



Activity	COMMUNICATION AND ACTIVE LISTENING
Aim of the activity	To present students with the elements of communication and their importance.
Key words	verbal, nonverbal communications, proxemics, active listening
Time range	45-90 minutes as needed depending on teaching options
Target group	high school students
Tools	<p>explanation of the methodology and basic theory using a structured presentation in ppt, METHOD: specific tool (lecture, seminar) FORM: individual, collective, duration, environment. SUPPLIES: paper, computer, whiteboard, papers, markers, stationery, etc.</p>
Annotation	the seminar is focused on one of the most important skills for both professional and personal life. Attending this seminar will enable students to understand how to better use communication tools and techniques, including active listening.
Methodology  	<p>The seminar is designed interactively. Students must complete the activity on their own. The seminar is primarily based on responsible self-reflection of all participants, i.e. they should not copy answers from other classmates. It is advisable to warn in advance that the answer "neighbor" may not be the correct one.</p> <p>The activity serves to verify active listening, i.e. the teacher reads the question, reads it only once and emphasizes more or less the words that are not important to the puzzle. He asks all the questions and then checks their answers. It is important to provide feedback here, i.e. point out that active listening is really important to fully understand what the other party is trying to tell us.</p> <p>The explanation of the theory corresponds to the prepared presentation. It is therefore a matter of linking theory and methodological instructions on how to conduct a seminar. A further explanation of the theory and the task is given in the prepared presentation.</p>

Practical examples

Activity – ACTIVE LISTENING

1. Divide forty in half and add fifteen. What number did you get?
2. In Scotland, is a man bound by law to marry his widow's sister?
3. What is correct in Czech? Nine and five make thirteen or nine and five make thirteen?
4. How many cubic meters of clay are there in a pit that is six meters long, three meters wide and one meter deep?
5. Overseas ships are painted with twenty-five coats of paint. Which layer does it start with?
6. Which of these animals can see best in total darkness: a leopard, an owl, or a bat?
7. You have two coins, a total of thirty crowns. One of these two coins is not a ten crown. What are the coins?
8. How many animals of each kind did Moses take into his ark?
9. Which mountain was the highest in the world until Mount Everest was discovered?

Solution:

1. $95 - 40$ divided by half (0,5) = 80, plus 15 = 95.
2. No. He is already dead.
3. Nine and five are fourteen.
4. There is no clay in the pit.
5. The first.
6. None. You can't see anything in TOTAL darkness.
7. Twenty crowns and ten crowns (ONE of these coins is not a ten crown).
8. Moses did not take any animals into the ark. It was Noah.
9. Mount Everest (although not yet discovered).

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