

Unit 3 Activities

Lesson 1: For this activity we were going to learn about Communication Bloopers (the mistakes we sometimes make in groups that we may not mean to). The students were going to learn about the four different kinds of Communication Bloopers we often make while working in a group. Those Communication Bloopers are-interrupting, ignoring, withdrawing, and controlling. For the activity I was going to split the class into 4 teams and have 6 total students volunteer to read from a script. In the script there are certain places where there are communication Bloopers happening (all of them are pointed out in the teacher copy). When the students would come across one of the bloopers I was going to ring a bell and have the teams decide which of the Communication Bloopers happened. The team with the highest score was going to get a prize.

However since you are at home with your student during this time an option you could use instead is to still have your student read through the script and stop at each Communication Blooper. When you stop, have a discussion with your student about which Communication Blooper just happened and how it could be avoided or how they would feel if someone interrupted/ignored/withdrew/or controlled them.

Lesson 2: The lesson 2 activity is the same idea as the Lesson 1 activity except instead of focusing on Communication Bloopers the students were going to focus on Communication Boosters. The activity would be the same activity just looking at the good side of communicating. So when you get to the Communication Booster stop and have a discussion about why doing that specific communication Booster would be really helpful in group settings.

Lesson 3: This lesson was going to have the students getting practice understanding and seeing how communication Boosters and Bloopers both work in a group setting. I was going to show the students a video that showed the students both Communication Bloopers and Boosters and how to identify them. As the students were going to watch the video the students were going to tally up how many of the communication Bloopers and Boosters they saw. At the end of the video we were going to have a discussion about which communication Blooper and Booster was most prevalent.

For the next activity the students were going to get split into teams of 6. These teams of six were going to be tasked with building a tower using only 1 piece of paper, scissors, and pieces of tape to hold the paper together. The tape cannot be taped to the table and it cannot add height to the tower. The tower that is the highest and could stand for 5 seconds on it's own would have gotten first place. 2 of the 6 team members would have been Observers. Their role in the team would have been to observe the team communicating with each other. One observer would have been responsible for looking for Bloopers, the other Boosters.

For every Blooper or Booster that the observer would see they would put a "ticket" on the table saying which one they saw.

At the end of 10 minutes the students will present the towers to the class. The tower that can stand on its own for 5 seconds with no help and is the tallest will get first place and could add 10 points in the activity part of their sheet. The tower that is the second tallest and could stand on its own for 5 seconds would get 6 points. And the tower that was the third tallest and could stand alone would be able to add 2 points to their sheet. After all of the towers had been tested I would have had the teams add up all of their "tickets." The Blooper tickets add to the score (1 ticket=1 point). However the Blooper tickets deduct from the total score (1 ticket=1 score). The team with the most points would have won a special prize from me.

Because we are not in school I think a version of this would still be able to be done at home except instead of having 4 people figuring out how to make the tower have it be 2 or more kids and only have 1 observer or you could be the observer if you want. The main part of this lesson was to get the students to practice using the Communication Boosters more in their everyday language. The more practice we get using Communication Boosters and recognizing and stopping Communication Bloopers the more we can be better communicators.

All of these resources are also online in the School Counselors Resource tab underneath the Documents tab along with videos going more in depth on the lessons. If you need anything please feel free to email me at mcrall@co-u.net

Communication Bloopers	Definitions	Examples
Interrupting	Stopping someone in the middle of what they're saying or doing	When someone is excited about an idea, they might interrupt a group member to share it
Controlling	Deciding the direction of the group without considering others perspectives	A group member may act bossy because they feel confident that they know the best way to accomplish the task
Ignoring	Failing to recognize other group members' needs or perspectives	A group member ignores another member's request for help because they are focused on completing the task
Withdrawing	Removing oneself mentally or physically from the group's task	A group member stops participating in the task after others ignore their ideas or requests for help.
Communication Boosters	Definitions	Examples
Listening	Listening and responding to group members' ideas and questions	A group member listens and responds to the groups' ideas because of interest in learning from others
Facilitating	Providing the group with leadership that takes into consideration other group members' needs and perspectives	A group member suggests ideas and seek opinions from others to help the group focus on accomplishing the task
Negotiating	Problem-solving or compromising when there is a conflict or disagreement within the group	A group member disagrees with another and suggests a compromise so that both are able to follow through on their ideas
Supporting	Encouraging and supporting group members when they need help or become discouraged	A group member doesn't understand something being discussed and another member stops the group to provided an explanation before proceeding with the task

Withdrawer
Controlling
Ignoring
Withdrawing

Listening
Supporting
Negotiating
Facilitating

Collaboration in Action

Instructions:

1. Record the name of the Team Members and the Observers
2. Record the Cooperative Learning Activity (e.g. Creating Towers)
3. Count up the number of Booster Tickets that your team received for each type of Booster
4. Count up the number of Blooper Tickets that your team received for each type of Blooper
5. **Subtract** the total number of Blooper Tickets from the total number of Booster Tickets
6. **Add** your team's total Activity Points to your Total Ticket Score

Listening	+	Supporting	+	Negotiating	+	Facilitating	=	Booster Points
Interrupting	+	Ignoring	+	Withdrawing	+	Controlling	=	Blooper Points
Total Ticket Score								
+ Activity Points								
=Grand Total								

