

# COMMUNICATION



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# COMMUNICATION



## **ASSERTIVENESS**

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See also Level 6 Talkabout Assertiveness





# COMMUNICATION

## 3 PICTURE THIS

### MATERIALS/PREPARATION

Group leaders prepare a selection of photographs or pictures, for example **Emotions ColorCards**<sup>®</sup> (Speechmark), which could be used as a prompt for a role-play.

### ACTIVITY

Group members work in small groups for this activity. Each group is given a picture to look at and discuss. They then prepare a short role-play to tell the rest of the group what is happening in the picture. Group members watch the role-plays and discuss how the actors communicated with each other.



This could lead on to **Worksheet 44** 'How do we communicate?'



# COMMUNICATION

## 4 WHAT'S HE SAYING?

### MATERIALS/PREPARATION

Group leaders prepare a selection of photographs of people communicating.

### ACTIVITY

Group members are given a picture to look at. They then decide what is being communicated in the picture, and how the person is communicating this. For example, they may decide that the person is telling someone off, and that they are doing this through shouting and gesture.

### VARIATION

This activity can be done individually, in pairs or as a large group.



This could lead on to **Worksheet 44** 'How do we communicate?'





# COMMUNICATION

## 5 ACTING MAD

### MATERIALS/PREPARATION

Group leaders prepare a short role-play, or role-plays, that highlight the important aspects of communication by doing them badly. For example, talking too much and too loud; not listening; exaggerated gesture; and inappropriate facial expression.

### ACTIVITY

Group leaders perform the short role-plays and after each one, group members are asked to identify the aspects of communication that were 'wrong'.



This could lead on to **Worksheet 44** 'How do we communicate?'





# COMMUNICATION

## 6 EXPRESS YOURSELF

### MATERIALS/PREPARATION

None.

### ACTIVITY

Group members brainstorm a list of feelings, for example:

happy, sad, worried, frightened, angry, excited

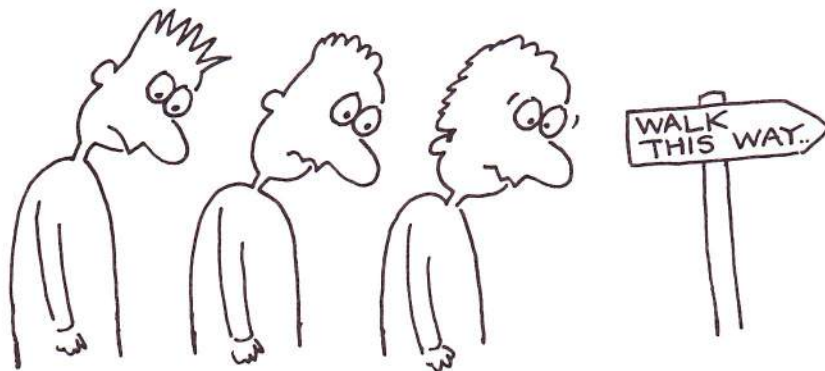
Group members are then asked to walk around the room in a way that expresses one of the feelings. Repeat the activity with all the feelings. Group members then discuss what changed about their bodies and their body language with each feeling.

### VARIATION

Group members act out feelings individually and the others observe and comment on their body language.



Group members start to brainstorm what is meant by body language, in preparation for **Worksheet 45** 'Body language ... what is it?'







# COMMUNICATION

## 7 GUESS THE FEELING!

### MATERIALS/PREPARATION

Pictures of emotions, for example **Emotions ColorCards**® (Speechmark).

### ACTIVITY

Group members take it in turns to select a picture without anyone else seeing it. They are then asked to mime the feeling for 30 seconds, using as much of their body as they want to. Group members are asked to guess the feeling and then identify how they guessed it. Repeat the activity until all members have had a turn. Group members then discuss what changed about their bodies and their body language with each feeling.



Group members start to brainstorm what is meant by body language, in preparation for **Worksheet 45** 'Body language ... what is it?'



# COMMUNICATION

## 8 WATCH THAT MAN!

### MATERIALS/PREPARATION

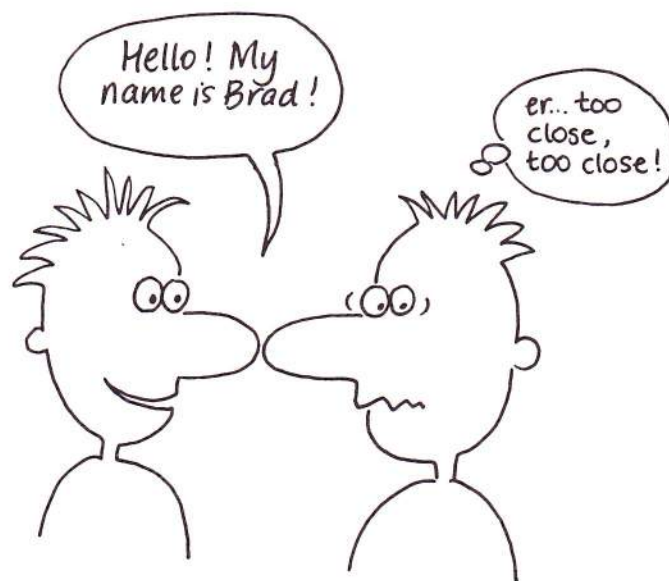
Group leaders prepare short video clips from popular TV programmes that show different aspects of body language.

### ACTIVITY

Group leaders explain that the group is going to watch a short video clip with the sound turned down. Group members try to identify different aspects of body language by watching what the actors are doing with their bodies. Use the responses to identify the eight aspects of body language – eye contact, facial expression, hand gestures, distance, touch, fidgeting, posture and personal appearance.



Group members start to brainstorm what is meant by body language, in preparation for **Worksheet 45** 'Body language ... what is it?'







# COMMUNICATION

## 9 WHAT AM I EXPRESSING?

### MATERIALS/PREPARATION

Group leaders prepare sentences that are to be acted out by group members, for example:

*'You're waiting for your friend and he's very late.'*

*'Your cat has just died.'*

*'You're watching TV and feeling very tired as it's very late.'*

### ACTIVITY

Group members take it in turns to be given a card with a sentence written on it. They are then asked to perform a short mime to depict their sentence. The group members try to identify what was on the person's card and how they were feeling. The activity continues until everyone has had a turn. Group members then discuss the different aspects of body language that help us know what someone is saying. Use the responses to identify the eight aspects of body language – namely, eye contact, facial expression, hand gestures, distance, touch, fidgeting, posture, and personal appearance.



Group members brainstorm what is meant by body language, in preparation for **Worksheet 45** 'Body language ... what is it?'



# COMMUNICATION

## 10 EXPRESS YOURSELF TOO!

### MATERIALS/PREPARATION

None.

### ACTIVITY

Group members brainstorm a list of feelings, for example:

*happy, sad, worried, frightened, angry, excited*

Group members are then asked to think of something that someone might say if they are feeling *happy, sad, and so on*. For example, 'I can't wait for tomorrow' (*excited*), 'I feel so cross with you' (*angry*). Group members then choose one of the feelings and walk around the room using appropriate body language. At a given signal from the group leader, group members stop and repeat the agreed sentence. Repeat the activity with all the feelings. Group members then discuss what changed about their voices with each feeling.

### VARIATION

Group members act out feelings individually, and the others observe and comment on their voices.



Group members could start to complete **Worksheet 47** 'How do we talk when we're ...?'





# COMMUNICATION

## 11 LISTEN TO THE FEELING

### MATERIALS/PREPARATION

Group leaders prepare short monologues on a cassette tape to depict different emotions through their voices.

### ACTIVITY

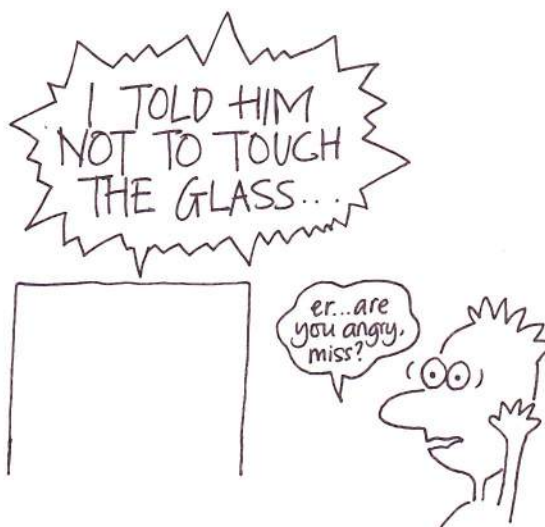
Group members are asked to listen to the tape and guess the emotion. Group members discuss how they recognised the emotion – that is, what changes about someone’s voice to make them sound sad, happy, and so on. Group leaders then introduce the group to the five aspects of the way we talk: volume, rate, clarity, intonation, and fluency.

### VARIATION

Group leaders could perform their monologues from behind a screen.



**Worksheet 47** ‘How do we talk when we’re ...?’ could be completed and **Worksheet 48** ‘The way we talk’ could also be given to group members.





# COMMUNICATION

## 12 GUESS HOW I'M FEELING!

### MATERIALS/PREPARATION

Pictures of emotions, for example **Emotions ColorCards**<sup>®</sup> (Speechmark).

### ACTIVITY

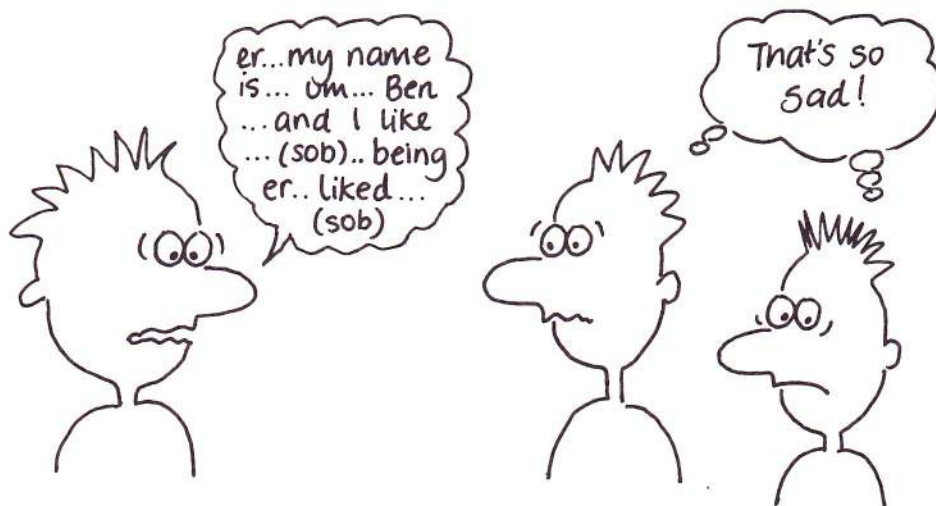
Group members select a picture and then introduce themselves in an agreed way – for example, saying their name and one thing they like doing. Each group member tries to express the emotion on their card through their voice. For example:

'Hello, my name is Gwen, and I like going shopping' (sounding excited).

Group members are asked to guess the feeling and then identify how they guessed it. Repeat the activity until all members have had a turn. Group members then discuss what changed about their voices with each feeling.



**Worksheet 47** 'How do we talk when we're ...?' could be completed and **Worksheet 48** 'The way we talk' could also be given to group members.







# COMMUNICATION

## 13 WHAT ARE WE SAYING?

### MATERIALS/PREPARATION

Group leaders prepare scenarios that are to be acted out by group members, for example:

'You're planning a party for your friend.'

'Your dog has just died.'

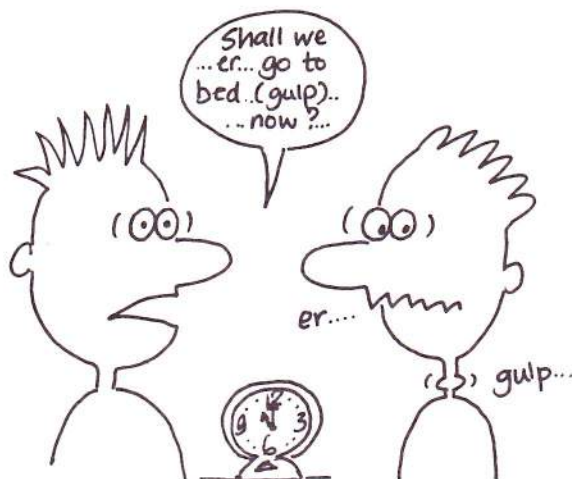
'You have been watching a frightening film on TV and it is now time to go to bed.'

### ACTIVITY

Group members work in pairs and are given a scenario on a card. They are asked to prepare a short role-play and given five minutes to do so. They are then asked to perform their role-play and group members try to identify how they were feeling. Group members then discuss the different aspects of our voices that help us know how someone is feeling. Use the responses to identify the five aspects of the way we talk – namely, volume, rate, clarity, intonation, and fluency.



**Worksheet 47** 'How do we talk when we're ...?' could be completed and **Worksheet 48** 'The way we talk' could also be given to group members.





# COMMUNICATION

## 14 MY, YOU'RE BAD!

### MATERIALS/PREPARATION

Flip chart and pens. Group leaders also prepare a series of role-plays to depict poor conversational skills – namely, poor listening; starting a conversation inappropriately; poor turn-taking; inappropriate asking and answering of questions; being irrelevant; inability to repair, and ending a conversation inappropriately. (Role-plays that are amusing, exaggerated and/or farcical are often better at getting the message through and remembered.)

### ACTIVITY

Group leaders enact their role-plays and group members discuss what was wrong with the conversations. Group leaders continue to role-play different scenarios until all the essential aspects of conversational skills have been elicited. For example, 'hogging the conversation' (turn-taking), 'talking about things that were nothing to do with the conversation' (relevance). These ideas are written on a flip chart.



### VARIATION

Group leaders could prepare clips of TV programmes where conversations are breaking down – for example, 'Fawlty Towers' or 'Friends'.



Group members could complete **Worksheet 50** 'A bad conversation = '.





# COMMUNICATION

## 15 MY, YOU'RE GOOD!

### MATERIALS/PREPARATION

Flip chart and pens. Group leaders prepare a series of role-plays (as in Activity 14, 'My, you're bad!', page 84) to depict poor conversational skills.

### ACTIVITY

Group leaders explain that while they are performing their role-plays, the group will act as 'directors' and will say 'stop' or 'cut' as soon as they see something wrong. They will then direct the group leaders to change their role-play so that the conversation is good. After each role-play, the group members discuss what they changed about the conversation, and these are written up on a flip chart. Group leaders continue to role-play different scenarios until all the eight aspects of conversational skills have been elicited – namely, listening; starting a conversation; taking turns; asking questions; answering questions; being relevant; repairing and ending a conversation.



Group members could complete **Worksheet 51** 'A good conversation =', and can also be given **Worksheet 52** 'Conversational skills ... what are they?'.



# COMMUNICATION

## 16 RATING THE ACTORS

### MATERIALS/PREPARATION

Flip chart and pens. Group leaders prepare a series of clips from TV programmes, such as popular soaps, where conversations are occurring.

### ACTIVITY

Group leaders recap on the eight aspects of conversational skills elicited by the previous activity: listening; starting a conversation; taking turns; asking questions; answering questions; being relevant; repairing and ending a conversation. Group members then watch the video clips and observe the conversational skills. Group leaders could prepare a grid on a flip chart using a rating scale (never good, not very good, quite good and very good) and the eight conversational skills (see **Worksheet 53** from **Talkabout**). Group members then rate the actors on the eight aspects.



Group members could be given **Worksheet 52** 'Conversational skills ... what are they?'.





# COMMUNICATION

## 17 LOOK BACK IN ANGER 1

### MATERIALS/PREPARATION

Flip chart and pens. Group leaders prepare a series of clips from TV programmes, such as popular soaps, where aggression is occurring.

### ACTIVITY

Group members watch the video clips, and after each clip they are asked to describe what is going on and what is going wrong with the conversations. Group leaders write down (or draw) their ideas on a flip chart. Ideas that may be elicited are shouting, being physically violent, looking mean, swearing, walking off, being a bully, talking quickly, using a nasty tone of voice, and so on.



Group members could complete **Worksheet 54** 'What does being aggressive mean?'.





# COMMUNICATION

## 18 LOOK BACK IN ANGER 2

### MATERIALS/PREPARATION

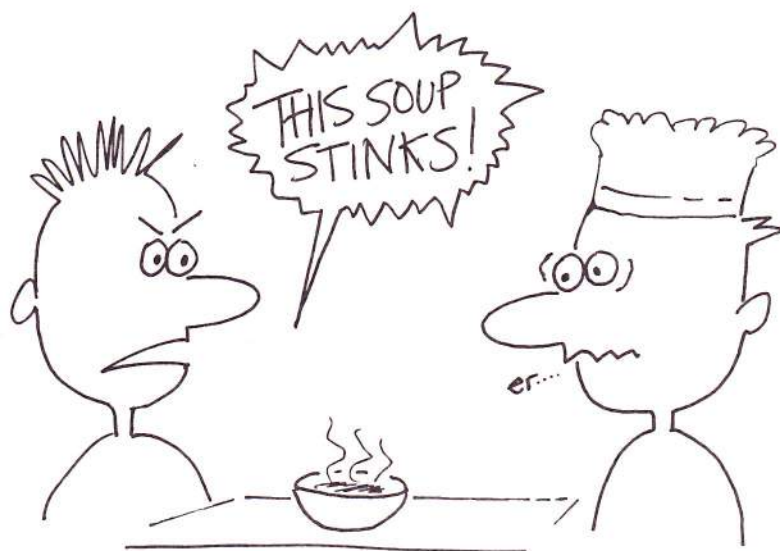
Flip chart and pens. Group leaders prepare a series of short role-plays that they will perform in front of the group to elicit ideas about what being aggressive means. For example, complaining to a waiter about a meal in an aggressive way, or bullying someone in a playground.

### ACTIVITY

Group leaders perform a role-play and ask group members to describe what is going on and what is going wrong with the conversation. Group leaders write down (or draw) their ideas on a flip chart. Ideas that may be elicited are shouting; being physically violent; looking mean; swearing; walking away; being a bully; talking quickly; using a nasty tone of voice, and so on.



Group members could complete **Worksheet 54** 'What does being aggressive mean?'







# COMMUNICATION

## 19 PASSIVE PAT 1

### MATERIALS/PREPARATION

Flip chart and pens. Group leaders prepare a series of clips from TV programmes, such as popular soaps, where passivity is occurring.

### ACTIVITY

Group members watch the video clips, and after each clip they are asked to describe what is going on and what is going wrong with the conversations. Group leaders write down (or draw) their ideas on a flip chart. Ideas that may be elicited are not speaking; speaking too quietly; being weak; looking frightened; not standing up for themselves; not being able to say no, and so on.



Group members could complete **Worksheet 55** 'What does being passive mean?'





# COMMUNICATION

## 20 PASSIVE PAT 2

### MATERIALS/PREPARATION

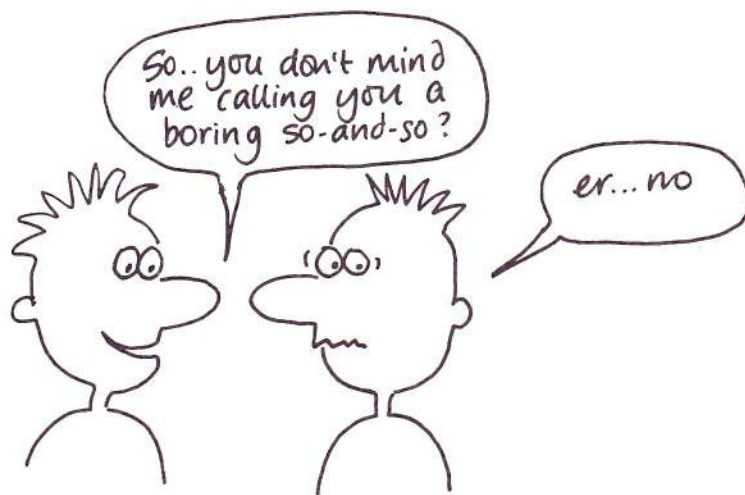
Flip chart and pens. Group leaders prepare a series of short role-plays that they will perform in front of the group to elicit ideas about what being passive means. For example, not being able to ask for an explanation; agreeing to do something that you didn't want to do, and so on.

### ACTIVITY

Group leaders perform a role-play and ask group members to describe what is going on, and what is going wrong with the conversations or their behaviour. Group leaders write down (or draw) their ideas on a flip chart. Ideas that may be elicited are not speaking; speaking too quietly; being weak; looking frightened; not standing up for themselves; not being able to say no, and so on.



Group members could complete **Worksheet 55** 'What does being passive mean?'







# COMMUNICATION

## 21 MEETING IN THE MIDDLE

### MATERIALS/PREPARATION

Flip chart paper and the group's responses from Activities 17 and 18 ('Look back in anger 1 and 2', pages 87 and 88) and Activities 19 and 20 ('Passive Pat 1 and 2', pages 89 and 90) on what it means to be aggressive and passive. Group leaders divide the flip chart into three columns: aggressive, assertive and passive.

### ACTIVITY

Group leaders recap the previous two activities, and ask group members to remember what being aggressive and passive mean. As ideas are remembered, they are added to the appropriate column and the group members are then asked to consider what would be a better way of speaking or behaving. These ideas are then added to the assertive column.

AGGRESSIVE		ASSERTIVE		PASSIVE
Swearing	→	No swearing		
		Saying 'no'	←	Not saying 'no'
Shouting	→	Speaking at a normal volume	←	Speaking quietly



Group members could complete **Worksheet 56** 'What does being assertive mean?'

# COMMUNICATION

## 22 SAY IT WITH ASSERTIVENESS (AND FLOWERS)

### MATERIALS/PREPARATION

Flip chart and pens. Group leaders prepare a series of short role-plays depicting assertive behaviour, such as expressing feelings; standing up for yourself; making suggestions; refusing; disagreeing; complaining; apologising, and requesting explanations.

### ACTIVITY

Group leaders perform the role-plays and ask group members to describe what is happening in each role-play, and how the group leaders are speaking and communicating. Ideas are written on a flip chart.



Group members could complete **Worksheet 56** 'What does being assertive mean?' and/or are given **Worksheet 57** 'Assertiveness ... what is it?'

