

Module 5: Teaching the competences and values

Guidance material	5.9.2 Teaching Communication Grade 7-9
What is the purpose of this material?	<ul style="list-style-type: none"> This is a selection of teaching strategies and teaching templates to support the teaching of communication.
When to use this material?	<ul style="list-style-type: none"> When introducing the competences to teachers to support them in implementing this competence in their class programme.
With whom to use this material?	<ul style="list-style-type: none"> Teachers
Have you considered these materials first?	<ul style="list-style-type: none"> Introduce teachers to the SCF through: <ul style="list-style-type: none"> 1.1 <i>What is the SCF?</i> 1.2 <i>Structure of the SCF</i> 1.3 <i>Definitions matching activity</i> 1.4 <i>Prior knowledge brainstorm activity</i> 1.5 <i>Close reading – Executive summary</i> 1.6 <i>Close reading – Framework Requirements and Exemplifications</i> 4.1 <i>What are competences?</i> Introduce teachers to this competence through: <ul style="list-style-type: none"> 4.1.9 <i>What is Communication?</i>
How to use this material?	<ul style="list-style-type: none"> This resource can be used in a range of ways, for example: <ul style="list-style-type: none"> Share with teachers and discuss it in staff meetings or team meetings. Encourage teachers to plan using the ideas in this resource. Encourage teachers to adapt the teaching strategies and templates below to meet their grade level, curriculum area and student's needs. Discuss the ideas and then ask teachers to share their own ideas for teaching this competence. For more information on each competence read the <i>Framework Requirements & 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>. 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
What resources or equipment are needed?	<ul style="list-style-type: none"> Copies of the <i>Framework Requirements & Exemplifications</i> section of the <i>ADEC SCF for Private Schools (2014)</i>.

Teaching Communication Grade 7-9

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

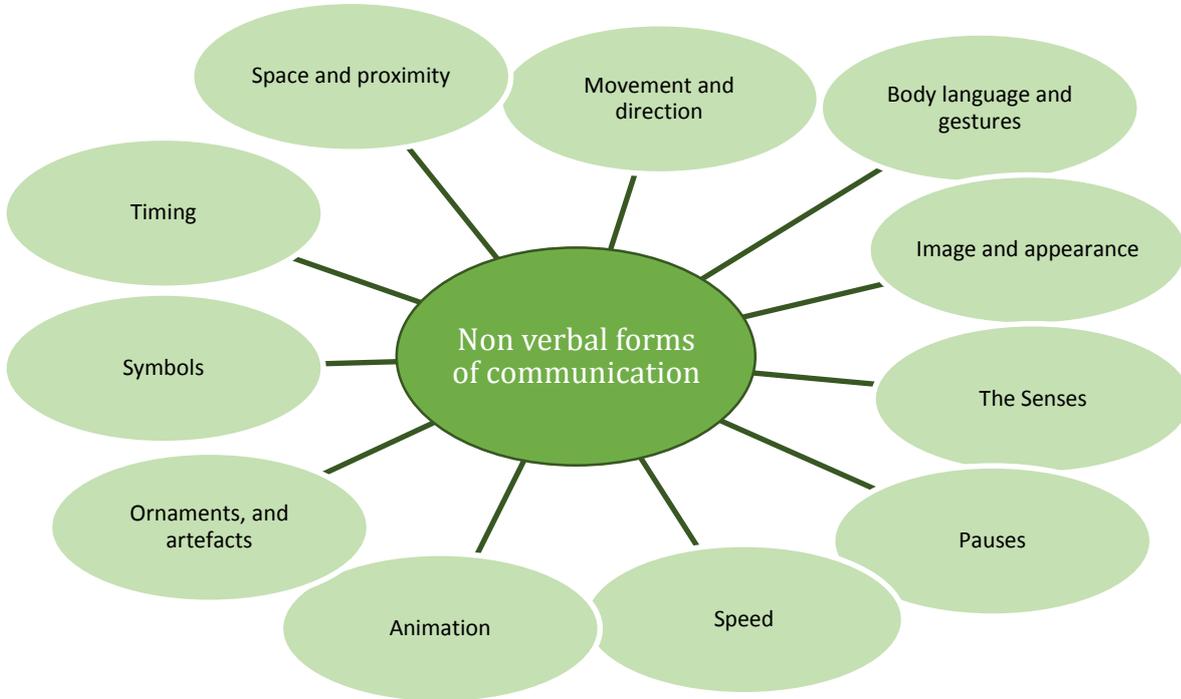
- Expect students to organise their own small or large group interactions- underpinned by productive questioning strategies.
- Support students to give individual and group presentations that show an understanding of the intended audience and support delivery e.g. reporting to Board of Governors about a recent sporting tournament
- Provide opportunities for students to share and explore cultural perspectives e.g. read/listen to folk tales from different cultures and develop a presentation using appropriate technologies to communicate the common themes and articulate the implication on society of these themes.
- Encourage students to create a webpage or newsletter sharing the learning taking place in their classroom.
- 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).
- 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).
- Use paired and group work to model and expect active listening that supports speakers and values different points of view.

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



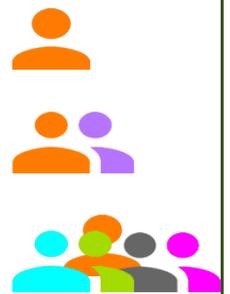
- Students use context and domain specific language to convey understanding and knowledge of subject matter when working in that domain e.g. difference between how an artist or a biologist would describe a tree.
- Provide opportunities for students to communicate in non-verbal ways



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

Think – Pair - Share

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.



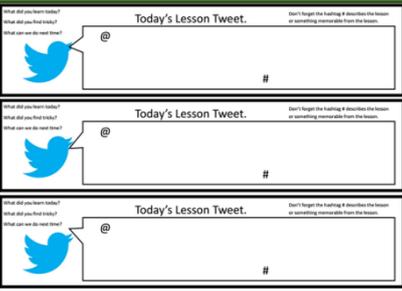
- Ensure regular opportunities for students to give, receive and act on feedback.

- Make sure that students understand that you expect active listening that supports speakers, is empathetic and values different points of view.

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
	<p>Dot Jot Technique:</p> <p>Question:</p> <p>Source: (website, book etc)</p> <p>Title:</p> <p>Author:</p> <p>Publisher:</p> <p>Year of publication:</p> <p>Place of publication:</p> <p>URL:</p> <p>Dot and jot notes:</p>
Tweets and text messages	Presentations (e.g. PowerPoint or Prezi)
	



[Prezi](#)

[Sites and apps to create magazines](#)

[Dot Jot Notetaking technique](#)

- Support students to present their ideas in different visual ways

Timelines	Maps
Photographs	Data (e.g. Excel charts and graphs)
Charts and infographics	