Student Leadership Effective Communication Workshop

Draft of session plan:

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Session goals:

1. Recognize the role communication plays in leadership.
2. Identify the elements of good communication.
3. Identify the barriers to good communication.
4. Demonstrate "I" message skills

5. Demonstrate active listening skills

6. Discuss and analyze how differing perceptions and cultures influence communication.

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| Time and who | Task and relationship  to session goals | Management/materials | Facilitator is... | Participants are.. |
| 6:00 G  6:10  6:12 G | Brainstorm elements and barriers to effective communication (2,3) | Groups of 4 (can add latecomers)  Felt pens  Chart paper  Tape/tacks  Timer (bell/rattle?emma’s gym voice?) | G:  Assign groups to chart paper  Instruct to fill paper with ideas  Time: 5 minutes with 2 more minutes countdown  A/E circulate and encourage without giving answers  G: lead the walk around | Discussion  Scribing ideas on chart paper  Do a quick read of all charts, return to seats |
| 6:14 E  6:21E | Fishbowl (5,6,1) | 2 groups  Each group a circle of the same number of people inside with the same number of people outside (pairs)  ‘observers’ around each group  5-10 different behaviors typed and given to people in circles | E:  sets up space  Hands out ‘roles’  Facilitate discussion, movement so that each person in the circle speaks with at least 3 others.  A/E note behaviors to refer to later  E: lead the debrief “Tell me about that experience...etc” | Carry on a conversation while in role with a specific physical or vocal characteristic (e.g. does not like to make eye contact, stands really close, etc.)  Provide personal experience which should draw out the discomfort or confusion over various interactions |
| 6: 30 E  6: 45  6:55 | Theory: high and low context, direct/indirect communication styles (1, 5, 6)  Practice shifting communication direct🡪indirect and back  Apply knowledge of intercultural communication to new situations (cognitive) | Visuals, examples of story  Worksheet from Kyra  Worksheet from Kyra  Chart paper from 1st activity | E: explain high/low context communication, elicit e.gs  Explain direct/indirect communication, set up pair exercise  A/G/E  Respond to questions, support pairs  E: elicit a few examples  Summarize with reference to cognitive and behavioral shift necessary for intercultural situations  A: Facilitate individual response to different communication styles (the sheet with the spaces on the right)  G/A: elicit more examples for the chart papers based on previous 2 exercises | Pairs negotiate language for direct/indirect |
| 7:00 Break |  |  |  |  |
| 7:15?  E  7:30  7:40 | DIE (1,2,3,6) | Bottle of items  Whiteboard and marker  Images  Copies of DIE exercise | E: elicit ideas from bottle  Explain DIE  Instructions for DIE worksheets  Facilitate pair explanations (30 seconds each) | In a circle, look, comment and pass on the bottle  Pairs work through the exercise  Choose one to explain |
| 7:41 A  7:55 G  8:10 A  8:20 A  8:30 Good night! | Reflection (1,2,3,5,6) | Chart paper  Reflections paper  Questions on whiteboard? | A: how the evening’s activities connect to real life (pair story telling)  A/G/E circulate and help where necessary  Story telling sharing  A: facilitate individual written reflections  A photocopy reflections  G: tell students they will receive a typed list of their ideas from the initial brainstorm at the next session  E: field questions | Small group share  Whole group share  Silent writing  Questions for E or G  Return furniture, tidy the space, collect reflections, ask ?s |