

MODULE: COMMUNICATION AND CONFLICT RESOLUTION

TOPIC 1: TYPES OF COMMUNICATION

TRAINER'S MANUAL OF THE TRAINING SESSION

DURATION OF THE SESSION: 120 MINUTES

Time	Table of content	How
10'	<p>Introduction to the training</p> <p>Presentation of the trainer and all the participants</p> <p>Goal: break the ice between students and the teacher and meet each other.</p>	<p><i>Presentation of the trainer saying his name / Development of the presentation activity.</i></p>
30'	<p>Topic presentation</p> <p>Types of communication</p> <p>Index and objectives</p> <p>Theoretical concept</p> <p>Resolve questions</p> <p><u>Self-portrait activity:</u></p> <p>Material: paper, pens / pencils</p> <p>Objective: Meet the partners</p> <p>Description: The trainer distributes paper to each of the participants. He indicates them that on that paper they have to</p>	<p><i>Today we are going to talk about the types of communication, read the module index and the objectives. Explain the theoretical concept of the topic to be taken in the module, the different forms of communication. / Solve questions / self-portrait activity / Activity identify communication elements in different situations. / Activity elements that intervene in the communication.</i></p>

draw a picture of themselves, without the other companions seeing it.

The teacher gives them a 5 minute time to do so. When all students have completed the drawing, the teacher picks them up and one by one is taught to all students. They have to guess which colleague each drawing belongs to.

The student who has guessed his drawing is presented by saying his name, age, where he is from and hobby.

Solution: Students have met and meet the teacher.

Activity identify communication elements in different situations

Material: Sheets, pens and a printed sheet in different situations

- Situation 1: Miguel reads a book by Carlos Ruiz Zafon in the school library.
- Situation 2: My brother watches football in the bar below our house
- Situation 3: students go out into the yard after hearing the fire alarm
- Situation 4: Cristian reads an email from her cousin Isabel in German about her visit
- Situation 5: a car for when a traffic light turns red

Objective: Learn to differentiate the elements of communication in everyday situations.

Description: The teacher reads the first situation, the students have to write on their sheets the different elements of the communication that intervene in that situation (sender, receiver,

message, code and channel) that they see that situation. It repeats itself with all five situations. Finally, it is corrected in exercise

Solution:

- Situation 1:
 - Sender:
 - Receiver:
 - Message:
 - Code:
 - Channel:
- Situation 2:
 - Sender:
 - Receiver:
 - Message:
 - Code:
 - Channel:
- Situation 3:
 - Sender:
 - Receiver:
 - Message:
 - Code:
 - Channel:
- Situation 4:
 - Sender:

	<ul style="list-style-type: none">● Receiver:● Message:● Code:● Channel: <p>- Situation 5:</p> <ul style="list-style-type: none">● Sender:● Receiver:● Message:● Code:● Channel: <p><u>Activity elements that intervene in the communication</u></p> <p>Material: Materials: Sheets, pens/pencil</p> <p>Objective: Identify some of the communication elements (sender, receiver, message, code, channel, context and feedback)</p> <p>Description: The teacher will share sheets among all students. Students write a message on those sheets. After they have finished writing the message, they will read it in order to their partners. Each has to identify the elements of communication (sender, receiver, message, code, channel, context and feedback) that are involved in your message.</p> <p>Solution: Free solution. Students have learned to differentiate between the different elements involved in communication</p>	
--	---	--

<p>40'</p>	<p>Verbal communication</p> <p>Verbal communication</p> <p>Types of verbal communication</p> <p>Resolve questions</p> <p><u>Activity: Links the characteristics of oral communication with arrows</u></p> <p>Material: two-column printed plates, names on the left of the characteristics of oral communication (natural, bidirectional, momentary, different and proxemic and body support) and on the right the description of the characteristics of oral communication.</p> <p>Objective: To strengthen knowledge of the characteristics of oral communication.</p> <p>Description: The teacher will distribute printed sheets to all students. They will have to use arrows to match the feature name with its definition, will then correct any errors students have had.</p>	<p><i>Let's see what verbal communication is, the types of verbal communication (oral and written) Its subtypes features and advantages and disadvantages/ resolve posible doubts/ activity: links the characteristics of oral communication with arrows / Activity elements that intervene in the communication. / Writing activity.</i></p>
------------	---	---

Natural capacity Thanks to its temporality we can carry out corrections in transmitting the message, giving additional explanations that allow its correct understanding.

Bidirectional Body attitude, closeness between interlocutors, gesture and even, gaze, can accompany the oral transmission of the message.

Momentary Oral communication needs both an emisor and a receiver, which alternate their roles.

Different To carry out the communication, cavities and muscles are involved to perform modulation.

Proxemic and body support
 There are different ways to speak

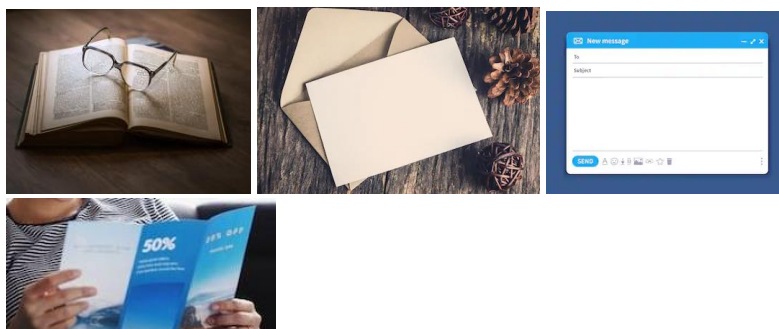
Solution:

- **Natural capacity:** to carry out communication, cavities and muscles are involved to perform modulation.
- **Bidirectional:** oral communication requires both an issuer and a receiver to alternate their roles.
- **Momentaneity:** thanks to its temporality we can carry out corrections when transmitting the message, giving additional explanations that allow its correct compression.

- **Diverse:** there are different ways of speaking even in the same country. That is why oral communication manifests a linguistic, social and even geographical diversity.
- **Proxemic and body support:** Body attitude proximity between partners, gesture and even look can accompany the oral transmission of the message.

Activity elements that intervene in the communication.

Material: Videos of types of oral communication (spontaneous and planned. Images of types of written communication (books, letters, email and pamphlet)



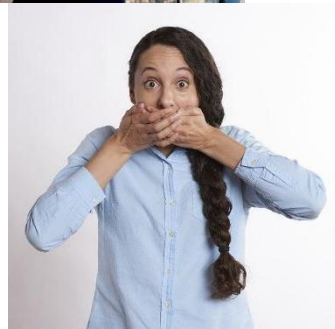
Objective: Identify the elements of communication

Description: The teacher distributes paper to all students. Students write a message on that paper

When they have finished writing the message, they will read it in order to their partners. Each has to identify the communication elements (sender, receiver, message, code and channel) that are involved in your message.

Solution: Students have learned to differentiate between the different elements involved in communication.

	<p><u>Writing activity</u></p> <p>Material: Small papers with different words “letter”, “pamphlet” and “email”</p> <p>Objective: Develop our writing skills of different types of written communication</p> <p>Description: The teacher distributes a folded paper to each student. In this paper there will be a written word. In some cases it will be "letter", "pamphlet" or "Email". The student has to write a letter if he or she has had that word, pamphlet, or email. The professor gives them some time to write it down. Then everyone reads aloud what he has written to him.</p> <p>Solution: Activity without solution, check that each has done what has touched him</p>	
35'	<p>Non-verbal communication</p> <p>Explain nonverbal communication</p> <p>Types</p> <p>Advantages and disadvantages</p> <p>Resolve questions</p> <p><u>Activity of analyzing expressions</u></p> <p>Material: Photos that show different non-verbal expressions</p>	<p><i>Let's explain nonverbal communication, its types (Kinesics, proxémic, paralinguistics, chronemics). We explain the advantages and disadvantages / resolve possible doubts / Activity of analyzing expressions / Mime activity with movies / Nonverbal communication activity</i></p>



Objective: Learn to identify nonverbal gestures in the images and observe that an image can suggest different expressions to each one,

Description: The teacher presents the students with an image. They have to say what aspects of nonverbal language are seen in it (facial, body expression) and what they indicate with that nonverbal expression. Repeats with multiple photos.

Solution:

- first image: 6 photos are displayed. In the first photo the girl has her hands on her head, mouth open and eyes very open. It looks like a surprise expression. The second image shows the girl with her head tilted down, serious expression, no smile and a look in front, It seems to show repentance.

The second image shows a girl with a little frown, serious expression, unopened eyes, seems to show insecurity. The fourth image shows the frown, looks on his eyebrows and wrinkle with each other, twisted mouth... seems to be angry.

The fifth photo shows the girl with her hands on her head grabbing her hair, eyes wide open, mouth open, biting her tongue, eyebrows up... seems to be very cheerful or surprised. The sixth image is similar to the fourth.

- Second image: A lady is shown, with many wrinkles, look up, head crazed, mouth serious, frown something gathered, seems to express sadness.

- The third image shows a girl who gets his hands closed with her mouth, eyebrows raised, eyes too open, wrinkles in her mouth seem to have her open. It can be surprise or scared.

Mime activity with movies

Material: it is not necessary

Objective: Have students check the information that can be given without the need to speak

Description: The teacher tells a student to go out to the center of the room, the student thinks of a film and makes it with mime so that other students can guess it. When you've guessed it, another student comes out and does the same.

Solution: the teacher has to check that they are real films, he can tell in the ear some film if the student does not know what to do

	<p><u>Nonverbal communication activity</u></p> <p>Material: A video showing non-verbal Kinetic and proxémic communication and another video showing paralinguistic and chronomic.</p> <p>Objective: Learn to differentiate each type of nonverbal communication</p> <p>Description: The teacher puts a video showing different types of nonverbal communication (Kinetic and proxémic). When the video ends, they comment on the different nonverbal communication samples that appeared in it and classify them according to the types previously studied.</p> <p>Next, the teacher will put another video in which other types of nonverbal communication (paralinguistic and chronical) are seen and the students have to do the same with the first video.</p> <p>Solution: Students have learned to observe the non-verbal language in a conversation through the two videos</p>	
5'	Summary of the entire session	<i>To end the session, we summarize the entire module.</i>