

TRAINER'S MATERIALS

MODULE: COMMUNICATION AND CONFLICT RESOLUTION

TOPIC 1: TYPES OF COMMUNICATION

THE SET OF EXERCISES FOR THE TRAINING SESSION

DURATION OF THE SESSION: 120 MINUTES

Time	Table of content	Exercises
10'	<p>Introduction to the training</p> <p>Presentation of the professor and all the students.</p> <p>Goal: break the ice between students and the teacher and meet the classmates.</p>	<i>No exercises for this part</i>
30'	<p>Topic presentation</p> <p>Types of communication</p> <p>Index and objectives</p> <p>Theoretical concept</p> <p>Resolve questions</p>	<p>Description: The teacher distributes paper to each of the students. He indicates them that on that paper they have to draw a picture of themselves, without the other companions seeing it.</p> <p>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.</p> <p>The student who has guessed his drawing is presented by saying his name, age, where he is from and hobby.</p> <p>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.</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>
40'	<p>Verbal Communication</p> <p>Verbal communication</p> <p>Types of verbal communication</p> <p>Resolve questions</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>Description: The teacher distributes paper to all students. Students write a message on that paper</p> <p>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.</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>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</p>

	<p>Types</p> <p>Advantages and disadvantages</p> <p>Resolve questions</p>	<p>nonverbal expression. Repeats with multiple photos.</p> <p>Description: The teacher tells a student to go out to the center of the room, the student thinks 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.</p> <p>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> <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>
5'	Summary of the session	<i>No exercises for this part</i>

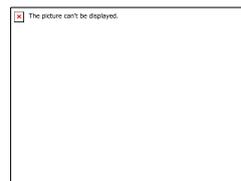
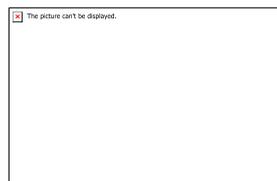
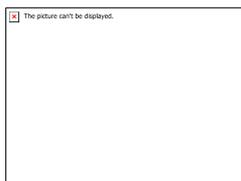
EXERCISE NO.2

- Situation 1: Miguel reads a book by Carlos Ruiz Zafón 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

EXERCISE NO.4

Natural capacity	Thanks to its temporality we can carry out corrections in transmitting the message, giving additional explanations that allow its correct understanding.
Biridictional	Body attitude, closeness between interlocutors, gesture and even, gaze, can accompany the oral transmission of the message.
Momentary	Oral communication needs both an emoisor 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 even in one country. That is why oral communication manifests a linguistic, social and even geographical diversity.

EXERCISE NO.5



EXERCISE NO.7

