



DIALOGUE



3-6 years



20-25 children in a circle



THE MAGICAL MICROPHONE



45 minutes



The main aim is to develop listening and respectful dialogue habits.

Encourage children to:

- Recognizing and respecting the needs and wishes of others' in order to formulate the ideas in a group work.
- Discover personal preferences of others by listening respectfully.
- Realize what respect is and the importance of listening each other's opinions and tastes, taking into account social and cultural differences (adapted to their age).



- A microphone made with a toilet/towel paper roll and a ball of foil.

Facilitators must create a microphone made with a toilet/towel paper roll and a ball of foil painting the buttons of the micro in the middle, as shown below:





1. The facilitator will list some examples of possible topics to talk. Try to offer a wide range of examples of funny or interesting daily/familiar habits: food they use to eat and enjoy, TV programs they like watching, sports they enjoy playing, films they have seen, places they have visited, etc. and select one

2. Before the game starts, the children should sit in a circle. Make sure they are relaxed.

3. Once you have posed the topic you have selected (i.e.: places they have visited) give them a minute to think their speeches and tell the rules of the game: "All the children have to speak. Each girl/boy have one minute after receiving the microphone to talk about the place/s they have visited. The child who has the microphone has to stand up. The main aim for speakers is to explain what and why they like such thing. The rest of the children will listen closely and will ask questions about the topic once the speaker had finished his/her intervention. The facilitators should guide the questions in order to allow children to give more detailed explanations. Try to stress those things that could define social or cultural differences trying to show interest about them and creating a confidence and a comfortable atmosphere. When all the students have used the microphone, it is time to play a quick and easy game and rest a little bit.

4. GAME: Choose a song.

Ask the children to walk around in a circle and sing the song when the song is playing. Suddenly stop the song. The children have to find a partner, ask a question to each other, and then sit down. For example, before the facilitator starts playing the song s/he says, "This time find a partner and ask: What's your favourite colour?"

Next time choose another question like "Do you have brothers or sisters?" or "What is your favorite food?"

Tell the children that they have to choose a different partner each time. For this game it is important to make clear question phrases first before the children play the game. Assist the children if they need help with the questions during the game.

After the game make the children sit in their usual places. Let's check what they can remember from the first part of the game.

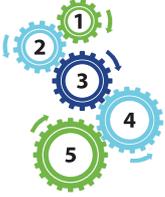
Pick out some children and ask them to remember the speeches he or she agreed and the ones which not. Try to help them to mention as many interventions as possible.

After that, ask the following proposed questions to a different child each time. It is necessary to help them to understand that not all of us like the same and that this is because we are different:

- Why do you agree with XXXX?
- Why you don't like the same as XXXX mentioned?
- Does all of us like the same things?
- Is that good or bad?
- Are we different?
- If I don't like the same as other, what should I do?
- Does s/he deserve to be heard even if I do not agree with what s/he is telling me?
- Do I like that people listen to me when I'm telling something?

Guide children as close as you can to the definition of dialogue and respect and ask them to express their feelings when they are respected and when they are not (e.g. "Do we enjoy the classmates respecting what we like?", "How do you feel when someone does not respect what you like?", "If this makes you feel bad, do you think others can feel the same in such situation?", "Should we respect things that others like?")

Finally, ask them to analyze if they have been able to listen, to remember the speeches of the rest and the things they like. "Push" them to consider whether they like to be listened and if they have been able to listen during the game or if some children were interrupted, if we should show interest when others tell us something, etc.



Tips and tricks: We may say the children close their ears to advice but open their eyes to example: as starting point the way we talk to children will be the way they talk to others (this is particularly interesting for those educators that believe that raising their voice, children will pay more attention and gain more respect).

Ideas for additional activities: Give the microphone as a prize to the child who best listened the speeches of the rest and more interventions and things that others like was able to remember.