



CO-ART

Project Number 2023-1-ES01-KA210-SCH-000151665

Communication strategies for educators

The Co-Art approach



Co-funded by
the European Union

Funded by the European Union. The opinions and views expressed are solely those of the author(s) and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the EACEA can be held responsible for them.

INDEX

- 
- 01 Partners
- 02 About the project
- 04 What are communication skills
- 23 Guide to identify communication skills among teachers
- 28 Activities to work with students on communication skills
- 60 Conclusions

PARTNERS



VILLAFUENTE is a Spanish association based in the community of Andalusia and focused mainly on the municipalities of the Sierra Morena of Cordoba, seeking to defend its interests and open up new initiatives abroad. We work on a great variety of projects in school education, sports, youth, equality, social inclusion, new technologies, older people... all in rural areas.



I&F Education is an Irish-based organisation working in Dublin for the educational development of people of all ages, especially in the areas of schools, entrepreneurship, sport and personal development, youth, language acquisition, inclusion and diversity and rural development. We have a focus on lifelong learning as well as adult learning.

ABOUT THE PROJECT



**Co-ART is a project that aims to
improve and perfect the ART of
COmmunication in both primary
school children and their teachers.**



STRUCTURE OF THE MANUAL

What are communication skills

We will find out what communication skills are, what they are, their importance and benefits.

We will also look at the objectives that are intended to be met with these skills.

Guide to identify communication skills

In this section we will see different situations in which teachers will be able to identify the communicative practices they have with their students.

Activities to work with students on communication skills

We will present five activities that teachers can apply in their classroom to work on these skills.



CO-ART

What are
communication
skills

Communication skills...

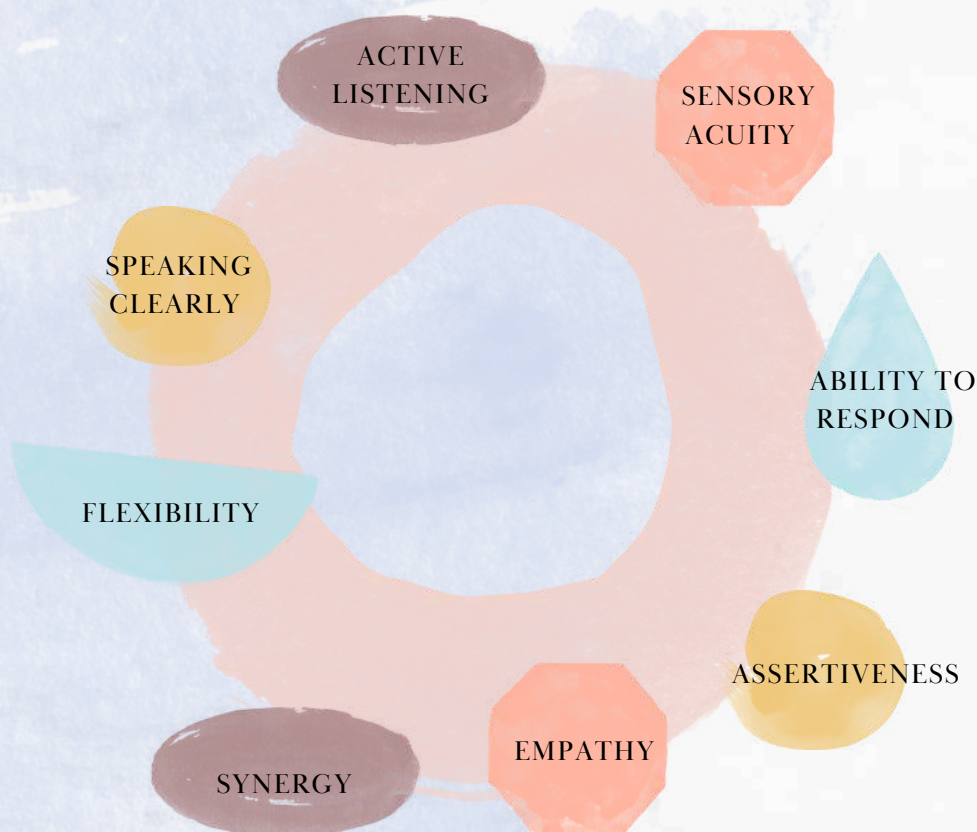
They are a set of skills and abilities that allow a person to express themselves effectively, understand others and establish meaningful connections through language and communication. These skills are not limited to speech alone, but encompass various forms of communication, including writing, active listening, body language, and the skills to interpret and use different forms of communication, such as gestures, facial expressions, and tone of voice.

Working and developing skills is of utmost importance in the growth and success of people in society. These skills are not only useful in the professional field, but also have a significant impact on personal and social life.

First of all, skill development brings significant benefits in everyday life. Skills such as conflict resolution and empathy are crucial to building healthy, long-lasting interpersonal relationships.

Effective communication, both verbal and non-verbal, is essential to avoid misunderstandings and strengthen your connection with others. Likewise, critical thinking and informed decision making allow us to address challenges and problems with confidence and effectiveness.

We highlight the following communication skills that we seek to promote with students in this guide:



ACTIVE LISTENING



Would you be surprised to know that listening is much more than just hearing?

The practice of active listening gives you the ability to listen for the purpose of understanding, rather than limiting yourself to listening in order to respond.

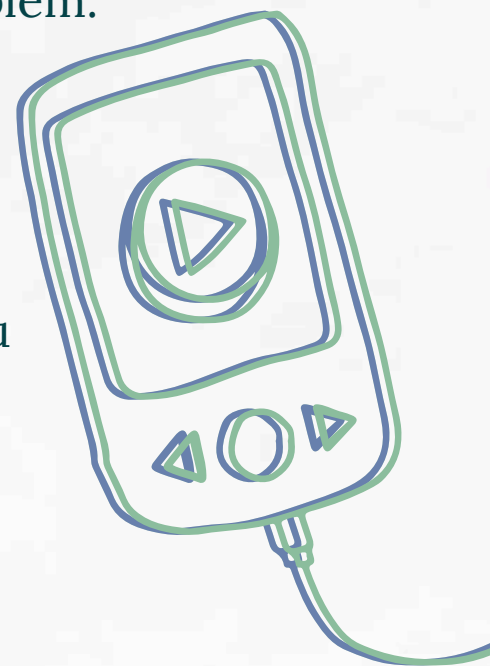
In fact, the various approaches to listening carry benefits that go beyond the scope of learning. They also allow you to strengthen your relationships, deepen your connections, and cultivate **trust**.





Listening can manifest itself in different ways:

- **Empathic listening** is characterised by listening to understand, that is, focusing the attention on the other person instead of on yourself. For example, when someone tells you about a personal problem.
- **Appreciative listening** is experienced when you listen for the pleasure that you provides, for example, when you listen to music.
- **Comprehensive listening** is where you listen with the purpose of acquiring new knowledge. This type of listening occurs when you tune into a podcast or listen to the news.
- **Critical listening**, when you listen in order to form an opinion about what someone has said. This type of listening occurs in situations such as debates or when interacting with a salesperson, where we evaluate and analyse the information provided.

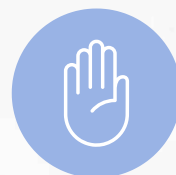
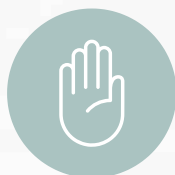
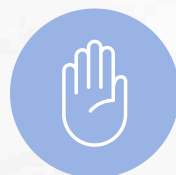
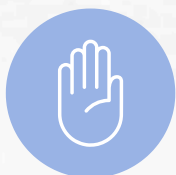
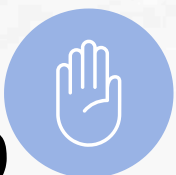


SENSORY ACUITY



Sensory acuity is a communicative skill that allows us to accurately and quickly perceive, through the senses, the most subtle details of things or situations. Sensory acuity is related to visual, auditory and other senses perception, allowing you to observe and appreciate minute details, which is valuable in communication and observation of the environment.

The senses play a fundamental role in communication, since they allow us to perceive the world around us and interpret the information we receive.



SENSORY ACUITY

The most important in communication are:

HEARING: It is essential in verbal communication, since it allows us to receive and process speech and auditory messages. It is also important in the perception of intonation and the emotional state of people.



SIGHT: one of the most influential senses in communication. Visual perception allows us to interpret gestures, facial expressions, body language, signs, objects, writing and everything we see. Non-verbal communication, which includes gestures and facial expressions, is especially important in expressing emotions and understanding the intentions of others.



TOUCH: Physical contact, such as a handshake, hug, or gentle touch, communicates affection, support, and trust. Furthermore, touch is essential in non-verbal communication, since through it we transmit and perceive information about texture, temperature and pressure, which can be important in tactile and professional situations.



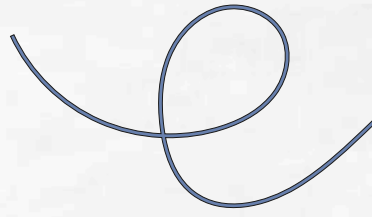


ABILITY TO RESPOND

The ability to respond within the scope of communication is defined as a person's ability to process the information received during a verbal or non-verbal interaction and articulate a coherent and appropriate response based on the context and present communicative needs. This ability involves a series of cognitive and social processes that go beyond simply uttering words.

First of all, the ability to respond requires active listening and a deep understanding of the message conveyed by the interlocutor. This involves paying attention not only to the words used, but also to the nuances of non-verbal language, such as gestures, facial expressions, and tone of voice, which can provide additional information about the meaning and emotions behind the message.

ABILITY TO RESPOND



Once the message has been fully understood, the person must be able to process the information quickly and efficiently, evaluating different response options and selecting the most appropriate one for the specific situation. This may involve taking into account factors such as the social context, cultural norms, the interlocutor's expectations, and the goals of the interaction.



In summary, the ability to respond is a crucial component of communicative competence that involves the ability to listen, understand, and articulate effective responses in a wide range of situations and social contexts. It requires both cognitive and social skills, as well as a sensitivity to the needs and perspectives of the interlocutor.



ASSERTIVENESS

Assertiveness, closely linked to emotional intelligence, refers to the ability to communicate effectively. It involves expressing what we want, feel or think in a firm and at the same time respectful and empathetic way towards both others and oneself. Furthermore, it relates to the way we manage conflicts and arguments, allowing us to communicate effectively with others.

This skill can be contrasted with non-assertive communication styles:



The passive style involves feeling inferior and fearful in social or conflictive situations, avoiding expressing opinions for fear of conflict and the discomfort of others. This leads to underestimating oneself and prioritising the needs of others.

Lack of expression generates anxiety and frustration, resulting in a loss of spontaneity and emotional blocks.

ASSERTIVENESS

The aggressive style focuses on anger and prioritising one's own needs without taking into account the intention of the other, perceiving themselves as superior. Aggressive communication lacks tact and can hurt others, leading to constant defensiveness, rigidity, and loss of perspective. It generates anxiety, misunderstanding and frustration as a response to poorly managed emotional wounds.



The passive-aggressive style is characterised by not expressing thoughts directly and hiding inner resentment. Direct conflict is avoided and aggression is used in subtle and indirect ways, such as sarcasm or ironic comments. People with this style typically remain calm, hide their emotions, and blame others for reacting to their indirect hostility, often suggesting that others are overly sensitive or intolerant.



EMPATHY

Empathy is defined as a person's ability to understand and share the feelings, thoughts and experiences of others. This ability involves an emotional and cognitive connection with others, allowing the person to put themselves in the other's shoes and perceive the world from their perspective.

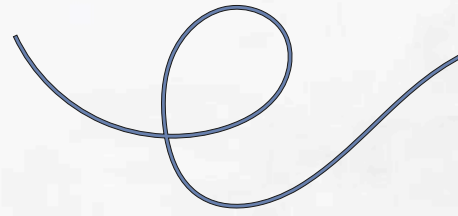
First, empathy requires an ability to recognise and understand the emotions and experiences of others.

This involves being able to perceive and interpret emotional and verbal cues, such as facial expressions, tone of voice, and body language, that can indicate the feelings and mental states of others.

Once you have understood the emotional experience of another, empathy involves sharing and resonating with those emotions in a genuine and authentic way. This involves not only sympathising with others, but also experiencing a deep emotional connection that reflects genuine understanding and concern for their well-being.



EMPATHY

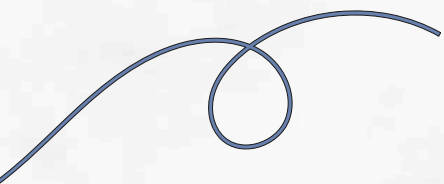


Additionally, empathy also involves an ability to communicate effectively and sensitively with others, expressing understanding and support in a way that is comforting and validating. This may involve showing genuine interest in the other's feelings and experiences, validating their emotions, and offering practical or emotional support as needed.

Empathy can also be manifested through concrete actions that demonstrate care and consideration for others.

This may include gestures of kindness, acts of help and support, and a willingness to sacrifice personal time and resources for the benefit of others.





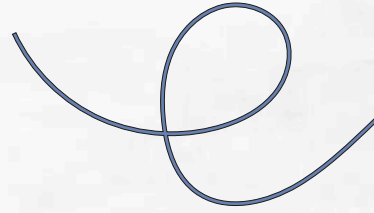
SYNERGY

Synergy is defined as the phenomenon in which the result of the interaction between two or more parties is greater than the sum of the individual results that each of those parties could achieve alone. In other words, the whole is more than the sum of the parts and collaboration between individuals produces results with greater benefit than would be possible individually.

First, synergy requires an understanding and appreciation for the diversity of skills, perspectives, and resources that each individual or element brings to the situation. This involves recognising and valuing individual differences and understanding how these differences can complement and enhance each other in achieving a common goal.

Once the diversity of skills and resources available has been recognised, synergy implies the ability to work collaboratively and coordinated towards a shared goal. This implies a willingness to share knowledge, skills and resources, as well as a willingness to commit to the collaborative process and seek solutions that benefit everyone involved.

SYNERGY

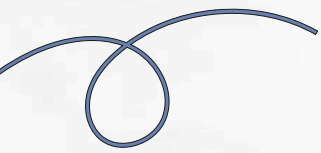


Additionally, synergy also involves a focus on the process and dynamics of teamwork, rather than individual results. This may involve creating an inclusive and supportive work environment, where the active participation of all members is encouraged and a culture of trust, respect and openness is promoted.

Synergy can also manifest itself through creativity and innovation, since collaboration between individuals with different perspectives and skills can lead to new ideas

and approaches that would not be possible individually. It involves being open to new ways of thinking and working, as well as the possibility of experimenting and exploring different approaches and solutions.





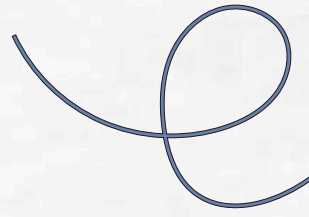
FLEXIBILITY

Flexibility refers to the ability to adapt and adjust to different situations, changes or demands effectively and smoothly. It is the ability to change focus, mindset or behaviour as necessary to achieve a goal or solve a problem in a changing environment.

Flexibility implies:

- Open-minded and willing to consider different points of view, approaches or solutions. This means being receptive to new ideas, suggestions or criticism, and abandoning or modifying preconceived ideas to adapt to new circumstances or information.
- Ability to adjust plans, strategies or actions when circumstances change or unexpected obstacles arise. Being able to think creatively and find alternative solutions when things don't go as planned.

FLEXIBILITY



- Change tasks, roles or responsibilities as necessary to meet the needs of the moment. It can be: taking on new responsibilities, learning new skills or working in areas outside our comfort zone when the situation requires it.



Furthermore, flexibility is also related to the ability to manage change and uncertainty effectively. This involves being able to remain calm and composed in situations of change or crisis, and being able to adapt and adjust quickly to new circumstances or expectations.



SPEAK CLEARLY

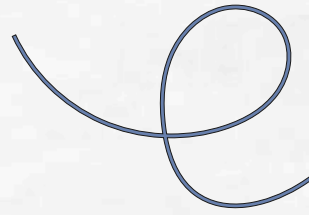
Speaking clearly involves communicating effectively and understandably, expressing ideas coherently and precisely so that they are understood by the recipient. This skill goes beyond simply pronouncing words; It involves transmitting messages in a way that is easily understood and without confusion.

Speaking clearly requires:

Clear and concise verbal expression: use appropriate vocabulary and avoid jargon or technicalities that may hinder understanding. It is important to use complete, logically structured sentences to convey ideas coherently.

Accurate pronunciation and proper intonation: clearly articulate each word and phrase, avoiding mumbling or speaking too quickly. Proper intonation can help emphasise important points and maintain the listener's interest.

SPEAKING CLEARLY



This is about organising and presenting ideas logically and sequentially. To do this, you must structure your speech so that it has a clear beginning, middle and conclusion, and use effective transitions to guide the listener throughout the speech.



Adapt the message to the listener's level of understanding. Technical terminology may need to be simplified or complex concepts explained in a more accessible way to ensure that the message is understood by the recipient.

Listen actively to the recipient's questions or concerns and respond clearly and directly. Be willing to clarify any points that may cause confusion and provide additional examples or explanations as necessary to ensure understanding.



CO-ART

Guide to
identify
communication
skills among
teachers

ACTIVE LISTENING

- Do teachers show genuine interest in what students say during class?
- Do they pay attention to students' questions and concerns?
- Do they reflect understanding and empathy toward students' points of view?

CLEAR VERBAL EXPRESSION

- Do teachers use clear, easy-to-understand language during explanations?
- Do they avoid using technical terms or jargon that could confuse students?
- Do they properly articulate words and phrases during oral communication?

ADAPTABILITY IN EXPLANATION

- Are teachers able to adapt their explanation to different learning styles?
- Do they use examples or analogies to make abstract concepts understandable?
- Do they adjust the pace of the explanation according to the needs and levels of understanding of the students?

CLARITY IN INSTRUCTIONS

- Are the instructions given by the teachers clear and easy to follow?
- Do they ensure that all students understand what is expected of them before beginning an activity or task?
- Do they provide examples or models to illustrate instructions when necessary?

NON-VERBAL COMMUNICATION

- Do teachers use gestures, facial expressions and body postures that reinforce their verbal message?
- Do they demonstrate open and receptive body language during interaction with students?
- Are they aware of how their non-verbal language can affect students' perception and understanding?

EMPATHY AND SENSITIVITY

- Do teachers show empathy towards students' needs and feelings?
- Do they treat students with respect and consideration, regardless of their individual differences?
- Are you open to listening to students' concerns and working on solutions together?

CONSTRUCTIVE FEEDBACK

- Do they provide clear and specific feedback on student performance?
- Do they recognise and praise student achievements appropriately?
- Do they offer suggestions and strategies to constructively improve student performance?

CONFLICT MANAGEMENT

- Do teachers handle conflicts in the classroom effectively and respectfully?
- Do they foster an environment in which open dialogue and problem solving among students are encouraged?
- Do they help students develop interpersonal communication skills to resolve conflicts constructively?



CO-ART

*Activities to
work with
students on
communication
skills*

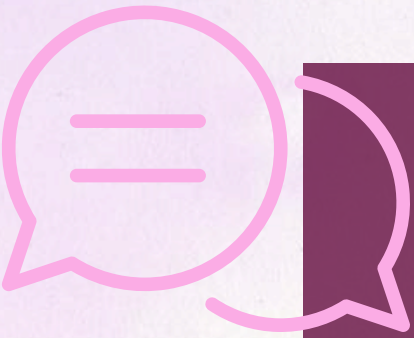
ROUND TABLE

The Round Table game is a fun and educational activity that encourages communication skills in primary classrooms. In this game, students sit around a table, which encourages equality and participation from all participants.

The dynamics of the game imply that each student has the opportunity to express their ideas, opinions or answers to questions posed by the moderator or other classmates.

STRUCTURE

ROUND TABLE



Discussion Topics: The moderator can present topics relevant to students and give them the opportunity to share their thoughts on them. This promotes oral expression and active listening.

Role Playing: Students can take on specific roles related to a given topic or situation. For example, they can represent historical figures or act as characters from a book who are discussing a problem. This allows them to practice empathy and argumentative skills.



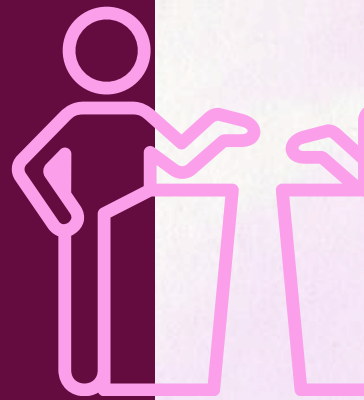
ROUND TABLE

Q

A

Set of questions and answers: Students can ask each other questions on various topics, and each must respond clearly and coherently. This improves the ability to formulate questions and answers effectively.

Debate: A formal debate can be organised on a specific topic, where students present arguments for and against. The round table provides an equal space for all participants to express their views.



This game is a great way to promote effective communication, critical thinking, and collaboration among students, while enjoying an interactive and dynamic classroom activity.

CONCRETE EXAMPLE

ROUND TABLE

Round table:
Debate on topics of interest

- **Objective:** Promote communication skills, argumentation and respect for the opinions of others through a structured debate.
- **Materials needed:** Chairs arranged in a circle to simulate a round table.

PROCEDURE

TOPIC SELECTION: Choose a relevant and age-appropriate topic for the students. For example, "Should children have homework?" or "Is it important to recycle?"

PREPARATION: Divide the class into two groups: the group for and the group against the selected topic. Assign a leader to each group to facilitate discussion.

INTRODUCTION OF THE DEBATE: Explain to the students that they will participate in a debate on the selected topic. Each team will have the opportunity to present arguments for or against.

CONCRETE EXAMPLE

ROUND TABLE

PROCEDURE

PRESENTATION OF ARGUMENTS: Start with the team in favour of the topic. Each student on the team has the opportunity to present an argument in favour of the topic. Afterwards, the opposing team presents its arguments.

REBATE ARGUMENTS: arguments, the discussion is opened so that students can refute the opposing team's arguments. Each team has the opportunity to ask questions or counter points made by the other team.

CONCLUSION: At the end of the debate, invite students to summarise the main points discussed and express their final opinions on the topic.

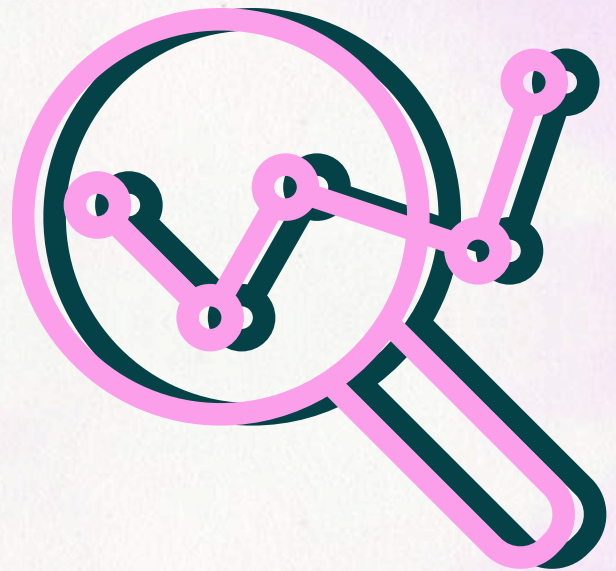
REFLECTION: Facilitates a reflective discussion about the debate. Ask students what they learned about the topic and how they felt participating in the debate. Encourage students to express how they could apply what they learned in their daily lives.

CONCRETE EXAMPLE

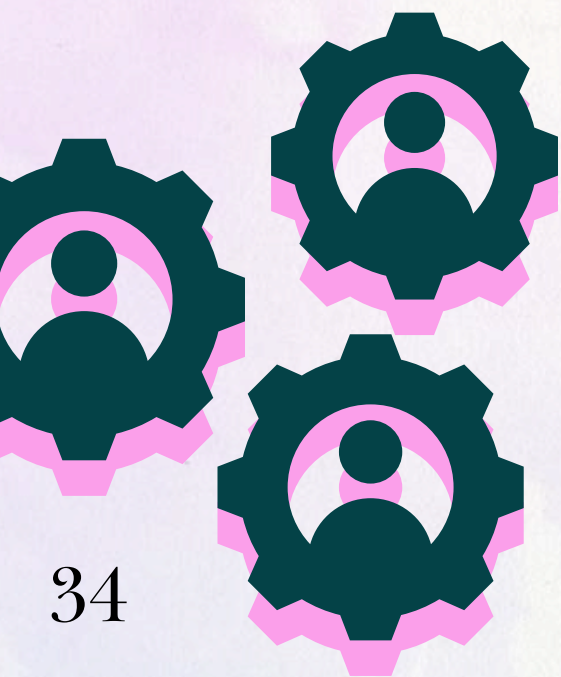
ROUND TABLE

VARIATIONS

You can allow students to research the topic before the debate and present evidence to support their arguments.



If you wish, you can assign specific roles to students, such as debate moderator, timekeeper, or argument recorder.





THE BELL

The Bell Game is another fun activity that encourages communication skills in elementary classrooms. In this game, a bell is used as a tool to structure participation and maintain the pace of the activity.

The dynamics of the game involve students participating in a discussion or activity, and the person holding the bell can ring it at certain key moments.

STRUCTURE

The bell



Structured Discussions: During a group discussion, the moderator can ring the bell to signal that it is time to change the topic or allow another student to speak. This helps keep the conversation organised and provides equal opportunities for participation.

Question and Answer Games: In a question and answer game, the bell can be used to indicate when a student can answer. This adds an element of excitement and competition to the game, as students must be attentive and quick to press the bell first.



STRUCTURE

The bell

Speaking Exercises: Students can perform speaking exercises, such as telling a story or describing a picture, and the bell can mark the start and end of each turn. This helps develop storytelling and speaking skills, as well as encouraging active listening among classmates.

Role Play: In a role play, the bell can be used to signal key moments in the role play or to indicate when a student should change roles. This helps maintain the flow of the activity and gives structure to the interaction.



The Bell Game is a versatile tool that can be used in a variety of ways to promote participation, organisation, and pacing in activities that foster communication skills in primary classrooms.

CONCRETE EXAMPLE

The bell

Name of the game. Bell Game: Questions and Answers

- Objective: Promote communication skills, active listening and quick thinking through a question and answer game.
- Materials needed: A bell or chime.

PROCEDURE

TEAM FORMATION. Divide the class into small teams of about 3 to 5 students.

EXPLANATION OF THE GAME. Explain to students that they will play a question and answer game where they will have to be quick to answer correctly.

START OF THE GAME. Choose a team to get started. One student from that team will serve as the “spokesperson” and stand in front of the class. Set a time limit to answer each question, for example, 30 seconds.

CONCRETE EXAMPLE

The bell

PROCEDURE

QUESTIONS AND ANSWERS. Ask a question to the whole group. For example, "What is the name of the largest ocean in the world?" The spokesperson for the chosen team has to press the bell to indicate that they are ready to respond. If they answer correctly within the time limit, they earn a point for their team. If they do not answer correctly or do not answer within the time limit, the turn passes to the next team.

SHIFT ROTATION. Continue asking questions to all the teams in rotation. Each team has the opportunity to answer several questions.

PUNCTUATION. Keep track of the points earned by each team.

END OF THE GAME. When you have asked enough questions or when time allows, announce the winning team based on the accumulated score.

CONCRETE EXAMPLE

The bell

VARIATIONS

Adapt the questions to the level of the students and the topics they are studying in class. To add an additional learning element and ask questions related to the content of the curriculum.



Students can ask each other questions, rather than the teacher asking them all.

A small bell can be placed in the classroom and it will be explained to the children that, in the event of any conflict, they should ring it to bring everyone together. In this way, we will work on the expression of emotions and feelings. In addition, we will work on positive language when solving problems, highlighting the good characteristics of others.

Dramatisation game



Role play in the classroom can be an exciting and effective way to foster communication skills.

Below you will find some ideas for role-playing games that can benefit the development of these skills.

STRUCTURE

dramatisation game

Improvisation: Divide students into pairs or small groups and give them simple scenarios to improvise. They can be everyday situations, such as a visit to the supermarket or a telephone conversation. This helps them develop quick thinking, verbal expression and teamwork skills.

Shadow Theatre: Students can create their own stories using paper shapes or their hands to create shadows on a screen. This encourages creativity, verbal expression, and collaboration as you work together to tell a story.



Role-Playing: Provides students with specific roles to act out in scenes or situations. For example, they can represent characters from a book who are interacting in an important scene. This allows them to practice empathy, understanding characters, and verbal expression.

STRUCTURE

dramatisation game

Story Dramatisation: Students can dramatise stories or stories they have read in class. They can act as the main characters and recreate important scenes from the story. This helps them better understand the plot and characters, while practicing speaking and teamwork skills.

Role play in real situations:

Create realistic scenarios that students might face in everyday life, such as resolving a conflict with a friend or asking a teacher for help. Students can practice these situations by acting in specific roles, which helps them develop interpersonal communication and problem-solving skills.



These role-playing games are just a few ideas to foster communication skills in the classroom in a fun and educational way. Students can learn and grow while having fun performing and collaborating with their peers.

CONCRETE EXAMPLE

dramatisation game

Name of the game: Dramatising popular stories

- **Objective:** Promote communication skills and creativity through the dramatisation of popular stories.
- **Materials needed:** Popular story books (they can be classics such as "Little Red Riding Hood", "The Three Little Pigs", "Hansel and Gretel", etc.), props or simple costumes if available, adequate space for dramatisation.

PROCEDURE

Story selection: Choose one or several popular stories that are known to the students and that adapt to their level of understanding and age.

Role division: Divide students into small groups and assign each group a story to dramatise. Each group must designate who will play each character in the story.

Preparation: Give groups time to read the assigned story and discuss how they will dramatise the story. They can plan the dialogues, stage movements and decide what props or costumes to use, if possible.

CONCRETE EXAMPLE

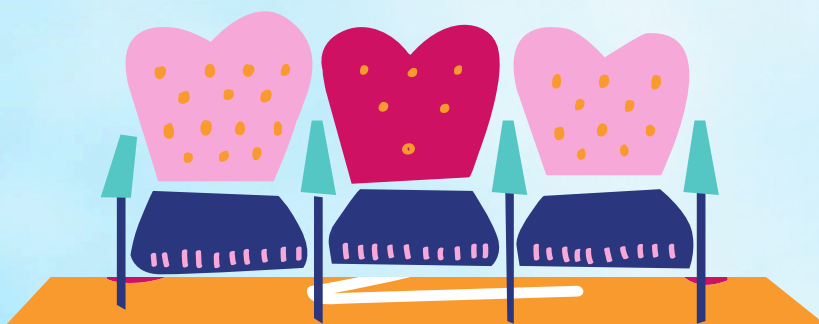
dramatisation game

PROCEDURE

Rehearsal: Allow groups to practice their performances. This will give them the opportunity to fine-tune their performances and become familiar with their roles.

Presentation: Once the groups are ready, invite the whole class to watch the skits. Each group must present their story in front of their classmates. After each presentation, you can open space for questions and comments.

Reflection: After all groups have acted, facilitate a reflective discussion. Ask students what they thought of the experience, what they enjoyed most, what challenges they faced, and how they think they could improve in future role-plays.



CONCRETE EXAMPLE

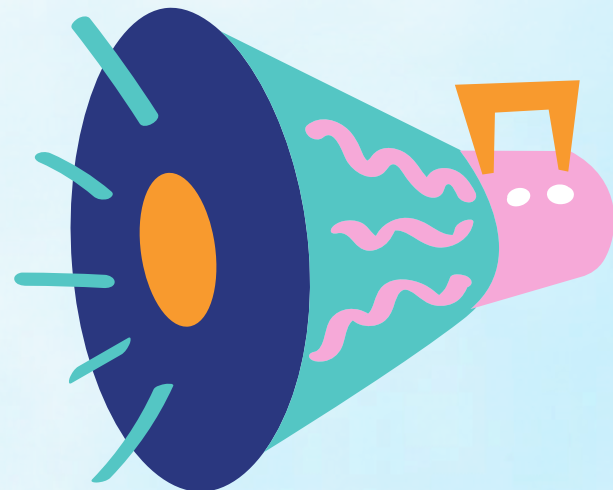
dramatisation game

VARIATIONS



You can encourage students to create their own versions of the stories, adding twists or new characters.

If you have access to technology, students could record their performances and then watch them together in class to discuss and reflect on their work.



The Communication Bottle Game

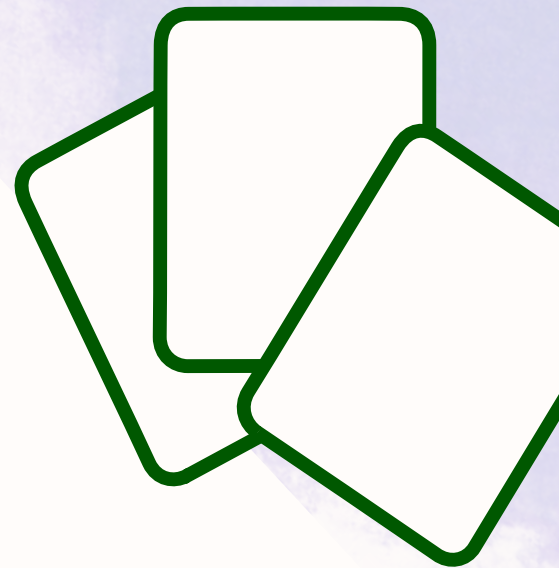
The Communication Bottle game is a creative and stimulating activity that promotes communication skills in the classroom.

This game involves the use of a "bottle" (can be a box, basket, or other container) that contains different types of cards with challenges or topics related to communication.

STRUCTURE

The Communication Bottle Game

Preparation of the cards: The moderator or teacher prepares cards with different challenges or topics related to communication. These challenges can include things like describing an object without naming it, telling a story about a specific topic, acting out an emotion without words, etc.



Team formation: Students are divided into small teams and the objective of the game is explained to them.

Team Turns: Each team takes turns drawing a card from the pot. The team reads the challenge or topic on the card aloud and then has a set amount of time to complete the task.

STRUCTURE

The Communication Bottle Game

Task Execution: Team members work together to accomplish the challenge or topic on the card using communication skills such as speaking clearly, listening carefully, collaborating, and expressing ideas creatively.

Reflection and feedback: After each team completes their task, a brief discussion can be facilitated to reflect on the experience. Students can share what strategies they used, what skills they found most useful, and what they learned about communication during the game.

The Communication Bottle game is a fun and effective way to practice and improve a variety of communication skills in the classroom. It encourages collaboration, creativity and quick thinking, while giving students the opportunity to explore different aspects of communication in a playful way.

CONCRETE EXAMPLE

The Communication Bottle Game

Preparation of the cards

PROCEDURE

- Prepare several cards with different challenges related to communication.

For example:

"Describe an animal without saying its name."

"Act an emotion (joy, sadness, fear) without speaking."

"It tells a story about an imaginary journey."

"Imitate the sound of an object without using words."

- Team formation: Divide the class into small teams of about 4 or 5 students.

CONCRETE EXAMPLE

The Communication Bottle Game

PROCEDURE

Game introduction: Explain to students that they are going to play Communication Bottle, where they will test their skills to communicate in different ways.



Start of the game: Choose a team to start. A student on that team draws a card from the bottle and reads the challenge aloud. For example, if the card says "Describe an object without saying its name," the team must work together to complete the task.

CONCRETE EXAMPLE

The Communication Bottle Game

PROCEDURE

Task execution: Team members discuss among themselves how to approach the challenge. They can decide to have one of them describe the object while the others guess, or they can use gestures and facial expressions to communicate the information. They have a limited time to complete the task.



Reflection and feedback: After the team completes the task, a brief discussion is facilitated to reflect on the experience. You can ask them what strategies they found useful, what was easy and what was difficult, and how they could improve in future rounds.

Turn rotation: Continue the game with the other teams, making sure everyone has a chance to participate and that each team has an equal number of turns.

Shared Story Game

The Shared Story Game is a creative and collaborative activity that encourages communication skills, imagination and teamwork. In this game, students work together to create a story collectively, adding elements and developing the narrative together.

STRUCTURE

Shared Story Game

Introduction and preparation: The moderator introduces the activity and explains the basic rules. Students sit in a circle to facilitate equal participation.

Start of the story: The moderator begins the story with an introductory sentence. For example, "Once upon a time there was an enchanted forest where a kind dragon lived..."

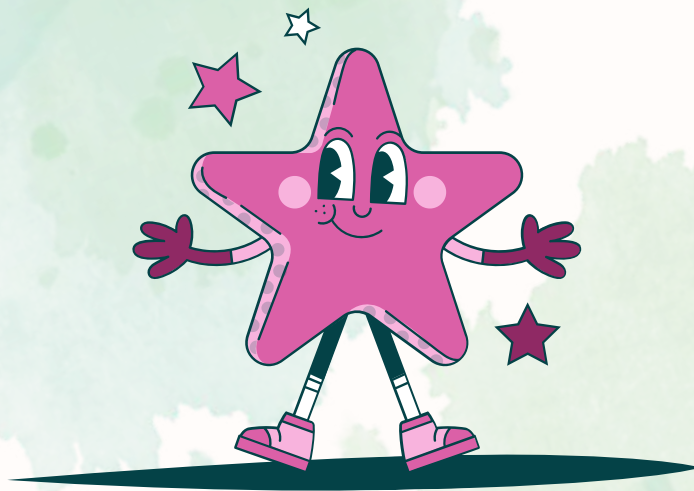
Development of the story: Each student adds a sentence or a small paragraph to the story, building on what the previous classmate said.

This encourages active listening and creativity.

STRUCTURE

Shared Story Game

Characters and Conflicts: Students introduce characters, conflicts, and events as the story progresses. This allows them to practice storytelling and the ability to develop plots and characters.



Conclusion: The moderator guides the students so that the story has a satisfactory conclusion. At the end, everyone can reflect on the story created and discuss their favourite parts.

CONCRETE EXAMPLE

Shared Story Game

Preparation of the cards

- **Objective:** Promote communication skills, creativity and teamwork through the joint creation of a story.
- **Materials needed:** None, although a whiteboard or paper can be used to jot down key points of the story.

PROCEDURE

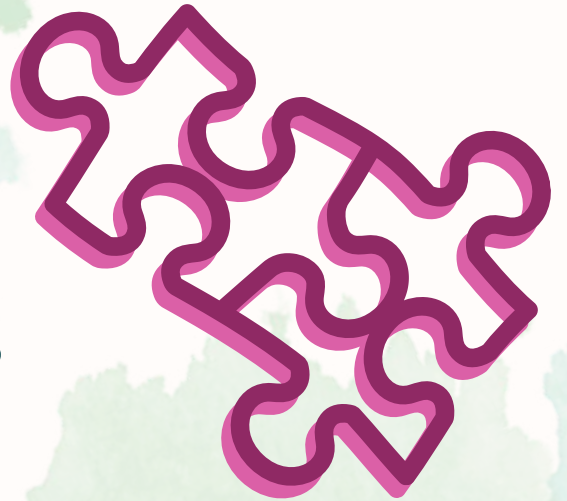
1. **Introduction:** Explain to students that they are going to create a story together. Everyone should listen carefully and contribute a sentence or paragraph when their turn comes.
2. **Beginning of the story:** The moderator begins with an introductory sentence: "Once upon a time there was an enchanted forest where there lived a kind dragon named Draco..."

CONCRETE EXAMPLE

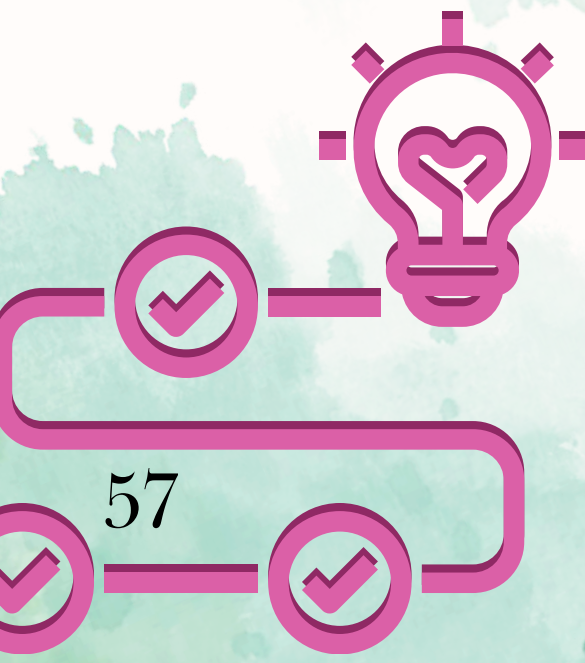
Shared Story Game

PROCEDURE

Collaborative development: The first student adds to the story: "One day, Draco found a mysterious letter under a magical tree..." and so on, each student adds something new to the story.



Characters and Conflicts: As the story progresses, students can introduce additional characters (such as a witch, a fairy, a brave knight) and develop conflicts (such as a broken spell, a quest to find treasure).



CONCRETE EXAMPLE

Shared Story Game

PROCEDURE



Conclusion: When the story seems to be nearing an end, the facilitator guides the students to give it a coherent and satisfying conclusion: "Finally, Draco and his friends found the treasure and the enchanted forest was saved."

Reflection: Facilitates a discussion about the story created. Ask students what they liked best, what character was their favourite, and what parts they found most exciting. Reflect on how you collaborated and listened to each other's ideas.



CONCRETE EXAMPLE

Shared Story Game

VARIATIONS

- **Illustrated Story:** Students can draw scenes from the story as it progresses, combining artistic and narrative skills.
- **Recorded Story:** Record the story on audio or video, allowing students to listen to or watch the entire story later.
- **Varied Genres:** Change the genre of the story (e.g., science fiction, mystery, adventure) to challenge students' creativity in different contexts.
- **Specific roles:** Assign specific roles such as main narrator, recurring characters, or illustrators to diversify participation.



CO-ART

CONCLUSIONS

CONCLUSIONS

Effective communication is an essential component in the holistic development of primary school-aged children. Through appropriate interaction, children not only improve their language skills, but also develop the ability to express their thoughts, emotions and needs in a clear and respectful manner. This handbook is designed to provide teachers with practical guidance and useful strategies for fostering a rich communicative environment in the classroom. By implementing the suggested guidelines and games, it is hoped that teachers will see a significant improvement in their students' interpersonal communication, thus contributing to their academic and social success.

The role of the teacher is crucial in this process. Their ability to model effective communication and provide constructive feedback can make a noticeable difference in how children interact with their peers and adults. This manual offers concrete tools and playful activities that, when used consistently, can transform classroom dynamics and support the development of key communication skills.

CONCLUSIONS

As teachers, you have the responsibility and opportunity to positively impact the lives of your students. Here are some parts of our guide to maintaining effective communication and a positive learning environment:

1. Active Listening: Spend time listening to your students without interruption. This shows them that you value their opinions and feelings.

2. Clear and Concise Language: Use simple, straightforward language that children can easily understand. Avoid jargon or complicated phrases that may confuse them.

3. Positive Reinforcement: Praise and acknowledge your students' efforts when they communicate effectively. Positive reinforcement can motivate children to continue to improve their communication skills.

4. Empathy and Understanding: Try to understand each child's point of view. Showing empathy can help children feel more confident and willing to communicate openly.

CONCLUSIONS

5. Role Model: Be an example of good communication. Demonstrate how to express respect and handle disagreement constructively.

6. Space for Reflection: Set aside time for students to reflect on their interactions and discuss what worked well and what could be improved.

7. Inclusive Environment: Foster an environment where all students feel included and valued. Make sure that every voice has the opportunity to be heard.

Remember that effective communication is not just a skill, but an attitude that can transform the educational experience. By investing in improving your communication skills and creating a supportive environment, you are helping to build a solid foundation for your students' future success. Thank you for your dedication and constant effort to make education a place of growth and meaningful learning for all.



CO-ART

Project Number 2023-1-ES01-KA210-SCH-000151665



VILLAFUENTE
ASOCIACIÓN



Instruction & Formation
LEARNING FOR LIVING



CC BY-SA 4.0 DEED



**Co-funded by
the European Union**

Funded by the European Union. The opinions and views expressed are solely those of the author(s) and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor the EACEA can be held responsible for them.