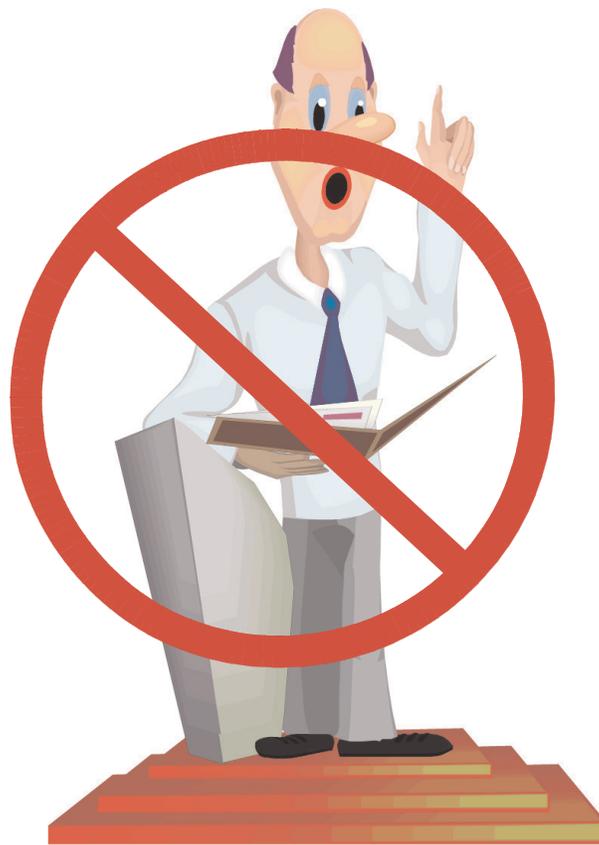


Dave Arch and Associates presents...

Moving Beyond Lecture™



**Developed by:
Dave and Sue Arch**

Dave Arch and Associates presents...

Moving Beyond Lecture™



**Developed by:
Dave and Sue Arch**

Notes • Notes • Notes • Notes

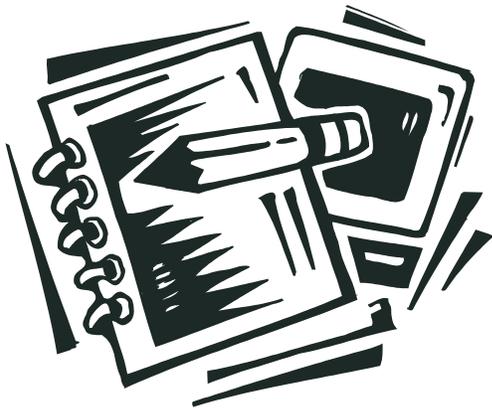


Table of Contents

Biography	i	Nice to Know	
Keys to Using this Workbook.....	1	Learning Teams: Memory Factoids	55
Need to Know		Effective Assimilation	56
Best Practices.....	5	Visual/Auditory Kinesthetic Profile	57
Arch's Hierarchy for Instructional Redesign	7	Global Analytical Profile	58
Step One: Mind Map	8	Learning Styles: How We Take in Information	59
Step Two: Prioritize	11	Difficult Participants.....	60
Step Three: Outline.....	12	The Healthy Mid-Range	61
Instructor-Led and Participant-Centered Instructional Model.....	15	Destination Selector.....	62
Step Three: Outline.....	17	Skits	64
Step Four: Chunk.....	19	Role Plays.....	65
Step Five: Insert Activities	21	Simulation Memo	68
Insert Activities.....	22	Collaboration Style Profile	69
Insert Activities Worksheet.....	23	Collaboration Style Profile Scoring and Interpretation Sheet.....	73
Why We Remember	25	Mid-Range	74
Content Delivery Options	27	Learning Teams	75
Crossword Puzzle	29	Simulations: The Memo	83
Sentence Completions	31	Interactive Lecture Activities	85
Word Associations	33	Building a Magic Memory Deck.....	86
Graphic Stories	35	The Cube.....	87
Videos	37	Tightrope Walk	89
Script, Switch and Solve	39	Prizes!	91
Debates	43	Prizes! Prizes!	93
Field Trips.....	45	Jeopardy.....	95
Games	47	Baseball Review	96
Step Six: Design Your Workbook.....	49	Basketball Review	97
Closing.....	51	Bingo.....	98
		Concentration.....	100

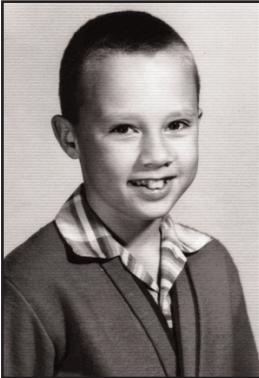
Table of Contents

Darts.....	101
Dice.....	102
Football Review.....	103
Jeopardy.....	106
Pawns and Spinners.....	107
Soccer	108

Where to Go

Recommended Resources	111
Bibliography	112

Dave Arch



President of Dave Arch and Associates, Inc., an authorized licensee of the Sandler Sales Institute, Dave Arch, a best-selling author, internationally recognized speaker and conference presenter serves as the National Training Consultant for the Sandler Sales Institute and its 170 franchisees.

Drawing upon twenty-five years of training experience and a twelve year background in personal and family counseling, Dave's sales training workshops are featured annually at national conferences.

He has authored a dozen resource books currently used throughout the training industry.

Notes • Notes • Notes • Notes

Research:

Keys to Using this Workbook

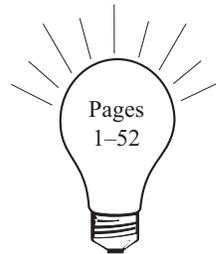
There is some empirical evidence (*cf.*, Brophy, 1982) that teachers may over-rely on published curriculum materials, particularly teacher guides and textbooks, to determine content coverage. Teachers may perceive themselves as curriculum implementers rather than active planners or decision-makers. Teacher failure to make purposes and objectives clear to students may result in a discrepancy between teachers' and students' perceptions regarding the meaning of the activities (Brophy, 1982).

Content coverage requires thoughtful decision making, particularly during the planning stage of instruction. Such decisions include determining student needs, assessing material level, analyzing the prerequisite knowledge acquired by students, and individualizing/evaluating the material covered (Kindsvatter, Wilen, & Ishler, 1988, p. 55). Effective teachers, according to Eggan and Kauchak (1988), plan purposefully for student learning, which requires a careful analysis of goals and thoughtful selection of appropriate content for students.

Ellis & Friend (1991) defined instructional organizers as "...teaching routines used to help students understand what is being learned and to integrate new information with that which is previously learned" (p. 96). Additional advantages of instructional organizers cited by Ellis include (a) helping students to distinguish between important and unimportant information, and (b) assisting students to store the new information in an organized manner which enhances future retrieval.

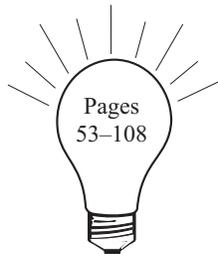
Keys to Using this Workbook

Need to Know



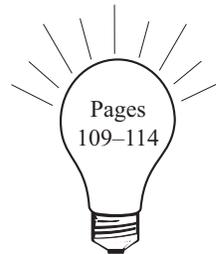
**White
Pages**

Nice to Know



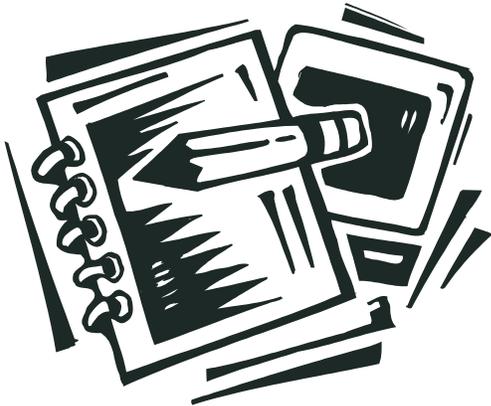
**Purple
Pages**

Where to Go



**Yellow
Pages**

Notes • Notes • Notes • Notes





Need to Know

Notes • Notes • Notes • Notes

Research:

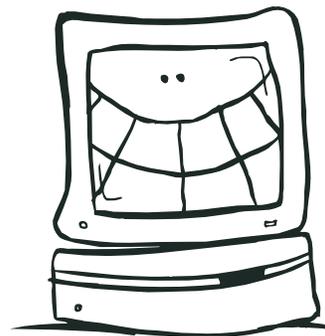
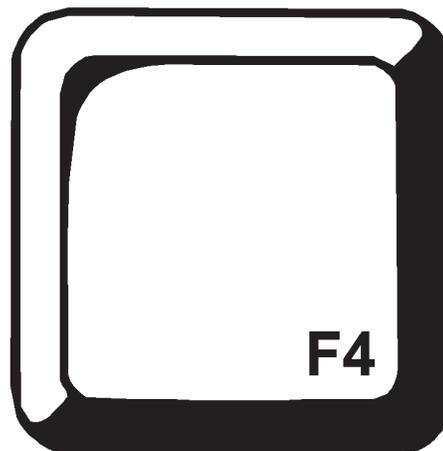
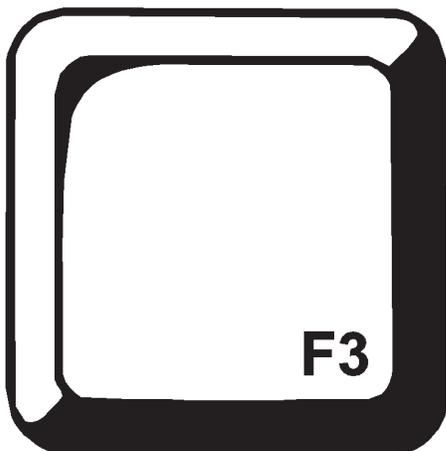
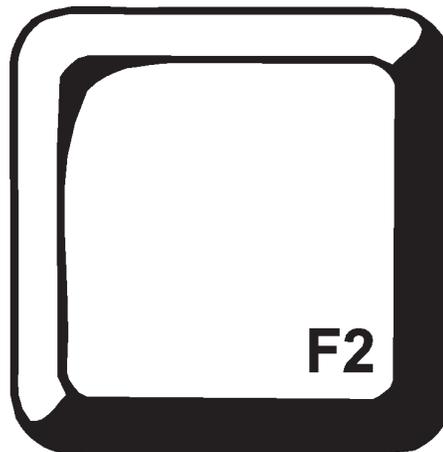
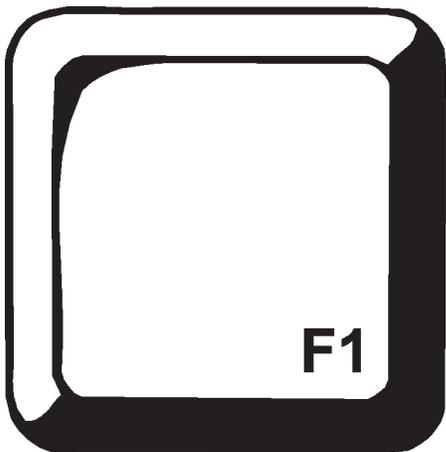
Logging On

According to Glover, Ronning, & Bruning (1990), schema activation is “...an array of activities designed to activate relevant knowledge in students’ memory prior to encountering new, to-be-learned information” (p. 251). Students activate prior knowledge through using instructional and content organizers, semantic mapping, semantic features analysis, and anchored instruction.

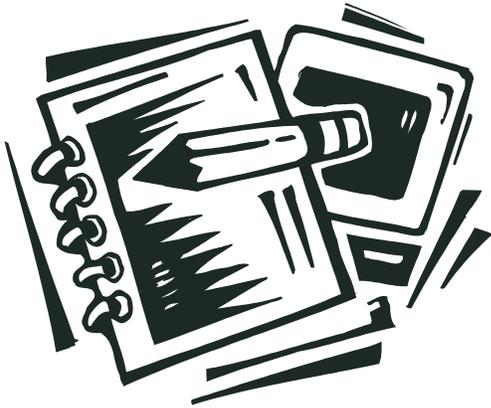
Wyne and Stuck (1982) identified several ways to increase students opportunity to respond: (a) beginning and ending lessons on time; (b) reducing transition time; (c) minimizing wasted time; and (d) monitoring students at all times.

Rosenshine (1983; 1986) indicated that effective teachers incorporate the following instructional sequence into their content lessons: (a) beginning the lesson with a short statement of goals; (b) reviewing previous learning; (c) presenting new material in small steps, allowing students practice time after each step; (d) giving clear and detailed instructions/explanations; (e) providing active and ample practice; (f) asking questions, checking for understanding, and obtaining responses from all students; (g) providing guided practice; (h) providing explicit instruction; and (i) providing practice for fluency attainment.

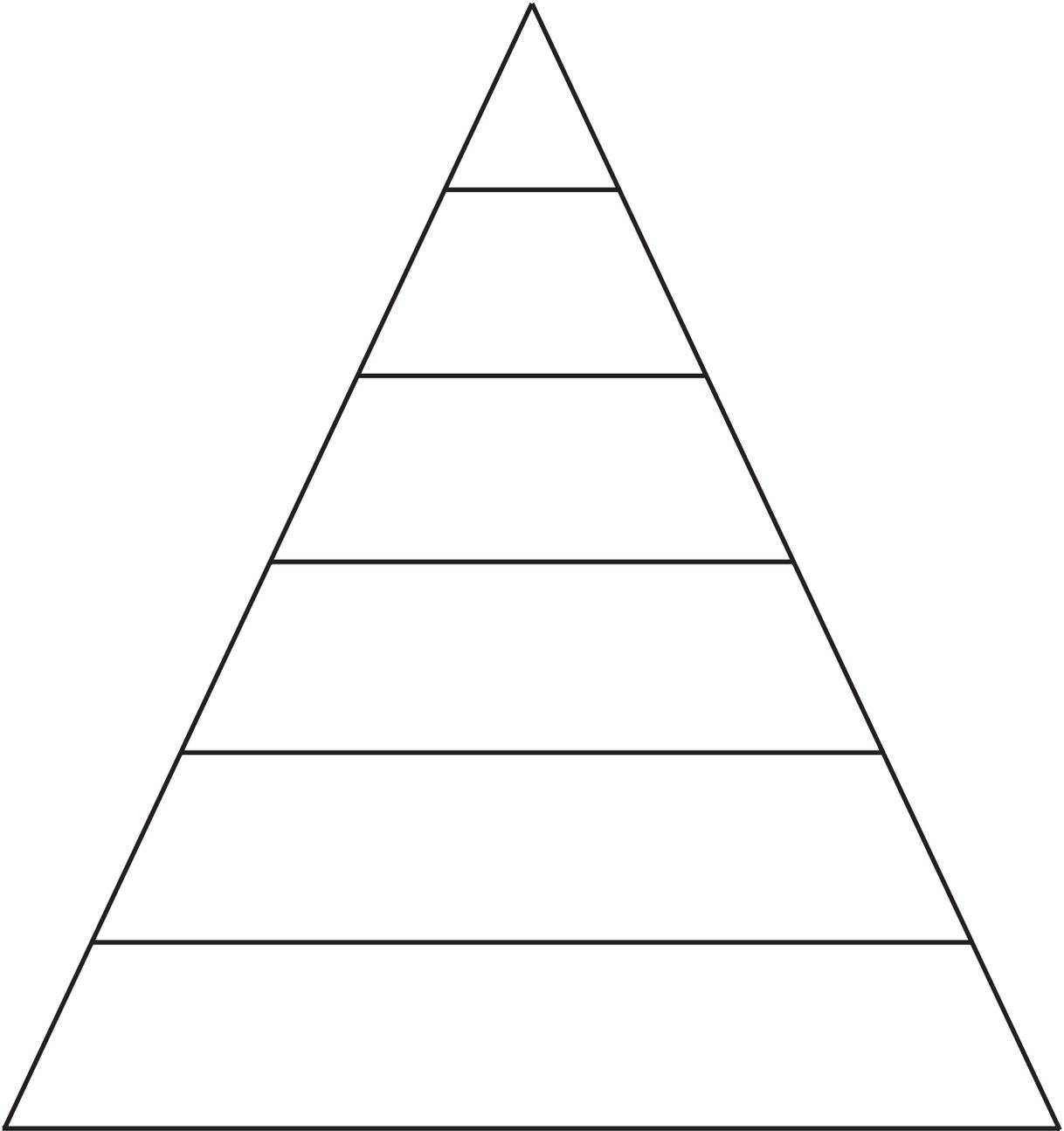
Logging On: “Best Practices”



Notes • Notes • Notes • Notes



Arch's Hierarchy for Instructional Redesign



Step One: Mind Map

Step One: Mind Map

Notes • Notes • Notes • Notes

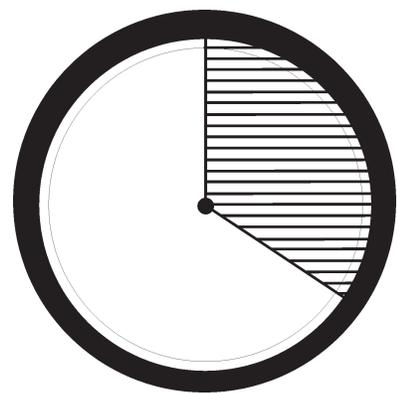
Research:

Prioritize

Leinhardt (1986) in reviewing research on effective teaching, concluded that expert teachers are especially good at constructing lessons that successfully communicate the content that needs to be learned.

High rates of success (and to a less certain extent, moderate rates) are positively related to learning outcomes and low success rates are negatively associated with student learning outcomes (*Beginning Teacher Evaluation Study (BTES)*, in Fisher, Berliner, Filby, Marliave, Cohen, & Dishaw, 1980 and other studies (*Anderson, Evertson, & Brophy, 1979; Block, 1970; cf., Englert, 1983; 1984a; 1984b; cf., Fisher, Marliave, & Filby, 1979; cf., Rieth & Everston, 1988; Kindsvatter, Wilen, & Ishler, 1988; cf., Powell, 1979*). There is a considerable, positive relationship between high success rate and achievement.

Step Two: Prioritize



Step Three: Outline

Outline

Chunk

Step Three: Outline

Outline

Chunk

Notes • Notes • Notes • Notes

Research:

Instructor-Led and Participant-Centered Instructional Model

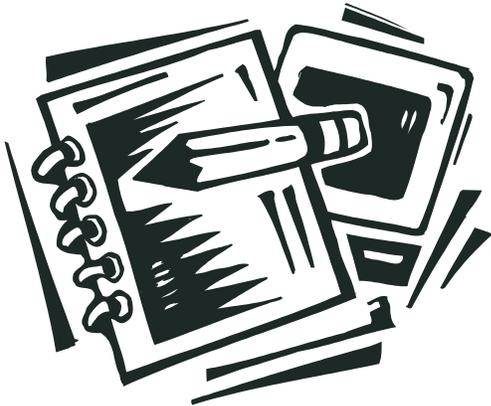
Teachers use allocated time differently. Research has suggested that effective teachers spend 15% less time on management and organization tasks, and 50% more time in interactive activities. Effective teachers organize their time so they can spend at least some time with the total group, in small groups, and with individuals (*cf.*, Borg, 1980; *cf.*, Kindsvatter, Wilen, & amp; Ishler, 1988).

Copyright 2006, Dave Arch and Associates. All rights reserved. • davearch.sandler.com

Instructor-Led and Participant-Centered Instructional Model



Notes • Notes • Notes • Notes



Step Three: Outline

Outline

Chunk

Notes • Notes • Notes • Notes

Research:

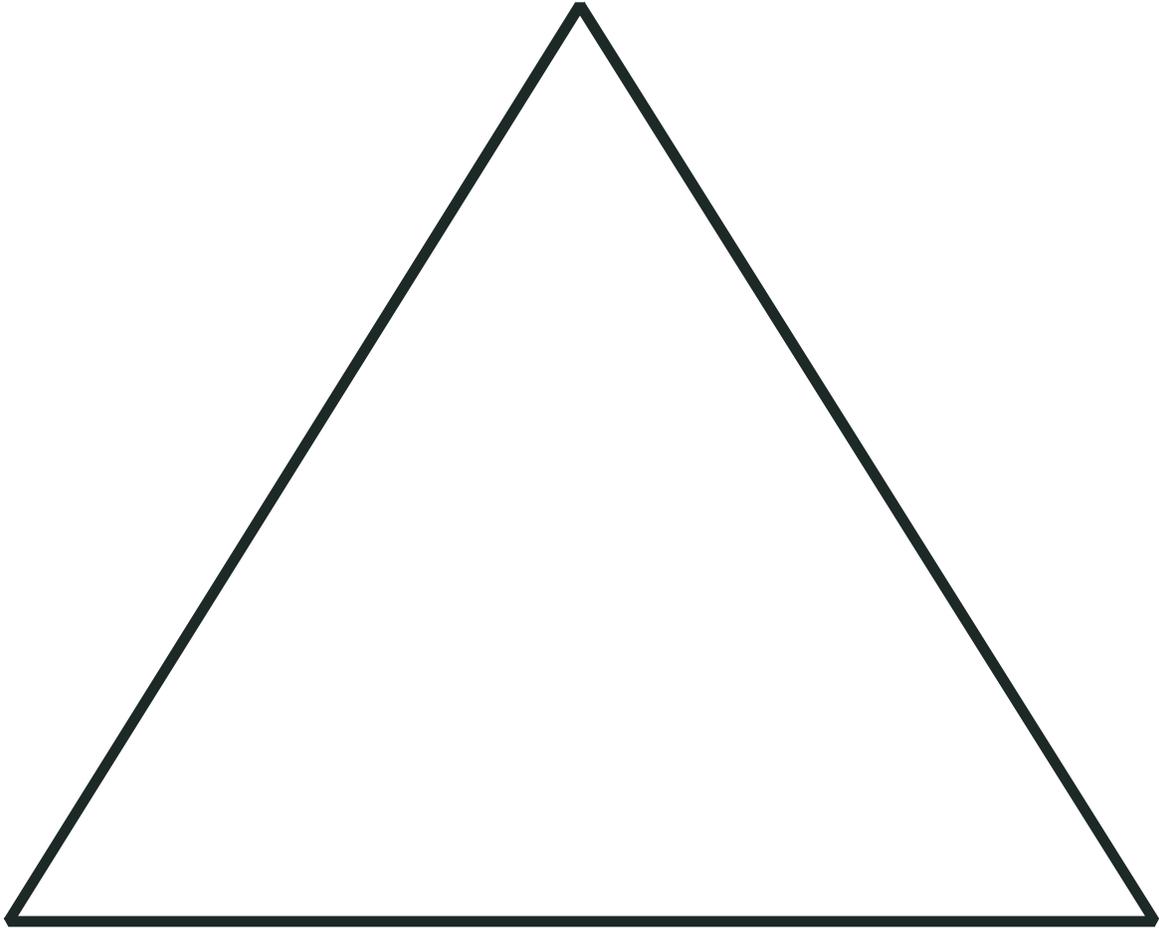
Chunk

Effective teachers also appear to plan enough time so that students can achieve content mastery before moving to new content (*Clark, 1992; Gerber, 1986; Wang, 1979*).

Block argued that if our schools are to increase student learning, more direct and concentrated efforts toward providing “errorless” learning should be undertaken. This principle, explicit in Bloom’s (1968) mastery learning approach, necessitates that teachers routinely engage in the following activities: (a) diagnosis; (b) prediction, (c) orientation, (d) feedback, and (e) correction (*BTES, in Block, 1980; Hudson, Colson & amp; Braxdale, 1984*).

Copyright 2006, Dave Arch and Associates. All rights reserved. • davearch.sandler.com

Step Four: Chunk



Notes • Notes • Notes • Notes



Step Five: Insert Activities

Insert Activities

One Hour Sample Worksheet

Opening _____

Content _____

Processing _____

Review _____

20 minutes

20 minutes

20 minutes

Closing _____

Insert Activities Worksheet

Opening _____

20 minutes

20 minutes

20 minutes

Closing _____

Notes • Notes • Notes • Notes

Research:

Why We Remember

The prior knowledge a learner brings to a task plays a central role in the acquisition of new learning (*Beck, 1986*). If a learner is unable to access prior knowledge he/she has lost access to foundational blocks that support new learning.

Due to factors such as interference and decay, learners may lose information if intensive efforts are not made to store the information into long-term memory. Once transferred to long-term memory, information may or may not be retrievable or accessible in relevant situations. Retrieval is highly dependent upon the strategies used by the learner to process information (*Bos & Vaughan, 1988*).

Copyright 2006, Dave Arch and Associates. All rights reserved. • davearch.sandler.com

Why We Remember

“Effective teachers achieve closure to their lessons. Effective teachers plan how to bring a lesson to a close and how to make the transition into the adjoining lesson.”

*Gage, N.L., & Berliner, D.C. (1984).
Educational Psychology. Boston: Houghton Mifflin.*

“Guided practice allows students to transfer new material from their working memory to long-term memory.”

*Reynolds, A. (1992)
What is competent beginning teaching? A review of the literature. Review of Educational Research, 62, 1–35.*

“...memory is most effectively stored when it undergoes what is called deprocessing, when you use lots of different cues. And you are really showing how that works, that you combine both the auditory cue, the hearing it, the reading of it. And of course when you have it in front of you, you can read it several times. And since repetition enhances memory storage, you’re really using all the devices you possibly can to store it. That’s a good way to go.”

*Dr. Eric Kandell, Columbia University
Speaker on the PBS program Exploring Your Brain: Memory (1998)*

“Students learn more efficiently when the teacher organizes the lesson in such a way that it relates to the background knowledge of the student.”

*Schuck, R.F. (1985)
An empirical analysis of the power of set induction
and systematic questioning as instructional strategies.
Journal of Teacher Education, 36, 38–43.*

Notes • Notes • Notes • Notes

Research:

Content Delivery Options

Three aspects of time that directly impact student learning include: (a) the maximum amount of time that is allocated for the activity; (b) the degree to which students are engaged during allocated time; and (c) the degree to which the students engage in the activity at a high rate of success (*Beginning Teacher Evaluation Study (BTES) in Denham & Lieberman, 1980; Fisher, Marliane, Cahen, Dishaw, Moore, & Berliner, 1980*).

Copyright 2006, Dave Arch and Associates. All rights reserved. • davearch.sandler.com

Content Delivery Options

1. Small Groups

2. Case Studies

3. Debates

4. Demonstrations

5. Field Trips



6. Games

7. Interviews

8. Lecture Activities



9. Memorizations

10. Object Lessons

11. Panels

12. Projects

13. Reports



14. Role Plays

15. Skits

16. Slides

17. Testimonials



18. Videos



19. Questions/Answers

20. Quizzes

21. Dialogues

22. Symposiums

23. Learning Teams

24. Simulations



25. Graphic Stories

26. Crossword Puzzles

27. Lectures

28. Sentence Completions

29. Word Associations

Content Delivery Options

1. Small Groups

2. Case Studies

3. Debates

4. Demonstrations

5. Field Trips



6. Games

7. Interviews

8. Lecture Activities



9. Memorizations

10. Object Lessons

11. Panels

12. Projects

13. Reports



14. Role Plays

15. Skits

16. Slides

17. Testimonials



18. Videos

19. Questions/Answers



20. Quizzes

21. Dialogues

22. Symposiums

23. Learning Teams

24. Simulations



25. Graphic Stories

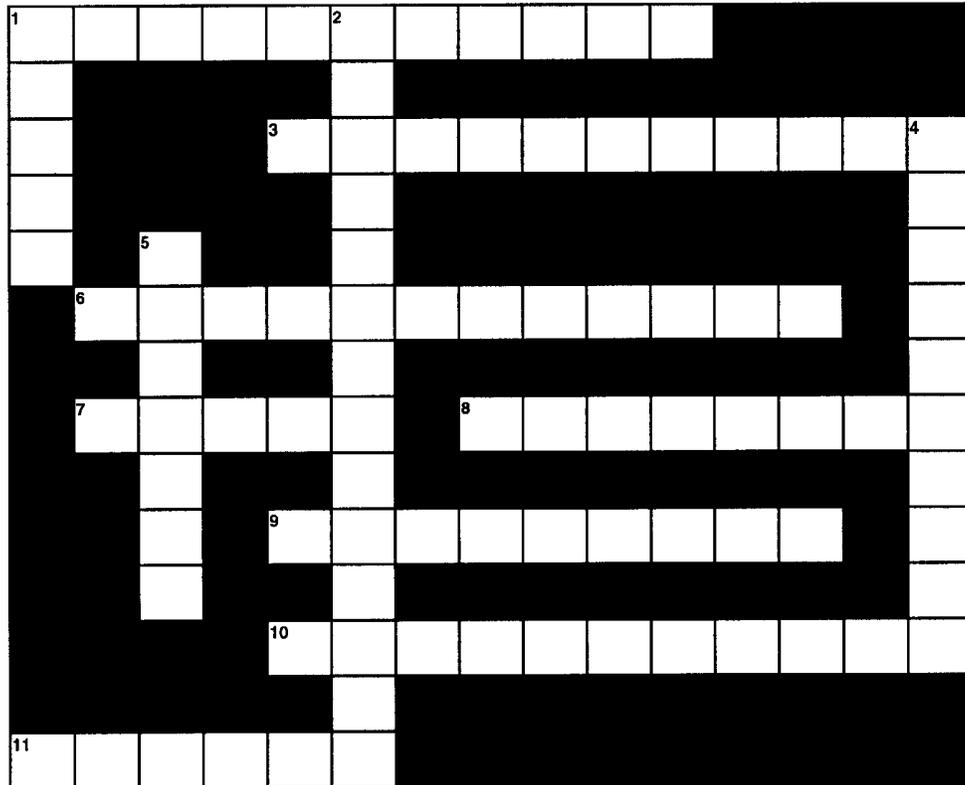
26. Crossword Puzzles

27. Lectures

28. Sentence Completions

29. Word Associations

Crossword Puzzle



ACROSS

1. Groups of 5–7 students
3. A problem solving scenario
6. An individual speaking to the benefits of a given subject
7. Learning through wholesome competition
9. A scenario with students having specific roles and objectives
10. A metaphorical or real life activity used to replicate components of the environment in which students will be applying the content under study
11. A group of experts

DOWN

1. A short play
2. An uncaptioned picture
4. Talk show format with a panel
5. An excellent tool for examining all sides of an issue

<http://puzzlemaker.school.discovery.com>

Copyright 2006, Dave Arch and Associates. All rights reserved. • davearch.sandler.com

Notes • Notes • Notes • Notes

Research:

Sentence Completions

Bos and Vaughan (1988) emphasized selecting major concepts and related vocabulary prior to instruction. Both schema and scaffolding theories suggest that teachers should design instruction facilitating the scaffolding process while simultaneously ensuring that the relationships among concepts is carefully delineated. To-be-learned material should be presented to activate prior knowledge and assists the learner to organize and process knowledge effectively. Major concepts are best understood when succinctly articulated to students.

Copyright 2006, Dave Arch and Associates. All rights reserved. • davearch.sandler.com

Sentence Completions

A place I would like to visit is:

A celebrity I would enjoy meeting is:

One job related nightmare I sometimes have is:

The piece of fruit my job most resembles is:

If I could change one component of my job description it would be:

The favorite part of my job is:

Notes • Notes • Notes • Notes

Research:

Word Associations

A study by Anderson and Smith (1984) illustrates the importance of teaching students commonalities across various topics and types of problem-solving situations. Several researchers, such as Kameenui (1991), Pea (1987), and Prawat (1989), indicated that educators should devote more attention to defining common elements both within and across subjects.

Copyright 2006, Dave Arch and Associates. All rights reserved. • davearch.sandler.com

Word Associations

Vacation _____

Work _____

Hobby _____

Computer _____

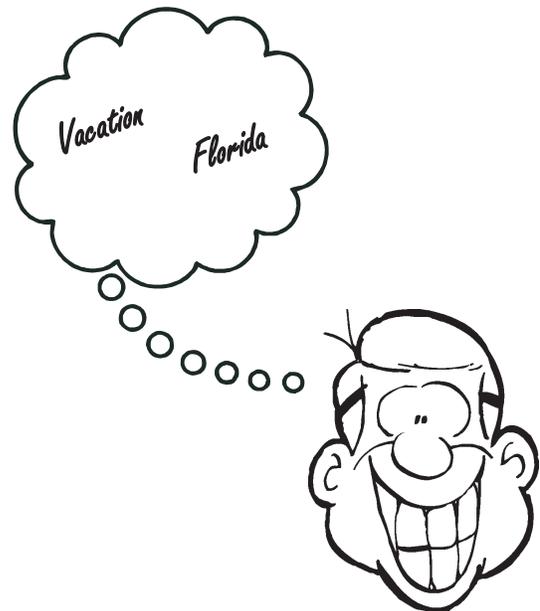
Training _____

Jim Carrey _____

Bloom's Taxonomy _____

Elizabeth Taylor _____

Your Job _____



Notes • Notes • Notes • Notes

Research:

Graphic Stories

Anchored instruction (*Bransford et al., 1990*) “anchors” or immerses instruction in rich learning macrocontexts that permit active student problem solving, exploration, and discovery. The major goal is to let students experience the changes in their perception and understanding of the anchor as they view the situation from multiple points of view (*Bransford et al., 1990; p. 391*). Once immersed and reflection and understanding of the perceptual changes have been realized, learners can use the learning acquired in bridging the anchored contexts to other relevant contexts.

Copyright 2006, Dave Arch and Associates. All rights reserved. • davearch.sandler.com

Graphic Stories



Notes • Notes • Notes • Notes

Research:

Videos

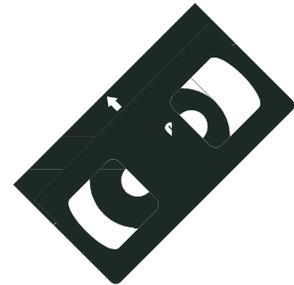
The teacher using indirect strategy instruction guides the student through the task, and as instruction progresses, gradually releases the student to take responsibility for the effective and efficient completion of the task. In some instances, the teacher never presents the “best” strategy, but allows the student to discover the best approach to the task (*Ellis, 1992*).

Copyright 2006, Dave Arch and Associates. All rights reserved. • davearch.sandler.com

Videos

If you were in the audience...

1. How are you feeling?
2. How are the other audience members feeling?
3. As the scene unfolds, what should you do?



W — What is the significance of water in relation to the subject of change?

F — What fears are the people in this video feeling as they face change?

Notes • Notes • Notes • Notes

Research:

Script, Switch, and Solve

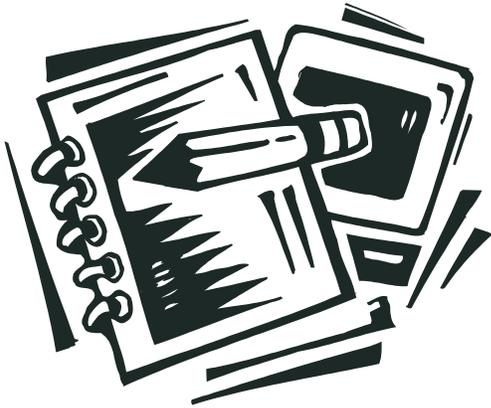
In their informative review, Englert et al. (1991) stated: “Teachers have the responsibility to model strategies as they ‘think aloud’ to make visible the normally invisible cognitive processes...” (p.339). As noted by these authors, it is equally important that students participate in this collaborative social dialogue as they begin to take increasing responsibility for their inner speech and active learning. (An important caution: scaffolded instruction is not simply modeling or thinking aloud about cognition, it’s completion occurs only when learners have covertly internalized the dialogue on an automatic, unconscious level.)

Copyright 2006, Dave Arch and Associates. All rights reserved. • davearch.sandler.com

Script, Switch, and Solve

1. Ask a group (person) to write a one or two paragraph description of a problematic situation.
2. Groups (students) then exchange their written scenarios.
3. The recipients then add one or two sentences to the description as a further embellishment of the problematic situation.
4. Finally, the scenarios are then exchanged one more time (no one should receive their original paragraph).
5. Now each person (group) makes a two column chart. One column is headed with the word “Preventive” and one with the word “Corrective.” The students now list possible solutions to the situation using the two column chart to help organize their thoughts before presenting them as a one page paper.

Notes • Notes • Notes • Notes



Debates

- A D 1. A class with even 50% lecture still has too much lecture.
- A D 2. Some instructors should use more lecture than others.
- A D 3. If a class lets an instructor know that they prefer lecture rather than activities, then the instructor should use lecture to deliver his/her content.



Research:

Debates

“We know that there’s a part of the brain...that gets activated when we’re very emotional, and it increases our ability to remember things. So that when there’s emotion attached to something, we’re more likely to remember it.” Dr. Marilyn Albert, Professor of Psychiatry at Harvard Medical School, speaking on the PBS Program Exploring Your Brain: Memory (1998).

According to Prawat (1989), the major goal of education is to promote the transfer of knowledge and skills. As defined by Prawat (1988), transfer is the ability to access one’s own knowledge in situations in which that knowledge may be relevant.

Copyright 2006, Dave Arch and Associates. All rights reserved. • davearch.sandler.com

Notes • Notes • Notes • Notes

Research:

Field Trips

Bransford et al. (1990) stressed the importance of “meaningfulness” in knowledge organization and acquisition. Both organization and recall of knowledge abilities are enhanced when content is presented within meaningful contexts.

Copyright 2006, Dave Arch and Associates. All rights reserved. • davearch.sandler.com

Field Trips

Bookmark your favorites:

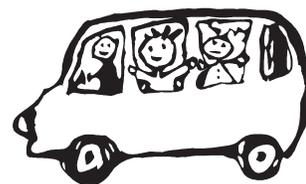
Training Games (<http://www.thiagi.com>)

Free Training Puzzle Maker Site (<http://www.puzzlemaker.school.discovery.com>)

You Don't Have to Lecture Website

(<http://www.salestrainingsspecialists.com/alternatives.com>)

Creative Training Techniques Newsletter (<http://bobpikegroup.com>)



Notes • Notes • Notes • Notes

Research:

Games

Good strategy instruction promotes the active participation of students in their own learning (*Winne & Marx, 1982; Peterson & Swing, 1982*).

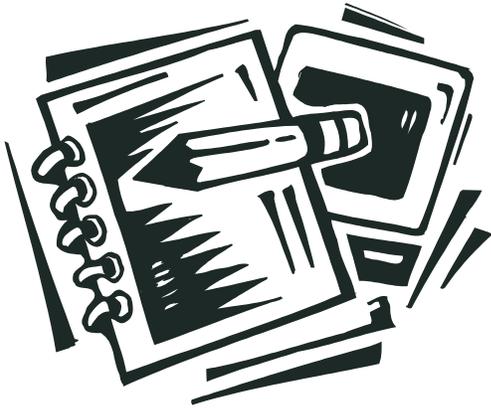
As reviewed by Rosenshine (*1986*), students have to process new material effectively in order to transfer it from working memory to long-term memory. That is, they have to elaborate, review, rehearse, summarize, or enhance the material in some way to increase the likelihood that information will be transferred to long-term memory. Students can do this through active practice which is facilitated if the teacher asks students questions, requires them to summarize main points or themes, has students tutor one another, and supervises students as they practice new steps in a skill. Extensive practice and frequent review are needed after the material is first learned so that it can be recalled effortlessly and automatically in future work. When prior learning is automatic and fluent, this frees space in our working memory which can be used for application and higher-level thinking.

Copyright 2006, Dave Arch and Associates. All rights reserved. • davearch.sandler.com

Games



Notes • Notes • Notes • Notes



Step Six: Design Your Workbook

1.

2.

3.

4.

5.

6.

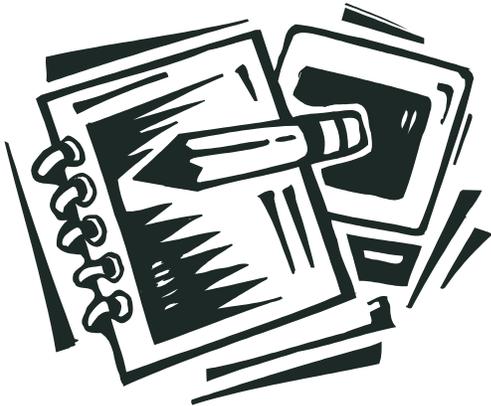
7.

8.

9.

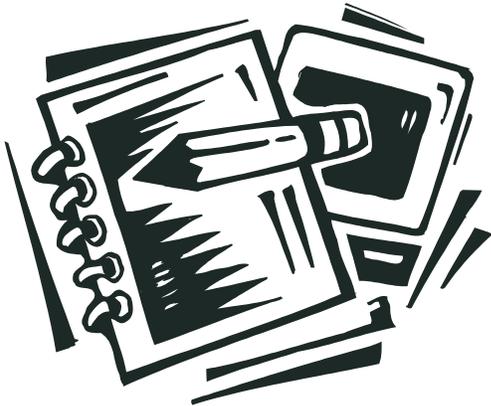
10.

Notes • Notes • Notes • Notes



Closing

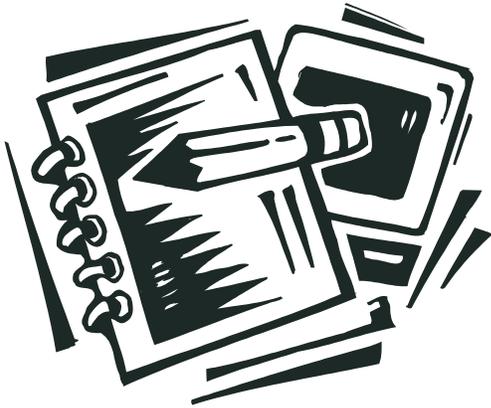
Notes • Notes • Notes • Notes





Nice to Know

Notes • Notes • Notes • Notes



Learning Teams: Memory Factoids

“When we are exploring a subject, we remember...”

- 10% of what we read
- 20% of what we see in a graphic
- 30% of what we see in a graphic with sound
- 50% of what we speak or write about
- 70% of doing what you learned
- 99% of what we teach

The Forever Mind by Priscilla Donovan and Jacquelyn Wonder (William Morrow & Company)

Without special support, 0% of trainees ever successfully used training.

With transfer-support intervention, 60% to 100% of the people used what they learned.

Dr. Robert O. Brunerhoff of Western Michigan University through research conducted at a Fortune 200 company (Managing Your Training Investment, Dartnell Publishing, pg 8)

“If a person is exposed to one idea one time...at the end of thirty days the person will retain less than 10%. If a person is exposed to one idea six times with intermittent reinforcements at the end of 30 days that person will retain more than 90%.” *Silent Messages* by Albert Mehrabian)

“Benjamin Bloom found that no one achieved mastery of any area in less than 12 years with approximately 15,000 to 30,000 hours of practice.” *A Teacher’s Dozen* by T.A. Angelo

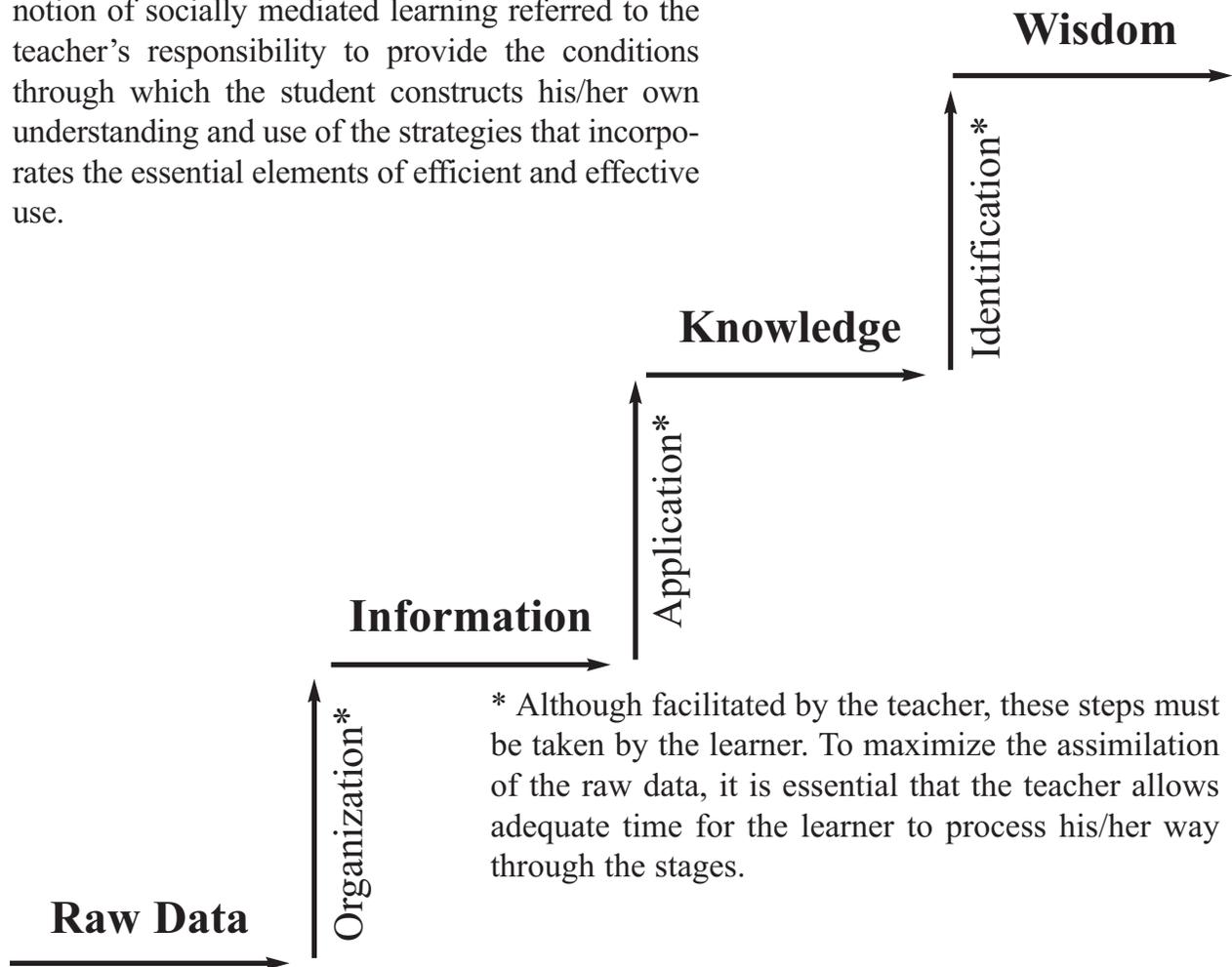


Effective Assimilation



Research:

As reviewed by Englert et al. (1991), Vygotsky's notion of socially mediated learning referred to the teacher's responsibility to provide the conditions through which the student constructs his/her own understanding and use of the strategies that incorporates the essential elements of efficient and effective use.



Visual/Auditory Kinesthetic Profile

_____ I need to see an illustration of what I'm being taught before I understand it.

_____ I am drawn to flashy, colorful, visually stimulating objects.

_____ I almost always prefer books that include picture or illustrations with the text.

_____ I look like I'm "daydreaming," when I'm trying to get a mental picture of what's being said.

_____ I usually remember better when I can actually see the person who's talking

_____ % _____

_____ I need to hear myself say it in order to remember it.

_____ I often need to talk through a problem aloud in order to solve it.

_____ I memorize best by repeating the information aloud or to myself over and over.

_____ I remember best when the information fits into a rhythmic or musical pattern.

_____ I would rather listen to a recording of a book than sit and read it.

_____ % _____

_____ I have difficulty sitting still for more than a few minutes at a time.

_____ I usually learn best by physically participating in a task.

_____ I almost always have some part of my body in motion.

_____ When I have to sit and listen to an instructor, I will draw on paper, click my pen, or play with something in my hands

_____ I prefer to read books or hear stories that are full of action.

_____ % _____

*Based on the work of Anthony F. Gregorc, Ph.D. and Cynthia Ulrich Tobias, M.Ed.
adapted by Susan A. Ensz, M. Ed.*

Global/Analytical Profile

1. _____ I like learning by myself better than working with another person/group.
2. _____ I like learning with another person or group better than working by myself.

1. _____ I like to finish one job before going on to the next one.
2. _____ I can begin a new job even if I have not finished an earlier one.

1. _____ I can begin my work without waiting to see how someone else does it.
2. _____ I prefer to wait for someone else to start before I begin.

1. _____ I find it easier to remember details when I read.
2. _____ I find it easier to remember the main ideas when I read – to get the gist of the story.

1. _____ I prefer to have my desk/work area orderly in order to work/concentrate.
2. _____ I can get my work done and or concentrate even if my desk/work area is cluttered.

1. _____ I prefer to have choices regarding how a task should be accomplished.
2. _____ I prefer to have someone just tell me exactly how to complete the task.

1. _____ I find it fairly easy to ignore distractions while I work.
2. _____ I find it pretty difficult to ignore distractions while I work.

1. _____ I prefer to have a job assigned in smaller parts and given step by step.
2. _____ I need to know the whole task before I can work on smaller parts or the step by step.

1. _____ I do not take it personally if someone tells me I've done something wrong.
2. _____ I automatically take it personally if someone says I've done something wrong.

Amount of # 1 _____

Amount of #2 _____

#1 = _____ % _____

2 = _____ % _____

Based on the work of Cynthia Ulrich Tobias, M.Ed. adapted by Susan A. Ensz, M. Ed.

Learning Styles: How We Take in Information

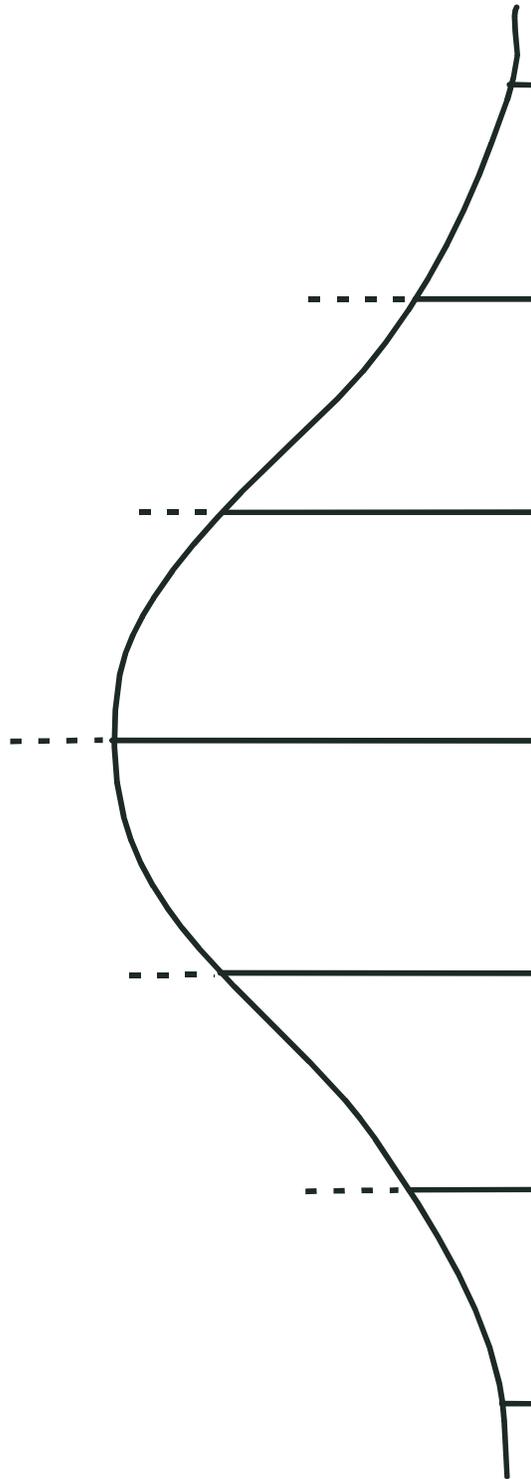


Copyright 2006, Dave Arch and Associates. All rights reserved. • davearch.sandler.com

Difficult Participants

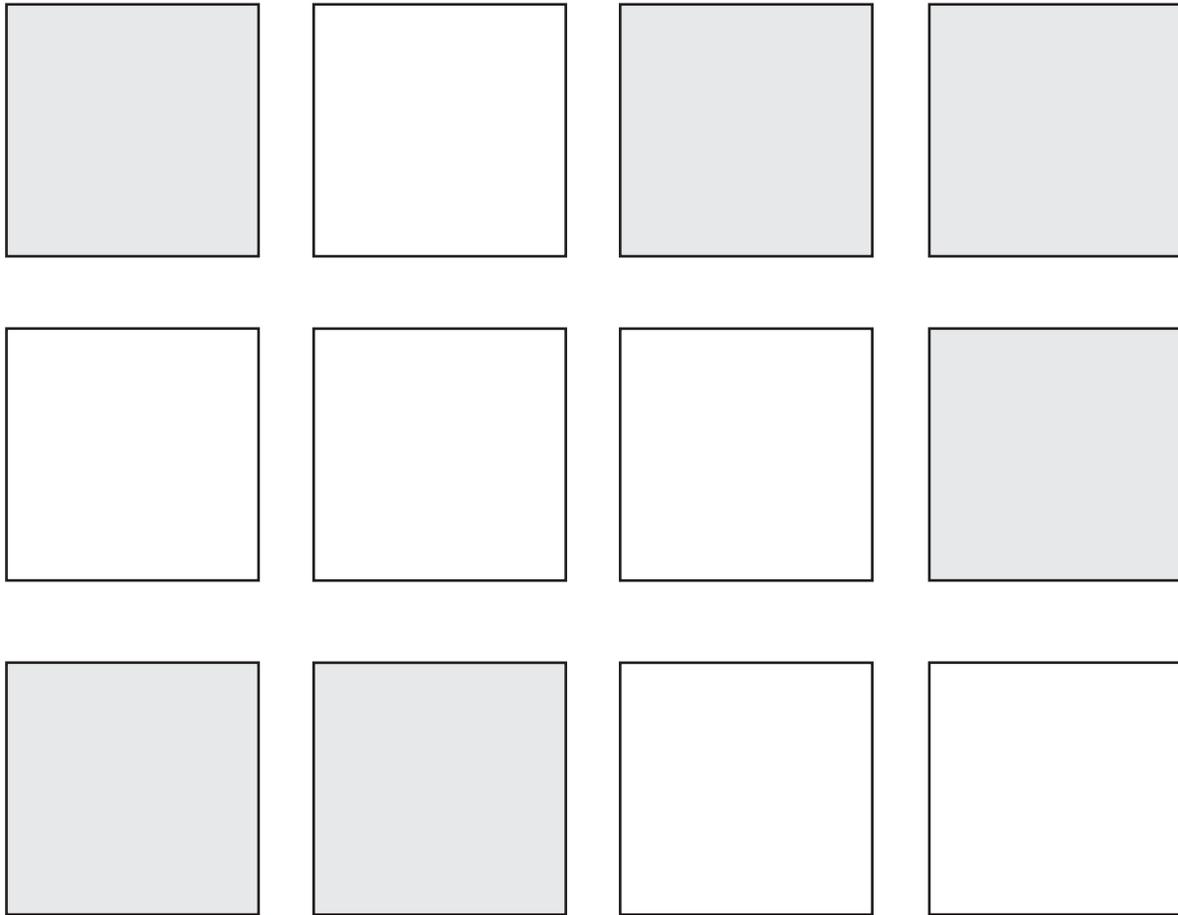
Internal Behaviors	External Behaviors
• Anxious	• Aggressive
• Depressed	• Blaming
• Immature	• Bullying
• Withdrawn	• Domineering
• Medical Complaints	• Judgmental
• Uncommunicative	• Sarcastic

The Healthy Mid-Range



Destination Selector

Travel to Paris			
			This Training
	Fishing		



Skits



Role Plays

Role For Terry

You will have two objectives in this practice session:

1. For you to achieve your objective of having the recently purchased computer returned to the seller.
2. For both you and your spouse, Chris, to finish the discussion feeling good about it.

You and Chris have been married for one year. It has been a difficult year. Although both you and Chris work, it has been impossible to get ahead financially. The credit cards are all at their maximum credit limits. However, up until last night you were confident that it could be worked out.

A week ago you and Chris made an agreement not to make any new purchases over \$100 without talking with each other.

Last night Chris brought home a computer purchased from a friend at work. The \$1,200 purchase price cleaned out your savings account. You were too angry and hurt to talk last night. However, you know that when Chris gets home, you're going to have to talk it out tonight.

The time has arrived since you hear Chris coming through the front door of your home.



Role Plays

Role for Chris

You will have two objectives in this practice session:

1. To keep your recently purchased home computer.
2. For both you and your spouse, Terry, to finish the discussion feeling good about it.

You and Terry have been married for one year. It hasn't been an easy year. Although both of you work, it has been very difficult to get ahead financially. The limits on your credit cards are all at their maximum. It seems like you are working longer and longer hours, and you're worried about the stress on your marriage due to the amount of time the two of you are spending apart.

In an attempt to control the spending situation, you and Terry agreed to not make a purchase over \$100 without consulting each other. However, yesterday an opportunity came up at work that you had to move on quickly. A friend offered you his state of the art personal computer for \$1,200. It had everything you knew you wanted on a computer. You knew someone else would take him up on his offer if you didn't take it fast. You also knew that there was exactly \$1,200 in the savings account so you wouldn't need to borrow any money. You bought the computer and took it home.

You could tell that Terry wasn't happy but the two of you didn't discuss it last night.

Actually the more you've thought about it, the more excited you've become about the computer. It will mean that you can come home from work earlier since some of your work can be now done on the new computer.

Nevertheless, you know that you'll need to talk this out with Terry. You have a feeling that it will be tonight. You're about to find out since you're pretty sure Terry's already at home, and you're about to walk through the front door.



Role Plays – Terry and Chris

Discussion Sheet

The group leader reads the following:

1. Did both Chris and Terry meet their objectives? Why or why not?
2. Did the gender of Chris and Terry make a difference in the discussion? How would different genders in the roles possibly affect the outcome?
3. Was there good listening on both sides? What evidence do you have for your answer?
4. Which objective did you believe each was pursuing most vigorously – the first goal or that of having the other person feel good about the discussion? Why?
5. What strategies did you see each person use?
6. What are two compliments/commendations you could give to each party?
7. What is one recommendation you could make to each party?

MEMO

To: Liver Transplant Advisory Committee

Re: Liver Transplant Recommendations

The following seven people are currently on our hospital's liver transplant waiting list. All seven are in equally serious condition. There is little doubt that those who don't get the transplants will die. We have just been notified that two suitable livers will be available tomorrow morning. Please select the **TWO PERSONS** from the waiting list who will receive those transplants. Per hospital policy, this committee decision must be unanimous.

DAVID is 7, white, and has lived in an orphanage for the past two years. His father died of alcoholism and his mother has constant bouts with mental illness – requiring John's current living arrangements.

STANLEY is 10 years old, white, and has been in five different elementary schools throughout his elementary school experience. His teachers all speak of him as a quiet, good boy and an average student. He and his mother are very close.

TOM is 18, white, and in his senior year of high school. His physician has required him to take six months off of school for a nervous breakdown. His parents regard him as quite odd since he makes up his own religion and chants hymns to himself. He is not doing well in school and has few friends.

JOHN is 13, black and lives in a state institution for delinquent boys. He was placed there by the courts as punishment for indiscriminately firing a revolver from the front steps of his home. Neither parent seems to care what happens to John.

MARTHA is 5, white, and completely deaf and blind. She has not learned how to communicate her thoughts in any manner at all and is "out of control" most of the time.

GEORGE is 15, white, and is being home schooled by his mother since being diagnosed as mentally ill by one of his teachers. However, his mother seems to really believe in him and angrily denies that he is incompetent at all.

DEAN is 15 years old, black, and appears to be quite gifted. He has skipped school three grades since beginning school and is ready to begin college next year. His family is very close and parents appear very devoted to each other.

Collaboration Style Profile

Name _____

Date _____

Instructions: Choose a single frame of reference for answering all fifteen items (e.g., work-related conflicts, family conflicts, or social conflicts) and keep that frame of reference in mind when answering the items.

Allocate 10 points among the four alternative answers given for each of the fifteen items below.

Example: When the people I supervise become involved in a personal conflict, I usually:

Intervene to settle the dispute.	Call a meeting to talk over the problem.	Offer to help if I can.	Ignore the problem.
_____ 3 _____	_____ 6 _____	_____ 1 _____	_____ 0 _____

Be certain that your answers add up to 10.

1. When someone *I care about* is actively hostile toward me, i.e. yelling, threatening, abusive, etc., I tend to:

Respond in a hostile manner.	Try to persuade the person to give up his/her actively hostile behavior.	Stay and listen as long as possible.	Walk away.
_____	_____	_____	_____

2. When someone *who is relatively unimportant to me* is actively hostile toward me, i.e., yelling, threatening, abusive, etc., I tend to:

Respond in a hostile manner.	Try to persuade the person to give up his/her actively hostile behavior.	Stay and listen as long as possible.	Walk away.
_____	_____	_____	_____

Adapted from “Conflict Management Style Survey,” by Marc Robert in *The 1982 Annual for Facilitators, Trainers and Consultants*, edited by J.W. Pfeiffer and L.D. Goodstein, 1982, Pfeiffer & Company, San Diego, CA.

Copyright 2006, Dave Arch and Associates. All rights reserved. • davearch.sandler.com

Moving Beyond Lecture™

3. When I observe people in conflicts in which anger, threats, hostility, and strong opinions are present, I tend to:

Become involved
and take a
position.

Attempt to
mediate.

Observe to see
what happens.

Leave as quickly
as possible.

4. When I perceive another person as meeting his/her needs at my expense, I am apt to:

Work to do
anything I can to
change that
person.

Rely on persuasion
and “facts” when
attempting to have
that person change.

Work hard
at changing how
I relate to that per-
son.

Accept the
situation as it is.

5. When involved in an interpersonal dispute, my general pattern is to:

Draw the other
person into seeing
the problem as I
do.

Examine the issues
between us as
logically as
possible.

Look hard for a
workable
compromise.

Let time take its
course and let the
problem work
itself out.

6. The quality that I value the most in dealing with conflict would be:

Emotional
strength and
security.

Intelligence.

Love and
openness.

Patience.

7. Following a serious altercation with someone I care for deeply, I:

Strongly desire to
go back and settle
things my way.

Want to go back
and work it out—
whatever give-and-
take is necessary.

Worry about it a
lot but not plan to
initiate further
contact.

Let it lie and not
plan to initiate fur-
ther contact.

Moving Beyond Lecture™

8. When I see a serious conflict developing between two people *I care about*, I tend to:

Express my
disappointment
that this had
to happen.

Attempt to
persuade them
to resolve their
differences.

Watch to see what
develops.

Leave the scene.

9. When I see a serious conflict developing between two people who are *relatively unimportant to me*, I tend to:

Express my
disappointment
that this had
to happen.

Attempt to
persuade them
to resolve their
differences.

Watch to see what
develops.

Leave the scene.

10. The feedback that I receive from most people about how I behave when faced with conflict and opposition indicates that I:

Try hard to get my
way.

Try to work out
differences
cooperatively.

Am easygoing and
take a soft or
conciliatory
position.

Usually avoid the
conflict.

11. When communicating with someone with whom I am having a serious conflict, I:

Try to overpower
the other person
with my speech.

Talk a little bit
more than I listen.

Am an active
listener (feeding
back words and
feelings).

Am a passive
listener (agreeing
and apologizing).

12. When involved in an unpleasant conflict, I:

Use humor with
the other party.

Make an occasional
quip or joke about
the situation or the
relationship.

Relate humor
only to myself.

Suppress all
attempts at
humor.

Moving Beyond Lecture™

13. When someone does something that irritates me (e.g., plans lessons without me or volunteers me for a committee without my permission), my tendency in communicating with the offending person is to:

Insist that the person look me in the eye.

Look the person directly in the eye and maintain eye contact.

Maintain intermittent eye contact.

Avoid looking directly at the person.

14. When someone does something that irritates me (e.g., plans lessons without me or volunteers me for a committee without my permission), my tendency in communicating with the offending person is to:

Stand close and make physical contact.

Use my hands and body to illustrate my points.

Stand close to the person without touching him or her.

Stand back and keep my hands to myself.

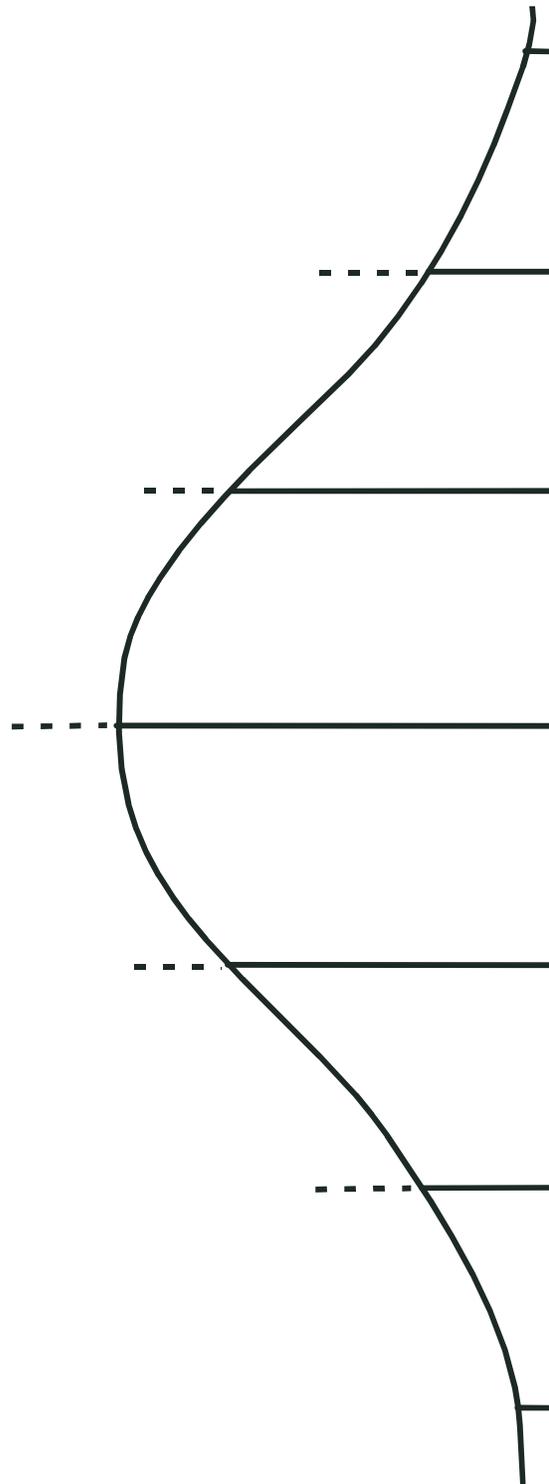
15. When someone does something that irritates me (e.g., plans lessons without me or volunteers me for a committee without my permission), my tendency in communicating with the offending person is to:

Use strong, direct language and tell the person to stop.

Try to persuade the person to stop.

Talk gently and tell the person what my feelings are:

Say and do nothing.



Learning Teams

Effective Teaching Principles

Principle 1: Students learn more when they are engaged actively during an instructional task.

Principle 2: High and moderate success rates are correlated positively with student learning outcomes, and low success rates are correlated negatively with student learning outcomes.

Principle 3: Increased opportunity to learn content is correlated positively with increased student achievement. Therefore, the more content covered, the greater the potential for student learning.

Principle 4: Students can become independent, self-regulated learners through instruction that is deliberately and carefully scaffolded.

Principle 5: The critical forms of knowledge associated with strategic learning are (a) declarative knowledge, (b) procedural knowledge, and (c) conditional knowledge. Each of these must be addressed if students are to become independent, self-regulated learners.

Principle 6: Learning is increased when teaching is presented in a manner that assists students in organizing, storing, and retrieving knowledge.

Principle 7: Students can become more independent, self-regulated learners through strategic instruction.



Principle 1: Students learn more when they are engaged actively during an instructional task.

When planning instructional activities, time should be considered as an important instructional variable.

Three aspects of time that directly impact student learning include: (a) the maximum amount of time that is allocated for the activity; (b) the degree to which students are engaged during allocated time; and (c) the degree to which the students engage in the activity at a high rate of success (*Beginning Teacher Evaluation Study (BTES) in Denham & amp; Lieberman, 1980; Fisher, Marliane, Cahen, Dishaw, Moore, & amp; Berliner, 1980*).

The amount of allocated time devoted to specific content varies considerably from classroom to classroom. Average student engagement rates during an instructional activity are 60% to 75% but may range from 30% to 90% (*cf., Kindsvatter, Wilen, & amp; Ishler, 1988*).

Seatwork activities are usually meaningful, and task engagement during seatwork may be optimized when the teacher interacts substantively with students (*BTES, in Rosenshine, 1980*). When seatwork activity is excessive, student engagement may decrease (*BTES, in Rosenshine, 1980; Rosenshine & amp; Berliner, 1978*).

Teachers use allocated time differently. Research has suggested that effective teachers spend 15% less time on management and organization tasks, and 50% more time in interactive activities.

Effective teachers organize their time so they can spend at least some time with the total group, in small groups, and with individuals (*cf., Borg, 1980; cf., Kindsvatter, Wilen, & amp; Ishler, 1988*).

Principle 2: High and moderate success rates are correlated positively with student learning outcomes, and low success rates are correlated negatively with student learning outcomes.

When planning instruction, the rate of success at which a student completes a task should be considered as a critical instructional variable.

A careful content match between student level of achievement and task assignment appears essential if high student success rates, and thereby improved learning outcomes, are to occur (*Adelman & Taylor, 1983; Brookover, Beady, Flood, Schweitzer & Wisenbaker, 1979. Brophy (1979) and Rosenshine (1983)* reviewed numerous studies which indicated that academic tasks that are individualized according to student needs result in high success rates. In general, they concluded, effective teachers: (a) move students at a brisk pace; (b) present content in small steps; and (c) provide academic tasks that are mastered easily by most students.

Younger and ineffective learners need to engage in tasks at a success rate that results in over-learning (*Rosenshine, 1983*). He emphasized that basic skill acquisition is taught hierarchically, and consequently, success at any level requires application and knowledge of the skills previously learned.

Principle 3: Increased opportunity to learn content is correlated positively with increased student achievement. Therefore, the more content covered, the greater the potential for student learning.

Providing students with ample opportunity to learn has been viewed by some as the single most important instructional principle derived from the effective teaching research (*Barr, 1980; Cooley & Leinhardt, 1980; Rosenshine & Berliner, 1978*).

“Opportunity to learn” addresses the amount of coverage actually provided to students for specific academic content whereas “allocated time” examines the dimension of time assigned for broad content areas like reading and mathematics (*Borg, 1980*). Simply stated, “...students tend to learn what they are taught and not to learn what they are not taught” (*Powell, 1979; p.50*). (*Results from the Beginning Teacher Evaluation Study BTES in Block, 1980*), have provided considerable support for the significant, positive relationship between opportunity to learn and student achievement.

Husen (*1967*) has explained that content coverage variations across countries explain much of international achievement differences on tests. Morin (*1986*) maintained that curriculum development should occur within the contexts and needs of the community, school, and classroom. Several variables appear to interact and impact substantially on both the amount and the quality of content coverage.

Curriculum Determination and Implementation

Several studies have indicated that teachers who enjoy teaching a specific content area are not only more likely to teach a specific content, but also more likely to spend more time teaching it (*Brophy, 1982; Carew & Lightfoot, 1979; Schwille et al., 1981*). Other teacher-decision making variables that may influence content coverage are (a) amount of time devoted to each topic; (b) topics to be covered; (c) students to be taught; (d) length of time and when each topic will be covered; and (e) the degree of student mastery required by each topic (*Brophy, 1982*).

There is some empirical evidence (*cf., Brophy, 1982*) that teachers may over-rely on published curriculum materials, particularly teacher guides and textbooks, to determine content coverage. Teachers may perceive themselves as curriculum implementers rather than active planners or decision-makers. Teacher failure to make purposes and objectives clear to students may result in a discrepancy between teachers’ and students’ perceptions regarding the meaning of the activities (*Brophy, 1982*).

Wyne and Stuck (*1982*) identified several ways to increase students opportunity to respond: (a) beginning and ending lessons on time; (b) reducing transition time; (c) minimizing wasted time; and (d) monitoring students at all times.

Teacher Planning of Content

Rosenshine (*1983; 1986*) indicated that effective teachers incorporate the following instructional sequence into their content lessons: (a) beginning the lesson with a short statement of goals; (b) reviewing previous learning; (c) presenting new material in small steps, allowing students practice time after each step; (d) giving clear and detailed instructions/explanations; (e) providing active and ample practice; (f) asking questions, checking for understanding, and obtaining responses from all students; (g) providing guided practice; (h) providing explicit instruction; and (i) providing practice for fluency attainment. Rosenshine emphasized that though these steps may not be appropriate for all learners, they are appropriate when material is new, difficult, hierarchical, or when students are young or experiencing learning difficulties.

Principle 4: Students can become independent, self-regulated learners through instruction that is deliberately and carefully scaffolded.

Definition of Scaffolded Instruction

Hetherington and Parke (1986) offered the following definition of scaffolding: the process of helping children "...achieve more than they can on their own by skillfully structuring the environment to make it easier for them" (p. 293). In much the same way that a scaffold is used as a temporary structural support during building construction, scaffolded instruction serves as a temporary and adjustable support for students to develop new skills and abilities (Englert, Raphael, Anderson, Anthony, & amp; Stevens, 1991; Pearson, & amp; Raphael, 1990). Implicit in the idea of scaffolded instruction is that the teacher enables learners to participate in complex tasks that they cannot perform adequately without assistance (Reid, 1991). Errors are expected and are corrected gradually through teacher re-direction and feedback. When implementing scaffolded instruction, teachers must ensure that sufficient, but not excessive, support is provided to the learner...a delicate balance between diminishing teacher guidance and increasing student competence should be maintained. Although the teacher initially assumes much of the control during scaffolded instruction, the ultimate goal of instruction is covert, independent self-regulatory learning.

Characteristics and Critical Features of Scaffolded Instruction

Pressley, Harris, and Parks (*in press*) reviewed Rogoff's six characteristics of scaffolded instruction: (a) enlisting or recruiting of the learner's interests; (b) reducing the number of steps required to solve a problem to a level where the learner can meet the task requirements with assistance; (c) keeping the learner in pursuit of the task; (d) accentuation of the critical features of the task (e.g., comparing the learner's product with the desired product); (e) keeping learner stress at a minimum; and (f) explicitly demonstrating task completion or explicitly modeling an idealized solution to a problem.

As addressed by Englert et al. (1991), teachers scaffold in many ways. Some of these ways include (a) activating background knowledge by asking a series of graduated questions that help students retrieve relevant information, (b) acting as a coach who provides tips, strategies, and cues to engage students in processes that promote independent learning, and (c) procedural facilitation (e.g., providing prompts such as "think sheets" that prompt students to engage in specific strategies, such as the steps involved in long division).

Principle 5: The critical forms of knowledge associated with strategic learning are (a) declarative knowledge, (b) procedural knowledge, and (c) conditional knowledge. Each of these must be addressed if students are to become independent, self-regulated learners.

Any discussion of knowledge might best be prefaced by an overview of the importance of metacognition and its central role in learning.

Metacognition (i.e., knowing about knowing), a term originated by Flavell (*cited in Wong, 1991*), is defined as "...one's knowledge concerning one's own cognitive processes and products or anything related to them, e.g., the learning-relevant properties of information or data" (*cited in Wong, 1991, p. 233*). Flavell (*cited in Wong, 1991*) identified two types of metacognitive activities: (a) knowledge about cognition and (b) regulation of cognition. Knowledge about cognition, according to Wong (*1991*), "...concerns an individual's knowledge about his own cognitive resources and the compatibility between himself as a learner and the learning situation." (*p. 233*) Knowledge about regulation of cognition include one's awareness and control over cognition during problem-solving (e.g., planning, monitoring, testing, revising, and evaluating). Alexander, Schallert, and Harre (*1991*) defined knowledge as encompassing "...all that a person knows or believes to be true, whether or not it is verified as true in some sort of objective or external way" (*p. 317*). Numerous researchers and theorists have proposed different forms of knowledge (*cf., Billingsley & Wildman, 1990; Bos & Vaughan, 1988; cf., Bransford, Sherwood, Vye, & Rieser, 1986; Derry, 1990; Hresko & Parmar, 1991; Sternberg, 1991*). However, according to Alexander, Schallert, and Hare (*1991*), regardless of the type of knowledge studied, (e.g., content knowledge, linguistic knowledge), three distinct forms of knowledge are subsumed: (a) declarative, (b) procedural, and (c) conditional. For example, if we refer to a domain-specific knowledge, such as mathematics, we (a) know factual information about it (declarative knowledge), (b) know how to use the knowledge in specific ways (procedural knowledge), and (c) know when and where to apply this knowledge (conditional knowledge).

Principle 6: Learning is increased when teaching is presented in a manner that assists students in organizing, storing, and retrieving knowledge.

How do learners acquire and organize knowledge?

Various models of information processing theory have been proposed (*Anderson, 1983; Quillian, 1969*). Each model has attempted to describe the manner in which new sensory input is perceived, transformed, reduced, elaborated, stored, retrieved, and used (*Bos & Vaughan, 1988*). Due to factors such as interference and decay, learners may lose information if intensive efforts are not made to store the information into long-term memory. Once transferred to long-term memory, information may or may not be retrievable or accessible in relevant situations. Retrieval is highly dependent upon the strategies used by the learner to process information (*Bos & Vaughan, 1988*).

The Problem of Access Failure

Bransford, Sherwood, Vye, and Rieser (*in Pravat, 1989*) reviewed numerous studies suggesting it is access failure, not knowledge acquisition per se, that is often at the root of poor student performance. That is, while learners often have acquired information that will assist them in solving tasks, they do not always access this information in relevant situations.

Techniques and Methods to Facilitate Knowledge Acquisition, Activation, and Utilization

Content Organizers

Various forms of graphics provide visual displays of a subject matter's organization of structure (e.g., charts, diagrams, etc.). Figural taxonomies are graphics that display superordinate, subordinate, and coordinate relationships among concepts, facts, and details, or some combination (*Scruggs, Mastropieri, Levin, McLoone, Gaffney, & Prater, 1985*). Several research studies have demonstrated the efficacy of graphic organizers in promoting students learning (*Bergerud, Lovitt, & Horton, 1987; Koran & Koran, 1980; Moyer, Sowder, Threadgill-Sowder, & Moyer, 1984*).

Content diagrams can also be effectively used as organizational devices when teaching students complex abstract concepts (*Bulgreen, Schumaker, & Deshler, 1988*). Critical features are depicted in conceptual categories, characteristics, examples and non-examples.

Study Guides

Teachers can cue the organization of information by using structured study guides. Such guides are comprised of a set of statements or questions designed to accompany reading assignments and class lectures (*Ellis & Friend, 1991*). Two approaches commonly used are (a) giving the student the study guide to use as s/he independently completes an assignment and (b) requiring the student to first read the passage and then complete the study guide. Three common types of study guides are (a) multi-level guides, (b) concept guides, and (c) pattern guides (*Horton & Lovitt, 1987*).

Principle 7: Students can become more independent, self-regulated learners through strategic instruction.

Strategic instruction is designed to teach students “how to learn” effectively (*Deshler, Schumaker, & amp; Lenz, 1990; Schumaker, Deshler, Alley, Warner, & amp; Denton, 1982*). Effective strategic instruction involves teaching strategies enabling students to successfully and independently accomplish academic tasks. Within the last ten years, there has been substantial research support for strategic instruction in improving student performance and achievement (*cf. Harris & amp; Pressley, 1991*).

Definition of a Strategy

According to Deshler and Lenz (*cited in Lenz, 1992*), a strategy is “...an individual’s approach to a task; it includes how a person thinks and acts when planning, executing, and evaluating performance on a task and its outcomes” (*p. 143*). Such strategies, as addressed by Schunk and Rice (*1992*), enable students to engage in the following self-regulatory activities: (a) attending to tasks; (b) focusing on relevant features of the task; (c) rehearsing information; (d) elaborating; (e) monitoring levels of understanding; (f) taking corrective action, if needed, (9) cueing them to retrieve information, and (h) helping to maintain a favorable emotional climate that is conducive to learning.

Characteristics of Effective Strategy Instruction

The following research-based statements characterize the critical characteristics of effective strategy instruction, whether they are direct or indirect in nature.

Effective strategy instruction includes the critical features of scaffolding (i.e., planning, monitoring, and evaluation (*Pressley, Harris, & amp; Marks, in press; Pearson & amp; Raphael, 1990*). Good strategy instruction promotes the active participation of students in their own learning (*Winne & amp; Marx, 1982; Peterson & amp; Swing, 1982*).

Good strategy instruction has as its long-term goal the ownership of strategies by students, i.e., students personalize and adapt strategies, know when, where, and how to use them, and are motivated to use them (*Harris & amp; Pressley, 1990*).

Good strategy instruction is characterized by strategies that are both effective (i.e., they enable the student to meet the demands of current and future tasks) and efficient (i.e., they enable the student to meet task demands in a timely, resourceful, and judicious manner) (*Ellis & amp; Lenz, 1987*).

The content of various strategies is organized strategically for maximal learning (*Ellis, 1992*).

Throughout instruction, teachers attempt to keep motivation high, largely by highlighting the empowerment that accompanies acquisition of powerful procedures that accomplish important academic tasks.

Teachers encourage habitual reflecting and planning. Teachers model reflection and provide opportunities for students to think through the solutions to their academic problems.

Simulations

The Memo

A Consensus and Diversity Simulation-

Each person would receive a copy of the following memo with the exception of the name in parentheses at the end of each description. The names in the parentheses at the end of each description is for use only in the debriefing of the process. The name in parentheses is the person from whose past the information in that paragraph has been gleaned.

The large group would be divided into small groups of 5–7 people (or this could be done individually with each person submitting their vote with an explanation of their vote) and would serve as the Liver Transplant Advisory Committee – fulfilling the requirements as stated in the following memo.

MEMO

To: Liver Transplant Advisory Committee

Re: Liver Transplant Recommendations

The following seven people are currently on our hospital's liver transplant waiting list. All seven are in equally serious condition. There is little doubt that those who don't get the transplants will die. We have just been notified that two suitable livers will be available tomorrow morning. Please select the TWO PERSONS from the waiting list who will receive those transplants. Per hospital policy, this committee decision must be unanimous.

DAVID is 7, white, and has lived in an orphanage for the past two years. His father died of alcoholism and his mother has constant bouts with mental illness – requiring John's current living arrangements. (Charlie Chaplin)

STANLEY is 10 years old, white, and has been in five different elementary schools throughout his elementary school experience. His teachers all speak of him as a quiet, good boy and an average student. He and his mother are very close. (Adolph Hitler)

TOM is 18, white, and in his senior year of high school. His physician has required him to take six months off of school for a nervous breakdown. He parents regard him as quite odd since he makes up his own religion and chants hymns to himself. He is not doing well in school and has few friends. (Albert Einstein)

JOHN is 13, black and lives in a state institution for delinquent boys. He was placed there by the courts as punishment for indiscriminately firing a revolver from the front steps of his home. Neither parent seems to care what happens to John. (Louis Armstrong)

MARTHA is 5, white, and completely deaf and blind. She has not learned how to communicate her thoughts in any manner at all and is "out of control" most of the time. (Helen Keller)

GEORGE is 15, white, and is being home schooled by his mother since being diagnosed as mentally ill by one of his teachers. However, his mother seems to really believe in him and angrily denies that he is incompetent at all. (Thomas Edison)

DEAN is 15 years old, black, and appears to be quite gifted. He has skipped school three grades since beginning school and is ready to begin college next year. His family is very close and parents appear very devoted to each other. (Martin Luther King)

PROCESSING...

This is a very effective consensus simulation and would work well to bring out of the committee members both strengths and weaknesses in relation to their ability to work in a team setting. However, since each description actually is drawn from an actual person's background, this exercise also has an added application of demonstrating how first impressions can oftentimes be misleading. Thus it would have a powerful application for diversity training even when this exercise was completed by online participants individually without the benefit of team interaction.

After each committee has given their "unanimous" decision, it is good for the facilitator to go back around each group and ascertain from each person that they are in agreement with the decision. Very often more than one person in each group merely acquiesced to the demands of the majority in the group and didn't express their honest opinion. This alone can begin interesting dialogue about conflict and the way we manage it.

Then the facilitator needs to help the group know the identity of each person by reading the names in parentheses at the end of each description.

Here are a few other questions that help in the processing of the activity:

1. What did you learn about how people handle conflict?
2. How did the group organize itself for its task? What lessons can you learn from that process?
3. If you had it to do over again, what would you do differently in helping to make sure that everyone in the group was heard with equality?
4. What happened in your mind when you learned that these were actual backgrounds from real people?
5. Did knowing who the people were change your decision? Why? or Why not?

Interactive Lecture Activities

1. Listening teams
2. Intelligent interruptions
3. Progressive mind mapping
4. Progressive window paning
5. Forecasting
6. Quiz show
7. Bingo!



Building a Magic Memory Deck

The Magic Memory Deck is an excellent training deck constructed by taking a full deck of playing cards and printing either review questions, terms, or even desired actions (i.e. computer skills) on the backs of the cards. For ease of reading the questions, red back decks work better than blue back decks.

When you go to purchase the deck for your Magic Review Deck, go ahead and buy four or five other duplicate decks. You'll need those decks for some of the presentations contained in this book.

Some trainers use pressure sensitive mailing labels while others prefer using a permanent marker (the Sharpie series of pens work great) to print the information on the back of the cards.

By placing the more difficult information on the backs of the higher value cards (i.e. tens, jacks, queens, kings), the answers to those questions become worth more points.

By dividing the deck into suits, the information from different phases of the training can be written on the back of the different suits.

For example, all questions from the first part of the session might be on the back of the Clubs, the second part questions on the back of the Hearts, and so on through four different sections of questions (or terms or actions).

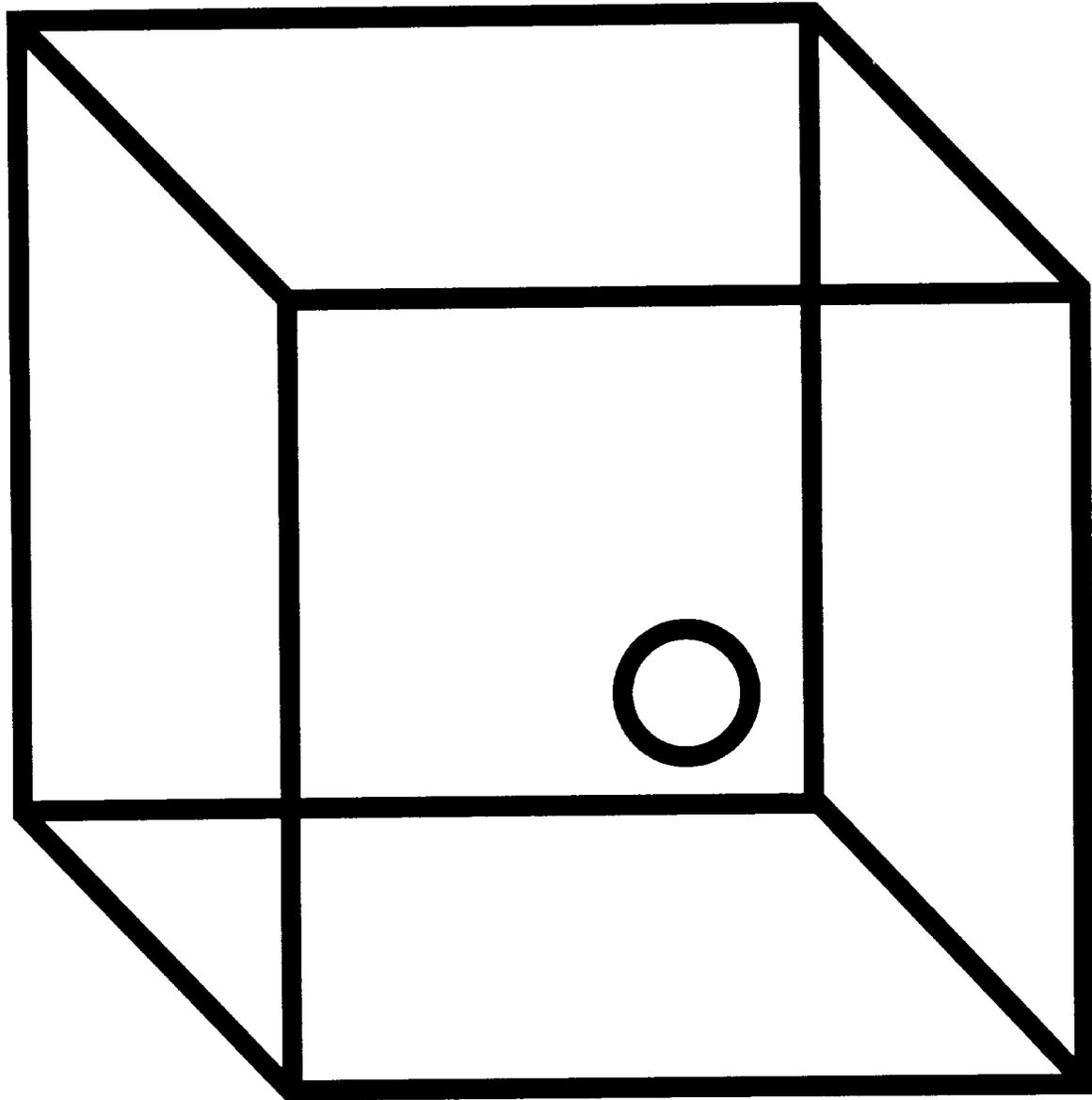
If you don't have enough questions for an entire deck, just use as many cards as you have questions!

As is obvious now, this deck's primary use is in a series of closing reviews with table-teams drawing cards from the face up deck—seeking to answer the question on the back (or even completing the action as in computer training).

If they miss the question, the number of points on the card is deducted from their score. If they get it right, points are added to their score. Should they choose a higher value card with a harder question or a lower value card with a greater chance of getting it right? That's the key question of strategy!

As fun as that is...it is only the beginning of what can be done with this deck!

Believing that a good Opening and Closing are paramount to an effective training session, the magic with this deck of cards focuses on these two crucial elements—introducing the material in an interactive manner and memorably summarizing the material at the conclusion of the training session.



The Cube

Without moving this picture on the overhead, the class sees the picture from four different perspectives. The picture literally moves itself in their minds! A great illustration of differing viewpoints!

Make a transparency from the picture on the opposite page and place the transparency onto the overhead.

You don't need to touch or move the picture. It will all happen in the minds of the viewers.

Ask them if they can see the small circle...

1. At the lower right corner of the rear panel?
2. At the center of the front panel?
3. At the center of the back panel (with the cube lifted and angled to the left)?
4. At the lower right corner of the front panel?

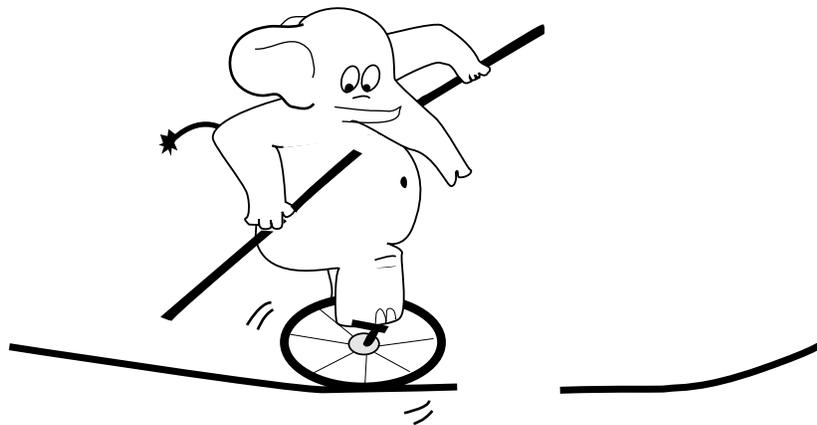
After each question, give the group time to reorient their perspectives to see what you've just described.

What a great demonstration on the role of perspective in viewing the same situation from different perspectives. Therein lies the heart of the creative process!

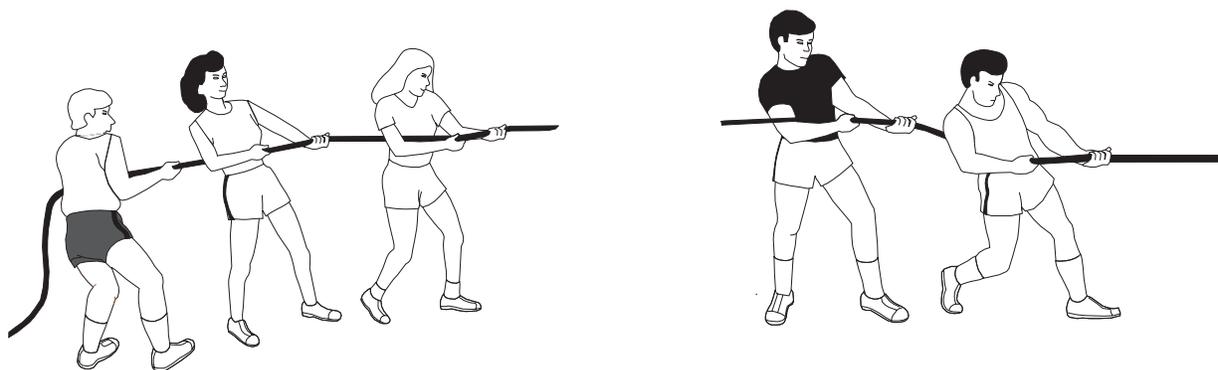
Tightrope Walk

This poor tightrope walker's rope has broken! Watch it magically come together right before your eyes! Two other versions included for differing applications!

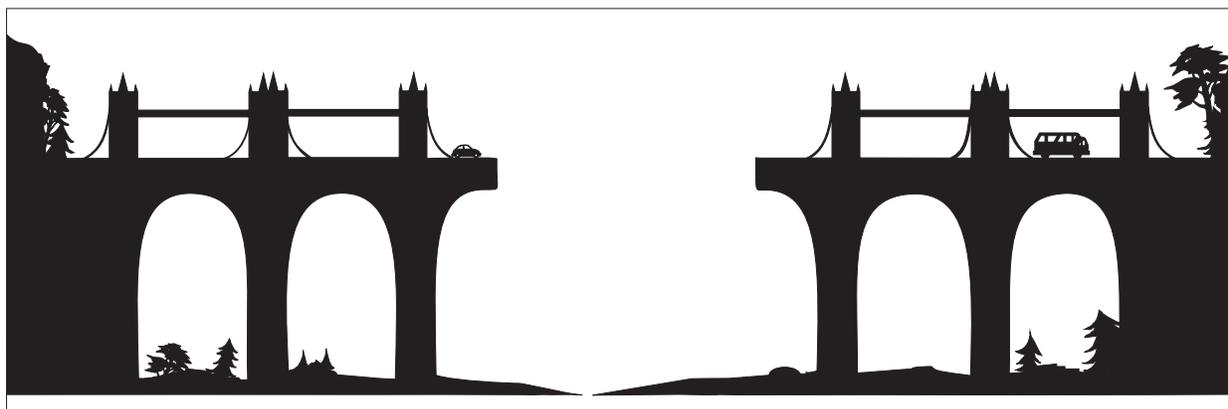
Try this! Hold the following graphic at normal reading distance and then bring the graphic closer to your face until your nose is between the piece of broken rope. You'll watch the rope coming together on the page!



Using the same procedure you'll see the fragmented team unified again!



Or you'll also see the bridge repaired and people saved!



Now try and design an Action Graphic specific to your content!

Prizes!



	1	2	3	4
	5	6	7	8
	9	10	11	12
	13	14	15	16

Directions: Print the key emphasis of the presentation in any order into the four empty boxes at the left of each row. Then circle any number in the top row (1–4) and draw a line down the column underneath it—eliminating all those numbers in the column underneath—eliminating all those numbers in the column underneath your selected number. Proceed to circle any number in the second row (5–8) that hasn’t been eliminated and draw a line down from it eliminating the numbers underneath it, too. Continue in the same manner with the third row (9–12) and the fourth row (13–16). Add the circled numbers to find your prize!

- | | |
|--|---------------------------------|
| 1. \$5,000 Cash | 19. Beach Front Property |
| 2. World Cruise | 20. European Vacation |
| 3. Computer | 21. Lexus |
| 4. Fax Machine | 22. Free Gasoline For One Year |
| 5. Round Trip Airfare To Any U.S. City | 23. Classic Movie Videos |
| 6. Entertainment Center | 24. King Size Waterbed |
| 7. Porsche | 25. Home Jacuzzi |
| 8. Classical CD Collection | 26. Home Swimming Pool |
| 9. Private Airplane | 27. \$1,500 Mall Shopping Spree |
| 10. Chauffeur For One Year | 28. Portable CD Player |
| 11. Limousine | 29. Laptop Computer |
| 12. Vacation Home | 30. Sailboat |
| 13. Lincoln Continental | 31. \$3,000 Wardrobe |
| 14. Hawaiian Vacation | 32. Home Intercom System |
| 15. Dinner For Two | 33. Cellular Phone |
| 16. \$1,500 Gift Certificate | 34. Paper Clip Key Chain |
| 17. Answering Machine | 35. Free Cellular Phone Service |
| 18. \$2,000 Cash | 36. Movie Passes |

Prizes!



	1	2	3	4
	5	6	7	8
	9	10	11	12
	13	14	15	16

Directions: Print the key emphasis of the presentation in any order into the four empty boxes at the left of each row. Then circle any number in the top row (1–4) and draw a line down the column underneath it—eliminating all those numbers in the column underneath—eliminating all those numbers in the column underneath your selected number. Proceed to circle any number in the second row (5–8) that hasn’t been eliminated and draw a line down from it eliminating the numbers underneath it, too. Continue in the same manner with the third row (9–12) and the fourth row (13–16). Add the circled numbers to find your prize!

- | | |
|--|---------------------------------|
| 1. \$5,000 Cash | 19. Beach Front Property |
| 2. World Cruise | 20. European Vacation |
| 3. Computer | 21. Lexus |
| 4. Fax Machine | 22. Free Gasoline For One Year |
| 5. Round Trip Airfare To Any U.S. City | 23. Classic Movie Videos |
| 6. Entertainment Center | 24. King Size Waterbed |
| 7. Porsche | 25. Home Jacuzzi |
| 8. Classical CD Collection | 26. Home Swimming Pool |
| 9. Private Airplane | 27. \$1,500 Mall Shopping Spree |
| 10. Chauffeur For One Year | 28. Portable CD Player |
| 11. Limousine | 29. Laptop Computer |
| 12. Vacation Home | 30. Sailboat |
| 13. Lincoln Continental | 31. \$3,000 Wardrobe |
| 14. Hawaiian Vacation | 32. Home Intercom System |
| 15. Dinner For Two | 33. Cellular Phone |
| 16. \$1,500 Gift Certificate | 34. Paper Clip Key Chain |
| 17. Answering Machine | 35. Free Cellular Phone Service |
| 18. \$2,000 Cash | 36. Movie Passes |

Prizes! Prizes!



	1	2	3	4	5
	6	7	8	9	10
	11	12	13	14	15
	16	17	18	19	20
	21	22	23	24	25

Directions: Print the main emphases of the presentation in any order in the boxes on the far left end of each row. Print the same emphases in any order in the boxes across the top of each column. Place your index fingers on each of the mates from the left-hand boxes and the top—bringing your fingers down and across until they meet. Circle that number. Do this for each of the emphases. Add the five circled numbers to find your prize in the list below!

- | | | |
|--|---------------------------------|--------------------------|
| 1. \$5,000 Cash | 24. Beach Front Property | 47. Broadway Shows |
| 2. World Cruise | 25. European Vacation | 48. Super Bowl Trip |
| 3. Computer | 26. Lexus | 49. One Year's Salary |
| 4. Fax Machine | 27. Free Gas for 1 Year | 50. Townhouse |
| 5. Round Trip Airfare To Any U.S. City | 28. Classic Movie Videos | 51. Rental Property |
| 6. Entertainment Center | 29. King Size Waterbed | 52. \$500 Makeover |
| 7. Porsche | 30. Home Jacuzzi | 53. Date With a Star! |
| 8. Classical CD's | 31. Home Swimming Pool | 54. \$5,000 IRA Account |
| 9. Private Airplane | 32. \$1,500 Shopping Spree | 55. \$500 Savings Bond |
| 10. Chauffeur for 1 Year | 33. Portable CD Player | 56. South America Trip |
| 11. Limousine | 34. Laptop Computer | 57. Disneyland Trip |
| 12. Vacation Home | 35. Sailboat | 58. Lawn Furniture |
| 13. Lincoln Continental | 36. \$3,000 Wardrobe | 59. Big Screen TV |
| 14. Hawaiian Vacation | 37. Home Intercom System | 60. African Photo Safari |
| 15. Dinner For Two | 38. Cellular Phone | 61. Screened Deck |
| 16. \$1,500 Gift Certificate | 39. Living Room Furniture | 62. Extra Paid Vacation |
| 17. Answering Machine | 40. Free Cellular Phone Service | 63. A Salary Increase |
| 18. \$2,000 Cash | 41. Movie Passes | 64. Stun Gun |
| 19. Condominium | 42. Home Cleaning Products | 65. Paper Clip Keychain |
| 20. Aspen Ski Vacation | 43. 2 Servants for 1 Year | 66. Free Long Distance |
| 21. \$5,000 Home Landscaping | 44. Alaskan Cruise | 67. Far Eastern Trip |
| 22. Maid Service for 1 Year | 45. Jamaican Holiday | 68. \$900 Cash |
| 23. Yacht | 46. Patio Furniture | 69. Lottery Ticket |

Prizes! Prizes!



	1	2	3	4	5
	6	7	8	9	10
	11	12	13	14	15
	16	17	18	19	20
	21	22	23	24	25

Directions: Print the main emphases of the presentation in any order in the boxes on the far left end of each row. Print the same emphases in any order in the boxes across the top of each column. Place your index fingers on each of the mates from the left-hand boxes and the top—bringing your fingers down and across until they meet. Circle that number. Do this for each of the emphases. Add the five circled numbers to find your prize in the list below!

- | | | |
|--|---------------------------------|--------------------------|
| 1. \$5,000 Cash | 24. Beach Front Property | 47. Broadway Shows |
| 2. World Cruise | 25. European Vacation | 48. Super Bowl Trip |
| 3. Computer | 26. Lexus | 49. One Year's Salary |
| 4. Fax Machine | 27. Free Gas for 1 Year | 50. Townhouse |
| 5. Round Trip Airfare To Any U.S. City | 28. Classic Movie Videos | 51. Rental Property |
| 6. Entertainment Center | 29. King Size Waterbed | 52. \$500 Makeover |
| 7. Porsche | 30. Home Jacuzzi | 53. Date With a Star! |
| 8. Classical CD's | 31. Home Swimming Pool | 54. \$5,000 IRA Account |
| 9. Private Airplane | 32. \$1,500 Shopping Spree | 55. \$500 Savings Bond |
| 10. Chauffeur for 1 Year | 33. Portable CD Player | 56. South America Trip |
| 11. Limousine | 34. Laptop Computer | 57. Disneyland Trip |
| 12. Vacation Home | 35. Sailboat | 58. Lawn Furniture |
| 13. Lincoln Continental | 36. \$3,000 Wardrobe | 59. Big Screen TV |
| 14. Hawaiian Vacation | 37. Home Intercom System | 60. African Photo Safari |
| 15. Dinner For Two | 38. Cellular Phone | 61. Screened Deck |
| 16. \$1,500 Gift Certificate | 39. Living Room Furniture | 62. Extra Paid Vacation |
| 17. Answering Machine | 40. Free Cellular Phone Service | 63. A Salary Increase |
| 18. \$2,000 Cash | 41. Movie Passes | 64. Stun Gun |
| 19. Condominium | 42. Home Cleaning Products | 65. Paper Clip Keychain |
| 20. Aspen Ski Vacation | 43. 2 Servants for 1 Year | 66. Free Long Distance |
| 21. \$5,000 Home Landscaping | 44. Alaskan Cruise | 67. Far Eastern Trip |
| 22. Maid Service for 1 Year | 45. Jamaican Holiday | 68. \$900 Cash |
| 23. Yacht | 46. Patio Furniture | 69. Lottery Ticket |

Jeopardy

Pre-work: Write up to 25 questions you'd like reviewed during this game with one question written on each index card. Then divide the questions into no more than five general categories. Write one category topic on another separate index cards. You could also have the class members write the questions – assigning a category to each team. They need to also write the answer on the card. In this case when playing the game, they could not take a question from the category in which they wrote the questions.

Lay out the game board as follows – taping the index cards to a white board, black board or using a pocket chart:

Each of the numbered cards are actually the backs of your question index cards. You have assigned points based on the difficulty of the question on the reverse side of the card. Make sure the class understands that this is your Jeopardy game and only your rules apply.

How To Play: When ready to begin divide the group into teams and draw lots to decide who goes first. The team gets to choose the category and point value that they wish to try and answer. If they answer it correctly, that amount of points is added to their score. If they don't get it correct then the next team in line can try to answer it or pass on it and select another question from the board. The winning team is the one who has the most points at the end of play. Make sure that each team has had an equal number of times at the board before ending play. Each player on the team takes turns being the spokesperson for their team. The instructor is the ultimate judge as to the correctness of an answer. In larger classes you can have a panel of judges comprised of one member from each team.

Other Options: You could have BONUS question hidden on the board and marked to indicate that it is worth double the point value shown on the card. You might also consider having a FINAL QUESTION that all teams try and answer after writing down a wager of all or part of the points that they had accumulated up to that point in the game. They would be awarded the number of points they wagered if they answer the question correctly. Teams would need to write down their answers to this final question.

Baseball Review

Pre-work: Using masking tape – tape off a baseball diamond on the floor (see diagram) Prepare a series of question cards containing content review questions and a set of cards that describe the various play possibilities. The “Play Cards” could be as follows:



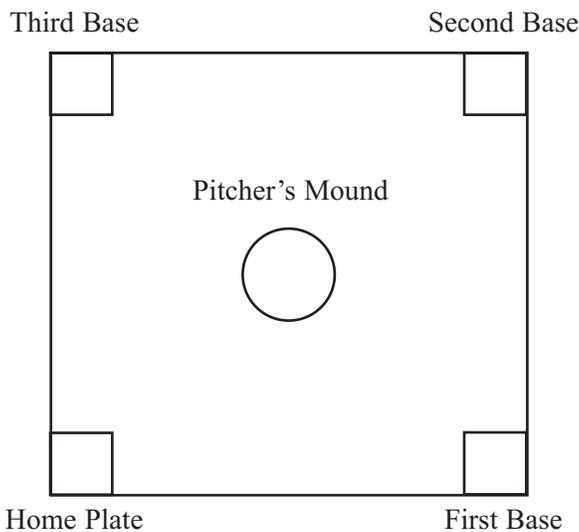
- (1 card) fly ball catch/you're out!
- (2 cards) one base run
- (2 cards) two base run
- (2 cards) three base run
- (2 cards) home run
- (1 card) foul ball catch/you're out!

One question missed = One Out and a new batter comes up to the plate.
After Three “outs,” the teams exchange places.

How to Play: Divide the group into two teams and flip a coin to see who gets up to bat first. Teams decide the batting order. Participants will take turns being “at bat.” Although you certainly may choose to have the team help them with their answer(s) to the questions. A question card is drawn and the team must answer the question correctly in order to draw from the “Play Cards.” When a question is answered correctly, a Play Card is drawn and the person up at bat proceeds onto the diamond to a base corresponding to the card drawn. Or the person returns to the group if they happen to have a ball was caught as either a fly ball or a foul ball.

The game proceeds as long as desired making sure that each team has an equal number of times up at bat.

If you can't do this layout physically in your room, draw a game board and use markers, M&M's, or Koosh people to indicate players.



The “Pitcher” is the one who draws and reads the question to the other team. Taking turns being pitcher is the most fun!

Be sure and let them know that this is your baseball game and only **your rules** apply!

Basketball Review

Pre-work: Using masking tape, tape off the jump circle (or use a rope circle for this feature) and the free throw line (see diagram below). Create a set of index cards that describe the positions on the floor from which the players must shoot the ball. The cards can be written as follows:

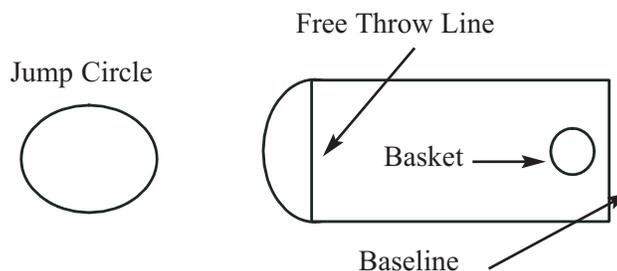
- (3 cards) to the right of the free throw line
- (3 cards) to the left of the free throw line
- (3 cards) behind the free throw line
- (3 cards) right corner of the baseline
- (3 cards) left corner of the baseline
- (3 cards) a three point position
- (1 card) a turn over no shot allowed
- (1 card) a foul – team with the lowest score gets to shoot a free shot
- (1 card) a slam dunk – just go up to the basket and drop it in

You'll also need a foam ball (Nerf™ ball) and a wastebasket to serve as the “basket.”

How To Play: Divide the class into teams of 5–7 people – having the teams pick a team name and a mascot. Content review questions are then written on index cards either by the instructor or by teams in the class. In the latter case, each team would choose a section of the content on which to focus their questions. Begin the game with the “tip off.” Have teams select a member to go to the jump circle to answer the question posed by the instructor. The team with the first person to answer the question begins the game.

Every member on the team is a player and takes turns answering the questions (and shooting the basketball) – serving as a spokesperson for the team. Questions are drawn by teams at random from the question pile. When a team member answers the question correctly, they now have to select a position card to find out from which position on the floor they must shoot. Points are awarded for baskets made. Incorrect answers mean that no shot is allowed and the question passes to the next team in an attempt to answer the question.

The length of the game is determined by the instructor making sure that each team has an equal number of times drawing from the question pile of cards. The team with the most points (baskets) at the end of the time wins.



Bingo

There are few review tools more flexible and widely enjoyed than good old bingo. You can probably think of others, but here's one good way to put the game to work in the classroom as a combination review/evaluation technique.

Pre-Work: Copy the bingo card on the next page. Participants will be writing in the squares, so if you choose to make your own customized card, please make the grid as large as can be accommodated on a standard sheet of paper. Leave the squares blank, with the exception of the center "free" space. Select 24 must-know facts or concepts from your session – the points you consider most important for students to retain. Before the class begins, formulate 24 questions that capture these points. Print the correct answers on slips of paper and place them into an envelope or other random-drawing vessel.

How To Play: When you're ready to review, distribute the Bingo cards, one per participant. Read to them your questions and invite them to write appropriate answers in any space on their bingo cards, using each square only once.

Encourage participants to guess when they aren't certain of a correct response. This helps you evaluate later, after you collect the cards. You'll be able to get a rough idea of where YOU may have erred – questions missed by numerous players – and you'll get an idea of each student's comprehension. You'll also want every square filled to prevent cheating by those who might write in answers during the post-game discussion.

After the cards have been filled, you can proceed one of two ways. Either go through the questions again and ask participants to correct their own answers with the correct answers, or take out your "answer envelope" and begin randomly drawing answers. In the latter case, ask participants to give you the corresponding question as you read correct answer – another round of review. Tell participants to cross out wrong answers and replace them as they are made aware of correct responses, and to make a mark through correct answers as well. (Avoid punishing for failure when learning is the goal.)

The first person to cross out five answers in a row, straight or diagonal, wins.

Other Options: For a more complete review of the 24 questions, play for the first person to get three or four complete rows crossed out. This increases flexibility in terms of time and content.

B I N G O

		FREE!		

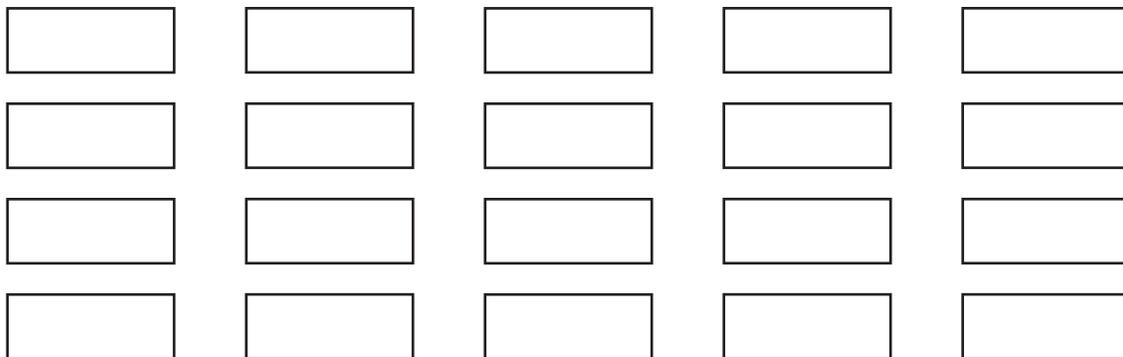
Concentration

Pre-work: Write up to 10 questions you'd like reviewed during this game with one question written on each index card. Then write the answer to each question on another index card. You will now have a set of 20 cards. When playing in groups of two, one player could contribute half of the questions and answers and the other player the other half.

How To Play: Lay the cards facedown on the table and mix the questions and the answers thoroughly – laying out each card separate from the others. Then the players take turns turning two cards face up. If the question and the answer matches, the player can take those cards off the playing area and add it to their pile. They can continue to play until they don't get a match. If they do not match, they turn them facedown – keeping them where they were on the table and the next player takes his/her turn.

The game ends when all the cards have been removed from the table playing area. The winner is the person with the most cards in his/her possession.

Other Options: You can play with more than two players. You can have each player contribute an equal number of questions and answers to the game board. You can insert questions as an instructor you would like to have discussed. This game works great with jargon (terminology) on one set of cards and definitions on another. When you want the game to go faster, divide the question cards and the answer cards into two separate locations on the table top. In this case, a person would turn over one question card and one answer card each turn.



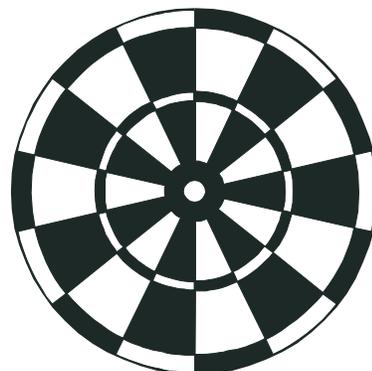
Additional Hints: Use colored index cards as they more opaque than the white index cards. Players can't read the question/answer through the back of the card. Have the class write the questions and answers at the end of one session for use in review the next morning. If you teach the same content again and again, save the cards that the students create for use in other classes.

Darts

Pre-work: Prepare 10 question envelopes with a written value on the outside of each envelope (10, 20, 30, 40, 50, 60, 70, 80, 100). Put several index cards with a question on each index card within each of the envelopes. Place the more difficult questions inside the higher numbered envelopes. Put your dartboard up on the wall with the bullseye 5' 8" above the ground and masking tape a line 10 feet back from the mounted dartboard.

How To Play: Create teams of 5–7 people and have team throw a dart. The team with the dart closest to the bullseye begins. Players on a team must throw in rotation with everyone taking their turn at throwing the dart. After the first person throws the dart (assuming that they hit the board), the team draws a question out of the envelope that is numbered the same as the number hit on the dartboard. If the person does not hit the dartboard, their team's turn is forfeited and the turn passes to the next team in the rotation.

Other Options: You can have each team contribute an equal number of questions and answers to each envelope. Then you can insert questions as an instructor you would like to have discussed.



Dice

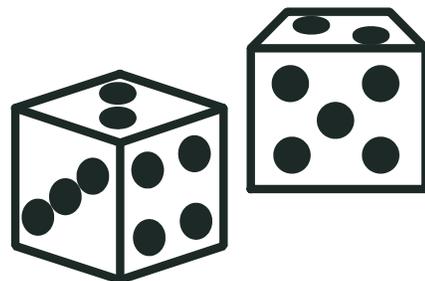
Print on each face of your blank dice some of the following depending on how you wish to use the dice: Names (Team Names) of Participants (only six participants/teams per dice): Then you could have them roll the dice and the person (team) whose name comes up must try and answer the review question from the review deck of index cards already prepared by either the instructor or the student.

Categories of Content (only six categories per dice): Then the person (team) whose turn it is must roll the dice and summarize (or demonstrate) the content of the category that comes to the top of the dice—giving (demonstrating) the key points of the section. Or you could have prepared question cards divided into different categories piles. They then could draw a question card from that pile and try to answer the question.

Numbers: Then the person (team) whose turn it is must share with the others that many ideas that they have obtained during the training.

Combination: By combining any of the above you could have one dice rolled to indicate who must respond (Names of Participants) and the other dice rolled to determine the category/topic and the remaining dice to indicate how many key ideas must be shared from that category. Or the numbers on the dice could be used to indicate how many points a correct answer is worth from a question drawn from a question pile.

Once a person/team has played they are eliminated from play until all others have had a chance to respond.



Football Review™

Bring the excitement of a football game into your classroom!

In preparation for using this energizing review activity, take the enclosed football field template to your local quick print shop and have them enlarge it to poster size. Mount this on the wall of your room. Or merely make a transparency and use it on your overhead! Or make a masking tape field right on the floor of your training room. Prepare a stack of index cards with one review question per index card. You could also have your students prepare these questions with each team contributing an equal number of questions. You will also need to cut apart the ten play strips and have them readily available in an envelope. Each team can then be identified on the football field using one of the enclosed footballs. Have each one colored a different color. Use a Post-It® brand glue stick to line up the tip of teams' footballs on (behind) the goal line on the right end of the field.

The rules are simple...divide your class participants into teams of five to seven persons each. For maximum involvement have them develop a team name, cheer, mascot, and even song to share with the others before the game begins. Costumes and room decorations are also a nice touch. Then have each team pick a number from one to six (or twelve or more) and roll a dice (or two dice) to see which team goes first. Have your shuffled stack of question cards and the play strips envelope too, and you're ready to go. If they can't answer it correctly, the question passes to the next team to try and answer it.

When a team does answer it correctly, have them draw a play from the play strips envelope, and have someone play the role of the the announcer and describe the play – telling them how many yards the team gained on the play. Their team football is then moved on the wall-mounted football field accordingly. If played on the floor masking tape field, a play stands in as the “ball” for each team. For greater precision and less arguments, have the tip of the football positioned on the correct yardage position. The team who either crosses the opposite goal line the most (six points per touchdown with an extra question drawn to see if they get the extra one point) or is closest to the goal line when time is called (assuming no team scores a touchdown) wins the game. When a team makes a touchdown all teams go back and start again at the twenty yard line. Awarding trophies or other prizes adds to the excitement! Make sure each team gets an equal number of times to try and answer a question before calling the game.

TOUCHDOWN	
	10
	20
	30
	40
	50
	40
	30
	20
	10
TOUCHDOWN	

Play Strips

We've got a man wide to the left side, the backfield in the I. Here's the snap. The quarterback turns, hands it off to Johnson – sweeping to the left side, he gets a gain of five...no wait ten...no wait...fifteen yards on the play!

Roholt wide to the left...again the I formation...the fake to Moe...rolling right...the pitch goes to Strand...he breaks away for a gain of twenty...no wait...thirty...no wait...he's not done yet...fifty yards on the play!

Double wide to the left side. It's a quarterback sneak and up the middle goes the center – dragging players with him for a gain of twenty yards on the play!

Flanking wide to the left side is Johnson. Here's the handoff to the fullback he's dragging people and gets twenty five yards on the play.

Joketon goes wide to the left. A double wing formation. The quarterback signals for quiet from the crowd. Here's the snap. Oh no...it's a fumble. The ball is safe but there is no gain on the play.

The quarterback gets a play from the sideline. They line up in the wishbone. The quarterback takes the snap, fakes handoff, goes straight down the middle. He's going...he's going...he's going...all the way for a touchdown!

Warren goes wide to the left. The quarterback takes the snap and steps back to throw the pass. It goes straight to Warren who's wide open...but oh is he ever punched hard. But not before getting 35 yards on the play!

Miller flanked wide to the right. The quarterback takes the snap and fakes a handoff – firing the ball. It's complete for a gain of 30 yards on the play!

They go to the double wing alignment. The fake, a give to Carlson, he heads up the sideline for a gain of forty yards on the play.

There's the snap. The quarterback rolls to the left side. He's got time. Great protection! But no one is open! He runs five, ten, fifteen, twenty, thirty...forty-five yards along the sideline before stepping out of bounds.

Jeopardy

Pre-work: Write up to 25 questions you'd like reviewed during this game with one question written on each index card. Then divide the questions into no more than five general categories. Write one category topic on another separate index cards. You could also have the class members write the questions – assigning a category to each team. They need to also write the answer on the card. In this case when playing the game, they could not take a question from the category in which they wrote the questions.

Lay out the game board as follows – taping the index cards to a white board, black board or using a pocket chart:

Openers	Closers	Review	Terms	Research
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Each

of the numbered cards are actually the backs of your question index cards. You have assigned points based on the difficulty of the question on the reverse side of the card. Make sure the class understands that this is your Jeopardy game and only your rules apply.

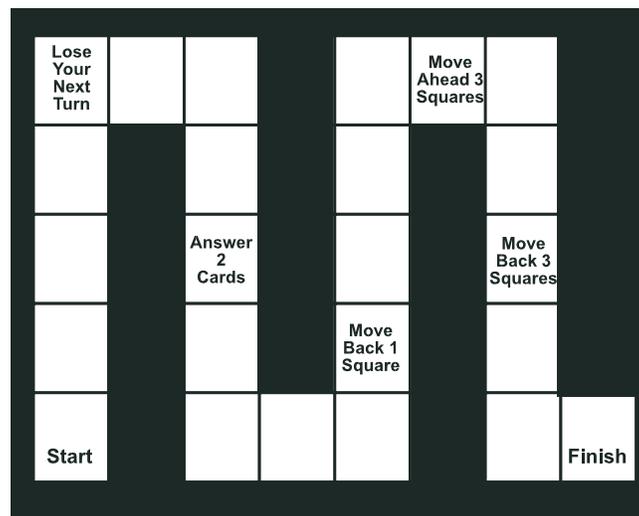
How To Play: When ready to begin divide the group into teams and draw lots to decide who goes first. The team gets to choose the category and point value that they wish to try and answer. If they answer it correctly, that amount of points is added to their score. If they don't get it correct then the next team in line can try to answer it or pass on it and select another question from the board. The winning team is the one who has the most points at the end of play. Make sure that each team has had an equal number of times at the board before ending play. Each player on the team takes turns being the spokesperson for their team. The instructor is the ultimate judge as to the correctness of an answer. In larger classes you can have a panel of judges comprised of one member from each team.

Other Options: You could have BONUS question hidden on the board and marked to indicate that it is worth double the point value shown on the card. You might also consider having a FINAL QUESTION that all teams try and answer after writing down a wager of all or part of the points that they had accumulated up to that point in the game. They would be awarded the number of points they wagered if they answer the question correctly. Teams would need to write down their answers to this final question.

Pawns and Spinners

Pre-work: Build a gameboard that has a starting point and then an ending point that corresponds with a goal of your content. Giving the game a name built around a theme will only add to the fun of this review activity. Adding a square or two such as “Lose Your Next Turn” or “Move Back One Square” will also add to the fun. Also create a set of question cards interspersing the deck with a couple of “Lose Your Turn” cards and “Move Back One Square” cards, etc. Having the participants create their own question cards is also an excellent way to create more interest in the game.

How to Play: Spin the spinner (or roll the dice) to see who goes first. High roll or spin goes first. The first player (team) then spins the spinner (or rolls the dice) and draws one card from the deck. If he/she can answer the question correctly he/she advances the number indicated by the spinner (dice). The person (team) who gets to the goal first wins the game.



Soccer

Pre-work: Fasten the gamesheet to the wall at shoulder height. Write one content related question on each of several index cards. Create two soccer ball markers about silver dollar size. Have double stick tape or a Post-It® glue stick available to use on the back of the soccer ball markers. Have a blindfold available. Create a masking tape line on the floor five feet back from the game board.

How to Play: Divide the participants into two teams. Use a coin toss to decide who which team goes first and have them draw a question from the question deck. If they can answer the question correctly one of their members stands behind the masking tape line, is given one of the soccer balls with a piece of double stick tape or Post-It® glue on its back, is blindfolded, and then spun around three times and ends up facing the game board. S/he then has ten seconds to place the soccer ball to the gamesheet using only one hand (ala Pin The Tale on the Donkey). Coaching is encouraged with the participant's team shouting instructions while the opposing team counts from ten to one backwards (ten one thousand, nine one thousand, eight one thousand, etc.) acting as official timekeepers.

Points are awarded based on where the soccer balls are stuck. To receive points some of the ball must be in the space. If a ball overlaps more than one space, the space with the higher number of points is awarded to the team.

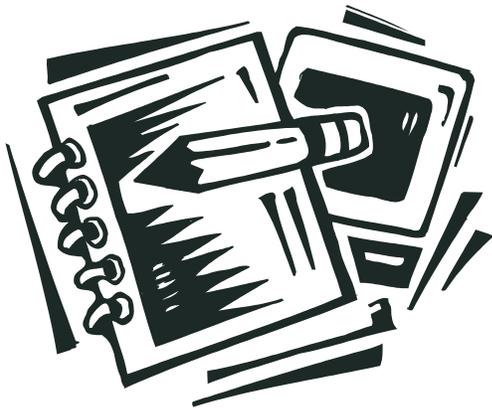
Other Options: You can have each team contribute an equal number of questions and answers to the question deck. Then you can then insert questions as an instructor you would like to have discussed. If you can find Post-It® note soccer balls, you can then have the team put their score on a Post-It® note and put it up on the scoreboard roster upon successful completion of a round. That would make scorekeeping easy and fun.





Where to Go

Notes • Notes • Notes • Notes



Recommended Resources

Books

The following books are available from Amazon online at: <http://www.amazon.com>

Tricks For Trainers, Volume I by Dave Arch

Tricks For Trainers, Volume II by Dave Arch

All-New Tricks For Trainers by Dave Arch

Showmanship for Presenters by Dave Arch

First Impressions/Lasting Impressings by Dave Arch

Red Hot Handouts by Dave Arch

Warming Up the Crowd by Dave Arch and Rich Meiss

Flip Chart Magic by Dave Arch and Ivar Torgrimson

Sue's Scrapbook e-book by Sue Ensz

Dealing with Difficult Participants by Dave Arch and Bob Pike

Web-Based Interactive Learning Activities by Dave Arch and Sue Ensz

High Impact Learning Activities e-book by Sue Ensz

Inner Drive e-book by Dave Arch

Videos

Tricks for Trainers Video Library by Dave Arch/3 volumes available free online at <http://salestrainingsspecialists.com/tricks>

Software

Gameshow Pro 3 Gameshow Review Software (The Bob Pike Group, 952-829-1954, <http://www.bobpikegroup.com>)

Websites

The Bob Pike Group Product Catalog (<http://www.bobpikegroup.com>)

Free PowerPoint Gameshow Software (<http://www.bobpikegroup.com/jeopardy>)

Free Laptop Countdown Clock (<http://www.bobpikegroup.com/timer>)

Bibliography

Books

- Asherman, I.G., & Asherman, S.V. (1989). *The negotiation sourcebook*. Amherst, MA: Human Resource Development Press.
- Crum, T.F. (1987). *The magic of conflict*. New York: Simon and Schuster.
- Fisher, R., & Ury, W. (1981). *Getting to yes*. Boston, MA: Houghton Mifflin.
- Harvard Business Review. (1991). *The art of business negotiation*. Boston, MA Harvard Business School Press.
- Johnson, D.W. (1986). *Reaching out* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Johnson, D.W., & Johnson, F.P. (1991) *Joining together: Group theory and group skills*. Englewood Cliffs, NJ: Prentice-Hall.
- Kindler, H.S. (1988). *Managing disagreement constructively*. Los Altos, CA: Crisp Publications.
- Kuhn, R.L. (1990). *Dealmaker: All the negotiating skills and secrets you need*. New York: John Wiley.
- Maddux, R.B. (1988). *Successful negotiation*. Los Altos, CA: Crisp Publications.
- Nierenberg, G.I. (1986). *The complete negotiator*. New York: Nierenberg and Zeif.
- Nierenberg, G.I., & Ross, I.S. (1985). *Women and the art of negotiating*. New York: Fireside.

Videos

- Conflict management* (Crisp Publications, Inc.)
- Conflicts, conflicts* (Barr Films)
- Coping with the difficult people I and II* (American Media Inc.)
- From “no” to “yes”: The constructive route to agreement* (Video Arts, Inc.)
- Working with the difficult people* (CRM Films)

Instruments

- Crosby, B., & Scherer, J.J. (1981). Conflict management climate index. In J.E. Jones & J.W. Pfeiffer (Eds.), *The 1981 Annual Handbook for Group Facilitators* (pp. 102–109). San Diego, CA: Pfeiffer & Company.
- Glaser, R., & Glaser, C. *The negotiating style profile*. King of Prussia, PA: Organization Design and Development.
- Hall, J. (1986). *Conflict management appraisal*. The Woodlands, TX: Teleometrics (Available from Pfeiffer & Company.)

Hall, J. (1986). *Conflict management survey*. The Woodlands, TX: Teleometrics (Available from Pfeiffer & Company.)

Hogan, R.C., & Champagne, D.W. *Personal style inventory*. King of Prussia, PA: Organization Design and Development.

Sashkin, M. *Conflict style inventory*. King of Prussia, PA: Organization Design and Development.

Software Packages

Art of negotiating (Experience in Software, Inc., Berkeley, CA)

Negotiator pro (Beacon Expert Systems, Inc., Brookline, MA)

Lecturettes and Professional Development Papers

The following are from the *Annual* series for HRD practitioners. J.W. Pfeiffer, J.E. Jones, & L.D. Goodstein (Eds.). San Diego, CA: Pfeiffer & Company.

Byrum-Robinson, B. Negotiation today: Everyone wins. 1991 *Annual*, pp. 199–213.

Jones, J.E., & Banet, A.G., Jr. Dealing with anger. 1976 *Annual*, pp. 111–114.

Karp, H.B. The art of creative fighting. 1983 *Annual*, pp. 214–222.

Karp, H.B. A positive approach to resistance. 1988 *Annual*, pp. 143–146.

Kurtz, R.R., & Jones, J.E. Confrontation: Types, conditions, and outcomes. 1973 *Annual*, pp. 135–138.

Pareek, U. Preventing and resolving conflict. 1983 *Annual*, pp. 164–169.

Ross, M.B. Coping with conflict. 1982 *Annual*, pp. 135–139.

Stepsis, J.A. Conflict-resolution strategies. 1974 *Annual*, pp. 139–141.

Wiley, G.E. Win/lose situations. 1973 *Annual*, pp. 105–107.

Structured Experiences

The following are from the *Annual* series for HRD practitioners or *A Handbook of Structured Experiences for Human Relations Training*, Volumes I through X. J.W. Pfeiffer, J.E. Jones, & L.D. Goodstein (Eds.). San Diego, CA: Pfeiffer & Company.

Belforti, R.P., et al. Conflict role play: Resolving differences. 1983 *Annual*, pp. 80–86.

Conflict resolution: A collection of task. *Handbook*, Vol. I, p. 70.

Gellerman, W. Win as much as you can: An intergroup competition. *Handbook*, Vol. II, pp. 62–65.

Jones, J.E., & Jones, J.J. Polarization: A demonstration. *Handbook*, Vol. III pp. 57–61.

Porter, L.C. Conflict management: Developing a procedure. 1991 *Annual*, pp. 119–124.

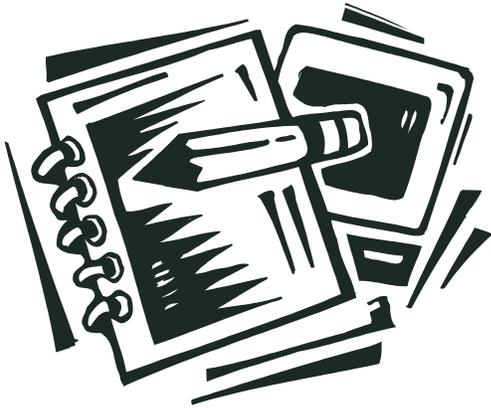
Robert, M. Conflict management: Dyadic sharing. 1979 *Annual*, pp. 54–59.

Stepsis, J.A. Conflict fantasy: A self-examination. 1974 *Annual*, pp. 22–23.

Wood, J.T. Controversial issues: Case studies in conflict. 1978 *Annual*, pp. 28–33.

Bibliography adapted from *Twenty Active Training Programs* by Mel Silberman, Pfeiffer & Company, 1992.

Notes • Notes • Notes • Notes



Moving Beyond Lecture™ Seminar Feedback Form

In our desire to continually improve our seminars, we thank you in advance for taking time to complete this form.

Organization Hosting the Seminar _____

Date _____ Instructor _____

Content	High			Low
Overall rating	4	3	2	1
Content was practical	4	3	2	1
Content was well organized	4	3	2	1
Comment:	_____			

Instructor	High			Low
Overall rating	4	3	2	1
Demonstrated knowledge of the content	4	3	2	1
Modeled the techniques	4	3	2	1
Comment:	_____			

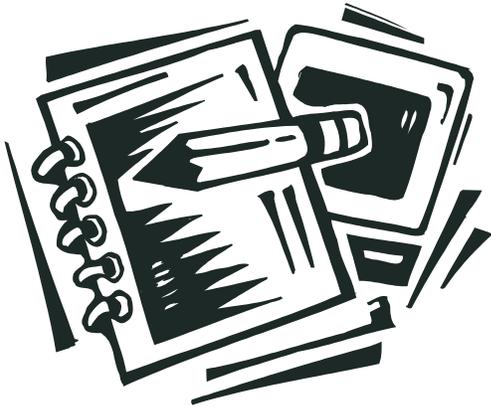
Materials and Visual Aids	High			Low
Effectiveness of Visual Aids	4	3	2	1
Usefulness of participant workbook	4	3	2	1
Comment:	_____			

You as a Participant	High			Low
I actively participated	4	3	2	1
My co-participants were actively involved	4	3	2	1
Comment:	_____			

Please print the following if you'd like to be added to our e-mail newsletter:

Name _____ E-Mail _____

Notes • Notes • Notes • Notes



Moving Beyond Lecture™ Seminar Feedback Form

In our desire to continually improve our seminars, we thank you in advance for taking time to complete this form.

Organization Hosting the Seminar _____

Date _____ Instructor _____

Content	High			Low
Overall rating	4	3	2	1
Content was practical	4	3	2	1
Content was well organized	4	3	2	1
Comment:	_____			

Instructor	High			Low
Overall rating	4	3	2	1
Demonstrated knowledge of the content	4	3	2	1
Modeled the techniques	4	3	2	1
Comment:	_____			

Materials and Visual Aids	High			Low
Effectiveness of Visual Aids	4	3	2	1
Usefulness of participant workbook	4	3	2	1
Comment:	_____			

You as a Participant	High			Low
I actively participated	4	3	2	1
My co-participants were actively involved	4	3	2	1
Comment:	_____			

Please print the following if you'd like to be added to our e-mail newsletter:

Name _____ E-Mail _____

Notes • Notes • Notes • Notes

