

Session Plan

Module

Communication

Level: 5

Duration: 30 mins

Aims : To consider verbal and non verbal communication and to explore effective listening & questioning techniques  
 key messages: Listen actively, use open questions and develop skills in promoting conversations

Objectives:  
 By the end of the session the individual and/or group will be able to:  
 1. Define what communication means  
 2. Examine the various qualities and experiences brought to the communication process  
 3. Evaluate the advantages and disadvantages of questioning  
 4. Measure and rate own communication skills

Time	Learning, Teaching and Assessment Activities				Resources
	Planned Learning Outcomes	Learning	Teaching	Assessment	
5 mins	1.	Produce a rough diagram to explain the process of communication.	What is the key element to communication?	Provide meaningful definition	Handout - the communication process
5 mins	2.	Check own understanding against Sage (2000) definition	Discuss handout to see if it supports own interpretation. Summarise the need to train adults to be effective communicators.		
5 mins	3.	To work in small groups to consider the question.	Introduce task – what are the advantages of questioning as a mentor		
5 mins	3.	Feedback. Each to write one point and rank in order. Read around handout	Encourage differentiation of the task by asking for the headings to be ranked in order of importance.		Handout – advantages of questioning
	Learning, Teaching and Assessment Activities				

Time	Planned Learning Outcomes	Learning	Teaching	Assessment	Resources
10 mins	3.	<p>To relate to their own experiences and to colleagues they have mentored. Each member to comment.</p> <p>Evaluate the advantages and disadvantages of questioning</p> <p>Discussion around 'unlearning'</p>	<p>Re affirm concept. Questioning can be used to provide</p> <ul style="list-style-type: none"> <li>• an explanation, to let them use the knowledge you are teaching</li> <li>• check and correct/ evaluate learning</li> <li>• discover misunderstanding or a knowledge gap.</li> </ul> <p>So, what are the pit falls of questioning?</p> <ul style="list-style-type: none"> <li>• Vocabulary too complex</li> <li>• not enough time for trainees to answer</li> <li>• not enough reinforcement (praise)</li> <li>• need to be able to prompt using a simpler question.</li> </ul>	<p>Check out body language and responses to eye contact. Confidence level and ability to answer the question.</p>	

<p><b>Extension activities/Further study/Reading/ Action Research:</b></p> <p>Complete communication mentor skills questionnaire for self assessment.</p> <p>Complete questioning skills checklist.</p> <p>In your classroom consider assertive questioning- pinpointing certain learners to contribute. Also distributing the questions as widely as possible Encouraging listening and challenging each other's responses, using effective questioning. Awareness of concept.</p> <p><b>Reflect</b> upon this at the end of the week.</p>	<p><b>Summative Assessment:</b></p> <p>Write about this process, does it enable higher level thinking to occur?</p> <p>Talk about any issues or thoughts they have read about.</p>
<p><b>Mapping against Curee</b></p>	<p>Verbal/non verbal. Effective listening &amp; questioning techniques. Listen actively m9, c9.</p> <p>Use open questions m8, c8. Active listening m3, c3. A learning conversation.</p>