

Listen to experience-based knowledge

Objective(s)

Learners listen to experienced family members and practitioners talk about important considerations for communication and identify take-away messages.

Description

In this activity, learners listen to audio clips from phone interviews with family and professional leaders in early childhood and identify important considerations relating to effective communication for promoting collaboration.

Required Materials/Resources

Learner Materials

- [Audio 3.1: Marshall Peter](#)
- [Audio 3.2: Vera Stroup-Rentier](#)
- [Audio 3.3: Barbara Hanft](#)
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to audio clips or transcripts. Learners can listen to audio clips or read transcripts as a class or independently outside of class.
2. Ask learners to listen to each audio clip and identify considerations or strategies for communication to make collaboration successful.
3. Provide feedback.

Suggested Assessment

1. Marshall stresses the importance of listening – “seek first to understand, then to be understood”. While the other person is talking, really listen, instead of thinking about what you are going to say next.
2. Vera discusses the importance of being open during a conversation and be willing to learn. Realize that everyone brings something to the table.
3. Barbara first explains the difference between communicating and talking. Communicating is about connecting with others for a common purpose where all perspectives are respected and there is a sharing of responsibility. Talking lacks collaboration and is focused on informing, explaining, instructing, and directing. Barbara then explains how conversation blossoms from a give and take of listening and responding. Pay attention to both verbal messages and body language. This helps you to develop a sense of empathy. By developing empathy, you understand where the person is coming from, what is significant to him or her and what motivates his or her actions. This leads to more meaningful interactions and effective communication.

This activity is part of Module 3: Communication for Collaboration. To view the content related to this activity, go to [Step 3: Evidence](#).

Instructional Method
Problem Solving Session

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

15-20 minutes for learner activity

Learner Form
[Activity 3.8a](#)

Facilitation Tips

- Learners can respond in class, online, or using the PDF form; which can be printed, emailed or submitted online.
- Break into groups to discuss and respond.

Alternate Version(s) (refers to different levels of difficulty)

No alternates available for this activity.

Credits

The CONNECT Content Team