



UNIT-9

Using Activities to Make Learning Fun

Learning Outcomes

By the end of this unit the learner will be able to:

- ✓ Understand how training can include the use of humor and games
- ✓ Explore different types of games
- ✓ Identify methods to elicit participant buy-in
- ✓ Apply humor principles in adult learning
- ✓ Troubleshoot when games go badly
- ✓ Develop your own games



Unit 9

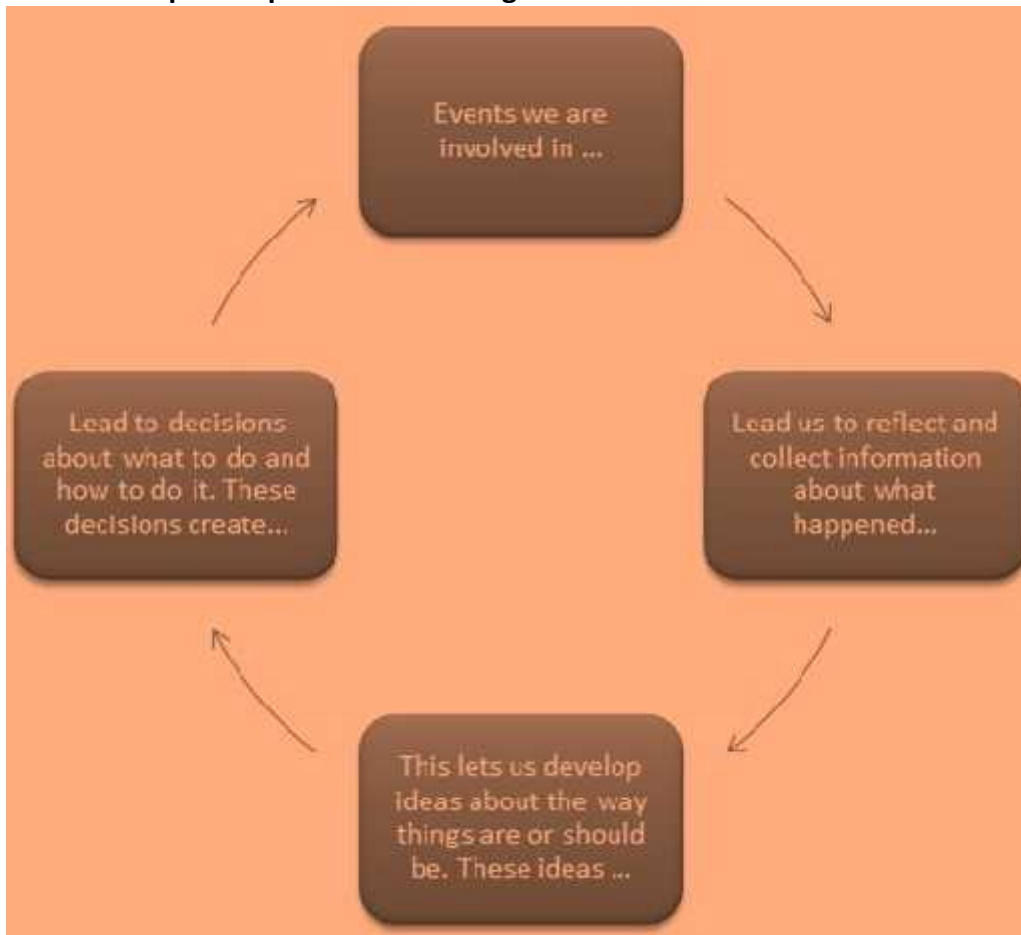
Using activities to make learning fun

Converting Workplace Training into fun

Let's Have Some Fun!

Background Information

The Four Steps in Experiential Learning





The Principles of Adult Learning

- Ñ We learn to do by doing.
- Ñ We have five senses.
- Ñ We learn when we are ready to learn.
- Ñ We make connections.
- Ñ We learn one thing at a time.
- Ñ We learn more rapidly when results are satisfying to us.
- Ñ We need to understand what we learn.
- Ñ We develop skill through practice.
- Ñ We differ from one another in abilities and background.

The Value of Games

Not every game will work with every group. Knowing your audience will help you select the right activities. There are different types of games and activities that serve different purposes.

An **energizer** is meant to increase the energy within the group and a room. Energizers are great in that post-lunch, getting drowsy period.

Icebreakers are designed to help people connect to each other and the training objectives. They get people interacting with each other and make people more receptive to learning. Icebreakers should also lead into the topic material.

There are also more **formal games** that allow teams or individuals to enter into some kind of competition. Care in setting up competitive games is important so that no participants feel inferior or turned off from training. It really depends on the value that you are looking for in your session, and the learning objectives.

Late in the day when people are becoming tired or restless may not be the best time for a really active game, but it is always helpful to have a few extra energizers or **stretches** in mind to keep people engaged and interested in the program.

Tips for Success

A game that falls flat can spoil an entire training day, so it is important that the facilitator consider the following tips.

First and foremost, **don't select activities that would annoy you** if you were a participant. Try them out with your family or children first.



As well, make sure that you **adjust the length and type of game** to suit the length of the session. A one-day workshop probably does not benefit from a 45 minute game; a two to five minute icebreaker is probably just fine. However, if your group is taking part in a multi-day workshop and would benefit from getting to know one another really well, then an extensive game of up to an hour is appropriate.

Always **know your audience**. You could develop a short quiz for the participants to complete anonymously before training to assess their comfort level, how well they know other participants, and so on. You could also speak with their managers or former trainers.

Generally speaking, more senior staff will not be willing to look silly or foolish in front of their own subordinates. Junior staff may not be comfortable looking silly in front of their boss. In addition, if participants arrive in business clothes, they may not be comfortable with really active games.

The content of the workshop needs to be a consideration, too. If you are providing introductions and icebreakers for a day consisting of meetings or sessions about layoffs, downsizing, or change, you will need to select your games accordingly.

Learning that deals with “soft skill” subjects such as communication or team building will **benefit from games** more than one that focuses on learning computer software, for example. The software group, however, might really need some kind of energizer as an energy infuser at some point, or even several times, during the day.

People who know each other very well will find some exercises **redundant**. If the group knows each other well, you need to be more selective in the games that you choose. If you are facilitating for people from different organizations, then they will benefit from getting to know each other better.

Favorite Games

Describe your favorite game in one to two minutes. Record any notes here.



Do you have examples of icebreakers, energizers, or games that fizzled?

Did your own repertoire of ideas expand as the group shared information?

Did you get to know one another a little better?

Getting Everyone on Board

Getting Buy-In

Buy-in relates to the value of the workshop for your participants. Although some people are going to join in the day for the perceived fun, most (if not all) wish to know what the value of your session is going to be. For adult learners, they want to know how to apply it directly to work.

In order to ensure buy-in from your participants, there are a few things that will help to frame your day: stating objectives, establishing rules, and preparation.



State Objectives

Especially during a workshop where games or humor are being used, you should make sure that the value of the training is clearly stated either verbally by the trainer or written in a workbook, in a handout, or on a flip chart. Participants who do not clearly see objectives stated may put up resistance to taking part in training if they cannot recognize the value easily.

Rules

Even when we are having fun, it is important that there are some rules for behavior established early in the workshop. (Rules can actually be even more important when we are having fun!) The rules can be generated by participants (which can help with buy-in) or by the facilitator. Keep the list of rules short. Most rules that your participants generate will actually relate to respect for others.

The three key rules are:

- Ñ **Respect for others.** This includes arriving on time, not holding sidebar conversations, letting everyone speak, turning cell phones off, and not being the center of attention.
- Ñ **Having fun.** This includes enjoying the day, not picking on others, and freedom to explore and try out new ideas.
- Ñ **What takes place in the workshop stays in the workshop.** This is so that comments about the workplace, a particular person, or how funny someone might have been in the workshop, are not spread through the workplace as gossip following the session. This will help participants take risks during the training.

These rules can certainly have a fun slant to them if you word them with a little creativity. For example, rule number three can be re-worded with the well-known phrase, “what happens in Vegas stays in Vegas.”

Preparation

Workshop participants will forgive many things, but a lack of preparation is not one of them. If you plan to have a day that flows smoothly, then you must do an excellent job of preparing your material. When a facilitator uses a fast paced game but has to frequently refer to their notes, the energy flow of the activity is interrupted and participants may lose interest. Similarly, if you plan to use a game but forget your props or run into technical difficulty at the last second (i.e. forgot to bring prizes or bean bags, or you are unable to find a switch to dim the lights or close the blinds), your fun activity could turn into a flop.



Prepare, prepare, prepare!

Learning From the Truly Greats and Big Mistakes

What made your favorite workshops great?

Have you ever experienced a disastrous workshop or a facilitator who was not prepared?

What value did you leave either workshop with?



Choosing the Right Game

Types of Games

Choosing the Right Game

Choosing the right activity is really important. Since it can be hard to make dry topics engaging, or you may run into groups who have a lot of tension about “games” at work, you may want to refer to games as activities. Keep in mind that you also have to deliver a meaningful workshop for your clients or boss.

One of the signs of a good trainer is being able to choose and modify a game to fit the situation. A good resource library of games is important so that you don't find yourself re-using a few games over and over, especially if you are an in-house trainer developing workshops for the same people.

There are lots of excellent books available as well as ideas on the Internet. Check with your local library or bookstore, or do an online search for training games. You can also ask other trainers about games that have worked well for them.

Although “game” is kind of a broad term, below are some loose definitions that might help you select the right activity for the objectives that you have set. Some of these headings overlap, as you will see. The definitions are here to give us a better understanding of the range of activities that we may want to apply when we are injecting some fun into our training.

Game

A game is an exercise that normally has a set of rules and an element of competition. Games also normally include some element of reward or pay off. Although traditional games include competing against someone or another team, they are also many non-competitive games available. Games can include physical challenges, intellectual skills, or chance.

Icebreakers

Icebreakers are normally used as an exercise to introduce group members to one another, infuse some energy into the beginning of a workshop, and/or to lead into the topic material. They are also an effective way to reduce tension between participants or tension about a difficult topic.

Depending on the length of your workshop, an icebreaker for a day-long event might be five to ten minutes. For longer training, where it is important that participants really get to know one another, an initial icebreaker might be a half hour to an hour and a half.



Energizer

An energizer is a brief pick-me-up designed to invigorate a group if energy in the room is waning, or to bring them back together following a break. Energizers may be a short version of any game or icebreaker, or a brief set of stretches. They are completed within approximately two to five minutes.

Simulations

A simulation is used to train future operators when the equipment that they will use is either very expensive or dangerous. Simulations are designed to be as realistic as possible so that participants can learn from the situation without worrying about damage or financial cost. Examples of simulations include flight simulators, driving simulators, or war games.

Brain Teasers

Not really a game and not exactly a simulation, brain teasers are puzzles to keep participants busy or to highlight key points. Brain teasers have the flexibility for a creative trainer to create their own rules to fit a particular session. They can include perception exercises, joining the dots, or drawing activities.

Role Plays

Role-playing is a helpful way to gauge how participants are learning material or how they react to certain situations. They are very useful way to practice new skills in a non-threatening environment, where a participant learns to apply behavioral or speaking techniques to a situation and gets feedback without making a mistake in front of their own customers or clients. Role-plays can be helpful in teaching conflict management, counseling, sales, negotiating, and many other skills.

Case Studies

Case studies are stories normally extracted from a participant's workplace or industry. It may also be a simulated scenario. They may be studied by individuals or groups and then analyzed to demonstrate particular training points or to stimulate discussion.

Facilitator Responsibilities

Your responsibilities as a facilitator include **keeping your participants engaged**. No matter how brilliant we think we are, people are able to think much more quickly than we can talk, so it can be challenging to keep a group engaged.



Since training is a very serious business, the use of games and related activities should all reflect the **principles of adult learning**. As a facilitator, you need to make sure that your participants do not become so engrossed in an activity that they miss the learning objectives. You must also recognize that games, simulations, role plays, and related activities can speed up the learning process and reinforce the course objectives.

It is equally important that you **debrief** the group on every exercise that you conduct. First, you need to ensure that the exercise is linked to the objectives and that participants understand the goal that was set. Second, and perhaps more importantly, you are responsible for keeping your group united. Although you will always establish your training as taking place in a safe environment, some exercises can take a group through self-disclosure or risk taking that may leave them feeling out of sorts or very uncomfortable.

Debriefing allows the opportunity for participants to get their feelings out in the open and to question the process or outcomes while the activity is fresh in their mind and they remain within the safety of the training room. Debriefing also allows everyone, including the trainer, to talk about the outcomes of the exercise. Was it what everyone expected? Would it apply in a real situation? How would you have responded if this had happened?

Dealing with Reluctant Participants

What kind of games would you plan to use for reluctant participants? (For example, think of a group of trainees who all work for the same employer and are forced to attend a mandatory refresher course.) Why?



What kind of games would you plan to use for people who do not like playing games? Why?

How do you coerce people who refuse to play or interact with the group?

When Games Go Badly

Troubleshooting Games

Despite our best intentions and planning, sometimes a game won't work. It may be that the group is not quite the right size, or that you have a group that resists game playing or creativity. Your room could have been changed at the last moment and now there are pillars obstructing the space, or you could be unable to close the blinds so that the projector shows up properly. You may also be getting some insensitivity from some participants: someone may be monopolizing the conversation, not listening and then jumping into the conversation, or may be disrupting the group by making or receiving phone calls or returning late from breaks.

These sorts of inconveniences can happen in any training session. Although they are reduced if you have taken time to establish some rules for behavior in the introduction to your training, a trainer who is flexible and adaptable can handle them with ease and grace.



When a game does not work, the most straightforward remedy is for the trainer to be honest and sincere about the problem. You could say something like, “I have to apologize everyone. That game has worked for me before, but today it is not giving us what we need,” or “Well, here is a great training lesson for all of us – some games just fizzle! I am sorry that we did not get the results that were intended, so I’d like to make it up to you by offering you a five minute stretch break and time to refill your water glasses while I fix the projector.”

You get the idea. **Be honest and keep the tone light**, and the effects of the disaster will dissipate quickly. You can also offer a debriefing aspect, especially in a train-the-trainer situation, and ask the group how they would avoid that problem in the future or restructure that part of the training.

Difficult Situations

What would you do if the group is too tired to think through a difficult activity?

What would you do if the group is overdressed for an active energizer?



Use this chart to record any other situations and solutions.

Difficult Situation	Suggested Solution



Introducing Humor and Games In Training

Making training fun wouldn't be complete without some discussion of using humor in training. Are you naturally funny? Part comedian? If not, do not despair! You do not have to be funny to inject humor into your training. Some guidelines on how to use humor can help you to see it in the everyday things that take place around us. Just remember to be CREATIF.

Clean

Rehearsed

Energizing



Action oriented

Truthful

It makes a relevant point

Fun



Wavy Lines

Activity

Preparation

on

- ⌚ Time required: 3-5 minutes
- ⌚ Size of group: 10-100
- ⌚ Materials required: None

Background

Lots of people have experienced the group wave – that uplifted arm movement that moves through stadium crowds like a wave crashing on water – so this can appeal to all audiences. It is a great energizer indoors or outdoors, and may become as elaborate as you dare to make it.

Procedure

1. Organize participants standing in a semicircle with everyone facing in and you standing at one end.
2. Demonstrate the typical wave by throwing your arms up and asking the person next to you to follow, and so on, all the way down the line. The last person brings his or her arms down, at which point all participants in turn put their arms down until it is back to you.
3. Explain that there are many types of waves. Ask them to follow with the same wave pattern each time that you lead.
4. Lead them by taking one step to the right while throwing your arms over your head and to the right.
5. When that wave comes back to you, take two fast steps forward while throwing your arms forward.
6. When that wave comes back to you, spin around on one foot 180 degrees and stand facing in the opposite direction.
7. Continue the activity with any other version of the wave you can think of. The rest is up to you. Have fun!

Variations

1. Ask a participant to be the leader or have participants take turns leading.
2. If participants are dressed appropriately, try waves from a sitting or lying position.

Tips

Have great fun with this; laugh with the mistakes, increase the speed, and perform outrageous moves.



Debrief

After the energizer, discuss it in a large group setting.

- Ñ On a scale of one to ten, how much fun was this game?
- Ñ Would you include it in your workshop? Why or why not?
- Ñ What preparation would you need to do before using this game?
- Ñ What problems might you encounter when using it?
- Ñ How could you prepare to avoid them?

Quick and Easy Games

Why These Games?

There are many games that can make an average workshop or dry content really come alive. When choosing a game, there are a few very important points to consider.

- Ñ The games must illustrate, illuminate, or somehow relate to the **training objectives**. Otherwise your trainees may feel like you are wasting their time.
- Ñ The games have to be considerate of the **participants' needs as well as ability levels**. If you have people all dressed up in suits and ties, chances are they will not want to get down on the floor. If your program calls for high participation levels, let everyone know beforehand so that they can dress appropriately.

Consider this story: One young and inexperienced facilitator was hired to do some stretches with a group of mostly senior citizens. The young woman took them through a short series of stretches followed by some aerobic exercises. One woman in her late 60's was wearing a pair of pumps and slipped and landed on her tailbone in front of 40 people. Knowing your audience, the setup of your training space, and their needs can help you avoid disasters!

During the next few sessions, we will go through a few examples of games that can be modified to suit your material, time frame, and audience.

**Hot****Potato****Preparati****on**

- Ñ Time required: 5-10 minutes
- Ñ Size of group: Four to eight people
- Ñ Materials required: One beanbag per eight people

Overview

This is an easy way to introduce participants to each other, or to brainstorm.

Go

- als Ñ To connect to the objectives of a particular training session
- Ñ To provide an activity that introduces participants to one another
- Ñ To provide the trainer with a hip pocket assessment of participant objectives for the session

Procedure

Have each group form a circle. One member of each circle starts off with a beanbag. The first person starts by saying their name and stating one objective for the day. Then, they toss the beanbag to someone else; they are not permitted to toss it to the person right beside them, nor to the person that tossed it to them.

Variations

Instead of stating training objectives, participants could name their favorite restaurant, vacation destination, names of candy, etc. It is easy to tie this activity to your content.

Tips

This is a light activity. Keep the action moving and the mood fun.

Discussion Points

- Ñ What did you learn about your team members' expectations?
- Ñ What goals do your team members have?
- Ñ Are there common goals among the groups?



Passing Introductions

Preparation

- Ñ Time required: 15 minutes
- Ñ Size of group: 8-15
- Ñ Materials required: Ball of yarn

Procedure

Have participants sit or stand in a circle.

Give one participant the ball of yarn and ask them to find the end. While holding the end of the yarn, have them toss the ball of yarn to anyone in the circle.

The facilitator will ask the catcher one or two questions to introduce them to the group. If the group members do not know each other, they need to share their names before the facilitator asks them any questions.

Good questions will reflect the objectives of the day or can be more general like:

- Ñ What's your favorite food?
- Ñ What's your favorite color?
- Ñ Do you have pets at home? What are they?
- Ñ What's your favorite season?

The person who first caught the yarn holds onto a piece of it, while tossing the ball to someone else in the circle that has not caught it yet. Repeat the questions and tossing until everyone has had the ball of yarn. This creates a kind of web of yarn between the participants in the circle.

As facilitator, you can also toss the ball for a second round to narrow in on topics that will be covered today. For example:

- Ñ How excited are you to be here?
- Ñ How many people on your team at work?
- Ñ How long have you worked with the company?
- Ñ What is your favorite project you have been part of?

Discussion Points

- Ñ Did you learn some things about people that were unexpected?



Ñ How will creating this web be something that draws us together throughout the day?

Variation

If space permits, you could have participants move to a table and drape the web over it as decoration for the day. This is very nice if you will also be having lunch at the same table, or completing other activities there at some point during the day.

The

Orange

Preparati

on

- Ñ Time required: 5-10 minutes
- Ñ Size of group: Unlimited
- Ñ Materials required: Flip chart and an orange

Overview

A quick story to demonstrate that everyone's needs may be met if the right questions are asked.

Go

- als Ñ To look at ways of reducing conflict.
- Ñ To demonstrate how both parties may 'win' if their needs are identified before conflict arises.

Procedure

1. Let the group know that you are going to tell them a story about two young girls. Draw a picture of the girls on the board or flip chart.
2. Both young girls walk into the kitchen wanting an orange, but found only one orange left on the kitchen table. Illustrate on the board or show them the orange.
3. Ask the group what options the girls have. They should suggest things such as cutting it in half, buying an extra one, and so on. List the suggestions on the flip chart.
4. Now ask the group what vital piece of information we need to know but haven't asked for yet. Get ideas from the group until someone suggests that we need to know both of the girls' needs.
5. Had the needs of both girls been known at the start, the solution would have been obvious. This isn't the case in all situations, but it certainly is in some! One girl wanted the rind of the orange to make a cake. The other girl wanted the juice for a drink.
6. Discuss the fact that some solutions are impossible without first establishing the needs of all parties concerned.



Discussion Points

- Ñ Why do we tend to go straight for a solution before we identify the problem?
- Ñ How does this relate to situations at work or at home?
- Ñ How can we overcome this situation?

Variation

Create a similar story. For example: A husband and wife both want to use the car right now. Who gets to use it? What are their options? What are their needs? One wants it to go to the store; the other wants it to pick up the kids. If the needs are identified first, it leads more easily to a solution.

Original Source: Conflict Resolution Network, Sydney, Australia

Creating a Game

Preparation

- Ñ Time required: 45-60 minutes, but this depends on the size of the group and the designs the teams come up with
- Ñ Size of group: Unlimited
- Ñ A prepared PowerPoint, overhead, or flip chart with the Game Names (included in the PowerPoint slides)
- Ñ Copy of the 'Create a Game' worksheet for everyone (included in the workbook)

Overview

A fun activity to get participants thinking, moving, and talking. Generally used in a train-the-trainer type of course.

Goals

- Ñ To get participants thinking about game design
- Ñ To develop creativity within teams
- Ñ To energize the group
- Ñ To develop team spirit

Procedure

1. Divide the group into smaller groups of three or four people.
2. Tell the small groups that they are going to conduct a training course when they return to work tomorrow.
3. The course content is up to them. However, you are now asking them to design a game that can be used during a training session. They must select a game name from the list shown.
4. The game is to be no longer than five minutes in duration.



5. Give out copies of the 'Create a Game' handout to all participants, or ask them to refer to their workbooks.
6. After they have designed their games, they should introduce them to the whole group. If time permits they should also conduct them.

Discussion Points

- Ñ Who had the most interesting design?
- Ñ Are any of them relevant to today's training?
- Ñ Should any of them be submitted for consideration to publish in a future games book?

Variations

- Ñ Tell the group what their topic areas are.
- Ñ Select a game name for each group.
- Ñ The game titles can be modified if necessary.

Game Names

- Ñ Astronauts
- Ñ Bee's Behind
- Ñ Clowns for Sale
- Ñ Decontaminate
- Ñ Elephant Ears
- Ñ Flight Path
- Ñ Gallows
- Ñ Harmania
- Ñ Ice Berg
- Ñ Just a Minute
- Ñ Knights of the Round Table
- Ñ Land-O-Mania
- Ñ Mega Millions
- Ñ Nemesis
- Ñ Over Board
- Ñ Pull the Other One
- Ñ Quickly Quickly
- Ñ Roman Ruins
- Ñ Sirius
- Ñ That's What She Said
- Ñ Titanic
- Ñ Uranus
- Ñ Vasectomy



- Ñ Warlock Wizardry
- Ñ Xenon
- Ñ Yankee Doodle
- Ñ Zoom Zone Zillions
- Ñ That's What She Said

Game Design Worksheet

Name: _____

Time Required: _____

Size of Group: _____

Materials Required

Overview

Goals



Further Reading:

- ✓ *Charney, Cy, and Kathy Conway. The Trainer's Tool Kit. AMACOM, 2005.*
- ✓ *Kroehnert, Gary. 101 More Training Games. McGraw-Hill, 1999.*
- ✓ *Stevenson, Doug. How to Write and Deliver a Dynamite Speech. Cornelia Press, 2006.*
- ✓ *Thiagarajan, Sivasailam. Thiagi's 100 Favorite Games. Pfeiffer, 2006.*
- ✓ *West, Edie. The Big Book of Icebreakers: 50 Quick, Fun Activities for Energizing Meetings and Workshops. McGraw-Hill, 1999.*