

LEARNER WORKBOOK

Unit 16 – Positive Conversations



RSAS Training Strategy Project 2018



Activity 1: What's this fella telling me?

Consider the 12 pictures below and decide what message is being conveyed through the man's face and body language. How did you figure this out?

Time required: 7 to 10 minutes





Activity 2: How many ways can you say “I’m okay?”

This is a fun activity where you can practice body language, facial expressions and tone of voice.

Instructions:

1. Go around the group and see if you can say “I’m okay” expressing the following emotions in the words, your face and your body language.
 - Happy
 - Depressed
 - Frightened
 - Guilty
 - Hopeful
 - Proud

2. What have you discovered from this activity about the importance of non-verbal communication in having a positive conversation?

Time required: 12 to 15 minutes



Activity 3: Reflection

Instructions:

Discuss as a group what sorts of positive body language you can use to start a conversation with a kid who is angry and defiant or confused, so they know you are trying to help them.

Time required: 5 minutes





Activity 4: Positive words

Instructions:

As a team, try to come up with as many positive and encouraging words as you can starting from A-Z. Write them on a flip chart.

For example: **AWESOME, GREAT, INSPIRING** etc.

Time required: 10 minutes

**ENCOURAGING &
POSITIVE WORDS**

Awesome			
		GREAT	
	INSPIRING		



Activity 5: Pass it on.

This activity helps you practise your listening skills.



Instructions:

While sitting in a circle with all the participants (where culturally appropriate for people to sit next to each other), without saying it out loud, make up a sentence and whisper it to the person next to you without anyone else hearing.

Each person is to whisper what they heard to the next person until it comes back to the person that started it. Ask the last person to repeat what they last heard out loud and compare to the initial sentence.

Time required: 10 minutes



Activity 6: Role play a positive conversation on a difficult topic

This is an activity where you can put all of the new skills you have learnt into practice. Keep the SAFE model in mind when structuring your conversation.

Consider the following situation.

Cody has been missing a lot of school, so you decide it is time to talk to his aunty who looks after him.

Instructions:

1. Choose two volunteers: one to play the role of the SAO and one to play the role of the aunty.
2. Have a SAFE conversation about how Cody is missing school and how you would like to see him attend more regularly.
3. Discuss as a group how the conversation went.
4. Repeat the role play with two different people.

SAFE

Start your conversation on a positive note

Ask about the other person's perspective or point of view

Frame your own perspective or point of view

Explore options together

Time required: 15 minutes



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