

Language and communication guide: Supporting activities

To support you to use this guide in your setting we have suggested a number of short and simple activities that you can work on with children and young people in your class. These should all be easily adapted and should be seen as starter ideas. You will no doubt have other ideas of things you can do on your own.

Getting to know each other

The Ambassadors have highlighted how understanding can be improved through the class by getting to know one another better. This activity is designed to do just that.

Activity:

Split the class into pairs and make sure pupils are matched with those they have spoken to the least. Set a 5-minute timer for the pupils to chat and find out where people are from, what they like doing and an interesting fact about each other. Come back together as a whole group. Invite each pair to feed back to the class what they found out about their partner.



Individual reflections

This activity is designed to encourage pupils to consider how they communicate with their peers.

Activity:

Ask pupils to have a period of reflection on how they communicate with others and what they could do differently.



- Have I tried to speak to others in class that I do not know as well?
- How have I treated/spoken to other pupils in school recently?
- What could I do differently?

You could also set this for short group discussions for the class to consider in small groups. Please adapt questions accordingly.

Point of view cards

This activity is designed to encourage the young people you are working with to consider different points of view.

Activity:

The cards below outline a number of different social scenarios. The class should read and try to identify the feelings and perspectives of all the characters involved.

It is your choice if you use every scenario, or choose to focus on a few. We would also encourage you to develop some of your own scenarios which may be particularly relatable to your group or setting.

You may choose to do this in small groups, or as one large group together.

Eilidh and Gemma have been friends for a few years. They are now 15.

Recently, Gemma has been finding Eilidh quite frustrating to spend time with. Little things that Eilidh does are becoming quite annoying for Gemma.

Gemma has just snapped at Eilidh over something small.

? **How could the girls have talked to each other before this?**

Anya has additional support needs and her teacher is aware of this. Her teacher asks her several times during the 1-hour class whether she needs any help and how she is getting on with her work. A few of the other pupils start whispering about this.

? **How do you think Anya is feeling?**

? **What would you say to the other pupils and the teacher?**

Ali is having a bad day and is not responding to his teacher's questions in class. He has his arms folded on his desk and his teacher tells him he is being rude.

? **What do you think Ali is thinking?**

? **What do you think the teacher is feeling?**

Simon brings a toy giraffe to school as he finds it comforting when feeling anxious. Instead of telling him off as this is against school rules, his teacher asks him why he has his toy with him and Simon explains why. The teacher then tells Simon some giraffe facts and carries on with the lesson.

? **What do you think about how the teacher spoke to Simon?**

Majid tells his teacher that he is having difficulties in another class and doesn't know what to do. His teacher says to him "It's out of my hands" and ends the conversation.

? **What do you think about this conversation?**

? **How do you think Majid feels afterwards?**

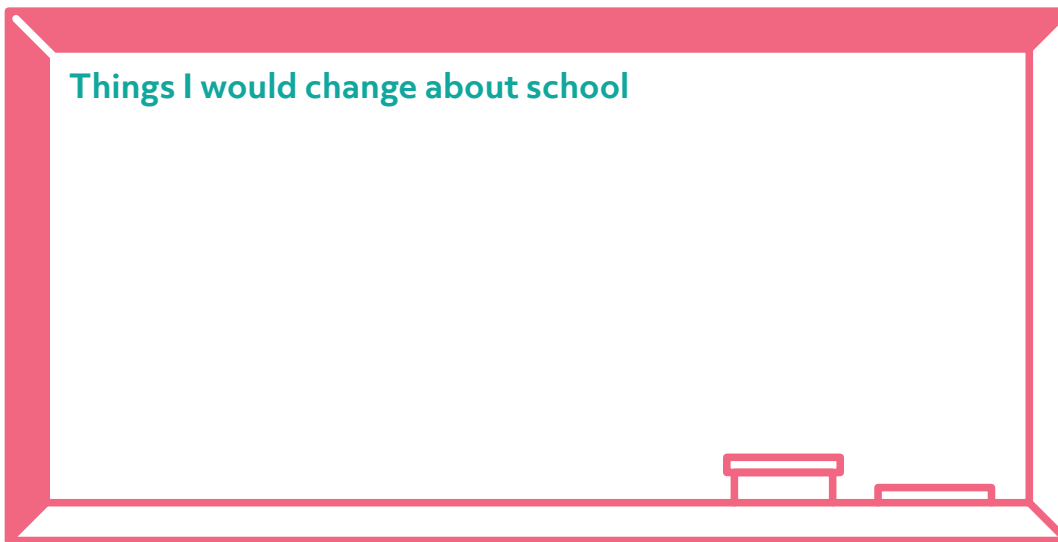
What works for me in class template

Young people have consistently told us of the importance of tailored support, specific to their needs and preferences. This resource is designed to help young people talk about what support they need in school and what would make their experience in school better.

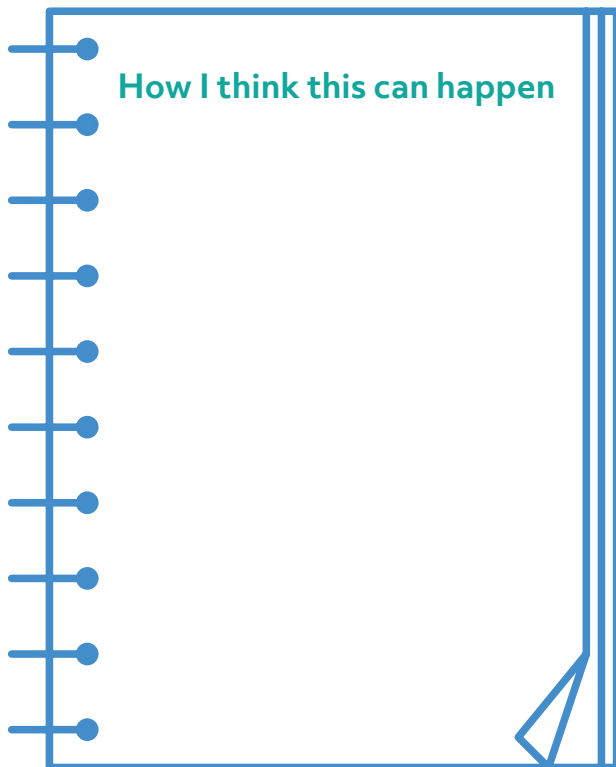
What works for me

Activity:

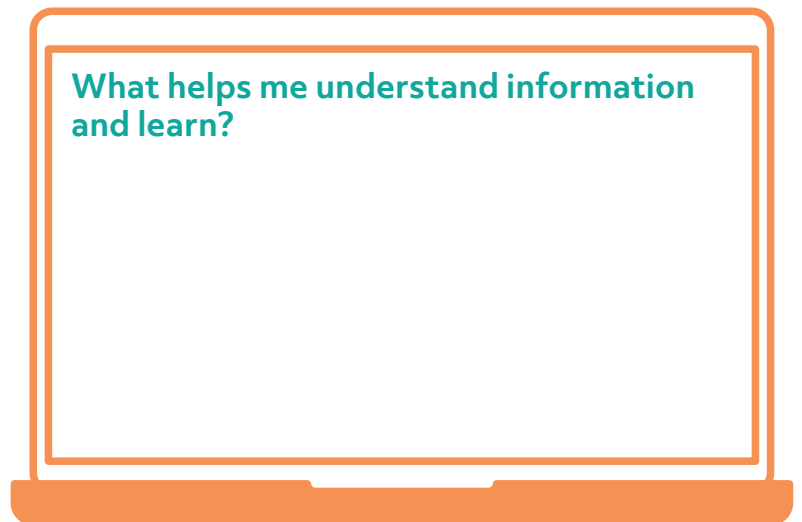
Pupils are asked to complete the template on their own. Teachers then collate answers and identify any changes that could be made collaboratively in the classroom. Class then agree next steps as a group.



Things I would change about school



How I think this can happen



What helps me understand information and learn?

Suggested outcome: What pupils would like to change could be gathered into a class charter on good communication that staff and pupils agree to adhere to.