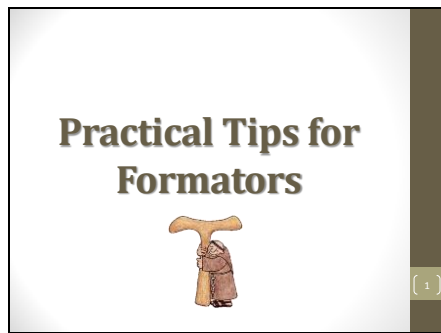


Slide  
1



In this part of our workshop, we would like to give you some tips and tricks for presenting material to adults. You might find that it is different than how you learned in school!

Slide  
2



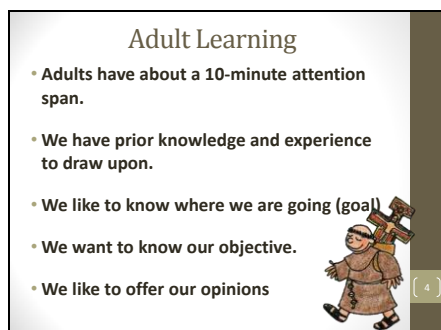
### How do you learn best?

Reading; lecture; with a partner; thinking; in a small group; collaborating with others; in a large group

Slide  
3



Slide  
4



**Attention Span:** By nature we are problem solvers. If we stay on a problem for too long, our minds wander off to the next thing to be solved—that might be dinner! We need to change the activity often—break up the presentation with questions, a quick sharing or a short video clip

**Prior knowledge:** Start by asking questions to see what your candidates already know.

**Goals:** It's very important that you tell group members what the goal for each lesson is. It's good to start with some bullet points that you can fill in as you go along.


**What is our objective?** (results-oriented)—what is expected of us.

**Opinions:** Encourage questions and encourage class members comment on what you are saying or on what they have read beforehand.

Slide  
5

### Adult Learning

- We like to use what we know
- We all have certain learning styles
- Many of us like active learning
- We like to set the pace, control the process
- We like to give and receive feedback



5

**Use what we know:** Adults learn well when they can relate material to their life experiences. (Witness talks, examples of experiences)

**Learning styles:** Just as we mentioned earlier, as adults, we know how we learn best. It's good to explore what works for your group. In some groups a video will do the trick, in other groups reading and discussing in small groups, some learn better with music, some with demonstration. Some people are visual learners, some learn better by writing and taking notes.

**Active learning: Participate in presenting the lesson:** Ask candidates to read ahead and prepare part of the lesson. The best way to learn is to teach! **Set the Pace—control the process (self-directed)** – We will discuss something called “Jigsaw” later that fits this.

Sometimes, hands-on experiences work well – make a banner, posters, panel discussions


**Feedback:** positive comments work wonders

When people are tired, the last thing they want is for someone to drone on at them.

Slide  
6

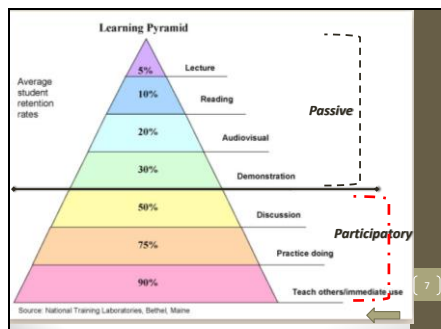
### Adult Learning

- We like to get genuine encouragement
- We like to laugh
- We're tired from a long day at work!



6

Slide  
7



If you look at this learning pyramid from the National Training Laboratories, you can see how effective the methods we use to present material are:

**Lecture alone**—just talking to or at your audience is only retained by 5% of the people

**Reading alone**—reaches just 10%

**Listening and seeing**—like with this PowerPoint grabs just 20%

If I **demonstrate** what I am talking about 30% learn it  
Once we cross over the line into **discussion—small group, large group, partners**—now 50% retain what you are teaching

If people get a **chance to practice**, 75%

If you give your students a chance to **teach someone else**, 90% will retain the information!

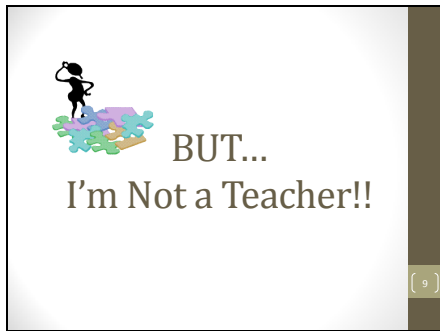
Slide  
8

### Let's take a breath...

- What are some of the ways that adults like to learn?
- How can we get adult learners to use what they know?
- What are the most effective ways to have people retain what you are teaching? (Think of the pyramid)

8

Slide  
9



How do you like to be taught??? Think of your favorite high school teacher. What was it that made him or her special? What kind of "How To" programs do you watch? What catches your interest?

Slide  
10

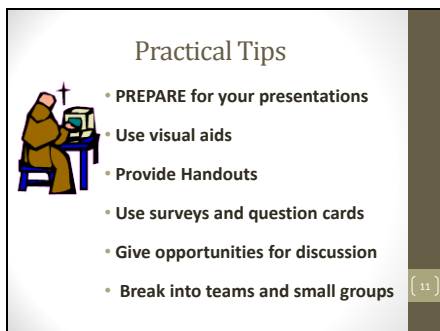


**Choose your materials wisely:** It is very easy to use what you have been using for years. The book is all highlighted, the materials are printed. But, how do they apply to your learners? Are you taking into account the FUN Manual? Have you checked out the reference list available on our website (Ed has given you a copy today.) If you love certain material, be sure to update the content.

**Pray:** Read your material; ask the Holy Spirit to guide you; think of how the material applies to your life as a Secular Franciscan

**Team Work:** Work with your council and formation team; Call upon your Region Formation team for help. Call upon the members of your fraternity!

Slide  
11

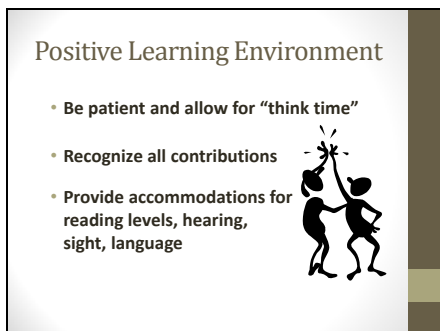


Ed has given good resources and Nancy is going to give you ideas on how to prepare lessons.

During this presentation, I am modeling some of the ideas being presented here.

Survey the fraternity once a year to see what they would enjoy learning. Candidates can prepare questions ahead.

Slide  
12



Why do you think that think time is so necessary?

Do you like immediate feedback when you offer an opinion or answer? Why?

Can you give examples of necessary accommodations in your fraternity or candidates' group?

Slide  
13

### Supportive Environment

- Create a comfortable climate
- Listen carefully and thoughtfully
- Encourage questions
- Respect all individuals
- Welcome feedback
- Set clear learning objectives



**Instructor's listening skills** are as important as his/her speaking and teaching skills. (Empathic listening)

**Use evaluations**

**Ask for suggestions**

**Spend time reflecting on lesson**

What worked well?

What didn't work well?


What would you do differently?

What would you do the same?

Slide  
14

### RESPECTFUL COMMUNICATION GUIDELINES

*As presented by Fr. Eric Law at the 2007 Quinquennial*



- R = RESPONSIBILITY
- E = Use EMPATHIC listening
- S = Be SENSITIVE
- P = PONDER
- E = EXAMINE
- C = CONFIDENTIALITY
- T = TRUST

14

**Speaking of good communication skills, candidates should learn from the beginning how to communicate well in fraternity. The first part of good communication is good listening skills:**

**Take RESPONSIBILITY for what you say and feel without blaming others**

**Empathetic listening (or Empathic)** is paying attention to another person with **empathy** [emotional identification, compassion, feeling, and insight]. One basic principle is to "seek to understand, before being understood".

**Empathetic Listening** is a technique which can help you **manage and avoid disruptive and assaultive behaviors**. The foundation of the technique can be summarized in 5 simple steps.

**Provide the speaker with your undivided attention.** This is one time "multi-tasking" or "rapid refocus" will get you in trouble.

**Be non-judgmental.** Don't minimize or trivialize the speaker's issue.

**Read the speaker.** Observe the emotions behind the words. Is the speaker angry, afraid, frustrated or resentful? Respond to the emotion as well as the words.

**Be Quiet.** Don't feel you must have an immediate reply. Often if you allow for some quiet after the speaker has vented, they themselves will break the silence and offer a solution.

**Assure your understanding.** Ask clarifying questions and restate what you perceive the speaker to be saying.

Following these procedural steps will place you in a better situation for addressing the key issue.

Be **SENSITIVE** to differences in communication styles

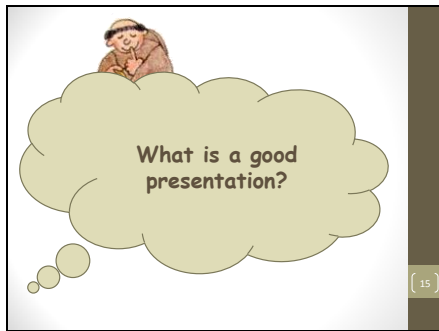
**PONDER** what you hear and feel before you speak

**EXAMINE** your own assumptions and perceptions

Keep **CONFIDENTIALITY**

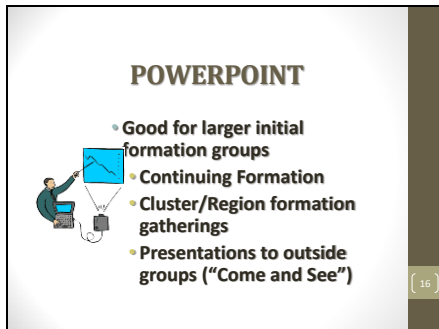
**TRUST** ambiguity because we are NOT here to debate who is right or wrong. Also, trust each other, develop trust in the group

Slide  
15



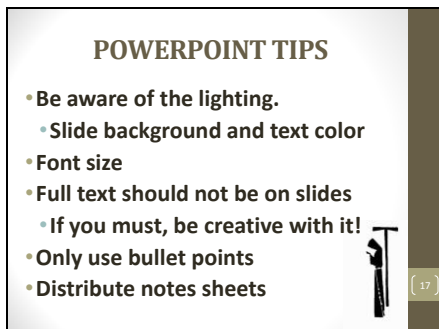
What do you hope for when you attend a class or presentation?  
What makes you groan?  
If you are a presenter, what do you try to do?

Slide  
16



Can be used in a large or small group environment  
PowerPoint is also good for slide shows—if you are using an audio tape, listen to it ahead of time and prepare slides with key words to help listeners take notes. Many times pictures help people (visual learners) to concentrate on and remember the words they hear.

Slide  
17



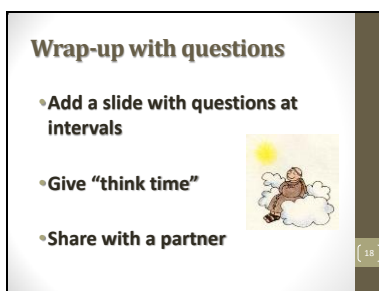
If you are in a dark room, use a dark background with lighter text. If you want to keep your lights on or have low lighting, use a light background with dark text.

Be sure your font size is big enough. 28-32

Do not put the full text on the slides---boring---if you must (like the Joy of the Gospel presentation) call upon others to read so that it is not always your voice..

Even a short outline helps those learners who are visual and those who learn better by writing. If you can do the notes that have the slide included, so much the better!

Slide  
18



This not only helps to reinforce the material, but it helps you to change the activity for those shorter attention spans.

Slide  
19



collaboration can help to promote good meeting leadership skills

Keeping on task

Directing, redirecting and guiding conversations to keep on task

Slide  
20

### Instructor/Facilitator's Role

- Provide core material
- Guide learners to seek information
- Set the tone for discussions



20

It is always important that you prepare for any eventuality—

Your preparations should include:

Seeking the materials

Reading and studying them

Previewing video and audio clips—what questions might come up?

How will you answer them? Will certain words or situations trigger a problem with certain individuals? How will you handle it?

If you are using technology, **what is your plan B?**

Thinking how best to serve the kind of learners you have

How will you maintain their interest?

How do you set the tone? Respect what others are saying—model the behavior you want your group to follow.

Set the time—work the QA and dialogue time into the total presentation time

Slide  
21

### Instructor/Facilitator Presents

- Instructor presents material in small chunks
  - “Lecture”, PowerPoint presentations, collaborative learning “structures”.
- Provides materials for “pre-reading”
- Provides an audio clip focusing on particular aspects.
- Provides a video clip focusing on particular aspects.

21

#### When the Instructor presents:

Provides resources: list of books, links, hand-outs, list of appropriate music, other articles and materials and/or life scenarios provided by learners

Slide  
22

### Learners Present

- Part of a chapter
- Present a topic
- Personal testimony
- Personal journal with sharing



Second half of pyramid

22

**When Learners present:** Newspaper from the week. Find the contemporary- here and now. What do you see that applies to Francis—how do you own this as a Franciscan

**Prepare an extract from an article or chapter.**

**Prepare a presentation on a topic.**

**Write a one page description of a situation from personal experience.**

**Keep a personal journal that relates to the subject.**

Second half of the learning pyramid

Slide  
23

How about some examples?

- What can you recall about who presents and what sort of things they can present to the group?
- What are some of the keys to respectful communication?

23

### COLLABORATION




24

Slide 24



Slide  
25

### Think Pair Share



- Proposal or question
- Think time
- Pair
- Pairs share together
- Share with large group
- Facilitator directs the group


25

This is a popular one in large groups of adults because you don't have to move too far from your seat.

- 1- a question or an idea is proposed
- 2-everyone is given time to think—very important for those who take time to process information
- 3-pair off
- 4-pairs share their thoughts on the question or idea
- 5-Facilitator asks for answers or ideas from the pairs. Every pair does not have to share. Only choose the top idea.
- 6-Facilitator needs to keep the group on track, relate the points to the question asked, steer the discussion in a calm way
- 7-Gain the confidence of the group to form a large group discussion

Slide  
26

### Pair Read



- Partners read
- Describe content to each other
- Discuss
- Decide what to share with large group.

26

**Partners read a passage silently (or out loud)—(accommodation for those who don't read well or have limited sight)**

**Take turns describing the content to each other**

**They discuss the passage--together**

**Partners should decide together what the most important points to share with the large group**


**This can be turned into a general discussion**

**Can you suggest ways this might be used?**

Scripture, Franciscan writings, prayer meditations, Parts of the FUN Manual

Slide  
27

### Jigsaw



- Teams of three or four
- Material is divided
- Form "expert groups"
- "Expert" returns to his/her team and teaches
- Entire group answers questions

27

**Let's say I only have three people in my class. Each person is responsible for one part of the material (becomes the expert)**

**Each expert presents his or her part to the group**

**In the larger fraternity or in the cluster you can actually have teams of experts (show the smiley faces)**

**Work in teams of three or four**

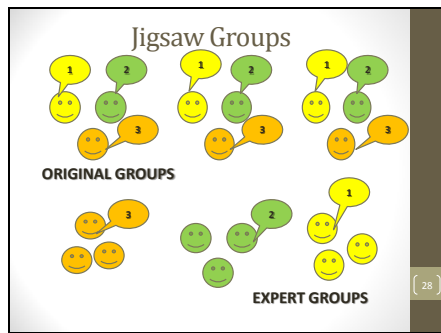
**Material to be learned is divided into as many sections as there are team members. (This takes preparation ahead of time!)**

**Members of the different teams who have the same section form "expert" groups and study together.**

**"Expert" returns to his/her team and teaches that section to teammates.**

**Entire group should be able to answer questions on all material.**

Slide  
28



Slide  
29

### Analyze a Video



- Four most important points
- In groups of two or three:
  - Discuss
  - Choose favorites
  - Facilitator relates

Facilitator must watch the video ahead of time

It is often a good idea to prepare some pre-viewing questions that help the viewers to focus on the point

Be sure that the video connects with the theme of your lesson

**Ask learners to jot down the four most important points that strike them as they watch the video**


**In groups of two or three:**

**Discuss each person's four important points.**

**Choose the most representative points to present to the whole group.**

**Facilitator needs to link both video and responses to the point of the lesson!**

Slide  
30



### Wrap-up Questions

- What are some of the benefits of varying the activities used for teaching adults?
- What is the role of the facilitator? (How do you get ready?)
- What are some ways the facilitator can present material?
- What are some ways learners can present material?

### THANK YOU FOR YOUR ATTENTION!



Slide 31