



# Unit : 5 Effective Communication

## Activity1 : Contribution during Group Discussions

**Theme:** Effective communication means that we are able to express ourselves, verbally and non-verbally. We should be able to express our opinion and desires and also needs and fears. This activity highlights the importance of participating in group discussions. Contribution in group discussions helps us to define our views on the issue and not leave it to others to interpret them.

**Time Required:** 1 period

**Materials Needed:** Story, current topic and worksheet 1 and 2

**Mode:** Whole class

**Life Skills to be enhanced:** Effective Communication, Critical Thinking, Negotiation Skills and Interpersonal Relationships

**Objectives:** Students will be able to:

- evaluate their behaviour in group discussions;
- make changes in their behaviour to contribute effectively in group discussions.

**Getting Started:**

Divide the class into two groups. Direct them to form two separate lines facing each other so that each person is facing another. Instruct students in one line to perform a certain body movement/action, which their partner is to replicate. Reverse the roles and do the activity again.

**Process:**

- Instruct students to sit in a large circle with their eyes closed.
- Inform that they need to listen carefully to a story and that the story will end in a dilemma that they have to resolve.
- Narrate the story. (Appendix 1)
- Ask students to open their eyes and tell them that they need to resolve this as a group.
- Inform them that they need to discuss all possibilities as a group and then reach a consensus in ten minutes.





- Also inform them that from time to time you may ask some students to leave the discussion by tapping them on the shoulder. Whoever receives a tap on the shoulder is to leave the discussion quietly and the others will continue the discussion.
- Allow discussion to continue for a few minutes before taking out the most vociferous person from the group by tapping her/him on the shoulder. (Note : Facilitator not to share the reason for tapping and taking out students during the activity)
- Allow discussion to go on while taking out those students who are actively involved in the discussion one by one by tapping on the shoulder.
- Terminate the discussion once the group (with only a handful left) agrees on a decision.
- Instruct all the students to join the group.
- Ask students the following questions
  - How did they feel while participating in the discussion?
  - Why do they think that some of the students were taken out? (Note: Facilitator to share now that the students taken out were the ones who were more vocal )
  - What happened after a few students were taken out from the discussion and what does that convey? (Note: Facilitator needs to draw attention to the fact that once the more vocal ones are taken out, the others start to participate and are able to reach a conclusion/decision)
- Instruct them to form pairs and each pair to fill up worksheet 1. (ten minutes to be allotted)
- Encourage some of the students to share what they have written and put them on the board using the format given in Appendix 2.
- Summarize the learning from this session.
- At the end of the session ask each student to fill up worksheet 2.

#### Key Messages

1. People exhibit different behaviours in group conversations.
2. Contribution in group discussions helps us to define our views on the issue and not leave it to others to interpret.
3. It is our responsibility to contribute and allow others to contribute as each person's contribution adds value to the discussion.





### Worksheet 1

	Reasons	Advantages	Disadvantages	Responsibility
Students who participate actively				
Students who find it difficult to participate				

### Worksheet 2

Identify and write down three qualities that would enable you to actively participate in group discussions.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### Suggested Further Activity:

Take up a current topic which can generate a discussion and discuss to arrive at a conclusion.





## Appendix 1

### Option 1. Example of a story

Nisha and Natasha are good friends, they have similar tastes, likes and dislikes. They study in the same school, same class and share seats.

Of the duo, Nisha is more outgoing where as Natasha is a bit reserved. They trusted each other implicitly. Their life was full of sunshine - sharing tender secrets, helping each other, planning for the future... They spent a lot of time together and were very close to each other.

They say trust is the touchstone of friendship and they had ample between them.

One day both of them went to the school stationer's shop. The shop as usual was bustling with students and there was a long queue. As Nisha's turn came the shopkeeper gave her the registers she had asked for and before he could take the money a pile of books kept in the back shelf came tumbling down. He turned around to pick them up and in that commotion Nisha walked away from the shop without paying the money, leaving Natasha standing speechless with disbelief. In the chaos the shopkeeper too did not realise that Nisha had not paid him.

Natasha, shocked at her friend's behaviour, followed her to the canteen and asked her to go and pay for what she had taken. Nisha replied that since the shopkeeper had not realised it, it was alright, and she would not pay him.

Natasha left her friend sitting in the canteen. She was caught in a big dilemma whether to tell the stationer or not. On one hand her friendship was at stake and on the other her conscience. More than anything she felt her trust was betrayed by Nisha.

What do you think Natasha should do?



## Appendix 2



	Reasons	Advantages	Disadvantages	Responsibility
Students who participate actively	<ul style="list-style-type: none"> <li>• Confident</li> <li>• Have knowledge on the issue being discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion holds a lot of value</li> <li>• Given importance by others</li> <li>• Others look up to and admire them</li> <li>• Helps build self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>• May tend to overshadow others</li> </ul>	<ul style="list-style-type: none"> <li>• To encourage others to participate</li> <li>• Not to be the only one to talk.</li> </ul>
Students who find it difficult to participate	<ul style="list-style-type: none"> <li>• Not confident</li> <li>• Not aware/do not have knowledge</li> <li>• Not getting a chance to speak</li> <li>• Fear of being ridiculed</li> <li>• Past negative experience</li> </ul>	<ul style="list-style-type: none"> <li>• Can be a good listener/observer</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion not taken into consideration</li> <li>• Others might take him/her as being disinterested</li> <li>• May not be given importance by others</li> <li>• Non-participation may be misunderstood as agreement or lack of opinion</li> <li>• May feel uncomfortable because of non-participation</li> </ul>	<ul style="list-style-type: none"> <li>• Not to be over-shadowed by others</li> <li>• To allow others to express themselves and also be part of group conversations</li> <li>• To share ideas or opinion. Lack of participation may lead the group to lose out on the person's opinion/inputs</li> </ul>





## Activity 2 : Asking Open - ended Questions as an Effective Listener

**Theme:** Listening is an important skill. It needs practice to develop this skill. Asking open ended questions is an important part of listening. This activity will help the students to analyze the significance of asking open-ended questions.

**Time Required:** 1 period

**Materials Needed:** White board, marker pens, slips of paper and worksheet

**Mode:** Whole class, Pairs

**Life Skills to be enhanced:** Communication Skills and Interpersonal Relationships

**Objective:** Students will be able to identify and analyse the significance of asking open ended questions as an important part of listening.

**Getting Started:**

- Share with students that the session is going to be on listening as an important communication skill.
- Instruct students to make a circle.

**Process:**

- Call for two volunteers.
- Inform the class that one of the volunteers will receive a set of questions. The other volunteer will be answering those questions. (Appendix 1)
- Encourage students to focus on the questions being asked and the answers.
- Stop the activity once the questions are over.
- Thank the two volunteers and appreciate their participation.
- Now call for two other volunteers.
- Share with the class that another round of questions and answers will be conducted and they have to focus again on the questions and the answers.
- Again, give the set of questions to one of the volunteers. (Appendix 2)
- Repeat the activity.
- Instruct students to fill up the worksheet.
- Encourage some students to share what they have written. Emphasise that the first set of questions were close-ended whereas the second set of questions were open-ended.

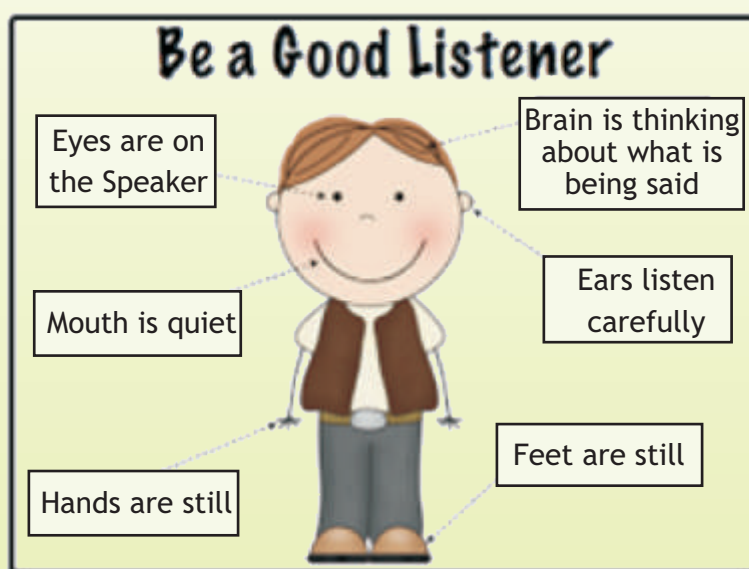




- Encourage students to reflect on and share the type of questions (close or open - ended) which will make an interaction more meaningful and satisfying. Emphasise advantages of asking open - ended questions. (e.g. they encourage conversation and invite the speaker to share more about a subject.)
- Encourage one or two students to share some insights and thoughts from the discussion.
- Some students may volunteer to summarize what they have learned from the session. Draw their attention to the idea that active listening is a way of eliciting information and emotions from a speaker thereby gaining a better understanding and relationship with the speaker. The more one knows about the person with whom he/she is developing a friendship the more information one will have to build their relationship on. Asking open ended questions is a very important skill of active listening.

### Key Messages

1. Listening is an important skill that needs practice.
2. Asking open-ended questions is an important skill of active listening.
3. This enables the speaker to give full information and helps the listener develop a better understanding of the situation.



Courtesy: crazyspeechworld.blogspot.com





## Appendix 1

### Set of close - ended questions

- Q1. Are you feeling bad today?
- Q2. Do you think Rohit would like to be friends with me?
- Q3. Would you like to go out to the market today?

## Appendix 2

### Set of open - ended questions

- Q1. How are you feeling today?
- Q2. How do you think Rohit feels about me?
- Q3. What would you like to do today?

## Worksheet

What is the difference between the first set of questions and the second set of questions?

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### Suggested Further Activity:

Divide the class into pairs. Instruct one student from each pair to interview his/her partner and collect information regarding his/her favourite subject. The other partner is responsible to share whether he/she had the scope for sharing more on the topic. Switch the roles after every five minutes.







## Activity 3 : Assertiveness

**Theme:** Assertiveness is the ability to express one's feelings and assert one's rights while respecting the feelings and rights of others. Being assertive supports communicating the message in straight and firm words, clearly. The activity is going to help students in comparing assertive, aggressive and submissive communication styles.

**Time Required:** 1 period

**Materials Needed:** Role play scripts, worksheet, whiteboard and marker pens

**Mode:** Whole class

**Life Skills to be enhanced:** Effective Communication, Interpersonal Relationships and Self Awareness

**Objectives:** Students will be able to:

- recognise assertive, aggressive and submissive communication styles;
- develop assertive communication skills;
- identify and evaluate their own dominant communication style.

### Getting Started:

Inform students that in this session, they will explore various communication styles.

### Process:

- Call four volunteers.
- Give them the background of the role-play and scripts for their role. (See Annexures for role-play situations)
- Inform them that there will be three role plays.
- Instruct the class to observe the main character in each of the role plays - how he/she is communicating with others and record their observations in the worksheet Rows 1 and 2 ( Note : facilitator is to share who the main character is).
- Let the volunteers role-play, where the main character is aggressive.
- After the role play, ask students to share the behaviour and attitude displayed by the main character.
- List them on the board.
- Tell them that this kind of communication is called "*Aggressive Communication*".
- Now repeat the same exercise with another group of volunteers where the main character is displaying a submissive behaviour. (Follow steps 5 to 8).





- Ask students if there is a third way and ask them to describe it. Help students to articulate the traits, behaviour and attitude of such communication style. List them on the board. Add some more traits if required. Tell them that this style is called "*Assertive communication*". (Assertive: saying what one thinks, feels, wants, or believes
  - In ways that don't damage another person's right to be treated with respect
  - In straightforward, non threatening ways
  - In ways that don't deny own rights and others' rights.)
- Ask the third set of volunteers to enact the situation presented earlier, but this time they have to use the Assertive Communication Style.
- Instruct students to get into groups of four, and fill up the third and fourth row in the worksheet.
- Encourage students to share their entries under each of the communication style.
- Ask them to rate themselves on a scale of one to ten (1 being the lowest) by mapping their communication style against the traits described as Assertive Communication Style.
- Encourage them to think of a way to move towards practising an Assertive Communication Style.

### Key Messages

1. The three different styles of responding to a situation are *Aggressive*; *Submissive* and *Assertive*.
2. Every individual might have a predominant orientation (aggressive, submissive or assertive) in their communication style and each of these styles have a bearing on interpersonal relationships.
3. The concept of respect and equality are at the heart of the assertive style wherein one respects oneself as well as the other and treats the other as an equal.
4. Everyone can choose his or her behaviour. All can behave assertively because it is a skill that can be learnt.





## Worksheet

After observing the role play:

	Behaviour Attributes	Aggressive	Submissive	Assertive
1	The person's traits, behaviours: body language, tone of voice			
2	The effect of a person's behaviour on others			
3	What people think of him/her			
4	Effect of such communication on the relationship			

If I had to rate myself on a scale of 1 - 10 for being assertive, my score would be:

\_\_\_\_\_

My future plan for being assertive in the given situations: \_\_\_\_\_

\_\_\_\_\_

## Role Play Script

**What do I do?**

**Situation:** Two classmates have been given the joint responsibility of switching off all lights and fans and putting away the registers and books at the end of classes.

**Roles:**

- Classmate 1 ( the main character):** You and your classmate have been given the joint responsibility of switching off all lights and fans and putting away the registers and books at the end of classes. Your classmate always avoids his/her share of the work by making some excuse and leaving early. You end up doing most of the work. Today after helping you for a bit he/she says, *"I have to visit my aunt today so I am leaving."*
- Classmate 2:** You and your classmate have been given the joint responsibility of switching off all lights and fans and putting away the registers and books at the end of classes. You hate the chore and always avoid doing it. When your classmate starts collecting the registers you help him/her for a bit and then make an excuse to leave early, *"I have to visit my aunt today so I am leaving"*.





## ***Suggested aggressive (first) and submissive(second) responses***

### **First Role Play**

First set of volunteers role play aggressive communication style

The first classmate displays anger through his/her body language, words and tone (angrily) *"How dare you leave me alone to do most of the work. I will tell the teacher about you and have you punished"*. He/she communicates in a way that threatens the other person's feelings, opinions or desires. He/she tries to discourage the other person, and insists on his/her rights while denying others' rights. He/she feels and conveys that his/her ideas, words, opinions, thoughts are correct. He/she has threatening and forceful body language.

The second volunteer responds angrily too.

### **Second Role play**

Second set of volunteers display submissive style. First classmate displays submission through body language, words and tone. He/she keeps quiet and does all the work by himself/herself. He/she is unclear, and afraid to address the issue or problem. He/she is not strong with his/her opinion and does not want to upset or disappoint the other person. He/she has confused body language, which shows he/she is weak, timid, undecided and has a low self-esteem. The second volunteer walks over him/her.

### **Third Response**

In the third role play, first classmate communicates in a way that does not seem rude or threatening to others: *"We have a problem. I am doing more than my share of work. What can we do about it?"* He/she states the problem, asks for suggestion! The student stands up for his/her opinion, ideas, feelings, for own rights without endangering the rights of the second one. It means telling someone exactly what one wants in a way which makes it clear that these are the ideas, words, opinion and thoughts that one believes in. The expression and gestures are firm and steady but non-threatening.

### **Suggested Further Activities:**

Encourage students to supply required information to complete the given statements.

1. I think the advantages of assertive behavior are: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. Situations where I act aggressively/submissively instead of assertively are: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## Activity 4 : Listening to Non-verbal Communication

**Theme:** We express ourselves both verbally and non-verbally. It is important to be attentive to both verbal and non-verbal communication to understand a situation completely. This activity will brief out the importance of non-verbal cues in extracting the nature of interaction and the emotional content of the situation.

**Time Required:** 1 period

**Materials Needed:** White board and marker pens

**Mode:** Whole class

**Life Skills to be enhanced:** Effective Communication, Self Awareness and Interpersonal Relationships

**Objectives:** Students will be able to:

- recognise non-verbal cues in understanding the nature of interaction and the emotional content of a situation;
- extract emotional content from an interaction which is non-verbal;
- analyse how others make meaning of their own actions and words.

### Getting Started:

- Divide the class into two groups.
- Narrate a short well known story to one group of students.
- Ask them to dramatize the same story to the other group.
- Instruct them not to speak but convey the story only through facial gestures and body movements.
- Encourage the other group to observe and guess the story.
- In the end, discuss the challenges faced by the group to understand the story.

### Process:

- Encourage students to think and note one situation when they themselves or they have seen some one to be highly emotional.
  - Now ask for three volunteers who would like to share the situation with the group in the form of a role-play.
  - Instruct them to enact the situation non-verbally. They can't use words.
- [Note: The volunteers can choose any one of the stories shared to enact. The actors may be allowed to select a situation of their own which would facilitate realistic action.]
- Instruct the rest of the group to watch the role-play.







- After the role-play, instruct the class to note down nature of the interaction and the emotional conditions of the parties in the situation in the given worksheet.
- Now encourage the class to share what was the situation. Ask them to share what was the message that they got through the enactment. What helped them to interpret the message.
- Take some responses and list them on the board.
- Now encourage the students who acted to explain the situation.
- Ask students to share whose description didn't match the real situation, why and how did they get that message.
- Lead a whole class discussion on how we derive meaning of situations from actions and expressions.

### Key Messages

1. People extract the nature of interaction and the emotional content of a situation by interpreting both verbal and non-verbal communication displayed.
2. It is sometimes possible that we may want to hide our real emotions but our non-verbal communication may give out a different message.
3. It is important to be attentive to both verbal and non-verbal communication to derive full meaning of the situation.
4. Similar non-verbal behaviour can convey at times actually dissimilar interaction and emotional states. Hence the guess based on the observation of the non-verbal interaction may be approximate and not exact.

### NON-VERBAL COMMUNICATION



SPEAKS LOUDLY

Courtesy: [learnideaonline.com](http://learnideaonline.com)





## Worksheet

1. A situation which evoked strong emotion.

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2. Role play observation sheet:

● According to me the situation is: \_\_\_\_\_

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● The relationship between the characters in the play are: (eg: parent-child, teacher-students): \_\_\_\_\_

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● The emotion displayed by each character: \_\_\_\_\_

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3. The message that I got from the play: \_\_\_\_\_

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### Suggested Further Activity :

#### Miming the message

- Instruct students to sit comfortably.
- Instruct them that they are in a classroom and they can't talk.
- Inform them that you will pass around a box of slips, each slip has a message written on it.
- Instruct them to pass the box till you say stop. The student who has the box at that point of time has to pick up one of the chits and read it without showing it to any one.
- Encourage the student to share the message on the slip without using the written words.
- Encourage others to guess. Once it is guessed correctly, continue the game for another three or four rounds.







## Activity 5 : Responding

**Theme:** Responding is a critical component of communication. We need to respond appropriately to different situations. In this activity, students practise their responding skills.

**Time Required:** 1 period

**Materials Needed:** Role play situations and worksheet

**Mode:** Whole class

**Life Skills to be enhanced:** Communication Skills and Interpersonal Skills

**Objectives:** Students will be able to:

- explain the importance of responding appropriately to situations;
- practise responding skills.

**Getting Started:** Inform students that the session is going to be about another important element of communication - Responding .

**Process:**

- Call two students to volunteer for a role-play.
- One is **A** and the other is **B**.
- Give the situation to student **A**. (Appendix1-Situation 1) Inform the student **B** that **A** will be coming to him/her with the situation and he/she needs to respond in whatever way he/she thinks is appropriate.
- Instruct the class to observe what is happening.
- Stop the role-play once student **B** has said a few statements.
- Repeat this exercise with two more students. (Appendix 1 Situation 2)
- Again ask the class what was happening. Focus more on how student **B** was responding in both the situations.
- Encourage students to express their views on how one needs to respond to similar situations. Emphasize that responding does not necessarily involve advising or providing solutions. It would include **listening** to the person, **empathising**, **asking questions** if required and then **co-creating** solutions (together).
- End the session with one or two role-plays where students follow similar steps while responding. Students can come up with their own situations or the facilitator can suggest some other relevant situations.

### Key Messages

1. Responding appropriately is a critical component of communication.
2. Responding incorporates listening well, empathizing, asking relevant questions and co-creating solutions.





## Worksheet

Briefly mention the main points that need to be kept in mind while responding .

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### Suggested Further Activity:

Organise more role play situations so that each student gets a chance to practise good listening and responding skills.

## Appendix 1

**Situation 1: Student A :** You have not been given permission by your parents to go out with friends for a movie. They feel you are too young to go out on your own. You have tried to convince them but they have not agreed. You are feeling bad because others are going. You come to your best friend and tell him/her about this and how this is making you feel miserable.

**Situation 2: Student A :** You have always been topping in the class. When the time comes to select the class monitor you are sure that you would become one. But the teacher informs that some other student has been selected as he/she has been doing consistently well in academics, sports and other activities though not topping in any. You are feeling very depressed. You feel that you deserve to become the monitor because of your excellent performance in academics. You confide in your friend .





## Activity 6 : Good Listening Skills

**Theme:** Communication comprises of reading, writing, speaking and listening. All of them have to be learnt. Ability to listen makes one a good communicator. This activity gives practice to students in listening skills.

**Time Required:** 1 period

**Mode:** Whole class

**Materials Needed:** Role play scripts, whiteboard, marker pens and worksheet

**Life Skills to be enhanced:** Effective Communication, Interpersonal Relationships and Self Awareness

**Objectives:** Students will be able to:

- recognise the difference between good and poor listening;
- identify obstacles to good listening;
- evaluate self listening skills.

**Getting Started:**

Inform students that the session will involve role-plays to bring out an important aspect of Communication Skills.

**Process:**

- Call students to volunteer for the role-play.
- Take them out and give them the role play scripts.
- In a structured role-play, instruct students (two or more) to portray poor listening habits.(refer to Annexure 1).
- Direct other students to observe the actions of the main character of the play.
- **Feel check:** Immediately after the role-play ask the volunteer students what they were feeling as the listener and speaker during the role-play.
- Initiate a discussion about what was happening in the role-play. The idea is to prompt the students to list all the poor listening habits (both verbal and non-verbal) that were exhibited during the role-play.
- Post them on the board.
- Point out how poor listening affects the speaker and the relationship between the two.



- Now ask students how the main character can act differently to exhibit good listening skills.
- Post them on the board.
- Now instruct students to demonstrate through role-play, good listening habits (both verbal and non-verbal) for example, attentiveness, asking open-ended questions, maintaining eye contact with the speaker, not fiddling with objects etc.
- Encourage students to discuss the advantages of good listening. (Refer to Annexure 2)
- Instruct students to rate themselves as a listener (on a scale of 1 to 10) on the basis of the traits posted on the board.
- Ask them what can they do differently to change poor listening behaviour.

### Key Messages

1. People exhibit different behaviour in group conversations.
2. Contribution in group discussions helps us to define our views on the issue and not leave it to others to interpret.
3. It is our responsibility to contribute and allow others to contribute as each person's contribution adds value to a discussion.

*"Every good conversation starts with good listening."*

*- Unknown*





## Worksheet

What kind of a listener are you?

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Ask your family members/ friends to rate you as a listener (on a scale of 1 to 10).

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Evaluate yourself against the given points.

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What are the qualities that you lack?

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How can you improve?

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### Advantages of Good Listening

- It shows appreciation and respect for others.
- It wins you more friends.
- It makes you an effective communicator.

### Suggested Further Activities:

1. Organise more role play situations so that each student gets a chance to practise good listening.
2. Encourage students to find out the difference between 'hearing' and 'listening'.

## Annexure 1

### Notes to Volunteers for Role-Play

#### Situation 1: A father and son

**Son:** You have come home upset about doing poorly in a class test and want to talk to your father. You try to get his attention and plead with him. You end up feeling ignored and dejected, as he does not listen to you.

**Father:** (Main character) Your son has come home from school upset about having done poorly in a class test and wants to talk to you. You are engrossed in something else (reading newspaper or doing some other work). In your pre-occupation with your reading, you are inattentive to your son. As he continues to plead, first you get irritated and then lose your temper. Father is the main character.





### Situation 2: Two friends, A and B

**A:** You are disappointed that you have not been selected to the school cricket/basket ball team. You approach your friend with the intention of sharing it with him/her. Your friend does not listen and you feel rejected, hurt and angry.

## Annexure 2 - Board Work

Categories	Good Listening Behaviour	Poor Listening Behaviour
Verbal	<ol style="list-style-type: none"> <li>1. Sincere desire to listen</li> <li>2. Attitude- open and non-judgmental</li> <li>3. Acknowledging the speaker's feelings</li> </ol>	<ol style="list-style-type: none"> <li>1. "Me too" attitude-Telling your own experiences without the speaker</li> <li>2. Interrupting</li> <li>3. Giving instant advice</li> </ol>
Non-Verbal	<ol style="list-style-type: none"> <li>1. Facing the person squarely</li> <li>2. An open posture (avoid crossed arms)</li> <li>3. Leaning towards the other</li> <li>4. Eye contact</li> <li>5. Relaxed posture</li> </ol>	<ol style="list-style-type: none"> <li>1. Being inattentive/lost in your own thoughts</li> <li>2. Fiddling with other objects</li> <li>3. Looking away, no eye-contact</li> <li>4. Internal attitude-critical, considering oneself superior</li> </ol>

## Annexure 3

### Listening Handout

*"If we were supposed to talk more than we listen, we would have two mouths and one ear."*

Communication is the most important skill in life and comprises reading, writing, speaking and **listening**. We spend all our lives learning the first three but what about listening? One important factor that makes some people such effective communicators is their ability to listen.

#### Characteristics of Good Listening

##### a. Body Language/favourable gestures

- Facing the person squarely





- An open posture (Avoid crossed arms)
- Leaning towards the other
- Eye contact
- Relaxed posture

**b. Sincere Desire to Listen**

- Focusing on the other person's feelings
- Ask yourself *"What must this person be feeling to say what he says?"*

**c. Being non-judgmental**

- Seeking to understand the speaker without giving him/her advice or judging his/her conduct.

**d. Acknowledging the speaker's feelings**

- *"I know what you are going through. I know your feelings, good or bad, right or wrong and it's alright for you to feel that way."*

**Obstacles to Good Listening**

**a. External Distractions**

- Like noise, fiddling with objects or being engaged in some other activity.

**b. Internal Attitudes**

- Considering oneself superior.
- Looking uninterested or bored, being inattentive or interrupting the speaker.
- Forming an opinion about someone based on their appearance i.e. their dress/the way they speak.

**c. "Me too Syndrome"**

- Telling one's own experiences and giving instant advice without completely hearing out the speaker.

In addition to these, there can be other **environmental factors** like external noise/disturbance, which can be an obstacle to good listening.

