

1.0 Module 1

Fundamentals of Communication Skills: ○

18 hours (12 in school and 6 at home)



Exposure 1
Exposure 2
Exposure 3
Exposure 4

- Introduction Written Communication
- Introduction Visual Communication
- Introduction Verbal Communication
- Presentation Techniques

Task 1.1 (at School + Home)

- Introduction to written Communication

Task 1.2 (at School + Home)

- Introduction to Visual Communication

Task 1.3 (at School + Home)

- Introduction to Verbal Communication

Task 1.4 (at School + Home)

- Presentation Techniques

Final Output

- Make a presentation of all your communication tasks
- + Reflections, Self Assessment and References

1.0 Module 1

Fundamentals of Communication Skills

18 hours (12 in school and 6 at home) = 18 credits



Introduction

Communication Skills are part of the 21st century skills aimed at making the students understand the fundamentals of both verbal and non-verbal communication. This includes written, spoken, visual and gestural communications.

Aim of the Course:

To expose school students to the fundamentals of communication skills. The students should be able to listen, read, take down notes, make points, summarize and organize information for effective communication. This could be for writing and presenting a story/scenario, making a project report /proposal or an article/paper.

The course will introduce students to organize and structure information for different ways of communication: (a) written, (b) verbal, (c) visual and (d) gestural communication.

Place:

Place: Task 1.1, 1.2, 1.3 and 1.4 done at School and at home



Grouping:

Grouping: Class tasks are done in groups of 3-4 and Home tasks are individually



Equipment:

Equipment: Notebook/Sketchbook for sketching, Stationary (Pencils, Pens, Colours, Tracing paper, Black Ink and brush or brush pen, colour pens), students may use digital devices like computers or tablets (if available, but not necessary)

Exposures:

Exposure 1 Introduction Written Communication

Exposure 2: Introduction Visual Communication

Exposure 3: Introduction Verbal Communication

Exposure 4: Presentation Techniques

Task Sequence:

Task 1.1 + 1.2 + 1.3 + 1.4

1. **Exposure 1:** Introduction Written Communication (20 minutes)

2. **Task 1.1:** Written Communication (4hrs 40 minutes)

3. **Exposure 2:** Introduction Visual Communication (20 Minutes)

4. **Task 1.2:** Visual Communication (4hrs 40 minutes)

5. **Exposure 3:** Introduction Verbal Communication

6. **Task 1.3:** Verbal/Gestural Communication (4hrs 40 minutes)

7. **Exposure 4:** Presentation Techniques (20 Minutes)

8. **Task 1.4:** Final Presentation (160 minutes)

Design Thinking & Innovation Process involvement:

This Module involves the following phases of the DT&I Process:

Phase 1. Observe/Empathise/Research (Taking Notes/Sketching Observations)

Phase 2. Understand/Analyse/Define (Summarizing, Mappings)

Phase 3. Ideate/Alternate/Create (creative alternatives)

Phase 4. Build/Prototype/Detail (Scenarios)

Phase 5. Evaluate/Reflect/Implement (Presentation)

Mapping SDG Goals:

The following SDG goals need to be considered while solving this task. While documenting elements and expressions, do think of gender equality and reduced inequalities and concern for life on our planet.



Task 1

Task 1 = 1.1 + 1.2 + 1.3 + 1.4

School Hours: 12, Home hours: 6



Task 1.0:



Overall Task (Task 1.1 + Task 1.2 + Task 1.3 + Task 1.4):

Task Topic:

Communication Skills: Social issue or an issue concerning your neighbourhood environment

You can either choose a social issue or pick up an issue concerning your neighborhood environment.

In this module you'll apply fundamentals of communication skills to look at the above issue in terms of written skills, visual skills and verbal/ gestural skills. You'll make use of all these skills to effectively make a presentation at the end of the module.

Task 1.1



Task 1.1:

School hours: 3, Home hours 2, both done individually

Task Title:

Written Communication skills

Here the students will create an effective written communication by studying an issue and writing about it. The writing will have a title, abstract, write-up about the issue, references and credits

Task 1.1 Abstract, Summary, Organizing, Write-up, References and Acknowledgements

This section on written communication skills involves the following steps:

- > Choose the topic/issue
- > Study the Issue or Visit the place
- > Repeat three times – for overview, understanding sub sections and details
- > Notes in Points/ Keywords/ Mind-maps
- > Discuss with others for feedback
- > Summarize in points
- > Organize and sequence points
- > Re-look at beginning, middle and ending
- > Re-write as sentences in 2pages
- > Give a Title
- > Write an abstract
- > Do a summary and future steps
- > Give full references, acknowledgements/credits

Process in detail:

1. Choose a topic concerning a social issue or choose an issue concerning your neighbourhood environment
2. Read the reference articles/write-ups about the social issue three times or visit the place three times
 - first to get an overall understanding,
 - second time to understand the different sections or sub-areas
 - and third time to look at details
3. Take down notes in points, write down keywords and do a mind-map of its different sections and parts
4. Discuss this issue with your family members or your friends
5. Summarize about the issue in points – clear and concise (points are short sentences or phrases)
6. Go through the points and see if it can be organized with a better sequence
7. Re-look at the beginning (should be able to introduce the issue) and ending (to make it remember-able)
8. Expand these points as sentences in about 2 A4 size pages or in around 500 words (Check-list of five qualities of good writing are: focus, development, unity, coherence and correctness)
9. Add an appropriate and interesting title
10. Add your name, grade, name of the school after the title
11. Write an abstract of the chosen issue (an abstract is very short and brief essence of the chosen issue in a paragraph in about 50 words)
12. Do a summary of the issue and future steps to be taken
13. Give references to the text and images from other write-ups (full references needs to include the names of the authors, title of the write-up, where it was published, year of publication and place of publication)
14. Give acknowledgements or credits to all who have given help including the source of the articles or the chosen environment (credits needs to include the names of the people, their position, organization or institution and place/location)
(don't forget the support given by your teacher)
15. The whole write-up should be less than 3 pages or around 600 words

Output 1.1: Written communication of the chosen issue with Title, Abstract, Write-up about the issue, Summary/Future Steps, References and Credits

Notes on Plagiarism:

Please note that you need to give credits to content that you have referred to. It is illegal to copy a phrase/sentence or use an image/ photograph created by someone else. If you need to use it, then it has to be mentioned that the particular phrase/sentence or image is from someone else mentioning a number in brackets next to it and giving the full reference at the end of the write-up.

Task 1.2



Task 1.2:

School hours: 3, Home hours 2, both done individually

Task Title:

Visual Communication Skills

Here the students will use visual communication skills to present the above chosen issue through visuals – images/sketches and visual mappings

Task 1.2 Images, Photos, Icons, Info-Graphics, Visual Narrative, References and Credits

This section on visual communication skills involves the following steps:

- > Continue with the above the topic/issue
- > Study the Issue or Visit the place
- > Take photographs – of people, process, artifacts, environment, etc.
- > Make sketches of interesting things
- > Study the issue and make information graphics using mappings or diagrams to explain relationships and inter-connections
- > Create appropriate Icons for each of the sub-sections of the issue
- > Create a visual narrative/sequence about the issue with the above visuals and mappings
- > Give a Title (could be the same as task 1.1)
- > Give full references

1. Continue with the chosen topic concerning a social issue or choose an issue concerning your neighbourhood environment
2. Study the issue using other reference materials and visit the location
3. Take photographs concerning the issue - of people, process, artifacts, environment, etc.
4. Draw sketches about the issue
5. Make a mind-map about the different aspects and components of the issue
6. If it involves an activity or process, make a journey/time map about the issue
7. Explore if information graphics using mappings, charts and diagrams about the issue would be helpful in understanding the issue
8. If it involves activities on a location, making a location map showing the activities could be helpful
9. Create appropriate visual Icons for each of the sub-sections of the issue
10. Create a visual narrative/sequence about the issue with the above visuals and mappings
9. Add an appropriate and interesting title (could be the same as Task 1.1)
- 10 Add your name, grade, name of the school after the title
11. Select a key image to be included in the beginning
12. Give references to the images (if used from other sources) (full references needs to include the names of the authors, title of the write-up, where it was published, year of publication and place of publication)
13. Give acknowledgements/credits to all who have given help including the source of the articles or the chosen environment (credits needs to include the names of the people, their position, organization or institution and place/location)
- (don't forget the support given by your teacher)
14. The Visual Narrative about the issue should be in 3 to 5 A4 size pages

Output 1.1: Visual communication of the chosen issue with Title, Key Image,

Task 1.3



Visual Narrative about the issue, Icons for sub-sections, References and Credits

Task 1.3:

School hours: 3, Home hours 2, both done individually

Task Title:

Verbal/ Gestural Communication Skills

Here the students will use verbal and gestural communication skills to present the above chosen issue with a presentation time of 6 minutes. The presentation is oral without the use of slides/visuals.

Task 1.3 Key-words, Presentation write-up, Elevator Pitch, Verbal /Gestural Narrative, References and Credits

This section on verbal/gestural communication skills involves the following steps:

- > Continue with the above the topic/issue
- > Study the Issue or Visit the place
- > Study the content created in task 1.1 and 1.2
- > Create key-words or Notes in Points
- > Re-write the text to make it suitable for reading
- > Do an elevator pitch of the issue
- > Mark gestural interventions
- > Make a verbal presentation about the issue
- > Give full references and credits

1. Continue with the chosen topic concerning a social issue or choose an issue concerning your neighborhood environment
2. Study the issue using other reference materials and visit the location
3. Study the content created in task 1.1 and 1.2 and highlight or underline important content
4. Create key-words or make notes in points (this will serve as cue sheets while presenting)
5. Re-write the content of the write-up so that it is easy to present. (sentences could be short, only important aspects can be covered, narrating an incident about the issue or describing a character involved with the issue could make it interesting)
6. Do a short introduction to the issue in half a minute (also known as elevator pitch) and present this in the beginning
7. In five minutes explain the issue by verbally presenting the different aspects of the issue along with using hand gestures to emphasize important aspects of the issues. If you are comfortable moving around while presenting, then practice and make use of this (be confident in presenting; preset with a comfortable pace and tone of voice; even if you are reading from the text, look up at the audience in between the readings; bring emphasis to the important points; you could involve the audience by asking a question or response to what you said; etc.)
(The check-list of seven C's of effective communication: clarity, correctness, conciseness, courtesy, concreteness, consideration and completeness)
8. Do a short summary of the issue along with future directions at the last half minute of the presentation.
9. Give acknowledgements/credits to all who have given support for collating information about the issue (credits needs to include the names of the people,

their position, organization or institution and place/location)
 (don't forget the support given by your teacher)
 14. The verbal presentation including the use of gestures for emphasis
 15. Practice at least three times (rehearsal). Rehearsal makes you familiar with the content, makes you aware of where to emphasize and where to pause and will make you more confident.
 16. You could also audio/video record using a mobile your presentation, play it back and watch yourself. Watching yourself will help you with the verbal mistakes that could be improved, unnecessary gestures that could be avoided, the tone and pace of your voice

Output 1.3: Verbal and gestural communication of the chosen issue with Title, Elevator Pitch, Verbal/Gestural Presentation, Summary along with References and Credits

Task 1.4



Task 1.4:

School Hours: 3, done individually

Task title:

Final Presentation

The students will verbally present about the chosen issue using both text and visuals in 6 minutes. This task is a summation of the work done in tasks 1.1, 1.2 and 1.3

The presentation should include the title, credentials of the presenter, abstract, content in text and visuals, summary and future steps, references and acknowledgements

Task 1.4a: Final Presentation

Task 1: Prepare a presentation (of 6 minutes duration):

Slide 1. Title of the chosen Issue + Your name, grade, and name of the school

Slide 2. Content listing of your presentation

Slide 3. Abstract of the issue along with Key visual

Slide 4-13. About the chosen issue with text in points along with appropriate related visuals

Slide 15. Summary with future directions

Slide 16. References, Acknowledgments/Credits – to all who have helped

Output 1.4: A presentation (10 minutes) explaining the chosen issue making use of written, visual, verbal, gestural and presentation communication skills

Presentation Essentials:

- Present in an engaging and crisp manner
- Design the slides/visuals to reflect the relevance of your topic
- Use your communication design skills to make the presentation visual
- Design proper layout; use appropriate type, colour and background
- It's nicer if all the team members take turns in presenting (here it is an individual person)
- It makes sense to have main titles, sub titles and then running text/images
- Have an abstract/content slide in the beginning

- h. Make good use of appropriate medias in the presentation
- i. Use appropriately theater, drama, story, scenarios, video, etc. to convey your ideas
- j. Preparing a script is a good idea – reading text from the slide should be avoided

Presentation Tips

- k. Never underestimate the need to rehearse. This can be usefully done alone, with team members, and with novice audiences. Audio/Video recording of your self (to gain confidence).
- l. Never underestimate how long it takes to describe things clearly to a novice audience.
- m. Never underestimate how little the audience knows about what is so interesting about your topic
- n. Do not be dull when you speak, audiences want to engage in your enthusiasm
- o. Make slides visible from the back of a room (try them out!)

Apply Visual Design Principles

- p. Remember the rule of thirds from the module on Photography for Documentation. Apply this rule to the slides of your presentation for better composition of the different elements on the screen.
- q. Make use of grids to compose the elements of layout on the slide/screen. The use of grids will ensure consistency between different slides
- r. Chose the number of columns for the text. Again its is suggested to choose between 1 to 4 columns so that text is not all over the screen but gets organized into groups.
- s. Use minimum number of fonts/typfaces. Using a maximum of two fonts is suggested. The same holds good for the use of colors. The use of many fonts and many colors for the fonts creates confusion rather than harmony.
- 6. Use as much visuals or graphics on the screen as possible and less of text – this make it more interesting to understand and remember your presentation.

References:

7 C's of Communication:

<https://www.revolutionlearning.co.uk/article/the-7-cs-of-communication/>

5 Qualities of Good writing

<https://www.hunter.cuny.edu/rwc/handouts/the-writing-process-1/invention/Five-Qualities-of-Good-Writing>

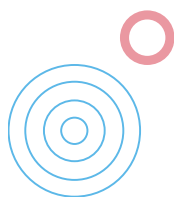
Reflection:



Questions to ponder:

- Which are your favorite Communication techniques – Written? Visual? Verbal? Gestural/ and why?
- Would you like to make good presentations? Will you make use of the learning's from this module to practice for this?
- Would you like to pass on what you learnt here to others?

Self Assessment:



Assessment Criteria (Task 1.1 + 1.2 + 1.3 + 1.4) – Assess yourself:

- The Written Communication of the chosen issue with Title, Abstract, Write-up about the issue, References and Credits is done well. (Individual Assessment, Task 1.1)

☐ *Beginning* ☐ *Developing* ☐ *Promising* ☐ *Proficient* ☐ *Excellent*

- The Visual Communication of the chosen issue with Title, Key Image, Visual Narrative about the issue, Icons for sub-sections, References and Credits is done well. (Individual Assessment, Task 1.2)

☐ *Beginning* ☐ *Developing* ☐ *Promising* ☐ *Proficient* ☐ *Excellent*

- The Verbal and Gestural Communication of the chosen issue with Title, Elevator Pitch, Verbal/Gestural Presentation, Summary along with References and Credits is done well. (Individual Assessment, Task 1.3)

☐ *Beginning* ☐ *Developing* ☐ *Promising* ☐ *Proficient* ☐ *Excellent*

- The presentation (of 10 minutes duration) explaining the chosen issue making use of written, visual, verbal, gestural and presentation communication skills is done well. (Individual Assessment, Task 1.4)

☐ *Beginning* ☐ *Developing* ☐ *Promising* ☐ *Proficient* ☐ *Excellent*

Other References:

Other suggested References:

1. Introduction Communication skills

<https://www.youtube.com/watch?v=u16EPwFmdis>

2. Introduction to presentation skills:

<https://www.youtube.com/watch?v=ADJAcYtq1us>

<https://www.youtube.com/watch?v=BuB7lhWZnJs>