

AMAZING RACE

WHAT TO SAY

Skill to Introduce – Feedback

Communication is critical to teamwork. Communication includes both listening and contributing, and is best when accompanied by enthusiasm and encouragement rather than criticism.

It's important to offer both positive and constructive feedback.

Positive feedback is best delivered with enthusiasm (tone, nonverbal behaviors) to match.

Constructive feedback is best offered in combination with positive feedback (like a compliment sandwich!) and toward a specific goal (i.e., teachable moment), without sarcasm, criticism, or insults.

Requires Resources? No
Grade Level: 6-8; 9-12
Indoor/Outdoor: Outdoor
Group Size: 8+

WHAT TO DO

- ▶ Arrange youth into groups of 4.
 - ▶ Provide a list of 10-12 physical activities (e.g., 25 sit ups, 20 jumping jacks, 30 push ups, 10 forward sprints, 10 backward sprints, 10 free throws, 5 3-point shots, 20 jumping squats, 10 scissor kicks, 30 twists, 10 standing jumps, 10 knee high jumps, etc.).
 - ▶ Create rules: 1. Nobody in your group can be responsible for completing all of a single category (e.g., nobody can shoot all 10 free throws) and 2. Each person in your group must contribute to at least 5 activities.
 - ▶ Offer groups 5 minutes to divide tasks and strategize.
 - ▶ When the whistle blows, the race is on! The first team to complete all 10-12 physical activities wins!
- Variations:** #1 Increase or decrease the size of group; #2 Change physical activities (add, remove, change # of repetitions, add things like cones, jump ropes, hula hoops – get creative); #3 Add paired physical activities (e.g., 3-legged races; back-to-back balloon sprints); #4 Change rules (add from the list above or new ones, remove some).

WHAT TO ASK

- ▶ What went well? What didn't go so well?
- ▶ Who emerged as a leader? Why? What kind of communication did that person use?
- ▶ How did you make your voice heard within your group? What was hard about making your voice heard? What could you have done differently?
- ▶ Were some voices louder than others? What were the implications of that?
- ▶ To what extent did individual strengths and preferences inform your decisions?
- ▶ How did you keep track – everyone responsible for themselves or working in pairs or teams? To what extent would it have been better or worse than another way? Did you discuss options, strengths and weaknesses?
- ▶ To what extent did folks encourage one another? How? How did that look/feel? To what extent did folks discourage or criticize one another? How did that look/feel?
- ▶ How might processes that ensued here generalize to school (e.g., during group projects) or home (e.g., during family decision making)?

COMMUNICATION