

What are warm-ups?

Warm-ups are games for more than one person, specially designed for use with groups in various learning situations. They are generally employed at the beginning of a session, a before the first activity in a session.

What is the purpose of warm-ups?

Warm-ups can be valuable not only at the beginning of, but also throughout, a course. They can fulfill a variety of functions:

- They can help 'break the ice' in new groups, by allowing people to learn each others' names and something about each other.
- They can prepare groups for mixing and working together by presenting non-threatening ways for group members to interact and participate.
- They can wake people up, both physically and mentally, which sharpens their concentration and helps them engage and work more effectively.
- They can help focus groups, both new and established, as preparation for collaborative work.
- They can help people have fun and enjoy learning.

19- Carol had some candy. After eating one, she gave half the remainder to her sister. After eating another piece, she gave half of what was left to her brother. Carol now had only five candies left. How many candies did she start with?

Answers are : 1: 11 2: 22 3: 23 4: 25 5: 32

22- Tom is taller than Bob and Bill is shorter than Tom. Therefore we can say Bill is taller than Bob

Answers are : 1: True 2: False

28- Bob needs to carry 9 bricks from the truck to the backyard. He can carry only two at a time. How many trips will he have to make ?

Answers are : 1: four 2: four and 1/2 3: Five 4: Six

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30- A fish has a head 9 inches long. The tail is equal to the size of the head plus one half of the body. The body is the size of the head plus the tail. How many inches total is the fish ?

Answers are : 1: 27 inches 2: 55 inches 3: 64 inches
4: 72 inches

35- Which one of the five does not belong in this mammal category

? Answers are: 1: Man 2: Horse 3: Pig 4: Lizard 5: Dog

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36- Which animal does not belong in the following group ?

Answers are: 1: Horse 2: Dog 3: Rabbit 4: Fish 5: Frog

41- Which item does not belong in the following group ?

Answers are: 1: Phone 2: Television 3: Radio 4: Fan 5: Doorbell

44- Which letter does not belong in the following series ? D-H-L-Q-T

Answers are: 1: D 2: H 3: L 4: Q 5: T

47- Mary was 21 when her daughter Carol was born. Carol was 18 when her child was born. The child is now six years old. How old is Mary ?

Answers are : 1: 27 years 2: 39 years 3: 41 years 4: 45 years
5: 48 years

56- Which one item below is nearest to a drinking glass?

Answers are: 1: Plastic cup 2: Ceramic mug 3: Paper cup
4: Sand 5: Water

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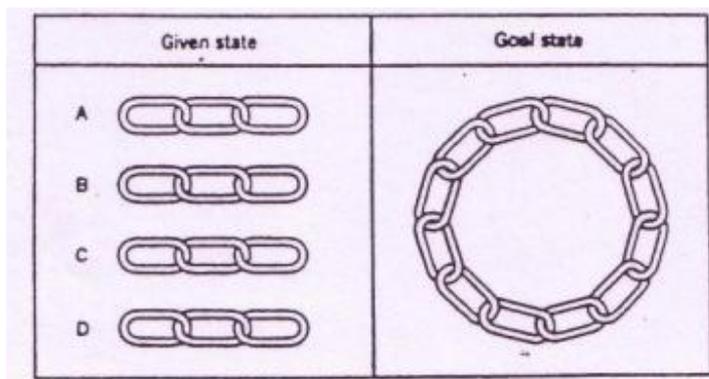
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Quiz Item 3: (Adapted from Winklegren, 1974) You are given four separate pieces of chain that are each three links in length (see the given state in Figure 5.2) It costs \$100 to open a link and \$150 to close a link. All links



5.2 Given and goal states to the rockclaoe problem.

are closed at the beginning of the problem. Your goal is to join all 12 links of chain into a single circle (see the goal state in Figure 5.2). Your total budget for forming the single circle is \$750. Solve it!

JUDGMENT

Creativity will be viewed as a cognitive process concerned with the development of an idea, commodity, concept, or discovery that is novel to its creator or some targeted audience.

Why are most people unsuccessful? Most individuals attempt to apply all their logical tactics to the perceived problem: They make assumptions that frame the problem and constrain them from finding a solution. The most critical barrier to creative decisions is our assumptions. Creative solutions often lie outside our self-imposed assumptions. Individuals make false assumptions about problems to fit the problems into their previously established decision processes.

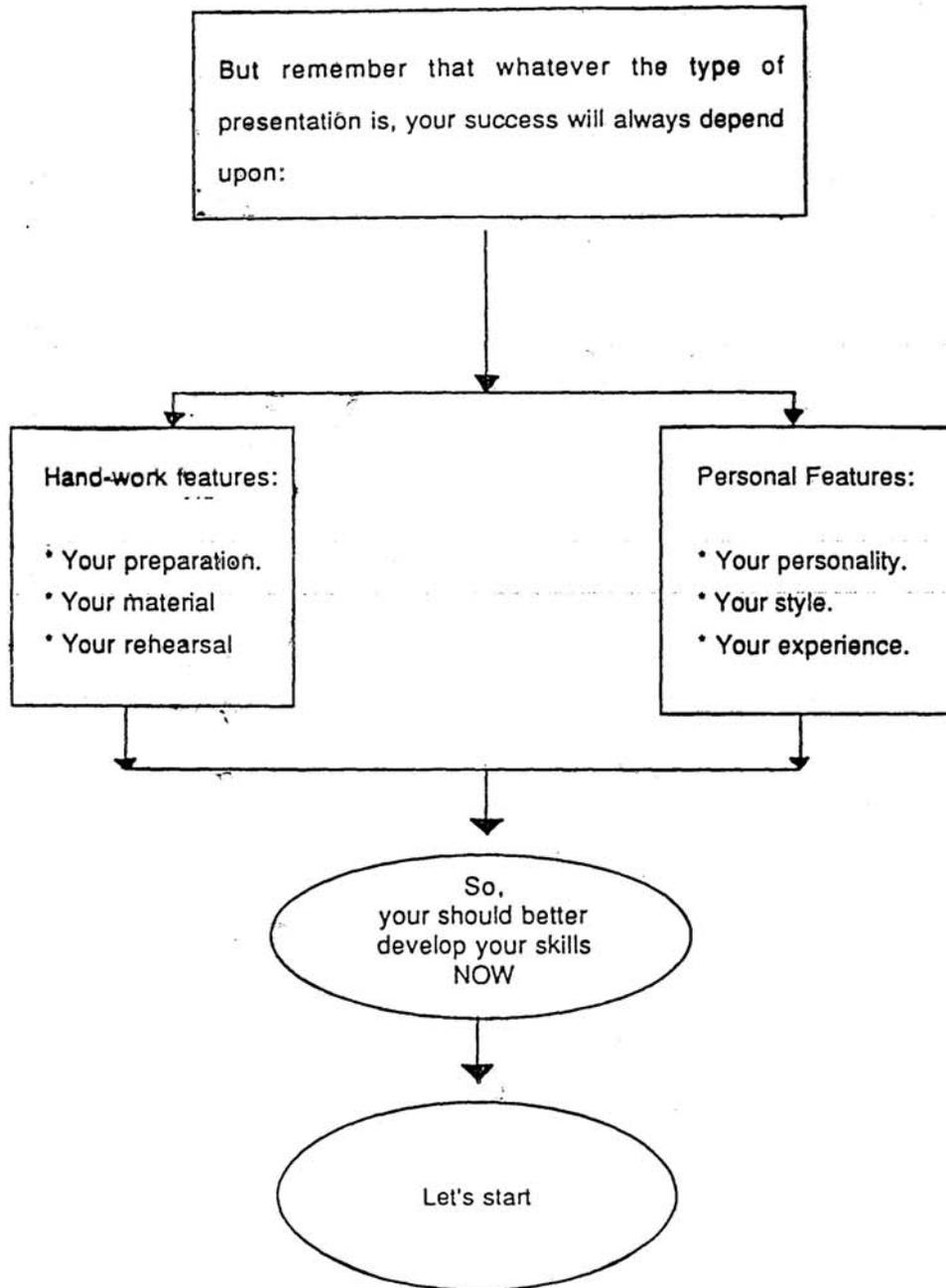
The framing of problems

Individual choice is systematically affected by the way problems were framed: We tend to make the implicit false assumption that the frame in which the problem is presented is the only perspective on the problem.

An automobile is traveling on a deserted country road and blows a tire. The occupants of the automobile go to the trunk and discover that there is no jack. They define the dilemma by posing the problem: Where can we get a jack? They recall that several miles back they had passed a service station and decide to walk to the station for a jack. While they are gone, another automobile coming from the other direction also blows a tire. The occupants of this automobile go to the trunk and, by happy coincidence needed for our example, they too discover that there is no jack. They define the dilemma by posing the problem: How can we raise the automobile? They look about and see that adjacent to the road is an old barn with a pulley for lifting bales of hay to the loft. They push the car to the barn, raise it on the pulley, change the tire, and drive off, while the occupants of the first car are still trudging toward the service station.

Assumption Breaking

in this (necklace) problem, most people fail to solve the problem because they assume falsely that after you open one link you can only insert one closed link into the opened link. We make assumptions about the problem that eliminate the solution. Frequently, we miss the optimal solution/choice to a problem not because we actively chose a different alternative over the optimal choice, but because we never considered the optimal choice as feasible.



ELEMENTS OF A PRESENTATION

1- introduction: It has the following purposes:

- ° Ice-breaker between you and your audience, especially if *you are an "outsider"*
- ` Getting your audience attention by stating the purpose, problem and goal of the topic of your presentation.
- ' Defining any technical terms you may be using later on in your presentation.

2. Body: in which you:

- ° Develop -main *ideas* and arguments, to support your central theme of your presentation.
- ' Support your ideas and arguments with relevant data, preferably using visual aids (transparencies / slides / charts;etc.)
- " Should follow a logical ordering of your ideas and arguments, such as: - problem - solving.
deduction. induction.
spatial
causal

- chronological

" May involve your audience in the form of questions or discussions.

3. *Conclusion: in* which you:

" Summarize the main points as conclusions resulting from the body of your presentations. -

° May use- visual aids to increase audience retention of key points and conclusions.

" Introduce recommendations (if any) as a logical **result of your conclusion** to urge your audience to adopt your point of view and follow a specific course of action.

STEPS IN PLANNING A PRESENTATION

1. Analyze your audience:

'in terms of: numbers, backgrounds, attitudes, sex, age, etc. ' try to find where their sympathies lie and what their goals are.

2. Define your goal:

' is it to inform ? to persuade ? to compare ? "what specifically is your topic area ?

' list your answers to these questions on paper. These are the key issues to be used in steps 3 & 4.

3. Plan your presentation:

' use key issues to outline your presentation in a logical sequence. ' evaluate your outline to determine if your goal has been fulfilled. ° conduct a research to obtain all relevant data.

° edit and revise your outline to make sure you have included all relevant data.

' design your visual aids.

' anticipate questions from your audience and prepare your answers.

' make arrangement for the meeting room and audiovisual equipment,
and familiarize yourself with both.

4. Select your preparation method:

'_Some kind of talk notes will be needed to guide you through your presentation.

° These could be detached cards, loose-leaf in a ring binder, hidden notes on your visuals, or a complete manuscript.

5. Use Visual aids effectively:

_Visual should be easily and clearly seen from every seat in the room. '

They should be understandable, reinforcing and clarifying main ideas.

' Select appropriate visual aid according to the situation, i.e. the audience, size and type of-the room, and the complexity of the topic.

' Remember that visuals should always be used supplementary, to clarify, explain, or emphasize new points in your presentation.

' They should never be used merely for "show business".

6. Establish the Strategy of your presentation:

' Time Management:

-_make sure to plan the time you need for your presentation according to the time available for it.

- determine a realistic timing for each part of your presentation, and stick to it.

- put into consideration other speakers' times and subjects.

- put into consideration any organization issues or contingencies that could make your presentation untimely.

' Order of Development and Approach:

- based on your analysis of the audience, the purpose, goal and topic of your presentation, determine the following:
 - the order of development throughout your presentation.
 - the appropriate, approach, e.g., persuasive, or informational.

' Audience Characteristics:

-

based on your analysis of the audience determine their attitudes about you and subject.

- These should be taken into consideration when you plan your presentation.

' Audience Participation:

- _remember that audience involvement is a good strategy, but:
 - decide when this participation should be done, e.g., during your talk, at its conclusion, or after you have finished.

' Securing Desirable Course of Action:

- _in case your presentation requires a certain course of action to be adopted

by the audience, i.e. a decision, plan for it.

- determine the sequence of ideas that will secure a favorable response from the audience.
- rely on your knowledge of the audience, its attitudes, its sympathies as you plan the sequence of your presentation.

CHARACTERISTICS OF EFFECTIVE PRESENTATIONS

1. Accurate and Complete Knowledge of Topic:

' this will make you feel more confident as you deliver your speech. ' it will help you anticipate questions and prepare their answers.

2. Good Preparation:

' prepare your ideas and supporting facts and sequence them.

' prepare your attention - catching statements, e.g., proverbs, jokes, quotations,
... etc.

' design your visual aids.

3. Good Organization:

'check room layout.

' check audiovisual equipment. ' stack your visual aids.

' organize your talk notes. ` keep track of time.

4. Appropriate language and Clear Enunciation:

- ° select a vocabulary level suitable for your audience. ° define unfamiliar terms to your audience.
- ° pronounce the words clearly.

5. Speed, Volume and Tone:

- ° speaking slowly and monotonously tends to bore your audience.
- speaking extremely rapidly tends to lose your audience.
- ° vary the speed of delivery to maintain audience interest.
- vary the volume of your voice to add emphasis.
- ° be sure you are clearly heard. But be careful your volume is not so high as to be distributing.
- ° use a colorful tone to emphasize key points, ideas and concepts.

6. Appropriate Body Language:

- ° maintain eye contact with your audience.
- ° distribute your eye contact evenly among your audience throughout your presentation.
- ° watch your audience for any body signals of boredom, discomfort or disapproval.
- ° if you are sitting, sit up straight.
- ° if you are standing, stand relaxed yet straight. 16

' use body movements and postures; hand gestures, facial expression, eye movements to communicate your ideas and emphasize them.

7. Candor and honesty:

' be yourself, any attempt to impersonate or play a role to impress your audience usually fails.

' if you are asked a question you can't answer, quickly admit so and move on with your presentation.

' Finally, don't try to fool your audience, be candid and honest.

Managing yourself

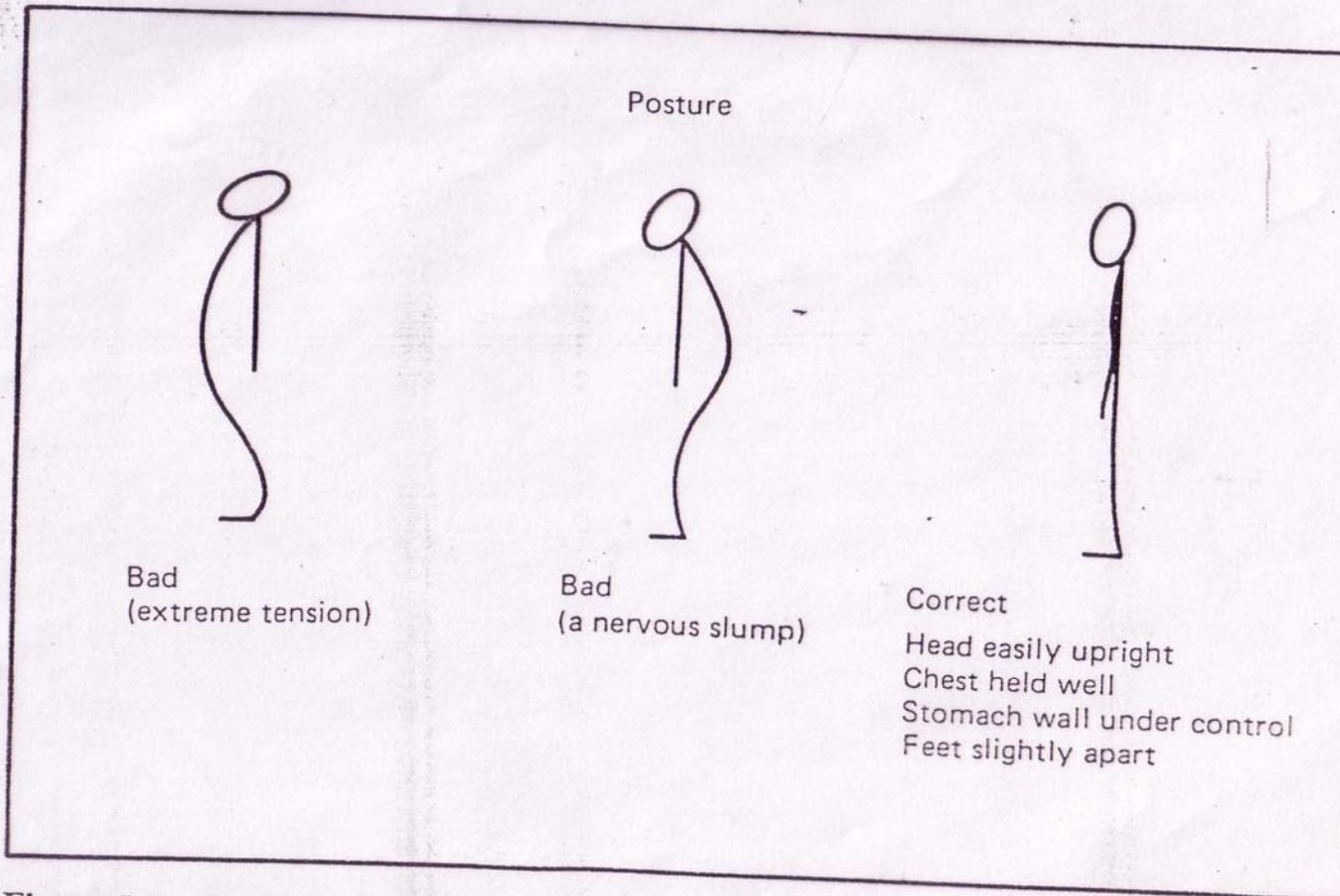


Figure 5.1 Posture: standing

CHEEK AND CHIN GESTURES



* Interested Evaluation

* Interested Evaluation

* Negative Evaluation,
Defensive, and Hostile

BE WELL PREPARED

' (review : How to handle an in - house presentation)

BE PATIENT, TACTFUL AND PLEASANT

' listen patiently and carefully to questions and opinions. ' do not criticize, use "yes ... but.... "technique.

' say a joke if it is in context.

BE AWARE OF YOUR BODY LANGUAGE

' always keep eye contact with your audience.

' use appropriate body language.

' watch their body language.

Training Of Trainers Program Batch 4, Class
A&B

Duration: May 21St-25ⁿ, 2005

Day	(9:00 - 12:00)	12:00 - 13:00	(13:00 -16:00)
Saturday May 21"	<p>Dr. Ahmed Fahmy Dr. Sayed Kaseb Introduction and preparing a lesson Plan</p> <ul style="list-style-type: none"> • Introduction to participant • Prepare a lesson plan for training schedule • Teams and individual assignment 		<p>Dr. Abd El-Alim Hashem</p> <p>Designing training programs (1)</p> <ul style="list-style-type: none"> • Difference between training and teaching • Adult learning • Trainer skills • Program design and training plan • Training needs assessment
Sunday May 22	<p>Dr. Ahmed Fahmy Designing training sessions</p> <ul style="list-style-type: none"> • Objectives • Audience profile • Expectations • Design the presentation 		<p>Dr. Ahmed Fahmy Designing training sessions</p> <ul style="list-style-type: none"> • The trainer's image • Maintaining interest • Staying out of troubles
Monday May 23	<p>Dr. Sayed Kaseb Dr. Walid Fathy New trends in training, case study: Research Methods</p>		<p>Dr. Sayed Kaseb Mr. Safwat Ali Ms. Hanan Badr</p> <p>Effective design of visual aids, case Studies: (1) Arabic Scientific Writing (2) Communication Skills</p>



<p>Tuesday</p> <p>May 24th</p>	<p>Dr. Ahmed Fahmy</p> <p>Micro training: Each group and some of the participant will deliver a training session</p> <ul style="list-style-type: none"> • Teams presentation • Individuals presentation 	<p>Dr. Ahmed Fahmy</p> <p>Micro training: plan to change</p> <ul style="list-style-type: none"> • Presentations Feedback • Prepare an action plan to change
<p>Wednesday</p> <p>May 25th</p>	<p>Dr. Abd El-Alim Hashem</p> <p>Designing training programs (2)</p> <ul style="list-style-type: none"> • Implementation , Evaluation (KSA) • Return on training investment 	<p>Dr. Abd El-Alim Hashem</p> <p>Dr. Sayed Kaseb</p> <p>Program workshop and open Discussion</p> <ul style="list-style-type: none"> • Training program (Teams presentation) • Feedback • Evaluation & open discussion • <u>Conclusion</u>