



Erasmus+ KA2 Strategic Partnership 2017-2019

Connecting Memories. The Power of the Past and the Future of Europe

Project number: 2017-1-DE02-KA204-004260

<i>Exercise Title:</i>	<i>FRANCOISM, CIVIL WAR AND TRANSITION: THE RUMOR: THE TRANSITION</i>
<i>Recommended group size/type:</i>	<i>15 or more</i>
<i>Recommended time:</i>	<i>1,5 HOUR</i>
<i>Preparation time</i>	<i>10 MINUTES</i>
<i>AIMS and objectives (general, concrete)</i>	<ul style="list-style-type: none"> • Show communication difficulties. • Analyze the influence of questions and information dialogue. • Show the importance of the listening attitude in communication. • Improvise scenes about proposed characters and situations. • Check how the information is distorted from the interpretation that each one gives.
<i>Resources required:</i>	<i>OBSERVATION SHEETS. SUMMARY TABLE SHEETS.</i>
<p><i>Introduction:</i></p> <ul style="list-style-type: none"> • There are two groups of 5 or more participants each, which are located in a separate room, different from the class. The tutor previously indicates to this group what their task should be. • Previously also, the tutor selects a group of participants who will act as observers during the exercise. • He brings them together, gives them a copy of the observation sheet in one direction or in two directions (depending on the colleague they are to observe), and briefly explains how to make the observation. • Each observer looks at only one of his colleagues. During the exercise they are placed in the class among the other classmates. 	



- The rest of the class remains in the classroom. For this exercise it will be convenient to arrange the room so that observers and the rest of the class are in a circle with the trainer's table in front of them.
- Everyone is asked to remain very attentive. They are explained briefly what the exercise will consist of, and that they should pay attention to how each of the members of the group accurately repeat or distort the story they are going to hear.
- It is very important that everyone remains absolutely silent during the experience, and without making any kind of gestures, grimaces, laughter, smiles, etc. They should behave as if the class were empty, so as not to influence their classmates.

Trainer activity:

1st phase: communication exercise without feed-back (no questions asked)

It is a question of studying how the fact that questions cannot be asked influences communication and the transmission of information.

- 1. The trainer moves the first participants to the class. He tells the farmer's story; he must be faithful and exact: for this, it is best to read it as it is.*

2nd phase: communication exercise with feed-back (with questions)

In this second phase, questions can be asked of the informant. The aim is to study how the questions influence communication and the transmission of information.

This indication should be given to the five participants in the exercise.

- 2. The trainer moves on to the first of the five participants.*

Participants activity:

1st phase: communication exercise without feed-back (no questions asked)

- 1. The first participant, tells the story to the second, once told sits.*
- 2. The second participant tells the story to the third, and so on until all the participants pass.*

2nd phase: communication exercise with feed-back (with questions)

- 1. The first participant tells the story to the second, in his or her own way, and answers questions.*
- 2. The second participant tells the story to the third, and answers their questions, so on until all the participants pass.*

Phase 3: Commenting on the results

The three most frequent deformations are usually:

a) Reduction of the message

The receiver tends to reduce the amount of information received. The message loses



<p><i>He reads the story; he answers their questions.</i></p> <p>3. <i>The trainer should make sure that members of the two experience groups do not communicate with each other and ignore the story before they hear it in class.</i></p> <p><i>Phase 3: Commenting on the results</i></p> <p>4. <i>The trainer puts his results on the board, following the box that appears in the SUMMARY TABLES.</i></p> <p>5. <i>Reflect on the results and open a dialogue/debate on the subject.</i></p> <p><u><i>Preconditions:</i></u></p> <p><i>Observers must be trained beforehand. Also, students who are a bit clever and capable of doing well should be chosen for observers.</i></p> <p><i>It is very important that there is absolute silence in class and that everyone is faithful not to make gestures of any kind.</i></p>	<p><i>richness of detail, becomes shorter, more summarized.</i></p> <p>b) <i>Sharpening</i></p> <p><i>The receiver highlights some points of special importance to him.</i></p> <p>e) <i>Interpretation</i></p> <p><i>The recipient interprets the message from his or her own feelings and values, modifying and sometimes misrepresenting the sender's intention and the content of the message.</i></p> <ul style="list-style-type: none">• <i>Dialogue/Debate:</i> <p>a) <i>How the possibility of asking questions influences communication.</i></p> <p>- <i>What do those who participated in the experience think? How did they feel?</i></p> <p>- <i>What do the observers and the rest of the class think? What significant things have they noticed?</i></p> <p>b) <i>What application does all this have for our class?</i></p> <p><i>What are the effects of not asking for fear of the teacher or for fear of others laughing at you?</i></p>
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