



TELL me...

**Information and Schedule for:
Workshop 1 of 4
15 hours of training**

**Tell me who are you / what do you feel
(interpersonal communication basics)**

Target Group: Young people who have problems communicating with the environment

Location:

<p>Session 1 3 hours</p>	<p>Activity 1.1 - CLAP YOUR HANDS! 40 minutes</p> <p>Setting: Gather all the participants in the room. Have a small circle and a bigger circle, participants should be facing each other. If needed introduced yourself to make a pair or have a trio. Start the session by explaining to them that they will share with the pair in front base on the questions asked or a non-verbal way (where they cannot speak!). Each time you will clap your hands, every 2 minutes, they must change to their partner to their left. When they create pairs, they should share together, either around a question, either in a non-verbal way:</p> <p>Questions: "Please, share with your partner: - a significant moment of your week - your dreamt work - what makes you happy in life - your opinion regarding living together - your last travel.</p> <p>Non-verbal rounds: - act out your job/main activity - guess what it could be - gather by country of residence - look to each other eyes</p> <p>Change between questions and non-verbal rounds.</p> <p>Activity 2.1 - I FEEL MY NAME ("NAME IT TO TAME IT") Time: 1 hour</p> <p>Activity Itself: 30 minutes Setting: Participants start in a circle, sitting on the ground or chairs. The feeling</p>
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circle should be visible, for visual aid, if needed, but not the being in focus. The group goes around the circle and say their names associated with a emotion; the first letter of their name is the first letter of the emotion. (E.g - I`m Ingrid and I feel Inspired)

The catch is that every participant needs to say everyone's name and emotions before them, until the last participant that must basically recap everyone's names and emotions (most of the time with a little support from their colleagues).

Reflection Time: 30 Minutes

1. The point of the exercise is to make them think about:
 - How they feel?
 - To know more emotions than the base ones (sad, happy, fearful, angry, bad, disgusted, surprised). Sometimes we say that we feel Happy because we actually feel Courageous, or we are feeling Bad but we are Apathetic.
 - To learn to stop, think, evaluate and to express emotions.
2. Also, is important because "naming our emotions tends to diffuse their charge and lessen the burden they create. The psychologist Dan Siegel refers to this practice as "name it to tame it." By naming them out loud, we are effectively taking responsibility for them, making it less likely that they will spill out at the expense of others over the course of a day.
3. Is good to refresh everyone's names on the second session, to introduce new people, and to memorize the name by associating the emotion.

Ask: Now not being restrained by their name, and with more awareness of different emotions, if they would choose another emotion to reflect their day.

Session 2
3 hours

Activity 2.1 – PASS TO OTHER, NOT THE SAME

Time: 40 minutes

Setting: Arrange your students to sit in a circle.

Move the conversation in a clockwise or counterclockwise direction as each student asks a question to the peer sitting next to them. You can offer suggestions in the beginning and even start with you (E.g. What is your favourite sport? If you could live anywhere, where would it be?; Have you ever had a nickname? What is it?). Allow after each question, a few minutes for remaining participants to stand up if they share the same love, feel, or if they want to share something regarding what was said (E.g. if they have a nickname that they prefer to be called by).

Activity 2.2 – PARE UP

Time: 60 minutes

Activity Itself: 40 Minutes

Material: Post-its

Setting: Create a list of well-known famous pairs. (E.g., Romeo and Juliet; Tiësto and Armin van Buuren; Woody & Buzz Lightyear; Chandler Bing & Joey Tribbiani; Phineas & Ferb; Nemo & Dory; also choose current public figures. You will need 6 pairs + 1 trio (E.g., Harry, Ron, and Hermione).

Each participant should receive a post-it-note with one half of a famous pair on their back. Moving throughout the room, with only three questions per person, the participants try to figure out who the person is on their back. Once the person has discovered who they are, they need to find their partner. If the other partner has not figured out their identity, they must try not to reveal themselves until they know.

Activity Itself (Part 2) Optional: 10 minutes

Now that the participants know their “name” they should engage in a 10-minute conversation as that person. Feeling their shoes. Talk and try to find things about the other person, ask how their day has been, both participants in middle conversation should keep the character/famous person and act it out.

Reflection time: 10 Minutes

This gives the participants the opportunity to put themselves in stranger shoes, while practice communication and have a giggle.

Session 3
3 hours

Activity 3.1 - Try Not to Listen

Time: 50 minutes

Activity Itself: 30 minutes

Each person will take it in turns to talk for 2 minutes, about any subject they like, whilst the other person makes it clear that they are not listening. Call them A and B so A talks for 2 minutes and B demonstrates not listening and cannot say anything. They then swap around and it is B's turn.

When participants try to talk for 2 minutes they usually dry up before the 2 minutes. It is difficult to keep going when someone isn't taking any notice of you. This is a light-hearted start to the activity, so if it disintegrates into humorous chaos, it doesn't matter, the points will nonetheless be made.

Reflection Time: 20 minutes

When both A and B have had their turn, ask them first of all how it felt not to be listened to and discuss and write up their immediate reactions on the flipchart or board.

The following list represents the answers they are likely to come up with:

- Frustrated
- Angry/cross/livid
- That I'm not important
- What I was saying was boring
- I couldn't go on – I dried up
- I felt insignificant.

Then ask what behaviors they observed in the person who was not listening to them.

The following list represents typical answers:

- Head bent down (looking at floor)
- No eye contact

- Looking at the floor/ceiling
- Folded arms/crossed legs
- Blank/bored expression
- Yawning/whistling/scratching
- Preoccupied
- No interaction.

Point out that the exercise allowed for exaggerations but, taking the first list, this is how we all feel when others don't listen to us. In the second list, the majority of these points apply to poor listeners and most of us are not good listeners.

Activity 3.2 – I DID SPEAK IT

Time: 50 minutes

Activity Itself: 40 Minutes

Setting: Divide into groups of three (Use the technique, Circle, Square, Triangle).

Material: A piece of paper for each group. (5 groups)

Read each situation described below. Let the groups talk and share ideas within the group. After 30 minutes a member of each group share loosely their talk.

- 1) The radio is playing in the background while two flatmates are studying. One of them gives a big sigh, gathers her books and goes to her room. What might she be feeling?
- 2) The tutorial group is having a lively discussion when one member, without expression, suddenly changes the subject. What might he be feeling?
- 3) Some friends are chatting. As the chat continues, one friend starts tapping her feet, drumming her fingers and shifting in her seat. What might she be feeling?

	<p>This exercise is designed to increase awareness of expressed feelings in a non-verbal way.</p> <p>Reflection time: 10 Minutes (after every group shared)</p> <ol style="list-style-type: none"> 1. Have you done any of these? 2. Do you want to share a situation where you witness a friend/family/public figure doing this?
<p>Session 4 3 hours</p>	<p>Activity 4.1 - DRAWN FROM UNDERSTANDING 40 minutes</p> <p><u>Activity Itself</u> - 30 Minutes <u>Material</u> – Paper, pens, random objects (not clearly lined or shown that they are going to be used);</p> <p>Setting:</p> <ol style="list-style-type: none"> 1. Have students form two lines; 2. Students are face to face from both lines and then the pairs sit back-to-back. 3. One line of students closes their eyes, and youth leader gives one of the objects to the students of the other line (one object per student) 4. One of the lines has the objects and the other has coloured pens and paper. 5. The student with the object must describe it in as much detail as possible, without directly saying what it is. 6. The second student must draw the object as best they can, based on the communication of the student with the object. <p><u>Reflection time</u> - 10 Minutes</p> <ol style="list-style-type: none"> 1. How hard was to describe something without telling what it was? 2. Did you understand the communication of your partner? <p>If there's time and participants are interested, change positions and objects.</p>

	<p>Activity 4.2 - IF I WAS 60 minutes</p> <p>Little exercise in self-knowledge and having the confidence, self-knowledge, and ability to share it with the other.</p> <p><u>Materials:</u> Paper + pens <u>Setting:</u> Participants have 30 minutes to reflect and write the answers to the following questions on a sheet of paper and 20 minutes for each to share one by one with each other.</p> <p><u>Reflection Time:</u> 10 minutes Explore what it was like to do that sharing. What it was like to think of them in that way and to think of others in a certain way. Something that surprised them and so on.</p> <p>If I were: 5 or 6 words, what would they be? Why? A musical instrument; why? A part of the day; why? An animal; why? A fruit, why?</p>
<p>Session 5 3 hours</p>	<p>Activity 5.1 - River of Life 1 hour</p> <p>Materials: Pen + Papers</p> <p>Activity itself: 50 minutes Setting: Based on the metaphor of the River as life, ask the group of participants to draw the river of their life by identifying:</p> <p>Source: forces, nature, energy, motivation. Course of the river: positive or negative moments Obstacles: on the river's path, demanding terrain, etc. Fears: animals</p>

Landscapes: presence of people who accompanied, helped

Ask the group to explore their artistic side.

Reflection Time: 10 minutes

Ask if someone wants to share their river.

Ask if someone realise something while drawing and writing their river.

Activity 5.2 - YOU DON'T SAY

Time: 1 hour

Material: Paper and pen for group

You don't say is an activity through which participants can practice deciphering nonverbal, very important part of interpersonal communication, and cues that can help them empathize with others and communicate better. To initiate this activity, divide the participants into groups of five and give them a list of nonverbal behaviours, including items like:

Crossing arms

Smiling

Frowning

Yawning

Nodding

Shaking your head

Looking at a watch

Rubbing your temples

Resting chin on your hands

Have the groups act out these behaviours and translate their meanings by writing what each one communicates.

Reflection Time: 20 minutes

Ask the groups to reconvene the full group and share what they learned about nonverbal cues through the exercise.

	<p>Ask if they feel that they are often “victims” of one of these habits</p> <p>Ask if they recall a situation when they witness somebody doing any of this and how they felt on that situation?</p>
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