



PaRentsEdu - The Parents' Role in the out-of-school Education of their children

Project number: 2017-1-PL01-KA204-038295

Learning Platform - Module 4

‘Skills of effective communication with the child and better mutual understanding in different situations’



Content

Structure of Learning Module 4

Handouts for Module 4 (4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9)

Evaluation Forms

Bibliography

**Structure of the learning module**

Number	MODULE 4
Name of the module	Skills of effective communication with the child and better mutual understanding
Description of the subject	<p>In order to solve a problem, you must first be able to communicate effectively. For positive speech and positive parenthood, it's necessary to grow good communication skills with your child to ensure good mutual comprehension.</p> <p>This module is an invitation for parents to act according to attitudes and postures. They will be able to help their child to grow new skills which will make them more aware, more focused and better listeners.</p> <p>We will train skills on two types of communication:</p> <ul style="list-style-type: none"> • Verbal communication skills <p>In a school setting, developing adapted skills for problem solving, to settle conflicts, as well as learning to discern, to make choices and to infuse a dynamic.</p> <ul style="list-style-type: none"> • Nonverbal communication skills <p>Learning to observe, to be inspired, knowing how to cooperate, to lead and to be lead.</p>
Target groups	Parents, educators, trainers, animators and nursing staff.
The goal of the formation	The goal of the training in this module is to focus on increasing mutual comprehension between parents and children, through different types of communication.
Learning goals / Learners' skills	<p>After this training, the learners will gain skills on:</p> <ul style="list-style-type: none"> • Verbal communication • Nonverbal communication



	<ul style="list-style-type: none"> • Recognising emotions <ul style="list-style-type: none"> • Empathy • Reformulation • Cooperation
Advice for the trainer	<p>The trainer will welcome the participants and propose two ice-breaking games:</p> <p style="text-align: center;">Handout = Handout 4.x</p> <p style="text-align: center;">The rope game - Handout 4.1. Blanket Ice Breaker - Handout 4.2.</p> <p>The trainer introduces themselves, as well as the goals of module 4 and the theoretical context.</p> <p style="text-align: center;">Handout 4.3.</p> <p style="text-align: center;">Energizer: Grab the Finger - Handout 4.4</p> <p>Then, the trainer will offer a selection of exercises:</p> <p style="text-align: center;">Exercise 1. Verbal communication Handout 4.5: Two truths and a lie</p> <p style="text-align: center;">Exercise 2. Nonverbal communication. Handout 4.6: Pantomime</p> <p style="text-align: center;">Exercise 3. Emotion recognition. Handout 4.7: Drawing your feelings</p> <p style="text-align: center;">Exercise 4. Active listening and better communication Handout 4.8: The story that you hear</p> <p style="text-align: center;">Exercise 5. Mutual cooperation Handout 4.9. Crossing the Mine Field</p> <p>Once all of the exercises have been done, the trainer will allow some time to summarize, comment and ask questions.</p> <p>The activities are varied and are designed for different groups. You must know how to prepare properly for the session, and to</p>



Erasmus+



ParentsEDU

Project number: 2017-1-PL01-KA204-0382

	<p>adapt according to the people and everyone's expectations. You must tailor the needs to the conditions.</p> <p>You'll find additional activities in other documents.</p> <p>Discussions after each activity are essential, as the participants will feel the need to talk to each other about the activity. They'll share their knowledge with one another.</p> <p>We invite you to use the evaluation so that you can improve yourself for the next time.</p>

3. Files to hand out: separate files – Module 4 for Handouts ParentsEdu

In the folder called « Module 4 for Handouts », you'll find activities related to this module.

4. Evaluation.

The trainer can either use their own evaluation method or use our form as a guide. Cf. Separate files "Session evaluation"

5. Bibliography and references.

In the file called *Bibliography and references*, you'll find books and link to further advance your knowledge in the themes of communication and its possible uses in an educational setting.



Erasmus+

Ce projet a été financé avec le soutien de l'Union européenne. Cette publication reflète les opinions de l'auteur, et la Commission européenne ou Fundacja Rozwoju Systemu Edukacji - Agence nationale d'Erasmus + en Pologne ne peut être tenu responsable de toute utilisation qui peut être faite des informations contenues dans ce document."

Co-funded by the
Erasmus+ Programme
of the European Union



Handout 4.1 - The rope game

Recommended age: 8+

Duration: 10 min

Number of players: 10 to 25

Place: Indoors or outdoors

Characteristics: funny, interactive

Type of game: Meeting others / Nonverbal communication

Pedagogical appeal: Starting encounters, getting to know others.

Material: A long rope / chain / line of the floor

Goal: Making the participants feel at ease with each other and getting to know more about the other participants.

Instructions: The participants are sitting together in line. The goal of the game is simply to sort out the line by alphabetical order of names, without breaking the chain; however, they're not allowed to talk to each other.

The game can be played by age or birth date, etc.

Illustration :



Handout 4.2 - The Ice Breaker / Blanket game

Recommended age: 10+

Duration: 10 to 20 min

Place: Indoors or outdoors

Number of players: 5 to 10 for each team, i.e. 20 people max.

Characteristics: This activity is a good way to learn the names of everyone in a group and have fun.

Type of game: Collective game, to get to know the others.

Material: A blanket / curtain

Goal: The blanket game is a fun ice-breaker to get to know the other persons in the room. A large blanket is held between two groups and one player from each team is hiding behind it. The goal is to identify the person on the other side before the opposing team.

Instructions:

- Form two large teams (5 to 10 people per team)
- Ask each team to go to the front of the room
- Ask two volunteers to hold a blanket or curtain between the two groups, in such a way that each group cannot see the opposing team behind the blanket. If the players don't know each other well enough, they can quickly introduce themselves to the room before the game begins.
- At each new round, each team picks one player to sit behind the blanket. The facilitator will count to three, before letting the blanket fall. The first player to successfully identify the other wins the round.
- Repeat until one team reaches a certain point goal, or after the end of the allotted time. Have fun!

Illustrations :





PaRentsEdu - The Parents' Role in the out-of-school
Education of their children

PROJECT NUMBER: 2017-1-PL01-KA204-038295

*Skills of effective communication
with the child and better mutual
understanding in different situations*

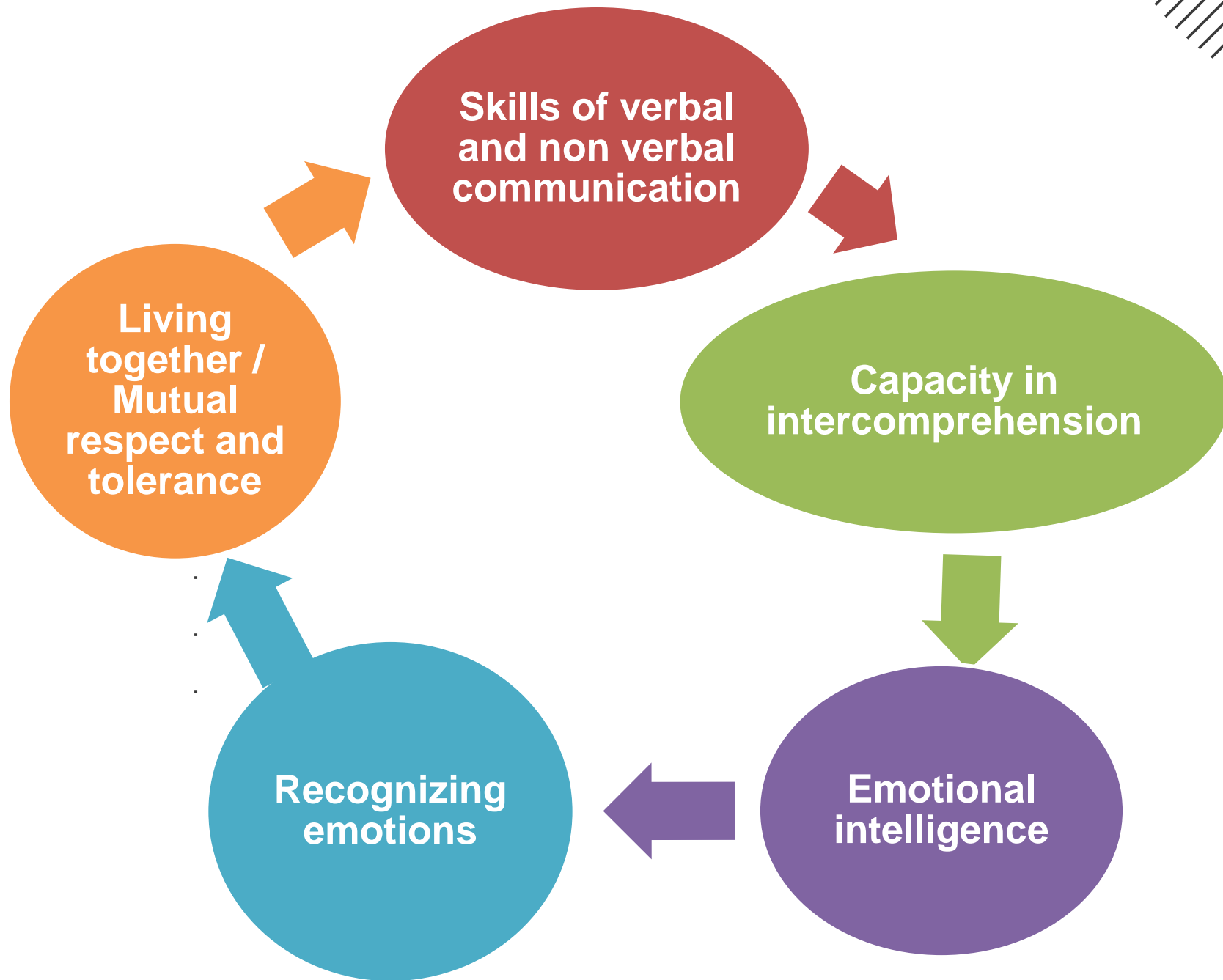
THE LEARNING PLATFORM
MODULE 4

" This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the European Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein."

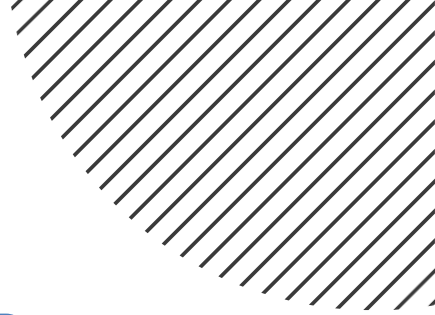
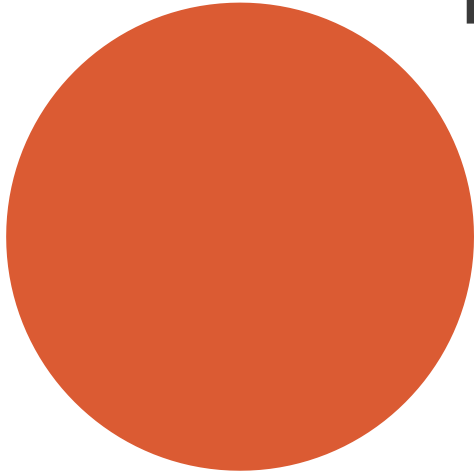


Co-funded by the
Erasmus+ Programme
of the European Union

Learning objectives...



MEDITATION



Between what I think

What I mean

What I believe to say

What you want to hear

What you hear

What you believe in understanding

What you want to understand

There are at least nine possibilities to not understand each other

Edmond Wells, Encyclopedia of Relative and Absolute Knowledge



- What we mean (100%)

- What is said (70%)

- What is understood (60%)

- What is listened to (50%)

- What is included (40%)

- What is retained (20%)

- **What is passed on (10%)**



What does *effective communication* **means?**

The notion of communication comes etymologically from the Latin "communicatio" which means "to put in common" and implies the exchange of information with a transmitter and a receiver. The communication process is characterized by the exchanges with its environment but also by the interactions between the members.

She engages relationships with speaking, explaining, understanding, reformulating and listening.



Why is it important?

Communication strengthens the parent-child relationship. Active listening leads the child to be more receptive to his parents' messages. When children are listened to, considered and respected, it is natural that they do the same with others, and especially with their parents.

'Communicating' is a learning process in children. Speaking, verbalizing, interacting is putting words to help him grow at his own pace.

The communication requires a solicitation of the other. It allows you to interact and act on your own development (cognitive, psychic, motor), understand, explain, express your emotions and feelings. To verbalize is to build one's own identity!



When is it possible?

When the environment is favorable with a climate of trust between the child and his parents:

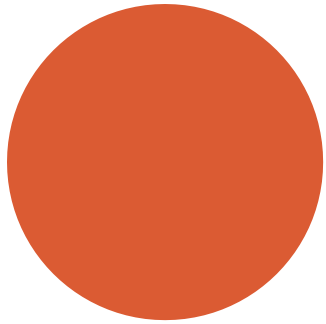
The child is considered as a person in its own right

The child is accepted as he/she is in his/her singularity

The parent is present with authenticity

Communication is done with active listening

The feelings and emotions of the child are respected and taken into consideration



Some basic tips related to Effective Communication from “Unconditional Parenting”:



Listen to the child by looking at them

Do not interfere with one's own preconceived ideas

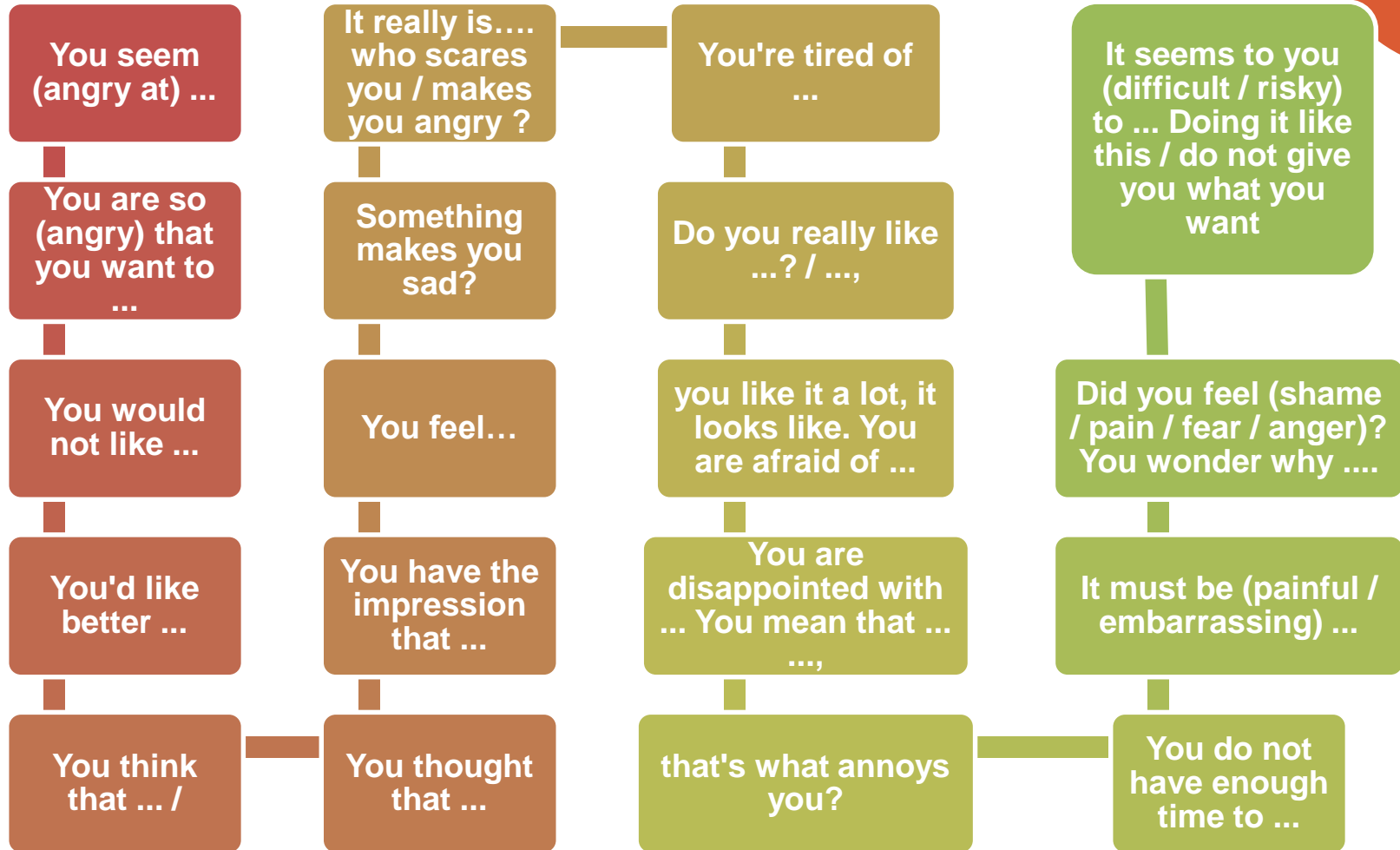
Reformulate (sentence, words) to see if we understand

Avoid oriented questions

Stay neutral and caring

Testify of empathy

The words to say to your children




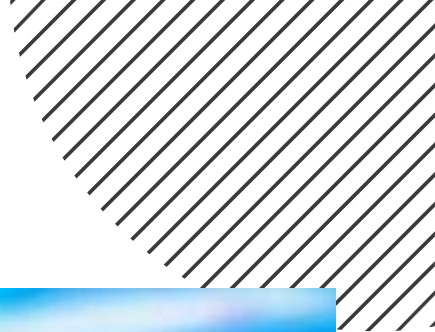


Recommendations

In any type of interaction, non verbal communication must be taken into account. Most of the time, we pay no attention to it, but it is often more important than the content of the message.

The gestures, the looks and the posture of our body will, to a great extent, be responsible for the image that the interlocutor will have of us.







What we can do?

Better communicate!

With the importance of positive language
The brain does NOT understand negation.

He keeps the WORDS!

Hence the importance of a positive choice of words and
turns of phrases without negation.

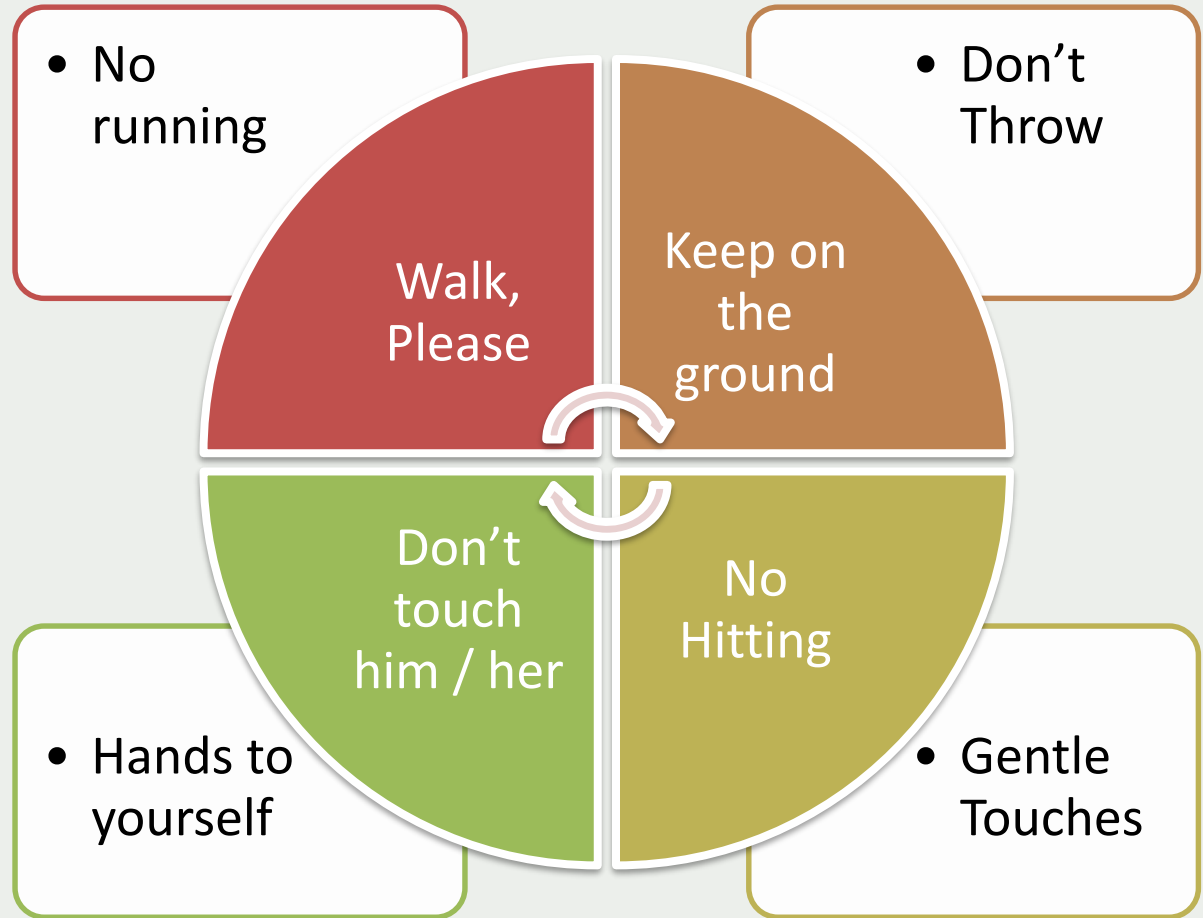
Ex: do not forget your keys (the brain holds: key
forgetfulness) Better wording: think about taking your keys.

It works for big and small

NEGATIVE VS. POSITIVE LANGUAGE

Basic alternatives to Common phrases

STOP YELLING or QUIET VOICE, PLEASE ?



What we can say?

Negative language impacts children. Find more effective positive parenting alternatives to these phrases. These positive parenting strategies are perfect for parenting toddlers and preschoolers. Authoritarian parenting, attachment parenting, positive disc



Co-funded by the
Erasmus+ Programme
of the European Union



MANY THANKS

<http://parents-edu.eu/>

Handout 4.4 - Energizer: Grab the finger

Recommended age: 15+

Duration: 10 minutes

Place: Indoors / Outdoors

Number of players: 15 to 25

Characteristics: A stimulating group activity that will bring people together, make them focus and entertain them while challenging them and preparing them for action

Pedagogical appeal: Cooperation, working with time, moments of tension and focus

Goal: Quick group activity to bring people together and have them focus. Everyone's in a circle, each person's right finger under the palm of their neighbor's left hand. You have to catch a finger before yours gets caught!

Instructions:

- Participants stand in a circle, with their arms spread out. The left hand up, palm down, and right index finger under neighbor's left palm.
- The animator counts to three before saying 'Go'. On the signal, they must simultaneously catch the finger in their left hand, and make sure their own finger doesn't get caught.
- Repeat several times
- The trick is to dramatize the signal, for example by making the countdown slower, faster or irregular. This increases the tension, and makes some participants jump the gun, adding to the fun of the game.
- Try other trigger words: for example, make 'Cheese' the new signal, and then trick the players by saying words like 'wheeze', 'sneeze' or 'please'. You can also use the word / theme of the day - say, 'outdoors' – to make the players pay attention to every word.

Illustration:



Handout 4.5 -

Verbal Communication: **Two truths and one lie**

Recommended age: 7+

Duration: 15 minutes

Place: Indoors / Outdoors

Number of players: 2 to 25

Materials: One pen or pencil for each participant

Characteristics: Getting to know each other, through verbal communication

Goal: Being able to lie and tell the truth.

Instructions: Everyone in the group must think of three things that they've done in their life, and would like to share with everyone. Two of these actions should be true, and one false.

After having written the information clearly on a paper, each participant will start moving around and communicate with the other participants.

After reading their paper, they'll try to guess which of the three facts is false.

This exercise can be done in a duet or in a group. The goal is for each participant to share their facts and discover which of each participant's fact is wrong.

This game brings up a lot of discussions between participants; at the end, they decide whether or not to actually tell the truth. This exercise also allows for a new perspective on the question of truth itself: what's *almost* true or what's *almost* false.

Handout 4.6

Activity: Exercise on non-verbal communication

PANTOMIME

Recommended age: 6+

Duration : 5- 10min

Numbers of players: 10/20 people

Place: Indoor/ Outdoor

Characteristics: Meaning of non-verbal communication

Materials: Word cards and a chair

Goal: A better understanding of messages that we send non-verbally.

Pantomime Exercise instruction:

- Ask two volunteers to come to the front of the room (or somewhere in the room so that other participants can see)
- The animator shows volunteers a word card. One of the volunteers will read the card out loud, while the other will mime the card.
- After each mime, ask the group for comments about the interpretation of the volunteer's action
- Then the group will applaud the volunteers, who will go back to their seats.
- Follow the group's discussions.

Examples of action: Move your chair forward! - Sit on the chair! - Lift the chair! - Look at your watch! - Look around the room / the place! - screams! - ... and many other actions!

Discussion questions: What is the power of nonverbal communication? - Do we interpret all nonverbal messages in the same way?

Values:

- Understand the power of nonverbal communication
- Stimulate the conversation between the participants
- Develop the sense of self-expression without having to use words
- Understand the value of "body language"

Handout 4.7

Activity: Exercise based on identifying emotions

DRAWING YOUR FEELINGS

Type of game: Individual, then collective

Pedagogical appeal: Communication and Empathy

Recommended age: 15+

Duration: 15 min

Numbers of players: 5 to 25 people

Place: Indoors

Characteristics: Creative, combining emotions and skills

Materials: Pencils and papers

Goal: A chance to express their feelings. Letting participants know that everyone can express themselves by drawing and then exchange their whole perspective.

Drawing your feeling - Exercise instruction: Choose your theme or describe a photo / postcard defined before to discuss all together

Examples:

- Ask participants to divide the paper into three
- First section; draw a picture of something that scares you / makes you laugh
- Second section; draw a picture of something that brings you peace / joy
- Third section; draw a picture of something that annoys you / motivates you
- Fourth section; draw a picture of something that makes you angry / ecstatic
- Allow everyone to share and discuss their drawings, their photos.

Illustration :



This project has been funded with the support from the European Union. This publication reflects the views only of the author, and the European Commission or Fundacja Rozwoju Systemu Edukacji – National Agency of Erasmus+ in Poland cannot be held responsible for any use which may be made of the information contained herein."

Handout 4.8

Activity: Exercise related to skills of active listening and better communication

THE STORY YOU HEAR

Recommended age: 14+

Duration: 10 min or more (depending on the number of players)

Numbers of players: 10/ 25 peoples

Place: Indoors or outdoors

Characteristics: Remember the key points in the story

Materials: 2 chairs and 1 paper with a story

Goal: Each participant must know the story without modification. **Pass the story you hear!**

Exercise Instructions:

- The facilitator / trainer has a paper in their hand with a story. They will read it to the first participant in the queue by whispering, without letting others hear the story.
- The first participant listens carefully to the story.
- The first participant repeats the same story without the paper to the participant who is next in line to him/her.
- And so on and so on, the participant listens and then tells their neighbour the story they heard by whispering.
- Most of the time, at the end of this activity, you will see that the story has completely changed!

Rules: No repeating, no questions. Just listen carefully and tell the others what you've heard.

Discussion Questions: Why did the story change in the end? How do we focus when someone tells us something? Do we always memorize the best part of the story / film / news or whatever? Do you think it could work better if we tried again?

Values:

- Focus on important things and words while listening to someone
- Make a clear picture of what the storyteller or the participant tells you
- Increasing the level of memorization of things, while focusing on the primary things

BIBLIOGRAPHY

Books:

ROGERS, C. (1968). *The development of the person*. Inter edition.

ROGERS, C. (2013). *The person-centered therapy*. Amber Eds.
<https://www.psychotherapy.net/data/uploads/5110340dadcd.pdf>

DOLTO, F. (1998). *Everything is language*. Editions Du Seuil.
<http://www.ibe.unesco.org/sites/default/files/doltoe.PDF>

MUCCHIELLI, R. (1989) *The interview face to face in the helping relationship*. Paris: ESF.
https://kissly.net/book/D22727ABE2598706825F?utm_source=ps16&utm_medium=joxolyfuqubo.tk&utm_campaign=fnom&x=935383

ABRIC, JC. (2003). *Psychology of Communication: Theories and Methods*. Paris: Armand Colin Publishing.
https://kipdf.com/abric-j-c-1996-psychologie-de-la-communication-theories-et-methodes-editions-a-c_5aaec45d1723dd95c517fa1f.html

DON MIGUEL RUIZ (1999) *The Four Agreements Toltec, the path to personal freedom*
<http://wtf.tw/ref/ruiz.pdf>

Saint-Exupéry, A. (2012). *The Little Prince*, Paris: Gallimard Jeunesse Library.
http://verse.aasemoon.com/images/f/f5/The_Little_Prince.pdf

RULLAC, S., OTT, L. (2010). *Practical Dictionary of social work*. Paris: Dunod.

Internet:

<http://www.ateliergordon.com/les-piliers-de-la-methode-gordon>

PaRentsEdu - The Parents' Role in the out-of-school Education of their children

Evaluation form only for the Module 4/Activities of Module 4

1. What do you think about the activities of Module 4? Do you think that they are suitable for the topic?

2. What about the teaching methods that were used during the session? Are they based on Non-formal education?

3. Did you cooperate well within the group? With trainer as well?

4. Which activity did you like the most and why?

5. Which skills have you developed during the session of this module?

Please rate your answer from 1 to 5 (1 – not really, 5 – high enough)

Active Listening	Empathy	Recognition of emotions	Verbal Communication	Nonverbal Communication	Cooperation within the group
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

6. Does the activities of Module 4 fulfilled your expectations?

7. Do you think that these methods and activities will be useful for you to develop a further and better understanding in relationship between you and your kids?

8. You as a parent/teacher/educator, do you think that these kind of activities should be included in schools/ during different lessons or even in out of school activities?

9. How would you rate the module itself? Do you think it will have an effect if parents/teachers/educators will use it?

Please rate your answer from 1 to 5 (1 – not really, 5 – high enough)

comments	1	2	3	4	5

10. What would you change or add to this Module?

Keep in mind that any suggestion from your side is more than welcomed to us!

Thank you for your time and contribution!