

Unit Topic: Communication

Activity Name: Lesson #4, Listen Up! Communication Takes Two

Objective/Rationale/Goals:

1. Students will work on their listening and verbal direction giving skills.
2. Students will learn that effective communication requires both good listening and verbal skills.

Time Frame: 20-30 minutes

Materials:

Writing Utensil
Blank or Scratch Paper
Partner Pictures (2 attached)

**an alternative to giving out a picture to each pair, you can project the picture on your whiteboard and have the partners position themselves so the describer is facing the whiteboard and the drawer's back is to the board so they cannot see the picture.*

Directions/Procedure:

1. **Activity:** Split students into pairs and have the partners sit back-to-back so they cannot see each other's paper. One student will be "A" and the other "B". Student B will need to start with a blank piece of paper (or scratch paper) and something to draw with.
**For round 2 the A's will need a blank sheet of paper (or scratch paper) and something to draw with.*

Round 1: A's = describe picture; B's = draw picture

- 1) Give the A's picture #1 and instruct them to describe the picture to their partner. The B's cannot ask any questions of their partner or talk to their partner; they can only listen and draw.
- 2) Give the students a set amount of time to complete this task (approx. 3-5 minutes).
- 3) After the time is up have the partners compare their pictures.

Round 2: B's = describe picture; A's = draw picture

- 1) Have the partners switch roles and give picture #2 to the B's. So now the B's will be describing the picture and the A's will be drawing.
- 2) This time, the A's can ask questions of their partner and their partner can respond back freely.
- 3) Give the students a set amount of time to complete this task (approx. 3-5 minutes).
- 4) After the time is up have the partners compare their pictures.

2. Discussion questions:

- Were either drawings similar to the original pictures?

Bridges Lesson Plan

- Why was it important to listen carefully to your partner as he/she described the drawing?
- As the drawer, in what ways did your partner's communication help you understand what and where to draw things?
- What was difficult or challenging about the task in round 1? For the listener/drawer? For the describer?
- How did the ability to openly communicate back and forth with your partner impact the task in round 2?
- In our daily lives, what gets in the way of effective communication? With friends? With family members (parents, siblings, etc.)? With teachers/school staff?

**can include any other types of people students interact with regularly*

3. *Closure*: Have students think (and/or share if they are willing) about what they can do to improve their individual listening and verbal communication skills with friends, family, teachers, coworkers, or other people in their lives.

Resources & References:

- Speak Your Peace Civility Curriculum, www.dsaspeakyourpeace.org Duluth Public Schools, July 2005.
- Adapted and recreated by Sammy Croat, Aikin HS Counselor

Assessment/Evaluation:

1. Class discussion

Suggested Homework/Extended Assignments:

- Bridges Communication Lesson Plans #1, 2, 3



