



C² Coaching and Training

# Training Exercises

Games — Team Building — Ice Breakers — Refreshers





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## Training Games

- Features and Benefits
- Are you Listening?
- Dice Game
- Dilemma
- Eliminate
- Frustration
- Just a Minute
- Priced out
- Ridiculous
- Sales Benefits Plus

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## Team Building

- What Makes a Team?
- Stepping Stones
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# Training Games

- Features and Benefits
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# Features and Benefits

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## Duration

Flexible

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## Objective

To encourage participants to focus on the customer, not the technical features of what they are selling.

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## Instructions

Ask a member of the group to act as the customer and give a very brief outline of their requirements for a product they wish to purchase. e.g. "I have to buy a mobile phone for my wife. I would like something robust, portable and simple to use".

The rest of the participants then have to sell that item focusing on the customers needs.

The rules are: The first person gives a feature e.g. "this phone has a slim style design" and then passes it onto the next participant who has to provide a benefit "which means that, it will fit easily into your wife's purse".

It then gets passed to the third participant who provides another feature, and the fourth then provides the corresponding benefit - matching the customer's needs, and so on.

You then swap and have a different customer and/or product.

# Are you Listening?

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## Duration

Flexible

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## Objective

To emphasize how important listening skills are and how hard it can be to take in too much information at one time. A useful game to help leaders understand that they have to provide clear instructions.

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## 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.

# Dice Game

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## Duration

15 Minutes

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## Objective

To help consolidate learning during a training session

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## Resources

You will need enough dice for each team to have one each.

You will also need to divide your subject into six topics and list these on a flip chart or PowerPoint Slide.

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## Instructions

Arrange participants into teams of four and give each team a dice. Display your flip chart or Power Point slip and explain that each number on the dice relates to a topic related to the training program.

Explain that each member throws the dice in turn. When it is their turn they should speak for 20 seconds on the topic they have thrown. When they have finished speaking they then pass the dice to another team member who repeats the process. They should keep going until you ask them to stop. Try to ensure that everyone has at least two goes at the activity.

Don't allow the activity to run for more than 10 minutes.

At the end of the activity call all participants together and ask for two or three key points from the group for each of the six topics.



# Dilemma

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### Duration

20 - 40 minutes

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### Objective

To assist participants in appreciating how to react in particular circumstances. Can be used in customer care, leadership, sales, negotiation and many other areas of training.

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### Materials

Blank paper, pens.

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### Instructions

Each participant writes down three 'What would you do?' type dilemmas based on the topic of the training or an element of it i.e. 'A customer complains that they find your manner rude and offensive, what would you do?' or 'You think you can close this sale, but to do so you need to lie about an element of the product, what do you do?'

These are placed in a bowl and participants take turns to pick them out and then write down in a few brief words what they would do. The other participants then take it in turns to say what they think you would do. Any participant that identifies closely with the real reaction gets a point. The winner is the participant that gains the most points.

This game is fantastic for exploring the morality of situations and provoking discussion. It also helps to link training to the 'real' world.

# Eliminate

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## Duration

Up to 15 minutes

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## Objective

To help consolidate knowledge acquired during a training session or to help the trainer gauge the knowledge level participants at the start of a training session.

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## Materials

A set of ABC note cards for each participant

10 multi-choice questions for your session subject, preferably in an on screen format. You can use the PowerPoint template downloaded with these notes if you find it helpful.

You may also want to supply small prizes for the winner(s)

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## Instructions

Print the ABC note cards using recipe cards. Alternatively you can laminate them so that you can use them time and time again. You will need one set cards for each participant and one option is to simply photocopy them before your training session.

Explain to participants that you will be asking up to 10 multi choice questions and that each one will have three possible answers. Tell participants that you will display a question with three possible answers on screen.

The possible answers will be labelled A, B or C.

Once all participants have had a chance to read the question tell them you want them to select the correct answer by holding up the appropriate ABC card so that you can see it.

Next tell participants the correct answer. Anyone who is showing you the wrong answer is eliminated from the remainder of the activity.

Now move to the next question and repeat the process with the people who have not been eliminated.

The winner is the last person left after everyone has been eliminated. Alternatively all people who have survived to the end of round 10 without elimination will be declared winners.

If you are offering a prize we recommend that you have a tie breaker question ready to handle this. The tie breaker should be on the basis that the winner is the first person to call out the correct answer and this particular question should not be multi choice.

We recommend that you use the first question as a dry run (Nobody eliminated at the first question). We also recommend starting with a simple question that everyone should be able answer and gradually build to more challenging questions. It is better if not too many people are eliminated too soon.

The attached PowerPoint document provides a template you can use for your questions. We have also included three sample questions of the type you might use during and induction to demonstrate how this might look.



# Frustration

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## Duration

30 Minutes

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## Objective

This training game is useful to emphasise how frustrating it can be to keep getting things wrong. It helps participants to identify that when they keep doing the same thing and getting no positive results, perhaps it is time to reconsider their approach.

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## Resources

A pack of playing cards.

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## Set Up

Sort the playing cards so that, although there are a variety of cards of each house (clubs, hearts, diamonds, spades), there are no pairs in the pack at all (e.g. there is a King of spades, but no King of hearts, diamonds or clubs. There is a four of hearts, but no four of spades, clubs or diamonds).

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## Instructions

1. Spread the altered cards face down on the table, so that the back of the cards is showing.
2. Ask for a volunteer to come to the front of the room and explain that they are going to play a shortened version of the card game 'concentration'.
3. In this game, the volunteer will turn a card over. Once they have established what this card is (and shown it to the group), they should try and find a pair for it from the other cards (they won't be able to).
4. When they fail, they should return each card back to where they originally found it.
5. The volunteer should keep trying with different cards, while you encourage the group to shout words of encouragement and advice.
6. Continue the game until the frustration builds and the anger begins to show.
7. Once the point is made (and no cards have been paired), bring the game to a close.
8. Review the session by asking the volunteer how they felt about the game. Discuss their feelings and what this meant. Ask how the encouragement from everyone around them made them feel, particularly when they were unable to achieve their aim.
9. Next, discuss the feelings of the rest of the group. How did they feel as observers? What was frustrating for them?
10. Link the game and feelings created back to the key learning points of your session. How does it feel when we keep getting the same negative results in the workplace? What can we do to change this? How do we break a negative cycle?

# Just a Minute

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### Duration

15 minutes, depending on the size of the group.

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### Objective

To test participant's knowledge of a given topic in a fast-paced, yet fun way. This training game works like the radio game.

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### Instructions

Each person writes a topic or title relating to the training program on a piece of paper. These all go into a bowl and each person in turn takes out a piece of paper from the bowl.

The person must speak on the subject from the piece of paper for one minute without repeating a word, deviating from the subject or pausing for too long.

You score points by correctly challenging a player when they mess up.



# Priced Out

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## Duration

20 - 30 minutes

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## Objective

To help participants appreciate that selling on price alone is not always the best approach and that customers expect to be informed about the best choice for them based on their needs and desires.

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## Props

Two boxes, each with two round hand shaped holes cut into the side. There is no way for the participants to see what is inside the boxes without opening them.

Box 1: Has \$150 written clearly on the side facing the participants and an object inside (very tactile and not bad feeling).

Box 2: Has \$35 written clearly on the side facing the participants and an object inside (very tactile, but not very nice feeling).

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## Instructions

Ask for a volunteer from the group to join you at the front of the room. Advise them that they are in the market for a product that is contained in one of the boxes. Ask them if they would like to make a buying decision on the items in the box at this stage, knowing what the price of each is.

Whatever their response, ask them to place their hands inside box 1 and have a good feel of the 'product'. Ask them again if they would like to make a buying decision based on what they know.

Finally, ask them to place their hands in the second box and have a good feel of the 'product'. Of course they are likely to be a little shocked by the contents of the box and will likely pull away, make faces etc., which will tell its own story to the participants watching.

Ask them if they would now like to make a buying decision based on what they know.

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## Review

The point of this exercise is to demonstrate that until we clearly know what it is we are buying, we really shouldn't be making a buying decision. However, every time we ask a customer to make a decision based on price, this is exactly what we are doing.

It is our responsibility to let a customer know as much as possible about the product, so that they can make an informed buying decision, otherwise, who knows what they could end up with?

Of course, this also means that we are selling products or services because they are right for the customer rather than it being the cheapest choice at the time.

# Ridiculous Complaints

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### Duration

30 – 60 minutes

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### Objective

To test participants ability to respond to complaints from customers and deal with their queries in an effective way. It also adds a bit of fun to a session and will rejuvenate a lagging group.

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### Instructions

Simply provide the participants with the list of ridiculous complaints on the following page and ask them to come up with the best response possible by way of feedback.

You can place participants into groups or ask them to work alone. Once they have spent some time working on their response to the complaints, ask them to feedback to the whole group.

This activity can be completed as a written exercise or vocally. You may even decide to create a role play scenario to add a bit more realism to the practice.

It is wise to split the questions up between the groups, as otherwise the activity can take too much time.



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## Ridiculous Complaints

The following are real complaints:

1. A woman threatened to call police after claiming that she'd been locked in by staff. When in fact, she had mistaken the "do not disturb" sign on the back of the door as a warning to remain in the room.
2. "The beach was too sandy."
3. A guest at a restaurant complained his soup was too thick and strong. He was inadvertently slurping the gravy at the time.
4. "We bought 'Ray-Ban' sunglasses for \$8 a pair from a street trader, only to find out they were fake."
5. "No-one told us there would be fish in the sea. The children were startled."
6. "It took us nine hours to fly home from Jamaica to England it only took the Americans three hours to get home."
7. "I compared the size of our one-bedroom apartment to our friends' three-bedroom apartment and ours was significantly smaller."
8. "The brochure stated: 'No hairdressers at the resort'. We're trainee hairdressers - will we be OK staying here?""
9. "We found the sand was not like the sand in the brochure. Your brochure shows the sand as yellow but when we got there ours was white."
10. "It is your duty as a tour operator to advise us of noisy or unruly guests before we travel."
11. "I was bitten by a mosquito - no-one said they could bite."
12. "On my vacation to India, I was disgusted to find that almost every restaurant served curry. I don't like spicy food at all."
13. "We booked an excursion to a water park but no-one told us we had to bring our own swim suits and towels."

# Sales Benefits Plus

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## Duration

20 – 30 minutes

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## Objective

To improve participants ability to develop creative ideas for product benefits. The intention is to assist participants in being able to consider lots of benefits for either their company products, or as a more general exercise for any type of product.

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## Instructions

1. Participants should work in one large group and sit in a circle facing each other.
2. A product or item should be presented to them. This can be a company sales product/service or just a general item, such as a pen. It depends on your desired outcome.
3. Working clockwise around the group, participants should take it in turns to name a benefit of the item.
4. The 'loser' is the person that fails to name a benefit for the product when it reaches them or provides a 'benefit' that is actually a 'feature'.
5. Each time someone 'loses', they must step out of the group until you are left with only one person.
6. At the end of the game, discuss the identified benefits (it helps to write them down as you progress) and also how these might be presented to a customer. Link this to any training in the session.

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## Example

Person 1: "This watch lets you know the time, so you'll never be late again."

Person 2: "It is also has luminescent hands, so you can see the time in the dark."

Person 3: "It's automatic, so you can trust it not to run out."

Person 4: "It's waterproof, which means it won't fail if you forget and wear it in the shower."





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# Team Building

- What Makes a Team?
- Stepping Stones
- Block Up

# What Makes a Team?

## Duration

20 - 30 minutes

## Objective

This team building game helps participants explore the key elements that make up an effective team. This provides them with an opportunity to discuss methods of improving their own teams.

## Tools

A series of pictures of different types of teams. Examples are:

- An orchestra
- The cast from the 'Walking Dead' TV series (how does a team stay ahead of the zombies)
- The cast from any other current, popular TV series
- A rugby, football, cricket, baseball, basketball, hockey team
- Fire department
- Doctors and nurses
- Formula 1 pit crew
- A family

## Instructions

After a discussion about teams (perhaps during a teambuilding or leadership skills training course), ask participants to view several pictures that you provide them with (these can be easily found on Google images). The pictures will represent different 'teams'.

They should consider the qualities of the teams in the different images.

What makes them work together well?

What is the impact of this?

What are the dangers?

What works well?

What does 'teamwork' mean for this group?

What can we learn from this?

What can we do differently based on this?

It can be interesting to allow the conversation to take a course of its own and some of the suggestions and ideas can become quite diverse, which provides some useful concepts to take back to the workplace.



# Stepping Stones

## Duration

30 – 40 minutes

## Objective

This team building game can be used indoors or outdoors and works best with larger groups. The game will help to focus on team skills and encourages participants to communicate and interact. When reviewing this team building game you can focus on leadership skills, communication, group planning and working together as a team.

## Tools

A set of A4 sheets of paper. There must always be less A4 sheets than participants i.e. If you have 15 participants, you only have 10 sheets.

## Instructions

1. The team are stranded and need to cross a river to get to safety.
2. The only way to cross the river is to use the stepping stones (the A4 sheets, which have already been laid out across the 'river').
3. Only one person can step on a stone at any time.
4. Once that person moves from the stone, the stone will sink to the bottom of the river.
5. The task is to get everyone across safely.
6. Your team must communicate effectively to get everyone across.

## Answer

The participants must ensure that someone is standing on each of the stones available and once on them do not move off that stone until the rest of the team have moved to safety. So, one person moves onto the first stone, then the next person steps on their toe and then onto the second stone. The third person steps on the toes of both the first and second person and waits on the third stone etc. etc.

Once all of the stones have a person on them, you can start to move participants across and then once all 'extra' people are across you can begin to move the first person on the first stone across and then the second until all are safely across.

## Review

The review is more important than the task for this team building game. Use the following questions and add in your own:

- What roles did people take in the group?
- Was there a leader? Who? Why?
- Did anyone feel left out? Why?
- What was the action plan?
- How did you communicate?
- What worked well?
- What didn't work?
- What would you do next time?

# Block Up

## Duration

30 minutes

## Participants

6 or more (if over six then more teams are required or some participants act as observers)

## Purpose

Great communication activity that proves that sometimes everyone is right!

## Props

Building bricks (Lego or similar) with 3 different colours at least. Instructions for each of the participants (as described below).

## Process

Participants must build a shared tower using the building blocks provided. Each member of the team is working from their own instructions that the others are not aware of. They cannot talk throughout the activity.

The instructions should be placed on a separate piece of paper for each participant and should either be from the list below or variations on the same theme.

Person 1: Your tower must be fourteen storeys high

Person 2: Your tower must be built with blue and white blocks

Person 3: Your tower must be built with blue, white and red blocks

Person 4: Your tower must contain at least 20 blocks

Person 5: Only you may build the tower

Person 6: The third row of your tower must be blue

## Rules

Participants must not share their instructions with each other at any point.

Participants must not talk throughout the activity.

## Process

Have the team rate their effectiveness on a 1-10 scale (1 meaning you didn't work well together, 10 meaning you were extraordinary). They should then comment on their ratings.

How did they communicate?

Were there any leaders throughout the activity?

What difficulties did they face?

What frustrations, if any, were there?

How did they feel throughout the activity?

What worked? What didn't work?

What would they do differently next time?





# Ice Breaker

- 30 Second Monologue
- Animal Instincts
- Association
- Creative Introductions
- Fact Match
- Favorite Event
- Frog, Dog, Sheep
- Guess who
- Hit or Myth
- Key Objectives
- Lottery win
- Name Anagram
- Values



# Ice Breaker



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## Duration

5 minutes

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## Objective

To help break the ice at the beginning of a training session or meeting

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## Resources needed

Cell phone timer

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## Instructions

1. Tell the group that before session starts they will have 30 seconds to tell the group something about themselves the group are unlikely to know.
2. The monologue MUST be truthful, but can be humorous or serious.
3. The trainer or chair person calls time (cell phone timer) after the first 30 seconds and the next person clockwise around the table must then start.
4. Continue until everyone has spoken.

# 30 Second Monologue

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# Ice Breaker



## Duration

5-10 minutes at the start of the day and a further 20 minutes at the end of the day

## Objective

To help participants get to know each other in a fun way  
To help energise participants during a training session

## Resources needed

Pen or pencil and paper  
Flip chart and marker pen

## Instructions

Everyone in the group including the trainer is to think of a name for themselves made up of the following:

First name: Plant, vegetable, flower or tree  
Second name - animal, fish or bird

For example: - Sycamore Shark

Warn them that they will need to be able to explain why they have chosen their particular name, later in the day, but must not let their fellow participants know what they have chosen yet.

The chosen names should be written on a piece of paper, which in turn should be handed to the trainer.

Explain that you are going to write each name up on flip chart paper and display them around the room, and that during the day you would like everyone to write the name of the person that they think is represented by the plant animal name.

# Animal Instincts

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## Trainer Notes

You may want to start this off yourself by writing a few names up during a comfort break. And can also use this activity at suitable points to raise energy levels by inviting participants to take a minute or two to walk around the room and add to the flip chart sheets.

At a suitable point in the day (ideal during the early afternoon), lead the group in revealing who is who, what their colleagues thought, and why each person chose their particular name.



# Ice Breaker



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## Duration

5 minutes

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## Objective

To help break the ice at the beginning of a training session or meeting

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## Instructions

1. Explain that this exercise is to help learning by the use of association.
2. Remind them that it could be used in a work context if they are having difficulty in remembering something.
3. Tell the group they will be asked to introduce themselves to the group by standing up, stating their first given name and associating their name with something they would bring to a picnic.

e.g. My name is Dan, and I'd drive a van

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## Possible Variation

1. Tell the group they will be asked to introduce themselves to the group by standing up, stating their first given name and associating their name with a personal characteristic that helps identify them, and to do so in the form of a rhyme.

e.g. My name is Sue, with eyes of blue

# Association

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# Ice Breaker



## Duration

15 – 30 minutes dependent upon the number of participants

## Objective

To help break the ice in a creative way at the beginning of a training session or meeting  
To open a training session that includes presentation skills within its content

## Resources needed

Paper  
Flip chart paper if required  
Pens

## Instructions

- Pick one of the 'styles' from the next page, and ask everyone to prepare a two minute introduction about themselves in the particular style.
- After 10 minutes ask each person in turn to present their introduction.

## Creative Introductions

### Time capsule

What five things would you lock into a time capsule to represent yourself, and why? Where would you bury the time capsule, and how would you package it to protect it?

### Plaque, Shield or Flag

Design a plaque, shield or flag that mirrors your personality. What would your emblem be?

### TV Listings

Describe yourself in the style of a TV listings magazine? What time of day would you be shown at, and why?

### Estate Agents

Describe yourself and your career in the style of an estate agents property advert.

### Personalised license plate

If you could choose a personalised license plate, what would it be, and why?

### Pictionary

Describe yourself by using pictures only, on a flip chart.

# Creative Introduction

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# Ice Breaker



## Duration

10 - 20 Minutes

## Objective

This icebreaker is useful in situations where you want to get people thinking about specific topics. It also helps to introduce participants to new ideas and of course each other.

## Resources needed

Small pre-prepared business card size pieces of card with facts about the training topic written on them. There must be a pair of these cards for each fact.

## Instructions

Hand out the cards with facts written on them to each of the participants; ensure each fact has a duplicate within the group.

Ask participants to find the person with the same fact as them on their card and once they have found them, introduce themselves and discuss the relevant fact and what it means to them.

Review the facts with everyone as a group.

# Fact Match

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# Ice Breaker



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## Duration

10 – 20 minutes dependent on the number of participants

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## Objective

To help break the ice at the beginning of a program or event where a positive frame of mind is essential

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## Resources needed

Timer on your cell phone

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## Instructions

- Explain that when your timer goes off (or you could just clap your hands if you prefer) participants are to pair up with someone else in the room. Explain that each time your timer goes off they must change partners. They must not partner up with the same person twice. If there is an uneven number of participants you can join in yourself.
- They will then have a minute each to introduce themselves and tell their partner what is the best wedding, holiday, party, show, etc they have been to. They also have to explain why in just a few words.
- Set timer so after 2 or 3 minutes it sounds. Participants now change partners and do the same again with their new partner.
- Keep going until participants have had the chance to meet everyone in the group. Alternatively, call a halt after participants have changed partners 5 or 6 times if there is a large group of people.

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## Variation

You could ask participants to introduce themselves to the whole group one at a time. This approach may be better at the start of certain training events. For example this ought to be a reasonably easy way to start a presentation skills course as most people would be able to talk very well about a favorite event of theirs.

# Favorite Event

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# Ice Breaker



## Duration

10 – 15 minutes

## Objective

This icebreaker can be used to help break the ice in a fun and relaxed way at the beginning of a training session or meeting.

The icebreaker can be used during training where you want to focus on listening skills or any training session that involves careful attention to sounds.

This icebreaker can also be used as an energiser throughout a training session.

## Instructions

*Prior to starting this icebreaker, the trainer should clearly explain the instructions to the group.*

1. Ask participants to close their eyes (or give them blindfolds) and explain that the icebreaker will be carried out with their eyes closed.
2. Go around the group and whisper in the ear of the participants one of the following three animals – Frog, Dog or Monkey.
3. The participants should then make the sound of their own animal i.e. the Frogs would say, 'Gribbit', the Dogs, 'Whoof' and the Monkeys, 'Ooh Ooh'.
4. The participants should now try and group themselves with their fellow 'animals', using only the sound of their call. They should end up in groups of frogs, dogs and monkeys.

The icebreaker ends when they have achieved the task or the trainer calls a halt to the proceedings. The icebreaker can be reviewed by a discussion of what was important in listening out for the sounds etc. Of course the icebreaker is also a lot of fun and allows participants to relax, have fun and then review the serious points that follow.

# Frog, Dog, Sheep

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# Ice Breaker



## Duration

15 minutes dependent upon the number of participants

## Objective

To break the ice at the start of a training session when participants already know each other

## Instructions

Before starting this activity prime a flip chart with 3 or four questions. Examples may include:

- Favorite movie or film?
- Favorite television show?
- The last show you binged on Netflix?
- Favorite food?
- Favorite music?
- Famous person you admire?
- Your ideal vacation?
- A unique fact about yourself

Make sure each participant has a blank sheet of paper and a pen or pencil.

Show the primed flip chart and ask the participants to write their answers on a piece of paper. Tell them to ensure that none of the other participants see the answers they are writing. Allow five minutes for this and then ask participants to fold their answer paper and hand it to you.

Select each piece of paper at random and read out the answers given. Ask the groups to guess who is who.

# Guess who

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# Ice Breaker



## Duration

10 - 20 minutes

## Objective

This icebreaker demonstrates to participants that there are many 'myths' or interpretations of facts that can influence their decisions regarding a given topic.

## Instructions

Explain the idea of a 'myth' to participants, which has an Oxford English Dictionary definition of; 'a widely held, but false idea', or, 'an exaggerated or idealised concept of a person or thing'.

You should also emphasise that we create many 'myths' in the business world based on ideas that we hold about certain issues because it suits us to think that way. This approach can mean that we interpret everything based on these myths and this influences our decisions. This might not always be the best way to go about things.

Provide some of the examples below of common myths that we hear today...

- Every cloud has a silver lining
- You're only as old as you feel
- Nothing ventured, nothing gained
- The grass is always greener on the other side
- Don't judge a book by its cover

Then add some of your own in related to the topic you are discussing, such as...

- Customers never listen to the announcements we put out
- The old way of doing this was much better
- It's easier to do this without following the procedures
- There's no point in asking, as you won't get the response you want

Once you have the general business myths out there and the participants recognise some of their own 'myths' (they might even start to call them out), move on to focus on each myth in turn using the following questions as a guide...

1. How did the myth become rooted in our minds?
1. Why might we still think the myth is correct?
1. How true is the myth?
1. What can we do to change the myth or get rid of it completely?

# Hit or Myth?

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# Ice Breaker



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## Duration

10 – 15 Minutes

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## Objective

This icebreaker provides a nice introduction to a session by identifying the participant expectations and allowing you to appreciate and understand where they feel their key learning areas are. This will help ensure you focus on the true learning elements of your training course. This process also helps to create engagement and buy-in from the participants.

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## Tools

Pre-prepared sheet of paper with the course aims and objectives written on it for the training course (1 for each participant).

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## Instructions

Provide each of the participants with a pre-prepared piece of paper with the aims and objectives of the session written on it.

Explain that you would like them to spend five minutes looking over the aims and objectives. During this time, they should circle the key areas of the objectives that stand out as being important to them for the training course that you are about to deliver.

Once each of the participants has circled the aspects that are most important to them, ask each to explain to you what they chose and why. Hold a brief discussion with each on why they felt that stood out as important to them and once you have reviewed all explain that you will use this information to provide focus to the session as you work through the training.

# Key Objectives

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# Ice Breaker



## Duration

15 minutes

## Objective

To help build a positive state of mind at the start of the learning event

## Instructions

1. Explain to participants that they are to imagine a situation where they suddenly receive a lot of money. This might be through a lottery win or perhaps being the beneficiary under a will. Ask them to consider what they would do with that money.
2. Next ask them to go and individually introduce themselves to everyone in the room, by giving their name and job and by saying what they would do with their new found wealth. You may participate in the exercise yourself.
3. When participants have spoken to everyone in the room they return to their seats. Ask what ideas were exchanged on how individuals would use their money. If appropriate capture ideas on a flip chart. You might want to do this if you need to refer back to the points later in the training. For example, the information you capture here could be used in sales training when discussing why people buy.

## Possible Use

- Any learning event where it is important for learners to have a positive mindset.
- Has a possible use in sales training when needing to consider why people buy.
- This could also be used at the start of product training. For example, the exercise was originally used in Insurance Product Training. Of course nobody ever chose to buy insurance with their imaginary winnings and it was then possible to lead into the question, 'Why do people buy insurance?'

# Lottery Win

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# Ice Breaker



## Duration

2-3 minutes per person

## Objective

This icebreaker is useful to help break the ice in a creative way at the beginning of a training session or meeting. It also provides an element of creativity whilst exploring the personality traits of individuals.

## Instructions

1. Ask each person to make an anagram from the letters within their name that describes them, or a hobby interest of theirs. They can use their middle name if required and don't have to use all of the letters.
2. Once they have thought of the anagram from their name they are to introduce themselves and explain why they have chosen that particular characteristic.

# Name Anagram



# Ice Breaker



## Duration

10 – 15 Minutes

## Objective

This icebreaker can be used to help break the ice in a relaxed way at the beginning of a training session or meeting.

The icebreaker can be used during training where you want to focus on what the important values are for the training course or meeting that they are about to participate in. It also encourages participants to engage with each other and discuss the importance of the session.

This icebreaker can also be used as an energiser throughout a training session.

## Resources needed

Flipchart and Pens

## Instructions

*Prior to starting this icebreaker, the trainer should write a word that they consider to be the most important value for the training course or meeting on a hidden piece of flipchart paper (i.e. the flip paper under the one the room can see).*

- Explain to participants that you have identified one key value that you think is important for the training course or meeting and that it is hidden on the flipchart.
- Tell them you would like them to work in groups to decide what they think is the most important value for the training course. Give them 5 minutes to do this.
- Bring the group back together, discuss their opinions and find out why they feel that way.
- Finally, show participants your value and explain your reasoning.

# Values

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# Afternoon Refresher

- 2 Minute Test
- 19 Reasons
- Airplanes
- Zoo Animals
- Bucket List
- Common Words
- My Life in Sales
- Pennies



# Afternoon Refresher



## Duration

10 – 15 Minutes

## Instructions

This fun bit of trivia can be used during training energizers to add a bit of interest to a training course and provoke a conversation around how misunderstandings can happen whether it be with language or the way something is said.

Simply add these statements to a PowerPoint slide and talk participants through them.

1. The bandage was wound around the wound.
2. The farm was used to produce produce.
3. The dump was so full that it had to refuse more refuse.
4. We must polish the Polish furniture.
5. He could lead if he would get the lead out.
6. The soldier decided to desert his dessert in the desert.
7. Since there is no time like the present, he thought it was time to present the present.
8. A bass was painted on the head of the bass drum.
9. When shot at, the dove dove into the bushes.
10. I did not object to the object.
11. The insurance was invalid for the invalid.
12. They were too close to the door to close it.
13. The buck does funny things when does are present.
14. A seamstress and a sewer fell down into a sewer line.
15. The wind was too strong to wind the sail.
16. After a number of injections my jaw got number.
17. Upon seeing the tear in the painting I shed a tear.
18. I had to subject the subject to a series of tests.
19. The accountant at the music store records records of the records.

# 19 Reasons

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# Afternoon Refresher



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## Duration

15 Minutes

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## Goal

To test learners knowledge of the given topic in a fresh way.

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## Timing

To be used when there is a need to re-cap the learning from a session. Typically at the end or just after lunch.

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## Instructions

1. Ask participants to write a question relating to the training event that they are currently involved in on the center of a sheet of paper. They should create as many questions as you feel are necessary (two each will usually suffice).
2. Next, ask them to create an airplane out of the sheets of paper with the questions on. If they cannot make airplanes, ask them to wrinkle the paper up into a ball.
3. When the participants have completed this, ask them to split into two different lines facing each other and at opposite sides of the room.
4. Next, ask them to throw their airplanes across the room at each other. When an airplane lands near them, they should throw it back to the line of people on the other side of the room.
5. After a short period of the 'throwing', ask everyone to stop. The participants must then pick up the paper that is closest to them and in turn, answer the questions.

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## Possible use

This energiser is particularly effective just after lunch when you want to test retention of knowledge and also 'wake' the participants.

# Airplanes

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# Afternoon Refresher



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## Duration

10 - 30 minutes

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## Objective

To get the blood flowing again if a group have a dip in energy levels or just after lunch. It can be linked to communication skills and particularly listening.

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## Instructions

Place participant's chairs in a large circle and ask them each to take a seat.

Stand in the middle of the circle and explain that you are now going to demonstrate three different types of animals to the group.

**Elephant** – Hold shoulder of one arm against nose and wave it at the floor.

**Rabbit** – Hold each ear and puff out cheeks.

**Alligator** – Place both arms out in front of you and clap your palms together, up and down in a snapping motion

Explain that you will go around the group and point to a person. That person must immediately take the shape of an elephant (as above), while the person to the right of them takes the shape of a monkey and the person to the left takes the shape of an alligator.

The person out of the three that is slowest to take the **correct** shape loses and must come to the centre of the room and start the process again.

The game ends when you feel that enough people have been involved in the process and the energy levels are raised.

This game causes much laughter and is great for re-energising a group.

# Zoo Animals

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# Afternoon Refresher



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## Duration

10 - 30 minutes

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## Objective

This energiser works really well in training courses where you want participants to focus on personal improvement, self-development and working with others to develop skills. The energiser is great for helping people set personal objectives and clear goals and targets. We use it typically as part of teambuilding training or leadership training courses.

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## Resources

Pen and Paper

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## Instructions

Much like the film of the same name, this simple energiser encourages participants to consider things they want to achieve in life and before death! However, this version concentrates on things they want to achieve within their current role.

Explain the above to the participants and then give them 5 - 10 minutes to list things they want to achieve in their role. Ensure you focus them on the fact that it has to be things within their current job and they have to provide a time limit on the things in their list.

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## In Review

Once all the participants have carried out the task hold a group discussion where participants take it in turns to divulge their bucket list. The other participants should provide advice and guidance on things the person can do to help them achieve each thing on their list.

You will be surprised how much advice and support this energiser can produce from the team.

# Bucket List

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# Afternoon Refresher



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## Duration

5 - 10 minutes

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## Objective

This energiser provides a little head-scratcher for participants and can be used as a pick me up after a break or to inject a bit of interest at any point.

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## Instructions

Place the following words on a flipchart or slide and ask participants to spot what links each of the words.

RESTAURANT

ERASER

SORTING

CARRIER

BAKER

CANTERING

LACQUER

Let the participants try and work it out for themselves for a while and then provide the answer.

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## Answer

The letter 'R' moves one place in each consecutive word from **R**estaurant to **E**raser to **S**orting to **C**arrier etc.

# Common Words

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# Afternoon Refresher



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## Duration

15 - 30 minutes

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## Objective

To enable participants to share experiences, develop rapport and discuss previous experiences and situations in a relaxed environment.

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## About the Energizer

This is one of our favourite energiser activities and it is really useful near the start of a training session or at a lull where you feel it is important that participants discuss their ideas and opinions. It is very versatile and can be added in with little preparation and a lot of impact.

We find that the activity works well in sales training sessions where you want participants to discuss past issues, share their experiences, opinions and thoughts and develop a sense of rapport.

The energiser activity works best for groups of at least three people and no more than twelve.

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## Instructions

Display the list below and advise groups that they should each take it in turns to select a point from the list and discuss their experience/s surrounding the scenario. When they have had their turn, the next person should choose.

1. A difficult sale I managed to turn around.
2. A sale I achieved with a creative solution.
3. A sales relationship that was broken and I fixed.
4. A sale I made really well.
5. A moment when I came to a big realisation.
6. A sales objection that I resolved well.
7. An ingenious solution to get a sale.
8. Something that changed my life.
9. A mistake I made and learned from.
10. A challenge I overcame.

# My Life in Sales



# Afternoon Refresher



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## Duration

10 minutes

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## Objective

To help participants to re-focus their minds during a lull in a training program.

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## Resources Needed

Jar or bag full of pennies.

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## Instructions

Have each participant take a penny out of the jar and share a story about something significant that happened in their life in the year that their penny is dated.

If they draw a penny that was made before they were born, have them draw a new one.

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## Variation

Have each participant think of something that happened in or around that year and invite them to share if they could have changed something, what would it have been.

# Pennies

C<sup>2</sup> Coaching and Training



# Afternoon Refresher



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## Duration

5-15 Minutes including discussion

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## Objective

To help focus participants during a training session and/or to emphasize the importance of understanding information before acting on it

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## Resources

Sufficient copies of the accompanying question sheet for participants to have one each.

Pen or pencil for each participant

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## Instructions

1. Give each participant a copy of the question sheet face down.
2. Tell them they must not turn the paper over until you say so as this is a speed test.
3. Tell the group that their objective is to answer each question accurately, but they only have two minutes to complete the test. Tell them you will give them one minute, 30 second and 15 second warnings. (you can allow more time if you prefer)
4. At the end of two minutes go through the correct answers using the answer sheet provided.
5. Discuss how many people were caught out by the questions and why?
6. You may wish to offer a small prize to the person with the most correct answers.

# 2 Minute Test

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## 2 Minute Test Questions

1. How many animals did Moses take aboard the ark?
2. Divide 30 by  $\frac{1}{2}$  and add 10, divide by  $\frac{1}{2}$  again and add another 10. (No calculators.)
3. Some months have 30 days, some have 31. How many have 28?
4. You go to bed at 8 o'clock in the evening and set the clockwork alarm to get you up at 9 o'clock in the morning. How many hours sleep would this allow?
5. If a doctor gave you three tablets and told you to take one every half hour, how long would they last?
6. How many sides in a circle?
7. How far can a dog run into the woods?
8. Which country has a 4th of July - the USA or the UK?
9. A man built a house of rectangular structure, each side having a southern aspect. A bear came wandering by. Which colour was it?
10. If you were alone in a deserted house at night and there was a lamp, a fire and a candle and you only had one match, which would you light first?
11. How many birthdays does the average person have?
12. Why can't a man living in York be buried west of the River Trent?
13. If you have 2 coins and they total 11 pence, but one of them is not a 10 pence coin, what are the 2 coins?
14. How much soil is there in a 2' by 2' by 4' hole?
15. If two monkeys sit in a corner and looked at another pair in a corner and so forth until every pair is looking at another pair. How many monkeys can say they are looking at another pair?
16. Is it legal for a man to marry his widow's sister?



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## 2 Minute Test ANSWERS

1. How many animals did Moses take aboard the ark? **None – Noah built the Ark**
2. Divide 30 by  $\frac{1}{2}$  and add 10, divide by  $\frac{1}{2}$  again and add another 10. **150**
3. Some months have 30 days, some have 31. How many have 28? **12**
4. You go to bed at 8 o'clock in the evening and set the clockwork alarm to get you up at 9 o'clock in the morning. How many hours sleep would this allow? **One, alarm clocks work on 12 hour clock**
5. If a doctor gave you three tablets and told you to take one every half hour, how long would they last? **One hour**
6. How many sides in a circle? **2, inside and outside**
7. How far can a dog run into the woods?  **$\frac{1}{2}$  way then it is running out**
8. Which country has a 4th of July - the USA or the UK? **Both**
9. A man built a house of rectangular structure, each side having a southern aspect. A bear came wandering by. Which colour was it? **White, you are at the North Pole**
10. If you were alone in a deserted house at night and there was a lamp, a fire and a candle and you only had one match, which would you light first? **The match**
11. How many birthdays does the average person have? **One – celebrates it annually**
12. Why can't a man living in York be buried west of the River Trent? **Because he is alive**
13. If you have 2 coins and they total 11 pence, but one of them is not a 10 pence coin, what are the 2 coins? **10p and 1p!**
14. How much soil is there in a 2' by 2' by 4' hole? **None – it is a hole**
15. If two monkeys sit in a corner and looked at another pair in a corner and so forth until every pair is looking at another pair. How many monkeys can say they are looking at another pair? **Four**
16. Is it legal for a man to marry his widow's sister? **How can he? He is dead**