



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

Communicating with Children

Practical Activity

Critical thinking – The tree of my troubles: Games versus stories

Problem addressed: uncooperative 4-year child who refuses to engage in communication

Soft-skill: problem-solving

Method: game, story, using video in class

Students are faced with the following communication **problem**:

You have a 4-year boy who was brought in emergency yesterday with vomiting and severe tummy ache. He is sitting in bed and refuses to talk to you. You would like to engage him in conversation and find out how he feels today. He is just holding tight his stuffed teddy-bear.

BRAINSTORMING: In groups, students try to come up with different solutions such as:

- Playing some nursery rhymes on your mobile as his mother has also used to play them on his tablet and music will reduce the tension and captivate the child.
- You will put your clown-nose to make the child laugh and smile at you
- Address the child's teddy-bear "Hi teddy-bear, how are you today? I'm doctor Laura. What is your name?... (no answer) No-name-bear? We'll call him No-name-teddy bear.... (the child may tell the teddy-bear's name and engage in conversation)

Solutions are discussed with teacher as moderator. Students have to decide upon good and bad suggestions and solve the problem.

STEP 2 The whole class watches two videos, two possible solutions about how to engage child patients in conversation.

The game – The toy is sick (<https://youtu.be/nT5uG5-VYi8>) **and the story *The tree of my troubles*** – (https://youtu.be/Pcuf2uEL8_M)

STEP 3: Students describe the two methods, their age-appropriacy and then they fill in MIND MAPS with how can games and stories engage small children in communication.

Alternatively, working in groups students re-arrange the teacher's handouts with different characteristics into two columns: stories vs games and find their common denominators.



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