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Unit Four

Effective Communication – Part 2

Ages 13+

Total Time: 3 Hours

PART 1: Ice Breaker

PART 2: Listening Skills

PART 3: Gifts of Communication

PART 4: Putting Skills into Action

PART 5: Assertive Communication

PART 6: Follow-Up Activities

ANNEXURE 1: Listening Skills Activity

ANNEXURE 2: Gifts of Communication

ANNEXURE 3: Demonstration of Gifts

ANNEXURE 4: Listening Instruction Cards

ANNEXURE 5: Assertiveness Survey

ANNEXURE 6: “I” Messages Worksheet

ANNEXURE 7: Resource Materials

ANNEXURE 8: Evaluation

ANNEXURE 9: Bridges and Barriers Board Game

ANNEXURE 10: Game Cards

ANNEXURE 10: Bridges and Barriers Worksheet

Part 1: Ice Breaker

Time:

15 Minutes

Objective:

Participants will take part in an ice breaker activity to demonstrate elements of communication.

Materials:**Option One:**

- Ball

Option Two:

- Paper

Paper Techniques:

Ice Breaker

TRAINER INSTRUCTIONS:

1. Choose one of the icebreaker activities from the options below.

Option One: Pass the Ball – In this activity participants will pass a ball back and forth to one another with 3 different obstacles to communication. They will experience how much easier communication is when you use both verbal and non-verbal communication.

Begin by asking the group to sit in two equal lines facing each other. Blindfold the teens (or tell them to keep their eyes closed) and tell them they are not allowed to speak. Then begin the activity by telling the first person to pass the ball to the person across from them, that person then passes it back across to the person diagonally across from them, and so on (in a zig zag pattern).

After a minute or two, tell the group they now do the same activity blindfolded, but they can now speak to one another.

Finally, try the activity again when they are no longer blindfolded and are able to speak.

Discuss the point that communication is most effective when you can see the non-verbal cues and hear the actual message.

Option Two: Paper Art – Explain that you will be giving instructions to the group and they must listen carefully and quietly as they are not allowed to ask any questions. They cannot get help from someone around them, and they should not even look at another person's work. If they ask any questions just tell them to follow the instructions as they see fit.

Give each teen a piece of paper and give them the following instructions:

- Hold up the papers
- Fold the papers in half
- Neatly tear off the top right corner of the folded paper
- Fold in half again
- Tear off the top left corner of the paper
- Fold in half again
- Tear off the bottom right corner of the paper
- Fold in half
- Tear off the bottom left corner of the paper
- Unfold the paper.

Ask participants to show their unfolded paper to each other and look at similarities/differences.

Ask: why are the patterns similar or different? Were the instructions clear enough? What was missing? (Answer: details) Why is feedback so important in communication?

Part 2: Listening Skills

Time:

25 Minutes

Objective:

Participants will build strong listening skills through an awareness of the key points and practice of techniques.

Materials:

- Annexure 1: Listening Skills Activity

Techniques:

- Demonstration
 - Group Activity
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TRAINER INSTRUCTIONS:

1. Inform the group that good listening skills are vital to being a good communicator to ensure that you really hear the message and to be sure that the other person feels like you really care and are interested in their message.
2. Review the following basic listening skills with the group. (The participants will receive a handout with this information at the end of the session, so there is no need to take notes at this time.)
 - **Stop talking-** You can't be a good listener when you are talking. You will miss the message. Be sure to stop talking or doing other things when others are speaking. Many people are so focused on making their own points in a conversation that they don't take the time to consider the thoughts, feelings, and needs of others. Do not offer unwanted advice. Do not interrupt unless time is an issue and you have to be somewhere else or do something. In that case, apologize and ask to finish the conversation at another time.

- Ask for 2 volunteers to take part in an exercise to illustrate the importance of listening carefully. Give each volunteer a story from Annexure 1 and instruct them to read the story to each other at the same time.

When they are finished, ask each volunteer to tell about the other person's story. (They will not be able to describe it.) Ask the group about the purpose of the activity (make the point that you cannot be listening to someone while you are talking or involved in something else).

- **Show the speaker that you are interested and want to hear what they have to say-** Do this by looking at the speaker, and by giving verbal and nonverbal cues that you are listening to them. Verbal cues include things like saying "Uh Huh", "Yes" etc. Non-verbal cues include things like nodding your head, facing the speaker and changing your facial expression to reflect the appropriate emotion, such as concern excitement, or worry.
 - Ask for two new volunteers to take part in an activity illustrating the importance of making appropriate eye contact. Give the volunteers the following instructions: "Tell your partner everything you did from the moment you got up this morning until now. While you are talking, your partner should never take his eyes off your face—he should actually stare at you."
 - After a minute or so of talking, ask the speaking volunteer, "While you were talking, how did you feel about the eye contact your partner was making with you?"
 - Next, give the following instructions to the volunteers, "Tell your partner everything you are planning to do when you get home from school until you go to sleep. While you are talking, your partner should never look at your face."
 - After a few minutes, ask the speaking volunteer, "While you were talking, how did you feel about the eye contact your partner was making with you?"
 - Finally, give the following instructions: "Tell your partner everything you are planning to do this weekend. While you are talking, your partner should look at you some of the time."
 - After a few minutes ask, "While you were talking, how did you feel about the eye contact your partner was making with you?"
 - Discuss the differences in the three levels of eye contact, and which felt most natural and comfortable.
- **Remove distractions-** If you are having a difficult time paying attention, reduce other sources of distraction. For example, turning off the TV or the radio when having a conversation can help you be a better listener. You may need to close the door or go to a quieter area if you are having trouble paying attention.

- **Ask questions-** Ask the speaker to repeat or explain statements that you have difficulties in understanding. This will help you to avoid misunderstandings. Say things like, “I didn’t quite catch that”, or “I missed the last thing you said, would you mind repeating it for me.” Try to figure out what the speaker is feeling and check to see if you are correct. “You must have felt so excited” “You sound so sad ...” Let the other person respond with how she/he is feeling.
- **Summarize-** When a message is important for you to remember you may want to summarize or repeat what’s been said in your words. That way, the speaker can let you know if you’ve understood their message. Check out what you are hearing. Say, “I think you are saying ...” and ask if you understand correctly.

*Activities taken from Life Planning Education, Advocates for Youth, Updated 2009

Part 3: Gifts of Communication

Time:

20 Minutes

Objective:

Participants will learn to incorporate the Gifts of Communication into their conversations.

Materials:

- Annexure 2: The Gifts of Communication
- Annexure 3: Demonstration for the Gifts of Communication (two copies)

Techniques:

- Demonstration

TRAINER INSTRUCTIONS:

1. Explain that while you are listening it is also important for you to include these “Gifts of Communication.” Review the following definitions and use Annexure 2 to provide examples and discuss ways the Gifts are actually used in conversation.
 - a. **Empathy:** To “be in the shoes” of another, perceiving the world as they perceive it. Empathy is the ability to understand another person’s feelings as if they were your own.
 - b. **Active Listening** - Focusing completely on the speaker and showing that you are listening using verbal and non-verbal messages.
 - c. **Genuineness/congruence:** Being sincere about our reactions.
 - d. **Sensitivity:** Accepting another’s feelings and not being brutally honest.
 - e. **Reassurance:** Being understanding and emotionally supportive
2. Ask for two volunteers to take part in a demonstration of the Gifts of Communication.

3. Give each volunteer a copy of Annexure 3 and instruct them to read the first demonstration.
4. Facilitate a discussion around how the speaker might feel in that situation. What could the listener have done better?
5. Ask the volunteers to read the second demonstration on Annexure 3.
6. Invite the group to discuss how the speaker might have felt in this situation. Referring to Annexure 2, ask participants to identify the Gifts of Communication in this second demonstration.

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Part 4: Putting Skills into Action

Time:

30 Minutes

Objective:

Participants will practice the communication skills they have learned in this session.

Materials:

- Marker Board or Chart Paper
- Markers
- Annexure 4: Listening Instruction Cards (cut into squares) – enough cards for 2/3 the number of people in your group; print two copies if necessary

Techniques:

- Role Play

TRAINER INSTRUCTIONS:

1. Divide the participants into groups of three.
2. Ask the people in each group to count off: One, Two, Three. All Ones will be speakers, Twos and Threes will be listeners.
3. Speakers (Ones) will talk for 3 minutes about their favorite hobby or how they like to use their free time. They can describe how they learned it, what they like about it, how often they spend time doing their hobby, how they would teach others to do it, any challenges they have had with it, etc. (Sometimes children find it difficult to talk about a topic for several minutes at a time so be sure to give them a few minutes to think about what they want to say before starting the exercise.)
4. Listeners (Twos and Threes) will select a card with “listening” instructions (from Annexure 4). Be sure the listeners understand what they are to do according to their card.

5. Instruct the speakers in each group to begin talking and Twos and Threes to begin listening and do what it says on their card.
6. After a few minutes, bring the whole group back together and ask the “Ones” how they felt about their friends' listening skills.
7. Ask the speakers which listeners made them feel better heard. Have those listeners read the instructions on their index cards. List the positive listening behaviors on a marker board or chart paper.
8. Next ask the speakers which listeners made them feel like they weren't being heard. (Make it clear to everyone that the poor listeners were only following the directions on their cards.) List the negative listening skills on the board or paper.
9. Facilitate a discussion around the following questions:
10. How do you feel when you tell someone something and they don't listen carefully?
 - Can you think of a time when you used negative listening skills? Describe the situation and what happened.
 - Which of the positive listening skills do you think you can use regularly?
 - If someone starts talking to you about something serious when you are feeling sleepy, distracted, or worried, what can you do? (Answers include, but are not limited to: be honest and say how you are feel; ask when the two of you can arrange a better time to talk.)

Part 5: Assertive Communication

Time:

45 Minutes

Objective:

Participants will gain a foundation of assertive communication skills.

Materials:

- Annexure 5: Assertiveness Survey
- Annexure 6: “I” Messages Worksheet
- Annexure 7: Resource Materials on Effective Communication
- Annexure 8: Evaluation

Techniques:

- Discussion
- Worksheet

TRAINER INSTRUCTIONS:

1. Discuss the meaning of assertive communication: You communicate what you need or want honestly, calmly and directly without trying to offend or scare anyone else and without apologizing. Basically, assertive communication is:
 - Stating clearly what you want or need, and defending your right to have what you want or need
 - Saying what you feel or think
 - Refusing to do what is not in your own best interest

- Respecting other people and never teasing, threatening, punishing or humiliating another for disagreeing with you.
2. Review these key points of assertiveness with the group. They need to keep these items in mind as they build their assertive communication skills. (Trainer: You may want to prepare a poster with these items or write them on a board or chart paper.)
 - Know your beliefs and values and be able to communicate them to others
 - Everyone has the right to be their best and act in their own best interest
 - You have the right to make a fair request
 - You have the right to be treated fairly and not to be intimidated
 - You have the right to make a mistake
 - You have the right to change your mind
 3. Tell the group that it is important that everyone give some thought as to how assertive they are so they can identify where they need to grow. The following survey will give them insight into their assertiveness.
 4. Distribute Annexure 5 and tell the participants to read each statement and mark it with an “M” if they do the behavior Most of the Time, “S” if Sometimes, “A” if Almost Never. Allow a few minutes for the teens to complete the survey.
 5. Instruct the participants to count up the number of “M’s” on their survey. Describe the following scoring procedure:
 - 0-5 M’s = You need to practice
 - 6-10 M’s = You are doing okay, but could use some practice
 - 11-15 M’s = You are doing very well. Keep it up!
 6. Make the following points regarding the scores:
 - **Many** teens and adults score fairly low in this survey
 - Participants with scores higher than 7 or 8 should be glad they have learned how to speak up for what they want and to say “no” to things they do not want.
 - Participants with scores below 6 have an excellent opportunity to bring up their scores by practicing assertive behaviors.
 7. Discuss the fact that being assertive is not always an easy thing to do. Many people feel that asking for what you want or refusing a request is considered impolite. For many of us, behaving assertively is something we would like to do, but may not know how.

8. Tell participants they will have a chance to practice being assertive in the next activity.
9. Discuss the techniques of assertive communication and give an example of each:
 - **Choose the right time and place** – make sure you have privacy if needed, and enough time to discuss the issue
 - **Use a confident voice** – think back to the activity regarding how you say something and how your voice has an impact on what you are saying; speak firmly but calmly
 - **Use assertive body language** – again, think back to the activity on body language and how you communicate feelings through non-verbal communication; stand tall, look the person in the eye, keep a serious expression on your face
 - **Use “I” Messages** - begin the statement with “I” rather than “You”; For example, “I wish” or “I feel” rather than “You always” or “You never.” We will discuss this more in just a few minutes.
 - State firmly and clearly what you need or want **without avoiding the subject or apologizing for your request** – Don’t start your request with “I am so sorry to ask for this, but...”
 - If necessary, **agree that you hear what the other person is saying**. Then repeat your position – For example, “I know that you think that I’m not being fair, but give me a chance to explain my thoughts.”
 - **Go on the offense (gently)** - Ask a question. Explain how you feel. “I feel like you are pressuring me. Why are you trying to make me do that? I don’t want to.”
 - Offer a **compromise** if appropriate
 - **Respect** the other person’s feelings and needs, but be clear about your own feelings and needs as well – “I know you don’t really care how clean our room is, but it really bothers me. Can we agree that we will straighten up our room every other day?”
 - If you aren’t getting anywhere, refuse to discuss the issue further and change the subject or walk away.
10. Explain the concept of “I” Messages – begin the statement with “I” rather than “You” (For example, “I wish” or “I feel” rather than “You always” or “You never”). People are more likely to respond in a positive way to such messages because the sender is taking ownership of her or his feelings and not trying to blame or put down the other person. “I” messages always focus on what the speaker feels, rather than blaming the listener. Review the following elements of “I” messages:

1. Say what you feel (“I feel...”)

2. Tell what the other person did that upset you (when you...)
 3. Describe how you were affected (because...)
 4. State what would make the situation better for you (and I want...)
11. Distribute Annexure 6 and review the examples of “I” messages with the group. Make sure the group is understanding the concept before moving on. Give additional examples if necessary.
 12. Divide participants into groups of three and instruct them to complete Annexure 6 together.
 13. After a few minutes, bring the whole group back together and invite a few groups to share some of their “I” Messages. Ask the group for their constructive feedback (and offer yours).
 14. Conclude this session by stating that they will have opportunities to review and practice all of the material from this session in follow up meetings in the upcoming weeks.
 15. Distribute Annexure 7 and review the major points with the group, helping them to write some notes regarding what they learned during this session. For example, in the section for “**How** You Say Something” they may want to make notes about the related activity in which the participants read sentences using differing tones of voice to affect the meaning. (Writing notes may be done independently or as a whole group.) Ask participants to keep the handout in their folder for future reference.
 16. Distribute Annexure 8 and invite the teens to complete the evaluation form regarding this Unit.
 - Explain that they are to give a score from 1-5 (5 being the highest) for each part of the Unit, as well as a score for the Unit overall.
 - Then they should write comments under the happy face for items they liked/learned, and under the sad face for items they didn’t like or are confused about.
 - Briefly recap what was covered in each part so their memory is fresh when evaluating.
 - Instruct them to be as specific as possible in their comments.
 17. Gather the completed evaluations and include the responses in your trainer report.

Part 6: Follow-Up Activities

Time:

Varies by Activity

Objective:

Participants will practice material learned through activities they will complete throughout the upcoming weeks.

Materials:

Option One:

- Annexure 9: Barriers and Bridges Board Game
- Markers or crayons
- Annexure 10: Game Cards
- Game pieces – colored beads, buttons, or whatever is available, one per person

Option Two:

- Movie “Taare Zameen Par”
- Annexure 11: Bridges and Barriers to Communication
- Annexure 12: Bridges and Barriers Worksheet

Option Three:

- Annexure 1 and 2 from Goal Setting Unit

Techniques:

- Applying learning to daily life

TRAINER INSTRUCTIONS:

1. Since practicing new skills is so important, the following role play activity must be completed before choosing one of the optional activities below for other follow-up sessions.
2. Ask for input from the group as you review the basics of assertive communication and discuss the components of “I” messages. You may find it helpful to have the group refer to Annexure 6 while you are discussing. When you are sure that the participants understand the material, ask for volunteers to take part in the following role plays using “I” messages. Remind them to use appropriate voice and body language. After each role play, ask the entire group for their feedback (For example, were “I” messages used appropriately? Did the participants have confident posture and use a strong voice? Is there something that could have been done better?) Invite different volunteers for each role play session below:
 - Your friends are nagging you to play cricket; you really don’t want to but they say if you are a true friend you will. How do you respond?
 - Your teacher assigns a project you don’t understand but you’re afraid to speak up. How do you handle a conversation with him/her?
 - You are playing kho kho and someone keeps bumping into you, pushing you and finally knocks you over. What do you say to them?
 - Your friends are picking on a new kid at school. You don’t like this and want them to stop. How do you let them know?
 - Your new friend keeps tagging along with you and gets between you and your other friends. He/she keeps taking all of your time. What do you say?

Trainer/Social Worker: Observe the children in the role play and note how well they used proper voice, body language, “I” Messages, listening skills, Gifts of Communication, and assertiveness. Briefly summarize their success in using these skills and challenges they faced and note in your monthly report.

After the role plays are finished, facilitate discussion around the following questions:

- What makes it so difficult to be assertive?
- Can you think of a situation in life in which you would like to be more assertive?
- Do you know someone who is particularly good at being assertive and standing up for his/her rights? Describe that person and their behavior.

- Can you remember a time when you were assertive? How did it turn out?
- The following activities may be completed during follow up sessions or may be assigned as homework and discussed in the follow up session,

Option One: Barriers and Bridges to Communication Game – (To be done in a follow up session.) Participants will create and play a board game to review the barriers and bridges to communication. A sample game is included in Annexure 9, but groups can be creative in their designs on the blank template (also in the annexure). Divide the participants into groups of 3-5 and give each group a copy of Annexure 9. Allow time for the groups to create the boards and then provide the game cards (Annexure 10) and game pieces to each group. Review the game rules noted on the sample template. As the groups are playing, circulate around the room to ensure that they are identifying the barriers and bridges appropriately as they pull the game cards.

Option Two: Balance of Bridges and Barriers – As a group, watch all or part of the movie “Taare Zameen Par” depending on time availability (movie is 2 hours, 45 minutes). Prior to viewing the show, go over the bridges and barriers to communication on Annexure 11. Next, distribute Annexure 12 and explain that the purpose of the table is to watch for barriers and bridges throughout the movie and note them on the handout in the following way:

- Record the communication and what happened. For example, if one person yells at another, record “Yelling” under Barriers. Then record what the character does after being yelled at in the “What Happened” column.
- If you see characters use a communication bridge or notice times when they could have used a bridge, list it on the handout in the “Bridges/Suggested Bridges” column.

Watch the show together and help participants record the behavior, pausing the video when necessary. Facilitate discussion around the following questions:

- How realistic was the communication in this movie compared to actual communication between people in similar relationships? Why do you think that was so?
- Were you surprised by the communication you observed and why?
- Can you name one communication barrier you observed that consistently yielded negative results? How can you avoid using that barrier in your personal communication?
- Is it difficult to express feelings honestly and directly? Can you give an example?

Option Three: Setting Goals for Using Positive Communication Skills – Use the SMART Goal Setting Strategies learned in the previous unit on Goal Setting to set a goal to use positive communication skills on a daily basis. These goals may be a group goal that everyone will work toward, or can be individual goals set by each child. You may want to review the steps to SMART Goal Setting in Annexure 1 from the Goal Setting Unit, and you could make copies of the Goal Setting Worksheet (Annexure 2, Goal Setting Unit) for each child to use while setting goals. Remind the group that the goal needs to be specific, measurable and realistic. Example goals may include: each child uses one “I” Message per day, or each child will use one or more of the bridges to communication per day – specify which one(s). Ask each child to keep track of their progress in reaching their goal, or if it is a group goal, consider placing a chart paper in a location available to all so the children can record their progress.

Suggested Follow-Up Questions for Trainer: Did you have any difficulty using the SMART Goal Setting Strategy? What was easy/difficult? Did you make progress in reaching your goal? What were the challenges? Were you surprised at your progress?

What did you learn from this activity? (Consider having a small celebration if the group makes progress in reaching their goal.)

Social Worker: Observe progress the children have made in using SMART goal setting strategies and in achieving steps toward their goals. What were their successes and what challenges did they face in using their new skills? Did they make progress in reaching their goal? Write a brief summary in your monthly report.

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Unit Four Annexures

Effective Communication – Part 2

Ages 13+

- ANNEXURE 1:** Listening Skills Activity
- ANNEXURE 2:** Gifts of Communication
- ANNEXURE 3:** Demonstration of Gifts
- ANNEXURE 4:** Listening Instruction Cards
- ANNEXURE 5:** Assertiveness Survey
- ANNEXURE 6:** “I” Messages Worksheet
- ANNEXURE 7:** Resource Materials
- ANNEXURE 8:** Evaluation
- ANNEXURE 9:** Bridges and Barriers Board Game
- ANNEXURE 10:** Game Cards
- ANNEXURE 11:** Bridges and Barriers to Communication
- ANNEXURE 12:** Bridges and Barriers Worksheet

Annexure 1: Listening Skills Activity

Story #1

Once upon a time there lived a lion in a forest. One day after a heavy meal it was sleeping under a tree. After a while there came a mouse and it started to play on the lion. Suddenly the lion got up with anger and looked for those who disturbed its nice sleep. Then it saw a small mouse standing trembling with fear. The lion jumped on it and started to kill it. The mouse asked the lion to forgive it. The lion felt pity and left it. The mouse ran away.

On another day the lion was caught in a net by a hunter. The mouse came there and cut the net. Thus it escaped. There after the mouse and the lion became friends. They lived happily in the forest afterwards.

Story #2

There were two goats. Over a river there was a very narrow bridge. One day a goat was crossing this bridge. Just at the middle of the bridge he met another goat. There was no room for them to pass. "Go back," said one goat to another, "There is no room for both of us."

"Why should I go back?" said the other goat. "Better you must go back."

"You must go back," said the first goat, "Because I am stronger than you."

"You are not stronger than I," said the second goat.

"We will see about that," said the first goat and he put down his horns to fight.

"Stop!" said the second goat. "If we fight, we shall both fall into the river and be drowned and instead I have a plan. I shall lie down and you may walk over me."

Then the wise one laid down on the bridge and the other goat walked highly over him. So they crossed the bridge comfortably and went on their ways.

Annexure 2: Gifts of Communication

The Gift	Verbal Examples	Non Verbal Examples
Empathy	<ul style="list-style-type: none"> • I understand... • I realize... • I feel what you are going through... 	<ul style="list-style-type: none"> • Body contact like arm around the shoulder, holding hands and hugging • Eye contact • Leaning forward • Appropriate facial expression • Validating a person
Active Listening	<ul style="list-style-type: none"> • So you're saying you felt... • Are you saying that... • I see what you mean by... • Uh-uh, go on... • What I am hearing you say is... • Yes, go on, I am listening... • Hmm, I see what you mean... 	<ul style="list-style-type: none"> • Being attentive and patient • Asking questions and clarifications • Eye contact and nodding • Paraphrasing and reflecting concerns and emotions • Encouraging person to respond by smiling, asking, gentle probing questions.
Genuineness/Congruence	<ul style="list-style-type: none"> • I understand what you are going through... (with appropriate physical reactions) • I am so happy/sad for you..(with appropriate physical reactions) 	<ul style="list-style-type: none"> • Expressing how you truly feel – being sincere • Maintaining facial expressions and body language that reflect inner emotions and thoughts • Personal sharing
Sensitivity	<ul style="list-style-type: none"> • I understand... • I imagine you must be feeling... • I am here for you... • Let me know if there is something I can do... 	<ul style="list-style-type: none"> • Acknowledging feelings • Being non-judgmental • Maintaining body contact that is gentle and comforting

<p>Reassurance</p>	<ul style="list-style-type: none"> • Try and not worry... • How can I help? • Things will be ok... • You are not alone... • You are strong, you will get through this/figure this out... 	<ul style="list-style-type: none"> • Appropriate body contact, like arms around the shoulder, hand on the knee or arm, a hug or smile
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Annexure 3: Demonstration of Gifts of Communication

First Demonstration:

Brother: I have failed in my assignment and I am feeling guilty.

Me: Expected yaar – very good, I am going to tell Mom about this.

Brother: Excuse me! Are you even listening to me?? I am feeling miserable. I...

Me: (Interrupts abruptly) So?? Whose fault is it? Did I tell you to watch football instead of completing your assignment?

Brother: You don't have to remind me. I am already feeling bad and low.

Me: Sorry, but that is your problem!! Anyway what's the point in feeling bad now? You deserve it!

Brother: I shouldn't have told you any of this in the first place...

(Leaves)

Second Demonstration:

Brother: I have failed in my assignment and I am feeling guilty.

Me: Oh no! Come Ashish – sit beside me and tell me what happened.

Brother: I have failed miserably yaar, and I am feeling very guilty.

Me: (Holds him by the shoulders) I understand what you are going through. I too felt miserable when I did badly in my exams.

Brother: I'm very scared. How will I tell mom and dad about this!

Me: Don't worry. I'll be there when you are sharing this with mom and dad.

**Taken from Demystifying Adolescence by Bujho, Jaano, Samjho, p. 34. A Modicare Foundation Publication.*

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Annexure 4: Listening Instruction Cards

Give advice, even if you aren't asked for it. Say something like "You should ... " or "If I were you ..."	Interrupt the speaker while she or he is talking.
Try to top the speaker's story with a better one of your own.	Ask questions to clarify what the speaker is saying. For example, "Are you saying...?" Or "Could you tell me more about that?"
Put the speaker down by criticizing his/her behavior saying things like "That's dumb!"	Compliment the speaker with statements such as "I really like the way you handled that!" or "It sounds like you are trying to deal with this positively."
Change the subject to something unrelated to what the speaker is talking about.	Lean over and start whispering to someone Else while the speaker is talking.
Listen carefully at first, then begin to look bored; gaze around the room, sigh, roll your eyes, etc	Look right at the speaker, make appropriate eye contact and every now and then nod as if in agreement or say "yes" or "uh uh."
Disagree with the speaker, repeatedly challenge what he/she is saying and say what you think they should be doing.	Reflect the speaker's message back. Say something like, "I think you are saying..." or "It sounds like..."

Taken from Life Planning Education, Advocates for Youth, Updated 2009

Annexure 5: Assertiveness Survey

Write an "M" if you do it **Most** of the time, "S" for **Some** of the time, "A" for **Almost Never**

- _____ 1. If I disagree with a friend, I say so, even if it means she or he might not like me.
- _____ 2. I ask for help when I am hurt or confused.
- _____ 3. I tell my friends what I honestly think, even if I know my ideas are not popular.
- _____ 4. I let people know when they disappoint me.
- _____ 5. If a friend borrows something and is late giving it back, I remind her or him.
- _____ 6. I say no when classmates want to copy my homework or test answers.
- _____ 7. If a friend is talking or making noise while I'm doing homework, I ask her or him to be quiet.
- _____ 8. If I have a friend who is always late, I tell him or her how I feel about it.
- _____ 9. I ask my friends for a favor when I need one.
- _____ 10. When someone asks me to do something unreasonable, I refuse.
- _____ 11. I express my views on important things, even if others disagree.
- _____ 12. I don't do dangerous things with my friends.
- _____ 13. When I don't understand what someone is telling me, I ask questions.
- _____ 14. When I disagree with someone, I try not to hurt that person's feelings.
- _____ 15. When people hurt my feelings, I let them know how I feel.

Taken from Life Planning Education, Advocates for Youth, Washington, DC

Annexure 6: “I” Messages Worksheet

Taking responsibility for your feelings will help you improve your communication when you feel upset or angry. One way to achieve this is by using “I” statements. This technique will allow you to communicate what is upsetting while minimizing blaming. If our statements feel too blaming, the person we are trying to speak to will often become defensive.

“I” Statement format: “I feel _____ when you _____ because _____.”

Examples

Regular “You make me angry because you are always late”

“I” Statement “I feel frustrated when you come home late because I stay awake worrying.”

Regular “You never call. You don’t even care.”

“I” Statement “I feel hurt when you forget to call because it seems like you don’t care.”

Practice

Scenario

Your friend keeps cancelling plans at the last minute. Last weekend you were waiting for them after school but they never showed up. You left feeling hurt.

“I” Statement:

Scenario

You are working on a project with a group and one member is not completing their tasks on time. You have repeatedly had to finish their work which has been very frustrating.

"I" Statement:

Scenario

A friend who borrows items from you usually brings them back damaged. They want to borrow one again but you're feeling worried.

"I" Statement:

Scenario

You know you need extra help in math, but when you ask for tutoring your friend makes fun of you. It really hurts your feelings.

"I" Statement:

Scenario

One of the other girls in your room leaves her things laying all over your bed. You have asked her to move them several times before, but she just keeps leaving a mess. You are so frustrated.

"I" Statement:

Scenario

Your good friend complains to you constantly about everything. You enjoy their company, but lately it seems like the complaining doesn't stop and you are really tired of it. You don't want to hurt their feelings, but you've got to say something before your friendship is ruined.

"I" Statement:

Scenario

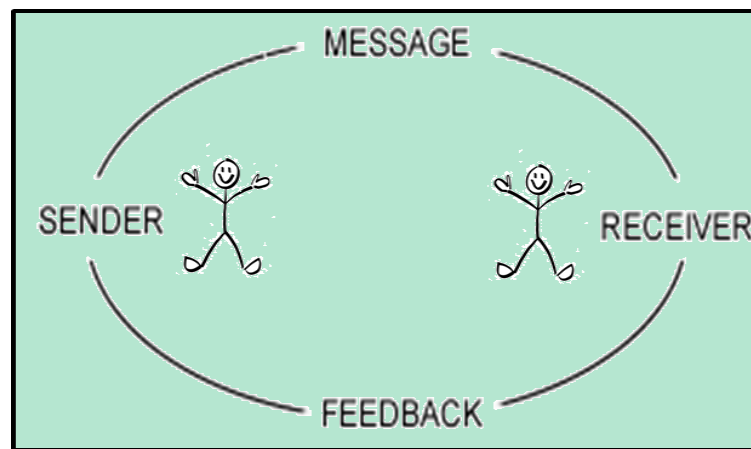
The person who sits next to you in school keeps asking to look at your papers and wants to cheat off of you. You really don't want to share your work with them.

"I" Statement:

Modified from TherapistAid.com © 2014

Annexure 7: Resource Materials on Effective Communication

Communication Diagram



The Message and Feedback Contain Both:

1. **Verbal Communication:** The words that you choose to say.
 - Words are **7% effective**
2. **Non-Verbal Communication:** Your tone of voice, how loudly you say something, eye contact, gestures, facial expressions, body language, dress, posture, and spatial distance.
 - Tone of Voice is **38% effective**
 - Non-Verbal clues are **55% effective** (most effective)

Notes for Understanding Non-Verbal Communication:

- Learn to be aware of the nonverbal messages you send others.
- Read the emotional meaning behind the messages you receive from others.
- Match your verbal and non-verbal messages – if they don't match, mixed messages will be sent and the receiver will be confused.

Being a Good Communicator to Others



Listening Skills:

1. **Stop talking-** You can't be a good listener when you are talking. You will miss the message.
2. **Show the speaker** that you are interested and want to hear what they have to say by using verbal and non-verbal communication.
3. **Remove distractions-** If you are having a difficult time paying attention, reduce other sources of distraction.
4. **Ask questions-** Ask the speaker to repeat or explain statements that you have difficulties in understanding. This will help you to avoid misunderstandings.
5. **Summarize-** When a message is important for you to remember you may want to summarize or repeat what's been said in your words



Gifts of Communication:

1. **Empathy:** To "be in the shoes" of another, perceiving the world as they perceive it. Empathy is the ability to understand another person's feelings as if they were your own.
2. **Active Listening:** Focusing completely on the speaker and showing that you are listening using verbal and non-verbal messages.
3. **Genuineness/Congruence:** Being sincere about our reactions.
4. **Sensitivity:** Accepting another's feelings and not being brutally honest.
5. **Reassurance:** Being understanding and emotionally supportive

Stand Up for Yourself When Communicating by Using Assertive Communication

Assertive Communication is when you communicate what you need or want clearly, honestly, calmly and directly without trying to offend or scare anyone else and without apologizing. You defend your right to have what you want or need and refuse to do what is not in your own best interest. Always respect other people and never tease, threaten, punish or humiliate another for disagreeing with you.

Key Points of Assertiveness:

- Know your beliefs and values and be able to communicate them to others
- Everyone has the right to be their best and act in their own best interest
- You have the right to make a fair request
- You have the right to be treated fairly and not to be intimidated
- You have the right to make a mistake
- You have the right to change your mind



Techniques of Assertive Communication:

- Choose the right **time and place**. Make sure you have privacy if needed, and enough time to discuss.
- Use a **confident voice** – speak firmly but calmly.
- Use **assertive body language** –stand tall, use eye contact, keep a serious expression on your face.
- Use **“I” Messages** - begin the statement with “I” rather than “You”.
- State **firmly and clearly** what you need without avoiding the subject or apologizing for your request.
- **Let the other person know** that you hear what they are saying, and then repeat your position.
- Go on the **offense (gently)** - Ask a question. Explain how you feel.
- Offer a **compromise** if appropriate.
- **Respect** the other person’s feelings and needs, but be clear about your feelings and needs as well.
- If you aren’t getting anywhere, **refuse to discuss** the issue further, change the subject or walk away.

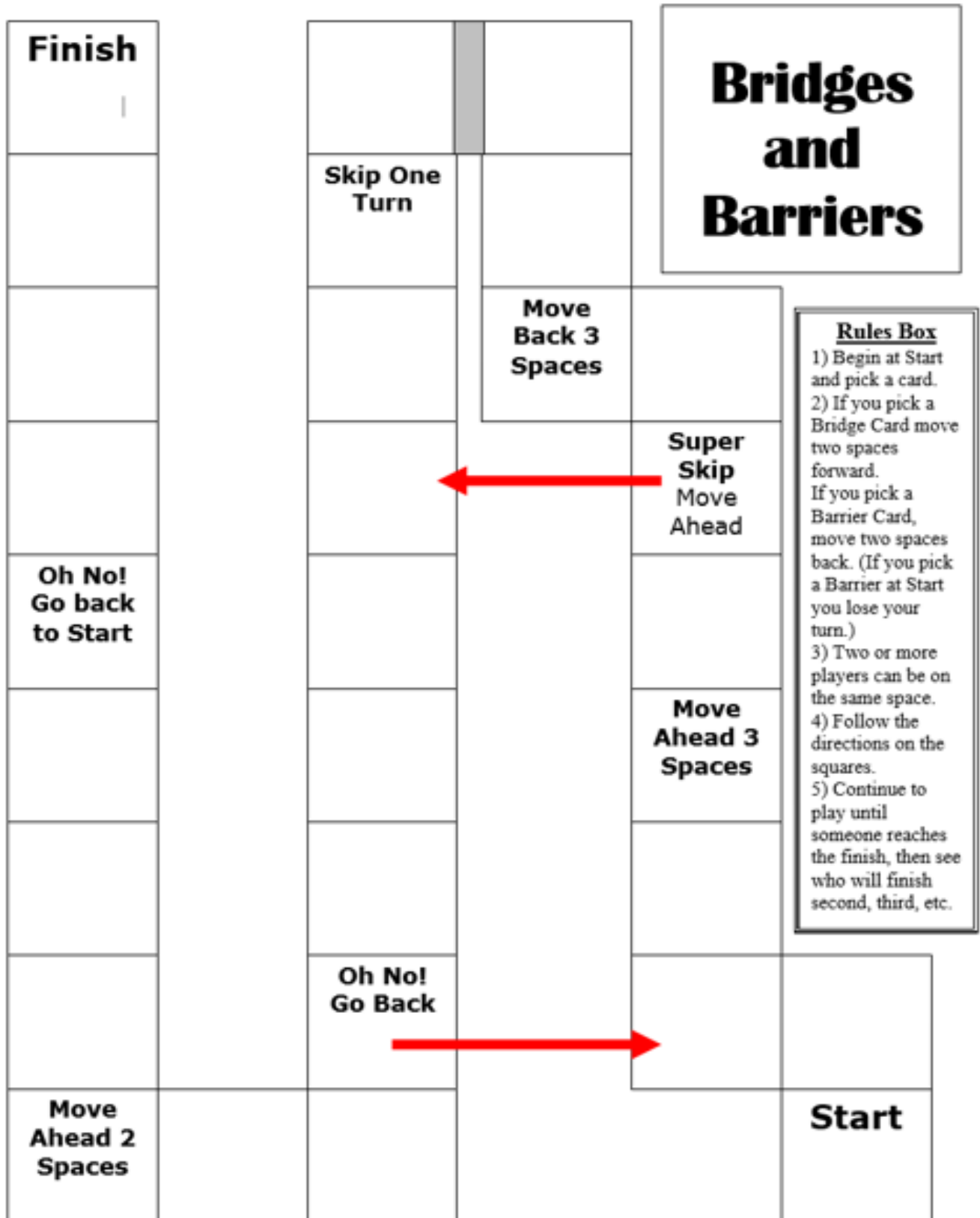
“I” Messages – begin the statement with “I” rather than “You” (For example, “I wish” or “I feel” rather than “You always” or “You never”). Use the following template to form your sentence:

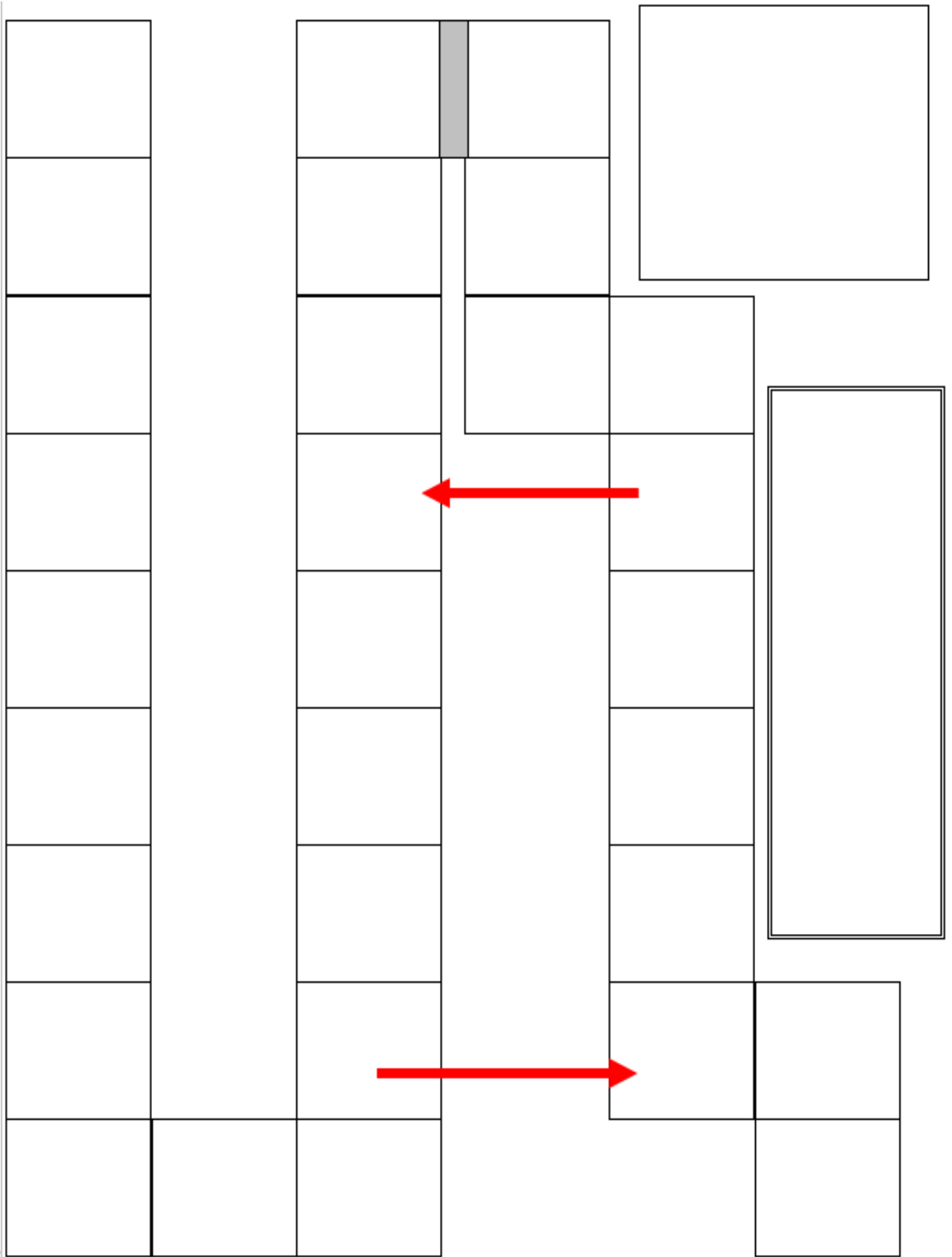
1. Say what you feel (**I feel...**)
2. Tell what the other person did that upset you (**when you...**)
3. Describe how you were affected (**because...**)
4. State what would make the situation better for you (**and I want...**)

Annexure 8: Evaluation

Unit 4 – Effective Communication – Part 2	Score (Circle a number, 5 is the Best)	 What I Liked/Learned	 What I Didn't Like or Things I'm Confused About
Ice Breaker	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Listening Skills	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Gifts of Communication	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Putting Skills into Action	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Assertiveness	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
Overall Score	1 2 3 4 5		

Annexure 9: Bridges and Barriers Board Game





Annexure 10: Game Cards

Not listening	Looking away while the other person is talking	Yawning while the other person is talking	Talking too fast or too slow
Yelling or talking loudly	Getting angry	Not saying honestly how you feel	Sulking or pouting
Lying	Being sarcastic	Criticizing or putting people down	Giving unwanted advice
Changing the topic suddenly without explanation	Name calling	Negative non-verbal messages (frowning, rolling eyes, etc.)	Interrupting

Accusing or blaming	Not saying how you really feel	Listening carefully	Using positive body language
Making positive noises such as “yes” or “oh”	Choosing a good time to talk	Making appropriate eye contact	Trying to understand how the other person feels
Saying how you feel using “I” messages	Offering possible solutions if asked	Repeating what the speaker has said to clarify	

Annexure 11: Bridges and Barriers

Bridges and Barriers to Communication	
Bridges ✓	Barriers ✗
<ul style="list-style-type: none"> • Listening Carefully • Using positive body language • Making positive noises such as “yes” or “oh” • Choosing a good time to talk • Making appropriate eye contact • Trying to understand how the other person feels • Saying how you feel using “I” messages • Offering possible solutions if asked • Repeating what the speaker has said to clarify 	<ul style="list-style-type: none"> • Not listening • Looking away while the other person is talking • Yawning while the other person is talking • Talking too fast or too slow • Yelling or talking loudly • Getting angry • Not saying honestly how you feel • Sulking or pouting • Lying • Being sarcastic • Criticizing or putting people down • Giving unwanted advice • Changing the topic suddenly and without explanation • Not saying how you really feel

Annexure 12: Bridges and Barriers Worksheet

Barriers	What Happened?	Bridges/Suggested Bridges