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At RMSAAM, it is natural for adults to value what is being taught here as well as being able to actively test what they are learning or they would not register for the courses. However, if the course is not being presented in such a way the adult feels motivated, then you will lose them in the learning process. In the next few sections, we will be discussing methods for creating stimulating and motivating classroom techniques that will keep your adult students engaged with the content.

You've learned about teaching and learning styles in addition to adult learner requirements for learning. Here are a few scenarios to think about.

### ***Group Discussions***

#### ***Scenario 1***

You have a class of four students. When you begin to lecture, you notice a couple of them seem to be glazed over. It is apparent they are not paying attention. However, you have attempted to include them in a discussion. It appears they have no interest in the material you are delivering. What can you do to ensure they are getting the information?

#### ***Scenario 2***

When it comes time for doing the actual process on an animal, you notice one of your students just doesn't seem to get the sequence. No matter how much you show her, she goes into overwhelm and becomes frustrated. Based upon learning styles, how does this student learn? How can you change the delivery format so she has an easier time of learning the sequence?

#### ***Scenario 3***

You're short on time, but you have a lot of material to cover. After 20 minutes of straight lecture, you notice your students are not as connected as they were at the beginning of your lecture. What can you do to reestablish that connection?