

Module 5: Teaching the competences and values

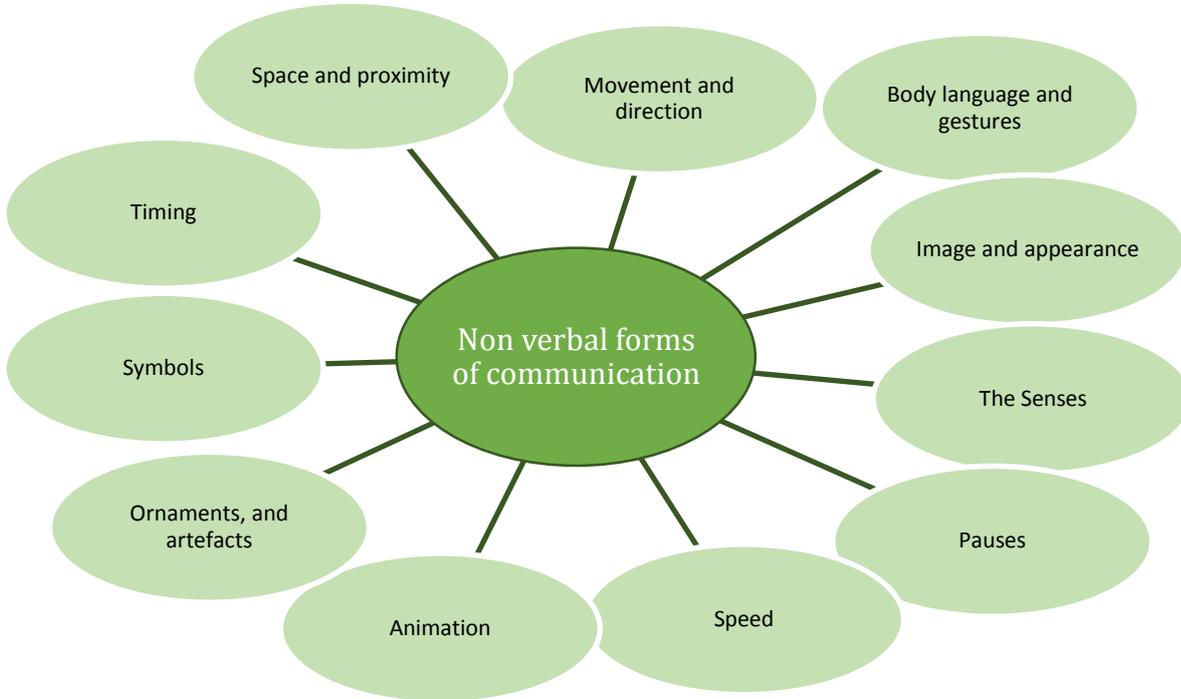
Guidance material	5.9.3 Teaching Communication Grade 10-12
What is the purpose of this material?	<ul style="list-style-type: none"> This is a selection of teaching strategies and teaching templates to support the teaching of communication.
When to use this material?	<ul style="list-style-type: none"> 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 10-12

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

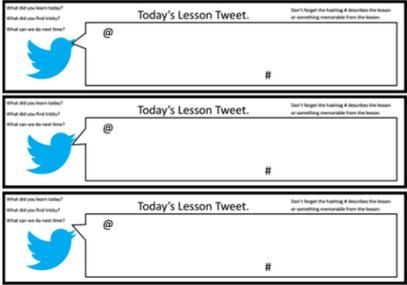
- Students conduct interviews with students to find out about their vocational aspirations and the pathways that they consider need to be traversed. Interview questions should be open-ended and include opportunities to demonstrate understanding and empathy re: interviews hopes and fears.
- Provide students with activities to understand how learning, practicing and employing techniques that improve successful interpersonal communication impacts on the success of their personal, educational and workplace relationships.
- 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.
- 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.
- 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



- 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.
- Provide activities so that students can use research techniques that help to scope, enact, review and present findings e.g. data collection and presentation, surveys- including on-line, structured interviews, observations, focus groups
- Students collect stories from elders in their community, research the historical and contextual significance, and develop a presentation that captures both the story and the context. Scaffold them to make connections between current contexts and the stories to identify lessons learned.

- 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](#)

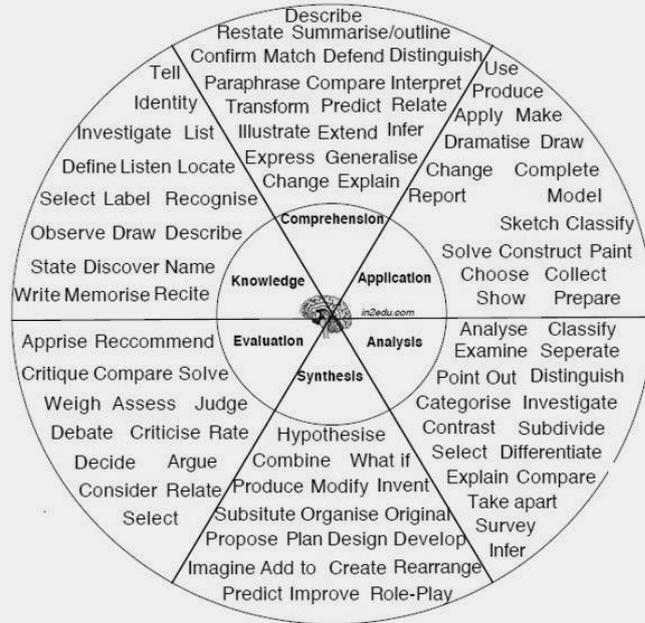
[Dot Jot Notetaking technique](#)

- Students view documentaries about social issues. In groups they critique and identify whether: the producer has presented a balance of points of view, the effectiveness of the use of camera shots, voice over, music to reinforce the message. Student use their analysis to make their own documentary about a local, national or global concern e.g. rise of incidence of diabetes.

SCF Pilot School Case Study

Blooms action verbs

SCF Pilot School: 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.

ms action verbs for: **Communication**

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>William Shakespeare IN STATISTICS</p> <ul style="list-style-type: none"> BORN AND DIED ON APRIL 23RD HAD 7 SIBLINGS & 3 CHILDREN LIVED UNTIL 52 THERE ARE MORE THAN 80 VARIATIONS RECORDED FOR THE SPELLING OF HIS NAME INTRODUCED ALMOST 3,000 WORDS TO THE ENGLISH LANGUAGE, AND USED OVER 7,000 WORDS ONLY ONCE IN OF HIS PLAYS HIS PLAYS ARE MADE UP OF A TOTAL OF 384,409 WORDS 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. HE WROTE 37 PLAYS AND 154 WORKS THAT WE KNOW OF. <p>The Numbers</p> <p>% OF TOTAL PLAYS</p> <ul style="list-style-type: none"> Comedy History Tragedy <p>2 OF HIS PLAYS ARE WRITTEN ENTIRELY IN VERSE - KING JOHN & RICHARD II</p> <p>2 OF HIS PLAYS HAVE BEEN TRANSLATED INTO KJINGSON - 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>LONGEST PLAYS BY NUMBER OF WORDS</p> <table border="1"> <thead> <tr> <th>Play</th> <th>Words</th> </tr> </thead> <tbody> <tr> <td>Antony and Cleopatra</td> <td>1,323</td> </tr> <tr> <td>Macbeth</td> <td>1,309</td> </tr> <tr> <td>Richard III</td> <td>1,290</td> </tr> <tr> <td>Hamlet</td> <td>1,258</td> </tr> <tr> <td>Coriolanus</td> <td>1,240</td> </tr> </tbody> </table> <p>SHORTEST PLAYS BY NUMBER OF WORDS</p> <table border="1"> <thead> <tr> <th>Play</th> <th>Words</th> </tr> </thead> <tbody> <tr> <td>Titus Andronicus</td> <td>100</td> </tr> <tr> <td>King John</td> <td>423</td> </tr> <tr> <td>Richard IV</td> <td>484</td> </tr> <tr> <td>Two Gentlemen of Verona</td> <td>485</td> </tr> <tr> <td>Henry VIII</td> <td>484</td> </tr> </tbody> </table> <p>SHAKESPEARE'S 10 MOST TALKATIVE CHARACTERS</p> <table border="1"> <thead> <tr> <th>Character</th> <th>Words</th> </tr> </thead> <tbody> <tr> <td>King Lear</td> <td>217</td> </tr> <tr> <td>Henry V</td> <td>217</td> </tr> <tr> <td>Richard III</td> <td>210</td> </tr> <tr> <td>Shakespeare</td> <td>204</td> </tr> <tr> <td>Richard II</td> <td>204</td> </tr> <tr> <td>Henry</td> <td>212</td> </tr> <tr> <td>Antony</td> <td>213</td> </tr> <tr> <td>Richard IV</td> <td>214</td> </tr> <tr> <td>Titus</td> <td>220</td> </tr> <tr> <td>Changeling</td> <td>204</td> </tr> </tbody> </table> <p>CREATED 1,390 CHARACTERS 1,221 OF WHOM HAD SPEAKING PARTS</p> <p>FIND OUT MORE ABOUT WILLIAM SHAKESPEARE AT WWW.NOSWEATSHAKESPEARE.COM</p>	Play	Words	Antony and Cleopatra	1,323	Macbeth	1,309	Richard III	1,290	Hamlet	1,258	Coriolanus	1,240	Play	Words	Titus Andronicus	100	King John	423	Richard IV	484	Two Gentlemen of Verona	485	Henry VIII	484	Character	Words	King Lear	217	Henry V	217	Richard III	210	Shakespeare	204	Richard II	204	Henry	212	Antony	213	Richard IV	214	Titus	220	Changeling	204	<p>DWD: DRIVING WHILE D!STR@CT3D</p> <p>3 main types</p> <ol style="list-style-type: none"> 1 manual 2 visual 3 cognitive <p>25% of police-reported crashes noted DWD as a causing factor.</p> <p>EVERYDAY 1,200 INJURED & 15 KILLED</p> <p>Each day, more than 15 people are killed and more than 1,200 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>Did you know?</p> <p>Driving while using a cell phone reduces the amount of brain activity by 37%</p> <ul style="list-style-type: none"> 20% of drivers of all ages admit to swerving the wheel while driving. 55% of young drivers say that it is easy to drive and text. 51% of drivers admit that their driving has been compromised due to texting or driving. <p>4.5 seconds { That equals the amount of time it would take you to drive the length of a football field at 55 mph!!!</p> <p>what we teens don't tell u...</p> <ul style="list-style-type: none"> 16% of DWD crashes resulted in injury or the death of someone. 34% of teens admitted to texting & driving. 40% of all American teens have their cell phone with them when they are driving. 10% of all teen drivers do not believe that using a cell phone affects their driving. <p>4/5 of all teen drivers do not believe that using a cell phone affects their driving.</p> <p>3/5 of all teen drivers do not believe that using a cell phone affects their driving.</p>
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