

# 4

## *Unit Four*

### *Effective Communication Part 2*

*Ages 9-12*

Total Time: 2.5 Hours

**PART 1:** Ice Breaker

**PART 2:** Listening Skills

**PART 3:** Putting Skills into Action

**PART 4:** “I” Messages

**PART 5:** Follow-Up Activities

**ANNEXURE 1:** Picture for Communications Game

**ANNEXURE 2:** Listening Skills Activity

**ANNEXURE 3:** Listening Instruction Cards

**ANNEXURE 4:** “I” Messages Worksheet

**ANNEXURE 5:** Resource Materials

**ANNEXURE 6:** Evaluation

**ANNEXURE 7:** Bridges and Barriers Game

**ANNEXURE 8:** Game Cards

**ANNEXURE 9:** Bridges and Barriers to Communication

**ANNEXURE 10:** Bridges and Barriers Worksheet

## *Part 1: Ice Breaker*

**Time:**

15 Minutes

**Objective:**

Participants will take part in an ice breaker activity to demonstrate elements of communication.

**Materials:**

Option One:

- Annexure 1: Picture for Communications Game

Option Two:

- Marker Board or chart paper and markers

**Techniques:**

Ice Breaker

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**TRAINER INSTRUCTIONS:**

1. Choose one of the ice breaker activities from the options below:

Option One: Communications Game - Divide the group into teams of 4 and give each team a piece of paper and pencil. Invite 1 member from each team to come up to the front of the room and view the picture (Annexure 1) the trainer is holding for 20 seconds. (Do not let the team members still sitting with their groups see the picture.) Then send the members back to their team. They should instruct the rest of the team on how to draw the picture using only their words. They are not allowed to draw themselves.

After one minute, clap your hands and ask the teams to stop drawing, and send another person to view the picture you are holding (for 20 seconds). Send them back to their groups to give further instructions for the drawing, but again they are not allowed to draw.

Continue allowing select members to view the picture and instruct their team in drawing the picture until the first team says they have finished. If their picture is accurate, they win.

*Sample Questions for the Trainer:* How accurate were the instructions the members were giving? How hard was it to give detailed instructions to the team? Was it harder to be the person giving instructions or drawing? What message did this game give about communication?

Option Two: Color Block – Print the names of at least 6 colors on a marker board or chart paper in colors other than the name of the color. (For example, print the word “blue” with a red marker.) Print it large enough so the participants can see, but do not let them see the words until you are ready to start the activity.

When ready, show the colors to the group and ask a volunteer to quickly read the colors, not the words. (In the example given above, the child should read the color “red” not the word “blue”.) You should expect the group to have some difficulty as they will have the tendency to read the words, not the colors. Allow other volunteers to try if desired.

*Sample Questions for the Trainer:* Ask the volunteers who tried the activity why it was so difficult. Explain that it is because too many messages were being presented to your brain between the meaning of the words and the actual colors that the words are printed in. This is similar to what happens when we are faced with communication over-loads in our daily lives. Simplifying messages often improves communication. This exercise would have been much easier if the words were printed in the correct color.

## *Part 2: Listening Skills*

### **Time:**

40 Minutes

### **Objective:**

Participants will build strong listening skills through an awareness of the key points and practice of techniques.

### **Materials:**

- Annexure 2: Listening Skills Activity

### **Techniques:**

- Demonstration
  - Group Activity
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### **TRAINER INSTRUCTIONS:**

1. Inform the group that good listening skills are vital to being a good communicator to ensure that you really hear the message and to be sure that the other person feels like you really care and are interested in their message.
2. Review the following basic listening skills with the group. (The participants will receive a handout with this information at the end of the session, so there is no need to take notes at this time.)
  - **Stop talking-** You can't be a good listener when you are talking. You will miss the message. Be sure to stop talking or doing other things when others are speaking. Many people are so focused on making their own points in a conversation that they don't take the time to consider the thoughts, feelings, and needs of others. Do not offer unwanted advice. Do not interrupt unless time is an issue and you have to be somewhere else or do something. In that case, apologize and ask to finish the conversation at another time.

- Ask for 2 volunteers to take part in an exercise to illustrate the importance of listening carefully. Give each volunteer a story from Annexure 2 and instruct them to read the story to each other at the same time.
- When they are finished, ask each volunteer to tell about the other person's story. (They will not be able to describe it.) Ask the group about the purpose of the activity (make the point that you cannot be listening to someone while you are talking or involved in something else).
- **Show the speaker that you are interested and want to hear what they have to say-** Do this by looking at the speaker, and by giving verbal and nonverbal cues that you are listening to them. Verbal cues include things like saying “Uh Huh”, “Yes” etc. Non-verbal cues include things like nodding your head, facing the speaker and changing your facial expression to reflect the appropriate emotion, such as concern excitement, or worry.
  - Ask for two new volunteers to take part in an activity illustrating the importance of making appropriate eye contact. Give the volunteers the following instructions: “Tell your partner everything you did from the moment you got up this morning until now. While you are talking, your partner should never take his eyes off your face—he should actually stare at you.”
  - After a minute or so of talking, ask the speaking volunteer, “While you were talking, how did you feel about the eye contact your partner was making with you?”
  - Next, give the following instructions to the volunteers, “Tell your partner everything you are planning to do when you get home from school until you go to sleep. While you are talking, your partner should never look at your face.”
  - After a few minutes, ask the speaking volunteer, “While you were talking, how did you feel about the eye contact your partner was making with you?”
  - Finally, give the following instructions: “Tell your partner everything you are planning to do this weekend. While you are talking, your partner should look at you some of the time.”
  - After a few minutes ask, “While you were talking, how did you feel about the eye contact your partner was making with you?”
  - Discuss the differences in the three levels of eye contact, and which felt most natural and comfortable.
- **Remove distractions-** If you are having a difficult time paying attention, reduce other sources of distraction. For example, turning off the TV or the radio when having a conversation can help you be a better listener. You may need to close the door or go to a quieter area if you are having trouble paying attention.

- **Ask questions-** Ask the speaker to repeat or explain statements that you have difficulties in understanding. This will help you to avoid misunderstandings. Say things like, “I didn’t quite catch that”, or “I missed the last thing you said, would you mind repeating it for me.” Try to figure out what the speaker is feeling and check to see if you are correct. “You must have felt so excited” “You sound so sad ...” Let the other person respond with how she/he is feeling.
- **Summarize-** When a message is important for you to remember you may want to summarize or repeat what’s been said in your words. That way, the speaker can let you know if you’ve understood their message. Check out what you are hearing. Say, “I think you are saying ...” and ask if you understand correctly.

\*Activities taken from Life Planning Education, Advocates for Youth, Updated 2009

## *Part 3: Putting Skills into Action*

**Time:**

40 Minutes

**Objective:**

Participants will practice the communication skills they have learned in this session

**Materials:**

- Marker Board or Chart Paper
- Markers
- Annexure 3: Listening Instruction Cards (cut into squares) – enough cards for 2/3 the number of people in your group; print two copies if necessary

**Techniques:**

- Role Play

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**TRAINER INSTRUCTIONS:**

1. Introduce an activity in which participants will role play positive and negative listening skills. One person will speak for about 3 minutes while two others will act as listeners following specific instructions on a card they receive. (Trainer: You will need to decide what will work best with your group. Sometimes children find it difficult to talk about a topic for several minutes at a time in front of the group, so you may want to select children you know who would be comfortable in the role of the speaker, or invite house parents, social workers or older children to assist with the role play. )
2. Invite a speaker and two listeners to the front of the room or center of the circle.
3. Participants assigned to the speaking role will talk for 3 minutes about their favorite hobby or how they like to use their free time. They can describe how they learned it, what they like about it, how often they spend time doing their hobby, how they would

teach others to do it, any challenges they have had with it, etc. (This is a sample topic; feel free to use any topic the speaker would be comfortable with.)

4. Listeners will select a card with “listening” instructions (from Annexure 3). Be sure the listeners understand what they are to do according to their card.
5. Instruct the speakers in each group to begin talking and listeners to begin listening and do what it says on their card.
6. After a few minutes, stop the role play and ask speakers how they felt about their friends’ listening skills. (You may also invite feedback from the whole group; how would they feel if someone behaved in that manner while they were speaking.)
7. Ask the speakers which listeners made them feel better heard. Have those listeners read the instructions on their index cards. List the positive listening behaviors on a marker board or chart paper.
8. Next ask the speakers which listeners made them feel like they weren’t being heard. (Make it clear to everyone that the poor listeners were only following the directions on their cards.) List the negative listening skills on the board or paper.
9. Invite a new set of listeners to take part in a role play. Ask each of them to pick a “listening” card and make sure they understand the instructions on their card. Again, a speaker will talk for 3 minutes while the listeners follow the directions on their listening card.
10. Follow the instructions above to get feedback from speakers
11. Continue with additional role plays until all cards have been used.
12. Facilitate a discussion around the following questions:
  - How do you feel when you tell someone something and they don’t listen carefully?
  - Can you think of a time when you used negative listening skills? Describe the situation and what happened.
  - Which of the positive listening skills do you think you can use regularly?
  - If someone starts talking to you about something serious when you are feeling sleepy, distracted, or worried, what can you do? (Answers include, but are not limited to: be honest and say how you are feel; ask when the two of you can arrange a better time to talk.)

## *Part 4: “I” Messages*

**Time:**

45 Minutes

**Objective:**

Participants will learn to use “I” messages in their communication with others.

**Materials:**

- Annexure 4: “I” Messages Worksheet
- Annexure 5: Resource Materials
- Annexure 6: Evaluation

**Techniques:**

- Discussion
- Worksheet

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**TRAINER INSTRUCTIONS:**

1. Explain the concept of “I” Messages: “I” messages always focus on what the speaker feels, rather than blaming the listener. Begin your statements with “I” rather than “You” (For example, “I wish” or “I feel” rather than “You always” or “You never”). People are more likely to respond in a positive way to “I” messages because the sender is taking ownership of her or his feelings and not trying to blame or put down the other person. Review the following elements of “I” messages:
  - Say what you feel (“I feel...”)
  - Tell what the other person did that upset you (when you...)
  - Describe how you were affected (because...)
  - State what would make the situation better for you (and I want...)

2. Distribute Annexure 4 and review the examples of “I” messages with the group. Make sure the group is understanding the concept before moving on. Give additional examples if necessary.
3. Divide participants into groups of three and instruct them to complete Annexure 4 together.
4. After a few minutes, bring the whole group back together and invite a few groups to share some of their “I” Messages. Ask the group for their constructive feedback (and offer yours).
5. Conclude this session by stating that they will have opportunities to review and practice “I” messages in follow up meetings in the upcoming weeks.
6. Distribute Annexure 5 and review the major points with the group, helping them to write some notes regarding what they learned during this session. For example, in the section for “**How** You Say Something” they may want to make notes about the related activity in which the participants read sentences using differing tones of voice to affect the meaning. (This note taking may be done independently or as a whole group.) Ask participants to keep the handout in their folder for future reference.
7. Distribute Annexure 6 and invite the children to complete the evaluation form regarding this Unit.
  - Explain that they are to give a score from 1-5 (5 being the highest) for each part of the Unit, as well as a score for the Unit overall.
  - Then they should write comments under the happy face for items they liked/learned, and under the sad face for items they didn’t like or are confused about.
  - Briefly recap what was covered in each part so their memory is fresh when evaluating.
  - Instruct them to be as specific as possible in their comments.
  - Items to consider include:
    - Did you understand the topics covered? If not, what was confusing?
    - Was there enough time to cover the material?
    - Did the presentation keep your interest?
    - Were the handouts/power points/videos helpful?
    - Add any comments that would be helpful for future programs

8. Gather the completed evaluations and include them in your trainer report.

## *Part 5: Follow-Up Activities*

### **Time:**

Varies by Activity

### **Objective:**

Participants will practice material learned through activities they will complete throughout the upcoming weeks.

### **Materials:**

#### **(Depending on Option Selected)**

#### Option One:

- Annexure 7: Bridges and Barriers Board Game
- Markers or crayons
- Annexure 8: Game Cards
- Game pieces – colored beads, buttons, or whatever is available, one per person

#### Option Two:

- Movie “Taare Zameen Par”
- Annexure 9: Bridges and Barriers to Communication
- Annexure 10: Bridges and Barriers Worksheet

#### Option Three:

- Annexure 1 and 2 from Goal Setting Unit

### **Techniques:**

- Applying learning to daily life
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## TRAINER INSTRUCTIONS:

1. Since practicing new skills is so important, the following role play activity must be completed before choosing one of the optional activities below for other follow-up sessions.
2. Ask for input from the group as you review the basics of assertive communication and discuss the components of “I” messages. You may find it helpful to have the group refer to Annexure 4 while you are discussing. When you are sure that the participants understand the material, ask for volunteers to take part in the following role plays using “I” messages. Remind them to use appropriate voice and body language. After each role play, ask the entire group for their feedback (For example, were “I” messages used appropriately? Did the participants have confident posture and use a strong voice? Is there something that could have been done better?) Invite different volunteers for each role play session below:
  - Your friends are nagging you to play cricket; you really don’t want to but they say if you are a true friend you will. How do you respond?
  - Your teacher assigns a project you don’t understand but you’re afraid to speak up. How do you handle a conversation with him/her?
  - You are playing kho kho and someone keeps bumping into you, pushing you and finally knocks you over. What do you say to them?
  - Your friends are picking on a new kid at school. You don’t like this and want them to stop. How do you let them know?
  - Your new friend keeps tagging along with you and gets between you and your other friends. He/she keeps taking all of your time. What do you say?

*Trainer/Social Worker:* Observe the children in the role play and note how well they used proper voice, body language, “I” Messages, listening skills, Gifts of Communication, and assertiveness. Briefly summarize their success in using these skills and challenges they faced and note in your monthly report.

After the role plays are finished, facilitate discussion around the following questions:

- What makes it so difficult to be assertive?
- Can you think of a situation in life in which you would like to be more assertive?
- Do you know someone who is particularly good at being assertive and standing up for his/her rights? Describe that person and their behavior.

- Can you remember a time when you were assertive? How did it turn out?

The following activities may be completed during follow up sessions or may be assigned as homework and discussed in the follow up session.

**Option One: Barriers and Bridges to Communication Game** – (To be done in a follow up session.) Participants will create and play a board game to review the barriers and bridges to communication. A sample game is included in Annexure 7, but groups can be creative in their designs on the blank template (also in the annexure). Divide the participants into groups of 3-5 and give each group a copy of Annexure 7. Allow time for the groups to create the boards and then provide the game cards (Annexure 8) and game pieces to each group. Review the game rules noted on the sample template. As the groups are playing, circulate around the room to ensure that they are identifying the barriers and bridges appropriately as they pull the game cards.

**Option Two: Balance of Bridges and Barriers** – As a group, watch all or part of the movie “Taare Zameen Par” depending on time availability (movie is 2 hours, 45 minutes). Prior to viewing the show, go over the bridges and barriers to communication on Annexure 9. Next, distribute Annexure 10 and explain that the purpose of the table is to watch for barriers and bridges throughout the movie and note them on the handout in the following way:

- Record the communication and what happened. For example, if one person yells at another, record “Yelling” under Barriers. Then record what the character does after being yelled at in the “What Happened” column.
- If you see characters use a communication bridge or notice times when they could have used a bridge, list it on the handout in the “Bridges/Suggested Bridges” column.

Watch the show together and help participants record the behavior, pausing the video when necessary. Facilitate discussion around the following questions:

- How realistic was the communication in this movie compared to actual communication between people in similar relationships? Why do you think that was so?
- Were you surprised by the communication you observed and why?
- Can you name one communication barrier you observed that consistently yielded negative results? How can you avoid using that barrier in your personal communication?
- Is it difficult to express feelings honestly and directly? Can you give an example?

**Option Three: Setting Goals for Using Positive Communication Skills** – Use the SMART Goal Setting Strategies learned in the previous unit on Goal Setting to set a goal to use positive communication skills on a daily basis. These goals may be a group goal that everyone will work toward, or can be individual goals set by each child. You may want to review the steps to SMART Goal Setting in Annexure 1 from the Goal Setting Unit, and you could make copies of the Goal Setting Worksheet (Annexure 2, Goal Setting Unit) for each child to use while setting goals. Remind the group that the goal needs to be specific, measurable and realistic. Example goals may include: each child uses one “I” Message per day, or each child will use one or more of the bridges to communication per day – specify which one(s). Ask each child to keep track of their progress in reaching their goal, or if it is a group goal, consider placing a chart paper in a location available to all so the children can record their progress.

*Suggested Follow-Up Questions for Trainer:* Did you have any difficulty using the SMART Goal Setting Strategy? What was easy/difficult? Did you make progress in reaching your goal? What were the challenges? Were you surprised at your progress?

What did you learn from this activity? (Consider having a small celebration if the group makes progress in reaching their goal.)

*Social Worker:* Observe progress the children have made in using SMART goal setting strategies and in achieving steps toward their goals. What were their successes and what challenges did they face in using their new skills? Did they make progress in reaching their goal? Write a brief summary in your monthly report.

# 4

## *Unit Four Annexures*

### *Effective Communication Part 2*

*Ages 9-12*

**ANNEXURE 1:** Picture for Communications Game

**ANNEXURE 2:** Listening Skills Activity

**ANNEXURE 3:** Listening Instruction Cards

**ANNEXURE 4:** “I” Messages Worksheet

**ANNEXURE 5:** Resource Materials

**ANNEXURE 6:** Evaluation

**ANNEXURE 7:** Bridges and Barriers Board Game

**ANNEXURE 8:** Game Cards

**ANNEXURE 9:** Bridges and Barriers to Communication

**ANNEXURE 10:** Bridges and Barriers Worksheet



## *Annexure 1: Picture for Communications Game*



## *Annexure 2: Listening Skills Activity*

### Story #1

Once upon a time there lived a lion in a forest. One day after a heavy meal it was sleeping under a tree. After a while there came a mouse and it started to play on the lion. Suddenly the lion got up with anger and looked for those who disturbed its nice sleep. Then it saw a small mouse standing trembling with fear. The lion jumped on it and started to kill it. The mouse asked the lion to forgive it. The lion felt pity and left it. The mouse ran away.

On another day the lion was caught in a net by a hunter. The mouse came there and cut the net. Thus it escaped. There after the mouse and the lion became friends. They lived happily in the forest afterwards.

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### Story #2

There were two goats. Over a river there was a very narrow bridge. One day a goat was crossing this bridge. Just at the middle of the bridge he met another goat. There was no room for them to pass. "Go back," said one goat to another, "There is no room for both of us."

"Why should I go back?" said the other goat. "Better you must go back."

"You must go back," said the first goat, "Because I am stronger than you."

"You are not stronger than I," said the second goat.

"We will see about that," said the first goat and he put down his horns to fight.

"Stop!" said the second goat. "If we fight, we shall both fall into the river and be drowned and instead I have a plan. I shall lie down and you may walk over me."

Then the wise one laid down on the bridge and the other goat walked highly over him. So they crossed the bridge comfortably and went on their ways.

## Annexure 3: Listening Instruction Cards

Give advice, even if you aren't asked for it. Say something like "You should ... " or "If I were you..."	Interrupt the speaker while she or he is talking.
Try to top the speaker's story with a better one of your own.	Ask questions to clarify what the speaker is saying. For example, "Are you saying...?" Or "Could you tell me more about that?"
Put the speaker down by criticizing his/her behavior saying things like "That's dumb!"	Compliment the speaker with statements such as "I really like the way you handled that!" or "It sounds like you are trying to deal with this positively."
Change the subject to something unrelated to what the speaker is talking about.	Lean over and start whispering to someone else while the speaker is talking.
Listen carefully at first, then begin to look bored; gaze around the room, sigh, roll your eyes, etc	Look right at the speaker, make appropriate eye contact and every now and then nod as if in agreement or say "yes" or "uh uh."
Disagree with the speaker, repeatedly challenge what he/she is saying and say what you think they should be doing.	Reflect the speaker's message back. Say something like, "I think you are saying..." or "It sounds like..."

Taken from Life Planning Education, Advocates for Youth, Updated 2009

## Annexure 4: “I” Messages Worksheet

Taking responsibility for your feelings will help you improve your communication when you feel upset or angry. One way to achieve this is by using “I” statements. This technique will allow you to communicate what is upsetting while minimizing blaming. If our statements feel too blaming, the person we are trying to speak to will often become defensive.

**“I” Statement format:** “I feel \_\_\_\_\_ when you \_\_\_\_\_ because \_\_\_\_\_.”

### Examples

Regular “You make me angry because you are always late”

“I” Statement “I feel frustrated when you come home late because I stay awake worrying.”

Regular “You never call. You don’t even care.”

“I” Statement “I feel hurt when you forget to call because it seems like you don’t care.”

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### Practice

#### Scenario

Your friend keeps cancelling plans at the last minute. Last weekend you were waiting for them after school but they never showed up. You left feeling hurt.

“I” Statement:

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Scenario

You are working on a project with a group and one member is not completing their tasks on time. You have repeatedly had to finish their work which has been very frustrating.

"I" Statement:

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Scenario

A friend who borrows items from you usually brings them back damaged. They want to borrow one again but you're feeling worried.

"I" Statement:

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Scenario

You know you need extra help in math, but when you ask for tutoring your friend makes fun of you. It really hurts your feelings.

"I" Statement:

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Scenario

One of the other girls in your room leaves her things laying all over your bed. You have asked her to move them several times before, but she just keeps leaving a mess. You are so frustrated.

"I" Statement:

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Scenario

Your good friend complains to you constantly about everything. You enjoy their company, but lately it seems like the complaining doesn't stop and you are really tired of it. You don't want to hurt their feelings, but you've got to say something before your friendship is ruined.

"I" Statement:

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Scenario

The person who sits next to you in school keeps asking to look at your papers and wants to cheat off of you. You really don't want to share your work with them.

"I" Statement:

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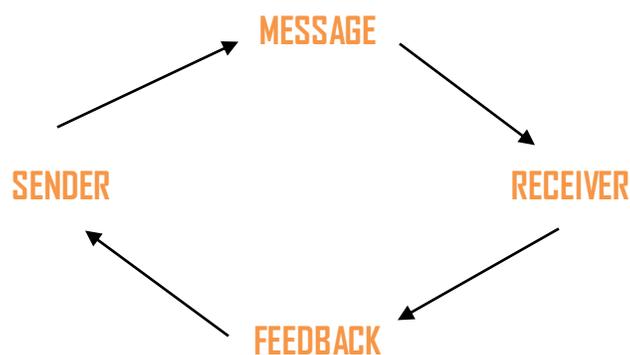
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## Annexure 5: Resource Materials on Effective Communication

### Communication Diagram



#### The Message and Feedback Contain Both:

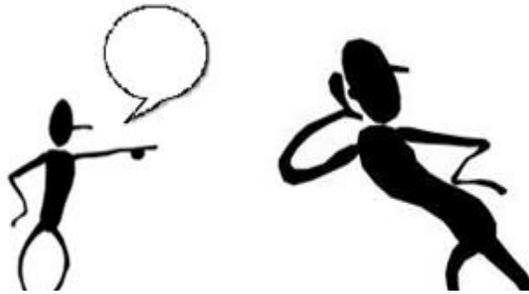
1. **Verbal Communication:** The words that you choose to say.
  - Words are **7%** effective
2. **Non-Verbal Communication:** Your tone of voice, how loudly you say something, eye contact, gestures, facial expressions, body language, dress, posture, and spatial distance.
  - Tone of Voice is **38% effective**
  - Non-Verbal clues are **55% effective** (most effective)

#### Notes for Understanding Non-Verbal Communication:

- Learn to be aware of the nonverbal messages you send others.
- Read the emotional meaning behind the messages you receive from others.
- Match your verbal and non-verbal messages – if they don't match, mixed messages will be sent and the receiver will be confused.

# Being a Good Listener

1. **Stop talking** – You can't be a good listener when you are talking. You will miss the message.
2. **Show the speaker** that you are interested and want to hear what they have to say by using verbal and non-verbal communication.
3. **Remove distractions** – If you are having a difficult time paying attention, reduce other sources of distraction.
4. **Ask questions** – Ask the speaker to repeat or explain statements that you have difficulties in understanding. This will help you to avoid misunderstandings.
5. **Summarize** – When a message is important for you to remember you may want to summarize or repeat what's been said in your words.



## How to Use "I" Messages

**"I" Messages** – begin the statement with "I" rather than "You" (For example, "I wish" or "I feel" rather than "You always" or "You never"). Use the following template to form your sentence:

1. Say what you feel (**I feel...**)
2. Tell what the other person did that upset you (**when you...**)
3. Describe how you were affected (**because...**)
4. State what would make the situation better for you (**and I want...**)

For Example:

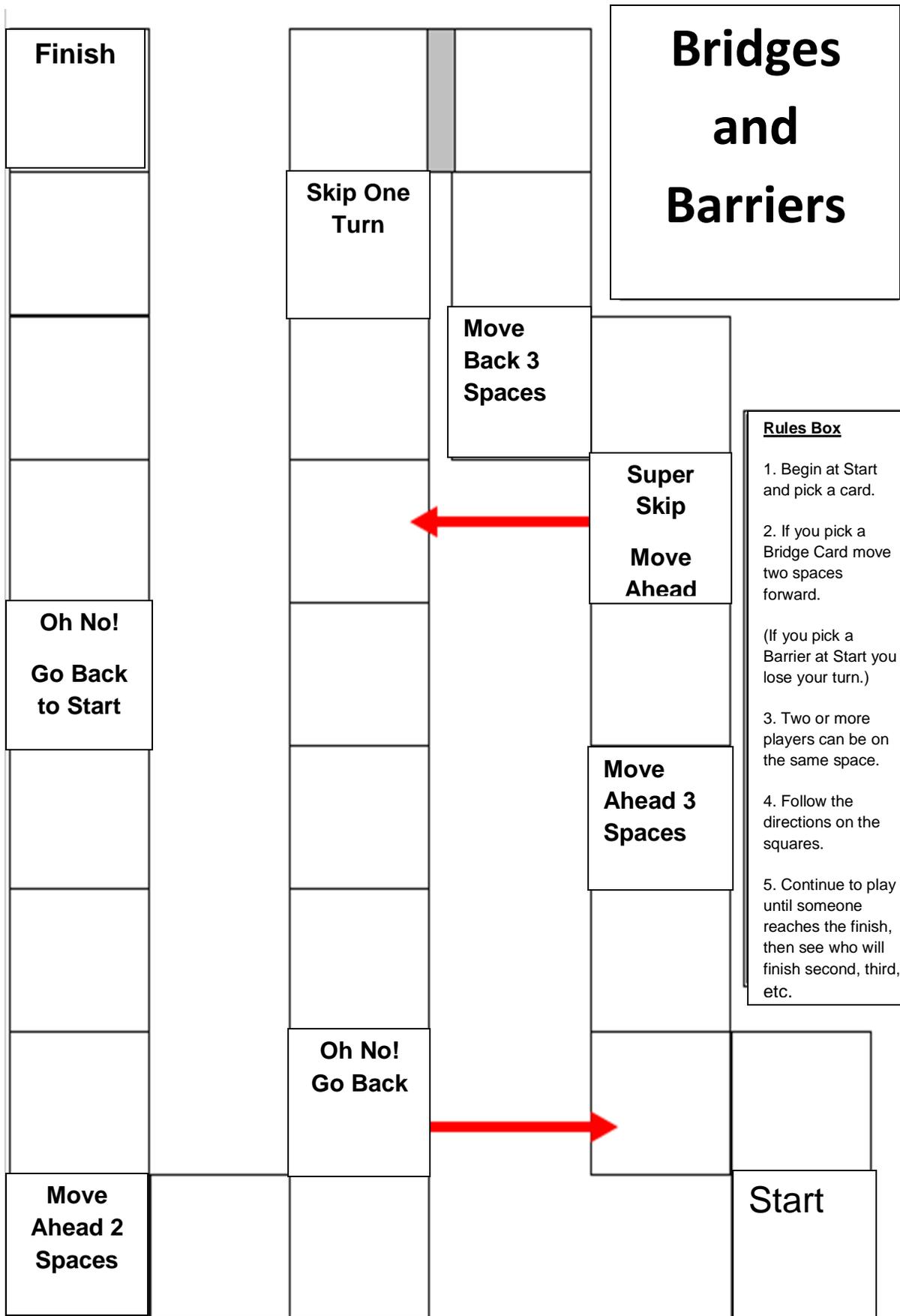
**"I feel** upset **when you** use my belongings without telling me **because** I don't know where they are **and I want** you to tell me when you are going to use "my belongings."

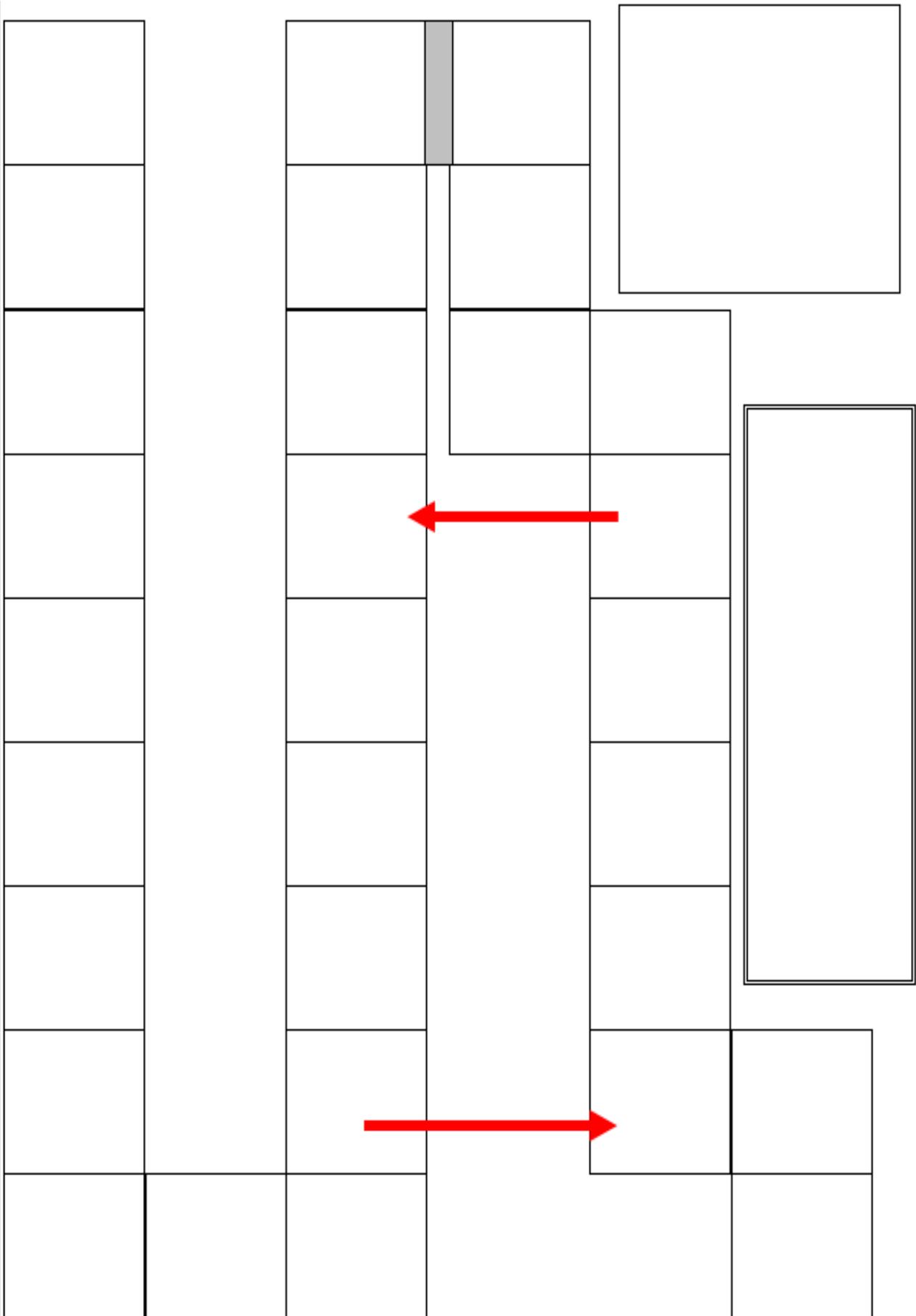
*Annexure 6: Evaluation*

Unit 4 – Effective Communication – Part 2	Score (Circle a number, 5 is the Best)	 What I Liked/Learned	 What I Didn't Like or Things I'm Confused About
Ice Breaker	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Listening Skills	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Putting Skills into Action	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
"I" Messages	1 2 3 4 5	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
Overall Score	1 2 3 4 5		

## *Annexure 7: Bridges and Barriers Board Game*

**Create your own board game using the blank form and sample game on the following pages.**





## Annexure 8: Game Cards

Not listening	Looking away while the other person is talking	Yawning while the other person is talking	Talking too fast or too slow
Yelling or talking loudly	Getting angry	Not saying honestly how you feel	Sulking or pouting
Lying	Being sarcastic	Criticizing or putting people down	Giving unwanted advice
Changing the topic suddenly and without explanation	Name calling	Negative non-verbal messages (frowning, rolling eyes, etc.)	Interrupting

Accusing or blaming	Not saying how you really feel	Listening carefully	Using positive body language
Making positive noises such as "yes" or "oh"	Choosing a good time to talk	Making appropriate eye contact	Trying to understand how the other person feels
Saying how you feel using "I" messages	Offering possible solutions if asked	Repeating what the speaker has said to clarify	

## Annexure 9: Bridges and Barriers

Bridges and Barriers to Communication	
Bridges ✓	Barriers ✗
<ul style="list-style-type: none"> <li>• Listening Carefully</li> <li>• Using positive body language</li> <li>• Making positive noises such as “yes” or “oh”</li> <li>• Choosing a good time to talk</li> <li>• Making appropriate eye contact</li> <li>• Trying to understand how the other person feels</li> <li>• Saying how you feel using “I” messages</li> <li>• Offering possible solutions if asked</li> <li>• Repeating what the speaker has said to clarify</li> </ul>	<ul style="list-style-type: none"> <li>• Not listening</li> <li>• Looking away while the other person is talking</li> <li>• Yawning while the other person is talking</li> <li>• Talking too fast or too slow</li> <li>• Yelling or talking loudly</li> <li>• Getting angry</li> <li>• Not saying honestly how you feel</li> <li>• Sulking or pouting</li> <li>• Lying</li> <li>• Being sarcastic</li> <li>• Criticizing or putting people down</li> <li>• Giving unwanted advice</li> <li>• Changing the topic suddenly and without explanation</li> <li>• Not saying how you really feel</li> </ul>

## *Annexure 10: Bridges and Barriers*

### *Worksheet*

<b>Barriers</b>	<b>What Happened?</b>	<b>Bridges/Suggested Bridges</b>