

EFFECTIVE INSTRUCTIONS FOR DIVERSE AUDIENCES

Attachments

Attachment 5.1: Using Active Understanding to Connect with People

Attachment 5.2: The Four Elements of Teaching

Attachment 5.1

Using Active Understanding to Connect with People

Try to see through the other person's eyes.

What might that situation mean to him or her? Why might the situation be even harder for him or her than it would be for me?

Notice signs of the other person's feelings.

What feelings do you notice? Stress? Tiredness? Anger? Frustration? Fear?

Show your understanding and caring by trying to describe their experience.

Try to express what you think that person may be feeling.

Examples

A parent tells you about being angry with a child who disobeys.

- That must be hard when you try so hard to be a good parent.
- No wonder you feel that way.
- Your idea for an active understanding statement:

One of your clients tells you about being fired from a job and being worried about providing for the family.

- That is a very scary situation.
- I can see why you are worried. You really want to take good care of your family.
- Your idea for an active understanding statement:

A class member complains that he simply can't lose weight.

- You must be discouraged after trying so hard.
- I wonder if you are tired of trying when nothing seems to work.
- Your idea for an active understanding statement:

Think of an emotional situation you often have with a friend or family member. Design several active understanding statements you might use next time you are in a similar situation.

The Four Elements of Teaching

The teacher makes a clear statement of a principle.

(“Children develop best when they have people who love them in their lives.” “People are more likely to be healthy when they eat five servings of fruits or vegetables every day.” “People who make a realistic spending plan are more likely to manage their money effectively.”)

Your clear statement of principle:

The teacher provides specific examples.

(“Abraham Lincoln grew up in poverty but he had a mother who loved him dearly.” “My neighbor recently started eating more vegetables and feels much better.” “I have a friend who was getting deeper and deeper into debt until he sat down with a counselor at a consumer credit counseling service and made a spending plan.”)

Your specific example to illustrate your principle (above):

The teacher invites students to come up with their own way of expressing the principle.

(“What have you learned about the importance of love for growing children?” “How would you express a motto about eating more fruits and vegetables?” “What advice would you give yourself about having a spending plan?”)

Your way of asking students how they would express the principle:

The teacher invites students to provide examples that illustrate the principle.

(“Can you provide an example where love helped a person turn out well?” “Can you tell about someone who has started eating more fruits and vegetables?” “Has a spending plan helped you or someone you know?”)Your way of inviting students to provide supporting stories or examples: