

Fun - sized Train-the-Trainer Boot Camp

C.O.R.E: Closers, Openers, Revisitors and Energizers

- **Recognize how to use C.O.R.E. for participant-centred success**
- **Explain effective uses of C.O.R.E.**

**FOR MORE INFORMATION ON THE TRAIN-THE-TRAINER BOOTCAMP
VISIT www.mrwed.edu.au/bootcamp.htm or call FREECALL 1800 287 246**

Which activities are remembered, those finished or unfinished? To answer this question Bluma Zeigarnik, a Russian psychologist, gave 138 children a number of tasks (puzzles, mental arithmetic, clay modeling, etc.) one half of which were interrupted and one half carried through to completion. When they were asked to name the tasks an hour later, 110 remembered more interrupted tasks, 17 remembered more the completed tasks, and 11 remembered the same number of each. These results suggested that completed tasks tend to be forgotten because the motivation to perform them is satisfied, while the drive persists and enhances memory when they are left uncompleted. Bluma Zeigarnik

Additional Resources:

50 Creative Training Openers and Energizers by Bob Pike and Lynn Solem. Published by Jossey-Bass/Pfeiffer and Creative Training Techniques Press, 2000.

Research: Openings

“The use of novelty and surprise help generate student interest in the topic of the lesson. Introducing a lesson topic in an unusual or unexpected manner can enhance student interest and motivation.” (DeCecco 1968).

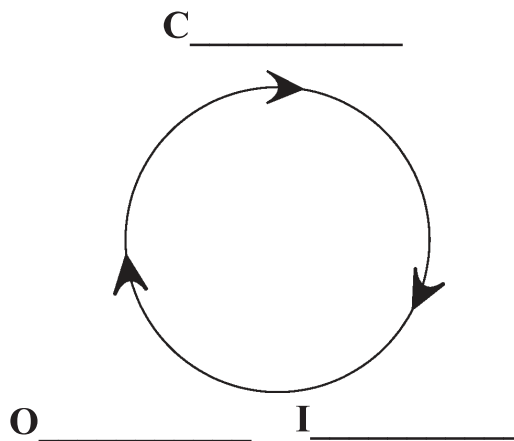
6 Keys of an Opener

- Does it break _____?
- Does it facilitate _____?
- Is it relevant to the _____?
- Does it maintain and/or enhance _____?
- Is it _____ for the trainer and the participant?
- Is there a _____ factor?



NEED MORE?

*Creative Training
Techniques Handbook,
Third Edition*
pages 31–33 and
183–185.



Additional Resources:

50 Creative Training Openers and Energizers by Bob Pike and Lynn Solem. Published by Jossey-Bass/Pfeiffer and Creative Training Techniques Press, 2000.

SCORE! Super Closers-Openers-Reviews-Energizers for Enhanced Training Results by Rich Meiss and Doug McCallum. Published by Resources for Organizations, 2007.

SCORE Two! More Super Closers-Openers-Reviews-Energizers for Enhanced Training Results by Rich Meiss and Bob Pike, Creative Training Techniques Press, 2008.

60 Second Openings & Transitions

1. Outline an incident.
2. Ask for a _____ of _____ .
3. Ask a _____ question.
4. Ask a discussion question.
5. Make a _____.
6. Pick a team leader, use humor.
7. Make an _____ statement.
8. Use an unusual _____.
9. Use a visual aid or prop.
10. Use _____ and _____.

Additional Resources:

50 Creative Training Closers by Lynn Solem and Bob Pike. Published by Jossey-Bass/Pfeiffer and Creative Training Techniques Press, 1997.

Research: Effective Closings

“Effective teachers achieve closure to their lessons. Effective teachers plan how to bring a lesson to a close and how to make the transition into the adjoining lesson.” (Gage & Berliner 1984).

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3 Keys of a Closer

A _____

C _____

T _____



Revisit and Energize

If...	And...	Then consider...	Examples to try
It is late morning	The content is new to the participants (want to revisit it multiple times)	An energizer that revisits the content with a kinesthetic/tactile element	<ul style="list-style-type: none"> • Wall Chart List or Graphic Organizer • Gallery Walk • Matching cards on the floor or on table • Putting steps in a sequence together on cards
It is right after lunch	You will be taking a test or assessment later	Opening with “Need to Know” information that energizes and has a memory hook	<ul style="list-style-type: none"> • Windowpanes • Top 10 list • Mnemonic • Graphic Organizer • Placemat or back of nametent (where they will look at it rest of day)
It is the end of the day	You want to make sure they can separate the need to know from the nice to know	Closing with them summarizing on a wall chart	<ul style="list-style-type: none"> • Action Idea List • Both Need to Know and Nice to Know are listed on a pre-made chart. Learners distinguish by circling the Need to Know • Both are on cards – learners separate into two piles
It is mid-afternoon	You’d be yawning if you were in the class	A 1–2 minute kinesthetic energizer with no embedded content yet could be tied to content	<ul style="list-style-type: none"> • Sit/Stand • (Insert CEO’s name) says (like Simon Says) • Mirror Race • Touch Three Walls • Human Scramble
Your content is scattered through out the location	You want people to get to know others or become more geographically savvy	An activity that takes them to new physical space	<ul style="list-style-type: none"> • Field Trip • Scavenger Hunt (with the next clue waiting) • Photoshop: Find, Photo, return first with all photos for a prize
Your audience is at different knowledge levels	You want to level the playing field	An assessment at the beginning &/or end or intermittently between topics	<ul style="list-style-type: none"> • Effectiveness Grid • Human Line Up • Four Corners • Action Ideas List
You want to separate the potentially difficult participants	Not have them notice	Setting up a table seating that you engineer	<ul style="list-style-type: none"> • Hand out different colored name tags (you can arrange to have all colors represented at each table, 2/3 or an assortment) • Hand out different silent toys like animals • Preset stickers or nametags under each seat (ask them to find and rearrange after they take seat)

Revisit and Energize Definitions

- **Action Idea List** – A blank page in the participant workbook where learners can record important ideas that they are going to be able to use in the future. It is helpful to make this page a unique color so that it is easy to find.
- **Effectiveness Grid** – Given a series of criteria, tasks, or competencies, a learner can assign his or her effectiveness in relation to each. This is an informal inventory that is based off of an individual’s perceived effectiveness. This can be done by a third party as well to give another perspective on competency effectiveness.
- **Field Trips** – A technique where learners explore concepts and learning out of the classroom setting
- **Four Corners** – Each corner is labeled A, B, C, D. Questions are asked and participants go to the corner that represents their answer.
- **Gallery Walk** – Hang posters of content up on the walls and have learners move around the room, recalling information and adding new insights to learning that has already taken place
- **Graphic Organizers** – Using images to help organize and remember information. A windowpane is an example of a graphical organizer.
- **Human Line Up** – Participants line up on an imaginary continuum. For example, more experienced to the right, less experienced to the left. Participants talk together to figure out who goes where. This is an example of a visual survey.
- **Human Scramble** – After giving participants criteria on information to share, have learners meet up with one (or more) people, share their information, and then move on to meet as many new people as possible in the time allowed
- **Matching** – Process whereby one idea is connected to another by choosing an option from a list of possibilities
- **Mirror Race** – Have participants pair up, with one being the follower and one being the leader. Have the leader move around while the follower tries to match these movements. Have participants switch roles and try again. Feel free to tie into content!
- **Mnemonics** – A tool like a rhyme, visual or acronym that aids memory
- **Scavenger Hunt** – Create a list of activities that a group must accomplish within a given time limit. This helps connect information that may be scattered around the room/facility.
- **Simon Says** – One person is designated as “Simon” (or CEO’s name). All participants are to do everything that “Simon Says,” as long as the phrase starts with the words “Simon Says.” If a participant does an action without the key phrase, he/she is out.
- **Sit-Stand** – Participants begin by standing. The instructor shares a piece of information. If it is true for the participant they sit down and stand back up.
- **Top Ten List** – Working in groups or individually, have participants generate a “Top 10” list of ideas or concepts related to the topic at hand. This activity helps hone in the most important concepts.
- **Touch Three Walls** – To increase energy in a room, give instructions for participants to “Touch three walls, give two high fives, and return to your seats as fast as you can. Go!!!”
- **Wall Chart List** – Any activity that gets learners up at a wall where they can write on a chart or whiteboard.
- **Windowpane** – Pictorial representation of ideas drawn in a 3 x 3 grid