



Teaching Adults ANYTHING

In 4 Easy Steps

For: Teachers, Trainers, Instructors, and Presenters
By: Sharon Bowman, author of *Training from the BACK of the Room!*

A black and gold pen with a silver-colored clip and a silver-colored band is resting diagonally across a spiral-bound notebook. The notebook has a light-colored cover with a grid pattern. The pen is positioned horizontally across the middle of the frame, with its tip pointing towards the bottom left. The spiral binding of the notebook is visible on the right side, curving upwards and outwards. The background is a soft, out-of-focus light blue and white.

You will need

**a pen
and paper**

because you will be taking some notes.

Adults
remember
what
THEY write
better than
what the
instructor
writes. *





YOU will remember
what you **WRITE**
better than what you **READ.**

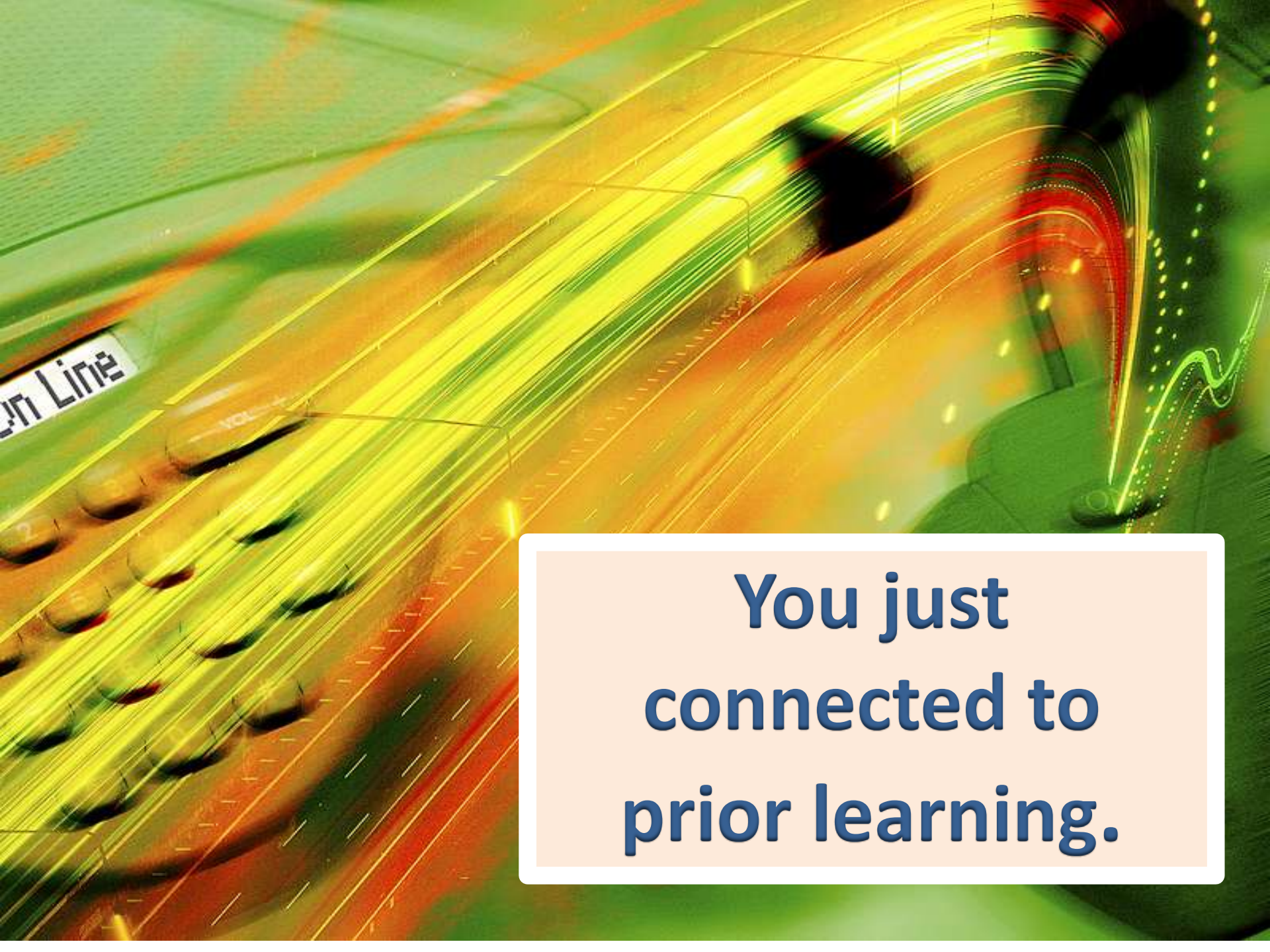




Quick-Write #1

**What do you already know
about how adults learn?**

Write one or two facts.



**You just
connected to
prior learning.**

A paved road with a yellow center line curves through a green landscape under a blue sky. The road is light gray and the center line is a solid yellow. The surrounding area is lush green with trees and grass. The sky is blue with some light clouds.

Quick-Write #2

**What do you want to learn
from this presentation?**

Write a sentence describing it.

**You just created
your personal
learning goal.**



**You made
TWO connections:**





**You made
TWO connections:**

**to prior learning and
to your own learning goal.**



**Connections
are the keys
to adult learning.**

Step #1

Get them
connected

**to
the
content**



**(prior learning and
their own learning goals)**



and to each other.

HOW



How might YOU connect these adult learners to the content and to each other?



How might YOU connect these adult learners to the content and to each other?

Quick-Write

Say: "Write a sentence describing what you want to learn and then tell your table group what you wrote."



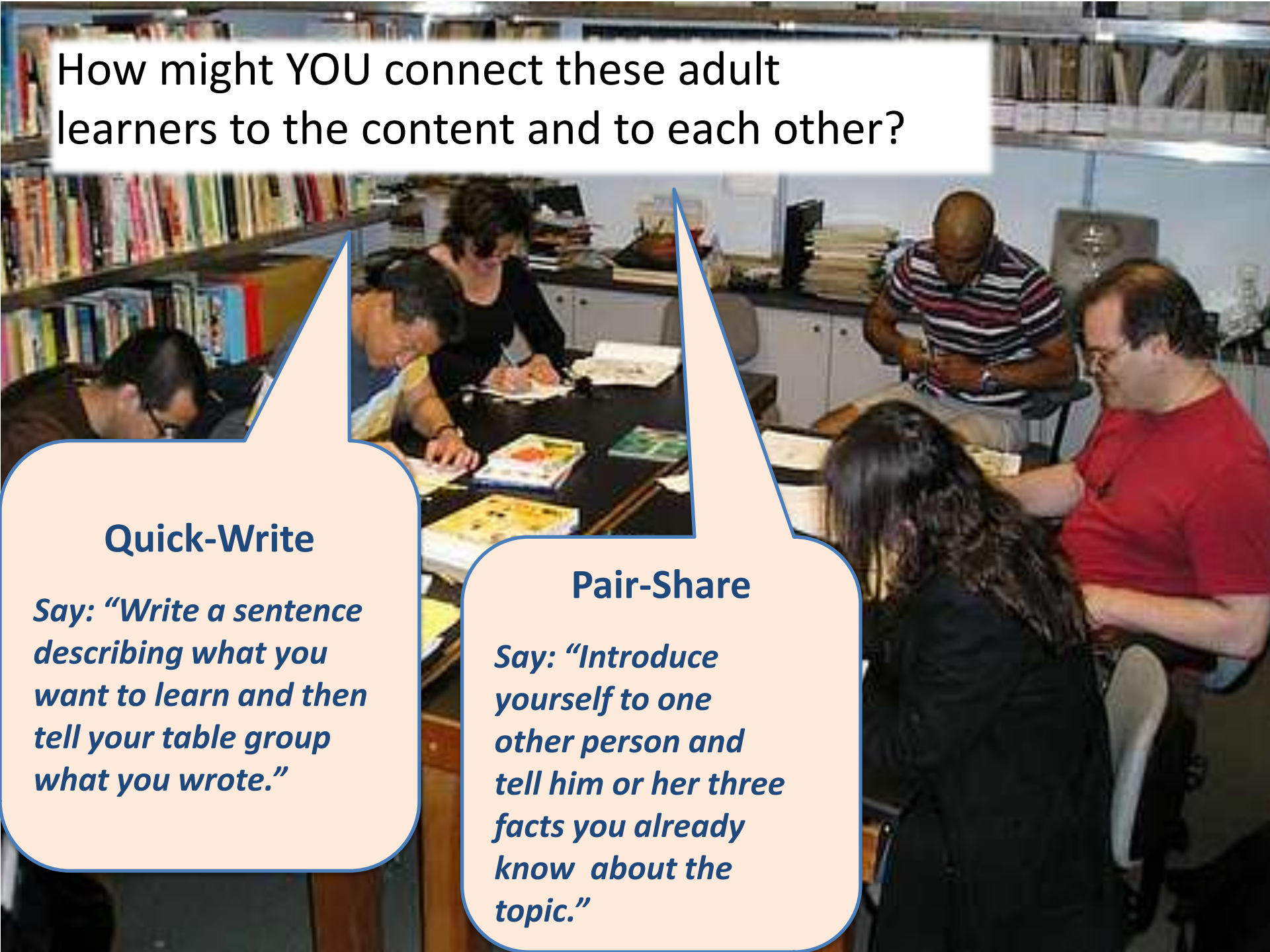
How might YOU connect these adult learners to the content and to each other?

Quick-Write

Say: "Write a sentence describing what you want to learn and then tell your table group what you wrote."

Pair-Share

Say: "Introduce yourself to one other person and tell him or her three facts you already know about the topic."



How might YOU connect these adult learners to the content and to each other?

Quick-Write

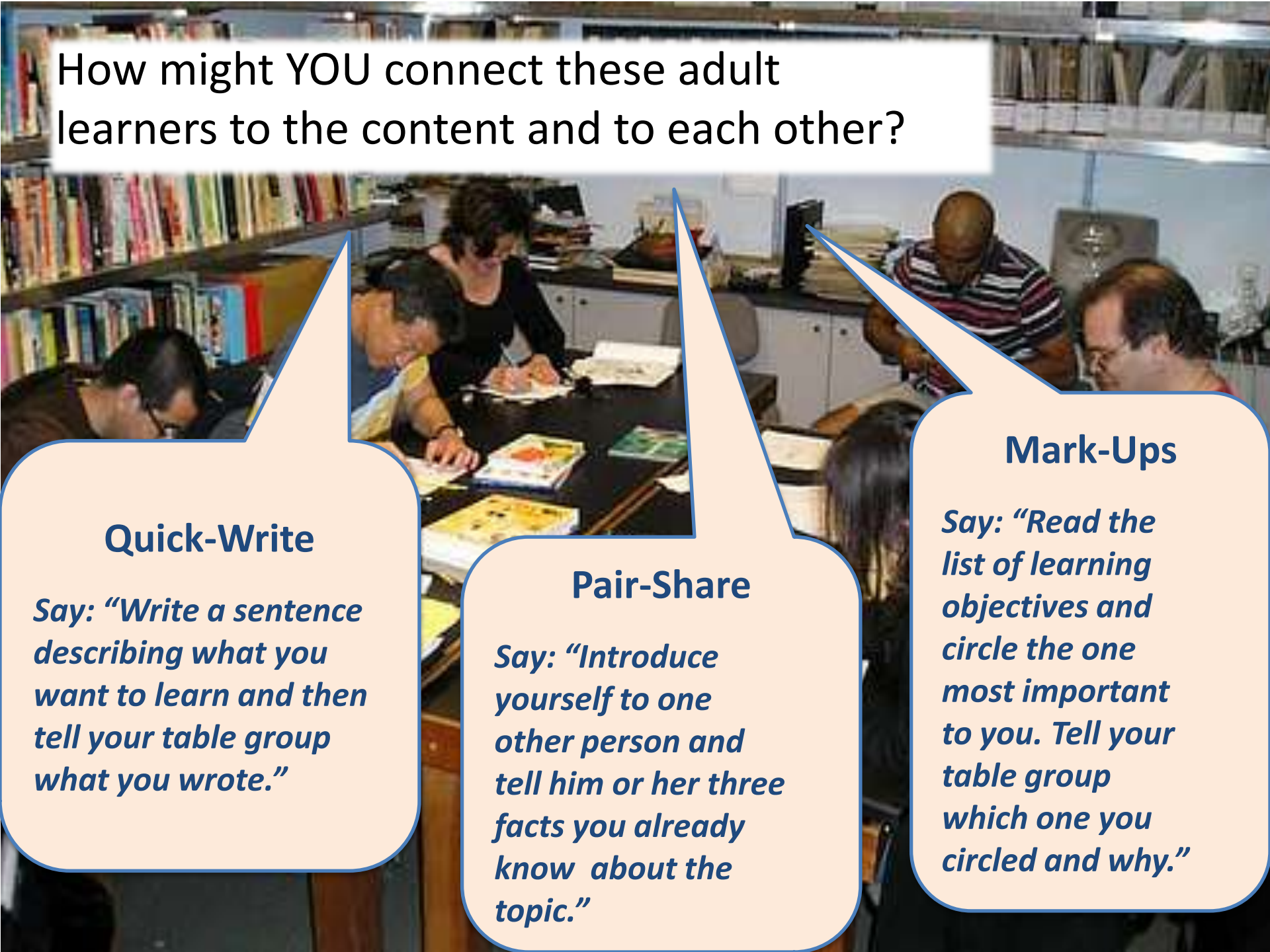
Say: "Write a sentence describing what you want to learn and then tell your table group what you wrote."

Pair-Share

Say: "Introduce yourself to one other person and tell him or her three facts you already know about the topic."

Mark-Ups

Say: "Read the list of learning objectives and circle the one most important to you. Tell your table group which one you circled and why."





POP Quiz

1. What is step #1?
2. What should learners connect to?

Write your answers to the above questions. Click back through the slides if you're not sure of the answers.

Step #2

Show
and Tell

SHOW





SHOW

Use images to
teach content.

Images are anything visual:

**stories, case studies,
metaphors, analogies,
demonstrations, skits,
as well as photos, props,
icons, cartoons, graphics,
videos, other visual aids,
and graphic organizers.**

TELL



TELL

But remember:
the more you talk
the less they learn.



Which items in the list below do NOT include images?

- **Slides with bulleted lists (like this one)**
- **Handouts that include photos**
- **Verbal facts about the topic**
- **Personal stories about the topic**
- **Text-only handouts and charts**

Which items in the list below do NOT include images?

- Slides with bulleted lists (like this one)
- Handouts that include photos
- Verbal facts about the topic
- Personal stories about the topic
- Text-only handouts and charts



**No
images
here,
here,
and here.**



STOP

Write step #2 in your notes.

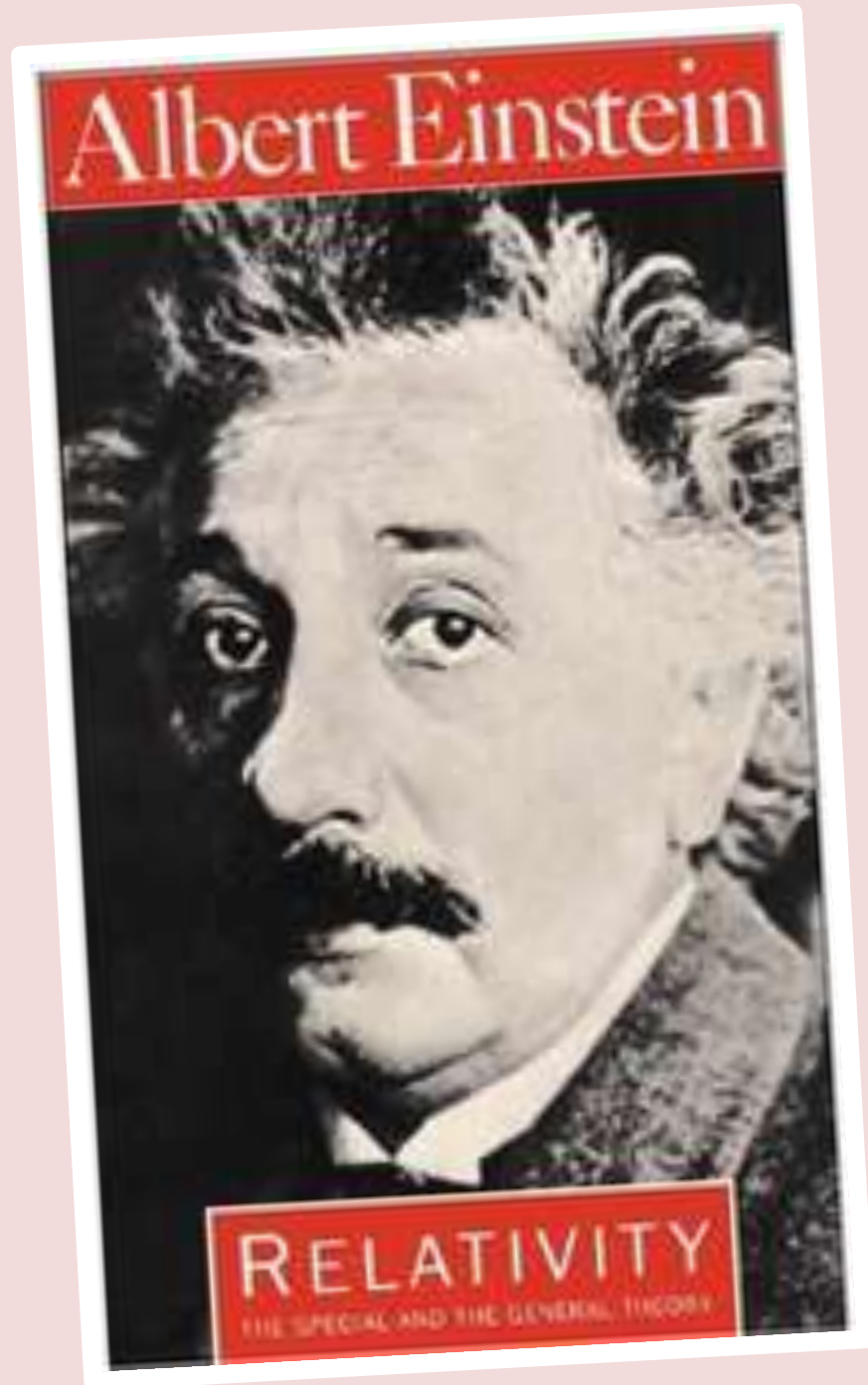
A woman with dark hair, wearing a colorful striped sweater, is sitting at a desk and stretching her arms upwards. She is smiling and looking towards the camera. In front of her is a laptop. To her left, a pair of black shoes is visible. The background is a bright, abstract painting of a landscape with green hills and a blue sky. The text "Sit back, stretch, and take a few deep breaths." is written in a large, brown, sans-serif font across the upper part of the image.

**Sit back, stretch,
and take a few
deep breaths.**

**More oxygen is now flowing to your brain
which will help you learn better.**

Step #3

Let Them
Do It



*“All learning
IS experience.
Everything else
is just
information.”*



**Practice
makes
perfect?**

A close-up photograph of a person's face and hands playing a brass instrument, likely a trumpet. The person is wearing a dark shirt. The background is blurred, showing other people and greenery. Overlaid on the image is the text "Practice makes perfect?" in a dark blue, sans-serif font. The word "perfect?" is crossed out with two thick red diagonal lines.

**Practice
makes
~~perfect?~~**

permanent.


6X 6W

6 times
6 ways



**Adult learners need to
actively review content
or actively practice skills
at least six times
and in six different ways.**

How might YOU have these adult learners actively review content or actively practice skills?



Write one or two ideas in your notes, then click to the next slide for more strategies.

TEACH-BACKS



TEACH-BACKS



Pair Teach-Back

Learners divide into pairs (or triads) and take turns explaining concepts or demonstrating skills they've learned during the class.

TEACH-BACKS



Pair Teach-Back

Learners divide into pairs (or triads) and take turns explaining concepts or demonstrating skills they've learned during the class.

Table Teach-Back

Each table group chooses a concept or skill to explain or demonstrate to the rest of the class.

TEACH-BACKS

The background of the slide is a photograph of a classroom. Students are seated at desks, some looking at papers or devices, while others are in small groups. The lighting is warm, and the overall atmosphere is one of active learning.

Pair Teach-Back

Learners divide into pairs (or triads) and take turns explaining concepts or demonstrating skills they've learned during the class.

Table Teach-Back

Each table group chooses a concept or skill to explain or demonstrate to the rest of the class.

Class Teach-Back

The class divides into half. Each half teaches or demonstrates a concept or skill to the other half.


**Here is a list of other practice activities.
Which ARE examples of step #3?**

- **Playing a review flashcard game**
- **Taking part in a skill-related skit**
- **Reading a set of slides**
- **Participating in job-shadowing
or on-the-job training**
- **Watching a topic-related video**

Here is a list of other practice activities.

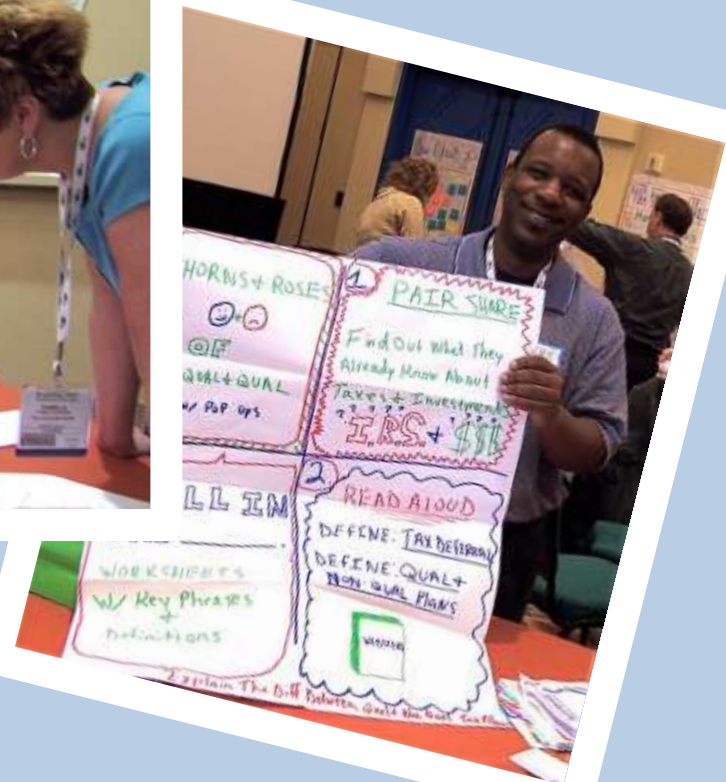
Which ARE examples of step #3?

- Playing a review flashcard game
- Taking part in a skill-related skit
- Reading a set of slides
- Participating in job-shadowing or on-the-job training
- Watching a topic-related video



**Yes,
these
are
examples
of
active
practice.**

**Consider these
when choosing a
practice activity:**



**Consider these
when choosing a
practice activity:**



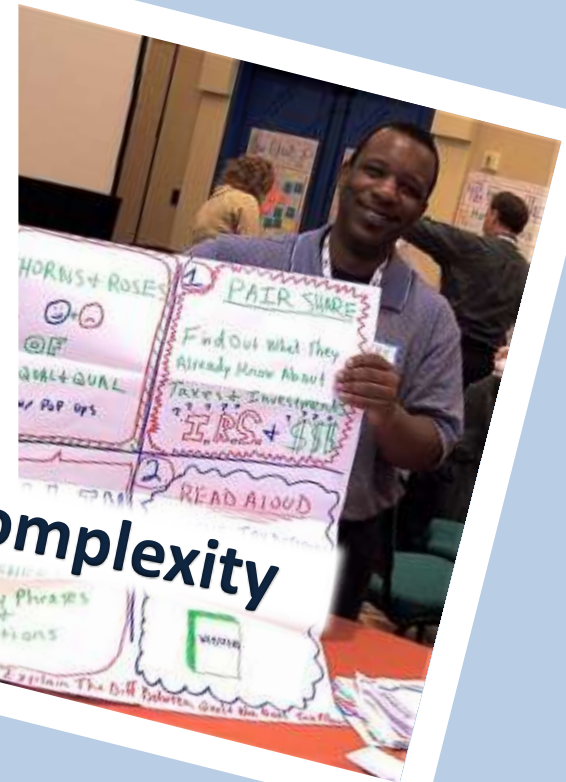
group size

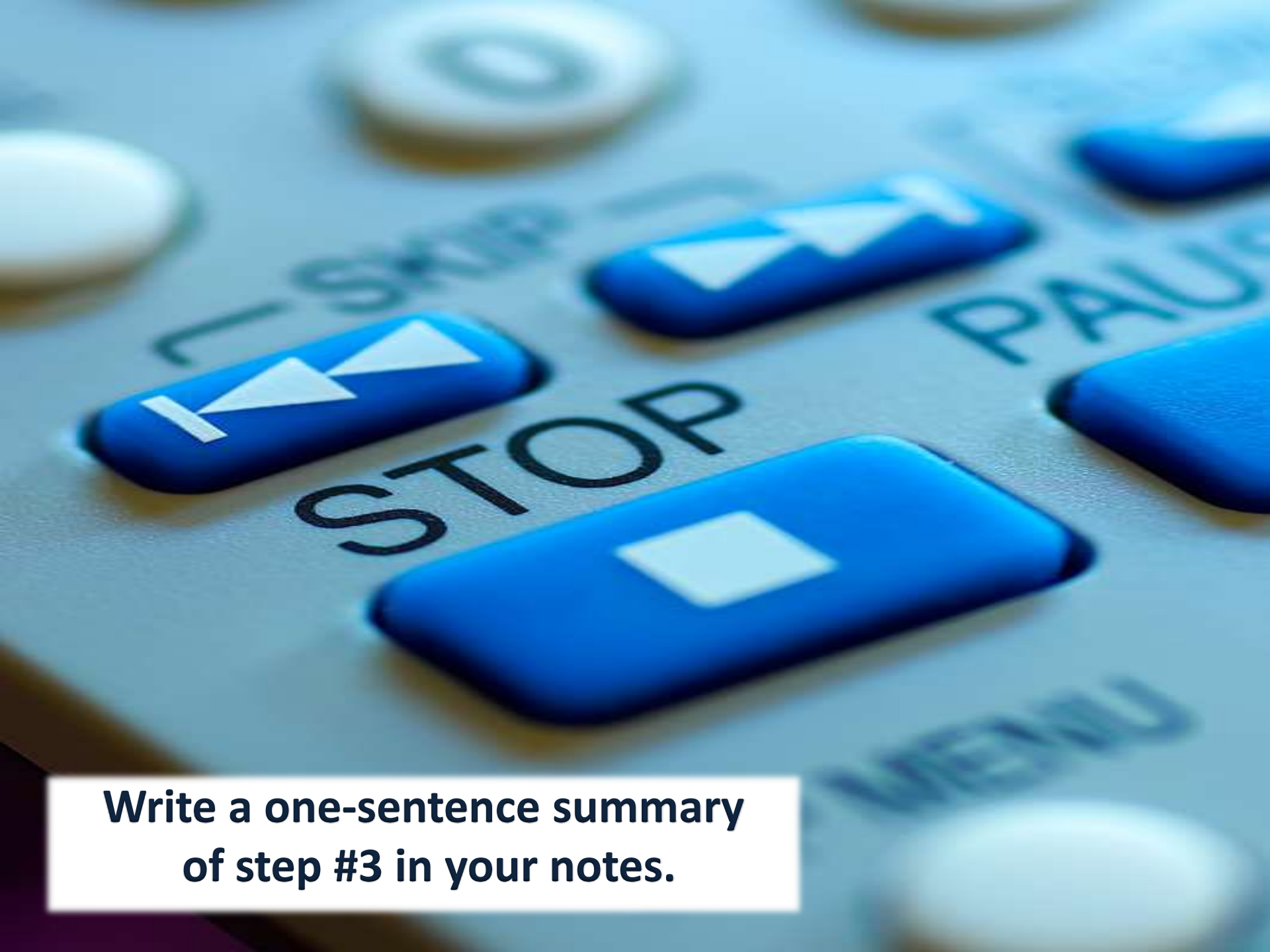


content complexity

time available

physical space





**Write a one-sentence summary
of step #3 in your notes.**



Stretch.
Breathe.

Can you
remember
the first
three steps?

Step #4

Stand Back
and Applaud

**What have
YOU learned so far?**



**Write a statement
comparing what you
knew about how adults
learn with what you
now know.**

**What will you
DO with it?**



**Reread your
personal learning goal
and think about what you
plan to do with what you've learned.**

Adult learners need to
evaluate what they learned,
make an action plan
to use it,
and celebrate it all!

EVALUATE



The background of the slide is a composite image. The upper portion shows a perspective view of a suspension bridge with its cables and walkways, rendered in a warm, orange-toned style. The lower portion features a detailed compass rose with various directional markings and a central needle, overlaid on a grid-like pattern. The overall aesthetic is technical and navigational.

EVALUATE

Self-assessments

Written or verbal tests

Simulations

Demonstrations

Projects

Teach-backs

Peer reviews

On-the-job performance

ACTION PLAN



ACTION PLAN



**A commitment to use
what has been
learned
or practiced.**

A vibrant fireworks display at night. The sky is dark, and several bursts of fireworks are visible. The most prominent ones are bright yellow and orange, with long, trailing sparks. A red banner with a white border and a slight 3D effect is positioned diagonally across the center of the image. The word "CELEBRATE" is written in bold, red, sans-serif capital letters on the banner. The banner has a subtle gradient and a drop shadow, making it stand out against the fireworks.

CELEBRATE



CELEBRATE

**Acknowledge
the learning
and the group.**

Way to go!





Way to go!



POP Quiz

(again)



1. What is step #4?

Write the answer. If not sure, click to the next slide.

2. What should learners do during step #4?

Write the answer. If not sure, click back to slide #51.



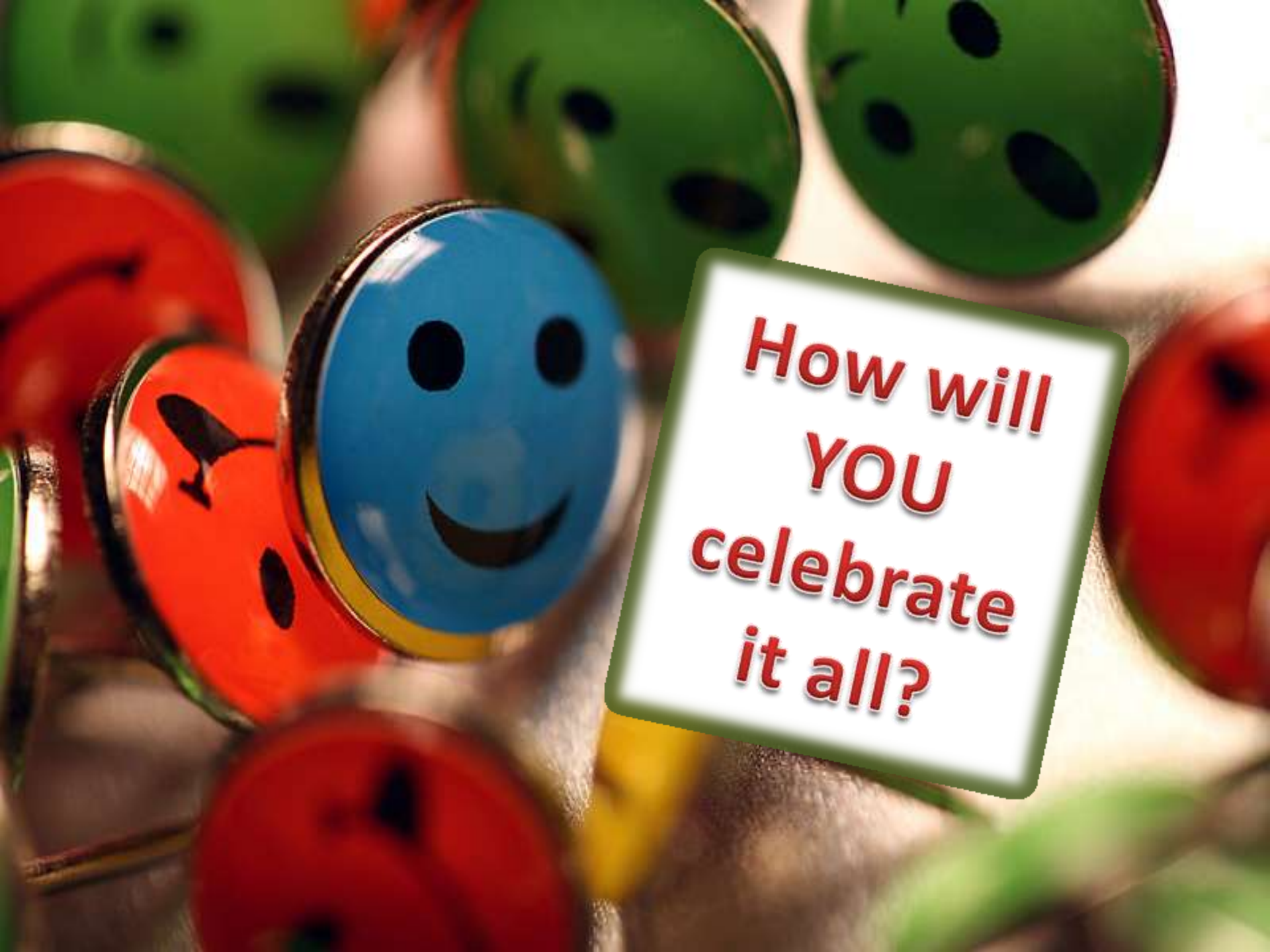
Teaching Adults ANYTHING in 4 Easy Steps

Step #1:
Get them connected.

Step #2:
Show and tell.

Step #3:
Let them do it.

Step #4:
**Stand back
and applaud.**

A close-up photograph of several round buttons with smiley face designs. The buttons are in various colors: blue, red, and green. The blue button in the center is in sharp focus, showing a simple black smiley face. Other buttons are blurred in the background and foreground. A white rectangular box with a green border is overlaid on the right side of the image, containing the text 'How will YOU celebrate it all?' in a red, stylized font.

**How will
YOU
celebrate
it all?**




P.S.

Here's a SECRET
you need to know:



**The 4 steps work
with **ALL** learners,
even **KIDS**.**

The 4 steps are about HUMAN learning, not just adult learning.
Try them out with your children at home or your students at school.
Teach other parents, friends, and co-workers what you've learned.

A silver laptop is open on a dark, reflective surface. In front of it lies a white sheet of paper with a pen resting on it. The background is blurred, showing an orange chair and some indoor plants.

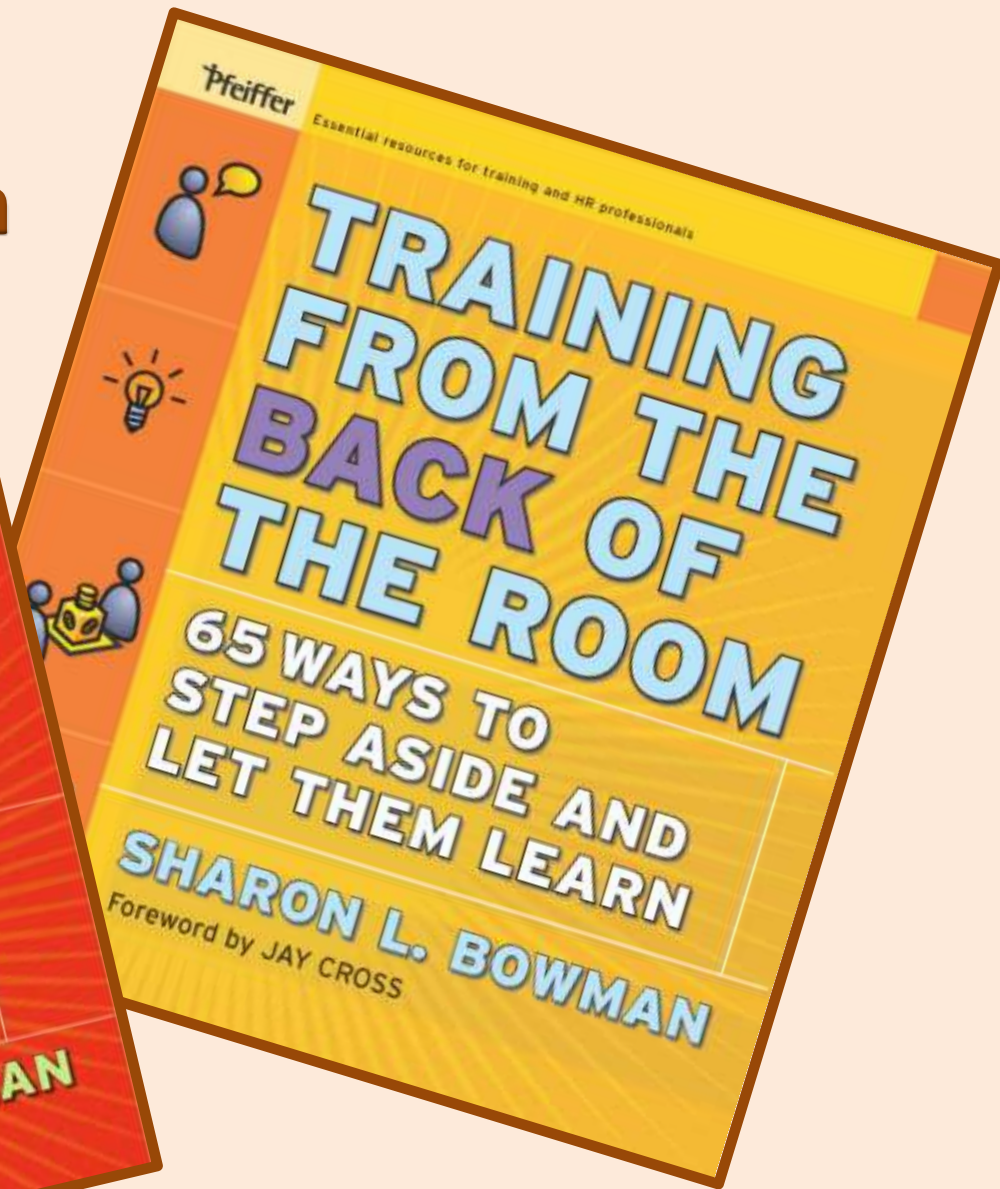
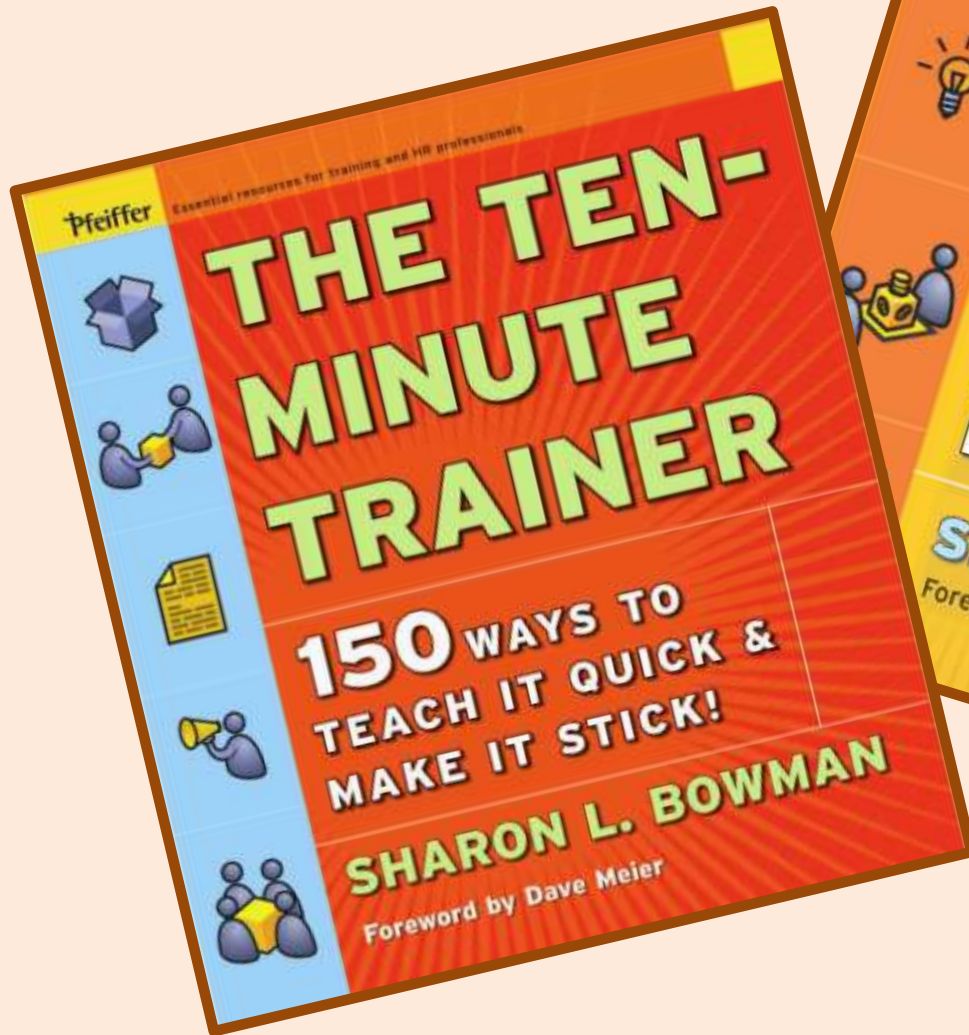
Oh, one more thing:
This was an
interactive e-learning
experience.

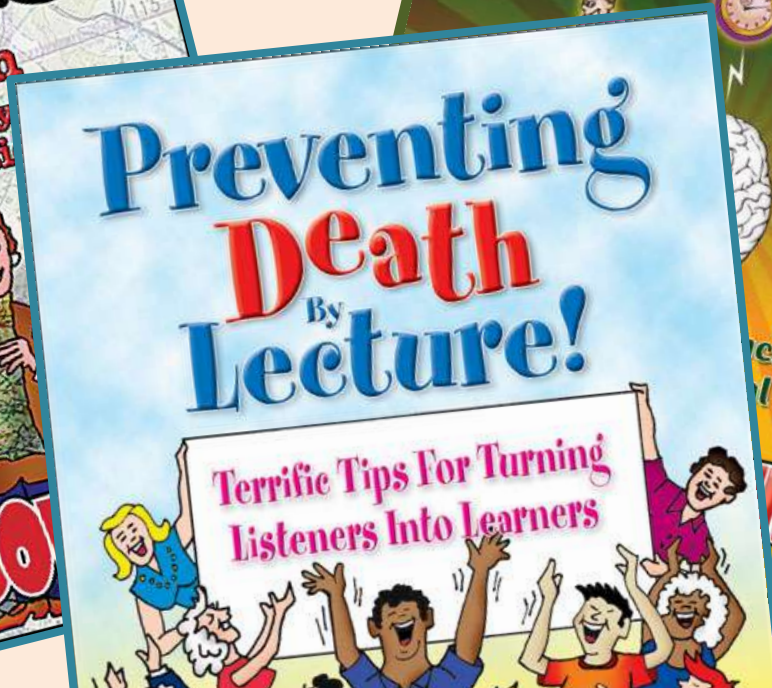
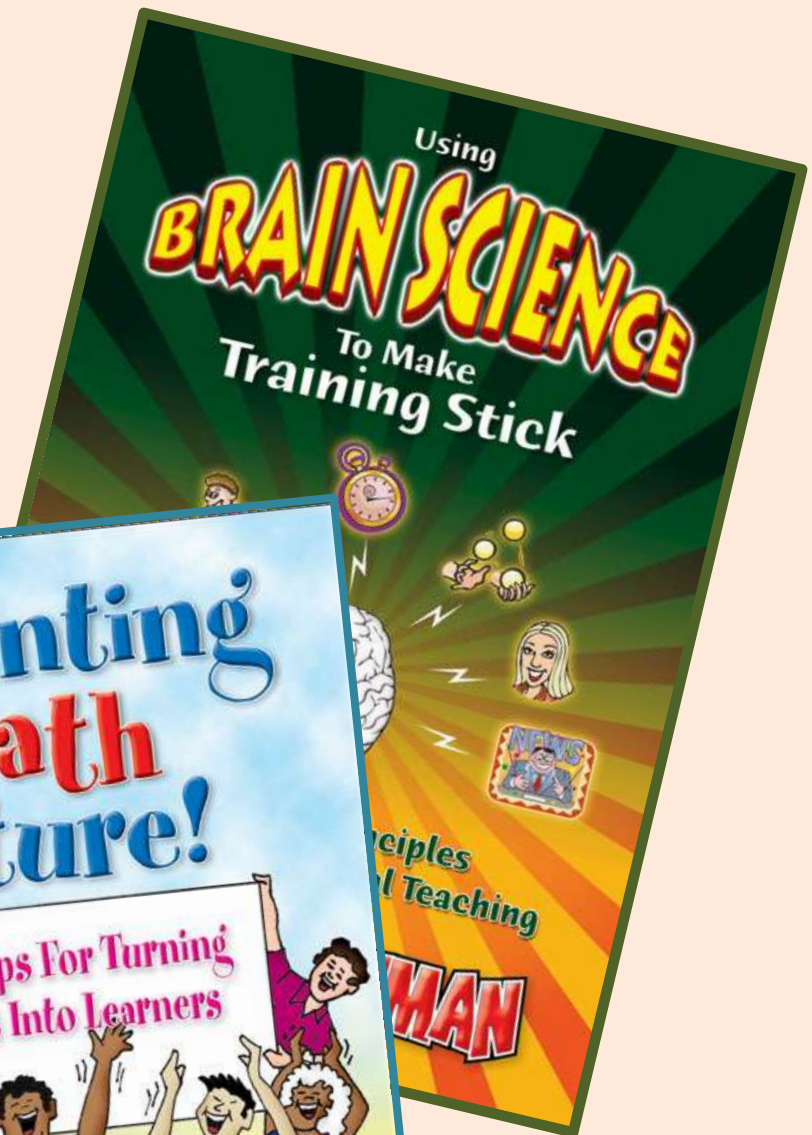
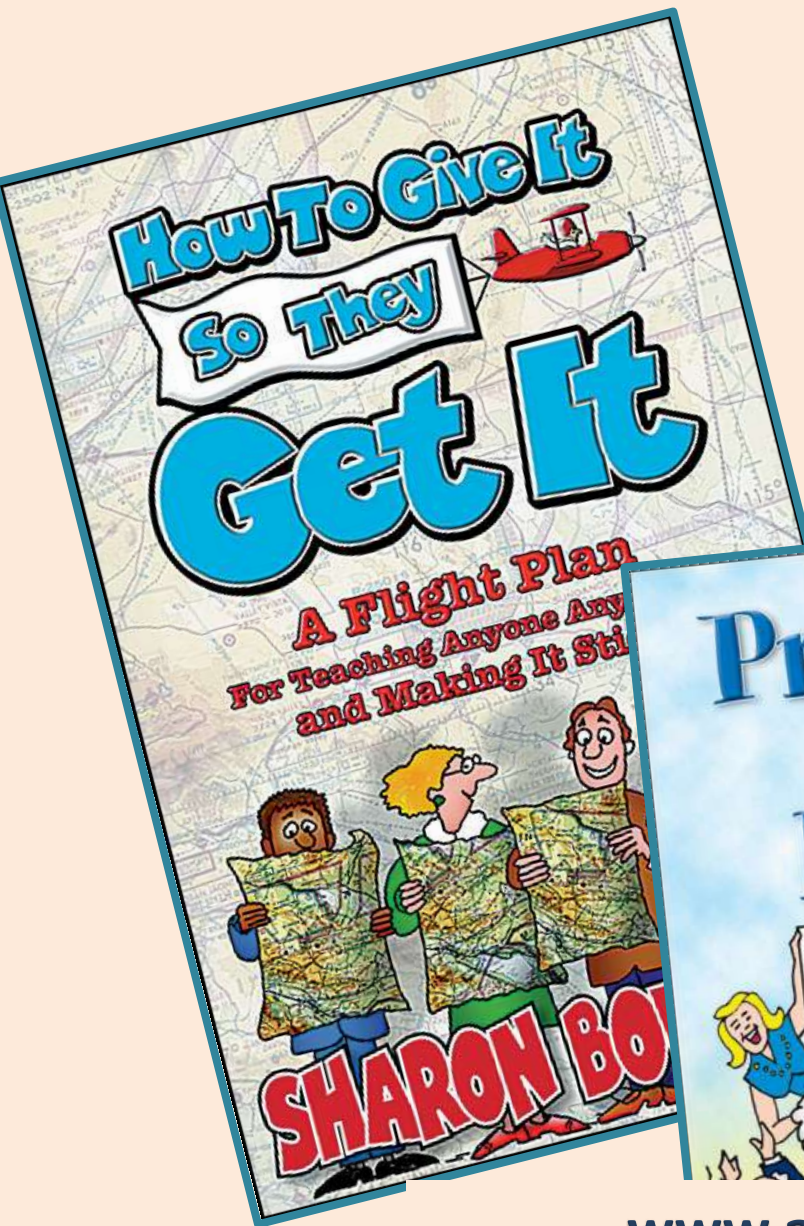
Click through the slides and see if you can find all the ways you were invited and encouraged to participate.

Use interactive elements like these in any type of computer-based training, including your own Slide Share presentations.

Your learners will be glad you did!

Books by Sharon Bowman





www.amazon.com for book purchases
www.Bowperson.com for free book excerpts

**Sharon
Bowman**



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