Effective Communication

Lecture 9

Joanna Matasic

1. We are going to review.
	1. What did we just learn about? Manner.
	2. Tell me some points in Manner.
		1. Voice
		2. Eye contact
		3. Dress
		4. Stance
		5. Tone
		6. Volume
		7. Gestures
		8. Movements
	3. What was the first M? Matter
	4. What is included in Matter?
		1. Words
		2. Stories
	5. The Learning Pyramid is divided into two sections – a top section and a bottom section. What is the top section called?
		1. Passive
	6. What is the bottom section called?
		1. Active
2. We are going to have a bit of fun now. I need two volunteers. (Joanna calls up two volunteers and tells them they will be competing against each other. They are instructed to talk at each other constantly without listening to each other. There are three rules. 1: They have to stay on the topic they are given. 2: They cannot stop talking even if the other person is kicked off and isn’t standing there anymore. 3: They can’t repeat themselves. The audience has to listen and watch. They are to judge if either one breaks the rules. If someone is kicked off for breaking the rules, anyone else can run up to take their place. The last one standing and talking wins. The two volunteers are given the topic of “women” and they begin talking loudly and using lots of gestures. One volunteer has to sit down and is replaced with another. They continue until Joanna stops them and lets them claim their prizes.)
	1. Wasn’t that fun to watch? It was fun because we saw all their natural mannerisms come out. They didn’t need notes to tell them how to use their mannerisms. They acted based on what they were saying.
		1. That’s how we need to teach and preach. Let your mannerisms naturally come. You already do all these skills. It just becomes harder when you’re at the front.
	2. (Joanna asks for two more volunteers and they repeat the exercise.)
		1. This is all just a matter of taking those mannerisms you already do up to the front.
	3. Now we’re going to do an exercise where you’re going to put this into practice (Joanna explains that they will be reading an assigned verse or sentence, but they will have to say it twice in two very different ways. They can say it once very excitedly and once very sadly, but they have to be different. Students come up and read their portion and Joanna makes comments periodically about their body language and stance, and how to hold the papers without having to keep looking up and down.)
	4. I wanted to give you all a chance to do that because I think it’s important that we all get to make mistakes together, learn together, and succeed together.
	5. We still have the third M to learn but we’ll do that after a five-minute break.
	6. **(Class takes a five-minute break to write on their paper, and she hands out chocolates. They review when they return.)**
3. Go to that paper you have and write down what you think Method is. (Joanna goes around the classroom and asks the class to give her words to write on the board that they think would fall under Method. The students say words including, “act, doing, picture, skills, plays, overhead projector, steps, attitude, discussion, games, movement, dance, and video”)
	1. My sister is having a birthday this Friday. If we were to bake her a cake, what would we need to do if we were to bake her cake here. What do we need? (The class calls out “Eggs, sugar, chocolate, icing, milk, baking powder, pan, oven, butter, bowl, measuring cups, spoon, etc…)
	2. If I go to the kitchen and bring all these items out and put them on the table, do I have a cake? No. What do I need? I need a recipe right? So if I have a recipe, I have to follow it right? I need a method. All of this is part of my method, but it’s not my method.
		1. If I don’t follow the recipe, I won’t make the right cake.
		2. When you are teaching, you have a lot of different ingredients; volume, words, tone, etc. But you need a recipe. If you don’t follow a recipe it won’t turn out the way you want it to.
		3. Matter, Manner, and Method are married together. As soon as you try and separate one of them, you break them up and it falls apart. They all need to come together
4. Method is:
	1. Structure and order of things. Its how you put it together.
	2. Similar to a contents page of a book or the Bible.
		1. That page gives the structure for the rest of the book. It is not the entire Bible. It is just giving the structure of the Bible. Method is how the matter and manner together. It gives us purpose.
	3. Beginning, middle, and end.
		1. As a preacher and teacher the students need to know when it’s the introduction and conclusion. They need to know when they are in the middle of it.
	4. Timing – not too long or too short
		1. Pace is how fast you speak, but timing is how long your whole lesson takes. It includes everything. If your lesson is going too long or short, there’s a problem with your method. If you have an hour to talk and you only talk for ten minutes there is a problem with your matter.
	5. Prepares the student for things to come
		1. Try to do high school math before you leaned how to count
	6. Use repetition for emphasis – repeat important points so that people remember them.
		1. If you say something once, you probably won’t have everyone hear it. You may feel like you’re saying the same thing over and over again.
		2. The more times you repeat it, the more people will hear it, but you need to pick what you repeat. Don’t just repeat things that aren’t important.
	7. Prepare a schedule to help keep on track.
		1. It helps to see how much time you have and how much time you can give to certain activities. If you don’t map it out, it won’t fit the time you have.
5. I’m going to give you an activity now. You are going to be a teacher coming up with a lesson plan. (Joanna hands out a paper with a list of things that need to be done in order to plan a lesson, but the list is out of order. They are instructed to number the list in the order in which they would do the items that need to be completed – one through twelve. When the class completes the worksheet, Joanna announces that they will be voting about where each item should go in the order of the list.
	1. The list of things to be done is our of order on the board:
		1. Practice skit
		2. Questions
		3. Lesson content
		4. Singing/worship
		5. Prayer
		6. Introduce yourself
		7. Review skits and provide feedback
		8. Explain schedule
		9. Demonstrate skit
		10. Purpose of class
		11. Break
		12. Revise previous lesson
	2. Class puts the list in the order in which it should go.
	3. Joanna then reveals the correct order but specifies that the top three can be rearranged just as long as they stay at the top three:
		1. Singing and worship
		2. Prayer
		3. Introduce yourself
		4. Explain schedule – you have to tell people what they are about to do.
		5. Purpose of class – tell the students why they are going to do what they are about to do. They need their target from the beginning.
		6. Lesson content – what you’re teaching them
		7. Questions – you can answer questions throughout the lesson if it’s appropriate.
		8. Break - a lot has happened, and they may need a break. You may need to put a break earlier if there is more content in the lesson or something went for a long time. This is flexible.
		9. Revise or review the previous lesson – this is very short – spend only two or three minutes
		10. Demonstrate skit – you can’t practice what you haven’t seen
		11. Practice skit
		12. Review skit – provide feedback. These last three go together always.
	4. This is a good lesson plan. (Joanna points out why certain items are placed where they are on the list.
6. We’ve talked about Matter and Manner. Now we’re talking about a framework, Method, which is how to put it all together. You can’t break up the family of Matter, Manner, and Method. They are married together and should all stay together and work together.
7. Now I’m going to tell you some scenarios and examples and you need to tell me whether it is Matter, Manner, or Method that needs improving.
	1. A preacher comes up and starts talking about the book of Matthew. He has great stories from Matthew and tells us what some of the Greek words mean so we have a really good understanding of Matthew. He was given 30 minutes to speak, and he spoke for 32 minutes. The people in the front can hear him, but the people in the back are struggling to hear him. What does he need improving on?
		1. (Class says “Manner” because the audience could not hear him in the back.)
		2. It is Manner because he wasn’t loud enough. It’s ok that he went for 32 minutes. We don’t need to be legalistic. It was roughly the right time. If he went for 40 or 50 minutes, it would probably be too long.
	2. A teacher comes up and is a great teacher because he keeps the class up and alive. There are a lot of activities. People are enjoying themselves and they are enjoying the information because it’s all things they can use. However, he seems to be jumping all over the place and his points seem a bit disorganized. What does he need improvement on?
		1. (Class says “Method” because the way he put his Matter and Manner together was confusing.)
		2. That’s right. He’s got good Matter and good Manner, but his Method is confusing people so it’s making it harder for them to learn and to remember.
	3. How about if its very entertaining class. All the space is being used well. The order of the class flows well. The subject is the book of Acts and Pentecost. At the end of the class the students know a lot about Matthew. What’s the problem there?
		1. (Class answers “Matter.”)
		2. Yes, the purpose of the class was to learn about Acts, and even though they might have learned a lot about Matthew because the Matter on Matthew was good, that was not suppose to be what they learned. That was not what they were told they were going to learn.
8. You have answered all those questions correctly whereas when you first made your lists about Matter, you were all over the place. In your head, you knew a lot of these things but you didn’t know how they all fit and you probably weren’t doing all of them.
	1. You are now trained on what matter is and how to use matter. You are also trained how to present matter in a way that is exciting and makes sense by using manner.
	2. Remember that manner is 90% of communication
	3. Even though your matter can be great, if your manner is not good then the majority of what you are teaching is not going to be learned.
	4. You also know how to present matter and manner together using method so that together you’re a good communicator which means you’re going to be remembered.
	5. Do you know more now than you did when we started? (Class answers yes)
	6. Look at how much you’ve learned in just two days
9. (Joanna explains that the next few days will be different for the class because she will be sitting down and watching them practice what they’ve learned. They will practice by doing so that she can be sure that they have learned it. She explains that she realizes that they are going to make mistakes and that they shouldn’t be afraid to make mistakes because it’s better to make the mistake while they are learning in the class than to make the mistakes when it counts. Also, we learn from our mistakes. She explains they will be doing skits and dramas to explain an EE illustration. She explains that to use skits and dramas to communicate illustrations helps students remember the illustration better. To only explain the illustration limits how well they will remember it. Joanna gives instructions to Kids EE teachers that they need to change their language. When they do their teaching and illustrations, they need to pretend they are speaking to an audience of children so they can practice what it will be like. She explains that she doesn’t mind if stories and illustrations are changed a bit as long as the purpose and point of the story is there. The concept of the stories is the most important thing. The class will be doing the stories twice. The skits should be three minutes or under. She explains she will be critiquing in order to help them get better. Joanna explains they will be doing homework – they will practice their skits with their groups. She assigns the groups and explains more details about the manuals. She also reviews the Learning Pyramid and asks that the class uses it in preparation for what they will be teaching after the day of skits is over. Each student will be given 15 minutes to teach their section even if their full lesson is 30 or 40 minutes. Joanna wants them to just show what they have prepared and she may ask them to skip forward or through a section so that she can see that they have prepared a full lesson. They will be expected to use their manuals and the Learning Pyramid to structure their lesson plan.)
	1. Practicing the wrong thing is not going to help you. If we see that you’re doing something wrong in your technique, we will stop you to help you.
	2. Tomorrow we will be focusing on skits.
	3. **(Joanna gives the plan for how they will get their manuals and how they will be assigned their units for the following days.)**