

# Learning Scenario

## Better together in communication skills

CIVIC EDUCATION

5-15 PARTICIPANTS

45-60 MINUTES

CIVIC EDUCATION LEARNERS

INFORMAL SETTING

### OBJECTIVES:

- To identify the different components of communication (sender, receiver, message, mean of communication) in each phase of the story
- To be able to distinguish between what's said, what's meant and which information is missing
- To be aware of possible points of misunderstanding in communication situations

### PURPOSE

Communication Skills



### LOCATION

Inside

in a place where you can project some photos on a wall,

Outside

in a natural landscape

### MATERIAL

- Video projector or flipcharts
- Markers
- The scenarios of miscommunication situations

### STORY

The little ant going to Jerusalem

### PREPARATION

- Prepare a digital presentation with the different key elements of the story (snow, sun, cloud, wind, mountain, earth), or printed on flipcharts to be hanged on if the activity is done outside.
- Prepare a presentation about the communication cycle (see Annex)
- Prepare handouts with miscommunication situations (see Annex)

## Better together in communication skills

### DESCRIPTION

- The educator starts by telling the full story for the first time.
- The educator presents the communication cycle (sender, receiver, message, mean of communication, cf, links in annexes) and the tips for improving the communication skills. The presentation can be done through visual aids like flipchart or PowerPoint presentation prepared beforehand if the session is done indoor.
- The educator then asks the participants to identify the different communication cycles in each section of the story.
- To go further, the educator can give the participants some examples of situations\* showing difficulties in communicating with the other and ask the learners, in subgroups, to identify the reason(s) of the difficulty and try to propose proper solutions according to the presentation done previously by the educator.
- Once the working groups are done, each group can present the situation and the solutions proposed.
- A time of exchange with the whole group can also take place if needed to explore more the different solutions and go deeper.

\*) Two examples of situations are included in the annexes so the educator can get some inspiration for other scenarios.

### TIPS & TRICKS FOR THE TEACHERS

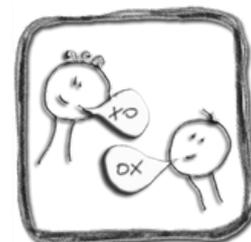
- The best is to discover the story in a non-formal participatory way to get the learners involved in the storytelling like for example by repeating the different phrases
- The storyteller can start by teaching the pupils the different characters of the story listed above.
- The story can be told in an excursion day in the mountains with the pupils.

### ALTERNATIVE IMPLEMENTATIONS / POSSIBLE ADAPTATIONS

- The mention of “God” in the story can be changed to another supernatural force or character if the teacher wants to avoid the religious figures.
- For the scenario creation, the educator can get some inspiration from the learners’ cultural background, if applicable, or ask them to share miscommunication examples from their personal experience to be used as working scenarios.

- The story of “The Ant going to Jerusalem” can be also used for

Language Acquisition in the **BASIC EDUCATION** context having as an objective to develop new vocabulary related to nature components in a given language.



- The educator starts by telling the full story for the first time.
- When done, the educator asks the learners how many new words related to the Nature they learned from the story.
- Previously to the session, the educator can prepare a technical sheet with the different words ( ant, snow, sun, cloud, wind, mountain, earth) in the local language + English where the words are mixed up (for example: instead of Mountain -> N-T-N-I-M-U-O-A; Montagne -> N-T-G-O-M-A-E-N) and the learner should put it in the right orders. Once done, they can link it with the picture representing the word and its translation.
- In the context of a classroom, the storyteller can use visual aids like posters with the different words or project them on a wall if possible.

# Learning Scenario

## What's said - what's meant

### ANNEX

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For more information about Communication cycle, please check the following links:

- <https://digiaide.com/communication-cycle/>
  - [https://www.youtube.com/watch?v=4Z1BIeje\\_ko](https://www.youtube.com/watch?v=4Z1BIeje_ko)
  - <https://www.youtube.com/watch?v=qFWsTsvJ8Xw>
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### The scenarios of miscommunication situations

#### Scenario #1:

Husband calls wife to let her know that he is stopping by a friend's house after work.

Husband: "Hi Hon, I am going to stop by Jaap's house on the way home from work tonight but I won't be late".

The husband came back at home at 11 PM and the wife was very worried and upset.

**Miscommunication problem:** Wife interprets "won't be late" to mean he will only stop for a few minutes and be home around his usual time. Husband meant: he would be stopping at friends and will not be home really late at night like 11 pm or midnight. A total miscommunication.

**Possible Solutions (to be given by the teachers later):** This problem could have been solved by adding some additional details: Example ("I am going to stop by Jaap's house after work and plan to stay two to three hours. I should be home between 10 or 10:30 PM. If I am going to be later than that I will call you").

**Note:** Details (2 to 3 hours), Specific Example (I should be home around 8 or 8:30 PM) and Respect (I will call you if it is going to be later than that).

**Summarize:** Wife: "So after work, you will be going to Jay's house until about 8:30 PM or call to let me know you are running late."

# Learning Scenario

## What's said - what's meant

### ANNEX

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#### The scenarios of miscommunication situations

##### Scenario #2:

##### Friend calls with an Invitation

Katrin calls her friend Mareen to invite her over for the 4th of July. Mareen says, "I don't have a calendar and I am going out of town for the weekend but if the 4th of July is on Monday (that is when businesses were going to be closed) then we are coming back Monday morning and can come over". Katrin says, "Great....see you for the 4th of July". No one checks the calendar. The 4th of July is on Sunday".

**Miscommunication problem:** Mareen comes back Monday morning and calls Katrin about coming over that night but Katrin was very angry because Mareen didn't come the evening of July 4th.

**Possible Solutions (to be given by the teachers later):** Do not make specific plans if you do not have all the specific details. One of these people should have said, "Let me check the calendar and make sure what day the 4th of July will land on and I will get back to you" This conversation was missing the Detail that the 4th of July would be on Sunday. Then John could have said, "I can't make it Sunday for the 4th because we will be out-of-town but we could celebrate it with you on Monday night the 5th of July. This conversation needed details and specific examples.

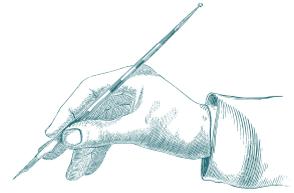


# The Little Ant Going to Jerusalem

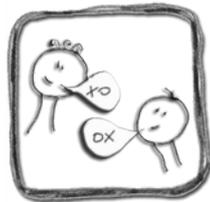


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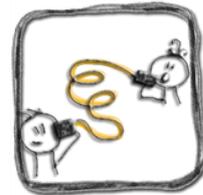
George Alexander Kohut



Purpose(s)



Language acquisition



Communication Skills

**Once upon a time**, there was a little ant going to Jerusalem. It was snowing, and the snow grips the leg of the little ant who is going to Jerusalem.

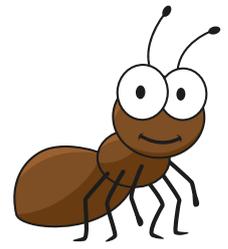
- O snow, how strong you are, you who grip the leg of the little ant going to Jerusalem.

And the snow answers:

- Stronger than me is the sun that melts me.
- O sun, how strong you are, you who melt the snow that grips the leg of the little ant going to Jerusalem!

And the sun answers:

- Stronger than me is the cloud that hides me.
- O cloud, how strong you are, you who hide the sun that melts the snow that grips the leg of the little ant going to Jerusalem!



And the cloud answers:

- Stronger than me is the wind that drives me away.
- O wind, how strong you are, you who chase the cloud that hides the sun that melts the snow that grips the leg of the little ant going to Jerusalem!

And the wind answers:

- Stronger than me is the mountain that stops me.
- O mountain, how strong you are, you who stop the wind that chases away the cloud that hides the sun that melts the snow that grips the leg of the little ant going to Jerusalem!

And the mountain answers:

- Stronger than me is the earth that carries me.
- O earth, how strong you are, you who carry the mountain that stops the wind that chases away the cloud that hides the sun that melts the snow that grips the leg of the little ant going to Jerusalem!



And the earth answers:

- Stronger than me is God who made me.

- O God, how strong you are, you who made the earth that carries the mountain that stops the wind that drives away the cloud that hides the sun that melts the snow that grips the leg of the little ant going to Jerusalem!

And God has mercy on the little ant going to Jerusalem.

He says:

- Earth, shake!

The earth shakes

The mountain collapses.

The wind passes.

The cloud goes away.



The sun shines.

The snow melts.

And the little ant withdraws his paw and goes to Jerusalem.

Source/Link:

Diane Barbara, Actes Sud Junior

