

Games Trainers Play, Virtually

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PN 188622

KS 9/11/02

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Chapter 1

Introduction

It is important as you initially move into the virtual world or as you move more deeply, for you to remember that a major part of learning is based on fun. We at Centra know that people can learn in many ways and keeping the enjoyment in online live delivery is key to making learners happier and more engaged. What better way to do this than through games?

If learning is, in part, about problem solving and skills mastery, what greater way to accomplish this than by using games and simulations to help us teach and to help us learn. It is the experiential and problem-based nature that helps make games, toys and simulations successful learning tools.

Blended approaches to learning, including mixing play and learning through a variety of media, have been successful in ensuring that we are engaged, attentive and involved as we learn.

By doing and by collaborating, it has been repeatedly shown that people learn more and retain that knowledge longer over time. Understanding how games, toys, and simulations can be used effectively to enhance learning adds to the ability to create dynamic and interesting content in live eLearning sessions.

In 1997 Janet H. Murray of M.I.T. wrote an insightful book entitled, "Hamlet on the Holodeck, The Future of Narrative in Cyberspace." In one section of her book, Murray discusses the ways in which games and simulations contribute to the ability to learn, solve problems, and master skills.

Murray observes that, "...games always involve some kind of activity and are often focused on the mastery of skills, whether the skill involves chess strategy or joy stick twitching." Games, like active learning and education, teach. Learners are actively involved in the process of working a problem through to solution. Murray continues, "...most of all, games are goal directed and structured around turn taking and keeping score." ¹

As learning evolves, and as we consider all we do to promote education and learning, the use of games to assist people in the journey of discovery can be astounding. We can build learning games that assist us in teaching concepts, skills, and that help us transfer knowledge. The games in this book not only reinforce content and

1. "Hamlet on the Holodeck, The Future of Narrative in Cyberspace," Janet H. Murray, The MIT Press, Cambridge, MA, 1997

increase interactivity, but they also teach participants to use Centra tools. The table in Chapter 2 outlines which games teach the various Centra tools and product features.

Interactivity is a very important part of live eLearning. Sessions need to be dynamic and active to motivate the learner in a virtual classroom. At Centra, we use games and simulations in our live eLearning classes for customers. These help us put the concepts we want to teach in context. They help us to build on existing knowledge and extend that knowledge base through play.

Our experience in live eLearning has taught us that the use of games and simulations can help bring to life knowledge and information that might otherwise be just bullet points on slides. The use of stories as the basis for case studies, scenarios, role-playing, and problem solving in a game or simulation-based format provides a memorable, vivid, participatory, and fun live eLearning session. As a result, participants learn, remember, and retain knowledge effectively over time.

Games and simulations are visual and appeal to multiple learning styles. They are almost universally accepted and help challenge students to learn.

By way of example, Centra offers a class to customers on interactivity and learning styles designed to demonstrate the usefulness of games and simulations. The class incorporates simple games for content review. The class takes a "virtual field trip" of sorts to a Web site that provides templates for constructing educational games for use in both live eLearning or physical classroom training. In addition, this particular class uses a game as the main activity to teach learning points.

In another class, Centra instructors with expertise in multimedia, create a simulation in HTML and JavaScript, that teaches the use of Centra's Agenda Builder™ tool for assembling an interactive, online agenda. The simulation can be incorporated into the session agenda directly. The Agenda Builder simulation gives participants the opportunity to individually apply, during the live online class, the information just taught and demonstrated.

The many games in this document provide you, as a leader or content developer, with ideas to use to bring lively interactivity into your delivery. The document is divided into several parts based on the type of activities you may want to incorporate and use. We hope you will look through it and find its content useful. Chapter 6 on "Lessons Learned" is particularly important as it provides suggestions and best practices for using games in live online sessions.

Remember, reinforcement of knowledge through immediate application is one example of the many ways in which the application of games and simulations can add enjoyment to the learning process.

Happy gaming from Centra Software, Inc

Chapter 2

Got Games?

The games in this book are divided into three categories:

- Ice Breakers
- Discovery Activities
- Learning Retention

Ice Breakers

Ice breakers are often essential in the physical classroom to get participants ready to interact. In the virtual classroom, Ice breakers serve the same purpose, while also teaching participants how to use the interface.

Discovery Activities

Discovery activities allow the adult learner to research and learn without being guided by the facilitator. These activities allow the learner to go at their own pace.

Learning Retention

Learning retention games help increase participants' retention by prompting them to recall and use the information presented by the instructor. These games are fun, challenging and encourage a little friendly competition among participants.

Tools Learned

The following table outlines which Centra tools are utilized in each game:

To teach this tool:	Use this game:
Survey Tool	Pumpkin Carving Trivia
Whiteboard & Markup tools	Maps Mazes Pumpkin Carving Question the Answer Centra Psychic
Text Chat	Network Challenge
Agenda	Maps You Said It! Centra Psychic
Insert URL	Web Treasure Hunt
Breakout Rooms	Web Treasure Hunt Application Treasure Hunt Open House
Appshare	Application Treasure Hunt
Web Safari	Web Treasure Hunt

Awarding Prizes

What would games be without prizes? Here's a suggestion for handling prizes in a live virtual environment:

Take digital photos of company branded items, such as mugs and pens. When you build the content, import these prize slides. Allow nesting for initial slide and drag others into this folder. During event, when winner is announced, scroll to prizes folder and open it. Allow winner to select which "door." (Door number one, etc.). Ask participant to send their address via Private Chat (if outside the company). After the event, send prizes out to winners.

Where to go Next?

"Games Trainers Play, Virtually," is one of the many ways we at Centra offer value to our customers. For more information on Centra Software, Inc. please visit our Web site at www.centra.com.

Centra Training and Education also offers online classes, workshops

and programs specially designed to teach all components of the Centra software suite. For more information, please visit our online course catalog at:

www.centra.com/education





Chapter 3

Ice Breakers

Ice breakers are used at the beginning of an event to get participants and facilitators acquainted with each other and to set the stage for an interactive event.

This chapter contains instructions for the following ice breaker activities:

- Maps
- The Network Challenge
- Pumpkin Carving
- Mazes

Maps

Maps are useful as an introduction or transition tool. Participants use the maps to identify their location while introducing themselves to other participants.

Tools learned:

- Whiteboard or Agenda
- Markup tools
- Microphones

What You'll Need

The following is needed to setup the Map activity:

- A map graphic in .gif or .jpg format
- Any Centra Collaboration product

Paste the map graphic on a slide in a PowerPoint presentation, add the map to the agenda, or import the graphic into the whiteboard.

Where to Find it

If you do not have a map graphic, free clipart is available by searching the Internet.

Putting it Together

Use the map at the beginning of the session during introductions. Ask participants to share their name and use the whiteboard tools to place a star on the map to show their location.

Alternatively, use the map as a transition between modules. During the break, ask students to indicate their favorite vacation spot or where they would most like to live, etc.

Reminder: If you paste the map graphic into the slides or agenda, remind participants to access their markup tools using the drop-down menus on the toolbar. If you import the map graphic into the whiteboard, participants automatically have markup tools available, but you must hand out microphones.

The Network Challenge

The Network Challenge allows participants to get to know one another in a structured setting, while exploring features of CentraOne 6.0.

Tools learned:

- Participant-to-participant text chat
- Private text chat
- Microphones
- Agenda

What You'll Need

The following is needed to setup The Network Challenge:

- A slide containing a list of content-related tasks the participants must complete
- CentraOne 6.0

Come up with a list of “treasure hunt” style tasks. Consider the goal of the exercise when creating the tasks. List the tasks on a slide for reference.

Here are some sample tasks:

- Find someone whose territory includes Rhode Island
- Find someone whose territory includes Luxembourg (international group).

- Find someone who has read *Solution Selling* (or latest Sales-related best seller). What did they think of it?
- Find someone who can teach one interesting thing you did not know about our CRM system. What was it?
- Find someone who closed a deal within the last two weeks. What was the scope?

Putting it Together

Participants hunt for information by “networking” with others using the participant-to-participant text chat feature. This is a contest, so the first person to get all the correct answers wins.

Review the tasks with participants, demonstrate the text chat feature, explain the rules and provide a clear example of a good answer.

For example:

Sample of Instructions to Participants

During the networking breaks, use participant-to-participant text chat to find a person that satisfies each of the hunt items.

Example of Rules

1. You cannot pick yourself.
2. You cannot use the same person more than once.
3. Write down a few details to support your find.
4. Do NOT share your results with others.
5. Send a private chat to the instructor when finished. The instructor will verify the results and give a prize to the winner.

Pumpkin Carving

The Pumpkin Carving activity gives participants a chance to play during a break while learning to use Centra tools and features.

Tools learned:

- Agenda/slides or whiteboard
- Markup tools
- Survey tool (optional)

What You’ll Need

The following is needed to setup Pumpkin Carving:

- Pumpkin graphic in .gif or .jpg format

- Any Centra Collaboration product

Insert one pumpkin image for each participant into the whiteboard. Label each image with the participants' names. Ensure the pumpkin images are large enough to draw on, but not too large to fit in the whiteboard.

You can also use a variation on this theme, for example, decorating a Christmas tree or topping a pizza. Simply substitute the appropriate graphics for each theme.

Where to Find it

If you do not have a pumpkin, pizza or tree graphic, free clipart is available by searching the Internet.

Putting it Together

The Pumpkin Carving activity introduces the whiteboard and mark-up tools. For participants who are new to virtual tools, you may want to “carve” one pumpkin first as an example. To award the most creative design, use a survey tool for voting and let the participants select a winner.

Reminder: If you build the images into slides or the Agenda, remind participants to access their mark-up tools from the drop-down menu on the toolbar. Give a microphone to the participant who is drawing.

Mazes

The Maze activity gives participants a chance to play during a break while learning to use Centra tools and features.

Tools learned:

- Whiteboard or Agenda
- Markup tools
- Microphones

What You'll Need

The following is needed to setup Mazes:

- A Maze graphic in .gif or .jpg format
- Any Centra Collaboration product

Build the maze graphic into your slides or Agenda, or import the image into the whiteboard when setting up the session.

Where to Find it

If you do not have a maze graphic, free clipart is available by searching the Internet.

Putting it Together

Use the maze at the beginning of the session during introductions. As participants introduce themselves, ask them to take the class a short way through the maze using mark-up tools (typically, the pencil tool). Change microphones and have the next participant introduce him/herself and continue through the maze.

New product training can feel like a “maze” to novice users and this activity is a good metaphor for the beginning of training.

Reminder: If you are building the images into slides or the agenda, remind participants to access their mark-up tools from the drop-down menu on the toolbar. If you use the whiteboard, participants automatically have mark-up tools available. Make sure the participant who is drawing has a microphone.

The Centra Psychic

Tired of consensus decision-making? Let the Centra psychics help add interactivity and interest to your training. Simply type in a question and the answer mysteriously appears.

Tools learned:

- Agenda
- Markup tools
- Microphones

What You’ll Need

The following is needed to setup the Centra Psychic:

- Psychic graphic or picture
- Content related trivia questions
- CentraOne 6.0

In Agenda Builder, build a slide containing the psychic graphic or photo and a text box to questions in. Also, create a series of slides containing possible responses to yes/no questions. For example:

- It is decidedly so
- Outcome doubtful
- You may rely on it
- Outlook not so good

Where to Find it

If you do not have a psychic graphic, free clipart is available by searching the Internet. Refer to the example in Appendix A for setup ideas.

Putting it Together

During event, bring up the Centra Psychic graphic and allow one participant to type in a Yes/No question. Assist them with instructions for using the text tool, and remind them to click outside of the box when finished typing. If they have trouble, type the question in for them.

Either click on one of the responses listed in the agenda (you are, after all, the Centra Psychic), or promote a Participant to Co-presenter and ask him/her to click on the response that "feels right." (Assumes participants are more experienced with virtual interface.)

Use this activity with a typical Q&A session. A Participant types in and says a question and the Centra psychic responds. Meanwhile, the subject matter expert provides the "real" answer. It makes the Q&A more fun and more people want to participate.

Reminder: If you are building the images into slides or the agenda, remind participants to access their mark-up tools from the drop-down menu on the toolbar. If you use the whiteboard, participants automatically have mark-up tools available. Make sure the participant who is drawing or typing has a microphone.

Chapter 4

Discovery Activities

Discovery games encourage participants to learn by doing. In the virtual world, these exercises can be particularly helpful when teaching a new application or tool that may come more quickly to some than to others. Participants can work on this game independently or as a group

This chapter contains instructions for the following ice breaker activities:

- You said it!
- Treasure Hunt (Web-based)
- Treasure Hunt (Application-based)
- Open House

You Said It!

Frustrated by limited participation? You Said It is an easy way to get participants involved with training. The leader picks a secret word and participants gain points by trying to use the secret word in questions or comments about the products and training.

Tools learned:

- Agenda
- Raised hands
- Microphones

What You'll Need

The following is needed to setup the You Said it activity:

- A secret word that reinforces the learning
- A Q & A slide
- Any Centra Collaboration product

Insert a slide into the Agenda that opens the session up to a question and answer period.

Putting it Together

When you select the Q & A slide, announce that you have selected a secret word related to the content of the course. When a participant uses this word during Q&A (when asking a question or offering a comment), they win. You can either offer the winner points that may be added to a running tally for the event, a prize, or just a round of applause. Make sure the secret word is likely to come up, but don't make it so obvious that it will come up right away.

For example, in Sales training the word "customer" may be too obvious. The word "value" might be a better choice.

Tips: Have a second secret word on hand in case the first is guessed immediately. Be prepared to give a few hints in case the questions run out and no one has guessed the word.

Web Treasure Hunt

The Treasure Hunt activity helps the trainer deliver information in a more entertaining manner than a traditional presentation. The participants are sent on a hunt for bits of information that reinforce the learning.

Tools used:

- Agenda Builder
- Insert URL feature
- Breakout rooms (optional)

What You'll Need

The following is needed to setup the Treasure Hunt:

- A list of informational items the participants must find
- CentraOne 6.0

Create two slides in the Agenda. On the first slide, describe the activity, rules, goal and time limit. On the second slide, list the items the participants are hunting for. Cut and paste the item list into public chat so participants can refer to the list during the hunt.

The information the participants hunt for should be relevant to the training and reinforce their learning. For example, "What are the company holidays?" The participants would search for the answers while learning how to navigate the intranet.

Putting it Together

The goal of the Web treasure hunt is to find bits of information before anyone else finds them. To allow participants to hunt independently, bring up the starting Web page in the media window by inserting the URL in the Agenda (Tools/Insert URL.) To play as teams, assign groups to breakout rooms and use the Web Safari feature to hunt.

During the hunt, provide encouraging feedback and ask participants to click on the Yes/No buttons to indicate if they are on track. Provide updates on the time remaining in the activity.

The first person or team with all the answers contacts the leader through Text Chat. The leader confirms they have the correct answers and the hunt continues as others return with their answers.

Application Treasure Hunt

The Treasure Hunt activity helps the trainer deliver information in a more entertaining manner than a traditional presentation. The participants are sent on a hunt for bits of information that reinforce the learning. This activity is similar to the Web-based treasure hunt, except, in this version, participant hunt for information within an application.

Tools learned:

- Agenda
- Appshare
- Breakout rooms

What You'll Need

The following is needed to setup the application-based Treasure Hunt:

- A list of informational items the participants must find
- CentraOne 6.0

Create two slides in the Agenda. On the first slide, describe the activity, rules, goal and time limit. On the second slide, list the items the participants are hunting for. Cut and paste the item list into public chat so participants can refer to the list during the hunt.

The items the participants hunt for should be related to the training. For example, in a Human Resources training class, the leader could ask, "What is the employee ID number for person John Doe?" or "What organizational unit does John Doe belong to?" The participants search for the answers and, in exploring, they learn about a module of the application.

Putting it Together

The goal of the Treasure Hunt is to find bits of information before anyone else finds them. To start the hunt, bring up the list of items in the Agenda and paste a copy of the list in Text Chat for participants to refer to later.

To allow participants to hunt independently, either assign everyone to their own breakout room and have them share the application using Appshare, or allow them to work in the application locally, outside of CentraOne. To play as teams, assign teams to breakout rooms and instruct each breakout room leader share the application using Appshare.

During the hunt, provide encouraging feedback and ask participants to click on the Yes/No buttons to indicate if they are on track. Provide updates on the time remaining in the activity.

The first person or team with all the answers notifies the leader through Text Chat. The leader confirms they have the correct answers and the hunt continues as others return with their answers.

Open House

In the Open House activity, the leader takes participants on a tour of topics, much like a tour of a house. This activity provides information in an entertaining manner and facilitates a more participant-driven form of training.

Tools learned:

- Agenda
- Breakout rooms

What You'll Need

The following is needed to setup the Open House:

- Subject matter experts for each topic
- Co-presenter
- Content for each breakout room
- Slide containing a map of the open house
- CentraOne 6.0

Create a breakout room for each topic presented during the activity. For each room, create unique content (slides, etc.) and find a subject-matter expert (SME) to talk about each topic. Each room should have a unique look and feel to reinforce for participants that they have moved on to a new topic.

In the main room, create a “map” that shows which topic and SME are in each room.

For example: New Hire Orientation. After an overview, the Open House begins. The Benefits expert is in breakout room 1, the Facilities expert in breakout room 2, the Training & Development expert in breakout room 3, and so on.

Where to Find it

Refer to the sample template provided in Appendix A and customize the content to fit your training.

Putting it Together

The open house activity works like a tour of a home. The facilitator acts as a tour guide, leading participants from one breakout room to the next. (**Optional:** Set yourself up as the co-presenter, so the presenter can setup the breakout rooms while you explain the process to participants.)

In each room, the subject matter expert talks to the participants briefly about a topic using pre-prepared content. Depending on the size of the group, several tours can run at the same time.



Chapter 5

Learning Retention

These activities are designed to review learning material in a game show format. With adequate preparation, these can be big hits with your audience.

This chapter contains instructions for the following learning retention activities:

- Centra Quiz Show
- Participant Challenge
- Question the Answer
- Concept Cards

Centra Quiz Show

Put on your thinking caps, the Centra Quiz Show activity creates a fun challenging environment to review content and reinforce key learning.

Tools learned:

- Agenda
- Survey
- Chat
- Audio

What You'll Need

The following is needed to set up the Centra Quiz Show:

- A list of content-related questions
- CentraOne

Prepare a list of questions related to the course content. For each question, create four possible answers, only one of which is correct.

For example: "The button that allows a leader to bring a PowerPoint file directly into her event, is called:"

A) Fetch B) Go Get It C) Import D) Mr. X

Note: If you are using CentraOne 6.0, prepare the questions ahead of time using the survey tool. Prepare one survey for each of the questions.

Putting it Together

During the session, click on the game title slide. Promote the first contestant co-presenter to play the game. Go through the quiz questions starting with the easier ones and move towards more difficult ones. Allow the participant three opportunities to get help from the audience if they get stuck. When a participant polls the audience, use the pre-developed surveys and instruct all participants to answer.

Tip: Only use a few questions per round to give others a chance to participate.

The Participant Challenge

The Participant Challenge creates a fun and competitive environment for participants review and reinforce key learning.

Tools learned:

- Agenda
- Yes/No
- Audio

What You'll Need

The following is needed to set up the Participant Challenge:

- CentraOne
- A list of content-related questions with more than one correct answer
- Slide containing the correct answers

Before the session, prepare a list of content-related questions that have multiple correct answers. For example, if the training is about Centra Symposium:

“Name three ways a leader can give a participant a microphone?”

Where to Find it

Refer to the templates provided in Appendix A.

Putting it Together

During the session, break up the participants into two teams. Explain that the question you are about to ask has more than one correct answer.

A participant must click the Raise Hand button as quickly as possible

to give their team a chance to answer. Advise the team members to use participant-to-participant chat to brainstorm for possible answers.

Go down the list of raised hands for the team. One by one, they need to provide a unique, correct answer to the question until you run out of correct answers. If they succeed in guessing all the correct responses they win round one. If they cannot come up with all the answers, the points go to the other team.

Question the Answer

Question the Answer creates a fun and competitive environment for participants review and reinforce key learning.

Tools learned:

- Agenda
- Whiteboard
- Raise hands
- Microphones

What You'll Need

The following is needed to set up Question the Answer:

- CentraOne
- A list of content-related questions in the form of answers (participants come up with the questions)
- Slide containing three categories across and five levels of difficulty for each category

Before the session, prepare a list of content-related questions in the form of an answer. For example:

The answer given to participants: "Start/Programs/CentraOne/Centra Agenda Builder"

The question the participants must come up with: "How does a user access Agenda Builder once it's been installed?"

Putting it Together

Import the categories into the whiteboard so you can cross off categories as they're used. To start the game, the leader picks a category and reads the first answer in that category. The first participant to raise a hand first gets to respond with the question.

If they answer correctly, write the participant's name in the box for that question. They can then pick the next category and amount, but

everyone has an equal shot at being the first to raise their hand.
If the participant does not answer correctly, go to the next raised hand.

Concept Cards

This activity is a good way to keep participants' attention during training. It also allows for a brief review of concepts presented during the course.

Tools learned:

- Agenda

What You'll Need

The following is needed to set up Concept Cards:

- Game card divided into 9 squares
- Course concept ideas to write in the squares

Create games cards divided into nine squares. In each of the squares, write a key concept that will be covered during the training.

Where to Find it

Refer to the template provided in Appendix A.

Putting it Together

As the instructor mentions the concepts during training, the participants check them off until someone checks off three squares across, either vertically, diagonally or horizontally.

The easiest way to distribute cards is via email the day before training (maybe along with an email reminder). Remember to give each participant a different card, with either all new concepts, or the same contents shuffled in a different order.

Chapter 6

Lessons Learned

1. **Don't assume participants will be put off by "games."**

The fact is, adults learn well in a competitive environment. Adults also like to have fun. In our experience, participants respond favorably to learning games when they are well planned, well facilitated and relevant.

2. **Make sure participants understand the relevance of the game to what they are learning.**

Even with ice breaker activities, participants need to understand that there is a relevant goal (generally to make everyone comfortable and set a tone of interactivity). With a longer game, discovery or learning retention, the facilitator needs to clearly explain the objectives and show how these are tied into the learning content.

3. **Clearly explain the process.**

Games require stronger facilitation than a traditional question/response or lecture presentation. Leaders must ensure the participants understand and are ready before the game begins. They must reinforce the process as the game gets going. Make sure to go over activity instructions thoroughly and then check for understanding.

While this seems time consuming, it takes much more time to get the game going if participants are not fully clear on how it works. Participants do not generally like to admit they do not understand, so it is a good idea to be explicit with the directions and repeat the directions throughout the game as appropriate.

4. **For new facilitators, start with an easier game, build up to a more complex activity.**

If you are accustomed to presenting information, you may find running these types of activities requires a different instructional style. You are "facilitating learning" rather than instructing. Facilitation is more like coaching. You provide clear instructions, check for readiness, and let the participants take over. During the activity you encourage, clarify, and cheerlead. With more complex activities, take notes that will be shared with the group in a debrief.

If this all sounds new to you, start with shorter, more straight-forward activities. Afterwards, evaluate your facilitation: Are you providing clear instructions? Are you keeping the activity on track? Are you energizing the group around the activity? Change your approach as required. Gradually move up to some of the more complex discovery and learning retention activities.

5. (Your) Personality and energy move the games along.

When initiating a learning game, you are asking participants to step outside of their "passive learner" role. It helps if you model this behavior. Step out of your "passive teacher" role. When introducing a game, come on strong with energy and excitement. Take on a different personality (how's your Regis Philbin impersonation?), do something different. Send out a strong signal that this is NOT "learning as usual."

6. Set up games to involve more people.

During a game or fun activity, all the participants want to be competing. Keep this in mind as you adapt the activities to your content. Try to minimize the amount of time anyone is sitting around waiting for a turn during an activity.

7. Set up competitive games to accommodate dial-up participants.

Also, with competitive scenarios, keep in mind that the people on dial-up cannot raise their hand as quickly as people with faster connections. To accommodate them, instead of picking the first person who raises their hand, randomly select an alternative number. Also consider having a dial-up only challenge. As long as you take their connection speed into account, they will be happy gamers!

Chapter 7

Training Examples

The following are a few real life examples of how games are integrated into training.

Meeting Warm-Up

Before making decisions on our meeting discussion items, we like to "ask the psychic." The meeting leader brings up the psychic slides (which are a fixed item in our meeting agenda!), types in the question and chooses the response. It's not always the decision we go with, but it adds a good deal of enjoyment to the proceedings. (See Centra Psychic in the Ice Breaker section of this manual.)

ERP Treasure Hunt

In online training of the SAP HR module, one section focused on how the system was laid out. Since there was no application-sharing lab work in this section, we were worried there would not be enough interaction. Happily, our content developer built in periodic "treasure hunts." (See application-based treasure hunts in the Discovery Activities section of this manual.)

During these activities, the participants were told pieces of information they needed to find in the SAP HR training client (for example, "what type of object is object 12345678?"). Whoever provided the correct answers first (via private chat), would win the "treasure." These activities allowed the participants to explore the SAP (training client) system, and they reinforced material the participants had just learned. Just as importantly, they provided an energetic hands-on activity that participants enjoyed.

Pharmaceuticals Quiz Show

It's critical our field representatives know our products. We build in a Centra Quiz Show review at the beginning of our product update events to review facts about our current products. This starts the meeting off with a lot of energy (our field reps love to compete!). At the end of the product update we go back into a Quiz and review what we've learned about new products. Again the field reps enjoy the game show feel; we feel confident that they we reinforcing learning about our products.



Appendix A

Templates

Use the following examples for building your own game boards.

Pumpkin Carving

The following is an example of the graphics setup used for the pumpkin carving activity:



If you do not have a pumpkin graphic, free clipart is available by searching the Internet.

The Centra Psychic

The following is an example of the setup used for the Centra Psychic activity:

UntitledAgenda

- The Centra Psychic
 - Response
 - Response
 - Response
 - Response
 - Response
 - Response
 - Response

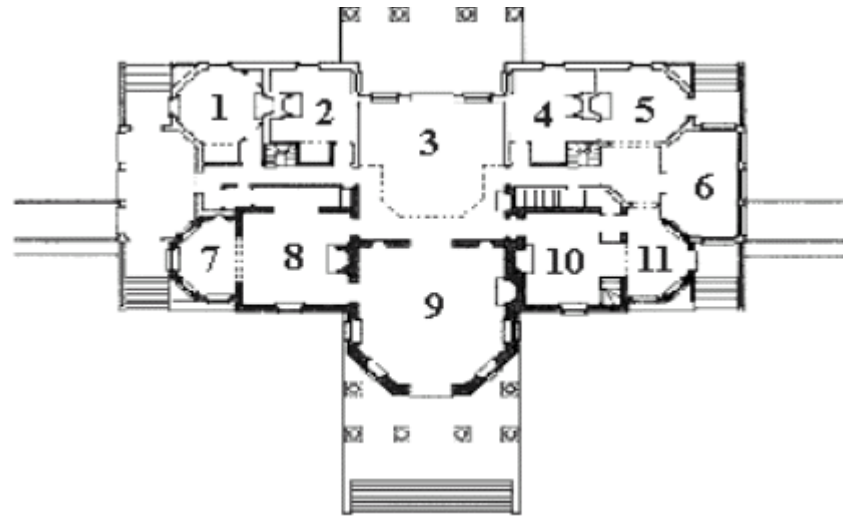
The Centra Psychic awaits your Question.....

Type a Yes/No question in the box below:

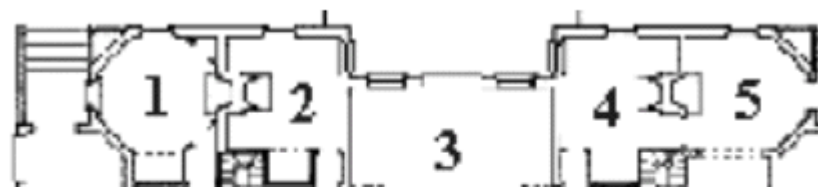
Insert Psychic graphic here

Open House

The following is an example of the graphics setup used for the Open House activity:



Rooms 1 – 5



Room 1: Master boardroom – where executive decisions are made

Room 2: Giant Gym – where we stay in shape

Room 3: Cafeteria – with many choices

Room 4: Resource Room – go here in need of answers

Room 5: Strategy room – where teams meet to work on projects

Participant Challenge

The following is an example of the questions and graphics setup used for the Participant Challenge:

Sample Question: “Name the top 5 things new Symposium Leaders forget to do?”

Sample Answer Board:

One	Forget to click begin session
Two	Forget to clear raised hands or yes/no marks
Three	Forget to Lock to Talk when Appsharing
Four	Host Application, but forget to share it
Five	Create survey but forgot to show it.

Sample Score Card:

Score	
Team 1	Team 2
Round 1	
Round 2	
Round 3	

Three Across

The following is an example of the graphics setup used for Three Across:

Setup:

Jim	Janine	Jill
Mike	Mark	Ed
Scott	Randy	Sarah

Objective:

O	Janine	X
Mike	X	Ed
X	O	O

Concept Cards

The following is an example of the graphics setup used for Concept Cards:

Value	Competitive Advantage	Sales Methodology
Improved Performance	Quarterly Results	Price Point
Marketplace Leader	One Stop Shop	Differentiators



Appendix B

Resources

The following resources provide additional information about using games in a live virtual training environment:

Centra Training

CET 121 Interactivity and Learning Styles, Part A & B

This session introduces many interactive techniques to enliven your sessions and accommodate multiple learning styles. Participants are advised to enroll in CET120A, CET120B, CET200, and CET201 prior to attending CET121.

For more information, visit Centra Education online at:

<http://www.centra.com/education>

Websites

www.jigzone.com

www.quia.com

www.puzzlemaker.com

www.blackboard.com

Note: These types of sites come and go so, if the URLs are not working, try typing “games” into a search field.)

Books

The Complete Games Trainers Play, Volume II, Scannell, Edward, & Newstrom, John, McGraw-Hill Trade, 1998

Games that Drive Change, Nilson, Carolyn, McGraw-Hill Trade, 1995

