

SEMINAR ORCHESTRATION

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INTRODUCTION	BROAD PICTURE	EXPERIMENTAL DIGGING	DEPTH DRILLING	CONCLUSION
<p>Get on stage Know exactly what you will say and do</p> <p>Prologomena</p> <ul style="list-style-type: none"> <li>- make contact</li> <li>- set stage</li> <li>- get people to hear bwn voice</li> </ul> <p>Tools</p> <ul style="list-style-type: none"> <li>- greeting</li> <li>- prayer</li> <li>- art form with</li> <li>- question and answer or</li> <li>- brief discussion or</li> <li>- no discussion</li> <li>- short courses</li> </ul> <p>Course Structure</p> <ul style="list-style-type: none"> <li>- purpose of course</li> <li>- assignment for next time</li> </ul>	<p>1. Get out broad picture e.g., chart of course, section, article, etc. either by teacher or seminar</p> <p>2. Get out other orientation information content methodology</p> <p>Intent is to get them oriented so they will leave the teacher free to go ahead with the article or chapter</p>	<p>1. Motivate and push group release their own sense of creativity while teacher is narrowing down the field</p> <p>sample - have student go to board, explain, and forget or use his data to get rid of it. e.g., get rid of paragraphs 1, 2, 3, so teacher can handle 4</p> <p>if someone comes alive, drill in there still saving depth drilling for the teacher</p> <p>2. Get everything out of the way either by blocking out, handling or incorporating so teacher can focus attention on what he wants</p>	<p>1. Focus attention on what gestalt or image teacher wants planted into depth of students' being. Dig and drill by pushing, pulling, enticing, relating, explaining, etc. to the point where the student has to move in his life stance in order to see image.</p> <p>2. Leave the gestalt-image for student which teacher wants him to come out with so he either gets it himself or is threatened or confused.</p>	<p>1. Sum up Put article aside. Here the seminar must come to terms with the teacher</p> <p>2. Relate to context e.g. whole document - course - their lives - church - problems</p> <p>3. Benediction Leave word that demands a depth response of their lives</p> <p>4. Get off stage know exactly what you will say and do</p>
<p>Tools: Lecturette, discussion, question &amp; answer, dialogue, chalkboard charts &amp; images, student participation, etc.</p>				