

Session 10: Communication

Aspire Programme

TIMES	WHAT	DETAILS	EQUIPMENT NEEDED
10	Ice Breaker	Bear, Salmon, Mosquito- Split the team in half, and give them 15 seconds to choose an action: Bear (grrr!), Salmon (blub blub), or Mosquito (bzzzt!) losing team must escape, winning team chases!	
15	Connect	“Hot and Not”- Highlight of the week (hot) and lowlight/challenge (not). Connect, and try to learn more about their lives as people. Frontload: Communication	Talking object e.g. rubber chicken (if needed to encourage one person talking at a time)
10	Loosener/deinhibitizer	Team chant- split the group in half again, and ask each half to spend 30 seconds coming up with a team chant. When they face off, ask them both so scream it out as loud as they can. After, ask one team what the other team had said.	
5	Debrief	Ask the group why it was so hard to hear the other team. “If we are trying too hard to communicate our own message without listening to others, how much of our message gets missed?”	
15	Main activity	ZOOM- shuffle the zoom cards, and hand out an even amount to everyone. They must try to find the order WITHOUT showing the card. Police the security of the cards, and reveal the order at the end.	ZOOM cards
15	Discussion activity/debrief	Reflect, Analyse, Apply Why is communication important? “Communication is key”... why?	Workbook: communication- why is communication important? Four styles of communication- passive, aggressive, p/a, assertive.

Purpose: ‘Why communicate?’ To highlight the importance of communication. To discuss with the group why people say “communication is key”, and set up for next week’s session, which will look a bit deeper into ‘how to’ communicate.

Activity briefs:

Bear, Salmon, Mosquito:

Split the team in half, and establish group boundaries. Explain 3 actions – could be bear salmon mosquito, Paper scissors rock, Kamehameha destructo disk and special beam cannon – any 3 actions where each one wins against one and loses against the other (e.g. paper beats rock, rock beats scissors and scissors beats paper). Explain the action with a noise that they must make (the higher the energy the better). Once the actions are explained give them 15 seconds to huddle up and choose an action. Once 15 seconds is up, line each team up facing off against each other in the middle of the boundary area. On the count of 3, both teams must do their action simultaneously. If one action beats the other, losing team must run to the back wall to escape, while the winning team chases! If the winning team tags any of the losing team before they reach the back wall, the tagged participants must switch teams, joining the winning team. Continue with new rounds until either only 1 team remains, or if it carries on too long.

Team chant:

Split the group in half, similar to bear, salmon mosquito. Ask each half to spend 1 minute coming up with a team chant. This can be to communicate a message, or something completely random e.g. “Fruit salad yummy yummy!” after the minute is up, ask both teams to face off towards each other. On the count of 3, ask both teams to scream it out as loud as they can. After, ask one team what the other team had said. If they don’t know, ask them to try again.

ZOOM:

Shuffle the zoom cards, and hand out an even amount to everyone. They must try to solve the puzzle by finding the order of the cards WITHOUT showing their card. Police the security of the cards. When they think that they have found how the order goes ask them to lay it face down on the ground. Once it’s down on the ground they may not pick it up again, so they must be careful to communicate!

Equipment: ZOOM cards (you can find them online)

MAIN ACTIVITY DEBRIEF CYCLE: **Workbook-** Communication

Sit down in a circle with the group

Reflect

-What happened?

What happened in that activity? What was the end result? What were you asked to do?

Analyse

- So what?

Why do you think you were asked to do this activity? What was easy/what was challenging? What skills did you have to use? Was communication helpful? Did we see good communication or bad communication? What do you think communication is? What makes good communication or bad communication?

Relate/Apply

- Now What?

If you had to do this activity again, what would you do differently? How can we use communication to improve? For us in our lives e.g. talking to mum, talking to teachers, what does good communication look like? What are some key things to remember when communicating?