



THINKFAST

Communication

Think Fast! Communication

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Getting Started

About This Guide

What's the purpose of this guide?

This facilitator guide provides a master reference document to help you prepare for and deliver the “Think Fast! Communication” program.

What will I find in the guide?

This facilitator guide is a comprehensive package that contains

- the workshop delivery sequence
 - checklists of necessary materials and equipment
 - presentation scripts and key points to cover
 - instructions for managing exercises, case studies, and other instructional activities.
-

How is this guide organized?

This section, “Getting Started,” contains all of the preparation information for the “Think Fast! Communication” program, such as learning objectives, pre-work, required materials, and room set-up.

Following this section is the “Training At A Glance” table. This table can serve as your overview reference, showing the module names, timings, and process descriptions for the entire program.

Finally, the program itself is divided into *modules*, each of which is comprised of one or more *lessons*. A module is a self-contained portion of the program, usually lasting anywhere from 20 to 90 minutes, while a lesson is a shorter (typically 5-20 minute) topic area. Each module begins with a one-page summary showing the Purpose, Time, Process, and Materials for the module. Use these summary pages to get an overview of the module that follows.

About This Guide, continued



How is the text laid out in this guide?

Every action in the program is described in this guide by a text block like this one, with a margin icon, a title line, and the actual text. The icons are designed to help catch your eye and draw quick attention to “what to do and how to do it.” For example, the icon to the left indicates that you, the instructor, say something next. The title line gives a brief description of what to do, and is followed by the actual script, instruction set, key points, etc. that are needed to complete the action.

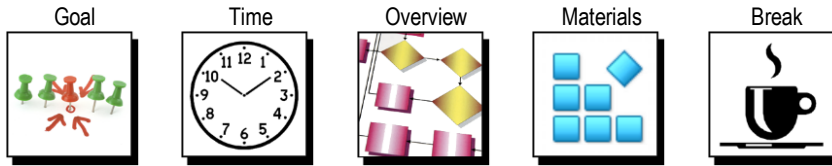
A complete list of the margin icons used in this guide is provided on the following page.

IMPORTANT NOTE

You may also occasionally find important notes such as this one in the text of this guide. These shaded boxes provide particularly important information in an attention-getting format.

Graphic Cues

Module Blocks



Lesson Blocks



The Program in Perspective



Why a “Think Fast! Communication” class?

Communication is a critical skill in any profession. The purpose of this class is to help participants improve their communication skills by using improvisational techniques. The principles of improvisation aren't just about trying to make people laugh. They involve concepts like acceptance, collaboration, flexibility, responsiveness and active listening – all very relevant to healthcare professionals since we have to improvise every day!



Learning Objectives

After completing this class, participants will be able to:

- Prepare for your communication
 - Build trust and connections to enhance communication
 - Identify and eliminate barriers to communication
 - Use and recognize nonverbal communication
 - Practice using “Yes, and...” (Accepting offers)
 - Demonstrate active listening
-

Program Timing

Requires: 3 hours, 0 minutes

Number of Participants

Minimum: 6 Maximum: 16

Program Preparation

Pre-Work

None

Required Materials

- Pens and markers
 - Flipchart paper
 - Handouts
 - Evaluations
 - Name tags
 - Roster
 - Index cards - blank
 - Index cards with situations for nonverbal activity
 - Props and costumes
-

Room Set-Up

Participants will be up and active for a good portion of the class so make sure the room has plenty of space for the various activities.

On a table, place the handouts, roster and evaluations.

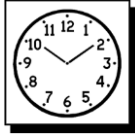
Instructor Preparation

Read through this Facilitator Guide and become familiar with the content and activities.

Training at a Glance

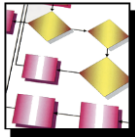
Time	Lesson	Description
20 minutes	Welcome and Introductions	Instructor will welcome class and then have each person introduce themselves. Because this is an improv based class, each person will create a character and make the introduction as that character.
20 minutes	Preparation	Learners will be introduced to a warm-up game, Zip Zap Zop and discuss the importance of preparation in communication.
30 minutes	Trust and Connections	Learners will play a story exchange game and explore how to build trust and connections when communicating. Barriers to communication will also be discussed.
10 minutes	Break	
30 minutes	Non-Verbal Communication	Learners will be given different scenarios to practice using and recognizing non-verbal cues.
30 minutes	Yes, and... (Accepting Offers)	Learners will be introduced to the very important improv concept of “Yes, and...” and practice using it when communicating.
30 minutes	Active Listening	Learners will play the improv game “Dr. Know it All” to practice active listening and understand it’s importance in the communication process.
10 minutes	Wrap up	Quick review of what was learned and wrap up.

Think Fast! Communication



Time to complete: 180 minutes

Number of lessons: 6



Overview

Almost everyone understands the importance of good communication in the workplace but oftentimes, we don't practice what we preach. The results of poor communication can be disastrous resulting in employee dissatisfaction and lost production.

In this highly interactive course, learners will use improvisation techniques to practice and improve communication skills.



Materials Needed

- Pens and markers
 - Flipchart paper
 - Handouts
 - Evaluations
 - Name tags
 - Roster
 - Index cards
 - Props and costumes
 - Communication music (optional)
-

Welcome and Introductions



Time: 20 minutes



As participants come in, play music from the playlist “Communication”.
(optional)



Have flipchart up with objectives:

By the end of the class, you will be able to:

- Prepare for your communication
 - Build trust and connections to enhance communication
 - Identify and eliminate barriers to communication
 - Use and recognize nonverbal communication
 - Practice using “Yes, and...” (Accepting offers)
 - Demonstrate active listening
-



Make sure everyone gets a participant handout as they come in.

Welcome and Introductions



Good morning/afternoon and welcome to ThinkFast! Communication! My name is ____ and I will be with you for the next few hours. Don't worry, though, the time is going to fly.

This isn't your typical lecture type of class. If that's what you were looking for today, you are in the wrong place!

Our focus for today is to get you up and practicing the skills vs. reading about them (or having them read to you) on a slide.

By the end of the class, you will be able to:

- Prepare for your communication
- Build trust and connections to enhance communication
- Identify and eliminate barriers to communication
- Use and recognize nonverbal communication
- Practice using "Yes, and..." (Accepting offers)
- Demonstrate active listening

You should have all received a handout. This is for you to use however you would like. It will be a good place to take notes throughout our session.

How many of you have heard of improvisation? What is it? (take pop-ups)

And, have any of you seen improvisation? Where? (take pop-ups)

Have any of you been an improviser?

You may not think of yourself as one but, in fact, we are all improvising every day.



To get things started, we are going to introduce ourselves. But, we won't introduce ourselves like we normally would in a class. Since this is about improvisation, I'm going to have you introduce yourself AS someone else. Create a character - real or made up - and introduce yourself as that character. If you need some creative help, there are several hats and costumes to help inspire you. You can be someone famous, someone infamous, a book, movie or TV show character, whatever you want.

Tell us who you are (your character), the person you are introducing and what they do (you) and why that person (you) are here today.

Welcome and Introductions



Group Activity: Introductions

This activity is designed to start getting people out of their comfort zone. People may be a little hesitant at first but as they get warmed up, it's really fun to see what they come up with.

Each person will get up and become a character. It can be someone real (e.g. actor, hero, singer, historical figure, family member), fictional (e.g. someone from a book, movie or T.V. show) or totally made up (e.g. Thrakara, Viking Queen of Westonia)

Give the group an example by doing your own introduction. Show them the props table as well and encourage its use to help inspire a character.

After each introduction, make sure to give the person a thunderous round of applause.

IMPORTANT NOTE

Remember, most people do not get up and perform for a living so this will probably be intimidating for many in the class. Be sensitive to this and be as supportive and encouraging as possible.



Capture the “why I’m here” on flipchart.

After everyone has given their introduction, do a quick review on why people said they are attending.

Preparation



Time: 20 minutes



In this next section, we are going to talk about the importance of preparation. One of the ways actors prepare for an improvisation show is to warm up. Let's play a warm up game called "Zip, Zap, Zop".



Game: Zip, Zap, Zop

Have everyone stand up and get in a circle. To start the game, one person points at another person and says "Zip". That person then has to point to someone else and say "Zap". Then, that person has to clap at someone and say "Zop". Then, it starts over with "Zip".

Play continues until someone makes a mistake.

Mistakes include: Saying the wrong word (e.g. "zipping" instead of "zapping"), hesitating too long, clapping on "zip" or "zap" (you only clap on "zop"), NOT clapping on "zop", or going when it's not your turn.

When someone makes a mistake, it is celebrated with a quick "ahhhhhh...OOOO..gahhhhhhhh" where everyone puts their arms around each other on the "ahhh", steps into the center of the circle on "OOOO" and then steps back on the "gahhhh". The facilitator will make the judgement on whether or not a mistake has occurred and initiate the "ahhh...oooo...gahhhh". Right after, the person who made the mistake will start off with "zip".

The goal isn't to be perfect - especially at first - though, eventually, you should see less and less mistakes and the zip, zap, zopping going faster.

Once the group seems to have significantly improved or you sense a natural stopping point, call "time" and have everyone go back to being seated.

Preparation



Why do you think it's important to warm up before a show? (gets the blood moving, gets your brain ready, gets you thinking on your feet)

Do you think it could also be beneficial to "warm-up" before some important communication? (yes)

Why? (so you are ready, helps calm you down, helps make the communication more effective)

Are you going to play Zip Zap Zop with your co-workers? Maybe...but probably not. There are things, though, that you can do to prepare yourself. Let's take some time to practice.

We are going to break up into four groups. I'll give you each a situation and you brainstorm on how you would warm up or prepare for that situation. After a few minutes, we will get back together and you can report back to the group.



Group Activity: Preparing for Communication

Break the class up into four groups. Each group will get one of the following scenarios:

1. You have to present on the outcome of a project for a department meeting
2. You need to get some information from a customer.
3. You are going to have a one on one meeting with your boss.
4. You need to correct a co-worker on a departmental procedure.

Give the groups about 5 minutes or so to come up with examples of how they would prepare for their particular situation. Come back together and have each group report out.

Preparation



Ok, let's see what you came up with.

(As each group presents, give feedback and encourage others to add any other suggestions. For example:

1. *You have to present on the outcome of a project for a department meeting – practicing what you are going to say, having some handouts prepared, having some notes prepared,*
2. *You need to get some information from a customer – mentally prepare by thinking about what you will say, anticipate how the customer is going to react and prepare to be empathetic*
3. *You are going to have a one on one meeting with your boss – bring a list of projects you've been working on, bring a progress report with you, take some notes about what you want to talk to your boss about*
4. *You need to correct a co-worker on a departmental procedure – think about how the person may react – is this someone who gets defensive? Think about how you would want to be corrected and come up with an empathetic response*

After doing this exercise, would you agree that preparation is an important step in effective communication? (yes)

Do you see yourself using some of the ideas we just talked about at work? (yes – encourage any examples they'd want to share)
