



7th Session

Communication and Listening Skills

Social-Emotional Understanding and Learning
For Adult-Children Wellbeing Advancement



<https://www.safecommunitiessafeschool-indonesia.org>



- “Assalamualaikum. Hello, students, how are you today? I hope you are all well and in the best of moods. I want to hear your opinions. What does communication mean? You've heard it often, right? What do you think about how you communicate with your friends? Have you ever heard someone say, “Wow, he's mis-communicating” and thought about what does miscommunication mean?”
- “How about communicating with your teachers? Is it easy or difficult? Feel free to share anything, including about communicating with your parents or siblings at home.”
- “What kind of communication do you like?” Do you think communication is important?
- “It is true that communication is very important. Now, let's learn together what communication is. I will explain the definition of communication.”

Communication is the process of conveying messages or information from one person to another so that the intended message can be understood. This process involves the sender, the receiver, and the communication channel.

Communication is considered effective if the receiver is able to understand and do what the sender intends without any obstacles.

Communication is the process of conveying messages or information from one person to another so that the intended message can be understood. This process involves the sender, the receiver, and the communication channel. Communication is considered effective if the receiver is able to understand and do what the sender intends without any obstacles.





THINGS TO CONSIDER IN EFFECTIVE COMMUNICATION

- **Respect**, which is the attitude of appreciation that is the target of the message we convey. If we have to criticize someone, do so with respect;
- **Empathy** is the ability to put ourselves in the situation or condition faced by others;
- **Audible** means that it can be heard or understood well, meaning that the message we convey can be well received by the recipient;
- **Clarity** means being clear and open, so that it can create trust from the recipient;
- **Humility** is appreciating others, being willing to listen, accepting criticism, and not belittling others.

THINGS TO CONSIDER IN EFFECTIVE COMMUNICATION



Respect



Empathy



Audible



Clarity



Humble



WHY COMMUNICATION MATTERS FOR THE ADOLESCENT

Good communication skills will help adolescents to:

- Express their feelings or thoughts clearly and appropriately;
- Listen with empathy and respect others' opinions;
- Resolve issues clearly;
- Build healthy and mutually beneficial relationships with others.

WHY COMMUNICATION MATTERS FOR ADOLESCENTS?



Express their feelings or thoughts
clearly and appropriately



Listen with empathy and respect
others' opinions



Resolve issues clearly



Build healthy and mutually beneficial
relationships with others.



STEPS FOR COMMUNICATING WITH OTHERS

1. Recognize your conversation partner
2. Have a sense of trust in others
3. Do not look down on other people
4. Think before you speak and act
5. Be willing to understand and respect others
6. Use words or sentences that are easy for others/your conversation partner to understand
7. Pay attention to the situation and conditions when you are about to say something

WHAT ARE THE STEPS FOR COMMUNICATING WITH OTHERS?

- 1 Recognize your conversation partner
- 2 Have a sense of trust in others
- 3 Do not look down on other people
- 4 Think before you speak and act
- 5 Be willing to understand and respect others
- 6 Use words or sentences that are easy for others/your conversation partner to understand
- 7 Pay attention to the situation and conditions when you are about to say something





THE SKILL OF HEARING AND LISTENING

- **Hearing:** a sensory and passive process that occurs automatically when there is sound.
- **Listening:** a mental and active process that involves understanding verbal and non-verbal messages (such as tone, body language, and facial expressions), paying attention, showing empathy, and remembering what is said.

For example, when we hear a song that doesn't mean much to us, we are simply hearing it. But when we listen to a song we love, we are truly listening — we appreciate it, immerse ourselves in it, and even memorize the lyrics. When we listen to our favorite song, we feel the music and give it our full attention. In contrast, when we hear a song that isn't our favorite, we tend to pay less attention and may only catch parts of it without really listening.

THE SKILLS OF HEARING AND LISTENING

In communication, we engage in listening and hearing activities.
The differences between the two are as follows:

Listening

A **mental** and **active** process that involves **understanding** verbal and non-verbal **messages** (such as tone, body language, and facial expressions), paying attention, showing empathy, and remembering what is said.

Hearing

A **sensory** and **passive** process that occurs **automatically** when there is sound.

For an effective communication, students need to have **listening** skills.



USK FACULTY OF MEDICINE SEULANGA

WHAT YOU SHOULD AND SHOULDN'T DO IN THE LISTENING PROCESS

What to do	What to avoid
Create a comfortable place	No: focused or distracted
Giving your full attention	Interrupting
Show that you are listening	Inappropriate eye contact
Show empathy	Responding negatively
Repeat what you hear	Underestimating and judging
Giving support and advice	Spreading your friend's story to others

Remember: Being a good listener is the key to healthy friendships. By listening to your friends properly, you will not only understand them better, but also make them feel more appreciated and supported.

WHAT YOU SHOULD AND SHOULDN'T DO IN THE LISTENING PROCESS

What to do

- **Find a comfortable place:** Take your friend to a quiet, uncrowded place so they feel more comfortable talking.
- **Give them your full attention:** When your friend is talking, focus on them. Turn off your phone and avoid other distractions. Show them that you really care about what they are saying.
- **Nod and respond:** Show that you are listening by nodding, smiling, or saying words such as “yes,” “hmm,” or “go on”
- **Show empathy:** Try to imagine yourself in their position. Understand their feelings and offer support. You can say things like, “I understand how you feel,” or “I’m sorry to hear that.”
- **Repeat what you hear:** To make sure you understand correctly, repeat the important points of your friend's story. For example, “So, you mean you feel sad because...”
- **Give advice (if asked):** Sometimes, your friend just needs to be listened to instead of given a solution. If they ask for advice, then you can give it.

What to avoid

- **Multitasking** such as playing with your phone, doing homework, or daydreaming while your friend is talking.
- **Interrupting your friend** while they are talking. Be patient and wait for your turn to speak.
- **Inappropriate eye contact**, such as staring at your friend too intently. Just make friendly eye contact.
- **Responding negatively and judging your friend's story.** Even if you disagree, try to understand from the perspective of the friend who is telling the story.
- **Underestimating and judging** the feelings of the friend who is sharing their story.
- **Spreading your friend's story to others.** If your friend tells you something personal, keep it confidential.

WHAT YOU SHOULD AND SHOULDN'T DO IN THE LISTENING PROCESS

What to do	What to avoid
Create a comfortable place	Not focused or distracted
Giving your full attention	Interrupting
Show that you are listening	Inappropriate eye contact
Show empathy	Responding negatively
Repeat what you hear	Underestimating and judging
Giving support and advice	Spreading your friend's story to others

Remember: Being a good listener is the key to healthy friendships. By listening to your friends properly, you will not only understand them better, but also make them feel more appreciated and supported.



"WORD CHAIN" GAME

Instructions:

- Please form groups of 6 students.
- After that, line up in a row facing backwards and leave space between each other.
- All students face backwards and cover their ears with their hands, except for the student standing at the end of the line.
- The student at the end of the line will take 1 piece of paper containing a sentence or message, then read and memorize it within 1 minute.
- Each student may only whisper the message 3 times to the next student.
- Next, the first student whispers the message to the second student and passes the message on to the third student and so on until the student standing at the end.
- After that, the student standing at the end comes forward and repeats the sentence he/she heard.
- The teacher will check the written message and the sentence spoken by the student in the last row.

The sentences for "Word Chain" game

- I saw a kitten eating chicken in the kitchen
- Which wristwatches are Swiss wristwatches?
- Peter Piper picked a peck of pickled peppers
- Betty bought some butter, but she said the butter's bitter
- A happy hippo hopped and hiccupped.
- Double bubble gum, bubbles double.

"WORD CHAIN" GAME





"LET'S TELL A STORY!" GAME

Instructions:

- Now let's form groups of 5-6 people, we are going to play "Let's Tell a Story."
- Next, you will tell a story and give a presentation in front of your friends for 3 minutes.
- Before telling the story, each group will be given 5 minutes to discuss the topic they want to talk about, the order in which they will speak, and other preparations.
- Each group is given 3 minutes to tell their story or give their presentation, and the other students are asked to listen to the story being told (**every member of the group must tell a story/speak**).
- Next, each group is asked to share their experience of playing the game, what they thought, felt, the challenges they faced, and so on.

Notes:

- If students look like they need time to think of their own topic, it is recommended to use the provided topics.
- Topics can include (but are not limited to): pencils, hobbies, dreams, beaches, water, flowers, books, friends, clocks, mountains, pens, bicycles, history, airplanes, etc.

"LET'S TELL A STORY!" GAME





LET'S EVALUATE!

After the session, let's review:

- What is effective communication?
- What does “listening” mean? Is it different from “hearing”?
- Why are listening skills important in communication and relationship building? How can students use these skills in their daily lives?
- How did students feel after today's activities?

LEARNING EVALUATION





HAVE YOU EVER HEARD ABOUT ASSERTIVE COMMUNICATION?

WHAT IS ASSERTIVE COMMUNICATION?

Assertive communication shows that we are willing to express our opinions and disagreements in a respectful manner.

ASSERTIVE COMMUNICATION (OUTSPOKEN)

- “Students, after we discussed effective communication and listening skills, sometimes in communication we find it difficult to convey what we are actually feeling, perhaps because we are reluctant, afraid of hurting others, or feeling shy.”
- "So how can we convey what we are feeling to others? We can use assertive communication. What is assertive communication? Has anyone heard of it? Who would like to share their thoughts?"
- “Thank you for your input... let's discuss assertive communication together!”

Assertive communication is the ability to express what you feel, think, and believe with confidence, while at the same time respecting the rights of others who have different points of view.

Assertive communication shows that we dare to express our opinions and disagreements in a positive way.

HAVE YOU EVER HEARD ABOUT
ASSERTIVE COMMUNICATION?

WHAT IS ASSERTIVE COMMUNICATION?

Assertive communication shows that we are willing to express our opinions and disagreements in a respectful manner.





EXAMPLE OF ASSERTIVE COMMUNICATION

Rina invited Ayu to a bookstore, but Ayu said she had to go home immediately. This is an example of Ayu being brave enough to express herself in a nice way. Ayu was not worried that Rina would get angry because she expressed her unwillingness in a nice and polite manner.

Another example:

- Angga was walking in front of Pocut wearing shoes that did not comply with school regulations, so Pocut advised Angga, “*You should change your shoes tomorrow because you have violated one of our school rules.*”
- Pocut was reading a book during break time and did not want to go to the cafeteria. Then Intan invited Pocut to go to the cafeteria. Pocut replied, “*Sorry, Intan, I can't accept your invitation because I want to read my book.*”

EXAMPLE OF ASSERTIVE COMMUNICATION

Ayu, let's go to the bookstore after school. Come with me to buy a book.

Oh, sorry Rina, I can't, I have to go home now.

**HAVE YOU EVER EXPERIENCED THIS?
WHAT DO YOU THINK?**



ASSERTIVE COMMUNICATION TECHNIQUES

- **Respect yourself:** To be assertive, you need to understand and respect yourself first.
- **Practice saying “No”:** Being assertive means learning to say “no” to things you don’t like or that might be a burden to you.
- **Use “I” or “my” statements:** Starting your sentences with “I” or “my” helps others understand what you’re thinking and feeling without sounding judgmental.
- **Use good body language:** To be assertive, try using good body language when communicating with others.
- **Control your emotions well:** This is also important to practice so that you can be assertive. Sometimes when you're in a bad communication situation, you might feel angry, frustrated, or even want to cry.

ASSERTIVE COMMUNICATION TECHNIQUES

Practice saying „no“

Use „I“ or „my“
statements

Use good body
language

Respect
yourself

Control your
emotions



WORKSHEET 7.1
ASSERTIVE COMMUNICATION

If during class your friend asks you to leave the classroom, but you don't want to do so.

If one of your friends insists on borrowing your pen, but you are currently using it.

What would you say based on assertive communication?

What makes it difficult for you to say that?

WORKSHEET 7.1 ASSERTIVE COMMUNICATION

Instructions:

Situation:

- **During class, your friend asks you to leave the classroom, but you don't want to.**
- **A friend wants to borrow your pen, but you are currently using it.**

In these situations, write down what you should say based on assertive communication and what makes it difficult for you to say it.

WORKSHEET 7.1 ASSERTIVE COMMUNICATION

If during class your friend asks you to leave the classroom, but you don't want to do so.

If one of your friends insists on borrowing your pen, but you are currently using it.

What would you say based on assertive communication?

What makes it difficult for you to say that?



ROLE-PLAY CARD ACTIVITY

Instructions:

- “Now stand in pairs. We will play roles according to the cards (in Appendix 2 – Roles Cards). I will shuffle the cards later.”
- “Each of you will play the role listed on the card.”
- “Here you will practice assertive communication.”

Example Roles:

Communicating with people you are afraid of, refusing your friends' invitations to hang out, refusing your friends' invitations to skip school, meeting old friends and having fun conversations, being able to explain to your parents “I want to be what I want to be”, teaching your friends a math formula that they don't understand, refusing your friends' requests for answers during exams.

Note: Teachers observe and give appreciation to students who are actively involved.

ACTIVITY

ROLE-PLAY CARD





LET'S EVALUATE!

After this session, let's review:

- **What is assertive communication?**
- **What is the difference between assertive and non-assertive communication?**
- **What are some assertive communication techniques?**

Well, from today's meeting topic, to be an expert in communication, you need to be able to convey messages clearly, be respectful, humble, empathetic, and pay attention to other things in communication. This skill can be improved through frequent practice, especially if you want to communicate assertively. It is important to practice this every day to become more proficient. So, don't forget to practice it at every opportunity!

LEARNING EVALUATION



ACKNOWLEDGEMENT

The SEULANGA program was developed in 2024 with funding support from the **Fondation Botnar**, Switzerland, as part of the **Safe Communities Safe School (SCSS)** Adaptation Program, with **SMP Negeri 6** and **SMP Negeri 17** Banda Aceh as pilot partners. This program is a collaboration between the **Faculty of Medicine, Syiah Kuala University (FK USK)**, the **Danish Institute Against Torture (DIGNITY)**, the **Center for the Study and Prevention of Violence (CSPV)** at the **University of Colorado**, and the **University of Copenhagen**.

Safe Communities Safe Schools (SCSS) Team Faculty of Medicine Syiah Kuala University

Dr. Rina Suryani Oktari, S.Kep.,M.Si
Haiyun Nisa, S.Psi.,M.Psi.,Psikolog
Wida Yulia Viridanda, S.Psi.,M.Psi.,Psikolog
Wenny Aidina, S.Psi.,M.Psi.,Psikolog
Syifa Salsabila, S.Psi.
Dedi Arifka, S.A.P.,MPA.
Nanda Rizki Rahmita, S.Psi.
Zuhro Nazifah Chair, S.Psi.
Ulya Layyina, S.Psi.
Dhawy Ammar Mualif, S.Psi
Sri Riski Yanti, S.H.

