

1. Doctor's Appointment

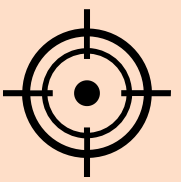
SHORT OVERVIEW

This activity puts participants into various communication situations in a role play which represents a patient visiting a doctor. Participants will learn about verbal and non-verbal communication and its importance. Also, they will be able to discover different barriers to communication.

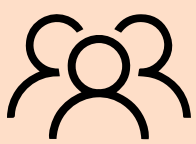
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Issues addressed: Verbal and Non-verbal communication, Communication barriers



Target group: Young people, aged between 13 and 30 years old.



Group size: There should be an even number of participants (as pairs will be required). It can range from 6 to 30 people.



Time: 90 minutes

AIMS AND OBJECTIVES

- To be able to recognize how verbal and non-verbal means affect the effectiveness of communication and transmitting the message
- To recognize what non-verbal means are helpful or necessary under various circumstances
- To understand that barriers of communication can occur and how to eliminate them as well as what causes the communication noise

LEARNING OUTCOMES

- Demonstrate the importance of non-verbal communication in the transmission of messages to achieve the effectiveness of communication
- Compare how non-verbal, verbal, and combined communication effect the time needed to send the message
- Show the barriers that are often experienced during communication

Instructions:

ENERGIZER - FAMOUS COUPLES

Start the activity with “Famous couples” energizer and then provide the description of the activity to the participants. Energizer instructions: People will be given stick notes with a name of a famous person/character on them, which they cannot look at, but they just have to stick them to their foreheads. Then without talking to people they have to organize themselves and find their famous partners. No speaking allowed, only non-verbal communication. (e.g. Mickey Mouse & Minnie, Spongebob & Patrick, Bonnie & Clyde, Tom & Jerry, Homer & Marge, Donald Trump & Melania. Adam & Eve, etc.)

DOCTOR'S APPOINTMENT

1. Divide the participants into pairs that were formed during the energizer.
2. Ask them to move the chairs so that they are sitting in front of their partner. Explain to the participants that the activity is going to be a role-play about a patient visiting a doctor to which he/she needs to present his/her symptoms. Ask the participants to decide who will be the doctor and who will be the patient.
3. Give out first symptoms to the patients (randomly) and explain the first scenario: the doctor can ask questions and the patient can only answer with their eyes (no mimicking, gestures or words included), and the doctor must ask questions to find out the symptom.
4. Secondly, the pairs switch and the patients are given another symptom which they now must explain using only gestures, while the doctor is guessing. The people who were patients before can experience being a doctor.
5. Pairs change partners again and patients are given new symptoms, and in the third scenario, the doctor can only ask closed questions (Yes/No answers), and the patients cannot say anything other than Yes or No.
6. In the last scenario, the partners switch again, are given new symptoms and can now talk normally, can use any means of communication, but not directly naming the symptom.

After the practical part is done, the debriefing starts. Facilitators will ask the debrief questions and encourage discussion.

Lastly, a short theory of verbal and non-verbal communication will be presented, together with the barriers which will summarize the whole activity and explain the purpose of it.

ACTIVITY IN PROGRESS



TIPS FOR FACILITATORS

You can make up the symptoms based on the targeted groups (easier for children and youth, more difficult for professionals). Depending on time the number of scenarios can be altered (new methods can be added - drawing, writing, acting, etc.)

SPACE REQUIREMENTS AND TRAINING MATERIALS

- The size of the room depends on the number of people, we will need a chair for every person.
- Pieces of paper with different symptoms - so that they can have various problems (paper and pen).
- Flipchart for the debrief part, as well as markers.

DEBRIEFING QUESTIONS

- Which situation was the easiest for you and why?
- Which position did you prefer to be in the activity? Why?
- What barriers did you experience in different scenarios?
- Were any of the scenarios particularly hard? If yes, why do you think this happened?
- What do you think was the point of this exercise? What did you learn?
- Did different partners affect your experience? Why could this be?

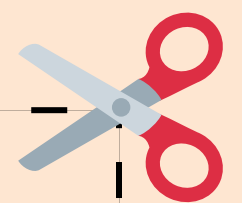
Appendix: Debriefing materials for verbal and non-verbal communication

COMMUNICATION

Good communication is an essential tool in achieving productivity and maintaining strong working relationships at all levels of an organisation. Employers who invest time and energy into delivering clear lines of communication will rapidly build trust among employees, leading to increases in productivity, output and morale in general. Meanwhile, employees who communicate effectively with colleagues, managers and customers are always valuable assets to an organisation and it is a skill which can often set people apart from their competition when applying for jobs. As our targeted group consists of people who have completed their education (either high school or university) and have problems finding employment, we believe communication is crucial for them to succeed in interviews as well as to secure and keep their future jobs.

SYMPTOMS FOR THE ROLE-PLAY

*feel free to use this page as a cutout



Blurred vision	Vomiting	Depression
Chronical tiredness	Insomnia	Anxiety
Twisted ankle	Pain in finger	Eczema
Fever	Can't hear on one ear	Can't move neck
Back pain	Can't step on foot	Blocked nose
Swollen ankle	Stomachache	Broken finger
Migraine	Prescription	Broken leg
Heart attack	Pulled muscle	Tooth ache
Broken hand	Dislocated shoulder	Cut a finger

NON-VERBAL COMMUNICATION

Interpersonal communication is much more than the explicit meaning of words, the information or message conveyed. The non-verbal signals can give clues and additional information and meaning over and above spoken (verbal) communication.

Includes:

- Facial expressions
- Posture
- Tone and pitch of the voice
- Gestures displayed through body language – body movements (kinetics)
- Physical distance between the communicators – personal space (proxemics)

Non-verbal communication helps people to:

- Reinforce or modify what is said in words (e.g. nodding when agreeing with someone/something)
- Convey information about their emotional state
- Define or reinforce the relationship between people
- Provide feedback to the other person
- Regulate the flow of communication (e.g. signaling to others they finished speaking)

Examples of effective non-verbal communication:

- Avoid slouching. Sit with your back straight up against the chair or lean slightly forward to convey engagement.
- Steer clear of smiles or laughter when messages are serious.
- Display some animation with hands and facial expressions to project a dynamic presence. (But, in general, avoid talking with your hands excessively, which can appear unprofessional and unpolished.)
- Don't bring your phone, a drink, or anything else to an interview or meeting that could distract you.
- Don't interrupt your interviewer.
- Eliminate fidgeting and shaking of limbs.
- Establish frequent but not continuous or piercing eye contact with interviewers.
- Focus on the conversation.
- In a group interview, shift eye contact to the various speakers.
- Introduce yourself with a smile and a firm handshake. Be sure that your palms are dry.
- Keep your hands away from the face and hair.
- Lean slightly forward to indicate interest.
- Listen carefully, and do not interrupt.
- Maintain open arms – folded arms can convey defensiveness.
- Modulate your vocal tone to express excitement and punctuate key points.
- Nod to demonstrate understanding.
- Observe the reaction of others to your statements.
- Pay attention to the conversation.
- Read the nonverbal signals of others – provide clarification if they look confused, and wrap up if they have heard enough.
- Refrain from forced laughter in response to humour.
- Avoid looking at the clock, your phone, or displaying any other signs of disinterest.
- Respect the amount of personal space preferred by your communication partners.
- Rotate eye contact to various speakers in group interviewing or networking situations.
- Shake hands firmly without excessive force.
- Show that you're interested in what the interviewer is telling you.
- Smile to indicate that you are amused or pleased with a communication.
- Stay calm even when you're nervous.
- Steer clear of monotone delivery
- Wait until the person is done talking to respond

Effective verbal communication skills include more than just talking. Verbal communication encompasses both how you deliver messages and how you receive them. Communication is a soft skill and it's one that is important to every employer.

Effective verbal or spoken communication is dependent on a number of factors and cannot be fully isolated from other important interpersonal skills such as non-verbal communication, listening skills and clarification. Clarity of speech, remaining calm and focused, being polite and following some basic rules of etiquette will all aid the process of verbal communication.

Examples of effective verbal communication:

- Advising others regarding an appropriate course of action
- Annunciating clearly
- Anticipating the concerns of others
- Asking for clarification
- Asking open-ended questions to stimulate dialogue
- Assertiveness
- Calming an agitated customer by recognizing and responding to their complaints
- Conveying feedback in a constructive manner emphasizing specific, changeable behaviours
- Conveying messages concisely
- Disciplining employees in a direct and respectful manner
- Emphasizing benefits of a product, service or proposal to persuade an individual or group
- Encouraging reluctant group members to share input
- Explaining a difficult situation without getting angry
- Explaining that you need assistance
- Giving credit to others
- Introducing the focus of a topic at the beginning of a presentation or interaction
- Paraphrasing to show understanding
- Planning communications prior to delivery
- Posing probing questions to elicit more detail about specific issues
- Projecting your voice to fill the room
- Providing concrete examples to illustrate points
- Receiving criticism without defensiveness
- Recognizing and countering objections
- Refraining from speaking too often or interrupting others
- Requesting feedback
- Restating important points towards the end of a talk
- Selecting language appropriate to the audience
- Showing an interest in others, asking about and recognizing their feelings
- Speaking calmly even when you're stressed
- Speaking at a moderate pace, not too fast or too slowly
- Speaking confidently but with modesty
- Stating your needs, wants or feelings without criticizing or blaming
- Summarizing key points made by other speakers
- Supporting statements with facts and evidence
- Tailoring messages to different audiences
- Telling stories to capture an audience
- Terminating staff
- Training others to carry out a task or role
- Using affirmative sounds and words like uh-huh, got you, I understand, for sure, I see, and yes to demonstrate understanding
- Using humour to engage an audience
- Utilizing self-disclosure to encourage sharing