

## Lesson 1

**Title:** Fostering interpersonal relationships in the classroom

**Time frame:** 1 hour

**Number of participants:** Ideally between 4 to 15 participants

### Learning outcomes:

1. Understand the importance of relationships in the classroom
2. Gain knowledge on how to build interpersonal relationships in the lassroom
3. Familiarize with some activities fostering relationships

### Lesson structure:

<b>Introduction</b>
<p><i>Short introductory activity – for example, it can be reflection on a quotation, discussion of a question, or reaction to a thought-provoking statement. Ask participants to reflect on the statement.</i></p> <p><i>SLIDE 4</i></p> <p><i>The facilitator waits for everyone to have time to read the quotation themselves, then reads it out loud. After that, an open discussion between participants should be allowed.</i></p> <p><i>SLIDE 5</i></p> <p><i>The facilitator shows the following slide on the board. Participants work in big groups. The facilitator invites learners to share any ideas related to the topic.</i></p> <p><i>Building relationships in the learner’s groups –between them and between teacher and learners is another example that can contribute to the increase of EI of learners. Language teachers should be aware of the fact that relationships help in the learning process, help in overcoming anxiety in the group, and enhance and provoke oral performance in FL classes. Building relations contributes to motivation, we all need the feeling of attachment to other people when we can follow the same interests, goals, we can share our thoughts, and joy and this finally empower us to feel more confident and motivated.</i></p>
<b>Content</b>
<p><i>SLIDE 6</i></p> <p><i>The facilitator presents the slide and ask participants to express in pairs their ideas and feelings connected with the slide. What do they think about these statements.</i></p> <p><i>SLIDE 7</i></p> <p><i>The facilitator shows the following statement on the board. Participants are divided into pairs. They are given a couple of minutes to discuss the statements. The facilitator can ask them to think about the relationship in their lives and in the classroom. Then the facilitator invites participants to share any interesting ideas drawn from their own teaching experience with the rest of the group.</i></p>

*SLIDE 8,9*

*The facilitator can divide participants into small groups and let each group perform short discussions about Tips for Teachers: Building Relationships with Learners. In five minutes, possible answers participants came up with should be shared with the rest of the group. Having obtained the answers, the facilitator shows the compendious statements on the board - some tips on how to build relationships with learners.*

*SLIDE 10*

*The facilitator shows this slide 10 to enhance understanding of the concepts learnt before, Establishing Teacher-Student Rapport.*

### **Sample activities**

*Provide short, engaging activities to demonstrate how your concept can be applied and duplicated in the classroom*

*SLIDE 12*

*The facilitator shows the slide and invites participants to share any interesting ideas drawn from their own teaching experience with the rest of the group about the activities they use in the classroom to build the relationships or about the activities they think may be effective to build relationships.*

*SLIDE 13*

*The facilitator ask participants to make one of these icebreaking exercises, ask them to stand up and say a complement to 2 other participants. After completing the exercise, the facilitator ask participants for their reflections about the exercise.*

*SLIDE 13*

*Then the facilitator shows another option of an relation building exercise. The facilitator ask participants to perform the Just like me Game following the instructions on the slide and ask them for some reflections after the game.*

*SLIDE 14*

*And one more exercise a few examples of small-talk questions the teachers can ask their students at the beginning or end of class to build a relationship with them.*

### **Conclusion**

*This should be a wrap-up activity, ideally some reflection questions to make the teachers think about what they have learned and how it applies to their own teaching.*

*SLIDE 15*

*The facilitator asks participants to answer a few open-ended questions to gain a deeper understanding of learners' thought processes and their reflections about the subject of the workshop.*

*The facilitator presents the main point of the workshop.*

### **Bibliography and resources for further learning**

*Here you should provide the sources where the information came from and, if applicable, resources for finding out more about the session's topic.*

- DISC Profile. (n.d.). The DISC model. <https://www.discprofile.com/fac-sup/fac-tips/model>
- Zhou, J. (2022, January 20). The power of relationships in schools. Psychology Today. <https://www.psychologytoday.com/intl/blog/sense-belonging/202201/the-power-relationships-in-schools>
- Morrison, R., & Cooper-Thomas, H. (2015). Coaching in organizations: A literature review and research agenda. *Journal of Coaching in Organizations*, 3(2), 94-112.
- Lencioni, P. M. (2002). *The five dysfunctions of a team: A leadership fable*. Jossey-Bass. ISBN: 978-0787960759

#### **Notes for the facilitator:**

*These notes should address both online and face-to-face formats.*

*Remember while delivering a workshop and asking participant to give their opinions and ideas that there are no right or wrong answers. As a facilitator you cannot judge or evaluate participants. Participants come from different background and have a variety of experience and they may have very different points of views. Some of them may not be very willing to participate actively, that is also acceptable. While delivering a workshop online you may use a **Mentimeter** or **w Wheel of Names** as a **icebreaking exercise** or **Miro** for any kind of **brainstorming**.*

#### **Printable materials:**

*For printable materials such as worksheets, please put them on a separate page after the facilitator notes so they are easily printable.*

**Relationships** are important at every stage and area of learners life. Friendships at school, which are the informal and voluntary relationships among learners, have been shown to positively impact performance, creativity, satisfaction, organizational commitment, involvement and team cohesion (Morrison & Cooper-Thomas, 2015). Relationships with students can help them develop academically and socially. The characteristics of a cohesive team are Trust, Conflict, Commitment, Accountability, and Results. Each behavior in the model builds upon the previous and supports the others. (Lencioni model).

Unfortunately, it is not easy to build relationships as some groups are dysfunctional, even those that are perfectly managed with qualified teachers and perfect environment. This is because there is always a human factor and all learners are only human beings with all their drawbacks.

According to team dysfunctions by Lencioni there are several areas that need elaboration to build a good relationship in the group of learners. Teachers may need to focus on the following aspects:

1. **Trust** is crucial while building relationships in the learning environment. Then there is the absence of trust every relationships becomes impossible. Trust gives the learners the permission to be vulnerable, to show their weaknesses to other learners, to admit that they need clarification or they do not understand something. When trust is not established, learners will hesitate to ask for or offer help, will shy away from constructive feedback. They will also fail to get a clear view on each other's intentions.
2. **Fear of conflict** – when there is no trust learners do not involve in a controversial discussion as they do not feel secure. Thanks to trust even conflicts can be constructive and learners feel safe. They are able to state controversial points of view and not to avoid them when trust is missing.
3. **Lack of commitment** - that learners will not make sacrifices to achieve results very often as a group. But when a trust and conflict are present then learners follow the chosen idea and support it.
4. **Accountability** – when there is no commitment it is impossible to reach accountability of learners. When they are committed, they are responsible and respect other members input.
5. **Results** – learners have their own personal goals connected with their education and they are always more important that the whole class goal. When there is accountability in the class then it is much more easier to follow the common goal by all learners, the common goal become more important than any individual's personal goal, and will everyone feel rewarded by being part of the results.



<https://www.discprofile.com/fac-sup/fac-tips/model>