



TÍTULO
A FRIENDLY TWIST

VIDEO CLIP

<http://hyperurl.co/xt4fo>



AIMED SKILLS

Communication skills and Empathy

RECOMMENDED AGE

14-16 years old

CURRICULAR AREA:

Spanish language and literature

SCHOOL

School life.

SYNOPSIS

First day on campus is always hard. No one knows each other and interactions can be complicated. Coca-Cola has come up with an idea to create a bottle top that needs another person with the same bottle in order to open it. This would be the perfect excuse for the first interaction to take place.

THEORETICAL REFERENCE: Only some privileged people are fully comfortable when it comes to approaching strangers. Most people, even those with high social skills, find first encounters a bit awkward. It is necessary however, not to let ourselves be carried away by shame and learn to devise strategies that will allow us to “break the ice”.

REASONING BEHIND THIS: The aim of the activity and the reason behind the chosen commercial is to vindicate the need to remember that we are social beings and that a good part of our enjoyment and well-being comes from interactions with other people.

STEPS

Stage 1: I spy with my little eye...

The activity starts by placing the students in the shoes of the people in the video: they are all in a campus in their first day of class, everyone stands on their own, not interacting with anyone. Show the clip and pause it when the boy in the camo jacket with the headphones appears. The students are asked to watch closely and identify what catches their attention. The point is that they notice that no one is interacting with anybody, everyone is alone with no intention to interact with

one another. Several people are just hanging out with their phones, probably interacting with others online, but deliberately ignoring everything around them on a social level.

Since this is something that happens everywhere on a daily basis, there is a chance that the students are not too shocked about it. This might be a good opportunity to make them reflect on this phenomenon, if no reaction arises spontaneously. The teacher might want to ask questions such as the following:

- Can you think of other places where this happens often? (Waiting rooms, bus stops, family gatherings...)
- Do you think the fact that a lot of people do this turns this situation into something beneficial for the people involved?
- In what other ways could you interact with others in these situations?
- What would be the pros and cons of these interactions?
- Which way of acting would be more beneficial?

Stage 2: Think... Think... What can I do?

“Let’s pretend we are in that same situation shown in the commercial: we don’t know anyone and we know that hanging with our phones and isolating ourselves is not the best solution. We want to break the ice. What do you think could be done? How do we start a superficial conversation with other people that are also there, alone, and who have no one to talk to?”

Before we answer this question, first we need to think about these two questions:

- What would we expect from a person that is approaching us for the first time?
- What could we do on our part to approach them in the first place?

The aim of the first question is to help us achieve our goal more easily by putting ourselves in the shoes of

the person we want to make the first contact with. The second question will lead us, rather, to think about taking the initiative. If we hope that the other person will approach us, and they expect the same from us, nothing will ever be done and there will be no interaction coming from anyone.

The class should be divided into groups of 4-5 people so they can think of ways to start conversations with strangers. After 10-15 minutes every group shares their ideas and we choose those which are the most realistic, the least awkward and the most likely to be effective when it comes to meeting new people.

Stage 3: The perfect excuse

At this stage, the full commercial is played so everyone can see how they resolved the challenges that raised at the beginning of the activity. After watching the add, the following questions are asked:

- What do you think happened after that peculiar way of breaking the ice?
- Do you think the people that took part in the experiment kept talking afterwards or do you think they went back to sitting down alone like at the beginning?

The activity should conclude by emphasizing the importance of taking the leap to start interactions. This is not just beneficial in order to avoid the obvious complications that come from isolation (or from the pseudo-interactions using technology), but also, and mainly, because of the personal growth it brings, the change of tone and vibe that it implies, not just in the ad but in the lives of those who dare to try.

POSSIBLE EXTENSION

We will call this proposal "Tips to flirt", since this is one of the areas that raises the most interest in the age group that we're talking about. Together, the students will identify some tips or recommendations for those who want to approach another person who they feel interested in for the first time.