

First Five-Minute Object Lesson Presentation Process

Hillwood Estate, Museum & Gardens

2026 Mansion Docent Training

Scheduling: Tonight in class

- During class, you will select a presentation date and time slot for next week. Multiple time options are available.
- Erin will email the finalized presentation schedule to class later this week.

Monday, March 2	Tuesday, March 3	Wednesday, March 4	Thursday, March 5	Friday, March 6
<ul style="list-style-type: none">• 4-5 p.m.• 6-9 p.m.	<ul style="list-style-type: none">• 4-5 p.m.• 6-9 p.m.	<ul style="list-style-type: none">• 10-11 a.m.• 3-4:30 p.m.• 5:30-9 p.m.	<ul style="list-style-type: none">• 10-11 a.m.• 3-4:30 p.m.• 5:30-9 p.m.	<ul style="list-style-type: none">• 10-11 a.m.

Preparing: This week at home

- You will choose an object in a room, which is on the docent-led tour, from the French collection.
 - It is fine if several docents-in-training present about the same object.
 - Follow the steps outlined in the “Guidelines for Developing a Five-Minute Object Lesson” handout to prepare your five-minute object lesson and write a written lesson plan.
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Presenting: Next week in the mansion

Arrival and Logistics

- You will gather in the **mansion entry hall five minutes** before the presentation time slot.
- Bags and coats can be stored in the mansion coat room. Lisa, Audra, and Erin will greet and lead the group to the first presentation location.

Presentation Format

- You will present your lesson to a small group of your classmates and instructors.
 - **Please note:** Outside guests (e.g.: family members, friends, etc.) are not permitted to attend the presentations. Keeping these sessions closed helps preserve the culture of trust we have built within our training cohort.
- Presentations will occur in the mansion by the object.
- You will deliver your lesson plan from memory.
- Some presentations occur during regular open hours.
- The group watching the presentation is comprised of Lisa, Audra, Erin, 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.

Timing and Recording

- Erin will time each lesson. She will give a one-minute warning. You will be asked to stop presenting your lesson after five minutes have elapsed.

- Erin will video record each presentation, and this recording will only be shared with the docent-in-training.

Feedback: Keeps & Changes

- Each presentation will be followed by a short discussion period where the group recommends “keeps” and “changes.”
- 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.

Evaluating: After presenting, at home

Video and Self-Assessment Materials

- Within two days following the presentation, Erin will email:
 1. A link to the video recording
 2. Self-Assessment Worksheet (as a Word document attachment)
- If for some reason the recordings cannot be sent within two days, Erin will notify you.

Trainee Responsibilities

- After receiving the email from Erin, you will:
 1. Watch your presentation recording
 2. Complete the Self-Assessment Worksheet
 - This is the second moment of assessment. The worksheets should be typed and emailed (please, no hand-written worksheets).
- Within two days of receiving the email from Erin, you will complete and email two documents to Erin and Lisa:
 1. The completed Self-Assessment Worksheet
 2. The written lesson plan

Staff Review

- Audra and Lisa will review the documents and email feedback within a few days for your review.
- This is the third moment of assessment.

Development and Growth

- Docents-in-training should reflect on all three assessment moments and use them to identify development goals for future presentations.
- In some cases, docents-in-training may be asked to present their object lesson a second time, incorporating identified “keeps” and “changes.” While not frequently required, these “do-overs” offer a valuable opportunity to strengthen skills and solidify learning.

Ongoing Support

At any point during this process, Lisa, Audra, and Erin are available to answer questions and provide guidance.