

Cool Down

A decorative graphic consisting of several light blue ice cubes of different sizes, scattered around the word "Cool" and stacked in a small cluster at the end of "Down".

A program exploring anger management and communication skills
for students in grade 6 to year 9

Session #4: Communication

OBJECTIVES:

- To give students the opportunity to learn and practice listening and communication skills
- To learn how listening foster mutual respect

MATERIALS:

- 'How do I feel?' sheet (appendix 1.1)
- Taboo cards (appendix 4.1)
- Communication Roles (appendix 4.2)
- Timer
- Paper
- Pens/Textas
- Pictures for 'Back to Back' drawing activity (appendix 4.3)
- Illusions Sheets – Lady and Animal (appendix 4.4)
- Rubber Hits the Road sheet (appendix 1.4)

Time	Activity
5mins	'How do I feel?' Sheet Review their challenge of the week How did they go 'tuning in' with their eyes, ears and heart during the week?
10mins	Taboo (appendix 4.2) Play a short round of taboo
1min	Introduction Explain that this week we're looking at communication. How we communicate with others is really important as it reflects the respect and value we have for that person. Communicating with someone is not solely about what we say, but it also involves things like our body language and listening skills. We touched on listening skills last week but we'll practice some more on how we listen and communicate with other people.
10mins	All Talk For this activity, the young people should be in pairs. They are told that they need to talk continuously to each other at the same time for 30 seconds. They cannot stop talking, but they must try to listen and remember what their partner is telling them. Give each pair a topic to discuss. Try and make it relevant to their interests. Once they have completed this activity, ask young people to share with the group what their partner told them. How much could they remember? Was it difficult to catch everything they said? Why? What could have made it easier for them to hear or be heard? Hand out a "communication role" to each person, but tell them not to show anyone else. Then get them in different pairs and ask one person to talk for 30 seconds, then swap over. The person listening each time should do what their communication role says. What was your partner doing? Ask: What did you find hard? What did you find frustrating? How can we show others that we are interested in listening to them and value what they are saying?

2mins	<p>30 seconds!</p> <p>In different pairs, talk about anything for 30 seconds again, using the techniques and ideas we discussed. How was this experience different from the first?</p>
5mins	<p>But... And... exercise (optional)</p> <p>Have one person volunteer, explain to them that you are going to tell them something and you want them to interrupt you and say but...</p> <p>For example you might say, "I want to go to Sydney" and they would reply, "but I want to go to Melbourne".</p> <p>Once they understand do this for a minute or so and then ask for a new volunteer, this person will be the 'And...' volunteer. They must do a similar thing to the 'But...' volunteer except they will interrupt with 'and's.</p> <p>For example you might say "I want to get some ice cream" and they would say, "and some chocolate sprinkles."</p> <p>Once they understand do this for a minute or so and then debrief.</p> <p>Ask the young people what they thought of each role play. Which one did they find more frustrating? Which one was harder to listen to? Which one made the conversation more awkward? The idea is that when we interrupt, say negative things or are more concerned with our own thoughts and ideas we are not really focused on what the other person is saying or giving them a fair go.</p>
10 mins	<p>Back to Back Drawing, verbal and non-verbal communication (Appendix 4.3)</p> <p>To show the importance of non-verbal communication, showing that a lot of what we communicate is not through words, but through body language and that this is an integral part of communication skills.</p> <ul style="list-style-type: none"> • Have students form pairs seated back to back with their partner. • Person A will have a picture, person B a piece of blank paper and a pen. • Person A must describe the picture to their partner in as much detail as possible without turning to face them and without actually saying what the picture is. • Person B is not to turn their head around at all, and should attempt to draw what is described to them. <p>No eye contact, no hand gestures. Questions may be asked to clarify information. Verbal communication only! Swap so that each person experiences both sides.</p> <p>Debrief with the group how they found that exercise.</p> <p>Talk about verbal and non-verbal communication and how these complement one another. Ask them for examples of what is non-verbal communication. Some examples: tone of voice, eye contact, gestures and posture all send signals that communicate more than words. How could non-verbal communication make it easier to communicate during that exercise?</p>
5 mins	<p>Illusions (Appendix 4.4) - What do you see.</p> <p>We have just talked about communication, but sometimes it goes wrong. Sometimes it's the way that people perceive things that causes conflict in our friendships.</p> <p>Illustration - Back Hand</p> <p>Hold your hand up to the young people. Ask them to describe what they see in detail. They will talk about a palm, lines etc. You disagree, saying that this is not what you see (you see the back of your hand). Describe the differences from the side you are looking at (e.g. veins, knuckles, rings, fingernails etc).</p>

	<p>TALK* - We are looking at the same thing but from different angles, therefore we see differences in the scenario. What you see is correct, as is what I see. Will we get anywhere by fighting over this trying to prove our point? Or should we try to see things from the other side to understand? This is like relationships at times. We get upset about things and people don't seem to see things the way we do - but that's because we all have a different perspective from which we view things.</p> <p>Hand out illusion sheets to each student (choose between Lady or Animal). Ask the young people to look for a moment but not say anything just yet. Talk about what they each see.</p> <ul style="list-style-type: none"> • Sheet 1: Some will see an old lady, some will see a young lady. • Sheet 2: Some will see a rabbit, some will see a duck. <p>What we each see is valid, but we need to listen to others to try to see things from their perspective also.</p> <p>How can we do this? Ask how this relates to conflict in relationships. Mention that in the next session, we will look at tools to help resolve conflict.</p>
5 mins	Rubber Hits the Road Sheet