

HOW TO LEAD A GROUP THE QUALITIES OF A GROUP LEADER

The group leader:

- approaches each group uniquely (does not compare it with others)
- puts aside all personal considerations in favor of the group
- trusts the group; does not judge people or their ideas
- sets no expectations for the group
- welcomes all group members and makes them feel comfortable both by word and attitude
- keeps the group on target by recalling the main points of the topic and asking the questions posed by the topic
- is able to handle a reasonable amount of silence by the group
- tries to be aware of both the feelings and the ideas of members
- listens actively to each group speaker with eyes, face and body
- encourages everyone to speak and no one to dominate
- tries to help group members to get in touch with their feelings and with one another
- is aware that some members exert undue influence by reason of age, appearance or previous experience; tries to prevent such individuals from dominating
- tries to understand how some individuals react to "heavy" topics, i.e. clowning, nervous laughter, changing subject, withdrawal, etc., brings group back on target
- summarizes group discussion from time to time
- accepts group members who disagree with points of the topic/discussion
- is aware of constant interrupters; tries to give all a chance to talk
- does not allow sub-groups (cliques) to dominate

The Group Leader:

- **NEVER** manipulates the group or steers it by stating his position first
- **NEVER** tells the group how they should feel now or after the meeting
- **NEVER** tries to convince the group that his/her point of view is the only one or the right one
- **NEVER** allows any group member's statement, contribution or request for help to go unnoticed
- **NEVER** acts the part of a cop or teacher or "savior"

REMEMBER . . .

**THE GROUP LEADER SHOULD BE TRYING TO LIVE THE CHRISTIAN LIFE . . .
SHOULD BE WILLING TO ADMIT THAT THE CHRISTIAN LIFE IS A
STRUGGLE (at times) . . .
SHOULD NOT BE CONSTANTLY TRYING TO SOLVE MEMBER PROBLEMS . . .
DOES NOT HAVE ALL THE ANSWERS !!!**

Fifteen ways to get kids talking

1. Start with non-threatening questions.
2. Begin with questions that ask for opinions.
3. Instead of starting with a question, begin with a role-play, case study, or tension getter that provokes a response.
4. Give your opinion about the question and ask the kids to respond to it.
5. Ask the kids to anonymously write down their responses to a question or topic. Collect their papers to read aloud; then let the kids respond to what they wrote.
6. If the group is large, divide into smaller groups that discuss the issue then report their conclusions to the larger group.
7. If the group combines 12-year-olds with 16-year-olds, for example, divide into groups of similar ages.
8. Ask the kids why they are not talking; discuss their responses to that question.
9. Make the dialogue seem more like a game with discussion starters like TalkSheets, Talk Boxes, or Role-A-Role.
10. Play Round-Robin with discussion leaders—students take turns asking the questions that keep discussion moving, as well as responding to other kids' comments.
11. Brainstorm all the possible responses to the question.
12. Ask all adults to leave the room while the kids discuss the questions on their own. When the time limit is up, the adults return to hear the kids' report on what they discussed.
13. Give the kids a survey; discuss the results.
14. End the meeting formally, then informally bring up some of the issues of the discussion.
15. Forget the discussion this time and try it some other time. ◇

- Vary the programs and meeting format. Continuity causes boredom if the meetings lack a fresh spirit, new twists, unique ideas or creative challenges. Provide a steady diet of group meetings and a chance for young people to gather with specific purposes in mind—but be creative with each meeting.

People need a structure and a routine. We need a regular way of ordering our lives to feel secure and comfortable.

This is also true of youth groups. Groups need a continual pattern of activity. Groups need continuity so that relationships continue to be built and strengthened.

MEETING SETTINGS

Let your agenda dictate your meeting site. If you are studying the topic of death and dying, meet at a hospital or funeral home. If you're planning to discuss the needs of the elderly, meet at the home of a shut-in or at a nursing home.

It also is productive to have the group meet in different homes of members. The parents are familiarized with the group, the young people see how others live, and it tends to build positive relationships. Be sensitive to teenagers who might be embarrassed by their home environment and thus not want to host meetings.

The church, of course, is an excellent meeting site. Sometimes it is more convenient to meet at the same site, especially if the church is centrally located. Having a predictable meeting site also sets a good pattern for your members. If you decide to vary your meeting sites, be sure that each young person has directions and transportation.

Suggestions for meeting sites include:

- Church sanctuary—to discuss worship.
- Pastor's house—for an informal discussion.
- Movie theater—to review and later discuss a film.
- Public park—to have a picnic and your version of the Olympic games.
- Police station—to discuss crime and delinquency.
- Shopping center—to witness to shoppers.
- Television studio—to discuss current programs and shows.
- Bus or van—to have a progressive meeting from one home to another.
- School—to discuss the role of the school custodian, superintendent or counselor.

- Business office or car dealership—to discuss career choices.
- College—to discuss campus life with the campus pastor and students from your congregation.
- Cafeteria or restaurant—to discuss world hunger.
- Doctor's office—to discuss disease, health and trends in lifesaving procedures.
- Courthouse—to discuss teenage driving, justice and the court system.
- ROTC or recruiting office—to discuss the draft, war and peace.

WHO LEADS THE MEETINGS?

Every group needs leaders, but not all people are leaders. Youth groups need to work at developing a core of committed people who are willing to give of their time and energies.

A youth group that has teams of adults working with it is fortunate. The team ministry concept for youth groups allows as many adults as possible to become involved in the planning and doing. Team ministry includes young or older couples, single adults and parents of group members.

Congregations sometimes hesitate to involve parents of youngsters who are a part of the youth group. The key question is how do the parents and youngsters feel about the situation? If it is not a problem for them, then it can be a great relationship. If, however, the young person or the parents are uncomfortable with the idea, then perhaps the parents should work with another youth group. Ideally, parents and youngsters working together is an excellent model of acceptance, understanding and love.

After the adults have been recruited, allow them to decide on responsibilities and then work together with the young people in making certain everything is being covered for the various activities and events.

In this way, adults grow more closely together and at the same time use their gifts to meet the needs of young people.

The adult role is crucial to youth groups. Adults need to be present and available as counselors, idea-givers, directors and as friends. No adult has all the gifts needed to be the perfect adult sponsor or counselor, but each adult has gifts to give the young people.

One of the best gifts that adults can give is friendship. Young people need friendly adults around as models and listeners. Young people do not want or need "old teenagers"—that is, adults trying to act like youngsters.

Youth groups don't need super slick discussion leaders. What they do need is someone who is open, can facilitate with neutrality, likes kids, knows how to make transitions, and keeps confidences.

Open. A good discussion leader hears out all points of view, even when a point of view is wrong in his opinion. Although the leader may not agree with what she hears, her openness creates trust in the kids—a feeling that the thoughts they struggle with don't make them unacceptable.

Neutral. A good discussion leader does not use his opinion to manipulate the discussion or overpower someone he disagrees with. She keeps her emotional distance and doesn't make comments that give away her beliefs. A neutral leader gives his opinion when asked, but concentrates on facilitating communication among the kids.

Likes kids. Because kids get silly, wander off the subject, don't follow the discussion, and generally act like kids, a good discussion leader has to like kids. Leading kids in a discussion requires the patience of one who knows why kids act the way they do and accepts them at that point in their maturing process.

Makes transitions. A good discussion leader recognizes a floundering discussion and either steers a new course with alternate questions (see Using Questions To Keep a Discussion Going, p. 20) or ends the discussion. Sometimes a pause means that the kids are thinking about what they want to say or that the entire group needs silence to process information and feelings. Don't be intimidated by constructive silence. Sometimes, however, a lull in talking means that the discussion is over. A discerning leader will learn to recognize the meaning of a silence and make appropriate transitions from discussion to another element of the program.

Keeps confidences. Thoughts the kids share in youth group must be kept confidential by both kids and leaders. If youths feel that what they say will be repeated to their parents or other adults, they will clam up.

Let's Talk

Share in large groups. Let each person think through the subject being discussed and respond voluntarily.

Small groups. Form dyads (groups of two), triads (threes) or larger subgroups to deal with specific assignments. For instance, a dyad might be asked to tell five significant facts about themselves and then to join another dyad with one person introducing his partner to the two new persons. A triad might be asked to engage in observation or dialogue in which two of the people would discuss a topic with the third person observing what is said and reporting the observations at a set time. Then the roles would be rotated. The small groups could be asked to report to the large group. Increase involvement by setting a time limit for discussion.

Talk face-to-face. Ask the participants to turn to the individuals seated next to them to share thoughts on the subject being discussed.

Use open-ended sentences. Each participant completes sentences such as:

- The world would be better if . . .
- I feel like crying when . . .
- The most worthwhile part of the film for me was . . .
- I wish people would . . .
- Ten years from now, I hope . . .

Prepare a handout. List the major points of the presentation topic or film. Often it is helpful to have visual material for the group. For example, list multiple choice thoughts such as: Which would be harder to do—turn in a friend for cheating, stop a fight, or tell a friend you disagree with him or her?

Use specific statements or questions. Concrete questions help the youth focus on specific discussion subjects, rather than talking in generalities. Specific questions also are less threatening than open discussion.

Read together. In doing a Bible study, for example, it is helpful to have the whole group read parts of the scriptures and respond accordingly.

Do dramatical readings. Involve the group by using drama and skits to make various points. Ask for volunteers ahead of time so they can prepare.

Use body movements. Have the group members relate feelings by standing up, using hand motions or making non-verbal expressions.

Utilize the written word. Distribute cards and pencils for the youngsters to write discussion questions. Or, distribute pre-printed cards that give each group a simulated situation to act out or discuss.

Don't overlook resources. Use films, records, videotapes, slides and posters in preparing discussion topics.

Incorporate music. Use music to set the mood as you discuss current events and issues.

Set up a panel discussion. Members of the group can serve on a panel to discuss the topic issue. Afterward, the entire group can discuss and react to the panel.

Fishbowl. Divide into two equal subgroups with one group in a circle for a discussion and the other group in the larger circle around the first group. The outside group observes how the first group reacts to the topic. Roles can be reversed after evaluating what took place during the discussion period.

Modified fishbowl. Put five to seven chairs in the middle of the meeting room, depending upon the size of the group. Ask volunteers to take seats and discuss the topic. Keep one of the chairs vacant. Whenever anyone from the group wants to share, he or she sits in the empty chair, expresses his or her thoughts, and then vacates the chair. Then those still seated respond to the questions and concerns. This also is called the open-chair design.

Observers. Plant observers in the discussion group who will look for specific activities. Did the group really deal with the subject? When was the group the most involved? The observer can help the group become more involved.

Case history. Explain a real-life drama stopping short at the solution point. Ask the group members how they would handle the crisis. After all have participated, conclude the drama by relating how the real-life participant dealt with the crisis.

Interviews. By recording or writing out the comments of others, you can add a number of stimulating opinions to your discussions. Use a cassette recorder to interview persons on the street, in the church, or any others who would be difficult to bring to your group for such contributions.

Remember the good old days. Have the group recall experiences in the past that connect with the subject being discussed. Help the young people identify with the issue by suggesting situations.

Use storytelling. Encourage each person to tell a story from his or her life that ties into the subject being discussed. Or, have the young people imagine stories concerning the topic.

As we work with young people at their meetings, we need to remember there are three learning aspects involved:

- The mind and cognitive learning.
- Feelings and emotions.
- Body movements (psychomotor).

An ideal discussion technique keeps all learning components in mind. For example, in the *continuum discussion*

method, ask the teenagers to stand along an invisible line according to their feelings about an issue—opposite ends of the line represent extremes and the middle “undecided” or “care.” To the statement, “I think the drinking age in every state should be raised to 21,” those totally agreeing would stand at one end of the line, and those totally disagreeing would stand at the other end. Those having mixed feelings or uncertain would group in the middle. The youth then would discuss opinions with those standing in their proximity.

Another alternative to this is the *four-corner approach* which four choices are given for a question and the participants walk to one of the corners to “vote” their opinion.

Guidelines for Leading Youth Discussions

- Scan the group's emotional environment for clues such as behavior, small talk, clothing and seating patterns.

- Probe for contact points between the chosen subject (film, reading, play) and the group's feelings (laughter, sadness, expressions of boredom).

- Utilize means by which students can make comparisons between the topic and an immediate experience. For example, read 1 Corinthians 13 and hand each person a spoon. “As you look into the reflection in the spoon, what do you see about God which is only viewed vaguely?”

- Draw on the resources of the whole group. Even the giggles in the corner are a contribution.

- Let unresolved points remain in the minds of the group. The mature discussion leader will refrain from forcing his or her opinion on the group. The leader's role is to moderate, not debate. His or her opinions should be expressed gingerly.

- Don't be afraid to pursue aspects of the topic you don't know.

- Be patient when silence reigns after your invitation to share. Silence allows the group members to think about the question or remark. Don't give in to the temptation to “rescue” the group all the time by answering your own questions. If you handle silence with confidence, you will find it an effective teaching resource.

- Affirm those who contribute their opinions.

CHECKLIST FOR SMALL GROUP LEADERS

BEFORE THE MEETING

- A. Pray for the Group:** Pray for every member of the group by name.
- be specific
 - be personal
- B. Prepare:** Here are six areas to focus on as you think about the meeting:
- **People:** Who is coming and why?
 - **Arrangement:** What needs to be done—seating, temperature, Bible study, child care, music, materials, etc.? Who will do it? Are you sure?
 - **Relationships:** How will you help people feel cared for? What can you do to break the ice? How can you help the group relax, feel comfortable, open up?
 - **Study / task:** What is your agenda? What questions are you going to use in the Bible study? What else do you want to accomplish?
 - **Prayer:** What are the goals for your prayer time? How much time? What kind of prayer? What about those who feel uncomfortable praying aloud?
 - **How much time is available?** How are you going to use it? What is the *real* starting time? Closing time? Are you attempting too much? Too little? Who could take some of the segments?

DURING THE MEETING

- A. Use of Time:** Keep the group within limits. There are situations where the time use will change according to the need of the moment, but there needs to be an agreed-upon beginning and end to the meeting, as well as approximate time limits for each segment.

B. Flow of Discussion: One of the tasks of the small group leader is to keep the flow of the discussion moving. This is an art picked up by practice, but here are some ground rules for leading good discussions.

- ☐ When you ask a question, give time for people to think.
- ☐ You're the discussion leader ... not the answer person or the final authority on all matters.
- ☐ Assist people to participate, but avoid forcing anyone to answer.
- ☐ Refrain from monopolizing, or being the authority figure.
- ☐ Pace yourself. Getting through all your questions isn't nearly as important as permitting everyone to participate.

C. Interpersonal Communication: During the discussion process, there may be interactions that require you to do some follow-up later on. For example, one person dominates the group, and they do not respond to your redirecting. Make a mental note of these and follow up later on.

AFTER THE MEETING

Care for the members. There are four types of people that especially need to be followed up on:

- those who were absent
- those who were ignored or were silent during the meeting
- anyone who was "attacked" during the meeting
- anyone who is hurting in a special way

Obviously, this model for group meetings is best if you have highly trained small group leaders. But if you do not have this luxury, this model is probably less effective because it is totally dependent upon the skills of the leader. And if the leader is not skilled, or is not in tune with the VISION for the total small group program of the church, the leader may well take the group in another direction or no place at all.

TIPS

- Planning a meeting? These questions may help guide your choice of activities and discussion questions:
 - *Variety*: Is there variety, something for the introvert *and* the extrovert? the tactile learner *and* the auditory learner? something active *and* something quiet? something to *see*, to *do*, to *speak*, to *hear* and to *touch*?
 - *Relevance*: Does this fit kids' interests or needs?
 - *Openness*: Am I allowing space for kids to share their opinions, thoughts and feelings?
 - *Age-Appropriateness*: Is this stuff they can *do*?
 - *Challenge*: Am I challenging them, not just spoon-feeding the same old stuff?
- When you lead, be yourself. Don't try to be a teenager. Be your own authentic, adult self. Your integrity builds credibility.
- Stay in touch with the world of your teenagers. Occasionally read a teen magazine, watch shows popular with teens, listen to top-40 radio, watch an hour of MTV, visit informally with the kids, talk to their parents...the options are endless. Not sure where to begin? Ask the kids to loan you a favorite CD, video or book.
- You don't need to have answers. You need only participate in the journey. Be honest about your limitations, transparent in your own journeying and willing to examine your own assumptions. By this you will earn kids' trust.
- The relationship's the thing. The caring friendships you develop with kids teach them far more about God's love and grace than the content introduced in a meeting.

Other characteristics of adults who are effective as youth group counselors include:

- Committed to the Lord.
- Willing to share his or her faith.
- Likes young people.
- Trusts young people and is trusted by them.
- Relates well with young people.
- Has leadership skills.
- Has a sense of humor.
- Has a good self-concept.
- Knows his or her limitations and weaknesses.
- Has the time to take the time.
- Listens well.
- Understands the young people.
- Is an advocate for youth.
- Has ideas for groups to consider.
- Is a positive model in terms of lifestyle.
- Works well with other adults and involves other adults in their lives.

WHEN YOUR GROUP STOPS TALKING

PURPOSE

To ease the problem of non-communication (private conversations, daydreams, dead silence, tension) by getting group members to interact.

PREPARATION

Make one Group Evaluation sheet for each person (leaders included):

Group Evaluation

1. Why did you join this group?
2. What did you expect the group to be like when you joined?
3. Is that what you found? If not, was it better or worse? Why?
4. What did you expect from the group's leaders?
5. Is that what you found? If not, were they better or worse than you had expected? Why?
6. What did you expect from the group's members?
7. Is that what you found? If not, were they better or worse? Why?
8. My overall rating for this group is:
A___ B___ C___ D___ F___
Explain the grade you gave:
9. What I don't like about this group:
10. What I do like about this group:
11. What I can do to make this group better:

CONVERSATION WITH YOUNG PEOPLE
By Anne Carrier

If you work with youth and are interested in really helping them, keep these suggestions in mind during your conversations with youth.

- (1) Spend most of your time listening.
- (2) Avoid making judgments.
- (3) Don't compare one youth to another.
- (4) Completely take the pressure off the youth to conform, to impress, to win or to achieve.
- (5) Avoid telling the youth what to do.
- (6) Show confidence in the youth.
- (7) Try not to have a plan in your head for the youth to follow.
- (8) Share information and ideas with the youth.
- (9) Notice times when the youth seems to be ready to accept more responsibility.
- (10) Don't anticipate what the youth is going to say.
- (11) Don't always be thinking about what you are going to say.
- (12) Try to understand youth's inner experience. See him as he sees himself.
- (13) Don't repeat in public what was spoken in confidence.
- (14) Look for evidence of potential you have not seen before.
- (15) Don't pry.
- (16) Don't bring up what you consider to be the youth's limitations. Let him face his frustrations at his own pace.
- (17) If the youth mentions something about himself that is negative, don't over-react. Let him know that you heard him; let him explore the subject in his own way.
- (18) Often the nonverbal signs of acceptance are the ones that accomplish the most. A look, a touch, or even silence may be your most honest reply.
- (19) Avoid excessive complimenting.
- (20) Clarify what you think you heard him say, such as: "I think I heard you saying that you feel you can make more friends if you become active in sports."
- (21) Don't forget that you have your own standard of what you believe to be right or wrong.
- (22) Finally, major on the youth's strengths. Assist him in becoming aware of these and in centering his attention on them. Look for ways in which he can demonstrate his strengths in the presence of others, especially his peers and parents.

A Checklist for a Well-Executed Meeting

- ____ The theme and purpose are clear.
- ____ The planning group works together on assignments and schedules.
- ____ The leaders are excited. They follow through on their assignments and responsibilities.
- ____ The room is pleasant and properly prepared to meet the needs of the group.
- ____ The adult leaders are present, not to act as “dictators,” but to support and help the group.
- ____ Care is taken to make certain all participants are welcomed and made to feel a part of the group. Group get-acquainted activities help make this happen.
- ____ The meeting has a good mixture of social, spiritual, mental and emotional elements.
- ____ The group is involved in the events, rather than being spectators.
- ____ Any failures or disappointments are dealt with honestly and openly. Forgiveness is modeled by the group’s leaders.
- ____ An evaluation design is used to gather ideas and feelings from the participants.
- ____ Plans for future meetings and events are clearly outlined.

CHOOSING A LEADER

Sometimes a group of people need to choose a leader for an activity or Bible study. Take turns answering one of the questions and then vote on the best answer. The winner gets to be the leader!

1. How many speeding tickets have you had in the last six months?
2. How many pets do you have and what are their names?
3. Who was born closest to or farthest from this location?
4. Whose birthday is closest to today?
5. Who has celebrated the most momentous milestone in the last year?
6. For youth: Who had to stay after school or go to the principal's office the most times last semester?
7. Who was the youngest person to kiss a member of the opposite sex (besides a family member or relative)?
8. Who has the most interesting story about something that happened to you on vacation?
9. Who has the best story about how their parents met?
10. Who has had the worst job experience?
11. Who has had the most memorable holiday misadventure?
12. Who has had the most embarrassing moment?
13. Who has had the worst experience with bureaucracy?

Discussing Ideas Matures Relational Skills

It doesn't take long to discover that merely asking young people to sit in a circle on the floor and carry on a meaningful discussion ends in disappointment and wasted time. While teenagers spend a great deal of time talking, most have yet to develop the skills and attitudes necessary for making the most of group discussion.

A discussion group can be an ideal environment for young people to learn the skills it takes to talk with, listen to, and learn from each other and from adults. In a constructive discussion group participants learn to:

- take turns speaking, listening, and learning.
- check their understanding of reality.
- value each person's opinions and experiences.
- experiment with new thoughts, opinions, and ideas in a living laboratory.

Think about it. Where can young people practice relational skills when most church and school settings restrict learning to students listening to adults? Discussions equalize the interaction, requiring participants to speak and listen.

Discussing Issues Stimulates Turning Ideas into Action

Animated discussion overflows into other contexts—home, school, and church. If the kids enjoy the discussion, then they bring up the ideas to their parents and friends and continue talking

about what they're learning. After trying ideas out by first talking about them, young people are more likely to discover changes creeping into their lifestyles and bottom-line thinking on an issue.

Using Questions to Keep a Discussion Going

The ideas on pages 42-160 give you dozens of creative ways to start your young people talking—but it's up to you to keep discussion going by asking clarifying questions, by helping the group members resolve conflicts, by probing issues more deeply, and by involving everyone in the discussion and relationship-building process.

Use these questions to *clarify* what someone just said:

- * "Can you give me an example or two about..."
- * "What do you mean by...?"
- * "Why do you believe that?"
- * "What is the basis for your conclusion/feelings?"
- * "Would you explain what you just said for us?"

To resolve conflict, make statements like the following:

- * "Have we really heard what you're trying to say, Mark?"

- * "I had no idea everyone felt so strongly about this. Let's take a two-minute break, and when we come back together, let's answer this question..."
- * "It looks like we need to do some more research on this idea. Let's go on to the next question and come back to this next week."

If you want to probe or go more deeply into an answer, ask these kinds of questions:

- * "What else are you feeling?"
- * "Could you tell me more about...?"
- * "Could you explain what you mean by...?"
- * "What else can you tell us about...?"

To redirect the discussion to someone else, try these ideas:

- * "Jane, what do you think about what Alex just said?"
- * "Let's hear what Bob thinks."
- * "John, I'm glad you've got so much to say on this topic. I wonder if anyone else has something to add."

If after trying to keep a discussion going you still have some in your group who resist participating, they probably had a bad experience talking in a group. The only way to overcome the damage done by bad experiences is to start having good experiences. First, ask the kids to honestly describe the bad experiences and explain why those discussions made them so uncomfortable. Second, demonstrate that you learned from their frankness by changing your approaches to leading discussions. To give your discussions a running start, invite an experienced and successful discussion leader to kick off your series. ☺

WHY USE DISCUSSION QUESTIONS. ANYWAY?

Misuse of discussion in youth groups has marred its reputation as a credible learning tool. A leader who didn't have time to prepare a lesson or who needs a fill-in until church lets out often abuses the technique of discussion. Having a discussion just because the kids like to talk is another poor reason to structure a meeting around discussing issues. And using discussion questions to set kids up for a lecture on why they shouldn't think that way creates resentful youths. If you've ever slid into any of these errors, you're probably disillusioned and frustrated with using discussion in youth ministry.

But if you've experienced a well-planned and spirited discussion, you

know it reaches kids' hearts and minds. A good discussion:

- develops youth group togetherness.
- encourages young people to tell each other about their thoughts, feelings, and opinions. A personal question requires a personal answer.
- enables young people to use information for personal growth.
- allows young people to think and respond with their heads and their hearts.
- facilitates learning without adult domination.
- helps a leader evaluate a teenager's knowledge about and understanding of a specific topic.

Discussing Enhances Learning

You've probably heard this before, and it's true: We remember less than 10% of what we hear. But we remember over 80% of what we experience. Discussion groups move teenagers from impassive listening to deeper involvement with each other as they share their thoughts about the topic that's being discussed.

Edgar Dale, professor of education at The Ohio State University, places discussion right next to direct, personal experience in percent of retained information. The more the method of presenting information involves the student in the process, the greater the amount of information he remembers.

