

Conversation and Interaction // Year 10+

Formal and Informal

Ask students to practise using different styles of language with formal or informal language in role play activities. Have a selection of situations and topics of conversation, for example:

- in the lunch queue
- at the park
- visiting your grandparents
- discussing what you watched on television
- interview or work experience scenarios



What's wrong

Encourage the student to be an active listener (i.e. to identify listening problems and request further help/information). Give the student information which is too long, too hard, too little or with some distraction. Discuss what was difficult about each message, e.g.

- Too long: "Put the green felt tips on the shelf by the sink in the purple pot over by the window".
- Too hard: "The herbivores were walking in the pasture".
- Too little: "Point to the small blue one" (if there are many small blue items).
- With distraction e.g. rustle paper whilst giving a command.

Joining in conversations

Work in groups of 3. Give two students a short script of a conversation to read out. The 3rd student has to identify the topic of conversation and join in with a relevant comment.

Assertiveness

This is a complex skill that lots of adults struggle with but it is important that students can express their ideas and feelings and choose whether they go along with their peers or say 'no' to things they are uncomfortable with.

Discuss the differences between passive, aggressive and assertive behaviour – what clues in someone's language, tone of voice and body language help us identify these different styles.

Watch DVDs or clips of TV programmes and ask student to identify the different types of behaviour.

Role play different ways of responding in a situation. Video the role plays and ask for feedback from the group, e.g 'at first Tom was quite assertive but then his voice started to sound aggressive'.