

Communicating Effectively

Instructor Lesson Guide

1. Begin with introductions, housekeeping items, objectives & competencies, and agenda review.
2. Ask participants to take out the pre-test form (*note: the pre-test and post-test are exactly the same*) and ask them to take five minutes to complete. Ask them to hand in to you once they are done (*no names on the forms, as the test are not intended for individual grading, but rather for statistical data*).
3. After everyone has completed the pre-test, ask participants to turn to the exercise sheet in their packet and take a couple of minutes to read through the first activity.
4. After everyone has finished reading the first activity, arrange participants at your discretion in a manner conducive to the activity. Encourage everyone to participate. Use the flip chart to capture participant commentary during the feedback component.
5. Repeat steps 3 and 4 for the second and third activity, each time capturing on a separate flip chart the words and phrases used about what worked and what didn't work.
6. Take a moment to remove the flip chart sheet(s) and either ask a participant to help you tape it to the wall, or tape it yourself while you refer to some of the participant commentary as transition material for the actual lesson.
7. Ask them to turn to the lesson pages. Use the lesson material, and any other materials you bring to the workshop, to initiate instruction. Make sure to solicit input periodically from participants. Use any real-world examples that highlight the material. Spend no more than ten minutes on the **Introduction** section. Solicit discussion as you go until break.

Break time—take ten minutes to stretch, use the restroom, etc.

8. After returning from the break, repeat step 7, covering the next two items of the material, ***Speaking & Listening, and Much More*** (*five minutes are dedicated on the agenda after this section to hear from the students about their thoughts on the lesson content –use this opportunity to solicit real-life examples from them*) and ***Non Verbal Cues***, soliciting conversation about the topic as you discuss it. Generate as much conversation as possible on the topic.
9. Once content material has been fully covered, provide a recap of what has been discussed. Use any teaching aides that suit your needs and style.

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11. Once the recap conversation is complete, let everyone know that the lesson is concluded and ask them to take the post-test and evaluation.
12. Collect the post-test (*note: the pre-test and post-test are exactly the same*) and evaluation after the participants have completed both (*no names on the forms, as the test are not intended for individual grading, but rather for statistical data*).
13. Dismiss the class, thanking them for their participation.