

Adult Learning Game

The main goal of the facilitator is to prepare community educators to present information effectively, respond to participant questions, and lead activities that reinforce learning. Understanding how adults learn best is an important lesson in the train-the-trainer process.

This activity can be played as an individual matching game, as whole class activity, or through electronic formats like Kahoot! or Blooket.

Whole Class Activity

Before the training:

- Print out the “adults learn best” statement in a large print on a single sheet of paper.
- Print out the “our role as a facilitator” statements and cut into cards.
- Place each statement at various locations around the room using removable tape or magnets.

During the training:

1. Ask participants, “How many of you have taught a training or class for adults?”
 - Tell those that have their hands raised to keep them raised.
 - Next say, “Keep your hand raised if you have taught at least 5 trainings or classes.”
 - Continue, “Keep your hand raised if you have taught at least 10 trainings or classes.”
 - Continue asking the questions until you get the highest number and the “expert” educator in the room!
 - Congratulate all participants on this training and explain that you hope you can all learn from each other.

2. Share the statement below while pointing them out around the room.

Adults learn best when:

- They feel valued and respected for the experiences and perspectives they bring to the training.
 - The learning experience is active and not passive.
 - Learning is reinforced.
 - The learning experience fills their immediate needs.
 - The new material is related to what participants already know.
 - The learning environment is conducive to learning. Adults learn best in comfortable settings.
 - Learning occurs in small groups.
 - The trainer values their contributions as both a participant and a teacher.
3. Provide each student with 1-2 cards and ask them to review the statement on their cards.
 4. Share that each card is an activity or action that they can use to support how adults learn best. Let the participants know that you would like them to try to identify which statement located around the room best matches their card.
 5. Tell the participants you will be given a few minutes to get up and move around the room. Ask them to share their card with others at their station.
 6. The station with the highest number of correct cards wins!

Adults learn best when...	Our role as trainers is....
<p>They feel valued and respected for the experiences and perspectives they bring to the training.</p> <p>9 correct answers</p>	<ul style="list-style-type: none"> • Create activities that draw upon participants' experience and knowledge. Do not ignore what they know. It is a resource for you. • Provide low-risk activities in small-group settings. • Validate and affirm their knowledge, contributions, and successes. • Provide for the possibility of a need to unlearn old habits. • Avoid jargon and talking down to participants. • Share individual experiences when asked and when appropriate. • Provide a quality, well-organized experience that uses time effectively. • Listen before, during, and after the event. • Ask for feedback on training and provide input opportunities.
<p>The learning experience is active and not passive.</p> <p>5 correct answers</p>	<ul style="list-style-type: none"> • Actively engage participants in their learning experience. • Encourage participation by all participants. • Allow sufficient time for all activities. • Ask open-ended questions to encourage discussion. • Use participants' names to encourage connection to the class.
<p>Learning is reinforced.</p> <p>5 correct answers</p>	<ul style="list-style-type: none"> • Use training methods that allow participants to practice new skills and ensure prompt, reinforcing feedback. • Handle unexpected situations or disrespect with minimal confusion or emotion. • Process after each exercise, activity, or role-play. • Give praise and encouragement. • Provides specific behavioral observations about errors.
<p>The learning experience fills their immediate needs.</p> <p>4 correct answers</p>	<ul style="list-style-type: none"> • Identify participants' needs and tie training concepts to these identified needs. • Follow up on answers to questions you do not know. • Provide background and supporting evidence for course content. • Modify the teaching plan to accommodate learner experiences.

<p>New material is related to what participants already know.</p> <p>8 correct answers</p>	<ul style="list-style-type: none"> • Find ways to assess participant knowledge before an event. • Help them recall what they already know that relates to the new ideas. • Help them see how the new information is relevant to them. • Modify the teaching plan to accommodate participant experiences. • Process role-plays in a manner that reflects real life. • Use real-life problems and examples. • Ask participants to relate their own stories. • Minimize the use of statistics.
<p>The learning environment is conducive to learning. Adults learn best in comfortable settings.</p> <p>8 correct answers</p>	<ul style="list-style-type: none"> • Provide for their needs through breaks, snacks, coffee, and comfort. • Allow frequent breaks during instructional time. • Encourage participants to dress comfortably/casually. • Orient yourself and participants to the facility, especially the locations of telephones and restrooms. • Create a classroom set-up that is conducive to participant interaction and learning. • Use training methods that encourage participants to explore feelings, attitudes, and skills with other participants.
<p>The trainer values their contributions as both a participant and a teacher.</p> <p>4 correct answers</p>	<ul style="list-style-type: none"> • Encourage participants to share their expertise and experiences with others. • Process by asking what was most difficult or challenging about the exercise/assignment. • Ask participants what they liked or thought they did well in the exercise/assignment. • Encourage participants to take risks and try new things.

Source: Helping Babies, Healing Families: Program Manual & Trainer's Guide. (2009). Health Resources and Services Administration, Maternal and Child Health Bureau, SUID/SIDS Program. Manual and accompanying training guide designed to support the staff of local and state programs to provide comprehensive sudden unexpected infant death/sudden infant death syndrome (SUID/SIDS) risk-reduction and bereavement-program services. The trainer's guide, adapted from a publication produced by the National Cancer Institute, focuses on how to conduct trainings, presentations, and informational sessions for a variety of audiences