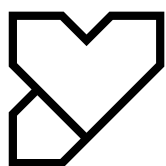




my
 **life.** 

Communicating Differently

Session Guides



**YOUTH
FOR CHRIST**

DRIFT

Song selection

As participants enter the room, start a conversation around their favourite songs. Once everyone is in the room and has named their favourite song, ask if they know what the song is about.

BIG PICTURE

Listening well

The aim of the session is to understand the importance of listening as part of communication and to work on developing listening skills. The session emphasises that communication is two-way and that not listening makes it harder for us to get our own message across.

CASE STUDIES

Spot the difference

Put participants into pairs and ask one to tell the other about their favourite food. Ask the other person to actively not listen to their pair while they are talking. Now ask them to do the same thing but with the person paying attention and listening.

- Q.** How did it feel when the other person wasn't listening?
- Q.** How different was it when they were listening?

DRIVING QUESTION

- Q.** Why is listening an important part of communicating?

CORE

Overcoming walls

Hand out CD:6 which is a drawing of a brick wall. Inside each brick, ask participants to write an answer to the following question:

- Q.** What stops someone from listening?

Hand out CD:7 which is a drawing of a ladder. Next to or on each rung, ask participants to write or draw things that people can do to listen better.

Like a ladder, these things can help to overcome the 'wall' of things that make it hard to hear and be heard.

A DISCUSS

How easy is it?

"Listening is always easy, no matter who is talking."

Q. Do you agree?

B CREATE

How does it feel?

Ask participants to create something to express how it feels when someone doesn't listen to you.

They can write their thoughts or feelings as a mind map or list, or write song lyrics, a rap or a poem. They could also use lines, shapes or images to represent their thoughts or feelings. For example: jagged lines for anger, scribbles for frustration.

DEMONSTRATE

Are you listening?

Ask participants to fill in sheet CD:9, responding to what the person is saying in a way that shows that they are listening.

C ACTIVATE

Getting the facts

In pairs or groups: one person is given sheet CD:8. They must describe the picture and everyone else must draw what they describe.

Points out of 10 are then given for each matching feature: expression, face shape, hair length, cap, glasses, facial hair, small nose, big ears, eyebrows, piercing.

Discuss the importance of detail and being specific. We all know what the word 'face' means but we might picture the details very differently.

Q. When might it be important to be sure we have our facts straight?

Q. How does listening impact this?

INVIGORATE

Counting game

Ask participants to see how far they can count together using the following rules:

- No eye contact
- Numbers can't be said in succession by a participant
- Everyone must say numbers
- If more than one participant says a number at the same time, start from 0!

A CHALLENGE

Working out why

Q. What can make it hard to listen?

B WILD CARD

Listening vs hearing

Q. What's the difference between listening and hearing?

ACHIEVE

Help yourself card

Ask participants to make a 'Help Yourself' card by writing down a helpful phrase or word they can use the next time someone isn't listening to them or the next time they don't hear what someone else is saying.

On the back they can write down somewhere or someone else they can go to for help if they need it.

Examples:

Phrases: 'Please can you listen to me?' or 'Sorry, can you say that again?'

Someone/somewhere else could be 'parent', 'teacher', 'mentor' or 'Citizens Advice'.

(Note to tutor: you may wish to suggest people or places relevant to your group, especially advocates or specialist services.)

PROVE IT

Finding solutions

Ask participants to tell a partner or tutor one example of a situation where they find it hard to listen

Participants must then suggest one thing that their partner can do to help them listen. Participants can use ideas from their 'Ladder' from the Core activity to help them.

REFLECT

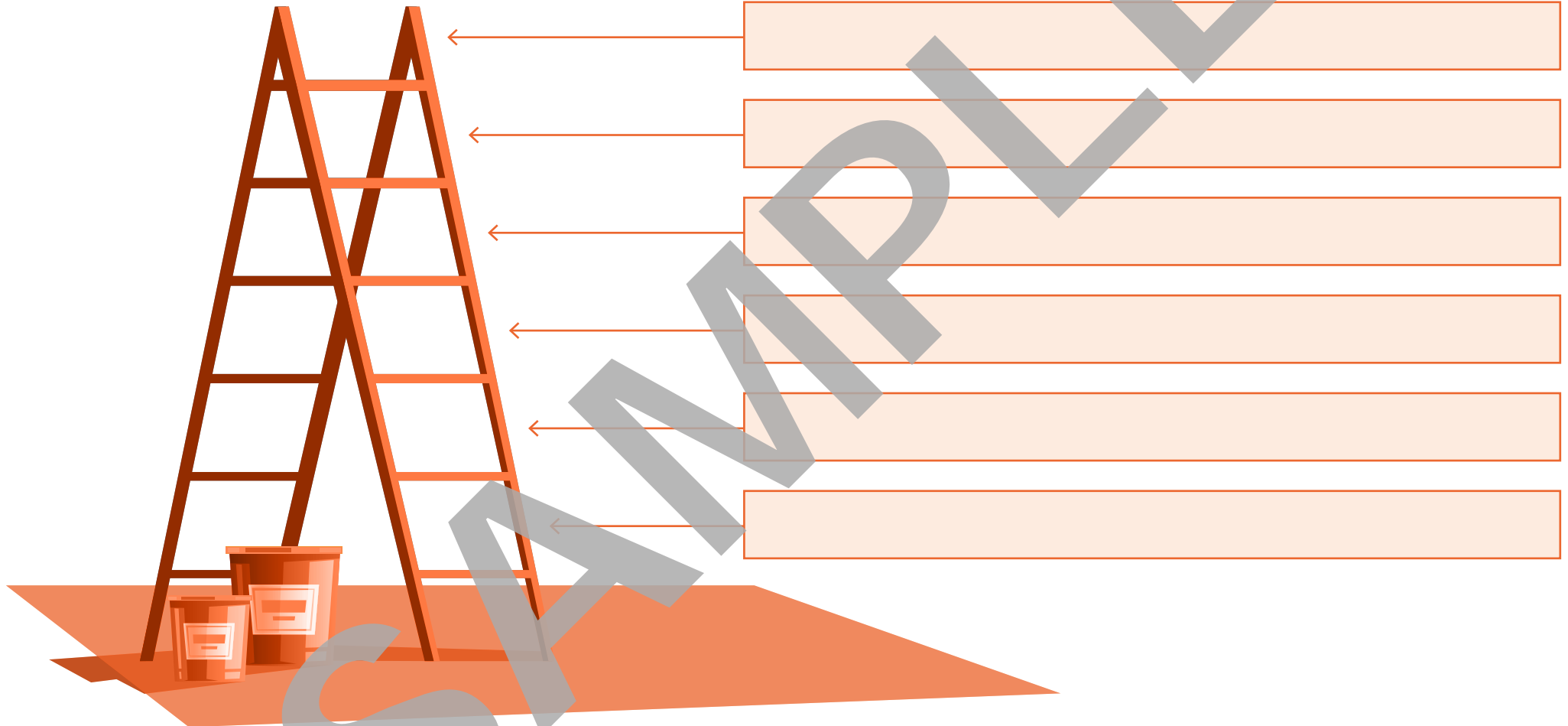
Participants to complete and discuss the following three statements about the session, following examples from the tutor if required:

1. Today I enjoyed...
2. Today I learnt...
3. A question I still have is...

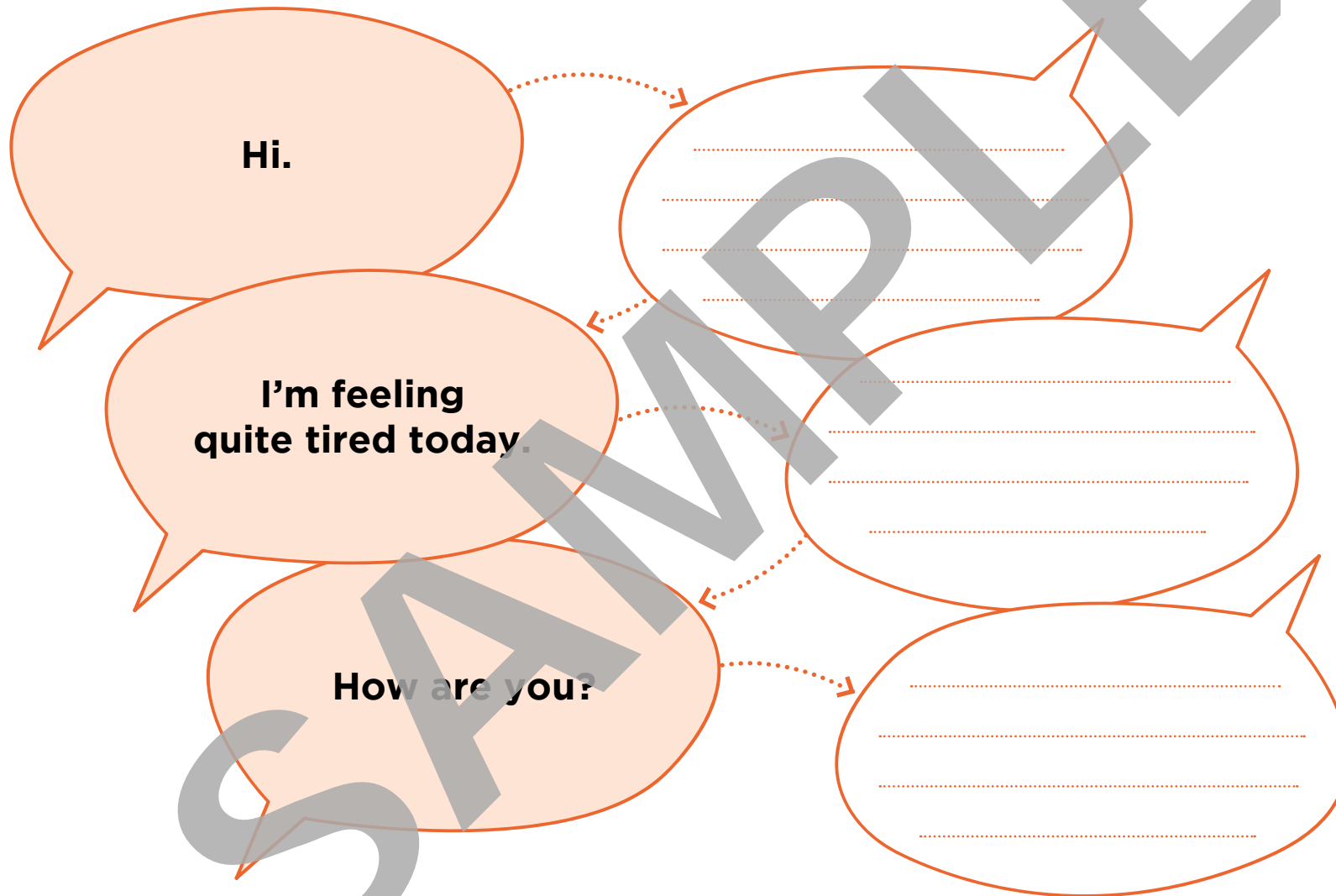
These allow the participants to reflect on what they have learnt in the session, what they enjoyed the most and what they might like to do more of next time. This will help you to assess understanding and inform future preparation.



Communicating Differently | Introducing







Hi.

I'm feeling quite tired today.

How are you?

SAMPLE



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