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# LWPF Train the Trainer

— Session 1: Connection and  
Coaching —

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# Agenda

1. Five levels of communication
2. Norms setting
3. Discussion

# Level 1 Communication: Ritual

Baby A: Good morning, how are you?

Baby B: Fine.

*[crawl away and do their own thing]*



## Level 2 Communication: Extended Ritual



Baby A: Good morning, how are you?

Baby B (with a smile): Fine.

Baby A: That's great. It looks like these boxes are pretty fun.

Baby B: They are fun, but too bad we have to wait until Christmas to open them.

Baby A: Yeah, too bad. Hope you're not on Santa's naughty list!

Baby B: That's funny. You too! See you.



# Level 3 Communication: Surface



Baby A: Good morning, how are you?

Baby B (with a smile): Fine.

Baby A: That's great and hey, what's your name? It look like we shop at the same tan baby clothes store.

Baby B: Yeah, looks like. I'm Zoe. What's yours?

Baby A: I'm Avery. It's great to meet another well-dressed baby!

Baby B: Indeed, see you tomorrow!



# Level 4 Communication: Feelings about self (in relation to content)



Baby A: Good morning, how are you?

Baby B (with a sigh): Fine.

Baby A: What's going on?

Baby B: To tell you the truth, I'm pretty down today. I threw up a few times this morning from eating that same elephant toy you're about to put in your mouth.

Baby A: Oh, sorry to hear that and hope you're feeling better. [*proceeds to put elephant toy in mouth*]





# Level 5 Communication: Feelings (about us and our relationship)



Baby A: Are you trying to share some advice with me?

Baby B: Yes, I guess I am. Over the course of our short lives, I've come to value our friendship and I don't want your tummy to feel funny like mine did earlier.

Baby A: Thanks, Zoe. I appreciate your saying that. I too enjoy the time we spend together and feel grateful to have a friend who looks out for me the way you do. [*reaches hand out to touch Zoe's cheek*]



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To influence others, we  
must create a safe space.

To influence others, we  
must be influenciabile.

To influence others, we  
must know what we want.

# LWPF Norms

What do you want from your students?

- Cadence of meetings
- Attendance (e.g., punctuality, missing meetings, rescheduling, participants vs. attendees)
- Communication
- Preparation
- Agenda
- Decision-making process

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# Questions from you: for discussion

1. How to start the conversation to warm and calm down students as the rehearsal could be stressful and intimidating like an interview
2. How to end the conversation so the students can feel not going through a grill but motivated to make edits for next step
3. How to react at a difficult situations, eg when students felt discouraged, felt they did a horrible job and started to break down (either cry or refuse to move to next step)
4. How to guide a student with an attitude issue
5. How to earn students' trust
6. How to let the student feel that the rehearsal process is worth his/her time
7. How to grow ourselves to grow our students
8. How to inspire students to think beyond the contents of the teaching materials

# Closing thoughts: 3 R's

## Recognize

- Praise freely: engage and encourage, then provide constructive feedback
- Ask questions: seek to understand before being understood
- Be curious: different people are different

## Respect

- Set norms: around confidentiality, communication, and punctuality
- Create a safe space: avoid going through parents, align on confidentiality norms
- Respect time: start and end on time, maintain schedule

## Retain

- Have a vision: share vision and provide students with direction and context
- Slow down to speed up: pause and solicit response
- Check in regularly and ask for feedback: remember what is important to them