Practical, Easy, Gamified Engagement for ILT, VILT, and Hybrid

Fine Line Between Work and Play

- Intrinsic motivation
- Done for enjoyment
- The Play State: Players become engrossed; time seems to stop; they may be more suggestable

Consider

- What is the target outcome/result?
- What do you want participants to do?
- Do they think it's fun? Why or why not?
- Did they at one time or do they at times see it as fun?

The activity puts them in a play state. The setup and debrief make it relevant

- A point not attached to a need is noise…
- An activity not attached to an outcome is clutter…

Do – Disclose – Discuss – Demonstrate – Discover – Design – Debunk – Determine

Play-State Presentation Formula

red green yellow blue white

blue black red green yellow

green blue white yellow red

green black red yellow blue

black red yellow blue green

Point

Example

Engage

Point

What **A**re **T**he **E**lusive **C**haracters?
Missing **T**wo **L**etters **O**r **N**umbers?

W A T E ?

M ? L O N

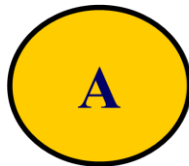## Start with….

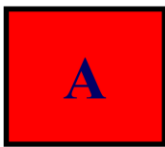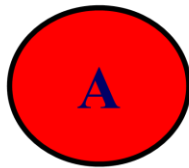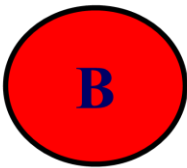**1** …the game and figure out how to retrofit it

2 …the teaching point and try to figure out how to illustrate it

3 …the audience and co-create a narrative from situations they get into

4 …what you want them to be able to do, and figure out how to play it out

5 …a blank slate and let them create in it

Which is the odd one out?

B   **A**

A   **A**

What is the Total?

1,000
40
1,000
30
1,000
20
1,000
10
_____

Write-Your-Own Narrative; Pick Your Point

How can you help them DISCOVER the learning point rather than teach or tell it?

People don't argue with their own ideas.

- Ask them for applicable situations, and use that as the narrative.

- Ask them how they can use what you have presented.

Scattergories (Hybrid, Virtual, In-Person)

In groups or breakouts, have participants brainstorm a list of answers to a question you want addressed. (in hybrid, have those in remote conference rooms go first). Each successive team that shares answers can only share ones that have not yet been mentioned, and the first teams need to cross off those others thought of too. Score how many original answers each group had.

Point:

Semantics

ASAP   Hurry   Right Away   Rank in order of urgency. Compare with others.

Point:

Chat or Paper Exercise

Pick any common item and write a short description of it.

The catch: Be careful not to name the object, and from your description, others should be able to tell what the item is.

They paste them in chat or "trade papers" in person to see if they could guess.

Point:

Puzzles

Separate several different puzzles and give one to each group. They discover they have pieces belonging to other groups. What else can you do with puzzles?

Point:

Mirrors

Hand out small mirrors. Ask participants to pick a graphic element in the handout of at home and try to trace around it while looking in the mirror. What else can you do with mirrors?

Point:

Balloons (In-Person)

"If you feel uncomfortable doing so for any reason such as a latex allergy or fear of them popping, you can step back and observe, or I will blow one up for you. This is a great activity you will not want to miss, if possible, though."

Part/Option 1

Blow up and tie your balloon, then write your name on it.

Everyone is responsible for keeping all the balloons in the air. If a balloon touches the floor or a piece of furniture, it is dead and cannot be resurrected. Go!

Point:

Part/Option 2

Now that the balloons are scrambled on the floor, it is time to find your balloon, but please follow these rules:

You can only touch your own balloon.

You cannot talk, point, or gesture.

Point:

Part/Option 3

Now that you have your balloon, let's get some ideas on how we can better keep them in the air this time (solicit ideas and implement one or more of them).

Point:

Part/Option 4

Now that the balloons are on the floor and scrambled again, find your balloon. This time, you can help others find their balloons.

You can do one, some, or all parts. It can all be part of one narrative, or each have its own narrative.

Point:

Continuous Engagement

Theme

- Create a narrative that runs throughout
- Direct the audience to certain reactions when specific things happen
- Fit points to a concept possibly introduced as a narrative but not necessarily

Co-Creation

- Analogy or Scenario
- People don't argue with their own ideas
- Imagine…
- Think of a time when…
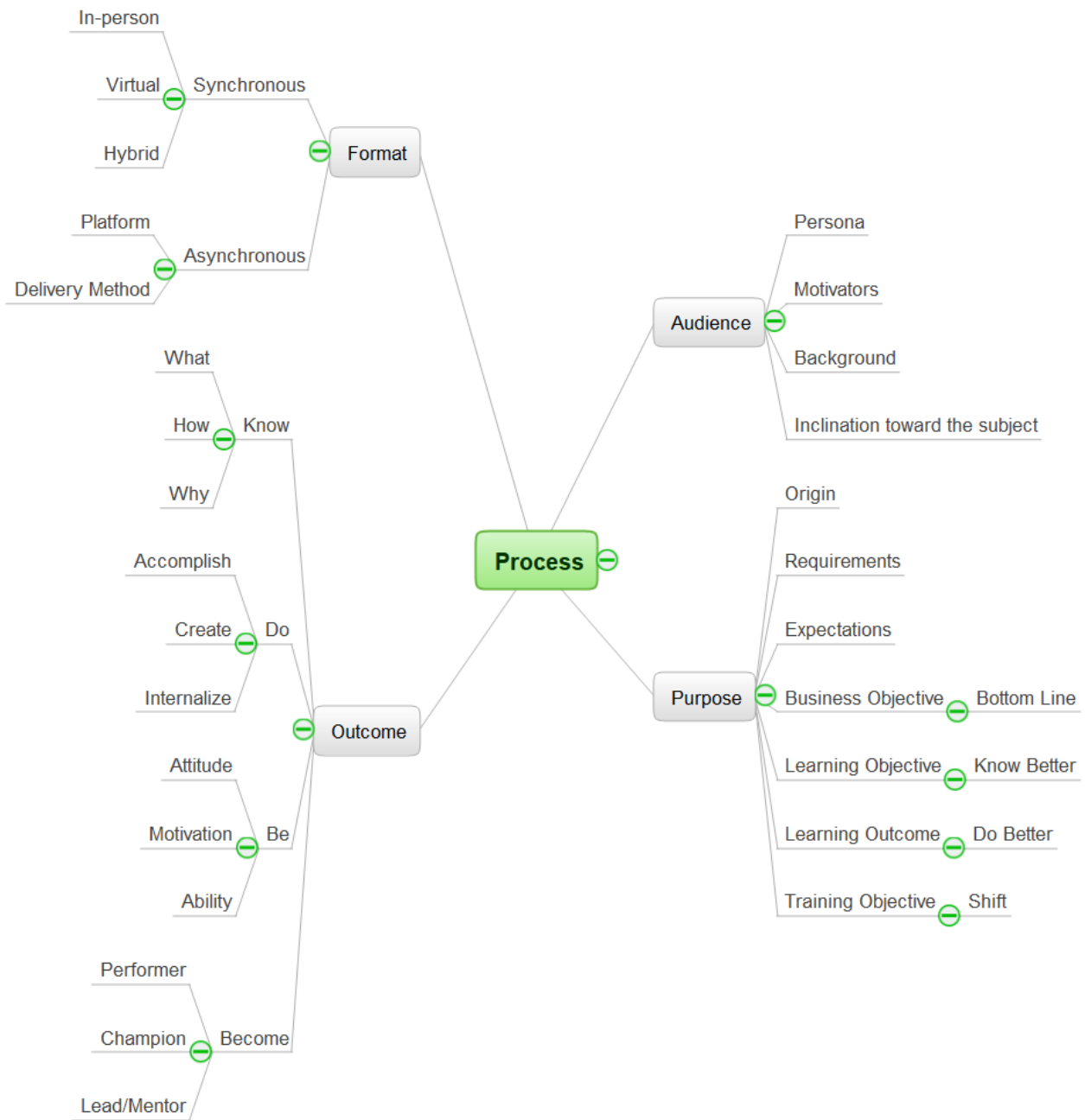- What do ___ and ___ have in common?
- What could you do with a ___?

Challenge

- When you notice…. do this
- Keep track of…
- How many times…
- Compare/share with another/others

Prindle's Presentation Effectiveness Formula

- Credibility: You know your stuff
- Likeability: I like you
- Relatability: You're like me
- Practicality: This applies to me
- Applicability: I can use this

Reverse Engineer Training Points and Interactions from Desired Behavioral Outcomes

Format
- Synchronous
  - In-person
  - Virtual
  - Hybrid
- Asynchronous
  - Platform
  - Delivery Method

Outcome
- Know
  - What
  - How
  - Why
- Do
  - Accomplish
  - Create
  - Internalize
- Be
  - Attitude
  - Motivation
  - Ability
- Become
  - Performer
  - Champion
  - Lead/Mentor

Process

Audience
- Persona
- Motivators
- Background
- Inclination toward the subject

Purpose
- Origin
- Requirements
- Expectations
- Business Objective — Bottom Line
- Learning Objective — Know Better
- Learning Outcome — Do Better
- Training Objective — Shift

Bring Sherry Prindle in to train your team. Programs are engaging, practical, effective, and tailored specifically to your needs.

Email: sherry@sherryprindle.com   **Cell: 817 657-5301**