

Creative Training Tips & Quotations

Use the 3I's
Involve, Interact, Instruct
to accelerate learning



Compiled by:
R. Palan PhD

- Energisers
- Balloons
- Brainteasers
- Crosswords
- Koosh balls



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Creative Training Tips



Creative Training Tip 1



Koosh Ball

- 1. Purpose** To generate participation.
- 2. Group size** Around 20.
- 3. Materials required** Koosh ball.
- 4. Time** 20 - 25 minutes.
- 5. The Activity**
- Throw a Koosh ball to an eager or friendly participant who has a desire to speak.
 - Ask the participant a question and await his/her response.
 - After the participant has responded, ask the participant to throw the ball to anyone he/she does not like. It generates a big laugh. (Do not be surprised if the ball is thrown back at you.)
 - Continue passing of the Koosh ball to generate learner involvement.
 - Intervene to collect the ball and redirect it if the discussion is restricted to one side of the room.
- 6. Related theory** There is a need for **active experience** to develop learner understanding.
- 7. My personal experience** Extremely FUN and a very successful tool to involve learners. Take care not to lose the Koosh ball. I have lost too many of them. Participants love them.
- Learner - motivation Content - introduction / energise dry material
- Transition Review



Creative Training Tip 2

- Involve
- Interact
- Instruct

Rewards!

- 1. Purpose** To create an interactive training environment.
- 2. Group size** Any size.
- 3. Materials required** Small prizes such as chocolates, prizes, books, etc.
- 4. Time** No time limit - it is to be integrated into your facilitating plan.
- 5. The Activity**
 - The first participant to break the silence is rewarded.
 - The participants who respond with the correct answers are also rewarded.
 - Do it in a FUN way!
- 6. Related theory**

“SHAPING” of behaviours is carried out through successive approximation. It involves the use of reinforcement (in this case, rewards) to initiate behaviours that approximate the desired behaviour in the early stages. But, as the learning takes place, the individual must exhibit even closer approximation to the desired behaviour in order to be reinforced strongly. The goal is to increase the frequency of a behaviour that a learner is unable to produce in normal circumstances. It is hoped that the rewards will generate interactive training - in this instance, more questions and discussions.
- 7. My personal experience**

Participants in Asian cultures tend to become very interactive when you offer them rewards. You need to have a FUN approach when you use rewards in your training session.

- Learner - motivation
- Content - introduction / energise dry material
- Transition
- Review

- Involve
- Interact
- Instruct

Creative Training Tip 3



Training Vouchers

1. Purpose To motivate participants.

2. Group size Any size.

3. Materials required Vouchers.

4. Time 3 - 5 minutes.

5. The Activity

- Appoint a Break Manager to monitor and limit time-outs, such as non-punctuality, leaving the room and taking calls on the mobile phone.
- Provide each participant with three training vouchers. (see example on the next page)
- Enforce the rules strictly.
- At the end of the day, exchange the vouchers for small prizes.


6. Related theory Learner motivation.

7. My personal experience I exchange vouchers for books. You can exchange them for chocolates or company T-shirts.

- Learner - motivation
- Content - introduction / energise dry material
- Transition
- Review



Tip 3: Example




**SPECIALIST
MANAGEMENT
RESOURCES**

\$UPER DUPER VOUCHER
 \$

Exclusive for SMR training participants!

- Valid for one visit to restroom / non-punctuality / mobile phone use. (Good for three minutes only)
- Additional vouchers can be purchased from Break Manager at \$5 each.
- Vouchers are not exchangeable for cash
- Unused vouchers can be used as \$5/- discount on purchase of Dr. Palan's books at the end of the training.




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- Involve
- Interact
- Instruct

Creative Training Tip 4



Chunking

- 1. Purpose** To increase learner retention
 - 2. Group size** Any size.
 - 3. Materials required** Flip-chart / white board / transparency.
 - 4. Time** 5 - 10 minutes.
 - Chunk information into smaller bits.
 - Make it meaningful for learners by linking new knowledge to existing knowledge.

For example:

You need to remember 12 items if you consider each letter in *drmlkyfdrjfk* individually.

 - Chunk them into 4 items - DRM, LKY, FDR and JFK.
 - The learning must be relevant to learners. In this example, some learners will recognise that DRM is Dr Mahathir, LKY is Lee Kuan Yew, FDR is Franklin D Roosevelt and JFK is John F Kennedy. If it is irrelevant, it means nothing to learners.
 - 5. The Activity**
 - 6. Related theory** Short-term memory is limited in time and volume. To anchor new knowledge as long-term memory, it must be linked to existing knowledge. The chunks are effective only if each chunk has meaning to the learner.
 - 7. My personal experience** Participants find chunking an eye-opener. This reinforces the need for moderate content, and for it to be structured into small bits of information.
- Learner -motivation Content -introduction / energise dry material
 Transition Review



Creative Training Tip 5

- Involve
- Interact
- Instruct

Partial Slides

1. Purpose To increase learner retention.

2. Group size Any size.

3. Materials required None.

4. Time 5 - 7 minutes.

Prepare your content in the form of partial slides.

- For example,

People learn best through

5. The Activity R.....

A.....

C.....

- Let the participants complete the terms: Repetition, Association, Concentration.

6. Related theory

- Mnemonics - acronyms that register strongly.
- Experiential learning - learners process the content.

7. My personal experience Retention can improve by more than 75%. However, do not overdo it. Senior groups may find it patronising.

- Learner - motivation
- Content - introduction / energise dry material
- Transition
- Review

- Involve
- Interact
- Instruct



Creative Training Tip 6

Impact Slides

- 1. Purpose** To generate discussion.
 - 2. Group size** Any size.
 - 3. Materials required** None.
 - 4. Time** 15 to 20 minutes.
 - 5. The Activity**

“ Some people see things as they are and say , ‘**WHY?**’. We dream things that never were and say, ‘**WHY NOT?**”.

 - Discuss with participants the importance of positive thinking.
 - Persuade them to think - what can be done rather than what can't be done?
 - 6. Related theory** Bernard Shaw's quote.
 - 7. My personal experience** Powerful slide to generate discussion on positive thinking, vision, etc.
- Learner -motivation Content -introduction / energise dry material
 Transition Review



Creative Training Tip 7

- Involve
- Interact
- Instruct

Impact Statistics

- 1. Purpose** To expand mindsets of participants.
 - 2. Group size** Any size.
 - 3. Materials required** Flip-chart / Pre-prepared visual.
 - 4. Time** 15 to 20 minutes.
 - 5. The Activity**

Put forward fact and figures that will have an impact on participants.

E.g. statistics on customer complaints or wastage rates.

 - Example: How good 99.9% quality is by revealing statistics - using a pre-prepared visual.
 - **What does 99% Quality mean?**
(Please refer to the next page)
 - Inform them of Motorola's commitment to achieve "Six Sigma" quality levels - less than 3 rejects per million items produced.
 - Ask participants to relate a few more examples from their company.
 - 6. Related theory**

Joel Barker's book, 'Future Edge'.
The video produced by Sycrude Canada Ltd 'Insight'.
 - 7. My personal experience**

Statistical facts that are easy to follow, involve participants as it shows them what's in it for them.
- Learner - motivation Content - introduction / energise dry material
- Transition Review

Tip 7: Example



What does 99% Quality mean?

- 2 newborns will be given to wrong parents daily.
- 315 entries in Webster's dictionary will be misspelled.
- aeroplanes landing at Chicago's O'Hare airport each day will be unsafe.
- 291 pacemaker operations will be performed incorrectly.
- 880000 credit cards in circulation will contain wrong cardholder information on their magnetic strips.
- 18322 pieces of mail will be mishandled every day.
- Inland Revenue Service will lose 2 million documents every year.

Note:

Figures refer to American statistics.



Creative Training Tip 8

- Involve
- Interact
- Instruct

Impact Statements

1. Purpose To enable participants to think critically and to motivate participants.

2. Group size Around 20.

3. Materials required Pre-prepared transparency / PowerPoint slide / Koosh ball.

4. Time 10 minutes.

Prepare an impact statement.

- For example,

5. The Activity *“The good news is that the bad news can be turned into good news if you can change your attitude.”*

- Throw the Koosh ball to a participant and ask him / her to respond to the statement with a personal comment.
- Continue the discussion with a few participants.

6. Related theory Critical thinking skills.

7. My personal experience It is more effective if the statement is relevant to the content and the learner.

- Learner - motivation
- Content - introduction / energise dry material
- Transition
- Review

- Involve
- Interact
- Instruct

Creative Training Tip 9



Frame Jokes

1. Purpose To deliver content in a humorous way.

2. Group size Any size.

3. Materials required None

4. Time 2 - 3 minutes.

- Frame Jokes are jokes that can be modified to relate to the content.

For example:

When my wife, Kamatchi, heard our two sons quarrelling over the bicycle, she sternly reminded our elder son, "Maha, what have I told you about sharing and taking turns?"

5. The Activity

But Kamatchi's anger quickly melted into amusement when she saw a sly expression on Maha's face, as he turned to his brother and cunningly said, "Alright, Subbu. I will ridedown the hill and you can ride back up."

- If you wish to elaborate the concept of teamwork to satisfy mutual needs, you can use this frame joke.

6. Related theory

Frame game movement. (See my book, 'Frame Jokes')

7. My personal experience

Great fun! You need to modify your frame jokes to make them relevant to your training content and audience.

Learner - motivation

Content - introduction / energise dry material

Transition

Review



Creative Training Tip 10

- Involve
- Interact
- Instruct

Frame Statements

- 1. Purpose**
- To create a participative, blame-free and FUN learning environment.
 - To enable participants to reflect on their experiences.

2. Group size Around 20.

3. Materials required Flip-chart / White board.

4. Time 20 - 30 minutes.

- 5. The Activity**
- You can customise the Frame Statement to link to your content.
 - Ask participants to complete a Frame Statement.
 - Write down key responses on the flip chart / white board.
 - Lead a discussion to extract key learning points.
 - Example:

“The stupidest mistake I ever made in my life is.....”Your content in this situation could be Admitting mistakes”. (See next page)

- 6. Related theory**
- The Experiential Learning Cycle where learners publish their experiences.
 - The FRAME GAME movement where you load your own content into the frames.

7. My personal experience Great FUN if the activity is relevant to the content. Participants respond warmly as they get immediately involved in the discussions.

- Learner - motivation
- Content - introduction / energise dry material
- Transition
- Review

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