

## Activity 2.2: Partner Talk – Exploring Communication Differences

Time: 45 minutes

### Purpose

To recognize the ways in which individuals might communicate differently based on their backgrounds and to discuss the impact that these differences may have on communications between educators and family members.

### Materials Needed

- Slips of paper containing instructions for communicative behavior (Attached. Print out and separate prior to beginning this activity. Assure that you have enough slips for each group member to have one.)

### Roles

1. Facilitator: Explain the activity and lead the follow-up discussion.
2. Participants: Speak with a partner and follow the written instructions for communicative behavior indicated on the slips of paper.

### Activity

1. The facilitator should direct the participants to partner up. If there is an odd number of people, the facilitator may serve as a partner as well.
2. The facilitator will pass out one slip of paper to each person, in A-B-C-D order of slips (1st person gets Group A slip, 2nd person get Group B slip, 3rd person gets Group C slip, 4th person gets Group D slip. Keep in that order until each person has received a slip). As slips are passed out, ask participants to silently read their instructions, but do not share what is written on the slip with anyone.
3. After slips are distributed, instruct participants to begin a conversation with their partners using any of the following icebreakers:
  - Why did you become a teacher, counselor, administrator, etc.?
  - Tell me about your family.
  - What did you do last weekend?
  - What do you like best about your job?
  - What is your dream vacation?
4. Remind them to follow the communicative guidelines indicated on their slips of paper.
5. Allow the participants 10 minutes to converse and learn about each other.
6. After the allotted time is over, reconvene as a whole group. Ask a volunteer from Group A to read their instructions aloud. Select a couple of partners of Group A individuals to share how they were impacted by Group A's communication style. Repeat for Groups B, C, and D.
7. Ask some follow-up questions to the group:
  - How could being unaware of differences in cross-cultural communication hinder social interactions between teachers and families?
  - How could the knowledge gained from the activity be translated into specific enhancements of changes in social interactions?

Module 2: Communicating Effectively  
Activity 2.2

Group A	<input type="checkbox"/> Avoid eye contact when speaking to your partner <input type="checkbox"/> Do not show any emotion or react to your partner when he or she is speaking
Group B	<input type="checkbox"/> Sit/stand approx. 6 inches closer to your partner than you normally would <input type="checkbox"/> Use gestures often when you are speaking
Group C	<input type="checkbox"/> Speak more loudly than you normally would and interrupt your partner often <input type="checkbox"/> Initiate conversation by asking a lot of questions (include very personal ones)
Group D	<input type="checkbox"/> Speak more softly than you normally would and do not interrupt your partner <input type="checkbox"/> Silently count to six before responding <input type="checkbox"/> Don't initiate conversation or ask questions
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