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.

https://primary.cambridgeinternational.org
https://lowersecondary.cambridgeinternational.org
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?

- expression of our needs and wants
- information transfer
- social closeness
- social etiquette
Communication in the wellbeing curriculum

- **Expression of our needs and wants**
  - 123Ns.04 Know how to make a call to emergency services and what information to tell them.

- **Information transfer**
  - 456Uh.07 Know why personal hygiene is important.

- **Social closeness**
  - 123Rh.02 Understand how to make friends and how to be a good friend.

- **Social etiquette**
  - 789Ns.01 *Respect other people's boundaries.*
**456Rh.14** *Communicate their own boundaries to others.*

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<tr>
<th>Timing</th>
<th>Planned activities</th>
<th>Resources</th>
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<td>Main activities 20 minutes</td>
<td><strong>Personal space</strong>&lt;br&gt;&lt;br&gt;<strong>Ask:</strong> <em>What does personal space mean?</em> 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.&lt;br&gt;&lt;br&gt;<strong>Ask:</strong> <em>Who can give me an example of how a personal space bubble might change depending on the person or situation?</em> Take responses. For e.g., you may choose to cuddle with your grandma, but maybe not cuddle friends.&lt;br&gt;&lt;br&gt;<strong>Practise the concept of personal bubbles.</strong> 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.&lt;br&gt;&lt;br&gt;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:&lt;br&gt;&lt;br&gt;  - Yes, I am comfortable with you coming into my personal space bubble to do that.&lt;br&gt;  - No, thank you. I am not comfortable doing that.&lt;br&gt;&lt;br&gt;<strong>Emphasise:</strong> It is always OK to say ‘no’, and do it firmly and politely.&lt;br&gt;&lt;br&gt;<strong>Group learners to discuss scenarios.</strong> For each one, they should discuss whether the behaviour is respectful or not, and to practice communicating whether they would be comfortable with it or not and the reasons why they feel this way.&lt;br&gt;&lt;br&gt;You can create appropriate scenarios relevant to your class. Some examples are provided:</td>
<td>Hula Hoop or circle on floor with tape. Create some discussion cards or scenarios.</td>
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- **Teacher question and whole class discussion**
- **Individual verbal responses to teacher question**
- **Information transfer about the activity**
- **Expression of want**
- **Group discussion**

**Demonstration of activity**

**Non-verbal contact**

**Verbal reinforcement of social etiquette**
Reflection

When have you used communication effectively in your classroom?
Creating a supportive environment for effective communication
Creating a supportive environment

**Before the lesson**
- Build positive relationships
- Set clear expectations
- Create a positive physical environment

**During the lesson**
- Active listening
- Inclusivity
- Open communication
- Constructive feedback
- Conflict resolution

**After the lesson**
- Resolve ongoing issues
- Utilise school policies
- Reflect and adapt
Before the lesson

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• Set clear expectations
• Create a positive physical environment

During the lesson

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After the lesson

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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.
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.

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d) Share your own similar experiences to make the learner feel less alone.
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?
Thank you!