

STRATEGIES FOR DELIVERY/ACTIVITY OPTIONS

In this document you will find *Delivery* strategies for the Instructional components as well as *Activity* options for the interactive time between “chunks” of the curriculum. Feel empowered to use them as the needs of your group direct and thus enable your participants to “own” their learning opportunities. Many sessions of each of the courses contain teaching or facilitating suggestions ...also feel free to exchange those for any others which might better meet the needs of your particular group. Be creative as you see how these allow the participants to think over, make decisions about and actually apply the information or skills you want them to take home! The resources given for brain research may also prove rewarding as you seek ways to elevate the potential of your learning environment.

- Most of all, monitor time (a kitchen timer is vital), be consistent about your expectations for any time use and always take the few seconds to offer approval for accomplishments.

DELIVERY

D1 * Lecture

Use the written curriculum with additional information from listed resources if desired in lecture format which means you talk and participants listen.

Decide whether you expect them to take notes or not and communicate that expectation clearly. You may wish to offer them a graphic organizer to facilitate those results. (See D3)

Offer vocabulary or other key points on a white board or easel board throughout the lecture. This keeps both you and the listeners focused and moving forward.

This strategy can be used with any course to present any of the curricula which is research-based or demands particular knowledge prior to performance assignments.

D2 * Interactive note-taking

Create a simple grid with a vertical line down the paper 1/3 of the way across from the left margin. All the paper space to the right of this line is to be used to take notes, write information, etc. The space to the left is for comments, observations, questions which the participant has during the presentation.

As the presenter, you will plan chunks of delivery to allow time for the students to ask their questions, or to make their comments on their grid. Do not use this delivery strategy if you do not intend to take time to validate their concerns.

D3 * Graphic Organizer

Develop a hard copy (paper) tool which will guide note-taking and understanding.

Participants complete components of the organizer while you present it orally: you should write key words for visual emphasis.

This organizer could be in the form of an outline – a “fill in the missing word” format – or a diagram with parts to be identified. Participants can often interact in this type of delivery as you ask them to verbalize some of the missing words or ideas.

D4 * Pair Reading

Distribute identical copies of the information to all participants – these copies are divided into short logical sections. Pair the participants, including yourself if the numbers are uneven. (See A2 for different ways to create “pairs”.) Ask them to read to each other, one section at a time, trading readers after each section. As each completes a section, the listener must tell the reader what the primary points were. The reader will verify accuracy and can correct any misconceptions or answer questions immediately. If both have a question, it is written down to be asked of the faculty at the close of the process. Complete the reading before asking for general feed-back.

This has a “built-in” Activity Option as each section ends with a reflection process. It is useful for sections of the curriculum which are required reading for participants or which might pose a number of issues or concerns.

D5 * Jigsaw

Hand out the information to be shared in sequential segments – one segment to each participant. They read it over carefully and present their information to the class in whatever delivery manner they choose.

This can be given as the “end of the day” assignment for the next session, or at the beginning of a new session in the course if there is time allotted for preparation.

This is particularly effective when the information is “new” and the participants themselves present it to each other. When you teach you learn twice.

D6 * Read-Aloud

This can be used for any short section of material for which they have the same text in hand and which you want to emphasize. It is also excellent to “wake everyone up” and re-energize a presentation. All participants read together out loud.

For additional fun, pair this with a “think aloud”, in which the facilitator models how the reader might process the information by verbalizing out loud questions or comments which might come to mind as the text is read. (i.e.: the text says; “The division that exists between music and theology, especially in the training of people for these different callings, is often acted out in the relationship between musician and pastor”.¹ At the pause, the facilitator might say, “So, that can explain why my pastor didn’t understand why I suggested a certain hymn might follow the message last Sunday!”)

Read-alouds are comforting for participants as sometimes difficult material becomes a shared experience. They also remind everyone of the caring lower elementary memories of reading.

1. “Trouble at the Table”.....Carol Doran & Thomas Troeger
Abingdon Press Copyright 1992

*Once material has been presented, it is always desirable to “do something” with the information, skills or understandings. The **Activity** options which follow offer some direction to this most important aspect of “chunking” and will serve to enhance the impact of the LPM curriculum.*

You may also download scanned “masters” of some of the graphic organizers in Section II.

ACTIVITY OPTIONS

Section I

Paperless, inter-personal processing

Brainstorming

This option is helpful to generate many ideas or alternatives from which a group can make a decision. Use it to:

- Determine causes or solutions to problems or concerns
- Plan steps of a project or task
- Facilitate creative thinking for a non-routine decision
- Process ideas or information to arrive at consensus.

Establish ground rules as this option is introduced for the first time:

- ✓ Prohibit comments about any contribution
- ✓ Establish a time limit and keep to it
- ✓ Build a visible record of contributions on board or easel
- ✓ Understand that quantity is the goal

A1 Round Robin

Participants need to be seated in a circle or other formation in which it is easy to move from one person to the next in logical order. Designate a person to begin. Each person in order has a turn to share with an appropriate requested response. Anyone can “pass” on any turn. Facilitator calls on every person in each time around the formation; if that participant does not have a contribution for that round, the word “pass” is used. Once all participants have “passed” in a round, or the time limit is reached, the activity is ended.

Responses can be recorded if this activity is to create a list leading to additional discussion. If only personal input is requested, recording may not be a good option.

***If the group is larger than 8, begin this process by dividing into pairs or triads with a recorder for each group. Allow 1-2 minutes for each group to brainstorm their own list. With the recorder speaking for each group, do the round robin by group rather than individual. If the goal is to find common ground, have all recorders share all responses, adding a star or check each time the same response is shared. This will quickly show what the most concern, similar ideas, or desired results are. If the goal is simply to generate a list, have each recorder cross off their own list any duplicate idea and only share those which are different.*

A2 Turn To Your Partner (TTYP)

At the moment of activity, each person turns to a designated partner to complete an assigned task in a specific time limit. The facilitator roams the room to listen and to comment to pairs in conversation. All or a few are asked to share back to the group. Ideas may be recorded or not, according to the future use of the results.

This particular strategy will always work as a brief way to check for understanding or to process what was just presented. Often 30 seconds is sufficient for each to respond to the task. Unless a written list is the task, any time more than 2 minutes will be inefficient.

Methods of partnership are important to the task!

Free choice

Each participant chooses their own partner. This is important if the discussion is personal or will reflect beliefs or core attitudes. Comfort is the secret to meaningful communication.

Random choice

The facilitator uses a method to determine partnerships. It can be as simple as having everyone draw a card upon arrival and finding their match. (Using musical symbols makes this fun!) Eye color, color of socks, birthday month....anything will work!

Assigned

The facilitator pre-assigns partnerships to enable engaged discussion. Participants with known opposing views on a particular issue make great partners when the task would be to create a pro/con list or debate a position. Participants with reluctance to verbally contribute to the large 5.

*group can make great partners as they will often talk to each other!
Pairing a very outgoing participant with someone very private sometimes
will not be a positive result.*

*The use of all three types of partnerships during a session or a day
will often result in surprising relationship-building opportunities as well as
a wealth of ideas and discussion opportunities.*

A3 Think Pair Share

This allows individual thinking to occur before responses are shared. It generates a higher level of participation because each individual has had time to prepare.

Set a time limit for individuals to think and/or record personal responses to the question, issue or information. Give a warning when 10 seconds are left of this time.

Each participant then turns to a designated partner to share ideas, again within a specific time limit. Inform them clearly if they will be expected to share something back to the large group or if the discussion is simply for clarification and discussion. If they are asked to share back, it can be a report on what they agreed and disagreed on; it could be what their consensus was; it could be what they want the group to discuss....whatever is needed to complete the task of the activity.

Sharing to the large group can be a round robin with ideas recorded or not according to the desired results.

One of the biggest concerns in asking a group for a response is “how many will talk”??!! This extra time enhances any discussion and also contributes to team-building and involvement.

A 4 Interview

Assign everyone a partner. (See A2 for suggestions to make that easy) Each partner interviews the other with the questions posed or the material to review. Partners then share each others response.

This sharing can be in several forms:

- Oral form to the large group as a Round Robin
- Written form to the facilitator

- Written form back to the partner
- Oral form to each other.

This is a great way to have everyone introduced to the large group – partners share each others specific requested information. The powerful advantage to this strategy is that it takes much less time to hear each response because there is no extra personal commentary.

A 5 6 Thinking Hats

Assign each participant to “wear” a specific colored hat during any of the discussion formats. Their questions, attitude, observations, etc. must match the description for each hat. It is really fun to actually have hats of the colors needed.

White hat – is neutral and objective. Concerned with facts and figures.

Red hat – suggest emotions. Takes/gives an emotional reaction and viewpoint to everything.

Green hat – is creative. Represents growth and new ideas.

Yellow hat – is sunny and positive. Always takes the optimistic view and is hopeful of great results.

Gray hat – is skeptical. Takes the dim view – always negative that anything could be done or be successful.

Blue hat – is cool and the color of the sky which is above everything. Concerned more with control and organization of the process rather than the actual result.

Participants in this strategy can always identify with people in their own work or life who are “just like this”it creates a deeper understanding of why things are said and done.

A 6 Role Playing

Participants assume an assigned role in an enactment or demonstration. Sometimes this can be combined with the “Six Hats” strategy for some real fun!

Always allow time in both of these inter-personal activities to process what it felt like to play the role and what particular results in the discussion came from that role's influence. This is another opportunity to understand how important each member of a discussion group can be in the outcome.

SECTION II

Formatted board or paper graphic organizers
Masters are attached as a labeled file.

A 7 "What, So What, Now What?"

3 columns

What What have I learned?	So What What difference does it make?	Now What What can I do with the information?
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Participants complete the organizer either during the presentation or discussion, or at its completion. The results are ALWAYS shared! Use one of the inter-personal strategies according to the results desired.

A 8 PCI

3 columns

P – Positives	C – Concerns	I – Insights
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This is an efficient way to organize thoughts about a specific decision to be made – either individually or as a group. The results are ALWAYS shared through a strategy which can result in consensus for each column and can then lead to a decision.

A 9 KWL

3 columns

Know	Want to Know	Learned	8.
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This is a positive way in which progress toward a goal can be continually measured. It can even be as precise as recording dates.

A 10 “Three I’s”

3 Columns

Interesting Important Interesting and Important

Can be a valuable tool in sorting information/skills or ideas.

A 11 “Looks Like – Sounds Like”

2 Columns

Looks Like

Sounds Like

Use this tool to evaluate a situation, experience or desired result.

Can add a 3rd column to this evaluation - Feels like

This 3 response grid is effective in such things as:
Describe a perfect worship experience;
Describe a perfect hymn accompaniment;
Create a useful worship committee.....etc.

A 12 “Y chart”

Another way to visualize A 11.....draw a circle around the completed responses in each section to indicate the completion of an experience, situation, decision, etc.

A 13 “Pros and Cons”

This is a very straightforward way to identify reasons for each side of a decision. Writing them down makes them “real”. 9.

A 14 Pie Chart

This is a very effective strategy for visual learners. It produces a strong image of the contributions to a decision, votes on a situation, reasons for a choice, etc. These are quickly created if you always carry a circle template with you and can divide according to the need in a specific situation.

A 15 “Right Angle”

There are two forms of this graphic organizer included in the file which can be effective in organizing a groups thinking from facts to actual application.

A 16 Gathering Grid

Use the chart on the master or graph paper. You will need as many boxes across the top as there are people in the group with the center box reserved for the question. In addition to the uses described on the resource, another application can occur when each participant has a personal grid. All the responses are noted by the participant, similarities and points for discussion are marked and the process can continue with another strategy to reach a decision.

A 17 Field Force Analysis

This is a tool that can identify “roadblocks” to reach a goal or to identify causes and solutions to a problem or an opportunity for change.

Step 1: Describe the current specific situation. Parameters must be set to narrow a larger situation into smaller “chunks” which are dealt with individually.

Step 2: Review the support for the current situation.

Step 3: Review the goal and identify how you will know when you reach it.

Step 4: Determine the “helping and hindering” forces in that process.
Make 2 boxes

Helping
Actions, skills, culture
people, etc. which help
move toward the goal

Hindering
Actions, skills, culture,
people, etc. which keep a
goal from being achieved.

*None of the strategies for delivery or activity exist by themselves. They need to be tied to specific situations and people to be most effective. Jump in the water and try some!! You will soon find what you are comfortable facilitating and what works best with each special group of people.
Blessings!*

Contact me anytime if you have a question or concern!

Jan Thurber Meyer
712-830-8271

doremi@smunet.net

