

DO-SAY CHARTS &



OPD CCR SKILLS BUILDER • APPENDIX E

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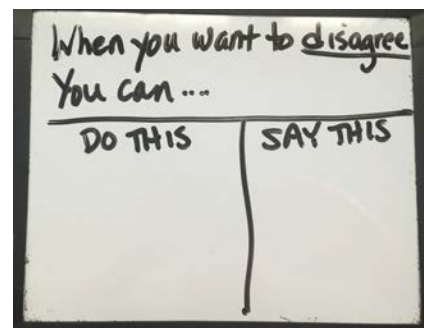
Do/Say Charts

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Note that the contents of this appendix first appeared in the *OPD Workplace Skills Builder Handbook*.

TIPS FOR USING DO/SAY CHARTS

DO/SAY CHARTS are a useful way to provide direct instruction of soft skills* in the English language classroom. You can make a Do/Say chart in the spur of the moment by quickly drawing a T-chart on the board as shown in the photo on the right.



This appendix has numerous Do/Say chart suggestions, covering a number of soft skills as well as language and behaviors associated with professionalism. There is also a Do/Say chart template on the following page and step-by-step procedures on page 11.

For background information and other ideas on developing soft skills' language, see pages 24-26 in the [OPD CCR SKILLS BUILDER HANDBOOK](#).

The tips below identify five ways to insure the success of Do/Say charts in your classroom.

1. Demonstrate the concept of the skill before having learners work with the chart.

E.g. for active listening: ask a loquacious student to tell you about his or her day. As the student talks, use examples of active listening gestures and language to demonstrate what the active listening skills looks and sounds like.

It can be useful to demonstrate the *lack* of the skill as well. In this case, asking a student a question and looking bored, saying “really?” without listening, and otherwise demonstrating a lack of active listening skills.

2. Be explicit about why the class is working on the chart.

Adult learners want relevant language and lessons. This language is probably some of the most relevant they will encounter for the workplace and beyond!

3. “Seed” the chart with 1-2 two examples in each column and then ask learners for their ideas. This is a great opportunity for learners to try out language they’ve heard outside the class and for you to provide them with the spelling and pronunciation as needed.

4. Let learners practice the non-verbal communication and statements from the chart *before* asking them to apply them during a task.

Have partners face each other when they practice. Modeling the “SAY” statements and letting the partners take turns mimicking you takes a lot of pressure off the learners. After 3-5 turns, have the learners pick their own statement or gesture off the chart to practice.

5. Use a checklist or other tool to help learners notice when they or their teammates use one of the target phrases or behaviors.

Give each member of a four-person team four chips (paper clips, poker chips, tiddly winks, or other small item.) Ideally, each learner gets his her own color chip. Every time someone uses a target phrase or behavior in the group, that person puts his or her chip in the cup. The goal is for all chips to be in the cup by the end of the activity.

DO/SAY TEMPLATE

<p>WHEN YOU WANT TO _____</p> <p>YOU CAN....</p>	
<p>DO THIS</p>	<p>SAY THIS</p>

NOTE: See the following pages for suggestions on the behaviors and language to use in the chart for various soft skills.

**BASIC COMMUNICATION SKILLS:
LISTEN ACTIVELY, ASK FOR HELP, GET CLARIFICATION**

<i>When you want to show that you are listening, you can...</i>	
Do this:	Say this:
Lean forward.	<i>Really?</i>
Nod your head slowly.	<i>Uh-huh.</i>
Make eye contact.	<i>Go on...</i>
Tilt your head to one side.	<i>Oh!</i>
Take notes.	<i>Hmmmm...</i>

<i>When you don't understand something, you can...</i>	
Do this:	Say this:
Raise your shoulders and your hands.	<i>I don't understand.</i>
Furrow your brow and look up.	<i>Could you help me with this?</i>
Raise your hand.	<i>I'm lost.</i>
Point to the word or thing you don't understand and raise your eyebrows.	<i>I'm having trouble with this.</i>
Tip your head to one side and push your lower lip up into your top lip.	<i>Could you explain this?</i>
	<i>[I'm not getting this.]</i>
	<i>[Help!]</i>

<i>When you don't hear or understand the speaker, you can...</i>	
Do this:	Say this:
Make eye contact and raise your shoulders.	<i>Excuse me?</i>
Cup your hand behind your ear.	<i>What was that?</i>
Raise your hand.	<i>I'm sorry I missed that.</i>
	<i>Could you repeat that slowly?</i>
	<i>Did you say...?</i>
	<i>Do you mean...?</i>

Note: "DO" Items marked with an asterisk should be taught with cross-cultural sensitivity. For example, refrain from asking learners whose cultures do not encourage touching to practice "patting on the back." "SAY" items in brackets, for example [*Huh?*] are examples of colloquial, slang, or casual register, rather than professional or formal register.

INTERPERSONAL SKILLS: AGREE, DISAGREE, BUILD CONSENSUS

<i>When you want to disagree with someone, you can...</i>	
Do this:	Say this:
Shake your head from side to side.	<i>I disagree</i>
Squint and tighten your mouth.	<i>I have to disagree.</i>
Tilt your head to one side and squint.	<i>I don't think so</i>
Take a breath and sigh before speaking.	<i>I don't think that's true.</i>
[Slap your head.]	<i>[Are you kidding?]</i>
[Roll your eyes.]	<i>[No way!]</i>
[Blow air out of one side of your mouth.]	<i>[Uh-uh!]</i>

<i>When you want to agree with someone, you can...</i>	
Do this:	Say this:
Nod your head up and down.	<i>I agree.</i>
Smile and nod.	<i>I agree 100% .</i>
Tilt your head to one side and push your lower lip up into your upper lip, and nod.	<i>I completely agree.</i>
[Give a "thumbs up."*]	<i>True!</i>
[Give a high five.]	<i>Absolutely!</i>
	<i>You're right!</i>
	<i>[uh-HUH!]</i>
	<i>[Right on!]</i>

<i>When you want to build consensus, you can...</i>	
Do this	Say this:
Look at everyone in the group.	<i>Let's look at this [problem] again.</i>
Listen to each person.	<i>Some of us think... and some of us think...</i>
(See listen actively.)	<i>What do we agree on?</i>
	<i>What do we need to change?</i>
	<i>How can we make everyone happy?</i>

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INTERPERSONAL SKILLS: ENCOURAGE, PRAISE, GIVE SUGGESTIONS

<i>When you want to encourage someone, you can...</i>	
Do this:	Say this:
Smile at the person. Nod your head slowly at them and smile. Lean in a little and move your head towards the person. Pat the person on the arm or hand.*	<i>You can do it. You're almost there.</i> <i>You're getting it. You are very close!</i> <i>Now you've got it!</i> [YESSSS!]

<i>When you want to praise someone, you can...</i>	
Do this:	Say this:
Applaud / Clap. Pat the person on the back.* Give a "thumbs up." *	<i>Great work! (job!)</i> <i>That was great! (wonderful! amazing!)</i> <i>You did that perfectly!</i> [Bravo! Brava!] [Awesome] [You rock!]

<i>When you want to give someone a helpful suggestion, you can...</i>	
Do this:	Say this:
Make eye contact. Raise your hand about 6" above the desk, with the index finger up.	<i>Can I make a suggestion?</i> <i>Why don't you?</i> <i>You can change_____to_____.</i> <i>What do you think about...?</i> <i>What if you...?</i> <i>Don't forget to_____.</i>

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**TEAM SKILLS/COOPERATIVE SKILLS:
ELICIT PARTICIPATION, MANAGE TIME, MANAGE RESOURCES**

<i>When you want to help teammates participate, you can...</i>	
Do this:	Say this:
Look at your teammate. Hold your hand out (palm up) toward your teammate. Tilt your head towards your teammate.	<i>What do you think (name)?</i> <i>Your turn!</i> <i>It's your turn.</i> <i>Tell us your ideas. You're up next!</i> <i>Let's give (name) a turn</i>

<i>When you want to manage the time for the team, you can...</i>	
Do this:	Say this:
Point to your watch. Point to the clock. Hold up your fingers for each minute. Hold up a card with the number of minutes left.	<i>We have ___ more minutes.</i> <i>The clock is ticking!</i> <i>We need to finish.</i> <i>Time's almost up!</i>

<i>When you are managing the team's resources, you can...</i>	
Do this:	Say this:
Make a checklist of the materials you need. Hold the materials out to your teammates. Organize the materials on the table.	<i>Please give me _____</i> <i>I need ___ copies.</i> <i>Here are the _____. (pencils, books, papers)</i> <i>Does everybody have _____?</i> <i>(a pencil, the papers)</i> <i>I'll collect everything.</i> <i>I need everyone's _____. (books, markers)</i>

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**TEAM SKILLS/COOPERATIVE SKILLS:
ASSIST A TEAMMATE, USE HUMOR, QUIET THE TEAM**

<i>When you want to help someone understand, you can...</i>	
Do this:	Say this:
Point to the picture or item you're talking about.	<i>What is unclear?</i>
Spell the word(s) you're talking about.	<i>What don't you understand?</i>
Repeat the word(s) slowly.	<i>Is this part clear?</i>
Write the word(s).	<i>How can I make it clear?</i>
Use a different word or words.	<i>Does this help?</i>
	<i>Let me explain...</i>

<i>When you want to show you're joking, you can...</i>	
Do this:	Say this:
Laugh while you say your joke.	<i>I'm just joking.</i>
Smile while you say your joke.	<i>I'm kidding.</i>
	<i>I'm not serious.</i>

<i>When you want to help the team or class get quiet, you can...</i>	
Do this:	Say this:
Raise one hand, palm down, and move it up and down a few times.	<i>Whoa! We're too loud.</i>
Put an index finger to your lips.*	<i>I can't hear. It's too loud.</i>
Cover your ears and grimace in a funny way	<i>Could you speak more softly?</i>
	<i>It's getting noisy, isn't it?</i>

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**WORKPLACE AND TEAM ATTITUDE;
DEMONSTRATING A POSITIVE ATTITUDE,
A WILLINGNESS TO LEARN, AND INTERRUPTING POLITELY**

<i>When you want to show your positive attitude, you can...</i>	
Do this:	Say this:
Smile.	<i>Thanks for all your help.</i>
Greet people you see.	<i>Let's work on this problem together!</i>
Have good posture.	<i>We can handle this!</i>
Shake hands firmly.	<i>No problem!</i>
	<i>Sure, I can do that!</i>

<i>When you want to show a willingness to learn, you can...</i>	
Do this:	Say this:
Look up information on the Internet.	<i>I can't _____ but I want to learn how.</i>
Read the company newsletters and bulletin board.	<i>Can you teach me how to...?</i>
Watch "How To" videos.	<i>Are there any classes I can attend?</i>
Volunteer on projects.	<i>What would you suggest?</i>

<i>When you want to interrupt someone to ask a question, you can...</i>	
Do this:	Say this:
Knock on the door before you speak to someone in an office.	<i>Excuse me, are you busy?</i>
Wait for the person to look at you.	<i>Do you have a moment?</i>
Hold up your index finger.	<i>May I interrupt you?</i>
	<i>Is this a good time?</i>

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TEACHING WITH A DO-SAY CHART

Step-by-Step

1. Identify a soft skill focus such as “Expressing Disagreement.”
2. Use a video clip, audio clip, or in-class demonstration to show students different ways English speakers express the soft skill. Be sure that the demonstrations include the non-verbal behaviors as well as the verbal expressions. (For a more valuable cross-cultural discussion, you can add formal and informal behaviors and language so that students can later discuss which types of expressions and behaviors are acceptable in different types of situations. E.g. shaking your head from left to right slowly may be more acceptable than eye rolling, but neither would be appropriate in a formal workplace setting.)
3. Ask students to consider why the skill would be important in teamwork. Point out that their goal during this activity is to acquire a variety of expressions (verbal and non-verbal) that will allow them to use the skills effectively.
4. Put the **Do/Say chart** up on the board with some of the behaviors and language filled in. Ask learners for additional examples.
5. Fill in the chart with any additional behaviors and phrases that students need in order to achieve their workplace or academic goals.
6. Check students’ comprehension of the information on the chart by asking questions such as, *Which is more polite: “I have to disagree with you.” or “I’m not sure I agree.”?*
7. Have pairs take turns using the phrases or non-verbal gestures.
8. Get feedback from the class on how they felt using the skill.
9. Have learners apply the skill during a pair or team task.

PROCEDURES ADAPTED FROM A LESSON ON THE TESOL RESOURCE CENTER
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DO/SAY CHARTS CREATED for *GRIPES WITH GROUPS REGROUP!*
Jayme Adelson-Goldstein, Author

SOFT SKILLS INVENTORY

I often...	I can do this	I worked on this today.	I am working on this.
use the language of courtesy. <i>(Thank you. You're welcome. Please. Could I....)</i>			
communicate my ideas clearly (when speaking).			
communicate my ideas clearly (in writing).			
make eye contact.			
demonstrate a positive attitude. <i>(We can do it!)</i>			
participate in team projects.			
collaborate with partners or teammates.			
demonstrate flexibility.			
problem solve.			
demonstrate active listening.			
encourage teammates.			
manage my time well.			
organize my school and work materials.			
reflect on my work.			
demonstrate my willingness to learn.			
read and follow instructions carefully.			
finish the job I start.			
come to class on time. (dependability)			
stay for the entire class. (attendance)			