

Comprehensive Training Activities

The average adult can sit and just listen for about twenty minutes. By building active learning techniques into the structure of the training, any presentation can be engaging and participatory.

These training activities can be used throughout the presentation in any section. Anticipate your time and audience, then choose the ones best suited for your presentation.

Question for Another Group—Participants are divided into groups of 4-7 people. Together, they develop between 1 and 3 questions for another group to answer based on presented material. Once all of the questions are written, they are switched among groups and then answered.

How to Use this in a Group—In groups of 2-7 people, have participants list ways that they will use the presented material back in a group. If the group cannot come up with any application, you can throw the problem out to the whole group. If nothing develops, move on.

Find the Question/Find the Answer—You give each participant either a question or its corresponding answer on an index card. Hand them out randomly. Next, instruct participants to stand up, move around, and find the person holding the matching question or answer.

You read it. You teach it.—Divide participants into groups of 3-5 people. Pass out 2 to 3 pages of information each. Allow between 12-20 minutes for groups to prepare their “mini lectures” on the material. Finally, let each group present the material. You can then add in any needed information.

Four Questions—Post 4 flipcharts around the room, each with a different question. Divide participants into 4 groups. Instruct each group to stand next to one of the flipcharts. Next, give each a different colored marker and 5 minutes to answer their question. When the time is up, the groups rotate to the next question and add any additional information to the next chart with their colored marker.

What I Find Most Difficult—Post 4 flipcharts around the room, each with a topic from the presentation. Instruct participants to go stand next to the chart that lists the topic they find most difficult. Once at the appropriate chart, ask the participants to write down what is particularly difficult. When they are done, instruct them to sit down. Then go through each chart clarifying and reviewing areas of difficulty.

What it is/Why It’s Good/What Could Go Wrong—Divide the group into 3 teams. Have the first prepare a list of the key points you presented. Have the second create a list of ways in which they could use what you have presented. Have the third list what could happen if they don’t use what have presented.

BINGO—List terms you are discussing on a BINGO card for each of the participants. Once a participant gets a row, 2 rows, or whatever criterion you set, the game is over. For an online BINGO card creator, see www.teach-nology.com/web_tools/materials/bingo/.

From **The Trainers’ Survival Guide: 25 Activities to Make Lecture-Based Programs Active** at

<http://www.businesstrainingworks.com/training-resources/making-lectures-active>.














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Alphabet Race—At the beginning of the presentation, set up several sheets of poster paper with the letters of the alphabet written vertically in easily-read marker on them. Divide up the attendees into as many teams as you have sheets of poster paper, and have them line up, with the ends of the line at least ten feet from the poster sheets. Each team gets one big marker, and then, each member of each team, in order, must race up to the poster and add a word that connects to the topic you'll be discussing, one that starts with the next letter of the alphabet. So if your topic is "Decision-Making Groups," then the first in line for each team must think of a word that connects to that topic that starts with "A" (Attendance), and then the second on each team must think of one that starts with "B" (Brainstorming), and so on. It also is a great brainstorming activity and gives you the chance to use their input in your presentation. <https://blog.udemy.com/fun-presentation-ideas/>

Word Association—This helps people explore the breadth of the area under discussion. Generate a list of words related to the topic of your event or training. For example, in the Serving on Groups workshop, ask participants what words or phrases come to mind relating to "decision-making groups". They might then suggest: "committees", "facilitator", "consensus", and so on. Write all suggestions on the board, perhaps clustering by theme. You could also have participants write their words or phrases on post-it notes instead. Then you could move the post-it notes into groups. You can use this opportunity to introduce essential terms and discuss the scope (what's in and what's out) of your training or event. http://www.mindtools.com/community/pages/article/newLDR_76.php?route=pages/article/newLDR_76.php

Shared Decision-Making Roulette—Give each person a card from the next page with a shared decision-making principle and image on it. The same card is given to two or three people depending on group size. Tell the group that during the presentation you are going to pull a shared decision-making card out of a hat (or bowl) that corresponds to the cards distributed to the group. The people whose card gets pulled have to work with those who have the same card to briefly summarize what was presented in the last part of the presentation. They present this summary to the group and share any meaning or application it has for them. This activity would work best if you are including [Section 3: Processes Groups Use](#) in your presentation. If not, you could still use it but provide an overview of the Guiding Principles of Shared Decision-Making.

Shared Decision-Making Roulette Cards

Shared Vision 	Shared Vision 
Representation 	Representation 
Equal Partners 	Equal Partners 
Collaboration 	Collaboration 
Shared Responsibility 	Shared Responsibility 
Information Sharing 	Information Sharing 
Producing Results 	Producing Results 