KLA: PDHPE

Strand: Interpersonal Relationships

Background information about the Interpersonal Relationships Strand from the PDHPE K-6 Modules:

‘One of the strongest and most basic of all human needs is the need to relate to other people. We all need people in our lives who care for us and about whom we care. Positive relationships are built upon effective interpersonal communication and respect for the contributions, needs and efforts of others. It is important that students become aware that people are never totally independent.

In this strand students will learn about the many people in their lives and how these people can influence the way that they think, feel and act. They will also learn that to relate to others in a positive and nonviolent manner requires effort, empathy, sensitivity and an awareness of the needs and feelings of others. The focus of this strand is on developing the concepts of cooperation, collaboration and networking through learning experiences designed to promote the interpersonal skills of communication and group work. The emphasis is on recognising individual rights and responsibilities within relationships and developing a caring attitude to others.’

Background information to Communication Skills from the PDHPE K-6 Modules:

Communication involves someone sending a message to someone else who receives and understands the intended meaning and responds appropriately. Skills required for effective communication are those involving verbal and nonverbal communication, active listening, assertiveness, negotiation and conflict resolution. It is important that students are given opportunities to practise these skills throughout this strand.

About the unit:

This unit has been designed specifically to support ‘Week Without Words’ at your school. Please note that the teaching and learning experiences have been designed using a ‘one size fits all’ approach. Teachers should select teaching and learning experiences according to the age and abilities of their students. Teachers may also wish to substitute or supplement teaching and learning experiences with those of their own choosing.

Outcomes and indicators

Early Stage 1
COES1.1 Expresses feelings, needs and wants in appropriate ways
  • responds to simple instructions and rules
  • communicates feelings, needs and wants in a variety of ways
  • makes simple requests

IRES1.11 Identifies how individuals care for each other
  • demonstrates the skills involved in giving and receiving messages
  • demonstrates active listening skills, questioning and recalling of information when interacting with others
Stage 1
COS1.1 Communicates appropriately in a variety of ways
• sends simple messages using a variety of communication forms
• expresses themselves through movement and other forms
IRS1.11 Identifies the ways in which they communicate, cooperate and care for others
• demonstrates appropriate ways of communicating with others, eg listening, verbal/nonverbal forms

Stage 2
COS2.1 Uses a variety of ways to communicate with and within groups
• shares ideas, feelings and opinions with others about issues
• uses a variety of communication forms in group situations
IRS2.11 Describes how relationships with a range of people enhance wellbeing
• participates in group situations, showing consideration for the needs, rights and feelings of others
• demonstrates communication skills that enhance relationships, eg listening, showing care, negotiating, refusing, assertiveness

Stage 3
COS3.3 Communicates confidently in a variety of situations.
• communicates an idea, story or more complex message through movement or other forms
IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships
• models behaviour that reflects sensitivity to the needs, rights, feelings of others
• describes the factors that can influence communication, eg listening, expression, feelings, others, body language
# Without Words – Unit of Work

## Teaching and Learning Experiences

<table>
<thead>
<tr>
<th>1) Background to Week Without Words</th>
<th>Suggested time</th>
<th>Resources</th>
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</thead>
<tbody>
<tr>
<td><strong>Explain:</strong> The focus for ‘Week Without Words’ is to bring awareness to people who do not speak or find speaking difficult and use other forms to communicate. Students are encouraged to explore what it is like to communicate using alternate means and at the same time raise money for St Lucy’s School.</td>
<td>10 mins</td>
<td>None</td>
</tr>
<tr>
<td><strong>Reflect:</strong> What would it be like to communicate without spoken words</td>
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<table>
<thead>
<tr>
<th>2) What is communication?</th>
<th>Suggested time</th>
<th>Resources</th>
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<tbody>
<tr>
<td><strong>Activity:</strong> As a class, create a mind map representing ‘Communication’ eg</td>
<td>20 mins</td>
<td>Interactive whiteboard or Butchers’ paper or to record students’ ideas</td>
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<tr>
<td>• Interaction or exchange of a message or messages between one or more people</td>
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<tr>
<td>• Expression of one’s wants, thoughts, ideas, feelings directed to another person or persons</td>
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<tr>
<td>• Listening and understanding the message another person is communicating</td>
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<tr>
<td><strong>Discussion questions</strong></td>
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<tr>
<td>Can communication occur with only one person?</td>
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<tr>
<td>Is communication effective if the other person does not understand what the communicator is expressing or meaning?</td>
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<thead>
<tr>
<th>3) Why do people communicate</th>
<th>Suggested time</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity:</strong> Brainstorm ‘Why do people communicate?’ eg</td>
<td>20 mins</td>
<td>None</td>
</tr>
<tr>
<td>• Expressing needs and wants eg requesting, rejecting, asking for help</td>
<td></td>
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<tr>
<td>• Exchange information eg asking questions, making comments, giving instructions, responding to questions and information</td>
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<tr>
<td>• Social closeness and relating eg greeting, making jokes, seeking attention, asking to play, making friends</td>
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<tr>
<td>• Expressing feelings</td>
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</table>
### Without Words – Unit of Work

#### 4) How people communicate

**Activity:** Brainstorm: How do people communicate? eg
- Body language
- Facial expression
- Gesture and signs
- Speaking
- Tone of voice
- Writing
- Drawing
- Touch

*Teaching tip:* If students have difficulty identifying particular ways of communicating, talk to the class without using a particular method eg flat tone, looking away

**Activity:** Have students practise communicating a message without one of the first 5 examples of communication(above). Afterwards, discuss the effect.

**Activity:** Students design poster – how people communicate

**Extension activity:** Explore changes in how people communicate from birth, through the stages of development to the students’ current age. You may want to divide the class into groups and get students to research a particular stage.

#### 5) Communication difficulties

**Explain:** Some people have communication difficulties. This means they might have trouble:
- Understanding and following what other people say
- Speaking and/or clearly making speech sounds
- Putting words in a sentence or using more than one or two words at a time
- Speaking smoothly ie they might stutter
- Understanding and using vocabulary
- Understanding social rules eg eye contact, starting a conversation, interrupting, talking on a range of topics
- Hearing which means their speech might be hard to understand.

For each of the above difficulties, identify barriers to participation ie what might students find hard.

| 1 hour | Cardboard | pens | other art supplies |
| 20 mins | None |
6) Exploring what it is like to communicate ‘without words’

**Activity:** Play the following game so students can engage with what it is like to communicate only using non-verbal means.

**Get the message**

**Teaching tip:** Choose the level of the message according to the group. Ideally students should start with easy messages and progress to harder messages.

**Instructions:**
- Divide the class into small groups of 3 or 4.
- Place a pile of message cards (from your pack) in the middle of the group face down.
- Each student takes a turn to pick up a card without showing the other students in their group.
- They read the message and try to communicate the message (word for word) to their partner using the methods identified in red on the card.
- The other students in the group can ask questions to assist in working out the message.

Following the group activity, reflect on the following as a class:
- Was it easy to get your message across?
- What was it like when the other people in the group didn’t get the message?
- What was it like trying to work out the message?
- What would have made it easier?
- What type of words/vocabulary were particularly hard to communicate?

7) AAC

**Explain:** Students with communication difficulties need other ways to communicate everything they want to communicate. This involves having a communication system. Sometimes called an AAC (Augmentative and Alternative Communication System).

**Activities:** Select one or more of the methods of communication below and undertake the associated activities.

**Key Word Signs** (previously known as Makaton) (see Resource pack)

**Activity:** Learn to use a number of signs from the resource pack. Practise these as a class. You may choose for students always to use the signs with particular words for ‘Without Words Week’ (eg using

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get the message</td>
<td>45 mins</td>
<td>Messages sets 1-3 (below)</td>
</tr>
<tr>
<td>KEY WORD SIGNS</td>
<td>20 mins across a number of days</td>
<td>Resource pack from St Lucy's</td>
</tr>
<tr>
<td>AAC</td>
<td>20 mins across a number of days</td>
<td>Youtube videos (hyperlinks)</td>
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**Without Words – Unit of Work**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Duration</th>
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<tbody>
<tr>
<td><strong>Teaching tip:</strong> Students could be penalised in some way if they forget to use the signs with the corresponding words to make learning the signs more fun.</td>
<td>20 mins</td>
</tr>
<tr>
<td><strong>Visuals</strong>&lt;br&gt;Explain: Students with communication difficulties may use one or more visuals to communicate.</td>
<td>20 mins</td>
</tr>
<tr>
<td><strong>Activity:</strong> Watch the YouTube video showing a young boy using a PODD (Pragmatic Organisation Dynamic Display) which contains visuals in a communication book <a href="#">Finn using a PODD communication book</a>.</td>
<td>1 hour</td>
</tr>
<tr>
<td>Reflect on what it would be like to communicate messages using the book.</td>
<td></td>
</tr>
<tr>
<td><strong>Electronic devices</strong>&lt;br&gt;<strong>Activity:</strong> Watch the YouTube video <a href="#">My Communication Device</a>.</td>
<td>20 mins</td>
</tr>
<tr>
<td>Reflect on:&lt;br&gt;• What would it be like to communicate this way?&lt;br&gt;• What does it mean for a person communicating with a person who uses a device?</td>
<td></td>
</tr>
<tr>
<td><strong>Apps for communication</strong>&lt;br&gt;Explain: There are many Apps being created for iPhones and iPads which are making communication easier and more affordable for students who do not speak.</td>
<td>1 hour</td>
</tr>
<tr>
<td>Research Activity: Each student researches an App they think would aide communication. Students may be selected to report back to the class. The teacher should select appropriate sites through which students should do their research <a href="#">Examples of Apps site for students with special education needs</a>.</td>
<td></td>
</tr>
<tr>
<td>Extension Activity: Design an App for a student with a particular communication difficulty and present to the class.</td>
<td></td>
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</tbody>
</table>
### Project: Design a Topic Board for a particular activity

**Explain:** A topic board includes a range of visuals to communicate about a particular activity. Each communication partner points to the visuals as they talk.

Show the Topic Board ‘Morning Tea’ which is included in the pack.

**Activity:** In pairs, students should design a topic board (they may draw visuals, use clip art or some other picture program) for a particular game.

After they have designed the topic board they should use it to explain the rules of and how to play a game non-verbally.

### Extension activity: Words I couldn’t live without

**Explain:** It is important to recognise that often another person programs or selects pictures for people with communication difficulties’ communication systems. The aim is to include everything the student wants to communicate about.

Sometimes people programming communication systems only focus on nouns ie words that represent people, places and things. This limits the amount of communication available to a student.

**Activity:** Watch the Language Stealers which was made by a group of people with disabilities to promote AAC

**The Language Stealers**

**Reflect on:**
What it would be like to have other people choosing what words are important for you?
What words couldn’t you live without?

**Activity:**
- Divide students into pairs
- One student shares their news from the weekend or the previous afternoon with their partner
- The partner writes the news down ‘word for word’. If this is too difficult the pair can use a recording device and then transcribe it.
- Identify the words that were used the most. What type of words were they? Do students agree with the Language Stealers about the types of words that need to be included in a
<table>
<thead>
<tr>
<th><strong>10) Review</strong></th>
<th></th>
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<tbody>
<tr>
<td><strong>Activity:</strong> Students design their own ‘Without Words Week’ logo to represent what they have learnt. Students explain their logo to the class</td>
<td></td>
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<table>
<thead>
<tr>
<th><strong>11) Feel Good video: Makaton Musos</strong></th>
<th></th>
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<tbody>
<tr>
<td><strong>Watch:</strong> <a href="http://www.youtube.com/watch?v=WZxpqjCzp8g">http://www.youtube.com/watch?v=WZxpqjCzp8g</a></td>
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</tbody>
</table>

- Paper and art supplies or design on computer
- YouTube video
<table>
<thead>
<tr>
<th>Message Card</th>
<th>Actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi, how are you?</td>
<td>use Key Word Signs gestures, eye contact, facial expressions</td>
</tr>
<tr>
<td>I am feeling sad</td>
<td>use gestures, eye contact, facial expressions</td>
</tr>
<tr>
<td>I am feeling angry</td>
<td>use gestures, eye contact, facial expressions</td>
</tr>
<tr>
<td>Where is the phone?</td>
<td>use Key Word Signs gestures, eye contact, facial expressions</td>
</tr>
<tr>
<td>Come over here</td>
<td>use gestures, eye contact, facial expressions</td>
</tr>
<tr>
<td>What is the time?</td>
<td>use gestures, eye contact, facial expressions</td>
</tr>
<tr>
<td>Walk over there</td>
<td>use gestures, eye contact, facial expressions</td>
</tr>
<tr>
<td>Be quiet</td>
<td>use Key Word Signs gestures, eye contact, facial expressions</td>
</tr>
<tr>
<td>Have you seen my dog?</td>
<td>use gestures, eye contact, facial expressions</td>
</tr>
<tr>
<td>Where do you live?</td>
<td>use Key Word Signs gestures, eye contact, facial expressions</td>
</tr>
<tr>
<td>I love watching TV</td>
<td>use gestures, eye contact, facial expressions</td>
</tr>
<tr>
<td>Can you get me a book</td>
<td>use gestures, eye contact, facial expressions</td>
</tr>
<tr>
<td>I want to play on the computer</td>
<td>use gestures, eye contact, facial expressions</td>
</tr>
<tr>
<td>I don’t like writing</td>
<td>use gestures, eye contact, facial expressions</td>
</tr>
<tr>
<td>Let’s play cricket!</td>
<td>use gestures, eye contact, facial expressions</td>
</tr>
<tr>
<td>Can you help me please</td>
<td>use Key Word Signs gestures, eye contact, facial expressions</td>
</tr>
<tr>
<td>Yesterday I went swimming</td>
<td>use gestures, eye contact, facial expressions</td>
</tr>
<tr>
<td>Who is your teacher?</td>
<td>use gestures, eye contact, facial expressions</td>
</tr>
<tr>
<td>I couldn’t get to sleep last night</td>
<td>use gestures, eye contact, facial expressions</td>
</tr>
<tr>
<td>My dog is missing</td>
<td>use Key Word Signs gestures, eye contact, facial expressions</td>
</tr>
<tr>
<td>I am getting a haircut later</td>
<td>use gestures, eye contact, facial expressions</td>
</tr>
<tr>
<td>Do you like my shoes?</td>
<td>use gestures, eye contact, facial expressions</td>
</tr>
<tr>
<td>Do you want to play football outside?</td>
<td>use gestures, eye contact, facial expressions</td>
</tr>
<tr>
<td>I’m sorry I have to go I feel very sick</td>
<td>use Key Word Signs gestures, eye contact, facial expressions</td>
</tr>
</tbody>
</table>
SORRY
Move cupped dominant hand, fingers slightly spread, at side of face in two short diagonal movements.

PLEASE
Move open dominant hand straight forward from chin, while closing into a fist, thumb extended.

NO
Shake dominant fist sideways in front of body.

YES
Move dominant fist up and down from the wrist twice.

MORE
Cup dominant hand and fingertips on centre chest – move hand forward.

MY/MINE
Place dominant hand on chest, palm in.

WHERE?
Open both hands and simultaneously move each hand from side to side twice.

WHEN?
Place open dominant hand, fingers spread, with tip of little finger on same side cheek. Alternately place all fingertips quickly on to cheek twice.

HELP
Place dominant hand into non-dominant hand, palms together – move forward.

HOW ARE YOU?
Place palm of open dominant hand on chest. Brush fingertips off chest and close hand with thumb extended.

THANKS
Move fingertips of open dominant hand forward from chin once.

TO FINISH
Extend dominant thumb, fingers closed. Rock hand formation from side to side several times.
Morning Tea

- spoon
- fork
- clean up/wipe
- finish
- stir
- pour
- cut
- plate
- tea
- coffee
- milk
- sugar
- How are you?
- yummy
- thank you
- cold drink
- want
- good
- more
- please
- lime
- you
- uh oh
- I need help
Non – verbal activities

A fun way to participate in Week Without Words is to hold a gold coin mufti day full of communication activities that involve the whole school.

Lower primary students could learn to sign nursery rhymes [http://bit.ly/zRcZ0Q](http://bit.ly/zRcZ0Q)


Senior students could challenge themselves with “Party in the USA” with Stephen Torrence [http://bit.ly/1h6s4b](http://bit.ly/1h6s4b)

Morning tea and lunch could be filled with games of silent tip and stuck in the mud or Chinese whispers.

In class students could to stay silent for an hour or even two, follow the Week Without Words unit of work or play whiteboard Pictionary like Ellen [http://bit.ly/V5STjN](http://bit.ly/V5STjN)

Here are some more ideas:

The Birthday Line Up

Without speaking, the group are to order themselves consecutively into a straight line based on their birth month and date. Use hand signs and body language to communicate.

Shoe Factory

Everyone places their shoes in a pile. Participants put on one new right and left shoe, before ordering themselves silently so that the person standing next to them is in the matching shoe to form a pair.

This Is Your Life

In pairs, share three little known things about yourself with your partner. Your partner then performs these in front of the group, and the group guesses what these things may be.

Mirror Mirror

Facing one another, pairs are to mirror the other person’s facial gestures, actions and body language without speaking. This might be pulling silly faces, hopping on one leg or dancing.

We hope you enjoy participating in Week Without Words!
What is a communication disability?

A communication disability occurs when one or more of the areas of communication is impaired. People may have difficulty understanding others, expressing themselves and producing speech or interacting in general. Communication disabilities can be mild, moderate or severe and be present from birth or acquired later in life. 95% of St Lucy’s students have a communication disability. Some reasons for this are:

- the mouth and tongue don’t move easily
- the brain has trouble planning and producing words
- language doesn’t make sense to them
- they don’t know or can’t remember the words they want or the meaning of words
- they are deaf and don’t hear speech
- they do not comprehend the meaning of non-verbal communication e.g. gestures
- they can’t follow social rules like eye contact, taking turns, sharing ideas
- they have difficulty processing information
- they have difficulty attending to what people are saying when there are other things happening in the environment or lots of noise

What communication supports do St Lucy’s students need?

Low tech devices:

- Laminated picture cards attached to a communication book with Velcro
- Topic Boards, which are a series of pictures relating to a particular topic or activity. *(In both cases the child points to or looks at the image of the word they want to say).*

High tech devices:

- Electronic apps on iPods or iPads or other electronic devices that “speak” in a recorded voice when the child presses an image or word.
- Many St Lucy’s students also learn Key Word Signs which are a simplified version of Auslan in which only the key words of a sentence are signed.
How is the money donated in 2014 being spent?

Funds donated in 2014 paid for:

- iPads and training in how to use them
- Communication apps like Proloquo2Go
- A communication dictionary for non-verbal students
- A Positive Behaviour program to help children whose inappropriate behaviour is due to an inability to communicate
- A Reading Program to help children with disabilities read signs and notices in the community

Where will the money donated in 2015 go?

Money donated to Week Without Words will help us give every verbally impaired St Lucy’s child an effective communication system. It will also pay for:

- iPads
- Proloquo2Go licences
- Training in the use of communication devices for students and their families
- Programs to address behavioural problems that are linked to the frustration of not being able to speak or communicate effectively
- A Reading Program to help children with disabilities read the signs and notices they see everyday in the community

Why do children with disabilities need to learn to communicate?

Communication is what makes us human - it is almost impossible to live an engaged life without it. Being able to communicate effectively enables students to express their needs, thoughts and ideas and relate to others.

St Lucy’s students will benefit from communication teaching in different ways, depending on the nature of their disability. For some it will mean independence – to be able to use an electronic device to go shopping or to a café on their own and ask for what they need. For others it will mean security – to learn to communicate the words they need to stay safe. For students with more complex needs, communication will mean being able to express a choice between two things – whether they want apple juice or orange juice with their lunch, or what story they want to hear. Communication training will help all of our students to develop closer relationships with their families and friends. It will also reduce some of their frustration at not being able to communicate what they need and in some cases result in improvements in behaviour.