



TWO SCORE!

MORE

**Super Closers, Openers, Reviews and Energizers
for Enhanced Training Results**

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HOW TO USE THIS BOOK

Here are four simple steps for using this book effectively:

1. **Remind yourself why it is important** to use closers, openers, reviews and energizers by reading the first page of each chapter.
2. **Select the appropriate category** — closers, openers, reviews or energizers.
3. **Pick the best exercise** based on **PATS MBA** (see the next page).
4. **Practice, practice and practice** the exercise before you actually use it.

Why Use Closers, Openers, Reviews and Energizers?

Each chapter gives more detail about the reasons to use these core exercises in your presentations, but here is a general overview.

Too many presentations simply start and end without a process or purpose. Yet research reveals that people remember best that which they see or hear first and last, so we need to start strong and end strong — using good openers and closers. The purpose of reviews is to make sure the participants really learn the content. A favorite phrase we use is “Just because you said it doesn’t mean they learned it.” Review multiple times with a variety of methods to ensure learning takes place. And energizers are used to keep participants alive in the session.

What Categories Are Included in the Book?

Although many of these exercises can be used for multiple purposes, we have divided them into four key categories, with Energizers having two subcategories:

Closers

Openers

Review techniques

Energizers

They are the **CORE** to help you **SCORE!** and win in your presentations. Each exercise has been placed into one of these categories and put in that section of the book. In addition, we have often indicated that the exercise may be used for another purpose. For example, several of the review techniques are also good energizers.

How Do I Decide Which Exercise to Use?

There are many details to consider before choosing an exercise. What is my purpose? What do I know about my audience, and will this exercise work for them? What about time and space considerations? What materials do I need, and how much will it cost to purchase them? And will participants be able to gain a learning point and apply it as a result of the exercise?

You can answer these questions briefly by glancing at the format of each page.

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Each exercise is explained in detail in the following areas:

Purpose
Audience
Time
Space
Materials
Budget
Application

Also, if applicable, each exercise includes:

Process — the step-by-step procedure for using it
Debriefing ideas or questions
Cautions in using it
Variations with its use

Why Do I Need to Practice the Exercise?

Good presenters make an exercise look easy, but usually that is only because they have used it a number of times. Our experience is that we need to try out an exercise several times — either on some friends and relatives in a low-risk setting, or in front of a mirror by ourselves — before we have the word track and the flow down to use it effectively. Remember the six P's: **P**roper **P**reparation and **P**ractice **P**revent **P**oor **P**erformance!

Enjoy these **CORE** exercises!

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CLOSERS



For many years, we've taught presenters, trainers and facilitators the value of closing their sessions with power. Along with openings, closings are the most valuable real estate that a presenter has, as they form the bookends to the presentation. They should set the stage for the session and **close it off with impact**. Yet too often we hear sessions close with one of these lines:

"Well, our time is up, so we'll see you next time."

"I see our time is up. Please fill out your evaluations. Goodbye!"

These are poor excuses for effective closings! Make sure that you have a closing **ACT**. This includes **A**ction planning, **C**elebration, and **T**ying things together:

A — Action planning, goal setting or reflection time: Give the participants some time to reflect on the important concepts or ideas learned in the session. What are they going to do with the information? How are they going to apply it? By spending some time reflecting and writing, there is a much greater chance they will both retain more of the information and actually apply it. Unfortunately, the opposite is also true. If participants have no time to reflect on the content and think about its application during the program, they will probably not make time to apply their new learning when they return to their jobs.

C — Celebration: Usually participants have invested time, energy — maybe even money — in attending your presentation. They have probably learned new things. Maybe they have gained new skills. They've made difficult decisions, or solved tough problems. They leave having provided useful input. All of these are reasons to celebrate their investment. Celebration can take many forms. It might be something formal, such as certificates of completion given out at a training event, or it might be a more informal celebration — the awarding of small prizes, congratulations from the boss, or even just a quick high-five among the group members for their accomplishment.

T — Tie things together: A great presentation comes full circle and ties the opening and closing together. In a meeting, for example, the agenda is introduced in the beginning and then quickly reviewed at the end. Training sessions circle back to the stated objectives to make sure participants are satisfied with the outcomes. An opening exercise is referred to again as the program is concluded. Then close with a powerful ending — a quote, story, question, or call to action.

Here are some great, proven closers for you to use.

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CLOSERS

CLASS QUILT

- Purpose:** To create a visual reminder of the key learning points from the class
- Audience:** Best for training audiences of 15–35 seated around tables in small groups of 4–6
- Time:** 10–15 minutes
- Space:** Room for participants at flip charts
- Materials:** Several markers and one sheet of paper per person and one sheet of flip chart paper per group that can be put up with masking tape
- Budget:** Cost of flip chart paper and markers
- Application:** In addition to reviewing the class content at the conclusion of a program, this exercise creates a chart that becomes an ongoing review and reminder of the class. The chart can be visually displayed in the work area after the class ends.
- Process:**
1. Each participant is given one 8½x11-inch sheet of paper along with several different colored markers.
 2. Participants are asked to review the class content and then choose one or two key learning points from the session. They then *draw* their key learnings on the sheet. After 5 minutes, they share with their small group their “quilt block” of learning, and each places his block on the chart to form a quilt.
 3. Debrief the exercise by having a volunteer in each group share their quilt with the whole group, including their key learning points. To add energy to this exercise, have everyone stand and move to each chart as the chart content is shared.
- Cautions:** Some participants will be reluctant to draw their learning points. Encourage this as much as possible by modeling a drawing of a learning point yourself. Make sure that your drawing is not too good, even if you draw well, so that those with less drawing talent will be encouraged rather than discouraged.



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LEARNING LABB

- Purpose:** To review key learnings from a seminar or workshop, and make a commitment to take action
- Audience:** Any size, typically in a training session. This is an individual exercise.
- Time:** 5 minutes
- Space:** No extra space required
- Materials:** One or two LABB sheets per person and pens
- Budget:** Cost of paper and pens
- Application:** The main purpose of this exercise is to give participants a chance to write down a goal or action they will take based on ideas they gained from the session. Research proves that people are more likely to act on ideas they have put on paper.
- Process:**
1. Distribute a LABB sheet, or have participants take a blank piece of paper and write down these four words with some space in between each for writing their thoughts.
Lesson — What is the most important lesson I learned today?
Action — What action will I take to get better results?
Barrier — What barrier(s) will I need to overcome?
Benefit — What benefit(s) do I expect from taking this action?
 2. Give participants 5 minutes or so to write down their thoughts.
 3. Have participants share what they wrote down with their learning partner or small group.
- Cautions:** It is important for people to acknowledge there will be barriers to change — old habits, lack of management support, time constraints, etc. After writing down the barriers, and also listing the benefits of making this change, there is a stronger commitment to actually following through with the new behavior.
- Variations:** Have several participants share their LABB commitments with the whole group, allowing you to emphasize some key learning points from the program.



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CLOSERS

PASS AROUND

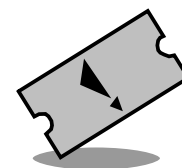
- Purpose:** Allow participants to reflect on key content learned and rate the best
- Audience:** Works best in a group of 12 or more
- Time:** 10 minutes
- Space:** No extra space required
- Materials:** 5x7-inch cards
- Budget:** Cost of cards
- Application:** This is a fun, interactive way to have students identify what they believe are the most important lessons learned from the class session.
- Process:**
1. Ask each participant to write one lesson learned from today's class on a 5x7-inch card. Then have everyone stand up (they need a pencil or pen in addition to their card) and walk around and exchange their card with three other people. Now ask them to read this third card and quickly assign a rating to that lesson learned, and write it on the back of the card. (1 = like; 2 = really like; 3 = Super!)
 2. Repeat the card exchange with three others, read the new card, assign a rating and write it on the back.
 3. Repeat the process one more time for a total of three rounds.
 4. Each "Lesson Learned" should now have three different ratings written on the back. Whoever now holds the card should total the three ratings and circle that number.
 5. The instructor now asks for anyone holding a card with a rating of "9" to read that lesson learned and the instructor can write it on the flip chart in front. Continue for all ratings of "8" and "7" and "6" until five to eight total lessons learned have been listed.
- Variations:** As part of your closing, have participants add new ideas from the chart to their goal sheet.



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OPENERS



Most training events and presentations don't have an opener — they just start. The trainer or presenter says something like this:

“Well, we've got lots to cover today, so let's go!” or

“Our time is short, so let's get started.”

Great trainers and presenters recognize that the opening of their event is some of their most precious real estate so they take the time to cultivate a learning atmosphere. They “prepare the soil of the mind” before planting the seeds of learning. To do this, they recognize that they must “**raise the BAR**” with a good opener. A good opener will **Break preoccupation, Allow networking, and Relate to the content.** Here are some additional thoughts on these ideas.

Break preoccupation. Participants come to meetings, presentations and learning events with all kinds of distractions such as how much work they have to do today, what e-mails and voicemails are piling up while they attend this event, what personal or family issues they should be resolving, or what happened that morning on the job. For this reason, a good presenter recognizes that he must break through this preoccupation barrier because it can be the biggest enemy to capturing the full attention of the participants. The key to breaking preoccupation is involvement. Participants can ignore the presenter, but it is difficult to ignore peers when there is a task to accomplish.

Allow networking. Adults usually come to learning events with some experience in the topic. The good presenter will want to tap into that experience throughout the presentation. To accommodate this, the presenter will get the participants acquainted and comfortable with each other. Then throughout the session, she will have them share ideas and experiences with each other thus enhancing the learning for all. Most adults don't want to attend a “sit and get” event; they want to take part, think, contribute and learn. Networking also reduces tension. Participants come into a learning environment wondering: “Can I contribute? Will I fit in? Will anything make me look or feel foolish?” The sooner they get comfortable with each other, the sooner they will become open to learning.

Relate to the topic. Most of your participants want practical take-away value. To demonstrate this value right from the start, the strong presenter will begin with an opener that relates to the content. Poor presenters often start with a story or a joke that might be funny but has nothing to do with the content of the event. Make sure that your opener has a connection to the topic at hand.

Break preoccupation, Allow networking, and Relate to the content. By following these three suggestions, you will find that your opening will raise the **BAR** of your presentation, meeting or training event. Following are some time-tested openers that meet these criteria.

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OPENERS

A SWEET OPENER

- Purpose:** To give participants a chocolate treat while having them relate characteristics of the candy bar to the class content
- Audience:** Any training or meeting audience
- Time:** 5 minutes
- Space:** No extra space required
- Materials:** Candy bars of mixed types, one for each participant (see suggestions)
- Budget:** Cost of candy bars
- Application:** To foster creativity and get the group thinking about the course content
- Process:**
1. Divide larger groups into teams of four to six, or keep the whole group together if they number fewer than seven.
 2. Place one candy bar per person on each table with no duplicates. Have everyone take one.
 3. Tell them that before they can eat the candy bar, they have to come up with several ideas to share within their small groups:
 - How is this candy bar like the class content (selling, coaching, teambuilding, etc.)?
 - How is this candy bar like them in the class content (coaching, teambuilding) process?
 - (Come up with your own question to tie the candy to the content.)
 4. After several minutes of sharing in small groups, have several people share with the larger group. Then tell them to enjoy their candy while you introduce the topic.
Examples of candy bars and related characteristics:

Flamboyant	5th Avenue or 100 Grand
Structured	Payday or Zero Bar
Connected	Dots or Smarties
Nutty	Baby Ruth or Nutty Bar
Talkative	Snickers or Whoppers
- Variations:** Use any type of candy
- Cautions:** Be alert to any type of peanut allergy



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