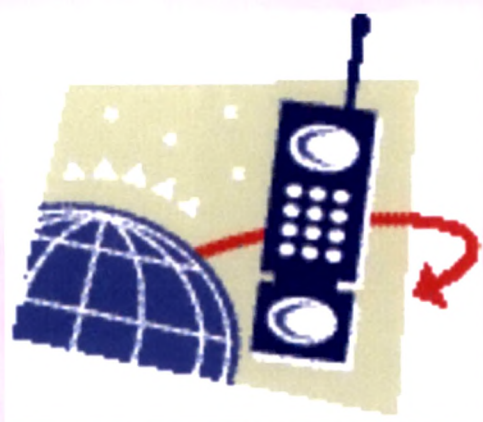


MODULE 6

MY COMMUNICATION



MODULE 6 - MY COMMUNICATION

Session 1

Listening and Speaking Effectively

Purpose Develop the ability to communicate (listen and speak) effectively

Skills Communication skills, thinking skills, and social skills

Time 40-45 minutes

Materials Blackboard, chalks, and activity worksheet

Planning Notes Prepare the activity worksheet. Make lessons on types and modes of communication.

Procedure

1. Start the activity with asking the group that how we communicate.
2. Tell them about types of communication verbal and non verbal. Expose them to various means of communication such as post, telephone, internet, fax, and other media. Give them one statement "I want to go with you.", and randomly select some students to enact it in a request, order, scolding or assertive tone.
3. Discuss their listening behavior.
4. Distribute activity worksheet 4

Discussion

Points Discuss the positive and negative aspects of listening behavior and distribute the handout on "Communicating effectively".

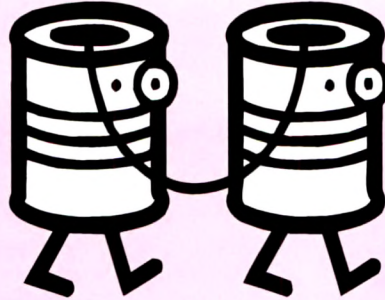
Outcome

Adolescents will learn positive and negative communication techniques



Handout

COMMUNICATING EFFECTIVELY



Negatives of listening behavior

- » Interrupt the speaker while talking
- » Change the subject to something unrelated to what the speaker is talking about
- » Whisper to someone while the speaker is talking
- » Listen carefully at first, then begin to look bored, gaze around the room, look at your watch, roll your eyes
- » Disagree with speaker each time s/he says something, challenge it

Positive listening behavior

- » Give the speaker your full attention, stop doing other things, switch off the TV and turn to face him or her
- » Nod or shake your head in response to the speaker's comments. Lean towards the speaker.
- » Change your facial expression to reflect the appropriate emotion, such as concern, excitement, and fear.
- » Make eye contact with the speaker
- » Ask questions to clarify what the speaker is saying
- » Compliment the speaker with statements like, "I really liked the way you handled that."
- » Make verbal responses that let the speaker's know you are listening, such as "uh huh," "yes" or go on."
- » Do not interrupt unless time is an issue and you have to be somewhere else or do something else. In that case, apologize and ask to finish the conversation at another time.

(Source: Adapted from Sangath Kit All for Teens)

Session 2

Being Assertive not Aggressive

Purpose Develop ability to be assertive and not aggressive



Skills Communication skills, self oriented skills, thinking skills, social skills



Time 40- 45 minutes



Materials Blackboard and chalks



Planning Prepare the themes or situations for the group

Notes



Procedure

Start the activity with selecting six groups of students giving them these situations:

- ▶▶ Your best friend has found a new friend and you feel left out
- ▶▶ You lend your favorite shirt to your friend and s/he returns it after a week, torn and dirty
- ▶▶ You and your friend both want to run for class monitor poll
- ▶▶ You want to go for a movie while your friend want to attend a pizza party
- ▶▶ Your friend daily comes to your house after school. You want to do other activities after school
- ▶▶ A friend borrowed your library book and lost it. You want your friend to pay for the book



Ask each group to enact the given situation.

Discussion Points

Discuss each role play with the group



Outcome

Adolescents will learn the techniques of communicating effectively with different scenarios



Handout

BEING ASSERTIVE NOT AGGRESSIVE



Method of solving disagreements with friends

- S** State the problem as you see it
- O** Open the discussion to others point of view
- L** List possible solutions together
- V** Veto the solutions that are unacceptable to someone involved
- E** Evaluate the solutions that are left
- D** Do the most desirable and accepted solution by everyone

Communication skills for self assertiveness

Examples of situations:

- ▶▶ Can I see your homework?
- ▶▶ Want to come over to my home after school?
- ▶▶ Want to come to night party?
- ▶▶ Are your parents' home?
- ▶▶ Do you have any money?
- ▶▶ Are you bored?
- ▶▶ Let's go for a movie during school?

Saying NO

Saying NO to friends is very difficult as we seek to be “in” the group-

- ▶▶ When you say NO, say it firmly, use statements like “I am sorry but I have to say no to that”
- ▶▶ Listen to your body and to your feelings. Try not to get caught up in arguments and don't become angry and upset if you don't get your own way.
- ▶▶ If you don't want to do something, don't give in to pressure. Be firm. Remember, you have the right to say NO.
- ▶▶ If you are not sure and somebody is being persistent for an answer, say “ I need more time to decide” or “I need more information”.
- ▶▶ Stand tall and look the person in the eye.
- ▶▶ Offer an alternative: “No, I don't want to go for that movie. Let's go for a ride instead.”
- ▶▶ Remember when you say NO to a person, we are only refusing the request. We are not rejecting the person.

Session 3

Television Advertisements and I

Purpose Develop the ability to realize the difference between the 'reel and real' life.



Skills Communication skills, self oriented skills, and thinking skills



Time 40-45 minutes



Materials Charts, pens, markers, and glue



Planning Notes Ask students to bring advertisement cutouts such as beauty products, deodorants, and motor bikes.



Procedure

1. Start the activity with asking for their favorite advertisements.
2. Distribute Activity Worksheet 4.
3. Ask them to frame their own advertisement punch line on advertisements for beauty creams, soaps, shampoos, deodorants, motorcycles, pimple reducing creams, and cold drinks.



Discussion Points

Discuss the adverse effects of the products. Tell them that what is shown on the screen is not reality.



Outcome

Adolescents will learn the difference between the reality and glamour life or media.

