

Communication

**Helping children to
develop effective
communication skills**

Communication

Aim:

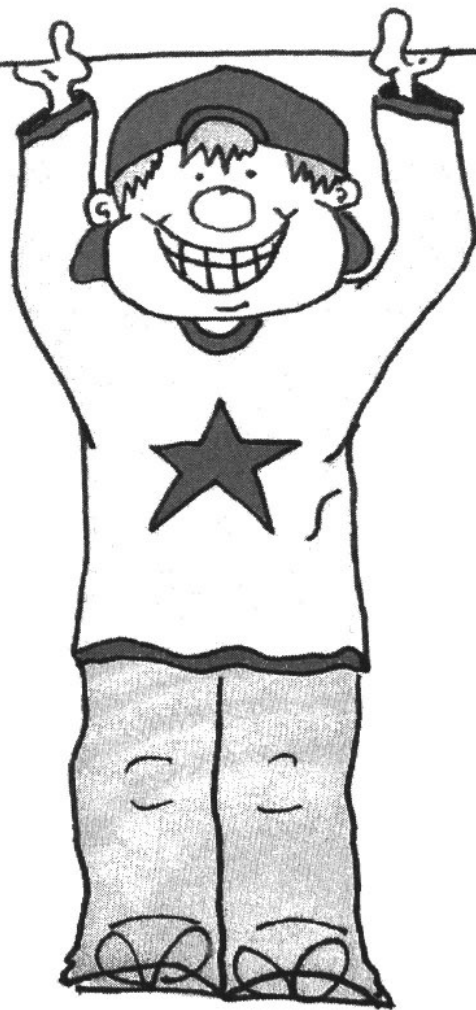
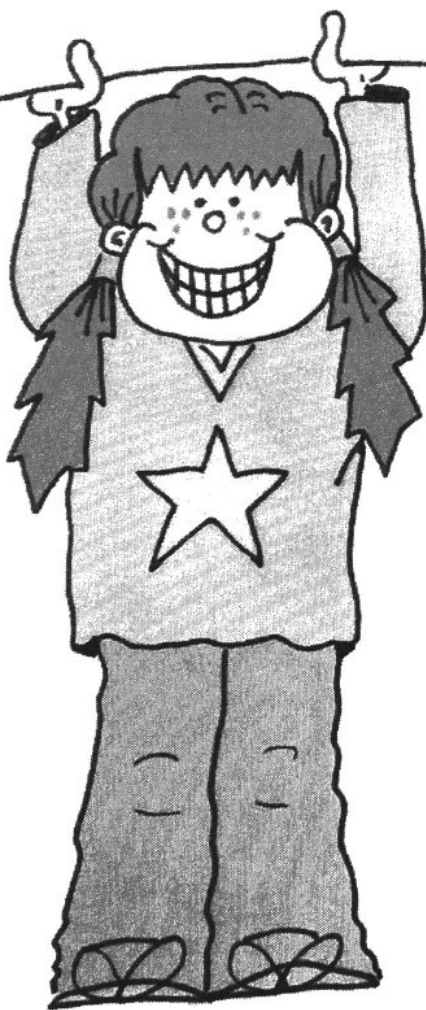
This section is designed to help children develop and practice a range of communication skills and become proficient in their use.

These skills include issues relating to becoming an effective listener, being able to communicate opinions and feelings in an assertive manner, the impact of body language and the use of expression in communication.

This section includes a range of fun activities and games to support and encourage the child to develop and learn these skills.

Notes:

Communication!



Guidelines for using 'listening!'

As children work through this worksheet, ensure they are circling the correct statements. If they are not, sensitively question why they have circled that statement. If they are finding it difficult to appreciate 'good' listening skills, it might be useful to role-play the statements in order for them to experience how it feels when positive and negative listening skills are employed.

Once children have completed the worksheet, look at the statements they have coloured in red. Praise them for being able to use this skill. It might be useful to ask for an example of a time they have used this skill, to ensure their understanding of the statement is correct.

If there are some 'good' listening skills they have not coloured in red, try to role-play and practice these in order to help the child develop this skill.

Notes:

Listening!

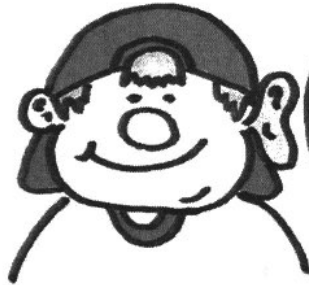
WHAT DOES LISTENING MEAN TO YOU?

CIRCLE THE STATEMENTS THAT WOULD MAKE YOU A 'GOOD' Listener!

STOP WHAT YOU ARE DOING AND GIVE THE PERSON SPEAKING ALL OF YOUR ATTENTION.

LOOK AT THE PERSON TALKING TO YOU.

INTERRUPT WHEN THE OTHER PERSON IS SPEAKING.



SHOW THAT YOU'RE INTERESTED IN WHAT THEY ARE SAYING.

CARRY ON WITH YOUR ACTIVITY WHEN SOMEONE IS TALKING TO YOU.

HAVE YOUR BACK TO THE PERSON SPEAKING.

WAIT FOR THE OTHER PERSON TO FINISH SPEAKING BEFORE YOU DO.

YAWN AND LOOK AWAY WHILE THE PERSON IS SPEAKING.

NOW LOOK AT THE STATEMENTS YOU HAVE CIRCLED.

COLOUR THE ONES YOU CAN DO WELL IN RED

COLOUR THE ONES YOU NEED TO DO BETTER IN

How Would You Feel If...?

THINK ABOUT HOW YOU WOULD
feel

IF YOU WERE TELLING SOMEONE SOMETHING IMPORTANT AND THEY...

- LAUGHED AT SOMETHING YOU SAID WHEN IT WASN'T SUPPOSED TO BE FUNNY.
- STARTED TO TALK TO SOMEONE ELSE IN THE MIDDLE OF YOUR SENTENCE.
- WEREN'T LOOKING AT YOU WHILE YOU WERE TALKING.

COLOUR THE feelings YOU MIGHT feel



Angry



Happy

Calm



Hurt



Sad

HOW WOULD YOU FEEL IF THEY...

- LOOKED AT YOU WHILE YOU WERE SPEAKING.
- NODDED THEIR HEAD TO SHOW THEY UNDERSTOOD WHAT WAS BEING SAID.
- STOPPED WHAT THEY WERE DOING TO PAY ATTENTION TO YOU TALKING.

COLOUR THE feelings YOU MIGHT feel



Angry



Happy

Calm



Hurt



Sad

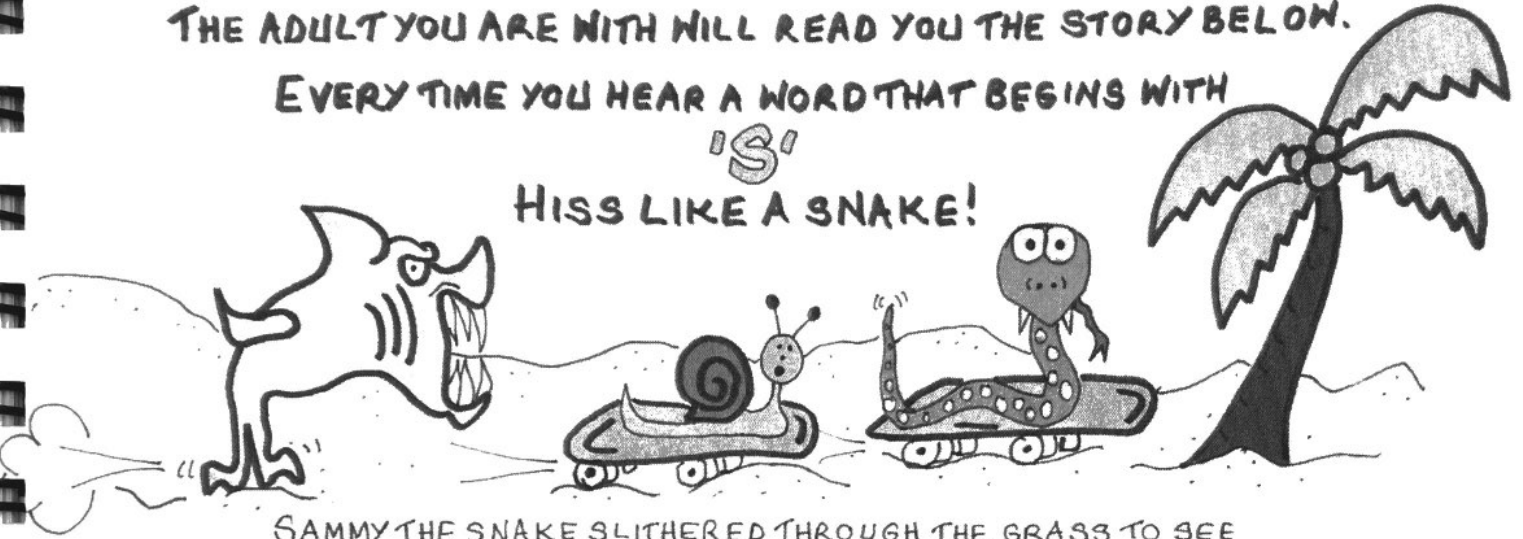
Let's Practice Listening!

THE ADULT YOU ARE WITH WILL READ YOU THE STORY BELOW.

EVERY TIME YOU HEAR A WORD THAT BEGINS WITH

'S'

HISS LIKE A SNAKE!



SAMMY THE SNAKE SLITHERED THROUGH THE GRASS TO SEE HIS FRIEND - SIMON THE SNAIL. SIMON AND SAMMY LIKED TO PLAY ON THEIR SKATEBOARDS. THEY SCREAMED AS THEY SPED TO THE BEACH, WHERE THEY VISITED SALLY THE SHARK. SALLY HAD A SHARP SET OF TEETH AND SHE SNAPPED THEM AT SAMMY AND SIMON. SAMMY AND SIMON GOT SCARED AND SCAMPERED TO THE SAFETY OF THEIR HOME.

NOW LISTEN TO THE STORY AGAIN.

THIS TIME, COUNT HOW MANY WORDS BEGINNING WITH 'S' THERE ARE. YOU CAN USE A PENCIL AND PAPER TO HELP YOU.

CLAP A PATTERN OR RHYTHM WITH YOUR HANDS.



GET THE ADULT YOU ARE WITH TO COPY YOUR PATTERN/RHYTHM.

NOW SWAP!



TRY MAKING MORE COMPLICATED PATTERNS/RHYTHMS.

Guidelines for using 'Ben and the Aliens!'

The following two worksheets are again an opportunity for children to practice their listening skills. It is intended that you read the story to them while they use the subsequent worksheet to note the instructions given in the story.

If they miss an instruction as you read the story, don't repeat it - instead, move on to the next part of the story.

If the children become frustrated by this, explain that this activity is meant to be fun and that the purpose is to help develop their listening skills so you are not expecting them to be perfect.

If children find this activity really difficult it may be useful to repeat the activity to allow them to gain more practice and experience.

Notes:

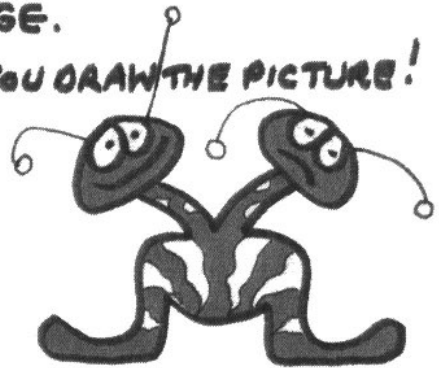
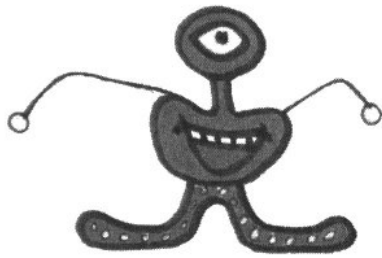
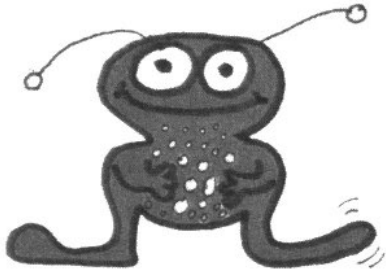
Ben and the Aliens!

THE ADULT YOU ARE WORKING WITH WILL READ YOU THE STORY

BELOW.
'Listen'

REALLY CAREFULLY AND DRAW THE ITEMS THEY ASK YOU TO ON THE
PICTURE ON THE NEXT PAGE.

LISTEN FOR COLOURS AND DIRECTIONS TO HELP YOU DRAW THE PICTURE!



BEN WAS WALKING IN THE WOODS ONE DAY. HE WAS WEARING A RED TOP AND
BLUE TROUSERS. **COLOUR IN BEN'S CLOTHES.**

BEN LOOKED UP INTO THE SKY AND SAW A BRIGHT YELLOW CIRCLE APPEAR IN
THE RIGHT HAND SIDE OF THE SKY. **DRAW THE CIRCLE.**

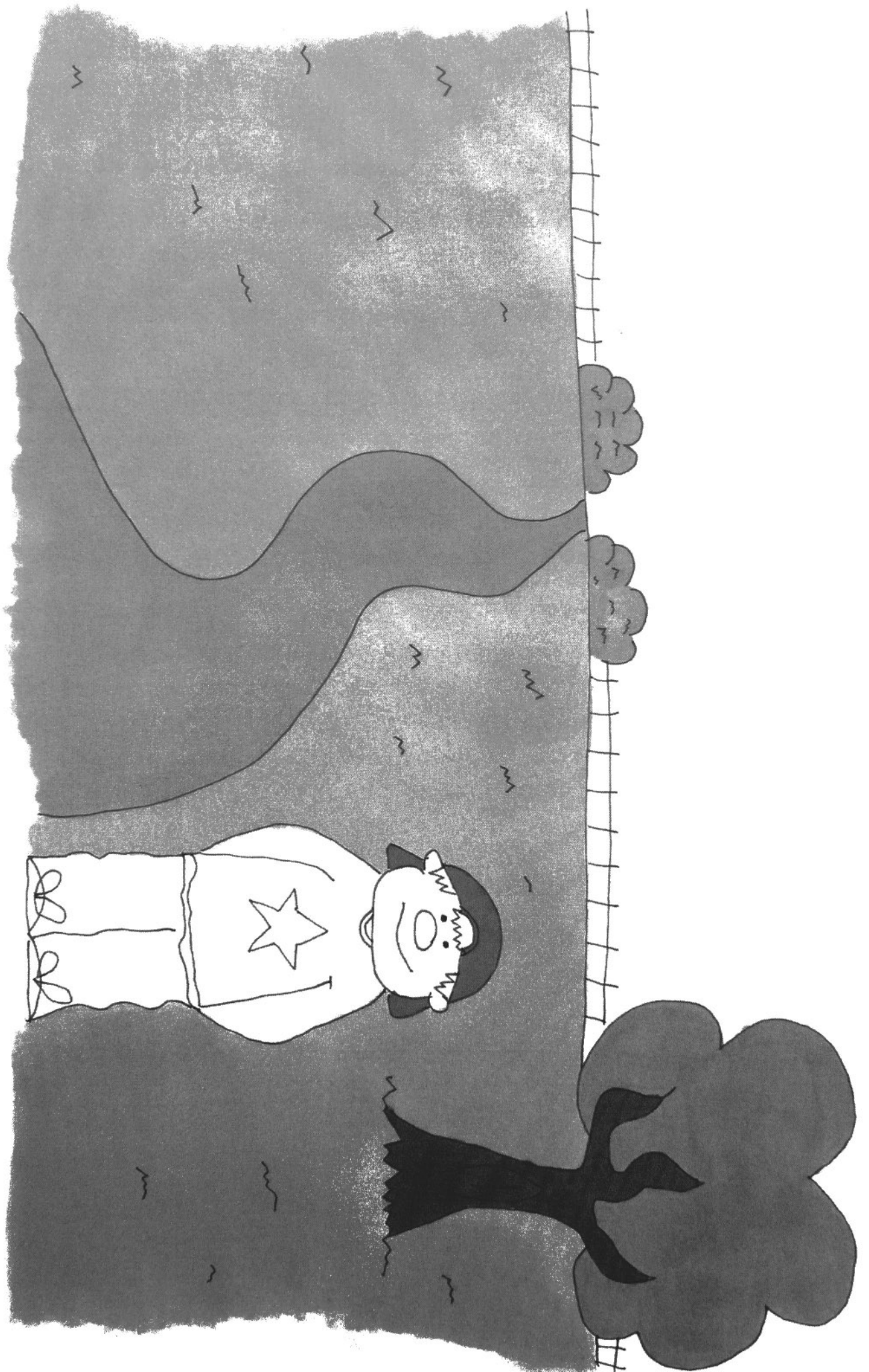
OUT OF THE CIRCLE FLEW A SPACE SHIP. THE SPACE SHIP LANDED BEHIND THE
TREE. **PUT A CROSS WHERE THE SPACESHIP LANDED.**

THREE ALIENS GOT OUT OF THE SPACE SHIP. ONE OF THE ALIENS WENT TO
PLAY IN THE RIVER, ONE STOOD NERVOUSLY BY THE SPACE SHIP AND THE OTHER
ONE CLIMBED THE TREE. **DRAW THE ALIENS.**

BEN RAN AND HID BEHIND A BUSH. **DRAW THE BUSH IN THE LEFT HAND
CORNER AT THE BOTTOM OF THE PAGE.**

THE ALIENS PLAYED FOR A LITTLE WHILE AND THEN AS QUICK AS A FLASH THEY
JUMPED BACK INTO THEIR SPACE SHIP AND WERE GONE. ALL THAT BEN COULD
SEE WAS SOME SPACE DUST IN THE LEFT HAND SIDE OF THE SKY. **DRAW THE
SPACE DUST.**





Interrupting!

'interrupting'

WHEN SOMEONE IS SPEAKING MAY MAKE THE PERSON **feel** THAT YOU ARE NOT **listening** TO WHAT THEY ARE SAYING.

SOMETIMES LISTENING IS HARD TO DO IF YOU ARE REALLY EXCITED ABOUT SOMETHING YOU WANT TO SAY!



IT IS POLITE TO WAIT UNTIL THE PERSON HAS FINISHED BEFORE YOU START TO SPEAK!

The Interrupting Game!

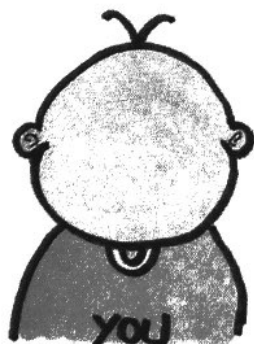
YOU!

TELL THE ADULT YOU ARE WORKING WITH ABOUT A PIECE OF WORK YOU ARE REALLY PROUD OF.

ADULT!

INTERRUPT THE CHILD AS THEY SPEAK.

NOW SWAP!



HOW DID YOU FEEL WHEN YOU WERE INTERRUPTED?

Getting Your Point Across!

IMAGINE SOMEONE HAS USED YOUR NEW FELT-TIP PENS WITHOUT ASKING.

THIS MIGHT MAKE YOU **feel angry**.

YOU NEED TO TALK TO THE PERSON ABOUT IT TO LET THEM KNOW HOW YOU **feel**

You could say:

You thief! You took my pens! You always do that!



WHEN WE LET PEOPLE KNOW HOW WE **feel** IN THIS WAY WE ARE **blaming** THEM.

THIS CAN MAKE THE OTHER PERSON **feel angry** OR **upset**
IT CAN EVEN MAKE THE SITUATION WORSE.

TRY SAYING HOW YOU **feel** IN A DIFFERENT WAY.

IF YOU START THE SENTENCE WITH "I **feel**" AND WHY YOU **feel** THIS,
IT CAN MAKE THE SITUATION EASIER.



FOR EXAMPLE:

I feel sad when I find my pens are missing. Please ask before you use them.

NOW ITS YOUR TURN!

THINK ABOUT HOW YOU COULD LET BEN KNOW HOW YOU **feel WHEN HE CALLS YOU NAMES.**



Guidelines for using 'Eye Contact!'

The important thing to achieve through this worksheet is to explore the child's feelings related to the different forms of eye contact.

After completing the worksheet it is essential to ascertain with which of the three scenarios the child felt most comfortable. Ask the child whether they think others would find this the most comfortable scenario.

In order to give the child a chance to practice using the form of eye contact with which they feel most comfortable, you could swap roles - i.e. you follow the child's instructions while the child follows the adult instructions. Reflect your feelings related to the various scenarios to the child. This will allow the child to develop a sense of empathy.

Notes:

Eye Contact!

PART OF BEING A GOOD LISTENER IS
looking AT THE PERSON WHO IS TALKING TO YOU.

THIS IS CALLED MAKING **eye contact**
THIS IS A TRICKY THING TO GET RIGHT SO YOU MAY NEED TO PRACTICE IT!

YOUR INSTRUCTIONS

TELL THE ADULT ABOUT
SOMETHING YOU DID AT THE
WEEKEND.



HOW DID YOU FEEL?

ADULT INSTRUCTIONS

LOOK AWAY FROM THE
CHILD WHILE THEY ARE
TALKING.

YOUR INSTRUCTIONS

TELL THE ADULT ABOUT
YOUR FAVOURITE TV
PROGRAMME.



HOW DID YOU FEEL?

ADULT INSTRUCTIONS

STARE DIRECTLY INTO THE
CHILD'S EYES. DO NOT
LOOK AWAY.

YOUR INSTRUCTIONS

TELL THE ADULT ABOUT A
GAME YOU LIKE TO PLAY
WITH YOUR FRIENDS.



HOW DID YOU FEEL?

ADULT INSTRUCTIONS

LOOK AT THE CHILD WHILE
THEY ARE SPEAKING. DON'T
STARE DIRECTLY INTO THEIR
EYES. KEEP YOUR FOCUS ON
THEIR FACE AREA.

WHICH EXERCISE WAS THE MOST CHALLENGING?

Guidelines for using 'Body language!'

This worksheet aims to highlight to the child how people can communicate their feelings by the way in which they use their bodies.

After the child has finished the worksheet, you might find that a fun way to reinforce the skills learned is to ask the child to express a variety of feelings using body language only. If the child does not feel comfortable with this, you could use puppets as a tool to depersonalise the situation.

Alternatively you could ask the child to guess your emotions based on the body language you are using.

Notes:

Body Language!

JUST AS IT IS IMPORTANT TO USE YOUR **eyes** TO LISTEN
IT IS IMPORTANT TO USE YOUR **body** IN THE RIGHT WAY TOO!

DID YOU KNOW YOU CAN TELL HOW SOMEONE IS **feeling**
JUST BY LOOKING AT THEIR **body**?

BELOW ARE PICTURES OF MAISEY.
CAN YOU TELL WHAT MAISEY IS **feeling**
JUST BY LOOKING AT HER **body**?

WRITE THE **feeling** IN THE BOX UNDER EACH PICTURE!



PICK A **feeling** FROM BELOW.

TRY AND SHOW THE ADULT YOU ARE WORKING WITH
WHAT YOU ARE **feeling** JUST BY USING YOUR **body**

REMEMBER:- DON'T MAKE A SOUND!

SAD

ANGRY

HAPPY

SCARED

EXCITED

Guidelines for using 'Taking Control!'

This worksheet is designed to encourage children to be less egocentric in their responses and to develop turn-taking skills.

Encourage the child to think how it would feel if someone took over their conversation or continually talked about themselves. In this sense, it becomes a useful exercise to help develop the child's sense of empathy.

It also helps children to understand that by asking questions about the person they are talking to or about their topics of conversation, they are making the other person feel as though they are interested in them. It is important that you help the child to understand this point.

Notes:

Taking Control!

HAVING A **conversation** IS A TWO-WAY THING.
EVERYONE INVOLVED SHOULD HAVE A CHANCE TO HAVE THEIR SAY.
THIS MEANS THAT IT'S NOT JUST ONE PERSON TALKING!



Maisey

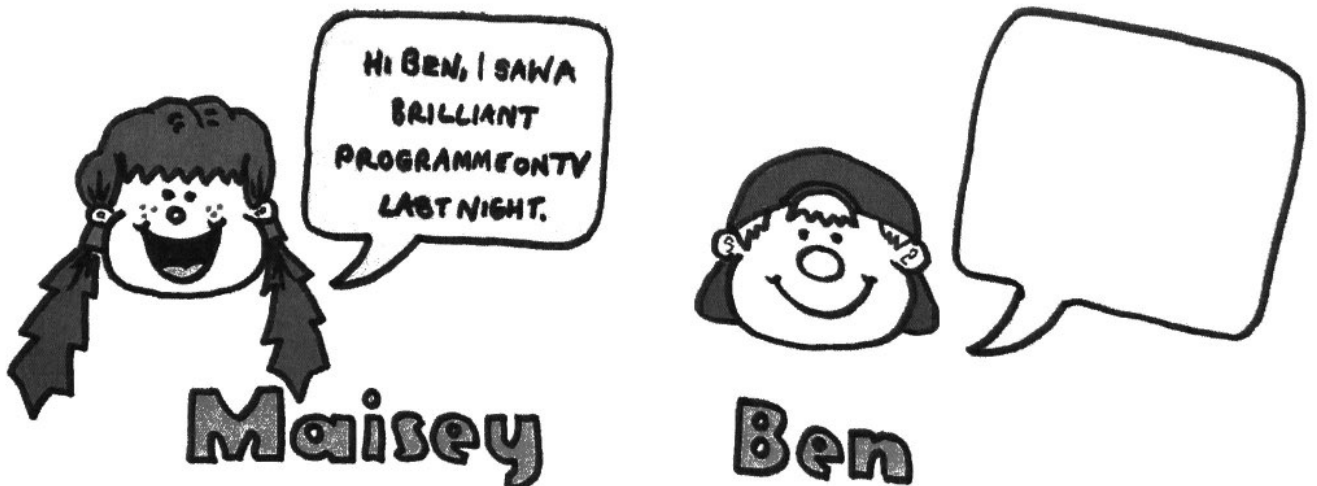
Ben

WHAT DID BEN DO WRONG?

IF YOU WERE BEN WHAT WOULD YOU HAVE SAID OR ASKED MAISEY?

PRETEND YOU ARE BEN!

TALK TO MAISEY SO THAT YOU DON'T TAKE CONTROL. MAKE MAISEY FEEL WHAT SHE IS SAYING IS IMPORTANT.



Guidelines for using 'It's the Way You Tell 'em!'

This worksheet aims to display the importance of expression in communication. It is important that you help children understand you can communicate feelings by the intonations used in your speech. Explain to the child that you can also let people know the type of statement you are making by the intonation of your voice. For example, if you are asking a question, your voice will raise at the end of the statement.

As you work through this worksheet, the child will be able to see how a story can come to life just by 'the way you tell 'em'.

It might be useful to ask children to read the story, or another piece of text, in order to help them develop their use of expression in speech.

Notes:

It's The Way You Tell 'em!

THE ADULT WITH YOU WILL READ THE FOLLOWING STORY LIKE A ROBOT. THEY WON'T TAKE ANY NOTICE OF THE PUNCTUATION (COMMAS, FULL STOPS, ETC).



NOW THE ADULT WILL READ THE STORY AGAIN. THIS TIME THEY WILL PUT EXPRESSION IN THEIR VOICE AS THEY READ IT. THEY WILL ALSO TAKE NOTE OF THE PUNCTUATION AND USE IT TO HELP THEM TELL THE STORY.

WHICH VERSION OF THE STORY DID YOU PREFER? WHY DID YOU PREFER IT?

Expressions!

THE EXPRESSIONS

WE USE WHEN WE SPEAK LET OTHER PEOPLE KNOW LOTS OF THINGS.

THEY CAN TELL PEOPLE IF WE ARE JOKING,
OR IF WE ARE ANGRY, HAPPY OR SAD.

TRY SAYING THE FOLLOWING SENTENCES USING THESE DIFFERENT
EXPRESSIONS WHEN YOU SPEAK.

Angry

Excited

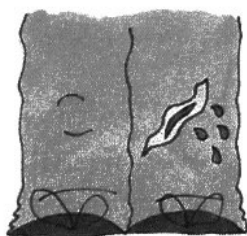
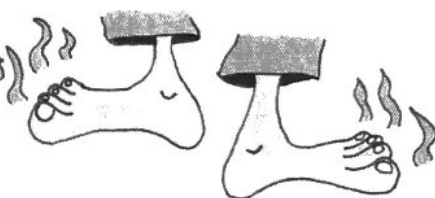
Jokey

'I've lost my favourite jumper.'



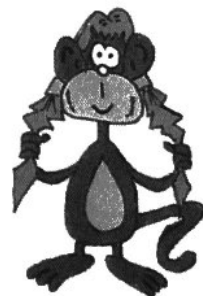
'I got lots of cool presents
for my birthday.'

'I can smell cheese, or is
that your feet!'



'I fell off my bike yesterday
and cut my knee.'

'When I was at the zoo last week
I saw a monkey and it looked
just like you.'



Which **expression** sounded the best for each sentence?

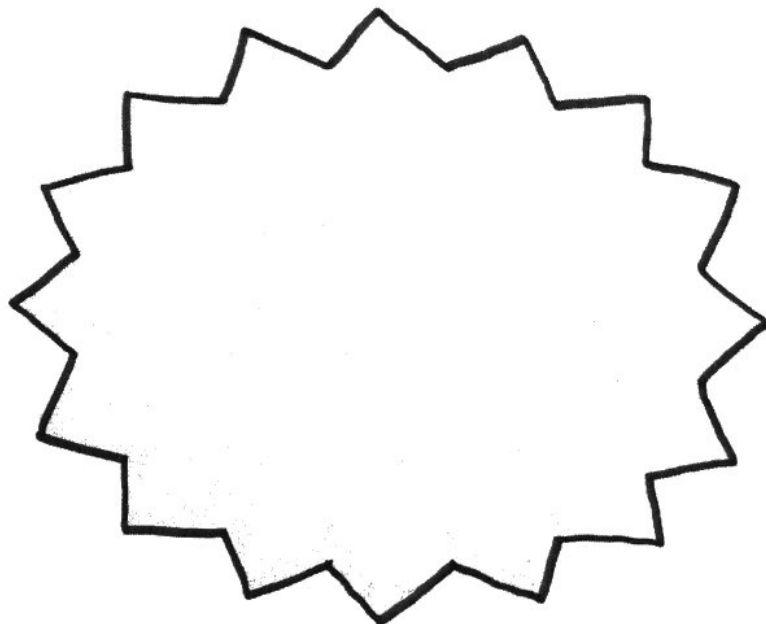
Now Let's Practice Your Communication Skills!

YOUR ADULT WILL BLINDFOLO YOU AND GIVE YOU SPAKEN DIRECTIONS TO HELA YOU GET AROUND THE ROOM.

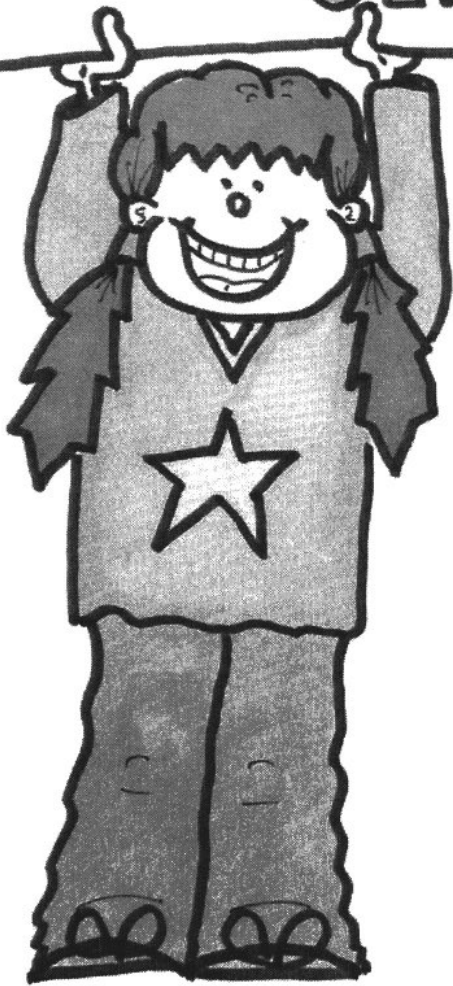


WHICH *communication* SKILLS DID YOU USE IN THIS GAME?

WRITE THE SKILLS YOU USED IN THE SPLAT BELOW.



I have Great
Communication
Skills



Transferring Skills

Once again it is important that significant adults are aware of the skills the child has learned within this section. They will then be able to reinforce these skills, remind the children to use them (where appropriate) and praise and reward them for their use of these skills. This is crucial as children will not necessarily be able to use the skills straight away. However, with support, they will be able to identify the 'real-life' situations in which these skills are required and gain opportunities to practice them.

When reminding the child to use the skills learned, it is important to consider the way in which this is done. You could do this by saying "Remember to use your listening skills". However, this may instil a sense of failure as they may feel that they are not doing the right thing. A more useful way to remind the child might be, "The teacher is talking and so this is a situation where you need to use those listening skills you were so good at in your sessions." This kind of statement not only reminds the child to use a skill, but also helps him or her to identify appropriate situations in which to use specific skills. It is also phrased in a way that doesn't promote a sense of failure as you are assuring them that they have used the skills successfully before.

Notes:
