50 Tips

The Magic of Making Training FUN !!

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Introduction

The book
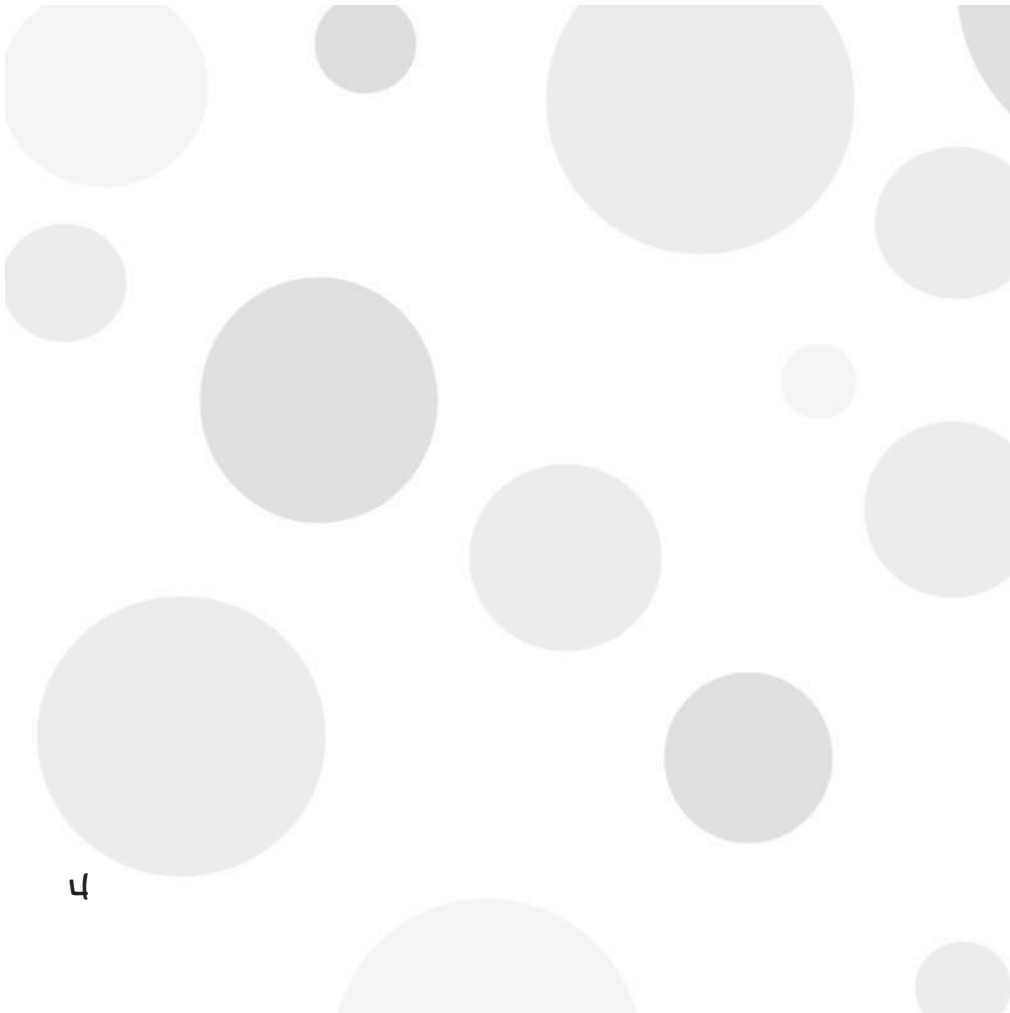## "50 Tips – The Magic of Making Training FUN"
is intended to provide a quick overview
of how you can use FUN to
deliver content effectively.
It is neither a replacement for the book,
nor the training programme.

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Dedicated to

*Karen Ong for her passion
and commitment to
making training FUN.*

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1

What has FUN got to do with it?

Remember the famous Tina Turner song.

When we relate it to learning,

FUN has got everything to do with gaining learner attention, participation and retention.

2

Make learning FUN but not funny

FUN is not funny.

Sometimes the word FUN is used inappropriately in training settings.

Let us remember FUN is about getting the learner to enjoy the learning in a purposeful way while funny is being a purposeless entertaining activity.

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FUN x Content = Results®

FUN is a vehicle to deliver content.

FUN is a facilitative factor while content is a required condition.

The absence of either FUN or content in the right proportion to suit the learner will not get us the desired learning results.

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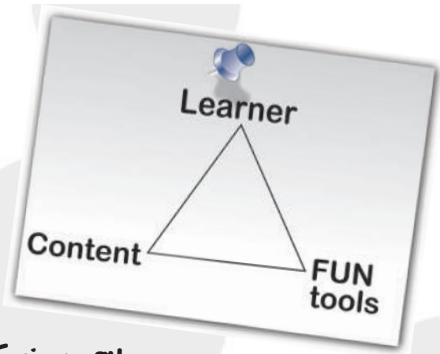
The FUN Triangle:
Learner – Content – FUN tools

The FUN triangle puts the learner firmly centre stage.

Unless the learner is willing, the content cannot be transferred to the learner.

FUN tools play a critical role to ensure this successful transfer takes place.

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The 5 I's of the FUN facilitator

A FUN facilitator uses the 5 I's to engage the learners
for effective learning.

- ❖ Introduction
- ❖ Involvement
- ❖ Interaction
- ❖ Instruction
- ❖ Intensify retention

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"When the learning is FUN, the results are truly amazing."

I was walking by a sports shop and I saw this quote.

It really reflects FUN learning.

When learning is FUN, participants demonstrate willingness and a desire to learn and apply the learning.

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Get participants READY for content delivery

Adult learners are preoccupied with so many things. Just as we need to switch on the personal computer to get working, we need to switch on learners. We need to get learners READY for content delivery:

- **R**espect learners
- **E**nergise learners
- **A**ddress preoccupation
- **D**evelop learner interest
- **Y**oke learners to content

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Warm-ups NOT Ice-breakers

When you are in the gymnasium for a workout, you are always advised to warmup before your workout. Similarly, in learning, it is important to get the learner warmed up before the learning workout.

I prefer the word Warm-ups rather than Ice-breakers to make a point that we are building on relationships for engaging learners rather than starting with breakers.

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Avoid CRASH when using warm-ups

It is important to ensure the appropriate use of warm-ups.

CRASH is an acronym that denotes:

- ⋄ **C**onsider the level of threat
- ⋄ **R**elevance to content
- ⋄ **A**ppropriate to group norms
- ⋄ **S**uspend culturally inappropriate activities
- ⋄ **H**it the right time balance

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The Theory of Forgetting

Ebbinghaus, the German psychologist remarked that people forget almost 50% of information within 24 hours, 75% within 60 days and 90% within 30 days. Unless the information is reinforced several times, the information is only retained for a short period of time. The way to reinforce the content several times is to use a variety of FUN tools to ensure the learner retains the content.

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The Learner is the VIP

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Five core assumptions of Andragogy

Malcolm Knowles popularised the concept of
Andragogy with his classic book
'The Adult Learner: A neglected species."

We can list five core assumptions of adult learning:

I.   Adults want to learn things they can apply in real life,
II. Adults need to be able to link the learning to existing
     knowledge for successful application,
III. We need to review if the content presented conflicts
     with day to day issues,
IV. We need to consider diverse learning styles, and
V.   Adults prefer experiential learning.

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Do unto others as you would have them do unto you

Empathise with the learner.

Gain as much information as possible about learner needs and learner expectations.

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People only learn when they process the experience

Professor Thiagi remarks that it is of no use when we give people the experience but do not let them process it. They learn when they process the experience in small groups.

Help the learner learn from the experience by investing enough time on processing the experience.

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Listen to the Learner

"I tried to teach my child with books and he gave me only puzzled looks,
I tried to teach my child with words, they passed my child often unheard,
Despairingly, I turned aside, "How shall I teach this child," I cried? Into my hand my child put the key, "come," my child said, "Play with me."

Establish learner expectations, figure out what they want and then we will be better equipped to help them achieve their learning goals.

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Learning versus Teaching

Winston Churchill said "I am always ready to learn
although I do not always like being taught"
This is true for most of us.

Change Starts with YOU!

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The best way to begin is to begin

This is my response when asked by facilitators and trainers: "Where do I start from?"

Just get started, start using tools that you are comfortable with.

Attend a training session and learn how to use FUN tools and games.

Remember the goal is to deliver content with FUN and not just run a funny activity.

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A journey of a thousand miles begins with a single step

This quote by Lao-Tzu is valuable for all of us who wish to get better training results. Start doing something a little bit different and a little bit better than what you did yesterday.
That is already a start.

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It is insane to expect change when you continue to do things the same way

This often repeated quote sums it all up. If you continue to deliver content the way you have always done, you cannot expect better results.

You have to change; the world is changing.

For example: the new generation of Y learners are different, their learning styles are diverse, and we need to accommodate this diversity by bringing in a variety of training tools.

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Relax and let the learners take over

Katherine Hepburn's comment that if you obey all the rules, you miss all the fun is important.

We need to change our thinking about control in training. No one can control adult learners. They make their own choices.

We need to learn to relax and believe in the power of the learners.

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Do you have the passion?

Dale Carnegie said that people rarely succeed unless they have fun in what they are doing.

Are you excited about helping people learn?

Do you have this burning desire to help people learn?

The first prerequisite for success in making training FUN is the trainer or facilitator's passion.

FUN Environment for Learning

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Laughter gets you results

Nicolas de Chamfort commented that the most
thoroughly wasted of all days is the one when one has
not laughed. Laughter sets up the environment for
engaging the learner. The founder of
FUN clubs Madan Kataria documented the benefits
of laughter for stressless living.

Bring laughter into the training session whenever
possible. Obviously when it is a serious subject you
don't but there are always opportunities
for bringing in laughter.

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2.2

Adults are babies with big bodies

Robert W. Pike, Founder of Creative Training Techniques, says that adults regress to child like behaviour when we create the environment for fun, an environment that is conducive for learning.

Make the learning environment FUN!

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Switch on your learners

Thomas Dewar said that minds are like parachutes, they only function when open. Just as we need to switch on the personal computer to get working, we need to switch on learners.

Set up the environment to get your learners ready.

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Mistakes are a fact of life.

It is the response to error that counts said
Nikki Giovanni.

Create a threat-free environment where learners
think and feel it is okay to make mistakes when the
goal is to learn. It is only in such an environment
that learners will feel completely at ease.
They will risk trying to do things, ask questions
and attempt to learn.

2.5

Create a Possibility thinking culture

Nikki Giovanni said most of the things worth doing in the world had been declared impossible before they were done.

Inspire and motivate participants, get them to believe that what they are learning can be learned in an easy and fun way; it can be applied and will be of value to them.

FUN
Delivery

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Create the desire

Horace Mann remarked: "A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on a cold iron."

Inspire the learner with the WIIFM – what's in it for me. Show the learner the value of the learning.

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Make things simple

Pete Seeger said that any darn fool can make something complex; it takes a genius to make something simple. Break the material to be taught into simple chunks. Use simple examples and acronyms to help the learner get the content.

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Be a Role Model

"What the teacher is, is more important, than what he teaches," said Karl Menninger.

If you want to inspire, you must be inspired. If you want to make training FUN, you must be FUN. Using FUN tools but being incongruent when using them dents your credibility.

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"Fill the learner, not the page."

When we help people learn, we need to ensure we are helping the learner gain knowledge and skills.

Training people should be about the learning and not just providing the learner with loads of materials.

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Teach from the heart

The best teachers do not teach from the book, they teach from the heart. They share, educate and pass on their learning to the learners with a steadfast commitment.

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Show the way

There is a saying that the mediocre teacher tells, the good teacher explains, the superior teacher demonstrates and the great teacher is one who shows them the way – how to do it – with great excitement.

32.

Let them find out

As Mark Van Doren said the art of teaching is the art
of assisting discovery.

Help learners find out for themselves.
They learn better when they figure it out for
themselves rather than have someone else figure it
out for them.

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Training is expensive

Training maybe expensive but then try ignorance. Sometimes, I have comments that FUN training takes a little more time and therefore it becomes expensive.

Just imagine running an ineffective funless training programme where the learners are physically present but mentally absent. It may cost less but it will be a total loss.

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Ask the right questions

"Good teaching is more of asking the right questions than a giving of right answers,"
- Josef Albers.

Prepare your questions and generate a participative environment.

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Plan your Training

Never try to teach a donkey to sing, it frustrates you and it irritates the donkey.

Plan your training and the learning outcomes with the learning needs on mind.

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Start on time with High Impact

It is tough to start a session on time when participants are not punctual. Yes, it is unfair to punish those who come early by making them wait for the latecomers. Start the session on time with soft content - a puzzle or a game to drive home a point that you will start the session on time. However, what the latecomers miss will not be serious enough to interrupt their learning.

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End on time with high Impact

People remember best what they hear last.
Remember the law of recency.
End the session with a high impact activity.
Make learners charged up and excited with
the learning, an essential factor
for successful transfer of learning
to the workplace.

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Design your materials to be interesting

If you wish to make your training FUN, your delivery style should be congruent with the instructional materials. Make the learner workbook user friendly. Order the workbook from 'must know,' 'should know' and 'nice to know' content.

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Use cartoons

Make the learner workbook friendly with cartoons. Cartoons that are relevant generate laughs and link the learner to the content being presented. Learners are able to make associations. However make sure you respect copyright.

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Introduce yourself in a creative way

Do not read boring bio sketches of yourself. Make the introduction creative, FUN and build your credibility with genuine and signature story telling.

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Persist in Lifelong Learning

John Cotton Dana said the person who dares to teach must never cease to learn. A FUN facilitator needs to observe, learn and experiment all the time.

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Persistence

Dale Carnegie said that most of the important things in the world have been accomplished by people who have kept on trying when there seemed to be no hope at all.

FUN facilitators have to keep on trying to get it right; we will never get it right at the first instance.

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Make it Enjoyable

"He who does not get fun and enjoyment out of every day...needs to reorganise his life,"
George Matthew Adams.

FUN delivery should make learning enjoyable for learners. Learners should find it exciting and easy to learn. The environment should not be intimidating but learner friendly.

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"Ask not what fun does for you. Ask rather what you do for fun."

Let us not debate over the concept of FUN.
We will make no progress with such arguments.
Just ask yourself what you do for FUN. Do you like
to share content with passion when helping people
learn? Do you use FUN tools with conviction?

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Play keeps you young

The statement attributed to Satchel Paige that we don't stop playing because we turn old, but turn old because we stop playing is true. Games and interactive activities make learning active. Mel Silbermann, Author of Active Learning, recommends playful participatory activities for learner engagement.

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What happens next?

The US President Harry Truman said that it's what you learn after you know it all that counts. What happens post learning is critical. Do the employees transfer the learning back on the job?
Don Kirkpatrick calls this Level 3 in his Evaluation Framework: Behaviour.

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Variety

Use a variety of training techniques to deliver your content. This is important to accommodate the different learning styles of your learners. Marvin Minsky said you don't understand anything until you learn it more than one way.

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Regular reviews

To anchor the content to long term memory, we need to review on a regular basis. However we know that this can put off learners some times. Bob Pike said review regularly but do not call them reviews.

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Experience

Make notes of your experience. Ask a coach to observe you when you are delivering the content. Process the experience and learn from it. Vernon Saunders Law said that experience is a hard teacher because she gives the test first, the lesson afterwards.

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Pursue your dreams

"More important than talent, strength, or knowledge is the ability to laugh at yourself and enjoy the pursuit of your dreams." Amy Grant.

If your dream is to deliver your content in the most exciting way, make learning active with FUN tools and most importantly, pursue your dreams to excel in your delivery.

Recommended Resources

1. Games Trainers Play *Edward E. Scannell & John W. Newstrom*

2. The Accelerated Learning Handbook *Dave Meier*

3. Framegames *Dr Thiagi*

4. High Impact Presentations *Robert W. Pike & Dave Kirchner*

5. Games That Teach *Steve Sugar*

6. Evaluating Training Programs : The Four Levels
   Donald Kirkpatrick & James D. Kirkpatrick

7. The Magic of Making Training FUN! *Dr Palan*

8. Frequently Asked Questions in HRD *Dr Palan*

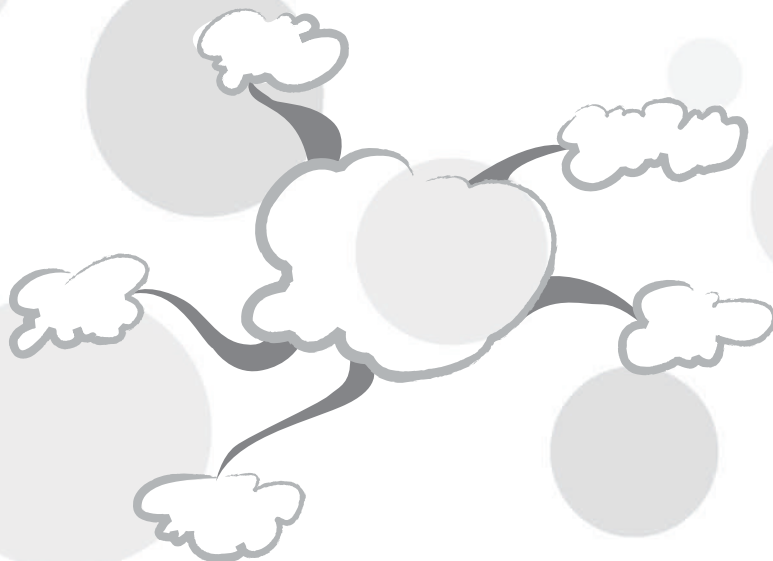Your FUN mindmaps...

Your FUN notes...

Your FUN mindmaps...

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Your FUN notes ...

Your FUN mindmaps...