

First Five-Minute Object Lesson Presentation Process

Hillwood Estate, Museum & Gardens 2024 Garden Docent Training

1. Scheduling: Tonight in class

1. During class, docents-in-training will choose a day and time slot during next week to present their object lesson, from a variety of days and times.

Date	Time Slot
Monday, March 11	10 a.m.-12 p.m. 3-5 p.m. 5:30-7 p.m.
Tuesday, March 12	11 a.m.-12 p.m. 2-5 p.m. 5:30-7 p.m.
Wednesday, March 13	10 a.m.-12 p.m. 2-5 p.m. 5:30-7 p.m.
Thursday, March 14	10 a.m.-12 p.m. 4-5 p.m. 5:30-7 p.m.
Friday, March 15	10 a.m.-12 p.m.

2. Later this week Jordan will email the final schedule to the class, and she will reschedule if inclement weather affects the scheduled presentations.

2. Preparing: This week at home

1. Docents-in-training will choose an object that is in a garden room that is on the docent-led tour, and is in the motor court, French parterre, Japanese-style garden, Friendship Walk/Overlook, putting green, Lunar Lawn, or rose garden. It is fine if several docents-in-training present about the same object.
2. Docents-in-training will present their object lesson outdoors in the garden room before darkness falls.
3. Docents-in-training will follow the steps outlined in the "Guidelines for Developing a Five-Minute Object Lesson" handout to prepare their five-minute object lesson, and to write a written lesson plan.

3. Presenting: Next week in the garden

1. Docents-in-training will meet in the motor court 5 minutes prior to his/her presentation time slot.
Tuesday-Friday: Bags and coats can be stored in the mansion coat room between 10 a.m.-5 p.m.
Monday and evenings: Bags and coats can be stored in your car or kept with you personally. Lisa and Audra will greet and lead the group to the first presentation location.
2. Presentations will occur in the garden by the object. Some may occur during regular open hours.
3. Each docent-in-training will present his/her lesson to a small group comprised of Lisa, Audra, Jordan, and (often) fellow docents-in-training. The group will take on the role of visitors. All docents-in-training are invited but not required to attend each other's presentations for moral support and learning. Let Jordan know if you plan to attend a fellow docent-in-training's presentation.
4. Each docent-in-training will deliver his/her lesson plan from memory, although he/she may hold a copy of the lesson plan in his/her hands.
5. Jordan will time each lesson. She will give a one-minute warning. Docents-in-training will be asked to stop presenting their lesson after five minutes have elapsed.
6. Jordan will video record each presentation, and this recording will only be shared with the trainee.
7. Each presentation will be followed by a short discussion period where the group recommends "keeps" and "changes." Lisa and Audra may take notes. Feedback from the group is informed by the mindset and principles set out in the "Learning With and From Each Other and Yourself" handout. (This is the first assessment moment.)

4. Evaluating: within the few days after presenting, at home

1. Within two days following the presentation, Jordan will email the docent trainee a link to the video recording as well as a Self-Assessment Worksheet as an attachment. (If for some reason the recordings cannot be sent within two days, Jordan will notify the trainees affected.)
2. After receiving the email from Jordan, the docent-in-training should then:
 - a. watch his/her presentation recording and
 - b. complete the Self-Assessment Worksheet. (This is the second moment of assessment.) The answers on the worksheets should be typed (please, no handwritten worksheets).
3. Within two days (48 hours) of receiving the email from Jordan, the trainee will email two documents to Jordan and Lisa: the completed Self-Assessment Worksheet and the written lesson plan.
4. Audra and Lisa will review the documents and email feedback back within a few days for the docent trainee's review. (This is the third moment of assessment.)
5. The docent trainee will consider the sum of the three moments of assessment as his/her development goals as he/she heads towards the next presentation.
6. Trainees may be asked to present their object lessons a second time, incorporating "keeps/changes." These "do-overs," while not frequently requested, provide a valuable way to solidify learning.

5. At any point along the way, Lisa and Audra are always available for questions.