



Project Number: 2016-1-RO01-KA203-024630

Communicating with Children

Practical Activity

Video tutorial – Communicating with children through games

Activity: Students watch and reflect in writing on the video: [What would you like to do today?](https://www.youtube.com/watch?v=UVny9TwiOeY) (<https://www.youtube.com/watch?v=UVny9TwiOeY>) (video in Romanian with English subtitles)

- Students are taught about Communicating with small children (3-4 years of age)
- They watch the video and identify key-aspects of communication.
- Students fill in the Post Video Critique Form by choosing from a given set of elements that characterize oral communication with small children.
- Then, based on the interview transcript, they comment on the importance of the strategy/characteristics used by the pediatrician.

Problem addressed: *improving communication with small children using images*

Softskills: *verbal and non-verbal communication with small children*

A complete interview transcript is included.

Post Video Critique Form: students should follow along with the transcripts and add comments reflecting on the communication skills they have just observed. Comparing student responses before and after the program allows teachers to see if students have understood the information presented.

ACTIVITY - Video Critique Form:

From the communication elements in the table below **identify and define** those skills/strategies which you think the health professional has used in talking with the child patient and insert them in the second column near the corresponding reply.

Be prepared to argue what they are and why you think they are important, or if the case, what would you have done differently? Write your arguments/comments in the third column.

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Greeting

Opening of the interview: brief informal chat

Sit down: next to the child

Initiate contact through playing a game

Seating (conversational/cooperative position vs confrontational)

Clarification, open-ended questions, (in case of obscure information decrease ambiguity through clarifications)

Encourage the patient to explain

Positive voice tone/pitch

Expression (smile/seriousity)

Volume

Attitude: directive vs suggestive

Facilitation: can be ensured by saying “and then?” or by repeating a portion of the patient’s last statement.

Nonverbal encouragement may be less distracting and may also be facilitative. Examples of nonverbal facilitation include nodding the head and mirroring the patient:i.e. repeat patient’s statement

Reflection with empathy

Pause



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Telling stories

Using prompts/drawings/dolls

Explain in simple language

Medical jargon

Summarizing: helps to focus and improves compliance

Video transcript	Identified/defined communication element used	Arguments and comments Suggestions for a better interview
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VIDEO TRANSCRIPT

Hello. Would you like us to play a game? Yes? You agree? OK Can you tell me? Yes? Please tell me what do you see in this picture?

Pencils.

You see some pencils. Excellent! And here, what do you see here ?

Cubes.

Well done. Here?

I see cars.

It's a little train. Can you tell me what colour it is?

Red.

Red. Very good!

And here? What do you see? What are these? Some....? notebooks.

Notebooks.

Notebooks and some sheets, on which we can write, or we can..... draw. Here? What can you see?

It's a game of puzzle. Do you have a puzzle game at home? Yes? Very good. Here? What can you see?

A bottie (bottle).

It is a glass, a blue glass. I will put it near you. Here is a..... what is it? A plate. Yes?

A plate.

A plate. I will put it near you. This is a.....

little girl.

A little girl. A girl doll. Of course. And here?

Cars.

Look carefully at what it is. It is a..... it has a remote control..... it is a compu..... ter. A computer. On which, what can we do? We can watch a movie, a...? what kind of movie? What movies do you watch on the TV or on the computer?

With pigeons.

With pigeons? Yes? You like pigeons? Do you watch cartoons?

When I was once out I caught a pigeon.

You're very courageous. David, what can we do with the pencils?

We write.

We can write.

What can we do with the cubes?

Build them up.

We can build. Excellent!

What can we do with the notebooks? Or with these sheets of paper?

We write.

We can write.

With the plate? What is the plate useful for?



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Cereals.

To eat cereals. Excellent! And a glass, what can you do with a glass?

Milk.

To drink milk. Excellent! Now please choose what you would like to play with or what you would like to do today.

This one.

You would like to make a puzzle. And what else? What else would you like to do today? Tell me. What would you like to do? You would like to play with the little cubes, to build!? And a third activity? What else would you like to do today? To.....

Write.

You'd like to write. Very good. You will do all these activities today because you have chosen them. And now let's go and play.

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POST ACTIVITY:

Discuss on those elements that were not present in the interview. Bring arguments for/against having/not including them.

Writing: Make a list entitled: **Suggestions for a better interview.**

Online resource: Communication Skills in Medical Practice A Video Companion for Health Professionals - <http://staff.aub.edu.lb/~webcomm/comskillsmanualenglish.pdf>



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