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## E-WISEE LAB

Name of activity	Collaboration through Dialogue
<p><b>Description of activity</b></p>	<p>Divide the YWs into small groups and tell them that they are going to witness two very different dialogues. Ask them to listen and observe to decide what this diversity consists of and what behaviour, verbal and non-verbal, of the interlocutors leads them to make their judgment.</p> <p>2. First dialogue: the facilitator asks a YW to talk to him/her about any topic for one minute. The facilitator listens but shows little interest in his behavior, both verbal and non-verbal.</p> <p>3. Second dialogue: the same procedure is repeated with another YW, but this time the facilitator shows clear interest and encourages the YW to proceed with the conversation.</p> <p>4. Allow a few minutes for the groups to gather their impressions and formulate their judgments on what they have just heard and observed.</p> <p>5. In a whole-class discussion, bring out and summarise the strategies that have been observed to keep the conversation open. Stimulus questions can be e.g.: -did the two YWs who participated in the dialogues perceive that the facilitator was (not) interested and (not) paying attention? Why yes/why not? How did they feel during the conversation? How did they react? -What did the facilitator (not) do, in verbal and non-verbal ways, in the two cases? The activity can be repeated by having the YWs work in groups of three (A, B, and C). Talk about a predetermined topic for two minutes. B listens, participating naturally in the conversation (i.e. asking questions, adding comments, etc.). - but not forgetting that A is the 'protagonist'. C observes and, with the help of questions similar to those in the previous activity, takes note of the strategies (verbal and non-verbal) that B uses to show interest and help A smoothly continue the conversation. Then the YWs exchange roles, so that each one takes turns playing one of the three roles. A short discussion follows, first at the group level, then at the whole class level.</p>
<p><b>Who are the participants?</b></p>	<p>This activity is foreseen to strengthen Youth Workers, skills such as active listening, empathy, effective communication, emotional communication</p>
<p><b>Identification of the aims of the activity</b></p>	<p>Consider the various ways in which a conversation can be moved forward through the active participation of interlocutors, in particular through active listening strategies.</p>
<p><b>Number of participants</b></p>	<p>At least 3</p>

<b>Duration</b>	30 Minutes
<b>Materials for the activity</b>	Papers, pens
<b>Identification of the competencies</b>	Communication; Active listening
<b>Suggestions for the post-activation debriefing</b>	<p>In the whole-class discussion, bring out and synthesize the strategies that have been identified to keep the conversation open. Stimulus questions can be e.g:</p> <ul style="list-style-type: none"> <li>- Did the two YWs who participated in the dialogues perceive that the facilitator was (not) interested and (not) paying attention? Why yes/why not? How did they feel during the conversation? How did they react?</li> <li>- What did the facilitator (not) do, in verbal and non-verbal ways, in the two cases? Examples of strategies that can encourage the development of conversation are -the use of 'open' and 'closed' (yes/no) questions; -the reversal of the question (e.g. What about you?); -the addition of comments and exclamations, which increase the sense of empathy and emotional involvement;</li> <li>-The repetition or paraphrasing of what has just been heard;</li> <li>- The introduction of new arguments to encourage the interlocutor to proceed;</li> <li>- The use of 'fillers' (such as Mmm ... yes ... and already ... really?); -the use of ascending (or descending/ascending) intonation to express kindness and interest.</li> </ul>
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