

5.2 My no to...

Goal *The students increase their awareness of the influence which cultural thinking and interpretation patterns have on our communication. The starting point is an example of an unsuccessful communication, owing to culturally shaped attributions.*

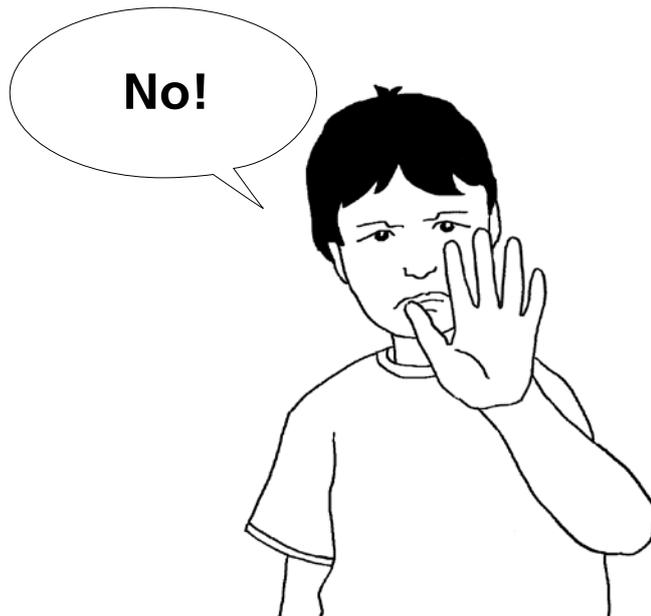
1st–3rd grade **30 minutes**



Materials:
as needed, depending on
the game situation.

Procedure:

- The instructor describes a typical conflict situation. The situation is then acted out two to three times as a role play. Example: one child builds a tower with building blocks. Another child joins in and proceeds to bother and push the first one who then reacts and clearly tells his/her counterpart : “Stop, I want to play by myself ” or: “I don’t want you to annoy me”. The children should voice these needs firmly and with inner strength.
- By way of this play situation, these clear formulations to voice their needs stick in the students’ minds. Later on, the children can retrieve these formulations from their memory in real situations, and are able to unequivocally express their needs.



- Other play or learning situations could include, for example, interference with someone’s putting a jigsaw puzzle together, problem situations in the cloakroom (something is being taken from someone, or a child has no space), conflicts while doing handicrafts in the crafts corner, etc.
- After initial hesitation, the students generally become quite lively. The game serves on the one hand to act out these situations without stress, as well as to practice correct behavior in various situations. On the other hand, it can also help to reduce pent-up emotions.