



Appendix D: Additional Workshop Strategies

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Implementing Project Learning Tree In Your Preservice Classes



Workshop Options

Option 1: Professor is a PLT Facilitator

The elements of a workshop are integrated into any appropriate class, such as teaching methods or graduate level classes for in-service teachers. You may still want to invite guest facilitators when doing content-heavy activities.

OR

The entire 6-hour workshop is delivered as a unit during a class. The time that students spend outside of class preparing and leading activities counts.

OR

Workshop is offered outside of class time as a voluntary option for students. Incentives could be offered to attend. Other education majors from other classes could be invited to participate.

OR

Create a new class! Offer a class using PLT/WILD/WET and offer university credit.

OR

Facilitate off-campus workshops at local schools, museums, etc. Invite local teachers to participate in these workshops.

Option 2: Invite Guest PLT Facilitator Into Your Class

You could invite a PLT facilitator for the first session and then integrate PLT into your remaining class sessions.

OR

The entire 6-hour workshop is delivered during class time as a unit. The time that students spend outside of class preparing and leading activities counts.

Option 3: PLT Workshop in the Community- Facilitator is from the Area

Students are given the schedule of PLT workshops offered outside of class time as a voluntary option. These are often offered at local Nature Centers and give your students a chance to see other educational facilities. Check with your state coordinator for scheduled workshops.

PROJECT LEARNING TREE'S BASIC EXPECTATIONS:

 Students are very familiar with and comfortable using the Activity Guide.

 Students have a solid understanding of environmental education: its definition, teaching unbiased lessons, effective classroom use of EE, and creative use of outdoor areas such as school sites and the local community

 Students create an Action Plan to implement PLT activities in their education setting.

Lisa Deaton (VA PLT) and Al Stenstrup (PLT) - PLT Preservice Educators Workshop Options

Sample Icebreakers

Icebreakers are an important part of your workshop. They set the tone by getting everyone up and participating, and are also a great opportunity to model an additional PLT activity. Below are several PLT activities that can be adapted for icebreakers. Be sure to include an introduction and debrief these activities even when you use them as icebreakers.

For PreK-8 Workshops:

Forest Products in a Bag (a variation of Get in Touch with Trees, Activity 2). Put matching pairs of forest products in separate, small lunch bags and give each person a bag. (For product ideas, see We All Need Trees, Activity 13). Without looking in the bags, participants mingle and try to find a match to their item by feeling what's in everyone else's bag. After they find their match, they will introduce each other to the group.

Tree Treasures (Activity 12). Give everyone a different mystery forest product by taping it or a picture of it on their backs. Pair up the participants and have them work together to guess their product by asking only "yes/no" questions. After all pairs have figured out their products, they will introduce each other.

We All Need Trees (Activity 13, Variation of Part B). Explain what a tree cookie is. Hand out paper plates and instruct each person to create a "personal tree cookie" that would describe their age or the number of years they have been at their current position (you can vary the instructions). They can use different colors, designs, or put stickers on the rings to identify special events in that time frame. Everyone introduces themselves and explains their tree cookie.

Poet-Tree (Activity 5). Have participants look (or go) outside for a few minutes and then write a short poem about what they saw. Go around and have each person introduce themselves and share their poem.

I'd Like to Visit a Place Where... (Activity 54). Have participants introduce themselves and tell a brief story about a place they would like to revisit in their community.

The Closer You Look (Activity 61). Have participants draw their favorite tree, or a tree they can identify with. Ask everyone to introduce themselves and share their drawing.

Our Changing World (Activity 86). Sit in a circle and give one person a ball of string or yarn. This person will say their name and then name something in the environment. Then they roll the ball (but they hold onto the end) to someone else and that person says their name and something else that connects to the first word. Continue passing the ball until everyone is connected.

For Secondary Workshops:

Words to Live By (Activity 7 in *Focus on Forests*). Cut out author descriptions on page 44 and the quotes without their author (pages 45-46). Hand out either an author or a quote to each participant. Have them mingle to try to find their match (author + quote). After everyone has a match, go around to each pair, do introductions, and reveal whether they matched up correctly.

Risks We Face (from *Focus on Risk*). Create a list of risks that people take and hand out a copy to each person. Instruct them to walk around and try to find members of the group who have taken one of the risks on the list and ask them to sign their name beside the risk. See if they can find a person for each risk listed. After, have a few people read their lists and introduce the people who have signed their sheet.

Personal Places (Activity 1 in *Places We Live*). Have participants think back to where they lived when they were 10 years old and then draw/color a map of everything they can remember. Participants share their maps with the rest of the group and how the place has changed in good and bad ways since they were 10.

Global Invaders (extension of Activity 1 in Biodiversity Online Module). Give half of the participants an invasive species (picture or word) to the U.S. Give the other half the invasive species' countries of origin. Have participants try to find their match and discuss how the invasive species may have come to the U.S. Go around to each pair, do introductions, and reveal if they matched up correctly. (See page 3 of "Global Invaders" for examples of invasive species to the U.S.)

For Either Type of Workshop:

Glossary Charades. Choose a variety of glossary terms and their definitions, and write them on separate 3" x 5" cards (the number of terms should be equal to half the number of participants). Pair up the participants and give each pair a term to act out for the rest of the group to guess. Before each pair performs their charade, have them introduce themselves.

PLT Bingo. This is an old favorite and a reliable technique for introducing the participants to themes and concepts you will cover in your workshop. Create a grid (4 squares by 5 square works nicely) and add in statements such as "has visited an old growth forest" or "can name an invasive species." Participants move around the room looking for someone who fits each statement, and when they do, has them initial it. When one participant has a "bingo" (four or five in a row) you can stop. Take time to review the information – let the participants share their knowledge as they introduce themselves. Contact the State Coordinator for sample bingo cards to use.

“Hike” through the PLT Guide

(Based on 2008 Edition of the PreK-8 Guide)

1. What are the goals of PLT?
2. What is an “invasive species” and where can you find this information?
3. What is the role of the teacher in presenting controversial issues?
4. Find an activity that addresses the theme of diversity and can be conducted indoors.
5. Where can you find information about “Differentiated Instruction”? Give an example of how differentiated instruction is used in an activity, and describe the corresponding icon.
6. Where can you find information to help evaluate the effectiveness of activities with your students?
7. Where can you find examples of “storylines”?
8. What are three teaching methods/strategies used by PLT to guide learners through the process of awareness, understanding, challenge, motivation, and action”?
9. How many activities deal explicitly with the “urban environment”?
10. What is the fastest way to find an activity in a particular curriculum area (e.g. math, language arts, science, etc.)?
11. Find an activity that involves the skill “estimating.”
12. What are three ways of finding out how technology is used in PLT activities? Give one example of a technology connection used in a PLT activity.
13. Which Appendix provides extensive “activity references and resources”?
14. What are the 9 items that can be found in the sidebar of the activities?
15. What is PLT’s policy about reproducing/copying materials from the PLT guide?
16. What radio program is embedded into Activity 84? Where can you find additional information about PLT’s partnership with this program?
17. Where can you find a sample rubric for the third assessment opportunity in “Get in Touch with Trees”?
18. Reading connections are emphasized in the new guide. Where can you find them?
19. What is PLT’s slogan that sums up how PLT supports quality EE?
20. How can a teacher find PLT correlations to subject area standards?

“Hike” through the PLT Guide (With Answers)

(Based on 2008 Edition of the PreK-8 Guide)

1. What are the goals of PLT? [p. 3]
2. What is an “invasive species” and where can you find this information? [Glossary, p. 423]
3. What is the role of the teacher in presenting controversial issues? [Appendix 12, p. 448]
4. Find an activity that addresses the theme of diversity and can be conducted indoors. [“Environmental Exchange Box,” p. 92; found using Index 3: Time Consideration and Setting Index, p. 459]
5. Where can you find information about “Differentiated Instruction”? [Introduction, p. 6 and Appendix 7, p. 442]. Give an example of how differentiated instruction is used in an activity, and describe the corresponding icon. [“Water Wonders,” p. 188, uses paired/cooperative learning; 2 stick figures]
6. Where can you find information to help evaluate the effectiveness of activities with your students? [See “Assessment Opportunity” next to “Objectives” at the beginning of each activity]
7. Where can you find examples of “storylines”? [Appendix 3, p. 429]
8. What are three teaching methods/strategies used by PLT to guide learners through the process of awareness, understanding, challenge, motivation, and action”? [discussion, brainstorming, and planning; found on p. 5-6, “PLT Teaching Methods and Strategies”]
9. How many activities deal explicitly with the “urban environment”? [19; Index 5: Topic Index, under “Urban Environment,” p. 467]
10. What is the fastest way to find an activity in a particular curriculum area (e.g. math, language arts, science, etc.)? [Index 1: Subject Index, p. 455]
11. Find an activity that involves the skill “estimating.” [Index 6: Skills Index, “Every Drop Counts!” p. 468]
12. What are three ways of finding out how technology is used in PLT activities? [Appendix 8: Technology Connections, p. 443-444; Technology Connections in sidebar of each activity; and Index 4: Technology Connections Index, p. 461]. Give one example of a technology connection used in a PLT activity. [Presentation software in “Habitat Pen Pals”; found in Index 4]
13. Which Appendix provides extensive “activity references and resources”? [Appendix 4, p. 431]
14. What are the 9 items that can be found in the sidebar of the activities? [Levels, Subjects, Concepts, Skills, Differentiated Instruction (not in all activities), Technology Connections (not in all activities), Materials, Time Considerations, and Related Activities; found in Introduction’s “Activity Components,” p. 10]
15. What is PLT’s policy about reproducing/copying materials from the PLT guide? [see inside of front cover]

16. What radio program is embedded into Activity 84? Where can you find additional information about PLT's partnership with this program? [Appendix 5, p.44]
17. Where can you find a sample rubric for the third assessment opportunity in "Get in Touch with Trees"? [p. 20, PLT website at www.plt.org (Go to → Curriculum/PreK–8/Resources by Activity)]
18. Reading connections are emphasized in the new guide. Where can you find them? [in a shaded box at the end of each activity]
19. What is PLT's slogan that sums up how PLT supports quality EE? ["helping students learn how to think, not what to think," p. 3]
20. How can a teacher find PLT correlations to subject area standards? [PLT website, www.plt.org, p. 4]

“Hike” the PLT Website

Use the following checklist to familiarize yourself with PLT’s website.

- Go to **www.plt.org**. Notice the side bar, which lists the main topics.
- **About PLT**: Put your cursor over this topic to see all the subtopics. Review **PLT Mission and Goals**.
- **Join PLT**: Choose this topic to see all 3 subtopics. Go to **Contact Your State Coordinator** and find the Tennessee State Coordinator’s contact information.
- Visit the **Calendar of Events** and see what workshops are listed for Tennessee.
- **Curriculum**: Put your cursor over this topic to show subtopics.
- **Standards Correlations**: View correlations to national and Tennessee content standards.
- **PreK-8 Guide**: Go to this page to learn about the special features of the guide.
- Under **PreK-8 Guide**, scroll down to **Resources for the PreK-8 Guide**. Click on **Search by activity**, and look for:

Activity 11 - Can It Be Real? Note the following resources for this activity:

- *Student Pages* – Educators can download and print student pages rather than making copies from the guide.
- *Technology Connections* – In Part B of this activity, students investigate an animal or plant and create a visual presentation. Click on the **slide show example**, which educators can use to help their students get started.
- *Urban and Community Forestry Website Connections* – This link will take you to another page. There, under **Select Guide**, choose **PreK-8**, hit go, and then click on **Activity 11: Can it Be Real?** to find a connection to PBS’s “Creature or Not!” Educators can also go to Appendix 4 in the *PreK-8 Guide* to see urban and community forestry connections for any activity.
- *Earth & Sky Radio Show Correlation*. Select a radio show correlation (like **Social Chameleon**). You can also visit the Earth & Sky webpage from the PLT website (under **Special Initiatives**) for a listing of PLT activities correlated to the radio shows.

Activity 2 – Get in Touch with Trees. Note the following resource for this activity:

- **Assessment Opportunities** – Click on **Sample Assessment Rubric**. A few of the activities have sample assessments on the PLT website. In most cases, the new *PreK-8 Guide* will refer you to the website if a sample is available.
- Under the **Energy and Society** topic, scroll down to **Enhancing the Energy & Society Kit** to view support resources, especially the **Annotated Website Bibliography**. Energy &

Society activities are also correlated to Earth & Sky radio shows and can be viewed on the Earth & Sky page of the PLT website.

- Under the **PLT Secondary Modules** topic, learn more about each of the PLT modules. Choose one of the modules and find out what additional resources are recommended for this module.
- Under **GreenWorks!**, learn about PLT’s service-learning/community action grant program. Locate the sample **environmental action projects** and the **guidebook**, and learn how to apply for a **grant**.
- View the latest edition of the **Branch Newsletter**. Notice the five main features of the newsletter, EE News, PLT Updates, Educator Tips, EE Resources, and Featured Articles. If you like, you can sign up to receive an e-mail notice when each new issue is available on the PLT website.
- **Shop PLT** – the PLT Online Store. Type in “PLTdiscount” when you check out to receive a 10% discount on your order.

PLT on the Spot

This activity runs participants through several activities in a very short time. The purpose of this activity is to briefly introduce several PLT activities you would normally not have the time to do.

1. Set up 5-10 activity stations around the room or outdoors, each with a simple, touchable object (pencil, tree cookie, leaf, cone, soil sample, etc).
2. Create signs for each station listing 3 PLT activities (see sample). At least one of the activities should be easily related to the object.
3. Divide teachers into groups of three. Make sure each group has at least one PLT PreK-8 Activity Guide. The set-up question is:
One of your students brings in a ___ and you realize you have an opportunity for a wonderful Teachable Moment! Can you find a PLT activity you can use RIGHT NOW to teach a great lesson about or using this object?
4. Each group starts at a station and each teacher in the group looks up one of the activities on the sign.
5. The group discusses which of the three activities on the sign might be the “best fit” to teach a lesson—on the spot—using the object.
6. Small group share: What possible activities have you found? What do your students need?
7. Connect back to standards that might be met by the activity at the grade level they teach.

<p style="text-align: center;"><u>Activities</u> 49 64 78 Object: Leaf in Fall Color</p>
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PLT Lesson Planning Worksheet

(See also Index 7 in the PreK-8 Guide)

Standards	Themes or Units	PLT Activities	Grade(s)	Materials	Adaptations, enrichments, field trips, local resources

SEVENTEEN TIPS FOR A GREAT WORKSHOP

- 1. CIRCLES, NOT SQUARES** - Whenever possible, arrange chairs in a circle or semi-circle. This arrangement will allow all participants to see each other and will increase their participation.
- 2. MURPHY'S LAW** - Be prepared for the unexpected. Stay flexible enough that you can change an outdoor activity to one done inside.
- 3. NUMBERS** - In general, 10 participants is a minimum number for a successful workshop. Because PLT activities are done in groups, it is difficult to do activities successfully with fewer people. A good rule of thumb is to use one facilitator for every ten attendees.
- 4. PACK YOUR OWN BAGS** - Be sure to pack materials and supplies yourself so you will know what you have. Use a checklist! At your workshop, arrange materials so that they are right at your fingertips and you don't waste time or appear unprepared by searching through boxes.
- 5. PLT PARTNERS** – PLT best practice is to have two people conduct a workshop, one educator and one resource person. Participants will benefit from varying styles, voices, and personalities. Also, if one person has an emergency, the other can cover the workshop so it will not have to be canceled.
- 6. THE SPICE OF LIFE** - Arrange your workshop agenda so the active parts are interspersed with the sitting and listening parts. Select activities that reflect a variety of learning styles. Alternating facilitators provides even more variety.
- 7. NAMETAGS** - Provide nametags even if everyone knows each other. Have them prepared before the session with large enough letters for all to read.
- 8. QUESTIONS?** - Create an open atmosphere by encouraging participants to ask questions. If you don't have an answer, be sure to say "I don't know, but will look into that for you." Post a large sheet of paper to collect "I need" ideas or questions.
- 9. WAIT-TIME** - When using questioning strategies to engage participants, allow them enough time to think through the question before providing an answer or continuing the discussion. This is an important teaching strategy for classroom learning, too.
- 10. WRAP IT UP** - After an activity, be sure to include a "debrief". Include questions about the subjects covered, the vocabulary, and materials needed. Ask for volunteers to tell how they might use it in the context of what they teach. Ask for ideas for extensions or variations. The purpose of the wrap-up is to allow participants to reflect on the lesson and how they may use it or change it to meet their needs.
- 11. JARGON** - Use common, everyday language that everyone will understand. Be sure to explain any jargon or acronyms you do use.

12. TEACH, DON'T PREACH - Treat your participants as professionals. Let them make their own judgments about the PLT activities. Urge them to think about how they might use PLT in the context of what they teach or to help to meet their students' needs.

13. SOAPBOXES - When you conduct a PLT workshop be careful to avoid sharing too much of your personal agenda or point of view. Be sure to introduce yourself and your professional affiliation. The fact that you are sponsored by your employer speaks for itself.

14. THE EYES HAVE IT - Make eye contact when facilitating your session. Watch for body language: yawning may mean participants are bored, sleepy, or too warm, having arms crossed may mean they are cold or antagonistic.

15. FAIRNESS - Treat everyone equally. Don't show favorites. Watch out for unprofessional conversations or jokes.

16. EVALUATIONS - Be sure to let the participants know how important the workshop evaluation is to both the state and national program. Everyone should fill out an evaluation. They can omit their name if they wish.

17. HAVE FUN - Be comfortable with your presentation style and what you have to share. And have fun!

Questioning Strategies

Good questions help workshop participants reflect on what they have experienced in the workshop activities. To ask effective questions, keep these points in mind:

- Ask probing questions that seek clarification and make participants rethink answers or think in a new way. (What did you notice about ___? What would happen if ___?)
- Keep participants attentive by changing the pattern of questions (Why do you think...? What would you do...?)
- Seek clarification or verification of erroneous or incorrect answers. (In what ways are ___ and ___ alike/different?)
- Use the “thinking skills” to phrase questions: observing, recalling, comparing, contrasting, sorting, classifying, sequencing, inferring, predicting, hypothesizing and generalizing. (Predict what would happen if ___?)
- Ask questions that stimulate discussion and have more than one correct answer. (How can we apply this information or experience to some other setting?)
- Allow for ample “wait time” – or the time it takes just after a question is posed and the response is provided. Be patient – count to 20 before providing additional information (or being tempted to answer the question yourself).

Avoid:

- Asking questions, one right after the other, too quickly.
- Asking questions that only require one word or very simple responses or tend to only regurgitate information.
- Praising or correcting answers superficially.
- Repeating the response. Let participants speak for themselves. Ask them to repeat the answer if you think others did not hear it.

Q: What Would You Do If...

You have finished an activity and want to initiate a discussion among the participants?

(A: Ask questions such as: “What surprised you most about this activity?” “What did you learn that you didn’t know before?”)

You have asked a question and no one responds?

(A: Smile, wait, then repeat the question. It may take more “wait time” to develop a response using higher order thinking skills.)

A participant gives you an incorrect answer to a question?

(A: Ask questions such as: “What makes you say that?” “How do you know that?” or “What other explanations are possible?” Ask these questions for correct answers as well.)

A participant takes over the flow of the discussion when answering a question?

(A: Ask: “Does anyone else have any observations/data/inferences to share with the group?”)

Define Your Terms!

With numerous instructional methods to draw on, teachers must sometimes become confused about the vast pedagogical lexicon we use. When highlighting how PLT utilizes or can be used to develop a certain teaching style, be sure to clarify these terms:

Activity – a learning endeavor designed for participation in order to create a common experience to be studied or discussed by the participants.

Bilingual education – educational strategies used to help learners maintain and advance their skills and ability to use more than one language; teaching strategies used are similar to those used in environmental education.

Case study – a group discussion or problem solving activity that uses materials from an actual situation.

Community education – a curricular strategy used to help students focus on issues relevant to their community; see “place-based”.

Conservation education – a curricular strategy used to help students increase their awareness and understanding of interrelationships in natural systems and between people and the land. This understanding will help enable them recognize the increasing complexity of natural resource management, to make informed choices, and to foster their responsibility to conserve and wisely use natural and cultural resources.

Constructivism – educational philosophy that assumes that students have some degree of knowledge and experience they bring to a new lesson. The teacher guides or facilitates the learning experience so that students construct their own meaning and understanding.

Cooperative learning – combining students in small groups or pairs based on interests, language ability, varied learning styles, or other combination to complete a learning task.

Critical pedagogy – a theory of education that endeavors to engage learners in recognizing the interactions and conflict of the social, political, and economic nature of education; teaches how to “read the world.”

English language learner (ELL) – refers to a person who has a first language other than English and is in the process of acquiring English.

Environmental education – focuses on environmental literacy and understanding how humans interact and are dependent on natural ecosystems; develops students’ critical-thinking skills to resolve environmental issues. The goals are to increase awareness, knowledge, skills, and taking action/participation regarding environmental issues.

Environmental literacy – a fundamental understanding of the systems of the world, both living and non-living, along with the analytical skills needed to weigh scientific evidence and make informed choices.

Environment-based education – focuses on educational results using the environment to engage students in their academic education with the goal of helping to achieve academic success, as well as an understanding of and appreciation for the environment.

Experiential learning – an approach to learning in which participants learn through a several step process (engage, explore, explain, elaborate, and evaluate) and involves a high level of reflection.

Facilitator – a person who guides participants learning but does not use direct teaching strategies such as lecture.

Game – an activity that typically is done for fun, competition, or chance.

Hands-on – providing students with tangible objects from the real world that they use to learn from; participation in learning through use or creation of material that engages multiple learning modalities.

Inquiry-based – a process where teachers organize classroom activities that help students develop questions about a particular topic or topics and then conduct investigations to answer their questions.

Learning styles – Particular ways a learner perceives, interacts with, and responds to a learning environment. (See Section IV of this Handbook for more information).

Lecture – a process where the teacher transmits knowledge to students by giving them information on a topic.

Model – an explanation or demonstration of “ideal” behavior.

Multicultural education – an educational focus that places an emphasis on examining and understanding the relationships among humans and acknowledges that students learn within their own cultural context and are influenced by attitudes, behaviors, and norms for their culture.

Outdoor education – learning that takes place out-of-doors and reinforces that all living things are to be respected.

Place-based – a model of teaching and learning that involves students in gaining a strong “sense of place” and that engages students in direct learning about the social and ecological places we live; a version of inquiry-based learning.

Problem-based – a model for teaching that engages students in the investigation of a problem (see inquiry-based).

Project-based – a model for teaching and learning that involves students in problem-solving investigations and other tasks that allow them to work alone to construct their own knowledge and outcomes.

Role-playing – a setting for learning in which participants act out a situation through assigned parts.

Working with Adults as Learners

One of the goals of PLT workshops is to help educators learn new ways of approaching their teaching tasks. Adults as learners are different than children as learners. The following characteristics of adult learners may help you plan and present your workshops.

Orientation to Learning

- Adults will commit to learning something when they consider the goals and objectives of the workshop to be important to them — that is, job-related and perceived as being immediately useful.
- Adults want to initiate their own learning and be involved in selecting objectives, content, and assessment.

What you can do: State workshop goals early in the schedule and add participant goals not listed. Be prepared to help participants see the need for learning something new. Encourage and nurture the seeds of understanding and change. Assume that each person wants to understand or learn.

The Learner's Self-Concept

- Adult learning is ego-involved. Learning a new skill, technique, or concept may promote a positive or negative view of self. Adults may fear that others will judge them, which produces anxiety during new learning situations.
- Adults reject prescriptions by others for their learning, especially when what is prescribed is viewed as an attack on what they are presently doing.

What you can do: Provide an environment in which the participants feel safe to try something new or to consider new ideas. Never criticize participants, but be positive and affirm each person in some way.

The Role of the Learner's Experience

- Adults come to any learning experience with a wide range of previous experiences, knowledge, skills, self-direction, interests, and competencies. This means that the richest resource for learning is often the group of adult learners themselves.
- Adults will resist learning situations they believe are an attack on their competence, thus they may resist imposed workshop topics and activities.

What you can do: Accept and value participants as individuals with their own experiences, knowledge, and skills. Provide ways for participants to contribute to each other's learning through techniques like group discussion and problem-solving and peer-helping activities.

Motivation

- Motivation is produced by the adult learner: the facilitator's role is to encourage and create conditions that will nurture what already exists in the adult.
- Adult learning is enhanced by behaviors that demonstrate respect, trust, and concern for the learner.

What you can do: Show participants that you respect, trust, and are concerned for them. Do not blame participants who do not pay attention or are reluctant to participate, instead look for ways to adjust the workshop to increase interest.

Sources

- Brookfield, Stephen D. *Understanding and Facilitating Adult Learning: A Comprehensive Analysis of Principles and Effective Practices*. Hoboken: Jossey-Bass, 2001.
- Knowles, Malcolm. *The Adult Learner, 6th ed.: The Definitive Classic in Adult Education and Human Resource Development*. Oxford: Butterworth-Heinemann, 2005.