

Skill Area(s): Conversation Skills Perspective Taking
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Interrupting Facts

Level: beginner, intermediate, advanced

Goal: to learn about appropriate conversational skills (interrupting)

Materials needed: Interrupting Fact handout

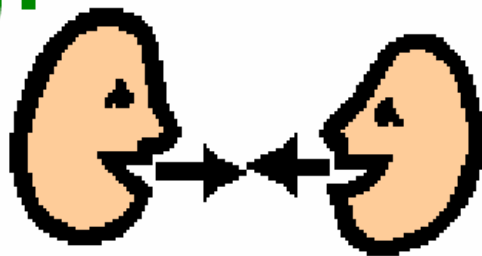
Activity:

- The activity is used to introduce one skill associated with conversations with friends, in the classroom, etc.
- Have someone in the group talk about their weekend or other topic. Assign an adult or peer model to continually interrupt the speaker. Continue this and see if anyone in the group tries to address the issue.
- If no one addresses the issue then stop the activity and ask if anyone noticed a problem. If not then point it out!
- Use the handout as a guide to discuss this concept. Talk about what you could say to an interrupter.
- Role-play this concept by assigning a student to be an interrupter during a conversation.

Interrupting

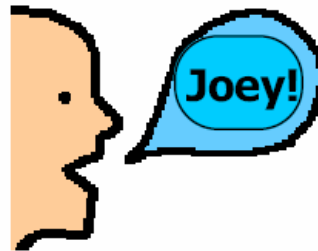
Just the Facts.....

Good communicators get their listener's attention **BEFORE** speaking to avoid interrupting.

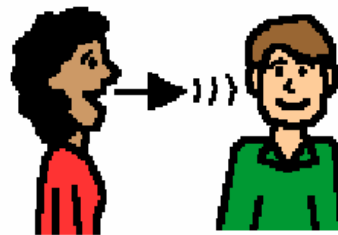


There are different ways to get someone's attention.

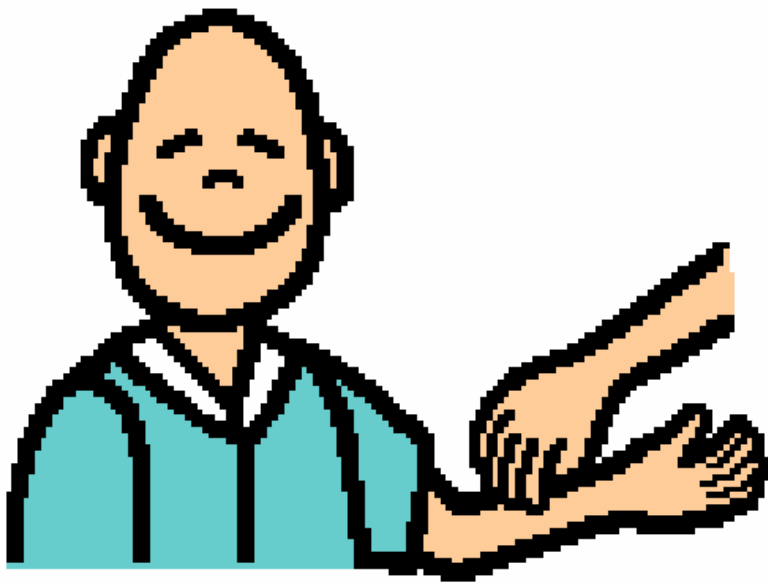
One way is to say their name. "Joey."



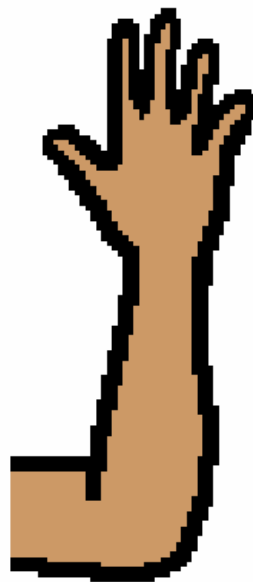
Another way to get someone's attention is to wait for them to look at you, and give them eye contact, then speak.



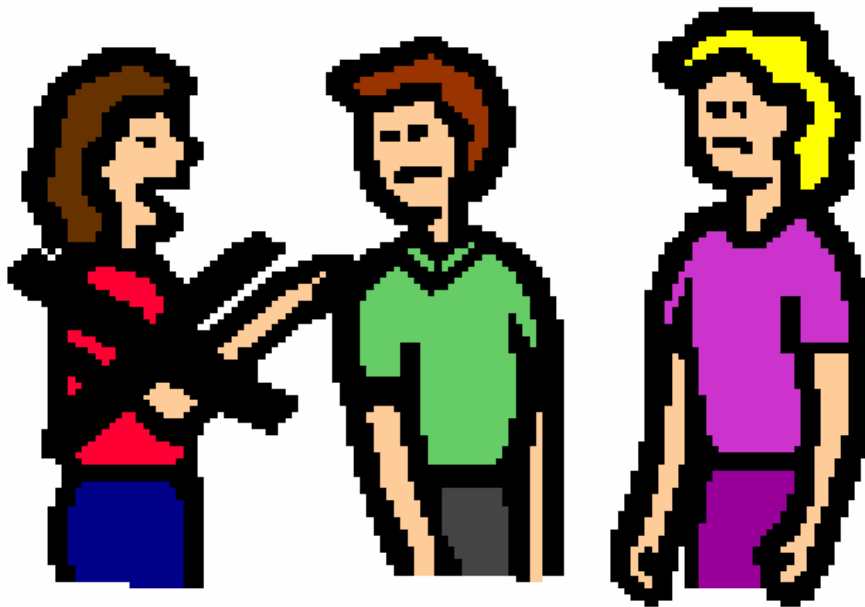
Some people touch
their communication
partner in order to
get their attention.



In a classroom,
teachers like it if you
raise your hand to
get their attention.
That way you can be
called on to speak.



If you call out without getting your listener's attention, that is called interrupting. Nobody likes to be interrupted.



However you do it,
you need to get a
person's attention
before speaking with
them. Otherwise
they won't know you
are talking to them.

