Background

Jane Knapp
Leader’s Handbook

BACKGROUND
LESSON LEADERS—FOR USE IN HOME DEMONSTRATION CLUBS

Cooperative Extension Service PURDUE UNIVERSITY Lafayette, Indiana
The Demonstration Way

"I'd rather see a lesson
Than hear one any day.
I'd rather you would walk with me
Than merely show the way.

The eye's a better teacher
And more willing than the ear,
And counsel is confusing
But example's always clear.

The best of all the teachers
Are those who live their creeds,
For to see good put in action
Is what everybody needs.

I can soon learn to do it,
If you let me see it done.
I can watch your hands in action
But your tongue too fast may run.

And the counsel you are giving
May be very fine and true,
But I'd rather get my lesson
By observing what you do."

WE REMEMBER:

3/8 of What We Hear
5/8 of What We See
7/8 of What We Do

On Leadership

The ultimate objective of Extension teaching is a more satisfying life. People learn by only three methods; by seeing, by hearing or by doing. Extension teaching is simply the arranging of situations in order that people may see, hear or do that which is to be learned. People are not required to learn from Extension; they choose to learn on the basis of their needs and interests. Leaders can identify the needs and interests of people more easily than Extension workers; therefore, it is sound procedure to ask leaders to assist in planning the teaching programs. Families will generally make the right decisions if given facts. Extension workers need the help of leadership and organization in planning and presenting the facts that all may see, hear or do. So "Leaders - Let's Keep on Doing a Good Job!" From an Extension Leadership Workshop.
PRINCIPLES OF LEARNING WHICH ARE SOMETIMES OVERLOOKED

1. There is never learning without activity.
2. There is no learning unless the learner may look from the vantage point of other people.
   a.) Get problem defined.
   b.) Analysis of problem.
   c.) Synthesis (putting together thinking of people concerned).
   d.) Solution.

Too many individuals or groups use a and d and leave out b and c.

10 MOST COMMONLY OVERLOOKED SKILLS IN TEACHING

1. Physical setting.
   Meeting place should be comfortable in temperature, seating, lighting, etc.
2. "Hostessing" before meeting begins.
   Make sure all persons know each other.
3. Relationship between visiting and business -- both have a part in the meeting but we cannot mix the two. Need business-like attitude to accomplish business.
4. Verbal surroundings.
   Be careful in choice of words - have ears constantly tuned to words people use and the reaction to them. There are two purposes in use of words to express scientific explanation and to arouse or express emotions.
5. Start where people are.
   Starting point may not be the scientific one, but if people think it is, then that is place to start.
6. Patience.
   Changes do not come quickly.
7. Set a challenge for leadership.
   We too often fail to present a challenge to do an important job. We are too willing to accept half-hearted leadership.
8. Have something between one meeting and the next.
   Make group or individual assignments for something to be done before next meeting.
9. Group courtesy -- a person may not participate but he should not be permitted to destroy.
   If group courtesy could be injected into all, there would be a revolution in getting things done at meetings.
10. Establish eye contact with everyone in meeting.
    Talk to everyone and look at them.
Four Points to Adult Learning as Given by Gladys Gallup Wilson at a Home Demonstration Agent Advisory Meeting, February

The four principles of adult learning are as follows:

1. People learn best when they have a desire to learn.

   People learn best when they work out the ideas and the objectives and the plans. Therefore, in adult education, it is necessary to know the value so we know what motivates learning. We must help people to have worthy goals.

2. Adults learn best if they have clear goals in relation to the subject. These pathways to goals are not always clear to adults. It is the educator's place to help them to see these goals and to find their way. Our job is to make it clear. For instance, we must teach people to see the difference between the importance of sitting to iron and the making of nylon flowers. We should consider that sometimes we have too many facts for them to be clear in the minds of those being taught. As we get older, we shouldn't correlate two ideas so fast. Remember, a few facts at a time.

3. Adults learn best if they have an opportunity to practice. We learn best by doing. We can only learn to think by things we learn by application. We must ask ourselves, "Do people change after we have taught them?" Many exposures may be needed. Exposures through meeting, mass media, etc.

4. Adults learn best if they get satisfaction from learning. This points to the reason that evaluation is so important, and the reason that some people so very strongly believe in evaluation, because it is the measure of the satisfaction of learning that makes the difference.
HOW TO GIVE A LESSON IN YOUR CLUB
by Jane Knapp

I. Be Good Listeners

Before you can give a lesson in a club you must collect enough information on
the subject to be taught, so that you have something to teach.

How you listen to the trainer giving the lesson will affect what you have to
draw from when you give the lesson in your club.

The responsibility for motivating you to listen should not be on the speaker.
But oftentimes this is the case. Perhaps you are saying, "O.K., I'm listening, so
try to tell me something." Now you are acting like a fickle woman being courted.

If you want to be good listeners you must apply certain skills that have to be
learned. You can learn these skills through experience or through training. If
these skills are not learned the ability to understand what is heard will be low.

If you have a compelling reason to hear well and practice the skill, you will
see and understand things that others miss.

Learning while listening is inside action on the part of the listener.

<table>
<thead>
<tr>
<th>Hear</th>
<th>Past experience</th>
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<tr>
<td>++ Vocabulary == Understanding</td>
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See Interest

Good listeners help us talk. If the audience is attentive and reactions are
good, the speaker can concentrate more on what she has to say and less on how she
is going to get and hold attention. Negative reactions can slow or shut off the
flow of information.

Good listening takes courage, because when we listen thoroughly to another per-
sons ideas we open ourselves up to the possibility that some of our own ideas may be
wrong. Most of us fight change, especially when it has to do with altering beliefs
that may have been with us since childhood.

A good listener takes time to listen. She is attentive, and never loses faith
in the ability of the person talking to solve her own problem. This is not the
time to evaluate, but rather the time to try to understand what the speaker is
saying.

There are four mental processes when a good job of receiving and understanding
is being done.

1. The listener thinks ahead--trying to guess what the speaker is leading up to.
2. The listener weighs the evidence that supports the points being made.
3. Periodically the listener reviews the portion of the talk completed thus far.
4. The listener listens between the lines in search of meaning that is not
necessarily put into spoken words.
Some bad habits listeners get into:

1. They fake attention.
2. In getting the facts they miss the idea.
3. They avoid difficult listening.
4. Prematurely dismiss a subject as uninteresting.
5. They criticize delivery and physical appearance of speaker.
6. They yield easily to distractions.

II. Good Notes Help Us Remember

Some research at the University of Minnesota showed that the average person immediately after hearing a talk remembers one half of what he had heard. While one month later he remembers only one fourth of the talk.

Listen for whole ideas not pieces or bits. Try to discover the basic pattern of the speech; the introduction, the thesis or central idea, the evidence and the conclusion.

The very act of note taking when done properly is almost certain to improve the listener's attentiveness to the spoken word.

When reviewed afterwards, notes may remedy weakness in the listener's ability to learn from the spoken word.

The most valuable notes are brief and clear, but usually written in complete sentences. Notes that are reviewed soon increase greatly the amount that you remember of the talk.

How to Take Notes:

1. Listen, then write the gist of what has been said.
2. Get facts and principles.

III. Plan Your Lesson (With partner if two leaders)

1. Review your notes and decide on important points you want to bring out in your lesson.
2. Decide on method or methods you will use. (Demonstrations, discussion, etc.)
3. Plan carefully, considering following steps (see work sheet):
   a. Objectives; what points do you want to teach?
   b. Problems you expect to encounter.
   c. Plan your presentation point by point. Plans should include illustrative material.
   d. Summary; briefly restate important points.
4. Practice and time your presentation of the lesson.
5. Plan with president and hostess.
6. Put approved practice into effect yourself.

IV. **Give Lesson**

A well planned lesson can be given with confidence.

V. Striving towards better lessons in the future you will want to use the self evaluation form. Not with regret, but to consider how the next lesson can be better.
OUTLINE FOR PLANNING DEMONSTRATION OR LESSON

I. The Setting - Conditions

(Example) 15 to 20 persons will attend, mostly long-time members
Meeting in a home; limited seating arrangement
Will need to provide own blackboard or writing space, notepaper, etc.
Time about 1 hour

II. Objectives (a) Things you hope the group will learn as greater awareness, certain facts, skills; (b) Things the meeting help foster in group development, such as more willingness and ability to discuss, more feeling of group unity, more community mindedness.

III. Agenda or Lesson Plan. List here steps or procedures you will use in leading meeting toward achievement of objectives.

IV. Conclusion