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| TARGET GROUPS | Applicable for all types of target groups. More suitable for teenage students. |
| TITLE | **COMMUNICATION SKILLS** |
| RUNNING TIME | Depends on the choice of activities, which the teacher has made. |
| LEARNING OBJECTIVES | Within the CULPEER context these exercises can be used for attaining the following key competences:  *Communicating in a mother tongue*: the proposed games will stimulate the ability to express thoughts, feelings, facts and opinions orally.  *Communicating in a foreign language*: the proposed games would improve your paraphrasing, interpreting or translating skills as well as your intercultural understanding.  *Social and civic competences*: good communications skills are always related to good civil competences, especially in the domain of improving one’s interpersonal and intercultural competences. |
| MATERIALS | No specific materials are necessary. |
| PREPARATION | The teacher and the leading students should get to know the suggested exercises and try them out before they practice with other peers. During the practical workshops, the teacher should not actively participate but just monitor how the process is going and probably take part in the debriefing at the end. |
| IMPLEMENTATION | In this section, by communication skills we mean all the skills required so that a message is properly conveyed; this includes skills such as active listening, non-verbal communication (i.e. body language) and more. Educating students on these kinds of skills is of critical importance not only for efficient cross-cultural communication but also for effective communication strategies after school.  **Suggested Activity 01**  **Is that a Fact?**  The activity briefly: Communication is not only about speaking. It's also about listening. This activity is designed to explain the importance of active listening, underline the difference between listening and hearing and also provides a theoretical part that helps build a lesson plan on active listening.  Resource: The University of Tennessee  Link: Find attachment - **ListenActively**  **Suggested Activity 02**  **Body Language**  The activity briefly: The activity focuses in raising awareness on the importance of body language as well as creating an opportunity for students to learn to notice more the body language of their interlocutor and realize how this interferes with the message sent.  Resource: Advocates for Youth  Link: <http://www.advocatesforyouth.org/publications/1188-lessons>  **Suggested Activity 03**  **Dear Responsible Friend**  The activity briefly: This is an activity aiming in cultivating empathy and trust amongst peers. It's a simple activity that also helps strengthen relationships between peers within the classroom.  Resource: Youth Deployment Activity Guide  Link: Find attached pdf file – **YouthDeploymentActivityGuide**  **Suggested Activity 04**  Play an active listening game. Start by telling your peers that the majority of people usually hear only half of what the person before them is trying to share. During the rest of his/her speech they start formulating their own response and stop listening actively to his/her words.  Now divide the participants in couples or small groups. Ask each couple/group to start a discussion, in which the participants speak following a certain order and the first letter of the first word of each next speaker matches the last letter in the last word of the previous speaker.It is harder to communicate like this, but it is also a perfect instrument for mastering the steadiness of our attention to the other person’s words and not on our thoughts related to our response. |
| ROLE OF THE TEACHER | These exercises can be used by the teacher in order to prepare a group of leading students, who can then continue with their peers from the class. The activities are quite accessible and easy to use by the students themselves. |
| POSSIBLE RISKS & HOW TO HANDLE THEM | No specific risks are envisaged. |
| FEEDBACK TOOL | How did you feel during the activities?  Was there something you liked especially?  Was there something you would change in the proposed exercises?  What did you learn? |