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 G6:106:12 G | Brainstorm elements and barriers to effective communication (2,3) | Groups of 4 (can add latecomers)Felt pensChart paperTape/tacksTimer (bell/rattle?emma’s gym voice?) | G: Assign groups to chart paperInstruct to fill paper with ideasTime: 5 minutes with 2 more minutes countdownA/E circulate and encourage without giving answersG: lead the walk around | DiscussionScribing ideas on chart paperDo a quick read of all charts, return to seats |
| 6:14 E6:21E | Fishbowl (5,6,1) | 2 groupsEach group a circle of the same number of people inside with the same number of people outside (pairs)‘observers’ around each group5-10 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 laterE: 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 E6: 456:55 | Theory: high and low context, direct/indirect communication styles (1, 5, 6)Practice shifting communication direct🡪indirect and backApply knowledge of intercultural communication to new situations (cognitive) | Visuals, examples of storyWorksheet from KyraWorksheet from Kyra Chart paper from 1st activity | E: explain high/low context communication, elicit e.gsExplain direct/indirect communication, set up pair exerciseA/G/ERespond to questions, support pairsE: elicit a few examplesSummarize with reference to cognitive and behavioral shift necessary for intercultural situationsA: 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?E7:307:40 | DIE (1,2,3,6) | Bottle of itemsWhiteboard and markerImagesCopies of DIE exercise | E: elicit ideas from bottleExplain DIEInstructions for DIE worksheets Facilitate pair explanations (30 seconds each)  | In a circle, look, comment and pass on the bottlePairs work through the exerciseChoose one to explain |
| 7:41 A7:55 G8:10 A8:20 A8:30 Good night!  | Reflection (1,2,3,5,6) | Chart paperReflections paperQuestions on whiteboard? | A: how the evening’s activities connect to real life (pair story telling)A/G/E circulate and help where necessaryStory telling sharingA: facilitate individual written reflections A photocopy reflectionsG: tell students they will receive a typed list of their ideas from the initial brainstorm at the next sessionE: field questions | Small group shareWhole group shareSilent writing Questions for E or GReturn furniture, tidy the space, collect reflections, ask ?s |