



MOVING BEYOND LECTURE BECOMING a **creative** facilitator of interactive TRAINING



workbook



NEED KNOW

Section Content:

Openings with Impact
Engaging Participants
Effective Closings

The course was developed by and in association with Dave Arch. We greatly appreciate his willingness to give of his time, his insights into training, and his permission to use this material, so that we might share them with you. Dave wrote, “May God use this to multiply the quality of teaching in His Church.”

“Training Wheels”

for Moving Beyond Lecture Trainers

Classroom Arrangement

1. The trainer must arrive early—before any participants are anticipated to arrive.
2. Have fun, upbeat music playing as participants arrive.
3. Have the following “ground rules” written on flip chart paper and on the floor near the entrance to the training room:
 - a. Sit where you like!
 - b. Tell (and listen to) one new thing about yourself to the people at your table.
 - c. Put your name on one of the workbooks. Write “My Best Ideas” on the inside front cover.
4. Have an envelope hanging from the ceiling with “Don’t Open!” written on the outside.) Enough papers for each participant with “Just because you said it, doesn’t mean they learned it!” are inside the envelope.
5. Have a sheet of plain 8 ½ x 11 paper and a thick rubber band for each participant, index cards, and sticky notes available.
6. Small group (5-7 participants per group) seating around tables will help to facilitate the suggested learning activities that are used in the seminar.
7. If possible, provide a flip chart and set of markers for each group. These can be used to record activity responses for several of the small group activities.
8. The quality of the room and the classroom arrangement are key factors in creating a productive learning environment. Make a serious effort to find a good classroom and to arrange it so that the setting works “for” you and not “against” you.
9. Attempt to greet each participant as they walk into the room, trying to learn their names, but then allow each to get to a table and “obey” the ground rules (begin to engage other participants, write their names in a workbook and write “My Best Ideas” on the inside front cover).

Time Management (12 hours of time allotted for teaching activities)

1. The content and activities of this seminar are designed for about 12 hours of actual teaching-learning time—not including breaks and other non-instructional uses of time. Some of the activities may seem to be repetitive—this is planned purposefully to help the participants walk away from the seminar truly grasping the big ideas by having gone over them several times in different ways.
1. Even with a full timeframe, time management will be very important. Most of these activities could be extended over long periods of time. The trainer must keep the seminar moving. Steer the group to stay on track and to avoid “rabbit trails.” Actually, it’s a good thing to move people along before they fully exhaust a discussion on some provocative topic.

Rubber Band Trick (5 minutes)

1. Begin by greeting the students as a group and tell them you are going to teach them a trick – the amazing jumping rubber band trick! Place the rubber band loosely on the pointer and middle fingers with your palm facing you. Tell the group that before they know it, the rubber band will jump up into the air, flip over twice and land down on the other two fingers of your hand. Show them it is just a normal rubber band by stretching it. As you stretch it the final time, close your fist (palm still facing you—not the crowd) and as you’re closing it, slip the tips of all four fingers inside the rubber band. (You should practice this step so that it is done effortlessly.) Say, “You still see it the rubber band here on these two fingers” while pointing to it. (All they see is the back of your hand and the rubber band over those two fingers. They cannot see the palm side where the tips of all four fingers are inside the rubber band.) Remind them it will jump up do two somersaults and land on the other two fingers so quickly they will be amazed. Then open your palm quickly. The rubber band is over on the other two fingers! Ask if they would like to learn how to do that. Allow all to try with the rubber bands you have provided.
2. Coach them through the trick. Then say, “How did you feel when you did the trick successfully? Wasn’t it something like, ‘Wow, I did it! I learned something I didn’t think I could.’ **That** is what we want to accomplish with our teaching. That sense of ‘Wow!’ Every time we teach we should desire that sensation.

KHL (15 minutes)

1. Prepare a flip chart to look like the graph to the right:
2. Send the participants to flip charts (or big sheets of paper taped to the walls) two people to a chart. Tell them to make their chart or piece of paper to look like yours. Then, ask them to work with their partner to think of and write down what they “know” about teaching/training under the ‘K’ which stands for “know.” After 4 or 5 minutes, ask them to discuss what they “Hope to learn” during the MBL training and write those things (their goals for the next two days) under the ‘H’ which stands for “Hope to learn.”

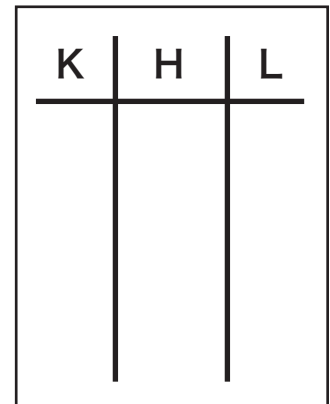


Table Tents (5 minutes)

1. Take an 8 ½ x 11 sheet of paper (and make sure all participants have one). Ask them to do as you do: with the paper lengthwise, fold the paper in half. Open the paper and fold down the top to middle fold, and fold up the bottom to the middle fold. You now have a paper with three creases with which you can form a tent with two sides and a bottom (the bottom consists of two of the folds). Say, “You’ve just created a table tent!” Ask them to choose their favorite color marker and write in big, bold letter their first name on the “front” of the table tent along with a drawing that represents their hobby or something they enjoy doing. In the upper right hand corner of the “back” of the table tent they should write the number of years of experience they have teaching.
2. Ask for someone to add up the years of experience at their tables, and ask for those numbers, writing them on a flip chart, and add them up. Once you have that number, create a fraction by writing that number on the bottom and writing your years of experience over it. (e.g. 35/352) Say something like, “There is a lot of experience in this room! You have a lot to offer (as the “know” columns on your charts indicate). I bow to your experience and I want you to know something: I will *not* be teaching this class. We will **all** be teaching it together from our experience. I hope to facilitate the learning.”

OPENINGS with IMPACT



▶ Law of Priority

▶▶ Law of Recency

Think back:

From the moment you walked into the room until the trainer said, “This is the end of my opening,” make a list of the things that happened.



“Just because you said it, doesn’t mean they learned it.”

End of Opening/Number Order

(15 minutes, page 3 in workbook)

1. Start this section by saying something like, “I would never say this where I was normally teaching, but here among colleagues, I’m going to say it: This is the end of my opening. Our subject is effective teaching/training, so it makes sense to mention this, so we can talk about it and build on it. Since you came in the room until now was my opening. Now and then we will stop and talk about what is going on during the course like this.
2. Now: you can’t take notes. No writing.
Remember these numbers: 7 11 9 8 2 45 3 6 29.

What was the first one? The last one? The fifth? The fourth? (Ask these questions fairly quickly to keep people off guard.) When we are given a series of anything, we remember the first—this is called the law of **priority**. And we remember the last of the series (This is called the law of **recency**.) We will remember the first and the last **disproportionally** in relation to everything in the middle. Our students will remember our opening and our closing disproportionately in relation to everything we do in the middle.



Opening List and Reporting (20 minutes)

1. Our students will remember our opening and our closing disproportionately in relation to everything we do in the middle. And I don’t know what you do, but I spend a lot of time developing what is in the middle! And sometimes I have wasted the opening. More or less like this: Good morning, before we begin, I have some things I’d like to take care of... (snore!) Isn’t that what we do? What do we want to do? Well, what I want you to do right now is rewind your mind to the moment you walked into the room and think through until I said “This is the end of my opening.” At your tables, make a list of the things I did. You will need someone to take notes. Here is how you will choose that person: Everyone put your finger in the air. Now, think of someone responsible enough to take notes for your group and when I say, “Go!” point at that person. Then, ceremonially present the pen to that person and start. You have two minutes. Go!
2. After the two minutes, have table groups report by giving one of their observations at a time. When someone mentions “KHL,” thank them (as you do for each contribution) and then say, “Okay, for the next 60 seconds, answer the question, ‘What did the KHL activity do for you and for me?’ First answer how it helped you and then answer how it helped me in my objectives. You only have 60 seconds. Go!” Have them report. Then go back to reporting on observations on the opening. Do the same exercise when someone mentions the fact that you “bowed to their years of experience.” The observations from these two 60 second activities can be recorded on the bottom of page 4.
3. If time permits say, “No one trains anyone.” We try. How are we doing today? Are we having fun? Are we learning anything? But listen: people either train themselves or it doesn’t happen. What does that mean? Do you agree? Talk about that for 60 seconds: No one trains anyone. People either train themselves or it doesn’t happen. (This should produce some animated discussion that should end up with this conclusion: It takes the responsibility off your back as the trainer and places it squarely on the students.)

Openings with Impact Principles

(10 minutes, page 4 in workbook)

Start this section with something like: “The observations you made about the opening should underscore the principles listed on page 4 of the workbook. The problem is, we generally think and do the opposite of these principles.” Walk down through the principles having someone read a principle out loud, you clarify/give example, etc. and then have them try to come up with the opposite idea or action we generally think or do. Possible “opposite” answers follow:

OWI Principles:	The Opposite:
If students are involved: moving, doing, I'm in control.	
Start unexpectedly.	
Desire questions on student's faces.	
Link opening to content.	
Use music, bring energy into the room.	
Get there before students.	
<p>What did K&L do for you and me?</p> <p>What did "years of experience" do for you and me?</p>	
<p>Some of the best ideas will come to us either from other students, the teacher, or from our own head. We don't want to forget them. 90% of knowledge is knowing where to find it. (My Best Ideas)</p>	

Principles	Opposite
If students are involved: moving, doing, I'm in control.	If students are sitting quietly, “listening,” I'm in control. If moving about the room, I have no control.
Start unexpectedly.	Many trainers many times start class the same (boring!) way.
Desire questions on students' faces.	Trainers don't want questions on face, rather they, want quiet, compliant expressions.
Link opening to content.	Many times presenters start with a joke that has nothing to do with the content—simply gaining attention with something funny.
Use music, bring energy into the room.	Either trainers aren't concerned with the energy, or they try to produce energy with their voice and their own activity—wearing themselves out.
Get there before students.	This is a given, but too often teachers have not gotten there before the students with enough time to prepare the room and learning materials.

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The Opposite:

What did KHL do for you and me?

What did "years of experience" do for you and me?



Some of the best ideas will come to us either from other students, the teacher, or from our own head. We don't want to forget them. 95% of knowledge is knowing where to find it. (My Best Ideas)

Openings with Impact Questions:

How will you take advantage of those moments in class that are so important?

Studies indicate that a teacher/trainer has less than 60 seconds to make a connection with his audience. During that time period the students are deciding if the session will or will not be directly beneficial to them.

Seven key questions to guarantee that your openings will have the maximum impact:

1. Does it focus the minds of the students?

2. Does it encourage relationships between students?

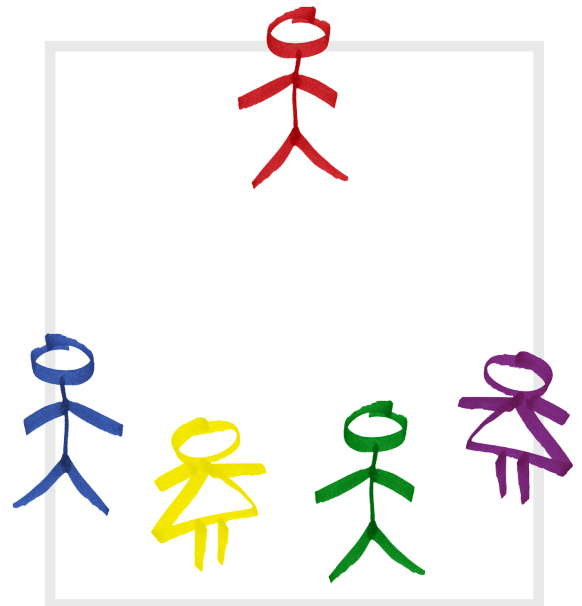
3. Is it linked to the content?

4. Does it develop or maintain confidence?

5. Is it fun for the student *and* the teacher?

6. Does it break with predictability?

7. Does it create curiosity?



Opening your class with a long lecture or with tasks that “have to be taken care of” is wasting the most memorable moment of all your class time.

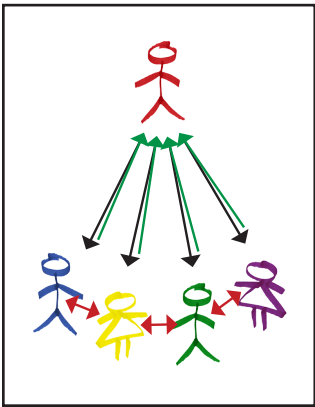
Opening with Impact Questions and Presentation Graphic

(10 minutes, page 5 in the workbook)

Begin by bringing attention to the question and statement at the top of page 5. A good trainer will ask herself the following questions when preparing her opening to ensure that it will be an opening with impact. Share and elaborate briefly on each.

- *Does it focus the minds of the students?* They come in with their minds on many different issues—if we don't draw them into the subject matter at the beginning of class, they may never be on board.

- *Does it encourage relationships between students?* On this point, begin to draw the graphic on flip chart paper. (It is preferable on paper that you can keep up throughout the class time—you will come back to it and even if you don't, having it up front throughout emphasizes its importance.



Putting the graphic on a whiteboard that will be erased is NOT as effective. Also, if using flip chart paper throughout the training and several pieces “come down,” it continues to emphasize the importance of the 3 or 4 that stay up.) Draw the stick figure at the top—teacher. Figures at the bottom—students. Then draw the arrows with only the black arrowheads at the bottom. This is approach most often used. It is a presentation or lecture mode. Ask: Is this type of training teacher or participant-centered? (It is teacher-centered.) Draw the green arrows, saying that some teachers will ask a question or two and be thrilled that they have “participation, feedback!” That’s good. But the real learning takes place; the percentage of remembered content rises significantly, when we get these red arrows (draw them) taking place. Your students will remember more of what they hear from each other than what they hear from you! What does that mean for us? We have

to get them talking (preferably about the content)! Our openings need to set the pace in this area.

- *Is it linked to the content?* You can tell a joke or do something creative to start the class that blows your students away, but if it isn't linked to the content, you've missed a great opportunity, you've failed.
- *Does it develop or maintain confidence?* If an unknown commodity, a trainer can use the opening effectively to develop the students' confidence in him right away. If already known, the confidence must be maintained by a good opening.
- *Is it fun for the student **and** the teacher?* If you're not having fun, believe it, your students will be miserable. Don't try to do things with which you are not comfortable—it will show.
- *Does it break with predictability?* Why not ask, “How do my students expect me to open?” Then don't do it! Do something completely different. Same ol', same ol' has a tendency to be ignored. Different will get attention and get learned.
- *Does it create curiosity?* Curiosity brings with it an eagerness to learn.

My Best Ideas with Rubber band and 2 Timothy 2:2 (10 minutes)

Explain “My Best Ideas:” Throughout our class time, whenever something great comes to you—you heard from classmate or teacher you thought of it—write it on the inside front cover. (95% of knowledge is knowing where to find it.) Write one or two now. Go share one with someone not at your table.

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Created by Educators in International Networks

Revisit the rubber band and show how it could be used as an opener for a session on discipleship. (People see something they like/want it, we show someone how, coach them, they teach others.) Show the 4 generations of 2 Timothy 2:2.

KHL (5 minutes)

Ask participants to go to their KHL charts and agree on **one** thing they will put in the L column (Learned) which they learned so far in the training. It could come from their “My Best Ideas” but they must agree on what they will write. If there is time, have a volunteer come up and explain the presentation graphic in 30 seconds.

Rubber Band with Barrier (5 minutes)

The participants have seen the trick twice now and many of them can do it. Now do it with a barrier. Put the rubber band over the two fingers as usual. But now create a barrier by twisting another rubber over and between your four fingers above the loose rubber band sitting at the base of the fingers. You should be able to still do the trick, which surprises people. Then say, “One could say that this type of training (interactive) could be good, but doesn’t always work. What if you have a lot of material to teach? What if you have a lot of facts they need to learn and they have **no** knowledge of it yet? Will this type of teaching work in these cases? Well, let’s see.”

OPENINGS with IMPACT

Instant Expert:

What did you learn from your reading?

From your colleagues

▶ 1.

▶▶ 2.

▶▶▶ 3.

Read your passage. Ask yourself these two questions:

How did Jesus teach?

Is there a principle here I can apply to my teaching?

Passage

Matt 5:13-16
Luke 8:1-15
John 10:1-10
Luke 6:33-39
John 9:1-7; 35-41
John 13:1-17
John 15:1-8

Method

Explanation/Summary/ What Happened

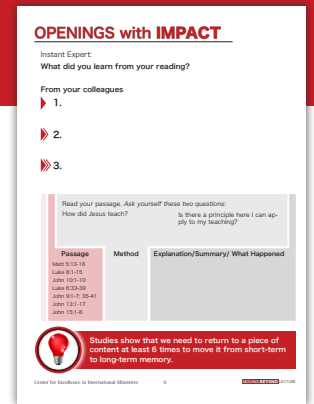


Studies show that we need to return to a piece of content at least 6 times to move it from short-term to long-term memory.

Instant Expert

(15 minutes, top of page 6 in the workbook)

1. Activity: Instant Expert. Each person reads a passage (see points 2 and 3 below). While reading, underline, highlight, etc. and find a truth that you think is most important from your reading. Tell your 'one truth' to 3 others. What the participants learn from their reading and from others should be recorded on page 6 of the workbook. (Few share with big group what they learned from another.)
2. Reading passages can be assigned from the "Nice to Know" material in the back of the workbook (pages 37-40). Reading assignments can be whole pages, divided by the lines on the pages, or simply by paragraphs. There is something in each paragraph that can be learned and shared.
3. Assignments that are not as much just reading but which require analysis, are on Pages 28 and 30-37 and can also be used. These pages are generally several pages of content synthesized into one page of easy digestible material.



Instant Expert with Bible Passages (15 minutes, bottom of page 6 in the workbook)

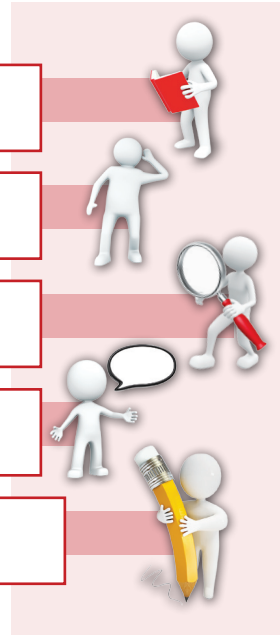
This can be done by individuals again, but it might be better to have the participants work as table groups this time around. Ask each group to read the passage aloud assigned to them and then answer the two questions in the box at the bottom of page 6. Alert the class that when they report to the big group, they must first tell us the method they believed Jesus used and give a **brief** explanation /summary of the text. The chart below has possible answers. Write answers on flip chart or whiteboard as groups report.

Passage	Method	Explanation/Summary
Matt 5:13-16	Metaphor	Salt and Light
Luke 8:1-15	Tell Story	Parables
John 10:1-10/1-18	Known to Unknown	Door, illustrate
Luke 6:33-39	Answer Questions	(other ex: temple)
John 9:36-4	Use event	Healing, Storm, etc.
John 13:1-17	Did something, then explained principle	Washed feet
John 15:1-8	Use something very well-known to illustrate spiritual principle	Vines and branches

How do we LEARN?

Our students remember...

- ▶ 10% of what they
- ▶ 20% of what they
- ▶ 50% of what they
- ▶ 80% of what they
- ▶ 90%+ of what they

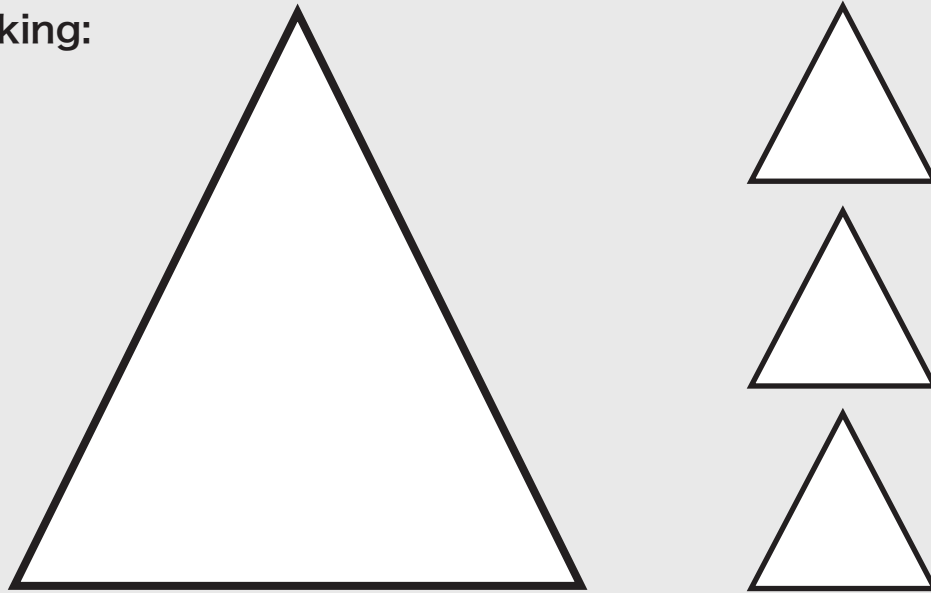


Adults can listen with **attention** for 90 minutes.

Adults can listen with **retention** for 20 minutes.

So...

Chunking:



Although 90 minutes is the limit an adult can listen with **interest**, 20 minutes is the limit an adult can listen with **retention**. These limits are even shorter with children.

How We Learn/ELIUITZ

(15 minutes, top of page 7 in the workbook)

1. Jesus used various, creative methods as he taught. The best way to teach is using combination of methods. Turn to page 7 in your workbooks. Students remember ...
 - 10% of what they read. Some will say, "Okay, I'll have my students read it 10 times!"
 - 20% of what they hear. Some will say, "See there? Lecture is better!"
 - 50% of what they see and hear. "Okay then, Power Point is the answer! They can **hear** me lecture and **see** the Power Point!"
 - 80% of what **they** say. "Hmm."
 - 90+% of what they **say** and **do**. So, we have to get them talking ... to one another.
2. If I could, I'd put a plaque in the back of all of your training rooms. It would say ... **Just because you said it, doesn't mean they learned it:** One of the big ideas of MBL. Say it here (but just because you say, though, doesn't mean they'll learn it!) and come back to it throughout the training. (The activities are also reinforcing this big idea.)
3. So how do we get there? Hold up a card (briefly) with ELIUITZ in bold letters. (If you are working in a wide room, be sure to move the card from one side to the other to be sure all see it for a moment. Ask: "What letters were on the card?" Then hold up ELI – UITZ. Ask what they remember. Ask: "Why was it easier?" (divided into chunks) Remember the laws of priority and recency? ELI – UITZ has 2 beginnings and 2 endings –it's easier to remember.

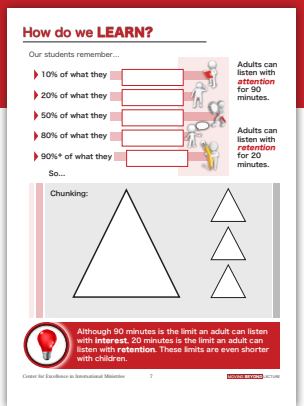
Then hold up the word Utilize. Now we really only have to remember one word – not seven letters.

Add an L (something you learned) on your KHL Chart (5 minutes)

Have everyone get up, move to their KHL Charts in pairs, to discuss what they learned since the last time they were together and agree on two more items to put on the L section of the chart.

CPR & Chunking with Pitcher (10 minutes, bottom of page 7 in the workbook)

1. Easier to remember ELI – UITZ because it was chunked – 2 beginnings and 2 endings. Even easier to remember Utilize because reduced to 1—not 7 to remember. AND it became something the participants are already familiar with: the single word utilize. Chunking: a process used to plan training sessions and conduct them that helps students learn better.
2. Have a pitcher full of water and four empty cups on hand. The pitcher represents 4 hours. The cups, 20 minutes. If attempt to pour all this water into the pitcher, what will happen? (A most effective way to do this would be outside or in the kitchen over a sink where you could actually overflow the cup and let it run out! Then, with a full pitcher continue the illustration.) It overflows. It is impossible for the cup to hold all that water. Even if you used a funnel, you would still have to pour, slow down, possibly stop, until the funnel allows you to catch up.



- Adults can listen with **attention** for 90 minutes—but you better be good! You would have to be a Chuck Swindoll or a Mark Driscoll. That’s listening with attention. BUT, adults can listen with **retention** for 20 minutes. That means that if we have 12 hours of material we have to share with our students—even one or one and half hours—they won’t learn it. We might as well stop after 20 minutes, right!?!
- Draw triangle with ‘C’ on one line, ‘P’ on another, and ‘R’ on the third. We have to let people “catch up” when we teach them, just like we cannot overfill our cups. The cups of our adult brains can only hold “20 minutes of water” at a time. So our teaching has to be divided into chunks of 20 or so, and each chunk should have the following:



Obviously, we need new content every 20 minutes. But many times trainers give hours of new **content** and never give time for people to come up for air—“waterboarding them” with training! Give some new content each 20 minutes, but also give students time (and a way) to **process** what you want them to learn. Finally, each 20 minutes (more or less) should have some time (and a method) to **review** content. Does each 20 minute chunk have equal amounts of C P and R? No! But without these 2 elements, students will not learn what we think is so important for them to learn.

Control, Openings, and the Classroom

When participants enter the training room, it's as if the teacher has his hands open and the students are depositing control into his hands.



Think back:

Remember the opening? How did the trainer give back control to you, the students?



Read Romans 14:1-12. Formulate a **statement** that clearly tells what you learned about control from this passage, or draw a **picture**, or write a **song**!

¹ As for the one who is weak in faith, welcome him, but not to quarrel over opinions. ² One person believes he may eat anything, while the weak person eats only vegetables.

³ Let not the one who eats despise the one who abstains, and let not the one who abstains pass judgment on the one who eats, for God has welcomed him. ⁴ Who are you to pass judgment on the servant of another? It is before his own master that he stands or falls. And he will be upheld, for the Lord is able to make him stand.

⁵ One person esteems one day as better than another, while another esteems all days alike. Each one should be fully convinced in his own mind. ⁶ The one who observes the day, observes it in honor of the Lord. The one who eats, eats in honor of the Lord, since he gives thanks to God. ⁷ For none of us lives to himself, and none of us dies to himself. ⁸ For if we live, we live to the Lord, and if we die, we die to the Lord. So then, whether we live or whether we die, we are the Lord's. ⁹ For to this end Christ died and lived again, that he might be Lord both of the dead and of the living.

¹⁰ Why do you pass judgment on your brother? Or you, why do you despise your brother? For we will all stand before the judgment seat of God; ¹¹ for it is written, "As I live, says the Lord, every knee shall bow to me, and every tongue shall confess to God."

¹² So then each of us will give an account of himself to God.



On the flip side of every choice is responsibility! I can't insist that people take responsibility without giving them choice.

Control in the Classroom

(20 minutes, page 8 in the workbook)

1. Earlier we talked about openings. There are two crucial items we need to deal with during the opening: The first is **control**. When people come into a classroom, it is as if the teacher is standing at the door holding his open hands out. The students deposit control in his hands. Many teachers grab it selfishly! Imagine with me: (speaking in a gruff voice) “I only have 3 rules, 1. When I speak, no one else speaks. 2. Only one person speaks at a time. 3. Obey the rules. They beat the students over the head with control. Instead, we need to give it back.
2. Around the tables, you have 60 seconds to think of and list at least 5 ways I (we, the trainers) gave back control in the opening today. Someone has to take notes; it will be the person whose first name begins with a letter closest to the beginning of the alphabet. Everyone at your table should stand when you are done. Ceremonially give them the paper, begin!
3. Have tables report, giving only one of their answers, then moving to another table. (Possible answers: 1. Sit where you want. 2. We focused on individuals (yrs. of exp.) 3. We asked what **you** wanted from the seminar. 4. Chose a scribe. 5. Gave your ideas.)
4. There are 100’s of ways to give back control, we just have to think of them. If we say, “You sit here!” motivation disappears. **We are more motivated when we have control**. At any given time during the training why not say something like the following? “I’m going to give you three activities to do, choose two.” Here is the important point: **On the flip side of every choice is responsibility!** I can’t make people take responsibility without giving choice.
5. Read Romans 14:1-12 and formulate a phrase that says what you learned about control from the passage, or draw a picture, or create a song. Allow reporting. (What they should learn from the passage should have something to do with this biblical principle: *Individual Soul Liberty*.)
6. Do the “magic” shoestring trick. Cut open one end of a thick shoestring and slide different-colored shoestring inside the first one. Sew the end of the inner one securely to the outer one. Then pull the inner one out, scrunching up the outer one and concealing it inside your hand along with a third shoestring. Patter: “Change is difficult. Have you ever moved? Changed jobs? Even careers? Change can really throw you for a loop. I have some black shoes which need shoestrings, but all I have is this white one. Well, I can change it, but it might be hard. (Pull—with difficulty—on the end which allows the black to come out of your hand with the white going up into the black and “disappearing.” Keep your hand closed as you continue talking and say something like, “What? Oh, you think I have the white one in my hand still. Well ...” (Shake, hit your fist, blow on it—whatever—and open your hand to reveal another color!) You see, change is difficult, but it can be done. You can change your teaching; you can add some of what you are seeing here, if you go slowly and trust the Lord to help you. You may only incorporate one or two methods or apply one principle at a time, but you can change.

[Why do this trick here? This is based upon the idea of using something memorable for effective closings (see page 24). Even though you are not closing the seminar, if you follow the MBL chunking schedule, you are most likely going to lunch right after this—a closing of sorts.]

Control, Openings, and the Classroom

When participants enter the training room, it's as if the teacher has his hands open and the students are depositing control into his hands.

Think back: Remember the opening? How did the trainer give back control to you, the students?

Read Romans 14:1-12. Formulate a statement that clearly tells what you learned about control from this passage, or draw a picture, or write a song.

As for the one who is weak in faith, welcome him, but not to quarrel over opinions. One person believes he may eat anything, while the weak eat only vegetables. Let not the one who eats despise the one who abstains, and let not the one who abstains pass judgment on the one who eats, for God has welcomed him. Who are you to pass judgment on the work of another? It is before his own master that he stands or falls. And he will be upheld, for the Lord is able to make him stand.

One person believes one day is better than another, while another believes all days alike. Each one should be fully convinced in his own mind. The one who observes the day observes it in honor of the Lord. The one who eats eats in honor of the Lord, since he gives thanks to God. For none of us lives to himself, and none of us dies to himself. For we live or we die to the Lord. If we live, we die to the Lord. So then, whether we live or whether we die, we are the Lord's. For to this end Christ died and lived again, that he might take back to himself both the dead and the living.

Why do you pass judgment on your brother? Or you, why do you despise your brother? For we will all stand before the judgment seat of God. For it is written, "As I live, says the Lord, every knee shall bow to me, and every tongue shall confess to God."

So then each of us will give an account of himself to God.

On the flip side of every choice is responsibility! I can't insist that people take responsibility without giving them choice.

Center for Excellence in International Relations

Safety, Openings, and the Classroom

During the opening, the trainer must create an atmosphere of learning that is emotionally safe in which students will want to participate.



Think back:

Think of at least three ways the trainer made it safe when you came into this class:

How do we create an emotionally secure learning environment?



► By creating levels of anonymity.



►► Discuss as a group.



►►► Scribe takes notes.



►►►► Scribe gives a report.



No one speaks for themselves to the big group. Each person is always giving a report of what their group/team learned.

Safety in the Classroom

(20 minutes, page 9 in the workbook)

When we finished the last section, we said that there are two crucial items we must deal with during the opening. What was the first? (Control in the classroom) The 2nd component we need to deal with during the opening is the importance of creating an atmosphere of learning that is emotionally safe where students will want to participate. When I said to draw your face, the most teachable part of you came right out the end of the marker: the child.

We underestimate how difficult it is for adults to “go to school.” “Hi, I don’t know much about this subject and I hope that somehow, some way you can maybe help me learn something.” We have get the child to come out. But she won’t come out if it’s not safe.

Now, here’s your task: Think of at least 3 ways that we, the trainers, made it safe when you came into this class. When you have 3, stand up together. The person to the left of the last scribe will take notes this time. (1. Didn’t have to introduce publically, 2. Worked in groups, 3. music, 4. Honored individuals—experience, 5. movement, 6. Flexible schedule) Safety is so important. Should emphasize: didn’t call on anyone to tell what thought.

Created levels of **anonymity**. Discussed in **group**. **Scribe** took notes.

Scribe gives **report**—not what she/she really thinks, but what the group decided. When tempted to do it—stop them. If continue, control it (the scribe will be whoever has most letter in name (Al won’t), whoever has most red on (none), etc.

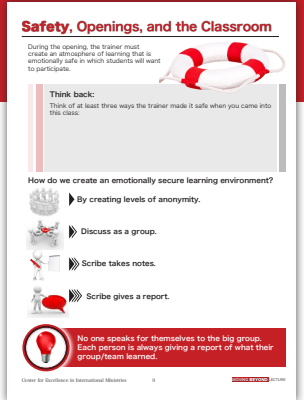
We can have a controlled room and not seem like it. When it does seem like it, it becomes paternal. We lose. The child comes out, but is rebellious.

Now, take 2 minutes, write at least one thing on your “My Best Ideas” page.

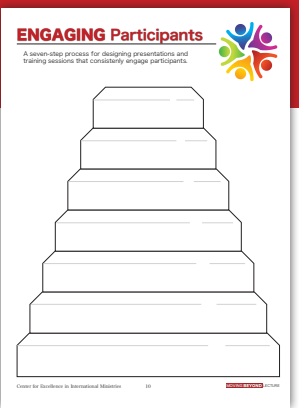
Find two people from another group and share two of your best ideas. If you hear another good one, write it on your list.

Read John 10:27-29 and make 2 lists: what the sheep do/what Jesus does.

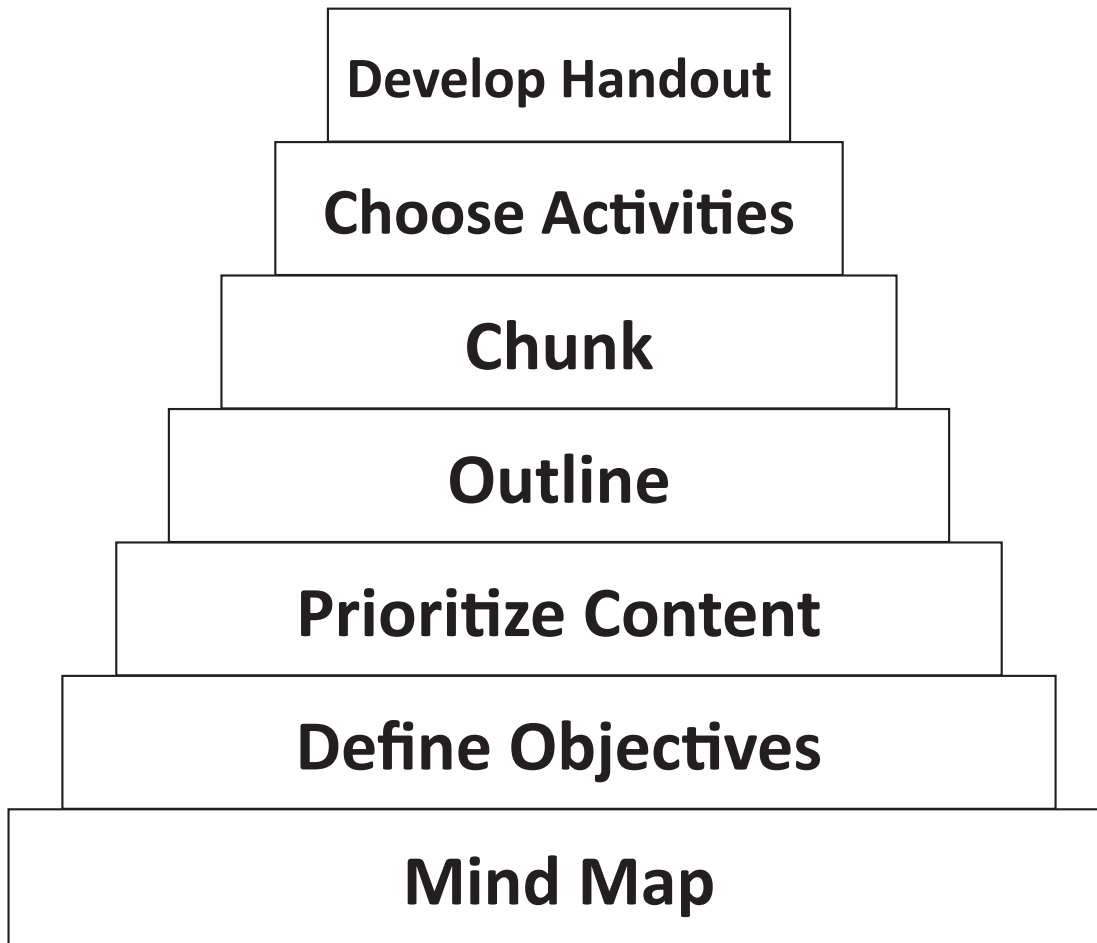
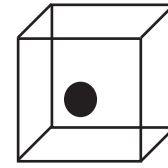
Read Psalm 95:1-7 and write respond to this question: Why worship God?



Mental Gymnastics/My Best Ideas/Into to Educational Design Model (20 minutes, page 10 in the workbook)

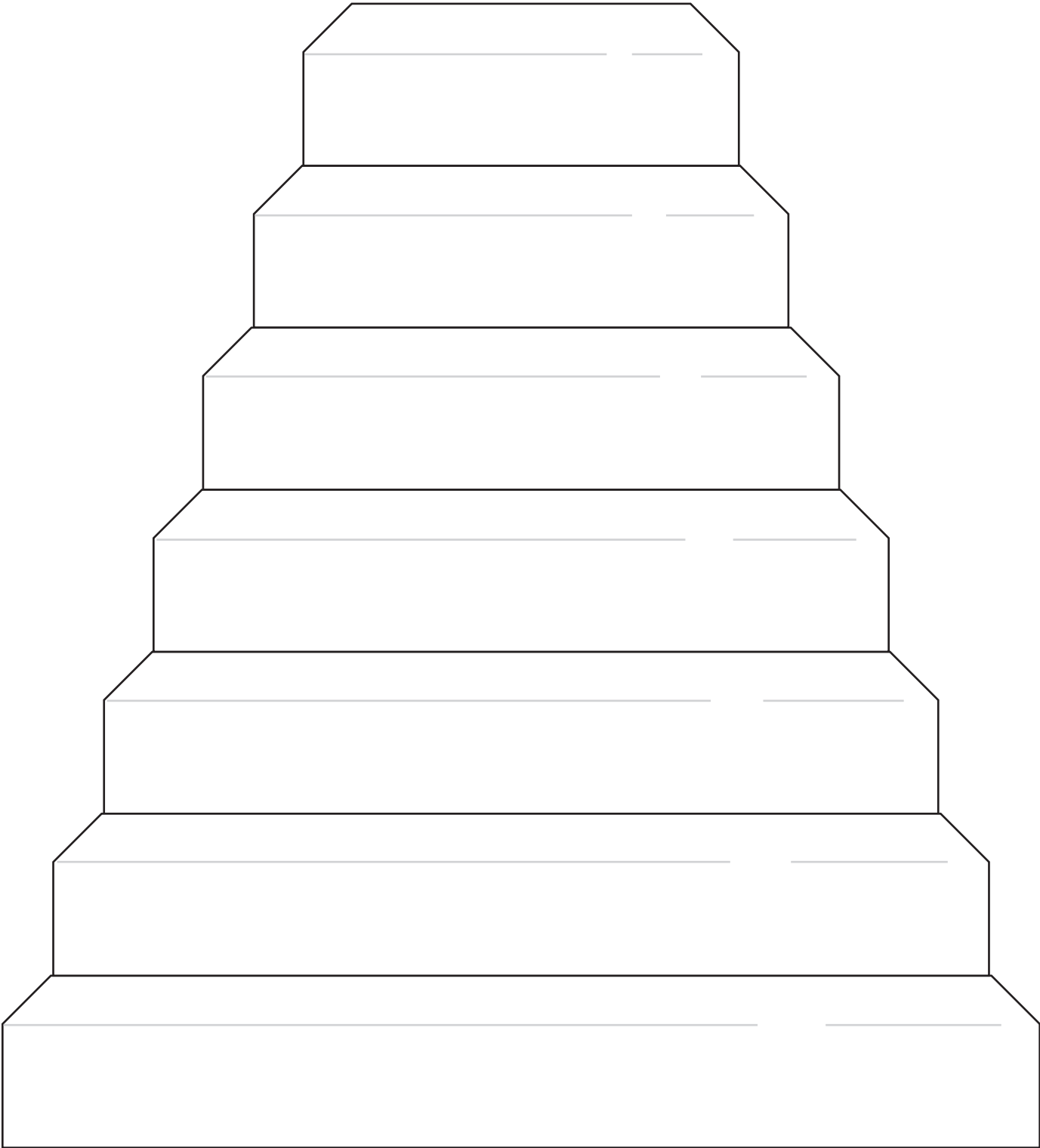


1. Hold up a card with a cube and a dot drawn on it (or put the drawing on a flip chart or on the screen) as shown here. Ask: “Where is the circle? Tell me when you see it in the center front panel ... in the left lower corner of the back panel ... in the lower left corner of the front panel ... in the center of the back panel.”
2. “We had to do mental gymnastics to “move” the dot around in the box. That’s what we have to do when we are learning something that may be different, even is the opposite of what we have done at in the past. Some of what we have been doing may be difficult for us to get our heads around, but could be good for our teaching in the future. Talk with someone (not at your table) about one new thing you learned at MBL that you want to be sure to implement in your teaching. After talking with one person and hearing what he/she has to say, talk with one other. Use your ‘My Best Ideas.’ If you hear another good idea from someone else, go ahead and write it on your list.”
3. “When I drew the presentation graphic, we determined to keep it up front all the time. It’s one of the key elements of MBL. The Chunking graphic stays up front, too. Now we are going to make another chart that will stay up front—that is key to MBL.” Draw the Educational Design Model pyramid (below) on a piece of flip chart paper. Draw the pyramid with seven divisions but without words. Only add the words as you deal with the topics.

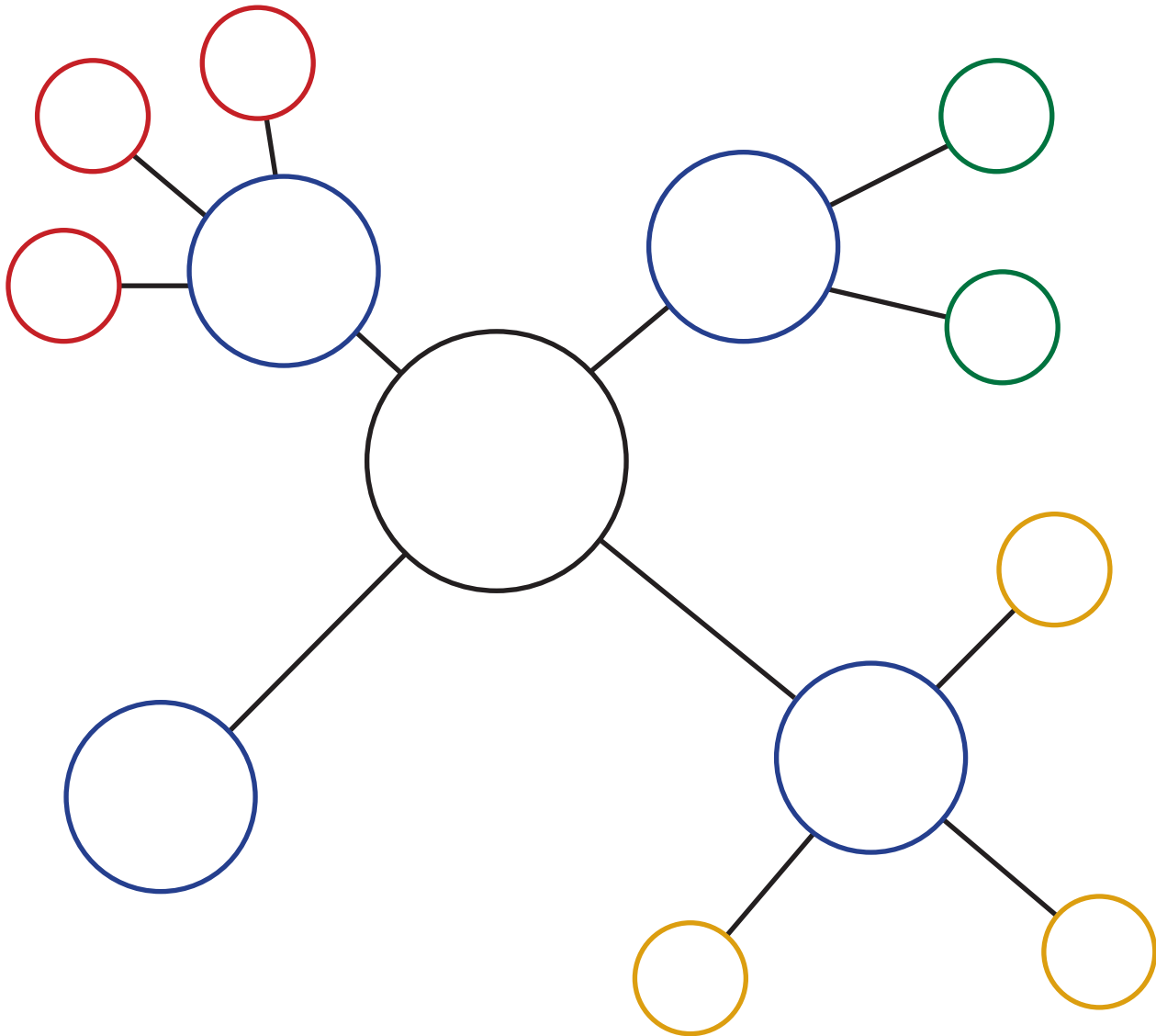


ENGAGING Participants

A seven-step process for designing presentations and training sessions that consistently engage participants.



Mind Map



Make a Mind Map:

Design a mind map for teaching “How to Play (choose your sport)” or “How to Make an Ice Cream Sundae!”



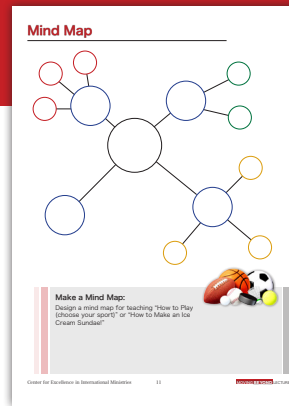
Mind Map/Sport/Bible Study

(30 minutes, pages 11-12 in the workbook)

1. Write “Mind Map” in the bottom division of the Educational Design Model Pyramid. Ask students to raise their hands if they know what a “mind map” is. Tell the class that you will play a two-and-a half-minute video that explains the basics of mind mapping. This link will take you to a simple explanation of mind mapping. “How to Make a Mind Map – Version 1” on YouTube. Link: http://www.youtube.com/watch?v=v8_H42Z9wxA If internet is unavailable, give a brief lesson on mind mapping while drawing on a flip chart. (The course name should be in the middle with a picture that represents it, principal topics are on branches coming out of the center, sub topics are on branches coming out of principal topics.)
2. Do a quick review (start in the center of a landscape page, use drawings, color, etc.) while drawing on a flipchart. Take no more than 30 seconds for this.
3. Instruct table teams to go to their flip chart to construct a mind map on “How to Play _____ (soccer, tennis, etc.)” They will work together to put down everything they think would need to be included in a class on how to play the sport they choose. Remind them that this is NOT an outline. Mind mapping allows them to think of items as they go along and drop them into the map where they belong. Outlining will come later. “DON’T prioritize yet. Just try to put everything on the map that you could eventually teach on the subject.”

(Mind Map continues on page 12 of the workbook)

4. Then ask people to come back to their tables and work individually on a mind map (on page 12 of the workbook) of a Bible class they are planning on teaching or would like to teach sometime in the near future. Let them work quietly for at least five minutes. Let the class know that it’s okay if they don’t get finished. They can continue to work on this at home or on their own time.



Mind Map of a Bible Lesson You Will Teach



Defining Objectives

What do you want your students to?

Know

Feel

Do?



Define your objectives for your sports class:



Define your objectives for your Bible class:



If we don't define our learning objectives well, it will be difficult for our students to leave with the content we want them to have.

Define Objectives

(20 minutes, page 13 in the workbook with page 10)

1. Say, “After mind mapping your class, next you will define your objectives for the class” as you write “Define Objectives” in the second division of the Educational Design Model Pyramid. (Students can fill in the space in their pyramid on page 10.) Most teachers are familiar with this step. “Once you have thought through all you know about the subject (or need to research) of a class you will teach, next you need to define your objectives. You need to decide what you want your students to know, feel, and do.

What are the facts, issues, ideas, principles, concepts—the cognitive items your students must **know**?

As your students process these items, how do you want them to **feel**? Excited? Passionate? Ashamed? Worshipful? Sad?

Once they know these things and feel a certain way, what do they need **do**? How should they react? What is the next step they need to take or what should they be able to accomplish?

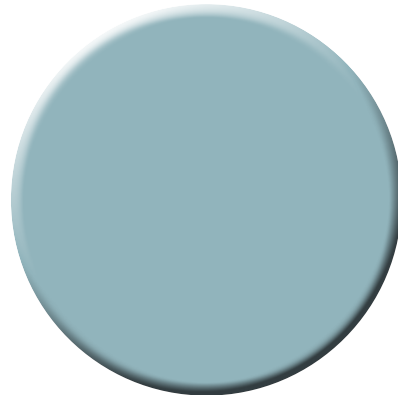
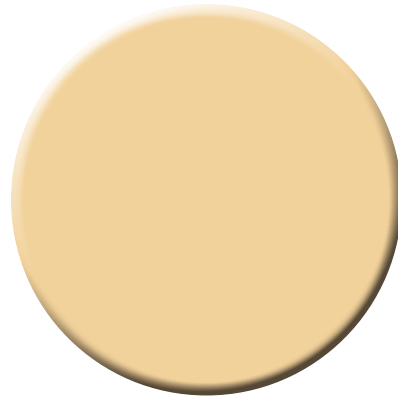
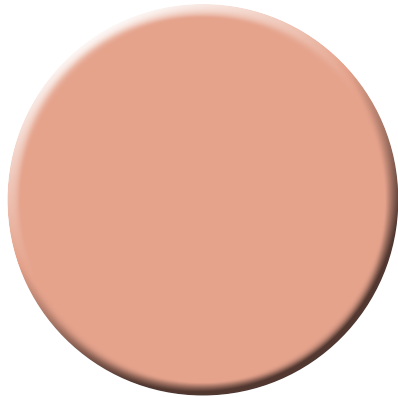
2. Ask the participants to go back to their flip charts and write one or two objectives for each category (know, feel, do). If there is room on their mind map, include the objectives in a prominent place on that sheet. If not, write the objectives on another flip chart page. If there is a way to keep both of the sheets (mind map and objectives) posted (e.g. one on an easel and the other on a wall, or both on the wall), do so.
3. After they have defined the objectives for their “How to Play” class, ask the students to work individually to define the objectives (what they want their students to know, feel, and do) for the Bible class the mind mapped earlier.



Prioritizing

Write the names of 10 people you will call during the next week:

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |



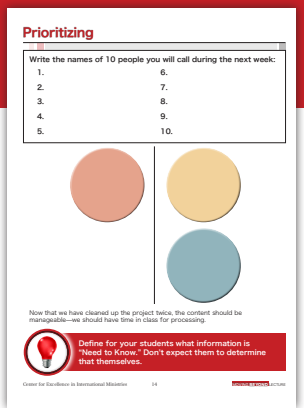
Now that we have cleaned up the project twice, the content should be manageable—we should have time in class for processing.



Define for your students what information is “Need to Know.” Don’t expect them to determine that themselves.

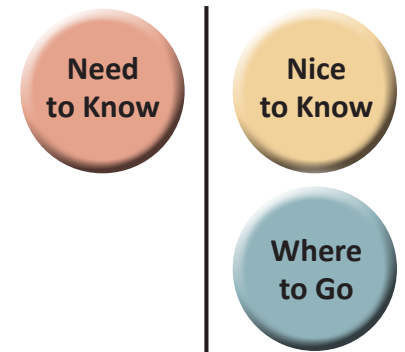
Names/Phone/Prioritizing

(25 minutes, page 14 in the workbook with page 10)



1. Instruct the participants to write (in the space on page 14) the names of 10 people that they will call during the next week. They must simply think through their week and write the names of 10 people they most likely will call.
2. Next, ask them to write down the phone numbers beside each of the names. Ask, “What’s wrong? You don’t know them? Why not? You’re not experiencing any anxiety over not knowing the numbers?” (Most likely answer will be because the phone “remembers” them for them, speed dial, directory, etc.) “Exactly. You don’t worry yourself over knowing all those numbers because you don’t have to! You prioritize and save your gray matter to concentrate on other things. That is the next step in our Educational Design Model: prioritizing our content.” (Write “Prioritize Content” in the third space in the pyramid while saying, “This will be our fourth important graphic.” (Students should be directed to fill in the space on page 14.)

3. Draw the following graph (first without words, but add them as you share) on a piece of flip chart paper. No matter what other drawings you make on flip charts, make sure these four (Presentation/ Teaching Model, Chunking, Educational Design Model, and Prioritizing Chart) stay up front. Use tape or some method of securing in the front of the room throughout the class.



Write in the words, explaining that all the material we have should be placed in these three categories. Then say, “Now that we have cleaned up the project twice, the content should be manageable and we can be sure to have time in class for processing.”

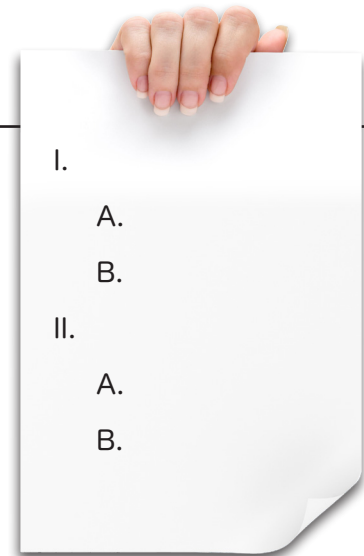
4. If you have teachers that teach in formal settings (give grades, etc.) emphasize, “Avoid bored and frustrated students. Students need to know what the exam will be like, what is important to *know*, and what is just good, supportive material.”
5. Then send them to their charts to prioritize the materials for their sports class. If possible have them simply color code or write words on their mind map that will show what is “Need to Know,” “Nice to Know,” and “Where to Go.” IF not, they can use another sheet to prioritize.
6. Then send them to work individually on their Bible class, prioritizing the content they have so far.
7. To wrap up this section, show the students how the MBL workbook pages are color-coded for Need to Know (Red), Nice to Know (Gold), Where to Go (Blue/Teal). This is a good practice that helps your students understand your prioritizing. You must have some way to communicate these things to students. “Take a minute to look through the Nice to Know pages. There is some great stuff here!”

My Best Ideas/KHL (5 minutes)

1. Have students take a moment to think over the past couple of chunks and write down a “best idea” or two if they haven’t already.
2. Then have them pair up at their KHL charts and agree on one or two things they learned to put on under the “L.”

Outlining Your Material

What is a logical format for presenting my material?



Outline your sports class:



Outline your Bible class:



The mind is a marvelous thing with an amazing capacity. We need to guide students' minds with forced participation or they will be thinking about other things.

Outline/Sport/Bible Study

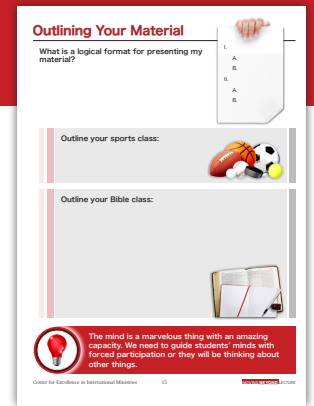
(15 minutes, page 15 in the workbook with page 10)

1. Write "Outline" in the fourth space of the Educational Design Model Pyramid. (Students can fill in the space on their pyramid on page 10.) Do a quick overview of outlining, demonstrating different methods, since everyone knows how to outline, though possibly doing it in different ways. Our objective is not to get everyone to do it the same, it is simply to have people realize it is helpful to do—AFTER having mind mapped, defined objectives, and prioritized. Too often outlining comes earlier and thus teachers have too much material in their outline.

Different outlining methods:

- | | |
|-----|------|
| I. | I. |
| A. | I.A. |
| B. | I.B. |
| 1. | |
| 2. | |
| C. | |
| II. | |

2. Have table groups outline their sports class.
3. Have students outline their Bible class individually. (Space is provided on page 15.)



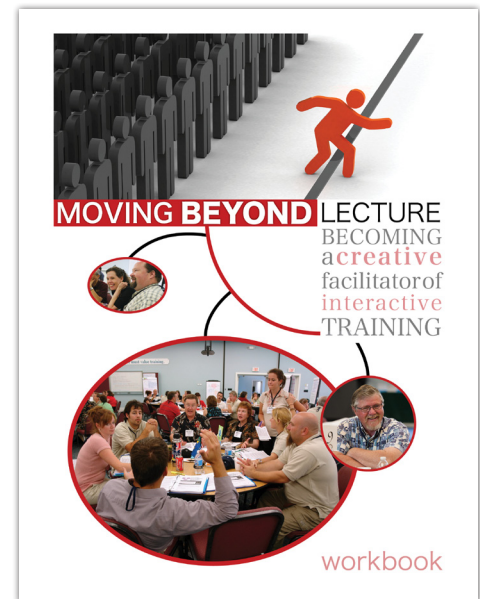
Choosing Activities

- ▶ What activities will be most effective to help me meet my objectives with my students (what I want them to know, feel, and do)?



Developing Your Handout

- ▶ What can I put in my students' hands that will help me meet my objectives and communicate these truths?
- ▶ This is the last step! Often we do this too early.
- ▶ I also need to make a list of everything I will need to teach this class with these activities and handouts.



We think we have control when students are quiet and looking at us. Wrong! They may be thinking about lunch, sleeping, etc. We have control when they are moving about, working on an assignment we have given them.

Finish Educational Design Model/Help Each Other

(30 minutes, pages 10, 16 and 17 in workbook)

1. Go to Educational Design Model chart and finish, by first filling in the fifth space with “Chunk.” We have talked about this earlier. You might have people tell you what each of the letters CPR mean and also help you remember these facts: Adults can listen for 90 minutes with attention, but only 20 minutes with retention.



Choosing Activities

- ▶ What activities will be most effective to help me meet my objectives with my students? What do I want them to know, feel, and do?


Developing Your Handout

- ▶ What can I put in my students' hands that will help me meet my objectives and communicate these truths?
- ▶ This is the last step! Often we do this too early.
- ▶ I also need to make a list of everything I will need to teach this class with these activities and handouts.

We think we have control when students are quiet and looking at us. Wrong! They may be thinking about lunch, sleeping, etc. We have control when they are moving about, working on an assignment we have given them.

Choosing Activities and Chunking

How can we practically “chunk” a Bible lesson? In your small groups, each will take turns reading what they have developed so far. Our colleagues will take turns offering suggestions for chunking ideas for activities that will enable the students to learn new content, process, and review material shared.



Components

- Awareness:** Students understand (are aware of) the need to study a certain topic.
- Experience:** Students do an activity related to the material.
- Theory:** Teacher shares the understanding or hypothesis.

Put the three components of a lesson (Awareness, Experience, Theory) in the order in which a trainer should generally use them.

Awareness Experience Theory

Processing: seeing how to put into practice the message students are hearing or reading what it means to them some way in which they are interacting with the material (skit, drawing, circle response, agree/disagree, etc.)

We want our students to have their own ideas — not ours.

2. The final steps (to be filled in on page 10, then they can come back to page 16), are to Choose your Activities, and Develop your Handouts (spaces six and seven on the Educational Design Model on page 10 and on your flip chart). Along with developing your handouts, you should make a list of everything you will need in class (markers, 3 x 5 cards, flip charts—everything you will use in your activities).
3. Supposing we know how to do these things, let’s drop back to chunking and help each other for the first time on our individual work—the Bible lesson you are working on. Reveal a question you have written ahead of time on a flip chart or whiteboard while saying, “We have a question on the wall here.” (Then read it)

How can we practically “chunk” a Bible lesson?

4. What we will do is this: Pull out the work you have been doing on your Bible lesson. Share what you have and see we’ll see if our colleagues have suggestions for chunking, or in other words, how we can (show on the Chunking triangle) give new content, process and review. Now do not deal with their exegesis or content—what we are doing is listening and giving suggestions as to how the material can be presented in CPR chunks. **(3 to 5 minutes per person! A timer should be used. Timer Tools® is a powerful set of timers which can help in training events. The Timer Tools’ “Turn Timer” or “Stoplight Timer” would be ideal for this type of activity.)**

Experience/Awareness/Theory (15 minutes, page 17 in workbook)

1. Write the words Experience, Awareness, and Theory each on a card or paper of their own (three cards) big enough so that the group can read them when someone holds them up in the front. Ask for three volunteers and give one word/paper to each. Place them in the front of the group *out of order* (not Experience, Awareness, Theory from left to right. We don’t want the right answer staring them in the face!)
2. Ask the others (the ones seated and NOT holding cards) to move the people into what they would consider the right order for the following: “Generally, or most often, we should teach or train in one order. Of course, sometimes we will mix things up, but generally, in which order should we teach? Before they offer answers, explain briefly what each word means: (Theory—give the students the theory behind, supporting, or giving foundation to the material you are teaching. Awareness—help raise the awareness of the subject in the hearts and minds of the students. Experience—give the students some kind of experience related to the material they are learning.) Now, which is the order in which we should most often teach?”
3. Allow for all orders to be given. I have never had a class in which all possible orders have not been

volunteered. Afterward, help them put them in the right order. Explain briefly that most often “we should give them some kind of experience that will raise their awareness and then give them the theory behind it.”

4. Show how they have been doing it all along. (Sport, Bible theme, talk about it) Even when we show a clip at the beginning of a lesson or sermon, we are helping them to process and participate emotionally before they get the theory. Explain: Processing could be: skit, drawing, etc.
5. Evidence that a teacher is doing EAT is this: students are seeing **how** to put into practice the message that they are hearing or what it means to them. It is some way in which they are messing with the text and having it mix with their lives. Here is a key principle: Write on board – **Principle — We want our students to have their own ideas—not ours.**

By the way, we just applied EAT again. Instead of simply talking or even having you respond to a lot of questions, you all helped one another (Experience). Afterwards I gave an example (Awareness). Then, I gave the theory: Processing can be... + “Good Principle” (Theory).

Remember how we dealt with “control?” One more word about EAT and control:

We **thought** we had control when the students were quiet and looking at us. (Buzz) Wrong! Then, they were thinking about other things, sleeping, etc. We have control when they are moving about, working on an assignment we have given them.

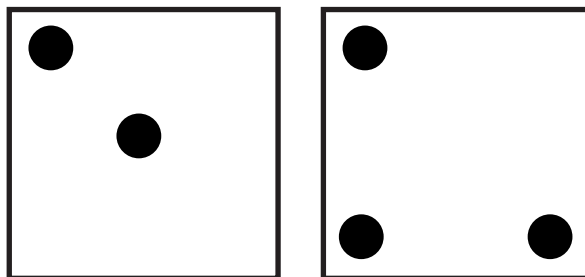
6. Allow a moment to write any best ideas they have come up with.
7. Send pairs to their KHL charts.

Dice Closing for the day (5 minutes, no page in workbook)

1. Prepare a card with two dots on one side and three on the other like so:

Tell a story (magician's patter) something like this: My family likes to play games. One day, my son and I were traveling on a bus and had a three-hour layover at a bus station. We didn't have anything to do, so we decided to play a game. We took a sheet of paper and put a dot right in the middle. (To this point, you have been holding the card with the two dots facing outward—to the people—but one of the dots is covered by your hand that is holding the card, so it looks like the card has only one dot. You must practice these movements ahead of time!)

2. Then we turned the card over and put two dots on it. (At this point, you flip the card, but as you do it, you place your other hand over one of the corner dots, allowing the card to look like a die with two dots.)
3. Then, we turned the card over and put three dots on it. (At this point, as you turn it over to the first side, but you place your "holding hand" over the blank area at the end of what would be three dots on a die, and drag your other hand across your "holding hand" and the other two dots. This makes it look like there are three dots—you've just covered one—when in reality there are only two.
4. Then, we turned the card over and put four dots on it. (Now you are back to the three dots, but this time your "holding hand" is covering the blank space and you use the pointer finger on your other hand to indicate all "four" dots with a circular motion. By now, people are either amazed or really confused because they saw you show the card four times and each time, something different is on the card.)
5. Turn the card over again, reviewing the process quickly. (One dot, two dots, three dots, four) So we had a die, but the only problem was, it wouldn't roll very well!
6. After applause and/or laughter, ask if they would like to know how you did that. Explain the process. People appreciate this trick and usually want to learn it. After showing and explaining how you did it, say, "The mind is a marvelous thing. It has an amazing capacity—so much so, that it "puts" dots in where they don't exist! We have to guide the minds of our students through something we could call "forced participation" (the activities we have been doing) or else they will be thinking about other things. Learning goes through the roof when we have forced participation—learning activities, instead of lecture. Have a good evening, see you tomorrow.



A to Z Game (20 minutes, reviewing all of workbook to this point)

Preparation:

1. Organize the total group into small groups, if you haven't done so already.
2. Give each group a flip chart and markers.
3. Instruct the groups to create two columns on the flip chart:
 - Left column: Create a list down the page, A-L
 - Right column: Create a list down the page, M-Z

Note: There is a PowerPoint slide that you can use to show them how to create this chart or simply give them a model on your flip chart.

1. Instruct the groups to review what they have learned so far including anything that is on flip charts up front or on pages 1-17 of the workbook. They must “fill in” their alphabet chart with things they have learned that correspond with the letters of the alphabet. For example:
A – Activities bring focus
B – Beyond Lecture
C – Chunk
etc.
2. There will be a tendency for some groups to include trivial word responses in their lists. Encourage them to look for *significant words from the seminar and its content*.
3. The objective of the activity is to see which group can make a complete A to Z list of things studied thus far in the seminar.
4. When the groups have completed their lists, have them highlight some of their best words from the list.

Mix up tables/work groups (10 minutes, no page in workbook)

Preparation:

1. Depending on the amount of tables and students you have, prepare a set of cards (sample set shown)—one image per table with enough of the same image for the amount of people you have at each table. (E.g. you have 30 students at 6 tables, prepare 6 different images, each with 5 cards. For 48 people, make 8 images, each with 6 cards.)
2. Pass the cards out in such a way that people seated at the same table will all get a different card.



OR

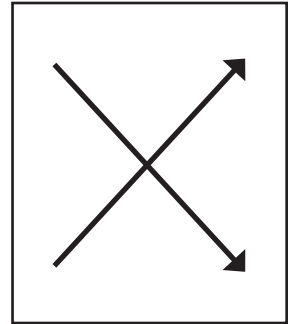
1. Have everyone grab all that belongs to them (books, workbooks, purses, etc.) and go to the back of the room where they will line up by birthday order—not age—in a given year. January starts on the left and people line up all the way down to December.
2. When they are in order, take the first six (or five or whatever amount you have at a table) and place them at one table, the next six at the next table, etc. until everyone is seated. This will

be their new learning team for the rest of the day.

3. Allow the people at the new table groups to introduce themselves to each other, telling one thing about themselves to their small group that would be unknown to everyone at the table.

Fun in Learning (5 minutes, top of page 18 in workbook)

1. Fun has a bad reputation because we teach such serious things: the Bible! And having fun is frivolous and insignificant.
2. But how did you learn to read? By playing. There were pictures, then a word or two and before you knew it, you were reading! It wasn't like this: The teacher comes in and says: (use a threatening, awe-inspiring voice as you say this, pausing after each phrase for emphasis.) "Today we start a very important process. It is the process which, if you don't learn well, you will have difficulties in supporting your family, you won't be able to find work, everything in your life depends upon it..." No! The teacher didn't do that. She would have scared everyone.
3. Draw on the flip chart as you say, "When **tension** rises, **retention** goes down." Don't make me tense and ask me to learn at the same time. It is fascinating how much I have learned, having fun along the way. They aren't mutually exclusive. Remember, "Is it fun?" is one the key questions of the opening (page 6).



Choosing Activities and Chunking

How can we practically “chunk” a Bible lesson? In your small group, each will take turns reading what they have developed so far. Our colleagues will take turns offering suggestions for chunking (ideas for activities that will enable the students to learn new content, process, and review material shared).



Components

- ▶ **Awareness:** Students understand (are aware of) the need to study a certain topic.
- ▶ **Experience:** Students do an activity related to the material.
- ▶ **Theory:** Teacher shares the understanding or hypothesis.

Put the three components of a lesson (Awareness, Experience, Theory) in the order in which a trainer should generally use them.

Awareness

Experience

Theory

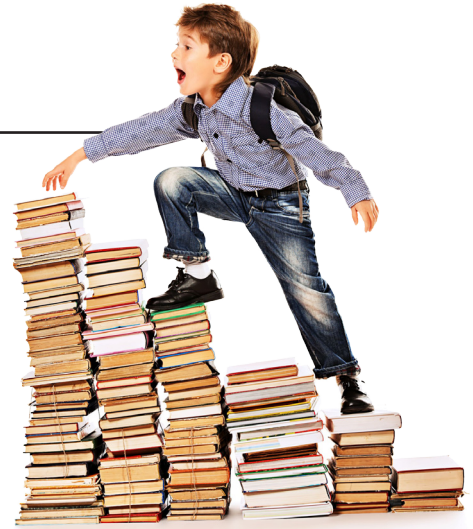
Processing: seeing how to put into practice the message students are hearing or realizing what it means to them; some way in which they are interacting with the material (skit, drawing, circle response, agree/disagree, etc.)



We want our students to have their own ideas — not ours.

Fun in Learning

Fun has a bad reputation because we teach such serious things ... like the Bible! And having fun is frivolous and insignificant. **But how did you learn to read?**



Facilitation of Activities

Three Truths and a Lie

The Four Levels of Socialization:

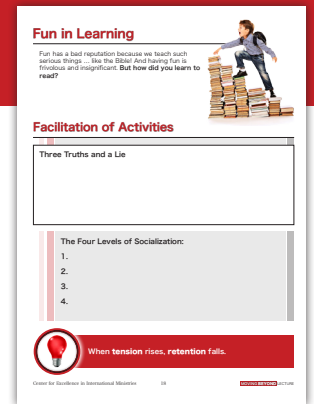
- 1.
- 2.
- 3.
- 4.



When **tension** rises, **retention** falls.

Facilitation of Activities

(20 minutes, middle of page 18 in workbook)



1. As you describe how the game is played, write on the board or flip chart. ONLY write the points on the board AS YOU TOUCH on that point. DON'T write ahead.
2. Let's play a game! It's called, "3 Truths and 1 Lie." In your workbook on page 18, you have a space to write three truths and a lie about yourself. (Draw a card as illustrated.) They can be in any order on the card: Truth, truth, truth, lie, or truth, lie, truth, truth, or truth, truth, lie, truth—you get the idea, right? Go ahead and write on your card. When you are finished, please stand quietly at your table.

3. Now, find someone in the room (not at your table) and tell them the three truths and a lie about yourself. Allow that person to guess which one is the lie. Then hear their three truths and a lie, and you guess. When you are done, go back to your tables.

4. When back at their tables, tell them to talk about the activity in their groups and make a list of everything I did to lead this activity. Have the leader be the one with the oldest living relative. Have groups report by giving one observation. The list should look something like this:

(1. Gave lots of instructions, but short and in steps—we could handle and digest it bit by bit. 2. Wrote on the board—so we could go back and look if we needed to remember something.

3. We were to stand when we were done. 4. Provided cards (or a space in the workbook) to do the task. 5. Gave us a way to choose the leader. 6. Showed us a model of our card on the board.)

5. What we did by playing that game was learn how to facilitate activities. But we had fun doing it. All these points you came up with are the principles for facilitating learning activities. (Run through them briefly showing how they are good principles for leading activities.)

1.

Truth
Truth
Truth
Lie
2. Stand.
3. Share with partner.
4. Try to guess.
5. Talk about it at your tables, and make a list...

Outline the 4 Levels of Socialization: (10 minutes, bottom of page 18 in workbook)

1. Private (Self)
2. Partner
3. Participant (team/group)
4. Public (To be written in workbook, bottom of page 18.)

Explain that especially when dealing with difficult issues or situations in which it is hard to people to open up or share, you must follow the procedure we did in the game: allow time to write down a response privately, then share with a partner, then share in a small group, then the group—the support of the entire group—goes public.

Concentric Circles

(25 minutes, participants will look up a certain page and review)

Preparation:

1. Download the “MBL Icon Cards” document from the Trainer Resources section of the Good Soil website. Print and cut the cards. Be sure to have enough cards for each person in your class to have a card.
2. Assign each participant a number “1” or number “2” by asking them to count-off, one two, one-two, one-two, etc.
3. Give each participant one of the concentric question cards.
4. Give participants time to look in their workbooks so they can “become the expert” on that icon, re-familiarizing themselves with the concepts associated with the symbol on their cards.
5. Move to an area of the room (or another room) where two concentric circles of people can be formed. If possible, choose a location where it will not be a noise-problem for a lot of people to be talking simultaneously. The “one” people create an inner circle and the “two” people form an outer circle.
6. Ask the people in the outer circle to turn and face the people in the inner circle.

Activity:

1. **First**—Give the command, “Inside!” Each inner circle person shows his/her card to the outer circle person facing him/her and “tells everything they know about that symbol and what it means.
2. **Second**—Give the command, “Outside!” All the outer circle people show their cards to their inner partners while telling all they know about the symbol and what it means.
3. **Third**—Give the command, “Rotate!” The outer circle people take a step to their right where you will say “Inside!” and the process starts over.
4. **Fourth**—Continue this process until they have gone all the way around the circle.
5. **Fifth**— If time permits, have the people (now opposite their original partner) trade cards, coach each other a bit on their new card, and then restart the process, but this time with the inner circle doing the rotating.

Tips:

- Keep the rotation moving fairly quickly. Allow about a minute or less for people to “tell all they know.” After cards are traded, only allow about 40 seconds for each sharing time.
- Stop the process, if the energy level begins to decline.

Best Ideas (5 minutes)

Have participants think back over the last couple of hours and write down some of their best ideas in the front of their notebooks—especially if they haven’t done so since the last opportunity.

Difficult Participants



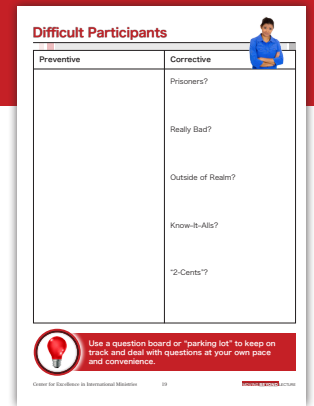
Preventive	Corrective
	<p>Prisoners?</p> <p>Really Bad?</p> <p>Outside of Realm?</p> <p>Know-It-Alls?</p> <p>“2-Cents”?</p>



Use a question board or “parking lot” to keep on track and deal with questions at your own pace and convenience.

Difficult Participants

(30 minutes, page 19 in workbook)



1. Tell the group we are going to deal with difficult participants and that they will be able to take notes on page 19 of the workbook. But first,
2. Ask participants to think back over principles we have learned at MBL that would help to prevent the rise of difficult participants. What are some things we have talked about that, if put into practice, would be preventive medicine? Go to your flip charts and list as many as you can think of. Some possible answers:
 - No questions—have a question board
 - Small groups, change the leaders of groups regularly
 - Reports come from small groups to the large group— Not pointing out individuals.
 - Having some silent activities
 - Recognize years of Experience
 - Sit anywhere you like—not authoritarian
 - Give back control
 - Undersell, over deliver
 - NOT: “This must change the way you teach!”
 - Positive pressure
 - Movement in the room—going to flip charts, etc.
 - Change up groups/Limit influence
 - Reward, give prizes
 - Instant Expert
 - KHL
 - “I hope you can find something of value.”
 - “This content made difference in my life.”
3. Have the participants grab their workbooks and go around the room, transferring some of the suggestions to their books under the “Preventive” column.
4. Then, using a flip chart as you share, give ideas for dealing with four particularly difficult types of participants which fall under these questions: Do they feel like prisoners? Are they afraid the training will be really bad? Are there questions outside of the scope of your training? Are you dealing with know-it-alls? Have the students follow your lead in writing abbreviations of those questions on the “Corrective” side of their workbook chart.
5. **Prisoners?** If you are dealing with this type of situation (the boss required the training, the pastor nagged them to come, etc.), why not start with this activity: Send them to flip charts in pairs and ask them to draw the face of their partner when she learned she had to take this class. They have fun modeling and drawing and they realize you know that they may not want to be there. Let them know that this material has helped you, and you are going to do your best to keep them engaged and offer them good material. Ask them to do their best during the time you have together.
6. **Really Bad?** Ask: “How many of you have been in really bad training? Training that did not benefit you? Send to flip charts to make a T chart. Ask them to put “Teacher” over one side and “Students” over the other side. Then they are to list all the things the teacher did to make it a bad experience. And then list the things the students did to make it a bad experience. Then say: “I commit myself to **not** do the things listed here. You can hold me to it. Will you commit yourselves and monitor one another to **not** do the things students did to make it a bad experience?” When they make the rules, they will be easier to deal with.
7. **Outside of realm?** When questions arise that have nothing to do with your class, simply tell the inquirer that you don’t see anyone in this room with the authority to deal with that question, but I

will make sure the right person gets your question.

8. **Know-it-alls?** Open with “Take out a paper. Draw 2 circles (or 2 rectangles). Now draw everything on a penny (or twenty dollar bill—front and back.” Compare to a real penny. Not the same. Ask: “Why do you think it was so difficult? Do you think maybe it’s possible to become too familiar with something? Our task today, even though some of you may know some of this, is to stop, familiarize ourselves with the details and see if we can learn something more.
9. **2-Cents?**

MBL Family Feud Game (40 minutes, no page in workbook)

1. Find the MBL Family Feud Game online at www.GoodSoil.com/resources. Be sure to try it out and practice with the program before you use it in class. There is only one answer per question, but the answers are divided up into the Family Feud answer bars. When someone gives an answer you will accept, just click on each of the bars (starting with number 1) and go through them until the total final answer is given. Notice there are other buttons to click for applause, etc.
2. Play the game to review with the class. Provide prizes for the winning table (candy bars or some tool they can use in teaching).

Powerful PowerPoints



Top Ten:



Use it in moderation ... not exclusively.



Use 24 point font or larger.



Put a graphic on each slide.



Try to obey the 6 x 6 rule.



Don't leave a slide up for more than 45 seconds.



Use blank slides ... and they must be BLACK!



Don't darken the room.



Use the same background for each subject.



2-3 inches of screen space per participant.



Do not print your slides as your handouts.



When a PowerPoint presentation is over, its not in front of us anymore!

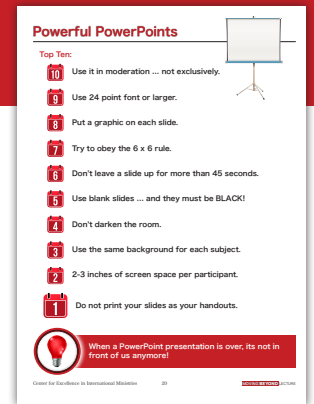
Powerful PowerPoints

(30 minutes, page 20 in workbook)

Run through the PowerPoint provided online at www.GoodSoil.com/resources. This is NOT a fancy PowerPoint with a lot of pictures and graphics—it could be developed quite a bit to be *prettier*. The crucial issues are the points we are trying to make:

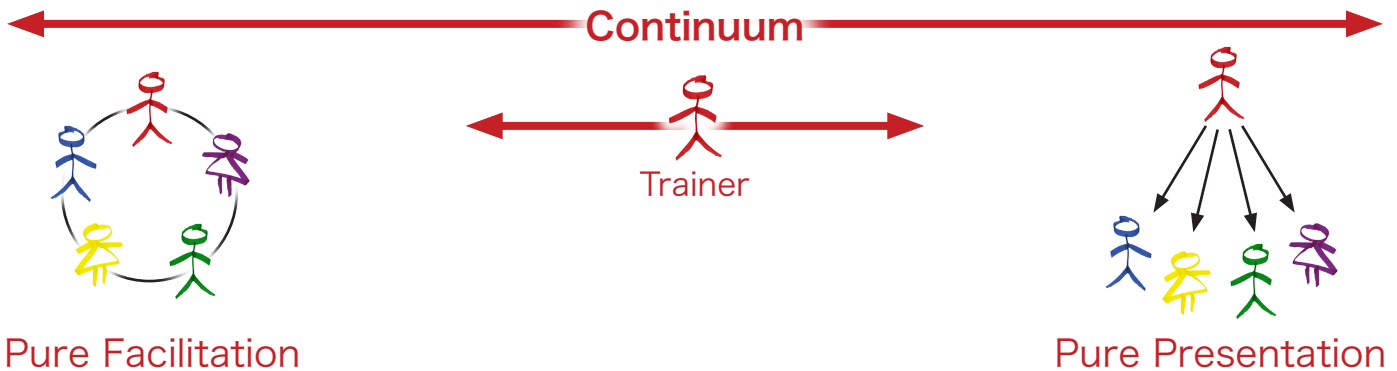
10. Use it in moderation ... not exclusively.
9. Use 24 point font or larger.
8. Put a graphic on each slide.
7. Try to obey the 6 x6 rule.
6. Don't leave a slide up for more than 45 seconds.
5. Use blank slides ... And they must be black!
4. Don't darken the room.
3. Use the same background for each subject.
2. 2-3 inches of screen space per participant.
1. Don't print your slides as your handout.

Then hand out reproductions of slides to table groups and ask them to correct problems in the slides based upon the Top Ten for using PowerPoint.



Presentation vs. Training

Place methods on the continuum.



Some Possible Methods:

- | | | |
|--------------------------------------|----------------------------|--|
| 1. Watch a video | 6. Family Feud game | 11. KHL |
| 2. "What's Happening in this Photo?" | 7. Table Tents | 12. Draw What this Bible Truth Means for Your Week |
| 3. Skit | 8. Listening Groups | 13. PowerPoint |
| 4. Agree/Disagree | 9. Concentric Circles | |
| 5. Three Truths and a Lie | 10. Remember these Numbers | |

Where are you on this continuum? Where is your "comfort zone"? Don't leave this workshop planning to do all your training on the pure facilitation side. If you aren't comfortable, you will have a heart attack. Your students will not enjoy the teaching because you will be working outside your comfort zone. It takes time. Work at it so that eventually you will be able to move from one side to the other as the situation demands. Different styles of learning (and there are many) demand different styles of teaching.

The Shortest Simulation in the World:



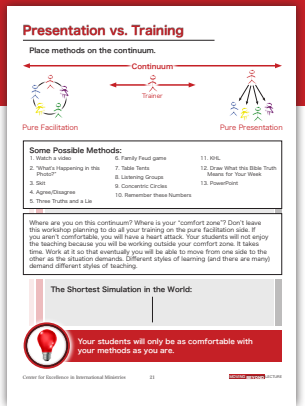
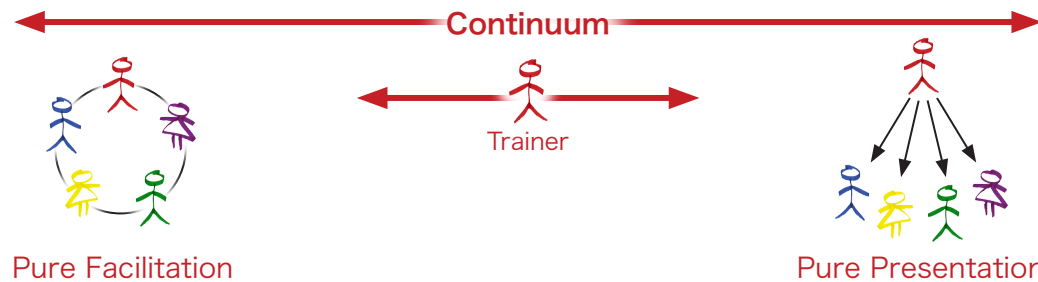
Your students will only be as comfortable with your methods as you are.

Presentation vs. Training

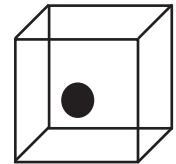
(30 minutes, page 21 in the workbook)

Preparation:

Prepare cards with methods you have used during the class and other self-explanatory methods and construct a Presentation vs. Training continuum by making a sheet for “Pure Facilitation” and one for “Pure Presentation” as seen here.



1. Give a method card to each student or one card per two students depending on the amount of students. Ask students to place their method where it comes on the continuum. (Some possible methods for the card: Watch a video, Lecture, “What is Happening in this Photo?” Skit, Agree/Disagree, Game, 3 Truths and a Lie, Table Tents, Listening Groups, Remember These Numbers, KHL, Draw What This Bible Truth Means for Your Week, Power Point, etc.
2. After all are placed, look them over in a group and decide if any need to be moved to the right or the left.
3. After this evaluation, ask, “Where are you on this continuum? There is a thing called your “Comfort Zone.” You shouldn’t leave here and say, “Well, I’m going to do **everything** we did in the class—I’m going to do all methods over on the facilitation side!”



If you aren’t comfortable, you’ll have a heart attack. Your students also will not be comfortable because you’ll be trying to work **always** outside your comfort zone—and they’ll know it! It takes time. You might be here. (Indicate a spot close to “Pure Presentation.”) Work at it so that eventually you’ll be able to move from one side to the other as the situation demands. The styles of **learning** (which are all so different) demand different styles of **teaching**. Difficult participants many times appear where we are not able to work.”

4. Lead the class in the “Shortest Simulation in the World.” Ask them to:
 - a. Sign their name in left-hand portion of the box at the bottom of page 21.
 - b. Now sign with your other hand.
 - c. What made one signature flow so well and the other so difficult?
 - d. How many times would you need to practice to make them the same?
 - e. Emphasize the necessity to practice.

(Students outside of class and in to develop good habits ... Teachers in developing new methodology.)

Your Mind Map of MBL



Studies show that we need to return to a piece of content at least 6 times to move it from short-term memory to long-term.

Mind Map of MBL

(30 minutes, page 22 in the workbook)

1. Say something like, “Imagine you are the teacher(s) of MBL and it is two or three months back. Do a Mind Map of everything you know about Moving Beyond Lecture that you might want to share during this week, working individually, quietly at your table drawing your mind map on page 22 of your workbook.”
2. After the participants have developed their mind maps, have them work with a partner, using both of their mind maps to develop one on a flip chart sheet.
3. Have them go around and look at the other maps, making comments using “post-its.” Encourage positive remarks.
4. Then have partners return to their own maps and learn from the comments.
5. When all done, explain that they “reviewed” the MBL material by making their own mind map (1x), working with a partner (2x), looking at others’ work (3x, 4x, 5x, etc.) and then a final time when they looked at the comments on their own maps.



Effective Closings

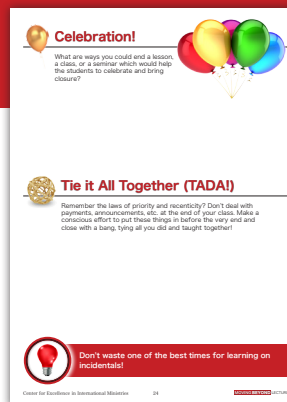
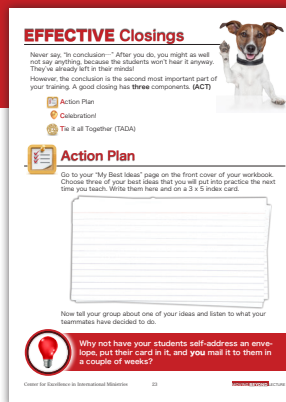
(5 minutes, pages 23 and 24 in the workbook)

Preparation:

Have a 3 x 5 card and an envelope for each student.

Teaching:

Start this section by saying something like, “I’m going to start my closing.” Of course, I’d never say that normally. Never say, ‘In conclusion.’ If you do and can’t hear the cars starting, you’re just not listening! The students have already left! It’s not worth saying anything, they won’t hear. But, please turn to page 23 and we will look at: **Effective Closings.**”



Action Plan/My Best Ideas (10 minutes, bottom of page 23 in workbook)

“It’s the second most important part of your training. A good closing has three components: **Action/Plan**. See ‘My Best Ideas’ on the cover of your book and choose three you will put into practice the next time you teach.

KHL/Add L’s, look at H’s (10 minutes, no page in workbook)

“Now, tell your group one thing that you have decided to use. When you’re finished, go to your KHL sheets and add one or two things in the L column.”

Have students put their own address on an envelope, place their card in the envelope, and give the sealed envelopes to you, the trainer. (About three weeks later you should mail the cards to the students as a reminder of their commitment to try to incorporate these things into their teaching. (This is part of their Action Plan.)

Celebrate! (5 minutes, top of page 24 in workbook)

“Look at the goals you had (under the ‘H’ column) and think about our time together. Try to think of one or two specific things that fulfilled the goals. Did we do it? This leads us to our second component: Celebration! You should use something to celebrate what the class was able to learn and accomplish during the training. At least have them give themselves a hand!

TADA! (10 minutes, bottom of page 24 in workbook)

“The final component of an effective closing is the ... TADA! Remember the laws of priority and recency? Don’t deal with payments, announcements, etc. at the end. Imagine with me: you saw a beautiful play or musical. The applause dies down. They close the curtain. You start to get up and someone is coming out from behind the curtain saying, ‘Well now, tomorrow we will be here again.’ Or they try to make some announcements. No! It was so good, you liked it, but now this? Put the announcements earlier so you can end well and ... really end! So ...

Announcements (10 minutes or less depending on how many you have)

EFFECTIVE Closings



Never say, “In conclusion…” After you do, you might as well not say anything, because the students won’t hear it anyway. They’ve already left in their minds!

However, the conclusion is the second most important part of your training. A good closing has **three** components. **(ACT)**



Action Plan



Celebration!



Tie it all Together (TADA)



Action Plan

Go to your “My Best Ideas” page on the front cover of your workbook. Choose three of your best ideas that you will put into practice the next time you teach. Write them here and on a 3 x 5 index card.

A large sheet of white lined paper with a red margin line on the left side. The paper is slightly crumpled at the top and bottom edges, giving it a realistic appearance. It is intended for students to write their action plans on.

Now tell your group about one of your ideas and listen to what your teammates have decided to do.



Why not have your students self-address an envelope, put their card in it, and **you** mail it to them in a couple of weeks?



Celebration!

What are ways you could end a lesson, a class, or a seminar which would help the students to celebrate and bring closure?



Tie it All Together (TADA!)

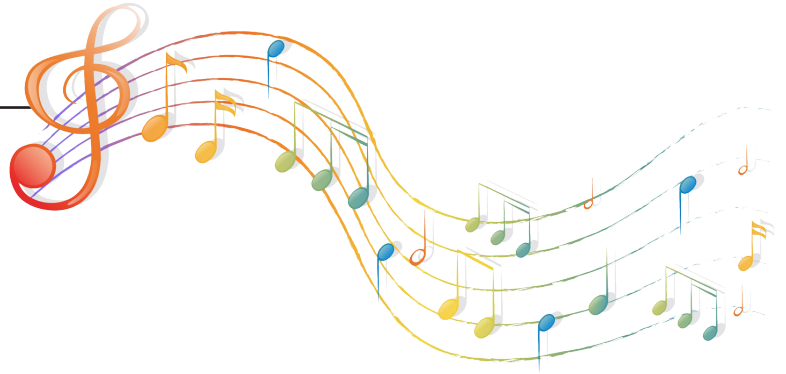
Remember the laws of priority and recency? Don't deal with payments, announcements, etc. at the end of your class. Make a conscious effort to put these things in before the very end and close with a bang, tying all you did and taught together!



Don't waste one of the best times for learning on incidentals!

Your MBL Song

Synthesize Moving Beyond Lecture into key points. Then write a song using those points and a familiar tune.



If you say, “In conclusion . . .” and you don’t here the cars starting, you’re not listening!

Develop and Perform songs for MBL

(30 minutes, page 25 in the workbook)



1. Analyze and synthesize the material.
2. Write a song using the above. The participants can use (and maybe you should) use a familiar tune.
3. Have the table groups present their songs while entire group listens.

Card/Envelope/Prayer (10 minutes, no page)

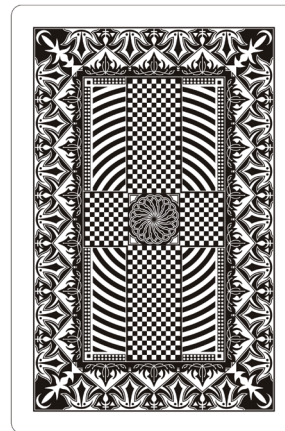
Preparation:

Prepare a card (at least 6" by 10" – it needs to be big enough for the class to understand what they are seeing) that has a playing card back enlarged. The idea is that as you show the back of this card to everyone, they are seeing a playing card enlarged. The other side should have all 52 cards of a deck displayed on it. These can be miniature so they fit.

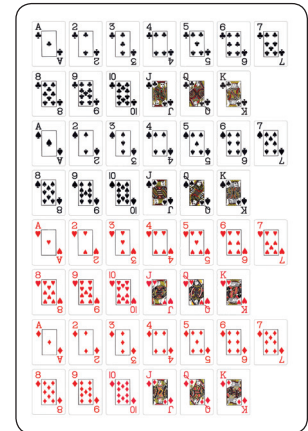
Presentation:

1. Say something like, "This morning I chose this card. I have become so in tune with this group, that I am sure I will be successful with this trick. The fact is, though, that I have *never* failed. I've always gotten it right. I'd like someone in the room to choose one of the 52 cards in a deck of playing cards. Who will choose?"
2. When someone has volunteered and has the card in their mind, say, "Did we talk about this before? We have not collaborated, right? Now, just so people are convinced, I want you to say the name of the card **before** I turn mine around. I don't want any doubt. Please say out loud so everyone can hear, the name of the card you have chosen." Allow the participant to say the name of her card.
3. Turn your card around and say, "There it is!" even pointing to the card chosen. The crowd will laugh, maybe even applaud. Allow that to die down, and say, "I had everything I needed to be successful with this trick." Let that sink in. "Didn't I? I had everything I needed. I couldn't go wrong. I hope we have given you tools that you need to be successful in your teaching/training, so that you will always have what you need to teach effectively."
4. Pull down and open the "Don't Open" envelope and give one of the "Just because you said it doesn't mean they learned it" sheets to each participant.
5. Have someone close in prayer.

MBL-Cards-Top.jpg



MBL-Cards-deck.jpg





NICE 2 KNOW

Adult Learning Styles

Barriers to Learning

Laws of Communication

How Adults Learn

Instructional DESIGN for Training Adults

Dimensions:

1. Determine... — {
 A. Adult Learners
 B. Their Needs
 C. Appropriate Content

2. Develop... — {
 A. Goal - broad statement of learning intent
 B. Objectives - specific competencies to achieve
 C. Instructional Plan — {
 (1) Organize Content
 (2) Sequence Content
 (3) Select Methods

3. Deliver... → Instructional Plan

4. Debrief... → Results

If satisfactory, then rejoice!
 If not:

1. Redesign & Retrain!

OR

2. Apply what you have learned in the next training session!

Process:

Appropriate existing method?

- Suited to goal & objectives?
- Suited to content?
- Suited to these adult learners?
- Suited to training environment?
- Suited to available time?
- Suited to availability?
- Suited to trainer expertise?

If so, use! If not...

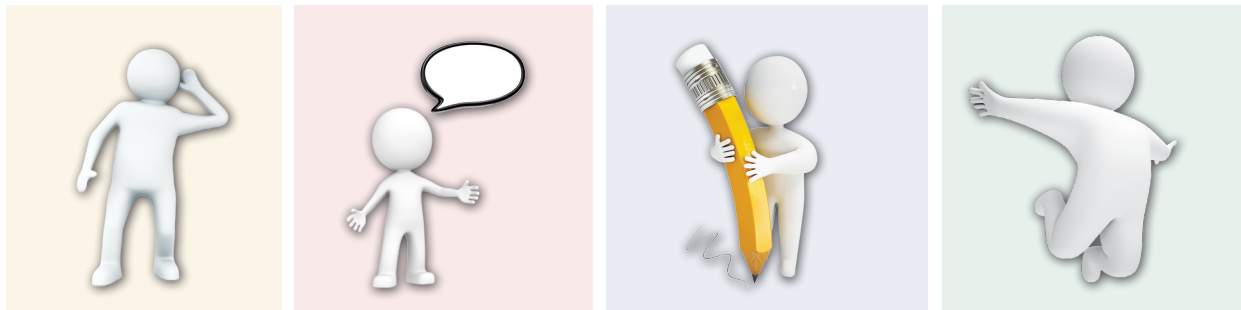
Modify an existing method?

If so, modify and use!
 If not...

Create a new instructional method!

ADULT Learning Styles:

Teaching the Ways Adults Learn Best



Listener

[abstract]

Interactor

[abstract]

Doer

[concrete]

Creator

[concrete]

	Information	Interaction	Implementation	Innovation
Likes	<ul style="list-style-type: none"> *Neatly packaged presentations *Lectures *Information-laden AV presentations *Detailed outlines *Class handouts <p>Good Teacher= "Spoon Feeder"</p>	<ul style="list-style-type: none"> *Methods that allow him to talk *Group discussion, open forums, buzz groups, etc. *Flexible lesson plans <p>Good Teacher= "Discussion Guide"</p>	<ul style="list-style-type: none"> *Methods that help him to apply truth *Case studies, role play, problem solving, etc. *Application projects *Lessons with genuine practical value <p>Good Teacher= "Application Facilitator"</p>	<ul style="list-style-type: none"> *Methods that unleash creative energies *Creative art, writing, experimental projects *Avant-garde ideas *Loosely structured & flexible lessons <p>Good Teacher= "Unleasher"</p>
Dislikes	<ul style="list-style-type: none"> *Teachers who force him to talk *Buzz groups, group discussions, etc. *Students who "waste" class time by talking *Deviation from the planned lesson & disorganized lessons 	<ul style="list-style-type: none"> *Teacher monologues *Lectures, long content-laden AV presentations, voluminous handouts *Students who just listen *Restrictive lesson plans 	<ul style="list-style-type: none"> *Teachers who think for him *Rote memory, "data dump" presentations *Students who are all talk & no "do" *Impractical or disorganized lessons & busy work 	<ul style="list-style-type: none"> *Tradition-bound teachers & students *Teacher designed projects, lack of variety in teaching methods, content-centered lessons *Rigid structures & thinking

Teacher

Learner

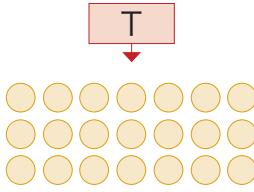
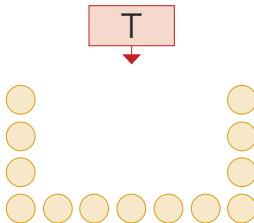
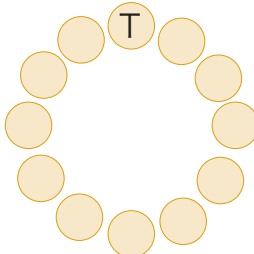
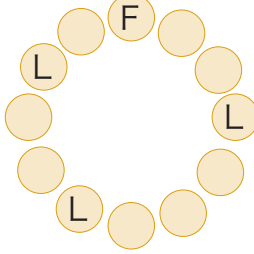
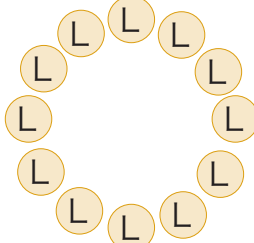
Teacher's Responsibility:

Self Portrait of my Learning Style

Draw a picture of you learning the way you learn best and/or the way you most enjoy learning.

Transformation of the Room

From Traditional Instruction to Group Learning

	<h3>1st Phase</h3> <ul style="list-style-type: none">Teacher is the dominant figure.Teacher studies and presents the lesson.Teacher suggests the application.Formal set up of the room.Learner activity is very limited.	Notes:
	<h3>2nd Phase</h3> <ul style="list-style-type: none">Teacher is still the dominant figure.Setup of the room is more informal.“Book” still given principally by lecture.Participatory methods introduced gradually.Teacher starts to encourage discussions: “What does this mean for us?”	Notes:
	<h3>3rd Phase</h3> <ul style="list-style-type: none">Teacher becomes the “leader” of the class.Teacher joins the class. (Moves away from a “pulpit”.Group involved actively in study of “Book”.Participatory methods become the norm.More time focused on “Look-Took”.	Notes:
	<h3>4th Phase</h3> <ul style="list-style-type: none">Leader becomes the facilitator of the class.The class can study before the lesson time.Various members of the group can lead.Role of the Leader is simply to start & direct discussions.“Book” & “Look-Took” are mixed together.	Notes:
	<h3>5th Phase</h3> <ul style="list-style-type: none">Almost all have opportunity to lead the class.Preparation before the class is expected and necessary.“Book” is covered principally in personal study before the class.The principal focus of the class is life application.	Notes:

Child Learning Principles

The Model of Pedagogy

1. Need to Know

- ▶ Learners only need to know that they must learn what the teacher wants them to learn, if they are to pass.
- ▶ Learners do not need to know how this material applies to their lives.

2. Learner's Self-Concept

- ▶ The teacher's concept of the learner is that the learner is a dependent personality.
- ▶ The learner soon adopts this dependent personality self-concept.

3. Role of Experience

- ▶ Learner's experience is of little worth as an educational resource.
- ▶ Experience of the teacher & the textbook authors is what counts.

4. Readiness to Learn

- ▶ Learner's must become ready to learn when the teacher tells them it is time to learn, if they want to pass.

5. Orientation to Learning

- ▶ Learners have a subject-centered orientation to learning, since learning is seen as acquiring subject-matter content.
- ▶ Thus, learning is organized according to the logic of the subject-matter content.

6. Motivation to Learn

- ▶ Learners are motivated to learn by external motivators.
- ▶ Some of these external motivators are:
 - Grades
 - Teacher's approval
 - Parental pressures
 - Competition with peers



From *The Adult Learner* by Malcolm S. Knowles and others.

Adult Learning Principles

The Model of Andragogy

1. Need to Know

- ▶ Adult learners need to know why they need to learn something before they undertake to learn it.
- ▶ Adult learning is increased when learners have at least an intellectual understanding of their need to learn, but even more when it is a felt need from life.

2. Learner's Self-Concept

- ▶ Adults generally have developed a self-concept of being responsible for their own decisions & lives; they have developed a deep psychological need to be treated as “self-directing” independent adults.
- ▶ Adults resist situations in which others impose their wills upon them.

3. Role of Experience

- ▶ Adult learners have more depth in life experiences.
- ▶ However, experience can be a learning obstacle.

4. Readiness to Learn

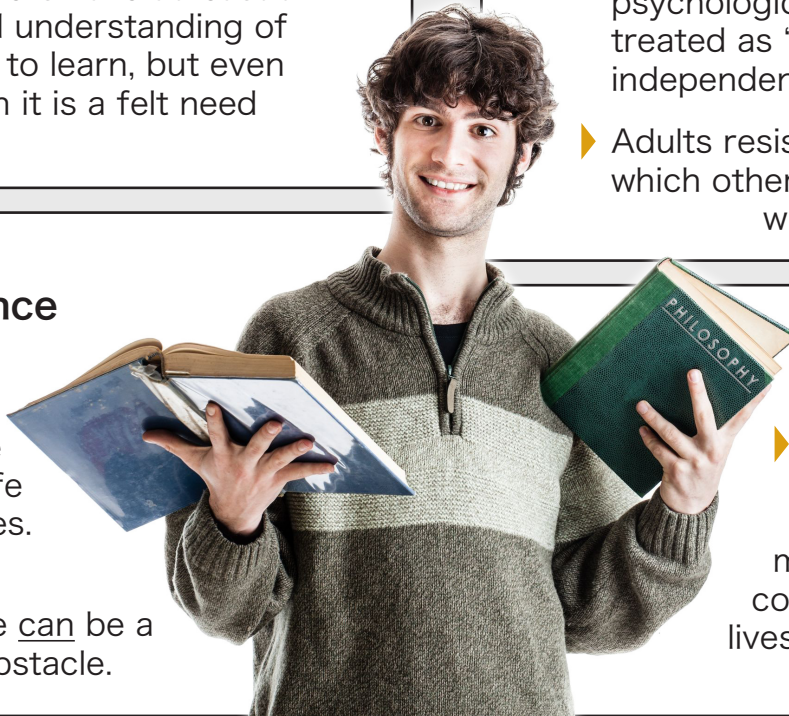
- ▶ Adult learners become ready to learn when they must deal with a coping task in their lives.

5. Orientation to Learning

- ▶ Adult learners are life-centered (or task-centered or problem-centered) in their orientation to learning.
- ▶ Adults are motivated to learn to the extent they perceive that learning will help them confront tasks or problems face in their real-life situations.

6. Motivation to Learn

- ▶ Adult learners are sometimes motivated to learn by external motivators (pay, etc.)
- ▶ However, the most potent motivation for adult learners comes from internal pressures, such as:
 - Increased job satisfaction
 - Self-esteem
 - Improved quality of life



Model for Teaching Adults



Hook (Introduction)

Do something with the students that will create interest in the subject.



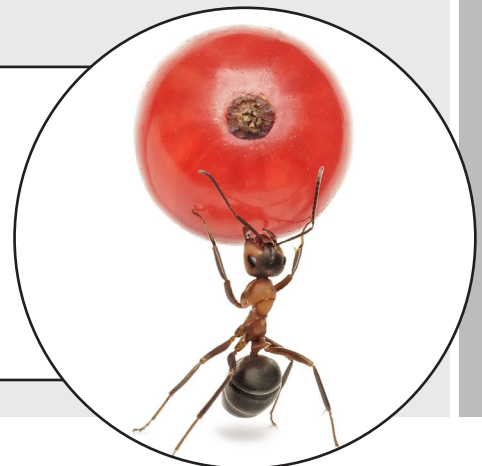
Book (Bible Study)

Study the subject in the Bible.



Look ... to your life (Application)

Activity that examines the life of the students.



Took ... with you (Response)

Activity that helps the students to make a decision in obedience to the Word of God.

Based on Knowles, Haston and others.

The Right Order...

T Theory
E Experience
A Awareness

Has been used in many colleges, universities and in training adults, basically because it was based on the pedagogy model: "You have to know what I said and that's it!"

A Awareness
T Theory
E Experience

Almost impossible! How could one have an awareness of something without experiencing it or at least having heard about it?

E Experience
A Awareness
T Theory

The right order. Knowing that adults are ready to learn and motivated to do so when they are certain the content relates to their lives, we should always seek to give them some kind of experience with it to motivate them to learn.

Barriers to Learning

Common Barriers:

- ▶ 'Hearing' what we expect to hear
- ▶ **Selective Perception** (discounting information that conflicts with what we "know")
- ▶ Evaluating the Source
- ▶ Social Pressures
- ▶ Semantic Problems
- ▶ Non-Verbal Signs
- ▶ Emotional Effects
- ▶ Noise
- ▶ Information Overload (excess of Information)
- ▶ Inter-Cultural Differences



(Adapted from *Communication in Organizations*, Rega, pp. 57-63)

Laws of Communication

Law of the Transmitter



The more important the transmitter, the more impact of the message transmitted.

Law of Congruency



The transmitter must be congruent with the message.

Law of the Receiver



The more receptors there are and the more heterogeneous they are, the more difficult communication will be.

Law of Repetition



The more a message is repeated, the better possibility for it to be remembered.

Law of Simplification



The simpler the form of the message, the easier it will be for comprehension and retention.

Law of Distortion



The content of the message changes in conjunction with the amount of times it is transmitted from one person to another.

Law of the Boomerang Effect



The effect of a message can be exactly the opposite of what the transmitter intended.

Law of Message Orders



People tend to remember more easily the messages heard at the beginning and at the end of a speech.

Law of Perception Differentials



The receiver has, on average, a perception capacity five times superior to what the transmitter transmits.

How Adults Learn:

There is some empirical evidence (cf., Brophy, 1982) that teachers may over-rely on published curriculum materials, particularly teacher guides and textbooks, to determine content coverage. Teachers may perceive themselves as curriculum implementers rather than active planners or decision-makers. Teacher failure to make purposes and objectives clear to students may result in a discrepancy between teachers' and students' perceptions regarding the meaning of the activities (Brophy, 1982).

Content coverage requires thoughtful decision making, particularly during the planning stage of instruction. Such decisions include determining student needs, assessing material level, analyzing the prerequisite knowledge acquired by students, and individualizing/evaluating the material covered (Kindsvatter, Wilen, Ishler, 1988, p. 55).

Effective teachers, according to Eggan and Kauchak (1988), plan purposefully for student learning, which requires a careful analysis of goals and thoughtful selection of appropriate content for students. Ellis; Friend (1991) defined instructional organizers as "...teaching routines used to help students understand what is being learned and to integrate new information with that which is previously learned" (p. 96). Additional advantages of instructional organizers cited by Ellis include (a) helping students to distinguish between important and unimportant information, and (b) assisting students to store the new information in an organized manner which enhances future retrieval.

According to Glover, Ronning; Bruning (1990), schema activation is "...an array of activities designed to activate relevant knowledge in students' memory prior to encountering new, to-be-learned information" (p. 251). Students activate prior knowledge through using instructional and content organizers, semantic mapping, semantic features analysis, and anchored instruction. Wyne and Stuck (1982) identified several ways to increase students' opportunity to respond: (a) beginning and ending lessons on time; (b) reducing transition time; (c) minimizing wasted time; and (d) monitoring students at all times.

Rosenshine (1983; 1986) indicated that effective teachers incorporate the following instructional sequence into their content lessons: (a) beginning the lesson with a short statement of goals; (b) reviewing previous learning; (c) presenting new material in small steps, allowing students practice time after each step; (d) giving clear and detailed instructions/explanations; (e) providing active and ample practice; (f) asking questions, checking for understanding, and obtaining responses from all students; (g) providing guided practice; (h) providing explicit instruction; and (i) providing practice for fluency attainment.

Leinhardt (1986) in reviewing research on effective teaching, concluded that expert teachers are especially good at constructing lessons that successfully communicate the content that needs to be learned. High rates of success (and to a less certain extent, moderate rates) are positively related to learning outcomes and low success rates are negatively associated with student learning outcomes (Beginning Teacher Evaluation Study (BTES), in Fisher, Berliner, Filby, Marliave, Cohen; Dishaw, 1980 and other studies (Anderson, Evertson; Brophy, 1979; Block, 1970; cf., Englert, 1983; 1984a; 1984b; cf., Fisher, Marliave; Filby, 1979; cf., Rieth; Everston, 1988; Kindsvatter, Wilen; Ishler, 1988; cf., Powell, 1979). There is a considerable, positive relationship between high success rate and achievement.

Instructor-Led and Participant-Centered Instructional Model

Teachers use allocated time differently. Research has suggested that effective teachers spend 15% less time on management and organization tasks, and 50% more time in interactive activities. Effective teachers organize their time so they can spend at least some time with the total group, in small groups, and with individuals (cf., Borg, 1980; cf., Kindsvatter, Wilen; Ishler, 1988).

Chunk

Effective teachers also appear to plan enough time so that students can achieve content mastery before moving to new content (Clark, 1992; Gerber, 1986; Wang, 1979). Block argued that if our schools are to increase student learning, more direct and concentrated efforts toward providing “errorless” learning should be undertaken. This principle, explicit in Bloom’s (1968) mastery learning approach, necessitates that teachers routinely engage in the following activities: (a) diagnosis; (b) prediction, (c) orientation, (d) feedback, and (e) correction (BTES, in Block, 1980; Hudson, Colson; Braxdale, 1984).

Why We Remember

The prior knowledge a learner brings to a task plays a central role in the acquisition of new learning (Beck, 1986). If a learner is unable to access prior knowledge he/she has lost access to foundational blocks that support new learning. Due to factors such as interference and decay, learners may lose information if intensive efforts are not made to store the information into long-term memory. Once transferred to long-term memory, information may or may not be retrievable or accessible in relevant situations. Retrieval is highly dependent upon the strategies used by the learner to process information (Bos; Vaughan, 1988).

“Effective teachers achieve closure to their lessons. Effective teachers plan how to bring a lesson to a close and how to make the transition into the adjoining lesson.” Gage, N.L., & Berliner, D.C. (1984). *Educational Psychology*. Boston: Houghton Mifflin. “Guided practice allows students to transfer new material from their working memory to long-term memory.”

Reynolds, A. (1992) What is competent beginning teaching? A review of the literature. *Review of Educational Research*, 62, 1–35.

“...memory is most effectively stored when it undergoes what is called deprocessing, when you use lots of different cues. And you are really showing how that works, that you combine both the auditory cue, the hearing it, the reading of it. And of course when you have it in front of you, you can read it several times. And since repetition enhances memory storage, you’re really using all the devices you possibly can to store it. That’s a good way to go.” Dr. Eric Kandell, Columbia University Speaker on the PBS program *Exploring Your Brain: Memory* (1998)

“Students learn more efficiently when the teacher organizes the lesson in such a way that it relates to the background knowledge of the student.” Schuck, R.F. (1985) An empirical analysis of the power of set induction and systematic questioning as instructional strategies. *Journal of Teacher Education*, 36, 38–43.

How Adults Learn: (continued)

Content Delivery Options

Three aspects of time that directly impact student learning include: (a) the maximum amount of time that is allocated for the activity; (b) the degree to which students are engaged during allocated time; and (c) the degree to which the students engage in the activity at a high rate of success (Beginning Teacher Evaluation Study (BTES) in Denham; Lieberman, 1980; Fisher, Marliane, Cahen, Dishaw, Moore; Berliner, 1980).

Sentence Completions

Bos and Vaughan (1988) emphasized selecting major concepts and related vocabulary prior to instruction. Both schema and scaffolding theories suggest that teachers should design instruction facilitating the scaffolding process while simultaneously ensuring that the relationships among concepts is carefully delineated. To-be-learned material should be presented to activate prior knowledge and assists the learner to organize and process knowledge effectively. Major concepts are best understood when succinctly articulated to students.

Sentence Completions

A place I would like to visit is: _____

A celebrity I would enjoy meeting is: _____

One job-related nightmare I sometimes have is: _____

The piece of fruit my job most resembles is: _____

If I could change one component of my job description it would be: _____

The favorite part of my job is: _____

Content Delivery Options

- | | | |
|-----------------------|-----------------------|--------------------------|
| 1. Small Groups | 11. Panels | 21. Dialogues |
| 2. Case Studies | 12. Projects | 22. Symposiums |
| 3. Debates | 13. Reports | 23. Learning Teams |
| 4. Demonstrations | 14. Role Plays | 24. Simulations |
| 5. Field Trips | 15. Skits | 25. Graphic Stories |
| 6. Games | 16. Slides | 26. Crossword Puzzles |
| 7. Interviews | 17. Testimonials | 27. Lectures |
| 8. Lecture Activities | 18. Videos | 28. Sentence Completions |
| 9. Memorizations | 19. Questions/Answers | 29. Word Associations |
| 10. Object Lessons | 20. Quizzes | |



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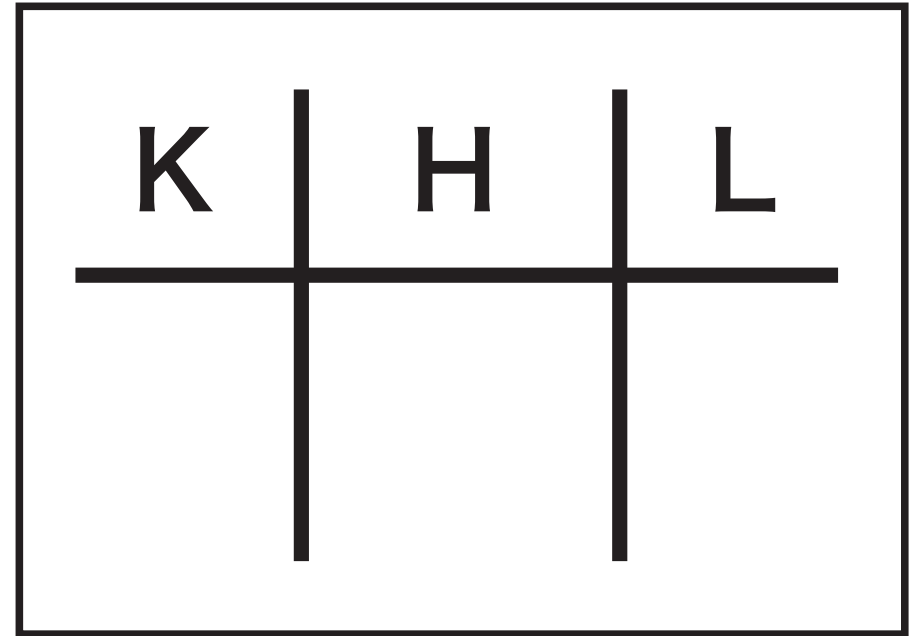
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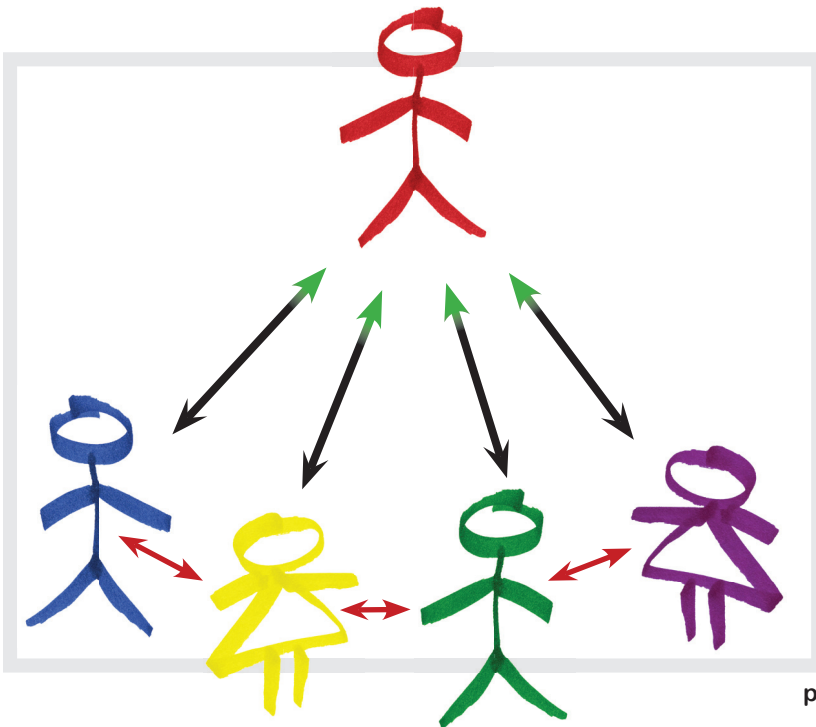
▶ Law of Priority

▶▶ Law of Recentivity

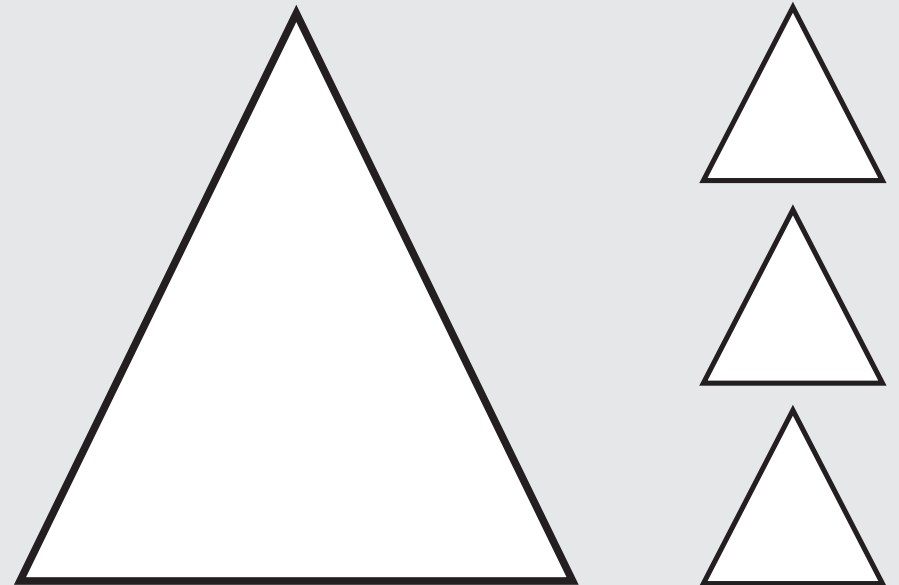
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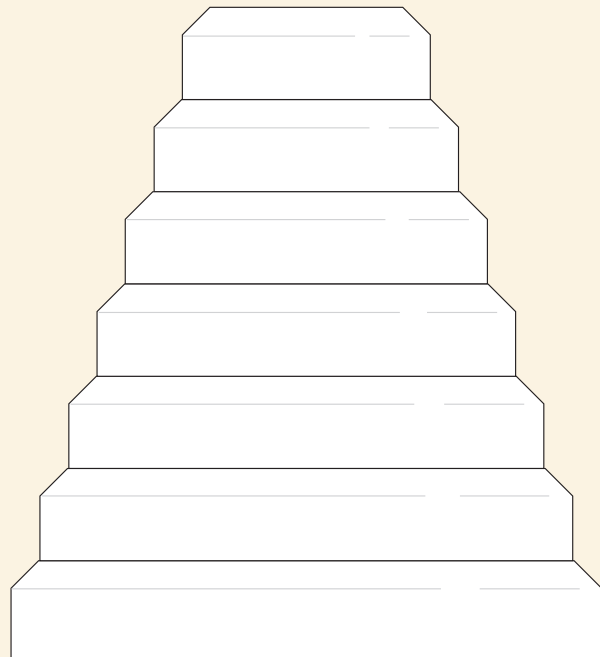
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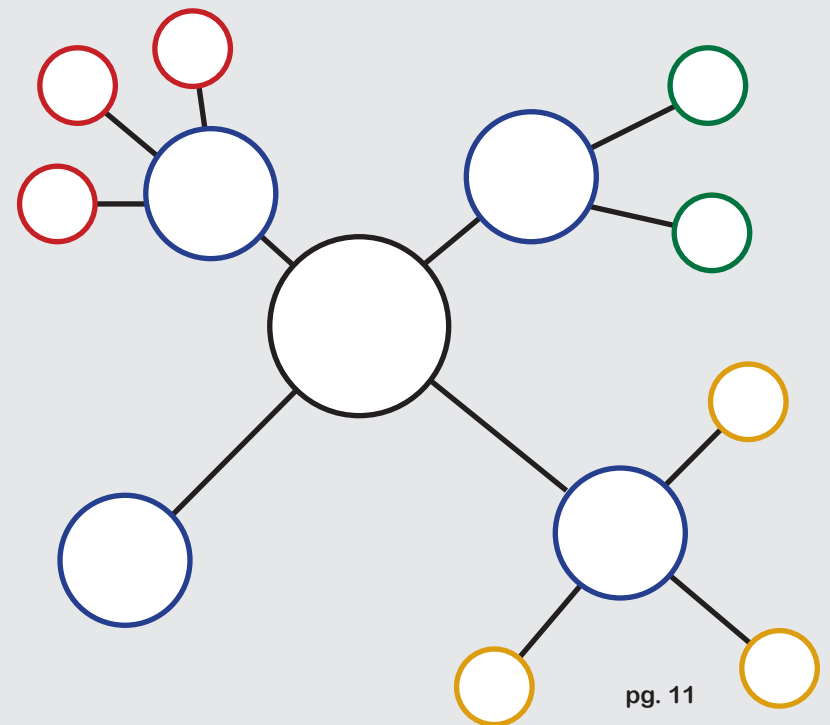
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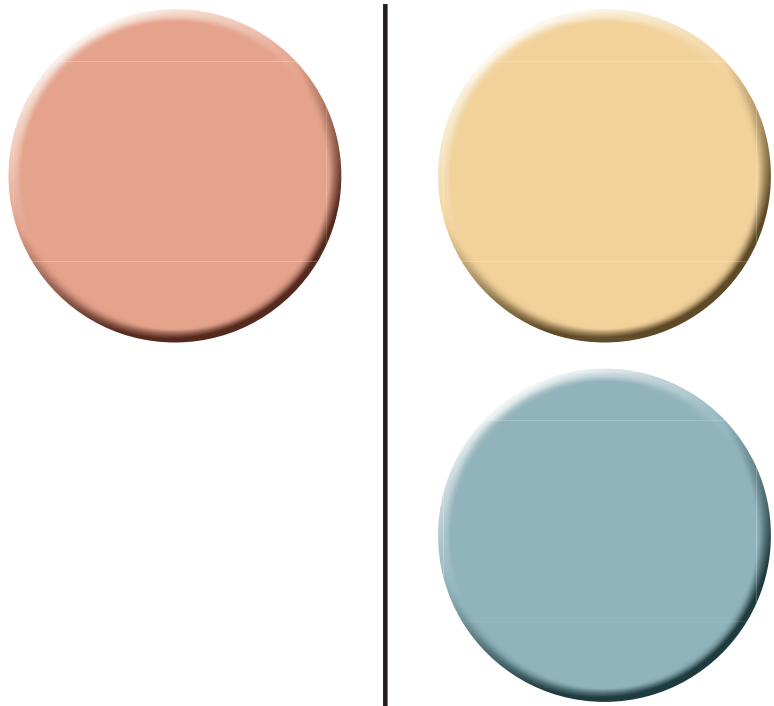
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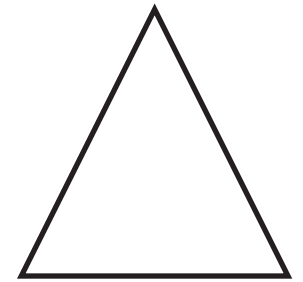
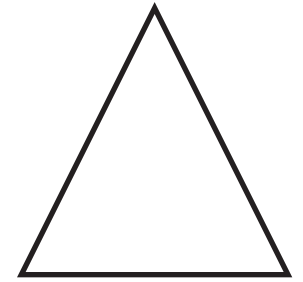
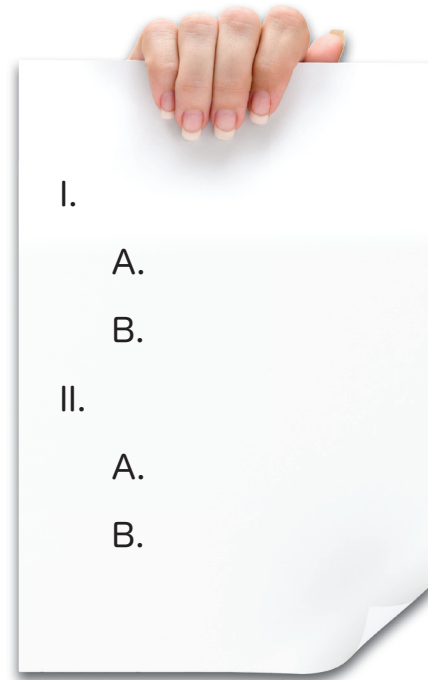
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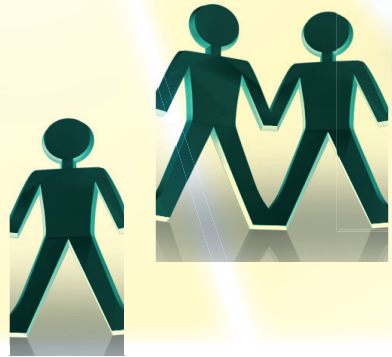


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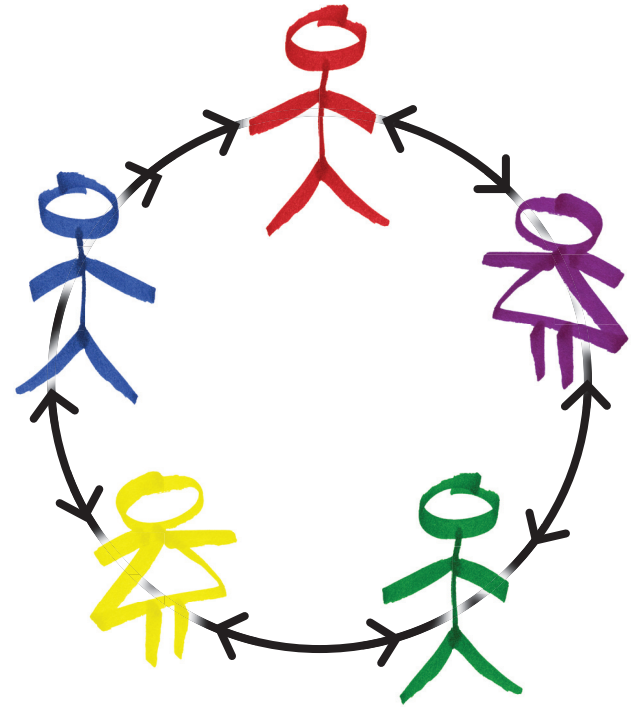


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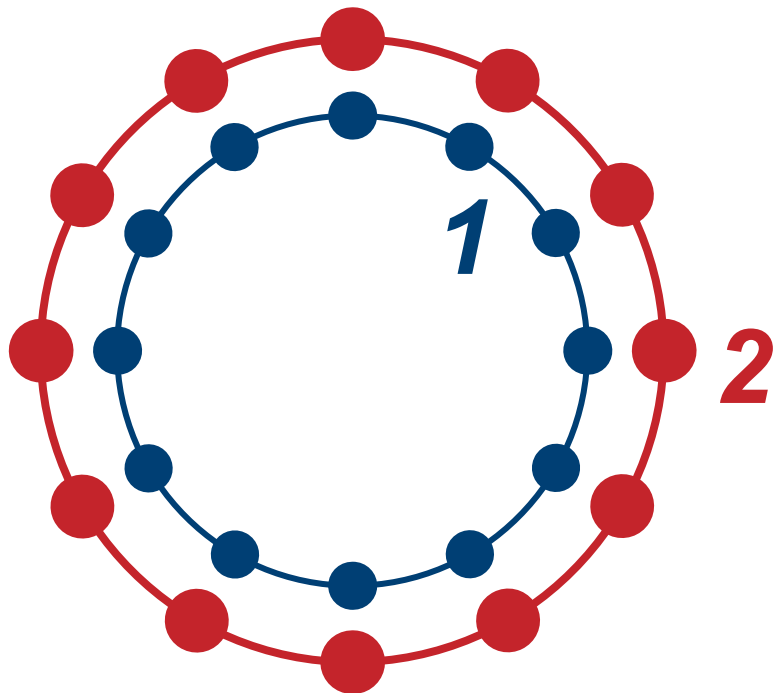
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Activity