

# 4

## *Unit Four*

### *Effective Communication – Part 1*

*Ages 9-12*

Total Time: 2.5 Hours

**PART 1:** Ice Breaker

**PART 2:** Communication Process

**PART 3:** Effective Communication

**PART 4:** Non-verbal Communication

**PART 5:** Matching Body Language to Message

**PART 6:** Follow Up Activities

**ANNEXURE 1:** Communication Diagram

**ANNEXURE 2:** Communication Role Play

**ANNEXURE 3:** Impact of Voice on Meaning

**ANNEXURE 4:** Charades Cards

**ANNEXURE 5:** Non-verbal Communication Chart

**ANNEXURE 6:** Evaluation

## *Part 1: Ice Breaker*

**Time:**

15 Minutes

**Objective:**

Participants will take part in an ice breaker activity to demonstrate elements of communication.

**Materials:**

Option One: Small papers with numbers from 1 to number of participants.

**Techniques:**

Ice Breaker

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**TRAINER INSTRUCTIONS:**

1. Choose one of the ice breaker activities from the options below:

Option One: Get in Line - Give each teen a small piece of paper with a number ranging from 1 to the number of participants. Instruct the adolescents to put themselves in numerical order without communicating verbally, showing their piece of paper, or holding up fingers to show number. (If you have a large group, it may be necessary to divide it into two smaller groups.)

When this exercise is complete, ask everyone to line up according to any of the categories below. In this activity they are allowed to speak.

- By order of age (youngest to oldest)
- Height
- Alpha order of first name
- Birthday

Close the activity by asking the teens about the purpose of the activity. (Expected response: While non-verbal communication can be effective, verbal communication is often easier to understand. Also, even while communicating verbally, the message needs to be clear.)

Option Two: Whispers – Invite the teens to sit in a circle. Inform them that you will now whisper a sentence to one of them. Sample sentence: “I don’t care much for yellow Carrots, but blue potatoes and red cucumbers are better.” (Create a complex sentence in their native language.) This participant will whisper the same message to the person sitting next to him/her. The listener cannot ask the person to repeat what the other person has said, so it is important that the messenger speak clearly but in a whisper, and that the receiver listen clearly. The process is repeated until the sentence reaches the last person, who states aloud what they heard. Close the activity by asking the teens the purpose of this exercise. (Expected response: final messages often get distorted from the original message if proper communication skills are not used.)

## *Part 2: Communication Process*

### **Time:**

25 Minutes

### **Objective:**

Participants will understand the process and components of effective communication.

### **Materials:**

- Marker Board or Chart Paper, markers
- Annexure 1: Communication Diagram
- Annexure 2: Communication Role Play

### **Techniques:**

- Demonstration
  - Group Activity
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### **TRAINER INSTRUCTIONS:**

1. Transition from the ice breaker activity by stating that by now they probably have an idea of the topic of today's session ...we will be working on building our communication skills.
2. Ask someone to explain the point of communication. Help participants articulate that communicating means sending a message from one person to others.
3. Create the diagram illustrated in Annexure 1 on a marker board or chart paper.
4. Refer to the diagram as you explain the elements in the model:
  - The **sender** creates and transmits the message.
  - The **receiver** is the person (or group) who receives and responds to the message.

- The **message** includes both the sender's information and also the receiver's interpretation of the message.
  - **Feedback** is the way the receiver acknowledges the message and transmits information about the message received and also how the sender interprets that acknowledgment.
5. Ask for two volunteers to help enact the diagram of communication. Use Annexure 2 to:
    - place the nametag that says SENDER on Volunteer "A" and have them hold the page of the Annexure that says MESSAGE
    - place the nametag that says RECEIVER on Volunteer "B" and have them hold the page of the Annexure that says FEEDBACK
  6. Point to the correct spots on the Communication Diagram and ask the group:
    - Who is the sender? (Add their name to the diagram under Sender)
    - Who is the receiver? (Add their name to the diagram under Receiver)
  7. Instruct the SENDER to begin the role play by reading the sentence on the MESSAGE paper and handing it to the RECEIVER, making sure the whole group sees that it says MESSAGE. Point to the MESSAGE loop on the Diagram to illustrate the process.
  8. Ask the group, "What message is the sender giving to the receiver?" Their likely response will be to repeat the words that were said. Make the point that the message is not just **what** a person says, but also the **meaning** of that message. Meaning takes more than one form.
    - It can be the meaning(s) as intended by the sender and the meaning(s) as interpreted by the receiver. Sometimes, the sender may have more than one meaning and/or the receiver may understand more than one meaning.
  9. With that in mind, ask again what possible messages that sender might be giving to the receiver. Several possible messages include:
    - "I don't want to play cricket because I'm mad at Kabir and he's going to be there."
    - "I want to play cricket, but I want you to reassure me that Kabir is still my friend and he wants me to play."
    - "Something is going on between me and Kabir and I want to tell you about it."
    - What other interpretations can the participants come up with?

10. Explain that feedback is the way the receiver lets the sender know she or he got a message and the way the sender finds out if the receiver correctly understood the message.
  - Ask the group what feedback message the receiver should give to the sender. Examples include:
    - “Are you saying you don't like Kabir anymore?”
    - “I guess I don't really understand why you don't want to play cricket. I thought you liked Kabir.”
    - “It sounds like you are worried about seeing Kabir tomorrow at cricket.”
11. Instruct the receiver to hand the FEEDBACK paper to the sender as he/she responds using the group's suggestion. Point to the FEEDBACK loop on the Communication Diagram
12. Point out that any one of these responses opens the door for the sender to communicate again and give additional information. Without feedback from the sender, the receiver will not know if he/she misunderstood and may never know what the sender meant. If the receiver asks no questions, the sender may not tell his friend what he is really feeling.
13. Tell the group that poor communication can result from any breakdown in the communication model: (Again, use the diagram to illustrate the location of possible breakdowns.)
  - The sender fails to send a clear message.
  - The receiver does not listen carefully and fails to get the correct message.
  - The receiver fails to clarify the message by giving feedback to the sender.
  - The sender does not acknowledge and/or respond to the feedback.

*\*Portions taken from Life Planning Education, Advocates for Youth, Updated 2009*

## *Part 3: Effective Communication*

### **Time:**

30 Minutes

### **Objective:**

Participants will take part in an activity to illustrate the importance of using effective communication techniques.

### **Materials:**

- Paper
- Pens/pencils
- Watch or clock

### **Techniques:**

- Group Activity

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### **TRAINER INSTRUCTIONS:**

1. Emphasize that poor communication (including written communication) causes problems with friends, house parents, teachers, and in other situations. Tell the group that the next few activities will help them learn and practice some of the basics of good communication.
2. Arrange participants into pairs. Have each pair sit back-to-back.
3. Distribute a blank sheet of paper and pen/pencil to each teen.
4. Tell the teens in each pair that one of them will be "A" and the other will be "B." Instruct the teens in each pair choose one of the letters.
5. After the participants have chosen their letters, ask each to write his or her letter in the top corner of a blank sheet of paper.

6. Next, instruct all "A's" to spend two to three minutes drawing something on their papers. Participants need not be good at drawing; even stick drawings will suffice for this activity. (Partners may not look at or talk to each other during this part of the activity.) While "A's" are drawing, "B's" should remain in their seats.
7. At the end of the two-three minute drawing period, instruct "A's" to put down their pens/pencils.
8. Next, tell "B's" to pick up their pens/pencils. Instruct "A's" to give a clear description of their drawings to their respective partners. Instruct "B's" to *listen only* to their partner's instructions – they are not allowed to ask questions. Each "B" will use the oral instructions to try to re-create his or her partner's drawing. Allow five minutes for this next step. Remember: The only means of communication is for each "A" to provide description of the drawing to his or her partner. "B's" can only listen and draw. Partners should remain sitting back-to-back at all times during this part of the activity.
9. At the end of the five-minute time period, instruct "B's" to put down their pens/pencils.
10. Allow a few minutes for partners to show each other their drawings and discuss the results.
11. Take time to discuss the difficulties or successes experienced by the pairs. Discuss what they learned about the need for effective communication.
  - How easy or difficult is it to give clear, complete directions? Why? What was most difficult for the A's? For the B's?
  - Give examples of when giving clear directions has been really important in your home, with your friends, at school, etc.
  - What can the sender say or do to make communication clearer? (Possible answers include: take the time to be really clear; give step-by-step directions; use visual cues [show and tell]; describe what you're talking about in detail; ask for feedback to see if the message is understood.)
  - What can the receiver say or do if someone else is not communicating clearly? (Possible answers include: give feedback; repeat what you heard; ask questions; ask the speaker to slow down or to speak more quietly or more loudly.)
12. Summarize this section by stating that communication is the basis of all relationships. The quality of a relationship is determined largely by the quality of the communication within it. That is why good communication is a skill that needs to be learned.

\*Activity taken from [http://www.educationworld.com/a\\_tsl/archives/02-1/lesson020.shtml#sthash.7iNcFFjw.dpuf](http://www.educationworld.com/a_tsl/archives/02-1/lesson020.shtml#sthash.7iNcFFjw.dpuf)



## *Part 4: Non-verbal Communication*

**Time:**

45 Minutes

**Objective:**

Participants will understand the impact of non-verbal communication.

**Materials:**

- Annexure 3: Impact of Voice on Meaning of Communication (cut into squares)

**Techniques:**

- Demonstration
  - Group Practice
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**TRAINER INSTRUCTIONS:**

1. Explain that communication is an interaction between people that has several components:
  - Words (verbal)
  - Voice, eye contact, and body language (non-verbal)
2. Invite the participants to offer their opinion (you could ask for a show of hands)...what do they think is the most effective way to get a message across – verbal or non-verbal communication? Which do they think the listener pays more attention to?
3. Accept their responses without comment and then lead the following demonstration:
  - Ask participants to stand up. Then announce, “Please do what I say.”
    - While lifting your right foot say “Lift your right foot.”
    - Then while blinking your eyes say “blink your eyes.”

- Then while touching your **nose**, say “Touch your ear” and at the same time keep touching your nose. Invariably all participants will touch their nose as body language has more effect on others than verbal communication.
4. Allow time for participants to absorb the meaning of the exercise. Then share (and write this on the board or chart paper) that according to popular research, in a conversation:
    - Words are 7% effective
    - Tone of voice is 38% effective
    - Non-verbal clues are 55% effective; Non-verbal communication proves to be extremely effective in delivering the message.
  5. Like spoken communication, nonverbal communication is a two-way street. To improve their social success, they must:
    - learn to be aware of the nonverbal messages they send others
    - read the emotional meaning behind the messages they receive
    - match verbal and non-verbal messages – if they don’t, mixed messages will be sent and the receiver will be confused
  6. Explain that non-verbal communication is made up of the behaviors and elements of speech aside from words that transmit meaning to the listener. Examples include:
    - **How** you say something – the tone of your voice, how loudly you say it
    - **How you look** when you’re saying it - eye contact, gestures and facial expressions
    - Less obvious messages such as dress, posture and spatial distance
  7. Guide a demonstration showing the impact of voice on communication (**how** you say something).
    - Using Annexure 3, one at a time hand out a sentence card to a teen (hand out the two ways to say one sentence one after another.) Instruct the teen to read the sentence in a voice that communicates the feeling noted on their card and to use only their voice to communicate the feeling; no gestures or other body language are to be used. Then ask them to read the sentence conveying a different feeling as per their card.
    - Ask the group to identify how that teen is feeling about the statement they made.
    - Invite other volunteers to read the additional cards.

- After each set of cards have been read, discuss how the different meanings are communicated in the same sentence just by using a different tone of voice.
  - Invite the teens to come up with their own sentences – something they might say during the day – and say the sentence with two different tones of voice. Discuss the different meanings behind the sentences.
8. When all cards have been read/teens have presented their own sentences, discuss the importance of matching your tone of voice to your real message in order to send clear messages.

## *Part 5: Matching Body Language to Message*

### **Time:**

30 Minutes

### **Objective:**

Participants will practice displaying and reading body language appropriate to the message.

### **Materials:**

- Annexure 4: Charades Cards (cut into squares)
- Annexure 5: Non-Verbal Communication Chart (to be copied onto Marker Board or Chart Paper)
- Markers
- Annexure 6: Evaluation

### **Techniques:**

- Group Activity

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### **TRAINER INSTRUCTIONS:**

1. Now we turn to **how you look** when you're communicating. Ask if anyone knows the term "body language" and what it means. Clarify that body language means expressing feelings through body movement and facial expressions. Ask the group for several examples or give a couple of your own, such as smiling, shrugging shoulders, and rolling the eyes.
2. Remind participants that problems may occur in communicating when a sender's actions in some way contradict what she or he says.

3. Explain that this next activity will give the group a chance to practice communicating through body language.
4. Ask if the group is familiar with the game charades and discuss the “rules” of this game (a person acts out a feeling without using any words and the group guesses what it is).
5. Ask for 8-10 volunteers and have several of them form a line in the front of the room. Each will draw a card from Annexure 4 when it is her/his turn to act out a word. Help the volunteer if he/she seems to be having trouble acting out the feeling on the card.
6. Display the chart that you copied from Annexure 5 so all can see, and as each feeling is correctly identified, write it in the left column of the chart and ask the group to list the behaviors that helped them identify that feeling. Write those in the right column. (For example, if the feeling is “disappointed,” behaviors might include shrugging the shoulders, sighing, and/or hanging the head.)
7. Continue until all volunteers have acted out all feelings cards from Annexure 4.
8. Ask participants the message of the exercise. Discuss that again, it is important that their body language matches the real meaning of the message they wish to send. Also, when someone is talking to you, it’s important for you to use an appropriate facial expression. If he/she is saying something funny, you would probably smile; sad, you might look serious; scary, you might have an alarmed expression on your face, etc. If you look bored that person probably won’t want to talk to you.

(\* Exercise taken from Life Planning Education, Advocates for Youth, Updated 2009)

9. Distribute Annexure 6 and invite the children to complete the evaluation form regarding this Unit.
  - Explain that they are to give a score from 1-5 (5 being the highest) for each part of the Unit, as well as a score for the Unit overall.
  - Then they should write comments under the happy face for items they liked/learned, and under the sad face for items they didn’t like or are confused about.
  - Briefly recap what was covered in each part so their memory is fresh when evaluating.
  - Instruct them to be as specific as possible in their comments.
  - Items to consider include:
    - Did you understand the topics covered? If not, what was confusing?
    - Was there enough time to cover the material?
    - Did the presentation keep your interest?

- Were the handouts/power points/videos helpful?
- Add any comments that would be helpful for future programs

10. Gather the completed evaluations and include them in your trainer report.

## *Part 6: Follow Up Activities*

### **Time:**

Varies by Activity

### **Objective:**

Participants will practice material they learned through activities they will complete throughout the upcoming weeks.

### **Materials:**

Option Three:

- Movie or TV Program of your choice
- Marker Board or Chart Paper and markers

### **Techniques:**

- Applying learning to daily life
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### **TRAINER INSTRUCTIONS:**

1. Explain that participants will have the opportunity to review the material learned today throughout the next few weeks, and take part in activities designed to put the learning into action. They will take part in follow-up sessions to discuss the activities.
2. Assign one of the options below for this first week. Additional activities will be assigned in the following weeks.

Option One: Clear Communication – Instruct participants to write out step by step instructions for how to do something. For example, how to do a particular dance step, or make a simple recipe (make sure you have the ingredients in the session), or give directions to a spot in the home. Remind them that their instructions need to be very clear because you will use their

instructions to complete the project. They will not be allowed to explain anything or add any missing steps beyond their written communication. After all participants have complete their writings, ask for a few volunteers to read their instructions aloud while you follow their directions. (Be sure to follow the directions exactly as they are read, even if they cause you to do something wrong or miss a step. You want to make the point that communication needs to be very clear.) Facilitate a discussion around the following questions:

- What is the point of this activity?
- What was the most difficult part of writing out the instructions?
- What could you have done differently?
- Was anyone surprised by what they saw in this demonstration?
- Did you learn something about yourself?

Option Two: Communication Skills in Daily Life - Write in your journal about a time when you felt good about using strong communication skills to address a problem or situation in a positive manner. Describe the situation and how messages were sent, received, feedback given, etc.

Then answer the following questions about this particular communication or any other:

- Have you ever had difficulty sending a message? What happened? Why is it sometimes difficult to say what we really mean?
- Have you ever tried to communicate and been misunderstood? What happened? What could you have done differently?
- What happens when communication breaks down between you and your friends?

*Suggested follow up for the Trainer:* Invite several volunteers to share their writing if they are comfortable. You may want to refer to the Communication Diagram (Annexure 1) as the group discusses the components of the conversation. After several volunteers have shared, take some time to discuss the questions posed to the participants as noted above. (Answers to the third question may include, but are not limited to: the sender may get angry or frustrated when the message is not interpreted correctly; the receiver may get hurt feelings if he/she thinks the sender has sent a negative message; a job may be done incorrectly because the receiver did not understand the message; a relationship may end because two people have not been able to communicate clearly.)

Option Three: Non-Verbal Messages – In this activity, the children will watch a movie or TV program without sound so they can watch for non-verbal messages. Play a portion of the movie on mute, then stop and ask if the group can determine what feelings the character is portraying. How do they know? What non-verbal clues was the character giving?



List their responses on the marker board with one column labeled “Feeling” and another labeled “Non-verbal Clue.” Continue with the movie, and as the group sees additional ways the characters portray a feeling be sure to add them to the list.

End the activity by discussing how they can watch for non-verbal messages in real life to determine how a person is feeling.

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## *Unit Four Annexures*

### *Effective Communication – Part 1*

*Ages 9-12*

**ANNEXURE 1:** Communication Diagram

**ANNEXURE 2:** Communication Role Play

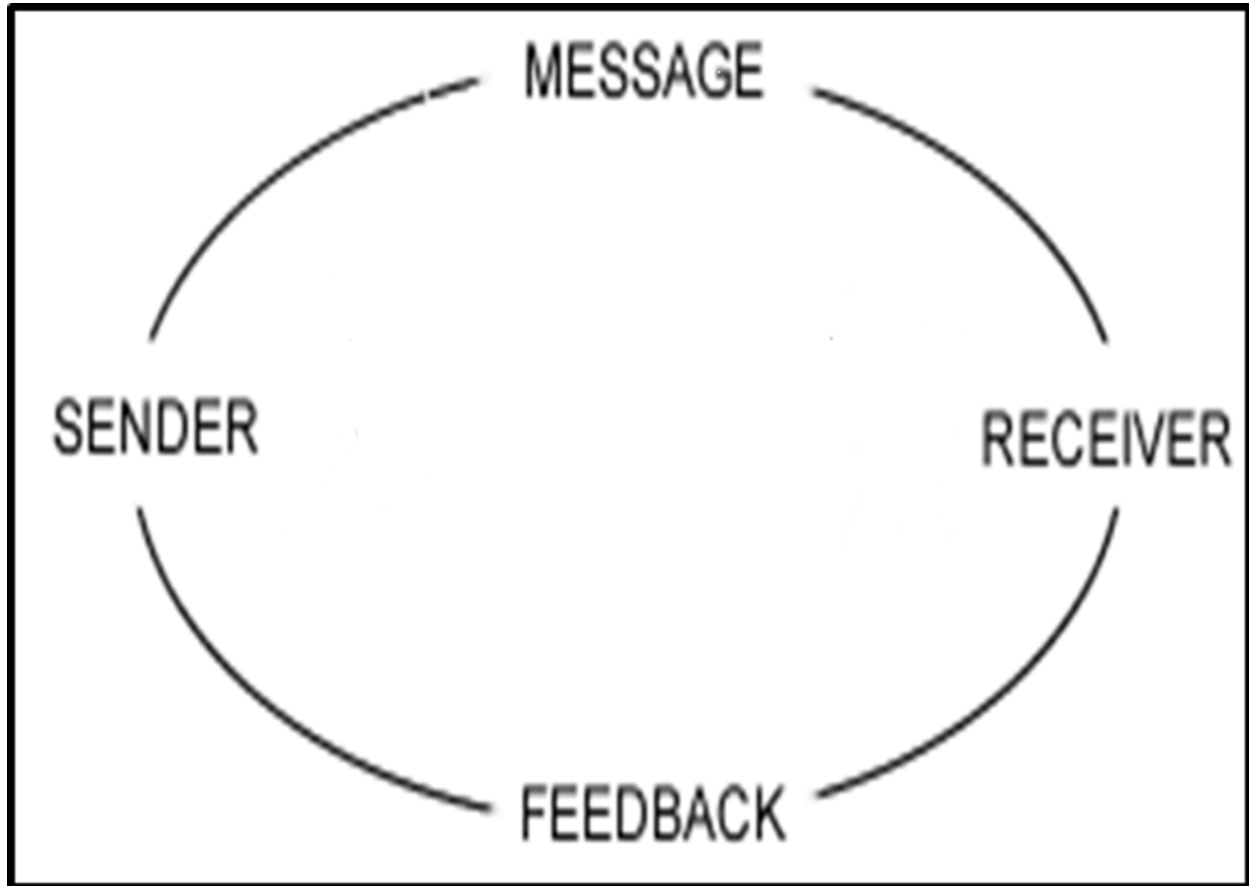
**ANNEXURE 3:** Impact of Voice on Meaning of Message

**ANNEXURE 4:** Charades Cards

**ANNEXURE 5:** Non-verbal Communication Chart

**ANNEXURE 6:** Evaluation

## *Annexure 1: Communication Diagram*



## *Annexure 2: Communication Role Play*

### **Name tags**

**SENDER**

**RECEIVER**

“I don’t think I want to play cricket tomorrow. Kabir is going to be on my team. I think I’ll just stay in and do homework.”



MESSAGE

**FEEDBACK**

### *Annexure 3: Impact of Voice on Meaning of Message*

I like ice cream. (Bored)	I like ice cream. (Excited)
I have a lot of homework. (Angry)	I have a lot of homework. (Proud)
I woke up really early today. (Excited)	I woke up really early today. (Frustrated)
I'm going to do a presentation at school tomorrow. (Scared)	I'm going to do a presentation at school tomorrow. (Proud)
I didn't talk to Keher today. (Sad)	I didn't talk to Keher today. (Happy)

## *Annexure 4: Charades Cards*



Angry	Disappointed
Shy	Afraid
Exhausted	Sad
Happy	Nervous
Embarrassed	Excited
Bored	Frustrated



## *Annexure 5: Non-verbal Communication Chart*

Feeling	Behavior

## Annexure 6: Evaluation

Unit 4 – Effective Communication – Part 1	Score (Circle a number, 5 is the Best)	 What I Liked/Learned	 What I Didn't Like or Things I'm Confused About
Ice Breaker	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Communication Process	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Effective Communication	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Non-Verbal Communication	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Matching Body Language to Message	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Overall Score	1 2 3 4 5		