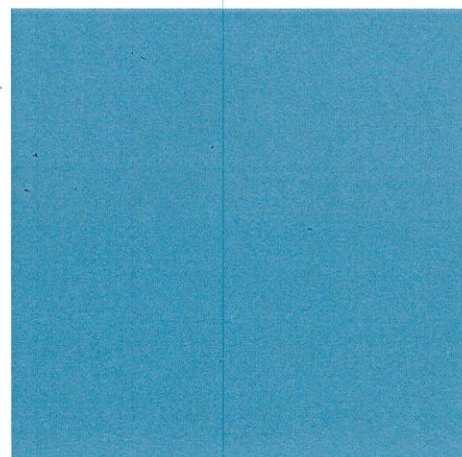
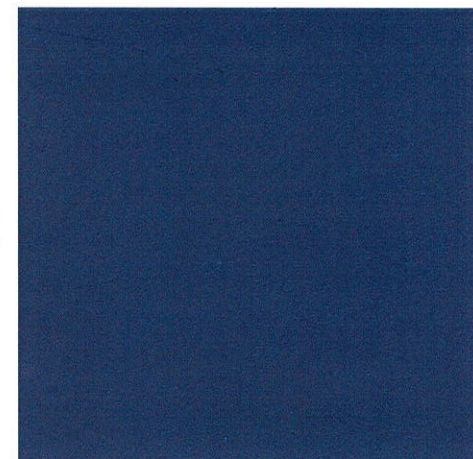




How To Communicate About Breast Cancer and the Environment to Diverse Lay Audiences



An Advocates Mentoring Advocates
Workshop presented by:

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Goal

- **Overall Goal:** To provide Advocates with the knowledge, skills, resources and support necessary to best present the educational workshops on breast cancer and the environment



Objectives

- By the end of this session, the Advocates will be able to:
 - Recognize that adults have different learning styles
 - Recognize that attendees have different communication styles
 - Recognize their role as a communicator and educator

+ Your Role as Facilitator



- Be confident and competent with the information you are providing to the group
- Be trustworthy
- Be empathic
- Give all a chance to speak
- "Actively Listen" to what the group is saying
- Remain unbiased

+ Your Role as a Facilitator



- Provide facts and information that are **relevant**
- Discuss some of the **social and cultural beliefs, values, and experiences** that affect participants' views and behaviors
- Remind participants why the issue is so important for different cultural groups
- Respond to the group's needs
- Demonstrate understanding and respect for the participant's views.
- Help participants identify effective ways to deal with their own concerns and their ability to change their behaviors

+ Communication Guidelines



- Help participants identify any concerns they might have about the topics in each of the workshops
- Provide facts and information that is relevant
 - Try to stay on topic while being respectful of the needs of the participants
- Share you own experiences, if relevant
- Share how you have dealt with the issue
- Help participants identify effective ways to deal with their own concerns



Be Relevant

- Discuss evidence or statistics that are specific to the topic and relevant for the group
- Discuss some of the social and cultural beliefs, values, and experiences
- Remind why the issue is so important for the cultural group
- Respond to the group's needs and concerns



Listening Strategies

- **Neutrality and Tact**
 - Be friendly, but not over the top
 - Remain objective to the topics
 - Remember that everyone's opinion is important
- **Be on the job**
 - Be prepared before starting
 - Stay focused
- **Voice Quality**
 - Speak clearly and make sure everyone can hear you
- **Concentration**
 - Listen to what participants are saying to you
- **Enthusiasm**
 - Important to be and sound truly interested in the topic



Principles for Communication with Audience





Who Will Be in Your Group?

Different Types of Learners





The Expert

- May inhibit others
- Try to underscore the fact that everyone in the room is an expert
- Remind them that all perceptions need to be expressed
- May need to repeat this a number of times



Dominant Talkers



- Also may consider themselves to be experts
- Yet they often aren't aware of how they are perceived by others
- Thank you John - Are there others who want to comment on the questions?
- That's one point of view....
- Nonverbal: avoid eye contact
- Important to be tactful and kind!



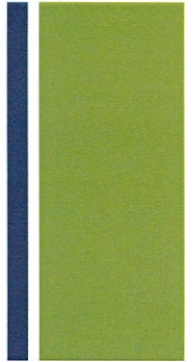
Shy Participants



- Similar to reflective thinkers
- Often have great insights
- Extra effort needed to draw them out and have them elaborate their views
- Maximize eye contact; encouraging them to speak
- Can call on them by name



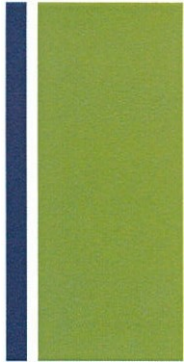
My Thoughts



Ramblers

- They like to talk
- Yet, can eat up time
- Discontinue eye contact
- Can take forever to get to the point
- Interject when they pause and move on

+ Principles for Communication with Audience



- Recognize the principles of adult learning
 - Adults are internally motivated and self-directed
 - Adults bring life experiences and knowledge to learning experiences
 - Adults are goal oriented
 - Adults are relevancy oriented
 - Adults are practical
 - Adult learners like to be respected

+ Addressing Participant Concerns

Clarify - When a participant shares a concern, don't assume that you understand exactly what he or she means. Ask questions in order to clarify or be clear about what the participant feels or thinks

Inform - Give facts that are relevant to the participants concerns

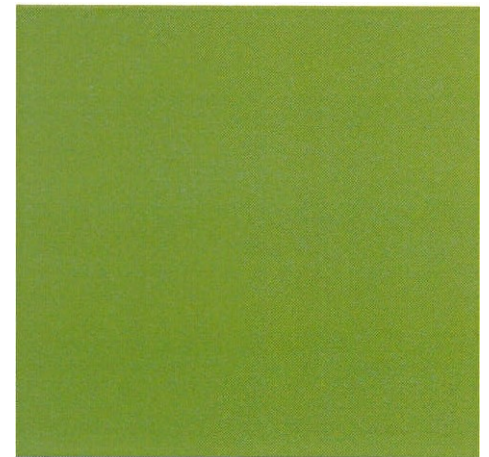
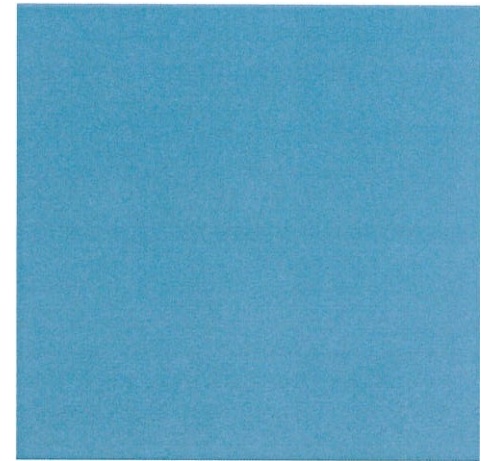
Plan - When needed, work with participants to develop ways to deal with their concerns



+ Facts vs. Opinions

- How can you deal with a participant who questions "the facts?"
 - Acknowledge their opinion
 - Let them know that others have expressed similar beliefs
- Ensure the group that what you are telling them is based on scientific research that we know at this time.
- Know your facts and provide evidence-based information
- Find answers if you are not sure about a question (We can help you find the answers!)
 - Never guess at the answer
 - It's ok to not know!
- Support the project's reputation by providing accurate information





+ Each One Teach One

+Points to Remember

- **Be Professional.** Be prepared by focusing on the work at hand, having your materials ready, setting aside enough time, and making sure that you have privacy.
- **Be Expressive.** Don't speak too fast or too loud and try to change the tone of your voice to add emphasis to what you say.
- **Be Distinct.** Pronounce your words clearly and carefully.
- **Be Alert.** Be cheerful and wide-awake, and listen. This sets the tone of any conversation and shows you are listening.
- **Be Natural.** Use simple language. Avoid technical terms when answering a participant's questions.
- **Be Pleasant.** Show that you are interested.
- **Be Courteous.** Good habits are good manners

