

LIGHTS, CAMERA, ACTION!

WHAT TO SAY

Every person on a team is a small piece of the whole. If the varying pieces can't communicate effectively, then the sum of their parts may suffer. The way we communicate with one another can either lead us to do well as a team or do poorly.

Communication is different in pairs, small groups and large groups.

Communication may also look different depending on the group dynamics (i.e., when you are among familiar peers, friends, or peers with whom you do not get along so well).

Sometimes we let the size or dynamic of the group influence how we communicate. For instance, as group size increases, it may become more challenging to make your voice heard. Some people may withdraw and become passive and quiet; others may become louder and more aggressive.

Requires Resources? Yes
Grade Level: 6-8; 9-12
Indoor/Outdoor: Indoor
Group Size: 6+

WHAT TO DO

- ▶ The teens are split into two big groups (or smaller groups if you have a lot of teens).

- ▶ Each group is given a task or scene that they have to create using their bodies. They get five minutes and the opposite team has to guess the scene (e.g., bowling alley, restaurant, airplane, house, forest).

- ▶ The key is to be creative. Groups cannot use any objects. The teens can also come up with potential scenes on their own and then each group can pick a scene out of a hat/bag.

- ▶ Once all instructions are clear, start the timer for 15 - 20 minutes.

Variations: #1 Teens can only rely on non-verbal communication; #2 Only one group member on the opposite team can guess the scene or task for one round and then the next round the group members can help out.

WHAT TO ASK

- ▶ How did you express approval or disapproval of the plan?

- ▶ To what extent did folks encourage one another? How did that look? Feel?

- ▶ To what extent did folks discourage or criticize one another? How did that look? Feel?

- ▶ How did your role contribute to the product of the scene or task?

- ▶ How might the lessons learned here generalize to school (e.g., during group projects)?

- ▶ If you implemented variation #1:

- ▶ How did it go when you weren't allowed to verbally communicate with each other?

- ▶ What did you use to communicate when you couldn't use your voice? How did you use your face, hands, or bodies to communicate?

- ▶ Who observed someone that seemed really engaged or like they were having fun during the game? How could you tell?

COMMUNICATION