Communication Techniques

Unit: Communication Skills

Problem Area: Develop Communication Skills

Lesson: Communication Techniques

■ **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

1 **Explain the importance and benefits of effective communication in the workplace.**

2 **Identify effective interpersonal and corporate communication techniques.**

3 **Identify techniques for effective communication during difficult situations.**

■ **Resources.** The following resources may be useful in teaching this lesson:

"Communicative Techniques," *LiveStrong.com*. Accessed Dec. 3, 2010. <http://www.livestrong.com/article/83710-communicative-techniques/>.

"Effective Communication in the Workplace," *Buzzle.com*. Accessed Dec. 3, 2010. <http://www.buzzle.com/articles/effective-communication-in-the-workplace.html>.

"Importance of Communication in the Workplace," *Buzzle.com*. Accessed Dec. 3, 2010. <http://www.buzzle.com/articles/importance-of-communication-in-the-workplace.html>.

"Tips on Effective Telephone Communication," *LiveStrong.com*. Accessed Dec. 3, 2010. <http://www.livestrong.com/article/156093-tips-on-effective-telephone-communication/>.

Zelenka, Anne. "27 Tips for Teleconferencing," *gigaom*. Accessed Dec. 3, 2010. <http://webworkerdaily.com/2007/01/28/27-tips-for-teleconferencing/>.

■ Equipment, Tools, Supplies, and Facilities

✓ Overhead or PowerPoint projector
✓ Visuals from accompanying masters
✓ Copies of sample test, lab sheet, and/or other items designed for duplication
✓ Materials listed on duplicated items
✓ Computers with printers and Internet access
✓ Classroom resource and reference materials

■ Key Terms. The following terms are presented in this lesson (shown in bold italics):

➤ assertiveness
➤ clarity
➤ corporate communication
➤ etiquette
➤ irrelevance
➤ jargon
➤ sarcasm
➤ succinctness

■ Interest Approach. Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

Tell students to imagine they are at work talking to their supervisor about a job or at school talking to a teacher about an assignment. Ask them to write down the three most important things they would do to communicate effectively (e.g., speaking loud enough so the person could hear). They should also write down the three most important things they think are necessary for communicating effectively. Give them time to think and record answers. Then have them share in a large group discussion format.

CONTENT SUMMARY AND TEACHING STRATEGIES

Objective 1: Explain the importance and benefits of effective communication in the workplace.

Anticipated Problem: How is effective communication important and beneficial in the workplace?

I. Effective communication is necessary for the delivery of services in many professions (e.g., doctors explaining treatment to their patients, teachers exploring knowledge with students, and salespeople explaining their products). Moreover, effective communication has internal and external benefits for an organization.

   A. Effective communication helps improve an organization's internal performance of work processes and daily employee experiences.

      1. Relationships are healthier, open, and trusting among coworkers and leadership.
      2. Conflicts are more readily resolved, which improves productivity.
      3. Problem-solving is enhanced.
      4. Work processes, policies, and procedures are easier to understand and follow.
      5. People are better able to change or adapt, as needed.
      6. Time and resources are better used.
      7. Job satisfaction and morale are improved.

   B. External benefits for an organization

      1. Sales and marketing materials are of a higher quality and work better.
      2. Salespeople work better with prospective customers.
      3. Customer service people work better with customers.
      4. Public relations/media releases are of a higher quality and are more effective.

Teaching Strategy: *Use VM–A. Have students visit http://www.buzzle.com/ articles/importance-of-communication-in-the-workplace.html and http://www.buzzle.com/articles/effective-communication-in-the-workplace.html for more in-depth content.*

Anticipated Problem: What are effective interpersonal and corporate communication techniques?

II. Depending on the level at which an individual is communicating, different techniques are deemed most effective. Tell your students you will be focusing on interpersonal techniques for one-on-one communication and corporate techniques for mass communication to various stakeholders.

   A. Fundamental techniques for demonstrating face-to-face effective interpersonal verbal communication are:

     1. Maintaining appropriate eye contact
     2. Respecting personal space
     3. Using the person's name (but not too much) while conversing
     4. Keeping a level, professional tone and avoiding **sarcasm**, which is the act of saying one thing while meaning something else
     5. Listening when it is the other person's turn to talk and not interrupting
     6. Sticking to the main point without distraction and avoiding **irrelevance**, the quality of speaking about content that does not pertain to the main meaning of the conversation
     7. Avoiding the use of words/concepts that the other person may not understand, such as **jargon**, which is terminology related to a field of knowledge or business that only an expert may know

   B. Techniques for effective corporate communication

     1. **Corporate communication** is communicating with large numbers of people (e.g., customers, employees, and the general public) dispersed over a wide area, not face-to-face. Many variables and techniques must be considered when delivering corporate communication.

       a. Written communication (e.g., memos and procedures) should be succinct and have good clarity. **Succinctness** is the quality of being short and to the point. **Clarity** is the quality of being clear and easy to understand.
       b. Memos and other communication should be released in a manner that meets strategic operational timelines.
       c. Outgoing communications must be adapted to meet globalized company operations. For example, the release time of a memo would be adapted for different time zones or a memo would be written in different languages for various countries.
       d. Appropriate protocol must be followed. For instance, formal lines of hierarchical communication or the approval process should be used before sending emails to large numbers of people.
       e. Information and communication technology (e.g., instant messaging, email, teleconferencing, and Web conferencing) should be used.

2. When teleconferencing or Web conferencing, certain techniques and guidelines are appropriate.

    a. People should start on time.

    b. In the beginning (if the group is not too large), the presence of each participant should be acknowledged through verbal or chat method. If the group is very large, the magnitude of the whole group should be acknowledged.

    c. Establish the etiquette of having people say their names before they speak. **Etiquette** is a set of accepted rules or manners for communicating.

    d. Mute should be used (as needed) to eliminate background noise, especially during times when people are just listening.

    e. It is important to occasionally check with individuals to make sure they are still connected to the call, especially if they have not spoken in a while.

    f. Active listening methods (e.g., "yes, uh-huh, I hear you") should be used without too much interruption.

    g. Wording should be chosen carefully since it becomes more important if people cannot see body language.

    h. The conference should end on time.

    i. It is important to take notes during the call to help stay focused on the content.

    j. It is best to provide meeting minutes or a summary to participants via email after the call.

Teaching Strategy: *Use VM–B, VM–C, and VM–D to demonstrate concepts and terms. Use http://webworkerdaily.com/2007/01/28/27-tips-for-teleconferencing, http://www.livestrong.com/article/83710-communicative-techniques, and http://www.livestrong.com/article/156093-tips-on-effective-telephone-communication for additional information.*

Objective 3: Identify techniques for effective communication during difficult situations.

Anticipated Problem: What are techniques for effective communication during difficult situations?

III. Fundamental techniques should be used for demonstrating effective interpersonal verbal communication in difficult situations, such as when the other person is raising his or her voice or is purposely trying to change the subject.

A. Method #1 is assertiveness and "I feel" statements. **Assertiveness** is communicating in a way that respects one's self and the other person or people involved. Assertiveness avoids being too passive or too aggressive and avoids disrespectfulness. "I feel" statements are effective techniques for being assertive because they explain how you are feeling, and feelings are generally not disputable. For instance, people generally will not argue with others about how

they are feeling. It is important to give people feedback on their communication. For example, if a person is talking to someone who is being aggressive and raising his or her voice, the person might use one of the following statements:

1. "I feel like there might be a better time to talk about this, considering you appear to be so angry at this time. Maybe we could talk about this later when you are not raising your voice."

2. "Since you are raising your voice, I am feeling less able to talk in a reasonable manner with you. Perhaps there may be a better time when we could talk about this more reasonably."

B. Method #2 is dialogue using "Yes, and" statements. This can be used when a person wants to disagree or reframe something another person has said while minimizing the conflict. A "yes, and" statement is one in which the individual validates what the person has said (by using the word "yes") and then adds, expands, or reframes the conversation. Other alternatives may be to say, "yes, but" or "no, I do not agree with that," etc. These other ways will trigger a defensive reaction on the part of the other person. A "yes, and" statement is meant to continue progressing the dialogue without triggering a defensive or confrontational reaction by the other person.

C. Method #3 is dialogue using positive feedback statements. This technique is similar to the "yes, and" technique. When dialoguing with someone, the person can pick some part of what he or she has said to agree with before moving on to the area of disagreement. This validates and establishes an area of agreement before addressing any disagreement. It is a more friendly and respectful approach to communication. The alternative is to focus on areas of disagreement without acknowledging areas of agreement, thereby creating a debate or a contest atmosphere.

D. Method #4 is the "broken record" technique. The technique helps keep a person on track with the message instead of being led into irrelevant or disruptive conversations used by the other person to move the focus away from the most important topic. The broken record technique is used to repeat the same message that is the most important during a conversation. "Broken record" refers to a record that skips and keeps playing the same line over again. Hence, during a discussion that has the tendency to wander from the main point, the speaker continues repeating the line that captures the essence of the most important topic.

Teaching Strategy: *Use VM–E through VM–H to demonstrate concepts and examples.*

■ **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle.

■ **Application.** Use the included visual masters and lab sheet to apply the information presented in the lesson.

■ **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

■ **Answers to Sample Test:**

Part One: Matching

1. b
2. c
3. d
4. f
5. e
6. g
7. h
8. a

Part Two: True/False

1. F
2. T
3. F
4. T
5. F
6. F
7. F
8. F
9. T
10. T

Part Three: Short Answer

1. Answers will vary but should closely resemble two of the following: "I feel statement," "Yes, and statement," "Positive feedback," or "Broken record technique."
2. Answers will vary but should closely resemble two of the following: Relationships are healthier; conflicts are more readily resolved; problem-solving is enhanced; work processes, policies, and procedures are easier to understand and follow; people are better able to change or adapt as needed; time and resources are better used; and job satisfaction and morale are improved.

Name _____

Communication Techniques

▶ **Part One: Matching**

Instructions: **Match the term with the correct definition.**

a. succinctness
b. sarcasm
c. etiquette
d. irrelevance

e. clarity
f. corporate communication
g. jargon
h. assertiveness

_____1. The act of saying one thing while meaning something else

_____2. A set of accepted rules or manners for communicating

_____3. The quality of speaking about content that does not pertain to the main meaning of the conversation

_____4. Communicating with large numbers of people (e.g., customers, employees, and the general public) dispersed over a wide area, not face-to-face

_____5. The quality of being clear and easy to understand

_____6. Terminology related to a field of knowledge or business that only an expert may know

_____7. Communicating in a way that respects one's self and the other person or people involved

_____8. The quality of being short and to the point

▶ **Part Two: True/False**

Instructions: **Write *T* for true or *F* for false.**

_____1. Starting a phone conference five minutes late is acceptable.

_____2. Taking notes during a Web conference is meant to help keep one focused on the discussion.

_____3. When sending an email to a corporate list of customers, it does not matter if you follow the procedure of getting the email approved; you can send it anyway if the approver is not at work that day.

_____4. Effective written communication helps externally by publishing higher quality sales and marketing materials.

_____5. Effective communication keeps employee and job satisfaction lower.

_____6. Doctors don't need to communicate effectively with patients. Doctors just need to treat the patient effectively.

_____7. Doctors and teachers should use jargon because it shows how smart they are.

_____8. When a customer is yelling at you over the phone, it is best to hang up and show that you are not going to take that behavior.

_____9. When a customer is yelling at you over the phone, you have different options for the way you can assertively word your response to keep the conversation going.

____10. Corporate communication uses technology (e.g., email and Web conferences) to reach people in different locations.

▶ Part Three: Short Answer

Instructions: **Answer the following.**

1. List two methods of responding to people being difficult in their communication with you.

2. List two internal benefits of effective communication in an organization.

IMPORTANCE AND BENEFITS OF EFFECTIVE COMMUNICATION AT WORK

◆ Effective communication is necessary for the delivery of services in many professions. Examples are:

- Doctors explaining treatment to their patients
- Teachers exploring knowledge with students
- Salespeople demonstrating their products

◆ Internal Benefits for an Organization

- Relationships are healthier, open, and trusting among coworkers and leadership.
- Conflicts are more readily resolved, which improves productivity.
- Problem-solving is enhanced.
- Work processes, policies, and procedures are easier to understand and follow.
- People are better able to change or adapt as needed.
- Time and resources are better used.
- Job satisfaction and morale are improved.

FUNDAMENTALS OF EFFECTIVE FACE-TO-FACE INTERPERSONAL COMMUNICATION

◆ Maintain appropriate eye contact.

◆ Respect personal space.

◆ Use the person's name (but not too much) while conversing.

◆ Keep a level, professional tone, and avoid sarcasm. Sarcasm is saying one thing while meaning something else.

◆ Listen when it is the other person's turn to talk, and do not interrupt.

◆ Stick to the main point without distraction; avoid irrelevance, which is speaking about content that does not pertain to the main meaning of the conversation.

◆ Avoid using words/concepts that the other person may not understand. Jargon is specialized terminology related to a field of knowledge or business that only an expert may know.

FUNDAMENTALS OF CORPORATE COMMUNICATION

◆ Corporate communication is communicating with large numbers of people (e.g., customers, employees, and the general public) dispersed over a wide area, not face-to-face.

■ Written communication (e.g., memos and procedures) should be succinct and have good clarity. Succinctness is the quality of being short and to the point. Clarity is the quality of being clear and easy to understand.

■ Memos and other communication should be released in a manner that meets strategic operational timelines.

■ Outgoing communications must be adapted to meet globalized company operations extending over multiple time zones. For example, the release time of a memo would be adapted for different time zones; or a memo may need to be written in different languages for different countries.

■ Appropriate protocol must be followed. For instance, use formal lines of hierarchical communication or use the approval process before sending emails to large numbers of people.

■ Make use of information and communication technology: instant messaging, email, teleconferencing, and Web conferencing.

FUNDAMENTALS OF TELECONFERENCING AND WEB CONFERENCING

♦ Start on time.

♦ In the beginning (if the group is not too large), acknowledge the presence of each participant, through verbal or chat method. If the group is very large, acknowledge the magnitude of the whole group.

♦ Establish the etiquette of having people say their names before they speak. Etiquette is a set of accepted rules or manners for communicating.

♦ Use the mute (as needed) to eliminate background noise for yourself and participants. When people are just listening, they should mute.

◆ Occasionally check with individuals to make sure they are still connected to the call, especially if they have not spoken in a while.

◆ Use active listening methods without too much interruption (e.g., saying "yes, uh-huh, I hear you"). Yet don't do it too often because you do not want it to become distracting.

◆ Choose wording carefully since it becomes more important if people cannot see your body language.

◆ End on time.

◆ Take notes during the call to help stay focused on the content.

◆ Provide meeting minutes or a summary to participants via email after the call.

DIFFICULT SITUATIONS: METHOD #1 ASSERTIVENESS AND "I FEEL" STATEMENTS

♦ Assertiveness is communicating in a way that respects both one's self and the other person or people involved.

♦ Assertiveness is not too passive and not too aggressive.

♦ "I feel" statements are effective techniques for being assertive.

◆ "I feel" statements explain how you are feeling; and feelings are generally not disputable by other people.

◆ When telling someone how you feel, you are respectfully protecting yourself while giving feedback to the person about how he or she is causing you to feel.

For Example:

You are talking to someone who is being aggressive and raising his or her voice. You might say one of the following statements.

◆ "I feel like there might be a better time to talk about this considering you appear to be so angry at this time. Maybe we could talk about this later when you are not raising your voice."

◆ "Since you are raising your voice, I am feeling less able to talk in a reasonable manner with you. Perhaps there may be a better time when we could talk about this more reasonably."

DIFFICULT SITUATIONS: METHOD #2 DIALOGUE USING "YES, AND" STATEMENTS

♦ "Yes, and" statements can be used when you want to disagree or reframe something another person has said while minimizing the conflict.

♦ A "yes, and" statement is one in which you validate what the person has said (by using the word yes) and then add, expand, or reframe the conversation.

♦ Other alternatives may be to say, "yes, but" or "no, I do not agree with that," etc. These other ways will trigger a defensive reaction on the part of the other person.

♦ A "yes, and" statement is meant to continue progressing the dialogue without triggering a defensive or confrontational reaction by the other person.

For Instance:

Scenario: You are discussing whether to serve chocolate milk as part of elementary children's lunch. Your colleague has suggested serving chocolate milk, but you disagree.

♦ "No, I really do not think that we should be serving chocolate milk since it has too much sugar and kids drink it first and get filled up before they eat the more nutritious food."

♦ "Yes, serving something sweet would be nice for the kids at lunch, and maybe we could think of a dessert instead of chocolate milk. If the kids eat the more nutritious food, then they could get a sweet desert."

DIFFICULT SITUATIONS: METHOD #3 DIALOGUE USING POSITIVE FEEDBACK STATEMENTS

♦ When dialoguing with someone, pick some part of what he or she has said to agree with before moving on to the area of disagreement.

♦ This method is meant to validate and establish an area of agreement before addressing any disagreement.

♦ This method is a more friendly and respectful approach to communication.

♦ The alternative is to focus on areas of disagreement without acknowledging areas of agreement, creating a debate or a contest atmosphere.

For Example:

Your colleague says, "I really like the idea of chocolate milk for lunch for elementary kids. They need the calcium, and chocolate is just the thing to get them to drink their milk."

♦ Response #1: "No, chocolate milk has too much sugar. There must be other ways of getting nutritious food into elementary kids besides using sugary foods."

♦ Response #2: "I agree with you that there is a need to have kids drinking milk and getting calcium. But I'm thinking we could find other ways besides providing chocolate milk since it has a lot of sugar that could be avoided."

DIFFICULT SITUATIONS: THE "BROKEN RECORD" TECHNIQUE

♦ This technique helps keep a person on track with the message rather than being led into irrelevant or disruptive conversations used by the other person to move the focus away from the most important topic.

♦ This technique is used to repeat the same message that is most important during a conversation.

♦ "Broken record" refers to a record that skips and keeps playing the same line repeatedly.

♦ Hence, during a discussion that has the tendency to wander from the main point, keep repeating the line that captures the essence of the most important topic.

For Instance:

- ◆ Colleague: "Chocolate milk will get them to drink their calcium. That is healthy."
  - ■ Response: "Yes, I agree that calcium is important, and we may want to find other ways besides chocolate milk since it has a lot of sugar. We need to find the healthiest alternatives besides high sugar foods."

- ◆ Colleague: "Come on. You are overreacting. Kids need something sweet, or they will not like going to lunch at all. Milk is not a food anyway. It's a drink."
  - ■ Response: "We need to find the healthiest alternatives, and high sugar choices are not the healthiest."

- ◆ Colleague: "Chocolate milk has always been served. You can't change tradition. Are you trying to ruin lunch ?"
  - ■ Response: "We need to find the healthiest alternatives besides serving high sugar foods."

Name _____

Say What? Say When?

Purpose

The purpose of this activity is to practice demonstrating effective communication techniques.

Objectives

1. Identify areas needing improvement, and improve the wording in those examples.

2. Create communication responses to difficult communication scenarios.

3. Plan the release of a corporate memo spanning multiple time zones.

4. Create a list of tips for teleconferencing and Web conferencing communication.

Materials

♦ lab sheet

♦ paper

♦ writing utensil

Procedure

1. Read through the scenarios, and respond appropriately on your own paper.

2. Share and discuss answers with your classmates before your teacher collects them.

SAY WHAT? SAY WHEN?

Part One: Succinctness and Clarity

Instructions: Identify the problem areas in the following communications. Change the wording to make it more succinct or to improve clarity.

A procedure was written: *"Employees will need to somehow keep some kind of a record of what they are spending, such as a receipt or credit card statement, and submit it with the reimbursement voucher to be reimbursed for work-related expenses."*

1. Which part of this communication could be more succinct?

2. How would you rewrite it to make it more succinct?

A supervisor tells an employee during a performance evaluation: *"You kind of spend a lot of time talking about different stuff, and it may be kind of a waste of time at work since you could be doing something more important."*

3. Which part of this communication could be clearer?

4. How would you rewrite it to make it clearer?

Part Two: Communicating in a Difficult Situation.

Instructions: Read the following scenarios, and create response statements.

Scenario: You are a person who works with six-year-old children at a school. It is expected that the children this age are able to perform all bathroom skills, such as cleaning up after themselves. You receive a call from a parent who is very angry and is screaming into the phone at you. *"My daughter came home after school and had a rash from not cleaning up after herself after using the bathroom at school! What are you people doing over there?! What is the state paying you to do if you can't make sure that something this basic is being taken care of with my kid?! I ought to call the state right now and report you for neglect! What do you have to say for yourself?!"*

5. Using the positive feedback method, write one response possibility that you could use with the parent to explain that children this age are expected to be able to take care of their bathroom needs independently at school.

6. Using the "I feel" method, write one assertive response possibility that could be used to get the parent into a more calm state of mind to discuss what is expected of children at school at this age.

7. Using the "Yes, and" method, write one statement that validates the parent's concern and explains that a code of ethics restricts teachers from being in the bathroom with students this age and that parents are responsible for working with children on bathroom skills at home that are expected to be used by the students at school.

Part Three: Timing

You have a corporate memo that needs to be released at the same time in different parts of the world.

You are located in Chicago, Illinois, United States; and you want to release the memo at 8:30 a.m., August 14, Chicago time.

You have to set the email messaging system to release the memo in the other locations listed below so they receive the message at exactly the same moment the memo is released at 8:30 a.m., August 14, in Chicago.

Use the following Web address to determine how to program your email messaging system for releasing the memo to the different locations.

- ◆ Step 1: Go to http://www.timeanddate.com.
- ◆ Step 2: Click the "Time Zone Converter" link.
- ◆ Step 3: Enter information for the locations, and click the "Convert Time" button.

Answer questions for each location.

Montreal, Canada

   8. What time would the memo be release in Montreal, Canada?

   9. How many hours ahead or behind Chicago is this location?

Paris, France

  10. What time would the memo be released in Paris, France?

  11. How many hours ahead or behind Chicago is this location?

Tokyo, Japan

  12. What time would the memo be released in Tokyo, Japan?

  13. How many hours ahead or behind Chicago is this location?

Moscow, Russia

  14. What time would the memo be released in Moscow, Russia?

  15. How many hours ahead or behind Chicago is this location?

Denver, Colorado, USA

  16. What time would the memo be released in Denver, Colorado?

  17. How many hours ahead or behind Chicago is this location?

Anchorage, Alaska, USA

18. What time would the memo be released in Anchorage, Alaska?

19. How many hours ahead or behind Chicago is this location?

Part Four: Top Ten List

After completing online research, create your "top ten" list of guidelines and techniques for conducting a teleconference or Web conference.

♦ Step 1: Visit a search engine, such as http://www.google.com.
♦ Step 2: Use search phrases, such as "tips for teleconferencing" or "tips for Web conferencing."
♦ Step 3: Read and record the tips you find.

20. Based on your research, create your "top ten list" of guidelines and techniques for conducting a teleconference or a Web conference. Put your list in order, with #1 being the least important and #10 being the most important, according to what you think.

Say What? Say When?

1. The following wording needs to be more succinct *"…will need to somehow keep some kind of record of what they are spending, such as a receipt or credit card statement, and submit it…"*

2. Answers will vary but should reflect improved succinctness, such as "must submit receipts or credit card statements with…"

3. The whole statement is unclear. *"You kind of spend a lot of time talking about different stuff, and it may be kind of a waste of time at work since you could be doing something more important."*

4. Answers will vary but should reflect improved clarity, such as: "You spend an unacceptable amount of time talking with coworkers about personal matters not related to the work you are supposed to be doing while you are here."

5. Answers will vary and should include some positive validation of what the parent said and explain the child is expected to do this independently. For example, "You are right that cleaning up after using the bathroom at school is an important thing for your daughter, as you have said. Also important is that she be able to do it by herself, without help from a teacher, since this is what is expected of all children this age."

6. Answers will vary and should include an "I feel statement" designed to calm the parent. For instance, "When you are raising your voice over the phone in this way, I feel a little overwhelmed and believe it will be difficult for us to understand what happened with your daughter if you are going to continue raising your voice this way."

7. Answers will vary and should include a "Yes, and" statement designed to validate something the parent has said and then reframe the information and communicate that there are ethical reasons for teachers staying out of the bathroom with children that age and that parents are expected to develop those skills at home with the children. For example, "Yes, I agree that your daughter cleaning up in the bathroom is very important while at school. You should know that there are ethics against teachers being in the bathroom with children this age at school and that is the reason parents need to work with children to develop the skills for cleaning up after themselves in the bathroom. Teachers going into the bathroom is not a practice we do at school, which means it is important for us to work with parents to ensure kids are independently cleaning themselves in the bathroom."

8. Montreal, Canada, 9:30 a.m.

9. 1 hour ahead of Chicago

10. Paris, France, 3:30 p.m.

11. 7 hours ahead of Chicago

12. Tokyo, Japan, 10:30 p.m.

13. 13 hours ahead of Chicago

14. Moscow, Russia, 5:30 p.m.

15. 9 hours ahead of Chicago

16. Denver, Colorado, USA, 7:30 a.m.

17. 1 hour behind Chicago

18. Anchorage, Alaska, 5:30 a.m.

19. 3 hours behind Chicago

20. Answers will vary but should include a "Top Ten" list.