Use Visuals in Your Training!

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Designed by Jennifer McCann, courtesy of White Castle Management Company
May is a time to experience the wonders of spring and all its glory, and for organizations to look at either closing their fiscal year or beginning a mid-year review of how things are progressing. For NASAGA, May is a time of renewal and shifting in high gear for the October conference hosted this year in the Philadelphia Area, in Valley Forge. There is information in this edition on the conference and, by the time of you read this, registration and full information will be available on the website.

The NASAGA board and leadership have taken time to assess and redistribute responsibilities. Dave Piltz has stepped aside as chair of the board and as a co-editor (with Judee Blohm) of the first ever NASAGA activity book to focus exclusively on the conference. As president of NASAGA, Dave is the conference chair and is working with co-chair Ellen Greenberg, an organizational development consultant new to NASAGA. The rest of the conference team is filling out. If you would like to help with the conference please contact Dave Piltz at dpiltz@verizon.net to express your interest. If you want to submit a proposal, see the call for proposals for details on page 4, and submit to proposals@nasaga.org.

Greg Koeser, previously vice-chair and secretary of the board, has moved up to the chair position and will be leading NASAGA into the future. Greg has been active on the website and wants to facilitate information of what is going on in the world with Games for Learning; he also wants to point to available TED talks, books, Gamification articles, and webinars. He’s pleased that NASAGA has been preaching the gaming message for 43 years and that we are seeing some results. Most of what we see in the market involves online games; Greg’s glad that NASAGA doesn't focus on only one thing, but uses a variety of strategies including improv games, board games, electronic games, visual games, and outdoor games to achieve desired learning outcomes.

Greg invites you to NASAGA’s website where we currently have 519 members and are growing daily. We have all the SIMAGES history back to the 1998 first issue. We have a Games page with a Web Game Shell that Brandon Carson made called Do You Know Web 2.0? (under Connect --> Play Games). You can use NutShell to get the new things posted on the web in your email (Connect --> NASAGA Digest). You can join two sub-groups: Game Design Brainstorming and Ancestors, or start your own! We have had about 70 forum discussions that you can read and respond to and there are 20+ blog posts hosted on the site.

Here's something brand new that you might like — we've just added Facebook Like buttons to photos, videos, and blog posts. With the Facebook Like button, now anyone with a Facebook account can “like what they see” and share it with their friends. We hope you enjoy this new feature! Get Liking! Visit North American Simulation and Gaming Network at: http://www.nasaga.org/?xg_source=msg_mes_network. Thanks to board member Brandon Carson for this new addition.

The board hopes you will get involved… on the website, in the conference, or in any other way you’d like to contribute. Enjoy this issue of SIMAGES and find other things you can do for our community.
Are you an organization development consultant, trainer, designer, coach, or educator who uses games, simulations, and/or experiential learning in your work? If so, you owe it to yourself to attend the 43rd annual NASAGA conference – The Spirit of the Past, Present, and Future of Learning: Where Experience, OD, and Leadership Intersect – October 5-8, 2011.

Share new games and interactive training techniques – both digital and face-to-face – play and debrief new and classic simulations, and discuss game and simulation design.

The conference is an intimate and inspiring event that draws participants from across the country and around the world. NASAGA sessions are participatory and interactive. Unlike most conferences you attend, you won’t find “death by PowerPoint” presentations or “sit and listen” panels.

Features of the 2011 conference

- Certificate programs in the DESIGN and FACILITATION of games, activities and simulations
- Stimulating keynotes
- Pre-conference workshops
- “Games” night to play and debrief games new and old
- The winner of this year’s game competition will be announced (for more details visit our website)
- Unparalleled opportunities to meet other consultants, trainers, designers, educators, and coaches

The conference will be held at the Valley Forge Conference Center Radisson Hotel. We have a terrific roomrate of $119 + free internet connection in any guest room!

Would you like to present? The program committee is accepting proposals until July 1st. See page 4 of this issue for the call proposals. Go to the website (www.NASAGA.org) for an electronic copy.

New to NASAGA? Check the website for incentive awards, attendee testimonials and past conference programs.

Not sure your boss will send you to a “games” conference? Check the website for business case templates you can use to prove its value. We’re serious about games!

Looking forward to seeing you in October!
Call for Proposals

NASAGA 2011 Conference
The Spirit of the Past, Present, and Future of Learning:
Where Experience, OD, and Leadership Intersect
October 5-8, 2011
Valley Forge Convention Center, Radisson Hotel
Valley Forge, Pennsylvania

Call for Participation
If you are interested in presenting as a first-timer or as an experienced NASAGAn, we would love to hear from you! Send your conference proposal as a Word document on or before Friday, July 1, 2011. You may submit more than one proposal, but it is unlikely that more than one will be accepted. Be sure to include the following information on each proposal submitted.

Who Are You?
- Name (as you would like to see it in the program)
- Email address
- Mailing address
- Telephone number
- A brief 100-word bio
- (Please repeat the information for each co-presenter.)

What’s Your Session?
- Title (Make it informative and catchy. Limit to 40 characters, including spaces.)
- Session Description (In 100 words or fewer, describe your session. This description should engage participants and help them make an informed choice.)
- Session Objectives (List two or three bulleted items to specify what participants will achieve as a result of attending your session.)
- Session Method (Specify whether your session will use a demonstration, panel discussion, activity-and-debrief, etc. Keep it as interactive as possible.)
- Audio Visual Requirements (All rooms will have one flip chart. Specify any other items you will need.)
- Time (Sessions last 90 minutes.)

Who Should Attend Your Session?
- Level (Specify beginner, intermediate, or advanced.)
- Job functions (Such as trainer, facilitator, consultant, or researcher.)

Format
Send your completed proposal as a Word document to proposals@nasaga.org with conference proposal in the subject line.

Deadline
Please ensure your proposal reaches us on or before Friday July 1, 2011.
Great Preconference Options

Four full day preconference offerings are available on Wednesday, October 5th

Two certificate courses

**The Design of Games, Activities, and Simulations** presented by Tracy Tagliati, Brian Remer, Raja Thiagarajan

To gain professional credibility in the area of design of games, activities, and simulations for education and training. There are three required parts to this certificate program:

1. The pre-conference workshop. Participants identify a specific design project to focus work for the rest of the conference.
2. Five selected sessions during the conference
3. Presentation of design plan during the last day of the conference

**The Facilitation of Games, Activities, and Simulations** presented by Sivasailam “Thiagi” Thiagarajan

To gain professional credibility in the area of facilitation of games, activities, and simulations for education and training. There are three required parts to this certificate program:

1. The pre-conference workshop. Participants will develop a specific plan to improve facilitation style and skills.
2. Five selected sessions during the conference
3. Presentation of facilitation plan during the last day of the conference

Two workshop choices

**The Consultant as Witness: An experiential session applying the Lens of Authentic Movement to Sustain Systems Change** presented by Martha Lask and Ellen Greenberg

If a person or group wishes to initiate and sustain long-lasting change, someone is needed to witness that process. As consultant-witnesses, when we choose to pay attention in a special way, we are doing so with a sense of curiosity and compassion, without judgment, and with a sense of personal authenticity. This session incorporates the work of three pioneers, John and Joyce Weir, who guided laboratories for self-differentiation, and Mary Starks Whitehouse, who created Authentic Movement.

**Using Improvisation to Enhance Learning: Where Experience and Momentum Collide** presented by professional actors from Without A Cue Productions, LLC

During this interactive experience, explore and practice how the principles of improvisation can be the foundation for adapting to audience’s needs, whether solo or within a group of other trainers.
I attended last year’s Training Games Design Certification Program at the NASAGA Conference. It was a significant endeavor for me because I had to travel from the other side of the planet – from Bucharest, Romania, to Vancouver, British Columbia, Canada! But what a great thing happened once I was there! I instantly felt that I was among my tribe: we spoke the same language, we had the same challenges, and we all wanted to be better at achieving learning objectives in the most creative and innovative way possible.

It is almost eight years ago that I started doing training design and re-shaping the form of training games to fit learning objectives. All my experience has been based on common sense, trial and error, and a few books with tips and tricks. The fact that I met Tracy Tagliati, Brian Remer, and Raja Thiagarajan, the facilitators of the Game Design Certificate, and that I immersed myself completely in their knowledge and competence, was an eye-opening experience.

Right before going to NASAGA, I was faced with one of the most challenging training designs I had ever had – a course on Corporate Social Responsibility (CSR). I wanted to put something together that would help participants understand and feel, in an empathetic way, the perspective of stakeholders for both analysis and management. I had several options in mind: case studies, role plays, and problem-solving – but none was powerful enough to allow for debate, reflection, negotiation, and putting participants in each other’s shoes. It also had to be fun and culturally relevant... so many things to accomplish in only two hours!

Once at NASAGA, I learned the most interesting ways to teach boring material using simple techniques that wouldn't put participants to sleep. I also learned how one can use table games, trivia questions, plastic animals, and magic in instructional design. To top it off, Sivasailam “Thiagi” Thiagarajan showed us how you can put participants’ creativity to work, or, as he said it better himself, “Let the lunatics run the asylum!”

The three days flew by, literally, and after all those discussions and debates, there it was... my own precious game! I had put together a table game with role plays and scripts; and color codes for each stakeholder; I used pink and purple animals to be moved on the table according to the decisions that participants would make as a result of their negotiations. The objective of the game was to make sustainable business decisions based on situations where players depended on the position expressed by different stakeholders. The script was based on real case stories and, like in the real world, the businesses, their employees, the customers, and the surrounding communities influence one another and can’t be successful in the long term - unless they work together.

Andy Dunn of British Columbia Children’s Hospital and a colleague from the Design Certificate program

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understood my approach and gave my English a helping hand, so I “baptized” my precious as “You’re Off the Market!” It meant that the participants who made a series of bad decisions would be taken off of the board; in the real world, they would have been out of the market entirely.

After incorporating the feedback I received at NASAGA, I piloted the game in the last session of the CSR training course I delivered back in Romania. Participants had to put into practice all the new stuff they learned about stakeholder management and it went GREAT! Yes, I had some logistical challenges. Yes, participants needed a bit more time to understand the rules. And yes, the facilitator’s presence was heavily required at the beginning... but the game went as predicted. We had discussions, fireworks, negotiations… and even a fight in one case! The most important aspect though is that they found the game mind-blowing as evidenced by the feedback we received at the end of the course.

I hope that Thiagi, Tracy, Brian, and Raja are proud. Not only because my game came to life at NASAGA thanks to their input, but because we all, as trainers and educators, are contributing to a better society, to welfare through education, and, in this particular case, to well-being and prosperity through games and fun.

Camelia Crisan is a Training Manager for BIBLIONET, a non-profit organization dedicated to the revitalization of libraries across Romania which was implemented by IREX and funded by the Global Libraries (GL) Initiative of the Bill & Melinda Gates Foundation. Camelia graduated in Communication Science and is pursuing a doctoral degree in Sociology. Her whole career has been connected with education and development, facilitating on-the-job training while coaching and mentoring volunteers and designing and delivering training events for non-profit and corporate clients. Since 2005 Camelia has been a principal lecturer in one of Romania’s top universities, specializing in Professional Development and Training and Education Psychology; she is also a member in EARLI (European Association for Research in Learning and Instruction).
1. This competition is open to all members of NASAGA. Entries may be submitted by individuals, teams, or organizations, and may include previously published games.

2. A game is defined as a structured learning activity designed for multiple players, with rules, competition, or cooperation, and an outcome or goal that can be measured or scored.

3. Intellectual property rights (copyright) will remain the sole property of the authors.

4. The judging panel will comprise members of NASAGA and the publishing team of HRDQ. The decision of the judging panel is final.

5. Designs must be tested prior to submission. Ideally, test the game on a minimum of two independent peer or learning groups and include in your submission all feedback or comments from this try-out. If possible, have a third-party trainer deliver the game and record the results. Include with your submission the following information:
   - Background for topic and training need
   - A brief description of the game and the mechanics of play
   - Game components
   - Expected learning outcomes
   - The intended learning audience
   - Clear and concise instructions for facilitator and participants
   - Please indicate if you would like HRDQ to consider your entry for publication.

6. The closing date for submissions is June 30, 2011. Please mail your submissions to:

   NASAGA Game Competition
   2002 Renaissance Blvd. #100
   King of Prussia, PA 19406

Please direct questions to NASAGA at proposals@nasaga.org and put "Game Competition" in the subject line.
NASAGA’s Game Competition: Judging Criteria

The judging panel will reward games with the following characteristics.

1. **Originality**
   The game must be unique and not derived from an existing or previously published game by a different author.

2. **Real-World Relevance**
   The game helps participants learn skills and concepts that are applicable to the workplace and the roles in the game relate to easily recognizable real-world counterparts.

3. **Criterion Reference**
   Any scoring system included in the game design rewards achievement of the performance objectives, rather than pure chance occurrences, and mastery of useful skills and knowledge is apparent to the participants.

4. **Effective Instructions**
   Clear and concise instructions are provided for both facilitator and participant.

5. **Ease of Use**
   The game can easily be facilitated "out of the box" by trainers with experience facilitating interactive training.

6. **Time-sensitive**
   A trainer or facilitator of average ability should be able to use the game without having to devote excessive time in preparing the materials or learning the rules.

7. **Appropriate Frame**
   The design uses an appropriate structure for the instructional objectives, participant characteristics, type of learning, and intended use.

8. **Flexible Format**
   The game design permits easy modifications to suit local resources and constraints in terms of schedule, number and type of participants, and physical facilities.

9. **Participant Involvement**
   Participants are actively involved in the training game at all times.

10. **Intellectual Stimulation**
    Participants are engaged in challenging tasks rather than trivial rote memory activities. (Note: It is unlikely that energizers, jolts, icebreakers, or other similar methods will achieve this goal).

11. **Effective Packaging**
    Winning designs will be showcased at the NASAGA annual conference. Aesthetics do play a part in helping participants engage with a game. Consider, therefore, game components that are conveniently packaged, attractive and, above all, durable.
At the Vancouver conference, Scott Nicholson and Pauline Shostack presented a session entitled Community Building Through Games in Libraries. Many of us were surprised to learn that as libraries were started to make people “morally better” by reading selected publications, they also offered a public place that was an alternative to pubs where people could come together to play games. As an example, they noted that the chess club that began in the San Francisco library in 1850 still exists. Below we reprint an article Scott published two years ago about his research on goals for gaming in libraries. Do you know if your nearest library has community service goals it’s meeting through a gaming program? - Editors

A rapidly growing number of libraries offer formal gaming programs where users can come together and engage in gaming experiences. These games include video games, tabletop games, or other activities like treasure hunts and murder mysteries. As many perceive games as a new service for libraries, one response in the press is the questioning of these services. Because of this, it is important for libraries' planning gaming services to ensure that the goals of the gaming programs align with the goals and policies of the library. Over the last two years, I have done an annual survey of libraries doing gaming programs collecting data on the goals of library gaming programs.

In the first goal-related question, libraries indicated all the goals they are meeting with gaming programs by selecting them from a list. The most frequent goal is providing a source for entertainment. Libraries recognize that part of their purpose is to provide for the recreational information needs of their patrons and have done so in the past through recreational reading, music, and, in more recent years, movies. There has been a growing body of evidence pointing to the role that gaming plays in our patrons’ lives. Recent studies from the Pew Internet and American Life Project show that gaming is a regular pastime for not only young adults, but also for a growing number of adults and senior citizens. Therefore, libraries are adapting to support these changing recreational needs.

In comparison, libraries were asked to select the single most important goal of the gaming program. The entertainment goal was selected much less frequently as the primary goal; the most common single goal being to provide a service for underserved library users. The use of console-based video games typically targets teens in order to bring them into the library. Savvy librarians use this opportunity to market other library services, and anecdotal evidence supports that circulation of teen-related material goes up after a teen-focused gaming program.

“Gaming is a regular pastime for not only young adults, but also for a growing number of adults and senior citizens”

Another common primary goal is to provide a new service for current library users: gaming during a summer reading program is one example of this type of...
program. As librarians become aware of more types of games, connections between games and existing popular library services will be more readily made. In addition, working with a group of patrons to develop library game programs can engage a core group of attendees to be engaged and even assist with the gaming programs. Libraries may start with the first goal of drawing in the underserved and then move into the second goal of serving their new group of regular patrons.

One additional common goal for gaming programs is to allow the library to become a community hub. There are few community spaces today that are non-commercial, non-religious, and safe spaces for people of all ages to come together and meet. Libraries interested in pursuing this goal should select games that enable more social interactions and create gaming programs that draw in players of all ages. When planning gaming activities, aligning the overall goal to the library’s goals can help those who plan programs make justifiable decisions. In addition, having goals makes it easier to make decisions about what games to use, what patron groups to target, and how the program should be structured. Finally, knowing the goals allows the library to assess how well the program is meeting those goals, which is key in ensuring the continued support of these programs.


Scott Nicholson is an Associate Professor at the School of Information Studies at Syracuse University and is the author of Everyone Plays at the Library: Creating Great Gaming Experiences for All Ages, published in 2010 by Information Today. Dr. Nicholson studies game design for education and games in libraries, and is a published board game designer. He was the host of Board Games with Scott (http://boardgameswithscott.com), runs the Game Lab of Syracuse, and joined the NASAGA board in 2010.
Quieting the Terrified Brain:
An Interview with Lou Russell

Lou Russell is principle of Russell Martin and Associates where she motivates and inspires as a consultant to companies, schools, and colleges. She has authored six books on leadership or project management; her latest is titled 10 Steps to Successful Project Management.

SIMAGES: Most of your work seems to focus on developing project management skills in others. What role does fun have in project management?

RUSSELL: Great project managers treat projects as games. The goal is to innovate around all the insanity, surprise, and people that show up unexpectedly. Starting a project well, which is part of what we teach, allows you more flexibility in the game. People who think projects aren't fun have mistaken project management as being about control. I think it's about agility.

SIMAGES: What techniques do you use to incorporate a playful approach into the management of a project?

RUSSELL: My personal favorite is our visual Scope Diagram. We tell our students to leave it ugly, in other words, make it look like a draft, which it always is. That way, people aren't afraid to tell you what's not right. I prefer using flip charts and Post-Its which in my opinion make everything fun.

SIMAGES: How do you "win over" people who may be resistant to a playful approach?

RUSSELL: I have some Irish blarney in me. Really, we laugh a lot in class about the reality of projects. Insanity is a project constraint. We've got to keep it light to keep our egos out of it. It's comforting to learners to hear that the same crazy stuff happens to everyone. I have won over many a cynic with my sarcasm. Slainte!

SIMAGES: Is it possible to have too much fun or to be too playful in a business environment?

RUSSELL: Nope. Okay, yes, but only if you lose sight of the business and project goals. Everything, including fun, needs to be pushing you that way. Laughter triggers joy and joy quiets the terrified brain. Terrified brains make very bad decisions which kill project velocity.

SIMAGES: Describe one of the team or project management tools you have created and explain how you developed it. What need were you trying to address?

RUSSELL: I recently created a game which is a variation of the old management game called In Basket. I call mine To Do List. I wanted to create something to get people thinking about how they react to and prioritize undoable

*Innovate around all the insanity, surprise, and people that show up unexpectedly.*
workloads. It's like one of Thiagi’s jolts, played in less than three minutes in teams or as individuals. Each of the assignments requires more than one person to complete it, so all are interrupting one another, just like in the real world. Each assignment uses different parts of the brain. The fave assignment on the list is writing a poem, go figure!

SIMAGES: To what extent do you use games or simulations to teach project management? Describe some of the techniques you do use.

Russell: We do real projects in class, so people leave with real work done and see the power of the tools. We also play a project management simulation in our longer classes called the Rocket Game that we created a million years ago. Teams compete to build a rocket of the highest quality and in the fastest time, which are common conflicting goals. It's now for sale through HRDQ, www.HRDQ.com. Buy one, everyone!

SIMAGES: What's your best advice for keeping a project and a team on track?

Russell: You can't communicate with people enough. Never stop. Block time to ask yourself "do you know where your project is?" Never confuse 'do' with 'manage.'

SIMAGES: How do you recommend people react when things are not going well on a project and the clock is ticking?

Russell: I learned this fabulous technique from an inspirational woman speaking at the Go Red for Women luncheon. Think about all you have conquered previously. Remember how totally impossible and ridiculously hard your current project is. Then, stand up, throw your hands out, and shout. "Ta Da!" Feels really good. Seriously!

Contact Information:
Lou Russell
www.russellmartin.com
317.475.9311

Rocket: The Project Management Game

In today’s streamlined organizations, project management is no longer just the domain of the specialist. Now just about everyone is required to play the project manager role. At the same time, this growing need doesn’t necessarily require certifications, Gantt charts, or the Critical Path Method. Instead, what’s really needed is a basic, solid skill set that can be applied to everyday work.

Here’s the training solution that will provide just the right amount of insight. New from subject matter expert Lou Russell, Rocket: The Project Management Game, a competitive team simulation that emphasizes simple, fast, and flexible techniques for ensuring project success.

Information courtesy of www.HRDQ.com
Talking Pictures

Looking for a way to boost brainstorming, deepen a discussion, expand upon expectations, transform learning, or just share what's on your mind? It's easy with the right image and you can find plenty of images in a number of different picture-based processing tools.

Listed here are several sources for high quality images that are easily used in a variety of situations. I like these products because the pictures can serve trainers, facilitators, managers, and coaches wishing to help people explore issues and ideas. With the variety of offerings and no matter the context or the situation, all can find the picture that meets their purpose. Plus, images are easily transported and stored.

There are several ways to use pictures to promote learning, enhance brainstorming, or foster interesting discussions. The most obvious is to spread pictures across a table or scatter them on the floor, give participants a reference point, and ask them to find an image. By reference point, I mean a prompt for thinking that relates to the purpose of the gathering, for example:

- In a visioning session: What might our business environment look like in three years if current trends continue?
- At the beginning of a workshop: What expectations do you have for this retreat?
- For a teambuilding activity: What are the most important characteristics of a team member?

Invite participants to find one or more pictures that somehow represent or have a metaphorical connection to the reference point; then, give everyone a chance to share their picture and to talk about its significance. For a rich discussion, encourage the others to add their insights to those they have already heard. You can keep notes on a flip chart or make a collage of the images along with a few words that will help people recall their significance. (See the Visual Introductions session plan on page 17).

Using pictures, you'll notice more energy in your group as participants' imaginations kick into gear and you'll develop a shared language of images and ideas that take on a life of their own. It's not uncommon for certain images to grab the group's collective mind and become a sort of shorthand to describe their situation. I invite you to explore some of these sources of images and to then share what happens in your group as a result.

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Visuals for Your Training, continued

**Visual Explorer** by the Center for Creative Leadership, [www.ccl.org/ve](http://www.ccl.org/ve). This is a deck of 224 large-format cards, each with a high-quality photo image designed to provoke reflection and conversation; they are printed on glossy card stock (4 x 6 inches) and come in a metal box. Many of the images can be viewed on line which presents some interesting possibilities for distance or on-line learning! Sample images: a star-filled night sky, dew on a spider web, hands molding clay on a potter's wheel, man teaching a girl to ride a bicycle, hiker on the Great Wall of China.
Cost: $395

**Expression Cards** from the University of Oklahoma, [www.ettq.ou.edu](http://www.ettq.ou.edu). This deck of cards contains 52 color photos printed on glossy stock and packaged in a cardboard box that fits in a pocket. Sample images: child's drawing of a family, Eiffel Tower, traffic at night, snowcapped mountain, neon signs in Tokyo, Spanish dancer. Cost: $15

**Chiji Processing Cards** by the Institute for Experiential Education (phone 608.784.0789), [http://wilderdom.com](http://wilderdom.com). Chiji is a Chinese word meaning "important moment or opportunity." These computer-drawn images come in a deck of 52, the size of playing cards. Instructions and suggestions are included for teachers, camp counselors, recreation program leaders, therapists, social workers, and environmental educators but anyone – even you – can use them with ease! Sample images: dead tree in a desert, flames of a fire, bottle with a message inside, bank vault, clown, artist's easel, ostrich with its head in the sand. Cost: $15.99

**Looking @ Leadership** from Instruction & Design Concepts, [www.kickitin.com/looking.html](http://www.kickitin.com/looking.html). Measuring five by seven inches, these color photo cards are terrific for large groups as they can easily be seen from across the room. Initially designed to evoke concepts related to leadership, I have found this stack of 200 photos to be flexible enough to be used in any situation. The cards come with instructions for set-up, specific activities, and debriefing. Sample images: pine forest, pride of lions, field of tulips, sign advertising "Free Manure", rollercoaster, globe, flock of sheep, white water kayaker, compass, trapeze artists. Cost: $375

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Resource Review

Visuals for Your Training, continued

*VisualsSpeak* by Image-Based Training and Consulting, [www.VisualsSpeak.com](http://www.VisualsSpeak.com). This set of 200 photographs is printed on gloss-laminated paper and comes in four sizes. The back side of each is color coded and labeled so that you can sort them into categories such as life (activities, spirituality, concepts), things (household and personal, cities and structures), people (children, adults, groups), or nature (country, animals and birds, plants). But, as with all images, I find that my participants are able to make their own categories of meaning. *VisualsSpeak* comes with a 52-page User Manual, vinyl envelopes to organize the images, and a zippered carrying case. Sample Images: whale, fireworks, totem pole, graduation audience, street crowd, mother and children swimming. Cost: $495

Other Sources: If you have more time than cash, you can also build your own set of images for use with groups. Collect post cards, greeting cards, calendar art, or magazine photos and use them in your sessions, or ask participants to each bring five photos from a magazine and you won't have to do any preparation!

Used with permission from Firefly New Flash newsletter, April 2010 issue, by Brian Remer. [http://www.thefirefly.org/Firefly](http://www.thefirefly.org/Firefly).

Brian Remer is a designer of interactive strategies for training, facilitation, and performance improvement with the Firefly Group. He is a past president and chair of the NASAGA board of directors, currently an editor of SIMAGES, and can be reached at brian@thefirefly.org

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Have you used awesome resources in your training lately?

Write a review for SIMAGES and share them with other NASAGAns!

Send them to Brian Remer

[brian@thefirefly.org](mailto:brian@thefirefly.org)
Ready to Use Session

Visual Introductions
By Chuck Needlman and Judee Blohm

Purpose
This activity has participants use visual metaphors for introductions in order to focus on the training they are entering and, at the same time, think creatively, expansively.

Objectives
By the end of the introductory exercise, participants will:
1. Meet each other through a personal reflection.
2. Explore the information revealed through the introductions.

Materials
- A set of visual images, at least four times more than the number of participants. Images should be general and varied: rainbow, bridge, hands doing various actions (making pots, high fives, etc.), someone riding a wave/bungie jumping/walking on a high wire, sun coming through a forest, etc. (See samples of commercially available sets of visuals in the resource review, Need Visuals for Your Training? by Brian Remer, page 14)

- Blank flip chart paper, markers
- Prepared flip chart with introductory question:
  How would you like to see yourself as a facilitator, teacher, trainer, or presenter?

Continued on page 18
Ready to Use Session

Preparation
Lay images out on a table or on the floor.
Post and cover the prepared flipchart.

Audience
Participants in a train-the-trainer session. Any number can participate.

Duration
30 minutes for the activity; additional time for transition into topic.

Procedure
I. Welcome
   A. Welcome statement
   B. Presenter self-introduction - or do so with visuals (see page 17.)
   C. Very brief statement of the topic of the session: Roles of trainers/facilitators

II. Visual Metaphors
   A. Reveal the flip chart and say, “Let’s begin the workshop by getting acquainted with each other and the topic we are addressing in this training. Please look at this question: ‘How would you like to see yourself as a facilitator, teacher, trainer, or presenter?’ Think about what you present and how you would best like to be in that role.” (Allow one minute to think.)
   B. Say, “Now, get up and look at all the pictures that are scattered. Pick three that represent how you would like to see yourself with a group. Once you have three, take them back to your seat.” (Allow about 5 minutes.)
   C. Say, “Think about why you picked those images. Maybe jot down a few notes.” (Allow a couple of minutes.)
   D. Say, “Now select the one you like best.”

III. Introductions
   A. Say, “Please introduce yourself with your name and the image you chose. Explain why you chose that image to represent yourself as a trainer or presenter.”
   B. Select participants to introduce themselves in any way they chose.
   C. If you wish to come back to their comments, you might want to note what was chosen and why on a flip chart.

Sample recent responses: Hot air balloon – risk taker, once up, not sure where it’s going, joy; three chefs – sometimes role depends on audience, need to know the science behind what you are doing, “hands on,” meet needs, different results each time; orchestra conductor’s hands – can help bring out participants’ thoughts but can’t do it yourself; checkered flag – keep eye on the goal; chain links – have lots of information in pockets, link people and information; light coming through forest – shedding light, working with individuals as well as the collective.

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IV. Debrief

A. Debrief the technique (sample questions).
   1. We started in an unusual way.  What impact did this have?  What surprised you?
   2. Was it hard to discard two of your images?  Why?
   3. Which images chosen by the other participants impressed you?  Why?
   4. How do you think this helps us learn about our colleagues in this workshop?

B. Debrief the information gained on the topic (sample questions):
   1. What did we learn about the role(s) of teachers, trainers, presenters?
   2. How can we organize this information to make it more useful, as we move forward with our train-the-trainer session?
      Two examples:  1) Divide into three groups and list the knowledge, skills, and attitudes that were mentioned that affect how we perform as trainers, teachers, or presenters;  2) Identify factors that were stated that influence the roles we should play.

Chuck Needlman has been a management consultant, coach, staff trainer, and facilitator for more than 25 years with business and governmental organizations.  He has developed and implemented programs for training and development, business planning, diversity, team building, and cross-cultural issues.  He is a current board member of NASAGA and can be contacted at chuckneedlman@mac.com.

Judee Blohm is a cross-cultural educator and instructional designer, with a specialty in writing training materials and publications for youth, families, and adults living in multi-cultural settings.  She is the author of chapters in major cross-cultural and experiential training publications and has written two books.  Judee has served on the NASAGA board and is an editor of SIMAGES; she can be contacted at judeeblohm@msn.com.

Would you like to get more involved with NASAGA but are not sure how? Here are a couple of suggestions:

• Join a committee
• Do a networking activity
• Contribute to SIMAGES
• Present at next conference
• Submit a game to the game competition
Teleported Sentence: Reflection

A teleported puzzle is made by substituting the numbers from a telephone touch pad for the letters in the message. Here are letter-number combinations on a telephone touch pad:

For example, look at this three-word proverb:

8 4 6 3 4 7 6 6 6 3 9

You might first look at the middle word, as it has only two letters. And you’d find only one of the choices is a vowel.

Or you might first look at the last word as it has three of the same number. Several combinations might be possible, but when combined with the possibilities in three and nine, a word emerges fairly easily.

With these two words, it is fairly easy to get the first word and solve the puzzle: TIME IS MONEY.

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Now try solving the following statement. It is a quote from Dwight Eisenhower, a U.S. president, and the theme is reflection.

Thanks to Thiagi for the description of this type of puzzle. The answer to this puzzle will be provided in the next issue of SIMAGES.
Answer from last issue’s Chunks: NASAGA’s Mission puzzle

The chunks, when properly arranged, form this statement:

To promote the use of games, simulations, and interactive training to improve learning outcomes in schools, organizations, and businesses.