

Developing wellbeing through confident communication

Sarah Nelson and Hannah King

19 March 2024 – 13:00 (GMT)

Workshop aims

We will explore:

- how oracy can play a key role in the teaching and learning of wellbeing
- how to effectively facilitate learner discussion of potentially sensitive topics
- the power our language choices and communication techniques can have on our own and other's wellbeing
- practical techniques to support learners during speaking and listening-based activities

Introduction to Cambridge Primary and Lower Secondary Wellbeing

Curriculum structure



Understanding myself

- Identifying emotions
- Managing emotions
- Healthy habits

My relationships

- Healthy relationships

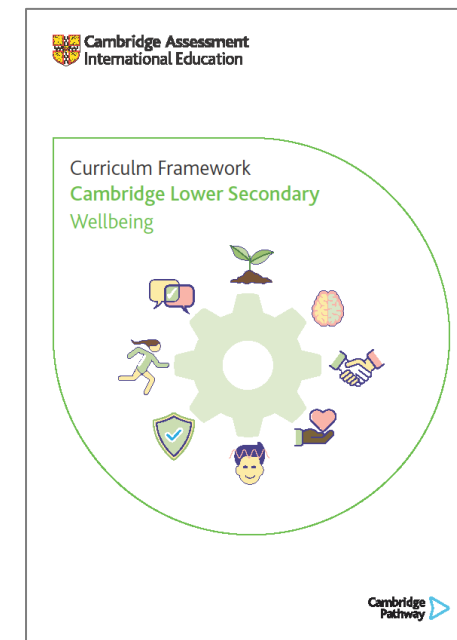
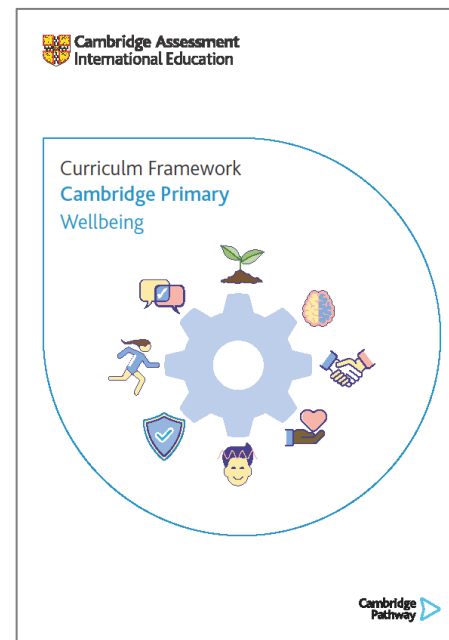
Navigating my world

- Staying safe
- Dealing with change
- Making a difference

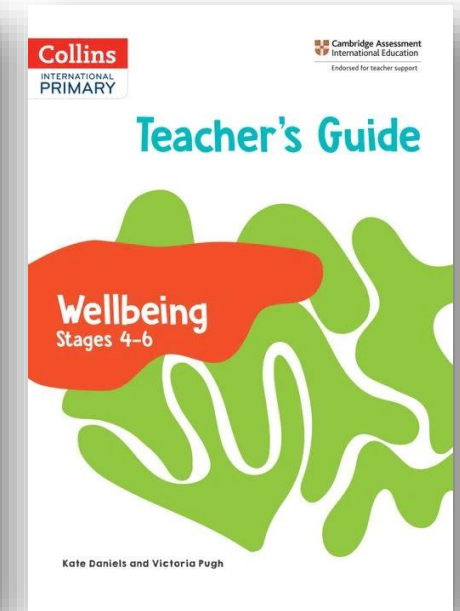
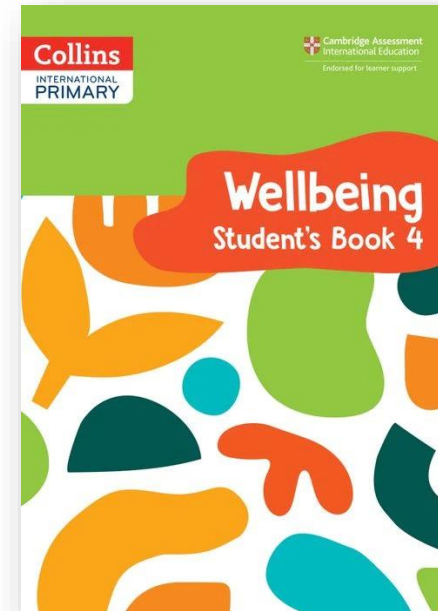
Cambridge Primary and Lower Secondary Wellbeing – support for teachers

Now available as part of the programme fee:

- Curriculum framework
- Progression grid
- Teacher guide
- Schemes of work
- Online training
- Community online forum.



Resources for Primary & Lower Secondary Wellbeing



Cambridge Wellbeing Check

A 20-minute assessment delivered on an **easy-to-use digital platform** and grounded in **world-leading research**

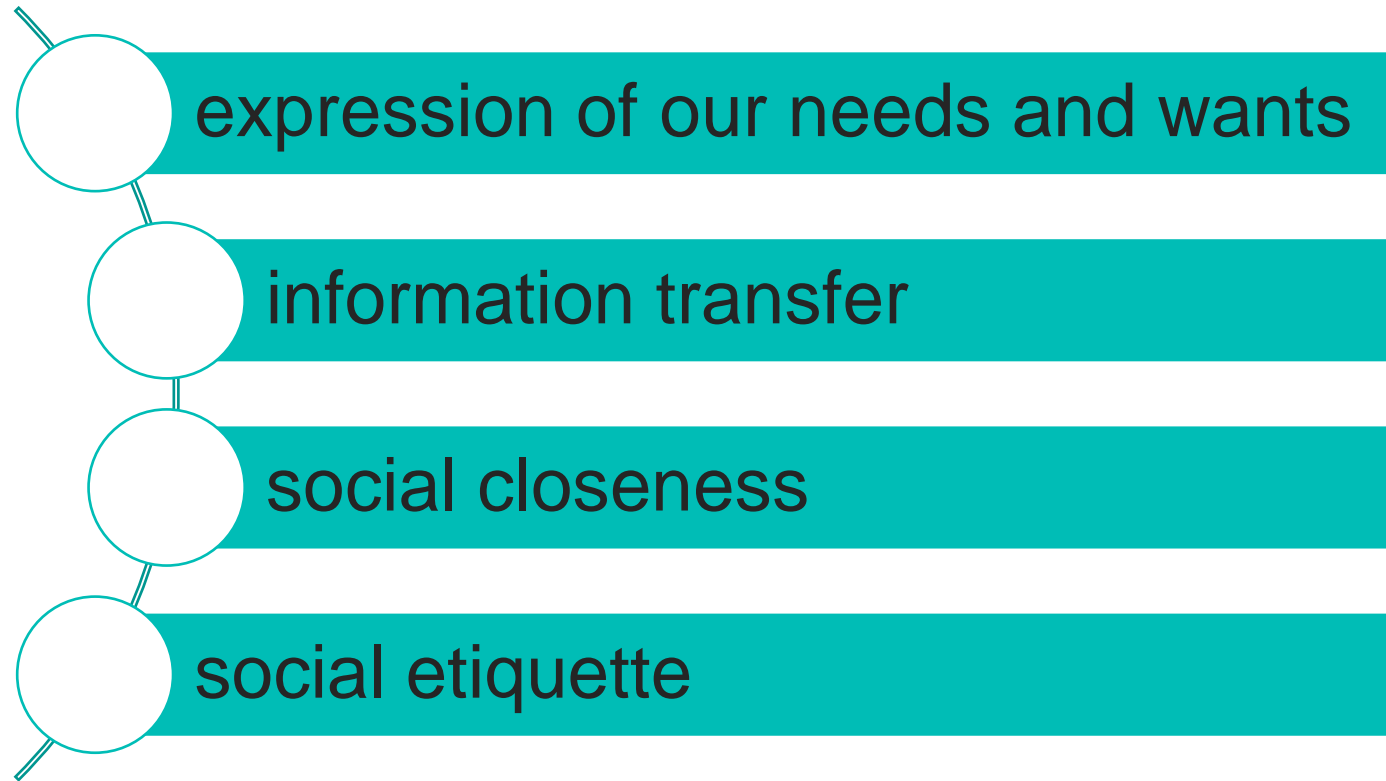
Focuses on four areas of wellbeing:

- Life satisfaction
- Negative emotions
- Interpersonal wellbeing
- Competence wellbeing.

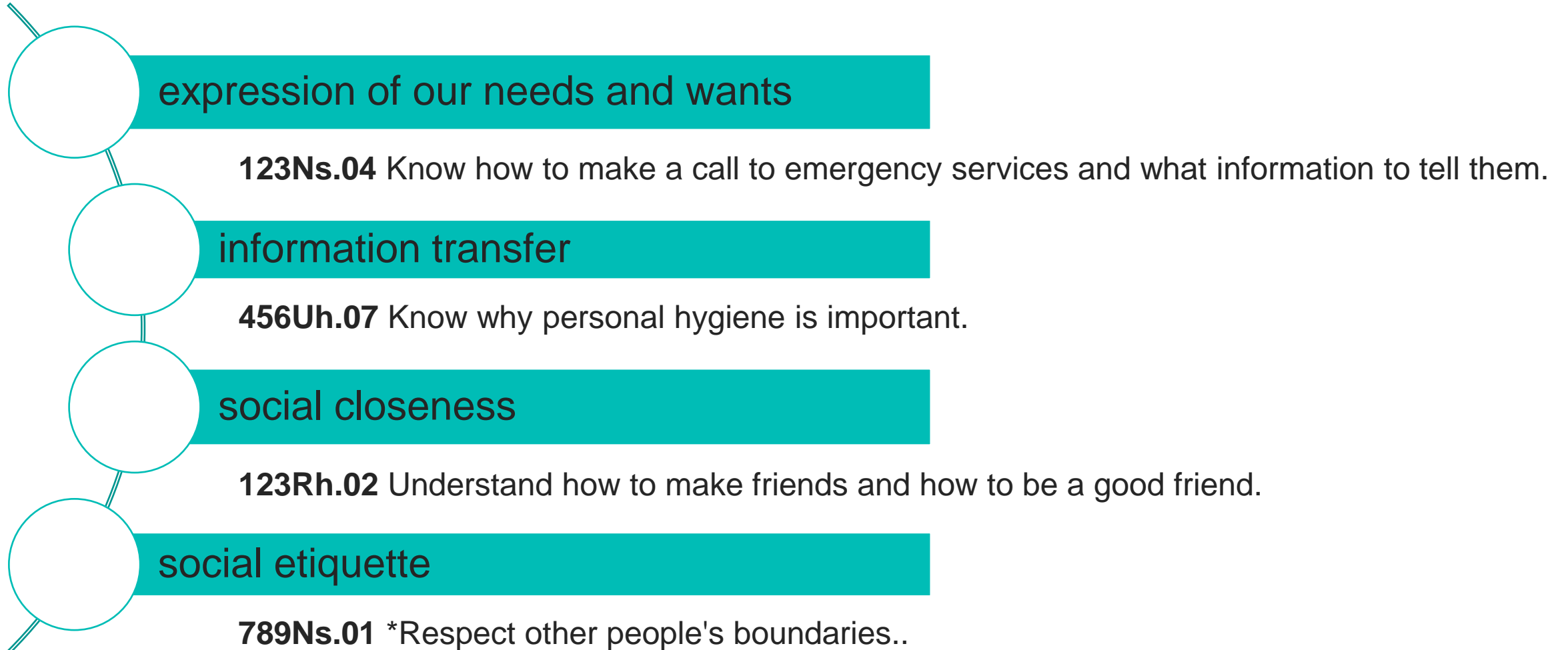


The importance of communication

Why do we communicate with others?



Communication in the wellbeing curriculum



456Rh.14 *Communicate their own boundaries to others.

Timing	Planned activities	Resources
<p>Main activities 20 minutes</p>	<p>Personal space Ask: <i>What does personal space mean?</i> Take responses. For e.g., Personal space is the invisible bubble around you. Everyone has a personal space bubble. It is up to each individual to decide who is allowed in their bubble, and in what situations and it can vary in size between people and for different people.</p> <p>Ask: <i>Who can give me an example of how a personal space bubble might change depending on the person or situation?</i> Take responses. For e.g., you may choose to cuddle with your grandma, but maybe not cuddle friends.</p> <p>Practise the concept of personal bubbles. Ask for a volunteer (make sure they are comfortable with the activity) and ask them to stand in the middle of the hoop or circle.</p> <p>Explain that this represents their personal space bubble. Select some learners to walk around the edge and ask permission for various levels of contact. For e.g., give them a high-five, shake their hand, braid their hair, stand next to them, move into the bubble. The learner in the circle can choose whether to allow the contact or not. They should communicate clearly by choosing either:</p> <ul style="list-style-type: none"> • Yes, I am comfortable with you coming into my personal space bubble to do that. • No, thank you. I am not comfortable doing that. <p>Emphasize that it is always OK to say 'no', and to do it firmly and politely.</p> <p>Group learners to discuss scenarios. For each one, they should discuss whether the behaviour is respectful or not, and to practise communicating whether they would be comfortable with it or not and the reasons why they feel this way.</p> <p>You can create appropriate scenarios relevant to your class. Some examples are provided:</p>	<p>Hula Hoop or circle on floor with tape.</p> <p>Create some discussion cards or scenarios</p>

Demonstration of activity

Non-verbal contact

Verbal reinforcement of social etiquette

Teacher question and whole class discussion

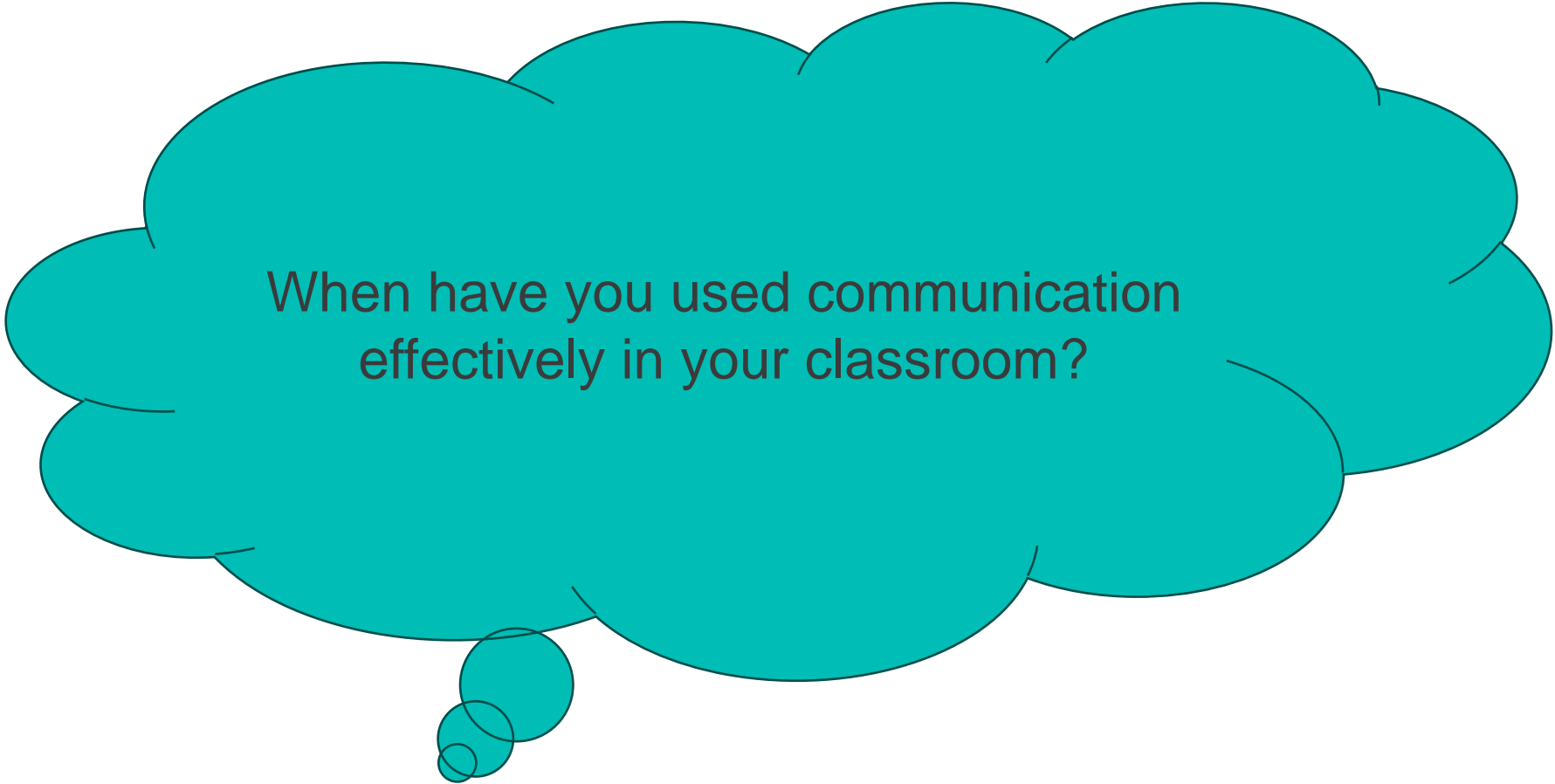
Individual verbal responses to teacher question

Information transfer about the activity

Expression of want

Group discussion

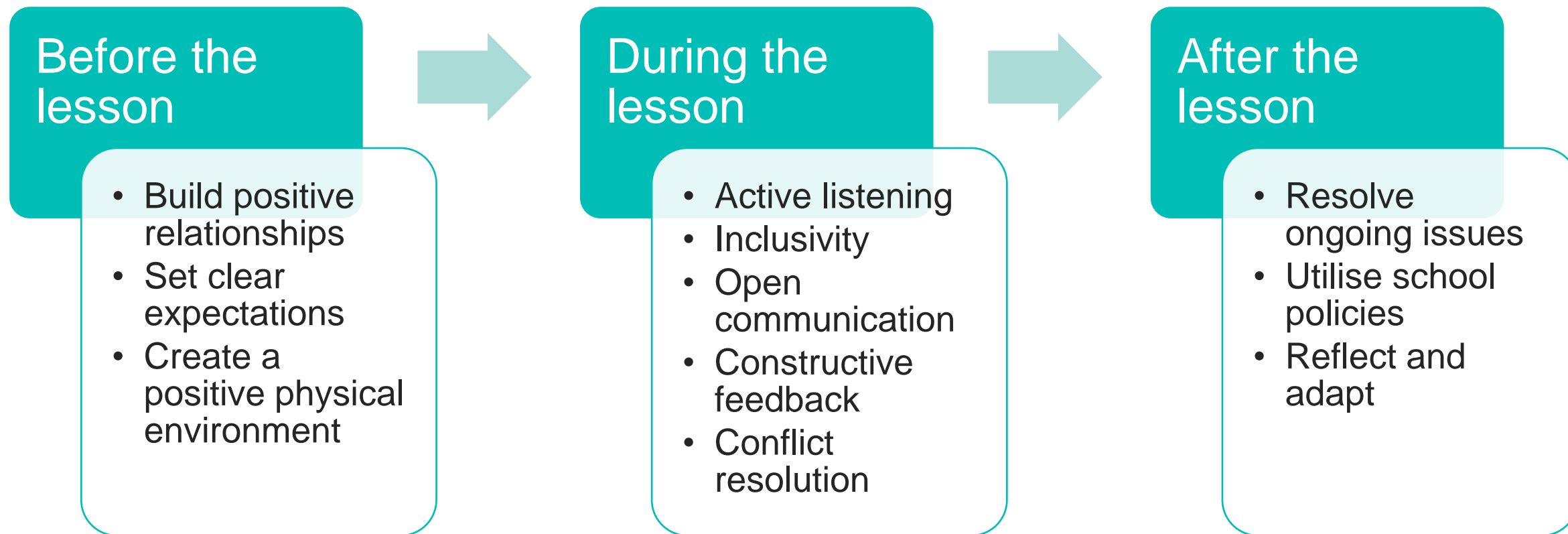
Reflection

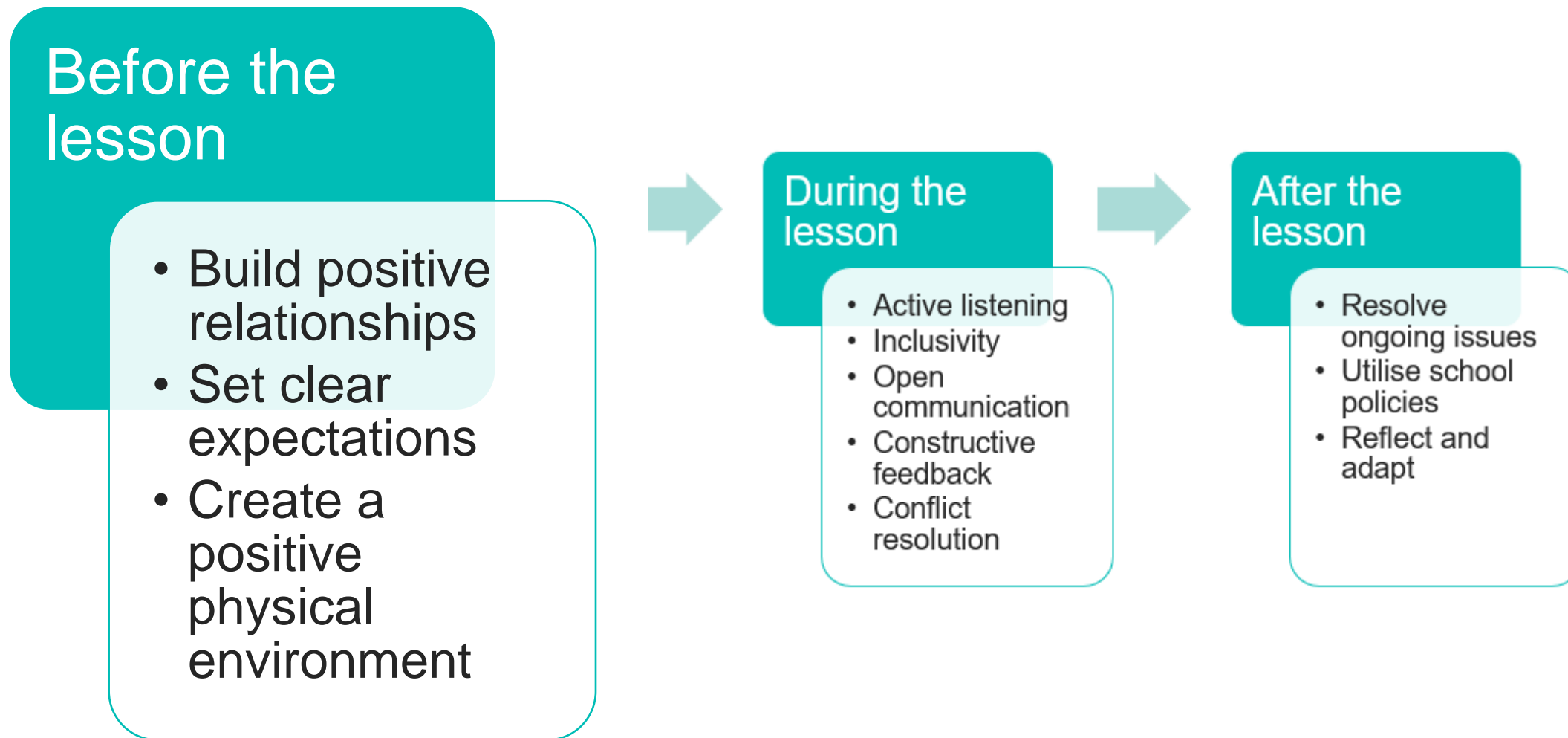


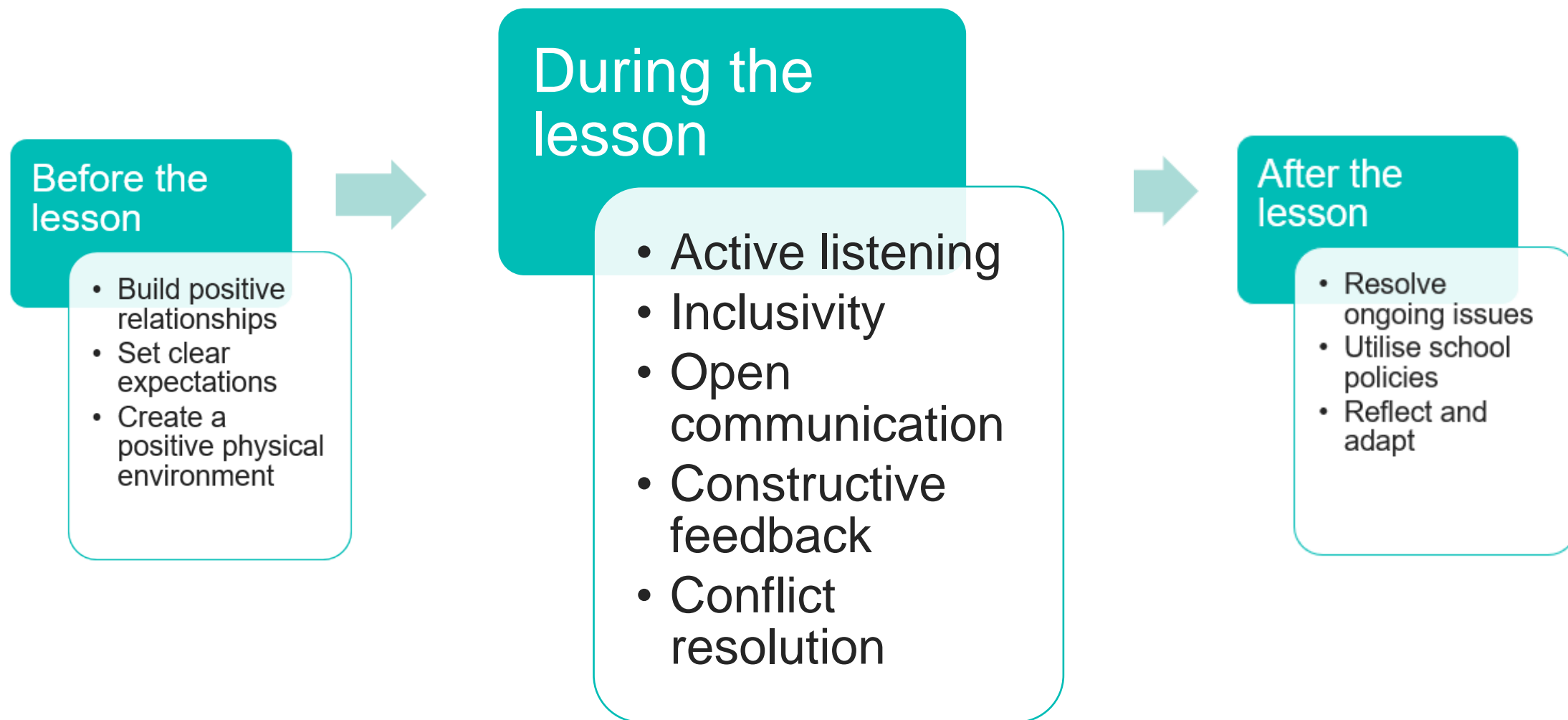
When have you used communication effectively in your classroom?

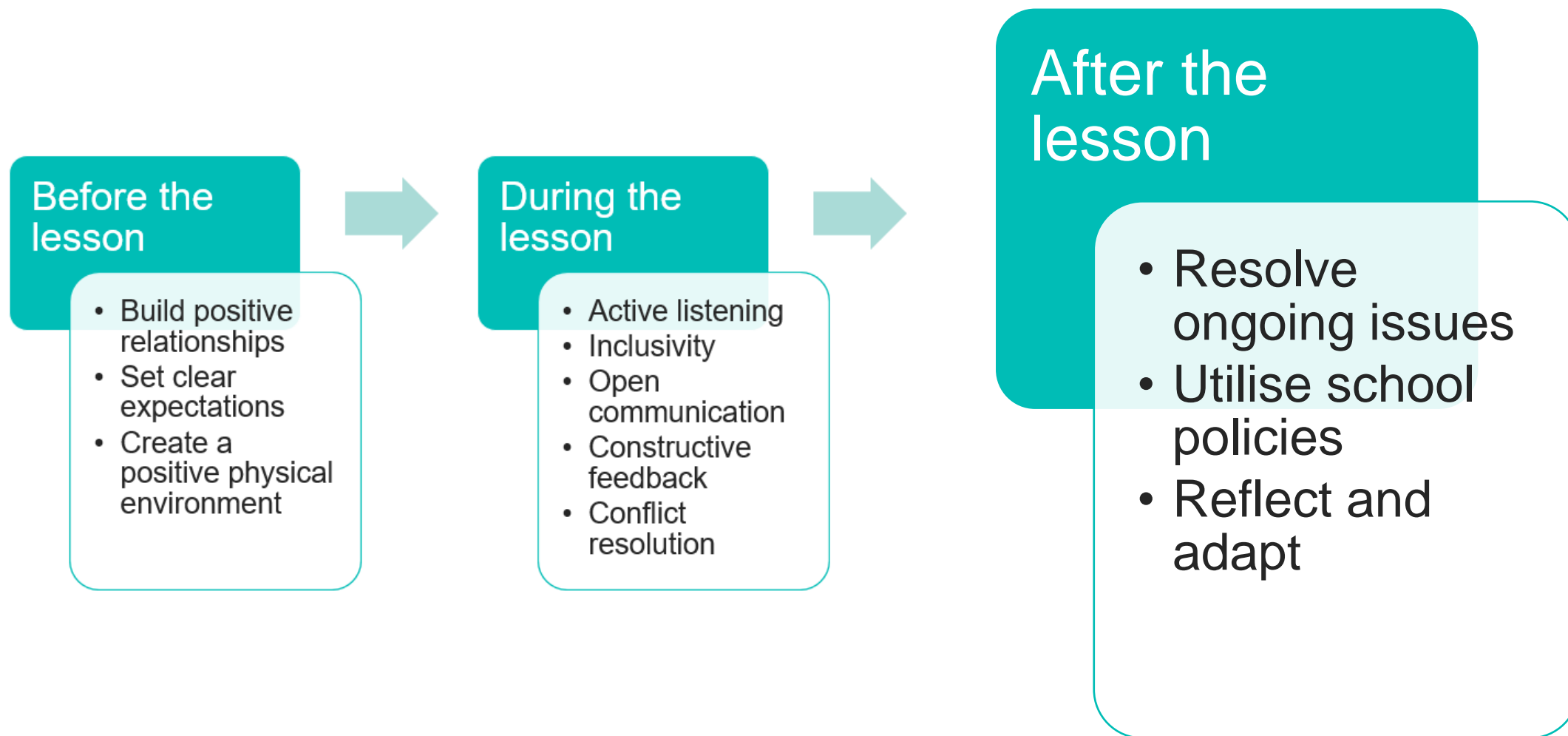
Creating a supportive environment for effective communication

Creating a supportive environment









Chat blast

What other techniques have you used in your classroom to support effective communication?

Add your ideas into the chat box.



QUIZ

What would you do?

Scenario 1: A learner has just disclosed a potential safeguarding issue during a whole class discussion. How do you respond?

- a) Acknowledge the disclosure, express gratitude for their openness, and let them know you will follow up after the lesson.
- b) Dismiss the disclosure as attention-seeking behaviour and remind learners not to bring up personal matters in the classroom.
- c) Pause the class discussion and address the learner privately after the lesson.
- d) Share your own similar experiences to make the learner feel less alone.

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Scenario 2: Learners express differing opinions during a class discussion. One learner calls another stupid for having their opinion. What should you do?

- a) Ignore the comment and continue with the discussion.
- b) Immediately reprimand the learner who made the offensive comment.
- c) Pause the discussion to talk about respectful communication and talk to the learner after the lesson.
- d) Agree with the learner who made the offensive comment to avoid escalating the situation.

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Scenario 3: You are planning to teach a lesson about bereavement to a group of 9-year-olds. One of them has recently lost a family member. What should you say to the learner before the lesson?

- a) Avoid mentioning the recent loss to prevent any emotional distress.
- b) Speak with the learner privately, express condolences, and ask if they would like any special accommodations or support during the lesson.
- c) Inform the learner privately that they should sit out the lesson to avoid potential sadness.
- d) Tell the learner that everything happens for a reason, and they should focus on the positive aspects of life to overcome grief.

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Any questions?

Cambridge Schools Conference, March 2024
Effective communication: from competence to confidence



Thank you!

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