

**Session Plan**  
**Form 203**  
**Monday, 28 November 2005**

**TOPIC**

Communication: Listening and Non-Verbal Communication

**AIMS & OBJECTIVES**

- To identify and practise basic skills used in communication while using appropriate language to explain the patterns present in the learning task.
- To foster self confidence by providing opportunities for the students to learn and understand more about their communication skills and styles and of each others difference in a supportive classroom environment.
- To provide opportunities for the students to have the experience of being responsible for another member in the group.

**BEHAVIOURAL OBJECTIVE**

The student will exhibit effective listening and concentration skills that are appropriate for classroom learning and everyday life.

**RESOURCES**

PSD Booklet, board, whiteboard marker, mask, puzzle.

**SKELETON PLAN**

1. Introduction – Jiena sejra Kemmuna
2. Brainstorming
3. Control Tower Activity
4. Brainstorming
5. Put the puzzle pieces together.
6. Conclusion

## Detailed Session Plan

### 1. Introduction: Jiena Sejra Kemmuna.....

The teacher states that she will be going to Comino for the weekend and its up to her who she decides to take with her. Those students who pick up on the trick (I am going to Comino and I am going to take a **ummm** towel...) will be chosen to go !!

During this icebreaker students are asked to think outside the normal situation where they would have to take a risk. Students high in Confluence should find this activity interesting and enjoyable

### 2. Brainstorming where listening is important

The teacher will ask the students to brainstorm as many ideas and map them on the white board accordingly. Some points that may come out are: schools, telephone conversations, while giving instructions, shops, hospitals, airports...

Although here again students are asked to be confluent, they should all feel comfortable because we are referring to real life situations. Students who use the technical pattern first may contribute more to this activity also.

### 3. Control Tower Activity

The students are asked to pair up, and decide who is going to be the aeroplane and the control tower. It is important to give the appropriate instructions. One student has to guide the other to the end of the so-called runway while dodging the obstacles.

This activity entails predominantly Sequence as they have to give very clear instructions. Ideally I would have preferred to pair them according to their patterns but at this stage I feel that they need to have more experience with the patterns.

It is also important here that the teacher gives clear and specific instructions, to help students who are high in Sequence. The teacher may also make reference to the patterns, which might be needed during this activity.

#### **4. Brainstorming**

After processing this activity ask the students what would happen if someone where to loose their voice? The students should come up with the idea of non-verbals.

#### **5. Puzzle Activity.**

Students are in groups of four or three, where they cannot speak to one another. The group must join the puzzle together without communicating verbally. Processing is important here.

This activity entails using your hands and doing something in a totally different way. Students high in Technical and Confluence may have fun finishing the puzzle without talking.

#### **6. Conclusion**

Round Robin and if there is enough time Chart work explaining what they have realised in today's session.

### **Sequence – Sekwenza**

List – aghmel lista  
Plan – ippjana  
Organize – organizza  
Sequence – aghmel f' sekwenza  
Order – aghmel wara xulxin  
Develop – zviluppa  
Alphabetize - aghmel f' ordni alfabetika  
Arrange – irranga  
Group – ghaqqad  
Outline – ohrog il-punti principali  
Put in order – aghmel wara xulxin  
Show a sample – uri ezempju

### **Precise – Precizjoni**

Detail – dettal  
Describe – iddeskrivi  
Examine – ezamina  
Explain – spjega  
Give reasons – aghti ragunijiet  
Facts – fatti  
Look – hares  
Certainly – certament  
Measure – qis  
Identify – identifika  
Observe – osserva  
Document- iddokumenta  
Specific – specifika

### **Technical – Teknika**

Construct – ibni  
Illustrate – iccara bi stampi  
Experience – esperjenza  
Concrete – konkreta  
Tools – ghodda  
Move – mexxi  
Assemble – igbor  
Figure out – solvi  
Formulate – ifformula  
Build- ibni  
Draw – pingi  
Make – aghmel  
Perform – ahdem  
Demonstrate – uri  
Reconstruct – erga inbi  
Problem solving – solvi din il-problema

### **Cofluence – Konluwenza**

Imagine – immagina  
Risk – irriskja  
Ideas – ideat  
Not ordinary – mhux ordinarja  
Different – differenti  
Dream up – ohlom  
Far fetched – ezagerat  
Unique – unika  
Carefree – bla inkwiet  
Independence – indipendenza  
Unusual – mhus tas-soltu  
Invent – ivvinta  
Incredible – inkredibbli  
Create – ohloq