Chapter 9

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Chapter 9

Training Games & Playing

Training

Training is teaching, or developing in oneself or others, any skills and knowledge that relate to specific useful competencies. Training has specific goals of improving one's capability, capacity, productivity and performance. It forms the core of apprenticeships and provides the backbone of content at institutes of technology (also known as technical colleges or polytechnics).

In addition to the basic training required for a trade, occupation or profession, observers of the labor-market recognize as of 2008 the need to continue training beyond initial qualifications: to maintain, upgrade and update skills throughout working life. People within many professions and occupations may refer to this sort of training as professional development.

Role Playing Games

Role-playing refers to the changing of one's behaviour to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. While the Oxford English Dictionary offers a definition of role-playing as "the changing of one's behaviour to fulfill a social role",[1] in the field of psychology, the term is used more loosely in four senses:

- To refer to the playing of roles generally such as in a theatre, or educational setting;
- To refer to taking a role of an existing character or person and acting it out with a partner taking someone else's role, often involving different genres of practice;
- To refer to a wide range of games including role-playing video game, play-by-mail games and more;
- To refer specifically to role-playing games.

A role-playing game is a game in which the participants assume the roles of characters and collaboratively create stories. Participants determine the actions of their characters based on their characterization, and the actions succeed or fail according to a formal system of rules and guidelines. Within the rules, they may improvise freely; their choices shape the direction and outcome of the games.

Role-playing can also be done online in the form of group story creation, involving anywhere from two to several hundred people, utilizing public forums, private message boards, mailing lists, chartrooms, and instant-messaging chat clients (e.g., MSNm Yahoo, ICQ) to build worlds and characters that may last a few hours, or several years, Message boards such pro Boarda and Invision Free are popularly used for role-playing. Often on forum-based role plays, rules, and standards are set up, such as a minimum word count, character applications, and "plotting" boards to increase complexity and depth of story.

There are different genres of which one can choose while role-playing, including, but not limited to, fantasy, modern, medieval, steam punk, and historical. Books, movies, or games can be, and often are, used as a basis for role-plays (which in such cases may be deemed "collaborative fan-fiction"), with players either assuming the roles of established canon characters or using those the players themselves

create ("Original Characters") to replace—or exist alongside—characters from the book, movie, or game, playing through well-trodden plots as alternative characters, or expanding upon the setting and story outside of its established canon.

Role playing may also refer to role training where people rehearse situations in preparation for a future performance and to improve their abilities within a role. The most common examples are occupational training role-plays, educational role-play exercises, and certain military war games.

Simulation

One of the first uses of computers was to simulate reality around its participants in order to role-play the flying of aircraft. Flight simulators used computers to solve the equations of flight and train future pilots. The army began full-time role-playing simulations with soldiers using computers both within full scale training exercises and for training in numerous specific tasks under wartime conditions. Examples include weapon firing, vehicle simulators, and control station mock-ups.

Effective use of role playing in learning and development

Role playing has been around as a learning tool for a long time. Without defining it as such, many of us use role play as a basic tool of life. Whenever we project into the future in a kind of 'what if' scenario we are indulging in a role play of some sort, we are projecting ourselves into an imaginary situation where, though we cannot control the outcome, we can anticipate some or all of the conditions and 'rehearse' our performance in order to influence the outcome. Much of the time we are better for it. By way of example, you might wish to speak to your garage to raise the fact that they have still not cured the oil leak. Before doing so you might well rehearse to yourself what you

intend to say. This would be a mini role play - we do it all the time because it helps.

In a learning environment role play can be a very flexible and effective tool. The tenet 'I hear and I forget, I see and I remember, I do and I understand' is very applicable here. Role play is often used as a way of making sense of the theory, of gathering together concepts into a practical experience. And yet, it often goes wrong. Why? Because like so many things which are simple on concept, it can become awfully complicated. If used badly in a training environment the role play tool can be ineffective and sometimes even damaging. One of the main complicating factors surrounding role play is the attitude or emotional state of the people taking part. Quite frankly, many people are nervous, even terrified, at the prospect of participating in a role play; not surprising when you hear about some people's unfortunate role play experiences.

For the purpose of this article, role play is defined as an experience around a specific situation which contains two or more different viewpoints or perspectives. The situation is usually written as a prepared brief and the different perspectives on the same situation are handed out to the different people who will come together to discuss the situation. Each person will have a particular objective, or objectives they want to fulfil which may well be in conflict with their fellow role player or role players. It is how each role player handles the situation that forms the basis of skills practice, assessment and development. The situations will be realistic and relevant to the role players and the most successful ones will be focused on developing a particular skill or skill set. If you consider a musical analogy, each 'player' is involved in the same 'symphony' but has a different score - their perspective and objective(s) - for their own 'instrument' - themselves as individuals - their histories.

http://en.wikipedia.org/wiki/Role-playing (المصدر)

Role play objectives

Be very clear about what you want people to get out of the role playing experience. Muddy thinking at the outset will result in muddy outcomes. Clear thinking and role play preparation result in clear outcomes.

Are you assessing skills or are you developing them? If you are assessing people, they need to know the competency level expected of them and the brief needs to have measurable outcomes. People also need to trust that the role play will have the same level of challenge for them and their peers. So, don't put people through an assessment role play until you know they have reached a certain standard (through development activities and role plays).

Are you giving everyone the same level of challenge, or are you flexing according to the level of skill demonstrated by each individual? The former is more recommended for assessment, the latter for development (see above).

Role playing placement - where in the agenda?

In skills development programmers, trainers and facilitators often schedule a role play exercise at the end of a course, to gather in the learning, and to assess how well the participants have understood the training. Leaving it until last can cause 'the dreaded role play' to loom large in people's minds, causing a negative distraction throughout the course. So instead, introduce people to the role play experience gently by holding mini role plays earlier and throughout the training. This serves a double purpose: it de-mystifies the experience so that people become more comfortable with the idea of 'performing' in public; and, it more fairly shows role playing to be a very good tool for rehearsing life, which is its main function.

To illustrate the important value of role playing, here is a theatre

analogy: actors spend hours rehearsing a twenty minute scene. They do it again and again to get it right; to get the behaviours and the relationships right, to make sense of the scene and to understand the issues. They get feedback in the form of notes from the director, which they will immediately apply to the work in hand. They carry on in this way until it's perfect and the scene becomes part of them. This is not to suggest that people in learning and development situations should become actors and rehearse their life scenarios for hours on end, but the principle is the same.

Be realistic in your ambitions for the role play. For instance, if you are teaching a complex behavioural model, break it down, rather than have people role play it in one huge chunk. Just as actors don't rehearse a play in one huge lump, they break it down into (sometimes) tiny micro-units and rehearse until they really feel confident with each bit, so the same principles apply to any complex new skill to be learned. Being over-ambitious causes people to lose confidence in themselves and in role playing as a tool. Like any tool, role playing must be used properly or it won't work. If you don't have time to eventually get the participants doing the whole thing properly, in depth, with plenty of rehearsal and revisiting, then just do a part of it.

Role play briefing

Role playing can become ineffective if people are unclear about what they are supposed to do. The briefs for all sides of the role play should be unambiguous and totally in line with the objectives. Here again, any muddy thinking will have consequences. Be clear about the purpose. If you are assessing skills in a certain situation then the brief must reflect this. If you are assessing or developing behaviour, keep technicalities out of the brief. Generally, remove technical content except for the very basic information needed to particularise the culture. Otherwise, lots of technical detail provides a bolt hole for

people who are skilled or pre-occupied in technicalities, when they should be focusing on structure, or process or behaviour. The exercise will keep its point and value if it avoids technical distractions.

- Role playing briefs should contain enough information for both parties to engage in a believable and relevant conversation, which should be in line with the objectives. Give as much detail as is necessary - too little and there won't be enough to sustain a conversation, too much and people will be swamped with information, most of which they either won't need or won't remember.

- Avoid giving people the task of role playing attitudes alone. If you want somebody to role play an angry customer give them something to be angry about. Behaviour, like acting, is all about specifics. If you are angry with your garage about a specific oil leak and their inability to cure it, there will have been a specific chain of events that has led to your picking the phone up and complaining. It is not a general anger at everything. Role players can forget this in the heat of the moment if given open licence to just 'be angry'; there needs to be a reason for it. A well written brief will help to keep the role play focused and on track.

- Adequate preparation time may seem obvious, but it is often overlooked in the belief that it is best to get on with it. People can be encouraged to share what they are trying to achieve with observers, so it becomes a shared, facilitative exercise rather than a battle - this will also defuse fear and tension. Again, sharing objectives will help and not 'spoil' the role play.

- In developmental role play, the option can be given to press the pause button where people feel they are getting into difficulty. Although building up a flow in a role play has advantages, it is not a scene from a TV soap, it is a rehearsal tool. And in rehearsals,

people stop and start. No-one should be expected to give a 'performance'. Emphasizing this too will dissipate people's fear and concern.

Role play observation and feedback

- Allow the other participants to observe the role play and give their comments afterwards. Observers are hugely beneficial to the participants' learning. How often in life do we get the opportunity to gain from such focused attention? We not only have our own response to the role play; we can also benefit from our fellow role players' observations, and tutor's point of view, and the feedback from the observers.

- For the observers, explain clearly what you want them to look out for. Again this should be in line with your objectives. The language of feedback is also very important. Feedback should broadly follow SMART principles (Specific, Measurable, Agreed, Realistic, Time-bound). Role play feedback should describe specific things that the observer saw and heard, relevant to the exercise and to the person(s) doing the role playing. Role play feedback should not contain subjective judgments or comments based on personal knowledge or assumptions. Feedback should be meaningful and specific - something that the role player can act on. Role play feedback isn't helpful if it suggests that the role player should 'get a new personality' or 'be nicer'. Remind participants that the purpose of the role play is for the development of the person or people doing the role play. Objectivity facilitates learning.

- The order of feedback should be participant or participants first (that way it's untainted by others' views; it also recruits them into their own learning experience - people 'buy in' more if they are themselves expressing what happened and why). If others give

feedback and participant(s), wait till the end, they may feel they've been bombarded by a lot of 'tell', without initial space to compose their expression of what it was like to be inside the experience. It's best to hear from them without the pressure of someone else's views first which may then colour their own. It's worth asking what went well for them and why.

- If there are professional role players involved, the role player(s) can make their comments after the participant and observers have expressed their observations. It often happens organically anyway (once you have set it up) that once the participant has formulated out loud what happened for them, the observers will start to offer their feedback and in the process will include the professional role player. It is important though that the (non-professional role player) person or persons involved in the role play go first.

Role play rules are basically simple: role plays must be focused; the objectives must be clear and understood; instructions must be clear and understood; feedback needs to be specific, relevant, achievable and given immediately. Crucial to learning and developing options of behaviour - knowing what works, what doesn't work, the range of behaviour available to an individual - is the opportunity to go back and have another go or several goes at bits of the role play and/or the whole role play. This flexibility needs judging and managing on each occasion, so as to provide a more comfortable experience, and to double the learning value. Aside from which, when you plan and run proper role play sessions, participants will often tell you they actually enjoyed the experience; that they forgot it was a role play, and found it the most powerful learning they've ever experienced!

This free article is aimed to help non-professional role play trainers and facilitators (ie., those without an acting background) to create and provide effective role playing for training and development,

and includes the same principles that professional role play facilitators use in designing, writing, and delivering specialized role playing training activities.

By Edward Harbour& Jill Connick

http://www.businessballs.com/roleplayinggames.htmالمصدر:

Training Games

4Cs

by Matthew Richter

Here's a variation of Thiagi's Hello Game that structures participants' interactions and encourages them to explore the training topic. You may use this game as an opener to discover what the participants already know. Alternatively, you may use this game as a closer to encourage participants to review and summarize what they learned from your training session.

Purpose

To explore key concepts associated with a training topic. For this description, we will use customer satisfaction as the training topic.

Participants

Any number, organized into four teams.

Time

30 minutes to 1 hour

Supplies

- Timer
- Whistle
- Flip chart paper
- Markers

Preparation

Prepare four flip chart pages with the following headings:
- Components of great customer satisfaction
- Characteristics of great customer satisfaction
- Challenges for achieving great customer satisfaction
- Characters involved in great customer satisfaction

Flow

Brief the participants. Explain that you would like to find out what the participants already know about customer satisfaction. In order to do this, you are going to play a4Cs game that will require participants create detailed lists of different aspects associated with the concept.

Define terms. Write these four terms on a flip chart (or project a slide with these terms on the screen). Define and discuss each term.

- Components are parts of the concept. For example, taking an order from the customer is a component of customer satisfaction.

- Characteristics are features associated the concept. For example, speed of service is a characteristic of customer satisfaction.

- Challenges are obstacle associated with the concept. For example, inability to provide discounts is a challenge associated with customer satisfaction.

- Characters are people associated with the concept. For example, a supplier is one of the characters associated with customer satisfaction.

Form four teams. Divide the participants into four roughly equal-sized teams. (It does not matter if some teams have a extra member.)

Brief the teams. Assign a different "C" term to each team. Explain that each team will have the specific task of collecting information

about the assigned category associated with the concept of customer satisfaction. In this process, each team should collect items suggested by every person in the room. Also explain that the teams will have 3 minutes to plan, 3 minutes to collect information, and 3 minutes to analyze and organize the information.

Conduct the planning period. Ask teams to spend the next 3 minutes to plan how they are going to survey the room and gather responses from all participants. Keep track of the time and give a 1-minute warning after 2 minutes.

Conduct the data-collection period. At the end of 3 minutes, announce the conclusion of the planning period. Ask team members to go around the room, interview members of the other teams, and collect information associated with the team's task. Get out of the way and, as before, keep track of the time.

Conduct the data-analysis period. At the end of 3 minutes, ask teams to stop collecting data and return to their original location. Each team should analyze the data, organize the information is suitable categories, and record their findings on a convenient flip chart.

Conduct the presentation period. Invite teams to take turns to present their findings to everyone in the room. Select the teams in any order. After each team's presentation, ask clarifying questions and encourage other teams to add additional information.

Debrief the participants. At the end of all four presentations, discuss the information with the group. Ask for common themes, differences, surprises, and missing items. If any of the items in the lists suggest misconceptions, correct them by asking leading questions. Relate this activity to the rest of your training session.

المصدر:

http://thiagi.net/archive/www/pfp/IE4H/march2004.html#StructuredSharing

20 Puzzle Types

Here's the plot line that provides the basis structure for 20 Something's framegame that we have been featuring in the past few issues:

1- Each participant gets one of 20 different reading items.

2- She reads the item, takes notes, and gets ready to share the ideas with someone else.

3- Participants pair up and share what they have read. Partners learn new items from one another.

4- They find new partners and share the most recent item that they learned.

5- At the end of the interaction time, everybody receives a handout with all of the items. Participants read and master the additional items as a follow up activity.

In earlier issues, we loaded the 20 Something's framegame with interventions for improving human performance, reasons for using learning activities, and plans for bringing about peace on earth. This month, we use the framegame to explore different types of instructional puzzles.

Purpose

To solve (and use) different types of instructional puzzles.

Participants

Any number.

Best: 20-50.

Time

20-60 minutes.

Handouts

- Menu of 20 Puzzle Types (one copy for each participant)
- Puzzle Types Handout Masters (1.7megabyte PDF)
- Solutions for the 20 puzzles (35k PDF)

Supplies

- Paper
- Pens or pencils

Equipment

- Countdown timer
- Whistle
- Preparation

The Puzzle Types Handout Masters is a 32-page collection of 20 puzzles. Some of the puzzles occupy a single page; others occupy two pages. Print the masters out and separate each puzzle type. (For the two-page puzzles, you should probably staple the pages together.) If you have more than 20 participants, print and separate an appropriate number of extra puzzle pages.

In addition, print one complete copy of the Puzzle Types Handout Masters and one complete copy of the Solutions for each participant. Do not distribute these complete handouts until the end of the activity.

Flow

Distribute the Menu of 20 Puzzle Types. Briefly talk about the use of instructional puzzles. Explain that the Menu identifies 20 different puzzle types. Also explain that each participant will receive a one-or-two page handout with details and an example of one of the puzzle types listed in the menu.

Distribute Puzzle Types Handouts. Give a different handout to each participant. (If you have more than 20 participants, some

handouts will be duplicated.)

Ask participants to get ready. Ask them to read their Puzzle Type handout. Each participant should understand the nature of the puzzle and how it is solved. Explain that it is not necessary to spend time solving the puzzle but only to figure out how the puzzle is to be solved. Ask participants to get ready to explain the structure of the puzzle and the procedure for solving it. Warn participants that they will be sharing their puzzle type with another person during the next phase of activity. When ready, ask the participant to hold the handout above their heads and walk around the room in search of another participant who is also ready.

Conduct the first exchange. Ask participants to pair up. In each pair, ask one of the participants to share the puzzle type she studied. The other participant should listen enthusiastically, ask questions, and take notes. When completed, participants change roles: The explainer becomes the listener and vice versa. Warn participants that they will be required to share their partners' puzzle with someone else during the next round. Ask participants to exchange their puzzle handouts with each other.

Conduct additional exchanges. When both participants have exchanged their puzzles, ask them to go in search of new partners. When they pair up with a new partner, ask them to repeat the process of sharing the most recent puzzle (that they received from their previous partner). When the sharing activity is completed, tell the participants to exchange their handouts and go in search of new partners and to share the latest puzzle they learned.

Conclude the activity. After a suitable period of time, stop the exchanges. Ask each participant to refer back to the menu and count the number of different puzzles they have shared. Distribute the complete collection of all 20 puzzle types (along with the solutions).

Encourage participants to study this handout at a later time and get themselves ready to use a variety of puzzles in their training sessions.

المصدر:

http://thiagi.net/archive/www/pfp/IE4H/february2010.html#TextraGame

How Many F's? - Training Game

Duration:

This training game usually takes about 15 - 30 minutes.

Intended for:

Use this training game to illustrate that people tend to see what they want to see.

Contents:

A two page document containing a short training game activity can be downloaded in Word format from the link at the bottom of this page, or you can follow the notes below.

This training game demonstrates that people tend to overlook facts that they do not consider important.

Resources:

One sheet of paper with quote from example section for each participant.

When to Use:

To illustrate that people see what they want to see; items of prominence catch our attention while seemingly less important items pass on by.

When everyone is ready, ask them to turn the paper over and simply count how many times the letter "f" appears on their sheet.

Allow only a minute, and then ask, "How many of you have the

sheet with the 3 "f's"?"

"Who has 4 "f's" on their sheet?... How about 5?... Does anyone have 6?"

(About 50% of the group will see only 3 "f's., and approximately 10% will see all 6 "f's". The rest will see either 4 or 5.)

Variation:

Ask those with 4, 5, or 6 "f's" on their sheets to raise their hands and let those with 3 "f's" exchange papers so they too can "see" all 6 "f's".

Most will still have a difficult time identifying all 6 of the "f's".

Discussion:

1- Why can some people not see 6 "f's" at first?

2- Have you observed situations where you as an organisation can't see things because you are so used to them?

3- What are things you can do to break people free from not seeing?

Objectives:

Use this training game to provide a discussion point and review the consequences of this fact.

المصدر:

http://www.trainerbubble.com/Products/How_Many_Fs_Training_Game

Mind Reader - Training Game

Duration:

This training game typically takes about 5 - 10 minutes.

Intended for:

This fun training game is useful to help regain the attention of participants after they return from a break.

Contents:

The material available for free from the link at the bottom of this page contains the instructions you will need to run a simple, short but fun training game. Alternatively, you can follow the notes below.

Resources Needed:

Four objects and a table.

Examples of the four objects might be:
- A pencil
- A pen
- A stapler
- A ruler

Instructions:

If you are running an event with another trainer explain that your fellow trainer has the ability to read minds.

Alternatively, you could nominate one of the participants as a mind reader. Explain that you will be asking the 'mind reader' to leave the room and that the group will then choose one of the objects you have placed on the table.

The mind reader will correctly state which object the group selected, Now ask the mind reader to leave the room and make sure that he/she cannot hear or see what is taking place.

While the mind reader is out of the room ask the rest of the participants to agree to select one object – but do not physically remove it from the table.

Once the participants have agreed on their item call the mind reader back into the room. Ask the mind reader which item the group selected. After a few moments concentration the mind reader correctly calls out the item chosen.

Allow participants to speculate on how this works but decline to explain it. How it works

Prior to the session you will need to brief the mind reader. Explain that when you invite them into the room you will use a code word or phrase to help them identify which item was chosen. For example:

Pencil = we're ready for you

Pen = you can come back now

Stapler = Are you ready

Ruler = OK

Just use the code you agreed to help the mind reader identify the item the group chose.

Objectives:

Use this training game to help re-focus the attention of participants after a break.

المصدر:

http://www.trainerbubble.com/Products/Mind_Reader_Trainin_Game

Spot the Difference - Training Game

Duration:

This free training game should last about 10 minutes.

Intended for:

Use this training game when you want your participants to compare similar but different information. This training activity works well when the training involves developing technical knowledge.

Contents:

The free download at the bottom of this page contains the instruction you will need to run this game and an example set of slide

for a 'spot the difference' training game. You can download these for free or follow the notes below.

Resources Needed:

You will need to provide participants with two or more pieces of technical information to compare. In the example included in this resource are two PowerPoint pages each containing technical information about laptops.

You can make up your own technical summaries in the same way and on just about any subject. For example:

- To compare motor vehicles
- To compare insurance policies
- To compare contracts

To compare package holidays

Print off enough copies for each participant or to have one of each page.

Instructions:

Arrange participants into teams.

Explain that you will be providing them with technical information about two (or more) similar items. Their task is to list all of the differences they are able to spot.

You can turn this into a competitive activity by timing the teams and declaring the team that provides the quickest (all correct) answer the winner.

This will help participants to learn and/or consolidate technical information.

Dependent on the topic and the purpose of your session you can easily build on this activity.

For example, the slides attached to these two notes compare two laptops. If you were training sales staff you could ask then to compare the features and benefits of the two products and explain how they would use the information to sell these products.

Objectives:

Use this training game to help compare different but similar technical information in an engaging way.

المصدر:

http://www.trainerbubble.com/Products/Spot_the_Difference_Free_Training_Game

Are You Listening? - Training Game

Duration:

This is a flexible training game and can suit different timings. However, it is usually quite short.

Intended for:

Use this training game as a fun way of demonstrating that we could all benefit from improved listening skills. This training game is of course really useful during a training session on communication skills or other related topics.

Contents:

This one page instruction sheet for a listening skills training game can be downloaded by clicking on the link at the bottom of this page or you can follow the instructions below.

Instructions:

Ask one person to leave the room while the rest of the participants come up with a well known phrase, slogan or rhyme. Each participant must take one word from the phrase.

They call the person back into the room, shout "1, 2, 3" and then

all at the same time shout out their word from the phrase.

The listener must make sense of the words and identify the phrase.

Of course the listener will find this very hard to do. They may ask for it to be repeated twice and after that they must guess. If they don't identify the phrase, they lose.

Objectives:

This training game is useful to demonstrate that listening skills can always be improved upon.

المصدر:

http://www.trainerbubble.com/Products/Are_You_Listening_Training_Game

Creative Brainstorm - Training Game

Duration:

This training game should last about 15 - 20 Minutes dependent on discussion.

Intended for:

We live in a fast paced world where we often have to think on our feet to make decisions quickly. This training game puts participants under pressure to think quickly and creatively. They are often surprised by just how much they can come up with in a very short space of time.

Contents:

You can download the instructions to help you run the training game in Word format from the link at the bottom of this page. Or, follow the instructions below.

Resources Needed:

- Flipchart stand and flip chart for each group
- Flipchart marker pen for each group
- Stopwatch for the trainer Instructions

Instructions:

Split participants in to groups of 3

Explain that this exercise is to get their creative thinking hats working.

Explain that participants will work in groups to brainstorm possible solutions to problems you will set them. There are 3 problems in all, and for each one the groups will have a set amount of time.

Check that everyone is ready to start.

Problem 1

It is 3 am in the morning, you are the other side of town from where you live, you have lost your car keys, have no money, and the battery has gone on your mobile phone. Spend the next 2 ½ minutes writing down as many ways that you can think of to find shelter until daytime.

Circle your best solution.

Problem 2

You have woken up before your partner, only to remember that it is their birthday, you haven't bought them anything, not even a card. What do you do?

List your ideas on the flipchart in 2 minutes.

Circle your best answer

Problem 3

You have £500 to spend in 1 hour, how are you going to spend it?

List your ideas during the next 1 ½ minutes

Circle your best answer

Using the 3 best answers that you came up with, construct a humorous sentence.

Groups to reveal their answers in turn.

Discussion points:

How did you feel about being timed whilst carrying out the brainstorming?

Were you surprised at the number of solutions that you came up with during the exercise?

Objectives:

To encourage participants to think creatively when under time pressure.

المصدر:

http://www.trainerbubble.com/Products/Creative_Brainstorm_Training_Game

Plane Crash - Training Game

Duration:

This training game should last from 30 minutes - 1 and a half hours.

Intended for:

This training game can be used as part of a training event, during meetings or as an exercise on assessment/development centres.

Contents:

During this training game a small aircraft crashes in the shark infested waters of the Pacific Ocean. There is only one life raft...who gets a place?

The training game pack contains; Trainers Notes and Briefing Notes and can be downloaded from the link at the bottom of this page.

Objectives:

At the end of the training game session you should review and discuss the achievements during the exercise. Points to be noted are behaviour and hindrance.

المصدر:

http://www.trainerbubble.com/Products/Plane_Crash_Training_Game.aspx?
CategoryID=37&SubCategoryID=&SubSubCategoryID=111