

## Step 1. Qualities & perceptions

Hand out a white sheet to the participants and explain:

✓ **Task 1.**

Write down 8 qualities that you think you possess and are necessary for harmonious interpersonal relationship with your teacher. If necessary, hand out a list of qualities, from which students can select the appropriate ones.

- What qualities do you want to develop further?
- Which of these qualities would you like to develop in your relationship with other students?

✓ **Task 2.**

In the process of communication an important place is occupied by the so-called perceptions and interpretations, i.e., the way we understand a behaviour and the meaning we attribute to it, adapting our behaviour accordingly. Perceived in this way, reality may be "distorted". In order to get a realistic picture of the events around us, we need to be properly informed.

- Think about a situation when your first opinion proved to be wrong. How did you feel?
- Think about a situation in which you were misunderstood. How did you feel?

## Step 2. Body language

Your posture may transmit specific messages to your interlocutor. **Annex II.** provides a list of some of them, but be aware: the meanings associated to your body positions may also differ from one culture to another.

✓ **Task 1. The mirror**

One of the participants stands against the others and performs various movements. The others have to repeat them in a mirror, i.e., the participant shows to the left, the others - to the right, leaning forward - leaning back, laughter - crying, joy - sadness and others. Reflection on the activity can be facilitated by using the list of meanings provided in **Annex II.**

✓ **Task 2. Freeze!**

Participants are divided into pairs (as they wish). One of the couples is an observer, and the others are instructed to talk about different topics with each other, expressing different emotions. The observing couple gives 1-2 minutes for conversations, after which they issue the order "Freeze!". Couples remain as they are at the moment ("freeze"), and observers must recognize the body's nonverbal cues when communicating. The game can be repeated, as the pairs change and another becomes an observer.

! If some participants do not have strong linguistic competences to name a feeling, they can attribute an image that represents it. **Annex III.** provides some images that you can distribute to your students to define the emotion/feeling transmitted by their peer's body. Once they choose an image, help them name the feeling appropriately.

### Step 3. Listen to me

Participants are divided into two groups. A member of the first group tells a short story to another of the second group (the facilitator can pre-set a topic). The condition is that the listener does NOT listen carefully (the facilitator warns him in advance about this "secretly"). The roles are changed by selecting new participants. The presenter asks the question: "How did the narrators feel when they were not listened to well?".

**The group discusses the basic rules for listening:**

1. Let's listen and not interrupt the speaker!
2. Do not offend and do not appreciate!
3. Don't give advice!
4. Let's repeat what you heard every 2-3 minutes (paraphrasing)!
5. Nod affirmatively or show your understanding verbally (e.g., aha, yes)!
6. Maintain good eye contact!
7. Support and encourage!
8. Do not threaten!

⇒ Now repeat the game again (with new participants), but observing the conditions for good listening!

### Step 4. Guess the feeling

✓ **Task 1.**

Participants sit in a circle. The presenter plays music with different natural sounds, and they have to distinguish the sounds (rain, strong wind, storm, cricket song, etc.). Relaxing music is played to the participants. They are encouraged to relax, to listen to music, to dream and for everyone to choose their favourite colour to paint a picture with. They draw.

To discuss: "How did I feel in different situations?".

✓ **Task 2.**

The participants are divided into two teams. Cards have been prepared in advance, with the names of different feelings written on them. A representative of the first team draws a feeling written on a card. He/she says it quietly to the others and one of them (or all in groups) expresses it with body language (non-verbal). The task of the other team is to recognize the feeling. Then the other team draws and presents the feeling accordingly.

✓ **Task 3.**

A small table is drawn on a poster (board), which is filled in by the participants in groups, with the help of the facilitator. Participants are encouraged to share their impressions of specific behaviours. **Annex IV. Table "my feelings"** provides a template to use with participants.

**Recommendation:** pay more attention to **fear**. The task is for everyone to write anonymously on a piece of paper (secretly from others) their fear - "I am afraid of ...". The pieces of paper are folded and placed in a hat or box. The facilitator takes them out one by one and slowly reads aloud what is written. The facilitator asks the participants in the group "What to do with our fears?". Thus, they are symbolically torn and thrown away.

✓ **Task 4.**

The participants are divided into two teams. The first team chooses some of them to say one word / sentence in sequence, e.g. "Tomorrow I will not be at school" in a different way, expressing the corresponding feeling (of joy, sadness, anger, indifference, etc.), and the participants from the other team must recognize the feeling.