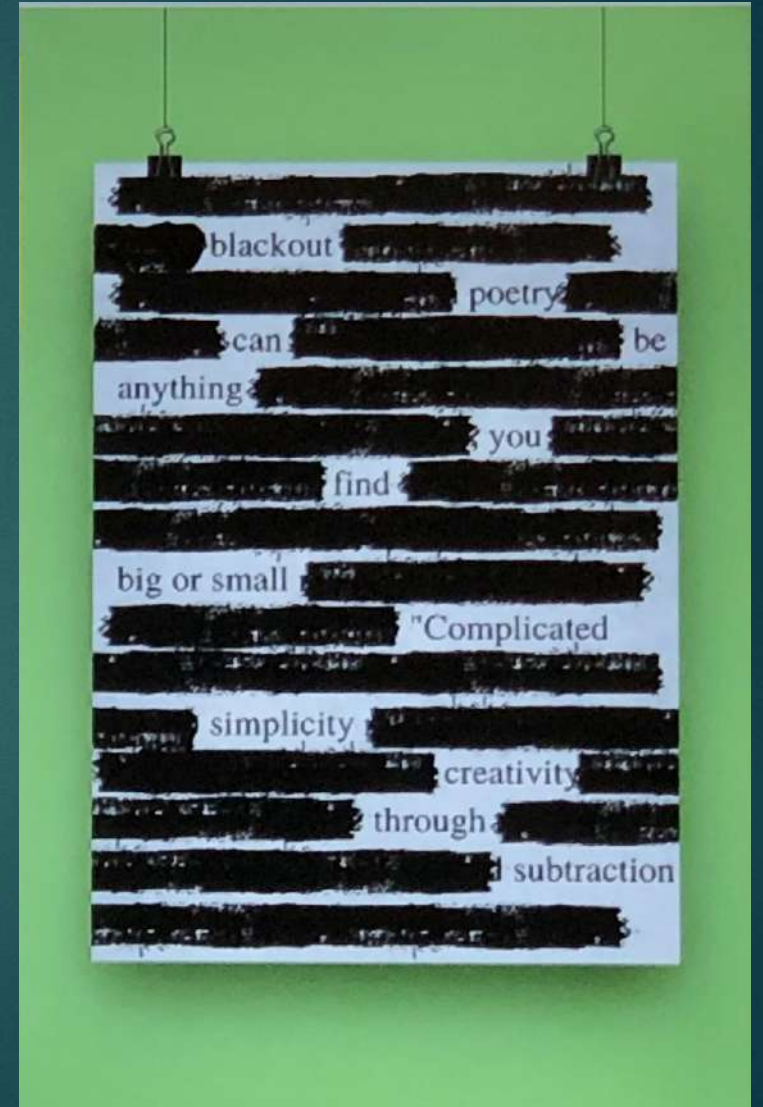


# CAVIARDAGE

## BLACKOUT POETRY

to encourage creativity in the classroom

IS A CREATIVE STYLE THAT USES WORDS FROM A PAGE  
TO CREATE A POEM



# CREATING A BLACKOUT POEM - **STEPS**

**1.**

Scan the page for words that stand out interesting words or ones that having meaning to you. Mark them lightly by circling, underlining or adding a dot below them.

**2.**

Reread the whole page and look for words that could link these together. Try to avoid using more than three words in a row. Lightly mark these words.

**3.**

On a piece of paper, list all the words you have marked in the same order they appear on the page.

what made them; but Toto knew, and he walked close to Dorothy's side, and did not even bark in return.

"How long will it be," the child asked of the Tin Woodman, "before we are out of the forest?"

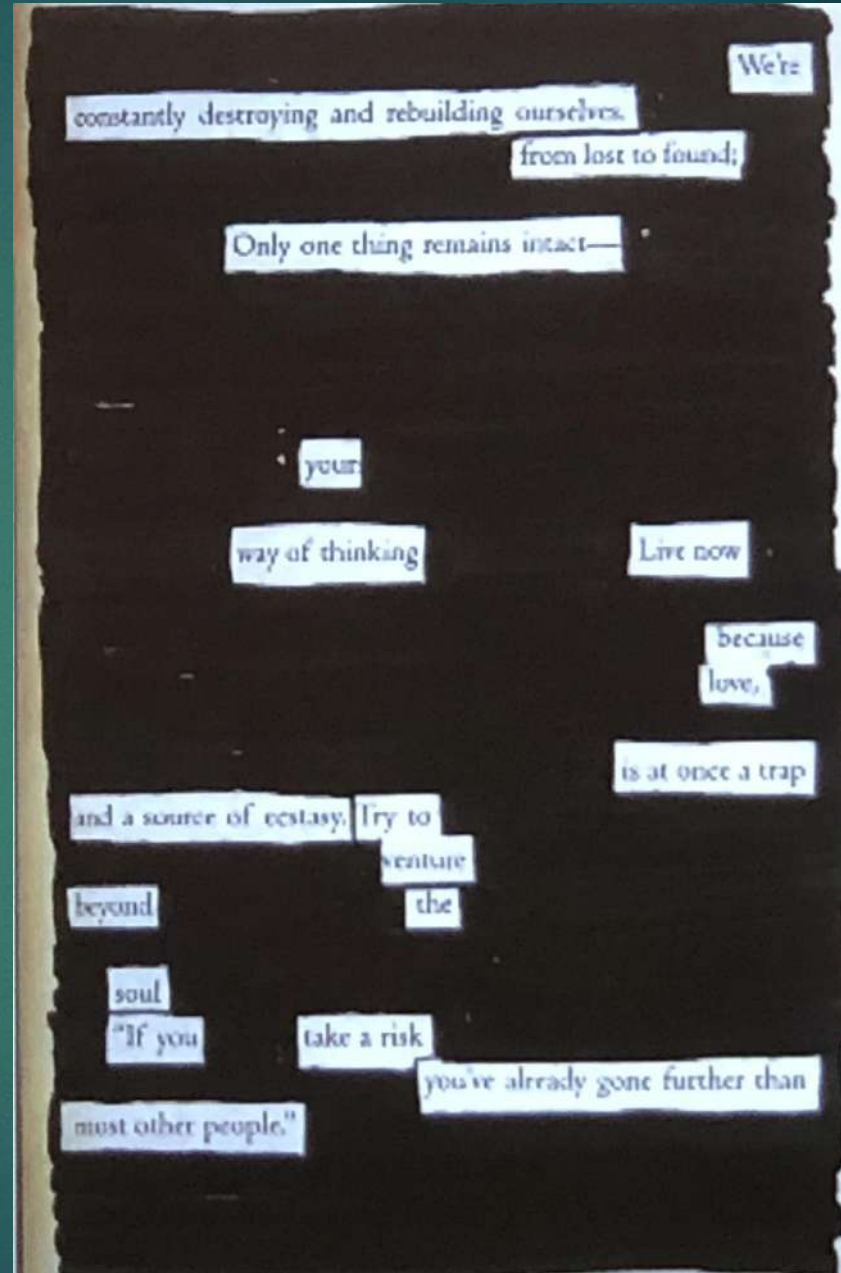
"I cannot tell," was the answer, "for I have never been to the Emerald City. But my father went there once, when I was a boy, and he said it was a long journey through a dangerous country, although nearer to the city where Oz dwells the country is beautiful. But I am not afraid so long as I have my oil-can, and nothing can hurt the Scarecrow, while you bear upon your forehead the mark of the good Witch's kiss, and that will protect you from harm."

"But Toto!" said the girl, anxiously; "what will protect him?"

"We must protect him ourselves, if he is in danger," replied the Tin Woodman.

Just as he spoke there came from the forest a terrible roar, and the next moment a great Lion bounded into the road. With one blow of his paw he sent the Scarecrow spinning over and over to the edge of the road, and then he struck at the Tin Woodman with his sharp claws. But, to the Lion's surprise, he could make no impression on the tin, although the Woodman fell over in the road and lay still.

Little Toto, now that he had an enemy to face, ran barking toward the Lion, and the great beast had opened

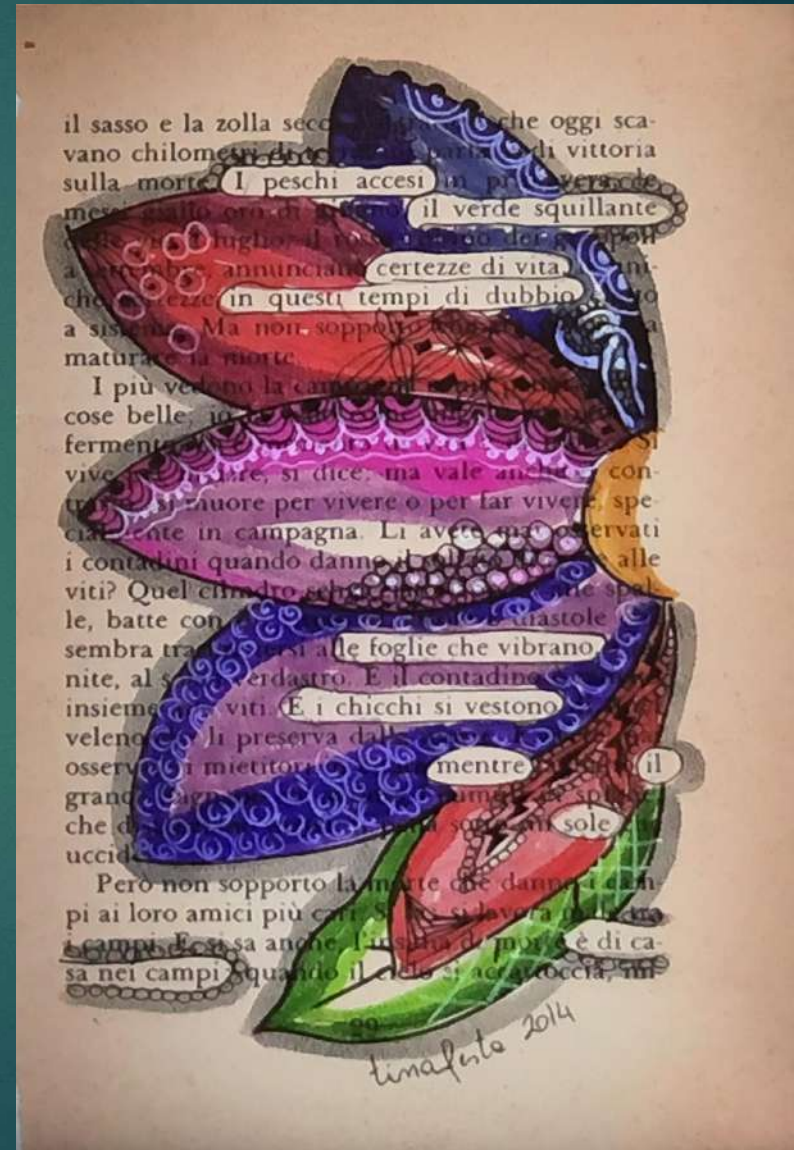




# CREATING A BLACKOUT POEM - STEPS

4. Read through all the words you have selected. Choose your final words - you may want to go back and add more words, that's fine!

5. Consider if you want to add an illustration. Then black out any unwanted words to create your final poem.









# Communication to cope with conflicts

## WE CAN PREVENT CONFLICTS IN THE SCHOOL COMMUNITY:

1. HAVING STUDENTS REFLECTING ON WHAT A CONFLICT IS
2. HAVING STUDENTS REFLECTING ON WHAT IS THEIR RESPONSE TO A CONFLICT WHEN OBSERVE IT IN OTHERS OR WHEN THEY ARE IN A CONFLICT
3. NEUTRALISING THE SOURCE OF THE CONFLICT
4. WORKING ON STEREOTYPES
5. WORK TO MEET NEEDS
6. WORK ON GRATITUDE, MINDFULNESS

# CONFLICT RESOLUTION

## SOME BASIC **STEPS** FOR STUDENTS AND TEACHER

### Passive, Aggressive, and Assertive Communication

#### Passive Communication

During passive communication, a person prioritizes the needs, wants, and feelings of others, even at their own expense. The person does not express their own needs, or does not stand up for them. This can lead to being taken advantage of, even by well-meaning people who are unaware of the passive communicator's needs and wants.

- Soft spoken / quiet
- Allows others to take advantage
- Prioritizes needs of others
- Poor eye contact / looks down or away
- Does not express one's own needs or wants
- *Lack of confidence*

# CONFLICT RESOLUTION

## SOME BASIC **STEPS** FOR STUDENTS AND TEACHER

### Passive, Aggressive, and Assertive Communication

#### Aggressive Communication

Through aggressive communication, a person expresses that only their own needs, wants, and feelings matter. The other person is bullied, and their needs are ignored..

- Easily frustrated
- Speaks in a loud or overbearing way
- Unwilling to compromise
- Use of criticism, humiliation, and domination
- Frequently interrupts or does not listen
- Disrespectful toward others



# CONFLICT RESOLUTION

## SOME BASIC **STEPS** FOR STUDENTS AND TEACHER

### Passive, Aggressive, and Assertive Communication

#### Assertive Communication

Assertive communication emphasizes the importance of both peoples' needs. During assertive communication, a person stands up for their own needs, wants, and feelings, but also listens to and respects the needs of others. Assertive communication is defined by confidence, and a willingness to compromise.

- Listens without interruption
- Clearly states needs and wants
- Willing to compromise
- Stands up for own rights
- Confident tone / body language
- Good eye contact

# CONFLICT RESOLUTION

## SOME BASIC STEPS FOR STUDENTS AND TEACHER

### POSITIVE COMMUNICATION

Positive communication **engages students and fosters healthy behaviours both in and out of the classroom.**

When students use positive language, these tools become part of their normal vocabulary throughout their entire school experience

### ACTIVITY: USING POSITIVE LANGUAGE

euro  
pass

### Examples

<b>Scenario</b>	A friend asks to borrow your car. This will be a big inconvenience for you.
<b>Passive</b>	Umm, yeah, I guess that's fine. Do you need me to fill the tank?
<b>Aggressive</b>	No way! Why would I let you borrow my car? You're crazy to even ask.
<b>Assertive</b>	I need my car that day, but I'll have time to drop you off.

### Passive, Aggressive, and Assertive Communication

#### Practice

<b>Scenario</b>	Your boss asks you to stay late, while everyone else leaves. You're always the one who stays late, and tonight you have plans.
<b>Passive</b>	
<b>Aggressive</b>	
<b>Assertive</b>	

<b>Scenario</b>	Your partner left a mess in the kitchen, and you're too busy to clean.
<b>Passive</b>	
<b>Aggressive</b>	
<b>Assertive</b>	

<b>Scenario</b>	You're at a restaurant, and the server brought you the wrong dish.
<b>Passive</b>	
<b>Aggressive</b>	
<b>Assertive</b>	

<b>Scenario</b>	A friend showed up at your house uninvited. Usually you would be happy to let them in, but this time you're busy.
<b>Passive</b>	
<b>Aggressive</b>	
<b>Assertive</b>	



# ROLE PLAYING AS AN INTERCULTURAL COMMUNICATIVE COMPETENCE

It offers the potential for contribution to meeting the **needs of students**

The purpose of **role playing** is to familiarise students with the types of situations that may occur, and to equip them with language and actions to appropriately participate in those situations

This role-play is an excellent way to raise your students' awareness of the importance of differences in **non-verbal communication**.

It may even help students to experience culture shock for a few minutes.

Therefore, it is probably best used with a monolingual/monocultural group who has little or no experience of meeting people from other cultures.

**Preparation:** Role -cards, colour ribbons, copies of the set of questions for discussion

# EX. ROLE-PLAY: INTERCULTURAL ENCOUNTERS

## Procedure

1. Explain that students will arrive from three different countries according to their roles to participate at a reception (or a party for first-year undergraduates, a business meeting or a ball depending on your students' interests and age).
2. All they have to do is get to know one another a little by talking briefly to as many people as possible.
3. Students without role cards should be asked to observe the players closely so they can even eavesdrop on some of the conversations. (You can prepare role-cards for the observers, too.)
4. Distribute role-cards and matching ribbons and let students stand up, walk around and get to know one other. (The red, blue and white ribbons worn as ties or necklaces help students identify who is from which country during and after the game.)
5. After about eight to twelve minutes of partying (less if you have a small number of students), the should be asked to sit down in groups of four or five, preferably so that there are people from Blueland, Whiteland and Redland in each group as well as one or two observers.



# EX. ROLE-PLAY: INTERCULTURAL ENCOUNTERS

## Sample role-cards

You come from **Redland**. You like to meet foreigners, but you really dislike being touched by strangers. In your country you rarely look into each other's eyes, and you always avoid eye contact when you first meet someone. You eat with a spoon.

You are from **Blueland**. In your country, people gently, but consistently touch each other's arms when they talk. You eat with your hands. You like to meet foreigners, but you avoid people from Whiteland.

You come from **Whiteland**. You love to meet people and express your enthusiasm with a lot of gestures. When you meet someone, you touch your earlobes and bow a little to say "hello" politely. You eat with chopsticks.

# EX. ROLE-PLAY: INTERCULTURAL ENCOUNTERS

Then Redlanders describe Bluelanders and list the adjectives on the board. Bluelanders are not allowed to react at this stage. (This is also to make them realise how difficult it is to be exposed to prejudices and not be able to correct them.)

You then ask the Whitelanders to describe the Redlanders and so on.

Afterwards you can ask them to guess what the cause of the difficulties/differences could be and ask them to try and formulate the rules the other group had.

Only after this should they present their original role-cards to the other group and discuss what effects the differences in rules had. (It might also be worthwhile to ask whether forming a distinct group united by specific behaviours had emotional benefits for the individuals.)



# EX. ROLE-PLAY: INTERCULTURAL ENCOUNTERS

## Variations

- (a) Depending on your students' age and interest as well as your teaching focus, you may want to change the character description on each role-card. You could also list conversation topics there ("Try talking about the weather/shopping/sports") or you could also leave it up to the students what they want to talk about at a party or reception. They could then compare and evaluate the conversation starters they used for effectiveness and appropriateness afterwards.
- (b) You can also start the debriefing session by asking the students to sit according to their assigned groups and not to talk to each other directly for the time being (the point is they should not exchange their role -cards or give away the instructions they got).

# EX. ROLE-PLAY: INTERCULTURAL ENCOUNTERS

## Comments

Your students might not be used to role-play. Even if some students feel incapable of acting according to the roles allocated to them, the follow-up discussion might be entertaining and informative.

In fact, this could provide another interesting issue for discussion: why is it so strange and difficult for us to avoid eye contact or pull earlobes when we talk to people? This can then lead to an awareness raising discussion on the different meanings of the same behaviour in different cultures.

This role-play also helps to recognise and observe features of other cultures. By playing set roles in unfamiliar social and cultural situations, students have a chance to experience different behaviours and recognise different values behind them. This is especially useful because as long as students are never exposed to foreign social customs and cultural values, they will not know how to react in intercultural settings. They may easily fabricate judgmental opinions about other people simply because they have never seen anything different from their own culture's norms and standards.