

Can we talk?

Facilitating dialogues with gifted students



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This session

1. Model dialogue
 - a. Fishbowl format
 - b. Adapted lesson from Peterson
 - c. Dialogue skills
2. Observations of the dialogue
3. Resources, considerations, and topics
4. Peterson's guidelines/my thoughts
5. Wrap up

Let's Talk Volunteers.
I need 8 people who are:

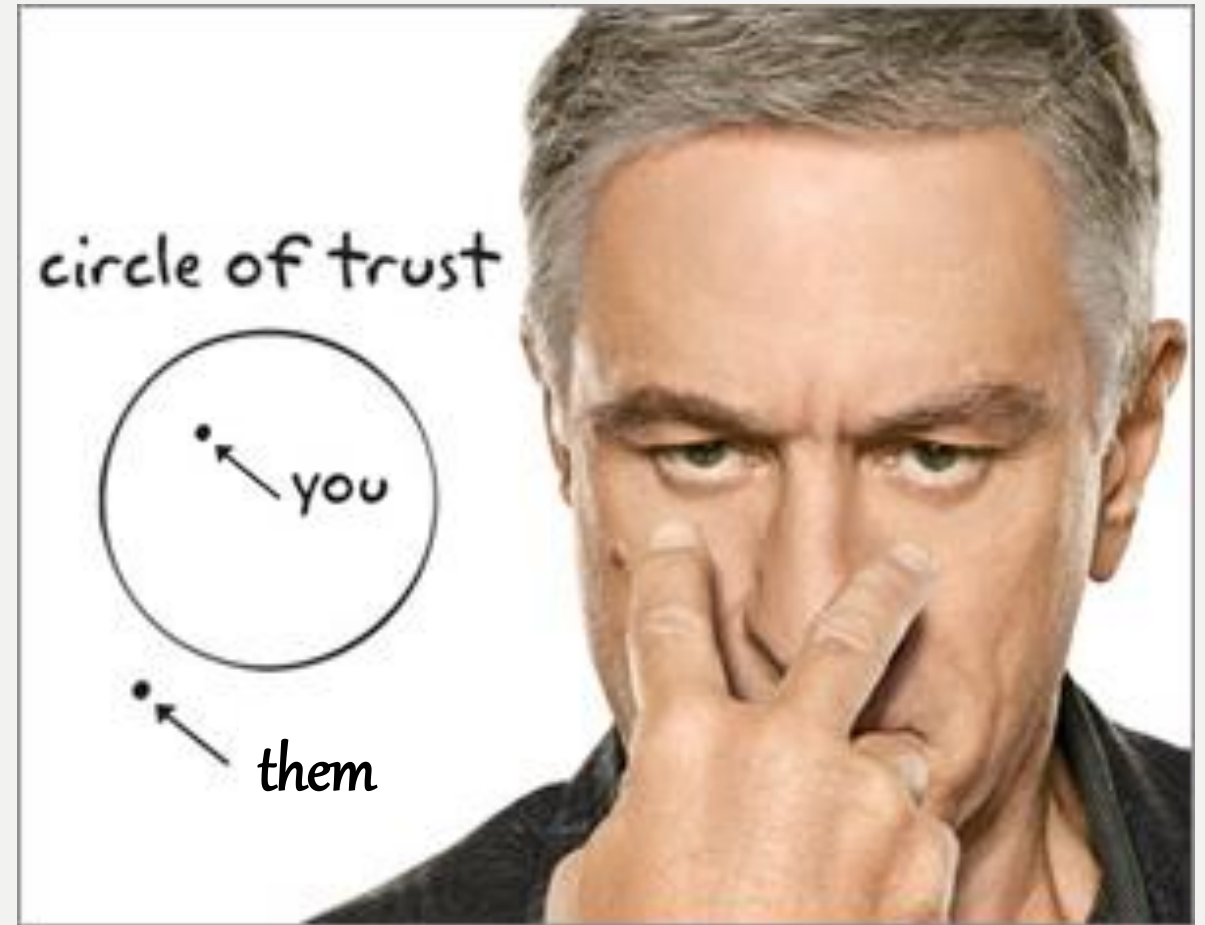
A. Willing to talk

B. Willing to listen

C. Willing to do A and B at the same time

Inside the Circle

- Put your first name on your table tent and then finish this sentence with three words or fewer: “As a teacher of the gifted, I am _____.”
- Talk softly and/or introduce yourself to others near you in the circle while Jennifer speaks to those Outside the Circle



Outside the circle

Here are some things to look for:



- How does the facilitator:
 - *establish group trust?*
 - *keep the group focused?*
 - *keep her role as facilitator and not move into “teacher” role?*
- What preparations were needed on the part of the facilitator to hold this dialogue?
- What topics arise during the discussion that might make for good discussion topics in future dialogues?
- What skills are present in the dialogue participants?
- What skills might the facilitator work on with dialogue participants in the future?

Let's Talk Dialogue Activity

- Introductions and Rules of Engagement
- “Hook” activity
- Invitation to share out
- Recap and next steps for The Dialogue Group
- Closing The Circle

Let's Talk Skills

- Showing interest (“I’d like to hear more about . . .”)
- Paraphrasing (“What I hear you saying is . . .”)
- Conveying empathy (I get the impression you felt . . .”)
- Observing body language (“You look . . .”)
- Challenging (“Don’t be afraid to tell me what you really think about . . .”)
- Noting tone of voice (“Your tone is telling me . . .”)

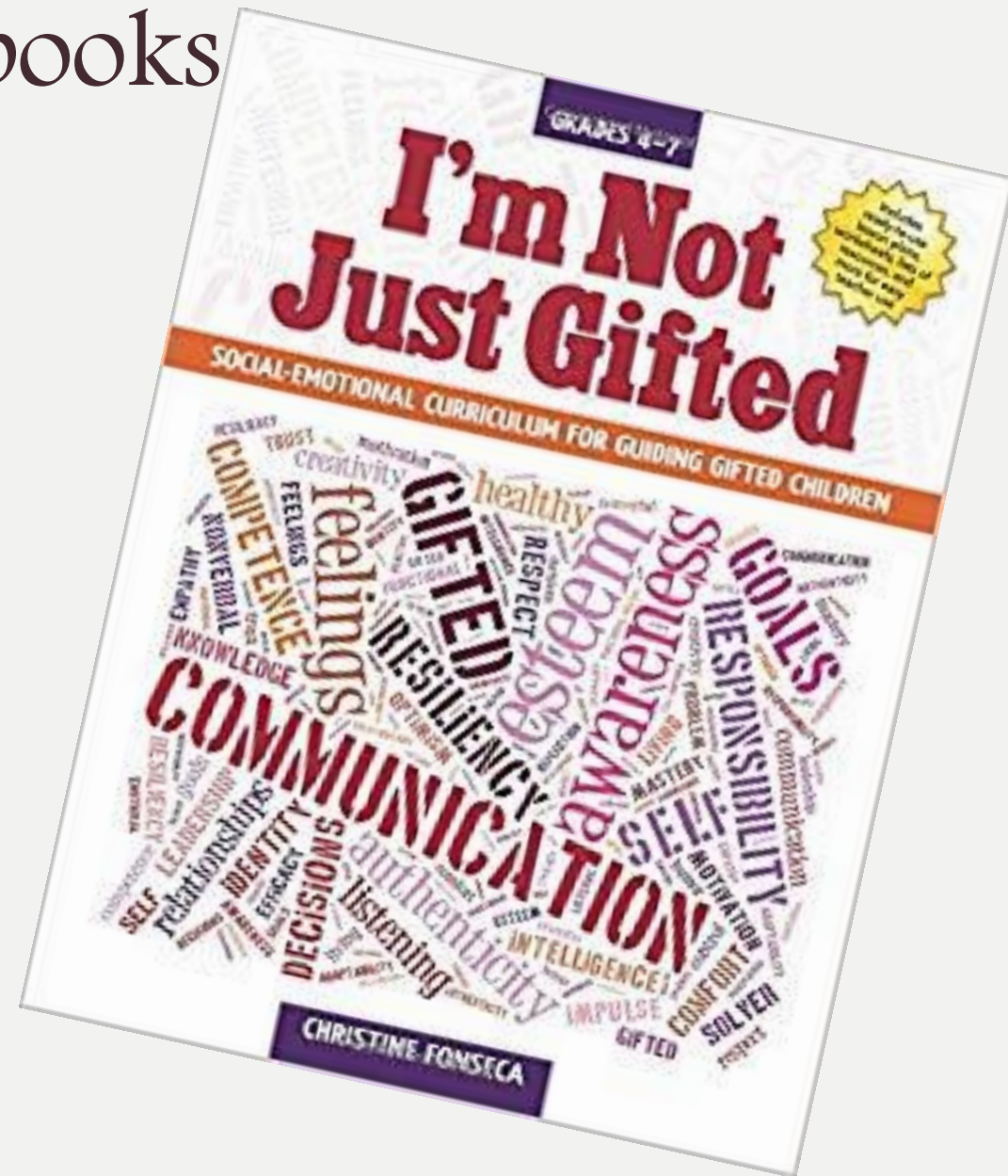
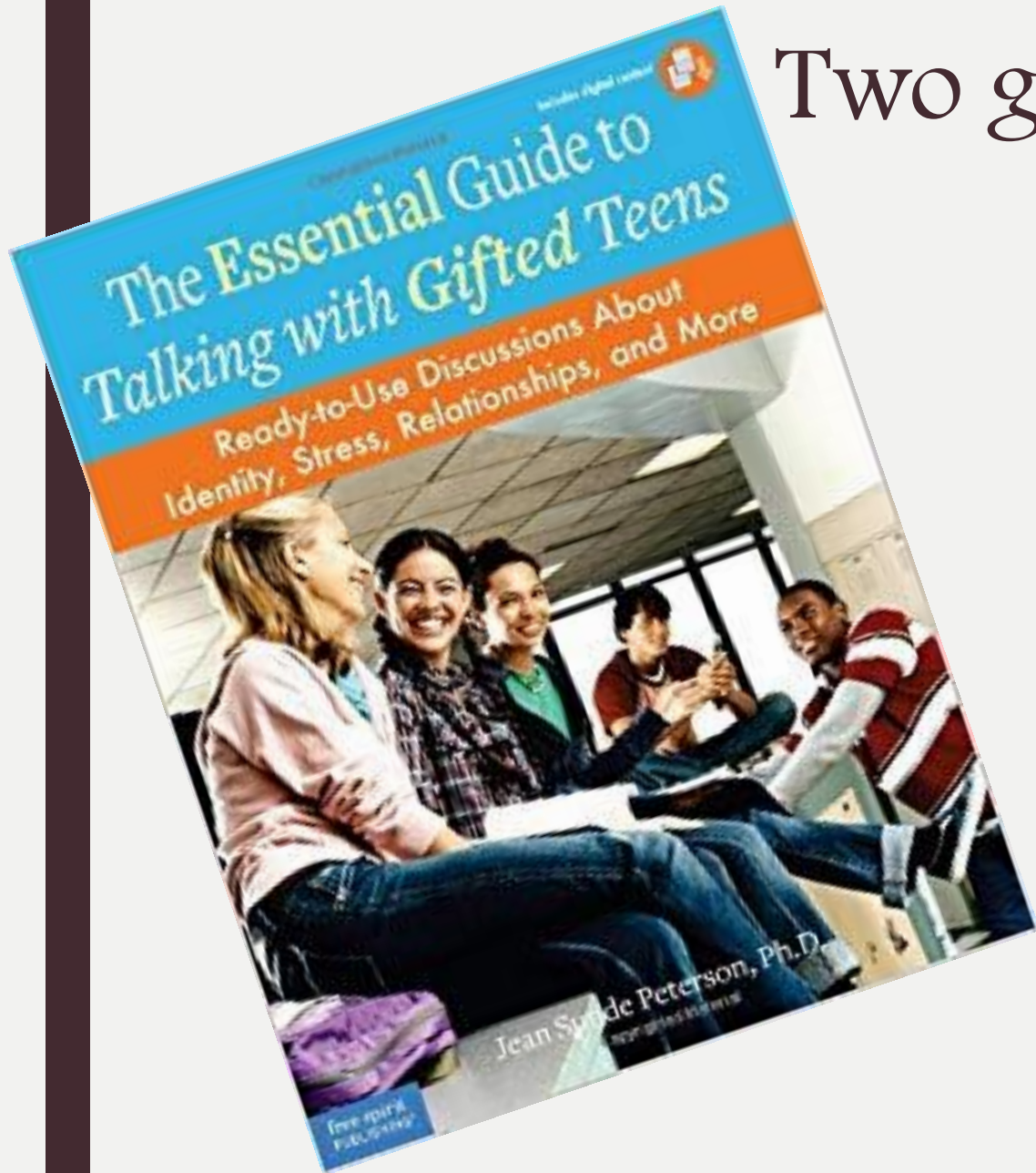
Let's Talk Rules of Engagement

- We are willing to let others know us.
- We talk, listen, and allow for silence.
- We agree to be sincere and always speak from the heart.
- Speak to everyone in the circle.
- We do not talk about people who are not present.
- *We allow everyone to feel valued and accepted.*
- *We keep confidential what is said in the circle.**
- *We are each important to the circle.*

Let's Talk

- How did the facilitator:
 - *establish group trust?*
 - *keep the group focused?*
 - *keep her role as facilitator and not move into “teacher” role?*
- What preparations were needed on the part of the facilitator to hold this dialogue?
- What topics arose during the discussion that might make for good discussion topics in future dialogues?
- What skills were present in the dialogue participants?
- What skills might the facilitator work on with dialogue participants in the future?

Two great books



The Essential Guide to Talking With Gifted Teens

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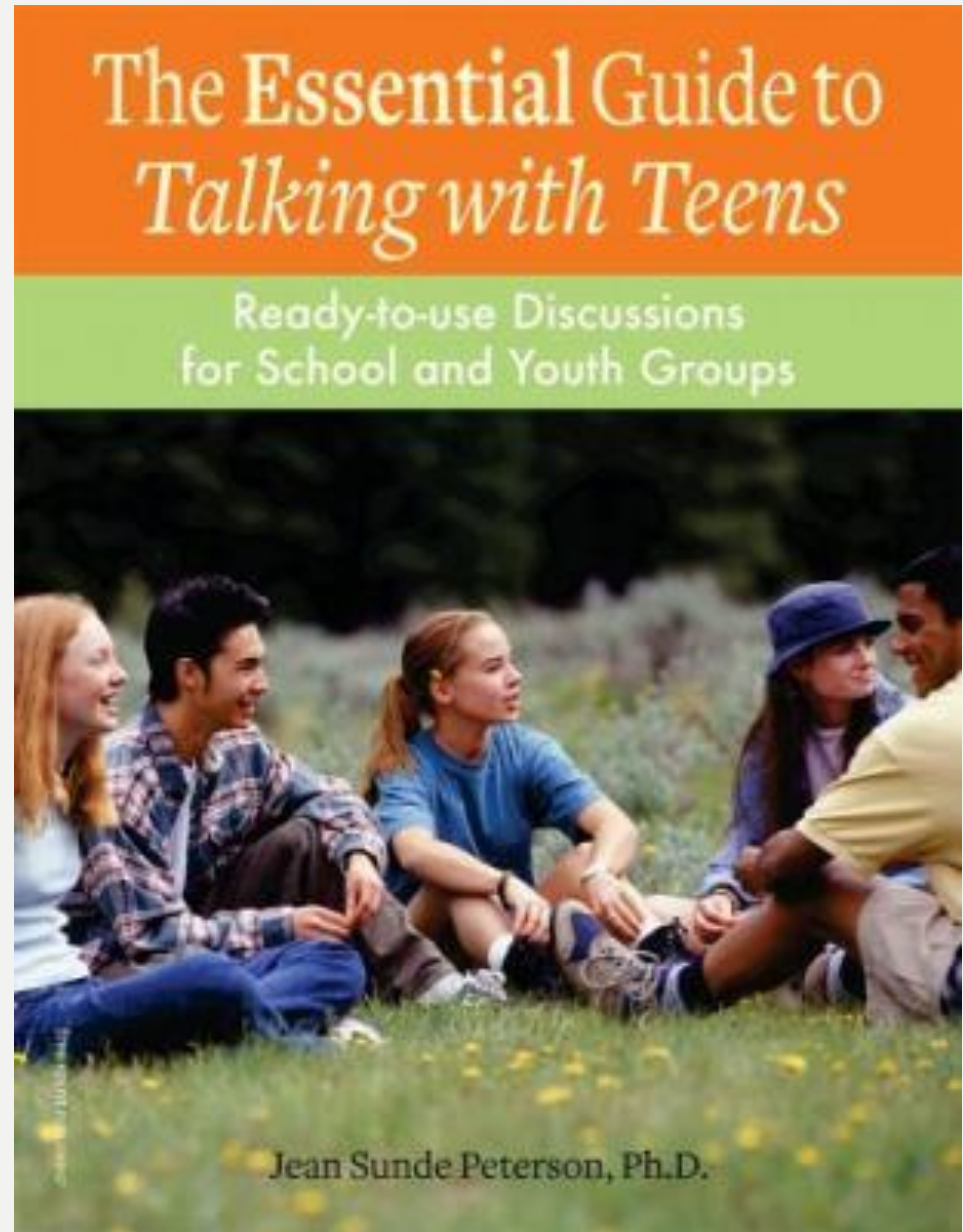
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Dr. Peterson also has:



*I'm
not
just
gifted*

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Let's Talk: Considerations

- Choosing students
- Scheduling – a time, a place, and frequency
- Asking or notifying students, parents
- Gaining permission
- Choosing topics
- Choosing a space
- Your role as Facilitator
- The role of your School Counselor
- Starting out and Rules of Engagement
- Ending the group meetings

Let's Talk Topics.

What are some topics of interest to you?

What are some topics your gifted students
need?

Themes and Topics

Peterson

- Identity
- Stress
- Relationships
- Feelings
- Family
- The Future

Fonseca

- So I'm Gifted – What Does That Mean?
- Don't Forget About Emotional Intelligence
- Daily Habits for Successful Living
- The Art of Bouncing Back
- Cultivating your Talents and Passions

Dr. Peterson's General Guidelines

- We learn how to facilitate a group by doing it. You may want to do some research on listening and responding strategies.
- You do not have to be an expert on all topics.
- Relax and be flexible about the direction of the discussion.
- Be willing to model how to do an activity or how to respond, but only to facilitate replies – too much sharing by the facilitator can actually inhibit responses.
- Enter their world respectfully.
- Check in periodically with group members about how they are feeling about the group.
- Incorporate student suggestions.
- Anything can be processed in the group. That means group members can discuss honestly what just happened – in the present.
- Resist the urge to teach. Be one of the learners.

My thoughts on dialogues

- Put something in the center of the circle to focus on and “talk” to.
- Always start with simple rules of engagement. Always end the session with some sort of closure.
- Insist on confidentiality.
- Never allow anyone to talk about someone who is not present.
- Work toward getting everyone to contribute without making it an issue
- Be sure about controversial subjects – or simply don’t discuss them. If you get in over your head, be honest:
 - *“I think this is a good conversation to include the counselor on,”*
 - *redirect “let’s go back to..” (an earlier point)*
 - *or speak to individuals afterward about talking to the counselor.*

Can We Talk A Little More?

How else could you use dialogues in your current school situation?

Questions? Comments?

Circle of Trust

