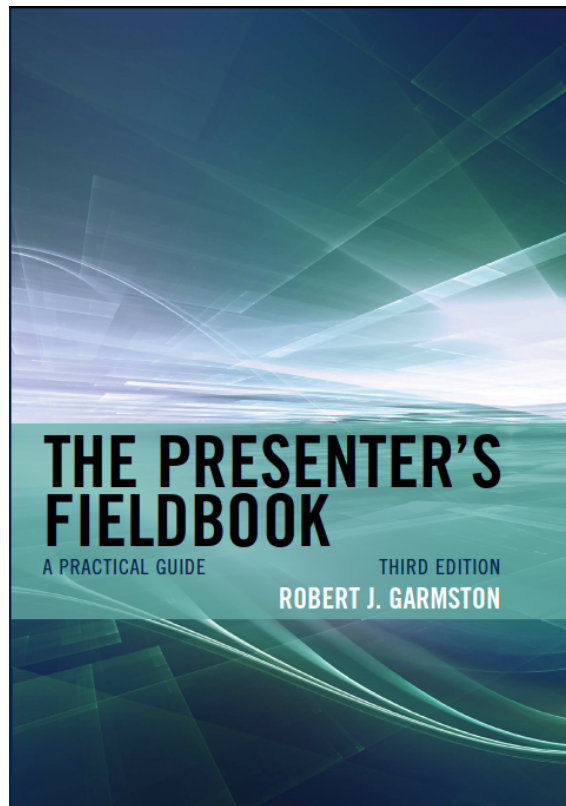
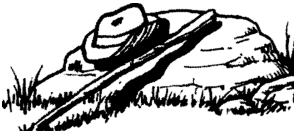


Study Group Facilitation Guide
by

Robert J. Garmston & Michael Dolcemascolo
with illustrations by
Michael Buckley



For
The Presenter's Fieldbook: A Practical Guide
Third Edition, 2018
By Robert J. Garmston



Welcome!

This Study Guide offers a roadmap for a collective journey through *The Presenter's Fieldbook: A Practical Guide, Third Edition* by Robert J. Garmston, hereafter referred to as “PFB”.

Study groups provide several benefits, including learning from diverse perspectives, enjoying a sense of commitment to the group that encourages personal preparation, and acquiring new study and presentation skills. Additionally, study groups provide ways of examining a text deeply in relation to one's own intentions and values, deepening collegial relationships, and providing periodic opportunities for rehearsal. Generally, study groups select a study format and utilize that set of protocols throughout their period of study.

A Three-Phase Learning Model

We offer ideas for an approach to study that comes from a widely accepted learning model developed by Laura Lipton and Bruce Wellman of MiraVia.com. In this Study Group model a facilitator who also participates guides the group through three stages of study in the Collaborative Learning Cycle. These phases represent the essence of agreed upon principles of many experts. First, activating and engaging what learners know about a topic, next, exploring and discovering new content, and third, organizing and integrating newly acquired learning. Each Study Guide section refers to one chapter in the *Fieldbook* and is organized in these three phases. (See *PFB*, pp. 36-38 for details.)

The Adaptive School: A Sourcebook for Developing Collaborative Groups, 3rd Edition (Garmston and Wellman, 2016) is a helpful resource, and we recommend having at least one copy available at the Study Group meetings. We will refer to it in this guide as “*Sourcebook*.” As you work flexibly with this Study Guide and the needs of the group, choose from the list of strategies in Appendix A of the *Sourcebook* pages 197-288. We find it useful for all study group members to be familiar with the processes listed below.

Collaborative Learning Cycle

Activating and Engaging begins on *Sourcebook* page 215:

Invite inclusion of Study Group members and focus mental energy on the key topics in the chapter;

2. Exploring and Discovering begins on *Sourcebook* page 227:

Collaboratively construct meaning and potential applications of the material in the chapter;

3. Organizing and Integrating begins on *Sourcebook* page 281:

Collaboratively construct meaning and potential applications of the material in the chapter.

As facilitators respond to their group's unique needs in using this Study Guide, they might consider the activities, questions and prompts for each chapter as recommendations, modifying them as appropriate. While we have designed each session for 60 – 90 minutes, you may need to modify this to fit your time frame.

This Study Guide is divided into sections aligned with the *Fieldbook* chapters. You may decide to use the chapter guides sequentially, beginning at chapter one and continuing throughout the book, or you may find certain chapters immediately compelling and want to go to those first. Should you choose the latter, be aware that the study suggestions for some chapters may refer you to earlier chapters. In any event, consider this your personal resource.

Additional Resources

In addition to *The Adaptive School Sourcebook*, the descriptions of strategies can be found on the Thinking Collaborative website, www.thinkingcollaborative.com. Study Group participants may also wish to refer to the text, *Cognitive Coaching: Developing Self-Directed Leaders and Learners*, 3rd Ed., by Arthur Costa and Robert Garmston, available from Rowman Littlefield (<https://rowman.com/RLPublishers>). Readers may wish to further extend their presentation repertoire by examining *The Astounding Power of Storytelling: How Leaders and Presenters Persuade* by Robert Garmston. Corwin Publishers (In Press) us.corwin.com/en-us/nam/home.

Images by Michael Buckley of MiraVia.com have enhanced messages throughout the Fieldbook and also appear in this study guide. We owe him special recognition and thanks. We also send appreciation to premier presenter Jane Ellison, our friend and colleague, for her support and helpful feedback during the creation of this Study Group Facilitation Guide.

With our wishes for your continued success,

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Some Suggestions for Your Study Group Sessions

Facilities

- Post a charted agenda, including the Essential Questions, for each session;
- Arrange the room for collaborative conversation (*Adaptive Schools Sourcebook* pp. 74-78);
- Post a chart of the 7 Norms of Collaboration (or the “Adaptive Schools Banners,” available from www.thinkingcollaborative.com/shop/page/2/);

Processes

- Each session is designed for a 60 - 90-minute timeframe;
- Rotate Facilitator and Recorder roles for each session, and even within a session when appropriate;
- Begin with an “Inclusion Activity” to bring everyone’s voice into the room (*Adaptive Schools Sourcebook* p. 113, “Developing Inclusion,” and pp. 215 - 221 for strategy options);
- Offer strategies using the *What, Why, How* format, offering the name and brief description of the strategy to be used, the reasons or purpose for using it, and the directions or steps for the strategy, visually available whenever possible (see *PFB* pp. 76 - 77);
- Use “Text as Expert,” referencing the *Presenter’s Fieldbook* whenever appropriate;
- Ask for the group’s reflection on the session – what was useful about the session activities and what ideas for future improvements might members have?
- Assign readings and set next agenda at the conclusion of each session.



CHAPTER ONE

To Midwife a Renaissance

Setting Up the First Study Group Meeting

- Review the “Suggested Format for Study Group Sessions,” page 4 of this Guide;
- Collaboratively set and chart a clear purpose for the Study Group;
- Reference the Seven Norms of Collaborative Work and check in with the group regarding possible Working Agreements;
- Consider a more in-depth Inclusion Activity, like Grounding (*Sourcebook* page 220), for this first session;
- Create and display a chart entitled FIVE PRESENTER’S MAPS:
 1. Be a guide
 2. Speak to four audiences
 3. Engage internal resources
 4. Foster efficacy and mindfulness
 5. Make your presentation a gift.

[Note: The first three maps will be explored in Chapter 1; the second two in Chapter 2]

Chapter 1 Essential Question

What might it mean for a presentation to be “transformational”?

Activating and Engaging

After Grounding, or other Inclusion strategy...

Study group members complete Synectics analogy: “A presenter is like a midwife because...” (*Sourcebook* p. 218)

Exploring and Discovering

1. Be a guide (*PFB* p. 6)

(Depending upon the size of the Study Group, consider using the Think-Pair-Share strategy, *Sourcebook* p. 224, with these dialogue prompts)

- Google 2014 research—Dialogue prompts:
 - How might we summarize the key findings of the 2014 Google research on effective groups?
 - What are some of the possible implications of these findings for our presentations?
- Collaborative conversations—Dialogue prompts:
 - Consider Garmston’s assertion: “Since teachers who work together produce more than teachers working alone, presentations that facilitate conversations help build skills and dispositions for psychologically safe engagement with one another.” (*PFB* p. 6)
 - How does this apply to our current presentations, and what are some of the ways it could impact future presentations?
- “Teach” and “mediate” distinction—Dialogue prompts:
 - How are we distinguishing between these two approaches?
 - What are some examples of each in our current presentations?
 - What are some of the opportunities we may have to be mediators/“midwives” in upcoming presentations?

2. Speak to four audiences (*PFB* p. 8)

- 4-person Expert or Modified Jigsaw (*Sourcebook* pp. 230-231), using *Fieldbook* pages 8-11, and the diagram on page 9;
- Self-assess personal preferences and stretches;
- Brainstorm ideas for honoring all 4 audiences in next presentation.

3. Engage internal resources (*PFB* p. 11)

- Two visual representations of Robert Dilts’ model are offered in the text: A ladder and an atom. Work in pairs or trios to construct a novel visual representation to demonstrate your understanding of the relationship among environment, behavior, capabilities, values, and identity.
- For larger groups, structure a Museum Tour with Docent to share the visuals; for smaller groups, have each pair/trio share out.

Organizing and Integrating

After time for journal reflection, share Most Important Points about Chapter 1 Round Robin.

Next Session: Clarify assigned readings for next time.



CHAPTER TWO

Fostering Efficacy and Cultural Mindfulness

Setting Up the Study Group Meeting

- Review the “Suggested Format for Study Group Sessions,” page 4 of this Guide;
- Post the charted purpose for the Study Group created in the 1st meeting;
- Reference the Seven Norms of Collaborative Work and any Working Agreements agreed upon in the 1st session;
- Display the chart entitled FIVE PRESENTER’S MAPS:
 1. Be a guide
 2. Speak to four audiences
 3. Engage internal resources
 4. Foster efficacy and mindfulness
 5. Make your presentation a gift

[Note: The first three maps were explored in Chapter 1 and the 1st Study Group session; the second two are in Chapter 2 and will be the focus for today’s meeting.]

Chapter 2 Essential Question

How might we mediate and support efficacy in others?

Activating and Engaging

- Goal Setting
 - Provide journaling time around the prompts “What are some of my strengths as a presenter?” and “What are some of my goals as I continue to grow and stretch as a presenter?”
 - Pairs Coach: Use the Cognitive CoachingSM (referenced in *PFB* pp. 13, 166, 168) Planning Conversation Map to focus thinking around your goal. Coaching maps may be found in Costa & Garmston, (2016),

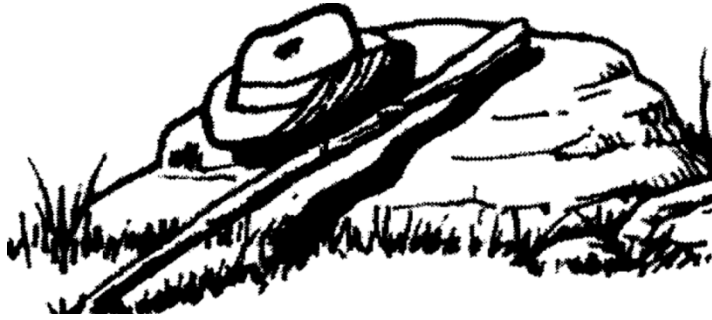
Exploring and Discovering

- Empowering Audiences (*PFB* pp. 15-17)
 - Use the dialogue structure “First Turn/Last Turn” (*Sourcebook* p. 249) to explore this section in depth.
 - Skills practice: Work collaboratively to create and edit language that presupposes the existence of a state of efficacy (*PFB* p. 16-17), for example, “Have you had any successes presenting?” becomes “As you recall previous successes...”
- Making Your Presentation a Gift (*PFB* pp. 18-20)
 - The Best Gifts are Personal
 - Think-Pair-Square: Consider an upcoming audience with whom you will be working. What might be some of the positive things you know about them that can be incorporated into your presentation?
 - With a partner, co-create some potential opportunities for suspense in upcoming presentations. Share your ideas with the whole Study Group.
 - Wrap It in Beautiful Paper: As a group, engage in a brainstorm of additional ideas to attractively wrap your presentation.
- Cultural Attentiveness (*PFB* pp. 20-23)
 - “Americans have a tendency to unconsciously judge people who speak non-standard English as less trustworthy and less intelligent.” (*PFB* p. 21)
 - Jot and Talk: Jot your thoughts about this observation. Search your internal experiences as well as what you’ve observed. Then, as a group, talk about your reaction to the sentence.

Organizing and Integrating

Review the journal entry made at the beginning of the session. What reflections might you add based on today’s reading and dialogue?

Next Session: Clarify assigned readings for next time. Note that the length and content of Chapters 3 and 4 may be addressed in a single Study Group session, or kept separate.



CHAPTER THREE

Developing a Designer's Mind

Setting Up the Study Group Meeting

- Note that the length and content of Chapters 3 and 4 may be addressed in a single Study Group session, or kept separate.
- Review the “Suggested Format for Study Group Sessions,” page 4 of this Guide;
- Post the charted purpose for the Study Group created in the 1st meeting;
- Reference the Seven Norms of Collaborative Work and any Working Agreements agreed upon in the 1st session;
- Have index cards available for Give One to Get One Strategy.

Chapter 3 Essential Question

How do we develop a designer's mind?

Activating and Engaging

- Full Group engages in Give One to Get One (*Sourcebook* p. 218)
 - On an index card, jot down your name and one of the things you consider when designing a presentation.
 - Stand and circulate, then share information on their index card with another participant, paraphrasing and inquiring so they can, in a moment, share their partner's card and information with another person.
 - At signal, trade cards, locate new partner, and share the new card and information with their new partner.
 - As a whole group, share what you have learned, identifying themes and patterns.

Exploring and Discovering

- Focus on Event Design Step #1, “Who's coming?” (*PFB* pp. 28-29)

- Four Audiences Partners—Pair with a colleague who is a different audience type than you. Together recall the characteristics and presentation tips for each audience type (*PFB* Chapter 1, p. 8).
- Partners analyze the four icons for “Who’s coming” -- cloud, question mark, eyeglasses and footsteps -- and apply them to an audience you have experienced:
 - Storm cloud—What were some of the issues that affected an audience with which you worked, e.g., “This was the third day this week they had been out of their building, and the previous night reduction-in-force notices had gone out (*PFB* p. 29)?” What are some of the things you have done to respond to “storm clouds” like this?
 - Question Mark—What are some examples of burning questions you knew ahead of time that audiences would bring to the session? How did you discover these questions, and how did knowing them help you prepare?
 - Eyeglasses—What are some examples of audiences where you learned about perspectives that supported you in designing your presentation?
 - Footsteps—What are some of the ways you have learned about the various roles of audience members? How did “walking in their footsteps” help you to design your presentation?
- Whole group reflection: In Chapter Two, you reflected upon Cultural Attentiveness (*PFB* p. 20). On page 21 Carolee Hayes comments that culture includes how one thinks about life and work. Based on this comment, brainstorm the cultures often in the room with you when you present. How might this awareness influence your planning and interactions?
- Focus on Event Design Step #2, “Outcome”
 - New Partners engage in Say Something strategy (*Sourcebook* p. 232) to process “Outcome: Bottom Line by the End of the Event,” *PFB* pages 29-30.
 - Reflection: ““What are my outcomes?” is the presenter’s most essential question” (*PFB* p. 31). What are some of the things that are important to you about beginning with the end in mind?

Organizing and Integrating

- Individuals may wish to begin applying the Design Map to their next presentations using the Event Design Worksheet in this Study Guide, pp. 11-12.
- **Next Session:** Note that the length and content of Chapters 3 and 4 may be addressed in a single Study Group session, or kept separate. Clarify assigned readings for next time, either Chapter 4 or Chapter 5.

CHAPTER THREE

Event Design Worksheet

Brief Project Description:

Audience Information (including perspectives, possible issues, experience):

Outcomes:

Success Criteria (summative and formative):

Content & Process

1) Content Chunk:

- a. Activate and Engage—
- b. Explore and Discover—
- c. Organize and Integrate—

2) Content Chunk—

- d. Activate and Engage—
- e. Explore and Discover—
- f. Organize and Integrate—

3) Content Chunk—

g. Activate and Engage—

h. Explore and Discover—

i. Organize and Integrate—

4) Content Chunk—

j. Activate and Engage—

k. Explore and Discover—

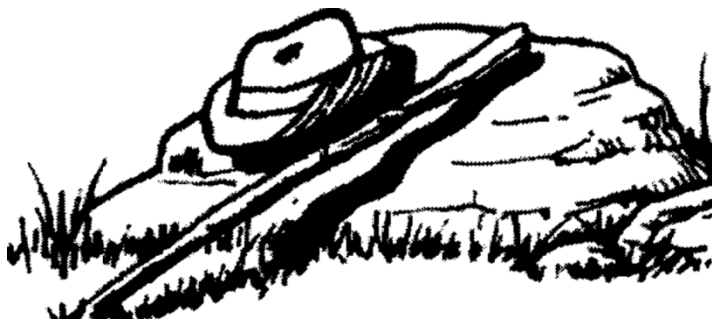
l. Organize and Integrate—

Public Agenda Draft—

Private Agenda Notes—

Choreograph an Opening (audience connect, inclusion, acknowledge resistance if necessary):

Celebrate/Organize & Integrate:



CHAPTER FOUR

Selecting Content and Interactions

Setting Up the Study Group Meeting

- Note that the length and content of Chapters 3 and 4 may be addressed in a single Study Group session, or kept separate.
- Review the “Suggested Format for Study Group Sessions,” page 4 of this Guide;
- Post the charted purpose for the Study Group created in the 1st meeting;
- Reference the Seven Norms of Collaborative Work and any Working Agreements agreed upon in the 1st session.

Chapter 4 Essential Question

How might presenters appropriately balance content and interaction?

Activating and Engaging

- Round Robin Share: How do you decide how much content to put on your presentation agenda?

Exploring and Discovering

- Conduct a Strategy Harvest
 - Pairs clarify strategies referenced in Chapter 4, particularly page 35;
 - Use entire group (and the *Adaptive Schools Sourcebook* and/or Thinking Collaborative website list of strategies) to assist in clarification and examples;
 - Pairs conclude by sharing plans to include one or more of the strategies in their next presentation:
 - Chapter Four Strategies List:
 - ✓ Essential and Nice
 - ✓ 10-2

- ✓ Create a Tweet
 - ✓ Turn to Your neighbor and...
 - ✓ Learning Partners
 - ✓ Journaling
 - ✓ Paired Verbal Fluency
 - ✓ Hopes and Fears
 - ✓ Brainstorm Questions
- “How Will the Audience Interact with the Content”
 - Pairs: Referring to the Content-Process Ratio figure on page 36, estimate when you might provide processing within a 90-minute presentation on:
 - Awareness: “An Introduction to Nuclear Physics”
 - Knowledge Acquisition: “Understanding Nuclear Physics”
 - Skills Acquisition: “Managing a Nuclear Physics Protocol”
 - Attitude Development: “Why Nuclear Physics?”
 - Pairs share with another pair your thinking about the exercise above.
 - 3-Phase Learning Cycle
 - Create trios and use the A-B-C Each Teach strategy variation (*Sourcebook* p. 229)
 - Trio divides three phases—Activate and Engage, Explore and Discover, Organize and Integrate (*PFB* pp. 36-38)—first reading, then using the diagram on page 37 to teach their phase to the others.

Organizing and Integrating

- Use the Events Design Worksheet, pages 11-12 in this Study Guide, to draft one or more content chunks for an upcoming presentation, planning how to Activate and Engage, Explore and Discover, Organize and Integrate.

Next Session: Clarify assigned readings for next time.



CHAPTER FIVE

Save Planning Time

Setting Up the Study Group Meeting

- Review the “Suggested Format for Study Group Sessions,” page 4 of this Guide;
- Post the charted purpose for the Study Group created in the 1st meeting;
- Reference the Seven Norms of Collaborative Work and any Working Agreements agreed upon in the 1st session;
- Consider adding a charted running list of strategies used in the Study Sessions.

Chapter 5 Essential Question

How might presentation of content be more efficient?

Activating and Engaging

- Mix-Freeze-Pair (*Sourcebook* p. 214) prompts:
 - How might you explain the three phases of the Learning Cycle?
 - What is the meaning of “gum and chewing”? in the Event Design Map, and how are you using it?
 - What is one strategy from Chapter 4 with which you have experimented? What did you do? What happened? What did you learn?

Exploring and Discovering

- Pairs select an upcoming audience to analyze and determine function and tone (*PFB* p. 41):
 - Decision-making group?
 - Typical formats?
 - Physical surroundings?
 - Interactive norms?
 - Emotional environment?
- Presentation Containers Practice, Part 1

- Individually, consider the first three Presentation Containers: Time Sequence, Question-Answer, and Three Ideas.
- Choose one to apply to the upcoming audience identified in the previous activity.
- Using the examples on page 42, create a rough draft of an opening, using that container as a guide.
- Depending on size of Study Group, have Pairs Square and Share, or engage in Round-Robin Sharing.
- Presentation Containers Practice, Part 2
 - Form work groups of 3-4 Study Group members
 - Each group selects one Presentation Container for practice
 - Using the examples on pages 43-47, draft a presentation using chosen container
 - Teams present their drafts to the whole Study Group.
- Presentation Containers Practice, Part 3
 - Use the Scenarios provided on page 47 to prompt a group discussion on use of Presentation Containers.

Organizing and Integrating

- How might you explain the *What? Why? How?* Of Presentation Containers to someone who was not able to attend this session?

Next Session: Clarify assigned readings for next time.



CHAPTER SIX

Before the Opening

Setting Up the Study Group Meeting

- Review the “Suggested Format for Study Group Sessions,” page 4 of this Guide;
- Post the charted purpose for the Study Group created in the 1st meeting;
- Reference the Seven Norms of Collaborative Work and any Working Agreements agreed upon in the 1st session;
- Consider adding a charted running list of strategies used in the Study Sessions;
- If planning on using the “Music Sharing” activity below, prepare audio equipment.

Chapter 6 Essential Question

What preparations are beneficial prior to the opening of the presentation?

Activating and Engaging

- Presentation Rituals
 - Individuals share Round Robin something they usually do right before a presentation.
- Synectics (*Sourcebook* p. 218)
 - Prompt: “*Presenting is like theater because...*”

Exploring and Discovering

- Use the Focused Reading scanning strategy on pages 50 – 52 (“Audience Perspective” through “The Presenter’s Work Space”)
 - Individually mark text with a ✓ to indicate I know this/have done this; with a ★ to indicate that this item is new/important; or with a ? to indicate that this item is unclear.

- Standing Stars—Have a standing conversation with one or more colleagues to share items that you have starred.
- Whole Group—Clarify items that have question marks.
- Setting the Stage (*PFB* p. 54)
 - Partners dialogue about the graphic on page 54, indicating what they are already doing, what they might add, and what they might modify.
 - Pairs Square (or Whole Group) to share discoveries.
- Music Sharing
 - If resources are available, experiment with music clips taken from the suggestions on page 56. Add to the categories and samples offered on pages 19 of this Guide, “Workshop Song List Samples.”
- Taking Care of Yourself (*PFB* pp. 58-59)
 - Use the Key Concepts/Key Ideas strategy (*Sourcebook* p. 230) to highlight ideas important to you in the reading, then share those highlighted items with a partner or small group.
- Confidence Practice
 - Standing partners use the suggestions on page 60 to practice, and receive feedback from a partner, then switch.

Organizing and Integrating

- Use the Pyramid strategy (*Sourcebook* p. 242) to create a checklist of things to be done prior to starting the presentation.
- Collect the draft checklist to print and distribute to Study Group members next session.

Next Session: Clarify assigned readings for next time.

WORKSHOP SONG LIST SAMPLES

Dolcemascolo, 2018

OPENINGS

- A Beautiful Morning, The Rascals, The Rascals' Greatest Hits
- Good Morning, John Legend, Evolver
- Morning Has Broken, Cat Stevens: Greatest Hits
- Oh, What A Beautiful Morning
- Beautiful Day, U2
- Brand New Day, Sting
- Start Me Up, The Rolling Stones, Tattoo You
- Let's Get It Started, Black Eyed Peas

CELEBRATIONS/CLOSINGS

- At Last, Etta James
- Celebrate, Three Dog Night
- Hallelujah Chorus
- Happy Trails, Roy Rogers
- I Can See Clearly Now
- I Feel Good, James Brown
- Simply the Best, Tina Turner
- Somewhere Over the Rainbow/Wonderful World
- We Will Rock You, Queen, ESPN Presents Stadium Anthems: Music for The Fans
- Pomp & Circumstance

HIGH ENERGY

- Heigh-Ho
- Locomotion, Kylie Minogue
- Supercalifragilistic
- I'm So Excited, Pointer Sisters
- New Attitude, Patti Labelle
- Let's Dance, David Bowie
- Fun, Fun, Fun, The Beach Boys, Sounds of Summer

LINE UPS/GROUPING

- I Only Want to Be with You, Dusty Springfield
- True Colors, Cyndi Lauper or Phil Collins (clothing color partners)
- Kokomo, The Beach Boys, Sounds of Summer (vacation line up)
- The Gambler, Kenny Rogers (playing card partners)
- Be True to Your School, The Beach Boys (school line up)
- Get on Your Feet, Gloria Estefan

- Get Up Stand, Bob Marley & The Wailers
- Hot, Hot, Hot (Salsa/spicy foods line up)
- I Walk the Line, Johnny Cash (line ups)
- Rock around the Clock, Bill Haley & His Comets (clock partners)
- Thank You for Being a Friend, Cynthia Fee, TV Land presents Favorite TV Theme Songs

LUNCH

- Cheeseburger in Paradise, Jimmy Buffett
- Lunch Break: Peak Hour, The Moody Blues, Days of Future Passed
- Hallelujah Lunchtime, Trainer's Warehouse Chorus, Laughable Lyrics
- Lunch Time, Hangin' Out with My Baby
- Lunch Time, Phat Jams
- Sweet Potato Jingle, Nothings the Same

AM BREAK MUSIC

- Kisses in The Wind, Steve Reid, Passion in Paradise
- Morning Dance, Spyro Gyra
- Early A.M. Attitude, Dave Grusin
- Mr. Chow, Acoustic Alchemy
- Hawkeye, Alan Parsons Project
- Across the Sun, Keiko Matsui

PM BREAK MUSIC

- Break My Stride, Matthew Wilder
- Breakout, Spyro Gyra
- Girls Just Want to Have Fun, Cyndi Lauper
- Green Onions, Booker T. & The MG's
- Hook, Blues Traveler
- Iko Iko, Dr. John
- Listen to The Music, The Doobie Brothers
- Change the World, Eric Clapton

TRANSITIONS

- Breakout, Swing Out Sister
- If You Love Somebody Set Them Free, Sting
- The Best Is Yet to Come, Nancy Wilson
- Born to Run, Bruce Springsteen
- You Ain't Seen Nothin' Yet, BTO
- One Love/People Get Ready, Bob Marley
- Stop! In the Name of Love, The Supremes
- Welcome Back, John Sebastian, TV Land presents Favorite TV Theme Songs



CHAPTER SEVEN

Agendas and Openings

Setting Up the Study Group Meeting

- Review the “Suggested Format for Study Group Sessions,” page 4 of this Guide;
- Post the charted purpose for the Study Group created in the 1st meeting;
- Reference the Seven Norms of Collaborative Work and any Working Agreements agreed upon in the 1st session;
- Post the running list of strategies used in the Study Sessions;
- Distribute printed copies of the Checklist created by the group in the last session.
- Create a chart duplicating the “Presenter’s Notes” on page 68.

Chapter 7 Essential Question

How do agendas support the opening and progress of a presentation?

Activating and Engaging

- Set and Test Working Agreements (*Sourcebook* p. 259)
 - Re-visit the Working Agreements chart created during the first Study Group Session, and engage in conversation:
 - How are we doing?
 - How do we know?
 - What Working Agreements might we add, subtract, or revise from our list to support our time together?
 - NOTE—3-5 Working Agreements max.

Exploring and Discovering

- Agenda T-Chart
 - Pairs or trios create a T-Chart, with “Public Agenda” on one side and “Personal Agenda” on the other;

- Using page 64 as text reference, brainstorm the contrasts between the two agendas;
- Whole group shares and compares T-charts;
- Reflection Dialogue: What might be some of the differences between creating a presenter's agenda versus the agenda for a meeting that you will facilitate? (Additional resource for this contrast will be found on page 72, "Preview the Agenda")
- "Watch for News about Progress" (*PFB* p. 66)
 - Partners use Jerome Harste's Say Something strategy (*Sourcebook* p. 232) to mutually offer each other a paraphrase, key point, connection, or question after each paragraph or bullet.
 - Partners compose a Most Important Point (*Sourcebook* p. 283) to share with whole group.
- Presenter's Notes for Openings (chart and *PFB* p. 68)
 - Partner's Writing—Use the template to draft an opening for each of your next presentations;
 - Include an "elevator speech" or impact/provocative statement in your draft (see examples, *PFB* pp. 68-72);
 - Pairs-Square-Share their work.
- Group Dialogue—Using the prompt, "This makes sense to me because....," reflect on the quotation found on page 69:

"The work of transformation starts even before the opening. Have your demeanor and comments reflect your suppositions about the audience: they are sufficient (not deficient); they have noble intentions; and they have efficacy and can take care of themselves, their comfort, and their learning. Communicate your respect for individuals, the group, and the knowledge, skills, attitudes, and experiences learners bring to the educational setting."
- Partners review the strategies and moves for "Establishing Rapport" on page 73, searching for "Done it!" or "Will try this!"
- Pairs Square and Share

Organizing and Integrating

- Use the One Word Summary strategy (*Sourcebook* p. 283).
- Reflect on the group's use of the Working Agreements and Norms of Collaboration in this meeting. Brainstorm what might be done next time to increase use of both?

Next Session:

- Clarify assigned readings for next time.
- Bring a sample of directions that will be given in an upcoming presentation, either on a PowerPoint slide or on a sheet of chart paper.



CHAPTER EIGHT

Giving Clear Directions

Setting Up the Study Group Meeting

- Review the “Suggested Format for Study Group Sessions,” page 4 of this Guide;
- Post the charted purpose for the Study Group created in the 1st meeting;
- Reference the Seven Norms of Collaborative Work and any Working Agreements reviewed in the Chapter 7 session;
- Post the running list of strategies used in the Study Sessions.

Chapter 8 Essential Question

How might direction-giving become even more efficient and effective?

Activating and Engaging

- Reflection
 - Study Group Members responded to these prompts at their second meeting: “*What are some of my strengths as a presenter?*” and “*What are some of my goals as I continue to grow and stretch as a presenter?*” At this mid-point of the text, provide reflective writing time with the prompt, “*How is it going?*”
 - Pairs Coach: Use the Cognitive CoachingSM (referenced in *PFB* pp. 13, 166, 168) Reflecting Conversation Map to focus thinking around progress towards goals. Coaching maps may be found in Costa & Garmston, (2016), *Cognitive Coaching: Developing Self-Directed Leaders and Learners*, <https://rowman.com/RLPublishers>.
- Pairs: share and analyze sample directions you brought to this session.
- Pairs or Whole Group Dialogue: What might be some reasons why direction-giving could be described as the most important activity in a presentation?

Exploring and Discovering

- The First Three Principles
 - Form trios and use the Modified Jigsaw strategy:
 - Partner A--“Attention First,” pages 75-76;
 - Partner B--“Use Short, declarative Statements,” page 76;
 - Partner C--“Tell them Why,” pages 76-77.
 - Each partner stands, presents what was learned, and includes practice of the Visual Paragraph (*Sourcebook* p. 206) in his/her presentation to the trio.
 - NOTE: A model of the Visual Paragraph can be seen in the video “Focusing Four: A Consensus Seeking Activity for Prioritizing,” Robert Garmston and Michael Dolcemascolo, Highlands Ranch, CO, 2009 (www.thinkingcollaborative.com).
- Pairs Practice “To Use a Slide”
 - Follow the guidance on page 77 to deliver directions to your partner
 - Partner offers feedback, using the text as reference, then switch.
- Using Space for Multistep Directions
 - If Visual Paragraph practice was not included earlier with The First Three Principles, structure time now to do so. Select any content from chapter.
- The Potentially Pernicious Pronoun (*PFB* p. 78): Delivering directions incorrectly, moving to a new space and then delivering them correctly, allows muscle memory distinctions making it more likely you will deliver directions correctly in the future.
 - Pairs practice by anchoring a “negative” practice space, and saying “I want you to look this direction.”
 - Break eye contact, move to a different space, anchoring it as “positive” anchor spot.
 - Make eye contact with your audience and say “Please turn and look this direction for next steps.”
 - Repeat the process, saying “Here is what I want you to do next” in the negative space, breaking and moving to the positive space, then saying “Listen carefully to the description of the process.”
 - Switch with partner, and debrief: How did it feel to “recover” in the positive space?
 - Continue practicing in the positive space, adding your own phrases to this list:
 - “Your next steps are...”
 - “This process has three phases...”
 - “Take a moment to complete your thoughts and prepare to share your ideas with the group.”

Organizing and Integrating

- Use the Recipe strategy (*Sourcebook* p. 285) to have pairs or small groups summarize what they now know about giving directions.
 - Provide format:

Recipe for Giving Directions
Name of Dish _____
From the Kitchen of _____
Servers _____
Ingredients _____
Cooking Directions _____
 - Share recipes using a Gallery Walk.

Next Session: Clarify assigned readings for next time.



CHAPTER NINE

Delivering Your Message with Humor

Setting Up the Study Group Meeting

- Review the “Suggested Format for Study Group Sessions,” page 4 of this Guide;
- Post the charted purpose for the Study Group created in the 1st meeting;
- Reference the Seven Norms of Collaborative Work and any Working Agreements reviewed in the Chapter 7 session;
- Post the running list of strategies used in the Study Sessions.

Chapter 9 Essential Questions

What’s so funny?

How might we use humor to enhance our presentations?

Activating and Engaging

- Structure the First Job strategy (*Sourcebook* 217). Respond to the prompts:
 - What might be some of things you learned in that job that support you as a presenter?
 - What have these jobs taught you about humor?

Exploring and Discovering

- Dialogue Sharing: In “Do’s and Don’ts of Humor,” pages 81-82, a dozen reasons are given in response to the question, “Why use humor in a presentation?” Which reasons stand out for you?
- Pair Share—Partners offer their own perspectives on what it means to become “environmental architects of humor” (*PFB* p. 83).
 - What might be some of the things that you are comfortable doing “Before the Opening” (*PFB* 83-84) to set the stage for humor?

- Partners use the A B Each Teach strategy (*Sourcebook* p. 229)
 - Partner A reads “During the Opening” (*PFB* pp. 84-85);
 - Partner B reads “Throughout the ‘Bawdy’ of the Presentation” (*PFB* p. 86);
 - After teaching each other, share those things you are already doing, and those you might comfortably add to your repertoire to create an atmosphere for humor.
- Review the theories of humor (*PFB* pp. 87-88) and generate additional examples for each.

Organizing and Integrating

- Conclude this session on humor with the light-hearted strategy, Sound and Motion Symphony (*Sourcebook* p. 286).

Next Session: Clarify assigned readings for next time.



CHAPTER TEN

Responding to Questions

Setting Up the Study Group Meeting

- Review the “Suggested Format for Study Group Sessions,” page 4 of this Guide;
- Post the charted purpose for the Study Group created in the 1st meeting;
- Reference the Seven Norms of Collaborative Work and any Working Agreements reviewed in the Chapter 7 session;
- Post the running list of strategies used in the Study Sessions;
- If using the K-W-L strategy, prepare chart paper with three columns labeled **Know**, **Want to Know**, and **Learned**.

Chapter 10 Essential Question

How might responding to questions be considered an art – or a science?

Activating and Engaging

- Use the Paired Verbal Fluency strategy (Sourcebook p. 225) to reflect upon everything you know about responding to questions.
- Use Donna Ogle’s K – W - L reading strategy to “prime the pump” about the content of this chapter.
 - Prepare chart paper with three columns labeled **Know**, **Want to Know**, and **Learned**.
 - Brainstorm things the group already “**Knows**” and has experience with concerning how to respond to questions in a presentation;
 - Next, list those things the group would “**Want to know**” more about concerning the topic;
 - Forecast that the third column, what the group has “**Learned**,” will be completed at the conclusion of the meeting.

Exploring and Discovering

- Personal Pause Time (*PFB* p. 91)
 - Pairs use Say Something strategy (*Sourcebook* p. 232) to construct meaning for each paragraph;
 - Pairs Square and Share key ideas from the reading.
- Be Strategic (*PFB* pp. 92 – 93)
 - Trios use the Triad Inquiry strategy (*Sourcebook* p. 234) to both explore content and also practice response skills.
- Trios Practice
 - Using the chart on page 94, create additional examples for each of the question types, writing the question only;
 - Whole group (or, if the group is large, trios combine to form groups of six);
 - Trios offer their questions, and others practice responding, identifying the Type.

Organizing and Integrating

- Review the K - W - L chart created at the start of the meeting, and complete the third column with what the group has “**L**earned” about responding to questions.

Next Session: Clarify assigned readings for next time.



CHAPTER ELEVEN

Closing Memorably

Setting Up the Study Group Meeting

- Review the “Suggested Format for Study Group Sessions,” page 4 of this Guide;
- Post the charted purpose for the Study Group created in the 1st meeting;
- Reference the Seven Norms of Collaborative Work and any Working Agreements reviewed in the Chapter 7 session;
- Post the running list of strategies used in the Study Sessions;
- Have resource copies of the Adaptive Schools Sourcebook, and/or access to the web version of Organize and Integrate strategies (*Sourcebook* pp. 281-287, <http://www.thinkingcollaborative.com/strategies/>);
- Prepare five charts with headings: Contrast, Rhyme, Echo, Alliteration, and Metaphor. Consider priming the pump by placing one or more examples taken from *Fieldbook* pp. 99 – 100 on each chart.

Chapter 11 Essential Question

How might we close our presentations effectively?

Activating and Engaging

- With a partner, review the charted running list of strategies, focusing on those used to close the Study Group meetings so far, including:
 - Journal Reflection
 - Most Important Point (MIP)
 - One Word Summary
 - Recipe
 - Sound and Motion Symphony
 - K – W – L
- What might be some common characteristics of these examples? Which have you experimented with in your presentations, and what are you learning?

Exploring and Discovering

- Close Early (*PFB* pp. 97-98)
 - Pairs review directions for the Three Balloons, Matchbook Summary, and 7-11 Conversations strategies (*Sourcebook* pp. 281, 282, 286).
 - How do these seem to be alike and different than “Sort and Store,” *Fieldbook* page 97?
- To Conclude (*PFB* p. 98)
 - Pairs (or small groups) review the 5 general tips for closing.
 - Reflecting upon your own closings, which tip is most relevant to you, and why?
 - What might be some possible strategies you will use to add the tip to your repertoire?
- “CREAM” technique, Winston Churchill (*PFB* pp. 99 – 100)
 - Structure a Carousel Brainstorming opportunity
 - Five charts with headings
 - ✓ Contrast
 - ✓ Rhyme
 - ✓ Echo
 - ✓ Alliteration
 - ✓ Metaphor
 - 2 – 4 participants at each chart
 - Add to the examples
 - Rotate on signal to visit each chart
 - Reflect on ideas generated and allow for authors to respond to clarifying questions.
- A – B Each Teach (*Sourcebook* p. 229)
 - Partner A reads and highlights “Call to Action” (*PFB* pp. 98 – 99);
 - Partner B reads and highlights “Foreshadow the Journey” (*PFB* pp. 101 – 102);
 - When ready, teach section to partner.

Organizing and Integrating

- Return to your Event Design Worksheet (Chapter 3, p. 12 in this document) and draft a “Close/Organize & Integrate” for your next presentation.

Next Session: Clarify assigned readings for next time.



CHAPTER TWELVE

Anticipating Challenges

Setting Up the Study Group Meeting

- Review the “Suggested Format for Study Group Sessions,” page 4 of this Guide;
- Post the charted purpose for the Study Group created in the 1st meeting;
- Reference the Seven Norms of Collaborative Work and any Working Agreements reviewed in the Chapter 7 session;
- Post the running list of strategies used in the Study Sessions.

Chapter 12 Essential Question

How might audiences be re-engaged in down times?

Activating and Engaging

- Synectics (*Sourcebook* p. 218)
 - Prompt: “*Presenting is like driving a train because...*”

Exploring and Discovering

- Draft Jon Saphier’s “Transitions” language (*PFB* p. 106) with content items from an upcoming presentation:
 - “*We’ve just examined _____. Next, we are going to _____. Then, we will _____. From all of this you will become _____.*”
 - Practice delivery with a colleague, then switch and repeat.
- Self-assess your comfort delivering clear directions (*PFB* p. 106. See *PFB* pp. 74-79 for a description of well-delivered directions).
 - Partners pose the following questions, pause, paraphrase the response, pause, and ask follow up questions:
 - How are you feeling about your direction-giving?

- What are some of the positive results you are experiencing?
 - What might be some of the choices you are making about direction-giving?
 - As you continue to stretch yourself in making direction-giving more clear, explicit, and elegant, what might be some of your next steps?
 - What will support you in accomplishing those steps?
- Partners switch roles, and repeat process.
- Pairs conduct a Strategy Harvest from pages 106 – 107, clarifying the strategy or presenter move, and concluding with a plan to incorporate one or two in your next presentation. Your Strategy Harvest might include items such as the ones below:
 - Recruit recorders
 - Start on time
 - Sponge activities
 - 3 - 2 - 1
 - Four-Box Synectics
 - Cartoons
- Sensing the Slowdown (*PFB* p. 107)
 - Predict – What are the cues that a group is in a slowdown?
 - Read “Sensing the Slowdown,” and note the validations and fresh ideas.
 - Commit to “Taking Action” by reviewing the five moves on page 108, and adding others of your own to the list. Talk with a partner about what ideas you are considering.
- Eight Moves to Keep Audiences Tuned In (*PFB* pp. 109 – 110)
 - Group of four use the Modified Jigsaw strategy (*Sourcebook* p. 231)
 - Distribute the Eight Moves, two per person
 - Reading and rehearsal time
 - Each presents his/her moves.
- How to Keep Them Awake and Learning After Lunch (*PFB* pp. 111-113)
 - Trios use the Expert Jigsaw strategy (*Sourcebook* p. 230)
 - Partner A – Stragglers
 - Partner B – The Post Lunch Blahs
 - Partner C - Contextualizing

Organizing and Integrating

- Use the MIP (Most Important Point) strategy (*Sourcebook* p. 283) and share with a partner or Round-Robin, depending on the size of the Study Group.

Next Session: Clarify assigned readings for next time. Bring the drafts done in Chapter 7 on Presenter's Notes for Openings (*PFB* p. 68).



CHAPTER THIRTEEN

The Art and Science of Nonverbal Skills

Setting Up the Study Group Meeting

- Review the “Suggested Format for Study Group Sessions,” page 4 of this Guide;
- Post the charted purpose for the Study Group created in the 1st meeting;
- Reference the Seven Norms of Collaborative Work and any Working Agreements reviewed in the Chapter 7 session;
- Post the running list of strategies used in the Study Sessions;
- Have available the Allstate commercial, featuring Dennis Haysbert’s voice over, available at <https://www.youtube.com/watch?v=k9EBcNEKkcY>.

Chapter 13 Essential Question

How might we use nonverbal patterns to create a learning environment in which intention and perception are congruent?

Activating and Engaging

- To “warm up” the nonverbals and congruence with language, have the group engage in “My Bonnie Lies Over the Ocean” (*Sourcebook* p. 224). When the letter “B” is used in the song stand if you have been seated, and sit if you have been standing.

Exploring and Discovering

- After reading “In the Beginning...” (*PFB* p. 116) about Kendall Zoller’s first encounter with Michael Grinder’s teaching of nonverbals, share some of your own experiences learning about the importance of nonverbal communication.

- With a reading partner, use the Key Concepts/Key Ideas strategy (*Sourcebook* p. 230) to explore the emerging research on “Communicative Intelligence” (*PFB* p. 117) and “Listening Lights Up the Brain” (*PFB* p. 118).
- Ten Guidelines for the First Five Minutes
 - After reading “Before the First Five Minutes” (*PFB* p. 119), engage in a dialogue to share of some of your intentional behaviors before starting a presentation.
 - “Open with an Impact Statement” (*PFB* pp. 119-121)
 - After reading, review page 68 about presenter’s notes for openings (*PFB* p. 68). Next, with a partner, construct an impact statement for a group you plan to meet.
 - Partners share understanding of Kendall’s use of the Johari Window (*PFB*, Table 13.1) as an organizer for openings.
 - “Establish Credibility”
 - Watch the Allstate YouTube video (www.youtube.com/watch?v=k9EBcNEKkcY) for a model of Dennis Haysbert’s voice over, recommended on page 121.
 - Partners practice credible voice intonation with these phrases:
 - Look this way
 - Set materials aside
 - The calendar is the most important element
 - After reviewing “Use Location Strategically” (*PFB* pp. 121-123), engage in a dialogue using the Four Locations diagram (*PFB* p. 123). What are some of the things you are learning about using space wisely?
 - “Pause”--With a paired reading partner, use the Say Something strategy (*Sourcebook* p. 232), stopping and “saying something” after the first paragraph on page 123, then again after the second paragraph on page 124.
 - Stand Still at the Beginning--Practice standing still in front of your partner for a full ten seconds, using the script on page 120. Switch and debrief.
 - “Evoke Synchronicity” and “Comment on the Visual Agenda” (*PFB* p. 125)--Partners practice eye-hand coordination by directing their “audience” to look at an imaginary screen or chart, moving both their hand and their eyes toward the 3rd point. Pause, then turn and re-connect with audience/partner. Switch and debrief.
 - Use the AB Each Teach strategy (*Sourcebook* p. 229) to divide, read and teach “Breathe” (*PFB* p. 125) and “Engage the Group” (*PFB* p. 126) to your partner.

Organizing and Integrating

- Review the “10 tips for the first five minutes,” and choose one or two most relevant to your growth as a presenter. Pairs-Square or Round Robin to share.

Next Session: Clarify assigned readings for next time.



CHAPTER FOURTEEN

Brilliantly Copresent Your First Event

Setting Up the Study Group Meeting

- Review the “Suggested Format for Study Group Sessions,” page 4 of this Guide;
- Post the charted purpose for the Study Group created in the 1st meeting;
- Reference the Seven Norms of Collaborative Work and any Working Agreements reviewed in the Chapter 7 session;
- Post the running list of strategies used in the Study Sessions.

Chapter 14 Essential Question

How might we enhance our copresentations?

Activating and Engaging

- Brainstorm famous “presenting” duos, such as Fred Astaire and Ginger Rogers, Lucille Ball and Desi Arnaz, Sheldon and Amy. What might be some reasons audiences respond positively to them?

Exploring and Discovering

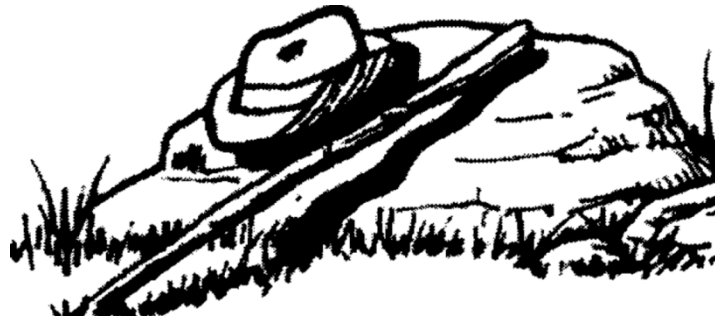
- After reading “Understanding Copresenting” (*PFB* p. 130), how might you explain the What? and Why? of it in your own words?
- Divide the “Five Forms” (*PFB* pp. 130-133) among Study Group pairs. Pairs create mini-presentations, in which they model the form while teaching it to the group.
- Alternatively, create graphic organizers or other visual displays to distinguish the “Five Forms.”
- Use the Key Concepts/Key Ideas strategy (*Sourcebook* p. 230) to examine “Foundations” (*PFB* pp. 133-134).
- Review the five copresenter agreements (*PFB* pp. 134-135), and share experiences and insights.

- Use the Focused Reading scanning strategy on pages 135-136 (“Final Tips for Success”)
 - Individually mark text with a ✓ to indicate I know this/am doing this; with a + to indicate that this an item to add to your repertoire; or with a ? to indicate that this item requires more dialogue.
 - Share items marked with a +, then clarify items marked with a ?
 - Debrief

Organizing and Integrating

- Journal Reflection—What are you learning about your own copresenting? Which Forms are you comfortable with and which might be the stretch for your continued growth? Recalling the agreements and tips, which do you plan to employ in a future copresentation?

Next Session: Clarify assigned readings for next time.



CHAPTER FIFTEEN

Creating Graphics with Ease and Confidence

Setting Up the Study Group Meeting

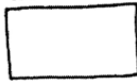
- Review the “Suggested Format for Study Group Sessions,” page 4 of this Guide;
- Post the charted purpose for the Study Group created in the 1st meeting;
- Reference the Seven Norms of Collaborative Work and any Working Agreements reviewed in the Chapter 7 session;
- Post the running list of strategies used in the Study Sessions;
- Consider having ample chart paper, sketch pads, Chart Art (www.thinkingcollaborative.com/product/chartart-vol-1-vol-2/), markers and pastel chalks available to practice charting during this session.

Chapter 15 Essential Question

How might we add artistry, ease and confidence to our graphic expression?

Activating and Engaging

THE BASIC BOX



- What are some of your initial reactions to contributor Michael Buckley’s assertion: “Talent is not a prerequisite for making useful graphics in seminars. With intention, practice, and some instruction, excellence is within the reach of most of us, and competence available to us all.” (PFB p. 137)

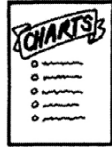


- After scanning a variety of graphics when entering a presentation space, an observer asks a skeptical “Why bother?” What might be some of the responses to that question? (PFB p. 137)

Exploring and Discovering



- Using the simplest images, symbols, lines, shapes, and letters, sketch 3-4 key ideas in the reading on *Suggestionism* (PFB pp.138-140) and *Considering Design* (PFB pp. 140-141). Use this pictorial storyboard draft to “show and tell” those ideas to a partner. Switch and reflect on the process.



- Partners co-create a visual to capture their understanding of *Not Just Taking Up Space* (PFB pp. 141-142). Pair-Square-Share.



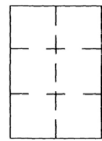
- Partners follow directions for *Your Eyes Are Bigger Than Your Chart Pad: Try this* (PFB p. 142). Debrief discoveries.



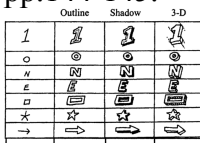
- *Who is the Audience?* (PFB p. 143)—Group brainstorm images/symbols familiar to particular audiences with whom you work.



- Review the Tips offered on Fieldbook pp. 142-143, and share those you find most helpful:
 - Uniform size
 - Contrast
 - Capitals
 - Mixed-case
 - Style



- Follow the directions for *Color* and case practice found on *Fieldbook* pp.144-145.



- Follow the directions for block lettering practice found on *Fieldbook* p. 146.



- Follow the directions for chisel-tipped marker and face-drawing practice found on *Fieldbook* pp. 147-149.



- If you have access to Michael Buckley's Chart Art, www.thinkingcollaborative.com/product/chartart-vol-1-vol-2/, allow time for practice and experimentation (*PFB* p. 151).

Organizing and Integrating



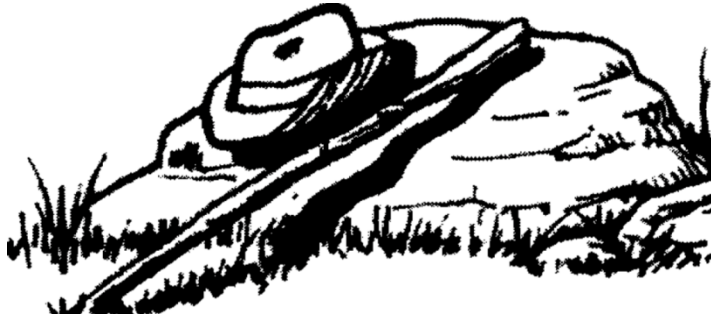
- Create an agenda chart for your next presentation, incorporating learnings from this chapter. Create a gallery walk to share.
- Self-assess your ease and confidence creating graphics using the following instrument, and set a goal for your continued growth.

Chapter 15: Self-Assessment Creating Graphics with Ease and Confidence

1 = rarely 2 = occasionally 3 = usually 4 = consistently

Create agenda and other charts	1	2	3	4
Use Chart Art or other illustrations				
Alternate earth tone colors for content				
Use black for outlines, underlining, arrows, and lines				
Use red for bullets, headlines, and emphasis				
Print letters approximately 3" high (dependent on group size)				
Use pastel chalk to add color				
Use caps for headlines and mixed case for text				
Use yellow and bright colors for highlighting and background				

Next Session: Clarify assigned readings for next time. Group members may wish to bring sample copies of Powerpoint/Keynote slides for application work with the next chapter.



CHAPTER SIXTEEN

Using Presentation Technology

Setting Up the Study Group Meeting

- Review the “Suggested Format for Study Group Sessions,” page 4 of this Guide;
- Post the charted purpose for the Study Group created in the 1st meeting;
- Reference the Seven Norms of Collaborative Work and any Working Agreements reviewed in the Chapter 7 session;
- Post the running list of strategies used in the Study Sessions.

Chapter 16 Essential Question

How do we use technology to enhance rather than dominate the presentation?

Activating and Engaging

- Reflecting on the many presentations you have experienced, what are some of the most impactful uses of technology that you have witnessed? On the other hand, what are some examples of things you’d like to avoid in your presentations?
- Create a “T-chart” as members share their reflections.

Exploring and Discovering

- Compare/contrast the items on your T-chart to the “do’s and don’ts” in *Powerpoint Tips* (PFB p. 156).
- Before and After: Choose an early example of a Powerpoint or Keynote slide that you are willing to share (your “Before” slide). Apply the ideas in *Designing Slides* (PFB pp. 156-157) to edit the slide, creating an “After” for side-by-side comparison.
- In groups of 4, use the First Turn/Last Turn strategy (*Sourcebook* p. 249) to dialogue about ideas in *Human Attention and Presentations* (PFB pp. 157-158) and *Theater Protocols* (PFB p. 158).

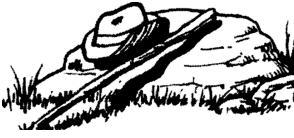
- Use the Modified Jigsaw strategy (*Sourcebook* p. 231) to have the quartet divide, read and present
 - *In-the-Moment Feedback* (PFB pp. 158-159);
 - *Twitter Feedback* (PFB p. 159);
 - *Twitter Polling* (PFP p. 159);
 - *Twitter Note Taking* (PFP p. 159).
 - Conclude by having the quartet use the Tweet strategy (*Sourcebook* p. 287) and sharing it with other study group members.
- Half of the group use TodaysMeet (<https://todaysmeet.com>) to set up a back channel for the Book Study Group, following the directions on *Fieldbook* page 160. Report back to whole group.
- Half of the group use getkahoot.com to create a sample game-based activity, following the directions on *Fieldbook* pages 160-161. Report back to whole group.

Organizing and Integrating

- Self-assess proficiency with all the *Presenter's Fieldbook* skills using the instrument available at <http://www.thinkingcollaborative.com/wp-content/uploads/2012/08/UPDATED-2017-Presentation-Skills-Self-Assessment.pdf>.

Next Steps:

- Attend/sponsor a Presentation Skills Seminar sponsored by Thinking Collaborative. Information at www.thinkingcollaborative.com.
- Find out more about facilitation and coaching skills in *The Adaptive Schools: A Sourcebook for Developing Collaborative Groups*, and *Cognitive Coaching: Developing Self-Directed Leaders and Learners*, both available from Rowman Littlefield, <https://rowman.com/RLPublishers>.
- Consider adding enriched storytelling to your presentation repertoire by reading Robert Garmston's *The Astonishing Power of Storytelling: How Leaders and Presenters Persuade*. Available from Corwin Publishers (In Press) <https://us.corwin.com/en-us/nam/home>
- Consider a book study of *The Adaptive School Sourcebook* using the Adaptive School Study Guide by Dolcemascolo and McKanders, which is available at <http://www.thinkingcollaborative.com/wp-content/uploads/2012/08/Study-Guide-FINAL-JAN-10-2017.pdf>



Why Cats Have Clean Paws: Myths about External Feedback

The *Postscript and Appendices* (PFB pp. 165-168) include this article about feedback (PFB pp. 165-168). Book study groups may wish to include this reading with Chapter 16, or in other study group gatherings. Suggested strategies for working with the text can be found in the *Adaptive Schools Sourcebook*, “Process Text and Information,” pages 227-236.

Another option comes from Thinking Collaborative Director Doreen Merola. Doreen has adapted the Four “A”s Text Protocol from the School Reform Initiative:

Purpose

To explore a text deeply in light of one’s own values and intentions

Roles

Facilitator/timekeeper (who also participates); participants

Time

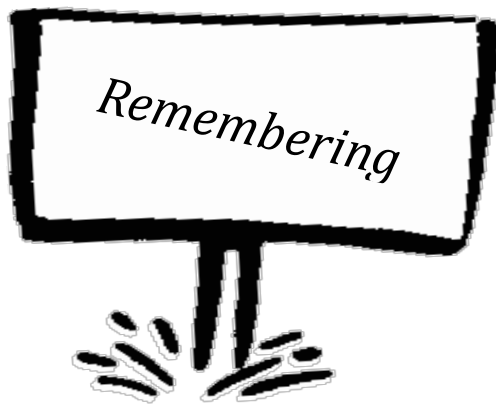
Five minutes total for each participant, plus 10 minutes for the final 2 steps

Process

1. The group reads the text silently, highlighting it and writing notes in the margin or on sticky notes in answer to the following 4 questions (you can also add your own “A”s).
 - What **Assumptions** does the author of the text hold?
 - What do you **Agree** with in the text?
 - What do you want to **Ask Questions** about in the text?
 - What parts of the text do you want to **Aspire** to (or **Act** upon)?
2. In a round, have each person identify one assumption in the text, citing the text (with page numbers, if appropriate) as evidence.
3. Either continue in rounds or facilitate a conversation in which the group talks about the text in light of each of the remaining “A”s, taking them one at a time. What do people want to agree with, ask questions about, and aspire to (or act upon) in the text? Try to move seamlessly from one “A” to the next, giving each “A” enough time for full exploration.
4. End the session with an open dialogue framed around a question such as: *What does this mean for our work with students?*

5. Debrief the text experience.

...And as this study guide comes to an end, as does each day, for each of us-- artists, athletes, accountants and able educators--we offer this final thought from Ralph Waldo Emerson:



You have done what you could. Some blunders and absurdities no doubt crept in; forget them as soon as you can. Tomorrow is a new day. You shall begin it serenely and with too high a spirit to be encumbered with your old nonsense.

Ralph Waldo Emerson