**Theme: Developing Communication Skills**

**Subtheme 2: Listening and understanding the others**

Set of Activities 1: Effective listening

Set of Activities 2: Empathy

Set of Activities 3: Constructive Problems Resolution

**Tips for Teachers**

Set up the corners according to the activities, e.g.:

1. FOREST CORNER, HEDGHOG AND SQUIRELL

Set up ‘forest corner’ in a quiet part of the room, i.e. in the corner. Place there a hollow tree trunk with a 3-4 steps ladder inside which children can climb and look down through the hole. Surround the tree with curtains painted with leaves and put the large forest green cushions on the floor.

2. Set a ‘listening corner’ in a separate part of room that should stay there for some time (at least two weeks). Put two chairs in the corner, marking one for the ‘speaker’ and the second for the ‘listener’. At the beginning you should occasionally, without any explanations, sit on one of the chairs to motivate children to use the opportunity for speaking and listening.. This is also important because there is a special moment needed for certain expressions. A child is not ready to say many things when asked about them. It is important that s/he knows that we are available at a certain point during the day. Besides, the adults are good model for children so it is more likely that children will take roles of listeners and speakers when they see that it is interesting to you. If children continue to use ‘listening and speaking corner’ regularly it can stay in the room permanently with gradual bringing in new chairs – for giving and receiving, for giving and receiving hugs, for seeking and giving advice. Than it can be called, ‘quick fixes corner’.

**By the end of this unit, children will be able to:**

**Na kraju ove cjeline dijete će moći:**

* Focus attention to the various auditory and visual stimuli in the environment
* Ask explanatory questions and check the meaning of what s/he has heard
* Structure received message
* Receive message with interest
* Apply active communication skills to recognize and check the other person’s

needs

* Explain the other person’s emotion
* Put him/her self into other person’s position and understand that person's

Feelings in certain situation

* Understand how s/he would feel in certain situation
* Feel connected with others
* Apply positive forms of behaviour when faced with other's emotions and

troubles

* Consider the problem solving possibilities
* Recognize the advantages of cooperation and joint action
* Be oriented to seeking for a win-win solution

3.

**Set 2.1. : Effective listening**

**Activity 2.1.1. : Guess by sound!**

***Leearning Goal***

#### Developing sensitivity to the variety of environmental sounds (hearing)

***Learning Outcome. By the end of this unit study, I will be able:***

To listen more carefully, compare and distinguish sounds

***Age Group***

Preschool

***Level***

Basic

***Materials needed***

Pairs of small bottles/jars filled with different material (marbles, pebbles, sand, rise, coins etc)

***Activity Steps***

* + - 1. Introductory exercise – moving around in different tempo or by sound level following the sound produced by the teacher or his/her verbal instructions (walk in small steps, walk on the tips of fingers, run, step loudly, walk in a sound rhythm)
      2. Distinguish and recognize two different sounds

Make a sitting circle together with children. Tell children that you have two bottles with different content in each, rice in one and sand in another. Shake one bottle and than the other and then ask them what is in each of them. Than stand in the middle of circle, take others bottles and shake them one by one. Ask children to guess what is in each.

* + - 1. Find identical sounds

Spread the bottles in the middle of circle. Children sit in the circle. The four children are asked to find two bottles with identical content. Other children confirm if they have found the identical pair. After that, children sitting in circle close their eyes and children who have solved the task change the distribution of bottles for the second group to find a new pair.

* + - 1. Identification of sound

Children sit in a circle. Teacher shakes one bottle and the task is to guess what is in the bottle.

***Take Home Activity***

Suggest children to make with parents' help a rattle with sound they like. They can give it to younger children in the kindergarten or use for the similar game.

**Activity 2.1.2. : Guess by voice!**

***Leearning Goal***

#### To be engaged listener

***Learning Outcome. By the end of this unit study, I will be able:***

To listen the other more carefully;

Receive shorter auditory message;

***Age Group***

Preschool

***Level***

Medium

***Materials needed***

Blindfold

***Activity Steps***

1. Introductory exercise – moving game *Hedgehog - Squirrel*

Children form a line. When teacher says *squirrel* they have to remain standing and when s/he says *hedgehog* they have to crouch. Child that makes mistake, i.e. remains standing at *hedgehog* or crouch at *squirrel*, steps out of the line and assists the teacher (watches if somebody makes mistake).

2. Ask children to send in a circle. Tell them that you will play game „Voice“and that this game requires real silence. Ask one child to send in the middle of circle and blindfold him/her. You walk around children outside the circle and touch one child on the shoulder. This child has to say something to the one in the circle or call his/her name. The child in the middle of circle has to guess who has spoken. That child than sits in the middle of circle and guesses who is another child you have touched on the shoulder. Game continues until children show interest in it.

3. Game can be made more difficult if the selected child introduces him/herself by somebody else’s name from a group. For example: *I am Marko* (while his name is Filip).. The guessing child should respond: *No. You are not Marko, you are Filip.*

***Take Home Activity***

Play the game *hedgehog – squirrel* with family members. A child leads a game and encourages family members to make a similar game that involves careful listening and reacting.

**Activity 2.1.3.: Listen to my story**

**……**

***Learning Goal***

Develop active listening skills

***Learning Outcome. By the end of this unit study, I will be able to:***

Listen the interlocutor more carefully

Speak about something important for him/her

Receive short auditory message

Notice and distinguish the characters in the story

Cooperate during the creative work

***Age Group***

Preschool

***Level***

Advanced

***Materials needed***

CD with short melodies symbolising hedgehog and squirrel and CD player.

Drawing material – wooden coal, long paper (role of light or heavier wrapping paper), fixative (hair spray)

***Activity Steps***

Introductory activity:

1. Ask children to sit in a circle. Show children the difference between fast and slow by clapping and between loud and quiet by voice. Check whether they have understood. After making sure that everybody has understood, play fast and then slow composition of *hedgehog and squirrel.* Encourage them to move according to music. Than talk about children about the differences in tempo. Hedgehog is slow and squirrel fast (analogy). Repeat the procedure by playing compositions loudly and quietly. How do we talk when in a different mood? When are we fast, when slow, when loud, when quiet?

1. Puppet play *Talking with the Moon* (Text below)

3. Tell children that you will now play a game „Listen carefully. “ Use counting rhyme to choose a child who will tell a short story about his/her favourite experience. Other children have a task to listen carefully their friend. After that, one of the listeners has to repeat what s/he has heard. Other children add what that child missed.

4. Invite children to draw together on a large paper that what they have heard (illustrate the story).

***Take Home Activity***

Draw a personal most favourite experience in a technique of own choice (couler pencils, tippens, water coulers...) and bring to the kindergarten the next day. Teachers make the space to exhibit the drawings and during the week encourage children to talk about their work (drawing/painting).

**Talking with the Moon**

Characters:

Squirrel

Hedgehog

Moon

First scene

*(Dusk in a wood.)*

Hedgehog: apple, mushroom, yellow berry… nibble one, bite another, chew the third…

Squirrel: Hey, prickly hedgehog! Here I am for a dinner!

Hedgehog: I am already eating, long tail, let me finish...

Squirrel: I have brought hazel nuts and raspberries and – look here, I have found peanuts!

Hedgehog: Peanuts?!

Squirrel: It is shelled but I will break it and then we can together....

Hedgehog: (*she would love to have peanut but obviously has something else on mind)*: No, we will not

Squirrel: Of course, we will.

Hedgehog: I have no time because...

Squirrel: (*lays out dinner food*): Come on, prickly, since when you do not have time! You spent all day yesterday laying in the sun and a day before yesterday you ran on the meadow sniffing daises. If that means that you do not have time than I do not know who does. Here, food is ready – go for it!

Hedgehog: As soon as I finish dinner, I am going to the rock.

Squirrel: OK, if you want, we are going to the rock.

Hedgehog: I am going alone!

Squirrel: Don’t worry, I’ll not let you to go alone.

Hedgehog: Well, why aren’t you listening to me?

Squirrel: I am listening, we are going to the rock after dinner (*Starts eating fast and speaks with a mouth full)*) and have to hurry up. I’ve heard everything.

Hedgehog: (*raising a voice)*: I’m going alone!

Squirrel: Yes, we are going alone. Come on, hurry up with this food. However, I really do not know why we are going to the rock. It is boring there.

Hedgehog: (*shouting in squirrel’s ear)*: You are not going to the rock!

Squirrel: Prickly, I feel that you have said something I do not want to hear.

Hedgehog: If you would sometimes keep your mouth shut, maybe you’ll hear something, long tail!

Squirrel: Me?! I am the world champion in keeping the mouth shut. Look! (*Shows how she will be quiet*)

Hedgehog: You have spoiled my dinner.

Squirrel: You are strange today!

Hedgehog: There, you are again talking instead listening!

Squirrel: I am quiet!

Hedgehog: You have spoiled my dinner. (*Waits for squirrel to talk but she refrains)* That is why I am angry with you. (*Waits a little again, now already surprised by squirrel’s silence).* You are really keeping quiet! (*Squirrel nods her head and gesticulates vigorously but keeps quiet)* OK, than I am going to tell you everything. Last night, I passed below the rock where, you know, there were juicy berries. The big moon was rising above the rock. Round and yellow, looking at me so kindly with its eyes.

(*Squirrel is about to say something but remembers to have to be quiet and only nods vigorously.*)

Hedgehog: I do not remember how I found myself on the top of the rock. The moon is so close there. You will not tell anyone if I tell you what has happened.

Squirrel: Not to a living soul!

Hedgehog: (*hesitates, but goes on*): Than I talked to the moon.

Squirrel: Impossible!

Hedgehog: I bode him good evening and he responded. His voice from the distance sounded like little bells, like snowdrops whispering in the spring, like water drops in a blue lake...

Squirrel: Let me go with you tonight, I would so much like to hear that, so much, much, much…

Hedgehog: I do not know whether he would talk to me if I were not alone.

Squirrel: Please, my trusted prickly friend, my most favourite nibbler, my most beautiful grudger…

Hedgehog: OK, let’s go.

Second scene

(*Music. Path toward the rock. Moon is rising slowly. Round and yellow.)*

Third scene

(*On the top of the rock, as on the top of a small mountain with the moon above)*

*(*Hedgehog *and s*quirrel *have just climbed to the top of the rock. They are out of breath, particularly hedgehog to who squirrel helps a little. They sit down.)*

Hedgehog: (out of breath): How steep this rock is! Each prick hurts me!.

Squirrel: My tail is full of burdocks. Those bushes below the rock are…

Hedgehog: (*spotted the moon and starts speaking quietly*): Look at it!

Squirrel (*still occupied with its tail)* They prick and itch... There is nothing worse than burs in a tail!

Hedgehog: (*stomps legs)*: Shih!

Squirrel: What has happened?

Hedgehog: Look at it!

Squirrel (*amazed*): As the most beautiful ripe apricot... Huge, sweet and savoury…

Hedgehog: Or the sunflower full of sweet seed...

Squirrel: Silver circle...

Hedgehog: Glows like gold...

Squirrel: Shall we greet it?

Hedgehog: Let’s do it together

Squirrel and hedgehog (*speak loudly toward the moon*): Good evening, Moon.

Voice: Good evening, good evening.

Hedgehog: We have come to greet you.

Voice: Greet, greet...

Hedgehog: Tonight, I have brought a friend.

Voices: Friend, friend...

Squirrel: Beautiful moon, good evening.

Voice: Good evening, good evening.

Hedgehog to squirrel:  Oh, I am so happy (*loudly*) Moon, you are wonderful! This evening is the best ever!

Voice: Best ever… Best ever!

Hedgehog: I am the most beautiful in the world.

Voice: The most beautiful in the world… The most beautiful in the world!

Hedgehog: Of everything that happened to me, this is the best!

Voice: The best… the best…

Hedgehog: I am the best.

Voice: The best… the best…

Hedgehog: Have you heard it?

Squirrel: (*not satisfied, starts quietly, and continues louder*): Moon, you do not know hedgehog so well. She can bi prickly and grumpy...

Voice: Prickly and grumpy… Prickly and grumpy.

Hedgehog: What have you done now? Why do you have to spoil everything?

Voice: Spoil… spoil…

Squirrel (*suddenly something seems odd*: Wait a minute.

Hedgehog: You wait a minute. Everything is spoiled.

Voice: Spoiled… spoiled…

Squirrel: There is something strange here.

Hedgehog: Not strange but awful (*shouts*) Awful!

Voice: Awful… awful…

Hedgehog: See, the moon agrees with me (*Sniffles*)

Squirrel: No, listen. This is weird. This moon of yours only repeats what we say.

Hedgehog: Nonsense.

Voice: Nonsense… Nonsense.

Squirrel: There, it has repeated again.

Hedgehog: What has it repeated?

Voice: Repeated … Repeated…

Squirrel: Watch now. (*Shouts*) Thorns, bushes, nettles…

Voice: Thorns, bushes, nettles … Thorns, bushes, nettles …

Squirrel: Popsy, hopsy …

Voice: : Popsy, hopsy … Popsy, hopsy …

Hedgehog: Impossible – than it means …

Squirrel: That big Moon does not talk with us. This is simple echo..

Hedgehog: Never heard. Echo?

Voice: Echo … Echo … Echo …

Squirrel: My grandfather told him how he was once lost in wood and climbed the top of the rock to find a way home. Desperate, cold and scared he shouted something in the darkness and heard the moon respond. But it was only his voice that came back. This is called echo.

Hedgehog: Echo.

Voice: Echo … Echo … Echo …

Hedgehog: I feel so miserable now… And I thought that the big moon responded to me!

Squirrel: Don’t. You did not know. Now you know. But… perhaps we can play with this echo.

Hedgehog: Play, how?

Squirrel: (*shouts*): Wood, listen!

Voice: Wood, listen … Wood, listen …

Squirrel: Prickly hedgehog

Voice: Prickly hedgehog… Prickly hedgehog

Squirrel: Best friend…

Voice: Best friend… Best friend

Hedgehog: And squirrel covered with burs

Voice: squirrel covered with burs covered with burs …

Squirrel: Greeting to this silver night

Voice: This silver night… This silver night …

Hedgehog: Happy and joyful…

Voice: Happy and joyful … Happy and joyful …

Hedgehog: Wishing everybody sweet dreams...

Voices: Sweet dreams... sweet dreams …

Squirrel: and better tomorrow...

Voice: Better tomorrow… better tomorrow …

*(They are laughing. Their laughter is echoed back.)*

Hedgehog: Let me take out those burs from your tail.

Squirrel: Ouch, be careful, it hurts…

Hedgehog: Must be so. Calm down. One more. There you are.

Squirrel: Let’s rest a bit. It is nice here.

Hedgehog: Good night, wood!

Voice: Good night, wood. Good night, wood …

*(Calming down, getting ready to sleep)*

Squirrel: Move a little, your prick me.

Hedgehog: And you calm down that tail, it tickles my nose.

Squirrel: Shall we come tomorrow to play with echo again, prickly hedgehog?

*(Hedgehog does not respond. She is asleep.* Squirrel *also calms down. Breathes in deeply, turns around couple of times and falls asleep. They are both sleeping. Nothing happens for a moment. Than the Moon becomes alive, blinks its eyes, looks at them and smiles clearly, just like the moon does)*

Moon: They are sleeping. Both, prickly hedgehog and a long tail squirrel. They dream juicy raspberries and tasty walnuts. They dream about talking to me, chatting long into the night. See how they smile in their sleep? You know what – when they climb the rock tomorrow to play with echo, I shall answer back. Wow, they are in for a huge surprise (*smiles again like the tinkling bells).*

***Learning Goal***

**Activity 2.1.4.: Find a pair**

***Learning Goal***

To be an engaged listener

***Learning Outcome. By the end of this unit study, I will be able to:***

Receive a short auditory message

***Age Group***

Early school age (1st and 2nd grade)

***Level***

Basic

***Materials needed***

***Activity Steps***

1. Introductory activity „Frozen hedgehog, squirrel and bear“

The characters in this game are hedgehog, squirrel and bear. Prior to beginning of game teacher explains how each character looks like when frozen (e.g. hedgehog should crouch, squirrel may look like dancer while bear may froze with its upper limbs spread apart)). Children move in the space freely, dancing by the fast and merry music. When a teacher, with his back turned to children stops the music, children have to freeze and remain in a certain position until teacher decides who leaves the game. For example: “All squirrels should step out”. Than the teacher turns toward the children and checks who has been squirrel, hedgehog or bear. Children who have left the game become teacher’s assistants and active game observers.

2. Find pairs

Children stand in pairs. One child leaves a room. Each pair decides on the sound they will make, e.g. woof, woof; miaow, miaow; moo, moo. Following the agreement on sounds, children stand around the room and teacher invites the child who was outside in and explains him/her that s/he should look for pairs. The child should touch another child on the shoulder and that child should than make the pre-agreed sound. Than it approaches another child and touches him/her on the shoulder. If s/he has found a pair, this pair stands aside together. Game is over when all pairs are found.

2. A child chosen by counting rhyme leaves the room. Children remaining in room pull out the papers with the simple sentences written on them. (E.g. The sun is yellow; the teacher is good; a car is fast). The child who has left the room has to find the pair of the same sentences.

***Take Home Activity***

Homework is to draw the animals the children have imitated in the game. Teacher will prepare paper reminders.

**Activity 2.1.5.: Cooperative storm**

***Learning Goal***

Children will choose one activity that makes them feel happy and state why.

***Learning Goal***

Develop active listening and cooperation skills

***Learning Outcome. By the end of this unit study, I will be able to:***

Understand the importance of careful listening of the instruction

Receive short auditory message

Cooperate with other group/class member

Distinguish and use visually colour shades: get lighter and darker colour by mixing white and black.

***Age Group***

Early school age (1st and 2nd grade)

***Level***

Medium

***Materials needed***

Blue, black and white tempera, paint brushes

***Activity Steps***

1. Introductory activity: Plink-plank

Children form a line, one behind another. Teacher stands in front of them and gives instructions: “Plink-plank right, plink-plank left, plink-plank up, plink-plank down. “ Children clap in plink-plank rhythm, show right by one hand, left by another, raise hands up and crouch. After certain time, teacher changes the order of instructions, saying left, down, up, right. A child that makes the mistake goes to the end of a line.

2. Invite children to stand in a circle. Tell them that they will play a game “Cooperation storm” and that the main aim of the game is to imitate jointly the storm sounds. Ask children to think about the feeling of gentle summer storm. Then, ask them how it is to be in the strong shower, deafened by the thunderstorm. Ask them how they feel now.

3. Start game by rubbing your hands. A pupil on your left imitates what you did. Pupils wait for their turn and when a pupil on their right starts the activity, they join in until all children in the circle rub their hands simultaneously. When the child on your right start rubbing hid/her hands, you start to snap your fingers. The activity goes on until the all children snap their fingers. Following the same pattern, start clapping your thighs and then step loudly on the floor. After that, start calming the storm in the opposite sequence (from loud stepping on the floor to clapping the thighs then finger snapping and hands rubbing until the complete silence) See at:

<http://www.youtube.com/watch?v=vquusVqcUdw&list=RD28yjbpwlqp5Qw>

4. Ask children which skills they have needed to make successfully the rainstorm sounds (listen to each other, follow the teacher, know how to play his/her role, be ready, wait for his/her turn, focus on common goal, etc). Ask children how the cooperation in their group resembles the simulation of rainstorm (sometimes we lead, sometimes follow, sometimes listen, sometimes speak, follow the same goal etc).

5. instruct children to mix in small containers (palettes) several shades of gray and/or blue paint and prepare white paint separately (blue, black and white tempera – gouache technique) Children paint storm coming clouds (guided painting; teacher suggests the clouds position in the painting; e.g. heavy storm clouds, full of rain come from the left…) After that, using a thin brush and white tempera children paint the rain.

***Take Home Activity***

Have children talk during the weekend with their parents (caretakers) and, following that, write about the situation in which they have showed their good listening and understanding skills.

**Activity 2.1.6. : Are you really listening to me?**

***Learning Goal***

*Learn to listen actively; to note the difference between active and usual listening*

***Learning Outcome. By the end of this unit study, I will be able to***

*Listen actively*

***Age Group***

Early school age (1st and 2nd grade)

***Level***

Advanced

***Materials needed***

*Pencil and paper*

***Activity Steps***

Class is divided in the three-member groups – speakers (A), listeners (B) and note takers (C). Speaker has a task to tell briefly about something what has recently happened to him/her, listener has to listen carefully and the note taker to make a written record. When the speaker finishes, the listener has to repeat as accurately as possible what the speaker has told.

A group discusses whether there are differences between what the speaker has told and listener reproduced.

The roles change – listener (B) tells speaker (A) about his/her recent experience. After several sentences, A retells what s/he has just heard and how B has felt and B confirms or corrects him/her.

Whole class discussion:

- Does active listening differ from the usual listening?

- Can active listening help in solving problems?

***Take Home Activities***

Children can ask parents how they recognize that their children do not listen them when they speak and how they know that children listen to them.

**Activity 2.1.7.: See me, hear me!**

***Learning Goal***

Develop active listening and cooperation skills

***Learning Outcome. By the end of this unit study, I will be able to***

Structure received message

Be engaged message receiver

***Age Group***

Later school age (3rd and 4th grade)

***Level***

Basic

***Material needed***

Newspaper article

***Activity steps***

1. Introductory activity – children move freely around the room. At a certain point, teacher says a number and children have to form quickly exactly in the number the teacher said. Having checked that there is a correct number of children in the groups, music is again turned on and teacher says another number. The game lasts as long as there is an interest in it.

2. Teacher randomly selects a child who will read an article, a child that will listen and four children that will leave the classroom. The chosen child reads an article to an entire class while the one chosen as listener has to listen very carefully and remember as much as possible of what was read. After the article has been read, the listener assumes the role of a speaker. One of the children sent outside is invited in the room. S/he becomes a listener with a task to remember what s/he has heard and then tell this to another child who was outside the classroom until the 4th child who has to tell entire classroom what s/he has heard.

3. Encourage children by questions to notice the difference between read and retold text.

***Take Home Activity***

Together with parents (caretakers) tell an unusual story as follows: a child tells the first sentence. The next person repeats the sentence and adds something to it. This is repeated by somebody else who adds something own. . The goal is to tell a story with the beginning and an end. A child’s task is to illustrate a part of the story s/he likes most. .

**Activity 2.1.8.: What do Good Listeners Do**

***Learning Goal***

To find out more about the thoughts and wishes of a person listened to.

***Learning Outcome. By the end of this unit study, I will be able to:***

Empathise with and understand the interlocutor.

***Age Group***

Later school age (3rd and 4th grade)

***Level***

Medium

***Materials needed***

Blindfolds, tip-felt pens, poster making paper

***Activities Steps***

1. Introductory activity: „Squirrel in a house“

Children stand in pairs, hold their hands and raise them above the head to symbolize the house roof. One squirrel lives in each house (the third child). A child who is neither part of a house of a squirrel, shout: “Squirrel” or “House”. On “squirrel”, all squirrels have to change the houses while the single child looks for a house for her/himself. On “house”, pairs that have formed houses change, squirrels remain where they were and other pairs built houses above them. A child left on his/her own than shouts “house” or “squirrel”.

2. Invite children to make pairs. Ask them to tell each other about one-communication situation where they have listened carefully their interlocutor. Ask them how and where a careful listening has helped them.

3. Explain children the rules of the game they are about to play: one child in a pair is listener, another speaker. While speaker talks, listener must keep his/her closed and not tell anything. One of the possible topics speaker can talk about, for no longer than 3 minutes could be “My funniest experience...” Then, children change roles but now a listener has opened eyes and should ask questions like “If I have heard well, you were...” If I understood well, you thought...”, and clarifying questions. The conversation should last 5 minutes maximum.

4. Divide pupils in 3 to 4 members groups. They should talk about how they felt when talking to the person with closed eyes and how when asked the questions by interlocutor. They also share how they have felt when listening with closed eyes and how when they could participate in the conversation.

5. Following the above conversation, each group should make a poster on which they should write what do good listeners do and do not do. (E.g. good listener does not interrupt speaker, looks the speaker in eyes, does not take over speaking, listen patiently, accepts what is spoken, asks questions, show interest...). The posters are displayed around the room and each group presents its poster to other pupils.

***Take Home Activities***

Tell parents about the recent event and check by questions how carefully the parents (caretakers) have listened, have they asked questions and been interested listeners, have they listened patiently or interrupted conversation. Everything should be noted down on a paper.

**Activity 2.1.9.: Tell by Words and Tell withouth Words riječima i reći bez riječi**

***Learning Goal***

Encourage active listening and cooperation among pupils

Understand the received message

Become aware of skills necessary for good communication.

***Learning Outcome. By the end of this unit study, I will be able to:***

Notice, recognize and decode non-verbal communication signals,

Use skills necessary for good communication

***Age Group***

Later school age (3rd and 4th grade)

***Level***

Advanced

***Materials needed***

Softball, music player, abstract drawings reproductions

***Activities Steps***

1. Introductory activity – have children sit in a circle. Tell them that you will roll the ball to the pupil you want ask the question. The pupil who receives a ball listens to and answers the question. Than s/he rolls the ball, to whom s/he wants to know better and asks him/her a question. Ask children to be quiet prior to and after the question/answer to give enough time to the one who asks or responds to express him/herself.

3. Tell children that they will play a simple game in which their task will be to great every child in s group without uttering a single word. Tell them that you will play a song during which they can move freely around the room. When the song stops, they should great the nearest pupil as if they have met their best friend without saying a single word. When everybody greats everybody else, children resume their places in a circle.

4. Ask children what has been easier – to great somebody without speaking or to be silent while somebody greats them as their best friend. Were they able to recognize how the interlocutor felt although s/he did not say anything? Did they recognize the friendship gesture in the greeting or something else? How did they interpret the encounter? Encourage pupils to recognize the power of non-verbal communications and the importance of noticing interlocutor’s non-verbal signals. Tell pupils to choose one pupil whose feelings they have probably recognized during the greeting and ask him/her whether they were right in recognizing those feelings.

5. Split pupils in pairs. One member has to have paper and pencil. They should sit so that one pair members faces you while another member sits with his/her back turned to his/her pair and you. Children should not turn once they have taken their placed. Tell them that the task of the pupil facing you is to give instruction to his/her pair to draw/reproduce the abstract picture you will show. Show the abstract picture to pupils facing you. Stop the game after 2 minutes. All “drawers” should show their drawings to the others.

6. Repeat the game with the changed role and different drawing. Ask children whether it was easier to give or follow the instructions. Which skills they and their partners needed to accomplish the task successfully? Were they satisfied with their skills? What would they do differently next time?

***Take Home Activities***

Have each student record one pleasant communication experience during the week and his/her contribution to it.