

Module 5: Teaching the competences and values

Guidance material	5.9 Teaching Communication Kindergarten
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 Kindergarten

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

- Use activities such as “talk partners” and “circle time” to encourage children to listen carefully and talk to others about their ideas.



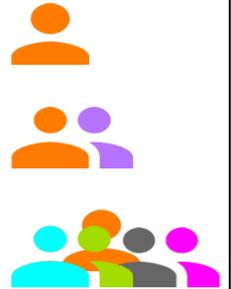
[Circle time ideas](#)

[Talk partners](#)

- Allow opportunities to share personal topics in small groups or with partners.
- Ask many open-ended questions and allow time for children to answer.
- Provide opportunities to ask questions e.g. use a guessing bag where you place an object inside and children have to ask questions to guess what is in it.
- 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.

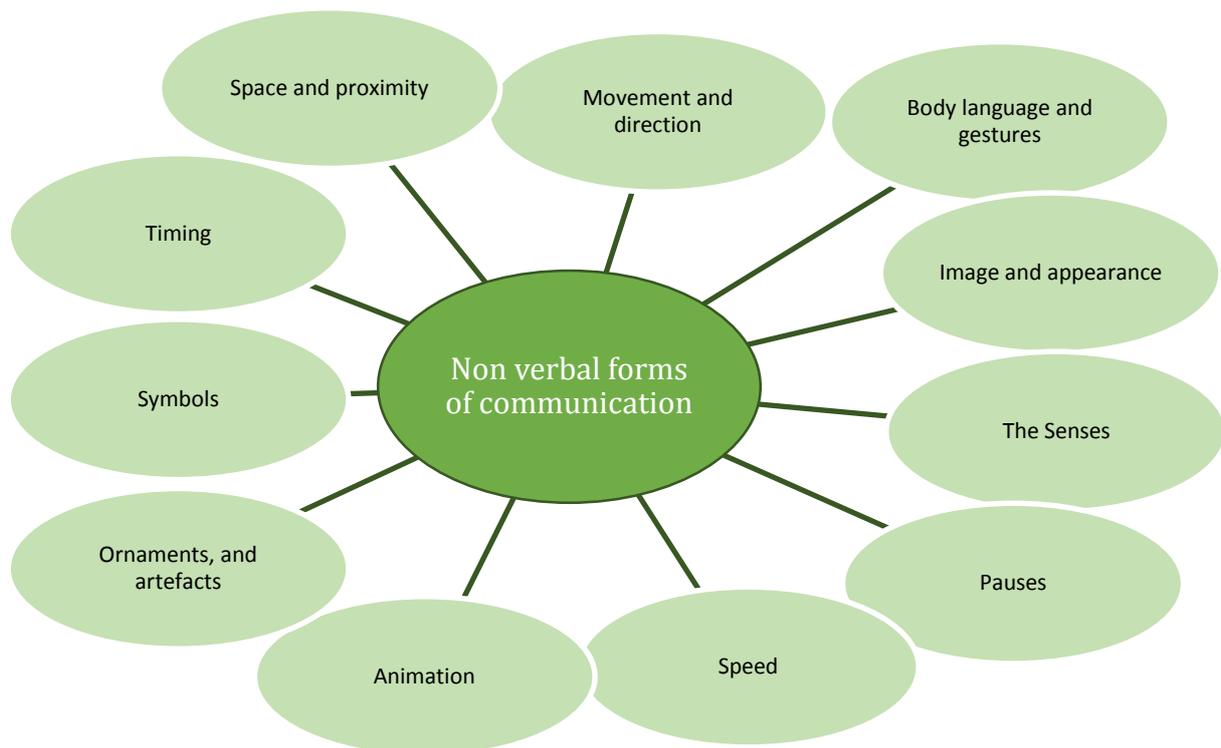
Think – Pair - Share

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.

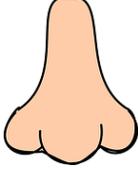


- Teach children how to construct a good question and then practice constructing questions. For example during a show and tell session develop a list of “What makes a good question?” Challenge student’s questions that don’t meet this list.
- Encourage use of drawing or sketching to communicate their ideas
- Use digital tools to capture and present student communication acts.

- Use ‘think- alouds’ to show children how self-talk is normal and productive and provides guidance. Self-talk is nearly always the precursor to communicating with or about something. For example:
 - “I wonder if I should put these blocks away now or later? Now because I will forget and somebody might trip over them.”
 - “Mary looks sad. I think I will go and ask her what’s wrong.”
- Use role-play to support useful /productive communication exchanges, for example
 - situations that mirror the need to agree/disagree
 - when to say no
 - how to introduce self/others
 - how to ask/answer questions.
- Model active listening, for example good listeners:
 - let the person finish talking
 - look at them when they are talking
 - acknowledge the persons feelings
 - repeat what the speaker has shared.
- Provide opportunities for students to communicate in non-verbal ways



- Support students to communicate using their five senses

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



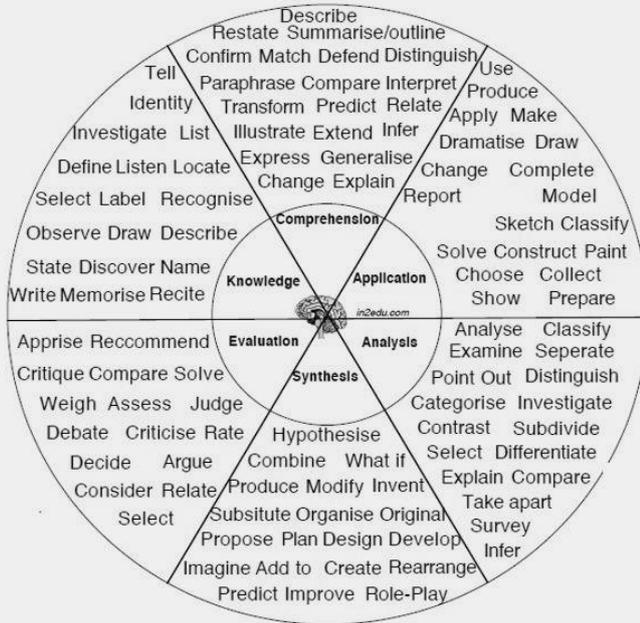
[5 senses word list](#)

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	