

B) COMMUNICATION

INSTRUMENT NUMBER 15

<p>Objective</p>	<p>Observe and assess whether the adult has effective communication. This is assumed to be the one that effectively achieves its objective - transmits the message clearly, using different types of communication channels. Indicate if the adult can relay the information in a manner understood by the recipient without altering the message, transmitting it without removing or adding anything in order to provide a sharing/ negotiation of interests.</p>
<p>Methodology</p>	<p>This exercise will require the group to be divided into small groups in order to focus on the importance of good communication.</p> <p>Large group discussion/debate with the technician responsible for the activity, starting with the results observed in the group dynamics. He/ she will launch questions and/or statements, gathered from the information throughout</p>
<p>Resources</p>	<ul style="list-style-type: none"> • Room equipped with enough tables and chairs for the adults • Paper, pencil and eraser • Whiteboard and whiteboard markers
<p>Typology and duration</p>	<ul style="list-style-type: none"> • 1 session in small or large group • 2 to 3 hours
<p>Learning outcomes</p>	<p>Interconnected evidence of useful, personal and professional, lifelong knowledge, skills and competences, covering performance criteria related to:</p> <ul style="list-style-type: none"> • Oral communication • Assertiveness • Objectivity • Spirit of cooperation • Feedback (feedback)

PRACTICAL EXAMPLE OF THE GROUP DYNAMICS

Drawing Blind

Time associated with the duration of the task: 10 minutes.

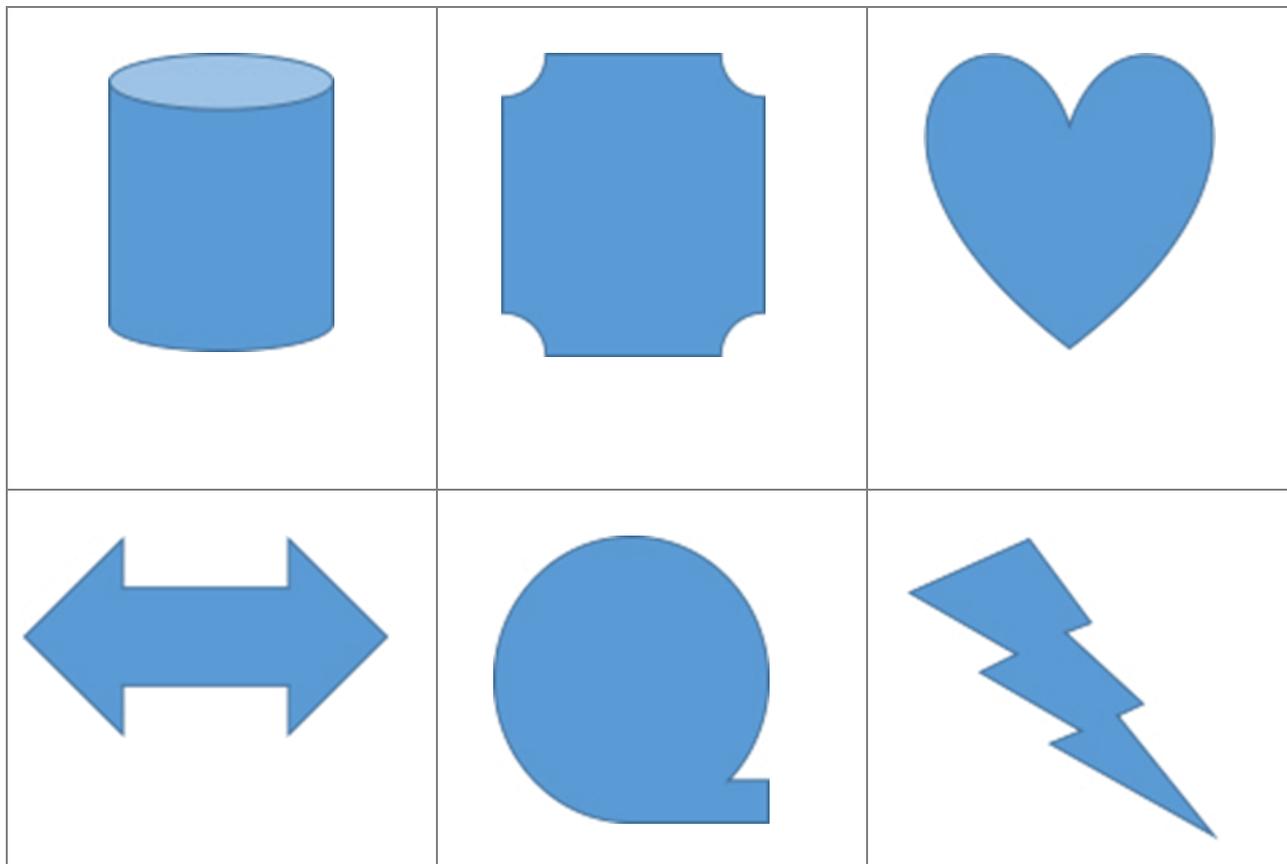
The group is divided into pairs and each pair is seated with their backs turned to one another. One of the adults will be given an image and the other will be given a blank white sheet of paper, a pencil and an eraser to draw the image that the colleague describes.

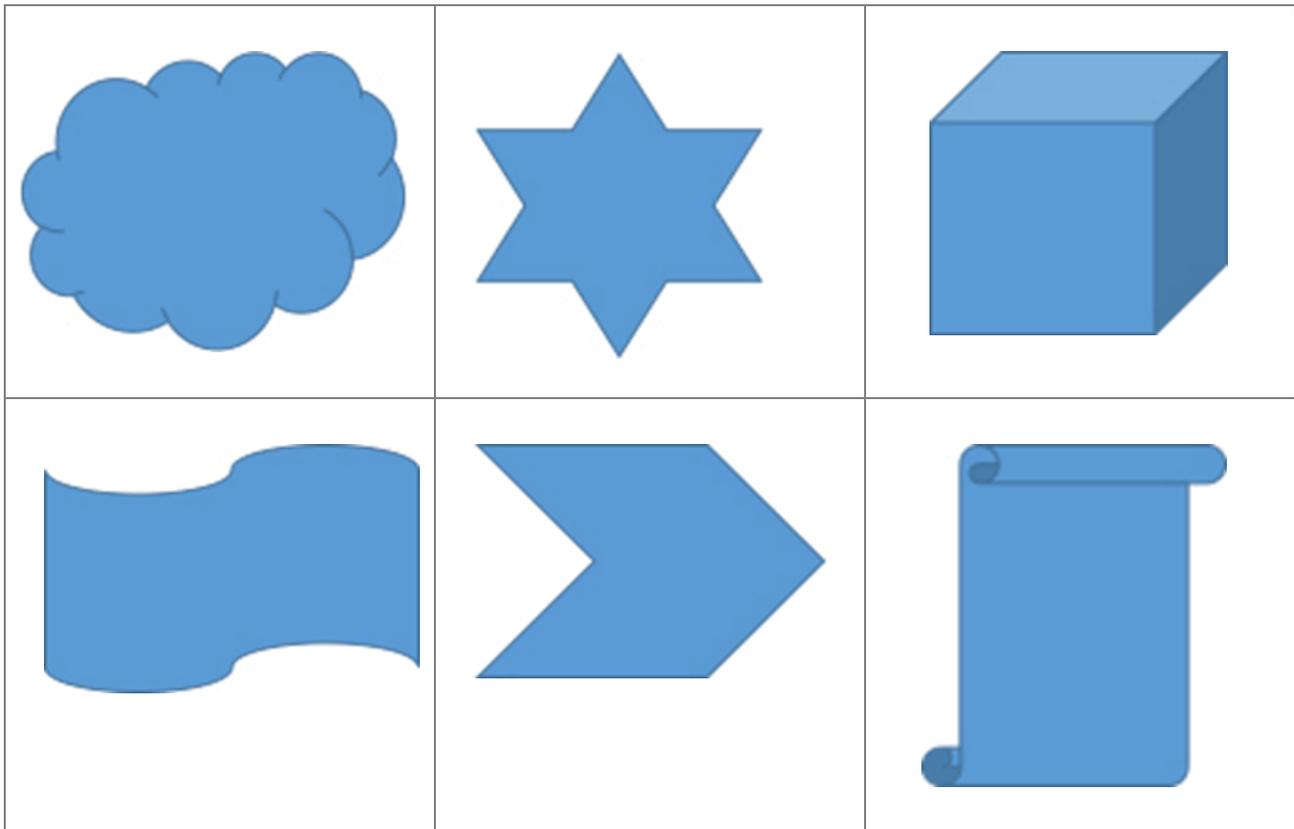
Whoever describes the image (animals, shapes, instruments, symbols) must give instructions on how to draw the image, without mentioning what it is about.

The pairs cannot talk, they can only discuss the drawing guidelines; only these are valid.

After the stipulated time, the adult that drew the image must keep it to him/herself, without showing it to anyone until the moment of the group debate.

Images:





PRACTICAL EXAMPLE OF THE DEBATE

After the group dynamics, the technician asks each pair to show their drawings and verifies the effectiveness of the communication. The debate begins by asking the adults to substantiate and reflect on the process and possible communication failures.

Examples of questions, phrases and/or statements that can be asked during the debate:

1. What did each adult feel in his/her role, as the instructor, as the drawer? What were the main difficulties?

2. What is effective communication in the working world?

3. Communication without feedback is not effective. Comment.

4. Having knowledge of the language is essential to carry out simple activities such as reading and writing, but also for more complex activities, such as gaining prominence in a working environment. Comment.