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Learning module in oral communication grade 11

Step 1: (~5 minutes) Start by quickly putting students into teams of four. This can be corrected if the number of students is uneven; however, teams should not be more than five, as this increases dynamic complexity and observations. Step 2: (~10 minutes) Distribute the Observation Sheet (PDF, 47 KB). Examine the six categories. Define them and give examples of behaviours (e.g., someone starts an interaction by raising their hand, leaning forward in the group and says, "Ummm"). The observant student only needs to make a count next to IN for that action. Facilitator Notes: There may be confusion about the difference between interruption and completion. It's a judgment decision. Usually an interruption interrupts someone before their thought has been completed. The direction or intention of the commentary is not grasped; rather, the interrupting speaker takes the incomplete idea in a different direction, instead of developing or following the perceived intention of the first speaker. It is also possible to observe the response of the person whose thought has been resumed or interrupted. When someone's idea is in the process of completion or development, there are often non-verbal absences of agreement, interjections of assent, etc. When someone has been interrupted the nonverbal registers more surprise or something more negative, leaning back from the table or group. Step 3: (~20 minutes) Pair up the teams, have them flip a coin to see who will observe first and have them take their appropriate seats. Distribute the design activity (PDF, 147 KB) and start the activity. Allow 15 minutes for the activity. Facilitator Notes: Finishing the activity is not the goal. Step 4: (~20 minutes) Stop the activity at 15 minutes and change places for the teams. Instruct the first group of observers to keep their observation sheets until the end of the second round. Ensure that the observation team has clean copies of the observation sheets. Step 5: (~20 minutes) Interview: The first step in debriefing is to get each team to receive the fact sheets of their activity. Ask the teams to put the sheets so that all team members can see them. Which models, if any, show at first glance. Notes Facilitator: Give students enough time to note before using the survey questions. Some groups of students may need more or less guidance in viewing patterns. One category of interaction dominates? One person dominates a category? If a person has been mostly quiet (little or nothing in IN, IR, C, Q) what can his gaze and listening behaviour indicate? The second step of the debrief is the interpretation of these observations. What are two possible interpretations of a model where one person dominates the IN category (initiates)? Which interpretation could there be? At this point, you can start exploring more openly because someone is reluctant to talk, what waiting time and how you feel the silence to the different members of the team. How different team members react to interruptions when they are interrupted or do the interruption. Facilitator's Notes: Generating alternative interpretations is important because it is not always possible to accurately interpret the motivations and intentions of others based solely on non-verbal words and behaviors. Interpretations must be confirmed. The third step of the debrief is to try to relate the patterns to the progress made by the team during the short period of activity and/or to the quality of the progress made. What happens when a person dominates one or two categories? How this is different from a set of more evenly distributed interactions. How might learning to wait another five seconds change the opportunity for other team members to participate? Facilitator's Notes: The third step may be too long for some teams, especially if the facilitator does not work with existing teams. An in-depth discussion in the second phase of the debrief, which helps students become aware of how they interpret the actions of others and how their actions can be interpreted, can lead to implications for their own behaviour. (e.g. I'm hesitant to speak because I don't think I have anything to offer, but if I know the purpose of a meeting in advance, I can prepare myself and then feel more confident that I can contribute or I see that I feel like I'm waiting a long time, but it's really a couple of seconds. If I wait and tolerate "silence" for another five seconds, others may think they have time to "gather their thoughts".) Loading Preview Sorry, the preview is currently unavailable. You can download the document by clicking on the button above. Slideshare uses cookies to improve functionality and performance, and to provide you with relevant advertising. By continuing to browse the site, you consent to the use of cookies on this site. See our User Agreement and Privacy Policy. Slideshare uses cookies to improve functionality and performance, and to provide you with relevant advertising. By continuing to browse the site, you consent to the use of cookies on this site. See our Privacy Policy and User Agreement for details. You don't have any classes yet You don't have any books yet You don't have a Studylist yet You haven't seen any ID yet. Senior High School (SHS) pedagogy takes a different light than lower grade levels. Teaching strategies and approaches are on the threshold of higher education. As such, the Teaching Guide (TG) in Context Oral Communication has been developed to respond to this consideration. The Teaching Guide sees lessons as a single big concept rather than as a fragmented idea, in which a competence of is taught separately. The teaching guide strictly follows the learning skills for The achievement of curriculum standards. However, it contains lessons for the first quarter, in particular communication functions. This material is also made to prepare SHS students for all output points they intend to pursue after high school à € "college, business or employment. Keynote completations complete with exercises and enrichment activities are included in this material. The teachers therefore are encouraged to modify or improve the material to meet the needs and capacity of students. When using this resource package, you hopefully teachers and students will experience a good fitness and delight. à € " m dumdam Teaching guide in oral communication in context (Communication features) First quarter to Grade 11 Copyright Information Developerroju Dumdam (roju.dum) - Old Poblacion National High School, Escalante City, Region Vi à € œ Western VisaSascopyRightcopyright Read more: lesson plan in oral communication (voice writing principles) fourth 2 week 2 with GAD integration lesson plan in oral communication in context with GAD integration (quarter 1 à € "week 7) Lesson plan in oral communication (Vocal context) fourth 1 week 9 with GAD integration

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