- Participation
- Graphics that support message
- Variety
- Logical flow

Keys to Posters

- Readability 2–3 in/BORR
- Color 2–4 max
- Partially pre-made
- Top 2/3
- Pencil notes

Transfer Strategies

	Manager	Participant	Trainer
Before	1. Discuss regularly with employees what they need to do their jobs well. 2. Select trainees carefully for suitability. 3. Brief trainees on the importance of the training and on course objectives, content, process, and application to the job.	1. Provide input into program planning. 2. Be involved in the needs assessment. 3. Participate in advance activities.	1. Align the HRD program with the organization's strategic plan. 2. Ask participants for input on objectives and needs. 3. Involve supervisors in needs analysis procedures.
During	1. Prevent interruptions. 2. Transfer work assignments to others. 3. Monitor attendance and attention to training.	1. Be open to new learning. 2. Take responsibility for own learning. 3. Be interactive.	1. Ensure all participants stay equally involved. 2. Have many participative activities. 3. Provide safe environment to try new skills without risk.
After	1. Reduce initial job pressures to facilitate trainee's re-entry to the workplace. 2. Provide opportunities to use and demonstrate new skills. 3. Provide (and support the use of) job aids.	1. Practice self-management. 2. Review training content and learned skills. 3. Develop a relationship with a mentor.	1. Apply the Pygmalion Effect. (What you expect is what you get). 2. Conduct evaluation surveys and provide feedback to trainees and managers. 3. Request reports from trainees on use of new skills/knowledge on the job.

Creating an Environment Where Learning Takes Place

Physical Room Arrangement

- Have flipcharts
- Use half-round tables to prevent backs to the front of the room
- Have wall space to post charts
- Put projection screen in the corner
- Have a master materials table to easily organize supplies
- Set-up a music station
- Have an agenda or roadmap posted
- Access to thermostat to adjust temperature
- Set-up a dedicated drink or snack area
- Pre-set s upplies at tables

How Participants Set Their Own Standards/Norms

- Encourage participants to dress for the space
- Allow participants to sit where they would like
- Allow participants to work with selected partners
- Have interactive workbooks for participants to :
  - Flag pages
  - Fill-in-the-blanks
  - Add to Action Ideas page
- Create ground rules for classroom space
- Offer pre-work
- Offer homework

Effectiveness Grid

	1	2	3	4	5	6	7	8	9	10

3 Greatest

3 Greatest

Planning Template Example

Title/Subject: Participant-Centered Training **Length of Time:** 90 minutes

Objective(s):

- Participants will recognize and distinguish various C.O.R.E. (Closer, Opener, Revisiter, Energizer)
- Participants will select application opportunities for selected C.O.R.E.

Time			Materials
10 min		**Opener:** Play matching game with examples of C.O.R.E. including terms/definitions	Matching Cards
		(CPR: In each <20 min. segment, include involvement every 10 min.)	
10 min	**C:** **P:** **R:**	Invite participants to listen for examples of C.O.R.E. as the instructor reads an example of a training session aloud in order for them to “paint a picture” in their minds.	
10 min	**C:** **P:** **R:**	After the story invite participant to turn to a partner and share what elements of the story fall into each category of C.O.R.E.	
15 min	**C:** **P:** **R:**	Instructor models the process of brainstorming C.O.R.E. using a graphic organizer while participants recreate these steps as well.	Participant handout
15 min	**C:** **P:** **R:**	Have participants read through examples of C.O.R.E. activities, select one, and teach it back to people at the table, including a possible application.	CORE examples
20 min	**C:** **P:** **R:**	Have participants brainstorm a list of other C.O.R.E. activities. Each group creates a C.O.R.E. graphic organizer on chart paper placing concepts about their training inside each of the four areas in a circle.	Chart paper Markers
10 min		**Closer:** Participants take a Gallery Walk and look at posted charts, highlighting one key idea on each chart	

CTT Application

Pick a program you want to make more Participant-Centered, and follow this process:

1. Determine and/or confirm your program objectives.
2. Brainstorm appropriate content to meet the objectives.
3. Divide the content into Need to Know/Nice to Know/Where to Go. (Determine the key stakeholders who should be involved in making these decisions.)
4. Chunk the content into 20 minute chunks.
5. Determine at which level you want each chunk to be – Awareness, Familiarity, Competence or Mastery. (Note: Most training will be at the familiarity or competence levels.)
6. Determine ways to build in participation every 10 minutes. (Resource: 55 Wonderful Ways to Put Variety in Your Training.)
7. Determine how often you'll revisit and how. (Reminder: Allow participants to revisit vs. you simply restating it. Resource: Revisit and Energize Examples.)
8. Decide which openers and closers you will use, and where they will be placed in the process. (Resource: *SCORE* books, and Boot Camp Nice to Know section.)
9. Build your handouts and visual aids.
10. Determine your transfer strategies and evaluation strategies.

Planning Template

Title/Subject			Length of Time:
Time			Materials
	Opener:		
	CIO	C: P: R:	
	CIO	C: P: R:	
	Closer:		

Infographic: Corporate Training Waste

Would you get upset if you spent $1,000 on a watch that didn't work? How about spending $40,000 on a car that didn't run? Would you be upset if you spent $97.5 billion on something that was never really used?

I'm not sure why corporate training waste is so widely accepted and corporations around the world are willing to spend that much without getting anything in return for that investment…or why they don't seem to get too upset about it.

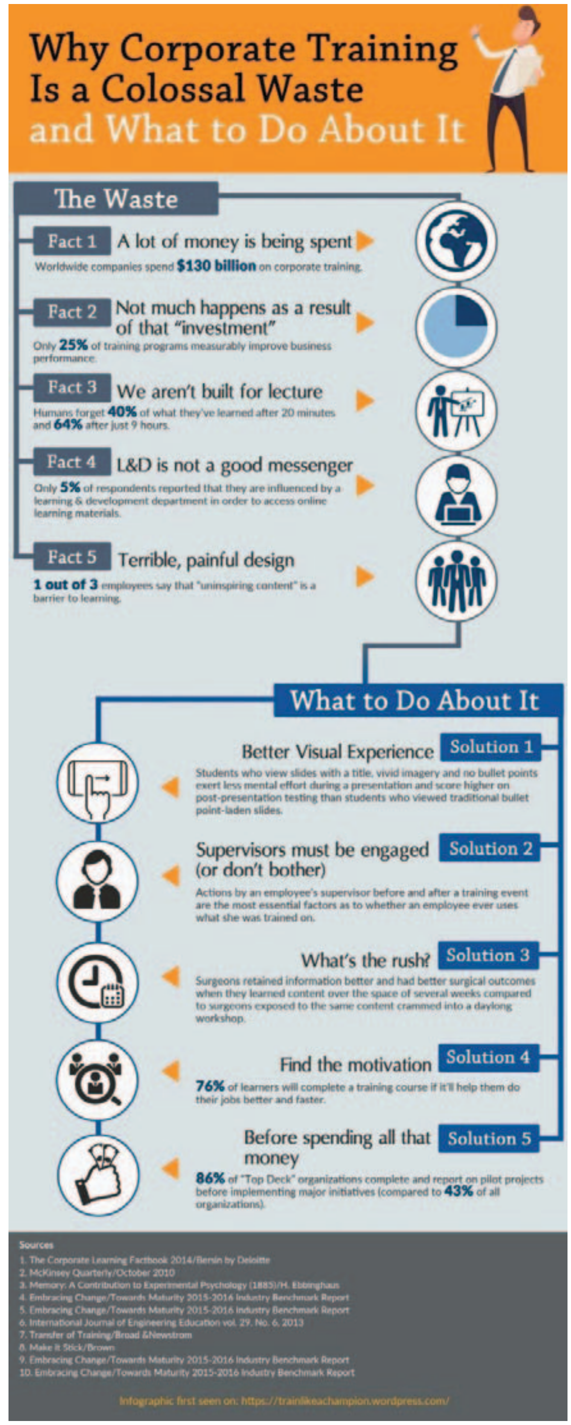
You can also check out a case study about using data to defeat corporate training waste.

Corporate Training Waste Infographic

As you can see from the following infographic about corporate training waste, there are some…er…issues with the way learning and development is being conducted.

Facts about Corporate Training Waste:

1. **A lot of money is being spent** – Worldwide, companies spent $130 billion on corporate training.
2. **Not much happens as a result of that investment** – Only 25% of training programs measurably improve business performance.
3. **We aren't built for lecture** – Humans forget 40% of what they've learned after 20 minutes and 60% after just 6 hours.
4. **L&D (Learning & Development) is not a good messenger** – Only 5% of respondents reported that they are influenced by a learning & development department in order to access online materials.
5. **Terrible, painful design** – 1 out of 3 employees say that "uninspiring content" is a barrier to learning.



Used with permission. Brian Washburn, CEO & Co-Founder, Endurance Learning. https://trainlikeachampion.blog/

Infographic: Corporate Training Waste

What to do about Corporate Training Waste:

1. **Better visual experience** – Students who view slides with a title, vivid imagery, and no bullet points exert less mental effort during a presentation testing than students who viewed traditional bullet point-laden slides.
2. **Supervisors must be engaged (or don't bother)** – Actions by an employee's supervisor before and after a training event are the most essential factors as to whether an employee ever uses what she was trained on.
3. **What's the rush?** – Surgeons retained information better and had better surgical outcomes when they learned content over the space of several weeks compared to surgeons exposed to the same content crammed into a daylong workshop.
4. **Find the motivation** – 76% of learners will complete a training course if it'll help them do their jobs better and faster.
5. **Before spending all that money** – 86% of "Top Deck" organizations complete and report on all pilot projects before implementing major initiatives (compared to 43% of all organizations).

Used with permission. Brian Washburn, CEO & Co-Founder, Endurance Learning. https://trainlikeachampion.blog/

To Facilitate an Activity

1. Begin with a positive attitude; set the stage for success.
    - "We will have the unique opportunity to examine an issue from an exciting, new perspective."
2. Assess your audience.
    - Do any of them have knowledge or experience with the content you are presenting? If there are differing levels of experience, make sure to structure your small groups to include an even mix.
    - Anticipate group needs.
3. Explain the instructions or conditions of involvement. Keep it brief and simple.
    - Consider providing written instructions as well as verbal.
    - Is the audience to work in small groups? (If so, select these.)
    - What is the time frame allowed?
    - Answer questions briefly.
    - How will the group know when the time is up? (Bell ringing, sit down, freeze, be silent, etc.)
4. Begin the activity together.
    - Demonstrate and practice using any props with participants.
    - Say, "Ready, set, go! Begin now! Start!"
5. Monitor group interaction for pace, equality, etc. Regulate rhythm.
    - Observe, listen and make notes.
    - Assure that resources are used effectively.
    - If you sense that some small groups are moving too slowly, announce a halfway point, or have groups that have completed an activity all stand. This subtly gets the slower groups to move faster, without saying "Hurry Up!"
    - Don't be afraid to shift gears if the activity is not working.
6. At the end of the time frame or activity, refocus the group.
7. Debrief and assist the groups to reflect and discuss what happened during the exercise.
    - Participants examine their feelings and identify new knowledge.
    - Assist participants to examine the process.
    - Clarify facts, concepts, and principles.
    - Help participants make comparisons between the activity and reality.
    - Ask: How was that significant? What struck you most about that? What did you learn? What principle do you see operating? How can you apply this to your job?
8. Evaluate and revise the activity as needed.
    - Ask for a critique from participants.

Making the Move to the Virtual Classroom

By Becky Pike Pluth, M.Ed., CSP

If a skill can be tested online, it can be taught online! There are a lot of compelling reasons to move a classroom-based workshop onto a digital platform such as time savings, convenience, and reduced budgets. But can online learning be as effective as a classroom training? Absolutely!

Here are nine steps you can take to transition to a virtual classroom.

1. Involve key decision makers and stakeholders and include them in the decision to create online workshops. Use compelling arguments about the cost savings, the availability of just-in-time trainings, and the new flexibility for different time zones and markets to make your case.
2. As you convert your content to the new platform, anchor everything to the strategic plan or business direction. This will help ensure you are able to measure the return-on-investment.
3. When you are modifying your content for maximum effectiveness, which you will need to do for an online environment, keep visuals and participant engagement a priority. The Bob Pike Group research shows that learners start doing other things (checking email, surfing Facebook, etc.) if they are not engaged every four minutes. So plan a shift in the learning often. Engagement ideas include having learners: text chat one another with thoughts on a topic or with answers to a question, go into breakout rooms for a discussion or activity, or share thoughts out loud through their microphones. (A basic primer on how to convert classroom content to an online training environment can be found in *Webinars with WoW Factor*.)
4. Create a checklist on what content needs to be covered so all facilitators and producers can be successful. [A producer takes care of many of the technical aspects of synchronous (real-time) online training such as getting phone lines up and running, helping participants troubleshoot their technical difficulties, and answering participant questions.]
5. Run a pilot, or a trial run, of the program to practice and enhance the existing curriculum before the “go live” date.
6. Keep the stakeholders and the other facilitators in the loop. Good communication will help ensure better buy-in.
7. Evaluate everything! Determine ahead of time what needs to be evaluated. Then have checklists for the trainer, the manager, the participant and the producer so they can evaluate the program’s effectiveness.
8. Launch the program!
9. Prioritize which additional courses will have the greatest impact by being transitioned to an online setting and move forward.

While I am a staunch advocate for online training, there are times when this may not be appropriate. If you can’t test the skill online, or if safety or money is at risk, then don’t teach it online.

Techniques to Use and Lose for Webinars

Do

- Start with an agenda
- Provide definitions where appropriate
- Pace yourself. Be brisk but don't rush – optimal rate is 100 words per minute
- 30 second minimum per slide; 2 minute maximum
- Have another presenter logged in to answer text questions
- Check in with your audience on pace
- Allow your audience to share examples or be
- Use the annotation tools
- Use polls and feedback tools
- Enthusiasm is contagious and so is boredom!
- SMILE! – Your audience can hear it in your voice
- Print out a copy of your presentation
- Have a glass of water
- Upload handouts before the event

Don't

- Use jargon and acronyms – spell it out
- Have more than 5 points per slide
- Flip through the slides while another presenter is speaking
- Skip practicing the annotation, polling and feedback tools
- Read from a script
- Put your phone on hold
- Chew gum or eat

Conference Calls Best Practices

Before:

1. Provide a pre-read with a fill-in-the-blanks page that matches your call content.
2. Provide a WIIFM, i.e. complete the pre-read and you will retain x% more from this call!
3. Create a theme for the call: EX: Wild West: Send out trivia questions on the theme and let callers know that their answers will win them prizes. (This keeps their attention throughout the call.)
4. Ask them to submit to you prior to the call:
   - one question they want answered on this call OR
   - one problem they need solved OR
   - one concern they have OR
   - one best practice they have

   (This can be done electronically via a service such as Survey Monkey or Poll Everywhere.)
5. Be clear about start and stop times and stick to it.
6. Always do a roll call of participants, and keep a list of names so you can check off who's contributing. Let participants know "up front" that you'll be calling on them for comments during the conference

During:

1. Set the audience up for success right away, i.e. let them know that this will be an interactive call and that their participation will make the call more successful.
2. Include interactivity every 4–6 minutes. For example: call out one of the trivia questions and the first person to answer correctly wins a prize. (Starbucks card)
3. If you use the theme, ask them what they think the theme has to do with the purpose of the call: For example: Wild West: we are opening up new territory with this new product launch.
4. Call on folks randomly who have submitted one of the suggestions above in #4. They will ask the question or pose the problem for the group. By randomizing who you call on, people must pay attention to the call.
5. Share the task of note taker for each call. That person is responsible for taking notes and sending you the recap and action items from the call. This allows you to facilitate the call and then edit the notes prior to sending them out to the rest of the call attendees.
6. Depending on how many people are on the call, start with a quick personal or business update from each person. If you have more than 8 or 10 people you may want to randomize this. Limit this to just a few minutes but this buys you time while folks are calling in. Remember; always start on time, but start slowly by checking in with folks on a personal level. That way if someone is a few minutes late calling in they have not missed any of the "meat" of the call.

Conference Calls Best Practices

During:

7. To close the call, ask for volunteers to share one thing they will do differently in their job based on what the heard on the call.
8. If it is a small group of callers, ask each person to share the most important thing they heard on the call and what they will do with that information.
9. Ask if a follow up call is required and if so, ask for commitment to the schedule.
10. Ask participants to start their sharing time by always saying: "This is (name)" before contributing.
11. If people are at their desks and not driving: Poll Everywhere – Ask a question during the session with a link in the invitation email for the conference call. Let people respond in real time and then they can see the results on a computer or smart phone or you can just share what people have to say.
12. Create a hash tag (#) for the call and encourage people to tweet ideas. This can perhaps become a tradition where the cohort shares ideas in this forum and then they read tweets in between times to talk about best practices.
13. Tell them you'll be asking for everyone's "two cents worth," so each time they contribute it's like they've chipped in a penny. Once they've offered their "two cents worth," they must allow others to talk.

After:

1. Send a recap of what was discussed/ decided on the call.
2. Provide a job aid showing the key points of the call.
3. Send out prizes for trivia contest (if used).
4. Assign any action items that were agreed to on the call.
5. Set a time for the next call (if regularly scheduled).
6. Send out an electronic evaluation of the call for feedback for the next call. For example: Start/Stop/Continue: what should we stop doing? What should we continue doing? What should we start doing on our calls going forward?
7. Keep the hash tags going for a community of practice on Twitter.

6 Ways to Generate Questions

1. **"Ask It" Basket** – A basket is placed in the front of the room. Participants are given a supply of 3" x 5" cards. As they develop questions they write them on the cards and place them in the basket. The instructor reviews the cards and answers them. As an option if the instructor knows the answer is either in resources, material already covered, or in the experience within the group the question can be used as a "toss up" question to the groups. Each group is then allowed a short period of time (varying depending on the complexity of the subject) to find or develop their answer to the question.

2. **"2 Cents Worth"** – This is a great process for classes that have very vocal participants. Each participant is given two pennies (cents). They can use a penny any time they want to either ask a question or make a comment. When they have used up their two cents worth they can't ask any more questions or make any more comments until others have had their "two cents worth." Additional coins can be given out for being back on time, completing tasks, etc.

3. **Question Board** – Participants sometimes ask great questions, but the timing of the question is a little off. Participants are provided with a supply of Post-it notes. Whenever a question comes up that needs to be deferred the instructor asks them to write it out and place it on the "Capture the Question" board. The instructor sets a time by which the question will be answered and asks the participant to remind the class when the time has arrived for the question to be answered.

4. **Green and Red Dots** – Participants are given small red and green dots. Each person is asked to dot 5–10 important concepts, techniques, and processes that they understand best and find most useful. At the same time they place dots next to the 5–10 concepts, techniques, and processes that need the most clarification. In small groups they share their green dots and their understanding, along with the red dots.

5. **Question List** – Participants are given pads of Keynote Post-its. As a group they brainstorm all the questions they can now answer (or perhaps all the questions that remain unanswered). After 2–5 minutes these are posted on individual flip charts at intervals around the room. Groups circulate from chart to chart with a different color keynote pad either writing down questions that appear that they cannot yet answer. Or they use the keynote to answer a group's question that they asked, but could not yet answer.

6. **Create for other teams** – This technique can be used in two places. The first place is when you have a group with a lot of technical knowledge and experience. For example, a group that is being recertified in something like safety or CPR. You divide the group into at least three teams and have them generate questions that people who are certified ought to be able to answer. The questions that are developed are then passed to other teams to review and answer. A second place is where technical content has been covered. Once again divide the class up into subgroups. Ask them to develop 20 questions that people who understand the content presented should be able to answer and that best covers the content delivered. After a period of time the questions are passed to a second group to review for clarity. This group then selects the best 15. A third group then answers the top 15 questions using whatever resources they have available. This enables each group to revisit and reinforce the key content three times, generally in less than 20–25 minutes!

Presenter, Trainer and Facilitator Differences

	Presenter	IL/PC Trainer	Facilitator
Purpose	Present information	Increase learners knowledge, skills and attitudes	Lead subject matter experts through a process
Outcome	Entertain, inspire, motivate, challenge	Acquire knowledge, engage, objective based	Inquire, challenge, question, draw out participants data
When		Information is needed for transfer back on the job	To collect data, information, problem solving, consensus
Group Size	Any	Recommended 15–25	>15
Length	45–90 minutes	Any	>1 day
Content	Receive information	Actively engage with information and learn	Group achieves a common goal
Flow	Usually linear and clearly outlined	Structured for activities and application time	Process is flexible and dynamic based on group
Q & A	Answers questions	Questions used for learning and discussion	Asks open-ended questions for consensus and individuals to share
Examples	Business meeting, sales event, information overload	Courses, workshops, classes, sessions, conferences	Brainstorming, defining annual goals, project planning
Visuals	Props and PowerPoint are used to clarify a point	Variety of props, objects, charts and slides aid learning	Post-its and charts used to gather and analyze data

Deadly Sins of Trainers

...that cause people to walk out, ask for their money back, send letters of complaint, etc.

- Appearing unprepared.
- Improper handling of questions.
- Apologizing for yourself or the organization.
- Unfamiliar with knowable information.
- Unprofessiona l use of visuals.
- Seeming to be off schedule.
- Failing to involve participants.
- Not establishing rapport.
- Appearing disorganized, not previewing, reviewing or summarizing.
- Not starting off quickly establishing the image you want.