

## WELCOME TO LPM

*Jan Thurber Meyer*

LPM seeks to change behavior. Yes, it seeks to improve skills, develop knowledge and challenge insights. More importantly, as a result of that process, each individual will look differently at his/her mission to empower music in the worship experience and will make enhancements or changes accordingly.

The task before you as coordinator/faculty is:

- To Understand what the class you will serve needs from the course you will present;
- To Select from the vast information available in the courses what will meet those needs;
- To Deliver the material you select with a variety of effective strategies;
- To Provide a variety of activity options which will enable participants to thoroughly understand and apply that material to their personal situations.

What you plan will offer opportunity to demonstrate that what was shared was understood and did in fact change or support behavior and insight. These plans can include strategies for **delivery, activities, assignments and assessments**. Make these plans for small “chunks” of the course to maximize success. The rest of this document will give you some ideas!

## WHAT DO THEY NEED?

The coordinator should utilize some kind of pre-course survey for the participants in advance of the first meeting. There is a template to get you started on our LPM website. This survey will tell you a bit about where the participants are in terms of experience, training and most of all, what they and their congregations expect from LPM.

Once you know what the needs are, carefully digest the curriculum before you. That means you just have to:

Read it over

Try the examples

Read the assignments

Do the assignments, both performance and written

Complete the course requirements,

Check back to this spot in a few days!!

Now you can prioritize the sessions according to the needs to be met, the proposed activities, suggested assignments and the course completion requirements. You have now developed the **structure** of the course as it will be taught this year to this specific group of participants. Estimate the time it might take to complete these tasks by session.

This gives you opportunity to work together as a faculty/coordinator team to carefully plan the time frames of each meeting of LPM. You must not compromise what you feel are the most important aspects to be covered, but you must also be prepared to be creative and cooperative in finding the time to make that happen!!

## **HOW SHALL I SELECT AND DELIVER IT TO THEM?**

The curriculum is expansive. Making decisions about the **structure** (what you will actually cover) is a critical first step. As you progress through the course, you may find you need to change some of those priorities according to individual skills/accomplishments/situations.

Once you have made those decisions, choose intentionally to deliver the material in a variety of strategies. A descriptive list follows in the hand-out. Be creative and change the delivery strategies often during a presentation. Some suggestions are given with each of the strategies to start you thinking as a result of experiences.

(Trainers teach 2 segments as suggested with 2 different strategies. Feel free to choose others as you continue to experiment!)

Appendix A

## **WHAT KIND OF ACTIVITIES MIGHT BE PLANNED?**

As an educator, I passionately believe that we must become facilitators as we teach. A facilitator:

**Guides,  
Serves the group,  
Focuses energy on a common task or goal,  
Protects individuals and their ideas,  
Encourages everyone to participate  
And Provides a positive and safe environment in which to grow.  
You are the coach!**

You want the participants to understand and to apply the material they receive.

**FIRST:**

Develop an anticipatory set for the material you will present:

(Trainer demonstrate this set.....)

Assign pairs to work with this strategy as follows:

Appendix B

**SECOND:**

Plan to present the information in time parameters of less than 20 minutes, at the end of which should be a couple of minutes to process what has been taught before continuing to the next set. This is called “chunking” and it is the lifeblood of effective teaching. The courses are set up to make this painless!! Take advantage of the natural changes in tempo, material or activities to enable this process.

Appendix C

**THIRD:**

Create the processing points as an interactive event. The participants will need to “do something” with the material presented, either alone, with a partner or as a member of a small group. You will find many ideas in the Activity Options. We will give you a few suggestions about places in the curriculum where some of these have been proven effective and encourage you to become very familiar with this style of facilitation. You will soon become very adept at creating your own and adapting suggestions to match particular group or individual needs.

(Trainers present suggestions and work with the class to actually “do” those with stars...)  
After you have done this once, you will probably have your own ideas about some! Go for it!!)

Appendix D

**Closing**

You may find yourself asking if this isn't taking valuable time away from the material to be taught....there is so much to cover and so little time! Remember what it is that you are teaching....materials or people? Value your peers far more than any specific part of this journey. You will always be able to make good decisions about how to include them in the process if they are the most important part of that process!

It is also your role to persuade the participants to believe in the knowledge and eventually to practice the skills you present. This persuasion process is crucial to success. Validate their input, offer support to it, present new information or skills and invite them to incorporate the "new" into the way they fulfill their role in the music of the church.

### **FINALLY**

Document along the way. You will create an amazing "tool chest" of strategies and activities which empower success. You will be a gift!

Pray!

Talk to each other!

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