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## Adult Learning Principles

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  - Help participants be responsible for their own learning
  - Communicate as adults, not children
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  - Use participant's life experiences as resource
  - Allow them to share their successes and failures
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  - If information is not useful, it is forgotten
  - Ensure that exercises and examples are relevant to course objectives
  - Focus training around ways that apply techniques to solve problems
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  - Create environment that reduce fears and tension
  - Set expectation to assist in building participant's self esteem
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  - Use Acronyms, Cheat Sheets
  - Help students learn where they can find information quickly
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  - Respect their time
  - Ask questions to confirm understanding before moving to next topic
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  - Look at your students...they will show you what you need
  - Be mindful of temperature
  - BREAKS!
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  - Courseware should be divided into "chunks" or sections
  - Summarize often to aid student memory
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  - Be sure to cover only one topic at a time

## Four Cornerstones of Motivation

- \_\_\_\_\_ If I can't WIN
- \_\_\_\_\_ If I can't have a SAY
- \_\_\_\_\_ If I don't SEE THE POINT
- \_\_\_\_\_ If I don't ENJOY IT

## Get Past Nervousness

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- Study Training Material
- Know Thy Audience
- Rehearse, Rehearse, Rehearse

## The Disruptive Student

- \_\_\_\_\_ - move closer to disturbance.
- \_\_\_\_\_ - message given to everyone but meant only for a few people.
- \_\_\_\_\_ - concern, but only for control.
- \_\_\_\_\_ - privately, use "I" messages.
- \_\_\_\_\_ - ignore problem, not reinforce it.