

~ The Lioness Principle's ~

TRAINING EXERCISES & TESTING COMPONENTS



AKA
THE BLUE PAGES

Ready-to-Use, Time-Tested,
Customizable Training Tools
Promoting
"Student Discovery"

KATHERINE EITEL'S

LEARNING

The logo for Lioness Learning features the word "LIONESS" in a stylized, bold font with a lioness silhouette integrated into the letter "O". Below it, the word "LEARNING" is written in a smaller, simpler font. The background of the logo is a gradient of orange and yellow, suggesting a sunset or sunrise over a field of grass.

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Materials:

- Preprinted name tents
- Markers

Instructions:

- Have participants write their name on the front and decorate
- On the back, have the following printed:
 - Car: _____
 - Country: _____
 - Cuisine: _____
 - Celebrity: _____
 - Critical Question: _____
- Ask them, “If you won the lottery, what car would you buy, what country would you visit, what cuisine would they order on their vacation in that country (doesn’t have to match), and what celebrity would they want to share that dinner with? In addition, what is one critical question you have relating to (today’s topic)?”
- If small group that knows each other:
 - They are to answer with no discussion.
 - Have them hand you their cards.
 - With the name side flipped up so they can’t see, read the responses and have the team guess who it is. (or write down their guesses and then, when read a second time, have the group point to the person they think it is.)
- If you have a large group or a group that does not know each other:
 - Have them share with a partner.
 - Go around and ask everyone to introduce their partner and their five C’s to the group.
 - If the group is over 30, have them introduce their partner to just their table group and make a list of the “critical questions” for that table group.
 - Go around and have table groups report their “critical questions” to the entire group.

Options:

- Your “C” topic question could also be one of the following:
 - Certain Fact: What is one fact about (today’s topic) that you are certain about?
 - Crucial Fact: What is one thing, in your opinion, that is crucial to the success of (today’s topic)?

Materials:

- Pieces of paper cut into large squares, one for each participant.

Instructions:

- Give each participant a blank sheet of paper.
- Ask them to close their eyes and follow your directions.
- Tell them they are not to ask any questions during the instructional phase.
- Give the following directions:
 - First, fold the paper in half.
 - Then fold it in half again.
 - Then fold it in half again.
 - Then fold it in half yet again.
 - Tear off the right-hand corner.
 - Turn the sheet over and tear the left-hand corner off.
- Now, get the group to open their eyes and unfold their sheets of paper and compare them. It should be immediately obvious that participants do not have the same finished product.
- Ask the group if it had been important to have a predictable outcome (as it often is in healthcare) how would their performance in this exercise have measured up? Debrief the group on the essential parts of communicating well and how this group can improve its communication.
- Variation: Have the group do the exercise again, this time allowing for questions and clarification. Compare the results of the first set to the second.

Time: 5 minutes

Group Size: Any

Materials:

- 8 ½ x 11 sheets of blank paper (can use large Flip Chart paper also)
- Colored markers
- Packing Tape

Instructions:

- If you teach something that requires memorization of steps or components, then pair up your team members and assign them one step in the process. (Depending on the number of steps and participants, you may have to assign one step to each person, multiple steps to one person, or an entire table group to one step... be creative!)
- While they review their notes, hand each partnership a blank piece of paper and markers.
- Ask them to label their “step” and a short phrase about its importance to the overall process. They must then draw a symbol, picture, doodle, or diagram that represents that step. (Tell them “teacher kudos” are given for extra effort here!)
- The “bricks” or “stepping stones” are then taped to the floor in ascending order and leading from the front of the room out toward the exit door.
- Partners line up and “walk down the yellow brick road” stopping on each step, saying the name of the step and its importance out loud to themselves.
- This is a great way to have the group head out of the room to their break or lunch!

Variations:

- This can be diagramed on pages which are adhered to the walls and connected properly using string or crepe paper, etc.
- As they walk by the review each step and explain to their partner it’s importance and function in an “each one, teach one” fashion.