

SYNCHRONOUS LESSON PLAN SUGGESTIONS FOR MODULE 5

Module 1 Objectives

- 1) Reflect upon experiences with navigating difficult conversations
- 2) Deepen understanding of what a difficult conversation is
- 3) Identify strategies for navigating difficult conversations
- 4) Apply strategies for navigating difficult conversations

Module 5 Synchronous Lesson Plan Framework Estimated Time (90 min)

Recommended Lesson Framework

- Community Building for Training Participants (5-10 min)
 - [Community Building Ideas](#)
- Module Activities (60-75 minutes)
 - [Discussion Protocol Ideas](#)
- Closure (5 min)

Prior to Synchronous Session Meeting:

- Jigsaw articles (Assign each participant one of the following)
 - [Magic of Validation](#)
 - [Practices for Difficult Conversations](#)
 - [Tips for Difficult Conversations](#)
- If applicable, have participants write a brief description of a pending potential difficult conversation (see [Critical Incident Protocol](#))

ACTIVITY 1: Reflecting on Difficult Conversations
(Objectives 1 and 2)

Purpose/Connections	Overview/Activities (10 min) CHOOSE ONE FROM THE OPTIONS FROM BELOW	Resources
<u>Purpose:</u> Reflect on experiences with navigating difficult conversations <u>Connection:</u> Asynchronous Module 5: Reflect/consider when you have engaged in a difficult conversation.	OPTION 1 ● Think, Pair, Share about a time you had a difficult conversation (See Discussion Protocol Ideas for a description of Think, Pair, Share). ○ What made the conversation difficult? ○ How was this difficult conversation differ from constructive feedback? ○ What worked or didn't work about the experience? ○ What do you wish had happened or what would you do differently? OPTION 2 1. Consider the following questions to start to investigate the differences between the constructive feedback and difficult conversations. (Recommended Discussion Protocol	

	<u>Ideas</u>: speed dating, inside/outside circles or gallery walk). - How do you define a difficult conversation? Constructive feedback? What about difficult conversations makes them difficult? - What are the characteristics of constructive feedback? - How do our backgrounds, culture, and communication style shape our perceptions of difficult conversations? Or constructive feedback?	
ACTIVITY 2: Strategies for Difficult Conversations (Objectives 3 and 4)		
Purpose/Connections	Overview/Activities (30 min)	Resources
<u>Purpose</u>: Identify strategies for navigating difficult conversations <u>Connection</u>: Asynchronous Module 4: Strategies for Difficult Conversations	- Assign participants to read one of the three articles provided. Use the jigsaw protocol to discuss (see Discussion Protocol Ideas for a description of jigsaw). Then choose one of the following application activities OPTION 1 - Have each group create a best practices list that synthesizes the	Magic of Validation Practices for Difficult Conversations Tips for Difficult Conversations

Purpose/Connections	Overview/Activities (30 min) CHOOSE ONE FROM THE OPTIONS FROM BELOW	Resources
<u>Purpose:</u> Apply strategies for navigating difficult conversations <u>Connection:</u> Asynchronous Module 4: Apply Strategies for Difficult Conversations	OPTION 1 1) Break the participants into small groups. Provide each group with a different 'non-example' scenario of a difficult conversation. Have each group discuss how they would approach the situation. a) Where are the issues in the scenario? b) What might you do differently with the scenario to improve the likelihood of a positive outcome? OPTION 2 2) Ask participants to share if there are any potential 'difficult conversations' on the horizon in their mentor/mentee relationships. a) In small groups, workshop these real world difficult conversations using the Critical Incident Protocol. (Consider having participants complete	Role Playing Scenarios (Choose three to four and modify as needed to fit mentor/mentee relationship). Role Plays or Scenarios for General Classroom Situations (homeofbob.com). (Choose three to four and modify as needed to fit mentor/mentee relationship). Critical Incident Protocol.

	the written reflection of a difficult situation-critical incident-prior to the module meeting).	
CLOSURE : Reflecting On Our Learning		
Purpose/Connections	Overview/Activities (30 min)	Resources
<u>Purpose:</u> To summarize key learning from the session	1. Revisit 'parking lot' for questions that emerged throughout the module. 2. Engage in a summative reflective activity that will build across the five modules. 3. Participants should select one of formats below: a. "I promise...I hope ..' statements b. "I will always...I will never...I will ask that you always...' c. A letter to my future mentee d. Top 10 Proclamations of Mentoring e. Participant's Choice 4. At the end of the session, reflect on the content of the module using the	Additional Exit Ticket Ideas • Exit Ticket Explanation • 21 Exit Ticket Ideas

	chosen format. For example, after Module 1, write 1-2, I promise...I hope statements. OR write the first few sentences of your letter to a mentee. 5. In Module 5, add the finishing touches by reflecting on the final module and adding a summative statement. 6. Share these as a final activity--either in small groups or whole group or as a gallery walk.	
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