

Learning Scenario

What's said - what's meant

BASIC EDUCATION

5-15 PARTICIPANTS

30-45 MINUTES

BASIC EDUCATION LEARNERS

Language level at least **B1** recommended

It is important for the collection of options to be able to express oneself and explain in a differentiated way

INFORMAL SETTING

with trusting open atmosphere in the group

OBJECTIVES:

- To sensitise participants that communication is not only what is said, but also what is received.
- To motivate them to reflect on the use and impact of their words.
- To encourage them to listen carefully to their counterparts and to grasp the intended meaning of what is said
- To familiarise them with the use of linguistic images and idioms.

PURPOSE

Communication Skills



LOCATION

Relaxed atmosphere
No further specific requirements

STORY

A cool breeze on a hot day

MATERIAL

Prepared cards (see below in "Preparation")

PREPARATION

- a collection of linguistic images / idioms / proverbs that correspond in vocabulary to the language level of the group (written on small cards)

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DESCRIPTION

For groups of natives with low literacy:

1. The teacher tells the story up to the point where the woman replied "Like a cool breeze on a hot day".
2. Work in pairs: What does she mean by this? Will this answer reassure her husband? Is it a "declaration of love"? Why or why not? (no evaluation of the discussions)
3. The teacher tells the story to the end.
4. Again work in pairs: Remember your discussion before. Did you understand the woman as she obviously meant it? Can you understand the man's reaction?
5. Collecting in the whole group: Each pair briefly summarises what they came to in the first and second discussion.
6. Task for the participants: Can you think of other expressions that mean something different from what is exactly said? In German, for example: they eat the hair off my head = they eat a lot; she hears the grass grow = she thinks she can tell from the smallest signs how something is developing
7. The teacher distributes prepared cards with idioms/linguistic pictures, the participants first read for themselves (the teacher is available for support).
8. Then the phrases are said aloud one after the other and discussed: What does it mean? What is misleading? How could the same thing be expressed differently?

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DESCRIPTION

For groups of foreign language learners (duration: 45-60 minutes):

1. The teacher tells the story.
2. Work in pairs: What have the participants understood? What was the problem in the story? What did the woman say? What did the man understand? What did the woman mean? - What did the participants not understand in the story?
3. Collection of the results from the pairs: The participants briefly summarise what they have discussed in the pairs.
4. Together, open questions are answered and what is not understood is clarified so that everyone understands the story. If necessary, the teacher tells the story again.
5. Task for the participants: Write down one or two idioms from their mother tongue and write the literal translation (work with a dictionary possible, possibly support by the teacher) - the teacher gives an example, for example in German: sie fressen mir die Haare vom Kopf (they eat the hair off my head).
6. The participants take turns to read out their idiom in their mother tongue and then translate it. The other participants say what they think is meant by it. Afterwards, the participants solve what was meant by this idiom.
7. Finally, the teacher distributes the prepared cards. The participants first work in pairs and think about what the idioms mean. Then the idioms are read out, interpreted and explained (by the teacher).
8. If wanted, they participants are motivated to write down the idioms and their meanings/uses

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TIPS & TRICKS FOR THE TEACHERS

For a group of foreign language learners:

You can agree on a sign with the group (e.g. knock on the table) when you as a teacher use an idiom or a linguistic image that the participants are not familiar with. Then interrupt briefly, repeat what has been said (possibly write it on the board) and explain the meaning/use in your language.

ALTERNATIVE IMPLEMENTATIONS / POSSIBLE ADAPTATIONS

This story can also be used to take **Multiple Perspectives**.

How does the man experience what is happening? How does the woman?



The teacher tells the beginning of the story, but with a small omission (the description of the man's feelings).

A woman and a man had lived together for a long time. The years went by. The man began wonder - does she really love me? Each time he asked, she just said: How can you ask something like that? He became obsessed with his thoughts. He was sure that she did not love him anymore! In the end, he decided to ask her once for all. Finally, she replied: Well, like a cool breeze on a hot day...

The next day the man packed his bag and left.

Then the participants work in pairs. For this, they choose whether they want to take the perspective of the man or the woman (does not necessarily have to be the same as their own gender!). They develop the story in pairs from the perspective of the man/woman, from the beginning to the end. Then the stories (all or some, depending on the time) are told in turn.

Then the teacher tells the story completely.

What are the differences in the stories/perspectives? What do they have in common? Are the actions of the man/woman comprehensible from the respective perspective? Why do misunderstandings arise?



A cool breeze on hot day



Sweden

Purpose(s)



Communi-
kation Skills

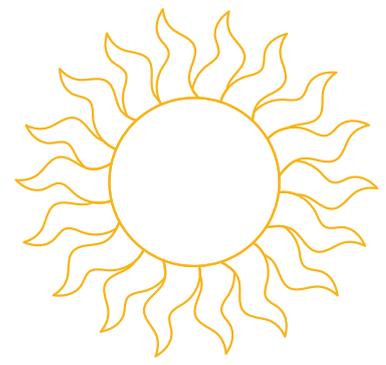


Multiple
Perspectives

A **woman and a man** had lived together for a long time. The years went by. The man began wonder - does she really love me? Each time he asked, she just said: How can you ask something like that? He became obsessed with his thoughts. He was sure that she did not love him anymore! In the end, he decided to ask her once for all. Finally, she replied: Well, like a cool breeze on a hot day...

The man became desperate. A cool breeze ... She does not really love me! I can not stay here. She must live her life. I have to leaving her.

The next day he packed his bag and left. He started walking along the road. The slopes were steep. It was a summer day; the sun was shining hot. Not a tree nearby. He could barely breathe; it was so hot. He sat himself at the roadside to breathe. He was dying of heat!



Suddenly came a cool breeze that went around his forehead like a cooling hand. Then he remembers: A cool breeze on a hot day - that was what she had said! But it was not so crazy! That was good! Could it really be better? He turned and went the long way back to his wife and home.

The last thing I heard from them was that they live together and take care of each other as good as any couple can do...

Source/Link:
Swedish folk history

