

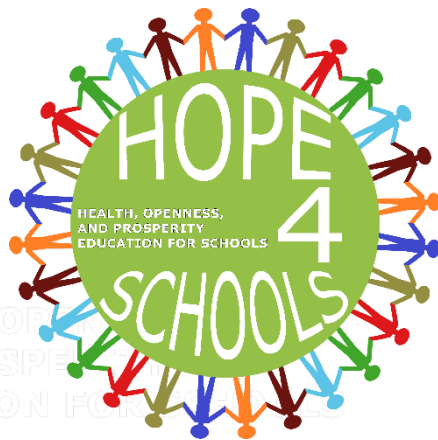


GREEK MINISTRY OF EDUCATION  
AND RELIGIOUS AFFAIRS  
REGIONAL DIRECTORATE OF PRIMARY  
AND SECONDARY EDUCATION  
OF WESTERN MACEDONIA



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# I DON'T CARE - I LISTEN<sup>1</sup>



HOPE4schools

Health, openness, and prosperity education for schools

2021-1-RO01-KA220-SCH-000024401

<sup>1</sup> The activity is part of the educational prevention material "Touching the circle" developed by the Greek prevention centre "ΠΡΟΤΑΣΗ"



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## Activity objectives

- to identify which elements make communication difficult
- to identify which elements facilitate communication
- to experience the feelings that arise when the listener is indifferent or when he/she listens carefully

## Activity description

### Step 1

Divide the children into pairs and tell them to place their chairs facing each other. We take one child from each pair and go out of the room. We tell them to think of a topic (e.g. something they did last week, what they will do during the holidays, etc.) and discuss it with their pair in the room. Those in the room are given a different instruction. When their couple comes into the room and they want to discuss a topic, they will show indifference. We ask them to give us some examples or we give them some examples to make it clearer, that is, they will not look them in the eyes, but they will look elsewhere, they will scratch their ear to show that they are bored and they will not answer them. Then those who are outside come into the room and the conversation starts.

### Step 2

After the previous phase is completed, we take the same students outside again. We tell them to try again to discuss with their pairs. Those who are inside are asked to change their behaviour, i.e. to show their undivided attention to the speakers. We give some examples, such as looking them in the eye, nodding their head positively, asking them questions, generally showing their interest in any way. Then, the students who are outside come into the room and talk.



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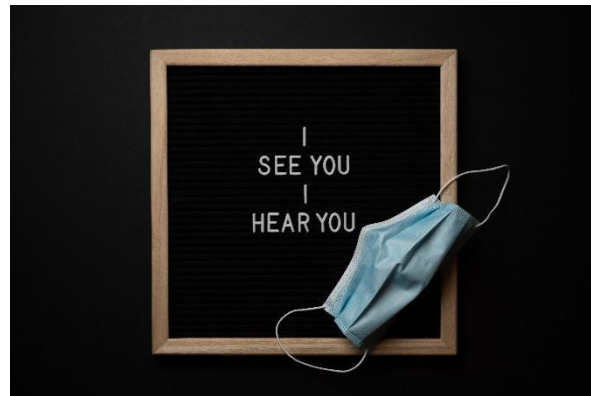
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### Step 3

When this phase is completed, we discuss with the children what happened, what made it difficult for them to communicate, what made it easier and how they felt, especially those who had gone outside. We generalise the discussion by talking about the barriers to communication that affect the listener-speaker two-way communication.



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