



U3A
Bermagui
& District

Manual
For
Course Leaders

Last updated February 2020

WELCOME TO NEW COURSE LEADERS

Dear Course Leader

Thank you very much for volunteering to contribute to the Bermagui and District U3A community. Here in the beautiful seaside town of Bermagui we are servicing the towns and villages of Cuttagee, Quaama, Cobargo, Tilba and Wallaga Lake, as well as our neighbor, Narooma. Despite our very local focus, we are part of a world-wide movement that celebrates learning for all ages.

Your efforts are very much appreciated by all of us and we really look forward to learning the special insights and skills that you have chosen for your specific topic. We hope you will find the experience as enjoyable as your participants and, for this reason, we have collected materials together in this manual. The manual sets out suggestions about the design and delivery of sessions, possible venues, fees, registrations and protocols and responsibilities as a Course Leader.

We hope that you find this resource useful and we would be keen to hear your views on how helpful the materials have been and whether there are other materials which you would find helpful.

We wish you the very best in leading your course.

U3A Program Team
for the U3A Committee

INFORMATION FOR COURSE LEADERS

1. DESIGN AND DELIVERY OF SESSIONS

In the manual you will find some helpful principles of adult learning and considerations for preparing your course and some other administrative matters.

2. VENUE

Course Leaders choose the venue: home, Country Club, Community Centre and some church halls. See attached list of venues with booking procedures.

3. FEES

The fees charged per session (\$1-\$3) should generally cover the cost of running a course, such as venue hire, photocopying, printing, refreshments as well as any travel costs. Please ensure that you are not out of pocket and that all your costs are covered as U3A is not in a position to reimburse presenters for unanticipated costs. Refreshments can be made available on arrival or a short break can be taken. It is your decision whether to purchase and provide refreshments. If there is money left over at the end of a course, leaders can ask participants how they would like to spend it. Please note that we are always pleased to receive surplus contributions as these funds can support other special classes/events. Please remember that everything is voluntary and there is no compulsory donation required of members.

Payments for room hire at the Bermagui Community Centre should be placed in the envelope provided to presenters at I&R Day and at the end of the session (or sessions) the envelope should then be placed in the black mailbox affixed to the side of the white U3A storage cupboards.

4. COURSE ENROLMENTS

Course Leaders are requested not to accept enrolments for classes before Information and Registration (I&R) Day at the beginning of each term. The majority of members attend I&R day to enrol for courses as this gives them the opportunity to talk to presenters about the course. We also accept online enrolments from 10am – 5pm on I&R day. Online enrolments are limited to 20% of the maximum class size for any course. Payment for classes requiring advance payments can be made in cash or by credit card at I&R Day.

On I&R day you will be provided with a form listing current U3A members with a column for you to identify who has enrolled in your course and the order in which they enrolled. This is important as courses may be over-enrolled and we need to determine which members may need to be placed on a wait list.

The enrolment sheet is similar to the following:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Tick off after you list each registrant														
An Introduction to the Anglo Boer War with Tim Narraway														
Friday 07-December					* Anglican Church, Hoyer Street, Cobargo					Contact [REDACTED]				
Surname	Firstname	Member	Number		Surname	Firstname	Member	Number						
[REDACTED]	[REDACTED]	2018			[REDACTED]	[REDACTED]	2018							
[REDACTED]	[REDACTED]	2018			[REDACTED]	[REDACTED]	2018							

When a member wants to enrol in your class, place the next consecutive number in the Number column and tick off the number at the top of the first page. If the member is enrolling for a class requiring payment in advance they may do this in cash or the member should be directed to the Membership Desk where credit card payments can be processed. This allows you to keep a running tally of how many members have enrolled in your class. If the number of members enrolled reaches the maximum number for your class continue to accept enrolments as there are a number of options available for popular classes.

At the end of I&R day we will collect this list from you and combine the online registrants with this list. If your course is oversubscribed (ie there are too many enrolled for the venue) we will contact you to discuss whether you want to offer another class or change to a larger venue. Once these details are worked out, we will email you the names and contact details of the enrolled members in a PDF file similar to the following:

U3A Bermagui & District - Attendance Sheet

Presenters are asked to return the completed sheet at the end of term by mail to
U3A Secretary, PO Box 160 Bermagui 2546

Please stay at least 2 metres away from the data projector if you have a pacemaker

Name of Class Pilbara-Oldest Evidence of Life on Earth
Date of Class 10:00 - 12:00 Monday 25-Mar
Name of Presenter Bruce Leaver
Location Hall, BCCentre, Bermagui

	Name	Contact	Email	Initial Here	Do you give permission to photograph Yes/No
1	[REDACTED]	[REDACTED]	[REDACTED]		
2	[REDACTED]	[REDACTED]	[REDACTED]		
3	[REDACTED]	[REDACTED]	[REDACTED]		
4	[REDACTED]	[REDACTED]	[REDACTED]		

Please note that in order to have a more flexible turnaround time to get this information to presenters, classes begin the first Wednesday after I&R Day.

5. PROTOCOLS

Course Leaders are encouraged to wear their current U3A name tag and request their course participants to do likewise. In a medical emergency you will need to check the back of the participant's name tag for ICE (In Case of Emergency) details. You are encouraged to familiarise yourself with basic first aid procedures and are reminded that you must ask permission to call an ambulance unless the person is unconscious.

For U3A insurance purposes, attendance sheets need to be initialled by each participant at each session. We provide course attendance sheets for you to use. On this sheet participants will also be asked to note (once only for the course duration) whether they agree to photographs being taken/published.

It is advisable to send a reminder email or make a brief phone call to participants before your class or course to confirm attendance. If you contact the course participants before your class by email, we suggest that you use the 'bcc' line providing privacy to your class participants.

Please leave the venue clean and tidy for the next user, ensuring that lights, heating/cooling are turned off and windows/doors are shut.

You are encouraged to write a small paragraph on how you feel your class went and in addition to this you may wish to distribute Course Evaluation Forms to participants to give their individual feedback on your course. This information is useful to the Program Team for future planning.

At the heart of all our courses are the ideas of pleasure, fun and companionship as well as learning.

Thank you for your generosity in offering to run a class and we hope you enjoy the experience. Please do not hesitate to contact any member of the Program Team for advice or assistance.

6. INSURANCE

All volunteers, members and their guests are covered by Public Liability insurance when participating in a U3A sponsored activity. You are not covered by U3A Public Liability in transit to or from the activity. Please refer to the U3A Incident & Accident Reporting Policy and Procedure (available on the website) which also includes an Incident Report template for completion should an incident/accident occur. You can also access the current Certificate of Insurance which is sometimes requested by other venue providers. For U3A insurance purposes, attendance sheets need to be initialled by each participant at each session (refer Section 5 above). If you present a class in your own home, you should have your own public liability cover.

U3A has recently introduced a Risk Assessment process for private premises where U3A sponsored classes are held.

6.1 U3A RISK ASSESSMENT

The U3A NSW Network has requested that a risk assessment be carried out at private premises where presenters conduct classes.

General Risk is defined as exposure to the possibility of loss, injury, or other adverse or unwelcome circumstance; a chance or situation involving such a possibility. ... Risk is an uncertain event or condition that, if it occurs, has an effect.

The representative who conducts the risk assessment is not required to have specific qualifications but is a competent person with the necessary skills, knowledge and experience to manage health and safety.

Following is a typical questionnaire:

EXTERNAL

Additional comments

Premises Brick Built Weatherboard Other		
No. of levels		
No of stairs		
Safety rails to stairs		
Sloping driveway		
Ramps		
Gates		
Fences		
Other access/exit points		
Adequate on street parking		

INTERNAL

Additional comments

Exit access door for evacuation purposes *		Please note that there is a process in place to cancel classes in the case of a bushfire emergency and that this point relates only to emergencies within the home
Type of flooring, eg, carpet, rugs, timber		
Seating arrangements		
Number of stairs		
Safety rails to stairs		

OTHER

Can pets be properly restrained while members are present YES / NO
Does the presenter have a basic First Aid Kit YES / NO
Does the presenter have a fire awareness strategy YES / NO
Does the presenter have public liability insurance? YES / NO

Name of Insurer

Name of Presenter/Home Owner

Address of Premises

Name of Assessor

Date of Assessment *

Date of Review **

*The assessment is valid only for the duration of the class

**A Review will be carried out if the class continues beyond the current year.

FOUR PRINCIPLES OF ADULT LEARNING

It's one thing to teach. It's another thing to learn, and the two don't always go hand-in-hand. As a session leader, your challenge is to facilitate learning, engendering interest and enjoyment of your topic. Incorporating four basic principles in your session design can be of assistance. Not all the principles will be relevant for every type of session but they are based on years of research in adult learning and worth considering.

PRINCIPLE 1. Personal Benefit: Who are your participants?

Adult learners need to see the personal benefit of what they are learning, and how it satisfies a need they have. They are motivated to learn if the learning:

- follows a personal interest
- solves or avoids a problem for them
- leads to personal growth or fun!

TIPS: Involve your participants from the start by asking each in the group for a brief response to what they want to learn about the topic. Or you may use an interesting relevant fact, anecdote, humour, question, or quotation that is targeted at personal benefit. What would you like to get out of the sessions? How will they know the session(s) is a success?

PRINCIPLE 2. Experience: How much do they know about the topic?

Adult learners come to each learning event with a unique background of knowledge and experience. They are motivated to learn if the learning:

- involves them in sharing what they know
- builds on what they know.

TIPS: Involve the group in the discussion by asking what they already know about the topic. Or stop every 15 minutes or so and ask for any questions. Sum up points in discussions.

PRINCIPLE 3. Self-direction: What is their attitude to the subject?

Adult learners are self-directed and respond well if they have some control over what they are learning. They are motivated to learn if they can:

- take charge of their learning and make decisions about the content and process
- contribute to the learning of their co-learners.

TIP: Pose a question or issue and ask them to arrive at a solution by themselves or in groups in order to discuss the issue and benefit from one another's experience.

PRINCIPLE 4. Application and Action: How will they benefit from the discussion?

Participants come from diverse backgrounds and occupations with well-practised learning strategies. They have chosen your course because they are interested in the topic. They are likely to learn when:

- they participate actively in the learning process
- they can practice new skills or test new knowledge before leaving a session.

TIPS: Participants like talks with structure and indicators that show they are progressing through the course. You can make the session enjoyable and engaging with stories, case studies, examples, questions, discussion topics and bringing in experts to talk in a panel. You can simply ask people to discuss a topic with their neighbour for 5 minutes and report back. Avoid using large blocks of text on power points, use key points in bullet points and numbered lists and pictures.

Adapted from http://od.msue.msu.edu/uploads/files/PD/Facilitating_Adult_Learning.pdf

Key references : Bowman, S. 2003. How to Give It so They Get It; Knowles, M. et al. 2005. The Adult Learner; Stolovitch, H.D. and Keeps, E.J. 2002. Telling Ain't Training

PREPARATION - Suggested guidelines for preparing your session

Here are some suggestions to help you prepare your session. We hope you find them useful.

A TYPICAL PROCESS IN PREPARING

Think about your purpose for the course and consider your participants when preparing. It's also useful to remember that successful presentations often use a number of methods and the more fun you make them, the more likely participants will learn while they enjoy themselves. Remember too that when you involve participants in the discussion, it will take time and you might need to reduce some of your content.

CONSIDER THE CONTEXT

There are many things to keep in mind for your course: seating arrangements; ventilation; windows; lighting; power; noise (external); equipment; the hearing of the participants. Don't worry too much though because most people appreciate your efforts and will cope with many things that are not right.

USING VISUAL AIDS

Use visual aids, such as PowerPoint, to:

- channel thinking
- emphasise key points
- present statistical data in understandable ways
- make comparisons
- show relationships
- explain new concepts.

Don't forget to keep any visual aid simple and readable from a distance. For information on the Laptop and Projection equipment available for you to use in your presentation please see "EQUIPMENT" below.

STRUCTURE OF THE COURSE

The content of your course can be structured in many different ways depending on your purpose, and only limited by your imagination! It helps participants if you tell them what you hope to achieve in the course and provide a clear structure, as well as indicators along the way to show where you are at in your course. You've probably heard the old adage- tell them what you are going to tell them, tell them, and tell them again what you have already told them! This is the opening, the body and the conclusion.

OPENING — Tell the audience what you are going to tell them about

Preview the topic, that is, flag the main themes. This will help participants focus their attention and organise their thoughts. Tell the group what you are going to tell them and how you propose to teach them. You can use interesting facts, anecdotes, humour, questions or quotations to get attention and create the right frame of mind.

BODY – Tell them

You can break up what you want to say into several sections and use fun ways to get the main messages for each section across. You can use group work, demonstrations, discussions, forum, field trips, groups that solve problems, panels and many other learning and fun methods.

CONCLUSION – Tell them what you have told them

At the conclusion, summarise what the audience has learnt. Suggest additional ways participants might further their knowledge. Also, ask the audience to provide feedback through the course evaluation.

20 TACTICS FOR MANAGING DIFFICULT PEOPLE / SITUATIONS

These tips may feel unnatural at first. When you're dealing with a person behaving unreasonably, the fear response centre in your brain (the fight-flight-freeze part) is going to be activated. This part of the brain can't distinguish between a customer that's yelling at you or a vicious dog about to attack you. It's up to you to engage your conscious mind in order to defuse the situation. Some of these tips are general, suggesting a mindset to cultivate. Others are more specific in advising you what to do in the moment.

1. **Listen.** Listening is the number one step in dealing with "unreasonable" people. Maintain an open attitude to listening. Everyone wants to feel heard. No progress can take place until the other person feels acknowledged. While you're listening, really focus on what the other person is saying, not what you want to say next. NB: KEEP FACIAL EXPRESSION INTERESTED AND NEUTRAL, ASK PERSON TO ACCOMPANY YOU TO QUIET PLACE SO YOU CAN HEAR THEM BETTER
2. **Stay calm.** When a situation is emotionally charged, it's easy to get caught up in the heat of the moment. Monitor your breathing. Try to take some slow, deep breaths.
3. **Don't judge.** You don't know what the other person is going through. Chances are, if a person is acting unreasonable, they are likely feeling some sort of vulnerability or fear.
4. **Reflect respect and dignity** toward the other person. No matter how a person is treating you, showing contempt will not help productively resolve the situation.
5. **Look for the hidden need.** What is this person really trying to gain? What is this person trying to avoid? NB: REPEAT THE GIST OF WHAT YOU HEAR BACK TO PERSON "SO LET ME CHECK THAT IVE GOT THIS RIGHT, WHAT YOU'RE SAYING IS...."
6. **Look for others around you who might be able to help.** If you're at work and there's an irate customer, quickly scan to see if a colleague is close by.
7. **Don't demand compliance.** For example, telling someone who's upset to be quiet and calm down will just make him or her irate. Instead, ask the person what they are upset about—and allow them to vent.
8. Saying, "I understand," usually makes things worse. Instead, say, "**Tell me more** so I can understand better."
9. **Avoid smiling**, as this may look like you are mocking the person. Similarly humour can sometimes lighten the mood, but more often than not, it's risky and it may backfire.
10. **Don't act defensively.** This is tough. You're naturally not enjoying the other person saying nasty things or things that you know aren't true. You're going to want to defend yourself. But the other person is so emotionally revved up, it's not going to help. Remember, this is not about you. Don't take it personally. (I know, easier said than done.)
11. **Don't return anger with anger.** Raising your voice, pointing your finger, or speaking disrespectfully to the other person will add fuel to an already heated situation. Use a low, calm, even monotone voice. Don't try to talk over the person. Wait until the person takes a breath and then speak.
12. **Don't argue** or try to convince the other person of anything.
13. **Keep extra space** between you and the other person. Your instinct may be to try to calm the other person down by putting your arm on theirs, or some other similar gesture that may be appropriate in other contexts. But if someone is already upset, avoid touch, as it might be misinterpreted.
14. Saying, "**I'm sorry**," or, "I'm going to try to fix this," can go a long way toward defusing many situations.
15. **Set limits and boundaries.** While some of the above tips have encouraged listening and letting the angry person vent, you also have the right to be assertive and say, "Please don't talk to me like that." Or suggest time out until "we both calm down"

16. **Trust your instincts.** If your gut is saying, this is going downhill fast, be ready to do what you need to do to remain safe. Look for an exit strategy.
17. **One response does not fit all.** You have to remain flexible. Although these guidelines have proven effective in de-escalating tough situations, every person is unique and may respond differently.
18. **Debrief.** After the situation is over, talk to someone about what happened.
19. **Discharge your own stress. You had to put your natural reactions on hold for a while. Now is the time to discharge some of that pent up adrenaline. Go for a run. Take your dog for a walk. Don't let the emotions stay stuck in your body.**
20. **Give yourself credit for getting through an uncomfortable situation. It takes a lot of energy not to act like a jerk when someone else is behaving badly. Don't skip this step!**

EQUIPMENT

U3A provides a set of computer equipment for you to use in your course presentation. The equipment comprises a laptop PC, TV, projector, remote presenter, connection cables, power board and power lead. Refer to a separate document "U3A Equipment Manual" for full instructions on how to use the equipment.

Preparation for your course

U3A offers familiarisation sessions for all presenters. These sessions will be held at the Bermagui Community Centre at dates to be advised. You are urged to attend one of these sessions. You will be advised the dates and times of these sessions.

In addition, you are urged to attend the Community Centre before you conduct your course to run through connecting, disconnecting and showing your material, using the external speaker and microphone, where to access the internet password and other useful tips. This will ensure everything will be alright at course time.

Feel free to talk with our IT Coordinator **David Monro (0412 525 743)** about any technology concerns.

U3A PROGRAM TEAM MEMBERS

Contact any of these team members for assistance

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Jillian Taylor	artay@southernphone.com.au	6493 4542	0409 783 106
Wendy Tucker	wendyytucker@hotmail.com		0403 587 901

*Timetabler

U3A POSSIBLE VENUES AND CONTACT DETAILS

- Please place the hire amount in the envelope provided to you at I&R Day and post it in the
- “Mailbox” attached to the side of the U3A cupboard in the Community Centre

VENUE	TYPE	COST	CONTACT	COMMENT
Bermagui Community Centre (BCC)	Hall Rooms #1, #2 & #3	\$10 per hour \$5 per hour Presenter to lodge payment in the U3A mailbox	Timetabler	Please do not contact directly. All bookings are made online by U3A Timetabler
Bermagui Country Club	Various rooms for meetings & workshops	\$2 per person per session payable to club by presenter	6493 4340	There is an expectation that members will purchase food and drink from the club.
Bermagui Union Church	Small room for 8-10 people	Suggested donation \$1 per person	Bruce Grimmond 6493 4744 Begad2@bigpond.net.au	Kitchenette facilities
Bermagui CWA	Large group	\$10 per hr	Cath Preston 6493 5887	
Cobargo Anglican Church	Small room Larger hall	Tba	Sue Griffiths 6493 7220	Kitchen facilities
Cobargo Uniting Church	Medium sized meeting room	Suggested donation \$1 per person	Wilma Boreham 6493 6531	Kitchenette facilities
Cobargo CWA	Large tables and Auditorium size rm	\$6 per hr	Mary Motbey 6493 6428	Aircon, commercial grade kitchen, disabled access
Cobargo School of Arts	Day rate Night rate	\$8 per hr \$14 per hr	Linda Sang 6493 6084	Commercial grade kitchen
Narooma HACS rooms, Narooma Library	Continuing classes One-off classes	\$9.60 per hr \$12.80 per hr	Louise Hankinson 4472 3153	Two adjoining rooms rented as one
Narooma Sporting & Services Club & Dalmeny Bowling Club	Boardroom (seats 15-20) Montague Room	\$55 half day \$110 full day \$75 half day	4476 2433	Board Room has Wifi, projector and PPP
Narooma Surf Club	Large room	\$22 per hr but negotiable to \$11	Lisa Beverage 0418 664 843	Kitchenette facilities, Disabled access
MACS Cottage Narooma		\$10 per hr including tea/coffee	Joy MacFarlane 4476 2881 macsartnarooma@gmail.com	

