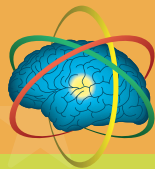


7 TRAINING TIPS



PUT SCIENCE INTO PRACTICE

TIP

BRAIN SCIENCE

CREATE A WARM WELCOME

Start with an opener or icebreaker that's related to your topic and creates positive feelings.

Openers help learners form connections with the material, and link it to something they already know. They're also an opportunity to reiterate the importance of the topic, motivating learners to focus and make the effort to retain new knowledge.

TAKE A BREAK

Take breaks during the day, telling learners they should write and/or organize their notes. If you must finish a topic in one day, plan for reminder or follow-up session to review, elaborate, or answer questions.

The hippocampus has limited capacity. Learners need time to unload the hippocampus, think about what's important and organize the concepts into meaningful chunks.



TRY MULTI-DAY SESSIONS

Organize training over a few days' time. Leave some questions unanswered and give learners time to sleep. Come back to review and expand learning at future sessions. Don't cram it in! Recommend that learners review the material they most wish to remember shortly before bed.

Sleep enables important memories to move into long term memory. Learners may forget some details, but the effort it takes to recall/relearn a few days later ultimately improves memory. Also, what we think about just before bed is most likely to get transferred to your cortex.



ENGAGE 5 SENSES

Engage all learners' senses (music, aromas, visual images, etc.) and emotions (fear, hope, joy, sadness, relief, or calm). If you can't build the emotions into your lesson, ask learners to imagine what something might feel like.



Pairing sensory memories with the episodic memory system (triggered by emotions and experiences) helps our brain "tag" an item as important. At night, our brains store the encoded memory, for future retrieval. Reminder: we forget most of what the brain takes in if we don't focus and think about it!



GO BIG & COLORFUL

Ask learners to relate a key point to a meaningful image, craft an acronym, or draft a silly story. Ask them to exaggerate, making the image or story larger, more colorful, or active.

Articulating the connections between images and information forces learners to expend effort. Reminder: (We most remember) what we spend the most time thinking about. We also tend to pay attention to what is different and distinctive. By exaggerating an image, the more distinctive and memorable it will be.**

PRACTICE & REPEAT

Create "right-sized" challenges. Encourage learners to try to solve a problem on their own. If they don't succeed, they can consult a colleague for instruction or get feedback, then try again. And again. And again.

If a challenge is too easy, and doesn't require thought or effort, it's sure to be forgotten. Giving answers too readily doesn't necessitate thought or effort, either. Without effort, it ain't memorable.



TAKE TIME TO DEBRIEF

Review and discuss events that occurred and feelings that emerged. Relate those to real world experiences. Encourage them to use, relay, or discuss the information with a peer.

Talking about what happened adds semantic memory to an episodic memory. By thinking about it and processing it, you're also finding a place to relate it to other experiences tucked away in your brain, filing it for future retrieval.

