My Emmaus

Formation Program

ARCHDIOCESE *of* HARTFORD
CENTER FOR CATHOLIC EDUCATION & FORMATION

Coordinator Guide to the
My Emmaus
Formation Program

My Emmaus Formation Program

The **My Emmaus Formation Program** of the Archdiocese of Hartford is designed for Catholic school teachers and parish catechists to develop and enhance their biblical, theological, and educational knowledge and skills for teaching the Catholic faith in schools and parishes.

Part 1. Formation Programs

The My Emmaus Formation Program includes an Educator Toolkit and ten self-directed Formation Modules.

Educator Toolkit: Teaching Approaches and Methods
1. Developing an Educator Mindset
2. Building Relationships with Learners
3. Begin at the Beginning
4. Praying as an Act of Celebrating God already Present
5. The Power of an "I Wonder"
6. A Picture is Worth a 1000 Questions
7. Five Ways to Tell a Bible Story
8. Symbols: Concrete and Tangible
9. Get Outside
10. Creative Ways to Represent Learning
11. Ways to Promote Learner Engagement
12. It's a Wrap: Closing Learning with Joy and Challenge

Formation Modules
1. Ministry: The Ministry of Teachers and Catechists
2. Bible: How to Interpret and Read the Bible Today
3. Bible: Introduction to the Old Testament
4. Bible: Introduction to the Gospels
5. Theology: Catholic Morality
6. Theology: Catholic Prayer
7. Theology: Catholic Social Teaching
8. Theology: The Creed
9. Theology: Jesus – Life, Death, and Resurrection
10. Theology: The Seven Sacraments

Formation Modules 1-10 are five-hour educational program that utilize a four-step learning process:

Part 1. Engage involves teachers and catechists in reflecting on their own experience of the topic and experiencing an introduction to the key content of the program.

Part 2. Explore involves teachers and catechists in exploring the Catholic understanding of the topic through video presentations and guided readings.

Part 3. Practice provides teachers and catechists with an opportunity to reflect on what they learned during the program and develop skills or practices that they can use personally and as educators.

Part 4. Apply engages teachers and catechists in creating activities and projects that apply the knowledge, skills, and/or practices from the session to their work with children, adolescents, adults, and/or families.

Educator Toolkit: Teaching Approaches and Methods

The Toolkit includes twelve, 4-6 minute videos on skills and methods for teaching today, and a Guide with educational methods that complement the videos. The twelve videos are designed for just-in-time learning when a teacher or catechist wants enrichment on a particular teaching strategy. Each video is designed as a stand-alone learning experience.

Video #1. Developing an Educator Mindset
Faithfulness is the path to success and it defines success. Be the change: we change for learner success, not the other way around. Be curious not all knowing.

Video #2. Building Relationships with Learners
Value the importance of knowing your students. Value the importance of knowing yourself and your teaching strengths and tensions. Recognize that *Who* is always more important than *What*. Know your learner's families. They are and will always be the prime influence on students and their central educators. Affirming parent knowledge of their child is critical to young people and their learning success.

Video #3.Begin at the Beginning
Engage students in the first 5 minutes. Use simple ideas to engage students. Practice the importance of a simple opening ritual.

Video #4. Praying as an Act of Celebrating God already Present
Create a space that inspires real world connections through prayer. Practice the power of simple movements in prayer.

Video #5. The Power of an "I Wonder"
Shift your style from all-knowing to awe and wonder. Share the importance of mystery together. Embracing a new definition of "fear of the Lord."

Video #6. A Picture is Worth a 1000 Questions
Begin learning through visual images Learn how to represent and communicate learning through visual faith images.

Video #7. Five Ways to Tell a Bible Story
Tell a Bible story from your heart. Tell a Bible story from a contemporary lens. Tell a Bible story with a community response. Tell a Bible story with props and sound effects generated by the learners. Tell a Bible story with images and no text.

Video #8. Symbols: Concrete and Tangible
Invite student interaction with symbols. Invite a vision of the holy in simple ways through symbols. Transform the ordinary into a celebration of the transcendent.

Video #9. Get Outside
Nurture love of God and learning about God through nature. Make a list of connections between faith and learning outside.

Video #10. Creative Ways to Represent Learning
Invite learners to observe, converse, communicate. Harvest snapshots of learner thinking.

Video #11. Ways to Promote Learner Engagement
    Prepare in advance to engage learners. Use seven simple techniques to engage learners.

Video #12. It's a Wrap: Closing Learning with Joy and Challenge
    Use simple strategies to close a learning experience with joy and challenge.

Formation Modules

Ministry of Catechists and Teachers will help you reflect on your ministry as "a person of faith who lives the baptismal call by sharing the faith with others… and helping bring others to Christ through the traditions and teachings of the Catholic faith. . . . (A person who) realizes God's voice in this call to serve and recognizes the ongoing need to grow in a relationship with Christ and deepen an understanding of the Catholic faith (Pope Francis, 2021). You will explore six ways of following Jesus – as a worshipper, witness, neighbor, forgiver, prophet, and steward—and what they mean for your life as a disciple and teacher or catechist. You will reflect on the three primary roles of a catechist or teacher and how you live them out through your teaching: 1) as a witness of faith and keeper of the memory of God, 2) as a teacher and spiritual role model, and 3) as an accompanier and educator (see *Directory for Catechesis,* para 113).

The Bible

How to Read and Interpret the Bible Today will help you develop an understanding of the Catholic approach to reading and interpreting the Bible. While the Bible is one unified story, it cannot all be read in the same way. The Bible contains a variety of literary styles which each uniquely contributes to the overall storyline. Each literary style lives by its own rules and structure. You will explore: 1) the Catholic approach to Scripture: understanding the concepts of inspiration and revelation, literary form, types of biblical literature, biblical history, and the Bible as a library; 2) how to read the Old Testament using a Catholic approach to Scripture; 3) how to read the Gospels using a Catholic approach to Scripture; and 4) how to read the Letters of Paul using a Catholic approach to Scripture.

Introduction to the Old Testament will help you develop an understanding of the different types of literature in the Old Testament and their central message or story; and the understandings and skills necessary for reading the Old Testament as an informed reader and believer. You will explore the story of the Old Testament as told through four different types of Books: 1) The Pentateuch (first five books of the Old Testament), 2) the Historical Books, 3) the Prophetic Books., and 4) the Wisdom Books.

Introduction to the Gospels will help you explore how each Gospel presents the life, teachings, death and resurrection of Jesus in a unique way. The Gospel according to **Mark** introduces Jesus as a leader who suffers to save his people, leaving the reader to decide if Jesus is the promised Messiah. The Gospel according to **Matthew** tells the story of Jesus' birth, life, death, and resurrection as a fulfillment of the whole biblical story. The Gospel according to **Luke** emphasizes the upside-down nature of God's Kingdom—a place where all are welcome and power structures are reversed. The Gospel according to **John** emphasizes Jesus' identity as the Messiah and Son of God, one who performs miracles and gives eternal life to all who believe in him

Catholic Theology

Catholic Morality will help you develop an understanding of the foundations of contemporary Catholic morality by exploring Jesus' vision of the moral life and the Church's understanding of the moral life. You will explore Catholic morality as presented in the *United States Catholic Catechism for Adults*: 1) life in Christ; 2)

love of God: the first, second, and third Commandments; 3) love in the family: the fourth, sixth, and ninth commandments; and 4) love of neighbor: the fifth, seventh, eighth, and tenth commandments. You will experience the application of Catholic moral principles through a moral decision-making process.

Catholic Prayer Practices will help you develop a deeper understanding of the meaning of prayer, and experience a variety of prayer practices, including scriptural prayer (lectio divina), contemplative prayer, intercessory prayer, praise prayer, thanksgiving prayer, daily prayer and liturgy of the hours, and the Examen. You will apply your knowledge and experience of prayer to deepening your prayer life and leading others in prayer.

Catholic Social Teaching will help you learn how the Catholic faith calls us to work for justice, to serve those in need, to pursue peace, and to defend the life, dignity, and rights of all our sisters and brothers. You will explore how seven principles (or themes) of Catholic social teaching seek to embody the teachings of Jesus, the challenge of the Old Testament prophets, and the living tradition of the Church: 1) call to family, community, and participation; 2) care for God's creation; 3) dignity of work and the rights of workers; 4) life and dignity of the human person; (5) option for the poor and vulnerable; 6) rights and responsibilities, and 7) solidarity.

The Creed learning program will help you deepen your understanding of the basic beliefs of the Catholic faith through an exploration of the Creed and its elements. The Nicene Creed is a detailed summary of what the whole Church believes about the great doctrines of the Christian faith. As we say the Creed at Sunday Mass, we join Christians past and present, and from all over the world, in proclaiming our common faith. You will explore the Creed in four movements: 1) we believe in God, 2) we believe in Jesus Christ, 3) we believe in the Holy Spirit, and 4) we believe in the Church.

Jesus–Life, Death, and Resurrection will help you deepen your understanding of the **birth** of Jesus (the Incarnation) as presented in the Gospels of Matthew and Luke; the **ministry** of Jesus as presented in the four Gospels; the **message** of Jesus as presented in the four Gospels, with a special focus on the Sermon on the Mount (Matthew) and Sermon on the Plain (Luke); and the death and resurrection of Jesus as presented in the Synoptic Gospels and in the Gospel of John. You will be engaged in the study of Jesus Christ: his identity; what he accomplished on our behalf by his birth, public ministry, passion, death, and resurrection; and what role Jesus has in our life today.

The Seven Sacraments will help you deepen your knowledge and understanding of the Catholic sacramental life and of the seven sacraments: Baptism, Confirmation, Eucharist, Reconciliation, Anointing of the Sick, Marriage, and Holy Orders. Sacraments not only reveal the presence and action of God, they are also an effective means by which grace—God's own life—is given to us to be shared with others.
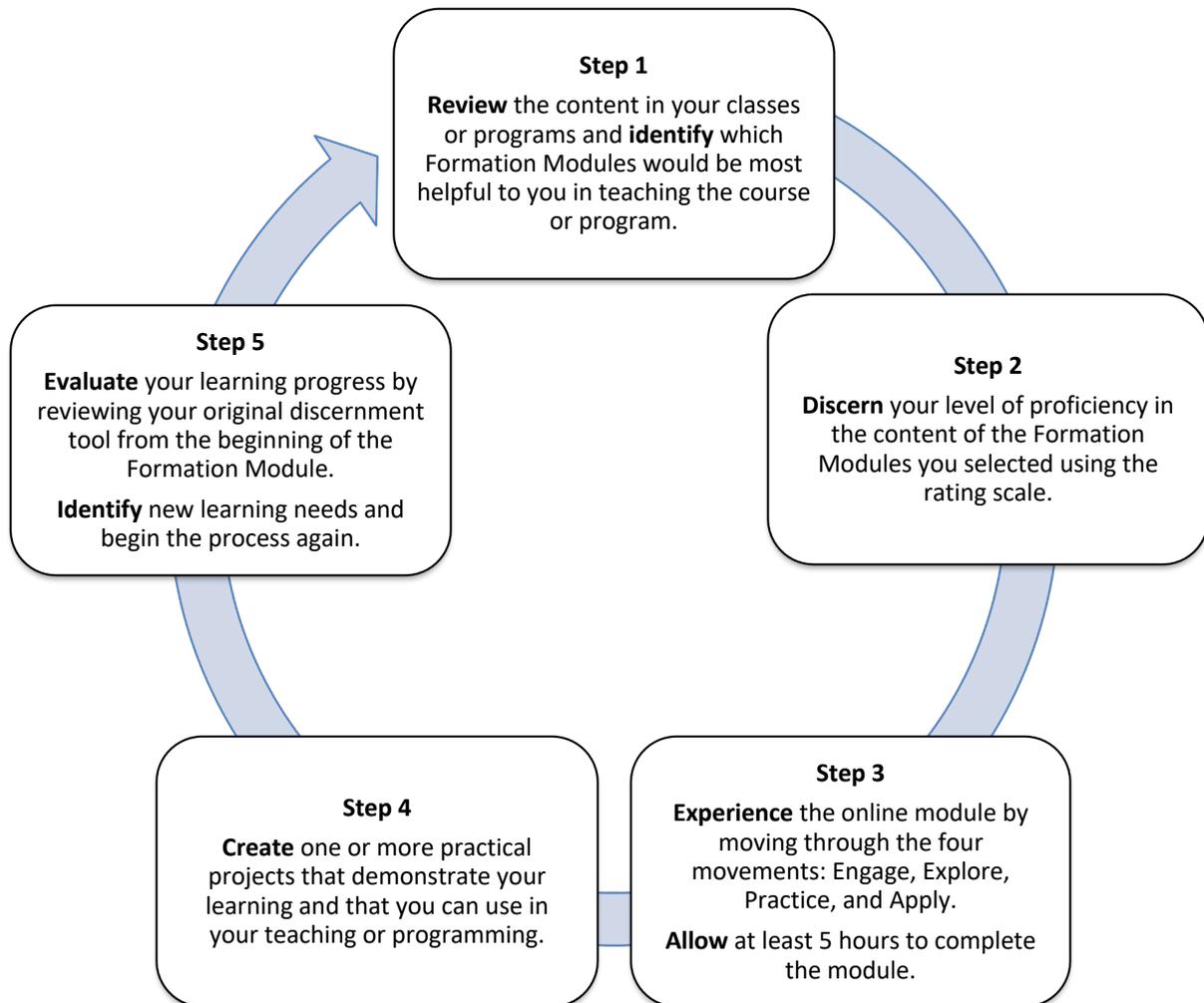
Part 2. Learning Approach

The My Emmaus Formation Program is designed for today's adult learners. Its development was informed by contemporary thinking about adult learning, including these ten key principles:

1. Adults learn best when they are treated as self-directed persons who are always learning.
2. Adults learn best when they feel the need to learn and have input into what, why, and how they will learn. They perceive the goals of a learning experience to be their goals.
3. Adults learn best when the learning experience is meaningfully related to their past experience, and their experience is effectively utilized as a resource for learning.
4. Adults learn best in a life-centered (or task-centered or problem-centered) orientation to learning. Adults are motivated to devote energy to learn something to the extent that they perceive that it will help them perform tasks or deal with problems that they confront in their life situations.
5. Adults learn best when the learning experience is controlled primarily by them. They can set their own pace and time for learning.
6. Adults learn best when the learning environment is characterized by physical comfort, mutual trust and respect, mutual helpfulness, freedom of expression, and acceptance of differences. They learn best in an environment that encourages self-esteem and interdependence; and is safe, relaxed, and comfortable environment.
7. Adults learn best when their learning styles are taken into account and there are a variety of learning activities.
8. Adults learn best when there is attention to the emotional and intuitive as well as intellectual and rational, to the communal and social as well as the individual and personal.
9. Adults learn best when they have a sense of progress toward their goals and can see the results and rewards of the learning experience. Adults learn best when they can evaluate themselves.
10. Adults learn best when they have an opportunity to apply the new knowledge to practical situations immediately in their own lives. They are motivated to learn when they have the opportunity to do something they could not do before.

All of the Formation Modules are online and intended for self-directed, just-in-time learning. Teachers and catechists will select the modules they need based on the content in the courses or programs they are teaching and their own learning needs. They will create their path through the Formation Modules based on their personal learning needs. There is no sequence to the eleven modules. They will select the modules that they need in order to develop their proficiency in a particular aspect of the Bible, Catholic theology, or education. Each module guides them toward the practical application of the knowledge they have learned through the design of projects and activities they can use in their own teaching.

Teachers and catechists will move through a five step process of discernment, learning, and application as illustrated in the diagram:

Step 1

Review the content in your classes or programs and **identify** which Formation Modules would be most helpful to you in teaching the course or program.

Step 2

Discern your level of proficiency in the content of the Formation Modules you selected using the rating scale.

Step 3

Experience the online module by moving through the four movements: Engage, Explore, Practice, and Apply.

Allow at least 5 hours to complete the module.

Step 4

Create one or more practical projects that demonstrate your learning and that you can use in your teaching or programming.

Step 5

Evaluate your learning progress by reviewing your original discernment tool from the beginning of the Formation Module.

Identify new learning needs and begin the process again.

The following description (written for the teacher and catechist) describes each step. The accompanying worksheet is designed to help the teacher and catechist design a personal learning plan.

Step 1. Identify the content of what you will be teaching.

Review the content in the classes or programs that you are teaching. For example, most children's catechetical programs include four or five major themes in the curriculum for grades 1 through 6: what we believe (Creed), how we celebrate (sacraments), how we live (morality and social teachings), how we pray, and how we celebrate the Church year seasons and feasts. Grades 7 and 8 often have one theme, such as the life, death, and resurrection of Jesus or Church history or Bible.

Identify the content themes in your curriculum that you need to learn more about and then select one or more Formation Modules that would be most helpful to you in teaching the course of program.

Review the Educator Toolkit to determine if there are educational methods that you want to improve in the coming year.

Step 2. Discover your level of proficiency in the content of the module you have selected.

Discern your level of proficiency in the content of the Formation Modules you selected by using the learning assessment that accompanies each module. Rate your knowledge and ability on a scale from 1-5 with 1 = beginning, 3 = familiarity, and 5 = proficiency.

> 1 = I am a beginner and need to develop my understanding of this topic in my role as a teacher or catechist.
> 3 = I am familiar with this topic and need to grow in my understanding so that I can teach and share my knowledge as a teacher or catechist.
> 5 = I am able to teach and share my knowledge of this topic as a teacher or catechist.

At the completion of the Formation Module and your practical project, return to this initial assessment to identify how you have grown in each area.

Step 3. Engage in your learning.

Experience the online Formation Module by moving through the four movements: Engage, Explore, Practice, and Apply. Allow at least 5 hours to complete the module.

Step 4. Design your practical application.

Create one or more practical projects that demonstrate your learning and that you can use in your teaching or programming.

Step 5. Evaluate your learning.

Evaluate your learning progress by reviewing your original discernment tool from the beginning of the Formation Module. Identify new learning needs and begin the process again .

Learning Plan Worksheet

Identify the content in your curriculum, textbook, or program (this year, semester, or season); and your teaching experience and knowledge expertise.

Rate your prior experience and level expertise from 1-4: 1 = low through 4 = high or strong.

Identify if this topic is essential to learn now so you have the knowledge and expertise to teach your group or if this is a topic for continuing learning and personal enrichment this year.

Topic	Teaching this Year	Prior Experience	Level of Expertise	Essential to Learn Now	Personal Enrichment
How to Interpret and Read the Bible Today					
Introduction to the Old Testament					
Introduction to the Gospels					
Catholic Morality					
Catholic Prayer					
Catholic Social Teaching					
The Creed					
Jesus – Life, Death, and Resurrection					
The Seven Sacraments					
Educator Toolkit Kit Topics					
Other Topic:					
Other Topic:					

Create a Learning Plan

What are you going to learn (Formation Module)?	When will you begin the Formation Module?	When will you compete the module?	Will you join with one or more people to learn together?	How will you demonstrate your learning?

Part 3. Formats for Learning

There are a variety of ways to implement the My Emmaus Formation Program in a school or parish. Use the Formats for Learning to create a plan for formation in your school or parish.

Approach #1. On Your Own, Self-directed Learning

The Formation Modules involve five hours of self-directed learning, including the development of a project(s) to apply the learning for the module. Teachers and catechists can select a Formation Module(s) that they need for teaching now or they can select a module for continuing learning and personal enrichment.

Teachers and catechists use *A Participant Guide to the My Emmaus Formation Program* to discern their learning needs and create a learning plan using the Learning Plan Worksheet.

The Educator Toolkit includes twelve, 4-6 minute videos on skills and methods for teaching today, and a Guide with educational methods that complement the videos. The twelve videos are designed for just-in-time learning when a teacher or catechist wants enrichment on a particular teaching strategy. Teachers and catechists can select the methods they need throughout the year as the need arises. Each video is designed as a stand-alone learning experience.

Approach #2. Mentoring: 1-1- Learning

Experienced (veteran) teachers and catechists can serve as mentors or guides to those who are engaged in self-directed learning. Using the structure of the four-step learning process, here is an illustration of how a mentor/guide can assist a teacher or catechist throughout the Formation Module.

1. Mentor and learner meet to review the module.
2. Learner completes Part 1. Engage and Part 2. Explore.
3. Mentor and learner meet to review learning from Part 2 and prepare for Parts 3 and 4.
4. Learner completes Part 3. Practice and Part 4. Apply.
5. Mentor and learn meet to review the application of the learning and the project(s).

Approach #3. Small Group Learning

The small group approach works best when several teachers or catechists are engaged in the same Formation Model. The small group is a blend of individual learning and small group experiences. Here is one way to structure a small group approach using the four-step learning process in each module.

1. Learner completes Part 1. Engage.
2. Small group meets to share what they did during the Engage activities and reflect on their starting point as they begin the Formation Module.
3. Learner completes Part 2. Explore.
4. Small group meets to discuss the content in Part 2 and share what they learned from the video presentations and activities.
5. Learner completes Part 3. Practice and identifies potential application projects (Part 4).
6. Small group meets to share application ideas and assist each other in creating projects to implement in their classes and programs .

Approach #4. Whole Group Learning

The whole group approach works best when all of the teachers or catechists have a similar learning need or when the school or parish wants to provide professional development for all teachers or catechists. Whole Group Learning can be designed in a variety of models, such as a 1) a one-time in-service program, 2) a multi-part in-service program, and 3) a one-day enrichment program or one-day retreat program (at a retreat house or other location). Here are examples of each model.

One-Time In-Service Program (90 minutes)

1. *Prepare*: People prepare for the in-service program by completed Part 1. Engage in the Formation Module.
2. *In-Service*: Everyone views Part 2. Explore and discusses the video. Everyone engages in the Part 3. Practice activities and shares their ideas with each other.
3. *Follow-Up*: People create application projects in Part 4. Apply. Projects are shared with the whole group.

Multi-month In-service Program

Month 1
- *Prepare*: Everyone completes Part 1. Engage
- *In-Service*: In small groups people share what they did during the Engage activities and reflect on their starting point as they begin the Formation Module.

Month 2
- *Prepare*: Everyone watches the videos in Part 2. Explore.
- *In-Service*: In small groups people discuss the content in Part 2 and share what they learned from the video presentations and activities.

Month 3
- *Prepare*: Everyone completes Part 3. Practice and identifies potential application projects (Part 4).
- *In-Service*: In small groups people share application ideas and assist each other in creating projects to implement in their classes and programs .

One-Day Enrichment Program or Retreat

All of the Formation Modules can be designed into a five-hour enrichment program (morning session, lunch, afternoon session). Several of the modules include experiential or reflective activities that are well suited for a one-day program. For example: the **Catholic Prayer** and the **Sacraments** modules would benefit from a one day program so that there is to time to experience the prayer activities or the sacramental rituals. The **Ministry of Teachers and Catechist** would make for an excellent retreat-type enrichment day with its reflective activities. Here are several examples.

Catholic Prayer Practices Retreat/Enrichment Day (5 hours)
This retreat will help you develop a deeper understanding of the meaning of prayer, and experience a variety of prayer practices, including scriptural prayer (lectio divina), contemplative prayer, intercessory prayer, praise prayer, thanksgiving prayer, daily prayer and liturgy of the hours, and the

Examen. You will apply your knowledge and experience of prayer to deepening your prayer life and leading others in prayer.

1. *Part 1. Engage*: People reflect on their prayer life today and what prayer means to them. In small groups people share their reflections. (30 minutes)
2. *Part 2. Explore*: People engage in exploring an understanding of Catholic prayer and how prayer is a relationship with God, opening of our lives to God and willing to be changed by God, and being attentive to God and others. (60 minutes)
3. *Part 3. Practice*: People experience a variety of prayer practices that can enrich their prayer life and help them lead others in developing a prayer life. (120 minutes)
   - Contemplation
   - Intercessory prayer
   - Praise prayer
   - Thanksgiving prayer
   - Praying with scripture
   - Reflective prayer (the Examen)
4. *Part 4. Apply*: People discover practical ways to engage their age group in learning how to pray and experience prayer—for individuals and groups. (60 minutes)

Ministry of Teachers and Catechist Retreat/Enrichment Day (5 hours)

This retreat will help you reflect on your ministry as "a person of faith who lives the baptismal call by sharing the faith with others… and helping bring others to Christ through the traditions and teachings of the Catholic faith. . . . (A person who) realizes God's voice in this call to serve and recognizes the ongoing need to grow in a relationship with Christ and deepen an understanding of the Catholic faith (Pope Francis, 2021). You will explore six ways of following Jesus – as a worshipper, witness, neighbor, forgiver, prophet, and steward—and what they mean for your life as a disciple and teacher or catechist. You will reflect on the three primary roles of a catechist or teacher and how you live them out through your teaching: 1) as a witness of faith and keeper of the memory of God, 2) as a teacher and a spiritual role model, and 3) as an accompanier and educator.

1. Opening Prayer (10 minutes)
2. Part 1. Called to be a Follower of Jesus (120 minutes)
   - Read and reflect on the "Call of the Disciples" by reading Matthew 4:18-25, personally reflecting on its meaning, and discussing reflections in small groups
   - Using the six ways of following Jesus— as a worshipper, witness, neighbor, forgiver, prophet, and steward – reflect on one's life as a Christian today. For each of the six ways: read the Scripture passage and the commentary, reflect on the question by writing responses in a journal, and then discussing in small groups.
   - Watch the video and discuss in small groups.
3. Part 2. Called to be a Teacher and Catechist (90 minutes)
   - Reflect on one's ministry as a teacher or catechist and share reflections in small groups
   - Watch the video.
   - Review and discus the three roles of teachers and catechists: 1) a witness of faith and keeper of the memory of God, 2) a teacher and a spiritual role model, and 3) an accompanier and educator
   - Reflect on how the three roles apply to one's life as a teacher or catechist; share reflections with the small group.
4. Closing Prayer: A Scriptural Reflection on Accompaniment—Luke 25:13-35 (30 minutes)

Formats for Learning Plan

Formation Module	On Your Own Learning (list individuals)	1-1 Mentoring (list mentor and learner)	Small Group Learning (when, where, who)	Whole Group Learning (when, where, who)
How to Interpret and Read the Bible Today				
Introduction to the Old Testament				
Introduction to the Gospels				
Catholic Morality				
Catholic Prayer				
Catholic Social Teaching				
The Creed				
Jesus – Life, Death, and Resurrection				
The Seven Sacraments				
The Ministry of Teachers and Catechists				
Teaching Methods and Approaches				

Appendix 1
Things We Know About Adult Learning and Training

1. Things we know about adult learners and their motivation and retention.

- Adults are motivated to learn when *they* identify they have a need to learn.
- Adults learn best when they feel the need to learn and have input into what, why, and how they will learn. They perceive the goals of a learning experience to be their goals.
- Adults can be motivated to learn when the *benefits* of a learning experience outweigh their resistance.
- Adult learners can also be motivated by appealing to personal growth or gain.
- Adults use their knowledge from years of experience as a filter for new information and *don't change readily*.
- Adults learn best from their own *experiences*.
- An adult's experience is a filter that can function as a *catalyst or barrier* to learning something new.
- Ninety percent of what adults learn and retain in long-term memory is tied to previous knowledge.
- Adults like tangible *rewards and benefits* from training.
- Adults retain learning that they *discover* and forget much of what they are told.

2. Things we know about designing curricula for adults.

- The learning experience should be life-centered, problem-centered. or task-centered.
- Preprogram assessment is important.
- The learning design should promote information integration.
- Exercises and cases should be realistic and involving, stimulate thinking, and challenge the adults.
- Feedback and recognition should be planned. Adults learn best when they have a sense of progress toward their goals and can see the results and rewards of the learning experience.
- Curriculum design should account for learning-style differences among adults and incorporate a variety of learning methods which respect their varied learning styles.
- Design should accommodate adults' continued growth and changing values.
- Design transfer strategies to help adults apply the learning to the real-world.

3. Things we know about the environment for adult learning.

Adults learn best in environments that anticipate their developmental, physical, and social needs. Adults learn best in a safe and comfortable environment. Adults learn best when the learning environment is characterized by physical comfort, mutual trust and respect, mutual helpfulness, freedom of expression, and acceptance of differences.

- Create intimacy in the learning setting by asking learners about their experiences, needs, and perceived barriers to learning.
- Take an egalitarian approach, encouraging collaboration, shared goal setting, individualized contracting, and candor.
- Utilize diverse teaching strategies.

- Demonstrate the relevance of the material being taught.
- Provide for the learners' needs for physical comfort (e.g., refreshments, lighting, food, seating) and flexible scheduling.
- Manage time well; begin and end on time; build in breaks.
- Seek to reduce learners' tension, anxiety, and emotional dependency.
- Function as facilitators, shifting from the "teacher-as-expert" to the "teacher-as-resource-for-learning."

4. Things we know about adult learning methods.

Adult learners are most receptive to instruction that:
- Assesses the learners' interest in the topic; doesn't assume interest.
- Assumes the learner has a positive attitude.
- Reinforces the learner's sense of competence.
- Avoids the lecture-only format. (Some adults like some lectures. All lectures won't be liked by all adults.)
- Includes small group activities that promote discourse and collaboration. (Adults like small group discussion and a variety of interaction with the instructor and other participants.)
- Uses demonstrations/hands-on learning.
- Utilizes the learner as a teacher.
- Builds on the learner's own experience.
- Offers alternatives for demonstrating competence.
- Provides frequent review.
- Helps the adult learn how to achieve success.
- Uses media.
- Facilitates the adult's journey from dependence to independence.
- Rewards self-directed learning.
- Employs practical problem-solving. (Adults want practical answers for today's problems.)
- Makes practice is a part of the learning process, not the result of it.

Sources
Barbazette, Jean. *The Art of Great Training Delivery*. San Francisco: Pfieffer, 2006.
Tickton, Judith. *Jewish Lives, Jewish Learning: Growing Jewish Adults*. New York: UAHC Press.
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Weinstein, Margot B. "Thirty-Three World Class Competencies." *Training and Development*, May 2000.

Appendix 2
Facilitating Adult Learning

Facilitator Checklist

1. Session Checklist

☑ Become familiar with the content prior to the session. Become familiar with facilitator presentations, group activities and discussion questions. Be ready for prayer with needed supplies and readers.

☑ Make everyone feel welcome, comfortable, and part of the group. Use your own style to create a climate of comfort. Conduct a community building activity to help participants get acquainted.

☑ Introduce and explain the objectives for the session.

☑ Facilitate the activities and discussions. Help the participants to interact with each other and honestly share their reactions and ideas.

☑ Make clear and focused presentations of the content.

☑ Pace the session. You will need to determine how much time to spend on each aspect of the session in order to finish within the time limit you have set.

☑ Adapt to address the learning needs and styles of your participants. On occasion, you may have to adapt the session content or schedule to fit the needs and interests of your group. If you make changes and/or shorten session activities, be sure to stay focused on the purpose and goals of the session.

☑ Bring closure to each session. Every session includes activities to help the participants apply what they have learned. Be sure to save time in your session for the application of learning.

2. Environment Checklist

☑ Set-up chairs and tables to promote comfort, learning, reflection and sharing.

☑ Make sure the room is uncluttered and free from noise and distractions.

☑ Make sure there is easy access to hospitality and rest rooms.

☑ Check on your ability to set lighting and temperature.

☑ Have name tags and pens available.

☑ Post signs to direct and welcome participants.

3. Learning Tools Checklist

Make sure all of your materials and supplies are ready for the session, such as:

☑ extra pens or pencils

☑ easel and newsprint pad, markers, masking tape

☑ audio-visual equipment

☑ reflective music

☑ recommended resources for the session available on table for review

Leading Group Discussions

Good discussions give people the chance to **think** about a question and **decide** how he or she feels about the topic. A discussion leader keeps the discussion going like a volleyball player keeps the ball in the air. Use the following ideas to help you lead a group discussion.

☑ Be familiar with the subject matter. Take some time in advance to prepare or review the kinds of questions you want to ask.

☑ Give a brief introduction to the subject matter if it has not already been done. Then ask the group questions, beginning with easy or non-threatening ones. Then move on to the more difficult or specific questions.

☑ Invite participation. Give each person a chance to speak. Develop some fun ways to get each person contributing to the subject and to redirect persons who are sharing too much. Always respect a participant who chooses to pass on a particular question.

☑ Be sure to address everyone in the group by name. If the participants are not already familiar with one another, be sure they have name tags.

☑ Focus the discussion to deal with something that matters to the group. Relate the topic to a common experience or interest. How something would affect their lives or the lives of their family or friends will elicit much more response than something theoretical or disconnected.

☑ Encourage the participants in the discussion to ask questions of one another. This will keep from having the focus continually come back to you and maintain the conversational tone of the discussion.

☑ Explore how the participants *feel* about the topic. This will keep the conversation interesting and meaningful and away from simply reporting the facts.

☑ Be comfortable with silence. Give participants a chance to think and reflect on the topic and the question.

☑ Be ready to make the topic more real by rephrasing the question or relating the topic to a common experience.

☑ Be ready to share your own experience. This is a tricky one. You do not always want to be the one who shares first or last because it draws too much attention to you as leader. On the other hand you need to be ready to share as a way to get things started for those questions that need your example. Be brief: as the leader you need to be careful not to dominate the conversation.

☑ Summarize the discussion. As a way of closing the topic or checking for new ideas, you can summarize the sharing you have heard so far. Be prepared when needed to provide a brief report for a larger group.

Rules of Conversation
☑ Always speak for yourself, never for someone else. "I think...," not we, he, she, they, some people think.

☑ When speaking of someone who is in the group, address them personally. Instead of "John over there," say "You, John..."

☑ Do not ask questions when you are really expressing your own opinion. Instead of saying, "Don't you think that...," say "I think that..."

☑ Humor has its place, but don't use it to avoid an honest, serious expression of your own feelings.

☑ For some people, answering a certain question may be too personal for them. Allow them to state their feelings about the question but then use your common sense in letting them pass.

Giving Creative Presentations

Here are five ways to maximize understanding and retention during your presentation:
1. At the beginning of the presentation, state (or summarize in writing) its major points and conclusions to help participants organize their listening.
2. Reduce the major points in the presentation to key words that act as verbal subheadings or memory aids.
3. As much as possible, provide real-life illustrations of the ideas in the presentation.

4. If possible, make a comparison between your material and the knowledge or experience the participants already have.
5. Use visuals, brief handouts, and demonstrations that enable participants to see as well as hear what you are saying.

Here are five ways to involve participants during a presentation:
1. Assign participants the responsibility to listen actively to the presentation so that, when it is over, they are able to produce points they agree or disagree with, questions to clarify the presentation, a summary of its contents, or quiz questions for other participants. Assignments can be given to the group as a whole, to subgroups, or to specific individuals.
2. Provide instructions or a form indicating how participants should take notes during the presentation. Stop at intervals so that participants can write down reactions or ideas that go beyond what you have presented.
3. Interrupt the presentation periodically and challenge participants to give examples of the concepts presented thus far or answer spot quiz questions.
4. Provide different information to different participants. Allow them to compare notes and briefly teach each other.
5. Intersperse brief activities throughout the presentation that illuminate the information, ideas, and skills being presented.

Here are several ideas for organizing your presentation:
1. Make sure your opening is effective. A good opening will help the rest of your presentation to go much more smoothly. If you have a great opening story or joke that makes sense within the context of the rest of your presentation, use it. Poll the group or ask the participants a few initial questions designed to elicit their opinions before you launch into your presentation. Asking the group to participate immediately will be as effective as the most humorous or captivating opening story.
2. Cover a few points of information thoroughly rather than many points incompletely. Set limits on how much you plan to cover and stick to those limits during your presentation.
3. Avoid tangents and getting off track. Stay on target, in focus, and pace your presentation so as to keep everyone's interest in your subject matter alive.
4. Be as specific as possible in your lecture points. The clearer your message, the greater the likelihood that your audience will understand what it is that you are trying to convey. Give examples or make analogies that truly illuminate your points.
5. Estimate the time each part of your presentation will take. By doing so, you can adjust your remarks as needed. Sometimes, you will need to shorten certain parts of a prepared presentation to fit into the time constraints of a particular training group. Before delivering the presentation, decide which segments can be shortened or lengthened if necessary.

Forming Small Groups

Playing cards. Use a deck of playing cards to designate groups. For example, use two decks to select groups of up to eight members. Use as many number or picture cards as necessary to accommodate the number of participants. Shuffle the cards and deal one to each participant. Then direct the participants to locate others with similar cards and to form a group.

Draw numbers. Determine the number and size of the groups you want to create, put numbers on individual slips of paper, and place them in a box. Participants then draw a number from the box indicating

which group number they belong to. For example, if you want four groups of five, you would have twenty slips of paper with five each of the numbers 1 through 4.

Candy flavors. Give each participant a wrapped sugarless candy of a different flavor to indicate groups. For example, your groups may be categorized as lemon, butterscotch, cherry, and mint.

Choose similar items. Select toys of a common theme to indicate groups. For example, you might choose transportation and use cars, airplanes, boats, and trains. Each participant would draw a toy from a box and locate others with the same toy to form a group.

Participant materials. You can code participant materials using colored paper clips, colored handouts, or stickers on folders to pre-determine groupings.

Providing for Back-home Application

What truly separates effective training programs from ineffective ones is the explicit attention given to back-on-the-job (or back-home) application. The "Now what?" phase is often the most neglected part of a training program. In this phase, participants determine how they personally want to change what they do, think, or feel as a result of the training workshop.

Example: Developing an Action Plan
1. List three actions you would like to undertake as a result of this workshop.
2. Choose the action that you would like to plan to do first and enter it below.
3. List the potential roadblocks to implementing this action.
4. Describe in detail the action you will undertake and the steps you will take to ensure that it will happen.

Example: Evaluation Form #1
1. What did you find most helpful during this session?
2. List three specific ways this session has increased your knowledge of the topic.
3. List three ways in which you can apply the learnings from this session.
4. Identify one or two suggestions for improving this session.
5. Identify one or two new learning needs you discovered through this session.

Example: Evaluation Form #2
1. I feel that this session was (circle one):
      very helpful, somewhat helpful, not very helpful, not at all helpful
2. I was pleased by/with….
3. I was disappointed by/with….
4. I learned….
5. New learning needs I discovered through this session….

Example: Evaluation Form #3
1. What is your overall feeling after participating in this session? (Circle the one(s) that most apply.)
      Enthused   Astounded   Satisfied   Indifferent   Ambivalent   Encouraged
      Uneasy   Threatened   Discouraged   Affirmed   Challenged   Enriched
2. What did you hope to gain from participating in this session?
3. How well were your expectations fulfilled?
      ❏ Completely ❏ Mostly ❏ Partially ❏ Not at all

4. How do you feel about the amount of presentation and the amount of activities/ discussion in this session?
    ❏ Too much presentation ❏ Too much discussion ❏ A good mixture
5. What benefits and learnings did you gain from this session include:
6. What disappointments and dissatisfactions did you experienced in this session:
7. How would you rate the physical facilities?
    ❏ Fine   ❏ Good   ❏ Okay   ❏ Poor
8. How would you rate the scheduling and length of the session?
    ❏ Fine   ❏ Good   ❏ Okay   ❏ Poor
9. What are two-three suggestions you would like to make to improve session:
10. What are one or two new learning needs you discovered through this session: