



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

Communicating with Children

Practical Activity

TBL – How are you feeling today? - Symptoms as images

Problem addressed: *language complexity*

Soft-skills: *using simple language, repetitions, rhetorical questions, open questions, images to communicate with children*

Method: **Team-based learning, images**

PRE-CLASS ACTIVITY

Students are divided into groups of 5-7 and given the video to watch and the material to read. They are given a pre-set amount of time to study individually at home.

IN CLASS

1. **INDIVIDUAL TESTING:** Students are administered a 5-8 item quiz **individually (1 min for each question)**

The quiz emphasizes the key concepts on language barriers in communicating with children, language complexity, use of jargon, frequent use of repetitions, checking understanding, the use of images to illustrate key concepts. The answer to questions should not be readily found in the materials they had to study. The questions should ask students to apply what they had learnt. Questions should have a reasonable level of difficulty in order to stimulate debate and discussions later on.

E.g. of quiz question: Situation: You have a 5-year old child with autism. You need to find out how he feels. You will use one of the following means of communication:

- a. simple emoticons (smiley faces)
- b. closed questions and repetitions: Do you feel good today?/Do you feel bad?
- c. open questions: How do you feel today?

Answers to quiz questions are collected through a voting system or coloured cards (A, B, C). Alternatively Kahoot is a free tool that can be used, as it allows individual and team playing, students using their mobile phones. For safety reasons, students can be given aliases (not using their real names during the vote).

The teacher does not reveal the correct answer at this stage.

2. **TEAM TESTING:** The same quiz is re-administered, now students discuss the answer in their team, reach a consensus and again give a team voting
3. **DISCUSSION** – Speakers representing each team, take turns defending their correct answer. The teacher moderates the discussion
4. **TEACHER FEEDBACK** = a review of the most challenging aspects of the material

IN CLASS team application assignments. Students will be presented with another communication problem based on linguistic complexity (medical jargon or lack of understanding of the official language by a minority child) and they must interpret as a team, select a specific response from a range of answers, then they



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should be able to explain and defend it. All teams have the same problem and must make a simultaneous report of their answer.

Online resources

Communicating with children

[https://www.unicef.org/cwc/files/CwC_Final_Nov-2011\(1\).pdf](https://www.unicef.org/cwc/files/CwC_Final_Nov-2011(1).pdf)

UNICEF online resource on how to communicate with children in ways that are age-appropriate, culturally sensitive, inclusive and positive, that help build self-esteem and confidence, and perhaps most importantly, are interesting and engaging.

How are you feeling today? “Symptoms as images”

<https://www.youtube.com/watch?v=0pswrJLawZw> - Tutorial in Romanian with English subtitles

The child is 4-5 years old. He is shown images of different parts of the body, the child identifies them. The pediatrician makes sure the child identifies correctly his own body parts. Then she asks the child to identify his own symptoms by referring to the images. The pediatrician addresses the child by his name, uses simple language, helping questions, open questions, moving from very simple to a little more complex questions. She also uses repetitions, rhetorical questions. In the end the pediatrician shows images with children that mimic different emotions: joy, sadness, range, fear. He will be asked to choose one of them to refer to his own status.

How are you feeling today? “Symptoms as images”

<https://youtu.be/PDIG4ZiwYtM>

The same strategy illustrated with an older child



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