

### HOW CAN I HELP?

**OBJECTIVE:** Students will be able to recognize the skills and talents they have and what they can do especially well when they work with a group of people.

#### WARM UP

Greet the class. To work as a class, divide the board into two columns. On the left side of the board write the word *Talent* and on the right side, write the word *Skill*. Ask students to define or give examples about what a talent or a skill is. (A talent is a natural special ability, whereas a skill is something you learn and develop with time.) Write their ideas below. Elicit some examples of talents (*sing very well, have a great imagination*) and some skills (*use a computer, solve math problems*). Then discuss the following questions: *Are talents and skills similar or different? Why? How do we get our talents or skills, are they inherited or acquired? Can we develop our talents or skills? How?*

#### STEP BY STEP

- 1 Write the word *Collaboration* on the board. Elicit from students some words related to collaboration. Ask how they think collaboration is related to talents and skills. Then elicit specific activities they do at school in which they collaborate. Then ask if they use their skills and talents when they collaborate at school and how.
- 2 Ask a volunteer to read the instructions out loud as the class follows. Check students understand what to do and that all of them have the handout printed or copied in a piece of paper folded in half. You can make sure they understand by miming the instructions and having them follow them step by step the first time in this order: Have students sit in groups of four and make a circle. Give the instruction to write their name on top of the handout and fold it. When everybody is ready, play a song

that students like to set the time of the activity. Students have to pass on and complete the part of the handout that says “Skills and talents others see in me” before the song ends.

When the song is over, every student should have their own handout with something every person in the group wrote. Monitor and help if necessary.

- 3 Have students work individually. Ask them to complete the part of the handout that says “Skills and talents I think I have.” Encourage them not to look at the words their teammates wrote. Set a specific time limit. Monitor and help if necessary.

#### WRAP IT UP

- 4 *Do those skills match the ones you wrote in Activity 3? How do you feel after reading all those talents? Did you discover something new about yourself? How can you use your talents to improve both at school and at home?*

Have students read the skills and talents others wrote and then the skills and talents they wrote. After that have them read the questions and discuss them in their groups. Set a specific time. Monitor and help if necessary. When time is over, have some students share their conclusions with the class. When they finally write their answers, encourage them to have an honest reflection about their own talents and skills, and how self-aware they are.

**TEACHING TIP** When students work on the handout you may have to warn them to write only positive skills and talents they see in others. If possible, before starting the activity talk about being respectful and taking the activity seriously in order to learn from it. Also, encourage them to be honest with their answers.

## COMMUNICATING IN A TEAM

**OBJECTIVE:** Students will be able to recognize the differences among verbal, non-verbal, and written communication and how developing good communication skills can help them when working in groups.

## WARM UP

Play *Chinese-Whispers*. Have students sit in rows. Tell the first student in the first row the following message in secret: *Verbal, non-verbal, and written communication are useful when collaborating in a team*. Have that student turn around and tell the same message in secret to the student behind. Let them continue passing on the message until the last student from the last row gets it. Have that student stand up and say what he heard. Then discuss: Was the message the student said the same you said at the beginning? If not, what happened that the message didn't reach the last student properly? What type of communication did they apply while playing the game? What type of communication can they use in order to make the message reach the last student without problems? Why?

## STEP BY STEP

- 1 Divide the board into three columns. Write the words: *Verbal Communication*, *Non-verbal Communication* and *Written Communication* in each column. Elicit from students specific characteristics and at least three examples of each type of communication. Write them down in the correct column.
- 2 Ask students to work in small groups of three or four. Have one of the students read the instructions out loud, while the other ones read them in silence. Ask students to explain in their own words what they have to do. Remind them they will have to use different types of communication at the same time, as it commonly happens in real life. Then get them into pairs to role-play each of the situations.

You can get them to change pairs and role-play again. For more advanced students, you can ask them to continue the scene with their own improvised dialogues. Encourage them to speak in English as much as possible. Monitor and help if necessary.

- 3 Have one of the students read the instructions. Get them into teams and encourage them to share their own experiences about effective collaboration and communication. Remind them to think in terms of verbal, non-verbal, and written communication. You can get them into different groups so that they have more ideas to share.

## WRAP IT UP

- 4 *What did you learn by doing this activity? How can you improve your communication skills in general?*

Allow students some time to read and answer the questions individually in a separate sheet of paper before starting the activity. Once the time you set is over, elicit from some of them their answers. By the end, you can compile a list of their own tips that they can write down and apply in the future.

**TEACHING TIP** Encourage students to put everything away when they want to listen carefully and respectfully to their classmates. Clean desks and chairs mean fewer distractions, which means more attention. If possible, have some students role-play the situations from the worksheet for the class. You can do this activity in two days, depending of the size of your class. Don't forget to pay attention to the clock, otherwise the activity can take too long and your students can get distracted, which can make you lose control of the class.

### EMOTIONAL INTELLIGENCE AND COLLABORATION

**OBJECTIVE:** Students will be able to recognize the five main characteristics of emotional intelligence and how they can develop them to improve their collaboration skills.

#### WARM UP

Greet the class. Write *Emotional Intelligence* on the board. Elicit from students what they know about it. Write their ideas on the board. Then, show students pictures that demonstrate different emotions. Elicit the emotions they see. Ask them how those emotions they mentioned are related to the ideas they have about emotional intelligence and how they can affect them when working in groups.

#### STEP BY STEP

- 1 Ask a volunteer to read the instructions. Let some students share their experiences. Remember not to force anyone to share if they do not feel comfortable doing so. Encourage them to speak in English as much as possible. Remind students to listen respectfully while others talk.
- 2 Have students sit in small groups of three or four. If they did not share anything for Activity 1, this is the moment to share their own experiences, as they will feel more comfortable in a small group. When they finish their discussion, have them read the explanation of self-regulation and discuss the relationship between their answers and the definition.
- 3 Have students read the instructions and the explanation about motivation in silence, and then answer the questions in the space provided. Encourage them to be honest when writing their answers. Remember to set a specific time for students to complete this activity.
- 4 Read the explanation about empathy with the group. Have students sit in pairs. Let them read the instructions and do the activity. When they finish, elicit answers and examples from some of the pairs.
- 5 Make sure they have a handout per group and tell them they need to fill in the organizer with the conclusions from their previous activities.. Set a specific time for students to complete the activity. When time is over, ask some groups to share their answers with the class. Then read the explanation of social skills and compare it to the answers in their handouts. Ask them to grade their social skills during this activity from 1 to 5.

#### WRAP IT UP

- 6 *Which of the aspects you discussed are the most difficult to have or do? Why?*

Have one of the students read the question. Let some students share their ideas. If possible, have students write their answers in a separate sheet of paper to keep as evidence of their work.

**TEACHING TIP** Teenagers may feel threatened when asking them to share their feelings openly. It is important to talk to the students before starting this activity and to encourage them to be respectful at all times. You can set a rule to foster this attitude; for example, tell them that they can only discuss these subjects during class, where you can supervise, and they cannot make further comments afterwards.