



## LEVEL 3: UNIT RESOURCES

Engage > Continued Support > Guiding a member's learning

### LEARNING RITUAL WITH DIFFERENT LEARNING NEEDS

Learning ritual and delivering it well makes a big difference to our enjoyment of Freemasonry and our meetings. For some Freemasons, the challenge is not a lack of will or interest, but that their brains process and recall information in a different way.

Conditions such as ADHD, dyslexia, and autism spectrum disorder (ASD) can affect the way a brother learns. This is not about ability, but about learning style. With the right approaches, every brother can enjoy the satisfaction of learning and delivering ritual from memory.

The key is to adapt our support to suit different needs while keeping the process inclusive and encouraging.

#### General principles for inclusive ritual learning:

- Provide advance notice of any ritual to be learned—several months ahead if possible.
- Offer a choice of learning methods (listening, reading, acting out) so brethren can use what works best for them.
- Encourage short, regular practice sessions over long, infrequent ones.
- Pair brethren with a supportive mentor who understands their learning style.
- Create an environment where mistakes are part of the learning journey, not something to fear.

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#### ADHD – Attention Deficit Hyperactivity Disorder

Brethren with ADHD may find it easier to learn when the process is active, varied, and broken into shorter tasks.

Key points include:

- Break passages into small sections and practise one at a time.
- Use movement—walking, pacing, or gesturing—while reciting lines.
- Set specific, timed practice sessions (e.g., 10–15 minutes).
- Remove distractions during learning (phones, background noise).
- Use recordings to listen to ritual while travelling or doing light tasks.
- Offer frequent, positive feedback to maintain motivation.

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#### Dyslexia

For brethren with dyslexia, reading from the printed page can be challenging, but learning by listening and repetition can be highly effective.

Key points include:

- Provide an audio recording of the passage to be learned.
- Use clear, well-spaced printed text in a larger font if reading is necessary.
- Highlight or colour-code key words or changes in tone.
- Practise aloud with a mentor to reinforce memory through sound.
- Use mnemonic devices to remember tricky phrases.

- Give extra time to prepare before delivery in lodge.
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### **ASD – Autism Spectrum Disorder**

Brethren with ASD may appreciate predictability, clarity, and a calm environment when learning and delivering ritual.

Key points include:

- Provide a clear timetable for learning and rehearsing.
  - Avoid last-minute changes to the order of work or roles.
  - Give precise instructions—explain not only *what* to learn but *how* it will be used in the ceremony.
  - Practise in the actual meeting room if possible to reduce uncertainty.
  - Minimise sensory distractions during practice.
  - Allow time for repetition until confidence is built.
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### **Final thoughts**

Supporting different learning needs is not about lowering expectations—it's about giving brethren the tools and environment they need to succeed. By making small adjustments, we strengthen the bonds of brotherhood and ensure the Craft remains a place where all can contribute with confidence and pride.