

**Web-Based Interactive  
Learning Activities:  
53 Online Openers, Closers,  
Energizers, and Review Techniques**

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and  
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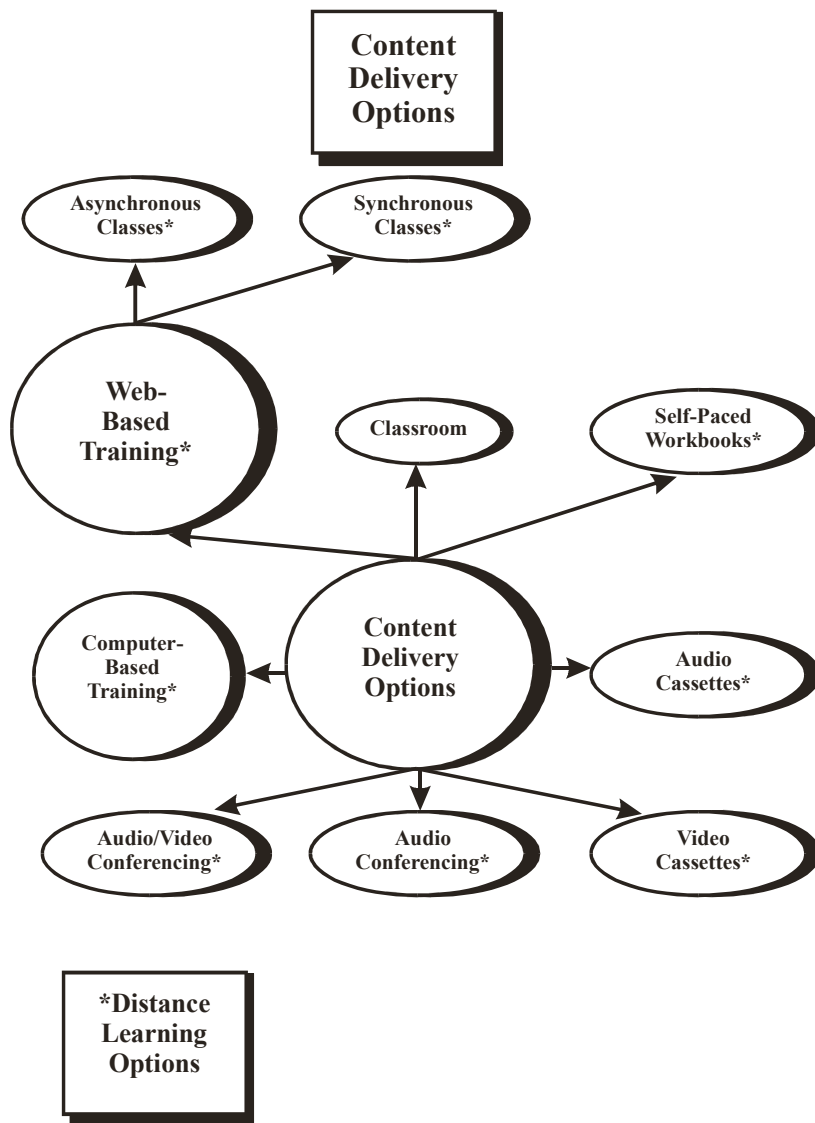
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# Introduction

At first glance the move from classroom into distance learning is overwhelming. There appear to be so many delivery options! Which one should I choose? Does all material work equally well in all the mediums? Which ones are most cost effective? Questions! Questions! Questions!

When a closer look is taken, there are really only eight main categories of options from which a trainer/instructional designer can choose in selecting the medium for the delivery of his or her content. Obviously these eight categories can be combined for even greater variety and effectiveness in teaching diverse learning styles.



## **Classroom**

This is the delivery system with which we're all familiar. Due to its capacity for immediate feedback/reinforcement, this medium is particularly effective for generating behavioral (skill training through repetitive practice) and attitudinal changes (mindset and perspective changes necessary for implementing the newly acquired skill sets) in our participants. With technology in its current state, we believe that the classroom remains the best and most cost-effective method for delivering the components of any body of content involving behavioral and attitudinal emphases.

## **Self-Paced Workbooks**

If distance learning is truly defined as a learning process that takes place when the teacher and student are not in the same room, then a book is in actuality the first distance learning tool ever invented. The use of self-paced workbooks must have come shortly thereafter. Essentially this tool consists of a series of studies, readings, and exams that the student completes at his or her own pace—returning them to the instructor for grading and feedback. These materials are very cost effective and work well in communicating cognitive (the facts) content. Major weaknesses include the amount of self-motivation required to complete such a course and its typical lack of any social component (interaction with other students). Many of today's web-based courses are actually self-paced workbooks transferred to the Internet.\*

## **Audio Cassettes**

Particularly good for communicating passion about a given subject, these cost-effective tools enable the participants to listen to the instructor or guest lecturers at their leisure (i.e., while driving in their car or exercising). Of course, today the audio content of these cassettes can be placed on the Internet and distributed to participants in a very cost-effective and efficient manner.

## **Video Cassettes**

Although video cassettes have limited portability (as opposed to audio cassettes), they are visually enhanced. At the time of this writing, the Internet technologies cannot compete with the delivery quality of today's video cassettes. However, all sources anticipate that as technology advances video cassette content will be able to be delivered over the Internet.

## **Audio Conferencing**

In our rush to embrace the latest technology, we believe that we have overlooked a very cost-effective training tool resting on every participant's desk. Of course, we're speaking of the telephone and its power to link participants in a very lively discussion and exploration of key content material. Conversations held over the Internet are still in their infancy and currently not very robust in dependability. However, many trainers are combining the conference call simultaneously with all participants logged onto the Internet as a stop-gap measure until voice technology over the Internet can catch up with the quality of the telephone.

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\*When the term "Internet" has been used above, it also assumes the word "Intranet" is interchangeable. An Intranet is a company's own internal Internet that is accessible only to those with access privileges. Usually it is not accessible to those outside of the company. The Internet is the more public network of websites. It is also frequently referred to as the World Wide Web.

### **Video Conferencing**

With this delivery tool, not only can participants in the class dialogue with each other in different locations, but they can see the trainer too. There are several types of video conferencing, including one-way video/two-way audio (the trainer can be seen but can't see the participants yet all can hear each other) or two-way video/two-way audio (where the trainer can both see and be seen by the participants). Video conferencing is usually delivered through land line technologies (phone lines) or satellite broadcast delivery systems.

### **Computer-Based Training**

Originally the term computer-based training meant self-paced training distributed to participants as a CD-ROM. The progress of technology is moving rapidly to the point where all the content of any CD-ROM will be placed on the Internet and made readily accessible to all class participants at the same time.

### **Web-Based Training**

With the advent of the Internet, the stage is now set to eventually converge all of the components above (with the exception of classroom training) for delivery over this one medium. This does not mean that all of these technologies will be replaced by Internet delivery of content. However, it does mean that the benefits of each medium can eventually be combined for delivery over one medium.

Usually, there are two basic types of web classes delivered over the Internet:

- In the synchronous class, the instructor and the students are online at the same time—working through the material in real time similar to the experience of a classroom.
- In an asynchronous class, the students access the content at any time according to their own schedule without the instructor's (or other students') simultaneous online involvement.

Of the two types of web-based classes, the asynchronous class (where students and instructor are not online at the same time) is the most demanding (and limited) venue for the effective delivery of content over the Internet. Consequently, the activities in this book have been written from the standpoint of this asynchronous format—believing that if they can work in this most limited of formats, they can easily be expanded to work in the synchronous (where teacher and students are online at the same time) and even the traditional classroom.

The diskette included with this book will make the insertion of these activities into your online content as easy as possible. After discovering an activity in the book that seems well suited to your learning objectives, insert the diskette into your computer and find that same activity on the diskette. Then you'll be able to cut and paste the activity right into your online lesson! With a little customization here and there so that it seamlessly integrates with the context of your content, you'll be ready to go!

Also don't miss the sample activities on the diskette that show how each activity can be expanded and made even more fun through the use of some well-selected graphics. These examples can also be viewed online at <http://www.hrdpress.com>

Those of us who train in the traditional classroom have collected favorite activities to help us open and close our classes with maximum impact. We've selected techniques to help us revisit the content many times in an attempt to move that content from the participants' short-term memory into their long-term memory. However, when we transition to online training, we find many of our classroom techniques are not adaptable to the new venue. May this book begin for you a new collection of openers, closers, energizers, and review techniques that will increase the effectiveness of your online design and delivery.

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# How to Use This Book

## —A Three-Step Process—

Realizing that this book will be a resource for very busy people, the following suggestions are made to enable you to quickly mine from the book those activities most suited to your content applications:

**Step One:** With pen in hand, read through all of the summarizing boxes at the beginning of each activity and mark the ones that sound most intriguing to you personally and most applicable to your own content. This first step will take no longer than ten minutes.

**Step Two:** Go back and read completely through the activities you've just marked. As you'll notice, most left-hand pages have been left blank for your personal note taking as you seek to customize the activity specifically to your own content.

**Step Three:** Schedule the ones you'd like to use for your training session. You'll notice a space on each activity page where you can record the date you plan to use the activity. This will prevent inadvertently using an activity more than once for the same group.

One consideration relating to scheduling involves the amount of time you wish to devote to the activity. Typically speaking, the longer the description of the activity, the longer the time required to use that activity.

Realizing that preparation time is often at a premium, you'll quickly discover that these openers, closers, energizers, and review techniques have been selected so that 99% of them can be presented with very little preparation—except that of posting the instructions to a webpage.

Believing it to be the most restrictive of the distant learning mediums, all of the activities in this book have been written from the standpoint of someone who would use them in an asynchronous text only environment. If they can be used in that environment, adapting them to your distance learning medium should take only matter of a few minutes.

In an effort to help the reader visualize these web-based activities in a more finished form, some samples can be found online at: <http://www.askapastor.org/hrd.html>.

It is our hope that both you and your participants will equally enjoy the experience of using these techniques!

P.S. We also hope that you enjoy the BRIGHT IDEA! section at the conclusion of each activity. Drawn from the two-day seminar we present entitled “Creative Training Techniques™ for E-Learning,” these ideas either directly relate to the activity under discussion or are general suggestions for improving the effectiveness of your online trainings. For more information about their seminar, please call 800-383-9210.



# **Activities**



# A Generic Review

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** The facilitator (or computer) successfully reads the mind of every participant as he or she selects an important aspect of the training that just occurred.

**Application:** Reviewing in a fun manner.

**Sample Content:** Any area

*Although you'll find that this script is written with customer service in mind, it is easily customized to any subject:*

You'll need ten index cards (or pieces of paper) and a pen or pencil to participate. If you've ever wished that you could read the mind of a customer, you'll appreciate the difficulty of what is about to happen.

1. Please take your ten index cards and write a quality on each index card that might be important to one of your customers (i.e., pricing, service, quality, friendliness, etc.).
2. Now shuffle those cards facedown so that you don't know where any specific card might be.
3. As we begin a game of psychic poker, deal facedown two piles of cards on the table. Each pile must have five cards. Please place these two piles side by side.
4. Now turn over and look at the top card of the right-hand pile. Stare at it so that you won't forget it. If anyone else is in the room, show it to them too. This is the quality that is most important to you. So please don't forget it.
5. Then place it back facedown on top of the pile from which you removed it.
6. Then pick up the left-hand pile of cards, and I'm going to give you a choice. You can discard one, two, three, or even four cards from that pile. Just remove one, two, three, or four cards from that pile and put them way over to the side out of the way. These qualities aren't that important to you the customer.
7. Place what remains in your hand facedown onto the right-hand pile. You have now buried your card. Well, we're about to mix the cards even further.
8. Please carefully follow my instructions. I want you to pick up the pile that contains your card and turn it faceup in your hand. Deal what is now the faceup top card onto the table.

9. The next faceup card I want you to take and place onto the bottom of the stack in your hand.
10. Then deal the next card onto the other faceup card on the table with the next card going under the hand-held stack.
11. The next card goes onto the growing table pile, with the next card going under the hand stack.
12. Continue this alternating process until you have all the cards from your hand pile faceup in a stack on the table. You have now mixed the cards.
13. Please pick up the pile from the table and turn it facedown in your hand.
14. Take the first card on top of the facedown pile and hold it up to the computer screen.
15. Once you've done this please push the button at the bottom of this page.

*When the participant is transported to another webpage, they see this text:*

“This is not your card. It’s important to determine exactly what the customer values. Please put that card aside.

Now turn over the next card in your facedown hand and hold it up to the screen. When you’ve done that, please push the button at the bottom of this page.”

*When the button is pushed, the participant sees a webpage that reads:*

“No, this is not your card. Please hold the next facedown card up to the screen and push the button at the bottom of the page.”

*When the button is pushed this time, the screen reads:*

“This is the quality you valued earlier in this experiment! Finding what the customer wants is one of the most important aspects of good salesmanship!”



**A BRIGHT IDEA!** Instead of sales as an emphasis, why not have the participant list his or her ten best ideas from the class session just finished? Then adjust the text accordingly and you’ll have a fun closing and a review rolled into one!

# A Riddler

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** An apparently simple riddle challenges each participant.

**Application:** Our assumptions lead us to wrong conclusions.

**Sample Content:** Communication, Sales, Quality, Problem Solving

*As an opener or energizer, print the following riddle on your website:*

“What is it that gets wetter as it dries? Click on this button when you give up.”

On the webpage to which they will be transported, you’ve printed the words “A Towel.” To help process this activity, you might also include the following two questions: “What made the answer difficult to come by? What process would you have needed to use to arrive at the answer?” Include a text “submit box” to insure involvement with this activity.

In those two questions you would have the seeds for discussing paradigm shifts, creative problem solving, communication, and quality.



***A BRIGHT IDEA!*** When using any of the activities in this book, be sure to always make thoughtful application to the content under discussion. Otherwise, your participants will soon believe that you are only wasting their time with these involving activities. An even better idea for higher content retention is to not make the application for your students but rather give them the opportunity to make the application for themselves!



# Anything Goes Review I

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** This activity allows the facilitator to review the material and do a little mind reading at the same time!

**Application:** A fun activity for revisiting content.

**Sample Content:** Any area needing review.

*Here's a sample computer text script:*

Let's try a little mind reading before we're done today. However, before we attempt this feat, please make a list of twelve items we've discussed today (you must have at least twelve areas for this to work). Now please take a piece of paper and tear it into three pieces. Put a number 1 on one piece of paper, a number 2 on the second one, and a number 3 on the third piece.

Now take the paper with the number 1 on it and turn it over, writing a 4 on its other side. Take the piece of paper with a 2 on it and turn it over, writing a 5 on the other side of that piece of paper. Finally, take the paper with a number 3 on it and turn it over, writing a 6 on its other side. You should now have three pieces of paper. One of the pieces has a 1 on one side and 4 on the other. Another has a 2 on one side and a 5 on the other. The last piece has a 3 on one side and a 6 on the other. Please put them in a row on your table with the numbers 4, 5, and 6 showing. However, you can have them in any order. The 4 might be in the middle, the 5, or the 6.

Please decide now on which order you want. Then turn over the middle number so that the number on the backside shows. Then simply add together the numbers that are now uppermost. You now have determined a single secret number for what is about to occur. Look on the list of content areas you made and concentrate on the one that falls at the number you've just secretly selected.

Now please don't say it aloud. Just think the item loudly in your mind. When you have that in focus, please click on this button.

*On the web page to which they will be transported, you have written, "You are thinking of the content item by the #12 on your list. Right?"*

Your participants will be genuinely amazed, and you will have covered material in a relatively painless manner!



***A BRIGHT IDEA!*** When using this in a synchronous class, consider using a conference phone call simultaneously with everyone being on the same webpage for even greater participant interaction. A conference call in connection with everyone on the same webpage(s) is a winning combination for many applications.

# Anything Goes Review II

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** This activity allows the facilitator to review the material and do a card trick at the same time!

**Application:** A fun activity for revisiting content.

**Sample Content:** Any area needing review.

This is an activity that's intriguing with a great curiosity factor. You will need to have each participant bring a deck of 52 playing cards to their training or provide a deck with their other supplies.

*Here's a sample computer text script:*

Before attempting this card trick, you need to make a list of the various areas we've discussed today. You need to list at least nine different items on the list for this to be successful. (If using this in a synchronous class setting you'd build this list together as a class.) Now take a full deck of playing cards and shuffle them so that there is no way even you can possibly know where any card might be. Then please divide the deck into three approximately equal facedown piles in front of you. Carefully make your next selection. Choose one of the piles and discard the other two. You won't be needing those two piles any longer.

Count the number of cards in your selected pile and you should arrive at a two digit number (pause). Add those two digits. In other words, if you have twenty-five cards in your pile, you would add the 2 and the 5 and have a total of 7. You should now have a single digit number. Discard that same number of cards from your selected pile. We won't be using those cards any longer. Count the number of cards remaining in your selected pile. Remember that number. You now have determined a single secret number for what is about to occur.

Now look at the list you made earlier. Please remember the content piece that's at the number corresponding to your just determined secret number.

Please don't say it aloud. Just think the item loudly in your mind. When your mind is focused, click on the button and you will be transported to another screen.

*On that screen you have printed the words, "You are thinking of the content piece you listed as number 9!"*

You will have given the participant a break, reviewed content pieces, and performed a neat card trick too. And not once did you use the word "review."



***A BRIGHT IDEA!*** When using this activity or any of the “mindreading tricks” in this book, develop a character that does the mindreading. “Clara Voyant” is a fun name for such an icon. She can also show up at different times throughout the training session as a continuity piece. Using such a character not only adds to the fun of the training but also builds anticipation among your students whenever he or she appears.

# Attention to Details

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** A simple equation is incorrect until two small details are inserted.

**Application:** Paying attention to details oftentimes makes the difference between success and failure.

**Sample Content:** Sales, Quality, Communication

*Print the following equation and question on your website so that your participants can try to figure out the solution to the question:*

$$560 = 600$$

**By inserting two punctuation marks,  
can you make the above equation correct?**

It will take awhile for anyone to guess the answer to this one! You can give them a button on the website with the words, "Click Here For The Solution."

On that page, you could have the following text: "By using two colons, you can convert the equation to 5:60 = 6:00! Then it's completely accurate!"

Processing this activity can take several directions. You may want to discuss the importance of attention to details in communications. By simply asking why the answer to this problem was so difficult to come by, you will open a discussion that will take the group into those very important areas of creative problem solving, thinking outside the box, paradigm shifts, and the like.



**A BRIGHT IDEA!** In an asynchronous class, why not have the participants e-mail you their suggested answers to the puzzler (instead of posting the answer on the website). By involving the promise of prizes for all correct answers, you will have added a dimension of fun and energy to your online training. And don't forget that prizes might be something as simple as an extra article you could e-mail with even greater information on the subject under discussion.



# Betcha!

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** A bet presented by the facilitator energizes each participant's analytical abilities.

**Application:** The ability to logically analyze a situation is important in many situations.

**Sample Content:** Sales, Problem Solving, Negotiating

*Here's the text for making the bet to your participants:*

"I'll bet you \$1 that if you give me \$5 I'll give \$100 in return. E-mail whether or not you'll take me up on my bet and why."

Someone is sure to successfully analyze that because the presenter could take your \$1, take your \$5 and declare himself the loser, this would not be a good bet to take! Even by losing the facilitator would still make \$4!

The answer to the question is not as important as the process. Have your participants try and define the steps in the thought process necessary to successfully analyze this bet. They are the same steps each participant would take anytime they are trying to solve a problem for themselves or a client.



**A BRIGHT IDEA!** Always use partial handouts so that your online participants are filling in blanks as the course proceeds. A good handout gives structure while maintaining the surprise element by not allowing participants to read ahead.

Many commonly used slide programs make it possible to merely duplicate the slides and add some lines next to the slides for notetaking. Such a practice isn't unlike handing out your transparencies to the audience prior to a presentation and then wondering why they are not staying with you during your presentation. If you wish to duplicate your slides as part of your handout, then go in and delete words and phrases from the slides prior to printing—substituting blanks in the place of the words so that participants need to fill in those blanks as they proceed through your class.



# A BIRTHDAY BET

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** A bet presented by the facilitator energizes each participant's listening skills.

**Application:** The ability to listen carefully is crucial in maintaining any successful relationship.

**Sample Content:** Sales, Communication

*Here is some sample computer text for this exercise in careful reading: "In order to experience the unbelievable power of the computer on which you're working, please print the month of your birthday on a piece of paper and hold it up to the computer screen and then click on this button to proceed."*

*On the next screen you will print, "Now the computer will attempt to tell you within three days the day on which you were born. Press this button to see how close the computer has been able to get."*

*On the next screen you will print only the word, "Wednesday."*

Processing questions on this screen might include: "What causes a person to be surprised by this last screen?" Include an e-mail "submit box" to insure participation with this question. Of course, lack of careful attention to the difference between the word "date" and "day" makes this activity work. Attention to details makes the difference.



**A BRIGHT IDEA!** Whenever possible build into a program safeguards that stop the program from proceeding until the participant has completed a reinforcement activity. Make sure you ask your software manufacturer the best way to accomplish this goal with their particular program. Otherwise, we find participants merely reading and moving on without doing the activities—defeating the purpose of those reinforcement/review techniques.



# Burying the Dead

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** A rather macabre trivia question challenges everyone's ability to estimate.

**Application:** Without careful research, our best attempts at estimating are often quite erroneous.

**Sample Content:** Quality, Sales, Problem Solving, Conflict Resolution

*Here's the question to pose to your participants:*

**“How big a hole would it take to contain the bodies  
of every living person on the face of the earth?”  
Push this button after making your guess.**

On the webpage to which they will be transported, you will have the words “One cubic mile.”

A question such as “Why do you think most people estimate a much larger hole is required?” will help the participant process this activity.

When they hear that a hole one cubic mile would get the job done with room to spare, they will be amazed at their own inability to estimate without valid data. It will give each one reason to pause the next time they attempt to decide before hearing all the data.



**A BRIGHT IDEA!** This activity introduces the idea of using trivia in your online training experiences. People enjoy trying to guess the answers to trivia questions, and if you begin looking, you'll find much trivia within your own company (i.e., “What year was our company founded?” “How many widgets does our company sell everyday?”). To maximize the fun of trivia be sure and have prizes ready to go out to the one or to the team who guesses closest to the correct answer.

Many times this type of activity serves well as an activity that people can do before a synchronous online class begins. While waiting for all the students to get online, trivia questions can be presented for those students already online to try and guess.



# Busted!

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** What appears at first to be a simple math story problem takes an unexpected turn.

**Application:** If you don't ask the right questions, you can't hope to get the right answers.

**Sample Content:** Sales, Communication, Problem Solving

The problem is presented on a series of three webpages.

*Text for Webpage #1:*

“You're driving a bus on which fourteen men and two women board a bus at the bus terminal. At the first stop two men got off and two women got on. Push the button at the bottom of this page to continue.”

*Text for Webpage #2:*

“At the next stop all but three of the men got off and at the stop after that five women got on. Push the button at the bottom of the page to continue.”

*Text for Webpage #3:*

“After driving one-half mile the bus stopped again and one man got on. Without looking back at previous webpages, what's the name of the bus driver?”

The correct answer is that their own name is the name of the bus driver since at the beginning of the narrative, it clearly stated that they were driving the bus. However, because they weren't paying attention to the correct information, most will be unable to answer the question without looking back at previous webpages.

In sales, communication, and problem solving determining the correct questions ahead of time will enable the questioner to find the most helpful information. This is not a difficult application to make from this activity.



**A BRIGHT IDEA!** This activity is a perfect example of an energizer in the middle of an online training experience. Because a participant only brings a limited amount of energy to any training session, we need to build in “recesses” to help change the pace and renew the energy supply! We've known this to be true in the traditional classroom but are discovering that it's equally true in the online classroom too.



# Coin Trick Review

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** This activity allows the facilitator to review the material and do a coin trick at the same time!

**Application:** A fun activity for revisiting content.

**Sample Content:** Any area needing review.

This is an activity that's intriguing with a great curiosity factor. Participants will be attempting a coin trick! Everyone needs to have at least twelve coins with them. You might want to announce that ahead of time—it will only increase curiosity—or provide it for them as part of their materials. Pennies work great.

*Here's a sample computer text script:*

Before attempting this coin trick, you'll need to make a list of the various areas you've covered in this lesson. You need to have at least nine items on the list for this coin trick to be successful.

After completing the list (*which could be e-mailed to you as the instructor to assure that the review was accomplished*), please follow these instructions:

1. Make 3 equal piles with your coins with at least 4 coins in each pile.
2. Place the piles in a row in front of you from left to right. The pile at the far left end of the row will be pile #1, the one in the middle will be pile #2, and the one at the far end of the row will be pile #3.
3. Take 3 coins from pile 1 and put them in pile 2.
4. Take 3 coins from pile 3 and put them on pile 2.
5. Set aside (discard) the rest of pile 1. We will not be using this pile any longer.
6. Count the coins in pile 3 and discard that same number of coins from pile 2.
7. Discard the rest of pile 3. We will not be using this pile any longer.
8. Please count the number of coins you now have left in pile 2 and look at our list of content items. Concentrate on the item that falls at the number corresponding to the number of coins in your pile 2.

Now please don't say it aloud. Just think the item loudly in your mind. When you have the content item firmly in your mind, click the button at the bottom of this screen.

*The person will be transported to a screen which says, "You are thinking of the content area that you put beside #9 on your list."*

You will have performed a coin trick over the phone and revisited your content areas too! Not a bad combination!



***A BRIGHT IDEA!*** Since you know that nine is the number of coins in pile #2 at the conclusion of the above instructions, simple add one more step in which you have them add or take away coins from pile #2. You'll then have a different total (depending upon what you tell them to do in your extra step). Your participants will be amazed to see you repeat the magic trick at a different place in the training class and arrive at a different total! It will only increase the amazement!

# Communication Confusion

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** A very confusing paragraph is read in an effort to sharpen the listening/reading skills of the participants.

**Application:** Careful and focused communication is key in many job-related activities.

**Sample Content:** Sales, Communication, Problem Solving, Relationships

*Print the following paragraph on your website:*

**Jim didn't fail to go to the party to which he didn't want to but decided he would go to it because if people knew he didn't want to go to it he would want to go for fear they might think he didn't want to go to it because he didn't like the hosts.**

## Did Jim go to the party or not?

Have your participants e-mail you their answers to this teaser. You'll have prizes for all the correct answers. You might also want to include a discussion question that they can also include with that e-mail such as: "What does this activity teach us about the use of the written word in trying to gain an understanding of what another person means? What process did you use in trying to focus hard enough to decipher the meaning of the paragraph in this exercise? This process is the same process used in trying to listen intently to a client, a co-worker, or a spouse."



**A BRIGHT IDEA!** Don't always think about prizes in terms of things or objects. Prizes for activities such as this might include some value added material that you could fax or e-mail to the person(s) sending you the right answer. This could be shortcuts, helpful articles, or other desirable pieces of information that will enhance the learning experience for those who win but which aren't essential to the learning of the others.



# Correcting the Equation

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** This challenging brainteaser has an incorrect equation that must be corrected by the use of only one line.

**Application:** Creativity is needed even in highly technical environments.

**Sample Content:** Sales, Technical Training, Problem Solving, Efficiency

This activity makes a great brainteaser for your participants to ponder while waiting for everyone to come online during a synchronous class! It also serves well as a brainteaser to open or energize an asynchronous class too!

*On your website, print the following text:*

**Can you make the following equation correct  
by adding only one line?**

$$11 + 11 + 1 = 1,152$$

**You can't draw a line through the = sign!**

**After struggling for awhile, you can  
press the button at the bottom of this page.**

When they go to the solution page, they will be greeted with the following text: "By changing the second "+" sign to a "4" the equation will be correct (i.e.,  $11 + 1141 = 1,152$ )."

"What made the solution difficult to come by?" is a question you might also want to include on the page with a "submit box" for e-mailing their theories. This is a good processing question for this activity, since those hindrances identified will be the same hindrances to creativity faced in nearly every problem-solving situation.



***A BRIGHT IDEA!*** When using a conference call, visit with your service provider to see if they can provide music while people are waiting to get online. By selecting the right mood of music you will be setting expectations for the call from classically serious to laid back jazz. The only concern is to make sure that you pick music that communicates clearly the desired mood to all participants. Too often country or heavy metal (and sometimes even classical) sends out different messages to different people.

Most of the time, if a trainer has a collection of high energy music, quiet background music, and even some “goofy” music, they will have the right music for setting an appropriate mood in terms of the content.

You might consider assembling three CDs or cassettes with a different mood of music on each one.

# Counterfeit Coin Balance

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** This simulation game has participants involved in a process of problem solving that has implications for many different applications.

**Application:** The ability to think logically and creatively at the same time is oftentimes the key to effectively solving personal or client problems.

**Sample Content:** Sales, Problem Solving, Customer Service

*Here is some sample computer text to help you set up this activity:*

Please lay nine identical coins in front of you before continuing. Then follow these instructions:

One of the nine coins in front of you is counterfeit. The counterfeit coin is slightly lighter than the other eight coins. However, the difference is so slight that you can't detect it without using a scale. It is your job to find the counterfeit coin in only two weighings using a two-tray balancing scale. How will you accomplish this task?



This will take participants some time to figure out so it is best to present this as a carry-over activity at the end of a session and then give them until the following meeting to figure it out. Offer a prize to each person who comes back with (or e-mails you) a correct solution. This helps tie the meetings together.

Here's one solution. Weigh three coins on one tray and three coins on the other. The lighter tray contains the counterfeit coin. If both weigh the same, the lighter one is among the other three. Take the three containing the lighter one and weigh one coin and one coin. If the two balance, the lighter one is the other one of the three. If they don't balance, the lighter one is the counterfeit. You've successfully found the counterfeit coin in only two weighings. If your participants can analyze the thought process necessary for solving this simulation game, they will have a good handle on the process for solving client's problems too.



***A BRIGHT IDEA!*** This activity focuses attention on using some of these activities as closers for your online trainings. When used in this manner, you would not give the answer to the brainteaser at the conclusion of the class but rather encourage them to come back with it solved to the next class. This does help tie classes together—giving them the continuity that sometimes can be lacking.

# Counting Coins

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** This magic trick with coins has the facilitator telling the participants exactly how many coins they've selected.

**Application:** Managing our resources (i.e., time, money, energy) requires attention to detail.

**Sample Content:** Cost Control, Time Management

*Here's a sample computer script:*

I want to try a magic trick with you today! Please take some coins and make two parallel rows in front of you. One above the other. The only requirements are these:

1. The top row must have at least five coins in it; and
2. The top row must have exactly one more coin than the row below it.

Now remember . . . you may use any number of coins as long as you use more than five coins in the top row and that top row must have one more coin than the bottom row. Now look intently at the two rows that you've just formed. Let your eyes roam back and forth across the rows. However, please don't say a thing. There is no way in the world that this computer could possibly know how many coins you have in the rows! Or is there?

Please remove four coins from the top row and place them over to the side. We won't be using them any longer. Now let your eyes slowly move over the coins still left in the top row. Mentally count how many you have left in that row. Do you know how many coins you have left in the top row? Please remove that same number of coins from the bottom row. The computer will attempt to tell you how many coins you have left on the table in front of you. Please concentrate. Push the button on the bottom of this page when you have focused your thoughts.

*On the linked page, they will read:* "There are just too many coins! Please remove all of the coins remaining in the top row and then focus your mind on the number of the coins still left. When you've done that, push the button at the bottom of this page."

*On the linked page, they will read:* "That's much better! The computer believes you're focusing your mind on exactly three coins! Keeping track of what you've spent and what you have left is always an important part of good cost control."

You will have made your point in an interactive, fun manner!



***A BRIGHT IDEA!*** If you read the activity in this book entitled Coin Trick Review, you will quickly see how you can convert Counting Coins so that it becomes an excellent review technique!

By knowing that number 3 is the answer that will ultimately be determined when using this activity, you could have any list from your content on the screen, and by having participants concentrate on the item corresponding to their final number, you know that they will be concentrating on the third item on the list. They will be amazed that you could tell them the content piece on which their mind has come to rest. You have now made it a review/reinforcement activity of the content you've delivered.

# Creative Connivery

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** Your participants choose a word on which to concentrate and the computer (or you) tells them the word while emphasizing the need for creativity.

**Application:** In our attempts to be creative the common denominator is the need to think outside of our own boxes.

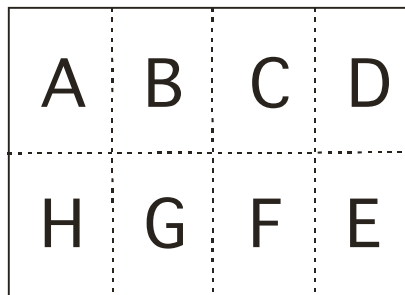
**Sample Content:** Sales, Creative Problem Solving

*Here's a sample computer script:*

Today we will attempt to have this computer read your minds as you concentrate on a word of your choosing. Please get an  $8\frac{1}{2}$ "  $\times$  11" piece of paper and pencil or pen for jotting down your thoughts. Please take that blank piece of paper and fold it into eighths. When you open up the paper, you will find a sheet of paper with eight squares marked off by the fold lines.

Please turn the paper so that you are looking at the paper the long way with two rows of four squares in each row. In the upper row print the letters A, B, C, D from left to right with one letter in each square. Now you'll be looking at a piece of paper with the letters A, B, C, and D printed in the squares of the upper row.

In the lower row, print the letters E, F, G, and H, however, print them from right to left. In other words the letter H needs to be in the square at the far right end of the lower row.



Now you'll be looking at a piece of paper with the letters A, B, C, and D printed in the squares of the upper row from left to right and the letters E, F, G, and H printed in the lower row from right to left. Now please refold the paper back into eighths. This is where you can be very creative! Although you must fold on the original creases, you can reverse some of the creases so that you have different combinations as you fold it this time.

After you've refolded your paper, please hold your folded packet in your hand and carefully tear or cut about one eighth of an inch from all four edges of the packet. In other words, tear or cut around the edges of your folded packet—removing about one-eighth of an inch from each edge. Tear through all the thicknesses of your packet at one time.

You will now find that all of your letter squares are separate, with some of them faceup and some of them facedown. Please put the faceup squares in one pile with the facedown letters in the other. Now it's your choice. Choose either pile and look at the letters in that pile. Try and make a word using all of the letters in that pile. Again please be as creative as you can! If you can't come up with a word with the letters in one pile, use the letters in the other pile. Try and use all the letters of one pile or another. Then concentrate on the word you form. Let your eyes go back and forth across the word. Picture it printed on a billboard in large black letters on a white background. When you have successfully focused your mind, please push the button at the bottom of this page.

*When transported to the new webpage they see the words:* "The first letter the computer recognizes is the letter E. Please push the button at the bottom of this page if this is correct."

*The new webpage will say:* "The computer also recognizes the letter A. Push the button at the bottom of this page if this is correct."

*The next webpage will say:* "The letter C and the letter G are also recognized by the computer. Please focus your thoughts on a picture of the article spelled by your letters and push the button at the bottom of this page."

*The final webpage says:* "You are picturing a CAGE in your mind! You chose a great word for what we're talking about, because when we don't think creatively, it's as though we are in a cage—shaped by our own lack of imagination!"



***A BRIGHT IDEA!*** Don't be afraid to reference some of these activities in your pre-session publicity. Announcing that you (or the computer) will attempt some mindreading during the class will help increase the energy inherent within good curiosity.

# Customer Focus

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** This magic trick with five pieces of paper will have participants soon believing that the computer (or facilitator) can somehow see what they're doing!

**Application:** Keeping our focus on the customer (or any other objective or goal) is key to reaching that customer (or goal).

**Sample Content:** Customer Service, Goal Setting

*Although the following computer text describes the activity as it is used for emphasizing customer service, it can be quickly adapted to focus on any content goal:*

Thank you for participating in a short experiment. You'll need five index cards (or just pieces of paper) along with a pencil or pen to use in writing on the cards. Please take one of the index cards and draw a picture of a customer on it. Please write on each of the other four cards one distraction that might keep us from focusing on that customer (i.e., time constraints, personal preoccupation, etc.).

*Here, if you are doing a synchronous class, you can have people share what they've written on their pieces of paper.*

Now please arrange the five cards into a row with the customer card being placed at the far right end of the row. Be sure that the customer card is at the far right end of the row. Now we're going to mix up the items.

1. Please exchange the customer card with the card next to it. Since the customer is on the end of the row, you won't have much of a choice this first time since you must exchange that card with only the card next to it.
2. Now exchange the customer card again with either the card on its right or its left.
3. Now exchange the customer card again with either the card on its right or its left.
4. Now please remove the card from the far left end of the row. We want to eliminate this distraction, so please throw it away! You are now left with only four items.
5. Exchange the customer card once again with either the card on its right or its left.

6. Please again remove the card from the far left end of the row. Let's eliminate it by again throwing it away.
7. And finally, exchange the customer card one more time with either the card on its right or its left.
8. Please remove the card from the far left end of the row. It's only getting in the way of our focusing on the customer. Let your eyes look across the row one more time.
9. Only two cards remain. Please reach out and remove the card on the right. Only the customer remains! And that's the way it should be!



***A BRIGHT IDEA!*** When using a satellite broadcast system for delivery of your training always use a studio audience with you at the main site to give you a sense of pacing the material for the remote sites. By watching how the studio audience is doing with the activity, you will have a good sense about whether or not your instructions were clear enough and how quickly the tasks are being accomplished. However, don't fall into the trap of only speaking to your studio audience—making the other sites feel like “second-class citizens.” Rather, give your primary focus to the remote sites.

# Customer Predictability

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** The facilitator (or the computer) successfully predicts the actions of the participants in this fun card trick.

**Application:** Complete customer predictability is impossible. However, with a solid knowledge of the customer we can get mighty close.

**Sample Content:** Sales, Customer Service

You'll want to supply a deck of playing cards or have the participant bring one to the session. *Here are the computer text instructions:*

1. Please take a deck of cards and shuffle them completely until even you could not possibly know where a single card in the deck might be.
2. Now before we begin I want you to remember the number FOUR is the prediction. It will make more sense as we proceed.
3. Please count thirty cards from the deck onto the table. You may set the remainder of the deck aside since we won't be needing it.
4. Please pick up your dealt portion holding it facedown in your hand. Please deal seventeen cards facedown onto the table.
5. Then take the remaining cards, and turning them faceup, shuffle them into the packet you just dealt onto the table.
6. Finally, without turning any more cards over, shuffle the packet one more time.
7. Now that the cards are mixed, please pick up the packet of cards without turning them over and remove the top two cards from the packet. If the two cards are both faceup, please place them on the table in their own pile. If they are both facedown, place them on the table in another pile. And if one card of the pair is faceup and another is facedown, please place that pair into yet a third pile.
8. When you're done with that process, you will have divided the original packet into three piles. The number of cards in each pile was the result of a random shuffling of the cards. Or was it random shuffling? Do you believe that something can feel like it's random but it's really not?

9. Please count the number of facedown cards and then the number of faceup cards. Although it will never be completely possible to predict a customer's behavior, with a plan built on a knowledge of people, you can get mighty close.

Before we began, the number FOUR was given as a prediction. You have finished all of your shuffling and turning of cards with FOUR more facedown cards than faceup cards. How well did I do? May you do as well with your customers!



***A BRIGHT IDEA!*** To make room for activities that will reinforce your content, make sure that you have ruthlessly determined exactly what the **NEED TO KNOWS** are in relation to your content. By eliminating those pieces that are merely **NICE TO KNOWS**, you will have freed up some time for reinforcing those pieces of content that are most essential to the success of your participants. Without the discipline of this practice, the list of content we try to communicate becomes so long that we resort to “brutal training,” and content retention drops dramatically.

# Customer Service Review

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** The facilitator successfully reads the mind of every participant as they select an important aspect of the training that just occurred.

**Application:** Reviewing in a fun manner.

**Sample Content:** Any area

*Here is the text for your webpage written with customer service in mind. You'll immediately recognize that it can be easily converted to any subject.*

You'll need ten index cards (or pieces of paper) and a pen or pencil to participate in this magical experience. If you've ever wished that you could read the mind of a customer, you'll appreciate the difficulty of what is about to happen.

Please take your ten index cards and write a quality on each index card that might be important to one of your customers (i.e., pricing, service, quality, friendliness, etc.). Now shuffle those cards facedown so that even you no longer know where any specific card might be.

You are about to beat this computer (or you the facilitator) in a game of psychic poker! You will play the part of the customer and put on your best poker face throughout the proceedings!

Here are the rules:

1. Deal facedown two piles of cards on the table. Each pile must have five cards. Please place these two piles side by side.
2. Now turn over and look at the top card of the right-hand pile. Stare at it so that you won't forget it. If anyone else is in the room, show it to them too. This is the quality that is most important to you. So please don't forget it.
3. Then place it back facedown on top of the pile from which you removed it.
4. Pick up the left-hand pile of cards, and I'm going to give you a choice. You can discard one, two, three, or even four cards from that pile. Just remove one, two, three, or four cards from that pile and put them way over to the side out of the way. These qualities aren't that important to you the customer.
5. Place what remains in your hand facedown onto the right-hand pile. You have now buried your card. And you'll have to admit that it would be nearly impossible for anyone to know exactly how deep in the pile your card now resides.

Well, we're about to mix the cards even further. Please carefully follow these instructions.

6. Pick up the pile that contains your card and turn it faceup in your hand.

7. Deal what is now the faceup top card onto the table.
8. The next faceup card I want you to take and place onto the bottom of the stack in your hand.
9. Then deal the next card onto the other faceup card on the table, with the next card going under the hand-held stack.
10. The next card goes onto the growing table pile, with the next card going under the hand stack.
11. Continue this alternating process until you have all the cards from your hand pile faceup in a stack on the table. You have now mixed the cards.
12. Please pick up the pile from the table and turn it facedown in your hand.

Remember what was written on the card that you looked at back at the beginning of this activity? The computer is now going to try and find it in the pile you are holding facedown in your hand.

13. Take the first card on top and hold it up to the screen with the print facing the screen while pressing the button at the bottom of the screen.

*When transported to the next screen, they read:* “It’s important to determine exactly what the customer wants. That is not the quality you looked at back at the beginning of this activity. Please hold the next card on your facedown pile up to the screen with the print facing the screen and press the button on the bottom of the screen.”

*The text on this new screen reads:* “No. This is not the quality you looked at back at the beginning of this activity either. It’s important to persist in finding out what the customer desires, so please take the next card from your facedown pile and hold it up to the screen. Then press the button on the bottom of the screen.”

*The text on this screen reads:* “Yes! This is the quality you looked at back at the beginning of this activity! Finding what the customer values remains one of the most important aspects of good salesmanship!”



***A BRIGHT IDEA!*** Instead of having them write qualities important to customers, you can have your participants write an action idea from the training session on each of ten pieces of paper, and the activity will work just as well now serving as an interactive review of your class!

# Digging a Bigger Hole

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** This math problem is perfect for challenging the thinking skills of those in technical occupations.

**Application:** Starting correctly is important to getting to the correct conclusion.

**Sample Content:** Sales, Technical Training, Problem Solving, Time Management

*Here is the text for the question to pose on your website:*

**If a man takes one hour to dig a hole two yards long, two yards wide, and two yards deep, how long will it take the same man to dig a hole four yards long, four yards wide, and four yards deep? Assume that he works at the same speed.**



This is one that you might not want to give the answer to immediately. Let participants work on it and e-mail you their suggestions with the promise of a prize for the winning entries.

Although “two hours” is the most common answer, the correct answer is “eight hours.” By starting at the incorrect place of working with yards instead of “cubic yards” (i.e., the area of the hole), the reader arrives at the wrong conclusion. What implications does this have to sales, customer service, or any other problem-solving application? In a problem-solving situation we often waste time because we rush through the initial stage of defining the problem. When we rush that stage (not starting correctly) we inefficiently spend time going in superfluous directions. What does this activity say to us about the most effective use of our time in a problem-solving situation? These are questions that you can pose that will help participants process this brainteaser.



***A BRIGHT IDEA!*** Did you know that at <http://www.listbot.com> you can begin a FREE listserv bulk e-mail mailing list to keep your online participants in contact with both you and each other between classes? This is a wonderful benefit since it is the absence of the social component that consistently appears as a negative on evaluations from online class members.

A listserv is an e-mail list in which any message sent by any member of the list goes to every other member and any answer sent back from any member of the list goes to every member of the list. The lists can be organized so that either all messages must go through the list administrator (that would be you) before being sent on or can bypass the administrator and go directly to the list members.

# Eliminating the Negative

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** The facilitator seemingly influences the behaviors of the participants although she or he is miles away.

**Application:** Hindrances to good customer service (or any other topic area you may choose) must be identified and eliminated.

**Sample Content:** Any area

*Here's a sample computer text script.*

Before we begin this great magic trick, I need you to place on a table in front of you three small pieces of paper. Please print a number 1 on one piece of paper, a number 2 on another, and a number 3 on the third.

Then on your piece of paper numbered 1, please write one characteristic of ineffective customer service (or any other content topic you might choose as the trainer).

On the number 2 piece of paper, please write a characteristic of effective customer service.

On the number 3 paper, please write another characteristic of ineffective customer service. (If you are doing this activity in a synchronous class, you could now have participants share what they've written on the papers.)

You can place the papers in any order. However, the three pieces of paper do need to be in a row. You could put the number 1 paper on the left or the right or in the middle. The same could be said for the other pieces of paper too. Place them carefully in a row in front of you.

Now we're going to mix them up. Please follow these instructions:

First . . . exchange the number 1 piece of paper with the paper on its right. If there is no paper on its right, just leave the number 1 paper where it is.

Secondly . . . exchange the number 2 paper with the paper on its left. If there is no paper on its left, just leave the number 2 paper where it is.

Finally . . . exchange the number 3 paper with the paper on its right. If there is no paper on its right, just leave the number 3 paper where it is. You have now mixed the papers.

Now . . . slowly let your hand pass over the row of papers from one end to the other and back again. Let it come down slowly on the paper in the middle of the row. Grab it, wad it up, and throw it away! This is an ingredient of ineffective customer service we're trying to eliminate!

Now only two remain!

Again let your hand slowly move over the remaining papers and let it come down on top of the paper on the right. Grab it, wad it up, and throw it away! We're working to eliminate this too!

Congratulations! You have successfully retained an important quality for effective customer service while eliminating those qualities that hinder good customer relations!



***A BRIGHT IDEA!*** When planning a conference call, listen to a good morning radio talk show. There are many applicable ideas we can learn from these people who keep attention using a one-way audio medium. A radio talk show is a wonderful format to use in building effective training sessions over the telephone.

Use the following questions to guide your thoughts during a morning talk show.

1. How does the host open the talk show?
2. What are techniques she or he uses to consistently re-engage the listener?
3. How does the host encourage active involvement with the show as opposed to merely passively listening to the show?
4. How does the host use his or her voice to maintain interest?
5. How does the host maintain variety during the show to keep things interesting?

# Game Board Review

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

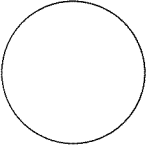
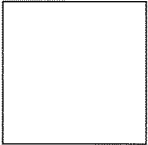
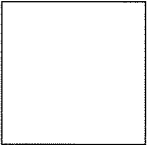
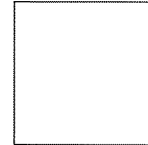
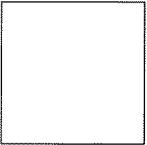
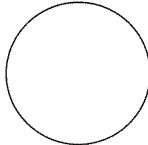
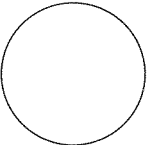
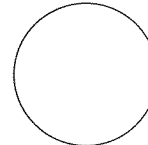

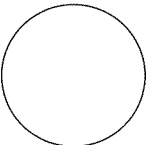
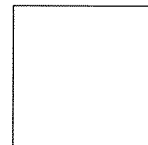
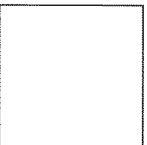
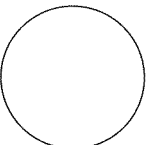
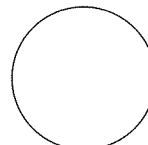
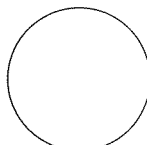
**Summary:** This activity allows the facilitator to review the material and do a little magic trick at the same time!

**Application:** A fun activity for revisiting content.

**Sample Content:** Any area needing review.

Duplicate the following matrix onto the handout you're planning to use in your session.

Before duplicating, be sure and write in what you feel to be your most important content emphasis inside the square that's marked in the grid below.

IDEAS! IDEAS! IDEAS!			
			
			
		<p>Print your message inside this square.</p>	
			

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*Here's a sample computer text script:*

In front of you you'll each see an interesting game board comprised of circles and squares. We're going to take a moment or two to have you place inside those circles and squares some idea you received from the session today that you really would like to try and apply this coming week.

Let's try an experiment together.

1. Put your right index finger on any square. (If you are doing this in a synchronous class, have some participants tell you what's in the square they've selected.)
2. Next move your finger left or right from your first square to the nearest circle in that row.
3. From that circle, please move your finger up or down to the nearest square.
4. From the square in which your finger last resided, move that finger diagonally to the nearest circle.
5. Move your finger either down to the nearest square or right to the nearest square. Please don't move diagonally.

Now concentrate on what's written inside that square, and when you have focused your mind, please push the button at the bottom of the page.

*Believe it or not, when you give the final instruction everyone's finger will be resting on the square in which you placed your summarizing word(s). So on the webpage to which the button will transport them, have printed the contents of that square in bold letters.*



**A BRIGHT IDEA!** By putting agenda topics for the session in the squares and circles you can use this activity as a fun opener in which the participants seem to select together from the grid the area they would like to see start the session. Of course you have placed the area you want to start with in the secret square so they are sure to pick that square after following your instructions.

# Invisible Dice

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** The facilitator (or computer) can seemingly see the numbers on a pair of invisible dice being thrown by the participant(s). A very unusual energizer indeed!

**Application:** Visualization is a powerful use of the imagination.

**Sample Content:** Goal Setting, Creativity

*Here is your sample computer text:*

In an effort to show the power of the imagination in creating a mind picture of what can be, please imagine that you are holding in your hand a pair of invisible dice. Shake them in your hand and allow them to roll out onto the table in front of you. Write down on a piece of paper the numbers showing uppermost on your dice. Of course, these will each be a number of 1 through 6.

Now draw a circle around the larger of the two numbers. If both numbers are the same, circle either one.

Now double the circled number

add 5

multiply your result by 5

and finally add the smaller number you rolled to your total.

Please hold the number you've arrived at up to the computer screen and press the button at the bottom of the screen when you've done that.

*On the new webpage they will read the following text:* "The computer believes that if you subtract 25 from the number you just showed you will have the two digits of your original dice throw.

If you want to know how the computer knew this, please press the button at the bottom of the page."

*On the last webpage of this series, they will read:* "The computer knew because you left the invisible dice you threw out in the open where the computer could still see them! Better put them in your pocket now before you forget to take them with you."



***A BRIGHT IDEA!*** When using the telephone for conference call trainings, be sure to use the polling feature. Many services can tell you who pushed a button on their phone first in attempting to answer one of your questions. This opens up gameshow activities for reviewing with great fun! Award a prize to the first person who pushed in or be like the radio morning talk shows and give a prize to the fifth or sixth person—building more involvement from more people!

# It Doesn't Add Up!

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** This brainteaser will have everyone scratching their heads.

**Application:** Looking at a problem from a different perspective is essential to effective problem solving.

**Sample Content:** Sales, Problem Solving, Creativity

*Put the following group of numbers in a box on your website:*

999	555	333	111
-----	-----	-----	-----

*Underneath the box, print the following question: "Can you circle six digits in the above box that when added together will total 21?"*

By putting this activity on the first screen seen by your participants, they can be working on it while waiting for the others to come online. This will ensure that your session will start with energy as you get individual guesses about the solution.

How do you do it? You must turn your body so that you are looking at the numbers upside down (nearly standing on your head) and circle three "1's" and 3 "6's." Make sure you use capital "i's" when making your box and not the numeral "1" or it won't look right upside down. You want only a straight line for the "1." What caused this to be difficult to solve? The answers to this question can lead into an excellent discussion about how looking at something from a different perspective is essential to good problem solving!



**A BRIGHT IDEA!** In a synchronous class setting, have the above activity on the screen for participants to work on while waiting for others to get online. Then at the beginning of the class you can start by fielding suggestions for the solution of the puzzler. This will get your training class off to a fun and unpredictable opening filled with energy.



# Laying Eggs!

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** A math brainteaser makes everybody think as they try and calculate the egg laying capabilities of a chicken based upon a rather obscure paragraph.

**Application:** Problem solving often involves taking one aspect of a problem at a time and making sure that it's understood before moving on.

**Sample Content:** Sales, Problem Solving

This makes an excellent brainteaser for the group to work on while waiting for everyone to get back from break or as an energizer midway through an intense reading section on a CD-ROM. In a synchronous class you as the facilitator can field suggested answers to the brainteaser before getting back to serious business.

*Here's the question to type on your webpage:*

**If a hen and a half lays an egg and a half in a day and a half,  
how long will it take for the hen to lay a dozen eggs?**

The answer is 12 days. Someone is sure to get it correct. However, the answer is not as important as understanding the process of getting to the answer. You'll find that at least some aspect of that process involves the breaking down of the problem into smaller units and making sure that those smaller units are clearly understood before moving on. Many large projects require just such a strategy!



**A BRIGHT IDEA!** When teaching over satellite be sure to have phone lines and fax machines available for communicating back to the host site. These can be indispensable when a glitch occurs with the primary feedback system, plus it's a great way to have remote sites send questions to the presenter without breaking into the presentation.



# Lewis Carroll's Riddle

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** This classic riddle challenges everyone's problem-solving abilities.

**Application:** Problem solving often involves identifying reoccurring patterns.

**Sample Content:** Sales, Problem Solving

This makes an excellent brainteaser for the group to work on and e-mail you their suggested solutions. Most will get it correct if they spend just a little time on it.

Have it printed right on your website with a submission box beside it so that they conveniently e-mail you their solutions.

*Here is the suggested webpage text:*

**Lewis Carroll posed the following riddle:  
A Russian had three sons.  
The first named RAB became a lawyer.  
The second named YMRA became a soldier.  
The third became a sailor. What was his name?**

The answer is that the third son's name was "Yvan." It is the word "Navy" spelled backwards. Each of the other sons have names which are words spelled backwards corresponding to their occupation.

"How is finding patterns essential to good problem solving?" is a question that provides a good springboard for processing this activity and analyzing the problem-solving process with your participants.



**A BRIGHT IDEA!** Since nearly everyone will get this riddle correct, why not use it as a reason to send them a prize in the form of some content information that you'd just be tempted to hand out to them? By them winning it, the perceived value of that information will have increased in the participants' eyes. Too often we merely "throw away" our giveaways. By having them earn even something as simple as a pen you were planning to give them anyway, that pen will have increased in its value.



# Logical Liars

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** A logical brainteaser makes everybody think hard as they try and figure out who's lying in a conversation between two people.

**Application:** Problem solving often involves figuring out different combinations and seeing which one makes the most sense.

**Sample Content:** Sales, Problem Solving

This makes an excellent activity for you to insert anytime in the course of your training. It works great as either an opener or as an energizer in the middle.

*Here's the text you present to the group:*

**Two politicians are being interviewed, a Democrat and a Republican. "I'm a Democrat," says the woman. "I'm a Republican," says the man. Assuming that at least one of them is a liar, which one is it?**

In seeking to solve this puzzle, the easiest approach is to list all the possible options and then evaluate each one.

1. Both the man and the woman could be telling the truth. However, the information given in the statement lets us know that this can't be the option since one must be lying.
2. The man is lying and the woman is telling the truth. However, this cannot be true since if the man is lying by saying he's a Republican then the woman can't be telling the truth because she said she was a Republican and the information tells us that one is a Republican and one is a Democrat.
3. The woman is lying and the man is telling the truth. For the same reasons as just stated this cannot be a true option.
4. Consequently, both must be lying. That's exactly what is happening based on the information we've been given.

“How is the above process similar to the process we go through in trying to solve a problem that a customer might bring to us?” is only one of the processing questions that might generate some great discussion!



***A BRIGHT IDEA!*** There’s no replacement for onsite facilitators when delivering audio/video training to remote sites. These facilitators become your eyes and ears at those sites. If there isn’t time to appoint those facilitators ahead of time, you can always select them at the beginning of the broadcast. Having someone who feels “responsible” for the others at that remote site goes a long way towards maximizing the effectiveness of the training session.

# Low Finance

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** This intriguing story taxes everyone's reasoning powers.

**Application:** Just because something seems logical does not make it right.

**Sample Content:** Sales, Problem Solving

*Have the following balance sheet with its accompanying story printed on your website:*

**Opening Deposit: \$100**

<b>Withdrawal</b>	<b>Balance</b>
50	50
25	25
10	15
8	7
5	2
2	0
\$100	\$99

A father came to his son and said, "Son, the bank called and said that you've now withdrawn all the money from your savings account and they are going to close the account." "That must be wrong," the boy replied. He showed his dad the above balance sheet and recounted his transactions as follows:

"I put \$100 in my account and then withdrew \$50 leaving a balance of \$50.

Then I withdrew \$25 leaving a balance of \$25.

When I withdrew \$10, I still had \$15.

So the next time I only withdrew \$8, but that still left me \$7.

When I took out \$5, I still had \$2.

When I took out the final \$2, I thought I had withdrawn all my money too. But see what happened when I added up the numbers! There still must be \$1 in the account.

At least I can't account for the \$1. Can you?"

Have participants e-mail you their answers and offer a prize to the best answer. It's a real puzzler and does indeed show that sometimes the most logically presented information (even with figures and statistics) can lead us to erroneous conclusions.



***A BRIGHT IDEA!*** Getting training to transfer to the workplace from the computer is the goal of effective online learning. Involve the trainee's manager in the design of the course so that she or he senses ownership and is willing to follow-up with the trainee (regarding the implementation of the trainee's own action plan) after the training has been completed. Also by including the manager as part of an internal "Advisory Board" you will have borrowed that manager's credibility in helping to the build the credibility of your own classes.

# Managing Time

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** As participants select and then concentrate on a number from the face of a clock, the computer (facilitator) successfully divines the number!

**Application:** Time is a fascinating and powerful tool.

**Sample Content:** Sales, Time Management

*Here's a sample computer text script:*

The nature of time has been a fascination with human beings since the concept was first defined. Today you're invited to join an attempt at tampering with time. You'll only need a piece of paper and a pen or pencil to share in this experience. Please take a piece of paper and draw on it the face of a watch with the numbers 1 through 12 in their appropriate places.

You will be moving backwards and forwards in time until you settle on one of those numbers. We will literally attempt to manipulate the very nature of time itself. Please begin by thinking of any number on the face of the watch. Please don't say anything aloud. Instead, put your finger on the number 12 as you begin to count to your number backwards in time. In other words, count "1" as your finger touches the 12 and then move counterclockwise as you count up to the number in your mind. So you'll count "2" as your finger touches the 11 and so on. When you have counted up to your first thought of number, stop and hold your finger in place.

Then start counting with the number next to where your finger now rests—counting again to your original number. However, move forward in time by counting clockwise until you have counted to your original number. Please begin counting "1" on the number beside where your finger now rests. When you have again counted up to your first thought of number, stop and hold your finger in place. I want you now to concentrate on the number upon which your finger finally came to rest. When you have focused your mind, push the button at the bottom of this screen.

*The screen to which the participant is transported reads:*

Your finger is touching 1:00!

Time is an amazing element isn't it?

You can't stop it, you really can't save it, but you can use it wisely!



***A BRIGHT IDEA!*** Think of all the lecture alternatives that have proven themselves successful in the classroom (i.e., reports, projects, case studies, role plays, debate, etc.). With a little creativity, most can be modified to work in the distance learning environment! Don't lecture or have your participants merely read information when you can help them discover it for themselves!

# Money Management

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** As participants follow the directions on the computer screen, it begins to seem as though the computer might be able to see their actions!

**Application:** Keeping track of costs benefits everyone.

**Sample Content:** Sales, Cost Control

*Here's a sample text script for your computer screen:*

You are about to make some decisions about your money. Please take a piece of paper money and place it on the table in front of you. Then take three pieces of paper. Print on each piece one way in which we as a company (or department) don't control our costs as much as we could. Please arrange the four items into a row with the piece of paper money being placed at the far left end of the row.

Now we're going to mix up the items.

1. First make sure that the bill is at the far left end of the row and then exchange the piece of paper money with the paper next to it.
2. Now again exchange the bill's position with either the paper to its right or to its left.
3. Now exchange it again with a piece of paper beside it.
4. Now exchange it again with a piece of paper beside it.
5. And finally, exchange the bill's position one more time.

Please push the button at the bottom of this page when you have successfully completed these instructions.

*On the next webpage in this series, you'll have the following text:*

6. Please remove the piece of paper from the far left end of the row. This is not your money.

Please push the button at the bottom of this page to continue.

*On this webpage, you'll have the following text:*

7. Please exchange the position of the bill one more time with the paper beside it.
8. Please remove the paper on the far right end of the row. It's not your money. Just wad it up and throw it away. We want to eliminate that method of waste.
9. Finally, please look at your remaining two papers. Reach out your hand over both objects and remove the object . . . to the left. It's not your money either. Please throw it away! Your money remains in front of you. That's how to keep track of money! Eliminating the hindrances is the first step and keeping our eye on the money is the second! It can be done!



***A BRIGHT IDEA!*** When you absolutely must lecture (or provide lengthy readings online), try and use listening assignments (or reading assignments) with questions that participants need to answer as they listen to or read the information. In other words, give the participants a guide with specific questions that they are to answer during the lecture or reading. This helps keep active involvement during what can become a passive activity.

# Name Power

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** Each participant selects a card from their own deck of cards and the facilitator finds every card by using each participant's own name.

**Application:** The power of using the customer's own name cannot be overemphasized.

**Sample Content:** Sales, Customer Service

Each participant will need a deck of playing cards to participate in this activity.

*Here's a sample text script for your computer:*

All you'll need is a deck of playing cards to experience the power of your name and indeed the name of everyone you meet. Please take a deck of playing cards and begin shuffling it. Scientists tell us that our own names are very powerful in the impact they have on us. We often use the phrase "living up to his name" to indicate someone who is trying to be all that he or she can be. Experiments tell us that our own ears are tuned to the sound of our name more than to any other sound. In a crowd we will hear our own name spoken before we will hear any other sound of the same volume. Every person in sales knows the power of frequently using the customer's own name in communication. Therefore, it should come as no surprise that our names carry with it unusual power over us. That's what we are going to try and experience by following these simple instructions:

1. Hold your deck of cards facedown in your hand and turn over the top facedown card—remembering the name of that card for future reference. You could also write it down to help you remember.
2. Please put it back facedown on top of the deck. Now let's bury it.
3. Lift off about  $\frac{1}{4}$  of the deck and turn that packet faceup and put it down on top of the deck in your hand.
4. Now lift off about  $\frac{1}{2}$  of the deck and turn that packet over in your hand and put it face up on top of the deck. Your card is now buried in the deck.
5. Please start at the top of the deck and go down until you get to the first facedown card. Take all the faceup cards you've removed and turn them over and add them to the bottom of the deck.

6. Now begin spelling with the top facedown card one card for each letter in your first and last name. Simply spell them one card at a time onto the table—making a little pile of cards. After you've spelled the cards onto the table, turn over the last card you dealt onto the table and see if it's your first chosen card.
7. If it is not, put the card back facedown on the tabled pile, pick up that pile and place it facedown on top of the deck in your hand and let's try it again.
8. Once again spell your first and last name—making a pile onto the table. Turn over the card that comes up on the last letter of your name and see if it is now your initially chosen card. It should be! It usually doesn't take any more than two times for this demonstration to work. May this activity help you never to forget the power of every person's name!



***A BRIGHT IDEA!*** This activity will work with any short word or phrase that you might choose to use. With that knowledge, you can easily adapt the activity to fit nearly any content emphasis.

# No Time for School

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** This delightful story about a boy's attempt to get out of attending school taxes everyone's reasoning powers.

**Application:** Just because we feel like we don't have time to accomplish a certain goal doesn't mean we don't have time to accomplish that goal.

**Sample Content:** Problem Solving, Time Management

*Have the following chart printed on your webpage along with the accompanying story:*

Sleep (8 hrs.)	122
Sat./Sun.	104
Summer	60
Meals (3 hrs.)	45
Recreation (2 hrs.)	30
TOTAL	361 DAYS

A boy ran into the room where his father was sitting. He excitedly waved a piece of paper with the above chart printed on it. "Dad," the boy said. "I can show that I only have time to attend 1 day of school per year (and 2 on a leap year). Look!"

The boy walked his father through his chart explaining that if he sleeps 8 hours per day that would take a total of 122 days out of the year. Then, of course, there isn't school on Saturday or Sunday so that took another 104 days out of the year.

With no school in the summer, that took another 60 days out of the year. A kid needs to eat. With only 3 hours per day allocated to meals, another 45 days were gone.

And finally, with an additional 2 hours per day dedicated to recreation, another 30 days were removed from the calendar. That totals 361 days! That leaves only 1 day to go to school!

The dad saw the fallacy of the boy's thinking immediately but didn't know how to explain it to the boy. Could you?

*Put a submission box on the page or give them your e-mail address to send you their proposed explanations. Offer a prize for the best explanation of the fallacies involved.*



***A BRIGHT IDEA!*** If you're discussing any aspect of time management, the above activity makes a wonderful opening since it quite accurately portrays the way many of us feel about the amount of things we have to do in contrast to the amount of time in which we have to do them!

# Perspectively!

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** A simple equation looks incorrect until viewed from the proper perspective.

**Application:** Two people can completely disagree on the truth of a statement depending upon their perspective.

**Sample Content:** Sales, Team Work, Negotiation

*Have the following equation and question printed on your website:*

$$\mathbf{XI + I = X}$$

**The above equation is correct! How?**

**Push the button on the bottom of this page to check the accuracy of your solution.**

*The next webpage has the following text on it:*

Don't overcomplicate it! Just backspace to the equation and look at it upside down. It will be easier to nearly stand on your head than turn the monitor. You'll see how correct it is!

Imagine that you are holding the equation on a piece of paper between you and another person (facing each other). You are seeing the equation one way and she is seeing it another. One of you insists that it is wrong while the other one insists that it is right. How does this illustration serve as a good analogy of the sales situation (i.e., negotiation, teamwork, etc.)? What has to happen in the above scenario for understanding to occur? How does this understanding occur in a sales situation (i.e., negotiation, teamwork, etc.)?

*The above questions will really get good discussion started as you process the above experience.*



**A BRIGHT IDEA!** When using this activity in a synchronous class environment, try and have discussion occur in smaller groups (5–7 participants) before fielding answers from the group at large. By breaking into smaller groups and appointing a scribe to take notes for the group, you make it more comfortable for even the most introverted to participate in the discussion while preventing the more dominant from taking over the dialogue. By having only the scribe report to the group you can rotate that responsibility and make it difficult for one person to dominate your class.



# Poetry Puzzle

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** A poem is communicated through single letters only.

**Application:** Trying many different alternatives is often necessary before we arrive at the best solution for any problem.

**Sample Content:** Sales, Problem Solving, Customer Service

*Here is some sample text for your website:*

**Prestige license plates are fun to notice and try to figure out. Here is one that's a complete poem. Can you determine its meaning?**

**YYURYYUBICURYY4ME**

You could have them go to another webpage for the solution or you could post the solution before the next class. The solution is the following poem: "Too wise you are, too wise you be. I see you are too wise for me."

The process of getting to the solution is always trying to read the letters and numbers in a variety of different ways. Most of the ways yield nothing, but with perseverance and continual generation of new alternatives, the solution can be deciphered.



**A BRIGHT IDEA!** Keep participants curious about this one as long as you can. If no one gets it the first week, you could post a clue that the "YY" is read "Too wise." This clue will keep them going. Don't be afraid to let the class work on this brainteaser over several sessions, giving them clues from time to time. Curiosity is a positive energy source for the training session!



# Population Shrinkage

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** This logic problem will elicit opinions from every participant.

**Application:** Just because an argument seems logical does not make it right.

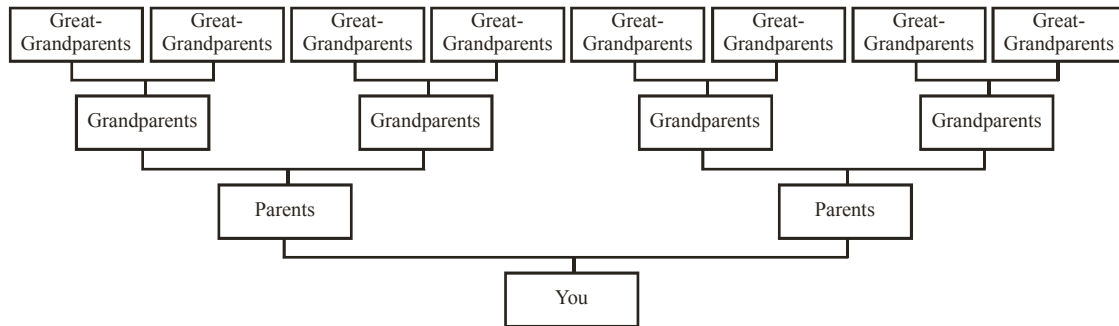
**Sample Content:** Sales, Problem Solving

*Pose the following logic problem on your website: “If you’re normal, you had two parents, four grandparents, eight great-grandparents, sixteen great-great grandparents, and so on. Nevertheless, there is only one of you. Why isn’t this proof that the population is actually shrinking?”*

At first glance it does appear to make sense. However, an important piece is missing, namely that each of your ancestors had many children. That’s the fact that keeps the population growing. However, since the above reasoning does at first hearing sound plausible, what does this tell us about logic and the way our logic works? As we seek to problem solve, what does this exercise teach us about the process? These questions will help your participants process this interesting activity.



**A BRIGHT IDEA!** Use a diagram with the above story to give it even more power. Begin with eight great-grandparents, go down the hierarchy to four grandparents, and then you at the bottom of the chart. When seen visually, the story is even more confusing.





# Positive Mental Attitude

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** After following the instructions on the screen, the computer's calculator function yields an important message.

**Application:** A positive attitude is indispensable to success.

**Sample Content:** Sales, Teamwork, Communication (Any area in which a positive attitude is important.)


*Here's sample text:*

Please open the calculator function on your computer and follow along as we combine some of your own personal numbers with some numbers common to both you and me as we go on a search for understanding the importance of attitude in winning at life.

1. Please enter into the calculator the most personal and consequently influential numbers any of us have—the digits of your birth date. Put the number of the month first, followed by the date, and finally the last two digits of the year.
2. Then multiply that very personal number by the largest single digit whole number . . . 9.
3. After multiplying your initial number by 9, please add all the digits of the resulting number together.
4. Then add the digits of the new number together. And if you still haven't arrived at a single digit number, then add the digits together again . . . and again until you finally do have a single digit number.
5. Up to this point we've worked with your most personal number. Now we will add in some numbers that we share in common. Please add to your present single digit number the number 41 as the average number of hours the average worker must maintain a positive attitude on the job each week.
6. Subtract from this the single digit number you arrived at from using your birth date.
7. Multiply this answer by 12 to signify the average number of hours each day that a positive attitude is important.
8. Please put your personal number back into the mix now by adding back in your single digit birthday number.

9. Multiply this answer by 7 as the total number of days each week that our attitude affects our success or failure.
10. Now concentrate on the number you finally have obtained and push the button at the bottom of this screen when your mind is focused.

*On the new webpage you have printed: “3 . . . 5 . . . 0 . . . 7! The number is 3507. However, what’s more amazing than this is what happens when you look at that number upside down on your calculator screen. When we fail to maintain a positive attitude, we LOSE everytime!”*

	<p><b><i>A BRIGHT IDEA!</i></b> When moving through a series of webpages in a synchronous class, hide your links (possibly by making them the same color as your text) so that participants cannot move ahead of you—looking at what is to come. Then tell them where on the page to click when you want to advance to the next screen.</p>
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# Power of a Plan

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** The facilitator plays everyone in a game of tic-tac-toe at the same time and doesn't lose to anyone!

**Application:** Nothing can beat the power of a well-executed plan.

**Sample Content:** Any area in which planning can be emphasized.

*Here's your sample computer script:*

You'll never lose another game of tic-tac-toe as long as you live!

So please get a piece of paper and pen or pencil and get ready to try your best to beat the strategy I'm about to show you! As we play this little mental tic-tac-toe, I ask you to take a piece of paper and draw the typical tic-tac-toe grid. And all I ask as a concession for the fact that I can't see your paper is that you would please put an "X" in the centermost square of the grid as my first move in the game.

1. Now you can put your O anywhere else in the grid.
2. Now if there's a blank space to the right of your O, please put my X there. If not, please put my X to the left of your O. If that space is also taken, please put my X above your O. However, if all of those spaces are taken, please put my X below your O.
3. Now you may mark your next O into any remaining square.
4. Now if there's a blank space to the right of your last O, please put my X there. If not, please put my X to the left of your O. If that space is also taken, please put my X above your O. However, if all of those spaces are taken, please put my X below your O. Take your time and carefully consider. Try and win. Play a strategy.
5. Please mark your next O into any remaining square. Now if there's a blank space to the right of your O, please put my X there. If not, please put my X to the left of your O. If that space is also taken, please put my X above your O. However, if all of those spaces are taken, please put my X below your O.
6. Finally, please mark your O in any of the remaining squares.  
Oh, I see no one's going to win this game. Just go ahead and put my X in the remaining square. Well . . . I wish you better luck next time. That's the power of having a plan and working that plan! It works in business too! Thanks for playing!



***A BRIGHT IDEA!*** If using this in a synchronous class setting, set up this activity by challenging the participants that you will play them all at once and not lose one game! You will always get a “cat game,” but you will never lose. It’s actually quite impressive what can be done with a well-executed plan!

# Power of a Word

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** Trying to fill the blanks in this paragraph with exactly the same word will really challenge the thinking of your participants.

**Application:** In the accuracy of our communications, one word really can make a difference.

**Sample Content:** Sales, Communication

*Here is the text to put on your webpage:*

“ \_\_\_\_\_ TOM \_\_\_\_\_ HELPED  
\_\_\_\_\_ MARY’S \_\_\_\_\_ DAUGHTER \_\_\_\_\_ CLEAN  
\_\_\_\_\_ MARY’S \_\_\_\_\_ PARROT’S \_\_\_\_\_ CAGE  
\_\_\_\_\_ YESTERDAY \_\_\_\_\_.”

**Each of the blanks can be filled with exactly  
the same word. What is that one word?**

The word is “only.” This could be listed on another webpage or kept to share at the next class. It’s a good reminder of how important our words become in the lives and minds of our customers!



**A BRIGHT IDEA!** In any distance learning application where you have an audio component, after sharing the answer to this puzzle, read (or have one of your participants read) the sentence inserting the word “only” in all the different blanks within the paragraph. This dramatically demonstrates the power of this single word to the meaning of the sentence.



# Prize Giveaway

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** This prize giveaway energizes everyone!

**Application:** A fun activity for bringing the energy level up at the beginning, middle, or end of a training session.

**Sample Content:** Any area

*Here's a sample text script for your computer webpage:*

It's prize time!

1. Please take a piece of paper and use your pencil to lay out a  $4 \times 4$  grid with four boxes going across the top and four boxes down the side. You'll have sixteen boxes inside your grid.
2. Now please print the numbers 1–4 left to right in the boxes across the top row. The 1 will be in the upper left-hand corner box with the 4 in the upper right-hand corner box. In the second row of boxes in your matrix, please put the numbers 5–8, again putting one number in each box from left to right. In the third row of boxes, please put the numbers 9–12, putting one number in each box from left to right. Finally in the bottom row, please put the number 13–16, again putting one number in each box from left to right.

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

After building your matrix, you're now ready to determine your winning prize number. Please follow these directions carefully.

3. In the top row of your matrix, please draw a circle around either the 1, 2, 3, or 4. After circling the number, draw a line from the circle straight down through the three numbers in the matrix column directly below the number you circled.
4. Now move to the second row and circle any of the three numbers that don't have a line going through it. After circling your selected number, please draw a line straight down from that circle through the two numbers in the matrix column directly below the number you circled.

5. Then move to the third row of the matrix and draw a circle around any number that doesn't have a line going through it. After drawing the circle, again draw a line from the circle straight down through the number directly below it.
6. Finally, please circle the only remaining number in the bottom row of your matrix. There should be only one number left that hasn't been crossed out by the lines drawn from the other rows. Your lucky prize number is found by adding together your circled numbers.

- |                                       |                                 |
|---------------------------------------|---------------------------------|
| 1. \$5,000 Cash                       | 19. Chauffeur for One Year      |
| 2. Beachfront Property                | 20. Portable CD Player          |
| 3. World Cruise                       | 21. Limousine                   |
| 4. European Vacation                  | 22. Laptop Computer             |
| 5. Computer                           | 23. Vacation Home               |
| 6. Lexus                              | 24. Sailboat                    |
| 7. Fax Machine                        | 25. Lincoln Continental         |
| 8. Free Gasoline for One Year         | 26. \$3000 Wardrobe             |
| 9. Roundtrip Airfare to Any U.S. City | 27. Hawaiian Vacation           |
| 10. Classic Movie Videos              | 28. Home Intercom System        |
| 11. Entertainment Center              | 29. Dinner for Two              |
| 12. King-Size Waterbed                | 30. Cellular Phone              |
| 13. Porsche                           | 31. \$1500 Gift Certificate     |
| 14. Home Jacuzzi                      | 32. Free Cellular Phone Service |
| 15. Classical CD Collection           | 33. Answering Machine           |
| 16. Home Swimming Pool                | 34. Paper Clip Keychain         |
| 17. Private Airplane                  | 35. \$2,000 Cash                |
| 18. \$1500 Mall Shopping Spree        | 36. Movie Passes                |

*You can have these prizes listed on the handout you use in your phone meeting or simply read the list to them over the phone. Everyone will win a paper clip key chain!*



**A BRIGHT IDEA!** Don't overlook the use of Picture Studies (uncaptioned pictures) when building web-based trainings. As an example, when training in Customer Service, use a photo of an irate customer talking to a clerk behind the counter. Questions such as: "What is going on in this picture? How does the clerk feel? How does the customer feel? and What is the best response on the part of the clerk?" are all questions that will help the participants clarify important emphases within customer service and conflict resolution.

Or have a picture of a scene in which some items are out of place and ask, "What's wrong in the picture?"—challenging participants to find all of the items that are inappropriate. Or have two pictures and have participants attempt to find the differences between the two pictures. Finally, a Picture Study doesn't have to even be a picture but could be a form or document with text only and the students could still be challenged to find the errors or compare and contrast two documents for greater student involvement with your content.

# Relational

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** A relational riddle challenges each participant's communication skills.

**Application:** Understanding requires precise thinking.

**Sample Content:** Communication, Sales, Negotiation, Problem Solving

*Pose the following riddle to your participants on your webpage:*

**“I’ve no sister or brother, and you may think me wild; but that man’s mother was my mother’s child.” What relation did the lady have to the man she was talking about?**

When they hear that the two people were mother and son, participants will need to go back and carefully read over the statement again before it will make any sense. In fact, you might want to have an answer button on your webpage in case people give up, and then on the answer page you might include a submission box in which they can explain the answer to you. It really makes them think precisely in a fun way.

“What made the question so difficult to answer? What process did you need to go through in order to arrive at an answer?” These two questions have the potential to open the door to insights regarding communication, sales, negotiation, and problem solving.



**A BRIGHT IDEA!** When marketing online training, be sure and have it all benefit-based for the participant. After taking your course, they will attempt to turn around and sell their new skills to their present employer. However, if that doesn't work out, they will take those skills and attempt to sell it to another employer. In today's marketplace, the participant really wants to know, “How will this course make me more marketable?” Promotional material written from that perspective will hit the mark!



# Risk It!

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** The facilitator (or computer) plays everyone in a game of mental blackjack—winning every game!

**Application:** Effective risk taking always involves a well-executed plan.

**Sample Content:** Sales, Goal Setting, Teamwork, Time Management

*Here's your sample text script for your computer screen:*

You could make money with this game of Mental Blackjack. You can simply make the few cards you need out of slips of paper and it'll work just fine. You'll need two Jacks and an Ace, a 2 and a 3. So five slips of paper will do. Again make two of the cards Jacks and then the other three an Ace, a 2, and a 3 . . . and we'll be ready to play. Taking a risk is never easy, but a free meal rides on this little game of chance. You don't need to risk anything.

As in the game of blackjack, the Jacks are worth ten points, the Ace is worth eleven, and the 2 is worth two, and the 3 is worth three. The object is to get a combination of cards that will total twenty-one without going over twenty-one.

1. Now please place one Jack in front of you and push the other Jack away from you to serve as my Jack.
2. Now obviously whoever gets the single Ace will win this game of chance. So arrange the Ace, 2, and 3 in front of you in a single row. However, they may be in any order you wish. Here's where you try and beat me and where I attempt to influence your movements. Really mix those three cards up in the row so that I couldn't possibly know where the Ace might be. Now you should have your Jack sitting in front of you, my Jack over to the side, and the Ace, 2, and 3 in front of you in a row . . . in random order. We'll be working with just the Ace, 2, and 3.
3. First, change the 2 with the card to its right. If there is no card to its right, please leave the 2 just where it is.
4. Next, change the Ace with the card to its left. If there is no card to its left, please leave the Ace just where it is.
5. Finally, please change the 3 with the card to its right. If there is no card to the right of the 3, please leave the 3 just where it is.

You have now mixed the cards and it's time for me choose my card. Please hit me with the card on the far left end of the row. Pick up the card on the far left end of the row and place it on my Jack. You may now take either of the remaining two cards in an attempt to beat my score.

My hope is that I have successfully selected the Ace to give me a blackjack. And I also hope that your next risk is as carefully calculated as mine!

*A good way of processing this activity is to discuss just what does distinguish a calculated risk from a foolish risk. The list you generate with your participants could yield some great insights!*



**A BRIGHT IDEA!** When trainers are transitioning from the traditional classroom to online training, they are often open for the first time in a long time to new input on their training techniques. Seize the opportunity to give them solid teaching tools. It will pay double dividends by also increasing their effectiveness both online and back in the classroom!

# Roamin' Numerals

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** A math brainteaser makes everybody think as they try and change the value of a Roman numeral 9 into a 6 by adding only one line.

**Application:** Paradigm shifts are difficult but are oftentimes necessary in problem-solving situations.

**Sample Content:** Sales, Problem Solving, Customer Service

*Pose the following question on your webpage:*

**XI**

**Can you make the above roman numeral equal 6  
by adding only one line? Sure you can!**

When the participants realize that by turning the Roman numeral upside down and adding one line, an "S," to the beginning of it, they have indeed given it a value of "SIX," you will have laid the groundwork for discussing how paradigm shifts are integral to creatively solving problems for ourselves and our clients. What made the answer difficult to arrive at? What paradigms do we need to help our clients shift out of in order to close the sale or feel satisfied with the company's service? Good questions to discuss!



**A BRIGHT IDEA!** When transitioning classroom instructors to online trainers, they will probably be quite uncomfortable giving up the security blanket of their lecture. Consequently, consider giving them some activities that they can use DURING their lectures in order to begin the process of moving them along the continuum from pure lecture to more participant-centered trainings. Visit <http://www.thiagi.com> for ideas concerning interactive lecture activities.



# Success Safari

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** The facilitator (or computer) takes the participants on a mental safari—searching for the ingredients that make for success.

**Application:** The areas of teamwork, goals, profit, service, and cost are all given emphasis in this experiential activity.

**Sample Content:** Teamwork, Goal Setting, Cost Control, Customer Service

*Here's a sample script for your webpage:*

We're about to go searching for the secret of success on a safari deep into the virtual jungle of our own minds. All that you'll need for this journey are five pieces of paper and a pen or pencil. Although index cards work best, any pieces of paper can be used.

Please write one ingredient for success on each piece of paper.

Write the word TEAM (T E A M) on the first piece of paper and then place that piece of paper facedown on the table.

On another piece of paper, please write the word GOALS (G O A L S) and then place that piece of paper facedown on top of the piece of paper on which you wrote TEAM.

On the third piece of paper please write the word PROFIT (P R O F I T) and place this piece of paper facedown on top of the other two.

On another piece of paper, please write the word SERVICE (S E R V I C E) and place this piece of paper facedown on top of the other three.

Finally, print the word COST (C O S T) on the remaining piece of paper and place this one facedown on top of your other success ingredients.

*(In a synchronous class you can take time to discuss each component as it's presented.)*

We're now ready to go hunting!

1. Give your facedown cards one complete cut by lifting some off the top, placing them to one side, and putting the original bottom cards on top.

2. Then deal the cards facedown in a row from left to right off the top of your facedown packet of cards.
3. Turn faceup the card at the far right-hand end of the row and look at the ingredient listed on the card. Remove that far right-hand card from the row.
4. Now go to the far left end of the row and begin spelling the word on that just removed card one letter at a time, touching one card for each letter. If you run out of cards at the right end of the row, continue counting back at the left end of the row. Stop counting when you get to the last letter in the word and turn that card faceup.

When you've completed this process, please push the button at the bottom of this page.

*On the new page, the following text can be seen:*

You finished spelling on the word TEAM! Well, it's true! Without TEAMWORK, the other ingredients truly won't work!



***A BRIGHT IDEA!*** Any content words can be used on the cards in this activity as long as they have the same number of letters as the cards in this example!

# Tabloid Trickery I

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** A strange but true tabloid headline challenges everyone's ability to think beyond first impressions.

**Application:** Thinking beyond first impressions is important in achieving success.

**Sample Content:** Communication, Sales, Negotiation, Problem Solving

*Post the following on your webpage:*

The following headline appeared in one of those grocery store tabloids. Although it sounds impossible, this was actually proven true when the text of the story was read! Can you figure out how this could be true?



Can your group figure out that the fireman was actually standing on the second rung of the ladder?

What thinking process was necessary to arrive at the truth of the headline? What parallels does that thinking process have to the thinking process necessary to be successful in business? Good questions for opening some discussion!



***A BRIGHT IDEA!*** If you tie this activity together with the next four, this series of brainteasers will help to build continuity when used over a succession of several classes. Give them a new one every class and participants will begin to look forward to it!

# Tabloid Trickery II

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** A strange but true tabloid headline challenges everyone's ability to think beyond first impressions.

**Application:** Thinking beyond first impressions is important in achieving success.

**Sample Content:** Communication, Sales, Negotiation, Problem Solving

*Post the following headline and story on your webpage:*



This is absolutely true of the famous composer Gioacchino Antonio Rossini who was born on February 29<sup>th</sup> on a leap year. Consequently, although the headline is technically true, the composer was actually past the age of 40 when he had completed the 50 operas. What thinking process was necessary to arrive at the truth of the headline?



**A BRIGHT IDEA!** Consider using the free services of <http://www.myfamily.com> to build a website for your class members complete with bulletin board, chat room, calendar of events, photo album, and file cabinet! It becomes a place where students can gather between classes (and it's password protected!).



# Tabloid Trickery III

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** A strange but true tabloid headline challenges everyone's ability to think beyond first impressions.

**Application:** Thinking beyond first impressions is important in achieving success.

**Sample Content:** Communication, Sales, Negotiation, Problem Solving

*Post the following headline on your webpage:*



If the man married a widow who had a grown-up daughter . . . and the man's dad fell in love with the grown-up daughter and married her, then the man's daughter would suddenly become his mother through marriage to his father and the man's own wife would become his grandmother as mother of his mother! Consequently, the man would be married to his own grandmother and would no doubt have suddenly become his own grandpa!



**A BRIGHT IDEA!** Make sure that you are using pre- and posttesting to help validate the effectiveness of your training. Most management appreciates and gives greater respect to the objective approach in terms of validating the return on the training investment.



# Tabloid Trickery IV

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** A strange but true tabloid headline challenges everyone's ability to listen carefully to the details of the story.

**Application:** Careful reading (listening) without making assumptions is a key to understanding what another is trying to say.

**Sample Content:** Communication, Sales, Negotiation, Problem Solving

*Here is the text of a headline and a little of the story to put on your webpage:*



A man was securely blindfolded with no chance of seeing anything. The man was given a pistol and the man's hat was hung up. The man marched off 100 paces, turned, and fired at the hat—plugging a hole right in the hat! How could this be?

*Someone is sure to e-mail you the answer that the rest of the article goes on to explain that the man's hat was actually hanging on the end of his gun's barrel!*



***A BRIGHT IDEA!*** You can actually give prizes in asynchronous classes by using Java script and multiple choice questions. The person selecting the correct answer would be automatically transported to a webpage on which some nice-to-know piece of information (i.e., Ten Shortcuts For . . . ) would be displayed for easy printing or downloading. Those that guessed incorrectly would be transported to a page that would encourage them to go back and read a certain section of the chapter to gain the piece of knowledge they missed.

# Tabloid Trickery V

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** A strange but true tabloid headline challenges everyone's ability to think beyond first impressions.

**Application:** Thinking beyond first impressions is important in achieving success.

**Sample Content:** Communication, Sales, Negotiation, Problem Solving

*Post the following headline on your webpage:*



The man first married the sister, got divorced, and then married her sister. The man then died leaving his current wife a widow.



**A BRIGHT IDEA!** After giving the group the first answer (or having someone figure it out), challenge them to find another possible solution to the puzzling headline. For example, another possibility in the above scenario is that the man was a pastor or judge who performed the wedding for (“married”) the sister of his wife who upon his death became his widow. Generating more than one “right” answer is often necessary in our search for the best answer!



# Upside Down Words

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** Participants struggle as they attempt to name two English words that look the same upside down as they do right side up.

**Application:** Problem solving oftentimes involves working with individual components before trying to solve the whole.

**Sample Content:** Sales, Problem Solving

*Here's the text for your question:*

## **Can you name two common words in the English language that look the same right side up or upside down? How about three? Four?**

If participants are really stumped, as a clue you can suggest to them that they should begin by trying to figure out which letters look the same upside down as right side up. Then by making a word with those letters, they would be on the right track. They need to consider both capital and small letters.

Four words that seem to qualify are “NOON,” “SWIMS,” “SIS,” and “dip.” Notice the use of both small and capital letters and the fact that the small letter “i” in the word “dip” cannot be dotted.

The process that you suggested to them above is an excellent strategy when trying to tackle solving a big problem. By breaking that problem down into smaller components, the task is greatly simplified!



**A BRIGHT IDEA!** Use this activity with the following one to build continuity between several classes. You could also divide this single activity into three different sessions by asking participants first to find two and then three and then four different words that can be viewed the same upside down.



# Upside Down Years

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** Participants struggle as they attempt to name years in history that look the same upside down and right side up.

**Application:** Problem solving oftentimes involves working with individual components before trying to solve the whole.

**Sample Content:** Sales, Problem Solving

*Here's the text for your question:*

**What year in the 1800's reads the same right side up or upside down? The 1900's? After the 1900's are over, when will the next year occur that will read the same right side up or upside down?**

In the 1800's, the year "1881" qualifies. In the 1900's, the year "1961" qualifies. The next time such a year occurs is the year "6009."



***A BRIGHT IDEA!*** If participants are really stumped, a clue you can suggest to them is that they should begin by trying to figure out which numbers look the same upside down as right side up. Then by making a year with those letters, they would be on the right track. This process is an excellent strategy when trying to tackle solving a truly large and complex problem. By breaking that problem down into smaller components, the task is greatly simplified! What applications does this have to the problems faced by your organization?



# Weight of the World

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** A seemingly very complex math problem has a very easy, common sense solution.

**Application:** If we don't get intimidated by the problem, common sense can oftentimes steer us in the right direction.

**Sample Content:** Sales, Problem Solving, Relationships

*Here's the text for your webpage question:*

**The world weighs six sextillion tons. How much would the weight of the world increase if a wall eight feet high by three feet high were built around the earth out of a material that weighed exactly 100 pounds per cubic foot?**

After having the group e-mail their answers to the question, someone is sure to realize the world would weigh the same since the material to build the wall would of necessity come from the world itself. Complex appearing problems don't always require complex solutions.



***A BRIGHT IDEA!*** In a synchronous class, ask participants how they felt when they first read the question pertaining to this puzzle. Most will admit they felt quite intimidated by the amount of math required to solve the problem. Then continue with the question, "What had to happen in your thinking before you could get to the place where you could reason to the answer that the world would weigh the same since the material to build the wall would of necessity come from the earth itself?" Oftentimes getting past the "intimidation factor" in a class is the first step towards mastering the content in that class.



# Weird Readings I

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** A word brainteaser makes everybody think carefully to understand the meaning of a rather confusing sentence.

**Application:** Attention to details in our written communications oftentimes makes the difference as to whether or not we are understood.

**Sample Content:** Sales, Written Communication

*Here's the question for your webpage:*

**Can you punctuate the following so that it makes sense?  
“Smith where Jones had had had had had had had had  
had had had the teacher’s approval”**

*Here's the solution:* “Smith, where Jones had had ‘had had,’ had had ‘had.’ ‘Had had,’ had had the teacher’s approval.”

It is a fun way to look at the importance of detailing our written communications (e-mail included!).



**A BRIGHT IDEA!** In most situations, both management and trainers need to work together to effectively measure the effectiveness of online learning. Management can efficiently evaluate distance learning and online learning by taking the money that classroom training costs, including travel and work loss, and comparing that to the cost of the online hardware, training of the facilitators and participants, and ongoing phone line or satellite expenses. On the other hand, trainers are most adept at using traditional measurement techniques (i.e., testing, interview, and observation) to validate the effectiveness of the medium for affecting behavioral change in the lives of the participants. Oftentimes, management will need to be involved in this latter measurement piece as well since quite often the manager is in the better position for observing the participant’s resultant behaviors following the class.



## Weird Readings II

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** A word brainteaser makes everybody think carefully to understand the meaning of a rather confusing sentence.

**Application:** Attention to details in our written communications oftentimes makes the difference as to whether or not we are understood.

**Sample Content:** Sales, Written Communication

*Here's the text for the question:*

**Can you e-mail me the following punctuated so that it has meaning? “That that is is that that is not is not that that is is not that that is not that that is not is not that that is is that not not it it is.”**

*Here's the solution:* “That that is is. That that is not is not. That that is is not that that is not. That that is not is not that that is. Is that not not it? It is.”



**A BRIGHT IDEA!** Just like the previous activity in this book, don't be afraid to give participants this puzzle at the end of a synchronous class—collecting their answers at the beginning of the next class! This activity will take some think time to come to a solution.



# What Day Is It?

Date Used: \_\_\_\_\_

Class Title: \_\_\_\_\_

**Summary:** A word brainteaser makes everybody think carefully to understand the meaning of a rather convoluted paragraph.

**Application:** Solving a problem oftentimes requires that we break it apart and seek to understand each part individually before trying to relate them all back to the whole.

**Sample Content:** Sales, Problem Solving, Communication

*Here's the question:*

“When the day after tomorrow is yesterday, today will be as far from Sunday as today is from Sunday when the day before yesterday was tomorrow. What day is it according to the above statement?”

The answer is “Sunday,” but it will take some careful thinking to get there. By having your participants define the process of getting to the answer, you will have helped them define the steps necessary in many problem-solving situations.



**A BRIGHT IDEA!** Debates translate well to online learning situations. Even in asynchronous classes, you can debate by e-mail with a pro and a con side. Rather than full blown debate, how about using an Agree/Disagree Question (i.e., “A class with 50% lecture still has too much lecture.”). Then by using a polling function on your software, you can start the discussion. Just make sure that your Agree/Disagree Question is tied to your content and due to its ambiguity does NOT have a “right” or “wrong” answer.



## More Activities!

In addition to all the activities in this book, the following 60+ activities from the Tricks for Trainers series of books and videos have proven to translate well to the web-based environment. All books and videos are available for online ordering from The Bob Pike Group (<http://www.bobpikegroup.com>) or by calling 800-383-9210.

### *Tricks for Trainers*, Volume 1 by Dave Arch

- Prophecy in Review, page 69
- Fingertip Suggestibility, page 83
- The Floating Hotdog, page 99
- Modern Art, page 105
- SECTION 4, pages 118–137
- Braintwister 1, page 141
- Braintwister 2, page 143
- Braintwister 4–7, pages 146–153
- Braintwister 11, page 161

### *Tricks for Trainers*, Volume 2 by Dave Arch

- The Missing Piece, page 39
- Rainbow Wheel, page 104
- Counting Sheep, page 115
- It's Gone!, page 129
- SECTION 4, pages 133–151
- SECTION 5, pages 154–167

### *The ALL NEW Tricks for Trainers* by Dave Arch

- Man Swims the Mississippi, page 5
- A Brain in Motion Stays in Motion, page 7
- Algebra in the A.M., page 9
- Different Parts, Same Whole, page 11
- You Don't Know "Jacks," page 19
- Magicians among Us, page 23
- Calculator "Connivery," page 31
- Same Words, Different Message, page 35
- Emphasize That That, Not This That, page 37
- Father's Cousin's Sister's Son, page 39
- Detail Counts—Period, page 41
- Laughable Ads, Laudable Learning, page 43
- Eliminate Jargon ASAP, page 45
- Carefully Calculated Words, page 59
- Making "Horse Sense" during a Major Change, page 71
- Learning to Think, page 73

*The ALL NEW Tricks for Trainers* by Dave Arch (continued)

“Twisted” Thinking Saves the Day, page 79

Possible Impossibilities, page 81

Careful or You’ll Fool Yourself, page 107

Puzzlers for Presenters, pages 111–151

*Tricks For Trainers Video*, Volume 1 by Dave Arch

This volume contains short video clips of professional magic being performed—serving as a natural introduction to a lesson or as a closing.

*Red Hot Handouts* by Dave Arch

This book will make the handouts accompanying your web-based training more interactive and consequently your web-based class more engaging.

*Warming Up the Crowd* by Dave Arch and Rich Meiss

Here you’ll find 50+ interactive activities to use while waiting for everyone to come online in a synchronous class or as an opening activity in an asynchronous class.

## About the Authors

**Dave Arch**, best-selling author and internationally recognized speaker and conference presenter, has written over a dozen resource books for the training industry, including the *Tricks for Trainers* library of books and videos, *Red Hot Handouts*, *First Impressions/Lasting Impressions*, and *Showmanship for Presenters*. In addition to his popular Tricks for Trainers monthly column in the *Creative Training Techniques Newsletter*, he has also co-authored the books entitled *Effective One on One Training*, *Dealing with Difficult Participants*, and *Warming Up the Crowd*. Currently two books containing his web-based interactive learning activities are being prepared for publication.



Drawing upon 25 years of training experience, Dave travels for The Bob Pike Group customizing and presenting six different participant-centered seminars and conference keynotes including the seminars entitled Creative Training Techniques for Distance and Online Learning and Instructional Design for Web-based Training. Each year Dave's presentations are enjoyed by over 20,000 people, including featured national presentations at ASTD, Training, and Elliot Masie's TechLearn conferences.

His accomplishments in the training field are honored in the *1996–97 National Directory of Who's Who in Executives and Professionals*, and his articles have been featured in *Training* and *ComputerWorld*. His pioneering work in web-based training delivery has been featured in *Yahoo! magazine* and *Time Magazine's* online website.

A partial listing of Dave's clients include McDonalds, Disney, AT&T, The National Education Association, The Internal Revenue Service, Kimberly-Clark, Norwest Banks, HealthSouth, Canada Postal Service, and the Taiwan Semiconductor Manufacturing Company.

**Sue Ens** combines her Master's in Education with twenty years of teaching and training experience—directly applying the Creative Training Techniques Instructional Model in both traditional and distance learning classrooms.



In her current faculty position with Peru State College she has recently completed her first book, due for publication in 2001. *Making Memories* explores the research behind best classroom practices—maximizing training results back on the job.

Sue travels for The Bob Pike Group presenting six different seminars, including the seminars entitled Creative Training Techniques for Educators and Creative Training Techniques for Distance and Online Learning.

Her clients include Hallmark, Norwest Banks, Good Samaritan Healthcare Systems, Massachusetts College of Pharmacy, State Farm Insurance, Sabre, Whirlpool, and the Taiwan Semiconductor Manufacturing Company (TSMC).

