

METHODOLOGICAL GUIDE

ON MODULE 2: SOCIAL SKILLS

INTERPERSONAL SKILLS

Expected results:

- To familiarize teachers with techniques for better communication with their students.
- Students under the guidance of teachers to learn skills of sharing, asking permission, joining an activity, starting a conversation, empathy, building and maintaining relationships, persuasion, mediation, etc.
- To enrich the methodological toolkit of teachers with interactive methods and techniques for effective communication, creating a comfortable learning environment and active participation by students.

THEORETICAL BASICS

CONCEPT OF COMMUNICATION AND GOALS

The word "*communication*" is of Latin origin and is defined as a loanword that means communication, sharing, transmission, conversation, communication and is used in parallel with the Bulgarian synonym "communication". It is used to *represent connections of a different nature, in which the transfer of knowledge, thought, signal and generally - portions of information, from one source to another through certain channels through specific carriers, in compliance with a system of certain rules, takes place.*

For there to be communication, there must be participants who transmit and receive information, a message, and a reaction to the message. Communication can be analyzed as a two-way process, because it involves two parties - one or a group of interlocutors who exchange information, share (or conceal) feelings and express attitudes.

D. Danov, relying on Aristotle's understanding of communication, "directs attention to at least three aspects of communication - the presence of a speaker and a listener, the ability to formulate judgments and present them convincingly in the form of an opinion, and desire (positive attitude) of the audience to hear what the speaker wants to tell them.'

In the process of communication, information is exchanged about the personality of the participants (most often non-verbal), about their theses and arguments, goals and expectations.

At the beginning of communication, non-verbal information is received, and then the verbal or what some define as real information begins.

Interaction between participants is an immanently inherent element of communication. Speaking, listening and looking are the main visible activities of communication. Thinking is the invisible activity that presupposes the preparation of the basic information to be exchanged, its interpretation and the provision of feedback.

In general, **communication aims to:**

Contract No. 2020-1-BG01-KA201-079295

- on an interpersonal level - satisfying needs for information, understanding, persuasion, sharing thoughts, ideas, intentions and feelings, maintaining contacts and relationships;
- at the organizational level – exchange of information in relation to various tasks, activities, processes; staff stimulation; creating a creative climate; team building; implementation of projects, etc.

In order to achieve the objectives, the communication should be :

- open - the participants are ready to share thoughts, feelings, ideas, information;
- empathetic – the participants are able to empathize;
- supporting or at least understanding the other point of view;
- positive – the participants tend to seek a mutually beneficial solution to the problems they discuss and/or apply the information received for good causes, avoiding its abuse;
- equal status – the participants have equal rights to speak and listen to the other side;
- diverse regarding means of expression – verbal and non-verbal, written, visual, symbolic, etc.

Main factors for achieving communicative goals are:

- the significance of the communicative goal - financial, moral or other dimensions of the result of the communication;
- the social effect in achieving the communicative goal;
- the time, place, space and other conditions of the communicative act;
- the channels of communication.

MODELS OF COMMUNICATION. TYPES OF COMMUNICATION.

When we try to convey information to another person we most often use three different models or channels through which we transfer our intentions. We communicate through *symbols, verbally and non-verbally*. For example, if two people - A and B try to communicate with each other, their communication is influenced by their personality, their values, their past, their attitude to one issue or another. A communicates with B based on his own perceptions and understandings, but B

Contract No. 2020-1-BG01-KA201-079295

responds to A based on what he has understood, which may not always be equivalent to what A meant. I.e. we take the various messages as we wish, bringing them as close as possible to what we wish to hear and to our judgement.

Communication through symbols is passive communication; the messages that are broadcast through it can very easily be misunderstood. These are clothing, appearance, accessories we wear, etc.

Verbal communication is the communication that conveys a direct message from one person to another. There is a huge difference, however, in one's own perceptions of this type of communication, as words alone do not carry meaning. People give them meaning by using them as a tool to convey a message.

Non-verbal communication or the so-called Body language is perhaps the channel of communication that has the strongest influence on the communication process. There are a number of signals by which body language can be read.

- appearance
- body posture and gait
- spatial orientation
- handshake
- voice qualities
- qualities of speech
- facial expression
- gesticulation
- eye contact

Each of these three types of communication is used in the communication process. But for communication itself to occur, there must be a two-way exchange of messages and feelings. There needs to be a constant flow of information from one to the other, sharing what is heard and feedback on what is perceived.

Contract No. 2020-1-BG01-KA201-079295

A key point in the study of communication is the so-called **persuasive communication**. There are two definitions of belief:

- Art because it requires you to gain trust and have very good communication skills;
- Science, because it depends on achievements in various fields, requires analysis of information and implies solid knowledge in the field of human behavior research.

In order to achieve an effective impact on students, the teacher should, on the one hand, use:

- Affirmative language, precisely defining what you expect to happen (when, not if);
- Persuasive language, through persuasive presentation of arguments (I am convinced, I am sure, I believe);
- Winning language that attracts like-minded people (let's talk);
- Phrases that make students believe in his integrity (for you, this is a good offer, you would benefit from...)

The teacher also has the task of fighting against possible barriers to effective listening:

- *Pseudo-listening*. It is an imitation of listening by deceiving others. We can pretend to listen carefully to the other by maintaining just formal eye contact, nodding when we agree with something, saying "yes", "oh, I see".
- *Selective attention* . This happens when we are only interested in some elements of the information being presented.
- *Making assumptions* . Sometimes we jump to conclusions without waiting to learn all the details.
- *Too much focus on trying to say what comes next* .

Precisely because of the possibility of barriers, the creation of a comfortable environment for learning at school is key, and here the leading role of the teacher is to help with effective communication:

- First of all, the teacher **should introduce basic rules and adhere to them** . Rules of conduct help to encourage positive behavior in the classroom and school environment and to limit negative behavior.

Contract No. 2020-1-BG01-KA201-079295

Practical task:

Ask the students what rules they would like to see and then add your own.

Be sure to ask them to commit to follow these rules.

Sample questions:

What do you think are the rules we should put in place to spend our time together as productively as possible?

Do we all agree with these rules?

Would it be difficult for anyone to follow any of these rules?

- **The teacher should show interest in what the students are doing** . Send a message that you're interested in what your students have to say, the experiences they want to share, and the problems they face in class. This can be achieved by maintaining eye contact, smiling, moving closer to them.
- The teacher should **listen for shared content and feelings** . Listen actively to find out what emotions are put into the words as well as the message between the lines. Answer both.
- The teacher should **watch for non-verbal signs** and signals. Avoiding eye contact, dressing/undressing in class, leaving or coming in in the middle of class are signs that students are uncomfortable with something (room temperature, topic being discussed, outside issues). Look for the reasons!
- It is important that the teacher **uses appropriate jokes** . Appropriately inserted humor can often predispose students, predetermine a fun and interactive activity, and make them think that the difference in perception between them and you, the teacher, is not so great. However, be careful not to make jokes your main communication style, as this may distract students from the lesson.
- The teacher must **control the factors that can distract the participants** . These factors can be related to the environment (uncomfortable room temperature, noise from neighboring rooms,

Contract No. 2020-1-BG01-KA201-079295

poor lighting) or caused by students (playing with a pen, flipping pages, talking). It is the teacher who is responsible for detecting and removing the distraction that interferes with learning.

- Maintain eye contact with students. Use your eyes to show students that you are interested. Keep contact at 80%. Avoid quick and jerky head movements.

- **Relate the lesson topic to real-life questions through examples.** Stimulate students' interest in the subject matter by relating it to what is happening in the classroom, at home, in other subjects.

Effective communication , both between teacher and student and between peers, depends on several factors:

- **active listening** - people tend to think that the role of the listener is simply to passively receive information. However, a good listener shares the responsibility by paying full attention and trying to understand. Listening well means using our own communication skills to help the speaker get his point across. (Most of the time we are poor listeners. It is estimated that we listen effectively only 25% of the time; Most people don't listen to understand: they listen with the intent to respond).

There are 5 levels of listening: dismissive, pretending, selective, polite listening - just the words, empathic listening - the meaning.

- **paraphrasing** - allows the speaker to assess how well he has been understood and gives him a second chance if his message was misunderstood the first time. Paraphrasing involves summarizing or rephrasing what we have heard in our own words and asking the speaker if that is really what he means. It is good to avoid sarcasm, make simple sentences without complicated grammar and avoid direct questions.

- **assumptions** - people make assumptions all the time - there's no way to avoid it. Assumptions about other people, however, may turn out to be wrong or incomplete, or create a barrier that prevents us from perceiving the significance of new information they provide. We should try to be clear about the inferences we make about others and remember that they are just

Contract No. 2020-1-BG01-KA201-079295

perceptions. There may be other conclusions we can draw from the same information. When an assumption affects the way we interact with someone, we may decide to share that assumption with that particular person to find out if it is true.

- **asking supporting questions** - questions are an obvious way to gather the necessary information to better understand the speaker's point. It is often the listener's job to ask questions, since the speaker does not know which parts of his speech remain unclear. In general, supporting questions are open-ended, meaning they give unlimited options for answers, not just yes or no. Positively worded questions, such as "How could we have done this lesson better?", are usually more supportive than negatively worded questions, such as "Where did we go wrong?".

- **feedback and criticism** - feedback is telling someone else what we think they have said or done. It is most useful when feedback is explanatory rather than evaluative and when it is specific rather than general. Criticism is permissible when the other person's behavior, as we have observed it, has caused a problem and we are dissatisfied and therefore want a change. The critique process requires us to tell the other person about the identified problem, explaining our attitude towards their behavior and stating clearly what and why we want them to change.

GIVING FEEDBACK

Giving feedback is a verbal or non-verbal process by which one expresses one's perceptions and feelings about another person's behavior. Most people give and receive backlinks on a daily basis without even realizing they are doing it. The process of giving and seeking feedback is one of the most important ways to learn new behavioral patterns and to assess our impact on others. Through feedback, we "keep ourselves on track" and see ourselves through the eyes of others.

Giving and receiving meaningful feedback is an interpersonal exchange that requires certain key elements to be present:

- Concern
- Trust
- Acceptance

Contract No. 2020-1-BG01-KA201-079295

- Openness
- Attitude to the needs of others

Thus, the degree to which feedback is evaluative and helpful or judgmental may depend on the personal philosophies of the parties involved.

Nevertheless, *giving feedback is an acquired skill* that can be developed if the nine basic principles outlined below are followed.

Desired change is more likely to occur if these *nine principles* are followed.

- **Consider the needs of others.** The main reason for giving feedback should be to help yourself and others develop. When development is not the driving force, feedback can be destructive. For example, an angry person who gives feedback may be motivated not by the desire for personal development and harmonious relationships, but by the desire to hurt the one who angered him. Feedback motivated by self-interest is not feedback, but the achievement of personal satisfaction.

- **Just describe the behavior and don't try to interpret.** Public behavior is largely deliberate and observed. When one attributes a motive to another's action, then one is making an interpretation of intentions to this person. But since intentions are something personal and known only to their own possessor, attributing motives and intentions to behavior and actions is highly subjective. In any case, interpreting or attributing motives to one's behavior is very likely to put the person on the defensive and cause them to expend energy in explaining or defending their behavior. Interpretations and assumptions from other people deprive a person of the opportunity to interpret and understand his own behavior, while at the same time creating dependence on the position of the interpreter. As a result, feedback is unlikely to be used, no matter how useful it might have been.

- **Focus on the behaviors that are subject to change.** Effective feedback targets behavior that can be changed relatively easily. Many people act under the influence of habits; their personal style has developed over the years by reacting in certain ways. Getting feedback on personality

Contract No. 2020-1-BG01-KA201-079295

habits can be frustrating because these types of behaviors can be very difficult to change. Feedback on behavior that is difficult to change often creates anxiety and distress about the behavior.

- **Be specific.** When feedback is specific, the person receiving it will know which behavior is the focus of discussion. For example, "you are a warm person" is a fairly general statement that does not tell the person which actions contributed to the impression that he/she is a "warm person".

- **Wait for the feedback to be requested.** When seeking feedback, one asks others for their impressions and observations of one's own behavior. In real life, most backlinks are forced. People often give feedback whether they have been asked for it or not, and whether the person across from them is ready to receive that feedback or not. Also, one's desire to *give* feedback may outweigh another's desire to *receive it*. This is especially true when the feedback giver is angry or upset about something related to the potential recipient. Regardless, there is a tendency for feedback to be more useful when it has been specifically requested. Asking for feedback usually means that the person is willing to listen and wants to know how others perceive his behavior.

- **Be non-judgmental.** Feedback is not objective and is rarely constructive if it is based on personal interpretations. This type of assessment is often perceived as personal attacks. When giving feedback, one should respond not to one's perception of the other person's personality and degree of attractiveness, but to *their actions*. When someone is told that they are stupid or insensitive, for example, it will be incredibly difficult for them to respond calmly and objectively. Sometimes a person may perform senseless actions or behave as insensitive, but this is not evidence of stupidity or insensitivity. The assessment places participants in the roles of judge and defendant, often with dire consequences.

- **Give feedback immediately after the action.** When feedback is given immediately after the action, the event is fresh in the minds of both parties. In this way, feedback acts as a mirror of human behavior. Nevertheless, in most cases, feedback tends to be delayed. One may worry about losing control of one's emotions, hurting another's feelings, or being criticized.

- **Leave others free to change or not to change.** One should have the freedom to use the feedback in any meaningful way without being required to change. If the feedback giver tells the

Contract No. 2020-1-BG01-KA201-079295

other to change, then he is trying to impose a standard of what is right and what is wrong, what behavior is good and what is bad, and to judge others by those standards. Pressure to change can be very direct or very subtle, thus creating a competitive relationship in which there is never a winner.

- **Express your feelings directly.** People often think they are expressing their feelings while at the same time standing up for their opinions and perceptions. Statements that begin with "I feel that..." often end with a belief or opinion. For example, the sentence "I feel that you drive very fast" is an indirect expression of feeling. The underlying expression of the feeling in the above example could be "I'm angry because you're driving too fast" or "I'm scared because you're driving too fast". Indirect expression of feelings provides an opportunity to avoid acknowledgment and often prevents giving meaningful feedback.

HOW TO STIMULATE THE PARTICIPATION OF EVERYONE IN THE CLASS?

- **Divide the class into smaller groups** . Ask students to work in pairs, threes, or fours instead of all working together. When working in pairs, quite naturally, the participation of individuals is most active;

- **Sequentially combine the small groups until a solution is reached** . For example, after individual pairs have developed different alternatives, bring the pairs together and compare their lists, adding new alternatives. Two by two of the foursomes then meet to compare the lists prepared by each of them and to add new alternatives. You can also use this technique to evaluate prepared lists of alternatives, with the goal being to get a number of recommended alternatives that everyone agrees on;

- **Let everyone speak in turn** . Ask students to take turns sharing their thoughts and ideas;
- **Prompt those who refrain from participating** . Look around and call someone by name by saying, "[name], I notice you're thinking more than talking today. Do you want to share something with us?";

Contract No. 2020-1-BG01-KA201-079295

- **Ask open-ended questions.** These questions are used when you want to get additional information. Usually, open-ended questions cannot be answered with a simple yes or no. They start with "what", "how", "tell me about..." or explain;
- **Emphasize that there is a participation problem and ask group members to share their feelings .** Say, “I notice that we seem to have a participation problem. Can you help us understand what's going on by sharing what you think about taking part?”;
- **Wait up to 10 seconds after asking a question .** If there is no answer, paraphrase or ask your question again;
- **Name someone by name .** Choose someone who looks like they know the answer. Otherwise, this technique may embarrass or worry students;
- **Offer verbal support .** Encourage each student's participation and engagement, not the content of the answer.
- **Offer non-verbal support .** Show students that you are happy with what is happening or what they are saying;
- **Create opportunities for communication between students .** Allow them to talk to each other instead of only to you (eg: Within a few minutes, discuss with the person sitting next to you on the pew how you would act in the place of the main character in the story/story/situation.);
- **Pass the ball to the group .** Instead of you answering questions, give the group the opportunity to share their experience and knowledge ("What do you say? Which approach do you think we should choose?");
- **Give examples .** Whether based on your own experience or someone else's, examples can illustrate the questions or ideas you are presenting;
- **If you feel that the lack of participation is possibly due to some flaw in the training process, then it is imperative that you review your work plan and see if it can be modified .**

Contract No. 2020-1-BG01-KA201-079295

HOW TO COMMUNICATE EFFECTIVELY IN THE MULTICULTURAL CLASSROOM?

In the lesson for students from different cultures, it is important whether the teacher presents new knowledge of varying degrees of difficulty, which must be understood, assimilated and then become the object of verification and evaluation, whether there is a negotiation, consolidation or generalization of already known old knowledge. The values that are attached to knowledge in different cultures are different, but this is not yet reflected in the curricula for the Bulgarian school. Teachers should be aware that students from different cultural backgrounds have different learning styles and feel differently in structured and unstructured learning situations.

Students coming from cultures with high uncertainty avoidance do not feel comfortable in the second type of situations and therefore they are perceived by the teacher as passive and unable to engage in the work.

The philosophy of constructivism was created and operates successfully in schools in cultures with low difference avoidance and is difficult to adopt, and more often fails, in those with high difference avoidance.

In the course of his interactions with students, every teacher must control himself when he expresses certain positive or negative attitudes, which are usually manifested at a subconscious level, because students read non-verbal behavior and sense his negative attitude and very quickly distance themselves from the school because they feel, that they are not accepted. A trained teacher "can use facial expressions to express the real mental states he is experiencing (and then his facial expressions will be completely natural) or to cover them up and simulate emotions that are not felt. (...) Mastery of facial expressions, however, allows him to use them to reveal his satisfaction or dissatisfaction with the work of individual students, a group of them, or the whole class," provided he knows well the cultural rules relevant to the students in the class.

A. Wolfgang pays special attention to the role of the smile as a sign of support. A smiling teacher, a calm facial expression and a calm facial expression create favorable conditions for effective communication, and a smile is answered with a smile.

Contract No. 2020-1-BG01-KA201-079295

Although basic emotions are expressed equally by all people, in many communities there are rules for expressing or concealing emotions. These rules are culturally determined and related to the traditions of the community, but they are learned during childhood and the teacher needs to be sensitive to the type of expression that is accepted as the norm in the given group to which the student belongs.

It is desirable for the teacher to bear in mind that "orientation to facial expressions is the leading in the process of learning about non-verbal behavior" and this applies both to his own behavior and also to the behavior of his students, and that when there are discrepancies between what the mouth speaks, and what the face says, the information coming through the non-verbal channel is considered more reliable, which is of particular importance in situations where there are participants with language difficulties and belonging to different socio-cultural groups.

The teacher's spatial behavior in the multicultural classroom should consider the cultural dimensions of space and the volume of personal space. It is difficult for the teacher to find the optimal distance for effective joint work, because too close can disturb the student, and a greater distance may be subconsciously perceived as a lack of empathy.

The teacher, in order to be an effective communicator, must offer students *models for mutually enriching communication* within which:

- to demonstrate tolerance of differences;
- to help overcome the learning difficulties of culturally diverse students, because very often they need more time to translate and think about answers or are uncertain when constructing questions;
- to encourage more frequent and longer contacts that create a prerequisite for students to feel more comfortable when communicating formally and informally with their teacher.

The requirements for effective communication in multicultural classes include:

- the positive attitude towards the other culture;
- the attempt to understand the child with his family environment, experience and living conditions;

Contract No. 2020-1-BG01-KA201-079295

- the study of universal human values;
- taking the interlocutor's feelings and beliefs seriously;
- the trust of the teacher towards the students, the mutual trust between the students, etc.

WHEN DO WE USE INTERPERSONAL COMMUNICATION SKILLS IN SCHOOL IN THE CONTEXT OF CELESTEN FREINET'S PEDAGOGY?

- In every classroom activity;
- In the work of class councils or general school councils
- In activities performed in small groups where there are distributed roles and responsibilities;
- In the process of solving cases;
- In the teamwork in organizing various events - trips, holidays, theater productions, etc. similar;
- In the preparation and delivery of speeches;
- When creating posters on meaningful topics;
- In discussing and writing letters to draw attention to a cause;
- In the Forum theater.

Contract No. 2020-1-BG01-KA201-079295

REFERENCES AND RECOMMENDED LITERATURE

- Gerdzhikova, N. Communication in the teaching process through the prism of interdisciplinary research - Rhetoric and Communications, 2013, No. 8, <http://rhetoric.bg>
- Danov, D. Pedagogy of effective communication. Ed. "Polis", Sofia, 2011
- Ivanov, Iv. Problems of pedagogical work in the multicultural classroom. In Collection: Diversity Without Borders, Ed. "Faber", Veliko Tarnovo, 2008
- Krasteva, A. Communicative competence as an immanent part of the teacher's professionalism - Primary School, 2006, No. 2
- Mizova, B., Communication in support of discipline in the school class - Rhetoric and communications, 2012, No. 3, <http://rhetoric.bg/>
- Pavlov, D., Ya. Totseva. Pedagogical rhetoric. IC "Daniela Ubenova", Sofia, 2000
- Rangelova, A. Communication with children. Pleven: MEDIATECH, 2016
- Savova, Zh. Reflection on a small section of the path of Bulgarian education today (ideas for teaching and communication, school models) - Rhetoric and Communication, 2013, No. 8, <http://rhetoric.bg>
- Totseva, Ya. Communication between "own" and "others" at school - Rhetoric and communication, 2016, No. 21, <http://rhetoric.bg>
- Totseva, Ya. Management of communications in education. Ed. "Faber", Veliko Tarnovo, 2015
- Totseva, Ya., Y. Nunev. Pedagogical interactions in a multicultural environment, Ed. Faber, Veliko Tarnovo, 2019
- Argyle, M. Bodily communication, L., 1978
- Armstrong D., T. Savage. Secondary Education. An Instruction. Macmillan Publishing Co. Inc. NY Collier Macmillan Publishers. London, 1983
- Borich, GD Effective Teaching Methods. Merrill Publishing Company. Columbus, Ohio, 1988
- Cross, T., Bazron, B., Dennis, K., & Isaacs, M., Towards A Culturally Competent System of Care, Volume I. Washington, DC: Georgetown University Child Development Center, CASSP Technical Assistance Center, 1989

Contract No. 2020-1-BG01-KA201-079295

Duncan, S. Nonverbal communication – Psychological Bulletin, 1969, 72(2) and Schefflen, A. Human Territories, Prentice Hall, New Jersey, 1976

Ekman, P. & Friesen, W. The repertoire of Nonverbal Behavior: Categories, Origins, Usage and Coding – Semiotic, 1969, № 1

Loden, Marilyn. Implementing Diversity. New York, et.al.: McGraw-Hill, 1996

McCroskey, J., R. McVetta. Classroom seating arrangements: Instructional communication theory versus student preferences. Communication Education, 1978, 27 (2).
<http://www.jamescmccroskey.com/publications/082.pdf>

Wolfgang, A. The Silent Language in the Multicultural Classroom. Theory into Practice, Volume XVI, Number 3, 1977

Contract No. 2020-1-BG01-KA201-079295

PRACTICAL ACTIVITIES

COMMUNICATION QUESTIONNAIRE

Please complete the questionnaire below, marking for each statement from the first column of the table with an X in the corresponding box opposite it the frequency with which you use it in communication with colleagues. Be sincere!

Judgment:	Never	Radko	Sometim	Often	Always
1. I start a first conversation on a universal topic					
2. I express interest in the other, I ask, I am friendly curious					
3. I look for common themes with the other, using now one direction, then the other					
4. I listen carefully when they speak to me					
5. I keep the conversation going, I answer, I insert comments					
6. I lead the conversation by keeping the topic on topic or changing it in another direction when it runs out of steam					
7. I'm talking about myself					
8. I maintain a friendly, fun atmosphere					
9. I try to collect and tell stories, anecdotes, etc.					
10. I express feelings as appropriate for the occasion, sometimes I'm not even in the mood					
11. I cede the floor - I periodically pass lines and let the other person speak, so that in the end the time of the conversation is equally distributed between the two					
12. I take the floor by filling in the moments of silence					

Contract No. 2020-1-BG01-KA201-079295

13. With very talkative interlocutors, I take the floor, taking advantage of an appropriate moment or creating it myself					
14. I interrupt the other directly when I decide I have something more important to say					

Key: For all questions except 14th the scoring is:

Always - 5, Often - 4, Sometimes - 3, Rarely - 2, Never -1.

For question 14, scoring is in reverse order.

Score: Sum of scores for each judgment – maximum 70, minimum 14

CRITERIA FOR EFFECTIVE TEACHER COMMUNICATION (checklist for the teacher)

- I am listening carefully. I am an example of how to listen, often paraphrasing and repeating what is said.
- I maintain good eye contact with each of the students.
- I trust the students' abilities.
- I am constantly focused on getting things done.
- I support what the students decide to do.
- I am constantly alert, present at every moment.
- I organize, relate and summarize data to create a sense of completion at the end.
- I defend every single idea proposed.
- I don't allow ideas to be attacked until it's time to evaluate.
- I am a facilitator, not a participant in students' free discussions. I keep track of who is speaking and who is not, encouraging balanced participation.
- My job is to be interested, not interesting.
- I encourage everyone to express their thoughts, and I confirm various points of the proposed opinion.

Contract No. 2020-1-BG01-KA201-079295

- I am a teacher, not a group leader, and I support the class leaders.
- I constantly monitor the outcomes the class is striving for and am flexible in my approach, seeking to assist in the achievement of these outcomes.

TEAMWORK QUESTIONNAIRE

Please complete the questionnaire below, for each statement in the first column of the table, marking with an X in the corresponding box the frequency with which your team exhibits this tendency. Be sincere!

Judgment:	Never	Rarely	Sometimes	Often	Always
1. We take team goals as "clear and self-evident"					
2. We act according to the task; we do not have strictly defined procedures and rules					
3. Each of the team members has a specific, predetermined role					
4. We prefer to use established organizational rules – e.g. that everyone has the opportunity to express their position and opinion, etc.					
5. The team leader is a democratic type and assists the team members					
6. When there is a task we like to jump right into it and, even without having planned our approach in detail					
7. We can usually generate a lot of ideas, but a lot of them don't come to fruition either because we don't listen to them until the end or because we reject them					

Contract No. 2020-1-BG01-KA201-079295

8. There is a sense of team cohesion – we all feel together that we share responsibility for the team's failure or success					
9. We have clear procedures for reaching consensus on goals and accomplishing tasks					
10. The team leader tries to maintain order and contribute to the realization of current tasks					
11. We are satisfied with our work together; gives us pleasure, we rate it as pleasant and productive					
12. The team leader makes sure that we follow the procedures, have a constructive dialogue and do not interrupt each other					

Key: for each of the judgments, mark the corresponding score in the box opposite the question number, then sum the three columns separately.

The questionnaire will help you assess whether your team is operating in a chaotic, formal, or skilled phase.

1		3		2	
6		4		5	
7		9		8	
10		12		11	
Total		Total		Total	

Score: maximum score 20, minimum 4

The highest of the three scores shows how you perceive the current reality in the team. The lowest of the three scores indicates the phase the team is least likely to be in. If the scores on all three scores are about the same, then this indicates either a vague idea of how your team functions, or that team performance is variable—sometimes chaotic, sometimes formal, sometimes skillful.

If you have unclear results, ask other team members to complete the questionnaire and compare your scores!

Contract No. 2020-1-BG01-KA201-079295

GAMES AND EXERCISES FOR COMMUNICATION

4 THINGS THAT BEST DESCRIBE THEM

Challenge your students to name a cartoon character, color, car, and type of cuisine that best describes them.

Ask them to explain their choices!

SEARCH ALPHABETICALLY

Divide students into small groups (3-5).

Give them the task of looking for items they carry with them starting with each letter of the alphabet.

The first group to find objects starting with each letter of the alphabet wins the game.

This exercise can show how different we are - make us look inside ourselves.

It can also be seen as a small team building exercise, in which case the group works together to discover objects by letter of the alphabet.

NAPKIN GAME

Ask the students to divide into groups of equal number of people and give each group a napkin.

The task is to fold the napkin so that it becomes as small as possible, but at the same time remains large enough so that each member of the respective group can put their big toe on it.

WARM-UP FOR INDIVIDUAL ACTIVITIES

Go through each rank or circle, allowing each student to complete one of the following sentences:

- Once I...
- The perfect vacation for me is...
- The riskiest thing I've ever done was...
- The wildest thing I've ever done (that I admit I've done) is...

You can also easily come up with similar sentences according to the topic you are going to discuss (what I did on my summer vacation, my plans for the weekend, etc...)

Contract No. 2020-1-BG01-KA201-079295

INTERVIEWING AND PRESENTING

Objectives: To learn enough about the other so that you can introduce them to others. All participants in the class hear a presentation of one of the persons from a third-person point of view, instead of from the person himself. Provides a small warm-up for participants. They must interrogate their companion and learn enough about him to be able to introduce him to the others.

Exercise:

Divide students into pairs. Within each pair, they interview each other. Then everyone takes turns introducing their partner to the whole group.

Interviews must fit into a certain time limit (start and end) - no more than 2 minutes.

Comments:

You can prepare questions in advance or give only general guidance for the interviews depending on the age and communication abilities or difficulties of the students.

Have a discussion or debate on the topic: Should the teacher be sensitive to the language and experience of the students with whom he is having discussions or giving group assignments?

Contract No. 2020-1-BG01-KA201-079295

APPLICATIONS

INTERPERSONAL SKILLS DEVELOPMENT ACTIVITY SCENARIO

Grade/Age :	Teacher :
Objective/s of the lesson :	
Result / final product :	

N	Name of the activity	Description – clear steps and instructions given by the teacher	Time	Interactions – whole class, pairs, groups, individual work	Materials	Social skills we work on	A connection to Freinet's pedagogy
1.	Example : Melting Ice - Switch places	Have all students sit on chairs in a circle, except for one who does not have a chair. He stands in the middle of the circle.	5 min	Whole class	there is no	Listening	Faroese communication

Contract No. 2020-1-BG01-KA201-079295

		<p>The student in the middle gives instruction instruction. e.g. "Everyone who has got blue eyes, switch places." "All wearing a white shirt to change places," etc. At each shift, the last one left without a chair gives the next instruction. e.g. "Swap places if you like chocolate." Continue playing for a few minutes.</p>					
2.	Presentation of the topic/problem						
3.	Create rules						Co-created rules
4.	Group assignments						Group work

Contract No. 2020-1-BG01-KA201-079295

	Presentation of the final result / product						
	Reflection and feedback		10 min				