

ALL THAT JARGON

Suggested delivery time:

15 to 20 minutes

About this Protocol

Purpose of this quick protocol titled *All that Jargon* is to be used as an icebreaker or *stoking* activity at the beginning of a workshop. This is a fun way to get to know both the teacher team and the employer partner(s).

Facilitator Prep/Set-Up

Specific roles:

- Facilitator
- Employer partners
- Teacher team members

Time to set-up room for this specific activity:

- 5 minutes

Required materials:

- Facilitator's agenda (sample provided)
- Different color markers (two sets and only use the dark colors)
- (2) Post-it chart paper or (2) chart paper

ENGAGEMENT ACTIVITY PROTOCOL

ALL THAT JARGON

Facilitator's Process

This is intended to be used as an icebreaker (or stoking activity) within a larger agenda.

Suggested Time	Description
3 min <i>This is meant to be a quick way to frame the icebreaker.</i>	OPENING QUESTIONS <i>The following are sample questions to provide context for your audience.</i> <ul style="list-style-type: none">• When you hear the word "jargon" what comes to mind? What is jargon?• What types of jargon have you come across recently? When is the use of jargon appropriate, and when might it not?• How might jargon make communication more or less effective? <i>Facilitator's Note:</i> Be sure you hear from a variety of group members. For example, call on three from the EDU group and three from the EP group.
10 min <i>You'll spend the bulk of your time here.</i>	PROTOCOL PROCESS <ul style="list-style-type: none">• Split your participants up in to two groups: (1) EP: Employer partners and (2) EDU: Educators.• Ask each group to spend 2 minutes writing down as many jargon terms as they can related to their field. (Use Post-it chart paper and write either directly on the paper OR on Post-it notes.)<ul style="list-style-type: none">◦ Employer Partners (EP): List as much of the jargon you use in the office or in "business-type" meetings as possible.◦ Education (EDU): List as much of the jargon of education that you currently use in your work as possible.• Take-a-look. (Examine one list at a time.)<ul style="list-style-type: none">◦ Ask the EP group to join the EDU group.<ul style="list-style-type: none">• EPs, what do you notice when you look at the EDU list?• Do you recognize any of the terms?• Ask the EDU group to explain a few of the terms.◦ Switch focus to the EP list.◦ Ask EDU group to join the EP group by the EP list.<ul style="list-style-type: none">• EDUs, what do you notice when you look at the EP list?• Do you recognize any of the terms?• Ask the EP group to explain a few of their terms.
2 min <i>This is meant to be brief.</i>	ACTIVITY DEBRIEF <ul style="list-style-type: none">• Reflecting on this activity, how might knowing that both groups have their own jargon help us as we start to develop a partnership?<ul style="list-style-type: none">◦ Chart the answers◦ Gather a couple responses from both groups. <i>Facilitator's Note:</i> Charting is an excellent way to validate what your audience is sharing with you, AND as part of your follow-up to the workshop, it gives you reinforcing notes to share with the groups.