

## TRAINER'S MATERIALS

**MODULE:** COMMUNICATION AND CONFLICT RESOLUTION

**TOPIC 2:** ASSERTIVE COMMUNICATION AND ACTIVE LISTENING

### THE SET OF EXERCISES FOR THE TRAINING SESSION

**DURATION OF THE SESSION: 120 MINUTES**

Time	Table of content	Exercises
10'	Introduction to the training Presentation of the professor and all the students. Goal: break the ice between students and the teacher and meet the classmates	<i>No exercises for this part</i>
30'	Topic presentation Assertive communication, Assertive communication styles and Active listening Index and objectives Theoretical concept Resolve questions	Description: <u>Spider web activity</u> The teacher tells students to form a circle in the middle of the class. the teacher takes one end of the wool loin, holds it and presents it. It says his name, where he is, age and something he likes to do in his free time. The teacher keeps the end of the loin secure and throws the rest onto a student. This student takes the loin, says the same as the teacher, his name, age and something he likes to do in his free time. Hold a portion of the loin and throw the rest to another mate, who does the same. a spider web will be formed when everyone has presented.

		<p>The teacher indicates the importance of maintaining the union, as spiders do with their network</p>
45'	<p>Assertive communication</p> <p>Assertive communication styles (inhibited, assertive, aggressive)</p> <p>Why is assertiveness important?</p> <p>How can assertiveness be used?</p> <p>Resolve questions</p>	<p>Description <u>Activity Dialogs</u>:</p> <p>the teacher reads a text from a conversation to the students. These have to identify the communication styles (inhibited, aggressive and assertive) that intervene in the text.</p> <p>If the text has not been an assertive conversation, students have to say how they would respond assertively in the same situation.</p> <p>the teacher repeats this with more texts.</p> <p>Description: <u>Activity of the past</u></p> <p>The teacher asks students to remember a situation in the past in which they have acted aggressively. Students on the sheet of paper have to answer three questions: "What happened?", "What did you do and what did you say?" "How would you have liked to behave?"</p> <p>They repeat the three questions for a situation where students have acted inconsistently and assertively.</p> <p>when everyone is done, they read aloud what they have written.</p> <p>Description: <u>Theatre activity</u></p> <p>The teacher divides the students into pairs and is divided throughout the classroom.</p> <p>The teacher tells them they have 10 minutes to prepare a scene in which one or more styles of communication are seen (aggressive, inhibited, assertive). When time has passed, each pair represents the scene he has prepared. Other</p>

		<p>students need to identify the communication style that appears on the scene that their peers have interpreted and commented on.</p> <p>So, everyone has to represent their scenes.</p>
40'	<p>Active listening</p> <p>Explanation active listening</p> <p>Elements that make active listening easier</p> <p>Benefits of active listening</p> <p>Resolve questions</p>	<p>Description: <u>News Activity</u></p> <p>The teacher asks students to leave the classroom, only one student remains inside.</p> <p>The teacher reads a news to the student who is in the classroom. Just read it once, then ask another student to enter.</p> <p>The student who heard the news has to be against the colleague who has entered. You can only fight it once.</p> <p>the process is repeated by entering the classroom one at a time with all the participants waiting outside.</p> <p>Description: <u>Activity listening to the classmate</u></p> <p>The teacher divides the students into pairs and distributes them around the classroom. One person of the couple will tell the other a story (a 10-minute time is left). In those 10 minutes, the teacher will circle around the classroom observing and noting what is going well and what needs to be improved for each couple. After that time, everyone regathers.</p> <p>The person who has practiced active listening must summarize what his colleague has told him. The person who has told the story has to say whether or not he has felt heard.</p>

		the teacher gives feedback for each pair.
5'	Summary of the session	<i>No exercises for this part</i>