Consider the following quote as you connect with your table mates.....

"I have come to the frightening conclusion that I am the decisive element.

It is my personal approach that creates the climate.

It is my daily mood that makes the weather.

I possess tremendous power to make life miserable or joyous.

I can be a tool of torture or an instrument of inspiration.

I can humiliate or humor, hurt or heal.

In all situations, it is my response that decides whether a crisis is escalated or de-escalated, and a person humanized or dehumanized.

If we treat people as they are, we make them worse.

If we treat people as they ought to be, we help them become what they are capable of becoming."

~Goethe

Table Groups: Topic: _Leadership_

- Create a tweet for the topic

  Note: Tweets include 140 characters (i.e. spaces, punctuation and symbols)

- Be sure to include a #
  - i.e. #learningtolead, #newatthis

- Be ready with a 'first draft' on chart paper

TODAY'S LEARNING

× How might we build our skills as facilitators in order to always consider the following questions when working with groups:

+ Will this session be relevant to me?

+ Will my time be well spent?

PROCESS

× Is to learn about the needs of adult learners and the skill set required by facilitators in managing groups effectively.

OUTCOMES

* To understand best practices in facilitating group work;

* To define facilitation skills;

* To be cognizant of adult learning needs when planning agendas;

* To apply these strategies and skills intentionally to the work of STLE.

INTENTIONS

* You can expect to shift groups often.

* You will work alone and in small groups.

* We will process in small and whole group.

* Time for reflection will occur throughout the day.

WORKING AGREEMENT

- Be present

- Demonstrate Active Listening

- Help ensure a balance of voices

- Respect time boundaries

- Use electronics respectfully and appropriately when prompted

- Return to large group attention when signaled

K-W-L

- As a group, discuss the following and chart your responses:

- What do you already **K̲NOW** about adults (yourself) as learners?

- What do you **W̲ANT** to learn today?

- What did you **L̲EARN** today ?(completed at the end of the day)
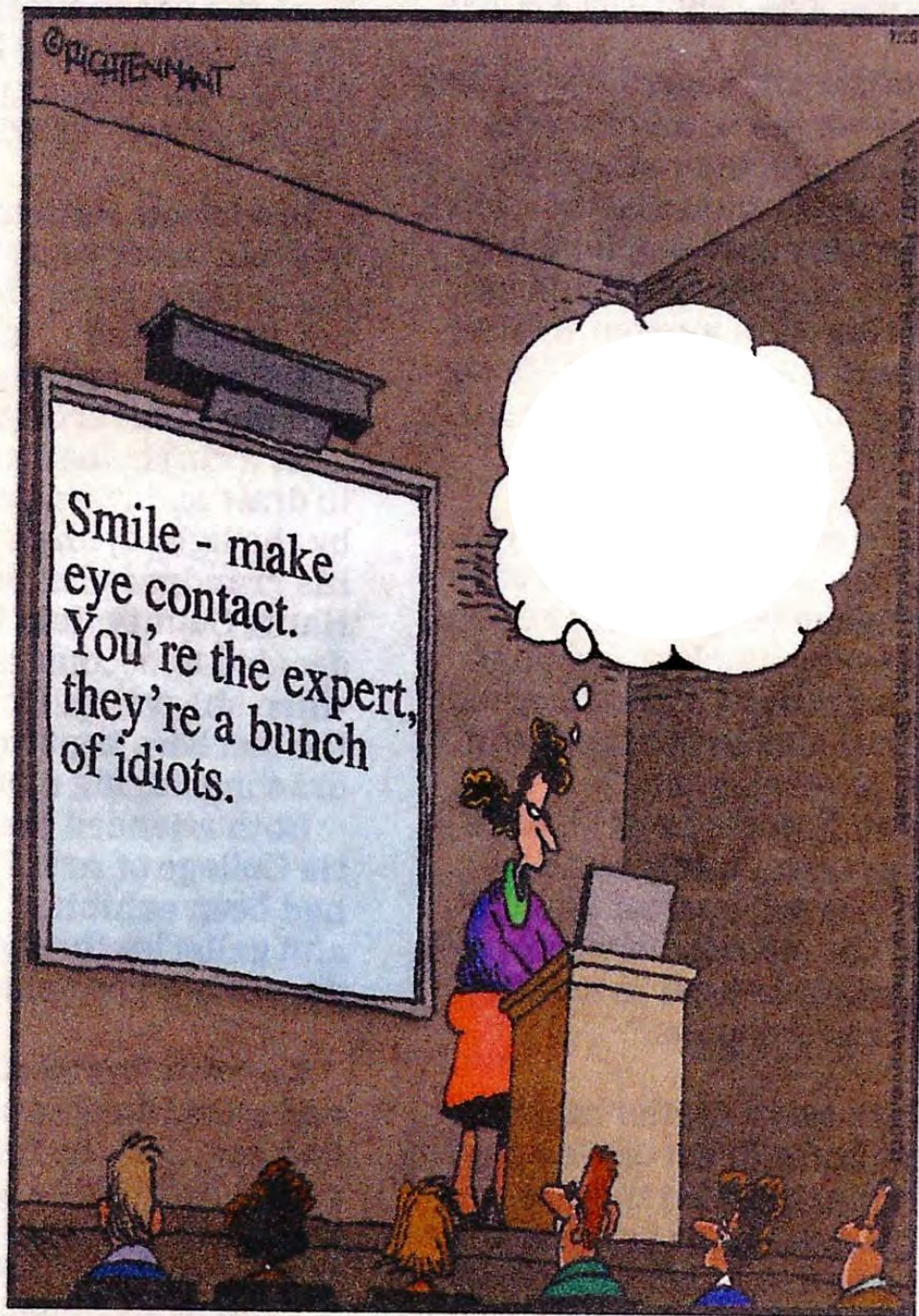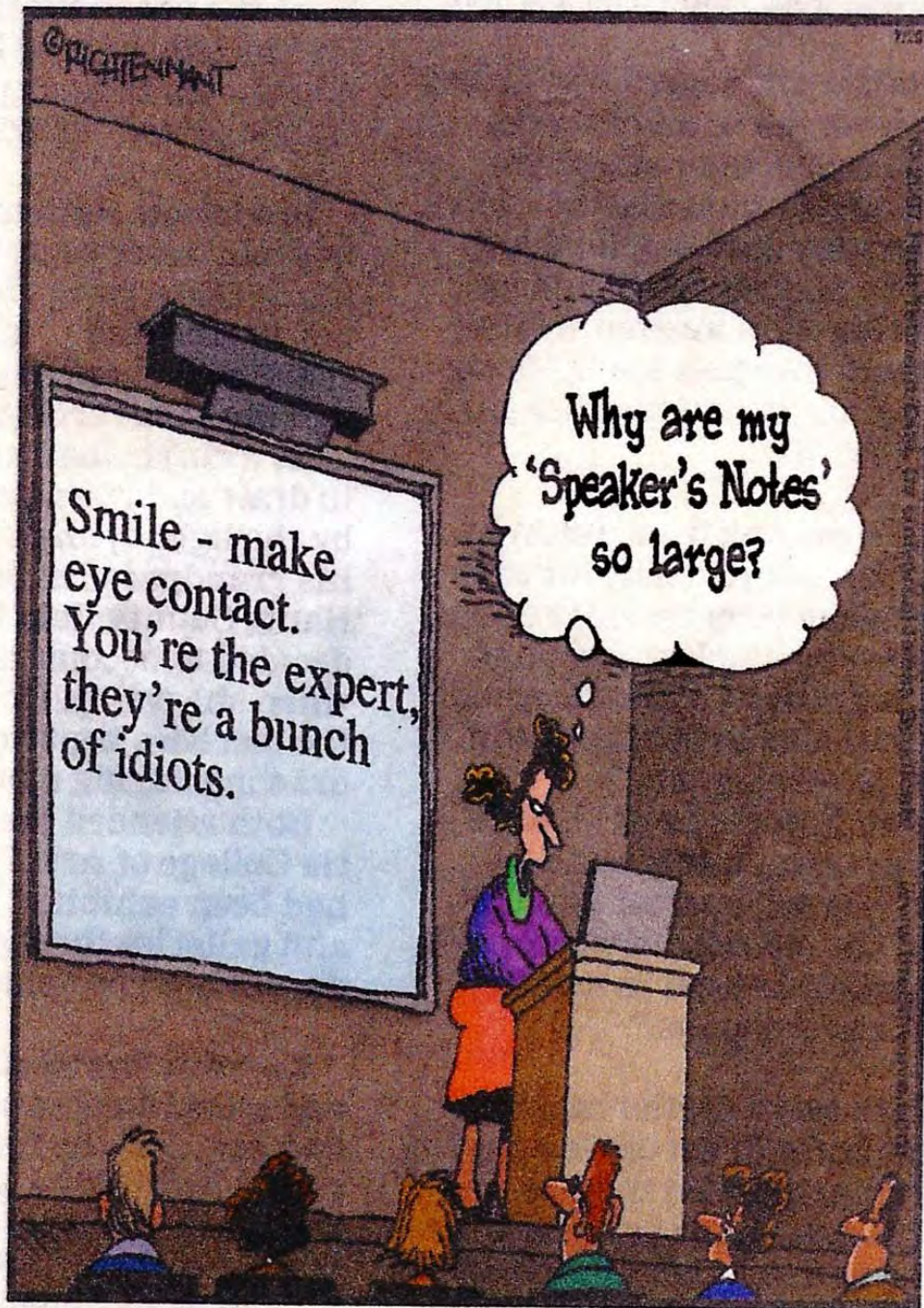
INFORMATION PROCESSING STYLE   P.30-32 CFL

* Read p. 30 individually

* Complete survey for self

* Compare choices with elbow partner

* Discuss similarities and differences

* How might this impact the effectiveness and efficiency of your interactions as you work together in a collegial relationship?

CREATE A RECIPE   P. 5 GAW

Task Groups: <u>By table</u> Topic: <u>Leading Groups</u>

- On an 8 ½ X 11" sheet of paper,

- Create a recipe and include the following:

  - Ingredients and measurements
  - Preparation
  - Presentation

Sample Word Bank: cup, pint, pinch, chop, mince, blend, fold, stir, bake, sauté, grill, bake, garnish with

STRATEGIES CHART

- × Tweet
- × Recipe Card
- × Process & Content Agenda
- × Group size

PEOPLE HUNT

- Let's find out about the members of this group.
- Each person has a copy of the people hunt card
- Time to find people who....

WE WORK WITH ALL KINDS OF PEOPLE...

- ✖ http://www.youtube.com/watch?v=kUoKi5RVwqI&safety_mode=true&persist_safety_mode=1&safe=active

WORDS, PHRASES, SENTENCES   P.87 GAW

- Individually, read the text selection

- Record on three sticky notes (one category per note):

  × One key word

  × One phrase

  × One sentence

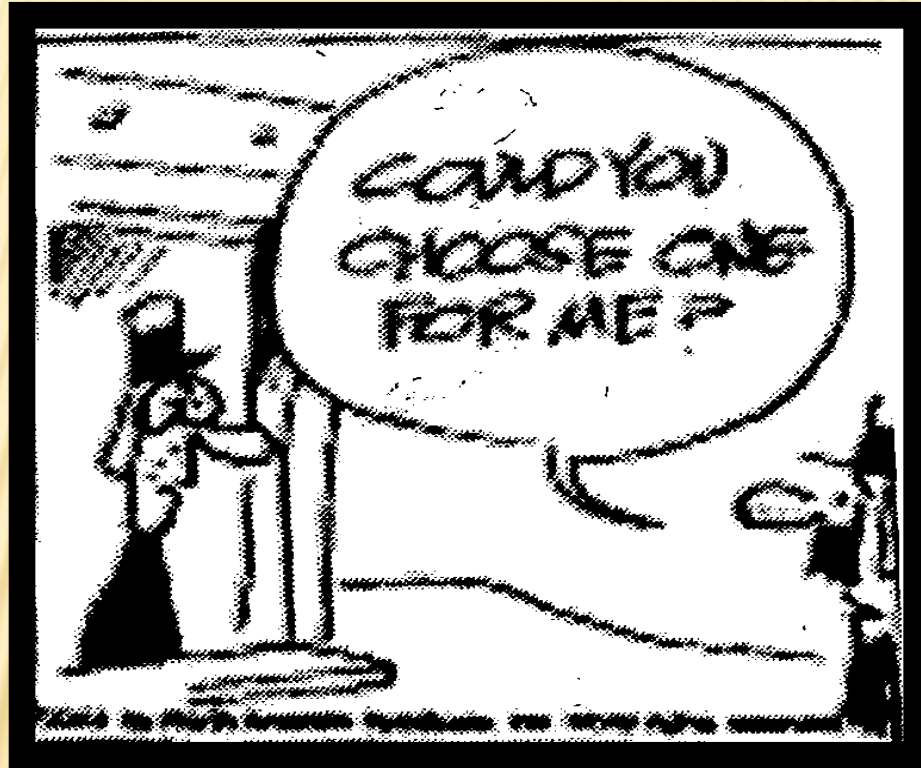- Group members place sticky notes in center of table by category

Self-directed Learners
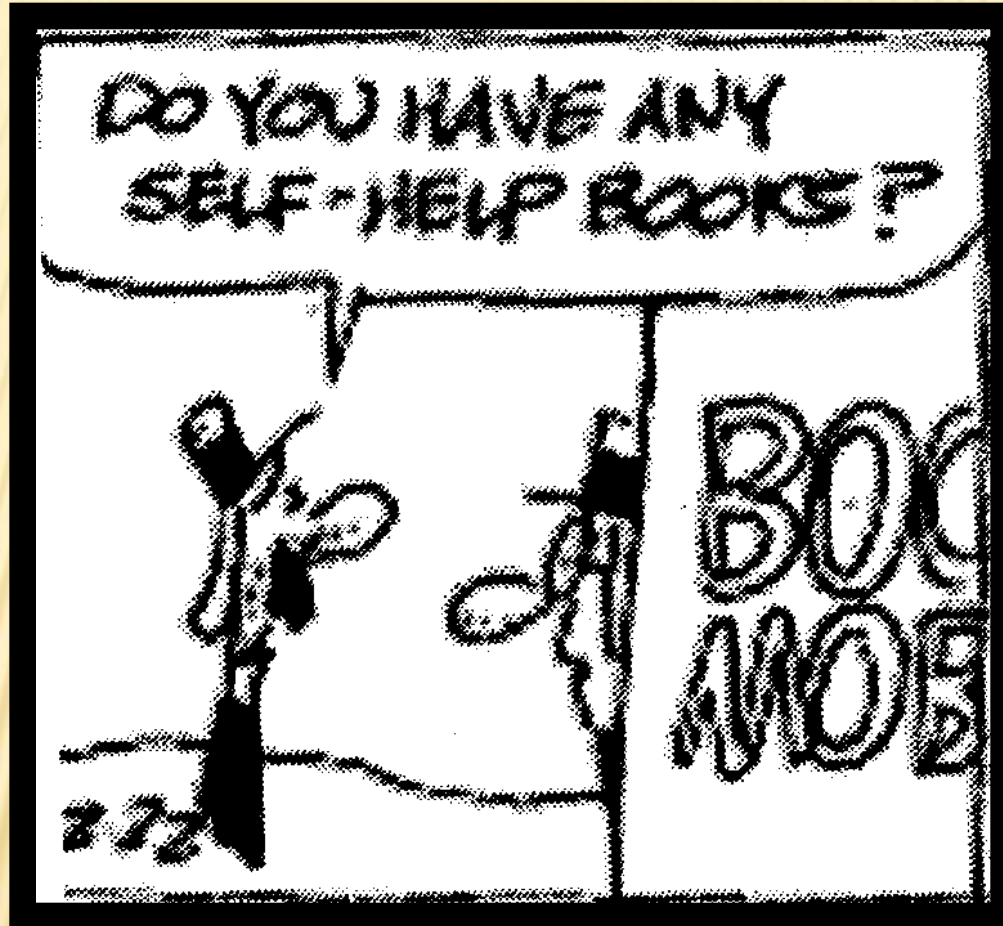
Self-directed Learners

Self-directed Learners

"People do not resist change; they resist being changed."
Peter Senge

- At your table, discuss what this quote brings to mind when thinking about change and adult learners.
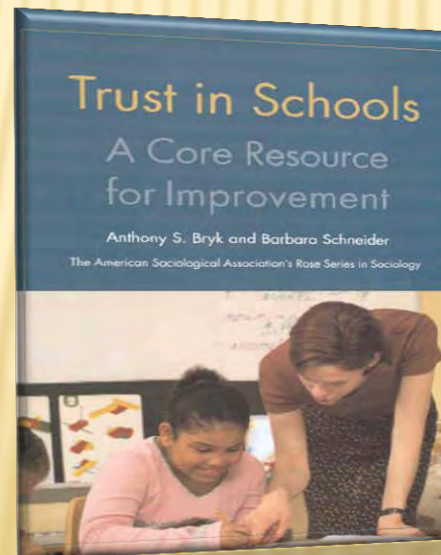
TRUST

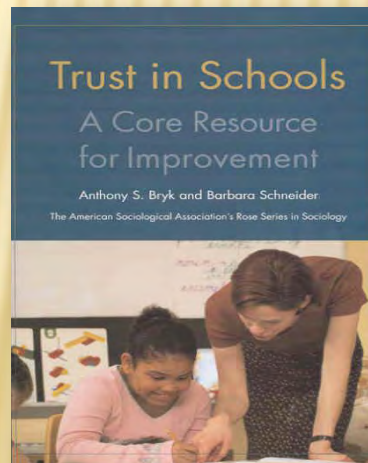*"Trust is like air – we only notice it when it is scarce or polluted."* **Baier**

"What <u>factors</u>, they wondered, made the difference between schools that got better at educating children over the course of that decade—as measured by improved test scores—and schools that did not?"

-Trust in Schools, Bryk and Schneider, (1990)

"The answer was not money, models of governance, up-to-date curricula, the latest in teaching techniques, or any other external variable. The answer was "relational trust" between teachers and administrators, teachers and parents, teachers and teachers. Schools with high relational trust, and/or leaders who cared about it, had a much better chance of serving students well than schools that ranked low on those variables." ~Trust in Schools, Bryk and Schneider, (1990) **Center for Courage and Renewal**

Trust in Schools
A Core Resource for Improvement
Anthony S. Bryk and Barbara Schneider
The American Sociological Association's Rose Series in Sociology

LET'S CONNECT THE PIECES

* Strategic Planning (chart)
* Connections to Grinder's work (back & forward)
* Reflections from the forest (yesterday)
* The Pathways Learning Model (p. 9 – 13 PTU)

ACTIVITY: PARAPHRASING: A DEFINITION

* When you get seated with your new partner, make or reestablish introductions.

* Develop a **definition for the word "paraphrase**" without using an electronic device to generate the definition.

* What were some of the definitions that you came up with?

" WOOF, WOOF, WOOF — BUT I'M PARAPHRASING. "

PARAPHRASING

Why - Purpose and Intent

- Provides a safe environment that allows the brain to engage in cognition, or problem solving. With emotional safety, there can be greater cognitive complexity.

- Moves unconscious models to surface structure (beliefs, assumptions, mental models)

- Helps to establish relationships and increase understanding; refine thinking

- Contains three important elements: the speaker's content, emotions about the content, and the logical level for holding the content
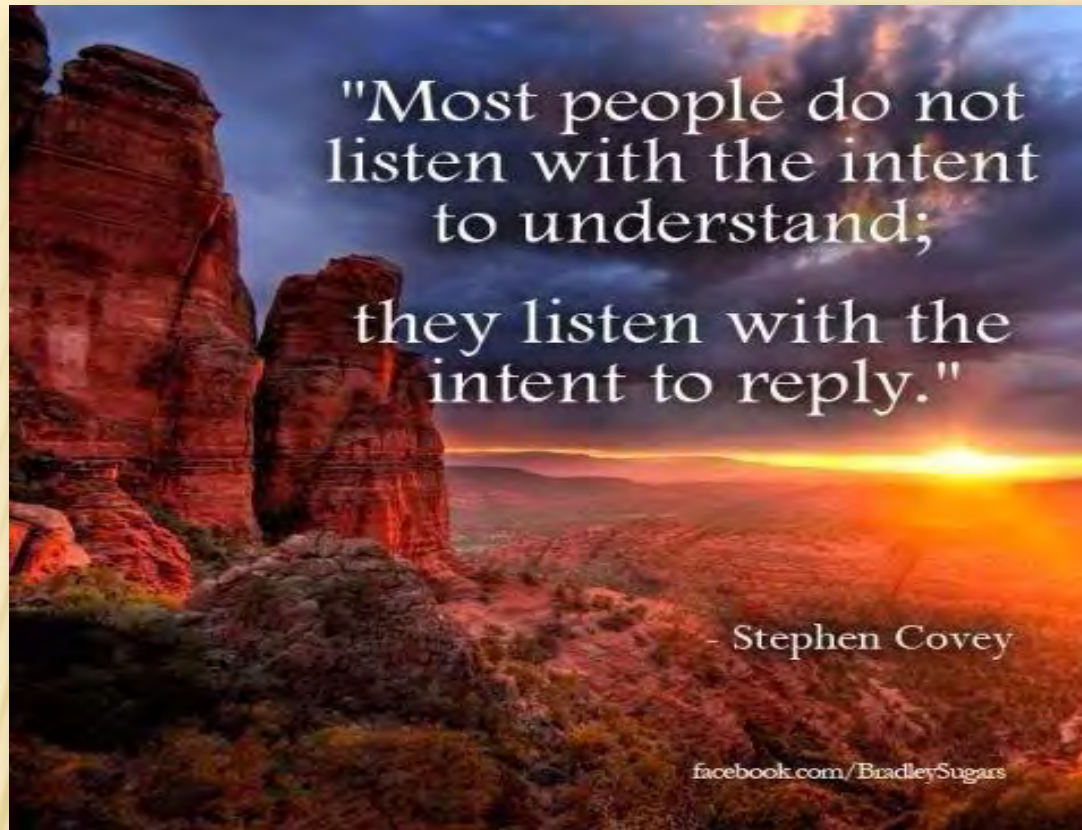
PARAPHRASING DO'S AND DON'TS (PPP. 24)

- **Do:** Make the paraphrase shorter than the original statement
- **Do Not:** Use the pronoun "I"…avoid the stem "So what I think I hear you saying…"
- **Do:** Use the pronoun "you"… "You are thinking…." "You are nervous…"
- **Do:** Capture the essence of the speaker's thoughts; make it shorter, even an "incorrect paraphrase" mediates thinking when the speaker says "No. This is what…."

THREE MAIN TYPES OF PARAPHRASES (PP. 24)

1. **Acknowledge/Clarify** – usually content and/or emotion; reflecting back what the speaker says

2. **Summarize and Organize** – organize ideas into "containers" or chunks; making organized sense of many ideas; finding themes

3. **Shift Level of Abstraction**

   + shifting the thinking UP to a more abstract or big picture label

   + shifting thinking DOWN to a more concrete label

"Most people do not listen with the intent to understand; they listen with the intent to reply."

- Stephen Covey

facebook.com/BradleySugars

- Take a moment to read this quote.

- Reflect on your own listening habits.

- Then journal about the "things you catch yourself doing when you should be listening with the intent to understand."

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Individually:

- Reflect upon the following list of 15 facilitator characteristics (pink handout):

Table Groups:

- One person begins by sharing his/her perspective

- The next speaker must paraphrase before. . .
  - Elaborating on the idea
  - Sharing a different idea or perspective or
  - Asking a question

SCENARIO UNPACK

- Form groups of 4-6 (one CNYLDP Coach)
- Colleague coach poses a scenario
- Group will process, use your notes!
- Coach models pause-paraphrase-probe in order to keep the dialogue moving
- Goal is to generate ideas and solutions but not for the coach to "give the answer".

Individually:

- Based on your commitments to actions, what might you:
  - Red Light   Stop doing
  - Yellow Light   Continue doing
  - Green Light   Start doing

- Record on your sheet

- Share and compare ideas with full group

SPEND-A-BUCK   P.33 GAW

Individually Identify how you would spend 100 pennies across the following:

1. Adults need to learn and have input into what, why, and how they will learn.
2. Learning's content and processes bear a perceived and meaningful relationship to past experience and experience is effectively utilized as a resource for learning.
3. What is to be learned relates optimally to your developmental changes and life tasks.
4. The amount of autonomy exercised by the learner is congruent with that required by the mode or method utilized.
5. People learn in a climate that minimizes anxiety and encourages freedom to experiment.
6. Adult's learning styles are taken into account

- Form task groups based on your top choice (i.e. choice with most pennies) and explore options

ACTIVITY: TEXT TAGGING (PP P. 12-14)

✖ Tag or code the text by using your written reflection and these symbols

✖ Share some of the pieces that you tagged

◊ When trust exists in a relationship, I need to see …..

Δ For me, the most important factors that promote trust are …

! Something that I have not thought of about trust.

Source: Trust Matters, by Megan Tschannen-Moran (2004)