



COMMUNICATING WITH ADOLESCENT LEARNERS

(1 hour)

GOALS: To equip tutors with effective strategies to utilize when communicating with adolescent learners.

MATERIALS:

Handout Packet:

- ✚ *Attributes of Adolescent Learners*
- ✚ *Adolescent Development Fact Sheet*
- ✚ *Building Blocks of Effective Communication*

Scenarios

Reflections handout

Flip Chart and Markers

ADVANCED PREPARATION:

Thoroughly read through Chapter 2: ADOLESCENT DEVELOPMENT and Chapter 3: ENGAGING AND MOTIVATING ADOLESCENTS in the STUDENT TO STUDENT Tutor Training Manual.

AGENDA:

- ✚ **Attributes of Adolescents: Who are the learners you will be working with? (5-10 minutes)**

Preparation: Review the Attributes of Adolescents handout, and be prepared to discuss the unpredictable and often-complex nature of adolescents.

Activity: Ask tutors to spend a few minutes checking off those attributes/attitudes they think are typical of adolescents. Facilitate a conversation among the tutors about what is and isn't typical for adolescents. Encourage tutors to suggest other attributes/attitudes that are not on the list.

- ✚ **Adolescent Development: Understanding the stages of adolescence. (5-10 minutes)**

Preparation: Review the Adolescent Development Fact Sheet, and be prepared to provide a brief overview of the stages of adolescence.

Activity: Present the information outlined.

- ✚ **Effective Communication Strategies: How to engage adolescent learners. (15 minutes)**

Preparation: Review Building Blocks of Effective Communication handout which will be the basis for your presentation about how to engage adolescent learners in meaningful conversation.

Activity: This part of the workshop is intended to be a didactic presentation of effective communication strategies using the handout as your guide. Feel free to ask tutors for additional examples of open-ended and closed-ended questions and for additional examples of effective, supportive verbal communication strategies.

Practicing Effective Communication Strategies (20 - 25 minutes)

Preparation: The Scenarios handout describes three different learners from different backgrounds who are dealing with a specific situation. Review the Scenarios, and cut each page into three handouts for distribution to the tutor groups.

Activity: Divide the tutors into groups of three. Give each group a set of scenarios which should be distributed one scenario per person. Group members should not know what scenarios other members have received.

1. Designate the following roles: tutor, learner, and observer. Each person will have the opportunity to take on each of these roles during three rounds of practice. Each round of practice should last about three minutes.
2. The scenario begins as though the learner and tutor are beginning a typical tutoring session. The learner comes into the session having had the experience described on the piece of paper (the scenario). It will be up to the tutor to attempt to engage the learner in conversation. The observer will look for engaging communication strategies, active listening and additional effective communication strategies.
3. After three rounds of practice have taken place and each group member has had the chance to take on each role, the group should talk about observations and about how each person felt occupying each role.
4. After individual groups have processed their practice, help to facilitate a larger group discussion about the challenges of the experience.

Reflections (3-5 minutes)

Activity: Distribute copies of the Reflection handout and ask the tutors to complete it prior to leaving the training.