

# **UKCC LEVEL 1 CERTIFICATE**

## **Unit 1: Principles of Teaching**

### **Part 4: Teaching Skills**

#### **a) Communication**



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# Communication

- **Methods of communication -**
  - **Verbal.**
  - **Non verbal.**
- **Content of communication.**
- **Learning styles of pupils / swimmers -**
  - **Visual / auditory / kinaesthetic.**
- **Teaching styles of teachers.**
- **Giving and receiving feedback.**



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# Methods of Communication

**“ No matter how much knowledge a coach or teacher has, no matter how great the understanding of the physical and emotional needs of the swimmer; success or failure ..... boils down to one thing, effective communication.”**



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# Verbal Communication

- **Positioning**

- So pupils can see and hear you (and you can see all of them in order to know if they are listening / looking interested).
- Stand at the end of the line of pupils rather than in the middle (to avoid turning the head from side to side)
- Stance so that you can be seen and project your voice (i.e. not crouching down).



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# Verbal Communication cont.

## Use of the voice:-

- **Projection** – to the furthest point.
- **Clarity** – articulate clearly / finish words.
- **Pace** – should be motivating, (not so slow it is boring but not so fast it is unclear).
- **Tone** – should be varied, highs and lows.
- **Expression** – partly the pace, tone and pitch, also the words used and can be helped by facial expression and gesture – ‘perform’ for your class.
- **Pitch** – generally ‘lower’ to carry in the poor acoustic area.
- **Silence** – can be used to highlight things.



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# Verbal Communication cont.

## Content of the communication:-

- **Words – simple and concise**
  - **What** to do.
  - **Why** they are doing it.
  - **How** to do it.
- **Amount**
  - What is necessary at this moment.
  - Limited (they can only take in / think of 1 or (maximum) 2 things at once).
- **Accuracy**
  - It must be correct and meaningful for their age and stage.
- **Relevance**
  - Appropriate for the objective and related to performance.
- **Timing of delivery**
  - When they can take it in / not when they are underwater.
  - When it is needed / of use (not all at once / not all at the start).



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# Task

**In 2s with 2 chairs, 2 sheets of paper and 2 pencils / pens.**

- In 2s, position chairs to sit back to back.
- Number 1 and 2.
- Number 1 draw a picture on your paper e.g. a simple structure / animal / abstract image of triangles, circles etc. Do not show it to your partner.
- Now give your partner (No 2) instructions to get them to draw the same image on their paper. You are not allowed to say .... it is a 'house' etc. you can only give simple instructions e.g. 'draw a long straight line near the bottom of the page', 'half way along the line draw a small circle' etc. No 2 is not allowed to ask questions.
- When finished compare your images.



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# Cont.

- Now reposition your chairs to face each other.
- No. 2 draws an image without No.1 seeing it.
- No. 2 gives No.1 instructions to draw their picture – these instructions can be both verbal and non verbal i.e. gestures (No. 2 is not allowed to touch No.1's paper).
- Note No. 2 can see No.1 and what No.1 is drawing.
- When finished compare your images.

????????????????

- **Which version produced the best result? What did you find difficult / easier in your preferred version etc.? What does this tell you about communicating with your learners in swimming classes?**



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# Non Verbal Communication

## Presentation of self:-

- Dress – suitable for pool / poolside, professional.
- Appearance (general e.g. hair , jewellery etc.) – appropriate / professional.
- Posture – body language conveys interest / involvement.

**..... looking professional, a role model etc.**



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# Non Verbal Communication cont.

## Gestures / Hand Signals:-

- To supplement verbal information in poor acoustic conditions.
- To give organisational information e.g. no. of widths, stop etc.
- To communicate from a distance.
- To give feedback during practices.



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# Task

**Discuss in groups – share ideas.**

- **What gestures do you use / could you use when teaching swimming?**
  - To give instructions / directions.
  - To give feedback.
  - To improve quality.



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# Non Verbal Communication cont.

**Facial expression and eye contact:-**

**Major element in holding pupil's attention -**

- Smiling.
- Looking animated.
- Looking interested.
- Engage with the pupils.

**Your teaching is a 'performance' – command / hold your classes attention.**



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# Non Verbal Communication cont.

## Demonstrations:-

- By the teacher on the poolside.
- By a pupil in the water.

..... pupils learn from look and copy

..... a picture paints a 1000 words ..... it must be a

**HIGH QUALITY demonstration.**

## Demonstrations must be:-

- Accurate / technically sound.
- Seen from the correct view.
- Commented on.
- Followed by practice.



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# Non Verbal Communication cont.

## Teacher Demonstration:-

- Practice your demonstrations in the mirror.
- Practice commenting on them.
- Decide what view the pupils needs to see.
- Remember that the pupil is usually in the water / lower than you ..... what are they seeing?
- What question might you ask the pupil after the demonstration / before they practice?



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# Non Verbal Communication cont.

## Pupil demonstration (pupil in the water):-

- Pupils watching must be out on the poolside to get a good view.
- What view do you want them to have? (head / tail / side)
- Where are you going to stand to see both the class and the demonstrator?
- What key points are you going to make ?

# Non Verbal Communication cont.

## Use of visual aids

- Pictures
- Videos
- Stick men etc.

..... Can all be used to  
create the image of what you want them to see / copy.



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# Task

## Practice your demonstrations in 2s:-

- Front crawl arm recovery
- Breast stroke leg kick
- Back stroke arm pull
- Sculling ..... Etc.

**Comment / provide 2 points of technique as you do the demonstration.**



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# Communication cont.

**Communication is a 2 way process.**

**It involves listening to others as well as speaking:-**

- Listen to pupils / parents / other teachers.
- Ask pupils questions to get answers that let you know their attention / their understanding.



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# Communication cont.

## Question and Answer:-

- Focusses pupil attention.
- Increases understanding and involvement.
- Can pose problems - you are less in control / you may have to deal with incorrect answers.

## Types of questions:-

- Closed – usually yes / no answer or only one answer available. e.g. how many widths are you going to do?
- Open – invite a longer answer e.g. an opinion.



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# Task

## Plan questions for your lessons.

- Questions to get names.
- Questions to find out if pupils were listening.
- Questions to check pupil understanding.
- Questions to get pupils to express views / what they felt.



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# Learning Styles of Pupils

Pupils usually have a preferred learning style:-

## Visual

- Visual learners acquire information by seeing things  
E.g. Watching a demonstration / looking at images.

## Auditory

- Auditory learners acquire information by listening to explanations.

## Kinaesthetic

- Kinaesthetic learners learn through doing the activity.



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# Learning Styles of Pupils

**Most learners learn a bit from each style but many have preferences for a particular style.**

**In presenting material / tasks to a class - a mix of demonstration and explanation followed by 'doing' covers all 3 styles.**

**To cope with the specific styles of certain pupils:-**

- watch for pupils that do not seem to follow one method well e.g. might not pick up the information from the explanation but when they see someone doing the task pick it up well
- try to give them feedback / further explanation in the format they find easiest

**..... What kind of learner are you ??????**



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# Teaching Styles of Teachers

There are many styles – they can relate both to the teacher's personality (i.e. how they naturally communicate) and they also can be used to achieve certain aims (e.g. greater control of a difficult class).

At this level we are only covering 3 styles:-

- Authoritarian
- Democratic
- Laissez- faire



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# Teaching Styles cont.

## Authoritarian

- Teacher controls everything / makes all decisions.
- Strict.
- Useful with a class where there are behaviour problems.

## Democratic

- Involves more interaction with learners / lets the learners make some decisions.
- More of a sharing situation.
- Encourages some independence in the learners.



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# Teaching Styles cont.

## Laissez-faire

- Provides little direction / allows learners a lot of choice to do what they want / to do things as they want. A rather 'laid back', not too involved / minimum intervention approach.
- **NOTE** - For most learning situations this is not suitable as there is little input from the teacher (people paying for lessons expect the teacher to be teaching).



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# Task

## Challenging Behaviour

In small groups discuss how you would deal with an individual or a group of children who show challenging behaviour (e.g. Not following instructions, distracting others, boisterous physical behaviour etc.)



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# Task

## ..... and Good Behaviour

Discuss how you would encourage / recognise / reward good behaviour.



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# Feedback

**Teaching and Learning involves a lot of feedback** (feedback can be 2 way – teacher / learner, learner / teacher).

**Teacher's feedback to learners lets the learner know how they are getting on:-**

- It must be suitably timed.
- It must enable the learner to progress.
- The learner must have the opportunity to put the feedback into practice.
- Feedback can be to the class / a group / an individual.



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# Giving Feedback to Pupils

- Feedback can be :-
  - Positive
  - Negative
  - Informative
  - Constructive



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# Praise and Feedback

Praise is a particular form of feedback but given alone it is not very effective.

Well done .... Very good ..... Super ... or the thumbs up sign – are all praise but they do not help the learner very much.

- They do not know what was good / what they did well

**Praise requires to be ‘qualified’.**

- Very good ... really pointed toes that time (praise + reason).
- Much straighter legs that time, well done .... next time can you try to make the legs touch each other (reason it is good + praise .... + and what to do next to improve further).

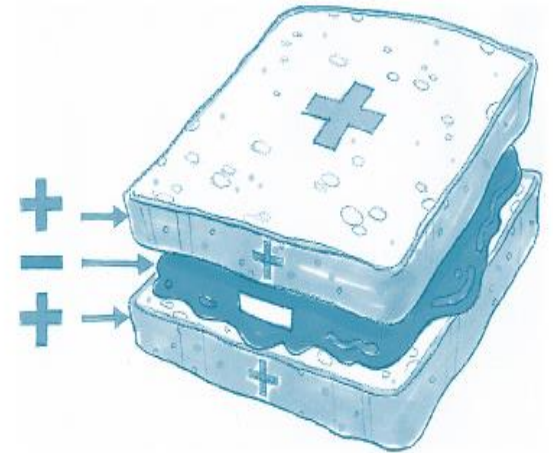


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# Format for Giving Feedback

## Format 1 - The Feedback Sandwich

- **Positive feedback** – e.g. Praise, what has gone well.
- **Any negative feedback** – e.g. what was wrong, what needs improved.
- **Positive / constructive feedback** – e.g. what will make it better the next time.

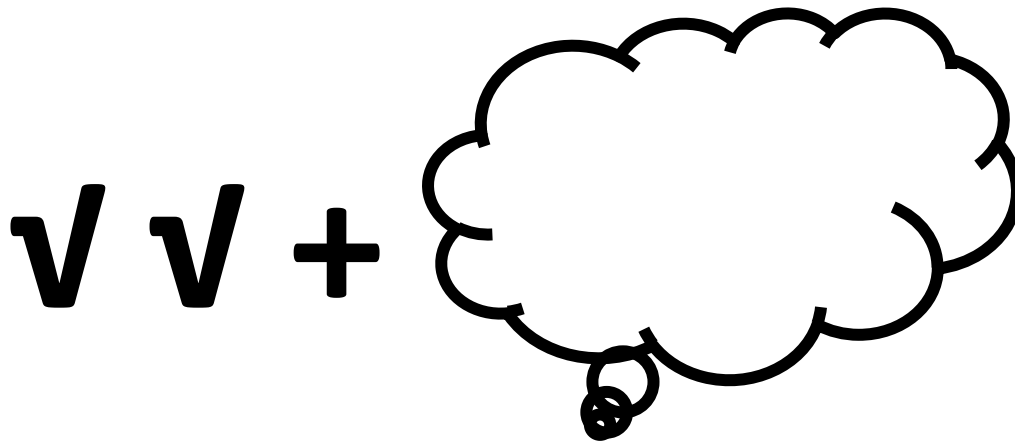


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# Format for Giving Feedback cont.

## Format 2 - Two ticks (✓) and a wish:-

- Provide 2 positive things about the performance.
- Then give the thing you would like them to do next to make it better.



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# Receiving Feedback

## Sources of Feedback

- Feedback can come from other teachers e.g. your level 2 teacher.
- It can come from Parents / Carers.
- It can come from pupils.

## Feedback

- Can be positive or negative.
- Can be given by people who do not have effective communication skills / who do not express themselves well – you may need to ask for clarification / you may need to accept that they do not have good communication skills e.g. they do not voice their opinion very diplomatically.
- Use feedback to help you improve.



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# Task - Plan Feedback

**For your next lesson plan to give feedback:**

- To the class / your group as a whole.
- To every pupil in your group individually.
- Use **both** 'the feedback sandwich' and the '2 vs and a wish' format.



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# Reading

- **Read Cp. 1.4 Communication**
- **Re-read PowerPoint slides**



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