

## **Communication Skills For Teachers And Trainers**

<b>DAY 1</b>	
A. Ice breaking activities – Team building	1. Find your soulmate (worksheet 1.1/person, pens) 2. Similarities/Differences (A4 per person) 3. Seven answers in 7 minutes (worksheet 1.3 for all) 4. Team name and logo (paper, markers)
B. Introduction activities	5. Present myself (Worksheet 1.5) 6. Perception (one A4, 3 color markers/group, one A4 with a sketch) 7. Discussion – Expectations (Worksheet 1.7)
C. Next days	8. Lesson structure

### **1. Find your soulmate (“Worksheet 1.1” per person and 1 pen per person)**

- Please a YES or a NO next to the images, answering the 4 respective questions.
- Then, you interview the rest learners to find out if they have the same answer to you, in their sheets, in any of the 4 questions. For example if you like coffee, can you find all of your co-mates that like coffee too?
- Proceed in all 4 questions and realize that you may have more things in common with others than what you possibly think.

### **2. Similarities/Differences (1 blank paper A4 per person)**

- Draw a vertical line on your paper to make (two columns).
- Write the word SIMILARITIES and DIFFERENCES in the two columns.
- The trainer will ask you all to choose two objects that you can clearly see in the classroom
- You have 5 minutes to write down as many similarities and as many differences, these two objects have

This activity will help you work your skills: Observation, Focus, Work under pressure (time), Thinking, Comparing

- After you have finished, the trainer will ask the person that have written the bigger number of both similarities and differences to read them aloud so the rest of the learners write them off their list. The trainer writes these words on the board as well as the number of words found.
- The same procedure is followed until all the similarities and differences (from all learners) are written on the board and the number of new words written.
- Last, after all learners have contributed, the trainer sum up the total number of words found.
- Is this number bigger than the “best/fastest/most clever/winner” student that spoke first?

Conclusion: Together as a team we can produce more/better/faster/less mistakes if we join our minds and effort for a common purpose!! The power of the team is big!

Bonus: Learners have noticed various similarities and differences. This has to do with their perceptions, their experiences, their knowledge, their personality... all these are different.... This is a first clue that we have to adapt our communication channels according our differentiated audience.

### 3. Seven answers in 5 minutes (“Worksheet 1.2” for all, 1 pen for all)

Now that we are a team, the trainer gives you a paper and a pen and leaves the room. You have as a team to answer these 7 questions in 5 minutes.

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After time lapses, the team reads out loud the answers to inform the trainer.

The trainer declares to the team that this exercise has nothing to do with the answers. In fact the trainer can tear apart the paper (Melodramatic!)

The trainer asks the team members to describe the procedure they have worked in order to deliver the answers.

- Who has picked up the pen and started to write?
  - o Who took the initiative to write
  - o The others agreed to this or they let the things happen?
- How did the team cooperated? For example how did you counted the number of blue eyes, how did you found out who has the weirdest hobby?

Conclusion: In order a team to cooperate, we need a coordinator/head/leader. And this is our job. More, we have to be sure that our students understand our role in the classroom and their role in their groups of collaboration.

### 4. Team name and logo (1 blank paper for all, color markers)

- In a piece of paper (bigger for big groups) you use different color markers to make a sketch as follows:
- One by one, you write the starting capital letter of your name and surname (for example Maria Callas = MC), in a way that each letter written has to touch/lean on the previous letter. Don't be afraid to write in big/small/calligraphic and use intense colors. Each one that adds his/her letters, try to make the final sketch to have a specific invisible outline form (a circle or a fish or a heart etc.)
- You just made your team logo!!!

Exercise being shown for 2 reasons:

- Team building activity but also
- great communication tool for the future work of the team

### 5. Present myself (Worksheet 1.5 per person, a pen per person)

- You follow the instructions of the worksheet 1.5
- You will have 5 minutes to think what you will say about yourself, in order to cover the answers in all questions mentioned.
- You will have 2 minutes to present yourself, later.

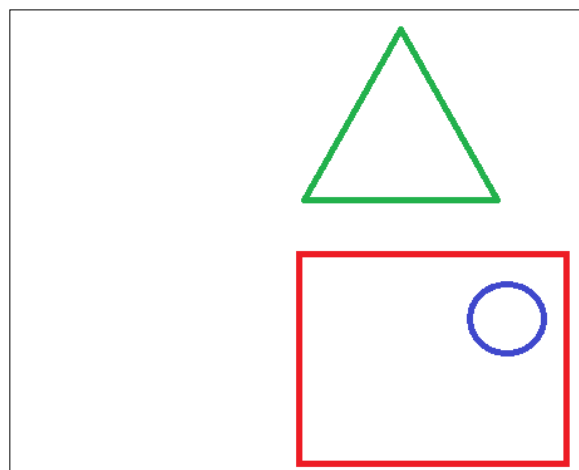
*(If you agree, you will be recorded during your presentation and the video will be used - only in case you agree- within this classroom and only for this lesson, between these co-learners only, in order to self-evaluate yourself and your progress in communication. In any case, try to be as free and natural as you can, not to be influenced by the fact that you are recorded) – If you disagree, we insist on recording yourself with your personal mobile phone.*

## 6. Perception (one A4, 3 color markers/group, one A4 with a sketch)

- Learners are grouped in 2 groups. Each group has the same 3 specific color markers.
- The trainer has prepared a sketch (3 shapes with 3 different color markers) and shows it only to one member of each group (for 10 seconds).
- These members have to describe the exact sketch to the second member, and the second to the third...so on. The last member of each group has to draw the final sketch.

SKETCH example:

(The black outline represents the page A4)



Aim: The first member has been transmitted a message, with no non-verbal, just an authentic example of pure information with any description or interpretation. How is this message was perceived by others when it was transmitted based on the body language, the voice, the signals and the subjective opinion of the transmitter? Are all the information/knowledge we try to give to our students perceived in the same way? Can we do something about this? Or we shouldn't?

## 7. Discussion - Expectations (Worksheet 1.7 per person)

After the 5th activity ends, a discussion will be launched about

- Did they find it difficult/easy to present themselves in front of their peers (The trainer gives them the Worksheet 1.6, to be filled later out of the class as self-evaluation)
- What the learners have received until now
- if there were any messages transmitted during these activities concerning communication
- What do they expect to learn – why they applied KA1 – what is the need in their school
- If they had confronted problematic situations they would like to discuss
- How we can adapt our lesson to your needs
- The last day, a workshop of digital tools is scheduled that aims to produce digital exercises as a mean to approach the different learning styles of students and teachers to communicate their educational material in different ways
  - Learners are asked about the digital tools they usually use (if any), if they would like to learn something special and if they have already created exercises in any of the above:
    - Educational activities (Quiz, fill the blank, mitch and match)
      - LearningApps
      - EdPuzzle
      - LiveWorksheets
    - Presentation/infographics
      - Genially, Canvas
    - Show of students' outputs
      - Padlet , Thinglink, Sway
      - ArtSteps
  - More, we can use as an example for the digital exercises, a topic from their own lessons. Learners can propose a specific lesson/worksheet to build on.

## 8. Lesson structure

### ***DAY 1 (Sunday)***

- Ice breaking
- **Team building**
- Introduction activities
- Discussion

### ***DAY 2 (Monday)***

- **Communication:** Verbal + nonverbal, tips on presentations and meetings
- Transaction analysis **technique**
- Interactive communication **model**, increase the effectiveness of your communication
- Discussion on **specific examples** learners have experienced

### ***DAY 3 (Tuesday)***

- Communication to **students**: learning environment — Positive/negative feedback - manage passive communication
- Communication to **parents**: drawbacks - constructive criticism
- Communication to **colleagues/administration**: active listening skills, improve your teamwork
- Discussion on specific examples learners have experienced

### ***DAY 4 (Wednesday)*** – Cultural visit

### ***DAY 5 (Thursday)***

- Produce exercises based on **digital tools**
- **self-evaluation** of communication skills