

TRAINER'S MATERIALS

MODULE: COMMUNICATION AND CONFLICT RESOLUTION

TOPIC 2: ASSERTIVE COMMUNICATION AND ACTIVE LISTENING

TRAINER'S MANUAL OF THE TRAINING SESSION

DURATION OF THE SESSION: 120 MINUTES

Time	Table of content	How
5'	<p>Introduction to the training</p> <p>Presentation of the teacher and all students'</p> <p>Goal: To break the ice between the students and the teacher and to meet the peers</p>	<p><i>Presentation of the teacher saying his name / Development of the activity presentation.</i></p>
20'	<p>Topic presentation</p> <p>Assertive communication, Assertive communication styles and Active listening</p> <p>Index and objectives</p> <p>Theoretical concept</p> <p>Resolve questions</p> <p><u>Spider web activity:</u></p> <p>Time: 20'</p> <p>Material: Wool ball</p> <p>Objective: Meet classmates</p> <p>Description: The teacher tells the students to form a circle in the middle of the class.</p> <p>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.</p>	<p><i>Today we are going to talk about assertive communication, its styles and active listening, reading the module index and the objectives.</i></p>

	<p>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. the teacher indicates the importance of maintaining that union, as spiders do with their network.</p> <p>Solution: No fixed answer. By the end of the dynamic all will have presented.</p>	
45'	<p>Assertive communication:</p> <p>Assertive communication styles</p> <p>Why is assertiveness important?</p> <p>How can assertiveness be used?</p> <p>Resolve questions</p> <p><u>Dialogues activity</u></p> <p>Time:</p> <p>Material: Texts with examples of different communication styles (inhibited, aggressive and assertive).</p> <p>Objective: Know the different styles of assertive communication</p> <p>Description: 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>Text 1:</p> <p>A: Could you help me to produce this report?</p> <p>B: I am very busy with my report</p> <p>A: Well, I really feel annoyed, it's important to me.</p> <p>B: I said no! I have to finish my report by 5:30.</p> <p>A: Go now. I understand, I know it is very annoying that you are interrupted</p>	<p><i>Let's explain the different communication styles (inhibited, aggressive and assertive), their advantages and disadvantages. Then we see why it's important to use assertive style and how it can be used</i></p>

<p>Text 2:</p> <p>A: Wow, you're really pretty!</p> <p>B: Are you kidding? I'm clear, the shirt is very old and the pants look broken.</p> <p>A: It was just a comment.</p> <p>B: I feel bad about my appearance.</p> <p>A: Okay, I have to leave now.</p> <p>Text 3:</p> <p>A: You left me alone at the party... I felt abandoned.</p> <p>B: You were not very important at the party.</p> <p>A: My friends were not there. You could have introduced me to your friends.</p> <p>B: You're 30, you don't need a babysitter. I'm tired of having to take care of you.</p> <p>A: I'm tired of not being taken into account.</p> <p>B: Okay, at the next party I'm going to stick with glue to you.</p> <p>The teacher repeats this with more texts</p> <p>Solution:</p> <p>Text 1:</p> <ul style="list-style-type: none">- A: Assertive- B: Aggressive <p>Text 2:</p> <ul style="list-style-type: none">- A: Assertive- B: Inhibited <p>Text 3:</p> <ul style="list-style-type: none">- A: Assertive- B: Inhibited <p><u>Activity of the past</u></p> <p>Time:</p> <p>Material: Sheets of paper and pens</p> <p>Objective: Learn to identify situations in our past where we have acted with different styles of behaviour (aggressive, inhibited, assertive)</p> <p>Description: The teacher asks students to remember a situation in the past in which they have acted aggressively. Students on the sheet of paper have</p>	
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	<p>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>Solution: There is no answer for the exercise. Participants will know each other more and have seen that they could respond differently to what they did in the past.</p> <p><u>Theatre activity</u></p> <p>Time:</p> <p>Material: No material is required for this activity</p> <p>Objective: Observe the verbal and nonverbal language of the different communication styles and learn to identify them</p> <p>Description: 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 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> <p>Solution: No specific solution. Students work together and learn to stage and identify different communication styles.</p>	
45'	<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><u>News activity</u></p> <p>Time: 45'</p>	<p><i>Active listening is explained, the elements that facilitate active listening (preparation, position and look, reinforce the interlocutor,</i></p>

<p>Material: A newspaper news item (if it is old or from another major country)</p> <p>Objective: Learn to listen and pass on information to another classmate</p> <p>Description: 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>Solution: No specific solution. Students will learn that you have to listen actively to communicate information well.</p> <p><u>Activity listening to the classmate:</u></p> <p>Time:</p> <p>Material: No material is required for this activity</p> <p>Objective: Learn to practice active listening</p> <p>Description: 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> <p>the teacher gives feedback for each pair.</p>	<p><i>observe the nonverbal language, get the main ideas, feedback, psychological disposition and expression), will explain the benefits of active listening / active listening activity</i></p>
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	Solution: No specific solution. Students will have worked together and learn to listen in an active manner	
5'	<p>Summary of the session</p> <p>Summary of the entire session.</p>	<p><i>To end the session, we will summarize everything seen in the module.</i></p>