

# Adult Religious Education Format

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*With outlines for experiential and informational/lecture-based learning.  
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<b>Topic</b>	<b>Process</b>
<b>Preparation</b>	Prepare outline <ul style="list-style-type: none"> <li>• Segments: Lecture limited to 10 minutes at a time</li> <li>• We hear faster than someone can talk, so the mind wanders</li> <li>• Consider time management: Don't be rushed. Allow for reflection</li> </ul>
<b>Handouts Supplies</b>	Handouts: Help visual learners Plan/obtain materials, supplies <ul style="list-style-type: none"> <li>• Handouts, slides, marker board, white board or other visual aids</li> <li>• Images to open up conversation around sensitive topics</li> <li>• Participants discuss image, how it moved them</li> </ul>
<b>Learning environment</b>	Get to the room early <ul style="list-style-type: none"> <li>• Arrange furniture, accounting for any special needs of group members</li> <li>• Find electric power sources, set up any electronic equipment</li> <li>• Check for supplies, before the day of the event if possible</li> <li>• Arrange teaching materials, flip charts, distribute handouts</li> <li>• Check general environment: adequate heat, circulation, lighting</li> </ul>
<b>Interactive activities</b>	Plan for movement and/or discussion <ul style="list-style-type: none"> <li>• Interaction about every 10 minutes</li> </ul> Use "Think, pair, share" approach <ul style="list-style-type: none"> <li>• Present concept</li> <li>• Pair people for discussion or other exercise</li> <li>• Ask pairs to share with the group.</li> </ul>
<b>Non-verbal expression</b>	Be aware of your own non-verbal communication <ul style="list-style-type: none"> <li>• Movement of hands, facial expression, body movement</li> <li>• Consider messages communicated by posture, position in the room and use of time</li> </ul> Be attentive to participants' non-verbal communication <ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Facial expression</li> <li>• Fidgeting</li> <li>• Sleepiness</li> <li>• Where participants sit in the room (such as back of the room or outside the circle vs. front and center)</li> </ul>
<b>Self-disclosure</b>	<i>Brief</i> personal disclosure helps personalize the presentation

## Experiential Session Outline

Content	Process
Silence	Centering
Introduce topic	Simple, brief
Interactive exercise	Brings participants into the subject and helps them process information See Alternatives to Violence Project (AVP) for good resources for interactive exercises. See Houses of Healing Resources for exercises you can adapt. <a href="http://hohresources.wikidot.com/start">http://hohresources.wikidot.com/start</a>
Reflect on exercise	Open ended questions and “I wonder” statements with no “right” answers Carefully worded queries Discussion that engages participants and recognizes their experience and expertise Opportunity to journal Opportunity to express through art, music, movement Walking meditation “Walk talk” in pairs <ul style="list-style-type: none"> <li>• Give group members the opportunity to discuss a topic while walking</li> </ul>
Lecture	No longer than 10 minute segments Brief self disclosure to illustrate point Facts to lead into discussion Providing outline of points is helpful for “list-makers”
Discussion, large group	“Go ‘round” Give everyone a chance to speak
Summary	Reflect on what
Silence	Centering

## Informational Lecture-Based Session Outline

Content	Process
Silence	Centering
Introduction	Brief introduction of the topic
Lecture	No more than 10 minute segments between opportunities to respond Adults cannot readily absorb information in longer segments, mind wanders Visual aids can facilitate comprehension and processing, especially for visual learners
Response	Open-ended questions with no “right” answers “I wonder...” open-ended invitation. See “Guidelines for Wondering with Adults.” <a href="http://www.fgcquaker.org/files/Guidelines%20for%20Wondering%20with%20Adults%206_4_10.pdf">http://www.fgcquaker.org/files/Guidelines%20for%20Wondering%20with%20Adults%206_4_10.pdf</a> Discussion engages participants Recognize expertise of participants
Action plan (optional)	What will we, as a meeting, do in response to this information? May turn the
Silence	Centering