

Communication Skills For Teachers And Trainers

Trainers

Ioanna Ravani

Maria Balaska



Communication Skills For Teachers And Trainers

Communication is a whole lot more than just talking –although, that is a fundamental part of relationship-building and knowledge-transfer. The course includes tips, techniques, exercises, games,



Today's Lesson structure



DAY 1	
A. Ice braking 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



Find your soulmate



("Worksheet 1.1" per person and 1 pen per person)

- ▶ Write 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.

WORKSHEET 1.1. "Find your soul mate"

A. Answer the 4 following questions (*Do you like coffee, do you prefer mountain/sea, do you smoke, do you recycle*), writing a big YES or NO on the left of the respective image.

Do you like coffee? 	Do you prefer mountains (and not the sea)? 
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Do you smoke? 	Do you recycle at your house? 
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

B. Then ask your classmates the 4 questions. Write down the names of those that answered the same as you separately in each question. If you are lucky to find someone that has all the questions answered as you, he/she is your soulmate!

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

SIMILARITIES	DIFFERENCES
-----	-----
-----	-----
-----	-----
-----	-----

Similarities/Differences

- ▶ First learner = 6 in total
- ▶ ALL = $7 + 7 = 14$ in total

Analysis

- ▶ 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 models and channels** according our differentiated audience.

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.
- ▶ Thank you = EFCHARISTO

WORKSHEET 1.3. “SEVEN ANSWERS in 5 MINUTES”

You have 5 minutes to answer (in English) to the following questions.
For all answers, all the group has to agree on them:

1. Among the members of this team, who has the weirdest hobby?

2. How many people in this team have blue eyes?

3. Write the sum of brothers and sisters that all group members have (don't count yourselves).

4. Who is living the most far away from his/her work (the most kilometers away)?

5. Write the firstname that has the most letters from all the group (for example, John has 4 letters). In case of equal number of letters, vote who's name will be written.

6. Write the most difficult Greek word to pronounce, that people in your group use.

7. What “communication” means to you? (use less than 7 words)

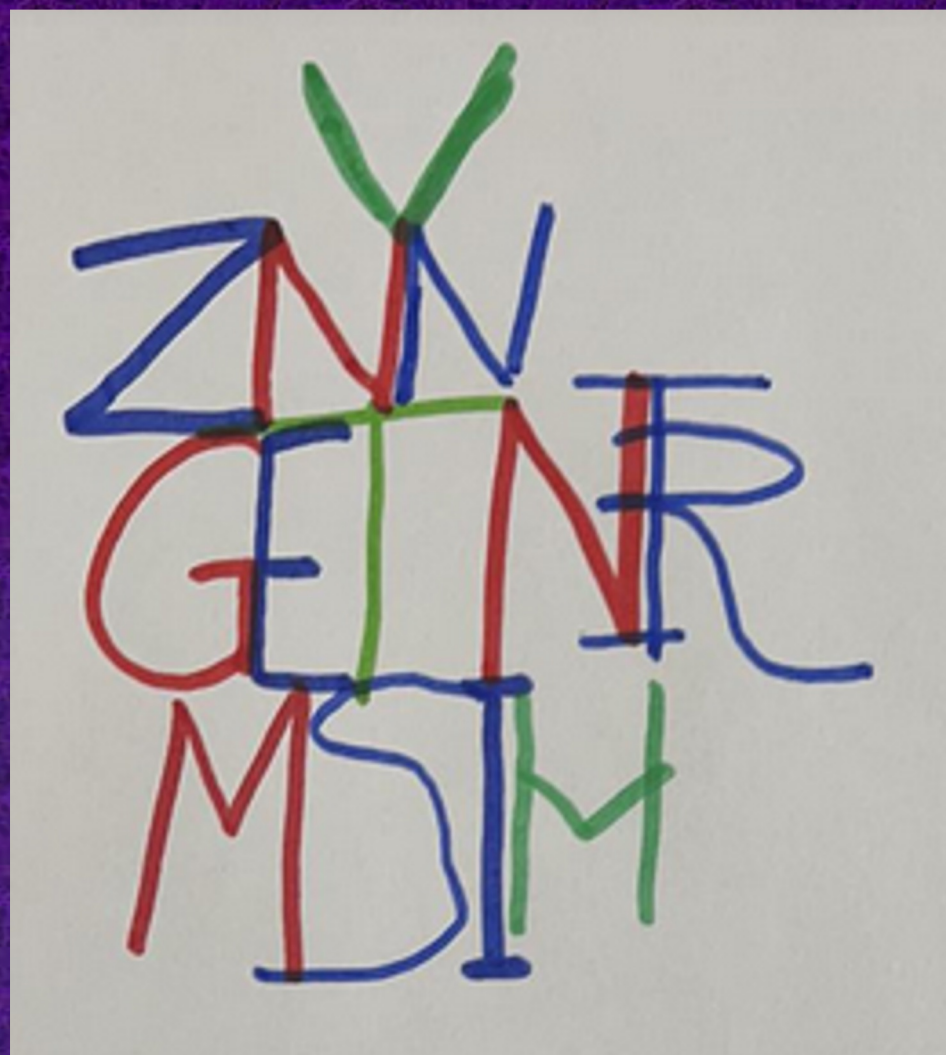
Analysis

- ▶ Who has picked up the pen and started to write?
 - ▶ Who took the initiative to write
 - ▶ 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.

Team work

(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.)



Analysis

Exercise being shown for 2 reasons:

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

Present myself

(Worksheet 1.5 per person, a pen per person)

Feel free to use all the space, objects in the class in order to present **all** of the following information about you (not obligatory in this order):

1. Nume, Prenume
2. Unde locuiesc
3. Familia (statutul etc.)
4. Unde predau (școală, clasă (clase), vârsta elevilor mei)
5. Ce am studiat - ce predau
6. Mâncarea preferată (mâncare)
7. Ce mi-aș dori să fac în această călătorie (chiar dacă nu pot)

- ▶ 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.

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.

Analysis

- ▶ The first member has been transmitted a message, with no non-verbal, just an authentic example of **pure information** without 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?
- ▶ What about when the receiver of the message has already perception barriers?

Discussion - Expectations

- ▶ difficult/easy
- ▶ What you have received until now
- ▶ any messages concerning communication
- ▶ expect to learn – why you applied KA1 – need in your school
- ▶ problematic situations to discuss
- ▶ How we can adapt our lesson to your needs

- 
- ▶ What digital tools do you usually use (if any)
 - ▶ If you would like to learn something special an
 - ▶ If you 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.

HomeWork (HotelWork)

► Self evaluate

WORKSHEET 1.7 “Self – evaluate you self-presentation!”

- Feel free to evaluate how well you deliver your presentation of yourself.

Presentation Checklist	Yes	No
Greeted the audience		
Presented the structure of presentation		
Had an introduction, body and conclusion		
Answered all the questions		
Respected time (2 minutes, in this case)		
Signaled different parts of a presentation (using expressions to pass from one topic to another)		
Used confident body posture and voice		
Spoke clearly, using pausing and emphasis		
Restated the main points		
Invited questions/discussion from audience		
Thanked the audience		

Don't worry if you have answered “No” to most of these, it was a tricky activity!!!

Tomorrow we will talk about it!!

Lesson structure

► DAY 1

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

► DAY 2

- **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

- 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

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