

Curriculum Community Education Facilitator



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Module 5

Communication



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1. Summary

Within this module participants will learn Communication as a key process to strengthen the relationships between people and to build up a community. The information exchange consists of the creating, editing, sending and receiving of messages. It is very important to send “codes” that the other side will de – code properly in order to avoid misunderstandings, prevent conflicts and maintain a suitable environment for communication. The module also deals with the connection between emotional intelligence, effective understanding and conflict management. It presents different models of communication and gives a broader perspective of the possibilities and approaches on how to maintain the engagement of individuals within the community by providing a friendly environment.

The participants will also build up knowledge of the barriers that people should overcome and the different theories of conflict management that explain the variety of communication situations and principles. The participants will practice their presentation, moderation and facilitation skills in order to be able to organize more professional activities that provide effective communication.

The current module will include the principle of effective communication as well as clarity and integrity of the message, and will look closely at the advantages of nonverbal communication.

Learning areas (Summary)

- LA 1 - Communication
- LA 2 - Barriers and theories
- LA 3 – Group communication management

2. Framework Conditions

2.1. Recommended Entry

Entry is at the discretion of the delivering centre.

This Module is designed to be delivered as the fifth module in the Group Award. It can also be delivered as a stand-alone Module.

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2.2. Credit Value

This Module is worth one credit towards the six credits required to achieve the Community Education Facilitator Group Award.

1 credit at EQF Level

2.3. Evidence Requirements for this Unit

Achievement of this module will be determined by attendance, participation and on completion of the tasks within the module. A practical assessment will take place at the end of each module.

2.4. Recommended prior knowledge and skills

While there are no pre - described prior knowledge skills for this module, it would be beneficial for participants to have basic written and oral communication skills and good interpersonal skills. It would also be beneficial if participants had some work experiences either in the field of adult education, regional/ local development, youth work or in the volunteer sector. Finally it would be appreciated a former education at EQF level 5/6.

2.5. Guidance on the Content and Context for This Unit

This module will support the development of communication competences, conflict management and other skills needed to work more effectively in small or large community groups. The module reviews the different aspects of human communication, the role of nonverbal messages, the prevention of unwanted conflicts, the strengthening of community relations and the management of the communication within the group.

This module is developed to be delivered as part of a trans-international initiative. Therefore it must be tailored to meet the needs of each country; particularly in matters dealing with legislation, societal structure and any other pertinent national issues: a supportive learning environment, professional trainers and learners centred methods will support the establishment of a high quality course.

2.6. Guidance on Learning and Teaching Approaches for This Unit

It is important that a supportive learning environment is created and when delivering this module there should be a balance between teacher-led and candidate-centred tasks.

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The module content can be taught using a variety of methods including:

- Lectures
- Group discussion
- Group presentations
- Case studies
- Worksheets
- Speakers
- Use of ICT such as media clips, websites etc.
- E-Learning/blended learning
- Feedback / reflection

The group work activities will play an effective role in this module. The support and feedback from the group could have added value for the learning outcomes.

3. Learning Areas

3.1. Learning Area 1 – Communication

- Verbal and nonverbal communication
- Cycle and models of Communication
- Effective mutual understanding

3.2. Learning Area 2 - Barriers and theories

- Challenging relationships. Terms, examples, origin.
- Barriers and approaches
- Conflict management
- Emotional Intelligence

3.3. Learning Area 3 - Group communication management

- Presentation skills
- Facilitation skills
- Moderation skills
- Feedback/reflection

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4. Support notes

4.1. Learning Area 1:

a) Defining communication

The trainer can use the method “quick thinking” to collect group perspective about the term “communication”. They write the answers on flipchart, summarize the information and present the term’s definition. The trainer can present the origin of the word “communication”. They can use the method “Ideas in the box” (handout).

b) Verbal and nonverbal communication

The trainer can use the method “Gossip” (handout). This method supports the static – dynamic interaction. It is a visible way to show the difference between verbal and nonverbal communication.

c) Cycle and Models of Communication.

The trainer has colour printed images of the Cycle and the different models. After the explanation they attach every image on the wall with tape. This will support visual leaning and the participants can easily follow the whole learning process and progress.

N.B. The trainer can use this for every desired learning outcome. At the end of the training the walls will be covered with pictures which will indicate the learning path.

d) Effective Mutual Understanding

The trainer introduces new terms – “passive” and “active” listening. They emphasize the role of the listening in communication. Most of the people will think that speaking is more essential. The trainer can use Instrument 2 (handout) to explain and practice.

4.2. Learning Area 2:

a) An introduction of Challenging relationships

The trainer can use the method “quick thinking” to collect the group’s perspective of the term “communication”. Participants can write the answers on flipchart and summarize the information and present the term definition. The trainer presents the official definition and the origin of the term and connects the answers from the participants with the definitions. This part is basic and needs synchronization of the “codes”.

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The trainer introduces the basic reasons for the appearance of difficult relationships and discusses this with the group. It is a good exercise to encourage the participants to share their thoughts and to express their different opinions.

b) Barriers to Effective Communication

There are many barriers to communication and these may occur at any stage of the communication process. Different barriers can be presented. The trainer can use an interactive approach, such as: colour printed images and the associations of the participants, different role-playing games. The main task is for the participants to understand that communication is a complex process and a lot of different barriers can occur, so different approaches are needed. The participants should understand that sometimes some of the barriers cannot be overcome (presentation).

c) Conflict management

Conflict management can be presented to the participants as a process of limiting the negative aspects of the conflict while increasing the positive aspects of the conflict. The aim of conflict management is to enhance learning and group outcomes, including effectiveness or performance in organizational setting. A properly managed conflict can improve the group outcomes (handout).

During the session a difference between Conflict resolution and Conflict management should be highlighted. This knowledge supports the choice of the final outcome we want to achieve. The trainer can use images and provoke associations and discussions within the group, as well as the provided presentation (handout).

The trainer should present the different models of conflict management. Two methods are provided - States of the Continent and The Bridge. The trainers can choose between the methods depending on the learning outcomes. After the group work the trainer can encourage the participants to compare their actions and attitude with the models presented. Again, the trainer can use different colour printed images that are expressions of the topic.

d) Emotional intelligence

Conflicts are closely linked to our emotions, so it is easy to introduce the topic of emotions and emotional intelligence. It is important, the trainer makes sure that the participants are aware of the basic emotions and can recognize them. The trainer presents

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the official definition and origin of the word. The correct recognition of the emotions is crucial for the conflict management, as well as the differentiation of emotions and problems. This session should also support the link between the emotions, the situations and actions.

This session will enhance the quality of the feedback because the participants will identify the difference between the content, the action and the emotion that surround the action.

4.3. Learning Area 3:

a) Presentation

During the whole training session the trainer attaches different colour printed images on the walls. Before this session the trainer puts the pyramid of hate on the wall. At the beginning of the session, the trainer encourages the group to look at the images and to guess whether there is a new one. After that, the trainer divides the participants into groups. Each group sees the characteristics of one of the Pyramid's levels and comes up with a scene that recreates such relations (handout).

This is a good opportunity to introduce the knowledge about the Pyramid and to encourage the participants to do presentations. After that the trainer introduces Sandwich feedback (handout).

b) Facilitation

The Facilitators help the groups to understand their common objectives and assists them in planning on how to achieve them, without taking a particular position in the discussion. They create a positive and safe atmosphere, guarantee that everybody has a chance to express their own opinion, and encourage debate. /European Youth Forum, How to build Pool of trainers, Definitions, page 7/.

c) Moderation

Moderators safeguard the quality and objectives of a debate, present the topic of the discussion and take questions to develop the discussion. They are impartial, but usually have a strong knowledge of the subject. / European Youth Forum, How to build a Pool of trainers, Definitions, page 7.

d) Feedback - Johari Window

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The trainer presents this technique to help people better understand their relationship with themselves and with the others (handout). This can enhance relationships in the group through positive feedback and by encouraging sharing of information.

Recommended resource: How to build Pool of trainers, EYF, 2010

<https://issuu.com/yomag/docs/pooloftrainers/31>

5. Delivery Schedule

5.1. Learning Area 1: Communication– 3,5 h

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
00:30	General overview of the Module	Flip	Presentation overview
01:00	Verbal and nonverbal communication	PPT, pin board, Group work	Handout: PPT presentation
01:00	Cycle and models of Communication	PPT, pin board, group work	Handout
01:00	Effective Mutual Understanding	Flip, Group work	Handout

5.2. Learning Area 2: Barriers and theories - 5.5 h

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
01:00	Challenging relationships. Terms, examples, origin.	PPT, pin board	Handout: documents, PPT
01:30	Barriers and approaches	PPT, Workshop, Simulative games	Handout: documents PPT, Flip
01:30	Conflict management	Pin board, Workshop	Handout: documents PPT, Flip
01:00	Emotional intelligence	PPT, Workshop, Simulative games	Handout: documents PPT, Flip

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5.3. Learning area 3: Group communication management 3 h

TIME	CONTENT	TEACHING METHOD	TEACHING MATERIAL
00:25	Group communication management	PPT	PPT presentation Printed Pyramid of hate
00:35	Presentation	Flip Group work Group feedback	Flip presentation
00:30	Moderation	Flip Group work Group feedback	Flip presentation
0:30	Facilitation	Flip Group work Group feedback	Flip presentation
0:30	Feedback/Reflection	Presentation Discussion	Printed Johari Window
0:30	General overview	Feedback	Questionnaire flip

6. Description of Learning Areas

Module 5 – Learning Area 1	
Title	Communication
Main contents	This Learning area will deliver knowledge about communication itself, verbal and nonverbal communication, the cycle of communication and how to understand each other more effectively. The participant will understand the essential need of utilization of non – verbal speech as 90 % of the message that we share. The 10 % verbal message means that we should carefully use the words surrounded with gestures, speech speed, intonation, eye contact etc. The cycle of communication will be presented and practiced.

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	During this Learning area effective common understanding techniques will be presented – passive listening, active listening and “I – message”.	
Skills	<p>Students can:</p> <ul style="list-style-type: none"> • explain the definition of “communication” • identify the difference between, and manage, their verbal and nonverbal communication • explain the cycle of communication - message movement from sender/ encoder to a receiver/ decoder • explain different models of Communication <ul style="list-style-type: none"> - Shannon and Weaver's linear model of communication - Berlo's Sender-Message-Channel-Receiver Model of Communication - Barnlund's transactional model of communication - Harold Innis theory of communication • listen passively and actively and use the “I – message” in order to achieve effective mutual understanding 	
Abilities	Knowledge	
To define Communication	<ul style="list-style-type: none"> • definition of communication • verbal and nonverbal speech • the Cycle of Communication • different models of Communication • effective mutual understanding and the significance of listening 	
To define verbal and non-verbal speech		
To explain the Cycle of Communication and different models		
Passive and active to listen		
Target	Community professional and aspiring community operators	
Prerequisites	EQF level 5/6	
Duration	3.5 hours + 6 of individual study + 2 for practical assessment	
Methodology	<ul style="list-style-type: none"> • Tutor input, • practical work 	
Evaluation	Practical assessment	

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Module 5 – Learning Area 2	
Title	Barriers and theories
Main contents	<p>This Learning Area will provide knowledge about conflicts within the community groups and how to manage them. The participants will understand a general overview of different types of barriers that challenge human relationships such as language, emotional, cultural, perceptual, physical barriers and will know what kind of approach they can use to progress communication. The participants will review Conflict management as a process of limiting the negative aspects of conflict while increasing the positive aspects of conflict. At the end of the session they will see conflict management as a tool to enhance learning and group results. During this learning area the participant will review Emotional intelligence as the capability of individuals to recognize their own, and other people's emotions and how this is related to effective communication and conflict management.</p>
Skills	<p>Students can:</p> <ul style="list-style-type: none"> • define and manage conflicts • explain what kind of barriers groups or individuals could face and what kind of approaches they could use • explain how to transfer conflict in learning and improve group work • explain Emotional intelligence and how it is related to effective communication and conflict management
Abilities	Knowledge
To define and manage conflict	<ul style="list-style-type: none"> • To define conflict • To understand different barriers and identify appropriate approaches • To know the difference between Conflict management and Conflict resolution • Conflict management as a learning tool • To define emotions
To use the proper approach to overcome communication barriers	
To use conflict as a learning instrument	
To recognize and explain different emotions	
Can make the connection between emotions, effective communication and conflict management	

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Target	Community professional and aspiring community operators
Prerequisites	EQF level 5/6
Duration	5.5 hours + 6 of individual study + 2 for practical assessment
Methodology	<ul style="list-style-type: none"> • Tutor input • practicing
Evaluation	Practical assessment:

Module 5 – Learning Area 3	
Title	Group communication management
Main contents	This Learning area will encourage participants to develop competences of how to manage group communication to achieve better results. It will cover concrete skills - presentation, moderation and facilitation. These skills will support the participant to express themselves more clearly and without communication barriers, to help a group of people understand their common objectives, to assist them to plan and achieve their objectives, and to support discussions (public or private) in order to achieve an appropriate learning environment for both sides.
skills	Students can: <ul style="list-style-type: none"> • explain why it is important to manage group communication in order to achieve better results • be able to make presentations • be able to facilitate groups • be able to moderate groups • understand the feedback given from others (the Johari Window)
Abilities	Knowledge
To explain the group communication	<ul style="list-style-type: none"> • The definition of group communication • Awareness of the Pyramid of hate • The role and skills of a facilitator and
To explain the different levels of the Pyramid of hate, characteristics and effects	
To present his/herself in a professional	

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manner	moderator <ul style="list-style-type: none"> • The importance of proper presentation skills • Understand the Johari Window
To facilitate	
To moderate	
To explain the Window of Johari	
Target	Community professionals and aspiring community operators
Prerequisites	EQF level 5/6
Duration	3 hours + 2 of individual study + 1 for practical assessment
Methodology	<ul style="list-style-type: none"> • Tutor input • practicing
Evaluation	Practical assessment