

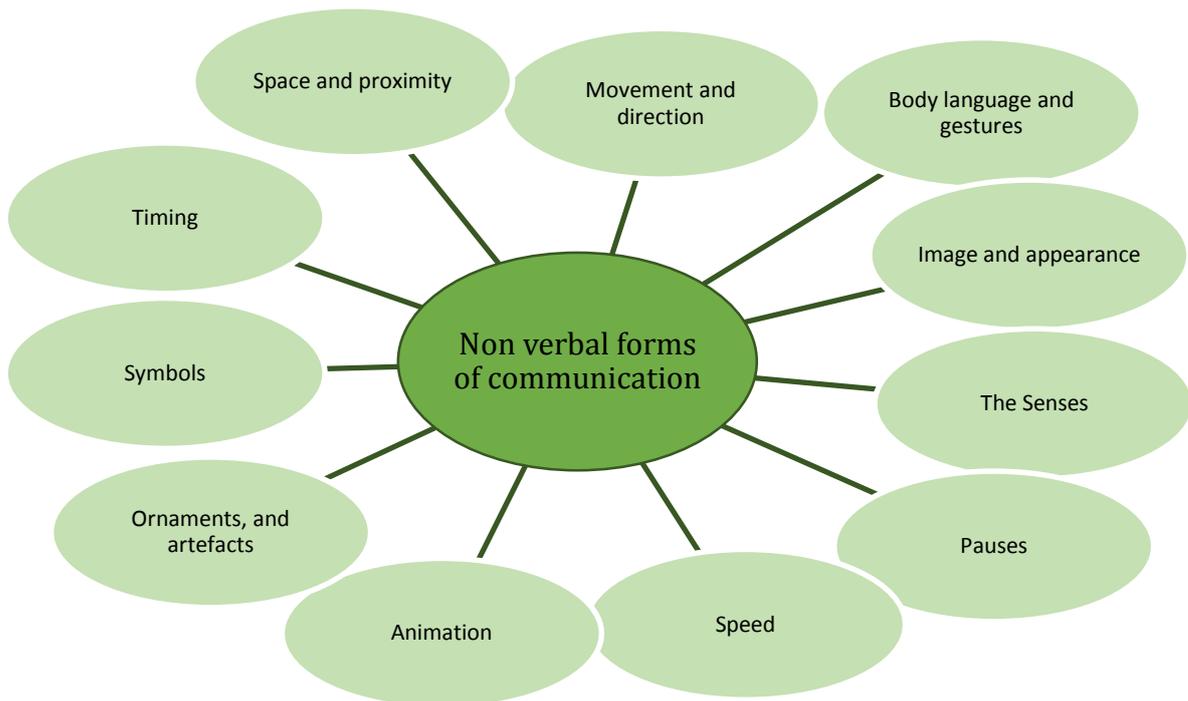
## Module 5: Teaching the competences and values

Guidance material	5.9.1 Teaching Communication Grade 1 - 6
What is the purpose of this material?	<ul style="list-style-type: none"> <li>This is a selection of teaching strategies and teaching templates to support the teaching of communication.</li> </ul>
When to use this material?	<ul style="list-style-type: none"> <li>When introducing the competences to teachers to support them in implementing this competence in their class programme.</li> </ul>
With whom to use this material?	<ul style="list-style-type: none"> <li>Teachers</li> </ul>
Have you considered these materials first?	<ul style="list-style-type: none"> <li>Introduce teachers to the SCF through:               <ul style="list-style-type: none"> <li>1.1 <i>What is the SCF?</i></li> <li>1.2 <i>Structure of the SCF</i></li> <li>1.3 <i>Definitions matching activity</i></li> <li>1.4 <i>Prior knowledge brainstorm activity</i></li> <li>1.5 <i>Close reading – Executive summary</i></li> <li>1.6 <i>Close reading – Framework Requirements and Exemplifications</i></li> </ul> </li> <li>4.1 <i>What are competences?</i></li> <li>Introduce teachers to this competence through:               <ul style="list-style-type: none"> <li>4.1.9 <i>What is Communication?</i></li> </ul> </li> </ul>
How to use this material?	<ul style="list-style-type: none"> <li>This resource can be used in a range of ways, for example:               <ul style="list-style-type: none"> <li>Share with teachers and discuss it in staff meetings or team meetings.</li> <li>Encourage teachers to plan using the ideas in this resource.</li> <li>Encourage teachers to adapt the teaching strategies and templates below to meet their grade level, curriculum area and student's needs.</li> <li>Discuss the ideas and then ask teachers to share their own ideas for teaching this competence.</li> </ul> </li> <li>For more information on each competence read the <i>Framework Requirements &amp; Exemplifications</i> section of the <i>Abu Dhabi Education Council Student Competence Framework (SCF) for Private Schools - Competences for Abu Dhabi's 21st Century Learners (2014)</i>.</li> <li>Note: All websites were checked at the time this guidance material was created. Any website used in an educational context should be checked for accuracy and appropriate content. Links to other websites from this material should not be taken as endorsement of those sites or of content/products offered on those sites</li> </ul>
What resources or equipment are needed?	<ul style="list-style-type: none"> <li>Copies of the <i>Framework Requirements &amp; Exemplifications</i> section of the <i>ADEC SCF for Private Schools (2014)</i>.</li> </ul>

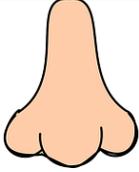
### Teaching Communication Grade 1-6

Here are some strategies and teaching approaches to try in your classroom to promote communication:

- Encourage students to create a webpage or newsletter sharing the learning taking place in their classroom.
- Students should be encouraged to use ICT for research and creation tasks.
- Give students opportunities to speak in front of small or large groups.
- Provide students with frequent opportunities and strategies to be successful speakers and listeners (small or large groups). Introduce and practice questioning, collaboration, negotiation, clarification and finally presentation of a shared interest/concern e.g. organising a school fund-raising event to support a cause (school, local, global).
- Provide opportunities for students to communicate in non-verbal ways



- Support students to communicate using their five senses

The 5 Senses	
 <b>Look like</b>	<p>What do you think you will see?</p> <p>What did you see?</p>
 <b>Smell like</b>	<p>What do you think it will smell like?</p> <p>What did you smell?</p>
 <b>Taste like</b>	<p>What do you think it will taste like?</p> <p>What did it taste like?</p>
 <b>Sound like</b>	<p>What do you think you will hear?</p> <p>What did you hear?</p>
 <b>Feel like</b>	<p>What do you think it will feel like?</p> <p>What did you feel?</p>



[5 senses word list](#)

- Use paired and group work to model and expect active listening that supports speakers and values different points of view.
- Use activities such as 'talk partners' and 'circle time' to encourage children to listen carefully and talk to others about their ideas.



- [Circle time ideas](#)
- [Talk partners](#)

- Encourage speakers of other languages to use and share their first language in formal and informal settings.

## Write a silent movie

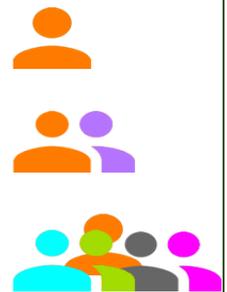
- Silent movies tell a story without words.
- It is important to start the scene with an actor (or group of actors) doing an obvious task, like cleaning the house or rowing a boat.
- This scene is interrupted when a second actor (or group of actors) enters the scene. The appearance of the new actor/s has a big impact. Remember that the new characters could be animals, children, salesmen, etc.
- A commotion takes place
- The problem is resolved



- Use strategies such as "think, pair, share" to encourage every child to communicate their ideas. Verbalise the steps you take to do this when modelling for children.

## Think – Pair - Share

A student is given a question to answer or a problem to solve. The student takes some time to *THINK* of their answer or solution. Then they work in *PAIRS* to share their thinking. After the pairs have discussed their ideas they join with another pair or the whole class to *SHARE* their answer or solution. It is important that students are given enough time at each stage.



- Ensure regular opportunities for students to give, receive and act on feedback.

### Wordless distractions

- Separate students into pairs.
- Give students a simple script and involves them acting out an everyday scene e.g. buying groceries.
- Give student A a secret emotional distraction to include in their role play. For example, the distraction could be:
  - being in a rush
  - being really bored
  - feeling guilty
  - overly excited
- After the role play ask student B to guess what emotion was student A was showing.
- Support students to write using a range of formats

### Magazine and newspaper articles



### Dot Jot Notetaking technique

#### Dot Jot Technique:

Question:

Source: (website, book etc)

Title:

Author:

Publisher:

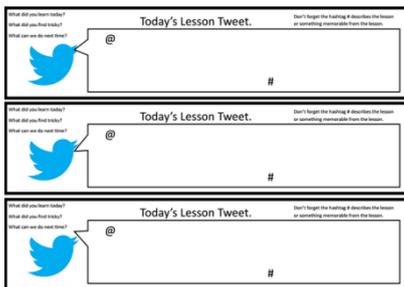
Year of publication:

Place of publication:

URL:

Dot and jot notes:

### Tweets and text messages



### Presentations (e.g. PowerPoint or Prezi)



Prezi



[Prezi](#)

[Sites and apps to create magazines](#)

[Dot Jot Notetaking technique](#)

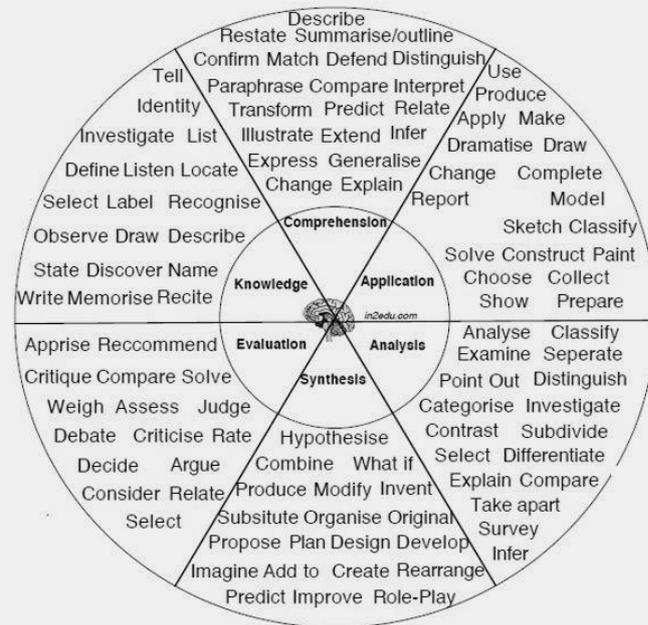
- Model the use of context and domain specific language as a step-up from everyday language e.g. bugs, creepy crawlies – invertebrates, arthropods.
- Use a range of written/visual texts to identify how ideas/emotions/ information are communicated e.g. compare and contrast how a public health message is being communicated.
- Practice ideas such as giving impromptu speeches (e.g. have a list of topics and have students pull one out of the basket and talk for 2 minutes).

### SCF Pilot School Case Study

#### Blooms action verbs

SCF Pilot School

Bright Riders Private School



Many teachers are familiar with the [Blooms Taxonomy Action Verbs wheel](#), but Bright Riders Private School have taken this tool one step further. They have reorganised the action verbs into the SCF competences. Teachers use the action verbs when writing their learning outcomes. They start their learning outcome with an action verb that matches the major competence they and their students are focussing on.

#### Blooms action verbs for: **Communication**

e.g. By the end of this lesson students will be able to **listen** effectively and emphatically when other students are presenting their speeches.

#### Action verbs:

Define	Respond	Examine	Act
Describe	Relate	Compose	Show
State	Design	Generate	Demonstrate
Quote	Justify	Create	Present
Read	Evaluate	Construct	Interpret
Retell	Review	Report	Debate
Explain	Translate	Recite	Discuss
Organise	Listen	Use	

- Support students to present their ideas in different visual ways

Timelines	Maps																																														
Photographs	Data (e.g. Excel charts and graphs)																																														
Charts and infographics																																															
<p><b>William Shakespeare IN STATISTICS</b></p> <ul style="list-style-type: none"> <li>BORN AND DIED ON APRIL 23RD</li> <li>HAD 7 SIBLINGS &amp; 3 CHILDREN</li> <li>LIVED UNTIL 52</li> <li>INTRODUCED ALMOST 3,000 WORDS TO THE ENGLISH LANGUAGE, AND USED OVER 7,000 WORDS ONLY ONCE IN OF HIS PLAYS</li> <li>HE WROTE CLOSE TO 1/10 OF THE MOST QUOTED LINES EVER WRITTEN OR SPOKEN IN ENGLISH, AND IS THE 2ND MOST QUOTED WRITER IN THE ENGLISH LANGUAGE.</li> <li>THERE ARE MORE THAN 80 VARIATIONS RECORDED FOR THE SPELLING OF HIS NAME</li> <li>HIS PLAYS ARE MADE UP OF A TOTAL OF 884,459 WORDS</li> <li>HE WROTE 37 PLAYS AND 154 WORKS THAT WE KNOW OF.</li> </ul> <p><b>The Numbers</b></p> <p>% OF TOTAL PLAYS</p> <ul style="list-style-type: none"> <li>Comedy</li> <li>History</li> <li>Tragedy</li> </ul> <p>2 OF HIS PLAYS ARE WRITTEN ENTIRELY IN VERSE - KING JOHN &amp; RICHARD II</p> <p>2 OF HIS PLAYS HAVE BEEN TRANSLATED INTO KJUNGJON - HAMLET AND MUCH ADO ABOUT NOTHING</p> <p>8 PLAYS IN WHICH MEN ARE DISGUISED AS WOMEN OR WOMEN AS MEN - A MIDSUMMER NIGHTS DREAM, AS YOU LIKE IT, CYMBELINE, MERCHANT OF VENICE, TWO GENTLEMEN OF VERONA, TWELFTH NIGHT</p> <p><b>LONGEST PLAYS BY NUMBER OF WORDS</b></p> <table border="1"> <tr><th>Play</th><th>Words</th></tr> <tr><td>Macbeth</td><td>1,313</td></tr> <tr><td>Titus Andronicus</td><td>1,309</td></tr> <tr><td>Richard Third</td><td>1,280</td></tr> <tr><td>Antony and Cleopatra</td><td>1,274</td></tr> <tr><td>Coriolanus</td><td>1,240</td></tr> </table> <p><b>SHORTEST PLAYS BY NUMBER OF WORDS</b></p> <table border="1"> <tr><th>Play</th><th>Words</th></tr> <tr><td>Pericles</td><td>100</td></tr> <tr><td>King John</td><td>423</td></tr> <tr><td>Richard IV</td><td>454</td></tr> <tr><td>Two Gentlemen</td><td>482</td></tr> <tr><td>Henry Fourth</td><td>484</td></tr> </table> <p><b>SHAKESPEARE'S 10 MOST TALKATIVE CHARACTERS</b></p> <table border="1"> <tr><th>Character</th><th>Characters</th></tr> <tr><td>Polonius</td><td>212</td></tr> <tr><td>Hamlet</td><td>211</td></tr> <tr><td>Richard</td><td>202</td></tr> <tr><td>Brutus of Shakespeare</td><td>200</td></tr> <tr><td>Shakespeare</td><td>214</td></tr> <tr><td>Hamlet</td><td>212</td></tr> <tr><td>Antony</td><td>213</td></tr> <tr><td>Richard III</td><td>204</td></tr> <tr><td>Titus</td><td>202</td></tr> <tr><td>Changeling</td><td>204</td></tr> </table> <p>CREATED 1,390 CHARACTERS 1,221 OF WHOM HAD SPEAKING PARTS</p> <p>FIND OUT MORE ABOUT WILLIAM SHAKESPEARE AT <a href="http://WWW.NOSWEATSHAKESPEARE.COM">WWW.NOSWEATSHAKESPEARE.COM</a></p>	Play	Words	Macbeth	1,313	Titus Andronicus	1,309	Richard Third	1,280	Antony and Cleopatra	1,274	Coriolanus	1,240	Play	Words	Pericles	100	King John	423	Richard IV	454	Two Gentlemen	482	Henry Fourth	484	Character	Characters	Polonius	212	Hamlet	211	Richard	202	Brutus of Shakespeare	200	Shakespeare	214	Hamlet	212	Antony	213	Richard III	204	Titus	202	Changeling	204	<p><b>DWD: DRIVING WHILE D!STR@CT3D</b></p> <p>3 main types</p> <ol style="list-style-type: none"> <li>1 manual</li> <li>2 visual</li> <li>3 cognitive</li> </ol> <p>25% of police-reported crashes noted DWD as a causing factor.</p> <p><b>EVERYDAY 1,200 INJURED &amp; 15 KILLED</b></p> <p>Each day, more than 15 people are killed and more than 1,200 people are injured in crashes that were reported to involve a distracted driver.</p> <p>IT ONLY TAKES 1 TXT OR CALL 2 WRECK IT ALL!</p> <p>52% of drivers who text while driving are involved in a crash.</p> <p><b>Did you know?</b></p> <ul style="list-style-type: none"> <li>Driving while using a cell phone reduces the amount of brain activity by 37%</li> <li>20% of drivers of all ages admit to texting while driving.</li> <li>55% of young drivers say that it is easy to drive and text.</li> <li>51% of drivers admit that their driving has been compromised due to texting or drinking.</li> <li>4.5 seconds - That equals the amount of time it would take you to drive the length of a football field at 55 mph!!!</li> <li>16% of DWD crashes resulted in injury or death.</li> <li>34% of teen drivers are involved in crashes while driving.</li> <li>40% of all American teens have their cell phone with them while driving.</li> <li>10% of teens who are involved in crashes while driving were using their phone.</li> <li>4/5 of all 16-20 year olds, always wear their seat belt.</li> <li>3/5 of all 16-20 year olds, always wear their seat belt.</li> </ul>
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